Exploring Algerian Parental Attitudes And Perceptions Towards English Integration In Third Grade Education: A Sociolinguistic Study.

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ARTICLE INFO	ABSTRACT
	In 2022, the President of Algeria announced the introduction of teaching the English language into primary school, effective from the school year 2022/2023, amidst unprecedented controversy in almost every respect of life in Algeria. Actually, just two months after the declaration of that decision, the Minister of National Education started executing the opening decision through recruitment and preparing textbooks in preparation for running fast training. This research, situated within the field of sociolinguistics, aims to analyze the integration of English in third-year primary education and to understand parents' responses to this reform. The central research question guiding this study is: What are parents' perceptions regarding the integration of English in third-year primary education? Additional questions include: Will the teaching of English enhance the Algerian educational system? Is the decision to introduce this language at the primary level accepted by all parents of children enrolled in third-year primary? Could English eventually replace French as a medium of instruction? Motivated by the recent emergence of this topic, we posited several hypotheses: (1) Teaching English at the primary level is becoming a necessity; (2) Parents value English language learning but perceive that this decision was made hastily; and (3) The rapid implementation of this reform aims to enhance students' use of English from a young age. To gather concrete information, we employed two investigative tools: a questionnaire directed at parents of third-year primary students and recorded interviews with three parents to add credibility and compare insights. The results indicate that most parents exhibit a positive attitude towards the introduction of English in third-year primary classes, although some express skepticism. Parents generally view English as a language of the future and essential for preparing younger generations for greater global engagement. Furthermore, they recognize English as a language of development, asserting their ability to assist their children due to their basic knowledge of the language. While many parents observe enthusiasm among their children for learning foreign languages, some express concerns about the challenges posed by learning two languages simultaneously. **Keywords:** *English language instruction, Sociolinguistics, Parental perceptions, Algeria, Primary education.*

I- Introduction

Algeria is a country with a very interesting linguistic situation. Since independence in 1962, it has been "officially" monolingual, with Classical Arabic as the official and national language. However, this has not prevented the presence of other languages, which have long fought for their survival. Among these are Algerian Arabic (often referred to as dialectal Arabic) and Berber (which became a national language in 2002), as well as foreign languages such as French, English, and Spanish.

1- Overview of the Linguistic Landscape in Algeria

Considering the fact that Algeria is one of the largest countries in the world, it should have gone without saying that such a state with more than two million square kilometers, with an estimated population of 45 million inhabitants, has a multilingual and widely diverse reality. Taleb Ibrahimi K. notes that "the linguistic landscape of Algeria, shaped by its history and geography, is characterized by the coexistence of several linguistic varieties—from the Berber substrate to the various foreign languages that have influenced it, including Arabic, which has been a vector for the Islamization and Arabization of North Africa" (2006: 208).

1.1 Classical Arabic

It is known as Modern Standard Arabic, or simply Classical Arabic, and it serves as an official state language. It is seldom used orally in everyday life, with the most common exception being television news; it, however, is the major language used for writing.It is found in administrations, media, schools, etc. It is also the language of the Quran and is disseminated through the press.

1.2 Algerian Arabic

Algerian Arabic, also known as dialectal Arabic, largely dominates this linguistic diversity in Algeria. It is important to note that dialectal Arabic differs from Standard Arabic. The Algerian dialect is considered a language used by the majority of Algerians and is employed daily in all aspects of societal interactions and dialogues. "It is a living language used daily by interlocutors in all social behaviors and family dialogues" (Ravel, 2013: 5). "Currently, advertising texts, announcements in newspapers, communications on social networks, and text messages are partially conducted in Algerian" (Kerras and Baya, 2017: 36). Thus, this language is not only practiced orally but also used in written forms.

1.3 Tamazight

Tamazight, also known as Berber, is a native language spoken in several regions of Algeria, primarily among the Amazigh population located in Grand Kabylie. This language was recognized as a national language starting in 2002 due to political will emanating from President A. Bouteflika. In 2016, it was recognized as both a national and official language in the Algerian constitution; however, it has been taught since 1995.

1.4 French

French is present in Algeria's everyday language due to its association with other spoken languages. It is taught at school as a foreign language to this day and is ubiquitous in higher education for certain fields (technical studies, economics, medicine, etc.). Despite efforts to Arabize the country, French has managed to persist due to several factors:
1) The historical factor plays a crucial role; France occupied Algeria for 132 years—a significant period that confirms the existence of this language.
2) Another phenomenon explaining the presence of French in Algeria is the geographical and cultural proximity between the two countries, which fosters direct links across various domains, particularly education.

1.5 English

English serves as the language of international communication and science. Officially regarded as the second foreign language in Algeria, English was introduced into the educational system beginning with first-year middle school students in 2003. In July 2022, President M. Tebboune announced its introduction into third-year primary school. This decision was implemented at the start of the school year 2022/2023 in September.

1.6 Spanish

Spanish marks the western region of Algeria; many linguistic traces can be found in the speech of Algerian Oranese speakers. According to Queffelec A.: "Its development can be explained by social and economic factors as well as geographical proximity to Spain and population exchanges that have allowed for linguistic borrowing phenomena and Oranese enthusiasm for learning this language" (2002:38-39). Spanish can be chosen starting from second-year secondary school within foreign language classes and also exists at universities as a field of study.
In conclusion, we can say that the languages present in Algeria represent an enrichment and strength for society.

2. What is Sociolinguistics?

Sociolinguistics is a discipline that studies interactions between language and society. It examines linguistic phenomena concerning their social environments (social class, gender, age, speaker attitudes, etc.). William Labov is considered the founder of modern sociolinguistics. This field also focuses on languages and dialects, ethnic affiliations, socio-economic levels, etc., analyzing linguistic variations and changes within a given society while addressing language planning policies aimed at preserving a language or dialect.
Sociolinguistics is linked to various factors: sociological, psychological, intercultural, historical, political, etc.
In summary, sociolinguistics studies the relationship between language and society by examining how

linguistic characteristics are utilized and influenced by social groups along with variations, attitudes, and linguistic policies.

3. Linguistic Representations and Attitudes
Linguistic attitudes and representations refer to opinions, beliefs, and feelings individuals may hold toward specific languages. These attitudes can vary based on personal education and social environment; both concepts are borrowed from social psychology.

3.1 Linguistic Representations
This notion has been studied across multiple disciplines but especially within sociolinguistics. The emergence of this concept precedes others that are more or less similar such as speaker opinions (Trudgill, 1974), linguistic feelings (Bernstein, 1971), or even the concept of linguistic insecurity (Labov, 1966). Denise Jodelet (1997:361) asserts that "the concept of social representations refers to a specific form of knowledge—common-sense knowledge—whose contents manifest socially marked generative processes." More broadly speaking, it denotes a form of social thought. Calvet L.-J specifies that "on the side of representations lies how speakers think about usages—how they position themselves relative to other speakers or usages—and how they situate their language relative to other languages present" (2005:17).

3.2 Linguistic Attitudes
Attitudes manifest themselves in various ways; for instance, some individuals may have a positive attitude toward a language while others may hold negative views. According to Katz (1960:168): "An attitude is an individual's predisposition to evaluate a symbol representing an object or aspect of their world favorably or unfavorably." Opinions are verbal expressions of attitudes; however, attitudes can also be expressed through non-verbal behavior.

For us , linguistic attitudes are verbal reactions manifested by parents regarding the integration of English into third-year primary school. It is important to note that linguistic attitudes and representations can impact how languages are taught, used, and perceived within society. Therefore, promoting greater awareness and open attitudes toward different languages and cultures is essential for fostering understanding and linguistic tolerance. Parents sometimes misbehave in this regard "*Parents often choose uninteresting and inaccessible artistic works for children, reading them not with the aim of conveying meaning to the child and eliciting positive emotions and feelings but rather to quickly fulfill their parental duty. As noted by Ashton & Lee, the process of coarsening societal morals is gaining strength, leading to a decline in overall culture and linguistic traditions.* (Belarbi & Sadouki, 2024)

4. Language Policies
It should be noted that sociolinguistics emerged during modern times; one significant interest lies in linking language with social environments. Language policy and planning represent fields of theoretical and empirical research. Calvet defines language policy as "the set of conscious choices governing relationships between languages(s) and social structures made primarily by the state; it aims to create conditions for promoting certain languages while correspondingly establishing conditions for excluding or regressing others" (Calvet L.J., 2005:490). Calvet L.J believes that "language policy encompasses conscious choices made concerning relationships between language(s) and social life—particularly between language(s) and national life—and implementing necessary means for linguistic planning" (2005:154).

The reflection on the concept of language planning is relatively recent. Heinz Kloss was one of the first to distinguish between "language planning" and "status planning" in 1969. Corpus planning involves any intervention concerning the form of a language (writing system, graphics, lexicon, etc.). In contrast, status planning pertains to a different regulatory, legislative, and constitutional level. Kloss adds that corpus planning is a specialty intended for "politicians and bureaucrats."

5. Teaching and Learning Foreign Languages in Primary School
The teaching and learning of foreign languages are considered essential for accessing new technologies, science, and universal cultures. According to Samira Abid-Houcine: "The teaching of foreign languages is a significant issue for Algeria and particularly for the educational system; the success of such an endeavor largely depends on recognizing the multilingual and multicultural reality of society" (2007, 150). As the language in its very essence is manifested in what we -linguistically- call it 'discourse' . This latter *with" communication hold a pivotal role in shaping societies, ideologies, and power structures. The ways in which language is used, the narratives woven, and the messages conveyed are integral to influencing public opinion, policy decisions, and the collective mindset. Understanding the complex interplay between language, power dynamics, and ideology has resulted in the rise of discourse analysis as a crucial instrument for deciphering the intricacies of communication across different contexts" (Sadouki, Djeghoubbi, & Belarbi, 2024).*

5.1 Teaching French

The primary school reform implemented in 1976 came into effect in 1980. French was the first foreign language introduced into education in Algeria at the fourth year of primary school. A new reform occurred in 2002, whereby French was taught starting from the second year of primary school, with practical application beginning in the 2004 school year. However, the introduction of French was delayed to the third year of primary school starting in the 2006 school year, a practice that continues to this day.

5.2 Teaching English

English is recognized as the second foreign language in Algeria. The educational reform applied in 1980 introduced English instruction at the ninth grade level. Another reform took place in 2002, allowing English to be taught from the first year of middle school. According to the educational reform of 2003, it was taught from the first year of middle school until July 2022 when President Abdelmadjid Tebboune announced its integration starting from the third year of primary school. This decision was officially implemented in September 2022.

Chapter II: Methodological Framework

In this framework, we will provide more details regarding our investigation, which encompasses both quantitative and qualitative approaches. We will describe the questionnaire and the interviews conducted with parents of students enrolled in the third year of primary school.

1. Choice of the Two Surveys

To effectively carry out our study, we opted for two types of surveys. The first is quantitative, represented by the questionnaire. Our questionnaire was distributed to parents on April 19, 2023. It consists of nine questions. Initially, parents hesitated to participate, but after reassuring them, they agreed to respond to our inquiries. Out of the 21 questionnaires distributed, only one was not returned.

The second survey is qualitative, through which we conducted interviews with two parents. We chose these two methods to gather comprehensive information regarding the integration of English in third-year primary classes. This study involved two different samples.

1.1 Presentation of the Questionnaire

The questionnaire is a set of questions designed to collect a maximum of responses about a well-defined phenomenon. It is a highly recommended tool in the field of language sciences, particularly in sociolinguistics.

To advance our research, we constructed a questionnaire consisting of two essential parts:

1. **Demographic Information**: This section gathers general information about the respondents, including age, gender, profession, and place of residence.

2. Attitudes and Representations: We formulated nine questions aimed at understanding the perceptions and attitudes of respondents concerning the integration of English in third-year primary school. This section includes four closed questions, four semi-open questions, and one open question.

Question 1: Do you know or use English? Yes / No / A little

This question seeks to determine whether the parents have any knowledge or experience with English.

Question 2: How do you see this language?

The purpose of this question is to gauge parents' perceptions of the English language.

Question 3: Have you ever helped your child with English activities?

This question aims to ascertain whether parents assist their children with their homework in English.

Question 4: Can your child distinguish between French and English?

This question will help us understand if students are capable of differentiating between French and English.

Question 5: In which language(s) does your child experience difficulties?

This question aims to identify if children face challenges in learning languages.

Question 6: Two terms have passed since the integration of English in third-year primary school. How do you find your child's level?

The goal of this question is to assess whether there has been progress in learning English.

Question 7 In your view, how has the general public reacted when hearing about the Ministry of Education plan to introduce English in the third year of primary school?

This question assesses the view of the parents in regards to the recent announcement made by the Minister.

Question 8: Do you think it is a good decision to teach English in the third year at primary school?
The question is, therefore, meant to gauge whether parents are for or against the introduction of English at the primary level.

Ex.9: In your opinion, is it easy for a third-year student at primary school to learn two foreign languages, French and English, at the same time?
The purpose of this question is to assess whether parents think that students are capable of acquiring two foreign languages at the same time.

These questions are designed to capture a range of perspectives from parents about the integration of English into the primary school curriculum, reflecting their attitudes, concerns, and expectations regarding this significant educational reform.

1. Presentation and Description of the Sample
Our population primarily consists of parents of students residing in the city of Ouargla. These parents have children enrolled at the Ali Benkran Primary School located in Cité Ennaceur, Ouargla Municipality. All their children are in the third year of primary school. We conducted our field survey with 21 parents; unfortunately, one questionnaire was not returned, resulting in a total of 20 completed questionnaires.
The ages of the participants range from 27 to 50 years. The majority are women (one man and 19 women), with professions varying from housewives to doctors, judges, and university teachers. The male participant is a teacher in the same school.

2. Presentation of the Interview
We opted for recorded interviews with two parents to gather maximum information about their perceptions regarding the integration of English in the third year of primary school. This investigation allowed us to conduct two interviews with the relevant individuals.
Before the interview, we explained our research objectives to each participant, informed them that the session would be recorded, and emphasized that their cooperation would aid our research. For the interview questions, we intentionally included some that were identical to those posed in the questionnaire to compare whether respondents provided similar or different answers.
We prepared a structured interview guide consisting of five questions:
1. How many languages do you speak?
2. What is your opinion regarding the integration of English into primary school?
3. Do you think English could eventually replace French?
4. Does learning two languages simultaneously pose an obstacle for your child?
5. Do you believe that learning English contributes to improving and developing Algeria's educational system?

2.1 Presentation and Description of the Interview Sample
Our sample consists of three parents: two females and one male. The first is an Arabic teacher aged 50; the second, a housewife aged 35; the third, a French teacher aged 50. All subjects are parents of pupils who were enrolled in the third year of primary school.

We conducted three recorded interviews discussing questions relating to the integration of English. The length of each interview was timed: the first one lasted 1 minute 41 seconds, and the second one lasted 58 seconds. The first interview took place on 13th October 2024, and the second on 25th October 2024. The third took 2 minutes and 4 seconds and was conducted on 29th October 2024. All interviews were conducted individually to ensure credibility in our work.

2.2 Challenges Encountered
During this research process, we faced several challenges:
Since our research topic is recent, obtaining information was difficult due to a lack of essential literature and articles addressing our area of study. Additionally, some parents were initially uncooperative, and there were those who declined to respond to the questionnaire.

After presenting our sample and explaining the choice and execution of surveys conducted with parents, as well as discussing the difficulties encountered, we will now proceed to the final chapter dedicated to analyzing the results.

3- The Integration of English as Viewed by Parents
After gathering our corpus from the questionnaires and interviews aimed at parents of students, we will now analyze the data to understand their reactions regarding the integration of English in the third year of primary school.

1. Analysis and Interpretation of Results from the Questionnaire

In this section, we will present the results obtained from the survey through tables that represent the statistics concerning the various information collected from the parents.

1.1 Age Distribution

The table below summarizes the age distribution of the parents surveyed:

Age Range	From 27 to 40 years	Over 40 years
Men	0	1 (5%)
Women	16 (80%)	3 (15%)

Table 1: Age Distribution of Parents in Numbers and Percentages

The age of parents participating in our survey ranges from 27 to 50 years, with 80% being women and only 20% over the age of 40, which includes three women and one man.

2. Reactions to English Integration

To further explore parents' reactions to the integration of English, we will analyze responses to specific questions from the questionnaire that reflect their attitudes and perceptions.

Question Analysis
- Question 7: What was your reaction upon learning that the Ministry of Education would introduce English in the third year of primary school?

This question aimed to capture parents' immediate responses to this significant educational change. The responses varied, indicating a mix of enthusiasm, concern, and skepticism.

8. In your opinion, is it a good idea to start teaching English in the third year of primary school?

This question tried to reflect general attitudes towards the decision. A lot of parents felt very positive; this would create better opportunities for their children in the future. Some other parents were worried that the children would be overloaded with several languages.

9. Do you think it will be easy to teach a third-grade primary student two foreign languages like French and English at the same time?

Responses revealed a range of opinions on this matter. Some parents believed that children could manage learning both languages effectively, while others worried that it might be overwhelming for young learners.

The analysis of parental attitudes towards the integration of English in primary school reveals a complex landscape of opinions. While many parents recognize the importance of English for future success, concerns about language overload and effective teaching methods persist. This chapter highlights the need for ongoing dialogue with parents as educational reforms continue to evolve in Algeria.

1.2 Gender Distribution

We intentionally surveyed more women than men, as mothers are often more in contact with their children and are aware of what is happening at school.

Gender	Number	Percentage
Men	1	5%
Women	19	95%

Table 2: Number of Parents by Gender

The sample taken for the study consists of 20 individuals: 95% are female (19 women) and 5% are male (1 man). As we can see from the table, the female gender is predominant.

This gender distribution highlights the significant involvement of mothers in educational matters and their perspectives on the integration of English into the primary school curriculum. The predominance of female respondents may provide insights that reflect their unique experiences and attitudes towards language education in Algeria.

1.3 Profession

Below is a table presenting the professions of the individuals surveyed.
 Profession : Teacher | 3 Housewives, 2 Doctors, 5 Teachers, 1 Judge, 4 Parents did not specify, 1 Student, 1 School Principal, 1 Seamstress, 1 Bank Director |

Gender	Number	Age
Men	1	50 years
Women	19	From 27 to 50 years

Table 3: Professions of Surveyed Individuals

The individuals in our research population engage in various professions. The majority are teachers, while there are also housewives and professionals in other fields. Notably, four parents did not specify their occupations.

1.4 Place of Residence
All participants reside in Ouargla, near 230 University Residence, where the Ali Benkran primary School is located.

Analysis of Questions
Question 1: Do you know or practice English?

Response	Number	Percentage
Yes	11	55%
No	02	10%
A little	07	35%

From the table above, we observe that 55% responded affirmatively, indicating that these individuals practice English. Meanwhile, 35% stated they know a little English, and only 10% reported no knowledge of the language. This suggests that even though English is not part of the daily usage for many Algerians, there is a general familiarity with it as most parents have pursued some level of education.

Question 2: What does this language represent for you?
Responses to this question varied significantly among parents. Some described English as a second language, while most recognized it as a globally spoken language. Several parents emphasized its importance as an international language that future generations should know and master.

Question 3: Have you ever helped your child with activities in this language?

Response	Number	Percentage
Yes	15	60 %
No	05	25 %
Sometimes	12	15 %

From these responses, we see that the majority (60%) affirm that they help their children with activities in English. A significant portion of parents hold university degrees, which enables them to assist and guide their children in understanding lessons and activities. However, some parents do not help due to lack of time, insufficient knowledge in the subject matter, or a preference for fostering their children's independence.

Question 4: Can your child distinguish between French and English?

Response	Number	Percentage
Yes	11	55 %
No	02	10 %
A little	04	15 %

According to the table above, most parents (55%) confirm that their children can distinguish between French and English. However, two parents disagree with this assessment. A minority (5%) find it difficult for their children to differentiate between these two foreign languages. This indicates that while many children can learn multiple languages simultaneously, some may struggle due to shared vocabulary between French and English.

Question 5: In which language(s) does your child experience difficulties?

Response	Number	Percentage
French	04	20 %
English	07	35 %
Sometimes	09	45 %

The majority (45%) report that their children face difficulties in both languages. Additionally, while 35% indicate challenges specifically in English, only 20% cite issues with French. These results suggest that French may be easier for students to learn compared to English since it is more integrated into their daily dialect.

The analysis of parental responses reveals valuable insights into their perceptions of English integration in primary school. While many parents recognize the importance of English and actively support their children's learning efforts, challenges remain regarding language proficiency and differentiation between languages. This highlights the need for effective teaching strategies to address these challenges and support students' bilingual development.

Question 6: Two terms have passed since the integration of English in the third year of primary school. How do you find your child's level?

Parents' Responses	Excellent	Good	Weak
Number	02	12	06
Percentage	10 %	60 %	30 %

The majority of parents (60%) believe that their children's level in English is good, while 30% consider it weak. Only two parents (10%) claim that their children excel in this language. This indicates that students place significant importance on learning this new foreign language.

Question 7: What was your reaction upon learning that the Ministry of Education would introduce English in the third year of primary school?

Parents' Responses	Satisfied	Somewhat Satisfied	Unsatisfied
Number	13	05	02
Percentage	65 %	25 %	10 %

From this table, we can conclude that the majority of parents have a positive attitude towards the introduction of English in the third year of primary school, with most expressing satisfaction (65%). Only 10% reported dissatisfaction with this decision. Parents are generally receptive to this new reform, as English represents an enhancement for the Algerian educational system.

Question 8: Do you think that teaching English in the third year of primary school is a good decision? Why?

Thirteen parents affirm that teaching English in the third year of primary school is a good decision, citing its status as an international language that will help develop Algeria's educational system. However, some believe it is a hasty decision, arguing that not enough time was given for proper training of teachers in English.

Question 9: Do you believe it is easy for a third-year primary student to learn two foreign languages (French and English) simultaneously?

Parents' Responses	Yes	No
Number	14	06
Percentage	70%	30%

Fourteen respondents answered "yes," indicating an openness among Algerians to other languages and expressing confidence in children's ability to master multiple languages from a young age. Conversely, six individuals disagreed, suggesting that it is impossible for a child to learn two languages simultaneously. Some parents believe that integrating English from the third year could lead to bilingualism in English and French among their children.

Analysis and Interpretation of Results from Interviews

The interviews conducted with parents were carried out under favorable conditions. The participants were aware of the purpose of our research. Each interview was recorded using a smartphone placed in front of the speakers, who were informed about the recording (transcriptions are included in the appendix).

From these three recorded interviews, we observe two opinions supporting the integration of English into primary school starting from the third year, contrasted with one opposing viewpoint. In the last interview, one participant supports the integration but believes that responsible parties should gather all necessary resources for the success of this linguistic reform regarding English learning at the primary level.

According to the first parent interviewed, English is an essential language. They stated, "Our children must learn and master it since it is an international language." The second parent views the integration of English into primary school as a wise decision, suggesting it could accompany French as a second language. However, they emphasized that "the curriculum needs to be reviewed as it is too overloaded; the ministry must lighten it, as I find it outdated."

Additionally, they expressed concern that this decision was made hastily without allowing sufficient time for optimal conditions to be established since it pertains to the future of an entire generation.

In summary, while there is general support for integrating English into primary school among parents, concerns about implementation and curriculum adequacy remain significant. This highlights the need for careful planning and resource allocation to ensure successful language acquisition for students.

Conclusion

This paper falls within the field of sociolinguistic research, focusing specifically on the representations and attitudes of parents regarding the introduction of English in the third year of primary school. Our initial objective was to closely examine how parents reacted to the implementation of this new reform.

After describing and analyzing the results obtained through our quantitative research, which allowed us to interpret the findings from the questionnaire, we also conducted qualitative studies based on recorded interviews. This approach provided us with an opportunity to analyze in depth the perceptions of the parents surveyed.

Furthermore, this investigation revealed both positive and negative representations among parents. The key findings regarding parental attitudes can be summarized as follows:

-**Positive Attitudes**: Most parents exhibit a positive attitude towards the introduction of English in third-year primary classes. However, this decision has been met with skepticism by some parents.

- **Perception of English:** The majority of parents view English as a language of the future, recognizing its increasing presence in various domains within Algeria. They consider it essential for preparing younger generations for greater openness to the world.

- **Language of Development:** For some, English is seen as a language of development. The teaching and learning of English have become necessary and even imperative.

- **Parental Involvement:** Parents assert their ability to assist and guide their children, as most possess basic knowledge of this second foreign language.

-**Enthusiasm for Language Learning:** Many parents observe that their children are enthusiastic about learning foreign languages, suggesting that it is feasible for them to learn two languages simultaneously. Nonetheless, some believe it may be challenging for a third-year primary student to assimilate new knowledge and skills at once.

- **Support for Reform:** Overall, our study confirms our hypotheses that most parents support English language learning in primary school but feel that this decision was implemented too quickly.

Despite the rapid implementation of English instruction, we can conclude that the state has deployed all necessary resources to ensure that this teaching occurs under favorable conditions. This study has provided us with a comprehensive understanding of the introduction of English in primary school in Algeria. We believe it would be interesting for future research to explore whether these results remain consistent or vary across other grade levels (fourth and fifth years).

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