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Teaching English in Primary Schools in Algeria:

Case of Five Primary Schools in Tlemcen

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Dedication

This work is dedicated to my dear father Djamel, my beautiful mother Samiha, my lovely sisters, brother, uncles specially Hakim and Mohamed , and my sweet aunt Ghania.

To my friends Nabila, Hanan, Hanaa, and Salsabil.

All these wonderful people who supported me

to finish this work.

I hope you are proud.

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Abstract

Due to the importance and the power of English, the government decided to involve it as a foreign language in the third level primary school, so this research paper aims at examines and test all the possible hypothesis to answer the research questions in order to get into the aim and objectives of this study to see the benefit of this new project on the learners and how it influences them. The data were collected quantitatively and qualitatively using two research instruments, teachers' questionnaire, parents' questionnaire and classroom observation. Teachers, parents, and third year primary school, learners were involved in this study, to know the challenges that face each category, and how students get influenced. Data were analysed quantitatively and qualitatively, then interpretated to get results that confirm the first and the second hypotheses, and rejects the third hypothesis. The results shows that the decision of teaching English in the primary school is beneficial to the young learners and it can increase their level for the next school years stages.

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General Introduction

General Introduction

     English has become the language of science and technology, it is the language of development in all fields, it is spoken by a high number of people around the world. Algeria, like many countries wanted to keep up with the world and its development so the decision was made to involve English in the primary school system. Therefore, English is taught in third primary school, and for this it was designing, planning, and forming the third primary school textbook and curriculum, and form English teachers.

     Not all people and parents were supporters to the decision of engaging English in the primary school educational system, because children already have a new foreign language to study. There are people who see this decision as the best way to increase the students' level in the middle and secondary school but on the other hand, there are parents who are apprehensive and worried about their children's academic achievement because of the massive program of the primary school. Thus, this research aims at finding out whether teaching English to young learners is going to make a difference, is really teaching English in primary school will be beneficial for the kids in the long term or not. Therefore, the following research questions are asked as follows:

1. How can teaching English in the primary school influence the learners?
2. What do teachers see as challenges regarding teaching English in the primary school?
3. What are the appropriate teaching methods and techniques for the primary school pupils?

These questions have led to the formulation of the following hypotheses:

1. Teaching English in primary school may increase the level of students in middle and secondary school so it could be beneficial for the learners.

2. Probably some of the challenges faced by the teachers are dealing with children and managing the classroom.

3. GTM and CBA might be the best methods to teach English to young learners.

This study will involve both quantitative and qualitative research methodology, it includes two chapters. The first chapter displays the theoretical background of teaching English in the primary school. It provides the previous experience of teaching EFL to the young learners in Algeria and all over the world.

The second chapter deals with the practical part, using different research tools questionnaires, and classroom observation, to see the impact of teaching English on the learners and what kind of challenges both teachers and learners may have, also the methods and techniques that teachers use to teach the third primary school students.

Chapter One

Teaching English to Young Learners

1.1. Introduction

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1.1 Introduction

In 2022 Algeria decided to add the English language to the third primary school curriculum. This chapter presents a brief history of teaching languages in Algeria, the status of the English language in the social life and the educational system, it covers also the challenges of teaching languages generally, and English specifically, to young children and the most used methods and techniques in teaching English to young children.

1.2 A Brief History of Teaching Languages in Algeria

The real reason that makes Algerians learn Arabic is because of the Islamic conquest when the Berbers were defeated in the seventh century, at that time Arabic was taught in mosques and people were introduced to the Islamic principles in all over the country. So, during the rule of Ottoman empire, Algeria was trying to learn more about Islam and the Arabic language, as pointed out in Triki (2015:160) "*The French historian (Michel HERBERT) found that the numbers of schools in the big Algerian cities was established at 100 in Algiers, and 86 in Constantine and 50 in Tlemcen city, in addition to ten universities (high institutions) distributed all over the country in 1830 CE*" translated by the researcher.

After this period the French colonists invaded Algeria (1830-1962), they wanted to colonize the Algerians' minds not just the land, so they started destroying schools and mosques and they expelled the teachers because they wanted to make ignorant, and illiterate Algerians to destroy and kill their Islamic Algerian identity. This then build a new French personality by teaching the French language with the European principles and culture for more than 130 years. They were interested in teaching the rich class with the Europeans. Thus, in 1953 the national schools of technology, commerce, and industry had 355 students only 9 of them were Algerians, and this was done to exclude the Algerians from leadership (Farejallah,

2007). So, the number of educated Algerians was decreasing, the following table shows a comparison between European and Muslim high school students during (1948-1955).

Academic year	Europeans		Muslims		Total		Total Summation
	Males	Females	Males	Females	Males	Females	
1948-1949	12307	7868	1999	214	14306	8082	22388
1949-1950	12467	8191	2433	301	14900	8492	23392
1950-1951	12955	8859	2951	401	15906	9260	25166
1951-1952	13436	9302	3260	502	16696	9804	26500
1952-1953	13965	9976	3658	622	17623	10598	28221
1953-1954	15253	10997	4231	715	19484	11712	31196
1954-1955	14978	13230	5308	952	20286	14182	34468

Table1.1 The Number of Students in Secondary School in Occupied Algeria.

Triki (2015:170), translated by the researcher.

After the independence, France left Algeria leaving a big mess in all fields, and speaking about education, ignorance was widespread in all the country. But Algeria needed to build itself all over again so the educated people were needed, hence they started building schools and started to involve the Arabic language in the educational program and increase the hours of studying Arabic. They arabize the first primary school with 15 hours per week and 30 hours for the other years 10 hours for the Arabic language (Farejallah, 2007). Till make the whole program in Arabic and allocate few hours for French and other foreign languages such as the English language, as highlighted in Belmihoub (2012:5):

> *In this linguistic situation, five languages have been involved in one*
>
> *way or another since 1962: Algerian Arabic, Berber, Modern*

Standard Arabic, French and later (1980s-1990s) English. In addition to English other foreign languages such as Germen, Spanish, and Russian of course existed during this period, but their involvement has not been as significant as English's.

The primary school was concerned only with Arabic and French until 1993, which English was introduced in primary schools specifically in the fourth year, and the parents were free to choose between French and English for their children. However, this situation was not successful and the government made some changes and Arabic is taught from the first year primary school, French from third year primary school, and English in the first year middle school. But in 2022, decision makers insert English in primary school programs in the third year along with French.

1.2.1 The Status of English in Algeria

English became the language of the world since it is spoken by about 1,5 billion people and 400 million as their native language, it is the language of business, technology, travel and entertainment. Also, it is the language of one of the powerful countries in the world USA and UK because language is more than just a communication tool, it is also a policy.

Thereupon, learning and speaking English in Algeria became a necessity to keep pace with the world, that makes the Algerian government try to involve English in the educational system and later in the primary school curriculum.

1.2.1.1 The Status of English in Social Life

English has spread widely in recent years in Algeria and this is due to several factors such as social media where people are more likely to share their opinions with the world and communicate with everybody in English which makes many people speak in English even in the social environment. Some Algerians learn

English to read books or to watch films and shows in English some of them because of their job like pilot, air hostess, oversea companies, and the military schools as well, some of them learnt it because he loves this language, so generally people become in a situation in which they can speak in English because it is used in many positions and sets, people start using English names for their shops, restaurants and offices. The following figure shows the influence of English on shops and restaurants.

Figure 1.1. Fast Food Restaurant in El Kiffane at Tlemcen

(https://instagram.com/lets_eat_tlemcen?igshid=YmMyMTA2M2Y=)

1.2.1.2 The Status of English in Educational System

The status of English in the Algerian educational system remains the same from the last educational reform (2003) till 2022. English was taught for four years in middle school and three years in the secondary school, which means that the students were learning English for seven years. But in 2022 English was introduced to the third year primary school, and in 2023 the educational system came out with another resolution which states to teach English in both third and fourth years

primary school years. As for higher education, there are some faculties that teach English module regardless the department of foreign languages, like anthropology, medicine, and biology.

Concerning the curriculum in the third year primary school, they focus on vocabulary the most; children learn letters, numbers, greeting and how to introduce themselves. They do not focus on grammar; unlike the middle school they do give attention to grammar and pronunciation which they have these two lessons on every sequence along with listening and writing skills. Furthermore, the secondary school English level is not increasing, some lessons are repeated, especially in the scientific fields and it can be seen clearly in the exams.

1.3. Teaching English to Young Learners

Teaching English in the primary school or to young learners was and is still a controversial topic for some people, but the majority agreed that English should be taught in primary schools due to the status of this language in all field specially the scientific one in the world.

Before teaching take place, teachers should know who they are dealing with, who are these children or who are young learners? At first it must be clarified that the age of these young learners generally is between seven and twelve years old while the young children also known the very young learners are under seven years of age (Slatterly & Willis, 2001). Scott & Yterberg (1990:1) divided children into two groups *"five to seven years olds"* which are the very young ones who can argue with what the teacher is saying, use their mother tongue, understand direct human interaction, and they prefer playing and working alone than working in peers or groups. The second group are from eight to ten years old, they are considered as the mature children, they are capable of knowing the difference between fact and fiction, they prefer working in groups or peers, they ask questions endlessly, and at this age they can have a specific view of the world.

Generally, children are more excited for learning new languages and their objective is to please the teacher not like the adults, yet they face several difficulties like the case of teaching two foreign languages at the same time worries the parents because their children will mix between the systems that English and French have since they have the same alphabets and are very close languages, nevertheless if one takes private schools in Algeria as an example, they start learning Arabic, French, and English at the same time at the age of six and it should be mentioned that the curriculum they follow is a little bit difficult, but contrarywise they are very successful. Also, by the end of first trimester the ministry of education states that the first trimester results of English were satisfying, with 85% of good average.

Besides to teaching two foreign languages at the same time, Hour (2015:1) gives examples of some common problems he noticed from his teaching experience in Malaysia, he states:

> *students are required to read the instruction and do the work all by themselves with some guidance from the teacher when necessary. However, not all students had a clear understanding of what they were supposed to behave in this self-learning classroom. Some would just approach me to ask for direct answers for almost every exercise in their worksheets.*

Another problem young learners may have, is that they are demotivated and get bored most of the time. Hour (2015:3) states:

> *There are certain reasons that make the class boring. First, when students are tired, hungry, and especially sleepy, they won't be able to focus. Second, when there is a disturbing student who likes*

talking aloud and moving around. Third, they become bored when I give them the work they don't like, and which is usually unavoidable as I have to use different papers to cover different language skills including grammar.

In fact, there are some difficulties that all children can face, for instance timing especially in Algeria, a class is supposed to learn English for about one hour and a half a week which is really insufficient, and that could be the reason why some young children are not paying attention to this language. A child can have a certain difficulty for a certain language like a difficult accent or grammar or any other language skill but, the real reason for all the above is the teacher since every language has difficulties but the teacher is the one who can make is look simple or complex.

Teaching in general is an honest tough work specially when it comes to children, it requires a lot of work mentally and physically, thus the English primary teacher should know first the nature of his job that he/she is going to give 100% from his energy and work, and that dealing with children is not like dealing with adults. Hence, the teacher must do his best to simplify the information for them.as the author mentioned in Hashemi & Azizinezhad (2011:2086):

Teaching English to children, should be enjoyable, interesting, repetitive, and understandable. In doing so, there should be appropriate methods and techniques for teaching English to them. When you become a teacher of children, you are no longer just a language teacher, you are also an educator.

Therefore, one of the things that the teachers must do is to use appropriate methods and techniques. According to Miliani (2003:22) "*method is the actual plan that organises the linguistic data to the students. The plan is determined by several*

endogenous and exogenous factors, which are in essence human, educational and cultural." So, the method is based on a plan to follow in order to pass the information to the learners. One of the methods that the teachers may use is Grammar Translation method but it is considered as the last solution when the students are unable to understand the teacher may use this method to translate, because Grammar Translation method it is known as the classical or the indirect method, by this method the learner needs to memorize the grammatical rules and learn vocabulary by referring to the mother language (translation). Yet, there are four most used methods:

The audio-lingual method was first called "the Army method" during the second world war when it was a necessity for soldiers to learn their adversary's language quickly through listening, this method was developed in this period at university of Michigan. (Richards & Rdogers, 1986). This method emphasizes the teaching of listening and speaking before reading and writing. In audio-lingual method, students will listen to the language than speak, after that they will read and write it.

Georgy Lozanov said "*learning is a matter of attitude, not aptitude.*" This pioneer is the creator of suggestopedia, this method is based on suggestions, the students can pick up or memorize the information through suggestions. This method makes the learners feel relaxed and interested and it is very useful for shy students. (Rustipa, 2011).

Total Physical Response or TPR, this method suits the young learners because they learn languages with fun through actions and movements, and the children are energetic and need to move, a simple example of this method is the student claps as he says the word "clapping" or to dance as he says the word "dancing". Nuraeni (2019:28) mentioned the advantages of this method on children, he states:

> *The advantages of using Total Physical Response in English teaching and learning activities: (1) is fun, so many children enjoy participating this type of teaching and learning process, (2) can*

help the students remember English words and expressions, (3) can be applied in large and small class, (4) is not only appropriate for young learners but also adult learners, (5) is suitable for active students in class (Rokhayati, 2017).

Competency based method that is based on students' competence. It focuses on developing skills and the deep understanding and how to apply the content in a certain situation rather than memorizing, it also focuses on what can the students do with the knowledge not just what they know. It was first introduced to the Algerian academic schools by 2003/2004. It could be implemented by giving students some activities and the teacher observes them and evaluates them according to their performance in the classroom.

In the other side, technique is based on the teacher's style in delivering the information to the students, and Miliani (2003:24) said "*techniques can be seen since they are what happens during a class session*". Teachers are free to choose any technique that is useful for him and his students, they may use songs, stories, games, whatever they want, they just need to be creative. Because there is no certain method or technique for all young learners, the teacher should choose the method or technique that suit him/her and the students, as it is pointed out in Miliani (2003:50) "*The teacher should bear in mind that one particular can give spectacular results under certain conditions and poor ones under others.*"

1.3.3 Challenges of Teaching English to Young Learners

Teaching English to young learners definitely has problems or challenges from global and local teachers. Nunan (2010:7) mentioned that there are five problems of teaching young learners: cognitive development, motivation, attention, multi-level groups and assessment.

He explains cognitive development of young learners by the physical and social development of the child from infancy to adulthood, and that should be taken

into consideration when teaching, creating or forming tasks, he suggests to introduce each task at the right stage of learning for example it is a bad idea to teach grammar before the concreate-operational stage, he presents seven stages of learning in Nunan (2010:8):

> *At the earliest stages of learning, the child can follow single-step instructions followed by two-step and then three-step instructions. He/she can understand symbolic concepts such as numbers and letters prior to beginning reading. Word-play activities, such as rearranging scrambled letters to make words, come next, followed by the ability to grasp abstract concepts.*

Lack of students' motivation is the second challenge that teachers may face according to the author, he clearly mentioned the decrease of young learners' motivation through time in formal schools and not just in languages school as he suggests some tips to solve this problem like put clear learning goals, support the group work, show or make the learners feel their achievements.

The third challenge is getting learners attention, as is known children are more likely to be absent-minded, Nunan suggests Total Physical Response (TPR) activities to get learners attention and motivate them in addition to different learning styles, which help the learners make physical actions and use different auditory materials.

The fourth challenge is multi-level groups which is diversity in groups that can lead to a problem but Nunan suggests making or forming tasks than can suit all learners different level as a solution.

The last challenge that Nunan introduced is assessment, that is a part of learning process, but it can be a foible if the teacher focuses just on assessing

learners' information rather assessing than performance including the teacher himself, also he pointed out in Nunan (2010:12) "*seeing assessment as a part of learning process has practical implications. It suggests, for example, that learners should be given immediate feedback on how well they have performed*."

Some of the problems defined by others are lack of competent English teachers and unsuccessful pedagogy policy in east Asia (Rao & Yu, 2018). Furthermore, large classes are a common problem that may cause a difficulty to control, discipline and motivate the learners (Copland, Garton, and Burns, 2013). The author states some problems that may face the Indonesian English teachers in Songbatumis (2017:61):

> *Challenges in teaching English are also faced because of teacher's limited teaching knowledge and development. English teaching challenges from teachers prescriptive including shortage of training, limited mastery of teaching methods unfamiliarity to IT, and lack of professional development.*

1.3.4   Benefits of Teaching English to Young Learners

Teaching languages to children, not just English has many benefits one of the best advantages is that children are more likely to grasp the language and information than adults, because they are inquisitive about new things, and they have a fresh mind ready to receive and maintain information for a long period of time as it is described in Moon (2005:30) "*by starting in primary school you increase the overall time for English and in the long term achieve a higher level of proficiency than those starting later*". Children are more likely to learn language than adult because they have a strong sense to scout about their environment "*Some researchers suggest that this exploration through activity provides the basis for cognitive development. In language learning, this means that children are more likely to pick up language.*" Moon (2005:31). Furthermore, teaching English to

primary school students' level may be the best period for children to grasp the basics of linguistics, and they have much time to learn more as well (Stakanova & Tolstikhina, 2014).

1.4 Conclusion

To conclude, this chapter aimed at studying teaching English in primary school all round theoretically, it involved a brief history of teaching languages in Algeria, the status of English in social life and in educational system in Algeria, the challenges and the benefits of teaching English to young learners, and the best methods and techniques to teach English as well. The next chapter will deal will all the above practically using research instrument (questionnaire, classroom observation) to collect, analyse, and then interpret the results.

Chapter Two

Data Collection, Analysis, and Interpretation

2.1. Introduction

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2.5.2. Teachers' Questionnaire Analysis

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2.6. Data Interpretation

2.7. Conclusion

2.1 Introduction

Since Algeria is presenting English to third primary school for the first time, the previous chapter or literature review takes up teaching English in primary school in general or from the other countries point of view. However, in this chapter the work will be done on the ground, the focus is going to be on the Algerian: teachers, students, and parents to see their point on view on this experience.

2.2 Teaching English in Primary school

Since teaching English in primary school is targeting third primary school pupils, the eight years old children will be the focus of this research, besides to English primary school teachers in five primary schools in Tlemcen. These schools are (Sahi Khaled, Elhafed Tensi at Tlemcen, and Hasnaoui Ahmed, Znagui Mostafa, and Sekal Morad at Mansourah). It is worth mentioning that one teacher is supposed to work in three to six different schools. This picky schools were selected on purpose, in order to have a different teacher in each school.

2.3 Sampling

Sampling allows the researcher to test hypothesis on certain people so that he can generalize the results on the whole population. "*Sampling consists of selecting some part of population to observe so that one may estimate something about the whole population.*" Thomson (2012:01). This research addresses third year primary school learners and twenty-five learners' parents in Tlemcen, in addition to twelve English primary school teachers in different Algerian cities all the participants were randomly chosen, these three samples were selected to see the opinion of each one. thus, getting the right answers of this research question.

2.3.1 Teachers' Profile

Twelve Teachers participate in this study males and females, seven are from Tlemcen and the others are from: Ain defla, Batna, Bejaia, Merouana, and Medea. They are between thirty to fifty-one years old; their teaching experience varies from one to eleven years. The majority of them took their degree in early years so some of them forgot what they studied in university and most of them have a licence degree. The government provides them with an educational course about didactics at the beginning and the mid of the year and so did the British council via Zoom where they studied seven modules: understanding lesson planning, understanding vocabulary for primary, understanding grammar teaching-focus on form, understanding reading skills, understanding assessment for learning for primary, understanding errors and mistakes, understanding special educational needs. All these modules were presented by British professors.

2.3.2 Learners' Profile

This study is conducted with more than one hundred fifty learners from different primary schools in Tlemcen, they are between eight to nine years old, the whole class was taken as a sample to observe which means different educational level.

2.3.3 Parents' Profile

Questionnaire was administrated to twenty-five parents as a reflection to the learners' thoughts. This sample was randomly chosen, the majority are females (sixteen females), seventeen of them have a university degree and the level of the

others differ from primary to high school level, while their professional experience varies between six to more than twenty years.

2.4 Data Collection Instruments

In order to understand and to explain the research approach or the followed methodology, it should be known that this work aspires to know if teaching English to young learners is beneficial and favourable to the young learners, and to confirm the research hypothesis, so this research is both exploratory and explanatory or confirmatory, which means is a mixed method research, this approach has many useful features, as it is mentioned in Gilbert & Stoneman (2016:121) "*Mixed methods have been used to increase the accuracy of research findings and the synthesis of findings from different approaches (e.g. Foss and Ellefsen, 2002).*" Therefore, it needs to collect both quantitative and qualitative data using two research instruments: questionnaire and observation.

The questionnaire was given to twelve primary school English teachers from different Algerian cities and to twenty five parents in Tlemcen, besides to classroom observation in five schools in Tlemcen, thus three research instruments were used as data collection instruments in total.

2.4.1 Questionnaires

The questionnaire is a useful practical research tool that consists a series of questions that are the most natural way to gather information (Dörnyei, 2003) for gathering data or testing hypothesis, *"It is also considered to be the most flexible of tools and possesses a unique advantage over others in collecting both qualitative and quantitative information."* Kabir (2016:182). It is pointed out in Marshall (2005:132):

A questionnaire is a useful data collection tool where the can be clearly defined and identified, • the majority of respondents know what is asked of them, • the focus of the analysis is numerical i.e. the questionnaire yields quantitative data.

2.4.1.1. Parents' Questionnaire

Parents' questionnaire contains a set of questions that varies between open-ended and close-ended questions. The twenty-five parents were asked to fill in this questionnaire consisting of three sections. Section one is about the informant's general information (gender, academic degree, and professional experience). Section two and three contain eight questions, the first four questions are about their opinion about teaching English in primary school and if they see this experience advantageous for their kids, while the last four questions are about the challenges that face the young learners from different sides (skills, learning desire, and curriculum). (See Appendix "A"). This table summarizes the objectives of parents' questionnaire.

Section	Objectives
Section One	The informant's general information (gender, academic degree, professional experience).
Section Two	Four questions: the informant's opinions and expectations about TEPS.
Section Three	Four questions: the student's difficulties in learning English (skills, learning desire, curriculum).

Table 2.1 Parents' Questionnaire

2.4.1.2. Teachers' Questionnaire

In order to collect more data about this topic, another questionnaire was given to twelve English primary school teachers. The questionnaire comprises ten open-ended questions. This questionnaire contains four sections: the first section consists of general information of the informant (gender, age, professional degree, teaching experience, and workplace). The other three sections contain ten questions, each section refer to a research question, the second section consists three questions about the teachers' point of view on teaching English in primary school, the third section comprises three questions about the difficulties faced by teachers, and the last section includes four questions about the methods and techniques they use in teaching. (See Appendix "C") The following table summarises all the above.

Section	Objectives
Section One	General information of the informant (gender, age, professional degree, teaching experience, workplace).
Section Two	The teachers' point of view about teaching English in primary school.
Section Three	Challenges faced by teachers (learners' behaviour, teaching, and curriculum)
Section Four	Methods and techniques followed by the teachers.

Table2.2 Teachers' Questionnaire

2.4.2. Classroom Observation

Classroom observation or observation in general is considered as an effectual and fruitful research instruments that can provide the researcher with more data on the set, it can be defined as *"Observation is the conscious noticing and detailed examination of participants' behaviour in a naturalistic setting."* Heigham & Croker (2009:166). It helps to gather qualitative data and test the hypothesis suggested earlier. Observation is a useful tool for the researcher who is interested in noticing and considering how people behave and interact in social setting and the impact of these setting on people, and the researcher who want to seek information by experience it, and the one who use a variety of data collection methods in his research (Wilkinson & Birmingham, 2003). Thus, observation is an effective research instrument that needs a good skilled researcher, as stated by Wilkinson & Birmingham (2003: 121):

> *In fact, observation involves a range of skills, of which observing is just one. Others include listening, participating, contributing, pursuing, questioning, communicating, interacting, sharing, refraining, retreating, negotiating, timing, recording, describing, and so on. If you plan to conduct observational studies you should be prepared to engage in some or all of these activities, sometimes simultaneously, which can be at best challenging and at worst exhausting.*

The observation will be planned to be done with five schools in Tlemcen with five different teachers in five classes. The objectives behind these classroom observations are divided into three sections: to check and see the performance of both teachers and learners, the students' interaction (first section), how the teachers manage the classroom and deal with children (second section), the methods and

techniques they use, and check the learners' language skills (third section). (See Appendix "D").

2.5 Data Analysis

This section is dedicated to analyse the data gathered from the data collection section and transform the quantitative and qualitative data that are in a form of questionnaires and observation into numerical and textual forms, in order to make the gathered information more understandable.

In this work qualitative data analysis was used to describe the data gathered from the classrooms' observation, in order to see closely the performance of both teachers and learners and the challenges they face. On the other hand, quantitative data analysis was used to turn the gathered data from the teachers' and parents' questionnaire into statistics and numerical forms.

2.5.1 Parents' Questionnaire Analysis

The first question was like a warm-up to ask them about their opinion about teaching English generally. 72% of the respondents said it is a good decision and the English language should be taught to our children, 4% were against them, but the rest 24% said it is good for our children to learn English but teaching English with other languages (French specifically) it acts as a hurdle or an obstacle to learn English.

The following question aims at knowing parents' opinion about teaching English in the primary school. 88% was supporting this decision, but 12% did not. The parents who were against this decision said they are worry because their children are learning two foreign languages simultaneously.

For the third question, parents were asking to choose the appropriate school year to teach English to their children. The highest answer was at the third primary school by 48%, but some stipulated to not teaching English with French in the same year. The following figure demonstrates the results:
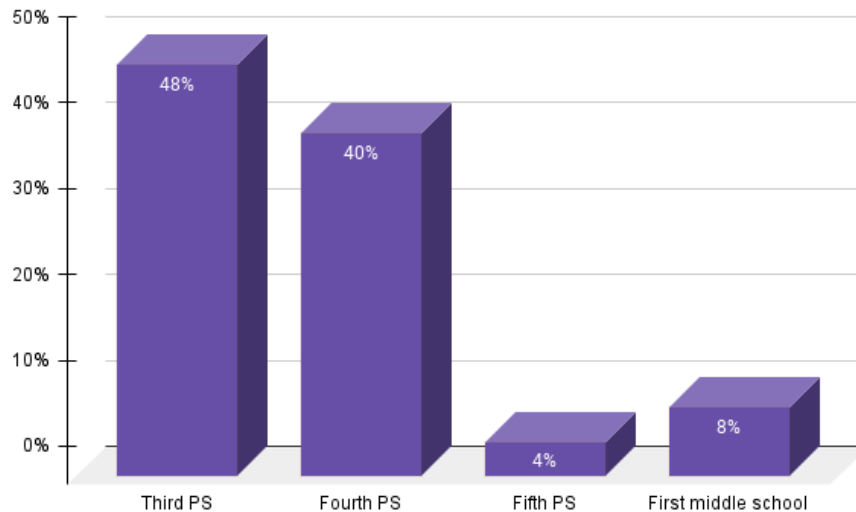
Figure2.1 The Appropriate School Year to Teach English

The next question reveals whether teaching English to children at the age of eight would be beneficial or not. Almost all parents (92%) state that teaching English to their children now at the third primary school year would be advantageous for them.

The fifth question aims at knowing if the parents help their children to learn English at home or not, and it seems that 80% help their children and 20% do not. Which means that those 80% are ration of parents who really want their children to learn English.

The question number six uncovers the children's weakness in English. The most repeated answers are the writing with 11 answer and the reading skill with 18 answers. Only three of parents stated that their children have a difficulty with the writing skill. But many parents have complained about teaching their children two languages simultaneously (French and English) saying that is effect on their performance and ability to learn English. The results are shown below:
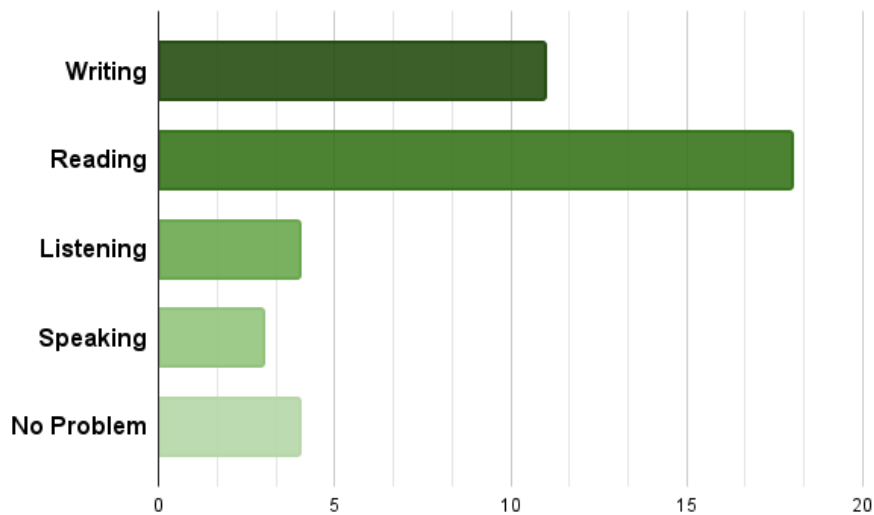
Figure2.2 Problems That Face the Learners

The following question reveals the desire of children to learn English. Almost all parents (88%) noticed the great desire of their children to learn the English language.

Concerning the last question, the parents were asking about their opinion about the textbook's content. The majority of parents (80%) find the textbook simple and understandable, whereas (20%) find it complicated and difficult justifying their answer that it has a fuzzy pictures and colours, also it does not start with the alphabet or letters comparing with the French textbook.

2.5.2 Teachers' Questionnaire Analysis

As a warm up the first question aims at knowing the purpose and objective of choosing teaching as his/her job. The answers vary from loving the innocent kids, the English language, teaching as a job to a chance and destiny, and to experiencing this kind of job (education).

The second question reveals that ten teachers believe that this training course was useful and fruitful, they learned a lot from a competent inspector, so it was very helpful because it has been a long time since they got their university degree. Some teachers mentioned that the training course was about: methods and strategies of teaching, classroom management, child psychology, school legislation.

The next question shows the teachers' opinion about whether teaching English in primary school is better than middle school or not. 58% said it is because they are young and they have a lot of time to learn vocabulary and all the basics of the language. However, 48% said learning English in middle school is better as dealing with children is somehow hard.

As for question four, ten teachers stated that they have problems with children some said they mix between French and English pronunciation but the repeated answer was the noisy students, the crowded classes and the difficulty of managing the classroom.

The fifth question shows the challenges that face teachers during teaching young learners, and the answers was as follows: crowded classes, confusing and mixing between French and English to lack of time (45 min), since the teacher work from three to six primary schools that makes it difficult to move from a school to another, lack of materials and pedagogical means.

The next question is about the opinion of teachers on the curriculum and if it needs adjustments, the majority (75%) said that is good for beginners (kids), acceptable as a new experience and that the adjustments will take place at a given time in the next following years. Some said it is somehow difficult for an eight years old student and another suggest the adjustment should be in "I Read and Discover" lessons.

As for question seven, it shows the methods that those primary school teachers use, the method used varies from direct methos, interaction method, problem solving (scientific method), and student cantered learning, but most used methos is competency-based method. The results are as follows:
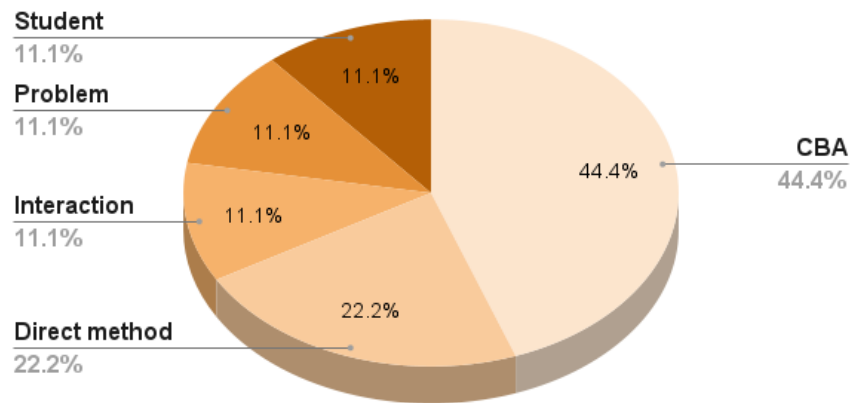
Figure2.3. The Methods Used by English Primary School Teachers

The next question was about the best method to teach children. The answers differ from one to another which means there is not a best method to teach young learners, but it is a matter of what suit each class or students, the answers or the best method in the teachers' opinion are as follows: Audio lingual method, Communicative language teaching, P.P.P (presentation _ practice_ production), TPR (Total Physical Response), Lexical approach.

The following question is about the strategies that these teachers follow, there are many ways, strategies and techniques to convey or transmit the information to the learner, the teachers should just be creative and use whatever works for him/her and the students. The answers were as follows: songs, flashcards, realia, role play, groupwork, data show, choral drilling of pronunciation, and think pair and share.

The last question is their view to a good English primary teacher. The purpose behind asking this question is to see what really the teacher (informant) can offer to his/her students and job, the answers is about the teacher being honest, equal, passionate, supportive, humorous, patient, kind, creative, use correct simple language and pronunciation, and should have all the knowledge.

2.5.3 Classroom Observation

In order to analyse classroom observation data, the following schools will be giving in a form of classes' numbers: Sahi Khaled (class1), Hasnaoui Ahmed (class2), Znagui Mostafa (class3), Elhafed Tensi (class4), Sekal Morad (class5). It also should be mentioned that all class setting in all visited school were in a good manner, clean classes and all classroom materials were in a good condition.

- **First Section**

The students of class number one and four were interacting very well with the teachers for a moment it seems like all the class is participating, they have the same weakness point which is pronunciation, they were mixing between sounds for example: th/d, c/s or c/q. some of them confused between French and English. Both teachers did an excellent performance. Class number two and five seemed not really interested in participating and interacting, the same remark concerning difficulties in pronunciation with all the classes, concerning teacher's performance was good. The following table contains more details:

	Students' Interaction	**Difficulty Faced by the students**	**The Teacher's Performance**
Class 1	Almost the whole class was participating	Some students were mixing between sounds	The teacher was trying her best to deliver the information
Class 2	Not all the students were participating, and understanding what the teacher is saying.	The speaking skill was not very good and they had problem in understanding.	The teacher was trying to involve all the students and make them participate.
Class 3	All class was trying to participate with the teacher.	The students seemed they are finding a difficulty in understanding.	The teacher was trying a good technique to make it clear for the students.

Class 4	The students were amazing they were all participating.	Some of the learners were confusing between the sounds like: Q in computer.	The teacher was very good he was trying to engage all the class and interact with them.
Class 5	A few students were participating and interacting with the teacher.	Some students were confused and mixed between French and English.	The teacher was trying to make everyone participate and interact with her.

Table2.3 First Section Classroom Observation

Second Section

Class one and four will have the same comment regarding classroom management and dealing with children, they made the lesson interesting by involving all students and making them participate and they use warning to manage the noisy students. The same for class two and three but in class three the students are noisier. For the last class it was a little bit substance.

	Classroom managing	**Dealing with children**
Class 1	The students were very noisy but the teacher was trying her best kindly to control them.	The teacher was calm and kind with the students, and she checked the answers of each one.
Class 2	The teacher was good at managing the classroom he was serious and patient.	The teacher was kind and serious at the same time (at some point it seems like they are his real children).
Class 3	The teacher had a problem in managing the classroom, the students were very noisy.	The teacher seemed nervous, but he was kind with the students.

Class 4	This teacher was a good manager, everything was under control.	The teacher was serious and at the same time very kind with the students.
Class 5	The teacher was losing control because the class was very noisy.	The teacher was so nice and tender with the learners.

Table2.4 Second Section Classroom Observation

- **Third Section**

Regarding the method used by teachers during the session class one, three, and five were using the same method (CBA) but each one used a different technique the first class was using toys, the third one used a song, and the fifth one used flash cards. Class number two used TPR as a method and the teacher used a game to explain to the students, the fourth class used direct method and he was using chalk & talk as a technique. The following table summarizes all the above:

	The Method Used	**The Technique used**
Class 1	Competency-based approach (CBA)	Used materials: toys
Class 2	Total Physical Response	Used a game
Class 3	CBA	Used a song
Class 4	Direct Method	Just participating together and used the white board only.
Class 5	CBA	Used flash cards

Table2.5 Third Section Classroom Observation

2.6 Data Interpretations

This section is considered as a summary of the findings and results achieved from the questionnaires and observation in the previous section. These findings are regarded as answers the research questions, that should be discussed and compared with the very previous research hypotheses.

The findings and results that can be obtained from data collection are teaching English in Primary School is advantageous and beneficial for the young learners, it can increase their level for the next following years because they have a long time to understand and learn English. This result answers the first research question: "how can teaching in the primary school influence the learners?", which confirms the suggested hypothesis that was teaching in primary school could be beneficial for the learners.

The analysis of data reveals that dealing with children (behaviour), managing the classroom, lack of time, and many different working place are the main challenges that face the teachers. This result confirms the second suggested hypothesis that states that probably some of the challenges faced by the teachers is dealing with children and managing the classroom, which is considered as an answer to the research question "what do teachers see as challenges regarding teaching English in the primary school?"

The results also reveal that CBA, TPR, and Direct method are among the best method to teach young learners. Which reject the third hypothesis that says perhaps GTM and CBA are the best methods to teach English to young learners, and also answer the third research question "what are the appropriate teaching methods and techniques for primary school pupils?".

2.7. Suggestions and Recommendation

After analysing and interpretating data, this section suggests and recommend some tips and ideas for teachers that can facilitate their work:

- Take the lesson plan into consideration because some of the teachers do not and they are complaining about lack of time, making and getting stick to the lesson plan may reduce one of the challenges that face the teachers which is lack of time.

- Always be creative and try new enjoyable techniques that make everyone interact because this is the right way to convey the information to children.

- Teachers need to be serious but kind and soulful at the same time that may make the students reduce from the noisiness, because all the classes that have been visited suffer from the same problem which is managing the classroom.

2.8 Conclusion

To conclude, in order to complete the practical part of the research and get answers of the questions asked in the beginning of this work, and also to have a clear image of the topic, the researcher conducted this chapter to collect, analyse, and then interpret data.

General Conclusion

General Conclusion

Teaching English in primary schools is considered as an important decision that has been taken recently in Algeria, this decision formulates many questions like the question that led to this study "How can Teaching English in Primary school be beneficial to young learners?".

Thus, this work has investigated teaching English in primary schools theoretically and practically. The first chapter carried the studied issue from different angles. The second chapter demonstrated and tested the hypotheses suggested in five different schools with five different teachers, and also twelve teachers from different cities in addition to twenty-five parents. Data has been collected, analysed and then interpretated.

The interpretated data confirms the validity of the first two hypotheses, so it shows that teaching English in the primary school is advantageous for the learners as it increased their level because they have a long time to study and grasp the language. Besides, among the challenges that face teachers in dealing with children, classroom management, and lack of time. It was also showed that teachers have many different working places in different schools and is difficult for some teachers to manage. Results also demonstrated that CBA is among the best methods to teach children.

Among the limitations that could be mentioned are: the difficulty of choosing the sampling since every teacher works in many different schools, and also the number of teachers that are questioned may limit the generalization of the study.

Finally, this research tried to cover different aspects and answer the research questions to get into the aim of this study. However, taking into consideration all what have been mentioned, and for further research, there is a question that needs answer: "What are the adjustments that can be done in the English curriculum of middle and secondary schools that may increase the level of learners?"

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Online Resources:

https://instagram.com/lets_eat_tlemcen?igshid=YmMyMTA2M2Y=.

Appendices

Appendix "A"

Parents' Questionnaire

Parents' Questionnaire

To Ladies and Gentlemen, fathers and mothers, in the context of preparing a memoire and completing the practical part of the graduation project entitled "Teaching English in the Primary School". I put in your hands this questionnaire to take a look at it and answer it with all sincerity and transparency knowing that all your answers, opinions, positions or information on the topic of my research will be kept in strict confidentiality and will only be used for scientific research purposes, all my thanks and respect.

Gender:

Male ☐   Female ☐

Academic degree:

University ☐   secondary ☐   primary ☐   other ☐

Professional experience:

1-5 years ☐

6-10 years ☐

11-20 years ☐

more than 20 years ☐

1.What is your opinion about teaching English in general?

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………

…………………………………………………………………………

2. Do you think that teaching English in primary school is a good decision?

Yes ☐   No ☐

3. In which year do you think teaching English is appropriate?

-Third year primary school ☐

-Fourth year primary school ☐

-Fifth year primary school ☐

-First middle school ☐

4. Do you think that teaching English to your child now would be beneficial?

Yes ☐   No ☐

5. Do you help your child to study English at home?

Yes ☐   No ☐

6. What is the problem that faces your child when learning English?

Writing ☐   Reading ☐   Listening ☐   Speaking ☐

Nothing at all ☐

If there is any other problem tell us:

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………..

7. Do you think that your child has a big desire to learn English?

Yes ☐   No ☐

8. What do you think about the English textbook's content?

- Simple and understandable ☐

- Difficult and complicated ☐

If you choose the second answer, tell us why:

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………………………………………………………………………….

Thanks for your help

Appendix "B"

Parents' Questionnaire (Translated)

Parents' Questionnaire:

إلى السيدات والسادة الأفاضل الآباء والأمهات ، في إطار إعداد مذكرة ختم الدروس وإتمام الجانب التطبيقي لمشروع التخرج بعنوان " تدريس اللغة الانجليزية في الطور الابتدائي" أضع بين أيديكم هذا الاستبيان للاطلاع عليه والإجابة عنه بكل صدق وشفافية علما أن جميع إجاباتكم وأرائكم ومواقفكم او معلوماتكم حول موضوع بحثي ستبقى في سرية تامة ولن تستخدم إلا لأغراض البحث العلمي فقط ولكم مني كل الشكر والاحترام.

.

الجنس :

ذكر ☐   انثى ☐

المستوى العلمي :

جامعي ☐   ثانوي ☐   ابتدائي ☐   اخر ☐

الخبرة المهنية:

1-5 سنوات ☐

6-10 سنوات ☐

11-20 سنة ☐

أكثر من 20 سنة ☐

1. ما هو رايك في تدريس اللغة الانجليزية بشكل عام؟

....

....

....

2. في رأيك هل تدريس اللغة الانجليزية في الابتدائي قرار صائب؟

نعم ☐   لا ☐

3.في اي سنة ترى ان تدريس اللغة الانجليزية مناسب؟

الثالثة ابتدائي- ☐

الرابعة ابتدائي- ☐

الخامسة ابتدائي - ☐

الاولى متوسط- ☐

4. هل ترى ان تدريس اللغة الانجليزية لطفلك الان سيكون نافعا؟

نعم ☐   لا ☐

5.هل تساعد طفلك في دراسة اللغة الانجليزية في المنزل؟

نعم ☐   لا ☐

6.ماهي المشكلة التي تصادف طفلك عند تعلم اللغة الانجليزية؟

الكتابة ☐   القراءة ☐   السمع ☐   التكلم ☐

لا يملك مشكلة على الاطلاق ☐

إذا كانت توجد مشكلة اخرى أخبرنا-:

....

....

....

....

7. هل ترى ان لطفلك رغبة كبيرة بتعلم اللغة الانجليزية؟

نعم ☐   لا ☐

8.ما رأيك في محتوى كتاب اللغة الانجليزية؟

سهل الفهم ومبسط □

معقد وصعب فهمه □

إذا كانت اجابتك الثانية أخبرنا لماذا:

....

....

....

شكرا على مساعدتكم

Appendix "C"

Teachers' Questionnaire

Primary School Teachers' Questionnaire

I am a master two student specialized in didactics. This questionnaire is part of my research titled " Teaching English in the primary school " I would be grateful if you could devote some of your time to fill this questionnaire, and your responses will be highly confidential.

Gender:

Male   ☐   Female   ☐

Age:

…………..

Your professional degree

License   ☐   Master   ☐   Magister   ☐   Other   ☐

Your teaching experience:

1 to 5 years   ☐

6 to 11 years   ☐

More than 11 years   ☐

What Algerian city do you work in?

…………………………………………………………………………………….

1.Why did you choose teaching English in the primary school as your job?
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……………………………………………………………………………………
……………………………………………………………………………………

2. Do you think that the training course that you took before teaching was useful and successful? Why?

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………………………………………………………………………………………………..

3. Do you think that teaching English in primary school is better that middle school?

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4. Did you find any difficulty dealing with children?

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5. What are the challenges that faced you during teaching young children?

…………………………………………………………………………………………………

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6. Do you think that the curriculum is good or it needs adjustments?

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………………………………………………………………………………………………...

7. What method do you use?

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8. What do you think the best method for teaching English to young children?

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……………………………………………………………………………………

…………………………………………………………………………………...

9. What strategies and techniques do you use in your teaching?

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……………………………………………………………………………………

……………………………………………………………………………………

10. What do you think make a good English primary teacher?

……………………………………………………………………………………

……………………………………………………………………………………

…………………………………………………………………………………….

Thank you for helping

Appendix "D"

Classroom Observation

Classroom Observation

Observation	Note
Students' interaction	
Difficulty found by the students	
The teachers' performance	
Managing the classroom	
Dealing with children	
The method used	
Technique or strategy used	

ملخص:

في 2022 أصدرت الحكومة قرار تدريس اللغة الإنجليزية لتلاميذ السنة الثالثة إبتدائي، وهذا نظرا لمكانة اللغة الإنجليزية في العالم وفي ميادين العلوم والتكنولوجيا. يهتم هذا البحث بدراسة تأثير تدريس الإنجليزية على المستوى التعليمي للتلاميذ في هذا الطور. كما يهتم بالصعوبات التي يواجهها الأساتذة في تدريس الإنجليزية للتلاميذ الطور الإبتدائي، وأيضا المناهج والتقنيات أو الأساليب التي يتبعها الأساتذة لتدريس التلاميذ. وفي الأخير، يقدم الباحث بعض الاقتراحات قد تكون عملية لتجربة أفضل في التدريس والتعلم.

كلمات مفتاحية: المدرسة الإبتدائية، المتعلمين الصغار، مدرسو اللغة الإنجليزية في المدرسة الإبتدائية.

Résumé :

En 2022, le gouvernement a pris la décision d'enseigner la langue Anglaise aux élèves de troisième année primaire, c'est à cause de la situation de la langue Anglaise dans le monde et dans les domaines de science et de la technologie. Ce travail de recherche tente d'étudier l'impact de l'enseignement de l'anglais sur le niveau d'éducation des étudiants. Il s'intéresse également aux difficultés rencontrées par les enseignants, ainsi qu'aux méthodes et techniques que les enseignants suivent pour enseigner les élevés. Enfin, le chercheur présente quelques suggestions peut être pratique pour une meilleure expérience d'enseignement et d'apprentissage.

Mots clé: Ecole primaire, Jeunes apprenants, Enseignants d'anglais a l'école primaire

Abstract:

In 2022, the government made a decision of teaching English to third year primary school learners, this was due to the status of English in the world and in the scientific and technological fields. This research aims at studying the effect of teaching English on learners' educational level. It aims also at study the difficulties faced by teachers in addition to the methods and techniques used in their teaching.

Eventually the researcher gives some suggestions to teachers that might be practical for better teaching, learning experience.

Key-words: Primary school, Young learners, Primary school English teachers.