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Exploring the Challenges Facing EFL Primary School Teachers

The Case of EFL Primary School Teachers in Biskra

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Fulfillment of the Requirements for the Master Degree in Science of Language

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Declaration

I, BRAIK Houssam Eddine declare that the thesis entitled: Exploring some challenges facing teachers in teaching English to primary school pupils is my own work and contains no materials that have been submitted previously for any degree. This piece of research was carried out and completed at Mohamed Kheider University of Biskra, Algeria.

Mr. BRAIK Houssam Eddine.

Dedication

I dedicate this work to my dear father and mother for their support, kindness, guidance, and for everything they have done to me since my first day in this life.

To my aunties, my two little sisters, and my cousins Khaled, Mohamed, and Akram who were always beside me.

To my friends with whom I share my time.

To my classmates who knew me and believed in me.

To my teachers during these past years.

Acknowledgment

I thank Allah, the almighty God, for providing me with strength, health, knowledge, and patience to finish this work. Without His blessings, this accomplishment would have never been possible. We praise him and glorify him as he ought to be praised and glorified. A deep sense of gratitude goes to my supervisor Dr. Messaouda Bendahmane for being kind enough to accept supervising me despite all of her academic and personal engagements. This goes in parallel for her constant support and patience with us, for her valuable remarks and helpful guidance, for her presence in hard times, and for believing in me right from my first academic year. I am also immensely grateful to the jury members, namely, Dr. Hanane Saihi and Dr. Fatima Messaoudi for their time and efforts reading the research. My thanks also go to all who have contributed in realizing this humble work.

Abstract

English as a foreign language instruction has recently witnessed a major interest in Algeria. The Algerian ministry of education abruptly introduced English into the primary school level resulting in a bunch of consequences on various spheres. This study attempts to explore the main challenges encountered by EFL teachers when teaching English to primary school pupils. To achieve this aim, a questionnaire has been selected as data collection tool. The questionnaire was administered with eight (8) EFL teachers to gain deeper understanding of the teaching situations. The findings indicate that teachers have numerous challenges in managing crowded classes, time management, and a shortage of ICTs. Based on the study findings, some pedagogical recommendations have been suggested and addressed to Algerian policy makers and educators, as well as for future researches.

Keywords: English as a Foreign Language, ICTs, Primary School, Teachers' Challenges.

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List of Acronyms

SLA: Second Language Acquisition

ELF: English as a lingua franca

EFL: English as a foreign language

ELT: English Language Teaching

EYL: English for young learners

TEYL: Teaching English to young learners

BEM: Brevet d'Enseignement Moyen

BAC: Baccalauréat

CRDP: Centre de Recherche Didactique et Pédagogiques

ITE: Institut technologique de l'éducation

TPR: Total Physical Response

CLT: Communicative Language Teaching

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General Introduction

English is the world language that is spoken by around 360 million people around the world and taught in over 118 countries. It serves as the lingua franca for business, education, politics and technology contexts, making it an incredibly useful language to learn. English language learning will allow its learners to communicate effectively with people all over the world. In Algeria, English is considered as a foreign language. Thus, English is not generally used in daily communication. However, it is regarded as one of the most important languages to learn. Before 2022, English language teaching was limited to middle and secondary schooling levels.

After that, particularly in 2023, Algeria experienced a significant reform in its educational system. On May 28th, 2023, The President (Abdelmadjid Tebboune) declared English to be officially taught as a new mandatory subject in primary schools starting from the third grade. However, teaching English as a foreign language in a foreign context such as Algeria has some potential challenges faced by teachers of English in their totally new experience. Inevitably, such challenges should be uncovered to find solutions for the improvement of the situation.

1. Statement of the Problem

Primary school pupils were struggling to keep up with learning French as a second language. Moreover, teaching English and with the confusion of two foreign languages brings numerous pedagogical challenges for teachers. English instruction in primary schools has necessitated the creation of specialized pre-service and in-service training programs. These programs differ from the ones typically provided to teachers in middle or secondary schools, as the latter often focus on EFL instruction rooted in the formal or grammatical aspects of the language. Moreover, teaching young children differs from teaching adolescents or adults since they have unique physical and behavioral traits, as well as different learning styles. On the other hand, teachers may feel unprepared to teach this as it is a whole new experience. The change in educational system may be difficult for teachers to adapt to it, which results in a negative influence on primary schools learners' opinions of

English language learning. In addition, teachers may not feel that their attempts to teach English in primary schools are being supported by their institutions, peers, or administrators. This study seeks to comprehend how primary school teachers of English view their classroom experience, and learn more about their job perceived levels of support and any challenges they may face while teaching English as a foreign language. This study aims to find out how teachers feel about their experience teaching English in primary schools. It seeks to better understand the challenges faced by new teachers, and to suggest workable solutions that would make it clearer how educational success is demonstrated. Thus, this study supports the current educational change by achieving two goals; first, it seeks to examine the challenges encountered when teaching English to young learners in the Algerian classrooms for the first time; and second it aims to suggest solutions for those challenges.

2. Research Questions

- 2.1.** Do EFL primary school teachers face challenges when teaching English to primary school pupils in Algeria?
- 2.2.** What are these challenges that EFL primary school teachers face?

3. Aim of the Study

The general aim of the study is to explore the challenges faced by primary school teachers of English when dealing with pupils as well as trying to find solutions to such challenges.

4. Significance of the Study

English teaching in the Algerian primary schools is a new experience that comes with certain challenges for both teachers and pupils. Therefore, it drives the need to explore such challenges encountered by teachers in order to get a clear vision of the situation that would enable us to find solutions that would enhance the teaching experience and promote a better classroom interaction.

5. Research Methodology

5.1 Research Method

The study is exploratory in nature as it aims to investigate and identify the challenges faced by the Algerians EFL primary school teachers. The study leans toward the use of qualitative data in which it needs opinions and preferences represent the data collected rather than quantified data.

5.2 Population and Sample

The population used in this research is the primary school teachers of English from different primary schools in Biskra, Algeria. From the entire population of teachers, only Eight (8) teachers were randomly chosen to take part in the study.

5.3 Data Collection Tools

The questionnaire formed the sole technique of data collection. It was conducted with eight (8) EFL teachers to explore the issues behind early language learning and the challenges that lay behind. Moreover, in order to analyze and interpret the qualitative data obtained from the teachers' questionnaire, the content analysis method was used.

6. Structure of the Dissertation

This dissertation is divided into two main chapters. The first chapter in its first section covered the status of English in world, where it tackled English as a global language, lingua franca, and the most taught language. The second section highlighted the teaching of English in primary schools in general, discussing issues like learning English at an early age, the individuals' differences and characteristics, and the challenges faced when teaching English to young learners. Additionally, the status of English in Algeria where its focus was on the educational system, teaching levels, and education policy. As well as trying to seek some potential solutions to such challenges. The second chapter was devoted to the fieldwork wherein the gathered data were analyzed and interpreted.

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Introduction

In today's globalized society, the significance of English cannot be underestimated or overlooked, as it stands as the most prevalent language worldwide. English holds the status of being one of the most widely used languages globally, with many individuals proficient in its use even outside of countries such as the United States and the United Kingdom. Currently, the English language serves as the dominant means of communication not only in regions directly impacted by British imperialism, but also in various domains of commerce and culture that are under the influence of these nations. Consequently, the acquisition of English becomes not only advantageous, but essential. The acquisition of English holds a significance option to study it as their secondary language. Numerous nations incorporate English as a secondary language within their educational curriculum, starting from the early stages of childhood. English functions as the language of scientific inquiry, aviation, information technology, international relations, and the tourism industry. Proficiency in English enhances one's prospects of securing employment within a multinational corporation. This chapter attempts to shed light on the status of English in the world in which it will be seen from different perspectives (as a global language, lingua franca, and the most taught language), in addition to that, this research will tackle how the English language could be acquired going through the learning process, styles, and strategies. Moreover, this chapter will shed the light on teaching English in primary schools in general and in the Algerian context in specific.

I.1. The Status of English in the World

English has gained importance as the language that is spoken by a wide range of people worldwide. English originated on a small island (the UK), yet it has since spread to become the universal language in trade, research, business, and even international diplomacy. The English language is the most commonly used language worldwide, and its growing significance for globalization has garnered significant attention (Crystal, 1997). Over 750 million people use it as a second language and about 370 million as a first language worldwide. In about 70 nations, English is either the official language or has a special status.

I.1.1. English as a Global Language

Since English is spoken and understood by the majority of people worldwide in practically every location and is either an official language or a second language in the majority of countries, it is widely regarded as a global language. A global language is one that is acquired and used by native or second language speakers worldwide. According to Crystal (2003), English is taught as an official language or as a first foreign language in every nation, giving it the status of a global language. In fact, English language instruction and learning is a requirement in all nations, whether in private schools, colleges, or other educational institutions. English is unquestionably used in every industry, including technology, business, education, medicine, and tourism.

Statistics show that, currently, 98% of scientific publications including those produced by scholars from nations where English is a second language, are written in English. The most popular languages on the internet in 2020 were Chinese (19.4%), Arabic (5.2%), Spanish (7.9%), and English (25.6%; 1 in 4 persons use the internet).

I.1.2. English as Lingua Franca

The use of a common language by speakers whose mother tongues are different is referred to as lingua franca. The phrase "English as a lingua franca" (ELF) has become popular in recent years to describe communication in English amongst speakers of various first and mother tongues. Firth (1996, p. 201) described ELF as "contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication" . ELF is "an additionally acquired language system which serves as a common means of communication for speakers of different first languages," according to Seidlhofer (2001) (p. 146). The growth of international contact paved the way for the adoption of a common language for communication and English was this language.

An important level has been crossed in terms of the global ELF user population. English is the universal language, used for everyday conversation, business dealings, and even information requests. The majority of ELF encounters and exchanges, according to Crystal (2003), occur amongst English language learners, who outnumber native speakers of the language. English is always employed as the common language for communication when two foreigners meet in a certain country, when a German businessman and a

Japanese director meet, or even when there is an online discussion amongst foreign speakers. According to Phillipson (2008), the definition of a lingua franca, such as English, typically seems to indicate that the language is a neutral medium for "international" communication between speakers who do not speak the same mother tongue.

In official associations and international organizations like the United Nations, UNESCO, and the World Bank, English is also utilized as the common language during discussions, meetings, and significant conferences (Spolsky, 2004). In addition, English is widely used by authorities and leaders from many nations to promote communication amongst them.

It is undeniable that English serves as a worldwide lingua franca in the modern era. People who recognize its significance and realize how important it is for global communication use it as a tool for international communication. Regarding this, Burchfield (1985, as cited in Phillipson, 1992) claimed that "English has become a lingua franca to the point that any literate educated person is in a very sense deprived if he does not know English".

I.1.3. English as the Most Taught Foreign Language

When speakers of different native tongues use English, it is referred to as English as a foreign language, or EFL. EFL is typically taught in nations where the majority of people do not speak or use English regularly. The Collins Dictionary of 2003 defines a second language as a language that a person learns after their mother tongue, while a foreign language is a language that is spoken in a nation other than their own. This helps people understand the differences between the two terms. English is the most taught foreign language in the world since it is being taught as a second or foreign language in the majority of countries due to its increasing strength and influence.

Crystal (2003, p. 5) stated that "English is now the language most widely taught as a foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil - and in most of these countries it is emerging as the chief foreign language to be encountered in schools, often displacing another language in the process." In Asia, the majority of Europe, Africa, and the Arab world, demand for ELT has increased significantly. In the US, UK, and other nations, hundreds of thousands of non-native speakers are studying English. Governments worldwide are now required to invest resources and funds to the study of English as a foreign or second language, and individuals must invest time and effort to learn it due to its rise to importance as a global

and dominating language. For instance, English is taught as a second or foreign language in the majority of European nations, including state and public schools, universities, and private schools. As a result, English is given particularly special priority in Europe. "English is studied most frequently in the European Union, and the perception of the usefulness of foreign languages among Europeans is 67 percent in favour of English ahead of 17 percent for German and 16 percent for French," according to a 2012 European Commission report. In Europe, English has historically been taught as a foreign language, according to Berns (2007). Nonetheless, English serves as a language of greater communication and has emerged as the most widely used medium of communication among speakers of different European languages and dialects, making it useful as a second language. This demonstrates that people in Europe understand the value and practicality of learning English and that doing so will help them both socially and professionally. According to Pennycook (1994), English language instruction is undoubtedly "not only good for business but also good business itself" in the modern day (as noted in Spolsky, 2004).

I.2. Second / Foreign Language Acquisition and the Critical Period Hypothesis (CPH)

In order to demonstrate the relationship between second language acquisition and the critical period hypothesis (CPH), it is mandatory to define each of them.

I.2.1. Definition of Second Language Acquisition

Second language acquisition (SLA) refers to the acquisition of any language after the mother tongue, occurring within either formal (e.g., classroom instruction) or informal contexts (e.g., relocation to a foreign nation) (Hoque, 2017). It is essential to recognize within this framework that second language (L2) does not exclusively denote the acquisition of a second language; it may encompass the learning of a third or even fourth language. Various factors influence L2 acquisition, including motivation, intelligence, cognitive development, and age. The later is believed to play a key role in second language acquisition SLA (Singleton, 2003). However, researchers have different perspectives about whether or not the age at which someone is first exposed to a second language (L2), naturalistically or in the classroom, affects the acquisition of that language? Krashen (1981), in his theory of second language acquisition presented five hypotheses:

- The acquisition learning hypothesis.

- The monitor hypothesis.
- The input hypothesis.
- The affective filter hypothesis.
- The natural order hypothesis.

According to Krashen (1981), language acquisition is the subconscious process that is similar to the process children go through when acquiring their mother tongue. It requires natural communication in the target language regardless of their utterances' forms. The learning process, on the other hand, is defined by the same scholar as the conscious process which leads to the conscious knowledge such as the formal instruction provided at schools.

I.2.2. Definition of the Critical Period Hypothesis (CPH)

Penfield and Roberts first introduced the CPH, or the so-called sensitive period, in 1959, and Lenneberg popularized it in 1967 (Singleton, 2003). According to the theory, there is a certain window of opportunity in a linguistically rich environment for language acquisition. It includes the early postnatal period to puberty. If language acquisition does not happen at this time, it will be impossible to fully master the language, but certain parts can be learnt (Penfield & Robert, 2014). According to Lenneberg's (1967) theory, the brain's capacity to learn languages is inhibited by a process known as brain lateralization, which is the longitudinal fissure that divides the brain into two distinct cerebral hemispheres during puberty.

I.3. Learning a Second Language

Learning a second language is an intentional and conscious process that involves introducing a language other than one's native tongue together. After all, learning a second language might also mean studying a learner's current third, fourth, or fifth language. It implies that, even if a person learns more than two languages, any language learned after their mother tongue is regarded as a second language. According to Cook (2002), L2 users and L2 learners are not always the same. Language users are taking advantage of what exists for practical reasons. Language learners are developing a system that they will use later on (p. 02).

As an alternative to the critical period hypothesis, SLA becomes challenging with aging due to a variety of factors that may or may not be directly related to a person's ability

to learn a language (Hakuta, Bialystok & Willy, 2003). Examples of these factors would encompass aspects of education and society that affect learning capacity generally. Apart from the progressive deterioration of certain brain mechanisms, including brain lateralization, as postulated by Lenneberg (1967), which inhibits the brain's capacity to acquire new languages, there is also cognitive aging.

Education is one of the key social variables that influence learning a second language. The different ages at which language acquisition begins impact learners' chances to acquire new languages in formal (school) or informal (immigration) contexts (Hakuta, Bialystok & Willy, 2003).

By acquiring a second language, a learner progresses in his linguistic encounters and builds his system known as *interlanguage* through the conscious and unconscious internalization of the L2 rules. This is: "the language that develops within a foreign language learner when they encounter components of the target language that do not exactly match that target language. (Castelloti & Moore, 1999, pp. 9-21).

I.3.1. Learning Styles

The expression "learning style" describes the variations in how people learn. A style is a method for gathering, understanding, and applying information. In education, learning styles are a means of expressing an idea that each learner learns differently; they help the teacher identify and select the most effective way of information delivery for each learner. The four famous learning style preference kinds are listed below:

Visual learners are individuals who demonstrate optimal absorption of information when it is delivered through the visual channel. In other words, these learners exhibit a preference for acquiring knowledge through the utilization of images, videos, and concrete things. Moreover, when faced with a substantial amount of verbal information, their comprehension is significantly improved with the provision of handouts and diverse visual aids.

Written passages that are easy to remember are beneficial for auditory learners who make better use of aural input such as audio recordings or lectures. Additionally, they enjoy discussing the subject matter in depth through group projects and conversations as they favour oral practice to written practice.

Both kinaesthetic and tactile learners are grouped together but are not the same. Kinaesthetic learners believe that learning is best accomplished through full body experience, while tactile learners prefer a hands-on, tactile learning environment. They take pleasure in creating collages, posters, and other kinds of artwork. It helps kinaesthetic learners to move around while attempting to commit information to memory. (Dornyei, 2005).

The various sensory preferences are not mutually exclusive. For instance, proficient learners frequently use both auditory and visual input, but they usually show quiet preferences, or modality strengths, in one way or the other. Due to their ability to incorporate knowledge in any format, learners with mixed modality strengths as they get older have a definite advantage over those with single modality strengths.

I.3.2. Learning Strategies

The investigation of learning strategies in SLA has been a focal point for certain scholars in the field of linguistics. These strategies have been documented and delineated by learners engaged in the process of acquiring a second language. Malley and Chamot (1990) have identified the strategies employed by learners as outlined below:

- Cognitive strategies: These techniques focus on information directly and include note-taking, translation (based on first language proficiency), Deduction (the application of rules to the learning process), transfer (using rules from the first language), auditory representation (using sounds), repetition (repeating what teachers say), clarification request (asks for an explanation), interference (meaning prediction).

- Metacognitive strategies: these techniques include self-monitoring, self-evaluation, self-management, directed attention, prior planning, and self-reinforcement.

- Social and affective strategies: learning requires the assistance of others. Examples of these social strategies include asking for clarification, example and verification about a particular topic (questioning for clarification), as well as group work activities (cooperation).

Using self-talk to boost self-esteem and communicate freely. In fact, the way second languages are learned and the language acquisition process itself are influenced by the notion of learning strategies. Additionally, it is employed to arrange how study findings are presented, analyze the outcomes, and combine the findings with more studies. According

to Malley and Chamot (1990), an effective theory of SLA must be able to explain how language knowledge is retained in memory and how SLA processes alternatively lead to automatic language production and comprehension. Beyond just L2 acquisition, it is often known that learners differ from one another when learning a second language, particularly in terms of aptitude and motivation.

I.4. Teaching English to Primary School Pupils

Age is a crucial factor in learning English, according to numerous SLA studies. The key age at which English proficiency is acquired is one of the reasons why the level of proficiency in many places throughout the world is still quite low where learning and teaching occur. For example, the very low level of English fluency in Japan in the 90's may have been caused by the delay of age at which English is taught in schools—it is taught in middle schools and given secondary importance. However, the fact that English is taught as a mandatory subject in many European Union (EU) countries' elementary schools explains the improvement in some of these nations' English proficiency levels.

According to Berns (2007, p. 18), English became a compulsory subject in the final two years of primary school and the only language required for all secondary education programs, including career training, in the Netherlands.

In France, 79.8% of primary learners were taking English as the second foreign language (Eurydice, 1997; Eurostat, 1997; Ministère de L'éducation Nationale, 2000) (as cited in Berns, p.25). Another example is Malaysia, where there was a deficiency in English. To address this, the Ministry of Education determined to raise the national standard of English, and one of their first actions was to require it to be taught in primary schools. According to data from the SLA studies, people typically do not acquire a second language with the same fluency as native speakers. In contrast to young children, for whom acquisition occurs naturally, adults who excel at grammar frequently rely on the conscious exercise of their significant intellects, according to Pinker (1994).

Early childhood education, beginning at age seven or eight, allows youngsters to store more information and sharpen their minds, making it the perfect time for learning a new language and become fluent quickly. According to Broughton et al. (1978, as cited in Djouimaa, 1999, p.22), beginning a foreign language at the age of 8 or 9 both ensures that

the teachable moment is captured and allows for the solidification of fundamental mother tongue skills

As many SLA scholars argue, one benefit of teaching English at a young age, according to many experts, is that there is less influence from the mother tongue. In this sense, linguists and instructors frequently report that interference from the mother tongue is less noticeable in children under the age of ten, which helps them learn more easily.

According to Broughton et al. (1978 as cited in Djoiumaa, 1999, p. 22), "...a second and even a third language can be acquired from the very earliest ages without any seeming effort retardation of the mother tongue." Apart from the age component, parents are an important source of attitudes, both positive and negative; parents who have favorable attitudes toward the target language inspire and motivate their children.

For many years, educational policymakers have been deeply concerned with the topic of "When to start?", and most efforts to uncover age-related differences in foreign language learning are made with the intention of informing these policymakers. Since children's early years are seen to be ideal for learning a second or foreign language, linguists, educators, and policymakers should consider the age factor when introducing English as a subject in primary schools.

I.4.1. The individual Differences and Characteristics

It is essential to understand that although learning styles play a significant role, individual characteristics additionally serve a role. These characteristics include motivation, personality, and language skills.

I.4.1.1. Personality Traits

Everyone agrees that a person's personality is crucial, particularly when they are learning. "Personality is the qualities of a person's character that make them interesting and attractive," according to Oxford Learners Dictionaries. Others see it as a typical manner of feeling, thinking, and doing. Interactions with other people provide the best opportunity for personality expression, which encompasses moods, attitudes, and opinions.

Having particular personality features does not prevent us from speaking or learning a language; rather, they just influence the methods by which we learn. This is despite the belief that personality traits influence how we acquire a second language. Researchers have conducted numerous studies of research on personality and learning over the years. Researchers measured this phenomenon using a set of personality traits known

as The Big 5. Developed in 1949 by Norman (1967), Smith (1967), Goldberg (1981), and McCrae and Costa (1987) have since contributed to this widely accepted theory of personality.

The five primary domains of the big five model classifies the many personalities of learners. First, being openness means being willing to try new things, engaging in intellectual activities like critical thinking, and experiencing new things. Secondly, being conscientious is a complicated quality that can indicate both strong and weak desires. Third, extroversion is a reflection of social confidence, assertiveness, and enjoyment of participation. On the other hand, introverted individuals tend to be quieter, more reserved, and prefer to listen over speak. Fourth model: people with high agreeableness are regarded as kind, trustworthy, and compliant; people with low agreeableness, on the other hand, may be inflexible, manipulative and suspicious. The last one is is neuroticism, which ranges from emotional maladjustment to emotional stability and adjustment at one extreme.

I.4.1.2. Personality and Learning

There is no denying of the substantial correlation between personality traits and language acquisition; personality influences learning through attitude, which generates diverse learning perspectives, learning investments, and learning strategies. As a result, personality features can influence learning styles, which in turn influence learning approaches and strategies.

This question and the reasons behind their relationship have been the subject of several investigations. It is obvious that among the Big Five Personality Traits, conscientiousness and openness to new experiences have the strongest positive relationships with learning. However, because they are associated with introversion, anxiety, and other negative traits, neuroticism and extroversion have a negative relationship with learning progress and achievement.

Additional linguistic research has demonstrated that individuals with extroverted personalities have a higher chance of success than less extroverted learners when learning a second language. German psychiatrist Manfred Spitzer, on the other hand, argues that whereas extroverts need outside stimulation to learn, introverts may stimulate themselves. The personalities of teachers should be discussed since they have a significant role in the learning process. Teachers must have a positive attitude, be patient, passionate, cooperative, and adaptable. In addition to ensuring excellent instruction, these behaviors will guarantee satisfaction for pupils.

Therefore, personality plays a crucial role in learning in general and in learning a second language in particular since it promotes confidence, esteem, and has a beneficial effect on all four learning skills, especially speaking. An extroverted personality is something that learners need to develop for greater learning and achievement.

I.4.1.3. Motivation

Since motivation is a crucial component of learning, many academics and educators in the field of language education have focused on it. Thijis (2011) noted that the satisfaction of basic, natural psychological demands for competence, relatedness, and autonomy is a prerequisite for motivation. Generally speaking, it refers to a goal or action that depends on the person and the circumstances; it also refers to the degree of effort.

Intrinsic and extrinsic motivations are the two main categories of motivation. When motivation arises from 'internal' elements to satisfy personal wants, it is said to be intrinsic motivation. Instead of doing things because we have to, we do them because we enjoy them. The word "intrinsic" refers to something existing inside you; when you are driven by intrinsic motivation; you find enjoyment in learning new skills or engaging in relaxing hobbies. On the contrary, "extrinsic" motivation, which is frequently employed in society, derives from 'external' sources that are either provided or controlled by others. Extrinsically motivated people do not study or do things for fun; instead, they are driven by strong desires.

Consequently, motivation levels can explain and demonstrate whether or not learners are interested in and engaged in their studies; it is without a doubt the case that some L2 learners perform better than others due to their higher motivation levels. For example, learners who exhibit high levels of motivation may be seen to be dedicated to a shared goal, socially conscious, competitive, positive, engaged in the task at hand, inclined to make an effort, adaptable in the face of challenges, and skilled; having skills demonstrates ambition, enjoyment, and responsibility as well as the willingness to seek and accept them.

On the other hand, we might characterize a learner as "demotivated" if they were motivated at one point in time but have since lost interest for whatever reason. The idea that a teacher's motivation directly affects the motivation and accomplishment of their learners is supported by a few supporting hypotheses and bits of evidence. For example,

Brophy (1985, p.180) outlines eight specific ways that negative behavior on the part of teachers might decrease learners' motivation:

1. Easily giving up on learners who do not meet expectations (for example, by not waiting long enough for their responses).
2. Criticizing their mistakes more often.
3. After they succeed, give them less praise.
4. Giving unwarranted praise (for instance, following standard replies)
5. Failing to provide them with any feedback after their answers.
6. Putting them in the back of the room.
7. Generally focusing less on them or communicating with them less often.
8. Showing them less affection or concern for who they are as individuals.

Due to the negative impact on their pupils' mental health, teachers need to be careful while allowing these behaviours. The opposite of motivation is demotivation; while motivation enhances an action tendency, demotivation decreases it. It is not necessary, though, to view every negative effect as demotivating. Playing a game instead of doing homework, for example, is just a bad habit that has nothing to do with demotivation.

'Amotivated' is an equivalent concept that is used in motivational psychology in place of demotivation. The term, which is a part of Deci and Ryan's (1985), describes a loss of motivation that results from people feeling inadequate and unable to complete a task, rather than from a lack of initial desire. Vallerand's (1997) overview states that there are four possible causes of amotivation. Learners may lack motivation because:

1. They believe they are incapable of carrying out the behaviour (belief in capacity and competence).
2. They believe that the tactics that should be used are insufficiently effective.
3. They believe that the amount of work necessary to get the desired results is far too great (capacity-effort belief).
4. In light of the size of the task at hand, they generally believe that their efforts are insignificant (helplessness beliefs).

It is not entirely the responsibility of teachers, even though they are the subject of most research studies. Learners must collaborate, for example, in order to inspire one another to study more.

I.4.1.4. Language Aptitude

Numerous studies have indicated that one of the most significant individual differences in second language learning is language aptitude. There are two common interpretations of language aptitude: The predictive power of aptitude and its relationship to final L2 attainment, independent of instruction type and learning context, is defined as follows: "language aptitude refers to a set of cognitive abilities that are predictive of how well, relative to other individuals, an individual can learn a foreign language in a given amount of time and under given conditions", according to Carroll and Sapon (2002, p23).

The way Carroll and Sapon conceptualized aptitude and the tools they employed to test it have educational relevance because of their (primary) prognosis role of predicting a learner's likelihood of meeting a criterion and (secondary) diagnostic purpose of identifying learning problems. Language aptitude is defined by Robinson (2005) as "cognitive abilities information processing draws on during L2 learning and performance in various contexts and at different stages," according to Robinson's alternative perspective. Robinson's concept presents a process-oriented and dynamic perspective on language aptitude. Therefore, not all learners respond well to the same kind of instruction or therapy, and learning will only occur when a learner's cognitive profile matches the demands of the learning environment.

Both of them argued that language aptitude is made up of a variety of cognitive abilities that are: (1) relatively immutable; (2) distinct from intelligence and other individual difference variables, such as motivation; and (3) not a learning achievement, despite having differing opinions and definitions about how language aptitude relates to the process of L2 learning.

In other words, mental capacities are a reflection of cognitive abilities and capabilities. Researchers use the terms "ability," "aptitude," and "intelligence" when discussing these factors. There is a connection between these concepts in studies on language learning. For example, "learning ability" refers to a person's capacity to acquire new information or abilities. Thus, "intelligence," which is another word for "ability," and "language aptitude" and "language ability" are synonymous. According to Dornyei (2005), Spearman defined intelligence in the 1920s as the result of combining a number of specific factors that differ in strength depending on the intellectual act in question with a general factor that is available to an individual to the same extent for all intellectual acts. Dornyei

adds that ten years later, Thurstone distinguished seven primary mental abilities: Verbal comprehension, word fluency, number facility, spatial visualization, associative memory, perceptual speed, and reasoning.

I.5. Challenges in Teaching English to Young Learners

Nunan (2010, pp. 7–12) identifies five major challenges that young learners' English teachers may face. These challenges are related to multilevel groups, assessment, motivation, attention, and their cognitive development. The development of cognition is the first obstacle. According to Nunan, young learners are halfway through the stages of their social and psychological development from childhood to maturity. Teachers should take this sort of stuff into careful consideration when creating assignments and resources. He says it would not be wise to start teaching young learners formal grammar and inductive learning methods. On the other hand, they ought to design the assignments and resources according to the pupils' current proficiency level.

The second issue that young learners' English teachers could encounter is motivation. It is clarified that keeping pupils motivated is essential. Meanwhile, a few things have the power to affect how motivated the pupils are. They are both about relevance and objective clarity. When learners understand what is expected of them after learning specific content and how they might relate to the material, they will become extremely motivated. According to Dick, Carey, and Carey (2005), learners will be better able to apply effective learning strategies and determine the relevance of the instruction if they are aware of the goals of the instruction. Consequently, teachers have to be able to provide those two aspects in teaching young learners, including English.

Getting children's attention is the next task at hand. Teachers should be allowed to focus on getting pupils' attention first because children have short attention periods. It is critical that pupil concentration be maintained throughout the lesson so that they can learn and perform it. To keep the pupils' attention in this situation, teachers must change up the activities. It would be wise to incorporate a range of learning styles into the exercises, for this reason.

The use of multilevel groups in English instruction for young learners presents another challenge. Diversity among learners will result in a major issue. Diverse learning styles, motivations, first languages, and, most importantly, skill levels are all part of the

diversity. Teachers must therefore be equipped to work with learners who have those differences. To address the differences in skill level, they must create projects and resources with varying degrees of complexity.

In terms of assessment, this is last but certainly not least. According to Nunan, assessments are necessary to determine how well pupils have performed, but since they are an essential component of the learning process, the assessment for the learning process is the most crucial one. Since assessment is a crucial component of the learning process, teachers must be able to determine whether or not their pupils require direct feedback as the assessment. It is consistent with Halliwell's (1992) assertion that teachers focused more on implementing subject goals than on attitude goals, which are the goals that should take importance in the teaching of English in primary schools. At this stage, EYL teachers ought to be highly skilled at assessing the pupils.

Numerous studies have examined the challenges faced by teachers of young learners. These studies demonstrate that teachers of young learners encounter similar challenges in performing their profession everywhere in the world. Numerous studies conducted globally have examined those challenges.

Mejía (2009) carried out the first investigation in Colombia. The study examined the discrepancy between the existing state of English teaching and learning in public elementary schools and the bilingual policy for primary pupils. Actually, the issue with learning resources is one that teachers are dealing with. It was discovered that elementary schools are suffering from a shortage of funding while the government primarily pays attention to those for secondary education.

The South Korea case that Garton looked into in 2014 was the subject of the following. He looked into how teachers perceived the challenges they encountered in teaching English to young learners (TEYL). Teaching strategy, classroom size, and learner variables (motivation, discipline issues, and mixed-level courses) were discovered to be the main issues they encountered during TEYL. A participant acknowledged that the class size in Korea is comparatively larger than that of other countries, with 47% of classes in Korea having 21–30 children and 40% having 31–40 children. In contrast, globally, 30.8% of classes have 11–20 children, 38.4% have 21–30 children, and only 13.5 have 31–40 children.

In the same way, EYL teachers in Indonesia also encounter certain challenges in their field of work. However, given that each setting has an impact on the issues, there may

be some variations when compared to those in other nations. Rahayu (2016) focused his study on the challenges experienced by Salatiga public primary school teachers in teaching English to young pupils in rural regions. At least three TEYL challenges are present in educational settings. The first is English's current status as a local content subject. This fact draws the government's attention to the issue that most schools do not have the resources needed to meet the needs of TEYL. The second is the educational background and proficiency of the teachers.

The majority of the teachers lack pedagogical expertise in teaching English and are not graduates in English education. However, they continue to think that if they follow the instructions in the textbook, they can handle the circumstance. The socioeconomic background of the learners is the subject of the final challenge. It was discovered that the majority of the village's parents do not give any attention about their children's English proficiency. While parents in the city are competing with one another to place their children in English classes in order to improve their language skills, parents in the village only prioritize their kids' English language competence when it comes to the schoolwork.

I.6. The Status of English in Algeria

I.6.1. The Structure of the Algerian Educational System

Bendahmane (2021) discusses how the Algerian educational system is structured (p.96). There are three educational levels in the Algerian educational system: primary, middle, and secondary. Before starting primary school at age six, children often attend pre-schools starting at age five for a full year. All children in Algeria who are six or seven years old must attend school, which is free of charge. Learners who pass the fifth-grade primary school exam will continue their education for four years in the middle school.

For middle school learners to advance to secondary school, they must pass the Basic Education Certificate (BEM), a national examination. Learners study for three years in secondary school, beginning with a one-year "tronc commun" foundation course that includes a variety of specialized courses that they will pursue in later years of schooling. Learners can choose from a variety of options to further their education in:

- Technological streams, where learners study Applied Technology.
- Literary modules, which essentially include courses in the social sciences and humanities.
- Scientific modules, which include courses in biology, physics, chemistry, and mathematics.

Learners who aim to continue their studies at university must pass the Bacallaureate examination (BAC), a national exam, in their third year of study. It is possible to state that exams in Algeria have significant purposes for learners who wish to continue their education. With the exception of foreign languages, Arabic is the language of conduct and instruction in all subjects.

I.6.2. Status of English in Education

Pedagogically speaking, English is not considered an official language in Algeria (Benrabah, 2005); rather, it is viewed as a second foreign language, following French, which is the first foreign language, and Classical Arabic and Berber, which are the national languages. Since the state's 2003 introduction of educational reform, English was first implemented in the first year of middle school and continued for seven years, covering three years in the high school for all streams, four years in the middle school (Benrabah, 2005), and most recently, the third grade in primary school (2022). In Algeria, English was mostly used for educational purposes, but in some Kabyle communities, people also spoke informally in Arabic and Berber dialects in addition to French.

I.6.3. English as the First Foreign Language: Experience of 1993

In 1993, Ali Benmohamed, the minister of national education implemented English in the fourth grade in the primary schools. People had to choose between French and English as the first foreign language (Laib, 1993). The Ministry of education published a decree (029/m.d/93) which suggested that in some primary schools selected randomly to serve as the project's pilot, English should have been progressively introduced beginning in September 1993 (Djouimaa, 1999). Additionally, this decree offered guidelines for scheduling, curriculum, instructional materials, teacher work organization, supervision, and control. To start the project, they provided a number of copies to the pilot schools. The C.R.D.P. (Centre de Recherche Didactique et Pédagogique) created and distributed the workbook and textbook. For example, five hours a week were devoted to teaching English, and the same amount of time was used for teaching French. Additionally, teachers who completed their studies at the Institut Technologique de l'Education (I.T.E.) were assigned with teaching English learners in the primary phase.

Additionally, inspectors were in charge of organizing seminars and training sessions for English instructors in collaboration with the I.T.E. They were also in charge of observing and supervising the work of those teachers. Each teacher was required to work with two or

three classes in one, two, or even three primary schools that were nearby. However, the minister's English project was unexpectedly paused and then cancelled within a year of its launch for unclear reasons. Because Algerians were so deeply attached to the French language as a result of colonization, English was not seen as a major rival to French, according to Francophones in Algeria, who felt that the effort had failed. As a result, when English was presented as a second choice alongside French, most people selected French (Benrabeh, 2014, p.51). A further explanation was that the experiment was not introduced with the intention of teaching. However, policymakers also took other factors into account. In fact, this idea was introduced during a sensitive period during the 1990 Civil War, which had a significant effect on all levels (Zeraoulia, 2020)

Furthermore, since English was only utilized in classrooms, acquiring the language at a young age needed resources and effort that Algerian schools lacked. Inadequate planning was also another factor contributing to primary school English language proficiency failures.

I.7. Integrating English to the Algerian Primary School

The Algerian President, Abdelmadjid Tebboune, declared on July 31, 2022, that English will be introduced to the curriculum of primary schools beginning on September 21, 2022, when classes start. Pupils in their third year and in addition to French they will begin studying English as a second foreign language at the age of eight. At a press conference in July, President Tebboune declared, "English is the language of research and science, and it must be taught and given more attention whereas French is a spoil of war."

Educationalists reacted with doubt to the proposal to begin teaching English in primary schools. Shortly after the beginning of the school year in September, national education minister Abdelhakim Belabed (2022) announced the president's decision.

Has anyone hired any new teachers? We will search for them! Why there is no textbook? We will make one. The leaders of the educational directorates in each wilaya immediately announced instructions to qualified candidates. It would be an enormous challenge to employ English teachers for 20,000 primary schools, especially because these roles are not even allocated. The rush led to 60,000 applications being submitted in a matter of few days. However, only 5,000 of the candidates were hired in the end. These new teachers were given a few weeks' worth of instruction despite having little to no prior classroom experience.

Within a few weeks, the Ministry of Education delivered a textbook for third-year primary school learners. It has monologues written specifically for Algeria, an alphabet, and basic English vocabulary.

I.7.1. Didactic Guide of English for Third Year Classes at Primary School

Schools are unique communities that bring a diverse range of people to promote children's development to the fullest extent possible. One of the most important aspects of what schools do is to prepare for the many challenges they confront. To assist with this effort, certain recommendations have been prepared and published. The rules are meant to support educational institutions in providing high-quality instruction within their own buildings. It is meant to support heads, teachers, and inspectors as they incorporate the material from the syllabus into classroom activities, with regard to what the learners should comprehend and be able to perform.

I.7.2. Learning Planning

A learning plan serves as a roadmap for classroom behaviour. It is an essential tool that serves as a basic record for reflection, reference, and guidance for instructors of all experience levels, enabling them to perform better in the classroom. John (2006) asserts that training programs for new teachers should give them adequate experience in creating effective lesson plans.

Pupils are given the option to participate in two English sessions per week for a total of two weeks. They are required to study every section for three hours, or a total of 42 hours, over the course of the year. The third year of primary school is covered by a single learning sequence that has six units: "me, my family and friends, my school, my home, my playtime, my pets, my fancy birthday." A 45-minute session is comprised of two parts covering each unit. There are one or two learning objectives per session that need to be accomplished through a set of exercises. Following the end of each of the three units, the evaluation, remediation, and standardization process lasts for three hours.

I.8. Strategies to Teach English to Very Young Learners

To teach young minds to grasp the delights of English, plenty of efforts and creativity must be invested. Children provide a special educational challenge because they are not familiar with the English language at all. Therefore a teacher needs to exercise caution in how to inform and involve the kids. Engagement and enjoyment are necessary to establish a strong foundation for their future schooling. (Hashemi & Azizinezhad, 2011) stated that movement and the use of the senses should be incorporated into the teaching process in order to draw in and hold the interest of youngsters. The instructor should employ supplemental materials such as colorful images, toys, puppets, photos, or items.

Using games to improve learner learning is known as "gaming as an active learning method." In this case, learning takes place through playing the game, which promotes critical thinking and problem-solving skills. Through hands-on experience, digital and non-digital games and simulations can be used to teach learners through game-based learning. According to (Hang, 2017), educators of younger learners claimed that using games to teach English to young learners works well because the lessons are engaging and the learners have fun at the same time.

Always remember that young learners remain children, regardless of their age. They have a limited attention span and a poor capacity for concentration. With pupils this age, songs and gestures are powerful teaching tools. You may write songs for each part of the day to help children in learning and remembering specific language. A morning song might, for example, talk about rising from your bed, brushing your teeth, and having breakfast. You can also incorporate songs into your sessions to assist pupils practice speaking, as singing along with the class is less intimidating than speaking in front of the class.

If you use gestures for different words, kids will find it easier to recall new words. Choose gestures that you can easily repeat and that you feel comfortable making during the lesson. It is shown by Harmer (2001, p.38), as cited in Hashemi & Azizinezhad, 2011) young learners learn differently from adult learners because they become bored easily and lose interest quickly. To keep young learners interested and motivated, teachers are advised to use games, music, stories, or self-made activities.

Children can laugh and enjoy role play as an entertaining way to learn about the relationships in their environment. Children are encouraged to use new words, intonations, and accents through role-playing. Their vocabulary and interpersonal communication

abilities would grow as a result, which is crucial for motivating them to engage with people more socially and mindfully in the future. Furthermore, role playing is a fantastic creative exercise with minimal restrictions and lots of freedom. The kids may not have felt comfortable expressing themselves and the distinctive parts of their personalities before, but this can help them gain the self-assurance to do so.

The secret to teaching children English, according to Hashemi and Azizinezhad (2011), is to comprehend the fundamentals of language acquisition and apply them in a way that maintains children's interest in learning. Children use pretend play and imitation to engage with the outside world.

Early childhood English instruction has been shown to be effective and significant. The realization of its significance and advantage has encouraged numerous nations worldwide to introduce foreign language instruction, with a focus on English, in primary schools. For such an implementation, the majority of them had similar objectives and motivations, and many of them faced difficult challenges that prevented the intended results. It is important to carefully consider the implementation's ultimate purpose. It is important to keep in mind that the major purpose of the English curriculum's introduction into schools was to address and overcome the aforementioned issues. All of this is done to provide learners with the best learning opportunities possible.

Furthermore, it is critical to remember that a successful language education program also depends on the school's curriculum, the teacher's adaptability, and the application of various teaching methods. Learners in primary school settings require an engaging environment where learning is no longer seen as a boring or required task. Conversely, it highlights the primary advantages that support a head start on foreign language instruction in a primary school.

A few important elements were needed to teach EFL in Algeria, particularly in basic schools. Considering the standards by which foreign languages were selected. Being more powerful, wider-ranging, and more advantageous are acknowledged to be some of the most crucial prerequisites for bilingual education.

Conclusion

The need of teaching English at the Algerian primary school level in order to produce young, competent language learners was underlined in this chapter. It also made an effort to summarize the primary English didactic standards for third-year courses. In addition, this chapter's relevant literature served as a foundation for the investigation by examining various teaching methods connected to Algeria's linguistic context. It also offered in-depth analyses of the central ideas of the subject as well as key theories and concepts to investigate how primary school teachers view the use of English.

Chapter two

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Introduction

This chapter is mainly concerned with study of the data collection, its analysis, and the discussion of the obtained results. The first part outlines the methodology of research whereas the second part is dedicated to data analysis and interpretation. It presents an account of the participants, research tools, and descriptions and analyses of the data collected. It also includes a discussion of the study's findings along with recommendations and suggestions.

II.2. Research Methodology

The study is exploratory in nature as it aims to investigate and identify the challenges faced by the Algerians EFL primary school teachers in Algeria.

II.2. Participants

This research deals with the primary stage of education because it is the most suitable environment for early English language learning/teaching.

So, eight (8) primary school teachers of English were randomly chosen to answer an online questionnaire.

II.3. Data Gathering Tools

One data gathering tool has been employed in this study which is a questionnaire that was administered online.

Data Analysis and Interpretation

II.4. Teachers' Questionnaire

A questionnaire was used to help acquire a deeper understanding of the study in order to answer the research questions and achieve the intended goal. The purpose of this questionnaire was to give an in-depth description of the resources, methods, and potential challenges involved in teaching English to young learners.

II.4.1. Description of Teachers' Questionnaire

The questionnaire consists of 19 questions, divided into 4 main sections. This semi-structured questionnaire contains both open-ended and closed-ended questions so that respondents can provide a variety of responses. The first section, which consists of six closed-ended questions, tackles participants' personal and professional backgrounds.

The second section focuses on the potential challenges that teachers in primary schools may encounter. It consists of six questions where participants are required to choose either a yes or a no answer, or the suitable option, and provide further information whenever necessary. It aims to investigate if teaching EFL in primary schools will present any challenges for instructors in terms of material availability and utilization and time availability to accomplish the learning objectives.

Section three contains four questions about strategies and methods for teaching EFL in primary schools. The first question is open-ended, asking teachers to list the strategies they employ when teaching the language. The remaining questions are closed-ended, aiming to explore the strategies that are considered most appropriate for young learners as well as the kind of classroom activities that enhance pupil's speaking and listening abilities. The final question is a yes/no question that aims to determine whether or not learning through experience could offer a better learning environment that facilitates children's language acquisition.

The final section tackles "The Importance of the English Language" and contains three questions that deal with what teachers' beliefs about their accomplishment at the end of the year and the ultimate position of French after the inclusion of English.. Additionally, they are asked to provide a few recommendations in the final question regarding how to enhance the quality of English at the primary level.

II.5. Teachers' Questionnaire Analysis

Section One: Personal and professional information

Q1: Gender

Gender	Number of teachers	Percentage %
Female	8	100%
Male	0	0%

Table 1 Teachers' Gender

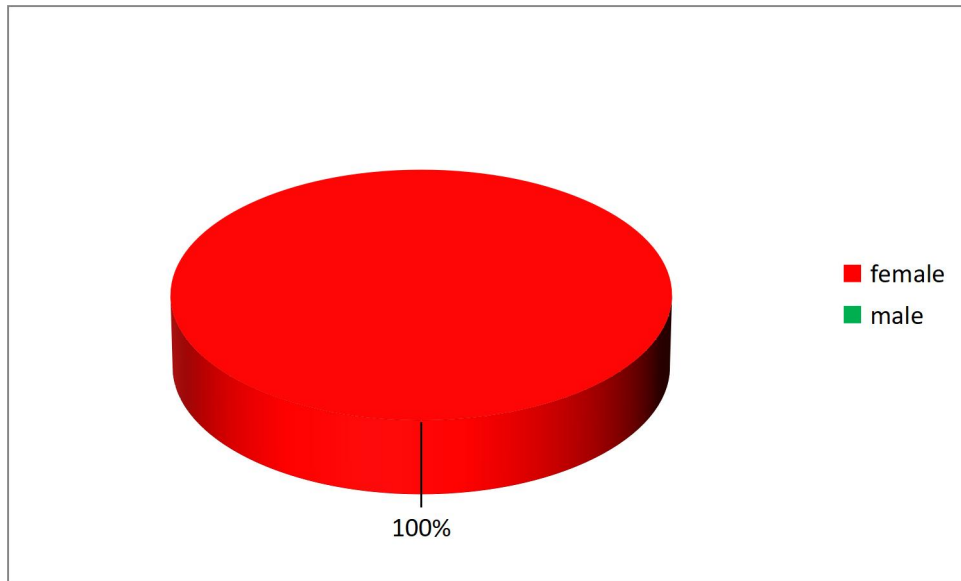


Figure 1 Teachers’ Gender

Both the table and the pie chart above show that 100% of the respondents are female teachers (8 teachers). It means that female teachers make up a larger share of educators than they have in the past. They outnumbered males in all sectors especially in teaching profession.

Q2: Age

Age	Number of teachers	Percentage %
23	1	12.5%
24-30	4	50%
31-40	2	25%
+40	1	12.5%

Table 2 Teachers’ Age

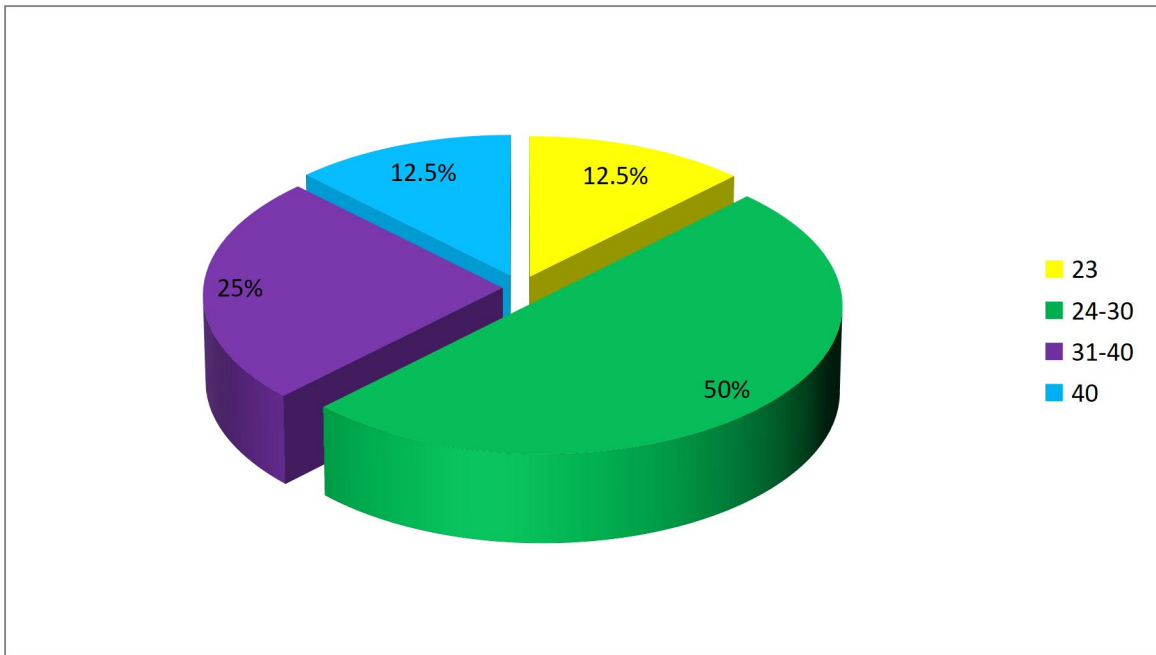


Figure 2 Teachers' Age

The graph above shows that 4 teachers representing (50%) of the participants are aged between 24-30 years old. While the second highest number of respondents is 2 teachers (25%) range between 31 to 40. On the other hand, the ages of 23 and +40 share the same number of teachers (1 for each), as well as the percentage of 12.5%. Such variety of ages indicates the fact that the criteria of electing recruiting new teachers is all about the year of the graduation degree, that is the oldest comes first.

Q3: Qualification

The academic degree	Number of teachers	Percentage %
License degree	4	50%
Master degree	4	50%
Doctorate degree	0	0%

Table 3 Teachers' Academic Degree

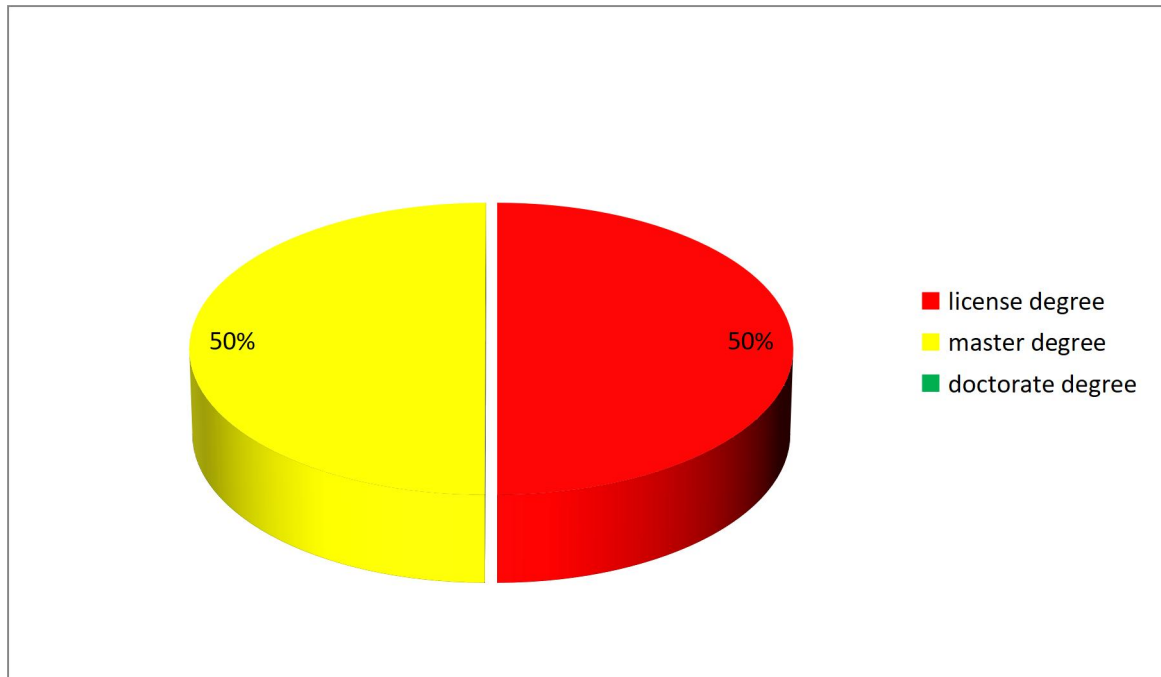


Figure 3 Teachers' Academic Degree

The graph identifies the teachers' educational level. The results indicate that 50% (4 teachers) for each of the license degree and the master one, whereas there is an absence of the doctorate level 0%. The data showed that all of the teachers hold either license degree or master's in which they are the only two degrees needed to teach in primary schools.

Q4: Years of teaching

Years of teaching	Number of teachers	Percentage %
First year of teaching	1	12.5%
2-5	6	75%
6-10	1	12.5%
11 and more	0	0%

Table 4 Teachers' Experience

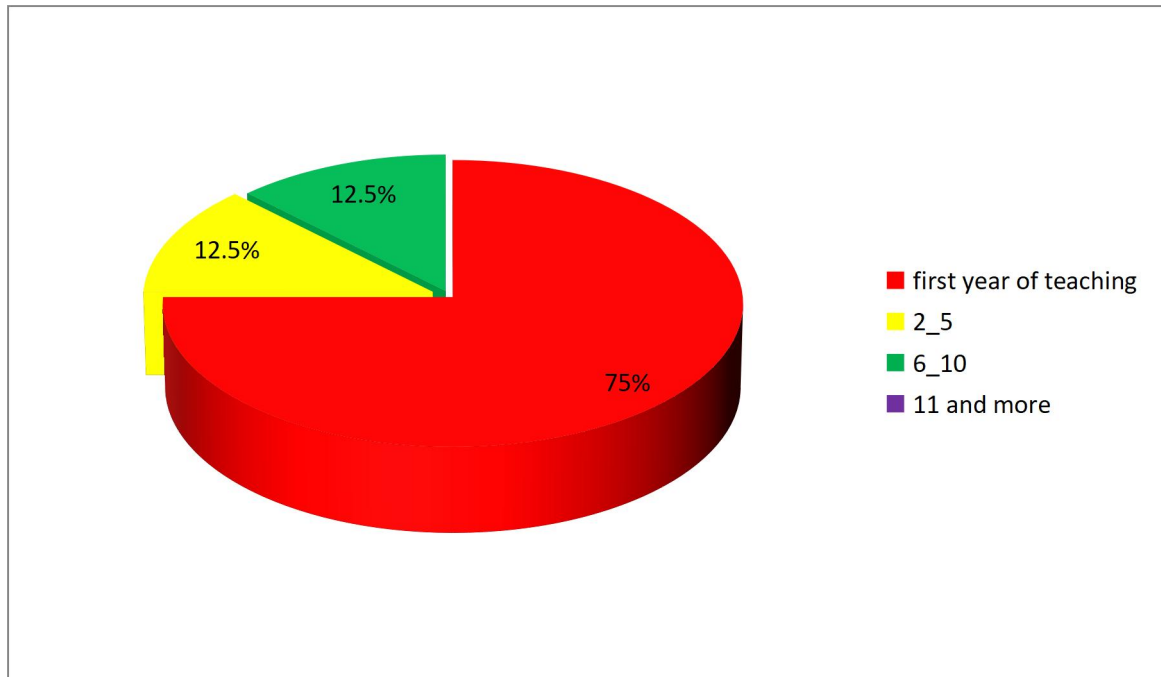


Figure 4 Teachers' Experience

This pie chart aims to show teachers' experience by years. The results demonstrate that 75% (6 teachers) have between 2 to 5 years of teaching experience while 12.5% (1 teacher) is a novice teacher in her first year of teaching. As well as the other 12.5% corresponding to 1 respondent, who ranges between 6 to 10 years of teaching experience. In addition, we did not find any teacher with an experience of 11 years and above. This denotes that the majority of teachers do not have a long experience in teaching young learners.

Q5: How many school are you in charge?

Schools in charge	Number of teachers	Percentage %
1	2	25%
2	3	37.5%
3	2	25%
4 and more	1	12.5%

Table 5 Schools in Charge

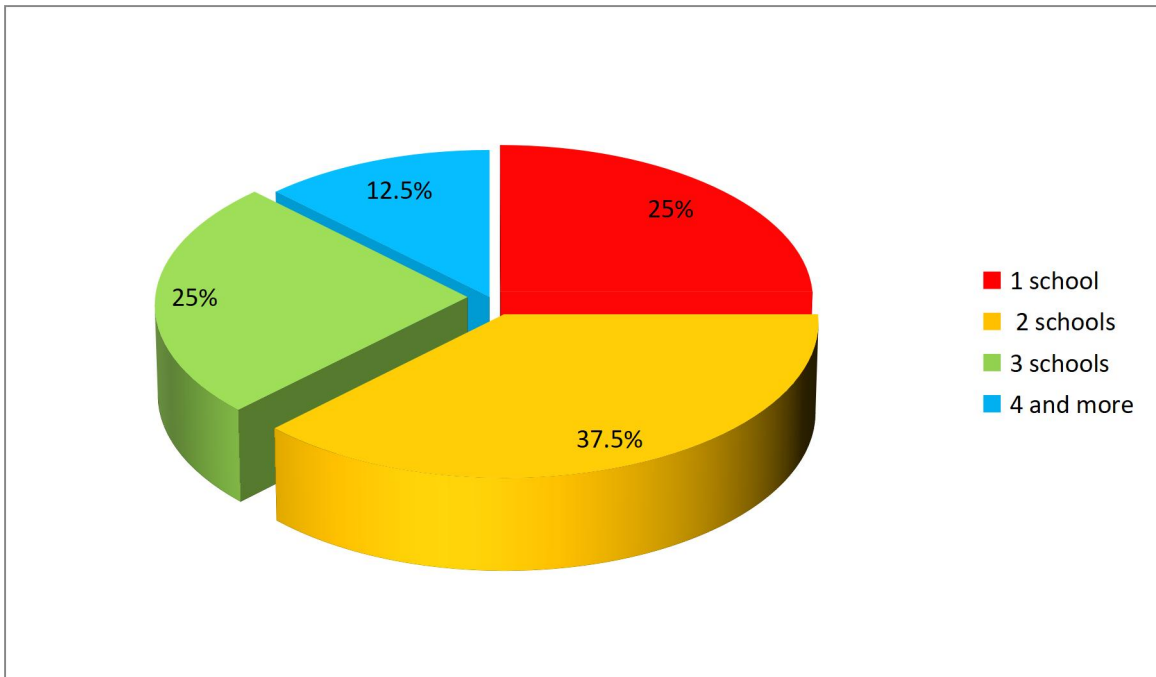


Figure 5 Schools in Charge

The pie-chart above shows the number of schools teachers are in charge of. The results indicated that 37.5% (3 teachers) teach in 2 primary schools, whilst 25% (2 teachers) work with 1 primary school, also 2 teachers work in 3 primary schools. Whereas 12.5% (1 teacher) is in control of 4 primary schools, in order to accomplish the hourly volume, these teachers are supposed to teach in many primary schools.

Q6: How many pupils do you have in each class?

Number of pupils in class	Number of teachers	Percentage %
15-30	2	
31-45	5	62.5%
46 and more	1	12.5%

Table 6 Number of pupils

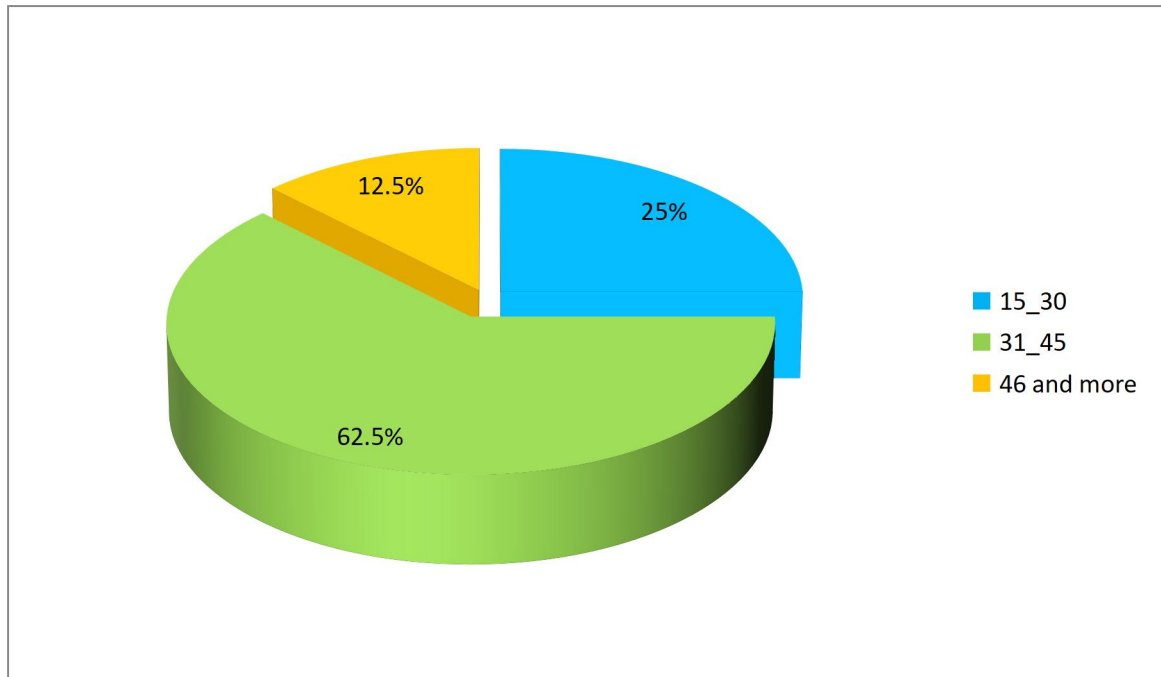


Figure 6 Number of Pupils

This graph shows that the highest percentage 62.5% corresponding to 5 teachers have around 31 to 45 pupils in each class. 25% (2 teachers) have around 15 to 30 pupils in each class, whilst there is 1 teacher (12.5%) has a class with more than 46 pupils. Accordingly, we notice that there is a huge number of pupils in each class which might affect the learning/teaching process.

Section Two: Challenges faced by primary school teachers

Q1: Is one hour and half per week (2 sessions) sufficient to achieve the intended learning objectives/aims?

Yes/No	Number of teachers	Percentage %
Yes	3	37.5%
No	4	50%
If not, suggestion	1	12.5

Table 7 Time Allowed

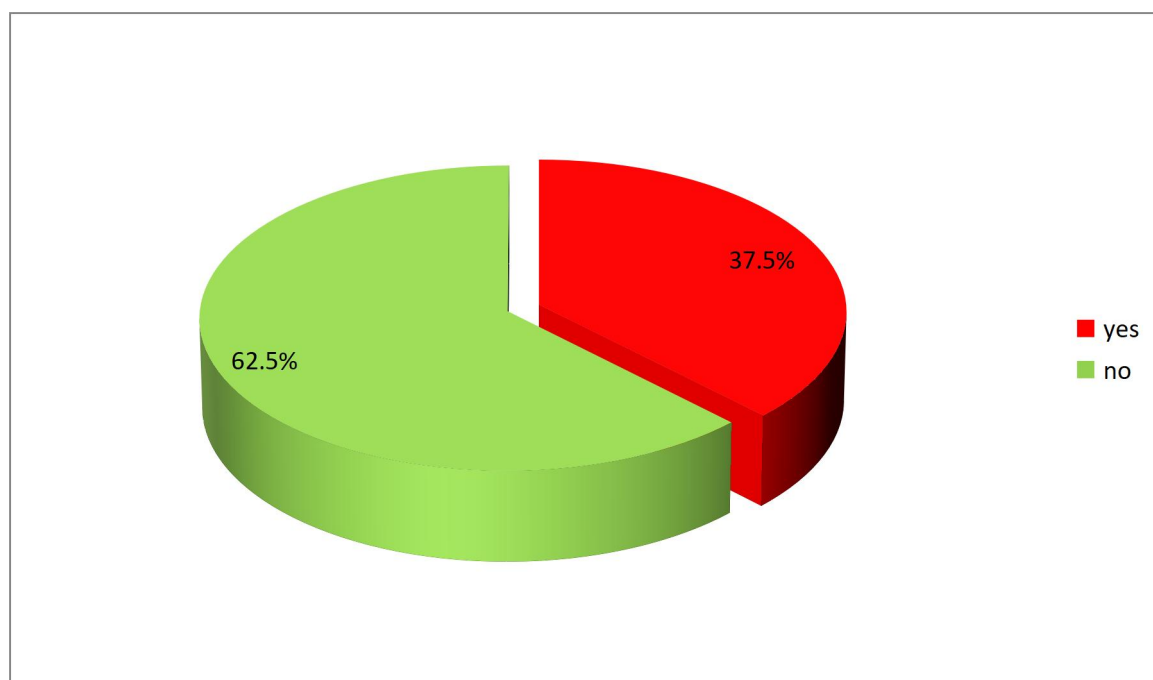


Figure 7 Allotted Time

The graph above shows that the majority of teachers 62.5% (5 teachers) have agreed that time is not enough to achieve the intended learning objectives. However, 37.5% (3 teachers) disagree while believing that it is totally sufficient for them. One of the five teachers says that 2 sessions per week can be sufficient if the sequences are less than 6.'

According to the above data one hour and a half per week is not adequate to meet the desired leaning objectives.

Q2: Which teaching materials should be used at the primary school?

Due to the age of the learners, it is easier and very helpful to use certain suitable teaching materials to help children learn English. According to teachers, the following materials are necessary for primary school:

-Data shows, flashcards, props (car, train, bike ball, and animals), worksheets, games, conversations, visual aids, songs, pair work, group work, speakers, and PC.

Q3: Are these materials available?

Yes/No	Number of teachers	Percentage %
Yes	5	62.5%
No	3	37.5%

Table 8 Teaching materials' availability

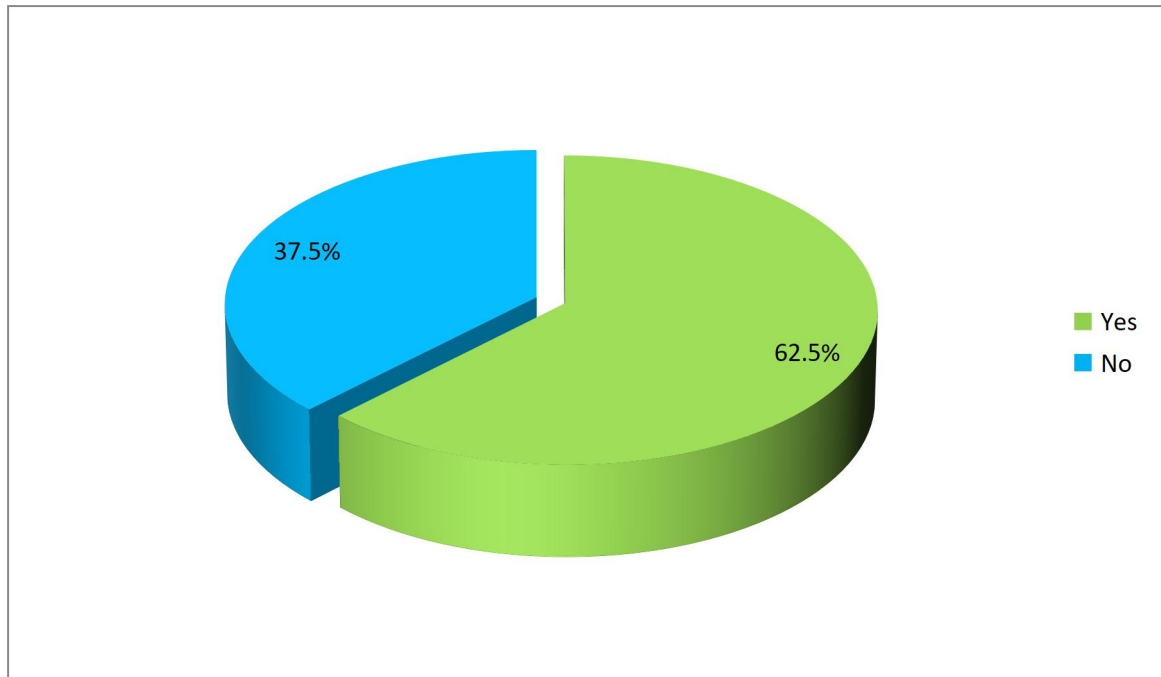


Figure 8 Teaching Materials' Availability

The data show that 62.5% (5 teachers) of the respondents state that primary school materials are available in the Algerian context whereas 37.5% (3 teachers) affirmed that the teaching tools are unavailable. Based on the respondents' answers we conclude that there is a sufficiency in providing at least the basic learning materials such as: data shows and speakers. On the other hand, there is a shortage in providing teaching materials in some primary schools or teachers may not be aware of how these tools are used due to their lack of experience.

Q4: Do you think that learning English and French together in primary school makes children face excessive intellectual pressure?

Level of agreement/ disagreement	Number of teachers	Percentage %
Strongly agree	3	37.5%
Agree	1	12.5%
Neutral	0	0%
Disagree	4	50%
Strongly disagree	0	0%

Table 9 Learning both English and French

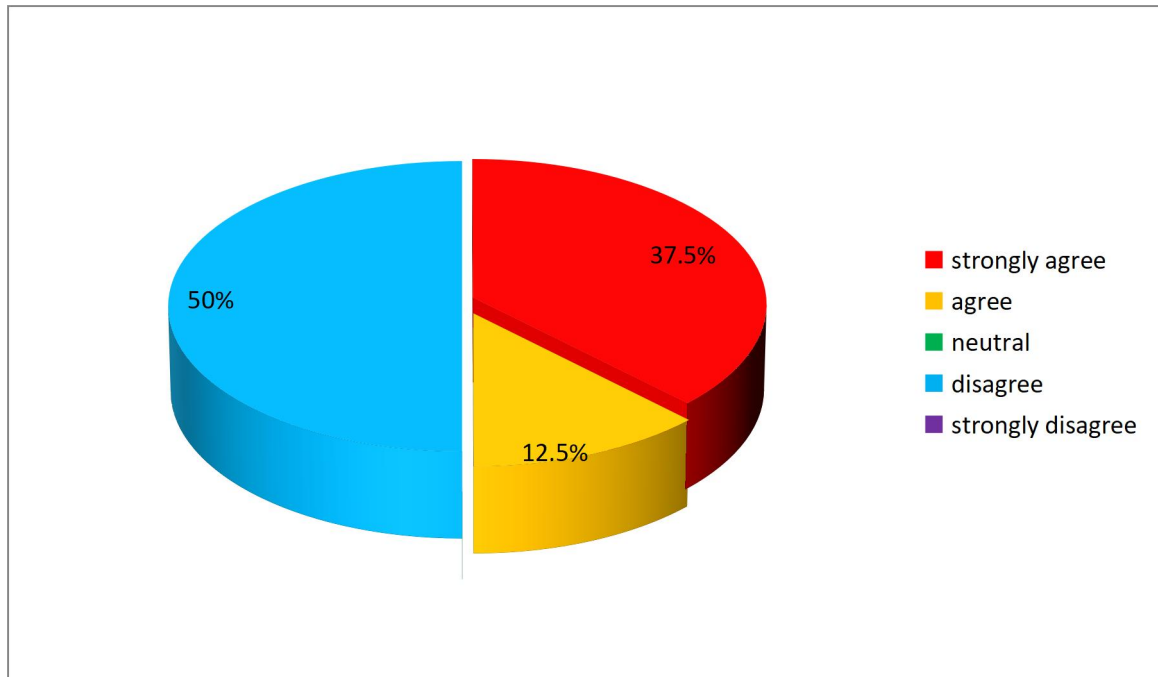


Figure 9 Learning both English and French

The data below displays that 50% (4 teachers) disagree that learning both English and French together in primary school makes children face excessive intellectual pressure. However, 37.5% (3 teachers) strongly agree and 12.5% (1 teacher) agree that learning both of them will affect the children’s cognitive abilities. Consequently, the children can acquire several languages without challenges, depending on their environment and their cognitive abilities.

Q5: Are the objectives of the textbook suitable for the learners needs?

Yes/No	Number of teachers	Percentage %
Yes	2	25%
No	6	75%

Table 10 Textbook Objectives

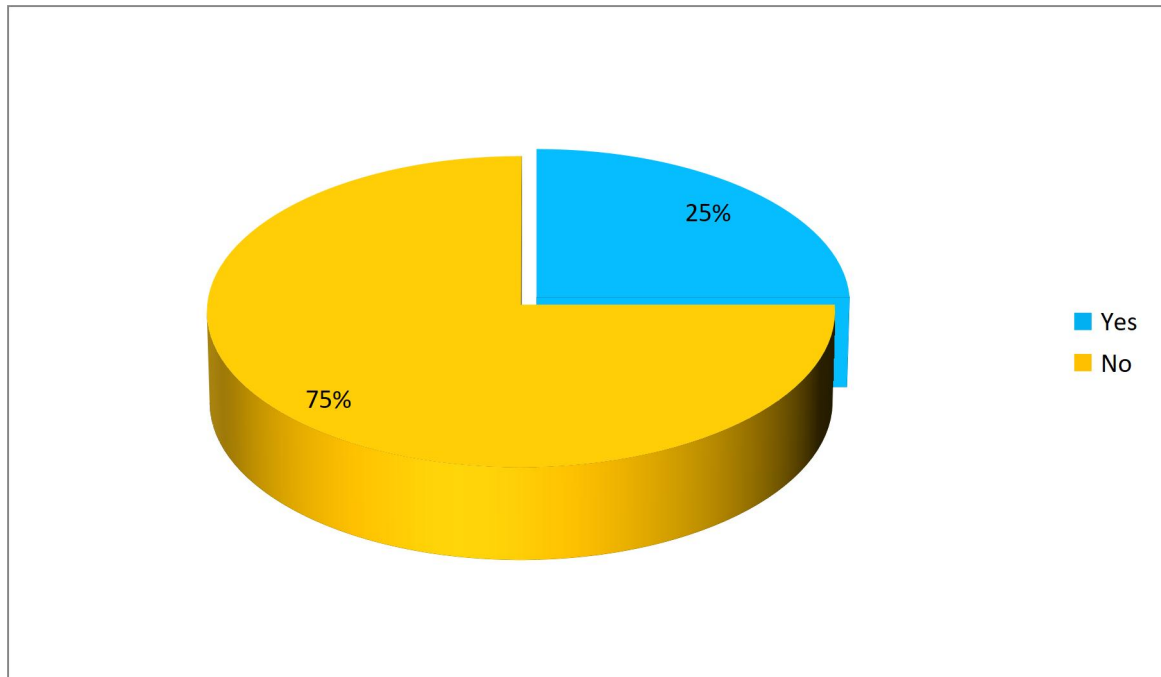


Figure 10 Textbook Objectives

According to given statistics 75% (6 respondents) emphasize that textbook objectives does not suit learner’s needs. However, 25% (2 respondents) contradict with them stating that it does meet the learner’s cognitive level in which it is suitable for their needs. The findings demonstrate that the textbook objectives do not fit the learners’ needs.

Q6: What are the challenges you have experienced as a primary school teacher? (Select whether yes or no).

Teachers’ Challenges	Yes		No	
	Number of teachers	Percentage %	Number of teachers	Percentage %
• Non-availability of ICTs	0	0%	8	100%
• No experience in teaching young learners	2	25%	6	75%
• Non-availability of qualified guidance (insufficient qualification of the teacher)	1	12.5%	7	87.5%
• Non-availability of the teaching materials	3	37.5%	5	62.5%
• Large number of pupils	6	75%	2	25%

• Different levels of pupils	2	25%	6	75%
• Pupils’ misbehaviors’	2	25%	6	75%
• Insufficient time in preparing and planning English classes?	3	37.5%	5	62.5%
• Other(s)	1	12.5%	7	87.5%

Table 11 Teachers’ Challenges

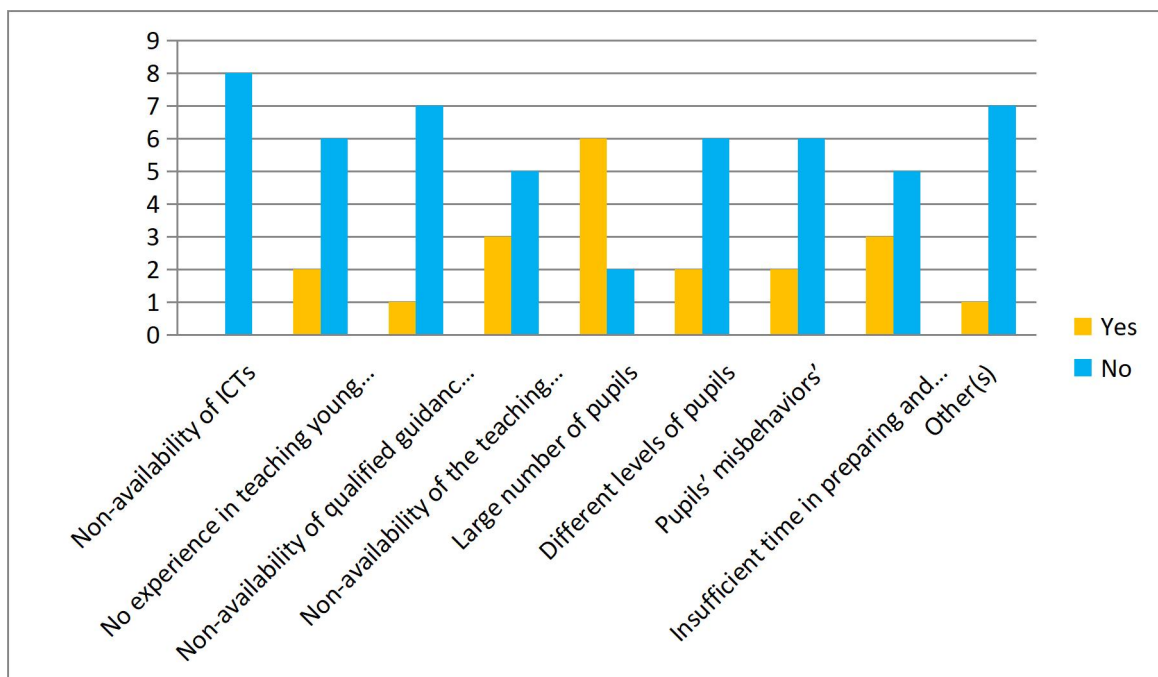


Figure 11 Teachers’ Challenges

The aim of this question is to figure out the challenges faced by primary school teachers. The results reveal that 75% (6 teachers) found themselves suffering from the overcrowded classes. 37.5% (3 teachers) face the non availability of the teaching materials and the lack of time in preparing and planning English classes. 25% (2 teachers) faced a difficulty dealing with different levels of pupils as well as the pupils’ misbehaviors and all of that may be due to the lack of experience in teaching young learners. 12.5% (1 teacher) encountered the problem of lack of qualification of the teacher due to the shortage of qualified guidance. However, 12.5% (1 teacher) dealt with other challenges. However, no participant complained about the non-availability of ICTs. As a consequence, managing young learners’ classroom may prove to be difficult due to lack of trained and experienced teachers, the overcrowded classrooms which may create challenges in controlling the

pupils’ misbehaviors. The missing materials may affect the lesson as a whole in terms of content and timing which minimize the productivity for both teachers and learners.

Section Three: Strategies of Teaching English at the primary school

Q1: Which teaching methods and strategies do you use while teaching English?

Games and songs: 3 participants prefer to use YouTube for games and songs in teaching; they believe that young learners may grasp language more efficiently through fun. Thus it led to impressive and successful results.

TPR: According to 2 respondents, total physical response could offer improved target language learning interactions that develop an engaging and positive environment.

CLT: 1 respondent agreed that teaching language skills in a communicative manner will help pupils become proficient at using the language in everyday contexts.

Group work: 1 respondent believes that working in groups is sufficient for young learners to be more responsive as well as helps enhance the speaking skill.

Flashcards: 2 respondents prefer to use flashcards in order to deliver/transmit the lesson to young children. They believe that it is an effective strategy in which a child’s way of acquiring knowledge is through fun.

Data show and realia: 1 respondent prefers to use both data show and realia because they can help strengthen recall and build links between vocabulary terms and other language concepts and objects. This can make it easier to recall information. For in-person classes, it adds a kinesthetic element for people who learn better with hands-on activities.

1 of 2 other respondents uses many strategies in classroom teaching process whereas, the other one did not answer due to the lack of experience.

Q2: Which, of the following strategies, do you think is the most appropriate for effective English language teaching to young children?

Teaching Strategies	Numbers of teachers	Percentage%
Gaming	6	75%
Songs	5	62.5%
Role plays	4	50%
Using L1	1	12.5%

Table 12 Teaching Strategies

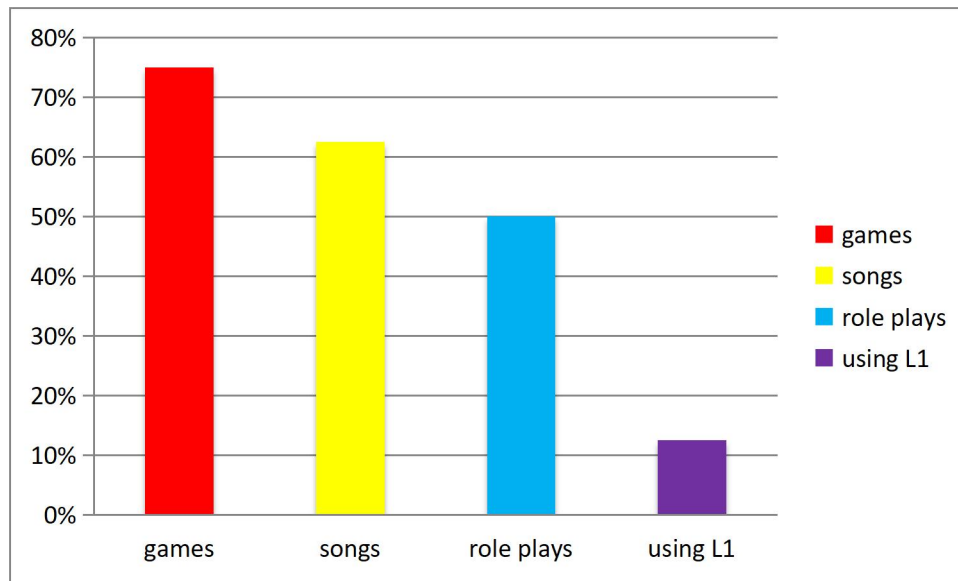


Figure 12 Teaching Strategies

In this graph, it is noticed that 75% (6 teachers) believe in the effectiveness and suitability of gaming to young learners as a first technique, followed by songs with 62.5% (5 teachers), in addition to role plays with 50% (4 teachers) of the whole sample. On the other hand, only 1 respondent use L1 while teaching. As a conclusion we can say that learners acquire English language easily by using enjoyable strategies as well as referring to L1 as a helpful strategy.

Q3: Which type of classroom work do you consider the most effective to improve learners’ listening and speaking skills?

Classroom work	Number of teachers	Percentage%
Individually	2	25%
Pair work	4	50%
Group work	6	75%

Table 13 Type of Classroom Work

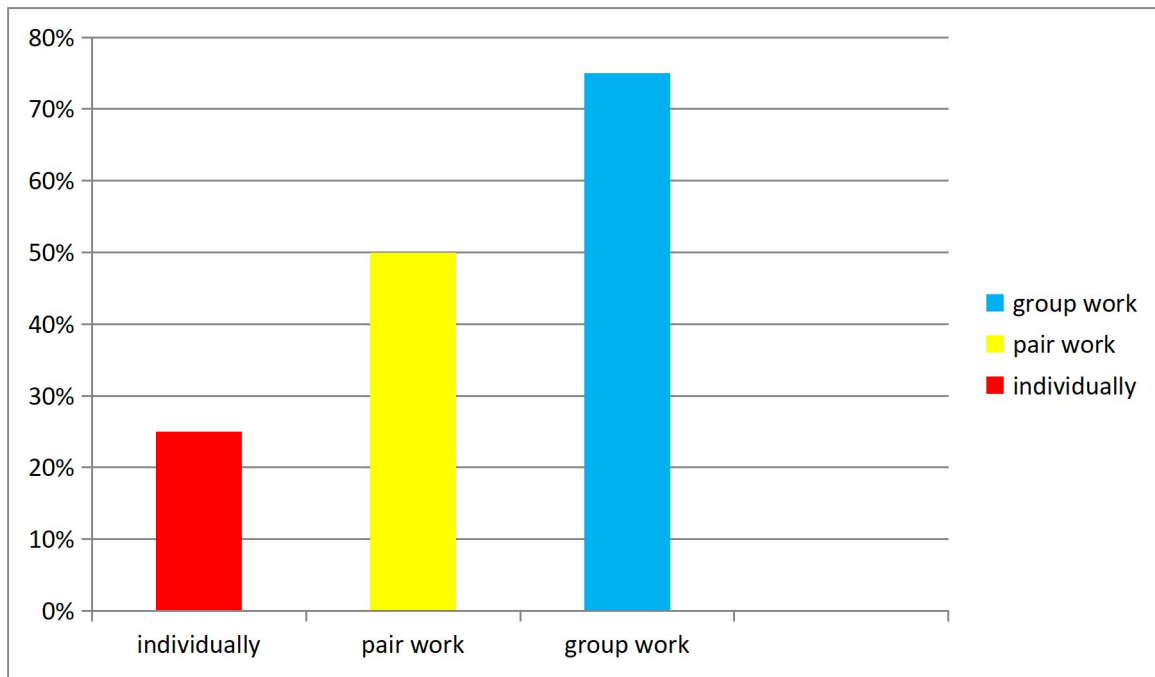


Figure 13 Type of Classroom Work

This question tries to investigate the teachers’ opinions concerning the most effective classroom work to improve pupils’ listening and speaking skills. The graph shows that the majority of teachers 75% (6 participants) focused on the efficiency of group work, followed by 50% (4 participants) have chosen pair work, whilst only 25% (2 participants) think that children can progress better by their own. Collaborative work is the most valid to increase learners’ communicative competences.

Q4: Do you believe that learning through experiencing things might provide a better Language setting?

Yes/No	Number of teachers	Percentage %
Yes	8	100%
No	0	0%

Table 14 Learning through Experiencing Things

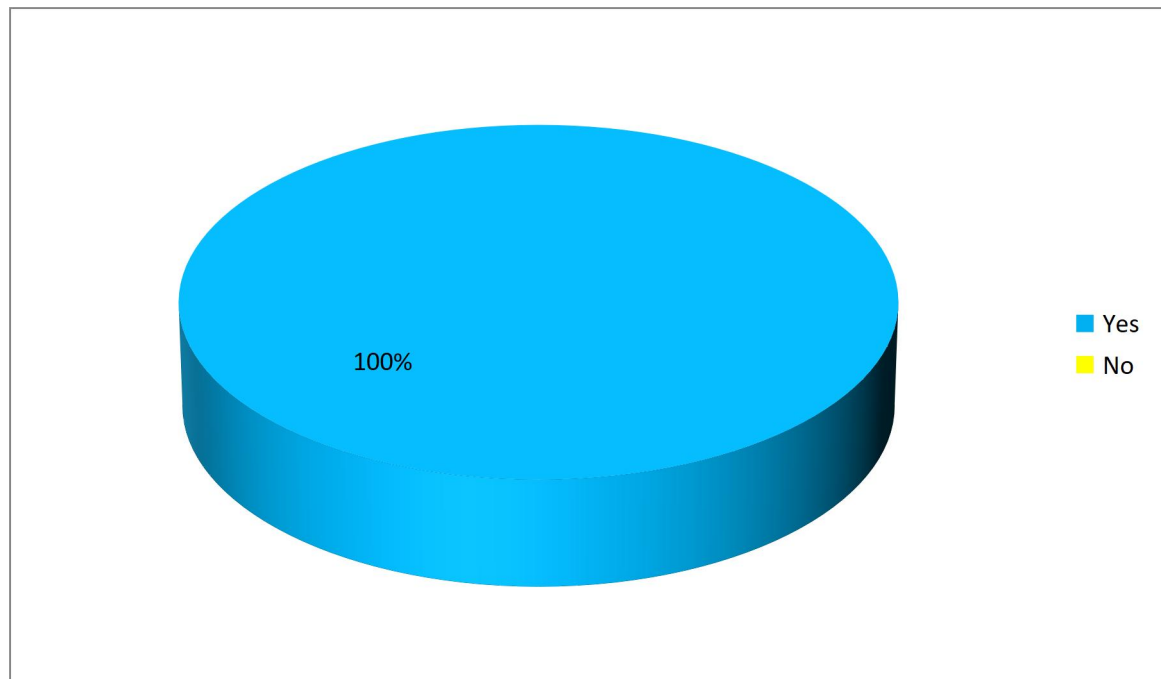


Figure 14 Learning through Experiencing Things

A 100% (8 teachers) of the sample have praised the idea of learning through experiencing things because it can provide a better learning setting. The respondents' answers were reasonable and expected as children tend to learn through touchable things that they can sense, as mentioned in Piaget's Theory of child development. As a result, using the five senses to learn is an active learning method that facilitates language acquisition.

Section Four: The importance of English language

Q1: What achievements do you expect of the part of learners by the end of the school year?

3 participants: By the end of the year, pupils become able to express themselves and their surroundings, and their likes and dislike, using simple sentences, in addition to, knowing numbers, colors, pets' names and different toys. Parts of the house and face, school subjects and object.

1 participant: my learners are well prepared for next year. They will be able to understand me when using the target language also; they can read a text and understand it.

3 participants: declared that their pupils are able to write letters and some words / read words and sentences related to what was done in class.

Q2: Do you think that English language will replace French in the future? And why?

A remarkable percentage of teachers (7 teachers) predict that English language will replace French language at the future since it is a universal language, more common and practical especially among adults. In addition, it easier and both pupils and parents prefer it and it is well received by learners. Also it is considered as a vivid language and learners like it

compared to French. However, 1 teacher predicted that it will take a long time to be applied in the whole society. On the other hand, 1 teacher did not support the idea; because French is the language of colonization thus it has a radical position in the Algerian society that cannot be eradicated easily from the Algerian identity.

Q3: What do you recommend to improve the quality of the English language in the primary level of education?

3 participants: providing teaching materials so the learner could interact better than before and become as active and motivated as possible.

2 participants: believe that increasing the hourly volume would be beneficial for pupils because an hour and half per week neither sufficient nor enough as well as reducing the number of the pupils in each class because overcrowded classes lack the complete interaction.

2 participants: believe that the content of the textbook does not meet with the learners' needs and will not achieve any objectives.

1 participant: suggested that for a better interaction with pupils. Academic field trips should be organised such as visiting the zoo to know animals' names, in addition to games in the playground.

1 participant: believe in the necessity of eliminating French language and to not include it in the same year with English to avoid the confusion.

II.6. Discussion of the Results

The results demonstrate that potentials and classroom management are just two of the numerous challenges faced by teachers of English at this teaching level. On the one hand, there is a lack of computers, projectors, or videos in the classrooms to enable ICT. Conversely, the survey finds that the majority of teachers lack training and experience in working with younger pupils, which leads to new issues with how kids should be treated. Teachers also struggle to manage pupils of varying skill and levels and that they are frequently faced with overcrowded classrooms. Because of this, pupils will not have many opportunities to participate in active learning if teachers do not exercise appropriate classroom management. This reason could affect both the performance of teachers and the successes of pupils. However, teachers may encounter additional challenges related to classroom management such as controlling pupils' misbehaviour. Furthermore, the study demonstrates that teachers struggled with a weekly schedule that was too short compared to objectives need to be accomplished.

The results show that textbook objectives meet the needs of pupils and place a strong emphasis on collaborative learning which suggests that children learn best when working in pairs and groups. Textbook quality is an essential component of educating children.

The study demonstrates the importance of songs, games, and role play in the process of teaching English to young learners based on the methods and strategies employed. Moreover, youngsters learn language more efficiently through their five senses because they are constantly tempted to match what they perceive to a spoken element.

The results show that teaching a child both English and French has no effect on their cognitive ability because Piaget's cognitive theory (1936) states that young learners are more likely to pick up new languages at that age. However, due to English's widespread recognition and array of advantages, practically every teacher would rather utilize it in place of French.

II.7. Limitation of the Study

The current research, like any study conducted by a novice non-experienced researcher, had a variety of limitations that kept it from producing the expected results. One of the biggest challenges was a lack of online resources; most necessary materials were either non-existent or not free. Second, it was not possible to speak with every teacher directly due to limited time. As a result, an email questionnaire was prepared and distributed to participants.

Conclusion

This chapter was devoted to show the research methodology followed to conduct this investigation. It has shed the light on the analysis of the teachers' questionnaire and the discussion of the results. It also tackled the limitation of the study, and offered ideas and recommendations on how to raise the level of English instruction at the Algerian primary schools and minimize the challenges faced by the teachers in their job.

General Conclusion

Introducing the English language into Algerian primary schools is undoubtedly a challenging task. This research aimed to investigate the challenges of integrating English into these schools and the challenges faced by teachers. It consisted of two main parts: a theoretical part that provided essential background information on the study, and a practical part that gathers teachers' responses about the topic in order to answer the research questions.

The first chapter was divided into two sections. The first section dealt with the status of English in the world; tackling English as a global language, besides learning styles and strategies, and the acquisition of a second language. The second section highlighted the teaching of English in primary schools in general, discussing issues like learning English at an early age, the individuals' differences and characteristics, and the challenges faced when teaching English to young learners. Then, it accentuated the case to the Algerian context by reviewing the experience of 1993, the integration of English to the Algerian primary schools, the curriculum, and the strategies and methods of teaching a foreign language to children.

The second chapter represented the field work of the study. It outlined the research methodology, data analysis and the discussion of the findings. Moreover, it provided answers to our questions. The implementation of English at the Algerian primary level have been found challenging for EFL teachers when it comes to teaching materials, the time allotted, large classes and, more importantly, teacher training.

II.8. Suggestions and Recommendations

Our study aimed to identify the challenges that primary school teachers of English encounter when instructing young learners as well as the problems that they face at this level. In order to overcome such challenges, teachers and policymakers are recommended to:

- Introduce effective teaching materials, especially ICTs, in primary schools to improve the level of education.
- Add an extra session each week and reducing the number of pupils in each class might help unemployed graduated teachers find work when there is unoccupied in jobs.
- Reduce the number of pupils in each class is essential in improving the effectiveness of the teaching and learning process. This will assist teachers manage their classes and involve each pupil in every activity.
- Effective teacher training is needed, to sufficiently offer pupils a beneficial English learning experience.

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Appendix

Questionnaire for Teachers

Dear Teachers

In preparation for the Master degree in English "Linguistic specialty". I have the honor to place in your hands this questionnaire, which includes a set of questions, pertaining to an academic research entitled “ **Exploring the Challenges Facing EFL Primary School Teachers**” “**The Case of EFL Primary School Teachers in Biskra**”.

This study aims to explore and investigate the challenges of EFL teachers in primary schools, and considering that you represent the study sample; your opinions are important to achieve the purpose of this research. Therefore, please read the questions and answer them truthfully.

Section One: Personal and professional information

1_ Gender:

Male

Female

2_ Age:

23

23_30

31_40

41 and more

3_ Qualification:

Licence degree

Master degree

Doctorate degree

4_ how long have you been teaching?

My first year of teaching

1_5

6_10

11 and more

5_ How many schools are you in charge of?

1

2

3

4 and more

6_ How many pupils do you have in each class?

13_30

31_45

46 and more

Section Two: Challenges faced by primary school teachers

1_ Is one hour and half per week (2 sessions) sufficient to achieve the intended learning objectives/aims?

Yes

No

If not, what do you suggest?

.....
.....

2_ In your opinion, which teaching materials should be used at the primary school?

.....
.....

3_ Are these materials available?

Yes

No

4_ Do you think that learning English and French together in primary school makes children face excessive intellectual pressure?

Strongly agree

Agree

Neutral

Strongly disagree

Disagree

5_ Are the objectives and content of the textbook suitable for the learners needs?

Yes

No

6_ what are the challenges you have experienced as a primary school teacher? (Select whether yes or no)

Challenges	Yes	No
<ul style="list-style-type: none"> • Non-availability of ICTs • No experience in teaching young learners • Non-availability of qualified guidance (insufficient qualification of the teacher) • Non-availability of the teaching materials • Large number of pupils • Different levels of pupils • Pupils' misbehaviors • Insufficient time in preparing and planning English classes? • Other(s) 		

If other(s) please specify

.....
.....
.....
Section Three: Strategies of teaching English at the primary school

1_ Which teaching methods and strategies do you use while teaching English?

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

2_ Which of the following strategies, do you think is the most appropriate for effective

English language teaching to young children?

Gaming

Songs

Role play

Using L1

3_ Which type of classroom work do you consider the most effective to improve learners' listening and speaking skills?

Individually

Pair work

Group work

4_ Do you believe that learning through experiencing things might provide a better Language setting?

Yes

No

Section Four: The importance of English language

1_ What achievements do you expect of the part of learners by the end of the school year?

.....
.....

2_ Do you think that English language will replace French in the future? And why?

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

3_ What do you recommend to improve the quality of the English language in the primary level of education?

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

Thank you for your cooperation

الملخص

تعليم اللغة الإنجليزية كلغة أجنبية مهم دائماً، في الجزائر، بدأ مؤخراً يؤثر على النظام التعليمي. وقد يواجه مدرسو اللغة الإنجليزية صعوبات في محاولة تعليم اللغة الإنجليزية لتلاميذ المدارس الابتدائية في الجزائر. الهدف من هذه الدراسة هو معالجة الصعوبات التي يواجهها مدرسو المدارس الابتدائية. إن الاستبيان يعد بمثابة أداة البحث التي ساعدت على تحقيق أهدافنا. نشر الاستبيان على الإنترنت إلى مدرسي اللغة الإنجليزية في المدارس الابتدائية. تشير النتائج إلى أن المدرسين يواجهون صعوبات عديدة في إدارة الأقسام المكتظة، إدارة الوقت، والنقص في التكنولوجيا المساعدة للمدرس.

استناداً إلى نتائج البيانات، قُدمت بعض التوصيات التربوية إلى السياسيين والمدرسين الجزائريين، فضلاً عن البحوث المقبلة ومواصلة التحقيق في هذه المسألة.

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