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**English Language Implementation in Algerian Primary
Schools: Challenges and Directions**

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for Master's degree in Didactics of Foreign Languages

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Dedication

To my husband, who has been the source of encouragement during my academic process.

To my little angels: Adem and Aya .

Karima

Dedication

I dedicate this dissertation to my family, especially my beloved mother who supported me during this challenging process as well as to my husband. I really appreciate their support, love, and constant reminding of my ultimate objective.

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Abstract

Algeria witnessed a complete transformation in language policy as English was implemented at the level of primary education (third grade). This study investigated the different challenges faced by English language teaching in Algerian primary schools. It also attempted to propose possible solutions to overcome these issues. This investigation was an explanatory case study relying on two research instruments for data collection: Classroom observation conducted in three different primary schools in Tlemcen city and an online questionnaire for primary school English teachers. The data collected were analyzed quantitatively and qualitatively. The results revealed that teachers face many obstacles while teaching English such as lack of teaching materials, poor classroom management, overcrowded classes, extended hours of working, and lack of training. On the basis of these results, some pedagogical recommendations were given in order to take the teachers' needs into consideration and give English additional significant position through the supply and preparation of appropriate didactic means as well as attempting to offering initial training and in-service training for teachers who are involved in this primary stage.

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List of Abbreviations and Acronyms

TEYL: teaching English to Young Learners

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General Introduction

General Introduction

The emergence of bilingual and multilingual education is evidence that, worldwide and commercially, the teaching of English to young learners has demonstrated extraordinary growth over the last 20 years or more. The demand for English as a second language has increased as a result of how quickly the world has advanced economically and scientifically. New initiatives have been made to enhance foreign language instruction both globally and nationally. Indeed, Algeria decided to formally adopt the English language beginning with the primary level.

Within this context, Algeria experienced a significant reform of its educational system in 2022. Indeed, English (the foreign language) has been implemented in Algerian primary schools at the level of the third year. Since then the country has encountered unprecedented obstacles and expectations. It is essential to recognize the variety and complexity of the circumstances in which young learners are exposed to and involved in English learning. Children in Algerian primary schools continue to struggle with French, the country's first foreign language. In contrast, teaching English to young learners presents numerous pedagogical obstacles 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 various learning styles.

The significance of this study lies in the identification of the main challenges and factors that determine how well English is taught in Algerian primary schools, and the suggestion of workable solutions that would make it clearer how educational success is demonstrated. Thus, the purpose of this study is to investigate the various difficulties that arise when teaching English in Algerian primary schools. In other words, this study supports the current educational

change by achieving two goals: First, it seeks to examine the difficulties encountered when teaching English to young learners in Algerian classrooms for the first time; and second it aims to investigate solutions for those obstacles.

Accordingly, using Tlemcen primary school EFL teachers as a case study, the following research questions serve as the foundation for the current study:

1/What challenges do English language teachers in Algerian primary schools face?

2/How can these challenges be overcome?

The following hypotheses have been suggested as potential means of offering answers to these questions:

H 1: Teaching English in Algerian primary schools may present different challenges such as lack of Teacher training and teaching materials, low Pupil's motivation, and poor classroom management.

H2: To overcome the difficulties faced in the process of teaching English in Algerian primary schools, the educational institutions may develop an in-service teacher training, and in turn, teachers can optimize the use of school resources, use adequate strategies and materials to raise pupils' motivation and develop an effective classroom management.

In fact, the researchers' willingness to fulfill the earlier objectives led them to undertake an exploratory case study with EFL teachers in seven third -year classrooms out of three different primary schools in Tlemcen. This investigation will gather both quantitative and qualitative data using a variety of research tools, including a questionnaire for EFL teachers and a structured observation in third grade classrooms at three distinct primary schools in the Wilaya of Tlemcen .

This study is purposefully organized into two chapters in order to verify the aforementioned hypotheses. The first chapter aims to put together all relevant theoretical research on issues that arise when teaching English to younger learners. It is a review of literature that aims to explain how the English language has grown into a more and more prominent language both nationally and

internationally. It also aims to address several previously identified issues associated with teaching English in an Algerian context. Furthermore, it focuses on how English is taught to pupils in primary classrooms around the world. The chapter then focuses on the major obstacles teachers confront in their teaching practices, including motivation among pupils, teaching resources, and teaching methods.

The second chapter focuses on the analysis of data collected through two research instruments, namely a questionnaire and classroom observation. The results, which are subsequently examined individually, aim to address the research questions and verify or refute the research hypotheses. The primary goal of these findings is to improve the quality of English instruction in Algerian primary schools. As a result, the chapter concludes by presenting recommendations and suggestions that are derived from the research outcomes and specifically relevant to the Algerian educational context.

CHAPTER ONE:
LITERATURE REVIEW

1.1 Introduction

This first chapter tries to present a thorough analysis of the literature on the subject of interest. The researchers in this case have concentrated on capturing and analyzing previously recognized challenges in distinct international settings. The literature evaluation that forms the basis of the study contributes in determining the importance of the research issue that will be addressed. Via this chapter, the researchers seek to shed light on a number of topics that are either not discussed in the literature or have not received analytical attention in the world at large and the Algerian context in particular. This part of the investigation study is essential because it gives a clear justification for the research issue being addressed as well as helps in identifying gaps in previous research. The researchers can prove the need for their study and show how it adds to the body of knowledge already known in the topic by noting the shortcomings of the existing literature. This section also offers a summary of the theoretical frameworks and ideas that guide the study's approach and analysis.

1.2. The Status of English in the World

Without a question, English has emerged as the world's primary language in the twenty-first century. It is being spoken by an enormous number of people .In comparison with other languages of wider communication, "Knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science, and travel. In short, English provides linguistic power" (Kachru, 1986, p. 1 as cited in Rose & Galloway, 2019). As a result, it was frequently referred to as the universal language and the lingua franca of the modern period."Without a strong power-base, of whatever kind,no language can make progress as an international medium of communication" (CRYSTAL, 1997,p 7)

In a nutshell, English is now dominant in most regions of the world. English is the international language of business, commerce, science, medicine, and many other

key areas. This confirms that it is not the number of native speakers that makes a language important but rather the extent to which a language is found useful outside its original context. (Crystal, 2003) supports this idea by noting that the use of the mother tongue alone cannot grant a language universal status. A language needs to be adopted by other nations and people have to choose to give it a specific position in their communities in order for it to reach a global status .

English as a lingua franca (ELF) is a contact language used by speakers of several first languages for the sake of communication. Firth (1996, p. 201) defined ELF as a "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". In addition "the common language of choice, among speakers who come from different lingua cultural backgrounds". (Jenkins, 2009, p. 200). Crystal (2003) suggested that most English communications between speakers of diverse first languages has come to be known as "English as a lingua franca" (ELF). Crystal also noted that a language achieves a global status when it develops a special role that is recognized in every country. Generally, using English as a common language is a successful strategy for increasing intercultural understanding and communication.

English's emergence in the modern world as a lingua franca and dominant language is due to a variety of factors, such as the growth of the British colonial empire and the advent of the United States as the economic force of the 20th century. Crystal's work (1997) suggests that the growth of the British colonial empire and the advent of the United States as the economic force of the 20th century are the main causes of English's current prominence.

1.3 The Status of English in Algeria

Algeria as a multilingual context, recognized the significant role of English in global communication. Regardless of the wide use of Arabic and French in instruction, English is now implemented in all educational levels, with the Algerian government beginning to take a special interest in it. In this specific

context, Algerian President Abdelmadjid Tebboune has announced "French is a spoil of war, but English is an international language," deciding that English will be taught in primary school in the late 2022. (*Algerian Leader in Bold Move to Promote English at Junior School, 2022*)

1.3.1. English as the second Foreign Language

The framework of Kachru (1985) paves the way to understand the spread of the English language in the world. It was first introduced as "World Englishes". In fact, Kachru attempts to describe the distribution of English in relation to three concentric circles: inner circle, outer (extended circle) and expanding circle. According to Kachru, these circles signify "the type of spread, the pattern of acquisition and the functional domains in which English is used across cultures and languages". First, the inner circle refers to countries where English is the primary or native language: it includes the USA, UK, Canada, Australia, New Zealand, Ireland, and South Africa. The outer circle involves former British colonies where the language has become part of daily life and government sectors; it includes: Singapore, India, Malawi and over 50 other territories. The expanding circle involves countries which recognize the importance of English as an international language. It includes: China, Nepal, Russia, Japan, Egypt and Algeria...in these areas English is taught as a foreign language. (Al-Mutairi, 2019). Although the Kachruvian model has been useful in explaining World Englishes, but it has also been criticized for its weaknesses by several scholars; such as Modiano (1999), Bruthiaux (2003), Mollin (2006), and Berns (1995) in addition to Kachru himself.

In the Algerian context, English is recognized as a second foreign language after French. The latter has been for a long time a part of the linguistic situation in Algeria due to the fact that the country was a former French colony. According to Benrabah (2013), English and French are in rivalry in Algeria in terms of planning forms like status, corpus, and acquisition. Algerian scholars have conducted extensive research on this phenomenon, which has been greatly influenced by the country's past as a French colony. Other factors have been highlighted, such as the colonial history, the status attached to the language, and its real-world application

across different fields, that contribute to French's supremacy in the nation. In this regard, Benrabah (2013) claimed that as Arabic literacy increased, this rivalry grew more intense. The need for English intensified as Algeria became more and more Arabized, with Arabic replacing French as the primary language of education. The more English became the first foreign language that was needed in educational institutions the more French's status as a subject diminished (p. 90)

Additionally ,”The functions English plays in the Algerian context illustrate its diffusion in the former French colony. Specifically, English is used to convey prestige as well as for interpersonal communication in formal and professional settings. It also serves the regulative, creative/innovative functions, and instrumental function.” (Belmihoub, 2017),English became the language that competed most fiercely with French in Algeria once it was introduced as a second foreign language in the country's educational system.

1.3.2.English in Algerian Education: Recent Developments.

A General Inspectorate of English was established in 1969 as the initial step towards promoting English. This was brought on by an acute shortage of teachers in Algeria, which prompted an initiative to quickly recruit and train Algerian teachers. The necessity to integrate English developed as Algeria's economic markets grew to include western nations like the UK and USA by 1980.As a result, multiple changes were made and universities established English departments. (Kouicem, 2019,p 577)

A new reform to improve the teaching of foreign languages at a young age was introduced in 1993, offering fourth-graders at the primary school the option of choosing either French or English as a compulsory foreign language. Since English is an international language that enables one to participate fully in the international community, the government at the time sought to promote its teaching beginning in the fourth grade.Yet, according to Rixon (2013), although an attempt was made to include it as an option but failed due to logistical issues. This resulted in participants losing any edge they may have had when they entered middle school, partially because of a lack of teachers and also because participation was optional.

Despite the wide use of French as the primary language of education, recent initiatives to promote the use of English in the Algerian educational system, have taken place. One of the main reasons behind this shift is the recognition of the significance of the English language on a global scale. In other words, Algeria among other nations began to realize that teaching English is compulsory in order to prepare an active workforce in the global economy with access to global knowledge and resources. In this regard, (Miliani, 2000) argues that The majority of decision-makers and users agree that learning foreign languages is the best approach to meet the needs of a world that is continuously changing and getting smaller. Nonetheless, each group's motivations are unique, if not occasionally at odds with one another. The most common theme is that learning other languages is seen as a cure-all for the major problems the nation is experiencing in the sectors of technology and economy.

Supporting School Reform in Algeria is a project operating at a national level aiming to improve the quality of teaching in Algerian classrooms and increase learning by Algerian school students. Through collaborating with the Algerian Ministry of National Education and the British Embassy, efforts to promote the educational reform agenda in Algeria are done, by providing access to the UK's experience and knowledge in key areas of education reform. (*Supporting School Reform in Algeria*, n.d.)

In fact, in July 2022 President Tebboune called for the teaching of English to become part of the primary school program. There are numerous covert reasons for this reform's quick implementation among them the French colonial linguistic policy and the failure to Arabize the educational system. (Cheref, 2022)

Furthermore, to offer pupils the opportunity to begin learning English and to strengthen their language skills, English language teaching became required for third, fourth, and fifth-year primary school students in the academic year 2022–2023. For its part, the National Office for Educational Publications announced the printing of one and a half million copies of the new English book after an in-depth study by experts and specialists. (Saada, 2022)

Additionally, the Ministry of National Education started a teaching program in order to train English language teachers and give them opportunities for ongoing professional development and to improve the quality of teaching in general .

Another interesting step towards promotion of English education in Algeria is related to mandatory training in English for teachers in all universities. These teachers are required to learn the English language, through re-registration in the first year of a ‘*licence*’ degree in “English language”, or through intensive education centers located at the level of all universities in the country. These reforms express the consent of the Algerian government to improve English language education and prepare active citizens in the globalized world.

1.3.3 Challenges and opportunities of English education in Algeria

English in Algeria becomes one of the foreign languages that are taught in the schools besides Arabic and French. In late 2022, The Algerian government decided to include English in the primary school’s curriculum. However, Teaching English in primary schools is not an easy task since it is directly related to the readiness of the schools, pupils and teachers as well.

1.3.3.1 Challenges at the global level

From a broad perspective ,the literature showed that various research works such as the one conducted by Copland, et al. , Khamari et al. , and Wei-pei on teaching English to young learners has pointed out several pressing challenges. (Cahyati & Madya, 2019) claimed that these issues could be classified into internal and external factors for better understanding of the phenomena. The internal factors include Pedagogy, motivation, and teacher training, whereas the external factors are related to teaching resources, textbooks, teachers’ proficiency, and class size.

A) The first challenge is pedagogy. Through the history of teaching languages a number different teaching approaches and methods have been tried and tested with some being more popular and effective than others .English language teaching method has been elaborated and developed mainly in the west and it is not “ a one size fits all” because it is not always possible –or appropriate – to apply the same

methodology to all learners, who have different backgrounds ,learning needs and objectives. Thus teachers may find it challenging to apply these different methodologies outside their original context and most importantly in limited conditions.

B) In terms of motivation, it can be difficult to motivate young learners to learn the language, because they have different motivations. Compared to adult learners, children are less self-controlled. In this context, Marx (1967) cited in (Ray, 1992) noted that the most important motivating factor for children is their own natural curiosity. Yet support from parents is also of paramount importance for motivating young learners.

C) Moreover, lack of teacher training is a common challenge in many countries in the world. “Training is seen as a concept where the trainee passively undergoes a period of conditioning during which the dos and the don’ts of classroom practice are inculcated” (Semmoud, 2019/2020,p.44).However, many novice teachers who had never been subject to any special training, are given demanding teaching schedules in teaching adult learners in general or in teaching English to young learners in particular. Teachers’ low proficiency level is also considered as a consequential challenge. For instance, teachers with insufficient knowledge in the subject matter are indicated to face many obstacles during their teaching experience such as poor self-confidence and anxiety especially when dealing with young learners.

D) Another challenge relates to teaching resources, young learners have unique characteristics and different learning styles. Mihaljević Djigunović (2017) noted that differences among young learners might be larger than among adult students. In fact, in a global research work with thousands of primary school English teachers around the world, Copland, Gorton and Burns (2014) revealed that there is a severe shortage in necessary teaching-learning materials and in some cases, even appropriate textbooks are not available.

F) Class size is a frequent challenge in many parts of the world. Actually, teachers struggle to apply the learner centered approach in overcrowded classrooms. In addition they find it difficult to introduce new types of activities. A related problem is poor classroom management.

In the same line of thought,

“It has been shown that teachers are challenged partly by lack of training, partly by lack of knowledge, and partly by lack of resources. While government policy often results in time and energy being spent on introducing teachers to contemporary approaches advocated in the (mainly Western) literature, Globally, teachers identify teaching skills as a particular challenge to which teacher education needs to respond. Addressing differentiation is another challenge that could be met by a range of responses from training courses to course book materials and is certainly an issue, which is both relevant and emergent. Other challenges are more localized... These include class size, teachers’ own skills and confidence in English, and time pressures”. (Fiona Copland, 2014)

In general, a number of factors affect the success of an EYL program. These include the choice of the EYL program model, the presence of appropriately trained teachers, the availability of culturally and linguistically appropriate materials, and the continuity of the English curriculum from primary to secondary school.

1.3.3.2 Challenges at the national level

In the Algerian context, (Kouicem.kh, 2019) in her study entitled “Exploring English in Education Policy in Algeria: Obstacles to its Promotion” revealed several obstacles that hinder the promotion of English in Algeria. The concluded issues were historical, political, pedagogical, economic, and sociocultural.

First, French, the inherited colonial language, is still alive and kicking in Algerian society despite the long period of independence, due to political reinforcement. Second, policy makers play a vital role in maintaining French as the first foreign

language, neglecting the fact that English is the lingua franca of the world and it is more needed than French.

According to (Kouicem.kh, 2019) Pedagogical constraints also constitute a hindrance to the promotion of English in Algeria. These incorporate :

1. The absence of English in the early stages of education
2. Teachers of English are not fully qualified
3. The learning outcomes do not correspond to the objectives set
4. The lack of audiovisual materials, books, journals, and magazines

Additionally, economic factors include restrictive budgetary measures regarding the foreign language reforms. In other words, Algeria does not allocate such an expensive budget to foreign language requirements such as institutions, language centers and equipped laboratories. Lastly, sociocultural factors are also significant issues against promotion of English in Algeria. Mainly the rivalry between French and English users and the negative attitudes of some individuals from the negative cultural impact of learning foreign languages in general.

1.4 Early language Education

Before stating some benefits of an early start in learning foreign languages, it is crucial to show the main theories underlying age factor in this process. Debates among individuals interested in working with children remain to be based on questions regarding whether English learning by children might vary from or be similar to English education by adults. It has long been regarded as “the Younger, the Better” and it has been maintained that children acquire second/foreign languages without devoting substantial effort. (Cf. Lenneberg 1967) claims that whereas some teenagers or adults who begin learning a second language might struggle in accomplishing language fluency, while young children who were initially introduced to a second language appear to be fluent as native speakers. In the same line of thought, Johnson and Newport (1989), Copters (1987), Scoville

(1988) and others share the belief that the younger the children, the easier and faster the process of learning a second language.

Moreover, Many researchers showed the supremacy of young learners over older learners in language proficiency.(e.g. Oyama, 1976, 1978; Patkowski, 1980; Krashen, et al., 1982; Felix, 1985,1991; Singleton, 1989; Larsen-Freeman & Long, 1991; Johnson & Newport, 1989; Bley-Vroman, 1990; Johnson,1992; Slavoff, & Johnson, 1995) (Yavuz & Degirmenci Uysal, 2015) . Besides, the Critical Period Hypothesis claims that there is a biological timetable for foreign language acquisition, which can be done more optimally.(Cahyati & Madya, 2019).According to Lenneberg (1967), who is generally recognized as the ‘father’ of the Critical Period Hypothesis, it lasts from the age of two till the beginning of puberty, when foreign languages must be taught and learnt through conscious and labored effort (Hrdá, 2017) . In this regard, young minds are more flexible compared to elders' in terms of acquiring a language. Based on this assumption, the hypothesis contends that the best time to acquire a second tongue is during childhood. Children can pick up a language naturally and quickly at this stage, but beyond that, it seems they might encounter obstacles to acquire and produce a second language. The Critical period hypothesis therefore believes that young learners acquire languages better than adults .

Many scholars, however, possess distinct opinions and contest the idea that younger learners are more efficient at acquiring a second language than adults.In this case, Krashen et al. (1979) state the following based on the suggested argument: "Adults and older children in general initially acquire the second language faster than young children (older-is-better for rate of acquisition), but child second language acquirers will usually be superior in terms of ultimate attainment (younger-is-better in the long run) (Krashen et al., 1979, p574). It should be noted that Krashen et al. restrict their version of this "younger = better in the long run" position to naturalistic L2 acquisition. (Singleton, 1995, p160). Along these lines, "The older, the better" the other contrasting view demonstrates that adults who are learning a language are more efficient and productive than children.

Research was conducted to back up this assumption. According to Harley (1986, p. 112), the acquisition rate lies among the adult learners. On top of that, in the words of Ekstrand; second-language learning capacity "improves with age." (Ekstrand 1976, p. 130). Therefore, these arguments result in the idea that adults learn languages more quickly and effectively than younger learners. In the same vein;(Hrdá, 2017)in her investigation whether an earlier starting age for studying English results has any benefits for Japanese learners when the learning context is conditioned to minimal input in a foreign language, (Larsen-Hall, 2008)Contrary to predictions, found evidence that a younger starting age makes a modest difference to both phonological and basic morpho syntactic abilities, even in a situation of minimal input.

In fact, many countries of the European Union are teaching English as a mandatory subject in primary schools, which explains the fact that the level of English proficiency is improving in some of these countries. For instance, English is typically taught as the first foreign language in Year 1 in most Dutch schools. The Dutch educational system also generates students with usually high proficiency levels and corresponding equality across students, with few students underperforming.

On the other hand, in Korea, The educational system is quite competitive. Korean parents start planning their kids' educational futures even before they enter kindergarten.. In the end, Focusing too much on English in children's education does not seem to improve their learning outcomes. Consequently, opting for private tutoring may not be an effective solution since the teaching quality is often below average, which can result in a lack of motivation for learning among kids and a waste of time and money. In other words, it can be misleading to assume that putting more emphasis on English language learning will always result in better outcomes for children. However, this may not always be the case. Similarly, (Hayes, 2014) suggests that a less stressful and more relaxed teaching approach may help students learn English more effectively.

However, age is not the only factor that facilitates young learners to learn a language quickly other factors that can also determine the success of English introduction in primary schools are motivation, language aptitude, and quality of the teachers, learning strategies, socioeconomic background, learning materials, media, social interaction, and family background. (Cahyati & Madya, 2019). The age factor discussion in L2 acquisition is best summarized by Singleton (2004) as follows:(1) In general, younger learners are equally as effective as older learners at learning L2.Age is just one of many distinct individual characteristics... (Singleton, 2004) Following this, the second concern of this part centers on how the implementation of English in Algerian primary school can benefit the country in general, as Miliani noted: “The early introduction of foreign languages is of utmost importance” (Milani 2000:24) cited in (Benosmane, 2006)

It was crucial that Algeria's EFL teaching process be updated and changed in the light of evolving demands of a globally interconnected world. English instruction in primary schools, for example, would be quite beneficial. It is true that "starting the foreign language learning young might add some weight to the relevance of the language for external communication, and can be more effective for satisfying the national needs in economy, commerce, and politics. (Benosmane, 2006). The Algerian governmental and educational authorities have managed to take on the restoration of the prestige of this language despite all the difficulties faced by the English language. In fact, English today has a higher role in the Algerian educational system as a result of global technical and commercial exchanges. Thus, the majority of Algerian students—and even their parents—are becoming more aware of the significance of the language on the global stage. (Slimani, 2016)

In the light of what has been mentioned previously, an early start in learning English as a foreign language has several merits: such as economic development, technological investment and commercial expansion. For instance, fluent citizens in English develop communication skills with foreigners, Namely to exchange knowledge , build partnerships on the economic level and maintain political

relationships .Therefore, teaching English in the early years of education would serve the country's needs in an outstanding manner.

1.4.1 Global practices in teaching English to young learners

Enever and Moon (2023) hold the view that the phrase "global revolution" might initially seem a bit overstated, but reputable scholars like Johnstone (2009) and Graddol (2010) have described this policy change as radical and having a significant influence. Consider the following recent developments: a number of nations now introduce English at the primary school, other nations where English is already taught at the primary level now lower the start age even further (Poland, Kosovo), other nations have recently introduced English as a medium of instruction or employ a model of bilingualism (Cameroon).This large-scale reform like has sparked intense debate in several situations, raising concerns from various angles.

According to (Garton et al., 2011) more and more young children are being exposed to English, and in many nations English is already a requirement for primary education, yet because there is so little significant research to guide fundamental policy decisions, curriculum and practices are frequently devised mostly in an ad hoc way.

1.4.1.1 Pedagogy

A great deal of previous research into TEYL has focused on pedagogy. Throughout their lessons, teachers use a huge number of different activities. The most often mentioned activity across all respondents is listening to a CD or tape-recorder. Other "traditional" activities like repeating after the teacher, reading aloud, filling in the gaps, grammar exercises, and word or phrase memorization prove to be popular as well. Games and songs are also frequently used as "creative" activities. The majority also used role-playing.

The popularity of listening to CDs and tapes could be attributed to the fact that many teachers expressed uncertainty about their own usage of English and

preferred to use recordings to expose learners to native speakers. (Garton et al., 2011,p12)

Additionally, the results of Garton's research showed signs of teachers trying to include communicative activities to fit the local contexts' cultural norms and restrictions.

1.4.1.2 Teacher Training

In terms of teacher training ,(Çakır & Güngör, 2017) conducted a study in order to investigate the 3rd year and 4th year pre-service teachers' evaluations of the practices in teaching English to young learners in terms of 21st century teacher qualifications in Turkey.The TEYL course was deemed to be inefficient in training 21st century teachers, according to the researchers.It has been established that pre-service teachers have distinctive learning requirements, particularly in terms of technology use, organizational abilities, and learner characteristics.from this perspective (Çakır & Güngör, 2017) explain:“It is crystal clear that PSTs have specific training needs in the TEYL field. They need more detailed, critical inquiry- and observation- based, and technology- and practice-oriented education in teaching YLs and managing YLs“ classrooms”.Along the same lines,

(Hayes, 2014,p24)claims that “Initial teacher training must either (a) set an appropriate English proficiency level as an entry qualification, or (b) provide adequate scope for language improvement during the course”.

1.4.1.3 Teacher and learner proficiency

The issue of proficiency is always at the forefront for English language teachers. As English language teachers, we need a certain level of proficiency in the language to teach it so we can serve as models for our students, and provide them with valuable language input that can help them learn. (Karas, 2017)

(Adi Nugroho,2018) argued in his research that it is inevitable that EFL teachers would require professional development in language proficiency. They must routinely maintain and improve their language skills because they are EFL teachers and language instructors. Many EFL teachers have been driven and forced to

overlook or forget the importance of their language proficiency as part of their professional competence in their teaching and learning activities. It is true that their workload of pedagogical and administrative tasks at school as well as the lack of a specific professional development, such as language proficiency professional development, have contributed to this.

For instance, the impact of teachers' limited English proficiency on learners' English acquisition is pointed out in Nel & Müller's report (2010, p644):

The majority of the student teachers in the sampled population were involved in rural primary school teaching where the learners were between the ages of 6 and 11 years. Statistics on the language issues covered in the questionnaire clearly indicated that the teachers' limited English proficiency affected their learners' acquisition of English as an L2 negatively and, subsequently, their learning.

Another issue frequently reported is learners' low proficiency level and lack of motivation. (Garton et al., 2011). Overall, (Garton et al, 2011) has classified all the previous aspects as "micro level factors" on the other hand the great deal of variation in government policy from one country to another and even within the same country is classified as a "macro factor" due to its political and social implications on introducing compulsory English at primary level.

1.4.1.4 Classroom setting

With regard to classroom setting, "Practical challenges are reported from numerous countries when teachers have been asked to implement CLT in primary and secondary schools, where classes are often large and resources are limited." (Littlewood, 2013). Accordingly; in many parts of the world; large classes are a common challenge, (Cahyati & Madya, 2019) noted that it becomes increasingly challenging for teachers to design learner-centered learning in classes with more students. Otherwise, if the room is too small or not adequate for the number of pupils, they will have trouble moving around and won't have enough space to do their tasks.

1.4.1.5 Materials

With reference to teaching materials and resources, a deficiency of suitable material has hindered teaching quality in many countries, either because they are not readily available or because they do not accurately represent curriculum changes. (Garton et al., 2011). 'Materials' here includes coursebooks and any supplementary materials such as workbooks, flashcards, posters, cassettes, CD-ROMs, videos, dictionaries, worksheets and supplementary readers, etc. Teachers around the world often also prepare their own instructional materials, either because there are no funds for course books or to supplement commercial materials. (Ghosn, 2019) (*The Routledge Handbook of Teaching English to Young Learners*, 2019)

(Garton et al., 2011) pointed out that teachers frequently lack the time and knowledge to create relevant materials when textbooks are inadequate (Li, 1998). Yet, effective resources could be crucial because they might serve as the "de facto" curriculum.

Indeed, (Ghosn, 2019) noted that many countries have adopted the international TEYL books that were produced in the UK and the USA, while others have started to create their own materials that were carefully commissioned and written to satisfy the standards of a ministry of education or other educational authority. Foreign materials, sometimes referred to as "global course books," have also been modified to meet local demands (Arnold and Rixon 2008). As there is sometimes little budget for books, many teachers create their own resources. Others generate documents to supplement the course book.

1.4.2 Motivation

Different theories exist in the literature regarding motivation."However, current knowledge about young learners is still limited with regard to (a) what motivates them to learn English; and (b) the motivational process as they progress through schooling" (Gao et al., 2018). Applying insights from social psychology, Gardner's (1985) conceptualization of motivation puts an emphasis on the manner in which each learner views L2 and the L2 context and distinguishes between integrative and instrumental motivations. Indeed, Integrative motivation refers to "willingness to

be like the valued members of the language community" (Gardner and Lambert 1972, p. 271) ," which can include L2 learners' positive feelings toward the L2 group and the desire to interact with and even become similar to members of the target language community.

As the utilitarian counterpart of integrative motivation, instrumental motivation, on the other hand, emphasizes the practical benefits of L2 proficiency, such as obtaining a better job or a higher wage. (Gao et al., 2018, p 61). (Ryan & Deci, 2000), in contrast to Gardner's motivation model, explain why people are motivated to learn in terms of internal and extrinsic motives. According to Dörnyei and Ushioda (2011), intrinsic motivation is "behavior performed for its own sake in order to experience pleasure and satisfaction, such as the joys of doing a particular activity or satisfying one's curiosity," whereas extrinsic motivation entails "performing a behavior as a means to some separable end, such as receiving an extrinsic reward (such as good grades) or avoiding punishment" (ibid.). Previous research has consistently shown that intrinsically driven motivation is more beneficial than extrinsically controlled motivation as it can enhance learners' self-efficacy, positive emotions and engagement with learning. (Corpus et al. 2009; Noels et al. 2000; (Gao et al., 2018).

However, there has been little research on early learners to examine the motivation of primary school students who are unique from other students. Young learners are unique. Most of the time, external factors motivate their learning. Primary pupils' first official experience with formal education is when they enter primary school. The knowledge is taught to kindergarteners in a fun and informal environment. In addition, the goal of education at that time was not to impart knowledge but to improve their linguistic and cognitive skills. (Liu, 2022). In this context , (Cahyati & Madya, 2019) claimed that Children need to be motivated to acquire the language, although they do so for a wide variety of reasons . While some of them may find it challenging to learn English, others might not. Also, it is rare to evaluate the kids' development. Because the assessment is necessary to determine how well the pupils have understood the lesson, it poses a small challenge. Low

English proficiency individuals therefore have no interest in learning and even no desire for it if their progress is not routinely evaluated. Indeed, it's worse because if they lack interest in studying English, it will be challenging for the teacher to explain the lessons as well as involve pupils in activities.

So far, family background also has a significant impact. In similar lines, (Liu, 2022) concluded that Significant others, rewards, learning, and social environments are the main extrinsic motivational elements that influence children. When young pupils are motivated by these external stimuli, learning is more effective and appropriate study habits are established for future English study. (Ai et al., 2021) suggests that learners who have positive motivation are more successful in learning a second language than those without positive motivation, indicating the importance of motivation for second language acquisition in current days. Naturally, teachers play a vital role in student motivation, although teachers face the task of educating many students whose home and community environments are disruptive, research shows that teachers' skills in managing classrooms are a major factor in influencing students' motivation, achievement and behavior (Ray, 1992)

1.4.3 Teaching/Learning Materials

The resources a teacher utilizes to offer instruction are called teaching materials. According to Tomlinson (1998:2), "materials" refers to everything that teachers or students use to make learning a language easier. Resources may include textbooks, grammar books, readers, work cassettes, videos, CD-ROMs, dictionaries, and photocopied exercises. In other words, they might be anything that is consciously used to boost the language learners' experience or knowledge. To aid and promote students' learning, every teacher needs a variety of resources at their disposal. These resources play a significant part in making knowledge available to learners and might inspire them to interact with it in various ways. In fact, the availability of the materials used to teach young learners (YLS) as well as their condition varied considerably among different countries. Teachers have reported a shortage of appropriate materials in several countries, either because they are not readily available or because they do not adequately reflect curriculum changes (Y.

Hu, 2007; Nal, 2009; Nunan, 2003). The production of textbooks locally has not always been a satisfactory solution. (Garton et al., 2011)

According to (Hayes, 2014), several school systems offer pre-packaged instructional materials. In some systems, it is believed that they can help compensate for whatever instructional or linguistic shortcomings a teacher may have. Textbooks, of course, cannot replace competent, skilled teachers and, in certain cases, may even be a cause of issues if they are not founded on a basic understanding of how children acquire languages.

On the other hand, teachers often lack the time and ability needed to create appropriate instructional materials, as observed by (Garton et al., 2011), which is why textbooks regularly fail. Effective materials may, nevertheless, play a substantial influence since they may act as the "de facto" curriculum. As Nur (2003:168) notes, "textbooks tend to have a considerable positive impact" in situations where there are not enough skilled teachers.

Furthermore, principles behind materials need to be clear and exemplified to teachers as stated by Hayes (2014, p26):

“With respect to issues within materials, they highlight the need for greater consideration of the order in which skills are introduced for different ages of children, for age-appropriate, child-friendly assessment methods and, to avoid trivialization of the English curriculum, materials that ‘support big moral and intellectual themes and promote educational values appropriate to the age and context of the children concerned.’”

Additionally, The textbook is clearly not the only resource that may be lacking in primary schools (Garton et al,2011) Other resources may also be unavailable in primary schools, While technology to support English teaching has clearly developed greatly in recent years, teachers have not always been able to access its benefits.(Copland et al., 2014)

Various prepositions regarding successful ELT materials are available.as pointed by Ghosn (2019, p377):

“Good materials should reflect topics relevant, interesting and meaningful to learners, language that is contextual and natural, and focus ought to be on meaning rather than form of language, with skills integrated and concepts recycled. Materials should provide repetition of input and opportunities for learner output, be culturally appropriate and also age appropriate in terms of content, approach and expectations.”

The instructional resources have the capacity to inspire or dis-inspire learners. As a result, it is important to carefully consider how to pick, organize, employ, and arrange the teaching materials. In similar lines, (Crawford, 2002, p82) suggested it that:

“Obviously, teaching materials are not neutral and so will have a role to play in deciding what is learnt” (Apple, 1992). For this reason, it is essential that material writers be familiar with the learning and teaching styles and contexts of those likely to use their materials, and be able to exemplify a variety of good practice.

Overall, The materials provided for instruction class cannot be separated from the teaching and learning process in the classroom. The resources act as the link between the teacher and the learners. The teacher's role in integrative teaching and learning is to help students make connections so they can understand the purpose of the educational process. Materials are used to assist both the instructor and the pupil in managing the learning process effectively because the teacher engages with and obtains input from pupils in a way that improves individual learning and understanding. (Fitriah, 2015)

To develop skills and techniques that may be applied to various texts in different situations, the suggested instructional materials and tasks must be adaptable. In order to support this process and give those who need it more practice, the writing materials may suggest follow-up exercises. This allows instructors to accommodate a variety of learning abilities where students can experiment with their own strategies alongside those of their classmates. This allows pupils to study on their own and develop their self-esteem.

1.4.4 Teaching Methodologies

The decisions about the recommended methods for teaching English to young learners are arguably the greatest and most complicated of the policy decisions affecting the classroom. The emphasis on communicative ability has generally been present in the new TEYL curriculum in response to the perceived global demand for English communication. (Garton et al., 2011)

There are a number of innovative pedagogical approaches for languages, including Communicative Language Teaching (CLT), Task-Based Learning and Teaching (CBLT), and others. Yet, there are a number of reasons why it could be difficult for the teachers to introduce those methods. (Copland et al., 2014)

In this regard, (Enever & Moon, n.d, p6-7) states:

“The trend towards early English around the world seems to have led to the creation of pedagogic norms. There are striking similarities in the curricular advice on approach and pedagogy in different parts of the world. For example: communicative, Child centered, use of authentic materials and the use of pair and group work. Such concepts are based predominantly on Western models, often inappropriate for some of the contexts where they will be implemented with cramped classrooms, large numbers of children, low resourced, and used by teachers, with very different norms of teaching”.

In the same vein, Howatt in his book *A History of English Language Teaching* (1984) states that” The third world has frequently been victim in the past of the over enthusiastic promotion of ‘packaged’ methods originally devised for quite different circumstances....”

Practical challenges are reported from numerous countries when teachers have been asked to implement CLT in primary and secondary schools, where classes are often large and resources are limited (Littlewood, 2013), these challenges include:

Students' inadequate language proficiency, which may cause them to use the mother tongue (or only minimal English) instead of trying to "stretch" their English competence; Excessive demands on teachers' own language skills, if they

themselves have had limited experience in communicating in English; Difficulties with classroom management, especially with large classes, and teachers' resulting fear that they may lose control; New organizational skills required by some activities, like pair or group work. in addition to Common beliefs that formal education must involve item-by-item progress through a syllabus instead of the less visible holistic learning that occurs in communication; Common beliefs that the teacher's role is to transmit knowledge rather than act as a facilitator of learning and supporter of autonomy; The detrimental "washback" effect of public exams based on pencil-and-paper tests that prioritize discrete items over communication.

Therefore, an appropriate methodology accounts for both global thinking and local teaching for the very simple reason that methods developed in a specific educational, social and cultural context cannot be exported wholesale and used in countries with different beliefs and values, most important, limited resources. Accordingly, Young learners need to be provided with extensive and continuous exposure to language contextualized in meaningful and enjoyable ways (Cameron 2001; Pinter 2011)

To sum up, the picture that emerges in relation to issues related to teaching methodologies in TEYL field can be summarized under two major headings:

1 / teacher related issues: in terms of teachers' low proficiency level and lack of expertise in communication.

2 / Curriculum related issues: mainly insufficient time for listening and speaking activities in school curricula and problems related to lack of materials and resources, particularly in state education. (*The Routledge Handbook of Teaching English to Young Learners*, 2019, p177)

1.5 Policy Implications

(Rixon, 2013) in a global report investigated whether there have been any major policy changes in the last ten years, for example with regard to the status of

English in primary schools, the required level of English language proficiency to be reached, assessment, or with regard to the age of starting English?

Main policy changes and issues reported were:

- a) *Lowering the age of starting English in all or part of the context*
- b) *English teaching affected by general educational reform*

“A very significant area in policy making concerns the setting of target standards, which may also be accompanied by the introduction of means of assessment to ascertain those standards.” (Rixon, 2013)

- c) *Making English compulsory at primary level*

(Rixon, 2013) stated in her report:

“The case of Algeria is interesting in that English was not yet established at primary level but there had been an attempt to introduce it as an option, which failed for logistical reasons: There was an attempt to bring in English instead of French in Year 3 but this has been abandoned (I think partly because of lack of teachers and partly because it was optional so participants lost any advantage they may have gained when they joined middle school and had to start again as beginners). (Algeria)”

Here the researchers find that it is worth noting that the new decision of English Implementation in Algerian primary schools was not reported in any article from the literature reviewed.

Introduction of more overt standard setting/assessment

It is widely accepted that a matching assessment system is necessary to

‘Cement’ a curriculum innovation.

As Orafi and Borg (2009, p. 252), for example, point out:

Policy changes in pedagogy not supported by changes in assessment may have little practical impact in the classroom. (Rixon, 2013)

d) *English to be made the vehicle for other curricular subjects*

The introduction of CLIL to primary schools in Cyprus and a movement in Qatar to the use of English as the medium of education. This is particularly notable since Qatar is currently classified as an Expanding Circle context in which English is a foreign language. (Rixon, 2013)

With regard to Algerian context, *“The introduction of English education and the use of English in particular social spheres is a relatively recent phenomenon that is linked With political influences, economic opportunity, development and globalization”* (Bouabdesslam,B.2022).

The incorporation of English in the core curriculum at all levels of education—primary, middle, secondary school, and higher education has been encouraged by the acknowledgment of English as an engine of intellectual and economic growth.

(Bouabdesslam,B.2022) argues that the main aim is to provide the younger generations the tools they need to acquire another language well, access the vast and unceasing store of scientific and technological knowledge that is stored in English, and communicate effectively in global networking settings and/or multilingual workplaces. This important objective is a cornerstone of Algeria's present human resource policies, which aims to increase potential growth by forming partnerships with English-speaking countries.

Furthermore, (Bouabdesslam,B.2022) adds one could argue that English, like other foreign languages, is a crucial component of growth. Due to new computational and communication technologies, this significance will only continue to increase as a result, in order to ensure the greatest influence on development, decision-makers from the government, policy organizations, educational institutions, and large corporations will need to conduct a thorough examination of how learning is delivered and supported.

According to (Bouabdesslam,B.2022) There are four broad categories of implications for foreign language policy: educational-scientific, economic, cultural, and they can all be combined to form an integrated knowledge economy model:

First, educational objectives aim to prepare students to become responsible, contributing members of society. By giving them the personal, interpersonal, cognitive, informational, and academic life skills necessary to function and communicate effectively in a range of situations (social and/or workplace). The implication is that in order to gain the most from the available data bank in almost all crucial domains, one must learn and apply information gathering skills and strategies. Next, The implementation of English-language teaching aims to create more options for achieving economic potential and forming advantageous partnerships. These objectives are crucial for Algeria to achieve if it seeks to maintain a legitimate position in the increasingly sophisticated and reckless globalization, which operates under the principles of fierce rivalry, smart negotiation, and an extensive array of commercial transactions. Finally, English education seeks to meet the cultural needs of Algerian students by providing them with more opportunities to realize their potential as people and as a nation, in line with the general educational and economic objectives.

1.6 Role of English in primary education

Since it grants access to resources in science, technology, and education, the English language is becoming more and more significant in all domains of global life. In addition, acquiring it opens the door to a better profession and is essential for communication with the rest of the world.

It is clear that English will spread more in Algeria and will face off against the French language. Several linguists and experts believe that English will probably dominate French as the first foreign language taught in schools. In fact, "the fact that the teaching of foreign languages in Algeria is recently moving steps ahead towards more openness" (Rezig.N, 2011). Additionally, the introduction of English at the primary level, according to Miliani (2000:17), is the result of this abandoning in the face of those who view French as a taboo subject. Such a choice has given ephemeral solutions more room at the expense of long-term analysis.

In conclusion, it may be reasonable to suggest that English is a crucial component of development. Due to new computational and communication technologies, this significance will only continue to increase.

Government officials, policy makers, educational institutions, and significant businesses will need to conduct a thorough analysis to guarantee that learning is delivered and supported in a way that has the greatest impact on development.

1.7 Conclusion

This chapter was an attempt to explain the position English holds worldwide and it discussed the main reasons for this huge dominance. Then, a review of the English language position in our country in particular. Namely its incorporation at the primary level for the second time as a second foreign language after French which remains an integral part of the linguistic situation in Algeria due to historical and political reasons. In general, it showed that Algeria has been and continues to be a linguistically varied nation that has seen a range of language policies in an attempt to better suit the sociolinguistic situation. Next, an investigation into previous studies concerning global practices in teaching English to young learners and the role of English in primary school .Nevertheless, before dealing with it deeply, this chapter put light on the different challenges in teaching English to young learners globally, and obstacles to its promotion in the Algerian context .The scope of previous studies was limited in terms of primary level issues and it focused mainly on difficulties encountered in middle or secondary school only in addition to problems facing pre-implementation of English in elementary school .However, the concern of this work is the challenges endured after the real implementation of English in primary level .

**Chapter Two: *RESEARCH DESIGN,
RESULTS, AND
RECOMMENDATIONS***

2.1 Introduction

One of the most up-to-date, interesting research topics is the implementation of English in primary schools in Algeria. Respectively, this study aims to explore the different challenges encountered by English teachers after the implementation of English in Algerian primary schools; and also tries to figure out what best solutions may enhance the situation. Accordingly, the present chapter is devoted to data analysis and the interpretation of the findings gathered during the study. First, it describes the research methodology and type of research. Next, more details of methodology are described including sampling, the selection of research instruments being used, their definitions and their implementation. After collecting data using classroom observation and an online questionnaire administered to teachers, the data were analyzed both quantitatively and qualitatively relying on a mixed-method approach. Finally, this chapter points out the main findings and conclusions deduced from this research.

2.2 Research Design

The research design is of paramount importance in guiding the researcher to carry out the research in a systematic way. Moreover, it constitutes the blueprint of how research should be done. First, it ensures that the methods used in the study match the research aims. Next, it shows the researcher how to collect data, how they are observed and how they will be analyzed based on several approaches and techniques. Additionally, a well designed research is conducted in an objective and ethical manner resulting in valid and trustworthy conclusions.

Kothari (2006) claims that with the use of study, analysis, comparison, and experiment, research is the quest of knowledge using an objective and methodological approach to solving problems.

In this study, a combination of deductive and inductive approaches have been used in order to establish a meaningful research subject and a good working

theory; “both are always involved, often simultaneously,” and “it is impossible to go theory-free into any study” (Richards 1993, p 40) . The inductive research is followed by deductive study to either verify or disprove the result. In fact, inductive reasoning is a way of reaching findings by moving backwards from the particular to the general. It starts with a collection of real-life observations, then explores for patterns in the results before speculating about these patterns. However, it is often opposed to deductive approach, in which a hypothesis (or hypotheses) is developed based on an existing theory, and then a research plan is created to test the hypothesis.

Trochim and **Donnelley** (2006) claimed that moving from the general to the particular is how the deductive approach is described.

The deductive reasoning provides the following benefits:

- The ability to identify and explain causal links between ideas and variables.
- Possibility of quantitatively evaluating the ideas.
- Generalizability of study results to some extent.

2.2.1 Type of research

This research discussed a case study of the implementation of English in Algerian primary schools at Tlemcen. A case study is a thorough analysis of a specific case (or cases) in the real-life world. It can emphasize almost any person, group, company, event, ideology, or behavior. In the meantime, the chosen samples serve as a good representation of the overall population of cases.

Yin (1994) defines a case study as “*an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident... [and] relies on multiple sources of evidence*” (p. 13).

In fact, the case study tends to reach several goals including: looking within the case instead of contrasting it, figuring out the factors that are related to other cases, finding out what is known about causal relationships, assisting in

developing theories and introducing potential variables and hypotheses. For this reason, the researchers choose to perform a case study as an attempt to explore insights regarding the implementation of English in Algerian primary schools. The emphasis in this study is on exploration in order to develop a solid foundation for research questions that aim to improve knowledge of a specific area of interest. Correspondingly, an exploratory case study was undertaken in order to investigate the English language teaching challenges in Algerian primary schools

2.2.2 Sample population

To draw reliable conclusions from the data gathered, the researchers select a sample that may accurately represent the population of people who will take part in the research through what is called "probability sampling". In fact, probability sampling techniques are the most reliable option to get findings that are representative of the target population in which every individual in the population has the opportunity of being selected in a simple random sampling. In other terms, every participant in the study is randomly selected, just by chance as an attempt to eliminate sampling bias.

A) Teachers' Profile

The questionnaire was delivered online to 139 English teachers, with just 85 responding to the questions. Accordingly, the informants were 85 English teachers in primary schools in the Wilaya of Tlemcen. The selection of those teachers was due to the fact that they are knowledgeable of different issues met while teaching English at the primary school level.

B) Pupils' Profile

In fact, seven third year classes of three different primary schools were observed during the study in Abou tachfine; Tlemcen. The researchers observed three classes in Abadji Mahmoud primary school, two classes in Hassan Errachidi School in addition to two other classes in Abou Abdellah Tilimsani School. In this regard, a total of 197 pupils were observed during the study. This

sample was chosen based on the accessibility to primary schools and administration approval. They were third year primary school pupils in three different schools in Abou Tachfine , Tlemcen ; Abadji Mahmoud school, Hassan Errachidi school and Abou Abdellah Tilimsani School. This sample was chosen based on the accessibility to primary schools and administration approval.

2.2.3 Research instruments

As far as this work concerned , data collection is based on classroom observation and an online teachers' questionnaire. The aim is the endorsement of the gathered data which will bring new visions for better understanding of the issues highlighted in this work.

2.2.3.1 Classroom observation

A structured, non-participant, overt classroom observation (see Appendix B) was conducted. Actually, classroom observation was used as the first source of data collection because it is a good approach to collect the required information far away from informants' personal and subjective points of view. Additionally, classroom observation offers the researchers the opportunity to observe various elements of the teaching process such as the teachers, their behavior, and their interaction with pupils, within specific conditions in specific situations, which are to be observed too. In this study, classroom observation will permit the researchers to examine the real life situation and to detect the different challenges encountered by Algerian primary school teachers while teaching English to young learners for the first time.

According to Dyer (1995), several important principles must be covered by a structured observation. These include the choice of the context in which the behavior is to be observed, as well as the accessibility and frequency of the behavior that the observer finds interesting. The most important idea is to have a manageable amount of variables to demonstrate validity without making data unreliable. Additionally, time-series or random observation should be used to identify behavior and variables. To gather data during classroom observation,

two techniques were used: an observation grid and note taking. The latter helps in recording additional data, which the researchers may neglect, or in observing new features, which were not included in the observation grid.

It is worth mentioning that Rowe, Solomonides, and Handal established a research paradigm or framework called "How to Collaborate with Peer Observation" in 2010 at Macquarie University. It served as a source of inspiration for the researchers, who built their own observation grid using the model's observation principles and making some necessary changes to include their research variables, which are: teacher training, teaching materials, pupil motivation, and classroom management.

The observation grid was divided into four parts (see Appendix B):-teacher training, teaching materials, pupils' motivation and classroom management, in this sequential order. The purpose of the first part was to observe teacher behavior in the classroom. Actually, fourteen aspects were observed at this level reflecting whether teachers received training in some activities and practices. On the other hand, teaching materials were observed relying on five aspects to see the extent to which Algerian EFL classrooms contain appropriate teaching materials and ICTs. The third part was devoted to observing pupils' motivation and readiness to learn English.

Six aspects were observed at this stage. The last part was devoted to observing classroom management to gain insights into the appropriateness of the Algerian classrooms for teaching English as a foreign language to young learners by focusing on six points :time management , suitability of space for group-work (in terms of crowded or normal classrooms), classroom organization, behavioral standards in the class and finally teacher strategic skills during the session. Hence, in three different primary schools in Tlemcen city, seven classrooms were observed over seven separate sessions with two teachers and 197 third-grade pupils who take English classes twice a week for forty-five minutes for each session.

It was a challenge for the researchers to observe more than two teachers due to the fact that all teachers are in charge of at least two schools. In fact the first teacher was teaching 8 classes in two schools and the second teacher was teaching six classes in three different schools. The three first observed classrooms were in the same school with teacher 1. regarding the four remaining sessions, the researchers attended two sessions with teacher 2 in the second school. The same teacher was observed in the last two sessions in the third school. The researchers' decision to observe the same teachers in different classes and schools arose from their intention to see if the teachers will change their teaching methods, strategies and materials according to the classroom environment as well as the pupils' characteristics; including their social backgrounds, learning preferences, and requirements.

2.2.3.2 Teachers' questionnaire:

Dornyei (quoting Brown, 2001) defines a questionnaire as any written tools that ask a number of questions with preexisting answers or ask informants to write their own. In fact, not only Dornyei who defines the questionnaire as an instrument for gathering data but also Onel (1997) agrees that it is a successful way to get information regarding a particular area of interest as she says:

“ Questionnaires are an effective way of gathering information about the effective aspects , such as beliefs , attitudes , motivation and preferences ” (Onel,Z.1997 , p.57) .

In this respect, the questionnaire is another way of collecting data. It is composed of a set of questions concerned with the problematic issue. The questionnaire in this study was electronically administered to 139 English teachers. It contained twenty-two questions involving close – ended, open – ended and multiple-choice questions. The questionnaire was divided into five parts: The first part dealt with teacher training; the second part was related to classroom management; the third part was about pupil's motivation; the fourth

part was dedicated to teaching materials; and the last part was concerned with the teacher's current views and future suggestions.

The aim of each question is explained as follows:

Table 2. 1 The Objectives of teachers Questionnaire

Questions	Objective
1 to 7	Were Concerned with teacher training
8 to 13	Explored classroom management issues.
14 to 17	Examined teachers' perception about pupils' motivation.
18 to 20	Investigated the availability of teaching materials.
21	Asked about challenges faced by teachers.
22	Asked about teachers' solutions.

2.3 Data Analysis:

The data analysis process must be carried out in order to draw conclusions and fulfill the objectives of this work. Data analysis will combine qualitative and quantitative techniques to provide several levels of analysis. In this context (Dörnyei, 2007:45) states that :

We gain a better understanding of complex phenomena by converging numeric trends from quantitative data and specific details from qualitative data. Words

can be used to add meaning to numbers and numbers can be used to add precision to words.

The data will first be quantitatively analyzed by shifting and classifying the obtained information, editing and combining them to get accurate findings. An essential element of quantitative data analysis involves employing computational and statistical methods for statistical, mathematical or numerical examination of the findings. In this study, a deeper analysis is conducted after the descriptive and inferential statistical analysis to offer more relevant data. In this regard ,

Johnson and Onwuegbuzie (2004, p.17) defined mixed methods research as “the class of research where the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study”. In fact, the teacher questionnaire and classroom observation data will be both quantitatively and qualitatively analyzed.

2.3.1 Classroom observation

During classroom observation which included Seven sessions (forty-five minutes for each) in three different primary schools in Tlemcen, the researchers obtained the results from observing two teachers (one male and one female) using an observation grid and note taking. The lessons dealt with along these sessions were mainly about unit 2: My school (presented by teacher 1), and unit three : My home (presented by teacher 2).

The classroom observation was divided into four parts:

- Teacher training.
- Teaching materials.
- Pupils’ motivation.
- Classroom management.

Table 2. 2 Classroom observation results.

Item	Observed			comment
	Yes	partially	No	
Teacher training				
The teacher is knowledgeable about the subject matter.	7/7			
The teacher speaks clearly, audibly and confidently	7/7			
The teacher uses a variety of examples to explain.	7/7			
The teacher makes effective use of the board and visual aids.	2/7	5/7		Teacher 1 makes use of the white board to stick printed handouts while teacher 2 uses the white board for writing and reading
The teacher effectively held his pupils' attention.	6/7	1/7		Pupils have a good interaction with their teachers.
The teacher involves pupils in the teaching process.	6/7	1/7		Teachers ask their pupils to drill chorally sometimes individually.
The teacher identifies pupils' learning styles and preferences.	3/7		4/7	Teacher 1 opts for gamification and the use of songs preferred by young learners. Teacher 2 uses the traditional way of teaching (he relies on the grammar translation method, mainly written activities).
The teacher related today's lesson to the previous one.	3/7	1/7	3/7	Quick revision of the previous lesson was observed only in three sessions with teacher 1.
The teacher responded appropriately to pupils' questions.			7/7	Pupils did not ask any questions.
The pace of delivery is appropriate (neither too fast nor too slow).	1/7	3/7	3/7	The pace of the lesson delivery varies from one teacher to another.

The teacher moves in the classroom but not in a distracting way.	3/7	2/7	2/7	
The teacher guides his students for task achievement.				Due to lack of time, teachers cannot guide pupils individually for task achievement.
The teacher is highly competent in using technological resources.				There are no available technological resources.
Constructive feedback is provided	6/7	1/7		Teachers rely on positive feedback with their pupils for their participation.
Teaching materials				
Resources are ready and easily accessible to the teacher.	6/7		1/7	Teacher 1 brings her own materials (printed flashcards). Teacher 2 relies on the existing textbook and the white board.
Resources are ready and easily accessible to the pupil.				The accessible materials were pupils' textbooks .
The teaching aids serve well the lesson objectives.	3/7	2/7	2/7	The teachers used available objects in the classroom to explain the lesson, i.e. the pupils' own objects or classroom furniture.
Materials spark students's interest.	5/7	1/7	1/7	The pupils seem to be motivated when dealing with concrete objects like their own school objects and flashcards.
Resources are used appropriately and complement to content, method and purpose.	7/7			
Pupils' Motivation				
Resources are ready and easily accessible to the teacher.	6/7		1/7	Teacher 1 brings her own materials (printed flashcards). Teacher 2 relies on the existing textbook and the white board.
Wide range of questions are used to stimulate learners.	4/7	1/7	2/7	
The topics raise pupils' interest	7/7			

Active involvement of students (classroom participation).	7/7			Active participation of the whole class.
Equal opportunities exist for all students	7/7			
The pace and structure of the lesson motivates learners.	4/7	3/7		Pupils seem well motivated with teacher 1 who plans her lesson depending on their learning preferences mainly games and songs. Meanwhile, teacher 2 mostly relies on the classical way of teaching; this relatively affects his pupils' interest.
Learners are interested in the new language.	7/7			
Classroom management				
The teacher Protects and Leverages his Time.	5/7	2/7		45 min is not enough for the teacher to do several activities with pupils.
An encouraging atmosphere is created by group work.				Not observed
Behavioral standards are established.	2/7		5/7	Lack of pupils' discipline in overcrowded classrooms has a negative impact on the flow of the session.
Practical spatial arrangement	1/7		6/7	Traditional seating is the dominant one .Only one observed classroom session was under the form of a U shape.
Transitions management	2/7		5/7	Time factor affects transition management as well as the session flow.
Flow of activities maintained	3/7	1/7	3/7	

Classroom observation revealed that teachers were knowledgeable of the subject matter. In fact, teachers were speaking audibly and confidently, using a variety of examples, and body language to explain the lesson. However, only one teacher related the new lesson to the previous one .Teachers offered their pupils opportunities to participate in the learning process through drills and held their attention. The teachers did not make use of any visual aids except small handouts

printed by the teacher (only teacher1 used them) and hanged on the board ,or the teachers' own smartphones , which they used to display youtube videos related to the lesson .Yet the small screen of the mobile was not clear and the sound quality was poor. Teachers were not able to use any technological resources due the absence of these elements. Another point observed is that teacher 1 opted for gamification and the use of songs preferred by the young learners while teacher 2 used the traditional way of teaching without paying attention to the pupils' learning preferences.

The classroom observation conducted in this study showed that the teachers were fully aware of the topic they presented during the lesson. They used different teaching techniques. The teachers tended to get their pupils' attention, maintain their motivation and involve them in the teaching-learning process by asking them to drill chorally, and sometimes individually. However, the teachers were not able to fulfill all the young learners' needs due to the short session timing, overcrowded classes and the high number of classes that they are in charge of in different schools. In addition, the pace of the lesson delivery was partially appropriate as it varied from one teacher to another and it was highly affected by session timing.

Regarding teaching materials, the researchers noticed that no classroom was equipped with ICTs in the three primary schools. Regarding materials used in the classrooms, one teacher made use of her own printed documents and school supplies, which belonged to pupils in order to explain the lesson, whereas the second teacher relied on the existing textbook and the white board. However, regarding the use of the textbook, teacher 1 did not use it at all and some of her pupils did not have a second copy at home. Despite the fact that the textbook contains a number of activities, the young learners were not allowed to write or color on it due to a ministerial directive unless they had a second copy at home that they were required to bring to each English class. In fact, teacher 1 relied on the use of printed handouts hanging on the board and tended to give more homework to her pupils. While the second teacher imposed on his pupils to

bring their additional copy to use in the classroom. In fact, the mentioned materials were used in the appropriate way to meet the lesson objectives. Concerning pupils' interest towards the materials used, pupils seemed to be more motivated when dealing with concrete objects such as their own school objects and less motivated when using only the textbook .

The findings showed a lack of teaching materials. In fact, teachers either relied on the existing textbook and the white board or printed their own developed materials. Concerning the use of the textbook, it is worth noting that pupils were not allowed to write or color in the textbook; although it contains several activities; because of a ministerial directive, unless they have an additional copy at home and they need to bring it each English session. Actually, the teaching materials that were used during the lesson of “ School objects” centered only on the pupils' own school objects or special means provided by the teacher, such as : printed pictures; as an attempt to deliver the lesson and to attract the pupils interest in 5/7.Indeed; for the lesson “prepositions”; the teacher had to print her own material (pictures) and use a game with pupils in order to teach them “ in, on, under” emphasizing their physical response and interaction in the classroom. This relatively affected the presentation of the lesson and increased the possibility of reaching the lesson objectives. Moreover, no technological resources were available.

Unanticipated, young learners throughout the seven observed classroom sessions showed a great interest in learning English as a foreign language .In fact, several pupils with advanced levels were observed in each classroom. Young learners showed good interaction with their teachers. Pupils described English as their favorite subject, and enjoyed English lessons. Children were strongly motivated by English being an international language; the majority were motivated by engaging in gaming and watching YouTube videos in English. However, the majority of pupils mixed between English and French.

It was clear that pupils were highly motivated to learn English. In fact, pupils were active learners and showed great interaction with their teachers especially

when using games and songs. Pupils enjoyed English sessions yet they were often mixing between English and French.

The number of pupils in the seven observed classrooms ranged between 21 and 35, mostly seated in a traditional way (two per table). Only one session with a U shape was observed. Session time was not enough for teachers to make different activities and work with all pupils. For this reason, teachers used choral repetition for consolidation of new knowledge. Teachers faced some difficulties in crowded and noisy classrooms.

Further analysis showed that forty-five minutes are not enough for teachers to present the lesson to the young learners. For instance, time factor affected transition, management as well as the session flow. The researchers also observed the absence of any practical spatial arrangement because the traditional way of seating was the dominant one. Additionally, teachers kept floating between different classrooms in more than one school. Consequently, teachers were not able to arrange classrooms according to their own teaching method nor to perform group tasks.

2.3.2 Teachers' questionnaire

An online questionnaire was designed to gather data from primary school teachers of English in Tlemcen. The obtained results were analyzed both qualitatively and quantitatively.

2.3.2.1 Results:

Among 139 English teachers as a total number of teachers in Tlemcen city, only 85 informants responded to the questionnaire. The questionnaire contains four parts. The data gathered is analyzed quantitatively and qualitatively as follows:

- **Rubric one:** Teacher training.

Question 1: Teachers' Educational degree.

To elicit data about teachers' educational level, they were first asked about their obtained degree. The results show that the majority of teachers (76.5%) have a classical *Licence*, on the other hand 9.4% have *licence* (LMD) and the remaining ones (14.1%) have a Master's degree.

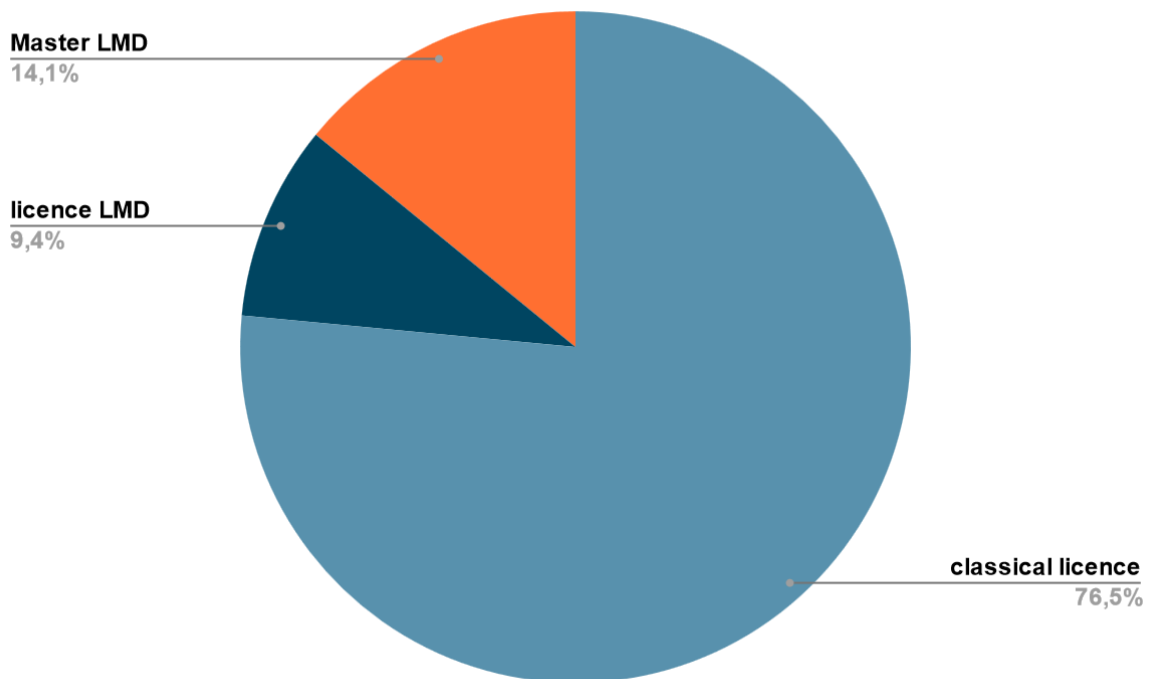


Figure 2. 1: Teachers' educational degree

Question two: Teaching experience.

In order to gather information on whether teachers had a previous teaching experience or not, this question was designed. The results reveal that 77.6% of teachers already had teaching experience before while 22.4% did not.

For the sake of obtaining more details about teachers' antecedent teaching experience, they were asked whether they taught in a continuous or fragmented way. The majority of teachers had a fragmented teaching experience (69.4%),

while the remaining teachers stated that their teaching experience was continuous.

Regarding where teachers' previous experience took place, 25.9% of teachers taught in middle school, 20% taught in private school, and 18.8% taught at university, while the percentage of teachers who taught in primary and secondary schools is similar (17.6%). Throughout the year 1993; however; the Algerian government replaced French that had previously dominated, with English as the first foreign tongue taught in elementary schools. In truth, English was first taught in the fourth grade of select pilot primary schools before being implemented across the country starting in 1995. The results are presented in figure 2.2 Below.

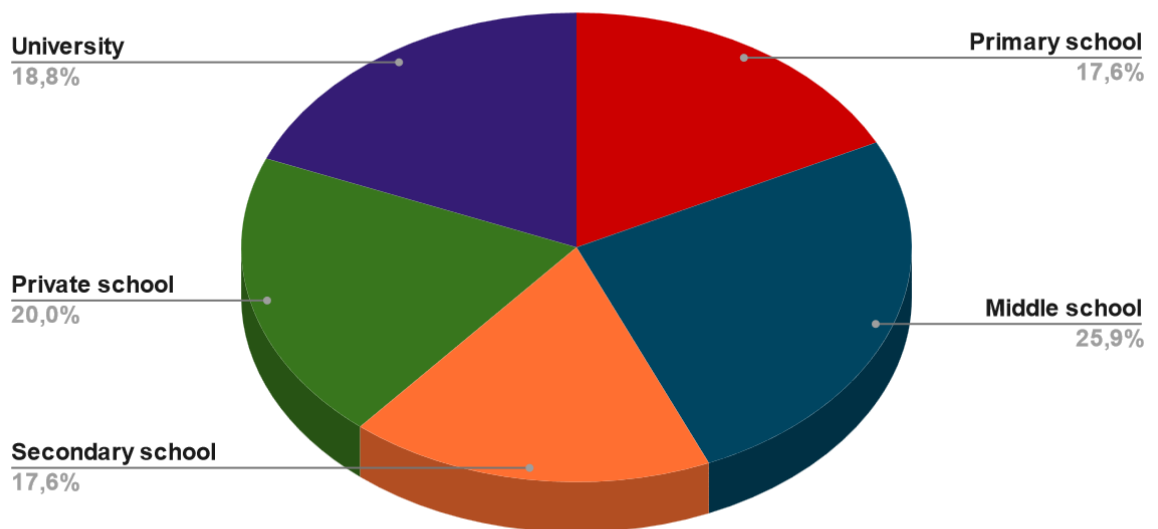


Figure 2. 2: Teachers' forgoing teaching place

Question three: Number of classes taught.

The aim of this question was to elicit data on the total number of classes that English teachers are in charge of. The results showed that twenty (5.9%) teach 3

classes, (4.7%) teach four classes ,(9.4 %)teach five classes , (27.1%) teach six classes ,(18.8 %)teachers teach seven classes whereas (17.6%) of teachers are in charge of eight and(9.2%) teach nine classes.as for 11 and 12 classes only (1.2%) of teachers are in charge of such class number .

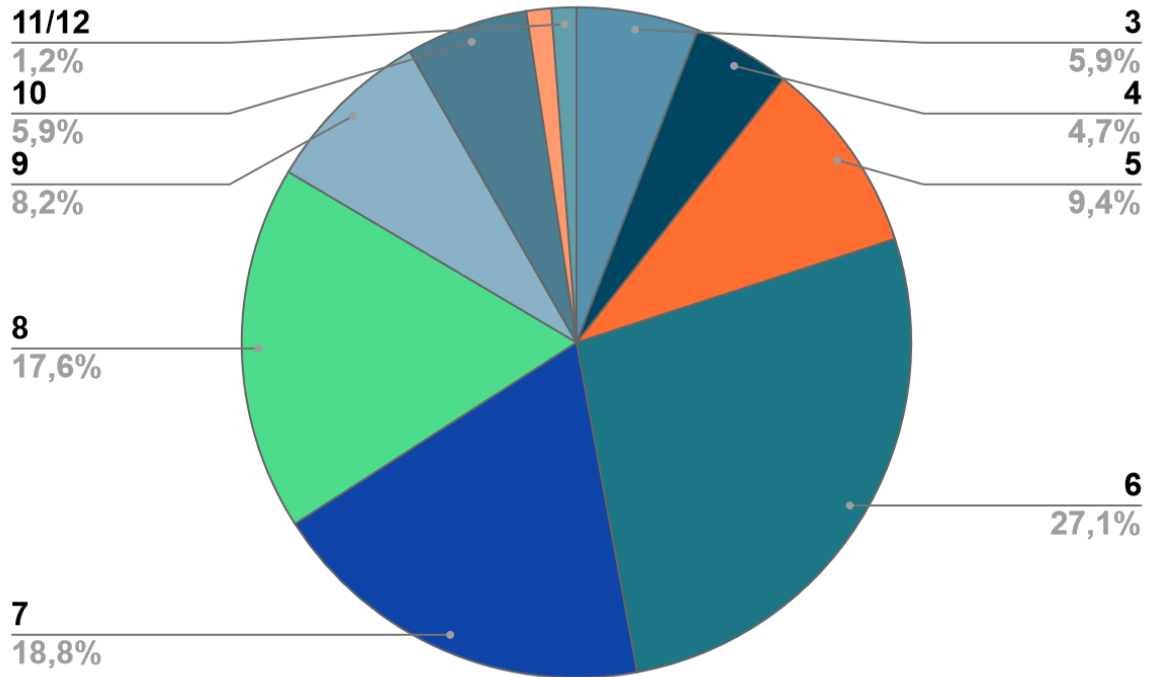


Figure 2. 3: The number of 3rd year primary classes taught by each teacher

Question four: In how many primary schools do you teach?

This question is highly related to the previous one. In the sense that it tends to determine how many primary school teachers are performing their job in. The findings showed that 41.2% of teachers are teaching in four schools, 30.6% of teachers are teaching in three schools, 15.3% of teachers are teaching in two schools whereas 12.9% of teachers are teaching in five schools.

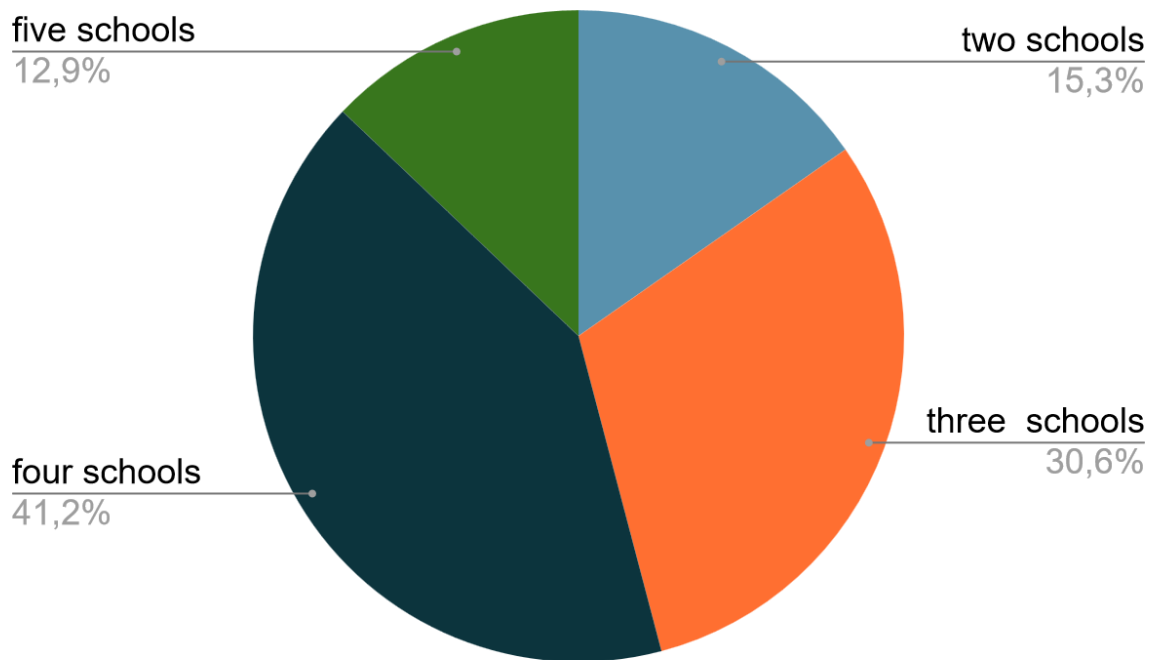


Figure 2. 4: Number of primary schools for teachers

Question five: Teacher training

To see whether teachers attended the fifteen days training that was designed to prepare them for teaching or not, this question was designed. The results showed that 88.2% of respondents answered yes while only 11.8% did not attend the training.

The respondents justified their absence to the training by stating that some of them did not receive a call because they are ENS graduates as they already had special training during their academic process. Moreover, some respondents joined the work recently since they were in the waiting list, and others claimed they either attended a few days or did not receive a call at all.

On the other hand, Among 79 respondents who attended the training, 84.81% of respondents perceived the training as fruitful and beneficial while 15.18% of teachers claimed that the training was good but not sufficient as it lacked practical guidance for them.

Question six: Additional training

The purpose behind this question was to discover if teachers experienced extra training to develop their teaching skills. The results showed that 54.1% of respondents expressed a negative answer to this question while 45.9% answered yes.

Question seven: Teachers readiness to receive an additional in-service training

This question was designed to discover to which extent teachers are prepared to receive another in-service training. The results showed that 100% of respondents agreed to have another in-service training.

Regarding the teachers' needs in terms of professional development figure 2.5 shows that the greatest demand was for classroom management skills (71.8%) ,followed by teaching skills (62.4%),the two results concerning time management skills and classroom assessment strategies revealed that a similar percentage of respondents (56.5%) are looking forward to improve these areas . Moreover, 52.9% of teachers appointed their deficiency in preparing an effective lesson plan .On the other hand, 44.7% of respondents confirmed their need for communication skills with pupils, while 41.2% stated that they need more information about using technology ,in addition to 32.9% who lacked familiarity with using teaching materials. Furthermore, 29.4% of teachers confirmed their shortage of English language expertise. Finally, communication skills with parents were required by 20% of teachers.

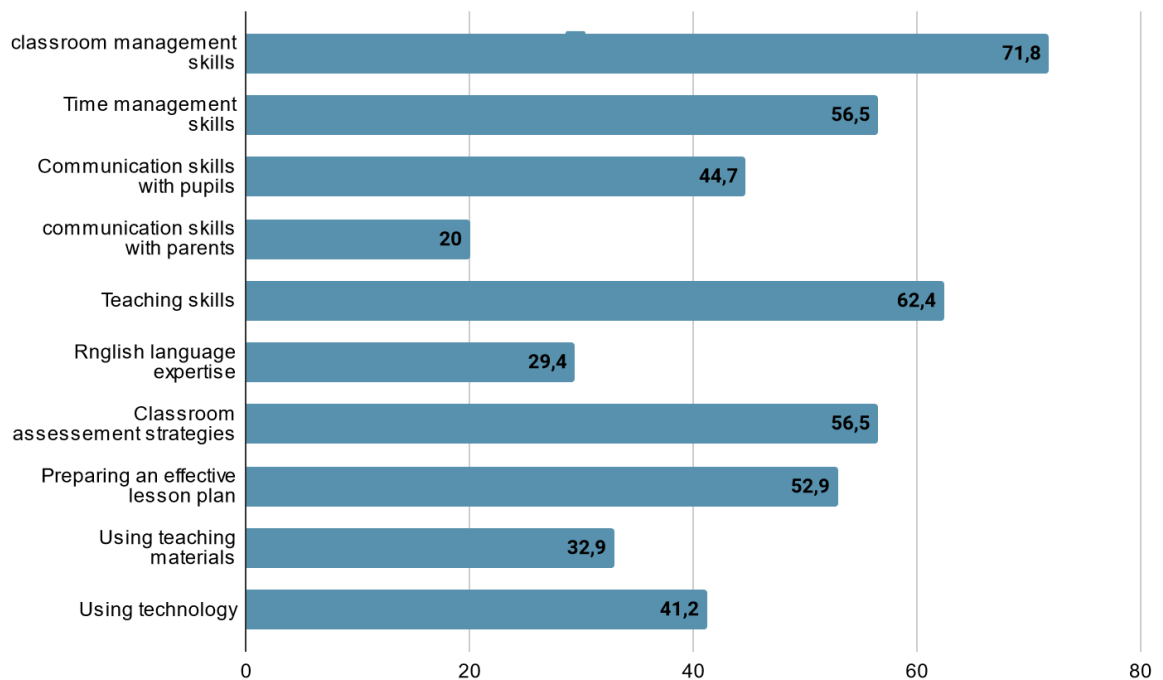


Figure 2. 5 : Teachers' professional development areas

- **Rubric two:** *Classroom management*

Question Eight: Number of pupils in the classroom

The aim of this question is to identify if primary classrooms are overcrowded or not.

The results, as shown in Figure 2.6, indicate that 40% of teachers teach in classes of 31 to 35 pupils , 31,8% of respondents answered that the number of their pupils ranged between 36 and 40 pupils.in addition to (18.8%) who teach classes of 25 to 30 pupils whereas a minority of 9.4% teachers teach from 41 to 45 pupils per class.

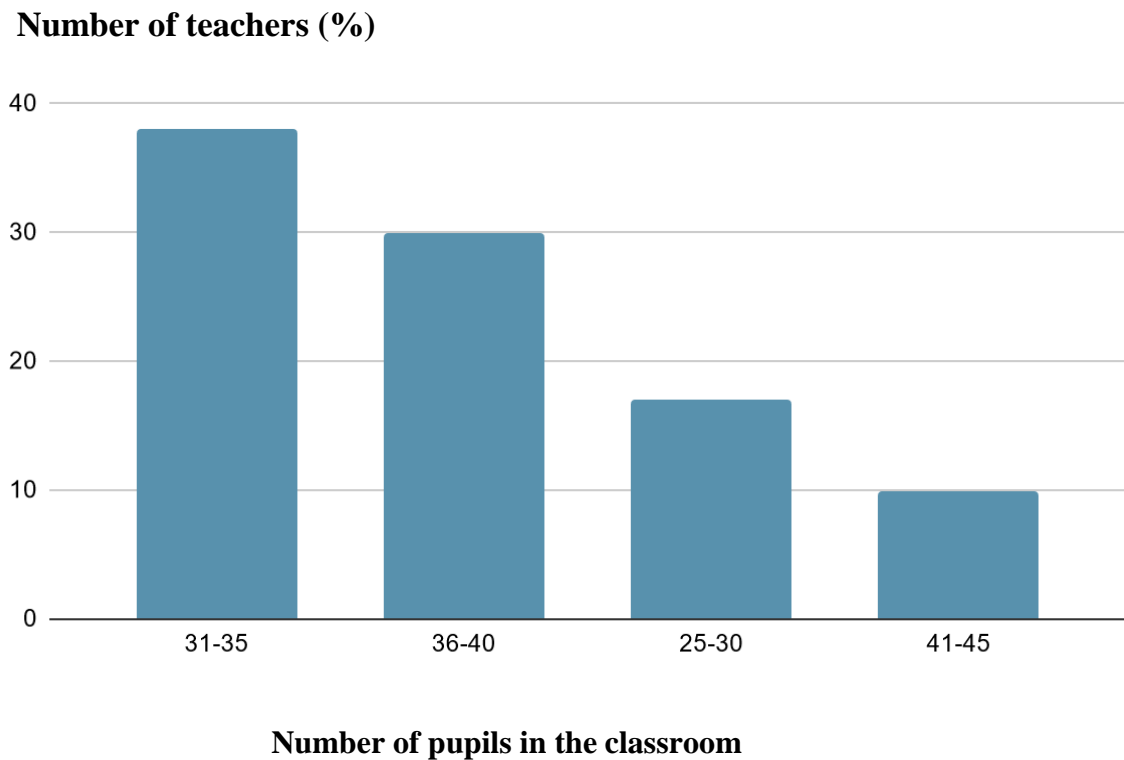


Figure 2. 6: Number of pupils in the classroom

Question Nine: Impact of overcrowded classes

This question is related to the previous one. It tends to understand the impact of overcrowded classes on teachers' performance. Surprisingly 22.35 % of teachers provided unclear and ambiguous answers, yet among the 77.64% of teachers who gave detailed answers; two teachers came up with interesting answers. In fact, one teacher reported that pupils get easily distracted by one another, using metaphorical language; he/she termed the learning efficiency as a rollercoaster ride; sometimes all things are pretty good and others the complete opposite of that. Another teacher stated that the teaching quality with overcrowded classes is not about how many pupils but how motivated they are. He/she illustrated by stating his/her own teaching experience with a class of sixteen pupils which he/she described as unsupportable. Nonetheless, he/she teaches comfortably with a class of thirty pupils. According to him/her, the learner's motivation is what matters the most. On the other hand, the remaining answers centered on:

- Lack of time.
- Noise.
- Poor lesson delivery.
- Pressure.
- Lack of pupils' involvement.
- Difficulty of applying different teaching strategies.
- Weak assessment of pupils.
- Difficulty of attracting pupils' attention.

Question Ten: Teaching time

This question was designed to find out whether the 45min are sufficient for teachers to deliver the lesson or not. The majority of respondents affirmed that this timing is not adequate. Yet 15.3% of informants answered that the actual session timing is suitable for them to finish the lesson.

Question Eleven: Adequacy of the weekly teaching time.

This question was used to give an overview about the appropriateness of the weekly teaching time from teachers' point of view. In fact, the results showed that 63.5% of teachers are not satisfied with the amount of weekly teaching time. Otherwise, 36.5% of respondents asserted that the weekly teaching time is pertinent for them.

Question Twelve: Classroom-seating arrangement

The purpose behind this question was to determine the type of seating arrangement in primary schools. Apparently, traditional seating (two per table) is the dominant one (89.4%). Whereas, U shape and other seating arrangements are rarely used (10.6)

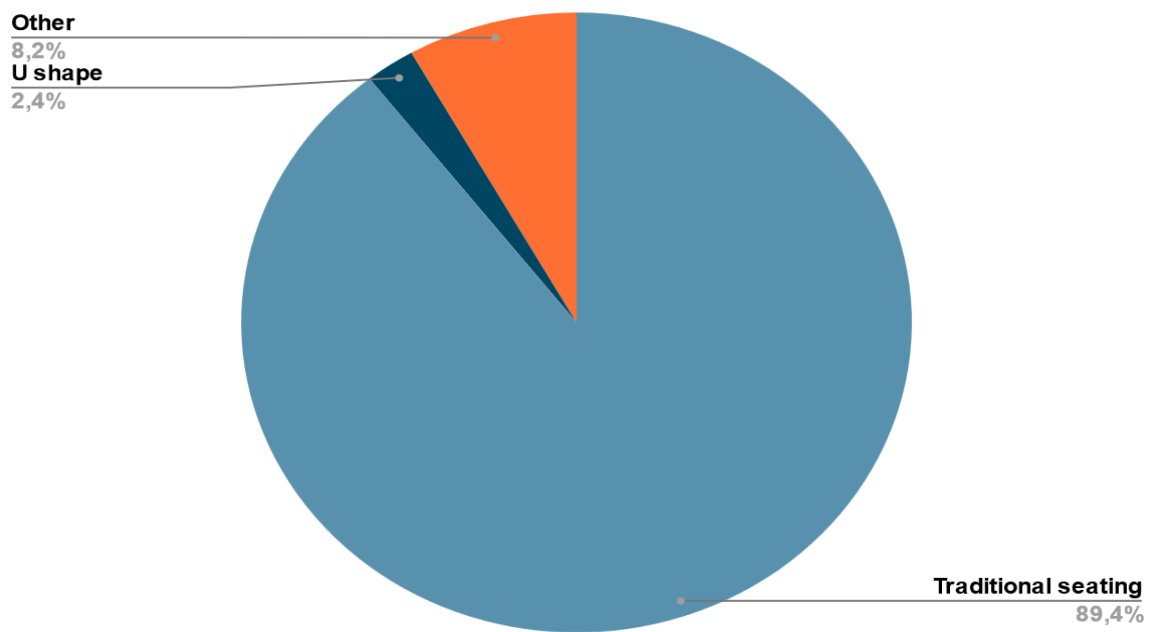


Figure 2. 7: Type of seating arrangement in primary schools.

Question Thirteen: Type of work given in the classroom.

The aim of this question was to identify the kind of work given in the classroom. The results showed that most respondents (42.3%) give work that is more individual. However, 31.8% of teachers rely on pair work. Otherwise, (25.9%) use group work.

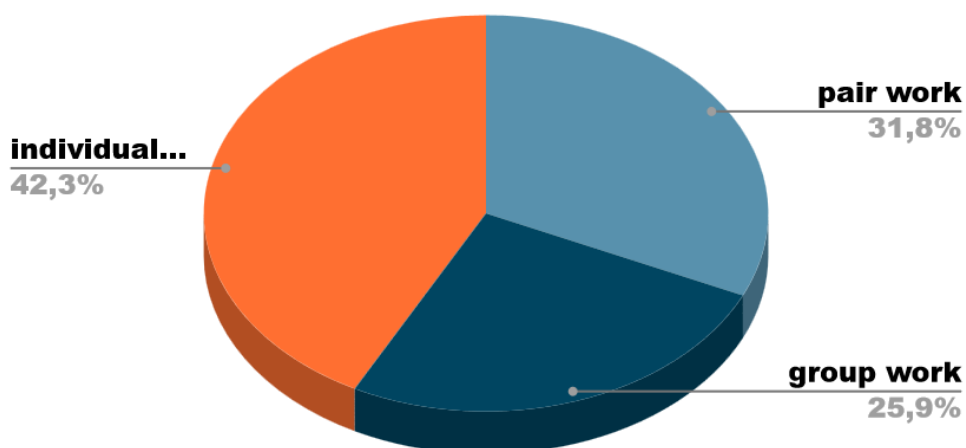


Figure 2. 8: Type of work given in the classroom.

- **Rubric Three:** *Motivation*

Question fourteen: Learners' motivation

In order to inspect the learners' motivation to learn the English language, this question was designed. Teachers stated that all pupils were interested in learning the new language.

Question Fifteen: Topic interest

The aim behind this question was to figure out whether English topics attracted pupils' interest. The findings below pointed out that only 3.5% of teachers perceived English topics as non-interesting for pupils. The majority (96.5%) confirmed that the content being taught is attractive for pupils.

Question sixteen: Pupils' Motivation

Pupils' motivation can be affected by external factors. Thus through this question, the researchers attempted to figure out what possible factors may affect pupils' motivation in the classroom. 54.11% of teachers stated positive factors while others (35.31%) reported negative ones; as shown in the table below:

Table 2. 3 Factors affecting pupils' motivation in the classroom

Positive factors	Negative factors
Use of ICTs	Noise
Repetition	Lack of visual aids
Songs	Using only English language
Games	Written activities
role plays	Overcrowded classes
Use of visual aids	Lack of time
Positive feedback	Complicated lessons
Rewards	Teaching method
	Teacher's behavior
	Social background

Question seventeen: Maintaining motivation

This question is tightly related to the previous one. In the sense that it seeks to reveal the teachers' strategies to keep their pupils motivated. The findings showed that games and songs are teachers' best way to attract their learners' interest followed by rewarding and active pupils' involvement. Indeed, many teachers stated that they tried to use a variety of classroom activities and teaching methods as well as to have good relationships with their pupils. Visual aids such as flashcards, pictures, videos and printed handouts are also an interesting strategy used by teachers to encourage pupils' learning process and make it easier and joyful. Few teachers reported that dividing pupils into groups and creating a competitive atmosphere along with providing positive feedback increased their desire to learn.

- **Rubric Four:** Teaching materials

Question Eighteen: Teaching materials

In order to find out the teaching materials used by teachers to deliver the lesson, this question was designed. The results showed that audio-visual materials (flashcards, data show and loudspeakers) are the teachers' preferred equipment . The majority of teachers reported that they mostly relied on songs and the white board. In fact, teachers use either their smartphones or personal laptops to display songs and videos for young learners. Only a few teachers rely on the textbook. Whereas, a considerable number of teachers stated that they use realia (concrete objects), pictures, games/toys, slates, printed worksheets and ornaments (decorative items).

Question Nineteen: The English textbook

This question tended to gather teachers' opinions about the usefulness of the English textbook in the classroom. Actually, 65.9% of teachers evaluated the English textbook as helpful nevertheless 34.1% of them classified it as not helpful.

Teachers, who described the textbook as helpful, justified their answers by stating that:

- The textbook contains a variety of ready-made tasks, suitable for learners' ages and helpful to consolidate their knowledge.
- It is a road map for teachers to move accordingly with the syllabus and didactic guide.

On the other hand, teachers who perceived the textbook as not helpful defended their answers by stating that:

- The nature of some activities is not appropriate for the young learners' level, complicated (cannot be fulfilled in 45 min) and not up to date.
- The sequence of syllabus lacks coherence and organization.

- Pupils are not allowed to write in the textbook because of ministerial directives.

Question Twenty: Additional teaching materials

This question was used to determine whether the teachers preferred extra instructional resources or not. The results revealed that 85.9% of teachers showed their consent for receiving additional teaching materials while 14.1% disregarded this idea.

This question also identified the kind of materials that teachers are in need of in their classroom settings. Technological resources are teachers' basic demands. For instance, data show, computer, speakers, printer and Wi-Fi access. In fact, one teacher suggested providing an equipped language laboratory. Moreover, another one suggested providing a teachers' room. Besides, some respondents proposed adding an exercise book for pupils in which they can write flashcards, toys, green space, and books with stories as well as permitting pupils to play educational games in the schoolyard.

Question Twenty-one: Teaching problems

The respondents stated that they were facing several challenges, mainly:

- Inappropriate Timing to cover the teaching objectives.
- Overcrowded classes and poor classroom management.
- Lack of teaching materials and aids.
- Confusion between French and English language for the young learners.
- Maintaining Pupils' motivation and interests.
- Difficulty of dealing with young learners as they have different learning styles and preferences.
- The learners' diverse social background.
- The neglect of English language learning by the pupils' parents.

- The difficulty of teaching young learners writing and speaking skills (handwriting and pronunciation problems).
- Teachers' floating between different schools.
- The difficulty to explain the meaning and convey messages to the young learners without using the mother tongue, as they do not have an English background.
- Printing issue (administration staff do not allow teachers to print worksheets for their pupils).
- Dealing with different headmasters who have different methods to manage their schools.
- Conflicts between teachers of Arabic, French and English

Question Twenty-two: Suggestions

This question was designed to investigate the Algerian primary school teachers' suggestions to enhance the English language teaching at this stage. Teachers put forward some propositions:

- Provide an equipped laboratory to teach English.
- Equip classrooms with ICTs especially audio-visual ones.
- Provide practical spatial arrangement (U shape).
- Design attractive stories and exercise books for the young learners.
- Devote one teacher for each school (diminish teachers floating between different schools).
- Plan in-service training and workshops for teachers.
- Optimize learning conditions; timing should be correctly adjusted, preferably in the morning because pupils are more motivated at that period.
- Increase the time schedule to more than two sessions per week.
- Reduce the pupils' number in classrooms.

- Encourage cooperation between the administrative staff and the pupils' parents.
- Eliminate some subjects such as history, geography and civic education.
- Adjust the Syllabus to be appropriate to the young brains: eliminate writing activities and focus more on hands-one activities (color-matching activities for instance).
- Give the teachers the whole authority to organize and plan their lessons according to the learners' levels and opportunities.
- It would be preferable to start teaching foreign languages gradually.

2.3.2.2 Interpretation

The current study shows that the majority of teachers have a classical *licence*. However, most of them attended the special fifteen days training this year. In fact, some teachers consider it as beneficial while others claim that this training lacked several aspects; such as practical guidance. Furthermore, the results demonstrate the willingness of teachers to receive additional in-service training mainly focusing on classroom management skills. For this reason, teachers training should be reconsidered to incorporate several aspects that teachers are in need of.

The results show a remarkable shortage in teaching materials. The teachers make personal efforts to perform the lessons using the minimum of materials they can afford. In the same line of thought, the use of textbooks is helpful for some teachers but not for all of them. Perhaps, efforts to provide adequate teaching materials and an activity book for children need to be stepped up.

On the question of motivation, this study finds that pupils are 100% motivated. This also accord with researcher's observation, which showed that the topics dealt with attract the pupil's interest. In fact, the more teachers use audio-visual aids; songs, games and rewards; the more pupils' motivation increases.

Turning now to classroom management, the results indicate that the issue of overcrowded classes is recurring in Algerian primary schools affecting the quality

of teachers' performance and the learning environment in a negative way. In addition, the insufficiency of both session and weekly teaching time causes a huge pressure on teachers. In crowded classrooms with overloaded syllabus and short timing, the teacher cannot monitor everyone and meet their needs nor deliver the lesson appropriately. Furthermore, the teachers' floating between classes and the absence of any practical spatial arrangement influence the learning setting and prevent teachers from performing group tasks; such as: games for young learners.

The final part of the questionnaire revealed the teachers' identification of the challenges they encounter; mainly: timing, classroom management and lack of teaching materials. In turn, they suggest realistic and achievable solutions.

2.4 Discussion of the main results

The current study is concerned with exploring the different challenges faced by English teachers in Algerian primary schools. For this purpose, two research instruments were used : classroom observation and an online teachers' questionnaire. Data analysis revealed interesting results that would help provide some suggestions in the context of teaching English as a foreign language in the primary stage.

Regarding the first hypothesis, which holds that the different challenges encountered by English teachers in Algerian primary schools lie in lack of teachers' proficiency, lack of teaching materials, lack of pupils' motivation and poor classroom management, the collected data revealed interesting results. The conducted classroom observation showed that teachers' proficiency could influence their teaching. For instance, Teachers who lack sufficient knowledge in teaching English especially to young brains are indicated to find difficulties in interacting with children. Moreover, the observed teachers lack time and classroom management skills. This fact was reinforced by primary school teachers' responses to the questionnaire. Indeed, almost all teachers stated that they had a classical *licence*. Even though some of them already taught before, their teaching experience was not drawn out on a clear basis. In other words,

these teachers did not receive the adequate training to satisfy the various learning preferences of pupils. For example, a Master in education better equips teachers with the skills necessary to effectively engage and manage their classrooms and enhance learning outcomes, i.e., it provides teachers with the opportunity to pursue electives that are specifically focused on psychological theories, educational technologies, and instructional methods.

In fact, this year, teachers had a pre-service training, which was evaluated by the majority as "good but not enough". For this reason, teachers expressed their readiness to receive extra in-service training preferably based on practical guidance rather than just theoretical guidelines. The second challenge relates to the availability of teaching materials. It is not easy to teach English to young learners the same way it is taught to adults. Therefore, the availability of appropriate teaching materials is a mandatory condition. The classroom observation demonstrated an extensive lack of instructional aids and teachers' personal efforts to provide the simplest materials to be used. Actually, this fact was confirmed by teachers' responses to the questionnaire. It is obvious that teaching English to young learners will never be effective relying only on the textbook. For this particular reason, teachers tried to bring objects or describe using language with gestures.

In terms of motivation, it is difficult to maintain the young learners' interest while learning English. Contrary to expectations, the classroom observation showed that pupils were extremely motivated to learn English. These results corroborate the findings of the questionnaire. The more teachers use audio-visual aids, games and songs, the more highly motivated and creative the pupils will be. Another challenge is poor classroom management. The larger the class is, the more difficult for teachers to control the learners. In fact, classroom observation showed that teachers could not control the whole class nor perform different activities within forty-five minutes.

In addition, the high number of pupils represents an important factor, which hinders the teaching quality as well as the learning outcomes. Moreover, the

traditional way of seating is not appropriate for the number of pupils. They do not have enough space to perform activities; such as games. These results reflect those of the questionnaire where teachers expressed their need for classroom management skills. As a matter of fact, the previous factors hinder the quality of teachers' performance and are considered to be a source of pressure for them. This is what supports the first hypothesis, which states that English teachers in Algerian primary schools face various issues and challenges that can be summarized in the lack of teacher competence, lack of teaching materials, lack of motivation among pupils, and poor classroom management. In fact, Pinter (2006) and Moon (2005) emphasize that teachers of English to young learners must have a thorough understanding of how children learn languages as well as how they grow and progress if they use effective and successful teaching practices. Knowing what to anticipate from children at various ages could help teachers in choosing and structuring the suitable curriculum

With respect to the second hypothesis which denotes that the educational institutions may develop an in-service teacher training, and in their turn teachers can optimize use of school resources, use adequate strategies and materials to raise pupils' motivation and develop an effective classroom management in order to overcome the difficulties faced in the process of teaching English in Algerian primary schools, interesting results were obtained. In this regard, teachers' responses to the questionnaire advocated feasible and attainable solutions. Actually, teachers' main demand is providing classrooms equipped with ICTs. Moreover, the majority of them showed their readiness to receive well designed in-service training in order to improve their teaching practice. They also recommended diminishing the teachers floating between different schools in order to boost teaching conditions. At the same time, learning conditions need to be optimized. For instance, several fun learning activities in teaching English to young learners were recommended by teachers: storytelling, role-play, games, songs and watching educational videos. Next, English teachers suggest reducing the number of pupils in each classroom and designing a comfortable class as

much as possible for children because they like to move around. In addition, teachers appeal to increase the session duration to enable them to deliver the information appropriately. Furthermore, adjusting the content of the syllabus to young learners' abilities is highly recommended by teachers.

Additionally, English teachers request being able to try new things and improve their competencies based on their learners characteristics and preferences. Finally, they count on more cooperation with administrative staff and pupils' parents. These findings support the second hypothesis and go hand in hand with recent contributions in the field of young learners learning the English language. Indeed Copeland (1987) pointed out that In a classroom, numerous activities take place at once. A teacher must evaluate varying levels of engagement in the work being done, look for a student who can respond appropriately, look out for disruptions, and determine whether specific pupils are disobeying the rules of the classroom while posing a question.

2.5 Suggestions and recommendations

At the end of this study, the researchers provided suggestions and recommendations for further research in the field of teaching English in primary school:

2.5.1 Teacher training:

Teaching English to young learners is such a challenging task but not impossible if it is to be handled appropriately by professional teachers. In light of the lack of specificity in their pre-service education, teachers might not be aware of all the different pedagogical and psychological methodologies to facilitate learning, as illustrated by the absence of a theoretical approach to teachers' practices in the classroom. Accordingly, it is recommended to plan special pre-service and in-service training for teachers with knowledgeable specialists in pedagogy and didactics, putting in mind the basic practical guidelines for teachers to start teaching upon. Ellis and Read. (2015, P.129) pointed out that the intense teacher training programs involve observation and assessment. In the

interest of evaluating sustainability and effectiveness over the short- and long-term. Perhaps, using a classroom demonstration with a small sample of pupils would serve teachers' expectations better than just providing them with theoretical principles. Future research should consider teachers' needs to identify what areas their training should incorporate.

2.5.2 Teaching materials:

Deficiency in teaching materials is a major characteristic of Algerian primary schools, especially technological ones. Arnold and Rixon (2008) noted that there are several options for educational materials, with some nations requiring one textbook for each grade level while others offer an extensive selection for schools to pick from, either at their discretion from the marketplace or from a government-approved selection. Probably the best solution is to provide equipped classrooms or laboratories for teaching English where suitable and effective materials are available to facilitate the learning process as Whyte (2014, p.13) explained that technology can assist teachers in performing task-based activities. Approaches that may encourage interlingua development by facilitating access to language input as well as possibilities for language production, involvement, and reflection which, in turn, is an efficient and vital method of language learning. Another investigation should address what kind of teaching materials would best serve this purpose as young learners have different learning styles and get easily distracted. Reading the textbook, further studies should address the type and amount of content to be taught to young brains at this stage as Dickinson (2010, p.12) noticed a lack of "variety of registers," some "socially unsuitable content" (like as naming somebody fat), and some content that was "meaningless" to learners in their environment. Also providing an activity book would help teachers a lot in guidance of their pupils in task achievement and assessment of their progress as well.

2.5.3 Pupils' motivation:

Since this study revealed that pupils at the primary level are unexpectedly highly motivated to learn English, the question to be raised here is how to maintain their motivation? Identification of young learners' needs and preferences is recommended. Consideration of young learners' characteristics such as visual, auditory and kinesthetic learning styles is obligatory in order to plan amusing English sessions for them starting from the design of appropriate syllabus arriving to pacification of outdoor activities for them. In the meantime, Play-based approach has been shown to be an efficient educational instrument both in terms of learning and motivation especially paired with L2 approaches and contemporary learning theories. Psychologists have long shown an intense curiosity regarding how play influences children's social, emotional, cognitive, and linguistic growth. Piaget (1962) emphasized how play contributes to children's growth in abstract thought and conceptualization. Through play, children can grow as individuals (Mead 1934) and promote communication and other skills (Bateson 1972). According to Vygotsky (1978, p. 101), language serves to absorb knowledge from the outside environment and facilitate cognitive development. By communicating among other people or with themselves, imagining and acting out different roles, and experiencing varied language applications, children develop a sense of the outside world through play. Therefore, they learn through observation, imitation, and feedback received during play.

2.5.4 Classroom management:

Classroom is known to be the space where nurturing the young brains and building their knowledge will take place. Accordingly, creating a positive learning environment that is both stimulating and inclusive is crucial for learning. Moving away from the traditional classroom setting is essential and technology integration in classrooms is required. In addition, the physical space needs to be organized in such a way that enables teachers to monitor everyone in the classroom. Thus, careful planning of activities and space should be taken into

account to avoid noise and overcrowding which can hinder the learning outcomes. Moreover, according to MacDonald (2013), professional teachers are aware of effective time management and recognize how much time to devote for explaining and doing tasks. Therefore, effective teachers utilize the skill of good lesson design to ensure successful lesson delivery. In addition, successful classrooms where relevant learning occurs are the results of good interaction between teachers and pupils. Therefore, teachers should establish daily routines and classroom rules in order to minimize misbehaviors by providing rewards or punishment when necessary. Thus, to keep the classroom in order and manage the behavior of the young learners, teachers turn to a wide range of strategies, including actions that emphasize academic education as well as employing pedagogical approaches in accordance with the instructional context, actions that boost the formation of a social atmosphere with in classroom, and the work of pupils beyond the school to accomplish tasks. Using one's environment for self-learning involves carrying out teaching and learning activities with a clear objective.

2.6 Conclusion

The present chapter is devoted to the quantitative and qualitative analysis of data, which were gathered through classroom observation and an online questionnaire, addressed to primary school teachers in Tlemcen city. One of the more significant findings to emerge from this study is that teachers are facing several challenges including insufficiency of teachers' training, lack of teaching materials, overcrowding classes, limited session time, and difficulty to maintain pupils' motivation, poor classroom management and floating between different schools. The research has also shown that teachers assume that teaching English at the primary level could be more fruitful if appropriate solutions are undertaken. The results presented in this chapter represent broader areas to better understand young learners and their educational contexts in Algerian primary schools. These findings suggest several courses of action to be made; such as:

ensuring appropriate classrooms and adequate materials in which one of the main advantages offered by the wide range of applications and tools under the heading of classroom technology is the chance for improving interaction in a constructivist atmosphere where learning is an ongoing process of creating information, in addition to guarantee professional teacher training and support for pupils' motivation. These solutions should be a priority for authorities to improve the implementation of English in Algerian primary schools.

GENERAL CONCLUSION

GENERAL CONCLUSION

As globalization gains popularity, one of its key effects has been the growing importance of English as a global language. The capacity to speak and understand English has grown in importance since a greater number of individuals connect across regional and language barriers. Considering that English continues to be the most widely spoken language in the world, teaching English has likewise become an important part of preparing students for success in the international community. As such, it is crucial that students are exposed to English as a foreign language and develop an understanding of this lingua franca...

In response to this trend, the Algerian educational system was reformed on the basis of English language implementation in all primary schools in 2022.

This policy is part of great efforts to enhance the quality of education in Algeria and to prepare active, effective and productive citizens to cope with the demands of the globalized world .However; this significant step has faced a number of challenges, including a shortage of qualified teachers and lack of appropriate teaching materials

Therefore, this work was divided into two chapters. The first one dealt with theoretical considerations on teaching English to young learners .This study provided a review of previous literature concerning the status of English globally and particularly its status as a second foreign language in Algeria. It also examined current trends in English education, as well as both the challenges and opportunities that English faces in Algerian education. The review also covered early language education, including motivation, teaching/learning materials, strategies, and international practices for teaching English to young students. Along with the role of English in primary school, the policy implications of English education were also discussed .In the second chapter, the collected data were analyzed quantitatively and qualitatively, then based on the results some suggestions and solutions were provided to overcome the main issues revealed in this research.

Through designing and conducting an exploratory case study, and after the analysis and discussion of data gathered from using a set of research instruments (classroom observation and an online questionnaire for primary school English teachers), the two hypotheses put forward were confirmed. The findings indicated that many English teachers lacked professional qualifications such as teaching methodologies, classroom management, and assessment techniques, as well as experience in teaching English, particularly to young learners. Along with identifying a severe lack of educational supplies at the primary school level, ranging from the most basic educational cards to electronic devices which had a negative impact on both the teacher and the pupils. In addition, teachers are required to provide teaching aids to support the delivery of the lesson, and young pupils are also expected to learn in a manner similar to that of adults in terms of staying focused, despite the fact that this is not their natural learning style given their immaturity. According to the teachers' responses to the online questionnaire, this study has revealed an apparent lack of qualified teachers in this context due to the poor preparation they received before stepping into education. In fact, their training focused more on the theoretical aspect of teaching than on the practical one. The impact of overcrowded classrooms has a significant influence on the teacher's ability to manage the classroom and the flow of the lesson. Based on these results, the initial hypothesis was verified. Regarding young children's motivation to learn the English language, classroom observations revealed that pupils were quite motivated to pick up the language.

As far as suggestions to improve EFL teaching in primary schools are concerned, informant teachers provided interesting proposals. First, most of them demonstrated a readiness to have well-planned in-service training in order to improve their teaching techniques. Second, they expressed their requests for ICT-equipped classrooms. Third, with a view to improve teaching conditions, teachers suggested a number of engaging and interactive lessons for teaching English to young pupils, including role playing, singing, games, and instructive videos. Of course, these teaching techniques require equipped classrooms with educational materials such as flashcards, stories, games and at least a computer and a data

show. In addition, English teachers advise putting a smaller number of pupils in each classroom and making the classroom as comfortable as possible for children in order to first maintain their motivation and interest, and second to avoid discipline problems, which can hinder the quality of the teaching learning process. Accordingly, these findings confirmed the research second hypothesis.

This study appears to have revealed that there are numerous obstacles in teaching the English language in the primary stage, particularly in Algeria. In addition to the initial challenges that the researchers anticipated, a number of additional issues that obstruct effective English instruction for primary pupils have been identified. On the basis of previous studies as well as the findings of the current investigation, this study also sought to identify suitable solutions for these challenges. In fact, our argument is related to limiting the problems facing the teacher in terms of teacher training, teaching aids, pupil's motivation and classroom management, and then presenting suggestions that would eliminate or reduce these problems with the aim of making pupils able to practice the language and mastering it in a way that enables them to use it in different life situations.

This research, which was an initial attempt to add to the ongoing debate about the implementation of English in Algerian primary schools and its role in the reform of the educational system, is still insufficient and nascent because the researcher only gave the topic under investigation a cursory glance. Indeed, investigating a specific situation or phenomenon in the Algerian EFL context represented a high challenge due to the obstacles the researchers encountered. The most inconvenient aspect of this study was its bureaucracy, which some administrations and institutions imposed on researchers in order to gain access to the location where the case study was done. On the other hand, the researchers initially assessed their questionnaire to ensure that it is clear and error-free and conducted a pilot study before launching it again, but it took them a lot of time and effort to collect the required data again. Particularly, the timing of the questionnaire's submission was inappropriate because it fell during the post-exam

period, when teachers had to fill in their pupils' grades while also being required to attend special training days.

Considerably more work will need to be done to examine how well the teaching of English in Algerian primary schools was implemented, paying particular attention to the function of teacher training. Such an investigation would help determine how to enhance training programs for teachers to better prepare them to teach English as a foreign language.

A further study could be a comparative one to assess the effectiveness of different teaching methods for English language instruction in Algerian primary schools. This study could compare the results of traditional classroom teaching methods with more innovative and learner-centered approaches, such as task-based learning or project-based learning. More broadly, research is required to explore how technology is used to teach English in Algerian primary schools. This study could evaluate the potential and difficulties involved with incorporating technology into the classroom as well as how using electronic resources and instruments can improve English language learning. This would be a fruitful area for further work.

The teaching of English has the potential to significantly contribute to Algerian students' preparation for a globalized environment and boost their chances of success in higher education and the workforce. Introducing English in primary schools can help children better communicate in this globalized world, gain access to a greater variety of educational materials, and improve their chances of finding employment in the future. However, the resources devoted to the program, the quality of teacher preparation, and the encouragement of parents and the larger community will all influence the extent to which introducing English in Algerian primary schools is successful. These elements will assist in ensuring that the curriculum is appropriate for the age and level of competency of the pupils.

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APPENDICES

Teachers' Questionnaire:

This questionnaire seeks to investigate the various challenges encountered by English teachers in Algerian primary schools and gather opinions about possible solutions for future improvements. Would you please take a few minutes to answer this questionnaire, and we would like to assure you that your responses will remain anonymous and confidential.

1. What is your educational Degree:

Classical *licence* [] *licence* (LMD) [] Master (LMD) []

2. Did you have any teaching experience before?

Yes [] No []

If yes,

For how many years?

Where?

Was it continuous or fragmented?

3. How many 3rd year primary school classes do you teach?

.....

4. In how many schools do you teach?

2 [] 3 [] 4 []

5. Did you attend the fifteen days training imposed by the ministry of education?

Yes [] No []

If no, why

.....

If yes, how do you evaluate it?

.....

APPENDIX A

6. Did you receive any other training?

Yes No

If yes, describe.

.....

7. Are you ready to have in-service training to enhance your teaching performance?

Yes No

If yes, what kind of professional development areas would you like to enhance?

.....

8. How many pupils do you have in your classroom?

25-30

31-35

36-40

41-45

46-50

9. What is the impact of overcrowded classes on your teaching quality?

.....

10. Are 45 min enough for you to complete the lesson with your pupils?

Yes No

11. Is the weekly teaching time adequate?

Yes No

12. How do you seat your pupils in the classroom?

APPENDIX A

*Traditional seating (two per table)

* U shape

*Other (please specify)

.....

13. In the classroom, do you give?

More individual work?

More pair work?

More group wok?

14. Are your learners interested in the English language?

Yes No

15.Are the topics dealt with motivating pupils?

Yes No

16. What factors may affect your learners' motivation in the classroom?

.....

17. How do you maintain your learners' motivation during the session?

.....

18. What teaching materials do you use to teach English?

.....

19. How do you find the English textbook?

Helpful

Not helpful

Why :

.....

20. Would you like any additional teaching materials to be used?

APPENDIX A

Yes [] No []

If yes, which one/s?

.....

21. What challenges are you facing while teaching the English language to young learners?

.....

22. What do you suggest to improve English language teaching in Algerian primary schools?

.....

OBSERVATION CHECKLIST

Necessary information to be collected prior to the observation:

Position of the lesson in the progression

Pedagogical intentions:

Lesson's teaching objectives:

Lesson's learning outcomes:

Teacher		Observer	
School		Observation date	
Class		Students' number	
Unit/Subject		Ressources	

Item	Observed			Brief comment
	Yes	partially	No	
Teacher training				
The teacher is knowledgeable about the subject matter.				
The teacher speaks clearly, audibly and confidently				
The teacher uses a variety of examples to explain.				
The teacher makes effective use of the board and visual aids.				
The teacher effectively held his pupils' attention.				
The teacher involves students in the teaching-learning process.				
The teacher identifies students' learning styles and preferences.				
The teacher related today's lesson to the previous one.				
The teacher responded appropriately to students' questions.				

APPENDIX B

The pace of delivery is appropriate (neither too fast nor too slow).				
The teacher moves in the classroom but not in a distracting way.				
The teacher guides his students for task achievement.				
The teacher is highly competent in using technological resources.				
Constructive feedback is provided				
Teaching materials				
Ressources are ready and easily accessible to the teacher.				
Ressources are ready and easily accessible to the pupil.				
The teaching aids serve well the lesson objectives.				Aids ;
Materials sparks student's interest.				
Resources are used appropriately and complement to content, method and purpose.				
Pupils Motivation				
Wide range of questions are used to stimulate learners.				
The topics raise pupils' interest				
Active involvement of students (classroom participation).				
Equal opportunities exist for all students				
The pace and structure of the lesson motivates learners.				
Learners are interested in the new language.				
Classroom management				
The teacher Protects and Leverages his Time.				
An encouraging atmosphere is created by group work.				
Behavioral standards are established.				
Practical spatial arrangement				
Transitions management				
Flow of activities maintained				