Chapter 15
Introducing English as a Second Language to the Algerian Primary Schools

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ABSTRACT

The Algerian educational system of today is different from that of years ago; more approaches are included, more teaching techniques are combined, and the emphasis on language learning has grown. Primary, middle, and high schools offer classes in Arabic, French, and Tamazight. It would be vital to incorporate English into primary schools in light of the government's plan to designate it as a second language in addition to French. This produces a generation that can advance in linguistic proficiency. Of course, switching from French to English, a language that has been used as a second language for hundreds of years, is difficult. The most important weapon for change is education. Such a change obviously meets numerous hurdles and difficulties; for instance, there needs to be an adequate number of teachers and instructors who can spread the language at all levels. This chapter focuses on the methods, requirements, and challenges of introducing English to the Algerian primary school and the potential obstacles that policymakers and educators may face when teaching English.

INTRODUCTION

All facets of life, including education, are impacted by today's changing world. People's needs and aspirations change as the socioeconomic and political order shifts, bringing new difficulties. One of the

most significant indicators of a nation's development is changes in how foreign languages are taught, which can occur over time and in different nations. Significant foreign language teaching and learning changes were observed in Algeria and many other nations (Alhuzay, 2015). Since Algeria's independence, planning for foreign languages has been a hot topic. According to their status and the parameters of Algeria's language policy, Algerian educators define foreign languages in the context of education. To replace French in the educational system, English was one of these languages introduced into Algerian primary schools in 1993. However, this project was abandoned in its early stages for various reasons (Marouf, 2017).

The English language is widely spoken worldwide; it has developed into an international lingua franca. Many countries have encouraged its use in society or schools (Crystal, 2003; Phillipson, 2008). This movement, known as globalization, has prompted Algerian decision-makers to reevaluate their current language policies to meet the needs of the Algerian people in learning this essential language and reintroducing English in primary schools (Manseur, 2020). The present chapter investigates the process of teaching and learning English as a foreign language at Algerian Primary schools. It focuses on the prerequisites, the instructional strategies, and any potential difficulties faced by decision-makers and specialists in education when integrating English instruction into Algerian primary schools. This investigation provides some proposed recommendations and strategies and identifies some pedagogical considerations that should be considered for future implementation success.

LINGUISTIC PROFILE OF ALGERIA

Algeria has a very intriguing linguistic environment. From independence in 1962 and for years, this country was 'officially' monolingual, with classical Arabic as the official and national language. However, this did not prevent the social presence of other languages. The latter have long 'fought' for their survival. They remain present in the Algerian cultural heritage. Modern Standard Arabic (MSA), Algerian Arabic (AA), Tamazight, and French are the official languages of Algeria today, which all have a significant impact (Rouabah, 2022).

ARABIC

In terms of both speaker count and floor space, it is the most extensive. It would typically be structured in a continuum of registers (language varieties), ranging from the most standardized register to the least standardized, in Algeria and the rest of the Arab world. First is fusha (or classical) Arabic (CA), used in the Koran. Speaking specifically among religious men, it is distinguished by a complex grammatical structure, followed by standard or modern Arabic (MSA), a proper language of intercommunication between all Arabic-speaking nations; then comes the "dialect of the cultivated" or the Arabic used by educated people, and finally comes the register whose acquisition and use are the most spontaneous, or what is commonly referred to as the dialects or speeches that are distributed in all nations in local and regional variants (Boudjedra, 1992/1994).

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