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**Discussing the possibility (s) of teaching English at primary school in
Algeria**

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Dedication

I dedicate this work to my beloved mother and father for everything they gave for me and their unlimited support.

To my siblings for their support and help.

To my friends with whom I share my time.

To my classmates, and those who helped me during studies.

To the shiny light that led me to the right path....

To anyone who knew, or still knows me.

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Abstract

The problem encountered in the Algerian Primary schools is the absence of any clear guidelines to teach English at the mentioned level. This study intended to set a collection of guidelines and key elements in young learners' targeted syllabus, which allows an attempt to implement English in primary school. It also discovers the social cultural response toward the study from field specialists' point of view (middle school teachers, primary school teachers and inspectors of English) and identifies the learners' needs, goals and preferences concerning English. Moreover, few teaching methods and learning theories were suggested for their suitability to young learners' age. The research was a case study that used questionnaires to identify middle school teachers' perspectives, Interviews to explore inspectors of English and primary school teachers' opinions and documentation analysis to compare foreign English syllabus with the Algerian one to synthesis a better understanding of teaching English in Algeria, and adapted middle school English teaching primary school learners. The results showed an endorsement to teaching English in primary school level with readiness and preparedness to receive any necessary training for early language education. Learners' needs and preferences were leaning toward experiential learning theory and Montessori education as suitable for young learners' use of five senses. The suggested syllabus was based on listening and speaking rather than writing with basic English elements and culture related topics. The study faced several limitations but the COVID 19 was the main limitation that prevented the proper conduct of the research. Several recommendation were provided for future research and further inquiry in the matter.

Keywords: Early Language Education, Experiential Learning Theory, Implementing English, Montessori education, Syllabus, Primary School, Young Learners,

List of Abbreviations and Acronyms

CALL: Computer-Assisted Language Learning

EFL: English as a foreign language

ESP: English for specific purposes

EGP: English for general purposes

E-Learning: Electronic Learning

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General Introduction

The teaching of English as a foreign language has always been a problematic process globally but recently it developed to have its own impact over Algeria. Due to the recent political and social change, a shift toward learning English as a second language has changed its status from being a foreign language to a demand of being a second language.

English exists in both middle and high school as a course to be taught, unlike primary school in which there is no solid ground to teach English. This gap leads to the importance of designing a syllabus for young learners. The significance of this study lays in the attempt to enable young learners to acquire a native like proficiency of the target language, especially with the current need of English for economic growth in which English is a key term, scientific advancement where technology is more governed by the target language and culturally to communicate in foreign soils more effectively.

This study is an addition to the existing syllabi of English in Algeria. It aims to develop a syllabus for early language education (primary schools), for that period of young learners' life is considered as a very suitable age to acquire a language according to the critical period theory. As a result this syllabus is intended to provide an initiative to the implementation of English as a second language in primary schools.

1. Statement of the Problem

Although the existence of a framework to teach English in both middle and high school in the Algerian educational system, a gap is noticed in its implementation in primary school. The framework is presented by English curriculums, textbooks and different syllabi that include the teaching of the four language skills: speaking, writing, listening and reading. These skills are manifested in the form of courses that integrate the teaching of vocabularies, grammatical

structures and pronunciation but have not produced the needed proficiency in the international level, instead more focus and status is given to French for historical reasons.

Differentiating between the levels of education of English in Algeria, primary school is a fertile ground to language learning that does not have a proper implementation for the target language teaching and learning as in the case of French and Arabic. Even though there is a curriculum to teach French, the results are quite poor and does not meet the required expectations.

Regarding the recent need for English, it is believed that replacing French by English as a second language from an educational perspective and identify key elements for a syllabus that truly meets the needs of the learners and parents alike, and the need of the country for skillful users of the target language has become more necessary than ever. Syllabus in this era must meet the new technological aspects by providing the proper material and changing the Language educational policies in Algeria.

2. Aims of the Study

This study contains both a general aim and specific ones that are ought to be achieved.

2.1. General Aim

This research aims at identifying key elements for a syllabus that meets the needs of primary school learners in Algeria.

2.2. Specific Aims

1. To identify the opinions of teachers and inspectors of English in primary school, middle school teachers and characteristics of the context of the learning process.
2. To explore the needs of the learners in the target language.

3. To propose characteristics of a suitable syllabus for early language education.

3. The Significance of the Study

There is a limited number of literature that deals with early language education in Algeria. Although Algerians believe in the rule stating “the younger the better” in language learning, there is no clear application in reality. As a result this study provides basic guidelines of teaching through a tentative syllabus. The latter represents a basic ground for language teaching in primary school education, private schools and other language learning contexts. This research will be the first of many in the field. It will uncover a rich field in which further studies will consider as a main source.

4. Research Questions

RQ1: What is the situation of English in Algerian primary school?

RQ2: How can we create a syllabus that would help for a quick transition from teaching English in middle school towards teaching English at primary school?

RQ3: What should be the focus of the suggested syllabus?

5. Research Hypotheses

RH1: The current context (social-cultural) is prepared to have English in primary school in term of needs, wants and preferences.

RH2: Conducting a needs analysis of young learners through the subject specialists (teachers, inspectors) will help in moving from needs to goals.

RH3: The variety of learning techniques (Experiential learning- Montessori education) for young learners will result in a syllabus that meets their needs.

6. Methodology

This part will explain the steps in which the research have gone through, it defines the approach of the research and how the problem was tackled.

6.1. The Research Approach

This research tends to develop a syllabus for primary school learners in the process early language education. The study leans toward the use of qualitative data in which needs, opinions and preferences represent the data collected rather than quantified data. Therefore it used the qualitative approach to explore the issues behind early language learning.

6.2. The Research Design

The research represents a case study of primary school learners in which the results are not to be generalized to the whole population but to add further inquiry to the existing knowledge. The research is shaped into three chapters. The first two chapters are about the two variables and their relationship with the practical part. The third chapter talks about research methodology in a more detailed way and report the process of the field work beginning from implementing the tools, followed by gathering data, data analyses and finally presenting results.

6.3. Data Collection Methods

When it comes to the case of this research several data collection tools are ought to be used:

Interviews: academic staff (teachers of English in primary school in the 1990s and inspector of English in the 1990s) is planned to have a series of interviews to identify each ones perspective toward the learners preferences and needs and the possibility of their implementation.

Questionnaires: focus more on middle school teachers that are more familiar with the recent English teaching process for first time English learners.

Documentation Analysis: a study in the archives and libraries for English material of the Algerian primary school, in addition to foreign countries educational policies toward teaching English in primary school and documents that address their syllabi and textbook to derive from their experience in the field.

6.4. The Data Collection Procedures

This research provides data through three sources of information:

Interviews were conducted with primary inspectors of English in the 1990s to identify their expectation toward teaching English for their children at an early age.

Interviews are going to be used to collect data from teachers. The latter will provide closer look to foreign teaching situation as in what is taught, what ought to be taught from their perspective.

This will show the lacks, strengths in foreign language teaching so as to give a better alternative and best suited for learners' needs in the context.

Documents analysis aims to collect data relevant to primary school syllabus of English as in content, material and resources, learning tasks and activities and different aspects of a syllabus.

It will also deal with different examples from a variety of cultures to reach a rich and effective syllabus

Conclusion

This research is one of the rarest works that have been conducted in the field of foreign language teaching. It is considered as a first attempt to design a syllabus which represents a ground to implement English as a main element in early language education. As this research

manages to combine different sources to reach a unified syllabus. The implementation and evaluation of the latter offers a variety of chances to tackle the problem further and confirm the results, through a national wide range study, so as a new curriculum will emerge to the surface with a constant development of programs and syllabi to offer an effective learning experience.

Chapter 1

Learning Theories-Learning Situation

Introduction

Learning a second language reaches its peak at an early age, according to the critical period hypothesis child learns language or acquires it from birth to puberty, a period in which his linguistic, cognitive and social abilities is mature enough. Therefore, the concept of early language education was shaped to identify “how a child may learn the language in the most effective and fastest way.” Teaching young learners takes place in primary school. For second language learners, English is taught as EGP rather than ESP. As a result, the conditions and requirements may differ. In ESP, the first step to attain is to identify the needs of the learners, which is not the case for EGP, in which young learners are unable to state their demands. In this case, linguists are supposed to set a framework of teaching by appointing a specific learning theory to address. This chapter, in its first section, will review the suitable learning theory to teach young learners in the primary school setting, and study the early language education from a linguistic and humanistic perspective. The second section in this chapter is will analyze the learning situation in Algeria, starting with the position of English in the Algerian educational system during the three ministers of education, the status of the syllabus and the effects that the educational reforms and second generation curriculum on the quality of English language teaching.

1.1. Learning Theories

In ESP the syllabus designer can identify the needs of the learners through conducting needs analysis, as learners in ESP are mature enough to know their needs of the target language. In primary school setting, young learners cannot identify their needs, as a result the syllabus

designer formulates a learning theory that allow young learners to fulfil their needs of the language.

1.1.1. Experiential Learning Theory

Experiential learning theory is a suitable for primary school learners that tend to learn better through experience. It is divided into various approaches that are:

1.1.1.1. Cooperative Education

Cooperative learning (or collaborative learning) involves assigning a task to a group of learners that is small enough so that everyone would contribute together in the given task. This approach to learning may involve working on separate activities to achieve an overall goal or working together in one general task. It may result in better achievement, improved relationships within the group, acceptance of mainstreamed classmate, enhanced self-esteem and positive attitude (Education Endowment Foundation, 2018)

1.1.1.2. Cooperative Learning Perspectives

As cooperative learning work on different angles of pupils learning, it was divided into four aspects according to the point of view of supporters of the effectiveness of the cooperative learning approach. The motivational perspective: supporters of this perspective claim that the learners' main benefit is in the task motivation. The social cohesive perspective presumes that the coherent relationships within the group are what decides the value of the task. The cognitive perspective excludes the motivational and social cohesive perspectives and emphasizes that the interaction between learners enhances achievement as a process more related to mental abilities. The developmental perspective sees that interaction between learners' results in critical concepts that they build their knowledge upon (Slavin, 2014)

1.1.1.3. Cooperative Language Learning

Cooperative education contributes to the learning-teaching experience as it can be beneficial to various levels and fields. Language learning is one where collaborative learning achieves high results in producing proficient language learners. It develops peer interaction in which EFL learners acquire necessary concepts and views. In small teams, young learners tend to express themselves in high confidence. Also, watching how their peers interacts acts as a role model for them and creates a sense of competing and imitation. Moreover, changing their role in a teamwork would break the pattern or routine and enable them to achieve or acquire numerous skills acting as a (reporter, recorder, team leader, materials manager). (Colorín Colorado, 2020)

1.1.2.1. Service Learning

Service learning or community based learning is a social approach to language teaching in which learning takes place outside the classroom in an environment that encourages intercultural communication, peer interaction, reciprocal peer tutoring and social acceptance. It was found that service learning provides various social contexts that expands language use develops communicative competence for the language learner, this expansion leads to motivation and self-confidence of language users (Palpacuer Lee et al., 2018, p. 173)

1.1.2.2. Service Learning Applications

Service learning in early language education can provide a safe environment that allows the children to speak freely, it also provides them with bilingual experience concerning the two language in use and an intercultural communicative competence that can be useful for immigrants, students abroad and official institutes inside the country such as embassies (Barreneche, 2011)

1.1.2.3. Service Learning vs Other Types Of Learning

Categories of Student Behavior (major emphasis)	Examples of Class-Based Learning	Examples of Field-Based Learning
Doing (acting)	<ul style="list-style-type: none"> ▪ simulations ▪ lab experiments ▪ model building 	<ul style="list-style-type: none"> ▪ volunteerism and youth service ▪ internships
Reflecting (thinking)	<ul style="list-style-type: none"> ▪ lecture ▪ recitation ▪ writing ▪ reading 	<ul style="list-style-type: none"> ▪ museum programs ▪ field trips
Doing and Reflecting	<ul style="list-style-type: none"> ▪ problem-focused! instruction 	<ul style="list-style-type: none"> ▪ service learning

Table 1: The differences between service learning and other types of learning adapted from (Witmer & Anderson, 1994)

1.1.3. Role Plays

It can be defined as an important tool that allows teachers to enhance learners' communicative skills and creates a highly interaction atmosphere for language learning to take place, it also allows learner to apply their theoretical knowledge in practice and develop their speaking abilities (Kuśnierek, 2015, p. 81)

The effects of role playing as stated by Rojas & Villafuerte (2018) goes to include a variety of skills within the speaking skill. It develops learners' communicative skills such as argumentation, organization of ideas, group understanding, interpretation and inferring. Moreover, it improve the learning environment, simulation of elements in learning environment can create a safe, encouraging and motivating atmosphere for learners to prosper. When speaking, learners will be able to self-correct, peer correct and enhance their self-confidence, which may result in chaos in the classroom.

1.1.4. Simulation and Role Plays

According to Dakowska (2012) there is a high similarity between simulation and role play, since it is difficult to distinguish the two of them and the difference resembles as a matter of degree. In simulation the learner is supposed to mimic a real life situation, but in role plays the instruction of what learners are ought to do is found in role cards. Also, in simulation learners are not restricted in what they say and possess the freedom to express themselves, unlike role plays, where the learners is restricted to a certain character (Dummett, 1994)

1.1.5. Gaming

Young EFL learners have different aspect from adults, as they tend to be demotivated and inhibited when using the traditional methods of learning for e.g. the chalk and board. Games in EFL classrooms are an effective way to include learners, teach the language implicitly and relieve stress while learning the language. According to Fleta (2009) Games are simple structured that have a little focus on language itself but have meaningful value to students and involves them cognitively and emotionally and allows learners at the same time to enhance their associations with the target language.

However, they are not supposed to be just an amusing or fun activity, where the teacher seek to fill in the gap in his classroom, but as a structured framework included within the syllabus that has its own goals and stimulate learners to participate in the classroom (Sarpparaje, 2017, p. 28)

Games as an educational tool possess a set of criteria and standard to distinguish effective language learning from being a mere enjoyable activity, Constantinescu (2012) (as cited in Gozcu & Caganaga, 2016) states the following criteria:

- Games should have a clear goal.

- Games should focus on language components (Learning, practicing and retrieving one own language)
- Appropriateness of the content, its fitness within the syllabus and its correctness.
- Games should be easy and practical to use.
- Games should match the learners age and content.
- Games should be interesting, motivating and fun.
- It is preferably to use short games so as the learners does not lose interest.

1.1.5.1. Sample Games for EFL Learners

Sarpparaje (2017) have stated a sample of language learning games that might be used in classroom such as: Spelling contest, Call my bluff and Hangman and others. In addition there is a variety of other Games to use in early language education such as: Last man standing, charades, Pictionary, board race, taboo words, hot seat, chalkborad acronym, categories ("10 Classroom Games Every English Teacher Should Know", 2019).

In fact there is an unlimited number of games that can be used in language, but it requires the collaboration of learners, teachers and the administration for a successful implementation. These games are created to assimilate learning with fun.

1.1.6. E-Learning

E-Learning is known as the implementation of networked information and communication technology in teaching. Also, it can be defined as the practical use of electronic systems, computers and multimedia CDs to reduce expenses, time in the educational process (Mohammadi et al., 2011)

1.1.6.1. Types of E-Learning

Learning may take different shapes according to the learners' needs, age and level; As a result we can make certain classifications for E-Learning. According to Tunmibi et al (2015) it is categorized as follow:

- Knowledge database: An interactive websites that provide further explanation and guidance for the lessons, alongside organizing specific tasks.
- Online support: A way of offering a safe environment for more detailed question and immediate answers. They come in the form of chat rooms, online bulletin boards, e-mail or instant messages support.
- Asynchronous training: It includes a more independent learning through providing a self-spaced learning and developing learner's autonomy
- Synchronous training: There is a direct contact with the instructor or learners themselves, where the lesson is specified in Time, number of sessions and the place (usually through internet). It may be in the form of websites, audio, video conferencing, VOIP or a two way broadcast to pupils in classroom.

1.1.6.2. The Effects of E-Learning in English Teaching

With the recent technological advancement, E-Learning has changed the traditional way of language teaching and made it easier and better. E-Learning affected Language learning where learners are no longer required to language center for learning the language, a change in the pedagogical means have occurred with the appearance of video conference instead of attending a normal conference. This created a sense of practicality, speed of delivery alongside overcoming psychological and social barriers during learning. It adapts a student centered approach that enable learners to grasp the sense of language rather than the mere grammatical structures. Also, the relationship between the teacher and learners will change due to the

interference of E-Learning in which some teachers will refuse breaking their routine, other may even welcome it (Cai, 2012).

1.1.7. Montessori Education System

Montessori education system is considered a holistic approach to children development and an effective method to Language learning. It is known as the method of education that provide a nurturing environment for different children's needs of various ages. It is an approach to education that focuses in self-directed activity, in which the activity aims to fulfil the needs of the children, hands on learning, where the children are entirely involved and engaged in the learning process and collaborative learning that works to enhance children's social skills and their work within a team or a group ("What is Montessori Education? — Montessori Northwest," n.d.).

1.1.7.1. Elementary Learning in Montessori Education

Montessori is rather general to all children at a young age, but there are a specific categories for every phase within the young learner's age. For primary school the best suiting phase is the elementary learning phase, where the age ranges from six to twelve years old and provides the following:

- It focuses on children's collaborative intellectual exploration, where they are interested in team work to explore their curiosity and develop their intelligence.
- It allows young learners to develop their self-confidence, imagination, intellectual independence and self-efficacy.
- It creates a comprehension of the child's societal and cultural and environmental awareness in his life.

This specific level is suitable for primary school students that depends on age, skills and background ("What is Montessori Education? — Montessori Northwest," n.d.).

1.1.7.2. Montessori education in language learning

According to Stapleton (2014), the founder of this approach, Dr. Montessori did not consider creating guidelines to teach ESL learners (as cited in Samsonova & Hormazabal, 2019). However, her methods to teach first language learners use a set of natural development approaches to language learning, and it comprises a similarity with Krashen's (1981) theory of language acquisition. Alongside Chomsky, Piaget and Vygotsky, Dr. Montessori believed in the importance of a supportive educational environment and focused on teaching learners how to deal and cope with problems through the acquisition of different skills (Samsonova & Hormazabal, 2019).

1.1.7.3. Materials in Montessori language education

Cued speech is an alternative communication system that does not stand on its own such as American and British sign language, but can be used to any other language (Brenner, 2005). It is a combination of shape and position of the hand in addition to the lips shape. This method is used to teach reading and acquire the phonological structure of the words (Brenner, 2005).

Shapes and colors can be used as an effective Montessori education materials. It enables children to identify different linguistic forms and structures in a friendly and easy to memorize way. Using a red pen to write vowels and the blue one to write consonants, will allow children to memorize them and identify them clearly. The same goes for using big shapes to write capital letters and small shapes to write small letters serves the same purpose (Brenner, 2005).

1.2. Early Language Education

Teaching English from a young age is considered the core idea of early language education. This form of education contains a certain set of characteristics that include that the child's age, cognitive, social and emotional development within the learning context.

1.2.1. Learning for Children in Primary School

In primary school, children learn in ways that are different from the way adults learn. They tend to be attracted to playing that may balance formal lessons at school. Also, learning using objects in which they can experiment, explore and create through, might enhance children problem solving abilities. Moreover, collaborative playing might teach them social skills (Learning: Primary and Secondary School Years, 2019).

1.2.2. Holistic and Natural Development of Children

Children from birth to puberty go through phases, in which holistic and natural development entails a major role in shaping his education, personality and culture.

1.2.2.1. Social-Emotional Development

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

1.2.2.2. Environmental Education

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

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

The natural world offers a rich environment for children to learn, acquaint experience and form relationships. Researchers found that children engaging in school activities may be more cooperative and achieve better results when playing outside in green spaces than learning inside classrooms (Bell & Dymont, 2008).

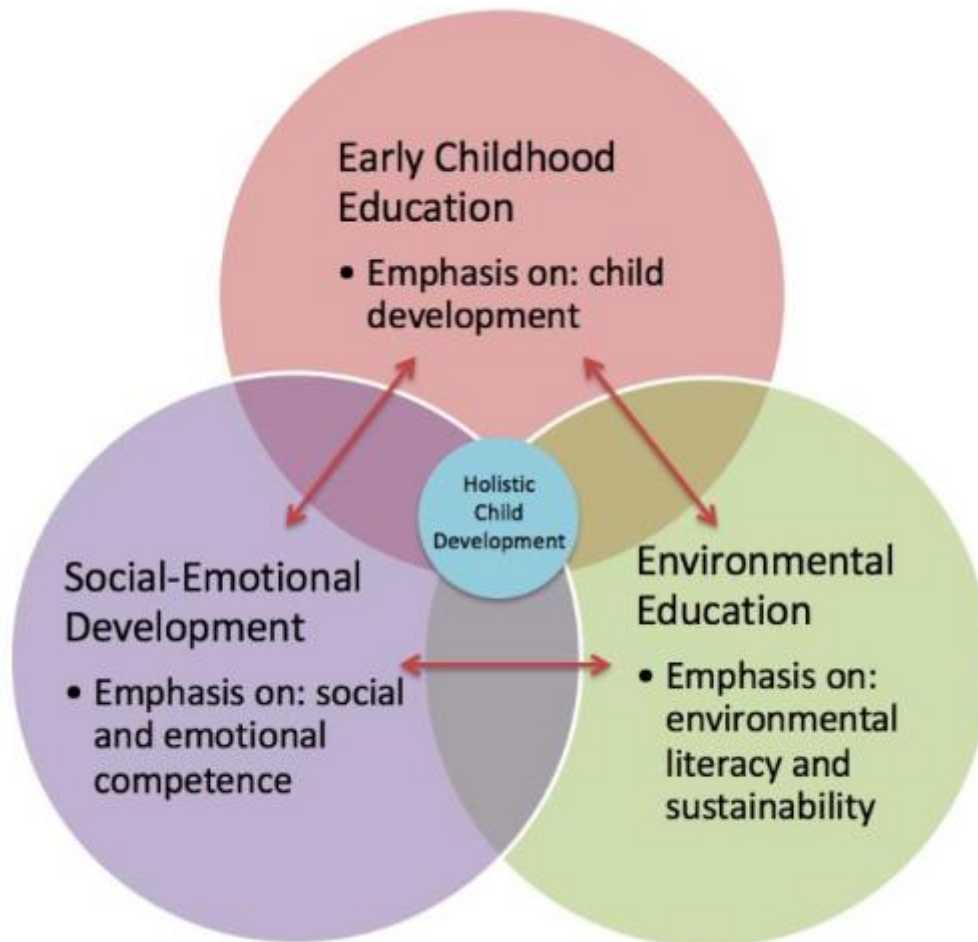


Figure 1: Holistic development framework adapted from (Carter, 2016)

1.3. Learning Situation

The implementation of English requires a thorough study of the current learning situation and it affects the development of curricula and the design of syllabi.

1.3.1. Algerian Educational Reforms

Algeria throughout history have known to witness numerous educational reforms that affected both ministry of higher education and the ministry of education. The change or the reforms were dues to political, social and educational reasons.

Arabisation was the first step to decolonization after 1962, since it shifted from the use of French, as a result of colonization, to the implementation of Arabic in education, administration and official correspondences (Benrabah, 1999).

Fundamental schooling reform made a fusion between primary and middle school and generalized Arabic as the main language to teach regular subjects except for foreign languages (Rezig, 2011). English was taught at the age of 13 which according to Steinberg (1993, p. 209), Oyama (1976) and Tahta et al, (1981) and Scovel (1988) is a late age to produce proficient foreign language learners but can acquire some aspect of the language such as syntax and vocabulary (As cited in Rezig, 2011).

Implementing English in Primary schools in Algeria was first applied through the previous minister of education Mr. Ali Ben Mohamed a supporter of the arabisation reforms. He implemented English as a substitute to French (Benrabah, 2003). The new reform was applied in some regions of Algeria where teachers were trained, programs were created and textbooks were written (Ali ben Mohamed). There was a conflict of opinions concerning how the program ended, Rezig (2011) stated that the parents chose French instead of English in majority of regions, Mr. Ali Ben Mohamed on the other hand stated that the program ended for political reasons (Al Jazeera Arabic, 2015).

1.3.2. Status of English in Algeria

English in Algeria is considered as a foreign language rather than being a second language. Being taught for educational purposes, English is a subject that starts at the age of 13 and based on second generation curriculum in recent years.

1.3.2.1. Criteria of Curriculum Development

In the process of developing curriculums and designing syllabi, a focus should be put on the degree of coordination to achieve unity and coherence between the programs and the educational level. (Ben Karima, 2017) As a result different school programs must monitor the following:

- Determine the structured knowledge of the material that ensures internal harmony.
- Necessary knowledge, concepts and principals that structure the subjects.
- The degree and level of suitability of the subjects within the program.
- A practical presentation of all the subjects that shows the individual subject's contribution in fulfilling the overall image

1.3.2.2. Ali Ben Mohamed's

According to Benrabah (2002) including English in the Algerian educational system through the reforms was to eliminate the existing of the French tide in Algerian schools. As a support of the arabisation and the ending of the existence of the French language in Algeria forced by the elite francophone, the choice between English and French was in fact a gradual termination of the French language in Algerian schools.

In an interview with Al Jazeera channel, Mr. Ali Ben Mohamed stated that projects was fought due to political reasons and that language in Algeria is tightly bond politics and historical reasons (Al Jazeera Arabic, 2015).

1.3.2.3. Nouria Benghabrit

Previous minister of Education who impacted the education in Algeria through her the applied reforms that was resumed from 2002 and made radical changes to the second generation curriculum.

1.3.2.3.1. The Second Generation Curriculum Axis and Bases

The second generation curriculum was design taking into consideration criteria that decide the nature of the curriculum to be created and it is based on four axis (Ben Karima, 2017)

The cognitive axis includes the conceptual matrix and the logical organization of knowledge, along with a presentation consistent with the peculiarities of the material and the structured concepts of the material.

The pedagogical axis includes constructivism, social constructivism, the educational situation, and the fusionistic situation, as well as evaluation.

The coordinate axis ensures the convergence of the curricula in a comprehensive unit, a comprehensive and descending perception of the curricula, and a horizontal and vertical integration of the curricula.

The Value Axis: It includes the values of identity and belonging to Arabism and Berber in a limited geographical and time frame, as well as cultural, social and universal values.

1.3.2.3.2. Comparison between First and Second Generation Curriculum

Comparison	First generation curricula	Second generation curricula
Picturing the curriculum	With chronological order (every year is independent from the other)	An organized and general curricula that achieve horizontal and vertical integration
A glimpse of the outcomes	Expressed in the form of objectives for each subject and deal with values in separate way	Aims to achieve a general and mutual goal between all the subjects, it include values of life related social and professional aspects
The educational model	Building capacities of cognitive nature	Based on the social structure that enables the learners to build his competencies through teamwork
Subjects structuring	Based fundamental concepts that are organized on terms of fields	Based on selected concepts depending on their integral capacities and organized on terms of domains
The pedagogical approach	The competency based approach that calls for a number of cognitive abilities	The competency based approach that requires problem solving abilities of meaningful notions
Dealing with the concepts	Depends on cognitive matureness of the learner and his background knowledge	Depends on the difficulties that he faces when applying them

Table 2: A comparison between first and second generation curriculum adapted from (Ben Karima, 2017)

1.3.2.4. Mohamed Ouadjout

Few months after appointment of the minister of education Mohamed Ouadjout he criticized the second generation curriculum and the reforms done by the previous minister describing them as “full of errors”, he also expressed his intentions of conducting a radical change through a careful diagnosis that is made in collaboration of social partners (Kouadri, 2020).

Second generation curriculums had its share of criticism concerning the hourly volume which was crowded and stuffed. Also French, was given an hourly volume equal to essential

subjects and larger than English. Moreover, the curriculum drastically drifted from the core of the Algerian values and cultures and included a great amount of improvising. (Ben Karima, 2017).

Conclusion

The linguistic landscape in Algeria differs greatly than the other countries, since the multi lingual country is related to political, historical, social reasons rather than economical ones. English in Algeria have been considered as a foreign language of academic purposes only whereas French possess a larger influence despite its global ranking. Learners at Primary School setting need not to consider learning as a formal, rigorous and serious process but an enjoyable, interactive and safe one, Young learners are ought to learn better in engaging atmosphere where learning is no longer considered as a dull or obligatory process.

English is needed in Algeria due to the economical demands of foreign investment and the new diplomatic relationships that lies ahead, social demands of people that consider French as an ancient heritage that needs to be replaced by a global language. The implementation of English can only exist through a careful design of a project that allows the production of young proficient language learners. Syllabus design is a necessary element or rather a glimpse that determines the view of how language will be taught as presented in the following chapter.

Chapter 2

Syllabus Design

Introduction

Teaching English as a foreign language is a complicated process that entitles a reciprocal exchange between the teacher and the learners. Applied linguists through the years were trying to formulate theories, whereas the teachers were expected to apply them, one of the most appealing subjects that organize the teacher-learner relationship is the process of designing a syllabus. In this chapter, we are going to have a background check concerning what does a syllabus means and its relationship with technical terms within the field as curriculum and methodology. Followed by a brief statement of the syllabi types and engaging in identifying the crucial phases and elements when designing a syllabus, the latter sets a more practical approach to "how to design a syllabus." Also, a statement of the teacher's role in the process from the perspective of different scholars.

2.1. Definition of the Syllabus

Set as the general structure or plan that guides the educational process, a Syllabus is a fundamental concept in learning in general and ELT in specific. Syllabus according to Wilkins (1981) Is defined as the relationship between teacher and learner, who sets the syllabus as a primary plan that directs his assumptions about the content to be learned, into the objectives that are made by the teacher, to create a bridge of communication and clarify the learning process and the anticipated goals and objectives at the end of the course. A syllabus can also represent a plan that guides the students during a course. The teacher, through a syllabus, enables the students to clearly identify what will be taught during the semester in order to register and prepare for the lecture.

A detailed description of learning objectives, aims, knowledge evaluation, assignment, and learning topics is shaped in the form of a known format or a template (Chung et al., 2016). The nature of a syllabus can be demonstrated as an essential piece of teaching methodology that went through a series of changes in curriculum development and syllabus design. These changes are guided by the learners' needs and course objectives, where different types of syllabuses have emerged to light (Thayniath, 2017). A syllabus acts as the planning of pedagogic agenda or a teaching program that identifies a particular subject for learners. In this case, specifying a syllabus entitles the selection and ordering of what is planned for teaching (Widdowson, 1990). Specifications of the content of language teaching which have been submitted to some degree of structuring or order to make teaching-learning a more effective process (Wilkins, 1981).

It is agreed that a syllabus derived from the Latin word, which means a "list" is structured and organized as one aspect of many. This aspect was derived from the grammatical syllabus that is composed of related and sequenced grammar rules to be taught, and the latter is clear and formal in the form of a product (Faravani et al., 2017).

Authors have identified several key elements in a syllabus, starting with the teacher and the learner as essential contributors or participators in the process as the teacher affects the syllabus through modification and editing, the learner, on the other hand, receives the syllabus as a representation of his needs, objectives, and assumptions. Another aspect of a syllabus is breaking knowledge into manageable units of learning (Hutchinson & Waters, 1987).

2.1.2. Curriculum and Syllabus

When using the two terms in ELT, there is often ambiguity due to the similarities they possess. "The syllabus is not the curriculum per se" (Woods et al., 2010, p. 07). They made a clear distinction between a syllabus, which is an official document-representation of curriculum, that is descriptive, and the official curriculum. The latter is a broad concept that

entitles the whole philosophical, social and administrative complexities of planning an educational program. Syllabus, on the other hand, is a subpart of the curriculum that focuses on learning units of what will be taught rather than how it will be taught as the latter is a matter of methodology (Allen, 1984). A more elaborated explanation for curriculum defined as the collection all sources whether intellectual and scientific, cognitive and linguistic, textbook and adjunct resources and materials, official and unofficial, for teaching and learning by teachers and learners or even community, and in different learning environment such as the classroom (Woods et al., 2010). Contradicting what (Woods et al., 2010) have stated, Brumfit & Yalden (1984) have missed the inclusion of learners and their role in the syllabus as they stated that “Syllabus is a device for public planning but for teaching not learning.”

In some cases, the line between the two terms can be fragile, for the words “curriculum” and “syllabus” represent the same concept in the United States, but the case is not the same in the United Kingdom, where the two terms are treated separately. According to Richards (2001, p. 2) curriculum is described as the “bigger picture” that contains the syllabus within its framework. As a result, we can classify the syllabus as a part of the curriculum that differs in scope but shares identical objectives.

2.1.3. Syllabus and Methodology

The approach to syllabus design process encompasses two different views. A narrow view in which the syllabus makes a specification and assessments of the content and methodology that specifies learning tasks and activities. The syllabus, in this case, aims at the concept of the “what” as in putting the focus on ‘what content should be taught, the methodology makes another distinction of the “how” as in what way the content will be taught or delivered. Hence the supporters of the broader view criticize this distinction since

communicative language teaching makes it difficult to distinguish the content and the learning activities and tasks (Nunan, 1988).

2.2. Types of the Syllabus

The syllabus in ELT is classified according to its content, where there are a product and process oriented syllabi. The focus of the product oriented syllabus is in the graded content, as for the process oriented syllabus the focus is on the pedagogic process that underlines learning and teaching. (Sabbah, 2018) mentioned the different types of syllabi as follows:

2.2.1. Product Oriented

The first type of syllabi that is considered one of two that considers the main focus is on the product that the learner makes at the end of the course. In its turn it has several branches as:

2.2.1.1. Structural Syllabus

Also called grammatical syllabus deals with grammatical structures and chunks of Language considers Language as a list of grammatical items that are graded and organized from simple to more complex (Nunan 1988).

2.2.1.2. Situational Syllabus

According to Yalden (1987) the situational syllabus is where the content of Language is context related and never in isolation; it includes the learning of Language in different situations.

2.2.1.3. Lexical Syllabus

Based mainly on the choice of vocabulary lexical syllabus is the selection of an analyzed set of specific phrases and vocabularies as a result of a corpus study to use in language communication (Willis, 1990) and (Nunan, 1988).

2.2.1.4. Notional Functional Syllabus

One of the most famous authors about the notional syllabus is Wilkins. Notional syllabuses are based on notions and functions where notions represent general concepts such as, "Time, space, cause and effect." Moreover, it represents meaning that might be expressed through nouns, pronouns, verbs, prepositions conjunctions and adverbs (Wilkins 1981). The focus of notional syllabus is on content rather than the language form (Sabbah, 2018).

2.2.1.5 Topic Based Syllabus

The main focus of the topic based syllabus is its topics that are dealt with through Language, where it contains specific themes and topics such as Travel, drugs, advertising. (Bourke, 2006) and (Richards & Rodgers, 1994). Sabbah (2018) goes further in describing the aim of the topic based syllabus as increasing the student's ability to master Language that is suitable to the situation and the use of Language in the theme.

2.2.2. Process Oriented

The second type of syllabi that focuses on the process of learning in itself and not only on the concrete product of the course. It also possess numerous branches such as:

2.2.2.1. Task Based Syllabus

A task based syllabus is mainly focused on a variety of tasks through which the learners acquire or further the language learning process. Skehan (1996) defines a task as a sort of activity where meaning is the main focus, it should be related to the real world, the task should be completed, and the core of assessment is in the task outcomes (as cited in Sabbah, 2018). Ellis (2003) describes a task from a learner's perspective as a workplan that demands pragmatic processing of Language to evaluate the achieved outcomes in terms of content rather than Language.

2.2.2.2. Content Based Syllabus

The content based syllabus is the separation between content and Language through the teaching of content to acquire the Language itself (Sabbah, 2018). Jalilzadeth and Tamasebi 2014 stated that in a content based approach the main focus of the activities in the classroom is on the subject matter, which intrigue learners to think and learn (as cited in Sabbah, 2018).

2.2.2.3. Communicative Syllabus

Brown 1995 states that a communicative syllabus entails the choosing of semantic grammatical categories (e.g., frequency, motion and location) and communicative functions in which the learners need to achieve the communicative process. The communicative syllabus encompasses a description of the objectives, situations, topics, functions, notions and vocabulary to use in foreign language teaching, i.e., it focuses mainly on communicative needs (as cited in Sabbah, 2018).

2.3. Approach to Syllabus Design

In order to delve into the field of syllabus design there are several practical techniques that are used to identify the key elements within a syllabus such as situation analysis, content selection, material selection, identifying goals and objectives and the choice of tasks and activities.

2.3.1. Situation Analysis

Syllabus design is a process in which it goes through several steps, starting with identifying learners needs. The learners' needs differ from one learner to the other but can be stated through needs analysis. For young learners, it is difficult to identify their needs clearly,

but it is feasible to analyze the situation where learning takes place, and that is called situation analysis.

Nicholls and Nicholls identify Situation analysis as the process of taking into consideration numerous factors surrounding the pupil such as his home, background, school, climate, its staff, facilities, and equipment. The analysis of these factors alongside self-analysis and in addition to curriculum planning represents the approach to curriculum development (As cited in Hussain et al., 2011, p. 246). In the process of syllabus design, these factors as stated previously, affect the process and modifies it in several ways; the context is an essential part that changes from one learner to another. In his book, Richards (2001) classifies the process of situation analysis into six main factors:

Situation analysis	
Societal factors	The status and situation of a foreign language in a country differ from the other in terms of the role of foreign Language in the community, their status in the curriculum, educational traditions and experience in Language, expectations that members of the community have for language teaching and learning.
Project factors	A team of specialists makes a syllabus project (curriculum developers, syllabus designers and course designers). They work under certain constraints of time, resources and personnel with referring to the team's skills and expertise
Institutional factors	The teaching institution is the collection of teachers, groups and departments, in which there are a specific culture, ethos and environment. The institution might provide a positive and encouraging environment with an effective leadership where change is valued; others might provide a negative environment where teachers have no trust between them and an administration that does not have a strong commitment to the school.
Teacher factors	Teachers differ in terms of language proficiency, teaching experience, skill and expertise, training and qualifications, morale and motivation, teaching style, and beliefs and principals. Besides, the number of responsibilities and heavy workloads might cause teachers to consider a new syllabus or material as disturbing to their routine.
Learner factors	Learners vary in their background, expectations, beliefs and preferred learning styles. Also, the agenda of the learners are not the same as the teacher's objectives where a well-made syllabus may not succeed if the assessment was not according to what was learned in a syllabus.
Adoption factors	When designing a new curriculum, syllabus or a set of materials, the relative ease or difficulty must be taken into consideration. There are many changes within a new program, which affect teachers believes and views toward the Language. In some cases, this change may not be accepted.

Table 3: Situation analysis factors adapted from Ritchards (2001)

2.3.2. Goals and Objectives

Goals are the first point of a transaction from the needs, and they are expressed as minor and smaller objectives. According to Nunan (1988) describes the goals statements as signposts that need to be fleshed out in order to provide information for the course and program developers, which can be achieved through objectives specification. Nunan (1988) further explains objectives as another representation of content and activities and not as an independent entity on his own.

An objective is a prediction that guides the direction of learning but does not set an endpoint to it, and it guarantees a specific learning outcome or interpretation (O'Brien et al., 2009).

2.3.2.1. Specification of Objectives

The term objective made a debate between scholars in terms of scope and nature in which they are formulated. Tyler (1949) stated four ways of stating objectives (as cited in Nunan, 1988):

1. Identify what teachers or instructors are going to do.
2. Identify the course content.
3. Identify generalized patterns of behaviour (e.g. develop critical thinking)
4. Identify the behaviour that learners will be able to do after the instruction.

Tyler (1949) further criticized these ways by considering the teachers' activity as an irrelevant aspect that does not contribute to the educational process. Also listing the content will not define what learners are going to do with it. The third way is more realistic and close to a legitimate objective but remains rather vague. The fourth is the most suitable way of specifying what learners are expected to do as a result of the instruction where it should be clear and concise and recognize it when he sees it (as cited in Nunan, 1988).

2.3.2.2. Components of Learning Goals and Objectives

Learning goals are results of the identification of needs, followed by this step; there are numerous elements to include as goals or objectives. They are characterized by being a set of ideas that are within the capacity of the learners, involving the understanding and comprehension of theories, approaches, perspectives, and different themes in the field. Information that can be put to practice or problem-solving such as facts and other kinds of the

core language represents valuable components of goals. Also, they include Skills that need developing and the reason behind the need to develop them (Stanford University, n.d.).

2.3.3. Learning Tasks and Activities

Learning tasks and activities form an essential piece of language teaching-learning; during this process, a syllabus takes tasks as the carrier of the language content. Moreover, tasks are a central element in language pedagogy that is situated in a three-way relationship, where their design manipulates their use by the teachers, the learners' actions, and the performance and learning outcomes (Bygate et al., 2013). The task is defined as a general activity where people engage aiming to attain specific objectives or outcomes, and it involves the meaningful use of language (Branden et al., 2009).

2.3.3.1. Type of Tasks

Nunan (1985) classified the types of tasks according to the learner's response involving his processing and production in addition to his interaction. Also, the difficulty is decided according to the learner's cognitive and performance that the learner perceives. The table below is a representation of tasks according to different learner's characteristics:

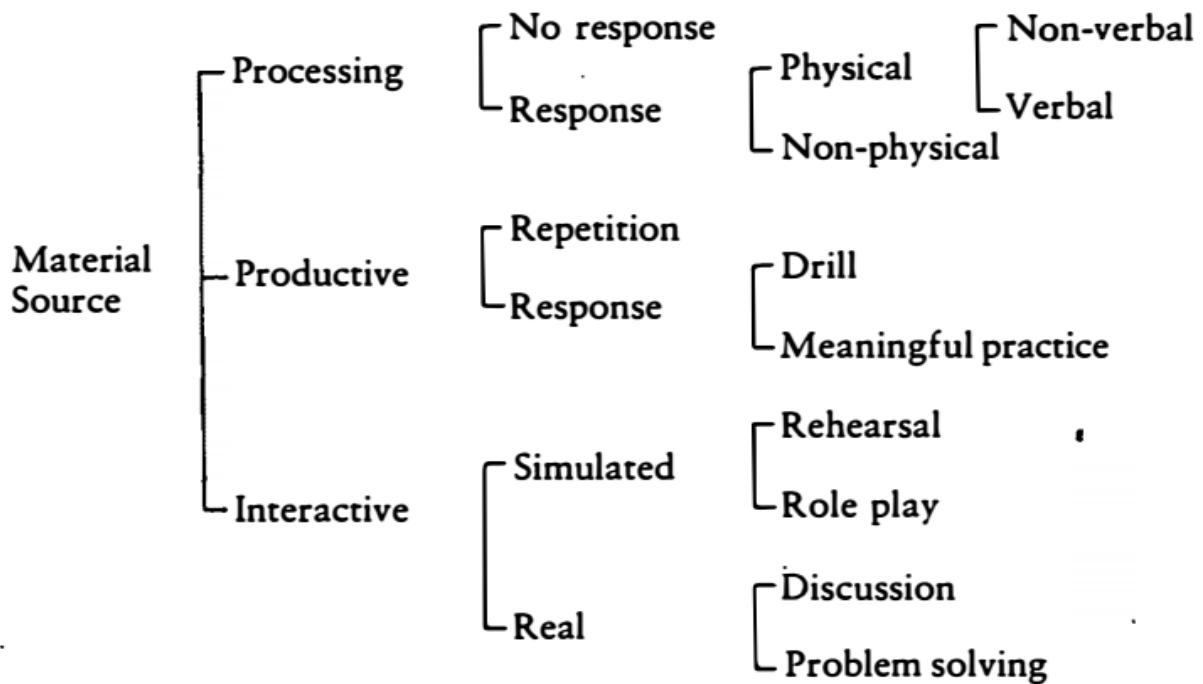


Figure 2 Activity type according to learner responses (Nunan 1995).

2.3.4. Resources and Materials

One of the main pillars of a syllabus is identifying the materials that are going to be used within the course. Resources and material can define the success or the failure of the course.

2.3.4.1. Materials

The majority of people believe that the term language learning materials are associated mainly with coursebooks, but in fact, it refers to any mean that makes the learning-teaching process easier. It can include videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workshops, or photocopied exercises (Tomlinson, 2011). Materials in language learning ought to attain specific characteristics for they can "be instructional in that they inform learners about the language, they can be experiential in that they provide exposure to the language in use, they can be elicitive in that they stimulate language use, or they can be exploratory in that they facilitate discoveries about language use" (Tomlinson, 2001, p. 66).

2.3.4.2. Materials Development

Material development as an efficient process that makes the language acquisition and development easier through the production, evaluation, and exploitation of material created by writers, teachers, and learners (Azarnoosh et al., 2016, p. 02). Materials are a part of the whole philosophical process of learning and teaching process. During this process, materials development is decided by several factors such as teachers, learners, sponsors, curriculum and syllabus, the economic conditions, and the educational system in which it is produced. (Tomlinson, 2011). Shaulman 1987 (as cited in Ritchards, 2001) describes the phases that the process goes through:

- Preparation: interpretation and analysis of texts, structuring and dividing, development of repertoire and classification of purposes.
- Representation: is the creation of a representational repertoire including metaphors, examples, demonstrations and explanations, and others.
- Selection: Choosing an instructional repertoire that contains teaching methods, organizing, managing and arranging
- Adapting: taking into consideration the level and capacities of the learners, social and cultural aspects and their motivation in order to shape students tailored characteristics.

2.3.4.3. Essential Elements in Materials

Language learning materials should obtain a set of elements that specify the learning teaching process and define the objectives and goals that align with the selection of materials as follow:

- Identify clearly what the learners are going to read or consults, varying from textbooks to documents and other media tools.
- Include the location of their availability, whether in canvas, the bookstore, or online.

- Verify the existence of additional resources and their merits to the learner.
- What material are required and which ones are optional (the identification of necessary and additional ones).
- The way materials such as texts exist within the course topics or class dates (the relationships that exist and its relevance to the topic, place and time)
- How learners are supposed to deal with these materials, whether to read, listen, write, or speak.

These represent a few characteristics of materials and what they should include having a better comprehensive implementation of them (Stanford University, n.d.).

2.3.4.4. Technology and Materials

When addressing technology in materials, computer assisted language learning is seen as the central core in foreign language teaching. CALL is considered an aspect of implementing technology in materials used in language learning. The former sets a valid ground to develop learner's language autonomy by considering cognitive, metacognitive strategies as well as learning how to learn or study skills (Ruiz-Madrid as cited in Tomlinson, 2011). In addition to the acquisition of necessary language learning skills and strategies, Call promotes self-confidence, self-evaluation, and awareness and reduces anxiety, but specific issues encountered while designing technology-related materials as stated by Tomlinson (2011) such as:

- CALL is mostly dependent on learners' motivation where learning reaches its best when
- CALL is exciting and challenging, recently their point of strength, which is motivation, is not enough today.
- Mutual doubt emerged from both teachers and applied linguists about the pedagogical value of CALL.
- The changeability and ongoing process affect the used hardware.

- The misuse of teachers for computer-based materials was due to the lack of determined scope and sequence of Call material.
- The proper use of the computer-based materials in terms of knowledge, skills, and experience is crucial in which it would achieve low guidance in how to work with computers.
- The existence of deficiencies in funds, expertise and authoring programs are among the barriers in the implementation of technology.
- The gap between the CALL materials authors and programmers, the gap may cause errors in format and content, unsuitable lesson content, improper feedback and poor documentation.
- The absence of a way to monitor and assess unpredictable students' answers are among barriers to develop Call materials.
- The existence of too many materials may confuse how and what to implement and goes further to the lack of specific goals and objectives.

2.3.5. Content Selection

After the identification of learners' needs and setting goals and objective, content selection is another step that is another representation of those needs. Content is the collection of facts, opinions, principals and issues within the course Connelly & Lantz (as cited in Madadlou & Gharaaini, 2014). (Ghoorchian as cited in Madadlou & Gharaaini, 2014) further states its details to interrelated components, terms, information, facts, rules principals, methods, concepts, decisions, and phenomena and the issues related to the course.

2.3.5.1. View of Language

The selection of content in a language syllabus depends merely on what aspects of Language to teach, how we see Language and our perspective towards it. According to Nunan (1988), Language is either seen as a process (communicative language teaching) or as a product (Linguistic based teaching).

2.3.5.2. Criteria of Content Selection

Content selection is processed through a set of criteria or standards in which it defines the quality and suitability. The importance of the content for frequently daily life and its impact on enhancing their learning. Also, the content should take validity as in the accuracy of concepts, principles and generalizations. The interest of learners in specific content must be taken into considerations, where the latter has to be within the scope, needs and wants of the learners for motivational purposes. Besides content should be useful as in applying the intended functions of the Language. When selecting content, the ability of the learners decides the difficulty of the used content. The latter should be flexible to time, resources, staff, political climate. Also, careful care for the knowledge structure, cultural heritage and learner's autonomy should be provided. The content should be up to date and provides excellent opportunities for activities and multiple learning skills (Madadlou & Gharaaini, 2014).

2.4. The Role of the Teacher in Designing a Syllabus

In designing a syllabus, many participants who are involved in the language teaching process such as linguists who formulates the theory, the teacher that applies it, and the learner who is engaged in it. There is an emphasis on the teacher role in designing a syllabus, where he is the most knowledgeable person of his student's needs in the class, Bell (1983) claims that teachers are consumers of other's people syllabus as applied linguists and government programs. According to Nunan (1987), some teachers believe that they are responsible for many tasks during the design, implementation, and evaluation of their curriculum, but not all of them since it requires particular expertise that only a syllabus designer possess. However, Rahimpour (2010, p. 1663) states that teachers can design their syllabus when equipped with suitable skills and information. We believe that the syllabus should remain open and negotiable for both parts as one completes the other.

Conclusion

In this chapter, there was a view of a more practical approach into syllabus design according to different points of views from literature. It will give an idea on how to conduct the fieldwork from a theoretical point of view since it identifies how the situation of language learning will be analyzed, how goals are going to be set, how material and tasks are going to be chosen and what learning theories are going to be focused. Early language education represents the seed of language education in primary school since the latter has its conditions and means of learning, unlike adults learning. This chapter will make a transition into the fieldwork in which more practice will be conducted to create a tentative syllabus that meets the learners' needs.

Chapter 3

Research Methodology – Results and Interpretation

Introduction

This chapter included the research methodology used in this research and explains the various steps conducted in order to collect data, analyze it and then reaching results whether they confirm the hypotheses or deny them. It also answers the research questions and provide a solution to the stated problem. The field work of this study was reported in this chapter in the form of explaining the data collection tool, the rational of their use, their structure and answers of their questions. Moreover, it explores the analysis of the provided data, categorizing them and set a pattern. In addition, it interpret the results and their relationship with the research questions, hypotheses and research aims in order to answer the research problem and provide a valid solution.

3.1. Research Methodology for this Dissertation

This section is going to explain the research methodology and the steps that was made to collect data, analyze it, discuss it and interpret it. It also describes the methods and approaches that were used to reach the aims, answer the research questions and confirm hypothesis.

3.1.1. The research approach

This research tends to suggest a syllabus for primary schools learners in the process of early language education. The study leans toward the use of qualitative data in which needs, opinions and preferences represent the data collected rather than quantified data. Therefore it used the qualitative approach to explore the issues behind early language learning in Algerian primary school. The major part of this research is of a qualitative nature, where questionnaire,

interviews and documentation analysis were used to collect qualitative data concerning the what and the how to present and analyze data.

3.1.2. The research design (s)/ strategy (ies)

The research represents a descriptive case study for Algerian primary school learners in which the results are not to be generalized to the whole population but to add further inquiry to the existing knowledge. This research aims to describe the phenomena of implementing English in primary school through discovering its possibilities, obstacles and expected challenges. The research is shaped into three chapters. The first two chapters are about the two variables and their relationship with the practical part. The third chapter talks about research methodology in a more detailed way. The third chapter also reported the process of the field work beginning from implementing the tools, followed by gathering data, data analyses and finally presenting results.

3.1.3. The data collection methods

When it comes to the case of this research several data collection tools was used:

Interviews: the academic staff inspector of English and teachers of English in primary schools in the 1990s are planned to have a series of interviews to identify each ones perspective toward the research.

Questionnaires: Will focus more on the young learners' preferences, needs and strengths, where it is planned to collect data from middle school teachers that are more knowledgeable with first time English learners in the Algerian context and non-availability of recent primary school teachers of English.

3.1.4. The data collection procedures

This research tends to provide data through three sources of information:

Interviews will be conducted with primary inspectors of English in the 1990s to identify their expectation toward teaching English for their children at an early age.

Questionnaires are going to be used to collect data from teachers. The latter will provide closer look to Foreign teaching situation as in what is taught, what ought to be taught from their perspective.

This will show the lacks, strengths in foreign language teaching so as to give a better alternative and best suited for learners' needs in the context.

Documents analysis will aim to collect data relevant to primary school syllabus of English as in content, material and resources, learning tasks and activities and different aspects of a syllabus. It will also deal with different examples from a variety of cultures to reach a rich and effective syllabus.

3.1.5. The Data Analysis Procedures

The most suitable method to analyze data in this study is the descriptive analysis procedure, the latter organizes qualitative data as in this case (opinions, attitudes and behavior) into a categorical and tabled data. The researcher planned to use qualitative data analysis software but the lack of training prevented the use of this method. The questionnaire was formed of mainly open ended questions, which provide a qualitative data of textual nature. Qualitative content analysis was used in which words, terms and phrases were calculated and coded into categories and themes. These categories and themes were interpreted from which we can draw or obtain a conclusion to the study.

Data transcription was not used in this study due to the fact that the data was extracted in written form from Google forms.

3.1.6. Population/Sample

This part identifies the overall population being studied and the chosen sample used to collect data.

3.1.6.1. Population

Since the study is concerned with early language education in Algeria, primary school was selected to be studied as a possible suitable environment for the implementation of English for young learners in Algeria. Primary school young learners are the population and the main focus of study for numerous considerations:

- 1- The critical period Hypothesis: This theory asserts the best age to learn a language is between two years old and puberty, the population is within the range of the theory.
- 2- The government approval: The Algerian educational system sets the age of 8 as the official standard for learners to start learning a foreign language as the case of French.
- 3- The age eight of years old is when a learners become sufficient linguistically, cognitively, physically and socially to receive or learn a new language.

3.1.6.2. Sample

The sample in this study is chosen for the purpose of the study, and considered these three sample as the main ones for this research. Conducting the research with young learners was difficult because of their age, as a result the researcher chose the data pool or the academic experts surrounding young learners, who are more knowledgeable of their needs.

Middle school Teachers: Since the questionnaire distributed online through Google forms in different middle school related Facebook groups across the country, the sample was supposed to be from different regions of Algeria that have no prior subjectivity or prejudice toward the research in any sort. Fifty respondents answered the questionnaire and cooperated

in the study, which provided a variety of answers from different social and cultural backgrounds.

The inspector of English: Inspectors of English who worked in the 1990s in primary school during Mr Ali Ben Mohamed's program of English were difficult to find since the programme was applied in some regions with limited options. The researcher was able to find one who currently works in Biskra city but due to the COVID 19 and the confinement, establishing the contact was not possible.

Primary school teachers: In the 1990s during the English program, primary school teachers in Algeria used to exist but they were the same as inspectors, they were found only in some regions and Biskra city was one of them. The researcher found three teachers from that period but the COVID 19 and the confinement contacting them was not possible.

3.1.6.3. Sampling technique

The samples in this study are non-probability samples that is usually but not always used in qualitative research and it was suitable to this study. A purposive sampling technique is used where participants in the studied problem are selected for their experience that is linked to the research focus. Typical sampling was used to select participants with the same typical experience in the research area that is teaching English for first time learners.

Learners are ought to be children in primary school that have no experience in foreign language learning.

Middle school Teachers are chosen based to their experience in the field so as to collect data concerning first time English learners, their preferences, needs and lacks.

The inspector of English would identify administrative and pedagogical obstacles that may face the implementation of English in Algerian primary school with their previous experience with the program and knowledge of the cultural nature of the Algerian society.

3.2. Questionnaire for Teachers

The first data collection method in this research is the questionnaire for middle school teachers. They were the only sample that are practical enough to reach in the circumstances.

3.2.1. Aim

In order to implement English as a foreign language in a new environment (primary school in this case), different factors ought to be considered in the current EFL teaching procedures. This questionnaire aims at exploring middle school teachers' opinions, preferences, and information since middle school teachers represent the first provider of the language in our educational system. In other terms, this questionnaire intends to study the current situation of English through the perspective of teachers. It also explores teachers' attitudes and opinions about early language education in primary school and chooses the most appropriate setting to provide for young learners.

3.2.2. Structure

This questionnaire was divided into 3 three sections that seek the answer to the first research question and collect data to achieve the research aims. The questionnaire is a semi-structured questionnaire that contains both close-ended questions, and open-ended questions to have a variation of answers. However, the majority of questions were open-ended questions for teachers to express themselves and provide us with new information based on their experience, knowledge, and context of teaching. The questionnaire was submitted through Google forms as an online questionnaire through various Facebook groups of middle school teachers across Algeria. Submitting the questionnaire in paper form or personally was not possible due to the COVID 19 confinement. The majority of teachers were collaborative and helpful, especially with the circumstances in which the questionnaire was submitted.

Section one: Professional background of the teachers

This section, with eight questions, included information about teachers themselves. The information varied between academic level, experience, and methods of teaching to give an identity to the respondents and an overview of their answers. We have asked middle school teachers about their educational level. Also, this section tackled the experience of the teachers and its benefit to the language teaching process. Besides, this section discussed the opinion of teachers toward their profession and the methods used in teaching EFL in middle school.

Section Two: Teacher's opinion toward Primary school language teaching

This section contains fifteen questions that explore issues within middle school syllabus of English from the perspective of teachers. Besides, it provides new insight into the content, materials, and reasons to teach English in primary school.

Section Three: Innovation in language learning in primary school

This section included eleven questions that suggested relatively new ideas and theories to teach English in primary school. It seeks to identify teachers' attitudes and readiness to use these theories of learning and their point of view toward teaching English in primary school. Moreover, it included brief definitions of Montessori and Experiential learning theories.

3.2.3. Results: Analysis and Interpretation

3.2.3.1. The Professional Background of the Teachers

1-What is your educational degree?

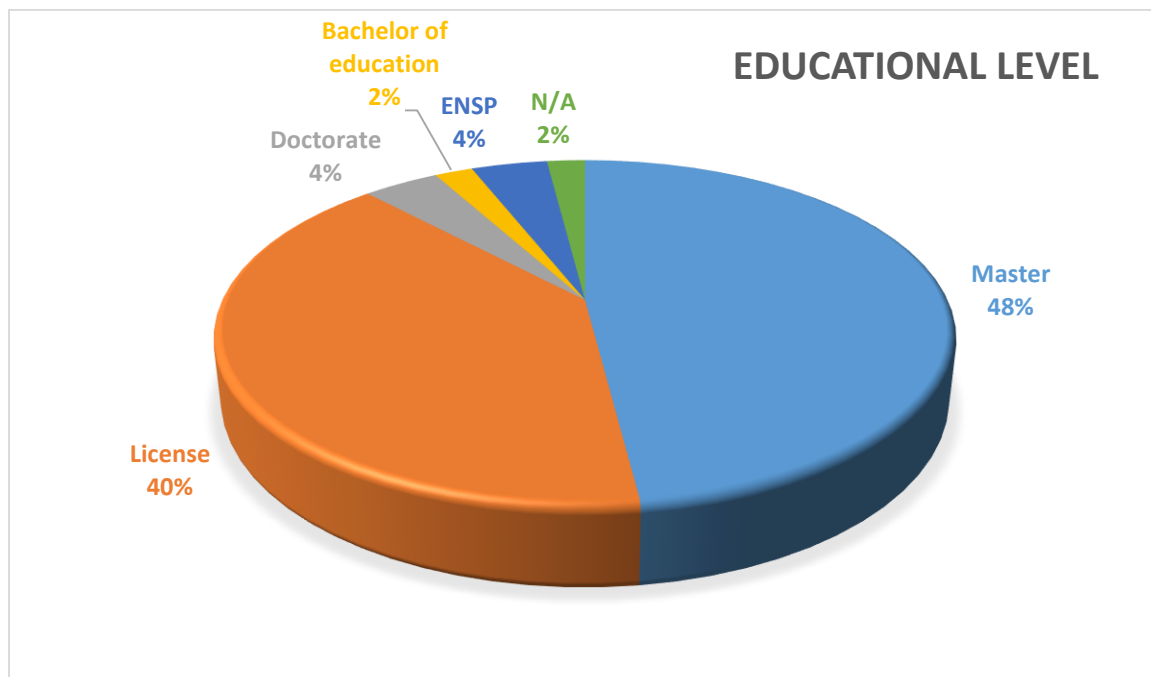


Figure 3: Educational level of middle school teachers

Statements	Master	License	Doctorate	ENS	Bachelor of education	N/A
respondents	24	20	2	2	1	1
percentage	48%	40%	4%	4%	2%	2%

Table 4: Educational level of middle school teachers

This question aimed to study the respondent educational background to analyze the questions individually, but a significant percentage of Master and license graduates within the middle school level with (48% and 40%) respectively in comparison with Ph.D. and ENS levels. The results prove that middle school teachers in Algeria are LMD graduates with no prior training or experience in teaching, unlike ENS graduates, which may result in several problems within the Algerian educational system.

2- How many years have you been teaching English?

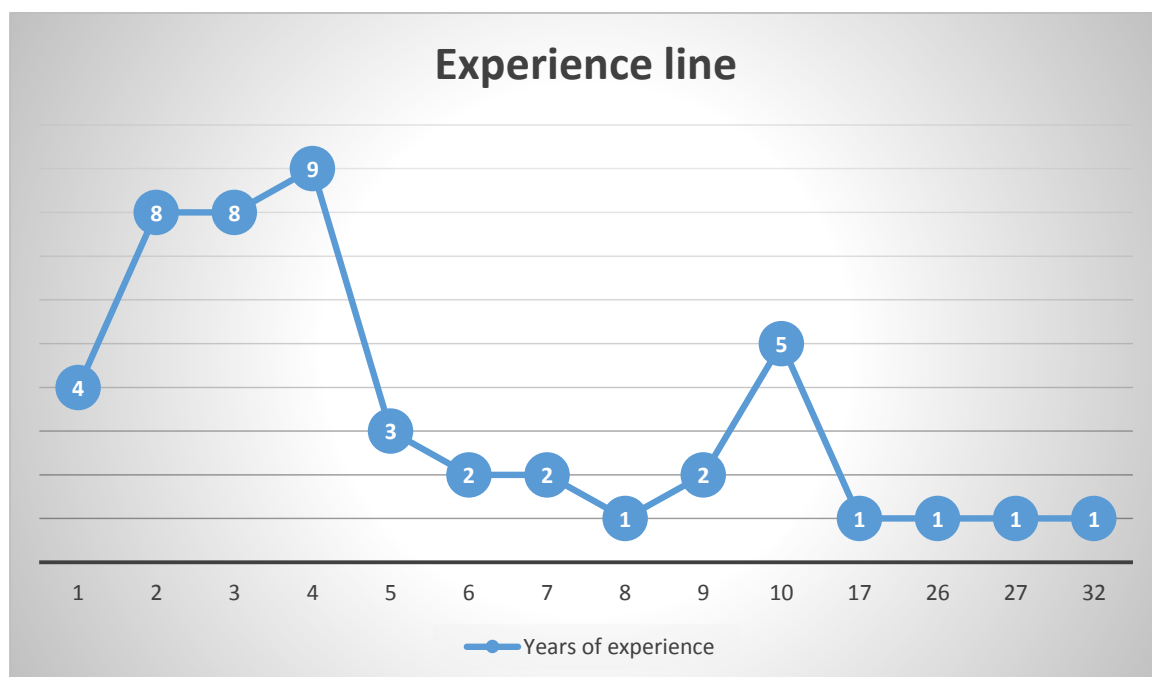


Figure 4: opinion of teachers about experience and years of teaching

This question seeks to identify teachers' experience by years in contrast to the number of respondents. It also provides the researcher with their experience in middle school and its relationship with their answers of (question 3). The graph above demonstrates an impressively high rate of young teachers in Algerian middle school, and that is due to new policies of education in the recruiting process. The teachers' contests of 2016 and 2017 gave a chance to young teachers to succeed by capacity, not based on elderly.

3- Do you think that experience comes with years of teaching?

Statements	Yes	No
Respondents	47	3
Percentage	94%	6%

Table 5: Opinion of teachers about experience and years of teaching

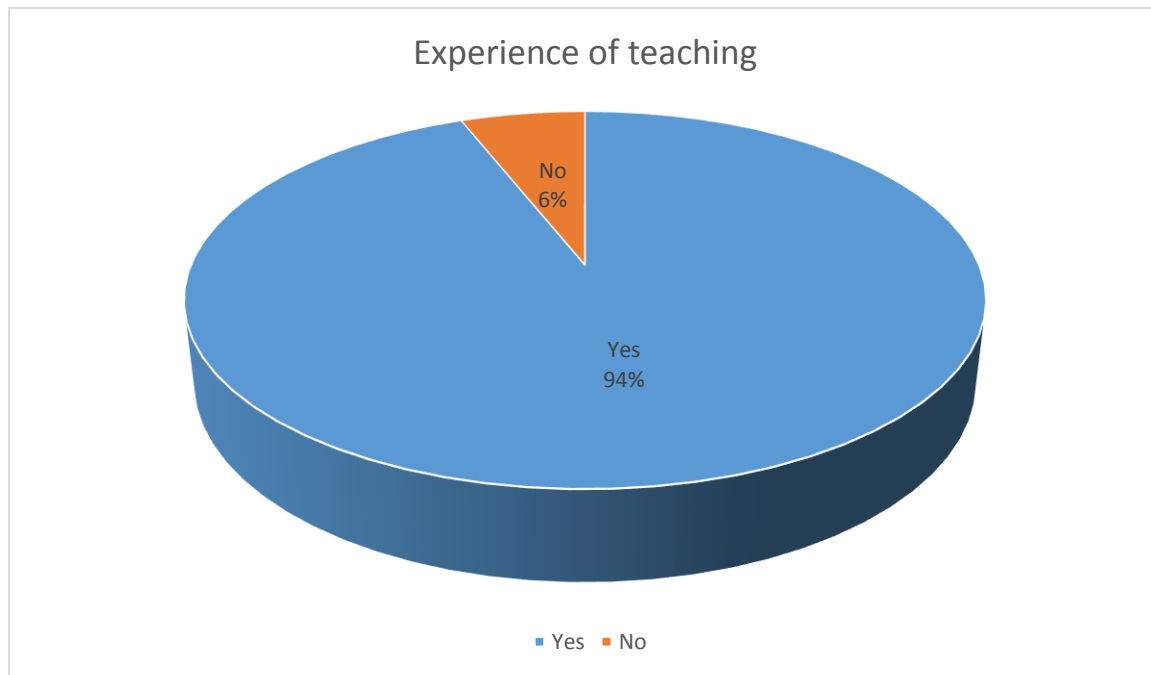


Figure 5: The relationship between years of teaching and experience

The majority of teachers have agreed that experience comes with years of teaching in which several aspects of the teaching process can be improved, as shown in (question 5). This question was followed by a clarification question to identify the nature of development and its impact.

4- If yes, how does it affect your classroom?

Concerning the relationship between the experience of teaching and its impact on the teacher's classroom, there was a variety of answers, most of which considered classroom management as the critical element developed through experience. 18 respondents out of 50 mentioned the word classroom management with a percentage of 36% out of the whole sample. Moreover, six respondents emphasized classroom management by using a different set of vocabularies, such as time management, controlling learners, and motivating them with a percentage of 12% out of the sample. Also, nine respondents stated that experience improves the teachers' self-esteem, confidence, knowledge, and skills as a learned trait, which represents 18% of the sample. Two respondents believed that through experience, teachers would be more

aware of the learners' needs; these represent 4% of the sample. Six respondents did not answer the question, 3 of them answered no in (Question 4), but the other three simply abstained from answering since the questions were not obligatory to answer. The rest of the respondents either had irrelevant or unclear answers to the questions that did not deliver the intended data.

5- What skills and knowledge do you think a teacher should have to teach effectively?

When asked about the skills and knowledge necessary to teach effectively, 19 respondents think that teachers should master the language through either vocabulary or grammatical structures, possess a decent level in all the four language skills (Speaking, writing, listening, and reading) in an equal manner. Most of all can fulfill all his roles as a teacher (controller, facilitator, prompter, resource, organizer, and participant). Other portion of teachers estimated by 14 teachers believe that teachers should be acquainted with the psychological and mental aspects of the learners and their background. This knowledge enables teachers to understand them, motivate them, and enhance their achievement. 2 respondents of the sample believe that teachers should be knowledgeable of recent technology and ICT and possess the ability to implement them. The rest of the respondents either did not answer or provide irrelevant information to the study.

6- Why did you choose to teach? Is it a satisfying job?

This question aims to measure the middle school teachers' satisfaction with their job, and although three respondents were either not happy with the job, forced on them either for societal or financial factors, the remaining answers were very positive toward the profession of teaching. Some teachers stated that they love teaching and the act of giving to learners; others expressed their satisfaction with the job, although the numerous obstacles that the field of education is struggling with.

7- Is teaching a challenge?

The previous question showed the positive relationship between teachers and their job, but this question revealed how demanding this profession can be. 41 respondents out of 50 considered teaching a challenging job due either to the difficulties that exist within the Algerian educational system or learner's personalities and the overload that the program holds. On the other hand, five respondents did not consider it a difficult job and have not encountered many problems during the practice of their profession. Teaching in Algeria is instead a difficult due to the obstacles that exist outside the classroom, such as:

Crossing long distance to get to work

Dealing with lack of materials

The bureaucracy of the administration

These reasons, in addition to the obstacles that exist within the classroom, such as:

Loaded programs

Loaded timetable

Overcrowded classes

All these obstacles may hinder the production and performance of the teacher, which pushes us to avoid such problems to enhance the Algerian education productivity.

8- What teaching method do you prefer in language teaching, which one is more useful to our students? And why?

CBA: 10 respondents see that the competency-based approach is a valid teaching method that complies with the Algerian educational system, for the latter uses the CBA as the default teaching method. Some teachers stated that CBA involves the learners in the lesson and helps them attain a better performance in real-world situations. In summary, the practicality of

CBA makes it among the most used teaching methods since it depends on the learner to build and develop his competencies.

Eclectic method: 10 respondents believe that using several teaching methods would eliminate the weakness of each method on its own. The variation of methods would suit different learners (background, learning styles, and other needs).

Total physical response: one of the respondents believe that Total physical response may provide a better interaction with the target language, which may result in an exciting and motivational atmosphere for students.

Direct method: 3 respondents believe that primary school learners may grasp language more efficiently through the direct method, as it creates better exposure of the target language and avoids language transfer through the prohibition of mother tongue use. Some teachers believe that teaching the grammatical structure is not essential for primary school learners and that it. Other teachers believe it may enhance learners pronunciation as learners at that age may mostly need to acquire the speaking skill as a first step toward learning a language

GTM: Only one respondent chose the grammar-translation method as he believes that Algerian learners must be taught concrete content of language to develop their writing skills. GTM remains as obsolete and full of weakness in comparison with other teaching methods since it may provide good writers but bad and limited speakers.

Communicative Language Teaching: five respondents out of fifty approved the idea of teaching the communicative aspects of the language, i.e., teaching grammatical structures implicitly. The sole purpose of the language is to communicate appropriately.

3.2.3.2. Teacher's opinion toward Primary school language teaching

9- How do you view language?

Statements	As a communicative tool	A skills	As grammatical structures	Combination of all
Respondents	42	5	1	1
Percentage	86%	10%	2%	2%

Table 6: The view of language from a teacher's perspective

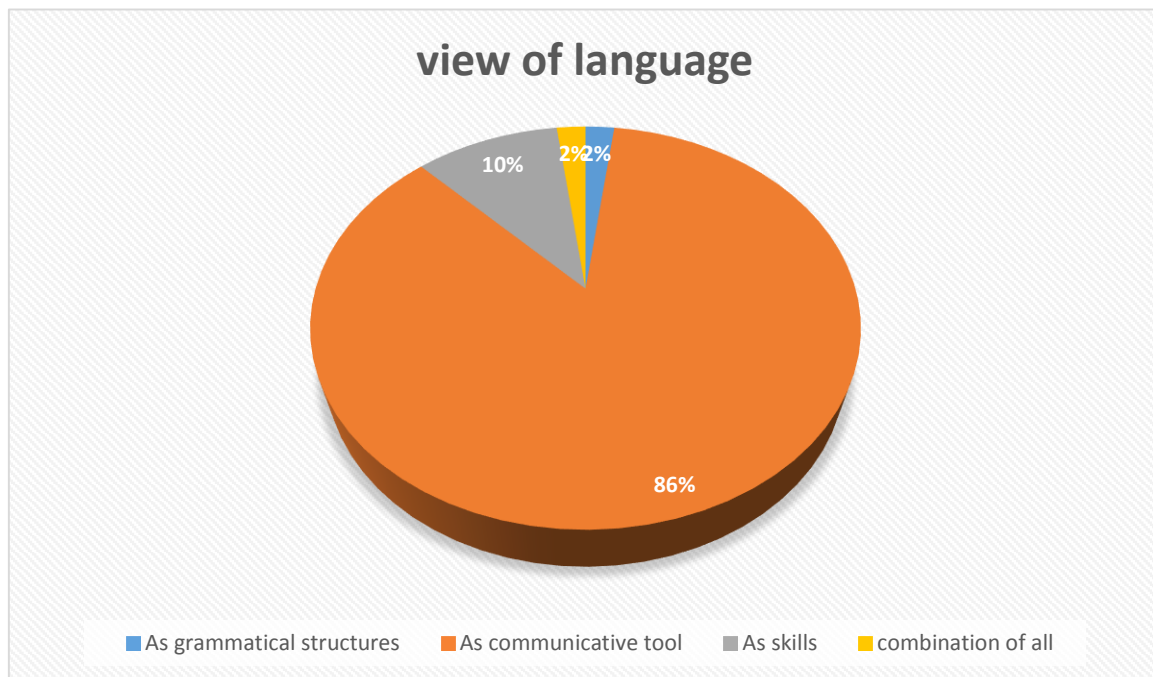


Figure 6: view of language from a teacher's perspective

In the teaching-learning process and when choosing the content for a specific syllabus, it is crucial to identify the view of the teacher toward the target language since it defines his way of teaching, methods, and approaches. The majority of English teachers of 86% from the sample within the Algerian educational system see the language as a communicative tool that is used for communication between individuals. This view of language is shaped according to recent linguistic changes, an excellent example of Dell Hymes in the field of English as a foreign language in which language is seen as a way of communication where delivering and receiving messages is all that matters. Only five respondents see language as a set of skills that needs to be acquired. However, in practice, learners might possess one or two skills and lacks others;

this inconvenience is widely seen within Language learners, even in higher education level. Even fewer respondents see language as grammatical structures; the latter can produce limited learners with little or no pragmatic or communicative competence.

10- Why should our kids study English?

In order to identify the primary reasons to teach English in primary school with having priority over other languages, the question above was asked. As a result, 26 teachers said that mainly because it was a world language or an international language that is used all over the world and considered the main tool of communication. On the other hand, 11 respondents said that English must be taught for the need to the language, as it is used in new scientific fields, technological and economic areas. English in different fields is taught as ESP in different areas around the globe. Moreover, 11 teachers believe that English is taught for learners to be able to communicate and express themselves with foreigners, also to cope and adapt to recent linguistic changes where English is dominant. 6 other teachers added that English is easy to be learned especially for young learners, which gives it a priority to teach among other languages.

11- How should we teach a foreign language in primary school?

This question aims to discover the teacher's imagination of a regular English session in primary school. The question was asked in a general way to let respondents express themselves more freely. The answers of the respondents were diverse and fruitful with strategies and characteristics.

Primary school learners are different from those of middle school in terms of age, capacity, and cognitive maturity. As a result, they require delicate care and adaptation of the English syllabus according to their needs, preferences, and skills. Respondents stated that young learners could only deal with concrete things rather than abstract for the child at that age is incapable of imagining and grasp abstract ideas. Also, young learners are fast language learners, so they should have aids appropriate to their age that makes learning fun, as they tend to get

bored quickly. These aids can be in the form of songs, games, videos, and ICT as the mean or a mediator. Besides, Language grammar should be taught implicitly in the form of communicative acts (roleplay and dialogues) that facilitate the grasp of the target language rather than presenting complicated grammatical chunks bluntly and in a direct manner. Young learners should acquire two necessary skills (speaking and listening) as they are considered the easiest to their linguistics and cognitive aspects, as writing is difficult to learn at that age. Also, one of the respondents stated that capital and small letter are too much to handle at that age. These were a variety of suggestions presented by middle school teachers concerning how to teach English in primary school according to their opinion.



Figure 7: suggested elements to teach in primary school

12- What content should we use?

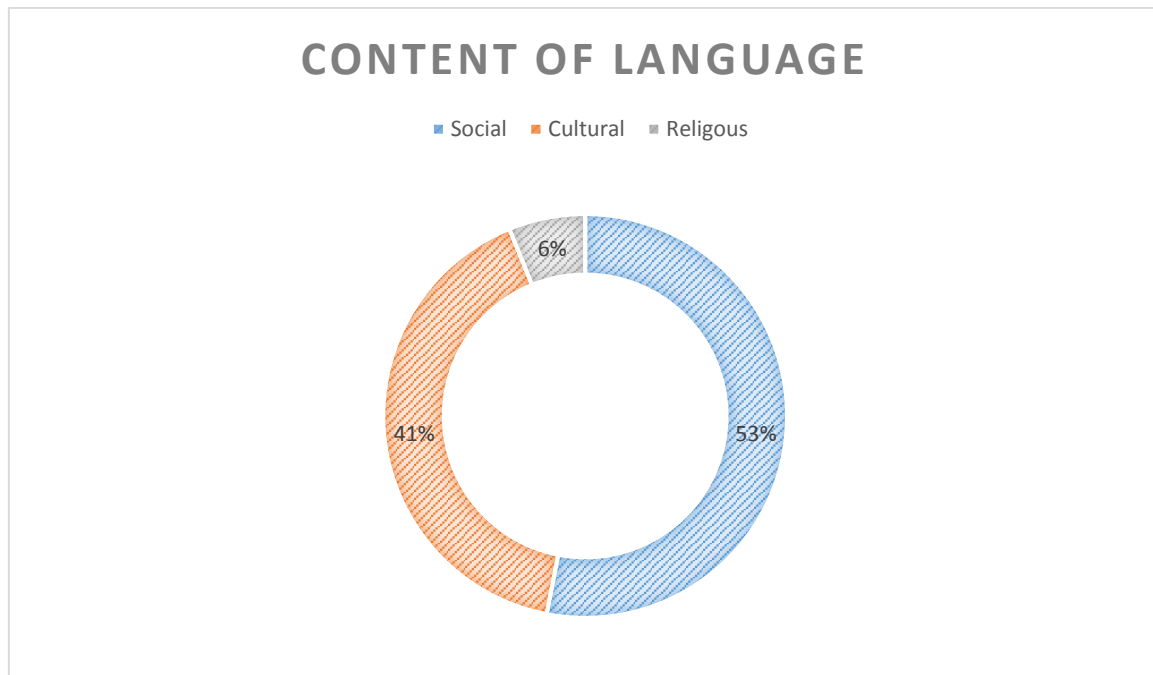


Figure 8: Type of the content of language taught in primary school

Statements	Social	Cultural	Religious
Respondents	26	20	3
Percentage	53%	41%	6%

Table 7: Type of the content of language taught in primary school

This question was asked to have an idea about the type of content our young learners should have since the type of content and its relationship with the learner and his environment can set a sense of familiarity with the target language and might either motivate the learners if it was suitable to their needs or create inhibition if it was recklessly chosen. The content was divided into three types (Cultural, social, and religious); the researcher believed to be close to the young learners and their environment at that age.

The results showed that a majority of 53% believed social content should be the central theme in the primary school syllabus. Whereas 41% of respondents believed cultural content should be used to teach English. Only a minority of 6% chose religious content to teach English in primary school. The logic behind the choice of social content is that Algeria's social agenda is stable across the country and more similar in different regions, on the other hand, Algerian

culture is diverse and different across the country, which is why we cannot decide on universal one that includes all the culture. Religious content is not suitable for historic reasons that made the Algerian school far from too much religious content.

13- Can you give an example of suitable content for primary school language learners?

A more detailed explanation was asked from the respondents to provide examples of the primary school suggested content.

Social content: Teacher suggested that the syllabus might contain topics concerning family and friends, school, country, and citizenship, also there was a suggestion to implement morals and values such as social values (Rights and duties), treating your neighbors (child's environment), respecting elders and table manners as a sample of what to include as central themes.

Cultural content: It included the child's identity, tradition, and habits, cultural school events, greeting between mother tongue and the target language in both cultures, in addition to the cultural background and origins.

Religious content was not emphasized in the given examples, but other basic suggestions were mentioned, such as the Alphabets, numbers, days, months, animals, weather, and different sets of basic vocabulary.

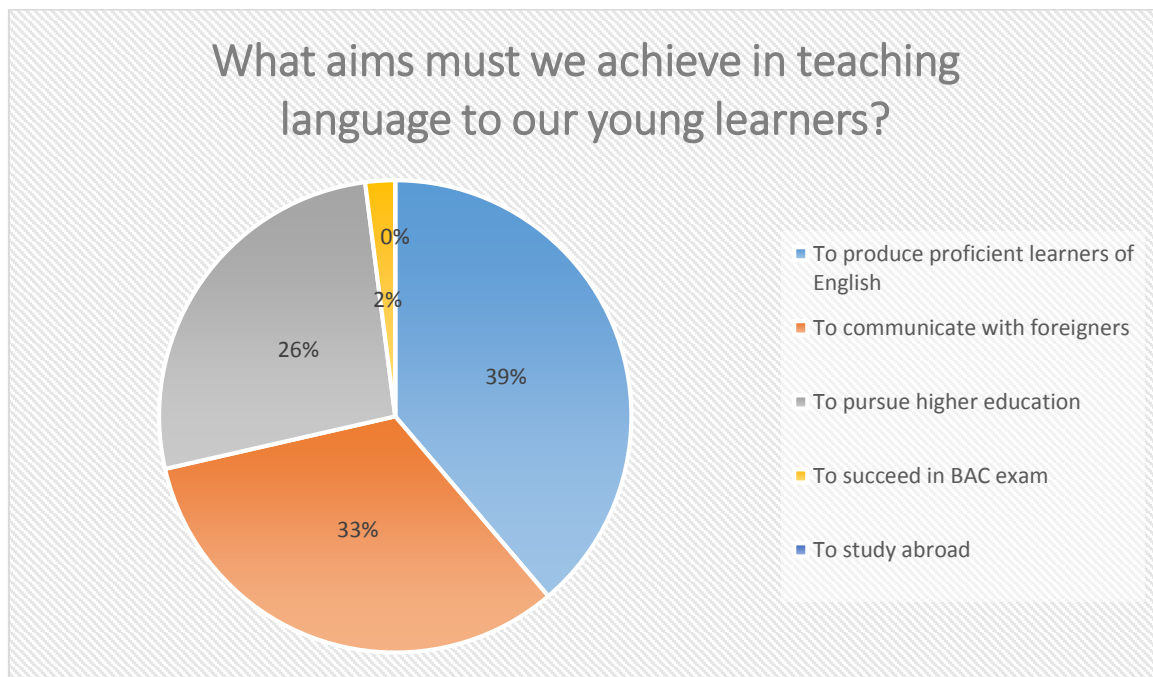
14-What aims must we achieve in teaching language to our young learners?

Figure 9: The aim of teaching English to young learners

In order to discover the goals and objectives behind teaching English for young learners, the question was posed for discussion. Teaching a language must be based either on a long term goal (teaching general English) or a short term goal (the case of ESP course). The results showed that 39% of the respondents believe that the main goal of teaching English in primary school is to produce proficient language learners, whom can cope and adapt with a world that uses English as a primary means of communication and master the four language skills. 33% of the respondents believe that English is taught a primary school to communicate with foreigners as the main focus should be put on foreigner's culture rather than the language itself. 26% of the respondents believe that teaching English is mainly to pursue higher education as most of the leading articles and research in various fields are in English, which may lead to a syllabus similar to ESP's syllabus. Only 2% believe that English should be taught at a limited range setting the BAC exam as the ultimate goal to teach English.

There was a closeness among the result of the mentioned goals to teach English; as a result, all three can be implemented in an eclectic manner.

15- Is the existing content of the middle school syllabus of English satisfactory to children's needs?

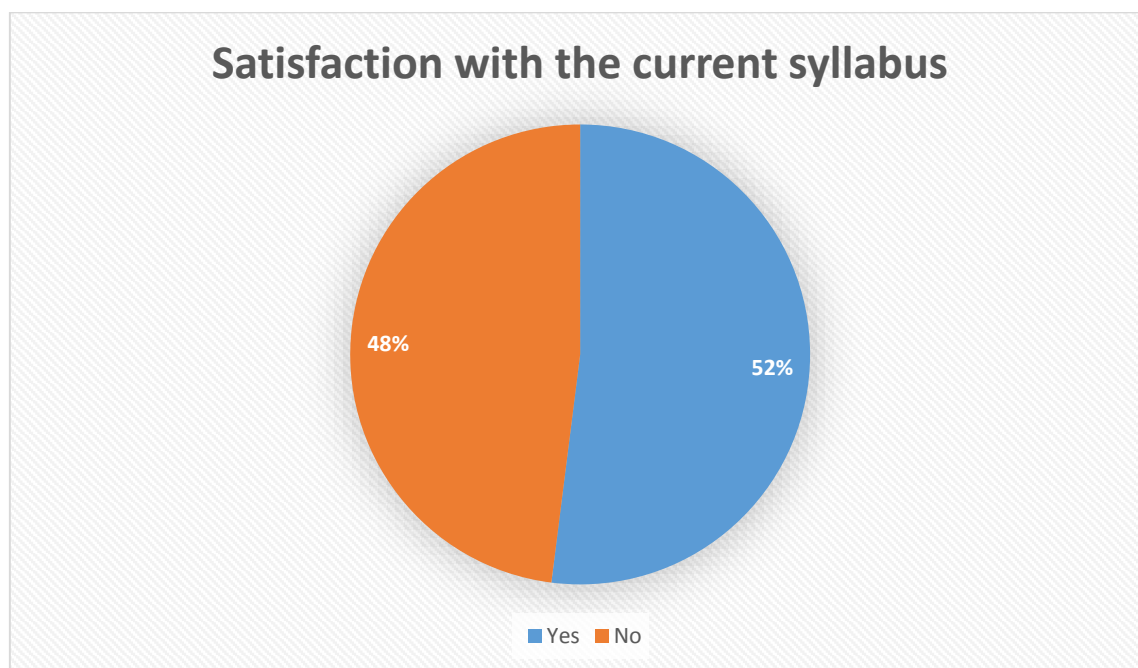


Figure 10: Satisfaction with the current English syllabus in Algeria

Statements	Yes	No
Respondents	26	24
Percentage	52%	48%

Table 8: Satisfaction with the current English syllabus in Algeria

52% of the teachers were satisfied with the current English syllabus; on the other hand, 48% of the respondents were not satisfied. There is a close result between the two opinions. Through the researcher experience several complaints about the current English syllabus, whether in content or quantity of the lessons, which makes a logical contradiction and needs further study.

16- If no, what do our learners need?

The English syllabus in Algeria does not help to produce proficient learners that can master the four skills. It also makes it difficult for both teachers and learners to digest its content.

As a result, further development and review should be given to the current English syllabus. The table below represents significant flaws besides providing suggested improvements that are needed to repair the flaws according to the opinion of teachers.

Flaws in the Current English Syllabus	Suggested improvements
<ul style="list-style-type: none"> • Long, heavy, complicated syllabus • Full of lessons that either unnecessary or repeated • Not enough time to finish the syllabus • Beyond their level • Focus on grammar and theory 	<ul style="list-style-type: none"> • More focus should be put to listening and speaking • More practice • Light, organized and interrelated (connected themes) syllabus • Provide enough time through omitting lessons • Adjust the syllabus to the learners' linguistics, psychological and cognitive level • Focus on communication rather than grammar • Include the target language culture • Use of authentic materials • Relevant and motivating content • Real-life experience (Roleplay, contact foreigners)

Table 9: flaws and suggested improvements to the current English syllabus

These were some suggestions made by teachers that may help to develop the English syllabus in middle school as the first base for English teaching. These solutions can be applied to a future English syllabus in primary school.

17- What teaching materials should be used in primary school?

Primary school is a unique environment of learning, where it requires a particular set of materials to teach young learners. The age of learners makes it easier to use these materials and more effective for them to acquire English. This table represents the needed material for primary school according to the opinion of teachers.

Materials needed to teach English

Projectors

Flashcards

Tangible tools

Visual aids

Audio system and authentic English tracks

Video, pictures, songs, language games

Interactive board

Laptops

TV

Table 10: Needed material in English language learning

18- Is this material available in your context?

Statements	Yes	No	N/A
Respondents	34	15	1
Percentage	68%	30%	2%

Table 11: Availability of the materials in Algerian schools

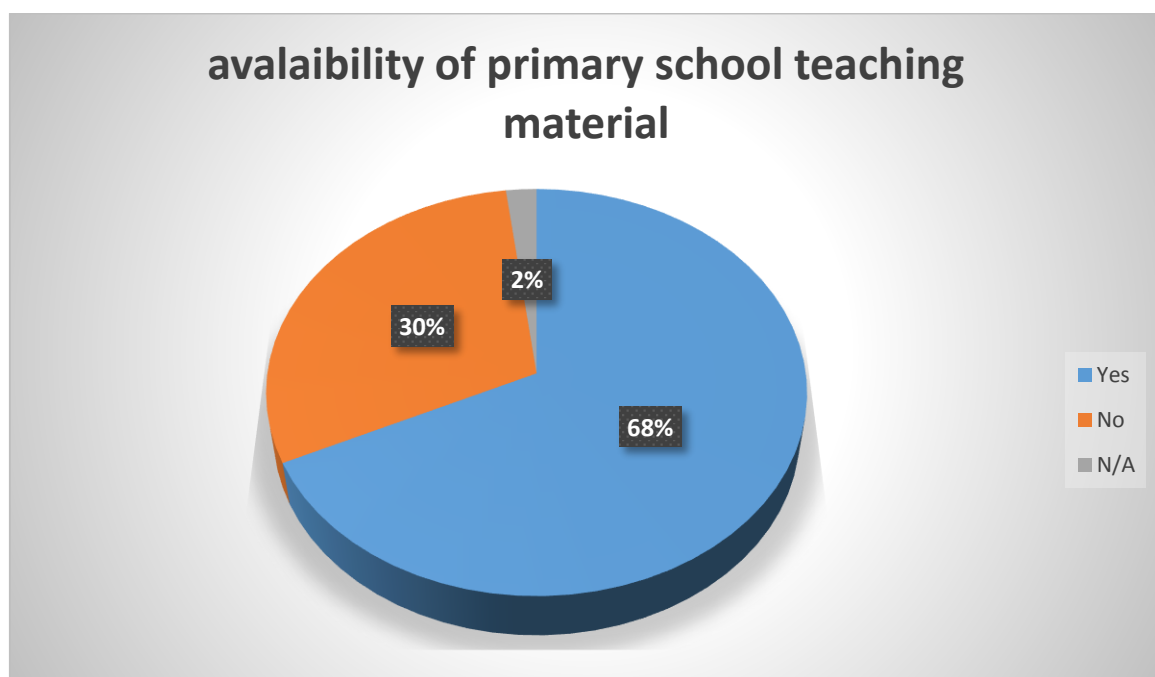


Figure 11: Availability of primary school English materials

The results show that 68% of the respondents believe that primary school material is available in the Algerian school, but the reality of the Algerian school shows that some regions have a deficiency in providing even the simplest learning materials. Some teachers may not be aware of the new teaching material or may not be able to use them. There is a shortage of material provision in some schools that pushes teachers to spend out of their pockets. 30% of the respondents think that there is a shortage in the availability of materials of language learning; either there were not enough materials for all classes or that they are not available in their school.

19- If no, please state the missing teaching materials

The Algerian education system, unlike the first world countries education system, is characterized by a lack of materials in the institution of learning. This flaw not only specific to the whole country but also different in its degree according to regions. The closer to small cities, the worst the flaw becomes. The following table identifies the reality of materials in the Algerian educational system.

Missing materials in schools in some regions	Missing materials in the Algerian school
Rooms equipped with projectors	Interactive board
Laptops	TV
Printed materials	Movies
Speakers	Audiovisual aids
IT equipment	Audio system
Flashcards	Smart devices

Table 12: Missing materials in regional and national level in Algeria

19- What possible challenges could face the teacher when teaching English in primary school?

Possible challenges in teaching English in primary school	Explanation of the challenges
Classroom management	Managing a classroom of young learners may prove to be difficult due to: Lack of trained teachers Load of the program Age of the learners
Overcrowded classes	The number of learners within a classroom may create difficulties in controlling the classroom and obstruct the teaching due to noise and lack of learners focus
Lack of materials	The missing materials may affect the lesson as a whole and lead to providing an unfortunate lesson with uninteresting nature
Using English and avoiding the mother tongue	The ability to make the children abstain from using their mother tongue can be problematic, as young learners tend to use their mother tongue instead of the target language. This can lead to language interference and hinder learning productivity.
Limited practice and use of English outside the classroom	As English session ends and due to societal reasons, learners do not practice the language outside the classroom, when recent language theories confirm the importance of exposure to the language in enhancing their English.
Motivating, keeping the interest and concentration of young learners	Maintaining the young learners' interest in the process of learning requires a well trained and experienced teachers, in addition to specialized classrooms in which there is a suitable environment for fun learning.
Boredom, inhibition and refusing to learn	
Effective syllabus and timing	The absence of a suitable syllabus fulfilling the needs of learners in terms of content and timing affects the process of learning and can minimize the productivity for both teachers and learners.
Abstract ideas	Teaching young learners must always be through concrete ideas that can be dealt with through the child's five senses, as children cannot deal with abstract ideas according to Piaget's theory of child development.

Table 13: Possible challenges in teaching English in primary school

20- How do you think language teaching at the primary level should be organized? E.g., what time of day? How many lessons a week? Length of language activities?

Timing of the sessions	Weekly number of sessions	Length of language activities
Like French	N/A	N/A
N/A	2 hours	N/A
N/A	3 hours	N/A
Morning	Four times	1 hour
After the first break	Daily	45 min
Morning	Two times	45 min

Table 14: English session timing in primary school

The answers of the respondents varied greatly, and there was no clear and unified program and timing for teaching English for young learners. As this remains out of the teachers' jurisdiction and experience, yet their opinion should be taken into consideration as they are the core stone of the teaching-learning process in primary school where the teacher is the sole responsible for his young learners. Some teachers believed that English should have the same timing as French in primary schools i.e., 45 minutes in 4 days a week. Others believe that it should be taught in a daily manner for 45 to 60 minutes; in this timing, a variety of fun and light activities should be presented for not leading young learners to inhibition and refusing to learn. Another portion of teachers believes that a session of one hour three times a week is more than enough; the main reason behind this timing is the fact that young learners should not be overcharged with the daily and constant teaching of a foreign language. Experts should take further research in this area in child psychology, curriculum, and syllabus developers and administrators of learning.

21- In your view, foreign/second language learning by young children in our country is adapted to the needs and aptitudes.

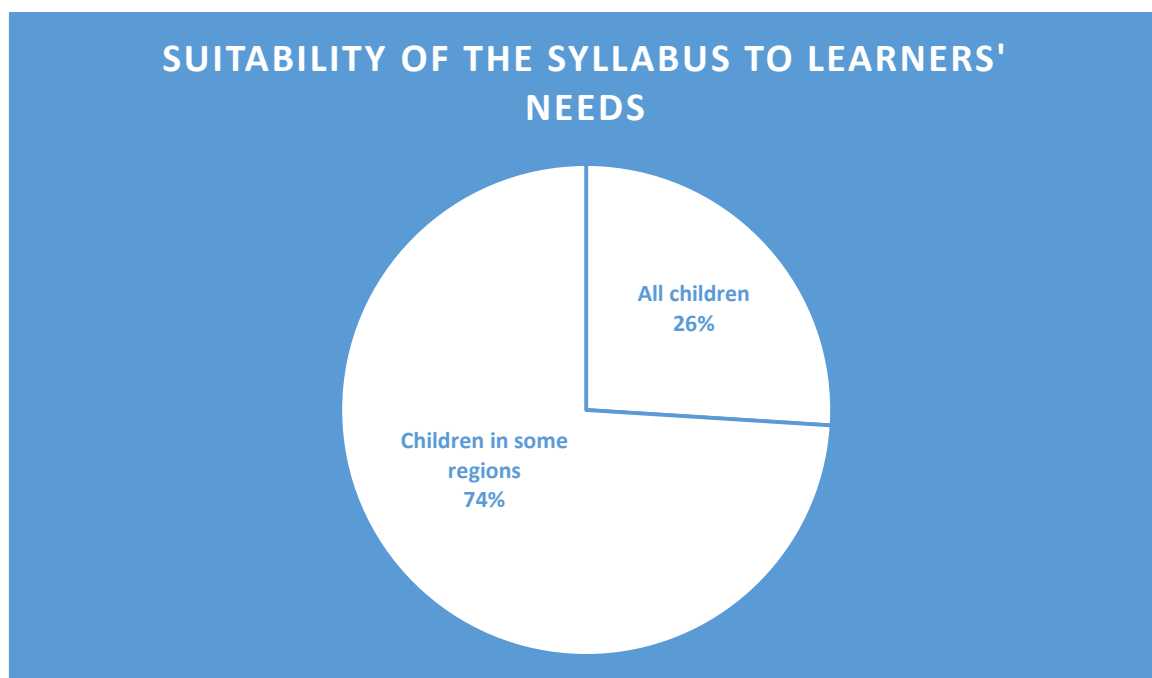


Figure 12: suitability of the English syllabus on a regional level in Algeria

Statements	All Children	Children in some regions
Respondents	13	37
Percentage	26%	74%

Table 15: suitability of the English syllabus on a regional level in Algeria

The results show that 74% of the respondents believe that the English language syllabus is suitable for children in some regions; on the other hand, 26% of teachers believe that it suits all children. The English language in Algeria, based according to the cultural aspect of some regions and ignoring others, the enormous cultural diversity in Algerian can make it quite challenging to design a syllabus suitable to all regions of the country. As an alternative solution, an in-depth and thorough study to the Algerian community and putting more focus into societal factors in Algerian that proved to be similar across the country and more natural to adopt a syllabus according to their preferences.

3.2.3.3. Innovation in language learning in primary school

22- Do you believe that learning through experiencing things might provide a better language learning setting?

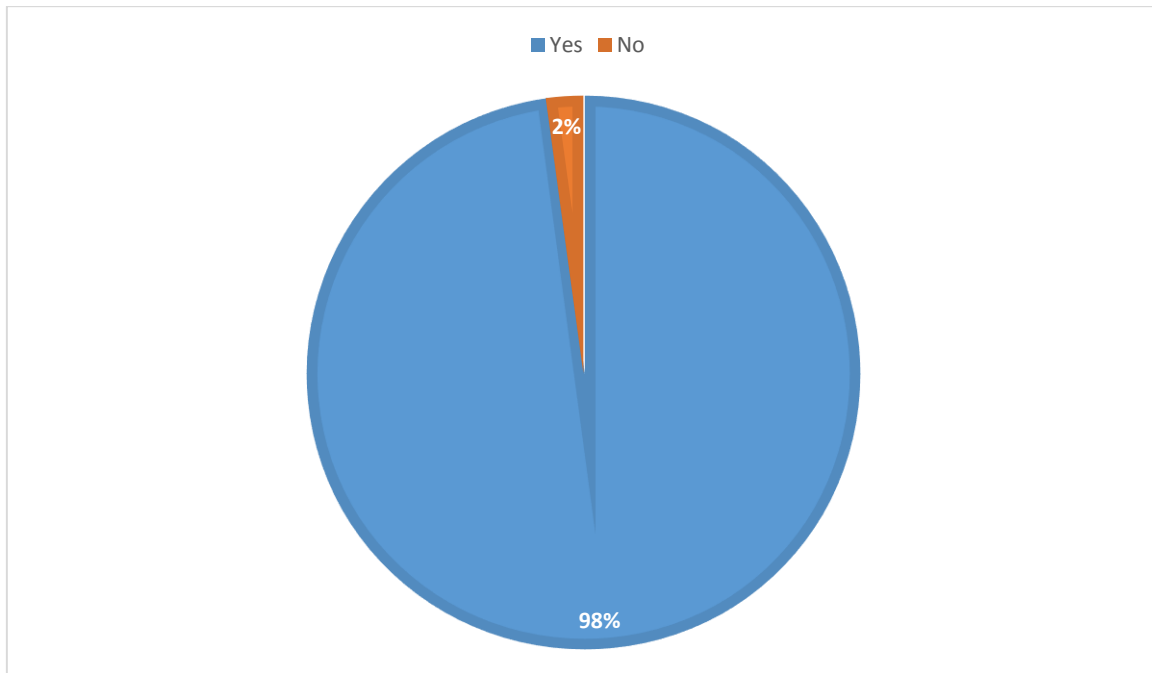


Figure 13: Learning through experiencing in language learning

Statements	Yes	No
Respondents	46	1
Percentage	91%	2%

Table 16: Learning through experiencing in language learning

A majority of 98% percent believed learning through experiencing things can provide a better learning setting, whereas only 2% contradicted the fundamental belief. The answer of the majority proved to be logical as children tend to learn the tangible thing that they can sense, as stated in Piaget's theory of child development. As a result learning through touching, seeing, smelling, listening, and tasting is an active learning strategy that helps learners better acquire the language and in less time.

23- How could this experience be applied in our context?

There are numerous ways to learn through experiencing things, but the qualities and characteristics of the Algerian context, age of the learners, and the rank of the target language provide specific answers. The respondents mentioned the following strategies:

Dialogues with foreigners

Interact with things in their real life

Trips and field trips (visiting national landmarks)

Simulating a real-life situation in context

Roleplay

Games

Drawing, filming, writing, creating stories, coloring

Learners live the experience in farms

Practice outside the classroom

The answers of the respondents mentioned several cases in which experiencing things can lead to learning. Concerning learning and experiential learning theory, one teacher stated: “Tell me, and I will forget. Show me, and I may remember. Involve me, and I will understand” This statement proves the benefits of experiential in the long term and its effects on the human mind. The answers of the respondents were initially related to experiential learning theory and its adaptation in primary schools.

24- Do you think that Experiential Learning can be useful in primary school for language learning?

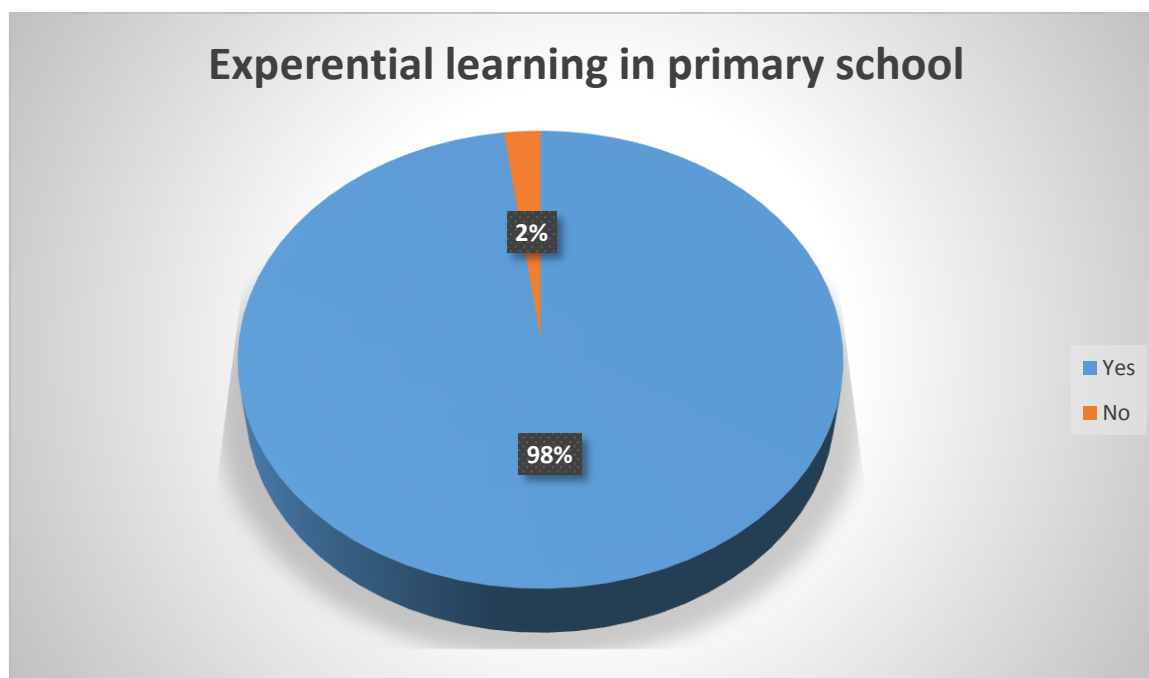


Figure 14: Experiential learning in primary school

Statements	Yes	No
Respondents	46	1
Percentage	98%	2%

Table 17: Experiential learning in primary school

Experiential learning is a learning theory that considers experiencing things as an effective learning strategy; it is also used in language learning for better acquisition of the target language. Children prefer being involved and using their five senses, which makes it suitable for young learners. When teachers were asked about introducing experiential learning to primary school language learners, a majority of 98% of participants agreed to experiential learning efficacy in primary schools, but only 2% believed that it is not valid at that level. Experiential learning theory has a unique form for young learners and should be customized to their level as in field trips, roleplay, games, community service, and E-learning. These implementations can be applied in Algerian primary schools, and they are believed to achieve learning objectives.

25- Choose the most appropriate strategy for primary school language learners

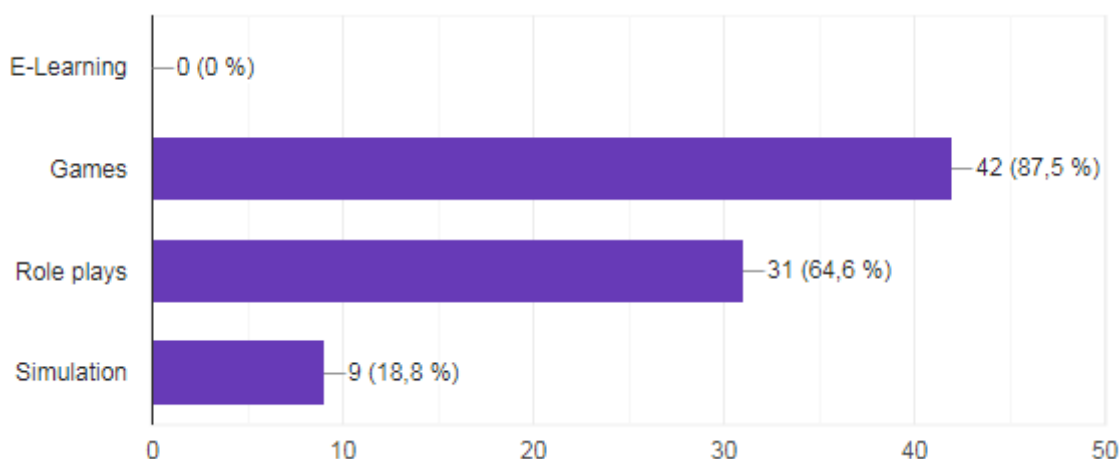


Figure 15: Experiential learning strategies suitability for primary school learners

In this graph, It is noticed that 87,5% of the teachers believe in the effectiveness and suitability of games to young learners as a first tool, followed by role plays with 64,6% , and Simulation with 18,8% of the wole sample. Unexpectedly, none of the 50 respondents chose e-learning although their previous statements confirmed ICT and technological materials as a necessary language learning tool, as a result, further inquiry must be given to this situation.

26- Please, justify your choice

Games: Young learners tend to like games and, in some cases, might even be addicted to it. If learning was paired with games, it might lead to impressive and successful results. Middle school teachers believe that games are fun and stimulate the learners to be more involved in the learning process

Roleplay: Middle school teachers believe that role play can prove to be liked by young learners, it also provide the involvement and engagement of the learners with the teacher during a session. Moreover it represents a tool for practice and application of theoretical knowledge into reality.

Simulation: It is similar to roleplay in some aspects but simulation requires mimic real life situation, which can develop communicative skills and communicative competence.

E-learning: Although the success that E-Learning is witnessing in experiential learning, none of the teachers chose it as a strategy. This might be due to the obstacles that exist when applying this strategy such as: Material of E-Learning, knowledgeable teachers of recent technologies and how to use them specially by older teachers.

27- Do you believe Montessori Education as a useful tool to teach English in primary schools?

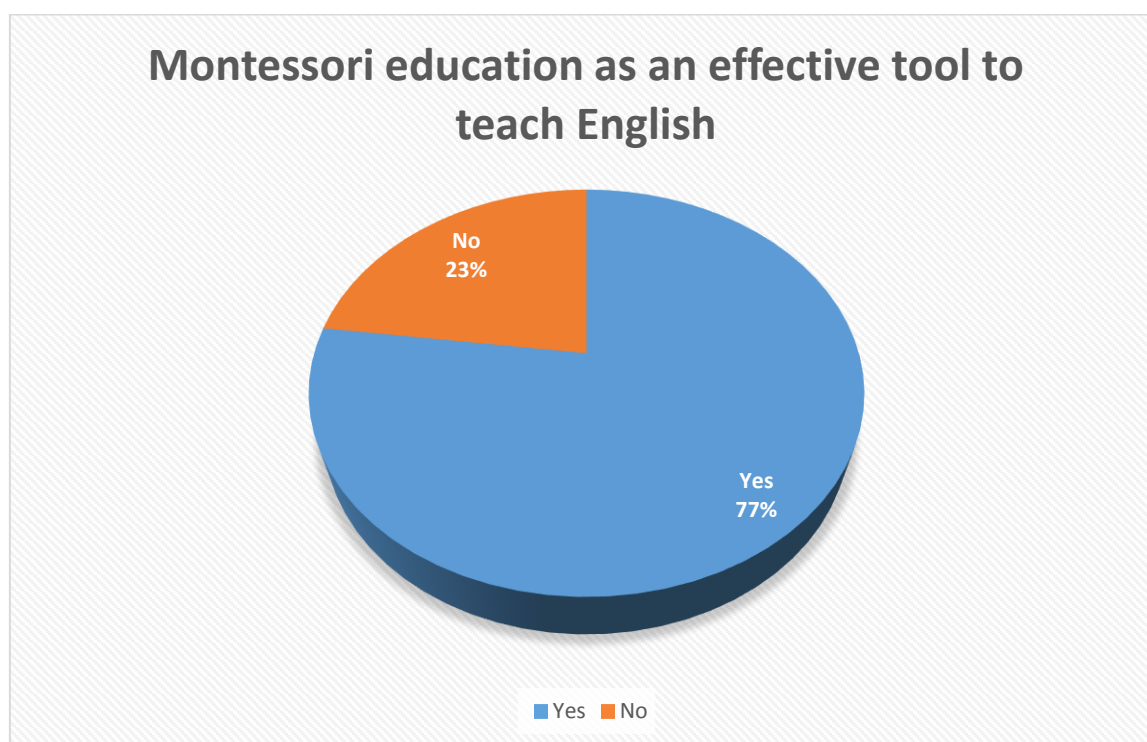


Figure 16: Effectiveness of Montessori education in teaching English

Statements	Yes	No
Respondents	37	11
Percentage	77%	23%

Table 18: Effectiveness of Montessori education in teaching English

Montessori education is a friendly environment school of learning that is specially designed for specific learners, mainly based on age. It was initially designed for young learners and was used widely in language learning. For the Algerian, 77% of the teachers believe that Montessori education is effective in language teaching. On the contrary, 23% of teachers doubt

Montessori education efficacy to teach English. Montessori has proved to be highly effective in children's education, it is used in Europe, and special schools were designed in the USA specifically for Montessori education. Recent research studies its implementation in Language learning, and it was considered as a fun, friendly way of learning with the condition of providing trained teachers and the appropriate environment.

28- Montessori education requires highly trained teachers, do you find yourself ready to receive that training?

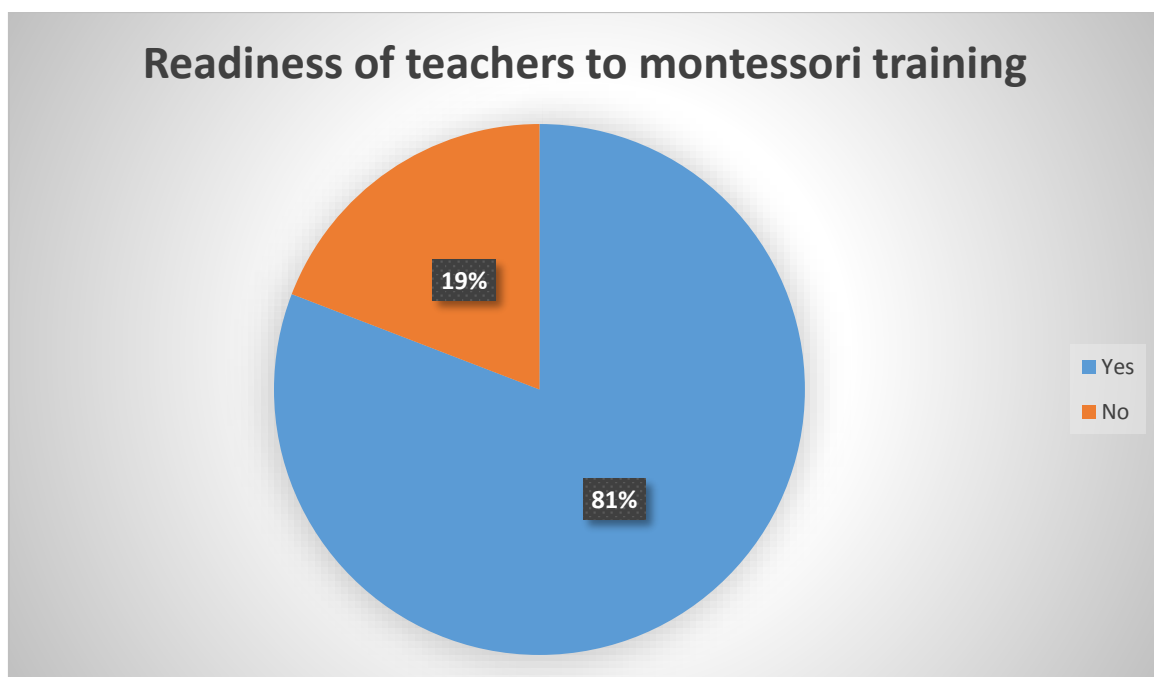


Figure 17: Readiness of teachers to recieve Montessori education training

Statements	Yes	No
Respondents	38	9
Percentage	81%	19%

Table 19: Readiness of teachers to recieve Montessori education training

In order to study the readiness of teachers from a psychological perspective to correspond with the new method of language learning, unexpectedly 81% of teachers have welcomed the idea, whereas 19% refused the training. Before indulging in the possibility of

applying a new school of teaching, it is crucial to know the teachers' acceptance as they are considered the central element in Montessori education. The latter is suitable for young learners as it depends on games, shapes, colors, drawings, and roleplays to provide a fun environment of learning for young learners.

29- Do you think we can apply Montessori education in our primary schools to teach English?

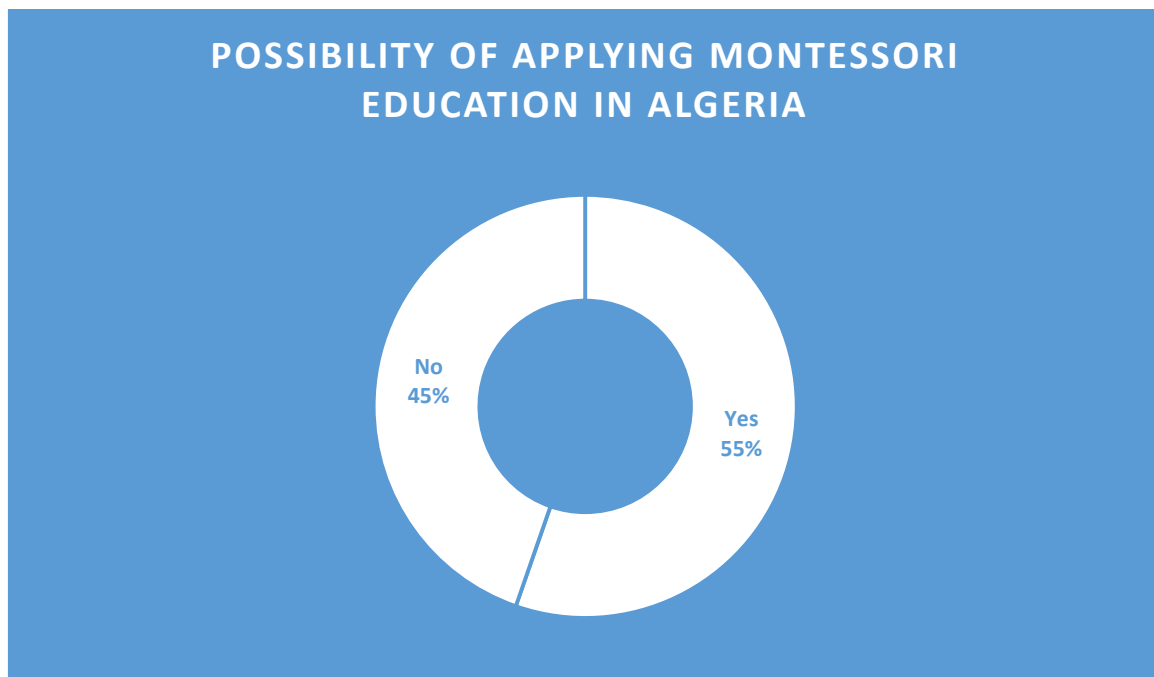


Figure 18: Possibility of applying Montessori education in Algerian primary schools

Statements	Yes	No
Respondents	26	21
Percentage	55%	45%

Table 20: The possibility of applying Montessori education in Algerian primary schools

An unusual setting characterizes Algeria education; consequently, every change within the curriculum requires delicate care as the educational system in itself is planned to have several reforms. The question studies the possibility of applying the Montessori education in Algeria, and it found that 55% agree and consider it possible to implement Montessori

education in Algeria, as 45% believe that due to certain obstacles, it was complicated to apply Montessori education in Algeria.

30- Please justify

Between reality and theory, it is most crucial to know constraints and obstacles that can prevent the appropriate application of Montessori education in order to improve and better the flaws in the Algerian educational system. It is essential to be aware of the benefits of the methods to define your objectives and work to maintain these benefits. The following table compares the constraints and benefits, according to middle school teachers.

Constraints of applying the Montessori education in Algerian primary schools	Benefits of applying Montessori education in Algerian primary schools
Classroom not equipped Lack of materials Teacher training Crowded classes (size of students) Learner's differences	Group work Peer interaction Self-guided Motivational Fills learners curiosity to learn Individualized education according to learners pace, strengths and challenges Suitable for their age Teachers can provide more efforts and time for every learner (Small classes) Allow learners to have a choice, express themselves and be more involved in their learning

Table 21: The application of Montessori education in Algeria between constrains and benefits

32- Do you welcome the idea of becoming a teacher English in primary school?

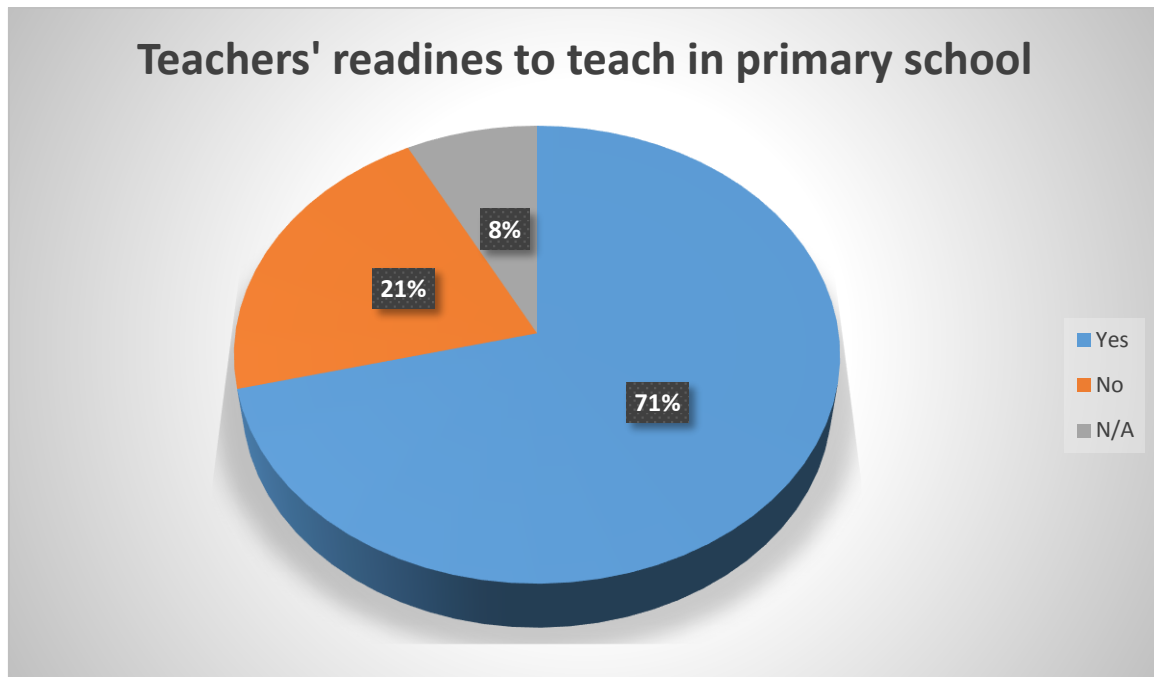


Figure 19: Readiness of teachers to teach in Primary schools

Statements	Yes	No	N/A
Respondents	37	11	4
Percentage	71%	21%	8%

Table 22: Readiness of teachers to teach in Primary schools

In this study, this question tries to discover the teachers' opinions concerning teaching in primary school, whether the teachers welcomed the idea of teaching in primary schools or not, 71% of the teachers liked the idea of teaching in primary school as a way of contributing in the Algerian education of language learning. As a minority of 21% refused the idea due to financial, personal, and professional reasons.

33- Can you tell us why?

Reasons for teaching in primary school	Reasons for refusing teaching in high school
Exciting and challenging Love of children Love of teaching young learners Nice experience To contribute to producing proficient language learners More comfortable with young learners' capacity and acquisition	Not patient with children Prefer dealing with teenagers Does not like teaching in primary school Crowded classes, responsibility, and too much paperwork Level of English degrading due to constant use of basic English Low salary

Table 23: Teaching English in primary school between pros and cons

Teachers of middle school, as shown in the previous question, showed awareness and a willingness to contribute to teaching English as a foreign language. Considering primary school as the valuable opportunity to teach English from a young age with a high rate of effectiveness due to the age of the learners; other teachers refused the idea due to the low salary, amount of responsibility and the decrease of teacher's level when teaching at primary school level (constant use of basic English). Also, this will provide a chance for teachers to gain new experience, develop their teaching abilities and skills.

3.2.4. Summary of the results

This section will discuss the results of the analyzed data of the questionnaire and aims to explain the relationship between the results and previous studies derived from the literature review.

The questionnaire tackled the professional background of the middle school teachers of English in Algeria. The study identifies the teachers as untrained teachers with relatively little years of experience due to the new recruitment policy; on the contrary, they were young, skilled, and motivated toward their profession. The majority of teachers consider teaching as a challenging job in terms of the existing obstacles, yet satisfying from a personal perspective.

Also, they tend to vary teaching methods according to learners, but the majority have chosen the CBA and the eclectic method.

It also discusses the teacher's opinion toward primary school language teaching. Their opinion included their view of the language taught where they saw language as a communicative tool, which is the dominant view of language in recent linguistic status. English is considered an international language that is taught uniquely for young learners; the latter should learn English through the use of (Games, songs, visual aids, repetition drills, Basic English, oral and listening, simulation, and ICT), which are child approved method for language learning. The content should be based on social and cultural themes to suit the young learners' environment in Algeria (More specialized for every region). Half of the teachers were satisfied with the English syllabus, whereas the other half were not satisfied; these results demand further study to discover the reason behind this contradiction. They also believe that material was available in their schools, but the study showed the deficiency in some schools in comparison with other schools, which shows the inconvenience in providing material based on regional factors; the same case division is applied to the content of the syllabus.

The questionnaire gave new ideas and innovation in Language learning in primary schools. As stated in the literature review, the middle school teachers believe that experiential learning is suitable for their learners, especially at a young age, for it enables them to master the aspect of language better and faster in a fun way. The teachers also support Montessori education although its many obstacles such as the application of the method in Algeria and the training of the teachers, it remains as one of the most effective methods not only in Language learning alone but to learning in general specifically for young learners at that age. It is proved that Algerian teachers are ready to receive different types of training for the sake of improving learners and teach at primary school to promote English language learning in Algeria. This

readiness is met by many obstacles from pedagogical, administrative, and motivational barriers for the teachers to develop their capacities.

This summarizes the data analyzed at the questionnaire and led us to a series of recommendations and suggestions to teach English at primary. These recommendations were encountered with limitations that met the study and prevented the proper completion of it.

3.3.1 Discussion and interpretations

Research questions

RQ1: What is the situation of English in Algerian primary school?

English in Algeria have always been considered as a foreign language in the educational system and there was no application to it in primary school, but the results shows that Algeria accepts the idea of implementing English in primary school from the teachers' point of view. According to middle school teachers English is ready to be taught in primary school from the staff's point of view as they find themselves ready to teach in primary school and to receive extra training concerning the methods of teaching in the same level. The situation of English from the perspective of the parents, administration and the ministry should have further studies.

RQ2: How can we create a syllabus that would help for a quick transition from teaching English in middle school towards teaching English at primary school?

The syllabus of English in middle school differs from the one that should be taught in primary school, as the latter should be more basic and simplified in terms of content, and tasks. The primary school syllabus should focus on listening and speaking rather than writing and reading as a first step to acquire language in an easier manner especially at that young age. Also, focus should be put of communicative tasks rather than the grammatical ones and the use of visual aids, games, imitation and songs.

RQ3: What should be the focus of the suggested syllabus?

The Focus of the suggested syllabus is experiential learning theory and Montessori education. Young learners at primary school tend to try and experience things through their five senses, since they cannot grasp abstract ideas and concepts. According to middle school teachers, the idea of using Montessori education and experiential learning theory can be very effective to young learners, if it was applied in a suitable environment and suitable training.

Research hypotheses

RH1: The current context (social-cultural) is prepared to have English in primary school in term of needs, wants and preferences.

The first hypothesis was partially confirmed as the research did not include all the related aspect of young learners (parents, administrative staff, and ministry of education) but the middle school teachers showed preparedness and readiness to implement English in primary school.

RH2: Conducting a needs analysis of young learners through the subject specialists (Middle school teachers, Primary school teachers, and inspectors) will help in moving from needs to goals.

The results of the research confirmed the second hypothesis but only from middle school teachers' point of view, since they clearly stated what young learners needs in primary school and went further to identify the objectives of the syllabus that should be attained. As far as primary school teachers and inspectors point of view, the research could not cover that angle due to the circumstances of the pandemic COVID19.

RH3: The variety of learning techniques (Experiential learning- Montessori education) for young learners will result in a syllabus that meets their needs

The third hypothesis was confirmed by the results of the study, for middle school teachers considered experiential learning theory and Montessori education very viable learning techniques that makes a suitable syllabus for primary school learners in Algeria.

Research aims

1. To identify the opinions of teachers and inspectors of English in primary school, middle school teachers and characteristics of the context of the learning process.

The opinion and perspective of field specialists have been exploited partially, since the inspectors of English and primary school teachers were not available. However middle school teachers' opinions were identified clearly, which fulfilled the aim of the study.

2. To explore the needs of the learners in the target language.

The needs and preferences of young learners have been explored, where primary school learners require listening and speaking skills as a priority over writing and reading, they need to be taught communication over grammar and their learning period is considered as a preparatory phase for English learning. They also require English for economic, education (higher education, articles and journals) and technological.

3. To propose characteristics of a suitable syllabus for early language education.

The characteristics of a syllabus for young learners at primary school, according to the researcher suggestion and the confirmation of the field specialists, are both experiential learning and Montessori education. Both of the educational process depends on the five senses of the child which is suitable for learners of that age.

3.3.2. Suggested syllabus

Competency focus	Themes and topics	Learning objectives	Communicative tasks	Content	Materials
Experiential learning Montessori Education	School Identity Citizenship	To identify things within school To introduce one's identity and self To identify one's nationality and country	E-learning Games Songs Role play Simulation Cartoons Field trips Service learning	Social (Me-Family-Society) Cultural (tradition, food, habits)	Projectors Flashcards Tangible tools Visual aids Audio system and authentic English tracks Video, pictures, songs, language games Interactive board Laptops TV

Table 24: A representation of key elements for a suggested syllabus for primary school in Algeria

3.4. Limitations of the Study

In the endeavor to complete the research, several limitations encountered the research. One of the main limitations was the COVID19 that made several obstacles that prevented the proper completion of the research. Other limitations were found and discussed in the following sections.

3.4.1. COVID 19

Due to the recent circumstances concerning the COVID 19 and the confinement that the government set, the ability to collect data as in conducting interviews, focus groups and questionnaires were restricted, since face to face meetings were not possible to make and technological alternatives were not applicable. Online questionnaire through Google forms and Facebook groups were the only possible solution to advance in research.

3.4.2. The absence of a digital library or an archive for previous yearbooks

Algeria does not possess a digitalized system of archiving, and bibliography, which made it challenging to retrieve previous English yearbooks online and rare paper versions were nearly impossible to have due to the COVID 19 confinement.

3.4.3. There were no digital documents or trace for English reforms whether in the 1990s or 2002 reforms

As the COVID 19 crisis made online documentation as the only solution, unfortunately, the research found either a lack or non-existing archives to retrieve previous syllabi and courses concerning both English primary school and other levels as well. The website of the ministry of education contained minimal info and only present taught syllabus of English in French.

3.4.4. No prior study concerning syllabus design to build upon

The idea of teaching English in primary school was echoed in the Algerian society and social media as a reaction to political movements. However, there was neither a real study nor application to the idea in primary school, except in the period of the minister of education Ali Ben Mohamed in which it was put to practice for several years before shutting the program with the minister's resignation. The study concerning the matter was very little, which made building upon existing studies not possible. However, the researcher noticed several new studies for parents' opinions toward teaching English in primary schools.

3.4.5. Empty columns in the questionnaire

Several respondents abstained from answering some questions as they considered them ambiguous or too long to answer; some of them even modified their answers to avoid answering some questions. Although the researcher removed the obligatory mark from Google forms

questionnaire, some teachers still did not provide the necessary answers and ideas to support the research.

3.5. Recommendations and Suggestions

At the end of study, the researcher provided recommendations and suggestions based on the research itself, experience and knowledge of the topic that resulted in recommendations for future research.

3.5.1. Interview with the inspector

An inquiry have been done through the study to find any traces of the previous program of teaching English in primary school. The program was identified in several Cities in Algerian but not all of them. Biskra was found to be one of the cities where the program was applied. In order to be acquainted with the strengths and weakness of the program an interview an inspector of English in primary school in Biskra, but due to the COVID 19 and the confinement of the government, the application of this interview was not possible. The researcher was not able find any means to contact the inspector (through telephone, email, social media) due to the restrictions applied in Algeria

The inspector was planned to provide school books and information about the success of the program, its suitability to learners, and suggestions for improving English teaching in primary school. As a result, it is recommended to plan interviews with knowledgeable specialists in pedagogy and English teaching in primary school from an Algerian perspective putting in mind the cultural and societal structure of the country.

3.5.2. Interview with teachers of primary school

An interview was planned for primary school English teachers in the 1990s as they are considered the first who applied the English program in primary school. The interview aimed

at three teachers of English who were located in Biskra city and was moved to middle school after the termination of the program. The teachers are now retired and willing to help, but the circumstances of the COVID 19 and the confinement prevented the completion of the interview. Contacting them through (telephone, email and social media) was not possible for the same reason.

The Experience of the teacher addressed would provide the preferences of the child, the success of the program, and recommendations about teaching English to young learners. Future research should consider their expertise to identify the teaching methods, didactics, and the atmosphere of learning.

3.5.3. Opinion of parents

Additional research should address the parents as they are responsible for their children's education, and they have the right to approve the content, material, and tasks that they consider suitable to their children from a social and cultural perspective. The failure of the previous program of teaching English in primary school was mainly due to the opinion of parents who refused English and preferred French.

3.5.4. Needed material

A study should be dedicated to the material availability, suitability and efficacy in primary school. Deciding the type of materials is a thorough process that requires further research. In Algeria there is a deficiency in providing necessary materials, especially when it comes to technology related materials as they are usually expensive and difficult to provide for the entire country. Also, deciding whether the materials are suitable for young learners is controversial as it can hinder their productivity and distract them in some cases. Testing the

efficacy of the teaching material in primary would show their success in the teaching learning process and provide better solutions for language learning.

3.5.5. Suitable content

The social, cultural and religious background of Algeria should be taken into consideration when selecting content for learners as not all parents agree to it, which may be inappropriate in some cases or irrelevant for learners. A through study to the suitability of content to young learners through identifying the main goals and objectives of teaching English which guides the coming studies to adapt content of English teaching to the learners needs and preferences.

3.5.6. Search the goals and objectives

Goals and objectives of the syllabus should be studied separately by conducting a needs analysis of young learners. This study can be most effective through interviewing young learners, their parents and teachers and experts in the field of education.

3.5.7. Finding primary school books 1990s

Further research must include the English textbooks of Algerian primary school in the 1990s, since they provide an overview of the applied English in primary schools in Algeria and a previous experiment that must be elaborated into success. The textbooks are not easily found, for there is no digital archive of ancient textbooks nor a paper version in the archives. Future research must find and study the English textbooks of that time and compare them with the most recent ones to find similarities and differences and as a results deduce an elaborated version of a new English textbook for primary schools in Algeria.

3.5.8. Design a syllabus

Designing a syllabus is a complicated study in terms of time, funding and working experts. As a result, it is believed that UMKB should take it as a project of study dividing the work into mini studies conducted by master students under the supervision of university researchers. Assigning every supervisor with a part of the syllabus design for example (content selection, tasks and activities, material selection, assessment and evaluation). Each supervisor is required to recruit between four and five master students to help him in collecting data and analysis for the completion of the study.

3.5.9. Apply the syllabus

After the process of designing a syllabus, a doctoral students should have the application and testing of the produced syllabus as the main theme for his research. It is recommended to apply the syllabus by a post graduates for the task is complicated and long for under grades in terms of time, funding and experience.

3.5.10. Design courses

After the process of designing a syllabus, courses represent the core of the syllabus in a more in-depth manner. Designing courses for primary school decides the manner in which we are going to approach the lesson, how to deal with the topic and content of the learning subject rather than the pure instruction of the syllabus. Future research must include designing courses of English for primary school based on purpose and goals to teach different Englishes to young learners according to their preferences.

3.5.11. Documentation Analysis

Analyzing the documents of foreign countries such as the British Council, an English syllabus of primary school in Ghana, an English syllabus of primary school in Colombia, an English syllabus of primary school in Syria were collected online as samples to create a similar syllabus. Algeria, on the other hand, does not have archives or libraries to collect data, but the researcher was able to retrieve the English syllabus of middle school though it was in French. English books of primary school in the 1990s were not online and were not found.

Conclusion

The matter of implementing English in Algeria demands a thorough study for the environment in which learning takes places, identifying the needs and preferences of young learners, and arrange these findings into one complete syllabus. This chapter was an attempt to solve the research problem which was a partial success due to many obstacles. This chapter was a report of the findings and a possible solution to the problem of implementing English in Algerian primary schools. It represented the perspective of the researcher and a possible approach to see the possibilities of implementing English for young learners, to discover the strength and weaknesses of the proposal. Young learners should receive an early language education of English, due to the demands on the language in our current times, especially from an economic and technological point of view.

General Conclusion

The concept of implementing English in Algerian primary schools remains a complicated theme that must adhere to further study. The linguistic and cultural environment of Algeria calls for English as a foreign language instead of French, which is interpreted in the heavy use of the language in different fields. The existence of a political obstacles that prevent a thorough study of the matter remains a problematic matter. This study concluded that the Algerian society from teachers to the field specialists are ready and prepared to accept English in primary school for a better acquisition of the language due to its importance in economy and politics. The different needs of the learners manifested in an experience based syllabus that depends on allowing young learners to interact with the given environment through his five senses in order to grasp the target language. It is highly recommended that further study to syllabus design should take place for implementing English in Algerian primary schools.

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مناهج "الجيل الثاني" مكدسة بالأخطاء.. وسأحاول تنقية المدرسة من (2020, January 15). نشيدة فوادري الشروق. الشوائب.

Appendices

Teachers' questionnaire

Introduction

This questionnaire intends to study the current situation of English through the perspective of teachers. It also explores teachers' attitude and opinions about early language education in primary school and choose the most appropriate setting to provide for young learners.

I-Teachers overview

1- What is your educational degree?

License

Master

Doctorat

Other (Please specify)

.....

2- How many years have you been teaching English?

.....

3- Do you think that experience comes with years of teaching?

Yes No

If yes, how does it affect your classroom?

.....

4- What skills and knowledge do you think a teacher should have to teach effectively?

Why?

.....

5- Why did you choose teaching? Is it a satisfying job?

.....

6- Is teaching a challenge?

.....

7- What teaching method do you prefer in language teaching which one is more effective to our students? And why?

.....

II-Teacher’s opinion toward Primary school language teaching

1- How do you view language?

- As grammatical structures
- As skills
- As communicative tool

2- Why should our kids study English?

.....

3- How should we teach foreign language in primary school?

.....

4- What content should we use?

- Cultural
- religious
- social

5- Can you give an example of suitable content for primary school language learners?

.....

6- What aims must we achieve?

- To produce proficient learner of English
- To communicate with foreigners
- To succeed in BAC exam
- To pursue higher education
- To study abroad

7- Is the existing content satisfactory to children's needs?

Yes No

If no, what do our students need?

.....

8- What teaching materials should be used in primary school?

.....

9- Is this material available in your context?

Yes No

If No, please state the missing teaching materials

.....

10- What challenges could face the teacher when teaching English in primary school?

.....

11- How do you think language teaching at primary level should be organized?

E.g. what time of day? How many lessons a week? Length of language activities?

.....

12- In your view, foreign/second language learning by young children in our country is adapted to the needs and aptitudes ...

- of all children
- Of some children in some regions or environments

III- Innovation in language learning in primary school

1- Do you believe that learning through experiencing things might provide a better language learning setting?

Yes No

2- How could this experience be applied in our context?

.....

3- Do you think that Experiential Learning can be useful in primary school for language learning?

.....

4- Choose the most appropriate strategy for primary school language learners

E- Learning Gaming Role plays Simulation

Please justify your choice

.....

Children best learn through interacting and high exposure to the target language, Montessori education might provide that for language learners.

5- Do you believe Montessori Education as a useful tool to teach English in primary schools?

.....

6- Montessori education requires highly trained teachers, do you find yourself ready to receive that training?

.....

7- Do you think we can apply Montessori education in our primary schools to teach English?

.....

8- Please justify

.....

9- Do you welcome the idea of becoming a teacher English in primary school?

.....

10- Can you tell us why?

.....