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The Challenges that face Teaching English as a Foreign Language for Algerian Pupils in Primary School

Dissertation Submitted to the Department of Foreign Languages as Partial   Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Declaration

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DECLARATION OF INTEGRITY

I, "**KEBBOUL WAHIBA**", solemnly declare that the dissertation titled "**The Challenges that face Teaching English as a Foreign Language for Algerians Pupils in Primary School**" submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

*First, we begin by thanking **Allah** for helping in carrying*

out this achievement work

our thanks go to our honorable parents.

To my dear father, who always gives me dose of optimism that I am able to succeed,

And my dear mother, who did not forget me with her prayers.

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Finally, I would like to thank my supervisor;

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Abstract

English is the first global language that is used among all the inhabitants of the globe. In this research, the study addressed the challenges facing teaching English as a foreign language in primary schools in Algeria for the first time. After the decision to implement the inclusion of English as an educational subject in primary school, the Ministry of Education began to train teachers and assign them the necessary tasks. In so doing it seems that it would not use to carry out the obstacles of teaching English in Algeria in primary schools, providing the suitable environment for students, and describing procedures that improve the environment for teaching English in Algeria. We implemented the descriptive approach, whereby a questionnaire was given to 22 primary English teachers, and a classroom observation was conducted to collect the necessary data. The results revealed the weaknesses of the educational structure in terms of teaching methods, the excessive use of Arabic language during teaching for some teachers, one teacher is responsible about three schools. The results also showed that time insufficient, and the overcrowded classroom, which did not enable the practice of educational activities other than the use of textbooks, and finally the lack of educational technology. This study aims at shied the light on how this decision will be carried since the first time suggesting.

Key Words: challenges, English language in primary school, in Algeria for the first time

List of Abbreviation

ALM: Audio-Lingual Method

CLL: Community Language Learning

CLT: Communication Language Teaching

DM: Direct Method

GTM: Grammar Translation Method

LA: Lexical Approach

SA: Structural Approach

TBI: Tasked-Based Instruction

TBLT: Tasked-Based Language Teaching

TEFL: Teaching English as Foreign Language

TEM: Teaching English Method

TESL: Teaching English as Second Language

TESOL: Teaching English to Speakers of other Languages

TPR: Total Physical Response

List of Contents

GENERAL INTRODUCTION

CHAPTER ONE: THEORETICAL PART

SECTION ONE: Teaching English as Foreign Language

CHAPTER TWO: FIELD WORK

List of Figure

List of Table

General Introduction

Contents

1 Introduction

What hides the language struggle in Algeria is that it manifests itself in the identity struggle, in which Arabs support the acceptance of English as a second language, see French as a colonial language that denies the existence of a threatened Arab, and faced with the Westernization Movement People, mostly (Franco- priests); they seem to carry the banner of defense. As for Amazigh, he is still looking for a standard language, bringing together the diaspora of local Amazigh dialects such as Kabyle, when in reality he only bets on French because it is an alternative language and all done. Given the struggle for linguistic identity between the supporters of Arabic and the supporters of Amazigh Arabic (H.Zahar, 2022).

For his part, Journalist Abd al-Latif Belkaim believed that the decision to switch to English was a defining moment in the history of the Algerian language trade, as most academic scientific experiments, research and studies of life in the world are exported. Young people start choosing English in learning as a second language. It will suffice here to recall what the former minister of education said in the early 90s, Dr. Ahmed bin Mohammad was arrested for conspiracy to leak baccalaureate exam questions because he supported the law for the universalization of Arabic and could choose English as an optional language in public education alongside French, "English is under attack from the West. Under my reign, the Arabs were attacked in the same way. This means that, especially in Algeria, English is almost a sibling of Arabic, as they oppose the human domination of French, which is scientifically backward, but advanced enough to make customers feel at home.

English is one of the largest language families in the world (Crystal, 1997). It is one of the most prestigious and dominant languages. English is the most widely spoken language and has received worldwide attention for its growing importance in

globalization (Crystal, 1997). In Algeria, English took the best position at the beginning of 2019, when the Ministry of Higher Education and Scientific Research decided to accept it as the language of scientific studies and to discuss graduation marks on the grounds that "it is the first language" of the world of science and knowledge. (Mimouni, 2022).

According to the opinions of community members, they believe that English is the most popular language in modern education. Indeed, English is a powerful tool for success in various fields of science and technology, as well as a means of intercultural and international communication (Crystal, 1997).

Indeed, currently English has advantages in science. However, many people around the world face various challenges in learning and mastering it have been noticed. Let us go back to the differences in native dialects, the main language used at home, the percentage of English language used in daily life, the abilities and skills of the facilitators and the intelligence of the students in relation to the learning environment and teaching (Gross, 1971). In Algeria, the situation is different, English is considered only as the "school language". Second, most spoken language after the first language "Arabic", the second language of the country is "French" because it was the language of the French colonizers and after independence, the French-speaking elite took over the country politically, culturally state and military spheres. French came to be promoted by these alienated elites, not because it was the language of colonialism, but because it was a (war booty).

The debate over the language in Algeria takes on an ideological dimension every time, as the country has lived through the struggle of two classes of elites, the supporters of Arabic and the defenders of French, since 1975, the date of the approval of Arabization (the generalization of education in the Arabic language). In

2019, it was the first step of change the head of the National Union of Education and Training Workers (an independent union), Sadiq Diziri, told Anadolu Agency that the decision to teach English at the primary level "came late and is an old demand." However, the existence of English language in Algeria is not a new matter in the public debate, as many elites have been calling for nearly 4 decades to generalize its teaching in the four educational stages (elementary, intermediate, secondary, and university).

After independence in 1962, Algeria sought to get rid of the dependence on French colonialism and the limitation of the French language. Khababa showed that the educational aspects since 1976 in Algeria are taught in Arabic, only the financial and tax departments deal in French and he addressed the simple citizen in it. Khababa was considered the defenders of the French language "They do not have a convincing justification, as they say that it is a spoil of war and that we have been dealing with it for a long time, but the French themselves learn and encourage English."

Teaching English in Algeria face challenge, because the Ministry has decided now to teach English alongside French as a primary decision in primary schools, starting from the third year of primary school. According to general opinion, there may be difficulty for the nine-year-old student in his ability to balance between French and English, as they are two languages that he learns in one year. In addition, the historical linguistic proximally between the two languages after the Norman invasion of England in the year 1066, and the control of the French language on the court and the government led to the influence of the English language on French. According to Laura K. Lawless, she considers modern English to be one-third of French, along with linguist Henrietta Walter who estimates that English is two-thirds of French.

The decision of start teaching English at primary school was started in 1993, to give the opportunity to the pupils to learn foreign language. They were have to choose between English and French, but parents preferred French rather than English for their children.

Generally, the most challenges that made English language rejected as a teaching subject in primary school, this was due to the parents 'refusal, francophone ratio, and the belief of the Algerians that French is an integral part of the Algerian identity. This led to push back from English language in previous years. Additionally, a lack of work positions and a lack of educational experience, made weak demand for university students to choose it as a scientific specialty. However, the new refrain makes high demanded by students to major English.

Therefore, this study looks for the main challenges that face our pupils in learning English as foreign language in Algeria foe the first time.

2   Statement of the Problem

Algeria is linguistically mixed, as Arabic and Amazigh are the two official languages in Algeria, and the French language comes second as a language taught in primary schools up to university levels (starting from the age of nine). Algeria is the third country in the world that speaks the French language after France and the Democratic Republic of the Congo, with a third of the population of Algeria (15 million people). Therefore, the Algerian state works to reduce dealings in French as war spoils. Last July, Algerian President Abdelmadjid Tebboune ordered the start of teaching English in primary schools 2022/2023, as it is the international language for transactions in all fields (Basil Darwish, 2022).

Although it was a presidential order by national popular demand, the Francophone partisans showed their annoyance at this shift as their preferred language was

slipping away. They saw it as a political change only, Riyad Ghazili, a lecturer of the French language at the University of Boumerdes, stressed the need for French intervention in this decision to stop this exchange between the French language and the English language, because it would lose its defenders and cultural influence. He also added that the country only seeks to impose the Arabic language and include English Only as a neutral language. "English is a universal language and it is more useful than French for travel," said management student Suhail Al-Zawawi. He added, "If you want to work in Algeria, you need French, but if you want a job in Europe, Canada and the United States, you need English." Nurse Abdul Rahim Sarkawi, 23, said: "Young people love to speak English because everyone speaks it, and French is not spoken except in a number of countries," adding that the history of colonialism deterred us from learning French.

The government is seeking to provide all appropriate conditions, including textbooks, and experienced teachers of the English language under specialized training, in order to show good results. Algeria is not the first in Africa to adopt English language in primary schools, there were other countries such as Tanzania and Rwanda... and others. According to Ennahar newspaper, the results of the English language class in the primary school showed good results compared to expected expectations.

3   Significance of the Study

Realizing the need of today's pupils and work toward their achievement is a goal that all teacher focus on. This study is undertaken to explore how teachers in classes carry out teaching English challenges and how pupils interact.

4   Research Aims

Two aims, a main general one and specifics will guide this study.

4.1 General Aim

The general object of the study was to assess the challenges facing primary school pupils in learning English as a foreign languages.

4.2 Specific Aims

- To examine the ability of teacher to manage teaching English as subject in primary school

- To examine pupils learning environment of English language in the study area.

- To describe measures for improving the environment for English teaching and learning.

5 Research Questions

We have two sections, which are general and specific.

5.1 General Research Question

The main research question in general is" what are the challenges facing primary school pupils in learning English in Algeria."

5.2 The specific Research Questions

a. What is teachers' ability to facilitate teaching/learning of English language?

b. What is pupils' English learning environment in study area

c. What are the measures should be taken to improve the English teaching and learning environment?

6   Research Methodology

The research is case of study tackles the challenge that investigating teaching English as a foreign language for pupils in primary school in Algeria. The study is exploratory in nature. Hence, we relay on qualitative and quantitative method since it investigate the perspective, attitude, and experience of pupils and teachers as well on the issue.

6.1   Data Collection Tools

This research relies on the main tool for data collection with teachers. The questionnaire design submitted to teachers incorporated both closed and open-ended questions, and give the respondents to choice. To enhance our research, we adopt classroom observation method to investigate the challenges.

6.2   Population and Sample

The research involves English foreign language teachers in primary school. The reason behind choosing this participant because they teach English for pupils in primary for the first time, and they have imperative knowledge about the challenges and problems that pupils face. We randomly choose 22 teachers to respond to the questionnaire. We relay on classroom observation to enhance the questionnaire.

7   Structure of Study

This dissertation is divided into two main parts. Chapter one highlights the teaching English as a foreign language and the challenges of teaching English as foreign language as foreign language for pupils in primary school. Chapter two, covers fieldwork and data analysis.

Chapter one, includes the general study of the research we divided in two sections. Section one; It discusses the teaching English as a foreign language by giving general information about the teaching English as foreign language; by

mention the methods, theories, techniques, and materials. Section two, it deals with the most important problems and challenges faced teaching English for Algerians pupils in primary school; in addition to shedding light on how balance is made between learning English and French at the same year for the first time pupil's life without a background about the two languages.

Chapter two; we analyze the questionnaires that we have done with primary teachers' school of English language.

8 Limitation of Study

Regarding the limitations of the study, the planned methodology was relied upon. We did a short-term class supervision due to the change of supervising teacher at the last moments, and therefore we relied on these observations, although they were not sufficient. In addition, we conducted an online survey for English language teachers, due to the lack of teachers in the area in which they live. We found it very difficult to get the teachers' answers, as 30 teachers agreed, but we could only collect 22 teachers. Whenever we contact them, we are ignored, although some of the respondents did not answer all the questions

Chapter One
The Theoretical Part

Section One
Teaching English as Foreign Language

Content

Introduction

English is the language of international communication, the media and the internet, so learning English is important for socializing and entertainment as well as work. With the beginning of the twenty-first century, interest in teaching the English language has increased in various countries of the world, as it has become the first requirement for teaching and learning.

In this chapter, we have highlighted the teaching of English as a foreign language and mentioned its importance, aims, and Algeria policy by adopting English. In addition, we provided details about the challenges facing teaching English in primary school in Algeria from all internal and external factors.

1.2   Defining Key Terms

Teaching: is the concerted sharing of knowledge and experience, which is usually organized within a discipline and, more generally, the provision of stimulus to the psychological and intellectual growth of a person by another person or artifact.

Learning: Refers to the process of acquiring knowledge, skills and attitudes. A specific course, topic, or topic (Lemke, 1989) relatively permanent a change in behavior acquired through experience or training. Therefore, learning is the process of acquiring knowledge, skills, and attitudes that help people grow, recognize and expand critical knowledge, skills and attitudes, important in life and communication.

Language: It refers to the ability to communicate thoughts and feelings. It is a tool and a place where thoughts and feelings are transmitted for   communication

Language of instruction: It is the language used in the teaching and learning process.

Mother tongue: It is the first language a person acquires in early childhood. It is the first language a person learns to speak, the mother tongue.

Second language: If you have learned a language in addition to your native language other than your mother tongue.

Foreign language: A language that learned in areas where the language is not commonly spoken.

Learning environment: Refers to educational approaches, cultural contexts, or physical environments in which teaching and learning take place (Bloom, 1974). Teaching and learning takes place here.

Methods: are the broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods. Teaching methods help students: master the content of the course. learn how to apply the content in particular contexts.

Techniques: defined as an integrated organization that includes a set of materials, devices, tools, and educational attitudes that the teacher uses to clarify an idea or to change a vague concept in order to contribute to a better state of the educational process.

1.3   Teaching English as Foreign Language or Second Language

1.3.1   Definition

The terms teaching English as second language (TESL), teaching English as foreign language (TEFL), and teaching English to speakers of other languages (TESOL) distinguish between a class's location and student population. TEFL describes English language programs that occur in countries where English is not the primary language. For some jobs, the minimum TEFL requirement is a 100-hour course; however, the 120-hour course is strongly recommended as it often yields higher-paying teaching positions. TESL and TESOL include English language programs that occur in English-speaking countries (Divine, Betsy.2020)

Often, these classes serve populations who have immigrated there (either temporarily for school or work or permanently) or whose families speak another language at home. Teaching English as a second language is regarded as an outdated term because students may speak more than one language before they study English. Students who are learning English in their home country, typically in a school, are EFL (English as a foreign language) students. More generally, students learning English are referred to as ELLs (English language learners).

1.4   Importance of Teaching English

There is no doubt that the English language is a universal language, and learning and teaching it plays a major role in the intellectual and cultural development of the individual and society.   Here we mention the importance of teaching English:

1.   Being able to speak English is not just about being able to communicate with native English speakers; it is the most common second language in the world. If you want to speak to someone from another country, the chances are that you will both be speaking English in order to communicate.

2.   Research from all over the world shows that cross-border business communication is most often conducted in English and many international companies expect employees to be either fluent in English or at least be able to communicate effectively if English is their second language. Even companies such as Rakuten, a Japanese tech conglomerate similar to Amazon and eBay, have made it compulsory for their employees in Japan to be able to speak English. The importance of learning English in the international marketplace cannot be understated – it is the common language used by

companies and businesses the world over and vitally important if you wish to succeed in your career.

3.   By learning English, you will have access to a wealth of entertainment and will be able to have a greater cultural understanding, allowing you to enjoy your movies, novels and favorite playlists even more. Moreover, do not forget that watching movies and television programs in English is also a fun way to learn the language.

4.   Learning English gives, you access to more of the internet. According to a report by Education First, English is the language of the internet. Learning English is important, as it will let you enjoy over half the content on the internet. Knowing how to read English will allow you access to billions of pages of information, which you otherwise would never have read or understood.

1.5   Teaching English Theories

Many linguists and philosophers have expressed their opinion about teaching English as a foreign language, by presenting various theories, including:

1.5.1   Behaviorism

It assumes that behavior is either a reflex evoked by the pairing of certain antecedent stimuli in the environment, or a consequence of that individual's history, including especially reinforcement and punishment contingencies, together with the individual's current motivational state and controlling stimuli. Watson devised methodological behaviorism, which rejected introspective methods and sought to understand behavior by only measuring observable behaviors and events. F. Skinner suggested that covert behavior—including cognition and emotions—is subject to the

same controlling variables as observable behavior, which became the basis for his philosophy called radical behaviorism.

While Watson and Ivan Pavlov investigated how (conditioned) neutral stimuli elicit reflexes in respondent conditioning, Skinner assessed the reinforcement histories of the discriminative (antecedent) stimuli that emits behavior; the technique became known as operant conditioning.

The application of radical behaviorism—known as applied behavior analysis—is used in a variety of contexts, including, for example, applied animal behavior and organizational behavior management to treatment of mental disorders, such as autism and substance abuse.

In addition, while behaviorism and cognitive schools of psychological thought do not agree theoretically, they have complemented each other in the cognitive-behavior therapies, which have demonstrated utility in treating certain pathologies, including simple phobias, PTSD, and mood disorders.

1.5.2 Congnitivism

Cognitive theory mainly stresses the acquisition of knowledge and growth of the mental structure. Cognitive theory tends to focus on conceptualizing the student's learning process: how information is received; how information is processed and organized into existing schema; how information is retrieved upon recall.

In other words, according to Mandler (2002) cognitive theory seeks to explain the process of knowledge acquisition and the subsequent effects on the mental structures within the mind. Knowledge acquisition is an activity consisting of internal codification of mental structures within the student's mind. Inherent to the theory, the student must be an active participant in his/her own learning process.

Cognitive approaches mainly focus on the mental activities of the learner like mental planning, goal setting, and organizational strategies.

1.5.3 Constructivism

Constructivism in education has roots in epistemology, which − in philosophy − is a theory of knowledge, which is concerned with the logical categories of knowledge and its justification basis. In constructivism, hence, it is recognized that the learner has prior knowledge and experiences, which are often determined by their social and cultural environment. Learning is therefore done by students' "constructing" knowledge out of their experiences.

Piaget views tended to focus on human development in relation, to what is occurring with an individual as distinct from development influenced by other persons. Lev Vygotsky's (1896-1934) theory of social constructivism emphasized the importance of sociocultural learning; how learners form mental constructs through the zone of proximal development internalizing interactions with adults, more capable peers, and cognitive tools. Expanding upon Vygotsky's theory Jerome Bruner and other educational psychologists developed the important concept of instructional scaffolding, whereby the social or informational environment offers supports (or scaffolds) for learning that are gradually withdrawn as they become internalized. Views more focused on human development in the context of the social world include the sociocultural or socio-historical perspective of Lev Vygotsky and the situated cognition perspectives of Mikhail Bakhtin, Jean Lave and Etienne Wenger; Brown, Collins and Duguid; Newman, Griffin and Cole, and Barbara Rogoff. The concept of constructivism has influenced a number of disciplines, including psychology, sociology, education and the history of science. During infancy, constructivism examined the interaction between human experiences and their reflexes or behavior-patterns. Schemes are not to be confused with schemata, a

term that comes from schema theory, which is from information-processing perspectives on human cognition.

Constructivism does not refer to a specific pedagogy, although it is often confused with constructionism, an educational theory developed by Seymour Papert, inspired by constructivist and experiential learning ideas of Piaget.

1.5.4   Social Constructivism

Social constructivism is a sociological theory of knowledge according to which human development is socially situated and knowledge is constructed through interaction with others. Like social constructionism, social constructivism states that people work together to construct artifacts.

A more complex example is an online course—not only do the 'shapes' of the software tools indicate certain things about the way online courses should work, but the activities and texts produced within the group as a whole will help shape how each person behaves within that group.

A person's cognitive development will also be influenced by the culture that they are involved in, such as the language, history and social context.

1.5.5   Krashen's Monitor

In the monitor model, linguist Stephen Krashen proposes that language learning is accomplished either through learning (formal, conscious learning about language) or through acquisition (informal, subconscious learning through experience with language).

The monitor plays only a minor role in developing fluency, compared to the role of acquisition (Sim Kady, 2021).

1.5.6 Acculturation

Acculturation is a process of social, psychological, and cultural change that stems from the balancing of two cultures while adapting to the prevailing culture of the society. The effects of acculturation can be seen at multiple levels in both the devotee of the prevailing culture and those who are assimilating into the culture.

At this group level, acculturation often results in changes to culture, religious practices, health care, and other social institutions. At the individual level, the process of acculturation refers to the socialization process by which foreign-born individuals blend the values, customs, norms, cultural attitudes, and behaviors of the overarching host culture. Under normal circumstances that are seen commonly in today's society, the process of acculturation normally occurs over a large span of time throughout a few generations. Physical force can be seen in some instances of acculturation, which can cause it to occur more rapidly, but it is not a main component of the process. More commonly, the process occurs through social pressure or constant exposure to the more prevalent host culture.

Despite definitions and evidence that acculturation entails a two-way process of change, research and theory have primarily focused on the adjustments and adaptations made by minorities such as immigrants, refugees, and indigenous people in response to their contact with the dominant majority.

1.6 Teaching English Methods

In the course of the history of teaching English as a foreign language, many methods and approaches have been relied upon. Each method is less popular until another comes in more demand. Here we have mentioned all the approved methods.

1.6.1 The Direct method

The direct method of teaching English is also known as the Natural Method. It is used to teach a number of different languages not just English, and the main idea of the Direct Method is that it only uses the target language that the students are trying to teach (Larsen-Freeman, 2000). Its focus is oral skill and it is taught via repetitive drilling.

1.6.2 The Grammar Translation Method (GTM)

This is the traditional or 'classical' way of learning a language and it is still commonly used when learning some languages. Some countries prefer this style of teaching and the main idea behind this method is that the students learn all grammar rules, so they are able to translate a number of sentences (Larsen-Freeman, 2000).

1.6.3 The Audio-lingual Method (ALM)

The Audio Lingual Method otherwise known as the New Key Method or Army Method is based on a behaviorist theory that things can be learned by constant reinforcement (Thornbury, 2000). The biggest difference between the Audio Lingual Method and the Direct Method is its focus of teaching. The Direct Methods focuses on the teaching of vocabulary whereas the Audio Lingual Method focuses on specific grammar teachings.

1.6.4 The Structural Approach (SA)

As the name suggests, the method is all about structure. The idea is that any language is made up of complex grammar rules. These rules, according to this approach need to be learnt in a specific order, for example, the logical thing would be to teach the verb "to be" prior to teaching the present continuous, which requires using the auxiliary form of the verb "to be."(Teach Abroad, 2014).

1.6.5   Suggestopedia

This is a behaviorist theory and related to pseudoscience. This method relies heavily on students' belief about the method's effectiveness. This theory is intended to offer learners various choices, which in turn helps them become more responsible for their learning. It relies a lot on the atmosphere and the physical surroundings of the class. It is essential that all learners feel equally comfortable and confident. When teachers are training to use the Suggestopedia method, there is a lot of art and music involved (Teach Abroad, 2014).

1.6.6   Total Physical Response (TPR)

Otherwise known, as TPR is an approach that follows the idea of 'learning by doing'. Beginners will learn English through a series of repetitive actions such as "Stand up", "Open your book", "Close the door", and "Walk to the window and open it." With TPR, the most important skill is aural comprehension and everything else will follow naturally later (Teach Abroad, 2014).

1.6.7   Communicative Language Teaching (CLT)

The idea behind this approach is to help learners communicate more effectively and correctly in realistic situations that they may find themselves. This type of teaching involves focusing on important functions like suggesting, thanking, inviting, complaining, and asking for directions to name but a few (Richard, 1996).

1.6.8   The Silent Way

Emphasizes learner autonomy. The teacher acts merely as a facilitator trying to encourage students to be more active in their learning. The main of this way of teaching is for the teacher to say very little, so students can take control of their learning. The teacher evaluates their students through careful observation, and it is

even possible that they will never set a formal test, as learners are encouraged to correct their own language errors (Teach Abroad, 2014).

1.6.9 Community Language Learning

Unlike a lot of the other methods and approaches of teaching English as a Second Language, a lot of the L1 (mother tongue) is used for translation purposes (Teach Abroad, 2014).

1.6.10 Task Based Language Teaching (TBLT)

Task-based language teaching (TBLT), also known as task-based instruction (TBI), focuses on the use of authentic language to complete meaningful tasks in the target language (Teach Abroad, 2014).

1.6.11 The Lexical Approach (LA)

The Lexical syllabus or approach is based on computer studies that have previously identified the most commonly used words (Teach Abroad, 2014).

1.7 Teaching Techniques

Some techniques that was adopted to teach English as foreign language:

1.7.1 Communicative Language Teaching

Learners in environments using communication to learn and practice the target language by interactions with one another and the instructor, the study of "authentic texts" (those written in the target language for purposes other than language learning), and the use of the language both in class and outside of class. Learners converse about personal experiences with partners, and instructors teach topics outside of the realm of traditional grammar to promote language skills in all types of situations.

That method also claims to encourage learners to incorporate their personal experiences into their language-learning environment and to focus on the learning experience, in addition to the learning of the target language. Furthermore, the approach is a non-methodical system that does not use a textbook series to teach the target language but works on developing sound oral and verbal skills prior to reading and writing.

1.7.2   Blended Learning

Blended learning, also known as technology-mediated instruction, web-enhanced instruction, or mixed-mode instruction, is an approach to education that combines online educational materials and opportunities for interaction online with physical place-based classroom methods. It requires the physical presence of both teacher and student, with some elements of student control over time, place, path, or pace.

While students still attend brick-and-mortar schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. A well-cited 2013 study broadly defined blended learning as a mixture of online and in-person delivery where the online portion effectively replaces some of the face-to-face contact time rather than supplementing it.

1.7.3   Online Classroom

Advances in technology have made it possible to get a TEFL qualification online. Students can enroll in online classes that are accredited by organizations such as the British Council or Cambridge ESOL.

Study materials are divided into modules that students are tested on. Getting such a certificate can be beneficial, as many employers require a TEFL certificate.

1.8 Teaching Materials

Important materials of teaching English as foreign language.

1.8.1 Textbooks in Teaching

Textbooks play a pivotal role in language classrooms in all types of educational institutions – public schools, colleges, and language schools – all over the world. "Textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor in the second/foreign language classroom after the teacher." The textbook is a tool in the hands of the teacher, and the teacher must know how to use it, and how useful it can be for everyone. In some situations, they serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. For learners, the textbook may provide the major source of contact they have with the language apart from input provided by the teacher. In the case of inexperienced teachers textbooks may also serve as a form of teacher training – they provide ideas on how to plan and teach lessons as well as formats that teachers can use. Much of the language teaching that occurs throughout the world today could not take place without the extensive use of commercial textbooks. Learning how to use and adapt textbooks is hence an important part of a teacher's professional knowledge.

Hutchinson and Torres (1994, p. 232), identify four ways in which textbooks can help in times of educational change: First as "a vehicle for teacher and learner training". Second because they provide "support and relief" from the burden of looking for materials; third by providing "as complete a picture as possible" of "what the change will look like"; and fourth through the psychological support they give to teachers.

The materials may not be in tune with the new kind of teaching being encouraged, following instead the methodology already commonly being practiced; alternatively, the materials may be so difficult to use that teachers are unable to follow them as intended, making them revert to their previous practice. Sheldon in 1980 identified the reason why the teacher uses textbook. Developing their own classroom material is an extremely difficult process for teachers.

1.8.2   Teachers in Teaching English

The teacher has an important role in teaching English. It helps develop students' writing, reading, listening, and verbal skills. It also works to build the intellectual capacity of its students in order to learn grammatical and linguistic rules.

The tasks performed by English language teachers are:

- Researching and preparing the appropriate curriculum for delivering lessons;

- Preparing assignments and tests for students' evaluation;

- Work on conducting motivational activities with the participation of students;

- Providing homework for students to improve their skills;

- Interview parents and provide advice and reports on students.

Conclusion

At the end of this chapter, we want the reader to have been able to identify the various theories, methods, techniques, and materials that have been adopted and are still being adopted in teaching English as a foreign language.

Section Two

The Challenges that Facing Teaching English at Primary School in Algeria

Content

Introduction

In this chapter, we investigate detailed research on teaching English in Algeria of all educational system. We highlighted its importance, aims, and Algeria policy by adopting English. We provided details about the challenges facing teaching English in Algeria in primary school from all external and internal factors.

2.1 The importance of teaching English

Language is the basic ability to communicate between all beings, as it contributes to the expression of ideas, concepts, and even moods, feelings, and attitudes in the different cultures spread around the world.

The English language has become the global standard for communication between all the inhabitants of the earth. This is because it is the language of technology, science, education, global leadership, and international diplomacy. It is the second language in the world in use after the Chinese language. Chinese is used only by its indigenous people, as it contains the largest population, unlike English, which has taken over the world from east to west, due to the smoothness of its words and grammar. It is the only means of communication common to the peoples of the world (Varghese, C.P.1989, p.1). With the beginning of the twenty-first century, this language was invaded people minds and many countries took it as a second official language to increase its international importance.

The development of the British Empire in past centuries contributed to the wide spread of the English language, drawing on its literary, industrial, scientific, and even artistic strength. Literally, the development of the English people in various fields such as cultural, social, and political attracted many people to master the English language.

In short, the presence of social media and international bodies under the control of English, such as the United States of America and the United Kingdom, are united under the umbrella of English. Most of the diplomats participating in these bodies speak their mother tongue, as it is translated into English. English also dominates most of the international magazines such as Vogue, Forbes, and Time. This led to the great spread of the English language and its complete control.

2.2 Motives to learn English in Algeria

Being an educator you realize the systematicity of your students through classes about their willingness to learn. The researchers called this readiness "motivation" Harmer (2001; p.68) said about motivation "some kind of internal drive that encourages somebody to pursue a course of action." If the individual was able to achieve the goal he sought to reach, then he gained an inner strength that allowed him to accomplish his work. As expressed by Bernaus (1987:45) that if the teacher wants to achieve his success in teaching, he must adhere to the path of planning to encourage himself and his students.

According to Gardner & Lambert, through studies they conducted in the late fifties, motivation is the most important determinant of students' success or failure. Therefore, the teacher must realize himself by presenting lessons and studying his students closely. If the teacher wants to cultivate the desire to learn in his students about attendance, participation, and making an effort to learn in academic achievement (Beck, 2004).

The teacher has the ability to distinguish between a pupil internally motivated to learn English. Therefore, he/she just needs his/her help. There is also a pupil with extrinsic motivation, which based on the character that the teacher presents while teaching. The teacher is the one who gives the incentive to do so.

That is, in a stereotyped manner, the motivation for education appears in two ways. The first image, which relies on an intrinsic motivation, for the interest in learning, as Deci (1975; p.23) said'… ones for which there is no apparent reward except the activity itself. People engage in the activities for their own sake not because they lead to an extrinsic reward'. and the second image, which is the extrinsic motivation, which depends on the personality of the teacher and the expected reward through the interest in learning a new language, as Spaulding (1992) said' extrinsic motivation is as an outward force in the form of expectation, praise and rewards powers students in English learning'. This is a very weak motive compared to the intrinsic motive.

Therefore, the most important thing that can activate the strong motivation in the student's psyche is the teacher and the textbook. Those responsible for designing the book should show various activities, and the teacher should adopt an unfamiliar method in presenting these activities. This is a strong motivation for learning English because students get bored quickly when there is no educational enthusiasm.

2.3 Aims for Teaching English in Algeria

Curriculum in English according to the Directives and Official Documents of the Government of Algeria (June 1999) is designed to provide Algerian students with the language they need to communicate effectively both orally and in writing in normal social and/or professional situations. It also encourages more trained people to use foreign languages as a means of expanding their knowledge for academic purposes in education. People who enter the job market and read documents, flyers and messages related to their field of study (English, translation, journalism) and their profession.

However, the sad truth is clear from these words. "There is more emphasis on training than the recommendations above." The question is valid. How can

students become autonomous in research and use? Are there any materials related to your field without paying too much attention to research? Of course, given the amount of language to be conveyed, the turnaround time is incompatible with the authorities' optimistic goals.

2.4 English in educational system of Algeria

In Algeria, English is considered a third foreign language after French. It has no role in political, economic, cultural or even social relations. English is taught from the beginning of the middle stage until the last year of secondary stage. According to the Algerian Official Syllabus for English, (June 1999), The English language must be taught in a way that enables the learner to master all skills such as writing, listening, speaking, and reading. Research each school stage plays a role:

2.4.1   English in Middle School

In Algeria, according to Ben Rabah(1993; p.209) the study of English as a second foreign language, after French, begins in the first year of middle school (11 years), where the beginning is learning the basics of the language.   Study hours range from three to four times a week for an hour with specialized EFL teachers. The level of the students is assessed by doing two assignments and one exam, and the coefficient of the subject in the intermediate years ranges between 1 to 2.

The pupil is established for a period of four years individually, emotionally, physically and socially, in order to learn the English language until the secondary stage. This is done by employing all four language skills (listening, speaking, reading, writing) through the approved curriculum in teaching English:

- Learn letters and numbers;

- Learn months and days;

- Learn to name the things around him; and

- In the end, he will be able to write a few lines in which he can describe himself.

As for the coming years in the middle school (second, third, fourth), they begin the stage of production and use of all school acquisitions in the first year. Where they move from the stage of writing separate words to writing a related and meaningful sentence, until they reach the final stage of intellectual creativity in writing paragraphs on different topics. This is done through the use of various conjugations of verbs, adjectives, that contribute to linking ideas and their harmony (Resigh Nadia, 2011)

2.4.2 English in Secondary School

Teaching English in Algeria is divided into secondary schools according to the specialization of the student's division, where:

*Literary Section***:** This section is the main center for learning English in Algeria. Where both the teacher and the student work in full concentration in order to perfect the language in all aspects of educational skills (listening, reading, writing, speaking) from the beginning of the first year of secondary school to the end of the third year of secondary school.

The literary division is divided into two divisions, in which specialization takes place after moving to the second year of secondary school. The first section specializes in literature and philosophy, which teaches about (4 hours) of English lessons per week. The coefficient of the subject is estimated at (3). As for the second section, it specializes in foreign languages. The student also studies(4)English lessons, and its coefficient is estimated at (5).

Therefore, if you want to achieve a good success rate, the English language is an essential subject to help you raise your results. Also, the admission rate in

universities has been raised in relation to the English language major, as it has become officially included in teaching in primary schools for the first time in history, and the French language has changed to English.

Scientific Section: There are many scientific disciplines in Algeria, but the student's interest in something unscientific is non-existent. For scientific people, the English language suffers from a lack of interest, because the student is aware that the school language in all disciplines is French, and also obtaining an acceptance rate in this subject is a guarantee of success.

All scientific sections (mathematics, mathematical technology, experimental sciences, economics, and accounting) study English between (3 hours) per week in all secondary school years, and even the coefficient remains constant, estimated at (3). Scientific students did not care about English as an educational language, but their thoughts changed and they began to study English as a necessary foreign language that would benefit them in their university years after adopting it as the second language for studying in universities.

2.4.3   English in university:

If we want to delve deeper into how teaching in Algerian universities differs and about the language used, the first thing a student who obtains a baccalaureate degree looks at is his willingness to learn his specialty in a purely French language. However, this system changed during the current season 2022/2023. The Ministry of Higher Education tended to adopt the English language as a regular language for teaching in universities, starting from the second semester, by training university professors in various specializations on the necessity of mastering the English language.

The Ministry of Higher Education has opened the field of training teachers in the English language in universities.   Also, language intensive centers in higher education institutions to obtain at least a B2 or C1 level. According to the statement of Jamal Boukzata, Director of Higher Education at the Ministry of Higher Education and Scientific Research, learning English does not mean abandoning Arabic and French, saying: "We are open to all languages, and English is a global language and imperative for the development of the scientific research sector." Adding that openness to the English language is in order to keep pace with developments in the field of scientific research, especially units that include foreign languages, such as automatic media, mathematics, entrepreneurship and artificial intelligence (Derouich Basel; 2022)

On the other hand, University Professor Radwan Belkhiri Al-Tebsi added that the aim of including the English language is to advance the university and described it as an "excellent strategy".

2.4.4   English in Primary School:

Particular attention should be paid to the teaching of English in primary schools. The reason is that it refers to young students with characteristics. Younger students have more characteristics: selfish, resourceful, active, easily bored, hardly distinguishing between the abstract and the concrete. They have low strength, to work, and to learn new things. They are basically learning to learn a new language (Wendy A Scott, 2004)

The teaching of English in primary school has several objectives. They are divided into two main parts such as interaction and socialization (Arther and Cremer, 2010). The purpose of interaction is to help children acquire and use information, such as learning to write correctly, help children to learn other physical

skills such as hand cutting and writing; Help children learn difficult skills such as reading. On other hand, the purpose of socialization is to help children to be awareness of the wider community, allowing them to interact and work with their peers. For example, classroom activities include pair work, games, and singing.

Furthermore, children learn effectively when a suitable environment, through their experiences and actions, surrounds them (Moon, 2005). This means studying the environment and the skills to acquire another language. It is an easy way because it enables the child to interact directly. As mentioned earlier, children love to be physically active, so fun activities such as games, songs, storytelling and role-playing are encouraged. These activities help young learners quickly master the target language (Pinter, 2006). Other interesting learning activities that teachers can use to teach English to young students can be found at other links and more. We offer fun activities like "Dates, Moving Spiders and Giant Potatoes". Conversation, study diary, ID card, etc.

2.4.5   Benefits of Teaching English in Primary School

Numerous studies have been conducted on the teaching of English in primary schools which shed light on this. Everyone agrees that teaching English in primary schools has more advantages than disadvantages. Benefits include recognition, language skills, time and confidence. Learn more about the benefits researchers have discovered (Chayati, 2018).

Regarding knowledge, Read (2003) found that teaching English in primary schools increased students' awareness of their native language. For example, Algerian students are good at English but poor at Arabic. Therefore, Algerian learners need a basic communication foundation in Arabic as their first language to learn English. The meaning is Arabic language plays a very important role before

students learn English as a foreign language. On the other hand, teaching English in primary school ensures that students are proficient in English. An opportunity to develop global awareness and intercultural competence. Learning English means increasing opportunities for students to understand that there are many countries with cultural differences. This leads to a positive attitude, respect and tolerance in our students. It is also believed that English as an international language can be one of the effective ways to understand and communicate with people from different cultures.

Teaching English in primary school also helps students improve their pronunciation and fluency (Read, 2003). This is because young students spend more time studying foreign languages. If they practice pronouncing English words a lot, they will become fluent.

Another advantage is trust. Confidence is one of the keys to motivating students to learn. If you find it difficult to keep up with class, you may lose confidence. Learning English from an early age is a way to boost your self-confidence (Moon, 2005). If they know English enough, they will continue to be more confident in their classes. For example answering about the teacher's question.

In addition, older children are good at reading. Because reading is natural, stimulating, fun, connecting, social, part of the child, multisensory, active, experiential and memorable. All this offers on optimal terms if you have advanced language skills.

2.4.6   Challenges in Teaching English in Primary School

Teaching English in primary school is not easy because the way children learn is different from the way adults learn.   There are also many problems that are associated with internal and external factors. Internal factors are pedagogy,

motivation, and personality or identity. Externally, these factors include textbooks and materials, quality of English language teachers, and class size. These issues are discussed below.

2.4.6.1 The Internal Factors

This internal factors based on pedagogy competence, motivation, identity

2.4.6.1.1   Pedagogy Competence

Education is one of the most difficult policy decisions affecting the classroom for young students. The prevalence of English as a lingua franca has led to the belief that students should learn its communication skills rather than their knowledge of the English language. Therefore, the new curriculum for young students focuses on communication skills. In East Asia, this often leads to the introduction of language learning as communication language teaching (CLT) and workplace learning and teaching as task-based language teaching (TBLT), for example. Korea (Lee, 1998; Mitchell and Lee, 2003; Ahn, 2011), Hong Kong. ("Freaker", 2004; Tinkersachs, 2009),China (G. Hu, 2002) and Thailand (Prapaisit de Segovia & Hardison, 2008). Nevertheless, this new approach can be difficult for teachers to implement for several reasons. As Enver and Moon (2009) point out, CLT is a teaching method for teaching adults in small, well-equipped classes that has been developed in Western countries. Therefore, teaching a large number of children in a classroom with limited resources may not be practical. Furthermore, teachers receive only basic training in basic theory and practical application this makes it difficult for teachers to apply effectively (Butler, 2005; Littlewood, 2007). TBLT implementations face similar problems (Carless, 2004; Littlewood, 2007). Such an income-based approach can run counter to educational traditions and what Jane and Cortazi (2003) call a "learning culture" (eg, Baker, 2008; G. Hu, 2002; Littlewood, 2007).

Resource issues related to education policy. Manuals have been produced in some countries, such as Korea (Butler, 2004) and Malaysia (Pandian, 2003). In other countries such as Singapore (Mee, 2003) and China (G. Hu, 2005), teachers can choose government-approved books. Due to the prevalence of early English learning around the world, many countries do not have adequate books (Hoque, 2009; Y. Hu, 2007; Mathew & Pani, 2009) or are not used in classrooms (Inal Noonan, 2003).

Primary schools may lack other resources as well. A study by Lee (1998). Korean teachers complain of underfunding the equipment and tools needed for student-centred education, and Inal (2009) reports on Turkish teachers. Technology to support English learning has certainly improved in recent years, but teachers cannot always take advantage of it.

In Algeria, educational pedagogy lacks many teaching aids for the teacher and the pupil. The system of educating one teacher for three educational institutions with great distances between them costs effort and time for both sides of the teacher and the learner (Zemamouch , 2022)

2.4.6.1.2 Motivation

Boredom affects all people, regardless of their age or scientific background. Feeling bored is a real, realistic thing. Here we look at the Algerian student, who is nine years old, taking his/her first steps towards learning a foreign language that is completely new to his/her life. In terms of learning the French language, it is an inevitable thing for him, mentally and psychologically ready for it. On the other hand, a new, unfamiliar, foreign subject becomes too narrow for him to study and get a good grade in. Here he/she will create mixed feelings between boredom and fear (Lmbarkia Khaour, 2022).

Children have to be motivated to learn the language, because it is very important. However, there are factors that influence student: objective clarity and relevancy. Once the student is excited about what he/she is expected to be able to do. Dick, Carey and Carey (2005) reveal this by informing the student of the instructional objectives, this helps him/her to use the appropriate instructional strategy. Therefore, teachers should provide these two aspects in the hope of motivating young learners to motivate them in learning English.

Some students may struggle to understand English, while others may not. In addition, the students are not evaluated repeatedly. This creates a problem in not knowing the progress in learning the English language, so we find that they are not interested in learning it, and they are not motivated. Among the most important motives that help the student in learning the English language are parents, as their role is positive and effective in activating the son/daughter to research and explore the roots of this language (Khamari, 2014).

2.4.6.1.3 Identity

Another challenge faced by learners of English is that of identity (Utomo, 2018). Teaching a foreign language in a conservative country like Algeria to young children with a global outlook is not easy and is fraught with difficulties. If we say that, our little ones are learning the French language and there is no harm, then. This is only indicative of the student's realization that the French language is a colonial language that has become as a routine mixed with mother tongue Unlike the English language that is new, but it is a new language in the Algerian culture, but its influence is very great in the life of the old individual before the young one. The authentic national personality and identity must be preserved. In addition to the role of the teacher in making the learner proud and proud of his identity.

2.4.6.2 External Factors

This external factors Based on pupils, teachers, textbooks, and class size.

2.4.6.2.1 Pupils

The biggest challenges of the Algerian student in primary education, starting from the third year of primary school (9 years), are learning two foreign languages. The first is French, which is taught for (5 hours) a week in the presence of a specialized teacher, in addition to being a familiar language used in Algerian society. So, there can be no difficulty in acquiring it. In contrast to the English language, which is taught for 90 minutes per week, with the provision of a ministerial-trained teacher. In addition, the English language is unfamiliar to the Algerian student in the primary stage, and is almost not used in Algerian society (Ben Rabeh, 1993).

Teaching English in Algeria faces concerns about how to deal with a child seeking to acquire two foreign languages for the first time, with the first language (Arabic, Tamazight in some regions). Therefore, Jamal Daou, a professor of higher education in theoretical physics at Wadi Souf University, appeared cautious in his interaction with the announced decision, stressing that the education and education crisis in Algeria is deep, and goes beyond the issue of adding or replacing a foreign language. He believes that "the Algerian school today needs to teach students first the Arabic language, after its outputs have become more like literacy." Daou considered - in a statement to Al-Jazeera Net - the announcement of the adoption of English in primary education vague and devoid of any details, as if it was "just a bubble for media consumption, leaving the door open to all interpretations." He also said that the decision "did not clarify whether English would be a second language alternative to French or a third accompanying language, which opens the door to questions, while the guardians are supposed to resolve the matter."

In the event that English is adopted as a second foreign language, In addition to French in the primary. We will be practically facing a real catastrophe and total destruction of the achievement of a student who will find himself in a multiple linguistic maze, in one or two national languages, and two foreign languages, in light of a societal environment that has nothing to do with them for most Algerian children. According to the specialist, Jamal Daou. The speaker adds that if English is an alternative to French, in a manner similar to the experience of the nineties, then the matter should be within a tight strategy, aimed at smooth linguistic transformation and through well-studied stages and steps to reach the university. Jamal Daou concluded his comment that he is against the introduction of foreign languages in the primary stage in the first place, because it distorts the mother tongue of the students, and causes a defect in their formation and identity (Derouich, 2022)

Belaabed Minister of Education, added that the ministry is working to enable students to master at least two foreign languages in order to open up to the world, as stipulated in the National Education Directive Law. Therefore, it is working hard to promote the English language, which is included as of the first year of average. While the minister stressed that teaching children a foreign language or two widely spoken foreign languages from an early age means providing them with tools for success, enabling them to have direct access to global knowledge, openness to other cultures, and creating a kind of "successful communication" between the various personnel of vocational education and training.

Higher education, as well as helping them to pursue development in the field of linguistic communication through convergence, and recognition of its place in economic transactions, and accordingly the principle of flexibility must be adopted

in order to achieve integration between multiple foreign languages within the framework of the educational school (Derouich, 2022).

Despite this, the student needs something tangible, unlike the demonstrations and reality, which means that he/she needs something real, not hypothetical. Perhaps the media has the ability to help in understanding the lessons; however, not all schools can contain sufficient teaching aids. For example, if we compare public schools with private schools, we will find a big difference in the way of teaching English. In the public school, the English language is seen as an educational subject for success in the general average. As for private schools, students view English as a means to build a prosperous scientific and professional future.

The role of the English language for students is not limited to being a teaching subject only. Today, in the era of development, all the research that we seek to reach is in the English language. If the educational means are not available, then the teachers cannot in turn provide fun activities that engage the physical movement of the students (Derouich, 2022).

2.4.6.2.2 Teachers

Since the teaching of the English language is a reality in Algeria, starting from primary schools, measures must be taken to provide elite teachers who are bound by this job, depending on what was ordered by the President of the Republic, Abdelmadjid Tebboune.

Under the leadership of the head of the Algerian Teachers' Organization, Mohamed Chihoub, he revealed through his statements that teaching English will be limited to only the third grade of elementary school, until teaching it expands next year to the rest of the years. Chihope added, "The teacher of this subject is assigned to teach third-year students in 3 adjacent educational institutions. In the area which

he/she lives, to ensure adherence to the hourly volume of each teacher, which is estimated at more than 20 hours, as the teacher teaches in each class an hour and a half for each section once a week." The Ministry is also working on preparing a special program for new English language teachers in the primary stage intensively during the year in the educational and pedagogical aspect (Bou Baker Belkasem, 2022). Among the most important problems that Algerian teachers suffer from in primary schools are:

- *Time:* The time period set by the Ministry for teaching the English language (90 minutes) for the teacher is not enough to prove the ability of the students and evaluate them, because the English language is a new language in the life of the student this meaning that it has not been spoken or heard before, unlike the French language. According to this methodology, the teacher presents only what is presented in the curriculum is without additions, and thus the education process here becomes a "give and take" policy. Studying becomes for the sake of the result, not for capabilities.

- *Mobility:* Every teacher is obliged to three schools. Therefore, the teacher must move daily from his/her own money in order to teach, in addition to his/her work as a guard at the time of exams, and he/she must adhere to that in all the schools to which he belongs, and this puts him / her in psychological and physical pressure.

2.4.6.2.3 Textbooks

Textbooks are the main component of most language programs (Richard, 2001). They provide the necessary input into classroom lessons through various activities, readings and interpretation (Tomlison, 2002).

According to Cunning sworth (1995) language textbooks serve as a source for presentation of materials, school activities for the learner And communicative interaction and stimulating ideas for the semester activities, and it is indispensable as a reference source for vocabulary and grammar. The textbook is the structure adopted by teachers and learners, to continue to provide attractive, motivating, and varied content.

Despite this, there are challenges facing both the teacher and the student, and for the textbook may contain non-native language, or distorted content, and thus the teacher and students ignore it (Richard, 2001). In addition, the textbook is only a brief form of what the student must use for the sake of the test and within the department, and therefore it does not give him sufficient training in the English language and the skills he/she needs. Many researchers consider (Chastain, 1988) that the foreign culture should be included in the teaching of the English language, however, the textbooks in Algeria seem not include any culture of the English language or of the countries that speak it, except that it is a foreign language.

The textbook should be developed in order to be a source of reference for the student and even the teacher. Those responsible for designing textbooks, especially for the primary stage, in a new language, must contain attractive elements, so that the student is motivated to discover it, and therefore they must avoid Ahamdpoor (2014 as cited in Zahra Akbari; 2015)

> ➢ The use of unattractive, boring, outdated and incoherent texts in the book.
> ➢ Incorrect, inappropriate and unattractive pictures of the book.
> ➢ The lack of cohesion and proper relevance among the lessons and the texts of subsequent books.

- The lack of coordination between the size of contents and the time dedicated for them.

- Unattractiveness of grammar points and the shortage of variable activities.

- Containing nonstandard questions.

- Lack of logical manner and order of difficulty in presenting grammar points.

- Lack of transparency in the general purpose of the book.

2.4.6.2.4 Class size

It may be thought that the size of the class does not indicate that it is a challenge in learning the English language, but the situation in which the class is overcrowded, especially in Algerian public schools, includes one class with students ranging between 35-45 students. This create a problem for both. On the teacher's side, it is necessary to create an education that focuses on the learner. As for the student, if the class size is small, it will be difficult for them to move, and there will not be enough space to carry out any activities or events (Copland; 2014).

2.7 Algeria Policy by Adopting English Language in primary school:

Throughout the 132 years of French colonization, the main avenues of the capital have been known by the names of French personalities: rue d'Esly, boulevard Michelet and avenue Sade Carnot. Therefore, the three central streets of Algeria took the names of the revolutionaries: Didouche Mourad instead of Michelet, Disley Larbi Ben M'hidi Street became, and Saadi Karno abdicated his place to the young hero Hassiba Ben Bouali. While the Algerians resorted to "Didouche" or "Hassiba", it was curious that the majority of the local population stuck to calling "Rue Disley" by its colonial name. There is no rhyme or reason why some places take on new

names, while others do not. It is just evidence that language is a living thing that sometimes does not fit in with formal designations.

Last point view, Algerian President Abdelmadjid Tebboune announced that Algeria would switch from teaching French to English as a second language in public primary schools in the next academic year. Between supporters and disinterested in the decision, the Algerian linguist Abdel-Razzak Durari refuses to issue an evaluation judgment regarding the decision to give priority to the English language over French, but he is concerned about the lack of qualified teachers in teaching this language and educational materials. Culturally, Algerians are now more attracted to Turkish series or American broadcasting services such as Netflix than to traditional French television programs that have spread in the past and competed with local media, which has been around for decades in providing media service that is not in line with existing competition. Algeria has not recently renewed public contracts with French companies in sectors such as transportations and water management, awarding them instead to local companies (Hafid.B, 2022)

Conclusion

In this chapter, we discussed all the aspects that characterize English language in Algeria in all phases. We tried to provide all references and angles for this research. In light of teaching and learning English for the first time, between easy and difficult circumstances.

Chapter Two
Feild work

Content

List of figures

List of table

Introduction

This study aimed to find out the challenges in teaching English as a foreign language to primary pupils for the first time in Algeria. This chapter aims to answer the research questions that were formulated in the general introduction and conclude about the students challenges and solution. A questionnaire was conducted for teachers of English in primary schools in Algeria, and observation had taken place with third primary school.

3.1 Research Design

3.1.1 Methodology

When conducting any research, it is necessary to determine the research methodology that is the basis of the study, in order to consider the approaches, tools, and techniques that are appropriate for the research that we aim to collect its data and achieve the results of the current request.

3.1.2 Research Approach and Method

The research depends on the mixed method approaches (quantitative and qualitative). This research sheds light on the challenges faced by primary school pupils to learn English as a foreign language in Algeria for the first time. Here we present a quantitative phenomenon. In it, we investigate teachers' opinions on this issue, by conducting a questionnaire for all primary English teachers in Algeria.

3.1.3 Data Collection Tools

Reliance was made on two tools: the first tool of which was semi-structured questions, which were directed to teachers of English in primary school, and the second tool was to collect observations in the presence of a group of classes with students to monitor how the teaching process and the reactions of the teacher and the pupils.

3.1.4 Teachers Questionnaire

The questionnaire attempts to investigate the teacher point of view on the role of the research paper on teaching English in primary school of Algeria for the first time.

3.1.5 Aim of Teachers Questionnaire

The reason behind using this tool is to know the opinions of teachers of the English language in primary school about the inclusion of the English language and the participation of their educational journey, through this experience as the first time in primary school.

3.1.6 Description Teachers Questionnaire

The questionnaire, which was presented to the teachers, contains twenty mixed closed-ended questions that require participants to choose only the appropriate answer from the choices provided. In addition, open questions that need comprehensive answers and clarifications. It divided into three section.

Section one contains six question. This section is entitled "demography information", it seeks the demography information about teachers' level education, long year teaching, class teaching, and course attendance.

Section two contains ten questions. This section is entitled' the capacity of teachers to facilitate teaching English as foreign language as subject in primary school of Algeria'. Its aims to identify the teachers' viewpoints about the conditions in which English is taught, what tools are available and how they are used.

Section three contains four questions. This section is entitled" the challenges that faced teaching English as foreign language in primary school in Algeria". Its aims is to identify the challenges and the strategies that suggest from teachers.

3.1.7 Validating and Piloting

After preparing the questions, the questionnaire was tested with three teachers from the same group, without modification, and all questions were answered. Then, the supervisor approved it after several corrections to the draft.

3.1.8 Analysis of Teachers' Questionnaire

a. **Section One:** Demographic Information of Research participants (Q1-Q5)

In this subsection, we will provide information about the participants in this research. The demographic data for the research were collected using the online questionnaire. The totality of this information that was answered by the participants is represented in the highest level of education, the classes he/she taught and the number of years he studied, and the attendance of English courses

Q 1: what is your highest level of education?
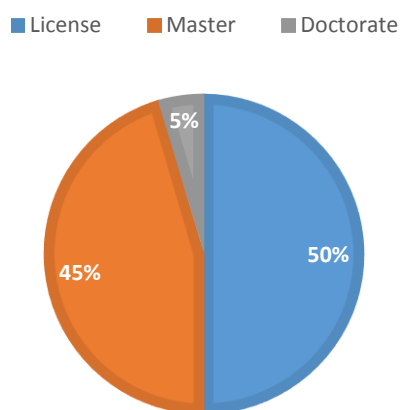
Figure 1: Teachers degree

The figure (1) shows the educational level of the teachers who participated in answering this questionnaire, eleven (50%) teachers holding a bachelor's degree, ten (45%) teachers holding a master's degree, and one teacher (5%) holding a doctorate. This difference in higher educational attainment has a positive effect on the

academic work of the researcher, because it shows that there is a difference in responses to the challenges of teaching English in primary school in Algeria.

Q2: have you ever teach other classes rather than primary school?

Option	Participants	Percentage
Yes	16	73
No	6	27
Total	22	100

Table 1: Class Teaching

The information provided by Table (1) is if the participants in the questionnaire taught before, the results showed that among the twenty-two (22) teachers, sixteen (16) of them answered "Yes", that they had taught, and six (6) of them had not taught before their answer was "No".
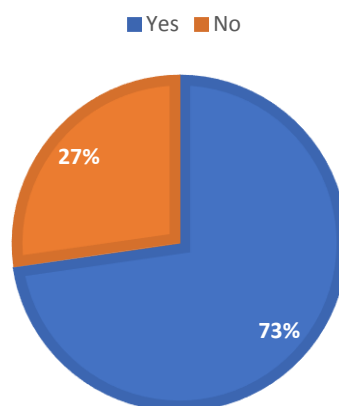
Figure 2: Class Teaching

Q3: what are other classes that hve you taught?

The teachers who responded "Yes" had previously taught in different schools like secondary schools, middle schools, and even universities. This may have gained

them experience in education. Through this result, we indicate that teachers have clear idea about teaching, and how interact with students.

Q4: how long have you teach English language?

Option	Participants	Percentage
Never	4	18
1-2	8	37
2-3	2	9
3-4	1	4
More than 5 yaers	7	32
Total	22	100

Table 2: years of Teaching

The table (2) above shows the number of years taught by the teachers respondents to this questionnaire. The results showed as follows, where four (4) teachers had never taught before, eight (8) had a teaching experience of one to two years, two (2) of them had an experience of two to three years, one teacher had an experience of four to five years, as for the rest, i.e. seven (7) teachers with over five years of experience. This information provided may help teachers to know how to face the challenges they face in teaching English in primary school.
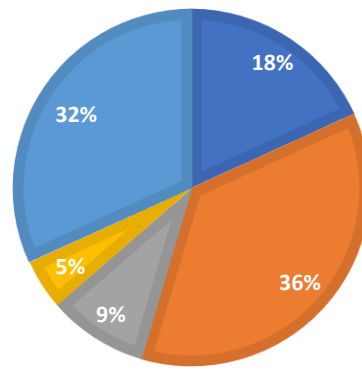
Figure 3: Years of Teaching

The figure (3) attached at the top shows the percentage of truth for teachers who have taught before. (18%) have never taught, (37%) their experience ranges from one to two years, (9%) their experience ranges between two to three years, (4%) their experience Training ranges from three to four years, while the rest (32%) have more than five years of experience. Here we can say that experience in teaching may give priority expended to teachers in the ability to deal with challenges in education.

Q5: have you attend any English courses?

Option	Participants	Percentage
Yes	17	77
No	5	23
Total	22	100

Table 3: English Course Attendance

The table (3) above provides information about teachers' participation in training courses imposed by the Ministry of Education for a period of 15 days. Seventeen (17) teachers joined these courses, five (5) teachers did not join these courses. These courses improve the teacher's proficiency in English, thus facilitating the teaching of English based on Solar and Bayer (2015) which states

that the training of English teachers should be in order to improve professional competence from time to time.
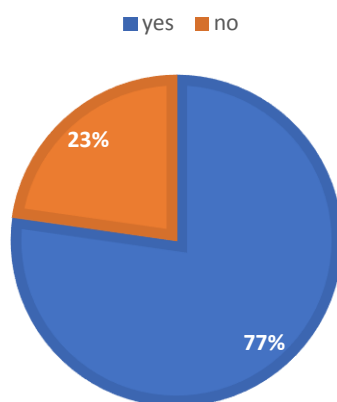
Figure 4: English Course Attandence

In the attached figure (4), the percentage of participation in these courses is shown: (77%) joined, while (23%) did not. This questionnaire may indicate that teachers who did not attend English course may could not with challenges successfully than those who attended, because in these courses methods are presented on how to deal with primary students in light of teaching English for the first time.

b. Section Two: Capacity of teachers to facilitate the teaching of English of subject in primary school of Algeria (6-15).

In this sub-section, we will investigate the validity of primary schools of teaching materials, especially books, if it is sufficient to provide English language as a teaching subject. In addition to the feelings of teachers during teaching, and whether 90 minutes a week is sufficient or not, to meet the educational needs of the student to check the student's homework. We also tackled on the language used in the department besides English language, whether the student is motivated to study.

All this information are provided through the questionnaire. This was answered in the following tables/graphs:

Q 6: Does your school have enough required English textbooks?

Option	Participants	Percentage
Yes	8	36
No	14	64
Total	22	100

Table 4: Availibiliy of textbook

The results showed through the table (4) that eight (8) of the respondents answered "Yes" that the book is sufficient as an educational tool, while fourteen (14) of the respondents, answered "No", because textbooks are not sufficient as an educational tool. This remains that most teachers do not rely solely on the book for teaching.

Q7: If the answer is NO, indicate those materials, which are available in your school.
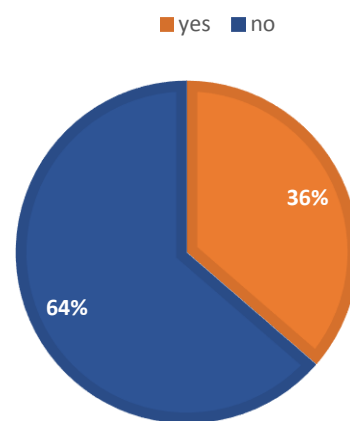
Figure 5: Availibilitty of Textbook

In the figure (5), the percentage of teachers who answered "Yes" that the textbook is an insufficient educational tool is estimated at (36%), among the methods that some use to help in the study:

- ✓ Teacher 1: visual aids, songs, and plays

- ✓ Teacher 2: using ICT tools

- ✓ The rest of teachers : agree to use only the textbook because of the luck of materials

The results given above relates to the theoretical position that is about the lack of teaching aids. Based on Mawer (2012) who argued that teachers do not teach well, as there is a lack of teaching and learning materials.

Q8: do you enjoy teaching English?

Option	Participants	Percentage
Yes	20	91
No	2	9
Total	22	100

Table 5: Enjoying Teaching English

Depending to the table (5) the answers were very positive, as twenty (20) teachers of the participants in this questionnaire answered ''Yes'', expressed their gratitude and happiness in teaching the English language. Moreover, two teachers (2) said ''No'' did not enjoy teaching English. The reason for not having fun is due to the lack of teaching aids in schools and the overcrowding of students in classrooms.

Q9: If the answer is NO, indicate the reason.
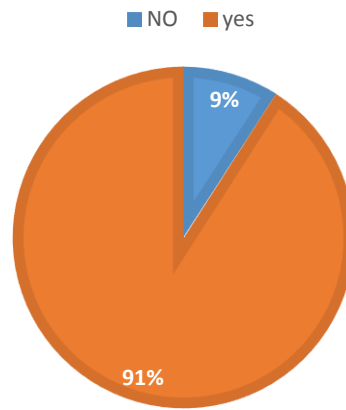
Figure 6: Enjoying Teaching English

The figure (6) the top shows the truth about the answer about the feeling of joy while teaching the English language in elementary school as an experiment for the first time. (91%) answered "Yes", and (9%) answered "No". The teachers who answered "No" had their reasons as follows:

- ✓ Lack of materials.

- ✓ He/she complains about the moving from school to other

Q10: is the time allocated for teaching English subject in 90 minutes enough in week?

Option	Participants	Percentage
Yes	6	27
No	16	73
Total	22	100

Table 6: Sufficient Time

The results of this question showed in the table (6) that most of the teachers suffer. Sixteen (16) answered "No," and six (6) teachers answered "Yes," meaning that they have no problem teaching English for 90 minutes per week.

95

Q11: If the answer is NO, what strategies do, you use to help.
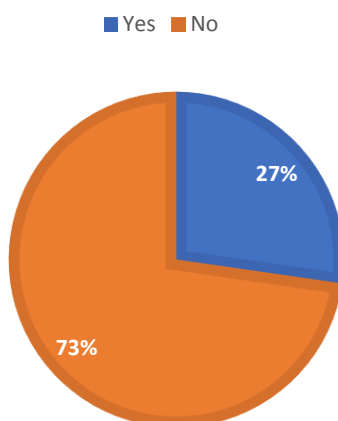
Figure 7: Sufficient Time

The figure (7) above shows that (27%) are satisfied with the time allotted for teaching English. Perhaps this satisfaction is because English is a new language for Algerian children and they need time to learn it. As for (73%), they expressed their dissatisfaction with the lack of time in teaching. Therefore, we asked about the strategies that they have used, and the answer was as follows:

- ✓ Adding classes in spare time;

- ✓ Skipping unimportant and repetitive lessons;

- ✓ Using the time, more too complete exercises rather than presenting a lesson.

Q12: do you check pupils' exercise book?

96

Option	Participants	Percentage
Yes	20	90.90
No	2	9.09
Total	22	100

Table 7: Checking Pupils Exercise Book

Based on the results of the table (7), the results showed that most of the participating teachers check the students' exercise books and assignments. (20) answered "Yes," and (2) answered "No."
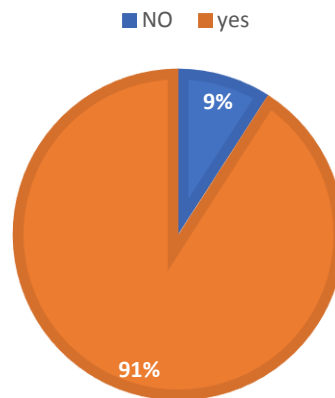
Figure 8: Checking Pupils Exercise Book

The figure (8) above prove that (91%) check exercise book for his/her students. However, (9%) they do not check this show the careless of the teacher.

Routine check of exercise books is the duty of the teacher towards his students. Doing this work provides an illustrative view to the teacher about the status of the student's progress towards his homework and writing, in addition to helping the teacher to correct his teaching method.

Q13: were you able to use only English throughout the teaching period?

The results presented in the table (8) showed that, through the submitted questionnaire, (17) answered "yes", indicating that they use the English language throughout the teaching period. As for (5), they answered "no; that they cannot teach in English without using another language.

Option	Participants	Percentage
Yes	17	77
No	5	23
Total	22	100

Table 8: Ability of Teaching English

Q14: If the above answer is NO, which other language do you use beside English?

From the table above we conclude that five teachers cannot use the English language for the duration of the teaching session. Moreover, from it we conclude that the first language of the teacher and the student is the language used 'Arabic'. The Arabic language is used alongside the English language as an auxiliary language in explaining concepts and meanings until it reaches the student in a smooth manner.

Q15: are pupils motivated in learning English language?

NO ▪ yes

0%

100%
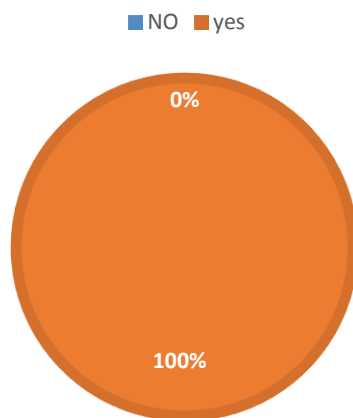
Figure 9: The Extant to which Pupils are Motivated

Option	Participants	Percentage
Yes	22	100
No	0	0
Total	22	100

Table 9: The Extant to which Pupils are Motivated

The question shown in the figure (9) and the table (9) above was answered by (100%), meaning that 22 teachers of the group of participants agreed that their students are motivated to learn English.

This indicates that the teacher has an effective role in motivating the student to learn. Where in 1993 when a decision was issued to teach English and French as two optional languages. Parents refused because of their children's unpreparedness for the choice, and because of their belief that the French language is the only future for the Algerian student to build an excellent professional future. Therefore, the idea of Algerian parents has changed today, and they are encouraging their children to learn English. The motive is different but the goal is the same.

    c. **Section Three***: challenges facing teaching in primary school In Algeria and strategies (16-20).

Q16: is the classroom environment suitable for the pupils to learn English language?

Option	Participants	Percentage
Yes	15	68
No	7	32
Total	22	100

Table 10: Classroom Environement

The table (10) results showed that fifteen (68%) that the teaching environment is very suitable for teaching English, while seven (32%) agreed that the environment is not suitable for teaching.

Q17: If it is NO, indicate the reason.
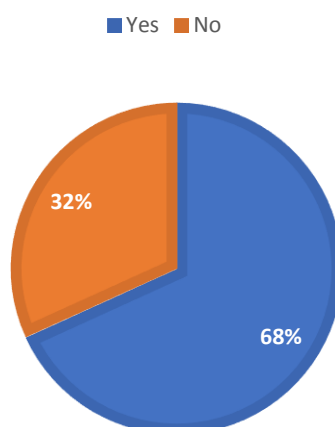
Figure 10: Classroom Environement

The teachers who indicate with the answer "NO" are mention following reasons:

- ✓ Crowded classroom creates noise, so there is no class management.
- ✓ Schools in Algeria are unfortunately are not comfortable and suitable.

Q18: do you face any challenges when teaching English?

Option	Participants	Parcentage
Yes	11	50
No	11	50
Total	22	100

Table 11: Challenges of Teaching English

The results of the table (11) showed the following information. There was an equal response to "Yes" and "No" eleven (11) for both parties.

Q19: If it is YES, mention these challenges.
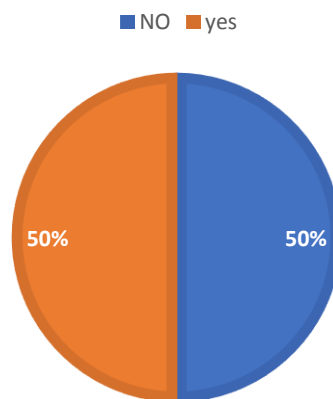
Figure 11: Challanges of Teaching English

The most important challenges cited by the "No" respondents are:

- ✓ One serving is not enough.

- ✓ Unimportant lessons introduced in the curriculum.

- ✓ There is no team time.

- ✓ Classroom overcrowding and large number of students.

- ✓ A short time does not allow for a good presentation of lessons.

Q20: give any suggestions that can help primary school pupils to learn and master English language.

In this questionnaire, the 22 teachers suggested a set of strategies that might help solve the crisis challenges. Among these common proposed strategies was the use of songs and plays. Various other suggested strategies:

- ✓ Make teaching learning English fun, and make pupils love teacher to love English.

- ✓ Use multimedia resources, and provide school with data show

- ✓ More time at least 2hoursper week or one hour for the session to improve the learning process.

- ✓ One teacher for one school at least.

- ✓ Providing teachers with Ict and visual materials in order to facilitate their job for better improvement.

- ✓ Focus in real life application.

- ✓ Establish special classes for teaching foreign language.

- ✓ Replace French language by English language.

- ✓ Create appropriate teaching learning environment

- ✓ Focus on the four skills.

3.1.9 Discussion of Research Finding

The results obtained from the questionnaire administered to teachers of the English language in the primary school in Algeria and classroom observation showed different perceptions and facts about their attitudes towards teaching English in the elementary school. The results referred to in the questionnaire show that English language teachers have different

levels of education, (50%) have a bachelor's degree, (45%) have a master's degree, and (6%) have a doctorate. The result of the questionnaire showed that for teachers who had previous experience in teaching English (73%) in different schools, such as middle and high schools, the rest (27%) had not taught before. We can say that finding teachers with different degrees teaching in primary schools is quite normal and for those with doctorate degree are teaching there just temporarily waiting for their well deserved university teaching seats. touched on their question about teaching experience. As for the answers related to years of teaching experience, they were different in and were not always mere succession. We asked teachers about their attendance the training courses; (77%) attended, (23%) did not attend. Although it is compulsory from the Ministry of Education, a considerable number of teachers do not attend. In light of what is usually discussed in these courses and in regard of the valuable information that is usually given, teachers should make sure not to miss them, and they should be ready to many difficulties that cannot be solved in case they did not make their efforts to attend those trainings.

In the second section of the questionnaire, we asked questions about the teacher's ability to teach English as an experience in primary school. The data were as follows: Regarding the textbook, (36%) agreed that it is sufficient as an educational tool, while (64%) said it is not sufficient because it contains non-important and repetitive lessons. The thing that raised this question is that the ministry only focused on theory and neglected the practical aspect that stimulates student participation, so the teacher used to develop these activities by himself/herself. We asked a question about the activity of teaching and the vitality of teaching, and the data indicated that the teacher feels joy (91%). Concerning the specified time devoted to teaching English, the majority of teachers (73%) were dissatisfied, while (27%) considered it logical because it is a new language for the child's life and they should be careful in teaching it and go slowly and smoothly. The teacher's interest in the booklet was very positive (91%) because they care about even the smallest details. Concerning the languages used in teaching

English, teachers feel insufficiency in English alone. They need the Arabic language to facilitate the teaching process. Among the bumps presented is the pupils' excellent eagerness to learn English.

In the third section of the questionnaire, many teachers (68%) stated that the educational environment is not conducive, due to the small size of the classroom, and it is overcrowded with students. (32%) did not express their dissatisfaction, and this may be due to the appropriate conditions that are available to them. The teachers shared the challenges they face, the most important of which is the lack of time and the difficulty of moving from one school to another. Finally, the teachers suggested strategies that might be helpful in the future.

3.1.10 Classroom Observation

The observation attempted to investigate about the interaction between teacher and pupils, in order to make the research study more realistic.

3.1.11 Aims of the classroom observation

The aim of using classroom observation we seek to collect the data corresponding the questionnaire that was previously answered. In addition, to looking for the gaps that the teacher can overcome during teaching.

3.1.12 Description Classroom Observation

Classroom observation relied on observing the teacher and pupils, what is the way of communication between them. This method seeks to find solutions that help the teacher in the future. The observation of this study took place with the third year class in Bahama Ali Fountain of Gazelles primary school. There was not enough time to conduct other studies due to time constraints. We rely on this   following steps:

- Teaching environment: We tried to focus in this observation on the environmental conditions in which the student studies, as it showed

positive results to some extent. What was hindering the teacher and discipleship was the narrow section and its fullness of people.

- Capacity of teaching English: Our observation focused on the ability of the teacher to present the English language and how to attract the student and make the class more productive.

- Teacher skills: Monitoring and evaluating the teacher about his language skills, in addition to the teaching aids.

- Pupils behavior: Observing the behavior of students, and their interaction in the classroom with the teacher.

3.1.13 Analysis the Classroom Observation

a. Section One: Teaching Environment

The first classroom observation when visiting a third primary section, the virtual image of the section was well organized and the walls were decorated with various educational posters. In addition to the cleanliness of the department, which did not differ from the first day of the visit until the last day of the attendance sessions.

As for the disturbing thing about the study environment, it is the overcrowding of the class (40 students) and the small class size. The desks crowded together made the atmosphere stifling. This overcrowding does not allow the teacher or the student to move around. In the first session of our attendance, the teacher struggled to move between the students' desks, to check the homework he assigned to them. Although the interaction of the students was excellent in participating in the class, it caused a lot of chaos due to the large number of students.

b. Section Two: Capacity of Teaching English

Through the three sessions that were attended with the students of the third year of primary school: We noticed that the teacher could not provide a full share of English language subject using the English language only. It was necessary for him to use the mother tongue instead of the first language "Arabic", because the students are at the beginning of developing their first language and English language. The mother tongue contributed to the simplification of English language for the teacher and the pupil.

In addition, it was noticeable that the pupils, when they asked their answers about the teacher's questions, the English language was broken, accompanied by the mother tongue. Even though they understand the question and give correct answers. The teacher reacted by answering in English and ordering them to repeat it until they wish to pronounce it and memorize it.

c. Section Three: Teacher Skills

Through the three attendance classes, we noticed: The teacher is characterized by a very normal level of proficiency in the English language. In terms of linguistics, he is considered weak in its use; perhaps this is the reason for his resorting to the mother tongue in order to avoid mistakes. For example, instead of pronouncing the word 'pressure', he pronounces the word 'impression'. As for grammar, it can be said that it is fair, but for syntax and semantics, it is good.

Observing the teacher's skills is not based on him, because the teacher is considered a graduate (class of 2006), although he has a background in teaching in middle and high school, but the period is long, as years have passed, and according to the information provided by the teacher, he has been preoccupied with English for a long time. However, the effort on his part is great, as he works to get rid of

boredom during teaching, by using his phone to put educational videos and songs, given that the educational materials available in the school is the textbook only.

d. Section Four: Pupils Behavior

In this additional section, we will introduce the pupils' behavior during the visit. It can be said that primary school students are characterized by discipline despite their young age, and this may be the reason. We noticed that during the presentation of the lesson, the teacher listened well, and put their focus with the explanation. The only time they have time to talk is while answering activities assigned by the teacher. We asked the teacher, based on his educational experience in middle and high school, that primary school is easier in terms of handling.

3.1.14 Discussion of Research Finding

Through classroom observation and after attending three sessions, we reached the results described in the previous part. The first part related to the teaching environment. All recorded observations indicated a positive environment except for what was related to classroom size and the large number of students. In the second section on the use of the English language in the classroom, the observations recorded that the teacher cannot avoid using the Arabic language in order to explain and simplify and he integrates the two languages (English and Arabic). The third part is related to the teachers' competence. The results showed that the level of the teacher is average and appropriate for teaching young people, as it creates an atmosphere that makes the student not feel bored and interact in a positive way. Finally, the third branch related to the student's behavior, the results showed the students motivated to study English and they were showing good behavior with the teacher. This created an interactive friendly relationship between the teacher and the students.

Conclusion

In this chapter, we have attempted to provide a detailed analysis of the classroom observation and questionnaire. At the outset, we provided a full description of all research procedures, including the questionnaire and class notes. We provide an analysis of the questionnaire with a corresponding control using additional statistics and feedback. Ultimately, each analysis of the questionnaire and observation is followed by a discussion and comments on the results.

Recommendations and Pedagogical Implications

Through the results obtained from the questionnaire and classroom observation, we were able to reach some proposals related to facilitating the challenges facing the teacher and the student in teaching English as a foreign language. The proposals were as follows:

- Primary schools should increase the volume of efforts to teach English.

- Primary schools should provide technological and visual aids other than textbooks.

- Primary schools should assign one teacher to one school in order to get rid of the pressure of transfer.

- Primary schools should mimic the size of the pupils of the sections.

- Primary schools should get rid of the French language as long as the English language is officially relied upon.

- Instead of designing, one book for the lessons, adding another book for the language, like the rest of the educational language materials (Arabic and French).

- Teacher should work on activating the student's discovery of the four skills (writing, reading, speaking, and listening).

- Teacher and parents should motivate students to learn English because they are still young and need special treatment.

- Teacher should understand the personality of his students and encourage them to learn English.

- Teacher should be creative in providing activities such as storytelling and games.

- The minister of Algeria education should add more time for English subject.

- Teacher should use and plan activities that allow pupils to develop real-life communication skills.

General Conclusion

General Conclusion

This study was conducted in the context of investigating the challenges facing the teaching of English as a foreign language in primary schools in Algeria for the first time. We also know that this decision was taken last summer 2022/2023 by the President of the Republic, and the Ministry immediately started implementing it. Teaching English is a difficult process for children studying two foreign languages at the same time (French and English). English is an unfamiliar language for Algerian children. Therefore, we raised this topic to discuss the challenges that the teacher and the student suffer from. We did not seek to verify any hypothesis; we wanted to highlight the challenges and try to suggest some solutions as simple as possible.

We have proceeded in this study in two different parts. The first chapter included two sections that deal with the theoretical suspect of our study and the second chapter included the fieldwork of the study. In the first chapter, the first section investigates teaching English as a foreign language; we presented a comprehensive overview of teaching English based on previous studies conducted in this subject. We discussed related theories, methods, techniques, and methods.

As for the second section, it deals with the research in question, i.e. the challenges facing teaching English as a foreign language in primary school for the first time in Algeria. This part deals with the history of the English language in Algeria since independence, and the decision to include the English language starting from the third grade of primary school instead

of the first intermediate grade. We highlighted mostly the internal and external challenges of teaching English as a foreign language.

As to chapter two, the questionnaire and classroom observation revealed that most of the challenges faced by the teacher and the student in teaching English language education are somewhat common. Most of the challenges are related to the lack of educational tools, which are non-existent in some schools. In addition to the limited time, the textbook that depends only on the theoretical aspect and neglecting the applied one, and finally the big problem is assigning a teacher to three primary schools. This leads to the teachers' physical and psychological exhaustion.

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Appendices

a)   Appendices One

Introduction

I am Wahiba Kebboul, a Master 2 student majoring in English Language Sciences, at the University of Mohamed Kheidar Biskra.   We present to you our study on the challenges that facing teaching English as foreign language for Algerians pupils at primary school.   This study aims to reveal about the challenges faced by the learner and how to solve them.   Through these results, it will be a help for teachers on how to teach English without difficulties and with beneficial results.   Please complete this questionnaire presented to you in order to complete this study.   We would be very grateful for your volunteering to answer all questions.

Please answer the following question

Section One

1. What is your highest level of education? (please put a tick on the right choice)

    a) Certificate ☐

    b) Diploma ☐

    c) Degree ☐

2. Have you ever teach other classes rather than primary school?

    b) Yes ☐

    c) No ☐

3. If **Yes**, mention the classes and which schools?

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4. For how long have you teach English language?

    a) 1-2 years   ☐

    b) 2-3 years   ☐

    c) 3-4years   ☐

    d) More then 5 years☐

5. Have you attend any English course?

    a) Yes   ☐

    b) No   ☐

Section Two

6. Does your school have enough required English textbooks?

    a) Yes   ☐

    b) No   ☐

    c) Not sure   ☐

7. If the answer above is **Yes**, please indicate those materials which are available in your school?

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8. Do you enjoy teaching English in primary school?

    a) Yes   ☐

b) No   ☐

9. If the answer is **No**, please indicate the reason.

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10. Is the time allocated for teaching English subject in 90 minutes enough in week?

     a) Yes   ☐

     b) No   ☐

11. If the answer above is **No**, what strategies do you use to help? Explain.

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12. Do you check students' exercise book?

     a) Yes   ☐

     b) No   ☐

13. Do you manage to teach English language subject using English throughout the period?

     a) Yes.   ☐

     b) No   ☐

14. If the above answer is No, which other languages do you use beside English?

(Mention these languages)

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15. Are students motivated in learning English language?

     a) Yes   ☐

     b) No   ☐

       Section Three

16. Is the classroom environment suitable for the students to learn English language?

     A)   Yes   ☐

     B)   No   ☐

17. 19.   If the above answer is No, please give the reason why (Please give short explanation)

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18. Do you face any challenges when teaching English language?

     a) Yes   ☐

     b) No   ☐

19. If the above answer is **Yes**, please mention those kinds of challenges which you

face.

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20. Give any suggestions that can help primary school pupils to learn and

master

English language, adequately.

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Thank you for your volunteering

d) Appendices Two

Classroom Observation

	General Observation	**Observed**	**Not observed**
Section one	∗ The classroom is clean ∗ Classroom desk and materials are in good organized ∗ Teacher use grouping in teaching ∗ The size of class ∗ Check copy book of pupils		
Section two	∗ The language English use throughout the period of teaching ∗ Pupils ask question with English language ∗ Using another language rather than English ∗ Teacher corrects the pupils mistake ∗ Pupils practice in class		
Section three	∗ Teacher uses variety of instructional strategies ∗ Teacher competence in English language(grammar, vocabulary, pronunciation)		
Section four	∗ Pupils behavior		

التلخيص

اللغـة الإنجليزيـة هـي اللغـة العالميـة الأولـى التـي يتـم استخدامها بـين جميـع سكان العـالم. تناولت الدراسـة في هـذا البحـث التحـديات التـي تواجـه تـدريس اللغـة الإنجليزيـة كلغـة أجنبيـة فـي المـدارس الابتدائيـة بـالجزائر لأول مـرة. بعـد قـرار تطبيـق إدراج اللغـة الإنجليزيـة كمـادة تعليميـة فـي المرحلـة الابتدائيـة ، بـدأت وزارة التربيـة والتعليـم فـي تـدريب المعلمـين وتكلـيفهم بالمهـام اللازمـة. هـدفت هـذه الدراسـة إلـى تسـهيل تـدريس اللغـة الإنجليزيـة فـي الجزائـر فـي المـدارس الابتدائيـة ، وتـوفير البيئـة المناسبة للطـلاب ، ووصـف الإجـراءات التـي تعمـل علـى تحسـين بيئـة تـدريس اللغـة الإنجليزيـة فـي الجزائـر. قمنـا بتنفيـذ الـنهج الوصفـي ، حيـث تـم تقـديم اسـتبيان إلـى 22 مدرسًـا للغـة الإنجليزيـة فـي المرحلـة الابتدائيـة ، وتـم إجـراء حـدث فـي الفصـل لجمـع البيانـات اللازمـة. أظهـرت النتـائج ضعـف البنيـة التربويـة مـن حيـث طرق التـدريس ، والإفـراط فـي اسـتخدام اللغـة العربيـة أثنـاء التـدريس لـدى بعـض المعلمـين ، وتوزيـع مـدرس واحـد فـي ثـلاث مـدارس. كمـا أظهـرت النتـائج عـدم وجـود الحجـم بالساعة ، واكتظـاظ الأقسـام ، الأمـر الـذي لـم يسـمح بممارسـة الأنشـطة التعليميـة بخـلاف اسـتخدام الكتـب المدرسـية ، وأخيـراً الافتقـار إلـى تكنولوجيـا التعلـيم. تـم اقتـراح العديد مـن التوصيـات ، حيـث أن هـذا البحـث عبـارة عـن دراسـة جديـدة تقـدم دراسـة فرعيـة لهـذا الموضـوع ، والتـي تـدرس حاليًـا إمكانيـة النجـاح فـي تـدريس اللغـة الإنجليزيـة فـي الجزائـر.