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**A Comparative Analysis of Modern Standard Arabic and
English Instruction in Algerian Primary School:
Opportunities and Obstacles**

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Dedications

First and foremost, all praise and thanks are due to Allah, the Most Merciful, for granting me the strength and guidance to achieve this success.

I dedicate this work to my beloved family:

- To my dear parents, without their unwavering prayers and support, I would never have reached this stage. May Allah bless and protect them.
- To my brother and sisters, for their constant encouragement.
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Abstract

This study investigates the growing role of English as a Medium of Instruction (EMI) in Algerian primary schools, contrasting it with Modern Standard Arabic (MSA), a language often perceived as a second language by students due to their predominant use of Algerian Arabic (Darija) at home. Through a comparative analysis of pedagogical approaches, the study highlights systemic challenges, including disparities in teacher training, resource allocation, and learners engagement between EMI and MSA classrooms. Findings reveal tensions between Algeria's commitment to MSA as a national language and the increasing demand for English proficiency in global and economic spheres. The study proposes targeted reforms, such as scaffolding MSA instruction through Darija, enhancing EMI teacher preparedness, and rebalancing curricular priorities to align with learners' linguistic realities and socioeconomic needs. By contextualizing these issues within postcolonial language policy debates, this research offers insights for multilingual education systems navigating similar divides between local identity and global competitiveness.

Keywords : Modern Standard Arabic, English language teaching, Algerian primary education, diglossia, language policy, pedagogical challenge

List of abbreviations and acronyms

Abbreviation	Meaning
MSA	Modern Standard Arabic
IT	Information Technology
AA	Algerian Arabic
ICT	Information and Communication Technology
L1	First language.
EMI	English as a medium of instruction

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General Introduction

General Introduction

Language education in Algeria is pivotal, pivotal for sapping academic success, national identity, and global connectivity. This study undertakes a comparative analysis of Modern Standard Arabic (MSA) and English in Algerian primary schools, exploring the opportunities and obstacles encountered in their instruction

While Modern Standard Arabic has traditionally served. As the cornerstone of formal education and national cohesion, English has gained increasing importance due to globalization, technological advancements, and economic opportunities Despite the evolving educational landscape, disparities persist in the methodologies and outcomes of MSA and English instruction, Students exhibit varying levels of engagement and proficiency, influences by curriculum design, teaching strategies, and exposure and exposure to languages, beyond the classroom., MSA deeply embedded in Algeria's linguistic heritage, benefits from familiarity but often facer instructional rigidity due to traditional, grammar focused teaching methods English, introduced as a foreign language, initially sporks curiosity but encounters obstacles such as limited resources, insufficient teacher training, and minimal real-world applications. These complexities raise critical questions regarding the effectiveness of language policies and the impact of bilingual education reforms on learner success.

Understanding these challenges and opportunities is these essential for informing effective educational strategies and language policies. This study's significance lies in its potential to contribute to curriculum improvements, teacher training initiatives, and resource allocation efforts that support effective bilingual education, By identifying barriers to language acquisition and proposing evidence-based solutions, this research aims to enhance pedagogical practices and opining learning conditions for primary school students.

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Additionally, it offers insights into the sociolinguistic trends shaping Algeria's evolving linguistic landscape, providing practice implications for policymakers and educators seeking to foster multilingual competencies, this study aims to analyze the effectiveness of MSA and English instruction and to identify the opportunities and challenges faced by educators and learners.

To explore the identified issues, this study seeks to answer two Key research questions. What are the main differences in the curricula and teaching methodologies used for MSA and English instruction in Algerian primary schools? and how do teachers perceive the importance and difficulty of MSA versus English in Algerian primary schools? based on these inquiries, the study formulates two hypotheses: There are significant differences in learners' proficiency levels between MSA and English in Algerian primary schools, with students performing better in MSA due to its cultural and linguistic familiarity; and teachers face greater challenges in delivering English instruction compared to MSA due to a lack of qualified English teachers, insufficient resources, and limited exposure to English outside the classroom.

This study employs a mixed-methods approach, combining the strengths of both qualitative and quantitative research. Quantitative data allows for objective comparison of student performance and attitudes, while qualitative data provides deeper insights into cultural, pedagogical, and policy-related challenges. The sample population includes 40 fifth-grade pupils from two primary schools in Mansourah district, 20 teachers (10 specializing in Arabic and 10 in English), and 30 parents. Data was gathered through questionnaires and classroom observations.

The dissertation is structured to provide a comprehensive exploration of bilingual education in Algeria. The first chapter, Linguistic and Educational Context in Algeria, contextualizes the linguistic landscape tracing the historical and contemporary significance of MSA and English in primary schools.

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"Pedagogical Approaches and Teaching Strategies (chapter II) examines language policies, curriculum design, and instructional strategies, reliving into teaching methodologies and comparing traditional and communicative approaches. Chapter III Opportunities and obstacles in Teaching MSA and English", evaluates learner and teacher perceptions, highlighting challenges and motivations in language acquisition, and addressing Systemic challenges including resource limitations and teacher training Finally "Research Methodology and Discussion of the findings (chapter IV) synthesizes key findings, discusses implications for educational reform, and presents recommendations for enhancing bilingual instruction in Algerian primary schools. This chapter also details the research design, sample population, and analysis of collected data. This analysis aims to contribute to the ongoing discourse on language education and pave the way for more effective pedagogical strategies.

Chapter I

Theoretical Framework

Introduction :

The theoretical framework of this study provides the conceptual and academic foundation necessary for understanding and analyzing the teaching and learning of MSA and English in Algerian primary schools. It draws upon established theories of second language acquisition, bilingual education, sociolinguistics, and language policy to examine how language instruction functions in a multilingual context like Algeria. This framework guides the investigation by exploring the interaction between linguistic input, learner motivation, teaching strategies, and educational outcomes. The study is informed by both cognitive and sociocultural perspectives, which emphasize the role of exposure, interaction, and identity in language development. By integrating these theoretical approaches, the framework supports a comparative analysis of the two languages and helps identify the structural and pedagogical factors that create either opportunities or obstacles in the classroom.

1-1-Linguistic and educational context in Algeria :**1-1-1- The Status of MSA and English in Algeria :****1-1-1-1- The Official Role and Significance of MSA :**

Modern Standard Arabic (MSA) plays a pivotal role in Algeria, serving as the official language alongside Amazigh, rooted in the country's complex historical, political and social landscapes. After gaining independence from French colonial rule in 1962, Algeria embraced MSA as a symbol of national identity and cultural revival, distinguishing itself from the colonial legacy of the French language.

In education, MSA is the primary medium of instruction from primary schools to universities, where it unifies students from diverse linguistic backgrounds, facilitating access to knowledge and fostering national cohesion (Benani, 2017). Moreover, MSA is the language of official documents,

government communications, and legislation, reinforcing its status as a critical tool for governance and public policy (Ait Ouarasse, 2011).

The media landscape also extensively utilizes MSA with newspapers, television broadcasts and digital platforms delivering news and cultural content, helping to shape public opinion and promote a sense of belonging among Algerians (Holes, 2004).

Nevertheless, the use of MSA coexists with various Algerian Arabic (AA) dialects and Berber languages, leading to ongoing debates about linguistic identity and the challenges of maintaining a unified language policy amidst regional linguistic diversity (Chaker, 2006). Furthermore, MSA's prominence underscores efforts to modernize the language in response to globalization and technological advancements, ensuring its relevance for younger generations (Zitouni, 2019).

Thus, MSA's official role in Algeria is not merely that of a communication tool but serves as a cornerstone of national identity, cultural heritage, and social unity in a multilingual society.

1-1-1-2- The growing importance of English in education and the economy

The growing importance of English in education and economy is a significant trend observed globally, driven by the language's status as a primary medium of international communication, trade, and technological advancement. In education, proficiency in English is often linked to access to higher learning opportunities, as many prestigious universities and academic publications utilize English as their primary language, thereby benefiting students who are adept in it (Graddol, 2006). This trend is particularly evident in non-English-speaking countries, where institutions increasingly adopt English as the medium of

instruction to attract international students and enhance the employability of their graduates (Cinnamon, 2010).

Economically, English serves as a vital tool for participating in the global marketplace, facilitating international business, trade negotiations, and cross-border collaboration (Crystal, 2012).

Companies often seek employees who possess strong English skills, leading to a competitive advantage in an increasingly globalized economy (Brandenburg & De Wit, 2011).

Moreover, the rise of digital technologies has exponentially increased the demand for English proficiency, as most global online platforms, resources, and trade operate in English. (Seidlhofer, 2011). Consequently, the emphasis on English in educational curricula not only prepares students for higher education but also equips them with the necessary skills to thrive in a dynamic and interconnected economic landscape, underscoring its role as a key driver of personal and national growth.

1-1-2 - Language Policies and Recent Educational Reforms :

1-1-2-1 - The gradual introduction of English in primary schools :

The introduction of English in Algerian primary schools emerges as a significant educational reform between 1993 and 2000, driven by the growing global dominance of English in communication, science, and trade. This initiative sought to challenge the exclusive status of French, which had long been the primary foreign language taught in schools, reflecting Algeria's colonial past. The (4) decision to introduce English was both a reaction to socio-political pressures and a strategic attempt to modernize the educational system and align with global linguistic trends. However, this reform faced numerous challenges, including a lack of pedagogical planning, unclear objectives, and minimal public awareness or support. The sociolinguistic reality - where French remained

deeply rooted in everyday life and official domains - also contributed to the initiative's failure. Ultimately, due to inadequate implementation and resistance from parts of the population and educational authorities, the reform was silently withdrawn after a few years, making it a short-lived experiment in Algeria's language in education policy (Marouf, 2017).

1-1-2-2 - Curriculum evolution and its impact on teachers and students:

The evolution of the Algerian primary school curriculum has undergone several significant transformations, especially since independence, profoundly affecting both teachers and students. Initially rooted in the Arabization policy of the 1960s and 70s, the curriculum aimed to restore national identity through exclusive instruction in Modern Standard Arabic, replacing French, the former colonial language. This shift presented challenges for teachers who often lacked proper training in Arabic-based pedagogy and struggled with limited resources. In 1976, the introduction of the "Fundamental school" model further emphasized Arabic instruction and extended the primary cycle, but criticisms of its inefficiency and failure to meet modern demands led to new reforms of 2003 sought to modernize the system by restructuring the educational cycles and integrating foreign languages earlier, including a brief attempt to introduce English in primary schools. These frequent policy shifts created confusion and inconsistency, placing a heavy burden on teachers, who were expected to adapt rapidly to new programs, and students, who experienced fluctuating language instruction and curriculum standards. Consequently, the educational environment became unstable, with both groups struggling to achieve quality outcomes amid top-down reforms that often-lacked adequate planning and training support (Marouf, 2017; Miliani, 2000; Lakhal Benmatis, 2008).

1-2- Pedagogical Approaches and Teaching Strategies:

1-2-1- Teaching Methods for MSA in Primary Schools:

In Algerian primary schools, the traditional method of teaching Modern Standard Arabic (MSA) has long relied on a formal, rule-based approach centered on rote memorization and grammatical instruction. Teachers are often tasked with delivering content in a highly structured manner that emphasizes reading, writing, and grammar rules over communicative competence. This methodology treats MSA as both the object and the medium of instruction, which results in a rigid classroom dynamic where teacher talk dominates and student participation is minimal. According to Azzoug (2014), such a method fails to consider the linguistic reality of students, as it excludes their native linguistic background and prioritizes mechanical acquisition over meaningful interaction and understanding.

The effectiveness of MSA instruction is further hindered by the country's diglossic context, wherein students speak Algerian Arabic (AA) at home and in their communities, while MSA remains largely unfamiliar and confined to formal education settings. This linguistic gap creates significant challenges in the classroom, as children often struggle to bridge the distance between their L1 (AA) and the L2 (MSA). Azzoug (2014) highlights how this leads to frequent code-switching, interference from AA, and a general lack of engagement with MSA, which students perceive as abstract and disconnected from their lived experiences. Teachers, too, face difficulties navigating this dual-language environment, often resorting to AA for comprehension and discipline, despite institutional mandates to use MSA exclusively. This diglossic tension not only complicates the learning process but also contributes to broader issues of academic underperformance and linguistic insecurity among pupils. Azzoug's study thus calls for the implementation of dual variety education models that acknowledge and integrate both AA and MSA to create a more inclusive and effective pedagogical approach (Azzoug, 2014).

1-2-2 - Teaching Methods for English in Primary Schools:

The introduction of English in Algerian primary schools has marked a significant shift toward more modern, student-centered teaching methods, particularly emphasizing the communicative and interactive approach. This method encourages learners to actively engage in speaking, listening, reading, and writing through real-life communication tasks rather than merely memorizing vocabulary and grammar rules. Teachers aim to foster an environment where language is learned through meaningful interaction, pair and group work, and the use of visual and auditory stimuli. According to Maarouf (2017), this approach aligns with the global shift in language teaching methodologies, moving away from traditional grammar-translation methods to those that prioritize fluency, comprehension, and spontaneous communication. The communicative method is considered more effective, especially for young learners, as it keeps them motivated and confident in using the language for practical purposes.

However, the implementation of communicative English teaching in Algerian primary schools faces considerable obstacles due to the limited availability of resources and teaching materials. As highlighted by Maarouf (2017), many schools lack updated textbooks, audio-visual aids, and language labs, which are essential for supporting an interactive learning environment. Teachers often struggle to find or produce appropriate materials, and training in modern pedagogical techniques remains insufficient.

Moreover, the absence of standardized guidelines and institutional support for early English education further complicates the situation. Without adequate tools and infrastructure, the potential of the communicative approach cannot be fully realized, risking the effectiveness of early English instruction in achieving long-term language proficiency among Algerian pupils. This reflects a broader issue within the Algerian educational system, where curriculum innovation often

precedes the necessary groundwork in terms of teacher preparation and material provision (Marouf, 2017).

1-2-3- Comparison of Methods for English in Primary Schools:

1-2-3-1-Comparison of Learning Outcomes and Challenges

In Algerian primary schools, students' engagement and motivation vary significantly between learning Modern Standard Arabic (MSA) and English, largely due to their familiarity with the language and the pedagogical approaches used. MSA, although the official language of instruction, remains distant from students' everyday linguistic environment, where Algerian Arabic (AA) is dominant. This gap creates a lack of emotional connection and reduces motivation to learn MSA, as students often view it as formal and abstract. Additionally, the traditional grammar-focused teaching method does little to stimulate active participation or real-life language use, resulting in passive learning and disengagement. In contrast, English, being a foreign and novel language, tends to initially capture students' curiosity and interest. The communicative teaching approach adopted in English classes promotes student-centered learning, group interaction and contextual language use, which enhances motivation and creates a more dynamic classroom atmosphere, (Azzoug, 2014; Marouf, 2017).

Despite differing levels of engagement, students face substantial learning difficulties in both MSA and English, though for different reasons. In MSA, challenges stem primarily from the diglossic nature of the Algerian linguistic landscape. Students often struggle with the structural differences between their L1 (AA) and MSA, leading to frequent interference and errors in pronunciation, syntax, and vocabulary. These issues are exacerbated by limited exposure to MSA outside the classroom and a lack of supporting oral language development

activities (Azzoug, 2014). In the case of English, learning difficulties are linked to the lack of resources, insufficient teacher training, and the limited number of instructional hours. Many learners face challenges in mastering English pronunciation, vocabulary retention, and grammar, especially without reinforcement at home or in their community. The scarcity of English in the students' environment means they lack opportunities to practice, which hinders language acquisition and retention (Marouf, 2017). These combined issues underscore the need for tailored instructional strategies and greater institutional support for both languages in the Algerian primary education system.

1-3- Opportunities and Obstacles in Teaching MSA and English.

1-3-1- Opportunities for MSA in Algerian Primary Schools:

Modern Standard Arabic (MSA) plays a foundational role in the Algerian educational system and offers numerous opportunities when effectively implemented in primary school. As the official language of instruction and a core symbol of national identity, MSA is intended to unify 10 students from diverse linguistic backgrounds and foster a shared cultural heritage. Azzoug (2014) suggests that incorporating both MSA and Algerian Arabic (AA) in early education through a dual-variety approach can create a smoother linguistic transition, allowing students to build literacy skills in a familiar context while gradually acquiring formal Arabic. This model strengthens oral language development and sets a more inclusive stage for academic achievement. Furthermore, Miliani (2000) notes that MSA serves as a gateway to classical literature, religious texts, and regional intellectual traditions, offering students access to a rich and valuable cultural archive.

In addition, MSA's integration into early education promotes cognitive development and language awareness. Lakhal- Benmetai (2008) emphasizes that policy reforms aimed at reinforcing MSA in primary education reflect its

strategic importance as a tool of national cohesion and academic progression. When taught using modern, child-centered methods, MSA instruction can enhance reading comprehension, writing fluency, and critical thinking skills. With appropriate pedagogical planning, the use of MSA in classrooms can also help standardize academic benchmarks across the country. Thus, MSA not only serves as a linguistic tool but also as a vehicle for social integration, intellectual growth, and educational equity.

1-3-2 - Opportunities for English in Algerian Primary Schools:

The introduction of English in Algerian primary schools presents a significant opportunity to modernize the national curriculum and equip learners with essential global communication skills. As the dominant international language of science, technology, business, and the internet, English offers Algerian students access to a vast body of knowledge and global networks. Marouf (2017) highlights the growing enthusiasm among students and parents for early English instruction, viewing it as a key to future educational and professional success. This early interest provides a unique motivational advantage for teachers to build communicative competence through interactive and engaging methods.

Furthermore, English is often perceived as a culturally neutral language in Algeria, free from the historical baggage of French, which creates a more positive environment for its acceptance and growth (Miliani, 2000). Incorporating English at the primary level also supports cognitive and linguistic flexibility. Research shows that early exposure to foreign languages can enhance overall academic achievement, memory, and problem-solving abilities. According to Lakhel-Benmetai (2008), the inclusion of English in the early curriculum is increasingly seen as a necessity to prepare Algerian learners for global citizenship and international collaboration. If supported with proper teacher training, resource development, and institutional backing, English can

serve as a transformative tool in Algerian education. It can promote multilingualism, expand students' horizons, and foster a more competitive and globally aware generation.

1-3-3 - Obstacles to Teaching MSA in Algerian Primary Schools:

The teaching of MSA in Algerian primary schools faces several deep-rooted challenges, primarily stemming from the country's complex sociolinguistic landscape. One of the main obstacles is the diglossic context, where MSA is the formal language of instruction, but Algerian Arabic (AA) is the mother tongue of most learners. This linguistic gap leads to significant difficulties in comprehension and expression, particularly in early education. Azzoug (2014) emphasizes that children often enter school with little to no exposure to MSA, which makes initial instruction feel foreign and disconnected from their daily linguistic experiences. This mismatch not only hinders language acquisition but also contributes to poor academic performance and disengagement among young learners.

Moreover, the instructional methods used to teach MSA are often outdated, relying heavily on rote memorization and grammar drills. Such traditional approaches do not account for the communicative or emotional needs of students, making the learning process rigid and uninspiring. Marouf (2017) notes that students tend to view MSA as a "school-only language" which further limits its use outside academic settings and reduces opportunities for reinforcement. In addition, Lakhel- Benmetai (2008) points to inconsistent language policies and poorly implemented reforms as contributing factors to the ineffectiveness of MSA instruction. Without a clear, long-term strategy that includes teacher training, dialect integration, and modern teaching materials, MSA instruction remains a major hurdle in Algerian education.

1-3-4- Obstacles to Teaching English in Algerian Primary Schools :

Teaching English in Algerian primary schools presents a range of challenges, including a lack of adequate resources, large class sizes, and time constraints, which hinder effective instruction (Ouchab, 2014). The limited experience of many teachers and the cultural preference of Arabic and French create additional barriers to implementing an effective English curriculum (Benrabah, 2014; Hakim & Abbassi, 2020).

Assessment and evaluation difficulties arise due to varying student abilities and the complexity of measuring understanding within diverse classrooms (Ouchab, 2014). Moreover, motivational issues among students, combined with individual learning differences, complicate engagement in the language-learning process (Ouchab, 2014). Addressing these intertwined obstacles requires collaborative efforts from educational stakeholders to enhance the learning environment and ensure the successful integration of English in the primary school curriculum (Hakim & Abbassi, 2020; Saada, 2021).

Conclusion :

In conclusion, the theoretical framework has established a strong academic basic for exploring the key elements that influence the teaching of MSA and English in Algerian primary schools. By drawing on relevant theories from language acquisition bilingualism, and educational policy, the framework offers a lens through which to examine the complex realities of language instruction in a multilingual environment. It highlights how factors such as teaching methods, learner exposure, institutional support, and social attitudes affect language learning outcomes. This framework not only informs the research design and analysis but also ensures that the study is grounded in relevant scholarly perspectives that support meaningful interpretation of the data in the chapter that follows.

Chapter **II**

Practical Framework

Introduction

The first part of this study addressed the theoretical framework, drawing on various previous and related studies. The second part represents the practical component. It aims to analyze the effectiveness of MSA and English instruction and to identify the opportunities and challenges faced by educators and learners. Moreover, this chapter presents a description, analysis, and discussion of the data gathered from the questionnaires, interviews, and classroom observation, all aimed at answering the research questions. Additionally, implications, recommendations for further research, and limitations are also discussed.

2.1 Research Design

This study adopts mixed-methods research design to explore the opportunities and obstacles associated with the instruction of foden MSA and English in Algerian primary schools. The combination of both quantitative and qualitative approaches allowed for a comprehensive understanding of the research problem by integrating numerical data with rich, descriptive insights.

To collect data, the study relied on two primary research instruments: Classroom observation and questionnaires. Classroom observation was conducted to obtain direct, contextual insights into how MSA and English are taught and learned in real classroom settings. This method provided valuable information on teaching methods, student participation, classroom dynamics, and the practical challenges faced by teachers. Observations helped validate or contrast the responses collected through other instruments, offering a fuller picture of language instruction practices.

In addition to classroom observation, questionnaires were distributed to three different participant groups: teachers, students, and parents. The questionnaires were carefully designed to suit each group and consisted of both closed-ended and open-ended questions. The teacher questionnaire focused on

their teaching experience, instructional methods, challenges, and opinions about curriculum effectiveness. The student questionnaire explored learners' language preferences, ease of acquisition, practice habits, and learning difficulties: The parents questionnaire investigated the home language environment, parental involvement in language learning, and their views on the school curriculum and language priorities for their children's futures, Using questionnaires allowed the researcher to reach a larger sample and gather data systematically across different perspectives enhancing the depth and reliability of the research.

Together, these methods enable data triangulation, which strengthened the validity and credibility of the study. By integrating both direct classroom observation and participant reported experiences through surveys, the research design ensured a well-sounded, evidence-based analysis of the current state of MSA and English instruction in Algerian primary education.

2.2 Sample Population

The sample population includes 40 fifth-grade pupils from two primary schools in the Mansourah district, along with 20 teachers — 10 specializing in Arabic and 10 in English. Their perspectives are essential for understanding classroom practices, instructional methods, and the challenges encountered in teaching each language. Additionally, 30 parents were involved to provide insights into the home learning environment and their perceptions of the importance and difficulty of learning MSA and English. This combination of participants allows for a comprehensive comparative analysis, highlighting not only the instructional differences but also the broader social and educational factors affecting language acquisition at the primary level.

2.3 The Questionnaire

The questionnaire was used as a key data collection tool to gather relevant information from students, teachers, and parents. Three separate questionnaires

were designed — one for each group — to explore their perspectives on the effectiveness of Modern Standard Arabic and English instruction in primary schools. The purpose of these questionnaires was to collect both quantitative and qualitative data regarding teaching methods, learning experiences, and the challenges and opportunities encountered in the language learning process. This tool enabled a broader understanding of the research topic from multiple viewpoints.

2.3.1 Teachers Questionnaire :

The teachers questionnaire was designed to gather comprehensive insights from primary school educators about their experiences with and perceptions of teaching Modern Standard Arabic and English. The instrument consisted of two structures sections. The first section, titled General Information, focused on demographic and professional background details, including the teachers' age range, subjects taught, years of experience, and academic qualifications. It also includes opinion-based items such as whether students found MSA or English easier to learn and their assessment of the curriculum's effectiveness in developing language skills. The second section, Teaching Methods and Challenges, explored instructional approaches and obstacles faced in the classroom. Teachers were asked to indicate the teaching methods they regularly used (e.g. visual aids, educational games, memorization), the major challenges they encountered in teaching languages (such as limited class time, lack of materials, student motivation, or insufficient training), and to offer open-ended suggestions for improving language instruction in Algerian primary schools. The questionnaire combined both closed-ended and open-ended questions, enabling the collection of quantitative data for statistical analysis and qualitative responses for richer, in-depth interpretation. Overall, it provided a well-rounded picture of the pedagogical landscape, educator needs, and institutional limitations.

2.3.2 Parents Questionnaire :

The parents questionnaire aimed to explore the for the familiala and home-based context in which children in Algerian primary schools acquire and practice language, especially MSA and English. It consisted of two main sections. The first section, General Information, collected data on the parents educational level and the main languages spoken at home. This section helped in understanding the sociolinguistic er environment and parental background that may influence children's language learning. The second section, Language Support and Attitudes, focused on how parents support their children's language learning outside school through activities such as watching educational programs, using online resources, reading books, or -speaking the Target language. It also sought to capture their attitudes towards introducing English earlier in the school curriculum, their perception of which language is most beneficial for their child's future, and their evaluation of the adequacy of language instruction provided by schools.

Furthermore, an open-ended question allowed parents to identify the main challenges their children face in learning MSA or English, such as curriculum overload, lack of practice, or instructional confusion. This questionnaire relied on both multiple-choice and open-ended formats to balance measurable responses with personal insights. It was instrumental in revealing parental involvement levels, espectations, and critiques of current educational practices.

2.3.3 Students Questionnaire

The students questionnaire was developed to assess preferences, perceptions, and challenges faced by fifth-grade the was learners in Algerian primary schools as they study MSA and English. It was devided into two main sections. The first section, Student Information, gathered basic data including the students' grade level and their preferences in language learning whether they enjoyed learning MSA, English, both, or neither. This part aimed to gange

overall student engagement and motivation. The second section, Learning Preferences and Challenges, was more detailed and focused on the practical aspects of students learning experiences. It included questions about which language they found easier and why, how often they practiced either language outside of school, and what types of activities (eg, reading, writing, speaking, games, audiovisual resources) helped them learn best. Additionally students were asked to identify specific difficulties they faced such as remembering, vocabulary, understanding lessons, grammar, or pronunciation, The final question invited them to suggest improvements in how MSA and English were taught, This questionnaire included both multiple choice and sort open-ended items. It provided a learner-centered perspective, shedding light on how language instruction is received by the students themselves and highlighting areas for improvement based on their personal experiences and preferences.

2-4 Analysis of the Results :

2-4-1 Arabic Teachers Questionnaire

Section one, General Information

1.Age Distribution: The pie chart illustrates the age breakdown of the teachers.

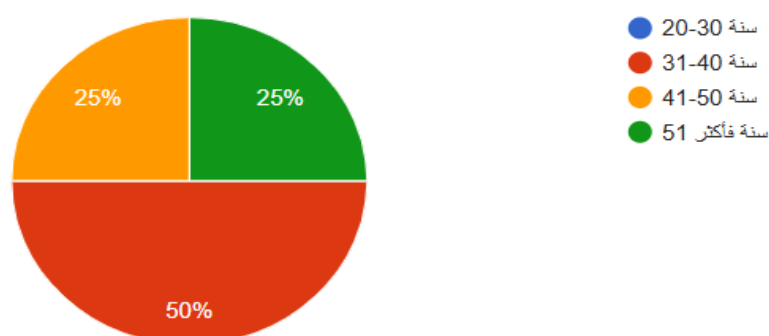


Figure 4-1 : Age Distribution of the teachers (Arabic)

- 20-30 years 0%
- 31-40 years, 50%
- 41-50 years, 25%
- 51+ years, 25%
- **Teachers' Questionnaire**
- **Age Distribution** : The teachers surveyed were predominantly aged between 31 and 40 years (50%), with the remainder split evenly between the 41-50 and 51+ age groups (25% each). Notably, none were under 30. This suggests a teaching body composed mainly of mid-career to experienced professionals, capable of offering stable instructional experiences grounded in years of practice.

2. What subject do you teach?

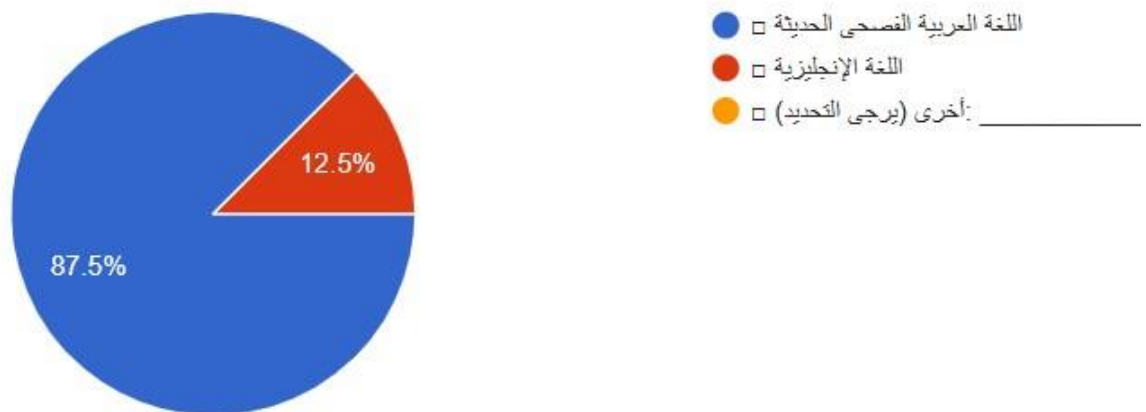


Figure 4-2 : Subject taught by teachers

- Modern Standard Arabic : 87,5%
- English 12,5%
- Others, 0%

Subject Taught : The overwhelming majority of respondents (87.5%) reported teaching Modern Standard Arabic, while only a small fraction (12.5%) taught English. This imbalance reflects the stronger institutional focus on Arabic in Algerian primary schools and underscores the challenges in making English instruction equally widespread and effective.

3. Do students find it easier to learn English or Modern Standard Arabic? Why?

Most of teachers believe students find MSA easier due its similarity to their spoken dialect, while others think English is easier because of media exposure and more teaching methods. Overall, both linguistic familiarity, and environmental factors influence students' ease of learning.

4. How effective is the global curriculum in developing students' language skills?

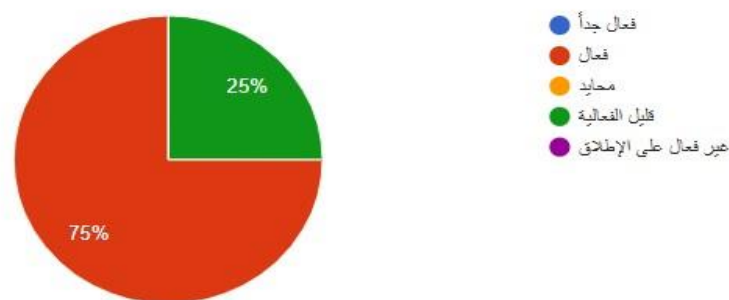


Figure 4.3 : Perceived Effectiveness of current curriculum in language skills development

- Very effective 0%
- Effective 75%
- Some what effective 25%

- Not effective 0%

Effectiveness of the Curriculum : When asked about the curriculum's effectiveness in developing students' language skills, 75% of teachers considered it only "somewhat effective," while 25% rated it as "effective." None believed it to be "very effective." These responses point to a general concern regarding the adequacy of current language programs and a call for curriculum reform.

Section two, Teaching Methods and Challenges.

1. What teaching methods do you rely on primarily? (You may choose more than one answer)

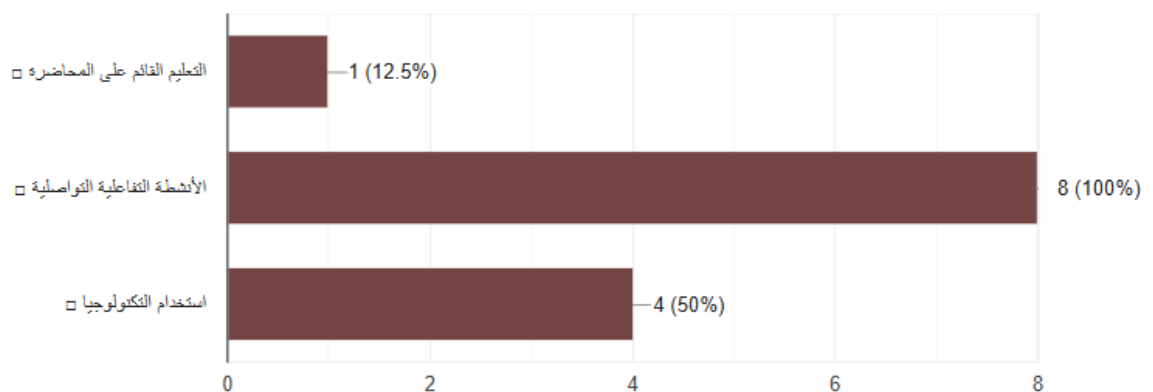


Figure 4.4 : Primary methods used by teachers

- Using visual aids: 100%
- Using educational games: 50%
- focusing on memorization : 12,5%

Teaching Methods Used : All teachers reported using visual aids in their instruction, reflecting a universal reliance on visual support to facilitate understanding. Half of them also used educational games to create a more dynamic learning environment. Only 12.5% focused on memorization, which suggests a preference for modern, student-centered teaching methods over traditional rote learning.

2. What are the most prominent challenges you face in teaching Modern Standard Arabic? (You may choose more than one answer.)

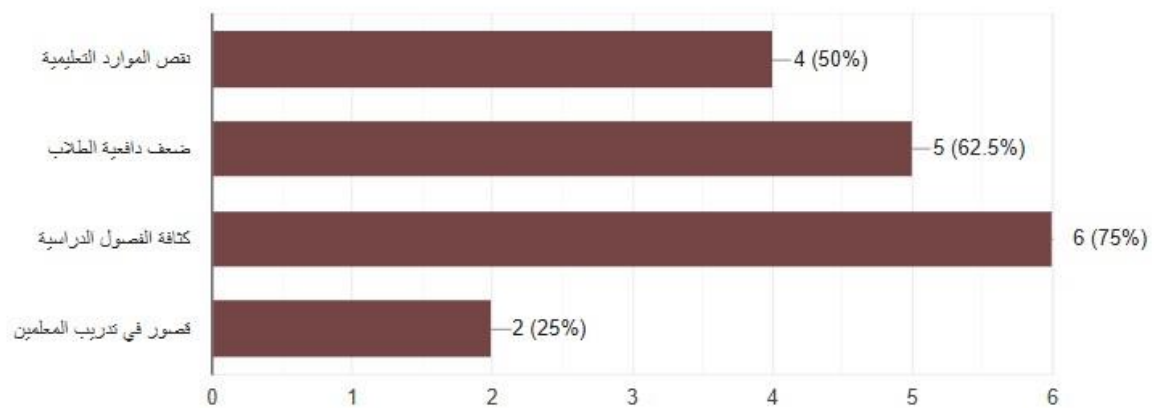


Figure 4.5 : Main challenges faced in teaching MSA

- limited teaching hours: 75%
- Lack of teaching materials: 62,8%,
- lack of training for teachers, 25%
- Weak student motivation : 50%

Challenges in Teaching MSA : The most significant issues identified by teachers included limited teaching hours (75%) and a lack of educational materials (62.8%). Additionally, half the respondents noted weak student motivation, and 25% pointed to insufficient teacher training. These findings highlight both structural and pedagogical barriers to effective language instruction.

3. How many years of teaching experience do you have?

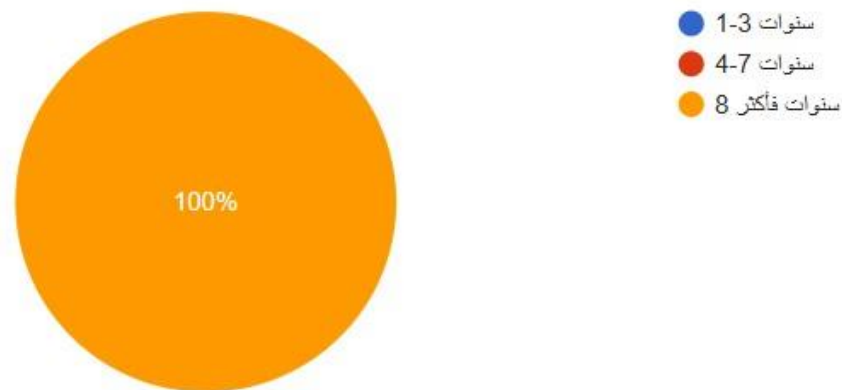


Figure 4.6 : Years of teaching experiences of respondents

Teaching Experience : All respondents had over 7 years of teaching experience. This high level of professional experience lends credibility to their evaluations and reinforces the importance of listening to their insights when planning improvements in educational practice **4**

. What is your highest educational qualification?

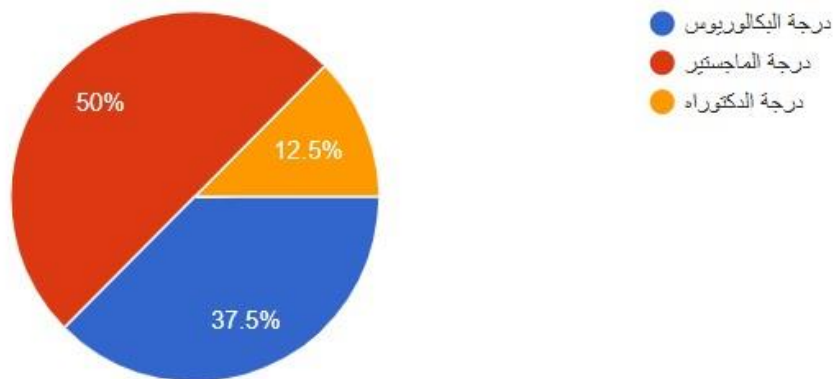


Figure 4.7 : Highest educational qualification of teachers

- Master's Degree: 50%.
- Baccalaureate Degree: 37,5%
- Doctorat Degree, 12,5%

Academic Qualifications : Half of the teachers held a Master's degree, 37.5% had a Baccalaureate, and 12.5% had earned a Doctorate. This reflects a generally well-qualified teaching staff, though the relatively low percentage of doctorate holders may indicate a gap in advanced academic development.

5. What suggestions do you have for improving language teaching in primary schools?

Suggestions for Improving Language Instruction : Teachers provided various suggestions, including reducing classroom sizes, enhancing student motivation through engaging lessons, offering more teaching resources, and reducing administrative workloads. Many also advocated for canceling one language (Arabic or English) to allocate more time to the other, revealing concerns over instructional overload and time constraints.

2-4-2 English Teachers Questionnaire

Section one : background Information

1.Age Distribution

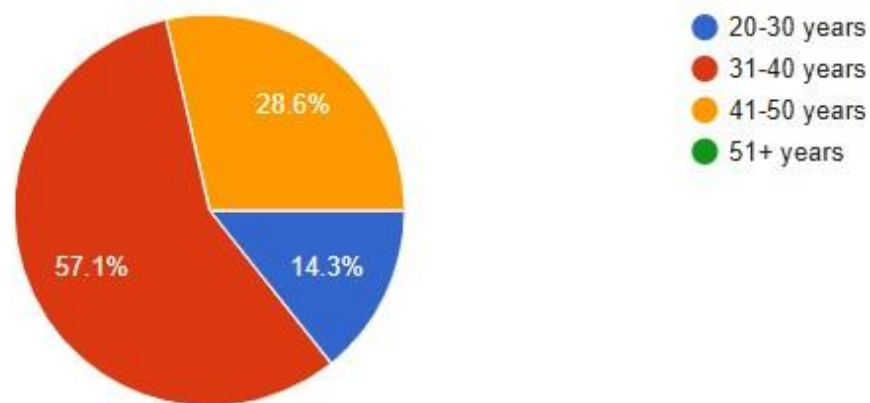


Figure 4.8 : Age Distribution of teachers (English)

- 20-30 years 14,3 %
- 31-40 years: 57,1 %
- 41.50 years 28,6%.

- 51+ years, 0%

The majority of teachers (57,1%) are in the 30 -40 age group, indicating a relatively young to middle-aged teaching population. No participants are over 50, and only a small portion (14,3%) are under 30

2. Subject Taught

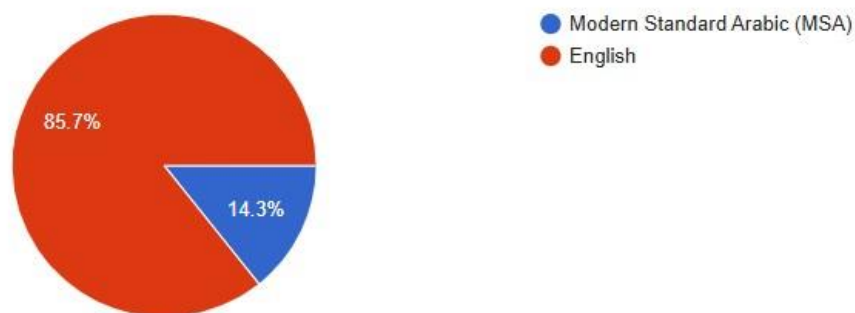


Figure 4.9 : Subject taught by teachers (English)

- Modern Standers Arabic 87,7%
- English, 14,3%

Most of the respondents teach MSA, while only (14,3%) teache English.

3. Years of Teaching Experience:

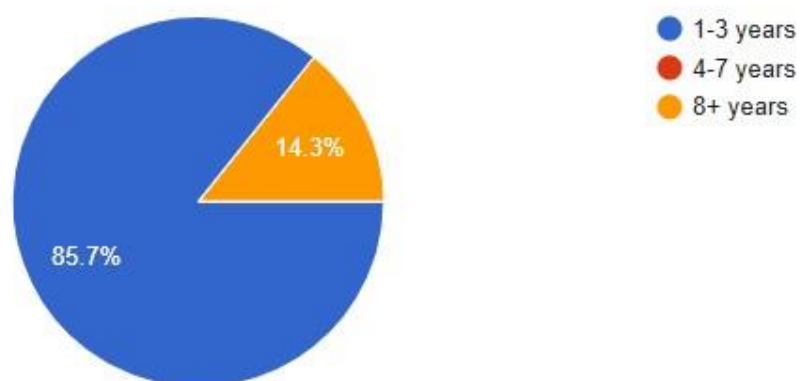


Figure 4.10 : Years of teaching experiences

- 1-3 years: 87,7%
- 4-7 years: 14,3%
- 8+ years: 0%

The vast majority are relatively new teachers with 1-3 years of experience, None have more than 7 years of experience, indicating a novice teaching cohort, possibly due to recent hiring or training programs.

4. Highest Level of Education:

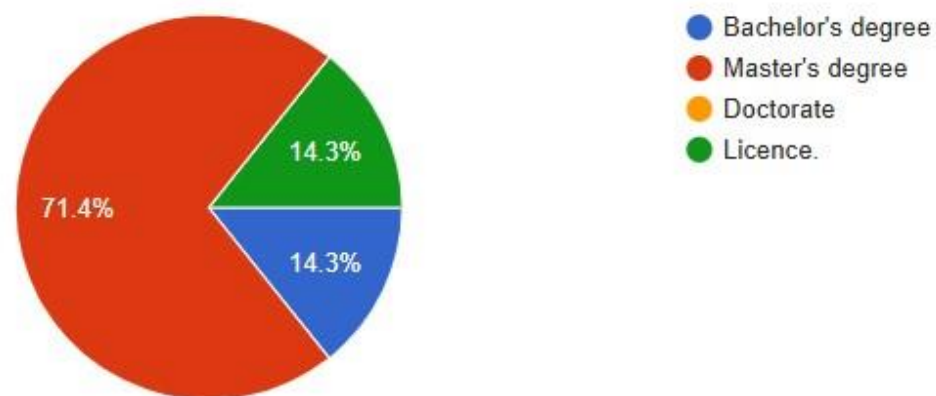


Figure 4.11 : Highest level of education

- Bachelor's degree: 71,4%,
- Master's degree: 14,3%
- Doctorate: 0%
- Licence: 14,3%

Most teachers hold a Bachelor's degree. Only (14.3%) have a Master's, and (14.3%) hold a Licence. No teachers have doctorates, highlighting a potential for academic development.

Section two: Teaching Methods and Challenges.

1. Teaching Methods used: (Multiple answers allowed)

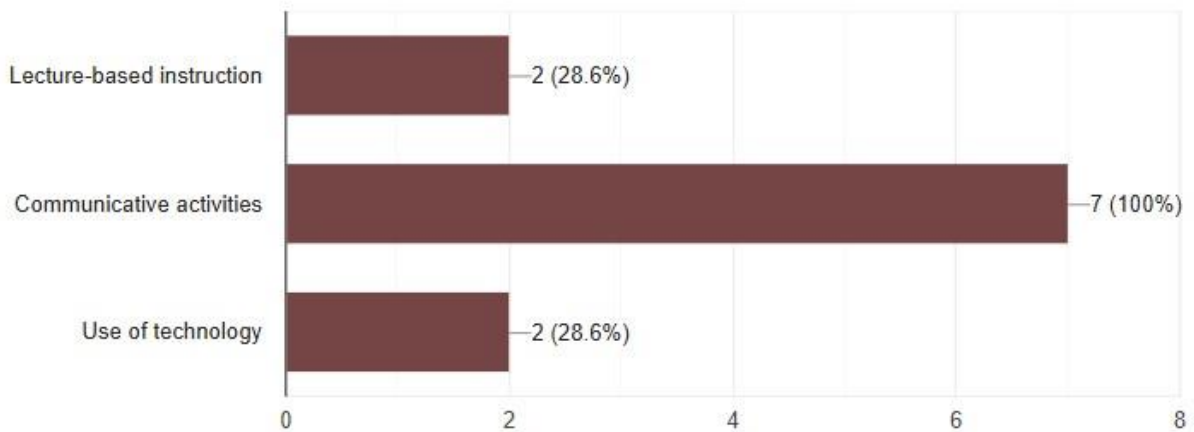


Figure 4.12 : teaching methods used

- Lecture-based methods: 28,6%
- Communicature activities: 100%
- Use of technology: 23,6%

Teaching Methods Used : All teachers reported using visual aids in their instruction, reflecting a universal reliance on visual support to facilitate understanding. Half of them also used educational games to create a more dynamic learning environment. Only 12.5% focused on memorization, which suggests a preference for modern, student-centered teaching methods over traditional rote learning.

2. Main Challenges in Teaching English : (Multiple answers allowed)

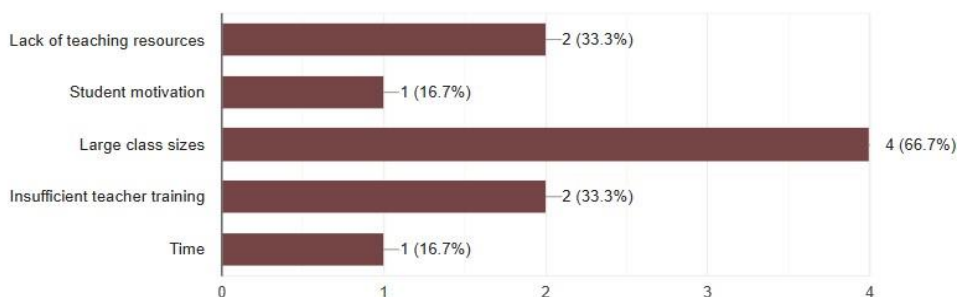
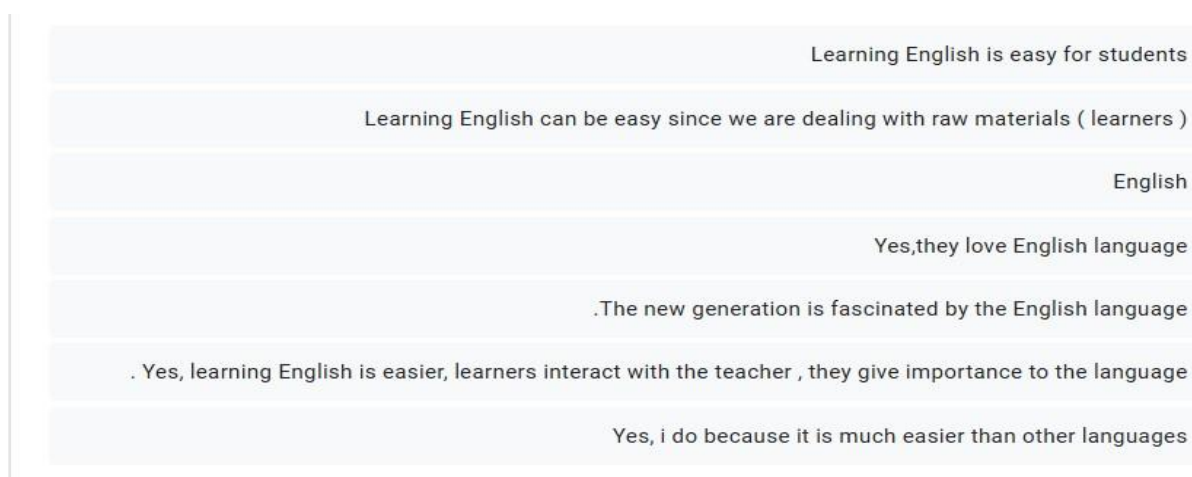


Figure 4.13 : Main Challenges in Teaching English

- Lack of teaching resources: 33,3%
- Student motivation: 16,74
- Large class sizes: 66,7%. -time : 16,7%
- Susufficient teacher training: 33,3%

Challenges in Teaching English : The most significant issues identified by teachers included limited teaching hours (75%) and a lack of educational materials (62.8%). Additionally, half the respondents noted weak student motivation, and 25% pointed to insufficient teacher training. These findings highlight both structural and pedagogical barriers to effective language instruction.

3. Curriculum and Student Perceptions :



Ease of learning (English vs MSA)

-Teachers overwhelmingly state that students find English easier to learn.

Reasons include :

-Fascination with the English language.

-English is perceive as more important.

-Better student interaction

-English is considered easier than other languages.

→English is more appealing and accessible to students, possibly due to cultural exposure, media, or perceived utility.

→This perception may influence teaching strategies and curriculum design

4. Effectiveness of the Curriculum in Developing Language skills:

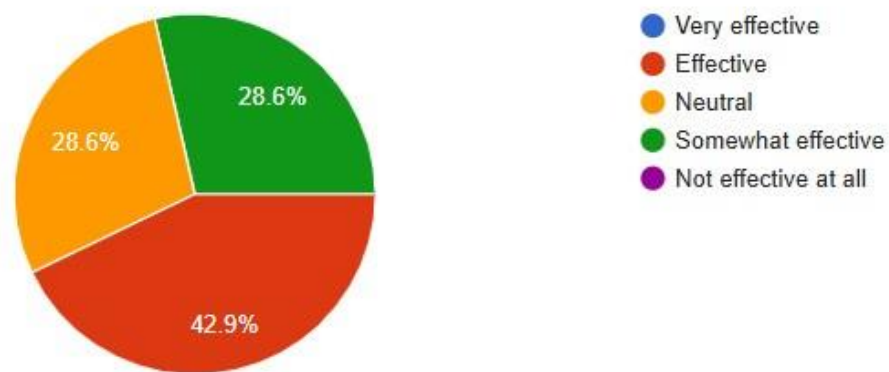


Figure 4.14 : Effectiveness of the Curriculum in Developing skills

- Very effective: 0%
- Effecture: 28,6%
- Neutral : 42, 9%
- Somewhat effective: 28,6%
- Not effective: 0%

Effectiveness of the Curriculum : When asked about the curriculum's effectiveness in developing students' language skills, 28,6% of teachers considered it only "somewhat effective," while 28,6% rated it as "effective." None believed it to be "very effective." These responses point to a general concern regarding the adequacy of current language programs and a call for curriculum reform.

5. Teachers' Suggestions for improvements to Improve Lge Teaching in Primary Schools :

To make the use of technology in teaching wide
Using technology can develop the level of the pupils
More technology
Use interactive activities Focus on listening and speaking first Encourage group work and peer interaction
First of all the teaching materials are one of the success of this project. Then timing, we need to teach at least 3 times a week and more than 45mn .We finish with the curriculum, it needs to be changed or . omitting things then replaced by others: phonetics and contents
The syllabus is somehow long , and for the 3ps, learners should start by the alphabet and it's phonics " they get the letter and its sound," then they move to words and sentences. Time is not enough 45mn, especially ?....with overcrowded classes , no ICT (datashow, printer

Suggestions for Improving Language Instruction : Teachers provided various suggestions, including reducing classroom sizes, enhancing student motivation through engaging lessons, offering more teaching resources, and reducing administrative workloads. Many also advocated for canceling one language (Arabic or English) to allocate more time to the other, revealing concerns over instructional overload and time constraints.

2-4-3 Questionnaire for Parents

Section one : General Informations

1. What is your educational level?

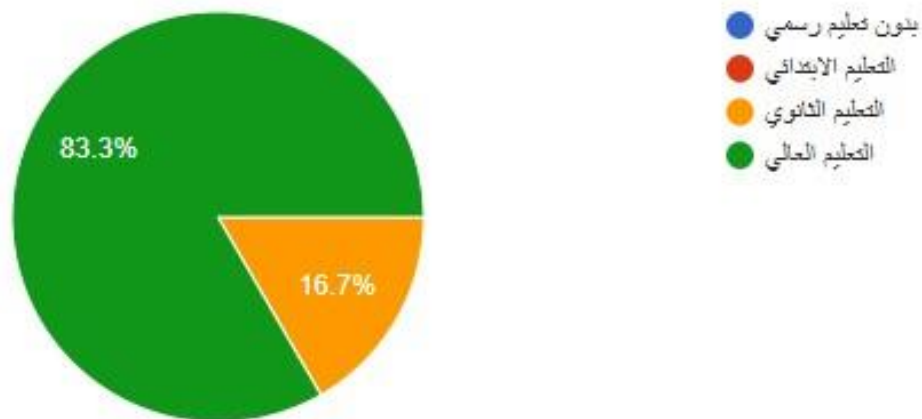


Figure 4.15 : Parental educational level

- No formal Education: 0%
- Primary school education: 0%,
- Secondary school education : 16,7%
- Higher education: 83,3%

Educational Level : A vast majority of parents (83.3%) held higher education degrees, while the rest (16.7%) had completed secondary school. This indicates a highly educated parent population, which may positively influence their awareness and involvement in their children's language development.

2. which language is mainly used at home with your child ?

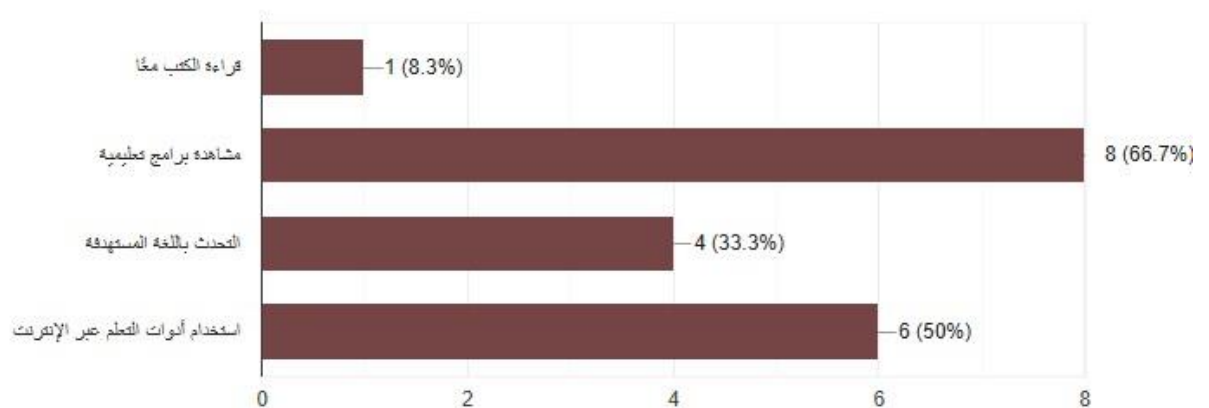


Figure 4.16 : Language mainly used at home with child

Language Used at Home : Most families (66.7%) primarily used Algerian Arabic (dialect) at home, while smaller portions reported using Modern Standard Arabic (8.3%), English (8.3%), and code-switching between French and dialect (8.3%). This linguistic diversity reflects the multilingual context in which children are raised.

Section two:

3.How do you help your child learn lges at home? (Multiple answers allowed)

**Figure 4.17 : Ways Parents help their children learn Languages at home**

- Reading books together: 8,3%
- Watching educational programs: 66,7%
- Speaking in the Target Lge: 33, 3%
- Using online learning tools: 50%.

How Do You Help Your Child Learn Languages? : Parents reported supporting language learning mainly through watching educational programs (66.7%) and using online learning tools (50%). Speaking in the target language (33.3%) and reading books (8.3%) were less common. These methods show a strong reliance on digital and audiovisual materials over traditional literacy practices.

4. Should English be introduced earlier in primary schools?



Figure 4.18 : Opinions on Earlier introduction of English primary schools

- Yes : 83,3%
- No: 0%
- other, 83%

An overwhelming 83.3% of parents believed English should be introduced earlier in primary education. None disagreed, although a small group suggested that only one foreign language (English or French) should be prioritized. This reflects a strong parental desire for early foreign language exposure.

5. Which language do you think is most beneficial for your child's future?

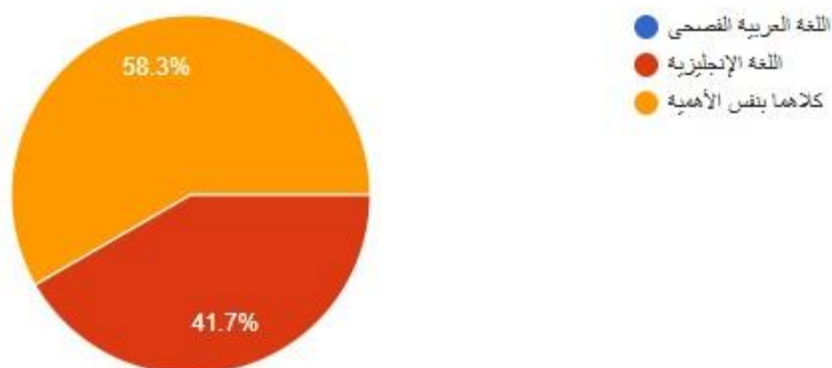


Figure 4.19 : Most beneficial languages for child's future

- Modern Standard Arabic. 0%
- English : 41,7%
- both : 58,3%

Most Beneficial Language for the Future : While 41.7% of parents considered English to be the most beneficial language for their children's future, 58.3% believed both English and Arabic were equally important. None chose Modern Standard Arabic alone, indicating a shift toward a bilingual or global mindset among Algerian families.

6.Do you think primary schools provide adequate language instruction?



Figure 4.20 : adequacy of primary schools language instruction

- Yes: 27,3%
- No: 27,3
- other: 9,3%

Adequacy of Language Instruction in Schools : Opinions were divided on this issue: 27.3% of parents said language instruction was adequate, 27.3% disagreed, and 9.3% gave neutral or other responses. This suggests inconsistent satisfaction with the current language programs.

7.What are the biggest challenges child faces in your Learning MSA / English?

Main Challenges Faced by Children : Open-ended responses indicated several difficulties, including insufficient English instruction, confusion from multiple languages, inconsistencies

in teaching approaches, lack of practice at home, and overloaded school schedules. These insights point to both systemic and home-based factors affecting language learning.

2-4-4 Questionnaire for students

Section one : student Information.

1. Grade Level Distributions :

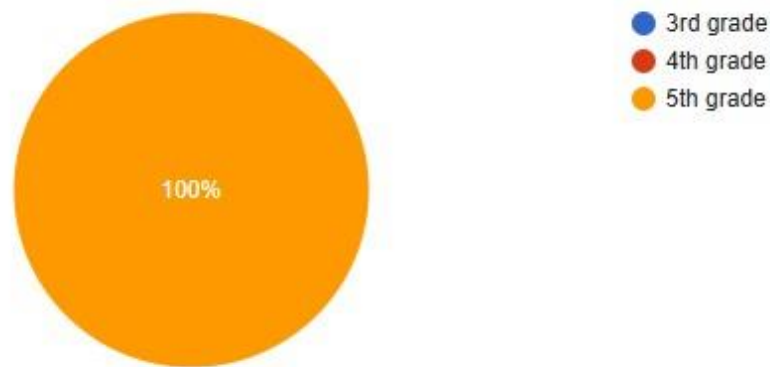


Figure 4.21 : Grade Level Distributions of students

- 100% of students are in 5th grade
- No participants from 3rd or 4th grade.

Grade Level : All student respondents were in the 5th grade. This makes the findings specific to one academic level and provides a consistent age group for analysis.

2. which language do you enjoy learning?

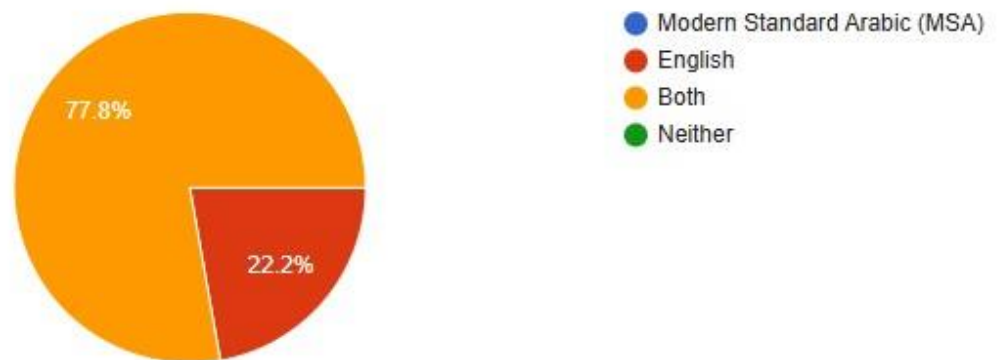


Figure 4.22 : Language enjoyed learning by students

- Modern Standard Arabic: 0%
- English: 22,2%
- both: 77,8%
- Neither: 0%

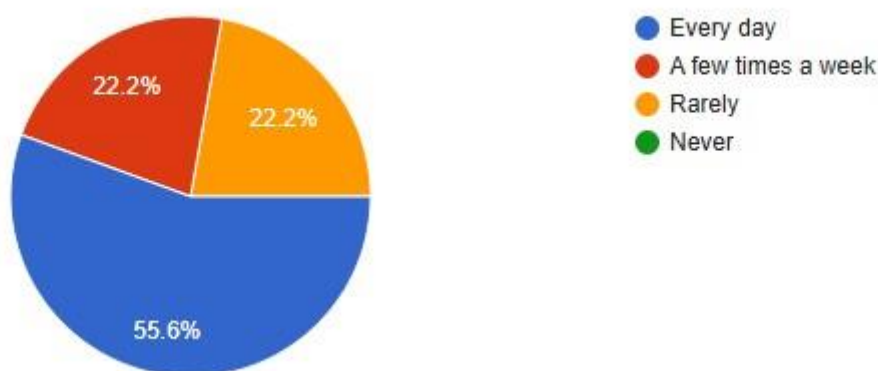
Preferred Language to Learn : A majority of students (77.8%) reported enjoying learning both MSA and English, while 22.2% preferred English alone. None chose only Arabic or "neither," suggesting a generally positive attitude toward multilingual education, with a slight preference for English.

Section two: Learning Preferences and Challenges.

3. which lge do you find easier to lean? why?

Students frequently described English as easier or more enjoyable. This may be attributed to greater exposure through entertainment and media, personal interest, and more interactive lessons. Some students also noted that they liked learning languages through play, which points to the effectiveness of informal learning strategies.

4.How often do you practice speaking MSA/English outside of school?

**Figure 4.23 : Frequency of language practice outside of school**

- Every day: 55,6%

- A few times a week: 22,2%
- rarely: 22,2%
- Never: 0%

Practice Outside of School : More than half of the students (55.6%) reported practicing language skills every day, 22.2% did so a few times a week, and 22.2% rarely practiced. No students reported never practicing, suggesting that most engage in some form of reinforcement outside the classroom.

5.What types of activities help you learn better? (multiple answers allowed).

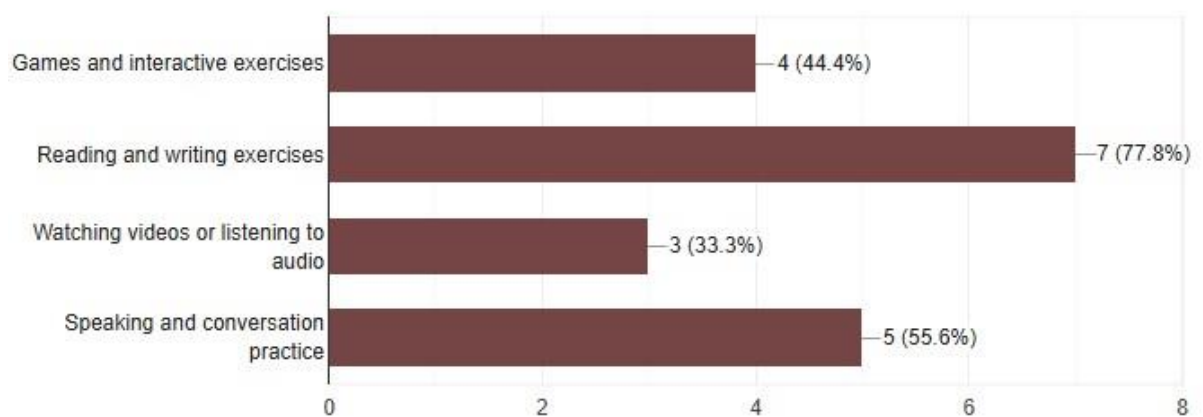


Figure 4.24 : Types of activities that help students learn better

- Reading and writing exercises: 77,8%,
- Speaking and conversation practice: 55,6%
- Games and interactive exercises: 44, 4 %
- Watching videos/listening to audio: 33, 3%

Preferred Learning Activities : Students favored reading and writing exercises (77.8%) the most, followed by speaking activities (55.6%) and games (44.4%). Watching videos and listening to audio were less preferred (33.3%) but still useful. This demonstrates a mix of traditional and modern preferences in learning styles.

6.What difficulties do you face when learning MSA/ English? (Multiple answers possible).

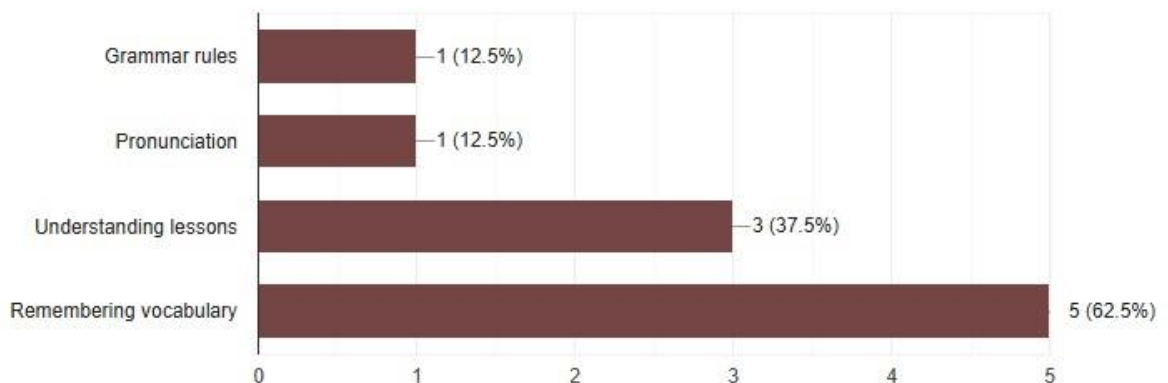


Figure 4.25 : difficulties faced when learning MSA/ English (students' perspective)

- Remembering vocabulary: 62,5%
- Understanding lessons: 37,5%
- Grammar rules, 12,5%,
- Pronunciation 12,5%

Difficulties Faced When Learning : The most common challenge was remembering vocabulary (62.5%), followed by understanding lessons (37.5%). Grammar and pronunciation were less commonly cited (12.5% each), indicating that vocabulary retention should be a primary instructional focus.

7.If you could change something about How MSA/ English is taught, what would it be?

Suggested Changes in Teaching Most : students gave either no response or said they were satisfied with how MSA and English were taught. Only one student expressed a desire for change. This may suggest contentment with current practices or limited confidence in expressing critical feedback at this age.

2.5 Discussion of the Results

2.5.1 Teacher Questionnaire Interpretation

Language taught and experience: Most teachers taught Modern Standard Arabic, with very few teaching English. This suggests that Arabic still dominates primary language instruction. However, the presence of English teachers provides comparative insights. Interestingly, the level of teaching experience varied among participants, which might influence perceptions of effectiveness and challenges.

Curriculum effectiveness: The curriculum is generally perceived as only somewhat effective, with no teachers rating it as very effective. This reflects a lack of confidence in current programs for both MSA and English, suggesting missed opportunities in curriculum design for developing language skills effectively.

Student preferences: Teachers had mixed views — some believe students find MSA easier due to its connection to dialects, while others believe English is easier due to media exposure and interest. This indicates that external environments and social trends (e.g., entertainment, internet) influence student attitudes and possibly performance.

Teaching methods: All teachers use communicative and visual methods, showing a shift from traditional approaches. However, the low use of technology and continued reliance on memorization suggest incomplete adoption of modern pedagogies.

Challenges: Key obstacles — limited class time, lack of resources, large class sizes, and low motivation — highlight systemic barriers affecting both MSA and English instruction. Despite teachers' efforts, structural limitations hinder effective teaching.

Suggestions: Teachers proposed using more technology, revising the curriculum, and increasing student engagement. These recommendations reflect a desire to modernize instruction and align it with students' interests and global standards.

2.5.2 Parent Questionnaire Interpretation

Language environment: Most parents use Algerian Arabic at home, with limited use of MSA or English. This indicates that students are not regularly exposed to MSA or English outside school, making classroom instruction critical for language development.

Support at home: Parents support learning through media and online tools, especially for English. This shows that English has more appeal and support at home, while MSA may be perceived more as an academic requirement than a practical skill.

Attitudes toward English: Most parents believe that English should be introduced earlier, and many see it as the most beneficial language for their child's future. This reflects a clear societal shift toward valuing English for academic and career opportunities.

Challenges faced by children:

Parents reported that their children struggle with:

- Too many languages being taught at once (causing confusion)
- Insufficient instruction time for English
- Lack of practice at home
- This suggests a disconnect between school language instruction and home reinforcement, particularly for MSA.

2.5.3 Student Questionnaire Interpretation

Student enjoyment: The majority of students enjoy both MSA and English, but when forced to choose, more students favor English. This may reflect its presence in entertainment, digital platforms, and perceived value.

Learning ease: English is often described as “easy” or “fun,” whereas MSA lacks that association. Students respond positively to playful and interactive methods, highlighting that engagement is key to effective language instruction.

Practice outside school: Many students practice language outside school, especially English. This suggests that extracurricular exposure supports learning — something MSA lacks due to its limited role in daily informal communication.

Preferred activities: Students favor reading and writing, followed by speaking and games. This combination shows that they benefit from both structured and interactive learning, suggesting the need for blended teaching strategies.

Learning difficulties: The primary challenge for students is vocabulary retention, followed by lesson comprehension. This suggests that instruction needs to be clearer, more engaging, and possibly more repetitive or visual to improve retention.

2.6 The Observation :

Classroom observation is a qualitative research method involving the systematic recording of teaching and learning activities within the classroom. In this study, classroom observation was used to directly examine instructional practices, teacher-student interactions, language use, and the learning environment in real time. The aim was to gain authentic, first-hand insights into how MSA and English are taught, identify pedagogical strengths and challenges, and observe how students respond to each language. This method provided valuable contextual data to support and enrich findings from the questionnaires.

2.7 Classroom Observation Report

- Observation Date: 23/04/2025
- School: Tebbal Ahmed Primary School
- Grade: 5th Grade
- Subject Observed: MSA and English
- Number of Students: 40

Student Engagement and Language Use: During English lessons, students showed higher enthusiasm and engagement compared to MSA sessions. Participation was more frequent, and students appeared more confident when using English. This supports the student questionnaire findings, which indicated greater enjoyment of English. In contrast, participation in MSA classes was more passive and limited to teacher prompts.

Teaching Methods and Instructional Techniques: Teachers employed a range of interactive methods, particularly in English lessons. Communicative activities such as group work and role play were commonly observed, along with consistent use of visual aids. Educational games were occasionally included, especially in English sessions. Traditional methods like lecturing and memorization were more prevalent in MSA classes. Despite the reported value of technology, its use was minimal, likely due to limited ICT resources - reflecting a challenge also cited by both teachers and parent in the questionnaire data.

Curriculum Content and Delivery: Lesson content in both subjects was generally appropriate for the grade level. However, the MSA curriculum appeared more formal and less connected to students' daily lives, which may contribute to lower engagement. English lessons integrated vocabulary building and interaction more effectively. Students demonstrated better comprehension

during English instruction, consistent with teacher observations and student preferences revealed in the study.

Classroom Environment and Infrastructure: The learning environment was somewhat constrained by the class size, with 40 students per teacher. While seating was arranged to support interaction, limited resources were evident. Classrooms lacked technological equipment, and printed teaching materials appeared outdated or insufficient. This directly supports the challenges mentioned by teachers in the questionnaire, such as a lack of materials and overcrowded classes.

Teacher-Student Interaction : Teachers encouraged student participation and responded supportively to questions and mistakes. However, differentiation of instruction and individualized support were limited due to the large class size. This observation aligns with the systemic issues raised in the teacher responses, highlighting the need for smaller classes and better training or support mechanisms.

2-8 Discussion:

The findings of this study support the first hypothesis, which suggests that learners perform better in MSA than in English. This is largely due to the cultural and linguistic familiarity of MSA, which is more closely related to Algerian dialects and more frequently encountered in media and daily life.

Students displayed stronger reading and writing skills in MSA, while English was often perceived as foreign and more difficult to master.

The second hypothesis is also supported by the data collected. Teachers reported facing greater challenges in delivering English instruction compared to MSA. These challenges include a lack of qualified English teachers, insufficient teaching resources, and limited exposure to the language outside the classroom. Such factors negatively affect both the quality of instruction and student

motivation, emphasizing the need for improved training and support for English teachers.

Regarding the first research question, the study revealed clear differences in the curricula and teaching methodologies used for MSA and English. MSA instruction is generally more organized and better supported, while English instruction tends to rely on memorization due to limited resources and inadequate training. These methodological differences impact the effectiveness of language instruction.

The second research question focused on perceptions of difficulty and importance. Teachers and students alike viewed MSA as more accessible and relevant due to its connection to local culture and religion. English, although recognized as important for future opportunities, was seen as more difficult to learn and teach. This gap between perceived importance and actual learning conditions calls for stronger institutional support for English education.

2.9 Implications of the Study

The results of this study have several important implications for educators, curriculum developers, and educational policymakers in Algeria. First, the findings highlight the need for more balanced and resource-supported instruction in both MSA and English, addressing challenges such as limited teaching hours, lack of materials, and insufficient training. Second, the study underscores the importance of student-centered teaching approaches that incorporate visual aids, games, and communicative activities to enhance engagement and motivation. Third, the strong parental support for early English instruction suggests a shift in societal attitudes that policy-makers should consider when designing language programs. Finally, the study supports the integration of modern, interactive, and flexible teaching methods into language education to better meet the needs of today's learners in a multilingual context.

These implications may contribute to improving language instruction quality and educational outcomes in Algerian primary schools.

2.10 Recommendations for Further Research

Building upon the findings and limitations of this study, several directions for future research are recommended. First, future studies could expand the sample size and include schools from different regions of Algeria to ensure broader representativeness and allow for regional comparisons. Second, longitudinal research that tracks student progress over time in both MSA and English would provide deeper insights into language acquisition patterns and the long-term effects of different teaching methods. Third, further qualitative studies-such as interviews and focus groups with teachers, students, and policy-makers-could enrich the data and provide more nuanced understandings of the challenges and opportunities in language instruction.

Additionally, research exploring the role of teacher training, curriculum reform, and technology integration in language education would be beneficial for informing policy and practice.

2.11 Limitations of the Study :

While this study provides valuable insights into the comparative teaching and learning of Modern Standard Arabic (MSA) and English in Algerian primary schools, it is not without limitations. First, the research was geographically limited to a small number of schools, which may not fully represent the national educational context. As such, the findings may not be generalizable to all Algerian regions, especially those with different linguistic, cultural, or socio-economic conditions. Second, time constraints restricted the depth and duration of classroom observations, which may have limited the ability to capture long-term instructional patterns or student progress.

Third, while the use of questionnaires allowed for data collection from a broad range of participants, some responses- particularly from younger students- may have lacked depth due to limited expression or understanding. Finally, the study focused mainly on perceptions and self-reported practices, which may not always align with actual classroom behavior or learning outcomes.

Conclusion :

This Chapter presented and discussed the results collected through questionnaires and classroom observation. The findings showed that both Modern Standard Arabic and English are important in Algerian primary education, but each faces specific challenges. Teachers highlighted issues such as limited resources, insufficient time, and a need for curriculum improvement. Students showed a preference for English, often finding it easier and more enjoyable, while parents expressed strong support for early English instruction and recognized the value of both languages. Overall, the results indicate a need for more effective teaching strategies, better support for educators, and reforms to enhance the teaching and learning of both languages in primary schools.

General Conclusion

General Conclusion

This dissertation examined the complex dynamics of language education in Algeria, focusing on Modern Standard Arabic (MSA) and English in primary schools. Through the analysis of a study conducted with teachers, parents, and students, as well as a review of language policies and teaching methods, the study highlights both the challenges and opportunities in Algeria's multilingual educational system. The findings reveal a system at a crossroads, where traditional approaches to language instruction must evolve to meet contemporary needs while preserving cultural identity.

The research underscores the central role of MSA as a pillar of national identity and academic instruction. However, its effectiveness is hampered by the diglossic reality of Algerian society, where students' everyday use of Algerian Arabic (AA) creates a significant gap with the formal MSA taught in schools. This disconnect, combined with outdated teaching methods centered on memorization and grammar drills, leads to disengagement and poor learning outcomes. In contrast, English is increasingly viewed as a gateway to global opportunities, yet its integration into the curriculum faces systemic barriers, including insufficient resources, inadequate teacher training, and limited instructional time.

Teachers, parents, and students all recognize the need for reform. Educators emphasize the lack of materials, large class sizes, and rigid curricula as major obstacles, while parents express strong support for early English instruction and more effective teaching strategies. Students, for their part, find English more accessible and engaging, often due to exposure through media and interactive classroom activities. These insights point to a clear demand for pedagogical innovation, particularly methods that bridge the gap between MSA and AA, incorporate communicative approaches for both languages, and leverage technology to enhance learning.

General Conclusion

The broader implications of this research extend beyond Algeria's borders, offering lessons for other multilingual societies grappling with similar challenges. The study highlights the delicate balance between preserving linguistic heritage and preparing students for a globalized world. To achieve this balance, policymakers must prioritize curriculum reforms that align with students' needs, invest in teacher training, and provide schools with the necessary resources. Future research should explore the long-term effects of bilingual instruction, the role of technology in language learning, and comparative studies of successful language policies in similar contexts.

In conclusion, Algeria's language education system has the potential to foster both cultural pride and global competence, but this requires a concerted effort to modernize teaching methods, address systemic inequities, and engage all stakeholders in the process. By embracing innovative approaches and learning from international best practices, Algeria can equip its students with the linguistic skills they need to succeed in an increasingly interconnected world while maintaining a strong connection to their cultural roots. This study serves as a foundation for further exploration and action, offering a roadmap for meaningful reform in language education.

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Appendices

QUESTIONNAIRE FOR TEACHERS

Dear participants

We're conducting a study to understand language education in primary schools, and your input is incredibly important. Please take a few moments to fill out this questionnaire thoughtfully. For multiple-choice questions, select all answers that apply. If you have any additional thoughts, please use the "Other (please specify)" option. Your feedback will help us make a positive impact"

* تشير إلى أن السؤال مطلوب

1. عنوان بريد إلكتروني *

2. SECTION 1: Background Information

1. What is your age range

حدد دائرة واحدة فقط.

20-30 years

31-40 years

41-50 years

51+ years

2. What subject(s) do you teach?

حدد دائرة واحدة فقط.

Modern Standard Arabic (MSA)

English

أخرى:

3. How many years of teaching experience do you have?

حدد دائرة واحدة فقط.

1-3 years

4-7 years

8+ years

أخرى:

4. What is your highest level of education?*

حدد دائرة واحدة فقط.

Bachelor's degree

Master's degree

Doctorate

أخرى:

Section 2: Teaching Methods and Challenges

1. What teaching methods do you primarily use? (Multiple answers possible)

حدد كل الإجابات الملائمة.

Lecture-based instruction

Communicative activities

Use of technology

أخرى:

7. **2. What are the main challenges you face in teaching MSA/English? (Multiple answers possible)**

حدد كل الإجابات الملائمة.

- Lack of teaching resources
Student motivation
Large class sizes
Insufficient teacher training

أخرى:

8. **3. Do you think students find it easier to learn English or MSA? Why?**

9. **4. How effective do you find the current curriculum in developing students' language skills?**

حدد دائرة واحدة فقط.

- Very effective
Effective
Neutral
Somewhat effective
Not effective at all

10. **5. What suggestions do you have to improve language teaching in primary schools?**

QUESTIONNAIRE FOR STUDENTS

Dear participants

We're conducting a study to understand language education in primary schools, and your input is incredibly important. Please take a few moments to fill out this questionnaire thoughtfully. For multiple-choice questions, select all answers that apply. If you have any additional thoughts, please use the Other (please specify) option. Your feedback will help us make a positive impact"

* تشير إلى أن السؤال مطلوب

1. SECTION 1: Student Information

1. What is your grade level?

حدد دائرة واحدة فقط.

3rd grade

4th grade

5th grade

2. Which language(s) do you enjoy learning?

حدد دائرة واحدة فقط.

Modern Standard Arabic (MSA)

English

Both

Neither

3. Section 2: Learning Preferences and Challenges

1. Which language do you find easier to learn? Why?

4. 2. How often do you practice speaking MSA/English outside of school?*

حدد دائرة واحدة فقط.

Every day

A few times a week

Rarely

Never

5. 3. What types of activities help you learn better? (Multiple answers possible)

حدد كل الإجابات الملائمة.

Games and interactive exercises

Reading and writing exercises

Watching videos or listening to audio

Speaking and conversation practice

6. **4. What difficulties do you face when learning MSA/English? (Multiple answers possible)**

حدد كل الإجابات الملائمة.

Grammar rules

Pronunciation

Understanding lessons

Remembering vocabulary

الآخرى:

7. **5. If you could change something about how MSA/English is taught, what would it be?**

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نماذج Google

QUESTIONNAIRE FOR PARENTS

Dear participants

We're conducting a study to understand language education in primary schools, and your input is incredibly important. Please take a few moments to fill out this questionnaire thoughtfully. For multiple-choice questions, select all answers that apply. If you have any additional thoughts, please use the "Other (please specify)" option. Your feedback will help us make a positive impact"

* تشير إلى أن السؤال مطلوب

1. TITLE: Parent Questionnaire : Language education

SECTION 1: Background Information

1. What is your highest level of education?

حدد دائرة واحدة فقط.

No formal education

Primary education

Secondary education

Higher education

2. What language do you primarily use at home with your child?

حدد دائرة واحدة فقط.

Algerian Arabic (Darija)

Modern Standard Arabic (MSA)

French

English

أخرى:

3. Section 2: Opinions on Language Education

1. Do you think primary schools provide adequate language instruction?

حدد دائرة واحدة فقط.

Yes

No (please specify why):

أخرى:

2. What are the biggest challenges your child faces in learning MSA/English?*

3. How do you help your child with language learning at home? (Multiple answers possible)

حدد كل الإجابات الملائمة.

Reading books together

Watching educational programs

Speaking in the target language

Using online learning tools

6. 4. Do you support the introduction of English at an early age in Algerian primary schools?

حدد دائرة واحدة فقط.

Yes

No - why?

الخرى:

7. 5. Which language do you believe is more important for your child's future?

حدد دائرة واحدة فقط.

Modern Standard Arabic (MSA)

English

Both equally

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