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Exploring Teachers' and Parents' Attitudes towards Teaching English at Primary Schools.

Case Study: Teachers and Parents of 3rd year Pupils at Mestghanmi Mokrane and Si Lehlou Primary Schools in Bouira.

A dissertation submitted in partial fulfilment of the requirements for the Master's Degree in English Language.

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Declaration

Hereby solemnly declare that the work we are going to present in this thesis "Parents' and Teachers Perceptions and Attitudes towards Teaching English at Primary Schools" is our own to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated acknowledged in the references. This work has been carried out at Mohamed EL Bachir El Ibrahimi University Bordj Bou Arreridj, Algeria.

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Dedication

In the Name of God, Most Gracious, Most Merciful, All the Praise is due to God alone, The Sustainer of all the worlds I'd like to dedicate this humble work to:

*My Beloved parents; **MOKRANE** and **DJAMILA**, without whose constant support this thesis paper was not possible, for their encouragement, endless love, sacrifice, and moral and financial support. Thank you, my achievement and success are only because of you. May Allah bless them and keep them for me. I love you!*

*To the memory of my beloved grandparents who did not live enough to see my achievement. And to my dearest grandfather **BELKACEM** who was always there for me.*

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Ms. Aliouane Cyline.

Dedication

I dedicate this work to Almighty God, thank you for your guidance, strength, power of the mind, protection and for giving us a healthy life, your name shall be forever glorified.

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Abstract

This study aimed to explore the teachers' and parents' attitudes towards English language teaching at Algerian primary schools and their possible reasons for supporting/opposing this idea. For this purpose, the study employed a mixed method research design, where 2 questionnaires were employed: one for 15 parents and another for 2 teachers in order to obtain the essential data for the study. Data was then analyzed statistically using SPSS (Statistical Package for Social Sciences) and qualitatively using descriptive analysis. The main findings indicated that the study's participants generally agree with the idea of introducing English at primary schools because they believe that it makes pupils very proficient in English, develops their cognitive abilities, leads to a better academic performance in the future, and increases their learning motivation. While those who opposed introducing English did so because they thought it is too early for pupils to acquire a foreign language. The findings of this research imply that the English Language plays an essential role in developing the pupils' cognitive abilities and provides them with high gains to manage their life in the future. Also, the main recommendations were to give English a more important status in Algeria, giving the choice to children to choose their favorite foreign language to study, and taking parents attitudes into account.

Key Words: Attitudes, Parents, Primary School, Teachers, Teaching English as a Foreign

Language.

List of Abbreviations

3rd   **Third**

4th   **Fourth**

ALS   **Amyotrophic Lateral sclerosis.**

CBLT   **Competency-Based Language Teaching.**

CLT   **Communicative Language Teaching.**

CRDP   **Centre for Educational and Pedagogical Research.**

EU   **The European Union.**

TIE   **Technological Institute of Education.**

L2   **Second Language.**

SLA   **Second Language Acquisition.**

SPSS   **Statistical Package For Social Sciences.**

TPR   **Total Physical Response.**

YL   **Young Learners.**

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General Introduction

Background of the Study:

Learning a foreign language increases range of communication, it is also a key to unlocking the vast field of new knowledge. Even though people are not interested in learning any foreign languages. There must be some reasons, rational, and motivations behind learning a specific foreign language. Among all the languages exist in the present world, English is viewed as the most demanding language that can bring maximum prosperity by ensuring one's access to quality education, international business, science and technology. In many parts of the world, students start learning one or two languages in addition to their first language as a foreign language early in their schooling as it is seen in Algeria. As we know, learning English used to start from middle schools in Algeria. However, the latter has recently become a compulsory subject in all primary schools beginning from 3rd grade.

Statement of the Problem :

The decision to introduce English in primary schools has sparked a debate in Algerian society on the benefits and drawbacks of this decision. Many people are concerned that this decision was a hasty one, and that stakeholders such as parents, and teachers, were not involved in such a vital decision. In this respect, the viewpoints of parents and English language teachers who are active in this process are so valuable to see the advantages, disadvantages, and shortcomings of early foreign language education in Algeria. With the help of these views, more concrete and accurate findings can be reached, which may shed light on the prospective studies to improve foreign language policies in Algeria.

Aim of the Study:

The purpose of this study is to explore the teachers' and parents' attitudes of teaching English at primary schools and to find out the possible reasons behind their support or opposition to teaching English at primary schools.

Research Questions

The present study attempts to answer the following questions:

1- What are teachers' and parents' attitudes towards learning English at primary schools?

2- What are the reasons behind teachers' and parents' support and/or opposition to introducing English at Algerian primary schools?

Research Hypotheses

Based on the research questions, it is hypothesized that:

1- If parents are aware of the importance of learning English as a foreign language, they will hold positive attitudes towards learning it.

2- If the teachers are aware of its importance and have good conditions, theywill have positive attitudes towards the issue.

Research Methodology

The main objective of this study is to explore parents' and teachers' attitudes towards teaching English at primary school. A mixed method study was suitable to fulfill this aim. The first questionnaire was administered to 15 parents. Parents are chosen by dividing the total number of parents of each primary school by 5. The total of parents of the first primary school is 44 and the second is 33. So the result is 15 parents. While the second was given to 02 English teachers since each teacher works from 5 to 7 primary schools in Bouira.

Structure of the Study

This study is presented in two chapters. The first one provides the theoretical framework of the study. It contains two sections; the first section deals with teaching English at primary school and the second section presents the attitudes and perceptions of teaching English at primary schools.

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

Chapter One:
Literature Review.

Section One: Teaching English at Primary Schools.

1.1. Teaching English as a Foreign Language

1.1.1. Definition of Teaching

Teaching is known as the interactive process between the teacher and the students. There are several definitions from some scholars, those are from Bennion (2015, p.16) who stated that teaching is the process of training and individual through the formation of habits, the acquisition of knowledge, the inculcation of ideals, and the fixing of permanent interests. Edmund Amidon (1967) cited in Suresh (2014, p.56) has defined teaching as an interactive process, primarily involving classroom talk which takes place between the teacher and the pupils and occurs during definable activities. According to Brown (2000, p.7): "Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand". Based on the definitions above, it is concluded that teaching is a process of helping students to gain or acquire knowledge in a learning activity that is guided by the teacher.

1.1.2. Methods of Teaching English to Young Learners

1.1.2.1. The Grammar Translation Method

The Grammar Translation Method is a method that focused on grammatical rules, memorization of vocabulary and various declensions and conjugation, translation of text and doing written exercises (Brown, 2000). It is a way of studying a language that approaches the language first through a detailed analysis of its grammar rules, followed by the application of this knowledge to the task of translating sentences and texts into and out of the target language (Richards & Rodgers, 2014).

1.1.2.2. The Natural Approach

The Natural Approach is a method recommended by methodologists in the early stages of teaching to introduce Total Physical Response. The method focuses on the almost continuous use of the language during the lesson, helping students to understand it by showing pictures and expressing themselves as much as possible. Listening comprehension is a key focus in

both TPR and the natural approach. It is so important that the teacher does not correct the verbal errors of the students and allows them to use both their native language and a foreign language for communication in the classroom. (Larsen-Freeman, 2000).

1.1.2.3. The Audio-Lingual Method

The Audio-Lingual Method is based on the behavioral theory of reinforcement-response stimulus, i.e. learning new behaviors. In audio-linguistics, this means developing good language learning habits. This form of teaching consists mainly of exercises. The exercise aims to teach a specific form, for example, the correct sentence in the present simple. Small modifications are made to the exercise so that the students are constantly learning, but also so that they do not make mistakes. For example:

Teacher: There is a cup on the table … repeat.

Students: There is a cup on the table.

Teacher: Spoon

Pupil: There is a spoon on the table.

Teacher: Book

Pupils: There is a book on the table.

Teacher: on the chair

Student: there is a book on the chair…etc.

(Harmer, 2003).

The method has many disadvantages, for example, it does not allow the student to experiment with the language. On the other hand, it's perfect for young learners as it shows

exactly what a correct English sentence should look like and can be very helpful in establishing fixed phrases and sentences in a student's vocabulary.

1.1.2.4. The Communicative Language Teaching Method

Communicative Language Teaching (CLT) is defined as an approach of teaching a second or a foreign language that focuses on learners' interaction whether as the means or the ultimate purpose of learning a target language. The interaction then means an activity in which two or more parties affect one another. Doubtlessly, it is believed as the most effective approach that focuses on the communicative competence of learners in multiple countries (Kaisheng, 2007). While Howatt (2004) believes that the Communicative Language Teaching method stresses the importance of providing learners with opportunities to use English for communicative purposes and attempts to integrate such activities into a wider program of language teaching. In view of this approach, teaching and learning are for communication. It presupposes that language always occurs in a social context, and it should not be divorced from its context when it is being taught.

1.1.2.5. Total Physical Response (TPR)

The creator of the TPR, Asher (2000), based his theory on the fact that children learn a foreign language through spoken language. TPR essentially learns from verbal instructions given by the teacher to the students. The basic idea is that students do not have to speak, their main task is to listen and respond to the teacher's instructions in the foreign language, and only when they feel ready can they start speaking in that language. Examples of such instructions are Larsen-Freeman's (2000, p111): "Take some chalk from the box on the desk", "Quickly go to the door and knock", "Go to the blackboard and draw an apple", etc. The teacher talks to the students using commands until everyone answers correctly, then one of the students can start giving commands to their classmates. This type of instruction is mainly aimed at beginners.

The concept of hearing only speech comes from Asher's observation of children. Before the child begins to speak, he listens to the people around him for a long time. Parents don't usually force their children to speak, so they decide when they're ready. The same type of interaction is thought to occur when children are taught English using the Total Physical Response Method (Larsen-Freeman, 2000).

TPR is an essential method for teaching children because it respects "quiet time" and requires no prior knowledge of the language from the children. (Harmer, 2003).

1.1.3. Activities of Teaching English to Young Learners

1.1.3.1. Songs

Like songs, songs are a powerful and almost inexhaustible source of English vocabulary. They are a basic teaching tool for Algerian classes using the audio language method. The songs are exercises but sung. The practice form is built into the song, making it more interesting for children. Songs are even better than typical exercises because they are easy to remember and stay with children for a long time (Cant and Superfine, 1997). Songs on virtually every topic covered in Algerian English classes. The best example is Super Simple Songs, which is a collection of thematically grouped songs that make up a ready-to-use program. Here are the lyrics to one of the songs:

A little pumpkin smiles, smiles. (Lift a finger and smile!)

A little pumpkin smiles, smiles.

A little pumpkin smiles, smiles.

A little pumpkin is happy.(Smile and put your fingers to your cheeks.)

Two little pumpkins sulk, sulk. (Pulls up two fingers, then frowns and looks down.) Two little pumpkins pout, pout.

Two little gourds frowning, frowning.

Two little pumpkins are grumpy. (He crosses his arms and frowns.)

Three little gourds yawn, yawn. (Raise up three fingers, then cover your mouth with your hand while yawning.)

Three little gourds yawn, yawn.

Three little gourds yawn, yawn.
Three little gourds are sleeping. (He stretches and yawns as if falling asleep.)

Four little gourds cry, cry. (Hold up four fingers and pretend to wipe a tear from your eye.)

Four gourds cry, cry.

Four little gourds cry, cry.

Four little gourds are sad. (Wipe the tears from your eyes with both hands.)

Five little pumpkins laugh, laugh. (Pull up five fingers, then hold your stomach in a mock laugh.)

Five little pumpkins are laughing, laughing.

Five little pumpkins are laughing, laughing.

Play five little pumpkins. (Run into the room!)

Each song is usually choreographed to help children understand the lyrics and have fun singing. Songs as a teaching technique is a very effective way to teach children. They teach pronunciation, vocabulary and idioms.

1.1.3.2. Chants

Like songs, songs are a different type of exercise. The lyrics are rhythmic and often rhyme. The chants can also be divided into themes and are sometimes simply choreographed. The main difference between songs and chants is that chants mainly focus on pronouncing or simply " producing " English sounds. Here is an example of one of them:

Hickory-dickory dock

Mouse running to clock

Clock shows

Mouse descending

Hickory-dickory dock

(Cant and Superfine, 1997)

This song is a traditional song and was chosen because it shows how it can be used to teach children. For example, the above can be used to represent what " up " and " down " mean, and by saying this the children practice some English sounds, such as " r ".

The fact that songs rhyme makes them almost as easy to learn as songs. Thanks to the memorization of the songs, the students retain the lexical items better.

1.1.3.3. Puppets

As mentioned earlier, young children have short attention spans (Harmer, 2003) so all imaginative teaching methods are welcome. Puppets are one such technique. They are used in stories, songs, chants, role play and partner work.

What educators tell the children with the puppets and how they interact or have short dialogues is certainly possible. But this form of dialogue is more interesting and engaging for children than if they did not just talk to the puppets, stimulate their imagination, and with a slight sense of unreality, they will feel more comfortable interacting with the doll in English (Reilly & Ward, 2003). They also listen more carefully to understand what is happening in class. The fact that the doll is exceptional in class makes children interested and happy to speak with it in English.

In order to teach with puppets, the teacher need not make them; another way to teach with puppets is to make them with students and teach them expressions like " draw ", " cut "" paste ",etc. (Cant and Superfine, 1997).

1.1.3.4. Flashcards

The main purpose of flashcards is to introduce vocabulary. When working with young learners, the teacher needs a huge amount of colorful flashcards covering all the topics covered in the syllabus. They can be used to introduce song vocabulary before children sing them and in various exercises such as guessing the name of the thing on a card, describing the color of the thing, as a memo game, etc.

Index cards are also a useful tool as they are easy to make and relatively inexpensive. Teachers can create their flashcards or simply purchase them. They are useful because with their help the teacher can show almost all the vocabulary taught by YL. (Cant & Superfine, 1997).

Working with children requires creativity and energy. Besides the above methods and techniques, kids love all kinds of active activities like jumping, clapping, screaming, running, walking and dancing (Brown, 2007).

1.1.3.5. Games

Games are by far the happiest of all the techniques mentioned. This fact also makes them very effective as students forget they are learning as they focus fully on having fun and winning. In other words, games create a positive classroom atmosphere and an effective learning environment (Cant & Superfine, 1997). Equally important are games in many phases of the lesson. They can be used as:

- Warm up at the beginning of the lesson.

- Introduction to the topic.

- Review of lexical elements.

- Type of exercise that requires students to review and learn vocabulary and grammar elements.

- Cool down at the end of the lesson.

Here is a list of some important criteria:

- Games should have linguistic meaning.

- They should have a meaning and purpose.

- All children should be able to participate.

- Games should be quick and easy to install and use play.

- It should be fun for kids. (Cant & Superfine, 1997).

1.1.4. Teachers' Role in Teaching English at an Early Age

A teacher is known for his role to educate students in a certain area of knowledge. A teacher is easily recognized as person whose job is to stand in front of class, and explain lessons on a board. Teaching is not as simple as it seems. It involves many other roles to make

to be a successful teacher. In order to achieve this, a teacher should serve as a guide, a facilitator, a counselor, and a model in the teaching/learning process. Therefore, a teacher's role is not only an educator. Suwartono (2009) in his talk at COTEFL International Conference says that a teacher can be the classroom director, where he organizes and improvises classroom activities to make it go as planned and targeted. A teacher can also be the students' counselor to help them with the obstacles they face in learning activities. He also mentioned that a teacher can work as a students' model. This leads the teacher to be the primary reference in several aspects of language, including the meaning of words and pronunciation. The teacher must have a good construction for students to follow.

The teacher can also be the classroom controller. The teacher expects things will go smoothly, everything run as planned, and targets seem to be reached. But sometimes things can go wrong, such as when there is a learning method that doesn't function as desired or learning activities that don't match, it may create some disaster throughout the learning process. The teacher here must take control. Teachers must ensure everything is prepared and then make it run successfully. Teachers will control learning activities, including classroom grouping, time allotment between activities and the availability of learning material. Archana and Kumbakona (2017) in their article mentioned several roles of a teacher. Firstly, the teacher as a learner is a teacher that continuously learns new things provided that the changing generation. Secondly, the teacher as a facilitator is the one that has to direct and support students in their learning activities as a self-explorer. Thirdly, the teacher as an assessor is the one who provides tasks to give continuous feedback to students as they will be benefitted from a correct assessment. Fourthly, the teacher is the manager when he handles the class imperatively, including covering academics as well as interpersonal skills and managing the classroom with various practical techniques. Lastly, the teacher can also be an evaluator. Teachers are fair while evaluating students' mistakes and evaluation should be focused on students' competence rather than their weaknesses.

1.1.5. Benefits of Teaching/Learning English at Primary Schools

There are several studies on the teaching of English in primary schools. They cite several benefits of learning English in primary schools. Everyone agrees that teaching English in elementary schools will do more than harm. The benefits are awareness, language skills, time and trust. These advantages mentioned by the researchers will be discussed later.

Regarding awareness, Moon (2005) found that teaching English in primary schools can increase students' awareness of their native language. For example, if Algerian students' mother tongue is bad, they will not be able to learn to speak English well. Therefore, in order to learn English fully, Algerian students must have a basic communication foundation, which is the Algerian language as a first language. This means that the role of the Algerian language is very important to study the English language. On the other hand, Moon (2005) and Read (2003) stated that teaching English in primary schools also offers students the opportunity to become more worldly aware and interculturally competent. This means when learning the English language, students have more opportunities to understand that there are many culturally diverse countries. This leads students to have a positive attitude, more respect and tolerance (Singleton, 2003 ; Moon, 2005). It is also believed that as an international language, English can be one of the most effective ways to understand other cultures and communicate with other people from different countries.

Read (2003) also said that Teaching English in primary schools also benefits students by improving their pronunciation and fluency. Namely, primary school students have more time to learn a foreign language (Singleton, 2003). If they have a lot of practice pronouncing English words, they will achieve better fluency.

Another benefit is self-confidence. Confidence is one of the keys to motivating students to learn. If they struggle to understand a lesson, it can affect their confidence. Moon (2005) confirms that learning English from an early age should be a way to build self-confidence. If they have sufficient knowledge of English, they will follow the lessons more fluently, for example, by answering the teacher's questions.

Furthermore, Read (2003) believes that children learn in the best way because learning at their age is natural, engaging and fun, relevant, social, child-specific, multi-sensory, active and experiential, memorized, etc. If all these optimal conditions are met, they will achieve high results in language proficiency. Based on these findings, several benefits of teaching English in primary schools have been identified.

These results show that children can better understand that there are many communication languages in the world and which of them are first and second or foreign. When they understand which languages are first and second, they become aware of their first language

and the foreign language they are learning. They will also become more confident when speaking in English because they have good pronunciation.

1.1.6. Challenges of Teaching/Learning English at Primary Schools

Teaching English in primary schools is not easy because the way children are taught is different from the way adults are taught. This presents many challenges. The problems are related to internal and external factors. The intrinsic factor concerns pedagogy, motivation and identity. The external factor includes textbooks, learning resources, teachers' English level, and the number of classes. These challenges are discussed below.

The first challenge affecting intrinsic factors is pedagogical competence in the correct use of instructional strategies. In teaching and learning languages, there are several new learning strategies such as communicative language teaching (CLT), task-based learning and learning (CBLT), etc. However, teachers may find these strategies difficult to implement for several reasons. For example, it may not be appropriate to teach large groups of students when resources are limited. Copland, Garton and Burns (2014) found that teachers need to work harder to implement these learning strategies effectively.

In terms of motivation, Copland, Garton and Burns (2014) claim that it is difficult to motivate children to learn a language as they have different motivations. Some of them may have difficulty understanding English and some may not. Learning progress is not often evaluated either. This poses a small problem as an assessment is required to determine how well the students understand the lesson. So, unless their progress is assessed frequently, people with low English proficiency will not be interested or even motivated to learn. In fact, it is even worse because if they are not motivated to learn English, it will be difficult for the teacher to explain and engage them in the lesson. On the other hand, (Khamari, Guru, Tiwari, Sahu, Hanspal, Hadke & Naidu, 2014) believe that parental support for students also plays an important role If there is no parental support in learning English, students will not be motivated to do so.

Another challenge is identity. Teaching English to young students with a global vision without distracting them from their national identity is not easy. Utomo (2018) defined national identity as a state in which a mass of people identifies equally with national symbols. He believes that every country has its own unique national identity; they are different from

each other. This means that students take pride in their country when they understand their local language. However, making students proud of their national identity while learning English is not easy. For example, they are more interested in a foreign culture than in their own culture. For instance, in writing jobs. Instead of writing about Algerian History; the students write about the Eiffel Tower's History.

The second challenge is one of the external factors, namely the textbooks. Books are not available in several countries. This raises another problem. Textbooks play an important role in learning English. In Algeria, the government has decided to use textbooks but does not restrict the use of any other that can assist the teacher in teaching. However, Wei-Pei (2008) said that in some textbooks found in school, the material was often poorly organized and poorly illustrated. It is also known that having proper materials can help teachers prepare exercises that can be used in the classroom and educational activities. Therefore, the content or teaching of textbooks or other learning sources should be tailored to the needs and abilities of students and designed to be simple so that teachers and students can follow the path with ease.

As for the source, (Copland, Garton & Burns, 2014) stated that children need to be specifically explained through demonstrations and realities. This means they need something real, not theory. They need the media to help them understand the lesson. However, most schools do not have enough teaching materials. (Khamari, Tiwari, Sahu, Hanspal, Hadke & Naidu, 2014) said that it will create a problem if there are no proper supports and teaching aids. Teachers are unable to provide fun activities that require students to be physically active.

Thus, teachers' English proficiency can influence their teaching. In other words, low-skill individuals are cited as having low self-confidence, difficulties dealing with children, and slow understanding of the material (Copland, Garton& Burns, 2014).Therefore, teachers who lack sufficient proficiency in teaching English, especially teaching young learners, need training to help them develop their skills. However, most English teachers who started teaching were dissatisfied. One reason is that they are not well trained in the method (Wei-Pei, 2008), (Khamari, Guru, Tiwari, Sahu, Hanspal, Hadke & Naidu, 2014). Another problem is when the teaching doesn't make it easier for the teacher to improve their skills. These issues raise serious questions about the overall quality of English teaching in primary schools. Therefore, providing proper training for English teachers in primary schools can help them

prepare for the diverse characteristics of their students. Next, class size is viewed as a common challenge. The larger the class is, the more challenges teachers face and the more difficult it is to create student-centered learning. Conversely, if the room is too small or inappropriate for the number of students, they will have difficulty moving and therefore will not have enough space to carry out their activities (Copland, Garton & Burns 2014).

Based on these findings, challenges arise in many respects. For this reason, the government, in partnership with teachers and the school board, is taking these challenges into account when seeking solutions to improve the quality of English teaching in primary schools.

1.2. Teaching English in Algeria

The status of French was threatened as English was taught in the nineties in a choice with French at the 4th grade at Algerian primary schools. The latter did not last for long as it was rejected declaring its failure. Majumdar and Saad (2005) claim that the applied decision came in parallel with the Arabisation process in Algeria. English is set as the second foreign language after French in Algeria and is taught at middle schools and on, which makes it a total of 7 years (4 years at middle school and 3 years at secondary school). Seven years of learning English should be received by all Algerian students. A hike use of English is observed as it is demanded for the job market (Oxford Business Group, 2010). Nevertheless, English is limited to only formal contexts such as schools, whilst it is not used outdoors or contained in the daily life of Algerians as in their conversations. This language is taught using the Competency-based Approach which relates a variety of learning activities to the daily life context, making it a learner-based approach with some guidance from teachers. The approach was officially applied in Algerian education under the program of Early Language Teaching in 2003 as an educational reform with a new textbook design that raises multicultural aspects (Lachkar, 2012).

Different language skills are taught in the Algerian curriculum of English at middle and secondary schools. The basics of the language are learnt at middle school moving gradually to further aspects such as lexis, phonology and grammar till secondary school. Messekher (2014) asserts that teachers lean on textbooks to teach English and its cultural aspects (cited in Garton& Graves, 2014). The limited exposure to English deduced some educational problems as students are not well informed about the language and face problems, such as understanding materials written in English when progressing to higher studies or travelling

abroad. Compared to French, English is given a lower value in educational contexts due to the sociolinguistic as well as linguistic reasons that promote the use of French in education, administration and many other fields. Though Arabic is the language of instruction for all topics at the level of primary, middle and secondary schools, French is used to teaching some content in tertiary education (university) and scientific terms are given in French rather than English. However, higher studies are followed up using the English language as for the Doctorate ones. The latter was emphasized by Ager (2001) who indicates that English is referred to in certain scientific subjects at the level of Algerian higher education as the language represents a useful tool for conducting studies cross-culturally. However, this language is not officially predominant in different Algerian contexts. The latter might be due to the reason that setting English as a second foreign language in the Constitution was seen as an effort to lower the status of French in Algeria (Khanna, 2008).

1.2.1. English and Language Education Policy

In the past, teaching the national standard language to people in schools was the main concern of the educational systems around the world. Nowadays; in most countries, teachers, and policymakers are focusing on teaching the most useful foreign languages, particularly English, because of its relevant status. Spolsky (2004) maintained that English it is generally agreed, is today in a stronger position in the world not just than any modern language but also than any other historical language.

Because of the irrefutable position that English is occupying, its importance has obliged governments and ministries of education around the world with pressure from societies and educators to establish language policy and planning decisions in order to insert it either as a second or as a foreign language to be taught in schools and universities. Spolsky (2004) pointed out that it is common to teach at least one foreign language, usually a major international language, and increasingly, English as the main language of the globalized world.

Indeed, English has become the major foreign language specified in most programs of universities, junior colleges, vocational schools and even private schools. Thus, for many students around the world, the phrase "foreign language" automatically means "English".

According to Crystal (2003) since the 1960s, English has become the normal centre of instruction in higher education for many countries – and is increasingly used in several universities where the language has no official status. Most universities nowadays are teaching different courses and topics in English because the majority of scientific articles, literature books and information related to these courses are written in English.

Graddol (1997) asserted that the number of people learning English has in recent years risen very quickly. This, in part, reflects changes in public policy, such as lowering the age at which English is taught in schools. For instance, in Ghana, the Ministry of Education decided that the use of the vernacular in the first three school years should be abandoned and English used instead (Spolsky, 2004).

The Algerian government followed this path too and based English in the curriculum of its educational system. According to Benrabah (2014, p. 50), "the Algerian government taught English as the secondary compulsory foreign language for students beginning in the fourth grade in the middle school cycle, from the end 1970's to the early 1990s, then it was introduced in primary schools as a rival to French in September 1993". Hence, this shows the heavy influence that English has, and how its high status as an international language can affect language education policies around the world.

1.2.2. The Status of English in Algeria

English has no clear status in the official Constitution of Algeria. It is set as the second foreign language, while French is the first foreign language due to historical and sociolinguistic reasons. Garton and Graves (2014) emphasize that there is limited and rare exposure to English in Algeria. Setting English as an important language in Algeria and giving it a higher status than French reveals inducing a rivalry between the two languages and represents an effort to minify the status of French which was set up due to the French colonization. In this issue, Berger (2002) affirms that setting English as a second language implies breaking the status of French in Algeria. While Benrabah (2013) claims that competition between the English and French takes place in Algeria in different planning forms such as status, corpus and acquisition. The popularity of French in Algeria was referenced by many researchers as its permanent use by Algerians in their daily life. For instance, Murray and Street (2008) confirm that French is used in fields such as business and hotel management which makes it used at a wide level in Algeria. Similarly, Nashashibi et al. (1998) assert that

the use of Arabic along with French raised bilingualism in Algeria; however, it is noticed that business practices are still done based on French though English is increasingly used as well.

The past impacts of colonization and continuous retention of their language (French) made Algeria a Francophone country where the daily conversations of its citizens cover some French expressions mixed with their native language labelled Algerian Arabic. However, English is receiving a kind of prestige and is set as a foreign language in Algeria (Baker & Jones, 1998). Due to the technological advances and impact of social media and networking, an abundant status is received by English in Algeria. Tucker and Corson (1997) point out the fact that an instrumental value is earned by English. This language is taught as a second language and controlled in many sectors such as computing, scientific references, technological fields and the oil industry (Kaplan & Baldauf, 2007).

Stone (1997) affirms that understanding contemporary Algeria should be linked to the relationship between Algeria and France. It is seen that the majority of the Algerians do not speak any other foreign language other than French. The French left Algeria after 132 years of colonization engraving their language, French, in the minds of Algerians. In addition to this, many cultural and artistic manifestations are still noticed in different areas in Algeria, especially those presented in architectural elements and prestigious manners along with the employment of some French in Algerians' talk. The latter was claimed by Strazny (2005) who noticed that Algerians borrow many words and expressions from French. These are adjusted according to the Arabic pronunciation and grammatical patterns of Arabic as in the example of "nvoti" (means 'I vote' in English) which is borrowed from the French word "voter" (to vote). The deep effect of the French colonizers made French of great importance in Algeria which lasted for a long though Arabic is the national language in Algeria. In this way, English was given a lower status than French and is set as a second foreign language.

1.2.3. - English as the First Foreign Language (the Experience of 1993)

In the 1990s, English was introduced alongside French in primary schools. Thus, fourth grade primary school students were allowed to choose their first compulsory foreign language. According to Benrabah (2014), she was "influenced by the pro-Arab lobby, consisting of Islamists, conservatives and nationalists that led the Ministry of Primary and Secondary Education to insert English in primary schools to compete with French…" (p. 50).

On September 6th, 1993, the Algerian Ministry of Public Education issued Decree (029/M.D/93) suggesting that English should be introduced in a few randomly selected primary schools from September 1993 until the pilot (Djouimaa, 1999). This decree also contained practical guidelines on:

a- Educational programs and materials: The handbook and workbook were prepared and distributed by the C.R.D.P (Centre for Educational and Pedagogical Research).

b- Time: This is the same time spent learning the French language; that is, five hours a week. However, some students may benefit from an extra session each week.

c- Teachers: The teaching of English at the elementary level was entrusted to teachers following of the ITE (Technological Institute of Education). That's what they were trained for.

d- Organization of teacher work in primary schools: Every English teacher has to work with two or three classes in one, two or even three neighboring primary schools. In addition, the inspectors, in cooperation with the I.T.E have to organize seminars and training courses for these teachers.

e- Supervision and Inspection: Inspectors are responsible for supervising and inspecting the work of English teachers in primary schools.

Copies of this regulation have been distributed to all pilot schools in this project.

In introducing English into primary schools, Algerian policy-makers followed a bottom up approach to foreign language teaching, in which parents and pupils could choose the first compulsory foreign language (French or English). Surprisingly, the number of people who chose English was negligible; from that moment, "the competition between the two European languages turned in favor of French" (Benrabah, 2014, p. 51).

French–speaking Algerians believed that the experiment's failure was since English was not a serious competitor to French; however, they were blamed by Arabic speakers for causing the bankruptcy, as Algeria was politically and economically dependent on France.

However, there is no evidence that this pilot failed. Djouimaa (1999) noted :"Many parents who advocate for surgery find it impossible to choose between English and French because their children are enrolled in schools where the experience is not available" (p .2728),

since the choice of pilot schools was random. He also explained that the schools were only chosen because they had vacant classrooms (p.28).In addition, the implementation of this project in a period of ideological conflicts and political unrest (civil war) is not easy.

1.2.4. Learning English at an Early Age

Many studies of Second Language Acquisition (SLA) have highlighted the crucial role that age plays in English language acquisition. In many countries around the world, the proficiency level of English is still very low and one of the reasons is the critical age at which the teaching and learning of English takes place.

For example, English proficiency in Japan was very low in the 1990s, and one of the factors could be the advanced age at which learning and teaching English in schools becomes of secondary importance and is taught in middle schools. On the other hand, many EU countries teach English as a mandatory subject in primary schools, which explains the fact that the level of English proficiency is improving in some of these countries. Berns (2007) notes that in the Netherlands, English has become a compulsory subject in the last two years of primary education and the only compulsory language in all types of secondary education, including vocational training. In France, 79.8% of primary students chose English as their second foreign language (Eurydice, 1997; Eurostat, 1997; Ministère de L'éducation National, 2000 as cited in Berns, p. 25). Another example is in Malaysia, where there was an English shortage, the Ministry of Education decided to raise the level of English in the country and one of the first steps taken was to introduce classes for children in primary schools.

Data from SLA studies have shown that adults are generally not as proficient in acquiring a second language as native speakers. Pinker (2014) stated that adults who are successful in grammar often rely on the conscious exercise of their considerable intellect, in contrast to children for whom it simply adapts.

When children start early education at the age of seven or eight, their minds stay fresh and they can absorb more information, making it the perfect time to learn a new language and master it in no time. Broughton et al. (1978) argue in this regard that the beginning of learning a foreign language at the age of 8-9 years, on the one hand, does not miss the moment of learning, and on the other hand allows time to consolidate knowledge of the native language base (cited in Djouimaa 1999).

Many professionals say that one of the benefits of teaching English at a young age is that there is less interference from the first language, as many ALS researchers have found. In this context, many teachers and linguists note that less interference from the mother tongue is observed before the age of ten, which facilitates the learning process of young students.

Broughton et al. (1978) argue that "...a second and even a third language can be learned from an early age with no discernible delay in learning the mother tongue..." (quoted in Djouimaa, 1999 p. 22).In addition to the age factor, it should be noted that parents are an important source of positive or negative attitudes; their positive attitude towards the target language encourages and motivates their children.

The question "When to start?" has been a major concern of education policymakers for many years and in most cases efforts are being made to identify age-related differences in language learning in order to inform them. Therefore, linguists, educators and policymakers should take age into account and introduce English into primary schools, where children are considered highly capable of learning a second or foreign language.

Section Two: Parents' and Teachers' Attitudes.

2.1. Attitudes

2.1.1. Definition of Attitude

Attitude is one of the most essential principles, in the teaching – learning process. It has been extensively studied. An attitude is defined as a relatively permanent organization of beliefs, feelings, attitudes and behavioral propensities towards socially significant objects, groups, events or symbols (Hogg & Vaughan, 2005). Brown (2000) pointed out that attitudes are cognitive and affective. They are related to insights as well as to feelings and emotions. Attitudes started to develop early and they are affected by many factors such as parents, peers, and dealing with people who have social and cultural differences. Gardner (Cited in Al-Tamimi & Shuib, 2009) declared that attitudes are constituents of motivation which refer to the collection of exertion and the tendency to reach the goal of learning and encouraging attitudes towards learning the language. Matsuda (2000) defined attitude as a notion that consists of three categories: the cognitive category relates to beliefs or views held consciously about the language; the affective category relates to feelings about it; and the behavioral category relates to aims to contrive an action. Morries and Maisto (2005) stated that attitudes are selectively acquired and inserted through learning and experience. They are lasting dispositions indicating response consistency. Positive or negative attitudes towards a social or psychological object represent the prominent characteristics of an attitude. Ustuner (2006) defined attitude as a disposition which springs from teacher's thoughts, feelings, and behaviors about a psychological object. He also stated that one of the important elements determining the teachers' attitudes is their characteristics towards the teaching profession.

2.1.2. Attitude and Language Learning

Language learning attitude is the pupils' behavior in acting towards the learning process. Eshghinejad (2016) mentioned that learning a language is closely related to the attitudes towards the languages. In addition, Richards and Schmidth (2010) also defined language learning attitude as the attitudes which speakers of different languages or language varieties have towards each other's languages or to their own language. Expressions of positive or

negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity, facility or difficulty of learning, the degree of importance, humor, social status, etc.

The pupils' attitude towards a language may also show what the pupil think about the speakers of that language. In addition, Holmes (2013) believed that people develop attitudes towards languages which reflect their opinion about those who speak the languages, and the contexts and functions with which they are related. A positive attitude toward learning the English language is one of the leading predictors of success in gaining fluency. Therefore, Csizer and Dornyei (2005) concluded that attitude is an essential factor in language learning in their study on the internal structure of language learning motivation and its relationship with language choice and learning effort, which was put forward previously as the process model of foreign language motivation.

2.1.3. The Importance of Attitude in Language Learning

Attitude is considered to be one of the success factors in a student's learning process. Shams (2008) found that several factors can affect students' learning, namely motivation, personality, ability and age, attitude, academic performance, intelligence and anxiety. Shams also said these factors can improve the quality of students' learning to make them more competent. According to the researcher's experiences, students may think that learning the English language is difficult, and some may not. This opinion or belief will create a positive attitude that will ultimately be successful in the student's learning process. However, some students will not think so, resulting in a negative attitude. Therefore, attitude plays the role of a supporting factor in learning the language, especially the English language itself. Attitude plays an important role in encouraging students to learn English. Eshginrjad (2016) found that attitude plays a key role in language performance. In the learning process, each student has a preference or learning style by allowing them to do whatever they want or desire as long as it is always consistent with the learning objective or goal they participate and actively participate in the activities. At this stage, the focus is on the student's behavior because it is the attitude itself. Attitudes towards learning can influence a student's behavior, the type of book to read, the style of conversation, and the types of friends and teachers worth investigating. Thus, the setting can affect the student's behavior in learning English.

2.1.4. Factors Influencing Attitude

Social factors have a strong influence on attitudes towards learning. Sometimes it is the family that pushes a student to study a particular language for family reasons. In this case, the learning effect may not be as effective or productive. This can be a bad situation for the student as they may not really be interested and would rather learn another language or not learn a language at all. Kovač and Zdilar (2017) think that the decision on the attitude and motivation towards the language depends on the other classes, the student's language status and the level of extracurricular activities. All these additional responsibilities can influence and push into the overall learning process. Gender can also be a factor. Lennartsson (2008) found that women have more positive attitudes towards L2 learning. In addition, culture has a major impact on attitudes towards language learning. Khasinah (2014) listed seven main factors that have a significant impact on new language acquisition. The first place is reserved for motivation as a willingness and a desire to achieve more than people currently know. Second, there is an attitude component related to the expression of certain feelings towards languages. Third, age is a key factor in language learning, mainly because children have proven to be the best learners and older students are the ones who pay attention to the rules of languages. Fourth place, there is intelligence as a factor showing that people with a higher IQ outcome get higher grades on language tests. Fifth is an attitude as a learning ability. A person must have a strong ability to explore all aspects covered by the language, such as grammar, vocabulary, or sentences. Learning style is the sixth factor affecting overall learning. All those small things make all the difference when learning a particular language. Finally, there is a personality factor that affects learning because people have self-esteem and need to be a real person. All of these factors are part of each person's learning process. Everyone must work together to be successful. Our environment can influence the learning process even if we are not aware of it.

2.1.5. Teachers' Attitude towards Teaching English as a Foreign Language

To ensure language learning consistency, teachers should have positive attitudes towards students' psychological comfort. Watson (2003) described teaching as an intensely psychological process, and believes that teachers capability to sustain an active classroom environment, encourage students, and make decisions about their own attitudes towards creating close relationships with students. These positive attitudes and practices performed by

teachers can make a positive impact on their pupils' life. Finally, it may have an affect on pupils' future plans for success. Baker (2006) claimed that teachers' caring attitudes could have positive impact on supporting pupils'' self-esteem. It could rise higher because it leads to future academic prosperity. He explained that teachers must value the pupils. Psychologically, pupils could be influenced if they don't get along with their teachers or have problems with them. One of the consequences that can occur is that students will keep away from going to school. It is important for professional language teachers to make students confident in themselves, and help them to get over the issues that annoy them about school. This will make a big difference in their life where they could clearly and confidently express their feelings. Finally, this will help them in their future careers.

The rise of teachers' attitudes towards teaching English gives a glint of excitements in the pupils' attitudes towards learning the language. Pupils who have enthusiastic teachers intend to put them higher than teachers who don't show interest in their teaching (Barkely & Bianco, 2006). Patrick, Hisley & Kempler (2000) stated that teachers who show passionate attitudes towards the language they teach, can lead to pupils who are engaged, excited, active, and eager to learn. The researchers found a coefficient between teachers, enthusiastic attitudes and pupils' substantial need to learn and being with a full energy in the classroom. As Wenglinsky (2002) proposed, a teacher cannot be defined to be competent by looking into his educational level or work experience. Teachers affect students through motivation and mutual actions, particularly in the classroom. Thus, educational level, and experience only represent a portion of classroom management and foster achievement. Driessen (2007) found that teacher's marital status has no impact on students' achievement. A teacher's effectiveness is one of the keys to enhance students' accomplishment.

Several researchers have shown that learning English is affected by many factors, and motivation is one of these profound factors. Chiarantano (2007) concluded that teachers who have the attitudes of encouragement, motivation, and stimulation reduces the worries about learning English as a foreign language. The researcher also supports the idea of avoiding criticizing pupils and pointing out to their mistakes in pronunciation in class. They may become humiliated and may acquire a negative attitude and decreases their interest in learning English. Little (1999) observed that children learning their tribal language as a foreign language are often criticized by elders and peers for their poor pronunciation and grammar. As

criticism can be fatal to language learning, teachers should keep children motivated especially during the early beginning of learning a new language such as English.

2.1.6. Parents' Attitudes towards Teaching English as a Foreign Language

It is important to check the parents' attitudes because of the influence parents have on the formation of children's attitudes. As Mihaljević Djigunović (2012) stated, most studies focusing on pupils' attitudes propose that children usually obtain attitudes of people who are considered as their significant others. Thus, if parents believe that early learning of a foreign language is important and beneficial for children, then children too will have a positive attitude towards foreign language learning (Bartram, 2006), which will eventually raise their motivation. To be precise, positive attitudes towards a foreign language lead to a desire to learn this foreign language. This, in turn, results in motivation intensity, which eventually leads to success in foreign language learning (Tremblay & Gardner, 1995, as cited in Penjak & Karninčić, 2015). However, some parents might base their thoughts about early foreign language instruction claiming that early foreign language learning is an additional burden for children because it causes them confusion in the process of first language acquisition and that they are cognitively immature for foreign language learning. (Griva & Chouvarda, 2012). Those parents who have negative attitudes towards early foreign language rarely show support to their children in foreign language education and this in turn negatively affects the child's motivation for language learning and his/her achievements in the foreign language classroom (Bartram, 2006).

2.1.7. The Importance of Studying Teachers' and Parents' Attitudes towards Teaching

English as a Foreign Language

Teachers and parents are essential elements in the educational system, and studying their perceptions should be taken into consideration when implementing foreign language programs for young children because their perceptions are one of the aspects of constructing validity (Fojkar & Pizorn, 2014). Moreover, investigating the perceptions of parents is vital because of the influence they have on the formation of children's attitudes. Thus, if parents believe that early learning of a foreign language is important and beneficial for children, then children too will have a positive attitude towards foreign language learning. And often, teachers' beliefs influence decisions regarding teaching methods. They can affect students' viewpoints towards

learning as viewpoints are often formulated early in life (Qbeita, 2011). In their study, Richards and Lockhart (cited in Habeeb 2013) pointed out that teachers' beliefs are founded on the goals, values, and beliefs teachers hold concerning the content and process of teaching and their understanding of the systems in which they work and their roles within it. Parents' and teachers' beliefs are extremely important since they can contribute to conversations concerning the status of foreign languages and have an impact on every language policy decision and determine a new direction for multilingual education, (Griva & Chostelidou, 2011). Family can play a crucial role in terms of strengthening children's positive thinking towards foreign languages. Parental attitudes towards foreign languages affect their children's success in multilingual competence. Young (2014) claims that both how parents feel about foreign languages and the way they behave affects the linguistic development of their children. Moreover, the power of networking among parents' beliefs and attitudes and their active involvement in the support of their children's schooling has been indicated by Sheldon (2002). Also, it has been revealed that:

a-   Parents' attitudes may be influenced by their knowledge or lack of another language and their experience with an L2/FL (Bartram, 2006).

b-   Parents' involvement may be differentiated by gender based on the traditional roles of 'male' and 'female' (Watzke, 2003).

2.1.8. Previous Studies on Teachers' and Parents' Attitudes towards

   introducing English at an Early Age

   A study was conducted by (Nadjette Malki) in the academic year of 2020/2021 at the University of Oum El Bouaghi that aimed at identifying the attitudes of their English teachers and parents of students from the Azzah Lakhal's school in Ain Babouche towards the reintegration of the English language into primary schools. To know the reasons that attracted their positions. Two questionnaires were prepared; the first is for parents where the sample was estimated at 80 parents. As for the second questionnaire, it was addressed to 27 English teachers at the University of Larbi Ben M'hidi Oum El Bouaghi. The final results showed that most parents and teachers surveyed were unhappy with the current status of the English language in the school system. The results also showed positive attitudes towards the

reintegration of the English language into primary schools by the overwhelming majority of respondents. Some of them demanded the replacement of the French language by its English counterpart. They linked their positions to the international prestige of the English language and its benefits in developing countries and to get the latest information as it is published in English for the first time. While some parents attribute their interest in the English language to its historical neutrality. The few parents who expressed negative attitudes associate it with the importance of the French language in Algeria and its use by most Algerians, unlike the English language which is only used at school.

Another study was conducted by Manseur and Negadi (2019) at the University of Abou Bekr Belkaid in Tlemcen. It aimed at identifying the attitudes of Algerian parents towards exposing their children to English and specifying the reasons behind their standpoint. The study was a written support for the demands rose by the parents in 2015/2016 to teach their children English in primary education and set this language as the first foreign language in Algeria. The results revealed that a high majority of Algerian parents support early exposure to English by their children and promote its learning at the primary school level as they expressed their strong agreement towards it. These parents believe that exposing their children to English would promote their educational careers and keep them abreast of world events and developments as English is the international language used for cross-cultural communication and scientific exchanges. Their strong approval alludes to the fact that the parents are wary of the importance that English is gaining for their children's educational and professional careers. Replacing French with English and setting it as the second language after the national language in Algeria is strongly desired by a high number of parents. Considering the primary school program was strongly emphasized as many subjects are taught to primary school pupils. Henceforth, some subjects can be eliminated to be taught at later stages of education as middle or secondary ones. The early learning of English at primary school in Algeria is promoted by a high majority of the parents as the language intruded various domains and becomes a priority in different fields as communication, trade, tourism and education.

Chapter Two: Methodology, Analysis, Discussion and Interpretation of the Results.

Introduction

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

<u>Section One:</u>   Research Methodology.

2.1.1. Research Method

The current study is concerned with parents' and teachers' attitudes towards teaching English at primary school in Bouira. 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.

2.1.2. Population and Sampling

The case study is parents and teachers of Mestghanmi Mokrane and Si Lahlou primary schools (Bouira) for the academic year 2022/2023. This research was conducted with 15 parents and 2 teachers of 3rd grade of both schools. These schools are situated in different parts of Bouira City. Parents were randomly selected because we were only interested in targeting those parents whose children are learning English at primary schools. A representative sample of 1/5 of parents' total number was randomly chosen to participate in the study. For teachers , it was hard to reach them all because only 9 teachers who trains in 5 to 7 primary schools at Bouira city.

2.1.3. Research Tools

To answer the research questions, two questionnaires were employed. The first one investigates the attitudes of parents towards the re-implementation of English at primary

schools while the second questionnaire investigates primary teachers' attitudes on the matter. So, the questionnaires provide a clear description of the methods, approaches to teaching English to young children, and the possible challenges and difficulties that they may occur.

The data of both questionnaires were analyzed both statistically using SPSS (Statistical Package for Social Sciences) Microsoft, version 20 and qualitatively using descriptive analysis.

Two questionnaires have been distributed to parents and teachers living in Bouira. Parents' questionnaires fifteen (15) copies were written in Arabic, the respondents were asked to answer the questionnaires using their mother tongue .The parents were very cooperative, and they answered all the questions at the appropriate time. Teachers' questionnaires two (02) copies were distributed to them. One teacher handed back the answer immediately, the other one sent the answer via email.

2.1.3.1.   Teachers' Questionnaire

The teacher's questionnaire consists of 27 Likert scale questions. They are grouped into 3 sections. The initial questions were about the age, degree, and teaching experience of each teacher.

Section One: Attitudes: this section comprises 10 questions. It attempts to gather information about teachers' attitudes toward teaching English to 3rd grade pupils. Section Two: Teaching Skills: consists of 8 questions. It seeks to know whether the teachers have the necessary skills to teach their pupils effectively. Section Three: Challenges: this section includes 9 questions. This section is devoted to finding out about the challenges that teachers face when teaching English to 3rd-year primary students. A final open-ended question was asked by the end of the questionnaire to know what are the teachers' recommendations to overcome the previous challenges and to alleviate the teaching/learning process.

2.1.3.2. -   Parents' Questionnaire

This questionnaire was drafted in standard Arabic to be understood by all the respondents (parents), and then it is translated by the researcher faithfully into English, including the respondents' answers. Parents' questionnaire consists of 20 questions of different forms (close-ended, open-ended, multiple choice, Likert scale questions). The sections are not titled to make it easy for parents since they do not know about linguistics. The initial questions of

the questionnaire were the age, sex and the job of each parent who responded. The first section has one statement and 9 open-ended questions. It investigates their attitudes and perceptions about whether the implementation of English at primary school is important and a good choice for their children to learn it early. The second section has 10 statements. One statement followed by an open-ended question. It tackles the effect of their attitudes on their children and the challenges that can make English learning hard for their kids.

2.1.4. Data Analysis Procedures

In parent's and teacher's questionnaires, we used two methods of analysis. Close-ended, multiple choice and likert scale answers were analyzed quantitatively using SPSS by including the percentage of each answer in tables for parents. But for teachers, we didn't include any because it was clear that there were only 2. While open-ended questions are analyzed using qualitative analysis to interpret conceptual information.

Section Two: Data Analysis

2.2.1. Teachers' Questionnaire Analysis

Teachers' Background Information

<u>**Gender:**</u> the first teacher is a male and the second teacher is a female.

<u>**Age:**</u> the first teacher is 42 years old and the second has 40 years old.

<u>**Degree:**</u> Both teachers have the same educational level (Licence).

<u>**Teaching Experience**</u>: Both teachers have six months of teaching experience.

Section One: Attitudes.

Question 01:

The results of this question shows that the first teacher strongly agree and the second teacher agree with teaching and learning English early. This means that both of them think that children's mind can absorb information very well at this age.

Question 02:

The results above tells that both teachers agree with the idea that learning English early helps pupils paying attention to their native language which makes them compare between the sounds and pronunciations of both languages.

Question 03:

The answers of this question shows that both trainers strongly agree that learning English from an early age fosters the respect and the understanding of other cultures, that is, it is a key to discover English history….etc.

Question 04 :

The results of this question indicate that the first teacher disagree that learning English at primary schools improves the pupils' pronunciation and fluency saying that pupils are on the center of discovering the language (words, sounds…etc). While the second teacher strongly agrees with this idea and thinks they would develop pronunciation easily.

Question 05:

The answers shows that the first teacher agrees and the second teacher strongly agree that learning English at early ages makes pupils more confident on themselves which makes learning the language more successful and effective.

Question 06:

The answers here indicate that the first teacher disagrees that learning English is better than French. He thinks that all foreign languages needed to be learned because pupils might need to interact using them in their future career. While the second teacher agrees that English is better than French saying that English is the most used and dominant language in the world.

Question 07:

The results of this question reveal that the first teacher strongly agrees and the second teacher agrees that learning English improves the pupils' memory and brain function since they give them such exercises for the flexibility of their minds.

Question 08:

The results here show that the first teacher completely disagrees that learning English early helps pupils develop critical thinking and problem solving skills saying that it is too early for them to think critically and solve problems by themselves but instead we help them by proposing a problem to them and make them discover the reason of it through dialogues and pictures. While the second teacher agrees with this idea stating that that's how they learn to understand the language before they start speaking it.

Question 09:

The responses show that the first teacher strongly disagrees and the second teacher disagrees that learning English early disturbs the child's cognitive development saying that it is the suitable age to obtain and acquire a new language successfully since their minds are still   fresh.

Question 10:

The results here reveal that the first teacher strongly agree and the second teacher agrees that English language is important for pupils because their age is suitable to learn it easily and they also need it in their future careers since English is the global language.

Section Two: Teaching Skills.

Question 01:

The answers reveal that the first teacher has basic training to teach 3rd-grade pupils while the second teacher has proficient training. Furthermore, it is seen that they required good feedback from the inspectors on how to teach pupils in the classroom before the start of this academic year.

Question 02:

The results show that the first teacher is proficient and the second teacher is very proficient in controlling and managing their pupils in classroom. This means they know how to exploit time and get the pupils 'attention by setting the necessary rules and involve them.

Question 03:

The results indicate that both teachers are proficient in designing different materials to teach young learners. This facilitates the teaching/learning process and the way they introduce the lessons.

Question 04:

The answers confirm that the first teacher is proficient and the other is very proficient to manage class time efficiently. This shows that both of them value their time and give each stage of the lesson a time limit in classroom.

Question 05:

The answers here say that both teachers are very proficient in using songs, games and drama to teach their pupils. It means that both of them can encourage their pupils to be always active and to improve their skills in memorizing new words and pronouncing clearly.

Question 06:

The results of this questions show that both teachers are very proficient in motivating their pupils to learn. This reveals that they engage their pupils effectively to learn and they know how to make them love the language.

Question 07:

The answers show that the first teacher is proficient and the other is very proficient in evaluating pupil's process. This explains that both of them have the ability to assess their pupils' understanding using tests, oral questions…etc.

Question 08:

The results reveal that both teachers are very proficient in preparing appropriate tests for young pupils. This indicates that they have the ability to design valuable tests for their pupils to find their different weaknesses.

Section Three: Challenges.

Question 01 :

The results shows that both teachers strongly agree that time allotment is insufficient to teach English to primary school pupils. They are not satisfied with it saying it is not enough for pupils to learn effectively.

Question 02:

The results here show that both teachers strongly disagree on the difficulty of motivating children to learn a language while they have other motivations saying that it is the teachers' job to give positive attitudes for their pupils about the language.

Question 03 :

The responses reveal that both teachers disagree that introducing two language at third grade hinders kids' language acquisition. They stated that although it may seem that children at third grade are too young for learning two foreign languages, it is important to note that the earlier they learn, the better they acquire.

Question 04 :

The results indicate that the first teacher strongly disagree and the second one disagree that the lessons' content is not appropriate for the pupils' needs and abilities. They stated that the lessons are suitable for children and they can absorb them normally.

Question 05 :

The results of this question indicate that the first teacher strongly agree that teachers' lack training influences their teaching, while the second one disagree. The first teacher stated that a teacher with a good training can deeply impact the students and help the pupils engage better in the classroom. While the second teacher stated that teachers' lack of training don't influence their teaching because the English program is simple and doesn't need a proficient training.

Question 06 :

The answers in this question show that both teachers strongly agree with the idea that the size of the class hinders the deliver of information. They stated that children perceive lower levels of teacher interaction and satisfaction in larger classes.

Question 07:

The answers here tell both teachers strongly agree that large classes makes managing, controlling students and delivering knowledge in the classroom difficult. They said that large classes are a contested issue because it is thought to affect students' success.

Question 08:

The results of this question show that the first teacher disagree while the second one agree that teachers' low English proficiency influences their teaching. The first teacher stated that children's lessons are simple and does not need a high English proficiency to teach while the second says the opposite.

Question 09:

The results indicate that both teachers strongly disagree that maintaining pupils is hard. They stated that when they get their attention the first time it will stay the same along the way.

Recommendations

The first teachers recommends first to revise classroom management, that is, to see how to divide large classes because this disturbs the classroom management and eventually gives bad results. Second, he desires to take a look on time allotment saying that45 min are not sufficient for the young learners to gain knowledge. Finally, the last thing he recommends is materials like data show to facilitate the teaching/learning process.

The second teacher is against the implementation of English at primary schools stating that the idea itself is a challenge since it is learned with French at the same level. For recommendations, he desires to increase the number of hours as well.

2.2.2. Parents' Questionnaire Analysis

Parents' General Information:

Table 01: Gender.

Gender	Frequency	Percentage
Male	2	13,3%
Female	13	86,7%
Total	15	100%

This table and this figure indicate that there is 2 males (13,3%) and 13 females (86,7%) who contributed to the current study.

Table 02: Age.

Age	Frequency	Percentage
31	4	26,6%
34	2	13,3%
38	4	26,6%
40	3	20,2%
43	2	13,3%
Total	15	100%

The table above shows that there are 4 parents aged 31 (26,6%), 2 parents aged 34 (13,3%), 4 parents age of 38 (26,6%), 3 parents aged 40 (20,2%), 2 parents aged 43 (13,3%).

Table 03: Parents' Job.

Job	Frequency	Percentage
Engineer	1	6,7%
Headmaster	1	6,7%
Teacher	1	6,7%
Supervisor	6	40%
No job	6	40%
Total	15	100%

The table indicates that there is: and Engineer parent (6,7%), a Headmaster parent (6,7%), a Teacher parent (6,7%), 6 are supervisors (40%) and 6 with no job (40%).

Section One :

Question 01:

Table 04: English is important nowadays.

Is English important nowdays?	Frequency	Percentage
YES	**14**	**93,3**
NO	**1**	**6,7**
Total	**15**	**100,0**

The results of this question indicate that 14 parents (93,3%) responded by a yes about English being important at the moment. They stated that it is the most spoken language in the world. However, 1 parent (6,7%) responded by a no saying that all foreign languages are important.

Question 02:

Table 05: The inclusion of the English language in primary schools in Algeria is a successful idea.

Is the inclusion of the English language in primary schools in Algeria in your opinion is a successful idea?	Frequency	Percentage
YES	13	86,7
NO	2	13,3
Total	15	100,0

The results reveal that 13 parents (86,7%) said yes and 2 parents (13,3%) said no about whether the inclusion of the English language in primary schools in Algeria is a successful

idea. The ones that said yes think it is a great idea that can have many benefits for children as it is easier in this age to absorb and acquire a new language. In contrast, the ones who said no stated that it's too early for them to learn the language because they still don't have enough cognitive development.

Question 03:

Table 06: The foreign language is essential/optional.

How do you see the foreign language?	Frequency	Percentage
Essential	14	93,3
Optional	1	6,7
Total	15	100,0

The answers show that 14 parents (93,3%) see the foreign language is essential explaining that it helps improving cultural sensitivity and being a multilingual facilitates the communication and understanding of the language in their future career. On the other hand, 1 parent (6,7%) see the foreign language optional saying that each child is free to learn it or not since they may have other motivations.

Question 04:

Table 07: Teaching children more than one language is suitable for the development of their mental abilities.

In your opinion, is teaching your child more than one language is suitable for the development of his mental abilities?	Frequency	Percentage
YES	13	86,7
NO	2	13,3
Total	15	100,0

This table indicates that 13 parents (86,7%) answered with a yes saying that the more they learn the more their brain functions rapidly. While 2 parents (13,3%) responded with a no because they see that they still young for learning a new language.

Question 05:

Table 08: Favorite foreign language to teach children.

What is your favorite foreign language to teach your son?	Frequency	Percentage
English	6	50,0
French	4	20,0
Both	5	30,0
Total	15	100,0

This table reveals that6 parents (50%) chose English for their kid to learn it saying that English is the most dominant language in the world. And 4 parents (20%) chose French stating that Algeria is still interacting with French nowadays. While5 parents (30%) chose both of them explaining the two opinions of the first parents.

Question 06:

Table 09: The importance of teaching English.

Is teaching English important?	Frequency	Percentage
YES	14	93,3
NO	1	6,7
Total	15	100,0

The results shows that14 parents (93,3%) said yes for the importance of teaching English saying that pupils need to acquire it since the world is interacting with it more than their native languages and it opens up job opportunities. While1 parents (6,7%) said no thinking it should be learned when needed.

Question 07:

All the parents (15 parents) stated that the appropriate age to learn a foreign language specifically English is the age 8 which means starting from 3rd grade primary school.

Question 08:

Table 10: Children should learn English at the primary level.

Do you think that your child should learn English at the primary level?	Frequency	Percentage
YES	13	86,7
NO	2	13,3
Total	15	100,0

The answers here reveal that 13 parents (86,7%)are with the idea of learning English early stating that it's the suitable time to acquire it since their brain is fresh. On the other hand, the two parents (13,3%) who said no guess it is early for them to absorb it.

Question 09:

Table 11: The importance of English as other subjects in school.

Does the English language is important as other subjects in school?	Frequency	Percentage
YES	14	93,3
NO	1	6,7
Total	15	100,0

The results reveal that 14 parents (93.3%) said yes about whether the English language is important as other subjects in school saying that each subject has its importance and contribution in the future. While 1 parent (6,7%) said no because he thinks communicating in English matters nowadays.

Question 10:

Table 12: Encouraging children to learn English.

Do you encourage your child to learn English ?	Frequency	Percentage
YES	14	93,3
NO	1	6,7
Total	15	100,0

The results of this table show that 14 parents (93,3%) said they encourage their children to learn English by giving them positive attitudes on the English language telling them what are the positive things that it has in the way they understand it. While 1 parent (6,7%) said no saying that he encourages his child to learn everything not only the English language.

Section Two:

Question 01:

Table 13: Parents' help is Essential for their children to learn English.

Parental help is essential for their children to learn English.	Frequency	Percentage
Agree	5	33,3
Strongly agree	10	66,7
Disagree	0	00,0
Strongly disagree	0	00.0
Total	15	100,0

This table shows that 5 parents (33,3%) agree and 10 parents (66,7%) strongly agree that parental help is essential for their children to learn explaining that each parent have to provide his children with the necessary tools to help them learn the language rapidly. For example, English toys, English cartoons, English book stories and game applications.

Question 02:

Table 14: It is important to each children how to speak a foreign language at school.

It is important to teach my child how to speak a foreign language at school.	Frequency	Percentage
Agree	5	33,3
Strongly agree	0	00,0
Disagree	0	00,0
Strongly disagree	10	66,7
Total	15	100,0

The table shows that 5 parents (33,3%)agree on the importance to teach their child to learn English saying that every parent who have a good feedback on English language should help and teach their children to learn it. While 10 parents (66,7%)strongly disagree with this explaining that not all parents have the feedback on English therefore they cannot teach it to their children.

Question 03:

Table 15: Teaching English is difficult for children to learn.

You think teaching English is difficult for your child to learn.	Frequency	Percentage
Agree	5	33,3
Strongly agree	1	6,7
Disagree	7	46,7
Strongly disagree	2	13,3
Total	15	100,0

The results of this question indicate that 5 parents (33,3%) agree and 1 parent (6,7%) strong agree that English is difficult for their children to learn because not all children have the same brain function. On the other hand, 7 parents (46,7%) disagree and 2 parents (13,3%) strongly disagree with this saying that English is the easiest language compared to other foreign languages.

Question 04:

Table 16: Learning two foreign languages at school will negatively affect a child's academic achievement.

Learning two foreign languages at school will negatively affect a child's academic achievement.	Freuency	Percentage
Agree	2	13,3
Strongly agree	4	26,7
Disagree	5	33,3
Strongly disagree	4	26,7
Total	15	100,0

The table above shows that 2 parents (13,3%) agree and 4 parents (26,7%) strongly agree that learning two foreign languages at school will negatively affect a child's academic achievement saying that it is difficult to learn them both because it can disturb the child's understanding of the language and it can lead to the risk of choosing one language to follow it. While 5 parents (33,3%) disagree and 4 parents (26,7%) strongly disagree with this explaining that if children are well motivated to learn them, they will successfully acquire it and that it is a matter of will. Also they stated that foreign languages specifically English and French are similar somehow.

Question 05:

Table 17: Learning two foreign languages at school will positively affect the child's academic achievement.

Learning two foreign languages at school will positively affect the child's academic achievement.	Frequency	Percentage
Agree	5	33,3
Strongly agree	4	26,7
Disagree	2	13,3
Strongly disagree	4	26,7
Total	15	100,0

From the table above, it is seen that 5 parents (33,3%) agree and 4 parents (26,7%) strongly agree that learning two foreign languages at school will positively affect child's achievement and they stated that learning two foreign languages at an earlier age achieve higher levels academic achievement. While 02 parents (13,.3%) disagree and 04 parents (26,7%) strongly disagree with this and stated that it is too difficult to young learners to learn two foreign languages at the same time.

Question 06:

Table 18: Parents are often considered the second teacher for their children.

Parents are often considered the second teacher for their children.	Frequency	Percentage
Agree	6	40,0
Strongly agree	7	46,7
Disagree	0	00,0
Strongly disagree	2	13,3
Total	15	100,0

From the table above, it is seen that 06 parents (40%) agree and 7 parents (46,7%) strongly agree that parents are often considered the second teacher for their children and they stated that parents play an important role in supporting their child's learning development and learning foreign languages. While 02 parents (13,3%) strongly disagree with this idea explaining that not every parent has the ability to teach for their children.

Question 07:

Table 19: The weekly study hours for the English language subject estimated at 45 minutes are sufficient for children to learn it adequately.

The weekly study hours for the English language subject estimated at 45 minutes are sufficient for your son to learn it adequately?	Frequency	Percentage
YES	4	26,7
NO	11	73,3
Total	15	100,0

From the table above, it is seen that 4 teachers (26,7%) said yes about whether the weekly study hours for the English language subject estimated at 45 minutes are sufficient for their children to learn it adequately. They confirm that it is the suitable time for the English language subject. While 11 parents (73,3%) said no about that. They are not satisfied because the weekly hours are not enough for them to learn the language stating that it would be better if they extend them to an hour or an hour and a half.

Question 08:

Table 20: The content of the lessons that children takes in the department is appropriate to

their ability to absorb the information.

In your opinion, the content of the lessons your child takes in the department is appropriate to his ability to absorb the information.	Frequency	Percentage
Agree	7	46,7
Strongly agree	4	26,7
Disagree	4	26,7
Strongly disagree	0	00,0
Total	15	100,0

The results show that 7 parents (46.7%) agree and 4 parents (26.7%) strongly agree with the idea that the lessons' content which children takes in the department is appropriate to their ability to absorb information. They declared that it is carefully designed to suit children's mind. On the other hand, 4 parents (26,7%) disagree with this explaining that the content of the lessons is too big for children's brain.

Question 09:

Table 21: Every teacher plays a role in communicating information to children.

In your opinion, every teacher plays a role in communicating information to your child.	Frequency	Percentage
Agree	4	26,7
Strongly agree	9	60,0
Disagree	2	13,3
Strongly disagree	0	00,0
Total	15	100,0

This table reveals that 4 parents (26,7%)agree and 09 parents (60%) strongly agree that any teacher plays a role in communicating information to children. They said that since he graduated, then he knows his job well. While, 2 teachers (13,3%) disagree with this confirming that not every teach is well trained and have the ability to produce a good training.

Question 10:

Table 22: Parents' support when learning English.

Parental Support		Frequency	Percentage
	Writing	3	34,3%
	Speaking	10	52,4%
	Listening	1	6,7%
	Reading	1	6,7%
Total		15	100,0%

From the table above, it is seen that the parents who support their children in writing when learning English are 3 parents (34,3%), 10 parents (52,4%) in speaking, 1 parents (6,7%) in listening and 1 parent (6,7%) in reading. For those who said speaking, they think that communication is the first step that facilitates other skills. For those who chose writing think that children should know how to express through writing. For the parent who chose

listening thinks that children acquire the language through listening first. Finally, the parent who chose reading stated that reading can help children understand and memorize the words and sentence structure which leads them to use them to communicate.

2.2.3. Data Discussion

2.2.3.1. Teachers' Data Discussion

After having presented the results in the previous section, this section intends to discuss these results concerning the current study research questions: to know to what extent teachers agree/disagree with introducing English at primary schools and what are the reasons behind their answers. The results have demonstrated teachers were satisfied with the introduction of English at primary schools.

First of all, both teachers are with the idea of starting training in English from primary schools rather than middle schools, claiming that the more children grew up the more they face obstacles to acquiring a new language. Besides, they both said that teaching English early increases the pupils' awareness of their native language as they start to compare and see the difference between their native language and the new language in sounds and pronunciation. They also confirm that learning English allows pupils to discover the world's culture. When they learn the language, they become interested in English history and culture.

In addition, the results also showed that the first teacher thinks that learning English early does not improve the young learners' pronunciation and fluency claiming that pupils are still on the way to discovering letters, words and new sounds. However, the second teacher disagrees with him arguing that pupils will develop it easily especially if they are well motivated.

Furthermore, the results indicated that both teachers support learning English at early age because it builds up pupils' self-confidence and improves their memory and brain function. They stated that pupils being confident leads them to effective learning. They also argued that learning it early makes their minds flexible. These answers show that English is very important for pupils at this age.

Moreover, on the one hand, the first teacher sees that both English and French are essential for young pupils. He claims that all foreign languages are beneficial for pupils concerning their future careers, because communication is important. On the other hand, the

second teacher suspects that learning English is better than French wishing French to be ignored. He declares that the idea of teaching pupils two languages itself is a challenge stating that it may put pressure on the kids' mind, and eventually leads to an ineffective learning.

Finally, they also believe that teaching English to young learners facilitates their cognitive development claiming that their age is appropriate for acquiring a new language.

To conclude, even that teachers have only 6 months of teaching experience, but they succeeded in motivating the pupils to learn English and paying their attention to it. This confirms the research hypothesis of this study.

2.2.3.2. Parents' Data Discussion

The analysis of the parents' questionnaire demonstrated that most parents see the inclusion of English in primary schools in Algeria as a great idea, saying that learning English at an early age is essential and easier for their children. The more they learn it now, the more they acquire it rapidly and successfully. Besides, pupils need to acquire this language since the world is interacting with it. However, few parents see that this inclusion is not a successful idea. They stated that it is too early and hard for them to learn a new language. In addition, a few of them declared that the English language is optional and that their children are free to choose the language they want to learn and all they want is success for their children. Furthermore, some parents think that learning two foreign languages at school will positively affect the child's academic achievement saying that the matter is children should only be volunteered. While others, think this will affect their children negatively stating that their children cannot absorb them together and that makes learning difficult for them.

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

2.2.3.3. General Discussion

As a conclusion of the study conducted, it seems that most parents in Bouira City are aware of the importance of English and conscious of its crucial role for the future of their children .The findings of the questionnaire reveal that parents are interested in teaching English to their primary school children. They also agreed that it should be introduced and taught as the first foreign language arguing that it was very beneficial especially at an early

age. On the other hand, the findings of teachers' questionnaire reveal that teachers are aware of the importance of teaching English at primary school and that are ready and prepared to accept English in primary school for a better acquisition of the language because of its importance

.So ,the results confirm the research questions of the study :1- What are teachers' and parents' attitudes towards learning English at primary schools ? 2- What are the reasons behind the teachers' and parents' support and/or opposition to introducing English at Algerian primary schools? Consequently, the elicited data from the parents questionnaire support what has been hypothesized earlier in the first hypothesis "If parents are aware of the importance of learning English as foreign language, they will hold positive attitudes towards learning it". Also, the elicited data from the teachers questionnaire support what has been hypothesized earlier in the second hypothesis "If the teachers are aware and have good conditions, they will have positive attitudes towards the issue".

2.2.4. Implications of the Study

Based on our research findings, this research implies that:

1- English language plays a crucial role in developing the pupils' cognitive abilities early.

2- It provides them with high gains to manage their life in the future.

2.2.5. Recommendations of the Study

Based on our research findings, the present study offers some pedagogical recommendations for Algerian policy makers:

- English as being the language of scientific development, mass media and the modern technology, should be given a more important status in Algeria.

- Children should be given the choice to choose the first foreign language they want to study in primary schools.

- The ministry of education should reconsider the introduction of English in primary schools.

- Parental concern and choices should be taken into account and should play an influential role in education language policy in Algeria.

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- Policy makers should adopt a bottom up approach to language planning which takes into consideration society's foreign language needs.

2.2.6. Limitations of the Study

The obstructions we faced in the current study is the lack of information concerning the thesis since it is new. Also, parents answered the questionnaire hardly in the pretext that they had commitments which made us waste a lot of time. Similarly with teachers, they refused to answer the interview due to lack timing since they work in different other schools in the day.

General Conclusion

The objective of this study was to explore teachers' and parents' attitudes towards the introduction of English language at Algerian primary schools and their reasons for supporting/opposing this idea. In order to accomplish the research, a tool was adopted: a questionnaire addressed to both teachers and another for parents, using a mixed -method to provide much more detailed results.

The research built upon two chapters. The first is theoretical and presents the literature review, while the second is practical part. The first chapter is divided into two main sections. The first section, deals with teaching English at primary schools which it provides teaching English as a foreign language and teaching English in Algeria. The second section reveals with parents and teachers attitudes.

The second chapter that is the cornerstone of the dissertation is conducted to provide answers upon which this built. It constraints two sections; the first section provides a full description of the research methodology, research method, research tools and data analysis procedure. The second section deals with data analysis, data discussion and conclusion of both questionnaires. Finally this work ended up the limitations of the study and implications and recommendations of the study.

To sum up, the results of this study show that most parents and teachers have positive attitudes and support the idea of teaching English at Algerian primary schools. This confirms the stated hypotheses.

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Appendices

Appendix A

مخطط توزيع المناصب المخصصة لتدريس اللغة الإنجليزية في مرحلة التعليم الابتدائي للموسم الدراسي 2022/2023

رقم الترتيب	الرقم	رقم المنصب	المدارس المسندة له	البلدية	عدد تلاميذ السنة الثالثة	عدد أفواج السنة الثالثة	مجموع الأفواج	الحجم الساعي
1		المنصب 1	ابتدائية حسيبة بن بوعلي - البويرة	البويرة	31	1	12	18
2		المنصب 1	ابتدائية سي لحلو حسين - البويرة	البويرة	20	1		
3		المنصب 1	ابتدائية خيرة ولد حسين - البويرة	البويرة	33	1		
4		المنصب 1	ابتدائية البشير الابراهيمي - البويرة	البويرة	80	2		
5	①	المنصب 1	ابتدائية عبد الحميد بن باديس - البويرة	البويرة	24	1		
6		المنصب 1	ابتدائية حجابي ابراهيم - البويرة	البويرة	80	3		
7		المنصب 1	ابتدائية بوراين يحي - البويرة	البويرة	90	3		
8		المنصب 3	ابتدائية منصوري محمد - البويرة	البويرة	27	1	11	16.5
9		المنصب 3	ابتدائية عينوش اعمر - البويرة	البويرة	19	1		
10		المنصب 3	ابتدائية هروس عبد الرحمان - البويرة	البويرة	54	2		
11		المنصب 3	ابتدائية قوقي رشيد - البويرة	البويرة	19	1		
12	②	المنصب 3	ابتدائية مستغانمي مقران - البويرة	البويرة	44	2		
13		المنصب 3	ابتدائية أولقاضي علي - البويرة	البويرة	29	1		
14		المنصب 3	ابتدائية بوراي سعيد - البويرة	البويرة	110	3		
15		المنصب 4	ابتدائية صديقي بلقاسم - البويرة	البويرة	90	3	11	16.5
16		المنصب 4	ابتدائية قاسي حسين - البويرة	البويرة	10	1		
17		المنصب 4	ابتدائية جنيدي سالم 1 - البويرة	البويرة	68	2		
18		المنصب 4	ابتدائية علواش أحمد - البويرة	البويرة	27	1		
19	③	المنصب 4	ابتدائية جنيدي سالم 2 - البويرة	البويرة	85	3		
20		المنصب 4	ابتدائية بعنون احمد - البويرة	البويرة	28	1		
21		المنصب 6	ابتدائية أحمد بوصندالة - البويرة	البويرة	99	3	10	15
22		المنصب 6	ابتدائية قويدر أحمد - البويرة	البويرة	24	1		
23		المنصب 6	ابتدائية بلعباس محمد - البويرة	البويرة	61	2		
24		المنصب 6	ابتدائية طالي مولود - البويرة	البويرة	18	1		
25	④	المنصب 6	ابتدائية رشاق مولود - البويرة	البويرة	18	1		
26		المنصب 6	ابتدائية عكوش زوبية - البويرة	البويرة	41	2		
27		المنصب 7	ابتدائية العربي التبسي - البويرة	البويرة	189	5	12	18
28		المنصب 7	ابتدائية قنداز اعمر - البويرة	البويرة	78	2		
29		المنصب 7	ابتدائية غلال قاسي - البويرة	البويرة	34	1		
30	⑤	المنصب 7	ابتدائية بشلاوي سعيد - البويرة	البويرة	52	2		
31		المنصب 7	ابتدائية شرفاوي ناية - البويرة	البويرة	73	2		
32		المنصب 8	ابتدائية دموش محمد - البويرة	البويرة	111	3	11	16.5
33		المنصب 8	ابتدائية الإخوة عوالي - البويرة	البويرة	107	3		
34		المنصب 8	ابتدائية تالي معمر فوبدر - البويرة	البويرة	58	2		
35	⑥	المنصب 8	ابتدائية مليكشي سعيد - البويرة	البويرة	24	1		
36		المنصب 8	ابتدائية واعلي سعيد - البويرة	البويرة	57	2		
37		المنصب 9	ابتدائية مبيز سليمان - البويرة	البويرة	2	1	11	16.5
38		المنصب 9	ابتدائية لحام محمد - البويرة	البويرة	80	2		
39	⑦	المنصب 9	ابتدائية بوطارس محمد - البويرة	البويرة	47	2		
40		المنصب 9	ابتدائية مرسلي نذير - البويرة	البويرة	169	5		
41		المنصب 9	ابتدائية شداني أحمد - البويرة	البويرة	20	1		
42		المنصب 10	ابتدائية جعدي عيسى - البويرة	البويرة	20	1	10	15
43		المنصب 10	ابتدائية قاري عبد الرحمان - البويرة	البويرة	96	3		
44		المنصب 10	ابتدائية لاندري شعبان - البويرة	البويرة	37	1		
45		المنصب 10	ابتدائية مرزوق عيسى - البويرة	البويرة	67	2		
46	⑧	المنصب 10	ابتدائية حامد خوجة صالح - البويرة	البويرة	44	1		
47		المنصب 10	ابتدائية طاحة سامي - البويرة	البويرة	11	1		
48		المنصب 10	ابتدائية دابة عبد الرحمان - البويرة	البويرة	22	1		
49		المنصب 109	ابتدائية قطاف احمد - البويرة	البويرة	13	1		

Appendix B

Teachers' Questionnaire

Dear English teachers,

We are conducting a survey for a master dissertation on teachers' attitudes towards the reimplementation of English Language at Algerian primary schools.

Background Information:

Gender: …………..

Age: ………

Degree:……….

Teaching experience:……….

Attitudes : What are your attitudes towards teaching English at primary schools starting from the 3rd year? **Put (x) in the appropriate box.**

Statement	S.D	D	SA.	A
1- Starting teaching English at primary schools is better than starting it from middle schools.				
2-Teaching English at primary schools raises learner's awareness of their native language .				
3- Teaching English at primary schools allows young learners to discover world's cultures .				

Statement				
4- Teaching English at primary schools improves student's pronunciation and fluency.				
5- Learning English early builds up the student's self-confidence.				
6- Learning English is better than French.				
7- Teaching English at primary schools improves memory and brain function .				
8- Teaching English at primary schools helps develop critical thinking and problem solving skills . 9- Learning English at primary school hinders the kid's cognitive development. 10- Learning English is extremely important for pupils at primary schools.				

Teaching Skills: How do you rate your teaching skills in terms of the following statements ? **Put an (x) on the right box.**

Statement	Not proficient	Basic	Proficient	Very proficient
1 –I have enough training to teach 3rd grade pupils .				

2-I can control and manage my pupils in classroom .			
3-I can design different materials to teach young learners .			
4- I can manage class time efficienly.			
5- I can use songs, games and drama to teach my pupils .			
6-I can motivate my pupils to learn.			
7- I can evaluate pupils' process.			
8- I can prepare appropriate tests for young pupils.			

Challenges : What are the challenges your are facing when teaching English to the 3rd grade pupils? **Put a (x) in the appropriate box.**

Statements	S.D	D	S.A	A
1- Time allotment is insufficient.				
2- It is difficult to motivate children to learn a language when they have different motivations.				
3- Introducing two languages at third grade hinders kids' language acquisition.				
4- The lessons' content is not appropriate for the pupils' needs and abilities.				
5- Teachers' lack of training influences their teaching.				
6- The size of the class hinders the deliver of information.				
7- Large classes makes managing, controlling students and delivering knowledge in the classroom difficult.				
8- Teachers' low English proficiency influences their				

teaching.				
9- Maintaining pupils' motivation is hard.				

Recommendations
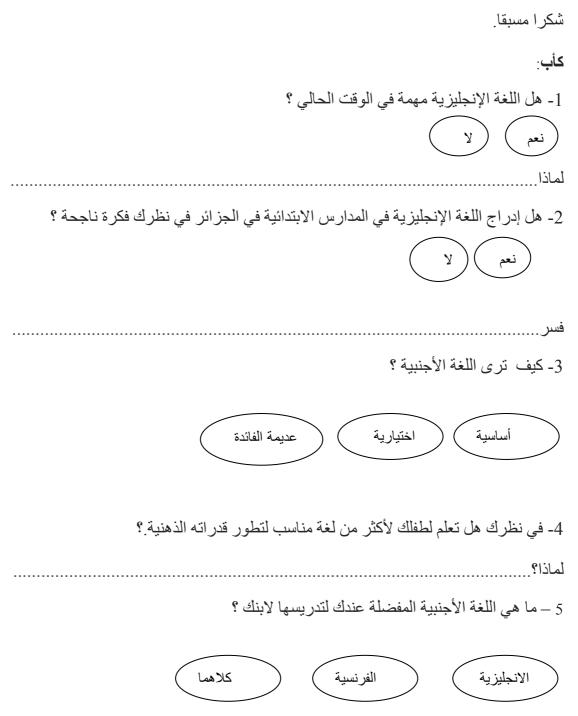
- What are your recommendations to overcome the previous challenges and alleviate the teaching/learning process?

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

Thanks for your collaboration.

Appendix C

استبيان

هذا الاستبيان جزء من بحث للحصول على شهادة الماستر في اللغة الإنجليزية، ويهدف هدا البحث إلى دراسة موقف الآباء من إدماج اللغة الإنجليزية في المدارس الابتدائية. رأيكم يهمنا لتحقيق هذا البحث. سنكون ممتنين لمساعدتكم.

شكرا مسبقا.

كأب:

1- هل اللغة الإنجليزية مهمة في الوقت الحالي ؟

(نعم)   (لا)

لماذا...

2- هل إدراج اللغة الإنجليزية في المدارس الابتدائية في الجزائر في نظرك فكرة ناجحة ؟

(نعم)   (لا)

فسر...

3- كيف ترى اللغة الأجنبية ؟

(أساسية)   (اختيارية)   (عديمة الفائدة)

4- في نظرك هل تعلم لطفلك لأكثر من لغة مناسب لتطور قدراته الذهنية ؟

لماذا؟...

5 – ما هي اللغة الأجنبية المفضلة عندك لتدريسها لابنك ؟

(الانجليزية)   (الفرنسية)   (كلاهما)

ولماذا؟

6- ـهل تدريس اللغة الانجليزية مهم ؟

(لا) (نعم)

لماذا؟...
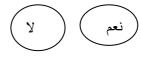
7- في نظرك، ما هو العمر المناسب لطفلك لتعلم اللغة الانجليزية

8- هل تعتقد أنه يجب على طفلك تعلم اللغة الإنجليزية في المرحلة الابتدائية ؟

(لا) (نعم)

ولماذا؟

9- هل اللغة الإنجليزية نفس أهمية المواد الأخرى في المدرسة ؟

(لا) (نعم)

ولماذا؟...

10- هل تشجع طفلك على تعلم اللغة الإنجليزية ؟

(لا) (نعم)

كيف؟.

11- عندما تدعم طفلك لتعلم اللغة الإنجليزية ،دعمك على ماذا؟

(القراءة) (الاستماع) (التحدث) (الكتابة)

12-مساعدة الوالدين ضرورية لتعلم اللغة الإنجليزية لأطفالهم .

(لا أوافق بشدة)   (لا أوافق)   (أوافق)   (أوافق تماما)

13- من المهم تعليم طفلي كيفية التحدث بلغة أجنبية في المدرسة.

(لا أوافق بشدة)   (لا أوافق)   (أوافق)   (أوافق تماما)

14-تعتقد تعليم اللغة الإنجليزية صعبة على طفلك ليتعلمها.

(لاأوافقبشدة)   (لا أوافق)   (أوافق)   (أوافق تماما)

15-إن تعلم لغتين أجنبيتين في المدرسة سيؤثر بشكل سلبي على تحصيل الدراسي للطفل.

(لا أوافق بشدة)   (لا أوافق)   (أوافق)   (أوافق تماما)

16-إن تعلم لغتين أجنبيتين في المدرسة سيؤثر بشكل ايجابي على تحصيل الدراسي للطفل

(لا أوافق بشدة)   (لا أوافق)   (أوافق)   (أوافق تماما)

17-   غالبا ما يعتبر الآباء المعلم الثاني لأطفالهم

(لا أوافق بشدة)   (لا أوافق)   (أوافق)   (أوافق تماما)

18-   تعتبر ساعات الدراسة الأسبوعية لمادة اللغة الإنجليزية المقدرة ب 44دقيقة كافية لإبنك لتعلمها بشكل وافي ؟

19-

(لا)   (نعم)

اذا كانت الإجابة ب "لا "، ما هو اقتراحك فيما يخص الحجم الساعي المناسب ؟

....

20-   في نظرك ، محتوى الدروس التي يتناولها طفلك في القسم مناسب لقدرة استيعابه للمعلومة.

لا أوافق بشدة	لا أوافق	أوافق	أوافق تماما

21-   في نظرك، كل معلم يلعب دور في إيصال معلومة لطفلك.

لأوافقبشدة	لا أوافق	اوافق	اوافق تماما

ملخص

هدفت هذه الدراسة إلى استكشاف مواقف المعلمين وأولياء الأمور تجاه تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية والأسباب المحتملة لدعم / معارضة هذه الفكرة. لهذا الغرض، استخدمت الدراسة تصميمًا بحثيًا مختلطًا، حيث تم استخدام استبيانين: واحد لخمسة عشر من الوالدين والآخر لمعلمين اثنين من أجل الحصول على البيانات الأساسية للدراسة. ثم تم تحليل البيانات إحصائياً باستخدام SPSS (الحزمة الإحصائية للعلوم الاجتماعية) ونوعيًا باستخدام التحليل الوصفي. أشارت النتائج الرئيسية إلى أن المشاركين في الدراسة يتفقون بشكل عام مع فكرة إدخال اللغة الإنجليزية في المدارس الابتدائية لأنهم يعتقدون أنها تجعل التلاميذ بارعين جدًا في اللغة الإنجليزية ، وتطور قدراتهم المعرفية ، وتؤدي إلى أداء أكاديمي أفضل في المستقبل ، وتزيد من دافع التعلم لديهم. في حين أن أولئك الذين عارضوا إدخال اللغة الإنجليزية فعلوا ذلك لأنهم اعتقدوا أنه من المبكر جدا أن يكتسب التلاميذ لغة أجنبية. تشير نتائج هذا البحث إلى أن اللغة الإنجليزية تلعب دورًا أساسيًا في تطوير القدرات المعرفية للتلاميذ وتزودهم بمكاسب عالية لإدارة حياتهم في المستقبل. أيضًا، كانت التوصيات الرئيسية هي إعطاء اللغة الإنجليزية مكانة أكثر أهمية في الجزائر، وإعطاء الأطفال خيار اختيار لغتهم الأجنبية المفضلة للدراسة، مع مراعاة مواقف الوالدين.

الكلمات المفتاحية: المواقف، أولياء الأمور، المعلم ون, المرحلة الابتدائية، تدريس اللغة الإنجليزية كلغة أجنبية.

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة)   ربيع أميرة   الصفة: طالبة

الحامل (ة) لبطاقة التعريف الوطنية رقم: 400407189   والصادرة بتاريخ: 2022.01.20

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

Exploring Teachers' and Parents' Attitudes towards Teaching English at Primary Schools. Case Study: Teachers and Parents of 3rd year Primary Pupils at Mestghanmi Mokrane and Si Lahlou Primary Schools in Bouira.

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 16/07/2023

(توقيع المعني (ة

جامعة محمد البشير الابراهيمي برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة)   عليوان سيلين   الصفة: طالبة

الحامل (ة) لبطاقة التعريف الوطنية رقم: 121351889   والصادرة بتاريخ: 21/09/2021

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

Exploring Teachers' and Parents' Attitudes towards Teaching English at Primary Schools. Case Study: Teachers and Parents of 3rd year Primary Pupils at Mestghanmi Mokrane and Si Lahlou Primary Schools in Bouira.

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 16/07/2023

(توقيع المعني (ة

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التعليم العالي والبحث العلمي

جامعة محمد البشير الابراهيمي برج بوعريريج

تصريح بالالتزام بقواعد النزاهة العلمية لإنجاز البحث

أنا الممضي (ة) أسفله،

السيد (ة)   شيبان نجاة   الصفة: طالبة

الحامل (ة) لبطاقة التعريف الوطنية رقم: 100538158   والصادرة بتاريخ: 2016.04.13

والمكلف (ة) بإنجاز مذكرة ماستر،

عنوانها:

Exploring Teachers' and Parents' Attitudes towards Teaching English at Primary Schools. Case Study: Teachers and Parents of 3rd year Primary Pupils at Mestghanmi Mokrane and Si Lahlou Primary Schools in Bouira.

أصرح بشرفي أني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية المطلوبة في إنجاز البحث المذكور أعلاه.

التاريخ: 16/07/2023

(توقيع المعني (ة