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Teaching English at the Primary School: Documenting the Challenges and
Perspectives of Teachers and Pupils at Remchi's Primary Schools

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Dedication

To my beloved parents,

sister,

brother,

nephew,

family,

and friends.

Over the last year, your continuous emotional support and encouragement during stressful
moments have given me the strength and will to accomplish this research

Acknowledgement

Even though only my name is mentioned in this dissertation, I couldn't have finished this research without the help of some people. Therefore, I am delighted to express my gratitude to those who gave me valuable guidance and support during the course of this project.

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Abstract

English language has been a linguistic consequence of the process of globalisation. Thus, mastering English has become essential to adapt to the constantly evolving world. Algeria is also affected by this trend and acknowledges the significant role that English plays nowadays. As a result, Algeria has made considerable efforts to enhance the use of English in various sectors, mainly in education. The aim of this research is to investigate the challenges and perspectives of teachers and pupils when it comes to teaching and learning English in Algeria at the level of primary education. As English language teaching has become a significant part of primary school curricula in non-English speaking countries where English is not the mother tongue, it is important to understand the challenges faced by both teachers and pupils. The present research is qualitative in nature and involve interviews and classroom observations with teachers and pupils from 03 primary schools in Remchi city, Algeria. The study is exploratory, and data is collected through semi-structured interviews with 03 teachers and observations of 114 pupils in 04 classrooms. Research findings reveal a range of challenges faced by both teachers and pupils, including limited resources, the absence of technology materials, limited class time, differences in learning styles and motivation. Despite these challenges, the study also highlights the positive perspectives of teachers and pupils, including their enthusiasm for language learning and their willingness to overcome the aforementioned challenges. Research findings will contribute to the existing literature on primary school English language teaching and offer valuable understanding of the challenges faced by teachers and pupils, as well as their perspectives regarding the instruction and acquisition of English.

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List of Abbreviations

AA: Algerian Arabic

EFL: English as a foreign language

E-Learning: Electronic Learning

M.S.A: Modern Standard Arabic

TPR: Total Physical Response

UK: United Kingdom

USA: United states of America

General Introduction

Learning a new language is essential in today's world, for people who want to broaden their horizons and network with others from different backgrounds. As the world turns into a small village, knowledge in the English language is essential for keeping up with the globe's rapid expansion. In the global landscape of communication, the English language has emerged as a ubiquitous force. Extensive research conducted in recent years indicates that English holds a dominant position worldwide, with an expansive user base spanning across continents and cultures. This pervasive reach is evident in the language being recognised as an official medium of communication in numerous countries. Additionally, English has become an integral component of national education policies in a substantial number of nations, signifying its significance in the realm of public education. During the era of Abdelaziz Bouteflika, English was taught for seven years: 4 years in middle schools and 3 years in high schools. However, during Tebboune's era, this has been revised and English started to be taught at the level of primary schools. In 2022, Algeria's educational system witnessed a revolutionary change when president Tebboune proclaimed that English as a second foreign language will be introduced at the level of primary schools starting from the third grade.

In recent years, Algeria has demonstrated a strong commitment to enhancing its foreign language education, with a particular focus on teaching English as a foreign language (EFL) at primary school. This initiative was spearheaded by President Tebboune, who recognised the need to keep pace with the rapidly evolving scientific and economic landscape of the world and adapt to the new era of science and technology. As a result, teaching EFL at the primary level has become a reality in Algeria.

Teaching young children differs from teaching teenagers or adults due to their unique physical and behavioural traits, as well as their learning styles. It is a demanding task that requires careful consideration of various aspects, including the child's age, materials, interests and motivation, intelligence, time, physical condition in the classroom, and classroom environment.

In conclusion, Algeria's initiative to introduce English as a foreign language at the primary school level is a positive step towards preparing young pupils for a globally interconnected world. Teaching English to young learners, on the other hand, requires particular skills and knowledge, including an understanding of their developmental stages and individual

learning styles. It is crucial to continue to support and invest in the training of EFL teachers to ensure that the program is effective and meets the needs of Algerian pupils. With a strong commitment to enhancing foreign language education, Algeria can create a more educated and competitive workforce, which will contribute to the country's growth and development.

Additionally, this research will primarily investigate the challenges and perspectives of teachers and pupils at the level of primary schools concerning teaching and learning English as a foreign language.

Furthermore, this study's significance can be summed up as follows: Firstly, it fills in a theoretical gap of knowledge given the fact that little is known about English language teaching at primary schools in Algeria. Secondly, it informs us about the views of two significant groups of the education sector, teachers and pupils, concerning teaching English in elementary schools. Lastly, the findings of this study may aid Algerian authorities and teachers in developing English language educational programs that are relevant to the needs of their pupils, as well as what is happening in today's world and how it is changing.

In addition to the above, this work intends to document the challenges and perspectives of both teachers and pupils towards the implementation of English in third grade at primary school. It aims to provide insights into the different methods implemented by teachers in the classroom to effectively teach English. Moreover, the research aims to answer the following questions:

1. What are the specific challenges that teachers face in teaching English at the primary level in Remchi's Primary Schools, including issues related to training, resources, and language barriers?
2. What are the perspectives of teachers regarding their experiences, attitudes, and beliefs towards teaching English at the primary level in Remchi's Primary Schools?
3. What challenges do primary school pupils encounter in learning English in Remchi, considering factors such as language proficiency, cultural differences, and motivation?
4. What are the perspectives of primary school pupils towards learning English, including their attitudes, motivations, and perceived difficulties?

At last, this work is divided into two chapters. The first chapter provides the theoretical framework for the study and related literature that informed my research, while the second chapter, which is the body of the dissertation, focuses on the practical aspect of the research.

The research methodology section will discuss the steps that the research has gone through, as well as the research approach and how the problem was approached. Since the primary goal of the research is to document the challenges and perspectives of teachers and pupils about the implementation of English as a second foreign language at the primary school, an exploratory study was suitable to fulfil this aim. The study favours the utilisation of qualitative data rather than quantified data. Therefore, it was through designing semi-structured interviews for teachers and the use of observation to collect data from pupils as well as teachers.

Chapter One Literature Review

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1.1 Introduction

Today's changing world has an impact on many parts of life, including education. People's demands and ambitions vary throughout time as the socio-economic and political order shifts, presenting new challenges. Foreign language education reforms as one of the most important indicators of a country's growth fluctuate with time and from one country to the next. English teaching at the primary level is supposed to help children improve their overall language skills (Nguyen & Terry, 2017; Rusiana & Nuraeningsih, 2016). Instructing English to young learners has been popular globally in recent years due to English being a lingua franca, which means English is a common language for communication between two individuals who speak different languages (Harmer, 2001). Aside from educational and academic domains, English gives a competitive edge for jobs and employment in many sectors of the global economy, politics, media, sports, etc. In a nutshell, English is the unrivalled lingua franca that is widely used at the present moment.

English has now become the possession of practically all civilizations throughout the world, since it increases people's ability to interact and share ideas across boundaries. It is widely spoken in most countries if not all and is the official language of a number of them. The capacity to exchange thoughts and articulate in a language other than one's primary tongue has become vital nowadays. The benefit of teaching foreign languages to pupils has been widely recognised and as a result, the number of pupils acquiring English as a foreign language as part of their primary education has increased considerably in recent years.

The process of teaching English to speakers of other languages has historically been a challenging task all over the world; nevertheless, in the last decade, it has evolved to have its own impact in Algeria. As a result of recent political and social shifts, there has been a movement toward teaching and learning English as a second language. Prior to these developments, English was considered a foreign language; now, learning English as a second language is in a high demand. In Algeria, English exists in both middle and high schools as a

course that was taught since the independence of Algeria in 1962 (Slimani, 2016). The school year 2022-2023 witnessed an important decision in regard to implementing English as a second foreign language to the primary curriculum after the Algerian President Abdelmadjid Tebboune announced that the country will start teaching English at primary schools this year. In an interview broadcast on state-run TV in July 2022, the President Tebboune directed the Ministry of National Education to incorporate English into the elementary school curriculum, which began in September, marking the first task on a checklist to increase English instruction in the future years. President Tebboune declared at a news conference on July the 30th, "French is a spoil of war (war booty), whereas English is the language of research and science, and it must be educated and given more attention."(TV 1, 2022).

1.2 Algeria's Linguistic Profile

Algeria is well-known for its historical wealth, cultural variety, and multilingualism. The different historical eras, from the past to the present, result in the establishment of a history for language development and the construction of the country's linguistic status.

Algeria, like many other multilingual countries, has a challenging linguistic situation. The prevalence of multiple languages, which causes particular sociolinguistic challenges, indicates the historical colonial past, the population's multifaceted social and linguistic makeup, and the willingness to meet worldwide language needs. Algeria's language environment differs substantially from other nations since the multilingual country is related to political, historical, and social factors rather than economic ones. The Algerian educational setting is very complex, with complexities in the coexistence of multiple languages and linguistic diversity and the interactions between all these codes. Algeria's current linguistic situation is primarily the result of several historical events and the country's geographical and ethnic diversity. This circumstance exemplifies one of the most diverse and rich cultural and linguistic environments.

Algeria has a long history of invasions and civilization collisions, which has resulted in linguistic diversity. The first inhabitants were the Berbers, who are also known as Numidians and Imazighen. According to Benrabah (1999, p. 29), the Imazighen had extensive contact with

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Phoenician conquerors and merchants who settled in North Africa. This connection produced the Libyco-Berber language, which Tifinagh utilised to develop alphabets for the contemporary Touareg. In addition, Benrabah claimed that the Roman conquest of North Africa compelled the majority of Berbers to study Latin, which included Libyco-Berber. Around the seventh century, the spread of Islam by Arabs had a significant impact on the development of Classical Arabic. Benrabah (1999) further added that, mosques and missionaries converted a large number of Berbers to Islam, and consequently, they learned Classical Arabic. Benrabah continued by stating that, due to the fact that it was the language of the Quran, this language acquired divine significance. As a result, the majority of Berbers who converted to Islam became fluent in Arabic, and the new religion allowed the Arabic language to flourish in other spheres of life.

1.2.1   From 15th century until 1830

From the fifteenth century to 1830, most of Algeria's residents spoke Algerian Arabic either-or Berber. Algerian Arabic, often known as "Derja," became the first language of the Arabic-speaking population. Because of the impact of local Berber variations disseminated during this era, it was a different language from the Middle East Arabic language, according to Benrabah (1999). Benrabah (2007) further added that: "the settlements that occurred throughout that period (Portuguese, Spaniards, and Turks) gave rise to various foreign languages, including Ottoman, Turkish, Spanish, Judeo-Arabic, and Italian" (Benrabah, 2007, p. 25).

In the early centuries of Islam, the Spanish settled in the west, particularly along some Algerian coasts such as Oran, which served as a commercial gateway for Spanish, British, Italian, sea traders. The Berber dynasty began to fall in the 15th century. This prompted the famed Turkey Barbarossa Brothers to defend Algeria from the invasion of Spain. Yet, it was Turkish pirates who won the conflicts and established their dominance over the Algerian beaches in 1521. The Ottoman Empire claimed Algeria as its westernmost region while granting local Muslim elites' significant autonomy. As a result, Algeria became protectorate of the Turkish Ottoman Empire in 1580 and was ruled by a single leader known as "Dey"; Turkish became the government language during this time, while the inhabitants continued to speak Arabic dialects and Berber in some areas. Before 1830, Algeria was home to a variety of languages, including

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Ottoman Turkish, literary or classical Arabic, local Arabic colloquials, Berber variants, and, on the coast, sabir, a 'medieval Mediterranean pidgin' that incorporated elements of Arabic, Spanish, Provencal, and other Mediterranean languages (Sharkey, 2014, p. 23).

1.2.2   From 1830 until 1962

Between 1830 and 1962, the French settled in Algeria and gradually established an educational system to eradicate the Arabic language (Benrabah, 1999). The colonial authorities did not hinder the development of the Kabyle language, as they prioritised education for the Kabyle (Berber) population over Arabic (Benrabah, 2007). This contrived act of the French colonialists had ulterior motives, the Amazigh issue has been addressed several times, and the term "barbarism" has been used to describe it for decades. The first proposition of the issue at the beginning of the colonial era was a spiteful proposition that used the logic of "divide and rule" (Benrabah, 2007, p. 34). The French colonialist channelled all of his efforts into transforming Algeria's linguistic difference, often because it is a geographically vast country, into an ethnic contradiction, and then he worked on the basis of subjugating Rome; existence, religion, and language, as General Charles de Gaulle clearly expressed in his memoirs (Amimour, 2019). According to Othman Saadi ac cited by Amimour (2019), as soon as the French arrived in Algeria in the 1830s, they began to propagate lies among the Berbers, claiming that they were not Arabs, and increased their hatred for Arabs. It concentrated on the Kabyle region, which was known as "Zawawa" before their occupation, and its proximity to the capital, where most of the elements of the French settlement gathered. They began to spread the French ideology, culture and Christianization, but this policy failed throughout the century and a third of their colonisation, and they were met with fierce resistance from the brave Zawawa leaders. To demonstrate this focus, he publishes a statistic from 1892 indicating that French schools designated for Algerians in the Kabylie region used to represent 34% of all schools in Algeria, noting that this region is now two or three out of 48 states, which explains the difference in learning rates between Algeria regions during the colonial period (Amimour, 2019). The study quotes Captain "Loglay," who regulates education in Algeria, as saying to French teachers in Kabylie in the nineteenth century, "teach everything to the Berbers, except Arabic and Islam" (as

cited in Amimour, 2019). At the Christian Missionary Conference in Kabylie in 1867, Cardinal Lavigerie stated, "Our message is to incorporate the Berbers into our culture, which was the civilization of their fathers" (perhaps the intent is Rome). These Berbers' dwelling should be prohibited in their Qur'an. France must give them the Bible or send them to the parched desert, far from civilization (as cited in Amimour, 2019). What excited the French is that the Kabyle region's corners were fortresses to protect Islam, hence their focus on fighting the Arabic language, believing that the loss of Arabic means the collapse of Islam, opening the door wide for Christianity, which will be the foundation of the French presence in Algeria (Amimour, 2019).

Since then, the French have introduced their culture to the indigenous community, but traditional Arabic schools have disappeared as most of them have been converted to French schools. Algerian families perceived the conduct as a flagrant assault on their religion and identity. Consequently, parents stopped their children from enrolling in colonial schools. On his side, the colonial did not provide Algerian youngsters with the opportunity to attend school. Consequently, the majority of the learners were European, with only a small percentage of Algerians, the children of the bourgeoisie, or people with particular inclinations and loyalties to the colonial authorities. In brief, "French was the official language in colonial Algeria during this time, standard Arabic became an official foreign language after 1938 and the illiteracy rate reached 90 percent by the time Algeria achieved independence in 1962" (Benrabah, 2007, p. 48).

1.2.3   After 1962

Following independence, the languages of common usage were Algerian Arabic, Berber, and French. Classical Arabic was exclusively employed within a limited number of Medersas, which served as Quranic establishments such as Mosques, Zaouias, and Katatib. These institutions primarily focused on imparting knowledge of the Quran and enhancing reading proficiency among pupils (Benrabah, 2007). The new Algerian leaders desired a comprehensive eradication of the colonial rulers' system, particularly the enormous influence of the French in linguistic and cultural matters. The Algerian government implemented a linguistic imperialism campaign that intended to promote Algerian linguistic nationalism through an Arabisation

policy. The programme's foundation was to re-establish Algeria's Arab Islamic roots (Mize, 1978). According to Majumdar and Saad (2005, p. 138), President Houari Boumediene said in his address, "Without reclaiming that fundamental and important ingredient, which is the national language, our efforts would be useless, our personality incomplete, and our entity a body without spirit".

There were just a few certified teachers to teach Classical Arabic in 1962, and there were only seven hours of teaching per week (Benrabah, 2005, p. 440). According to Benrabah, there were 3.452 Arabophone teachers and 16.456 Francophone teachers in the elementary grades in 1963. The significant Arabisation effort began in 1965, with a steady Arabisation process with certain professors recruited from other Arab countries, including Iraq, Egypt, and Syria. In 1977, there were 19.769 Francophone teachers, whereas there were 47.096 Arabophone teachers (Benrabah, 2007, p. 440-444). The French language was recognised as a foreign language in 1976 and is taught starting from the fourth year of elementary school. However, the only language recognised by law in Algeria is standard Arabic (Mostari, 2004). The goal of this programme was to stop the growth of the French language, but it acted as a danger to the Berbers, who began to assert themselves fiercely. Following that, the Algerian government began conversations with Berber leaders about incorporating Tamazight into schools. Until 2003, the government permitted this language to be taught in schools as a national language (Benrabah, 2005), then in 2016, as an official language alongside Classical Arabic (UNPO: Amazigh: Algeria ...).

When mapping the linguistic situation in Algeria, Algeria would fall under the category of "linguistic diversity" (Medjahed, 2011, p. 73). In media, Classical Arabic is utilised as the national language, but Algerian Colloquial Arabic and Berber are spoken in everyday contexts. French is utilised as a second language or as a first foreign language for historical reasons. English, on the other hand, is regarded as a foreign language or a second foreign language; but, unlike French, it is not socially spoken. English has only been deemed a foreign language in Algeria for academic reasons.

1.3 Language Policy in Algeria

1.3.1 Overview

The Algerian regime have tried to provide a certain level of stability following independence, working to rebuild the country's infrastructure as well as sponsor education, health, and the economy; a challenging task, to be fair. On the other hand, multiparty politics, as well as tensions between the opposing ideologies of pro-Arabisation vs. pro-Francophone and Arabophones vs. Berberophones, as well as those of pro-Islamism, have all obscured the Algerian political air and made its reading difficult.

Questioning Algeria's language education policy seems to be one of the most critical issues in language research. Algeria has extensively absorbed the influence of the coloniser not only in social life but also in educational policy. According to Benrabah (2007, p. 225-226): the Algerian educational system has been impacted by three significant stages, each of which has influenced language education policy. The first phase is defined by colonial legacies such as a network of schools and an educational system dominated by the French language, with Arabic gradually gaining significance. The second phase, known as the nationalist transition, lasted from the late 1960s through the late 1990s and corresponded to the socialist-era central planning economy. The Arabic language has steadily been included in the educational system. The third phase began in the early 2000s, linked to the transition to a free economic market with less intense on the measures of Arabisation (Benrabah, 2005, p. 389).

Algerian language policy has been a mixture of diverse perspective since independence. The task of abolishing the colonial system and reclaiming its national identity posed considerable challenges for a country that had endured 132 years of French colonial rule. This struggle was most prominently reflected in the realm of language. The language diversity generated serious complexities for Algerian policymakers. According to Tabory and Mala:

> The Algerian situation is complex, as it is a crossroad of tensions between French; the colonial language and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic. The lessons from the Algerian situation may be usefully applied to analogous situation by states

planning their linguistic, educational and cultural policies (Tabory and Mala, 1987, p. 64).

Algerian linguistic and cultural profiles have always been diverse, adding a level of complexity to its planning and policy. Algerian language planning has reflected existing political tensions and ideologies since the country's independence. Bugarski (in Shiffman, 1996):

… Every language policy is culture-specific, and it is in the study of linguistic culture that we will come to understand why language policies evolve the way they do, why they work (or do not work) the way they are planned to work and how peoples 'lives are affected by them. (pp. 279-280).

1.3.2 Arabisation Policy

Following Algeria's independence, the country's newly appointed leaders, led by the 1st President of Algeria, Ahmed Ben Bella set out to rectify the linguistic and cultural situation that existed prior to independence. Furthermore, they intended to completely eliminate the system established by colonial authorities, particularly French influence in linguistic and cultural matters. They aimed to restore the country's national unity and Arab identity, and language was a necessary prerequisite to accomplishing their goals. As a result, a comprehensive and strict Arabisation programme has been launched, with Standard Arabic serving as Algeria's sole national and official language. Arabisation was a language education policy implemented in Algeria during the 1960s. The primary goals of this policy are to eliminate French language dominance and to reduce the influence of spoken Arabic and Tamazight varieties. The Algerian government wished to arabize the entire Algerian speech community and attempts to unite it through the use of a single language.

Following independence, there was much debate about which language should be used as a language of instruction. Some "western educated" people preferred French because it is more modern and appropriate as a technological language; they were anti-Arabization. Another group supported Arabisation because it symbolises Algerian identity and culture. Their goal was to re-establish the Arabic language and Islam in an independent Algeria, as well as to strengthen ties with the Arab world. According to Benrabeh (2009), this group advocated for the Arabic

language because it is the language of the Holy Quran. Officials in independent Algeria reacted negatively to French and were eager to see it replaced by the national language, Arabic. Thus, Modern Standard Arabic, which represents Islamic identity, has taken the place of French in all domains including; education, media, and legislation. Besides (Ennaji, 1991, p. 17-18) said:

> The French language was not the only excluded language but so was Berber. The Arabic language was the official language not only in the education sector, but also in all government papers, administration, and media as they were obliged to conduct in Arabic.

Since 1962, the importance of learning Arabic has been emphasised in education. Modern Standard Arabic was first introduced in primary schools, then in middle and high schools. Later, it was introduced in some university fields. The main goal of Arabisation is to make education based on the Arabic language as a medium of instruction because it better reflects the Arabic personality and identity and breaks away from everything associated with French culture. According to Majumdar and Saad (2005, p. 138), President Houari Boumediene said in his address, "Without reclaiming that fundamental and important ingredient which is the national language, our efforts would be useless, our personality incomplete, and our entity a body without spirit."

1.3.3   Foreign Language Teaching Policy

Following the country's independence, Algeria's leaderships were unable to replace a language imposed on them by a 132-year-long history overnight as the majority of the elite spoke French. The failure of Arabisation policy particularly in administration and public institutions, prompted the Algerian government to take serious steps toward bilingualism; it is implementing a comprehensive school reform that includes a return to Arabic-French bilingualism in schools (Mostari, 2004, p. 31). In fact, Algeria's foreign language teaching policy has undergone numerous changes. According to Bellalem (2012), "the situation of foreign language teaching in Algeria is related to previous socio-political and historical events." According to him, "foreign language policy evolved over five historical periods: colonial (1830 - 1962), post-independence (1962 - 1979), economic-liberal (1980 - 1991), political-crisis (1992 - 1999), and national reconciliation (2000 - present)" (p. 1).

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French was the official language of education in Algeria during the first period, while Arabic was considered a foreign language. The law of 1938 declared that "Arabic is a foreign language in Algeria" (Laitin, 1992, p. 142). The second period post-independence (1962 - 1979), after President Ahmed Ben Bella who was responsible for laying the foundation stone for the establishment of Arabisation as an official policy in 1963, however, this policy was boosted and reached its peak during Houari Boumediene's presidency, Arabic become the national language and the medium of instruction. Nevertheless, after the failure of the Arabisation policy, the Algerian government made several changes and reforms to introduce a bilingual educational system where French serves as a foreign language (Mostari, 2004). From 1980 to 1991, the economic-liberal period occurred, and French is taught as a foreign language beginning in fourth grade in primary school. English, on the other hand, is the second foreign language taught. With Algeria experiencing a political crisis from 1992 to 1999, the foreign language teaching policy saw the abandonment of the use of foreign languages in official speeches and meetings, and English was introduced as the first foreign language in primary schools alongside French. Finally, during the national reconciliation period (2000- 2019), the Algerian government, led by President Abdel-Aziz Bouteflika, began to re-evaluate its education system and language educational policies, and French was re-instated as the first foreign language taught from the second year of primary school onward. English was taken back from primary school level to be taught in middle schools. During his reign (1999-2019), the issue of language and identity was openly debated. "It is unthinkable to...spend ten years studying pure sciences in Arabic when it would only take one year in English," he once said (Le Matin, as cited in Benrabah, 2005, p. 381). This statement essentially states that the Arabisation policy has failed to achieve its objectives, and it reflects the Algerian president Abdel-Aziz Bouteflika acceptance of multilingualism.

1.3.4 Educational Reform Policy

After the April 1999 election of former Algerian President Abdel-Aziz Bouteflika, the Algerian government began to re-evaluate its education system and language educational policies. Bouteflika criticised the state of the education system in a televised address to the

nation in 1999, saying, "The level of the education system has reached an intolerable threshold," as he frequently used the term "**نظام تعليم فاشل**" - "doomed schooling system" in public before his election to describe the state of the education system (Benrabah, 2007, p. 228). The educational reform announced in 2001 resulted in numerous changes in foreign language teaching. French was introduced in the second year of primary school then later it was introduced at the level of third year primary school instead of the second year. English, on the other hand, is taught at the age of eleven rather than thirteen. That is, it is taught beginning in the first year of middle school. Furthermore, Algerian educational policymakers have reformed the curriculum and designed new English syllabuses in "cooperation with the United States of America and Canada who are committed to freely supporting this educational reform policy in Algeria" (Chemami, 2011, p.231). This assistance also included English teacher training and the introduction of new technologies.

1.4 Status of English in the Algerian Curriculum

Many theorists, including Baker (2003), concur that English has become the universal language of all domains; today, the English language dominates every aspect of people's daily lives. A person who cannot read or write was once considered illiterate, but today the term is used to describe anyone who is not proficient in both English and the computer sciences. English is essential as an international language, over 360million native speakers currently speak it (Assi, 2022); it was reported that "the sun regularly sets on the Union Jack these days but never on the English language... it has replaced French in the world of diplomacy and German in the field of science" (Newsweek, 1982, as cited in Marouf, 2017). There have been several changes in the status and teaching of English in the Algerian educational system. This was based on Algerian social, political, and economic developments and challenges at various times. Before and after independence, English as a subject had a different position.

During French colonisation, French used to be utilised in schools and administrations. English was taught as a first foreign language, alongside Arabic and was introduced in the first grade of the intermediate cycle. Pupils would have spent eight years studying English by the time

they entered university. English was still taught as a first foreign language during the initial years of independence, but rather in the third year of the intermediate cycle, not the first. Pupils would have studied English for five years by the conclusion of the secondary cycle, as was the case until the New Reform in 2004. The significant distinction is that English is no longer considered the first foreign language, but rather the second. Except until the time when English replaced French in the primary cycle, this has been the situation (Benrabah, 2007).

Algeria has struggled to establish an educational system tailored to the needs of the population since its independence in 1962. Because of its historical ties with France, Algeria has always regarded the French language as a cultural imperative, at least until the late 1970s.Following the Arabisation policy of 1971 and global socioeconomic changes, the use of English as a means of communication began to gain traction within globalised Algeria. As a result, disparities in the use of French began to fade at the crossroads, making more room for the teaching of English as a second foreign language.

1.4.1   From 1962 until 1990's

Since Algeria's independence, French has dominated the Algerian national curriculum. It was chosen as the sole foreign language to be taught at all levels for historical reasons. In the meantime, other languages, such as English, Italian, German, Spanish, and Russian, had minor roles in Algerian schools. The first step taken to promote English was the establishment of a General Inspectorate of English in 1969 (Mize, 1978). At the time, the Ministry of National Education declared that there was a shortage of English teachers, which is why the ministry brought in some teachers from other countries and launched an action to quickly recruit and train Algerian teachers. Since 1980, Algeria has expanded its economic markets to include some western countries, primarily the United Kingdom and the United States, which have invested in Algeria's oil and gas industries, increasing the need to integrate this language intensively. As a result, many reforms were implemented, including the extension of teachers' training and teaching periods. Furthermore, by that time, more English departments at Algerian universities had been established. From 1962 to 1985, French was the required language to be learned beginning in primary school, while English and other foreign languages such as: Spanish,

German and Italian, were designated as second languages. English was chosen as the compulsory foreign language in 1985, and it was introduced in the second year of middle schools (8th year in foundation school). However, Spanish, German, Italian remained optional as a third language. This reform's goal was purely instrumental. According to a statement released by the National Ministry of Education as cited in Marouf, 2017; "the ultimate aim of the teaching of English is to help the pupil to acquire a new language and not to accumulate knowledge of another culture which has no real use in the contexts of our needs today." (p. 25). This reform began to limit the widespread use of French in Algeria. Giving English a stronger position, the Algerian pupil would be able to discover a new foreign language with a new culture and new ideas that are not dominated by French.

1.4.2   After 1990s

In 1993, a new reform to improve foreign language teaching was implemented at an early age, allowing fourth graders in primary school to choose between French and English as a compulsory foreign language. At the time, the government wanted to promote English because it is an international language that allows their citizen to be a full member of the international community, and it needed to be taught as early as fourth grade. According to Grandguillaume (2005), supporters of Arabisation chose English as the first foreign language to be taught in grade four of basic education rather than French (p. 6). English was proposed to replace French as the first mandatory foreign language introduced in primary school in 1993 (Benrabah, 2014, p. 51). Regardless, in opposition to the government's intention, this policy soon went out of action as most of Algerian parents preferred French for their children (Rezig, 2011). Algerians had a deep commitment to the French language as a result of almost a century of domination. Despite the country's independence, neither the elite, officials, nor the general public forsake this firmly established language. When English was introduced as a second language alongside French, only about 15% of pupils chose it (Marouf, 2017).

The Ministry of National Education announced the educational Reform in 2001, and numerous changes have occurred in the situation of teaching English since then. While English remains the second foreign language in the Algerian educational system after French, it has

received significant attention as part of the educational reform. English was taught as a mandatory course beginning in the first year of middle school at the time. However, due to its status as a second foreign language in the educational system, as well as historical and social reasons, as there was no link between the Algerian population and the UK or US cultures in the past decades. English was primarily learned for educational purposes in order to pass exams. It was mostly used in formal classroom settings, and there were few opportunities to use it for daily communicative purposes outside of school.

The Algerian state, led by President Abdelmadjid Tebboune, made a significant decision during the academic year 2022-2023 to implements a new policy that incorporates teaching English as a foreign language alongside French starting from third grade at primary schools. According to Abdelmoumen Salami of Algeria's Ministry of National Education Bureau of Exams and Competitions, 11 million pupils of various grades will return to school in September (Mazzouzi, 2022). However, English lessons will be available only to the third grade in 2022, followed by the fourth grade the following year and the fifth grade the following year. In 2022, roughly two million pupils will have the opportunity to study English. According to new research, this policy of implementing English as a second foreign language to be taught at the elementary level resulted in the creation of over 5000 jobs (The New Arab Staff, 2022). The Ministry of National Education has directed that contract positions be made available to holders of bachelor's degrees in English or translation to and from the English language (Henache, 2022).

1.5 The Rivalry Between English and French in Algeria

In recent years, the English language has gradually gained momentum in the linguistic landscape of Algeria, in particular, and the Maghreb in general, an area that has long been regarded as a francophone territory. While English is gaining prominence in francophone regions, French has been unable to achieve the same and has been forced to retreat from Anglophone areas, while also facing the possibility of losing more territory where it was

formerly the dominant language. Many French colonies, however, gradually began to disassociate themselves from their ex-colonizer, whether politically, economically, or socially.

There is a desire to be entirely free and less reliant, which includes refraining from using French, supporting the use of local languages, and pushing the community to acquire English as the modernization language (Battenburg, 1997). As for the Maghreb region, the countries promoted the Arabisation policy; they encouraged the use of Standard Arabic instead of French and promoted English to be the first foreign language. However, many links still connect the Maghreb region to France, French is still the main language used in economy and technology, thousands immigrate to France every year to study or to look for jobs, and it is far from being completely eradicated from the linguistic landscape of these countries (Battenburg, 1997). All of these circumstances contributed to a competition between the English and the French in the Maghreb region. While English is referred to as the global language of the world, French retains some authority, particularly in the economic world, but its status as the language of development has declined dramatically (Battenburg, 1997).

In Algeria, France is still the dominant country, when it comes to trade policies; it is holding its grasp on the economic front and is still benefiting from the Algerian and the Maghreb market. Thus, it is in its interest that the French language maintains its number one foreign language spot. Both the American and the British governments are also seeking to benefit, economically as well as politically, in these regions, however, they are less keen to accomplish that goal by imposing the English language (Battenburg, 1997).

The rivalry between the two languages in Algeria dates back to the days when Algerian leaders sought to replace French. The best approach for them to do so was to implement the Arabisation policy and look for a language that was more prominent in the world than French, and that language was English, which was rapidly spreading over the world (Benrabah, 2013). After several years of Arabisation policy and various socioeconomic changes in the country, the struggle between English and French became much more intense. The more Arabic literacy grows, as French loses its hegemony as a medium, the greater the demand for English, threatening French's status as the world's first foreign language (Benrabah, 2013).

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The first indications of competition between the two languages occurred in several sectors in the early 1970s. Many lexical terms prevalent in the Middle East region, for example, were inserted in elementary school textbooks, which was one of the rules of the Arabisation program. Many English loanwords were employed in the press to substitute French words, gradually erasing French words from the vocabulary. Ordinateur and SIDA were substituted with Computer and AIDS. Many other loanwords, such as jet-set and timing, were employed in Arabic-language printed media; even words that are similar in both languages would be spelled in English (Benrabah, 2013, p. 91).

The level of rivalry between English and French reached a pinnacle in the 1990s, with the advent of the Islamic movement in Algeria known as the Islamic Salvation Front (FIS), which ruled the country at the time. They were strongly opposed to the teaching of French and campaigned for its replacement by English in elementary schools. Claims were made that French is a colonialist language that should be abolished and that its teaching in schools should be delayed until higher levels. Furthermore, if the primary reason for continuing to teach French is because it is a scientific language, the country might choose any other language that has no colonial past with Algeria (Benrabah, 2013).

The Arab Middle East played an essential part in shaping the nationalist discourse that Algerian members of the pro-Arabisation lobby advocated and tried to impose on the populace; they also called for the substitution of French with English, which would strengthen relations with the Middle East (Benrabah, 2013).

An anti-Arabisation party that was pro-French and opposed the Islamist movement and its ideology advocated the use of the French language, which contributed to the sense of competition between the two languages in Algeria. Many claimed that the French language should not be identified with the French coloniser, but rather as a language that is now a part of the country's linguistic reality and should be treated as such. What happened was that Algerians were not ready to give up the French language altogether, and when they were given the option of choosing which language to teach in elementary schools, the results were overwhelmingly in favour of preserving the French language (Benrabah, 2013).

What can be learnt from the failed attempts to replace French with English in Algerian schools and then in society in general is that whatever contributed to the global expansion of the English language was ineffective in Algeria. It was incorrectly carried out by elites with nationalist and political motives who ignored the reality of the country (Benrabah, 2013). It also demonstrates that the expansion of a language does not always have to be planned; it can occur spontaneously and without any administration. Even if the leaders of any country stick to a specific philosophy in order to handle the linguistic issue and language policy, it may not function (Benrabah, 2013).

That was the case in Algeria, where local vernaculars were denied and local languages were suppressed, leading to popular resistance and rejection of the policy. In the Berber region, the use of French became a form of resistance and a way to declare a stand against the government and a policy that denied their existence. As a result of the Arabisation programme implemented by the governments of the Maghreb countries, the status of the French language has gradually fallen, favouring the English language significantly. Battenburg believes that "although French is more utilised, English is more loved" when it comes to the rivalry between the two languages (Battenburg, 1997, p.282). Currently, French is still needed and utilised in many major sectors in Algeria, while English is progressively growing popular among young people, and an increasing number of Algerians enjoy the language and want to learn it.

1.6 The Failure of the First Attempt of Teaching English in Primary Schools in Algeria

The Ministry of Education in Algeria made the English and French languages optional to be taught beginning in the third grade of primary school in September 1993, where primary school pupils were given the option of learning either French or English. According to Nasr, Dr. Ali Ben Mohammed, the former minister of education, launched this initiative and began preparing for its execution by qualifying teachers and bringing inspectors from Britain. Unfortunately, Dr. Ali Ben Mohammed resigned following the scandal of leaking baccalaureate exam questions in 1992, which Ben Mohammed later described in media interviews as a

concerted operation aiming at overthrowing the English language initiative. Nonetheless, the proposal became a reality, and was adopted during the 1993-1994 academic year (Nasr, 2022).

According to Marouf, the introduction of this competitive language "English" to French became a completely socio-political matter, reigniting historical disputes between two main groups: proponents of Arabisation policy, who wished to remove French by any means possible. And those who supported French language dominance as firmly rooted in Algerian minds and souls. On the one hand, the first group advocated for the teaching of English as the global language. They claimed that Algerian pupils, as well as pupils from other nations who were aware of the growth of English, should acquire the most in-demand language. They considered English to be the language of the future, while French belonged to the past. However, the second party was fiercely opposed to the reform. They supported the continuation of French instruction in elementary schools. They contended that a child who was used to speaking French in everyday situations would be able to learn it smoothly at school. They went even further, naming Classical Arabic as the foreign language instead of French. For them, a language that is vastly different from the child's first language (Algerian Arabic) may hinder his or her learning process. Furthermore, learning English at the age of 9/10 is unreasonable since it requires proper materials and efforts that are lacking in Algerian classrooms, because this language has nowhere to be applied except in schools. Each party's claims seemed to be legitimate, but the true issue was the proposal itself, as well as other parameters that were overlooked. If properly considered, the latter could result in higher educational outcomes. Another group that was in the centre of the two previously stated groups is worth acknowledging. That party was opposed to the change itself. Those were the traditionalists. They saw any change as a threat to themselves and their children's future. They feared that the reform would cause chaos in the school system, leaving many victims with uncertain futures (Marouf, 2017).

1.6.1 Reasons of the Failure of the first attempt of teaching English in the Algerian Primary Schools (1993)

Marouf states, it can be claimed that there are three significant trends in the causes of English failure in Algerian primary schools:

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1.6.1.1 The linguistic situation in Algeria

Accordingly, the opinions of Algerians regarding the acquisition of the two most prevalent foreign languages, namely French and English. As a result of over a century of colonisation, Algerians have a strong attachment to the French language. Despite the decolonisation of the country, neither the elite nor policymakers nor the general populace abandon this deeply embedded language. When English was introduced as a second option alongside French, barely 15% of the people opted for it. However, certain states, including Tizi Ouzou and Béjaa, have never chosen it. It's not unexpected that they prioritise the language they already know. Algerians consider French to be more significant for national and international communication. In certain regions of Algeria, it is a crucial connecting language between people of many ethnic and linguistic backgrounds "sometimes before MSA and AA" (Marouf, 2017).

1.6.1.2 The rationale behind the introduction of English in the Algerian Primary Schools

This experiment was not conceived with educational objectives in mind. However, other factors were also considered by policymakers. In fact, the timing of the deployment of this project illustrates this reality. The 90s in Algeria was a controversial period. The nationalism was at its peak. This philosophy perpetuates the phrase "one language, one nation."

Marouf stated, in Algeria, Islamists have sought to eradicate not only the French language but also the ancient Amazigh culture. The Arabisation Policy's advocates criticised language classes that included the French language. As a result, they attempted all options in an attempt to abolish the language at the expense of English. The people of Algeria generally approved of this language due to its status as the publicly-requested neutral language. A major goal of the Arabisation effort was to eliminate French's dominance as the de facto colonial

language by making English a viable alternative or even the only option for instruction (Marouf, 2017).

According to Miliani, language planning during the time was political and based on individual decisions, rather than educational goals and standards. In addition, he believes that the introduction of English as a first language was not a success in terms of pupil choice, reflecting the disparity between the educational decisions and the expectations of those who were not told about this project. In fact, there were 3,197 pupils enrolled in English as a first language program in 1995-1996, but only 834 in 1997-1998. Three years following the decision, in 1996, the number of registered pupils opting for English was significantly less than that of pupils opting for French: 60,000 pupils registered over four years versus 2 million pupils. This experience came to a close, and French assumed its position as the first foreign language taught in elementary schools (Miliani, 2000, p. 13-29).

As a result, it is understood that teaching French to young pupils is not optional. Also, the child's daily existence prior to schooling included this language. He learns a few words and phrases, but only a small amount, of the language. The majority of respondents have favourable impressions of the English language. The respondents' interest in English is particularly high because of the global status of the language. The influence of the English language on worldwide trade, commerce, and the dissemination of scientific and technological information are also noteworthy. While many in Algeria believe that it is imperative that their children begin learning French as early as possible, policymakers have decided that French is the sole foreign language that must be taught in schools. As a result, it is important to craft a deliberate language policy with the intention of encouraging a more favourable view of the English language. This could happen at the same time as efforts to raise the profile of this language, particularly in the realms of corpus development and prestige planning. As an example, the difficulties with the country's linguistic landscape might be resolved through micro-level language planning that takes into account the wants and needs of the local population as well as external factors. The question of whether the populace will continue to recognize French as the country's favoured foreign language, despite the fact that its status is falling in comparison to English, is a valid one (Marouf, 2017).

1.6.1.3 The inappropriateness of planning

Marouf stated, the inadequacy of planning contributed significantly to the failure of English in elementary schools. There was neither information on the project nor clarification regarding the pupils' future study plans. In a country where French is used in public domains such as banks, post offices, and businesses, these pupils are unable to complete a form in French. Regarding this case, learners feel deceived by the severity of the problem. In addition, their command of the English language is limited. The majority quit learning English as a first foreign language at various levels. Therefore, they do not learn English as their first foreign language neither French as their second foreign language (Marouf, 2017).

1.7 Perspectives and Challenges of Teachers and Pupils During the First Attempt of Implementing English at Primary Schools in Algeria

Despite the fact that the language of instruction in Algeria is primarily Arabic or French, Algerian decision makers who recognise the critical role played and held by the English language aim to implement the use of English at all levels of education to correspond with the globalisation process. It is widely acknowledged that English is widely spread over the world due to its role as an international lingua, which opens the door for its integration into every country's educational system, particularly at the primary level. It commonly acknowledges that there is strong correlation between the processes of learning and teaching in which both processes can affect each other; either in a negative or positive way.

When talking about what led to the failure of implementing English as a first foreign language at primary schools of Algeria in the 90s, teachers believed that the main impediment to this promotion of English is tied to the colonial experience, which continues to affect the post-colonial period. Because the colonial language, French, is inherited in all aspects of life, Francophobic sentiments have remained intact despite the long period of independence (Kouicem, 2019).

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Another barrier to English promotion was the decisions of policymakers. Obviously, as a result of historical reasons, governmental actions reinforced colonial customs and practises, and French remained Algeria's first foreign language throughout the independence period. In other words, the ongoing promotion of French is mostly motivated by political considerations. Other teachers explained that some policymakers are more devoted to France because of their political allegiance, despite the fact that English is more needed in our country. Another political barrier mentioned by some teachers is that our government employees employ French in their everyday operations and in the media. As an example, the majority of ministers speak French better than the official language, Arabic. As a result, modifying the status of the French may endanger the country's political stability (Kouicem, 2019).

An additional political impediment is the application of the monolingual system or the Arabisation system; for a foreign language to be successfully mastered, it should be learned simultaneously with the mother tongue: a bilingual system. The widespread use of Arabisation in education is to blame for having a poor mastery of both French and English. This prompted policymakers to advocate for English as a language of instruction alongside Arabic in order for Algerian pupils to preserve their identity and stay connected to the global world (Kouicem, 2019).

Last but not least, teachers blame parents as they played a significance role in hindering the implementation of English in Algeria's primary schools in 90s, as this policy soon went out of action as most of Algerian parents preferred French for their children.

Another problem that led to failure of English instruction at primary schools in Algeria according to the pupils in this period is that teachers of English were not fully qualified as well as there was a lack of audio-visual materials, books, journals, and magazines.

Indeed, Algeria maintains the French language as it is, fearing a more complex linguistic problem if English is updated as a first foreign language. One cannot deny that the prestige of English in relation to the past is promoting; nonetheless, actions surrounding the incorporation of English in Algeria are not particularly daring due to the widespread French survival. This difficulty in breaking away from the established historical language explains why Algeria will not easily abandon the colonial past.

1.8 Teaching English Language at Primary Schools in the Arab Region

1.8.1 Differences between Arabic and English languages

Several languages share certain similarities, but the differences between Arabic and English are significant. Because each language evolves, even those from the same language family or branch may diverge. As a result, it's not surprising that English and Arabic, which are from separate language families, will have significant differences. English is a member of the broad Indo-European language family. It is classified into three primary branches: East Germanic languages, North Germanic languages, and West Germanic languages. English is a member of the West Germanic languages branch, which is further subdivided into the Anglic linguistic variations of the North-Sea Germanic group. Arabic, on the other hand, is an Afro-Asian language family member of the Semitic languages group. The most widely spoken Semitic languages are Arabic, Amharic, Tigrinya, Hebrew, Tigre, Aramaic, and Maltese (Racoma, 2021).

English is the world's third most spoken language, with 379 million people speaking it as their native language. English is spoken in 137 different countries. In contrast, Arabic is spoken in 59 nations. It is the first language of 319 million people and the fifth most spoken language in the world (Racoma, 2021, para. 3).

Arabic is the official language of Egypt, Iraq, Libya, Saudi Arabia, and Algeria, as well as other nations in the Middle East and North Africa. Muslims of all ethnicities are familiar with it because it is the language of the Holy Book Quran. There are numerous Arabic dialects, yet only one unified version is taught in schools and used by the media throughout the Arab world. As previously stated, Arabic is a Semitic language, as opposed to English, which is a member of the huge Indo-European language family. When Arabic pupils utilise English, there is a high possibility of interference errors. Its alphabet, grammar, vocabulary, and so on is all quite distinct.

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1.8.2   Background of Teaching English in the Arab Countries and the Challenges Encountered

English has become an important language for higher education and science, technology, research, business, and trade in the 21st century. The English language is playing a crucial part in the process of the globe becoming a global village, as the borders between nations continue to dissolve. English, being the language of globalisation, has prompted changes in the language education policy of many countries throughout the world, making it a crucial subject in the school curriculum. Nations are attempting to incorporate the teaching of English in their school systems so that their younger generations can keep pace with global developments by seeking and exploring knowledge, and developing themselves better through the education of English, and thus become more tolerant, responsible, and law-abiding members of the culturally diverse world in which we live. The policies of Middle Eastern and North African nations have been comparable. According to Al-Khatib (2008, p. 42):

> Teaching English in particular is gaining importance rapidly in the region, not only
> because the language is seen as a valuable resource for the people's modernisation
> drive, but also because it has a significant impact on all aspects of their everyday lives.

Teaching English as a foreign language in schools is not a simple endeavour, and a number of variables contribute to the challenges encountered while delivering successful foreign language instruction. Thus, this has been the subject of examination by numerous experts around the world. Hindi (2012) argues that teaching English as a foreign or second language is a challenging but rewarding career choice for both novice and seasoned teachers. The role of appropriate methodology in EFL teaching has also been investigated, and it has been determined that one of the reasons teachers have been unable to assist their pupils in using English as a tool for self-expression and achieving their communicative goals has been the methods of instruction (Mukattash, 1983). Zughoul (1983), Mukattash (1983), and Suleiman (1983) validated this finding in regards to Arab EFL learners, stating that Arab EFL learners encounter challenges due to inefficient teaching strategies. Aktas (2005) reported similar findings, saying that the employment of the instructional approach relates to EFL learning difficulties among Arab pupils. This may be due to EFL school teachers' excessive usage of Grammar Translation in the classroom. As Khan (2011) correctly argues, the majority of research have indicated that Arab

pupils ' difficulties in learning English stem mostly from poor teaching methods and improper language contexts. Many studies have also linked ineffective EFL instruction to a lack of EFL teacher training. As acknowledged, the effectiveness of English language education is largely dependent on the preparation of EFL teachers. In many instances, however, EFL teachers do not obtain adequate or significant training in teaching. According to a study conducted by Shehdeh (2010), the issues facing teachers in the majority of Arab nations are the absence of a genuine environment and a dearth of professional training. According to Allen (2008), "the majority of primary school teachers have an insufficient command and training of English to be able to teach it effectively, and instructors with inadequate subject knowledge have very little confidence, if any" (p. 2).

Alkhawaldeh (2010) also claimed that Jordanian English language school teachers lack both professional training and training in the use of current technology in the classroom, which negatively impacts the teaching and learning process. According to Al-Seghayer (2014, p.21), Saudi English language teachers have received essentially little in-service teacher training despite having taught English in public schools for almost a decade.

According to Al-(2014) Seghayer's study, the teachers of English complained, in particular, about the lack of teaching aids on the walls and the learners' inadequate ability in English, which remains below expectations. Moreover, according to Shehdeh (2010), schools in the majority of Arab nations lack relevant teaching resources, such as wall charts, flash cards, posters, audio and visual aids, language teaching and learning softwares, e-learning resources, and well-equipped language and computer laboratories, among other facilities.

1.9 Examples of English Instruction in Elementary Schooling in Certain Arab Nations

Arab Ministries of Education have shown a growing interest in starting to teach foreign languages during the previous two decades. The following is a presentation of Arab countries' experiences in teaching English in public schools.

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1.9.1   Hashemite Kingdom of Jordan

Teaching English in public schools in Jordan began with the first grade of primary school since 2001, instead of the fifth grade that was previously used. It is taught in the first grade of primary school, with (5-6) lessons per week and it is compulsory. The method of teaching English in Jordan does not depend on a specific method, but rather takes from all known methods according to what is required by the educational situation and the level of pupils (Al-Omari and Bin Abdul-Rahman, 2009).

1.9.2   Syrian Arab Republic

Although the Syrian Arab Republic was concerned in the past with teaching the French language as a second language in its public schools, due to the French military presence in the country for quite some time, yet English began to gradually enter the Syrian educational policies. Until 2002, French and English were taught in public schools in the fifth grade, and pupils did not have the option of choosing their second language (French or English). Instead, they had to accept the results of a lottery held at the start of each year. In 2003, the Ministry of Education issued a decision (introducing the French language as a basic subject in Syrian school curricula for those studying English as a second language, and introducing English as a basic subject in Curriculum, for those studying French as a second language, so that learning the native second language begins in the first primary class, as opposed to learning the second added language in the seventh grade) (Bishr, 2010).

1.9.3   Arab Republic of Egypt

Teaching English in Arab Republic of Egypt educational institutions began with the first grade of primary school in the academic year 2003/2004, with three weekly sessions increasing to four in the fourth grade of primary school. In terms of teaching methods, the Egyptian Ministry of Education chose the communicative method, emphasizing listening and speaking

abilities. To ensure this, the Ministry chose to limit itself to oral exams in the first grade of primary school (Al-Damegh, 2010).

1.9.4   Libya

In order for Libyan pupils to become successful global citizens and participate in today's dynamic global village, the Libyan government has also set a policy to promote English language instruction in schools for Libyan children. While commencing in the "1940s at the end of World War II under British authority in the northern half of Libya" (Mohsen, 2014), first efforts lacked a systematic method. The successive governments devised a well-thought-out policy to introduce English language teaching at the elementary school level; yet, it encountered numerous obstacles for a variety of political reasons. Even though Libya is an oil-rich country with abundant financial resources, English language instruction has not been as effective and productive as anticipated. Partially, this may be due to the lengthy western sanctions the country had to endure, and partially to poor administration and the absence of a well-designed, result-oriented program to meet the goals and objectives of the English language instruction.

All Libyan pupils begin learning English about age eleven, during the fifth grade of primary school. The English textbooks studied by pupils are not written and developed by Libyan teachers or educators, but by a British company. This has many implications for the problems faced by the Libyan EFL school teachers as well as the pupils, as the textbooks do not reflect the local needs, levels, and sociocultural context. Furthermore, the textbooks contribute to the problems faced by the teachers and pupils, as they are something that is imposed on them and lack localization of the curriculum in its sociocultural context. The majority of English language instructors in Libyan schools are Libyan natives, and a bachelor's degree in English from any university or institute is sufficient to qualify for the position of English language teacher in school without the need for additional training or a teaching certificate. Hence, the majority of EFL teachers lack specific teaching training. The schools have a rudimentary infrastructure, but they lack advanced, much-needed resources such as functional language labs and other audio-visual aids to make instruction effective, engaging, and dynamic. In addition, the majority of

Libyan schools contain between 40 and 50 pupils each class on average (Pathan, Al Khaiyali and Marayl, 2016).

1.10 Challenges Faced by Arab Pupils in Learning English

It is believed that knowledge acquisition is a continual process that continues till death. Learning a language is an interesting and exciting process; in the same vein, teaching a child a language in the familiar settings of his house and in the company of his parents or loved ones is always the easiest and most enjoyable experience. In contrast, the experience of studying a second or foreign language in a classroom or school under the supervision of a professional tutor is altogether different and more difficult. Arabic has a very distinct structure and grammar compared to English, which makes it particularly difficult to learn English in the Arab world. Thus, Arabic learners perceive English to be an exceedingly difficult language to learn. As there is usually a connection between the learner's original language and the special challenges in learning and using English, they frequently make mistakes in English pronunciation, spelling, vocabulary usage, and grammar.

1.10.1 The influence of their first language, Arabic

The influence of their native language, Arabic, is one of the most main challenges Arab pupils encounter when acquiring English communication abilities. The dominance of Arabic as the official language of this region and the primary mode of communication among Arabs has similarly diminished the prestige of English among pupils. Arab pupils do not understand why they should make the effort to acquire a solid command of the English language or why they need to learn English when they can utilise their mother tongue to attain their life goals. (Alrabai, 2014). There are little possibilities for pupils to be exposed to English outside of the classroom, which is another big issue. As they leave the classroom, the situation changes drastically, and they return to L1 and tend to forget what they have learnt in class. Although though there are countless options, such as English FM Radios, English websites, and English newspapers, for

pupils to keep in contact with English, they rarely take advantage of them and continue to browse and manage their social media accounts in Arabic, their native language. Pupils prefer to watch English Movies with Arabic subtitles, despite the fact that they are extremely popular. In this instance, the pupils ' attention will not be on the movie's dialogue, but rather on the subtitles. As a result, watching movies is not particularly advantageous for language acquisition. The lack of sufficient English exposure in day-to-day activities discourages and prevents Arab pupils from achieving a high degree of English language fluency and proficiency. This lack of real-world situations outside of the classroom or the usage of Arabic in their day-to-day activities is the primary obstacle to the acquisition of preferred language proficiency in these nations, where kids have relatively little opportunities to speak English. In schools, therefore, English is viewed as a topic and not as a language of communication. With this technique, pupils study English with an examination-focused mindset. So, they do not prioritise developing the proficiency as a skill. Many of these represent serious barriers for pupils in acquiring command of the language, particularly in writing and reading.

1.10.2 The difference of structure

Arabic and English have entirely different grammatical structures, which causes confusion among pupils from Arab countries who are accustomed to the syntax of Arabic yet are learning English. The English and Arabic language families are distinct and distant. Arabic belongs to the Semitic family, while English belongs to the Western Germanic family. Thus, the grammars of these two languages are undoubtedly dissimilar. There are significant structural and syntactic differences between these two languages. This difference is the result of numerous variables. One of the issues is the sentence structures of the two languages. Arabic features both nominal and verbal sentences, while English exclusively has verbal ones. A nominal sentence does not require any type of verb; it consists just of two nouns. A grammatically proper English sentence should contain a subject, a verb, and an object. The sentence begins with the subject, then a verb, and then concludes with the object. Hence, there is an obvious pattern in the sentence form. Arabic, on the other hand, has primarily two distinct sentence patterns and, thus, two distinct structures (Al Muhtaseb). The vocal sentence is the initial sort of sentence. Verb +

Subject + Object describe the structure of this type. Thus, as can be seen, the order is distinct. The only similarity is in the constituent parts. In a verbal sentence, the verb comes before the subject, however in English, the subject always comes first. No verb is present in the nominal sentence, which is the second form of Arabic sentence. This form of sentences consists just of a subject and a verb. In English, the verbs in these sentences are in the 'be' form, but Arabic has no verbs. As a result, pupils in the Arab world frequently make errors in sentence construction when writing or speaking English. Although it is common knowledge that each language has its own structure and order, pupils frequently make this error. Pupils must overcome this obstacle if they wish to increase their English proficiency.

1.10.3 Absence of some sounds

Arabic has fewer vowels and diphthongs than English and places a greater emphasis on articulation than English. Furthermore, glottal stops are used before initial vowels. Arabic features both short and long vowels, unlike English, which only has short vowels. "Harakat" (short vowels) are mostly utilised to instruct pupils in textbooks, whilst long vowels help prolong the short vowels. In addition, they experience several difficulties in acquiring English pronunciation, particularly with unfamiliar speech sounds that do not exist in their mother tongue, as Arabic speech sounds such as the do not have analogues in the English language (glottal stops) In contrast, the Arabic language lacks numerous English-speaking sounds, such as: / p / (pen /pen/), / ŋ/ (writing / raitŋ/, / ʒ / (pleasure / pl əʒə /), /v/ (van / v ae n/). Hence, as a result of these differences in the speech sounds of both languages, Arab pupils encounter difficulties while learning English, since they struggle to grasp these sounds correctly and later find it difficult to write correctly as well. And therefore, interference from the mother tongue and the absence of specific consonants in each language influence the writing and pronunciation of a number of English terms.

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1.10.4 Different writing style makes reading and writing difficult

It is a well-known fact that Arabic is written from right to left, whereas English appears backwards to Arabic speakers. As a result, Arabic speakers find books and reading texts to be extremely difficult and confusing. Adults in particular would find it more perplexing, and they may progress more slowly in the early stages of learning English than those who have studied both languages since childhood. In addition, Arabic does not distinguish between uppercase and lowercase characters, and although punctuation is introduced in elementary school as part of the writing system, it receives less attention or care. As a result, it is usual for Arabic learners to mix capital and small letters inside phrases and not use enough full stops, and they frequently find writing and reading English to be very difficult.

Due to its global renown, English proficiency has become an obligatory requirement for the Arab world. In today's society, it is impossible to disregard the significance of English language study. The abundant opportunities presented by its expertise inspire pupils to dig deeply into the ocean of information. The aforementioned issues can be resolved by both the educator and the pupil taking corrective action. The remedy to these barriers is a tutor's motivation and a pupil's fervour and vigour. Nonetheless, additional research is required in the disciplines of language acquisition and learner psychology.

Teaching English language in primary schools in the Arab region has both unique perspectives and challenges. From the teacher's perspective, they need to balance the need for language acquisition with cultural sensitivity and an understanding of the pupils' first language and culture. There are also language-specific challenges, such as pronunciation, which can be difficult for pupils with a different linguistic background. For children, learning English can present challenges such as the need to adjust to a new teaching style and curriculum, which may be quite different from their first language. Additionally, there may be cultural differences that affect their ability to communicate effectively, such as social norms, values, and beliefs. However, the benefits of learning English for pupils in the Arab region are numerous. It is a widely spoken language and opens doors to greater opportunities for education and employment, as well as providing access to a wealth of information and resources. In conclusion, teaching English in primary schools in the Arab region requires a holistic approach that considers the

perspectives and challenges of both teachers and pupils. It is important for teachers to create an inclusive learning environment and to support pupils in developing their language skills and cultural understanding.

1.11 Reasons for Learning a Foreign Language

1.11.1 Foreign language

Foreign language learning and teaching relate to the teaching or study of a non-native language outside of its native environment. Language plays a vital role in human existence. It is a tool for thinking, connecting with others, and expressing one's demands, which is one of the mechanisms by which society advances. The preservation and continuation of language education is a priority for many nations in order to showcase their advantages, retain their identities, and demonstrate their civilizational, human, and social qualities.

Learning a foreign language facilitates communication and increases mutual comprehension, thus contributing to a better world. Due to their potential to broaden and strengthen sources of science and information, the modern world has a remarkable interest in foreign languages. In 2004, 146 countries participated in a UNESCO meeting, and in their international charter, they stressed the significance of multilingualism and the benefit of studying many foreign languages, which leads to the diversity of cultures in the world, which heightens people's cultural and national identity (UNESCO, 2004).

According to Tagliante (2006), the foreign language is the language studied by those who do not speak it as their native tongue. Defays (2003) stated that in the beginning, the methods used to teach foreign languages were the same as those used to teach the mother tongue, but that eventually a differentiation was formed between the two. According to Defays (2003), the extent of foreign language is determined by a number of variables and dimensions, including:

- The physical dimension: this refers to the geographical distance and the challenge this distance provides for direct communication between language learners and native speakers, even in the era of social media.

- The cultural dimension: it is the variation in lifestyle, social, environmental, economic, and intellectual situations and practices, as well as interpersonal relationships. Even if two countries are close geographically, their cultural traditions may be vastly distinct.

- The linguistic dimension: it is defined by the distance or proximity of the learned language to the learner's native tongue in terms of the language family, i.e., its origin. The distinctions can be of several types, including language, grammar, rhetoric, writing, etc. There is no requirement for interdependence between the languages.

1.11.2 Benefits to teach a foreign language for children

According to Vanthier (2009), there are numerous reasons to teach children a foreign language, including:

- In order to assist the child, overcome barriers and embrace diversity, it is important for him to learn a second language, as well as his native tongue. This will allow him to connect with people from other backgrounds and give him a broader perspective on the world.

- Teaching a child, a foreign language will help him communicate with others because he will learn the language in its original functions in life, as he tells, asks, answers, understands, and gives instructions in various contexts of life, and therefore this language enables him to act with others and helps him to communicate. Therefore, it serves him the same way his mother tongue does.

- Developing a child's meta-language perception, a child who learns a foreign language becomes accepting of communication in new linguistic ways; therefore, in order to develop his language, he must first become accustomed to feeling and thinking in his native language, and then compare it to the language he has learned.

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1.11.3 Factors that lead to the failure or success of foreign language education

Learning a foreign language is a difficult process because there are various interconnected aspects that contribute to the learner's success or failure in this sector.

1.11.3.1 Reasons for failure

- Learners' unwillingness: The failure of the process of learning foreign languages is mostly attributable to the learners' unwillingness to devote sufficient time, effort, and focus to this endeavour.
- Low expectations of success: this obstacle is most commonly attributable to the learner's personality, who may have convinced himself, or his family or friends may have convinced him, that he will not be successful in learning a foreign language.
- Material, organisational, and psychological shortcomings: these deficiencies are frequently the responsibility of the community, i.e., the authorities charged with administering and directing the educational process.
- Inadequate training for teachers: the lack of material resources required to improve conditions is the cause of this shortfall.
- Ineffective education and insufficient attention to learners: here lies the blame on the teachers. On the other hand, society and those in charge of the language teaching profession have the duty of arranging things and seeking positive change.

1.11.3.2 Reasons for success

It is the obligation of the community, those in charge of the profession of language teaching, teachers, and pupils to ensure the success of the process of teaching foreign languages.

- Society: There must be supportive attitudes toward learning a foreign language in society. Furthermore, individuals in charge of administering the educational process must try to create an effective educational environment that promotes success in foreign language learning.

- Those in charge of the profession of foreign language teaching: Those in this profession should assist instructors in a variety of ways, including providing materials, information, vocational centres, and professional development.

- Teachers: they need adequate training, appropriate curricula and appropriate materials. Above all, instructors must be committed to their pupils.

- Learners: each learner must be a willing pupil, invest the necessary time and effort, and demonstrate the essential social collaboration in order for the educational mission to be successful.

1.12 The Ideal Age for Teaching English to Children

Language, as a means of communication, is extremely vital in human social relationships. The English language is the first foreign language that we must teach to children at a young age due its status as being a lingua franca. The major goal of teaching English in the early years of schooling is to prepare young pupils to be ready and confident in learning English at higher levels of education.

Determining the right age to begin teaching a second language to children is one of the most difficult topics confronting decision makers in education ministries around the world. This difficulty is compounded by the increased necessity to teach a second language, particularly English, which combines numerous characteristics to be one of the most essential bridges for knowledge transmission in the current day.

One question remains: when should children begin English lessons? There is no general agreement: some experts recommend beginning English classes with youngsters aged 3-4 years old, while others propose waiting until they are more conscious (5-6 years), and yet others believe that learning English from the first grade is optimum (OKC.Media, n.d.). The most significant point is that all theorists agree that children should begin studying English in the early years of elementary school.

1.13 Conclusion

This chapter aimed to provide a comprehensive understanding of the challenges and perspectives associated with teaching English at primary schools in Algeria. It began by examining Algeria's linguistic profile and language policy, highlighting the significance of Arabic, Tamazight, and French as a foreign language. The rivalry between English and French in Algeria was explored. The thesis investigated the integration of English in the Algerian curriculum, while also addressing the limitations. Additionally, it analysed the failure of the first attempt to teach English in primary schools, identifying contributing factors and lessons learned. The presentation explored English instruction in other Arab nations, addressing challenges faced by Arab students in learning the language. The reasons for learning a foreign language and the ideal age for teaching English to children were discussed, emphasising the cognitive, academic, and cultural benefits associated with language acquisition.

Chapter Two Research Methodology

2 Chapter Two: Research Methodology

2.1 Introduction

While the preceding chapter provided a review of the research literature, the current chapter explains the research methodology used in data collecting, including the approaches and methods used to perform this study. Furthermore, it describes the participants in this study. Finally, two approaches are used to acquire data for this research necessity: semi-structured interviews and observation.

Every research is based on primary sources in the form of research instruments to collect data and produce reliable findings. Thus, our investigation is dependent on the utilisation of qualitative data rather than quantified data using semi-structured interviews with teachers and observation of pupils during their learning sessions. The present study adopts qualitative research methods in order to seek people's perspectives, attitudes, or opinions on a specific issue or institution (Kothari, 2004) which is the investigation of challenges and perspectives faced by primary school teachers at Remchi's Primary Schools in teaching English as a foreign language.

2.2 Research Methodology

The act of obtaining knowledge in order to answer questions or solve problems is generally referred to as research. In this regard, Leedy and Ormrod (2001) described research as a way of gathering data, analysing it, and interpreting it in order to comprehend a phenomenon. Likewise, according to Creswell (2012), research is defined as "a process of steps used to collect and analyse information to increase our understanding of a topic or issue" (p. 3). This means that research is an organised process of answering questions, developing hypotheses and gathering proof or statistics, analysing data, and reaching some conclusions, either in the form of a solution to the problem or in certain assumptions for specific empirical formulations. The primary goal of research is to gather information and generate new

perspectives on various topics (Kothari, 2004). Indeed, the purpose of research is to gather fresh information to supplement an individual's prior knowledge.

According to Creswell (2014), qualitative research is the meaning that individuals or groups assign to a social or human issue. Similarly, Shank (2002) defines it as a type of systematic empirical investigation of meaning. According to Vanderstoep and Johnston (2009), "qualitative research produces narrative or textual descriptions of the phenomena under study" (p .7).

2.3 The Sample Population

Sampling is the act of selecting a suitable sample from a big population (Trachoma, 2006). Similarly, Polit (2001) defined sampling as the choosing of a group of people, events, attitudes, or other components from which to conduct a study. Furthermore, Fraenkel, Wallen, and Hyun (2012) defined a research study's sample as the group from which information is acquired.

The sample population is a critical component of any research in the social and language sciences. According to Babbie (2009, p. 199), "Population is the theoretically specified aggregation of study elements… A study population is that aggregation of elements from which the sample is actually selected." As a result, researchers must gather detailed information about the beliefs and behaviours of the target group. According to Cohen, L., Manion, L., & Morrison, K. (2007, p. 92), "They often need to be able to obtain data from a smaller group or subset of the total population in such a way that the knowledge gained is representative of the total population under study. This smaller group or subset is the sample". Thus, the sample provides the information needed to test hypotheses and answer research question (Perry, 2005).

Utilising a sample or sampling in research saves money and time. If suitable sampling is utilised in any study, it does not cause many constraints such as extensive usage of instruments and technology in anticipating the research result. Sampling can uncover

previously undiscovered information and achieve optimum estimation accuracy. To acquire accurate results, sampling is employed (Cohen et al, 2007).

The case study in this field work is on third-year pupils at three primary schools (BELMAHI BOUNOUAR, MEDJAOUI RACHID, RAMDAN MOUKHTAR) in Remchi city, as well as English teachers at the same schools. Therefore, the sample population includes teachers of the same subjects and pupils from the same level. The overall population of the target population was 114 pupils, and 3 teachers. The three schools in Remchi city were selected for the case study due to their availability and accessibility for the research, being primary schools, they provided an appropriate setting to examine the English language learning experiences of third-year pupils, considering their developmental stage. The selection of 114 pupils was based on the total population of third-year pupils across the three primary schools. By including all the third-year pupils, the study aimed to encompass a representative sample size that would provide comprehensive insights into the English language learning context in Remchi city. Similarly, the choice of three teachers was guided by the number of English teachers available at the selected schools. By involving multiple teachers, the study aimed to capture a range of teaching practices, perspectives, and experiences related to English language instruction. In conclusion, the selection of three schools, 114 pupils, and three teachers was made to ensure a balanced representation of the target population and to gather sufficient data to address the research objectives effectively, within the available resources and time constraints.

2.3.1 Teachers' Profile

The teachers sample consists of 3 teachers. They were interviewed and were asked to answer 12 questions about the topic of the conducted research. The 12 questions revolve around various themes related to teaching English to young pupils, incorporating technology in English lessons, engaging struggling pupils, assessing pupils progress, addressing varying levels of proficiency, incorporating English as a foreign language in primary schools, the future of English language teaching, selecting foreign languages for primary schools, common misconceptions about learning English, and the impact of Algeria's linguistic landscape on

language teaching and learning. In summary, these 12 questions aim to gather insights, strategies, opinions, and experiences related to teaching English to young pupils, including challenges, solutions, motivations, assessment, proficiency levels, misconceptions, and the broader educational context.

2.3.2 Pupils' Profile

The pupils sample consists of 114 pupils studying at the third level at primary schools.

2.4 Observation

One of the most important tools a researcher may employ to obtain data is observation. It is a valuable tool for gathering concrete, realistic, and direct data. According to Mason (1996, p. 60): "Observations are methods of generating data which involve the researcher immersing himself or herself in a research setting, and systematically observing dimensions of that setting, interactions, relationships, actions, events and so on within it. "

Observation entails systematically describing people's behavioural tendencies. In this sense, researchers Marshall and Rossman (1989, p. 79) described observations as: "the systematic description of event, behaviours, and artefacts in the social setting chosen for study".

In our study, the observation takes place within the classroom of four different classrooms in Remchi at three different schools. In this chapter, we attempted to observe pupils' and teachers' challenges and perspectives on learning English as a foreign language. We attended the lessons with their teachers there and we took notes to enhance our research, we attended two sessions in each of four different classrooms at three different schools from April 23rd to April 27th, 2023. In terms of research ethics, we got permission to conduct research and collect data in these three schools prior to doing fieldwork by submitting a written request to the director of each school, which was stamped by the supervisor and the head of the department, as well as approval from the director of education (Check appendix E and F, p. 104-107).

The observation template used in the research is the Classroom Observation Grid developed by Robert J. Marzano, a renowned educational researcher. This choice was made because the template provides a systematic framework for observing and evaluating various aspects of classroom instruction. It aligns with the research objectives of examining teaching practices related to English language instruction in primary schools. The template allows for the comprehensive observation of instructional strategies, classroom management, pupils engagement, and assessment techniques. It is widely recognised, validated, and commonly used in educational research, enhancing the reliability and validity of the findings. The adoption of this observation grid provides a standardised framework for data collection and analysis, facilitating comparison and generalisation of results across different classrooms and contexts (Check appendix C, p. 100-101).

2.5 The Interview

The interview is yet another oral tool for gathering information. An interview is a data collection tool that includes questioning and answering between the interviewer and interviewee. It is a discussion that the researcher initiates by asking specific questions to gather data, Cannell and Kahn (1968) defined an interview in this context as: "a two-person conversation initiated by the interviewer for the specified by research objectives of systematic description, prediction, or explanation" (as cited in Cohen, 1994, p. 271). The interview serves as the most important tool in the qualitative method. It is the most effective method for assessing people's perceptions, meanings, and definitions of real-world situations (Punch, 2009).

The primary goal of an interview is to obtain and record information from subjects or witnesses. An interviewee answers questions and an interviewer guides the conversation during a research interview. Interviews are an effective method for gathering information about people's opinions, and they can be conducted face to face.

The positive aspect of using interviews as a method is that it allows respondents to bring up issues that the interviewer may not have anticipated. The purpose of the interview is to learn about participants' emotions, feelings, and opinions about a specific research topic.

In our study, the interview takes place within the classroom, we met the teachers and we organised a semi-structured interview, they were asked to answer 12 different questions, and their responses were recorded by phone and interpreted later, each interview lasted around 20 minutes. Before the interview we provided the consent forms and information sheets to the teachers (Check appendix A and B, p. 92-99).

2.6 Data Analysis and Interpretation

2.6.1   Observation Analysis and Interpretation

The analysis of data is an important stage in reporting the research findings. As a result, our primary interest in this section will be the analysis of the results collected from the observation of participants.

The observation took place in a total of four classrooms at three different primary schools in Remchi. We were able to attend the lessons and were able to observe the challenges and perspectives of the pupils and teachers on learning English as a foreign language. The primary process of data collection was by taking notes. The observation sheet was divided into five primary concepts: classroom environment, curriculum and materials, pupils' behaviour, teacher behaviour, and language learning outcomes. Each category includes various characteristics that were used as tools to assist the data collection process.

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2.6.1.1   Classroom environment

- *Physical classroom arrangement:*

In general, all four classrooms appear to have similar physical characteristics, such as medium size with high ceilings, clear pathways for pupils to move around, adequate natural and artificial lighting, and comfortable temperatures. However, there are some distinctions between them that may have an impact on the learning environment.

Classroom 01: set up in classic pairs, with the teacher's desk in the front. The furniture is uncomfortable and in mediocre shape, and there is insufficient storage room for pupils' belongings. The classroom lacks appropriate decoration.

Classroom 02: set up in a medium-sized U-shape, with the teacher in the centre of the pupils. The furniture is similarly uncomfortable and in mediocre condition, but each pupil has an archival box in which to put their belongings. There are also no appropriate decorations in this classroom.

Classroom 03: identical to Classroom 01 in that standard pairs' arrangement are used and the teacher's desk is located at the front. There is, nevertheless, plenty of storage space for pupils' stuff. This classroom is also lacking in essential décor.

Classroom 04: is also set up in classic pairs arrangement, with the teacher's desk in the front. The furniture is comfy and in good shape, and there is plenty of room for pupils' stuff. This classroom, like the others, is devoid of appropriate décor.

Based on these observations, Classroom 04 appears to provide the most comfortable and conducive studying environment, with comfortable and well-maintained furnishings and enough of storage space for pupils' stuff. It is crucial to note, however, that the lack of relevant decorations in all four classes may have an impact on pupils' participation and interest in the subject being taught.

- *Use of visual aids and technology:*

There appears to be a lack of utilisation of visual aids and technology items to help the teaching and learning process in all four classrooms. Teachers in all four classrooms utilised only a few pictures, and in two of them (Classrooms 02 and 04), they used their mobile phones and speakers to play a music linked to the lesson.
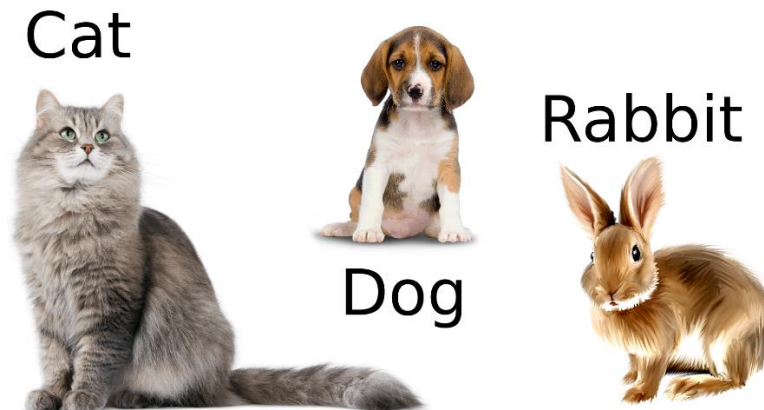
Figure 2.1. Examples of pictures utilised throughout the lesson

This absence of visual aids and technological resources may impede pupil involvement and comprehension of the information being taught. Visual aids like diagrams, charts, and videos can help pupils understand complex concepts, while technology like projectors, tablets, and laptops can make learning more dynamic and engaging.

It may be worthwhile to investigate how teachers in these classrooms might include additional visual aids and digital resources into their teaching practises to improve pupil learning and engagement. This might involve training and resources for instructors on how to utilise these technologies successfully, as well as investing in classroom technology and equipment.

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- *Classroom atmosphere:*

According to the observations, the four classrooms appear to have significant differences in pupil participation and classroom climate.

The majority of the pupils in Classrooms 01 and 02 were active and attentive, and the classroom environment was one of positivity and respect. The teacher was encouraging and approachable, and he provided opportunity for pupils to collaborate through peer-based activities. This implies that these classrooms may be better suited to learning and pupil involvement.

The majority of the pupils in Classroom 03 were engaged and attentive, and the teacher was encouraging and friendly. However, a lack of collaborative opportunities for pupils may have hindered their engagement and motivation.

The majority of pupils in Classroom 04 were not active and attentive, and more than half were afraid to participate in classroom discussions. The classroom environment lacked positivism and respect, and the pupils were very noisy and chaotic. This indicates that there may be problems with classroom management and pupil behaviour in this classroom, which may be hurting pupil engagement and motivation.

Overall, the findings indicate that fostering a good and respectful classroom climate, encouraging pupil participation, and giving chances for collaborative work may be crucial variables in enhancing pupil engagement and motivation. To better meet the requirements of their pupils, teachers may need to reconsider their teaching methodologies and classroom management techniques.

- *Noise levels and disruptions:*

Based on the observations of the four distinct classrooms, it appears that the noise levels and pupil behaviour in each classroom varied significantly.

For the most part, the noise level in Classroom 01 was reasonable, but disruptive pupils were creating noises that interfered with instruction and other pupils' learning. Furthermore, pupils were talking over one another and racing for the answer, which could have created a chaotic learning environment.

The noise level in Classroom 02 ranged from normal to non-existent. Despite the fact that the teacher had instructed them to raise their hands, pupils were still talking over one another and rushing for the answer. This behaviour may nevertheless have a negative impact on some pupils' learning experiences.

The noise level in Classroom 03 was normal, and pupils were asking for permission from the teacher before offering responses or asking questions. This demonstrates a level of respect for the teacher as well as an appreciation of the importance of an organised learning environment.

The noise level in Classroom 04 was disturbing, and a significant group of pupils weren't sticking to the teacher's norms, rushing their answers and engaging in negative behaviour. This type of behaviour can create a challenging learning environment and have a detrimental influence on pupils learning.

In conclusion, it is clear that the noise level and pupil behaviour in a classroom can have a significant impact on the learning environment. To guarantee that all pupils can learn well, teachers must establish clear behavioural expectations and constantly enforce them.

2.6.1.2 Curriculum and materials

- *Use of textbooks and other material:*

According to the observations reported, textbooks do not appear to be the primary source of instruction used by any of the three teachers in the four observed classrooms. They instead rely on a restricted set of items, such as pictures, phones, speakers, and the board.

Classrooms 01 and 02 appear to employ the fewest supplies, with the teacher in Classroom 01 using only pictures of pets, while the teacher in Classroom 02 using only pictures of animals and a phone to play a song. This shows a lack of variety in teaching methods, which may have an impact on pupil engagement and learning outcomes.

Classrooms 03 and 04 use a slightly broader range of materials, with the teacher in Classroom 03 using the board, pictures, phone, and speakers to display songs, and the teacher in Classroom 04 using the same tools. However, the lack of textbooks and a broader range of instructional materials may continue to limit the effectiveness of teaching and learning in these classrooms.

In general, these observations indicate that the four teachers may benefit from broadening their usage of teaching materials beyond photos and cell phones to include textbooks and other resources that might support a more thorough and engaging learning experience for pupils.

Table 2.1. *Types of Instructional Materials Used by the Observed Teachers.*

Classroom	Primary Source of Instruction	Teaching Materials
01	Not textbooks	Pictures of pets
02	Not textbooks	Pictures of pets and phone
03	Not textbooks	Board, pictures, phone, speakers
04	Not textbooks	Board, pictures, phone, speakers

- *Lesson plans and objectives:*

Based on the observations, it appears like the teachers in all four classrooms defined the course objectives correctly. The objectives of the lesson were specific, attainable, relevant, and time-bound, and they were matched with the national standards for the subject being taught. Furthermore, the lesson objectives were relevant and meaningful to the pupils, and they were linked to prior knowledge and experiences.

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Assessments were used in both Classrooms 01 and 02 to gauge pupils' progress and inform instruction at the end of the class. This demonstrates that teachers use formative evaluations to assess the efficacy of their lesson and alter their instructional tactics as necessary.

Classrooms 03 and 04, on the other hand, do not have assessments to track pupils' progress and inform instruction at the end of the class. As a result, teachers may lack a clear knowledge of whether or not their teaching strategies are effective, thus limiting the effectiveness of education.

Only a few pupils in Classroom 04 understood the lesson objectives, which could be attributed to a lack of engagement with the teaching. To boost pupil interest and comprehension, teachers must create an interesting and stimulating learning environment.

In summary, the teachers in all four classrooms defined the lesson goals correctly and linked them with national standards. However, the lack of assessments in Classrooms 03 and 04, as well as the low engagement of pupils in Classroom 04, indicate areas where teachers' instructional practises can be improved to better support pupil learning.

- *Language learning strategies and techniques:*

According to the observations, the amount of pupil engagement in language learning activities varies significantly throughout the four classrooms.

Only half of the pupils in Classroom 01 were actively engaged in language learning activities, while the other half were passive learners. This could be due to a lack of original materials as well as technological limitations. Using a mix of real materials and technology can help children's language learning become more interesting and meaningful.

Three-quarters of the pupils in Classroom 02 were actively engaged in language learning activities, while the remainder were passive learners. While the teacher played a song on his phone, there was a lack of other types of technology, and the use of authentic materials

was insufficient. To further engage children in language learning activities, the teacher should explore combining more technology and real resources.

Only one pupil was passive in Classroom 03, where all pupils were actively engaged in language learning activities. Although it is commendable that the teacher was able to engage all pupils without the use of technology, it may be beneficial to incorporate technology or other resources to further enhance the learning experience.

Only a few pupils were actively engaged in language learning activities in Classroom 04, while the rest were passive learners. This implies that the teacher should use more engaging methods of instruction or provide more opportunity for pupil engagement and practise.

As a whole, adding authentic materials and technology, as well as opportunities for pupil participation and practise, can help boost pupil engagement in language learning activities. Teachers must also assess pupil participation and change their teaching strategies as needed to serve all pupils in the classroom.

2.6.1.3 Pupils' behaviour

- *Participation levels and engagement in learning:*

Based on the observations, the four separate classrooms can be interpreted as follows:

Classrooms 01 and 02 appear to share similar favourable traits. Both teachers established the course objectives correctly, matched them with national standards, and produced meaningful and relevant objectives for the pupils. Furthermore, both teachers included collaborative learning activities that promote participation and engagement, resulting in a positive classroom environment. The primary difference between the two classrooms is that Classroom 02 lacked authentic resources and only employed a limited sort of technology, potentially limiting the variety of teaching approaches.

Classroom 03 had a teacher that appropriately identified class objectives, connected with national standards, and created relevant and meaningful objectives. However, assessments were not used to assess pupils' progress and inform instruction at the end of the lesson. Despite the lack of technological use, the classroom climate remained healthy due to the mutual tolerance and admiration for variety that was observed.

Classroom 04 had a teacher that appropriately set course objectives but failed to engage pupils in class discussions or include collaborative learning activities, resulting in low pupil engagement. The objectives were in line with national standards, but pupils were uninterested in listening to the teacher, resulting in an uncomfortable classroom climate due to a lack of mutual tolerance and appreciation for variety.

In a nutshell, Classrooms 01 and 02 had positive features and engaging teaching approaches, while Classroom 03 demonstrated positive characteristics but lacked assessments, and Classroom 04 showed a lack of engagement and a poor classroom environment. The data suggests that a combination of appropriately established course objectives, the use of collaborative learning activities, the employment of authentic resources and technology, the use of assessments to track pupil progress, and a healthy classroom climate characterized by mutual tolerance and appreciation for variety are key factors in creating a successful classroom environment that promotes pupil engagement and learning.

- Pupils' *interactions (with teacher and peers):*

These four classroom observations show that the classroom setting, teacher approach, and behaviour of pupils can all have significant effects on pupil engagement, participation, and communication abilities.

Classrooms 01 and 02 appear to have comparable good characteristics, with the majority of pupils actively engaged in learning activities and the teacher used collaborative learning approaches that fostered participation and engagement. Furthermore, the pupils in these classrooms interacted with the teacher and their peers in a positive and respectful

manner, resulting in a healthy classroom environment. The only significant difference was that Classroom 02 had a higher percentage of pupils who were good communicators.

Although pupils in Classroom 03 demonstrated high levels of participation and communication skills, the teacher did not use collaborative learning activities to encourage participation and engagement.

In contrast, Classroom 04 exhibited low levels of pupil involvement and participation, as well as negative interactions with the teacher. There was an obvious absence of collaborative learning activities and pupil communication skills in this classroom, indicating a potentially toxic learning environment.

In conclusion, the findings indicate that a good and respectful classroom climate, combined with collaborative learning activities that encourage involvement and engagement, can lead to greater levels of pupil engagement, participation, and communication skills.

- *Attentiveness and motivation:*

Based on the observations, it appears that Classroom 01 and Classroom 02 share characteristics such as active and passive learners, as well as the teacher's use of the same learning strategies on multiple occasions. However, when compared to Classroom 01, Classroom 02 appears to have a higher level of engagement, with fewer passive learners. Both classrooms use positive reinforcement such as rewards and recognition to motivate pupils.

Classroom 03, on the other hand, demonstrates a positive trend in which all pupils actively participated in class discussions and activities, displaying a real interest in the topic being taught.

Finally, just a few pupils in Classroom 04 were actively participating in class discussions and activities, demonstrating a real interest in the material being taught, while the majority were passive learners. Overall, active involvement and interest in the topic being taught appears to be best in Classroom 03 and lowest in Classroom 04.

In conclusion, Positive reinforcement strategies, such as rewards and recognition, are used in all observed classrooms to motivate pupils. However, the data suggests that the teacher's approach plays a crucial role in determining the level of pupil engagement and interest in the topic being taught. The differences in the level of engagement and motivation may be attributed to the teacher's approach and the use of effective strategies that engage pupils in the learning process.

- *Use of target language by pupils:*

According to the findings of these four classroom observations, only half of the pupils in Classroom 01 were actively participating in class discussions and activities, and while most were attempting to use the target language, the majority were not comfortable and confident in their use of the language. The teacher was observed repeatedly adopting the same learning approaches, which may have led to some of the pupils' lack of involvement.

Three-quarters of the pupils in Classroom 02 were actively engaged in class discussions and activities, and the majority were attempting to use the target language, with the majority feeling reasonably comfortable and secure in their use. The teacher was seen employing the same learning approaches as before, but the positive reinforcement approach utilised to inspire pupils, such as clapping and thanking them, may have led to the higher level of engagement.

All of the pupils in Classroom 03 were actively engaged in class discussions and activities, and the majority of them were attempting to use the target language with ease and confidence, indicating a higher level of engagement and motivation. The teacher's approach, which allowed pupils to ask questions, share their perspectives, and receive feedback, may have contributed to the high level of involvement seen.

In Classroom 04, few pupils were actively participating in class discussions and activities, and only a few were trying to use the target language with comfort and confidence. It was observed that the teacher was providing opportunities for pupils to ask questions, discuss their opinions, and receive feedback, but the negative interactions and lack of

engagement may suggest that the teacher's approach may not have been effective in motivating and engaging the pupils.

Overall, the data suggests that the teacher's approach can have a significant impact on pupil engagement and motivation, and a variety of approaches should be utilised to improve pupil participation and confidence in using the target language.

2.6.1.4 Teacher behaviour

- *Creates learning environments that welcome, challenge, and support all pupils:*

Based on the observations, it appears that Classrooms 01, 02, and 03 all had welcoming, safe, and inclusive classroom environments for all kids. Teachers in these classrooms also used active learning practises to engage pupils in their studies.

Classroom 04, on the other hand, offered a welcoming and safe environment, but pupils lacked respect and displayed disinterest towards their study. Despite the teacher's efforts to treat pupils equally and equitably, certain pupils' negative attitude may have hampered everyone's learning experience in the classroom.

Overall, the findings indicate that positive classroom environments and effective teaching methods can result in more engaged and courteous pupils. However, it is also important to recognise that individual pupil behaviour, even in a well-managed classroom, can have an impact on the classroom dynamic.

- *Teaching methods used by the teacher:*

Based on the observations, it appears that teachers in Classrooms 01, 02, 03, and 04 generally used direct instruction and cooperative learning as instructional methodologies. Except for the use of a phone and speakers to play a song in some cases, none of the classrooms appeared to integrate technology into teaching.

However, there was some variation in the use of formative assessment, which is a useful tool for assessing pupil learning and progress throughout the learning process. Formative assessment was employed in Classrooms 01 and 02, but not in Classrooms 03 and 04.

All in all, the findings show that teachers in these classes may benefit from using a broader range of instructional strategies as well as introducing technology into teaching in order to better engage pupils and improve the learning experience. Furthermore, formative assessment can be a valuable tool for evaluating pupil progress and identifying areas where additional support may be required.

- *Teacher language and use of target language:*

Based on the observations, it appears that teachers in Classrooms 01, 02, 03, and 04 used the target language in the classroom to explain topics, and they also employed nonverbal signals, repetition, and clarification to promote pupil understanding.

However, there was some variation in how pupils used their native language, Arabic. instructors in Classrooms 01 and 02 ignored pupils' native languages and solely used the target language, but instructors in Classrooms 03 and 04 utilised Arabic in addition to the target language when necessary.

The observations of the teachers' language ability indicate that the teachers in all four classrooms had a good to exceptional command of the English language.

As a whole, the findings indicate that using the target language and nonverbal cues to aid pupil comprehension can be effective teaching strategies. However, when appropriate, using pupils' native language may be beneficial to some pupils.

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Table 2.2. *Language Usage by Teachers in the Four Classrooms.*

Classroom	Target language use	Native language use
01	Yes	No
02	Yes	No
03	Yes	Yes
04	Yes	Yes

- *Classroom management and discipline techniques:*

According to the observations, the instructors in Classrooms 01 and 02 appear to be providing an enjoyable and respectful learning environment for their pupils by modelling proper behaviour and attitudes, creating norms for participation and respect, and employing positive reinforcement. Positive interactions with pupils were also displayed by teachers in classes 03 and 04, although with some restrictions. The teacher in Classroom 03 established participation rules and offered positive reinforcement. The teacher in Classroom 04 battled to maintain control of the class, and the class rules were ignored. While this teacher attempted to use positive reinforcement techniques such as cheering and clapping, as well as promising pupils' gifts and extra points, these methods did not appear to be effective in managing the class. Overall, teachers must model acceptable behaviour, establish rules for involvement, and employ positive reinforcement to foster a good and respectful learning environment.

- *Interaction with pupils (e.g., questions, feedback, gestures):*

According to the observations, all four teachers appeared to be actively engaged with their pupils, generating a good and respectful classroom climate, and utilising nonverbal cues to encourage pupil knowledge and involvement. However, none of the teachers asked open-ended questions frequently to encourage critical thinking and pupil engagement. Furthermore, while the first three teachers provided clear and practical feedback, positive feedback, and constructive criticism to motivate pupils, the fourth teacher appeared to struggle with

classroom management and resorted to threats of punishment and parental involvement to control pupil behaviour. Overall, it appears that the first three classrooms were more effective than the fourth in producing a positive and productive learning environment.

2.6.1.5 Language learning outcomes

- *Pupil language proficiency levels:*

According to the observations, there appears to be a difference in language proficiency among the children in the four different classrooms.

Most of the pupils in Classroom 01 lacked language competency, notably in their ability to articulate their ideas and opinions coherently. They also had difficulty reading in the target language. However, the vast majority of pupils could write correctly and had readable handwriting.

It was found in Classroom 02 that the majority of the pupils had strong language skills, as they were able to clearly explain their views and opinions. While the majority of pupils could write correctly, more than half of them couldn't read.

Most of the pupils in Classroom 03 demonstrated strong language skills, as seen by their ability to articulate their ideas and opinions clearly. Some pupils, however, struggled with reading because they mixed the pronunciation with the French language. The vast majority of pupils could write correctly and had legible handwriting.

Most of the pupils in Classroom 04 had inadequate language ability, since they were unable to articulate their ideas and opinions clearly. Furthermore, the pupils had difficulty understanding spoken language. While the majority of pupils were able to write correctly, they had some difficulties reading because their pronunciation was mixed with the French language.

Thus, it is critical for teachers to recognise and address their pupils' varying levels of language proficiency in order to provide appropriate support and help them develop their skills.

2.6.2 Interview Analysis and Interpretation

We divided the interview into two parts, each with six questions: the first regarding the challenges, and the second about the perspectives.

2.6.2.1 The Challenges

Question 01: What do you think are the biggest challenges in teaching English to young pupils, and how do you overcome these challenges in the classroom?

Comment 01:

All three teachers are reflecting on their experiences of teaching English to young learners. Teacher 1 notes that young learners are enthusiastic to learn and use English in their daily life but maintaining their motivation and love for the language is a challenge. This teacher suggests creating a supportive classroom environment by encouraging open communication and boosting a sense of community among pupils.

Teacher 2 acknowledges that teaching English as a new subject to children can be quite challenging, and it is difficult to keep them engaged in the lesson. However, this teacher is making an effort to provide the best possible teaching strategies to keep them motivated, including using visual aids like pictures and videos, fun games and activities, and positive feedback.

Teacher 3 agrees that maintaining the attention and interest of young pupils in the topic being taught is difficult. This teacher employs a variety of strategies such as songs, stories, and

visual aids to make studying enjoyable and to assist pupils in maintaining focus and interest. This teacher also emphasises the importance of establishing an enjoyable and secure classroom where pupils feel safe and motivated to learn, relying on praise and positive remarks to increase their confidence.

In general, all three teachers acknowledge the challenges of teaching English to young learners, but they also offer strategies to maintain motivation and engagement, such as creating a supportive classroom environment, using visual aids and fun activities, and providing positive feedback and praise.
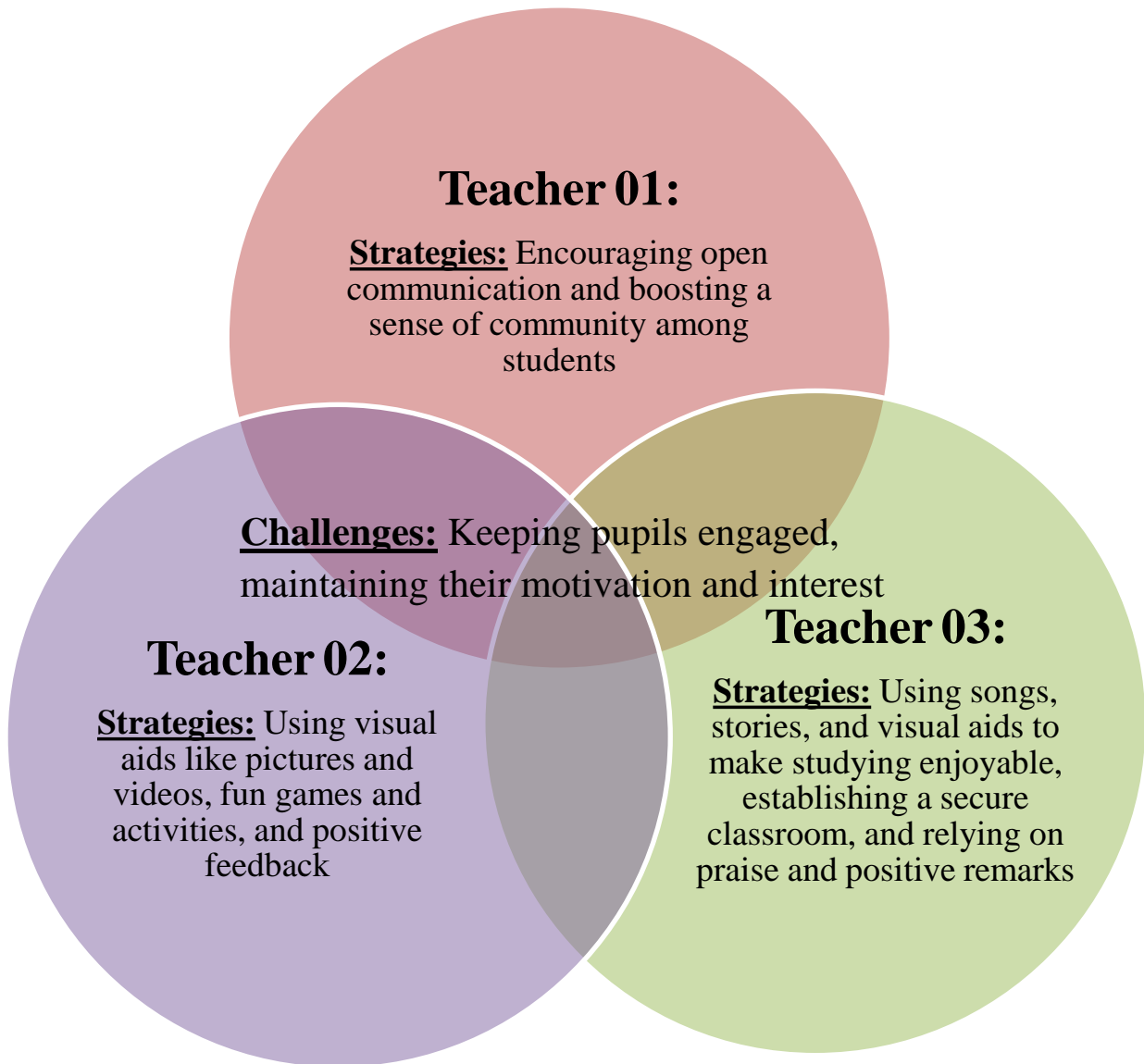
Figure 2.2. Venn diagram summarizing the challenges faced by each teacher and the corresponding strategies they employed.

The text within the diagram reads:

Teacher 01:
Strategies: Encouraging open communication and boosting a sense of community among students

Challenges: Keeping pupils engaged, maintaining their motivation and interest

Teacher 02:
Strategies: Using visual aids like pictures and videos, fun games and activities, and positive feedback

Teacher 03:
Strategies: Using songs, stories, and visual aids to make studying enjoyable, establishing a secure classroom, and relying on praise and positive remarks

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Question 02: Do you face any difficulties in incorporating technology into your English lessons for primary school pupils, and if so, how do you overcome them?

Comment 02:

The three educators share a mutual concern regarding the scarcity of technology materials in educational institutions. However, they differ in their approaches to tackle this problem.

Teacher 1 regards technology as a critical instrument to enrich young pupils' learning experience, as they are already familiar with technology in their daily lives. He believes that technology can provide interactive and engaging learning opportunities that maintain pupils' motivation and interest in learning English. Although this teacher acknowledges the deficiency of technology materials in schools, he strives to provide his pupils with the best possible resources within his means.

Teacher 2 places emphasis on the necessity of technology in teaching and learning. Despite acknowledging the inadequacy of technology materials in schools, he endeavours to involve his pupils with the available resources, such as pictures, flashcards, songs, and videos on his phone or laptop.

Teacher 3 faces the challenge of ensuring that technology is accessible to all pupils, as it is not provided by the schools. Recognising the limitations of the technology provided, he incorporates it to complement traditional teaching methods.

Overall, the three teachers have distinct approaches to address the issue of the lack of technology materials in schools. While they all acknowledge the significance of technology in enhancing the learning experience, each one utilizes the available resources to overcome the challenges they face.

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Question 03: How do you engage pupils who may struggle with English and keep them motivated to learn?

Comment 03:

The three teachers discussed the strategies they use to help struggling pupils in their English language classrooms.

Teacher 1 emphasises the use of competition as a motivator, both in individual and group settings, in order to encourage pupils to do their best.

Teacher 2 mentions using Total Physical Response (TPR) as a learning method to engage struggling pupils by linking listening to physical activities.

Teacher 3 emphasises the importance of creating a safe and encouraging learning environment for all pupils, using relevant situations from life, interactive activities like games and role playing, and providing both critical criticism and praise to struggling pupils to help boost their confidence.

Overall, it seems that all three teachers recognize the importance of motivating struggling pupils and are actively seeking ways to engage them in the learning process. They all use different methods to achieve this goal, but the overarching theme is one of creating a positive and supportive environment for all learners.
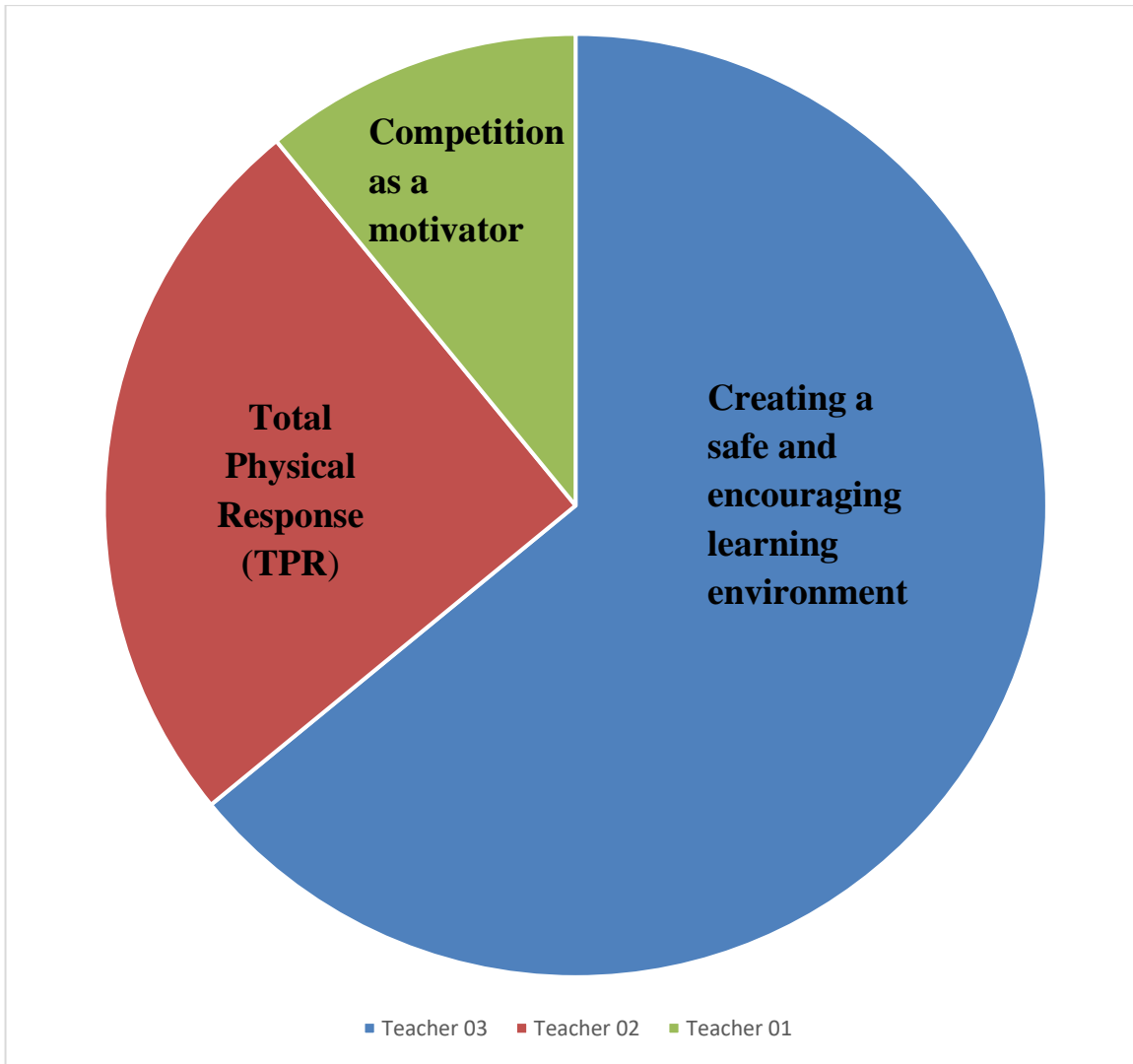
Figure 2.3. Strategies Used by the Three English Teachers to Support their Struggling pupils

Question 04: How do you keep yourself motivated and enthusiastic when faced with challenges in teaching English to primary school pupils?

Comment 04:

All three teachers exhibit dedication to their profession and take active steps to maintain motivation and engagement. Teacher 1 expresses enjoyment in teaching but faces difficulty due to the challenge of working across five primary schools. Teacher 2 recognizes the obstacles of teaching English to young pupils, but counters this with a range of strategies such as attending workshops, seeking feedback, and emphasizing the impact they have on their pupils' lives. Similarly, Teacher 3 emphasises the importance of motivation, focusing on pupils' development, adopting a lifelong learner mentality, cultivating a positive mindset, and practicing self-care. Collectively, these approaches demonstrate the teachers' recognition of the challenges of their profession and their commitment to continued learning, growth, and wellbeing. The benefits of these strategies are likely to extend to the pupils, creating a smoother and more engaging learning process.

Question 05: How do you assess the progress of your pupils' English language learning, and what strategies do you use to address any gaps in their understanding?

Comment 05:

According to the observed data, all three teachers recognize the significance of assessments in teaching. Assessments provide crucial feedback on pupils learning and allow teachers to evaluate the effectiveness of their instruction. Teacher 1 stresses the need for daily assessments, both formative and summative, to ensure that pupils stay engaged in the learning process and progress is closely monitored.

Teacher 2 relies on formative assessments during class lessons and repetition of key vocabulary and concepts to monitor pupil's progress. This approach enables the teacher to identify learning gaps early and provide differentiated instruction to support struggling pupils.

Similarly, Teacher 3 values regular feedback on pupil performance and encourages pupils to reflect on their learning progress. The teacher emphasises the importance of identifying pupils' strengths and weaknesses and providing individualized support to pupils struggling with English language learning.

Overall, the observed data highlights the importance of assessments in teaching and the different strategies employed by the teachers to monitor pupil progress and provide individualized support. These approaches demonstrate a pupil-centred approach to instruction, emphasizing ongoing reflection and feedback to promote pupil learning and growth.

Table 2.3. *Assessment Strategies Employed by Three Teachers.*

Teacher	Assessment Strategies
01	Daily assessments, both formative and summative, to monitor pupils understanding and progress over time
02	Formative assessments during class lessons and repetition of key vocabulary and concepts
03	Regular feedback on pupils' performance, encouraging reflection on learning progress, individualized support for pupils struggling with English language learning.

Question 06: How do you address the challenge of working with pupils who have varying levels of English proficiency in the same classroom?

Comment 06:

The observed data indicates that all three teachers are aware of the challenge of dealing with varying levels of English proficiency among their pupils. They employ different

strategies to address this challenge, such as adjusting teaching methods and materials, implementing differentiated instruction, and encouraging peer collaboration and group work.

Teacher 1 emphasises creating a positive classroom environment through blended teamwork, individual work, and pair work to reach lesson objectives and goals. Teacher 2 focuses on making the learning process enjoyable and setting realistic goals for each pupil based on their abilities, while also emphasizing peer collaboration and group work. Teacher 3 utilizes a variety of teaching strategies, materials, and resources to adjust to different learning styles, including visual aids and peer learning.

Overall, the observed data suggests that these teachers recognize the importance of addressing individual pupil needs and promoting a collaborative classroom environment in order to effectively teach pupils with varying levels of English proficiency.

Table 2.4. *Strategies Employed by Teachers to Address Varying Levels of English Proficiency.*

Teacher	Strategies Employed
01	Adjusting teaching methods and materials, implementing differentiated instruction, blended teamwork, individual work, pair work
02	Making learning enjoyable, setting realistic goals for each pupil based on their abilities, peer collaboration and group work
03	Utilizing a variety of teaching strategies, materials, and resources to adjust to different learning styles, visual aids, peer learning

2.6.2.2 The Perspectives

Question 07: What are your thoughts on incorporating English as a foreign language in primary schools?

Comment 07:

The data examined the opinions of the three teachers regarding the introduction of English as a foreign language in primary schools in Algeria. All three teachers agreed that learning English can have significant academic and professional benefits. They acknowledge that English is widely spoken around the world and fluency in the language can open doors to various career paths.

Teacher 1 underscored the practical benefits of learning English, such as improving job prospects across multiple industries and facilitating international communication. Teacher 2 emphasized the advantages of starting English instruction at a young age when language acquisition is most effective. Teacher 3 believes that the decision to introduce English is a crucial step towards globalisation and a better future for upcoming generations.

In summary, the data portrays a positive outlook towards incorporating English as a foreign language in Algerian primary schools. The teachers believe that learning English can provide numerous opportunities for pupils and enhance their future prospects. They also recognise the value of early exposure to English for effective language acquisition and effective communication with people from diverse cultures.

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Question 08: Could the English language as the language of globalisation supplant French in the Algerian educational system?

Comment 08:

The observed data consists of the three teachers' perspectives on the status and importance of French and English in the Algerian educational system.

Teacher 1 acknowledges the historical significance of French in Algeria, but notes that young learners show a preference for English due to its growing importance in global commerce and technology. The teacher expresses optimism about the future of English in Algeria.

Teacher 2 admits a personal bias towards English but recognizes the importance of learning multiple languages, including French. The teacher believes that young pupils can learn multiple languages if the educational system is enhanced to meet their needs.

Teacher 3 recognizes the necessity of learning English for the upcoming generations and acknowledges the complexity of the situation in Algeria, where the educational system is heavily tied to French. The teacher suggests that English could replace French as the second foreign language in Algeria while still recognizing the value of learning multiple languages, including French and English.

Overall, the data suggests a growing recognition of the importance of English in the global context and the value of multilingualism. The perspectives of the three teachers reflect a nuanced understanding of the complex cultural and historical factors that influence language learning in Algeria.

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Table 2.5. *Perspectives on French and English in the Algerian Educational System: A Comparison of Three Teachers' Views.*

Teacher	Perspective	Summary
01	Acknowledges historical significance of French but notes preference for English among young learners due to its growing importance in global commerce and technology. Optimistic about the future of English in Algeria.	English is preferred by young learners due to its importance in global commerce and technology.
02	Admits personal bias towards English but recognizes importance of learning multiple languages, including French. Believes that young pupils can learn multiple languages if the educational system is enhanced to meet their needs.	Learning multiple languages is important and can be achieved with an enhanced educational system.
03	Recognizes the necessity of learning English for upcoming generations and suggests that it could replace French as the second foreign language in Algeria. Recognizes the value of learning multiple languages, including French and English.	English is necessary for upcoming generations and could replace French as the second foreign language. Learning multiple languages, including French and English, is important.

Question 09: What are your thoughts on the future of English language teaching in primary schools, and what changes or advancements would you like to see?

Comment 09:

All three teachers express optimism about the future of English language teaching in primary schools in Algeria, citing the growing importance of English in the global context. They also agree that changes and advancements need to be made to ensure the success of the program.

Teacher 1 emphasises the need for collaboration between officials, authorities, and teachers to achieve the program's aims. Teacher 2 notes the shortage of hourly volume for teaching English and the lack of technology tools, and highlights the importance of teacher preparation and development. Finally, Teacher 3 suggests that the integration of technology is a must to achieve high levels of language acquisition among pupils, and that objectives should focus on communicative competence and the ability to use language effectively in real-life contexts.

Overall, the teachers seem to have a clear understanding of the challenges facing English language teaching in Algeria and are advocating for a more innovative and effective approach that can meet the needs of young learners and prepare them for success in a globalized world.

Table 2.6. *Perspectives of Teachers on the Future of English Language Teaching in Primary Schools in Algeria.*

Teacher	Perspectives	Suggestions
01	Optimistic about the future of English language teaching in Algeria	Highlights the need for collaboration between officials, authorities, and teachers to achieve program aims.
02	Believes that the future of English teaching in Algeria is promising	Notes the shortage of hourly volume for teaching English and the lack of technology tools. Emphasises the importance of teacher preparation and development.
03	Sees a bright future for English language teaching in primary schools in Algeria	Stresses the need for changes and advancements to make the program more innovative. Suggests that the integration of technology is a must and that objectives should focus on communicative competence and the ability to use language effectively in real-life contexts.

Question 10: What criteria should be considered while selecting whether or not to teach foreign languages in primary schools?

Comment 10:

The three teachers share a common belief in the importance of teaching foreign languages, specifically English, in primary schools. Teacher 1 underscores the necessity of equipping future generations with skills and means to face the challenges of a rapidly evolving world, and recommends drawing from similar programs in other countries for valuable insights and experience.

Teacher 2 stresses the significance of considering pupil and societal interests, along with the availability of resources, including qualified teachers and adequate materials, in implementing foreign language instruction. Teacher 3 highlights the importance of resources, such as funding, and pupil interest and motivation as critical elements for the project's success.

Overall, the teachers recognize the value of teaching foreign languages in primary schools, while acknowledging the obstacles involved, such as resource limitations and pupil engagement. They advocate for a holistic approach that factors in pupil needs and interests, resource availability, and international best practices.

Question 11: In your experience, what are some of the most common misconceptions that pupils and parents have about learning English in primary schools?

Comment 11:

The trio of educators have identified a range of misunderstandings concerning the teaching of English in primary schools. The first teacher highlights that some pupils and their parents initially view learning English as hard, as the focus on Arabic and French is traditional. However, this perception shifts over time as the significance of English in contemporary society becomes evident.

The second teacher remarks that there are misconceptions among pupils and parents regarding the introduction of English as a new subject in primary schools. These include fears about language interference and doubts regarding the ability of young children to acquire multiple languages.

The third teacher also identifies misconceptions about teaching English in primary schools. These misconceptions encompass the notion that the sole aim of learning English is to pass exams, rather than fostering communication skills. Moreover, some individuals view learning English at a young age as impractical and challenging.

Collectively, the teachers acknowledge the presence of these misunderstandings and advocate for a more holistic approach that challenges these misconceptions and underscores the importance of English proficiency in enabling effective communication in today's world.

Question 12: How do you think the linguistic landscape of Algeria impacts language teaching and learning in schools?

Comment 12:

The three teachers' observations shed light on Algeria's distinctive linguistic landscape and its impact on teaching and learning English. Teacher 1 emphasises the need for teachers to recognize the diverse language needs of learners in Algeria's multilingual context, advocating for an inclusive approach to language teaching that considers cultural backgrounds and proficiency levels. Teacher 2 sees Algeria's linguistic diversity as a positive, providing pupils with exposure to various cultures and languages that can broaden their horizons and foster appreciation for diversity. In contrast, Teacher 3 highlights the challenges posed by Arabic and French's dominance in Algeria's linguistic landscape, which creates competition with English and may cause tension for pupils and parents. These observations suggest that a context-specific approach is necessary to teach English in Algeria, acknowledging the unique linguistic and cultural backgrounds of learners and leveraging the country's linguistic diversity to enhance the learning experience.

2.7 Discussion of the Results

2.7.1 Discussing the results of the observation

It can be concluded from the results of the observation that this study provides valuable insights into challenges and perspectives in teaching English at the primary school level.

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Having a conducive and comfortable studying environment is crucial part of the learning process, by creating a comfortable and conducive studying environment, you can increase your ability to learn, retain information, and ultimately achieve your academic goals. From the observation done we saw that the four observed classrooms had a good classroom environment with some slight variations between them, However, the study notes that the lack of relevant decorations in all four classrooms may have an impact on pupil participation and interest in the subject being taught. Our study suggests integrating visual aids and digital resources and investing in classroom technology and equipment, as they were lacking, which can improve pupil learning and engagement. The study also highlights the importance of fostering a good and respectful classroom climate, encouraging pupil participation, and providing opportunities for collaborative work in enhancing pupil engagement and motivation, and also suggest that teachers should consider rethinking their teaching methodologies and classroom management techniques to better meet the needs of their pupils. Additionally, the study emphasises that the noise level and pupil behaviour in a classroom can significantly impact the learning environment. Therefore, it is essential for teachers to establish clear behavioural expectations and consistently enforce them to ensure that all pupils can learn effectively. In general, the research offers useful understandings about the challenges and perspectives of teachers and pupils when teaching English to elementary school pupils. The results propose that there is room for enhancements in the way classrooms are designed and teaching approaches are utilised to boost pupils' participation and motivation, which can eventually result in improved academic achievements.

The study indicates that there are some challenges faced by primary school teachers in teaching English, specifically in terms of the materials and resources used in the classroom, as well as the lack of assessments and low pupil engagement in some classrooms. The teachers in all four classrooms were able to correctly define the lesson goals and link them to national standards, which is a positive finding. However, the study suggests that teachers can improve their instructional practices by incorporating a variety of teaching materials. One of the recommendations made in the study is for teachers to use textbooks and other resources that can support a more thorough and engaging learning experience for pupils. The study also suggests that adding authentic materials and technology, as well as opportunities for pupil participation and practice, can help boost pupil engagement in language learning activities.

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Teachers are also encouraged to assess pupil participation and change their teaching strategies as needed to serve all pupils in the classroom.

According to the data obtained, there are numerous aspects that contribute to the creation of a healthy classroom environment that encourages pupil involvement and learning. The study emphasises the necessity of having well-defined course objectives that provide pupils with clear directions and objectives. Collaborative learning activities, such as group discussions and peer-to-peer learning, have also been shown to be successful in increasing pupil engagement and involvement. Furthermore, the study found that integrating authentic resources and technology, such as real-life materials and online learning platforms, can be beneficial in terms of increasing pupil engagement and motivation. The study also emphasises the importance of assessments in tracking pupil development and offering feedback on areas for improvement. Furthermore, the study indicated that a positive classroom climate characterised by mutual tolerance and respect for diversity is an important component in fostering pupil involvement and learning. Furthermore, the study suggests using positive reinforcement techniques to motivate pupils, such as rewards and recognition. However, the data indicate that the teacher's approach is important in affecting pupil involvement and interest in the material being taught. As a result, the study recommends implementing effective strategies that involve pupils in the learning process in order to increase pupil participation and confidence in using the target language.

The study's results offer useful data about the challenges and perspectives of teachers and pupils in teaching and learning English at the primary school level. It highlights the importance of creating a positive classroom environment that supports pupils' learning and well-being. Effective teaching methods and a range of instructional strategies can be used to engage pupils and improve their learning experience. Formative assessment can be a valuable tool for evaluating pupil progress and identifying areas where additional support may be required. The study also emphasises the importance of individual pupil behaviour and how it can impact the classroom dynamic, even in a well-managed classroom. Therefore, it is crucial for teachers to model acceptable behaviour, establish rules for involvement, and use positive reinforcement to foster a respectful learning environment. The use of technology and the target language, as well as nonverbal cues, can be effective teaching strategies, but the use of the

pupils' native language may be beneficial to some pupils. Open-ended questions, clear and constructive feedback, and effective strategies for managing pupils' behaviour are also important factors in creating an engaging and productive classroom environment. The recommendations for using effective teaching methods and creating a positive learning environment can inform the practise of teachers and contribute to improving the quality of English language education at the primary school level.

Based on the findings of the research, it appears that there are significant challenges for teachers and pupils when it comes to teaching and learning English at the primary school level. An important takeaway is that teachers should be cognizant of their pupils' varying levels of language proficiency and provide suitable support to help them improve their language skills. The data indicates that some teachers may struggle to identify and address the needs of pupils who are struggling with English, and may not have the required training or resources to offer effective assistance. This, in turn, can lead to a range of challenges for pupils, such as reduced motivation and engagement in class, as well as lower academic achievement. Furthermore, the research suggests that pupils may face additional obstacles when learning English, including a lack of exposure to the language outside of school and difficulties in accessing resources and support. This can significantly impact their language development, which may have long-term implications for their academic and professional prospects.

2.7.2 Discussing the results of the interview

Question 01: Teaching English to primary school pupils can be challenging, and maintaining their motivation and interest is difficult. However, the three teachers offered strategies to overcome these challenges and create a supportive classroom environment. Open communication, fostering a sense of community, using visual aids, fun activities, and positive feedback were identified as effective means to promote pupil engagement and success. Overall, these strategies can assist educators in establishing a positive learning environment for young learners.

Question 02: The data collected from the three participating teachers in the study sheds light on the shortage of technology materials in educational institutions and how it poses a common concern among them. They all acknowledge the crucial role technology plays in enriching the learning experience of young pupils. Despite sharing this common ground, each teacher approaches the challenge of addressing the lack of technology materials in schools in their unique way. While some strive to provide the best possible resources, others aim to incorporate available technology resources creatively. The findings emphasize the importance of technology materials in the teaching process and highlight the need to consider teachers' perspectives and strategies when addressing this issue. Overall, the study indicates that a collaborative approach is essential to overcome the challenges posed by the scarcity of technology materials in schools and provide pupils with an engaging and stimulating learning environment.

Question 03: The data gathered from all three English language teachers offered significant insights into the strategies that they employ in their classrooms to assist learners who are struggling. Each teacher approached the problem differently, with one emphasising competitiveness, another employing Total Physical Response, and the third emphasising the formation of a positive and supportive learning environment. Despite their disparate approaches, all three teachers agreed on the necessity of inspiring struggling pupils and maintaining a positive classroom environment. The study's findings emphasise the importance of using a variety of teaching styles to meet the various learning demands of pupils. The study additionally points out the significance of having an encouraging and supportive learning environment in which pupils can thrive.

Question 04: The collected data from three English language teachers showed their dedication to teaching and maintaining motivation and engagement in the classroom. Despite facing different challenges, all three teachers demonstrated a commitment to ongoing learning, growth, and wellbeing. They acknowledged the obstacles of teaching and adopted various strategies to create an engaging and effective learning environment for their pupils.

Question 05: The observed data from three English language teachers shows that all three teachers recognize the importance of assessments in teaching. They use different strategies to monitor pupil progress and provide individualized support to struggling pupils. Teacher 1 stresses the need for daily assessments, Teacher 2 relies on formative assessments during class lessons, and Teacher 3 values regular feedback on pupil performance. These approaches emphasize ongoing reflection and feedback to promote pupil learning and growth.

Question 06: The data collected from three English language teachers revealed that they were aware of the challenge of teaching pupils with varied degrees of English proficiency. To address this challenge, they used a variety of approaches, including changing teaching methods, materials, and introducing personalised instruction. To effectively teach pupils with diverse levels of English competence, they also recognised the significance of addressing individual pupil needs and establishing a collaborative classroom environment.

Question 07: Given the data gathered from three English language teachers, they all agreed on the advantages of adopting English as a foreign language in Algerian elementary schools. Teachers recognise that proficiency in English can boost career opportunities and facilitate international communication, with Teacher 1 emphasising practical benefits, Teacher 2 highlighting the benefits of early language training, and Teacher 3 seeing it as a critical step towards globalisation. Overall, the research suggests that introducing English as a foreign language into Algerian primary schools is an excellent plan.

Question 08: According to the data obtained from three English language teachers, they recognise the value of learning both French and English in the Algerian educational system. While Teacher 1 observes a rising tendency for English, Teacher 2 emphasises the need of studying multiple languages, and Teacher 3 indicates that English could replace French as Algeria's second foreign language. The opinions of the three teachers reveal a comprehensive

awareness of the various cultural and historical elements that influence language learning in Algeria, emphasising the importance of multilingualism.

Question 09: According to the data collected from three English language teachers, English language teaching in primary schools in Algeria has a positive outlook, but improvements must be done to assure its success. To attain high levels of language acquisition, the teachers believe on the growing relevance of English in the global environment and emphasise the need of collaboration, teacher preparation and development, and technology integration. They also recommend that the objectives emphasise communication competence and the ability to utilise language effectively in real-life situations. Overall, the teachers claim for a more creative and effective strategy for addressing the needs of young pupil and preparing them for success in a globalised environment.

Question 10: Depending on the data obtained, the three teachers interviewed all agreed on the significance of teaching foreign languages, particularly English, in primary schools. They emphasised the importance of taking a comprehensive approach to overcoming challenges such as limited resources, pupil engagement, and a rapidly evolving world. The teachers advised drawing on similar programmes in other countries for useful insights and experience, emphasising pupil and society interests, resource availability, and pupil engagement as critical success factors for the project.

Question 11: According to the data gathered, there are various misconceptions about English education in primary schools. Teacher 1 observes that some children and parents first perceive learning English as difficult due to the traditional emphasis on Arabic and French, but this perspective changes over time. Teacher 2 expresses concerns about language interference and questions about young children's ability to learn multiple languages. Teacher 3 clarifies the common belief that studying English is only about passing examinations and that it is difficult for young pupils. The teachers desire for a more holistic strategy that addresses these misunderstandings and emphasises the importance of English competency in effective communication in today's world.

Question 12: The data gathered illustrates the impact of Algeria's linguistic landscape on English teaching and learning. Teacher 1 emphasises the importance of an inclusive approach that takes backgrounds and competence levels into account. Teacher 2 views Algeria's linguistic diversity as an advantage, whereas Teacher 3 emphasises the challenges caused by the dominance of Arabic and French. The findings point to the necessity for a context-specific approach that recognises learners' diverse linguistic and cultural backgrounds and uses the country's linguistic variety to improve the learning experience.

2.8 Research Findings

As a conclusion of the study conducted, this chapter gave an in-depth overview of the research methodology employed in this dissertation and served as a space to present the research findings from the observation and the interview, as well as to answer the research questions. Effective foreign language teaching for young children is indeed not limited to the appropriate methodology alone. While selecting the appropriate methodology is vital, it is only one of many aspects that contribute to successful language learning in young learners. Effective foreign language teaching for young children necessitates a holistic approach that takes into account the interplay of numerous other critical factors, such as the learning environment, the teacher's competence, the learners' motivation and learning styles, and the use of appropriate materials and resources.

Overall, this chapter has highlighted the rigour and comprehensiveness of the research methodology adopted for this study, which has enabled the exploration of the challenges and perspectives of teachers and pupils in teaching English at the primary school level.

2.9 Limitations

During the research process, several limitations were encountered that may have affected the outcomes of the study. It is important to acknowledge these limitations as they

provide insights into potential areas for improvement and further investigation. First, time constraints, it would be very helpful if we had more time to interview a larger number of teachers and observe more classrooms from other primary schools which would indeed yield more reliable results. Gathering data from a broader sample size can help provide a more accurate representation of the English language teaching practices in Algerian primary schools. Another limitation is about that little is known about English language teaching at primary schools in Algeria. English language teaching at primary schools in Algeria is a topic that may require further research as there might be limited information available. Also, the unavailability of teachers and pupils who were involved in the previous experience of teaching English in elementary schools in 1993 to provide additional information about the failure of the first attempt to implement English at primary schools. Finally, the time we began collecting data was inappropriate because it was the time for tests, and both teachers and pupils were busy.

3 General Conclusion

English language teaching at the primary school level is a topic of significant importance in today's globalised world. With English being the language of international communication and a requirement for academic and professional success, it is critical that children begin learning the language at an early age. However, teaching English at the primary school level presents several challenges for teachers and pupils alike.

The current study aimed to explore the challenges and perspectives of both teachers and pupils regarding the introduction of English language teaching in primary schools. The research consists of two main stages: the theoretical phase, which establishes a strong conceptual foundation and provides the basic ground for the study. On the other hand, the practical phase, which involves gathering data on the challenges and perspectives of teachers and pupils. The goal of this phase is to address the research questions by examining the topic through the lens of those involved. The research aims to gain insight into the English language teaching experiences of teachers and pupils. This includes an exploration of the challenges they encounter, the methods they employ to overcome these challenges, and their perspectives on the efficacy of the teaching strategies utilised.

The first chapter of the dissertation deals with the theoretical aspects of Algeria's linguistic situation at various points in history, as well as its language policy. Additionally, the chapter examines the role of English in the Algerian educational system, as well as the competition between English and French. The chapter also includes other big titles related to the literature review on the topic.

The second chapter of the dissertation is the practical aspect of the study. It involves analysing the observations of teachers and pupils, as well as the interviews with the teachers. This provides valuable empirical evidence to support the research. The findings indicate that introducing English to primary school pupils poses various challenges such as limited resources, lack of technological materials, language proficiency, limited class time, overcrowded classroom conditions, differences in learning styles and motivation. However,

the study also reveals positive perspectives from both teachers and pupils, such as their enthusiasm to learn the language and their determination to overcome challenges.

This dissertation aims to contribute to the field of English language teaching at the primary school level by documenting the challenges and perspectives of teachers and pupils. The study will provide valuable insights for teachers, policymakers, and researchers in the field of language education, with the aim of improving the quality of English language teaching at the primary school level.

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5 Appendices

5.1 Appendix A

English Version

<div align="center">

Participant Information sheet

</div>

Title of the Study: Teaching English at the Primary School: Documenting the Challenges and Perspectives of Teachers and Pupils at primary schools in Remchi.

I would like to invite you to take part in a research study. Before you decide you need to understand why the research is being done and what it would involve for you. Please take time to read the following information carefully. Ask questions if anything you read is not clear or if you would like more information. Take time to decide whether or not to take part.

Who I am and what this study is about?

My name is Embouazza Noureddine, and I am a Master Two student at the University of Abu Bekr Belkaid - TLEMCEN-, where I study Didactics in the English department. I'm conducting this study to supplement my research which is about the implementation of English in primary schools in Algeria, where my primary focus will be on documenting the challenges and perspectives of teachers and pupils at primary schools in Remchi.

Why have I been chosen?

Because of the nature of this study, the research sample was limited, the aim of the research is about documenting the challenges and perspectives of teachers and pupils concerning the implementation of English at primary schools, so the topic informs us about the opinions of two important groups in the education sector, teachers and pupils, and this why the study is limited to them.

Do I have to take part?

You need to understand that your participation is voluntary and the refusal to agree to participate will involve no penalty or loss of benefits to which you are entitled, and that you are free to withdraw at any time without giving any reason. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form if applicable.

What are the possible disadvantages and risks of taking part?

I guarantee that there will be no risk or harm in participating in this research process; all work will be done in your classroom with your approval. You have complete authority to point up any unexpected discomforts, disadvantages, or risks that develop during the research.

Will my taking part in this project be kept confidential?

All of the information we gather about you during the research will be kept totally confidential. You will not be recognised in any subsequent reports or publications.

Will I be recorded and how will the recorded media be used?

The audio and/or video recordings of your activities made during this research will be used only for analysis and for illustration in conference presentations and lectures. No other use will be made of them without your written permission, and no one outside the project will be allowed access to the original recordings.

What will happen to the results of the research project?

The results obtained in this study are likely to be published; you can obtain a copy of the published results either by visiting the library of the English Department at the University of Abu Bekr Belkaid - TLEMCEN-, or just by downloading a PDF copy of this thesis that will be available for free and keep in mind that you are not going to be identified in any report or publication.

Who should you contact for further information?

The Researcher: Embouazza Noureddine

Email: noureddineemb889@gmail.com

The Supervisor: Dr. Sarra Menal Ferkache

Email: ferkachesarramenal@gmail.com

النسخة العربية

ورقة المعلومات

<u>**عنوان الدراسة:**</u> تدريس اللغة الإنجليزية في المدارس الإبتدائية: توثيق تحديات ووجهات نظر المعلمين والتلاميذ في المدارس الإبتدائية لمدينة الرمشي.

<u>**مقدمة:**</u> أود أن أدعوكم للمشاركة في دراسة تتعلق ببحثي العلمي المندرج في سياق السعي لنيل شهادة الماستر في تخصص اللغة الانجليزية. قبل أن تتخذ القرار, أدعوك للتعرف على الغاية من إجراء هذا البحث و ماذا سيتطلب منك. يرجى أخذ الوقت الكافي لقراءة المعلومات القادمة الموضحة في الأسفل بعناية. و ليكن في علمك أنه لك كل الصلاحيات في طرح أي استفسارات إذا كان أي شيء غير مفهوم أو واضح بالنسبة لك أو تريد معلومات أكثر. خد الوقت الكافي لإتخاد قرارك بالمشاركة أو الرفض و في الأخير يبقى قرارك الشخصي و الجميع ملزم بإحترامه.

من أنا و ما الغاية من إجراء هذه الدراسة؟

أنا أمبوعزة نورالدين، طالب جامعي في تخصص اللغة الانجليزية بجامعة أبوبكر بلقايد- تلمسان-، أدرس تخصص فن التدريس. أجري هذه الدراسة لاستكمال بحثي العلمي في سبيل تحصيل شهادة الماستر والذي يدور موضوعها حول تدريس اللغة الإنجليزية في المدارس الابتدائية في الجزائر ، حيث سيكون تركيزي الأساسي على توثيق تحديات ووجهات نظر المعلمين والتلاميذ في المدارس الابتدائية لمدينة الرمشي.

لماذا تم اختياري؟

نظرًا لطبيعة هذه الدراسة ، فان عينة البحث محدودة ، فالهدف من البحث هو توثيق تحديات ووجهات نظر المعلمين والتلاميذ فيما يتعلق بتطبيق اللغة الإنجليزية في المدارس الابتدائية ، لذلك فإن الموضوع يتعلق أساسا بركيزتين أساسيتين, ألا وهما المعلمين والتلاميذ ، ولهذا السبب تقتصر الدراسة عليهم.

هل يجب علي المشاركة؟

يجب أن تفهم أن مشاركتك طوعية وأن رفض الموافقة على المشاركة لن ينطوي عليه أي عقوبة أو خسارة في المزايا التي يحق لك الحصول عليها ، وأن لك الحرية في الانسحاب في أي وقت دون إبداء أي سبب. إذا قررت المشاركة ، فسيتم إعطاؤك ورقة المعلومات هذه للاحتفاظ بها وسيُطلب منك التوقيع على نموذج موافقة إذا كان ذلك ممكنًا.

ما هي المخاطر المحتملة للمشاركة؟

أضمن أنه لن يكون هناك خطر أو ضرر في المشاركة في عملية البحث هذه؛ سيتم إنجاز جميع الأعمال في الفصل الدراسي الخاص بك بموافقتك. لديك السلطة الكاملة للإشارة إلى أي مضايقات أو عيوب أو مخاطر غير متوقعة تتطور أثناء البحث.

هل ستبقى مشاركتي في هذا المشروع سرية؟

ستبقى جميع المعلومات التي نجمعها عنك أثناء البحث سرية تمامًا. لن يتم التعرف عليك في أي تقارير أو منشورات لاحقة.

هل سيتم تسجيلي وكيف سيتم استخدام الوسائط المسجلة؟

سيتم استخدام التسجيلات الصوتية و / أو الفيديو لأنشطتك التي تم إجراؤها أثناء هذا البحث فقط للتحليل وللتوضيح في عروض ومحاضرات المؤتمر. لن يتم استخدام أي استخدام آخر لها دون إذن كتابي منك، ولن يُسمح لأي شخص خارج المشروع بالوصول إلى التسجيلات الأصلية.

ماذا سيحدث لنتائج مشروع البحث؟

من المرجح أن يتم نشر النتائج التي تم الحصول عليها في هذه الدراسة ؛ يمكنك الحصول على نسخة من النتائج المنشورة إما عن طريق زيارة مكتبة قسم اللغة الإنجليزية بجامعة أبو بكر بلقايد - تلمسان- أو فقط عن طريق تنزيل نسخة الكترونية من هذه الرسالة والتي ستكون متاحة مجانًا، مع مراعاة أنه لن يتم تحديد هويتك في أي تقرير أو منشور.

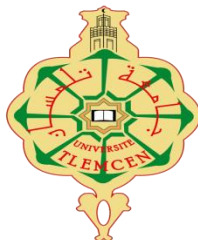**بمن يجب أن تتصل للحصول على مزيد من المعلومات؟**

الباحث: أمبوعزة نورالدين

Email: <u>noureddineemb889@gmail.com</u>

المشرفة: د. سارة منال فركاش

Email: <u>ferkachesarramenal@gmail.com</u>

5.2   Appendix B

University of Abu Bekr Belkaid - TLEMCEN-

Faculty of Letters and Foreign Languages

English Department

CONSENT FORM

Study Title: Teaching English at the Primary School: Documenting the Challenges and Perspectives of Teachers and Pupils at primary schools in Remchi.

Name of researcher: Embouazza Noureddine

Thank you for considering taking part in this research. The person organising the research must explain the project to you before you agree to take part. If you have any questions arising from the Information Sheet or explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this Consent Form to keep and refer to at any time.

I confirm that I understand that by ticking/initialling each box I am consenting to this element of the study. I understand that it will be assumed that unticked/initialled boxes

mean that I DO NOT consent to that part of the study. I understand that by not giving consent for any one element I may be deemed ineligible for the study.

Note: Please tick or initial

1. I confirm that I have read and understood the information sheet dated (...) for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason.

3. I understand that data collected during this study, could be requested and looked at by regulatory authorities. I give my permission for any authority, with a legal right of access, to view data which might identify me. Any promises of confidentiality provided by the researcher will be respected.

4. I understand that the results of this study may be published and / or presented at meetings or academic conferences. I give my permission for my anonymous data, which does not identify me, to be disseminated in this way.

5. I consent for the observation to be audio recorded. The recording will be transcribed and analysed for the purposes of the research.

6. I consent to verbatim quotes being used in publications; I will not be named but I understand that there is a risk that I could be identified.

7. I agree to take part in the above study.

....

Name of Participant   **Date**   **Signature**

....

Name of Person taking Consent   **Date**   **Signature**

5.3   Appendix C

Observation Sheet

Name of the Researcher: Embouazza Noureddine	Name of Teacher Observed:
Level: 3rd year primary school	Date:
Lesson Title:	School:

		Comments
Classroom environment	• Physical classroom arrangement. • Use of visual aids and technology. • Classroom atmosphere. • Noise levels and disruptions.	
Curriculum and materials	• Use of textbooks and other materials • Lesson plans and objectives. • Language learning strategies and techniques. • Assessment and evaluation techniques.	

Pupils' behaviour	• Participation levels and engagement in learning. • Pupils' interactions (with teacher and peers). • Attentiveness and motivation. • Use of target language by pupils.	
Teacher behaviour	• Creates learning environments that welcome, challenge, and support all pupils. • Teaching methods used by the teacher. • Teacher language and use of target language. • Classroom management and discipline techniques. • Interaction with pupils (e.g., questions, feedback, gestures).	
Language learning outcomes	• Pupil language proficiency levels.	

5.4 Appendix D

Teachers' Interview

Dear teachers,

This interview is intended to collect data from you about the challenges and perspectives you have regarding teaching English at the primary school.

You are, therefore kindly requested to answer the following questions.

Section One the Challenges

Question 01: What do you think are the biggest challenges in teaching English to young pupils, and how do you overcome these challenges in the classroom?

Question 02: Do you face any difficulties in incorporating technology into your English lessons for primary school pupils, and if so, how do you overcome them?

Question 03: How do you engage pupils who may struggle with English and keep them motivated to learn?

Question 04: How do you keep yourself motivated and enthusiastic when faced with challenges in teaching English to primary school pupils?

Question 05: How do you assess the progress of your pupils' English language learning, and what strategies do you use to address any gaps in their understanding?

Question 06: How do you address the challenge of working with pupils who have varying levels of English proficiency in the same classroom?

Section Two **the Perspectives**

Question 07: What are your thoughts on incorporating English as a foreign language in primary schools?

Question 08: Could the English language as the language of globalisation supplant French in the Algerian educational system?

Question 09: What are your thoughts on the future of English language teaching in primary schools, and what changes or advancements would you like to see?

Question 10: What criteria should be considered while selecting whether or not to teach foreign languages in primary schools?

Question 11: In your experience, what are some of the most common misconceptions that pupils and parents have about learning English in primary schools?

Question 12: How do you think the linguistic landscape of Algeria impacts language teaching and learning in schools?

5.5 Appendix E

Approval From the Director of Education

الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربية الوطنية

مديرية التربية لولاية تلمسان

مصلحة التكوين و التفتيش

الرقم:......./م.ت.ت/2023

تلمسان في:..................

مدير التربية

إلى

الطالب(ة): أمبوعزة نور الدين

جامعة ابو بكر بلقايد – تلمسان

كلية الأدب و اللغات

قسم اللغة الإنجليزية

الموضوع: ب/خ القيام بدراسة ميدانية.

المرجع: مراسلة جامعة ابو بكر بلقايد – تلمسان ،كلية الأدب و اللغات ،قسم اللغة الإنجليزية ، المؤرخة يوم 2023/03/13.

بناء على الطلب المذكور في المرجع أعلاه، و في ظل احترام النظام الداخلي للمؤسسات التربية ، نعلمكم بموافقتنا وبترخيصنا لكم للقيام بهذه الدراسة الميدانية على مستوى:

المدرسة الابتدائية رمضان مختار- الرمشي

المدرسة الابتدائية مجاوي رشيد- الرمشي

المدرسة الابتدائية بلماحي بونوار- الرمشي

وذلك خلال الفترة الممتدة من : 09 أفريل 2023 إلى : 25ماي 2023

و عليه المطلوب منكم الاتصال بمديري المؤسسات المعنية و التنسيق معهم لإجراء هذه الدراسة.

ملاحظة: تعتبر هذه المراسلة بمثابة ترخيص للدخول إلى المؤسسات المذكورة أعلاه .

مدير التربية

نسخة الى :

مفتش التعليم الابتدائي لإدارة الابتدائيات مقاطعة الرمشي

عن مدير التربية وبتفويض منه

رئيس مصلحة

التكوين والتفتيش

معاريف عبد القادر

مديرية التربية لولاية تلمسان –مصلحة التكوين و التفتيش

البريد الالكتروني: Serviceformation13000@gmail.com

رقم الهاتف /الفاكس 043418908

5.6 Appendix F

Request Letters for the Three Schools

الإسـم : نـورالديـن

اللقـب : أمبـوعـزة .

العنـوان : الرمشـي .

طالب مـاستـر

قسـم اللغـة الإنجليزيـة .

كليـة الآداب واللغـات

جـامعـة تلمسـان .

الهـاتف : 53 9 13 91 0553

البريد الإلكترونـي : noureddine emb 889@gmail.com

تلمسان في : 13/03/2023

إلى السّـيـد : مديرابتدائيـة "رمضان مختـار" - الرمشي -

المـوضـوع : طلب الحصـول علـى تـرخيـص من أجل إجـراء دراسـة ميدانيـة من أجل تـوثيق بحث علمـي لنيل شهـادة المـاستـر

سيـدي المـديـر : لـي الشـرف العظيـم أن أتقدم إلـى سيـادتكم المـوقّـرة ، بطلبي هذا المتمثل فـي الحصـول علـى إذن بترخيـص من أجل إجـراء دراسـة ميدانيـة مع معلمـي الإنجليزيـة و تلاميـذ السنـة الثالثـة ابتدائـي ، وهـذا فـي إطـار بحثـي العلمـي من أجل إتمـام الحصـول علـى شهـادة المـاستـر فـي اللغـة الإنجليزيـة .

فـي الأخـير ، تقبلـوا سيـدي المـدير فائقـة عبـارات التقـدير و الإحتـرام .

إمضـاء المعـنـي .

Dr. Sarra Menal FERKACHE
Lecturer of English
University of Tlemcen

فـريـد داودي
رئيس قسـم
اللغـة الإنجليزيـة

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تلمسان في : 13/ 03 / 2023

الإسم : نور الدين

اللقب : أصبوعزة

العنوان : الرسمي .

طالب ماستر

قسم اللغة الإنجليزية .

كلية الآداب واللغات .

جامعة تلمسان .

الهاتف : 53 39 91 53 05.

البريد الإلكتروني : noureddineemb889@gmail.com .

إلى السّيد : مدير ابتدائية "بلماحي بودوار"
-الرسمي -

الموضوع : طلب الحصول على ترخيص من أجل إجراء دراسة ميدانية
من أجل توثيق بعث علمي لنيل شهادة الماستر .

سيّدي المدير، لي الشرف العظيم أن أتقدم إلى سيادتكم
الموقّرة ، بطلبي هذا ، المتمثل في الحصول على إذن بترخيص
من أجل إجراء دراسة ميدانية مع معلّمي الإنجليزية وتلاميذ
السنة الثالثة ابتدائي ، وهذا في إطار بحثي العلمي من أجل
إتمام الحصول على شهادة الماستر في اللغة الإنجليزية من أجل
في الأخير ، تقبلوا سيّدي المدير فائق عبارات
التقدير والاحترام .

إمضاء المعني

Dr. Sarra Menal FERKACHE
Lecturer of English
University of Tlemcen

فريد دحماني
رئيس قسم
اللغة الإنجليزية

الإسم : نُورالدِّين .

اللقَب : أُمسوعـرة

العُنوان : الرمشـي

طالب ماستر و .

قسم اللغة الإنجليزية .

كلية الآداب واللغات .

جامعة تلمسان .

الهاتف : 53 39 91 55 05

البريد الإلكتروني : noureddineemb889@gmail.com .

تلمسان في : 13/ 03/ 2023

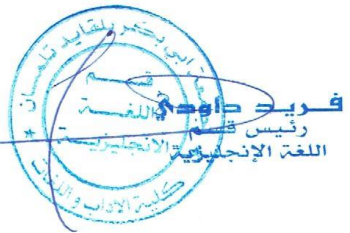إلى السَّيد : مدير إبتدائيّة "مجاوي رشيد"
- الرمشي -

الموضوع : طلب الحصول على ترخيص من أجل إجراء دراسـة
ميدانيّة من أجل توثيق بحث علمي لنيل شهادة الماستر .

سَيِّدي المدير : لي الشرف العظيم أنْ أتقدّم إلى سيادتكم
الموقَّرة ، بطلبي هذا ، المتمثّل في الحصول على إذن بترخيص
من أجل إجراء دراسة ميدانيّة مع معلّمي الإنجليزية وتلاميذ
السنة الثالثة إبتدائي ، وهذا في إطار بحثي العلمي من أجل
إتمام الحصول على شهادة الماستر في اللغة الإنجليزية .

في الأخير ، تقبلوا سَيِّدي المدير فائق عبارات
التقديـــر والإحتـرام .

إمضاء المعني .

Dr. Sarra Menal FERKACHE
Lecturer of English
University of Tlemcen

فريـد داودي
رئيس قسم
اللغة الإنجليزية

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6 Summary

This dissertation explores the challenges and perspectives of teaching English to primary school pupils and specifically at three schools in the city of Remchi in Algeria. The research consists of two phases: a theoretical phase that provides a conceptual framework, and a practical phase that gathers data from classroom observations and teacher interviews. The findings reveal that introducing English to the primary curriculum is challenging due to limited resources, the absence of technological materials, and differences in learning styles. Despite these challenges, the study highlights the positive attitudes of both teachers and pupils towards language learning.

7 Résumé

Cette thèse explore les défis et les perspectives de l'enseignement de l'anglais aux élèves de l'école primaire et plus précisément en trois écoles dans la ville de Remchi en Algérie.. La recherche se compose de deux phases: une phase théorique qui fournit un cadre conceptuel et une phase pratique qui recueille des données à partir d'observations en classe et d'entretiens avec les enseignants. Les résultats révèlent que l'introduction de l'anglais dans le programme primaire est difficile en raison de ressources limitées, de l'absence de matériel technologique et de différences de styles d'apprentissage. Malgré ces difficultés, l'étude met en évidence les attitudes positives des enseignants et des élèves envers l'apprentissage des langues.

ملخص 8

تستكشف هذه الأطروحة وجهات النظر و التحديات التي تواجه تلاميذ و معلمي اللغة الانجليزية في المدارس الابتدائية و بالأخص في ثلاث مداراس بمدينة الرمشي في الجزائر. يتألف البحث من مرحلتين: المرحلة النظرية التي توفر إطارًا مفهوميًا والمرحلة العملية التي تجمع البيانات من ملاحظات الصف الدراسي ومقابلات المعلمين. تظهر النتائج أن إدخال اللغة الإنجليزية في المنهج الابتدائي يواجه تحديات بسبب الموارد المحدودة وعدم وجود الموارد التكنولوجية واختلافات في أساليب التعلم. على الرغم من هذه الصعوبات، تسلط الدراسة الضوء على الاتجاهات الإيجابية للمعلمين والطلاب تجاه تعلم اللغات.