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The Contributions of Sociolinguitics in the Educational Setting; the Case of EFL in Primary Schools

"EL EKHWA TAYBI"

Dissertation Submitted to the Department of English as a Partial Fulfilment of the requirement for the degree of Master in Linguistics

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DEDICATION

We dedicate this work to:

The source of our happiness in this life, is our mothers and fathers.

Our sisters and brothers whose support and assistance have been extremely important.

Our teachers, all our friends, and all our families.

To all our colleagues.

ACKNOWLEDGEMENTS

ABSTRACT

Sociolinguistics plays a crucial role in education as its theories (learning a second language and a foreign language) are applied diversely in educational settings. This study aims to unveil the effect of sociolinguistics on EFL learners to achieve the targeted objective questionnaires that were delivered to the primary school, EL KHWA TAYBI, in Mecheria, namely 25 pupils as participants and The interview was addressed to only one teacher (because one teacher is responsible for different classes in a different educational setting). The data collection was analyzed quantitatively and qualitatively (a mixed approach). The final result demonstrates that teaching English in primary schools has a positive effect on learners, and teachers who assist them in this new experience will succeed in the future. The Ministry will be putting orders in place to improve this new decision. Later on, the English will eventually supplant the French in Algerian society. In the end, some recommendations were presented to accommodate strategies such as programs and even lessons to better use English in primary school.

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LIST OF ABBREVIATIONS

EFL: English as a foreign language

FL: foreign language

L1: Standard Arabic

SL: second language

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General

Introduction

General Introduction

General linguistics studies the diversity of language structure and use around the world, Language plays a vital role in human life and is used by humans in several ways. Language is a human behaviour that can be studied from different perspectives. Sociolinguistics is concerned with investigating the relationship between language and society to gain a better understanding of language structure and how language functions in communication. This work sheds light on the contributions of sociolinguistics as a field in the process of learning related to teaching EFL in Algeria.

Sociolinguistics is a growing branch of linguistics that studies individual and social variations. Therefore, it is also considered a part of sociology that demonstrates the relationship between language use and social base.

Sociolinguistics is a scientific discipline that studies the language that is used to develop hypotheses regarding language evolution.

Language acquisition is an important phase in the learning process that occurs indoors and outdoors, in formal and non-formal schooling.

Sociolinguistics investigates the relationship between language and society. Mainly the status of second and foreign languages, the goal of learning English in a setting where the majority of individuals speak that language as a second language learner, for example, is a Japanese citizen studying English in the USA. Whereas, learning English in a country where English is not spoken by the majority of people, such as Algeria, is considered an FL learner.

The overall objective of this study is to highlight the contributions of sociolinguistics in the educational field, more precisely the implementation of English in the Algerian primary schools.

The main aim of it is to find out if teaching EFL in the primary is getting through the right way and how can effects both teachers and pupils.

In this study, the researchers use two data collection tools; a questionnaire and an interview. The population of "EL EKHWA TAYBI" under research consists of 25 pupils third year in the primary school, our major goal was to understand their perspectives on learning English as a foreign language. The questionnaire proved to

be an efficient instrument for gathering vital information from students. In addition, we interviewed a teacher who had taught English to primary school kids in several schools. The researchers want to learn more about the teacher's experience and how kids interact with his new language through this interview. The findings indicate that all students loved the experience of learning EFL.

The present research paper attempts to raise the following research questions:

1. How can sociolinguistics contribute to language teaching?

2. Does the use of language variation help the pupils of third-year primary school to become more conscious of sociolinguistics?

3. Does teaching EFL in primary school affect the Algerian educational system?

The following hypotheses have been formed:

1. Sociolinguistics may provide insights into the social and cultural aspects of language use, and help educators to create a more relevant and effective language learning environment.

2. It hypothesizes that Introducing language variation in English as foreign language instruction helps pupils to become more conscious of sociolinguistics.

3. Teaching English in Algerian primary schools might have positive effects on both pupils and educators.

Hence, this research work is divided into two distinctive chapters. The first one is the theoretical in part, it discusses the main concepts related to the topic. The second one is practical in part, it is divided into two sections, the first section is about the research methodology and the description of both data instruments (questionnaire, interview) and the second section is about data analyses and results discussion.

I. Chapter One: literature review

I.1 Introduction

Language is the primary tool used by members of human civilizations to communicate with one another. Yet its structure and application vary somewhat throughout societies and even within the same community. The goal of communication and relationship development remains the same.

To provide a general overview of the needs for this research work, in this chapter, terms, and concepts from the general to the specific will be clarified by shedding some light on the definition of sociolinguistics and how can language varies in different social factors. Then, the researchers present the perspectives of the current research within the fields of dialectology and sociolinguistics, in addition to all the social factors that must be taken into account while examining a linguistic occurrence.

I.2 The Corpus of Sociolinguistics

Indian and Japanese linguistics were the first who studied the social parts of language in the 1930s, and also by **LOUIS Ganchat** in Switzerland in the early 1900s, but none of them received much attention in the West until earlier later. **Thomas Callan Hodson** was the first person who used the term sociolinguistic in his article called "Sociolinguistic in India."

The field of sociolinguistics was established for the first time in the West by **William Labov**in in the US in the 1960s. **William Labov** is an American linguistic researcher, he is widely known as the founder of sociolinguistics. His study demonstrates the social structure (social class) and linguistic variation (pronunciation) in New York. He also introduced the quantitative study of language variation to explain the linguistic variation caused by social factors.

The term sociolinguistic means many things to many people, and of course, no one has a patent on its definition. Sociolinguistics is a sub-branch of linguistics, which is the direction of language study, it highlights the interaction between language and social life. While other schools of linguistics tend to downplay the importance of the speaker by focusing on grammar, phonology, or meaning, also stresses the speaker's role in addition to language structure.

Sociolinguistics emphasizes how language naturally varies across speakers from various origins, not merely to convey information but also to express and forge a person's or group's identity. The field is distinguished by a range of strategies depending on the unique concerns of the scientific community.

The goal of sociolinguistics, according to Holms (1992), is to provide a theory that offers a reasoned account of how language is used in a community and of the choices people make when they use language.

More precisely sociolinguistics studies language in its social context, and investigates the role it plays in society, and how it is influenced by it. There are different kinds of societies in general a **society is any group or groups of people** who are drawn together for a certain purpose or purposes. Society has a **direct effect** on the way people use language.

Language can influence society and the way people think and can be caused changes in the behaviour of individuals the society as a whole. Fishman (1972) claims that the purpose of sociolinguistics is the formula: *"Who speaks what language to whom and where"* **(P.5)**

This suggests that the fundamental principles of sociolinguistics are about language contact, change, and language variation.

Any particular form of a language or linguistic expression is often regarded as language diversity in sociolinguistics. It simply means that a language has a wide range of expressions and applications .which means there are multiple ways to express the same idea. Speakers can differ in pronunciation, choice of words, or morphology (grammar). While all users of a given language can speak and understand each other, two speakers speak alike; age, gender, financial situation, and emotional state.

Sociolinguistics is the study of language usage in social contexts. A **dialect** is a variety of language that is systematically different from other varieties of the same language but the dialect becomes a language when a speaker can no longer communicate. According to **Fromkin (1993, P276)**; *"dialects become languages*

when two languages become mutually unintelligible, when speakers of one dialect group can no longer comprehend speakers of another dialect group".

I.2.1 Dialect

The word dialect which contains "lect" within the term derives from the Greek words. According to **Pie and Gaynor, a** dialect is a specific form of a given language, spoken in a certain locality or geographical area, showing sufficient differences from the standard literary form of that language.

Dialect is a language or several languages that are spoken by various people at various levels. Simply said, a dialect is a distinct type of language spoken by members of a certain social class (sociolect) or by educated individuals (standard dialect). Since there are no inferior or superior languages, all languages are equal and should be treated equally. The variations between languages and dialects (varieties) occur at the phonology, lexical, morphological, syntactic, and semantic levels; linguistics refers to these distinctions as varieties rather than dialects.

A speaker speaks one language but differs in the varieties of that language, differences can be due to:

I.2.2 Social dialect

In sociolinguistics, social dialect, also known as sociolects, is a type of speech connected to a specific socioeconomic class in society. This means that social class refers to the difference between people in education, wealth, and prestige. In studying social dialect, we have two groups, such as the middle class (those who have more years of education and perform non-manual work) and the working class (who have fewer years of education and who perform manual work). Working-class speech refers to a social dialect, whereas upper-class or middle-class speech refers to a different form of dialect because these groups are distinguished primarily by economic factors, which makes the upper or middle class a different type of sociolect. **For example,** teachers do not speak the same way as farmers, that is what makes the sociolect.

I.2.3 Regional dialect

Regional dialectics are a variety of languages spoken in a particular region that has unique characteristics such as differences in pronunciation, verbal structure, word vocabulary, and intonation style. It identifies the speaker's location or region. Traditional names have been given to the same regional dialects, which distinguish them from the local standard variants in a big way. The regional English dialect is known as British English, American English… and so on.

I.2.4 Standard Dialect

Standard dialect can be classified as a type of social English spoken by educator English speakers worldwide. It's known as a pure dialect because it is used by educator people, professionals. It is socially accepted as the standard version of the language used in science and administration. Dialect is considered a standard when it is associated with the upper class and non-standard when it is associated with covert prestige.

I.3 The sociolinguistic variations

Variation is a characteristic of language in which there is more than one way of saying the same thing. It is studied by looking at linguistic and social environments. Language variation is a core concept in sociolinguistics, it studies language change that can occur for a variety of reasons. People speak in different ways and even change their language in different situations to accommodate social factors, to understand how certain forms of language are stigmatized, and also to understand the importance of how language varies based on factors such as; region, gender, and social class.

I.3.1 Region

This is a factor when your speech might be greatly influenced by where you were raised, these linguistic variants are known as dialects by linguistics. Regional dialects in the UK differ from standard British English frequency in terms of vocabulary, pronunciation, and grammar.

I.3.2 Gender

This element is a little more contentious than the others because there is a lot of contradictory evidence by men and women. While some academics contend that genetics have a role in speech variations, others believe that women's lower social standing affects how they use languages.

I.3.3Social class

Class is the structure of relationships between groups where people are classified based on their education, occupation, and income. Like all subfields of linguistics, sociolinguistics is a descriptive rather than prescriptive field, focusing instead on how people speak rather than how they ought to speak. Sociolinguistic variety, according to **Labov**, "begins with the basic act of detecting a variance that there are two alternative ways of saying the same thing. Labov's definition of sociolinguistic variation-which is just using different words, sounds, and languages to describe the same thing-is rather self-explanatory in this context. Their quantitative investigation on two categories of variables to explain language variation:

a) **Social variable**

A social variable is a social factor that has an impact on language variation such as working class and middle class that can be used to identify one group of speakers from another.

b) **Linguistic variable**

The linguistic variable is described by **Wardhaugh (2006, p145)** as; *"a linguistic item, which has detectable variants".*

It describes how certain lexical, grammatical, and phonological variations in the linguistic structure are realized. The goal of the scientist is to link linguistic variation to specific social and to discover a sociolinguistic explanation for why one version is preferred over another. For instance, a linguistic variable in British English is the suffix **ing**.

I.4 Sociolinguistics related to other fields of learning

Sociolinguistics as a broad field has a close connection to the academic disciplines. It is crucial to **literature,** particularly for pupils, it helps them create fiction and non-fiction works that are meant for publication. They can use their sociolinguistic skills when composing plays, short stories, and poems. On the other hand, the field of **applied linguistics** which deals with identification, study, and search for language solutions is related to life's problems, which means that sociolinguistics is considered part of applied linguistics. Sociolinguistic researchers study how society affects language, and by understanding these aspects, researchers may be able to resolve how language affects an individual or society. But our main purpose is to highlight the relationship between sociolinguistics and the **didactics** field, to put it simply, didactics is synonymous with teaching it describes the teaching and educational science for all fields of study. Didactics instruction focuses on the teachers who teach the pupils, which is why educators combine the study of sociolinguistics with their teaching. It helps the pupils to put things in context which means that learning language is getting through the process of teaching.

Sociolinguistics has become a very important role and we have realized that the role of language is not just a means of communication but also a creator of social identity. It is important for teachers because it deals with how language is used and thought about in the real world, the teachers have often overlooked aspects of sociolinguistics in language teaching.

I.5 The impact of sociolinguistic variation in the process of learning

Sociolinguistic variation first appeared in the 1960s and has its roots in dialectology, which was a response to Chomsky's generative project and also a result of methodological shortcomings in earlier dialect studies. The study of sociolinguistic variation examines how language varies within speaking groups. It focuses on the interaction between linguistic structure such as sounds, grammatical forms, and words, and social factors like gender, age, and ethnicity, Sociolinguistic variation has a significant impact on the teaching process, particularly in classrooms

since it gives pupils proper guidelines for speaking and writing and also helps them become more aware of sociolinguistic differences between languages. As we have discussed earlier sociolinguistics is a subfield of linguistics that deals with the influence of society on language, and also it deal with the issues faced in learning a language. Therefore, when teaching language, teachers should place a greater emphasis on words, grammar, and text content. That is to say, sociolinguistic variation is very important in the process of learning because language comes to fulfill the needs of society. We can, however, attest from academic research that teaching is a challenging process for language acquisition. But, it is helpful because it can let people realize why a writer, lecturer, or politician is concerned about what is going on in the world.

I.6 Educational system in Algeria (the process of teaching)

Education is the process of gaining knowledge and abilities. It also entails supporting people as they develop new skills and encouraging them to reflect on what they are learning. Educators must teach pupils how to find and use information, although education is a process that takes place in all nations, its applications vary from one to the next. One of the nations with a particular teaching system in place in Algeria.

Algerian education is free and is separated into three stages, with primary school lasting five years, middle school lasting four years, and high school lasting three years. This makes for a total of ten years of compulsory education. The organization and delivery of primary and secondary education is the responsibility of the Ministry of Education, the Ministry of High Education and Research is responsible for conducting higher education and the Ministry of Education and Vocation Training is responsible for conducting vocational education.

Classical Arabic is a compulsory language in Algerian schools, French is taught from the third year of primary school, it is the language of instruction in advanced math and science courses, and English is taught in the first year of middle school. But since 2022 English started studying at the primary school in the third year for the first time in the history of Algeria, and it is considered as a foreign language.

Primary education must begin by the time a child is six years old, its goal is to teach them the fundamentals of reading, writing, and mathematics. Therefore, it aims to encourage students' personality development and the formation of positive habits. This stage is concluded by a final exam known as "certification of primary education." While **middle school**s are fixed at the age of eleven years, their goal is to provide students with the fundamental knowledge they need to develop their identity through social, spiritual, and ethical values. Which ends with a final exam called "BEM". The last stage, secondary education, lasts for three years and is concluded with a final exam called "BAC", which leads directly to the university.

I.7 Teaching EFL in Algeria

Learning foreign languages has become a big phenomenon in modern times. In Algeria, we considered English as a foreign language rather than French, which is considered a second language. English as FL refers to the use of English by speakers who have different native mother tongues. According to the 2003 Collins Dictionary, a second language is a language that a person learns from their mother tongue, while a foreign language is a language spoken outside their country of origin.

The general objective of teaching and learning English as a foreign language is that the learners should achieve communication in its various forms and the aim from it is to provide the learners with the language necessary to communicate in a normal situation both in speaking and writing.

The process of teaching in Algeria as we have said before has three stages, and each stage has its purpose for teaching EFL. The purpose of teaching English in secondary school is to prepare pupils for college and the workplace because English is the language of communication in most academics. The purpose of middle school is to help the pupils to develop their; reading, writing, speaking, and listening skills.

The Ministry of Education 2022 decided to apply the new decision by inserting the English language in the **primary** school for the first time. According to my opinion, their purpose is to try to make English a second language rather than

French through time, and also to learner pupils to develop their communicative competence by practicing the four skills earlier.

I.8 Conclusion

This chapter is purely the theoretical phase of the whole work. It has introduced the contribution of sociolinguistics in the process of learning by highlighting the importance of dialect as an influential element in society. It aimed to consider the relationship between sociolinguistics and the educational process by studying the system of education in Algeria focusing more on teaching EFL in primary school.

II. Chapter Two: Data Analyses and Interpretations and recommendations

II.1 Introduction

This chapter is purely the practical part of the dissertation in hand. This chapter is divided into two sections; the first section presents the research methodology and gives a full description of both research instruments. The second section is concerned with the analysis and discussions of different tools that were used.

II.2 Section One: Research Methodology

This section consists of the methods of research, population, and the research instruments used in collecting data with their descriptions.

II.2.1Research Methods

This work is concerned with investigating the relationship between sociolinguistics and the process of learning and also investigating the reason behind teaching EFL in primary school (third year) for the first time. Therefore, the descriptive method will be used to collect data because this topic requires it. Furthermore, a mixed methods research design is adopted to satisfy the needs of this study.

According to Dornyei (2007), "*Mixed methods research involves various combinations of quantitative and qualitative research, either in data collection or at analytical levels".* (p.24)

That is to say, mixed methods research implies numerical and non-numerical data.

II.2.2The population

This research was conducted with 25 pupils in a primary school third year, where they are learning the English language for the first time. This primary school (EL KHWA TAIBI) is situated in Mecheria. This population was selected non-randomly because we were interested in targeting those pupils for evaluating their experience in learning English as a foreign language.

In addition to this, an interview is directed to one teacher in the primary school who teaches the English language (because one teacher teaches several schools).

II.2.3Data Instruments

As previously stated, two unique instruments were employed for data collection, namely, the questionnaire which is based on quantitative data, and the interview which is considered a qualitative method.

a) Questionnaire

Twenty-five questionnaires were distributed to primary school children, and twenty-five (25) copies were received back. It is worth noting that the respondents were asked to respond in their mother tongue because the questionnaire was written in the Arabic version.

- **Description of the Questionnaire**

The pupil questionnaire is composed of ten (10) questions that are divided into two major sections. In the first section, "General Information", the respondents are required to answer two (02) closed questions by selecting the appropriate answer. This section seeks to identify the student's age and gender.

The second section is under the title English language, In this section the pupils are asked to choose "yes" or "no" answers (Q1, Q2, Q3), or tick the appropriate box (Q4, Q5, Q6, Q7, Q8, Q9),(closed questions). Moreover, they are asked to add a comment in the last question (Q10), (open question).

This section is concerned with collecting data about how much the pupils like the English language (Q1, Q2, Q3) to check whether they are interested in English rather than French in primary school (Q4, Q5, Q6, Q7, Q8, Q9). In addition to this question, five (05) were set to find out if the school book is helpful or needs some modifications, while (Q4, Q6, Q7, and Q8) seeks to show how the pupils find English and how they learned before and which tools they prefer in learning English Foreign Language. The last question (10) seeks to know if the pupils gain some capabilities through time.

b) The Interview

The formal interview is another important means that has been used in this research to collect data through conversation. This interview was done with one

teacher that teaches the English language as a foreign language in the primary school

- **Description of the Interview**

the formal interview contains two essential parts, one section for the personal information (age, gender, and level of education), and the second section for research questions to conduct an evaluation of teaching English as a foreign language in the primary school for the first time in Algeria, and find out if it was beneficial or not for both teachers and pupils.

The interview contains twelve open questions, the questions, in the beginning, seek to find out if the teacher is satisfied with his job and how he get into the primary school?, then try to know how the pupils deal with the English language. And which tools are used during the lessons? and also he was asked if he thinks that teaching English at the primary school is a good decision. Moreover, our aim from this interview is to know if the English language become a second language and replace French in the future.

II.3 Section two: Data collection and results

This section highlights the data collection and the results of both the questionnaire and the interview.

II.3.1 Analysis of the questionnaire:

a) **General information**

Question 1: Gender

Table II.1: pupils' gender

Genre	Number	Percentage
Male	13	52%
Female	12	48%
Total	25	100%
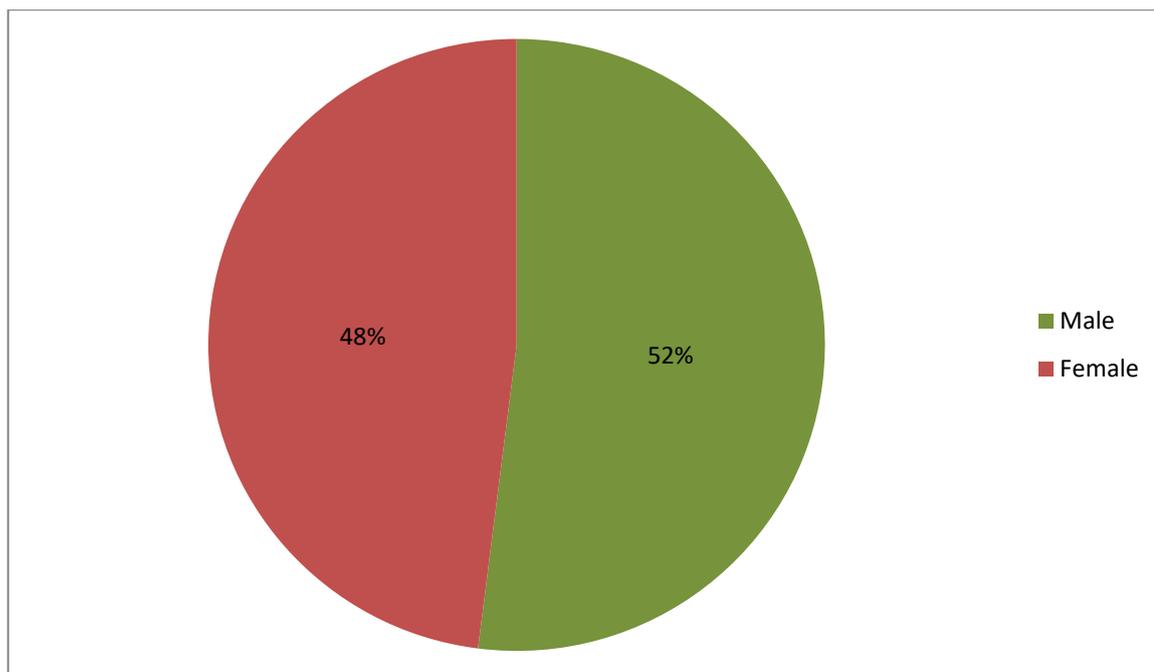
Figure II.1: pupils' gender

We note that the department is equal in terms of the number of males and females, as the percentage of males reached 52%, which corresponds to 13 males, and the percentage of females is 48%, which equals 12 girls.

Question 2: Age

Table II.2: pupils' age

Age	Number	Percentage
10 years	4	16%
9 Years	13	52%
8 Years	8	32%
Total	25	100%
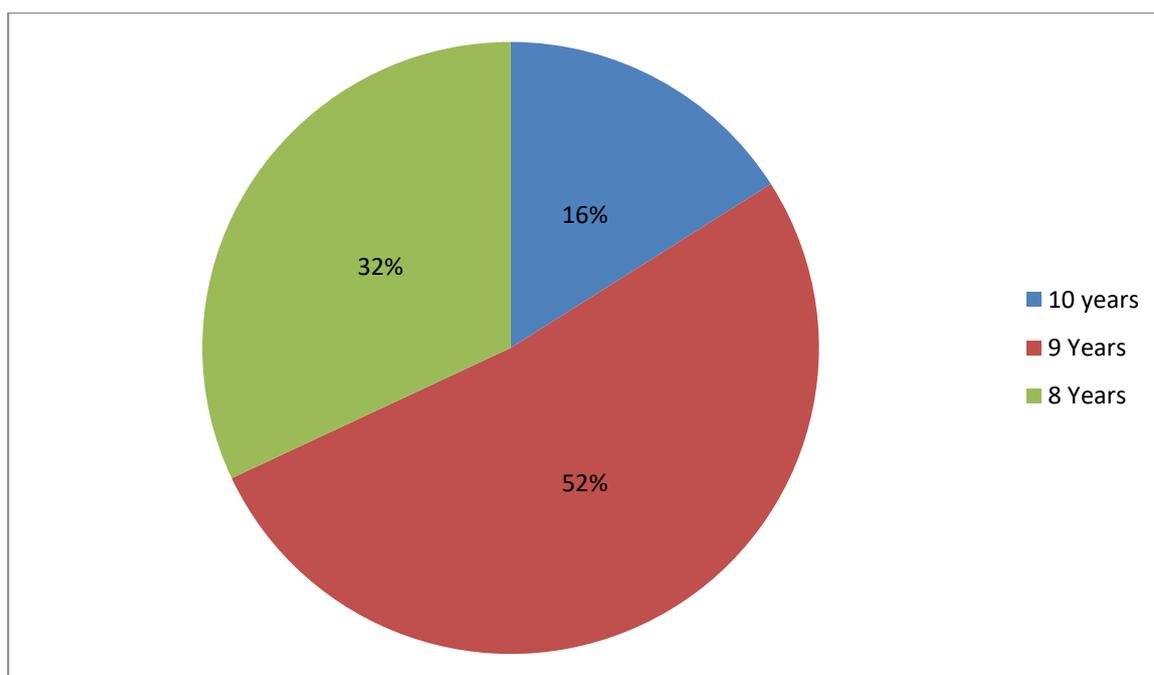
Figure II.2: pupils' age

The ages of the pupils in this department range from 8 to 10 years, where it was found that the ninth age is in the first place with a percentage of 52%, which is equivalent to 13 students. Then the eighth age, which amounted to 32%, equivalent to 8 pupils, and the last percentage was for the tenth age, which amounted to 16%, meaning 4 students.

b) English language

Question 1: is this your first time learning English?

Table II.3: rate of the first time learning English

Question 1	Number	Percentage
Yes, my first time	19	76%
No, it's not	6	24%
Total	25	100%
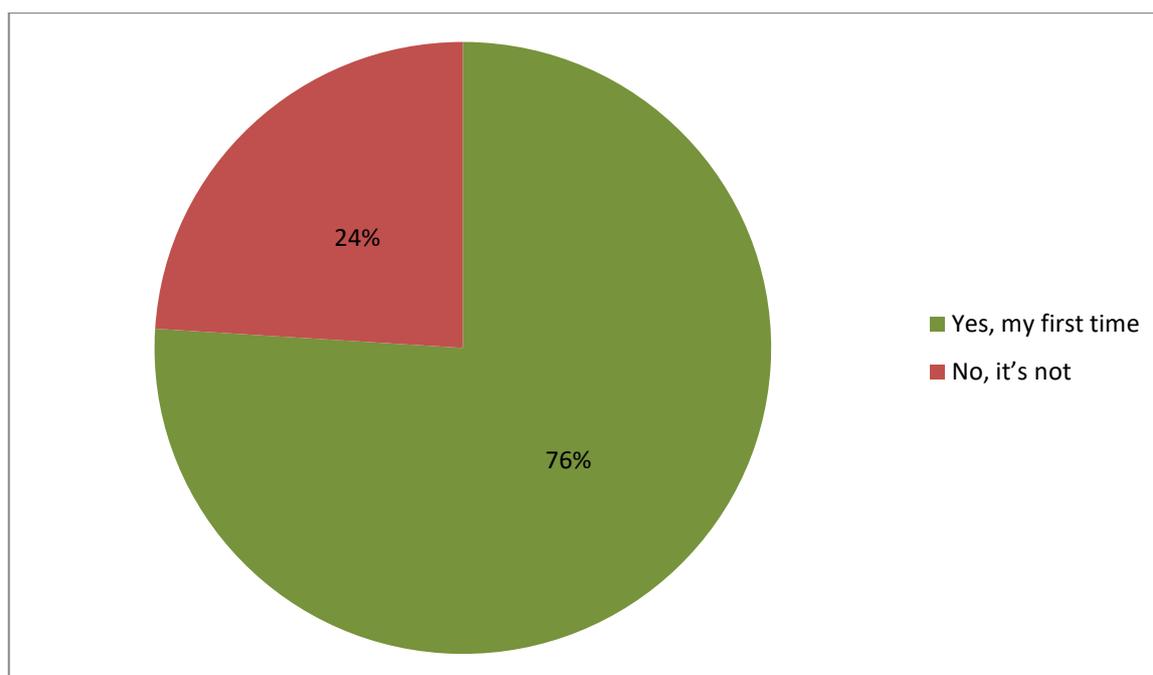
Figure II.3: rate of the first time in learning English

As we can see in this pie chart, there are 76% of the pupils (19 pupils) are learning English for the first time, as opposed to the remaining 24% (6 pupils) who learned English before.

Question 2: If the answer is no, how did you learn this language?

Table II.4: **pupils' answers about learning this language**

Question 2	Number	Percentage
From YouTube	3	12%
Not mentioned	3	12%
Total	6	24%
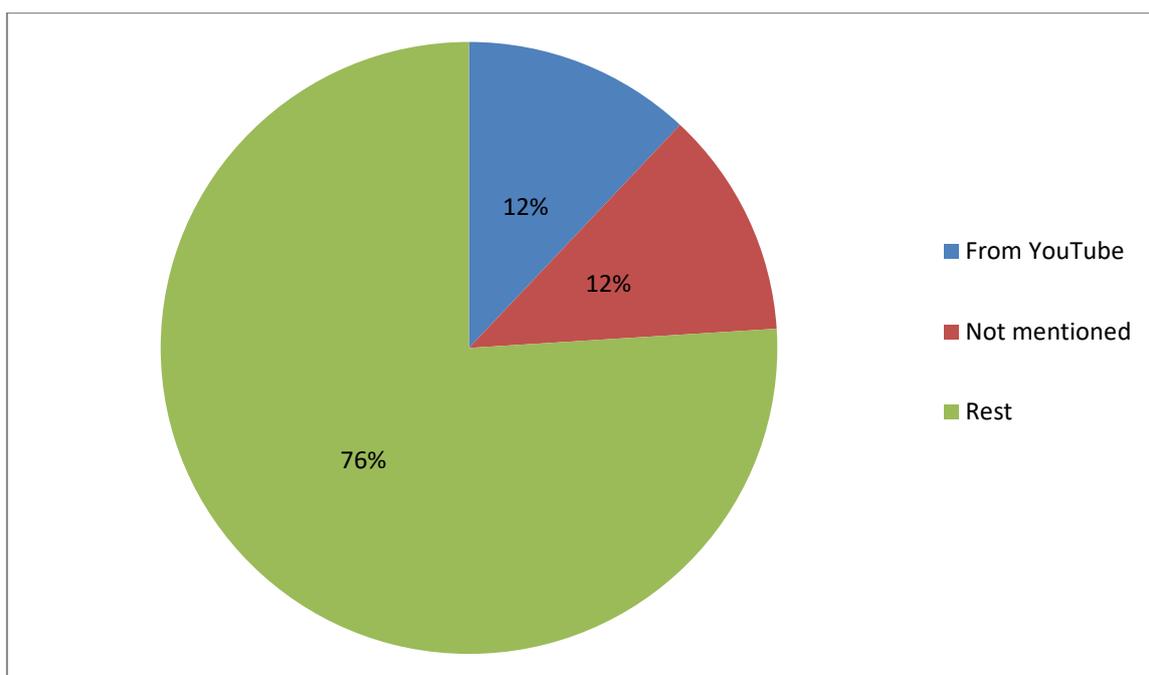
Figure II.4: pupils' answers about learning this language

We see that the majority of the pupils did not study the English language previously, with a result of 19 pupils, equivalent to 76% of the pupils, while a small percentage of those who touched on learning the English language previously, at a rate of 24%, equivalent to 6 pupils, three of them learned it through YouTube, and the remaining three did not mention from any source they learned it.

Question 3: Do you like the English language?

Table II.5: pupil's who like the English language

Question 3	Number	Percentage %
Yes	25	100%
No	0	0%
Total	25	100%

All the pupils agreed to love this language 100%. It seems that they will belong to the Department of Literature and Language in the future.

Question 4: Do you like to speak English?

Table II.6: **rate of pupil's who like to speak English**

Question 4	Number	Percentage
Love speaking English	23	92%
Don't love	2	2%
Total	25	100%
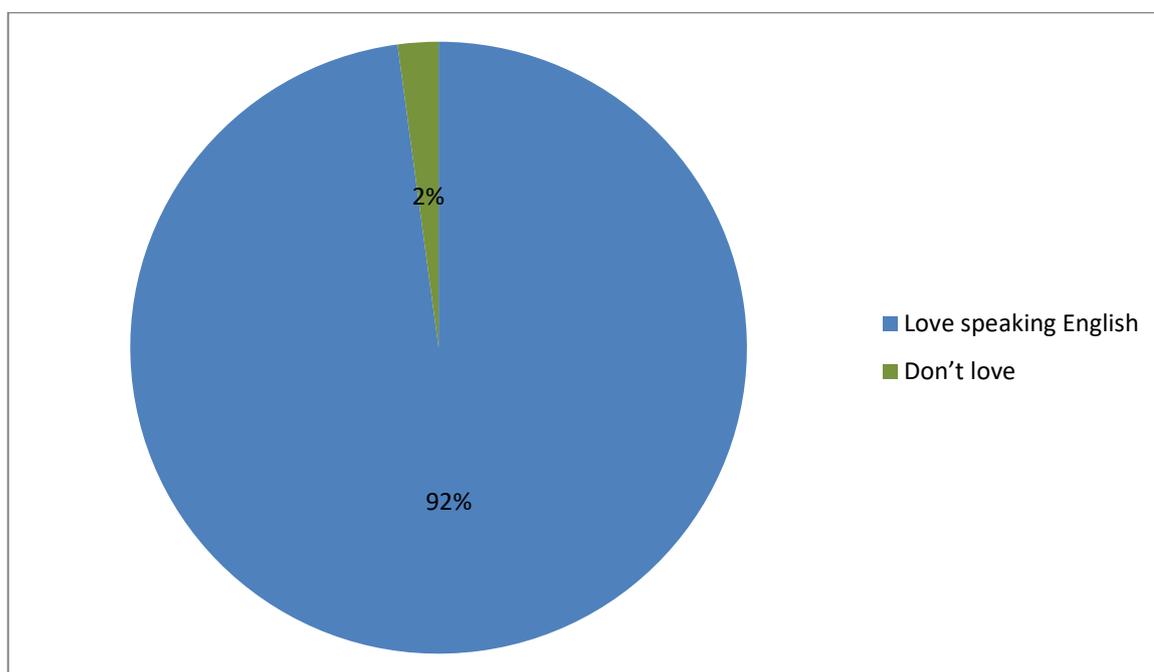
Figure II.5: rate of pupil's who like to speak English

The table shows us that 23 pupils, with an average of 92%, but there are only two pupils, with an average of 8%, who do not like to speak this language.

Question 5: How do you find the English language?

Table II.7: rate of how pupils find the English language

Question 5	Number	Percentage
Easy and fun	25	100%
Difficult and boring	0	0%
Total	25	100%

It was found that most of the pupils enjoyed this language and it was easy and enjoyable for them, as the percentage of this opinion reached one hundred percent.

Question 6: Does the textbook help to understand?

Table II.8: **pupils' textbook**

Question 6	Number	Percentage
Yes	25	100%
No	0	0%
Total	25	100%

Concerning the textbook, we noticed, based on the pupil's answers, that the textbook is very helpful to them in terms of understanding and assimilation, as the percentage reached 100%, which always corresponds to 25 pupils.

Question 6: What do prefer as a language?

Table II.9:languages preferred

Question 6	Number	Percentage
English	5	20%
French	1	4%
Both	19	76%
Total	25	100%
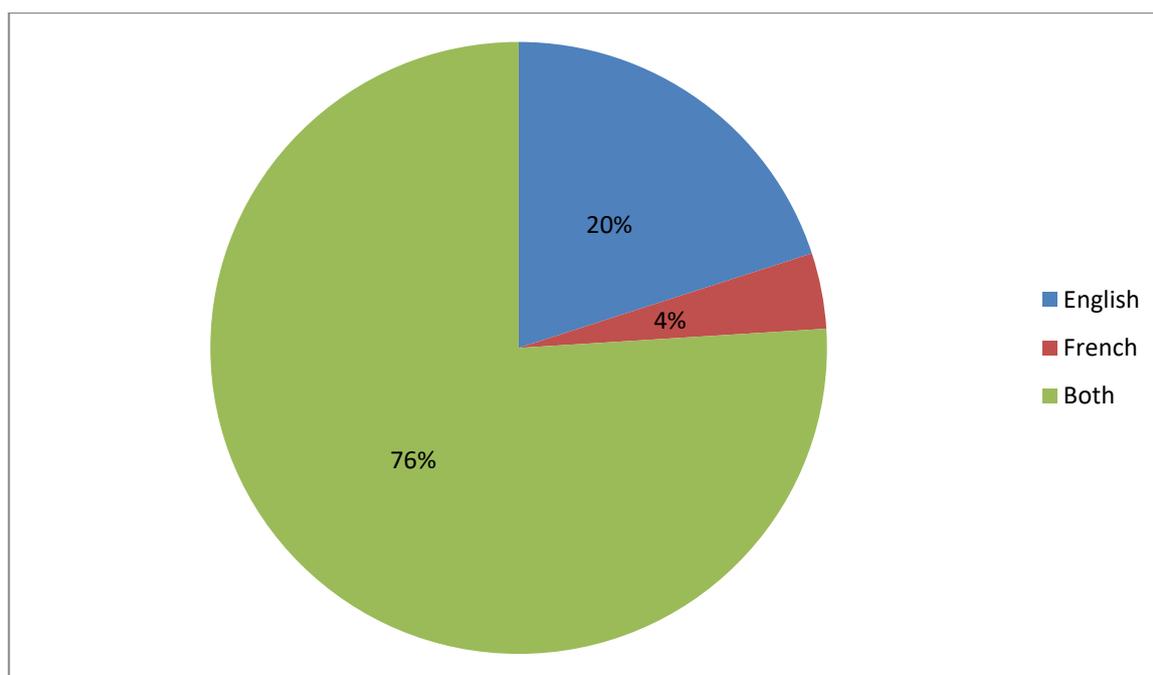
Figure II.6: languages preferred

Five pupils, equivalent to twenty percent, love the English language, while one pupil loves the French language four percent. The rest of the pupils agreed to love both languages, at a rate of 19 pupils, which corresponds to 76%.

Question 7: What do you prefer as skills?

Table II.10:pupols' skills preferred

Question 7	Number	Percentage
Reading	18	72%
Writing	21	84%
Listening	21	84%
Speaking	18	72%

About the four skills, we see that the majority of pupils like writing words and listening to the language 84%, which is equivalent to 21 pupils, while another percentage equivalent to 72% love and prefer speaking and reading, and they are 18 pupils. It seems that listening and writing are much easier than speaking and reading for pupis.

Question 8: Do you like teamwork? Or pair work? Or individual work?
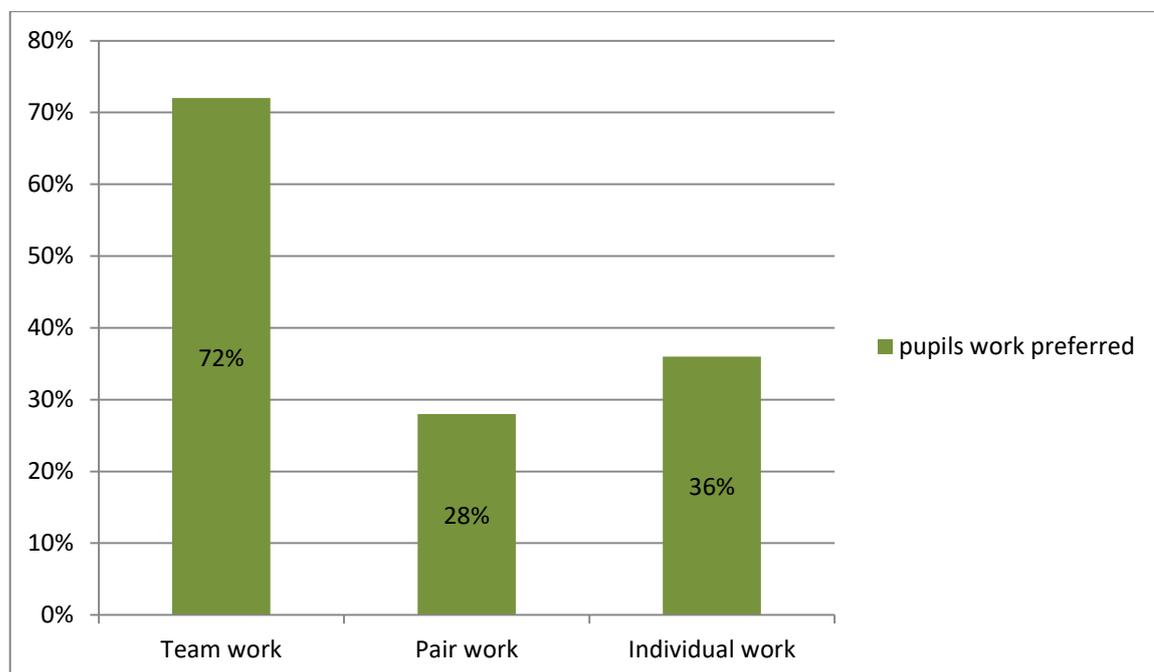
Figure II.7: pupils' work preferred

Concerning work only, the answers were multiple and repeated, as there was more than one pupil who chose two or three answers to this question. Therefore, the highest percentage was of those who liked group work 72%, which corresponds to 18 pupils, and after that, we find individual work by 36%, which is equivalent to nine pupils, and the last percentage was for the share of bilateral work at a rate of 28% and they are 7 pupils.

Question 9: can you count?

Table II.11: Counting ability

Question 9	Number	Percentage
From 0 to 10	17	68%
From 0 to 20	1	4%
More than 20	7	28%
Total	25	100%
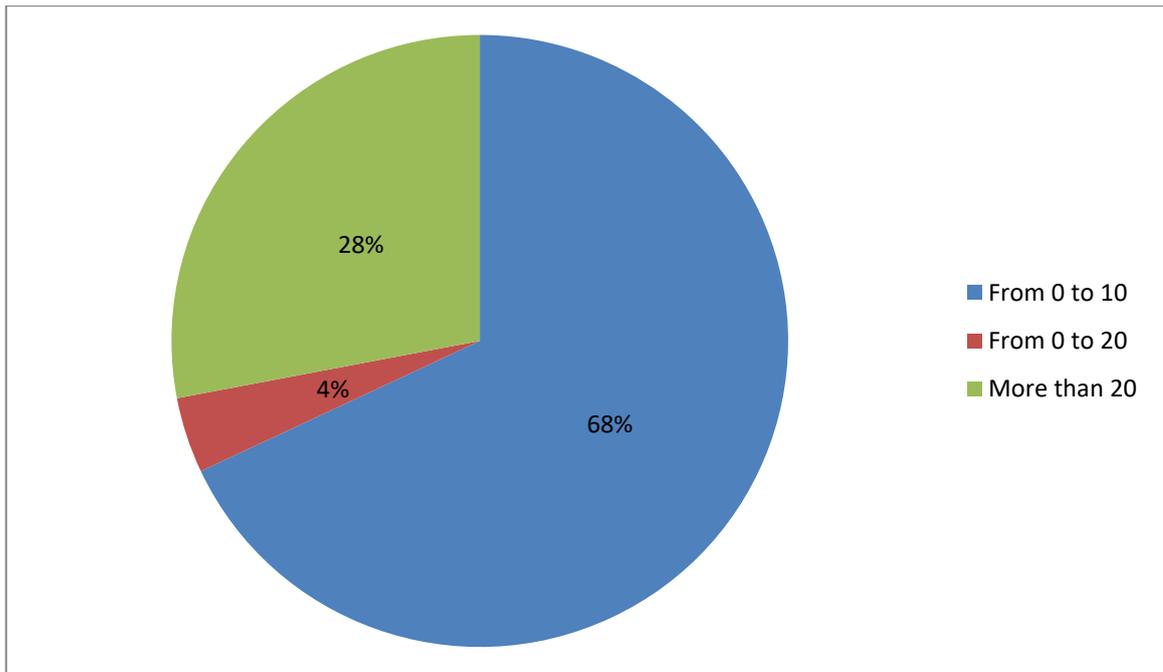
Figure II.8: counting ability

from one to ten, and we see that 7 pupils, equivalent to 28%, are good at counting from one to more than twenty, while one pupil can count from one to twenty.

Question 10: Write words

Table II.12: writing words

Question 10	Number	Percentage
Words repeated	22	88%
Words non repeated	2	8%
Words with errors	1	4%
Total	25	100%
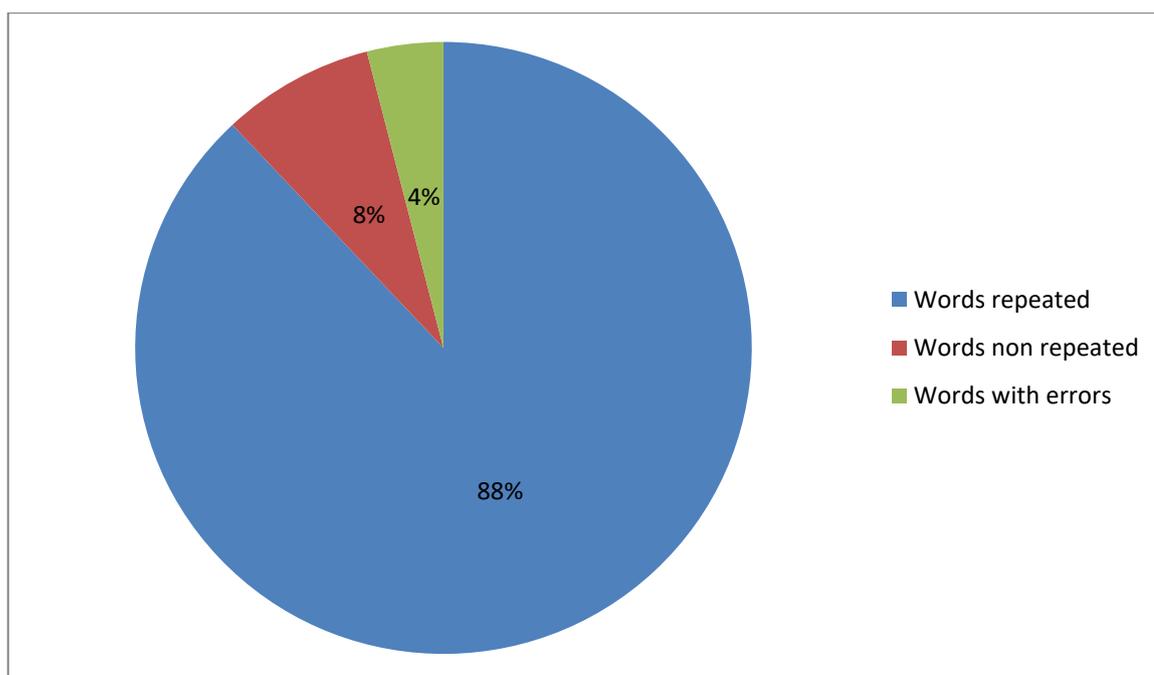
Figure II.9: writing words

The table shows us that 22 pupils have written repeated words related to games, days, and colours, such as the word flying doll, paper ball, and white, and words related to school, such as a book, notebook, and pans. There were only two pupils who added exceptional words that the rest of the students did not mention, such as pigeons, London, tiger, waiting for my game time**….**etc. While there is only one pupil who wrote the wrong words, it seems that he did not focus on the skill of writing well and had bad problems with it.

II.3.2 Discussion of the Questionnaire

In terms of gender, the department is evenly split between males and females. Specifically, there are 13 males, comprising 52% of the department, and 12 females, comprising 48%. As for age, the majority of pupils (52%) are nine years old, with 13 pupils falling into this category. Eight-year-olds make up 32% of the department or eight pupils, and ten-year-olds comprise 16% of the department or four pupils. Previous English Experience: Most of the pupils (76%) have not studied English before while a small percentage (24%) have had some exposure to the language. Out of the six pupils who have studied English previously, three learned through YouTube, and three did not specify the source of their learning. Attitudes toward

English: All of the pupils love the English language, finding it easy and enjoyable to learn. Additionally, the textbook has been helpful for all pupils in terms of understanding the material. English vs. French: While most pupils (76%) love both English and French, five pupils (20%) prefer English, and only one pupil (4%) prefers French. English Skills: Most pupils enjoy writing and listening while speaking and reading are less preferred. Specifically, 84% of pupils enjoy writing and listening, while 72% enjoy speaking and reading. Work Preferences: Most pupils enjoy group work (72%), followed by individual work (36%), and then pair work (28%), Counting Ability: 68% of pupils can count from one to ten, while 28% can count from one to more than twenty. Only one pupil can count from one to twenty.

II.3.3 Analysis of the Interview

Section A: General information

- **Q1:** Age
- **Respondent:** 48 years old
- **Q2:** Gender
- **Respondent:**
- **Q3:** level of education
- **Respondent:** Bachelor's degree in translation

Section B:

- **Q1:** Are you satisfied with your job?
- **Respondent:** Yes, I am

  Here the respondent is very satisfied with his job

- **Q2:** Was your choice of teaching English in the primary school imposed or optional?
- **Respondent:** It was optional

  The choice of teaching English in the primary school for the respondent was optional not imposed.

- **Q3:** Did you teach before?

- **Respondent:** I had a short experience in the high school

  The teacher here claims that he had a short experience in the high school

- **Q4:** What do you think about teaching English for the first time in primary schools?

- **Respondent:** It was an amazing opportunity to teach at such a level.

  The interviewer here is very glad full to get this amazing opportunity in primary school.

- **Q5:** Did your students understand and like the English language?

- **Respondent:** Yes, they are excited about this new language.

  The students are very happy and ready to learn this new language.

- **Q6:** Do you find any difficulties with them?

- **Respondent:** Yes, with our noisy students, and training.

  The teacher finds some difficulties with noisy students and in training.

- **Q7:** How do you find the schoolbook? Helpful or difficult

  The schoolbook for the teacher is helpful.

- **Q8:** Do you think that the schoolbook needs some modifications? If yes why?

- **Respondent:** Yes, it needs to combine with an activities book.

  According to the opinion of the teacher, the schoolbook needs to combine with an activities book.

- **Q9:** Through your explanation of lessons, do you use dialect?

- **Respondent:** No, I don't use dialect instead of using L1.

  He uses L1 rather than dialect

- **Q10:** Do you think that the English language will be considered a second language rather than a foreign language in the future?

- **Respondent:** Yes, because there is easiness in vocabulary and grammar.

  The respondent thinks that English will be considered as a second language rather than a foreign language in the future.

- **Q11:** Do you use any tools or objects throughout your explanation?

- **Respondent:** I use flashcards, speakers, a board, and videos**……**

He said that he uses a lot of tools and objects during his lessons.

- **Q12:** According to your opinion, is teaching EFL in primary school a good decision?

- **Respondent:** Of course, it is good, because the new world orientations impose the consolidation of knowledge.

  Here the respondent agrees that teaching EFL in primary school is a good decision because world right is needed more than you imagine.

II.3.4 Discussion of the Interview

The teacher appears to be a skilled and experienced professional in the field of English language teaching. It's great to hear that he is satisfied with his job and that he finds primary school teaching a great opportunity. It seems that one of the teacher's strengths is his ability to engage his pupils and motivate them to learn English. This is evidenced by his statement that his pupils are excited about learning the language. In addition, his use of tools such as flashcards, speakers, and videos indicates that he is creative and resourceful in his teaching methods. However, one area of improvement could be his use of classical Arabic rather than dialect in his teaching. While pupils need to learn L1, it may also be beneficial for them to learn the dialects common in their communities. This can help them communicate better with the locals and understand the nuances of the language. Another area of improvement could be his suggestion that the textbook should be combined with the activity book. While this be a useful addition, it may also be helpful to consider other ways to make the materials more engaging and interactive, such as incorporating more technology or real-life scenarios into lessons. Overall, the teacher seems to have a strong foundation in teaching English and a passion for helping his pupils learn. With some modifications to his teaching approach and materials, he could have a greater impact on the language learning outcomes of his students. According to the teacher's response in the interview, he believes that English will be considered a second language and not a foreign language in the future, especially in the Algerian education system. He cites the ease of vocabulary and grammar as evidence for this point of view. This suggests that he sees English as an important skill for pupils to learn and that it may become more integrated into

the education system as a whole, including in primary schools. This is likely to open up more opportunities for students to learn English at an early age and increase their fluency in the language over time.

II.4 Conclusion

Certainly, based on the information we obtained from the interview and the questionnaire, we can conclude that learning English is considered important by both students and teachers in the department. The majority of pupils have not studied English before but have a positive attitude toward learning the language. The teacher is skilled at engaging and motivating students to learn English, but there could be room for improvement in incorporating more interactive materials and the use of dialect in teaching. In addition, the increasing importance of English in the education system indicates that there is likely to be a continued focus on learning English in primary schools. With a continued focus on improving teaching methods and materials, it is possible to achieve greater success in pupils' English learning outcomes.

General conclusion

General conclusion

Sociolinguistics plays an important role in learning English as a foreign language (EFL), providing insight into the social and cultural contexts that shape language acquisition. Understanding language attitudes, diversity, and patterns of language use helps teachers address barriers, promote language diversity, and develop learners' communicative competence. Sociolinguistics also equips teachers to familiarize learners with different dialects, promoting linguistic flexibility, and adaptability. By incorporating sociolinguistic principles into teaching English as a foreign language, teachers create a more inclusive and effective learning experience for pupils.

Teaching English for the first time in Algerian primary schools is a ground-breaking addition to the educational system, starting from the 3rd year classes. This new endeavor presents an exciting opportunity for pupils to explore the English language. Surprisingly, the initial experience has been relatively smooth and enjoyable. Students have shown enthusiasm and adaptability, making the learning process easier. By embracing this new language and integrating innovative teaching methods, teachers can create a positive and transformative English learning experience for Algerian primary school pupils.

Research on the role of sociolinguistics in language teaching has led to valuable insights. The first research question investigates how sociolinguistics can contribute to language teaching. It has been established that sociolinguistics plays a significant role in this domain by providing educators with a deeper understanding of the social and cultural aspects of language use. By incorporating sociolinguistic principles into language instruction, educators can create a more relevant and effective learning environment. This understanding allows educators to design instructional strategies that cater to pupils' sociolinguistic needs and promote communicative competence. Moving on to the second research question, which explores the impact of using language variation in teaching English as a foreign language (EFL) on pupils' awareness of sociolinguistics. The answer to this question affirms that incorporating language variation in EFL instruction does indeed help pupils become more conscious of sociolinguistics. By exposing students to different dialects, accents, and sociocultural norms in language usage, educators foster an

understanding of how language varies within and across communities. This exposure enables students to recognize the social and contextual factors that influence language choices, contributing to their sociolinguistic awareness and communicative competence. Lastly, the third research question examines the effects of teaching EFL in primary schools, specifically for third-year pupils , on the education system in Algeria. Teaching EFL at the primary level can have wide-ranging impacts on both the education system and the pupils themselves. By introducing EFL at an early stage, pupils develop foundational language skills and gain exposure to different languages and cultures, enhancing their linguistic abilities and intercultural competence. However, implementing EFL in primary schools requires curriculum development, teacher training, and resource allocation, which can influence the education system as a whole. In conclusion, sociolinguistics contributes to language teaching by providing insights into the social and cultural aspects of language use. Using language variation in EFL instruction enhances pupils' awareness of sociolinguistics. Additionally, teaching EFL in primary schools can have notable effects on both the education system and the pupils themselves.

The research utilized two data instruments: interviews with a teacher and a questionnaire administered to 25 pupils at the third year of primary school. The interviews with the teacher provided qualitative insights into the role of sociolinguistics in language teaching, while the questionnaire gathered quantitative data on the pupils awareness of sociolinguistics and their experiences with language variation in English as a foreign language (EFL) instruction. By combining these data instruments, the research aimed to gain a comprehensive understanding of sociolinguistic aspects in language teaching from both the teacher's and pupils' perspectives

Future researchers can build on the findings of this study by conducting more thorough investigations with larger sample sizes or using different research methodologies. Exploring additional variables or factors that influence the impact of sociolinguistics on language teaching would contribute to a more comprehensive understanding of the subject. Collaborative efforts between researchers from different disciplines, such as linguistics, education, and sociology, will be

instrumental in exploring the multifaceted dimensions of sociolinguistics in language teaching. Sharing research findings, methodologies, and best practices through academic forums and publications can enhance the collective learning environment and accelerate progress in the field. In conclusion, this research study provides a starting point for further research into the role of sociolinguistics in teaching English as a foreign language, particularly in primary education. By embracing this opportunity, researchers can contribute to enhancing language teaching practices, curricula, and policies, ultimately leading to more inclusive and effective language learning experiences for pupils worldwide.

Limitations of the study

- Time constraints.

- Lack of books and documents in the library and of sources on the net.

- We had the interview with just one teacher because one teacher teaches several schools.

Pedagogical recommendations:

Based on our research findings, the present study offers some pedagogical recommendation to the Algerian educational ministry:

- English as being the international language, the ministry should consider it as second language rather than foreign language.

- The ministry of education should add some extra hours in the week for better learning.

- The ministry of education should install and introduce English language formally in the primary schools.

- As a decision, the ministry may involve the elite.

- The ministry should train teachers or form them.

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Appendices

Appendix A

<u>استقصاء</u>

مرحبا أيها التلميذ, أنا طالبة جامعية أسعى لإنهاء مذكرة تخرج و المطلوب منك هو الإجابة عن بعض الأسئلة متعلقة بموضوعي.

الجنس: ذكر [ ]   أنثى [ ]

السن:...................

• **ضع (ي) العلامة (×) أمام الجواب المناسب لك (ي):**

1. هل هاته هي المرة الأولى لك في تعلم اللغة الإنجليزية ؟   نعم [ ]   لا [ ]

   إذا كان الجواب لا فمن من تعلمت هاته اللغة؟

   من خلال إخوتك [ ]   من خلال اليوتيوب [ ]   من خلال الكرتون [ ]

2. هل تحب اللغة الإنجليزية ؟   نعم [ ]   لا [ ]

3. هل تحب تحدث باللغة الإنجليزية ؟   نعم [ ]   لا [ ]

4. كيف هي اللغة الإنجليزية ؟

   صعبة [ ]   سهلة [ ]   ممتعة [ ]   مملة [ ]

5. هل الكتاب المدرسي يساعدك على الفهم [ ]   ام لا يساعدك على الفهم [ ]

6. ماذا تفضل اللغة الإنجليزية [ ]   ام اللغة الفرنسية [ ]

7. هل تفضل قراءة الكلمات الإنجليزية [ ]   ام كتابتها [ ]   الإستماع لها [ ]

   ام التحدث بها [ ]

هل تحب العمل الجماعي ◄ ☐   الثنائي ◄ ☐   الفردي ◄ ☐

8. هل يمكنك العد الى :   10 ◄ ☐   20 ◄ ☐   ام اكثر ◄ ☐

9. هل تستطيع ان تكتب لي عددا من الكلمات التي تعرفها؟

....
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Appendix B

Questionnaire

Hello student, I am a university student seeking to finish a graduation thesis, and you are required to answer some questions related to my topic.

Gender: male ☐   female ☐

Age: **…………**

_____

- **Put the mark (X) in front of the appropriate answer for you :**

1. Is this your first time learning English?   Yes ☐   No ☐
2. If the answer is no, from whom did you learn this language?

   From your Brothers ☐   the YouTube ☐   the cartoon ☐

3. Do you like English?   Yes ☐   No ☐

4. Do you like to speak English?   Yes ☐   No ☐

5. How is the English language?

   Difficult ☐   easy ☐   fun ☐   boring ☐

6. Does the textbook help you understand ☐   or not? ☐

7. What do you prefer   English ☐   or French? ☐

8. Do you prefer   reading ☐   writing ☐

   Listening ☐   or speaking ☐

Do you like individual work [ ]   or teamwork? [ ]

9. Can you count   to 10 [ ]   20 [ ]   or more [ ]

10. Can you write a number of words that you know?

....

....

....

....

....

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....

Appendix C

The formal interview

Good morning, thanks for accepting this appointment. I am a college student trying to complete my graduate thesis, this interview will help me to fill gaps in my research which about teaching English as EFL in the primary school. The interview will be recorded if you wouldn't mind.

A

Age?

Gender?

Level of education?

B

1) Are you satisfied with your job?
2) Was your choice teaching English in the primary school imposed or optional?
3) Did you teach before?
4) What do you think about teaching English for the first time in the primary school?
5) Did your students understand and like English language?
6) Do you find any difficulties with them?
7) How you find the school book? Helpful or difficult
8) Do you think that the school book needs some modification? If yes, why?
9) Through your explanation a lessons, do you use dialect?
10) Do you think that English language will be considered as second language rather than foreign language in the future?
11) Do you use any tool or objects through your explanation?
12) According to your opinion, is teaching EFL in the primary school a good decision?

Thank you so much Sir/Miss, you were very helpful. Thanks again for your time.

ملخص

هذه دراسة تحليلية تحاول اكتشاف العلاقة بين علم اللغة الاجتماعي وعملية التعلم من خلال تقييم تطبيق اللغة الإنجليزية في المدارس الابتدائية الجزائرية. في هذه الدراسة ، استخدم الباحثون تقنيتين مختلفتين للبيانات (الاستبيان والمقابلة). تألف مجتمع "الأخوة الطيبي" قيد الدراسة من 25 تلميذا في السنة الثالثة، وأجرى الباحثان مقابلة مع معلم واحد. علاوة على ذلك ، تم تطوير مجموعة من التوصيات التعليمية لإكمال هذا التحقيق.

الكلمات المفتاحية: علم اللغة الاجتماع، عملية التعليم، الاستبيان، مقابلة، اللغة الإنجليزية, المدرسة الابتدائية.

Résumé

Il s'agit d'une étude analytique qui tente de découvrir la relation entre la sociolinguistique et le processus d'apprentissage en évaluant la mise en œuvre de l'anglais dans les écoles primaires algériennes. Dans cette étude, les chercheurs ont utilisé deux techniques de données différentes (questionnaire et entrevue). La population de " EL EKHWA TAYBI " à l'étude était composée de 25 élèves de troisième année, et les chercheurs ont mené un entretien avec un enseignant. De plus, un ensemble de recommandations éducatives a été élaboré pour compléter cette enquête.

Mots-clés : Sociolinguistique, le processus d'apprentissage, l'anglais, questionnaire, entrevu.

abstract

This is an analytical study that tries to discover the relationship between sociolinguistics and the learning process by evaluating the implementation of English in Algerian primary schools. In this study, the researchers employed two different data techniques (questionnaire and interview). The population of " EL EKHWA TAYBI " under study consisted of 25 third-year pupils, and the researchers conducted an interview with one teacher. Furthermore, a set of educational recommendations was developed to complete this investigation.

Key words: Sociolinguistics, the learning process, questionnaire, interview, English language, primary school.