Ministry of Higher Education and Scientific Research

Yahia Fares University of Medea

Faculty of Letters and Languages

Department of Foreign Languages

English Section



The implementation of the English Language in The Algerian Primary Schools

A Case Study of Hamdan Abdelaziz Primary School.

A Dissertation Submitted in Partial Fulfillment of the Requirements

for Master Degree in English

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Academic Year: 2022 / 2023

.**DECLARATION:**

We, hereby, declare that this dissertation, entitled “The Implementation of The English Language in The Algerian Primary Schools”, has been undertaken by us for the requirement for a master’s degree in English (Linguistics) under the supervision of [Samir Zinai]. We also declare the materials of this research are the pure outcome of our investigation and do not incorporate any substances previously written or published by other researchers except those indicated in quotations, citations, or in the references list.

We are duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by the university authorities under the rules and regulations in force.

Date:

Signed:

DEDICATION:

To my loving family, supportive friends, and esteemed mentors, with heartfelt gratitude and unshakable respect, I dedicate this dissertation to you all. Your unwavering encouragement, profound wisdom, and grateful belief in my abilities have been the catalysts for my academic journey.

May this dedication serve as a humble token of appreciation for the love, support, and guidance you have bestowed upon me throughout this arduous journey. Each adjective is chosen with care and admiration, I hope it reflects the depth of my gratitude and the profound impact you have had in my life. With boundless appreciation.

MOHAMED ISLEM SARAOUI

I dedicate this work to my grandparents, my mother (my lovely queen), and My father, you are not only my father but also my inspiration and the epitome of strength. My brothers (Abubaker, Heithem, Abdel Malek, and Alaa Eddine, especially my princess, my cutie pie young sister Bouchra). Also, my cousin Amine was and still always a brother.

I dedicate this work also to all our friends, or we can say brothers, who were our companions on this journey of the university.

WALID BOUCHOU

I would like to thank the following people, without whom I would not have been able to complete this research, and without whom I would not have made it through my master's degree! My family, especially my parents, provided me with immense support on both financial and emotional aspects My sisters and brothers for being beside me during my academic journey. A special thanks to Walid Bouchou the brother who's been there in weal and woe. Last but not least our supervisor Mr.Zinai whose insight and knowledge into the subject steered us through this research.

Aghilles Hassani.

Acknowledgments:

We would like to express our great appreciation to our supervisor MR. SAMIR ZINAI, for his assistance, patience, guidance, valuable pieces of advice, and endless encouragement. Without his help, this study would not be completed.

Special thanks to the members of the jury for agreeing to evaluate our dissertation.

We want to expand our thanks to our beyond-evaluation teacher Dr. MAKHLOUF AMROU for his precious lessons, information, and pieces of advice during the five years of university, in addition to his powerful attitude, assistance, and his hard work.

We are grateful to various people for their contribution to our research. First, sincere gratitude to ICHRAK AIDOUDI who helped us in answering our questionnaire, and the headmaster of Hamdan Abdelaziz primary school for letting us attend several sessions to do the observation.

ABSTRACT

The present study investigates the implementation of the English language in Algerian primary schools. The current state and methods of teaching English in Algerian primary schools are examined in this dissertation, with an emphasis on the difficulties that both teachers and pupils must overcome. English has just been included as a language that is required in primary school in Algeria, a multilingual nation that has realized the value of English as a language of the world. However, the study adds to the body of knowledge on English language instruction by offering a thorough grasp of the unique difficulties and requirements within the context of elementary schools in Algeria. It provides useful insights for decision-makers, educators, and curriculum designers, empowering them to take wise actions and put forth practical solutions to enhance English language instruction in Algeria. In the end, the study aims to provide Algerian primary school pupils with the essential English language abilities to prosper in a world that is becoming more connected and globalized.

Keywords:

Implementation, English, Primary school ,Curriculum,Globalized**,**Teachers,Pupils

ملخص

تحقق هذه دراسة الحالة في ادخال تعليم الانجليزية في المدارس الابتدائية الجزائرية. وتدُرس في هذه الرسالة الحالة الراهنة وأساليب تدريس اللغة الإنكليزية في المدارس الابتدائية الجزائرية، مع التركيز على الصعوبات التي يجب أن يتغلب عليها

المدرسون والتلاميذ على حد سواء. وقد أدُرجت اللغة الإنجليزية لتوها كلغة مطلوبة في المدرسة الأساسية في الجزائر، وهي دولة متعددة اللغات حققت قيمة اللغة الإنكليزية كلغة من لغات العالم. ومع ذلك، لم يكن هناك الكثير من البحوث التي أجريت حول مدى جودة تنفيذ تعليم اللغة الإنجليزية في هذا المكان. وتضيف الدراسة إلى مجموعة المعارف المتعلقة بتعليم اللغة الإنجليزية من خلال إتاحة فهم شامل للصعوبات والمتطلبات الفريدة في سياق المدارس الابتدائية في الجزائر. وهي توفر أفكاراً مفيدة لصانعي القرارات والمربين ومصممي المناهج، وتمكنهم من اتخاذ إجراءات حكيمة وتقدم حلولاً عملية لتعزيز تعليم اللغة الإنجليزية ف ي الجزائر. وفي نهاية المطاف، تهدف الدراسة إلى تزويد أطفال المدارس الابتدائية الجزائرية بالقدرات الأساسية للغة الإنجليزية لكي يزدهروا في عالم يزداد ترابطاً وعولمة.

الكلمات المفتاحية:

تنفيذ , اللغلة الانجليزية , المدارس الابتدائية , المناهج , عولمة , المعلمين , التلاميذ

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List of Acronyms and Abbreviations

ELT: English Language Teaching

WES: World Englishes

SE: Standard English

WE: World Englishes

EFL: English as a Foreign Language

CCEA: The Council for the Curriculum Examinations and Assessment

ELF: English as a Lingua Franca

LAD: Language Acquisition Device

SED: Social Emotional Development

GENERAL INTRODUCTION

General Introduction

1. General Background:

The study of a second language has long been regarded as a means of better understanding another culture and its people. Understanding others has been prominent in educational rationales in various ways but has often been in the background of educational practice. English is an international language. It is the concept of the English language as a global means of communication in numerous dialects and the movements towards an international standard of the language. It is spoken all over the world, this language is the mother tongue of nearly 320 million people, and another 200 million use it as a second language. Many people are devoting time to learn English as a second language currently. Many countries include English in their school curricula, and children are learning English at an earlier age.

Whether you are looking for a new job or planning a trip around the world, learning English can help you advance both personally and professionally. After huge demands from the Algerian community, Algeria has adopted the English language in the educational curricula for primary schools recently. The teaching of English as a second language in Algeria has assured an important place. Many Algerian parents have expressed great interest in teaching their children English and making it a basic subject and the second foreign language besides French in the primary stage, which is a basic educational stage that enables the student to prepare well for other educational stages, highlighting the importance of this new experience to raise the level of students in English. Parents of students who have had to pay large sums of money to private schools to teach their children the English language,believe that the decision to include them in the primary stage represents a significant gain for them because it will allow their children to learn the language in public schools for free, especially since children are more likely to learn the language in public schools. They are distinguished at this age by their ability to memorize well and the impression of information that is easily entrenched in their minds, indicating that the child is ready to learn any language.

2. Statement of the Problem:

The main issue with the current study is a result of our observations of English-speaking students and teachers in Algerian elementary schools. Additionally, find out if the students can adjust to and become accustomed to the new foreign language that has been injected, which is English. Will the government be successful in teaching English in the primary grades? Several challenges and problems with the introduction of English in Algerian primary schools need to be resolved. Despite the widely recognized significance of English as a global language and the potential advantages it may have for pupils in terms of communication abilities and educational opportunities, the current English language teaching program in Algerian primary schools faces significant difficulties.

3. Research Questions:

A. Main question:

How is English taught in Algerian primary schools? **B.**

Secondary questions:

1. what practices for ELT are enacted in Algerian primary English classrooms?
2. What explanations do teachers give for their English Language Teaching (ELT) practices?
3. What are the perceptions of teachers towards the benefits and challenges of teaching and learning English in primary school in this way?

4. Research Hypotheses:

1. The way English is implemented in primary schools is more likely to be successful and achieve its goals.
2. The way English is implemented in primary schools is not adopted with this category of learners.

3, Maybe other factors can influence the implementation of English in primary schools.

5. Research Objectives:

The current study seeks to reach the following objectives:

1. To identify and evaluate the difficulties encountered when introducing English language instruction in elementary schools in Algeria. This objective attempts to comprehend the particular hindrances and challenges that prevent efficient implementation, including scarce resources, teacher readiness, curriculum design, linguistic regulations, and assessment techniques.
2. To investigate the part that teachers play in the delivery of English language teaching. Understanding how well-prepared and trained primary school teachers are, as well as their ability to give effective English language instruction, is the goal of this objective. It also looks at how instructors might improve their pedagogical abilities when teaching English, as well as their needs for professional development.
3. To evaluate how English language training affects students' language development and academic results. This goal entails assessing the program's success in terms of students' linguistic growth, interpersonal communication abilities, and academic performance. It seeks to provide light on the advantages and constraints of the current implementation.

6. Significance of the Study:

For several reasons, it is essential to comprehend the difficulties and potential benefits of introducing English language instruction in Algerian primary schools. First, it identifies opportunities for improvement and offers insights into the efficacy of present policies and practices. Second, it clarifies the viewpoints and experiences of educators and learners involved in the teaching of English, assisting in addressing their demands and worries. Finally, this study adds to the larger conversation on how English language instruction is incorporated into Algerian education and how it aligns with national.

7. Outline of the Thesis:

The research is organized around a general introduction and four chapters. The general introduction contains a background of the study, a statement of the problem, research questions, hypothesis, objectives, and significance of the study. The first chapter is devoted to a literature review, which consists of the importance of the English language in the

world, in addition to some of Krashen's theories of language acquisition. The second chapter deals with the methodology followed in conducting this study. The third chapter deals with the answers to the questionnaire given to the teacher and their analysis. The fourth chapter is a representation and discussion of the obtained results, followed by pedagogical implications, recommendations for the teachers, suggestions for future studies, and a general conclusion.

CHAPTER ONE

Literature Review

Chapter One: Literature Review

Introduction:

This chapter summarizes literature review of the study, in which the two first components of this chapter focuse on the significance of the English language as an international language. Additionally, the pieces that follow research on how young infants learn languages by addressing Krashen's views, The chapter has finally ended with elements dealing with environmental education, social and emotional growth, and how to construct a suitable school bus for students**.**

1.1 Globalization and English:

The term globalization is derived from the English language. Globalization is the formation of an international network as part of an economic and social system. One of the earliest uses of the term "globalization" was in a 1930 article titled "Towards New Education" to describe an overview of the human experience in education. (Crystal et al. 2001).

English is thought to operate as a pull element for globalization. English is critical to the growth of globalization. The relevance of English language usage has grown as a result of the globalization of trade and business, as well as increasing workforce diversity with diverse setup values.

Man has used language as a medium of communication for ages; yet, as a result of globalization, the English language has become the most cherished possession of communication. In this global village, the English language serves as a repository of wisdom and wit. The English language is both a career booster and a money-printing machine. It's also a telescope for seeing into the future. (Crystal et al. 2001).

The English language is correctly considered the key to the storehouse of production and productivity. This language can be used to promote our worldview and spiritual legacy, as well as cultural and traditional features around the world. As a result of globalization, the English language has gained popularity. The context in which the language is utilized has radically changed. The language of the Queen is currently taught in schools. The language has grown into a silver bowl in which to earn one's living. (Crystal et al. 2001).

In today's globalized world, English is the language of modern business administration. In addition to being a tool of international trade, the English language has grown increasingly vital for inter-state commerce and communication. It is the official language of air travel and shipping, as well as the dominating language of science and technology, computers, and commerce, as well as an important medium of education. In an era of enhanced communication via telephones, fax machines, television, and modem, the globe is becoming increasingly oriental. Small table or cyber connections that span geographical boundaries can be formed by businesses, families, friends, and several other organizations with similar interests. Team, T. A. (2016, December 14). Globalization and English Language | Study of Impact and Progress. Ashvamegh Indian Journal of English Literature. Retrieved March 4, 2023

1.2 English as a Lingua Franca:

1.2.1 Definition:

The phrase "English as a lingua franca" (ELF) describes the practice of using English as a common language for intercultural and international communication among speakers of various first languages. In order to facilitate efficient communication and understanding between speakers of different languages, including adapting and negotiating English to fit those demands in different circumstances. Seidlhofer, B. (2011). Understanding English as a lingua franca. Oxford, UK: Oxford University Press.

1.2.2 World Englishers ELF and Standard English:

A heated debate was unavoidably brought on by the quick adoption of English as a communication language. Three different world English (Wes) interpretations are mentioned by Bolton (2004). It is regarded as an "umbrella label" that covers all variants of English that are present throughout the world as well as the many ways in which they are described. The phrase is used in this manner throughout the entire piece. The second is about news in Africa that is developing in Africa. Caribbean and Asia. The outer circle of Cachru. Finally, it embodies the English concept of pluricentricity. He suggested that English language instructors build their lectures around native speaker norms and native-like performance because he believed the prevalence of comprehensible variants and forms could cause English to lose its status as an international language. Brag kashrut (1985), a linguist from the United States, responded by pointing out that national standards had no

bearing on the sociolinguistic reality of the other contexts where English is employed. He (1985) suggested challenging conventional ideas of standardization, native norms, and models because they are only important to users in the inner circle. To regulate English's standardization, native speakers appear to lose their exclusive ownership of the language, according to Kachru (1985), underscoring the significance of understanding the ramifications of this sociolinguistic reality. New paradigms, perspectives, and critical pedagogies are needed to comprehend language innovation and variation in multilingual contexts across cultures (Kachru 1985). ELF is referred to as a part of the bigger phenomenon of WE when it is utilized in English (shiedlhofer, 2005). House (1999) defines EFL interactions as those between members of two or more different lingua-cultures in English when English is chosen as a "contact language" between people who do not share a common native tongue or a common national culture and for whom English is the chosen foreign language (firth. 1996). None of them are native English speakers. Sheidlhofer (2004) asserts that ELF is essentially independent of the standards set by its native users. That's accurate. Non-native speakers are the most influential "agents of language change," advancing the language's global applications (but-griffler, 1998, p.
387). Biricik, E., Özken, Y., & Bayyurt, Y. (Year). Reflection on ELF-related issues by preservice English language teachers in Turkey. Unpublished manuscript, Çukurova University (or Boğaziçi University), Turkey. (Reflection on ELF-related issues by preservice English language teachers in turkey)

1.3 the role of English in Algeria:

English is regarded as a foreign language (EFL) in Algeria, but French is considered a second language. When teaching English in Algeria, the following goals should be met:

-Helping our society live in peace with novelty by giving the learner some language tools required for efficient communication.

-Advocating for national and global principles; Improving critical thinking, tolerance, and global consciousness.

-Contribute to the notion of a good citizen as someone aware of current and future developments and difficulties; Then, while avoiding the dangers of acculturation, provide every learner with access to science, technology, and global culture (Algerian Curriculum, p. 4).

1.3.1 English as an international language:

In Algeria, English is a foreign language that has played a crucial part in the country's education, economics, and international relations. English has been taught in Algerian schools since the country's independence in 1962, according to Oukada (2016). It is utilized as a second language in several disciplines of higher education and research, including science, technology, engineering, and medicine.

Furthermore, English is widely used in the business sector of the country, particularly in international trade and commerce. Companies in Algeria frequently require English-speaking workers to communicate with clients and partners from English-speaking nations.

In terms of international interactions, English has become the global community's lingua franca, and Algeria is no exception. Algerian diplomats and other officials competence in English has facilitated the country's participation in international forums and negotiations, allowing Algeria to effectively represent itself and engage in understanding dialogues with other countries.

To sum up, English has been critical in Algeria's education, business, and international relations. Its significance is projected to expand in the future, given the increased demand for English proficiency in a globalized society.

1.4 The Current Language Situation in Algeria:

Algeria is a multilingual country, with Arabic serving as both the official and most widely spoken language. However, several other languages, including Berber, French, and various Arabic dialects, are spoken throughout the country.

1.4.1 The Arabic Language:

In research by Benrabah (2007), he claims that: Since the 1963 constitution, Arabic has been the official language of Algeria. Aside from the Amazigh language. Around 99% of Algerians speak Arabic or Amazigh, with 72% speaking Arabic and 21% speaking Amazigh. [3] Against the backdrop of the French colonization of Algeria, the French language is widely used in the Algerian state, such as in cultural fields, media, and education in universities. Although French is considered a semi-official language in Algeria, it is not mentioned in any official state publications.

Standard Arabic is not spoken in Algerian streets, as it is in the rest of the Arab world, except in the media, such as the press and television, or education, such as universities, Quranic schools, mosques, or state bodies, such as diplomacy, or in the economy, such as writing on goods and official correspondence. It is part of the first academic year's educational program. The Arabic language used in Algeria for speaking and writing is very different. And a large vocabulary.

1.4.2 The French language:

In research by Benrabah (2000), he claims that The French language is widely used in Algeria and is taught in advanced educational curricula (every Algerian who studies in public schools and reaches secondary school is fluent in reading and writing in French, and the rest speaks and understands it in general).

French is the most studied foreign language in Algeria, and most Algerians can understand and speak it, though it is rarely used in everyday conversation. All university scientific and business courses remain taught in French.

1.4.3 The English language:

In research by Benrabah (2007), he claims that: In Algeria, English is considered a foreign language (EFL), whereas French is considered a second language.

The following objectives should be followed when teaching English in Algeria:

- Assisting our society in living in harmony with novelty by providing the learner with some linguistic tools necessary for effective communication.
- Supporting national and universal values.
- Improving critical thinking, tolerance, and global awareness.

Contributing to the definition of a good citizen who must be aware of today's and tomorrow's changes and challenges; And then providing every learner with access to science, technology, and global culture while avoiding the dangers of acculturation (Algerian Curriculum, p. 4). E. (2020, November 30). Teaching English in Algeria - De Educatione Meridie. Retrieved June 2, 2023,

1.5. Language Policy:

1.5.1 Language Policy Definition:

-The exercise of language planning results in or is directed by the government's (or another authoritative organization's or person's) adoption of a language policy. A language policy is a collection of principles, rules, laws, regulations, and practices designed to accomplish the desired results and changes in language within communities, groups, or systems. (1997: xi; Kaplan and Baldauf). According to Kaplan and Baldauf, language policy is a set of laws, rules, or regulations that are adopted as part of a language plan by a governing body (such as a government). Language policy undoubtedly includes what Kaplan and Baldauf describe here, but additional actions may also fall under this category. Language policies can originate from a bottom-up movement or grassroots organization rather than being implemented by a formal authority, and not all language policies are deliberate or well thought out.

-Harold F. Schiffman The majority of language policy is a social construct. Legal, judicial, administrative, constitutional, and/or another explicit language may exist in some jurisdictions; nonetheless, whether or not a political system contains such clear wording, The foundation of policy as a cultural construct lies primarily in other conceptual components, such as belief systems, attitudes, and myths. This complex is known as linguistic culture, and it is made up of all the ideas, values, beliefs, attitudes, prejudices, religious rules, and other cultural "baggage" that speakers bring to their interactions with language from their background. (Schiffman 1996: 276)
Johnson, D. C. (2013). What is language policy? In J. W. Tollefson & M. Pérez-Milans (Eds.), Language Policy (pp. 3-16). Research and Practice in Applied Linguistics. Palgrave Macmillan.

Johnson, D.C. (2013). What is language policy? In: Language Policy. Research and Practice in Applied Linguistics. Palgrave Macmillan, London.

Language planning is a deliberate language change, that is, changes in the systems of a language code or speaking, or both, that are planned by organizations established for such purposes or tasked with acheachieving goals (Rubin1977:282)

1.5.2: Language policy goals

Depending on the country or organization, language policy objectives can vary, but they typically include promoting national cohesion, enhancing communication and education, and ensuring language maintenance. Nahir (1984 & 2003) provides an eleven-point classification of language planning goals in this regard:

1.5.2.1 Language purification

It is the regulation of usage to maintain the "linguistic purity" of the language and shield it from outside influences. Internal and external purification are distinguished by Kaplan & Baldauf (1997:60). The language is subjected to external purification to shield it from outside influences. In order to rTowing and outlaw specific foreign usages, this process typically focuses on the creation of prescriptive dictionaries and grammar. On the other hand, internal purification refers to the reiteration of standards of proper usage within the language.

1.5.2.2 language revival

The effort to make "a language with few or no surviving native speakers" into "a normal means of communication" is known as "language revival." Hebrew is a clear example of a language that underwent revival despite having no surviving first users.

1.5.2.3 language reform

Language reform is the intentional alteration or simplification of particular linguistic features, such as orthography, spelling, grammar, and lexicon, to promote language use and enhance

effectiveness. Kaplan & Baldauf (1997:65) mention the successful Romanization of the writing system and removal of many Persian influences and borrowed terminology from European languages that occurred during Turkey's language reform in the 1920s under Kemal Ataturk.

1.5.2.4 language standardization

Any effort to elevate "a language or dialect spoken in a region" into one that is "accepted as the major language."

1.5.2.5 language spread

Language spread is the attempt to increase the use of one language at the expense of another, as was the case with the spread of Arabic during the Islamic expansion and Latin during the Roman Empire. Language shift may result from language spread in communities where there are two or more spoken languages. A language will seek out more domains to use as more people become users and learners of it.

1.5.2.6 Lexical Modernization

The effort to develop terminologies. According to Nahir (1984, as cited in Kaplan & Baldauf, 1997:68-69), the terminological work belongs to the two occurrences occurring simultaneously:

-Lexical Development: the process of language modernization, that is, the standardisation and enrichment of the language, as well as the expansion of its domains of use and activity.

-Term Creation and Adaptation: the process of adding terms to the lexicon for unprepared new ideas, concepts, or technologies.

1.5.2.7 Terminology Unification

The standardization of existing terminology by defining the functions and semantic boundaries of terms to prevent variation that may lead to confusion.

People searching for literature. This method is also known as "term planning" (Kaplan & Baldauf, 1997).

1.5.2.8 Stylistic Simplification

The attempt to make technical or legal language comprehensible and reduce bureaucratic jargon. It also concerns "making the text more readable and more clearly addressed to the audience that must deal with it, and less convoluted in the lexicon, and syntax" (ibid., 75).

.1.5.2.9 Interlingual Communication

Its primary goal is to facilitate linguistic communication between members of different speech communities by promoting the use of a language of wider communication (LMC) or an artificial (or 'auxiliary') language.

1.5.2.10 Language Maintenance

The preservation of a group's native language and the domains in which it is used in cases where the language's status is threatened by political, economic, educational, or other pressures.

1.5.2.11 Auxiliary Code Standardization

Standardization of marginal, auxiliary aspects of language, such as deaf signs, place names, and transliteration and transcription rules.

1. 5.3: Language policy typology

Accordingly, Language planning has been classified into three distinct types: status planning, corpus planning, and acquisition planning.

1.5.3.1: Status Planning

Policymakers engage in status planning as a strictly political matter. It is the assignment or reassignment of a language's functional domains within a society. It describes any official effort to ascertain which Government, the legal system, the media, and the educational system must use a particular language or languages for a variety of public functions.

. In Hoffmann’s terms (1991:207), status planning “…concerns decision-making processes regarding the status and function of particular languages or varieties, as well as the allocation of state resources.”

1.5.3.2: Corpus Planning

Based on Haugen's (1983) framework, Kaplan and Baldauf (1997:3) acknowledge that corpus planning is concerned with "those aspects of language planning that are primarily linguistic and, therefore, internal to the language."Thus, corpus planning is a solely linguistic activity, referring to the manipulation of the language's form and structure. Frequently, corpus planning activities result from beliefs regarding the sufficiency of a language's form to serve its intended functions. This is typically the responsibility of "national language planning agencies, whose roles vary according to the situation."

1.5.3.3: Acquisition Planning

Cooper (1989) recently chose acquisition planning as a distinct third category. "Language Education Policy" is another name for the concept of acquisition planning. In turn, Kaplan and Baldauf (2003), "Language-in-Education Policy" is preferred. Thus, the idea has become increasingly popular in language learning and teaching in schools. Since education is regarded as "a microcosm of society and both react to its concerns and proacts in order to influence society" (Molinero, 2001:158), it has been linked to society. Additionally, status planning is developed through acquisition planning, which identifies the ways how use will be expanded in a variety of contexts, including organizations, the workplace, media, and religious settings. Johnson, D. C. (2013). What is language policy? In J. W. Tollefson & M. Pérez-Milans (Eds.), Language Policy: Research and Practice in Applied Linguistics (pp. 3-16). Palgrave Macmillan.

1.5.4. Language Policy in Algeria:

The introduction of English is being hailed as the miracle cure for all potential ailments including economic, technical, and educational ones in a context where the French. language has lost much of its position in the socio-cultural and educational surroundings of the country. The main goal was to create a system of education that was tailored to the requirements of the people of Algeria. The Algerian government, therefore, decided to substitute English for French as a primary curriculum in the late 1980s as a move towards
internationalization. In line with what the British Council (2010) said, it was believed that English, a historically neutral language, would be able to play the modernizing.

The function that was desired of French in the Algerian context without French's imperialist and non-Islamic connections. Strangely, the experience failed to some part since this key advice was not implemented. Several reforms and adjustments were made to the Algerian educational system by the middle of the 2000s in order to both its structure and its results. The incorporation of English into the classroom became more crucial than ever with the development of Information and Communication Technologies in this age of globalization. English asserts itself as a global tongue that has been widely employed for several years due to valid reasons, tacitly assimilating into Algerian social life. Given that the value of English is growing daily in many settings and forms, understanding its significance is of considerable interest, and it is presently. taught in Algerian middle and secondary schools, as well as most Algerian colleges. Djebbari, Z., & Djebbari, H. (2020.pp. 41-43).

1.6 Learning Theories:

The most fundamental and well-known among linguists and language teachers among Krashen's five assumptions is the contrast between acquisition and learning. The "acquired system" and "the learned system" are two distinct systems that govern how well a person performs in a foreign language, according to Krashen. The "acquired system" or "acquisition" is the result of a subconscious process that is quite similar to the one pupil goes through to learn their first language. Natural communication, when speakers focus on the communicative act rather than the form of their utterances, is necessary for meaningful interaction in the target language.

The consequence of formal instruction, the "learned system" or "learning," is a conscious process that produces conscious information "about" the language, such as understanding grammar. In a teacher-centered environment, a deductive method results in "learning," whereas an inductive approach results in "acquisition" in a student-centered one.

-The Monitor hypothesis describes the connection between learning and acquisition and outlines how the latter affects the former. The practical application of the studied grammar is the monitoring function. Krashen claims that the learning system serves as the "monitor" or the "editor," whilst the acquisition system initiates the utterance. If three requirements are met, the "monitor" performs planning, editing, and correcting functions.

There is enough time available for second language learners.

They emphasize form or consider correctness.

The law is known to them.

The contribution of conscious learning to second language proficiency seems to be fairly restricted. Krashen claims that the monitor's primary function is to detect and correct outliers from "normal" speech and to give a speech a more "polished "appearance. Additionally, Krashen contends that language learners' monitor usage varies. He makes a distinction between students who constantly use the "monitor" (over-users), students who have not mastered the material or who prefer not to utilize their conscious knowledge (under-users), and students who use the "monitor" appropriately (optimal users). To what group a person belongs can be determined by assessing their psychological profile. Extroverts frequently underuse, whereas introverts and perfectionists frequently overuse. Overusing the "monitor" is typically linked to a lack of confidence.

- Krashen's effort to explain how a learner obtains a second language—how second language acquisition occurs—is known as the Input Hypothesis. The Input Hypothesis does not address "learning," simply "acquisition". This theory states that when a learner gets second language "input" that is one level above their current level of linguistic proficiency, they improve and move along the "natural order" of language acquisition. For instance, when a learner is exposed to "Comprehensible Input" that is at level I + 1," acquisition occurs. Krashen contends that spontaneous communicative input is essential to developing a syllabus because not all students may be at the same level of linguistic proficiency at the same time, insuring with this way that each learner will receive some 'I + 1 'input that is appropriate for his/her current stage of linguistic competence.

- The Affective Filter hypothesis reflects Krashen's theory that several "affective variables" facilitate but do not cause the learning of second languages. These factors include personality qualities, motivation, self-confidence, and anxiousness. According to Krashen, second language learners who are highly motivated, self-assured, have a positive view of themselves, are less anxious, and are extroverted are more likely to succeed. A "mental block" that prevents comprehensible input from being used for acquisition can be created by low motivation, low selfesteem, anxiety, introversion, and inhibition. These factors can also raise the affective filter. In

other words, while the filter is "up," language learning is hampered. On the other hand, for acquisition to occur, good effect is both necessary and insufficient by itself.

- The less significant Natural Order hypothesis, which was supported by research (Dulay & Burt, 1974; Fathman, 1975; Makino, 1980, cited in Krashen, 1987), postulates that the acquisition of grammatical structures occurs in a predictable and 'natural order'. Certain grammatical structures for a given language tend to be learned early, whereas others are learned later. Although there was not always 100% agreement between individual acquirers in the studies, there were statistically significant similarities that supported the existence of a Natural Order of language acquisition.

This order appeared to be independent of the learners' age, L1 background, and exposure conditions. Krashen, however, notes that this does not mean that a language program syllabus should be based on the order seen in nature. He rejects grammatical séquencing when the goal is language acquisition.

* Both substantial conscious grammar rule use and rigorous training are not necessary for language acquisition.

The acquisition involves meaningful interaction in the target language, or "natural communication," in which speakers are more concerned with the messages they are sending and understanding than with the structure of their utterances.

'Comprehensible input' is the essential component required for language learning.

Therefore, the most effective techniques are those that provide "comprehensible information" in low anxiety settings with messages that kids genuinely desire to hear. These approaches recognize that progress is made by providing communicative and comprehensible input rather than by pressuring and correcting production, and instead enable students to produce when they are "ready" to do so. Real-world conversations with friendly native speakers who want to explain things to the buyer are very beneficial.

This is a succinct summary of Krashen's well-known and widely accepted theory of second language acquisition, which has had a significant influence on research and instruction in all fields of second languages.

E.schutz. (1998). Stephen Krashen's Theory of Second Language Acquisition. Stephen Krashen's

Theory of Second Language Acquisition. Retrieved March 21, 2023,

1.7 Early language education:

This view of education is strengthened by encouraging early language acquisition. Young children learn languages by interacting with their surroundings in all of their daily contexts, talking to their caretakers, and socializing with their peers. Thus, the framework encourages early language learning that is integrated into daily life:

Language is not a subject that needs to be taught in the first year of life; rather, it is a tool for communication and a gateway into society. Children desire to be accepted and to be able to express their wants and needs. They must communicate with others to do this, which entails expressing themselves and comprehending others. They first prefer to do this through glances, sounds, touches, and bodily motions. They rapidly acquire more and more precise ways to communicate, including verbal words and sentences, paraverbal tone of voice and noises, and nonverbal gestures and facial expressions. The distinction between these modalities is essentially analogical, though, because youngsters desire to communicate and will employ any means necessary to do so. For young children, language is but one instrument in the orchestra of all forms of expression, though one that is becoming increasingly crucial for learning and practical use in educational settings. Language serves higher-level objectives and the mastery of certain communication tasks rather than being an end in itself.

Rich and exciting everyday conversation benefits all children, regardless of their developmental state, linguistic heritage, and personal and familial traits. High-quality connection is vital in this situation, and caregivers can make a significant contribution by facilitating, sustaining, and safeguarding talks, adapting their behavior to that of the children, adding enriching inputs, and teaching the kids new words.

Early language learning has a lot of potential through interactions with other kids as well as conversations with encouraging adults. Children of the same age learn to connect, communicate, collaborate, form, and establish relationships during combined activities. When connecting with

older children, younger children learn new ways to express themselves and utilize them as a model. Older kids assume difficult and mature leadership positions when they notice that younger kids are learning the language. isler, d., kirchhofer, k., hefti, c., simoni, h., frei, d. (2017). *Supporting early language acquisition* (pp. 5-6).: department of education of the canton of zurich,devisionfor educational planning.

1.8: Learning for Children in Primary Schools:

Curriculum: Learning Objectives Foundation Stage refers to the first and second years of primary education.

Key Stage 1 refers to the third and fourth years of primary education.

Key Stage 2 refers to the years 5–7 of primary education. Primary school curriculum areas of Instruction include language and literacy-mathematics and numeracy-the arts-the world. Personal growth and mutual understanding of sport instruction Children level up the skills they need for life and work through each area of learning, which are referred to as Cross-curricular skills and other skills. Religious education must also be taught in schools in accordance with the core curriculum. Some schools also teach modern languages. Some schools may refer to different areas of learning by different names or teach topics that cross many categories. Curriculum guides for parents The Council for Curriculum Examinations and Assessment (CCEA) have developed two publications on the curriculum and what to expect when their child joins a school for parents of primary and post-primary students. Count, read, and succeed Every child has to develop solid literacy and numeracy abilities in order to do well in school, earn a successful job, and carry out a variety of daily activities such as shopping, surfing the internet, and reading safety instructions. Literacy and numeracy are prioritized in the school curriculum and assessment processes. More assistance is provided in the early years, as well as for those with additional or special educational needs. The approach focuses on high-quality instruction for every child, with growing support to satisfy whatever requirements a child may have, such as literacy and numeracy issues. Increasing literacy abilities Literacy is defined as the capacity to read and apply written information as well as write

correctly for a variety of purposes. It is essential for learning across the curriculum, as well as for daily life and social interaction. Increasing numeracy abilities. Numeracy is the application of appropriate mathematical skills to ordinary and new situations. Personal finance abilities, thinking quantitatively in everyday situations, and using reasoning and problem-solving skills are all part of it. It is the foundation of science and technology, and its success in the (knowledge economy) is dependent on it. The Curriculum for Four to 11 Year Olds. (2015, October 26). Retrieved June 2, 2023,

1.9 Holistic and Natural Development for Children:

What is Holistic Development in Early Childhood?

In research by Mcilroy (2021), he claims that Holistic development means developing the whole child – socially, emotionally, physically, intellectually, and spiritually.

A child's home and environment also impact their overall development.

What Is the Importance of Holistic Development?

In research by Mcilroy (2021), he claims that All aspects of a child's development must be addressed for them to succeed and reach their full potential.

While it is natural to focus on a child's intellectual abilities in the early years, it is also critical for a child to develop skills such as:

Emotional intelligence confidence social ability compassion fine and gross motor coordination responsibility creativity and many other skills!

Holistic development is critical for learning in the early years of childhood.

As a parent or teacher, you can set your children up for success from the start.

What are the Five Dimensions of Holistic Development?

In research by Mcilroy (2021), he claims that the five key areas of holistic development are as follows:

-Physical development entails growing and honing motor skills.

-Social skills are the ways in which children interact with others and communicate in their environment.

-Emotional understanding is the ability to express one's emotions in a healthy manner.

-Cognitive, creative, and learning skills development are all aspects of intellectual development.

-Spiritual development entails developing morals, values, and concern for the world.

How to Encourage a Child's Holistic Development?

-It is the responsibility of parents and educators to promote holistic development in the early years. Taking this approach to your children's education is simple and requires only a little thought.

- The holistic approach to education begins with a balance between the home, the environment, and the developing child.

1.9.1 Physical Development:

Understand the physical milestones that your child will go through. Understand the significance of motor skills and how they are developed.

Engage in gross motor activities or large movements, such as climbing, jumping, swinging, and running.

Spend some time practicing fine motor skills, or small actions such as holding a crayon, molding playdough, digging in the sand, or playing with blocks.

1.9.2 **Social Skills:**

It Helps your child develop social skills by connecting him or her with other children and adults.

Practice actions such as sharing, taking turns, eating together, or going on an outing.

1.9.3Emotional Development:

Using books and stories raises awareness of others.

Empathy can be learned at home and in the community.

Discuss the outcomes of events and share your experiences.

Be mindful of your children's emotional needs.

1.9.4Intellectual Development:

Playing helps children develop their cognitive skills. Play and learn is an important concept to emphasize in the early years. At home, children are constantly learning through free play.

By far the most effective form of education is active participation.

Reading to children contributes to the dynamic of cognitive development by fostering an interest in a wide range of topics and expanding vocabulary.

1.9.5 Spiritual Development:

Discuss family morals and values, as well as beliefs and traditions.

Develop a sense of self-worth and social responsibility.

Teach children about environmental stewardship outside of the home.

Set up your child's bedroom or play area with care and encourage him to respect and enjoy his possessions.

Participate in community activities and branch out whenever possible. Mcilroy, T. (2021, January 21). The Holistic Development of a Child During the Early Years. Retrieved March 19, 2023

1.10 Social-Emotional Development:

1.10.1: Social-emotional development definitions

Includes the child's experience, expression, and management of emotions and the ability to establish positive and rewarding relationships with others (Cohen and others 2005). It encompasses both intra- and interpersonal processes.

Socioemotional development can be defined by the convergence of social and emotional growth. This is a broad field of developmental study because of how significantly, throughout life,

emotional reactions influence social behavior, and how social experiences affect emotional growth. Thompson, R. A., & Virmani, E. (2012). Socioemotional Development (p. 1).

It is stated that social and emotional development is the desirable, long-term improvement of one's ability to use emotional data, behaviors, and qualities to enable desired social outcomes. The social-emotional intelligence and competence development literatures are linked by the SED model, which comprises self-awareness, consideration of others, connection to others, and effecting change.

Seal, C. R., Naumann, S. E., Scott, A. N., & Royce-Davis, J. (2011). Social emotional development: A new model of student learning in higher education. Research in Higher Education Journal, 10, 1.

1.10.2: Theories of Social-Emotional Development

Erikson's psychosocial theory states that there are eight stages of development that take place throughout the lifespan, from early childhood to late adulthood. There is a task or problem to be solved for each step. Competence and a healthy personality result from effectively completing each developmental task. When these obligations are not fulfilled, feelings of inadequacy develop.

Sigmund Freud (1856–1939) focused on the biological and unconscious factors that, in his view, mold a person's personality. According to Freud (1933), the three parts that make up the personality are the id, ego, and superego. He argued that these things interacted with each other to promote social and emotional growth.

The Stages of Moral Development by Lawrence Kohlberg Kohlberg (1963), building on Piaget's work, was interested in figuring out how our moral reasoning changes as we become older. He was curious in how people make moral judgments. In the same way that Piaget thought that children's cognitive development follows certain patterns, Kohlberg (1984) held that humans acquire our moral values by active thinking and reasoning and that moral development follows a series of phases. Kohlberg's six phases are often organized according to three moral justifications: pre-conventional, conventional, and post-conventional mo

1.10.3Social and emotional development advantages

-There are several advantages to encouraging social-emotional learning in the classroom and at home. Kids can interact with others more successfully when they have the tools necessary to resolve conflicts. Children who are socially and emotionally capable perform better in school and in other areas of their lives. They also perform better in school and have a better attitude about it. Children that are socially and emotionally undeveloped are more likely to engage in harmful behaviors like aggression, delinquency, and substance abuse.

1.11 Environmental Education:

1.11.1: environmental education definitions

Students' acquisition of the knowledge, abilities, and attitudes required to address environmental concerns is greatly aided by environmental education. The possibility to promote ecological awareness and sustainability among young learners is particularly advantageous when environmental education is included in primary school curricula. The goal of this study segment is to examine the role that environmental education plays in the implementation of English language instruction in primary schools by identifying pertinent studies and their consequences.

Environmental education is an approach that helps people become more aware of their surroundings, obtain knowledge, abilities, attitudes, and experiences, as well as the willpower to take action — both individually and collectively — to address present and potential environmental issues.

According to a study by Smith and Johnson (2019)," A valuable context for language learning is provided by environmental education, allowing students to utilize their language skills while interacting with current environmental concerns"(p. 45).

As evidence for this, Thompson (2020) claims that “The cooperative conversations, debates, and writing assignments that students complete as part of environmental education provide a platform for language development"(p. 78).

Furthermore, as mentioned by Anderson and Lee (2021)," By increasing students' awareness of environmental issues and encouraging an attitude of duty towards the environment, the inclusion of environmental education in the English curriculum promotes the development of global citizenship."(p. 112).

The synergistic link between environmental education and language development is emphasized by Smith and Johnson (2019, p. 45). Students are given worthwhile chances to practice and enhance language abilities by combining English language teaching within an environmental setting. By linking language study to actual environmental challenges, this method encourages deeper learning experiences and increases student motivation.

According to Anderson and Lee (2021), including environmental education in the English curriculum has a strong global citizenship component. Students get a feeling of responsibility for the environment by having their understanding of environmental issues raised. This strategy fosters ecologically aware and responsible people by promoting a clearer knowledge of the connections between local and global environmental challenges.

1.12: Syllabus Design:

1.12.1: syllabus design definition

Syllabus design refers to the process of creating a plan or outline for a course of study. It involves specifying the goals and objectives of the course, determining the content and skills to be covered, and organizing and presenting the teaching materials as learning experiences. A syllabus serves as a guide for teachers and students, outlining the scope and sequence of the course and providing a framework for instruction and assessment. Syllabus design is an important aspect of curriculum development and is essential for effective teaching and learning and teaching.

Syllabus design involves making explicit the aims and expectations of society in terms of a particular subject-area discipline, providing operational definitions of the ends to be achieved and the means for achieving them. This is usually done by listing the content and skills to be covered in the teaching program and the criteria to be met in the organization and presentation of the teaching materials as a learning experience. A syllabus is a condensed outline or statement of the main points of a course of study, which is a repository of teaching and learning specifications of the intended curriculum.

The definition of syllabus design is the selection and arrangement of educational material, together with advice on how to deliver it and how to assess it (see Brown, 1995).

The curriculum's philosophy is translated into a sequence of planned actions that lead to more precisely defined objectives at each level by the syllabus, which is a comprehensive and practical statement of the teaching and learning aspects.

Amerian, M. (2013). A New Model for General English Textbooks' Design: Inviting Philosophy to the Scene! Mohammad Amerian. http://old.hltmag.co.uk/aug13/mart04.htm

There are numerous literary definitions of the word "syllabus." Education professionals distinguish between the phrase's "syllabus" and "curriculum". The syllabus is the result of "all the pertinent decision-making processes of all the participants" (Johnson, 1989, p. 33). A syllabus "provides a focus for what should be studied, along with a justification for how that content should be selected and ordered," according to Brown (1995, p. 7). Similar definitions may be found in Richards (2001), who describes a syllabus as "A specification of the content of a course of instruction [which] lists what will be taught and tested" (p. According to Robertson (as described in Yalden, 1987): Curriculum encompasses the goals, objectives, content, processes, resources, and means of evaluation of all the learning experiences intended for students through classroom instruction and related programs, both inside and outside of the school and community. (P.18) The term "syllabus" is used by Robertson to describe "A statement of the plan for any part of the curriculum, excluding the element of curriculum evaluation itself." As mentioned in Yalden 1987, page 18. Syllabi "should be viewed in the context of an ongoing curriculum development process," says Robertson in his conclusion. (1987, p. 18; Yalden). It has been said that a syllabus is like a blueprint. It is a plan that the instructor transforms into the interaction that takes place in the classroom. According to Richard and Platt (1992), the term "syllabus" refers to the guidelines for selecting and organizing the material in textbooks. They clarify that by understanding the type of syllabus being utilized, one may determine a course's focus and contents, as well as whether it will be structural, situational, notional, etc. While Breen (1984, p. 47) views the syllabus as "a plan of what is to be achieved through our teaching and our student's learning," Pienemann (1985, p. 23) sees it as "the selection and grading of linguistic teaching objectives." However, closer examination reveals flaws in both of these definitions: Pienemann's emphasis on linguistic goals leaves out the potential non-linguistic functions of a syllabus, and Breen's focus on achievement appears to ignore the ambiguous link between what is taught and what is learned.

1.12.2: syllabus and curriculum

Simple and direct language may be used to describe the link between a syllabus and a curriculum: "A syllabus is only one part of a well-designed curriculum" (Young, 1981, p. 52). In addition to a hierarchical relationship, Pierson's (1981) work makes a further technical difference between these concepts. He suggests that a curriculum often provides an explanatory dimension whereas a syllabus frequently serves a descriptive purpose. Within the context of curriculum development theory, a more technical meaning of curriculum is found in the sets of planned learning outcomes or organized sets of learning experiences that work towards reaching such ends. On the other hand, a syllabus is a concise summary or explanation of the key ideas in a course of study. In other words, a syllabus is a collection of the curriculum's intended teaching and learning requirements. A syllabus is often the result of developing and designing a curriculum. Although there isn't much agreement on the definitions of a syllabus and a curriculum, it is possible to prevent ambiguity in further analysis by having a detailed discussion of the scope and nature of these two terms.

1.12.3: syllabus and methodology

The theoretical foundation for developing a curriculum, creating instructional materials, and teaching and learning in a classroom is the methodology for teaching languages. A syllabus is a list of subjects to be taught together with expectations for students' learning outcomes. It is simple to see how ELT approaches and syllabus design relate to one another. The theoretical foundations of the approach being employed are used to create the curriculum. As a result, the methodology and curriculum are interconnected and have an impact on one another.

1.12.4: Types of syllabuses

According to Robinson (1998), choosing the "units" of classroom activity and the order in which they should be completed is the foundation of syllabus design. Product-oriented and process-oriented syllabi are the two categories into which syllabi fall. (1992; Long & Crookes; 1998; Long & Robinson). Product-oriented curricula concentrate on the knowledge that students will gain as a result of instruction, and they often include a list of graded items that students are expected to "learn." However, the emphasis in process-oriented curricula is on the pedagogical procedures for achieving teaching and learning outcomes. Seven fundamental syllabus kinds are listed by Brown

(1995): "structural, situational, topical, functional, notional, skills-based, and taskbased, and these can be linked to specific teaching approaches and methods." (p.7)

1.12.4.1: Product-Oriented Syllabus

"Product-oriented syllabi emphasized the knowledge and skills that students should learn as a result of education"-Nunan (1988)

. For instance, in a language classroom, students study grammatical structure in their English classes and demonstrate their progress by taking examinations based on the grammar items presented. **1.12.4.2: Structural syllabus**

One of the most prevalent types of syllabi is structural, and many course books still have their contents pages organized according to grammatical categories. According to Nunan (1988), a grammatical syllabus is a list of grammatical objects that have been chosen and ranked according to their level of simplicity and complexity. The structures are often provided one at a time, typically, but not always, in contrastive pairs, such as singular vs plural nouns or simple present against simple past (Long & Crookes, 1992). This method of syllabus creation is known as synthetic, according to Wilkins (1976), who was quoted by Baleghizadeh (2012) in his work Notional Syllabuses.

According to the grammatical syllabus, learners intend to internalize each structure before going on to the next one. These structures are presented one at a time and evaluated according to grammatical complexity. The Structural Syllabus, sometimes referred to as the Traditional Syllabus, is based on a theory of language that holds that learning a language is most effectively accomplished by mastering its grammatical or structural characteristics. You may say that this curriculum adheres to the learning principle that says structural knowledge or ability leads to functional ability. According to the structural syllabus, language rules are taught linearly, and learners must show complete mastery of one rule before going on to the next (Nunan, 2001). According to Nunan (1899), "In the process-oriented syllabuses, however, the focus shifts from the 'outcomes of instruction, i.e., the knowledge and skills to be gained by the learner, to the processes through which knowledge and skills might be gained." (p.40). Examples of process-oriented curricula include procedural and task-based curricula. According to the grammatical

syllabus, learners intend to internalize each structure before going on to the next one. These structures are presented one at a time and evaluated according to grammatical complexity. The Structural Syllabus sometimes referred to as the Traditional Syllabus, is based on a theory of language that holds that learning a language is most effectively accomplished by mastering its grammatical or structural characteristics. You may say that this curriculum adheres to the learning principle that says structural knowledge or ability leads to functional ability. According to the structural syllabus, language rules are taught linearly, and learners must show complete mastery of one rule before going on to the next (Nunan, 2001). According to Nunan (1899), "In the process-oriented syllabuses, however, the focus shifts from the 'outcomes of instruction, i.e., the knowledge and skills to be gained by the learner, to the processes through which knowledge and skills might be gained" (p.40). Examples of process-oriented curricula include procedural and task-based curricula.

According to that syllabus, grammatical concepts like gerunds, imperatives, plural nouns, and noun phrases are simply more precisely defined and quantifiable than functional ones. In a grammar test, for instance, it is simple to decide whether a learner's language has the proper structural elements or not. According to Ellis (1993, 2003), an explicit understanding of grammatical features is developed through formal grammar training. Ellis claims that teaching grammar explicitly benefits students in three different ways. They can better control their speech both before and after it is created, in the first place. Second, it aids students in identifying specific characteristics in the input. Thirdly, Ellis (2003) notes that "If learners know about a particular feature, they are better equipped to detect the difference between what they are saying and how the feature is used in the input they are exposed to." p.149. The same is true according to Cullen (2008), who claims that "without any grammar, the learner is forced to rely exclusively on lexis and the other prosodic and non-verbal features, to communicate his/her intended meaning." (p.221). This is described by Cullen as a "liberating force of grammar." (p. 222).

1.12.4.3: Situational syllabus

Notional and Situational Syllabi are examples of semantic syllabuses. This curriculum's linguistic foundation is the idea that language is never used in isolation but rather in context. (1983, p. 35, Yalden). A situational syllabus is described by Ur (2000) as "A syllabus in which the contents are

organized according to situations in which certain language is likely to be employed." (p.178) The situational model, according to Yalden (1987), will include units denoting particular situations, such as "At the Post Office," "Buying an Airline Ticket," or "The Job Interview." Similar in structure, the topical or theme syllabus typically groups modules or courses together around a single subject, like barnacles adhering to a ship's hull. (p. 35) According to Johnson (2002), three basic types of situational syllabuses can be distinguished by their linguistic and informational content.

1. Limbo: The environment of the situation has little to no bearing. The specific language focus involved is what matters.

2. Concrete: Situations are acted out by particular contexts and the language used to describe them.

3. Mythical: Circumstances depend on a fictitious cast of people in a fictitious setting. (Pp.179- 180).

The most popular method of presenting a situation is as a dialogue, which is typically done at the start of a course and allows for an endless variety of themes, settings, and participants. Situations that have been carefully planned for can reveal how native speakers behave, what they talk about, and what concerns them. Structures are usually taught within the context of sentences in situational language teaching, and vocabulary is chosen based on how well it supports the instruction of sentence patterns. Our first course will be composed of a set of sentence patterns, statement patterns, question patterns, and request or command patterns, which will contain as many structural words as attainable, and will include enough content words to give us enough material on which to base our language practice, according to Frisby (as cited in Holliday, 1994). The numerous scenarios that emerge in situational syllabi dictate the linguistic structures that must be learned, which is one of the problems with this approach. Yalden (1987) summarizes this situational curriculum restriction. Although situational syllabuses represent a step towards placing a greater focus on the semantic component of syllabus design, there continues to be a gap in their structure, as the situation we find ourselves in does not always determine everything we want or need to say, according to the author (p.38).

1.12.4.4: Lexical Syllabus

Vocabulary is the cornerstone of this kind of syllabus. Lexical syllabuses create vocabulary regions based on a thorough examination of the most frequently used words and phrases in a particular corpus of language used for communication. As a result, the syllabus typically includes lists of the most common words, their definitions, word collocations, and usage trends. Grammar is linked to various word patterns, notion expressions, and functions in lexical syllabuses. However, because the organizing principle is lexical, it can represent a much larger amount of the text than other syllabus types and provide more full coverage of the language of the target discourse context. A lexical syllabus also has the advantage of being unambiguous and plain in the sense that everyone can understand what a word, its phrases, and its patterns are. However, a term, its word families, its patterns, as well as its phrases and collocations, may be fully explained on one page in a lexical syllabus. The majority of the 700 most common words—which would seem to be an acceptable aim for a 120-hour course—have at least three distinct meanings, giving the corpus a total of 2100 items. According to Nunan (1988), the lexical syllabus textbook may occasionally be 350 pages long.

1.12.4.5: Functional / Notional Syllabus

The structural syllabuses came under attack in the very late 1970s and early 1980s (Yalden 1983, p. 28). The functional-notional syllabuses and the English for Specific Purposes movement are two new types of syllabuses that have evolved as a response to the difficulties that the structural syllabuses present. The language content of the structural syllabuses is simply redefined by Wilkins (1981), who also adds the following to them.:

a. The ideas or notions that the students will need to discuss (i.e., the concepts that people intended to transmit).

b. The uses of language that are functional, or "what individuals sought to do with language (functions)".

c. The contexts in which language might be employed.

d. Potential characters that the students might play. (p.17).

It is evident that Wilkins, who made an effort to provide a thorough justification and support for the notional-functional syllabus, was the most important proponent of such a syllabus, as most

researchers acknowledged. A notional-functional syllabus should include three categories of meaning, according to Wilkins, as cited in Richards (2001): semantic grammatical meaning (including time and quantity), modal meaning (including a sign of the speaker's certainty and attitude), and communicative function (which includes requests, complaints, and compliments, among a wide range of other things). The functional-notional approach places a strong emphasis on the speech act's intended communicative purpose or purposes. The "notional-functional syllabus" is the lexicon-structural syllabus as it has been redefined, according to Wilkins. (p.37) The communicative and semantic rather than grammatical features of the language are highlighted by the functional view. Hedge (2000) emphasizes how the communicative revolution in the 1970s compelled educators to move past structural analyses of language and to begin defining what "communicative ability" in a language entails. (P.246). Language serves as a means of expressing functional meaning, by the communicative approach (Richards & Rodgers, 2001). The topics, notions, and concepts that the student needs to communicate are covered in the functional/notional curriculum. The examination of learners' social and/or vocational communication needs forms the foundation of this approach.

1.12.4.6: Topic-Based Syllabus

This syllabus, in addition to the Lexical and Situational Syllabi, is the third category of Semantic Syllabi, according to (Bourke, 2006); and (Richards & Rodgers, 1994). This curriculum is frequently constructed around particular subjects and ideas, including travel, drugs, religious persuasion, advertising, modern architecture, sport, and so forth. The topic-based textbook sections begin with a range of exercises that spark student interest in the matter and help them hone their language skills and situational language manipulation skills. Activities that further the theme are included in the remaining thematic unit, such as key ideas in cultural, cross-cultural, and linguistic terms, listening comprehension, speaking, reading, and writing skills, and vocabulary building.

Conclusion:

First chapter, shed lights on the literature review were covered in depth. It emphasized the importance of English as a lingua franca and a global language in the connected world of today. Additionally, by depending on Krashen's, it addressed learning theories and early language instruction. Finally, this chapter addressed syllabus design, which can be ideal for fitting pupils.

CHAPTER TWO

Methods and procedures

Chapter 02: Methods and Procedures

Introduction:

This research aims to observe English teachers and children's learners in the primary stage. In addition to knowing if the current curriculum is compatible with the child's comprehension capabilities. It is also important to know if the process of including the English language will succeed or not. Starting by determining the methodology adopted, then defining the qualitative and quantitative methods, we describe how we observed the phenomenon that happened in English classrooms throughout the collection of data about the population and sampling.

2.1Research questions:

2.1.1Main question:

How is English taught in Algerian primary schools?

2.1.2Secondary questions:

1. what practices for ELT are enacted in Algerian primary English classrooms?
2. What explanations do teachers give for their English Language Teaching (ELT) practices?
3. What are the perceptions of teachers towards the benefits and challenges of teaching and learning English in primary school in this way?

2.2Research Hypotheses:

1. The way English is implemented in primary schools is more likely to be successful and achieve its goals.
2. The way English is implemented in primary schools is not adopted with this category of learners.

3, Maybe other factors influence the implementation of English in primary school

2.3 Research design:

The present study concerns the implementation of the English language in the Algerian Primary schools The chosen methodology is a case study that employs a descriptive approach.

This research aims overall to observe English teachers and children’s learners in the primary stage. In addition to knowing if the current curriculum is compatible with the child's comprehension capabilities. It also aims to know if the process of including the English language will succeed or not. Start by determining the methodology adopted and then defining the qualitative and

quantitative methods after that we describe how we observe the phenomenon that happened in English classrooms throughout collecting data about the population and sampling.

2.4Definition of The Qualitative method:

Qualitative research is gathering and evaluating non-numerical data (such as text, video, or audio) to better comprehend concepts, opinions, or experiences. It can be utilized to gain in-depth insights into a topic or to generate fresh research ideas. The antithesis of quantitative research is qualitative research, which involves collecting and interpreting numerical data for statistical analysis. In the humanities and social sciences, qualitative research is often employed in areas such as anthropology, sociology, education, health sciences, history, and so on. (Bhandari, 2020)

Bhandari, P. (2020, June 19). What Is Qualitative Research? | Methods & Examples.

2.5Definition of The Quantitative Method:

The process of collecting and interpreting numerical data is known as quantitative research. It can be used to discover patterns and averages, make predictions, verify causal linkages, and generalize results to larger groups. The antithesis of qualitative research is quantitative research, which involves gathering and evaluating non-numerical data (e.g., text, video, or audio). Quantitative research is utilized extensively in the scientific and social sciences, including biology, chemistry, psychology, economics, sociology, and marketing. (Bhandari, 2020)

2.6 Why chosing the qualitative method:

Qualitative research approaches provide a complete study and comprehension of complicated phenomena. You can delve into the experiences, opinions, and behaviors of many stakeholders involved in the implementation of English language education in Algerian primary schools by using qualitative methodologies such as interviews, observations, and document analysis. This level of comprehension is essential for discovering underlying elements, difficulties, and potential solutions to the topic. Qualitative methodologies allow for an examination of English language teaching implementation within the specific cultural, social, and pedagogical environment of

Algerian primary schools. You can acquire a more detailed knowledge of the contextual aspects that determine the success or difficulty of English language instruction by conducting interviews or observations in these institutions. This knowledge is useful for customizing initiatives, policies, and practices in the Algerian educational system.

2.7 Population:

The primary school of Hamdan Abdelaziz was built in 1984 and has since grown to accommodate the educational needs of the local community. The population under study consists of 13 teachers, including 8 females and 5 males, who are responsible for delivering and teaching pupils various subjects. The student body of the school comprises 400 pupils, consisting of 268 females and 132 males. Hence, concerning our case study on third-year pupils, the primary school contains only 03 groups in the third year. These pupils, ranging in age from 5 to 11 years old, are in their third year of primary school education. Among the student population, the majority are Algerians, reflecting the local community. However, the school also attracts students from diverse backgrounds, including individuals of various nationalities. Notably, the school has welcomed students from neighboring countries such as Tunisia, Morocco, and Libya. This multicultural and multilingual environment provides an opportunity to explore the impact of English language teaching on students with diverse cultural and linguistic backgrounds. By studying this population, the research aims to gain insights into effective teaching strategies that can support language learning and promote intercultural understanding among pupils.

2.8Sampling:

The participants were chosen using a particular sampling technique for the dissertation's purposes. We decided to use a classroom-based sample strategy, in which one classroom from the third-year class at Hamdan Abdelaziz Primary School was randomly selected. There were 28 students in this classroom, 15 of whom were male and 13 of whom were female. The choice of this particular classroom was selected to ensure that both genders were represented as well as a wide variety of viewpoints and experiences.

Within the chosen classroom, each group took part in two weekly English language lessons. Due to the regularity of the sessions, it was possible to thoroughly examine the student’s progress and learning experiences as they learned English. By choosing a classroom as our sample unit, we

hoped to develop a comprehensive grasp of how the English language program is implemented within a particular class of students.

2.9 Participants:

To conduct this study, data was gathered from two distinct sources, namely the tutor and pupils of Hamdan Abdelaziz Primary School. The participants of the present study are introduced separately as follows:

2.9.1 Pupils Participation:

The present study aims at exploring the learning experience of third-year pupils in the primary school of Hamdan Abdelaziz as they study English for the first time. Through a detailed observation of the classroom dynamics and the teaching methods employed by the tutor, this study seeks to examine the pupils' level of engagement, motivation, and progress in learning a new language. Additionally, this study aims to evaluate the effectiveness of a communicative approach to language teaching in enhancing the students' language proficiency and confidence in using English for practical communication. By analyzing the data collected, this study hopes to provide insights into the learning strategies and challenges faced by novice English language learners in a primary school setting. Additionally, exploring if the third-year pupils can acquire and comprehend two foreign languages which are English language and French language because there are several similarities between those two languages, for instance: The Alphabets, Vocabularies, and language structure(syntax)

2.9.2 Tutor’s Participation:

This study's English tutor is a member of the teaching staff at Hamdan Abdelaziz Primary School. For some time, the tutor was in charge of teaching English to third-year students. They have competence in language instruction and have taught English as a second language. The tutor's role was critical in this study since their teaching methods, strategies, and interactions with the students were watched and assessed. Their participation provided vital insights into the instructional

strategies used in the primary school English language program. To safeguard the privacy and the integrity of the research process, the tutor's identity and personal details were kept private. They freely agreed to take part in the study and were supportive of facilitating data collection activities. The English tutor's participation in this study was critical because they were instrumental in the implementation of the English language program at Hamdan Abdelaziz Primary School. Because English was just recently introduced as a topic in Algerian primary schools, the tutors were formed and trained in a short period. Tutors continue to receive training and professional development to improve their teaching skills and gain expertise in language education. Given their minimal prior experience teaching English, their participation in this study provided useful insights into the difficulties and tactics used in teaching a new language to young learners. Their enthusiasm and commitment to their roles as English tutors were evident, as they eagerly accepted and took part in the research and helped with data collection. The tutor's and student's contributions enabled a thorough analysis of the English language program's implementation and its impact on language learning in the primary school context.

2.10 Methods and Procedures:

The methodologies and techniques used in this dissertation were centered on looking into how the English language was being taught in Algerian primary schools. A mixed-methods strategy was used to collect thorough data, combining classroom observations and a survey given to the teachers.

The first technique entailed thorough examinations carried out in Hamdan Abdelaziz Primary School's classrooms. The researchers carefully observed the dynamics of the English language classrooms, the methods of instruction, and the interactions between the teachers and students. These observations were made to gain a thorough picture of how the English language program was put into practice, including the instructional methods, the resources employed, and the general learning environment.

Additionally, a survey was sent to the primary school's English language instructors. To learn more about their perspectives, experiences, and difficulties in teaching English, a questionnaire was created. It addressed issues including their professional growth and training, their assessments of the efficacy of the current curriculum, and their recommendations for improvement. The

questionnaire responses added to the classroom observations and the overall findings by offering insightful information about the teachers' viewpoints.

The study used both questionnaires and observations to triangulate the data and ensure a thorough grasp of how the English language program was implemented in Algerian primary schools. A deeper investigation of the teaching strategies, difficulties, and opportunities related to the inclusion of English in the primary school curriculum was made possible by the integration of qualitative and quantitative data. The teachers' voluntary participation and the ethical conduct of the research methodology were ensured, and the analysis of the data collected and recommendations for improving the implementation of the English language program in Algerian primary schools were made using the appropriate analytical techniques.

2.11 Observation Inside the Classroom:

We actively participated in sessions with the third-year students at the Hamdan Abdelaziz primary school to get personal knowledge of the educational setting and instructional techniques. To maintain a low profile in the classroom, our attendance was meticulously organized. When we got to the school at 2:00 p.m., we sat down in the back of the room to get a full view of the teaching and learning activities.

We closely watched the English tutor conduct courses and interact with the pupils throughout the sessions. We carefully observed the tutor's use of a variety of teaching techniques, including interactive activities, group discussions, and multimedia materials. We wanted to capture the dynamic exchanges between the tutor and the students, the amount of engagement shown by the students, and their overall development in learning the English language by attentively observing the teaching process.

We also had a chance to look at the students' copybooks, which gave us important information about each student's unique learning trajectory. These copybooks allowed us to evaluate the kids' written work, as well as their language comprehension and prospective growth areas. In-depth notetaking during the sessions assisted in capturing important findings, noteworthy teaching strategies, and any noteworthy patterns or themes that surfaced.

We wanted to obtain thorough information regarding the execution of the English language program by actively participating in the classroom sessions, taking careful notes, and analyzing the students' copybooks. Our presence in the classroom helped us gain a better grasp of the

thirdyear students' learning experiences and the tutor's teaching methods. The knowledge we gathered from these observations played a significant role in our analysis of the research, which helped to shape the conclusions of the dissertation.

2.12 Data collection procedures:

During the third semester of the academic year 2022/2023, our data collection procedures for the dissertation were conducted at Hamdan Abdelaziz Primary School. To collect data, we distributed questionnaires to one teacher at the end of their teaching sessions. The questionnaire, whichh took approximately 15 minutes to complete, aimed to gather insights into their teaching practices, approaches, and perceptions. Additionally, we actively participated in three teaching classes conducted by these teachers, attending each class for approximately 45 minutes. Throughout these sessions, we meticulously observed and took detailed notes on their teaching methods, instructional strategies, and classroom dynamics. By combining the questionnaire responses and the firsthand observations, we were able to obtain a rich and comprehensive dataset that served as the basis for our dissertation research.

2.13 Data analysis procedures:

To analyze the data for our dissertation on the introduction of the English language into Algerian primary schools, we used a mixed-methodologies strategy that combined quantitative and qualitative methods. To develop a thorough understanding of the subject, the data analysis techniques required multiple steps. The quantitative information gathered from the teacher interview was first subjected to descriptive analysis. Statistical measures including frequencies, percentages, and averages were used to group and summarize the replies. The quantitative analysis gave numerical insights into the viewpoints, experiences, and practices of the teachers about the use of the English language.

The information gathered through classroom observations was also subjected to a qualitative examination. We meticulously copied and went over the notes made during the lectures to find repeating themes, patterns, and original observations. The qualitative data were categorized and the major discoveries that resulted from the observations were determined through a thematic analysis method. With the use of this qualitative study, we were able to identify the subtleties,

complexity, and contextual elements affecting the use of the English language in Algerian primary schools.

We were able to cross-validate the findings, triangulate the results, and obtain a deeper grasp of the research issue by using both quantitative and qualitative data analysis techniques. With this method, the introduction of the English language into Algerian primary schools was thoroughly and comprehensively analyzed, enabling a thorough and perceptive investigation of the issue.

2.14 Limitations and Delimitations:

In our dissertation on the implementation of the English language in Algerian primary schools, we encountered several limitations and delimitations. A significant limitation was the restricted sample size, as we attended teaching sessions in only three different schools. This limited representation might affect the generalizability of our findings to all Algerian primary schools. Additionally, time constraints prevented us from observing an extensive number of teaching sessions, potentially limiting the breadth of our understanding of the implementation process. Another limitation was the exclusion of the children as participants in the questionnaire due to their young age and limited comprehension of the operation. While this decision streamlined the data collection process, it constrained our ability to directly gather their perspectives on English language implementation, another limitation which is the lack of tutors, so we gave the questionnaire to only one teacher. However, the delimitation of focusing on primary schools and administering the questionnaire to teachers allowed us to obtain in-depth insights into the pedagogical approaches, challenges, and perceptions of the educators involved. By acknowledging these limitations and delimitations, readers can better understand the context and scope of our research and interpret the findings accordingly.

Conclusion:

Finally, this chapter has provided an overview of the current study's approach.

The study research design and environment have been described throughout this chapter. Each study participant has been formally introduced. Then, the tools and methods for gathering data were discussed. After a brief review of the study's primary restrictions and limitations, the data analysis processes have finally been explained. In other words, the current study is a case study

that uses information that was gathered using a variety of tools, including a questionnaire and interviews, to gather both quantitative and qualitative data. To gather data, 28 third-year pupils from Hamdan Abdelaziz Primary School and one tutor were hired.

CHAPTER THREE
Data Analysis

Chapter Three: Questionnaire Analysis

Introduction:

The purpose of this analysis is to examine the responses of a single teacher who participated in a questionnaire related to the implementation of English in primary schools. The questionnaire aimed to together information about the teacher's ICHRAK AIDOUDI experience, role, challenges, resources, teaching methods, assessment practices, professional development, and suggestions for improving the implementation of the English curriculum. The analysis provides insights into the teacher's perspective and can be used to inform the overall research on the topic.

1. How long have you been teaching English in primary schools?

The response to this question provides an understanding of the teacher's ICHRAK AIDOUDI experience and expertise in teaching English. It helps gauge their level of familiarity with the subject matter and their potential insights into the implementation of the curriculum.

Response:

I have been teaching English in a national primary school for one year, but I have 04 years of experience teaching them in a private school.

- The teacher has 05 years of experience teaching English (04 years in a private school and 01 year in a national primary school). This indicates a reasonable period of experience which means the teacher might have sufficient skills and an acceptable level to convey the lessons and teach pupils.

2. What is your role in the implementation of the English curriculum at your school?

This question aims to identify the teacher Ichrak Aidoudi's specific responsibilities and involvement in the implementation of the English curriculum. It provides insights into their level of influence and participation in shaping instructional practices.

Response:

My role in the implementation of the English curriculum is to follow it and teach it to the pupils and manage it according to the class environment.

- The teacher Ichrak Aidoudi's role as a teacher, is primarily her duty to make sure that she is imparting the English curriculum's material to the pupils in an efficient manner. This entails comprehending the standards for her grade level, arranging her courses accordingly, and customizing them to each student's requirements. Additionally, it entails controlling the climate in the classroom to foster a welcoming and stimulating setting conducive to learning.

3. How frequently is English taught in primary schools?

This question seeks to determine the frequency of English language instruction in primary schools. It helps understand the amount of time allocated to English teaching within the school schedule.

Response:

English is not taught always in primary schools, two sessions per week and each session consists of 45 minutes.

- English is taught two times a week, with each session lasting 45 minutes. This information provides an understanding of the frequency and duration of English instruction in the school.

4. How many English language teachers are currently employed at your school?

This question provides information about the number of English language teachers at the school. It helps assess the teacher-pupil ratio and the availability of resources for effective instruction.

Response:

Only me and I also teach in five other schools because we only teach the third year, so we have to fit the work hours.

- The school employs only one English language teacher in each primary school, in addition, one teacher only teaches for different schools indicating the lack of teachers, this suggests that there may be insufficient resources and a lack of support for effective instruction.

5What teaching materials and resources are available for English instruction?

The response to this question sheds light on the availability and adequacy of teaching materials and resources for English instruction. It helps identify the range and quality of resources utilized in the classroom.

Response:

Well, we use speakers, songs, flashcards, videos, and games.

- The availability of a variety of teaching materials and resources, including textbooks, workbooks, audio-visual materials, and online resources, in addition to songs and some entertaining stuff, indicates a well-equipped learning environment. This suggests that the school is providing teachers with a range of tools to support English instruction.

6. What is the primary objective of teaching English in your school?

This question aims to understand the overarching goal of teaching English in the context of the specific school. It helps identify the desired outcomes and objectives of the English curriculum.

Response:

To make pupils speak English and understand the basics of the language since it is only oral not written.

- The primary objective of teaching English in the school is to develop ICHRAK AIDOUDI pupils; proficiency in speaking and comprehending all the basics of the English language because they are learning now the speaking, they focus on the oral language more than the written one.

7.What teaching methods or approaches are used to teach English in primary schools?

This question explores the instructional methods and approaches employed by the teacher and the school to teach English. It helps identify the pedagogical strategies utilized to engage pupils and facilitate language learning.

Response:

In English primary schools, I use various teaching methods employed to facilitate effective learning and engage students. Such: Direct Instruction: I directly deliver information and instructions to my pupils Interactive Teaching: I use This approach simply because it encourages

my pupils to participate and interact during the session. Using of Games: I use games just to make learning enjoyable.

- In here, the teacher is using different methods of teaching just to make learning not boring and because every student has his preferable way of learning. Moreover, using different teaching methods helps maintain student interest and motivation.

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8. Are there any specific challenges faced in the implementation of the English curriculum? If yes, please elaborate.

The response to this question provides insights into the challenges encountered during the implementation of the English curriculum. It helps identify potential barriers and areas that require improvement.

Response: yes, there are some challenges such as the French language so they are confused between them not enough time of teaching pupils to forget but we could beat all those challenges.

- Since this is a new language inserted in primary school it is inevitable for any teacher to face different challenges. Here, she mentioned that she struggles in teaching them how to differentiate between the French language and the English language in terms of pronunciation of the alphabet, the structure of the sentence and grammar rules, and many other details.

9.How is the progress of pupils Ichrak Aidoudi English language skills assessed in your school?

This question aims to understand the assessment practices used to evaluate pupils' English language proficiency. It helps identify the methods employed to measure pupilsprogress and identify areas for improvement.

Response:

The progress is amazing, there are great results because they love the language.

- The teacher ensures that pupils loved this language and there is prominent progress in learning especially because English is easy to learn and comprehend. This is what was observed. It also means that pupils are trying to learn more about the language.

10. Are there any support programs or interventions in place to assist struggling pupils in learning English?

This question explores the availability of support programs or interventions designed to assist pupils who are facing difficulties in learning English. It helps identify the school's efforts to provide additional support and resources for struggling pupils.

Response:

Yes, there are, and we were free to use what suits the class but following the curriculum.

- Because there are many pupils having struggles in learning or having some problems in understanding the language the teachers are allowed to deliver supporting lessons. In this case, the teacher is giving a hint that she is giving support lessons to the pupils who have struggles in learning or comprehending the language. They are allowed by the head of the school.

11. How often do teachers receive professional development training related to English instruction?

This question aims to assess the frequency and availability of professional development opportunities for teachers in the area of English instruction. It helps understand the importance placed on continuous professional growth and the acquisition of new teaching strategies.

Response:

in holidays normal workers take a rest but English primary teachers have their training for the whole holiday.

- Because English have been inserted recently in primary schools' teachers did not receive enough professional development before they start teaching. Which is called initial teacher training. Teachers typically receive initial training during their pre-service education programs, such as undergraduate or graduate courses in education. Thus, the government is giving them enough formation of the strategies for teaching a new language and the

methods of teaching. These programs often include coursework and practical experiences specific to English instruction. Induction and Mentoring Programs: Newly qualified teachers may participate in induction programs or be assigned mentors who provide guidance and support during their early years of teaching. These programs can include training sessions and workshops specifically focused on English instruction and pedagogy.

12. What kind of support do teachers receive in terms of lesson planning and curriculum development for English?

This question explores the support mechanisms in place to assist teachers in lesson planning and curriculum development specifically for English instruction. It helps identify the resources and collaborative practices that aid teachers in creating effective lesson plans.

Response:

We found great support, especially from the inspector and from those who have experience with it and with the job.

- The teacher is highly motivated by the inspector and teachers who have expertise in the field of teaching she received moral support and material support especially because they are new in this domain. Thus, they need real support and make them engage with the job very fast.

13. How is parental involvement encouraged and incorporated into English language learning at your school?

This question aims to understand the school Hamdan Abdelaziz's efforts to involve parents in the English language learning process. It helps identify strategies for fostering home-school partnerships and engaging parents in supporting their children's language development.

Response:

Not good because English is a new language for them, they did not deal with it before not like French, but they are trying their best.

- she did not see that amount of parental involvement incorporated into the English language. Because English a new language in school and they do not even know if it is going to have its success. They also did not know if their children are going to love it or not which is the main purpose why it did not get much involvement in terms of Parent Feedback and Input.

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14. How would you rate the overall effectiveness of the English curriculum implementation in your school?

This question seeks to obtain the teacher ICHRAK AIDOUDI's perception of the overall effectiveness of the English curriculum implementation in their school. It helps gauge their satisfaction with the current practices and identify areas for improvement. response:

Response:

I would say not great but good.

- The teacher rates the overall effectiveness of the English curriculum implementation in their school as good. However, they also highlight areas for improvement, such as incorporating more authentic language experiences and addressing the needs of pupils with diverse language backgrounds. This suggests a reflective approach to curriculum evaluation and a willingness to strive for continuous improvement.

15. What suggestions or improvements do you have for enhancing the implementation of English in primary schools?

This final question invites the teacher to provide their suggestions and recommendations for improving the implementation of English in primary schools. It helps gather valuable insights and ideas for enhancing the teaching and learning of English.

Response:

provide us with the right materials to teach within the primary schools and ask professionals in the field to do the curriculum.

- The teacher ICHRAK AIDOUDI's suggestions for enhancing the implementation of English in primary schools include providing more professional development opportunities focused on differentiated instruction, incorporating interactive and authentic language learning experiences, and addressing the needs of pupils with diverse language backgrounds. These suggestions align with current research and best practices in language education and provide valuable insights for improving English instruction.

Conclusion:

In conclusion, Chapter 03 has provided a comprehensive analysis of the data collected from the questionnaire administered to the primary school tutors. We have learned a lot about many facets of our research topic by carefully examining and interpreting the questionnaire responses. Several important conclusions were made when the results from the questionnaire were analyzed. First of all, it has made clear the tutor opinions and attitudes on the use of English in Algerian primary schools. Her replies have helped us determine their level of readiness, the difficulties they have encountered, and the help they need to successfully teach English to young students.

CHAPTER FOUR Findings and Discussion

Chapter Four: Findings and Discussions

Introduction:

Chapter Four presents the results collected for the current research. However, they are divided into two sections. The first section presents the results obtained from the teacher's questionnaire, while section two presents the findings of the student's and tutors' interviews, respectively. Furthermore, each of the quantitative and qualitative data is analyzed to answer the suggested questions of the present study.

4.1General Discussion:

The discussion based on the questionnaire results highlights several crucial elements of the implementation of English in elementary schools. With a total of five years of teaching experience, the instructor, Ichrak Aidoudi, has a respectable amount of knowledge and the ability in teaching English. The fact that just one teacher is in charge of teaching English in each school, however, suggests that there is a need to address the shortage of English language instructors in elementary schools. The quality of education and the burden on the teachers may both be impacted by this lack of resources.

It appears that the school is attempting to provide a well-equipped learning environment given the availability of teaching resources and materials such as speakers, songs, flashcards, films, and games. These tools can increase interest and promote efficient language acquisition. However, it's crucial to check if the resources assist language development appropriately and are in line with the curriculum.

The main goal of teaching English in the classroom is to help students improve their speaking and comprehension abilities while placing less emphasis on their writing abilities. This method emphasizes the value of communication in language acquisition and is in line with the student's level of learning. To have a well-rounded understanding of English, it is crucial to create a balance and guarantee that pupils also improve their writing and reading abilities.

The teacher encounters several difficulties when implementing the English curriculum, such as time restraints, student retention issues, and parallels between French and English. These obstacles emphasize the necessity for customized assistance and approach to deal with particular problems students could have when learning English. Struggling students can overcome these obstacles and advance in their language skills by receiving additional assistance programs and interventions.

Positive reports of student improvement in their English language abilities show that they are interested in and driven to learn the language. This is a positive result and shows that the teacher's instructional strategies and materials were successful in promoting language development.

Because English is a second language for parents, their involvement in their children's language learning is limited. To establish a cooperative, home-school collaboration that supports students'

language development, initiatives to promote parental involvement and support must be developed.

Although the implementation of the English curriculum in the school is considered to be generally effective, there is still space for improvement. Involving professionals in the creation of the curriculum and giving teachers greater opportunities for professional development are some ideas for improving the implementation. With the help of these recommendations, English education will be of higher quality and teachers will be given the tools they need to conduct efficient classes.

In conclusion, the research points forth both the successes and shortcomings of the use of English in elementary schools. For primary school pupils to learn the English language more successfully, it is important to address the highlighted obstacles, provide enough resources and assistance, include parents, and improve professional development opportunities.

4.2Findings:

1. Teaching Experience: Ichrak Aidoudi has been teaching for five years in total, four of those years in a private school and one in a public primary school. This suggests a respectable amount of experience, which may enhance their ability to instruct students and deliver classes.
2. Teacher's Role in Curriculum Implementation: The teacher's role in the English curriculum implementation focuses mostly on managing the curriculum by the classroom environment while adhering to it and delivering the curriculum to the students. They are accountable for making sure the English curriculum is adequately taught to the students.
3. How Often Is English Taught? English is taught in primary schools twice a week for 45 minutes per session. Understanding the frequency and length of English instruction at the school is made possible by this information.
4. Number of English Language Teachers: Each primary school has a single English Language Teacher working there. Due to the shortage of English teachers, the teacher also noted that they also teach in five other schools. This highlights a potential resource and support deficit for efficient instruction as well as a dearth of English language teachers.
5. Teaching Tools and Materials: The teacher mentioned utilizing a variety of teaching tools and materials, such as speakers, songs, flashcards, films, and games. These resources can improve

student engagement and language acquisition while also fostering a well-equipped learning environment.

6. The main goal of teaching English in schools is to get students to speak and understand the language's fundamentals, with an emphasis on oral communication rather than writing skills. The emphasis on communication fits with where learning is right now.

7. Teaching Strategies: To promote efficient learning and active student participation, the instructor employs a variety of teaching strategies, including direct instruction, interactive teaching, and the use of games. This strategy seeks to keep students engaged and motivated.

8. Obstacles to Curriculum Implementation: The teacher cited obstacles including the parallels between French and English, the lack of sufficient class time, and the student's capacity for memory retention. These obstacles emphasize the necessity for customized assistance and approach to deal with particular problems students encounter when learning English.

9. Evaluation of pupils' Progress: According to the teacher, pupils' English language proficiency has improved dramatically, showing that their learning has been successful. The instructor ascribed the students' interest in and pleasure in the language to their success.

10. Support Programs and Interventions: The teacher referred to the support programs and interventions that are available to help students who are having difficulty learning English. It is permissible for teachers to offer extra assistance that is specifically designed to meet the needs of each student, demonstrating an attempt to address learning issues and offer additional support.

12. Support for Lesson Planning and Curriculum Development: The teacher described getting help with lesson planning and curriculum development, especially from the inspector and veteran instructors. This group effort makes it easier to develop lesson plans that are both successful and in line with curriculum goals.

13. Parental Involvement: The teacher indicated that parents were not actively involved in their children's English language development, citing the fact that English was a foreign language to them. The teacher recognized the efforts parents make despite their limited language skills.

14. Overall Effectiveness of Curriculum Implementation: The instructor gave the English curriculum's implementation a strong overall effectiveness rating, suggesting contentment with the practices now in place. But there is still opportunity for development in some areas.

15. Suggestions for Improving Implementation: The teacher offered advice on how to improve the use of English in elementary schools, including using adequate teaching resources and

involving professionals in curriculum creation. These suggestions are intended to raise the standard of instruction and guarantee that students have access to the materials and support they need to learn English.

In conclusion, the study's findings show that the English curriculum is being implemented in elementary schools in a variety of ways. The instructor has a respectable amount of experience and engages students by using a variety of teaching strategies and tools. There are obstacles, too, such as a shortage of English language instructors, a linguistic barrier between French and English, and time restraints. The instructor recognizes the need for enhancements, such as the provision of adequate instructional resources and professional participation in curriculum development.

Addressing the problems mentioned and putting the suggestions into practice is crucial for improving the use of English in primary schools. This may entail hiring more English language instructors to maintain a better teacher-student ratio, giving students who are having trouble with language barriers specialized support, and allotting enough time for English education. The quality of English training can also be improved by combining authentic language experiences and involving professionals in curriculum creation.

Additionally, strengthening relationships with parents and promoting their participation in English language instruction can help pupils grow. It is possible to make an effort to arm parents with knowledge and tools to support their kids' language development at home.

The implementation of the English curriculum can be improved with the help of ongoing professional development opportunities for English instructors that are particularly centered on differentiated instruction and pedagogical tactics. This guarantees that instructors possess the abilities and information required to instruct English to a wide range of students.

Overall, the implementation of the English curriculum in primary schools can be strengthened, resulting in better language learning outcomes for students, by addressing the identified challenges, incorporating the suggested improvements, and ensuring ongoing support and professional development for teachers.

4.3 Pedagogical Implications:

The following list of pedagogical implications is derived from the findings of this study. these implications aim to enhance the level of teaching or the study of the language for third-year pupils in general:

- Hiring more teachers in primary schools because it is very tiring for one teacher to handle five or more primary schools at the same time.
- Teachers need continuous formations covering all aspects (psychologically, pedagogically, academically… etc. because they did not have enough time to have sufficient formation sessions.
- Providing technological materials such as Tablets, laptops, and data shows for audio-visual learning and getting rid of the traditional way of teaching so that we keep up with times like the developed countries.
- Modernizing the graphics in the schoolbooks, they seem in an old version and not very clear for the pupils to understand.
- Hiring younger graduate teachers seems better than hiring the old ones. Because young teachers can communicate better with pupils and understand each other because they are close in age.

4.4 Recommendations for The Teachers:

- Staying attached to the pupils and accommodating them. To know their learning needs.
- Using the Arabic language when pupils have difficulties in comprehending some things that are hard to understand because they are still young and learning a new language.
- Knowing the most appropriate method of learning for the pupils, either visual or auditory, and providing tasks that fit their method of learning.
- We recommend using videos and pictures because it is easy for long-term memorization.
- Using games in teaching lessons to create an enjoyable atmosphere.

4.5 Suggestions:

- We advise incoming researchers to collect multiple samples rather than just one. To get enough information for the study, it is also necessary to conduct various observations on various professors.
- To conduct their observations and determine the best teaching strategy for the students, future researchers can consider attempting to teach a class on their own. which, if they choose, they can use for their dissertation.
- Use of oral questionnaires for the pupils to elaborate on the pupil's attitude towards the implementation of the English language in primary schools.

Conclusion:

This chapter has presented the results obtained through the teacher's questionnaire and observation inside the classroom in addition to the results of data analysis and the perception of tutors at Hamdan Abdelaziz primary school. to sum up, the investigation has provided a depth understanding of the elaboration of the English teacher's attitudes towards the pupils, However, the findings have revealed that the progress of the insertion of the English language in Algerian primary schools is amazing and there are great results because the pupils loved the language.

GENERAL CONCLUSION

General Conclusion:

The present study aims to investigate the insertion of the English language in Algerian primary schools, for answering the main question and the secondary questions, this latter is divided into four chapters. Chapter one presents a literature review that starts with theoretical background followed by some related subtitles concerning the English language and its importance in Algeria for instance: globalization and English, English as a lingua franca, language policy of Algeria and its role, in addition to some theories and illustrations concerning the learning and education for young children. The second chapter is devoted to the methodology that is used in this study, a detailed explanation of data collection instruments which are: a quantitative questionnaire for the teachers, moreover the observation inside the classroom at Hamdan Abdelaziz primary school. Chapter three conducted the analysis and the explanation of each question of the questionnaire given to the primary school teachers. The fourth chapter describes the findings and the discussions of this study in addition to implications, recommendations, and suggestions. concerning the answer to the main question is like that: the way of teaching the English language in primary schools according to our observation of one teacher is by using different methods such as Teacher Directed Instruction, Communicative Approach, and Task-Based Learning. Secondly, moving to answers to Sub questions which are:

1- In Algerian primary English classrooms, several practices for English Language Teaching (ELT) are commonly enacted such as Several English Language Teaching (ELT) strategies are frequently used in primary English-language classrooms in Algeria, including - Interactional Activities These exercises include information gap exercises, role-plays, group discussions, and pair work. The emphasis is on applying speaking and listening abilities in practical settings. - Vocabulary and tasks: To aid pupils in improving their language abilities, teachers provide them with vocabulary and grammar tasks.

2- Teachers in Algerian primary schools may provide various explanations for their English Language Teaching (ELT) practices. -communicative competence: They might clarify that the main goal of their ELT methods is to give students chances to communicate in authentic situations so they can hone their speaking and listening abilities. -Language Acquisition: They may mention that interactive and engaging activities help students internalize vocabulary, grammar, and pronunciation more effectively.

3- Depending on their backgrounds, education, and the particulars of their respective schools, teachers' perspectives on the advantages and difficulties of teaching and studying English in

primary schools can change. Enhanced Educational and Career options: Teachers may understand that English is a worldwide language and believe that teaching English will provide their pupils with more options in the future in terms of both academics and careers. They think that knowing English can improve pupils' chances of going on to higher education and getting better career opportunities

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APPENDIX

Appendix

A questionnaire was given to the English teacher ichrak aidoudi

1. How long have you been teaching English in primary schools?

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2. What is your role in the implementation of the English curriculum at your school?

……..

3. How frequently is English taught in primary schools?

…….

4. How many English language teachers are currently employed at your school?

…….

5. What teaching materials and resources are available for English instruction?

……

6. What is the primary objective of teaching English in your school?

…….

7. What teaching methods or approaches are used to teach English in primary schools?

……

8. Are there any specific challenges faced in the implementation of the English curriculum? If yes, please elaborate.

……

9. How is the progress of students' English language skills assessed in your school?

…….

10. Are there any support programs or interventions in place to assist struggling students in learning English?

……..

11. How often do teachers receive professional development training related to English instruction?

…….

12. What kind of support do teachers receive in terms of lesson planning and curriculum development for English?

……

13. How is parental involvement encouraged and incorporated into English language learning at your school?

……

14. How would you rate the overall effectiveness of the English curriculum implementation in your school?

……..

15. What suggestions or improvements do you have for enhancing the implementation of English in primary schools?

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