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Investigating the Challenges Facing English as a Foreign Language Teachers in Algerian Primary Schools

The Case Study of Bakhoush Mouhamed Ben Laroussi Primary School at Biskra

Dissertation Submitted in Partial Fulfillment of the Requirements for the **Master's Degree of Master in sciences of the language**

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DECLARATION

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I, Bouden El Hasna, confirm that I am the sole author of the work titled "Investigating the Challenges Facing English as a Foreign Language Teachers in Algerian Primary Schools" submitted to the Department of English Language and Literature at Biskra University. This work has not been submitted to any other institution or university before. I have properly acknowledged and cited all sources used, and have maintained academic integrity throughout the process. I am fully aware of the serious consequences of academic misconduct and I affirm the authenticity of my dissertation.

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DEDICATION

First and foremost, I want to thank God for giving me the strength to accomplish this feat.

I want to express my sincere gratitude to my loving parents, who have always been a source of inspiration, guidance, and support.

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ABSTRACT

The worldwide spread of the English language, particularly through its influence on various educational systems, has helped to reshape the perception of the English language in certain countries. Algeria, in particular, has recently made efforts to include English in the primary school curriculum. However, this shift presented different challenges and difficulties to primary school English teachers during the instructional process. Therefore, the current study attempts to address the challenges that primary school teachers face. In order to tackle this research, a mixed method was used to identify these challenges, where data was gathered through two instruments. A semi-structured questionnaire was administered to a sample of twenty-two primary school teachers, and non-participant classroom observation was conducted at Bakhouch Mouhamed Ben Laarousi Primary School in Biskra with third and fourth year classes. The study has found that teachers face difficulties in various aspects, such as the absence of teaching materials, the lack of educational technology, limited time for the session, and large class sizes. Additionally, many teachers lack experience in the field of education. Based on these challenges, several solutions and recommendations have been proposed to help teachers in the teaching process.

Keywords: Primary school pupils, Teachers challenges, English as a foreign Language

LIST OF ABBREVIATIONS

- **ELF:** English as a Lingua Franca
- **ESL:** English as a Second Language
- **EAL:** English as an Additional language
- **TESOL:** Teaching English to Speakers of Other Languages
- **ELL:** English Language Learner
- **EFL:** English as a Foreign Language
- **ENL:** English as a Native Language
- **CBA:** Competency-Based Approach
- **GTM:** Grammar-Translation Method
- **ALM:** Audio-Lingual Method
- **CLT:** Communicative Language Teaching
- **TBLT:** Task-Based Language Teaching
- **TBI:** Task-Based Instruction

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General Introduction

1. Background of the Study:

In the modern interconnected world, integrating English into primary school education has become increasingly crucial. English, being the most widely spoken language globally, holds significant influence over educational systems worldwide. Countries like Algeria have recognized this importance by including English in their primary school curricula. Starting language learning at a young age offers numerous benefits, such as enhancing language skills, cognitive development, cultural awareness, and opening doors to future educational and career opportunities.

Algeria's decision to introduce English into the curriculum from third grade onwards represents a strategic move towards meeting global educational standards and preparing students for international competition. However, this transition has posed various challenges for primary school teachers. Adapting to new teaching methods, creating appropriate resources, and providing adequate teacher training are essential adjustments required to facilitate this change successfully.

Despite the obstacles faced by teachers, teaching English in primary schools is vital for developing essential language skills that are fundamental for academic success and future career prospects. Exposure to English at a young age not only enhances linguistic abilities but also cultivates a broader understanding of different cultures and global perspectives. This study looks for the primary challenges encountered by English teachers in Algerian primary schools and proposes practical solutions to help them overcome obstacles, enhance teaching efficiency, and enhance the educational achievements of young learners.

2. Statement of the Problem

English is currently the most widely spoken language in the world, largely due to the effects of globalization. As a result, it has become the preferred language for non-native speakers worldwide. In order to keep up with this global trend, Algeria, like many other countries, has incorporated English into its educational system. This is because English is not

only a means of acquiring knowledge, but also a key factor in promoting scientific progress. As a result, teaching English has become a standard practice in all schools across the country.

In the case of our country, English was only taught from middle school to the third year of secondary school. However, with the recent reform, English is now taught in all primary schools starting from the third year. This new implementation has brought about various challenges and obstacles for English teachers in primary education. Therefore, this study aims to identify and address the diverse problems and challenges faced by these teachers and provide potential solutions to help them overcome these difficulties.

3. Research Questions

This study has two questions

- What are the main challenges faced by English language teachers in Algerian primary schools?
- What are the recommendations that may reduce teachers' problems and challenges?

4. Aims of the Study

This study aims to

- Shed light on the common difficulties faced by English teachers in Algerian primary schools.
- Address teachers' problems in teaching English in primary school.
- Suggest potential solutions to develop the English language teaching system.

5. Significance of the Study

As Algeria tended to teach English in primary schools, providing effective English instruction has become an essential part of the country's primary education. The aim of this study is to shed light on the difficulties and challenges faced by English teachers in primary schools and offering solutions and guidance to improve English teaching in primary schools in Algeria. Furthermore, this research is the first of its kind in this area and lays the foundation for future studies. The results of this research can be a crucial reference for future

research. Therefore, this study is of great importance as it has the potential to provide valuable academic insights to help English teachers teach better, resulting in higher-quality education and improved language skills. This also includes making the curriculum better and more effective.

6. Research Methodology

Since this research focused on examining the challenges and difficulties faced by primary school teachers, a mixed-method approach was required to tackle this study. This approach sought to gather data through the combination of a semi-structured questionnaire and non-participant observation, aiming to provide a more comprehensive understanding of the research topic and observing English lessons and the classroom environment in their natural context.

7. Data Analysis and Collecting Tools

The data collection for this study relied on two primary tools: a semi-structured questionnaire and non-participant observation. A semi-structured questionnaire was administered to twenty-two primary school teachers in Biskra to identify the challenges they faced while teaching and collect data about their experiences. Additionally, non-participant observation was conducted in the classroom during ten sessions using a checklist to observe and obtain precise data within the classroom environment. The data was statistically analyzed using EXCEL.

8. Structure of the Study

This study is divided into two chapters. The first chapter focuses on the theoretical framework and aims to highlight the history of the English language, both in general and specifically in Algeria. The first section of the first part discusses the history of the English language, while the second section focuses on teaching English in primary schools, including the syllabus, methods, techniques, challenges, and the role of primary school teachers. The second chapter of the study consists of field work, which involves describing the collected data, analyzing it, and discussing and interpreting the results. Additionally, recommendations suggested based on the findings.

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Introduction

English is the dominant language around the world, not only in real-life communication but also on social media. As a result, it is essential to master the English language as it enables effective communication and enhances job opportunities. With the beginning of the 21st century, interest in English language education has increased in various countries around the world, as English has become the first requirement for teaching and learning. In the first section of this chapter, it will mention the history of the English language and its emergence as a lingua franca, as well as the impact of technology and media on its widespread use. It will also provide an overview of the status of English in Algeria from independence to the present, highlighting its importance in both Algeria and the world. The second section will focus on the teaching of English as a foreign language in Algerian primary schools, including an overview of the Algerian primary education system and how English is incorporated into the curriculum. It will also discuss the teaching methods and challenges faced by English teachers on the primary level, as well as the benefits of teaching English to young learners and the roles of primary school teachers.

SECTION ONE

HISTORY OF ENGLISH AS A FOREIGN LANGUAGE

1.1.1 History of English Language

The history of English is divided into three main periods: Old English, Middle English, and Modern English. Old English, from 450 to 1100 A.D., started when Germanic tribes invaded the British Isles. The English language came to be as the native British languages mixed with those of the Anglo-Saxon migrants. Celtic speakers on the British islands were displaced by the invaders, which led to Celtic words being spoken in English. The Vikings also left their mark on ancient English, introducing their Scandinavian languages and simpler grammar (Habeeb, 2017).

According to Ashuraliyevna (2017), the Middle English era began in 1066, when William the Conqueror invaded England. The Normans introduced a language similar to French, which became the language of the Royal Court. Despite this, the language of the Royal Family continued to be spoken, creating linguistic divisions. By the 14th century, English had regained popularity, but with the addition of many French words.

Modern English can be categorized into two periods: early modern English, spanning from 1500 to 1800, and late modern English, existing from 1800 to the present day. Shakespeare used early modern English for his writings. It included many words taken from Latin and ancient Greek. Between 1700 and 1800, the Late Modern English language arose due to the industrial revolution, British colonialism, and scientific advancements. A plethora of new vocabulary, mostly focusing on science and technology, was incorporated into the English language during this time period. For instance, bacteria, histology, nuclear, and biology (Gooden, 2011).

1.1.2 English as a Global Language

Demont-Heinrich (2007) highlighted that English has achieved worldwide prominence as a language because of its extensive utilization in different sectors like business, science,

medicine, and academia. Approximately 400 million individuals speak it as their first language, while an additional 2 billion people use it as a second or foreign language.

Many reasons led to English's global dominance, including historical significance. The British Empire's colonization efforts spread the language to various parts of the world, leaving a lasting impact on former colonies. Additionally, the United States' economic and cultural influence in the 20th century further solidified English as a global language. According to linguist David Crystal (2003), a language attains true global status when it assumes a distinct role that is acknowledged in all countries.

1.1.3 English as a Lingua Franca

English is now the primary language for communication worldwide among people of various language backgrounds. The idea of English as a lingua franca (ELF) is about using English as a shared language for people with different native languages to communicate. For instance, English serves as a common language in Europe, Asia, and Africa (Seidlhofer, 2011).

English has been used as a common language in British colonies since the late 16th century, demonstrating that its widespread use is not a recent phenomenon. Crystal (2003) also claims that the reason a language becomes an international language is usually because of the impact and authority of its speakers.

Jenkins (2009) also stated that ELF is utilized by non-native English speakers, especially in the Expanding Circle, where English is commonly spoken as a secondary language. The Expanding Circle comprises nations where English is taught as a second language and utilized for global interactions. ELF researchers typically take a wide perspective that includes all English users, regardless of whether they are part of the Inner Circle (native English speakers) or Outer Circle (countries where English is a second language).

1.1.4 English as a Second Language

Learning English as a second language is essential. This is due to the fact that English has effectively established itself as a language in multicultural communication, international business communication, and as the international language of research in this global era (Nuriska, 2021).

Northquist (2019) defined English as a second language (ESL) as a traditional term used or studied by non-native speakers in English-speaking environments (also known as English for speakers of other languages). English as a second language also refers, for example, to specialized language teaching approaches designed for people whose primary language is not English.

The term "English as a second language" traditionally refers to students who go to school and speak other languages at home. In many cases, the term is wrong because some people who go to school have English as their third, fourth, fifth, and so on. Some individuals and groups have chosen the term "Teaching English to Speakers of Other Languages" (TESOL) to better represent the underlying language realities. In some jurisdictions, the term "English as an additional language (EAL) is used. The term "English Language Learner (ELL) has gained acceptance mainly in the United States. The difficulty with the term ELL is that in most classrooms, everyone learns English, regardless of their linguistic background (Northquist, 2019).

1.1.5 English as Foreign Language

With the increasing interconnectedness of the world, the significance of English as a foreign language cannot be overstated due to its role as a global language. English as a second language, or ESL, refers to the study of English by individuals who are not native speakers in countries where English is not the primary language. Cameron (2007) pointed out that EFL students residing in countries where their mother tongue is the main language used for communication may require acquiring English for academic, travel, or business reasons. Similarly, Herman (2016) argued that EFL involves non-native speakers of English learning in a non-native setting, potentially being taught by non-native English speakers who are not well-versed in certain cultural values associated with the language being taught.

English as a foreign language is largely consistent with the expansion circle theory of language described by the linguist Braj Kachru (1985) in *Standards, Codification, and Social Linguistic Realism: The English Language in the External Circle*. According to this theory, there are three concentric circles of world English, which can be used to classify the places where English is studied and spoken and to map the spread of English. These are the inner, outer, and expanded circles. The inner circle includes native English speakers; the outer circle

comprises English-speaking countries with English as a second language; and the expanding circle involves countries where English is used but not widely spoken. Every circle reflects the different levels of English in the world. In this context, English is the native language of the inner circle (ENL), the second language of the outer circle (ESL), and the foreign language of the expanding circle (EFL) (Almutairi, 2019).

1.1.6 Impact of Technology and Media on English Spread

English has become the universal language for communication worldwide. It has spread faster than any other language in human history. In the 21st century the widespread use of technology and social media has been greatly influenced by their significant role.

The period following World War II, particularly the decades of the 1980s and 1990s, experienced a major impact of computer technology on the use of the English language. The extensive utilization of the internet, especially in the United States, has had a profound effect on the worldwide dissemination of the English language. Technological devices across various industries are marketed with an emphasis on characteristics tailored for English-speaking users, ultimately increasing their effectiveness. Standard keyboards, created with the English alphabet, represent the extensive use of the English language. According to Shah and Lohar (2016), the expansion of English has brought about a beneficial influence on society by promoting relationships and enhancing abilities. This pattern is especially evident in the online industry, where a significant amount of content is in English, resulting in a plentiful supply of information.

According to linguist Graddol (1997), 80% of the written communication on the internet is in English; making it the most commonly used language online. In the Information Age research shows that 45% of people who use the internet access information in English. Moreover, the clear increase in the use of the English language is highlighted by the fact that 8 of the top 10 most visited websites around the world are in English, showing its strong influence, particularly in the United States.

1.1.7 History of Teaching English Language in Algeria

The status of the English language and its teaching in the Algerian educational system has undergone several changes, in accordance with the country's social, political, and economic

developments. These changes have occurred during different periods, reflecting the evolving challenges faced by Algeria. The status of English as a subject has also shifted, both before and after the country's independence.

1.1.7.1 Pre-Independence Period (before 1962)

Before Algeria gained independence in 1962, the English language had a limited presence in the country. One of the main reasons for ignoring it was French colonialism because they made French the official language of the city and tried to control the Algerians by assimilating the Algerians into French culture. Khelloul and Benmaghrouzi (2020) claimed that by imposing French education standards and preventing the Algerian from defining his cultural identity through language controls, the curriculum and teaching methods reveal colonial policy at its most destructive. The French replaced Arab educational values and moved to activate and maintain Algerian dependency through structural changes, or pre-colonial education.

English, as a language, did not hold significant influence during this period. The focus was primarily on French. According to Ezzaki and Wagner (1992), France closed all community schools that taught Arabic and instead introduced Arabic as a second language in some schools. It also selected some Algerians known for their loyalty to the French and gave them the opportunity to attend French schools, while other citizens were not allowed to obtain education (Chaker, 1997).

1.1.7.2 Post-Independence Period (1962 Onward)

In post-independence Algeria, English did not become a dominant language. The emphasis was on the promotion of Arabic and Berber languages as a means of asserting national identity and cultural independence. As noted by Beer and Jacob (1985), Algeria faced challenges to national unity and cultural identity, but these issues did not significantly threaten its public safety. The Algerian educational system, initially based on the French system, underwent a significant Arabization program after gaining independence.

This policy aims to restore Algeria's identity and language and address linguistic diversity within the country. By 1962, the policy of Arabization had become more important as a strategic way to reduce the dominance of French, a language associated with more than 130 years of colonialism. The comprehensive policy included educational, cultural, and linguistic

dimensions, reflecting the nation's commitment to eliminating the effects of the French presence and to reinforce Algeria's strategic position within the Arab world (Mami, 2014).

In the period from 1962 to 1985, French was the compulsory language to be learned from the elementary levels, while English, along with other foreign languages, was given the status of a second language. In 1985, English was chosen as a compulsory foreign language and was introduced in the second year of middle school (Year 8 in Foundation School). The aim of this reform was purely beneficial. According to the National Ministry of Education's declaration, the primary goal of teaching English is to help students acquire a new language, rather than simply accumulating knowledge of another culture that may not be relevant to our current needs (Marouf & Moulay, 2017).

Rezig (2011) stated that in 1993, a new reform was introduced regarding the early introduction of English as a foreign language in the fourth grade in Algerian primary schools. This reform provided two distinct opportunities for elementary school learners. Additionally, it mandated the choice between English and French as compulsory foreign languages. However, the teaching of English was limited to experienced instructors in some primary schools and eventually stopped due to some parents' preference for French over English.

According to Marouf and Moulay (2017), since 2000, the spread of the English language in Algeria has been increasing due to various cultural and academic programs promoted by British and American embassies. In 2003, a reform was implemented that introduced French in the primary cycle from grade 2 instead of 4; it was then changed to grade 3 in 2006, and it is still as such today. At present, French is the first foreign language in Algeria and is taught starting from Grade 3 in the primary cycle. On the other hand, English was only taught starting in grade 1 in middle school, which consists of four years until the reform in September 2022.

Djebbari and Djebbari (2020) claimed the teaching methodology for EFL has shifted towards the utilization of the competency-based approach (CBA) in response to the demands of the 21st century and to adapt to the challenges of the global era. This approach aims at providing students with the knowledge and skills that enable them to recognize and solve complex problems in their fields. It is a methodical and specialized approach to structuring instruction to suit specific talents.

In the post-2004 period, France initiated a substantial program to train 2,000 French-Algerian teachers, leading to numerous master's degrees. Although French continues to be widely used, there has been a notable increase in efforts to promote English language and culture. The UK has engaged in academic and cultural exchanges with Algeria, awarding eight Chevening Scholarships to outstanding Algerian professionals for Master's programs at British universities (Abid-Houcine, 2007). Similarly, the U.S. Embassy in Algiers actively promotes English language and American culture through diverse programs for Algerian citizens, spanning academic, cultural, and vocational initiatives. As Zeraoulia (2020) declared the spread of the English language in Algeria aims to build a strong civil society that can cooperate with these countries, develop the countries of origin of the participants economically and abroad, and reduce conflict in the region.

In 2019, Algerian Higher Education Minister Tayeb Bouzid ordered university rectors to promote the generalized use of English at Algerian universities. Bouzid's initiative, aimed at enhancing the visibility of education and scientific activities in higher education, has received a warm welcome from many sectors of the population. However, the minister faces criticism from a significant number of university researchers (Idir, 2019). Bouzid's proposal to encourage the use of English is seen as a political move to attract support for the government, and it has faced challenges due to the complexities and ideological divisions surrounding the language issue in Algeria.

1.1.7.3 English in the Middle School

In Algeria, despite significant efforts to enhance education, particularly in EFL, challenges emerged in the 1980s onwards. According to Bouhadiba (2006), the adopted teaching method, which is to focus on time constraints rather than learner achievements, led to a negative situation where EFL learning was separated from its communication. Learners started to consider it a subject limited to the classroom, lacking practical application outside of the classroom. Motivations for learning EFL have changed to a focus on instrumental motives, such as obtaining passing grades, rather than fostering authentic language acquisition.

In the educational reform in Algeria, EFL holds a significant role as the language of globalization. Students begin their EFL studies in their first year of middle school after being introduced to French in primary school. EFL is mandatory throughout the four years of middle

school, with a coefficient that is less significant than other subjects. During this time, students attend EFL classes three times a week with specialized teachers and are regularly assessed through two tests and one exam each trimester (Benadla, 2012).

During middle school in Algeria, the Ministry of Education focuses on developing English communicative skills over four years. The curriculum aims to actively involve learners, encouraging deeper understanding, knowledge acquisition, and skill development. The focus is on developing all four language skills: listening, speaking, reading, and writing.

1.1.7.4 English in Secondary School

In Algeria, students entering secondary school choose between two main groups: the literary section and the scientific section. In the Literary Section, English plays a central role, with both teachers and students making significant efforts to improve language skills such as listening, reading, writing, and speaking in the first three years of secondary school. In the second year, a specialization option in literature, philosophy, and foreign languages will be offered, with the former having 4 hours of English lessons per week and a coefficient of 3, and the latter studying 4 hours per week with a coefficient of 5. On the other hand, students in the Scientific Section, initially indifferent to learning English due to the prevalence of French in their subjects, have experienced a shift in perspective. They now spend 3 hours per week studying English throughout secondary school, with a coefficient of 3, recognizing its importance for their university studies. This change reflects a growing acknowledgment of English as a necessary language for academic pursuits beyond secondary education (Mazzouzi, 2022).

1.1.8 Current Status of English in Algeria

There is a widely accepted consensus worldwide that English plays a prominent role in development, technology, scientific research, and modern advancements. Algeria has started a new educational reform project in September 2022 to introduce the English language to primary education, aiming to give it the same importance as the French language. (Haddam-Bouabdallah, 2022).

President Abdelmadjid Tebboune of Algeria announced in June 2022 that English would now be included in the primary school curriculum. Later, in May 2023, it was announced that a new secondary school program focusing on the instruction of English would be launched. The Ministry of Higher Education's Secretary-General instructed university administrators to prepare for implementing English as the language of instruction in the next academic year (Saad Allah, 2023).

According to Saad Allah (2023), the shift to English is beneficial to Arabization advocates, who have long argued against discrimination in the workplace due to limited opportunities in departments and companies that primarily use French. Resolving this linguistic issue involves acknowledging the significance of Arabic as a national and official language while also giving English a more prominent role in education at all levels. This approach aims to achieve a balance between linguistic priorities without disregarding Algeria's historical relationship with the French language. This reform is illustrated in the table below:

Table 1.1

New structure for Foreign Language Teaching in Algeria

	Primary (5 years _age 6-10)	Middle (4years_age11-14)	Secondary (3years_age15-17)
French	(3rd year to 5th year)	(1st year to 4th year)	(1st year to 3rd year)
English	(3rd year to 5th year)	(1st year to 4th year)	(1st year to 3rd year)

Note. Adapted from theLinguistic Situation vs Education in Post-colonialAlegria, by Bouabdallah, F.H. (2022) *Revue plurilingue: Études des langues, littératures et cultures*, 6(1), p.83-90 (<https://doi.org/10.46325/ellic.v6i1.84>)

1.1.9 Objectives behind Teaching EFL in Algeria

In Algeria, the main goals of teaching English as a foreign language, as outlined in the Directives and Official Documents of the Algerian Government (June 1999), are centered on developing proficient communication abilities in different forms and aspects. These goals are grouped into four main areas: socio-cultural, humanistic, educational, and academic. In order to reach these goals, the curriculum focuses heavily on enhancing cognitive abilities and necessary skills for effective language learning, which are essential principles in Algeria. Every skill requires a distinct group of mental processes. This all-encompassing strategy supports the aim of improving language skills by incorporating cognitive skills into the educational structure in a strategic manner (Slimani, 2016).

1.1.10 Importance of Teaching English in Algeria

In the Algerian context, English has become increasingly important, with a growing emphasis on English language education at various levels, as Crystal (2003) states that English is the primary medium for a vast amount of the world's knowledge, particularly in fields such as science and technology.

For many years, French has been the dominant foreign language in Algeria. However, the status of English is increasing due to shifting economic policies, increased global openness, and the rising establishment of economic agreements with foreign partners from various countries (Nassim & Kamila, 2022). Currently, English is acknowledged as a foreign language (EFL) in Algeria and is taught in primary, middle, and high schools, as well as universities. The recognition of English as a foreign language in Algeria carries substantial benefits for the country across diverse fields, including education, economic opportunities, technology, international diplomacy, cultural exchange, the promotion of global citizenship, and the enhancement of personality development.

Undoubtedly, English is seen as the main language for worldwide communication in the 21st century. The increasing relevance of English as a global language and a common means of communication highlights its importance. As outlined in Slimani's (2016) reference to the June 1999 Algerian directives, the primary objectives of English instruction in Algeria are twofold. The main goal of the syllabuses is to provide Algerian students with the language abilities needed for effective communication in social and professional situations, focusing on mastery of both spoken and written English. Secondly, the goals also involve improving the skills of

students pursuing higher education and helping them make use of the foreign language for academic purposes in areas like English, translation, or journalism.

SECTION TWO

TEACHING EFL IN THE ALGERIAN PRIMARY SCHOOL

1.2.1 Overview of Algerian Primary Education System

In Algeria, the education system is comprised of different levels, including preparatory, primary, middle, secondary, and higher education stages. Several levels of education are supervised by different ministries: The Ministry of Education is responsible for primary, middle, and secondary education, while the Ministry of Higher Education and Scientific Research oversees higher education (Arab, 2019).

According to the Algerian Constitution, every citizen has the right to education, and it is mandatory for children to start schooling at six years old. Education is provided at no cost, starting from the first year of school up to the university level.

Pre-school education is tailored for children between the ages of three and six, with the purpose of easing their transition into school by incorporating fun activities that teach basic reading, writing, and math concepts. As stated by Lassassi (2020), the Algerian government introduced a new program in 2008 to provide no-cost public preschool education to children aged three to four, aiming to prepare them for primary school.

Primary schooling spans a period of five years and begins at the age of six. Its primary goals include equipping children with fundamental skills in literacy, numeracy, and written expression, promoting personality growth, and instilling positive behaviors through communal lifestyle education. Primary education concludes with a final examination, which leads to the attainment of a "Certificate of Primary Education."

1.2.2 Integrating EFL in Algerian Primary School

On July 31, 2022, President Tebboune announced that English would be included in the primary school curriculum, starting with the new school year in September. This means that, in addition to French, third-year pupils aged 10 or 11 will also begin studying English as a second foreign language. However, the abrupt implementation of this reform has raised questions about the basic motives behind it, especially concerning France and the historical link between the

French language and colonization. Some have also viewed this decision as an attempt to address the shortcomings of Arabization efforts in the country's education system. As a result, Algerian children returning to primary school were faced with a significant change, as English was introduced alongside French in their curriculum (Boukhlef, 2022).

The decision to introduce English as a subject in primary schools in Algeria presented many logistical challenges. One of the major obstacles is the lack of qualified English teachers, as these positions were not initially recruited. As a result, the urgent need to recruit teachers led to the selection of only 5,000 out of 60,000 applicants (Mazzouzi, 2022). Moreover, teaching English at the primary level requires a carefully planned educational program suitable for young learners. One challenge faced by EFL teachers is the lack of appropriate textbooks. Although the Ministry of Education has recently released a textbook for third-grade students, it was published within a short period of time. In addition to this issue, teachers also struggle with incorporating English and French, as well as cultural elements, into their lessons. They also face difficulties in using the students' native language alongside the target language. Furthermore, recruiting specialized teachers and securing resources to cover their expenses is a major challenge.

1.2.3 Teaching EFL in Primary School

1.2.3.1 Primary School Syllabus

As stated by Wotring et al. (2021), An English syllabus is typically a strategic document created by national or local educational authorities to direct language teaching. The syllabus serves as a guide for both the teacher's instruction and the students' learning. Teaching English in primary schools is highly significant, as it enhances the teaching methods of educators and boosts students' academic progress. Additionally, it serves as a beneficial tool for upcoming curriculum development (Thwaites, 2021).

The primary school English program has been created with a clear purpose and specific goals in mind. According to Ali (2003), the main aim of the program is to equip students with essential English language skills (listening, speaking, reading, and writing) and an understanding of grammar to effectively communicate verbally and in writing in different contexts and for different purposes. In order to reach these objectives, students need to have the

ability to understand and interpret texts and also write distinct, simple sentences as needed for the exam structure. This will aid them in improving their ability to learn and in assuming responsibility for their learning.

The focus of the primary school curriculum should be on utilizing genuine texts in different varieties and formats to allow students to investigate language characteristics. Additionally, it is important to consider grammar and vocabulary as useful tools in language development and use. The syllabus should also encourage students to personally and critically engage with complex and ambiguous topics they encounter in their listening, reading, or viewing. This will support students in engaging in exploratory discussions, promoting respectful and confident interactions, and increasing their motivation to learn.

Zhai et al. (2023) state that the curriculum directly influences how effective teaching and learning are. A successful syllabus should align with the teaching goals and demonstrate teaching proficiency. One of the primary goals is to offer grammar guidance, as the aim of grammar lessons for children is to support their language learning. This instruction must be conducted through engaging and task-based activities.

1.2.3.2 Pedagogy in Teaching English

Pedagogy in teaching English refers to the specialized methods and strategies used by teachers to facilitate learning. It includes the theories and techniques of teaching language, drawing from the teacher's prior knowledge and experience. Language pedagogy is a strict field of study concerned with the theories and techniques of teaching language, and it includes various methods and approaches to teaching and learning a language. As Lemmon (2023) states, the pedagogy of teaching English in primary schools aims to combine teaching practices with the theories, beliefs, policies, and controversies that inform and shape it. It is essential for the professional growth and development of English language teachers to improve the quality of English language education.

According to Shirke (2021), educators need to grasp how students learn in order to effectively engage in teaching pedagogy. Teachers must ensure that the way they deliver the curriculum meets the needs of their students. It is necessary for effective interactions to take place in the classroom between the teacher and students. Pedagogy assists educators in

identifying the most effective methods for a classroom setting and understanding how students learn and comprehend information. Educators can improve teaching quality and students' comprehension by tailoring their instruction to meet these needs.

As Simon (1987) states, pedagogy is a broader and more complex concept compared to teaching. This includes using specific curriculum content and design, classroom strategies and techniques, having time and space to practice those strategies and techniques, and methods for evaluating the results.

1.2.3.3 Teaching Methods at Primary School

1.2.3.3.1 The Grammar Translation Method

The Grammar-Translation Method (GTM) is the most ancient technique used for instructing a second language in Western countries. It originated in the 1800s with the aim of instructing foreign languages by emphasizing grammar rules, translating exercises, and memorization. This technique requires converting sentences from the native language to the target language (Zhou & Niu, 2015). It gained popularity in academic settings, emphasizing written proficiency over spoken communication. This method was prominent during the classical language education era, particularly for teaching Latin and ancient Greek. However, its inability to enhance spoken language skills resulted in its decrease in popularity during the middle of the 20th century, paving the way for newer, more interactive language teaching methods (Jaramillo, 2019).

Richards and Rodgers (1986) identified the principal characteristics of the GMT, which are:

- The approach to studying a language begins with a detailed analysis of its grammar rules, followed by the application of this knowledge to translating sentences and texts into and out of the target language.
- Emphasis is placed on reading and writing instead of speaking and listening.
- In a typical grammar-translation text, the grammar rules are presented and illustrated, a list of vocabulary items is provided with their corresponding translations, and translation exercises are assigned.

- Grammar is taught deductively by presenting and studying grammar rules, which are subsequently put into practice through translation exercises.

1.2.3.3.2 Direct Method

The Direct Method, also called the Natural Method, developed in the late 19th and early 20th centuries as a response to the Grammar-Translation Method's dominance. It is a teaching method that focuses on teaching vocabulary and grammar through context and immersion, using an inductive approach. This method focuses on offering a language learning experience that is more interactive and engaging than the conventional emphasis on translation and grammar rules.

According to Handha (2014), the Direct Method, established in Germany and France around 1900, refrains from using the learners' native language, exclusively employing the target language. She summarized the principle of the natural method as follows:

Teaching concepts and vocabulary through pantomiming, real-life objects, and other visual materials

- Teaching grammar through an inductive approach involves having learners discover rules by being presented with appropriate linguistic forms in the target language.
- Focusing on spoken language (including a native-like pronunciation).
- Focus on question-answer patterns.
- Classroom instructions are conducted exclusively in the target language.
- Only everyday vocabulary and sentences are taught during the initial phase; grammar, reading and writing are introduced in intermediate phase.

1.2.3.3.3 Audio-lingual Method

The Audio-Lingual Method (ALM), initially developed during World War II and known as the Army Method, gained prominence as a language teaching approach. This method emphasizes practice, drills, and vocabulary memorization. It shifted from the grammar translation method, which emphasized reading and writing, to giving more importance to listening and speaking abilities. ALM argues that developing effective speaking and listening

abilities is crucial for enhancing reading and writing skills. It encourages direct learning without the use of the native language and employs positive feedback for correct language use and negative feedback for errors. ALM was prevalent in education during the 1950s and 1960s, playing a key role in language teaching (Rahman, 2021).

Furthermore, Brown (2001) pointed out that the ALM was based on solid linguistic and psychological principles. He further stated that it aligned with the concepts of conditioning and habit-forming models of learning, which complement the mimicry drills and pattern practices of audio-lingual methodology.

(Bushra, 2001, as cited in Abduh, 2016) describes the principles of the ALM as follows:

- Informational are given in the target language
- Language forms occur within a context
- Students' native language should have minimal interference with their efforts to acquire the target language.
- Teaching is directed to provide students with a native –speaker like a model
- Analogy is a more effective approach for language learning compared to analysis.
- Errors should be carefully avoided, as they can lead to the formation of bad habits.
- Encouraging and reinforcing positive behavior in students helps them develop correct habits.

1.2.3.3.4 Communicative Language Teaching

The Communicative Language Teaching (CLT) approach has become a prominent and widely used theory in modern language education. CLT, recognized for its effectiveness in language teaching, was developed between the late 1970s and early 1980s (Santos, 2020).

According to Simhachalam (2015), CLT originated in England during the early 1960s in reaction to discontent with audio-lingual and grammar translation methods of language instruction. Different scholars attribute the origins of CLT to various influences, including changes in situational language teaching approaches and concurrent developments in Europe and the United States. Supporters of CLT, like Candlin and Widdowson, argued in favor of prioritizing communicative skills over just mastering language structures. They believed that

existing methods, such as situational language teaching, audio-lingual teaching, or grammar translation, lacked emphasis on realistic, whole-language learning and hindered students from effectively communicating in the studied language cultures.

Richards and Rodgers (1986) argued that the scope of communicative language teaching has expanded. Supporters from both the United States and Britain consider it to be a method that aims to prioritize communicative competence as the primary objective of language instruction and to establish methods for teaching the four language skills that recognize the connection between language and communication.

Desai (2015) indicates that it is defined by various key features. The primary objective of CLT is to enable learners to achieve communicative competence, enabling them to effectively use language in authentic contexts. In contrast to typical teaching methods, communicative language teaching (CLT) focuses heavily on the students, while the teacher acts as a guide rather than the main authority. In this method, the teacher controls the learning setting and helps students become more independent in acquiring language skills.

Alamri (2018) states that the CLT approach has led to substantial transformations in language teaching and learning. Its main objective is to promote "communicative competence" as the ultimate goal of language teaching and to create successful methods for teaching the four language skills: listening, speaking, reading, and writing. The CLT method is well known for helping language learners effectively communicate their thoughts and opinions through group activities in class.

1.2.3.3.5 Task-Based Language Teaching

Task-based Language Teaching (TBLT) and Task-Based Instruction (TBI) are both terms referring to an educational method first employed by instructors teaching second or foreign languages. It originated from the most expansive form of CLT, which came about in the 1970s. Language educators adopted task-based learning to prioritize the development of a student-centered, communicative, and collaborative classroom environment by incorporating interactive tasks that emphasize the completion of meaningful tasks. These tasks can include creating posters, producing newsletters, making videos or pamphlets, and designing maps of the school or neighborhood (Corwin, 2022).

As Ellis (2009) points out, TBLT is a method for instructing second or foreign languages that centers on involving students in real-life language practice through a variety of activities. Within the advocates of TBLT, there exist a range of perspectives regarding its core principles. According to Hişmanoğlu and Hişmanoğlu (2011), there is a consensus among advocates on certain characteristics. TBLT supporters argue for language learning that primarily involves natural or naturalistic language use, with a focus on activities that center on meaning rather than language form. They stress the significance of focusing on the learner rather than the teacher and underline the importance of actively engaging in the learning process.

Samuda and Bygate (2008) make a valuable contribution to the understanding of TBLT by emphasizing that it is not a static teaching method but rather an adaptable approach to language instruction. They claim that TBLT can be customized to meet different contexts and student requirements. According to their perspective, TBLT is characterized by instructional settings where tasks are the central focus of teaching (as cited in Dickinson, 2010).

1.2.3.4 Common Techniques of Teaching English to young learners

Teaching technique, as defined by Hartina (2018), refers to the specific methods used in the classroom to facilitate the learning process. It is crucial to creating an engaging and effective learning environment. According to Diptoadi et al. (2018), young learners are not the same as adults. They have different learning styles, attention spans, and interests. Experts suggest using interesting techniques to teach them English, such as storytelling, game-based learning, role play, songs, and visual aids.

1.2.3.4.1 Storytelling

Storytelling can be defined as a powerful technique for teaching English to young learners. It involves the teacher using a story book, picture book, or puppets to engage the students in the learning process. According to Mutiarani and Izzah (2015), storytelling becomes an effective technique for teaching English to early foreign language classes. In addition, it creates a safe space for young learners and provides listening experiences with fun activities.

Brewster et al. (1992) stated that storytelling helps young learners use their imagination. When they relate to the characters and attempt to make sense of the plot and pictures, they might get emotionally invested in a story. Additionally, stories can develop the various intelligences that contribute to language acquisition, including emotional intelligence. Children can also enhance their learning techniques, such as listening for overall meaning, making predictions, and inferring meaning, through exposure to stories.

1.2.3.4.2 Game-based learning

Game-based learning is a teaching approach that utilizes specially designed game applications to aid in the learning process. As stated by Chang et al. (2009), games are valuable tools in the educational setting as they can improve mood, provide memorable learning experiences, and make learning enjoyable and effective.

According to Avedon (1971), as cited in Dessri (2002), games offer numerous benefits for language teachers when incorporated into the classroom. One major advantage of using games in language learning is their ability to greatly motivate pupils. When students are engaged in a game, they become more likely to actively engage in a game compared to other topics, as they become fully immersed in the competitive elements. In essence, games stimulate pupils' interest in classroom activities, leading to increased motivation and a willingness to learn. Wright et al. (2006) believe that games can also help pupils maintain their interest, assist English teachers in creating practical and meaningful language situations, and promote understanding rather than rote memorization. Therefore, games are an effective strategy for motivating young learners to engage with the language.

1.2.3.4.3 Role plays

Role-playing is a highly effective technique that can be used in the classroom to teach speaking skills. It engages students in real-life communication and helps to reduce their fears. Role-plays can encourage students to practice their speaking skills and develop their communication abilities. According to Sellers (2002), role-playing is an innovative teaching method where students adopt the roles of others. This technique can be a fun and engaging way for students to learn how to speak by playing the role of someone else.

Owens and Barber (1998), as cited in Angelianawati (2019), argue that role play is not the only effective teaching strategy to master; it is one that keeps students engaged by attracting their attention and getting them out of their seats. By incorporating a variety of learning functions, styles, and group work formats, role play also adds variety to the learning experience.

1.2.3.4.4 Songs

Mejzini (2016) argues that children learn best when they are engaged in interactive activities, making teaching a foreign language through songs an effective strategy. In fact, songs serve as a valuable resource for promoting language learning in a fun and pressure-free environment. They offer flexibility, making them a beneficial tool for young learners in the classroom.

According to Murphey (1992), songs can improve speaking abilities by helping with pronunciation and listening skills. Additionally, their entertainment value is perhaps their greatest advantage when used in the classroom. Despite this, teachers often overlook the importance of enjoyment in language acquisition. Incorporating songs into lessons can add excitement to the classroom routine and increase student motivation (Millington, 2011).

Demirel (2004), as cited in Abou (2020), notes that most primary school teachers use songs as a teaching technique, and it is widely considered the most effective way to teach listening comprehension, pronunciation, and dictation to young learners. Additionally, songs can be incorporated at any point during a lesson, whether it is at the beginning, middle, or end. They can serve various purposes in the language classroom, such as warming up, reviewing and practicing, changing the mood, or grabbing students' attention. When selecting songs for the English classroom, it is important to choose age-appropriate songs and clearly communicate which language aspect is being targeted for practice or reinforcement, such as pronunciation, grammar, vocabulary, or spelling.

1.2.3.4.5 Visual aids

In the teaching and learning process, the materials used by the teacher play a crucial role in promoting communicative language use. It is well known that young learners can be easily distracted, making it challenging for them to stay focused during lessons. Visual resources can effectively grab the attention of young learners. According to Pateşan et al. (2018), the use of visuals in the classroom can greatly enhance students' interest and attention in the topic being presented, as it provides a more meaningful context. This, in turn, encourages greater participation and communication among students.

Experts agree that incorporating visual aids into a lesson can enhance student engagement and facilitate the teaching and learning process for both educators and students. For instance, Carney and Levin (2002) demonstrated that visual materials have a significant impact on the effectiveness of teaching and learning, serving as "mental scaffolds" for students and helping teachers to accurately convey and coordinate concepts, ultimately making the learning experience more appealing. Additionally, incorporating pictures and videos can bridge the gap between the students' native language and English, eliminating the need for direct translations and excessive explanations.

1.2.3.5 Pupils Learning Conditions

According to Kratochvílová and Havel (2014), the quality of educational outcomes for individual students and the school as a whole is significantly influenced by various learning conditions. These conditions include organizational, personnel, content, material, and spatial aspects, all of which play a collective role in promoting an inclusive and effective learning environment. As shown in Table 1.2 below, which is adopted from Kratochvílová (2015)

Table 1.2

Enhancing inclusive education in primary school

Conditions	Description
Organizational Learning Conditions	In inclusive classrooms, advanced internal differentiation is needed the concept of fixed external differentiation. This means that the teaching organization must be adaptable and able to manage collective, group, and individual forms of instruction
Personnel Conditions	Personnel conditions play a crucial role in the development of individuals. It is important for teachers to possess the necessary competencies, values, and attitudes, as well as a willingness to continuously improve.
Content Conditions	Inclusive education necessitates an adaptable curriculum for all. Access to the basic curriculum allows for adjustments to individual needs. Individual Education Plans (IEPs) are created for integrated learners, emphasizing individualization of educational content with the collaboration of teachers, parents, and school.
Material Conditions	Material conditions involve an open and varied system of resources to support learning and its self-regulation. Sufficient and suitable teaching aids, along with their adequate financing, are essential for learning support.
Spatial Conditions	Spatial conditions emphasize that each learner has their place in the classroom. This involves organizing the physical space to accommodate the diverse needs of learners, ensuring a conducive environment for inclusive education.

Note. Sourced from Learning Conditions - Part of the Support System for Pupils in an Inclusive Classroom, by Kratochvílová (2015), *Procedia - Social and Behavioral Sciences*, 186, p.637-643 (<https://doi.org/10.1016/j.sbspro.2015.04.215>)

The academic success of students and the effectiveness of teaching and learning are ensured by a conducive learning environment with readily available and functional facilities. Therefore, there is an urgent need for the government and relevant education stakeholders to enhance their efforts in creating environments that are centered on learners, knowledge, assessment, and community (Usman & Madudili, 2019).

Usman and Madudili (2019) claim that creating a positive learning environment is crucial, as it has been shown to enhance student motivation, engagement, and overall learning ability. Factors such as seating, lighting, noise, and comfort play a significant role in affecting learning ability. Students are more likely to succeed in positive learning environments where they feel a sense of belonging and support.

Guffey and Loewy (2013) stated that the school climate, which is the overall organizational setting that impacts individual and group performance, significantly affects the effectiveness of teachers within a school. An effective teaching and learning environment depends on the close connection between school leaders and teachers. It is crucial to have open communication between school leaders, teachers, and students to establish a positive school environment. Schools that place communication at the core of their operations typically create conditions that support successful education.

1.2.3.6 Challenges in Teaching English in Primary Schools

Teaching English in primary schools presents a variety of internal and external challenges. These include encouraging young students to speak in English, limited resources, and the need for a supportive learning environment. These factors can have a significant impact on the quality of English education and involve a range of issues. Scholars have identified a variety of issues related to these factors, highlighting the complexity of the landscape.

Teaching English in primary schools presents a variety of challenges, including encouraging young students to speak in English, limited resources, and the need for a supportive learning environment. According to Straková (2015), the most serious challenge is the lack of a sufficient number of qualified teachers in the field of primary education. Additionally, there are both internal and external challenges that can hinder the effective teaching of English in primary schools. One of the main internal challenges is pedagogical competence. Implementing modern learning strategies, such as Communicative Language Teaching (CLT), can be hindered by large class sizes and limited resources. This can make it difficult to effectively engage students and motivate them to learn a new language. Externally, the lack of available textbooks is a major obstacle to students' knowledge acquisition. Poorly organized and illustrated textbooks can further complicate the learning process.

The size of the class also plays a significant role in the quality of English instruction. Larger classes can make it difficult to implement learner-centered teaching methods, while small or inappropriate classrooms can hinder students' physical movements and engagement in activities. (Chayati & Madya ,2019).

Elhawary (2016) has proven that the classroom environment has a significant impact on students' ability to learn English. Additionally, it can either motivate or discourage teachers from effectively teaching the subject (as cited in Tabassum et al.,2022).

According to Irianto (2022), the lack of a specific syllabus for English subjects and the use of teaching methods and strategies that do not align with student development are the most common obstacles affecting the teaching of English in primary schools. Adil (2023) also confirmed the importance of a syllabus for teachers, as it serves as a plan for delivering content to students and has a significant impact on the quality of education, particularly in subjects like English language instruction. The role of a syllabus is crucial in helping educators organize the course and ensure a systematic and step-by-step approach to teaching. However, many English language teachers face difficulties when given incorrect syllabi, which can have negative consequences. Teaching with the wrong syllabus can cause confusion and hinder students' language learning.

1.2.4 Roles of Primary School Teachers

Primary school teachers have a vital impact on the educational development and well-being of young learners. A teacher's characteristics, beliefs, and teaching methods play a significant role in shaping the classroom environment and learning activities. Makovec (2018) stated that the role of a teacher is intricate and can be impacted by different factors. Cultural and social events, along with the environment, play a significant role in shaping how the role of a teacher is viewed across various cultures and societies.

According to Kolhe and Pawar (2011), Johnson (2017), and Fullan (1993), a teacher must:

- Act as a helper, providing academic and personal guidance.
- Serve as a resource person with superior subject understanding and skills.
- Play a crucial role in supporting motivation.

- Support the development of autonomy, relevance, relatedness, competence, and teachers' interests.
- Enhance motivation influenced by intrinsic or extrinsic factors.

In addition, the teacher has the key to providing a positive learning environment for the students, which reflects the pupils' lives in social, intellectual, and linguistic occurrences. In order to motivate students for effective teaching, teachers must be prepared because the early years of education are very important for the students. And they should demonstrate respect, serve as positive role models for their students, create a pleasant environment, provide instruction, and guide them to recognize their abilities and strive for personal growth. As Kaur (2019) mentions, a good teacher not only encourages but also helps a student understand their abilities and become a better human being. Primary school teachers play diverse roles as facilitators, adapting to the specific learning situation. They may act as controllers, guiding the class, or as prompters, encouraging progress. They also provide feedback to help students self-assess and serve as assessors to evaluate their work (Harmer, 2013).

According to Larasati et al. (2019), Zafar (2022) primary school teachers have the following responsibilities:

- Crucial in shaping the minds of the next generation.
- Considered role models with significant influence on students.
- Impact on various aspects of students' lives at school.
- Ability to bring about positive changes in scientific, behavioral, normative, and action-oriented aspects.
- Serve as educators, delivering engaging lessons across various subjects.

1.2.5 Benefits of Teaching English to young Learners

Teaching English to young learners is often done because their age is perfect for learning a new language. The idea that younger individuals learn more easily and efficiently is commonly held, especially by advocates of the Critical Period Hypothesis (Ellis et al., 2002). Furthermore, the appeal of teaching English to children stems from its role as a lingua franca a shared language for individuals with diverse linguistic backgrounds to communicate. As a result, parents often want their children to learn English at a young age in order to prepare them

for future academic and business opportunities. Observing children with strong English skills can bring many benefits. (Harmer, 2007, as cited in Pransiska, 2016).

According to Chayati and Madya (2019), there are numerous theories and studies backing the belief that learning a second language in childhood is advantageous. The writers contend that children aged three to six are in the ideal phase for acquiring language, as they can utilize the same techniques used to acquire their native language when learning a new language. This indicates that learning a language after this ideal time period may be more difficult. The best time for learning a language is generally thought to be from 2 to 14 years old.

Psychologists said that children are biologically ready to learn a language after the age of two, when the left-brain hemisphere, which contains language-learning centers, reaches maturity. This part of the brain plays a crucial role in the adoption of linguistic functions and is activated when a child learns their mother tongue or a foreign language (Shin & Crandall, 2014).

Additionally, starting to learn a language at a younger age can lead to greater success, as children are less likely to feel shy or afraid of making mistakes compared to adult learners (Herwiana, 2017). In fact, many schools begin teaching foreign languages to students at the age of 8–9, as educators believe this is the optimal age for language acquisition with the guidance of a teacher.

According to Pinter (2007), starting to learn English at an early age can have numerous benefits for children, as they are naturally curious and eager to learn. It can also help develop their basic communication skills in the language. Teaching English in a fun and engaging way can also enhance enjoyment and motivation for language learning. Additionally, learning English can expose children to different cultures, reinforce their cognitive skills, and increase their linguistic awareness. Therefore, learning a language involves more than just developing language abilities; it also involves acquiring insight into various cultures.

Previous Studies

In various countries, primary school English teachers encounter different challenges in their teaching practices. Research conducted by Alkhawaldeh's (2010) "An Investigation on the Pedagogical Challenges that English Teachers Face in Jordan" underscored the challenges encountered in teaching English in countries where it is considered a foreign language. The findings revealed two primary challenges. Firstly, the inadequate training of English language teachers at the university level can be attributed to the variations in challenges faced by graduates, which are dependent on the specific English language departments they have graduated from. Secondly, the difficulties associated with the advancement of one's professional skills are encountered by teachers due to the changing nature of the teaching field, which is a consequence of various scientific, societal, and economic influences. These results were gathered through the use of questionnaires, interviews, and classroom observations. The study involved English language teachers across 34 public and private schools in Jordan.

Similarly, a study conducted by Bachore's (2015) in Ethiopia employed a mixed-methods approach, collecting both quantitative and qualitative data through two instruments: a questionnaire distributed to English teachers and school administrators and an interview designed by the researcher. The sample was randomly selected from four primary schools. The study highlighted specific challenges faced by teachers, such as a lack of techniques and methodologies within a real context, including short dialogues, songs, and poems. It identified issues such as the unavailability of learning materials like teachers's books and inadequate programs for English instruction.

Pathan and Marayi's (2016) exploratory research into English teaching as a foreign language in Libyan schools focuses on the considerable challenge posed by large class sizes. This challenge, as identified in the study, has negative effects on teaching and learning by causing dispersal among students. Furthermore, the study highlights the lack of essential educational materials, such as audio and visual aids, wall charts, and functional laboratories, which are crucial to developing English-speaking skills, particularly in pronunciation, through speaking and listening activities. The findings collected through a questionnaire directed at thirty-five teachers from various schools in Libya, along with observations in five randomly

selected schools and informal discussions with thirty Libyan EFL teachers, provide valuable insights into the obstacles to English education in Libyan schools.

Chayati and Madya (2019), in their study on teaching English in primary schools, employed comprehensive methods and both quantitative and qualitative approaches. They emphasized the distinctiveness of teaching English to young children. difficulties associated with the internal and external factors related to pedagogical capability, managing large class sizes, and the accessibility of educational resources. The researchers proposed solutions to these issues, suggesting the implementation of competence trainers, the provision of suitable materials, and well-designed lessons.

Shakeel and Aslam's (2019) study on the challenges faced by primary school teachers in the implementation of early childhood education highlighted that a significant part of these challenges arose from the insufficient availability of materials. They highlighted that materials are crucial for the effective implementation of quality early childhood education. In addition, the study identified another major challenge that stems from the inadequacy of primary school facilities, which play a decisive role in addressing these challenges.

Finally, Abkars (2022) conducted a study titled "Exploring the Challenges of Teaching English in Primary English Schools," employing a qualitative methodology. The data gathering process required purposive sampling through the utilization of a structured interview. A primary school teacher in Bristol participated in the study. He found challenges concerning student motivation, a lack of problem-solving skills in the curriculum, and limited teaching resources.

Conclusion

To summarize, this chapter aimed to provide an overall explanation of the status of English in the world and the factors that have contributed to its rise. It also discussed the history of teaching English in Algeria and the objectives and importance of teaching English as a foreign language (EFL) in the country. Additionally, the chapter focused on the syllabus, pedagogy, methods, and learning conditions for teaching EFL in primary schools. Furthermore, it highlighted the advantages of starting to learn foreign languages at an early age and the diverse roles that teachers can play in this process.

Chapter Two
Data Analysis and
Interpretation

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SECTION ONE: METHODOLOGY

Introduction

This study aimed to collect data and information about the challenges and difficulties faced by primary school teachers in Algeria. Therefore, this chapter focuses on the research methodology used in this study, including data collection, population, and sample targeted in the study. It is also devoted to the analysis of the classroom observation and the teacher's questionnaire and the discussion of the results of these two instruments. Additionally, it concludes by providing suggestions and recommendations.

2.1.1 Research Approach

This research is exploratory in nature and aims to address the challenges and issues faced by EFL teachers in primary schools in Algeria. The main objective is not only to identify these challenges but also to propose effective solutions. To achieve this, a mixed-methods approach was employed, incorporating both quantitative and qualitative methodologies. A questionnaire was designed to collect quantitative data, providing insights into various aspects of the challenges encountered by EFL teachers. Classroom observations were also conducted to gather qualitative data, offering a clear understanding of the challenges within the context of actual teaching environments.

2.1.2 Research Design

This research is a descriptive case study that aims to identify the difficulties, obstacles, and expected challenges faced by primary school teachers during the teaching process. The study is divided into two chapters. The first chapter consists of two sections that discuss the two variables, while the second chapter explains the research methodology, including the use of tools and the process of data analysis leading to the presentation of results.

2.1.3 The Participants

The study was conducted at Bakouch Mouhamed Ben Laarousi Primary School in Briska. The sample consisted of third- and fourth-year pupils who were randomly selected. Additionally, twenty-two primary school teachers participated in the study by completing an online questionnaire distributed via email.

2.1.4 Data Collection Tools

This research relies on two distinct methods for data collection, with non-participant classroom observation being the primary tool. The observation was conducted in a primary school to gather data on the teaching process. Additionally, a semi-structured questionnaire was designed as a secondary tool specifically for English language teachers in primary schools to accumulate their opinions regarding the challenges they face in teaching English as a foreign language.

2.1.5 Classroom Observation

The classroom observation was conducted at Bakouch Mouhamed Ben Laarousi Primary School in Biskra. The focus was on third- and fourth-year classes to gain insights into the teaching environment and interactions between teachers and students in a natural setting.

2.1.5.1 The Aim of Classroom Observation

The purpose of the classroom observation is to gather data on the challenges teachers encounter while instructing English. Additionally, it aims to observe pupils English learning processes, identify obstacles hindering effective teaching, and gain insights into the English language curriculum content in primary school.

2.1.5.2 Description of the Classroom Observation

As previously mentioned, the purpose of the classroom observation was to examine the interaction between pupils and the teacher, as well as to gain an understanding of how the English language is taught in a primary school setting. The goal was also to identify any challenges faced by the teacher during the teaching process and propose potential solutions for the future. The observation took place over the course of 10 sessions, between February 5 and February 28, in the third and fourth-year classes at Bakouch Mouhamed Ben Laarousi Primary School. In order to gather reliable data, a checklist was utilized as a tool for this

study. The checklist consisted of four sections, which focused on the difficulties faced by the teacher and the English language program in primary school. Each section included specific items to be observed.

- The first section, Teaching Environment, aimed to assess the environmental conditions in which pupils' study and determine the availability of appropriate materials.
- The second section, Classroom Dynamics, focused on examining various challenges and factors that may impact the learning environment for both the teacher and pupils. This section addressed issues such as large class sizes, the influence of the students' first language on their learning, student engagement, and varying levels of proficiency among pupils. Each aspect of this section aims to explore and understand the dynamics and complexities within the classroom setting.
- The third section, Curriculum and Program, emphasized the content of the curriculum and practical approaches to language learning. This included incorporating new vocabulary, implementing group work, and exploring various teaching methods.
- The final section, Assessment and Evaluation, focused on how pupils are tested during their study period and whether the teacher encounters challenges during the evaluation process.

2.1.6 Teachers Questionnaire

Because this study relied on two tools, a semi-structured questionnaire was designed to answer the research questions. The questionnaire was distributed to twenty-two primary school teachers via email.

2.1.6.1 Aim of the Teachers Questionnaire

The aim of using a questionnaire was to gather information about the teachers' perspectives on including English language instruction in primary school, as well as the challenges they face during the teaching process. Additionally, the questionnaire aimed to

provide a clear description of the materials, strategies, and syllabus used for teaching English in primary school.

2.1.6.2 Description of the Teachers Questionnaire

The questionnaire consisted of six sections, each containing a combination of closed-ended and open-ended questions. Closed-ended questions required respondents to select from provided answer choices, while open-ended questions required more detailed responses. The structure of the questionnaire was as follows:

- **Background Information:** This section contained four questions aimed at gathering data on teachers' educational degrees and any specialized training in teaching English.
- **Classroom Practices:** Five questions were included to collect information about the methods employed by teachers during the teaching process and the challenges they encounter.
- **Resources and Materials:** This section consisted of two questions to uncover the materials utilized by teachers and their availability.
- **Pedagogical Challenges:** Three questions were dedicated to examining the impact of first and second languages on pupils' learning.
- **Curriculum and Program:** This section included four questions focusing on the content of English language lessons in primary school and how teachers enhance pupils' skills.
- **Assessment and Evaluation:** The final section comprised four questions regarding the evaluation process, including the frequency of pupil evaluations and any difficulties encountered.

2.1.6.3 Validity of the Teachers Questionnaire

After initially preparing the questionnaire and forwarding it to the research supervisor, he suggested adding questions related to the curriculum and program sections, as well as removing any unnecessary questions. After making these revisions, we have asked two experts to validate the questionnaire. They approved the final version as appropriate for the target population.

2.1.6.4 Administration of the Teachers Questionnaire

The questionnaire was created using Google Forms and then posted on Facebook pages and groups related to primary school teachers on March 17, 2024. It should be noted that the teachers were not very cooperative, which made it necessary to reach out to them individually. As a result, it was challenging to gather a sufficient number of participants.

SECTION TWO: DATA ANALYSIS AND RESULTS

2.2.1 Analysis of the Classroom Observation

- **Teaching Environment**

During our observation of the fourth and third-year primary classrooms, we noticed a lack of seating, with classes nearly reaching the walls and broken seats. This is due to the high number of pupils in each class. Despite this, the well-organized virtual image of the class and the educational posters that decorated the walls were observed. In terms of educational resources, we observed that most students have English-language books and notebooks for various activities. The teachers also make an effort to use illustrations to aid in understanding. However, we did notice a lack of technological teaching aids, such as computers, which suggests a continued reliance on traditional teaching methods.

- **Classroom Dynamics**

Through our observation of 10 classes, which included both third and fourth grade levels, it became evident that the large number of pupils was a common issue in all sections. It presented a major challenge for teachers, making it difficult to keep pupils under control. Consequently, teaching became difficult as many pupils failed to focus during explanations, particularly those seated at the back of the classroom. The large number of pupils in each class also contributed to disruptions in classroom order. During our observation, we noted instances where the teacher struggled to control the pupils, resulting in chaotic behavior. For example, pupils engaged in off-topic discussions, moved around the classroom, and even engaged in fights. These disruptions hindered the teacher's ability to effectively conduct lessons, especially within the limited timeframe of 45 minutes per class.

In terms of participation, it can be said that primary school pupils are characterized by a high level of engagement in classroom activities despite their young age, and this may be the reason to which pupils readily respond. During teaching, pupils show a desire to respond to the teacher's questions. However, we noted a lack of order during the question-and-answer process,

with some pupils failing to listen attentively. As a result, the teacher often needed to repeat questions several times with the challenge of preserving a calm teaching environment. Furthermore, it was clear that there were varying levels of academic ability among the pupils. While some pupils actively participated in class, others seemed unable to do so. This difference in participation levels was noticeable during our observation.

In addition, during our attendance in the third and fourth grade classes of primary school, it was noticeable from the beginning that the teacher was unable to fully teach the English language using only English as the medium of instruction. This was due to the pupils' limited understanding of the language, especially as they were still developing their first language and learning English. Therefore, it was necessary for the teacher to use the pupils' mother tongue in order to simplify the English language for both the teacher and the pupils.

- **Curriculum and Program**

According to the curriculum and program section, and based on our observations during the classroom sessions, we have noticed a lack of engagement activities, such as incorporating pair or group work. Additionally, there is a lack of variety in teaching methods, as the teacher only uses one or two methods consistently.

Regarding writing, the teacher occasionally asks pupils to write alphabets for third-year classes, and for fourth-year pupils, they write one sentence provided by the teacher on the board for each unit. We also observed that the teacher uses visual aids, such as pictures associated with words and colors, to practice new vocabulary. They also use songs to support oral language development. However, it was noticeable that pupils struggled with pronouncing certain words, as English has many words with silent letters. This can make it difficult for pupils to pronounce them correctly. Additionally, for third-year pupils, many of them have difficulty differentiating between the letters E and A and how to pronounce them. This could be due to the influence of the French language on English.

- **Assessment and Evaluation**

During our classroom observations, we noticed a lack of effective evaluation and assessment procedures being used throughout the teaching process. It was observed that the

teacher rarely provides tests or quizzes to assess pupils understanding, and when she does, it is typically only once per semester due to time constraints. This limited time frame of 45 minutes per session presents challenges for conducting thorough assessments or providing pupils with a variety of activities. Additionally, when the teacher attempts evaluations, she struggles to manage large class sizes and accurately determine individual pupil needs and comprehension. This issue also extends to ensuring that pupils understand the evaluation process itself.

2.2.2 Analysis of the Teachers Questionnaire

➤ Section one: Background Information

1) Question: Educational background

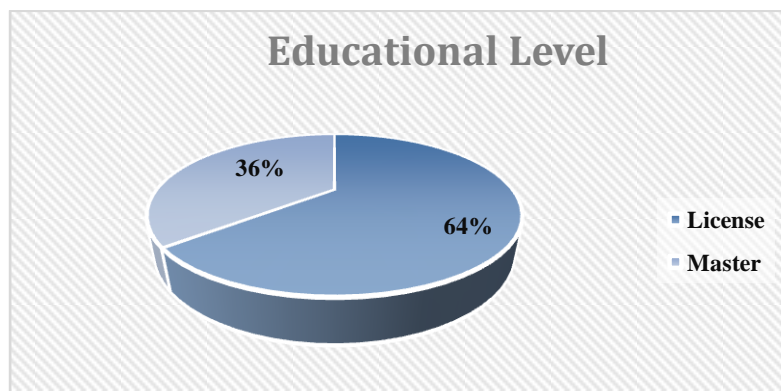
Table 2.1

Primary School Teachers Educational Level

Options	N	%
License	14	64%
Master	8	36%
Doctorate	0	0%
Total	22	100%

Figure 2.1

Primary School Teachers Educational Level



The results indicate that 64% of primary school teachers hold a license degree, while 36% hold a master's degree. No teachers in this sample hold a doctoral degree. These results prove that primary school teachers are licensed graduates.

2) **Question:** How many pupils do you have in each class?

Table 2.2

Class Size in Primary Schools

Options	N	%
20-30	9	41%
31-45	12	54.5%
More than 46	1	4.5%
Total	22	100%

Based on the results, it is clear that primary schools are facing issues with overcrowded classes. The data shows that 54.5% of teachers have classes with 31–45 pupils; while 41% have classes with 30 pupils or less. Only 4.5% of teachers have classes with more than 46 pupils. This indicates a significant number of pupils in primary school English sections.

3) **Question:** Do you have any specialized training in teaching English as a Foreign Language?

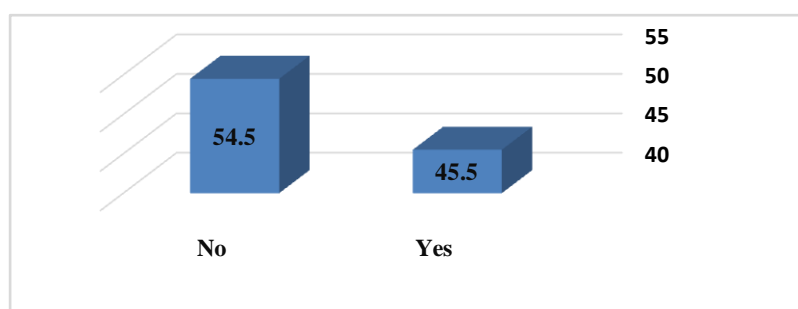
Table 2.3

Teachers Training in Teaching English as a foreign Language

Options	N	%
Yes	10	45.5%
No	12	54.5%
Total	22	100%

Figure 2.2

Teachers Training in Teaching English as a foreign Language



As shown in Table 2.3, out of 22 teachers, 12 (54.5%) had no prior training in teaching English as a foreign language before beginning to teach. On the other hand, 10 teachers (45.5%) had received specialized training in teaching English.

4) Question: If yes, please specify:

The teachers' responses to their specialized training were as follows:

- British Council training
- Training for primary school teachers
- The Ministry of Education provided training for English teachers, in addition to the British Council training.

➤ **Section Two: Classroom Practices**

5) Question: What teaching methods do you commonly use in your English language classes?

Table 2.4

English Teaching Methods

Options	N	%
Task based learning	3	14%
Audio lingual method	3	14%
Direct method	1	4%
Game based learning	10	46%
Other	5	22%
Total	22	100%

This question aimed to determine the methods that teachers use for their English language classes. There were four options provided for this question. 46% of teachers chose option 3, which is game-based learning, as the most commonly used method. This was followed by task-based learning and the audio-lingual method, with 14%. Only 4% of teachers reported using the direct method. Additionally, 22% of teachers selected the "other" option, indicating that they use a variety of methods such as the CBA method, flashcards, and active play education. This suggests that there is a strong emphasis on using games as the primary method of teaching.

6) **Question:** How often do you face challenges in implementing your preferred teaching method?

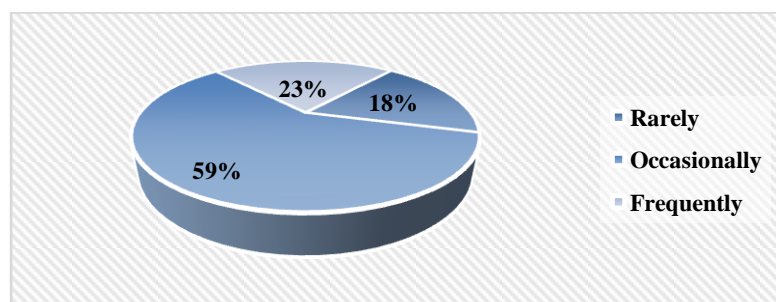
Table 2.5

Teacher's Opinion on the Frequency of Challenges in Implementing Their Preferred Teaching Method

Options	N	%
Rarely	4	18.2%
Occasionally	13	59.1%
Frequently	5	22.7%
Total	22	100%

Figure 2.3

Teacher's Opinion on the Frequency of Challenges in Implementing Their Preferred Teaching Method



According to the responses to this question, which seeks to determine if teachers face difficulties when implementing their preferred teaching methods, it was found that 59.1% of teachers face difficulties occasionally, 22.7% face them frequently, and 18.2% rarely face

challenges when using their preferred teaching method. This suggests that a significant number of teachers face challenges when it comes to implementing a variety of teaching methods in the classroom.

7) **Question:** What challenges do you face in engaging pupils effectively during English language classes?

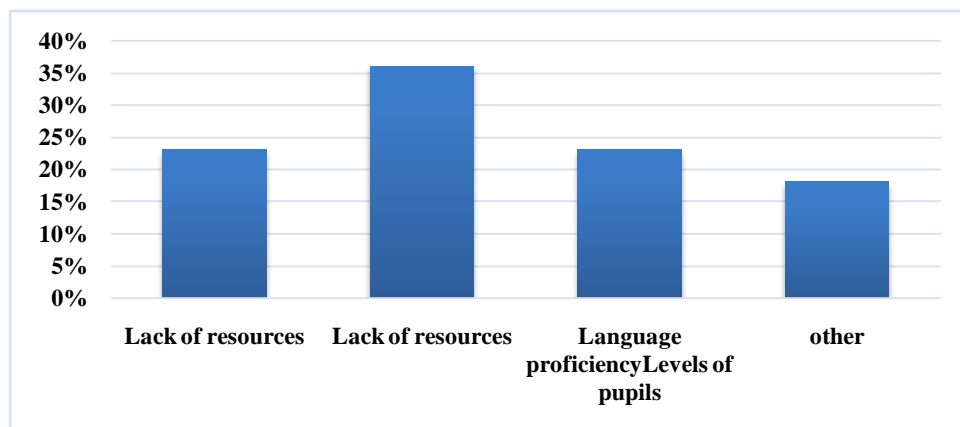
Table 2.6

Challenges facing teachers in engaging pupils effectively

Options	N	%
Lack of resources	5	23%
Large class sizes	8	36%
Language proficiency	5	23%
Levels of pupils		
Other	4	18%
Total	22	100%

Figure 2.4

Challenges facing teachers in engaging pupils effectively



As it can be seen in Table 2.6, the aim of this question is to identify the challenges that teachers face in effectively engaging students during the teaching process. The results obtained indicate that 36% (8 out of 22 teachers) of teachers struggle with large class sizes,

while 23% (5 out of 22 teachers) were equivalent for lack of resources and language proficiency levels of their students. Additionally, for the "other" option, 18% of teachers reported facing difficulties with teaching in two different schools and 9 classes with a challenging schedule, such as teaching one class on Sunday morning at 8 and the second session on Thursday, the last one. Other challenges mentioned include limited time and a lack of follow-up at home due to the predominance of the French language in Algerian society.

8) Question: Is 45 minutes enough time to complete the lesson on schedule?

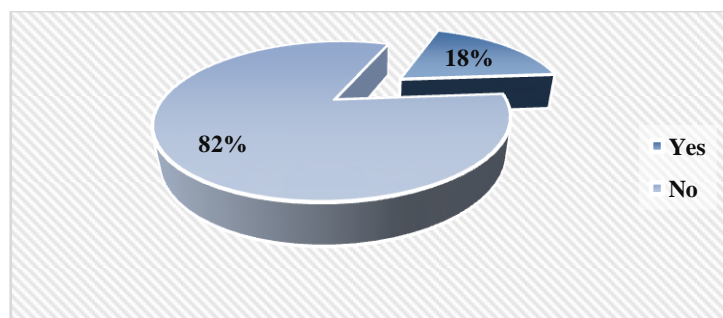
Table 2.7

Teachers' Opinions on Class Scheduling

Option	N	%
Yes	4	18%
No	18	82%
Total	22	100%

Figure 2.5

Teachers' Opinions on Class Schedule



The majority of teachers (18 out of 22) indicated "no," meaning they agreed that 45 minutes is not enough time to finish the lesson on time. However, 4 out of 22 teachers answered "yes". These results suggest that teachers are not satisfied with the length of the class. This suggests agreement among most teachers that the class duration may be inadequate for effective teaching and learning.

Question: If not, what do you suggest?

All of the teachers have suggested extending the duration of the lesson to a full hour instead of the current 45 minutes.

➤ **Section Three: Resources and Materials**

9) **Question:** What materials do you commonly use for teaching English?

Table 2.8

Teaching Materials

Options	N	%
Textbooks	0	0%
Pictures/songs	16	73%
Games	0	0%
Online resources	0	0%
Other	6	27%
Total	22	100%

The data obtained shows that 73% of primary school teachers use pictures and songs as materials for teaching English, while 27% of other teachers choose the "other" option, claiming to use a mix of textbooks, games, pictures, songs, and flashcards. These results indicate that the majority of primary school teachers do not use a variety of materials in their instruction, relying solely on pictures and songs as their primary resources.

10) **Question:** Are these materials available?

Table 2.9

Teachers' Opinions Regarding the Availability of Materials

Options	N	%
Yes	19	86.4%
No	3	13.6%

Total	22	100%
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From the table above (2.9), we can conclude that 86.4% of teachers reported having access to the materials they use, while 13.6% stated that the materials were not available.

➤ **Section Four: Pedagogical Challenges**

11) Question: Does teaching English alongside French in primary school affect pupils learning?

Table 2.10

The Effect of Teaching French Language Alongside English on Pupils Learning

Options	N	%
yes	12	54.5%
No	10	45.5%
Total	22	100%

According to Figure 2.4, 54% of respondents believe that teaching English alongside French has an impact on pupils' learning in primary school. However, 46% of other teachers stated that it does not have an effect. This demonstrates the effect of learning French on learning English primary school.

12) Question: If yes, How?

Based on the teacher's opinions about how the French language affects teaching English in primary school, we have found that the French language has a significant impact on pupils' pronunciation, particularly for third-year pupils. Additionally, pupils often confuse the two languages to the extent of code-switching and mixing words. Furthermore, pupils tend to read English alphabets as if they were French.

13) Question: How do you overcome first language (Arabic) L1 interference?

This question seeks to understand how teachers overcome the use of the first language, Arabic. According to the responses of the teachers, some mention that they attempt to limit the use of Arabic by incorporating gestures and drilling techniques, practicing, setting class rules, and teaching phrases that should be used in the classroom, such as asking for a pen. As the lessons progress, pupils will naturally begin to use the terms they have learned and develop the habit of speaking English.

➤ **Section Five: Curriculum and Program**

14) Question: How does the curriculum enhance speaking skill in primary school?

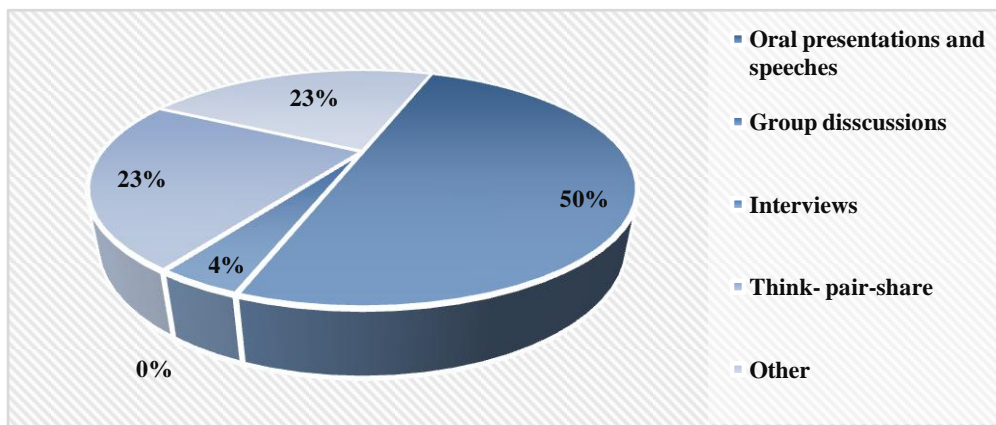
Table 2.11

Teachers' opinions on how the curriculum enhances speaking skill

Options	N	%
Oral presentations and speeches	11	50%
Group discussions	1	4%
Interviews	0	0%
Think- pair-share	5	23%
Other	5	23%
Total	22	100%

Figure 2.6

Teachers' opinions on how the curriculum enhances speaking skill



The data suggests that primary school teachers heavily rely on oral presentations and speeches (50%) to enhance pupils' speaking skills, indicating a common teaching approach. However, there is less emphasis on interactive methods like think-pair-share activities (23%) and group discussions (4%), which could potentially offer more engaging and collaborative learning experiences. The moderate use of role-playing (23%) suggests some variation in instructional methods.

16) Question: What strategies do you employ to improve pupils listening skill?

Table 2.12

Teachers' Strategies to Improve Pupils Listening Skill

Options	N	%
Storytelling	1	4.5%
Songs/rhymes	9	41%
Role plays	10	45.5%
Other	2	9%
Total	22	100%

The results presented in Table 2.11 demonstrate that 45.4% of primary school teachers primarily rely on role play as a strategy to enhance their pupils' listening skills. Additionally, 41% of teachers use songs or rhymes, while only 4.5% use storytelling, and 9% use the listen and repeat strategy. These findings suggest a significant focus on incorporating

both role-plays and songs and rhymes into teaching methods to improve pupils' listening abilities.

17) Question: Does the curriculum include any activities designed to enhance pupils writing skills?

Table 2.13

Teachers' Answers Regarding the Inclusion of Writing Skill-Enhancing Activities in the Curriculum

Options	N	%
Yes	12	54.5%
No	10	45.5%
Total	22	100%

Figure 2.7

Teachers' Answers Regarding the Inclusion of Writing Skill-Enhancing Activities in the Curriculum

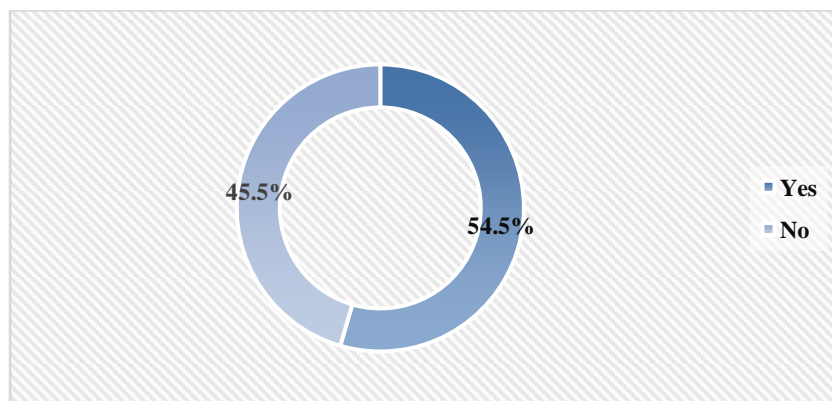


Figure 2.5 shows that 54.5% of respondents reported that the curriculum includes writing skill activities. However, the fact that 45.5% indicated no activities for writing skills suggests a significant portion of curricula may lack emphasis on writing development.

18) Question: What kind of activities

According to the teachers' responses, the instructional approach for writing skills involves having third-year pupils trace letters and then copy them into their copybooks. For fourth-year pupils, a short text related to the sequence is provided, following by questions to answer. After completing this activity, they copy a sentence into their copybooks. In addition, there is some handwriting lesson where third-year pupils focus on writing individual letters, while fourth-year pupils practice writing complete sentences. This handwriting session is incorporated into each level.

✓ **Section Six: Assessment and Evaluation**

19) Question: What types of assessments are used to evaluate pupil's comprehension?

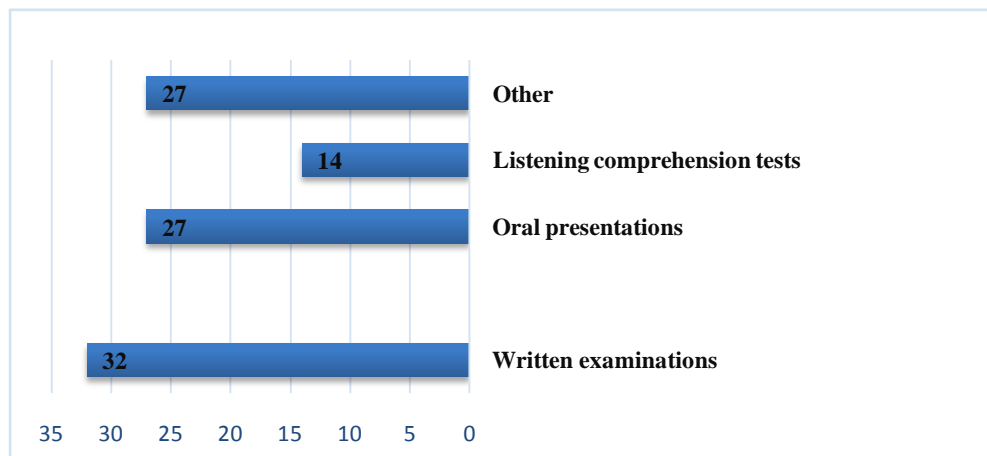
Table 2.14

Types of Assessments to Evaluate Pupils 'Comprehension

Options	N	%
Written examinations	7	32%
Oral presentations	6	27%
Listening comprehension tests	3	14%
Other	6	27%
Total	22	100%

Figure 2.8

Types of Assessments to Evaluate Pupils' Comprehension



In this question, the respondents were asked to reveal what types of assessments they use to evaluate their pupils' comprehension. The results showed that 32% of them use written examinations, 27% rely on oral presentations, and only 14% use listening comprehension tests. Interestingly, 27% of the respondents chose the "other" option, with some using a combination of handwriting and reading assessments, while others use a mix of written and oral assessments.

20) Question: How often do you assess pupil's progress in English language skills?

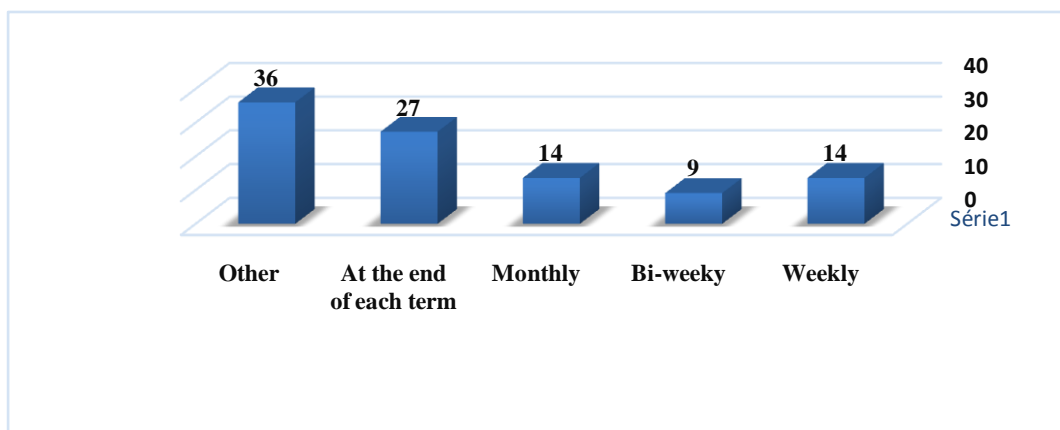
Table 2.15

The Frequency of the Teacher's Assessments of Pupils' Progress

Options	N	%
Weekly	3	14%
Bi-weekly	2	9%
Monthly	3	14%
At the end of each term	6	27%
Other	8	36%
Total	22	100%

Figure 2.9

The Frequency of the Teacher's Assessments of Pupils' Progress



From Table 2.13, it is evident that 27% of teachers test their pupils after each term, while 14% test them either weekly or monthly. Additionally, 9% of teachers test their pupils after two weeks, and 36% indicate that they test their pupils after two sequences or after each two units. Some teachers also mentioned that they conduct formative assessments. Based on this data, it can be concluded that the majority of pupils are tested after each term.

21) Question: Do you face any difficulties when evaluating pupil's language proficiency?

Table 2.16

Teachers' Opinions about Challenges during the Evaluation Process

Options	N	%
Yes	6	27.3%
No	16	72.7%
Total	22	100%

As shown in Table 2.14, more than half of the respondents (72.7%) reported not facing any difficulties during the evaluation process. However, 27.3% of teachers stated that they do encounter difficulties with the evaluation process.

22) Question: If yes, please specify

According to the responses from teachers, there are several challenges that they face in the classroom. These include pupils' lack of writing skills, as they tend to only listen and subsequently forget a lot of information. Additionally, some teachers struggle with the pronunciation of their pupils and the interference of French language patterns. Furthermore, some pupils have trouble constructing grammatically correct sentences, despite having a strong vocabulary. Furthermore, certain pupils find it challenging to grasp the meaning of questions, leading to potential obstacles for teachers in accurately evaluating their comprehension levels.

2.2.3 Interpretation and Discussion of the Findings

After conducting a classroom observation, it is clear that primary school teachers face numerous challenges when teaching English. One major issue is the teaching environment, which, even though it is clean and visually appealing, presents difficulties due to the small size of the classroom and lack of seating. This makes it challenging for teachers to effectively manage the class, especially with a large number of pupils. The school does not have enough technology resources like computers, videos, and internet access, which could improve the teaching process.

The second section of the observation, titled "Classroom Dynamics," highlights the major obstacle of having a large number of pupils in the class. This poses a challenge for teachers in explaining lessons, especially for pupils who are seated at the back of the class. It also presents challenges in controlling pupils' behavior, leading to disruptions in the lesson and hindering the teacher's ability to effectively teach. Additionally, the limited time for lessons, typically 45 minutes, can be a challenge for teachers, especially with young and active learners. If the classroom is not well managed, pupils may not have enough opportunities for active learning.

Furthermore, teachers may struggle with the varying levels of their pupils, requiring them to put in extra effort to explain concepts in a chaotic classroom environment. The results of the observation also revealed that the teacher faced difficulties in using English during the lesson, as some pupils were unable to understand certain expressions. As a result, the instructor had to start speaking to the students in their mother tongue to make sure they understood the abstract concepts. This can be a hindrance to the pupils' English language development. Additionally, there is a lack of using pair or group work as engagement activities. This may be due to the difficulty of managing a chaotic classroom, which limits the variety of teaching methods used and may result in a less interactive and engaging learning experience for pupils.

Moreover, the limited time and large number of pupils in the classroom can also pose challenges for the teacher in assessing pupils' understanding and progress. This may lead to relying on one evaluation at the end of the term, which might result in an inaccurate representation of the pupils learning.

In the first section, the teacher questionnaire primarily focuses on the educational background of teachers. It shows that most of them have achieved licensed degrees. Moreover, numerous teachers mentioned having large class sizes, with certain classes having over thirty pupils. Additionally, a significant number of teachers do not have previous experience instructing young students, creating difficulties in effectively teaching English to this age group. This is true even for those with some educational experience, as teaching young learners comes with distinct difficulties.

In response to question five regarding English teaching methods, the majority of teachers reported using game-based learning as their main instructional method. However, they also mentioned facing some challenges with this method. The main issue identified is the large class sizes, which make the teaching process much more difficult. Additionally, teachers emphasized the need for teaching materials that align with and support their instructional approach. Furthermore, teaching in multiple institutions adds complexity for teachers, as they have to handle multiple classes with difficult schedules. Moreover, the limited time per session, particularly for teaching young learners, is considered inadequate. As a solution, teachers suggest extending the session duration to one hour in order to improve the quality of teaching.

According to question ten in the third section, which explores the materials used by teachers for teaching English, the majority of teachers mentioned they preferred using pictures, songs, and games for teaching. However, it is evident that there is a limited use of online resources and little dependence on textbooks in their teaching methods.

In terms of Section Four, half of the respondents mentioned that the French language plays a major role in pupils education, leading to confusion between the words and alphabets of both languages. This influence poses challenges for teachers in teaching English effectively. Additionally, it should be emphasized that the majority of teachers indicate the widespread use of Arabic as the first language in teaching English. Many teachers have mentioned that they cannot depend only on English for teaching, so they turn to Arabic to assist in the learning process., as well as trying to overcome the use of the first language by incorporating gestures and drilling techniques, practicing to minimize the use of Arabic language, and making pupils use only English to learn the language better.

In the fifth section, titled "Curriculum and Program," the focus is on how the curriculum improves English skills in elementary school. Half of the teachers mentioned using oral presentations and speeches as a main method to enhance speaking skills. Additionally, some teachers indicated that they rely on methods like "think-pair-share" and role play to enhance pupils' speaking abilities. Moreover, teachers incorporate role-play and integrate songs and rhymes into their teaching strategies in order to enhance listening skills.

In the responses to question sixteen, which aims to reveal if there are any activities for developing writing skills, more than half of the teachers indicated the presence of such activities, including writing alphabets, words, and practicing writing complete sentences. In the final section, which emphasizes how teachers assess their pupils' comprehension, most teachers combine oral and written examinations to evaluate pupils. Additionally, they usually give exams at the end of the term. However, this could indicate a limited variety of assessment methods and assessments designed to target pupils challenges. Some teachers mentioned challenges in constructing grammatically correct sentences, attributing this issue to the absence of grammar lessons specifically designed for young learners.

Classroom observation uncovered various challenges faced by English teachers in primary schools, including managing large class sizes, limited resources, and language barriers. These difficulties were also reflected in the responses to the questionnaire, where teachers emphasized issues such as a lack of diverse methods, a lack of appropriate teaching materials, and the impact of the French language on English learning. Both the questionnaire and observation results emphasize the need for more resources and support to effectively address these challenges and improve the quality of English language instruction in primary schools.

Conclusion

To conclude this chapter, an attempt has been made to address the challenges faced by primary school teachers through the utilization of two different instruments: a questionnaire and classroom observation. A clear description of the instruments used in conducting this research has been provided, along with an analysis of the results. Furthermore, detailed interpretation of the findings has been presented to provide insights into the challenges encountered by primary school teachers in teaching English to young learners.

General Conclusion

At the conclusion of this research, which examines the challenges faced by primary school teachers in Algeria due to the introduction of the English language in primary schools, especially with the existence of the French language, this study aims to identify and address the challenges that the teachers suffer from and try to suggest some potential solutions as simple as possible to help teachers overcome these challenges and to improve the teaching process for the future.

To achieve this, the research was divided into two distinct chapters. The first serves as the theoretical framework, while the second presents the findings from the fieldwork. The first chapter consists of two sections that provide essential information on teaching English, drawing on previous studies. The first section explores the history of English as a foreign language since independence, and the decision to include the English language starting from the third grade of primary school instead of the first intermediate grade. It also discusses the objectives behind teaching EFL in Algeria and the importance of teaching English in the country, while the second section focuses on teaching English as a foreign language (EFL) in Algerian primary schools, covering topics such as the syllabus, methods and techniques, as well as the learning conditions and challenges faced by primary school teachers in teaching English. Additionally, the section discusses the benefits of teaching English to young learners.

Chapter two of the research deeply explores the methodology used, covering data collection tools, data description, and result analysis. This detailed method has revealed numerous challenges faced by teachers. By employing questionnaires and classroom observations, the study has brought to light the common difficulties experienced by teachers.

The study indicates that most teachers encounter challenges due to limited resources, time constraints, and large class sizes. Moreover, the practice of assigning teachers to multiple primary schools has emerged as a significant issue, leading to physical and psychological exhaustion among educators. These factors collectively create an inadequate environment for teachers, affecting their well-being and effectiveness in the classroom.

Limitations of the Study

One important factor to take into consideration when discussing the limitations of this study is the lack of access to certain sources, such as books and articles that are not freely available. Additionally, there were difficulties in obtaining references for certain elements of the theoretical chapter. The distribution of the questionnaire also posed challenges, as it was difficult to gather a sufficient number of responses. This was due to the limited number of English language teachers available and the fact that some of them chose not to participate, while others did not answer all of the questions.

Recommendations and Suggestions

The primary purpose of this research is to investigate the challenges encountered by primary school teachers. Through the analysis of questionnaire results and classroom observations, it will be more advantageous to provide some suggestions and solutions to facilitate the challenges that teachers face during the teaching process in primary schools.

- ✓ The Ministry of Education should assign enough teachers to each school in order to alleviate the pressure on teachers and allow them to effectively focus on teaching pupils.
- ✓ The Ministry of Education should consider increasing the duration of English classes to one hour and potentially adding more sessions, such as three per week.
- ✓ Primary schools should consider minimizing class sizes in order to facilitate better understanding of material for pupils and more effective delivery of lessons for teachers.
- ✓ Teachers should actively create a comfortable and nurturing environment for pupils, encouraging them to ask questions and make mistakes without fear of judgment and providing a positive and engaging learning experience.
- ✓ Primary schools should ensure that teachers are provided with all necessary materials and resources required to effectively teach their classes. This includes textbooks, teaching aids, technology, and any and any other materials needed for the curriculum to enhance the quality of education and support teachers in delivering comprehensive and engaging lessons.
- ✓ Teachers should implement differentiated instruction techniques to accommodate pupils with different levels of proficiency.

- ✓ Teachers should utilize peer tutoring or cooperative learning activities, where pupils can learn from and support each other.
- ✓ Teachers should offer additional support or enrichment activities for pupils who may be struggling, as this can greatly benefit their learning.
- ✓ To ensure a positive and organized classroom environment, it is important to establish clear expectations and routines. This will help students understand what is expected of them and create a sense of structure in the classroom.
- ✓ Implementing proactive strategies such as positive reinforcement and behavior contracts to help manage behavioral issues.
- ✓ The Ministry of Education should establish training centers aimed at enhancing teachers' abilities to effectively teach and engage with young learners.
- ✓ Encourage regular practice of English through homework assignments, language games, and conversation practice with peers.
- ✓ Teach English in context, using real-life situations and authentic materials to make learning more meaningful and relevant.
- ✓ Prioritize activities that promote active communication in English, such as pair and group discussions, presentations, and language games.
- ✓ Conduct regular formative assessments to monitor pupils' progress and identify areas for further instruction or reinforcement.
- ✓ Incorporate visual aids such as flashcards, posters, and illustrations to support vocabulary acquisition and comprehension.
- ✓ Encourage and praise young learners' achievements and progress in learning English, promote a positive attitude toward language learning.

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Appendices

Appendix A: Teachers Questionnaire

Dear Teachers,

Thank you for taking the time to participate in this questionnaire. It is an important component of my master's dissertation, which aims to gather data on the challenges faced by English as Foreign Language (EFL) teachers in Algerian primary schools. Your participation is greatly appreciated, and I kindly request that you provide precise, clear, and complete responses. Please use a tick (✓) to indicate the appropriate answer(s). If necessary, please provide detailed explanations to support your responses. Your thoughtful and thorough input will greatly contribute to our understanding of the challenges in English language education in Algerian primary schools.

Section One: Background Information

1) Educational background:

- a. License degree
- b. Master degree
- c. Doctorate degree

2) How many pupils do you have in each class?

- a. 20-30
- b. 31-45
- c. More than 46

3) Do you have any specialized training in teaching English as a Foreign Language?

- a. Yes
- b. No

4) If yes, please specify:

.....

Section Two: Classroom Practices

5) What teaching methods do you commonly use in your English language classes?

- a. Task based learning
- b. Audio lingual method
- c. Direct method
- d. Game based learning

If other(s) please specify

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.....
.....

6) How often do you face challenges in implementing your preferred teaching method?

Rarely Occasionally Frequently

7) What challenges do you face in engaging pupils effectively during English language classes?

- a. Lack of resources
- b. Large class sizes
- c. Language proficiency levels of pupils

If other(s) please specify

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.....

8) Is 45 minutes enough time to complete the lesson on schedule?

- a. Yes
- b. No

9) If not, what do you suggest?

.....
...

Section Three: Resources and Materials

10) What materials do you commonly use for teaching English?

- a. Textbooks
- b. Pictures/ songs
- c. Games
- d. Online resources

If other(s) please specify

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.....
.....

11) Are these materials available?

a. Yes

b. No

Section Four: Pedagogical Challenges

12) Does teaching English alongside French in primary school affect pupils learning?

a. Yes

b. No

13) If yes, How?

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14) How do you overcome first language (Arabic) L1 interference?

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Section Five: Curriculum and Program

15) How does the curriculum enhance speaking skill in primary school?

a. Oral presentations and speeches

b. Group discussions

c. Interviews

d. Think- pair-share

If other (s) please specify

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.....

16) What strategies do you employ to improve pupils listening skill?

- a. Storytelling
- b. Songs/rhymes
- c. Role plays

If other(s) please specify

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.....

17) Does the curriculum include any activities designed to enhance pupils writing skills?

- a. Yes
- b. No

18) What kind of activities?

.....
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.....

Section Six: Assessment and Evaluation

19) What types of assessments are used to evaluate pupil's comprehension?

- a. Written examinations
- b. Oral presentations
- c. Listening comprehension tests

Other.....
.....
.....

20) How often do you assess pupil's progress in English language skills?

- a. Weekly
- b. Bi-weekly
- c. Monthly
- d. At the end of each term

Other
.....

21) Do you face any difficulties when evaluating pupil's language proficiency?

- a.** Yes
- b.** No

22) If yes, please specify

.....
.....
.....

Thank you

Appendix B: Classroom Observation

Mohamed Khider University-Biskra

Department of English

Classroom Observation Checklist

Year:

School:

Level:

	<u>Challenges Faced by teachers</u>	<u>Observed</u>	<u>Not Observed</u>
<u>Teaching Environment:</u>	<ul style="list-style-type: none"> • Inadequate classrooms: lack of space, poor lighting, or distracting noise 		
	<ul style="list-style-type: none"> • Limited Learning Resources: textbooks, workbooks, games and illustrations. 		
	<ul style="list-style-type: none"> • Limited Access to Technology: computers, tablets, internet access 		
<u>Classroom Dynamics:</u>	<ul style="list-style-type: none"> • Large Class Sizes 		
	<ul style="list-style-type: none"> • First language interference. 		
	<ul style="list-style-type: none"> • Pupils’ engagement in classroom activities 		
	<ul style="list-style-type: none"> • Classroom management problems. 		
	<ul style="list-style-type: none"> • Variation of pupil's levels 		
	<ul style="list-style-type: none"> • Use of code switching during the session. 		
<u>Curriculum and Programs:</u>	<ul style="list-style-type: none"> • Practice new vocabulary and context-based expressions. 		
	<ul style="list-style-type: none"> • Using pictures associated with words 		
	<ul style="list-style-type: none"> • Incorporate activities that support oral language development 		
	<ul style="list-style-type: none"> • Group pupils for engagement in activities such as pair work and group work 		
	<ul style="list-style-type: none"> • Ask pupils to write alphabets to improve their handwriting skill. 		
	<ul style="list-style-type: none"> • Using a variety of instructional methods 		
<u>Assessment and Evaluation:</u>	<ul style="list-style-type: none"> • Asking questions to test and evaluate pupils 		
	<ul style="list-style-type: none"> • Challenges in evaluating diverse levels of pupils effectively 		

المخلص

لقد ساهم انتشار اللغة الإنجليزية في جميع أنحاء العالم، خاصةً من خلال تأثيرها على مختلف الأنظمة التعليمية في إعادة تشكيل النظرة نح واللغة الإنجليزية في بعض البلدان . وفي هذا لسياق، بذلت الجزائر جهوداً مؤخرًا لإدراج اللغة الإنجليزية في المدارس الابتدائية . ومع ذلك، فقد خلق هذا التحول تحديات وصعوبات مختلفة أمام معلمي اللغة الإنجليزية في المدارس الابتدائية أثناء عملية التدريس . لذا سعت هذه الدراسة إلى التعامل مع التحديات التي يواجهها معلمو المدارس الابتدائية . ومن أجل حل هذه المسألة، تم استخدام أسلوب مختلط لتحديد هذه الصعوبات، حيث تم جمع البيانات من خلال أداة استبيان ومراقبة غير مشاركة في الصف . وقد تم تنفيذ استبيان شبه منظم لعينة من 22 معلمًا في المدارس الابتدائية، وتمت المراقبة في مدرسة الابتدائية بخوش محمد بن لعروسي في بسكرة مع صفوف السنة الثالثة والرابعة ابتدائي. أظهرت الدراسة أن المعلمون يواجهون صعوبات في جوانب مختلفة، مثل غياب المواد التعليم والافتقار إلى التكنولوجيا والوقت لمحدود للحصة، وحجم الفصول الكبير . إضافة إلى ذلك، افتقار العديد من المعلمين إلى لخبرة في مجال التعليم. استنادًا إلى هذه التحديات، تم اقتراح عدة حلول وتوصيات لمساعدة المعلمين في عملية التدريس .

الكلمات المفتاحية: تلاميذ المدرسة الابتدائية، تحديات المعلمين، اللغة الإنجليزية كلغة أجنبية