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## Attitudes Of Primary School Teachers Towards The Integration Of English In Primary Schools - A Field Study On A Sample Of Primary School Teachers In The Primary Schools Of Ghardaïa Province-

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### Abstract:

The aim of the current study was to explore the nature of primary school teachers' attitudes toward the integration of the English language in primary schools, based on a sample of 90 teachers from primary schools in Ghardaïa province. The study also aimed to examine whether there are statistically significant differences based on two variables: (1) specialty and (2) years of experience. To answer the research questions and test its hypotheses, the descriptive method was used. A questionnaire developed by the researchers was utilized to collect data. The study yielded the following results:

- Primary school teachers' attitudes toward the integration of English in primary education are positive.
- There are no statistically significant differences in primary school teachers' attitudes toward the integration of English in primary education based on the variable of specialty.
- Statistically significant differences were found in primary school teachers' attitudes toward the integration of English in primary education based on the variable of years of experience, with the differences favoring teachers with less than 10 years of experience.

**Keywords:** Primary school –teachers-' attitudes.

### Introduction

#### Research Problem:

The education sector in Algeria has undergone significant changes in recent years, with the decision to introduce English as a subject in primary schools. This decision is considered an important step in education and the development of the entire educational system, especially

as English has now become the global language of technology and communication with the world.

In recent years, the Algerian educational system has undergone significant transformations as part of a broader effort to reform previous practices and keep pace with the demands of the modern era. Among these reforms, the introduction of the English language at the primary school level stands out as a major step aimed at improving the overall quality of education and enhancing teaching performance. This initiative seeks to enable pupils to acquire English language skills at an early age, thereby helping them avoid potential difficulties in future stages of their academic journey.

The introduction of English in primary education has sparked considerable debate among primary school teachers, with opinions divided between supporters and opponents. Proponents view this measure as a positive opportunity for pupils to learn a globally important language early in life, which could enrich their linguistic competence and open up broader horizons for their future. On the other hand, critics argue that it may negatively affect students' performance in Arabic and other subjects, considering it a source of cognitive overload during a critical stage of their development.

In light of this debate, the present study aims to explore the attitudes of primary school teachers toward the introduction of English in Algerian primary schools, by examining their perceptions and evaluating the potential educational implications of this reform.

### **Study Questions:**

- What is the nature of primary school teachers' attitudes towards introducing the English language in the primary education stage?
- Are there differences in primary school teachers' attitudes towards introducing the English language based on the variable of specialization?
- Are there differences in primary school teachers' attitudes towards introducing the English language based on the variable of experience?

### **Study Objectives:**

- To identify the nature of primary school teachers' attitudes towards introducing the English language in the primary education stage.
- To explore the differences in primary school teachers' attitudes towards introducing the English language based on the variable of specialization.
- To explore the differences in primary school teachers' attitudes towards introducing the English language based on the variable of experience.

**Operational Definition:** The attitudes of primary school teachers towards introducing the English language are a set of knowledge, concepts, and emotional responses expressed by primary school teachers regarding the inclusion of English as a subject in the primary education curriculum, through a questionnaire that was developed.

### **Scope of the Study:**

- **Spatial Scope:** The study is limited to primary schools in the Ghardaïa Province.

- **Temporal Scope:** The study is conducted during the 2024/2025 academic year.
- **Human Scope:** The current study involves 90 teachers, including Arabic and French language teachers, in the primary education stage.

#### **Previous Studies:**

- **Study:** A study by Qasimi Ikram (2023) titled:

"Attitudes of Primary School Teachers Toward the Introduction of English in Primary Education," conducted in the city of Tébessa, at the University of Arabic Ben Mehidi, Oum El Bouaghi. The study aimed to examine the attitudes of primary school teachers toward the introduction of English, as well as to identify the differences in these attitudes based on variables such as gender, educational level, and professional experience. The study sample consisted of 60 teachers (both male and female), who were surveyed using an attitude questionnaire developed by the researcher after ensuring its psychometric properties. The descriptive approach was used in the study, and data were statistically processed using the SPSS software package, utilizing frequency tables and Cronbach's alpha coefficient. The results showed the following:

- The attitudes of primary school teachers toward the introduction of English were positive.
- There were statistically significant differences in the attitudes of primary school teachers toward learning English based on gender.
- There were no statistically significant differences in the attitudes of primary school teachers toward learning English based on educational level and professional experience.

**Study by Qasimi Ikram (2023) titled:** Attitudes of Primary School Teachers Towards Introducing the English Language in Primary Education, conducted in Tébessa, at the University of Larbi Ben M'hidi Um El-Bouaghi. This study aimed to examine the attitudes of primary school teachers towards introducing the English language, as well as to identify the differences in attitudes among teachers based on the variables of gender, educational level, and professional experience. The study sample consisted of 60 teachers (male and female), who were administered an attitude questionnaire developed by the researcher after confirming its psychometric properties. The descriptive method was used, and the data were analyzed using the SPSS statistical software package, employing frequency tables and Cronbach's alpha. The results showed that:

- The attitudes of primary school teachers towards introducing the English language were positive.
- There were statistically significant differences in the attitudes of primary school teachers towards learning English based on gender.
- There were no statistically significant differences in the attitudes of primary school teachers towards learning English based on educational level and professional experience.

**Study by Raqqat Wahida, Talbi Nahid, Karkatou Ahlam, and Chaalal Najat (2023) titled:** Parents' Attitudes Towards Teaching English in Primary Education, conducted in Jijel, at the University of Moulay Youssef Ben Yahia. This study aimed to explore the nature of the attitudes parents hold regarding the teaching of English, as well as to examine the differences in parents' attitudes towards teaching English. The sample consisted of 106 parents (53 male and 53

female), who completed an attitude questionnaire developed by the researchers after ensuring its psychometric properties. The descriptive method was applied, and the data were analyzed using SPSS software, focusing on reliability, frequency, and percentages. The results revealed that:

- Parents had positive attitudes towards teaching English in primary education.
- Parents had positive attitudes towards teaching English in the third-grade primary school curriculum.
- Parents had positive attitudes regarding children's ability to learn English.
- Parents had positive attitudes about the importance of learning English in primary education.

**Study by Shaima Harizi and Hala Mkhtari (2023) titled:** Teachers' Attitudes Towards Teaching English in Primary Schools in the municipality of Hammam Dhalla, M'sila, at Mohamed Boudiaf University of M'sila. The study aimed to explore the nature of teachers' attitudes towards teaching English in primary education, as well as the differences in teachers' attitudes based on gender, seniority, and educational qualifications. The sample consisted of 50 teachers, who were administered an attitude questionnaire developed by the researchers. The descriptive method was employed to achieve the study's objectives, and the results showed that:

- Primary school teachers had positive attitudes towards teaching English in primary education.
- There were no statistically significant differences in the attitudes of primary school teachers towards teaching English based on gender, seniority, or educational qualifications.

**Study by Sara Zayz and Sakina Brahimi (2023) titled:** Parents' Attitudes Towards Teaching English in Primary Education at the Ahmed Afak Primary School in Tébessa, as a model, conducted at the University of Cheikh Larbi Tebessi, Tébessa. The study aimed to identify the attitudes of parents regarding the conditions for introducing the English language in primary education, as well as their support in helping their children learn and study English in primary education. The study also explored parents' attitudes towards the English language textbooks used in primary education. The descriptive method was used, and the researchers distributed 48 questionnaires. After collecting and analyzing the responses, the results indicated that:

- The conditions for introducing English in primary education were favorable and supportive for students.
- Parents' involvement in helping their children acquire English in primary education encouraged students to learn and master the language.
- The English language textbook met the criteria of the new school textbook.

### **Theoretical Framework of the Study:**

#### **Definition of Attitude:**

#### **Definition of Bugardous:**

Bugardous defines attitude as the individual's tendency or behavior towards elements of their environment, either drawing closer or moving away from them, influenced by the positive or negative norms presented by this environment. (Saad, 2008, p. 376)

#### **Definition of Thurstone:**

Thurstone, a pioneer in the field of psychological attitude measurement, views the psychological attitude as a generalization of an individual's responses that either draws their behavior closer or farther from a particular object. Therefore, it can be said that Thurstone emphasizes the primacy of motivation over attitudes, or in other words, attitudes are the result of the positive or negative generalizations of an individual's responses. (Saad, 2008, p. 376)

#### **Definition of Allport:**

Allport defines attitude as a state of readiness or neuropsychological preparedness, through which an individual's experience is organized, exerting a dynamic or guiding influence on their responses to all subjects and situations that provoke such responses. (Maani, Bazzazi, 2015)

#### **Definition of Zahran:**

Zahran defines attitude as a hypothetical construct or variable, a psychological readiness or learned mental preparation to respond positively or negatively towards people, things, subjects, situations, or symbols in the environment that provoke such responses. (Zahran, 1970, p. 114)

#### **Components of Attitude:**

##### **Affective Component:**

This component is inferred from the individual's emotions and feelings, which include love, admiration, attraction, repulsion, or preference and non-preference. All of these emotions indicate the positive or negative nature of the object related to the attitude, which can be measured in terms of direction and intensity. If the individual's responses towards women's education are positive, it indicates that they hold feelings of love and acceptance towards this issue. On the other hand, if they hold feelings of rejection or aversion toward it, this would indicate a negative attitude. This component is considered the most important for attitudes. (Shemal Hassan, 2003, p. 279)

##### **Cognitive Component:**

The cognitive component encompasses all of the individual's cognitive processes, beliefs, and ideas related to the attitude object. It includes the arguments or justifications that the person uses to accept or support the attitude object. If the issue involves a preference for one subject over another, this process requires certain cognitive activities such as discrimination and understanding. The cognitive component of attitude can be seen when measuring attitudes toward women's work, which reflects how capable a woman is of working and how well she performs in this role.

##### **Behavioral Component:**

This component refers to the behavioral patterns expressed by the individual that directly relate to the attitude object. (Shemal Hassan, 2003, p. 280) Or, it refers to the individual's planned behavior towards the attitude object, meaning it refers to the way the individual intends to treat the attitude object in a specific situation. (Al-Jabali, 2003, p. 237)

### **Characteristics of Attitudes:**

Most books on social psychology mention several characteristics that distinguish attitudes. The most important of these characteristics can be summarized as follows:

- **Acquired and Related to the Environment:**  
Attitudes are acquired from the environment, starting from birth. They are not hereditary or innate.
- **Acquired Over a Relatively Long Period:**  
Attitudes develop over a long period of time and are shaped through numerous and diverse experiences.
- **Psychological Attitudes are Bimodal:**  
Psychological attitudes fall between two opposing extremes: one positive and the other negative, i.e., between absolute approval and absolute opposition.
- **Attitudes are Multidimensional:**  
Attitudes are composed of three dimensions: cognitive, affective, and behavioral (motor). (Judat, 2004, p. 271)
- **Predictive of Responses:**  
Attitudes allow us to predict an individual's response to specific social stimuli. (Al-Anoum, 2009, p. 199)
- **Hypothetical Constructs:**  
Attitudes are hypothetical constructs inferred from the individual's observable behavior. For example, a student who has a positive attitude towards a subject will spend more time and effort studying it.

### **Field Study Procedures:**

#### **1. Study Methodology:**

In light of the objectives of the study, which aim to understand the attitudes of primary school teachers toward the introduction of the English language in primary education in the province of Ghardaïa, , we found that the descriptive method is the most suitable for this purpose.

#### **Description of the Study Tool:**

A questionnaire was developed to measure attitudes toward the introduction of English language in primary education. It consists of 20 questions distributed across three dimensions: cognitive, behavioral, and affective, as follows:

- **Cognitive Dimension:** Questions 18, 16, 14, 3, 12, 1, 8, 2
- **Affective Dimension:** Questions 15, 15, 6, 10, 2, 9
- **Behavioral Dimension:** Questions 13, 20, 7, 17, 4

The questionnaire "Teacher Attitudes" is scored according to a five-point scale: Very Agree, Agree, Neutral, Disagree, Very Disagree, with the following scoring key: 1/2/3/4/5.

### Psychometric Properties of the Study Tool:

- **Validity:** To ensure the validity of the questionnaire, we verified it through two methods: Terminal Validity and Internal Consistency Validity.
- **Internal Consistency Validity:** To determine this type of validity, the questionnaire was applied to the pilot study sample. Based on the obtained results from the responses of the sample, the correlation coefficient of each item with the test it belongs to was calculated, as shown in the table below:

**Table 1:** Internal Consistency Results for the Questionnaire Items.

| Item Number | Correlation Coefficient | Item Number | Correlation Coefficient |
|-------------|-------------------------|-------------|-------------------------|
| 01          | 0.61                    | 11          | 0.50                    |
| 02          | 0.60                    | 12          | 0.43                    |
| 03          | 0.59                    | 13          | 0.57                    |
| 04          | 0.58                    | 14          | 0.43                    |
| 05          | 0.61                    | 15          | 0.51                    |
| 06          | 0.55                    | 16          | 0.60                    |
| 07          | 0.45                    | 17          | 0.49                    |
| 08          | 0.50                    | 18          | 0.65                    |
| 09          | 0.57                    | 19          | 0.47                    |
| 10          | 0.43                    | 20          | 0.49                    |

**Note:** Significant at 0.01 level, Significant at 0.05 level.

- **Terminal Validity:** As shown in the following table:

**Table 2:** Results of the "T-test" for the Statistical Significance of Differences Between the Mean Scores of the Two Extreme Groups on the Attitude Tool for Teaching English.

| Sample       | N  | Mean  | Standard Deviation | T-value | Degrees of Freedom | Significance Level |
|--------------|----|-------|--------------------|---------|--------------------|--------------------|
| Upper Sample | 10 | 86.70 | 2.11               | 6.17    | 18                 | 0.01               |
| Lower Sample | 10 | 68.60 | 9.02               |         |                    |                    |

The table above shows that the mean score of the upper group, 86.70, is greater than the mean score of the lower group, 68.60. The calculated **T-value** is 6.17, with degrees of freedom of 18, indicating that the difference between the two groups is statistically significant at the 0.01 level. This confirms the validity of the tool for use in the main study.

- **Reliability:**

- **Split-Half Reliability:** The reliability of the questionnaire was calculated using the SPSS program, and the reliability coefficients are shown in the following table:

**Table 03:** Split-Half Reliability Calculation.

|  |             |
|--|-------------|
| Correlation Coefficient Between Halves | <b>0.71</b> |
| Spearman-Brown Correction Coefficient  | <b>0.83</b> |

The results presented in Table 03 show that the reliability coefficient calculated using the Pearson correlation was 0.71, and after applying the Spearman-Brown correction, the reliability coefficient became 0.83. This indicates that the questionnaire has excellent reliability and is therefore acceptable for use in the main study.

### **Description of the Study Sample:**

#### **Description of the Pilot Study Sample:**

The pilot study was conducted on a sample of primary school teachers in the province of Ghardaïa, consisting of 30 teachers.

#### **Description of the Main Study Sample:**

The main study sample consisted of **90** teachers. The following tables show the distribution of the sample according to the research variables.

**Table 4:** Distribution of the sample based on the variable of specialization.

| <b>Individuals</b>             | <b>Frequency</b> | <b>Percentage (%)</b> |
|--------------------------------|------------------|-----------------------|
| Arabic Language Specialization | 50               | 55%                   |
| French Language Specialization | 40               | 35%                   |
| <b>Total</b>                   | <b>90</b>        | <b>100%</b>           |

**Table 5:** Distribution of the sample based on the variable of experience.

| <b>Years of Work</b> | <b>Frequency</b> | <b>Percentage (%)</b> |
|----------------------|------------------|-----------------------|
| Less than 5 years    | 25               | 28%                   |
| From 5 to 10 years   | 35               | 39%                   |
| More than 10 years   | 30               | 33%                   |
| <b>Total</b>         | <b>90</b>        | <b>100%</b>           |

### **Previous Studies:**



Any scientific study cannot be conducted in isolation; it must rely on previous studies and attempt to build upon them by introducing new variables or data that were not addressed by previous researchers.

### Statistical Methods Used in the Study:

Statistical methods are of great importance, as no researcher can complete their study or verify its hypotheses without relying on them. After administering the research tool — represented by the Five-Factor Personality Questionnaire and Quality of Life Scale — to the study sample, the data were entered and analyzed using the Statistical Package for the Social Sciences (SPSS, Version 20).

### 1. Presentation, Analysis, and Interpretation of the Results of the First Hypothesis:

The hypothesis states:

"We expect that primary school teachers will have positive attitudes toward the integration of the English language in primary education."

Through statistical analysis, the results obtained are presented in the following table:

**Table (06): One-Sample T-Test**

| Variable  | N         | Hypothetical mean | Mean      | Std. Deviation | Degrees of Freedom | T-value      | Significance Level |
|---|-----------|-------------------|-----------|----------------|--------------------|--------------|--------------------|
| Teachers' attitudes toward integrating English in primary education | <b>90</b> | <b>60</b>         | <b>72</b> | <b>8.5</b>     | <b>89</b>          | <b>11.32</b> | <b>0.000</b>       |

As shown in Table (06), the arithmetic mean of the attitudes of primary school teachers toward the integration of English in primary education was 72, which is greater than the hypothetical mean (60). The table also shows that the T-value for the one-sample test was 11.32, which is statistically significant at the 0.05 level. This leads us to accept the proposed hypothesis, namely that the attitudes of primary school teachers toward the integration of English in primary education are positive.

These findings are supported by the study of Saoud (2022), which found that teachers strongly support the English language and are in complete agreement on the necessity of integrating it as a first foreign language at the primary level.

The positivity of teachers' attitudes can be explained by their awareness of the value and importance of the English language, especially as it has become the global language and has gained significant attention in the educational field in recent years, as well as in other domains.

(Kacemi, 2023, p. 498)

Our findings are consistent with both Kacemi (2023) and Saoud (2022).

## 2. Presentation of the Results of the Second Hypothesis:

**The hypothesis states:** "There are statistically significant differences in the attitudes of primary school teachers toward the integration of the English language in primary education based on Specialty."

Through statistical analysis, the results obtained are shown in the following table:

**Table (07): Independent Samples T-Test – Differences Between Means Based on Specialty**

| Variable  | Specialty       | Sample Size | Mean | Std. Deviation | Degrees of Freedom | T-value | Significance Level |
|---|-----------------|-------------|------|----------------|--------------------|---------|--------------------|
| Teachers' attitudes toward integrating English in primary education | Arabic Language | 50          | 73.6 | 8.2            | 88                 | 1.98    | 0.06               |
|   | French Language | 40          | 70.1 | 8.9            |                    |         |                    |

From Table (07), we observe that the arithmetic mean for arabic Language teachers is **73.6**, while for french Language teachers it is **70.10**. The computed T-value for the independent samples is 1.98, which is not statistically significant at the 0.05 level. This leads us to reject the original hypothesis and accept the null hypothesis, which states that:

"There are no statistically significant differences in the attitudes of primary school teachers toward the integration of the English language in primary education based on Specialty."

This result indicates that the attitudes of both arabic Language and french Language teachers are similar and positive toward the integration of English at the primary level. The similarity may be attributed to the shared motivation and enthusiasm among both male and female teachers toward teaching English.

Teachers from both groups may recognize the global role of English in education, technology, and employment. This shared perception leads to similarly positive attitudes, regardless of their language background.

All teachers operate within the same educational environment, dealing with the same students and curricula. This shared experience may result in comparable perspectives on the need for English language integration.

## 3. Presentation of the Results of the Third Hypothesis:

The hypothesis states:

"There are statistically significant differences in the attitudes of primary school teachers toward the integration of the English language in primary education based on years of work experience."

The statistical findings are summarized in the table below:

**Table (08): Independent Samples T-Test – Differences Based on Work Experience**

| Variable  | Work Experience    | Sample Size | Mean  | Std. Deviation | Degrees of Freedom | T-value | Significance Level |
|---|--------------------|-------------|-------|----------------|--------------------|---------|--------------------|
| Teachers' attitudes toward integrating English in primary education | Less than 10 years | 55          | 75.20 | 7.5            | 88                 | 3.67    | 0.000              |
|   | 10 years or more   | 35          | 68.70 | 8.60           |                    |         |                    |

Table (08) shows that the mean score of teachers with less than 10 years of experience was 75.20, while that of teachers with more than 10 years was 68.70. The calculated T-value is 3.67, which is statistically significant at the 0.05 level. Therefore, we accept the initial hypothesis that:

" There is a statistically significant difference in attitudes toward the integration of English in primary education based on years of teaching experience, in favor of teachers with less than 10 years of experience"

**And we explain this as follows:**

- Teachers with less than 10 years of experience may be more open to modern teaching methods and new curricula, such as integrating English language instruction. These teachers are likely more interested in developing their teaching skills and adopting new teaching strategies that align with global trends, including teaching English.
- Newer teachers typically have a greater motivation to participate in training courses and educational workshops that enhance their skills in teaching foreign languages, including English. These teachers may be more willing to apply these skills in their classrooms compared to more experienced teachers, who might be more committed to traditional methods.
- Teachers with less experience may be more engaged with technology and modern educational tools that support the teaching of English. This generation of teachers is likely more familiar with using digital resources and interactive learning materials that facilitate English language learning.

## Conclusion

This study was conducted to investigate the attitudes of primary school teachers toward the integration of the English language in primary education, with the aim of shedding light on some of the desired objectives, which include:

- Investigating the nature of primary school teachers' attitudes toward the integration of English in primary education.
- Examining whether there are differences in primary school teachers' attitudes toward the integration of English in primary education based on the variables of specialty and professional experience.

The findings were as follows:

- Primary school teachers' attitudes toward the integration of English in primary education are positive.
- There are no statistically significant differences in primary school teachers' attitudes toward the integration of English in primary education based on the variable of specialty.
- Statistically significant differences were found in primary school teachers' attitudes toward the integration of English in primary education based on the variable of years of experience, with the differences favoring teachers with less than 10 years of experience.

Based on the findings, the following suggestions are proposed:

### **Recommendations:**

- Designing programs to modify psychological attitudes.
- Conducting further studies on primary school teachers' attitudes toward the integration of English in primary education.
- Develop psychological intervention programs aimed at shaping or reinforcing positive teacher attitudes.
- Encourage further research on the attitudes of primary school teachers toward the integration of the English language into primary education, to expand understanding and improve implementation strategies.
- Provide professional development opportunities: Offer regular training sessions and workshops for teachers to improve their skills in teaching English at the primary school level, which could help shift attitudes and enhance teaching effectiveness.

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