Algerian EFL Teachers' and Parents' Perceptions and Attitudes toward the Introduction of English as a Foreign Language at the Primary School Level

The Case of Primary Schools in Jijel

Dissertation submitted in partial fulfillment of the requirements for the degree of Master in Didactics of foreign languages

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Dedication

First of all, praise is to Allah the Almighty for giving me the strength to complete this work. I always dreamed of this opportunity to thank those who believed and guided me to reach this moment.

Special thanks to the most precious people in my heart; my beloved mother and father.

Thank you to my sister "Meryem", brothers "Seyf-Eddine & "Djalal-Eddine", and my little nephew "Younes".

To my partner Chahinez

To myself.

<div align="right">Anfel.</div>

Primarily, I would like to thank Allah for providing me with the patience and power to accomplish my university.

Then, I lovingly dedicate it to

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Abstract

The present research investigates Algerian EFL teachers' and Parents' perceptions and attitudes toward teaching/learning English as a foreign language in primary schools. It also aims at discovering the different difficulties encountered by third year primary school pupils and their teachers alike since it is their first experience of learning/teaching English at the primary school level. In order to conduct this study, a descriptive research paradigm in which a mixed method research was used through three research instruments was adopted. First, a classroom observation was conducted in two different primary schools in Jijel district for the purpose of unveiling the difficulties faced by EFL teachers with young learners during the process of teaching. Second, two questionnaires were used to collect data. The first was handed to 20 EFL teachers out of 99 from different primary schools of Jijel, while the second was addressed to 61 parents of third-year primary school pupils in order to investigate their attitudes and perceptions towards the instruction of English at the primary school level. The findings of teachers' questionnaire showed that the majority of them appreciate the inclusion of English as a foreign language in primary school education. Similarly, the results of parents' questionnaire also showed that they have positive attitudes and perceptions towards teaching English in primary schools. Likewise, the results yielded from classroom observation indicate that EFL young beginning learners do really face some obstacles during the process of learning. The overall findings revealed that third year primary school pupils encounter difficulties that affect negatively their process of learning, the most important of which is the confusion between English and French languages in terms of spelling and pronunciation. In the light of the previously stated findings, some pedagogical recommendations and other suggestions for further research are introduced**.**

Keywords: Teachers' Perceptions, Teachers' Attitudes, Parents' Perceptions, Parents' Attitudes, Primary School education, English as a foreign language, Difficulties.

List of Abbreviations and Symbols

ALM: Audio-Lingual Method

CLT: Communicative Language Teaching

CBA: Competency-Based Approach

EFL: English as a Foreign Language

ESL: English as a Second Language

GTM: Grammar Translation Method

ICT: Information Communication Technology

L1: First Language

L2: Second Language

LPP: Language Planning and Language Policy

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General Introduction

1. Statement of the Problem

Learning foreign languages has become very important nowadays. Since English has become an international lingua franca, the most widely spoken language in the world, and one of the dominant languages of various technological devices, its instruction has become an urgent necessity. Consequently, it has been implemented as a mandatory subject in a lot of countries across the globe (Alshuaifan,2022). More specifically Algeria, it has given a special status to English instruction in its educational system and at all levels, especially the primary level. (Boukhlef, 2022)

Foreign language instruction at an early age could be useful as it provides a contribution to the child's motivation and positive attitude toward learning and helps him/her to be proficient (Nikolov and Djigunović, 2006). Therefore, the English language has been introduced and taught as a foreign language besides the French language in Algerian primary schools. Yet, in conducting some informal conversations with some parents who did not hide their concern about the introduction of English in EFL primary school classrooms. Hence, this piece of research comes as an attempt to investigate teachers' and parents' attitudes toward the issue of instructing/learning English in Algerian primary school classrooms. Likewise, the study aspires to spot light on the obstacles encountered by teachers as their experience with teaching English at that very early age in Algerian classroom context.

A review of the literature on attitudes and perceptions of Algerian EFL teachers and parents toward teaching and learning English as a Foreign language in primary schools reveals a lack of research and shows that very few studies have, so far, investigated the difficulties that

EFL teachers and parents have with young learners when learning English as a foreign language. Therefore, the current study is conducted to consider parents and teachers' attitudes toward introducing English in Algerian primary school EFL classrooms. Similarly, it is set to elicit information about the difficulties that both teachers and parents may face with in the process of teaching/learning English at an early age.

2. Aim of the Study

This study is conducted for the purpose of knowing the perceptions and attitudes of Algerian EFL teachers and parents toward teaching/learning English as a foreign language in primary schools in the EFL Algerian context in Jijel province. It, as well, aims at identifying the problems and challenges experienced by those teachers and learners as it is their first experience of teaching English to young learners in an official educational setting. Hopefully, the study intends to shed light on those issues to take them into account in order to find future solutions for the encountered obstacles. In addition to that, this research might provide future researchers with more information and knowledge about the topic since no study has previously investigated this issue.

3. Research Questions

This research attempts to offer answers to the following questions:

RQ1. What perceptions and attitudes do Algerian EFL teachers from the province of Jijel hold towards teaching English in primary schools?

RQ2. What perceptions and attitudes do Algerian parents hold towards their children learning English as a foreign language in primary schools?

RQ3. What are the difficulties faced by Algerian parents, learners and EFL teachers in learning/teaching English in primary schools?

4. Research Methods and Tools

Since the main aim of the research is to investigate teachers' and parents' perceptions and attitudes, a descriptive study might be relevant to accomplish this aim. Two questionnaires are designed, of which one is administered to 20 teachers (out of 90) belonging to different primary schools in Jijel province. The second questionnaire is addressed to 61 parents of third year primary school learners. In addition, a classroom observation is conducted through the use of a checklist.

5. Structure of the Study

This study is a descriptive research work. It is divided into two main chapters; the first chapter is devoted to the theoretical framework of the study, and the second one is concerned with the practical part.

The first chapter is divided into four sections. The first section deals with a review of the linguistic situation in Algeria. The second section is concerned with a review of learning/teaching situation in Algeria. The third one is devoted to talk about teaching English in primary education while the last section presents a review of related literature on perceptions and attitudes toward teaching English as a foreign language in primary schools.

The second chapter, which is the core of the research, is devoted to the practical part of the study. It is based on the analysis and interpretation of the data collected. It also exposes the discussion of the results and the limitations of the study.

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Introduction

Teaching English as a foreign language in Algerian classrooms is a topic of great significance and relevance in today's globalized world. This chapter is devoted to discuss various aspects that are crucial to understand when it comes to teaching English in Algeria. The present chapter explores four distinct sections, each shedding light on different dimensions.

1.1. The Linguistic Situation in Algeria

Algeria has a diverse linguistic situation due to its historical and cultural background. Its linguistic landscape and identity are shaped by the country's colonial past and its multicultural heritage. This section is devoted to talk about a brief historical overview of the language policy in Algeria and its linguistic diversity.

1.1.1. The Historical Overview of Language Policy in Algeria

After living under French control for 132 years, it was really hard for Algerians to change the colonial system which tried to eradicate their identity by imposing the French language and culture for centuries (Nakla, 2021, p.149). This situation was problematic for the Algerian policymakers whose goal was to regain identity. For this reason, right after gaining independence, an initiative was introduced by the Algerian authorities as they stepped towards addressing the problem of language in the country (Albuyeh, 2013), (as cited in Nakla, 2021, p.149). According to Mostari (2004): ''without recovering that essential and important element which is the national language, our efforts would be vain, our personality incomplete, and our entity a body without a soul''(p.26). For the purpose of putting an end to the French culture and language, a policy called ''Arabization'' was introduced by president Ahmed Ben Bella in 1963 and it was adopted in Algeria from the 1960s to the late 1990s. McDougal reveals that Ben Bella

brought approximately 1000 teachers from Egypt so as to achieve his goal and to give the primary school a new look with the Arabic language being stuck on its façade (McDougall, 2011, p251). Despite the reduction of teaching French, it was still used in public places, this is what made the adopted policy criticized as it neglected the linguistic diversity of the Algerian society. Hence, the Algerian government was obliged to take serious measures by returning to Arabic-French bilingualism in schools.

After being Arabized for a period of time, the Algerian government decided to reconsider its educational system and language policy. In May 1999, Abdel-Aziz Bouteflika declared "it is unthinkable to spend ten years studying in Arabic pure science when it would only take one year in English" (Kaplan & Baldauf, 2007), (as cited in Nakla, p.152). For this reason, scientific subjects were taught in French as these subjects required terminology which was hard to be taught in Arabic. However, the authorities rejected the idea of institutionalized Francophonie, but President Abdel-Aziz Bouteflika was in full opposition to them as he declared: ''Algeria does not belong to Francophonie but there is no reason for us to have a frozen attitude towards the French language which taught us so many things'' (as cited in Benrabah, 2004, p.28).

1.2. EFL Teaching/Learning Situation in Algeria

The following section presents a description of EFL teaching and learning in Algeria, in addition to the major factors affecting EFL instruction in general and in primary education in particular.

1.2.1. The Status of English in Algeria

In the Algerian context, according to "The Ministry of Education", English is taught as a foreign language as Arabic is the official language and French is the second language. In this

regard, students in Algeria who are learning English are considered EFL students because English is, neither their native language, nor the official language of the country. Hence, English in Algeria is considered a foreign language. English as a foreign language (EFL) is defined by Gass and Selinker (2008) as "Learning of a nonnative language in the environment of one's native language" (p.7). That is to say, EFL refers to learning English in a country where English is not the native-spoken language of that country

According to Benrabah (2007b, p.194), English was the second foreign language, introduced in Middle Schools in Algeria. That is to say, English in Algeria is now considered a foreign language besides French and it has been taught to the majority of students from the middle level since independence in 1962. It has been taught in Algerian middle, and secondary schools and universities. However, many factors contributed to the wide spread of English in Algeria. For instance, the huge spread of that language all over the world as a medium of communication and interaction with others led the Algerian authorities to make many changes concerning the status of English in Algeria. Algerian decision-makers and educational authorities decided to implement it at all levels and domains. Boukhlef (2022) stated that in July President Tebboune called for the teaching of English to become part of the primary school syllabus/program starting from the new school year on September 2022.

1.2.2. Teaching English as a Foreign Language in Algeria

Since independence, the Algerian educational system has known many changes according to the world's most efficient methods of teaching. Teaching EFL in Algeria went through different methods at that time starting from the Grammar Translation Method (GTM) which was inherited from already prepared French syllabi, then the Audiolingual Method (ALM) which was adopted because of its behaviorist approach based on the principle of the stimulus-

response. The latter proved to be unable at forming learners who can communicate effectively (Benadla,2013. p.158). For this reason, Communicative Language Teaching (CLT) or the Communicative Approach (CA) started in the 1970s as a reaction to those traditional approaches focusing on grammar and accuracy and it could be said that CA is the product of educators and linguists who had not been satisfied with the Audiolingual Method and the Grammar Translation Method (Morea, 2007).

Richards and Rodgers (1986) defined the communicative approach to language teaching as "an approach that aims to (a) make competence the goal of foreign language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (p.66). The Communicative Approach is a learner-centered approach that aims at teaching communicative competence (Richards and Rodgers, 2001) which is a term coined by Dell Hymes in 1972, and it refers to the learner's ability to use the language correctly and appropriately to accomplish communication goals. CA aims also at developing procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (Richards and Rodgers, 2001). Savignon (1987) claimed that "communicative competence has to do with real speaker-listeners who interpret, express and negotiate meaning in many different settings" (p.236). Communicative competence in EFL Teaching involves interacting with others using receptive/interpretive skills (reading and listening) and productive skills (speaking and writing), supported by the ability to use vocabulary and grammar appropriately and employ a range of language strategies that help conveying and clarifying meaning. The communicative approach has shifted the focus in language teaching from learning about the language to learning to communicate in the language.

In the Educational reform, all the previous teaching methods were replaced by a new one adopting the Competency-Based Approach Principles. The Competency-Based Approach is a product-oriented approach to language teaching. It is an extension of Communicative Language Teaching. Because there is no conclusive evidence showing a link between knowledge about a subject and the ability to use that information in context, Competency-Based Education expressly focuses on what learners can do rather than on what they know (Smith and Patterson, 1998).

1.2.3. Competency-Based Approach

The Competency-Based Approach or Competency-Based Education is an educational movement that focuses on the outcomes or outputs of Learning. (Richards & Rodgers,2014). While, in language teaching, the term Competency-Based Language Teaching is concerned with the teaching method adopted for teaching a foreign language. CBLT is an application of the principles of Competency-Based Education (CBE) to language teaching and it is based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social contexts in which it is used (Richards & Rodgers, 2001, pp.141-143). The Ministry of National Education in the national program of English as a Second/Foreign Language in the First Year Middle school teachers' Guide (2003) presented a comprehensible definition of CBA which is: "a know-how-to-act process that interacts and mobilizes a set of capacities, skills, and an amount of knowledge that will be used effectively in various problem-situations or in circumstances that have never occurred before" (p.4). That is, learners are expected to develop a set of skills, and abilities to use what they have learned in real-life situations. Moreover, Richards & Schmidt (2010) define the Competency-Based Approach as, "An approach to teaching that focuses on teaching the skills and behaviors needed to perform

competencies p.104). Competencies refer to the student's ability to apply different kinds of basic skills in situations that are commonly encountered in everyday life" (p.94). Thus, "Competency" is the central term for CBA rather than competence. The Oxford Advanced Learner's Dictionary (2015, p.304) defines competency as "the ability to do something well" and as "a skill that you need in a particular job or for a particular task". Likewise, Gonczi (1996, pp.15-18) defined a competent person as one who possesses the attributes necessary for job performance to the appropriate standard.

The Competency-Based Approach aims to prepare learners to be able to use and rely on what they have already studied at school in their everyday life. Competent learners should be able to solve their real-life problems by relying on what they have learned in school. The intended goal is to train learners so they can rely on themselves and develop their critical thinking. The goal may be achieved only through the use of a special method of teaching in which the teacher should not give ready-made conclusions to learners. According to Auerbach (1986), eight features characterize the implementation of CBA programs in language teaching:

1. A focus on successful functioning in society. The aim is to enable students to be self-sufficient individuals capable of coping with the world's demands.

2. A focus on life skills. CBLT teaches language as a function of communication. Students are taught only forms/skills required by the situations in which they will function.

3. Task or performance-oriented instruction. The emphasis is on what learners will be able to do as a result of instruction and overt behaviors rather than on knowledge or the ability to talk about language and skills.

4. Modularized instruction. Language learning is broken down into meaningful chunks, objectives are narrowed into sub-objectives so that both teachers and students can get a clear sense of progress.

5. Outcomes are made explicit. Learning outcomes are a priori known before the teaching-learning process starts by both teacher and learner. They are specified in terms of behavioral objectives. In this way, learners are aware exactly of what behaviors are expected from them.

6. Continuous and ongoing assessment. Assessments are done continuously. Learners are pre-tested to determine what skills they lack and post-tested after instruction on that skill. The learners continue learning until mastery is demonstrated.

7. Demonstrated mastery of performance objectives. Assessment is based on the ability to demonstrate pre-specified behaviors rather than the traditional paper-and-pencil tests.

8. Individualized student-centered instruction. objectives are defined in terms of individual needs. Instruction is not time-based, learners move progressively at their own pace and concentrate only on those areas in which they lack competence.

1.2.4. Urban EFL Classroom versus Rural EFL Classroom

Urban EFL classrooms refer to classrooms that are located in urban areas, as opposed to rural or suburban areas. They are typically found in densely populated cities and are characterized by a diverse student population, a range of socio-economic backgrounds, and a wide range of English language proficiency levels. Rural EFL classrooms, on the other hand, refer to classrooms that are located in rural areas. They are often found in smaller towns or villages and are typically characterized by a low population density and an agricultural-based economy, and the student population may be more homogeneous in terms of cultural and

linguistic backgrounds. Some factors contribute to the distinction between rural and urban areas in English language learning and teaching:

• **Availability of resources:** Rural EFL Classrooms usually lack the resources that Urban EFL Classrooms have access to such as books, libraries, language labs, computers… etc. Abdu-Raheem (2011) asserted that non-availability and inadequacy of instructional materials are major causes of the ineffectiveness of the school system and poor performance of students in schools.

• **Exposure to English:** Students in rural areas may have less exposure to the English language, either inside or outside the classroom, than the ones who live in urban areas and can be exposed to the language everywhere and this makes it easier for them to acquire and use the language.

• **Cultural and Social Factor:** Rural and Urban communities have different cultural, and social values and backgrounds toward EFL learning and teaching which can influence learners' ability and motivation to learn English. According to Schuman (1975), learners' contact with the second language culture and social norms can increase in time and scope which increases their motivation with time.

• **Family Factor:** To determine the child's performance their family plays a key role. Students in rural areas have low performance compared to students in urban areas because it is related to their parents' education. Some experts believe that parents' expectations are the most influential factor affecting youth decisions to pursue education. (Esterman and Hedland,1995)

1.2.5. Algerian Private Schools versus Algerian Public Schools

EFL Teaching in private schools is typically different than in public schools. English in Algerian private schools is taught to learners from the first level at an early age in contrast to Algerian public schools where learners start learning English at 11 years old which is considered

the critical age for learning a language and this may affect the learning process. According to Singleton (2003), "If the language is acquired after the optimal period (2-14 years), it will become more challenging to learn it". Moreover, EFL teachers in private schools may have access to more advanced teaching tools and resources than their public school counterparts and this may influence their way of teaching. In addition to that, private schools often have smaller class sizes than public schools, which can make it easier for teachers to give individual attention to each student. While public schools may have large classes which makes it more challenging for teachers to give individualized attention to each student.

1.3. Teaching English in Primary Education

Effective teaching of English in primary education is the major concern of teachers and to achieve this concern, it is important to have effective teaching materials. Chingos and West (2010) argued that the quality of learning materials is an important ingredient in improving instructions, this means that the use of effective teaching and learning materials in primary education is very important in the process of instruction while the use of ineffective teaching materials and techniques may contribute to ineffective teaching.

1.3.1. Teaching Materials in EFL Classroom

Teaching materials are an essential component of any effective teaching and learning environment. Tomlinson (1998, p.2) viewed that "materials are used to refer to anything which is used by the teachers or the learners to facilitate the learning of a language." Textbooks and Information Communication Technologies (ICTs) are teaching materials and types of resources used by various educators to facilitate the learning process for learners and to present the lesson in a clear, appropriate, and organized manner in the classroom.

1.3.1.1. Textbook

The textbook is considered the main instructional tool for all learners in general and for young learners in particular. It plays a crucial role in every child-learning journey. According to Oxford Advanced Learner's Dictionary, a textbook is defined as "a book that teaches a particular subject and that is used especially in schools and colleges" (OALD, 2000, p. 1238). Graves (2000, p.175) defined that the textbook is a book used as a standard source of information for formal study of a subject and an instrument for teaching and learning. Likewise, Sheldon (1988) argued that textbooks generally offer significant advantages for both learners and teachers (p.237). In Cunningsworth's view (1995, p. 7), the roles of textbooks are identified as:

• An effective resource for self-directed learning and self-study.

• A valuable resource for presentation material (written and spoken).

• A source of ideas and activities for learner practice and communicative interaction.

• A reference source for students.

• A support for less experienced teachers to gain confidence and demonstrate new methodologies.

In addition to that, he claims that: "no course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary. So we should not be looking for the perfect course book which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and our students need" (Cunningsworth, 1984, p. 6).

1.3.1.2. Information Communication Technologies

The widespread of technology led to the flourishing of using information communication technologies (ICTs) as a new tool in the field of teaching English as a foreign language. ICTs refer to technological tools and resources which are employed to communicate, create, disseminate, and manage information (Yunus, Nordin, Salehi, Sun, and Embi, 2013). Information communication technology is a valuable teaching tool and it has many positive effects on teaching and learning English for young learners which can be summarized as follow:

- ICT increases learners' motivation and, thus, enhances personal commitment and engagement

- ICT improves independent learning. Learners' collaboration and communication are more important.

- Learners' attainment and outcomes are improved (Haucine, 2011).

• **Language laboratories:** Language laboratory is greatly helpful in creating a favorable atmosphere for language learning and helping the learners to acquire necessary language skills (Devi and Yadav, 2019, p.408). It refers to the space where students learn through audio or visual media. Language laboratories have many pros Devi and Yadav claimed that Language laboratories may have many objectives, purposes and function to work upon

- To make good linguistics competence through accuracy in pronunciation.

- To enrich the discourse competence so as to prepare learner to be able to produce contextualize and clear speech.

- To acquire strategies competence for spoken language to use in a wide range of communication strategies.

• **Authentic materials:** Morrow (1977) defined authentic material as "a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort" (As cited in Gilmore, 2007, p. 98), which means it was not created intentionally to be used in the classroom. Authentic materials have many advantages, Sweet (1899) claimed that:

"Great advantage of natural, idiomatic texts over artificial 'methods' or 'series' is that they do justice to every feature of the language The artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical constructions, Certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more, essential". (p.177)

1.3.2. Factors Affecting Learning/Teaching English as a Foreign Language in EFL Classroom

Various factors could influence foreign language learning and teaching in EFL classrooms, these factors are mainly considered to be strongly related to learning/teaching in general and foreign language learning/teaching in particular.

1.3.2.1. Social Factor

It is strongly believed that attitudes toward the target language and its culture as well as its speakers affect motivation. Hence various researchers such as Gardner (1985), Puchta (1990), and Brown (2000) pointed out in their studies the conclusion that second language learning success depends on the learner's attitudes. According to Brown (2000), second language learners benefit from positive attitudes, and negative attitudes can lead to a decrease in motivation. In

addition to that, Puchta (1990) claimed that learners' supportive and positive beliefs help to overcome problems and thus sustain motivation, while negative or unrealistic beliefs can lead to decreased motivation, frustration, and even anxiety. (as cited in Hosseini 2013, p.65). That is to say, learners with a positive attitude can attain success and the opposite is true. In contrast, other researchers considered that there is no relationship between language learning and attitudes (Larsen-Freeman and Long, 1991). In other words, positive or negative attitudes do not necessarily reflect success or failure in learning a language.

In Algeria, it is noticeable that students are much influenced by their parents which are considered to be an important source of positive and negative attitudes. If parents have positive attitudes, they will encourage and motivate their children to learn the target language. But their negative attitudes toward that specific language demotivate their children (Iddou-Derraz, 2009). In this respect, Spolsky (1969, p. 237) wrote:

"In a typical language learning situation, there are a number of people whose attitudes to each other can be significant: the learner, the teacher, the learner's peers and parents, and the speaker of the language. Each relationship might be well shown to be a factor controlling the learner's motivation to acquire the language." (as cited in Iddou-Derraz, 2009 p. 13).

That is to say, in language learning context, the relationships between the individuals, including the teacher, the learner, the learners' parents, play a crucial role in influencing and shaping the learners' motivation to acquire the language.

1.3.2.2. Age Factor

Age has great importance in language acquisition and language learning. Many researchers such as Penfield and Roberts (1959), Andersson (1960), Lenneberg (1967), and

Krashen (1981) believed that acquiring a language can be better at an early age in life and the belief that young learners are better at learning languages than adults is supported by the critical period hypothesis. For Penfield and Roberts (1959) the optimum stage for children to learn L2 falls within the first ten years of age, at that time the child's brain is plastic with an unusual capacity for learning language.

While in the Algerian context, according to Iddou-Derraz (2009) teaching English used to start from the first year of middle school i.e. the age of 11-13 years old which is considered the critical age for language learning. This late exposition to the language may affect the learning process of English and may even lead to its failure because exposing learners to the language at this age could make them more influenced in different levels by their mother tongue Arabic as it is their first language or by French as a second language. For instance, at the phonological level, learners find some difficulties in articulating English sounds such as the English short vowel /ə/ the majority of students replace it most of the time with either the French open vowel /a/ in words like approximant, according, attribute, syllable, affect, theatre, addition, acquisition, etc. or by the close vowel /o/ like in phonology, information, pedagogy, method, etc. The latter involves the belief that this type of influence concerns English words that have similar meanings and forms to those words in French. (Iddou-Derraz,2009. p.12). Furthermore, it has been noted by many researchers that many English language learners, including Arab learners, have difficulties with English spelling (Al-zuoud, K. M., and Kabilan, 2013), (as cited in Alhaisoni, Al-zuoud & Gaudel, 2015.p 185). These difficulties have been attributed to a number of causes, such as the differences in the orthographic system between Arabic and English, and first language (L1) interference, in addition to learner's age. Moreover, these spelling difficulties

cause many spelling errors which negatively affect the writing proficiency of Arab students (Saiegh-Haddad, 2004), (as cited in Alhaisoni, Al-zuoud & Gaudel, 2015.p185)

1.3.2.3. Psychological Factor

In addition to age, psychologists believe that the psychological side plays a key role in acquiring and learning a language. A great number of researchers investigated the impact of negative emotions, particularly anxiety, in foreign language learning. Spielberger (1983, p. 15) defined 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). However, when anxiety is experienced in the classroom it is called "Foreign Languages Classroom Anxiety" (FLCA). Language learning classroom anxiety stems from complicated feelings, understandings, and behaviors pertaining to the process of language learning (Horwitz et al. 1986). Some scholars have distinguished two types of classroom anxiety, Scovel (1978) claimed:

"Facilitating anxiety motivates the learners to fight the new learning task; it gears the learners emotionally for approval behavior. Debilitating anxiety, in contrast, motivates the learners to flee the new learning task; it stimulates the individual emotionally to adopt avoidance behavior". (Cited in Larsen-freeman and Long, 1991, p. 187).

Many studies have found that anxiety has an impact on the individual's achievement in language learning. That is to say, higher levels of language anxiety are associated with lower levels of language achievement in the classroom. Anxious learners tend to freeze up in role-play activities, forget previously learned material, are less likely to volunteer answers, and participate less than their non-anxious counterparts (Horwitz et al., 1986). Moreover, students with anxiety

are generally passive learners and show a lack of interest in learning, as a solution teacher may adopt some techniques to make them more interested and motivated in the classroom. According to Lattanze (2023), it is very important to create trust in the classroom by encouraging students to take the risks needed to learn something new or complex, in addition to normalizing the act of making mistakes, or just calling students by their names and ask them to answer, this may get them ready to learn and help in refocusing pupils' attention.

1.3.2.4. Pedagogical Factor

Pedagogy has a powerful effect on language learning. It has an impact on both the learner's ability and the teacher's ability as well. However, age, psychological, and social aspects influence only the learner's ability. According to Iddou-Derraz (2009), the Pedagogical deficiencies or problems that may be noted are as follows:

1. The lack of teachers training and English post-graduate teachers as well.

2. Large number of students in class in addition to insufficient time devoted to EFL learning.

3. The problem of age at which the process of learning English takes place, starting at 11-13 years old is believed to be delayed by many scholars.

4. The absence of books, audiovisual materials, computers … etc. That are required to facilitate the learning process and make it more successful. (Iddou-Derraz, 2009).

1.3.2.5. Economic Factor

In addition to the above-mentioned factors, economic factor has a key role in influencing students' achievement. It consists of different aspects, for instance, parents with acceptable and high financial status can help their children to improve their performance as well as facilitating

their way of learning by providing the necessary learning materials. In other words, the financial aspect may influence the learning/teaching process, since being mentally, financially, and economically satisfied may result in a good performance in learning. In this regard, Hill, Lansford, Dodge, Bates, and Pettit (2004) argued that:" Students' performance is a yield of mental and economic satisfaction with a particular thing, and when a person is mentally and economically satisfied this, reflects positive performance in almost everything". Moreover, the occupational aspect, as one of the components of socioeconomic status, may affect students' process of learning. According to some researchers, students whose parents have professional occupations usually perform well in schools in contrast to students whose parents have lower occupations. Since parents' occupation is one of the components of the socioeconomic status of the individual, and it reflects the educational attainment required to obtain the job (Gachathi, 1976). Borodovesky and Godgarter (2010) clarified the relationship between parents' occupation and learners' performance in learning as students learn firstly from their environment and particularly their families. That is, if both their mothers and fathers have a professional occupation that is gained by educational qualification, they will consequently use the English language in their everyday communications even at home. So the English of their child will be enhanced (Borodovesky and Godgarter, 2010). Besides the financial and occupational aspects, parents' education has considerable effects on the learners' achievements. Thus having a family consisting of educated members, especially parents is an effective factor that may affect the learners' process of learning by providing a helpful surrounding atmosphere at home and, this helps the learners to be active in their learning process and studies.

1.4. Perceptions and Attitudes of Teachers and Parents Toward EFL Teaching/Learning

Teachers' and parents' attitudes and perceptions toward foreign language instruction have a significant effect on their learners' and children's process of learning as well as their performance. Measuring them may help in the improvement of language teaching/learning and the learners' achievement as well.

1.4.1. Perceptions and Attitudes

Perceptions and attitudes are sometimes used interchangeably, however, perception is closely related to attitude but they are not the same. The following definitions may clarify the slight distinction between the two terms.

1.4.1.1. Perception

Perception is the process by which organisms interpret and organize sensations to produce a meaningful experience of the world (Lindsay & Norman, 1977). In other words, perception refers to how something is regarded, interpreted, or seemed based on prior experiences. A simple definition is suggested in the Cambridge Online Dictionary, perception is "a belief or opinion, often held by many people and based on how things seem."

1.4.1.2. Attitude

Lasagabaster (2015) defined attitude as "a positive or negative feeling about some person, object or issue acquired through social interaction" (p.21). That is to say, an attitude refers to how people think or feel or tend to behave and act in a particular way toward something.

1.4.2. Language Learning and Attitude

The term attitude has a crucial role in arising the learners' interest in learning as well as the teachers' interest in teaching. As stated by Yasuo (1991), students' attitudes greatly impact the overall foreign language learning. Attitudes that students develop throughout their lives are the crucial parts of process called learning languages. Language learning has been driven by many factors however the most important one is attitude. In this view, people who have a positive perspective toward learning something new generally succeeded more in their process of learning.

1.4.3. Previous Research on EFL Teachers' Perceptions and Attitudes Towards Early EFL Teaching

Teachers' perceptions, opinions, attitudes, and methods of teaching have a direct and indirect influence on the learners' academic experiences as well as on their learning process. Heather and Carey (2009), pointed out that teachers' perceptions could affect their pedagogical practice. For example, their beliefs may influence how they plan and make a decision about what and how to teach.

Haddad in her study (2019) investigated the attitudes of 120 EFL teachers toward teaching English as a foreign language at the primary level stage in Jordan. Based on using a questionnaire, the results of the study indicated that teachers' attitudes toward teaching English as a foreign language were positive with a mean of 3.87. Based on the results, it was conducted that were no statistically significant differences in English language teachers' attitudes toward teaching English due to: education, gender, years of experience, and marital status. Moreover,

the findings demonstrated that teachers teaching young learners foster positive attitudes to make English teaching effective and meaningful.

Djigunović (2012a), as part of her case study dealing with early foreign language learning, investigated the opinions of teachers of English in 76 elementary schools in Croatia about the ideal start age for introducing foreign language learning. She discovered that all teachers who participated in the study found Grade One as the appropriate time to start foreign language learning. The results showed that some of the teachers agreed that an earlier start would be even better.

From previous studies, the perceptions and attitudes of teachers played a key role in pedagogical performances. Foreign language learning and teaching depended on the perceptions and attitudes of teachers showing that teachers' characteristics could reflect and contribute to the teachers' performances. Since the teachers' perceptions are important and may affect how teachers teach, this study aims to investigate how Algerian EFL teachers perceive the implementation of EFL in primary schools in Algeria.

1.4.4. Previous Research on Parents' Perceptions and Attitudes Towards Early EFL Learning

Due to the widespread of English use and its dominant position in various aspects of life, many parents, teachers, and researchers as well have questioned the most appropriate age for their children to begin learning English as a foreign language. The majority of parents become concerned about the effect of English language learning at an early age on the children's first language, their academic progress in other school subjects, and their overall achievements in subsequent educational levels. Hence Parental opinions, attitudes, perceptions, and views

regarding the implementation of the English Language in primary schools significantly influence their children's attitudes toward the language either favorably or adversely. Fojkar and Pižorn (2014) stated that:" Parents are important decision-makers when it comes to implementing foreign languages in the curricula, so their attitudes need to be taken into consideration when "planning or executing foreign language learning for young children" (Fojkar & Pižorn, 2014, p. 9).

Medvedù Krajnović and Letica (2009) explored the attitudes of 148 parents of children who attended the first or the second grade of an elementary school in Croatia towards early foreign language learning. Parents had to fill out a questionnaire on their attitudes towards the language their child learned from the first grade (English, German, or French) and on their attitudes towards early foreign language learning in general. The results showed that the majority of parents (98%) have positive attitudes toward early foreign language learning. Some of the parents supported their answers with additional comments: "Young learners have an advantage over older learners because they learn a foreign language through play, which is easier than learning a language from a textbook", "Young children can memorize things faster which allows them to learn a foreign language more easily than older learners", "learning a foreign language in the early age serves as a preparation for language learning in the future" (Medved Krajnović & Letica, 2009).(as cited in Bago,2018, p. 12)

Alshuaifan (2022) investigated Saudi parents' attitudes toward their children's EFL instruction. The participants were 334 Saudi parents who have children learning EFL at primary schools. The research followed the descriptive analytical research design and an attitude scale was designed by the researcher for data collection and it was conducted during the academic year

2021. The results showed that the participants have highly positive attitudes towards their children's EFL instruction.

Parents' attitudes pose a significant challenge to the implementation of English as a foreign language in primary schools in various countries, in that way, this issue needs to be investigated in the Algerian context. One of the main focuses of this new study which has not been investigated before in Algeria is to investigate all the possible challenges and difficulties that may arise during the implementation of EFL in primary schools.

Conclusion

In conclusion, this chapter serves as a valuable resource for understanding the intricacies of teaching English as a foreign language in Algerian classrooms. By examining the linguistic situation in Algeria, EFL teaching and learning situation in Algeria, English in primary education and the factors affecting EFL teaching/learning process, we gain a comprehensive understanding landscape of English language in education in Algeria.

Chapter Two: Research Methodology and Data Analysis

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Introduction

This study aims at investigating Algerian EFL Teachers' and Parents' Perceptions and Attitudes toward Teaching/Learning English as a Foreign Language. The previous chapter was devoted to reviewing the theoretical side of the research. The present chapter discusses the practical part. It is concerned with the methodology adopted in this research as well as the data collection methods, analysis, and interpretations of the findings obtained from the three research tools, namely, teachers' questionnaire, parents' questionnaire, and the classroom observation. The chapter ends with limitations and other suggestions and pedagogical recommendations.

2.1. Research Design

The research design refers to the overall strategy that a researcher chooses to integrate the different components of the study coherently and logically, thereby, ensuring he will effectively address the research problem. It constitutes the blueprint for the collection, measurement, and analysis of data (Trochim, 2006). The current research follows a descriptive research paradigm that aims to systematically describe a phenomenon, a population, or a situation (McCombes,2022). The researcher here answers questions like what, how, where…etc rather than why. The research follows a mixed method research which according to Dornyei (2007) involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. For instance, qualitative research involves observation while quantitative research involves questionnaires. Since the present study aims to describe the perceptions and attitudes of teachers and parents toward teaching/learning English as a foreign language and unveil the obstacles and challenges generally teachers, learners, as well as parents face during this process, two questionnaires and classroom observation were used to collect the needed data for the present study. The first questionnaire was devoted to Algerian EFL teachers

in primary schools from different urban and rural areas in Jijel. While the second one was designed for parents of third-year primary school pupils who live in different areas in Jijel province. Furthermore, the classroom observation was carried out with different teachers and pupils to observe the main difficulties encountered by both teachers and learners in EFL classrooms. The observation was based on the use of a designed checklist to help in achieving the intended aim. Nunan (1992) said that "a questionnaire is an instrument for collecting data, usually in a written form consisting of open and/or closed questions and other probes requiring a response from subjects" (p.231). According to Creswell (2009), observation is the process of gathering open-ended firsthand information by observing people and places in a research field. Therefore, these instruments seem to be the appropriate means for collecting reliable and relevant data regarding the issue under investigation.

2.2. Teachers' Questionnaire

The teachers' questionnaire was addressed to 20 EFL teachers out of 99 from different primary schools in Jijel to collect data about their perceptions and attitudes toward EFL instruction in Algerian primary schools. They were requested to answer different questions in which they were able to describe and share their views, opinions, feelings, and satisfaction with early EFL instruction.

2.2.1. Aims of the Questionnaire

The questionnaire was directed to EFL teachers to explore their perceptions and attitudes toward teaching/learning English in primary schools and to discover the challenges they usually face in the classrooms. It also attempts to unveil their opinions about the textbook designed for the instruction of this foreign language.

2.2.2. Administration of the Questionnaire

The questionnaire was distributed in different primary schools from different districts in Jijel. The distribution took place, from April 26th to May 18th,2023. Due to the limited number of teachers and to the fact that the majority of them teach in more than one primary school, we were not present all the time during the process. As a result, the questionnaires were sometimes given directly to the teachers, while most of the time they were left in the administration. As for the collection of the questionnaires, some were collected immediately while the others were collected after one week or more after the distribution date.

2.3.3. Description of the Questionnaire

The teachers' questionnaire consists of 19 questions, ranging from closed-ended, open-ended, to Likert scale questions. These questions are grouped into three sections, each focusing on a particular aspect.

Section One: General Information (Q1-Q3). This section contains four questions. It seeks to know whether teachers have already taught at the middle school or high school in addition to investigating their years of experience as English language teachers, and the degree they hold (BA, Master, Magister, or Ph.D.).

Section Two: Teachers' Perceptions and Attitudes toward Teaching English in Algerian EFL Primary Schools (Q4-Q14). This section consists of 10 main questions investigating teachers' perceptions and attitudes about the teaching process of English in the Algerian primary schools. It seeks to know teachers' participation in seminars concerning teaching in Algeria. It also seeks to know whether teachers are aware of the CBA principles. Moreover, it attempts to enquire about the challenges they usually face in the classroom with EFL learners.

Section Three: Teachers' Perception of the English Textbook "My Book of English" (Q15-Q17). This section includes four questions. It is devoted to finding out teachers' views about the content of the new textbook "My Book of English" used to teach English at the primary level and their satisfaction with it.

2.2.4. Data Analysis and Interpretation of Teachers' Questionnaire

Section One: General Information

Q1: How long have you been teaching English?

> a) At primary school………..
>
> b) At the middle school………
>
> c) At the high school………..

Table1:

Teachers' Teaching Experience in the Different School Levels

Options	Number	Percentage
Only at the primary school	3	15%
At the middle school	6	30%
At the high school	7	35%
At both middle and high	4	20%
Total	20	100%

This question was asked to know whether the involved participants had any experience in teaching young learners. 6 out of 20 that is to say 30% stated that they taught English in middle schools while 7 of them i.e. 35% said they did in high schools whereas 4 of them (20%) reported that they taught English in middle and high schools and only 3 teachers (15%) confirmed that they never taught English before neither at middle school nor at high school. Having 35% of teachers who already taught English in secondary schools as the highest percentage means that

those teachers may be less skilled to deal with young learners. Compared to those teachers who had the experience to teach in middle schools as the latter might be more acquainted with this specific learners' category (young learners).

Table2:

Teachers' Years of Experience

Options	Number	Percentage
Less than one year	3	15%
1-5 years	12	60%
5years-10years	3	15%
10years-15years	1	5%
15years-20years	1	5%
Total	20	100%

The results show that the majority of teachers (12 out of 20) i.e. 60% reported that they have been teaching English for (1 year-5 years). 3 of them which represent 15% had experienced teaching for (5-10) years. Other 3(15%) reported that they have been teaching English foe less than one year The rest 2 teachers i.e. 10% said that they had been teaching English for more than 10 years. The data demonstrate that greatest majority of the teachers (60%) are not experienced in the field of EFL teaching which denotes that they may find difficulties in their classes.

Q2: What is the highest degree that you hold?

Table3:

Teachers' Academic Degrees

Options	Number	Percentage
License (BA)	10	50%
Master	10	50%
Total	20	100%

The second question was asked to investigate the educational level of teachers. 10 teachers out of 20 (i.e. 50%) said that they hold a Bachelor's degree while the rest 10 (i.e. 50) hold a Master's degree. It is worth mentioning that the results display that the involved participants have good educational levels. Nevertheless, no teacher holds a magister or a PhD degree.

Q3: do you teach in   a) An urban area   b) A rural area

Table 4:

Teachers' Teaching Area

Options	Number	Percentage
Urban	12	60%
Rural	8	40%
Total	20	100%

The question was devoted to know the area where the teachers teach. The results displayed that 12 out of 20 teachers that is to say 60% were teaching in urban areas while the remaining 8 of them i.e. 40% were teaching in rural areas. Hence, the it is expected that those teachers might face less problems in the instruction of English as learners who live in urban areas are offered many advantages and facilities to learn foreign languages compared to those children who live in rural areas. In the former areas, there might be many language schools that might assist primary school learners in their process of learning.

Section Two: Teachers' Perceptions and Attitudes toward the Teaching Process of English in Algerian EFL Primary Schools

Q4: Have you ever participated in seminars about EFL instruction in the Algerian classroom?

Table.5

Teachers' participation in seminars on EFL instruction in the Algerian classroom

Options	Number	Percentage
Yes	14	70%
No	6	30%
Total	20	100%

This question was asked to know whether teachers have ever participated in seminars concerning the instruction of English in Algeria. The results show that 14 out of 20 teachers that is to say 70% chose "Yes" option, whereas 6 of them (30%) reported that they did not. The results demonstrated that the majority of teachers have participated in seminars and are aware of what is new in the field of teaching. That is to say, participating in seminars is likely to make teachers more knowledgeable about the realities of teaching English in EFL classroom, thereby, this makes them more skilled to face expected obstacles and to apply the teaching method appropriately in the classroom.

- **If yes, were these seminars about: (you can choose more than one answer)**

a) CBA Principles
 b) Teaching Materials in Classroom
 c) The textbook
 d) Classroom Management

Table.6

Teachers' Responses about the Topics Raised in Seminars

Options	Number	Percentage
The textbook	2	10%
CBA Principles+ Teaching Materials in Classroom	1	5%
The textbook + Classroom Management	1	5%
CBA principles+Teaching materials+ Classroom management	1	5%
CBA principles+ teaching materials+ The textbook	3	15%
All of them	6	30%
No answer	6	30%
Total	20	100%

The results of this question show that 2 out of 20 that is to say 10% answered that those seminars were about textbook. Only 1 teacher i.e. 5% said that the seminars were about CBA principles and the teaching materials in classroom. Another one (5%) claimed that they were about the teaching textbook and the classroom management. One of them (5%) also answered that they were about CBA, teaching materials, and classroom management. While 3 of teachers representing (15%) chose CBA principles, teaching materials and the textbook. 6 teachers i.e. 30% opted for all of the options. While, 6 teachers (30%) did not answer. The results indicate that the majority of teachers have already attended seminars arranged to discuss different issues the most important of which are the ones related to the textbook, the CBA principles, and teaching materials in the classroom.

Q5: Do you know the principles of the Competency-Based Approach (CBA)?

Table.7

Teachers' Awareness of the Competency-Based Approach Principles

Options	Number	Percentage
Yes	17	75%
No	3	15%
Total	20	100%

This question was asked to know whether the teachers are aware of the CBA principles. The data reported that 17 teachers which represent 85% are knowledgeable about the CBA principles and the remaining 3 teachers i.e.15% are not. Having a percentage of 85% denotes that the greatest majority of the teachers recognize themselves as knowledgeable about the CBA principles. Accordingly, we expected them to be familiar with the approach's principles and application in the EFL classroom.

Q6: As a teacher, do you think it is possible to apply the CBA in EFL classrooms?

Table.8

Teachers' Opinions about the Possibility of Applying the CBA in Algerian EFL Classrooms

Options	Number	Percentage
Yes	17	85%
No	3	15%
Total	20	100%

This question aimed at knowing the opinions of teachers about the possibility of applying the CBA principles in Algerian EFL classrooms. 12 represents 60% chose "Yes" option while the answer of the remaining 8 teachers which represent 40% was "No". The answers indicate that

more than half of the teachers have positive views about the implementation of the CBA principles in Algerian EFL classrooms. Therefore, it might be less problematic for them to teach young learners via this approach.

- **Would you please justify your answer**

This request aimed at knowing the reasons behind teachers' opinions concerning the possible implementation of the CBA principles in EFL classrooms. Their justifications were varied, the three teachers who said "No" justified their answers as follows: one teacher said:" Our classes are overcrowded, so learners cannot have equal chances to share their thoughts and ideas, it does not suit subject areas where it is difficult to prescribe specific competencies or where new skills need to be rapidly accommodated." The other reported:" The implementation of CBA is impossible unless they reduce the number of pupils in the classes". Another teacher termed:" the CBA cannot be applied because of the lack of materials, the overcrowded classes and the shortage of time, in addition, this method is addressed to students with high level". However, those 17 teachers who answered "Yes" justified their answers as follow: the first one said:" CBA focuses more on the learner rather than the teacher. The learner is the center of the learning process and our kids nowadays are willing to learn." Another added:" … CBA is more beneficial to prepare a good citizen who relies on himself not only in schools but also in real life." A third teacher justified:" It helps learners to apply their knowledge in their daily and future life."

Q7: How do you perceive your experience of teaching English for the first time in primary school?

Table.9

Teachers' Perceptions toward their English Language New Teaching Experience in Primary School

Options	Number	Percentage
Very good	10	50%
Good	9	45%
Bad	1	5%
Total	20	100%

In addressing this question, we aimed at investigating teachers' perceptions toward their first teaching experience of English in primary school. 10 out of 20 that is to say 50% perceived it as a good experience. 9 of them representing 45% said it was a very good experience while only 1 teacher (5%) perceived it as a bad experience. From These results, one can conclude that 95%, the majority of teachers have positive attitudes toward teaching English in primary schools as their first experience. Hence, this means that more than half of the participants found their teaching process enjoyable, so they are likely to be motivated to keep on teaching English to young learners.

Q8: From your perspective, what is the appropriate age for learning English? Would you justify your answer?

Table.10

Teachers' Perspective on the Appropriate Age for Learning English

Options	Number	Percentage
Early age	5	25%
7 years old	2	10%
8 years old	7	35%
From 8 to 9 years	2	10%
No answer	4	20%
Total	20	100%

This question was addressed to teachers to know their opinions about the appropriate age for learning English. Only 16 teachers out of 20 responded to the question, which means 4 teachers I.e. 20% did not answer. 7 out of 20, that is to say, 35% chose 8 years old as the appropriate age while 2 of them i.e. 10% said 7 years old. Only 2 teachers (10%) answered from 8 to 9 years old, whereas, the remaining 5 teachers out of 16 that is to say 25% did not specify and just wrote:" at an early age". As discussed in the theoretical part, many researchers such as Penfield and Roberts (1959), Krashen (1981) believed that acquiring a language can be better at an early age. The results indeed confirm this claim and indicate that the majority of teachers prefer starting EFL learning at an early age. The provided justifications are listed subsequently:

A teacher said: "The best age is 8 because pupils' minds are still fresh and absorb every piece of information the teacher gives them." Another teacher added:" The learners at the age of 8 are young and can learn more than one language. In primary schools, we notice that they are learning very quickly." A third teacher stated:" At the earlier age, because of the plasticity of their brains

which permits them to use both hemispheres that enable them to acquire the language than adults." Hence, in considering teachers' justifications, one can conclude that they do all agree about the importance of learning English at an early age.

Q9: Do you think it is difficult to teach beginners and young learners?

Table.11

Teachers' Opinions about the Difficulty of Teaching Young Learners

Options	Number	Percentage
Yes	6	30%
No	14	70%
Total	20	100%

This question aimed at knowing the opinions of teachers about the difficulty of teaching English to novice young learners. 14 out of 20 i.e. 70% said "No", while 6 of them representing 30% ticked "Yes". Since in the previous question the majority of teachers were with the idea of early EFL instruction, the results here show that they perceived teaching young learners as an easy process and only a minority of them considered it difficult. Hence, the obtained findings from question 9 and 10 seem to be strongly correlated.

Q10: Among the following, what do you think are the main challenges in teaching English to young learners? (You can choose more than one option)

    a) Starting English at an earlier age

    b) Lack of training in methodologies for teaching foreign languages in the primary school

    c) Lack of teaching resources such as textbooks and manuals

    d) Difficulty in dealing with learners and their confusion between English and French

    e) Non-availability of laboratories (equipped with ICTs) for the foreign language study

Table.12

The Main Challenges Faced in Teaching English to Young Learners

Options	Number	Percentage
a	0	0 %
b	10	18.87%
c	14	26.41%
d	13	24.53%
e	16	30.19%

In this question, teachers were asked about the challenges they usually encountered in teaching English to young learners. 14 teachers out of 20 representing 26.41% from the total of the answers chose the lack of teaching resources. 13 of them (i.e. 24.53%) found difficulty in dealing with learners' confusion between English and French languages. 16 teachers i.e. 30.19% chose the non-availability of language laboratories. 10 teachers i.e. 8.875% opted for b)   Lack of training in methodologies for teaching foreign languages in the primary school. However, no one chose the first answer (starting English at an early age). From the above results, we can say that teachers do face difficulties in teaching English for the first time in primary schools. These difficulties are mainly concerned with learners' confusion between English and French in addition to the lack of training and teaching resources and the non-availability of teaching materials. Moreover, other teachers added further challenges. One said: "Lack of parents' collaboration and guidance for their kids' learning process, the (the majority) do not take it as a priority until the exams' period starts. (learning for grades not learning for learning)." Another stated:" I would like to add the lack of time one hour and a half per week is not enough." Another added:" The main challenge is the large size classes."

Q11: What kind of problems do your learners face in learning English?

      a) Pronunciation and spelling

      b) Lack of vocabulary

      c) Confusion between English and French

      d) Understanding meanings

Table.13

3rd year Primary Schools' Learners' Faced Problems

Options	Number	Percentage
a	15	34.88%
b	17	39.53%
c	10	23.26%
d	1	2.33%

This question was addressed to identify the different kinds of problems teachers encountered with their learners. 10 out of 20 i.e. 23.26% reported that they had the problem of confusion between English and French. 15 (34.88%) stated that the learners simply find difficulties in pronunciation and spelling, and 17 teachers i.e. 39.53% chose lack of vocabulary. Only one teacher i.e. 2.33% answered understanding meaning. Hence, the results clearly assure that Algerian EFL learners do face problems with spelling and pronunciation, lack of vocabulary in addition to confusion between English and French languages as mentioned the subtitle "Age Factor".

Q12: Do parents interact with teachers to enquire about the teaching/learning process of English?

Table.14

Parents' Interaction with Teachers about the Teaching/Learning Process of English

Options	Number	Percentage
Yes	15	75%
No	5	25%
Total	20	100%

The aim of asking such question was to investigate the collaboration of parents with teachers in the teaching/learning process of their children. The results were as follows 15 out of 20 teachers representing 75% said "Yes" while the rest 5 representing 25% said "No". This means that parents do pay attention to their children's learning as they constantly interact with teachers to enquire about the teaching/learning process of English in the classroom.

Q13: Please select the extent to which you agree with the following statements:

This question was addressed to elicit information related to the extent to which the teachers agree with some statements:

Table.15

Teachers' Perceptions of some Factors Affecting EFL Instruction

Statements	Strongly agree	Agree	disagree	Strongly disagree	Total
The learners' social and economic factors affect their learning.	N: 8 %: 40	8 40	4 20	0 0	20 100
Parents' education and help have a great role in the learners' academic performance.	N: 17 % : 85	3 15	0 0	0 0	20 100
The level of learners who receive extra courses out of the classroom is better than those who do not.	N : 4 % : 20	4 20	9 45	3 15	20 100
The age of learners may affect the teaching/learning process.	N : 7 % : 35	4 20	7 35	2 10	20 100
The lack of teaching materials may hinder the process of learning and teaching.	N : 14 % : 70	4 20	2 10	0 0	20 100

The results of the first statement show that 16 among 20 that is to say 80% of teachers agreed about the effect of the social and economic factors of learners on their learning process. (8 of them i.e. 40% strongly agreed and the other 8 agreed. While 4 of them (20%) disagreed). This means that teachers consider social and economic aspects as one of the factors that may

influence students' performance. As reported in the theoretical part under the subtitles "Social Factor" and "Economic Factor", learners can either positively or negatively be motivated by their parents' socioeconomic ease either positively or negatively. Hence, motivation has a key role in learning, learners from families with a good socioeconomic status can have more advantages that foster their academic motivation, whereas, those who belong to families with low socioeconomic status may encounter obstacles that hinder their motivation to learn. But otherwise, learners belonging to families with income might be offered with more opportunities to have external causes in private schools, get books that facilitate the learning process.

The data gathered from the second statement indicate that all teachers i.e. 100% agreed with the fact that parents' educational level influences the learners' performance (17 out of 20 that is to say 85% strongly agreed and 3 out of 20 which means 15% agreed). Hence, as it was highlighted by Borodovesky and Godgarter (2010), parents' educational qualifications have a significant role in their children's learning process and they need to take part in it to improve it.

The results of the third statement show that 12 teachers representing 60% disagreed with this statement. (9 out of 20 that is to say 45% disagreed and 3 of them (15%) disagreed) However, the rest 8 i.e. 40% agreed (20% strongly agree and 20% agree). Astonishingly, teachers negate the fact that learners who receive help from extra courses out of the classroom usually perform better than those who do not from the teachers' perspective.

The fourth statement aimed at knowing the extent to which teachers agreed with the fact that learners' age would affect the teaching/learning process. 11 teachers (55%) agreed (7 among 20 which represent 35% strongly agreed and 4 of them i.e. 20% agreed), the remaining 9 i.e. 45% disagreed (7 of them (35%) disagreed and 2 of them (10%) strongly disagreed). Hence, though the findings are so close (teachers who agreed and those who did not), more than half of

teachers reckoned that age has a key role in teaching/learning process and it may influence learners' processes in both ways either positively or negatively.

The last statement aimed at knowing the extent to which teachers' agreed with the fact that teaching materials are important in EFL classrooms. The results above indicate that 18 of the participants i.e. 90% agreed with the idea that the lack of teaching materials may hinder the process of learning as well as teaching. (14 among 20 which i.e.70% strongly agreed and 4 of them i.e. 20% agreed) while only 2 of teachers (10%) strongly disagreed. The majority of teachers agreed with the statement that teaching materials are very important for both teachers and learners in their teaching/learning journey as discussed in the title "Teaching English in Primary Education"

Section Three: Teachers' Perception of the English Textbook "My Book of English"

Q14: Are you satisfied with the content of the textbook?

Table.16

Teachers' Satisfaction with the Textbook's Content

Options	Number	Percentage
Very satisfied	2	10%
Satisfied	12	60%
Unsatisfied	3	15%
Very unsatisfied	3	15%
Total	20	100%

The above question was set to enquire about teachers' satisfaction with the content of the textbook. 14 of them i.e. 70% said that they are satisfied with the textbook's content (12 among 20 that is to say 60% were satisfied and 2 of them i.e. 10% were very satisfied). However, the rest 6 teachers (30%) reported that they were unsatisfied. Given the fact that more than half of

teachers (60%) reported their satisfaction with the textbook may only mean that the latter meets their expectations on the one hand. On the other hand, the textbook satisfied the needs of learners. Conclusively, the term teaching material is well-aligned with the premises of the CBA as discussed in the subsequent question.

Q15: Do you think that the textbook is aligned with the CBA principles?

Table.17

Teachers' Perceptions towards the Aligning of the Textbook with the CBA Principles

Options	Number	Percentage
Yes	15	75%
No	5	25%
Total	20	100%

This question aimed to probe teachers' opinions about the fact that the textbook is aligned with the CBA principles or not. 15 among 20 teachers i.e. 75% said "Yes" whereas the other 5 i.e. 25% said "No". Hence, the majority of teachers think that the textbook is suitable for learners and is aligned with the principles of the CBA. Therefore, the process of learning in the classroom might be facilitated as teachers would find the textbook satisfactory as a teaching material.

Q16: The activities and tasks presented in the textbook facilitate language learning.

Table.18

Teachers' Perceptions toward the Activities and Tasks Presented in the Textbook

Options	Number	Percentage
Yes	15	75%
No	5	25%
Total	20%	100%

This question was designed to enquire about the fact that the activities and tasks presented in the textbook do facilitate the process of language learning. 15 among 20 teachers (75%) said "Yes" while 5 among 20 (25%) chose "No". That is to say, the majority of teachers found the activities and tasks addressed to learners in the textbook beneficial for language learning. It is worthy to state that there is a correlation between the answers yielded in the previous question (Q17) as teachers are satisfied with tasks and activities and thereby with the whole textbook.

-**If not, why?**

Those teachers who chose "No" option were asked to justify their answers. One of them wrote:" The book lacks pictures that explain the context and the context is more difficult for a child who learns English for the first time." The second teacher added:" because they are not enough, ambiguous, and above their age." A third one claimed:" The majority of them require another activities' book". Another teacher justified:" Because most of them are not suitable for pupils' needs at their age."

Q17: Is the content hierarchically graded? (Moving from the simplest things to the more complex)

Table19:

Teachers' Perceptions toward the Grading of the Content in the Textbook

Options	Number	Percentage
Yes	18	90%
No	2	10%
Total	20	100%

The question was addressed to teachers to know whether the content of the textbook is hierarchically graded. 18 out of 20 teachers that is to say 90% said "Yes" whereas only 2 teachers (10%) chose to say "No" option. The majority of teachers viewed the content of the textbook as hierarchically graded that it moves from the simplest to the most complex items to help learners proceed in language learning easily. Hence, grading lessons and language items from the simple to more complex is supposed to facilitate the process of learning English.

2.2.5. Discussion of Teachers' Questionnaire Results

The findings indicate that the majority of teachers had positive attitudes toward EFL teaching in primary schools, and perceived the process of teaching as a good experience. In addition to that most of them had already participated in seminars arranged to discuss issues in connection with teaching English in primary schools. Moreover, most of the teachers had already taught English in middle schools. This means that they are aware of what is new in the field of teaching and are acquainted with the obstacles that might be faced in instructing novice learners.

Another point that is worth mentioning is that teachers generally agreed with the idea of introducing children to English at an early age namely between 7 and 9 years old. 70% of the participants suggested that this is an appropriate age to start teaching English. The results show that teachers supported early EFL instruction and did not consider teaching novice learners difficult. Contrariwise, they viewed it as easy, successful, and beneficial for the learners. The results indicate that teachers generally recognized that they have needs, such as receiving extra training, having access to different teaching materials, and availability of resources for teaching English, which are not currently being met, and that they face considerable challenges in that role. Furthermore, teachers had expressed some of the challenges faced in the classroom with learners. These obstacles are mainly learners' confusion between English and French since the

two foreign languages are newly taught to them. In addition to making mistakes in spelling, lack of vocabulary, and pronunciation problems.

Concerning the textbook, the majority of teachers showed their satisfaction with its content, tasks and activities. They reckoned the necessity of the textbook as a teaching material in primary education.

2.3. Parents' Questionnaire

The parents' questionnaire was directed to parents of third-year primary school pupils belonging to different districts in Jijel. The questionnaire aims to collect data about parents' attitudes and perceptions toward teaching/learning English as a target language in primary school.

2.3.1. Aims of the Questionnaire

The questionnaire was conducted to explore parents' attitudes, opinions, perspectives, and satisfaction toward early EFL instruction/learning and to identify the challenges they usually encounter, as parent, with their children who learn English as a foreign language for the first time.

2.3.2. Administration of the Questionnaire

The questionnaire was administered to parents from different districts in Jijel City. 49 questionnaires were given to third-year primary school pupils to hand to their parents. The involved primary schools in this piece of research were: Hellal Said Ben Rabbah primary school and Gharbi Salah primary school. The remaining 16 questionnaires were distributed randomly. The distribution of these questionnaires took from May 18th, to May 22nd, 2023.

2.3.3. Description of the Questionnaire

The Questionnaire was written in English and translated to standard Arabic to be understood by the respondents. It consists of 13 questions. It is divided into three sections each section addresses specific Questions.

The first section, Parents' General Information, contains questions from 1 to 4. It investigates parents' educational level, occupation, the area where they live, and the languages they speak.

The second section entitled Parents' Satisfaction with Teaching English in Algerian primary schools consists of six questions (from 5 to 10). This section seeks to know about the extent to which parents are satisfied with EFL teaching in Algerian primary schools in addition to the difficulties they always have and the possible ways they use to help their children learning that language and get over those challenges.

The last section is concerned with parents' satisfaction with the textbook. It includes only three questions (from 11 to 13). It aims to find out parents' opinions about the content of the textbook and the extent to which they are satisfied with it.

2.3.4. Data Analysis and Interpretation of Parents' Questionnaire

Section One: Parents' General Information

Q1: Educational Level

Table.20

Parents' Educational Level

Options	Number	percentage
Primary	3	4.92%
Middle	17	27.87%
Secondary	11	18.03%
University	30	49.18%
Total	61	100%

This question was asked in attempt to know the educational level of parents. The results show 30 out of 61 parents which represent 49.18% hold university level. 17 of them i.e. 27.87% answered middle level. 11 of them (18.03%) have a secondary school level. Only 3 among 61 which represent 4.92% have primary level. The results above clearly show that the majority of parents have a good educational level. Hence, they might be able to handle the problems that their children may encounter in their learning process as they are lucky to be guides in this process.

Q2: Occupation

Table.21

Parents' occupations

Options	Number	Percentage
Unemployed	22	36.06%
Employee	11	18.03%
Teacher	5	8.20%
Driver	1	1.64%
Administrator	5	8.19%
Retired	3	4.92%
Educational supervisor	5	8.20%
Trader	2	3.28%
Pharmacy saleswoman	1	1.64%
Free business	2	3.28%
Solder	2	3.28%
Military service	1	1.64%
Electrician	1	1.64%
Total	61	100%

The aim of this question is to elicit information about the socioeconomic factors effect on Algerian parents' attitudes toward teaching/ learning English in general and teaching/learning English at primary schools in particular. The results show that the majority of parents have a diverse socioeconomic status which may affect their views and attitudes toward teaching English in primary schools. For instance, parents with low socioeconomic status may have negative

attitudes toward foreign languages due to their inability to provide their children with learning materials, this may affect their motivation for language learning. In contrast, those parents with adequate occupational and financial positions may have positive attitudes toward the matter since they have the means to equip their children with the necessary learning materials to facilitate their process of learning.

Q3: Do you live in   a) Urban area   b) Rural Area

Table.22

Parents' Living Area

Options	number	percentage
Urban	54	88.52%
Rural	6	9.84%
No answer	1	1.64%
Total	61	100%

The question was addressed to parents to know where parents live in. 54 out of 60 that is to say 88.52 % do live in urban areas while 6 of them i.e. 9.84% live in rural areas. Only 1 parent (1.64%) did not answer the question. Having a high percentage (88.52%) of the participants reporting that they live in urban areas means that their children are lucky to face less obstacles in learning English as they are supposed to be privileged with having good opportunities to learn the foreign language (private schools, internet access... etc)

 Q4: Which languages do you master?
     a) Arabic
     b) English
     c) French
     d) Other languages

Table.23

Languages Mastered by Parents

Options	Number	Percentage
Arabic	28	45.90%
Arabic + French	14	22.95%
Arabic+ English	1	1.64%
Arabic+ French + English	16	26.23%
Arabic+ French +English+ others	2	3.28%
Total	61	100%

The fourth question was asked to enquire about the languages spoken by parents. 28 out of 61 parents representing 46% reported that they were able to speak only Arabic. 16 of them i.e. 26.23% stated that they mastered the three languages Arabic, French, and English. 14 parents that is to say 22.95% could speak both Arabic and French. 2 of them representing 3.28% answered that they mastered Arabic, French, and English in addition to other languages. Only 1 parent (1.64%) confirmed that he mastered both Arabic and English. From the results showed above one can conclude that the majority of parents are able to speak only Arabic which is their first language. It is also clear that we have a good percentage of parents who master other languages especially French which is their second language. English also got a good share, as highlighted by the number of parents who reported that their level in English is acceptable. Thus, it is only a minority of parents are able to master English which denotes that the majority of children might not be assisted to learn English outside the classroom context.

Section Two: Parents' Satisfaction with Teaching English in Algerian Primary Schools

Q5: Languages that you want your children to learn in primary school are:

a) French   b) English   c) both

Table.24

Parents' Preferences of Foreign Languages Teaching at Primary School

Options	Number	Percentage
French	1	1.64%
English	22	36.06%
Both	38	62.30%
Total	61	100%

The question was asked to explore the language that parents prefer their children to study in primary school. 38 out of 61 that is to say 62.30% selected both English and French options. 22 of them i.e. 36.06% opted for English option while only one person (1.64%) chose French. The data above clearly show that the majority of parents prefer both English and French as languages to be taught at primary schools. This means that parents have positive attitudes and perceptions toward the implementation of EFL inclusion besides French in the primary school level.

Q6: To what extent are you satisfied with teaching English in the Algerian Primary schools?

Table.25

Algerian Parents' Satisfaction with Teaching English in Primary Schools

Options	Number	Percentage
Very satisfied	30	49.18%
Satisfied	29	47.54%
Unsatisfied	1	1.64%%
Not satisfied at all	0	0%
No answer	1	1.64%
Total	60	100%

The sixth question was asked to elicit information about the extent to which Algerian parents are satisfied with teaching English in primary schools. 59 among 61 that is to say 96.72% showed their satisfaction about the matter. (30 parents i.e. 49.18% were very satisfied and 29 of them i.e. 47.54% were satisfied) While Only one person i.e. 1,64% showed his dissatisfaction.1 i.e. 1.64% parent chose not to answer.

Q7: What difficulties do your child face in learning the English language?

   a) Confusion between English and French.

   b) Difficulty in memorizing vocabulary.

   c) Difficulty in understanding meanings.

   d) Difficulty in dealing with the teacher's activities since the language is new for parents.

Table.26

Parents' Perceptions toward the Difficulties Faced by their Children in Learning English

Options	Number	Percentage
a	24	39.34%
b	1	1.64%
c	3	4.92%
d	9	14.75%
a+c	7	11.48%
a+d	11	18.03%
No difficulty	6	9.84%
Total	61	100%

The question was asked to enquire the problems that parents generally encounter with their children during their process of learning English. 24 out of 61 i.e. 39.34% said they faced the problem of confusion between English and French (a). Only 1 parent (1.64%) selected (b) option i.e. the difficulty in memorizing vocabulary. 3 parents (4.92%) claimed that their children faced difficulty in understanding meaning (c). 9 of them i.e. 14.75% answered that their children had difficulty in dealing with this new language (d). The remaining parents' answers are divided into multiple choices represented as follow: 7 of them i.e. 11.48% opted for (a+c) i.e. confusion between English and French and difficulty in understanding meaning. 11 i.e. 18.03% chose the answers (a+d) i.e. confusion between English and French and difficulty in dealing with this new language. While the rest 6 (9.84%) reported that they had no difficulty. The answers indicate that the majority of parents reported that their children encountered the problem of confusion

between English and French languages which means that young learners are negatively influenced by the interaction of two foreign languages in the same academic level (3rd year primary school).

Q8: As a parent, how often do you help your child to study English subject?

Table27:

Parents' Extent of Helping their Children

Options	Number	Percentage
Everyday	21	34.43%
Often	33	54.09%
Rarely	2	3.28%
Never	5	8.20%
Total	61	100%

The question aimed at investigating the extent to which parents assisted their children in studying English subject. 33 among 61 which represent 54.09% stated that they often helped their children. 21 of them i.e. 34.43% answered that they helped their children every day. Whereas only 5 representing 8.20% never helped them and only 2 parents (3.28%) said they rarely did. The results indicate that greatest majority (34.43%) and (54.09%) do help and guide their children in their learning process of English. Hence, this shows parents' interest and awareness about the significance of learning English.

Q9: You help him/her by:

a) Providing your child with various teaching materials and aids
(computer, books, tools, games …)
b) Giving your child extra courses in the English language

c) Enrolling your child in Private schools

d) Preparing your child before going to the classroom.

Table28:

The Ways Used by Parents to Help their Children

Options	Number	Percentage
a	14	22.95%
b	4	6.56%
c	3	4.92%
d	2	3.28%
a+ b	6	9.84%
a+ d	22	36.06%
All of them	7	11.47%
No answer	3	4.92%
Total	61	100%

This question attempted to investigate the ways used by parents to help their children. 14 among 61 that is to say 22.95% said that they helped by providing them with various teaching materials (a). 2 of them (3.28%) answered that they prepared their children before going to the classroom (d). 4 parents (6.56%) preferred to give their children extra courses (b). While 3 of them i.e. 4.92% chose to enroll their children in private schools (c). The rest involved participants selected multiple options presented as follow: 6 parents (9.84%) chose (a+b) i.e. providing their children with various teaching materials and giving them extra courses. 22 of them i.e. 36.06% selected (a+d) options i.e. providing their children with various teaching aids in addition to preparing them before going to the classroom. 7 informants (11.47%) answered all of the options (a+b+c+d). 3 parents i.e. 4.92% did not select any option. Others added their own ways of help which are as follow: one said:" revising the lessons and giving my child extra exercises and interacting with him in English for making him familiar with the language".

Another added:" watching some children's movies with subtitles". Hence, one can conclude that parents do really care about their children academic performance. The majority of them use different ways for assisting and facilitating the learning process of English of their children.

Q10: Please select the extent to which you agree with the following statements

The question was directed to see the extent to which parents agreed with the following statements:

Table29:

Parents' Perceptions toward some Factors Affecting Learners' Learning Process

Statements	Strongly agree	Agree	Disagree	Strongly disagree	No answer	Total
Teaching both English and French at the primary school may burden the child's thinking abilities.	N: 14 %: 22.95	19 31.15	20 32.78	3 4.92	5 8.20	61 100
Early English language learning positively affects the child's cognitive abilities.	N: 29 %: 47.54	22 36.06	5 8.20	2 3.28	3 4.92	61 100
Learning English is more important than learning French.	N: 25 %: 40.98	13 21.31	16 26.23	3 4.92	4 6.56	61 100
The methods used to teach English in private schools are more efficient than those used in public ones.	N: 13 %: 21.31	16 26.23	23 37.70	4 6.56	5 8.20	61 100

The results of the first statement show that 32 out of 56 that is to say 54.1% agreed with the idea that teaching both English and French in primary schools may burden the child's thinking abilities (14 of them i.e. 22.95% strongly agreed and 19 of them i.e. 31.15% agreed). Whereas 23 among 61 that is to say 41% showed their disagreement (20 parents i.e. 32.78%

disagreed and 3 of them (4.92%) strongly disagree), however, 5 parents (8.20%) did not answer. The majority of parents considered teaching both foreign languages to their children as problematic because that may have some effects on their brain.

The data gathered from the second statement show that 51 out of 61 that is to say 83.6% (29 of them i.e. 47.54% strongly agreed and 22 of them (36.06%) agreed) agreed with the positive effect of early EFL instruction on the child's cognitive abilities. However, 7 out of 61 i.e. 11.48% (5 of them i.e. 8.2% disagreed and 2 of them i.e. 3.28% strongly disagreed), while 3 parents i.e. 4.92% did not select any option. Therefore, early EFL learning/teaching seems to be supported by parents and the majority of them have positive view toward it.

The third statement aimed at knowing the extent to which learning English is more important than learning French according to parents' answers. 38 out of 61 that is to say 67% agreed with the statement (25 of parents (40.98%) strongly agreed and 13 of them (21.31%) agreed). Whereas, 19 among 61 parents i.e. 31.15% disagreed (16 of them disagree (26.23%) and only 3 parents (4.92%) strongly disagree), but 4 parents (6.56%) did not choose any option. Hence, the results indicate that the majority of parents are aware of the importance of English since it is a global and international language of communication.

The last statement aimed at investigating the extent to which parents agree about the efficiency of the methods used for teaching English in private schools compared to those used in public schools. 29 out of 61 i.e. 47.54% show their agreement (13 of them (21.31%) strongly agreed and 16 of them that (26.23%) agreed). 27 parents that is to say 44.26% disagreed (23 of them (37.7%) disagreed and 4 parents (6.56%) strongly disagreed), whereas 5 parents (8.20%) of them chose not to answer. It is worthy to note that parents viewed that teaching methods in private schools are more beneficial and efficient than those in public ones. This idea reflects

parents' preferences and expectations regarding their children's education. Parents may prefer to enroll their children in private schools, because they may have access to more advanced teaching tools and resources than public ones and this may positively influence their way of teaching. As discussed in the theoretical part under the title "Algerian Private Schools versus Algerian Public Schools" (section two, p.14).

Section Three: Parents' Satisfaction with the Textbook

Q11: What do you think about the content of the textbook?

Table30:

Parents' Opinions about the Content of the Textbook

Options	Number	Percentage
Very satisfactory	47	77.05%
Satisfactory	5	8.20%
Unsatisfactory	7	11.47%
Not satisfactory at all	0	0%
No answer	2	3.28%
Total	61	100%

The question was addressed to parents to show their satisfaction about the content of the textbook. 52 out of 61 (85.25%) stated that the textbook was satisfactory (47 of them i.e. 77.05% was satisfactory and 5 of them i.e. 8.20% was very satisfactory). 7 parents that is to say 11.47% claimed that it was unsatisfactory. The remaining 2 (3.28) did not answer. One can notice that the textbook of third year primary school seems to be good and satisfactory as perceived by parents.

Q12: The textbook is complex in terms of grammar, vocabulary, and activities.

Table31:

Parents' Perception toward the Complexity of the Textbook

Options	Number	Percentage
Yes	50	81.97%
No	9	14.75%
No answer	2	3.28 %
Total	61	100%

The question aimed at identifying parents' perspectives toward the complexity of the textbook in terms of grammar, vocabulary, and activities. 50 out of 61 that is to say 81.97% said "YES" it is. While 9 of parents (14.75%) said "NO". The rest 2 parents i.e. 3.28% chose not to answer. From the results above one can conclude that the textbook according to parents is complex in terms of grammar, vocabulary, and activities. Hence, this may be problematic for teachers and parents alike.

Q13: Do you think the textbook provides you and your child with adequate guidance study at home?

Table32:

Parents' Perspectives toward the Adequacy of the Textbook for Children's Self-study

Options	Number	Percentage
Yes	38	62.29%
No	21	34.43%
No answer	2	3.28%
Total	61	100%

The last question in this section was addressed to parents to investigate their opinions about whether the textbook helps them and their children at home.38 out 61 parents that is to say

62.29% stated that it does. While 21 of them (34.43%) said it does not. 2 parents i.e. 3.28 did not answer. The results identify that the textbook provides parents and their children with adequate guidance and facilitates the home-teaching process.

2.3.5. Discussion of Parents' Questionnaire Results

The results yielded from parents' questionnaire revealed that the involved parents in this study from different areas with different educational levels and occupations supported their children's early exposure to English and showed a clear acceptance. Parents had positive attitudes toward early EFL learning, this can be seen clearly in their responses. These parents are satisfied with the decision of involving English as a subject in the program of 3rd year primary schools and believe that exposing their children to English language will promote their academic and educational level.

Even though parents showed their strong agreement with the inclusion of English language as a subject in 3rd year primary school, the majority of them assured that they faced problems during the process of their children learning. One of the main problems was the confusion between English and French, where young learners sometimes could not distinguish between the two languages and get confused due to several causes. Furthermore, since English is a language that is not mastered by all the Algerian parents, not all of them are able to speak and understand it. For this reason, they found difficulty in dealing with the activities and tasks given by the teacher. These can be considered as the major difficulties encountered by parents when attempting to help their children. Nevertheless, parents try to help and facilitate EFL learning for their children, by providing them with different teaching materials at home like computers, books, or games in addition to giving them extra courses. Parents suggested these solutions and

considered them as the appropriate ones for helping their children to improve their language learning and motivate them to learn it.

As for the textbook designed for third-year primary pupils, most parents considered it satisfactory and clearly expressed their satisfaction with its content. Since the textbook is a necessary teaching material, parents claimed that it offered and provided them and their children as well with adequate guidance and it also helped them to teach their children at home. However, the majority of them complain about the complexity of grammar, vocabulary, and the activities presented in it.

2.3.6. A Comparison between Teachers' and Parents' Questionnaires Findings

The questionnaires of both teachers and parents comprised some similar questions in order to make a comparison between the answers. Four questions about perceptions and attitudes toward early EFL teaching/learning were included in the questionnaires; two questions were for teachers (Q7 & Q8), and the other ones were for parents (Q5 & Q6). The results obtained from these questions show that both teachers and parents are satisfied and have positive views toward the matter.

Many studies, as it was discussed in the theoretical part, pointed out the conclusion that second language learning success and achievement depend on learners' attitudes, and the latter is affected by many factors which may lead to positive or negative perceptions and attitudes. To come up with a conclusion, researchers designed some questions related to the matter. Teachers perceived that the socioeconomic status really affects learners' process of learning while the answers obtained from parents indicate the opposite. The majority of parents belonging to different educational and occupational levels support early EFL learning and provide their

children with various teaching/learning materials and aids in order to foster their motivation for learning. Moreover, both teachers and parents show their agreement with the idea of exposing children to English at the primary level and highlighted the importance of learning foreign languages at an early age since it has a significant effect on the process of learning.

Successful foreign language learning is sometimes unreachable if teachers and learners find obstacles during the process of teaching/learning. Some questions were addressed to teachers and parents to know the main difficulties encountered by their learners/children. The majority of them confirmed that they indeed face problems, the most notable one is learners' confusion between English and French languages where they sometimes find difficulties in distinguishing between vocabulary. Other problems pertain to spelling, pronunciation, understanding meanings and parents' inability to deal with the activities given by the teachers to their children because English remains a foreign language for them.

It is known that the textbook plays a crucial role in every child/learning journey and facilitates the teaching process for teachers. Some questions (section three) were directed to both teachers and parents concerning their satisfaction with the textbook and its content. The results indicate that the majority of them are satisfied with it and according to their views, it supports the home teaching process as well as the classroom teaching one.

2.4. Classroom Observation

A classroom observation is the assessment method that provides the most direct data about the teacher's act of teaching and the learner's act of learning as well. (Berk, 2005). In other words, it involves the systematic process of observing teaching and learning activities as they occur in a classroom or any educational setting. There are several types of classroom

observation, for instance, participant and non-participant observation. In this research, non-participant observation is used. This method entails observing teaching and learning activities inside the classroom without actively participating in them.

The classroom observation data were collected through the use of a self-designed checklist. A checklist is a list of items that are to be observed, recorded, corrected, or otherwise considered in some manner ("APA Dictionary of Psychology," n.d). The checklist used in the present study consists of ten statements divided into two parts. The first one includes 6 statements for the observation of the teacher, these statements sought to know whether the teacher used the CBA principles, and the textbook and whether he or she could manage the classroom and deal with the learners effectively. While the second part contains 4 statements to observe whether learners are engaged, and motivated in the classroom. Whether they have difficulties in spelling words or not.

2.4.1. Aims of the Classroom Observation

The classroom observation aims to describe the difficulties encountered by the teachers and learners in EFL classrooms as well as finding out how teachers deal with new EFL school learners.

2.4.2. Setting

The primary schools involved in classroom observation were: Hellal Said Ben Rabbah and Menia Youcef primary schools in Jijel and it was done with two teachers (Teacher "A" and Teacher "B") of third-year primary school. The classroom observation lasted for five days starting on April 12th,2023 to April 17th,2023. The way of doing observation was through preparing the observation checklist. The majority of the attended sessions were at 8:00, 45 min

for each session, and the elements taught were vocabulary and spelling, both classrooms consist of 42 pupils. The observers sat at the back of the classroom to observe, record, and take notes during the teaching and learning process.

2.4.3. Data Analysis

Statement 1: The teacher applies the CBA principles.

The data showed that the eight features that characterize the implementation of CBA in language teaching highlighted by Auerbach (1986) that were mentioned in the theoretical part are not observed with both teachers (A and B) in the classrooms. The principles were not applied in EFL primary classrooms and the teachers were focusing on discrete items delivered in the lesson and expected learners to remember them rather than focusing on what learners can do actively with the language.

Statement 2: The teacher integrates the mother tongue in the classroom in explaining the lessons and the instructions when addressing the learners.

The results from the observation showed that this is highly observed with one teacher (Teacher "A"). The teacher used the mother tongue constantly when giving instructions to learners, when explaining the lesson, and when interacting with them. While in the second classroom context, teacher "B" rarely used the mother tongue. The mother tongue was only used in some cases, for instance, when one of the learners asked for clarification, or meaning, or did not understand the instruction.

Statement 3: The teacher uses different teaching materials (flashcards, games, songs…).

Teaching materials have a significant effect in making the learning/teaching process successful, especially with young learners. Tomlinson (1998, p.2) viewed that "materials are

used to refer to anything which is used by the teachers or the learners to facilitate the learning of a language." This idea is highly observed with both teachers (A & B) in both classrooms. Teacher "A" used pictures of animals and songs in addition to games for presenting the lesson (I Sing and have fun – My Pets) as a learner stood on the board looking for an animal and the one who had the picture of that animal gave it to him/her while reading the name out loud. Teacher "B" also used flashcards of animals with their written names, in addition to using the game of clapping hands when counting the number of syllables in each word.

Statement 4: The teacher provides opportunities for participation to passive learners.

According to Lattanze (2023), it is very important to create trust in the classroom by encouraging students to take the risks needed to learn something new or complex. Generally speaking, anxious and shy learners are those who always tend to be passive in the classroom. For this reason, teachers may follow some techniques that make them active and motivated. In the observation phase, it was shown that this aspect is highly observed with both teachers (A & B). As for teacher "A", the majority of learners were active but those who were passive were involved by the teacher to answer given questions by calling them by their names. Moreover, the teacher used repetitive learning as a technique to get passive learners involved in the learning process. For example, the teacher asked them to repeat the names of animals or what is written on the board line by line or the whole class, repeat after the teacher. Teacher "B" paid attention to passive learners because the majority were active only few of them.

Statement 5: The teacher knows how to capture learners' attention and how to manage the classroom.

Concerning this statement, it is not observed with teacher "A" because of the class's large number, the learners were noisy and the classroom was not calm. However, it is highly observed with the second teacher (teacher "B") who could control learners and manage the classroom easily as learners were calm.

Statement 6: The teacher uses the textbook for the delivery of the lesson.

Textbooks are considered an important instructional tool for all EFL learners especially young and novice ones. Textbooks offer significant advantages for both learners and teachers (Sheldon,1988. p. 237). They provide teachers with the necessary guidance, knowledge, and information for instruction. The findings of the observation showed that the use of the textbook is not observed with both teachers (A & B). Both teachers focused on the use of other teaching materials such as flashcards, phones for songs, and pictures as guidelines for the delivery of the lesson.

Statement 7: Learners are active, engaged, motivated, and participate in the classroom.

Concerning this statement, it is highly observed with both teachers (A & B). Learners were active and engaged in the classrooms. They participated and concentrated on the teachers' instructions. Moreover, the majority of learners enjoyed and supported the idea of learning through games (clapping, finding the name of the pet). Hence, it is clear from the observed results that learners, who are beginners and young, are motivated and this reflects their interest and excitement to learn the language.

Statement 8: Learners distinguish between letters and sounds.

At the phonetic and phonological levels, it is highly observed that learners in classroom "B" (learners of teacher "B") were able to distinguish between the letter and its sound and the teacher sometimes provided them with extra explanation to remember what is the sound and what is the letter. While this item was not observed with learners in the classroom "A" (pupils of teacher "A") as they were not able to distinguish between the letter and the sound. For instance, they could not differentiate between the letter G and the /g/ sound or confuse between the sounds /t/ and /Ө/, or /p/ and /b/. Thus, it is clear from this observation that young learners can easily learn different aspects of a foreign language whereas others can find difficulties in understanding phonetic and phonological aspects.

Statement 9: Learners confuse between English and French languages.

In the Algerian context, exposing learners to the English language at the age of 11-13 years old may affect the learning process and may even lead to its failure because it could make them more influenced in different levels by their mother tongue Arabic as it is their first language or by French as a second language. (Iddou-Derraz,2009. p.12) In addition, some researchers such as Penfield and Roberts (1959), Anderson (1960), Lenneberg (1967), and Krashen (1981) mentioned that acquiring a language can be better at an early age in life and believed that young learners are better at learning languages than adults because adults may be affected by the critical period in their learning process. However, the data gathered from this observation displayed that it is highly observed in both cases (classrooms/teachers A & B) that learners confuse between English and French languages in terms of pronouncing words, letters, and numbers. For example, learners were confused about the pronunciation of the letters (a, r, o) and tended to pronounce them similarly as the French language. Also, they were confused about

the pronunciation of numbers such as "Three" in English and "Trois" in French. That is to say, both young and adult learners may confuse between languages and have difficulties in articulating or pronouncing English sounds and letters.

Statement 10: Learners have difficulty in spelling words.

Many researchers argued that English language learners especially Arab learners usually face difficulties in spelling (Al-zuoud, & Kabilan, 2013), (as cited in Alhaisoni, Al-zuoud & Gaudel, 2015.p 185). These difficulties have been linked to a number of causes, such as the differences in the orthographic system between Arabic and English, and first language (L1) interference. Moreover, these spelling difficulties cause many spelling errors which negatively affect the writing proficiency of Arab learners (Saiegh-Haddad, 2004). The results from the classroom observation show that this idea is not observed with teacher "B", whereas it is highly observed with teacher "A". Teacher "A" asked learners to write random names of pets on their blackboard then wrote their answers on the board and asked them to find the correct answer. However, learners found difficulties in this task, the majority of them encountered difficulties in spelling especially writing, they did many mistakes for example the word "rabbit" some pupils wrote it "raffite" or "rabbite" by adding an "e" at the end like in French language. Others wrote it "raddit", "rabit" or "rabbt" by omitting some letters. Another example which is the word "goldfish", some wrote it like "goldfich" or "golfish" and others "goldvish". Moreover, pupils sometimes were having difficulties in reading words such as "chicken" they read it "kitchen" or "rabbit" they read it "robot". These spelling mistakes seem to be very challenging for EFL novice learners.

2.5. A Comparison between Teachers' and Parents' Questionnaires and Classroom Observation Findings

The three research instruments used in this study comprised some similar items in order to make a comparison between the questions answered in the questionnaires, and what had been observed in the classroom.

Although the majority of teachers stated that they were aware of the CBA principles and the latter could be applied in the classroom (Q5-Q6). The classroom observation data revealed that both teachers did not apply those principles in their classrooms (Statement1), instead they were focusing on the delivery of discrete items to learners in order to memorize and remember them.

Among the main obstacles discussed in the theoretical part that Algerian EFL learners encountered is the confusion between English and French languages' vocabulary. The three research tools were focusing on this idea; teachers' questionnaire (Q11) and parents' questionnaire (Q7), and the checklist as well (statement 9). The results reveal that indeed Algerian EFL learners, especially young novice ones do face difficulty in distinguishing between the two foreign languages vocabulary. Other obstacles pertain to spelling and pronunciation, the findings from teachers' questionnaire (Q11) and the classroom observation checklist (statement10) display that learners do really find problems in that role.

One of the significant and valuable resources for teaching and learning in EFL classrooms is the textbook. It can be served as a guide for teachers, learners, and parents as well. Hence, both questionnaires' results (section Three) unveil that teachers and parent were satisfied with the content of the textbook and serve it as a mean to facilitate the learning process.

However, the findings of classroom observation (statements 3 & 6) show that teachers usually focus on the use of flashcards, images, songs as teaching materials rather than the textbook.

2.6. Limitations of the Study

Throughout the course of conducting this research, several limitations were encountered which made it a difficult task for us to accomplish the required work appropriately. The first problem was related to the number of the involved teachers. The sample of teachers was small as one teacher was teaching in three primary, the transportation between schools was hard and sometimes our presence does not fit with teachers' timing. Hence, this fact prevented us from involving more teachers which could make the results more reliable and representative.

Time constraints was also a major obstacle because the short time allocated for doing classroom observation prevented us from attending more sessions. Attending more classes could have paved the way for us unveil more obstacles that teachers and learners alike face in EFL classroom.

The third limitation that was faced relates to the recuperation of the questionnaires. Some teachers took more than one week to fill the questionnaire, while some parents did not give them back at all. Even though parents' questionnaire was easy to complete and translated into the mother tongue, some of them did not answer all the questions which were of paramount role in analyzing the results.

2.7. Suggestions and Pedagogical Recommendations

On the basis of the findings and the results of the present study. The following subsequent items are suggestions proposed to be taken into account in teaching English as a foreign language in primary schools:

1. Teachers should be well-trained in training courses and seminars about the best ways and methods that can be used in EFL classes so as to effectively deal with primary school young learners who are being instructed English language for the first time.

2. Teachers should take into account all the factors that may affect learners' learning process, for this reason, they should find the right way to enhance their achievement and overcome the difficulties that they might face.

3. The administration should supply weekly meetings to encourage teachers-parents' interaction in order to discuss and find solutions to enhance learners' achievement and process of learning.

4. Schools have to provide necessary educational materials for learning foreign languages to help teachers and facilitate the process of teaching/learning.

5. Parents have to provide a supportive home environment for their children and motivate them to learn the English language. They should help their children deal with the confusion between English and French.

Conclusion

The second chapter, which is the practical part of the current study, was designed to discuss the finding yielded from the two data collection instruments used in this study. The first data collection tool was about two questionnaires that were addressed to teachers and parents to probe their attitudes toward instructing English in 3rd year primary school classroom for the first time in the Algerian context. The second tool was about a self-designed checklist that was designed to scrutinize how both teachers and learners acted in the classroom while teaching/learning English. The limitations faced within the study and some suggestions and recommendations were provided at the end of this chapter.

General Conclusion

Teachers' and Parents' perceptions and attitudes toward foreign language instruction have a significant impact on their learners' and children's foreign language performance. To verify teachers' and parents' views and attitudes toward their learners'/children's foreign language instruction impact their choices, academic achievement, and learning process, it was necessary to address them two questionnaires meant for eliciting information related to the instruction and the learning of English as a first experience in the Algerian context.

The piece of research in hand comprises two chapters. The first chapter dealt with the theoretical part of the research in which issues related to teaching/learning English in Algeria, were discussed. Whereas, in the second chapter, which is practical in nature, two questionnaires were given to 20 out of 99 Algerian EFL teachers and to 61 parents of third year pupils of primary schools in Jijel. Moreover, an observation in classroom was done in two primary schools with two different teachers. This is for the purpose of knowing the difficulties that young learners confront when learning English in real classroom setting.

The results gathered from the study proved that teachers and parents as well have high positive attitudes toward early EFL instruction. They perceive that teaching/learning English as a foreign language at the primary school level is very important and show their awareness about the significance of learning foreign languages. Moreover, the results demonstrated the difficulties encountered by teachers, learners, and their parents. Moreover, some of these difficulties, the confusion between English and French languages when they are reading, speaking or writing are the major faced obstacles. Hence, the findings answered the questions of the research. Finally, the obstacles faced during the process of conducting this research and some suggestions and pedagogical recommendations were introduced.

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Appendix A

Teachers' Questionnaire

Dear English Teachers,

You are kindly requested to answer this questionnaire to express your attitudes and perceptions toward teaching/ learning English as a foreign language in Algerian Primary schools. Your answers will be helpful for the research paper we are undertaking. We hope that you will answer the following questions sincerely and with full attention, interest, and honesty. To answer the questions please tick √ the box that corresponds to your answer or write a full statement when necessary. Be sure that any information you will provide us with in this questionnaire will remain strictly anonymous. Thank you for your cooperation.

Section One: General Information

1) How long have you been teaching English?

- At primary school…………………………….
- At the middle school…………………………
- At the high school…………………………

2) What is the highest degree that you hold?

   a) BA (License) ☐
   b) Master ☐
   c) Magister ☐
   d) PHD ☐

3) do you teach in:

   a) Urban area   b) Rural area

Section Two: Teachers' Perceptions and Attitudes toward Teaching English in Algerian

EFL Primary Schools

4) Have you ever participated in seminars about EFL instruction in the Algerian classroom?

      a) Yes ☐   b) No ☐

    If yes, were these seminars about:

a) CBA Principles ☐   b) Teaching Materials in Classroom ☐

c) The Teaching Textbook ☐   d) Classroom Management ☐

5) Do you know the principles of The Competency-Based Approach (CBA)?

      a) Yes ☐   b) No ☐

6) As a teacher, do you think it is possible to apply the CBA in our classrooms?

      a) Yes   b) No ☐

    please justify your answer,

……………………………………………………………………………………

7) How do you perceive your experience of teaching English for the first time in primary school?

    a) Very good ☐   b) Good ☐   c) Bad ☐   d) Very bad ☐

8) From your perspective, what is the appropriate age for learning English? Would you justify your answer?

………………………………………………………………………………………………

9) Do you think it is difficult to teach beginners and young learners?

    a)Yes ☐   b) No

10) Among the following, what do you think are the main challenges in teaching English to

young learners? (You can choose more than one answer)

    a) Starting English at an earlier age ☐

    b) Lack of training in methodologies for teaching foreign languages in the primary
        school ☐

    c) Lack of teaching resources such as textbooks and manuals ☐

    d) Difficulty in dealing with learners and their confusion between English and French
        ☐

    e) Non-availability of laboratories (equipped with ICTs) for the foreign language
        study ☐

 Others please specify …………………………………………………………….

....

11) What kind of problems do your learners face in learning English?

    a)Pronunciation and spelling ☐   b)Lack of vocabulary ☐

    c)Confusion between English and French ☐ d) Understanding meanings ☐

12) Do parents interact with teachers to enquire about the teaching/learning process of English?

    a) Yes ☐   b) No ☐

13) Please select the extent to which you agree on the following statements

	Statements	Strongly Agree	Agree	Disagree	Strongly Disagree
1	The learners' social and economic factors affect their learning.				
2	Parents' education and help have a great role in the learners' academic performance.				
3	The level of learners who receive extra courses out of the classroom is better than those who do not.				
4	The age of learners may affect the teaching/learning process.				
5	The lack of teaching materials may hinder the process of learning and teaching.				

Section Three: Teachers' Perception about the English Textbook "My Book of English"

14) Are you satisfied with the content of the textbook?

Very satisfied ☐   Satisfied ☐   Unsatisfied ☐   Very unsatisfied ☐

15) Do you think that the textbook is aligned with the CBA principles?

a) Yes ☐

b) No ☐

16) The activities and tasks presented in the textbook facilitate language learning.

a) Yes ☐

b) No ☐

 If not, why?...

17) Is the context hierarchally graded (Move from the simplest to the complex)

a) Yes ☐   b) No ☐

YOUR COOPERATION IS HIGHLY APPRECIATED!

Appendix B

Questionnaire

We would be so grateful if you could answer the following questions about your perceptions and attitudes concerning learning/ teaching English in Algerian Primary Schools.

Please, put a tick (√) to choose the option you think appropriate, more than one answer is sometimes possible.

استبيان

أعزاءي الاولياء

سنكون ممتنين لكم اذا حـاولتم مساعدتنا بالإجابـة على الأسئلة التاليـة و التـي تتمحـور حول آرائكم اتجاه تدريس اللغة الإنجليزية في المؤسسـات الابتدائية في الجزائر، من فضلك ضـع علامة (√) أمام الخيار المناسب.

ملاحظة : اكثر من إجابة واحدة ممكنة أحيانا

<div dir="rtl">

القسم الاول: معلومات عامة عن الاولياء

</div>

Section One: Parents' General Information

1) Educational Level

   a) Primary ☐

   b) Middle ☐

   c) Secondary ☐

   d) University ☐

<div dir="rtl">

1) المستوى العلمي:

أ) ابتدائي ☐

ب) متوسط ☐

ج) ثانوي ☐

د) جامعي ☐

</div>

2) Occupation …………………….

<div dir="rtl">

2) المهنة: ....
</div>

3) You live in :

   a) Urban Area ☐

   b) Rural Area ☐

<div dir="rtl">

3) تسكن في:

أ) منطقة حضرية ☐

ب) منطقة ريفية ☐

</div>

4) Which languages do you master?

   a) Arabic ☐

   b) English ☐

   c) French ☐

   d) Other languages ☐

Section Two: Parents' Satisfaction with Teaching English in Algerian Primary Schools

5) Languages that you want your children to learn in primary school are:

a) French ☐   b)English ☐   c) both ☐

6) To what extent you are satisfied with teaching English in Algerian Primary schools?

a) Very satisfied ☐   b) Satisfied ☐

c)Unsatisfied ☐   d)Not satisfied at all ☐

4) ما هي اللغات التي تتقنها؟

أ) اللغة العربية ☐

ب) اللغة الإنجليزية ☐

ج) اللغة الفرنسية ☐

د) لغات أخرى ☐

القسم الثاني: مدى رضا الاولياء عن تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية

5) اللغات التي تفضل ان يدرسها اولادك:

أ) اللغة الفرنسية ☐   ب) اللغة الإنجليزية ☐   ج) كلاهما ☐

6) ما مدى رضاك عن تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية

أ) راضي جدا ☐   ب) راضي ☐

ج) غير راضي ☐   د)غير راضي بتاتا ☐

10) Please select the extent to which you agree with the following statements:

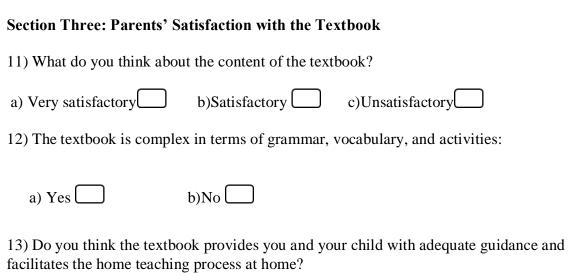10) الرجاء تحديد مدى موافقتك على البيانات التالية :

		غير موافق بشدة	غير موافق	موافق	موافق بشدة	
		Strongly disagree	Disagree	agree	Strongly agree	
1	Teaching both English and French at the primary school may burden the child's thinking abilities					تدريس اللغة الإنجليزية و الفرنسية معا في الطور الابتدائي قد يؤثر سلبا على القدرات الفكرية لدى الطفل
2	Early English language learning positively affects the child's cognitive abilities					التعلم المبكر للغة الإنجليزية يؤثر بشكل إيجابي على القدرات المعرفية للطفل
3	Learning English is more important than learning French					تعلم اللغة الإنجليزية أكثر أهمية من تعلم الفرنسية
4	The methods used to teach English in private schools are more efficient than those used in public ones					تعتبر اساليب التدريس المستخدمة لتعليم اللغة الإنجليزية في المدارس الخاصة أكثر كفاءة من تلك المستخدمة في المدارس العامة

Section Three: Parents' Satisfaction with the Textbook

11) What do you think about the content of the textbook?

a) Very satisfactory ⬚   b) Satisfactory ⬚   c) Unsatisfactory ⬚

12) The textbook is complex in terms of grammar, vocabulary, and activities:

a) Yes ⬚   b) No ⬚

13) Do you think the textbook provides you and your child with adequate guidance and facilitates the home teaching process at home?

a) Yes ⬚   b) No ⬚

القسم الثالث: مدى رضا الاولياء عن الكتاب المدرسي

11) هل تعتقد أن محتوى الكتاب المدرسي:

ا) جد مرضي ⬚   ب) مرضي ⬚   ج) غير مرضي ⬚

12) الكتاب المدرسي معقد من حيث القواعد، المفردات و الأنشطة.

أ) نعم ⬚   ب) لا ⬚

13) هل تعتقد أن الكتاب المدرسي يوفر لك ولطفلك التوجيه الكافي ويسهل عملية التدريس في المنزل:

ا) نعم ⬚   ب) لا ⬚

Appendix C

Classroom observation Checklist

Date: ……………… Class: …………. Teacher:….

		Statements	Highly Observed	Observed	Not Observed
	1	The teacher applies the CBA principles.			
	2	The teacher integrates the mother tongue in the classroom in explaining the lessons and the instructions when addressing the learners.			
	3	The teacher uses different teaching materials (flashcards, games, songs…).			
	4	The teacher provides opportunities for passive learners.			
	5	The teacher knows how to capture learners' attention and manage the classroom.			
	6	The teacher uses the textbook for the delivery of the lesson.			
	7	Learners are active, engaged, motivated, and participate in the classroom.			
	8	Learners distinguish between letters and sounds.			
	9	Learners confuse between English and French languages.			
	10	Learners have difficulty in spelling words.			

Résumé

La présente recherche vise à étudier les perceptions et les attitudes des enseignants d'anglais et des parents algériens à l'égard de l'enseignement/apprentissage de l'anglais comme langue cible dans les écoles primaires. Il vise également à découvrir les différentes difficultés rencontrées par les élèves de troisième année du primaire et leurs enseignants, puisqu'il s'agit de leur première expérience d'apprentissage/enseignement de l'anglais au niveau de l'école primaire. Afin de mener cette étude, un paradigme de recherche descriptive a été adopté dans lequel une recherche de méthode mixte a été utilisée à travers trois instruments de recherche. Tout d'abord, une observation en classe a été effectuée dans deux écoles primaires du district de Jijel dans le but de dévoiler les difficultés rencontrées par les enseignants d'anglais avec les petits apprenants pendant le processus d'enseignement. Deuxièmement, deux questionnaires ont été utilisés pour recueillir des données. Le premier a été remis à 20 enseignants d'anglais sur 99 de différentes écoles primaires de Jijel, tandis que le deuxième a été adressé à 61 parents d'élèves de troisième année d'école primaire afin d'étudier leurs attitudes et leurs perceptions à l'égard de l'enseignement de l'anglais dans les écoles primaires. Les résultats du questionnaire des enseignants ont montré que la majorité d'entre eux apprécient l'inclusion de l'anglais comme langue étrangère dans l'enseignement primaire. De même, les résultats du questionnaire des parents ont montré qu'ils ont des attitudes et des perceptions positives à l'égard de l'enseignement de l'anglais dans les écoles primaires. De même, les résultats obtenus à partir de l'observation en classe indiquent que les petits apprenants novices de l'anglais sont réellement confrontés à certains obstacles pendant le processus d'apprentissage. Les résultats globaux ont révélé que les élèves de troisième année du primaire trouvent certaines difficultés qui affectent négativement leur processus d'apprentissage, dont la confusion entre les langues anglaise et

française en termes d'orthographe et de prononciation. À la lumière des résultats susmentionnés, quelques recommandations pédagogiques et suggestions de recherches supplémentaires sont présentées.

Mots-Clés: Perceptions des professeurs, Attitudes des professeurs, Perceptions des parents, Attitudes des Parents, Education Primaire, Anglais langue étrangère, difficultés.

ملخص

يسعى البحث الحالي إلى معرفة آراء ومواقف معلمي اللغة الإنجليزية كلغة اجنبية، وأولياء الأمور تجاه تدريس/تعلم اللغة الإنجليزية كلغة أجنبية في المدارس الإبتدائية. كما يهدف إلى إكتشاف الصعوبات المختلفة التي يواجهها تلاميذ السنة الثالثة إبتدائي ومعلموهم على حد سواء، لكونها أول تجربة لهم في تعلم/تدريس اللغة الإنجليزية على مستوى المدارس الإبتدائية. من أجل إجراء هذه الدراسة، تم الإعتماد على دراسة وصفية حيث تم إستعمال بحث متعدد الوسائل من خلال ثلاثة أدوات بحثية. أولاً، تم اجراء معاينة ميدانية في قسمين في مدرستين ابتدائيتين مختلفتين في دائرة جيجل لغرض الكشف عن الصعوبات التي يواجهها معلمي اللغة الإنجليزية مع المتعلمين الصغار أثناء عملية التدريس. ثانيا، تم إستخدام استبيانين لجمع البيانات. الاستبيان الأول تم توجيهه إلى 20 مدرسًا من أصل 99 ينتمون لمدارس إبتدائية مختلفة في جيجل، بينما تم توجيه الاستبيان الثاني إلى 61 من أولياء أمور تلاميذ الصف الثالث إبتدائي من أجل الكشف عن آرائهم ومواقفهم تجاه تعليم اللغة الإنجليزية في المدارس الإبتدائية. أظهرت نتائج استبيان المعلمين أن معظمهم يستحسنون إدراج اللغة الإنجليزية كلغة أجنبية في التعليم الابتدائي. وبالمثل، أظهرت نتائج استبيان الأولياء أيضًا أن لديهم مواقف وآراء إيجابية تجاه تدريس ذات اللغة في المدارس الإبتدائية. علاوة على ذلك فقد تبين من خلال النتائج المتحصل عليها من خلال المعاينة الميدانية للأقسام أن المتعلمين المبتدئين الصغار يواجهون حقًا بعض الصعوبات أثناء عملية التعلم. كشفت النتائج الإجمالية أن تلاميذ الصف الثالث إبتدائي يجدون بعض الصعوبات التي تؤثر سلبا على عملية تعلمهم والتي تتمثل في الخلط بين اللغتين الإنجليزية والفرنسية خاصة من حيث الكتابة والنطق. وعلى ضوء النتائج السابقة الذكر، قُدمت بعض التوصيات البيداغوجية والإقتراحات لإجراء بحوث مستقبلية في ذات الشأن.

الكلمات المفتاحية: آراء الأساتذة، تصورات الأساتذة، آراء الأولياء، تصورات الأولياء، التعليم الإبتدائي، اللغة الإنجليزية كلغة أجنبية، الصعوبات.