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The Significance of Learning and Teaching English in Algerian Primary School: from Parents' and Teachers' Perspectives

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Abstract

English language proficiency has emerged as a crucial skill in global communication, politics, business, and education. Recognizing its growing importance, many nations, including Algeria, have introduced English instruction in elementary schools (Crystal, 2003). This paper aims to investigate the significance of studying English in Algerian elementary schools, focusing on the benefits for students and the challenges teachers face in teaching English at the primary school level. The study explores the perceptions of parents and teachers regarding the integration of English, the difficulties encountered by third-year students in learning English, the obstacles faced by teachers, and the role played by parents in the English learning process. To achieve these objectives, a questionnaire-based methodology has been employed. Data were collected from parents of primary school learners and third-year English teachers in both Setif and Bejaia regions. The outcomes of this research include a deeper understanding of the advantages of learning English in Algerian primary schools, identification of the difficulties faced by students, teachers, and parents, as well as some recommendations to improve English language learning outcomes in the primary school setting. The results highlight the importance of learning English for third-year primary students in Algeria. Parents play a crucial role in the English learning process by supporting their children's language acquisition through home-based activities, reinforcement, and exposure to English language resources. Recommendations include enhancing curricular time for English instruction, providing adequate teaching materials, and promoting community engagement to support English language learning.

Key words: EFL, elementary school, perceptions, challenges.

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Dedication

In the loving memory of my dear father, whose unwavering support and belief in my abilities continue to inspire me, even though he is no longer with us. His guidance and encouragement have shaped me into the person I am today. I dedicate this thesis to his memory.

To my incredible mother who has been my pillar of strength and my biggest cheerleader. Your love, sacrifices, and unwavering belief in me have been instrumental in my academic journey. This thesis is a testament of your endless support and unconditional love.

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May the love and memories of my father and the unwavering support of my family continue to inspire and guide me as I embark on new academic endeavours.

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I would like to dedicate this work to one specific person, my dear mother. Because if it was not for her I would not be here. A mother that gave all for her children, a mother that sacrificed all for the success of her children, the mother that took the sacrifice of raising her children all by herself and did it with success. In addition, her only request for me was to see me graduate. And I feel proud today to tell you mom that I did it. I did it for you and for you only. Thank you mom for your endless support, for your endless motivations, for your endless love, and for being the best mother anyone could ever ask for .

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I would also give a huge shout out to my role model, my brother amine for teaching me the hardest lesson, that life isn't just about butterflies and flowers. That being good isn't always good , that trust kills , and that huge opportunities come with massive sacrifices And I would also thank him for giving me a weapon , a golden profession in case life turn it is back on me . I am so grateful to have you on my back.

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Salhi Khaled

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Résumé

ملخص

Agzul

List of Abbreviations

BEM : Brevet D'enseignement Moyen

BAC : Baccalaureate exam

L.M.D (Licence-Master-Doctorat)

EFL : English ans forgien language

C.R.D.P : Centre de Recherche Didactique et Pédagogique

I.T.E : Institut Technologique de L'Education

General Introduction

English has developed into a universal tongue that is extensively used in communication, politics, business, and education on a global scale (Rahman, 2021). The need for English proficiency has grown recently, and many nations now understand how crucial it is for children to start learning the language at a young age (Jenkins, 2015). English is taught as a foreign language in elementary schools in Algeria, and it is gaining popularity with both students and parents. Therefore, this study intends to investigate the significance of studying English in Algerian elementary schools and its possible advantages for pupils (Ait Hammou & Rebiai, 2021).

Many advantages of learning English at a young age have been demonstrated by studies. Kim and Elder (2018) claim that early exposure to a second language can enhance cognitive capabilities such as memory, focus, and problem-solving skills. Furthermore, studying English could open up additional prospects for pupils in the future, including higher education, work, and travel (Chen & Ge, 2017). In addition, studying English may encourage cultural diversity and understanding by enabling students to connect and converse with people from various cultural backgrounds (Leona&Roza.2019).

Nonetheless, there are various difficulties in teaching English in Algeria's primary schools. They include a dearth of materials and experienced teachers, a lack of curricular time dedicated to teaching English, and a lack of exposure to English outside the classroom (Abdallah&Benameur, 2020). Therefore, it is essential to identify ways to improve the teaching of English in primary schools in Algeria (Djedidi&Cherifi, 2020). Hence, our work aims to highlight the importance given to this international language from the part of both parents and

teachers of the third year primary school pupils, the difficulties they might face and the role they play in the children's learning.

I.   Research Questions:

The research aspires at answering the following questions:

1. What are parents and teachers of 3rd year primary learners' perceptions towards the integration of English at this school level?

2. What are the difficulties 3rd year children would face in learning English at this age?

3. What are the major obstacles facing teachers of English when dealing with this age level?

4. What is the role-played by parents of these children in the English learning process?

II.   Methodology:

Aim of study:

This work aims to investigate the significance of English language learning in primary schools, taking into account both the benefits and challenges faced by students, teachers, and parents. Specifically, the study explores the opportunities that learning English at a young age could provide for students in the future, as well as the valuable experiences they could gain from early language acquisition. By examining the benefits of English language learning, the study aims to contribute to a deeper understanding of its importance in the primary school curriculum. Additionally, the study also addresses the difficulties that teachers and parents may face in teaching and supporting young English language learners, with the goal of identifying potential solutions to improve language-learning outcomes in the primary school setting.

> **Sample**

This study is conducted with parents of primary school students and 3rd year teachers of English in the primary school level. We handed forty questionnaires in general. Twenty questionnaires are distributed to parents, and twenty are distributed to English teachers in both Setif and Bejaia. In this research, we analyze how parents are dealing with their children's learning of a new language and their opinions about the situation. In addition, how teachers are handling this new experience of teaching English in primary school, the difficulties and obstacles they face and the importance they see in teaching the English language to third year primary school students.

> **Population**

This study is conducted with third year primary school English teachers and parents of 3rd year pupils. It discusses how parents handle the learning process of their children and the role they play in teaching them. It also discusses the effect of the teacher inside the classroom.

> **Methods and Procedures for Collecting Data**

A questionnaire is handed for parents and teachers in order to collect data about the opinions of both parents and teachers.

> **Data collection**

The current research adopts some procedures for collecting information about the research. The questionnaires intend to help us analyzing the data we collect to clear the view for this new experience.

> **Data Analysis**

The data are analyzed by using rule of threes and thematic analysis, respectively. By gathering the questionnaires given to both parents and teachers, then checking, devising, and ordering their answers to come to a proper conclusion about the situation.

III.   Expected Outcomes

The study aims to contribute to the existing literature on the significance of learning English in primary schools by providing empirical evidence of its cognitive and social benefits. Specifically, the study sheds light on the cognitive benefits of learning English at a young age and the role of English language education in promoting social mobility. Additionally, the study identifies the challenges and barriers to learning English in primary schools from the perspectives of teachers and parents, who may help inform policy decisions and pedagogical approaches.

V. The structure of the work

The present work is divided into two chapters. The first chapter is dedicated to the theoretical background. It consists of four sections. The first section is about the educational system in Algeria, the second section deals with the languages learned in Algeria, section three is about learning English in today's world, and section four is about the impact of learning English on future Algerian learners. The second chapter is the practical part. It is divided into three sections. Section one describes the research design. Section two is devoted to the interpretation of the findings and the discussion. The last section deals with the recommendations, limitations and suggestions for further researches.

Chapter One: Theoretical Background

Introduction:

Chapter One provides a theoretical background for the study, focusing on four key sections. The first section examines the educational system in Algeria, providing an overview of its structure. The second section explores the languages learned in Algeria, considering the linguistic landscape and the status of Arabic and Berber languages. The third section discusses the importance of learning English in today's world, highlighting its global significance and the advantages it offers to individuals and societies. Lastly, the fourth section delves into the impact of learning English on future Algerian learners, emphasizing the potential benefits and opportunities it can provide. This chapter sets the foundation for the study by establishing the context and relevance of studying English in Algerian elementary schools.

Section 1: The Educational System in Algeria

The mandatory 12-year learning cycle in Algeria's educational system begins in elementary school. Through the teaching of a wide range of subjects, including maths, Islamic studies, history, and geography, it seeks to provide students with a well-rounded education. Tamazight is taught in primary schools, and Arabic is taught at the preparatory level before French and English. While middle school builds on the groundwork laid in basic education, secondary school allows students the chance to choose courses depending on their interests and aptitudes (Ministry of National Education, 2018).

The Algerian educational system consists of a preparatory year and 12 years of required study. From the age of six to eleven, children attend primary school for a five-year period.

Maths, Islamic education, civic education, history, geography, and other disciplines are studied by students at this level (ibid).

Students in primary school start learning Arabic at the preparatory level, and they begin learning French in the third year. English has been a part of the third-year students' curriculum since 2022. In certain elementary schools, fourth-year pupils also study Tamazight (Allam, 2021).

For children between the ages of 11 and 14, middle school offers a four-year curriculum that builds on the groundwork of elementary education. Arabic, French, mathematics, physics, history, geography, physical education, and Islamic education are among the disciplines included in the curriculum (Ministry of National Education, 2018).

Three years are spent in the secondary level. Depending on their interests, aptitudes, and test results, students can select from a variety of streams. Students can choose to pursue the literary or scientific branch after receiving their BEM (Brevet D'enseignementMoyen). In their second year of secondary school, literary students have the option of studying literature and philosophy or foreign languages, along with French, English, and a third foreign language (such as German, Spanish, or Italian). For the scientific stream, students have the option of studying mathematics, management-economics, experimental sciences, and mathematical techniques, with four options: electrical engineering, civil engineering, mechanical engineering, and process engineering. At the end of the secondary education cycle, students take the Baccalaureate exam (BAC), which is the national exam that determines whether they can go on to higher education or not (Ministry of National Education.2018).

In Algeria, universities, research centres, and higher education institutions offer tertiary education. In order to be eligible for higher education, students must pass a national test (the baccalaureate). The admissions procedure is extremely demanding. Three cycles make up the higher education system; the first cycle results in a licence, the second in a master's degree, and the third in a doctorate (ibid).

The educational system in Algeria is designed to give pupils a thorough and balanced education, including exposure to many languages and competitive tertiary admissions.

Section 2: The Languages Learned in Algeria

Introduction

Tamazight, French, Arabic, and English all play key roles in education in Algeria, reflecting the country's linguistic landscape and historical background.

➢ **Tamazight Language**

Only the Kabyle areas have benefited from the introduction of Tamazight as a facultative choice beginning from the fourth year of elementary education in 2005 (Zahaf & Liabes. 2017) the extension of this teaching is also not supported by the dearth of teachers (Rouabah, 2020). For instance, just nine professors in Bejaia are responsible for first-level Tamazight courses (Leclerc, 2010). The Tamazight Language Academy was established in 2007 with Ministry of Education approval (Zahaf & Liabes. 2017). This group's mission is to promote the use of this language in instruction (Journals Open Edition, p. 35).

➢ **French Language**

French continues to be used extensively in Algerian education after being accepted as a language of instruction during the colonial era. The use of French in the classroom has generated controversy in Algeria (Ghafsi, 2022). Despite attempts by the Algerian government to promote the use of Arabic in education and public life, French continues to be a significant language of instruction, particularly in scientific and technical fields (Ghafsi, 2022). At the end, the significance of French in Algerian education is a divisive and complicated issue that reflects the country's complex history and linguistic variety (Synergies Algérie n° 22 - 2015).

➢ **Arabic Language**

Arabic has long occupied an important position in Arab History in general and Algerian History in particular. This importance came either because this language is the language of the Quran, or because it is seen as the bond of Arab nationalism (Bassiouney, 2020). Moreover, Arabization represents for the Arabs an urgent necessity because it can not only keep the language itself alive but also make Arab nations gain their linguistic and cultural independence from western cultures (Benkharafa, 2013). Arabic became the official national language of Algeria in 1990, and most Algerians speak one of several dialects of vernacular Arabic. Perhaps the most difficult problem facing the government after the independence was developing an educational system that would achieve Arabization (ibid). The lack of technical and professional people to implement this program met with the people's sensitivity, which created more problems, and conflicts (Mihoubi, 2016/2017). The education system in Algeria after the independence went through major phases of instruction (Grandguillaume, 2004):

The Phase of Ahmed Ben Bella (1962-1965)

Due to the lack of teachers in Arabic, Jamal Abd Nasser (an Egyptian military officer and politician who served as the second President of Egypt from 1956 until his death in 1970 (Rienner.2006) sent to Ben Bella 1,000 Egyptian primary school teachers in 1964.

The Phase of Houari Boumediene (1965-1978)

The implementation of Arabization in Algeria's education system.Taleb, the Minister of Education at the time, outlined three plans for Arabization. The first plan aimed to gradually introduce Arabic language in education from elementary school to higher grades. The second plan focused on gradually Arabizing subjects based on available resources. The third plan aimed for a systematic Arabization process until complete Arabization was achieved (Abdulrazak, 1982).

The Phase of Chadly Bendjdid(1979-1992)

There was a decree in 1980 that initiated the full Arabization of the first year of social and political science, law, and economics at the university level (Roberts.2003). This decision provided opportunities for graduates with an Arabized baccalaureate. In 1991, the Minister of Higher Education announced the complete Arabization of higher education starting from the academic year 1991-1992. There were plans to hire 1,500 Iraqi professors to support this initiative (ibid).

The Phase of Liamine Zaroual (1994-1999)

Due to the faced criticism for the manipulation of Arabization by Islamists, temporary suspension of decisions regarding the widespread use of Arabic language in July 1992 was a necessity. However, Arabization was resumed in December 1996 (Berger, 2002).

The Phase of Abdelaziz Bouteflika (1999-2019)

The Algerian educational system underwent scrutiny. Confidential reports assessing the Algerian school system were ordered by the president and later became public, sparking debates (Dirèche.2018). The final report recommended moving away from monolingualism and embracing a more inclusive approach to foreign languages (ibid). French and English were seen as languages of intellectual and technological advancements, while Arabic was often associated with religion and traditions (Le Matin, 2002).

The higher education system in Algeria continues to be divided between Arabized and non-Arabized fields. Following reforms and the implementation of the L.M.D. system (Licence-Master-Doctorate), several fields were de-Arabized. French remains dominant in many disciplines such as Biology, Science and Technology, Mathematics, Medicine, and Physics (Khalaf, 2011). Arabic is still perceived as the language of religion and tradition, while French and English are viewed as languages associated with intellectual and technological progress (Dahmani, 2017; Khalaf, 2011).

➢ **English Language**

English is taught as a foreign language in Algerian primary schools starting from the age of eight, with the objective of introducing students to the language and developing their basic

skills. The significance of English in the context of globalization, foreign trade, and investment has led the Algerian government to prioritize its teaching alongside French, which had historically been the primary foreign language due to Algeria's colonial past (Missaoui, 2017). According to Bellalem (2012), the prominence of the English language in Algeria was notable before 1980 when the country experienced significant socio-economic growth fuelled by its substantial oil and gas revenues. During this period, the government adopted a politically liberal and economically open approach, aiming to expand the Algerian economic market beyond France and establish connections with other countries worldwide.

In 1972, the Algerian Ministry of Education took a crucial step by introducing English as a second foreign language, following French as the primary foreign language (Bellalem, 2012). English became a mandatory subject across the curriculum, starting from the eighth grade of middle school. To meet the demand for English teachers, the government heavily relied on foreign EFL teachers from various countries, including Pakistan, India, Eastern European countries, the United Kingdom, and the United States of America (Bouhadiba, 2006).

In the 1990s, English was introduced alongside French in primary schools, allowing fourth-grade students to choose their first mandatory foreign language (Benrabah, 2014). This decision was influenced by the pro-Arabization lobby, which consisted of Islamists, conservatives, and nationalists, and led the Ministry of Education to position English as a competitor to French (Benrabah, 2014). On September 6th, 1993, the Algerian Ministry of Education issued a decree (029/M.D/93) outlining the gradual implementation of English in selected primary schools as part of a pilot project (Djouimaa, 2016).

The introduction of English in primary schools followed a bottom-up approach, allowing parents and students to choose between French and English as their first foreign language. However, the number of students selecting English was minimal, resulting in the continued dominance of French (Benrabah, 2014). French speakers in Algeria believed that English did not pose a significant challenge to French, while Arabic speakers accused them of deliberately undermining the project due to Algeria's political and economic dependence on France.

Contrary to the perception of failure, there is no concrete evidence indicating the pilot project's lack of success. Djouimaa (2016) argued that many supportive parents did not have the opportunity to choose between English and French as their children were enrolled in schools where the experiment was not available. Additionally, the selection of pilot schools was conducted randomly, primarily based on classroom availability (Djouimaa, 2016). Furthermore, the project implementation faced challenges during a period marked by ideological conflicts and political unrest, including the civil war in Algeria.

Section 3: Learning English in Today's World

The importance of learning English has increased in the modern, globalised society. According to estimates, there are over 1.5 billion English language learners in the globe (Crystal, 2018), making it the language that is spoken and learnt the most (British Council, 2021).

The motivations for learning English vary and are influenced by the person's aspirations for their personal and professional lives. Some people want to learn English so they may study at English-speaking institutions or find work abroad, while others want to enhance their communication skills while travelling (ibid).

Furthermore, English is the language of the internet (Crystal, 2001). Most of the content available online is in English, and it is the most commonly used language in social media and other online platforms. Therefore, learning English enables people to access and understand information that is vital to their personal and professional growth (Graddol, 2006).

Technology developments have made learning English simpler than ever. Learners have access to a multitude of learning materials, such as grammar drills, vocabulary exercises, and language exchange platforms, through online resources including websites, mobile applications, and social media platforms (Lomicka & Lord, 2019). Additionally, the pandemic has sped up the adoption of online education, enabling students to communicate with professors and classmates from all over the world via virtual classrooms and videoconferencing tools (Li & Lalani, 2021). For English language learners, particularly those from non-English speaking nations, there are still difficulties. These include a lack of access to quality language education, a lack of exposure to authentic English language environments, and the continued use of conventional teaching techniques that do not always correspond to students' needs and interests (British Council, 2021).

In conclusion, learning English is essential for both personal and professional development in the modern world (Graddol, 2006). Although learning is now more accessible than ever thanks to technology, there are still issues that need to be resolved in order to give students access to high-quality language instruction and real-world English language environments (British Council, 2021).

Section 4: Impact of Learning English on Future Algerian Learners

English proficiency has become an important skill for Algerians due to its wide range of potential benefits, both personally and professionally. Historically, French has been the primary language of instruction in Algeria. However, the Algerian Ministry of Foreign Affairs (2020) has recognized the growing importance of English in the globalized world and is now encouraging Algerians to learn English for professional purposes. This is because English has become a more dominant language in the fields of international trade and business (Makouf, 2012/2013).

Algerians who learn English would better be able to communicate with a larger audience and have the potential to access more job opportunities. Kraiem (2019) affirms that English proficiency is a crucial skill in Algeria's rapidly growing tourism industry. According to a report by the World Travel and Tourism Council (WTTC) (2019), many tourism-related jobs, such as tour guides and hotel staff, require English language proficiency. Learning English can, therefore, create more opportunities for Algerians to enter the tourism industry and contribute to the growth of the sector (Abdi & Souilah, 2018).

Furthermore, English proficiency could provide Algerian students with access to academic resources and opportunities for higher education (ibid). English is a language of instruction in many universities across the world. As a result, English proficiency can help Algerian students to apply for scholarships, exchange programs, and other international academic opportunities that can enhance their future career prospects (Kraiem, 2019).

In addition, English proficiency can increase employability within Algeria. Many multinational corporations operating within Algeria require bilingual workers who can communicate effectively with their English-speaking clients and colleagues. As such, learning

English can open up a wide range of job opportunities for Algerians, particularly in the fields of business, technology, and tourism (Kraiem, 2019).

Moreover, English proficiency can have a positive impact on Algerian citizens' social and cultural experiences. English is a widely spoken language, and knowledge of it can allow Algerians to travel more easily and communicate more effectively with people from different parts of the world. English language skills can also improve cross-cultural communication and create opportunities for international networking (Kraiem, 2019).

Despite the potential benefits of learning English, there are challenges associated with English language education in Algeria. These challenges include a lack of resources and qualified teachers, insufficient investment in language education, and the need to balance English language learning with other academic priorities (Ibid).

According to Moussu (2020), learning English is essential for Algerians to succeed in their academic, professional, and personal lives, given the growing demand for English language skills in the global economy (p. 1).

However, more support and investment are needed to ensure that English language learning is accessible to all and that the educational system would meet the demands of a rapidly changing globalized world (Kraiem, 2019).

Conclusion

Investing in English language learning would contribute to Algerians' success in an increasingly globalized world, despite challenges such as resource limitations and qualified teachers. The following chapter deals with the practical side of our work.

Chapter Two: Research Design, Results and Discussion

Introduction

The practical chapter would enable us to provide answers to our research questions. It is divided into three main sections. Section 1 highlights the methodology and tools relied on to achieve our results. The results section sets down the analysis of both teachers' and parents' questionnaires, followed by the discussion section. At last, a section is devoted to provide some recommendations drawn from the research, the constraints and limitations faced all along the whole process, then some suggestions for further research.

Section One: The Description of the Study

Introduction

This section describes the research study on which the research is based. It encompasses the population and sample, the data collection tools of research and the analysis method.

1. **Population and Sample**

The targeted population in this research is 3rd year primary school students' parents and primary school English teachers. Twenty parents and twenty teachers volunteered to participate in this research. All forty questionnaires, which were distributed equally among the participants, have been collected for analysis.

2. **Methodology and Research Design**

This study aims to investigate the significance of teaching English as a second language in Algerian primary schools. The research design of this study is exploratory it is   a cross-

sectional survey design. The population for this study is third-year primary school students' parents and English teachers in the cities of Setif and Bejaia - Algeria. A sample of twenty parents and twenty teachers volunteered to participate in this study. Forty questionnaires were distributed equally to both parents and teachers to gather their opinions on teaching of English in primary schools.

The questionnaire is designed to gather information on the significance of teaching English in Algerian primary schools. The questionnaire is designed to be simple and easy to understand, with a mixture of closed and open-ended questions. Closed-ended questions are used to collect data on the respondents' background information, difficulties that face learners, their perceptions and further suggestions for teaching and learning English in primary schools. Open-ended questions are used to collect more detailed information about their perceptions and experiences of teaching English in primary schools.

The data collected from the questionnaire are analyzed using descriptive statistics, such as frequencies and percentages, to summarize the responses of the participants. Qualitative data are analyzed using content analysis. Ethical considerations, such as informed consent and confidentiality, are addressed by providing information about the study to the participants and ensuring their anonymity and confidentiality throughout the research process.

In conclusion, this study would provide valuable insights into the significance of teaching English as a second language in Algerian primary schools, with the aim of improving the quality of English language instruction in primary schools in Algeria.

3. Data Collection Tools :

To collect data, a questionnaire distribution is opted for. Forty questionnaires were distributed for primary school students' parents and third year English teachers equally in both cities of Setif and Bejaia to gather a variety of opinions regarding the situation.

4. The Aim of the Questionnaires

To achieve the aims of this research, forty questionnaires were distributed for teachers of 3rd year primary school level and parents who have children enrolled in the primary level in both Bejaia and Setif regions. The aim of these questionnaires is to gather information and perceptions from teachers and parents regarding the integration of English language learning in the primary school, specifically in the third year level. The questionnaires aim to understand the importance of teaching English at this level, the perceived benefits and difficulties of learning English, and the potential challenges of introducing two foreign languages (French and English) simultaneously. The information gathered from the questionnaires could be used to improve English language education in primary schools.

5. The Description of the Questionnaires:

A questionnaire is a research tool that contains a series of purposeful questions (open and closed ended questions). According to the website of the University of Portsmouth, questionnaires are used with large numbers to collect data on people's opinions, feedbacks, etc on a given topic. Questionnaires can be classified as both qualitative and quantitative (Questionnaires, n. d.). This indicates that a survey that includes open-ended questions is considered qualitative, while one that contains closed-ended questions is analyzed using quantitative methods.

➢ **Parents' Questionnaire:** Based on the content of the parents' questionnaire provided, here is a description of the questionnaire's sections:

Part 1: Background Information

This section aims to gather basic information about the parents who participate in the study. It includes questions about whether the respondents have children in primary school, how many children they have, and whether they have a child in the 3rd grade primary school.

Part 2: Parents' Perceptions towards English

This section aims to gather parents' opinions about the importance of learning English as a foreign language and its introduction in the primary school. This section comprises questions related to the respondents' perceptions of the importance of learning English, their views on introducing English in primary schools, and their reasons for holding such beliefs. Additionally, it includes inquiries on whether learners would encounter difficulties in learning two foreign languages (French and English) simultaneously.

Part 3: Difficulties Faced by 3rd Year Primary School Learners

This section aims to gather information about the difficulties that children might face when learning English at a young age. It includes an open-ended question that asks parents to identify any difficulties their children might face in learning English and whether they provide assistance with their children's English homework.

Part 4: Further Suggestions

This section provides an opportunity for parents to provide any additional suggestions or comments they have about learning English in the primary school.

Overall, the parents' questionnaire seems to gather information about parents' perceptions of the importance of learning English in primary school and the difficulties their children might face when learning English at a young age. It also aims to understand the role that parents play in their children's learning of the English language.

> **Teachers' Questionnaire:**

The teachers' questionnaire is designed to gather information from primary school teachers about their perceptions and experiences related to teaching English as a foreign language at the third-year level. The overall objective is to gain insight into the importance of integrating English language learning at this stage and to identify any challenges or suggestions that can enhance the effectiveness of teaching and learning English in primary schools. The questionnaire is divided into four parts:

Part 1: background information:

Asks teachers to provide background information about their teaching experience and their familiarity with teaching primary school children. They are also asked whether they received any special training in teaching English to primary school learners or not.

Part 2: teachers' perceptions towards English as a foreign language:

Explores teachers' perceptions towards English as a foreign language. The questions are designed to understand the importance of introducing English in the third-year primary level, the benefits that learners may gain from learning English at this school level, and whether there are children with some basic knowledge of English language in the class. Teachers are also asked whether these learners interact in the class and whether this interaction helps the progress of other learners.

Part 3: teachers' and learners' difficulties in teaching English:

Aims to identify the major obstacles facing learners in learning English, and whether introducing English next to French as a second foreign language would result in mastering both languages or lead to confusion.

Part 4: further suggestions:

Is an open-ended section where teachers are encouraged to provide any suggestions or comments on learning English in primary school.

Overall, the questionnaire aims to gather information that would be useful in developing effective strategies for teaching and learning English as a foreign language in primary schools. The answers are treated anonymously to encourage honest and accurate responses.

Section Two: Analysis and Discussion of the Result

This section is dedicated to the interpretation of the data collected from the parents' and teachers' of third year primary school level questionnaire in addition to the discussion of the findings. The data are presented in the form of pie charts and tables.

1. **Analysis of the Results of the Teachers' Questionnaire**

Part 1: Background Information

1) How long have you been teaching?

Table n°1: Teachers' experience

0-5 years	6-10 years	11-20 years	21 years or more
50%	5%	35%	10%
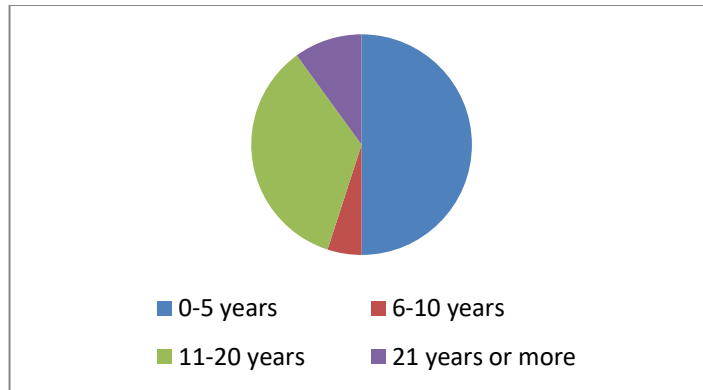
Graph n°1: teachers' experience

50% of the teachers have been teaching for 0-5 years, which means they are relatively novice to the profession. 5% of the teachers have been teaching for 6-10 years. 35% of the teachers have been teaching for 11-20 years, which means they have some experience and have likely been teaching for a significant portion of their career. 10% of the teachers have been teaching for 21 years or more, which means they are highly experienced and have likely been teaching for a very long time.

2) Are you familiar with teaching primary school children?

Table n°2: Familiarity with Teaching Primary School Children

Yes	No
75%	25%
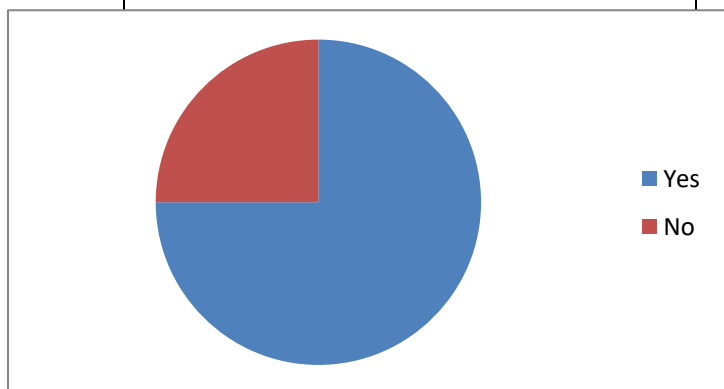
Graph n°2: Familiarity with Teaching Primary School Children

75% who answered "Yes" indicate that they are familiar with teaching primary school children, while the remaining 25% answered "No," indicating that they are not familiar with it.

1) Did you take any special training for teaching English to primary school learners?

Table n°3: Teachers' Training in Teaching English to Primary Level Learners

Yes	No
80%	20%
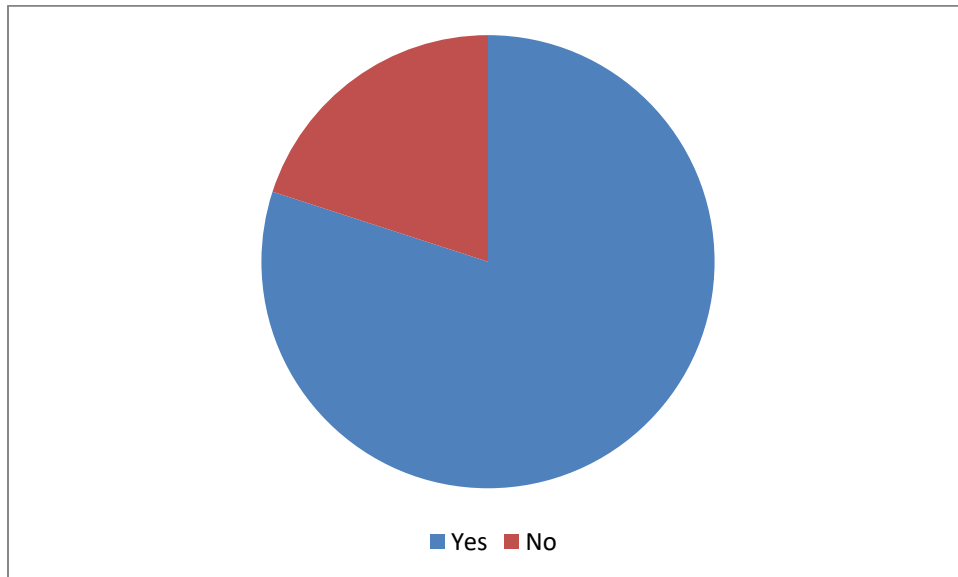
Graph n°3: Teachers' Training in Teaching English to Primary Level Learners.

This result suggests that out of the group of people who were asked whether they took special training for teaching English to primary school learners, 80% responded "Yes" while 20% responded "No". This indicates that a significant majority of the group have received special training for teaching English to primary school learners, while a smaller minority have not.

Part 2: Teachers' Perceptions towards English as a Foreign Language:

2) What do you think of introducing English in the 3rd year primary level?

Table n° 4: Teachers' Opinions on Introducing English at the 3rd Year Primary Level

Important	Not important	Crucial	Additional	No idea
85%	0%	10%	5%	0%
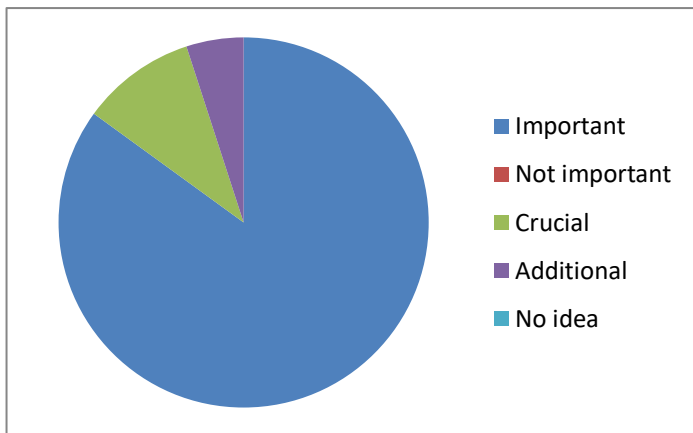
Graph n° 4: Teachers'Opinions on Introducing English at the 3rd Year Primary Level

Based on the given result, 85% of the respondents find it important to introduce English in the 3rd year primary level. Only 10% of the respondents think that it is crucial, and 5% consider it as an additional factor. No one chose "not important," and none of the respondents chose "no idea" regarding this matter. Overall, the majority of the respondents believe that introducing English in the 3rd year primary level is significant.

3) What are the major benefits learners would gain from learning English at this school level?

The answers to this question are diverse and can gathered under this headings:

1) **Good idea:** As a teacher, I think it is a good idea to learn English at a young age. Research suggests that children of 8 years old are particularly receptive to learning multiple languages, and English is an important language to learn. By acquiring the basics of English at a young age, I can build a strong foundation for further language learning in the future.

2) **Cognitive development:** Learning a language other than my mother tongue can promote my cognitive development, including improving my memory, creativity, and analytical skills.

3) **International language:** As an international language, English is an important tool for connecting with people from different cultures and backgrounds. By learning English, I can expand my understanding of the world and develop a greater appreciation for diverse perspectives. This can help me to become a more effective communicator and collaborator in a globalized world.

4) **Booster for future academic and professional life:** As a teacher, I recognize that being proficient in English can provide significant benefits for future academic and professional life. By being able to communicate effectively in English, the learner can access high-quality education, career opportunities, and a vast amount of information that is available in English.

6) Are there children with some basic knowledge of the English language in your class?

Table n° 5: Learners' background knowledge of English

Yes	No
80%	20%
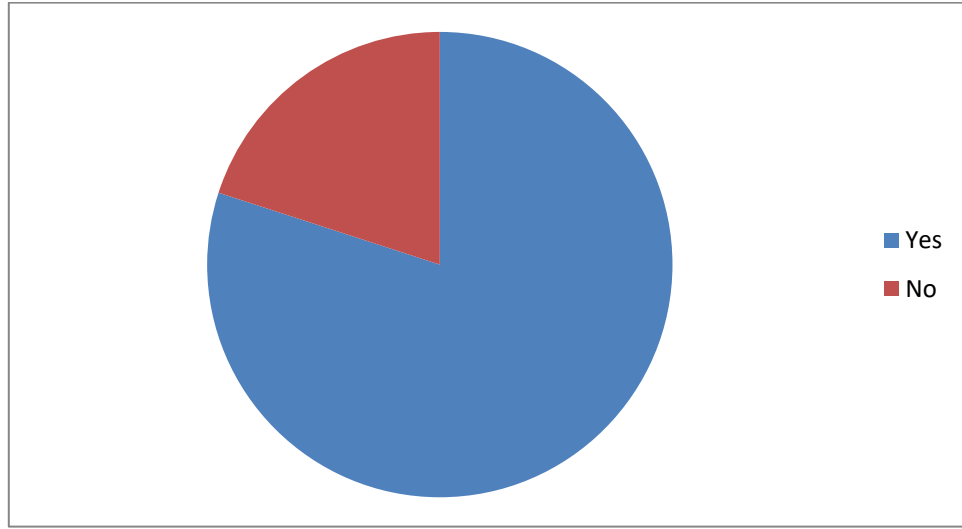
Graph n° 5: Learners' background knowledge of English

Based on the given result, 80% of the respondents answered "Yes" to the question of whether there are children with some basic knowledge of the English language. On the other hand, 20% of the respondents answered "No." This result suggests that the majority of the respondents believe that some children have some basic knowledge of the English language, while a minority of respondents thinks otherwise. However, the result does not provide information about the specific number or percentage of children who have some basic knowledge of the English language.

7) If no so, do they interact in the class?

Table n°6: Investigating Student Interactions during Lessons

Yes	No
85%	15%
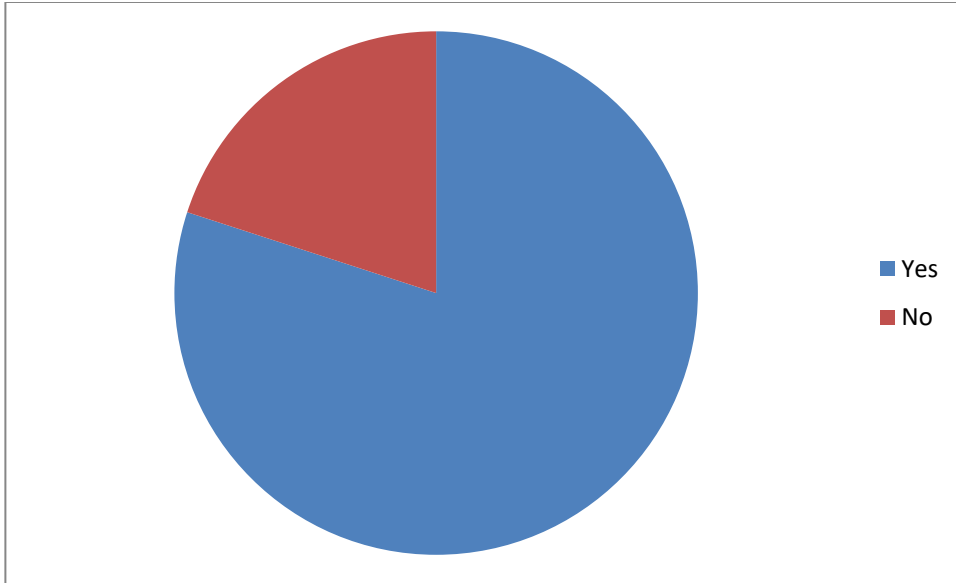
Graph n°6: Investigating Student Interactions during Lessons

Based on the given result, 85% of the respondents believe that pupils without background knowledge do interact in the class, while 15% of the respondents think that they do not. This implies that the majority of the respondents perceive that students who lack prior knowledge can participate and engage in class activities and discussions. However, there is a significant percentage of respondents who holds the opposite view, suggesting that some people believe that a lack of background knowledge might hinder a student's ability to interact in class.

8) If yes, does this interaction help the progress of the other learners?

Table n° 7: The Impact of Interactions on the Progress of Other Learners

Yes	No
80%	20%
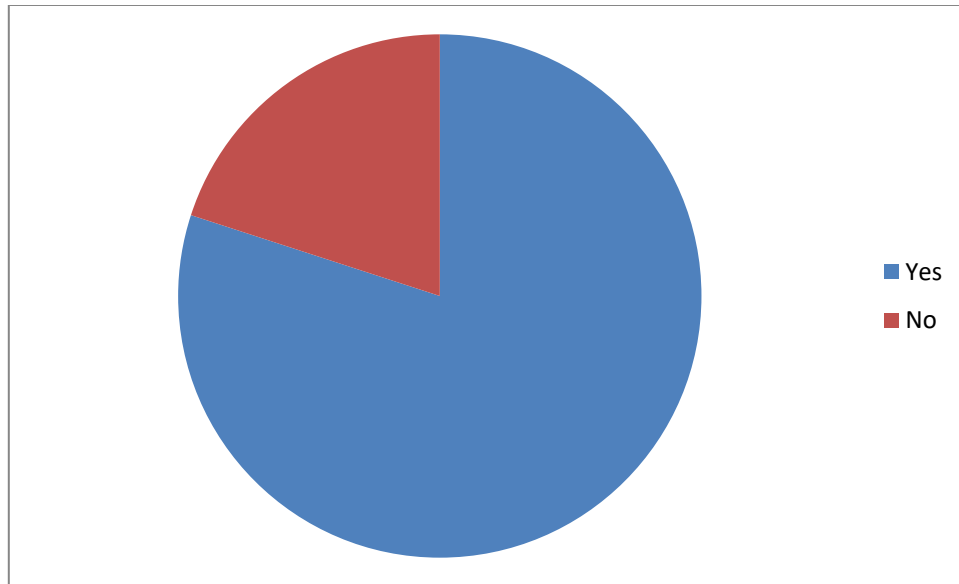
Graph n° 7: The Impact of Interactions on the Progress of Other Learners

The result indicates that 80% of the respondents believe that the interaction between learners helps in the progress of the other learners' learning. On the other hand, 20% of the respondents do not think that this interaction contributes to the progress of other learners. In summary, a majority of the respondents believe that interaction between learners is beneficial and positively affects the progress of other learners.

9) If yes, in which way?

The answers can be summarized under these headings:

1) **Competition and challenge:** They motivate learners and help them to be more interactive by creating a sense of competition and they become more challenging.

2) **To practise the language:** It helps to practice the language (vocabulary and pronunciation) when learners with no basic knowledge listen to those with basic knowledge in English, they learn and memorize quickly.

3) **Imitation:** They try to be like them, to give same words to the teacher to show that they know English; they try to imitate their classmates.

4) **Motivation:** I think that they motivate learners to learn the language and they motivate the other learners to participate.

10) If they do not have background, does it hinder instead?

Table n° 8: The Impact of Lack of Student Interaction on Learning during Lessons

Yes	No
90%	10%
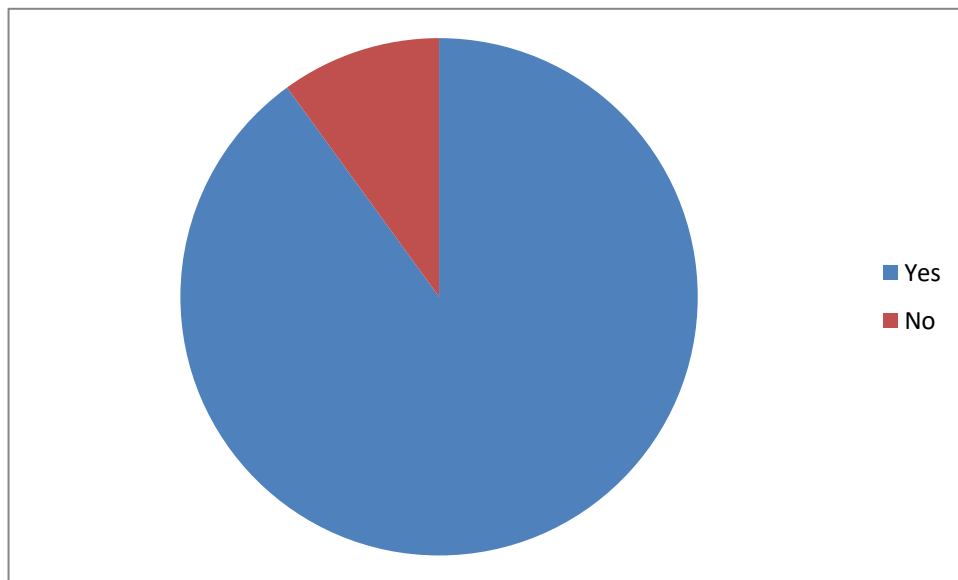
Graph n° 8: The Impact of Lack of Student Interaction on Learning during Lessons

Based on the data provided, 90% of the respondents answered "Yes" indicating that the factor does hinder, while 10% of respondents answered "No" indicating that the factor does not hinder.

11) How many learners are enrolled in the English classes?

Table n°9: Enrolment Count in English Classes

15-20	20-30	30-40	45 or more
15%	30%	40%	15%
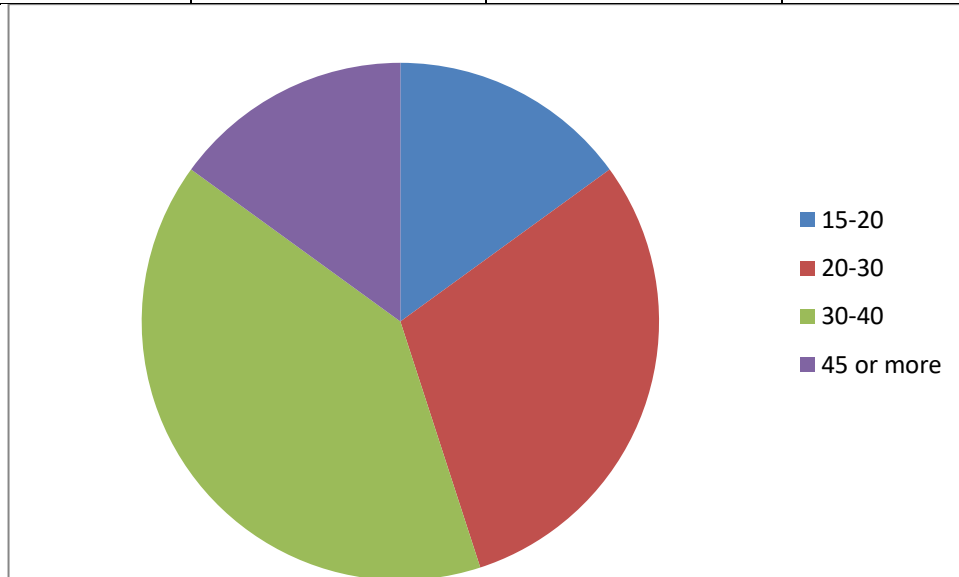
Graph n°9: Enrolment Count in English Classes

The given result represents the distribution of the number of learners enrolled in English classes, categorized into four ranges: 15-20, 20-30, 30-40, and 45 or more.

The data show that the majority of learners (40%) are enrolled in English classes with a range of 30-40 learners. The second highest percentage of learners (30%) are enrolled in classes

with a range of 20-30 learners. 15% of learners are enrolled in classes with a range of 15-20 learners, while another 15% of learners are enrolled in classes with 45 or more learners.

12) What do you think of this number of learners?

The teacher differed in their responses. These are categorized under these headings:

1) **The classes are overcrowded:** this affects education and increases classroom discipline issues.

2) **Easy and adequate:** As a teacher, I find it easy to teach in a classroom with 15-20 learners. The class size is adequate, and I do not face any difficulty in following the lessons or working on assignments.

3) **Difficult to control:** Personally, I find it difficult to teach in a classroom with 30 or more learners. The large class size makes it hard for me to achieve my academic goals.. This is difficult to control the students.

13) Do you use the French language when explaining the English lessons?

Table n° 10:   Use of French Language in Explaining English Lessons

Yes	No
80%	20%
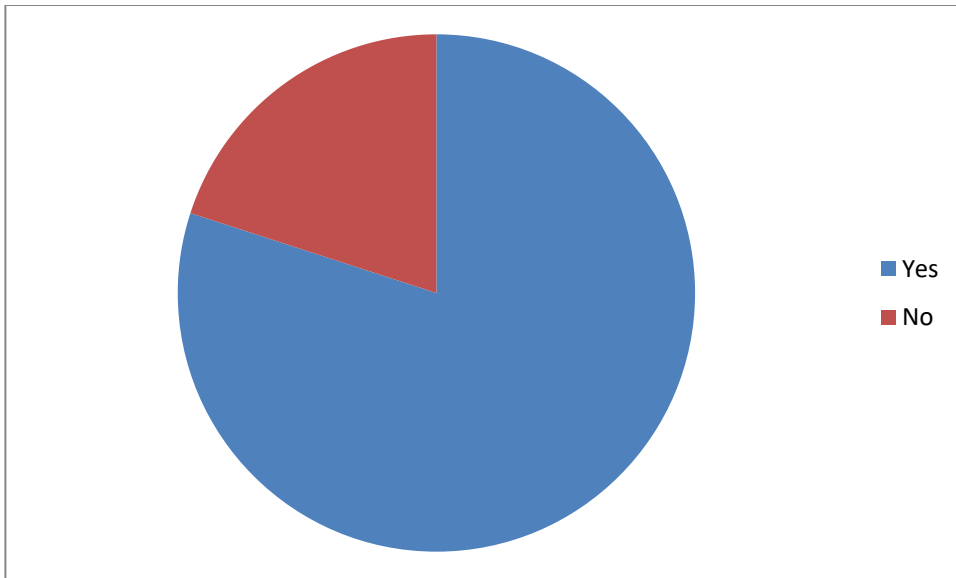
Graph n° 10:   Use of French Language in Explaining English Lessons

Based on the data provided, 80% of respondents answered "Yes", indicating that they use the French language when explaining English lessons, while 20% of respondents answered "No", indicating that they do not use the French language.

14) If yes, please, say why?

The justifications of the teachers are gathered under these hidings:

1) **For better understanding:** As a teacher, I can appreciate the teachers' justification for using French to aid in the learning of English. When concepts are explained in French, it can help to clarify meaning and facilitate better understanding. This can be especially beneficial for students who are more accustomed to hearing French in their daily lives. However, as a student, I would also like to emphasize the importance of being exposed to English in the classroom, as this will help to develop language skills and proficiency.

2) **English is unknown in Algeria:** I can understand the challenge of communicating solely in English when it is not widely spoken in Algeria. The use of French as a mother tongue can help to bridge the language barrier and facilitate better understanding. However, as a teacher, I believe that it is important to strive for an immersive English language-learning environment. Exposure to English in the classroom, even if it is difficult at first, can help to develop language skills and proficiency**.**

3) **Hard to use only English:** I think that it is difficult to achieve the objective of teaching solely in English. In the absence of English language materials, gestures can be a useful tool to aid in communication. However, I would like to stress the importance of striving for an immersive English language learning environment. By creating opportunities for students to communicate in English and providing English language materials, teachers can help to develop language skills and promote language proficiency.

4) If no, do not you face difficulties in learners' understanding?

Table n° 11: Teachers' Difficulties

Yes	No
85%	15%
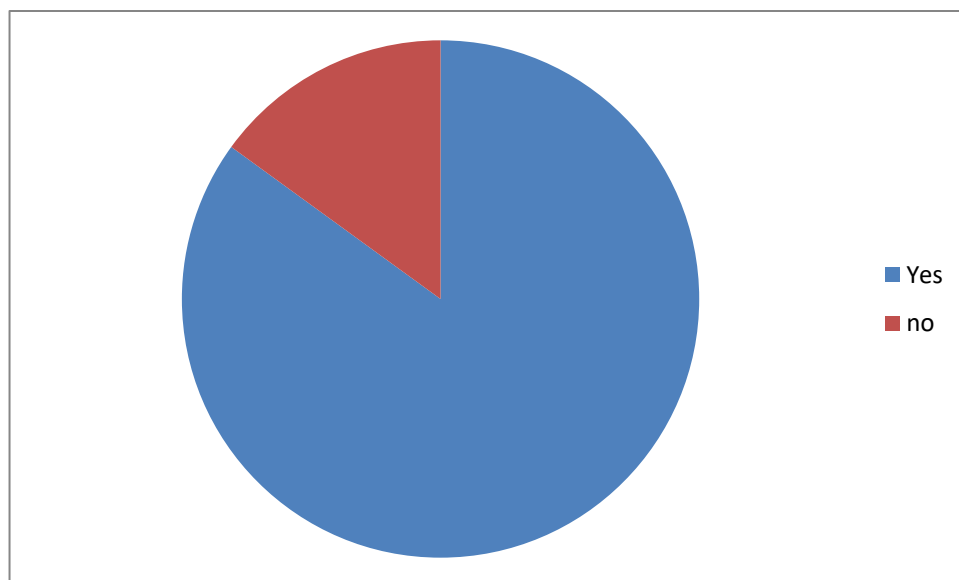
Graph n° 11: Teachers' Difficulties

Based on the data provided, 85% of the respondents answered "Yes" indicating that they face difficulties in learners' understanding when they do not use French as an alternative. This suggests that the factor mentioned in the previous question does play an important role in the learners' understanding, and when it is absent or not present, it can lead to difficulties in the learning process. On the other hand, 15% of the respondents answered "No" indicating that they do not face difficulties in learners' understanding when the factor is not present. This may suggest that some individuals or situations may not be affected by the absence of this factor or may have found alternative ways to overcome the difficulties in learners' understanding.

Part 3: teachers' difficulties in teaching English:

16) What are the major obstacles facing the learners in learning English?

The obstacles are categorized as follows:

1) **Problems in pronunciation:** learners find more difficulties in pronunciation of some words because the English letters differ in pronunciation from word to another.

2) **Lack of materials in schools:** the lack of materials in schools (pictures, data-show, paper...) without which it is difficult to practice the language.

3) **Lack of time allotted**: 90 minutes per week is insufficient, for the learners to learn a new foreign language.

4) **Overcrowded classes:** the number of learners is so important that it is difficult for us to manage and control the whole class.

5) **The misunderstanding and mixing:** The misunderstanding of the language and the mixing of the two foreign languages (French and English) since English in Algeria is almost unknown.

17) Do you think that introducing English next to French (2 foreign languages) would result in:

Table n°12: Potential Impact of Introducing English alongside French as two Foreign Language

1	2	3	4	5
Mastering the 2 languages	Mastering one language and neglecting the other	Confusing the two languages	No idea	Others
45%	20%	15%	5%	15%
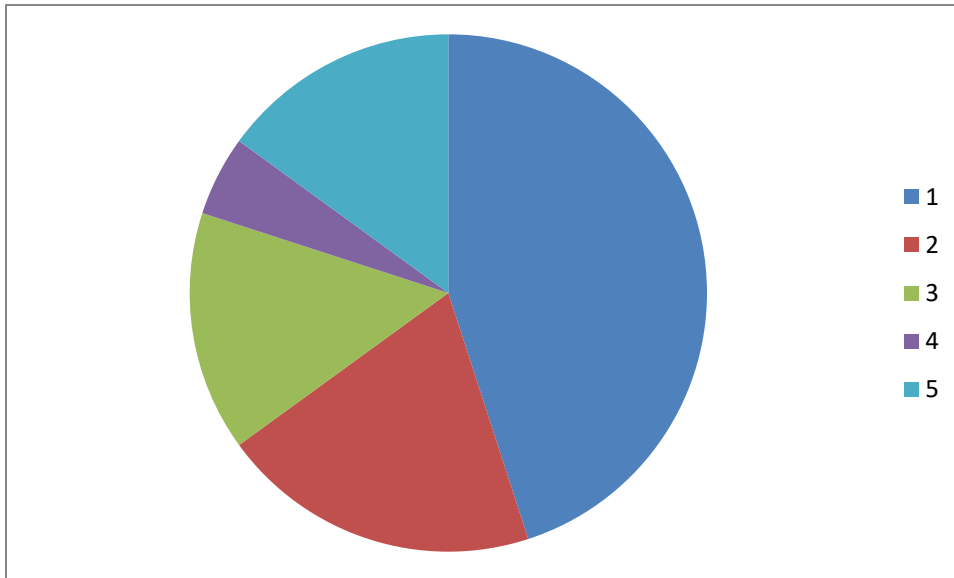
Graph n°12: Potential Impact of Introducing English alongside French as two Foreign Language

Part 4: Further Suggestions:

18) If you have any suggestions or comments on learning English in the primary school, please feel free to add them in the space below:

The comments provided by the respondents are set as follows:

1) **Lack of materials:** it is important to provide some materials in schools to make learning more easy such as data-shows, audio and enrich the school libraries with books mainly stories for children is so important.

2) **Introducing English in 5th year primary school:** I understand the perspective of the first argument that introducing English in 5th year primary school can be beneficial for preparing students for future language learning. It is important to consider the needs and abilities of students, including those who may have repeated a year, to ensure that they can keep up with the new language learning requirements.

3) **It is a good idea:** as a student, I appreciate the importance of being proficient in English and the benefits it can provide in terms of communication and networking opportunities. It is also admirable to be proud of one's accomplishments in language learning. However, I can understand the difficulty of managing multiple schools and maintaining consistency in language learning.

2. Analysis of the Results of the parents' Questionnaire:

Part 1: Background Information

1. Do you have children in primary school?

Table n°13: inquiry about having children in primary school

Yes	No
100%	0%
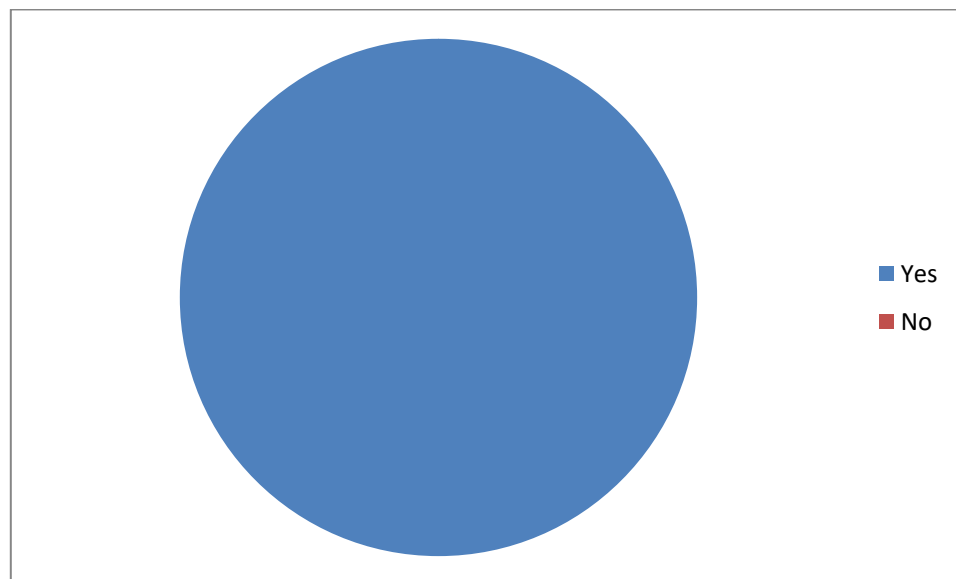
Graph n°13: inquiry about having children in primary school

The result indicates that the respondent answered "Yes" to the question. The percentage values show that 100% of the respondents answered "Yes" and 0% answered "No". This suggests that all of the respondents have children in primary school.

2. If yes, how many children do you have?

Table n° 14: Number of Children in Primary School

1 child	2 children	3 children	4 children
45%	45%	5%	5%
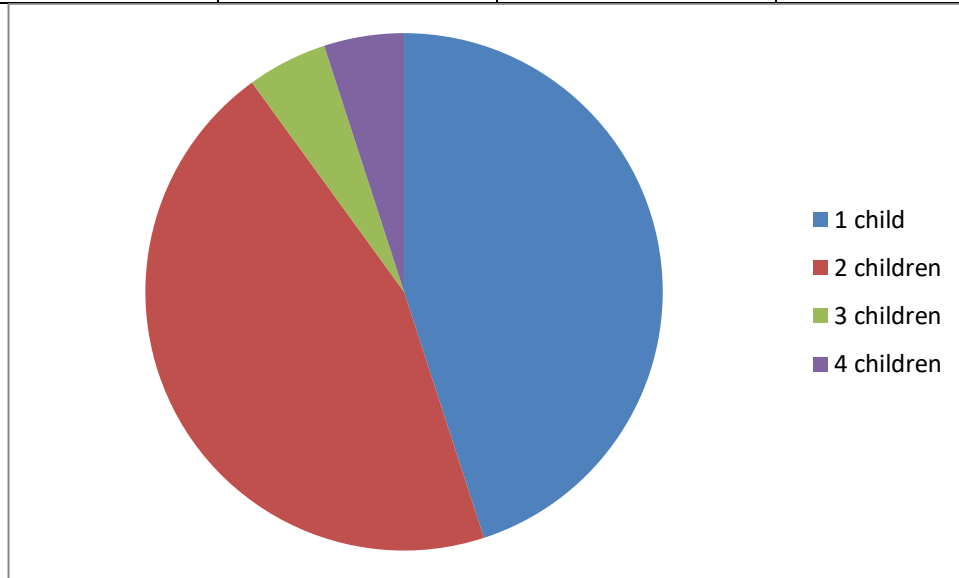
Graph n° 14: Number of Children in Primary School

This result shows the number of children that the parents have in primary school. According to the result, 45% of the individuals have one child, 45% have two children, 5% have three children, and the remaining 5% have four children.

3. Do you have a child in third year primary school?

Yes	No
60%	40%

Table n°15: Having a Child in Third Primary level this year
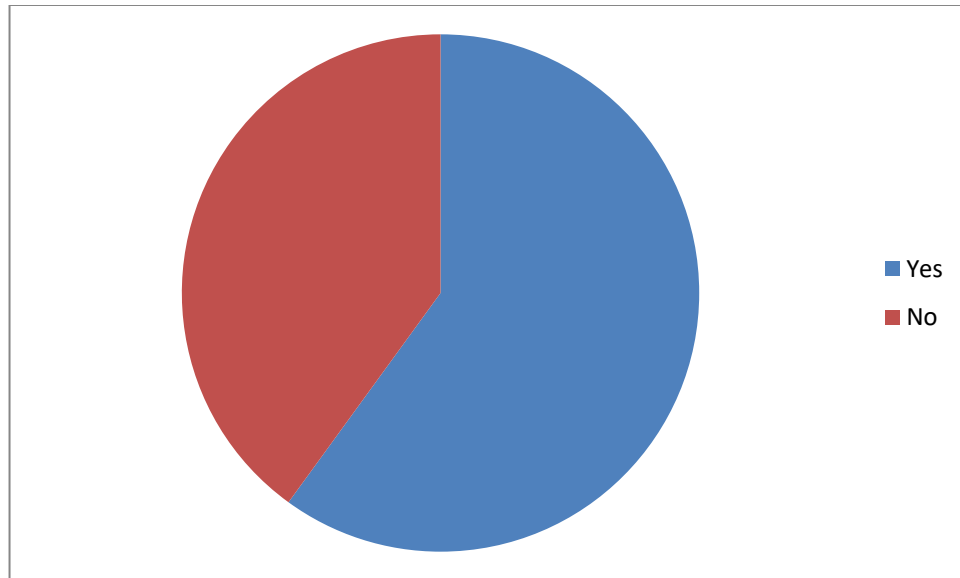
Graph n°15: Having a Child in Third Primary level this year

The result shows that out of the total number of respondents who were asked whether they have a child in the third primary level this year, 60% of them answered "Yes" and 40% answered "No." This means that a majority of the respondents have a child in the third year of primary education, while the remaining minority does not have a child in that grade level.

Part 2: Parents' Perceptions towards English:

4. What do you think about learning English as a foreign language?

Table n°16: Opinions on learning English as a foreign language

1	2	3	4	5
Important	Not important	Crucial	Additional	No idea
70%	0%	25%	5%	0%
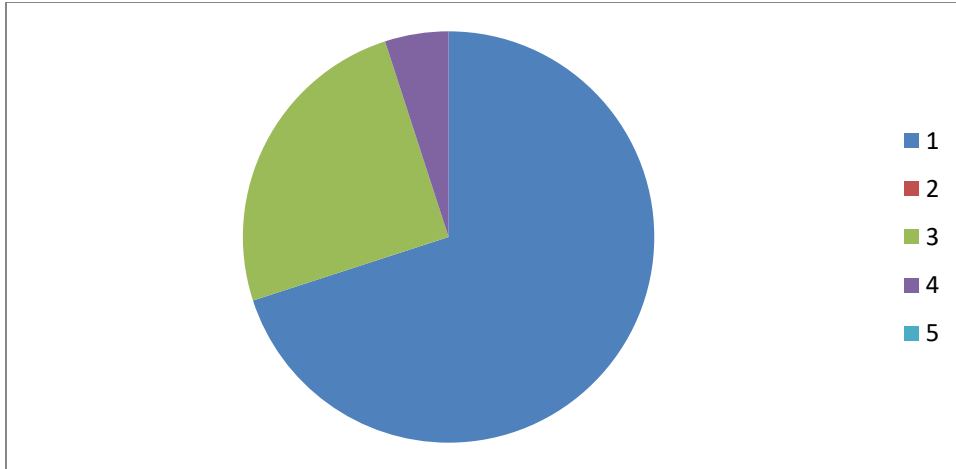
Graph n°16: Opinions on learning English as a foreign language

Based on the provided result, it appears that the majority of parents (70%) consider learning English as a foreign language to be important. A smaller percentage (25%) considers it to be crucial, while only 5% think it is an additional factor. No one selected "No idea" or"Not important".

5. Is it a good idea to introduce English in primary school?

Table n ° 17: The Pros and Cons of Introducing English in Primary School

Yes	No
100%	0%
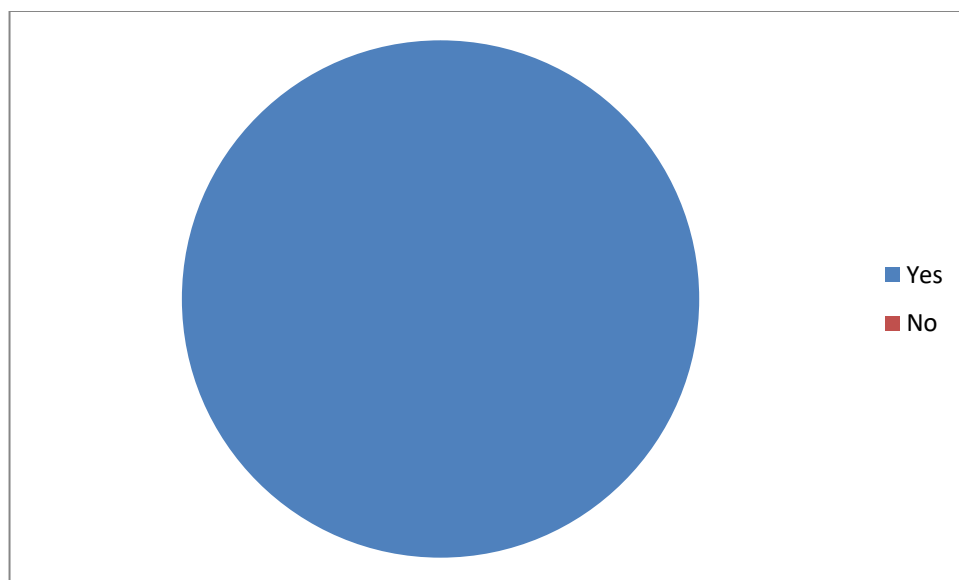
Graph n ° 17: The Pros and Cons of Introducing English in Primary School

The result suggests that parents surveyed agrees that it is a good idea to introduce English in primary school, as 100% of the respondents answered "Yes" and 0% answered "No". This indicates a strong consensus among those surveyed that introducing English in primary school is beneficial.

6. If yes, please say why:

The following are the justifications of the respondents:

1) **The importance of the language:** learners are going to need English in their academic and professional lives

2) **English is an international language**: means that English is used as a means of communication between people from different countries and cultures around the world. English is considered as a lingua franca, a common language used for communication among people who do not share a common native language.

3) **The role of age:** It is good to learn a new language in a young age because the child can acquire many languages at the same time. Nevertheless suitable methods and materials should be used to achieve this target.

7. If no, would you please justify :

No one said "No".

8. What do you think of introducing 2 foreign languages (French and English) at the same time?

The following are the answers of the respondents:

1) **A good idea:** it is positive, as children will learn rapidly at this age. So it is a good idea.

2) **Problem facing to distinguish between the two languages**: Learning two foreign languages can present a challenge for students, as they may encounter difficulties in differentiating between the two. In other words, they might mix up English and French.

9. Are learners going to :

Table n°18: Possible outcomes of learning two languages simultaneously

1	2	3	4
Master the 2 languages at the same time	Prefer one language and let the other	Confuse between the two	No idea
40%	40%	10%	10%
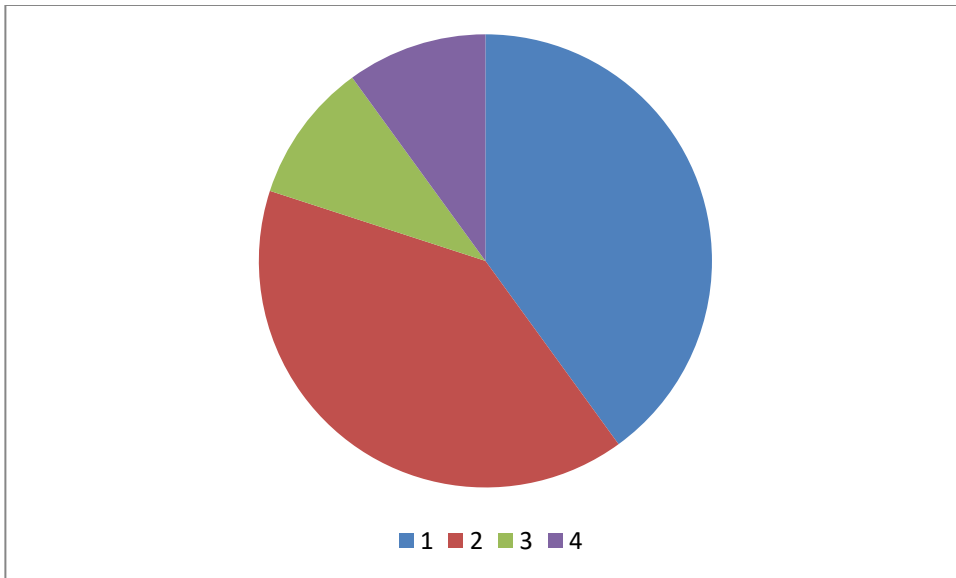
Graph n°18: Possible outcomes of learning two languages simultaneously

Based on the result, 40% of the learners are expected to prefer mastering one language and let the other. Another 40% are expected to be able to master the two languages at the same time. 10% of the learners are expected to confuse between the two languages, while the remaining 10% have no idea about their ability to master the two languages at the same time.

Part 3: difficulties faced by 3rd year primary school learners:

10. What are the difficulties that your children would face in learning English at this age?

The following are the difficulties cited by the respondents:

1) **Mixing between English and French:** I think that learners may find problems in distinguishing between the two languages.

2) **Pronunciation:** some students face problems in the pronunciation.

3) **Communication:** Because English is a new language in Algeria, so the students are not familiar with language itself.

4) **No difficulty:** Learning the two languages will not pose any difficulty for the students.

5) **No idea:** some parents do not know the problems that may face their children learning two languages at the same time

6) **The difficulty of the language itself:** the teaching English language itself is new in the country.

11. Do you help your child with their English homework?

Table n°19: Parents' Involvement in Children's English Homework.

Yes	No
65%	35%
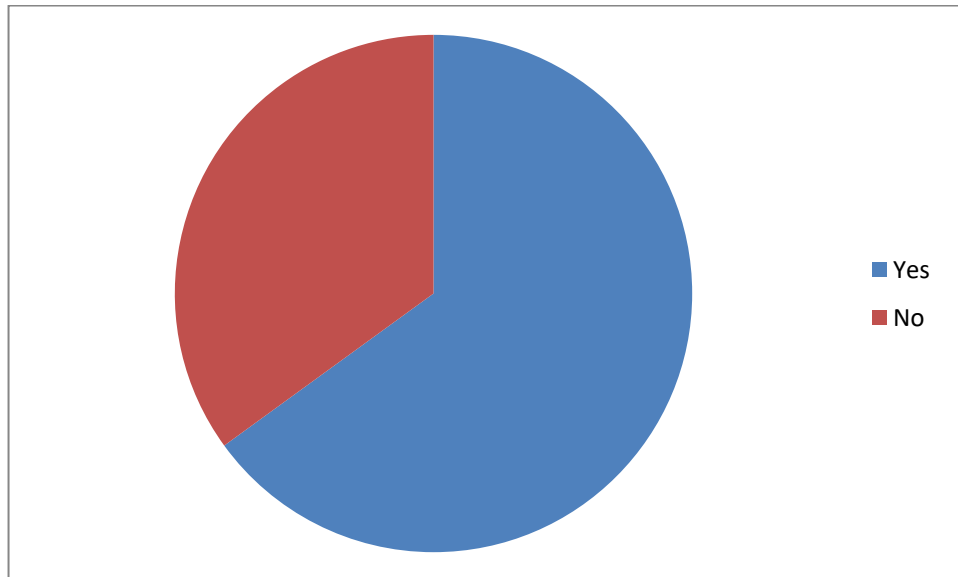
Graph n°19: Parents' Involvement in Children's English Homework

Based on the result, 65% of the respondents answered "Yes" to the question. This means that the majority of the respondents help their children with their English homework. On the

other hand, 35% of the respondents answered "No," indicating that they do not help their children with their English homework.

Table n°20: Parental Role in Children's Learning of English Language

12. What role do you, as a parent, play in your children's learning of the English language?

1	2	3
A learner as my child	A second teacher	An outsider (I am not involved in his/her English studies)
30%	45%	25%
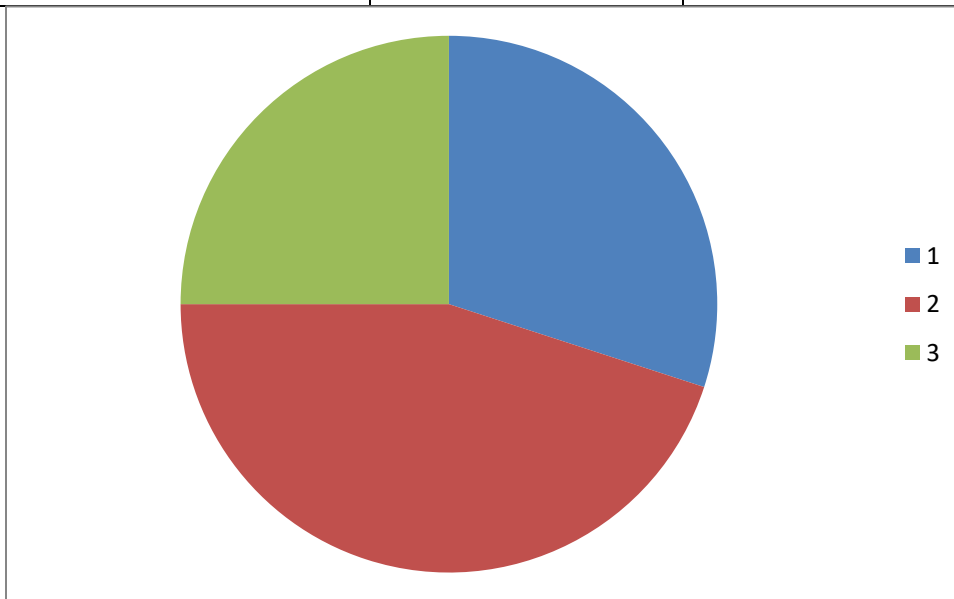
Graph n°20: Parental Role in Children is Learning of English Language

Based on the result, 45% of the respondents see themselves as a "second teacher" when it comes to their children's learning of the English language. This means that they actively participate in their children's English studies and contribute to their learning as much as their children's primary teacher. 30% of the respondents view themselves as a "learner as my child,"

which suggests that they are learning the English language along with their children. Meanwhile, 25% of the respondents see themselves as an "outsider," indicating that they are not involved in their children's English studies.

Part 4: Further Suggestions:

13. If you have any suggestions or comments on learning English in the primary school, please feel free to add them in the space below:

Here are the comments:

1) **The role of the teachers:** the teachers need to be well formed to teach primary school students.

2) **Positive idea due to age factor:** parents assumed that teaching English in primary school is a good idea due to age factor.

3) **Preferring only one language:** some parents suggested only teaching English as a second language and deleting French.

2. Discussion of the Results

The results of the survey suggest that half of the teachers who participated in the study are relatively novice to the profession, with 50% of them having taught for 0-5 years. However, there is also a significant percentage of teachers (35%) who have some experience and have likely been teaching for a significant portion of their career. Only a small percentage of teachers (10%) have been teaching for 21 years or more. According to Johnson (2018), the experience of the teacher is a critical factor in the success of any educational program. Teachers who have spent years working in the classroom have developed a wealth of knowledge and skills that cannot be learned in a textbook. They understand how to tailor their lessons to the needs of

individual students, how to manage a classroom effectively, and how to inspire and motivate their students to learn.

In this context, Johnson (2018) argues that experienced teachers are better equipped to handle unexpected situations that arise in the classroom. They have encountered a wide range of challenges over the years and have developed the ability to adapt to new situations quickly. They are also able to draw on their own experiences to help their students navigate difficult situations and learn from their mistakes.

All of the parents who participated in this questionnaire confirmed having children in primary school as the majority of them either declared having one or two children in primary school where the percentage of these declarations reached 90 %. In addition, 60% declared having children in 3rd year primary this year.

In terms of familiarity with teaching primary school children, the majority of teachers (75%) answered "Yes," indicating that they are familiar with teaching primary school children, while the remaining 25% answered "No," indicating that they are not familiar with it. According to Comer (1980), educators who establish close relationships with their students have a greater ability to understand their needs and tailor their teaching to meet those needs. By getting to know their students on a personal level, educators can also better identify and address any social or emotional issues that may be affecting their performance in the classroom.

Comer's argument is supported by research that suggests that student-teacher relationships are a critical component of academic success (Pekrun, Elliot, & Maier, 2009). Additionally, studies have found that students who have positive relationships with their teachers have better attendance, higher level of engagement, and are more likely to graduate (Roorda et

al., 2011). Overall, Comer's argument emphasizes the importance of building strong relationships with students as a means of improving their academic outcomes and overall well-being.

The research also shows that a significant majority of the teachers (80%) had received special training for teaching English to primary school learners, while a smaller minority (20%) have not. Taking special training for teaching English to primary school learners can have a significant impact on the quality of education that teachers can provide to their students. This training can equip teachers with the necessary skills and knowledge to effectively teach English to young learners, such as understanding the cognitive and linguistic development of children, using appropriate teaching materials and techniques, and incorporating fun and engaging activities into lessons.

It is worth noting that the 20% of teacher-respondents who did not take any special training for teaching English to primary school learners have acquired relevant skills and knowledge through other means, such as their educational background or prior teaching experience. However, it is generally recommended that teachers receive specialized training to ensure that they are adequately prepared to teach young learners effectively. According to an education researcher and professor at the University of Toronto (Cummins, 2008), teacher training is critical for those working with English language learners. Effective teaching strategies for second language learners must be known by teachers, as well as the understanding of language development and differentiated instruction for individual student needs. Without proper training, teachers may experience difficulty in creating a supportive learning environment for English language learners, leading to frustration and limited progress. Research indicates that the academic success of English language learners is positively impacted by teacher training (Cummins, 2008).

Regarding the introduction of English at the 3rd year primary level, the majority of teacher-respondents (85%) find it important, while 10% of them think it is crucial and 5% consider it as just an additional factor. The results indicate that the majority of the parents perceive learning English as a foreign language to be important (70%), with a smaller percentage considering it to be crucial (25%). There is a strong consensus among the parent-respondents that introducing English in primary school is a good idea (100% answered "Yes"). The reasons cited include the importance of the language, English being an international language, and the role of age. No one said "No" to this question. Accordingly, both parents and teachers are aware of the fundamental value of mastering English at this age. These results highlight the various benefits of learning English at the primary school level. Firstly, children at this age are predisposed to learning multiple languages, and learning English provides an opportunity for them to acquire the basics of the language. Secondly, learning a new language promotes cognitive development, including improved memory and creative vision. Thirdly, English is an international language, and learning it provides an opportunity for pupils to learn about other cultures. Finally, being proficient in English can provide several benefits in academic and professional lives, including enhanced communication and networking opportunities, access to quality education, better career prospects, and access to a vast amount of information available in the English language. Overall, the learners would gain multiple benefits from learning English at the school level, including cognitive, cultural, and practical advantages that can significantly contribute to their personal and professional growth. Larsen-Freeman argues that learning English as an additional language can enhance learners' cognitive abilities and help them to develop a broader perspective on the world. She states that "learning English as an additional language can increase cognitive flexibility, the ability to switch between different ways of thinking, and creativity"(Larsen-Freeman, 2018, p.3).

This can lead to improved problem-solving skills and the ability to approach challenges from multiple perspectives.

Additionally, Larsen-Freeman suggests that learning English can provide learners with access to a vast amount of information and resources that are available in English. She notes that "English is the language of the internet, scientific research, and international business" (Larsen-Freeman, 2018, p.3). By learning English, learners can access a wealth of information and opportunities that may not be available in their first language.

Furthermore, Larsen-Freeman (2018) argues that learning English could help learners to develop a broader perspective on the world and to understand and appreciate different cultures. She notes "learning English can help learners to appreciate the diversity of the world and to develop empathy for people from different backgrounds" (Larsen-Freeman, 2018, p. 4). This can lead to improved communication and collaboration with people from diverse backgrounds and can contribute to a more tolerant and inclusive society.

In terms of the benefits that learners would gain from learning English at the primary school level, teacher-respondents identified benefits such as cognitive development, an opportunity to learn an international language, and improved prospects for academic and professional lives.

The findings indicate that between 30 and 40 students make up the bulk of students enrolled in English lessons, accounting for 40% of all students. This could have an impact on how well each student is taught and given individualized attention in the classroom.

Smaller class sizes could improve student success, with pupils in smaller courses outperforming those in bigger classes (Hattie, 2009). According to him, limiting class sizes to

13–17 students might significantly improve students' academic performance. This may indicate that students taking part in bigger English sessions are not getting the individualised attention they require to flourish in the language.

Furthermore, the significant proportion of students in the 30-40 class size categories could indicate that resources are spread thin, with teachers having to manage larger groups of learners without adequate support. This could lead to teacher burnout and a decline in the quality of instruction provided.

Overall, while larger class sizes may be unavoidable due to resource constraints, it is important for schools to consider ways to provide additional support to teachers and learners in larger classes to ensure that each learner receives the attention and instruction they need to succeed.

The majority of teacher-respondents (80%) believe that there are children with some basic knowledge of the English language, while 20% of the respondents think differently. Additionally, 85% of the respondents believe that pupils without background knowledge can interact in the class through imitation, repetition and gestures; and 80% of the respondents think that this interaction helps the progress of other learners. Though English is not present in the Algerian every-day life, technology has promoted its spread in the Algerian houses mainly through YouTube channel. Children tend to watch cartoons in English and play games in English.

These results suggest that the majority of the teacher-respondents in the study support the idea of introducing English at the 3rd year primary level and believe that it can provide significant benefits for learners. Additionally, the majority of the respondents believe that

interactions among learners, despite the fact that some students lack prior knowledge, could be helpful for the progress of other learners. These findings are consistent with previous researches that have highlighted the benefits of early language learning and the importance of interactions in promoting language learning. Nunan (2016) contends that learning English at a young age can have a major impact on cognitive development and academic ability. In his paper "Why Teach English to Young Learners?", He argues that since their brains are more fluid and malleable, young learners have a stronger potential to acquire language. Furthermore, he contends that studying English may assist children in developing vital abilities such as critical thinking, problem-solving, and communication, all of which are required for success in the twenty-first century. The majority of parents look at English as a good initiative in primary school as 70% of participants referred to the importance of the language. English serves as a lingua franca, enabling communication and fostering understanding among people from different linguistic backgrounds. It is estimated that over 1.5 billion people worldwide speak English to some degree (Crystal, 2003). Some said because it is the international language and others said because it is the language of science but nearly all of them said it because it is the first language of the world.

20% of parents look at English learning a crucial attribute as future students would later need it either in their personal or professional life. English is the language of instruction in many prestigious universities and academic institutions worldwide. Proficiency in English opens doors to quality education, scholarships, and international study programs (Graddol, 2006).According to Crystal (2003), it was stated that in the present-day society, English has gained prominence as the predominant language of global communication. The acquisition of English provides individuals with the opportunity to engage in the global economy, facilitate travel, and gain access to an extensive wealth of information accessible in English. Additionally, English

frequently serves as the medium of instruction in higher education and scientific research, thereby rendering it an indispensable skill for achieving academic accomplishments. Consequently, the acquisition of English not only offers personal development and cultural enrichment but also plays a critical role in professional progress and triumph in our interconnected world (Crystal, 2003, as cited in the given statement).

Regarding the introduction of two foreign languages (French and English) at the same time, 50% of the parent-respondents think that it is a good idea, while the other 50% see it as problematic, as learners may mix up the two languages. Based on the results of the survey among teachers, it appears that 45% of the respondents believe that introducing English alongside French would result in mastering both languages, while 20% think that it would lead to mastering one language and neglecting the other. 15% believe that it would result in confusion between the two languages, 5% have no idea, and 15% chose "others," which could refer to a variety of opinions or reasons.

Most parents suggested that students would face problems in mixing between English and French (with 25 % of the participants). Learners may mix languages due to the influence of their first language or previously learned languages. This phenomenon, known as language interference or transfer, can result in the blending of linguistic structures, vocabulary, or pronunciation (Grosjean, 2008).   Then comes pronunciation where 20% of participants see that young learners would have problems regarding pronunciation due to the lack of experience and being a new language in a francophone country. Learners may face challenges in pronunciation due to differences between the sounds and phonological patterns of their native language and the target language. This includes unfamiliar phonemes, intonation patterns, stress placement, or phonotactic rules (Derwing & Munro, 2015). The third concern rests in the ability of

communication where 20 % of parents see that their children would face problems in communication. In addition, because it is a new language and Algeria is a francophone country, there is a lack of experience regarding the English language. The remaining participants claim either no difficulties, or difficulties with the language itself. They also provided recommendations for effective language learning strategies.

Regarding the difficulties faced by 3rd-year primary school learners in learning English, the parent-respondents cite mixing between English and French, pronunciation, communication, and the difficulty of the language as a system. The findings point to a number of key challenges that students have when learning English. It is critical to address these challenges since they each have the potential to hinder language learning for the learners.

First off, pronunciation mistakes are a regular difficulty for English language learners. Due to the inconsistent relationship between spelling and pronunciation, English pronunciation may be difficult, which can be frustrating for learners. Teachers should give students opportunities to practise word pronunciation mainly through repetition drills and listening activities.

Second, a major barrier that might impede students' advancement is the lack of resources in classrooms. Without access to resources like visuals and data-shows, learning the language may be challenging for students. Second, a shortage of materials in classrooms is a substantial impediment to learners' advancement. Learners may struggle to practise the language meaningfully if they do not have access to materials such as graphics and data-shows. Teachers should make an effort to provide a variety of materials that appeal to various learning styles and skills.

Third, the restricted time allotted to English is another impediment to learners' advancement. For learners to thoroughly acquire a new language, 90 minutes a week is insufficient. Teachers should collaborate with schools and educational institutions to improve the amount of time students spend learning English.

Fourth, the overcrowded classrooms do not help in resolving the problem; since they make learning difficult for both students and teachers. With a huge number of students in one class, the task is indeed involves more intricacies.

Fifth, a lack of materials in classrooms is a substantial impediment to learners' advancement. Learners may struggle to practise the language meaningfully if they do not have access to materials such as graphics and data-shows. Teachers should make an effort to provide a variety of materials that appeal to various learning styles and skills. Individualised attention and assistance might be difficult for instructors to deliver. Schools should think about lowering class numbers and/or giving additional resources to help instructors manage big groups.

Finally, the issue of combining English with other languages emphasises the need of providing learners with an immersive setting. To limit the possibility of students mixing English with other languages, teachers should attempt to create an English-only learning environment. Teachers should strive to create an English-only learning environment to reduce the risk of learners mixing English with other languages. This can be achieved through activities such as conversation practice, reading comprehension, and listening exercises.

Brown (2000), who contends that a lack of exposure to the language is the largest challenge facing English language learners, is one author who has written extensively on the subject. This includes exposure to the language in both formal and informal settings. According

to him, in order to effectively learn a language, a student must be immersed in it. Brown emphasises the value of desire and attitude in addition to the lack of exposure. Students who are motivated and approach English learning with a positive attitude are more likely to succeed than those who are not.

The findings of our study show that 80% of teachers use French while teaching English, indicating that many educators see benefits in this approach. The use of French as a bridge language could help students understand complex grammatical concepts, but it is important to balance its use with English to avoid fossilization. Challenges identified include lack of resources and time for language learning, overcrowded classrooms, and the need for an immersive learning environment to prevent mixing English with other languages. These issues are consistent with previous research by Brown. Most parents suggested that students would face problems in mixing between English and French. Learners may mix languages due to the influence of their first language or previously learned languages. This phenomenon, known as language interference or transfer, can result in the blending of linguistic structures, vocabulary, or pronunciation (Grosjean, 2008). Then comes pronunciation where 20% of participants see that young learners would have problems regarding pronunciation due to the lack of experience and being a new language in a francophone country. Learners may face challenges in pronunciation due to differences between the sounds and phonological patterns of their native language and the target language. This includes unfamiliar phonemes, intonation patterns, stress placement, or phonotactic rules (Derwing & Munro, 2015). The third concern rests in the ability to communicate where 20% of parents see that their children would face problems in communication. In addition, because it is a new language and Algeria is a francophone country, there is a lack of experience regarding the English language. The rest of the

participants' thoughts state no difficulties or difficulties in the language itself, as there are some who have no idea.

65% of the parents help their children with their English homework. Mothers, especially, are the first and natural teachers of their children (Gürşimşek, 2003; Shearer, 2006; Ulusavaş, 1992; West, Noden, Edge, & David, 1998). The majority of the participants reported no difficulties in learning English, while the rest said that they do not help their children. These participants were either not concerned with their children is learning or did not have mastery of the English language. Whereas, 45% of the respondents see themselves as a "second teacher" when it comes to their children is learning of the English language.

Based on the results provided by the teacher-respondents, it seems that there are some challenges in teaching English in primary schools. The lack of materials, particularly audio and visual aids could make it difficult for students to grasp the language. However, one of the teacher-respondents believe that introducing English in the 5th year primary school could be more beneficial in preparing students for future language learning. It is important to consider the needs and abilities of students, including those who may have repeated a year, to ensure that they can keep up with the new language learning requirements. On the other hand, some teachers believe that learning English in primary school is a good idea as it can provide communication and networking opportunities for students.

Brown (2007) argues that teaching English to young learners could have numerous cognitive, linguistic, and social benefits. According to him, young learners have a greater capacity for language learning, and early exposure to English could promote intercultural understanding and appreciation. Brown also suggests that language learning should be made fun

and engaging, using a variety of materials and activities to make the learning process enjoyable for young learners.

As for suggestions for improving English language learning in primary schools, the teacher-respondents recommended providing more materials, particularly audio and visual aids, and enriching school libraries with books, mainly stories for children. It is also important to consider the needs and abilities of students when introducing new language learning requirements.

One of the teacher-respondents suggests the incorporation of more interactive and engaging activities, such as games and songs, to make language learning fun and enjoyable for young learners. Moreover, providing opportunities for students to practice English outside the classroom (such as language exchange programs or online language learning platforms) could also be helpful in improving their language proficiency.

Overall, it is important to recognize the challenges and opportunities of teaching English in primary schools, and to work towards creating an environment that is conducive to effective language learning for young learners.

The majority of the parent-respondents' commented about the importance and the significance of English in the world and about teaching it to primary school students. English acts as a bridge language, facilitating communication and fostering connections among people from different linguistic backgrounds. It enables individuals to engage in international forums, collaborate on global issues, and participate in cross-cultural dialogue (Kachru, 1992). A small category of the teachers was against the idea that learning two foreign languages would make the learners mixing between the two languages. Others suggested the recruitment of well-qualified

teachers to fulfil learners' needs. Some parents may question the availability of qualified teachers, appropriate learning materials, and sufficient instructional time to effectively teach two foreign languages in the primary school. They may be concerned with the overall quality of language education under such circumstances (Marsh, 2002). Furthermore, some of the participants suggested teaching only English as a foreign language. Nevertheless, the majority of the participants in this part see in learning English in primary school an opportunity for the young generations.

These results suggest that parents and teachers value English as an important foreign language and believe in the benefits of introducing it in the primary school. However, there are concerns about the potential difficulties that learners may face in learning two foreign languages simultaneously. Parents play an active role in their children's English language learning, with a significant proportion considering themselves as a "second teacher". These findings are consistent with previous researches that emphasize the importance of parental involvement in children's education (Deslandes, Rousseau, Rousseau, Descôteaux& Hardy, 2008).

Conclusion:

In summary, the preceding sections focused on analyzing the questionnaires data and presenting the research findings. It also discussed the results in relation to the literature. The subsequent section explores the recommendations drawn from the research; the limitations encountered and provide some suggestions for future studies.

Section Three: Recommendations, Limitations and Suggestions for Further Researches

This section provides the readers with the implications and the limitations of the research under investigation in addition to some suggestions for further researches.

1. **Recommendations**

Based on the findings and conclusions of this study, the following recommendations are proposed to enhance the significance of learning English in primary schools:

➢ *Strengthen the English curriculum:* It is crucial to develop a well-structured and comprehensive English curriculum for primary schools. The curriculum should focus on all aspects of language acquisition, including listening, speaking, reading, and writing. Emphasize interactive and communicative activities to foster language proficiency.

➢ *Provide qualified English teachers:* Primary schools should ensure the availability of qualified and proficient English teachers; invest in their professional development and provide opportunities for continuous training to enhance their teaching skills and language proficiency.

➢ *Promote a supportive language-learning environment:* Create an English-rich environment within primary schools by displaying English posters, signs, and labels. Encourage students to use English beyond the classroom through extracurricular activities, language clubs, and language exchange programs.

➢ *Encourage parental involvement:* raise parents' awareness about the significance of English language learning and involve them in supporting their children's language development. Provide resources and workshops for parents to assist their children at home and reinforce English learning outside school.

➢ ***Encourage active reading:*** Promote active reading habits among students by encouraging them to ask questions, make predictions, and reflect on their reading. Provide opportunities for discussions, small group activities, or literature circles where students can share their thoughts, interpretations, and ask clarifying questions.

➢ ***Promote home-school connections:*** Involve parents in supporting their children's comprehension development by providing resources, recommendations for reading materials, and strategies they can use at home. Communicate regularly with parents to discuss their child's progress and provide suggestions for fostering comprehension skills outside school.

➢ ***Professional development for teachers:*** Provide on-going professional development opportunities for teachers to enhance their knowledge and instructional strategies related to comprehension instruction. Encourage collaboration among teachers to share best practices and engage in reflective discussions on effective instructional approaches.

➢ ***Emphasize the joy of reading:*** Cultivate a positive reading culture (reading habit) within the school environment by organizing book clubs, author visits, reading challenges, and celebrations of reading achievements. Foster a love for reading among young learners, as this enthusiasm could greatly contribute to their motivation and comprehension skills and cross-linguistic connections: Explicitly highlight cross-linguistic connections between the two second foreign languages and students' native language. Help students recognize similarities and differences in vocabulary, grammar, and pronunciation. Building on existing language knowledge facilitates positive language transfer and accelerates learning.

➢ *Language integration activities:* Design activities that encourage the integration of the two-second foreign languages. Provide opportunities for students to compare and contrast vocabulary, grammar structures, and cultural aspects between the two languages. This promotes deeper understanding and enhances language awareness.

2. Limitations of the Study

➢*Sample size and diversity:* the study included a limited sample size or a specific group of 3rd year primary school students 's parents and teachers, the implications drawn from the findings might not be fully representative of the diverse range of 3rd year primary school students 's parents and teachers backgrounds, abilities, or language proficiencies. It is important to acknowledge this limitation and engage in a discussion regarding the potential ramifications on the generalization and applicability of the findings.

➢*Time constraints:* The limited duration of the study may have imposed restrictions on the depth and breadth of the data collected. It is crucial to discuss the potential impact of these time constraints on the overall comprehensiveness of the research. Furthermore, recognizing that an extended study period could have provided a more comprehensive understanding of the significance of learning English in the primary school is essential.

➢ *External factors and confounding variables:* Various external factors, such as parental support, socioeconomic status, or school resources, can exert influence on primary school students' English language learning experiences. It is important to acknowledge and address these external factors in the discussion, as they may have implications for the significance of learning English in the primary school. Moreover, considering potential confounding variables that may have affected the results is essential for a comprehensive understanding of the research findings.

➢ *Limited follow-up period:* since the study was conducted over a relatively short period, it may not have captured the long-term effects or sustained impact of learning English in the primary school. It is important to discuss the limitations associated with the follow-up period and acknowledge that future research is needed to examine the longer-term significance of English language learning. By doing so, a more comprehensive understanding of the topic could be achieved.

3. Suggestions for Further Researches

➢ *Investigating the impact of teaching English as a foreign language on academic achievement:* a study could be conducted to examine the relationship between English language proficiency and academic achievement of primary school children in Algeria. This study could explore whether there is a correlation between a child's English proficiency and his/her overall academic performance, and whether early exposure to English has any impact on long-term academic outcomes.

➢ *Identifying effective teaching strategies for English language learning:* A study could be conducted to identify effective teaching strategies for English language learning in primary schools in Algeria. The study could explore the most effective methods for teaching English to young learners, and how to create a supportive learning environment for language learners.

➢ *Exploring cultural diversity in language learning:* A study could be conducted to explore how teaching English in primary schools in Algeria could promote cultural diversity and understanding. The study could examine how teaching English could be used as a tool to foster cross-cultural communication, promote tolerance, and encourage understanding between different cultures.

> ***Investigating parental involvement in language learning***: A study could be conducted to investigate the role of parents in supporting their children's language learning in primary schools in Algeria. The study could explore the ways in which parents could support their children's language learning, the challenges they face, and the impact of parental involvement on children's language learning outcomes.

> ***Examining the role of language proficiency in employment opportunities:*** A study could be conducted to examine the relationship between English language proficiency and employment opportunities in Algeria. The study could explore the role of English language proficiency in accessing the global job market.

Conclusion

In conclusion, the section proposes recommendations to enhance the significance of learning English in primary schools, such as strengthening the English curriculum, providing qualified English teachers, promoting a supportive language learning environment, and encouraging active reading and parental involvement. However, it acknowledges limitations such as limited sample size, time constraints, external factors, and confounding variables. Further research directions are suggested to investigate the impact of teaching English as a foreign language on academic achievement, identify effective teaching strategies, explore cultural diversity in language learning, and investigate parental involvement in language learning.

General Conclusion

In conclusion, the research findings and literature review presented in this thesis provide valuable insights into the introduction of English as a foreign language at the 3rd year primary level in Algeria. The majority of teachers and parents perceive the introduction of English at this stage as important or even crucial, recognizing the multiple benefits it could offer to young learners. These benefits include cognitive development, improved academic and professional prospects, cultural awareness, and access to a vast amount of information and resources available in English (Comer.1980).

The survey results also highlight the importance of teacher experience and training in effectively teaching English to primary school learners. Experienced teachers bring valuable knowledge, skills, and adaptability to the classroom, while specialized training equips teachers with the necessary strategies and understanding to support English language learners effectively (Cummins.2008). The findings emphasize the need for adequate resources, smaller class sizes, and individualized attention to ensure optimal language learning outcomes for students.

One important consideration raised by the research is the potential challenges associated with introducing two foreign languages (French and English) simultaneously. Some concerns include the risk of language interference, difficulties in pronunciation, and communication barriers. Addressing these challenges requires metalinguistic awareness, appropriate teaching

strategies, and an understanding of the unique linguistic characteristics of both languages (Derwing, & Munro.2015).

In general, the findings of this thesis support the importance of early English language learning in primary schools, highlighting the benefits for cognitive development, academic success, and global communication (Crystal.2003). However, it is crucial to address the identified challenges through well-trained teachers (Roorda, Koomen, and Spilt& Oor.2011), adequate resources, and supportive learning environments. By implementing effective language learning strategies and considering the specific needs of learners (Larsen-Freeman.2018).

English has developed into a language that is widely used around the globe in a variety of fields, including communication, politics, commerce, and education (Rahman, 2021). Many nations, like Algeria, have started placing a strong emphasis on children learning English at a young age because they recognise how important English proficiency is (Jenkins, 2015). Ait Hammou and Rebiai (2021)' study attempts to investigate the relevance of teaching English in Algerian primary schools and any possible advantages it could provide for childrenThe majority of the teacher and parents respondents in the study support the idea of introducing English at the 3rd year primary level, believing that it can provide significant benefits for learners.. Numerous studies have shown the benefits of starting English lessons early. It has been discovered that early exposure to a second language, such as English, improves cognitive capabilities including memory, attention, and problem-solving ability (Kim & Elder, 2018). Additionally, learning English increases one's chances of pursuing higher education, work, and travel in the future (Chen &Ge, 2017).

However, there are a number of difficulties while teaching English in Algerian elementary schools. These difficulties include a dearth of instructional resources and qualified

instructors, a finite amount of time allotted in the curriculum for English education, and little exposure to English outside the classroom (Abdallah&Benameur, 2020). Therefore, it is essential to find measures to enhance the teaching of the English language in Algeria's elementary schools (Djedidi&Cherifi, 2020). From the viewpoints of parents and teachers of third-year primary school children, this study intends to emphasise the value of English language learning, analyses the challenges they may face, and analyses their responsibilities in the children's language acquisition process.

To conclude, learning English in the primary school level is essential for global communication, access to information, career opportunities, travel, and cognitive development (Zhang, 2022). It is an investment in a student's future success and should be a priority in modern education (Aigah, 2021). Therefore, the significance of learning English in primary schools in Algeria cannot be underestimated. This study intends to offer important new insights into the English teaching and learning process in Algerian primary schools by assessing the present teaching strategies, advantages, difficulties, and recommendations.

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Appendices

Appendices A: Parents'sQuestionnaire

Parents's questionnaire

The following questionnaire asks parents of children enrolled in the third year primary school in order to highlight the importance of integrating and learning English at this level. The answers will be treated anonymously. Thank in advance for your collaboration!

Part 1: background information

14. Do you have children in primary school?

Yes   no

15. If yes, how many children do you have?

………………………………………………………………………………………………

16. Do you have a child in 3rd primary this year ?

Yes   no

Part 2: parents' perceptions towards English:

17. What do you think about learning English as a foreign language?

➥ Important

➥ Not important

➥ Crucial

➥ Additional

➥ No idea

18. Is it a good idea to introduce English in primary school ?

Yes   no

19. If yes, please say why :

……………………………………………………………………………………………………

20. If no, would you please justify :

…………………………………………………………………………………………………...

21. What do you think of introducing 2 foreign languages (French and English) at the same

time?

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22. Are learners going to :

- ➢ Master the 2 languages at the same time

- ➢ Prefer one language and let the other

- ➢ Confuse between the two

- ➢ No idea

Part 3: difficulties faced by 3rd year primary school learners:

23. What are the difficulties that your children would face in learning English at this age?

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………………………………………………………………………………………………………
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…………………………………………………………………………………………

24. Do you help your child with their English homework?

Yes   no

25. What role do you, as a parent, play in your children's learning of the English language?

- ➢ a learner as my child

- ➢ A second teacher

- ➢ An outsider (I am not involved in his/her English studies)

Part 4: further suggestions:

If you have any suggestions or comments on learning English in the primary school, please feel free to add them in the space below:

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Thank you for your collaboration!

Appendices B: Teachers' Questionnaire

Teachers' questionnaire

The following questionnaire asks teachers of learners enrolled in the third year primary school in order to highlight the importance of integrating and learning English at this level. The answers will be treated anonymously. Thank in advance for your collaboration!

Part 1: background information:

1) How long have you been teaching?

0-5 years   6-10 years   11-20 years   21 years or more

2) Are you familiar with teaching primary school children?

Yes   No

3) Did you take any special training for teaching English to primary school learners?

Yes   No

Part 2: teachers' perceptions towards English as a foreign language:

4) What do you think of introducing English in the 3rd year primary level?

➢ Important

➢ Not important

➢ Crucial

➢ Additional

➢ No idea

5) What are the major benefits would learners gain from learning English at this school level?

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6) Are there children with some basic knowledge of the English language ?

Yes   No

7) If so, do they interact in the class?

Yes,   No

8) If yes, does this interaction help the progress of the other learners?

Yes   No

9) If yes, in which way?

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………………………………………………………………………………………………….

10) If no, does it hinder instead?

Yes   No

11) How many learners are enrolled in the English classes?

15-20   20-30   30-40   45 or more

12) What do you think of this number of learners?

……

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13) Do you use the French language when explaining the English lessons?

    Yes   No

14) If yes, please, say why?

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15) If no, don't you face difficulties in learners' understanding?

Yes   no

Part 3: teachers' difficulties in teaching English:

16) What are the major obstacles facing the learners in learning English?

……

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17) Do you think that introducing English next to French (2 foreign languages) would result

in:

➤ Mastering the 2 languages

➤ Mastering one language and neglecting the other

➤ Confusing the two languages

➤ No idea

➤ Others   …………………………………………………………………………………

          …………………………………………………………………………………

Part 4: further suggestions:

If you have any suggestions or comments on learning English in the primary school, please feel

free to add them in the space below:

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Thank you for your collaboration!

Résumé

Cette étude se concentre sur l'importance de l'apprentissage de l'anglais dans le niveau primaire en Algérie. Elle vise à démontrer les perceptions des parents et des enseignants, les difficultés auxquelles les enfants sont confrontés, les obstacles auxquels les enseignants d'anglais font face, et le rôle des parents dans le processus d'apprentissage. L'échantillon comprend 40 participants, dont 20 parents et 20 enseignants. Les questionnaires sont utilisés pour collecter les données, qui sont analysées à l'aide de la règle des trois et de l'analyse thématique. Les résultats attendus incluent des preuves empiriques des avantages cognitifs et sociaux de l'apprentissage précoce de l'anglais,l'importance de la formation des enseignants et l'engagement des parents., ainsi que des recommandations pour améliorer l'éducation en langue anglaise en Algérie.

Mots clés : Anglais, parents, enseignants, primaire

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ملخص

تركز هذه الدراسة على أهمية تعلم اللغة الإنجليزية في المدارس الابتدائية في الجزائر. تهدف إلى الإجابة عن أسئلة حول تصورات أولياء الأمور والمعلمين، والصعوبات التي يواجهها الأطفال، والعقبات التي يواجهها مدرسو اللغة الإنجليزية، ودور أولياء الأمور في عملية التعلم. تضمنت العينة 40 مشاركًا، من بينهم 20 من أولياء الأمور و 20 معلمًا. تستخدم الاستبيانات لجمع البيانات التي سيتم تحليلها باستخدام القاعدة الثلاثية والتحليل الموضوعي. تشمل النتائج المتوقعة أدلة تجريبية على الفوائد المعرفية والاجتماعية لتعلم اللغة الإنجليزية المبكر ، بالإضافة إلى توصيات لتحسين تعليم اللغة الإنجليزية.

الكلمات المفتاحية : الإنجليزية، أولياء الأمور، المعلمين، الابتدائي

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Agzul

Tazrawt-a tettaral welha ɣer wazal n uselmed n tutlayt n Taneglizit deg yiɣerbazen n tmurt n Lezzayer .Tettara-d tririt ɣef yisteqsiyen id-ttafken yimawlan d yiselmaden ɣef wuguren is3an degulmad d uselmed n Tneglizit .Akk dleqdic nyimawlan i te3na temsalt-a n uselmed n tutlayt; ad d-naf 40 n wid i curken ; gar-asen 20 d imawlan i te3na temsalt 20 d iselmaden. Ttwasexdmentkra n leḥsabatiwakken ad d-gemren akk igemmaḍ i nezmer ad d-naf i waken ad nelmed tinglizit wa anselhu aselmed-is.

Awalen imeftahyen: Tneglizit, yimawlan, yiselmaden, aɣerbaz.