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Parents' Attitudes Towards Teaching English at Primary School :A case study of Parents at Aisha Oum El Mouminine Primary School in Ghardaia.

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Degree in Didactics

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Dedication

To my beloved parents, Dalila and El-Walid,

Your unwavering love, support, and belief in my abilities have been the cornerstone of my success. You have sacrificed so much to provide me with the opportunities to pursue my dreams. This dissertation is a testament to your endless dedication and the values you have instilled in me. Thank you for being my guiding lights.

To my sisters, Manar Anfel and Bissan,and my brother Khaled Amir

Your unwavering belief in me has been invaluable. This dissertation is dedicated to you, my constant sources of inspiration.

To my extended family, Kahloul and Rezzoug,

Your support and encouragement have fueled my determination. This dissertation is dedicated to all of you, with heartfelt appreciation and love.

To my best friend, Ikram,

Your friendship has been a source of comfort and motivation. This dissertation is dedicated to you, my enduring friend.

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Dedication

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Abstract

The study aimed to explore parents' attitudes towards teaching English at Aisha Oum Elmouminine Primary School in Ghardaia province, using a mixed-method research design that combined quantitative and qualitative approaches. A questionnaire was distributed to 40 out of 50 parents, and interviews were conducted with 8 parents. The questionnaire was analyzed manually.As for the analysis of the responses to open ended questions in the interview, parents' comments were written down on separate sheets and were reported for analysis and interpretation. The findings indicated that the majority of participants agreed with teaching English in primary schools and expressed positive attitudes. They believed that teaching English at an early stage could enhance students' cognitive abilities and serve as a global language for communication. On the other hand, some individuals who had reservations about introducing English at an early age believed it might be premature for students to acquire a foreign language at a young age and emphasized the importance of focusing on their native language. Overall, the results indicated that the majority of parents expressed agreement and positive attitudes towards the idea of teaching English in primary schools.

Keywords: Teaching**,** English**,** Parents**,** Attitudes**,** Early age, Primary school**.**

List of Abbreviatations

SLA: Second Language Acquisition.

EFL: English as a Foreign Language.

ZPD: Zone of Proximal Development.

UG: Universal Grammar.

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General Introduction

General Introduction

1. Background of the Study

Learning a foreign language, particularly English, has many benefits. It helps to connect with people from different cultures and keep update with world developments. Today, English is the first international language used for communication in all fields such as education, business, and technology and learning it is necessary for getting a good job and success in today's interconnected world.

In different parts of the world, students begin learning one or two foreign languages alongside their native language at an early stage of their education, as is the case in Algeria. While teaching English in Algeria used to start in middle schools, it has now become a mandatory subject in all primary schools starting from the 3rd grade. Parents' attitudes towards teaching English can play a crucial role in their children's language development and education. When parents value and prioritize English language learning, it can have a positive impact on their children's motivation, engagement, and progress in acquiring English skills.A number of studies have explored parents' attitudes toward teaching English at primary schools. In a study conducted by Medvedù Krajnović and Letica(2009), the attitudes of 148 parents in Croatia were examined regarding early foreign language learning. The parents had children who were either in the first or second grade of an elementary school. They were asked to complete a questionnaire that assessed their attitudes towards the specific language their child was learning (English, German, or French) and their general attitudes towards early foreign language learning. The findings of the study indicated that the majority of parents (98%) held positive attitudes towards early foreign language learning.

Another study conducted by Alshuaifan (2022), the attitudes of Saudi parents towards their children's English as a Foreign Language (EFL) instruction were investigated. The study involved 334 Saudi parents whose children were learning EFL at primary schools. The research followed a descriptive analytical research design, and an attitude scale specifically designed by the researcher was used for data collection. The results of the study indicated that the participating Saudi parents held highly positive attitudes towards their children's EFL instruction. While these studies have made important contributions, there is still a need for further research to gain a comprehensive understanding about parents' attitudes towards teaching English at primary schools

2. Statement of the problem

In today's globalized world, where the importance of mastering the English language is increasing, the Algerian government decided to include teaching the English language starting from the third year of primary school. However, there is a lack of understanding of the diverse attitudes of parents towards teaching English language at the primary school level. This knowledge gap creates challenges for teachers and policy makers who aim to design effective language learning programs to meet parents' expectations and support children's learning outcomes. Limited research on parental attitudes hinders the development of targeted strategies to enhance children's language acquisition and academic performance. Without a clear understanding of parents' perspectives, there is a risk of implementing policies and practices that do not meet the needs and preferences of families, leading to disengagement and limited support for English language learning initiatives. This thesis aims to address this problem by studying and analyzing the different attitudes of parents towards teaching English in primary schools. By gaining a deep understanding of situations, the research aims to bridge the knowledge gap and provide valuable insights for

developing more effective and comprehensive language education programs that meet the diverse needs of learners and their families.

3. Purpose of the study

The objective of this study is to investigate the attitudes of parents regarding teaching English at Aicha Oum Al-Moumineen Primary School in Ghardaia . It is worth noting that this research is significant as it fills a gap in the existing literature, as no previous studies have explored this particular issue in Ghardaia. The findings of this study will not only contribute to the current understanding of the topic but also provide valuable insights and information for future researchers interested in this area of study.

4. Research Question and Research Hypotheses

This study attempts to offer answers to the following question:

Q1 What are parents' attitudes towards teaching English at primary schools?

5. Definition of key-terms

Attitudes: Lasagabaster (2015) defined attitude as "a positive or negative feeling about some person, object or issue acquired through social interaction" (p.21).

Teaching: According to Brown (2000, p.7): "Teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand".

Parents: "a father or mother; one who begets or one who gives birth to or nurtures and raises a child; a relative who plays the role of guardian"(Vocabulary.com).

6. Motivations

Studying parental attitudes towards teaching English at the primary school level is motivated by two main reasons that lie behind our interest.Firstly, examining parental perspectives can provide valuable insights to help educators and policymakers design more effective English language teaching programs and curricula. By aligning these programs with the needs, preferences, and cultural backgrounds of students and their families, they can become more engaging, relevant, and lead to successful language learning outcomes. Secondly, understanding parental attitudes can reveal ways to foster stronger partnerships between schools and families in the context of English language education. This knowledge can inform strategies to increase parental engagement, enhance home-school collaboration, and leverage the support of parents as important stakeholders in their children's language development. Exploring this topic is crucial as parents play a pivotal role in shaping children's language learning experiences and can significantly influence the success of English language teaching initiatives

7. Limitations of the Study

During our study, we faced two main challenges. First, there wasn't much information available on our thesis topic since it's relatively new. This made it difficult to find relevant sources and conduct a thorough analysis. Second, some parents didn't respond to our questionnaire, and those who did took a long time to reply. This slowed down our research progress . Additionally, the study on parents' attitudes toward teaching English cannot be generalized to other contexts due to its limitation of being conducted only in Aisha Oum El Mouminine Primary School in Ghardaia Province. The findings may not accurately represent the attitudes of parents in different schools or regions, highlighting the need for caution when applying the results to broader populations. Further research across diverse

contexts is necessary to obtain a more comprehensive understanding of parental attitudes towards teaching English at primary schools.

8. Structure of the Thesis

This thesis is divided into two chapters. The first chapter provides a theoretical background for the study. It deals with the status of English as a global language and its specific position in Algeria. It focuses on the teaching of English in Algeria, particularly as a first foreign language, with a specific exploration of the 1993 experience. It also delves into second language acquisition and its theories including behaviorist, innatist, cognitive, and interactionist perspectives. In addition , it discusses parents' attitudes towards teaching English at the primary school level, their demands for English education and the benefits and challenges associated with teaching English at an early age. On the other hand, the second chapter, which is the core of the thesis, is devoted to the practical part of the study. It provides a through description about the methods followed for collecting and analyzing the data. It ends with presentation and discussion of the findings of the study.

Chapter one

Exploring English Language Education in Algerian Primary Schools: Status, Challenges, and Benefits

Part one: Theoretical Part

Chapter one: Exploring English Language Education in Algerian Primary Schools: Status, Challenges, and Benefits.

Introduction

Teaching English in Algerian primary schools is a crucial endeavor. At this foundational stage, students are first introduced to the English language. Effective English instruction lays the groundwork for students' future linguistic development and global competence. However, primary-level English teaching faces unique challenges that require careful consideration. This chapter examines the key aspects of delivering quality English education in Algerian primary classrooms.

1.1. English as a Global Language

English is the most widely spoken language worldwide, making it a common language understood by a large majority of people. According to Crystal (2003) "more than 350 million people around the word speaking english as a fisrt language and more than 430 million people speaking it as a second language" (p. 69).

English has attained the position of an all over the world language, with acknowledgment and use in a variety of countries. This esteem can be seen by its admission as a recognized language or focus in foreign language instruction. Crystal (2003) claims that English is a globally language, generally understood and employed in every nation, regardless of whether it's a language of state or as a spoken language appreciated in foreign language instruction.

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English's worldwide dominance as a language can be traced to a variety of cultural, economic, and technical factors along with its widespread application in schools across the world. Crystal (2003) argues that its worldwide supremacy is due to historical circumstances such as British colonization and subsequent growth of the USA as an international superpower. In addition, economic and technical forces have strengthened English's status as a worldwide language. Graddol (2006) confirms up the statement by highlighting the fact that English is currently the language of choice for international business and the internet as a whole, with a number of multinational companies as well as online material mainly written in English. English is also commonly learned as a foreign language in colleges and universities through the world, which increases to its worldwide significance (Phillipson, 2009). However, the language's position as an international language raises fears regarding its impact on the variety of languages and cultural legacy. Pennycook (1994) claims that, while English's worldwide presence assists communication, there are also worries about the exclusion of languages other than English and a breakdown of one's cultural identity. Balancing the positive effects of successful global communication against the protection of language and cultural diversity is an immense challenge.

While English's worldwide dominance provides numerous benefits, it must be careful to control its influence with carefully to promote cohabitation between English and other languages as a means to maintain linguistic variety and cultural diversity on an international level.

1.2. The Status of English in Algeria

The position of English in Algeria's language context is a complex and multifaceted challenge that experts have thoroughly examined. They examined a number of aspects of English in Algeria, such as the lack of opportunities, competition alongside French,

recognition as a foreign language, significance, and introduction into the educational system. According to Garton and Graves (2014), Algerians had few and rare chances to interact with English as a language, showing its low presence in life. likewise, Berger (2002) claims that adopting English as a second language in Algeria has an opportunity to decrease the status or value of French. The argument suggests that adopting English an additional language in Algeria might lower the use of French language It indicates that by raising English, French might grow less prominent or effective in the country. This perspective highlights the possible impact of language choices on the standing of several languages in particular regions like Algeria.

Benrabah (2013) investigates the rivalry between English and French in Algeria's language planning, offering insight into the country's language and policy choices. According to Baker and Jones (1998), English has been recognized as a foreign language in Algeria, indicating a high level of awareness and respect for the language as a whole. Tucker and Corson (1997) emphasize English's practical use in a variety of disciplines, including technology and scientific research. According to Benrabah (2007b, p.194), English has been adopted as the second foreign language in Algeria's middle schools, establishing its integration into the country's formal educational system.

Finally, Boukhlef (2022) examines the present state of English language training in Algeria, noting President Tebboune's call for its incorporation into the basic school curriculum.

In light of these circumstances, it is apparent that the English language faces both challenges and acceptance in Algeria.

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1.2.1. Teaching English in Algeria

The linguistic setting in Algeria, policy regarding education, and the challenges of incorporating a new language into the educational system have all had a direct effect on the teaching of English. Algeria started a large educational reform in the beginning of the 1990s with the objective of promoting English as the first foreign language to be learned and taught (Benrabah, 2013).

French used to be the primary foreign language studied in Algerian schools, and certain sectors of society saw the promotion of English as an attack to the country's identity as a culture (Benrabah, 2014). Furthermore, there was a shortages of qualified English educators in Algeria since many teachers had been originally educated to teach French and had to adapt to the new curriculum and teaching practices for English language education (Benrabah, 2013). The shortage of professional qualifications and experience in teaching English as a foreign language created significant difficulties when selecting excellent teaching methods.

Despite these issues, Algeria's language education programs underwent a substantial shift when English was introduced as the first foreign language. It prepared the way for further reforms and evaluates to enhance English teaching and learning, such as teacher training programs, curriculum development, and the production of locally tailored curriculum resources (Benrabah, 2014).

It is crucial to keep in mind that the English language does not hold an officially overpowering position in many Algerian situations. This notion may be related to the assumption that naming English as the second foreign language in the Constitution was supposed to corrode the status of French in Algeria (Khanna, 2008).

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1.2.2. English as the first foreing language (The experience of 1993)

In the 1990s, Algerian primary schools saw a major change when English was introduced as a second language besides French. This reform gave fourth-grade pupils at primary schools with an opportunity to pick their first required foreign language. According to Benrabah (2014), it was "Under the influence of the pro-Arab lobby, which included Islamists, conservatives, and nationalists, the Ministry of Primary and Secondary Education introduced English into primary schools as a means to rival French…" (p. 50)

On September 6, 1993, the Algerian Ministry of Public Education presented Decree (029/M.D/93), suggesting the introduction of English in a limited number of randomly selected primary schools for a trial period commencing in September 1993 (Djouimaa, 1999). This order additionally included precise directions regarding:

➢ The programs and materials related to education: The C.R.D.P (Centre for Educational and Pedagogical Research) was responsible for creating and distributing the handbook and workbook as part of the educational materials.

➢ Timeline: The duration allocated for English language learning is identical to that for French, amounting to five hours per week. However, certain students may have the opportunity to attend an extra session each week for additional benefits

➢ Teachers: The responsibility of teaching English at the elementary level was given to teachers who had received training at the ITE (Technological Institute of Education). These teachers were specifically prepared for this purpose.

➢ The organization of teachers' work in primary schools: English teachers being required to handle two or three classes simultaneously across one, two, or even three neighboring primary schools. Additionally, the inspectors, in collaboration with the I.T.E, are responsible for coordinating workshops and training sessions for these educators.

➢ Supervision and inspection : Inspectors have the duty of monitoring and evaluating the work of English teachers in primary schools.

Algerian Francophones believed the project's failure was due to a lack of English as a serious rival to French. Algerians have a strong affinity to the French language as a result of colonial history. As a result, when English was included as a secondary option alongside French, the majority of the populace chose French as their preferred language (Benrabeh, 2014,p. 51). The English language experiment's non-pedagogical goal was also a contributing factor to its failure. When setting up the initiative, policymakers had multiple objectives in mind. Specifically, the project's date coincided with the 1990 Civil War, a period of increased sensitivity that had a tremendous impact on several sectors of Algerian culture. This setting had a significant influence on the creation and implementation of an English language program (Zeraoulia, 2020).

In short, a balanced and inclusive language learning strategy can help Algeria realize the full potential of English while conserving and promoting Arabic. This strategy equips Algerian students with the skills they need to navigate a changing world and contribute to the country's socioeconomic progress.

1.3. Second Language Acquisition

Language acquisition is the process by which people acquire a language. Language acquisition takes place during childhood. Students begin acquiring language from their early childhood (Perrgoy & Boyle, 2013).

According to Peregoynd and Boyle (2013) adding Standard English as a new language or dialect goes beyond mastering grammar, vocabulary, and syntax. It necessitates the growth of one's personal, social, racial, and ethnic identity to accommodate the new language and its associated meaning and implications (p.57). This perspective suggests that when learning Standard English as a new language or dialect, it's not just about grammar and vocabulary. It involves a personal and social journey where individuals must develop their identity to embrace the language and its cultural implications.

1.3.1. Theories of Second Language Acquisition

1.3.1.1. The behaviourist Theory

Behavioral theory focuses on observable behaviors and their environmental influences. In second language acquisition, it provides insights into how people learn languages. Studies have clarified several principles of the behaviourist theory as follows.

➢ Conditioning and Reinforcement

In language acquisition, behavioral theory stresses conditioning and reinforcement, with repeated contact with linguistic stimuli and positive reward of correct responses playing critical roles. Learners are given praise and praised for delivering correct English words or displaying language proficiency development (Skinner, 1957).

➢ Imitation and modeling

In behavioral theory, imitation and modeling are important in second language acquisition. To acquire and grasp the language, learners watch and copy competent speakers' language patterns and behaviors. Imitation can help learners acquire word pronunciation, intonation, and grammar rules (Bandura, 1977).

➢ Practice and exercise

Behavioral theory emphasizes the importance of practice and repetition in language learning. Repeated exercises and drills help learners build linguistic patterns and improve accuracy. Structured practice can help learners achieve automaticity and fluency in the target language (Gass & Selinker, 2008).

In conclusion, teachers can apply behavioral theory principles in the classroom in order to assist students acquire a second language.

1.3.1.2. The Cognitive Theory

Cognitive theory, also known as cognition, is a psychological framework that focuses on how our minds process information and acquire knowledge (Piaget, 1970). Studies have clarified several principles of the Cognitive theory as follows

➢ Schema and Cognitive Structures

Cognitive theory emphasizes the significance of mental representations and cognitive structures in language learning. Piaget (1970) states that learners actively develop schemas in order to absorb and organize new knowledge and linguistic patterns.

➢ Information Processing

Cognitive theory in language learning examines how students process and utilize information. This process relies heavily on attention, perception, memory, and problem

solving. Anderson (1983) describes how learners actively engage with linguistic knowledge by encoding, saving, retrieving, and applying it.

➢ Metacognition and Self-Regulation

Cognitive theory emphasizes the significance of metacognitive processes in language acquisition. Learners become aware of their own thought processes, establish objectives, devise tactics, and assess their progress. According to Flavell (1979), metacognitive awareness helps to more successful language acquisition.

➢ Language Developmental Stages

Language development is recognized in cognitive theory as a staged process. Learners evolve through several stages, progressively learning language abilities and advancing from simple to more complicated verbal structures (Vygotsky, 1978).

In conclusion, teachers may apply cognitive theory in the classroom by designing classes that students understand, encouraging them to actively engage and think.

1.3.1.3. Innatist Theory

The Innatist theory provides valuable insights into the process of second language acquisition. Studies have clarified several principles of the Innatist theory as follows

➢ Universal Grammar

According to innatist theory, humans are born with an intrinsic ability to acquire language, known as universal grammar. This notion states that all languages share fundamental linguistic structures and principles. This natural knowledge helps learners acquire and internalize the grammar of a second language (Chomsky, 1957).

➢ Language Acquisition Device (LAD)

The language acquiring device is an important idea in innatist theory. It refers to the intrinsic cognitive mechanism that allows people to learn language. The LAD enables learners to extract language patterns and norms from the linguistic input they receive, so developing language competence (Lenneberg, 1967).

➢ Critical Period Hypothesis

The critical period hypothesis is a key component of innatist theory, which proposes that there is an ideal period during development for language learning. According to this concept, language learning becomes more difficult after a certain age, with a decrease in the capacity to achieve native-like competency (Johnson and Newport, 1989). This emphasizes the necessity of early exposure to a second language for the best language acquisition results.

In conclusion, teacher may use innatist theory concepts in the classroom to help students learn a second language. They can foster a language-rich environment in which learners are exposed to intelligible material and meaningful interactions.

1.3.1.4. The interaction theory

Interactionist theory provides valuable insights into the process of second language acquisition by emphasizing the interplay between social interaction and cognitive processes. Studies have clarified several principles of the interaction theory as follows

➢ Social Interaction

Interactionist theory emphasises the significance of social contact in language development. This concept states that language acquisition takes place via meaningful speech and participation with others. Learners acquire language by actively participating in discussions, negotiations, and collaborative work with skilled target language speakers

(Vygotsky, 1978). These exchanges allow learners to acquire linguistic input, negotiate meaning, and get feedback, all of which helps them develop their language.

➤ Zone of Proximal Development (ZPD)

The zone of proximal development is a crucial idea in interactionist theory. The ZPD is the difference between a learner's present level of language proficiency and their prospective level of proficiency with the help of a more knowledgeable other (Vygotsky, 1978). Teachers, peers, or more advanced speakers can give help and scaffolding within the learner's ZPD, encouraging them to greater levels of language proficiency.

➤ Contextualized Language Learning

Contextualized language Learning is critical, according to interactionist theory. Language is regarded as a tool for communication, and it is learned in relevant and realistic settings. Real-world tasks, role-playing, and genuine communicative activities are used to prepare students for language usage outside of the classroom (Long, 1985). This strategy encourages language skill integration and communication competency.

In conclusion, instructors can use the concepts of interactionist theory in the classroom to help students learn another language. They can foster meaningful social relationships through pair and group work conversations.

1.4.Parents Attitudes Towards Teaching English at Primary School

In the field of language education, the consequence of significant individuals on children's views regarding learning has been extensively researched.Mihaljević Djigunović's (2012) study investigates how parents shape their children's perspectives and educational experiences. As we tackle this issue, it is essential to acknowledge the influence that parents have on their children's education. Parents' views and attitudes greatly

influence how children perceive and approach learning a foreign language. According to Bartram (2006), when parents recognize the value and beneficial effects of early language development for their kids, their kid's views tend to reflect this. Simply put, when parents encourage language acquisition, their children are more likely to have a good attitude toward learning a foreign language.

It is necessary to keep in mind that not all parents are excited about early foreign language teaching. Some parents may be worried that learning a foreign language at a young age may be difficult for their children and challenge with their original tongue learning. They may also assume that youngsters are not developmentalally ready to learn a foreign language. Griva and Chouvarda (2012) underline the occurrence of different parental attitudes regarding early language development. Parents who hold negative views regarding early foreign language learning often fail to provide assistance to their children. This absence of assistance might have a negative impact on the child's motivation for learning a foreign language and their performance in school (Bartram, 2006).

In conclusion, it is important to evaluate both of these perspectives and define any worries or misunderstanding that parents may have in order to foster a supportive and favorable atmosphere for kids to learn languages.

1.5.Parents demands for Teaching English at Primary School

In reaction to Algeria's dominant language policy, which promotes French as the principal foreign language taught in schools, the national group of parents of children launched a Facebook campaign. Their goal was to collect signatures from parents around the country in support of English replacing French as the major foreign language in the curriculum.

Despite gathering over 1,000 signatures, the Ministry of National Education did not reply, implying that these demands for language reform were unlikely to be met (Daoudi, 2015).

Furthermore, parents continued to encourage the popularity of English and its use as a primary foreign language. Their reasoning was founded on the notion that English is associated with scientific and technological achievements. Notably, previous political officials and persons from cultural and artistic backgrounds joined this movement, emphasizing the important role of English and arguing for the elimination of French (Ismael, 2016).There have been additional requests that English should be promoted as a more used international language of science (Algeria's Identity, 2016).

The proposal to make English a more widely used worldwide language of science emphasizes the language's rising importance among scientists.

1.6. Factors affecting Teaching/Learning English as a foreign language

1.6.1. Age factor

Age is an important aspect that has an enormous influence on both the learning process and teaching approaches, influencing both in diverse and substantial ways. Many academics, including Penfield and Roberts (1959) claim that beginning language learning at an early age yields better results. They think that early infancy is an important time for language development because young children have increased brain plasticity and a natural aptitude to absorb and acquire languages. This means that young learners are more responsive to linguistic input and may absorb it more readily and proficiently. In essence, starting language acquisition at a young age gives children a strong basis for long-term linguistic competency and fluency. Penfield and Roberts (1959) performed studies to support the assumption that early infancy is the best era for second language (L2) learning.

They claim that children's brains are very pliable at this developmental stage, making them particularly sensitive to language learning. According to their findings, language acquisition at this important phase is marked by easy skill acquisition and internalization. This study emphasizes the importance of early exposure to a second language because it capitalizes on young learners' innate neuroplasticity, resulting in improved competence and fluency.

In addition, Iddou-Derraz (2009) summarizes that in the Algerian educational system, English instruction normally starts in the first year of middle school, with students ranging in age from 11 to 13. Compared to early infancy or primary school years, this suggests a delayed introduction to English. Therefore, it's possible that Algerian learners won't have had as much exposure to the language in their early years, which could hinder their capacity to reap the benefits of early language learning, where they may face many difficulties while learning the language at this age.

Many researchers, including Al-zuoud and Kabilan (2013) as cited in Alhaisoni, Al-zuoud, and Gaudel (2015, p. 185), have observe that English language learners, including Arab learners, encounter challenges with English spelling. These difficulties can be attributed to various factors, such as differences in the orthographic systems of Arabic and English, interference from the learners' first language (L1), and the age at which they begin learning English. Consequently, these spelling difficulties lead to numerous spelling errors that have a detrimental effect on the writing proficiency of Arab students (Saiegh-Haddad 2004),(as cited in Alhaisoni, Al-zuoud,& Gaudel, 2015. p. 185).

1.6.2.Social Factor

Social factor play a significant role in shaping the learning environment. According to Vygotsky (1978), learning is a social process, and knowledge is co-constructed through

interactions with peers. This means that students can actively participate in constructing knowledge by engaging with their peers, discussing concepts, and sharing their viewpoints. That is to say, peer interaction and collaboration greatly influence students' learning experience as they provide opportunities for exchanging ideas, engaging in critical thinking, and deepening understanding. Through collaborative activities and group discussions, students learn from one another and benefit from diverse perspectives, enhancing their overall learning outcomes. In addition, classroom climate and the relationships between teachers and students play a pivotal role in shaping the learning environment. A positive and supportive classroom climate fosters a sense of belonging, encourages active participation, and promotes emotional well-being among students. Moreover, According to Hamre and Pianta (2005), research highlights the significance of teacher-student relationships in facilitating student engagement and academic achievement. Their study emphasizes that when students feel valued, respected, and supported by their teachers, they are more likely to be motivated and actively involved in the learning process.

In addition, Gay's (2010) research reveals that culturally responsive teaching has a positive impact on student engagement, achievement, and self-efficacy, with a particular emphasis on students from marginalized backgrounds. This means that when educators implement culturally responsive teaching practices, students from diverse cultural backgrounds are more likely to be actively involved in their learning, achieve higher academic outcomes, and develop a stronger belief in their ability to succeed.

1.6.3. Psycological Factor

In addition to social factor, The role of the psychological aspect in language acquisition and learning is widely recognized by psychologists. Researchers have dedicated considerable attention to investigating the impact of negative emotions, particularly

anxiety, on the foreign language learning process. Spielberger (1983, p. 15) defines anxiety as a "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (cited in Andrea, 2022, p.194). Students experiencing anxiety may feel excessive worry, fear, or apprehension, which can interfere with their ability to concentrate, process information, and perform to their full potential (Hembree, 1988). Anxiety can manifest in various ways in the classroom. For instance, students may struggle with test anxiety, which is an overwhelming fear or nervousness about exams or evaluations, impairing their ability to recall information and negatively impacting their performance (Zeidner, 1998). Additionally, social anxiety, characterized by a fear of social interactions and heightened self-consciousness, can hinder participation in class discussions, group activities, and collaborative learning experiences (Beidel & Turner, 1998).

According to Lattanze (2023), establishing trust in the classroom is highly significant. This can be achieved by promoting a supportive environment where students feel encouraged to take risks in their learning, particularly when encountering new or complex concepts. Additionally, normalizing the occurrence of mistakes and adopting practices such as addressing students by their names and actively involving them in answering questions can contribute to preparing them for learning and redirecting their attention.

1.6.4. Pedagogical Factor

Pedagogy plays a vital role in shaping the teaching and learning process within the classroom. It encompasses a range of instructional strategies, approaches, and principles that guide educators in facilitating effective learning experiences. By employing appropriate pedagogical techniques, teachers can create a dynamic and engaging learning

environment that promotes student participation, motivation, and achievement (Richards & Rodgers, 2014). Pedagogy influences teaching methods and strategies employed by educators. By drawing on pedagogical theories and research, teachers can select and implement instructional approaches that align with the learning objectives and cater to the diverse needs of learners (Willis & Willis, 2007). This means that teachers can make informed decisions about the most effective ways to deliver content and engage students based on proven pedagogical principles. For example, research by Johnson and Johnson (2014) has shown that cooperative learning methods, where students work collaboratively in small groups, not only promote active student engagement but also foster a deeper understanding of the subject matter. By incorporating cooperative learning strategies into their teaching practices, educators can create an environment that encourages peer interaction, critical thinking, and the construction of knowledge through shared experiences.

Pedagogy also extends to the assessment and feedback processes within the classroom. By employing appropriate assessment methods aligned with pedagogical principles, such as formative assessments and performance-based tasks, educators can gain insights into student learning and provide timely and constructive feedback to support their progress (Wiggins, 2012).

1.7. Benefits of Teaching English at Primary School

Teaching English in primary schools has been found to have several positive effects on students. According to Moon (2005), it increases students' awareness of their native language. For example, when learning English, students are introduced to the 26-letter English alphabet. When they compare it to the Arabic alphabet, which has 28 letters, they begin to notice the similarities and differences between the two. For example, both

alphabets share some letters in common, such as "A" and "B," but they also have distinct letters unique to each language such as "X". Furthermore, Moon (2005) and Read (2003) agree that teaching English in primary schools promotes students' global awareness and intercultural competence. For instance, through learning English, students can explore different cultures by reading stories or watching videos from various countries. This exposure helps them develop positive attitudes, respect, and tolerance towards diverse cultures.

Another benefit highlighted by Read (2003) is that teaching English improves students' pronunciation and fluency. Primary school students have ample time to learn a new language like English, enabling them to practice speaking and listening skills. With regular practice, students become more confident and fluent in English, enhancing their overall language proficiency (Singleton, 2003). Moreover, Moon (2005) suggests that learning English from an early age builds self-confidence in students. With a solid grasp of English, they can participate more fluently in classroom activities, such as answering the teacher's questions. Additionally, Read (2003) emphasizes that children learn best when education is natural, engaging, and fun. Learning at their age should be relevant, interactive, and involve multiple senses. For example, incorporating games, songs, and hands-on activities in English lessons can make the learning experience enjoyable and effective for young learners. Furthermore, Singleton (2003) emphasizes the advantages of early English language instruction in primary schools, particularly in terms of improving students' pronunciation and fluency. Primary school students have the advantage of having more time dedicated to learning a foreign language. This additional time allows for ample practice in pronouncing English words and phrases, leading to enhanced fluency. By regularly practicing pronunciation, students gain confidence in their spoken English skills.

This increased confidence not only improves their ability to communicate effectively but also boosts their overall language proficiency.

these findings underscore the importance of incorporating English education in primary schools to foster language proficiency, cultural understanding, and communication skills among students.

1.8. Challenges of Teaching English at Primary School

Teaching English to young learners at the primary school level presents specific challenges that educators and students encounter. According to Copland, Garton, and Burnus (2014), motivating children to learn a language can be challenging due to the presence of different motivations among them. This perspective suggests that children may have varying reasons or incentives for engaging in language learning, making it difficult to find a one-size-fits-all approach to motivation. Moreover, The larger the class is, the more challenges teachers face and the more difficult it is to create student-centered learning. Conversely, if the room is too small or inappropriate for the number of students, they will have difficulty moving and therefore will not have enough space to carry out their activities (Copland, Garton & Burns 2014). According to the perspective offered, both big class sizes and insufficient classroom space make it difficult to create student-centered learning environments. With increased class sizes, teachers may struggle to provide individual attention while also meeting the different requirements of their students. Insufficient classroom space can limit students' movement and impede their ability to engage in hands-on activities.

Another challenge is building and maintaining students' confidence in using English (Nikolov & Djigunović, 2006). Young learners may feel self-conscious or anxious about

speaking English, particularly if they are not accustomed to using it outside the classroom. This lack of confidence can impede their willingness to practice and engage actively in English language activities. For instance, a shy students may hesitate to participate in speaking tasks or may avoid taking risks in using English, which can slow down their language progress.

Addressing these issues necessitates the use of suitable instructional methodologies, sufficient practice opportunities, and the development of a supportive learning environment. Teachers can assist learners overcome obstacles and achieve English proficiency by knowing and solving these challenges.

1.9. Learning English at an Early Age

Introducing English language learning at an early age has garnered significant attention and interest due to its numerous advantages. Research indicates that commencing English language education at a young age leads to lower proficiency levels in many countries. According to Berns (2007), the Netherlands has made English compulsory in the last two years of primary school and as the sole mandatory language across all types of secondary education, including vocational training. This highlights the recognition of the critical period in early education, typically around the age of seven or eight, during which children's minds are highly receptive. It is within this timeframe that children possess exceptional abilities to absorb and master new languages, making it an opportune moment for language acquisition. However, Broughton et al. (1978) argue that initiating foreign language learning at around eight or nine years of age ensures that learners do not miss the critical period for language acquisition. Moreover, it allows sufficient time for them to solidify their understanding of their mother tongue's foundations (cited in Djouimaa, 1999). In essence, Broughton et al (1978) argue that learning a second or even a third language

from an early age does not noticeably impede the acquisition of the mother tongue (cited in Djouimaa, 1999, p. 22).

In contrast, adults consciously analyze grammatical rules, whereas children effortlessly absorb them. This distinction highlights children's ability to acquire information at a faster pace compared to adults. Pinker (2014) elucidates that adults who possess grammar mastery often rely on conscious thinking to comprehend and employ grammatical rules. Conversely, children internalize grammatical rules effortlessly through exposure. For instance, while an adult may consciously deliberate on verb tenses and sentence structures when speaking or writing, a child naturally assimilates these aspects of grammar without conscious effort, simply by listening and engaging with others.

Conclusion

In conclusion, the first chapter provides a comprehensive overview and understanding of English language education in Algeria. It sets the stage for further analysis and exploration in subsequent chapters of the study. the findings from this chapter lay the groundwork for the subsequent sections, enabling a deeper examination of specific aspects of English language education in Algeria. The insights gained from this study can contribute to the improvement of English instruction practices, curriculum development, and parental involvement initiatives in the country.

Chapter Two

Research Methodology and Data Analysis

<p style="text-align: center;">**Part Two: Practical Part**</p>

<p style="text-align: center;">**Chapter Two: Research Methodology and Data Analysis**</p>

Introduction

This study aims to investigate parents' attitudes toward the teaching of English at Aisha Oum Elmouminine primary school in Ghardaia. The previous chapter was devoted to reviewing the theoretical part of the study. The present chapter discusses the practical part, focusing on the methodology adopted in this research. Thus, it describes the participants of the study, data collection tools and methods of data analysis. The chapter ends with presentations and interpretations of the findings of the study.

2.1. Research Design

The study was conducted during the second semester of the 2023/2024 academic year with a sample of parents of third and fourth grades learners at Aisha Oum Elmouminine primary school in Ghardaia . The researchers aimed to examine their attitudes towards the teaching of English in primary school.

To collect the necessary data, the researchers used a questionnaire and an interview. A combination of quantitative and qualitative approaches was adopted for data analysis.

The following diagram summarizes the different steps that the researcher went through during the data collection and analysis process.

Figure 1. The Design of the Study

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└──────────────────┘                      └──────────────────┘
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                ╭─────────────────────────╮
                │    Parents of 3rd and   │
                │  4th grade learners in  │
                ╰─────────────────────────╯
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                    ┌─────────────────────┐
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│ Quantitative analysis│     ⇩      │  Qualitative analysis│
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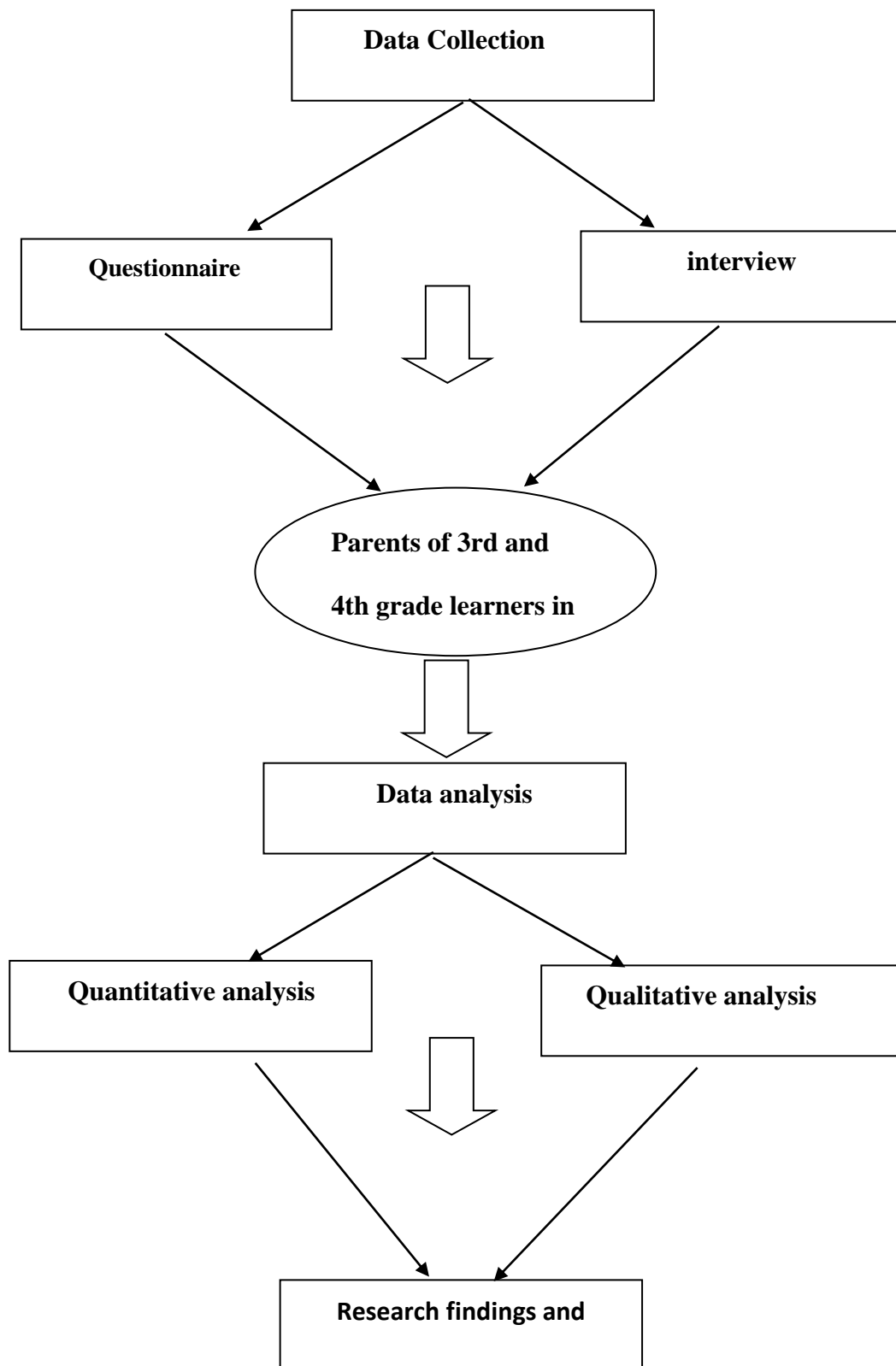
2.2. Participants

The study was conducted with fifty parents of third grade and fourth grade learners at Aisha oum Elmouminin primary school in Ghardaia.

2.3. Data collection tools

A questionnaire and an interview were chosen to conduct the study.

2.3.1. The Questionnaire

A questionnaire is a research instrument that consists of a set of questions used to collect information from people about something. Questionnaires are widely used in research studies because they provide quick and efficient way of obtaining large amount of information from the respondents, and the results they reveal can be easily quantified by researchers either manually or through the use of software packages such as SPSS.

In the present study, the questionnaire serves as the primary source for data collection. It allowed the researchers to gather valuable information from the parents about their attitudes towards teaching English as a second foreign language in primary schools. It composed a series of 13 structured questions including yes/ no questions and multiple choice questions. It addressed various aspects including parental English proficiency, opinions on the importance of English language education, preferred foreign language for their children, and perceptions of bilingualism's impact on academic performance.

2.3.2. The Interview

To complement the data obtained from the questionnaire, the researchers used an interview. The interview is a qualitative research technique that involves asking open-ended questions to converse with respondents and collect data about a subject. The researchers used it to complement the data that could not be obtained through the questionnaire. It

provided a deeper understanding of parental perspectives and valuable insights for improving English language education in elementary schools.

Both the questionnaire and the interview were translated into Arabic language to avoid any kind of miss understanding and to enable the informants to express their ideas clearly. To help the respondents give as honest answers as possible, they were assured the confidentiality of the information they would give and that it would be used only for research purposes.

2.4. Methods of Data Analysis

The researchers used a combination of quantitative and qualitative approaches for data analysis. Parents' responses to closed questions in the questionnaire were grouped and categorized in tables. It was then a matter of totaling the responses. The researchers calculated the frequency and percentage of responses for each question. For the sake of clarity and giving more insightful picture about the results figures (bar and pie charts) were used to represent data obtained. As for the analysis of the responses to open ended questions in the interview, parents' comments were written down on separate sheets and were reported for analysis and interpretation.

2.5. Results of the Study

2.5.1. Results of the Questionnaire

In total, 40 parents (out of 50) returned the questionnaire. Their responses are summarised in the following tables.

Question 1

Do you master English language?   Yes/ No

Table1. Parents'Profiency in English Language.

Options	Frequency	Percentage
Yes	24	60%
No	16	40%
Total	40	100%

Figure 2. Parents' Proficiency in English Language
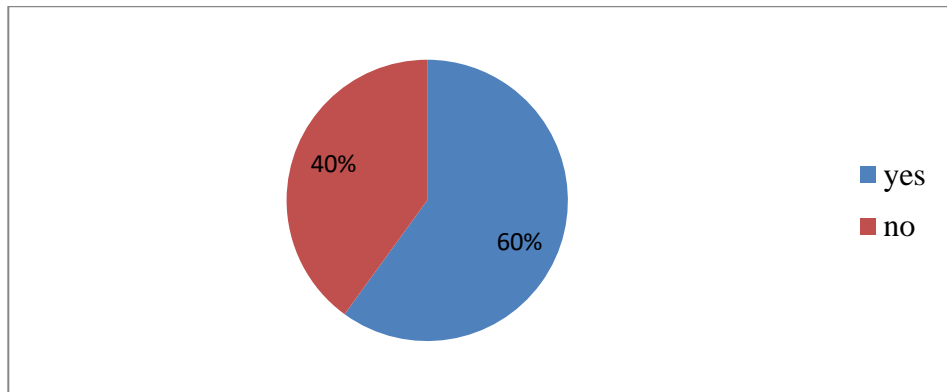
As table 1 shows, the majority of parents 60% reported that they have a good command of English language. However, 40% of them reported that they do not master English language which may present challenges for their full participation in their children's education

Question 2

Do you agree with teaching English language in primary schools?   Yes/ No

Table 2. Parents' attitudes towards Introducing English at Primary Schools.

Options	Frequency	Percentage
Yes	38	95%

No	2	5%
Total	40	100%

Figure 3. Parents' attitudes towards Introducing English at Primary Schols
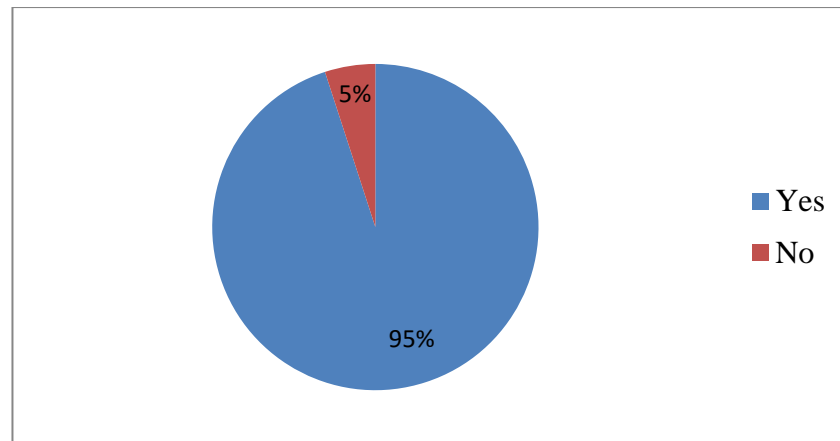
As table 2 shows 95% of the parents agree with teaching English in primary schools .

However, 5% of parents responded negatively to this proposal.

Question 3

3) Do you think that learning English at an early age is important for your child? Yes/ No

Table 3. Importance of Learning English at an early age.

| Options	Frequency	Percentage
Yes	37	92.5%
No	3	7.5%
Total	40	100%

Figure 4. Importance of Learning English Language at Early Age.
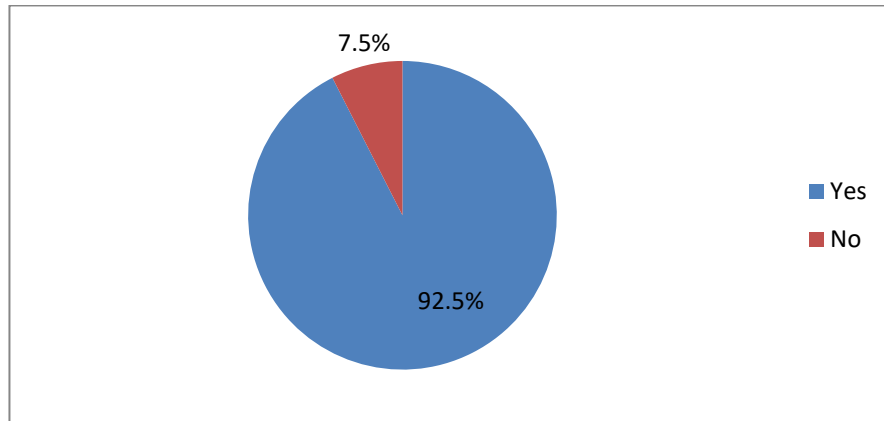
The vast majority 92.5% of parents believed that leaning English language at an early age is necessary. This indicates a strong recognition among the parents of the significance and relevance of the English language in the current context. On the other hand, the small percentage 7.5% of parents who responded "No" may have different perspectives about the importance of English, perhaps due to cultural, regional or personal factors.

Question 4

4) In your opinion, what is the appropriate academic stage for your child to start learning English language?

a) Preschool

b) Primary School

 c) Middle School

d) Secondary School

Table 4. Parents' Perspectives about Appropriate Educational Stage to Start Learning English.

Options	Frequency	Percentage
Preschool	7	17.5%
Primary school	30	75%
Middle School	3	7.5%
Secondary school	0	0%

Figure 5.Parents' Perspectives about Appropriate Educational Stage to Start Learning English
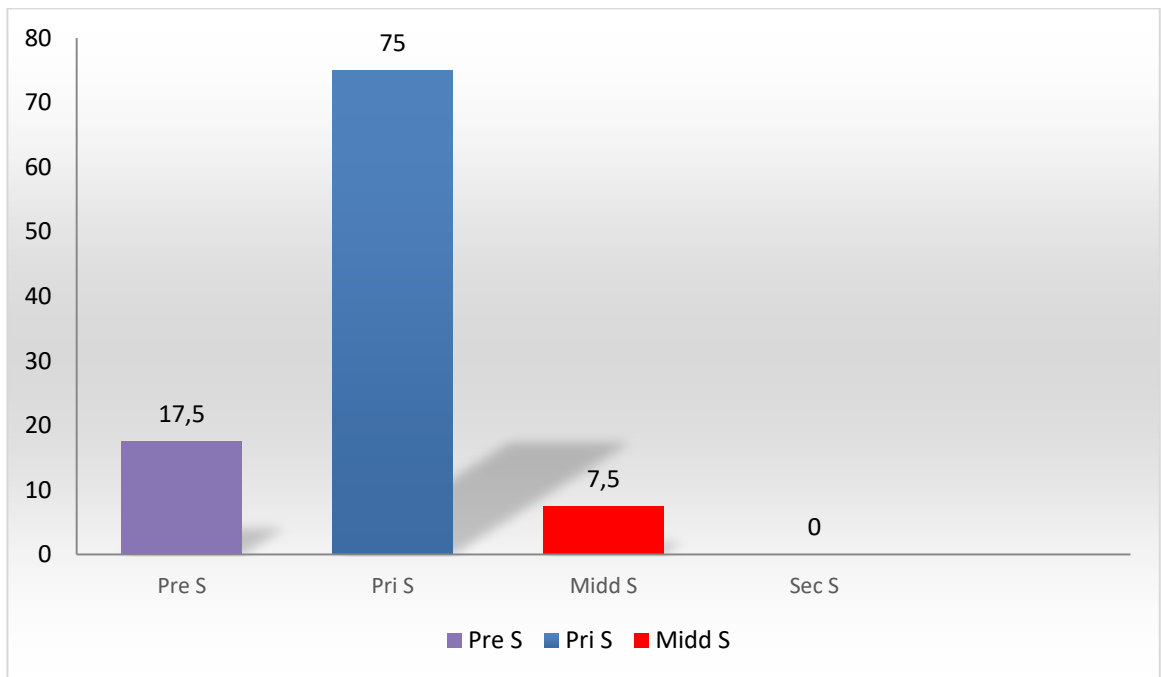
The data in the table shows the perspectives of parents regarding the appropriate educational stage to start learning English. The majority of parents (75%) believe that the primary school stage is the most appropriate time to begin English language instruction. A smaller percentage (17.5%) think preschool is the right stage, while only 7.5% feel middle

school is the appropriate time. Notably, none of the parents surveyed felt that secondary school is the best stage to start learning English.

Question 5

Which foreign language (s) do you want your child to learn in primary school?

a) English

 b) French

c) Both

Table 5. Parents' Preferred Foreing Language for their Children.

Option	Frequency	Percentage
English	12	30%
French	2	5%
Both	26	65%
Total	40	100%

Figure 6. Parents' Preferred Foreign Language for their Children.
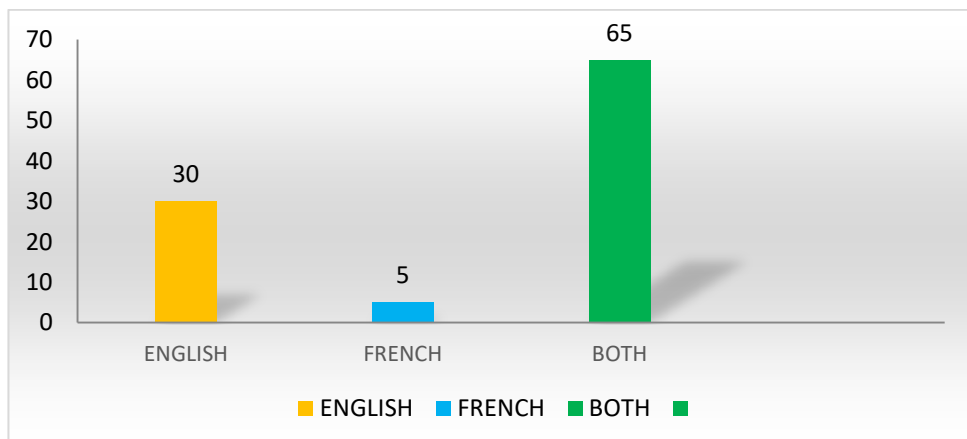
The data shows that a majority of parents 65% want their children to learn both English and French as foreign languages during the primary stage of education. However, a significant proportion 30% of parents specifically want their children to learn English as the foreign language. Conversely, only a small percentage 5% of parents prefer French as the sole foreign language for their children in primary school.

Question 6

Do you think that learning two foreign languages at primary school has a positive or negative impact on your child's academic achievement?

a) Positive

b) Negative

Table 6. The impact of Learning Two Foreing Languages on Academic Achievement.

| Options	Frequency	Percentage
Positive	34	85%
Negative	6	15%
Total	40	100%

Figure 7. The impact of Learning Two Foreign Languages on Academic Achievement
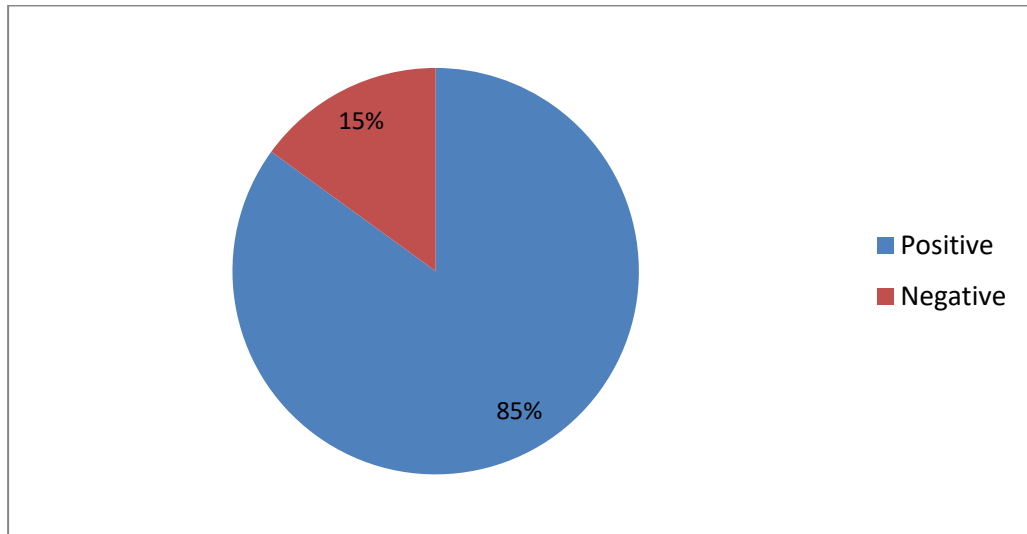
The results show that the majority 85% of respondents hold a positive perception of the impact of learning two foreign languages on academic achievement. This suggests that they believe multilingualism can have a positive influence on their child's educational performance. On the other hand, a smaller percentage 15% of respondents expressed a negative perception, indicating that they believe learning two foreign languages has a negative effect on academic achievement. The reasons for this perspective may vary, and further analysis would be required to understand their specific concerns or viewpoints.

Question 7

Do you think that the weekly teaching hours devoted to English language (45mnts) are sufficient for your child to learn the language adequately? Yes/ No

Table 7. Parents' Perspectives about Sufficiency of Weekly English Teaching Hours.

Options	Frequency	Percentage
Yes	11	27.5%
No	29	72.5%

Total	40	100%

Figure 8. Parents' Perspectives about Sufficiency of Weekly English Teaching Hours
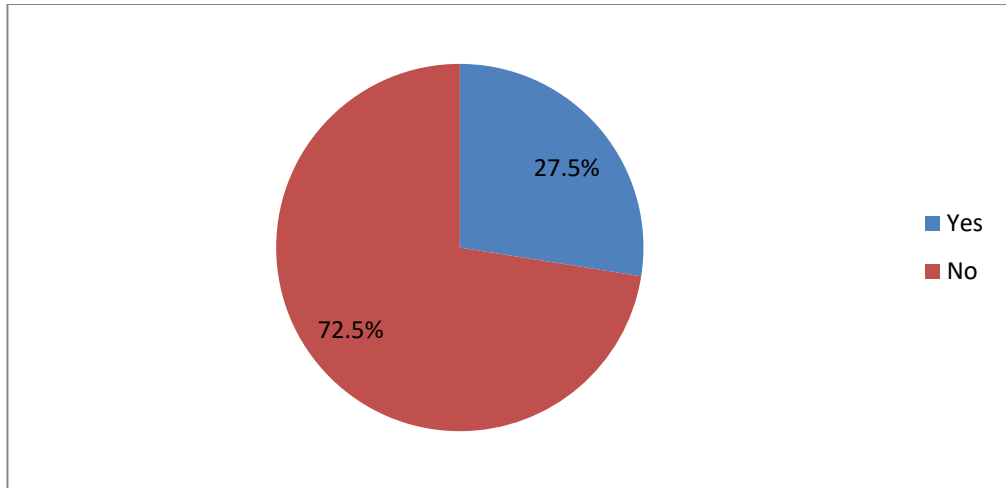
The majority of respondents 72.5% expressed the view that the weekly teaching hours of 45 minutes for the English language subject are not enough for their child to learn the language adequately.However,smaller percentage of respondents 27.5% believe that teaching hours are sufficient.

Question 8

Do you think your child is interested in learning English language? Yes/ No

Table 8. Child's Interest in Learning English.

Options	Frequency	Percentage
Yes	39	97.5%
No	1	2.5%
Total	40	100%

Figure 9. Child's Interest in Learning English.
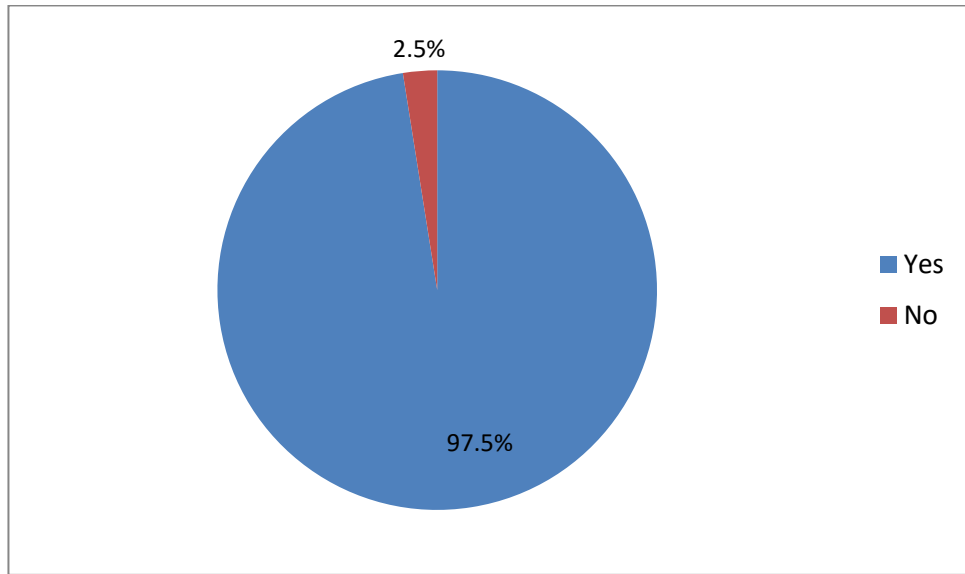
The results suggest that 97.5% of parents perceive their children to be interested in learning the English language. However, a small percentage 2.5% of respondents believe their children are not interested in learning English.

Question 9

Table 9. Parents' Perspectives about Encouraging their Children to Learn English.

Options	Frequency	Percentage
Yes	39	97.5%
No	1	2.5%
Total	40	100%

Figure 10. Parents' Perspectives about Encouraging their Children to Learn English
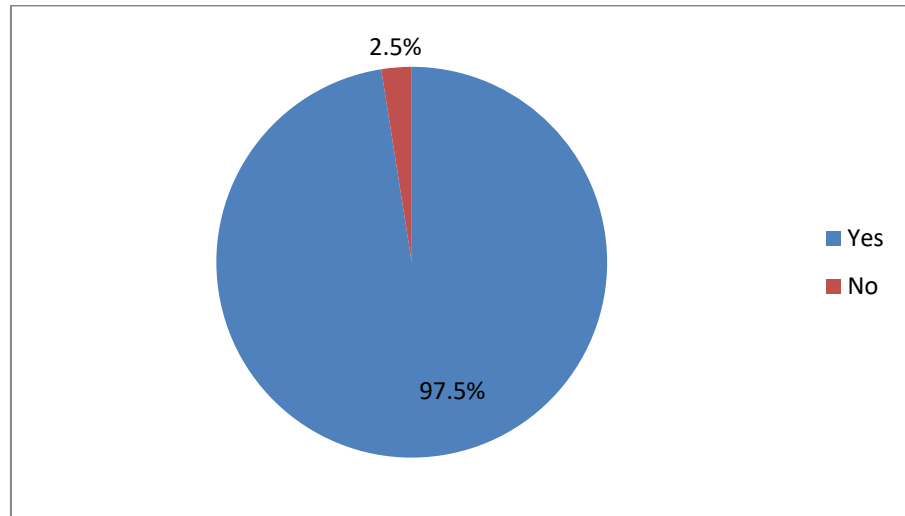
The results show a strong parental (97.5%) commitment to encouraging their children's learning of English language.While, the small percentage (2.5%) of parents who do not encourage their child's English language learning .may have different priorities or face specific challenges, such as personal or cultural preferences, linguistic barriers, or limited resources.

Question10

If yes, what resources do you provide for your child to learn English language? (you can tick more than one).

a) English courses in private school

b) books

c) stories

d) computer

d) Other (please specify)

Table 10. Resources Provided for Learning English.

Options	Frequency	Percentage
a) English courses in private school	18	45%
b) books	16	40%
c) stories	16	40%
d) computer	15	37.5%

Figure 11. Resources Provided for Learning English
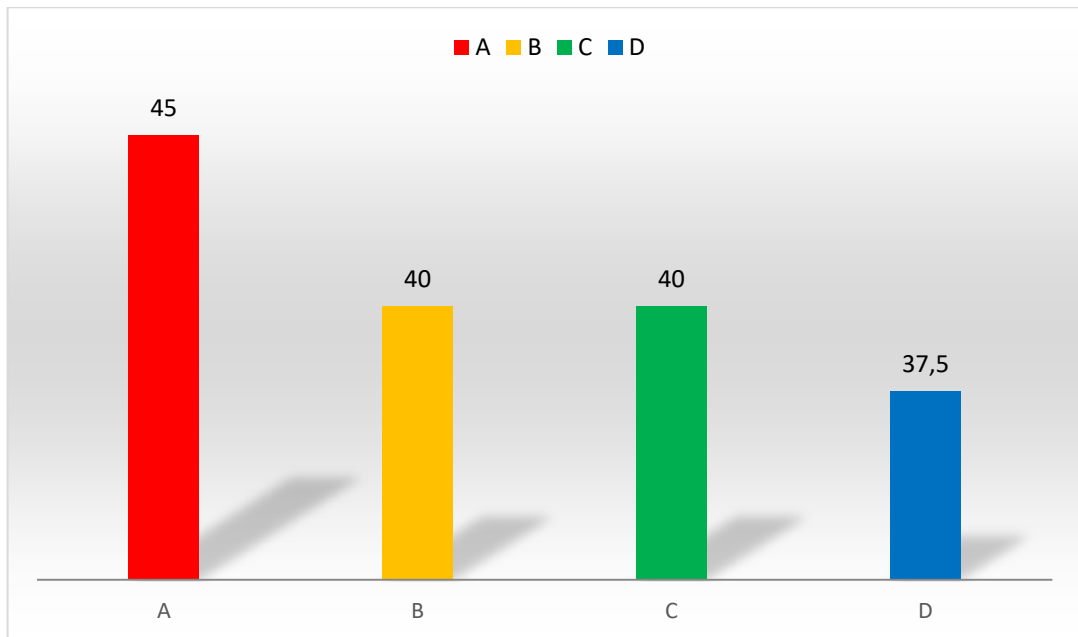
The data indicates that the most commonly provided resources for learning English are English courses in private schools (45%), followed by books (40%) and stories (40%). Slightly fewer respondents (37.5%) report having access to computers as a resource. This suggests that parents are utilizing a mix of educational institution-based instruction, print-based materials, and technology to support their children's English language development.

The prevalence of private English courses implies a perceived need for more intensive or specialized learning opportunities beyond the standard public school curriculum.

Question11

Do you help your child with their English assignments at home? Yes/ No

Table 11. Parents' Assistance with School Assignments.

Options	Frequency	Percentage
Yes	37	92.5%
No	3	7.5%
Total	40	100%

Figure 12. Parents'Assistance with School Assignments.
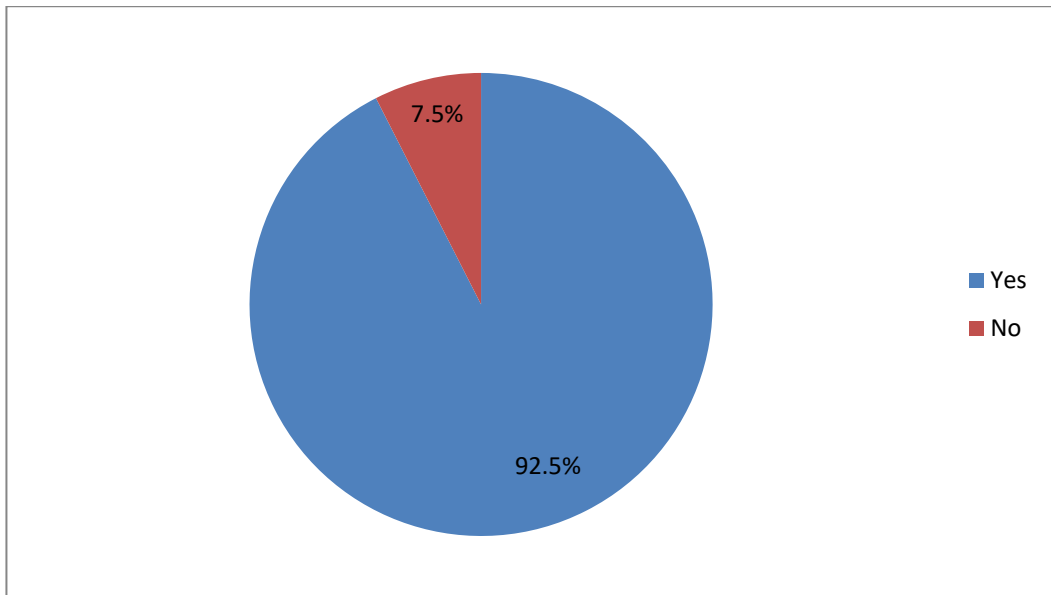
The data reveals that the overwhelming majority of parents (92.5%) provide assistance to their children with school assignments. This indicates a high level of parental

involvement and support for their children's academic work, particularly when it comes to English language learning. It is notable that a small but significant percentage (7.5%) do not offer this type of support. This suggests there may be various reasons why some parents are not actively involved in helping their kids with their schoolwork, even when it comes to learning a critical subject like English.

Question 12

If yes, which skill (s) do you focus on in helping your child? (you can tick more than one)

a) Writing

b) Reading

c) Speaking

d) Listening

In question 12 we asked parents to select all the areas they focus on when assisting their child with English homework.

Table 12. Focus Areas when Assisting Children.

Options	Frequency	Percentage
Writing	14	35%
Listening	13	32.5%
Reading	26	65%
Speaking	20	50%

Figure 13. Focus Areas When Assisting Children
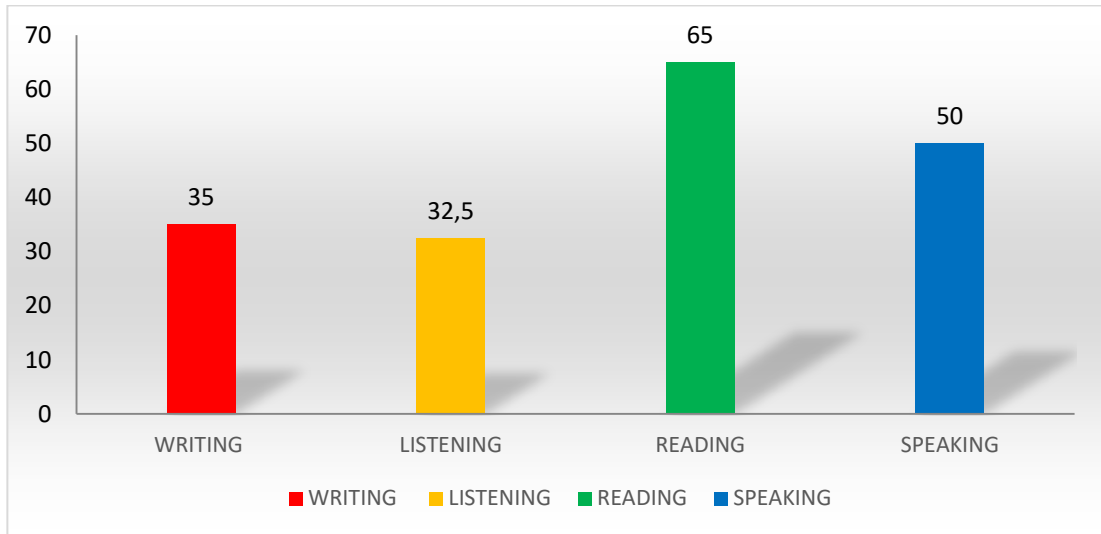
The data shows approximately 35% of parents (14 out of 40) prioritize writing as the area of focus. This suggests that a significant portion of parents recognize the importance of developing strong writing skills in their children. Around 32.5% of parents (13 out of 40) emphasize listening skills as their primary area of focus. This indicates that a considerable number of parents understand the significance of improving their children's listening abilities. The majority of parents, approximately 65% (26 out of 40), prioritize reading as their primary area of assistance. This highlights the high level of importance placed on developing strong reading skills in their children. Around 50% of parents (20 out of 40) focus their assistance on speaking skills. This suggests that a significant number of parents recognize the value of effective oral communication.

Question13

Are you in contact with the English language teacher to monitor your child's progress in this subject? Yes/ No

Table 13. Parents'Communication with English Language Teachers.

Options	Frequency	Percentage
Yes	16	40%
No	24	60%
Total	40	100%

Figure 14. Parents' Communication with English language teacher.
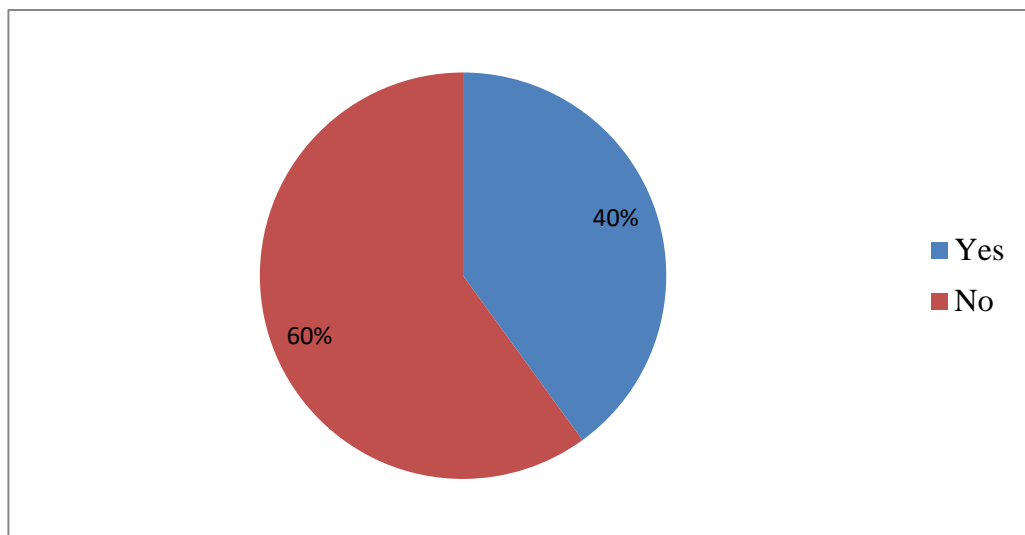
The results show that 60% of parents do not maintain direct contact with English language teachers of their children. This suggests that a significant portion of parents may not be actively engaged in ongoing communication and collaboration with the teacher responsible for their child's English language development. On the other hand, 40% of parents indicated that they are in contact with the English language teacher. This percentage represents a sizable minority of parents who are proactively engaged with the educator responsible for their child's English language instruction.

2.5.2. Interview Results

The interview was administrated with 8 parents.

Question1:

Do you think that teaching English at primary school is a good idea? Why?

Respondent1.I believe that teaching the English language in elementary school is important and necessary in our modern age. Providing learning opportunities at an early age helps children acquire foundational language skills in English, enhancing their educational abilities and broadening their horizons for the future.

Respondent2. For me, I believe that teaching English in elementary school is good and important, as it helps children acquire new language skills and expand their knowledge. Learning English at an early age can open doors to new opportunities in the future, whether for education, work, or communication with people from different cultures.

Respondent3.I personally see that teaching English at a young age will certainly help kids grew their vocabularies and their languages packages as they grow.When they reach certain age they will be able to communicate and express themselves in different languages and it won't be an obstacle for their studies.

Respondent4. As a mother of 3 children who study in primary school , I prefer teaching English in primary school. It is a good decision, and I support it.

Respondent5.I think teaching English in elementary schools is a great idea. It gives children a head start in learning a foreign language, and it opens up opportunities for them in the future.

Respondent6.I agree. I think it's important for children to learn English at an early age. It's a global language, and it will help them in their future studies and careers.

Respondent7.I'm not sure. I think it's important for children to learn their native language well before they start learning a foreign language.

Respondent8. I think it's a good idea, but I'm worried about the quality of the teaching. I want to make sure that my child is getting a good education.

Question 2

Do you think that learning English language at an early stage is important? Why?

Respondent1. Yes, I believe that learning the English language at an early stage is very important. In our contemporary world, English has become a global language and a significant means of communication in various fields.

Respondent2. Regarding the child's confidence in using English, I believe that continuous exposure to the English language, whether at school or at home, plays a significant role in that. Encouraging children to use English in daily situations and providing them with opportunities to speak and write in English helps improve their skills.

Respondent3. Yes, I see that learning English at an early age is really important. The more languages a child learns at a younger age, the more their intelligence improves in several fields.

Respondent4. I consider it to be very important because English is a global language.

Respondent5. Yes, I do. I think it's important for children to be exposed to English at an early age. It will help them to develop their language skills and to become more confident speakers.

Respondent6. Yes, I do. English is a global language, and it will open up opportunities for my child in the future.

Respondent7.I'm not sure. I think it's important for children to learn their native language well first.

Respondent8. Yes, I do. I think it's important for children to be bilingual. It will give them an advantage in their future studies and careers.

Question 3

Have you observed improvement in your child's English language skills since he started learning English in school?

Respondent1.Yes, I have observed progress and improvement in my child's English language skills since the introduction of English teaching in school. He has become more confident in speaking. He is able to express himself. For example, my son would confidently say sentences like, 'My name is Amir. I am 9 years old, and my favorite toy is a car'.

Respondent2. Yes, I have noticed some developments in my child's behavior since he started learning English. For instance, in writing skills, he can write alphapete . In terms of speaking skills, he have started using some words in English instead of Arabicsuch as :" Good morning and Hi".

Respondent3. Yes, I have noticed significant progress and improvement in my child's English language skills since the introduction of English language teaching at school. He can now confidently start a dialogue with his friends in English .

Respondent4. Indeed, I see that my daughter is very interested in the English language, and I have witnessed the impact of including English in primary schools. She has started spelling sentences and has been asking about purchasing English stories for reading.

Respondent5. Yes, I have. My child's vocabulary has improved, and they are able to understand and respond to simple instructions in English.

Respondent6. I have. My child's reading and writing skills have improved, and they are able to communicate in English with their teacher and classmates.

Respondent7. I'm not sure. I don't think my child has had enough exposure to English to notice an improvement.

Respondent8. Yes, I have. My child's speaking and listening skills have improved, and they are able to communicate in English with confidence.

Question 4

Do you have any suggestions to enhance English language teaching in primary schools ?

Respondent1. Yes, in terms of time, I find 45 minutes to be too short, so it would be better for it to be a full hour.

Respondent2. Providing support and encouragement to weaker students, and providing individual assistance is very important for learning a new language at an early age as it enhances the child's confidence.

Respondent3. Encouraging students by organizing trips and distributing gifts helps to make learning a new language successful.

Respondent4. Creating a cheerful atmosphere in the classroom. Using songs and illustrative materials helps the teacher deliver information faster especially in primary school.

Respondent5. I think it would be helpful to provide more opportunities for children to practice speaking and listening to English.

Respondnet6. I think it would be helpful to make the teaching more fun and engaging.

Respondent7. I think it would be helpful to provide more support for children who are struggling with English.

Respondent8. I think it would be helpful to provide more resources for parents to support their children's learning at home.

3.5. Discussion of the Results

3.5.1. Discussion of Questionnaire Results

The data gathered from the questionnaire provides valuable insights into parents' attitudes toward English language education, highlighting their beliefs, preferences, and concerns related to early language learning. The findings indicate a strong consensus among parents regarding the importance of English language proficiency and early education. A significant majority of respondents express proficiency in English, demonstrating their own familiarity with the language. Moreover, almost all parents believe in the benefits of introducing English in elementary schools, underscoring their preference for early language learning. The data also reveals that parents prioritize a holistic approach to language education, with a majority expressing the desire for their children to learn both English and French. This suggests that parents recognize the cognitive benefits of learning multiple languages and view language education as a fundamental aspect of their child's development. The positive impact of learning two foreign languages on academic achievement is also widely acknowledged by respondents.

While parents show strong support for English education, concerns exist regarding the adequacy of weekly study hours and the appropriate educational stage to start learning English. This suggests that parents are aware of the importance of providing sufficient time and resources for effective language learning. However, the overwhelming parental encouragement and active involvement in assisting with school assignments indicate their commitment to their child's language learning journey. Regarding the specific skills parents focus on when assisting their children, reading and speaking skills emerge as the primary areas of emphasis. This practical approach aligns with the goal of developing practical language skills for effective communication. Although a significant proportion of parents maintain communication with English language teachers, there is a consensus on the importance of parental assistance and early English education for enhancing skills and creating future opportunities for their children.

Overall, the data reflects a positive attitude towards English language education among parents of Aisha Oum El mouminine in Ghardaia province .They actively support their children's language learning endeavors, recognize the value of multilingualism for cognitive growth and academic success, and prioritize a holistic approach to language education. In the study conducted by Medvedù Krajnović and Letica (2009), it was found that the majority of parents (98%) in Croatia held positive attitudes towards early foreign language learning. Additionally, the study conducted by Alshuaifan (2022) with Saudi parents, the results indicated that the participating parents held highly positive attitudes towards their children's English as a Foreign Language (EFL) instruction.

These insights can inform educational stakeholders in developing effective English language programs that align with parental expectations and contribute to the language development and future prospects of children in elementary schools.

3.5.2 Discussion of Interview Results

Data collected from the interview provides valuable insights into parents' attitudes toward teaching the English language in elementary schools. Overall, the responses indicate a positive perception of the importance of English language instruction at a young age and highlight the benefits it brings to children's language skills and confidence.

Parents recognize the significance of learning English in the modern age, as it equips children with foundational language skills and expands their educational opportunities. They believe that early exposure to English helps children acquire new language skills, broaden their knowledge, and communicate with people from different cultures. The respondents view English as a global language that opens doors to future prospects in education, work, and social interactions.

Furthermore, the interview data reveals that parents have noticed improvements in their children's confidence and proficiency in using the English language. They attribute this progress to various factors, including exposure to English media, continuous practice in daily situations, and interactions with teachers, friends, and family members proficient in English. The respondents emphasize the importance of encouraging children to use English actively and providing them with opportunities to speak and write in the language.

Regarding suggestions for enhancing English language teaching in elementary schools, the responses encompass several themes. Parents recommend extending class time to allow for more comprehensive instruction and practice. They also emphasize the importance of providing individualized support and assistance to weaker students to build their confidence and language skills. Organizing trips, cultural events, and distributing rewards are suggested as ways to motivate and engage young learners. Additionally,

creating a stimulating and cheerful classroom environment through the use of songs and illustrative materials is viewed as beneficial for effective language delivery.

In summary, the interview data demonstrates parents' positive attitudes toward teaching English in elementary schools. They believe in the importance of early English language instruction, acknowledge the progress and improvement in their children's language skills, and provide suggestions for enhancing teaching practices. These insights can inform educators and policymakers in designing and implementing effective English language programs that align with parents' expectations and contribute to children's language development in primary schools.

Conclusion

In this chapter, the researchers extensively described the methodology employed for data collection and data analysis. They provided a clear explanation of the steps taken to analyze the collected data, including any statistical or qualitative techniques used. This ensured a systematic and rigorous approach to understanding the research findings.

General Conclusion

Parents play a crucial role in their children's education by actively participating in the learning process. They reinforce the lessons taught at school, provide additional support, act as role models, and shape their children's attitudes and behaviors towards learning. Therefore, it is necessary, through this research to examine their attitudes about the teaching of English language in Aisha Oum El mouminine Primary School in Ghardaia . The aim of this study was to examine the attitudes of parents of Aisha Oum El mouminine in Ghardaia province towards teaching English at primary school.The study was conducted with 40 (out of 50) parents of Aisha Oum Elmouminine primary in Ghardaia. The researchers used questionnaire and interview for data collection, using mixed methods to provide much more detailed results.

This research is made up of two chapters. The first chapter of the dissertation provides the theoretical foundation for the study, covering the broader context of English as a global language and its status in Algeria. It traces the historical introduction of English language teaching in Algeria, highlighting the initial experiences of implementing English as a second language in the country's education system. The chapter also delves into the various theories that shed light on a child's ability to acquire a second language, in addition to exploring both the benefits and challenges associated with teaching English at the primary school level.

The second chapter represents the core of the dissertation, as it delves into the practical aspects of the research to address the questions that underpin this study. The analysis of both the questionnaire and the interview data yielded positive findings, indicating that the majority of parents from Aisha Oum Elmominine primary school agreed with the decision to teach the English language at the primary school level. This chapter provides a detailed examination of the parental attitudes, beliefs, and preferences regarding

General Conclusion

English language education, drawing insights from the mixed-method approach employed in the data collection process.

By analyzing the responses from the surveys and in-depth interviews, the researchers were able to gain a nuanced understanding of the attitudes of parents towards teaching English at primary school.

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Appendices

Appendices

Appendix (A): The Questionnaire

Dear parents,

This questionnaire is part of a master thesis. It aims to gather information about the perspectives and attitudes of parents regarding teaching English in primary school. We kindly request your participation by sharing your views and opinions through completing this questionnaire. Please rest assured that your answers will remain confidential and anonymous. No personal information you provide will be shared with any external parties, and it will only be used for research purposes.

Thank you for your time and cooperation.

Please indicate your response by marking (✓) the corresponding option for each question.

1) Do you master English language?

a) Yes ☐ b) No ☐

2) Do you agree with teaching English language in primary schools?

a) Yes ☐ b) No ☐

3) Do you think that learning English at an early age is important for your child?

a) Yes ☐ b) No ☐

4) In your opinion, what is the appropriate academic stage for your child to start learning English language?

a) Preschool ☐

b) Primary School ☐

c) Middle School ☐

d) Secondary School ☐

5) Which foreign language (s) do you want your child to learn in primary school?

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a) English ☐

 b) French ☐

c) Both ☐

6) Do you think that learning two foreign languages at primary school has a positive or negative impact on your child's academic achievement?

a) Positive ☐

b) Negative ☐

7)Do you think that the weekly teaching hours devoted to English language (45mnts) are sufficient for your child to learn the language adequately?

a) Yes ☐   b) No ☐

8) Do you think your child is interested in learning English language?

a) Yes ☐   b) No ☐

9) Do you encourage your child to learn English language?

a) Yes ☐   b) No ☐

10) If yes, what resources do you provide for your child to learn English language? (you can tick more than one)

a) English courses in private school ☐

b) books ☐

c) stories ☐

d) computer ☐

d) Other (please specify)

……………………………………………………………………………………………………

11) Do you help your child with their English assignments at home?

Appendices

a) Yes ☐   b) No ☐

12) If yes, which skill (s) do you focus on in helping your child? (you can tich more than one)

a) Writing ☐

b) Reading ☐

c) Speaking ☐

d) Listening ☐

13) Are you in contact with the English language teacher to monitor your child's progress in this subject?

a) Yes ☐   b) No ☐

Appendices

Appendix (B): The Interview

1) What are your general opinions about teaching English in primary school?
2) Do you believe that learning English at an early stage is important? Why?
3) Do you see an improvement in your child's confidence in using English? What do you believe contributes to this improvement?
4) Have you noticed progress and improvement in your children's English language skills since the introduction of English teaching in school?
5) Do you have any suggestions for enhancing English language teaching programs in primary schools for young children?

Appendices

Appendix (A):The Quesionnaire in Arabic

<div dir="rtl">

__الأسئلة__

1)هل تتقن اللغة الإنجليزية؟

أ) نعم ☐   ب)لا ☐

2)هل توافق على تدريس اللغة الإنجليزية في المدارس الابتدائية؟

أ) نعم ☐   ب)لا ☐

3)هل تعتقد أن تعلم اللغة الإنجليزية في سن مبكرة مهم لطفلك؟

أ) نعم ☐   ب) لا ☐

4)في رأيك ما هي المرحلة الدراسية المناسبة لطفلك لبدء تعلم اللغة الإنجليزية؟

أ) مرحلة ما قبل المدرسة ☐

ب) المدرسة الابتدائية ☐

ج) المدرسة المتوسطة ☐

د) المدرسة الثانوية ☐

5)ما هي اللغة (اللغات) الأجنبية التي تريد أن يتعلمها طفلك في المدرسة الابتدائية؟
</div>

Appendices

أ) اللغة الإنجليزية ☐

ب) الفرنسية ☐

ج) كلاهما ☐

6)هل تعتقد أن تعلم لغتين أجنبيتين في المدرسة الابتدائية له تأثير إيجابي أو سلبي على التحصيل الأكاديمي لطفلك؟

أ) إيجابي ☐

ب) سلبي ☐

7)هل تعتقد أن ساعات التدريس الأسبوعية المخصصة للغة الإنجليزية (45 دقيقة) كافية لتعلم طفلك اللغة بالشكل الكافي؟

أ) نعم ☐ ب) لا ☐

8)هل تعتقد أن طفلك مهتم بتعلم اللغة الإنجليزية؟

أ) نعم ☐ ب)لا ☐

9)هل تشجع طفلك على تعلم اللغة الإنجليزية؟

أ) نعم ☐ ب)لا ☐

10)إذا كانت الإجابة بنعم، ما هي الموارد التي توفرها لطفلك لتعلم اللغة الإنجليزية؟ (يمكنك وضع علامة على أكثر من إجابة واحدة)

أ) دورات اللغة الإنجليزية في المدارس الخاصة ☐

ب) الكتب ☐

ت) القصص ☐

ج) الكمبيوتر ☐

د) أخرى (يرجى التحديد) ☐

....

11)هل تساعد طفلك في واجبات اللغة الإنجليزية في المنزل؟

أ) نعم ☐ ب) لا ☐

Appendices

12) إذا كانت الإجابة بنعم، ما هي المهارة (المهارات) التي تركز عليها في مساعدة طفلك؟(يمكنك اختيار أكثر من أجابة)

أ) الكتابة ☐

ب) القراءة ☐

ج) التحدث ☐

د) الاستماع ☐

13)هل تتواصلين مع مدرس اللغة الإنجليزية لمتابعة تقدم طفلك في هذه المادة؟

أ) نعم ☐   ب)لا ☐

Appendices

Appendix (B): The Interview in Arabic

المقابلة

١) ما هو رأيك العام حول تدريس اللغة الإنجليزية في المرحلة الابتدائية؟

٢) هل تعتقد أن تعلم اللغة الإنجليزية في مرحلة مبكرة أمر مهم؟ لماذا؟

٣) هل ترى تحسناً في ثقة طفلك في استخدام اللغة الإنجليزية؟ ما الذي تعتقد أنه يساهم في هذا التحسن؟

٤) هل لاحظت تقدماً وتحسناً في مهارات أطفالك في اللغة الإنجليزية منذ إدخال تدريس اللغة الإنجليزية في المدرسة؟

٥) هل لديك أي اقتراحات لتعزيز برامج تدريس اللغة الإنجليزية في المدارس الابتدائية للأطفال الصغار؟

ملخص

هدفت الدراسة إلى استكشاف آراء الآباء تجاه تدريس اللغة الإنجليزية في مدرسة عائشة أم المؤمنين في ولاية غرداية، باستخدام تصميم بحث مختلط الأساليب الذي يجمع بين الأساليب الكمية والنوعية. تم توزيع استبيان على 40 من أصل 50 ولي، وأجريت مقابلات مع 8 منهم. تم تحليل بيانات الاستبيان يدويا . أما بالنسبة لتحليل الإجابات على الأسئلة المفتوحة في المقابلة، فقد تم تدوين تعليقات أولياء الأمور في أوراق منفصلة وتم الإبلاغ عنها للتحليل والتفسير. أشارت النتائج إلى أن غالبية المشاركين وافقوا على تدريس اللغة الإنجليزية في المدارس الابتدائية وعبروا عن آراء إيجابية.فهم يعتقدون أن تعليم اللغة الإنجليزية في مرحلة مبكرة يمكن أن يعزز قدرات الطلاب الإدراكية وأنها تُعتبر لغة عالمية للتواصل. من ناحية أخرى، أعرب بعض الأفراد الذين لديهم تحفظات حول إدخال اللغة الإنجليزية في سن مبكرة عن اعتقادهم بأنه قد يكون مبكرًا للطلاب أن يكتسبوا لغة أجنبية في سن مبكرة، وأكدوا على أهمية التركيز على لغتهم الأم. بشكل عام، أشارت النتائج إلى أن غالبية الآباء عبروا عن موافقتهم وآرائهم الإيجابية تجاه فكرة تدريس اللغة الإنجليزية في المدارس الابتدائية.

الكلمات المفتاحية: التدريس ، اللغة الإنجليزية ،الآباء، التوجهات ، سن مبكرة، المدرسة الإبتدائية.