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Exploring Parents' attitudes and Teachers' perceptions towards the Inclusion of English at Primary Schools

A dissertation submitted in partial fulfilment of the requirements for the Master degree in “Linguistics”.

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Abstract

The purpose of this study is to explore the perceptions of Algerian primary school teachers and the attitudes of parents toward the teaching of English, as well as any potential justifications for their support or opposition. A mixed-method research design is used, with a questionnaire and an interview conducted with 30 teachers and 10 parents in order to obtain the essential data for the study. Following that, the data is then analyzed statistically using SPSS (Statistical Package for Social Sciences) and qualitatively using thematic analysis. According to the study's key findings, most participants support the introduction of English to primary schools because they think it improves students' cognitive skills, increases their proficiency in the language, would eventually result in higher academic achievement, and increases their desire to learn. Conversely, those who opposed the introduction of English did so on the grounds that they believed it is too early for students to learn a foreign language. The research's conclusions suggest that learning English is crucial for students' cognitive development and gives them significant advantages for managing their lives in the future. The primary recommendations are to encourage parents to be active participants in their children's English education through workshops, resources, and regular communication with schools, and to encourage the integration of English into other subjects to provide context and reinforce language skills

Key words : English, Parent's attitudes, Teacher's perceptions , Primary school, Language teaching, Language learning.

ملخص

الغرض من هذه الدراسة هو استكشاف تصورات معلمي المدارس الابتدائية الجزائريين ومواقف أولياء الأمور تجاه تدريس اللغة الإنجليزية، بالإضافة إلى أي مبررات محتملة لدعمهم أو معارضتهم. تم استخدام تصميم بحث مختلط الطريقة، مع استبيان ومقابلة أجريت مع 30 معلماً و10 أولياء أمور من أجل الحصول على البيانات الأساسية للدراسة. بعد ذلك، تم تحليل البيانات إحصائياً باستخدام برنامج SPSS (الحزمة الإحصائية للعلوم الاجتماعية) ونوعياً باستخدام التحليل الموضوعي. ووفقاً للنتائج الرئيسية للدراسة، فإن معظم المشاركين يؤيدون إدخال اللغة الإنجليزية إلى المدارس الابتدائية لأنهم يعتقدون أن ذلك يحسن المهارات المعرفية لدى الطلاب، ويزيد من كفاءتهم في اللغة، وسيؤدي في النهاية إلى تحصيل أكاديمي أعلى، ويزيد من رغبتهم في التعلم. وعلى العكس من ذلك، فإن أولئك الذين عارضوا إدخال اللغة الإنجليزية فعلوا ذلك على أساس أنهم يعتقدون أنه من السابق لأوانه أن يتعلم الطلاب لغة أجنبية. وتشير استنتاجات البحث إلى أن تعلم اللغة الإنجليزية أمر بالغ الأهمية للتنمية المعرفية لدى الطلاب ويمنحهم مزايا كبيرة لإدارة حياتهم في المستقبل. وكانت التوصيات الأولية هي تشجيع أولياء الأمور على أن يكونوا مشاركين نشطين في تعليم اللغة الإنجليزية لأطفالهم من خلال ورش العمل والموارد والتواصل المنتظم مع المدارس، وتشجيع دمج اللغة الإنجليزية في مواضيع أخرى لتوفير السياق وتعزيز المهارات اللغوية.

الكلمات المفتاحية: اللغة الإنجليزية، اتجاهات أولياء الأمور، تصورات المعلمين، المرحلة الابتدائية، تدريس اللغة، تعلم اللغة.

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Dedication

*The trip is over.. It was not easy and it is not supposed to be so.. No matter how long it takes, it will pass with its sweet and bitter, and here I am now,
With the help of God almighty, completing this humble work .
And in my proudest moment, I dedicate this work to the one whose name I bear with all pride..*

*Who reaped the thorns in my path to pave the path of knowledge for me
May you live long, may you live long for me, my dear father*

“Mouloud Aouchiche”

I ask God to extend your life so that you can see the fruits that have come to be harvested after a long wait, and your words will remain stars that guide me today, tomorrow, and forever...

To the smile of life and my secret of existence.

To the one whose prayers was the secret of my success and whose tenderness was the balm for my wounds..

To the one who guided me and accompanied me in all the journeys of my life and continues to do so until now...

God, protect her and grant her forgiveness and wellness..

My flower and my beloved mother,

To my firm side that does not tend...

to those with whom I have been given support and my first and last refuge...

*my brothers **“Ziad , Rayane , Amine”** .*

To a friend of situations, not years,

A partner on the path and distant ambitions...

To the one who has always been with me all the time while doing my work ,

The best friend I ever had "F"

Thank you for leaving a beautiful impact..

Aouchiche Emrane

Dedication

First and foremost, I want to express my thanks to all those who contributed to the success of this study and made it unforgettable experience for me.

At my side, to the one whose prayers have been the reason for my success

And the balm for my wound, to my angel in life, my mother.

May God bless you and grant your heart all it desires.

To the man whose name I bear, my father, my first and eternal hero,

Your presence may be physically absent, but your love,

Your teachings and the indelible mark you left on my heart continue to guide me through every chapter of my life.

This work is dedicated to the man who believed in me, even when I found it hard to believe in myself.

To those with whom I have been given support and my first and last refuge for my dear brothers farid and malek ,the pillars of my strength, whose unwavering belief in me fuels my journey,

I am grateful for your constant belief in me.

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List of abbreviations

3 rd	Third
4 th	Fourth
Apps	Applications
EFL	English as a Foreign Language
L2	Second Language
LAD	The Language Acquisition Device
SPSS	Statisticcal Package for Social Sciences
YL	Young Learners

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General Introduction

In today's globalized world, proficiency in English has become increasingly significant to prosper academically, socially, and economically.

English language serves as the primary language of diplomacy, business, science, technology, and academia. It has become the language of opportunity; it enables individuals to navigate the complexities of the modern world.

Recognizing this, educational institution worldwide has integrated English language learning into their curricula, even at the Algerian primary schools they have integrated the teaching of English language, In July 2022, president Tebboune called for that the teaching of English to become part of the primary program besides Arabic and French languages.

This integration at a young age prepares students to communicate and interact with people from diverse backgrounds and cultures, it provides a foundation for further language learning, Enhancing opportunities for academic and professional advancement.

The successful implementation of English language depends heavily on the collaboration and support of both parents and teachers. Parents play an important role as primary influencers and encouragers in their children's educational journey, while teachers serve as facilitators and mentors within the classroom. Through a combination of questionnaire for teachers and interview with parents, this research seeks to shed light on perceptions, attitudes, challenges, and potential benefits associated with integrating English language instruction into primary school curriculum.

1. Statement of the problem

In 2022-2023, The Algerian Ministry of education has integrated as a new subject in the primary school curriculum, which is very beneficial since it is the global language used around the world. However, most of parents considered that this decision is unfair. According to them, they believed that 3rd year primary school pupils (3ps) cannot acquire two languages since they are learning French and English at the same year and same level. This has sparked a debate in Algerian society on the benefits and disadvantages of this decision. Many people are concerned that this decision ways a hasty one. In this respect, the viewpoints of parents and English language teachers who are active in this process are valuable to recognize the advantages, disadvantages and shortcomings of early foreign language education in Algeria.

2. Assumptions

- We assume that parents' have positive attitudes towards the inclusion of the English language at primary school.
- We assume that teachers stand in a medium position, they support the inclusion of English from a critical period hypothesis standpoint, but have some reservations regarding the teaching materials and teaching conditions.
- We assume that teacher have difficulties at the level of material availability, workload, and pupils' language interference with French.
- Parents believe that workload, and the conception of the learning program is a factor towards better English language learning for their children.

3. Research Aims

The aim of this study is to investigate and understand the language attitudes of parents regarding the inclusion of English at primary school level. Studying teacher's perceptions and attitudes towards the inclusion of English at primary school aims to understand how teachers views the approach and the integration of English language instruction (challenges, strategies, methods) needed for a successful English language education at primary schools.

Speaking about the teaching difficulties attested by EFL teachers often include challenges in engaging young learners and adapting materials to their proficiency level. As well as, parents often report challenges such as difficulty in vocabulary acquisition, grammar and pronunciation, the aim of studying these difficulties is to understand the factors affecting a child's English language development identify effective interventions and support optimal language learning outcomes.

4. Questions

- 1) What are parents' attitudes towards the inclusion of English language at primary school?
- 2) What are teachers' perceptions towards the inclusion of English language at primary school?
- 3) What are teaching difficulties attested by EFL teachers at primary schools?
- 4) What are the learning difficulties attested by parents in their children's English language trajectory?

5. Research methodology and design

The main objective of this study is to explore parents' attitudes and teacher's perception towards the inclusion of English language at primary school. In this exploratory research, a descriptive study is applied. The research instrument used to collect data is a questionnaire directed to teachers and an interview directed to parents in order to capture their attitudes and perceptions towards the inclusion of English language at primary school.

A mixed method study was suitable to fulfill this aim, in which a qualitative and a quantitative method are used. A questionnaire is administered to 30 teachers and an interview was directed to 5 parents from Tazmalt and Setif.

6. Significance of the study

The study of parents' attitude and teachers' perception towards the inclusion of English language at primary school is significant for promoting effective language education practices,

advancing inclusive learning environment. This study could help in facilitating communication and engagement between schools and families. It also highlights the different difficulties faced by parents and teachers towards this inclusion of English.

7. Structure of the study

This study is presented in two chapters. The first one provides the theoretical framework of the study. It contains two sections; the first section deals with English language learning environment in Algeria. and the second section presents the attitudes of parents and the perceptions of teachers towards the inclusion of English at primary schools.

The second chapter which is the core of the dissertation is devoted to the practical part of the study, it discusses the research tools used, the methodology of the research as well as data analysis procedures and the results and their interpretation obtained from the questionnaire and the interview. Finally, this work ends up with a discussion of the results, limitations of the study.

Chapter One: Theoretical Background

1. Section one: English Language Learning

1.1.English Language Learning Environment in Algeria

In Algeria the official language is Arabic, specifically Algerian Arabic, which is widely spoken in daily life and government functions. In addition, French is considered as a first foreign language that has a widespread use in education, media and business.

Tamazight (Berber) language and has been recognized as an official language since 2015 after thirteen years of occupying the status of a national language

Algeria has always been a multilingual country, due to its rich history of being colonized for centuries by different colonizers. The predominant colonization era is that of the French colonizer, since they succeeded to impose their language on the Algerian people for centuries after Algeria has regained its independence. As cited in the article of Benrabah mohamed (2013).

Due to the spread of English language around the world, the Algerian curriculum developers incorporated English as another foreign language besides French, to be taught in the national educational program.

Boukhlef Ali (2022), English language was only taught in middle schools, high schools and universities, until the 30th of July 2022. President Abd El Majid Tebboune called for that the teaching of English to become a part of the primary program starting from the academic year 2022/2023. Learning English at primary schools in Algeria was seen as a challenge, because French is imposed on Algerians, and there are not many resources for studying English.

As mentioned by Salem Zemali (16.08.2018) in his article “English in Algeria”: “our children will never learn English at primary schools because we are governed by a Francophile regime remotely controlled by the old colonial France who can’t imagine an Algeria that speaks English “. Some parents are agreeing with this point of view they reject the introduction of English language at primary schools for many reasons: lack of resources to teach English in Algeria, lack of training, and the lack of knowledge.

Some other parents consider the inclusion of English language at primary school as an opportunity for their children to acquire a new language and to develop their language skills in that language especially that the English language nowadays is considered the global language of business, science and communication. It is the high demanded language in all fields.

1.2. Definition of Young Learners

Young learners typically refer to children, usually between the age of 7 to 12 years old, who are in the early stages of their education. According to Nunan (2011) “young learners are from around three years old of ages to fifteen”. In addition, Phillips (2003) states that “young learners mean children from the first year of formal schooling (five old) to eleven or twelve years of age or six years. Linse (2006) also states that young learners are children between the ages of 5-12. More over the definition of young learners is based on the years spent in the primary or elementary stages of formal education to the secondary school. This means that, young learners refer to students who are not yet adults or adolescents it refers to primary school students.

1.3. Characteristics of Young Learners

Young learners are defined as learners between 7 years to 12 years old, and they have their own characteristic Which is different from the characteristics of adult learners. The characteristic covers their ways of thinking and their way of learning a language. The teachers should understand the characteristics of their students in order to avoid difficulty in teaching and learning process. here are some characteristics of young learners mentioned by Clark (1990):

- Young learners are developing conceptually; they develop their way of thinking from the concrete to the abstract thing.
- Children get bored easily. Children have no choice to attend school. The lack of the choice means that class activities need to be fun, interesting and exciting as possible by setting up the interesting activities.
- They are very active, so the teacher should ask them to play games, role play dialogues and involve them in competitions.

- They respond well to praising, always encourage them and praise their work.
- They are imaginative, the use of pictures, and flash cards will be a useful way to teach them a new vocabulary and new words.

1.4.English for Young Learners Course

The English for young learners' course is specifically designed to introduce children to the fundamentals of the English language in a fun and engaging way. Through a combination of interactive activities, games, songs and stories. Children are exposed to vocabulary, grammar and pronunciation in a natural context that stimulate their curiosity and creativity.

The course focuses on building basic communication skills such as listening, speaking, reading and writing. Each lesson and course are carefully prepared and crafted to serve the developmental needs and interests of young learners, with age-appropriate materials and teaching methodologies.

The courses which for young learners should be full of fun, laughter, learning and memories, it should be also an opportunity for young learners to build self-confidence and to improve their English language skills.

1.5.Young Learners and Their Language Acquisition

Jeffery Lids& Laurel Perkins (2018), defined language acquisition as a multidisciplinary area of research, particularly relevant to research in psychology and language sciences. This aims to describe and understand how children acquire language, from the environment around them. The acquisition of language by young learners is a complex process, it's often referred to as first language acquisition. Here are some explanations of how it occurs;

1.5.1. Innate Language Acquisition

Young children are born with an innate ability to acquire language. This is called language acquisition device (LAD), which a concept proposed by the linguist Noam Chomsky.

The LAD is a hypothetical brain structure that enables children to naturally learn and understand language.

1.5.2. Imitation and Reinforcement

Children initially imitate the sounds, and words they hear from others, especially their parents. They receive reinforcement in the form of attention, praise, or correction when they attempt to communicate. This reinforcement encourages further language development.

1.5.3. Language Input and Interactions

Children learn language not only through direct instructions but also through every day interactions with others, for example their parents. These interactions provide opportunities for children to practice their language skills in real life contexts and situations.

1.6. Learning Foreign Language at Primary Schools

Learning a foreign language was defined by (Kroll & Bialystok, 2013) as a language not officially spoken in a specific country, typically requires conscious effort from native speakers of that country. They may acquire it through various means such as formal language classes, self-study methods, online courses, or by interacting with native speakers of the language. Languages like French, English, Spanish, and Russian are often learned as second or foreign languages in countries where they hold official status. For instance, French serves as a second language in nations like Algeria, Morocco, and Tunisia. Foreign language education in schools plays a crucial role in nurturing cultural understanding and global communication skills among students. Research indicates that learning a foreign language can significantly enhance cognitive abilities like problem-solving and multitasking (Kroll & Bialystok, 2013). Additionally, academic performance tends to improve among students who study a second language (Baker, 2011). According to them, To effectively learn a foreign language, several strategies can be employed. These include immersive experiences, regular practice through speaking and writing, cultural engagement, and utilizing technology and resources tailored to language acquisition. By

employing these strategies, learners can enhance their proficiency and fluency in a foreign language while gaining valuable insights into different cultures and perspectives.

1.6.1. Regular practice

Larsen-Freeman, D., & Anderson (2013) stated that, Consistent practice, whether through daily conversations, reading, writing, or listening exercises, is crucial for language acquisition. Reading exposes learners to diverse vocabulary, sentence structures, and cultural nuances, aiding in comprehension and fluency. Writing exercises encourage the production of language, fostering creativity and reinforcing grammar and syntax rules. Listening exercises, whether through audio materials or real-life conversations, train learners to understand spoken language, including accents and intonation patterns.

1.6.2. Use language learning apps and software

Utilize language learning apps and software that provides structured lessons, interactive exercises, and feedback. Utilizing language learning apps and software that offer structured lessons, interactive exercises, and feedback can significantly enhance the language acquisition process. These tools provide a systematic approach to learning, guiding learners through various language components such as vocabulary, grammar, listening, speaking, and writing.

1.6.3. Language exchange

Practice speaking with native speakers is helpful for learning a foreign language because it provides opportunities for real-life practice and cultural exchange. Research supports the benefits of speaking practice with native speakers. For example, a study by Mora (2018) found that interacting with native speakers positively impacted learners' speaking proficiency and cultural awareness. Similarly, Liu and Jackson (2008) emphasized the importance of authentic communication with native speakers in developing language skills and cultural competence.

1.6.4. Reading and writing practice

Reading books, articles, and newspapers in the target language and practicing writing regularly help in reinforcing skills. Engaging with written materials such as books, articles, and

newspapers in the target language, along with regular writing practice, is an effective strategy for reinforcing language skills. Reading exposes learners to a wide range of vocabulary, sentence structures, and grammatical patterns, thereby expanding their linguistic knowledge and comprehension abilities.

1.7.Learning French at Primary Schools

Boukhlef Ali(2022), in his article stated that, Learning French language at the primary level is an important and enriching experience that introduces young learners to a new language and culture. In primary schools around the world, including in countries like Algeria, France and many others, French language education is often integrated into the curriculum. Primary school students generally begin by learning basic vocabulary, greetings, numbers, colors, and simple phrases in French. These elements help students start communicating in the language from the beginning. Then they start learning basic grammar, rules and sentence structures in French. Learning French at primary school is an excellent way to introduce young learners to anew language and culture. It can help develop language skills, cognitive abilities and cultural understanding from an early age. Interactive activities, games, and storytelling are effective methods to engage young learners and make the language learning process enjoyable as cited in the article of Martinez-sanchez et al(2007).

1.8.Learning English language at primary school

English language education at the primary school level is essential for setting the foundation of language skills in young learners. Through a structures curriculum, students are introduced to basic vocabulary, grammar rules, reading comprehension, writing skills and oral communication. Interactive and age appropriate activities such as games, songs and stories are commonly used to engage students and facilitate learning. Introducing English language learning at the primary school level offers numerous advantages. Research by Cummins (1979) indicates that .early exposure to a second language, such as English, can lead to better language acquisition out comes due to the brains increased plasticity during childhood. Learning English at a young age not only enhances language skills but also promote cognitive development. According to Genessee (2008), bilingual children demonstrate better cognitive flexibility, problem-solving skills, and metalinguistic

awareness compared to monolingual peers. Learning English at the primary school level also promote cultural awareness and appreciation, by studying English literature and engaging with diverse cultural texts, students develop empathy and understanding for different cultures, as noted by Halliday (1993).

1.9.Benefits of learning English language at primary schools

Learning English language at primary schools offers numerous benefits. Firstly, Starting learning English at a young age eliminates language and psychological barriers, fostering better communication skills. Early language learning enhances abstract thinking, memory and imagination. Furthermore, Research by Cummins (1979) suggests that early exposure to a second language, such as English enhance cognitive development. It stimulates critical thinking and problem solving skills. Baker and Hornberger (2001) found that students who learn English from a young age tend to perform better academically across various subjects. This is because they develop stronger language skills and literacy. Additionally, according to findings by Krashen (1981), proficiency in English from an eaage facilitates communication and collaboration in multicultural environment. Introducing English at the primary level opens up a world of opportunities for children.

1.10. Challenges of learning English language at primary school

Learning English language at the primary school level presents several challenges for students. According to research by Zhang& Rahimi (2017), one major challenge is linguistic complexity, as English has a rich vocabulary, complex grammar rules, and pronunciation can be difficult and complex for young learners to understand, English phonetics can be different from the phonetics of other languages, making it difficult for students to reproduce sounds. Studies by language educators like Diane Larsen Freeman have emphasized the vast vocabulary of English language, requiring significant time and effort for students to acquire, it is a challenge for a student in primary school to acquire the English vocabulary even the basic words. Additionally, the limited exposure to English outside the classroom can be an obstruction for children to learn the English language, this may hinder practice and fluency development, Children who learn English language are not able to practice outside the classroom and this is a big challenge for them.

Finally, cultural differences may also pose challenges for children especially in understanding idiomatic expressions and it can lead to misunderstandings and difficulties in comprehension.

2. Section two: Parent's Attitudes and Teacher's Perceptions

2.1.Parent's Attitudes

Parent's attitudes towards education play a huge role on learning and academic success of their children. Generally, many parents value education highly and see it as very important for their children's future success. They may actively support their children's learning by providing resources, encouragement and involvement in school activities to aid their children's academic success.

2.1.1. Definition of Attitude

Attitude is defined as the way in which a person views and evaluates something or someone, it is a predisposition or a tendency to respond positively or negatively toward a certain idea, object, person or situation. It is also a favorable or unfavorable evaluative reaction towards something or someone, exhibited in one's beliefs, feeling, or intended behavior.

(Myers, p.36). Attitudes started to develop early and they are affected by many factors such as parents , partners and dealing with people who have social and cultural differences . Early and Chaiken (1993) defined « attitude » “as a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor”. Matsuda (2000) defined attitude as a notion that consists of three component: the cognitive component relates to feelings about it ; and the behavioral component related to aims to contrive an action . Morries and Maisto (2005) stated that attitudes are selectively acquired and inserted through learning and experience. Gordon and Allport (1935) defined « Attitude » as “ a mental and neural state of readiness , organized through experience , exerting a directive or a dynamic influence upon the individuals response to all objects and situations with which it is related” .

2.1.2. Factors Influencing Attitude

Positive interactions with other parents who prioritize education may reinforce parent's attitudes towards learning , But sometimes , it is family that pushes and obliges their children to study a particular language for some family reasons , consequently to this , the effects of learning may not be productive and efficient , it will contribute to negative attitudes . In this case, this is a very bad situation for the learners since they may not be interested in learning this language. Kovac and Zodilar (2017) stated the decisions of attitude and motivational level towards language depend on other classes, language status which learners owns and the level of extracurricular occupations , all this additional obligations and responsibilities can impact the entire learning process . Gender can also be a significant factor. Lenartsson (2008) stated that women have more positive attitudes towards learning L2 than men .Besides, culture has a strong influence on attitudes towards language learning. Khasinah (2014) listed seven main factors that have a significant impact on acquiring a new language; the first factor is motivation as willingness and a desire to achieve more than people know now .Secondly, there is an attitude component in expressing a specific feelings towards languages. Thirdly, age is a key factor affecting languages learning. Mainly, because it was proven that children are the best learners and older learners are the one who pay attention to the rules in the languages. Fourthly, there is intelligence as a factor which shows that people with higher IQ outcome get higher grades on language exams. The fifth is an aptitude as a learning ability, a person must have a strong ability to explore and discover all the aspects of a language suck as grammar, vocabulary or phrases. Learning style is the sixth factor that affects overall learning. All those small things make all the changes while learning a particular language. Finally above all, there is a personality factor which impacts learning process. The main aim of this is to be successful by working together. The learning process of learners' can be influenced by the environment even if they are not aware of it

2.1.3. The Importance of Attitude in Language Learning

Attitude is acknowledged as one of the most important factors that influences on learning a new language (Fakeye , 2010) . (Brown , 2000) states that many factors may affect the student's learning such as motivation , feeling , relationships in a community whether positively or negatively . Researchers said that the language of parents and teachers towards the learners should acknowledge the high motivation, support and positive attitude in order to facilitate

learning English as a second language. However, if parents react in a negative way , their children will think in the same way , resulting in a negative attitude ; here acquiring English as a second foreign language will be hard and may not be successful by the end . In addition, learners with a positive attitude tend to achieve the target language easily, but learners with a negative attitude lead to loss motivation, discourage, limit and even minimize the success for them. Moreover, attitude plays an important role in encouraging learning to acquire a new language; students with positive attitudes are able to limit the effect of a failure. Firdevs Karahan, (2007) states that “positive language attitudes let learners have a positive orientation toward learning English”.

2.1.4. Parents and Families’ Engagement in English Language Learning of Their Young Learners

Western Community College (2023), in the realm of early childhood education, family engagement emerges as a powerful force that propels young minds toward lifelong success. Families or parents engagement refers to the active and collaborative involvement of families in their child’s early learning and development. In addition , Parents engagement in English language learning of their children encompass a range of interactive and collaborative practices that involves families in their child’s learning and development , these activities aims at creating a strengthen relationship between parents and teachers which will create an enriching environment for learners . Parents can support their children even if they don’t speak English well , by helping them to gain in confidence and feel more motivated .According to Cambridge English , Parents could also learn some English together , if they are enthusiastic about learning English language , their children will be too . It is easier for learners to learn when they get encouragement at home. Learning English starts with parents, if children see their parents reading, watching films and speaking English, they will be influenced and inspired to do the same. It does not matter how much or how little parents are able to speak English , they are able to help their children to acquire English language by using : English literacy strategies (reading , talking , telling stories) , listening to music , watching movies , and learning materials (age , appropriate toys and books) . Parents and families can also make a huge difference in the success their children have with English language development.

2.1.5. Parent's Attitudes Towards the Inclusion of English at Primary Schools

English has become a universal language in the world and a national language for many countries, it is considered as the second foreign language taught in the primary schools of Algeria. This later is commonly known as the second largest francophone country where French was the first foreign language in the constitution. English language was included on July 20th. 2022 as the first foreign language in primary schools .Some parents believed that including English language was the best decision taken, they supported early exposure to English by their young learners and promote its learning at the primary school as they expressed a strong agreement toward it. However, Baker (1980), acknowledged that some children may struggle to acquire two languages simultaneously at the same level. While studying two languages at the same time has advantages, there are drawbacks as well. Children learning more than one language at the same time may feel hesitant, confused, or anxious at first until they figure out which tongue is which. Each language has fresh vocabulary, grammar, and cultural settings that they must master. Temporary issues may result from this, particularly when speaking closely related languages (Vygotsky, 1978). According to Baker and Vygotsky, those parents will believe that young learners cannot acquire both English and French in the same time and level since both languages are taught in the 3PS level. So, those parents strongly agree with the fact that their children faced some challenges while learning these languages due to their cognitive development and limited language experience by struggling when distinguishing between the two languages, mixing their vocabulary, grammar rules and pronunciation. Parents who have negative attitudes rarely show support to their children in foreign language education, and this in turn negatively affects the learners motivation to learn a foreign language.

2.1.6. The Importance of Studying Parent's Attitude Towards the Inclusion of English at Primary Schools

Parents have a strong influence on their children, which is stronger than that of teachers or friends. According to Christian (2020), Parents are the primary architects of their child's learning and character development. Robinson and Harris (2014), challenge the commonly held belief that more parental involvement always leads to better educational outcomes, they suggest that the type and quality of parental involvement matter more than the quantity, Robinson and Harris (2014) , believe that learning English at an early age is beneficial for their children , then

children too will be motivated . For this reason, a parent's positive attitude and support towards their children's learning a foreign language is important and considerable, it can inspire and empower the child to develop a good learning habits .On the other hand, parents with negative attitudes towards the inclusion of English at primary schools will discourage, demotivate their children and decrease their level of Education .Parental attitude is the most influencing factor for a child's education, which strengthens the learner's development and success while acquiring English language.

2.2. Teacher's Perceptions

2.2.1. Definition of Perception

In the Cambridge dictionary perception is defined as a belief or opinion, which is often held by many people and based on how things seem. This definition emphasizes the social aspect of perception, focusing on appearances rather than objective realities. It implies that perceptions are not fixed but rather open to interpretation, influenced by personal experiences and cultural situations.

In "Stanford Encyclopedia of Philosophy", perception is the process of acquiring, interpreting, selecting, and organizing sensitive information .This definition highlights the dynamic aspect of perception and all of its complex elements. It implies that perception is an active interaction with sensory inputs rather than a passive taking in of information. This description highlights the complex cognitive processes that go into creating our worldview by emphasizing the gathering, interpreting, organizing, and selection of sensitive information.

In general terms, perception can be understood as the cognitive process through which individuals interpret and make sense of sensory information from their environment. It involves the brain's processing of sensory inputs such as sight, sound, touch, taste, and smell to construct a meaningful understanding of the world. Perception is influenced by various factors, including past experiences, cultural background, and cognitive processes, which shape how individuals perceive and interpret incoming stimuli. Perception encompasses the complex interaction between sensory input and cognitive processing, ultimately shaping one's understanding and experience of reality.

The term perception cannot have a specific definition because it can be defined in various ways depending on the context. But generally, perception refers to how individuals interpret and understand information and experiences based on their beliefs, attitudes, and past experiences.

2.2.2. Factors Influencing Teachers' Perceptions

It is well recognized that the rapid expansion of the population and the tremendous advancement of science and technology define the social setting (Mulford B., 2003; OECD, 2009b). Therefore, innovative educational reform is needed to meet the demands of twenty-first century learners. In other words, teachers should constantly advance and develop their professional knowledge and abilities (Marks D., 2013). One important consideration when developing policies to improve the standard of instruction in any school is the professional development of teachers (Ingvarson L., Meiers M., & Beavis A., 2005). In the realm of education, teachers serve as significant figures whose perceptions greatly impact their instructional practices, interactions with students, and overall effectiveness in the classroom. These perceptions, created by many factors, encompass personal experiences, professional training, school context, student characteristics, external influences, and peer interactions. Establishing supportive learning environments and promoting good teaching techniques require an understanding of the complex factors that influence teachers' perceptions.

Teachers' perceptions are profoundly influenced by their personal backgrounds and experiences. Educational backgrounds play a significant role, with individuals who have had positive experiences in their own schooling often perceiving teaching more favorably. Additionally, cultural backgrounds shape perceptions, as cultural norms and values influence attitudes towards teaching and learning. Furthermore, life experiences outside of education, such as familial upbringing and previous employment, contribute to the formation of teachers' perceptions. Correspondingly, teachers' beliefs and attitudes significantly impact their perceptions of teaching. Their philosophy of education, encompassing views on the purpose and goals of schooling, shapes perceptions of effective teaching practices. Moreover, attitudes towards students, including beliefs about their abilities, behaviors, and motivations, influence how teachers perceive their roles and responsibilities. Similarly, attitudes towards the teaching profession, encompassing job satisfaction and perceptions of societal respect, shape perceptions of teaching effectiveness.

An important factor in influencing teachers' perceptions is the quality and content of teachers' professional training. Pedagogical training received through teacher education programs influences perceptions of effective teaching strategies and classroom management techniques. Furthermore, ongoing professional development opportunities expose teachers to new methods and research, thereby influencing their perceptions of effective instructional practices. In addition, the context in which teachers work, including the school culture and climate, significantly impacts their perceptions. Factors such as leadership styles, peer interactions, and disciplinary practices shape how teachers perceive their working environment. Additionally, resource availability, including access to technology, teaching materials, and support staff, affects teachers' perceptions of their ability to effectively meet students' needs.

Teachers' perceptions are influenced by the characteristics of their students as well. The demographic composition of the student body, including factors such as socioeconomic status, cultural background, and academic ability, shapes teachers' perceptions of student capabilities and needs. Moreover, individual interactions with students, including relationships and rapport, influence perceptions of student behavior and academic performance.

Collegial relationships and collaboration within professional learning communities also influence teachers' perceptions. Interactions with colleagues provide opportunities for sharing experiences, strategies, and perspectives, forming perceptions of effective teaching practices. Informal networks of communication and support among teachers further contribute to the exchange of ideas and experiences, influencing perceptions within the teaching profession.

2.2.3. The Importance of Perception in Teaching

Perception is important in teaching because it influences how educators create and deliver instruction, as well as how students interact with the information. Understanding the role of perception in the teaching-learning process is critical for designing effective instructional experiences that respond to a variety of learner requirements and preferences. Perception is important for several reasons and factors which are explained below.

Ambrose, S.A.et al. (2010) highlight the relevance of perception in education. According to their findings, students' perceptions of course material's relevance and applicability have a

significant impact on their engagement and learning outcomes. When students believe the topic is relevant to their lives, they are more likely to actively participate in class discussions, complete tasks carefully, and retain information over time. It also shapes problem-solving abilities by influencing how individuals interpret problems as stated by Koffka (1935).

Perception controls attention by providing context for new information and directing attention to important features of the environment (Woolfolk, 2004). It enables students to focus on vital information while avoiding distractions.

Goldstein (2019), notes that” perception shapes how individuals interpret and understand information, affecting their cognitive process”. It influences how information is interpreted and understood. It shapes individual’s cognitive processes, guiding them to make meaning out of the sensory inputs they receive.

Felder and Soloman (1997) discuss how “perceptual preferences affect how individuals prefer to receive and process information”.

Perceptual preferences such as visual, auditory, or kinesthetic learning styles, affect how individuals prefer to receive and process information. Understanding these preferences can inform instructional strategies.

2.2.4. Teaching Materials

2.2.4.1.Songs

Learning English with songs is an effective method which helps the learners to improve their listening and speaking skills , vocabulary and pronunciation . Learning using songs makes learning English more enjoyable and fun . Songs are even better than typical exercises because they are easy to remember and stay with children for a long time (Cant and Superfine , 1997) . The best example is (Hello by Adele) ; this powerful song is so brilliant for learning English because of its slow start and clear lyrics . here are the lyrics of this song :

*Hello, it's me
I was wondering if after all these years you'd
like to meet
To go over everything
They say that time's supposed to heal ya, but
I ain't done much healing
Hello, can you hear me?
I'm in California dreaming about who we
used to be
When we were younger and free
I've forgotten how it felt before the world fell
at our feet
There's such a difference between us
And a million miles
Hello from the other side
I must've called a thousand times
To tell you I'm sorry for everything that I've
done
But when I call, you never seem to be home
Hello from the outside
At least I can say that I've tried
To tell you I'm sorry for breaking your heart
But it don't matter, it clearly doesn't tear you
apart anymore
Hello, how are you?
It's so typical of me to talk about myself, I'm
sorry
I hope that you're well
Did you ever make it out of that town where
nothing ever happened?
It's no secret that the both of us*

*Are running out of time
So hello from the other side (other side)
I must've called a thousand times (thousand
times)
To tell you I'm sorry for everything that I've
done
But when I call, you never seem to be home
Hello from the outside (outside)
At least I can say that I've tried (I've tried)
To tell you I'm sorry for breaking your heart
But it don't matter, it clearly doesn't tear you
apart anymore
Ooh (lows, lows, lows, lows), anymore
(Highs, highs, highs, highs)
Ooh (lows, lows, lows, lows), anymore
(Highs, highs, highs, highs)
Ooh (lows, lows, lows, lows), anymore
(Highs, highs, highs, highs)
Anymore (lows, lows, lows, lows)
Hello from the other side (other side)
I must've called a thousand times (thousand
times)
To tell you I'm sorry for everything that I've
done
But when I call, you never seem to be home
Hello from the outside (outside)
At least I can say that I've tried (I've tried)
To tell you I'm sorry for breaking your heart
But it don't matter, it clearly doesn't tear you
apart anymore*

Adel

The incorporation of songs has proven to be effective in reducing learners' affective barriers, fostering a meaningful learning environment, and promoting positive attitudes and self-confidence, thus facilitating language acquisition (Alisaari & Heikkola, 2017; Engh, 2013) .

2.2.4.2.Videos and Flashcards

Videos can provide a range of benefits for English language learners, Videos can expose students to authentic examples of spoken and written English, helping them to develop their listening and reading comprehension skills. Videos can also provide students with an opportunity to learn about different cultures and customs, which is especially important for English language learners who may be unfamiliar with the culture of the target language. Moreover , Watching videos can help students to learn new words and phrases in context, which can aid in vocabulary retention . Students can also use videos to practice their pronunciation by listening to native speakers and imitating their speech patterns. In addition , Flashcard learning can expand vocabulary, exposing learners to new words and phrases in a concise and accessible format. By repeatedly viewing and processing the vocabulary on the flashcards, learners internalise the words and their meanings, which can lead to a deeper understanding of the language and improved communication skills.

2.2.4.3.Wall-Charts

Wall charts are large graphics or posters designed for display on a wall as a teaching aid or source of information. Put differently, a wall chart is a type of large poster often displaying information for educational use. Wall charts' existence dates back to the 1840s. Educational wall charts serve numerous functions: they are used to illustrate concepts or things, demonstrate processes, differentiate between similar things, capture interest and stimulate emotion, etc. It motivates and inspires students to learn, effectively illustrate a concept, provide reproducible for students' use, provide directions for hands-on activities, provide suggestions for additional instructional activities ; the use of wall charts as media is beneficial to improve students' vocabulary mastery. It helped students memorize and understand the vocabulary faster.

2.2.5. Principles of Teaching English to the Young Learners

Teaching English to young learners is guided by several principles to ensure effective language acquisition and development.

2.2.5.1.Engagement and Interaction

According to Hyland (2005), engaging young learners in interactive activities is essential for their language acquisition. Young children learn best through hand-on experiences and social interaction. By incorporating games, songs, and group activities, teachers can create an environment where students actively participate and practice English in a meaningful way.

2.2.5.2.Relevance and Context

Moon (2000), stated that providing English language learning experiences within relevant contexts enhances understanding and retention. When language is presented in contexts that are familiar and meaningful to young learners, they are better able to understand and comprehend and apply it in real life situations. For example, teaching vocabulary related to daily routines or familiar objects connects language learning to children's everyday life.

2.2.5.3.Repetition and Reinforcement

According to Cameroon (2001), repetition is vital for young learners to internalize new language forms. Young children benefit from frequent exposure to vocabulary and language structures through various activities and contexts. Repetition helps solidify learning and improve retention over time, allowing children to become more proficient in English language skills.

2.2.6. Aims of Teaching English to Young Learners

Cambridge University states At a very young age, children acquire the English language as their first foreign language. Early English instruction's main goal is to inspire young students to be prepared for and self-assured in their ability to study the language at higher educational levels. Some parents are polyglots, meaning their offspring must learn two or three languages. Others pick up a second or third language in preparation for moving to a new nation. These days,

learning a language is crucial for kids who wish to move abroad to follow the educational system and contribute as valuable members of those countries.

Professor Richards, J. (2016) states that the aim of teaching English to young learners is multifaceted, encompassing various educational, cognitive, social, and cultural objectives. At its core, the primary aim is to provide young learners with the foundational language skills necessary for effective communication in English-speaking contexts. This includes developing listening, speaking, reading, and writing skills that enable learners to comprehend and express themselves fluently and accurately in English. Additionally, learning English exposes young learners to different cultures, customs, and perspectives, fostering intercultural understanding and appreciation. Through exposure to diverse linguistic and cultural contexts, learners develop empathy, tolerance, and respect for cultural diversity. As It opens doors to academic opportunities, including access to higher education and international exchange programs, since it equips young learners with the ability to communicate effectively with speakers of English worldwide. Whether for personal, academic, or professional purposes, strong communication skills in English enable learners to connect with others, share ideas, and collaborate across linguistic and cultural boundaries.

2.2.7. Literature Review

English language education at the primary level holds significant importance in today's globalized world (Crystal, 2003, p. 1). As English continues to establish itself as a lingua franca across cultures and industries, its inclusion in primary school curricula has become a subject of considerable interest and debate. Central to this discourse are the attitudes and perceptions of both parents and teachers, whose beliefs and practices play crucial roles in shaping the language learning experiences of young learners. Parents significantly influence children's attitudes towards English education, with studies highlighting their beliefs, motivations, and concerns, such as Wang and Paine's investigation into Chinese parents' attitudes (Wang & Paine, 2003, p. 281). Teachers, as key facilitators of English language instruction, face challenges in implementing effective teaching practices, as shown in Sarah Borg's work on teacher cognition, which emphasizes the complex interplay between teachers' beliefs, knowledge, and instructional practices (Borg, 2006, p. 45). The inclusion of English language education in primary schools can

significantly impact students' academic performance, language proficiency, and socio-cultural development (Cummins, 2001, p. 72). Therefore, understanding these impacts is essential for designing evidence-based instructional strategies. Effective language education policies must consider the diverse needs and contexts of primary school learners, necessitating collaboration among policymakers, educators, and stakeholders to develop inclusive and culturally responsive language education policies and practices (UNESCO, 2003, p. 34).

Chapter two : Research Methodology, Analysis, Discussion and interpretation of data

This chapter presents the practical part of the thesis. It consists of two sections; the first one provides a full description of the research methodology adopted in this study. It illustrates the method and tools of the research. Additionally, it gives information about the population and data analysis procedure. The second section is concerned with the analysis, discussions and conclusions from the questionnaire and the interview.

1. Section one: Research method and design

The current study is concerned with parents' attitudes and teachers' perceptions towards the inclusion of English at primary schools in Setif and Tazmalt. A mixed -method approach has been employed to achieve the research's aim and answer the research questions. This method is the suitable of the topic which necessitates an exploration and analysis of teachers perceptions and parents' attitudes . Therefore, in our attempt to investigate the research problem, an exploratory/ descriptive design was adopted in order to gather the required information, as well as a mixed methodology, in which both qualitative and quantitative methods are used. Accordingly, analyzing research data using both methods provides a deeper and broader understanding of the research results (Jogulu and Pansiri, 2011).

1.1.Research tools

To answer the research questions, a questionnaire and an interview were employed. The first one investigates the perception of teachers towards teaching English at primary schools while the second tool is an interview which investigates primary parents attitudes on the matter. So, the questionnaire provides a clear description of the methods, approaches to teaching English to young children, and the possible challenges and difficulties that they may occur. However , the interview provides a clear description of the attitudes of parents towards the inclusion of English as a subject at the primary schools . The data of the questionnaire was analyzed statistically using SPSS (Statistical Package for Social Sciences) Microsoft, version 20

and qualitatively using descriptive analysis. And the data of the interview was analyzed using the thematic analysis, which is a method of analyzing qualitative data. It is usually applied to a set of texts, such as an interview or transcripts. The researcher closely examines the data to identify common themes – topics, ideas and patterns of meaning that come up repeatedly Gaulfield(2019).

1.2.Parents Interview

The parents Interview deals with parents' different perceptions and attitudes about the introduction of the English language in primary school and their influence on children's language learning.

The interview starts by introducing its purpose, the topic of the research and its aims. It also informs the participants that their participation will remain Anonymous. The interview is divided into three sections.

The first section deals with the participants' background information. It includes questions about their relationship to the school or inquire about their own experience with learning English. The second section is composed of ten questions regarding parents' perception and attitudes and their willingness to help their children in their learning process. The third and last section is to thank the parents for their time and participation, and offer any additional information related to the topic.

1.3.Teacher's questionnaire

The teacher's questionnaire consists of 24 questions. The initial section focuses on gathering background information from the participants. This part aims to understand the demographics and professionals profile of the teachers involved. It includes inquiries into gender,age,academic degree,and teaching experience.In the following section of the questionnaire ,teachers were presented with an opening question regarding the perceived impact of their motivational state on the teaching of English in primary schools.In the final section,a series of questions were posed to teachers regarding their instructional strategies,resource utilization,and encountered challenges in

teaching English to primary school learners. These questions seek to know whether the teachers have the necessary skills to teach their learners correctly and effectively, mentioning the difficulties that they face when teaching English language for young learners.

1.4. Participants

In this study, the participants play a crucial role in providing insights into the attitudes towards

the inclusion of English language instruction at the primary school level in Algeria. Participants were selected randomly from different primary schools in Setif and Tazmalt to represent the diverse perspectives within the educational landscape of the country.

For teachers, educators from primary schools across two different regions of Algeria were included. The first one is the region of Tazmalt, and the second one is the region of Setif. These teachers offer invaluable insights into the challenges and opportunities associated with integration of the English language instruction into the primary schools. In addition, Parents of primary school children were recruited to provide a comprehensive understanding of the attitudes towards bilingual education in Algeria. Through their participation, these parents offer perspectives on the perceived benefits and the anticipated challenges regarding the inclusion of English language learning in their children's primary education curriculum.

Together, the teachers and parents involved in this research contribute to a nuanced understanding of the attitudes and perceptions surrounding English language inclusion in Algerian primary schools.

1.5. Parents

Parents, as participants in this study, represent the primary decision-makers in their children's educational journey. Their attitudes towards the inclusion of English language at the primary school level reflect their beliefs, values, and aspirations for their children's future. By

participating in this research, parents contribute their Perspectives, beliefs and expectations regarding the integration of English language learning into their children's education. Their insights provide valuable information on factors such as home support, language attitudes and the perceived benefits or concerns associated with introducing English at the primary school level. Understanding parental attitudes is essential for educators to effectively engage families and address any potential barriers to successful language learning initiatives.

1.6. Teachers

Teachers as participants in this study are professionals who are directly involved in the implementation of English language instruction at the primary school level. They play an important role in shaping the learning environment, designing curriculum, and selecting teaching materials. Their attitudes towards the inclusion of English language in primary education can significantly impact the effectiveness and success of language learning. By exploring teachers' perspectives, this study aims to gain a comprehensive understanding of the opportunities and challenges associated with integrating English language into the primary school level.

2. Section two Data Analysis

2.1. Parents interview analysis

The present interview is composed of five questions addressed to parents of 3rd year learners, in which more insights were given regarding all aspects related to our field of study. Interviewees were chosen randomly, and a thematic analysis was used to identify, analyze and interpret the themes of parents' answers.

2.1.1. Effortless learning, conversations, cognitive and cultural development, and social interaction

The responses from parents in the interview underscore the significance of early English education for children. Firstly, they observe how effortlessly children grasp English concepts, whether it's through watching cartoons or engaging in conversations. This natural understanding

extends to their adeptness in utilizing various technologies independently, eliminating the need for parental translation. *“Our kids understand many things in English even when they watch cartoons or hearing someone speaks in English , they are able to use different technologies without the need to us as parents to translate words into our mother tongue”* .

Moreover, parents recognize the cognitive advantage of young brains in language acquisition, with English bringing up strong skills in pronunciation, vocabulary, grammar, and fluency. *“Our kids have fresh brains which are exposed to learn and acquire more than one language. English allows them to develop a strong language acquisition skills, pronunciation, vocabulary, grammar and fluency”*.

Beyond linguistic prowess, starting English education early equips children with the ability to communicate effectively across diverse linguistic backgrounds, thus laying a foundation for future professional success. Additionally, parents acknowledge English as a gateway to global opportunities, offering avenues for career advancement. *“Starting learning English at a young age provides our kids to communicate effectively with people from different linguistic backgrounds as it gives them the opportunity to succeed in their professional career ”*.

Finally, they appreciate how English facilitates cultural exploration through literature, music, films, and social interactions, enriching children's understanding of diverse cultures worldwide. *“ The most important thing is that through English my child can explore literature , music , films and other social backgrounds, so he will enrich his brain and have information about other cultures in the world ”*.

2.1.2. Positive bilingualism, language mixing and Pragmatic considerations

The responses from parents regarding their children learning English alongside their native language reveal a spectrum of different perspectives .

Some parents view bilingualism as a positive asset, expressing enthusiasm for their children to master English to the same level as their native language. They recognize the

advantages it brings, such as enhanced communication skills and broader opportunities, *‘‘It is good when my kids learn English to master it like their native language’’*.

In addition, there's a pragmatic aspect to their aspirations for bilingualism, with some parents highlighting the economic benefits of bilingualism, foreseeing increased career prospects and higher-paying jobs for their children. *‘‘I really want my girls to be bilingual, since it opens up a career to her to work outside with a higher- paying jobs’’*.

However, contrasting views emerge, with concerns about language mixing. These parents worry that their children might not fully master either language if they mix them, potentially hindering proficiency in both. *‘‘I really want my girl to be bilingual, since it opens up a career to her to work outside with a higher- paying jobs’’*.

2.1.3. Language blending, the lack of teaching materials and teacher’s training

The responses from parents regarding challenges related to the inclusion of English in the primary school curriculum highlight two main concerns:

Firstly, parents express concerns about language mixing among students, particularly at a young age when both English and French are introduced as foreign languages. This blending of languages can causes difficulties for children in distinguishing between the two, parents said : *‘‘Yes my kids still mix between English and French language since both are foreign languages and new in the curriculum especially for the 3rd level , it is difficult for them to make differences between two foreign languages at a young age and at the same level’’* .

Secondly, parents note the inadequacies in teacher training and resources, which they perceive as significant barriers to effective English language instruction. They observe a lack of confidence and limited knowledge among teachers, leading to poor language learning experiences for their children, They said : *‘‘ Yes , away from the learners , teachers lack training and materials which causes lack of confidence and limited knowledge , this is considered as a big problem that our kids do not really acquire English in a good way’’*.

2.1.4. Confidence, language skills , cultural awareness , negative performance

The responses from parents regarding the positive impacts of their child's English language learning journey highlight a range of observations. Many parents note improvements in their child's confidence, vocabulary, and overall language skills, both in English and their native language. *“ Yes , my child seems more confident in expressing himself and have a broader vocabulary , and their language skills have noticeably improved in writing ,reading especially , not only in English but also in their native language ” .*

As they have also observed positive changes in cultural awareness, with their children gaining knowledge about other cultures through English education. *“ yes , we have seen positive changes in our child's cultural awareness since they began learning English at school , they have information about other cultures' food , clothes , and lifestyle ” .*

However, concerns arise regarding the potential drawbacks of bilingual education. Some parents express worry about a decline in their child's performance in native language subjects, indicating struggles to balance proficiency in both languages, leading to confusion and frustration . As there are reports of a negative shift in attitude towards school, with some children appearing disinterested and unmotivated, possibly due to the added pressure of mastering a new language. These responses underscore the importance of addressing challenges associated with bilingual education to ensure a balanced and positive learning experience for students. Parents answered as the following about this question : *“ Unfortunately we have observed a decline in our child's performance in their native language subjects since they started learning English at school . they seem to be stryggling to keep up with both languages leading to confusion and frustration in their studies , we have also seen a shift in our child's attitude towards school since they started learning English , they seem disinterested and unmotivated , possibly due to the added pressure of mastering a new language ” .*

2.1.5. Learning tools, actively engaging in language-related activities, Parental support and encouragement

Firstly, parents emphasize the importance of ensuring access to essential tools for learning, such as computers, internet and a printer , underscoring the significance of technological support in facilitating English education at home. *“ I can support my children to learn English at home by providing the necessary needs to learn , such as : computer , access to internet and a printer”*.

Parents express a willingness to actively engage in English language activities together with their children, providing a positive learning environment and attitude towards English acquisition. They said : *“We cal also help them by engaging with English language activities together and giving a positive attitude towards learning English”* .

Furthermore, parents recognize the essential role of support and encouragement in motivating their children to actively participate in English language learning, in that way , promoting increased engagement for mastering the language, saying : *“ When I support my child and encourage him , he will be confident , more active and motivated to learn English language”*.

2.2. Teacher’s Questionnaire Analysis

Part one : participants’ background information

Item 01 : Participants Gender

Table 1 : Participants’ Gender

Gender	Frequency	Percentage
Male	13	43.3%
Female	17	56,7%
Total	30	100%

The table above shows the gender of participants. The majority of the participants are female, who constitute 56,7%, whereas males constitute the minority with only 43,3%, of the whole population.

Item 02: participants' Age

Table 2: Participants' Age

Age	Frequency	Percentage
25-30	12	40%
30-35	8	26,7%
35-40	9	30,0%
More than 40	1	3,3%
Total	30	100%

The second table above shows that the participants' age range is between 25 to 30 years old, which constitutes the majority of the population at 40%, Participants aged from 30 to 35 years old constitute 26,7% of the population, and participants aged between 35 to 40 years old constitute 30,0% of the population, Whereas only 3,3% of the participants are aged older than 40 years old.

Item 03: Participants' Academic Degree

Table 3: Participants' Academic Degree

Academic Degree	Frequency	Percentage
Master Degree	10	33,3%
Licence Degree	20	66,7%
Total	30	100%

The third table above demonstrates the participants' academic degree. As it shows, the majority, which constitutes 66,7% of the population, hold masters' degrees, which indicate a

higher level of education and expertise among the sample group. Whereas only 33,3% of the population hold the licence degree.

Item 04: Teaching experience

Table 4: Teaching Experience

Teaching Experience	Frequency	Percentage
1-2 years	23	76,7%
3-4 years	5	16,7%
5-6 years	1	3,3%
7 years	1	3,3%
Total	30	100%

The third table above demonstrates the participants' teaching experience. As it shows, the majority, which constitutes 76,7% of the population have between 1 to 2 years of teaching experience. Participants' between 3 to 4 years of experience constitutes 16,7% of the population, whereas only 3,3% of participants' are between 5-6 years and 7 years of teaching experience.

Perception: Do you think that the motivational state of the teacher helps in teaching English in the primary schools ?

The results of this question shows that all the teachers agree with the idea that the motivational state of the teacher helps in teaching English in the primary schools since it makes the learners more receptive to the new information , and if the teacher is motivated in the class , his learners will be motivated too .

Question 01: How do you perceive the importance of teaching English at the primary school level?

The results of this question indicates that teaching English at the primary school is a great decision and important to exposure learners to the global language used around the world , as it opens the doors to higher education opportunities and future career prospect .

Question 02 : Do you think that starting teaching English at primary schools is better than starting it from middle school?

Table 5: Starting Teaching English at primary schools or middle schools

Starting teaching English at primary school is better than middle school	Frequency	Percentage
yes	27	90%
no	3	10%
Total	30	100%

90 % of teachers agrees that teaching English at primary is better than starting it from middle school , they stated that children can learn faster at primary school rather than in middle school because of their age in this stage , and children's brain is more adaptable and flexible during their early years .

Question03 : which grade level(s) do you teach ?

Table 6: Grade

Grade level	frequency	percentage
3 rd year	30	100%
4 th year	21	70%
5 th year	0	0%

All the teachers answered that they teach 3rd and 4th level at the primary school .The majority,100% of participants' answered that they teach the 3rd year level at primary school, while 70% of participant answered that they teach the 4th year level.For the 5th year level there is no participant who answered with this option, because they do not teach English language at primary school for the 5th year level.

Question 04 : Which resources do you primarily use for teaching English ?*Table 7: Teaching resources*

Teaching resources	Frequency	Percentage
Text books	29	96,7%
Online resources	21	70%
Flash cards	19	63,3%
Audios	23	76,7%

The results shows that the majority of teachers , 96,7%, rely on textbooks,indicating their enduring role in education. However, the significant presence of online resources, favored by 70% of respondents, reflects the growing integration of digital tools in teaching. Additionally, the use of Flashcards63,3%, and audios 76,7% highlights the value of supplementary materials for reinforcing language learning.

Question 05: What do you consider to be the main challenges in teaching English to primary school learners?

Teachers highlighted several key challenges in teaching English to young learners. The foremost issue was the lack of teaching resources, which hindered their ability to engage students effectively. Additionally, they noted a general lack of interest among students, potentially stemming from external factors like limited parental involvement or a lack of background knowledge. Small class sizes and restricted time frames exacerbated these challenges, making it difficult to cover material comprehensively. Teachers also struggled with short attention spans and pronunciation issues, compounded by the tendency for students to mix English with French. Addressing these challenges will require a multi-faceted approach, including resource allocation, increased parental involvement, and strategies to enhance student engagement and language acquisition.

Question 06: What strategies do you employ to engage primary school learners in learning English?

Table 8: Learning strategies

Learning strategies	Frequency	Percentage
Games	28	93,3%
Music	8	26,7%
Videos	28	93,3%
A point system	7	23,3%
Be energetic yourself	17	56,7%

The table above shows that the widespread use of games 93,3% and videos 93,3% Indicates a strong reliance on interactive and visual methods to foster engagement. Incorporating elements of fun and entertainments, such as games and videos, is evidently popular among educators. Interestingly, while music and point systems are used to a lesser extent (26,7% and 23,3% respectively),the strategy of exuding energy oneself 56,7% stand out as a significant factor. This suggests that teachers recognize the importance of their own dynamism and enthusiasm in inspiring and motivating young learners.

Question 07: What are the missing resources either human, materials resources, or training to make your teaching optimal?

Teachers expressed concerns about the inadequacy of various resources for optimal teaching. Foremost among their responses was the absence of audiovisual aids, including multimedia resources, which are invaluable for engaging young learners and reinforcing language concepts effectively. Additionally, they highlighted the scarcity of teaching materials such as digital resources, data shows, color photocopies, and dictionaries, which are essential for diverse and interactive lesson planning. The shortage of qualified English language teachers emerged as another significant challenge, impacting the quality of instruction and student learning outcomes. Moreover, teachers cited a lack of time as a constraint, further limiting their ability to innovate and deliver comprehensive lessons. Addressing these resource gaps necessitates investment in

both material and human resources, including the provision of training and support for educators, access to modern teaching tools, and efforts to recruit and retain qualified.

Question 08: How do you assess the language proficiency of your primary school learners?

In our questionnaire, teachers provided insights into how they assess the language proficiency of primary school learners, with responses clustered predominantly around the categories of "Emerging" and "Developing." This suggests that while many students are making progress in their language acquisition journey, there remains room for improvement and growth. And by categorizing learners as "Emerging" or "Developing," teachers can identify areas requiring additional support or enrichment, enabling them to design targeted interventions and activities to enhance linguistic development.

Question 09: What strategies do you prefer to use in order to motivate and encourage learner's participation in English lessons?

Table 9: Motivation strategies

Strategies	Frequency	Percentage
Prioritize pair and group work	25	83,3%
Keep everything relevant and usable in real life	16	53,3%
Integrate fun activities and technology	25	83,3%
Use current topics of interest	9	30%
Ask them what they would like to learn	18	60%

The results of the table above, shows responses from participants regarding preferred strategies to motivate and encourage learners in English lessons, a clear emphasis on interactive and relevant approaches emerges. Prioritizing pair and group work 83,3%, underscores the value placed on collaborative learning experience. The focus on keeping lessons relevant to real-life contexts 53,3% highlights the importance of practical applicability in engaging learners' interest. Integrating fun activities and technology 83,3% aligns with modern pedagogical trends, it helps

facilitating interactive learning experience. While the use of current topics of interest 30%, and inviting students input on lesson content 60%, demonstrate recognition of the significance of student-centered approach.

Question 10: Have you received training specifically related to teaching English?

Table 10 : Teachers training

Options	Frequency	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

It's encouraging to see that all the teachers in our questionnaire have received training specifically related to teaching English. This indicates a dedicated effort on their part to equip themselves with the necessary skills and knowledge to effectively teach the language. Such training not only enhances their own proficiency but also translates into better educational experiences for their students.

If yes, what was the content?

In our questionnaire, we sought insights from teachers regarding the content of their training. Their responses reflected a comprehensive arrangement of focal points essential to effective pedagogy. These encompassed the cultivation of fundamental communication skills, adept classroom management techniques, and the integration of pedagogical methodologies. Additionally, teachers emphasized the significance of assessment strategies and remedial interventions to support student learning. There was a focus on diverse approaches tailored specifically to teaching English to young learners, highlighting the importance of addressing language acquisition at primary levels. Moreover, the inclusion of didactics underscores a commitment to refining instructional practices.

Were you satisfied of the training content?

It's positive that all the teachers expressed satisfaction with the training content they received about teaching English. This suggests that the training program likely effectively met their needs and expectations. However, it could also be helpful to gather more detailed feedback to understand specific aspects that were particularly beneficial or areas that could be improved upon in future training sessions.

What do you suggest to reinforce and meet the needs of teaching English for kids?

The teachers' suggestions reflect a comprehensive approach to reinforcing and meeting the needs of English language instruction for children. Firstly, extending the duration of sessions beyond 45 minutes could allow for more in-depth exploration of topics and activities. Additionally, cultivating a kind and friendly atmosphere fosters a positive learning environment, promoting engagement and confidence among learners. Emphasizing collaborative learning encourages peer interaction and shared knowledge, while repetition and reinforcement solidify understanding. The integration of visual aids and multimedia resources caters to diverse learning styles, enhancing comprehension and retention. Introducing engaging activities, games, and interactive learning experiences not only makes the process enjoyable but also stimulates active participation and creativity. Lastly, encouraging collective answers promotes collaboration and reinforces concepts through shared understanding. These suggestions collectively prioritize holistic and interactive approaches to English language education for children.

Question11: do you integrate technology into your English lessons?*Table 11: Technology integration*

Options	Frequency	Percentage
Yes	28	93,3%
No	2	6,7%
Total	30	100%

This table reveal a clear trend towards the integration of technology in English language teaching, with 93,3% of respondents affirming its incorporation into their lessons. This widespread adoption stems from the recognition of technology's capacity to enhance learning outcomes by providing interactive and immersive experiences for students. However, the 6,7% who reported not integrating technology may signify various factors, such as limited resources, resistance to change, or pedagogical preferences

Question 12: what type of technology or digital tools do you find most beneficial for teaching English?

The survey findings highlight a diverse range of technology and digital tools suggested by educators to enhance English language teaching, including Ipads, tablets, computers, audiovisual materials, and various online platforms tailored for primary school students such as the application of duo lingo for kids. This comprehensive approach emphasizes recognition of technology's capacity to engage learners and facilitate interactive and immersive learning experiences. However, it is notable that only a minority of participants reported using flashcards, citing concerns that technology might distract students.

Question 13: do you collaborate with other teachers or specialists to enhance your English teaching practices?

Table 12: Collaborate with other teachers

Options	Frequency	Percentage
Yes	27	90%
No	3	10%
Total	30	100%

The table above, show that the majority of participants reported collaborating with other teachers or specialists to improve their English teaching methods, with 90% responding affirmatively. This indicates a strong inclination towards teamwork and professional networking within the teaching community. The minority, constituting 10% who reported not engaging in

such collaboration might have various reasons, such as limited opportunities for collaboration, personal teaching preferences, or perhaps a belief in individualized approaches to teaching.

Question 14: do you feel confident in your ability to effectively teach English to primary school learners?

Table 13: Teaching confidence

Options	Frequency	Percentage
Yes	27	90%
No	3	10%
Total	30	100%

This table shows that the majority of teachers feel confident in their ability to effectively teach English to primary school learners, with 90% expressing confidence. However, the remaining 10% who admitted they don't feel confident suggest that there are areas where they believe they need to reinforce their skills. This could indicate a need for additional support or professional development opportunities to address specific challenges they may be facing in teaching English.

Question 15: how do you see your role as an English teacher influencing the language abilities and attitudes of young learners?

The participants in the questionnaire perceive their role as teachers not only as conveyors of knowledge but also as facilitators of growth and development. By describing themselves as encouragers, guiders, and mentors, they emphasize their commitment to providing support, motivation, and guidance to their learners beyond just imparting information. This emphasis on mentorship and guidance implies a commitment to understanding each student's strengths, challenges, and aspirations, creating a supportive learning environment conducive to growth and development.

Question 16: what aspects of teaching English do you find most rewarding?*Table 14: Aspects of teaching*

Aspects	Frequency	Percentage
Writing skills	21	70%
Public speaking skills	10	33,3%
Empathy	14	46,7%
Attention to details	19	63,3%
Confidence and skills to give interesting and motivating lessons to your students	19	63,3%
Assessment	12	40%
Use technology in the classroom	19	63,3%

The table above provides insight into the diverse perspectives of educators regarding the rewarding aspects of teaching English. Notably, 70% of respondents prioritize the development of writing skills, underlying its fundamental role in communication. Attention to details and delivering engaging lessons are valued by 63,3% of participants each. The integration of technology in the classroom is favored by 60%, reflecting the growing reliance on digital tools for enhanced learning experiences. While public speaking skills and empathy received lower percentages of 33,3% and 46,7% respectively, they remain integral to promoting inclusive and communicative environments. Furthermore, 40% of respondents emphasize the significance of assessment in judging student progress. These percentages give insight into the varying priorities among educators when it comes to what they find rewarding in teaching English.

Question 17: what areas do you find most challenging?*Table 15: Challenging areas*

Areas	Frequency	Percentage
Nervousness	8	26,7%
Lack of vocabulary	24	80%
Lack of confidence	22	73,3%
Lack of interest	18	60%
Lack of basic knowledge	11	36,7%
Lack of motivation	24	80%

The results of this table show the several challenges in teaching English. It's notable that nervousness was mentioned by 26,7% of participants, indicating that addressing students' anxiety and creating a supportive environment for language learning is essential. A significant portion of participants 80% cited a lack of vocabulary as a major challenge, indicating a need for more focus on vocabulary acquisition strategies. Additionally, 73,3% expressed a lack of confidence, suggesting a need for confidence building activities and supportive environments in the classroom. The high percentage, 80%, indicating a lack of motivation underlies the importance of engaging and inspiring teaching methods. 60%, shows a lack of interest 36,7% is the percentage of lack of basic knowledge, they are all challenges faced in teaching English.

Question 18: have you seen differences in how well your primary school students speak English?*Table 16: Speaking differences*

Options	Frequency	Percentage
Yes	23	76,7%
No	7	23,3%
Total	30	100%

The results of this table suggest that a significant majority of participants, 76,7%, have observed differences in the English proficiency levels between their primary school students. This indicates a perceived variability in language proficiency within the classroom setting. Such differences could stem from various factors, including individual aptitude, exposure to English outside of school, and the quality of English instruction received. While 23,3% of participants suggest that there is no difference since it's a new language for all the learners which make their proficiency level in the same grade.

Question 19: Do you feel that parents play a significant role in supporting their children's English learning outside the classroom?

Table 17: Teachers' role

Options	Frequency	Percentage
Yes	17	56,7%
No	13	43,3%
Total	30	100%

This table above demonstrates the findings about the role that parents play in supporting their children's English learning outside of school. The major of participants consider that parents play a significant role in supporting their children's English learning outside the classroom, which constitutes 56,7% of the population. Only 43,3% of the participants think that some parents do not help and support their children, they do not encourage them to review and to do their home works, they do not offer for them a suitable environment for learning English outside classroom.

Question 20: Do you actively communicate with parents to encourage them to support their children's English learning at home through activities such as reading books or watching English language media?

Table 18: Communication with parents

Options	Frequency	Percentage
Yes	28	93,3%
No	2	6,7%
Total	30	100%

The table above shows whether teachers communicate with parents to encourage them to support their children's English learning at home or no. It indicates that 93,

3% of teachers communicate with parents to help their children, while 6,7% choose not to communicate with them.

Question 21: have you noticed a significant increase in learner's engagement when using multimedia resources such as videos, audio clips, or interactive website in English lessons?

Table 19: Learners' engagement

Options	Frequency	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

The findings in this table show that 100% of the participants agree that incorporating multimedia resources in English lessons has led to a significant increase in learner's engagement.

Question 22: Do you believe that early exposure to English language learning, particularly in primary school lays a strong foundation for learners' language skills and future academic success?

Table 20 : Exposing language learning early

Options	Frequency	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

The table above shows that 100% of the participants agreed that early exposure to English language learning particularly in primary schools lays a strong foundation for learners' language skills and future academic success. Early language exposure enhances cognitive development, linguistic proficiency, and academic achievement.

Question 23: Have you observed differences in language learning aptitude among primary school learners based on factors such as age or previous exposure to English?

Table 21: Language learning differences

Options	Frequency	Percentage
Yes	28	93,3%
No	2	6,7%
Total	30	100%

The results of this table shows that 93,3% of participants affirming differences in language aptitude among primary school learners, and this is due to factor such as age and previous exposure to English. The minority , constituting 6,7% of participants, who indicates otherwise, likely represent a perspective that either discounts the influence of such factors or believes in the uniformity of language aptitude among learners irrespective of this variables.

Question 24: Do you find teaching English to primary school learners rewarding?*Table 22: The effects of teaching English at primary school*

Options	Frequency	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

This table above shows that 100% of participant indicating that they find teaching English to primary school learners rewarding, since English is the first language in the world it's a chance for students to learn it at a young age.

2.3.Data discussion**2.3.1. Parents' data discussion**

After having presented the results in the previous section, this section intends to discuss these results concerning the current study research questions to know to what extent parents agree/disagree with introducing English at primary schools and what are the reasons behind their answers.

The analysis of the parents' interview demonstrated that most parents see the inclusion of English in primary schools in Algeria as a great idea, saying that learning English at an early age is essential and easier for their children. The more they learn it now, the more they acquire it rapidly and successfully. Furthermore, starting English education early equips children with the ability to communicate effectively across diverse linguistic backgrounds, thus laying a foundation for future professional success. Parents appreciate how English facilitates cultural exploration through literature, and social interactions, enriching children's understanding of diverse cultures worldwide. Besides, pupils need to acquire this language since it is a global language and the world is interacting with it. However, few parents see that this inclusion is not a successful idea because their children faced many challenges while learning English language; they stated that it is too early and hard for them to learn a new language. In addition, some parents think that

learning two foreign languages at school will positively affect the child's academic achievement saying that the matter is children should only be volunteered. While, others think this will affect their children negatively stating that their children cannot absorb them together and still blend between these two languages that makes learning difficult for them. As parents note the inadequacies in teachers' training and resources, that they perceive as significant barriers to effective English language instruction. They observe a lack of confidence and limited knowledge among teachers, leading to poor language learning experiences for their children. According to these results, it is clear that a comprehensive strategy that considers the various viewpoints and requirements of stakeholders, such as teachers, parents, and children, is required for the effective integration of English language instruction into primary school curricula. It is critical to address issues with teacher preparation, resource distribution, and family involvement in order to provide a welcoming and encouraging learning environment for English language learners.

Although it is true that young learners frequently pick up languages more quickly, this claim ignores the possible difficulties and disadvantages of exposing young children to a foreign language curriculum. It ignores things like student differences in learning ability, the quality of education, and the resources available for language acquisition.

To sum up, we come to the conclusion that the majority of parents support their children to learn English and give them positive attitudes on English language and they are carefully aware of its importance nowadays.

2.3.2. Teacher's Data Discussion

The current sub-section summarizes the main results and findings gathered throughout our research. The research study aimed at exploring teacher's attitudes and perceptions towards the inclusion of English language at primary schools. The research also aimed at exploring the challenges faced by teachers due to this inclusion, and what they can suggest in order to overcome those challenges.

With regard to the main question, which seek to figure out how teachers view the English language introduction in primary schools, the research results gathered from the qualitative and

quantitative data demonstrated that the majority of the participants have positive perceptions and attitudes towards the inclusion of English language at the primary level. The majority of the participants, which constitutes 90% of the whole population, stated that starting teaching English at primary school is better than starting it from middle school, they stated that children are more receptive when they are young, their brain has high growth, and development, so they are able to learn faster than older age. They stated also that younger learners have greater language acquisition potential or capacity and can develop a stronger foundation in English. However, 10% of the participants argue that an early focus on English may detract from the emphasis on other important subjects during the primary years, and also stated that when starting English education later , such as middle school, where students may be more cognitively developed and better able to learn and adept a new language.

Concerning the second main question is concerned with the main challenges which could be faced during teaching English to primary school learners, the answer can be extracted from the gathered responses from the distributed questionnaire. Lack of basic knowledge and insufficient resources emerged as the main challenges in teaching English to primary school learners,. Young learners often start English classes with minimal exposure to the language , making it challenging for them understand even the fundamental concepts, another challenge which is lack of resources, primary schools may face limitations in terms of teaching resources ,including textbooks ,audiovisual materials, and qualified teachers. The third question is about early exposure to English language learning, especially in primary school, all the participants agreed that it is important for laying a strong foundation for learners' language skills and future academic success. Starting at a young age allows students to understand the basic of vocabulary, grammar, and pronunciation during critical stages of development. This early proficiency not only improves English skills but also fosters success across various academic subjects, providing students with broader educational opportunities and better communication skills for their future attempt.

In summary, the research objectives have been effectively have been effectively accomplished, and the study outcomes have provided answers to the research questions. It can be deduced that the majority of teachers have positive perceptions towards the inclusion of English

language at primary school, even if the different challenges that could be faced due to this inclusion.

2.4.General discussion

After analyzing the data collected from the tools, we attempt to discuss the patterns of results that has emerged from this study in the light of previous studies and this will be bound by the four research questions.

Regarding the first question which is about the parents' attitudes towards the inclusion of English language at primary school, it is found it that the majority of parents have positive attitude towards this inclusion. Parents who express positive attitude do so for several reasons.

Firstly, they recognize the cognitive advantages of early language acquisition, understanding the exposure to English from a young age can enhance their children's cognitive flexibility and problems solving skills. Additionally, these parents valued practicality of English proficiency in promoting effective communication skills. Furthermore, they appreciate how learning English facilitates cultural exploration exposing their children to diverse perspectives and traditions from around the world.

Lastly, these parents recognize early English education as a mean of preparing their children for global citizenship. Generally, they view the inclusion of English language education as available investment in their children's future, providing them with essential tools for success and cultural understanding in an ever changing world.

Conversely, some parents show negative attitude towards the inclusion of English language education at primary schools due to apprehensions about possible language mixing and its impact on their children's linguistic development. They may fear that exposure to English at an early age could lead to confusion or interference with their children's proficiency in their native language. Consequently, these parents may advocate preserving their children's native skills, viewing it as integral to their cultural identity and academics access.

In accordance to the second research question, which is teachers perception towards the inclusion of English language at primary school, the results indicates that the majority of teachers have position perceptions towards the inclusion of English language at primary school, the majority of participants which constitute 90% of the whole population, stated that starting English at primary school is very beneficial, since their brain has a high growth and development, and they are able to learn easier and faster. Many teachers consider early exposure to English as advantageous for their students, as it can enhance their cognitive development, communication skills and cultural awareness. These educators often appreciate the global relevance of English proficiency and recognize its importance to open doors to future opportunities for their students. However, the presence of a minority of teachers with negative perception suggests that concerns exist within the teaching community; these concerns may arise from worries about possible challenges in the curriculum implementation, resource allocation, or the perceived prioritization of English over other subjects. Despite these reservations, the overall positive perceptions among teachers underline a collective belief the value of English language education in preparing students for success in an increasingly interconnected world.

With the respect to the third question, which deals with the teaching difficulties attested by EFL teachers at primary schools, the findings regarding the teaching difficulties faced at primary school highlight several significant challenges. Firstly, the reported lack of basic knowledge among students poses a fundamental obstacle to effective English language instruction. Secondly, insufficient resources further compound these challenges, limiting teachers' ability to provide engaging and comprehensive instruction.

This lack may include inadequate access to textbooks, technology, or supplementary materials essential for effective language learning.

The fourth question is about the learning difficulties attested by parents in their English language trajectory. The finding shows that the majority of parents express concerns about language mixing among learners, particularly at a young age, also they observe a lack of confidence and limited knowledge among teachers, leading to poor language experience for their children, as they said: *‘yes, away from the learners, teachers lack training and materials which*

causes lack of confidence and limited knowledge. This is considered as a big problem that's our kids to not really acquire English in a good way''.

3. Recommendations and implications.

The collaboration between parents and teachers plays a pivotal role in the successful inclusion of English at the primary school level. Parents serve as the child's first educators and primary influencers, shaping attitudes and motivations towards learning. Their involvement not only reinforces the importance of English proficiency but also fosters a supportive home environment conducive to language acquisition. Likewise, teachers, as professionals entrusted with guiding students through their educational journey, possess the expertise to design inclusive curricula and implement effective teaching strategies. Their dedication ensures that English instruction is tailored to meet the diverse needs of learners, accommodating various learning styles and abilities. Through open communication and collaborative efforts, parents and teachers create a synergistic partnership that empowers students to thrive academically and develop essential English language skills crucial for future academic and professional success. To effectively incorporate English in primary education on a national level, a country can implement several strategic recommendations. These initiatives should address policy, infrastructure, teacher training, parents encouragement and community involvement to create a comprehensive approach to English language education. These recommendations are illustrated as the following:

- Encourage parents to participate in their child's language learning through activities and resources sent home and offer workshops to teach parents simple ways to support English learning at home.
- Develop a national curriculum for English that is age-appropriate and aligned with international standards. It should be flexible enough to cater to regional needs.
- Encourage the integration of English into other subjects to provide context and reinforce language skills.

- Ensure that teacher education programs include comprehensive training in English language teaching methodologies.
- Equip schools with adequate resources, such as textbooks, audio-visual aids, and digital tools, to support English learning and ensure that schools have access to computers and the internet to facilitate modern, interactive learning experiences.
- Encourage parents to be active participants in their children's English education through workshops, resources, and regular communication with schools.
- Organize national events and competitions that celebrate English language and culture to motivate students and create a sense of community.
- Ensure that English language education is inclusive and accessible to all students, regardless of their socio-economic background or geographic location.
- Provide additional support and resources for students who struggle with English to ensure they do not fall behind.

By adopting these recommendations, a country can create a powerful framework for English language education in primary schools, raising a generation of students proficient in English and prepared for the globalized world.

4. Limitations of the study

According to Simon (2011), limitations are uncontrollable weaknesses in the study. Furthermore, we encounter limitations in almost everything we do. As a result, our current inquiry has encountered some limitations that should be highlighted.

The study was limited to third year learners at primary schools. Consequently, the findings of the study cannot be generalized to other levels.

Furthermore, since the majority of parents do not know English, we had to translate the interview into French and Arabic to make the collection of data easier.

In addition, parents answered the interview hardly in the pretext that they had commitments which made us waste a lot of time. Similarly with teachers, they refused to answer the questionnaire due to the lack timing since they work in different other schools in the day.

General conclusion

The primary aim of this study was to conduct a comprehensive exploration into the perceptions of teachers as well as the attitudes of parents regarding the incorporation of English language teaching into Algerian primary school curriculum. This goal was inspired by the realization that language training is essential for forming educational paradigms and preparing pupils an increasingly interconnected global landscape.

This study was not just about examining opinions at the surface level; it was also about figuring out the underlying assumptions that led to support or resistance for this educational initiative. Essentially, the research aimed to capture and analyze attitudes and opinions, but also to make a more nuanced contribution to the understanding of the issues surrounding Algerian language instruction. In doing so, the study aimed to offer insightful information that may guide curriculum creation, policymaking, and instructional strategies, ultimately working to improve educational equity and quality in Algerian primary education.

In order to achieve a comprehensive understanding, the study employed a mixed-method approach, strategically combining quantitative and qualitative methodologies. One approach involved creating a well-structured questionnaire and carefully distributing it to teachers, providing a numerical framework for evaluating their viewpoints. Conversely, an interview conducted with parents, were used to achieve qualitative depth since they offered insightful accounts of their motivations and attitudes.

The theoretical part is established in the first chapter by a thorough examination of pertinent literature. This chapter accomplishes three goals: it presents the research's theoretical framework, places it within the body of previous literature, and offers a nuanced perspective of Algeria's larger educational environment. This chapter, which is divided into two main sections, provides an organized method for looking at the complex dynamics that surround English language training.

Structured across two distinct chapters, the theoretical foundation is laid in the first chapter, which encompasses a comprehensive review of relevant literature, while the second is

the practical part .The initial section of the first chapter is devoted to explaining Algeria's English language learning environment. The focus is on providing a comprehensive overview of the pedagogical context within which English is taught as a foreign language (EFL). This means exploring a range of topics, including instructional approaches, curriculum frameworks, resource accessibility, and institutional support systems. This section provides context for understanding the opportunities and problems associated with integrating English language training by outlining the pedagogical landscape. While, the second section covers the attitudes of parents and the perceptions of teachers towards the integration of English language instruction.

The second chapter is the main part of the dissertation, explaining the empirical results that are essential to its overall goals. The chapter is divided into two main sections. The first part provides a detailed explanation of the research methodology, including the research design, methodological framework, tools used (parents' interview and teachers' questionnaire), and participant demographics. The data collected from the questionnaire and interviews are analyzed and discussed in the next part, which concludes with thorough findings.

The findings of this research study allowed us to reach the objectives and answer the research questions . After a thorough study, the findings clarify a tendency for parents and educators to support the inclusion of English language instruction in Algerian primary school. This agreement with popular opinion not only supports the legitimacy of current theoretical frameworks but also emphasizes how important it is to support programs that support English language competency in the classroom. In addition, the dissertation closes with a careful consideration of the implications arising from the research findings. While simultaneously recognizing the inherent limitations of the selected study methodology, the research adds to informed decision-making processes within educational domains by providing useful recommendations.

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Appendices

Appendix A : Teacher’s questionnaire

✓Teacher's questionnaire :

Dear English teachers,

We are conducting a survey for a master dissertation on teacher's attitudes towards the inclusion of English at primary schools

✓ Background information:
.....

_ Gender : Male / female

_ Age: years old.

_ Degree : Licence or master degree.

_ Teaching experience :years .

☐Perceptions :

Do you think that the motivational state of the teacher helps in teaching English in the primary schools ,

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

☐ **Question 01:**

How do you perceive the importance of teaching English at the primary school level?

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

☐ **Question 02:**

Do you think that starting teaching English at primary schools is better than starting it from middle school?

Yes No

☐ justify :

.....
.....

☐ **Question 03 :**

Which grade level (s) do you teach ?

3RD year level 4th year level 5th year level

☐ **Question 04 :**

Which resources do you primarily use for teaching English ?

Textbooks ☐

Online resources ☐

Flashcards ☐

Audios ☐

Others :
.....
.....

Justify your choice :
.....
.....
.....

☐ **Question 05:**

What do you consider to be the main challenges in teaching English to primary school learners?
.....
.....
.....

☐ **Question 06 :**

What strategies do you employ to engage primary school learners in learning English?

- ✓ Games ☐
- ✓ Music ☐
- ✓ Videos ☐
- ✓ A point system ☐
- ✓ Be energetic yourself ☐

Others:

.....

.....

.....

☐ **Question 07:**

What are the missing resources either human , material resources, or training to make your teaching optimal ?

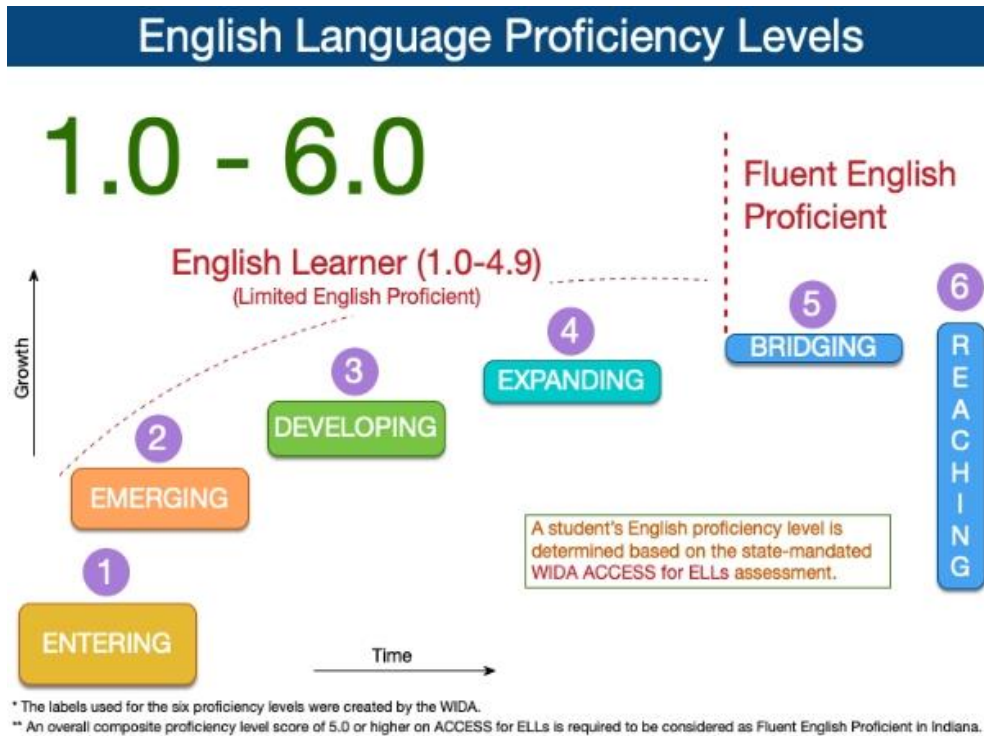
.....

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.....

☐ **Question 08:**

How do you assess the language proficiency of your primary school learners?



□ **Question 09:**

What strategies do you prefer to use in order to motivate and encourage learners participation in English lessons?

- ✓ **Prioritize pair and group work** ☐
- ✓ **Keep everything relevant and usable in real life** ☐
- ✓ **Integrate fun activities and technology** ☐
- ✓ **Use current topics of interest** ☐
- ✓ **Ask them what they would like to learn** ☐

Others

:

.....

.....

☐ **Question 10:**

Have you received training specifically related to teaching English?

Yes No

If yes , what was the content?

.....
.....

Were you satisfied of the training content?

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

What do you suggest to reinforce and meet the needs of teachong English for kids ?

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

☐ **Question 11:**

Do you integrate technology into your English lessons?

Yes No

☐ **Question 12:**

What type of technology or digital tools do you find most beneficial for teaching English?

.....

☐ **Question 13:**

Do you collaborate with other teachers or specialists to enhance your English teaching practices ?

Yes No

☐ **Question 14:**

Do you feel confident in your ability to effectively teach English to primary school learners?

Yes No

If no , what aspects you need to reinforce ,

.....

☐ **Question 15:**

How do you see your role as an English teacher influencing the language abilities and attitudes of young learners?

.....

☐ **Question 16:**

What aspect of teaching English do you find most rewarding ?

- ✓ Writing Skills ☐
- ✓ Public Speaking Skills ☐
- ✓ Empathy ☐
- ✓ Attention to Detail ☐
- ✓ Confidence and skills to give motivating and interesting lessons to your students ☐
- ✓ Assessment ☐
- ✓ Use technology in the classroom ☐

□ **Question 17:**

What areas do you find most challenging?

- ✓ Nervousness ☐
- ✓ lack of vocabulary ☐
- ✓ lack of confidence ☐
- ✓ lack of interest ☐
- ✓ lack of basic knowledge ☐
- ✓ lack of motivation ☐

☐ **Question 18:**

Have you seen differences in how well your primary school students speak English?

Yes No

Justify:.....
.....
.....
.....

☐ **Question 19 :**

Do you feel that parents play a significant role in supporting their children's English learning outside of school?

Yes No

If yes , How ?
.....

If no , what do you recommend for parents ?
.....

☐ **Question 20:**

Do you actively communicate with parents to encourage them to support their children's English learning at home through activities such as reading books or watching English language media ?

Yes No

☐ **Question 21:**

Have you noticed a significant increase in learners engagement when using multimedia resources such as Videos , audio clips , or interactive website in English lessons?

Yes

No

☐ **Question 22:**

Do you believe that early exposure to English language learning , particularly in primary school lays a strong foundation for learner's language skills and future academic success?

Yes

No

☐ Justify;.....
.....

☐ **Question 23:**

Have you observed differences in language learning aptitude among primary school learners based on factors such as age or previous exposure to English?

Yes

No

☐ **Question 24:**

Do you find teaching English to primary school learners rewarding?

Yes

No

Justify:.....
.....
.....

Appendix B : Parents' interview :

- Que pensez-vous de l'importance d'apprendre l'anglais dès le plus jeune âge ?
- Que pensez-vous du fait que votre enfant apprenne l'anglais en même temps que sa langue maternelle ?
- Croyez-vous que l'apprentissage de l'anglais dès le plus jeune âge présente des avantages pour l'avenir de votre enfant ?
- Y a-t-il des défis que vous rencontrez concernant l'inclusion de la langue anglaise dans le .1. programme de l'école primaire ?
- Comment pensez-vous que l'école peut soutenir à la fois l'apprentissage de l'anglais et la préservation de la langue maternelle de votre enfant ?
- Avez-vous remarqué un impact positif sur le développement de votre enfant depuis qu'il a commencé à apprendre l'anglais à l'école ?
- Dans quelle mesure souhaiteriez-vous participer au soutien de l'apprentissage de l'anglais de votre enfant à la maison ?

الأمور أولياء مقابلة أسئلة : Appendix C

- ما رأيك في أهمية تعلم اللغة الإنجليزية منذ الصغر؟
- ما رأيك في أن يتعلم طفلك اللغة الإنجليزية في نفس الوقت الذي يتعلم فيه لغته الأم؟
- هل تعتقد أن تعلم اللغة الإنجليزية في سن مبكرة له فوائد لمستقبل طفلك؟
- هل هناك أي تحديات تواجهك فيما يتعلق بإدراج اللغة الإنجليزية في مناهج المرحلة الابتدائية؟
- كيف تعتقد أن المدرسة يمكن أن تدعم تعلم اللغة الإنجليزية والحفاظ على اللغة الأم لطفلك؟
- هل لاحظت تأثيرًا إيجابيًا على نمو طفلك منذ أن بدأ تعلم اللغة الإنجليزية في المدرسة؟
- إلى أي مدى ترغب في المشاركة في دعم تعلم اللغة الإنجليزية لطفلك في المنزل؟

Summary

This study aimed to explore teachers' and parents' attitudes towards the teaching of English in Algerian primary schools and possible reasons for supporting or rejecting the idea. To this end, the study used a mixed research design, in which two questionnaires were used, one for 10 parents and one for 30 teachers, to obtain baseline data for the study. The data was then analysed statistically using SPSS (Statistical Package for the Social Sciences) and qualitatively using descriptive analysis. The main results indicate that the participants in the study generally agree with the idea of introducing the English language into primary schools, as they believe that this enables pupils to master the English language, develop their cognitive abilities, achieve better results at school in the future and increase their motivation for learning. Those who oppose the introduction of English do so because they believe it is too early for pupils to acquire a foreign language. The results of this research indicate that the English language plays an essential role in the development of pupils' cognitive abilities and provides them with high gains for managing their lives in the future.

Résumé

Cette étude visait à explorer les attitudes des enseignants et des parents à l'égard de l'enseignement de l'anglais dans les écoles primaires algériennes et les raisons possibles du soutien ou du rejet de cette idée. À cette fin, l'étude a utilisé un modèle de recherche mixte, dans lequel deux questionnaires ont été utilisés, l'un pour 10 parents et l'autre pour 30 enseignants, afin d'obtenir des données de base pour l'étude. Les données ont ensuite été analysées statistiquement à l'aide de SPSS (Statistical Package for the Social Sciences) et qualitativement à l'aide d'une analyse thématique. Les résultats principaux indiquent que les participants de l'étude sont généralement d'accord avec l'idée d'introduire la langue anglaise dans les écoles primaires, car ils pensent que cela permet aux élèves de maîtriser la langue anglaise, de développer leurs capacités cognitives, d'obtenir de meilleurs résultats scolaires à l'avenir et d'accroître leur motivation pour l'apprentissage. Ceux qui s'opposent à l'introduction de l'anglais le font parce qu'ils pensent qu'il est trop tôt pour que les élèves acquièrent une langue étrangère. Les résultats de cette recherche indiquent que la langue anglaise joue un rôle essentiel dans le développement des capacités cognitives des élèves et leur fournit des gains élevés pour gérer leur vie à l'avenir. Aussi, les principales recommandations ont été de donner à la langue anglaise une place plus importante en Algérie tout en encourageant les parents à être actifs dans l'enseignement de la langue anglaise à leurs enfants à travers une communication régulière avec les écoles et en aidant leurs enfants à étudier en dehors de l'école.