People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohamed Khider University of Biskra

MASTER THESIS

Faculty of Letters and Foreign Languages

Department of English Language and Literature

Sciences of the language

Submitted and Defended by:

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Title:

The Attitudes of English Teachers and Parents towards Introducing the English Language in Algerian Primary Schools.

A Case Study of Third-Year Primary Schools in the City of Biskra

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A Dissertation Submitted to the Department of English and Literature in Partial Fulfillment of the Requirements for the Master's Degree in Sciences of the Language

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Academic Year: 2023/2024

Declaration

I, Mohamed Akram DERNOUNI, hereby declare that the work presented in this dissertation is entirely my own and has not been submitted to any academic institution or university for any degree prior to this. This research was conducted and completed at Mohamed Kheider University of Biskra, Algeria.

Certified,

Mr. Mohamed Akram DERNOUNI

Dedication

I dedicate this humble work to my most valuable people in life, my beloved parents, whose unwavering support and commitment to my education have always driven me to succeed.

To all my sisters

To all my nieces and nephews

To everyone who helped me to accomplish this work thank you all

Acknowledgment

First and foremost, I would like to express my gratitude to Allah the Almighty for giving me strength, abundant mercy, and blessings, which enabled me to complete this work. Alhamdulillah

I would like to express my appreciation to my supervisor **Mr. Lebiar Khaled,** *for his patience and guidance.*

I would also like to thank the board of examiners members, **Mr. Bechar Maamar,** *and* **Dr. SALHI Ahlem,** *for their efforts to evaluate this work.*

I want to sincerely thank all the teachers in the English Department at Mohamed Khider University of Biskra for their priceless guidance and support during my academic journey.

Lastly, I would like to express my sincere gratitude to myself for maintaining unwavering self-belief, demonstrating persistent dedication to hard work, and consistently refusing to yield to adversity. And for never quitting

Abstract

This study investigates the attitudes of teachers and parents in the city of Biskra towards the introduction of English as a foreign language in Algerian primary schools. The research aims to understand their perspectives on the benefits, challenges, and overall impact of this educational reform. It is hypothesized that if the teachers are aware of its importance and have good conditions, they will have positive attitudes towards the issue, and parents who are aware of the importance of learning English as a foreign language will hold positive attitudes towards its introduction in primary schools. A mixed-methods approach was employed, involving interviews with eight English language teachers and questionnaires administered to 62 parents of third-grade pupils. The findings reveal a generally positive attitude among both teachers and parents towards the integration of English in primary education. Teachers emphasized the importance of early language acquisition, citing benefits such as enhanced cognitive skills, improved future prospects, and cultural understanding. Parents also expressed support for early English education, recognizing its potential to open doors for their children's academic and professional careers. However, concerns were raised regarding the potential challenges of learning two foreign languages simultaneously and the need for adequate resources and teacher training to ensure effective implementation. Additionally, this study contributes to the understanding of stakeholders' attitudes towards EFL education in the Algerian context and offers valuable insights for policymakers and educators involved in language curriculum development and implementation.

Keywords: *Attitudes, Teachers, Parents, primary schools, teaching English, Algeria.*

Abbreviation and Acronyms

AA: Algerian Arabic

ALM: Audio-Lingual Method

CLT: Communicative Language Teaching

CPH: Critical Period Hypothesis

EFL: English as a Foreign Language

ELA: Early Language Acquisition

ELL: English Language Learner

ESP: English for Specific Purposes

GTM: Grammar Translation Method

LAD: Language Acquisition Device

MSA: Modern Standard Arabic

SLA: Second Language Acquisition

TBLT: Task-Based Learning and Teaching

TEFL: Teaching English as a Foreign Language

TPR: Total Physical Response

UG: Universal Grammar

YLs: young learners

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General Introduction

Introduction

In today's increasingly interconnected world, proficiency in English is no longer a luxury but a necessity, especially for younger generations entering a globalized workforce and society. Algeria, recognizing this reality and the pivotal role of English in modern communication, has taken a significant step in educational reform by introducing English language instruction at the primary school level. This decision marks a departure from traditional practices where English was predominantly taught in later years, acknowledging the importance of early language acquisition in fostering effective communication skills and cultural understanding. The integration of English as a Foreign Language (EFL) into primary education is particularly significant in Algeria, a nation with a complex linguistic landscape shaped by its unique history and cultural identity. This reform not only aims to equip young learners with essential language skills but also to open doors to a wider range of educational and professional opportunities in an increasingly globalized world.

This dissertation seeks to explore the multifaceted implications of this educational shift by examining the perspectives of key stakeholders: English teachers and parents. By delving into their experiences, beliefs, and concerns, this research aims to uncover the challenges and opportunities that arise from introducing English at such a young age. It will also investigate the potential impact of this reform on students' language development, academic achievement, and overall educational experience. Additionally, the study will consider the broader sociolinguistic context of Algeria, examining how this reform intersects with existing language ideologies and cultural values.

Ultimately, this research aims to contribute to a deeper understanding of the complexities surrounding language education policy in Algeria. By analyzing the experiences and perspectives of teachers and parents, this study will shed light on the nuanced challenges and opportunities that arise from introducing English language instruction at the primary level. It will explore the interplay between policy goals, classroom realities, and sociocultural factors, ultimately providing valuable insights to inform future efforts aimed at enhancing English language instruction in Algerian primary schools. Additionally, the research findings may have broader implications for language education policy in other contexts grappling with similar questions of linguistic diversity, cultural identity, and global integration.

Statement of the Problem

The integration of English language education in primary schools not only enhances linguistic proficiency but also supports cultural competence essential for navigating the globalized economy. This leaving from traditional practices, where English was primarily taught in middle and high schools in Algeria, prompts a critical examination of teachers' and parents' motivations, concerns, and expectations regarding this transformative shift in Algerian education.

The acceptance of English as a primary school subject has historically faced obstacles including parental resistance, the dominance of French language, and the perception of French as integral to Algerian identity. These factors have led to hesitance in adopting English language instruction in previous years. This thesis aims to investigate the attitudes of both English teachers and parents towards the introduction of the English language in primary school. Furthermore, it seeks to identify the underlying reasons for their support or opposition to teaching English at this level. By exploring these perspectives, the study hopes to gain a deeper understanding of the challenges and motivations that influence the acceptance of English in Algerian primary education.

Research Question

The current composition aims to delve the attitude of teachers of English and Parents towards introducing the English language in Algerian primary academy in the city of Biskra. It also aims to gather insights straightway from teachers about their experiences in educating English in primary schools. For this sake, it seeks to answer the following exploration questions.

1. What are the attitudes of teachers and parents towards the introduction of English in Algerian primary schools in the city of Biskra?
2. What factors influence teacher and parent support for or opposition to the introduction of English in Algerian primary schools?

Research Hypothesis

Based on the research questions, it is hypothesized that:

1. If the teachers are aware of its importance and have good conditions, they will have positive attitudes towards the issue.

2. Parents' attitudes towards the introduction of English in Algerian primary schools will be influenced by their awareness of the importance of English language proficiency and their perceptions of its potential benefits for their children's future.

Research Method

The current study is concerned with the attitude of teachers of English and Parents towards introducing the English language in primary school in the city of Biskra. A mixed - method approach has been employed to achieve the research's aim and answer the research questions. This method is reflected by the nature of the topic, which necessitates an exploration, and analysis of teachers and parents attitudes

Research Aims

This research aims to investigate the attitudes of English teachers towards the introduction of English in primary school, explore the perspectives of parents regarding the introduction of the English language in primary education, and identify the underlying reasons for both support and opposition to teaching English at primary schools among teachers and parents.

Research design

This study used a mixed-methods approach, combining qualitative and quantitative data collection. The researcher aimed to gain a deeper understanding of the attitudes of both English teachers and parents regarding the introduction of English in Algerian primary schools. Semi-structured interviews with open-ended questions were conducted with teachers to gather insights into their experiences teaching English in primary schools. A questionnaire was administered to parents to collect data on their attitudes towards introducing English language instruction in primary school. This mixed-methods approach allowed the researcher to obtain a more comprehensive understanding of the attitudes and views of teachers and parents towards introducing English in Algerian primary schools.

Data collecting tools

The study employed two primary data collection tools: interviews and questionnaires. Semi-structured interviews with open-ended questions were conducted with eight English language teachers to gain insights into their experiences and attitudes regarding teaching English in primary schools. A questionnaire consisting of 15 questions in various formats (closed-ended, open-ended, multiple-choice, and Likert scale) was administered to 62 parents

of third-grade pupils to gather data on their attitudes and opinions about the introduction of English language instruction in primary schools.

Structure of the Study

This dissertation will cover two main sections: a theoretical part and a practical part. The theoretical section will be divided into two chapters. The first chapter will investigate into the pedagogy of teaching English as a foreign language and the acquisition of a second language, focusing particularly on young learners. The second chapter will explore the attitudes of teachers and the challenges they encounter in teaching English at primary schools, as well as the attitudes of parents towards English language instruction in primary education. The third chapter will center on the data analysis and Interpretation conducted for this study. It will include the research methodology and design, population and sampling methods, data treatment, as well as the analysis and discussion of the findings.

Chapter One:
Theriotical Framework

Teaching English as a Foreign Language in Algerian Primary Schools

Introduction

The role of English language proficiency in a globalized world is undeniable. Introducing English as a Foreign Language (EFL) in the early stages of education presents a valuable opportunity to provide young learners with communicative skills and a strong foundation for future language development. Algeria, with its complex colonial past and evolving linguistic landscape, offers a unique context to examine the policies and practices surrounding EFL implementation in primary schools. This chapter investigates the historical pathway of language policy in Algeria, in addition it explores theoretical basis of Second Language Acquisition (SLA), and examines the benefits, challenges, and pedagogical approaches associated with teaching English at the primary level.

1.1 A Brief Historical Overview of Language Policy in Algeria

Living under French colonization for over a century posed massive challenges for Algerians, as the colonial system aimed to erase their cultural identity by enforcing French language and customs. This struggle continued even after gaining independence, presenting a significant obstacle for Algerian leaders who wanted to reclaim their heritage. Therefore, the Algerian government immediately initiated measures to address the language issue upon independence (Albuyeh, 2013, as cited in Nakla, 2021, p.149).

Mostari (2004) emphasized the crucial role of reclaiming the national language, highlighting that without it, efforts to restore Algerian identity would be pointless, leaving their personality incomplete and their country empty Moreover, President Ahmed Ben Bella launched the "Arabization" movement in 1963 with the aim of eradicating French language and culture from Algerian society, a policy that suffered until the late 1990s. To facilitate this transition, Ben Bella sign up over a thousand teachers (1000) from Egypt, who even decorated elementary school buildings with Arabic calligraphy to symbolize the shift (McDougal, 2011).

Despite progress in reducing French usage in schools, its widespread presence in public areas has been criticized for neglecting Algeria's linguistic diversity. Therefore, the Algerian government acknowledged the necessity of reintroducing the teaching of both Arabic and French in schools, prompting a reassessment of language strategies and teaching approaches.

In May 1999, Abdel-Aziz Bouteflika highlighted the pragmatic considerations influencing educational reforms, affirming that spending a decade studying pure sciences in Arabic was inefficient compared to English instruction (Kaplan & Baldauf, 2007, as cited in

Nakla, 2021, p.152). Thus, scientific subjects continued to be taught in French due to the technical terminology that posed challenges for Arabic instruction. Despite rejecting the idea of established Francophonie, President Bouteflika opposed a frozen attitude towards the French language, recognizing its contributions to Algerian education (Benrabah, 2004, p.28).

1.2 Algeria Policy by Adopting English Language in primary school

In a move that has sparked national debate, The Algerian President Abdelmadjid Tebboune announced a significant shift in language policy. Public primary schools will transition from teaching French to English as the second language, effective in 2022 academic year. This decision has been met with a mix of support, disinterest, and concern from various stakeholders within Algerian society. Linguist Abdel-Razzak Durari acknowledges the potential advantages of giving precedence to English. However, he refrains from delivering a definitive decision on the transition from French. His main concern centers on the insufficient number of competent teachers and appropriate educational resources for effectively teaching English at the primary level. The implementation of such a substantial change requires a well-equipped educational system to ensure successful language acquisition among young students. Furthermore, Algeria has recently displayed a preference for local businesses when allocating public contracts in areas such as transportation and water management, this shift away from French companies reflects a desire for increased economic independence and a broadening of partnerships (Saad Allah, 2023).

Overall, the decision to introduce English in primary schools carries significant implications. While enhanced English proficiency offers advantages in a globalized society, addressing challenges like teacher preparation, resource allocation, and cultural integration demands careful planning. The long-term impact on Algeria's educational and economic landscape remains uncertain, awaiting the outcome of strategic implementation and adaptation. This policy shift holds the potential to reshape educational paradigms and boost economic growth, but its success hinges on effective execution and responsiveness to evolving needs and circumstances.

1.3 Second Language Acquisition

1.3.1 Definition of Second Language Acquisition\L2 Acquisition

Second language acquisition (SLA), a multifaceted field, encompasses both the process of learning and the scholarly investigation of that process. Krashen (1982) emphasizes the

subconscious nature of SLA, asserting that it occurs subconsciously through meaningful interaction and when the learner is not focused on the form of the language.

According to Gass and Selinker (2008) offer a broader perspective, defining SLA as the process by which people develop additional languages after their native language has been established. Moreover; Lightbown and Spada (2013) highlight the communicative and developmental aspects, describing SLA as the progressive development of competence in a language through using it in natural, communicative situations with speakers of that language. Furthermore, Ellis (2015) briefly defines SLA as the field of study focused on the ways in which individuals learn second languages. Finally, Saville-Troike (2012) provides a comprehensive definition, stating that SLA is the scholarly field of inquiry that investigates the human capacity to learn languages other than the first language (L1)... SLA research focuses on children and adults, on instructed and naturalistic or untutored contexts, and on a wide range of social and cultural settings. (Saville, 2012. as cited in Nor & Rashid, 2018).

Second language acquisition is often understood by contrasting it with other concepts. Throughout the years, the study of second language acquisition has become closely intertwined with language pedagogy. However, the objective here is to distinguish between the two domains. It's essential to recognize that second language acquisition isn't only concerned with pedagogy, unless the teaching methods directly impact the learning process. While some may pursue knowledge about how second languages are acquired for insights into language teaching, this is not the sole or primary motivation behind research in second language acquisition. Scholars in this field are driven by a variety of interests beyond the implications for language instruction. (Gass & Selinker, 2008)

1.4 Theories of Language Acquisition

1.4.1 Skinner's Theory of Language Acquisition

B.F. Skinner, a prominent behaviorist, believed that language development is primarily shaped by environmental factors, (Weiten, 2004, as cited in Samkange 2015). Following the principles of operant conditioning, Skinner proposed that children acquire language through a process of imitation, reinforcement, and conditioning much like any other learned behavior. Moreover, Skinner emphasized that language acquisition occurs through a series of associations between stimuli (environmental cues) and responses (the child's utterances). Additionally, Successful communication is rewarded through reinforcement, which can be either positive or negative (Lefton, 1991, as cited in Samkange, 2015).

Positive reinforcement involves rewarding correct utterances. For example, when a child says "milk" and receives milk, the positive outcome build up the link between the word and the object, increasing the possibility of the child repeating the word in the future

Negative reinforcement works by removing an undesirable consequence when the child uses an incorrect word or phrase. While Skinner's theory offers insights into certain aspects of language learning, it has limitations. It oversimplifies complex linguistic processes and doesn't fully acknowledge the innate language capabilities that humans seem to possess. Children acquire language at remarkable speeds and often produce creative utterances they haven't directly heard before. These phenomena suggest that internal cognitive factors play a significant, if not primary, role in language development. (Ambridge & Lieven, 2011,as cited in Samkange,2015)

1.4.2 Piaget's Theory of Language Acquisition

Language as a Reflection of Cognitive Development. Jean Piaget, a famous developing psychologist, proposed a cognitive progress theory that significantly impacted the understanding of language acquisition in children .Unlike theories that viewed language learning as a separate process, Piaget argued that language development is complexly linked to a child's overall cognitive development. (Piaget, 1952)

In addition, central to Piaget's theory are schemas, mental frameworks that children use to organize their understanding of the world simply these schemas are constantly evolving through two key processes: assimilation and accommodation. Assimilation involves interpreting new experiences through existing schemas, while accommodation requires modifying existing schemas to fit new information. Furthermore, Piaget believed that cognitive development precedes language development. Children must first develop the mental capacity to understand a concept before they can acquire the language to express it. This is evident in his stage theory of cognitive development, which outlines four distinct stages:

➢ Sensorimotor Stage (Birth - 2 years): In this initial stage, infants rely on their senses and motor skills to explore the world. Language development is limited to basic vocalizations and sound imitation.

➢ Preoperational Stage (2 - 7 years): During this stage, children begin to develop symbolic thought and use language to represent objects and experiences. However, their thinking is egocentric, meaning they struggle to see things from another's perspective. Language reflects this egocentrism, with speech often used for monologue rather than dialogue.

- ➢ Concrete Operational Stage (7 - 11 years): In this stage, children develop the ability to think logically about concrete objects and events. They can classify objects, understand seriation (ordering objects), and grasp the concept of conservation (quantity remains constant despite changes in appearance). Language becomes more sophisticated, with children using complex sentences and understanding different viewpoints.

- ➢ Formal Operational Stage (11 years and beyond): This final stage marks the ability to think abstractly and hypothetically. Children can reason about possibilities and solve problems systematically. Language reflects this advanced cognitive ability, with children using complex reasoning and argumentation.   (McLeod, 2024)

1.4.3 Chomsky's Theory of Language Acquisition

Noam Chomsky's groundbreaking theory of Universal Grammar (UG) transformed our understanding of language acquisition by proposing that humans possess a unique, innate capability for language. At the heart of this theory lies the Language Acquisition Device (LAD), a hypothetical mental module theorized to give children an instinctive ability to decode and internalize the complex rules governing the language they encounter (Chomsky, 1957, as cited in Lemetyinen, 2023).

Moreover, Chomsky argues that the LAD contains core grammatical principles shared by all human languages. These principles cover fundamental concepts like word order, the distinction between different parts of speech (nouns, verbs, etc.), and how phrases and sentences are structured. Because of this innate toolkit, children don't merely learn by imitation; they use their LAD to actively analyze the language they hear, conclude its specific patterns and rules. This focus on innate knowledge shifts the emphasis in language acquisition, highlighting that children learn language not solely through exposure and reinforcement but through a complex interplay between their biological predispositions and the linguistic environment they experience (Lemetyinen, 2023).

1.5 Teaching English at Primary School

The growing importance of English language proficiency in an increasingly globalized world has led to its introduction at progressively earlier stages of education. Primary schools, crucial environments that nurture pupils during their most formative years, present a unique and invaluable opportunity to not only spark a lifelong love for the English language but also to equip young learners with a solid foundation in essential skills and helping them succeed in school and work later in life.

According to Cahyati and Madya (2018), teaching English in primary schools relates to the willingness of the schools and the students' proficiency levels. If the schools have a sufficient number of English teachers, media, and textbooks, they will be ready to teach English. This is because primary schools deal with young learners aged 6-11 years old, and this period is believed to be the best moment to gain knowledge. This aligns with the basic principle stating that young learners can learn English better. In addition, one of the primary benefits of early exposure to English is the development of cognitive abilities. Studies have shown that learning a second language enhances cognitive flexibility, problem-solving skills, and memory function. Furthermore, primary school-aged children possess a natural capability for language acquisition, characterized by high levels of motivation and a lack of inhibitions (Genesee et al., 2004).

To sum up, teaching English in primary schools presents a valuable opportunity to train young learners with essential language skills and cognitive benefits. By using engaging and age-appropriate methodologies, Teachers can develop a positive learning environment that increases a lifelong love for the English language.

1.6 Learning English at an early age

One of the most compelling arguments for early ELA lies in its positive impact on cognitive development. Young children possess a remarkable capacity for language learning due to delicate neuroplasticity the brain's ability to form new neural connections (Pate, 2013). Moreover, Studies by Ali (2023) demonstrate that bilingual children outperform their monolingual peers in executive function tasks, which are essential for cognitive flexibility, problem-solving, and attention control. This cognitive edge extends beyond language learning and can benefit overall academic performance.

Table 1*: Stages of cognitive development (Piaget, 1952)

Stage	Age Range	Description
1-3 Sensori-motor (Infancy and toddlerhood)	0–2	• Child learns to interact with the environment by manipulating objects (Nunan, 2022) • Linguistically: rapid growth of vocabulary; gradual transformation to real language, from sounds to words • Cognitive: responds to step-by-step commands; language skills develop rapidly during this stage
Pre-operational (Preschool age)	2–7	• Acquisition of language • Egocentric thinking is literal and concrete; precausal thinking (e.g., "Why does it get dark at night?") • Linguistically: consolidates knowledge of the grammatical system; by age 7, acquisition of target grammatical system is almost complete • Cognitive: animistic thinking; limited sense of time; egocentric; transductive reasoning
Concrete operational (School age)	7–11	• Developing logical thought processes and ability to reason syllogistically; understands cause and effect • Cognitive: able to draw conclusions; can understand cause and effect intellectually
Adolescence	11–15	• Abstract thought; reasoning is both inductive and deductive • Cognitive: propositional thinking; complex logical reasoning; can build on past experiences and conceptualise the invisible

Overall, Piaget's theory shows that young children (from birth to about age 7) learn in a unique way. They are focused on what they can see, touch, and hear. This is the perfect time to introduce a new language, like English, because children pick up words and sounds naturally at this age. They learn by imitating what they hear. As children get a bit older (around age 7), they start to think more logically. Then, learning the actual rules of English (like grammar) becomes easier. So, starting English early gives children a head start by taking advantage of their natural ability to learn languages. By initiating English language learning in early childhood, educators can leverage children's innate ability for language acquisition, while subsequent exposure to grammar and syntax aligns with their evolving cognitive capabilities, thereby fostering a comprehensive and intuitive grasp of the language

1.7 Benefits of Teaching/Learning English at Primary Schools

Research supports the idea that early childhood is ideal for foreign language learning. Cahyati and Madya (2018) state that children aged three to six are at the best stage for learning foreign languages, as their brains are still applying the same processes used to acquire their first language. This concept aligns with the Critical Period Hypothesis (CPH), which suggests that there's a specific biological window of opportunity for optimal foreign language acquisition. This window is generally considered to be between the ages of 2 and 14, implying that language learning becomes more difficult after this period.

Many schools introduce foreign languages around the ages of 8 or 9, believing that this falls within the prime knowledge acquisition period. While age is a significant factor in language learning, it's not the single determinant. Furthermore, other critical influences include motivation, language aptitude, teacher quality, learning strategies, socioeconomic background, learning materials, social contexts, and family support. Young learners may still face challenges if they lack motivation, supportive learning environments, or the right resources, even with the advantage of age. (Cahyati &Madya, 2018)

By recognizing the multifaceted factors that contribute to the success of teaching English in primary schools, educators are expected to conduct a comprehensive analysis of the potential benefits, the inherent challenges, and the viable solutions that can be implemented to optimize the learning experience for young pupils.

1.8 Teachers' Role in Teaching English at an Early Age

The initial years of a child's life are characterized by exceptional language acquisition abilities. Research in linguistics and education underlines the benefits of early exposure to English as a foreign or second language (EFL/ESL) (Nikolov & Djigunovic, 2006). Teachers play a vital role in shaping children's language learning experiences by establishing enriching environments, facilitating meaningful language practice, and instilling a lifelong love of learning.

To begin with, in fostering a nurturing and engaging learning environment, early childhood teachers hold a huge responsibility. A classroom should radiate warmth, encouragement, and a sense of safety for young learners, empowering them to experiment with new linguistic concepts without pressure (Copland & Garton, 2014). Teachers achieve this by incorporating English into enjoyable formats like games, songs, stories, and other interactive

activities, making the experience so engaging that students want to keep learning. This approach offers a refreshing alternative to traditional grammar-focused instruction, which can often discourage young learners.

Copland and Garton (2014) emphasize that a crucial part of an early childhood English teacher's job is to help students communicate in meaningful ways rather than focusing on dry grammar or isolated vocabulary. Teachers should encourage real-world language use (Shin & Crandall, 2014). This encourages effective communication skills, enabling children to use English in practical situations. Teachers can create such opportunities through role-playing activities, structured dialogues, and communicative tasks. These scenarios allow children to practice language in a determined and realistic manner, developing the skills they'll need outside the classroom (Shin & Crandall, 2014). Furthermore, early childhood language learners operate at diverse developmental levels, necessitating personalized attention from educators. Pinter (2017) suggests that teachers can help children reach their language potential by carefully using scaffolding techniques to match instruction to a child's current aptitudes.

Moreover, visual aids, simplified language, clear pronunciation modeling, and affirmative feedback form the bases of effective scaffolding strategies. By providing tailored support, teachers inspire confidence in young learners, allowing them to tackle new language concepts without feeling overwhelmed. Additionally, play lies at the heart of early childhood development. Its significance goes beyond mere entertainment, serving as a vital mechanism for language acquisition. Thus, teachers should seamlessly integrate English into play-based learning activities such as dramatic play, shared storytelling, and creative arts (Shin, 2010). These activities allow for uninhibited experimentation, natural vocabulary development, and exploration of language within a joyful and creative context.

Beyond physical language skills, early English educators are trusted with encouraging a love for language and learning. Teachers' infectious enthusiasm, celebration of successes, and constant encouragement toward participation can nurture in children a deep appreciation for language (Brewster, Ellis, & Girard, 2002).

This positive association lays a strong foundation for enduring language learning and a broader interest in different cultures or communities. However, teachers of young English language learners must navigate unique challenges, such as limited attention spans, varying linguistic enthusiasm levels, and potential behavioral issues. Best practices recommend short, focused English sessions spread throughout the day (Nikolov & Djigunovic, 2006).

Additionally, engaging multiple senses through songs, rhymes, physical activities, and hands-on projects promotes multi-sensory learning, a strong method for young learners (Pinter, 2017). Early childhood educators should prioritize positive reinforcement and encouragement instead of over-correcting mistakes, which can demotivate young learners.

In conclusion, teachers of early English play a crucial role in a child's linguistic journey. By fully understanding and embracing these responsibilities, teachers empower young learners not only to communicate in English but also to step confidently into a world of broader linguistic and cultural horizons.

1.9 Competency-Based Approach

In our rapidly evolving world, shaped by technological advancements and shifting societal needs, the concept of competency has become central to education. Experts highlight a learner's competency as a key indicator of their potential for personal growth, professional success, and active participation in a dynamic society to meet the demands of this information-driven era, education must focus on preparing students with the adaptable skills and knowledge that enable them to thrive in the modern workforce. (Chelli & Khouni, 2013).

McClelland (1973) defined competency as a multifaceted combination of knowledge, skills, and attitudes that significantly impact an individual's job performance. He emphasized that these competencies aren't merely isolated traits but rather a cluster of interconnected elements that contribute to success in a specific role or responsibility. Moreover, McClelland highlighted the measurable nature of competencies, suggesting that they can be assessed against established standards and enhanced through targeted training and development initiatives.

This perspective underscores the importance of competencies in understanding and improving workplace performance, setting the foundation for further research in the field. Furthermore, the Competency-Based Approach (CBA) offers an innovative framework within this context. Unlike traditional teaching models that prioritize content delivery, CBA stresses the application and demonstration of skills (Djalal, 2018). Clear learning objectives, or competency statements, guide students in their mastery journey (Bellour, 2015).

In conclusion, CBA holds significant promise for preparing students to face an ever-changing world. By prioritizing demonstrable skills, CBA encourages self-directed learning and adaptability. While implementation challenges exist, the potential benefits of this approach make it an exciting area for further development and adoption within educational systems

Table 2: The competency-based approach (Adapted from Ellerbusch et al., 2005, as cited in Rambe, 2013, p. 55)

	Traditional Approach	Competency Based Approach
Pre-Instructional Period	Experience and knowledge is external to learner ⇩ Curriculum designer distills and arranges this experience and knowledge ⇩	Learners acquire experience and knowledge in their lives ⇩ Curriculum designer provides an experience that will tap learners' values and ideas ⇩
Instructional Period	Instructor presents experience and knowledge to learner ⇩ Learners hear and see presentation ⇩	Learners experience new situations; match new experience with previous learning ⇩ Learners distill new values and new knowledge ⇩ Learners try out new behaviors and acquire new experiences and knowledge in both simulated and 'real world' environments ⇩
Post-Instructional Period	Learners try out new behaviors in 'real world' the experience comes after instruction	Learners continue to process experience and knowledge as basis of original knowledge and experience ⇩ Learners apply new behaviors in 'real world' environment

- In the traditional approach, learners acquire experience and knowledge from an instructor through presentations. Then they try out new behaviors in a real-world setting.

- In the competency-based approach, learners gain experience and knowledge through real-world situations that connect to their existing ideas and values. They then distill new knowledge and try out new behaviors in both simulated and real-world environments. This cycle of acquiring and applying knowledge continues throughout the learning process.

The table highlights a distinct difference in pedagogical philosophies. It suggests that the competency-based approach, with its emphasis on real-world scenarios, active experimentation, and continuous integration of new knowledge, is significantly more focused on fostering practical skills, promoting adaptability, and cultivating a lifelong learning mindset in comparison to the traditional, instructor-led approach.
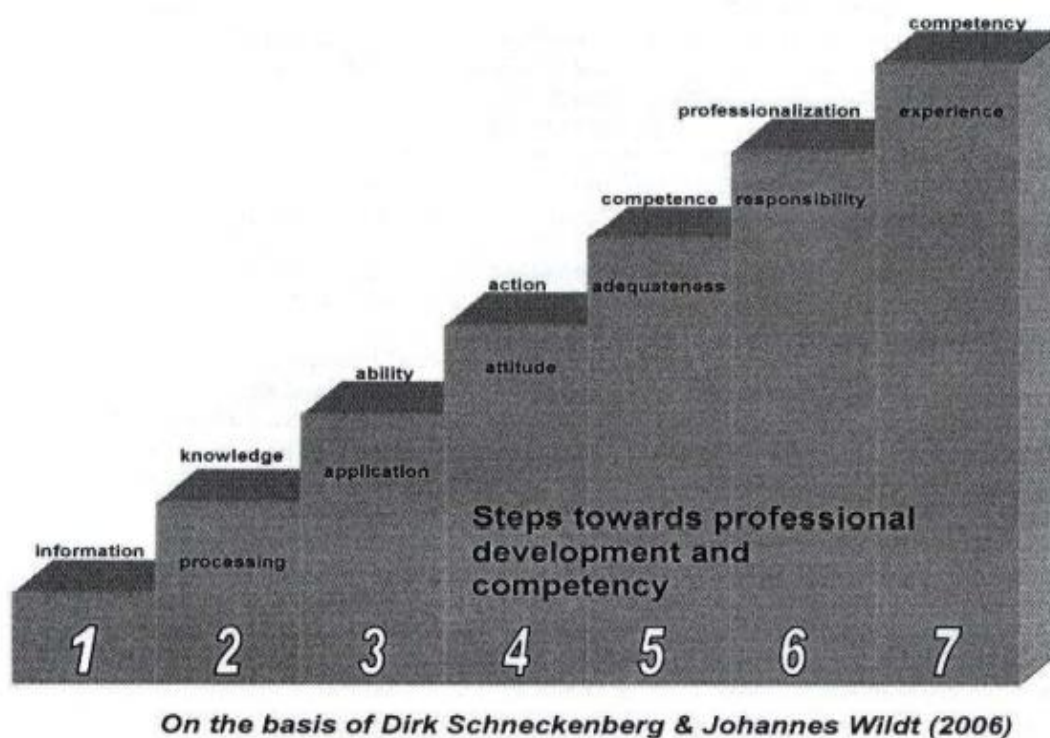
Figure 1: The Basis of Dirk Schneckembeg & Wildt (as cited in Chelli & Khouni, 2013, p. 94)

The diagram express the steps towards becoming more skilled and competent professionals are like climbing stairs, starting from the bottom and going up. At the lowest, we have steps like, knowledge, processing information, ability and attitude. These steps lay the base for gaining skills. Moving up, we find steps like "application" and "adequateness." Here, learners use what they know in real situations to make sure it works well. Finally, at the top, we reach steps like "responsibility" "professionalism" and competency itself. These steps show that learners who can responsibly use their skills in their jobs are considered competent. This helps us see how people develop their skills over time, matching the ideas of the Competency-Based Approach in education and training.

1.10 Methods of Teaching English to Young Learners

1.10.1 The Grammar Translation Method

The Grammar Translation Method (GTM) is a traditional method of foreign language instruction that emphasizes grammar rules, vocabulary memorization, and translation exercises. In this teacher-centered approach, instruction is heavily directed by the teacher, leaving limited opportunities for student interaction.

GTM classrooms often feature one-way communication, with the teacher as the primary source of information (Brown, 2007; Harmer, 2007). Students primarily engage in receptive tasks, asking questions for clarification when necessary, rather than actively producing the target language. This method's origins lie in the teaching of classical languages like Latin and Greek (Chastain, 1988). Moreover, GTM proponents believed that studying the target language's grammar would enhance students' understanding of their own native language .while GTM has historical significance, its reliance on rote learning and lack of emphasis on communicative skills have led to criticism and the development of more interactive language teaching methodologies (Larsen-Freeman, as cited in Rahman, 2012).

1.10.2 The Natural Approach

The Natural Approach, developed by (Krashen & Terrell, 1983) emphasizes communicative language acquisition similar to first language learning. It arranges comprehensible input, language slightly above a learner's proficiency, and de-emphasizes explicit grammar instruction and error correction. This approach aims to lower the affective filter, a mental block that impedes acquisition when learners are stressed. Also, The Natural Approach contrasts with traditional grammar-based methods and promotes speaking and writing fluency, although it may not directly target grammatical accuracy (Voges, 1981).

According Krashen and Terrell (1983) based the Natural Approach on the concept of communicative competence. This means learners can understand essential messages from native speakers in authentic contexts and respond appropriately (Terrell, 1977, as cited in Toprak, 2019). Consequently, if communicative competence is the goal, beginners can overlook morphology and focus on syntactic differences only when they significantly diverge between their first and target languages. Although not explicit, the Natural Approach's language theory emphasizes a broad lexicon, message conveyance, and general grammar rules (Terrell, 1977, as cited in Toprak, 2019). In short, meaning and the lexicon take precedence.

1.10.3 The Audio-Lingual Method

The Audio-Lingual Method (ALM) is an oral-based foreign language teaching approach rooted in behaviorist psychology (Larsen-Freeman, 2003). It emphasizes the formation of new language habits through repetitive drills and dialogues, aiming to overcome interference from learners' native languages. Unlike methods that prioritize vocabulary acquisition in communicative situations, ALM focuses on internalizing grammatical sentence patterns.

The primary objective of ALM is communicative competence (Krashen & Terrell, 1983). To achieve this, teachers promote overlearning of the target language so learners can use it automatically rather than relying on conscious thought processes. Key features of ALM include:

- Habit formation: Language learning is viewed as analogous to other skills, driven by stimulus, response, and reinforcement (Larsen-Freeman, 2003).

- Native Language Interference: Errors are seen as stemming from existing language habits and are to be avoided (Littlewood, 1981).

- Inductive Approach: Grammar rules are not explicitly taught but induced from patterns in spoken language (Afraa, 2023).

- Focus on Spoken Language: Prioritizes listening, speaking, and the aural presentation of language patterns over reading and writing (Afraa, 2023).

1.10.4 The Communicative Language Method

The Communicative Language Teaching (CLT) method emphasizes interaction and real-world communication as both the means and the ultimate goal of language learning (Larsen-Freeman, 2003). Different from traditional grammar-based approaches, CLT prioritizes the development of communicative competence, which goes beyond grammatical accuracy and includes the ability to use language effectively in various social contexts (Canale & Swain, 1980). Class activities in CLT often involve role-plays, simulations, discussions, and problem-solving tasks, encouraging students to use the target language functionally and collaboratively (Littlewood, 1981). This method aims to equip learners with the skills they need to navigate authentic communication situations and participate confidently in the target language community.

Despite its popularity, the term "communicative" can lead to differing interpretations among language teachers. As Richards (2006) notes, CLT encompasses a set of principles about language teaching goals, learner processes, classroom activities, and roles within the classroom. Crucially, it focuses on communicative competence. In contrast to grammatical competence, which emphasizes knowledge of linguistic structures, communicative competence stresses the ability to use language appropriately in diverse contexts.

1.10.5 Total Physical Response Method (TPR)

The Total Physical Response (TPR) method is a language teaching approach that emphasizes the coordination of language and physical movement, drawing inspiration from the way infants acquire their first language (Asher, 1969).

In TPR classrooms, teachers provide commands and instructions in the target language, accompanied by clear demonstrations. This prompts students to respond by physically carrying out the actions, solidifying the connection between language and meaning. TPR emphasizes understanding minimizing clear grammar instruction and error correction. This creates a low-anxiety environment where students can build confidence and focus on developing listening and early speaking skills before progressing to more complex language (Asher, 1969; Glisan & Bonnet, 2003) drawing on his observations of first language acquisition, which viewed TPR as a "natural method" for second language learning. He recognized several stages:

- **Listening Comprehension Development**: Learners build a strong foundation by understanding complex utterances in the target language, even before producing them.
- **Physical Response to Commands:** Children learn by physically responding to parental commands in their native language, which Asher sought to replicate in the classroom.
- **Speech Emergence:** Once receptive competence is established, spoken language production naturally follows.   (Asher, 1969, as cited in Widodo, 2022)

To sum up, while its primary focus is not on grammar rules, TPR can effectively promote vocabulary growth, listening comprehension, and early speaking fluency. This makes it a valuable tool for beginners and those who may experience language learning anxiety.

1.11 Activities of Teaching English to Young Learners

Young learners acquire a second language with notable ease when the process is enjoyable and aligns with their natural playful inclinations. Games, songs, stories, and flashcards are vital tools for English language teachers, offering engaging ways to facilitate vocabulary acquisition, pronunciation, and overall language development.

Games offer a safe and motivating environment for language practice. Their simple, structured nature minimizes anxiety and connects with a child's existing understanding of rules and play (Fleta, as cited in Ioannou-Georgiou, 2010).This creates meaningful contexts for young learners (YLs) to use new vocabulary while engaging both cognitively and emotionally.

Moreover, Songs provide a rhythmic and joyful approach to English language learning. Children naturally gravitate towards songs, making them a powerful tool for pronunciation practice and vocabulary expansion (Yuliana, 2006). Songs engage children in language effortlessly, providing valuable listening practice and laying the groundwork for speaking and, eventually, writing abilities. Another activity that is good for teaching English to Young Learners is Stories, it have the power to captivate young children, transporting them into new worlds and sparking their imaginations. Teachers can leverage this enthusiasm by incorporating stories into English language lessons. Through storytelling, children indirectly absorb vocabulary and acquire a feel for the flow of the language (Mardasari, 2020).

Furthermore, Flashcards offer a powerful visual element to vocabulary instruction. By pairing images with words, flashcards provide YLs with a concrete reference point, aiding comprehension and memory retention their flexibility allows for a variety of engaging activities, from simple identification games to creative storytelling prompts. Encouraging YLs to create their own flashcards further strengthens their connection to new vocabulary (Ioannou-Georgiou, 2010).

Overall, these activities offer better strategies for English language teachers who work with young learners. Through incorporating these playful elements, teachers create a stimulating and effective learning environment, catering to different learning styles and making language acquisition an enjoyable journey. These strategies ultimately empower young children on their path to English language proficiency

1.12 Challenges of Teaching and Learning English at Primary Schools

English language acquisition holds importance in education systems worldwide. However, teaching and learning English in primary schools presents a unique set of challenges. One major obstacle lies in teacher qualifications and training. Some primary school teachers may not have extensive English proficiency or expert training in methodologies for instructing young learners (Alshumaikhani & Hassan, 2018).

This limitation can obstruct their ability to establish effective learning environments and deliver engaging lessons. Moreover, students in primary schools arrive with varying levels of English exposure and diverse learning styles. Limited prior exposure or a lack of confidence in using English can obstruct active participation; their limited attention spans and diverse cognitive capabilities also necessitate educators to adjust teaching methods to meet the needs of each student individually (McDonough & Shaw, 2018, as cited in Garton & Copland, 2018).

The potential benefits or drawbacks of English to young learners greatly rely on how activities are structured. Engaging activities that relate to children's experiences encourage excitement about learning English. Contrariwise, activities that lack engaging elements or relevance to young learners can lead to a dislike for language learning. Furthermore, Teaching English in primary schools requires a different approach compared to adult instruction, and several challenges arise from both internal and external factors. Internal factors include pedagogy, motivation, and identity. A primary challenge related to internal factors is ensuring pedagogical competence, particularly in the effective implementation of teaching strategies. While approaches like Communicative Language Teaching (CLT) and Task-Based Learning and Teaching (TBLT) offer benefits, teachers may find them difficult to apply in settings with large class sizes or limited resources. In addition, sustaining student motivation presents an added difficulty since children have diverse motivations for studying English. Inconsistent assessment of student progress can further contribute to demotivation. This is particularly negative as a lack of motivation can make it difficult for teachers to engage students and involve them in activities. (Cahyati & Madya, 2018).

Parental support also significantly influences a child's learning, and its absence can negatively impact student motivation for English language acquisition. The classroom environment plays a crucial role in learning. Large class sizes can hinder individualized attention from teachers. Additionally, Focusing too much on memorization and grammar rules can make learning less fun for young learners and make it harder for them to use the language in real life (Copland et al., 2019).

To sum up , teaching English to young learners in primary schools comes with various challenges, including teacher preparedness, different student needs, and resource limitations. However, by investing in specialized teacher training, implementing differentiated instruction strategies, and encourage parental involvement, these obstacles can be effectively addressed. Such a comprehensive approach can cover the way for a more engaging and effective English language learning experience for young learners, ultimately providing them with essential skills for future success.

Conclusion

This chapter has provided a comprehensive overview of the challenges and complexities associated with teaching English as a foreign language (EFL) in the unique context of Algeria. The introduction of English into Algerian primary schools represents a significant shift in the nation's educational landscape, one that carries both opportunities and obstacles. While the potential benefits of enhanced English proficiency are obvious, including improved communication skills, expanded access to global resources, and increased cultural understanding, the success of this effort depends on several critical factors. These factors encompass the development of well-structured and engaging lesson plans, comprehensive training and ongoing support for teachers, and the availability of adequate learning materials and resources. To ensure the long-term efficiency and sustainability of this educational reform, continued research is essential. This research should focus on evaluating the effectiveness of different teaching methodologies, monitoring student progress and language acquisition, and identifying areas for improvement in curriculum design and implementation. By addressing these multifaceted challenges and investing in research-informed solutions, Algeria can empower its young learners with the language skills necessary to thrive in an increasingly interconnected and globalized world. This, in turn, will open doors to enhanced communication, collaboration, and cross cultural understanding, initially contributing to the nation's social and economic development.

Chapter Two: Teachers' and Parents' Attitudes.

Introduction:

English has emerged as the main language for communication across cultures. This has led to its widespread integration into education systems globally, including Algeria. The attitudes of teachers and parents towards teaching English as a Foreign Language are crucial, as they significantly impact children's motivation, engagement, and success in language acquisition. This chapter investigates into the complexities of these attitudes, exploring the current status of English in Algeria and globally. It also examines the factors that shape teachers' and parents' perceptions of EFL, including cultural influences, language ideologies, and the perceived value of English for future opportunities. Understanding these perspectives is essential for creating a supportive and effective learning environment for young EFL learners in Algeria.

2.1 The Status of English in the World

The world is becoming more connected every day, and this has changed how people from different cultures talk to each other. English has become the most common language for people who don't share the same native language. English spread around the world for a couple of big reasons.

In the past, Britain ruled many countries as colonies, and this left English behind in those places. Also, the United States has become an important world power, and this has made English important in business, politics, and culture, (Phillipson, 1992). Moreover, American popular culture, films, and technological advancements are worldwide, resulting in increased exposure to and utilization of the English language by individuals worldwide. (Graddol, 2006).

Crystal (1997) examines the complex interplay of factors that propelled English to its current global status. He emphasizes the pivotal role of British colonialism in initially spreading the language across continents, establishing it as a language of administration and education in numerous territories. Additionally, Crystal highlights the subsequent rise of the United States as a global superpower, which further cemented the dominance of English in international communication, trade, and cultural exchange. This combination of historical and political forces, according to Crystal, has led to the widespread adoption of English as a lingua franca in diverse domains across the globe.

People who do not even speak English as their first language use it to communicate with each other. Furthermore, many countries see how important English is and use it in official

ways. In lots of places that used to be British colonies, English is still a language used in government, law, newspapers, and schools (Crystal & Graddol, 1997). Other countries teach English as a foreign language because it helps with international business, education, and understanding different cultures (Rohmah, 2005).

English becoming so common is changing cultures around the world. We see other languages borrowing English words or even mixing English and other languages together (Galloway, 2010). This can help bring cultures closer, but some people worry that it makes the world too similar and smaller languages might be lost (Phillipson, 1992). Also, English will probably stay important for a long time. The world keeps being more connected, and American pop culture is huge. However, countries like China are becoming more powerful, so maybe in the future, English will still be important but will share the spotlight with other languages (Graddol, 2006).

Expanding circle
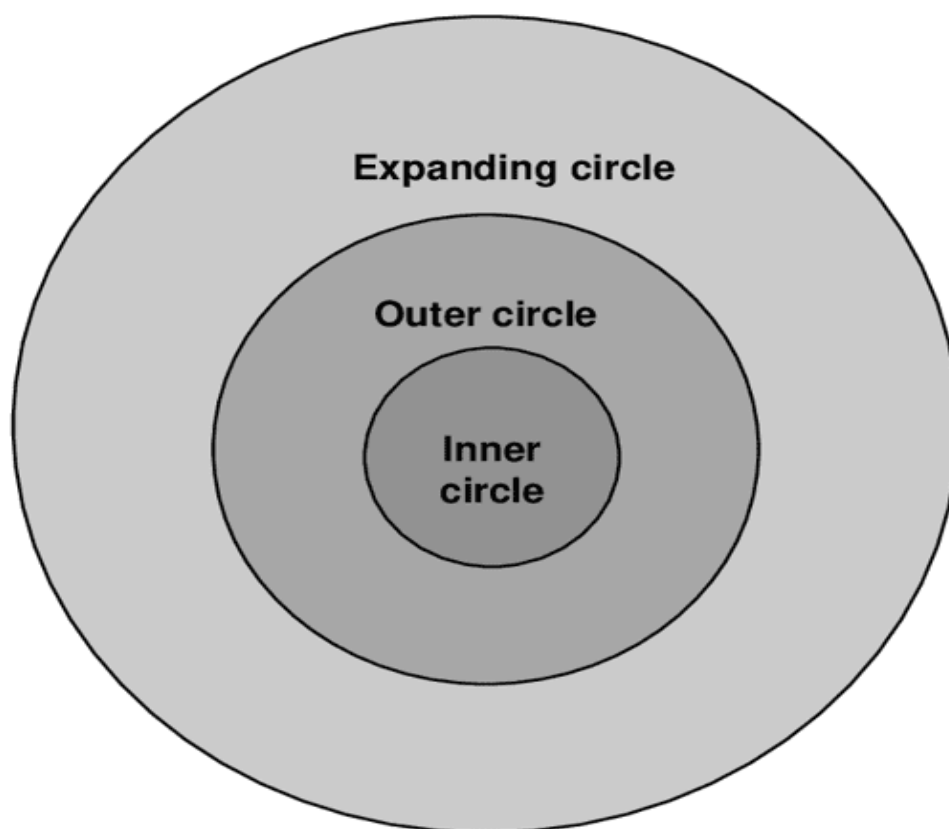
Outer circle

Inner circle

Figure 2. Kachru's Three Circles Model of World Englishes (Kachru, 1985)

According to Kachru (1985) describes the use of English in different ways: for those who speak it as their first language, as a second language, or as a foreign language. He visualizes these groups as three circles: the inner circle for native English speakers, the outer circle for

speakers who use English as a second language, and the expanding circle for those who learn it as a foreign language. Figure 2 illustrates this concept of English as a global language through these three circles.

2.2 The current Status of English in Algeria

In Algeria, young people are increasingly using the English language, mainly because of the easy access to the internet. They are spending time playing games, watching movies, and chatting online in English, showing how the language scene is changing. This growing interest has led to talks among government officials, leaders, and students about possibly making English an official language alongside Arabic. Supporters believe this could improve connections with the world and create more chances for communication and success.

In the early 2000s, Algeria initiated several educational reforms to enhance its system. Despite these efforts, the country's difficult history caused ongoing confusion in administrative areas, leading to organizational challenges and a shortage of teachers in many schools. The introduction of English into the curriculum significantly increased its importance and demand across all educational levels, resulting in the establishment of numerous TEFL (Teaching English as a Foreign Language) schools nationwide. While the traditional emphasis on French grammar persists, the current prominence of English in education is also influenced by political agendas that may threaten the balance between languages (Mami, 2013).

According to Meghaghi (2016), the socio-linguistic complexities of Algeria, shaped by historical and linguistic events. The country's colonial past has left a lasting impact on its linguistic landscape, characterized by the coexistence of multiple languages, including Modern Standard Arabic (MSA), Algerian Arabic (AA), French, and now, increasingly, English. This linguistic diversity is evident in everyday language practices, with code switching, mixing, and borrowing occurring across various linguistic diversity. However, the integration of English into this complex linguistic landscape is not without its challenges, as political tensions often surround language policy decisions. Furthermore, looking ahead, the future of English in Algeria appears promising, driven by its growing importance in various domains and government initiatives aimed at promoting its use. Plans to introduce English as a medium of instruction at the university level signals a continued expansion of English language education Though, the dominance of French is likely to persist, posing challenges to the effective integration of English into the education system. Addressing concerns about the quality of

English language instruction and ensuring equitable access to language learning opportunities will be crucial in shaping Algeria's linguistic landscape in the years to come (Meghaghi, 2016).

To sum up, the growing importance of English in Algeria shows big changes in how people speak and what is important in education. While learning English can help Algeria connect with the world and grow economically, it is also brings challenges about language rules, teaching methods, and cultural identity. In the future, it is important for leaders, teachers, and researchers to handle these challenges well so that learning English at primary schools adds to Algeria's diverse languages and helps young learners to develop together.

2.3 Attitudes

2.3.1 Definitions of Attitudes

- Allport (1935) defines Attitudes as: "An attitude is a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (Allport, 1935, p. 810).
- Eagly & Chaiken (1993): "An attitude is a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (Eagly & Chaiken, 1993, p.1).
- Fazio (2007): "An attitude is an association in memory between a given object and one's evaluation of that object" (Fazio, 2007, p. 608).
- Thurstone (1931): "An attitude is the degree of positive or negative affect associated with some psychological object" (Thurstone, 1931, p. 261).
- Rokeach (1968): "An attitude is a relatively enduring organization of beliefs around an object or situation predisposing one to respond in some preferential manner" (Rokeach, 1968, p. 550).

According to Bizer, Barden, and Petty (2006), attitudes play a crucial role in psychology by explaining individuals' decisions and behaviors. Moreover, an attitude captures a broad and enduring assessment of a person, object, or issue, reflecting whether it is perceived positively or negatively, desirable or undesirable. These evaluations extend to diverse entities, including tangible objects like ice cream or trees, individuals such as the President or a sibling, abstract concepts like democracy or wealth, and contentious issues like the death penalty or tax increases. Essentially, the more favorable the evaluation, the more positive the attitude, while

a negative evaluation yields a correspondingly negative attitude. Furthermore, Attitudes serve multiple functions, as clarified by Daniel Katz and other scholars (Bizer et al., 2006).

Some attitudes fulfill a useful function, aiding individuals in accomplishing rewards and avoiding punishments; for instance, having an accurate evaluation of one's mortgage company can lead to financial savings. Conversely, certain attitudes achieve an ego-defensive role, reinforcing individuals' self-images; for example, harboring biased attitudes may instill a sense of superiority. In addition, the term "attitude" has gained widespread usage among sociologists, social psychologists, and education scholars, as highlighted by Bain (1928). However, its use often lacks precise definition, leading to confusion and ambiguity in discourse. This lack of clarity results in a conceptual muddle, which complicates scholarly understanding and analysis.

Overall, attitudes are crucial in understanding how people think and behave. They shape our views towards things, from everyday objects to complex issues. Whether it is helping us make decisions or boosting our self-esteem, attitudes serve important roles in our lives. However, it is essential to use clear language and definitions when discussing attitudes to avoid confusion. By understanding attitudes better, we can navigate the world around us with greater clarity and insight.

2.4 Attitudes in Social Psychology

Within social psychology, attitudes are understood through a multicomponent model that highlights their interconnected cognitive, affective, and behavioral aspects (Eagly & Chaiken, 1993). Let us examine each component:

2.4.1 Cognitive Component

This aspect centers on the beliefs, thoughts, and attributes we link to an attitude object. Attitude formation often involves a cognitive judgment process where individuals weigh potential positive and negative outcomes. (Bakanauskas et al., 2020)

2.4.2 Affective Component

This component encompasses the feelings and emotions associated with the attitude object. Our physiological responses when confronted with the object, or even its representation, play a role in shaping our affective evaluation. These emotions influence the way we process information related to the attitude object. (Bakanauskas et al., 2020)

2.4.3 Behavioral Component

Also called **Conative Component**, this component establishes a connection between our attitudes and our actions, both past and intended. Past behaviors can reinforce our present attitudes; for example, donating to a cause often strengthens positive feelings towards it .Additionally, our attitudes can guide our future behaviors (Bakanauskas et al., 2020).

These three components work in concert to form a comprehensive understanding of attitudes. The multicomponent approach illuminates how our thoughts, emotions, and actions are intertwined in shaping our evaluations of the social world around us
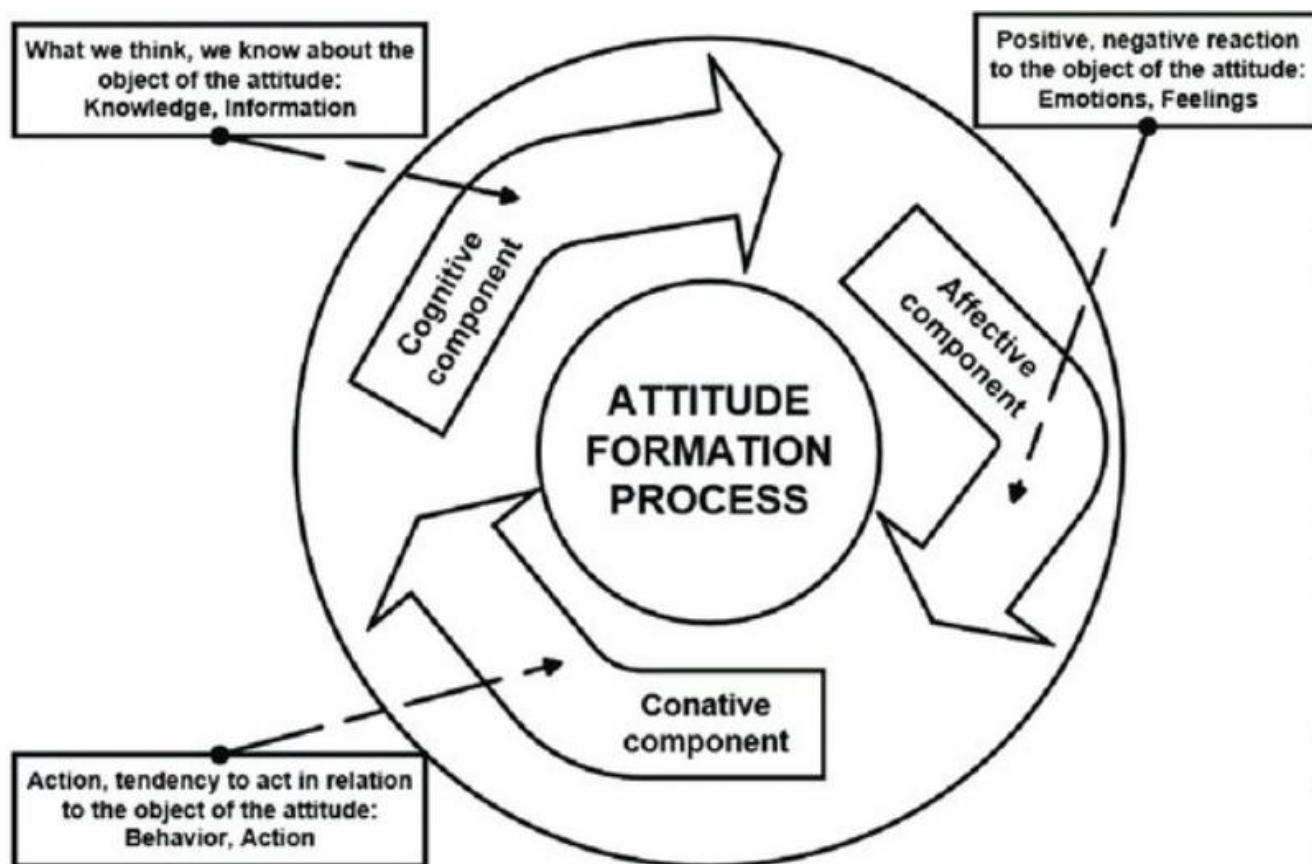
Figure 3: A three-component model of the attitude formation (Bakanauskas et al., 2020, p. 23)

The model suggests that these three components interact with each other to influence our overall attitude towards something. The arrows in the circle imply that this is a continuous process, where our thoughts, feelings, and behaviors can all affect each other. For example, if we have positive thoughts about an object (cognitive component), we are more likely to experience positive feelings towards it (affective component), which may lead us to behave favorably towards it (conative / Behavioral component). On the other hand, if we have negative thoughts about an object, we are more likely to experience negative feelings towards it, which

may lead us to avoid it or behave negatively towards it. In addition, this model is a helpful way to understand how attitudes are formed and how they can influence our behavior. It is important to note that attitudes are not always stable and can change over time as our thoughts, feelings, and experiences evolve.

2.5 Attitude and Language Learning

Language learning extends beyond the mere acquisition of linguistic skills; it fundamentally involves the development of attitudes towards the target language and its associated cultures. Psychologists and researchers recognize the profound impact of attitude on a language learner's success. (Getie, 2020).

One significant framework for understanding attitude's influence is Gardner and Lambert's (1972), distinction between instrumental and integrative motivation. Instrumental motivation arises from practical reasons like job opportunities, while integrative motivation stems from a desire to identify with the target culture and connect with its speakers. Research indicates that integrative motivation often serves as a stronger predictor for long-term language learning success (Gardner & Lambert, 1972). Additionally, attitude's influence extends beyond motivation and encompasses the power of confidence. A learner's belief in their language-learning abilities has a strong impact on their progress (Dörnyei, 2009).

Positive self-perceptions often lead to greater persistence and overall success. When learners believe they can achieve proficiency, they are more likely to take risks, practice consistently, and overcome challenges. In contrast, negative attitudes and low self-confidence can create significant barriers, making the learning process more arduous and less enjoyable. In addition, attitudes towards the learning environment itself—including teachers, peers, and methods—can either enhance or hinder motivation and engagement (Gardner, 2006). A supportive, inclusive, and stimulating learning environment fosters positive attitudes, while a negative or discouraging atmosphere can impede progress.

Social and cultural stereotypes concerning languages and their speakers also shape attitudes. Negative stereotypes can demotivate learners, fostering anxiety or inadequacy, whereas positive stereotypes can generate excitement and anticipation (Yashima, 2002). Educators must be mindful of stereotypes' potential impact and actively cultivate inclusive and positive language learning environments. Recognizing the strong connection between attitude and learning outcomes, researchers continually investigate strategies for raising positive

attitudes. Providing opportunities for meaningful interaction with native speakers, promoting a sense of autonomy in the learning process, and emphasizing the target language's relevance can enhance motivation and cultivate a positive self-concept (Oxford & Shearin, 1994).

Recent research has firmly established that a learner's attitude plays a pivotal role in their language acquisition journey. Studies have consistently demonstrated a strong correlation between positive attitudes and increased language learning success. When learners approach a new language with enthusiasm, curiosity, and a belief in their abilities, they are more likely to actively engage in the learning process, persist through challenges, and ultimately achieve higher levels of proficiency .This highlights the importance of fostering a positive and supportive learning environment where learners feel encouraged and empowered to embrace the language and culture. By recognizing and harnessing the power of attitude, educators can unlock the full potential of their students and pave the way for more effective and enjoyable language learning experiences (Getie, 2020).

In brief, understanding the relationship between language learning and social contexts is vital, as both positive and negative attitudes hold substantial influence over success. Addressing and nurturing positive attitudes can lead to more effective and enjoyable language learning experiences, ultimately contributing to greater linguistic proficiency and cultural understanding.

2.6 Factors Affecting Attitude

Language attitudes are important in students' efforts to learn English as a Foreign Language (EFL). They can either encourage students to actively engage in learning English or discourage them from doing so effectively. Many factors influence these attitudes, such as educational, social, and individual characteristics. Therefore, more research is needed to fully understand how these factors affect learners' attitudes toward learning EFL (Getie, 2020).

Researchers have identified a multitude of factors that influence the attitudes of second or foreign language learners, ultimately affecting their language skills and overall proficiency. These factors encompass a wide range of individual and environmental elements, including inherent personality traits such as extroversion or introversion, motivation, and anxiety levels, which can significantly impact a learner's willingness to engage with the language additionally, the educational setting plays a crucial role, with factors like teaching methods, curriculum design, and classroom atmosphere shaping learners' perceptions and experiences. Social interactions, both within and outside the classroom, also contribute to attitude formation, as

positive interactions with native speakers and peers can foster confidence and motivation. Furthermore, demographic characteristics like age and gender have been found to influence language learning attitudes, with younger learners often displaying greater openness and adaptability, while gender differences may manifest in communication styles and preferences. Understanding the complex interplay of these factors is essential for educators and researchers seeking to create optimal language learning environments that nurture positive attitudes and maximize language acquisition (Ehrman, 1996).

Likewise, Conteh agrees with the view that elements such as the social environment, personal traits like confidence and risk-taking, anxiety levels, learning situations, and outcomes all contribute to students' attitudes and the language learning process. Moreover, the learner's personality is one of the most important factors in the classroom (Conteh, 2002, as cited in Getie, 2020). Moreover, researchers and educators have long been interested in how emotions and attitudes impact second and foreign language learning. Learners have various personal and attitudinal traits that affect their learning. Attitudes are crucial in language learning, as they affect how open learners are to new language input, with the classroom environment, largely shaped by the teacher, playing a big role in this (Richards & Rodgers, 1986)

Self-confidence, defined as a belief in one's ability to succeed (Brown, 1994), is another key factor in language learning. When learners believe in their potential, they are more likely to take risks, persevere through challenges, and ultimately achieve greater success. Teachers can play a crucial role in cultivating self-confidence by starting with achievable tasks and gradually increasing the level of difficulty, thus lowering the affective filter and creating a safe space for learning (Krashen, 1998, as cited in Getie, 2020). A lowered affective filter reduces anxiety and stress, allowing learners to focus their cognitive resources on language acquisition.

In conclusion, language attitudes are a powerful force in language learning. They can help students learn better or make it harder for them. Many things affect these attitudes, like how they feel about themselves, what their teachers do, and their experiences in the classroom. When students believe in themselves and feel good about learning, they are more likely to succeed. This means that teachers and schools have an important role to play in creating a positive and supportive environment for language learning.

2.7 Perceptions and Attitudes of Teachers and Parents toward EFL teaching/learning

English teachers hold a crucial role in students' learning journeys. Their self-perception and how parents view them greatly affect education effectiveness, as these perceptions can either support or hinder language teaching (Keskin, 2019).

To optimize this process, it is important to understand the beliefs and attitudes of key stakeholders: teachers and parents. Moreover, understanding Teachers' and Parents' Perceptions of English language Teaching/Learning In a world where English is pivotal in business, education, and global communication, grasping how teachers and parents perceive English as a Foreign Language (EFL) instruction is crucial. They wield significant influence over the EFL learning journey, shaping student motivation, engagement, and overall success. EFL teachers play a fundamental role in language learning. They must adapt their teaching to diverse learners and cultures. Studies show that EFL teachers often feel deeply responsible for their students' success, which can drive them positively but also create pressure (Sariçoban, 2018). Furthermore, the integration of technology is a domain where teachers' attitudes diverge. Some embrace technology's potential enthusiastically, while others feel anxious or frustrated due to inadequate training or support (Yüksel & Kavanoz, 2011).

Parents have significant influence over their children's education, including EFL learning. Research suggests that parents' positive attitudes toward language learning and prioritization of English proficiency correlate with their children's engagement and success (Nikolov & Djigunovic, 2006). Contrariwise, negative perceptions or unrealistic expectations from parents can slow progress. Additionally, cultural factors significantly shape parental attitudes toward English language learning (Hamid, Jahan, & Islam, 2013).

In some cultures, English is seen as crucial for future economic success or educational advancement, while in others, it may be viewed mainly as a gateway to western popular culture (Hamid et al., 2013). These perspectives influence the support and encouragement parents provide for their children's studies. Furthermore, Effective EFL education necessitates collaboration between teachers, parents, and the broader educational system. When there is open communication and a shared understanding of learning goals between teachers and parents, students benefit significantly. Research indicates that parental involvement, such as assisting with homework or promoting English use at home, positively impacts achievement (Sariçoban, 2018).

To sum up, the perceptions and attitudes of teachers and parents play a key role in shaping the EFL learning experience. Understanding these perspectives is essential for educational practitioners, policymakers, and researchers seeking to enhance the effectiveness of EFL instruction. Through adopting collaboration, providing support, and staying attuned to the dynamic context of EFL teaching, stakeholders can allow students to achieve their full potential as English language learners.

2.8 The Significance of Attitude towards Second Language Learning

A person's attitude towards learning a second language plays a vital role in their success. Positive attitudes foster motivation, willingness to take risks, and openness to the new language. In contrast, negative attitudes can lead to anxiety, disengagement, and ultimately delay progress. Studies consistently highlight the link between positive attitudes towards the target language and raises motivation to learn. In addition, learners who derive enjoyment from the language or perceive its value for their personal and academic goals tend to exhibit more dedication and determination, overcoming challenges more effectively. (Gardner, 1985).

Moreover, research indicates a positive correlation between positive attitudes towards language learning and higher proficiency levels. Research conducted by Dörnyei and Ryan (2015) highlights that learners who possess self-belief and recognize the significance of the language tend to achieve superior outcomes. This suggests that encouraging positive attitudes can significantly enhance learners' language proficiency and academic achievement. On the other hand, negative attitudes towards language learning can produce language anxiety, impeding the learning process (Dörnyei & Ryan, 2015).

Based on the findings of Horwitz & al. (1986) they emphasize that anxious learners may avoid communication or become overly self-conscious, undermining their ability to practice and improve. Therefore, addressing negative attitudes and alleviating language anxiety are paramount for facilitating effective language learning experiences.

In light of these insights, important implications for education emerge. Initially, teachers must create a supportive classroom environment where students feel encouraged to take risks and appreciate diverse cultures. Also, promoting cultural awareness can increase motivation and boost positive attitudes towards language learning. Finally, addressing anxiety through relaxation techniques and confidence building is important for improving learning outcomes in diverse learner groups.

2.9 Previous Studies on Teachers' and Parents' Attitudes towards introducing English at an Early Age

According to Bago (2008, as cited in Ramadan, 2022), a study was initiated to explore Croatian parents' attitudes towards early foreign language learning. The study aimed to determine if Croatian parents held positive views on this matter. It found that parents indeed had positive attitudes towards early foreign language learning. Additionally, the study revealed that parents supported teaching English at a young age because it enhances children's cognitive abilities, fosters appreciation for other cultures, and helps in native language acquisition.

Similarly, Aytar and Ogretir (2008, as cited in Ramadan, 2022) conducted a study on parents' and teachers' attitudes towards foreign language education in Turkish preschools. The findings indicated strong support for foreign language education among participants due to its perceived positive effects on children's cognitive and language skills. Moreover, in a similar study in Croatia by Krajnovic and Letica (2009, as cited in Ramadan, 2022), it was found that the majority of parents held positive attitudes towards early foreign language learning. Furthermore, participants supported early language learning, believing it could enhance children's overall motivation for learning.

In the view of Damar et al. (2013, as cited in Ramadan, 2022), teachers' perceptions of teaching English to young learners in Turkey revealed favorability towards starting language education at the earliest stages of primary school and even preschool. Habeeb's (2013, as cited in Ramadan, 2022) large-scale research on English kindergarten teachers in Kuwait showed widespread support for early English education among teachers. They believed that starting language education early could boost students' confidence, understanding of other cultures, social skills, academic achievement, and motivation for continuous language learning.

Furthermore, Studies also reveal that parental attitudes can be influenced by various factors. Parents with higher levels of education and past foreign language experience tend to be more enthusiastic about early English language learners (Lindgren & Muňoz, 2013). Concerns do exist, such as the potential for young children to experience confusion between their native language and English, or the worry of adding to an already heavy academic workload (Gardner, 1985)

Overall, research shows that parents and teacher in different countries generally have very positive attitudes about teaching young children foreign languages, specifically English. They believe it helps kids think better, understand other cultures, and even learn their own

language in new ways. Some parents with higher education or who have learned another language themselves tend to be even more excited about the idea. While there are some worries about confusion or too much schoolwork, most parents support starting foreign language learning as early as possible.

2.10 Teachers' Attitude towards Teaching English as a Foreign Language

When teaching English as a global language, it is important for teachers to include topics about the local culture. This helps teachers 'attitude toward the choice of methods and strategies that fit well with their students' environment. Research in Chile, for example, shows that this approach is becoming more and more popular (Haddad, 2019).

Moreover, in many countries where English is taught in schools, local teachers need to understand what their students need and use teaching methods that work well in their specific context. Understanding language ideology the beliefs and ideas about a language is key to shaping how people feel about a language. By using a variety of teaching methods, teachers and students can better understand the powerful influence of these ideas within their communities and society as a whole (Garrett et al., 2003, as cited in Haddad, 2019).

Knowing English as an international language can also help young learners develop positive attitudes towards communicating with people from different countries, cultures, and backgrounds. Importantly, language classrooms should be places where both students and teachers can become more aware of language. This awareness is crucial because teachers' understanding and attitudes greatly affect how well their students learn (Lantolf, 2006, as cited in Haddad, 2019).

To sum up In English language instruction outside of native English-speaking countries, it is important to connect lessons to the students' own culture. This helps teachers pick the right teaching methods and supports positive attitudes about language learning. Knowing how people view language is also a key for teachers and students. The overall goal is to empower students to use English to share their culture and connect with others across the globe.

2.11 Parents' Attitudes towards Teaching English as a Foreign Language

Understanding what parents think about their children learning English is crucial for teachers, policymakers, and researchers. This is because parents' beliefs can influence how motivated children are, how effectively they learn, and how proficient they become in English.

To begin with, Parents play an essential role in their children's development, particularly regarding language acquisition. Multiple factors within the family environment, including parents' education, beliefs, socioeconomic status, and knowledge of languages, significantly effect a child's motivation and success in learning a foreign language (Spolsky, 1989). Research suggests that children often mirror their parents' attitudes; if parents hold positive views toward a foreign language, their children are more likely to shine in learning it (Larsen and Long, 1991 as cited in Getie, 2020)

Parental involvement and attitudes towards foreign language learning are deeply influential. Children whose parents actively encourage and support their language learning, even without fluency in the language themselves, tend to achieve better outcomes (Alimatu et al., 2021, as cited in Ramadan, 2022). Moreover, parents can demonstrate positive attitudes by actively participating in their child's language learning, both within and outside of the classroom environment. How parents view language learning is key to predicting a child's success (Baker, 1992, as cited in Ramadan, 2022). When parents understand the benefits of acquiring additional languages and how to facilitate this growth, their children will likely experience improved outcomes. Parental involvement can take many forms: offering cognitive, social, and emotional support (Feuerstein, 1990, as cited in Ramadan, 2022), monitoring their children's activities, or simply modeling positive attitudes about language learning (Buttery & Anderson, 2000, as cited in Ramadan, 2022). While different cultures may express these roles in varying ways (Williams & Burden, 1997, as cited in Ramadan, 2022), active parental support consistently benefits learners, especially young children (Keith et al., 1993, as cited in Ramadan, 2022). Furthermore, cultural background also shapes parental attitudes. In societies where English fluency is linked with progress or economic opportunity, parents often hold favorable views, encouraging their children's English language learning (Souod Abd Alwahid & Jafar, 2018, as cited in Ramadan, 2022).

To sump, the role of parents in a child's language learning journey cannot be overstated. Parental influence is a multifaceted force, encompassing attitudes, beliefs, involvement, and cultural context. It extends beyond simply facilitating language acquisition to shaping a child's overall attitude towards learning, their motivation, and their self-efficacy. Teachers, armed with an understanding of this dynamic, can forge powerful partnerships with parents, leveraging their unique insights and influence to create a more supportive and enriching learning environment. By fostering open communication, collaboration, and mutual respect, educators and parents can work together to empower children to reach their full potential in English

language learning. This collaborative approach not only enhances individual student outcomes but also contributes to a more vibrant and inclusive language learning community.

Conclusion

The perceptions and attitudes of teachers and parents play a crucial role in shaping the EFL learning experience. Teachers' self-perceptions and parental expectations can significantly influence students' motivation, engagement, and overall success in acquiring English. Understanding these attitudes is essential for educators, policymakers, and researchers seeking to enhance the effectiveness of EFL instruction. By engaging collaboration, providing support, and staying attuned to the dynamic context of EFL teaching, stakeholders can enable students to reach their full potential as English language learners. The growing importance of English in Algeria signals a significant shift in language practices and educational priorities. While English proficiency offers opportunities for global connectivity and economic advancement, it also presents challenges related to language policy, teaching methods, and cultural identity. In the future, it is imperative for leaders, teachers, and researchers to address these challenges effectively, ensuring that English language learning in primary schools enriches Algeria's linguistic diversity and contributes to the holistic development of young learners.

Chapter Three: Data Analysis and Interpretation

Introduction

This chapter details the practical implementation of this thesis. It begins with a comprehensive description of the chosen research methodology, outlining the methods, tools, and the target population & sample involved. The data analysis procedures are also explained. Additionally it focuses on analyzing the results of both Teachers' interview and parents' questionnaires and, leading to discussions and conclusions. Limitations of the study and subsequent recommendations are provided to conclude the chapter.

2.12 Research Methodology

The research methodology section will provide a comprehensive explanation of the steps involved in gathering, analyzing, discussing, and interpreting the data. It will detail the methods and approaches utilized to achieve the objectives, Address the research questions, and validate the hypotheses. This study focuses on examining the attitudes of English teachers and parents towards introducing the English language in primary schools in the city of Biskra. To achieve this aim and address the research questions, a mixed-method approach has been adopted. This choice aligns with the nature of the topic, which requires both exploration and analysis of the attitudes of teachers and parents.

2.13 Research Design

The present study utilized an exploratory design employing a mixed-method data collection approach. This methodology was chosen as the researcher sought to delve into and gain comprehensive insights into the attitudes of both teachers of English and parents regarding the introduction of the English language in primary schools. According to (Greene, Caracelli, & Graham, 1989) Mixed methods allow researchers to explore the statistical 'what' of a phenomenon alongside the experiential 'why' and 'how'. In addition, employing both quantitative and qualitative methods is essential, as it enables the researcher to attain a more comprehensive understanding of the attitudes and perceptions of teachers and parents towards the introduction of the English language in Algerian primary schools.

2.14 Population and Sampling

The population under this study contains teachers and parents living in the city of Biskra from several primary schools during the academic year 2023/2024. The engaged 62 parents and 08 teachers. Reaching out to teachers posed challenges, as only 8 teachers were available, serving in 3 to 4 primary schools in Biskra city. On the other hand, parents were specifically

targeted, focusing on those whose children were studying in 3rd grade English classes at primary schools. Moreover, all participating teachers were women, and they demonstrated cooperation during the interview process. The rationale behind selecting this sample was the significance of English language acquisition, which typically begins in the 3rd grade, making this cohort particularly relevant for the study.

2.15 Data Collection Tools

For this study involved two distinct tools: interview and a questionnaire. Semi-structured interview with open-ended questions were used to gather insights directly from the teachers about their experiences teaching English in primary schools. A questionnaire was administered to collect data on the attitudes of parents towards introducing English language instruction in primary school, the parents' questionnaire includes 15 questions of different forms (close-ended, open-ended, multiple choice, Likert scale questions). The data collection tool was selected because it was the most suitable tool for the research study.

2.15.1 Teachers' Interview

2.15.1.1 Teachers' Interview Description

The purpose of this interview was to conduct a reflective evaluation of the experience of teaching English as the primary foreign language in Algerian primary schools. We planned a set of direct questions for the teachers regarding their experiences, as well as a semi-structured questions including open-ended questions. The interview aimed to gather insights into the teachers' attitudes towards introducing English as a foreign language in primary education. Its objective was to comprehend the challenges encountered by teachers when instructing young learners in a new language and to explore their attitudes and opinions regarding teaching English at an early age. The interview consisted of eight (8) planned questions, with 8 teachers from different schools in city of Biskra

2.15.1.2 Administration of the Interview

The interview targeted English teachers from the primary level of various primary schools in Biskra city. Each teacher had experience teaching in 3-4 different schools across the city. Furthermore, the interview were conducted on May 6th, 2024, with each lasting approximately 7-10 minutes. This timeframe proved sufficient to cover the key topics we aimed to discuss. The transcribed interview are available in **Appendix A.**

2.15.1.3 Analysis of Teachers' Interview

The primary objective of this study is to gather insights into teachers' attitudes towards introducing English as a foreign language in primary education. Additionally, the research aims to understand the challenges faced by teachers when instructing young learners in a new language and to explore their attitudes and opinions regarding teaching English at an early age. The results indicate the following points:

Question 01: Do you have any experience with teaching English? For how long?

Teacher A: *"Yes, 2 years."*

Teacher B: *"Yes I have, 2 years."*

Teacher C: *"Yes, about 10 years .Because I was teaching as a substitute teacher in different middle and high schools"*

Teacher D: *"Yes, 9 months in primary school and around 1 year teaching private lessons to secondary schools"*

Teacher E: *"Yes, 5 years. I was teaching private lessons to secondary and middle schools"*

Teacher F: *"Yes, 11 years of teaching English, I was a substitute teacher for years; and I have my own organization where I teach private lessons and ESP."*

Teacher G: *"Yes, this is my first year teaching English at the primary school level"*

Teacher H: *"Yes I have, 4 years. Before I start teaching English in primary school, I was a substitute teacher"*

Based on the responses provided by the teachers, it is evident that there is a range of experience levels in teaching English. Teachers have varying durations of experience, with some having taught English for only a year or less, while others have substantial experience spanning over a decade. Additionally, it is noteworthy that some teachers gained experience by teaching English in different educational settings, such as secondary schools or through private lessons. This diverse range of experiences among the teachers suggests that they may bring different perspectives and strategies to their English language instruction in primary schools.

Furthermore, the presence of teachers who have experience as substitute teachers' highlights the adaptability and flexibility of educators in navigating various teaching environments.

Question 02: What qualities do you think an effective teacher should have to teach English in primary schools?

Teacher A: *"an effective teacher should have Patience with children and be creative and flexible to try different methods and tools."*

Teacher B: *"patience, humour, kindness, and knowledge."*

Teacher C: *"a teacher should be; Skillful, patient, helpful, creative, flexible, and energetic."*

Teacher D: *"should be talented smart as he or she must master the language efficiently"*

Teacher E: *"A teacher of English should possess a genuine love for English and the process of sharing it with kids, as well as patience and understanding, positive reinforcement, and effective techniques."*

Teacher F: *"Cheerful, active and patient with young children, and provide as much as love as you could to drag their attention for learning fast."*

Teacher G: *"a great teacher should be knowledgeable, motivated, committed and patient, and act cool."*

Teacher H: *"I believe a genuine teacher should prioritize creativity, collaboration, and effective time management. Also, they should be aware of different learning styles and demonstrate strong skills as a course designer and material provider."*

This small sample suggests that primary school English teachers recognize both the affective (emotional) components of successful teaching and the practical skills required. There is potential for further exploration into how these qualities are highlighted and how teachers balance the emotional support of young learners with the demands of teaching a foreign language.

Question 03: What are the materials used in your teaching English in primary schools?

Teacher A: *"In my English teaching at primary schools, I use a variety of materials to engage pupils and enhance their learning experience. I specifically use the textbook. Also, I sometimes include real-life objects and props to make lessons more tangible and interactive."*

Teacher B: *"I use flashcards, a data projector or display to show them images, a smartphone speaker for songs, support books, and I follow the instructions in the teacher's guide."*

Teacher C: *"I use a variety of materials, such as textbooks, toys, whiteboards, and magnetic pictures….etc."*

Teacher D: *"I use External books and copybooks and I follow the teacher's guide"*

Teacher E: *"I've been using textbooks designed for young learners as the main resource. Also, I incorporate flashcards, educational videos, and simple picture books to make the lessons more interactive and engaging"*

Teacher F: *"I use audiovisual aids, handouts and the course book"*

Teacher G: *"I use Pictures a lot, flashcards, and speakers"*

Teacher H: *"Maps, videos, audios, games, songs….etc."*

The teachers use lots of different stuff to teach English in primary school. They use textbooks most of the time, but also materials like flashcards, videos, and real-life objects to make lessons fun and easy to understand. Some teachers even use gadgets like projectors and smartphones to help with learning. They also use hands-on materials like toys, whiteboards, and pictures to make learning more exciting. This shows how teachers work hard to make English lessons interesting and enjoyable for kids.

Question 04: What strategies can be used to help pupils who are finding it difficult to learn a new language?

Teacher A: *"I encourage them to express, and Give them more tasks to practice, funny activities make learning easier Also, creating a supportive and encouraging learning environment where children feel comfortable making mistakes and asking questions."*

Teacher B: *"Talking to them individually and trying to figure out their problems; provide them with particular content which is familiar with their hobbies. Try to involve them working on groups to break the ice."*

Teacher C: *"In my class, I help kids learn languages in fun ways. We do things together, like games and talking exercises. Also, Translating helps them understand better when we switch languages. I tell short stories to help them see how words work. Learning new words is important, so we practice that a lot. I want them to feel confident speaking and to get better at it. Making mistakes is okay because we learn from them."*

Teacher D: *"If students are struggling to learn a new language, I can help them in different ways. By using fun activities to make learning enjoyable. I also encourage them to speak freely to build confidence and it's okay to make mistakes"*

Teacher E: *"When I praise my student for trying their best, even if they don't get it correctly, it shows them that I value hard work. It helps them believe that if they keep practicing, they will get better. This makes them want to keep trying, even when learning new words or sentences feels super tricky."*

Teacher F: *"I use games, songs, and activities that make learning feel playful rather than stressful. Also, pictures, flashcards, real objects, and gestures help pupils connect words and concepts to their meanings."*

Teacher G: *"I encourage them to express themselves, Give them more tasks to practice, do funny activities make learning easier, I speak slowly and translate almost everything to avoid confusion."*

Teacher H: *"I let them Read freely and make them feel that English is fun by providing role play with each other, Also I write daily starting from simple words to sentences, short paragraphs."*

The teachers have different ideas to help pupils who find learning a new language hard. Some focus on practicing a lot and making learning fun with games and funny activities, like Teacher A and G. Others, like Teacher B, talk to students one-on-one and use things the students like to help them learn. Teacher C uses games and stories, and encourages students to speak and not worry about making mistakes. Teacher D says it's okay to make mistakes and also uses

fun activities. Teacher E praises students for trying hard. Teacher F uses games and pictures to make learning fun too. Teacher H lets young learners to read and play together, starting with simple words. These ideas show there are many ways to help students with learning a new language.

Question 05: What do you think about the English textbook for primary schools?

Teacher A: *"I think the Textbook of 3rd grade is Effective for their age"*

Teacher B: *"It's not that much helpful; it should be modified, I didn't find anything special with it."*

Teacher C: "*I think it is interesting, but it should be elaborated."*

Teacher D: *"I found it good and practical."*

Teacher E: *"I think it should be reinforced by extra sources."*

Teacher F: *"It's good, although, they can make it better."*

Teacher G: *"I think the English textbook for 3th grade provides a decent foundation. However, I feel it could be improved. Sometimes the activities are a bit too repetitive, and could use more focus on real world communication skills."*

Teacher H: *"I found it decent and effectively."*

The teachers express a variety of opinions regarding the English textbook for primary school. While some, like Teacher A and D, find it effective and practical, others, like Teacher B and E, believe it needs modifications or reinforcement with additional resources. Teacher C sees potential in the textbook but suggests it needs more details. Teacher F acknowledges its quality but suggests room for improvement. Teacher G appreciates the foundation it provides but suggests reducing repetitive activities and adding more focus on real-world communication skills. Teacher H finds the textbook decent and effective. Overall, the teachers have different opinions about the textbook, and they suggest making it better for primary school students.

Question 06: Do you think young learners should learn English at the primary level?

Teacher A: *"Yes, sure"*

Teacher B: *"Yeah; why not. But it should taught alone and omit French."*

Teacher C: *"Yes, it is good because a child can acquire many languages in the same time. English is a worldwide language that everyone should learn."*

Teacher D: *"Yes, definitely! It's a great opportunity for children. We wish we had it in our generation."*

Teacher E: *"Yes indeed. As teacher and mother, I see it great opportunity."*

Teacher F: *"Yes, I absolutely believe that young learners should learn English at the primary level."*

Teacher G: *"Yes, absolutely. Children's brains are incredibly open to language learning. They absorb new sounds and patterns more easily."*

Teacher H: *"Yes. But only one foreign language."*

The teachers agree that young learners should learn English at the primary level. They highlight various reasons for this stance, such as the global significance of English, the advantage of acquiring multiple languages early on, and the natural aptitude of children for language learning. Some emphasize the opportunities it offers children, while others like Teacher G mention the practical benefits and cognitive advantages. While there are differing opinions on whether English should be taught alongside other languages, Overall, the responses emphasize it's important for young children to start learning English in primary school. But they have different ideas about how to teach languages.

Question 07: In your opinion, what is the impact of introducing English language in Algerian primary schools?

Teacher A: *"I think* learning English in Algeria provide young learners with valuable language skills from a young age. *Also, fluency in English increases the potential for higher education possibilities in English-speaking countries and access to a wealth of resources in the language."*

Teacher B: *"I think learning English can provide pupils with valuable language skills from a young age, Also, can mastering the language earlier."*

Teacher C: *"I guess, it is important for children because it enables them to learn other languages easily. It opens doors to new opportunities academically and proficiently."*

Teacher D: *"English is the language of science, so studying it at an early age provides advantages especially for young leaner."*

Teacher E: *"I think bringing English into Algerian primary schools is a great thing. It helps kids learn a useful skill early on, opening up opportunities for them later. It also helps them understand different cultures and talk to people from around the world. So, overall, it's a positive change for young learners in Algeria."*

Teacher F: *"In my humble opinion, I see that teaching English to primary school learners in Algeria, especially those with lower levels could have a significant positive impact. So, introducing it in early primary school is a beneficial opportunity."*

Teacher G: *"I think with French language we cannot decide, it is difficult to learn two languages at a young age government should reconsider this decision especially with 3rd grade."*

Teacher H: *"To make our learners open to the world and to make it easy for them when they reach middle school and secondary school."*

The teachers generally view the introduction of English language instruction in Algerian primary schools positively. They highlight the value of acquiring language skills from a young age, with benefits including increased opportunities for higher education, access to resources, and understanding of different cultures, as noted by Teachers A, B, and E. Additionally, Teachers C and D emphasize the importance of English proficiency for academic and professional advancement. Teacher F sees the introduction of English as a significant opportunity for primary school learners. However, Teacher G raises concerns about the feasibility of learning two languages simultaneously and suggests reconsideration, particularly for third-grade students. Overall, the responses highlight the perceived advantages of early English education in Algerian primary schools, while also acknowledging potential challenges and considerations for implementation.

Question 08: Do you have any additional comments about the integration of English into primary schools?

Teacher A: *"It's a great change in our primary schools that may create new generation, new development of English language on Algeria"*

Teacher B: *"I believe that connecting English learning to daily life situations such as projects, field trips, or interactions with native English speakers can make the language more relevant and practical for young kids."*

Teacher C: *"The decision has been implemented, so it must be accepted and the teacher's competence in conveying information to the student must be proven."*

Teacher D: *"Not really; but it would be better if they worked on the national programme to fit the young learner's needs."*

Teacher E *"I believe schools should dedicate more time to teaching vocabulary and oral communication skills. Also, should have the choice to focus on learning either English or French."*

Teacher F: *"I believe that connecting English learning to daily life situations such as projects, field trips, or interactions with native English speakers can make the language more relevant and practical for students."*

Teacher G: *"Just that, I think it is important to remember that while we want to teach these kids English, we also need to be mindful of their overall development. Learning through play and keeping things enjoyable is essential."*

Teacher H: *"I guess Teachers should use audiovisual means to help children better and motivate them more."*

The teachers have some good ideas about teaching English in primary schools. Some think it is important to connect English learning to real life situations, like projects or trips, to make it more practical. Others say teachers need to be well prepared to teach it effectively. Some suggest improving the national program to better fit what kids need. There is also talk about focusing more on vocabulary and speaking skills, and keeping learning fun. Overall, they believe teaching English should be helpful and enjoyable for kids, using methods like games and videos to keep them interested.

2.15.2 Parents Questionnaire

A questionnaire is a tool for gathering data. It presents questions or statements related to a research topic for participants to respond to, often taking the form of a booklet. Questionnaires are widely used in social sciences to understand participants' attitudes and opinions. The three main types (structured, unstructured, and semi-structured) differ based on the questions they include (closed-ended, open-ended, or a combination)

2.15.2.1 Description of parents' Questionnaire

This questionnaire (see **Appendix B**) was originally written in standard Arabic so that all parents could understand it. Later, it was translated into English for the analysis. The parents' questionnaire includes 15 questions. The first part (questions 1-2) collects personal information about the parents. The second part (questions 3-14) focuses on the parents' attitudes and opinions regarding the introduction of the English language in primary schools. Questions 3-5 inquire about the importance and ease of learning English, while questions 8-14 explore parents' perspectives and attitude on introducing English in primary school and how they would support their children's English learning. This section also allows parents to provide suggestions about the appropriate age and number of hours for teaching English. The final question (15) asks for any additional suggestions or comments from parents regarding the research topic.

2.15.2.2 Administration of the Questionnaire

The questionnaire was submitted to different primary schools in city of Biskra on Avril 25th, 2024. The questionnaire was asked the teachers to send the questionnaires to parents via giving them to children, each to his parent, and asking them to bring the questionnaires back to school the next day. Because of the lack of interest from parents we have gather only few respondent and we move to next option which was designing the questioner using Google forms, and posting them on groups of Biskra via Facebook.

2.15.2.3 Analysis of parents' questionnaire

We provide demographic and tables information about the participants in this research. The demographic data was collected using an online questionnaire. The parent questionnaire consisted of different formats (closed-ended, open-ended, multiple-choice, and Likert-scale questions).

Section One: General Information

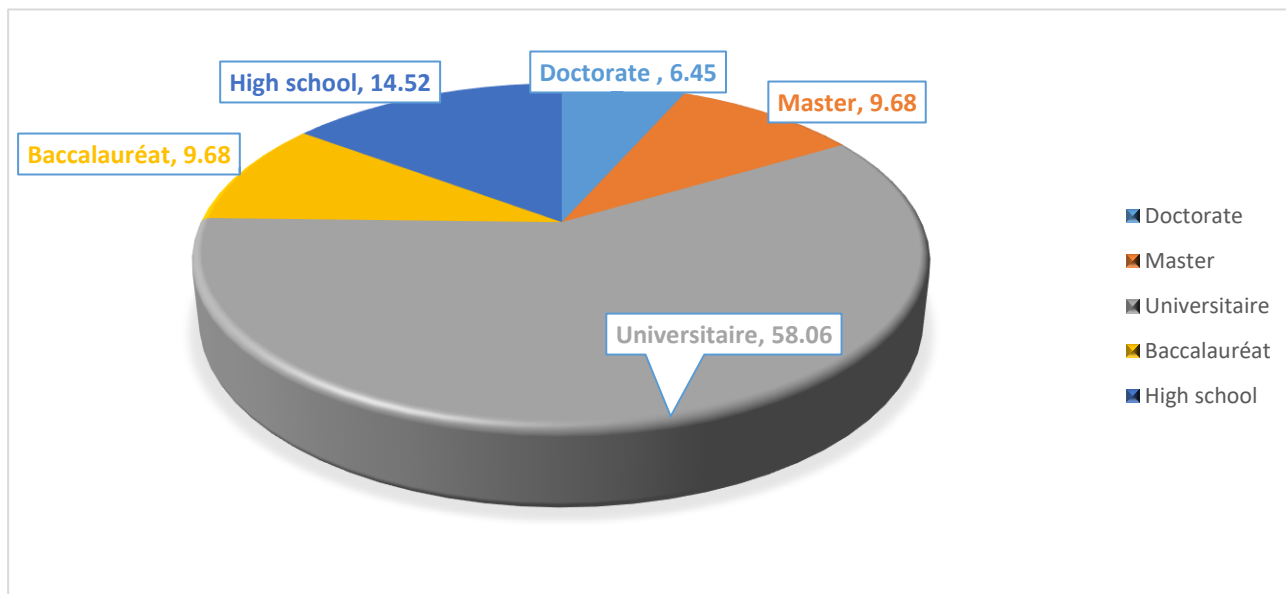**Q1: Specify your education level**

Figure 4: Parents' educational level

This question aims to study the educational backgrounds of parents to analyze their responses regarding EFL learning. The pie chart, based on 62 total responses, the majority (58.06%) hold "Universitaire" (university) degrees, suggesting a substantial portion of parents have higher education. However, the remaining distribution indicates significant diversity, with "Baccalauréat" and "Master" degrees each constituting 9.68%, while "Doctorate" and "High School" are less frequent, accounting for 6.45% and 14.52%, respectively.

This diversity in educational attainment is crucial when analyzing parental impact on EFL learning. Attitudes and expectations might differ across educational groups. Parents with higher educational attainment might possess greater access to resources and information about language learning, potentially leading to different approaches compared to parents with lower educational levels. For example, parents with university degrees might be more inclined to seek out additional language learning resources for their children or emphasize the importance of English proficiency for future academic and career opportunities. Conversely, parents with high school education might prioritize other aspects of their children's development and have different expectations regarding language learning. This analysis highlights the importance of considering the diverse educational backgrounds of parents when designing and implementing EFL programs.

Section two: Parents 'position on the integration of English in primary schools

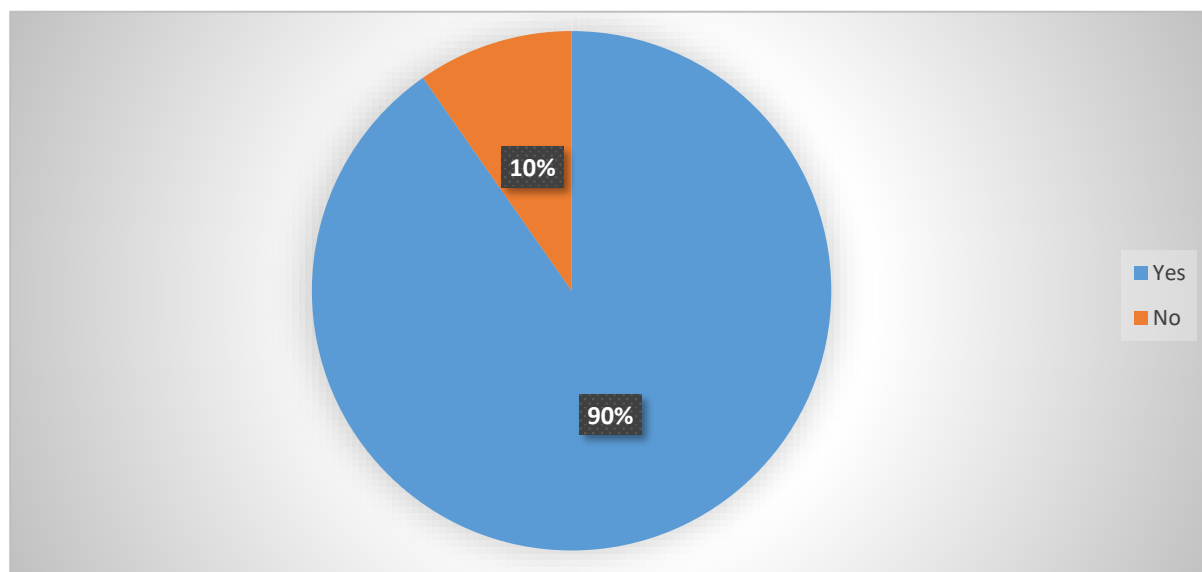**Q2: Do you think that the English language is easy to learn?**

Figure 5: Parents attitude towards the ease of English

We posed this question to understand whether parents in the city of Biskra find learning English easy. Figure 5 illustrates the results of a survey question asking parents in Biskra about their perception of the ease of learning English. The responses reveal a significant majority (90%) believe that English is not easy to learn, suggesting that most parents find it challenging to acquire the language. This could be due to various factors, such as the differences in grammar and pronunciation between English and their native language, Arabic, or limited exposure to English in their daily lives. Conversely, a small minority (10%) of parents believe that English is easy to learn. This could be attributed to individual differences in language learning aptitude, prior experience with English, or access to effective learning resources.

Overall, the results suggest that most parents in Biskra perceive English as a difficult language to learn. This finding could have implications for language education policy and practice in the region, as it highlights the need for effective and accessible English language instruction that addresses the specific challenges faced by learners in this context. It also underscores the importance of raising awareness among parents about the benefits of learning English and the resources available to support their children's language acquisition journey.

Q3: Do you think that learning English at an early age is beneficial?
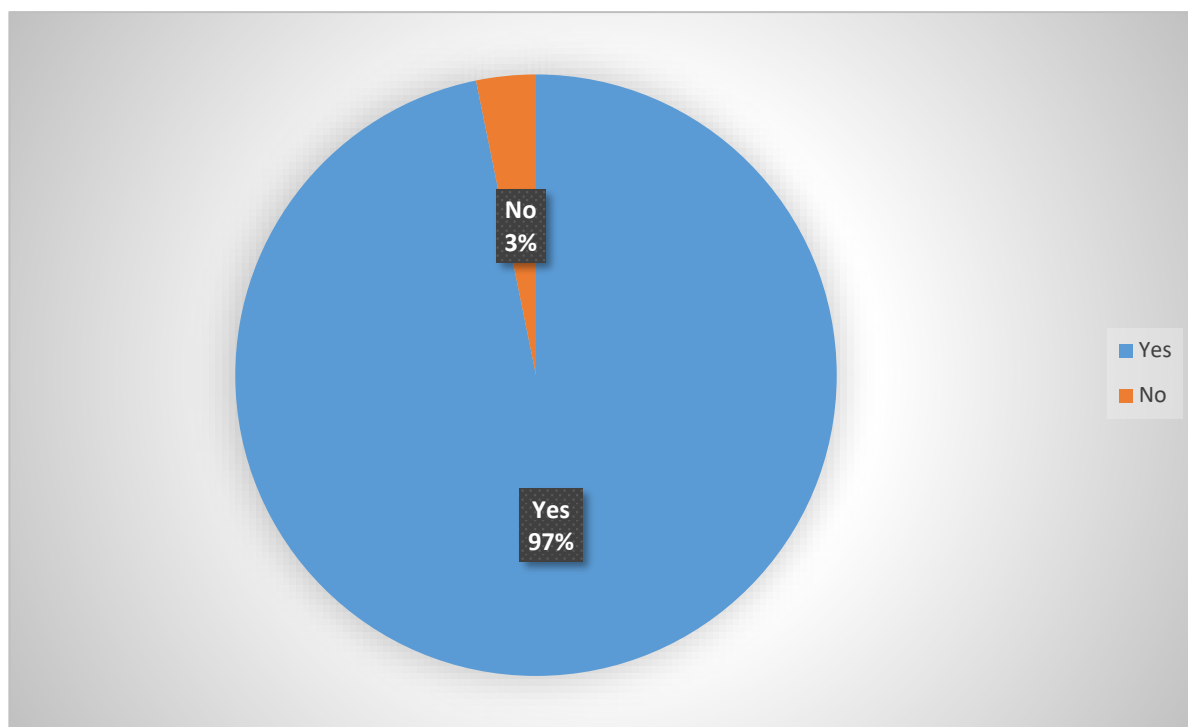
Figure 6: Parents opinion on The Benefits of Early English Language Learning

The pie chart, representing parental opinions on the benefits of early English language learning, reveals a strong agreement among respondents. The data reveals an overwhelming majority (97%) of parents believe that learning English at a young age is beneficial, indicating a strong consensus among respondents about the value of early language acquisition. This widespread support could stem from various factors, such as the perceived cognitive benefits of bilingualism, enhanced future academic and career opportunities, and increased cultural awareness.While a small minority (3%) of parents expressed doubts, their concerns primarily revolve around the potential difficulties of young children learning two foreign languages (English and French) simultaneously. This suggests that while most parents recognize the advantages of early English education, some may have concerns about the potential challenges or additional workload it might impose on their children. The results highlight a clear parental preference for early English language learning, with the huge majority of parents recognizing its potential benefits and advocating for its inclusion in their children's education

Q4: Do you think your child should learn English in primary school?
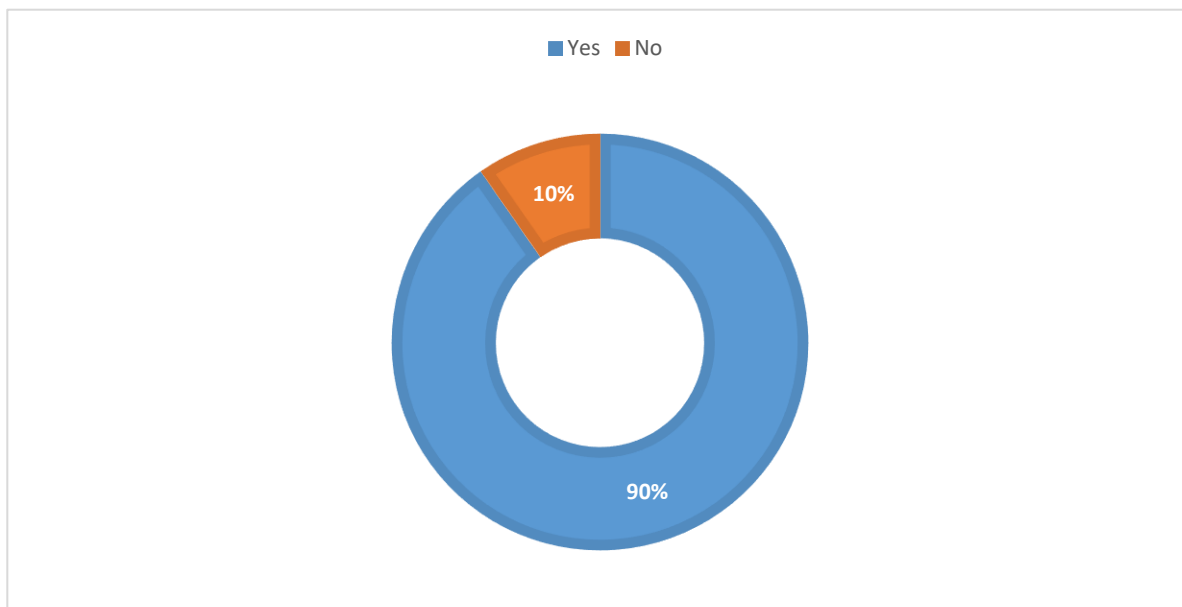
Figure 7: Parental Opinion on English Language Learning in Primary School

The chart above illustrate parental opinions on English language learning in primary school reveals a high support, with 90% (55 out of 62 parents) supporting for its inclusion. This indicates a strong agreement among parents favoring early English education. While a small minority (10%) of parents oppose the idea, their concerns are also worth noting. Some parents believe introducing English at a young age might overcome children, particularly those already learning French as a second language. Others may question the effectiveness of teaching English at such an early stage or express concerns about the potential impact on the learning of other subjects. Despite these concerns, the overwhelming majority of parents see the value in early English education and actively support its inclusion in the primary school curriculum. This suggests that there is a strong foundation of parental support for initiatives aimed at promoting English language learning among young children. The results suggest that there is a strong agreement among parents in favor of early English education. However, it is important to note that there are also some concerns that need to be addressed.
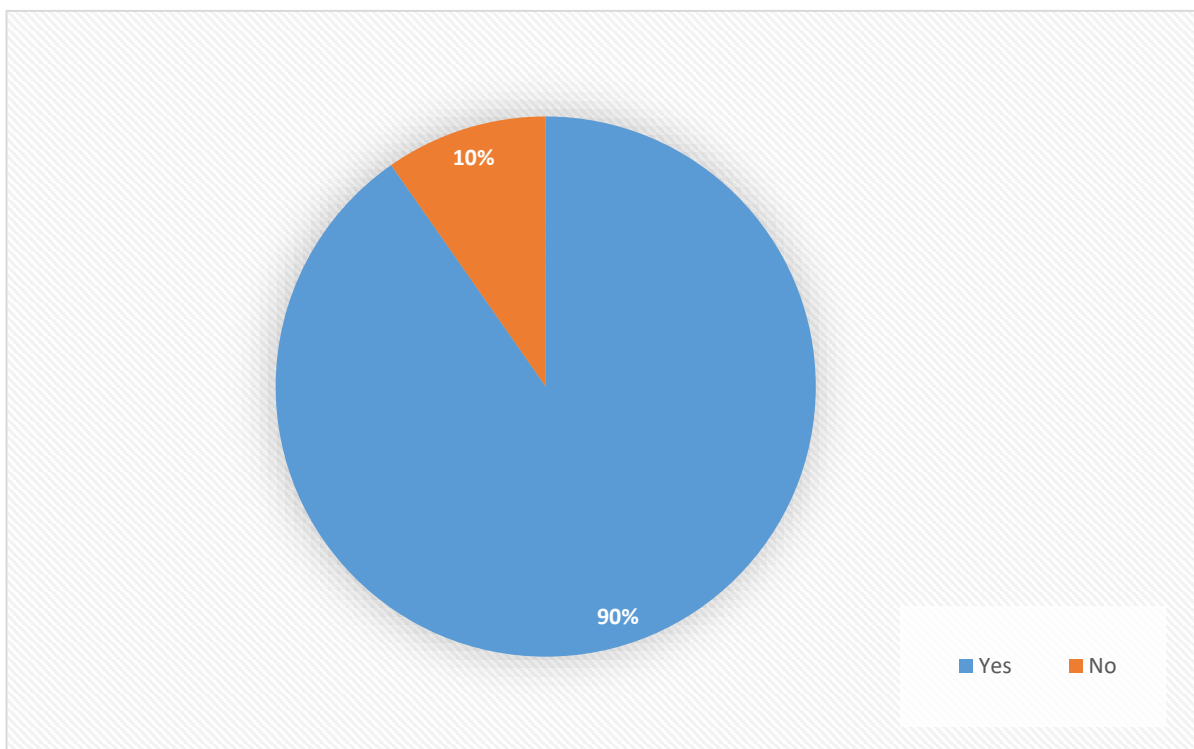
Q5: Do you think that including the idea?

Figure 8: parental attitudes toward of the Success of Introducing English in Primary Schools

The pie chart (Figure 8) illustrates the distribution of parental attitudes regarding the success of introducing English in primary schools. The data reveals a significant majority of parents (90%) hold a positive outlook on this educational initiative, believing it will be successful. In contrast, a small minority of parents (10%) express doubt or disagreement, suggesting potential concerns about the implementation or effectiveness of English language instruction at the primary level. This overwhelming support for early English education likely stems from the perceived benefits, such as enhanced cognitive skills, improved future prospects, and cultural understanding. While the reasons behind the 10% who disagree are not explicitly detailed in the chart, possible factors could include concerns about the added academic burden on young learners, potential interference with the learning of other subjects, or doubts about the quality of English instruction in primary schools.

Overall, the parental perspective strongly favors the integration of English into primary school curricula, underscoring a widespread recognition of the value of early language acquisition and its potential positive impact on children's educational and professional trajectories.

Q6: Is The English Language as important as other subjects in elementary school?
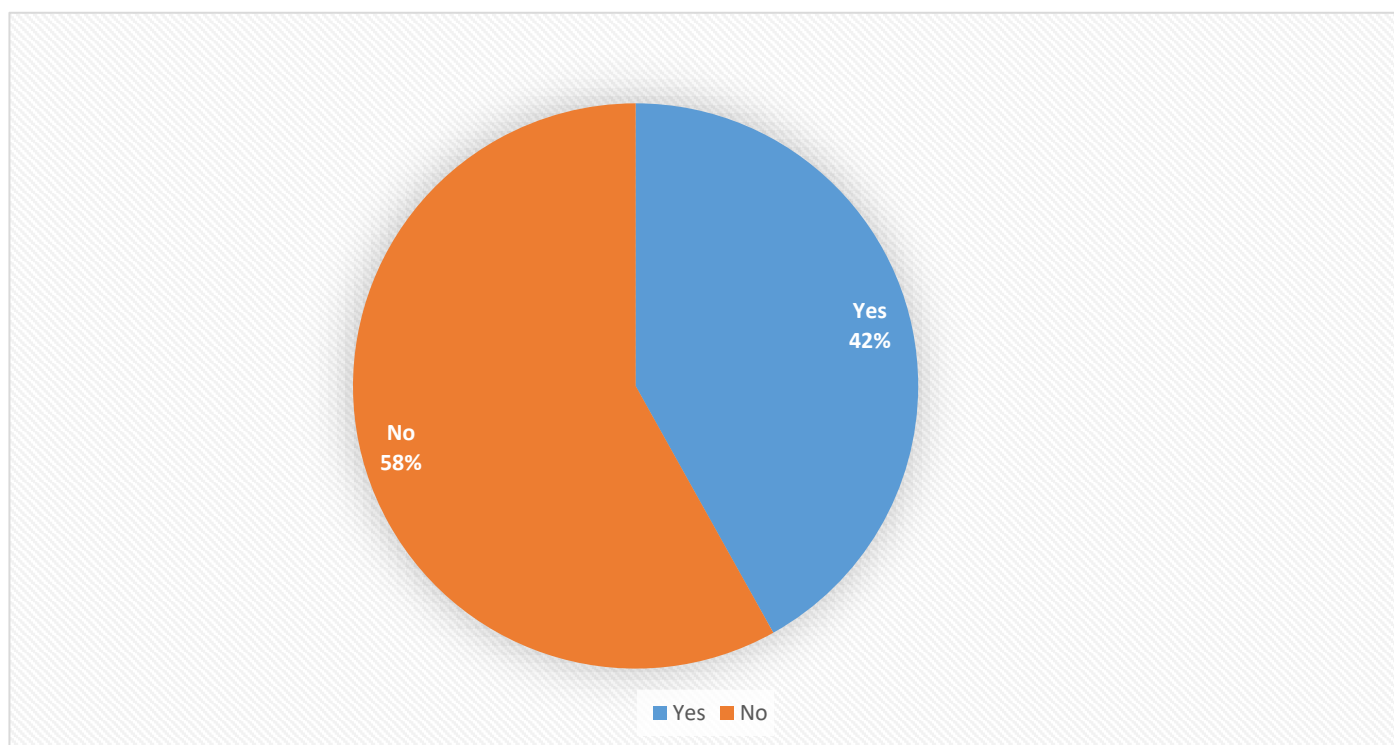

Figure 9: Importance of EFL vs. Other Elementary. Subjects

In the attached figure (09) shows a pie chart, representing parental opinions on the importance of English compared to other subjects in elementary school, reveals a divided perspective. With 58% (56 out of 62) of respondents indicating that other subjects are more important, such as Math and Arabic language, it suggests a significant portion prioritizes these over English language learning. However, a substantial 42% (26 out of 62) consider English equally important, highlighting a recognition of its value in early education. This split in opinions underscores the ongoing debate regarding the relative importance of English language acquisition compared to other core subjects in elementary school.

Q7: What are the challenges that children may face in learning English at an early age, in your opinion?

This question aims to discover the Researching the challenges children might face when learning English at a young age, parents bring up several concerns. One big worry is that if kids are exposed to multiple languages at once, they might get mixed up and find it hard to learn any of them well. Moreover, this could lead to difficulty in comprehending and communicating effectively in both languages. Also, they are concerned that this might put too much pressure on their brains and make learning harder. Another issue parent's mention is the difficulty in

finding good teachers and materials specifically tailored to teaching English to young children. They also wonder if the English lessons in classroom being taught are appropriate for their child's age and level of development. In addition, Children might struggle with not hearing English often, finding some English sounds hard to say, and learning many new words. Other parents claims that children find difficulty with pronunciation, grammar, and lack of motivation.

Generally, parents believe that while learning English early has its benefits, like opening up more opportunities in the future, it also comes with challenges, such as navigating multiple languages (French and English at once) and finding the right resources for effective learning.

Q8: Do you see that foreign language is:

Table 3: Parents' perception on the foreign language

Statements	Frequencies	Percentage
Essential	44	71%
optional	18	29%
not important	00	00
Total	62	100%

This results shows what parents think about whether children need to learn another language. Table 4 shows a significant majority (71%) of parents consider foreign languages to be "essential," indicating a strong belief in the value of language education. This widespread support could stem from various factors, such as the perceived benefits of multilingualism for cognitive development, enhanced future opportunities, and cultural enrichment. Contrariwise, a smaller proportion (29%) of parents view foreign languages as "optional," suggesting that while they may not consider it a necessity, they still recognize the potential advantages it could offer their children. Interestingly, none of the parents surveyed considered foreign languages "not important," further emphasizing the general consensus among respondents about the value of language learning.

Q9: Do you encourage your child to learn English?
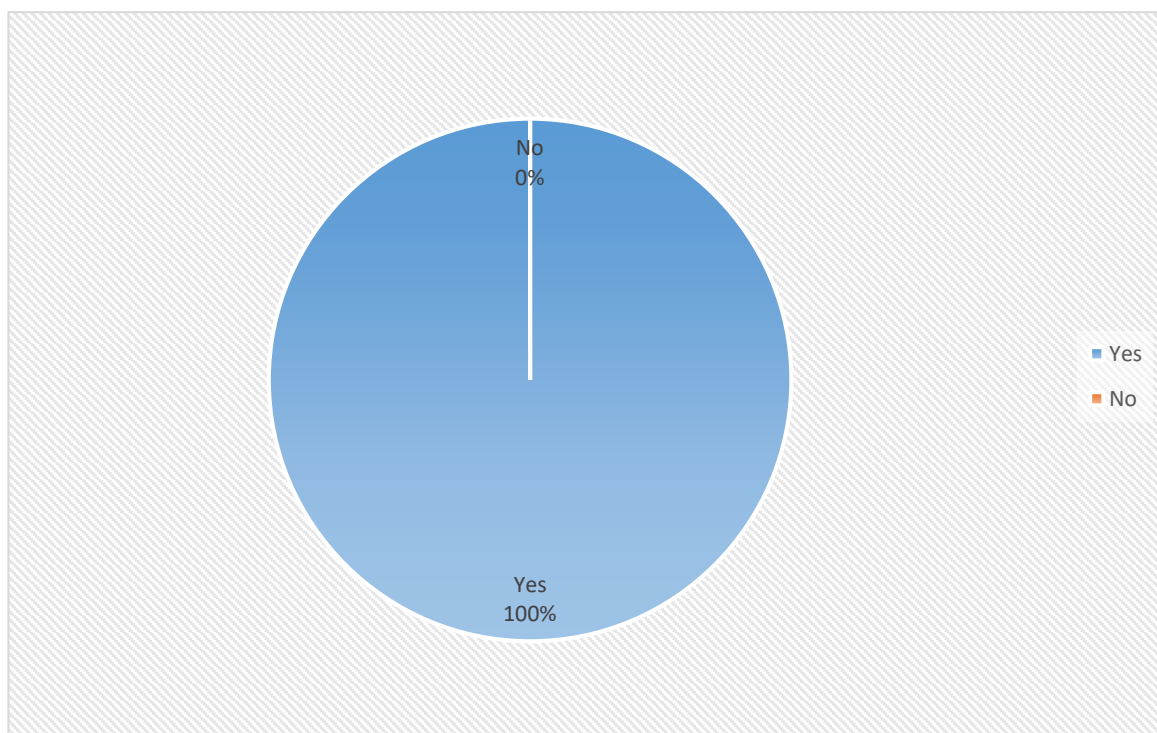
Figure 11: Parents' Attitudes towards Encouraging Children to Learn English

Figure 10 displays the results of a survey question asking parents whether they encourage their children to learn English. The response is overwhelmingly positive, with 100% of parents indicating that they do encourage their children to learn the language. This common support underscores the high value that parents place on English language acquisition for their children. It suggests a widespread belief in the benefits of early English education, potentially including enhanced cognitive skills, improved future prospects, and greater access to global opportunities.

The data also highlights the potential for a positive feedback loop. As more parents encourage their children to learn English and invest in their language education, this could lead to increased demand for English language instruction and resources, further reinforcing the importance of English in the educational landscape.

Q10: Do you think that parents helping their children is necessary to learn English at home?
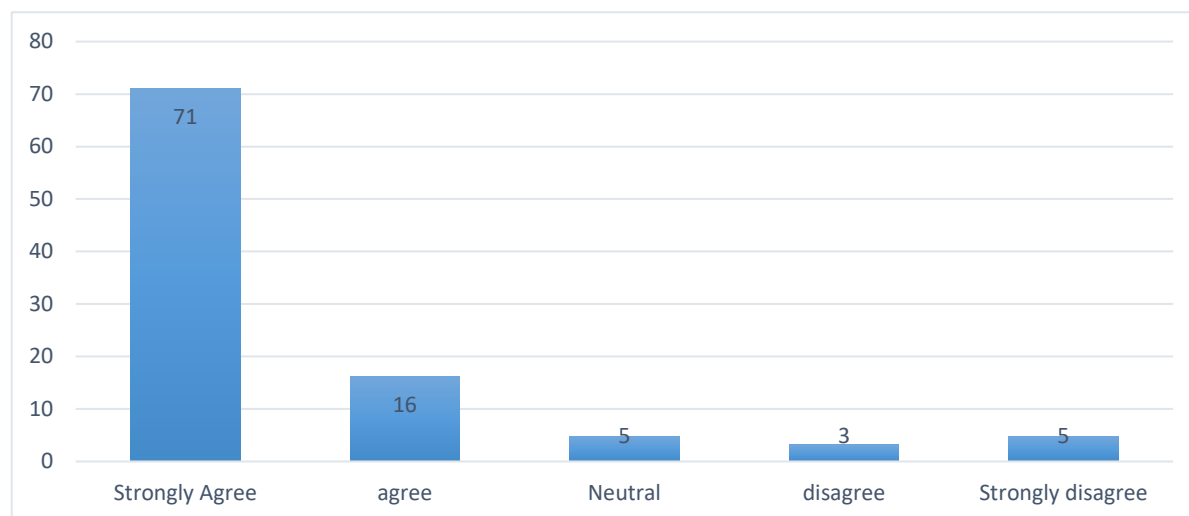
Figure 13: Parental Involvement in English Learning at Home

The question was measured on a Likert scale of frequency. As shown above, the columns illustrates parental opinions on the necessity of helping their children learn English at home. It reveals that a significant majority (71%) strongly believe parental involvement is essential, as indicated by 44 responses. This suggests a widespread understanding among parents that their support plays a crucial role in their children's English language acquisition. Additionally, 16% (10 out of 62), the second largest group, agreed that parental help is necessary, while 4.8% of respondents were neutral on the issue. However, 3% of respondents disagreed, and only 4 parents (5%) strongly disagreed, indicating that parental help might not be necessary. Overall, the data indicates a strong parental belief in the value of their involvement in supporting their children's English language development at home.

To sum-up, the data strongly indicates a prevailing belief among parents that their active involvement in their children's English learning at home is not only beneficial but essential for optimal language development. This result highlights the importance of parental engagement in educational efforts and underscores the potential impact of home support on children's academic success.

Q11: Can learning two foreign languages in elementary school negatively affect academic performance?
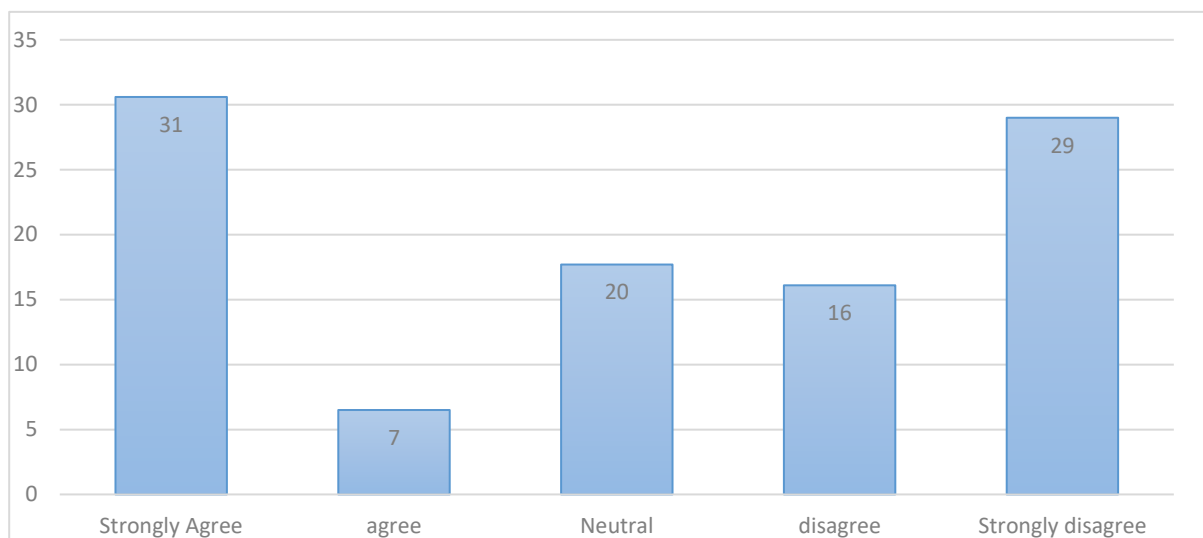
Figure 4: Potential Negative Effects of Learning 2 Foreign Languages in Elementary School

A questionnaire of 62 participants evaluated opinions on the potential negative effects of learning two foreign languages in elementary school on children's academic performance. The Results reveals a lack of consensus, with the largest group (31%, 19 participants) strongly agreeing with the potential negative impact. A nearly equal proportion (29%, 18 participants) strongly disagreed, suggesting no negative impact. 20% (11 participants) remained neutral, while 16% (10 participants) disagreed and 7% (4 participants) agreed with the potential negative impact.

This distribution indicates a near-even split between those who believe learning two foreign languages could negatively affect academic performance and those who don't. The high percentage of "strongly agree" responses highlights a significant concern among some parents, while the equally high percentage of "strongly disagree" responses suggests the need for further research to clarify the relationship between dual language learning and academic outcomes in elementary school. The number of neutral responses underscores the uncertainty surrounding this issue, emphasizing the importance of additional studies to provide a clearer understanding for educators, parents, and policymakers.

Q12: Can learning two foreign languages in primary school contribute to developing a child's skills and enhancing his academic performance?
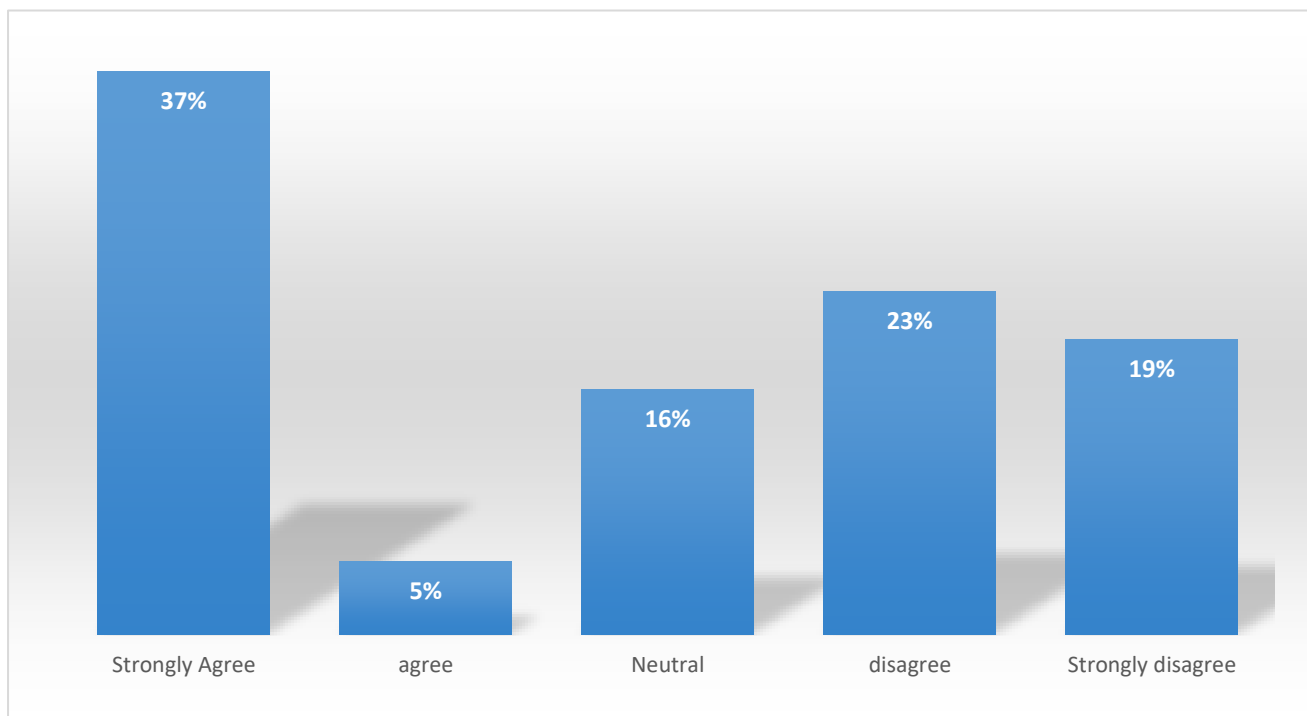
Figure 5: Bilingual Education's Impact on Child Development

According to Figure 13, it shows the perception of the benefits of learning two foreign languages in primary school. Results reveal a strong majority (42%) believe it positively affects a child's skills and academic performance, aligning with research suggesting a correlation between multilingualism and enhanced cognitive development. However, a notable minority, 19% and 23%, expressed strong disagreement, indicating that some parents feel a child should focus on one language rather than studying French and English at once. In addition, 16% prefer to be neutral on this matter. This data underscores the importance of considering diverse perspectives while acknowledging the potential of early language learning to benefit children's overall development.

This diversity of opinions underscores the importance of considering all perspectives and conducting additional studies to determine the optimal approach to language education in primary school. While the possible benefits of early language learning are evident, it's crucial to address concerns and tailor educational strategies to individual needs and preferences.

Q13: Do you believe that the allocated weekly study duration of one and a half hours for English language learning is sufficient for a child to attain proficiency in the language?
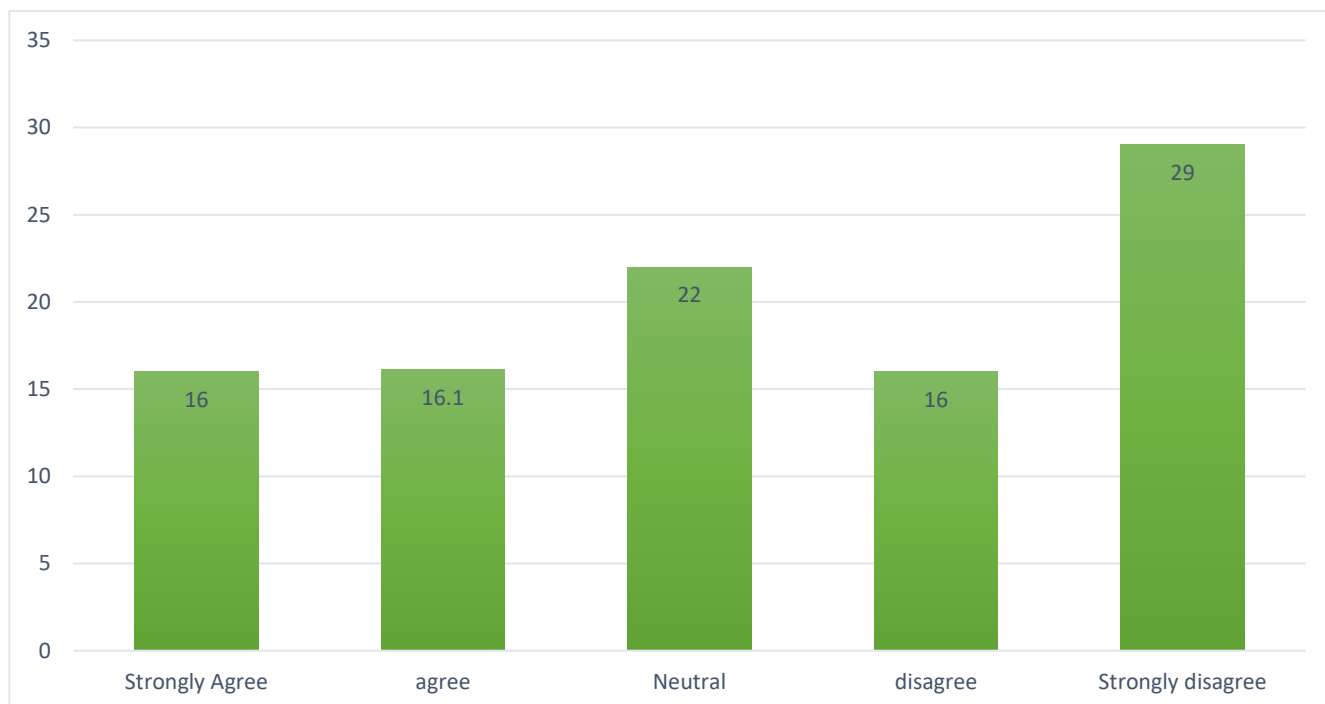
Figure 6: Is 1 hour and half of Weekly English Study Enough for Child Fluency?

The question aimed to measure data on the sufficiency of 1.5h weekly study hours for a child to learn English well reveals that opinions .A significant portion 29% (18 parents) strongly disagrees with this idea, while 16% (10 parents) disagree. This suggests a widespread belief among responses, that 1 hour and half is insufficient for effective language acquisition in children. In opposition, 16% of respondents are Neutral, indicating uncertainty about the adequacy of this study time. A smaller portion (16%) agrees that 1.5 hours might be enough, and another 16% strongly agree.

Overall, the results highlight a prevailing sentiment that 1.5 hours of weekly English study may not be enough for a child to achieve proficiency. The strong disagreement and disagreement responses combined account for nearly half of the participants, underscoring the need for further consideration of the optimal amount of time required for effective language learning in children.

Q14: Do you have any additional comments about the inclusion of English in primary schools?

Only five parents provided responses to this question. One parent suggested that primary schools should be equipped with necessary materials and technological hardware. Another parent suggested that the government should increase the estimated weekly study hours for children to better understand and stay motivated to focus on learning English and have time for more practice in the class. Additionally, some parents believe it is a great decision to integrate the English language at the primary level while omitting the French language, as they feel their child struggles to balance learning two languages simultaneously. And others finds it's great decision that now children can acquire more than two languages In primary school that could better help them in the future.

2.16 Summary of the results

This section of the study summarizes the main findings of the Teachers', interview, and parents' questionnaire. The study investigates the attitudes of both teachers and parents towards the introduction of English language instruction in Algerian primary schools. Through an examination of their viewpoints, we gain a comprehensive understanding of the perceived benefits, challenges, and areas for improvement in early English education. Also, Teachers' experiences vary widely, indicating diverse teaching approaches. However, this diversity raises questions about standardized training for primary-level English instruction. Moreover, effective teachers blend emotional intelligence with practical skills, highlighting the complexity of teaching English to young learners.

The use of various teaching materials reflects flexibility and creativity in the classroom. However, it also suggests differences in resources between schools and the need for standardized curriculum guidelines. In addition, child-centered strategies like games and storytelling are prevalent, but their effectiveness across different learning contexts requires further investigation. Likewise, mixed opinions on the English textbook underscore the need for evaluation and potential revision. Teachers emphasize real-world communication and vocabulary development, suggesting a desire for a practical and interactive approach to language instruction. Support for early English education is agreed without doubt, but concerns about learning two languages simultaneously and the impact on language acquisition need further exploration. Teachers highlight benefits such as increased opportunities and cultural understanding but also acknowledge challenges like cognitive load and resource constraints.

Furthermore, parents overwhelmingly support early English education for its potential benefits to their children's future opportunities and rational development. However, they express concerns about potential confusion and cognitive overload from learning two foreign languages simultaneously. While parents recognize the importance of learning a foreign language; they are divided on whether English should take priority over other subjects. Concerns about the adequacy of weekly study time and the need for resources and technology to support English instruction are also raised.

Finally, both teachers and parents support early English education but highlight challenges such as learning two languages at once and resource constraints. Recommendations include enhanced teacher training, standardized curriculum guidelines, and a practical approach to language instruction. Further research is needed on the cognitive load of learning multiple languages and the optimal timing for their introduction. Continued parental involvement is crucial for supporting children's English language development at home.

Overall, by thoughtfully addressing these multifaceted issues and implementing comprehensive solutions, Algerian primary schools have the potential to cultivate a more dynamic, engaging, and ultimately effective environment for early English language acquisition. By doing so, they can empower young learners with the essential linguistic and communicative skills necessary to thrive not only in their academic pursuits but also in an increasingly interconnected and globalized world.

2.16.1 Discussion and interpretations the main results.

The study aimed to investigate teachers' and parents' attitudes towards the introduction of English language in Algerian primary schools. The case of study of Third-year primary schools in city of Biskra. The findings indicate a general acceptance of incorporating English into the primary school curriculum, as perceived by the all teachers and parents. This section explores into the discussion of these findings in relation to the research questions posed in the study.

Firstly, the study sought to understand the attitudes of teachers and parents towards learning English at primary schools. The results revealed a positive reception among teachers regarding the introduction of English into the curriculum. Additionally, parents expressed support for their children's English language education, aligning with the hypothesis that parental awareness of the importance of English as a foreign language correlates with positive attitudes towards its learning.

Secondly, the study aimed to identify the factors influencing teachers' and parents' support or opposition towards the introduction of English in Algerian primary schools. The data collected from both teachers and parents supported the hypothesis that appropriate conditions and awareness among teachers contribute to positive attitudes towards English language education.

Overall, the findings confirm the research questions posed in the study, highlighting a generally positive attitude towards the incorporation of English into the primary school curriculum among both teachers and parents. The results consistently show that both samples recognize the importance of English language skills in today's globalized world and see the value in starting English education at an early age. Teachers appreciate the potential for enhanced cognitive development and better future opportunities for their students, while parents express enthusiasm for the advantages English proficiency can offer their children, both academically and professionally. This widespread support among educators and parents underscores the feasibility and desirability of integrating English into the primary curriculum, suggesting a strong foundation for future policy implementations and educational reforms in this area.

Conclusion

This chapter have dealt with the practical part of the study. It discussed the methodology of the study by presenting the choice of the method, the population and sample, the data collection methods and the data analysis procedure. The chapter presented the analysis of the Teachers' Interview and Parents' questionnaires. Following, it provided a discussion and interpretation of the data and presented a summary of the main results. To recap, the Interview was administered to teachers of English in different primary schools in the city of Biskra. The purpose of the Interview was to highlight the challenges and strategies that teachers use in classroom of the 3rd grad children, in addition to investigate their attitude from the integration of the English language in primary school of Algeria. Whereas the purpose of the parents' questionnaire was to gain a deeper understanding of the parents attitude towards the integration of the introducing the English language in the primary school and how they support their children's a foreign language.

General Conclusion

General Conclusion

The attitude of teachers of English and Parents towards introducing the English language in Algerian primary schools has been a subject of considerable interest and debate. This study delves into the complexities surrounding this educational policy shift by examining the attitudes of teachers and parents in the city of Biskra, Algeria, toward the integration of English language instruction for third-year primary students. Through a mixed-method approach, the research uncovers not only the prevailing opinions but also the multifaceted factors that contribute to the formation of these perspectives.

The first chapter establishes the theoretical foundation for the study, beginning with an exploration of the historical path of language policy in Algeria. It traces the evolution of language education in the country, acknowledging the complicated relationship between colonial influences, post-colonial identity formation, and the forces of globalization. This historical contextualization is essential for comprehending the current educational landscape and the place of English within it. The chapter then transitions into an examination of Second Language Acquisition (SLA) theories, delving into the cognitive, social, and linguistic dimensions that influence how individuals learn a second language. By analyzing various SLA models, such as the critical period hypothesis, the role of motivation and attitude, and the significance of authentic language input, the study provides a framework for understanding the challenges and opportunities associated with introducing English at the primary level. Furthermore, the chapter investigates the pedagogical considerations specific to teaching English to young learners, encompassing the benefits of early exposure, the unique needs of this age group, and the most effective instructional strategies.

The second chapter offers a comprehensive analysis of the status of English both on a global scale and within the specific context of Algeria. It underscores the unquestionable role of English as a global lingua franca, a language that transcends national boundaries and serves as a medium of communication, scientific discourse, technological innovation, and international diplomacy. Additionally, the researcher then shifts its focus to the Algerian context, examining the historical and sociopolitical forces that have shaped language policies in the country. It explores the complex relationship between French, the historically dominant foreign language, and English, which has gradually gained prominence as a language of study and opportunity. Central to this chapter is an investigation of the attitudes of teachers and parents towards English as a Foreign Language (EFL) in Algeria. These attitudes, whether

positive or negative, hold significant implications for the success of English language education programs. They can influence the classroom environment, student motivation, parental engagement, and ultimately, the overall effectiveness of language learning initiatives. By understanding the nuanced perspectives of teachers and parents, this study sheds light on the factors that can either facilitate or hinder the successful integration of English into the primary school curriculum.

The third chapter provides a detailed account of the research design and methodology employed in the study. Recognizing the multifaceted nature of the research questions, a mixed-method approach was adopted, combining both qualitative and quantitative data collection and analysis techniques. In-depth interviews were conducted with teachers from various schools in Biskra city to gain insights into their lived experiences, beliefs, and opinions regarding the implementation of English language education. These interviews allowed for a deeper exploration of the challenges and opportunities that teachers encounter in their classrooms, as well as their perceptions of the benefits and drawbacks of introducing English at the primary level. Complementing the qualitative data, questionnaires were distributed to parents both online and in hard copy. The questionnaires included a mix of closed-ended and open-ended questions, enabling both statistical analysis and the collection of rich, qualitative feedback. This dual approach allowed for a comprehensive understanding of parental attitudes, revealing the diverse perspectives that exist within the community. The chapter concludes by outlining the data analysis procedures used for both the qualitative and quantitative data, ensuring rigor and transparency in the research process.

The study's findings reveal a largely positive attitude among both teachers and parents toward the integration of English language education into Algerian primary schools. Teachers generally recognize the importance of English for their students' future academic and professional trajectories. They acknowledge that proficiency in English can open doors to educational opportunities abroad, enhance career prospects, and foster cross-cultural understanding. Additionally, teachers express an understanding of the cognitive benefits associated with early language learning, such as improved critical thinking, problem-solving skills, and cognitive flexibility. However, some teachers also voice concerns about the practical challenges of implementing English language education effectively. These challenges include the need for adequate resources, professional development opportunities, and ongoing support from school administrators and policymakers. Parents, too, demonstrate a strong endorsement of English language education, viewing it as an investment in their children's future. Many

parents emphasize the global status of English as a language of opportunity, recognizing its potential to unlock a world of possibilities for their children. Some parents also highlight the cultural and social benefits of learning a foreign language, such as increased cultural awareness, tolerance, and the ability to connect with people from diverse backgrounds. However, a minority of parents express concerns about the potential burden that additional language learning might place on their children, particularly at a young age. They underscore the importance of maintaining a balanced approach to education that does not neglect other important subjects and skills.

The findings of this study offer valuable insights into the attitudes of teachers and parents towards English language education in Algerian primary schools. The data suggest that there is a solid foundation of support for this initiative, which can be leveraged to ensure its successful implementation and long-term sustainability. The study concludes with a set of recommendations aimed at strengthening and expanding English language education in Algerian primary schools. These recommendations emphasize the importance of comprehensive teacher training, adequate resource allocation, parental engagement, ongoing research and evaluation, and a balanced approach to language education that values both Arabic and English. By implementing these recommendations, policymakers and educators can work together to create a successful and sustainable English language education program in Algerian primary schools. This program can equip students with the language skills they need to thrive in an increasingly globalized world, while also preserving and valuing their cultural heritage.

Limitations of the Study

This study faced several notable limitations that require attention. Primarily, the difficulty in accessing teachers due to the structure of the Algerian educational system, where teachers of English are often assigned to multiple primary schools, posed challenges in accessing and scheduling interviews. This scheduling difficulty may have resulted in fewer diverse teacher viewpoints represented in the study. Secondly, a significant obstacle was the lack of parent participation in the questionnaire, resulting in delays in data collection for the research .This low response rate could be attributed to factors such as lack of awareness or time constraints, this may make it difficult to apply the findings about parents' views to all parents. Thirdly, a major issue faced was the lack of resources, particularly for Chapter 2, "Teachers' and Parents' Attitudes." Many required books and journals were not available for free, requiring the researcher to purchase several services to gain full access, which were not cheap.

Recommendations and Pedagogical Implications

This study aimed to investigate the attitude of teachers of English and parents' towards the introduction of English in primary school. From our research findings, the current study provides several pedagogical recommendations:

❖ The ministry of education should reconsider the introduction of English in primary schools alongside the French language.

❖ Primary schools should offer technological and visual aids in addition to textbooks.

❖ The Minister of Education in Algeria should increase the volume of English language study in primary schools.

❖ Teachers and parents should encourage pupils to learn English, considering their young age and the need for special support.

❖ Parents should be aware of creating a more beneficial learning environment for their children.

❖ Highlighting the significance of motivation is crucial for fostering a positive attitude toward language learning.

❖ Tasks and activities should be adjusted to offer appropriate challenges and support, allowing young learners with difficulties to acquire language skills efficiently over time.

❖ Parental concerns and choices should be considered and given significant influence in educational decisions.

❖ Parents should be encouraged to participate in discussions about educational policies and reforms. This can be achieved through workshops, meetings, and surveys to gather feedback and foster a collaborative approach to education.

❖ Conduct Further Research: Ongoing research is essential to monitor the effectiveness of English language programs and identify areas for improvement. Longitudinal studies tracking pupils ' progress, teacher feedback, and parental satisfaction can provide valuable insights for refining educational strategies.

❖ Evaluate and Adapt Curriculum: Regular evaluation of the English language curriculum is necessary to ensure it meets pupils' needs and keeps pace with global educational standards. Curricula should be flexible enough to adapt to emerging trends and feedback from educators and parents.

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Appendices

Appendix A: Parents' questionnaire

إستبيان حول موقف أولياء الأمور من إدماج اللغة الإنجليزية في المدارس الابتدائية

هذا الإستبيان جزء من البحث العلمي للحصول على شهادة الماستر في اللغة الإنجليزية، تهدف هذه الدراسة إلى تقييم موقف أولياء الأمور من إدماج اللغة الإنجليزية في المناهج الدراسية للمدارس الابتدائية في الجزائر. سيتم إستخدام نتائج هذا الاستبيان لفهم آراء أولياء الأمور بشكل أفضل حول فوائد وتحديات تعليم اللغة الإنجليزية للأطفال في سن مبكر.

المعلومات الشخصية :

1. الجنس ؟ ....
2. ما هو مستواك التعليمي؟ ....

موقفك من إدماج اللغة الإنجليزية في المدارس الابتدائية :

3. هل ترى أن اللغة الإنجليزية سهلة التعلم؟

   ○ نعم
   ○ لا
   ○ لماذا؟...............................

4. ما هي التحديات التي قد تواجه الأطفال في تعلم اللغة الإنجليزية في سن مبكر برأيك ؟

   ○ نعم
   ○ لا
   ○ لماذا؟...............................

5. هل تعتقد أن تعلم اللغة الإنجليزية في سن مبكر أمر مفيد ؟

   ○ نعم   ○ لا
   ○ لماذا؟...............................

6. هل تعتقد أنه يجب على طفلك تعلم اللغة الإنجليزية في المرحلة الإبتدائية ؟

   ○ نعم   ○ لا

7. هل إدراج اللغة الإنجليزية في المدارس الإبتدائية في نظرك فكرة ناجحة ؟

   ○ نعم
   ○ لا
   ○ لماذا؟...............................

8. هل للغة الإنجليزية نفس درجة أهمية المواد الأخرى في المدرسة ؟

○ ....

9. هل ترى أن الغة الأجنبية :

(أساسية)   (إختيارية)   (غير مهمة)

10. هل تشجع طفلك على تعلم اللغة الإنجليزية ؟

○ نعم   ○ لا

كيف

....

هل ترى أن مساعدة الوالدين لأبنائهم ضرورية لتعلم اللغة الإنجليزية؟.

لا أوافق و بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
○	○	○	○	○

12.هل يمكن أن يؤثر تعلم لغتين أجنبيتين في المدرسة الابتدائية سلبًا على الأداء الدراسي؟

لا أوافق و بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
○	○	○	○	○

13. هل يمكن أن يساهم تعلم لغتين أجنبيتين في المدرسة الابتدائية في تطوير مهارات الطفل وتعزيز أدائه الدراسي؟

لا أوافق و بشدة	لا أوافق	محايد	أوافق	أوافق بشدة
○	○	○	○	○

14. هل تعتقد أن ساعات الدراسة الأسبوعية المقدرة لمادة اللغة الإنجليزية، والتي تبلغ ساعة ونصف، كافية لطفل لتعلم اللغة بشكل جيد؟

لا أوافق وبشدة	لا أوافق	محايد	أوافق	أوافق بشدة
○	○	○	○	○

ملاحظات إضافية :

○ هل لديك أي ملاحظات إضافية حول إدماج اللغة الإنجليزية في المدارس الابتدائية؟

....

شكرًا على مساهمتك القيمة!

Appendix B: Teachers' Interview

Teachers' Interview

This Interview supports a master's degree research project investigating primary school teachers' experiences with teaching English as a foreign language. The study aims to understand challenges teachers face when introducing English to young learners, along with teacher attitudes about early English education. This Interview is a direct question for the teachers about their experiences, it is also a semi-structured questionnaire with an open-ended questions. Please be assured that your responses will remain private and anonymous. Your responses will be kept anonymous, and your personal information will not be revealed to anyone.

Thank you for your considering participation in this study. Your opinion and suggestions are greatly appreciated.

1. Do you have any experience with teaching English? For how long?

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2. What qualities do you think an effective teacher should have to teach English in primary schools?

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3. What are the materials used in your teaching English in primary schools?

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4. What strategies can be used to help pupils who are finding it difficult to learn a new language?

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5. What do you think about the English textbook for primary schools?

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6. Do you think young learners should learn English at the primary level?

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7. In your opinion, what is the impact of introducing English language in Algerian primary schools?

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8. Do you have any additional comments about the integration of English into primary schools?

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Thank you for your valuable contribution!

الملخص

تهدف هذه الدراسة مواقف المعلمين وأولياء الأمور في مدينة بسكرة تجاه إدخال اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية .ويهدف البحث إلى فهم وجهات نظرهم حول فوائد وتحديات والتأثير العام لهذا الإصلاح التعليمي . وتفترض الدراسة أنه إذا كان المعلمون مدركين لأهمية تعليم اللغة الإنجليزية ويتمتعون بظروف جيدة، فسيكون لديهم مواقف إيجابية تجاه هذه القضية، وكذلك أولياء الأمور الذين يدركون أهمية تعلم اللغة الإنجليزية كلغة أجنبية سيكون لديهم مواقف إيجابية تجاه إدخالها في المدارس الابتدائية. تم استخدام منهج مختلط يجمع بين المقابلات مع ثمانية من معلمي اللغة الإنجليزية واستبيانات تم توزيعها على 62 من أولياء أمور تلاميذ الصف الثالث .كشفت النتائج عن موقف إيجابي بشكل عام بين كل من المعلمين وأولياء الأمور تجاه دمج اللغة الإنجليزية في التعليم الابتدائي .وأكد المعلمون على أهمية اكتساب اللغة في وقت مبكر، مشيرين إلى فوائد مثل تعزيز المهارات المعرفية، وتحسين الآفاق المستقبلية، والفهم الثقافي .كما أعرب أولياء الأمور عن دعمهم لتعليم اللغة الإنجليزية في وقت مبكر، مدركين إمكاناتها في فتح الأبواب أمام المسارات الأكاديمية والمهنية لأطفالهم .ومع ذلك، أثيرت مخاوف بشأن التحديات المحتملة لتعلم لغتين أجنبيتين في وقت واحد، والحاجة إلى موارد كافية وتدريب المعلمين لضمان التنفيذ الفعال .بالإضافة إلى ذلك، تساهم هذه الدراسة في فهم مواقف أصحاب المصلحة تجاه تعليم اللغة الإنجليزية كلغة أجنبية في السياق الجزائري، وتقدم رؤى قيمة لصانعي السياسات والمعلمين المشاركين في تطوير وتنفيذ مناهج اللغة.

الكلمات المفتاحية :مواقف، معلمين، أولياء أمور، مدارس ابتدائية، تعليم اللغة الإنجليزية، الجزائر.