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**An Investigation of the Integration of the English Language in the  
Algerian Primary Schools:**

*The Case of the Fourth Grade Pupils: Tiout Primary Schools*

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**Dissertation Submitted to the Department of English as a Partial Fulfillment of  
The Requirement for The Degree of Master in Linguistic**

**Presented by:**

Ms. Leila Aicha GOURI

Ms. Hafida ZAHAF

**Supervised by:**

Dr. Khadem GOUABI

**Board of Examiners**

Dr. Nadjia BOUSSEBHA	<b>Chairwoman</b>	<b>Naama University Centre</b>
Dr. Khadem GOUABI	<b>Supervisor</b>	<b>Naama University Center</b>
Dr. Wahida SEBBAGH	<b>Examiner</b>	<b>Naama University Center</b>

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## **Statement of Originality**

We, Gouri Leila Aicha and Zahaf Hafida, hereby declare that my master thesis entitled, «The Integration of The English Language in the Algerian Primary Schools: The Case of The Fourth Grade Pupils Tiout Primary Schools.» Is entirely our own work and that we have written it in our own words, it contains no material that has been submitted previously, for the award of any other academic degree or diploma except where otherwise indicated. We also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.

## **Dedications**

To the light that illuminated my path, who struggled for me and from whom I take my strength and pride, to the soul of my dearly deceased, my **dear father**.

To the one who made hardship easier with her prayers, to the great woman that wishes to see me in that place my **beloved mother**.

To my source of happiness my dear **sisters** and my supporter **brother**, for everyone who was a helped and supported on this path, to my loyal friends and companies of the year's **Hafida** and **Faiza** , special mention to my friend **Meriam** for her assistance and support in this work.

I dedicate this achievement to my family, here I am today thank Allah the almighty God for what he gave me and to make me blessed.

*Leila Aicha Gouri*

## **Dedications**

I dedicate this work to all my loved ones, to my source of strength my lovely parents for sacrifices, to my sisters and my brothers, to all my family from the first till the last member of them for their support in all my life.

To my soul mate **Faiza**, to my sisters who I met during my university journey, and to all my friends everywhere.

Special dedication to my soul mate **Leila** for your words, assistance and encouragement am glad that we work together for this important step in our lives

I ask Allah to protect you and all my loved ones

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## **Abstract**

The current study is an exploratory case study done for the sake of examining the integration of the English language in the primary schools particularly in the fourth grade. The study applies the mixed method approach so as to investigate the acceptance of this addition and to shed light on the opinions of both the parents and teachers regarding the syllabus. This research uses a questionnaire prepared for pupils of the fourth grade and their parents and a structured interview for the teachers. The results demonstrate that a great part of the participant pupils prefer the English language and like its book, and expressed their enjoyment during the session, however few of them do not show any interest to the language. As the results revealed, almost parents are satisfied with the addition of the English language, satisfied of their children's English language proficiency, teachers shed light in their responses to some points such as syllabus length and some of complexity on it, and about session time. The results revealed also some suggestions from both parents and teachers to provide teaching/learning process.

**Key words:** English language, Primary Schools, Teaching /Learning process, The syllabus.

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## **List of Abbreviations**

**EFL:** English as Foreign language

**L1:** First Language

**L2:** Second Language

**L3:** Third Language

**LTM:** Language Teaching Material

**PST:** Pre-service Teachers

**TM :** Teaching Material

**TPR:** Total Physical Response

**TEYL:** Teaching English for Young Learners

**YL:** Young Learners

## **List of Bar Chart**

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## General Introduction

The English language, the global language, is considered as the language of communication between countries due to its wider spread, several countries are keen to insert it as second or foreign language. Among them Algeria, which has witnessed remarkable changes in language policy through a ministerial resolution for the year 2022/2023, stipulates on integrating the English language in the primary school for the first time which is considered as a successful decision to evolve the Educational sector.

Implementing the English language as third language in the elementary school raised many inquiries, regarding the government's decision to introduce English as a second language to be taught in primary school starting from the third level. This new experience inevitably makes wonder concerning EFL teachers and pupils as well as the procedures that make this resolution successful, through educational reforms that include aspects of the educational sector especially the elementary level, which aim to develop the educational system in an effective way. This research endeavour's to shed light on providing evidence and comprehensive understanding of the perspectives of experiences of teachers and learners.

Based on research problem, this study aims to investigate and explore the extent of impact of the English language in the primary school on academic achievement of learners, and perceptions of teachers towards practices and implementation of the English language. Moreover, the research seeks to analyze the data taken from a sample of students and language teachers to find out the strategies used and address the obstacles that arise and face both of them.

In this respect, the current study strives to answer the following question:

- Does the language syllabus of the fourth grade suit the level of pupils and make them more engaging with the language in comparison to the third grade syllabus?

The following main hypotheses are suggested:

- Implementing the language syllabus designed for fourth-grade students will lead to increased language proficiency and higher levels of engagement compared to the syllabus tailored for third grade students

Therefore, to examine deeper in to the main research question, the following sub-questions are suggested:

- Did the difficulties that face pupils in the third grade still exist with them in the fourth grade?
- Did the teachers adapt their educational expertise with the syllabus of the fourth grade?

For the sake of answer the questions above, the following hypotheses were formulated to be tested:

- Maybe pupils overcome these difficulties since it is their second year of studying a foreign language
- The extent of this adaptation would vary depending on factors such as: the specific requirement of the syllabus, the needs of the students and the expertise of the teachers.

This research is composed of two chapters. The first chapter represents the theoretical part of the investigation regarding the key notions that cover the features of the study. Initially, discuss the status of the educational system of Algeria in primary school, then Reforms in the primary education in the Algerian educational system. The chapter focuses on the integration of the English language in the Algerian primary education, including the objective, aims, syllabi, teaching materials, training , and explore teaching English as foreign language for kids through its advantages and the disadvantages. It further explore the integration multiple foreign languages at the same grade ,examines the interaction between foreign languages and the mother tongue and the interaction between the two foreign languages.

The second chapter embraced a practical approach, conducting fieldwork to investigate teachers reactions to the fourth year syllabus and pupils interactivity with the language , in addition to their parents assessments and satisfaction concerning the English language syllabus, it represent research methodology , discussing research objectives and motivation , research design ,research population and sampling ,data collection, data analysis and interpretation of findings, pedagogical recommendations and research limitation. Moreover this study offers recommendations and avenues for further research to promote to the existing knowledge in this field.

## **Chapter One Theoretical Framework**

### **1.1. Introduction**

#### 1.2. The Educational System of Algeria

##### 1.2.1. The Status of the Algerian Primary Educational System

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## **Introduction:**

English has become the first global language ,it has also witnessed a great interest as a foreign language in all the nations. Algeria, just like the other countries around the world, had to keep up with this situation and to bring it into its educational system, The teaching of English as a second foreign language beside French has been defined at the official level within the general aims of the teaching of foreign languages in the Algerian educational system, especially in the public primary schools. In that respect, the current chapter will discuss the status of the educational system of Algeria, the status of the primary education in the Algerian educational system. Additionally, Reforms in the primary education in the Algerian educational system, it sheds light on the integration of the English language in the Algerian educational system; and the implementation of the English language in the Algerian primary educational system including the objective, Aims, Syllabus, Teaching Materials and Teachers Training. Furthermore, This review provides a clear view about teaching of English as foreign language for Kids focuses on the advantages and the disadvantages, it also considers the influence of integration of multiple foreign languages at the same grade, the interaction between the two foreign languages and the mother tongue, and the interaction between the two foreign languages.

### **1.2. The Educational System of Algeria**

Education in Algeria is considered as one of the most important sectors to which the state attaches great importance in all aspects, whether through the budget it allocates for the education annually or through the enormous human energy organized by the sector. The educational system in Algeria is divided into four levels: Primary education, middle education, secondary education and higher education. The educational system is regulated by the Ministry of the National Education, which is responsible for the development of the educational policies and the supervision of the educational system.

The educational system in Algeria is compulsory for children aged 6 to 18 years, and it is free of charge. The system is divided into three stages: the first stage is the primary education which starts at the age of 6 and lasts until age of 11 and the second stage is the Middle education which starts at the age of 12 and lasts for 4 years .Afterward, students may attend three years of secondary school and obtain a high school diploma

(Baccalauréat de l'Enseignement Secondaire), which is required to access the tertiary education.

### **1.2.1. The Status of the Algerian Primary Educational System**

The educational system in Algeria has maintained a high level progress in recent years. Educational achievement of the younger demographic of ninety seven percent the Ministry of National Education and the government continues to focus on improving educational practices through providing secure that its citizens are free educated, schooling percentage until the last grade of primary education by both females and males is quite high, with 92% of females and 91% of males completing primary school. High completion rates suggest that accessibility to quality education has improved; these figures also indicate gender parity within primary education, as there is minimal difference between the percentages of girls and boys reaching the final grade of primary schooling.

In the Algerian educational system, primary education is foundational level of schooling that is typically started at the age of 6, children require to start their primary education which lasts for six years. It is mandatory that children attend the primary school. Primary education aims to provide basic literacy, numeracy, and foundational knowledge across various subjects, and to exercise the learner role as productive within the scope of regular education. Therefore, at the age of 11 years old learners pass in to the middle school, which lasts until the age of 16 years old, where the obligatory education ends, most probably endure until 18 years old in the high school.

### **1.2.2. Reforms in the Algerian Primary Education**

The reform of the educational system in Algeria is implemented gradually since 2003 because the school has become an important political issue, in recent years. The reform was as a consequence to numerous criticism of national education on the lack of quality and efficiency thus, the reform has been initiated with the aim of increasing the efficiency of the system and responding to the challenges of the modern society. Two major projects were launched: reformed school curricula in the form of skills and textbooks, which was the cornerstone of the generalization of the reform and adapting the competency-based approach that focuses on a pupil (learner-centered) rather than on the teacher during the teaching and learning process. In this approach the pupil is trained to act and build knowledge by himself (to seek information ,to organize, to analyze situations, to develop hypotheses, to respond to problem situations and evaluate solutions based on acquired knowledge).It aims at making learning more concrete and operational, geared towards integration into society and into everyday life.

### **1.3. The Integration of the English Language in the Algerian Education**

Since independence, French was considered the sole foreign language to be taught at all levels and above all historical reasons .In the meantime, other languages like English, Spanish and Italy had also their shares though insignificant in the Algerian schools. From 1962 to 1985, French was the obligatory language to be studied since the primary levels where in, English with other foreign languages had been granted the status of a second language. In 1985, English was choosed as the mandatory foreign language in the second year of middle school in the fundamental system at age 13. **Singleton ( 2003) Moon (2005) and Read (2003)** (as cited in Kahyati and Madya, 2019) stated that the younger the child the better in acquiring a foreign languages, According to the announcement of the national ministry of education. The request aim of the teaching English is to help the pupil to acquire a new language and not accumulate knowledge of another culture, which has no real use in the context of our needs.

In September 2003, the government started the first steps of implementation and the commission advocated that English language should introduced as the first foreign language in the second grad of the primary school instead of starting in the fourth grade. Although, they were effectively performed in 2004/2005, but year after it was delayed to

the third grade as the teachers and learners faced difficulties. In spite of all these challenges encountered by the English language, The Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language. Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language.

## **1.4 The Integration of the English Language in the Algerian Primary Education**

In July 2022, Algerian President-Abdelmadjid Tebboune announced for the teaching of English to become part of the primary school program, starting with the school year September 2022. This decision brought many reactions from educationalists, Politicians and especially teachers, since their knowledge and class experience, must contribute to the process by conveying their ideas and be in the Planning stage of what they are going to implement. The National council of secondary schools in Algeria had been greeting to this decision because it's considered as international language around the world. After they have determined the syllabus is designed, the ways of improving teaching are investigated. Hence, it is essential to take into consideration institutional, teacher teaching and learner factors, and focusing on the importance of teacher's training, establishing a coherent curriculum and assessment system.

### **1.4.1 .Objectives of the Integration of the English Language in the Algerian Primary Education System**

In Algeria, the general objectives of teaching and learning English as foreign language, according to the Algerian official syllabuses for English, June 1999 state that the learner should achieve communication in its various forms, aspects, and dimensions. According to **Crystal (2006)** "English is the medium of a great deal of the world's knowledge, especially in such areas as science and technology; and access to knowledge in the business of education" the above quoted passage argues that English is indeed the medium of a significant portion of the world's knowledge , particularly in

fields such as: science and technology. As a result, proficiency in English is essential for individuals seeking to access and contribute to this knowledge. Education plays a crucial role in providing individuals with the necessary language skills to access this knowledge. This leads Algeria to implement English as a part of the official curriculum at all levels of education. The teaching of English is also intended to promote self-learning, critical thought, intellectual capacities of analyzing, evaluating and synthesizing, and to enable learners to exploit English documents in new situations at work.

According to the Algerian Government 'directives' and official texts (June 1999) syllabuses of the English language aim at providing the Algerian learners with the language necessary to communicate efficiently in a normal, social and/or working situation both in speaking and in writing. At the same time, they aim at enhancing those who go on further studies to use the foreign language as a means to widen their knowledge for academic purposes in their field of study, (degree in English language, translation, or journalism) and those who join the job market to exploit, through reading, by themselves documents, leaflets, notices related to their occupations

#### **1.4.2. Syllabus of the English Language in the Algerian Primary Education System**

A course syllabus is a comprehensive document that outlines the content, structure and objective of course or program of study. As **(Hutchinson and Walters, 1987, P. 80) noted:** "a syllabus is a document which says what will (or at least should) be learnt " It serves as a contract between the educator and the learner, establishing the expectations, responsibilities and learning outcomes for the educational journey ahead "a Syllabus is a plan of what is to be achieved through learning".**(Breen, 2001, p.151).** The purpose of a syllabus is to contours the exact learning objectives that learners are anticipated to achieves in the educational program, is the essential plan that guide the educational process.

Syllabus of English Language in the primary school is based mainly on the communicative approach focusing on dialogue and listening and developing the competencies of understanding spoken language and oral production. In addition to developing the competencies of written understanding and written production. The syllabus also relies on a book prepared to help the teachers implement the content of the

curriculum and simplify the methodology adopted in it. The syllabus introducing the basic elements and principles of the English language, focusing on the four skills both productive (speaking and writing) and receptive (reading and listening), by teaching pupils alphabet, important vocabulary, common words, and simple phrases. In addition provide the learners with how to engage through short dialogues such as greeting, introducing themselves and other simple daily conversions.

### **1.4.3. Teaching Material of the English Language in the Algerian Primary Education System**

Teaching Materials (or instructional materials) are integral part of the educational system. It provides the resources that educators need to acquire and learn Knowledge and skills. These materials are used by the teacher to enhance their teaching to be more comprehensive and effective in the classroom "The central role of textbooks and other learning and teaching material (LTM) in enhancing the quality of learning and improving students performance is widely recognize".(Smart and Jagannathan, 2018; GEM Report 2016b p.23).These materials that are made use by the instructors in imparting information in term, of academic Subjects and concepts to the students can come in many different forms, including textbooks, podcast, computer programs, and their media. TM should be deliberately choosed and assessed to ensure that they line up with the curriculum, reach the need of students and are relevant for the age and level of learners. **Glewwe et al.(2011, P.19) found that:** " textbooks and similar materials such as workbooks and exercise books have the potential to enhance students learning" .When these materials used effectively can make lessons interesting, learning easy and enable teachers to easily express concepts, engage students and make them want to know and learn more.

Both Audio and Visual learning teaching materials use non-linguistic representation strategies to meet learners needs while communicating complex information or concepts in simplified form. There are a wide variety of resources that teachers can use to help students understand complex topics and communicate. Most teachers use video with students, but there are also many other audio and visual tools available such as: slide-tape presentations, Multimedia computer, video, charts. **Pangaribuan et al (2017, P. 213)** state that: "Psychological research has shown that verbal information is in fact better remember when accompanied by a visual image". Learners can understand better and

remember the speech and information when it is alongside visual image, due to the brain processes in storing verbal and visual information.

#### **1.4.4. Teachers Training**

Training is modern and effective way to improve and develop any different area of life, training today occupies a central place in the world as important and effective means of achieving goals by dividing them into small tasks. According to Manpower Services Commission ( MSC),U.K.1981:62 “Training is a planned process to modify attitude, knowledge or skill behavior through a learning experience to achieve effective prominence in any activity or range of activities .Its purpose, in the work situation ,is to develop the abilities of the individual and to satisfy current and future manpower needs of the organization” Wills (1994:10) argues “ training as the transfer of defined and measurable knowledge or skills” effective training transfers knowledge and skills across diverse contexts, allowing employees to apply their learning in new scenarios .This transfer of learning is crucial for maintaining productivity addressing changing demands, and ensuring that investments in training yield meaningful

Returns Similarly, McLeod and King (1996:25) state that “training is any activity or course, either formal or informal which has helped you to acquire the knowledge and skills to do your job”. It plays a crucial role in professional development and improving job performance.

Training teachers or the pre-service teachers, have unique learning needs, especially when using technology, organizational skills and learner characteristics in this context (**Çakır & Güngör, 2017**) claims that: it is crystal clear that PSTs have specific training needs in the TEYL field. They need more detailed, critical inquiry and observation-based and technology- and practice-oriented education in teaching YLs and managing YLs classrooms.(**Hayes, 2014,p24** ) claims that :“Initial teacher training must either (a) set an appropriate English proficiency level as an entry qualification, or (b) provide adequate scope for language improvement during the course”. This means that initial teacher training needs to either set a foundation of English language proficiency standards to start teaching , or it needs to introduce and build ways for the teacher candidates to enhance and reinforce their English proficiency level during their preparation.

Teachers training programs are crucial to provide prospective educators with the necessary knowledge, abilities, and competencies to be successful in the classroom, these programs usually include different important elements: Theoretical study in the classroom by teaching the teachers courses and curricula, Practical teaching experience where teachers actually practice teaching in classroom and continuing professional development opportunities, this refer to various training courses and programs available to teachers in order to enhance their skills and further develop their teaching practice.

Training has common various components as follows:

- Foundations of pedagogy and learning theory
- Subject-matter content knowledge
- Instructional methods and strategies
- Classroom management techniques
- Student assessment and data analysis
- Diversity, equity, and inclusion training
- Supervised teaching practicum's

### **1.5. Teaching English as a Foreign Language for Pupils**

English is certainly the most widely spoken language in the world as English is used as a common language, As English got the common qualities, and it has been accepted as the global language among the speakers of thousands of different languages. **Fishman (1977)** as cited in **Spolsky (2004)** said about astonishing spread and use of English around the world.

The traveler returning to the United States from a vacation trip in Africa, Europe, or Asia is often heard to comment that nearly everyone he met seemed to be able to speak some English. To such impressionist accounts of the ubiquity of English as the world language, one might also add the clearly partisan evaluations of it's importance as lingua franca offered by the promoters of English (p-77).

This suggests that English language exists everywhere and at any time, whether written advertisements or television screens on through communication between people.

English as a foreign language or EFL describes the study of English by non-native speakers in countries where English is not a dominant language. This is not to be confused with English as a second language also called English as an Additional language. According to **Macmillan Dictionary**, EFL refers to "The English language taught to people who need to learn it for their studies or their Career and do not live in English speaking country". Showing how English has become the most commonly used language of international communication today. Teaching English language to young learners make the teacher to stand in need of deep comprehension of cognitive functions to avoid challenges that face kids. According to **Damar (2013)**," the children start to write and read in L1 to help children to learn another language. They emphasize the importance of starting at an early age in terms of having positive attitudes towards learning another language."

Teaching English as second language requires to clarify specific goals for dual language learners in early. According to **Shin (2006)** young learners should have fun with English to make the theory and practice of teaching young learners in EFL classroom successful. Nunan (2011) states that children are at pre-school or in the first couple of years of schooling .The children have limited reading and writing skills, even in their first language. They enjoy fantasy, imagination, and movement.

Educators or teachers should have a high skill or specific skills to make young learners enjoyable to learn English .Through, acquire the linguistic knowledge of the language learn the basic vocabulary and develop them through practice.

The contrast between L1 and English is an important point, it is clear that the different functions of classroom L1 used by the teacher can play an important role in facilitating language learning. Teachers will take into account both linguistic and non-linguistic factors when making decisions about whether or not to use L1. Its role is likely to be more important with lower-level and younger learners, especially pre-scholars (**Scheffler&Dominska2018**).

### **1.5.1 Advantages Teaching English as a Foreign Language for Pupils**

Teaching a Foreign language to primary school pupils become a progressively main subject in the last few years. It is commonly as knowledge that early exposure to a foreign language looks much different from teaching it to adults.

People who speak more than one language can strive both professionally and personally. This is why children should start learning a foreign language in addition to their native language, in the earliest stages of their childhood, when they were younger, they have the power of acquiring a language faster and more easily than in the last years. Learning a foreign language offers various advantages to children as well as to society such as: enhances cognitive functions by fostering better problem - solving skills, creativity, and improved heightened thinking abilities. This lead to the equivalence exists between benefit of early language learning and probable limitations produced by the developmental characteristics of young learners. Henter (2014) looks at several factors related to affective factors in language learning these factors are self-esteem, inhibition risk taking, anxiety, empathy, extroversion and motivation. In these factors children tend to have more positive values than adult learners. For example, children do not have an excessive mental burden when learning a foreign language young learner not overly anxious about the possibility of falling in errors, and students have better desire to learn new things through a foreign language. Kids tend to have better opportunities to integrate true communication needs with their new linguistic experience. It means that in an age marked by exploration of the environment, children have better chance of using language naturally to represent their understanding of their environment. Therefore, the surrounding environment is more widely and naturally accommodated.

### **1.5.2 Disadvantages Teaching English as a Foreign Language for Pupils**

Teaching English for kids at an early age has also drawbacks bilingual children will have to deal with the additional academic load that comes with learning to read and write in another language on top of the first; this means that they will have to work twice as hard. If parents want their children to not only speak another language but also read and write it, they will need to provide extra instruction outside of regular school hours. **SilkeRehman** stated that “Organizing language lessons requires considerable effort, both financially and in terms of time. However, all parents would agree that the advantages outweigh the effort”. Academic burden or supplementary tuition, on the other hand, becomes boring and difficult for children. As a result, they prefer to engage in other types of activities, “the earlier to learn a second language is better” is wrong .In terms of motivation, it is difficult to motivate children to learn the language, because

they have different motivations. Some of them may struggle to understand English, while others may not. Also, the progress of the students is not frequently assessed. It brings a bit problem because the assessment is needed to know how far the students understand the lesson. Therefore, if their progress is not frequently assessed, those who have a low proficiency level in English are not interested in learning, and even have no motivation for it. It is worse actually because if they do not have motivation in learning English, it will be difficult for the teacher to explain the materials and involve them in activities. On the other hand, support from parents also plays a vital role for the students. If there is no support from parents in learning English, the students will have no motivation for it.

## **1.6 The Influence of learning two Foreign Languages in the Same Grade**

Learning more than one language becoming an important subject .In nowadays, many schools contribute multiple foreign languages learning especially for young learners. Which seems as a great idea, mastering two or more languages leading to sparked interest .In study by Dr. Thomas Buck ,a lecture at Edinburgh school of philosophy, psychology and linguistic “ he found that people who were fluent in two languages had a greater ability to concentrate and perform better on attention tests than those who were fluent in one language” .He justified this to learn two languages at one increases brain functions. Besides, the improvement of attentional control abilities, multiple language learning can help learners strengthen their memory, creativity and other cognitive performance .According to Roberta Michnik Golinkoff “learning another language actually enhances a child’s overall verbal development”. Learning a foreign language at a young age promotes flexible thinking and communication skills.

Learning L2 and L3 simultaneously can be also difficult there is relatively high risk of confusion between the languages. Huang. (2020, p7) said, “the simultaneous learning of an L2 and L3 may exert pressure on the learners’ cognitive system, given the fact that the learners’ L2 is still not fully developed; thus L2+L3 learners have two language systems to cater to with limited time and internal resources available.” Children who learn two languages at the same time will face different intellectual challenges than children who only speak one language. Language learning limits a child’s ability to learn a set number of words at once. In some cases, this may result in cultural confusion, especially for a child who is of a multi-ethnic background. When a child

begins learning a foreign language too soon, it is possible that they will not be able to fully master the language. Learning foreign languages at an early age is that a child may not have the cognitive ability to grasp the complexities of a second language. Additionally, young children are still in the process of developing their first language.

### **1.6.1 The Interaction of the Foreign Language with the Mother Tongue**

Language learning theory has brought about a new perspective on the mutual interaction between the mother tongue and foreign language learning especially in EFL classes for young learners. The use of the mother tongue (L1) in language teaching leads to create an interaction with the foreign language taught .whether, this interaction is good or bad it brought about different studies and researches.

Lightbown & Spada (2003) Language transfer or the influence of the mother tongue on the foreign language, is an inevitable aspect of second language acquisition . This incorporate aspect of their mother tongue into learning a foreign language, affecting their overall learning experience. Perfecto (2020) adds that the use of the mother tongue in classroom plays an important role in the process of teaching English. Mother tongue used as a medium of instruction can help learners to understand the material better. Teachers are aware that delivering material in target language is possible to cause some problems .Because, most of the learners are multilingual, and English is not their first language. Therefore, switching to the mother tongue can make the learning process more efficient and can empower learners to be more active in participation when learning a foreign language.

According to Lyster (2019) providing immediate translation can foster dependency rather than independence .students may rely on the translation version without fully engaging with the target language, hindering their language acquisition process. Lyster state that when learners are given immediate translations during language learning activities, they might become overly dependent on the translation version instead of actively engaging with and internalizing the target language. Seker, (2016, p197) said, “L1 transfer decreases with the increase of L2 proficiency such as learners’ use of direct strategies. These results support the idea that high proficiency L2 learners are less likely to transfer their native language”. L1 transfer, the influence of learners native language on their second language L2 learning, decreases as L2 proficiency increases. High proficiency L2 learners are less likely to transfer strategies from their native language.

Lower proficiency learners may struggle to transfer L1 based strategies effectively due to insufficient L2 proficiency .Studies suggest that successful transfer of L1 based strategies in L2 writing is mediated by L2 proficiency ; higher proficiency in L2 enables better transfer of strategies .Low level learners may use their native language in L2 writing to compensate for lack of L2knowledge, resulting in code switching or direct translation .As proficiency increase ,learners can transfer skills more effectively between languages .

### **1.6.2 The Interaction between two Foreign Languages**

Learning two foreign languages at the same grade for EFL learners increases the ability of the part responsible for learning languages to accept the idea of expressing different ideas in multiple ways, where these interactions between languages in classes create a dynamic learning environment, these interactions among different foreign languages may lead to conflict of linguistic structure for the two languages.

The interaction between two languages among young learners can develop proficiency in both languages while gaining insights into their respective cultures.

“ When two or more languages are systematically combined within the same learning activity , translanguageing may contribute to using one’s linguistic repertoire more freely and flexibly , as well as to creating a social peace for speakers through their personal histories and experiences ,so that they can benefit from mediating and meaning –making across languages.” (Park 2013 p 52)

translanguageing involves utilizing multiple languages within a single educational activity to enhance student’s linguistic repertoire and foster a socially rich environment .By integrating several languages ,students can express themselves more freely and creatively leading to improved comprehension and retention of material. Additionally, translanguageing promotes cross-linguistic connections, helping students draw parallels between their languages and deepen their understanding of each. This approach fosters a sense of community among diverse learners, as they share their unique perspectives and experiences through their respective languages. Interaction between foreign languages in the classroom encourage students to build on their existing language skill, supporting their academic growth and development.

Interaction of two foreign languages during educational lessons may create challenges for young learners, as they may be exposed to linguistic confusion and

distraction ,which may negatively affect their understanding of academic concepts and their interaction with scientific content .In addition ,the interaction among languages can cause linguistic confusion and cultural disruption ,this makes it difficult for students to concentrate and interact effectively in the classroom. If too much time is spent on foreign languages learning students are surly likely to be distracted from matter subjects such as their native language and culture history and math. This may exerts negative effects on the young learners development in the long run despite the weakness of learning foreign languages at Primary School. **McCarthy (1991:18)** suggests that “Teachers should try their very best to strike a balance between 'real' communication and teacher”, in the context of negative interaction between two foreign languages, McCarthy's suggestion to strike a balance between 'real' communication and teacher-directed activities remains relevant. When learners are grappling with negative interaction between two foreign languages, such as interference or confusion between the structures and vocabulary of both languages, the balance becomes even more critical. In this scenario, 'real' communication provides an opportunity for learners to confront and address the challenges they face in a practical context.

Constantly trade between languages may disrupt comprehension and hinder the development of fluency in either language. And other negative impact of these interactions between two foreign languages is that the learner has problem with phonological awareness, morphological awareness, phonological representation, word decoding, reading fluency, and letter naming.

## **1.7. Conclusion:**

In concluding recently the Algerian educational system has been interested to teaching foreign languages such as French and English, especially at the level of primary schools, since children in early age can engage more knowledge than adults, and it is clear that the influence of the mother tongue and even its interaction with these foreign languages have to be taken into consideration by teachers, without ignoring the interaction between the two foreign languages since are taught at the same grade, these measures aim to include the negative effects on the young learners. In addition, the Algerian government has identified some reforms conditions are appropriate to assist both learners and teachers so as to obtain satisfactory results.

The content of the next chapter examines the opinions of students, their parents and their teachers about the integration of English language in the primary schools.

## **Chapter Two Data Collection and Analysis**

### **2.1. Introduction**

### **2.2. Research objective**

### **2.3. Research Design**

### **2.4. Research Population and Sampling**

### **2.5. Data Collection**

#### 2.5.1. Teachers Interview

#### 2.5.2. Pupils Questionnaire

#### 2.5.3. Parents Questionnaire

#### 2.5.4. Classroom Observation

### **2.6. Data Analysis**

#### 2.6.1. Teachers Interview Analysis

#### 2.6.2. Questionnaire Analysis

#### 2.6.3. Observation Analysis

### **2.7. Data Interpretation and Discussion**

### **2.8. Pedagogical Recommendations**

### **2.9. Research Limitation**

### **2.10. Conclusion**

## **2.1 Introduction**

This chapter is devoted to explain the practical part of the dissertation in hand, it consists of two sections the first section presents a full description of research methodology adopted to conduct this piece of work, it illustrates the methods and tools of research. Additionally, it gives information about target population, reliability and validity as well as the limitations of this study. The second section concerned with the analysis and discussions of data obtained from two different tools that were used. At the end, some pedagogical recommendations are stated.

## **2.2 Research Objectives**

This research objectives aim to impact the extent of the impact of the English language syllabus both designed and implemented on EFL students' academic achievements. as well as, to determine their inclination towards this language, to notice how well effective the new program designed for the fourth grade. Moreover, to mention the transformations in the educational system at an early stage and keep track of both teachers and learners to ensure the highest quality of academic inquiry.

## **2.3 Research Design**

Research design is the overall plan or structure that guides the process of conducting research. It is a critical component of the research process and serves as a blueprint for how a study will be carried out, including the methods and techniques that will be used to collect and analyse data. This research is a case study that represents an exploratory design as it has been considered as the best fit for investigating perceptions, insights and experiences of the integration of the English language in primary school.

## **2.4 Research Population and Sampling**

When selecting the sample the investigators use either probability or non- probability sampling techniques (**Creswell 2012**) for this study the non- probability sampling method was used. Non-probability Sampling is a Subject technique for choosing population unites. Unlike probability sampling, non- probability Sampling does not ensure that all members of the population have an equal opportunity to participate in the study. It is particularly useful for preliminary research, such as conducting pilot surveys on a smaller scale than what was initially planned( **Saunders 2016**).

The study aims to obtain a diverse and unbiased sample of teachers and learners involved in implementing the English language in the Algeria primary school, based on random sampling three teachers were interviewed , and questions directed for (56) pupils and their parents.

## **2.5 Data collection**

Researchers while conducting their research study have to go through systematic steps among them collecting data which is a crucial part of data applications and research projects, is the process of gathering, recording, and storing information from various sources using instruments for analysis, interpretation. It involves systematically gathering data points or observations to understand trends, patterns, or behaviours within a specific context or domain. The obtained information is collected by different tools depending on the research design. Since the combination between qualitative and quantitative approach gives a complementary data, this offers a comprehensive understanding of the phenomenon under investigation (**Creswell 2018**).

In this study is necessary to use quantitative and qualitative method together so as to collect data, therefore the reliance in this study was on a structured interview done with English teachers in primary school and a questionnaire submitted to learners and their parents.

### **2.5.1 Teachers Interview**

An Interview is a data collection method involving a structured or semi-structured conversation between a researcher and a participant, aiming to gather information on a specific topic or research question. In the meaning of what Tashakkori and Teddle (1987)said interview is an effective data collection method due to its ability to facilitate direct interaction between the interviewer and the interviewee.

A structured interview in this current study was organized in term of 11 questions, was carried out with 3 teachers one male and two females. The interview aims to:

-Explore different teachers experiences.

-the reaction of teachers about the English syllabus of the third and fourth grade (as a comparison).

-To Know the teachers opinions and reactions about learning 2 foreign languages in the same time.

-To know the various strategies and tools that used to teach and explain the lessons.

-To find out teachers suggestions in order to develop teaching /learning situation.

### **2.5.2 Pupils Questionnaire**

A questionnaire is a research tool consisting of a set of structured questions designed to gather specific information from respondents for analysis and study purposes. According to Roopa & Rani (2012) "a questionnaire is a series of questions asked to obtain statistically useful information about a given topic". In this study, the questionnaire is used to have additional information from specific sample of participants. 12 questions were prepared for both pupils and their parents at primary school "Ibrahim Zaid" in Tiout. The questionnaire contains closed-ended, open-ended, and multiple choice questions. The first part is for pupils and the second part is for their parents. Out of the total number of seventy pupils (30 boys /40 girls), a random sample of 56 pupils answered the questions.

The aim of this questionnaire is to:

- Find out whether the learners have a positive attitude towards learning the English language since it is their second year of studying it.

-To know if pupils interact with English language.

-To realize if there are other sources that pupils rely on to learn and deal with English language.

### **2.5.3 Parents Questionnaire**

For the parents, a sample of fifty six in this study, they requested to answer a form of a merged questionnaire alongside the same pupils who were questioned previously. The parents questionnaire consists of 8 questions and is aiming at:

-To identify parents educational level and their assessment of their children level in The English language.

-To know the extent of parents' satisfaction about adding English language in the primary level.

-To find out parents notes about the use of English language at home. -To realize how parents evaluate the designed syllabus (both third and fourth grade syllabus).

-To know their suggestions and propositions to improve their children educational level.

#### **2.5.4 Classroom observation**

Classroom observation is a method of directly observing teaching practice as it unfolds in real time, with the observer or analyst taking notes and/or coding instructional behaviours in the classroom from divided lessons (**Pianta La paro-&Hamer 2007**)

The researcher execute an open observation, that observation took place on a study day in Ibrahim Zaid, where participant did know that they were being monitored during the lesson commitment while the lesson was being directed.

The observation aimed at:

-To observe how the pupils adapt with the language during the session and how the teacher introduce and explain the lesson for them.

-Observing to which extent pupils participate and engage in the class.

-Noticing the cases of using the mother tongue during the explanation.

-Observing methods and strategies, tools used when explaining the lesson.

-Observing methods and strategies, tools used when explaining the lesson.

## 2.6 Data analysis and interpretation

Data collected is analyzed qualitatively and quantitatively as follows:

### 2.6.1 Teachers interview analysis

**Item 1:** Gender consideration

Gender	Frequency	Percentage
Male	01	33,33%
Female	02	66,66%
Total	03	100%

**Table 2.1:** Teachers gender

The table above shows that the majority of the interviewed teachers are two females and one male.

**Item 2:** Educational degree

In regard to the educational degree of the EFL teachers who took a part in the interview, all of them have second year matter degree.

**Item 3:** Teaching experience

Option	Frequency	Percentage
Lessthan5years	03	100%

**Table 2.2:**Teaching Experience

Concerning the duration of teaching experience, as the table shows that all the 3 interviewed teachers have less than 5 years of experience of teaching, where (02) teachers have spent (02) years in the filed of education and only one is novice teacher.

**Item 4:** What do you think about this year syllabus? What do you suggest to improve it?

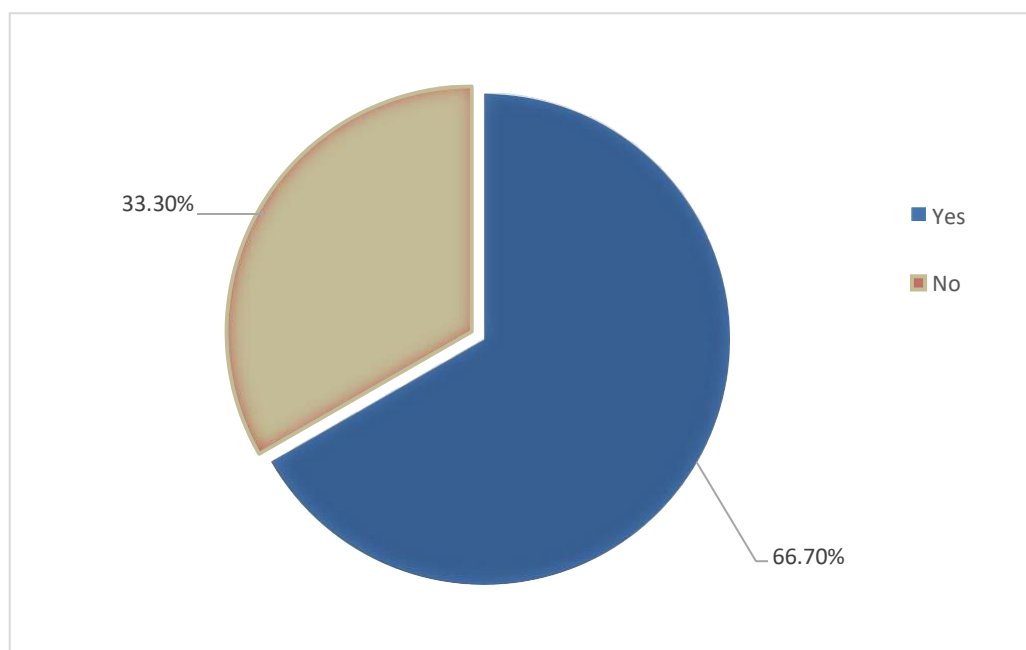
Based on the results, the fourth year syllabus is seen suitable by all the teachers but in the other hand they complained about the complexity of some lessons and about the length since it has 5 sequences and each sequence takes about 10 sessions. They also grumble about the limited time for the English language that they have during the week

for the fourth grade, they have only 2 sessions per week each session is 45 minutes, which making it 1.30 hour in a week which is not enough to complete the programme.

Here are some suggestions proposed by the interviewed teachers to improve fourth grade syllabus:

- Reducing lessons or items.
- Add extra sessions because 2 sessions a week is not enough.

**Item 5:** According to you is it possible for pupils to learn both languages (English and French) in the same grade?



**Pie-Chart 2.1.** Learning two Foreign Languages in the Same Grade.

According to the responses, two of the interviewed teachers submitted similar answers, 2 out of 3 approve that pupils can learn two different languages at the same grade because their brains are innately capable for learning languages, and this viewed as a beneficial point for pupils language acquisition, while only one teacher did not share with them the same answer and did not accept the idea of learning two languages at the same grade because pupils will get confused.

**Item 6:** What are the strategies that you apply? Do you use modern teaching tools?

According to the answers all the interviewed teachers used the Total Physical Response (TPR) strategy for teaching in which is the most useful strategy especially for kids, which makes them more active and motivated during the session.

Modern tools: Based, on the results all the participants interviewed use some modern tools in their teaching, mostly Tablets, Speakers, Computers and their phones to attract pupils' attention during the session and make it enjoyable. In addition to this, using audio visual aids help the pupils to know more about the language and discover and learn new vocabulary.

**Item 7:** Do you notice that some pupils still have difficulties in reading and writing?

The teachers unanimously agreed that some pupils are still facing some difficulties in language skills especially reading and writing, where they have problems with writing in cursive, in reading the teachers noticed that pupils pronounce the silent letters and have problems with sounds such as ch /sh sound (Phonetics). Another teacher saw that despite the fact that there are a number difficulties and problems that pupils face but they have the capacity to memorize new words.

**Item 8:** How do you evaluate the syllabus of the third grade?

According to the answers, the third grade syllabus is considered as good and simple by teachers, but they complained that it still needs some changes and improvement. One of the teachers mentioned that the session of "I read and discover" which is about Phonetics is hard for pupils because not all of them can understand or even differentiate between sounds.

**Item 9:** How do you evaluate the syllabus of the fourth grade?

Based on teachers answers, the fourth grade syllabus is generally considered as good and suitable by all the participant teachers. However, there are a few concerns related to its length and difficult terms in some sessions, one of the teachers mentioned that the session of "I read and I enjoy" poses a challenge because of the huge number of pupils so they cannot concentrate.

**Item 10:** Do you see that this year program is ameliorating the learners earned knowledge of language?

Based on teachers answers, it seems that the teachers agreed that the fourth grade syllabus is improving or enhancing the pupils' previously acquired knowledge of the

language. Teachers believed that the fourth grade syllabus is built upon what was covered in the third grade syllabus, considering it as a continuation of the language learning process. This means that the fourth grade syllabus is designed to progressively develop pupils' language skills from one level to another. In this context, an examples mentioned by a teacher: pupils in the third grade learn about family members and in the fourth grade learn about the extended family.

**Item 11:** What are your suggestions to improve the teaching /learning situation?

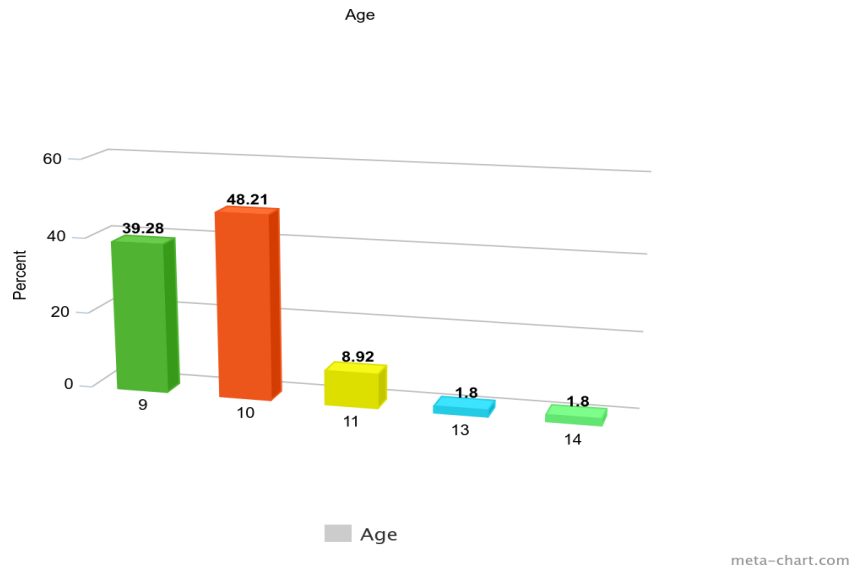
The Teachers suggest several points to improve the teaching/ learning situation: first the three (03) teachers suggest and agreed that it is better to increase the duration of the class and propose extending class duration to 1 hour instead of 45 minutes, this allows more time for teacher to explain clearly and for pupils to understand. Add more sessions in a week since only 2 sessions are not sufficient or reducing the number of units. Among the teachers, one has proposed the use of audio-visual aids and Technologies, engage pupils and give them opportunities to speak, whereas another teacher suggests removing French session and keeping and focusing more on English so as to let the pupils engaged with it more, another suggests to reduce the number of schools for each teacher to give him/her time with the pupils.

## 2.6.2 Questionnaire analysis

The questionnaire data is analysed in Quantitative and Qualitative way as follows:

### Section 1: Pupils profile, Pupils enjoyment with the English language

#### Item 1: Pupils Age.

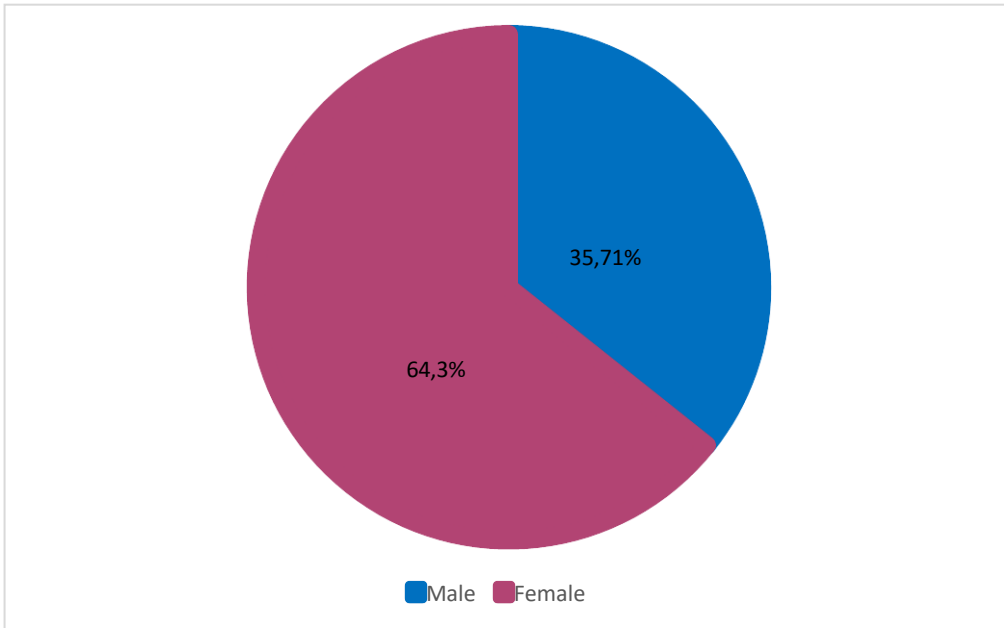


**Bar-chart 2.1.**Pupilsage.

Pupils age ranged from 9 to 14 years old, most pupils were 10 years old estimated of (48,21%) about 27 from the total number of participants 56, followed around (39,28%) were 9 years old, and as the Bar-chart shows there were (8,92%)of pupils were 11 years old, and just a small percentage about (1,8%)in case represented one pupil was 13years old and in other case represent a pupil was 14years old.

These findings clearly demonstrate to us that the majority of pupils are in the suitable age range of learning where we can mention that children have the capacity to learn and engage in easy way thus are in an early age.

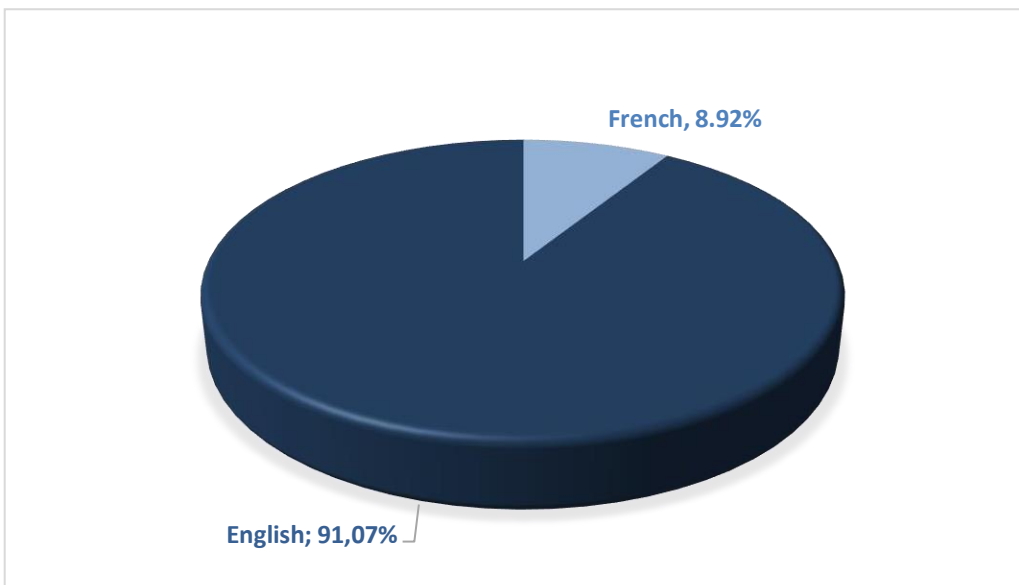
#### Item 2: Pupils Gender.



**Pie chart 2.2.**Pupils Gender

Pupils gender as the pie chart beyond shows that out of 56 participants in the questionnaire around (35.71%) are males and about 36 of them estimated of (64,28%) are females. In here we can close that including both genders as participants enhances fairness and generalizability in this current study, and gathering different opinions as much as possible.

**Item 1:** what is your favorite language (French or English)?

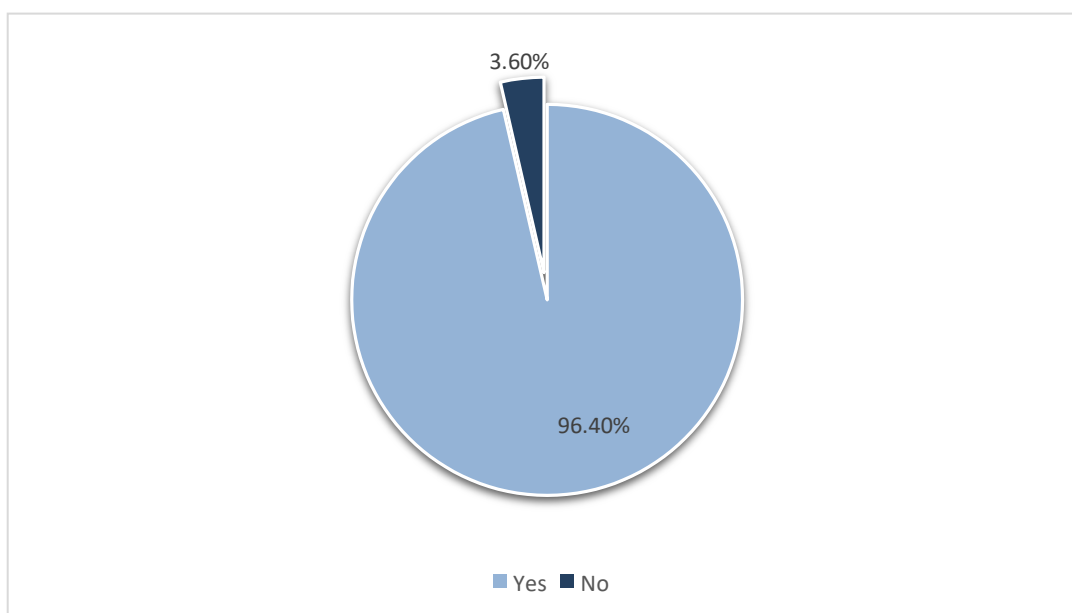


**Pie chart 2.3.**Pupils' favorite language.

As the pie chart above shows, fifty one of pupils prefer English language whereas just five pupils estimated of (8,92%) of the total number of participants prefer French language.

The mentioned percentages indicate pupils' inclinations towards the English language since a large number of the participants in the questionnaire chosen it rather than French language. In the light of this, we can conclude that the English is widely popular among pupils, and based on this, it must be an additional focus and efforts in promoting English language learning in the educational system.

**Item 2:** Do you like the English language book of this year?

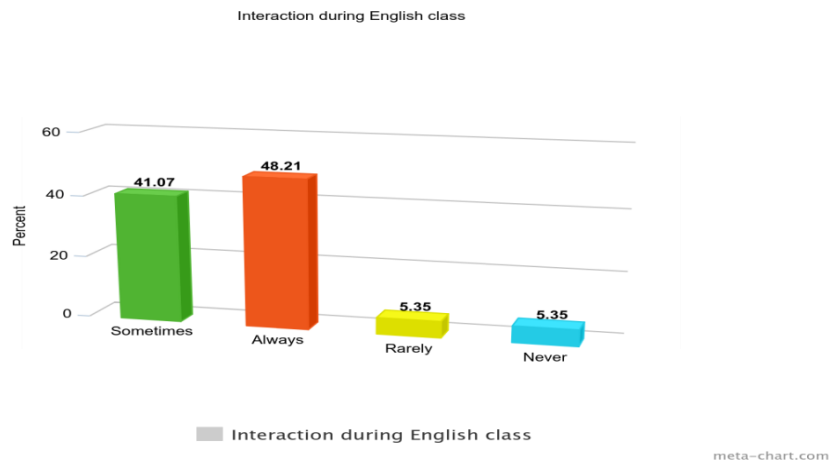


**Pie chart 2.4.** Pupils Appreciation to the English Language book.

According to the findings, it has been found that (96,4%)of the pupils have a positive attitude towards the English language book, while only (02) two pupils about the percentage of (3,6%) did not like that book.

These findings point out that a largest number of participants are satisfied with the English language book and enjoy reading and learning from it. This positive attitude towards this book can have several implications for student's language learning and development.

**Item 3:** Do you interact during English class?

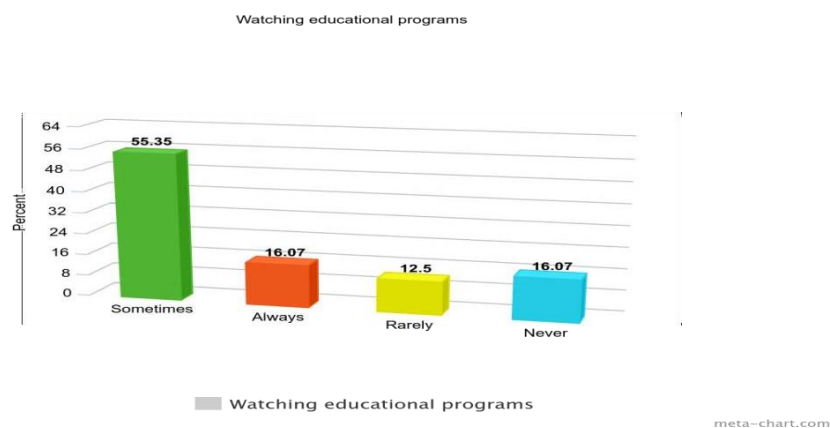


**Bar Chart 2.2.** Pupils Interaction with the English Language

Based on the Bar-chart provided, Approximately 27 of the participants estimated of (48.21%) reported that they always interact and enjoy the English class, while (41.07%) mentioned that they sometimes participate during the session. On the other hand,(5.35%) about 3 pupils stated that they rarely participate, and another 3 pupils claimed that they never engage in the session.

From the results, is evident that pupils participation and engagement in the English class vary among them and to address this issue and increase student participation in the English class, educators can implement various strategies.

**Item 4:** Do you watch educational programs in English language?



**Bar-Chart 2.3.** Watching Educational Programs in English Language

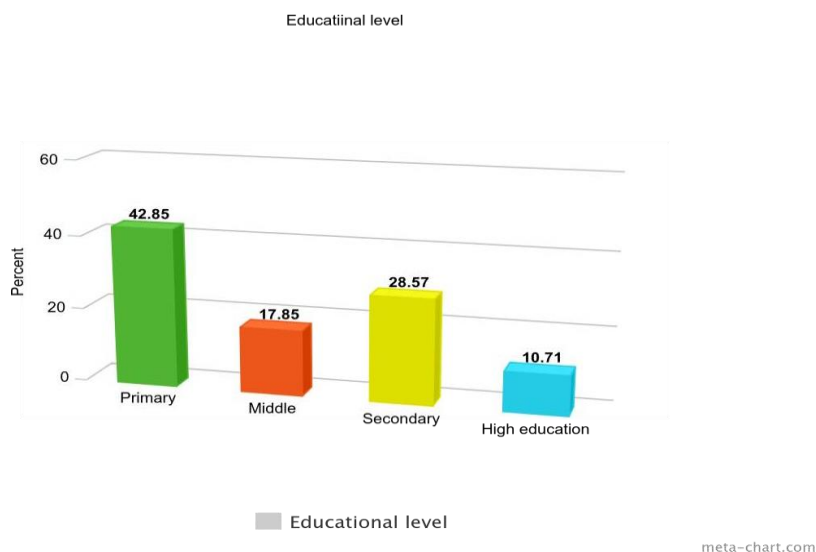
The findings from the diagram indicate that there is a variation in the extent to which pupils watch educational programs in the English language. Out of the total number of

participants around of (55.35%) stated that they sometimes watch educational programs. However, it is noteworthy that there is an equal distribution between those who said they always watch such programs and those who said they never watch them, with an estimated 9 participants (16.07%) falling into each category. Additionally, 7 of them (12.5%) mentioned that they rarely watch educational programs in English.

This diversity in responses suggests that not all pupils consistently engage with educational programs in English language learning. It highlights the importance of recognizing individual differences and preferences when it comes to language learning strategies. While some pupils may find educational programs beneficial for their language development, others may not prioritize or have access to such resources.

**Section 2: Parents Satisfaction**

**Item 1: What is your educational level?**



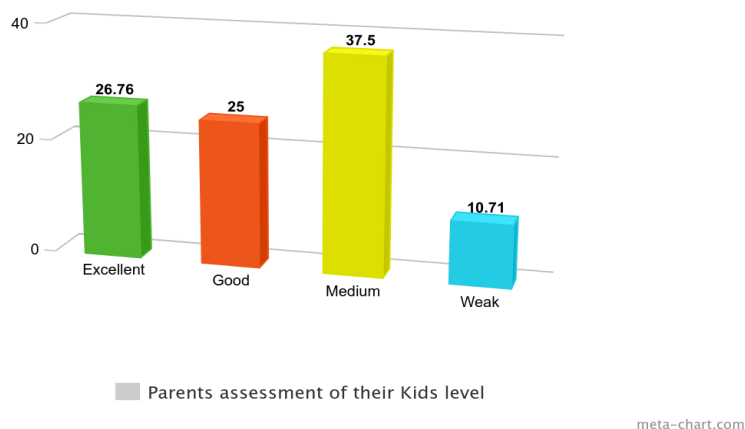
**Bar chart 2.4. Parents Educational level**

According to the results, (42,85%) of respondent parents have primary level, followed by the percentage of parents who have a secondary level of (28,57%), and about the other levels there is (17,58%) of the participants have middle level and just 6 parents around of (10,71%) of the whole number have high educational level (University).

Based on these results, it is found that a large percentage of the respondent parents have primary level, and then we conclude that the educational level of parents has an

impact on the pupils' linguistic development. Pupils with the parents with higher educational levels may have better language skills and motivation compared to those with parents with lower educational levels.

**Item 2:** According to you as parents, how do you evaluate your child's level in the English language?

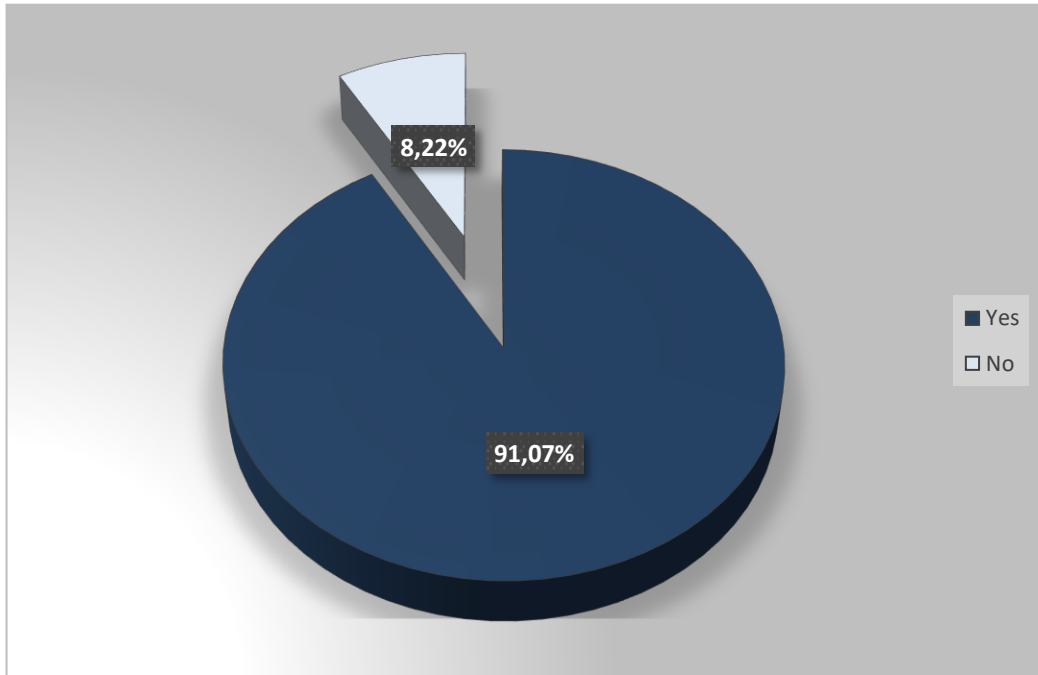


**Bar-chart 2.5.**Parents assessment for their kids level.

The findings demonstrate that (37,5%)of the parent said that their children's level is medium pursued by (26,76%) stated that their children have an excellent level, whereas other respondents about (25%) assessed their children's level as good hen the last smaller percentage 6(10,71%) shows that their children level is weak and are less engaged with English language.

Based on these statistics on children's English language proficiency levels, it shows that children's English language proficiency levels can vary significantly. Some children demonstrate excellent proficiency, while others may have a weaker engagement of the language. This variation could be influenced by factors such as exposure to English language support at home, and individual learning abilities.

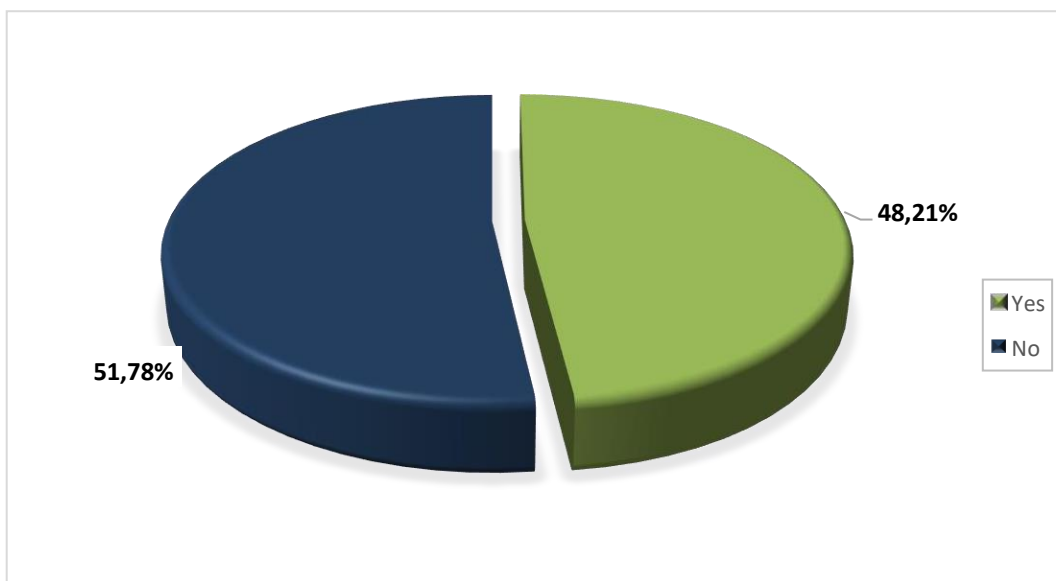
**Item 3:** Are you satisfied with adding the English language to the primary school curricula?



**Pie chart 2.5.**Satisfactions about adding English language in primary school.

The pie chart above shows the opinions of the parents regarding the addition of English language learning in primary school, indicate (91,07%) of the respondent parents are satisfied with this addition, however (8,22%)of them do not accept it. This suggests that there is a difference in opinions among parents regarding the integration of the English language where it received wide acceptance from the majority of them. This wide acceptance can attribute to several factors, including the benefits it offers to children’s development and future opportunities.

**Item 4:** Do you notice that your child uses English at home?

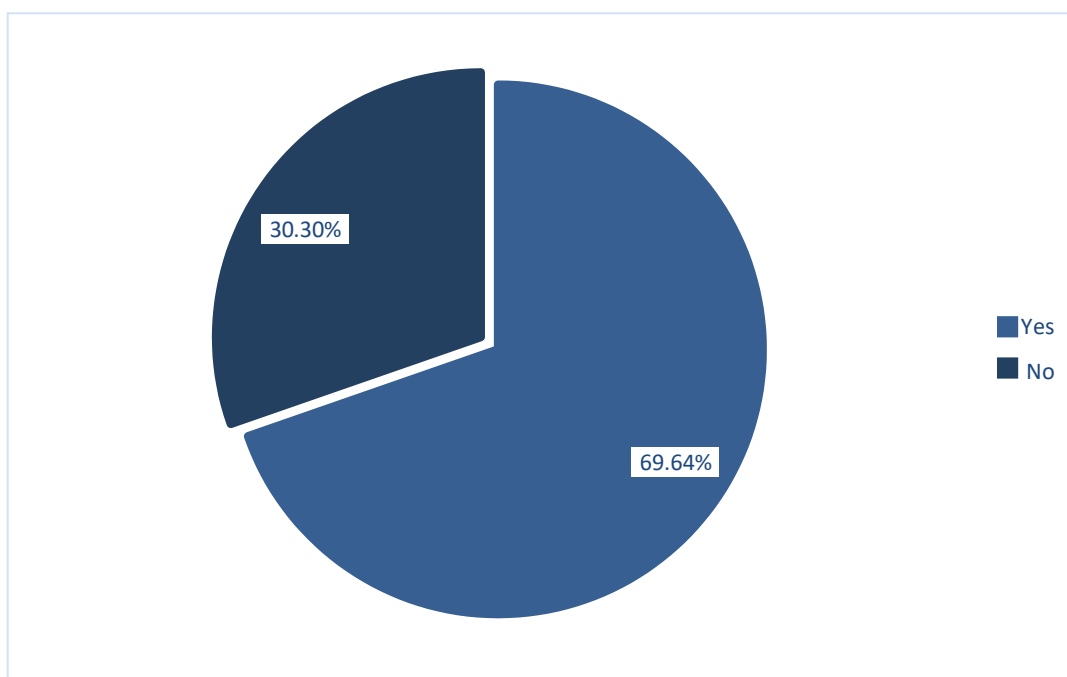


**Pie Chart 2.6** Using the English language at home

Derived from the results on top (48,21%) of the parent about 27 participant declared that their children use English at home outside the classroom, while (51,78%) of the parents, their children do not use it.

From these results, it can infer that there is diversity among pupils in terms of their use of the language and their exposure to the English language outside of their formal education. Pupils who use the English at home have likely been influenced by it.

**Item 5:** Do you think that your child needs extra sessions outside the classroom?  
Why?



**Pie Chart 2.7** Additional sessions outside the classroom for pupils.

Based on the results, it is found that (69,64%) of the respondents believed that their children need extra sessions so as to improve their English language skills and engage more with the language considering it as a new language ,on the other hand (30,3%) stated that their children do not require extra sessions outside the classroom.

According to the results, a significant portion of respondent parents recognized the value of additional sessions for their children to learn and engage with English language effectively. However, in the other side is essential to respect the opinions of parents who

believe that their children do not require extra sessions, as their perspectives may be influenced by various factors.

These results followed by reasons behind parents' reaction about the extra sessions of the English language which are cited as follows:

Parents agreed with the extra sessions stated that:

-Children need to learn more the English language in order to improve their levels and understand this new language very well.

-Two hours (02) in a week are not enough to complete the entire syllabus.

-Children have problems with writing and reading skills.

-The subjects are too much for a child in a primary school and they cannot concentrate in the classroom.

Parents who do not agreed with the extra sessions stated that:

-Children do not require more extra sessions since are excellent.

-The English language is easy to be understood.

-In this level the child does not need extra sessions since they understood in the classroom.

**Item 6:** What is your assessment of the English language Syllabus of the third grade?

According to the answers, the majority of parents consider that the third grade syllabus is excellent, educational and easy. Moreover, it is suitable for all pupils' levels of understanding since it teach the fundamental principles as an introduction which fit their mental understanding and make them more engaging with the language.

**Item 7:** What is your assessment of the English language Syllabus of the fourth grade?

Parents answers were the same; they noticed that the fourth grade syllabus is supplementary to the lessons of the third grade syllabus, except that pupils in this grade learn extra things and goes more in-depth compared with the previous year syllabus, which make the fourth grade syllabus serves the needs of pupils according to their levels.

**Item 8:** what do you suggest to improve the educational level of your children?

Most of the parents suggest that pupils need more practice in the language by Catch-up classes and intensive review focusing on improving the pupil's vocabularies and grammar whereas others suggest reducing the lessons for absorption and removing the French language.

### **2.6.3. The Classroom Observation Analysis**

During the observation that was conducted through eight sessions, the researchers observed teacher's behavior it was held during a series of sessions, it was an open observation where the pupils knew they were being observed. The results reveal that the teacher involved the learners enough in the lesson, and treating boys and girls equally. The teacher gives them the chance to participate during the lesson and ask questions and helps them when they need support. It should also be noted, that the teacher's difficulty in effectively managing the classroom environment, but that is due to the huge number of the pupils in the classroom. As expected, after further investigation, it was shown that the pupils were successful in capturing the language and develop their vocabularies.

The observation was conducted in both classrooms class "A" having 35 pupils and class "B" having 35 pupils. The lesson focused on the last unit which was about "health", in both observations the teacher used flash cards to make it easier for children to recognize body parts and illnesses and used hand gestures to facilitate for pupils to understand. The teacher used her mobile phone for the body parts song , and showing images for body parts , which was very successful in capturing pupils attention and engagement during the session. The teacher used the mother tongue when the pupils need to understand new words which are difficult for them to understand. Using the audio visual aids is extremely effective in snatch the learners awareness, and makes the class full of fun and enjoyment .The observation ended with the body parts song being sung at the end of the session, that showed that all the pupils listen to it and memorized the song that helps them to discover the body parts names.

## **2.7. Data Interpretation and Discussion**

With the analysis of the questionnaire and interview at hand, this section provides the interpretation of data and offers insight certifying the hypothesis .Noticeable, the findings of this study investigation managed in Ibrahim Zaid Primary school in Tiout , to gain the study's objective and answer the different questions and hypotheses, the investigation consist of 70 fourth grade pupils and 3 teachers , the age available among pupils was approximated to be from 9 to 14 years old.

Data was collected using a pupil and parent questionnaire made of 12 questions and interview directed to three teachers from different primary schools in Tiout .From the report of the findings about the resolution of the integration of the English language in the Algerian primary schools, the study has initiated some findings about the teachers perceptions and practices toward learning English in elementary school .According to the research results from the interview with the teachers , their perceptions about the fourth grade syllabus that is fit the needs of the pupils, they complained about the long and the complexity of some lessons because of the limited time and the huge number of lessons. In line with that, the teachers believed that it is possible for pupils to learn two foreign languages at the same grade, because their brains are innately capable of learning and acquiring languages.

In the practice of teaching and learning English conducted by teachers , they use the total physical response (TPR) strategy which is useful for teaching young learners , and develop their listening and speaking skills by using : speaker, computer, phone; and develop reading and writing skills through flash cards and drawing .Teachers also unanimously agreed that some pupils still facing some difficulties especially in reading and writing ,but despite these errors the pupils have the ability the memorize and remember the new words .In addition to this, according to the teachers the third grade syllabus is considered as good as simple fit the needs of the pupils level. With regard to , the fourth year syllabus is suitable by all the teachers , which proving our second sub hypothesis. However; there are few concerns related to the length and the complexity of some sessions which is difficult for pupils to understand. Moreover, the interviewed teachers consent that the fourth year syllabus is ameliorating the learners earned knowledge of language and lead to enhance and increase the pupils level. These data are

consistent with what was hypothesized: Implementing the language syllabus designed for fourth –grade students will lead to increased language proficiency and higher levels of engagement compared to the syllabus tailored for third grade students. Thus the main hypothesis is confirmed.

According to results reached from the questionnaire prepared with 12 question for pupils and parents, participants pupils were about 70 aged of 9 to 14 years old ,the findings concluding that the most of fourth grade pupils are between the age of 9 and 10.The preference of the English language by almost pupils lead them to the acceptance, likeness of the book of the language and express that are satisfied, engage and interact with the language during the class, in addition some of them track to educational programs in the English language so as to enjoy and discover more about the language. Furthermore in the other hand almost the participants parents about 51 out of 70 are totally agreed and satisfied with the addition of the English language in the elementary level and since they shows their satisfaction to their children level, this approve the first sub hypothesis which states that pupils overcame the difficulties were faced with the previous year syllabus since is their second year are dealing and studying the English language, the findings provide some suggestions proposed by parents focusing more on extending the duration of the English session and prefer it more than French.

## **2.8. Pedagogical Recommendations**

Based on our research findings of the primary and secondary data, the present study offers some pedagogical recommendations for the integration of the English language in Algeria primary school.

- Add extra hours for the English session to help the teachers to continue the syllabus and for the learners to fully comprehend it.
- Add more teachers of the English language in the other primary schools to reduce the huge number that is given to each teacher.
- Add extra hours for the repeating pupils who studying two different syllabi at the same time.
- Provide adequate resources ensure that schools have access to sufficient resources, including textbooks, audio-visual materials, and language learning software to support English language.
- Incorporate technology in to English language teaching by using interactive whiteboards, educational apps, and online resources .This can enhance learners engagement and provide additional learning opportunities.
- Allow the integration of the mother tongue to help pupils learn the basic vocabulary.

- Reconsider the lack of focus on the writing skill for the pupils.
- Reconsider the number of units in the book, which is different from what comes in the syllabus which makes the teachers work only with what is in the syllabus.

## **2.9. Research Limitations**

Some problems were encountered at different point while conducting this study that must be acknowledged. Taking for instance:

- Time constraints, it would be very helpful if we had more time to ask larger number of participants to get more reliable results.
- The Availability of only three (03) teachers of the English language in Tiout Primary schools who represent all the Algerian EFL teachers.
- Lack of books and documents in the library and sources in the net.

This investigation opens the doors and influence other researches to search about more information in the path of this study .

## **2.10. Conclusion**

In concluding, the reached results of this study that was conducted to assess the reactions of teachers, pupils and parents regarding the addition of the English language and their opinions about the fourth grade syllabus, revealed divers views, First, a greater part of the pupils exhibit preference for English language session, almost the same percentage of them expressed satisfaction with its book. Pupils also show a positive responses to classroom interaction during the sessions indicating that they enjoyed and actively participated in the language learning process. Concerning watching educational programs in English, the responses were mixed, some pupils showing interest and others lacking interest to such programs. The parents opinions varied about the level of their children in English language. However, the majority of them expressed satisfaction with their children's progress, particularly noting that many pupils were using the language outside the classroom. Additionally, a great number of parents agreed and showed positive reply that they were satisfied towards the integration of the English language in the elementary school. Also a significant number of parents expressed acceptance and appreciation for both the third and fourth grade syllabus although few of them seen that the two syllabi need for some improvements. Both teachers and parents provided some suggestions and solutions so as to develop teaching process, all the responses emphasized the importance of additional sessions and make its duration long, with reducing some of

the sequences or units. In general pupils and teachers reveal an acceptance and showed their inclinations towards the English language, taking into account some specific issues needs to fix it especially timing and syllabus design in order to enhance effective language teaching/ learning situation.

Based on the analyzed findings, thus the research questions have been answered and the hypotheses have been confirmed through both the pupils/parent questionnaire and the teachers interview.

### **General conclusion**

This study aimed at examining the impact of the English language syllabus of this year (fourth grade) on EFL learners academic achievement and exploring different opinions among parents and teachers concerning the addition of the English language in elementary school.

In this investigation the researchers divided the work into two parts, the first is theoretical part is about a literature review composed of various information related to the Algerian educational system, and sheds light on some important points of the research, while the second part is practical; researchers used mixed method in order to gather, collect data to answer the questions of the study and confirm the hypotheses.

According to this research results, there where mixed responses and it was clear that the majority agreed with the decision of integrating the English language in the Algerian primary school; most of participants saw that the fourth grade syllabus is good but still needs some improvements, teachers consider it as suitable for pupils and consent that it is ameliorating the learners earned knowledge of the language, in addition to the parents satisfaction of their children's level, these points confirm the hypotheses of this current study.

Despite the fact that there is some difficulties when teaching and learning new foreign languages beside other language (French) like the situation in Algeria, according to the

findings a great part of participants are satisfied with this addition of English language to young learners in the primary school and even satisfied with the designed syllabus, mentioning such problems that must be taken into consideration to fix it since it is important to improve teaching process. These problems are mostly about the duration of English session and the length of the syllabus.

Based on the results of this study, several pedagogical recommendations are suggested, including extending the duration of the English session and adding more sessions per week, reducing some unnecessary lessons in the syllabus also adding more teachers in each primary school.

Regarding the several information contained in this research paper there were some problems while conducting it, for example the lack of time which was not helpful to get more responses from a number of participants, lack of teachers in primary schools in Tiout ( just 3 teachers were interviewed). These limitations considered as a starting point to other researchers needs to take it into account when they conduct the same topic.

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## **Appendix 1**

### **Teachers Interview**

This interview is data collection instrument to collect data about the effectiveness of the new primary school syllabus of the fourth grade and to examine its impact on pupils.

- 1) Gender consideration.
- 2) What is your education degree?
- 3) Do you have any teaching experiences?
- 4) What do you think about this year syllabus? What do suggest to improve it?
- 5) According to your experience is it possible for pupils to learn both languages (English-French) in the same grade?
- 6) What are the strategies that you apply? Do you use modern teaching tools?
- 7) Do you notice that some students still have difficulties in reading and writing?
- 8) How do you evaluate the syllabus of the third grade?
- 9) How do you evaluate the syllabus of the fourth grade?
- 10) Do you see that this year program is ameliorating the learners earned knowledge of language?
- 11) What are your suggestions to improve the teaching/learning situation?

## Appendix 02

### Pupils and Parents Questionnaire

Dear students and parents, we ask you to answer the questions presented below and mark (x) in the place assigned to it and express your opinions on some other questions, for the purpose of collecting information about the English language fourth grade syllabus extracting samples from the primary school "Ibrahim Zaid".

#### Part 01 :(For Pupils)

Age:

Gender:            Male                                   Female

1-What is your favorite language?

English     French

2-Do you like the English book of this year?

Yes     No

3-Do you interact during the English class?

Sometimes                                   Always                                   Rarely                                   Never

4-Do you watch educational programs in English language?

Sometimes                                   Always                                   Rarely                                   Never

#### Part 02 :(For Parents)

1-What is your educational level?

Primary                                   Middle                                   Secondary                                   High Education

2-According to you as parents, how do you evaluate your child's level in the English language?

Excellent                                   Good                                   Medium                                   Weak

3-Are you satisfied with adding the English language to the primary school curricula?

Yes     No

4-Do you notice that your child uses The English language at home?

Yes

No

5-Do you think that your child needs extra sessions outside the classroom? Why?

Yes

No

.....  
.....

6-What is your assessment of the English language syllabus of the third grade?

.....  
.....

7-What is your assessment of the English language syllabus of the fourth grade?

.....  
.....

8-What do you suggest to improve the educational level of your children?

.....  
.....

## استبيان للتلاميذ وأوليائهم

أعزائي التلاميذ وأوليائهم نرجو منكم الإجابة على الأسئلة المطروحة أدناه مع وضع علامة (x) في المكان المخصص لها والتعبير عن آرائكم في بعض الأسئلة الأخرى وذلك لغرض جمع معلومات حول المنهج الدراسي المتعلق باللغة الإنجليزية لمستوى السنة الرابعة ابتدائي واستخراج عينات من المؤسسة الابتدائية "إبراهيم زايد"

**الجزء الأول:** (خاص بالتلاميذ)

السن:

الجنس: أنثى  ذكر

1- ما هي اللغة المفضلة عندك أكثر؟

اللغة الفرنسية  اللغة الإنجليزية

2- هل يعجبك كتاب اللغة الإنجليزية للسنة الرابعة؟

لا  نعم

3- هل تتفاعل أثناء حصة اللغة الإنجليزية؟

إطلاقاً  نادر  دائماً  أحياناً

4- هل تشاهد برامج تعليمية باللغة الإنجليزية؟

إطلاقاً  نادر  دائماً  أحياناً

**الجزء الثاني:** (خاص بالأولياء)

1- ما هو مستواك الدراسي؟

جامعي  متوسط  ثانوي  ابتدائي

2- بالنسبة لك كولي ما هو تقييمك لمستوى ابنك/ابنتك في اللغة الانجليزية؟

ضعيف  متوسط  جيد  ممتاز

3- هل أنت راض عن إضافة اللغة الانجليزية في الطور الابتدائي؟

لا  نعم

4 هل تلاحظ أن طفلك يستعمل اللغة الانجليزية في المنزل؟

نعم  لا

5- هل ترى أن طفلك يحتاج دروس إضافية خارج القسم؟ لماذا؟

نعم  لا

.....  
.....

6- ما هو تقييمك لمنهاج اللغة الانجليزية لمستوى السنة الثالثة؟

.....  
..... ما هو تقييمك

7- ما هو تقييمك لمنهاج اللغة الانجليزية لمستوى السنة الرابعة؟

.....  
.....

8- ماذا تقترح لتحسين المستوى التعليمي لأولادك (بخصوص اللغة)؟

.....  
.....

## Appendix 03

### Observation Checklist

Time of the session: ..... Class number: ..... Lesson Name: .....

Variables to be observed	Not at all	Partially	Fully
<ul style="list-style-type: none"> <li>-The teacher involved the learners enough in the lesson.</li> <li>-Using the Mother tongue.</li> <li>- Using teaching materials.</li> <li>-Treat Boys and Girls equally.</li> <li>-Give pupils chance to ask questions.</li> <li>-Give chance to all class members to participate during the session.</li> <li>-Help the pupils when they need.</li> <li>-The teacher is kin for understanding all the learners during the lesson.</li> <li>-Calling pupils with their names.</li> <li>-Classroom Management.</li> <li>-The teacher calm with the pupils.</li> <li>-Moving around the class.</li> <li>-Keeping the same topic.</li> </ul>			

## الملخص

بحثت هذه الورقة البحثية في دمج اللغة الإنجليزية في المدرسة الابتدائية ، وسلطت الضوء على مدى تأثير منهج الصف الرابع على التحصيل الأكاديمي للطلاب. فحصت هذه الدراسة رضا الطلاب وأولياء الأمور عن هذه الإضافة. تضمن هذا التحقيق استبياناً من جزأين تم إعداده لكل من التلاميذ وأولياء أمورهم، بالإضافة إلى مقابلة مع المعلمين. أظهرت النتائج أن غالبية الطلاب يفضلون اللغة الإنجليزية، وكانت الردود بشكل عام إيجابية فيما يتعلق بهذه الإضافة. أبدى المعلمون وأولياء الأمور رضاهم عن مستويات إتقان الطلاب. علاوة على ذلك، ذكر المعلمون بعض النقاط السلبية المتعلقة بالمنهج المصمم والتي تحتاج إلى إصلاح، كما أشاروا أيضاً إلى بعض الاقتراحات لتجنب الصعوبات لتحقيق النجاح وتحسين عملية التدريس/التعلم.

## Résumé

Ce document de recherche a étudié l'intégration de la langue anglaise à l'école primaire, soulignant dans quelle mesure le programme de quatrième année a un impact sur la réussite scolaire des élèves. Cette étude a examiné la satisfaction des étudiants et des parents à l'égard de cet ajout. Cette enquête comprenait un questionnaire en deux parties préparé à la fois pour les élèves et leurs parents, ainsi qu'un entretien avec des enseignants. Les résultats ont montré que la majorité des étudiants préféraient la langue anglaise, les réponses étaient généralement positives concernant cet ajout. Les enseignants et les parents se sont montrés satisfaits du niveau de compétence des élèves. En outre, les enseignants ont mentionné certains points négatifs liés au programme conçu qui doivent être corrigés et ont également fait quelques suggestions pour éviter les difficultés afin de réussir et d'améliorer le processus d'enseignement/apprentissage.

## Summary

This research paper investigated the integration of English language in primary school, highlighting the extent to which the fourth grade syllabus impacts students' academic achievement. This study examined students and parent satisfaction with this addition. This investigation included a two-part questionnaire prepared for both pupils and their parents, as well as an interview with teachers. The findings showed that the majority of students preferred the English language, the responses generally were positive regarding this addition. Teachers and parents have shown contentment with students' proficiency levels. Furthermore, teachers mentioned some negative points related to the designed syllabus which need to fix and also point some suggestions to avoid difficulties so as to achieve success and improve the teaching/learning process.