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PARENTS' ATTITUDES TOWARDS THE IMPLEMENTATION OF ENGLISH IN THE PRIMARY SCHOOL: THE CASE OF BOURIK SCHOOL

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Language Sciences

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Dedication

I extend my sincerest appreciation to my parents, whose unwavering support, guidance, and sacrifices have enabled me to pursue and achieve my dreams. It is with great admiration and gratitude that.

I dedicate this work to my dear father, who held a vision of seeing me succeed in life. The love and encouragement you have bestowed upon me have served as a steadfast anchor throughout the challenges and successes encountered during this research effort.

To my mother and step mother who motivated me and encouraged me.

To my brother “TAREK” and sisters, who have been my confidants and sources of inspiration.

To my dearest husband, who has been a constant source of support and companionship by my side.

To all whom I know.

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Abstract

Many people worldwide are interested in learning different languages to enhance their linguistic skills. Learning languages at an early age can be particularly beneficial for learners. In Algeria, some parents recognize the importance of teaching their children a foreign language, such as English, in primary school. A study was conducted at Bourik Primary School in Mansourah to investigate parents' attitudes toward teaching English to their children. The research involved collecting data through questionnaires and observations. This data was then subjected to both quantitative and qualitative analysis. The results indicated that a significant number of parents were in favor of introducing English as a subject in primary schools, citing its numerous benefits. Nevertheless, certain parents have voiced apprehensions regarding the potential effects of introducing English on the acquisition of the French language. The purpose of this study is to evaluate parents' views on the implementation of foreign language practices in the household setting. Additionally, it seeks to identify strategies for parents to facilitate their children's acquisition of a second language throughout their formative years.This study primarily employed classroom observations as its data collection strategies. The observation was conducted in an informal manner to accurately reflect the authentic interactions and behaviors of students during their studies. The study sample consists of a heterogeneous group of students in elementary school, who were observed in various classes and situations to provide a full understanding of their learning environment and dynamics.

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List of Acronyms

LP Language Planning

LPP Language Planning and Practice

FLP Family Language Practice

FS Family Strategy

LEP Language in Education Planning

L1 First Language

L2 Second Language

OPOL One Parent One Language

EFL English Foreign Language

SLA Second Language Acquisition

TM Time Management

General Introduction

General Introduction

Language learning has always been a center of interest for many people. Learning a new language is an ability that many people want to achieve. Nowadays, many parents strive and attempt to instil a new foreign or second language in their children, particularly languages that facilitate wider communication. This is typically to ensure better opportunities around the world and to make them able to function linguistically on an international scale. The Algerian government is implementing the English language as a tool for the future, beginning with the third year of primary school, trying to improve learning and academic and professional opportunities.

The family is considered to be one of the most crucial settings for successful language planning. Recent research has shown that families use unique linguistic tactics at home to help their children learn multiple languages, which helps them achieve their goals. Parents now prioritize their children's future by understanding the importance of learning a second language, due to the increasing global demand for foreign languages.

Parents utilize several techniques to acquire proficiency in foreign languages. English is gaining significance in Algeria. Consequently, numerous parents want their children to acquire English language skills and dedicate significant resources to ensure they have access to chances for a more promising future. They hold the belief that acquiring knowledge of a foreign language is advantageous in various respects, especially in the current era.

The current study aims to assess parents' attitudes toward foreign language practices within the family environment. It also aims to find ways for parents to help their children learn a second language at an early age. Therefore, this research seeks to address the following questions:

1.What are parents' attitudes toward learning the English language?

2. How do parents help their children learn the English language?

Based on these questions, the following hypotheses are formulated:

1) Parents have a positive attitude towards English, seen as the global language.

2) Parents help their children learn the English language through books, stories, and watching videos or cartoons.

To reach the research objectives, an exploratory case study will be conducted at a primary school in the city of Tlemcen. Parents and teachers alike will be considered, as they are important stakeholders who effectively influence the linguistic development of children. This work adopts a mixed-methods approach as it uses different instruments, both quantitative and qualitative, to collect data.

The dissertation has two chapters. The initial chapter provides an overview of pertinent literature and sets the exploratory framework for the subsequent practical chapter. It encompasses essential themes such as language planning, bilingualism and literacy, family language practice, and the significance of English as a global language. The second chapter provides a comprehensive exploration of the methodological framework employed in the case study. It includes a detailed description of the research instruments utilized for data collection and analysis. Additionally, it summarizes the general methodological approach, encompassing aspects such as research design, data collection, research instruments, informants, and sampling strategies. In addition, this chapter provides an analysis and explanation of the findings from both qualitative and quantitative data. The aim is to tackle the research questions and ascertain the validity or invalidity of the hypotheses.

Chapter ONE

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1.1 Introduction

Parents are generally in favor of implementing English at a young age in primary school because they see learning a new language, particularly English, as an interesting experience. This chapter examines the body of research on language practice and planning, with an emphasis on family language use. Furthermore, this research will explore the subject of kids learning their first and second languages. This chapter's main goal is to give readers a contextual understanding of the various theoretical linguistic approaches.

1.2 Language Planning

Language is a fascinating and intricate aspect of human existence that sets people apart from other beings. It holds an important position in human lives and has been a subject of interest and discussion in various fields. Many researchers view language as a product of social learning and behavior. Sapir, for example, highlights the impact of society on children's language development, stating that “one's own language is largely shaped by social factors.” (Sapir,1949, p.112).

Haugen (1959) is recognized to be the first who coined the term ‘language planning’, to mention to the development of a new standard national language in Norway following independence from Denmark in 1814.

According to Ricento (2006, P.13-24), “language planning is considered as the official government-level activity aiming at establishing which language varieties are used in a specific community, and at guiding which language varieties are to be used for which purposes in that particular community”. However, others view it as a dynamic process which aims at modifying language functions, language patterns, and language status in a given society. Thus, implementing language planning in a serious manner can generate numerous advantages, such as promoting equal economic and political opportunities for all individuals. However, if language planning goes against the principles and aspirations of a society, it can lead to negative outcomes like power struggles, language movements, and even language conflicts. It is crucial to approach language planning with careful consideration and respect for the spirit of the community involved.

LP has broadly defined by the American sociologist of language, Fishman (1974, p.79), as “the organized pursuit of solutions to language problems”. From this point of view, language planning refers to a systematic approach targeted at shaping the role, structure, or learning of languages within a community, including its influence on the education system. Thus, it incorporates deliberate efforts to influence the use and development of language, and it represents the identification of a person's first language (L1), which is the language they are most proficient in and is frequently referred to as their mother tongue or home language.

The interaction between languages plays a crucial role in shaping communication, so that, in multilingual environments, individuals may have fluency in numerous languages, with differing skill levels depending on the situation and stage of life. Language planning refers to the intentional modifications to the use of a language or linguistic variety. The actions of planning and using language are social. For this reason, language planning is typically considered a subfield within sociolinguistics.

According to Wardhaugh, language planning is described as “an attempt to interfere deliberately with a language or one of its varieties.” (Wardhaugh,1986, 1986, p. 336). There are widely recognized classifications associated with language planning. These include status planning, which is concerned with determining the position of a language in society. Secondly, corpus planning concentrates on molding the structure and norms of a language. Moreover, acquisition planning is associated with language learning and education, while prestige planning aims to enhance the perceived value and esteem of a language.

These parameters of language planning work together to tackle different aspects of language use and development. Furthermore, language planning includes a set of ideas, laws, and regulations, known as language policy, that aim to bring about intentional changes in language use within communities. In simpler terms, it involves purposeful and future oriented modifications in language systems and communication practices within a societal context. Indeed, language planning can be seen as an effort to change the way a community speaks for various reasons. These reasons can range from personal preferences about the way a group

communicates to the more profound purpose of preserving a community's culture through the preservation of its language.

To put it briefly, language planning is the process of preparing intentional changes to the structure or usage of a language or languages (or variants). Therefore, according to (Ager,2001; Baldauf, 1994; Schiffman, 1998) language planning refers to “the ways in which organized communities, united by religious, ethnic or political ties, consciously attempt to influence the language(s) their members use, the languages used in education, or the ways in which academies, publishers or journalists make the language change. Language policy is official planning, carried out by those in political authority, and has clear similarities with any other form of public policy.” (Ager,2001, p.5).

1.3 Types of Language Planning

German linguists Heinz and Kloss (1967, 1969) firmly distinguished between two fundamental categories or levels of language planning, which included corpus planning and status planning. Two more aspects of language planning have been discovered more recently, though. These are the plans for acquisitions and prestige.

1.3.1 Status Planning

Although Haugen (1959) is often credited with introducing the term "language planning," researchers in the field also acknowledge that Kloss (1969) originally discussed the two main focuses of language planning: status planning and corpus planning. Status planning involves efforts to influence the role of a specific language variety within a speech community, whether it be a standard language or a privileged dialect. In contrast, corpus planning primarily concerns itself with the language system itself. As Cobarrubia (1983) explains, status planning is concerned with the standing of a language in relation to other languages or the language needs of a national government.

The concept of status planning involves the establishment of laws and norms to regulate language usage. It determines which languages are used in different domains and tackles the social standing of a language. Kaplan and Baldauf (1997)

explain that SP represents the community issues and implementation of language planning. As for as, Spolsky (1998) states that SP focuses on making a language the official language in education, administration, media, and various governmental functions. It can also involve prohibiting the use of a language in official settings. For example, in Algeria, a decision could be made to have both French and Arabic as the official languages of the media. This includes determining which languages are used in various public functions such as government, legal system, media, and education. It also involves making options regarding the status of a language, appointing it as a "national language" or an "official language."

Thus, designating a language for additional purposes, such as serving as an official language or an instructional medium, is known as status planning. It has an impact on how language functions in a particular community. According to Haugen (1972) and Eastman (1983), status planning is concerned with language choice and application in connection to the court, mass media, international relations, and education administrations. Next, it discusses which language ought to be used for national, regional, and official purposes. Policy makers engage in status planning as a strictly political matter. It is the distribution, or reallocation, of a language throughout societal functional domains. It depicts any official effort by the government, legal system, media, and educational system to decide which language or languages should be utilized in various public functions.

1.3.2 Corpus Planning

Corpus planning is concerned with the internal structure of a language. It includes making some changes to the linguistic code and the formation of grammars and dictionaries for the chosen language. The phrase "corpus planning" was coined by Kloss (1969) to refer to changes made by deliberate planning to the real corpus or feature of language. Examples of this include the invention of a new alphabet, the growth of specialized vocabularies, standardization, codification of morphology and spelling, and the adoption of terms that propagate specific viewpoints to certain social groups.

Cooper (1989, p.13) argues that corpus planning concerns with “activities such as coining new terms, reforming spelling, and adopting new script. It refers, in short, to the creation of new forms, the modification of old one or the selection from alternative forms in spoken or written code”. Kaplan & Baldauf (1997, p.38), view corpus planning “as those aspects of language planning which are primarily linguistic and hence internal to language”. Thus, corpus planning is a process that “seeks to develop a variety of à language or a language, usually to standardize it by providing it with the means and tools for serving as many functions as possible in society”. (Maamouri,1998, p.12).

1.3.3 Acquisition Planning

Acquisition planning involves implementing strategies or policies to promote and generate language teaching and learning, with the purpose of developing the usage and number of language users. Acquisition planning, as described by Cooper (1989), is closely linked to language learning, literacy skill development, literature production, and language use in the media. He also highlights the importance of language planning in education, as it plays a crucial role in spreading language and is closely associated with acquisition planning. He has adopted acquisition planning, a distinct third category, recently. Another name for acquisition planning is "language education policy”.

In response, Kaplan and Baldauf (2004) support the term "Language-in-education policy." As a result, the idea has acquired traction in the context of language instruction in schools. By determining the methods in which language use will be applied in particular domains, including as education, the workplace, the media, organizations, and the religious realm, acquisition planning is an activity that produces status planning.

In more recent times, especially in terms of acquisition planning, Wright (2016, p.69) defines it as “the term generally used to describe the policies and strategies introduced to bring citizens to competence in the languages designated as national, official, or medium of education”.

Therefore, acquisition planning is primarily implemented through educational programs for both children and adults, although it may face certain challenges along the way. So, education is a key sector that contributes to the progress and prosperity of societies and nations. For example, in Algeria considerable efforts have been made by language planners to improve and enhance the educational sector. However, despite this growing interest, there are still challenges that hinder the development of this "sensitive" sector.

1.3.4 Prestige Planning

In sociolinguistics, the concept of "prestige" reflects the level of respect and admiration given to a language or dialect in comparison to others. When it comes to language planning, prestige planning refers to intentionally manipulating or enhancing the status of a language within a speech community. According to Deumert (2000), prestige planning is seen as a requirement for status planning. When the status of a language has been altered, it becomes necessary to make serious efforts to enhance its prestige and gain social approval. Additionally, prestige planning, also known as image building, aims to enhance the reputation and prestige of a language within a community, it involves promoting the positive image and status of the language.

This aspect of language planning, which is not extensively covered in the literature, was introduced by Haarmann (1986-1990) as a fourth type alongside the traditional tripartite framework of language policy and planning. In fact, prestige planning or image planning as it is also called by (Ager 2001-2005), “is of decisive importance, especially for the long-term success of language planning activities when the promoted language has previously been limited to low-culture functions in a given society”.

According to Omar's point of view, “a language cannot proudly claim to be a national and official language unless it enjoys a positive reputation. The language will advance to new heights when its users gain confidence, which is something that the image is essential in fostering”. (Omar,1998, p.62-63).

1.4 Language Planning in Education

Language in education planning, is considered as an important part of language policy. Hartshone (1987) highlights this aspect by emphasizing that:

> Language policies are highly charged political issues and seldom if ever decided on educational grounds alone… this is particularly true of the experience of bilingual and multilingual countries, where decisions on language in education have to do with issues of political dominance, the protection of the power structure, the preservation of privilege. (as cited in Benyelles, 2011, p. 39).

The two scholars Kaplan and Badaulf (1997) argue that LEP mainly impacts the educational sector, emphasizing the importance of understanding which languages are valuable in the community and how they will be utilized. So, when it comes to education planning, it examines important elements or factors to take into account for language use in education. These include research on language and literacy development, educational system goals, sociolinguistic and educational contexts, as well as stakeholder considerations. Furthermore, LEP focuses on the decisions made within the educational domain.

In short, according to Lambert (1999) "LEP focuses on how language teaching is structured in formal education and aims to improve students' proficiency in a specific language". (as mentioned in Hu, 2007, p.11). From this perspective, language in Education planning focuses on the decisions made at the educational level, and concentrates on implementing language policies at a state level.

1.4.1 Key factors to consider when planning for language use in education

To create a comprehensive and successful language use plan in the classroom, it is important to consider and address various crucial factors. Some of these key issues include: Research regarding language and literacy acquisition, also understanding how language impacts learning is crucial when it comes to planning for language use in classrooms. According to Cummins:

> Research has consistently shown that children learn better when they receive instruction in their first language (L1) or a language they are familiar with. A strong foundation in a familiar language helps children acquire and become proficient in a second or additional language (L2). (Cummins, 2000, p. 38).

From this perspective, having a strong foundation in a familiar language helps children acquire and become proficient in a second or additional language (L2). The use of language in education from the sociolinguistic context is a significant factor to consider, as it encompasses different aspects, including the types of language communities, such as, monolingual, bilingual, and multilingual, the proficiency levels of speakers in different languages, and the number of languages and their degree of development, including the presence of a standardized writing system or orthography (Hornberger, 2002). These factors have a substantial impact on how language is employed in educational settings. On the other hand, in the educational context, language use planning entails thoughtful assessment of a country's existing education system in relation to the necessary components for effective instruction. Factors such as available instructional time, curriculum and materials, teacher language proficiency and training, and teacher placement must be taken into account when determining how to incorporate various languages for instruction in both the short and long term (Baker, 2011).

Consequently, the success of language use in schools relies heavily on the involvement of different stakeholders in the education system. Their roles, knowledge, and beliefs about language use play a crucial part in the planning and implementation process. It is essential to understand and address these factors to ensure effective language use in education.

1.5 Goals of Language Planning

Engaging in language planning can have various objectives, as scholars have suggested. The goals of language planning, as summarized by influential works including Cooper (1989), Haugen (1983), Hornberger (1994), Kaplan and Baldauf (1997, 2003), and Nahir (1984, 2003), can be classified into different categories.

One category is status planning, which includes language revival, language status maintenance, language spread, and interlingual communication. These goals aim to restore languages, preserve native languages, expand language usage, and facilitate communication between different speech communities. Therefore, language planning involves different policies, such as resourcing policy, community policy, and evaluation policy. These policies focus on preparing resources for teaching a language, promoting language usage in communities, and assessing progress. It is important to note that language planning serves various goals, not just linguistic ones. Political, economic, scientific, social, cultural, and religious factors can drive authorities to undertake language planning practices.

Language planning goals are typically categorized as "policy" planning goals and "cultivation" planning goals. According to Haugen (1983), policy refers to the selection of norms, whereas cultivation refers to their implementation. Kaplan and Baldauf (2003) present a thorough set of language planning objectives, classifying them based on different typologies of language policy and planning.

1.6 Bilingualism and Literacy

The concept of bilingualism refers to an individual's ability to speak more than one language. It is a term that has been extensively studied, leading to various definitions.

Firstly, the concept of bilingualism can be viewed differently depending on the perspectives of different scholars. According to Bloomfield (1933), the term bilingualism refers to the ability to speak two languages perfectly, as if one were a native speaker similarly. Therefore, Haugen (1953) defined bilinguals as those who can produce complete meaningful utterances in the other language. Someone who has perfected two languages in his/her everyday life is described as a perfect bilingual, according to Webster’s Dictionary (1961). However, Macnamara (1967), gives an opposing view, stating that “bilingualism involves having minimal competence in reading, writing, speaking, or listening in a non-native language” (Hamers & Blanc, 2000, p. 6).

Meyers-Scotton emphasizes that “true bilingualism involves being able to hold a short conversation. She also discusses factors such as close proximity and displacement that contribute to the establishment of bilingualism” (Meyers-Scotton, 2007, p. 44-53).

Secondly, the term of literacy has been defined in various perspectives. According to Gee (1989, p. 23), literacy can be viewed as “the control of secondary uses of language in institutional settings like schools and workplaces”. Regardless of the perspective, literacy requires conscious learning instead of effortless acquisition.

This concept is considered as psycholinguistic process, where people acquire the necessary skills for written language learning, for instance, letter recognition, encoding, decoding and more (Briks & Harrington, 2006), as it goes beyond communication among close relationships and is considered a collaborative activity for social purposes. In fact, some researchers emphasize the importance of social support for optimal literacy development, while others argue that instructional support is necessary for children to learn to read. Both viewpoints offer insights into designing effective learning environments for bilingual children (Snow, 2004).

Children’s literacy development can greatly impact through the access to reading materials and opportunities for literacy in the community and schools. There are some factors that contribute to children’s literacy experiences outside of the home, including factors like after-schooling and writing activities, as well as non-formal schooling and composition programs initiated by community-based organizations. Concerning library programs, in particular, have been found to be crucial in developing literacy skills for young children and elementary school students, especially those from environments with limited reading resources (Celano & Neuman, 2013; Zapata, 1994). Then, school-based factors play a crucial role in children's literacy development. These factors include providing access to a variety of texts that increase in complexity as pupils progress through grades (National Governors Association Center for Best Practices, 2010; Snow et al., 1991). Besides physical resources, creating pedagogical environments tailored to children's needs is essential for their success as readers. Evidence-based best practices range from

teaching code-based skills depending on the reader's level (de Graaff et al., 2009; Shanahan et al., 2010). School culture, leadership, and teachers' roles also contribute to the overall literacy experience. Factors such as socioeconomic status and the availability of reading materials at home affect children's access to resources and participation in literacy-related activities (Aram & Levin, 2001; Chiu &McBride-Chang, 2006). As stated before, language in education planning is considered to be the ideal approach to effectively use these societal factors.

Therefore, this concept takes a great significance in human's daily life. It encompasses the capacity to read and write, enabling us to engage with various forms of written content, such as articles, signs, labels, and digital messages.

1.7 Academic proficiency in both programs' languages in Algeria

Initially, a language is defined as a "system of communication." Basically, this means of communication is considered as an organized and systematic manner of communicating with others, rather than simply a collection of words used at random. Thus, Grammar, syntax, and pronunciation are only a few of the norms and rules that manage how languages are used. The pioneer Bloomfield has defined language as "a system of meaning transfer between people or groups that is made up of a collection of norms, symbols, and vocabulary". (Bloomfield,1933, p.43).

Regarding the educational system in Algeria, there is a significant interest on teaching French and English as foreign languages. French has a historical connection due to Algeria's colonization by France, while English is given preference because of its status as a widely spoken global language.

In 1972, the English language was introduced like the second foreign language in the Algerian educational system for eighth-grade middle school students. Then, the educational reform included the introduction of English in primary schools alongside French in 1993. However, parents did not choose English as a required subject for their children, favoring French instead (Benrabah, 2014). Therefore, the competition between the two foreign languages leaned in favor of French. In 2001, the national reconciliation declared that English would be eliminated from primary schools and taught in middle school starting from the first

grade, as the French language was the dominant language in Algerian educational programs. However, recently the Minister of National Education announced the reintroduction of English, along with French, for third-year primary school pupils.

1.8 Socio-Cultural Competency

The concept of culture has been defined in different ways; some researchers view culture as a whole that reflects life. According to Chastain (1988, p.302), "culture is the way people live." Otherwise, Hinkel (1999) notes that scholars approach culture from different perspectives, pushing to various definitions based on their fields of interest. For example, anthropologists study how membership in a specific social group impacts behaviors, while ethnographers aim to understand the relationship between speech systems, behaviors, and beliefs within groups.

Besides, the concept of culture can be described as the unique characteristics of a group of people, including their beliefs, traditions, art, and way of life, according to the United Nations Educational, Scientific and Cultural Organization (UNESCO,2002).

It is interesting to note that researchers and scholars like Byram (1997) and Fenner (2008) propose that when teaching the culture of the target language (TL) in language classes, it is necessary to consider pragmatic objectives. When it comes to pragmatic goals in language learning, there is a cultural component that plays a crucial role. This component helps pupils communicate fluently with speakers of the other culture using the target language.

As for as the sociocultural context, Canale and Swain (1980) argue that, sociolinguistic competence encompasses the understanding of sociocultural rules of language usage. It entails the ability of the learner to navigating a variety of sociolinguistic contexts, including environments, topics, and communicative roles. It also comprises using grammar structures for different communicative goals. Therefore, sociocultural competence goes beyond just understanding grammatical forms and encompasses the social rules of language use. It places a strong emphasis on speaking in proper social contexts.

According to Celce-Murcia et al (1995, p.45) “sociocultural competence enables speakers to appropriately express messages within the social and cultural context of communication”. They also highlight that language use and communication variation depend on complex and interconnected pragmatic factors. This is because language not only serves as programming structure but also reflects the identity, society, and culture of the communities where it is used.

This term is also known as sociolinguistic competence, that concentrates on the practical aspects of communication within different social contexts. It involves understanding the cultural principles, norms, and other socio-cultural conventions that shape speech acts.

Therefore, the process of acquiring sociolinguistic competence in one's native language happens unconsciously and without time constraints. However, when learning a foreign language, there is often limited time and opportunity to acquire the sociolinguistic norms necessary for accurate language use. To address this, researchers advice that teachers facilitate and accelerate the acquisition of sociocultural competence in a foreign language. In addition to this, teachers should enhance learners' ability to interpret the social and referential meanings of utterances and to perform various speech functions, such as apologizing, complaining, initiating and ending conversations, and addressing different individuals.

1.9 Family Language Practice

FLP has generally defined as an emerging field of research that needs to be reevaluated in light of social changes and technological advancements. This includes the impact of digital communication within families and the rise of globally dispersed families due to migration. In recent years, the family has become increasingly significant in terms of language management and usage (Clyne & Kipp, 2011; Pauwels, 2016).

The family is considered to be an extremely necessary field for studying LP, for instance, parents play a crucial role in shaping children's language practices, along with their siblings and extended family members like grandparents, uncles, aunts,

and cousins. According to Baker (2017), the impact of the extended family, in addition to parents, helps prepare children for language practices outside the family in different places such as school, playgrounds, shopping centers, and even while watching TV or listening to music. It is true that extended family members, such as, grandparents, may sometimes have different views compared to parents when it comes to their grandchildren's language practices. From this perspective, grandparents often aim to protect mother- tongue practices and cultural identity, encouraging their grandchildren not to mix languages during communication (Lotherington & Eamer, 2008), and this can generate interesting dynamics within the family when it comes to language use.

1.9.1 Family language practices and beliefs: passive and active role

Parents has an important role in their children's learning foreign language, they have two different roles. Firstly, for the passive roles, it refers to the beliefs and attitudes parents have towards languages and language learning, both for themselves and their children, when it comes to parents' passive roles, they play a significant role in this study. According to Bartram (2006, p.211), parents' influence can vary from "the role model potential of positive or negative behaviors and the communication of educational regrets, to the ways in which they help to construct their children's understandings of language importance and status".

To wrap up the discussion on parents' passive roles, it is important to acknowledge the impact of shared ideologies within families. In essence, when both parents and children recognize the significance of learning a second language, what initially starts as an individual goal becomes a shared family objective, further amplifying its importance.

On the other hand, for the active role of parents, it is important to consider their practical involvement in their children's language learning process. This involves their actions and not only their thoughts. As Pfenninger and Singleton (2019) suggest, "when parents actively support their children's language learning, it is crucial for the child to perceive this as aligning with family objectives and integrating into family life". (Pfenninger & Singleton, 2019, p. 225).

1.9.2 Family Strategy

In a recent study by Mishina-Mori (2011) on how parents' language strategies impact children's bilingualism, the researcher examined the influence of parental language input on children's language choice and parental discourse strategies for language mixing.

1.9.2.1 The-one-parent-one-language

The One-Parent-One-Language strategy involves each parent speaking only one language to the child, typically their mother or home tongue. This approach often happens to a child who can understand both languages but primarily speaks the majority language of the community they live in i.e. the mother tongue. Another strategy is when one parent strictly enforces the child to speak only one language. For example, they may pretend not to understand the child's utterances when they do not speak the parental language.

According to Romaine (1995), the concept of "one parent - one language" illustrates situations where parents have various language backgrounds and varying proficiency in each language. Then, Barrett (1999) explains that children acquire two languages equally from their parents and develop proficiency in both simultaneously.

Consequently, the notion of the "one parent - one language" has largely exposed by De Houwer (2007) that the OPOL concept does not apply in families, where one parent selects to speak the majority language. In such cases, children prefer to speak the same language at home and outside for personal convenience. Sometimes, parents may reject bilingualism due to concerns about their child losing their mother tongue (Macalister & Mirvahedi, 2017). Thus, parents may stop bilingual communication with their child and speak only one language, which can lead to psychological and emotional imbalance in the child's language practice within the family (Khamitova et al., 2015).

1.9.2.1Raising Bilingual Children

Parents often engage in the practice of raising bilingual children, which can be a common and occasionally worrisome endeavor. To promote bilingual development, parents can employ different strategies, such as the Minimal Grasp Strategy, where they pretend ignorance and encourage speech adaptation, and the Expressed Guess Strategy, which entails clarifying speech through yes-no questions. An alternative method is the repetition or translation strategy, in which parents reiterate the child's utterances in the second language. Bilingual upbringing commonly arises when parents own distinct native languages and employ the partner principle, wherein each parent communicates with the child in their respective language. This practice facilitates the preservation of linguistic identity and the maintenance of family ties across several nations. However, it might pose difficulties when one parent lacks comprehension of the other parent's language. The languages used within the household, among siblings, and during play exert a substantial influence on the child's language development, frequently leading to the dominance of one language. Thus, it is important for parents to select a language learning approach that aligns with their linguistic capabilities. Parents can employ strategies like the Minimal Grasp and Expressed Guess to strengthen language usage (Garau & Vidal, 2001; Lanza, 1988; McTear, 1985; Döpke, 1992).

1.10 The importance of English language as a global language

English language education becomes the global language due to its global influence in different fields such as, in scientific, economic, and political domains. As the lingua franca for non-English speakers, it has become essential to provide English language instruction in educational systems generally, as it enhances employment opportunities and develop the individual’s career. According to Gradol (2006), the universal economy depends on having a significant proficiency in English as it is considered as a key skill. Krashen (1982) proposes that adults have two approaches to learning a second language. He states that adults can "acquire" a language, similar to how children naturally learn their first language, through informal and subconscious learning. This process may not be consciously

recognized but feels natural and innate. In contrast, "conscious learning" involves explicit knowledge and formal linguistic understanding of the language.

English has become a crucial language for global communication. Researchers have been studying the acquisition and learning of English as a foreign language due to its widespread use as a global and international language. The term "English as a Foreign Language" (EFL) denotes to the use of English as a means of communication among non-native speakers. According to Crystal (2003, p.5) “English is now the language most widely taught as a foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil.”

1.11 A brief comparison between first and second language acquisition

Table 1.1: A comparison between First and Second language acquisition

First language acquisition	Second language acquisition
An instinct, trigged by birth	A personal choice, required motivation
Very rapid	Varies, but never as quick as FLA
Complete	Never as good as a native speaker, though good competence can be achieved
Natural (no instruction)	Natural or guided (for synthetic languages grammatical instruction is required)

In fact, linguists suggest that the process of acquiring a first language occurs unconsciously, while learning a second language involves conscious study of its structure. They argue that there is a critical period, usually around twelve or thirteen years old, after which it becomes more challenging to acquire a second language with the same proficiency as the first. This is because the brain undergoes lateralization just before puberty, which can impact the ability to acquire a new language and may also affect other activities like sports or playing music.

1.12 Time Management

The concept of time management in the educational system depends on how pupils, teachers and administrations organize their time to improve learning results, and efficiency within the educational environment. It increases establishing objectives, gives importance to tasks, and assigning an appropriate time to activities. According to Claessens et al. (2007), an effective TM encourages pupils to improve their overall performance in their studies, at the same time reducing anxiety related to deadlines. Thus, Walsh (2008) suggests that time management involves effectively managing activities by determining tasks that need to be done and finding realistic ways to complete them.

In the context of the classroom, TM is just as an important as it is for individuals. If teachers effectively manage and organized their classrooms but neglect to consider time, they may encounter difficulties. So, it is important for teachers to be aware of using time efficiently during lessons. As Partin (2009) points out, since time is a limited resource, every wasted minute reduces the amount available for higher-priority objectives. Undoubtedly, misusing classroom time can have a negative impact on the effectiveness of the teaching and learning process.

This term “time management” has also defined by Kenneth (2012), as a collection of principles, practices, skills, tools, and systems that assist individuals in accomplishing their desired objectives. Furthermore, TM involves planning and organizing how to allocate time for specific tasks and activities. It allows people to work efficiently and effectively, resulting in increased productivity. According to Garrett (2013), good time management is not only crucial for personal effectiveness but also for having an optimal health. On the other hand, if time is misused, it can contribute to psychological issues like stress, anxiety, and depression.

According to Kaur (2019), a teacher's duties encompass maintaining discipline in the classroom, encouraging student engagement, selecting appropriate educational materials, evaluating student advancement, arranging the classroom environment, and providing guidance to students. Within the classroom setting, the instructor assumes many roles. In addition to overseeing the class and its activities, they also fulfill the roles of providing directions, designing exercises, reading aloud,

and serving as a model or demonstration for the pupils. In addition, the teacher has the option to reorganize study groups in order to facilitate collaborative work in pairs or groups. Hence, it is crucial for educators to execute these responsibilities in order to establish an environment that is favorable for learning. Furthermore, in addition to the above-mentioned obligations, the teacher also fulfills the role of a prompter. They offer support and direction to learners when they face challenges or barriers. For example, if a kidcis prompted to phonetically pronounce the alphabet but fails to recall the subsequent letter, the teacher can assist with recollection and facilitate progress.

1.13 Conclusion

This chapter emphasizes the importance of teaching English at the primary level in Algeria, as it facilitates the development of skilled young language learners. Starting their English language education at a young age provides children with the opportunity to develop advanced proficiency in the language. Furthermore, this chapter elucidates the significance of teaching English at the primary level in Algeria, as it contributes to the cultivation of adept young language acquirers. It also explores the principles of language practice and planning (LPP) and family language practice (FLP), as well as briefly mentions the child's first and second language acquisition and address the topic of time management that has been briefly mentioned.

Chapter TWO

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2.1 Introduction

Two sections divide this chapter, providing an in-depth examination of the study's methodology and subsequent data analysis. The initial section provides a concise summary of the comprehensive methodology framework that directs the investigation. The research design is introduced by providing an overview of whether the strategy used is mixed-methods. This section additionally examines the sample population, providing a comprehensive explanation of the criteria used for selection and the specific attributes of the participants.

It also discusses the research instruments used for data collection, such as questionnaires and classroom observations. The justification for choosing these instruments is elucidated, emphasizing their suitability for addressing the research questions and objectives. The detailed explanations of the data collection techniques ensure a clear understanding of the systematic acquisition of the information.

The second section focuses on the analysis, discussion, and interpretation of the gathered data. This text explores the techniques and tools employed in data analysis, offering a detailed explanation of the sequential steps involved in the analytical process. This chapter concludes by examining the limitations and restrictions of the study and suggesting new directions for future research. It also explores the possible practical implications of the findings.

2.2 Part one: Methodology considerations

This section of the chapter describes the approach employed for conducting this study. It covers the research design, procedures, informants, and tools used for data collection. It also provides a comprehensive overview of the methodology.

2.2.1 Data Collection:

The primary data collection methods used in this study focused on classroom observations. The observation was conducted in an unstructured manner to capture the genuine interactions and behaviors of pupils throughout their study. The study sample comprises a diverse set of pupils at primary school, who were observed in

multiple classrooms and circumstances to gain a comprehensive insight of their learning environment and dynamics. Previous to initiating the observations, we acquired official authorization from the school director and administration. This crucial phase guaranteed that the observations were carried out in an ethical manner without causing any disruption to the normal classroom proceedings. By acquiring this authorization, the study aimed to create a context in which pupils could be observed in their natural state, resulting in authentic understanding of their educational experiences and behaviors. The researcher chose this approach in order to acquire a thorough comprehension of the educational processes and detect patterns that could be overlooked by restricted observations. The researcher focused primarily on comprehending the active engagement in the curriculum, their communication with peers and teachers, and their navigation of the educational environment. The collected observational data in this research gave valuable insights into the daily experiences of students in the classroom, improving our comprehension of the educational setting and directing the overall research objectives. Furthermore, beside observation, the questionnaire was employed to collect quantitative data regarding parents' attitudes towards their children in learning English language at primary school. This approach has produced quantifiable data, enabling statistical evaluation to identify trends and patterns, thereby augmenting the qualitative observations with empirical evidence.

2.2.2 Research design

The term research design encompasses the overall strategies and procedures utilized by researchers during their studies. It refers to the approach and the methods employed to gather and analyze data.

Different scholars have provided various definitions of the research design, all aiming to convey that it is a comprehensive plan and procedure that helps answer research questions. According to Kerlinger (1978), research design is a total plan that connects conceptual research problems to relevant empirical research. Polit et

al. (2001) define research design as the researcher's overall approach for addressing research questions or testing research hypotheses.

The present research is conducted by means of a case study. According to Stake (1995, p. xi) defines case study as “the study of the particularity and complexity of a single case, coming to understand its activity within important circumstances”. Thus, this research used a case study design, which involved conducting the study at BOURIK primary school. The main objective was to gather data from Algerian parents regarding their attitudes towards their children's English language learning in the primary school setting.

This study is an exploratory case study design that incorporates a mixed-methods approach. This methodology incorporates both quantitative and qualitative methods of gathering and analysing data in order to thoroughly investigate the attitudes and strategies of parents toward their children's language acquisition.

Therefore, a mixed method used where both quantitative and qualitative data are collected, analysed, and combined. Combining qualitative and quantitative methods in the research provides a more holistic perspective on a research phenomenon. Mixed methods research enables researchers to collect and integrate data from various sources, offering a deeper understanding of complex problems (Poth & Munce, 2020).

2.2.3 Sample Population

In this research, the goal is to gather accurate data from every individual in a group; this group is referred to as population. Burns and Grove (2003, p.234) describe population as “all the elements that meet the criteria for inclusion in a study”. Then, “sampling is a process of selecting a group of people, events or behaviour with which to conduct a study”, according to Burns and Grove (2003, p.31). The sample for this research includes both males and females who are parents from various age groups (some +40 and others -40). It is important to have a diverse sample to ensure that the findings are representative of the entire population. The present study included a total of 65 to 72 participants, depending on the

presence of parents. As for as the observation, the study sample comprised a diverse set of pupils at primary school.

2.2.4 Research Instruments

According to Parahoo (1997, p.52-325), a research instruments is "a tool used to collect data. An instrument is a tool designed to measure knowledge attitude and skills." To gather information for the research, a questionnaire was utilized. This research also relies also on observation; the first one investigates how third-year primary school pupils adapt to the introduction of a new foreign language. While the questionnaire is followed by a series of questions that the participants (parents) are kindly requested to answer these questions.

2.2.4.1 The questionnaire

The questionnaire is one of the most popular methods of conducting *schol*arly research. The questionnaire, as described by Sreejesh (2014), is fundamentally a structured series of questions presented to respondents during an interview, accompanied by clear instructions detailing the sequence and selection criteria. It is important to note that every research tool has its advantages and disadvantages. One major advantage of using questionnaires is their ability to gather data from a large population within a short period of time. On the other hand, the simplicity of the questions can sometimes result in surface-level responses, making it challenging to deeply address the problem. Additionally, limitations such as self-deception and social desirability bias should be taken into consideration.

In this study, the questionnaire had a mixed approach, including various types of questions. This questionnaire helped collecting of both quantitative and qualitative data. To gather the data, the questionnaire was distributed to parents when they came to take back their children from the primary school. However, collecting data from parents was a real challenge due to time constraints.

2.2.4.2 Observation

Observation is often considered as an appropriate and inherent approach used by researchers during the process of inquiry and investigation. Therefore, observation is widely regarded as the most effective and suitable methodology in situations where the subjects of the study are uncooperative, hesitant, or unable to provide the necessary data required by the researcher.

According to Gorman and Clayton (2005, p. 40), observation studies can be defined as those that "involve the systematic recording of observable phenomena or behaviour in a natural setting".

Unstructured observation entails the researcher observing things, events, or phenomena in their natural settings without any interference or disturbance caused by their presence. The goal of this type of observation is to comprehend and analyze the intricacies of a specific situation without imposing a predetermined or structured framework upon it.

2.2.4.3 Classroom Observation

Classroom observation is a systematic approach used to assessing and comprehending educational settings by observing and documenting classroom behaviors, interactions, and instructional methods. The purpose is to collect data on several components of the teaching and learning process, such as student involvement, teacher competence, and the efficacy of instructional methods.

2.3 Part two: Data Analysis and Discussion

This part of the chapter provides the research results obtained through the questionnaire and the observation. It is devoted to discuss and interpret the results. The result is to confirm or reject the hypothesis raised in the general introduction.

2.3.1 Data Analysis

The objective of the analysis is to acquire both quantitative and qualitative data in order to get dependable information on a certain group. The information has the potential to provide a detailed analysis, investigation, and clarification of a specific situation. The questionnaire is separated into two portions, and the analysis will similarly be divided into two corresponding sections, as outlined below.

Qualitative Research

Qualitative research is characterized by its focus on exploration and understanding of the underlying causes, perspectives, and motivations. It provides valuable insights into the issue at hand and can generate ideas or hypotheses for future quantitative research. Qualitative research methods are used to identify patterns in cognitive processes and perspectives and to gain a deeper understanding of the subject. Data collection methods in qualitative research include unstructured and semi-structured techniques, such as focus groups, individual interviews, and participation/observations. According to Denzin and Lincoln (2018, p.10), qualitative research involves “an interpretive, naturalistic approach to the world.”

Quantitative Research

Quantitative research is a methodical and unbiased approach to collecting and analyzing numerical data with the aim of drawing conclusions and making predictions. Quantitative research is the process of assessing and quantifying a problem by collecting numerical data or data that can be transformed into relevant statistics. According to Given (2008, p.714), “Quantitative research is defined as the systematic empirical investigation of observable phenomena via statistical, mathematical, or computational techniques”.

This instrument is utilized for the assessment and quantification of attitudes, opinions, behaviors, and other explicitly defined factors. It provides measurable

data and establish unbiased facts and identify trends during the investigative process. Quantitative data gathering methods demonstrate greater levels of organization and structure in comparison to qualitative data collection approaches. Thus, the employed methodologies encompass in-person interviews, telephone interviews, longitudinal investigations, internet interceptors, online surveys, and systematic observations.

2.3.1.1 Section One : Biodata Analysis

Question1 : Gender

It is noticed that the majority of respondents were females, accounting for 73.6% of the participants. This suggests that there is a higher level of interest or involvement of female parents for teaching English to their children in primary school. On the other hand, the statistics also revealed that 26.4% of the participants were males, indicating a smaller percentage of male parents actively involved in teaching English to their children.

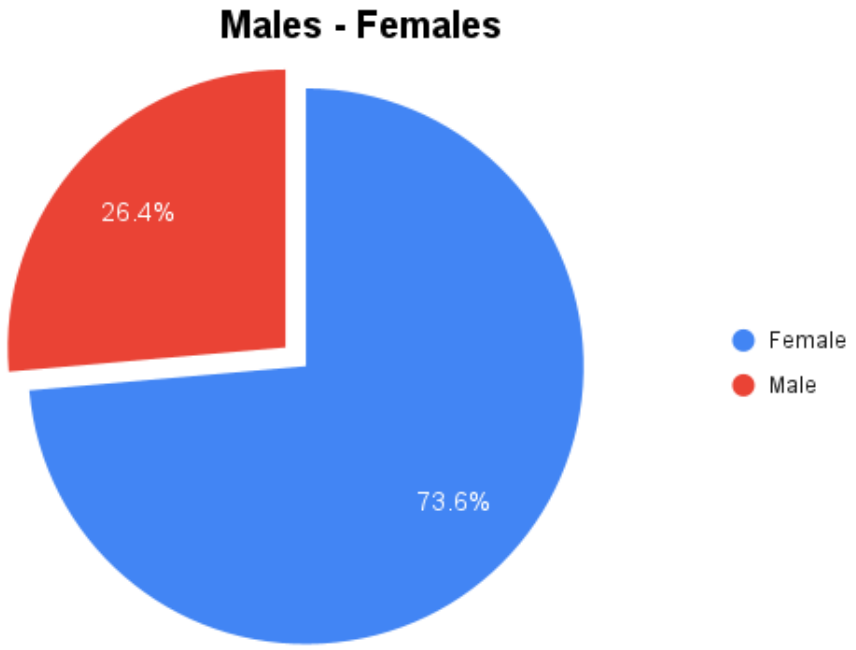

Figure 2.1 : Parent's Gender

Question 2 : Age

Seventy-three questionnaires were distributed to parents. The majority, 62%, of the respondents are under the age of 40, while 38% are over 40. This indicates that there is a higher percentage of younger participants in the survey .

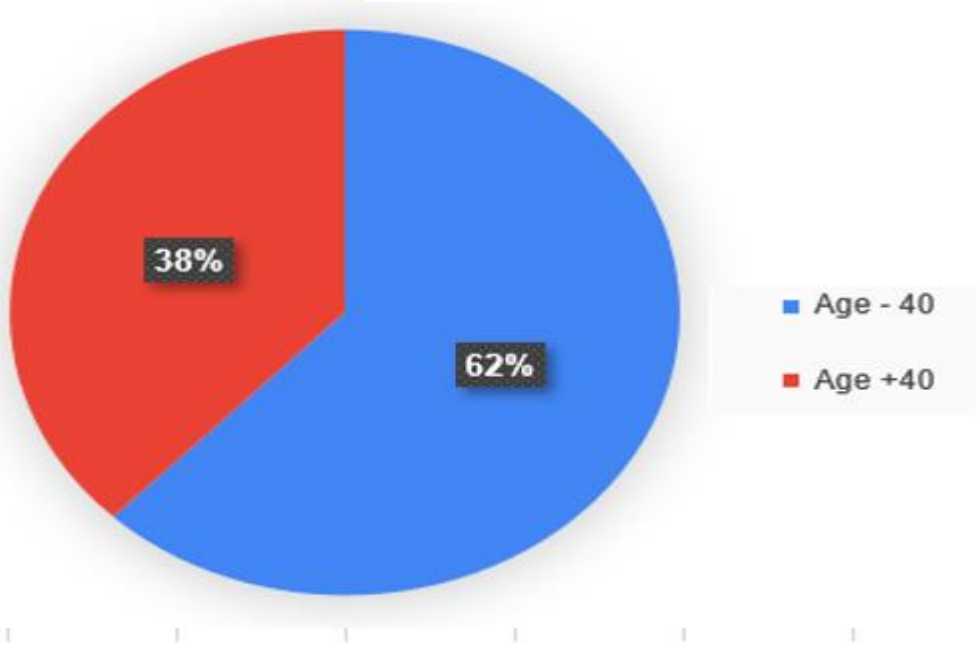

Figure 2.2: Parent's Age

Question 3 : Degree of Education

Regarding the parents' level of education, the statistics indicate that 67% of parents have completed their university studies, while 21% have stopped at the high school level, and only 12% have stopped at the middle school level. The results suggest that the educational background of parents is an important factor in taking decisions about which language their children should learn. It also shows the importance of considering the educational background when studying parental choices. It would be fascinating to explore how parents' educational attainment affects their perspectives on their children's education.

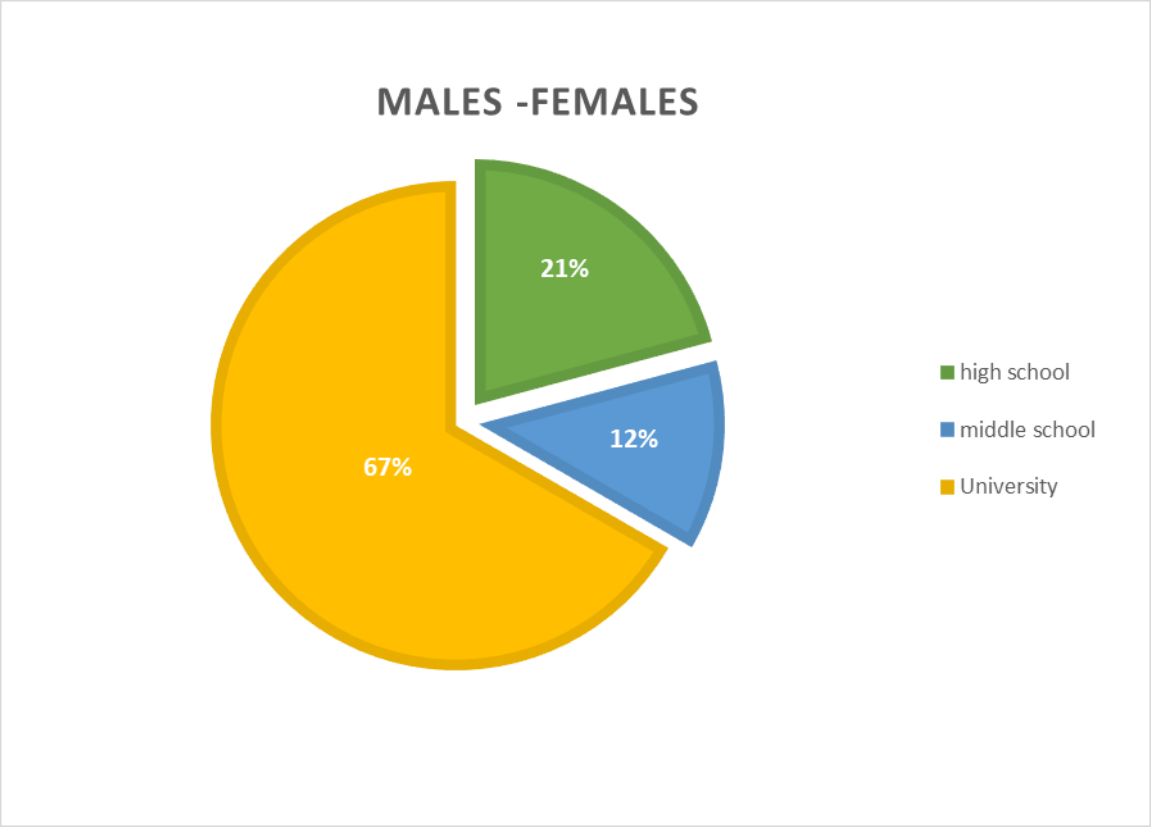

Figure 2.3: Parent's level study

2.3.1.2 Section Two : Parent ‘s Attitudes

Question 4: What languages do you speak ?

This part of the survey focuses on the languages spoken by parents. It appears that parents speak four different languages: Arabic, French, English, and Spanish. The majority of respondents, around twenty-four, speak all three languages (Arabic, French, and English), likely due to their education. Around 19 participants speak only Arabic, as it is their mother tongue. In terms of French, around 14 respondents speak the French language, as it is widely used in Algeria and considered as a prestigious language. Interestingly, only two or three individuals speak both French and English language. Lastly, there is only one person who uses the Spanish language.

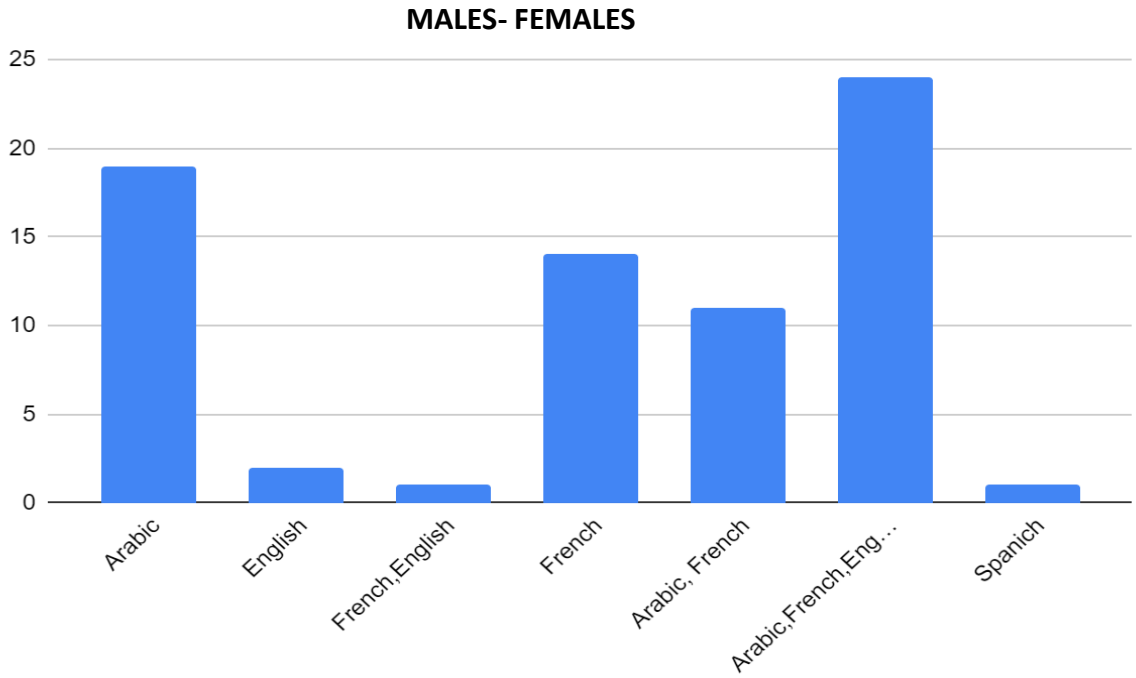

Figure 2.4: languages spoken by parents

Question 5 : In which language you communicate with your child ?

This questionnaire holds significant importance as it plays a major role for parents when deciding which language, they want their children to learn. The findings reveal that approximately forty-four respondents, representing the largest group, communicate in two languages at home: Arabic and French. For Arabic, parents aim to preserve the language of the Quran and their native language, while for French, the goal is to become bilingual as it is the second language used in Algeria. Around twenty-two participants speak only Arabic, aiming to protect their native language and not neglect their mother tongue. Additionally, eleven participants speak three languages: Arabic, French, and English in order to be multilingual. Furthermore, around seven participants speak both Arabic and English, and using English at home to communicate with their children due to its status as the most widely spoken language in the world. Lastly, no more than six respondents communicate solely in French, as they were raised speaking this language as well.

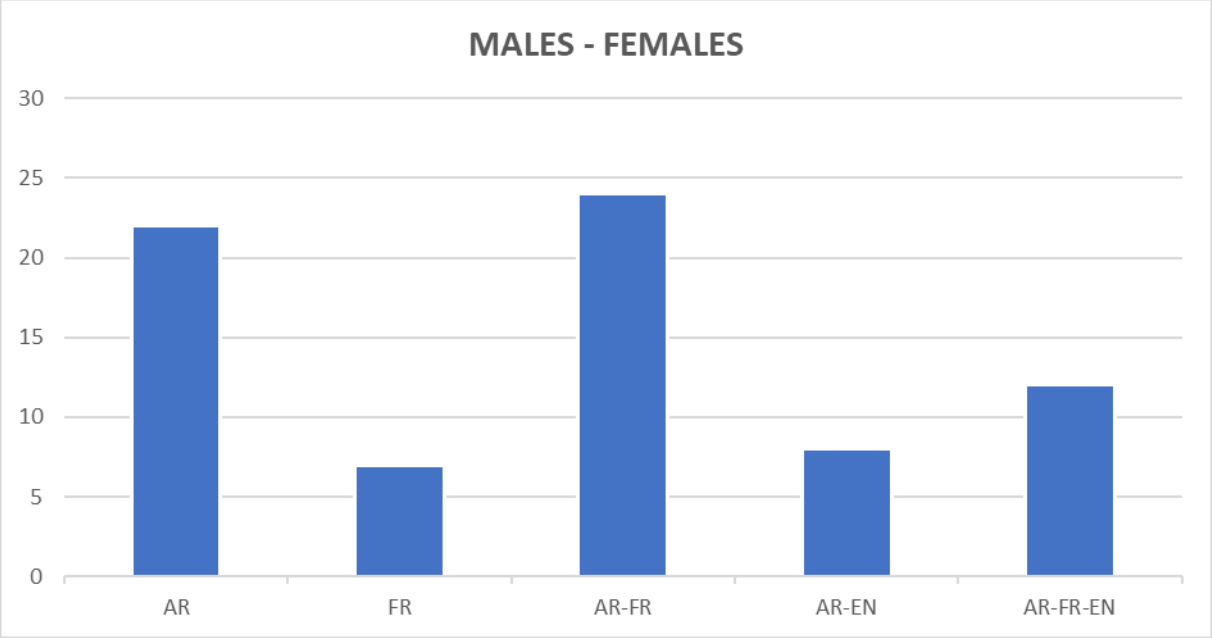

Figure 2.5: Language used to communicate with child

Question 6 : What do you think about implementing english at the primary school ?

Based on these statistics , it is interesting to note that 75% of the respondents found the implementation of English at the primary school level in Algeria to be an interesting proposition. On the other hand, 25% of the informants have a different perspective and did not find it as interesting.

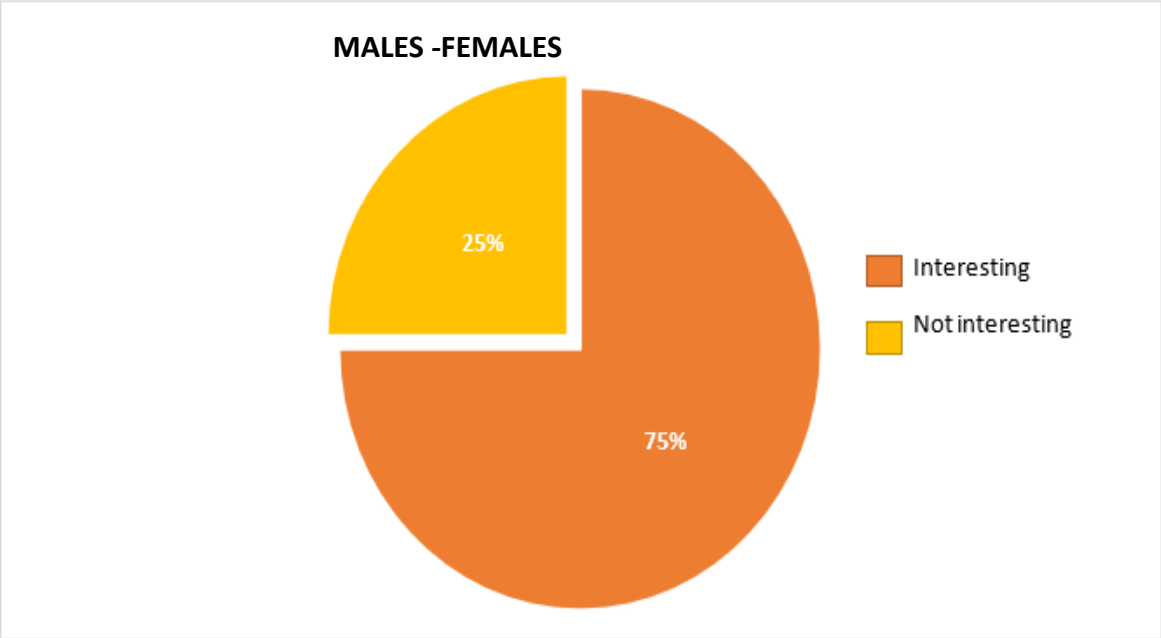

Figure 2.6: Implementing english at the primary school

Question 7 : Do you think that learning english at an early age has a positive effect on your children ?

Sixty-three out of seventy-three, believe that early English language learning positively impacts children, contributing to their cognitive development. This indicates that many parents acknowledge the potential advantages associated with introducing English at a young age. However, it is worth noting that ten respondents expressed an opposing viewpoint, suggesting that they perceive early English language learning as having a negative effect on their children. Tthese contrasting perspectives allows for a more comprehensive understanding of the topic and encourages further exploration of the most effective approaches to teaching English to young learners.

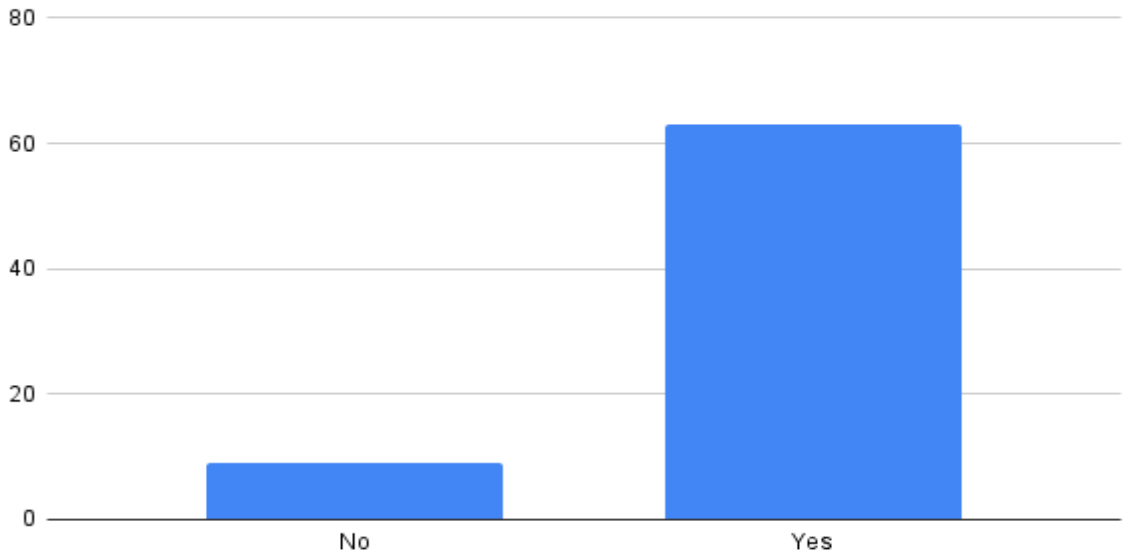

Figure 2.7: Do you think that learning English at an early age has a positive effect on your children?

Question 8 :What are the tools that you use to help your children to learn the English language ?

The survey brings attention to the different methods parents employ to assist their children in learning English. Approximately 40.0% of parents use videos, which provide an enjoyable and interactive learning experience for their kids. Moreover, about 30.0% of parents opt to exclusively speak in English, creating an immersive environment that facilitates language development. Additionally, the survey reveals that 27.5% of parents acknowledge the significance of reading books in fostering literacy and language learning. Interestingly, only a small percentage 2.5%, of parents employ alternative tools.

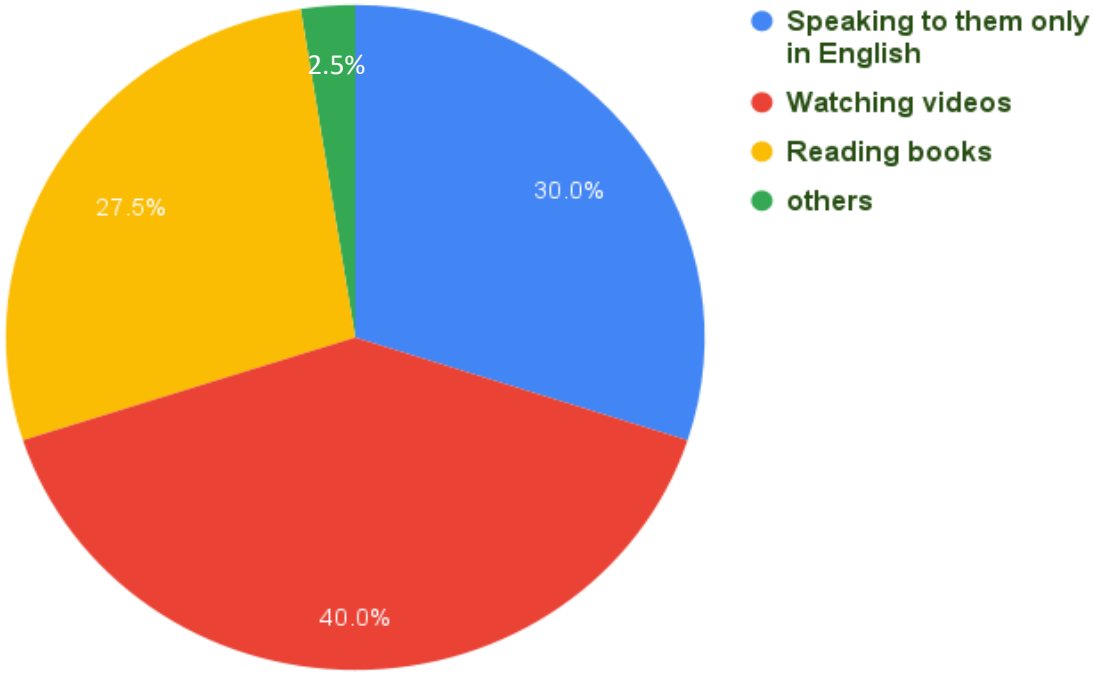

Figure 2.8: The tools used by parents

Question 9 : Does learning English affect learning French ?

The responses provided indicate a wide range of viewpoints regarding the correlation between learning English and learning French. Roughly 8 informants express the belief that learning English does not have an influence on learning French, while approximately 38 of respondents argue that it does.On the other hand, around 25 respondents express the notion that the impact is not particularly significant. These diverse perspectives shed light on the complex relationship between the two language learning processes.

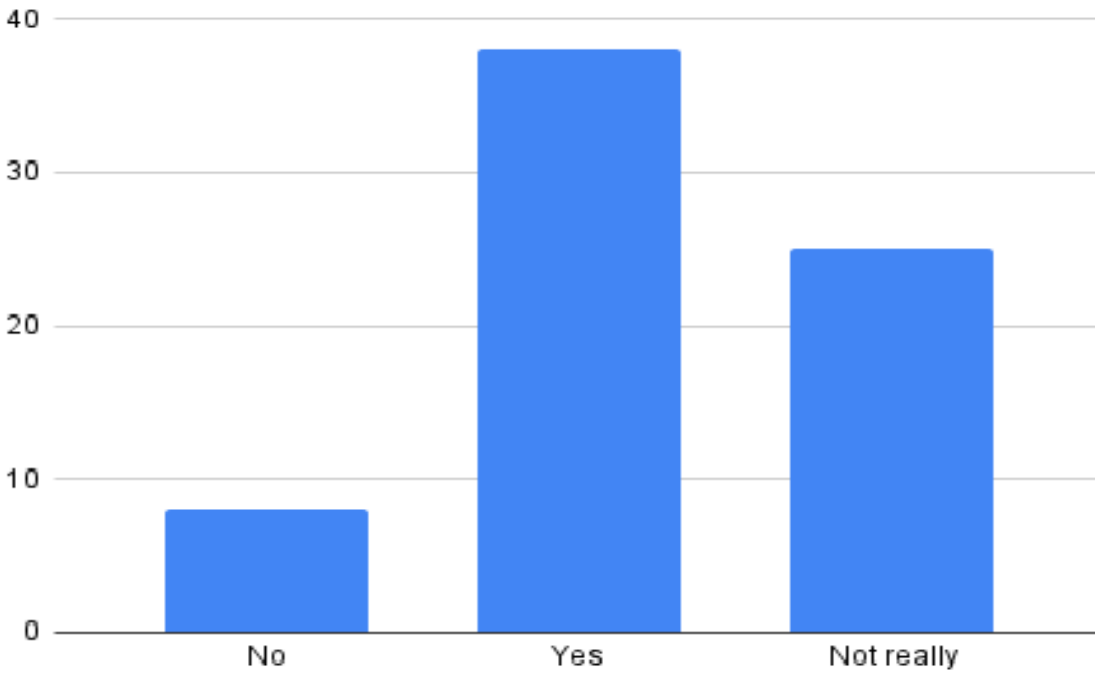

Figure 2.9: Does learning English affect learning French ?

Question 10: Are you for or against implementing English in the primary school?

According to the survey results, a significant majority of 83.3% of parents are in favour of implementing English in primary schools, highlighting the potential benefits it can provide. However, it is crucial to acknowledge and address the concerns of the remaining respondents 16.7% who are against the implementation of the English language to ensure a comprehensive and inclusive approach to language education in primary schools. Taking into account different perspectives wich will help creating a well-rounded language learning environment.

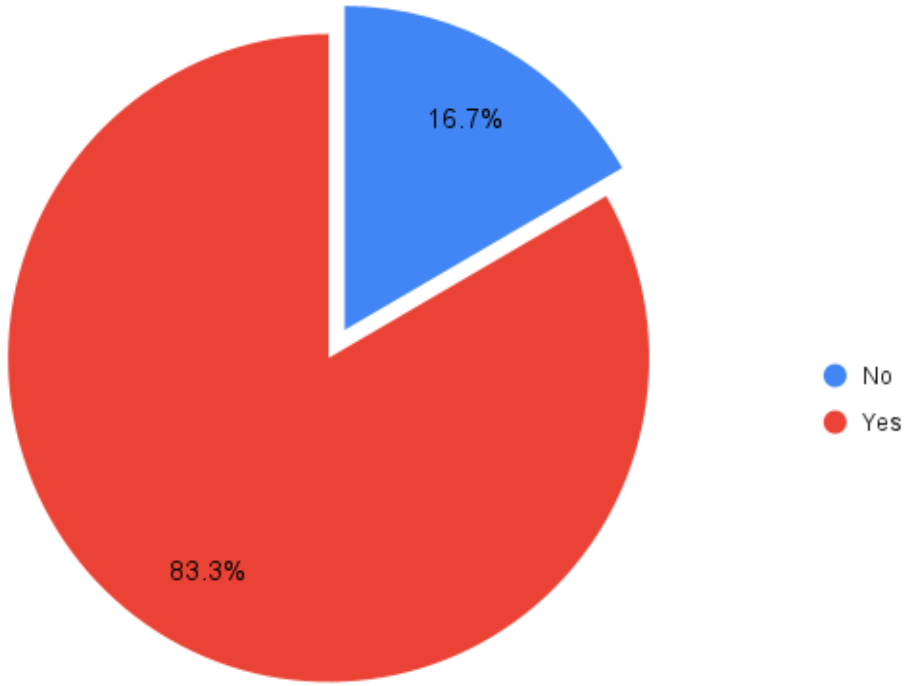

Figure 2.10: Are you for or against implementing English in the primary school?

Introduction

In the realm of language education, understanding how young learners adapt to the introduction of a new foreign language is crucial for effective teaching strategies. This study focuses specifically on third-year pupils at BOURIK School in Tlemcen, Mansourah, as they encounter the unfamiliarity of learning English. The primary objective is to observe and analyze how these pupils navigate and engage with this new linguistic challenge within their classroom environment.

2.3.1.3 Classroom observation Analysis

2.3.1.3.1 sample choice

This study specifically examines third-year pupils at BOURIK school in Tlemcen, Mansourah. Its goal is to track how these pupils adapt to the introduction of a new foreign language that is unfamiliar to them. The sample consists of twenty pupils from various courses for observation purposes. The selection method ensured a mixed representation of pupils, taking into account many aspects such as gender, academic achievement, and socio-economic backgrounds. In addition, the study considered pupils with varying degrees of previous exposure to foreign languages, with the goal of encompassing a diverse variety of experiences and perspectives on learning English. The observations were carried out for a duration of one hour, enabling a comprehensive examination of the pupils' process of adaptation.

2.3.1.3.2 Description of the observation

This study used classroom observation as its primary method to evaluate the engagement level of third-grade pupils in learning the English language. The observation's objective was to assess the classroom ambiance and the extent to which students adapted to the introduction of this unfamiliar language naturally. The permission was acquired from the school director and teachers to observe the pupils' engagement and acquisition of the English language. Each class was observed for a duration of one hour using an unstructured observation method, allowing for natural and spontaneous observations.

This method offered a more accurate representation of the pupils' degree of involvement and interest. Throughout the observations, multiple facets were recorded, encompassing the pupils' level of focus, engagement in classroom tasks,

level of interaction with both their peers and the teacher, and their general level of excitement towards acquiring English language skills.

Furthermore, researchers placed particular emphasis on discerning behavioural patterns that could potentially suggest different degrees of interest and involvement. For instance, researchers sought indications of active involvement, such as offering responses, posing studies, and participating in group discussions. The observation also included an analysis of the classroom environment, which encompassed the use of teaching aids, the teacher's instructional style, and the overall dynamics within the classroom. This examination aimed to comprehend the potential impact of these aspects on pupil involvement. In addition, casual discussions with the teachers yielded valuable information about each pupil's unique backgrounds and possible factors influencing their differing levels of interest for studying English. This extensive observational methodology aims at capturing a detailed comprehension of how third-grade pupils at BOURIK school in Tlemcen, Mansourah, adjust to and interact with a new foreign language.

3.3.2 Discussion of the results

This study investigates the perspectives of Algerian parents regarding their children's acquisition of the English language during their basic education. The research findings, derived from a combination of qualitative and quantitative data, revealed that a significant proportion of parents, approximately 83.3%, hold a favourable perspective regarding the integration of English into the primary school curriculum. Moreover, among the 73 participants, around 63 expressed the belief that initiating English language acquisition at an early age had a beneficial effect on children's cognitive development. These parents emphasised the fact that English is a global language, which they believe would provide their children with greater prospects in the future. Nevertheless, it is important to acknowledge that a smaller subset, accounting for 16.7% of the population, regarding the implementation of English in elementary schools. Their concerns revolved around the potential adverse effects of acquiring proficiency in the French language, as well as the overall

influence of learning an extra language on youngsters. Regarding the second question on how parents assist their children in learning English, the responses obtained through the distributed questionnaire can provide valuable information. As previously stated, some parents view the introduction of English in elementary school as a possible danger to their own language. Nevertheless, most parents employ many strategies to enhance their children's acquisition of the English language. The strategies include implementing an exclusive English-speaking method, integrating video resources into the learning process, and encouraging book reading. These findings emphasise the positive involvement of parents in facilitating a thorough English learning experience for their children. In summary, the research goals have been effectively achieved, and the study findings demonstrate that the majority of parents possess favourable attitudes towards their children acquiring English in primary school.

Therefore, according to the questionnaire's findings, the majority viewpoint of the respondents confirms most of the hypotheses. The range of different viewpoints emphasizes the intricate nature of the subject and indicates the necessity for additional investigation and deliberation when establishing language education programs.

As for as classroom observation, the results of the English language training for third-grade pupils suggest that 50% of the students displayed a high level of attentiveness and excitement towards learning this language. In contrast, the remaining half exhibited diminished enthusiasm for engaging in the English language. The simultaneous introduction of numerous foreign languages during early childhood can explain the lack of interest. Moreover, the diverse backgrounds and varying levels of prior exposure to English among the pupils could account for the discrepancies in involvement levels. Pupils who had previous exposure to English, whether through media or family members, demonstrated a higher likelihood of displaying interest and attentiveness. Conversely, pupils who learned the language for the first time encountered more difficulties and showed less interest. Moreover, the instructional techniques and resources employed could have

impacted children's involvement. Interactive and dynamic teaching strategies have a tendency to promote greater levels of interest and engagement in comparison to traditional methods. Hence, implementing an adapted methodology that takes into account each pupil's requirements and the use of interactive teaching techniques, has the potential to improve overall pupils involvement and academic achievement in English language education.

2.4 Limitation of the study

Similar to other areas of study, the present investigation encounters specific limitations and constraints that impact the gathering and examination of data.

The primary constraint faced in this study pertained to the distribution of questionnaires to parents, as the questionnaire was distributed in English rather than Arabic and it was a challenge for the majority of parents when it came to responding. This strategy was implemented to encourage the adoption of English, but it accidentally created an obstacle for those parents who were more proficient in Arabic. Consequently, several parents made efforts to provide accurate answers to the studies, while others did not regard the topic with the same level of seriousness due to the language barrier. Regarding classroom observation, numerous obstacles were founded, that had an impact on the research process, for instance, obtaining authorization from the school administration to carry out classroom observations proved to be challenging. This delayed the start of observations and restricted access to certain areas of the school. Then, lack of time during classroom observation generates difficulties as it was insufficient to fully observe all facets of pupils' behaviour and their engagement with the new foreign language.

The results gained from the study may not be applicable to other schools or educational environments due to the faThis study's main limitation was the distribution of questionnaires to parents. Because the questionnaire was distributed in English rather than Arabic, it presented a difficulty for the majority of parents who were more skilled in Arabic. Although the intention of this technique was to encourage the adoption of English, it unintentionally posed a hindrance for individuals who were more proficient in Arabic. As a result, certain parents

encountered difficulties in giving precise answers, which impacted the credibility of the study.

Moreover, the process of acquiring permission from the school administration for classroom observations presented difficulties, resulting in a delay in the commencement of observations and restricted access to specific places inside the school. Furthermore, the allotted time for classroom observation was insufficient to thoroughly monitor all aspects of students' conduct and involvement with the unfamiliar foreign language. Furthermore, the results of the study may have limited generalizability outside the particular circumstances of a solitary elementary school in Tlemcen, Mansourah, owing to its distinct geographical position, student population characteristics, and teaching approaches.

The research findings' limited generalizability hinders their wider applicability to other schools or educational environments.ct that it was conducted in a single primary school in Tlemcen, Mansourah. This lack of generalizability restricts the broader applicability of the findings. The unique circumstances of this school, encompassing its geographical position, pupil composition, and pedagogical approaches, may not accurately reflect those of other schools in disparate areas.

2.5 Pedagogical Recommendation

In order to facilitate future research on language acquisition in primary education, it is important to take into account many recommendations. Firstly, it is advisable to delve into related disciplines such as educational psychology, which provides techniques for achieving efficient classroom management. Besides, the implementation of educational technology greatly enhances the learning experience by offering interactive and captivating tools that request to a wide range of learning styles. Additionally, it entails the use of digital resources. Furthermore, integrating sociocultural studies into education enhances our comprehension of how to successfully assist learners. This entails analysing variables such as pupils' drive,

cognitive growth, and cultural proficiency. These areas have the potential to cultivate more efficient and comprehensive approaches to assist language learners.

2.6 Conclusion

This chapter aimed to discuss the data collected through two research instruments: the questionnaire and the classroom observation. The goal was to determine whether the findings supported or contradicted the associated hypotheses. The results indicate that parents have a strong desire for their children to learn a new foreign language, they see it as a way to a better future with opportunities and skill development in mind, rather than pursuing prestige. It is important to note that this study focused on measuring parents' attitudes towards language teaching using only the questionnaire as a research instrument for parents. Additionally, another method, namely observation, was employed to assess how well the children adapted to the introduction of a new foreign language.

General Conclusion

General Conclusion

Ultimately, this study seeks to examine parents' perspectives and attitudes towards their children's English language learning, as well as their active role in helping their children acquire this crucial worldwide means of communication. The study emphasizes the critical role that families in Tlemcen, Algeria, play in language planning for primary school children. It emphasizes the different tactics used at home to promote bilingualism from a young age.

This study recognizes the increasing importance of English in the Algerian environment, prompted by a national policy to improve academic and professional prospects through early language instruction. The research utilizes a mixed-methods approach, incorporating both quantitative and qualitative data. This methodology allows for a comprehensive and detailed knowledge of the motives and outcomes related to parents' efforts in their children's linguistic development.

The first chapter of this dissertation provides a comprehensive examination of existing literature, laying the groundwork for an investigative framework that incorporates important topics such as language planning, bilingualism, literacy, family language practices, and the significance of English as a worldwide language. The theoretical foundation is critical for putting the practical research and discoveries described in the second chapter into the appropriate framework.

The second chapter provides a comprehensive explanation of the methodological framework employed in the case study. It includes a description of the research design, data collection methodologies, research equipment, and sample procedures. This chapter also contains a thorough examination of the results obtained from both quantitative and qualitative data. The research seeks to investigate the viewpoints of parents and teachers in order to address two hypotheses. The first hypothesis is that parents possess a favourable attitude towards English as the global language. The second hypothesis is that parents actively participate in assisting their children's English language learning through activities such as reading books, sharing stories, and watching educational videos or cartoons.

General Conclusion

The primary objective of this study is to address the research questions and assess the validity or potential contradiction of the hypotheses. This will offer significant insights into the impact of parental participation on the early acquisition of language. The results will enhance our comprehension of how family activities impact the linguistic development of children and provide practical suggestions for parents and educators. This research aims to enhance English language proficiency among young learners by identifying effective strategies and areas for improvement. This will ultimately create more academic, professional, and social opportunities in an interconnected world.

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Appendices:

This questionnaire is addressed especially to parents. We are working on research into parents' attitudes towards learning the English language to their children in the primary school. Would you mind taking a few moments to fill out this questionnaire as it would be useful to improve our research.

Section l

Sex

☐ Male ☐ Female

Age

Degree of education

Section II

1/ What languages do you speak?

2/ As a parent, which language do you use to communicate with your children at home?

☐ Dialectal Arabic

☐ French

☐ English

☐ Other

3/ What do you think about implementing English at the primary scholl?

☐ Interesting

☐ Not interesting

4/ Do you think that learning English at an early age has a positive effect on your children?

☐ Yes

☐ No

5/What are the tools that you use to help your children to learn the English language?

☐ Speaking to them only in English

☐ Watching videos

☐ Reading books

6/ Does learning English affect learning French?

☐ Yes

☐ Not really

☐ No

7/ Are you for or against implementing English in the primary school?

☐ No

☐ Yes

Summary

This thesis examines the views of Algerian parents regarding teaching the English language to their children in primary school. The aim is to evaluate parents' attitudes towards foreign language practices within the family setting. Additionally, it seeks to identify strategies for parents to facilitate their children's early acquisition of a second language. The findings indicated that parents possess a significant inclination for their offspring to acquire proficiency in a foreign language. They perceive it as a means to enhance their children's prospects and cultivate valuable skills, rather than only seeking social status.

Résumé

Cette thèse examine les points de vue des parents algériens concernant l'enseignement de la langue anglaise à leurs enfants à l'école primaire. L'objectif est d'évaluer les attitudes des parents à l'égard des pratiques de langues étrangères dans le cadre familial. De plus, il cherche à identifier des stratégies permettant aux parents de faciliter l'acquisition précoce d'une langue seconde par leurs enfants. Les résultats ont indiqué que les parents ont une forte propension à ce que leur progéniture acquière la maîtrise d'une langue étrangère. Ils y voient un moyen d'améliorer les perspectives d'avenir de leurs enfants et de développer des compétences précieuses, plutôt que de simplement rechercher un statut social.

ملخص

تبحث هذه المذكرة في آراء أولياء الأمور الجزائريين فيما يتعلق بتعليم اللغة الإنجليزية لأبنائهم في المدرسة الابتدائية. الهدف هو تقييم مواقف الوالدين تجاه ممارسات اللغة الأجنبية داخل البيئة الأسرية. بالإضافة إلى ذلك، فإنه يسعى إلى تحديد استراتيجيات للآباء والأمهات لتسهيل اكتساب أطفالهم للغة ثانية في وقت مبكر. أشارت النتائج إلى أن الآباء لديهم ميل كبير لأبنائهم لاكتساب إتقان لغة أجنبية. وهم ينظرون إليها كوسيلة لتعزيز آفاق أطفالهم وتنمية مهارات قيمة، بدلا من مجرد السعي للحصول على المكانة الاجتماعية.