

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA MINISTRY OF HIGHER
EDUCATION AND SCIENTIFIC RESEARCH**

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A Comparative Study of Teaching English as a Foreign Language in Primary Schools versus Middle Schools

**A Case Study of The First Year Middle School vs Third Year Primary
School in Algeria**

**A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master Degree in
Didactics of Foreign Languages**

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2023

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Dedication

We dedicate this humble work to:

The source of our happiness in this life, our mothers and fathers.

Our sisters and brothers whose love and assistance have been extremely important.

Our teachers, all our friends, our colleagues and to all our families.

All the beloved ones.

This dissertation is a testament to our supporters' love and guidance. We are forever grateful to everyone who has been a positive soul.

Thank you for being part of this unique journey.

AKNOWLEDGEMENTS

First and foremost, our deepest gratitude goes to our supervisor, Mrs. Boudjerida for her excellent guidance, support, and patience during this journey. Her judicious guidance, valuable feedback, and constant encouragement helped accomplish this study.

We would like to extend our sincere gratitude to the board of examiners who have kindly accepted to give us some of their valuable time to read, correct, and examine this humble piece of work.

We would like to express particular thanks to all of the respondents (teachers and pupils) who kindly volunteered their time and shared their experiences, without them this research would not have been possible.

Finally, we would like to acknowledge all of our friends and family who directly or indirectly have helped, encouraged and supported us. To all of them we express our genuine thanks.

Abstract

This comparative study aims to determine the optimal phase for introducing English as a second foreign language in Algerian schools. It attempts to investigate the adequacy of the recent ministry's decision to introduce English language instruction in primary schools along with the French language. Two ideas are suggested: one says that introducing English in primary schools was a wise and beneficial decision, and the other proposing that primary school pupils are too young to manage the workload of studying eight subjects along with two foreign languages, making it more appropriate to postpone English instruction until middle school. A quantitative, descriptive research approach is used to examine and compare the teaching and learning processes of English in primary and middle school. In order to obtain the necessary data, an interview and a questionnaire are used as a research tool. The study involves 52 EFL (English as a Foreign Language) instructors with different levels of experience and 95 pupils, with equal representation from first-year and third-year middle school pupils. The aim is to explore and compare the pupils' and teachers' experiences, preferences, and suggestions. The major research findings indicate that primary school is the most appropriate phase for the English language introduction, thus supports the first idea suggested. The data analysis shows that a large percentage of the studied samples acknowledges the importance of English and expresses strong agreement that it should be taught starting from the third grade of primary school. It also reveals that the main challenges faced by the teachers are the lack of materials and the limited technology access. Eventually, some pedagogical recommendations are offered to the Algerian policy makers and educators with the purpose of enhancing and improving the effectiveness of the English language education in Algeria.

Keywords: EFL learning, primary school, middle school, comparative study, language education

List of Abbreviations

CALL: Computer-Assisted Language Learning

CBA: Competency-Based Approach

CPH: Critical Period Hypothesis

CUP: Common Underlying Proficiency

EFL: English as a Foreign Language

ELT: English Language Teaching

ENS: Ecole Normale Supérieure

ESL: English as a Second Language

L1: First Language

L2: Second Language

SLA: Second Language Acquisition

SUP: Separate Underlying Proficiency

UK: United Kingdom

USA: United States of America

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General Introduction

1. Background of the Problem

Foreign language education in Algeria is an important part of the country's educational system. The official languages of Algeria are Arabic and Tamazight (Berber), but French is widely spoken and is used as a language of instruction in administrations and higher education. Foreign language education in Algeria usually begins in primary school, where pupils are taught French as the first foreign language for three years. On the other hand, teaching English in Algeria does not start until middle school and ends with high school. Thereafter, it is a subject taught in universities as a specialization within the LMD system or as a supplementary subject to other disciplines. However, the ever growing role of English as a lingua franca in higher education as a defining feature of an increasingly globalized world required the government to make some reforms in the foreign languages teaching policy. One of the key changes is introducing English language instruction in primary schools. In 2022, Algeria announced that English would be taught as a compulsory second foreign language subject starting from the third grade of primary school.

2. Statement of the Problem

In recent years, English has become undeniably recognized as a global language and has become increasingly important for business, academia, and international communication. As a result, the Algerian government made much needed reforms to expand and improve the availability and quality of the English language education for Algerian pupils. However, there is very limited research specifically on teaching English in primary schools in Algeria. While there are many studies that highlight some of the broader challenges and factors that affect English

language education in middle school, high school and university, very few works address the challenges related to the primary school level. This requires us to investigate with some urgency the adequacy of the ministerial choice of introducing English as a compulsory second foreign language subject for primary school pupils. Many factors such as the pupils' age, cognitive development, needs, motivation and the load of their current curriculum must be taken into consideration because they determine the extent of success or failure of such a reform.

3. Research Aims

The main aim of this piece of research is to identify the most effective phase for introducing English as a second language, primary school or middle school phase? In addition to providing insight into the cognitive, neurological, and social factors that contribute to language learning with the goal of improving language education and promoting more effective language learning outcomes for learners.

4. Research Questions and Hypotheses

This investigation is being guided by the following questions:

- What is the appropriate phase to start teaching English as a foreign language in Algerian schools?
- At both levels, how well is the language accepted by the learners and the wider community?
- How and how effectively are the current curricula implemented?

To answer the aforementioned probing questions, we propose two ideas that are open to verification or rejection:

- It was a wise move on the part of the minister to start English instruction in schools in the primary grades rather than the middle ones.
- Primary school pupils are not yet old enough to learn two new foreign languages successfully in addition to the eight others subjects included in their curriculum.

5. Research Significance

The findings of this study can help inform the development of language education policies and curricula, new reforms, as well as teacher training and professional development programs. This can improve the English language proficiency of Algerian pupils and better prepare them for higher education and the job market.

6. Research Methodology and Tools

Based on prior information, this study intends to determine which grade experience is more successful, middle school or primary school. Accordingly, we collected and compared data in order to produce findings that helped us confirm the correct idea.

In an effort to address the problematic enquiry raised above, we adopted a quantitative, descriptive type of research using an interview dedicated to the targeted learners as well as a questionnaire oriented to teachers of middle schools and primary schools.

The questionnaire's goal was to obtain information regarding EFL instructors' teaching experiences and opinions on the best strategies for teaching English to young learners. The online poll was administered to 52 instructors, comprising both primary and middle school teachers with varied levels of experience. The survey had three sections in which instructors

were questioned about their demographic information, teaching experience, and thoughts on their pupils' motivation, interest, and ideal age for foreign language acquisition.

In accordance with this, the learners' interview was conducted for the same purpose, but in a complimentary manner, generating information from a different perspective. The questions were meant to elicit pupils' impressions and opinions on various elements of studying English as a foreign language in Algeria, and they were administered to 80 pupils (50% first-year middle school pupils and 50% third-year middle school pupils).

7. Structure of the Study

The dissertation is organized into two major chapters. The first chapter is for the theoretical portion, while the second is for the practical portion, in addition to other complementary parts. The theoretical element is divided into two sections: the first includes background information on the position of English as a global language, language policy in Algeria, the history of English education in Algeria and the theories of second language acquisition, including the approaches applied in the Algerian curricula. The second portion goes through the numerous aspects that affect foreign language acquisition, such as age, society, psychology, and pedagogy. The practical component of the study consists of two major components: a teacher questionnaire and a learner interview. The goal of these components is to collect information regarding English language teaching and learning in Algeria. The findings of these components will then be explored, and the research will finish with implications and recommendations for enhancing English as a foreign language teaching and learning in Algeria.

CHAPTER I: Teaching English as a Foreign Language & The Factors That Influence Foreign Language Acquisition

Section 01: Teaching English as a Foreign Language

This section of the dissertation provides a comprehensive overview of various aspects relevant to the decision-making process regarding the optimal grade for introducing English as a second foreign language in Algeria. It begins by looking at the significance of English global as a widely spoken language and the effect of that on its status in Algeria. Furthermore, this section dives into Algeria's language policy and reforms. Language policy analysis sheds light on the factors that formed the educational environment and influenced the teaching and learning of foreign languages, including English. In addition, a brief history of English teaching in Algeria is offered, highlighting major milestones, developments, and issues encountered in the past. Lastly, this part explores second language acquisition theories that might help to guide teaching English in Algerian schools. This dissertation seeks to shed light on effective approaches and strategies for the successful implementation of English language instruction by drawing on relevant theories. This section lays the foundation for further analysis and discussion on the most appropriate level to introduce English as a second foreign language.

1. English as a Global Language

English has become the lingua franca of the twenty-first century, with an estimated 1.5 billion speakers world wide (Crystal, 2012). It is the language of international business, science, and technology, as well as popular culture and entertainment. Its global spread has been facilitated by factors, such as the historical legacy of British colonialism, the cultural influence of American media and technology, and the economic power of English-speaking. Countries such as the United States, the United Kingdom, Canada, and Australia.

The rise of English as a global language has brought about significant implications and challenges for individuals, communities, and societies around the world. On the one hand, it has facilitated communication and interaction across linguistic and cultural barriers and has opened up opportunities for education, employment, and cultural exchange. On the other hand, it has raised concerns about linguistic diversity, cultural identity, and power relations.

One of the key implications of English as a global language is its impact on linguistic diversity. Several languages have faced marginalization or extinction as English has been more frequently employed as a medium of worldwide communication. This has prompted cause for the preservation and development of linguistic variety, particularly in multilingual settings where English is one of several languages spoken (Phillipson, 2003).

The function of English as a worldwide language in defining cultural identity is another conclusion. English has grown connected with specific values, customs, and cultural practices, particularly those associated with Western nations, as it has expanded over the world. This has led to concerns about the homogenization of global culture and the erosion of local cultural traditions and practices (Pennycook, 2010).

English a global language also raises questions about power and inequality. The dominance of English as a global language is closely linked to the political and economic power of English-speaking countries, which has led to calls for a more equitable distribution of linguistic resources and opportunities (Kachru, 2006). Furthermore, the use of English as a global language can create barriers for those who do not speak English or who are not fluent in it, particularly in the context where English is used as a requirement for education or employment (Matsuda, 2011).

The challenges posed by English as a global language extend beyond linguistic and cultural concerns to educational and instructional methods. The extensive use of English in international education as a medium of teaching and evaluation has created concerns regarding the legitimacy and fairness of such procedures, particularly for non-native English speakers (Shin, 2018). Additionally, the use of English as a global language in language teaching has created concerns about the neglect of local linguistic and cultural resources, and the imposition of Western models of language and culture (Sharifian, 2009).

To summarize, English a global language has far-reaching ramifications and problems for individuals, communities, and society worldwide. To address these issues, a critical and thoughtful approach to the use and teaching of English as a global language is required, as well as a commitment to encouraging linguistic and cultural diversity and fairness.

By weighing the above benefits and drawbacks of the English language, Algeria has opted to emphasize it to provide its people with the opportunity to access the world's educational resources and participate in the challenges of all disciplines. Nonetheless, the method and beliefs imported during the education process should be handled with care.

1.1.The Status of English in Algeria

Algeria is a country located in North Africa and is known for its rich history, culture, and diverse population. Arabic is the official language of Algeria, but there are several other languages spoken in the country, including French, Berber, and English. In this part, we will discuss the status of English in Algeria.

The status of the English language in Algeria has changed over the years. According to the report by the British Council, English is becoming increasingly important, especially in the

business and technology sectors. Many multinational companies operating in Algeria require their employees to have a good command of English. Additionally, English is becoming more popular among Algerians, who see it as a way to improve their job prospects and increase their chances of studying abroad. Despite its growing importance, the teaching of English in Algeria faces several challenges. One of the main challenges is the shortage of qualified English teachers. The majority of English teachers in Algeria are not native speakers of the language and may not have the necessary training to teach it effectively. This has led to a situation where many Algerian pupils are not able to achieve a high level of proficiency in English.

Another challenge is the lack of exposure to English outside the classroom. Unlike French, which is widely spoken in Algeria, English is not as prevalent in everyday life. This makes it difficult for pupils to practice their English skills outside the classroom, which is essential for achieving fluency.

To address these challenges, the Algerian government has launched several initiatives to improve the teaching of English in schools. They include English teacher training programs, the introduction of English language courses in vocational schools, and the expansion of the English learning cycle to cover the elementary school level. The government has also encouraged the use of English in the media and has promoted English language films and music.

To summarize, while the standing of English in Algeria is not as high as that of Arabic or French, it is nevertheless a significant language in the country, particularly in higher education and international trade. Given the growing demand for English language courses and materials, as well as the Algerian government's measures to encourage English language study, the status of English in Algeria is progressively improving, and it is becoming more accessible and popular

among young Algerians. It is hoped that English will become more widely spoken and understood in Algeria, providing greater opportunities for Algerians in the global world.

2. Language Policy in Algeria

The policy of the English language in Algeria has been a subject of debate and discussion in recent years. While French has been the dominant language in education and administration in Algeria since colonial times, there has been a growing interest in the use of English as a means of communication and as a tool for economic and cultural development.

The use of English in Algeria can be traced back to the country's colonial past when the French introduced it as a language of commerce and administration. However, after independence in 1962, the new Algerian government sought to promote the use of Arabic as the country's official language, with French remaining as a second language.

In recent years, there has been a growing interest in the use of English in Algeria, driven in part by the country's efforts to diversify its economy and attract foreign investment. In 2014, the Algerian government launched a national English language-learning program, to improve the language skills of the country's workforce and increase its competitiveness in the global market.

However, the promotion of English in Algeria has been met with resistance, with critics arguing that it is a form of linguistic imperialism that threatens the country's cultural identity and undermines the role of Arabic and French as national languages. Some have also raised concerns that the emphasis on English could lead to a widening gap between those who can speak the language and those who cannot, creating a new form of inequality.

Despite these concerns, many in Algeria see the promotion of English as a necessary step toward modernization and economic development. According to a report by the British Council,

the demand for English language education in Algeria is rapid, with a significant increase in the number of pupils studying the language in recent years.

The Algerian government has also taken steps to promote the use of English, including the establishment of English language teaching centers in universities and the inclusion of English as a subject in the national curriculum. However, there is still much work to be done to ensure that the policy of English language promotion is implemented in a way that is inclusive and does not undermine the country's linguistic and cultural diversity.

In conclusion, the policy of the English language in Algeria is a complex issue that reflects the country's history, politics, and economic aspirations. While there are valid concerns about the potential impact of promoting English on the country's linguistic and cultural diversity, there is also a growing recognition of the importance of English as a means of communication and as a tool for economic development. It is up to policymakers and educators in Algeria to strike a balance between these competing priorities and to ensure that the promotion of English is implemented in a way that is inclusive and benefits all members of society.

2.1.Educational Reforms Policy

To enhance the quality of the nation's education, the Algerian government has been adopting educational reforms for many years. The English language curriculum, which has experienced substantial modifications in recent years, has been one area of concentration.

In 2015, Algeria launched its new educational reforms policy, which focused on improving the quality of education from primary to higher education levels. The strategy sought to address several difficulties highlighted in the school system, including a shortage of competent instructors, obsolete teaching techniques, and inadequate educational facilities.

One of the key elements of the educational reforms policy in Algeria is the modernization of the curriculum. The new curriculum emphasizes critical thinking, problem-solving, and creativity. It also offers more practical and vocational courses that prepare pupils for the workforce. The new curriculum has been positively embraced by educators, who feel that it will help pupils develop the abilities they need to flourish in the twenty-first century.

Another significant improvement is the increased emphasis on teacher training. The government has made significant investments in providing teachers with the skills and knowledge required to provide high-quality education. Teachers will be trained on current teaching techniques, including the use of technology in the classroom, as a part of the changes. To motivate teachers to enhance their teaching abilities, the government has also implemented performance-based remuneration.

The Algerian educational reform agenda has drowned both acclaim and criticism. Advocates of the strategy think that it will assist to enhance the quality of education in the country and better prepare pupils for the difficulties of the modern world. Nevertheless, some believe that the reforms do not go far enough and that more needs to be done to address concerns such as teachers' shortage and inadequate financing.

Despite the challenges, the Algerian government remains committed to the educational reforms strategies. The changes are part of a bigger effort to overhaul the country's economy and build a more influential future for all Algerians. Through continuing investment in education, it is believed that Algeria would be able to tackle the difficulties of the modern world and compete on a global scale.

In conclusion, Algeria's educational reform agenda represents a significant step in improving the country's educational quality. The changes aim to solve several shortcomings in

the school system and provide a more favorable learning environment for pupils. While there are still issues and obstacles to overcome, the reforms represent a great step forward for Algeria's educational system.

3. A Brief History of Teaching English in Algeria

The teaching of English in Algeria dates back to the colonial era when Algeria was a French colony. The first recorded English language course in Algeria was taught in 1830, shortly after the French established control (Bacha,2014). English was primarily taught as a foreign language to French administrators and other colonial officials during the colonial period. Because French was the dominant language of education and administration in Algeria at the time, English was not widely taught.

After Algeria gained independence from France in 1962, the government started to promote Arabic as the official language and the language of instruction in schools (Bekhechi,2017). The main objective of this Arabization policy was to restore the country's identity, eradicate the dominance of the French language and unify the Algerian speech community. However, the demand for English language education started to increase in the 1970s as Algeria began to open up to global economy (Bacha, 2014). According to Bellam (2012), the English language flourished in Algeria when this country was on its way to socioeconomic prosperity as a result of its massive oil and gas revenues (p. 6). He also stated that:

“In this period [The economic-liberal period (1980 – 1991)] the government's political and economic policy changed to be politically liberal and economically open towards the West. Its first task was to spread the Algerian economic market beyond the French market, to other countries in the world, mainly to the UK and the USA. Consequently, the 1990's for instance

witnessed an increase in American and British investments in the Algerian oil and gas industry (2013, p. 56).”

Hence, economic cooperation with Western countries, increased private investment, and tourism promotion increased the presence of English in Algeria. Another reason why the English language flourished in this period is that it did not hold any bitter memories for the Algerian people. Unlike French which is viewed as the language of the colonizer, English had no colonial legacy making it the best vehicle of modernity and technological progress (Benrabah, 53p. 2014).

Indeed, the Algerian Ministry of Education introduced English as a second foreign language for the first time in 1972 (French is the first). It was taught as a required subject across the curriculum beginning in the eighth year of middle school onward. During this time, the government relied heavily on foreign EFL teachers from all over the world to compensate the teachers shortage.

3.1.English as the First Foreign Language in Primary Schools: the Experience of 1993

English was introduced alongside the French language in primary schools during the nineties. Hence, fourth graders in primary school had the option of choosing their first mandatory foreign language. The Algerian Ministry of Education published a decree (029/M.D/93) on September 6,1993, indicating that English will be gradually introduced starting from September 1993 in some elementary schools chosen at random to pilot the project (Djouimaa, 1999, p.26). This order also included practical directions concerning:

- a. Programs and teaching materials: The C.R.D.P (Centre de Recherche Didactique et Pédagogique) designed and disseminated a textbook and a workbook.

- b. Timing is the same time granted for French teaching which is five hours each week. Some pupils, however, might benefit from an extra session each week.
- c. Teachers: Those who graduated from the I.T.E (Institut Technologique de L'Education) were assigned to teach English in the primary phase. They were trained for that purpose.
- d. The arrangement of elementary school teachers' work: each English instructor must Work with two or three classes from a single, two, or three neighboring primary schools. In addition, inspectors must prepare seminars and training courses for those teachers in collaboration with the I.T.E.
- e. Supervision and control: Inspectors are in charge of supervising and controlling the work of English teachers in elementary schools.

By offering a choice between French and English as the first mandatory foreign language in primary schools, parents and pupils were allowed to decide. However, unexpectedly, the number of individuals who opted for English was insignificant, leading to French emerging as the preferred language in the competition between the two European languages (Benrabah, 2014,9.51). Algerian Francophones believed that the reason behind this failure was that the English language was not as strong as the French language. Conversely, Arabophones accused Francophones of intentionally sabotaging the English language program due to Algeria's political and economic reliance on France.

However, it cannot be concluded that the pilot project was a failure. According to Djouimaa (1999), some parents who supported the initiative did not have the opportunity to choose between English or French because their children were enrolled in schools that were not part of the program. This was due to the random selection of pilot schools, as stated by Djouimaa (1999) (p. 27-28). Furthermore, schools were selected solely based on the availability of

classrooms, as clarified by Djouimaa (1999) (p. 28). Additionally, implementing such a project during a period of ideological conflicts and political instability, such as the civil war, was not an easy task.

3.2. The Reintroduction of English in Primary Schools: The Decision of 2022

Since the failure of the pilot study in 1993, the English language was not introduced in Algerian schools until the first year of middle school where it was taught as a second foreign language subject with instruction intensifying in high schools before pupils move on to university. That is until the recent presidential announcement of July 31st, 2022 when the president Abdelmadjid TEBBOUNE announced that the authorities will add English to the primary school syllabus at the start of the new school year in September.

Abdelmadjid TEBBOUNE's decision came as a surprise to many, and to justify his choice, he quoted Kateb Yacine, a renowned Algerian writer, who referred to French as a “war trophy”. The president acknowledged that while French is a “war trophy”, English is an international globally spoken language that is seen as a necessary step towards modernizing the country's education system, improving the ranking of the universities, and equipping the pupils with the skills they need to be successful in this increasingly interconnected world.

However, the decision to introduce English in primary school this year has been criticized as hasty, rushed, and reckless by educationalists, teachers' unions, and politicians.

Although it is widely acknowledged that introducing English is a positive step towards making universality more accessible to Algerians, such a decision requires consideration that is more careful planning to ensure its success. For example, the obstacles encountered in the previous pilot study must be studied and resolved to prevent them from limiting the success of the current reform as well.

Finally, English language teaching in Algeria has come a long way since the colonial era. While there are still some challenges facing the field, there is a growing recognition of the

importance of English language proficiency for international communication and for accessing information in various fields. As Algeria continues to develop and modernize, the role of English language teaching is likely to become even more important.

To give a brief account about the history of EFL in Algeria, English language education has a complicated history and continues to face challenges as the country strives to promote linguistic diversity and prepare its citizens for a globalized economy. While efforts have been made to improve English teaching and increase access to educational resources, more work remains to be done to ensure that pupils receive quality instruction as well as opportunities to use the language in real-world settings. Despite the challenges, the growing importance of English in Algeria suggests that it will remain an important part of the country's educational and economic landscape in the coming years.

4. Theories of Second Language Acquisition

Second language acquisition theories provide useful insights into how individuals learn a second language. These theories can be used to guide decisions on when to introduce English as a second foreign language in Algerian schools. In this section, we will examine the most prominent theories of second language acquisition and see how they might guide the decision of which grade level is more appropriate for introducing English as a foreign language.

One of the earliest and most influential theories of second language acquisition is the Behaviorist theory, which posits that language learning is a result of conditioning through reinforcement and repetition (Skinner, 1957). According to behaviorists, the optimal time to start teaching English as a foreign language is in the early primary grades, when pupils can benefit from the high level of repetition and drilling required for acquiring new content. This approach

emphasizes the importance of habit formation and the requirement for continual practice, which is best accomplished by early exposure to the language.

The Cognitive theory, which emphasizes the significance of mental processes and cognitive structures in second language acquisition (Piaget, 1952), is another significant theory of second language acquisition. This theory holds that the ideal time to introduce English as a foreign language is when pupils have appropriate cognitive skills, such as memory, attention, and problem-solving abilities. This shows that introducing English as a foreign language in the upper elementary stages, when the pupils' cognitive capacities are more advanced, may be more effective than in the lower elementary grades.

The sociocultural theory is a third theory of second language acquisition that emphasizes the role of social and cultural variables in language learning (Vygotsky, 1978). The optimal phase to introduce English as a foreign language, according to this theory, is when pupils have had adequate exposure to the target language in social and cultural situations. This shows that teaching English, as a foreign language in the higher primary classes when kids have more opportunity to engage with English speakers may be more beneficial than in the lower elementary grades.

Furthermore, Krashen (1981) proposed the Input Hypothesis, which states that language acquisition happens when the input provided to learners is just beyond their current level of understanding, or their "zone of proximal development". This idea holds that the best moment to introduce English as a foreign language is when pupils have achieved adequate competence in their first language, which can serve as a foundation for learning a second language. This shows that introducing English as a foreign language in the later classes after kids have established a solid basis in their first language, may be more beneficial than early grades

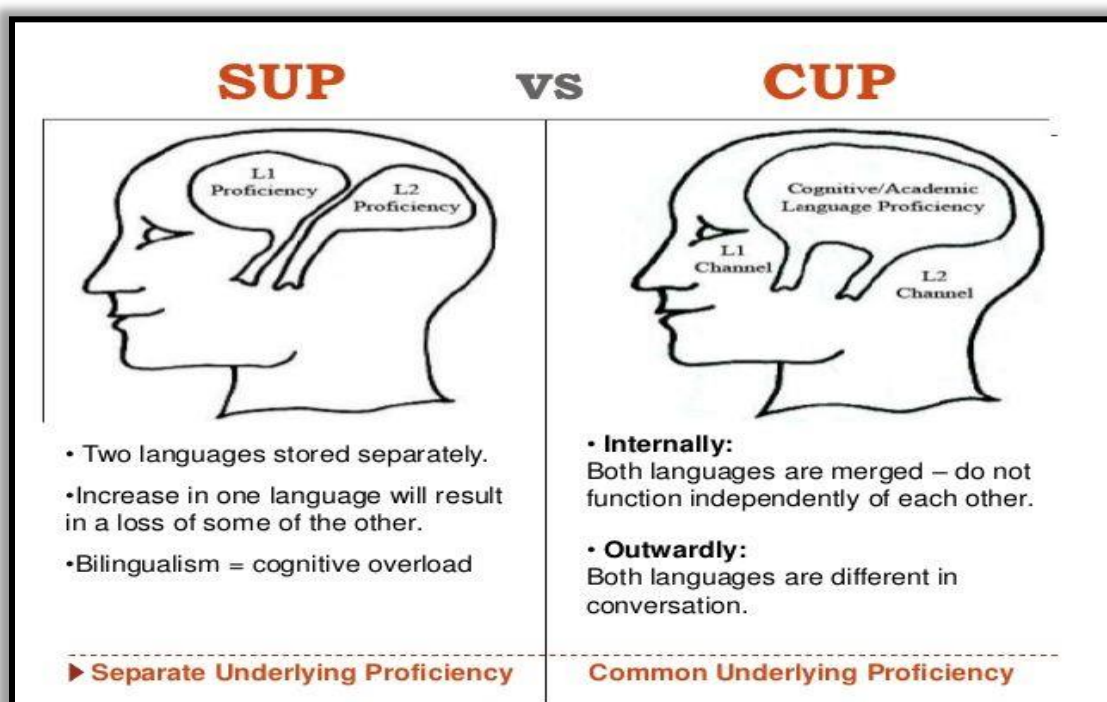
Lastly. Theories of second language acquisition offer useful insights into how people learn a new language and provide guidelines for efficient language teaching approaches. When selecting the best level to introduce English as a second language, educators and policy-makers should consider age, cognitive capacity, and social setting, among other elements that influence language acquisition. While there is no one-size-fits-all answers to this question in-depth, comprehension of the various theories can help mold decisions about language instruction.

4.1.Learning Two Foreign Languages Simultaneously

Learning a foreign language is an important element of education, and much study has been conducted on the most successful methods of doing so. When it comes to learning two foreign languages at the same time, the situation becomes much more complicated. That is why it is important to explore the different theories of learning two foreign languages at once and how they relate to determining the appropriate grade to introduce English as a second foreign

Figure 1: A Comparative illustration about SUP vs CUP

lang



uage.

The “Separate Underlying Proficiency” (SUP) model is one theory for learning two foreign languages at the same time. According to this perspective, the two languages are taught individually, with separate underlying systems. The learner’s knowledge of one language does not transfer to the other, and the two languages flourish independently of one another. However, this model is controversial, and some researchers contend that there is more commonality between the two languages than this hypothesis predicts (Paradis, 2009).

The “Common Underlying Proficiency” (CUP) paradigm is another theory for learning two foreign languages at the same time. According to this belief, the two languages are taught jointly via a shared underlying system. The learner’s knowledge of one language influences his or her knowledge of the other, and the two languages are linked. According to this view, achieving equivalent proficiency in both languages is more difficult since the two languages are continuously fighting for the same resource (Cummins, 1979).

The “Cognitive Advantages” model is a third theory of learning two foreign languages simultaneously. According to this hypothesis, studying two languages at the same time can provide cognitive benefits such as increased cognitive flexibility, better problem-solving skills, and higher creativity. Bilingualism, according to this hypothesis, can provide an advantage in cognitive activities that require flexibility and adaptation (Bialystok, 2017)

Therefore, given these notions of learning two foreign languages simultaneously, there is no straightforward answer to what is the optimal grade to introduce English as a second foreign language because it is dependent on many factors. However, evidence indicates that early

exposure to several languages benefits language development and that younger learners have more plasticity in their language-learning capacities (Khul, 2010).

4.2.Approaches Used in Teaching English in Algeria

Algeria's ELT history is one of aspiration and achievement. Along the way, English language education has witnessed the implementation of various methods and approaches developed and elaborated by the literature of foreign language learning/teaching, ranging from the most ancient classical method, the Grammar-Translation Method, to the Competency-Based Approach, or CBA for short, passing by Communicative Language Teaching.

The Grammar-Translation Approach, which emphasizes grammatical principles and translation activities, has long been used in Algerian schools (Laroussi, 2018). However, this technique has been criticized for its limited emphasis on communicative skills and failure to build pupils' oral proficiency. These limitations shifted the focus to the communicative approach, which focused on meaningful communication rather than mindless memorization and repetition. It encourages pupils to connect and negotiate meaning by encouraging them to use realistic language in real life settings (Mahmoudi, 2019). The biggest disadvantage of this approach is that it focuses on fluency but not accuracy. This led to adopting the latest and current approach used in Algerian schools, the competency-based approach.

This approach emphasizes the development of learners' language competencies as well as the practical skills required for real-life communication. The introduction of the CBA in Algeria goes hand in hand with broader educational reforms aimed at promoting learner-centered instruction and enhancing pupils' language skills. The competency-based approach shifts the emphasis from a merely linguistic to a more holistic approach to language learning. It emphasizes the integration of language abilities such as listening, speaking, reading, and writing

within relevant and real contexts. The CBA also emphasizes the significance of improving learners' communicative competence so that they can use English effectively in a variety of social, academic, and professional settings.

In brief, the methods used to teach English in Algeria have developed over time to meet the changing demands and goals of language learners. With the reintroduction of English in primary schools, it is crucial to adopt approaches that promote effective language learning.

Section 02: Factors That Influence Foreign Language Acquisition

Teaching English as a foreign language to Children is a complicated process impacted by some elements such as age, society, psychology, and pedagogy. Understanding these aspects is essential for EFL teachers who want to provide successful and interesting language sessions for their pupils.

1. Age

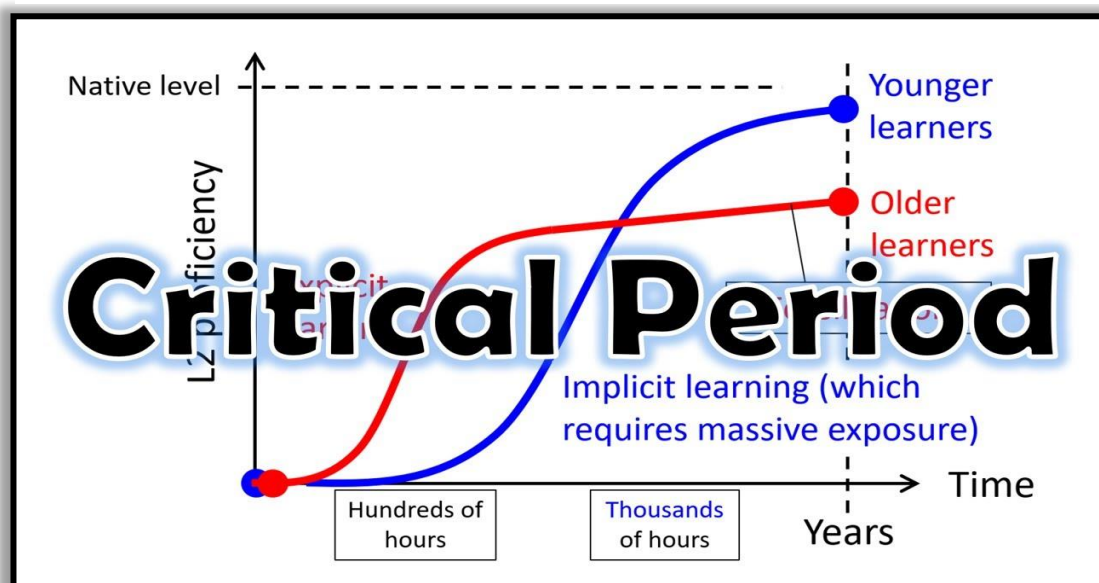
1.1. Introduction

Learning a second language is becoming increasingly crucial in our interconnected environments. English is the most commonly spoken language in the world, and it is the dominating language of International Communication. As a result, children must acquire English as a foreign language (EFL) from an early age. Thus, age is an important factor in the learning and teaching of EFL. This section will examine how age influences the acquisition and teaching of English as a foreign language to youngsters.

1.2. Age and Language Learning

Research has shown that age plays a crucial role in the learning of a second language. The key time hypothesis (CPH) proposes that there is a key time for language development that ends around puberty (Lenneberg, 1967). After this point language acquisition becomes more difficult and less successful, full stop this indicates that younger children are better at acquiring a new language than all children and adults.

Figure 2: An Representative Graph of the Critical Period Hypothesis



Young children have an advantage in language learning because their brains are still developing. They have a stronger ability to learn new knowledge and are more flexible to change (Skehan, 1998). This means that youngsters can acquire a new language faster and more easily than adults. Furthermore, young children are not hampered by the fear of making mistakes, which can stymie adults' language learning.

1.3.Age and Teaching EFL

The age of the learners also affects the teaching process of EFL. Young children require a different approach to language learning than older children and adults. Young children have shorter attention spans, so lessons need to be shorter and more interactive (Murray, 2012). The use of songs, games, and other fun activities can help to keep young children engaged in the learning process.

Young children also need to learn language in context. They need to understand the meaning of words and phrases, rather than just memorizing them (Ellis, 1985). This means that EFL lessons for young children should be based on real-life situations that are relevant to their lives.

1.4.Conclusion

In conclusion, age can have a significant impact on the learning and teaching process of EFL for children. The younger the child, the easier for them to learn a new language. In addition, teachers should be aware of the unique needs and abilities of pupils of different ages and adjust their teaching methods accordingly to maximize their effectiveness.

2. Society

Teaching English as a foreign language (EFL) to children is a demanding task that requires meticulous preparation and execution. As noted in the last section, a variety of factors influence the teaching process, including the child's age. Aside from interests and talents, there is also an educational environment and material availability. However, this child's social environment, particularly his or her parents, is one of the most important factors that can influence EFL teaching.

Parents have a significant influence on their children's views on language learning, particularly EFL (Pishghadam & Saboori, 2017). A nurturing family setting can help youngsters establish a good attitude toward language learning and drive them to attain their language learning objectives. An unsupportive family setting, on the other hand, might have a detrimental influence on a child's language learning development and make them feel discouraged and unmotivated (Baker and Wright, 2017).

One way that society, particularly parents, might influence EFL instruction to children is through their views about the English language. If parents see English as a required language that will give their children greater possibilities in the future, they are more likely to encourage their children to study it and provide them with the appropriate resources. In contrast, if parents do not respect the English language or see it as a burden, they may not prioritize their children's language acquisition or give them the required assistance (Wesche, 1994).

Furthermore, the socioeconomic background of the parents can influence the EFL teaching process. Children from wealthy families are more likely to have access to resources such as private tutoring, language learning applications, and educational materials that can help them improve their language learning. Children from lower-income homes, on the other hand, may not have access to those tools and may struggle to stay up with their classmates in terms of language development (Choi & Lee, 2018).

Another way in which society can affect EFL teaching to children is through cultural attitudes toward language learning. Some cultures may place a higher value on multilingualism and encourage children to learn multiple languages from a young age. In contrast, other cultures may view language learning as a burden or prioritize the learning of other subjects, such as Mathematics or Science. These cultural attitudes can affect the level of support that children receive from their families and the importance that they place on language learning (Grosjen, 2010).

Finally, society, particularly parents, can have a significant impact on children's EFL teaching. The views of parents regarding the English language, as well as their socioeconomic status, might affect the amount of support for their children's language development. Cultural views regarding language acquisition can also influence how much significance youngsters place

on language learning. As a result, EFL teachers must be aware of these variables and collaborate with parents to provide a helpful and stimulating learning environment for their pupils. EFL teachers may assist pupils attain their language learning goals and prosper in a globalized environment by doing so.

3. Psychology

3.1. Introduction

English as a foreign language (EFL) instruction may be a difficult and complex process that involves both linguistic and psychological knowledge. Psychology has had an increasingly important role in determining EFL teaching approaches in recent years. This part of section two will explore some of the key psychological concepts and theories that have influenced EFL instruction, and how they can be applied in the classroom.

3.2. Motivation and Attitudes

Motivation is one of the most essential variables of language learning. Dörnyei (2001) defines motivation as "the drive or energy that a learner brings to the learning process." Learners may struggle to maintain their efforts over time if they are not motivated. Attitudes are very important in language learning. Gardner (1985) defines attitudes as learners' emotional and evaluative responses to the language they are learning. Positive attitudes toward language and culture can boost learners' motivation and result in improved learning outcomes.

Gardner (1985) contended that by providing a supportive learning environment, teachers might create favorable attitudes about the target language and culture. Teachers, for example, can create activities that are culturally appropriate and interesting. They can also inspire learners to actively participate in the learning process and give constructive and positive feedback.

Motivational strategies are another approach for enhancing motivation in the classroom. Dörnyei (2001) outlined numerous ways that instructors might use to inspire pupils, including giving pupils a feeling of autonomy, building a sense of community in the classroom, and employing various sorts of rewards and incentives to promote involvement. The statics can assist pupils in developing a sense of ownership of their learning process and increasing their intrinsic drive to study.

3.3.Input and Interaction

Krashen (1982) argued that language acquisition occurs when learners are exposed to a comprehensible input, which is a language that is just beyond their current level of proficiency. This input should be meaningful and authentic and should enable learners to infer the meaning of unfamiliar words and structures. In EFL instruction, teachers can use a variety of materials, including authentic texts, videos, and audio recordings, to provide learning with comprehensible input.

Interaction is another crucial aspect of language learning. Interaction refers to the exchange of information between learners and speakers of the target language. Interaction can take place in several settings, including pair work, group work, and conversations. Interaction can assist learners strengthen their language abilities and increase their understanding and output of the target language.

3.4.Anxiety

Language anxiety is a common psychological hurdle that can affect EFL learners and hinder their learning progress. According to Horwitz & al (1986), language anxiety is a feeling, of tension, and apprehension that arises from the feeling of inadequacy when using a foreign language. In the classroom, this anxiety can be exacerbated by fears of making mistakes, being

criticized, or not understanding the content, as noted by MacIntyre & Gardner (1991). To help pupils cope with language anxiety, teachers can create a welcoming and inclusive environment in the classroom, as suggested by Arnold and Brown (1999). This includes building rapport with pupils, fostering positive relationships, and providing opportunities for practice and feedback. Positive feedback and reinforcement have also been found to be effective in reducing anxiety and improving motivation, as noted by Dörnyei (1994). By utilizing these strategies, teachers can help EFL learners overcome language anxiety and create a more productive environment.

3.5. Classroom Management

Classroom management can be informed by psychological principles that have been studied and supported by research. According to Marzano and Marzano (2003), establishing clear expectations and rules is crucial for creating a positive learning environment. This includes communication, behavioral expectations, and creating a positive classroom culture where pupils feel respected and supported. Positive reinforcement has also been found to be effective in shaping desired behaviors, as noted by Heward (2013). This includes providing praise and rewards for good behavior, which can increase the likelihood of pupils repeating the behavior in the future. Appropriate disciplinary techniques are also important and should focus on addressing the behavior, rather than punishing the pupil. Canter and Canter (2003) suggest using a hierarchy of interventions, starting with the least intrusive and building up to more serious consequences if necessary. By using these techniques, teachers can create a productive and positive classroom environment that promotes learning.

3.6.Conclusion

In summary, psychology plays a significant role in effective EFL teaching. Understanding the psychological factors that impact both, the teacher and the learners can help teachers create a more engaging, supportive, and effective learning environment.

4. Pedagogy

Pedagogy in EFL refers to the methods, theories, and practices used to teach English to non-native speakers. EFL pedagogy has evolved as new research and technological advances have influenced the field. This part will explore some of the key concepts and strategies of EFL pedagogy, along with current research and best practices.

One of the most fundamental concepts in EFL pedagogy is communicative competence. This term, coined by linguist Dell Hymes in the 1960s, refers to the ability to use language effectively in a variety of social and cultural contexts. Communicative competence emphasizes the importance of teaching not just vocabulary and grammar but also pragmatics (the use of language in social situations), discourse (the organization of language in texts), and sociolinguistics (the cultural and social factors that influence language use). By focusing on communicative competence, EFL pedagogy aims to prepare pupils for real-world interactions with English speakers. Another important concept in EFL pedagogy is the use of authentic materials. Authentic materials are texts, videos, and other resources that are created for native speakers of English and are not specifically designed for language learners. Using authentic materials in EFL classrooms can provide pupils with exposure to real-life language use. As well as cultural knowledge and context. Authentic materials can also be a motivating factor for pupils, as they see the relevance of their studies to the world outside the classroom.

Technology has had a significant impact on EFL pedagogy in recent years. The use of technology in EFL classrooms can enhance pupils' learning experiences in a variety of ways. For example, online resources such as language learning apps, online dictionaries, and video conferencing tools can provide pupils with additional opportunities for language practice and

communication. Moreover, computer-assisted language learning (CALL) can support autonomous learning and offer immediate feedback on language use.

EFL pedagogy also emphasizes the importance of learner autonomy. Autonomous learners are those who take responsibility for their learning and seek out resources and opportunities to improve their language skills outside of their classroom. By encouraging learner autonomy, EFL pedagogy aims to foster pupils' motivation and engagement in the learning process. This can be achieved through activities such as project-based learning, self-reflection, and goal setting.

As a final point, EFL pedagogy recognizes the importance of cultural awareness and sensitivity. English is used in a variety of cultures and contexts around the world, and EFL pedagogy aims to prepare pupils for intercultural communication. By introducing pupils to different cultural practices, beliefs, and perspectives, EFL pedagogy can help pupils develop an understanding and respect for cultural diversity.

To put it briefly, EFL pedagogy is a complex and involving field that draws on a variety of theories, practices, and technologies. By focusing on communicative competence, authentic materials, technology, learner autonomy, and cultural awareness, EFL pedagogy aims to prepare pupils for real-life interactions with English speakers. To stay up-to-date with the latest research and best practices in EFL pedagogy, teachers can attend conferences, read academic journals, and participate in online communities.

To recap section two, language may be a difficult and demanding process. Age, cultural influences, psychological issues, and educational concerns must all be taken into account. The age of a kid is important in language acquisition, with younger children typically having an

advantage due to their developing brains and more learning flexibility. Language development can also be influenced by societal variables such as parental attitudes toward language learning and societal socioeconomic position. Psychological and pedagogical theories and concepts can inform effective EFL teaching strategies, such as the use of motivating learning styles and technology. Teachers must consider all of these variables to establish a healthy and effective learning environment for their pupils.

CHAPTER II: Results and Discussion

Introduction

The preceding chapter focused on the theoretical aspect of the study, in which prior research from various sources was compiled. The subsequent chapter pertains to the practical side of the investigation, comprising two components: an interview with pupils and an online survey for educators. This chapter compares the teaching-learning process of English as a second foreign language (SFL) in middle schools to elementary schools in Algeria, focusing on both learners' and teachers' experiences. Analysis and interpretation of the results from the interview and the questionnaire were presented to address the research inquiries. Additionally, this chapter addresses the limitations of the study and provides recommendations for future research.

1. Pupils Interview

1.1. The purpose of the interview

This interview serves a similar purpose to the following questionnaire, aiming to compare the English learning experiences of first-year middle school pupils with those of third-year primary school pupils. However, in this case, we focus on exploring the pupils' experiences, as well as their preferences and suggestions for improvement.

1.2. Methodology

The interview took place in six public schools situated in Constantine, Algeria. These schools included three middle schools: Aggoune Abd el Madjid Middle School, Ibn Badis Middle School, and Khadidja Oum Elmoumnin Middle School. Additionally, three primary schools were involved: Belaachar Ammar Primary School, Boudjrayou Nafisa Primary School, and Soukayna Primary School. The sample size consisted of 95 pupils, with an equal distribution

of (50%) primary pupils and (50%) middle school pupils. The pupils represented a range of academic performance levels, including weak, average, and excellent pupils. The interview was conducted in English and translated into Arabic, which is the pupil's native language. This is to ensure clarity and avoid any misunderstandings. The pupils were orally interviewed, and their responses were recorded for later grouping and analysis purposes.

1.3.The interviews description

The interview was structured and organized into five distinct sections for a systematic approach:

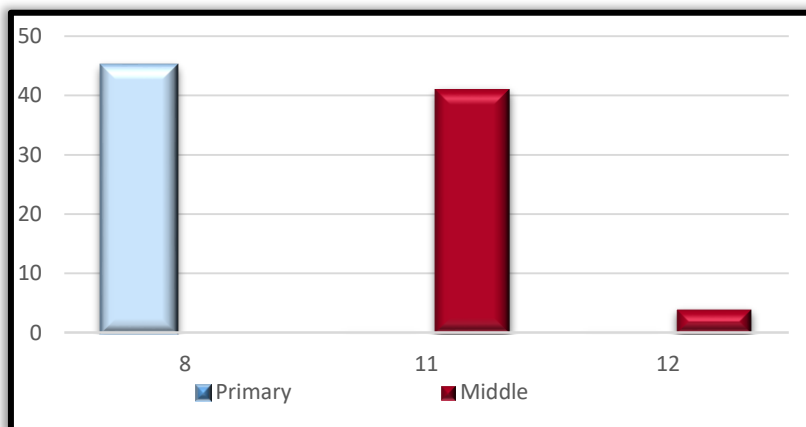
- The first section background information, focused on gathering background information from the participants, including their age, gender, and school grade.
- The second section, English language exposure, aimed to assess the pupil's familiarity with the language and whether they had any relatives who spoke English.
- The third section, interest, and motivation, delved into the learners' levels of motivation, exploring the reasons behind it and whether they received encouragement from their parents.
- The fourth section, learning experience, involved asking the pupils about their overall language learning experience, their progress, the challenges they encountered, and their perspectives on managing the workload of studying two foreign languages simultaneously for the first time.
- The fifth section, grade placement, focused on gathering the participants' opinions regarding the most suitable grade to introduce English language instruction in Algerian schools and the rationale they provided to support their views.

1.4. Analysis of the results

1.4.1. Section One: background information.

Figure 3: The Pupils' Age

Question 01: How old are you?



The results of question one indicate that all of the primary school pupils interviewed were 8 years old, which aligns with the typical age for this group. Among the middle school pupils, the majority (91%) were 11 years old, which is the expected age range for this grade level. However, a small percentage (9%) of middle school pupils were 12 years, which can be traced back to them repeating a grade because of their delayed progression.

Question 02: What is your gender?

Figure 4: The Pupils' Gender

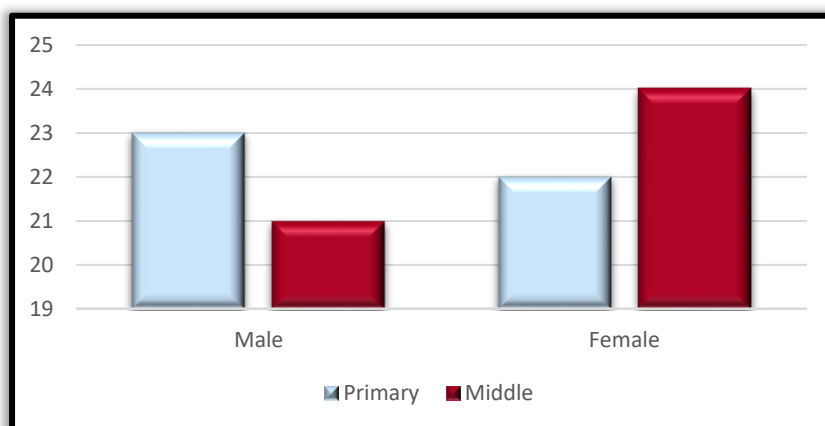
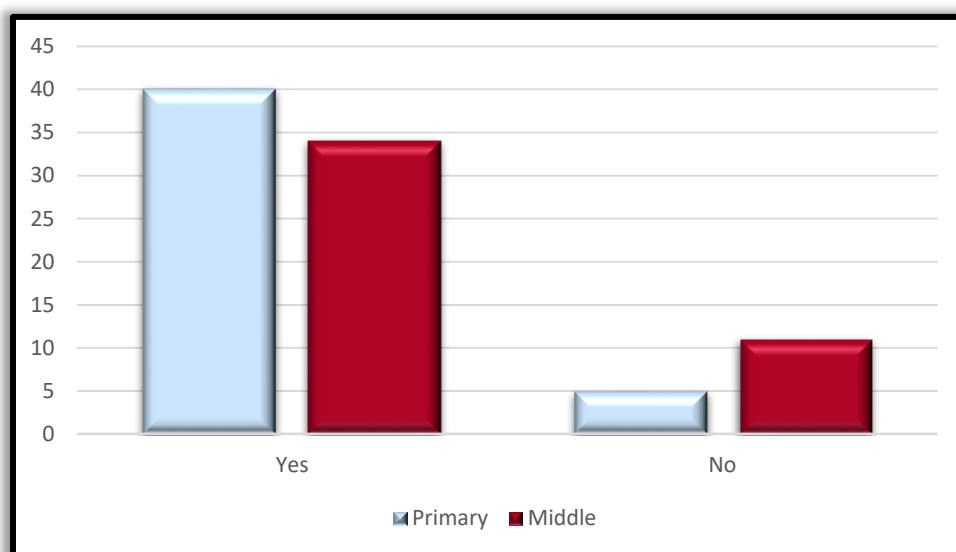


Figure 04 indicates that among the primary school pupils interviewed, there was a nearly equal distribution between males and females, with (51%) being male and (49%) being female. In the middle school group, the percentage of males decreased slightly to (47%), while the percentage of females increased to (53%). These findings suggest that there is a relatively balanced gender distribution among both primary and middle school pupils, with only slight variations between the two levels.

1.4.2. Section Two: English Language Exposure.

Question 03: Have you ever spoken or heard English outside of school?

Figure 5: Pupils' Familiarity with the English Language



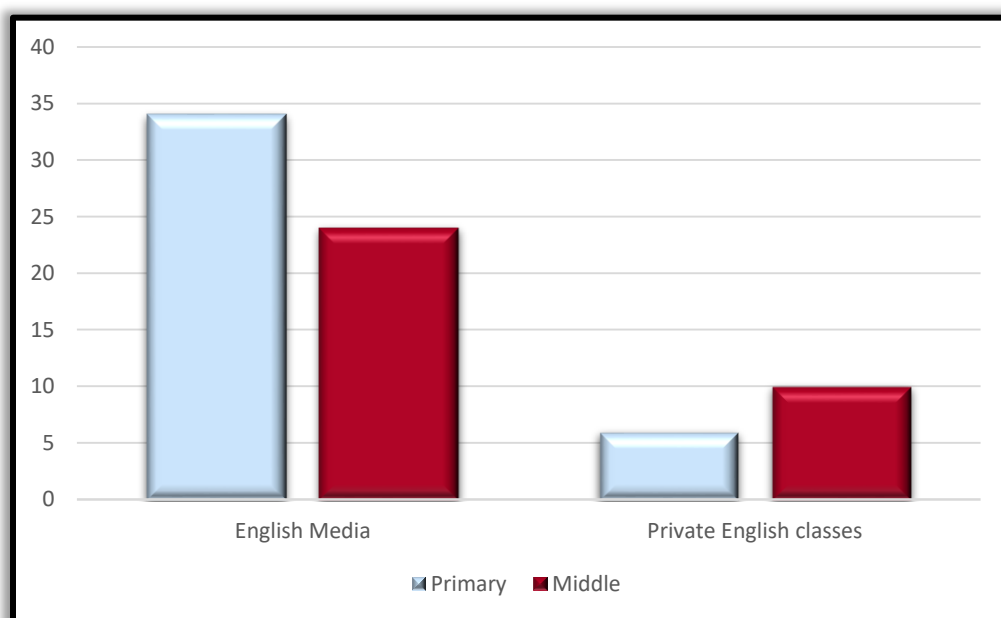
The data in figure 5 reveals that a significant majority of both primary and middle school pupils have had the experience of speaking or hearing English outside of the classroom. Among primary school pupils, (89%) reported such exposure. While among middle school pupils, the percentage was slightly lower at (76%). A minority of pupils in both groups indicated that they

had never been exposed to the English language before. These findings highlight the widespread presence of the English language and the inevitability of encountering it in various contexts. Therefore, confirming the importance of learning the language.

Question 04: If yes, can you give an example of that?

6:

Figure



Examples of English Exposure

The results in figure 6 indicate that, among primary school pupils who reported being exposed to English outside of school, (76%) mentioned English media as a source of exposure,

such as television, movies, games, or music. Additionally, (13%) mentioned attending private English classes as a means of exposure. Among middle school pupils, (53%) cited English media as their source of exposure, while (22%) mentioned their middle school as a source. These findings suggest that media platforms, such as television shows, movies, and music, play a crucial role in language acquisition and exposure beyond the formal educational setting. Moreover, the private English classes prove the pupils' interest in learning the language seeing as they are seeking additional language learning opportunities outside of school.

Question 05: Do you have any friends or family members who speak English?

Figure 7: English in the Pupils' Social Circle

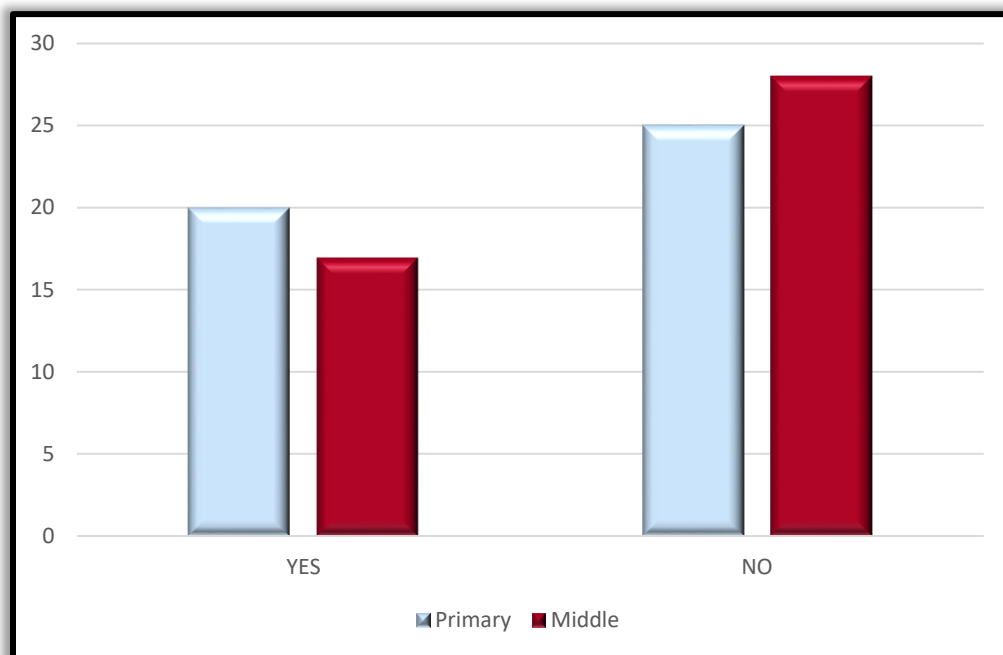
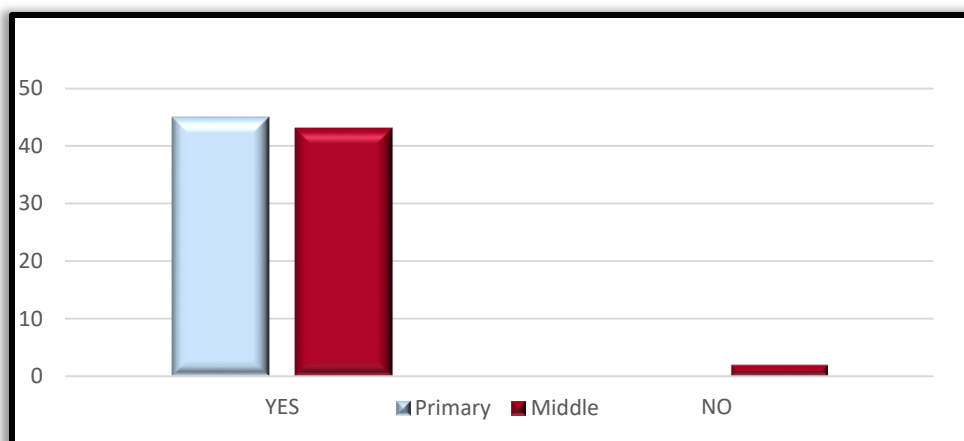


Figure 7 represents the availability of the English language within the learners' social circle. Therefore, when asked if they have any relatives or friends who speak English, the majority of both primary learners (56%) and middle learners (62%) answered no. This suggests a limited presence of English-speaking individuals within their social circles, which means they have fewer chances of engaging in meaningful conversation or receiving support from proficient English speakers rather than their teachers.

1.4.3. Section Three: interest and Motivation.

Question 06: Are you interested in learning English?

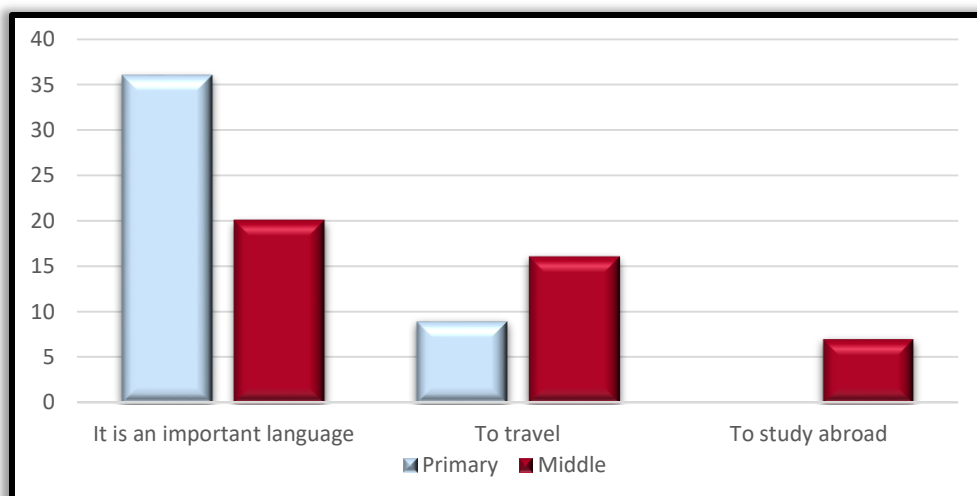
Figure 8: Pupils' Interest in the English Language



This figure demonstrates a high level of interest in learning English among both primary and middle school pupils. A remarkable (100%) of primary school pupils expressed their interest in learning English, demonstrating a strong enthusiasm for acquiring the language. Among middle school pupils, (96%) expressed their interest, with only a small percentage (4%) indicating a lack of interest. The overwhelming majority of primary school pupils expressing an interest in learning English implies that early exposure and introduction to the language may have influenced their attitude toward language learning.

Question 07: If yes, what makes you interested in learning English?

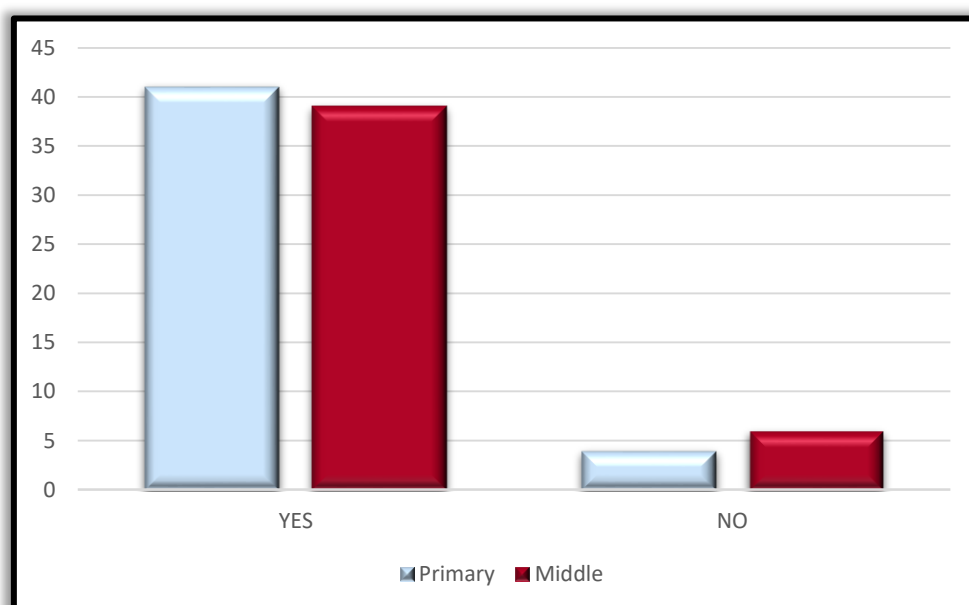
Figure 9: Exploring Motivations: Factors Influencing Interest in Learning English



The responses in figure 9 indicate that (80%) of primary school pupils and (44%) of middle school pupils are interested in learning English because they perceive it as an important universal language. While (20%) of primary school pupils and (36%) of middle school ones, expressed their interest in learning English for communication while traveling. Additionally, (16%) of middle school pupils mentioned their interest in learning English to pursue opportunities for studying abroad, indicating a specific academic motivation for language acquisition. Overall, these responses demonstrate a clear awareness among both primary and middle school pupils about the importance of English as a global language. Their motivations align with the practical and educational benefits associated with English proficiency. This highlights the need for English education to equip pupils with the necessary competencies to attain their aspirations.

Question 08: Do your parents and family encourage you to learn English?

Figure 10: The Role of Family Support in English Language Learning



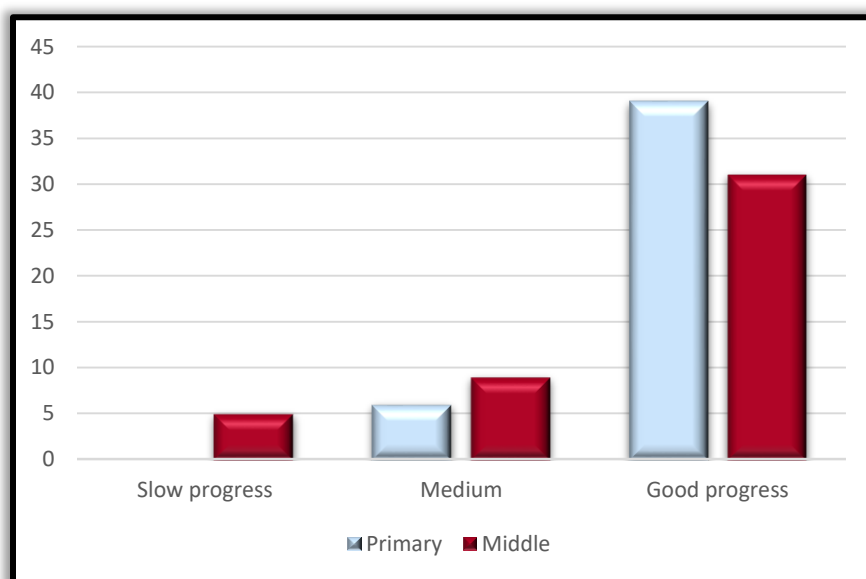
The results in figure 10 indicate that a significant majority of both primary school pupils (91%) and middle school pupils (87%) receive encouragement from their parents and family to learn English. This reflects the recognition of the value and importance of English language skills by the parents and demonstrates their approval of the introduction of English in primary schools.

1.4.4. Section Four: learning experience.

Question 09: Do you feel like you understand the material being taught in your class and making good progress?

Figure 11:
Perception

**Pupils
of**



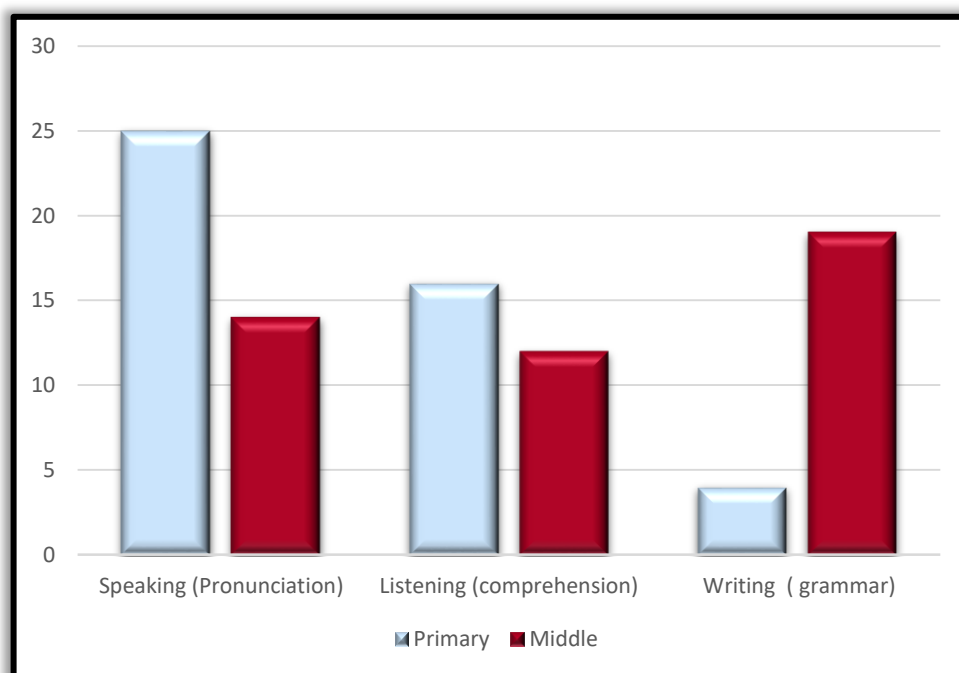
Understanding and Progress in Classroom Learning

Figure 11 shows the responses from primary and middle school pupils regarding their progress in English classes provide insights into their self-perception of their language-learning journey. The majority of both primary school (87%) and middle school (69%) pupils described their progress as good. While (13%) of primary school pupils and (20%) of middle school pupils described their progress as medium, and only (11%) of middle school learners described their progress as slow. Overall, the results reflect a generally positive outlook, especially on primary school pupils. This indicates that they have a good understanding of their English lessons and are making positive progress in their language-learning journey.

Question 10: What is the most challenging part of learning English to you?

Figure

12:



Exploring the Most Difficult Aspects of Learning English

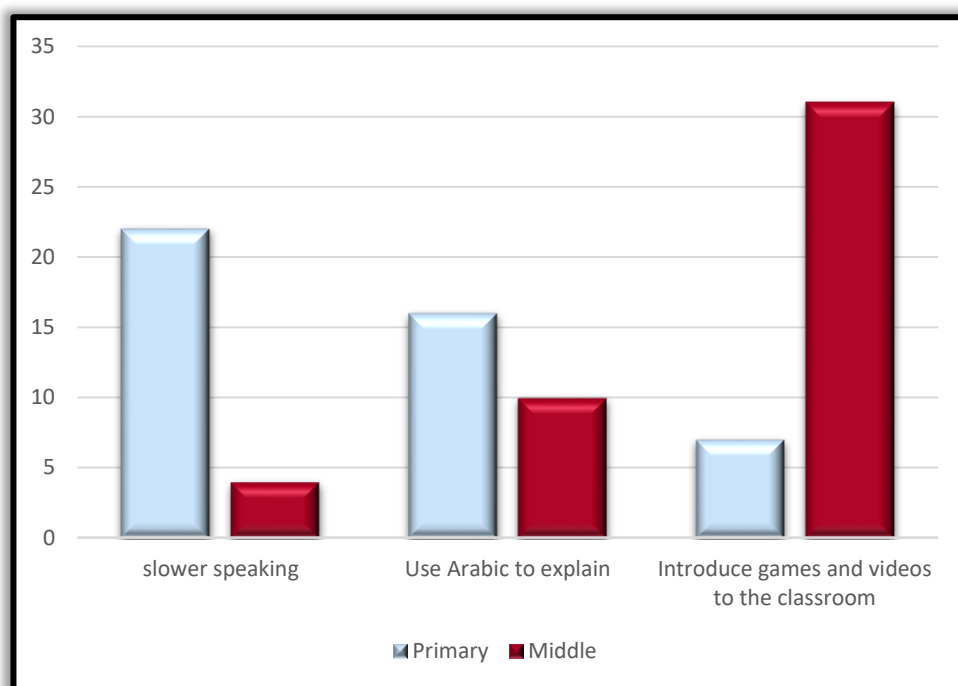
According to Figure 12, primary and middle school pupils face different challenges in learning English. Among primary school pupils, the most challenging aspect reported is speaking and pronunciation, with (56%) of pupils indicating this as their primary difficulty. This suggests that they may struggle with expressing themselves verbally and pronouncing English words accurately. Additionally, (36%) of primary school pupils find listening and comprehension challenging. Writing is mentioned as a challenge by only (9%) of primary school pupils, implying that they may feel relatively more comfortable in this aspect of language learning.

For middle school pupils, writing is identified as the primary challenge by (42%) of middle school pupils, signifying that they struggle with expressing their thoughts in written English. One reason for that could be the increased complexity of the writing tasks assigned to them compared to the primary level. Speaking and pronunciation are also reported as challenging aspects, though at a slightly lower percentage of (31%) and (27%).

These findings highlight the importance of addressing the specific language learning challenges of each level to help learners overcome them and enhance their language proficiency.

Question 11: How can your teacher make it easier, more engaging, and more fun?

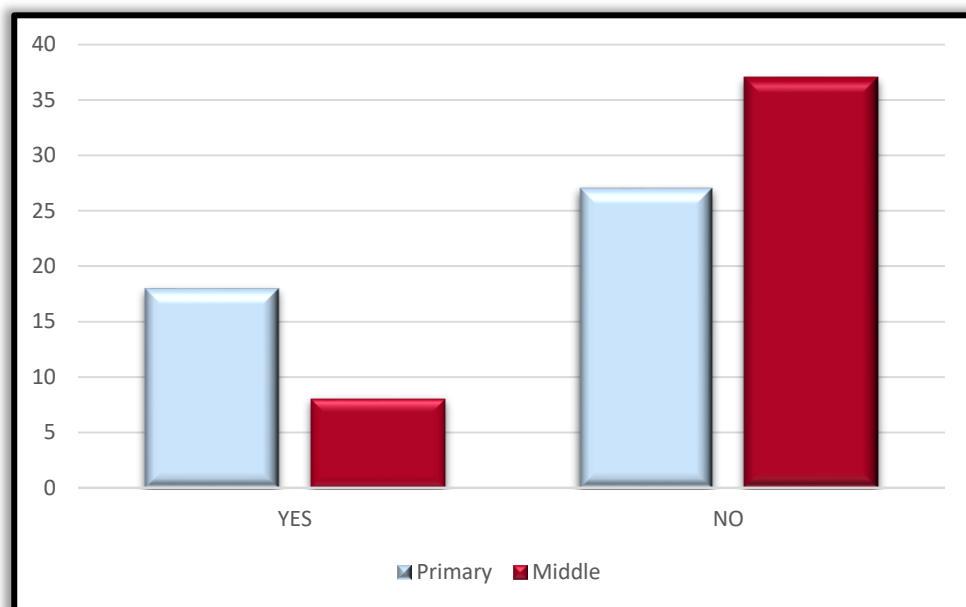
Figure 13: English Learning: Teacher Strategies for an Easier Journey



In this figure 13, primary school pupils suggested that slow speaking (49%) could make learning pronunciation easier for them. In addition to explaining in Arabic (39%) and introducing more games and videos into the classroom (16%). Middle school pupils also suggested using more videos and games in the classroom to make learning more fun and engaging but with a higher percentage (69%). However, a smaller percentage of them suggested explaining in Arabic (22%) and speaking slower (9%). Overall, the responses from both primary and middle school pupils indicate that they would benefit from more interactive and engaging methods of English use.

Question 12: How do you feel about the workload of nine subjects at your school? Does studying English as a second foreign language make it more overwhelming?

Figure 14: Pupils' Opinions about the Timing and Schedule

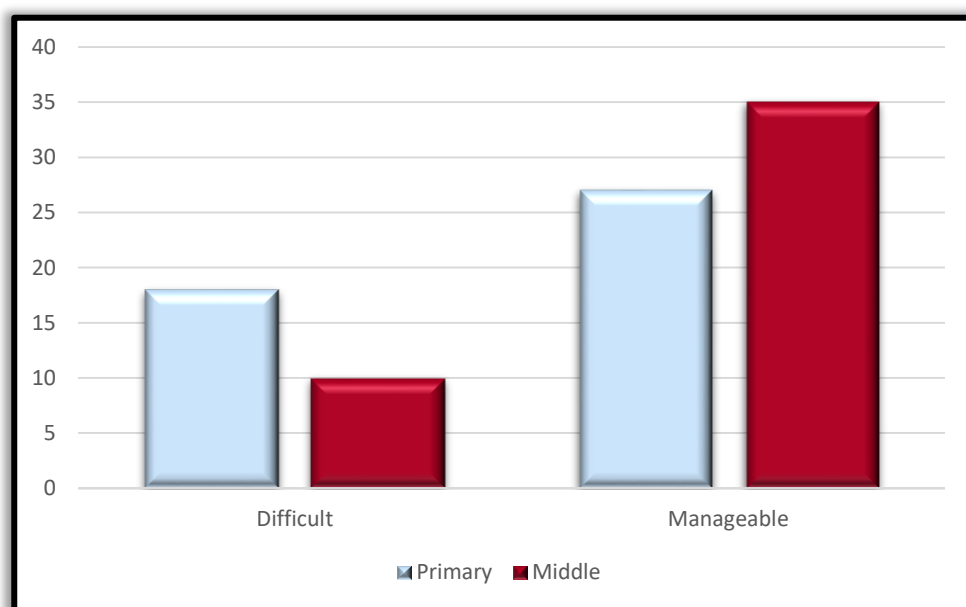


According to the findings of figure 14, a higher percentage of both primary and middle schoolchildren did not find studying English as a second foreign language to be burdensome. Among primary school pupils, (60%) said it did not make their school load overwhelming, while (40%) said it did. In contrast, (82%) of middle school pupils said that studying English did not add to their already-heavy workload, while (18%) said it did.

Several causes could account for the difference between the two groups. The introduction of a new foreign language to primary school pupils may be perceived as a further challenge to their existing workload, resulting in a considerably higher percentage of them feeling overwhelmed. Middle school kids, on the other hand, may have already adjusted to the demands of their academic load, which includes the study of many subjects with different teachers, making the addition of English as a second foreign language less stressful for them.

Question 13: How do you feel about studying two foreign languages simultaneously (English and French)? Do you find it difficult or confusing to make progress in both languages?

Figure 15: Simultaneous Learning of English and French



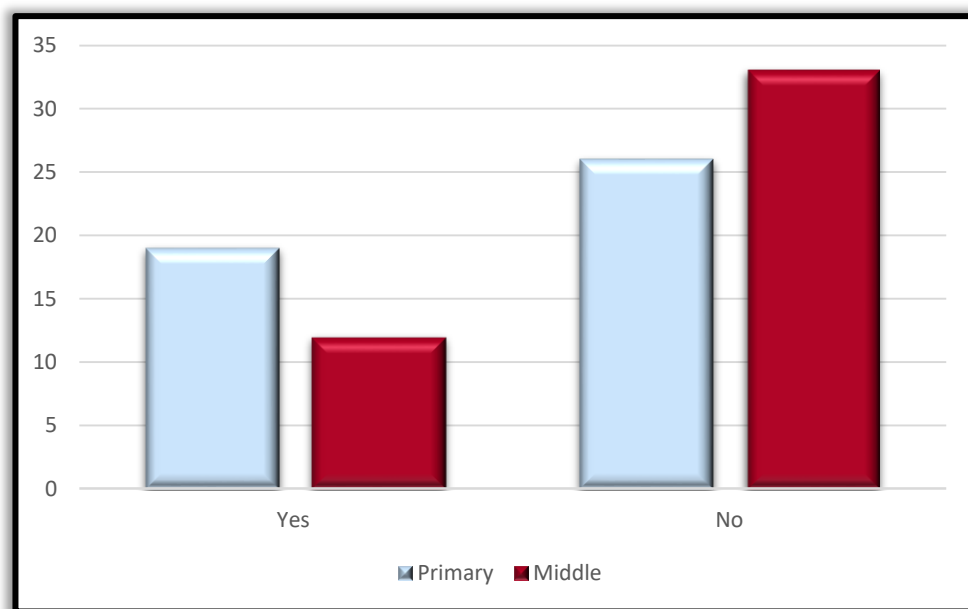
Challenges and Progress

The responses from both primary and middle school pupils suggest that the majority of them perceive studying two foreign languages simultaneously as manageable. Among primary school pupils, (60%) expressed that it was manageable, while (40%) found it difficult. Similarly, among middle school pupils, (78%) considered it manageable, with (22%) finding it difficult.

The higher percentage of pupils finding it manageable indicates that they feel capable of handling the workload and challenges associated with studying two foreign languages simultaneously. It is worth mentioning, however, that a significant minority of pupils in both groups found it challenging to learn two foreign languages at the same time. It is critical for educators to be aware of the difficulties that pupils confront and to give adequate assistance and resources to assist them in navigating the complexity of learning multiple languages.

Question 14: Have you ever mixed up the vocabulary or grammar rules from one language with another?

Figure 16: *Cross-Linguistic Interference: Vocabulary and Grammar Challenges in*



Multilingual Contexts

Figure 16 represents the responses from both primary and middle school pupils that says a portion of them experience confusion and mixing up of rules and words between English and

French. Among primary school pupils, (42%) answered yes, while (58%) answered no. Similarly, among middle school pupils, (27%) acknowledged experiencing confusion, while (73%) did not. The higher percentage of primary school pupils experiencing confusion could be attributed to their relatively limited language learning experience and potentially overlapping vocabulary and grammar structures between the languages while middle school pupils may have developed stronger language learning skills and strategies, resulting in a lower percentage experiencing confusion.

Question 15: If you were to study only one language in primary school. Would you choose English or French?

Figure 17: Choosing Between English and French as a Primary School Language

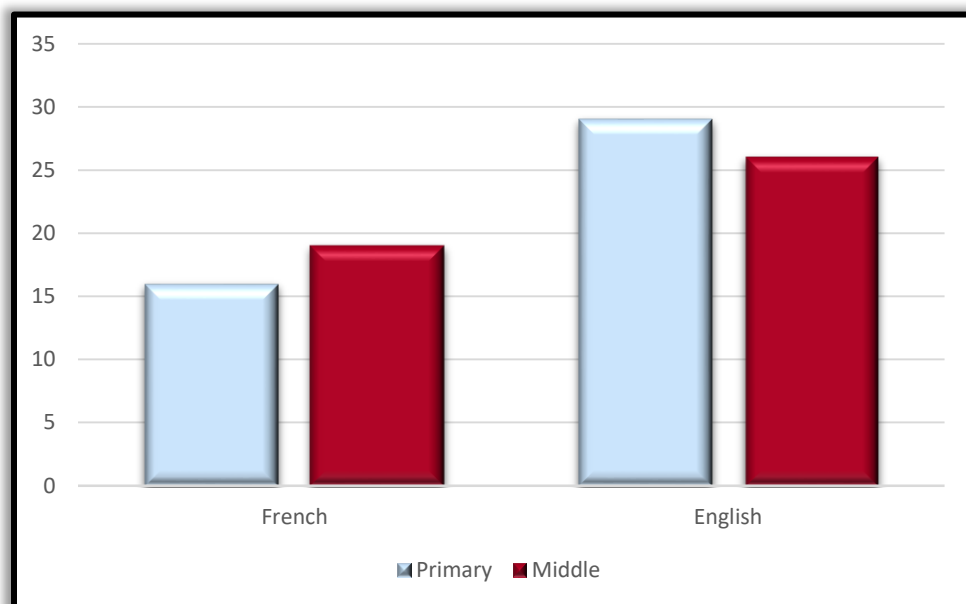


Figure 17 shows the responses from both primary and middle school pupils indicate a preference for studying English over French if they were to choose only one language to study in primary school. Among primary school pupils, (64%) expressed a preference for English, while (36%) preferred French. Similarly, among middle school pupils, (58%) favored English, while (42%) favored French. The preference for French among some pupils could be influenced by factors such as cultural heritage and family background. The overall results highlight the importance of considering pupil preferences and interests when designing language programs in hand in order to provide opportunities for pupils to learn languages they are genuinely interested in.

1.4.5. Section Five: grade placement.

Question 16: At what grade level would you like to start learning English as a second foreign language?

Figure 18: Optimal Grade Level for Introducing English as a Second Foreign Language

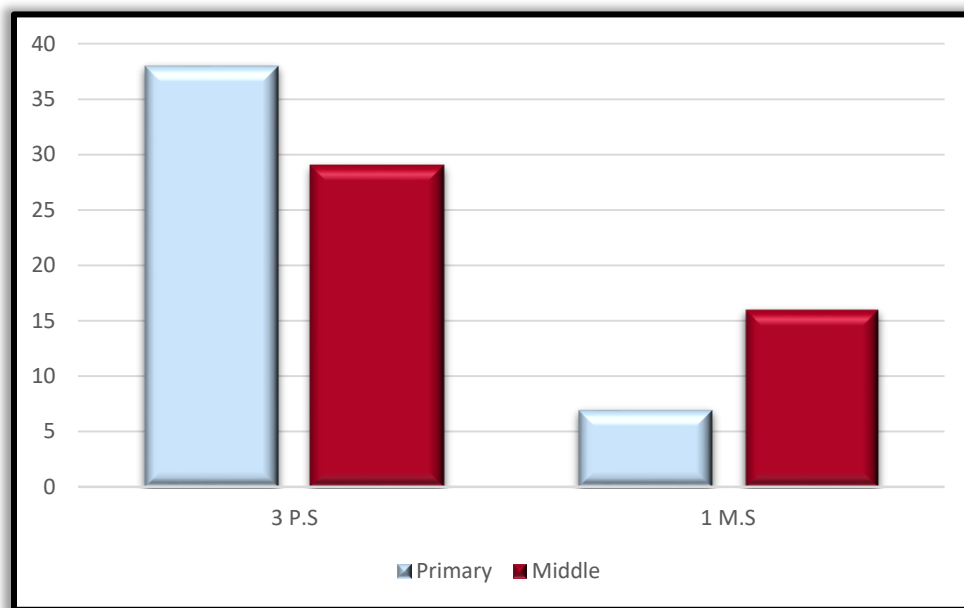
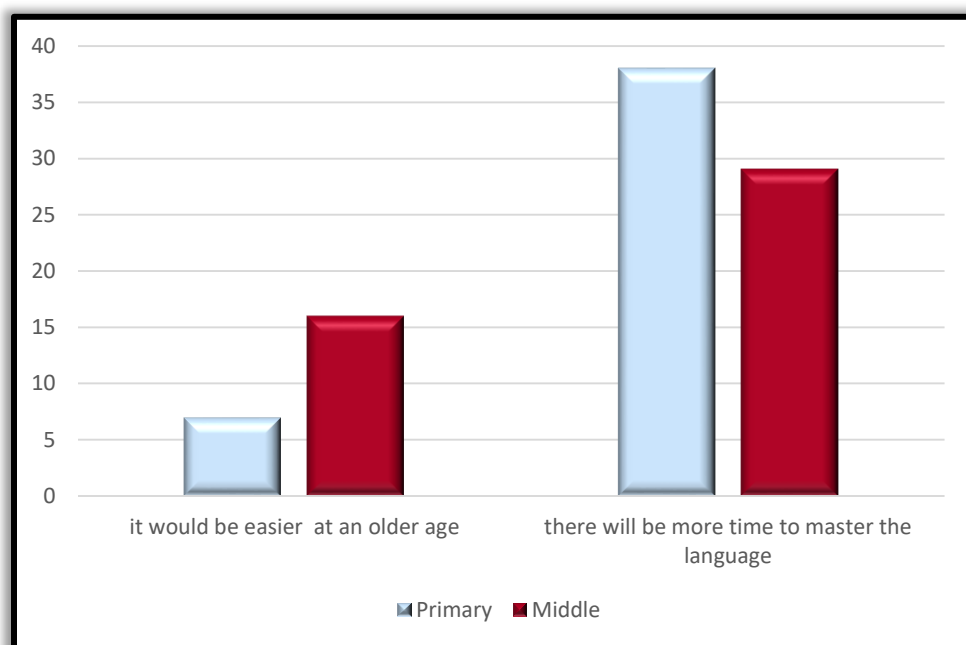


Figure 18 shows the responses from both primary and middle school pupils that suggest a preference for starting English language instruction at an earlier grade level. Among primary school pupils, (84%) expressed a desire to begin studying English in the third level of primary school, while only (16%) preferred starting in the first level of middle school. Similarly, among middle school pupils, (64%) favored starting English instruction in 3P.S, with (36%) preferring to begin in 1M.S.

This preference aligns with the government's latest decision and with the potential benefits of starting language learning at a younger age. However, careful consideration should be given to ensure appropriate curriculum design and instructional approaches to effectively meet the needs and abilities of younger language learners.

Figure 19: Choosing an Appropriate Grade Level for Second Foreign Language Learning

Question 17: Why do you think that grade level would be appropriate for you?



According to figure 19, when asked this question, the pupil's answers could be grouped into two justifications depending on their opinion. The minority who chose the primary school as a phase of introduction justified their answers by saying that it would be easier to learn a 2nd foreign language with multiple other subjects once they are older. On the other hand, those who chose primary school as the best phase to introduce English as a second foreign language justified their answers by saying that offers them more time and opportunities to master the language.

Question 18: Is there anything else you would like to share about your English language learning experience?

Figure 20: Insights and Reflections on the English Language Learning Journey

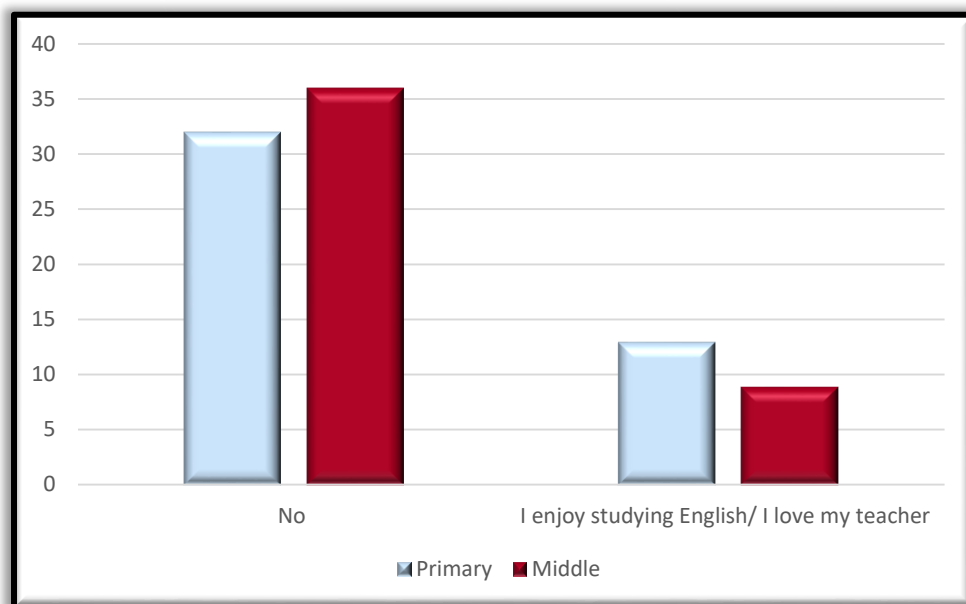


Figure 20 shows the final question of the interview, which questions the learners about additional material that was not discussed during the interview. The majority of kids had nothing to say, but a few opted to voice their contempt and affection for the English language and their professors.

2. Teachers' Questionnaire

5. The purpose of the questionnaire

The goal of this questionnaire was to perform comparison research on teaching English as a foreign language to first-year middle school pupils versus third-year primary school pupils in Algeria. The study sought information regarding EFL instructors' teaching experiences as well as their perspectives on the best strategies for teaching English to young learners.

2.1. Methodology

The survey was conducted online and the sample size consisted of 52 teachers from Algeria, with (48%) of primary school teachers and (52%) of middle school teachers. The teachers were of different ages and experience levels.

2.2. Description of the questionnaire

The survey consisted of three sections:

- Teachers' overview, which asked for basic demographic information about the teachers.
- Teachers' report on their teaching experience, which asked about the teaching materials and techniques used by the teachers, the challenges they face when teaching EFL, and how they overcome those challenges.
- The teacher's point of view asked about the teachers' perceptions of their pupils' motivation and interest in learning English, their strategies for motivating pupils, and their opinions on the best age for children to start learning a foreign language.

2.3. Analysis of the results

2.3.1. Section One: Teachers' Overview.

Question 01: How old are you?

Figure 21: Age of Participants

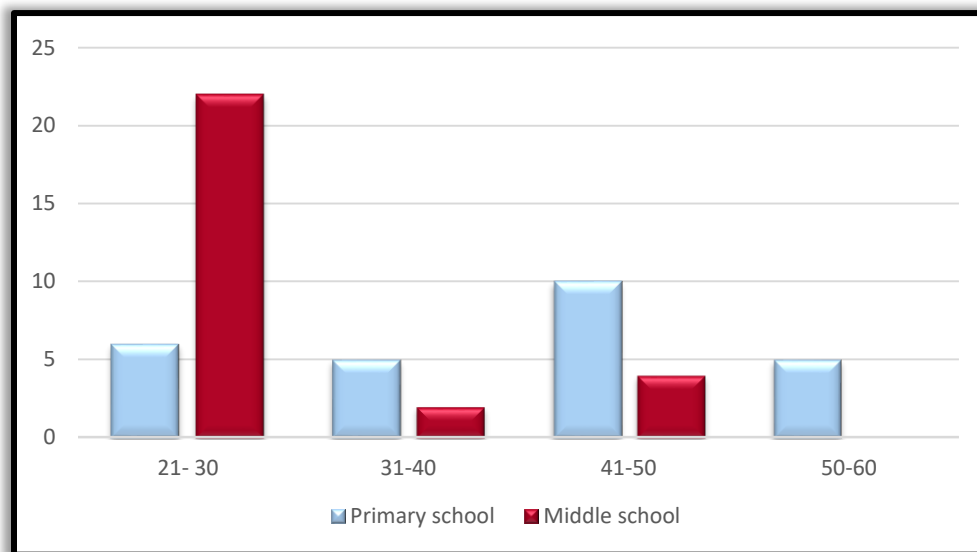
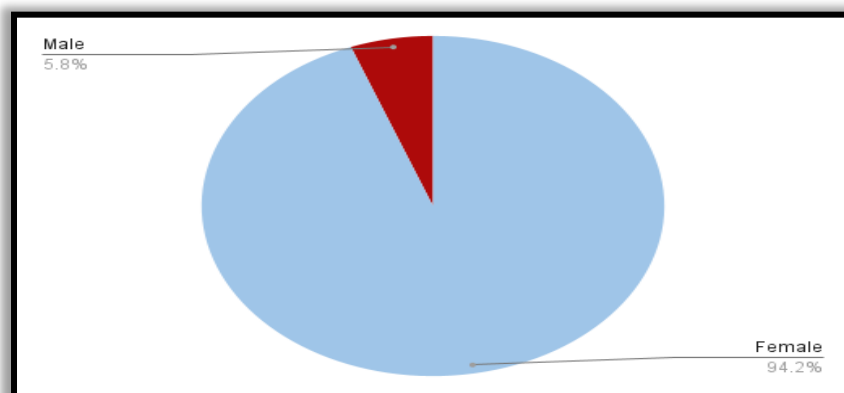


Figure 21 shows a comparison of the age distribution between primary school teachers and middle school teachers among the participants. In the primary school teacher group, the largest age range represented was “40-50 years old,” with (40%) of teachers falling into this category. The middle school teacher group had a larger number of younger teachers, with (79%) of teachers falling into the “21-30 years old” age range. This can be traced back to the fact that primary school teachers were University Graduates who had not worked for years and were given the opportunity to hold this position for the sake of providing a job and because, after all, this is just a trial that lacks all the necessary preparations. In contrast to middle school teachers, the majority of them are recent ENS graduates.

Question 02: What is your gender?

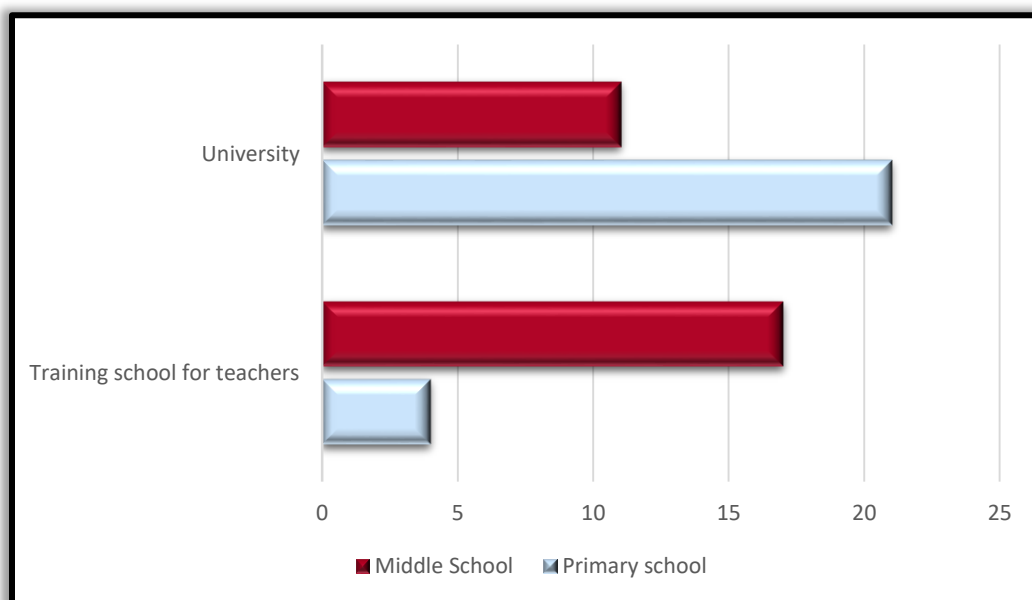
Figure 22: Gender of Participants



As it is shown in figure 22, this inquiry investigates the gender of teachers. Only (5.8%) of those polled were males, while (94.2%) were females. This is because, in general, females are more interested in and qualified for this vocation, particularly language teachers.

Question 03: Where did you get your diploma?

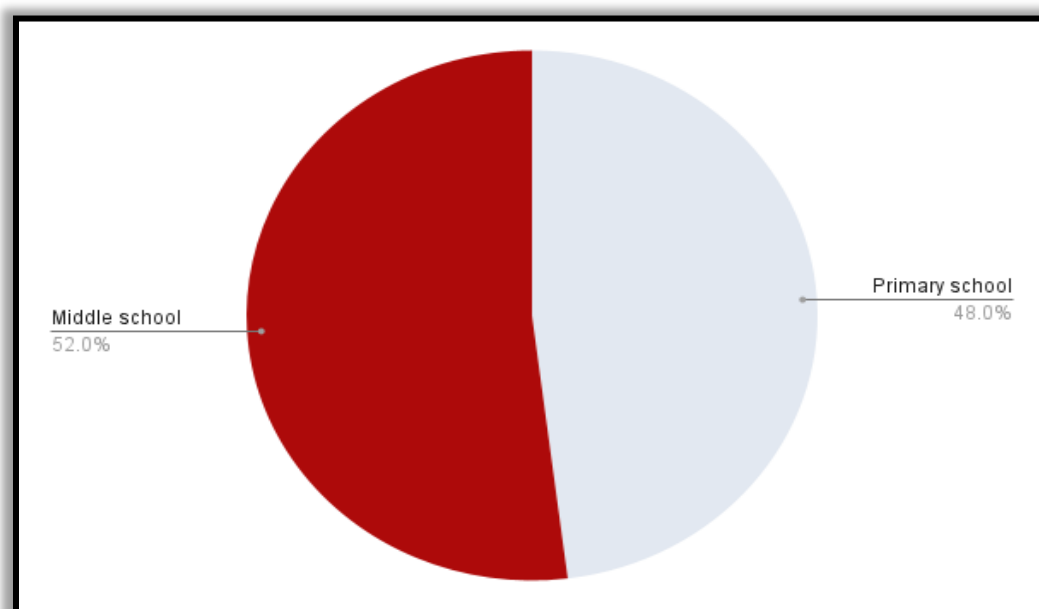
Figure 23: Educational Background of Participants



The information in figure 23 compare the educational background of primary and middle school teachers in the given population. The majority of primary school teachers, (84%) (for the remaining (16%) of primary school teachers who were enquired, they left the question unanswered), claimed to receive their diploma from a university, whereas, the majority of middle school teachers, (61%), reported receiving their diplomas from a teacher training institution. This was because the ENS does not yet prepare instructors of primary schools. However, in the case of middle school, teachers can be graduates of both sources.

Question 04: Which level of education do you teach primarily, primary or middle school?

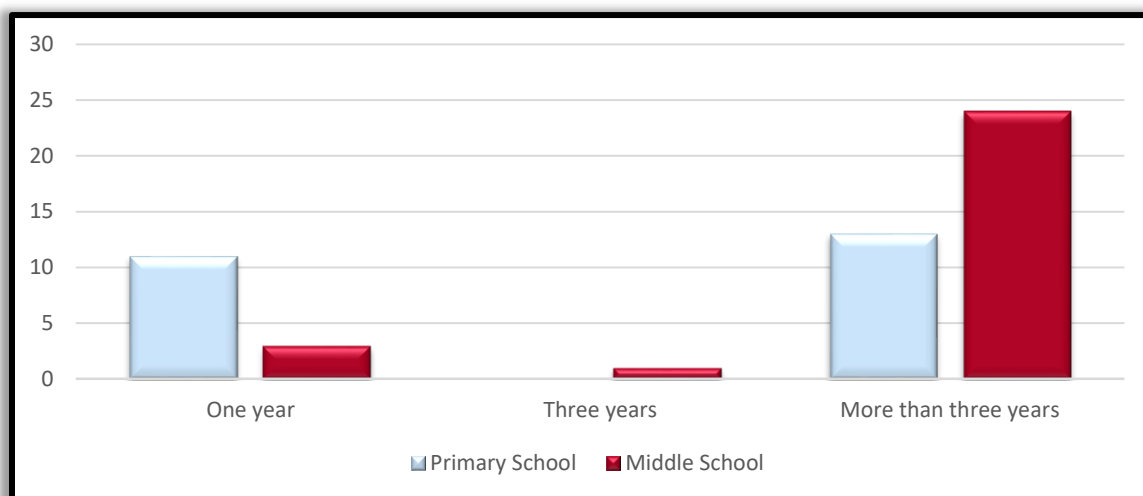
Figure 24: Teaching Focus Primary or Middle School Education Level



We had to ask the question “Which level of education do you primarily work in, primary or middle school?” since we had used one version of the questionnaire for the two target groups. So that the answers to the following questions are evident. Thus, according to figure24, the respondents who participated to the questionnaire were nearly equally distributed. The graph

reveals that (52%) of the participants were middle schoolteachers, while the remaining (48%) were primary school ones.

Figure 25: Years of Teaching Experience: Insights into my Teaching Journey



Question 05: How long have you been teaching?

The graph above compares the teaching experience of primary and secondary school teachers. The 25th graph shows that the majority of primary school teachers, (54.2%), reported teaching for more than three years, which represents experience earned while teaching in temporarily job positions throughout those years. While (45.8%) of newly hired primary school teachers reported working for less than a year. However, (85.7%) of middle school teachers reported working for more than three years, while only (14.3%) reported teaching for less than a year. These findings imply that the instructors questioned have varying levels of job experience.

2.3.2. Section Two: Teachers' Report on their teaching experience.

Question 06: What kind of materials do you use in your EFL classes?

Figure 26: Diverse Materials for Engaging EFL Classes

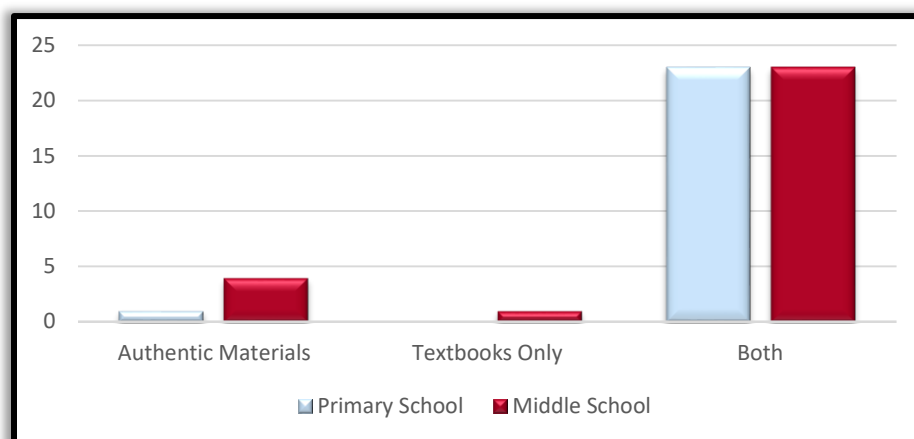
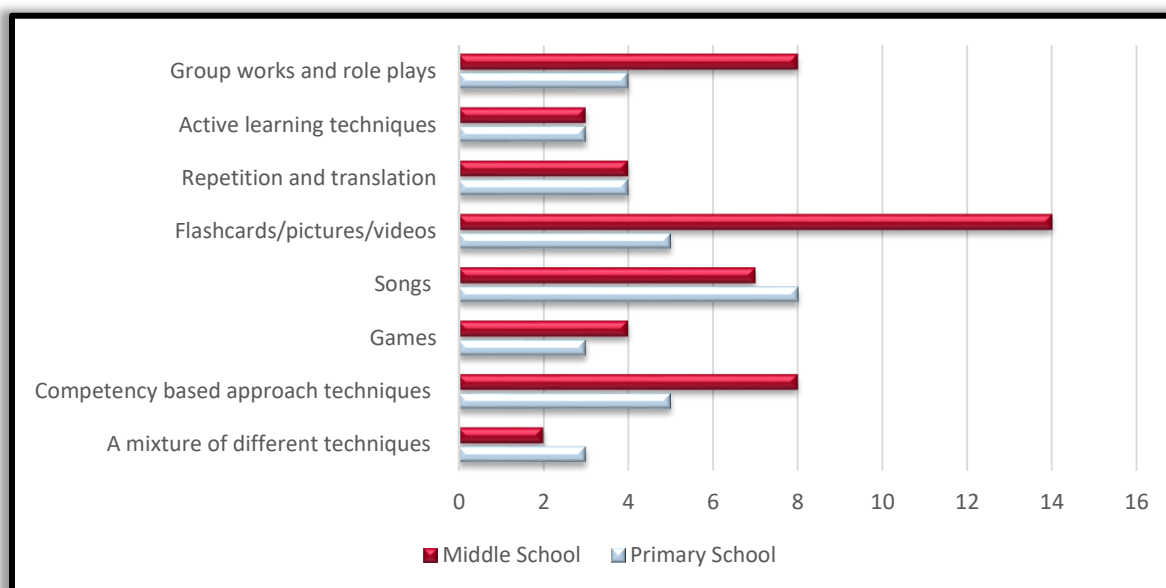


Figure 26 compares the resources used by target EFL instructors. The majority of both primary and middle school teachers, comprising (92%) and (82%) respectively, reported using both authentic materials and textbooks in their EFL classes. Few use only authentic materials and almost none use textbooks only. This is because authentic materials provide an excellent supply of original language and culture, which aids in language acquisition and delivers a more realistic representation of real-life occurrences.

Figure 27: Innovative Techniques for Effective EFL Instruction



Question 07: What techniques do you use to teach English as a foreign language (EFL)?

The provided data in figure 27 contrasts the English as a foreign language (EFL) teaching techniques used by primary and middle school teachers. The minority of both groups reported using a mixture of both techniques, with (12%) of primary school teachers and (7%) of middle school teachers indicating this as their primary approach.

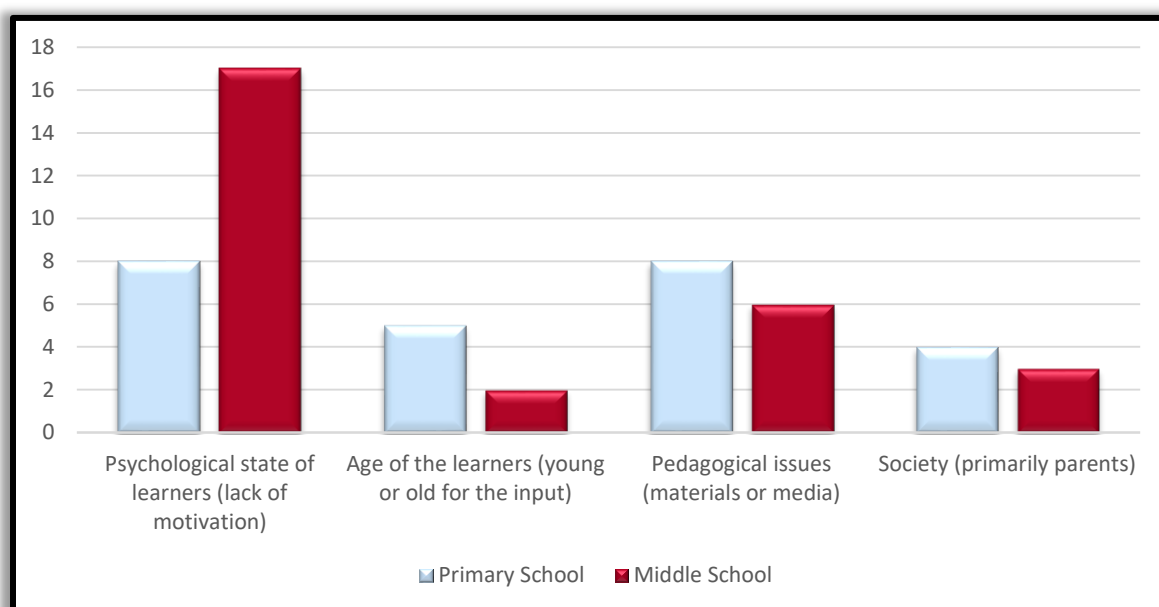
Competency-based approach techniques were the next most commonly reported techniques used by both primary and middle school teachers, with (20%) of primary school teachers and (29%) of middle school teachers utilizing this approach. Additionally, games, songs, pictures and flashcards, videos were also frequently used techniques by both primary and middle school teachers.

It is noteworthy that the majority of middle school teachers, comprising (50%), reported using flashcards, pictures and videos in their teaching approach. This may reflect an increased

focus on visual aids and multimedia resources to enhance language learning among middle school learners. A smaller portion of teachers in both groups also mentioned repetition and translation, active learning techniques, group work, and role-plays. This confirms the answer to the prior question regarding utilizing real materials. It also demonstrates how much pupils are interested in such entertaining materials.

Question 08: What are the biggest challenges you face when teaching EFL?

Figure 28: Overcoming Challenges in EFL Instruction Insights from Experienced Teachers



The data represented in figure 28 compares the biggest challenges faced by primary and middle school teachers when teaching EFL. Both groups of teachers identified the psychological state of learners, specifically lack of motivation, as the biggest challenge they face, with (32%) of primary school teachers and (61%) of middle school teachers selecting this option.

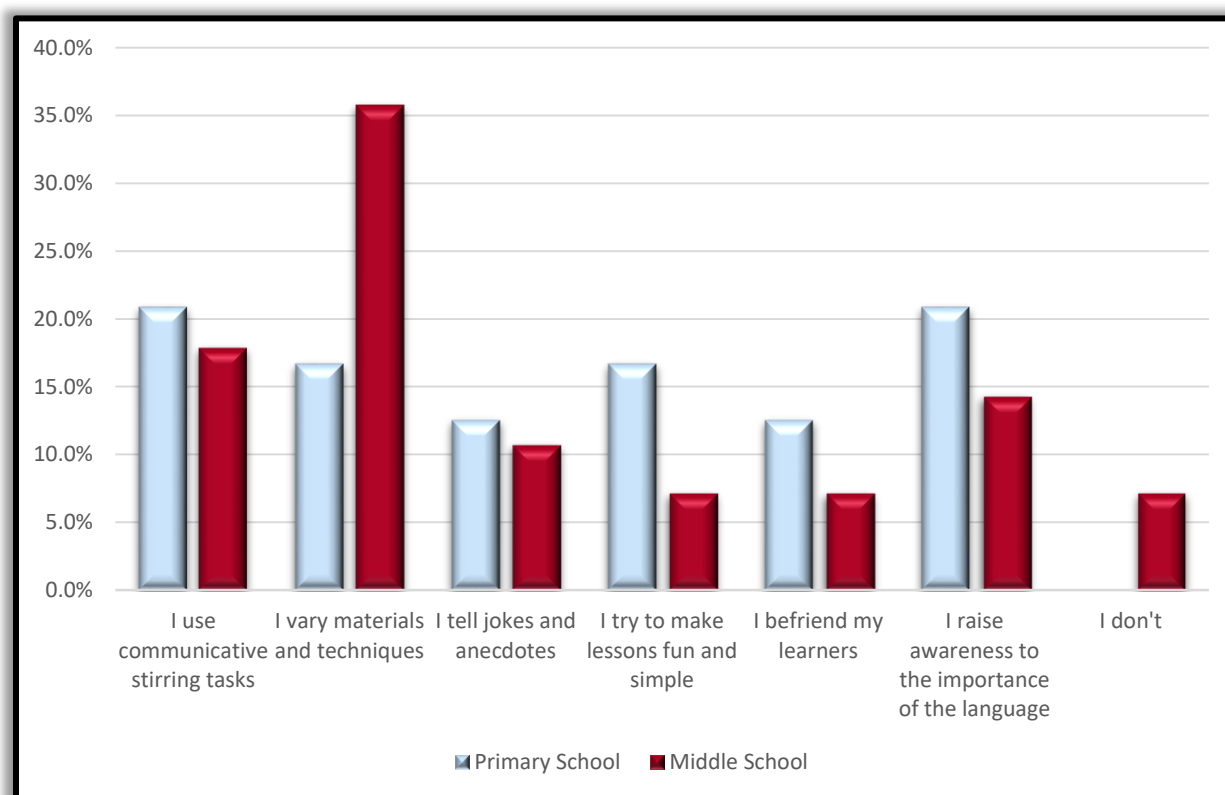
The age of the learners was also identified as a challenge by both groups of teachers, with (20%) of primary school teachers and (7%) of middle school teachers selecting this option.

Pedagogical issues related to materials and media were identified as a challenge by (32%) of primary school teachers and (21%) of middle school teachers.

Society, primarily parents, was identified as a challenge by a smaller proportion of both primary and middle school teachers, with (16%) of primary school teachers and (11%) of middle school teachers selecting this option.

To summarize, the teachers addressed the four major problems encountered in EFL sessions, but they stated that attitude and motivation have greater impact on the learning process.

Figure 29: Strategies for Overcoming Challenges in EFL Instruction



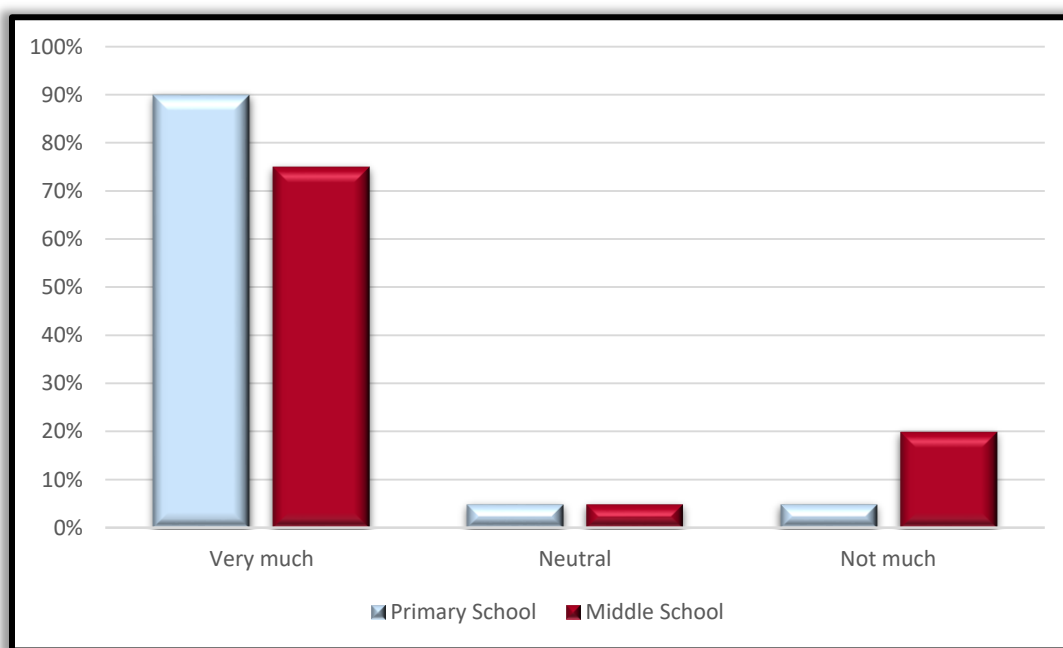
Question 09: How do you overcome these challenges?

The data in figure 29 shows that both primary and middle school teachers use similar strategies to overcome the challenges they face when teaching EFL, with “using communicative stirring tasks” and “varying materials and techniques” being the most common strategies. However, middle school teachers appear to rely more heavily on varying materials and techniques compared to primary school teachers, with (35.7%) of middle school teachers using this strategy compared to (16.7%) of primary school teachers. Additionally, primary school teachers appear to be more focused on raising awareness of the importance of the language, with (20.8%) of them using this strategy compared to only (14.3%) of middle school teachers.

2.3.3. Section Three: Teachers' Point of View.

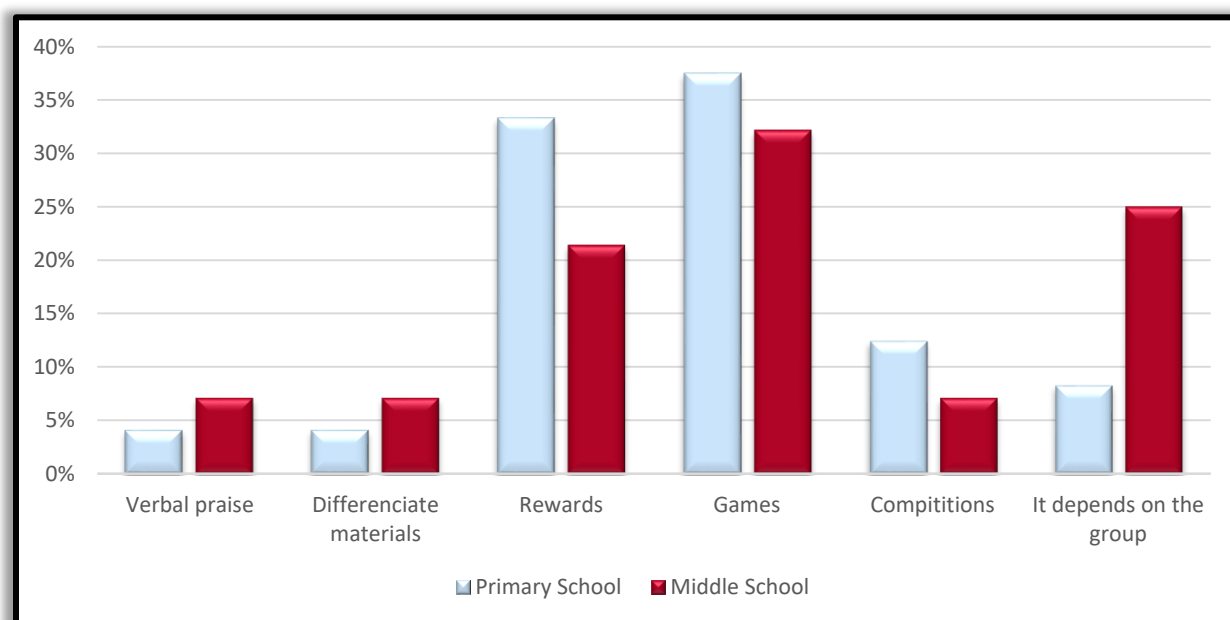
Question 10: How much do your pupils seem motivated and interested in the foreign language?

Figure 30: Assessing Pupils Motivation and Interest in Foreign Language Learning



The data in figure 30 show that a higher percentage of both primary and middle school teachers perceive their pupils to be very motivated and interested in the foreign language with (90%) and (75%). On the other hand, a higher percentage of middle school teachers (20%) perceive their pupils to be not much motivated or interested in the foreign language compared to primary school teachers (5%). The neutral response rate was similar and low for both groups, (5%).

Figure 31: Effective Strategies for Motivating Pupils in English Language Learning



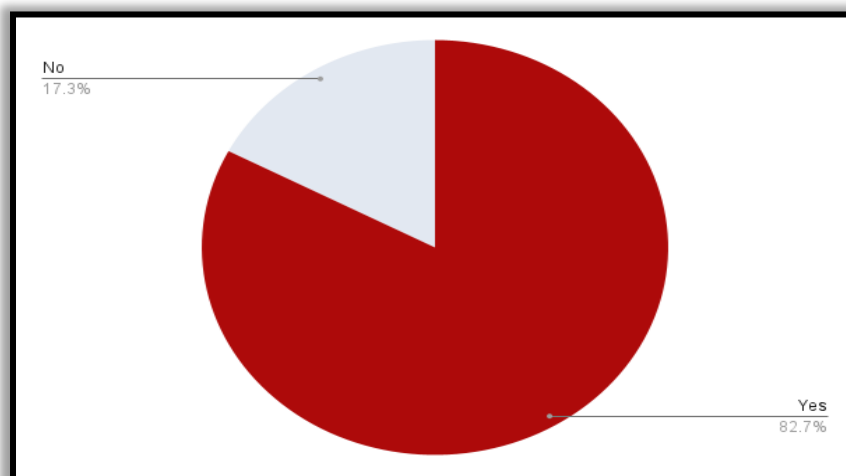
Question 11: How do you motivate your pupils to learn English?

The data from question 11 show a comparison of the techniques used by primary and middle school teachers to motivate their pupils to learn English. Both groups of teachers use similar techniques such as verbal praise and differentiated materials. However, the majority of primary school teachers (38%) use games to motivate their pupils, while only (32%) of middle

school teachers use this technique. On the other hand, (25%) of primary school teachers state that their motivation techniques depend on the group of pupils, while only (8%) of primary school teachers have this answer. Rewards are also a more popular technique among primary school teachers (33%) than middle school teachers (21%).

Question 12: If you are a teacher of primary school, do you consider your experience as successful?

Figure 32: Teachers' Opinions about their Experience of EFL Teaching at the Primary School



According to figure 32, the vast majority of primary school teachers (82%) believe their experience to be a success, while a tiny minority (17%) do not.

This minor discrepancy might be attributed to differences in the conditions of each city or school. However, the experience was deemed a success.

Question 13: As a teacher of primary school, have you encountered problems when teaching a foreign language to young children?

Figure 33: Problems Encountered by Primary School Teachers of English

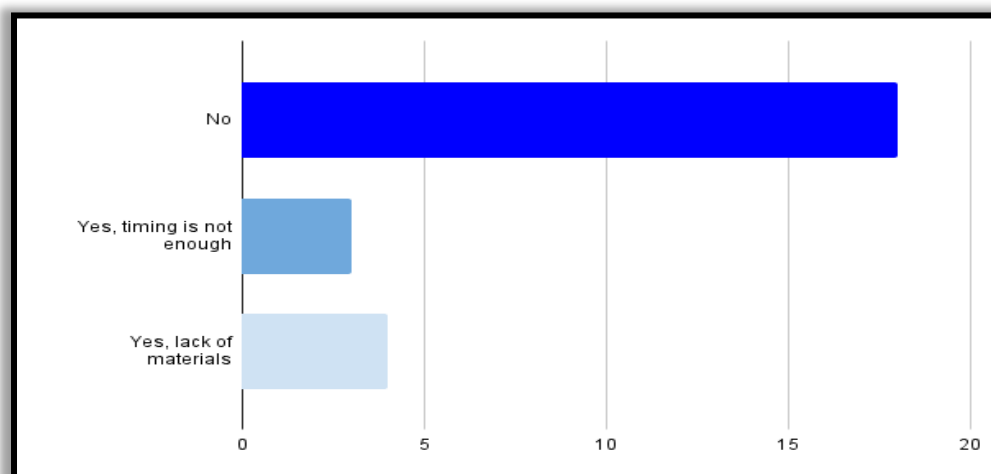
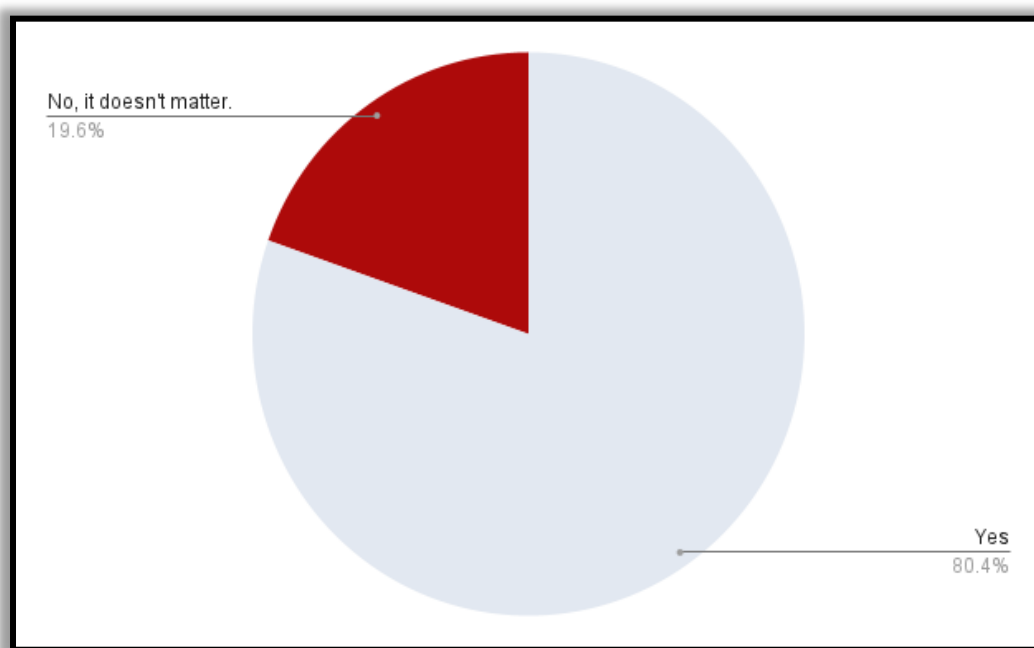


Figure 33 shows that a significant proportion of primary school teachers (72%) have not encountered problems when teaching a foreign language to young children; however, (28%) have. The most common problems reported were the perception that there is a lack of time for teaching the language and the lack of materials.

Question 14: If you are a teacher of middle school, do you prefer that your first year pupils should have started learning English earlier at the primary school?

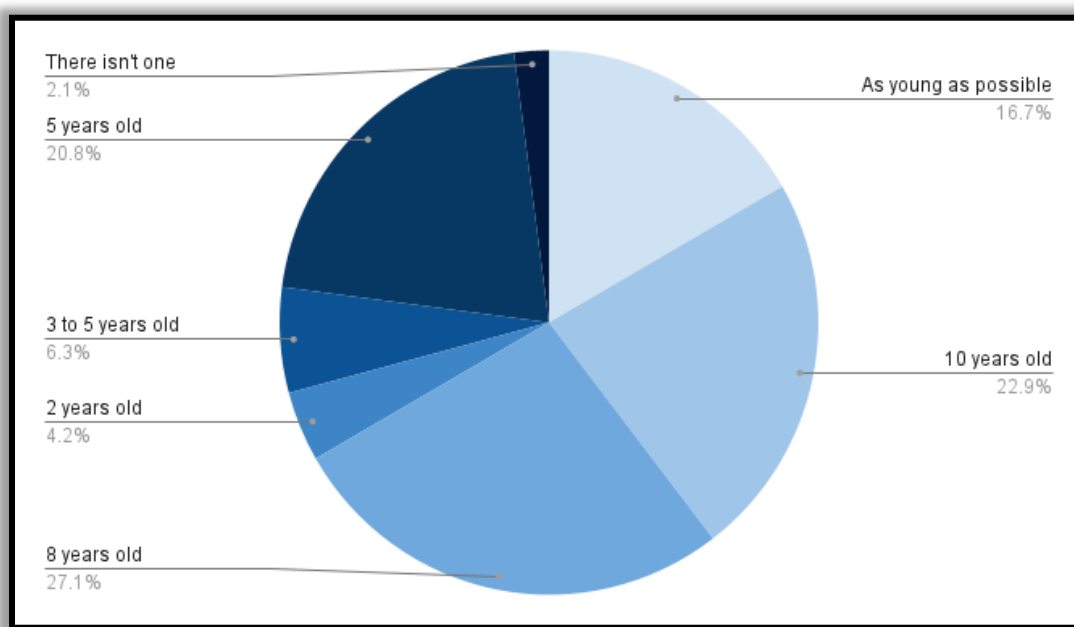
Figure 34: Exploring the Impact of Early English Language Learning on Middle School Pupils



The data in figure 34 show that the majority of middle school teachers (76%) prefer their first-year pupils to have started learning English earlier at the primary school level. This group is similar to the one discussed before, in which age is one of the problems of EFL lessons. According to their observations, learners are more engaged in languages at a younger age.

Question 15: In your opinion, what is the best age for children to start learning a foreign language?

Figure 35: Perspectives and Considerations about Optimal Age for Foreign Language Learning in Children



Based on the responses in figure 35, there is no clear consensus on the best age for children to start learning a foreign language. However, some teachers believe that children should start learning as young as possible, with (16%) of the responses indicating this. Others believe that the best age to start is around 5 years old (20%) or 10 years (22.9%). Some teachers also believe that there is no specific age for starting to learn a foreign language (2.1%), while others suggest starting at 2 years old (4.2%) or between 3 and 5 years old (6.3%).

Question 16: What do you think are the most important skills and knowledge that EFL teachers in primary and middle schools in Algeria should possess?

Figure 36: Essential Skills and Knowledge for EFL Teachers in Primary and Middle Schools in Algeria

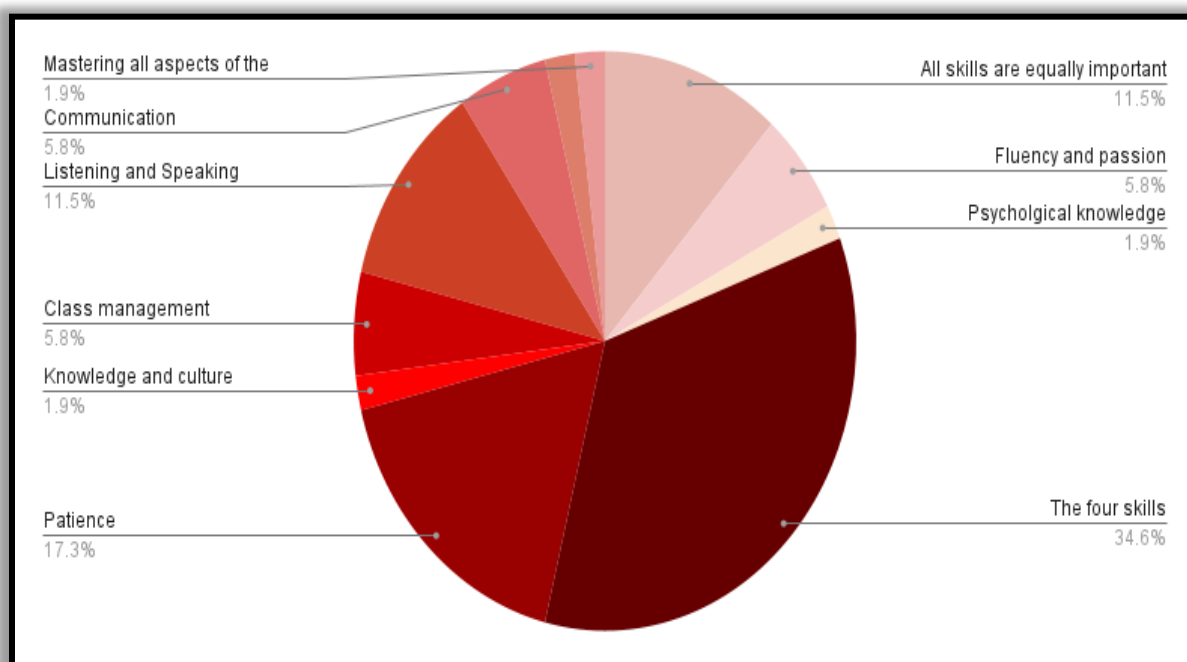
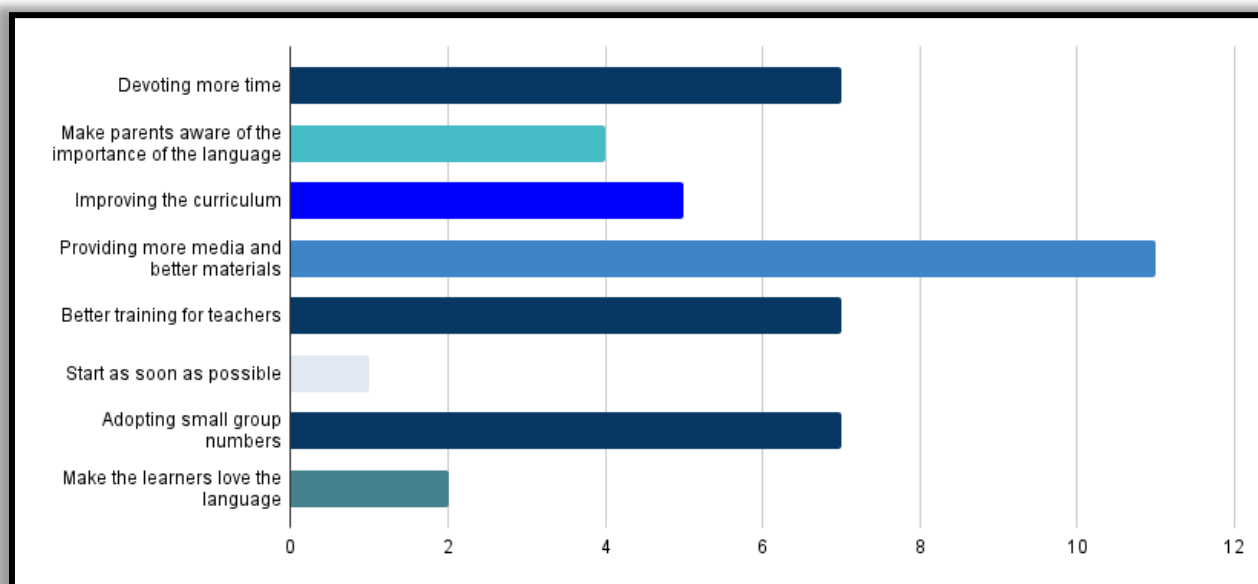


Figure 36 indicates that the majority of participants believe that EFL teachers in primary and middle schools in Algeria should possess skills related to the four language skills (34.6%) followed by patience (17.3%), listening and speaking skills (11.5%), and communication skills (5.8%). Some respondents believe that all skills are equally important (11.5%), while others believe that teachers should have fluency and passion (5.8%) or class management skills (5.8%). Only a few respondents mentioned psychological knowledge (1.9%), mastering all aspects of the language (1.9%), or knowledge and culture (1.9%) as important skills and knowledge for EFL teachers in primary and middle schools in Algeria.

Question 17: How do you think EFL teaching in primary and middle schools in Algeria can be more successful?

Figure 37: Strategies for Primary and Middle Schools in Algeria to Enhance Success in EFL Teaching



From the responses, it appears that there are multiple ways in which EFL teaching in primary and middle schools in Algeria can be more interactive and engaging for pupils. Providing more media and better materials was the most commonly suggested solution, with (21%) of respondents indicating it. This is followed by devoting more time and better training for teachers, with (13%) of respondents each. Other solutions suggested included improving the curriculum, adopting small group numbers, making parents aware of the importance of the language, and making the learners love the language.

Figure 38: Insights and Perspectives Reflecting on the Teaching Journey



Question 18: Is there anything else you would like to share about your experience as a teacher?

The responses to this question, which are represented in figure 38, reveal some important points about the experiences of teachers in EFL teaching in Algeria. Firstly, exposure to the target language from native speakers and real-life situations is seen as crucial to the success of EFL teaching. Patience is also highlighted as an essential quality for teachers to possess. Some teachers feel that the amount of time allocated for EFL teaching in primary school is not enough. However, overall, the experience of teaching EFL is described as very positive and rewarding. Better cooperation between the government, society, and teachers is seen as necessary to improve EFL teaching and learning in Algeria. Love for teaching is emphasized as a crucial factor, and it is viewed as the greatest job in the world. The importance of providing quality lessons rather than a focus on quantity is also highlighted. Finally, some teachers believe that

teaching mixed-level classes can be ineffective and suggest that classes should be organized according to learners levels.

3. Discussion of the results

The aim of this study was to investigate the appropriate phase to start teaching English as a foreign language (EFL) in Algerian schools by investigating the acceptance of the language by the learners and the wider community, as well as, the effectiveness of the current curricula. Based on the data collected through interviews and questionnaires, this study revealed some interesting findings.

Regarding the appropriate phase to start teaching EFL, the results show that learners at both levels, primary and middle school, are capable of acquiring English language skills. However, learners in primary schools seem to be more enthusiastic and excited about learning English, which might be due to the availability of more age-appropriate materials and teaching methods. On the other hand, learners in middle schools tend to be more self-conscious and hesitant about using the language, which might be attributed to a lack of confidence in their language abilities or a lack of motivation.

The acceptance of English by the learners and the wider community was found to be positive. The majority of the learners expressed a strong interest in learning English and saw it as a means to broaden their horizons, improve their job prospects, and communicate with people from different cultures. Similarly, the wider community, including parents, viewed English as an essential language for their children's education and future careers.

In terms of the implementation of the current curricula, the study revealed that teachers face several challenges, including a shortage of appropriate teaching materials and resources, and limited access to technology. However, despite these limitations, teachers are doing their best to provide learners with a comprehensive English language education that covers all language skills, including listening, speaking, reading, and writing.

Overall, this study contributes to the understanding of English language education in Algerian schools. The findings suggest that starting EFL instruction at the primary school level can be advantageous, considering learners' interests and motivation. However, attention must be given to addressing challenges related to the curriculum and resources. The outcomes of this research can inform language education policies, curriculum reforms, and teacher training programs, leading to improve English language proficiency among Algerian pupils.

4. Implications

The implications of these research findings are significant for language education practices in Algeria. By introducing English instruction at the primary school level, there is an opportunity to cultivate learners' interest and motivation, which are crucial factors in successful language learning. Furthermore, this research underscores the importance of curriculum development and resource allocation to ensure the effective implementation of English language education. It is essential for policymakers and educational institutions to consider these findings when formulating language education policies and designing curriculum framework to meet the pupils' needs.

6. Recommendations

Based on the outcomes of this research's findings, some recommendations that aim to enhance the effectiveness of English language education in Algerian primary schools and improve language-learning outcomes for pupils can be suggested. Implementing these suggestions can lead to a more engaging, comprehensive, and successful language-learning experience for young learners.

- For pupils:

Curriculum development: design age- appropriate and engaging English language curricula for primary school pupils that consider their interests, motivations, and cognitive abilities.

- For teachers:

Teacher training: provide professional development opportunities and training programs for English language teachers in primary school, focusing on enhancing their pedagogical skills, intellectual competence, and the ability to address the specific needs of young language learners.

- For designers (curriculum developers):

Curriculum development: focus on designing age-appropriate and engaging English language curricula for primary school pupils, considering their interests, motivation and cognitive abilities to enhance language learning outcomes.

- For Policymakers and Administrators:

Resource allocation: allocate sufficient resources to support English language education in primary schools, including providing adequate teaching materials, textbooks, technological resources, and language learning resources to facilitate effective instruction.

- For Parents and Community:

Parental Involvement: Promote parental involvement by organizing workshops, information sessions, and events that highlight the importance of English language learning and provide guidance on how parents can support their children's language development at home.

- For Future Research:

Research Expansion: Conduct further research to explore additional factors influencing language-learning outcomes in primary school settings, such as the impact of teaching methodologies, the role of technology in language instruction, and the effectiveness of different assessment methods. Investigate best practices for making the English as a Foreign Language (EFL) journey easier and more enjoyable for young learners.

7. Limitations

It is important to know the limitations encountered during this research. These include incomplete responses in some questionnaires, potential response bias from participants, challenges in obtaining relevant and reliable data due to limited access and resource availability, and the limited sample size particularly in terms of learners involved who are solely from Constantine City. Future studies should aim to address these limitations by expanding the sample size and considering a broader range of geographical locations to ensure more comprehensive and representative findings.

General Conclusion

To conclude, the purpose of this study was determine the feasibility of adopting English as a required second foreign language as a subject for Primary School pupils in Algerian institutions. The study intended to determine whether primary school or middle school was the most successful period for introducing English as a second language. The data imply that beginning EFL training at the Elementary School would be more successful given the learners' interests, drive, and needs, and the positive feedback of the primary school teachers of English. However, efforts must be paid to overcoming curriculum and resource difficulties and making sure the curriculum is not overwhelming for the pupils. Contrary to popular assumption, Primary School pupils are capable of learning English and French as two foreign languages simultaneously. These results validate the first idea, which states: "it was a wise move on the Minister's part to begin English instruction in schools in the primary grades rather than the Middle grades."

This research has provided valuable insights into the introduction of English as a compulsory second foreign language subject for primary school pupils in Algerian schools. The findings emphasize the advantages of commencing English language instruction at the primary school level, taking into account learners' interests and motivation. However, addressing challenges related to curriculum and resource allocation is vital for successful implementation. By considering these findings, policymakers, curriculum developers, and indicators can make informed decisions so enhance English language education and promote more effective language learning outcomes for Algerian pupils.

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Appendices

Appendix A

Pupils' Interview

Section 1 : Background Information

- 1) How old are you ?
- 2) Notifying their gender : male ☐ female ☐
- 3) What grade are you in?

Section 2 : English Language Exposure

- 4) Have you ever spoke or heard English outside of school?
- 5) If yes, can you give an example for that?
- 6) Do you have any friends or family members who speak English?

Section 3 : Interest and Motivation

- 7) Are you interested in learning English?
- 8) If yes, what makes you interested in learning English?
- 9) Do your parents and family encourage you to learn English?

Section 4 : Learning Experience

- 10) Do you feel like you understand the material being taught in your class and making good progress?
- 11) What is the most challenging part of learning English to you? How can your teacher make it easier and more engaging and fun?
- 12) How do you feel about the workload of nine subjects at your school? Does studying English as a second foreign language make it more overwhelming?
- 13) How do you feel about studying two foreign languages simultaneously (English and French)? Do you find it difficult or confusing to make progress in both languages?
- 14) Have you ever mixed up the vocabulary or grammar rules from one language to another?
- 15) Would you prefer to focus on one language at a time? If yes, which language would that be English or French?

Section 5 : Grade Placement

- 16) At what grade level would you like to start learning English as a second foreign language?
- 17) Why do you think that grade level would be appropriate for you?
- 18) Is there anything else you would like to share about your English language learning experience?

Appendix B

استبيان لطلاب اللغة الإنجليزية

القسم 1: معلومات أساسية

- (1) كم عمرك ؟
 (2) الجنس : ذكر ☐ أنثى ☐
 (3) في أي مستوى تدرس؟

القسم الثاني: عرض اللغة الإنجليزية للطلاب

- (4) هل سبق لك أن تحدثت أو سمعت الإنجليزية خارج المدرسة؟
 (5) إذا كان الجواب نعم، هل يمكن أن تعطي مثالاً على ذلك؟
 (6) هل لديك من الأصدقاء أو أفراد العائلة من يتحدث اللغة الإنجليزية؟

القسم 3: الاهتمام والدافع

- (7) هل انت مهتم بتعلم اللغة الإنجليزية؟
 (8) إذا كانت الإجابة بنعم، قل لماذا؟
 (9) هل يشجعك والداك وعائلتك على تعلم اللغة الإنجليزية؟

القسم 4: تجربة التعلم

- (10) هل تفهم المادة وتحقق تقدماً جيداً؟
 (11) بالنسبة لك، ماذا هو الجزء الأكثر صعوبة في تعلم اللغة الإنجليزية؟ كيف يمكن لمدرسك أن يجعل الدروس أسهل وأكثر جاذبية ومتعة؟
 (12) هل تظن أن إضافة اللغة الإنجليزية يسبب عبء مع دراسة تسعة مواضيع أخرى؟
 (13) كيف تشعر حيال دراسة لغتين أجنبيتين معاً (الإنجليزية والفرنسية)؟ هل تجد التقدم في كليهما عملاً صعباً؟
 (14) هل لديك خلط بين المفردات أو القواعد من لغة إلى أخرى؟
 (15) كان تفضل التركيز على لغة واحدة فقط؟ إذا كانت الإجابة بنعم، فما هي اللغة التي تفضل أن تكون؟

القسم 5: وضع الصف

- (16) في أي مستوى تفضل أن تبدأ تعلم اللغة الإنجليزية كلغة أجنبية ثانية؟
 (17) لماذا تفكر أن هذا المستوى الدراسي يكون مناسباً لك؟
 (18) هل هناك أي شيء آخر تحب أن تشاركه عن تجربتك في تعلم لغتك الإنجليزية؟

Appendix C

Teachers' Questionnaire

To the respondents:

This survey is meant for a comparison study of teaching English as a foreign language for first year middle school learners versus third year primary school learners for a master's dissertation. Please consider each item carefully. Your answers to the questions will help to provide advantageous implications for the pupils and teachers of the target educational community with regards to the strategies of teaching in relation to academic performance of pupils.

Rest assured that your answers would be kept highly confidential. Thank you very much and God bless!

Master degree pupils

A. Teachers' overview

1. What is your age?

2. What is your gender?

Male ☐

Female ☐

3. Where did you get your diploma?

☐ University

☐ Training school for teachers

4. Which level of education do you teach primarily, primary or middle school?

☐ Primary school

☐ Middle school

5. How long have you been teaching?

☐ One year

☐ Three years

☐ More than three years

B. Teachers' report on their teaching experience

6. What kind of materials do you use in your EFL classes?

- ☐ Textbooks only
- ☐ Authentic materials
- ☐ Both

7. What techniques do you use to teach English as a foreign language (EFL)?

8. What are the biggest challenges you face when teaching EFL?

- ☐ Psychological state of learners (lack of motivation)
- ☐ Age of the learners (young or old for the input)
- ☐ Society (primarily parents)
- ☐ Pedagogical issues (materials or media)

9. How do you overcome these challenges?

C. Teacher's point of view

10. How much do your pupils seem motivated and interested in the foreign language?

	Very much	Neutral	Not much
Middle school			
Primary school			

11. How do you motivate your pupils to learn English?

12. If you are a teacher of primary school, do you consider your experience assuccessful?

Yes ☐

No ☐

If no, why? ☐

13. As a teacher of primary school, have you encountered problems when teaching a foreign language to young children?

Yes ☐

No ☐

Others: _____

14. If you are a teacher of middle school, do you prefer that your first year pupils shouldhave started learning English earlier at the primary school?

☐ Yes

☐ No, it doesn't matter.

15. In your opinion, what is the best age for children to start learning a foreign language? Why?

16. What do you think are the most important skills and knowledge that EFL teachers in primary and middle schools in Algeria should possess?

17. How do you think EFL teaching in primary and middle schools in Algeria can be made more interactive and engaging for pupils?

18. Is there anything else you would like to share about your experience as a teacher?

ملخص

تهدف هذه الدراسة المقارنة إلى تحديد المرحلة المثلى لإدخال اللغة الإنجليزية كلغة أجنبية ثانية في المدارس الجزائرية محاولة التحقق من مدى ملاءمة قرار الوزارة الأخير بإدخال تعليم اللغة الإنجليزية في المدارس الابتدائية إلى جانب اللغة الفرنسية. يتم اختبار فرضيتين: أحدهما يقترح أن إدخال اللغة الإنجليزية في المدارس الابتدائية كان قرارًا حكيمًا ومفيدًا، والآخر يقترح أن تلاميذ المدارس الابتدائية هم أصغر من أن يتمكنوا من إدارة عبء دراسة ثمانية مواد إلى جانب لغتين أجنبيتين، مما يجعله أكثر ملاءمة لتأجيل تعليم اللغة الإنجليزية حتى المدرسة الإعدادية. يتم استخدام منهج بحث كمي وصفي لفحص ومقارنة عمليات التدريس والتعلم للغة الإنجليزية في المدارس الابتدائية والمتوسطة. من أجل الحصول على البيانات اللازمة، يتم استخدام المقابلة والاستبيان كأداة بحث. تضمنت الدراسة 52 معلمًا من معلمي اللغة الإنجليزية كلغة أجنبية بمستويات مختلفة من الخبرة و95 طالبًا، مع تمثيل متساوٍ من طلاب السنة الثالثة ابتدائي والأولى من المدرسة المتوسطة. الهدف هو استكشاف ومقارنة تجارب الطلاب والمعلمين وتفضيلاتهم واقتراحاتهم. تشير نتائج البحث الرئيسية إلى أن المرحلة الابتدائية هي أنسب مرحلة لإدماج اللغة الإنجليزية، مما يؤكد الفرضية الأولى. يُظهر تحليل البيانات أن نسبة كبيرة من العينات المدروسة تقرر بأهمية اللغة الإنجليزية وتعرب عن اتفاق قوي على وجوب تدريسها بدءًا من الصف الثالث الابتدائي. كما يكشف أن التحديات الرئيسية التي يواجهها المعلمون تتمثل في نقص المواد ومحدودية الوصول إلى التكنولوجيا. في النهاية، يتم تقديم بعض التوصيات التربوية إلى صانعي السياسات والمربين الجزائريين بهدف تعزيز وتحسين فعالية تعليم اللغة الإنجليزية في الجزائر.

Résumé

Cette étude comparative vise à déterminer la phase optimale de l'introduction de l'Anglais comme deuxième langue étrangère dans les écoles Algériennes. Il tente d'enquêter sur la pertinence de la récente décision du ministère de l'introduire l'enseignement en Anglais dans les écoles primaires en même temps que la langue Française. Deux hypothèses sont testées : l'une suggérant que l'introduction de l'Anglais dans les écoles primaires était une décision sage et bénéfique, et l'autre proposant que les élèves du primaire soient trop jeunes pour gérer la charge de travail d'étudier huit matières en plus de deux langues étrangères, ce qui la rend plus appropriée d'être introduite dans le cycle moyen des études. Une approche de recherche quantitative et descriptive est utilisée pour examiner et comparer les processus d'enseignement et d'apprentissage de l'Anglais au primaire et à l'école moyenne. Afin d'obtenir les données nécessaires, une entrevue et un questionnaire sont utilisés comme outil de recherche. L'étude implique 52 instructeurs EFL avec différents niveaux d'expérience et 95 étudiants, avec une représentation égale des élèves de première année primaire et de troisième année moyenne. L'objectif est d'explorer et de comparer les expériences, les préférences et les suggestions des élèves et des enseignants. Les principaux résultats de la recherche indiquent que l'école primaire est la phase la plus appropriée pour l'introduction de la langue Anglaise, confirmant ainsi la première hypothèse. L'analyse des données montre qu'un grand pourcentage des échantillons étudiés reconnaît l'importance de l'Anglais et exprime un fort accord pour qu'il soit enseigné à partir de la troisième année de l'école primaire. Il révèle également que les principaux défis auxquels sont confrontés les enseignants sont le manque de matériel et l'accès limité à la technologie. Enfin, des recommandations pédagogiques sont proposées aux décideurs politiques

et éducateurs Algériens dans le but de renforcer et d'améliorer l'efficacité de l'enseignement de la langue Anglaise en Algérie.