

People's Democratic Republic of Algeria
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Abou Bakr-Belkaid University of Tlemcen



Faculty of Letters and Languages

Department of English

**Teaching Difficulties Encountered by EFL Teachers with
Third year Primary Pupils: The Case of Ibn Hamidi Ali
Primary School in Tlemcen**

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fulfillment of the requirements for the Master's degree in Didactics
and Assessment in English Language Education

Presented by :

Miss. BEKHECHI Fatima Zohra Ferdaouce

Supervised by :

Dr. BELKHIR Fatima Zohra

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DEDICATION

This dissertation is dedicated to my dear parents, whose love and guidance have been my driving force.

To my brother Abdelkarrim

My sisters, Amira and Sarah

To my cheerful best friend Rima.

To my teachers of the Department of English .

This dedication extends to all the special people in my life who have made a difference, even if I have not named you individually. You know who you are, and I am grateful for you.

Fatima Zohra Ferdaouce

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Abstract

This study aims to explore the challenges faced by EFL teachers when teaching English to young learners and identify the strategies used to overcome these difficulties. The study was conducted at Ibn Hamidi Ali Primary School in Tlemcen where the researcher held an interview with a teacher in order to obtain the information needed. Besides, classroom observation was conducted to observe how English was taught in Algerian primary schools and find out more about the study in question. Based on the data analysis and discussion, the findings revealed several difficulties encountered by EFL teachers when teaching English to third-year primary pupils. The lack of attention, focus and limited vocabulary are amongst others. The results of the study suggested that teaching English to young learners required a different approach and set of strategies than teaching it to other learners, a finding that highlights the importance of creativity and flexibility in teaching, as well as the need for ongoing professional development and support for EFL teachers. Overall, this study provided valuable insights into the challenges and strategies of teaching English to young learners, which could inform the development of effective teaching practices and support for EFL teachers in primary schools.

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List of Acronyms and Abbreviations

TEYL: Teaching English to Young Learners

EFL : English as a Foreign Language

YL : Young Learners

L1 : First Language

General

Introduction

General Introduction

We live in a multilingual world; therefore, learning more languages in general and English in particular is crucial. A decade ago, new initiatives were aimed at enhancing foreign language instruction in Algeria. There has also been a lot of interest in learning English as a foreign language. Due to the scientific and economic advancement of the world, teaching English as a foreign language (EFL) urgently needs new initiatives. This alteration calls into question Algeria's second foreign language education system once more, namely English. However, the government's decision to introduce English in primary schools was also influenced by international trends in education. Many countries around the world have encouraged foreign language instruction at earlier ages in that Algeria wanted to keep pace with these developments.

In fact, the introduction of English in primary schools was seen as a way to prepare students for the globalized world and enhance their cultural awareness and understanding. Moreover, as English is recognized as the language of science, it may be beneficial for youngsters to actively participate in its learning as they enter a new era of science and technology. Accordingly, the majority of public elementary schools now offer courses in teaching English as a foreign language. The implementation of English has increased the need to set distinct goals that are different from those typically given to secondary or intermediate schools.

Nevertheless, educating young children differs from educating teenagers or adults because they have unique physical and behavioral characteristics as well as different styles of learning. Hence, EFL to young learners can be a challenging task for many teachers. Typically, Algerian third-year primary school pupils, in particular, pose unique challenges due to their young age and limited teaching aids and materials. Despite these challenges, the Algerian government pressed ahead with the introduction of English in primary schools, and the program has continued to expand in recent years. Today, English is taught to primary school pupils across the country, and many Algerian children are gaining a solid foundation in the language from an early age.

The proposed study is essential because it addresses an important issue in EFL teaching that has not been extensively researched due to its recent implementation in the Algerian education system. By investigating EFL teachers' attitudes towards this novel teaching

situation and identifying the difficulties encountered by EFL teachers with third-year primary school learners, this study can contribute to the theoretical body of knowledge in the field. The findings of this study can also inform teacher training programs and help educators develop more effective teaching strategies to improve the quality of EFL instruction for young learners.

Moreover, as the purpose of this study is to investigate the difficulties encountered by EFL teachers when teaching third-year primary school students, the study will help identify the specific challenges faced by teachers and explore potential solutions to overcome these difficulties. By shedding light on the challenges and offering recommendations for improvement, this study can help enhance the quality of EFL instruction for young learners and contribute to the development of effective teaching strategies in the field.

To better understand the problem in question the present work is set under the following research questions:

- 1- What are the specific teaching difficulties encountered by EFL teachers when teaching third-year primary school pupils?
- 2- How do EFL teachers attempt to overcome these difficulties?
- 3- What strategies could be implemented to enhance teaching English to third-year primary school pupils?

On the basis of the above listed research questions, the following hypotheses were put forward:

- 1- EFL teachers may encounter difficulties in engaging and motivating third-year primary school pupils, who may have limited attention spans, limited language proficiency level, and a lack of interest in the language.
- 2- EFL teachers may seek professional development opportunities to improve their teaching skills and stay up-to-date with the latest teaching methodologies and techniques.
- 3- Strategies to enhance the EFL teaching experience for third-year primary school students may include collaboration and communication between EFL teachers and other stakeholders, such as parents and school administrators.

The research used a one-method approach, namely the qualitative approach. In order to investigate this study, the researcher suggests collecting data by means of classroom observation and semi-structured interview from EFL teachers at Ibn Hamidi Ali Primary School in Tlemcen. The data were analysed qualitatively to identify the specific difficulties encountered by teachers and the strategies they use to overcome these difficulties.

This study is presented in two chapters. On the one hand, the first chapter represents the theoretical part. It reviews the relevant literature on EFL teaching to young learners. It also examines the importance, advantages, disadvantages, methods, teacher's role, aids, and materials, as well as the challenges that EFL teachers face in the classroom and the strategies they use to overcome these difficulties. On the other hand, the second chapter is practical. It is devoted to the analysis of the collected data gained from classroom observation and the teacher's interview. It discusses the implications of the study and provides recommendations for improving EFL teaching for third-year primary school students as well as providing recommendations for future research in the field.

Chapter One

1.1 Introduction

Teaching English to Young Learners (TEYL) explores the unique challenges and opportunities of teaching English as a third language to young children. In this chapter, the researcher will delve into the importance and advantages of TEYL, as well as some of the disadvantages and difficulties that teachers may encounter.

Accordingly, the investigator will discuss various methods and techniques that can be used to teach English to young learners effectively, including the role of the teacher in facilitating learning and providing appropriate teaching aids and materials. Additionally, the researcher will examine some of the common difficulties that teachers may face when teaching English to young learners, and explore ways to overcome them. Overall, this chapter aims to provide a comprehensive overview of TEYL. Whether as a seasoned educator or a new teacher, this chapter will offer valuable insights and strategies that are sought effective in teaching English to young learners.

1.2 Teaching English to Young Learners (TEYL)

Teaching English to Young Learners (TEYL) is the practice of teaching children whose first language is not English in pre-primary or primary school settings. It encompasses kids whose home language is the country's national language, where learning English is an additional language. Children between the ages of 3 and 12 are the primary audience for TEYL's English classes. Simply put, TEYL is a method of teaching young students English as a foreign language (EFL) with the purpose of enhancing their language abilities and getting them ready for higher education. In this respect, , Jenkins (2009) notes that countries all around the world have integrated English language training into their educational systems, as English becomes the world's lingua franca. Pupils are learning the language at a younger age, and instruction begins in primary school in many countries. Furthermore, the emphasis in TEYL is on creating a joyful and dynamic learning environment that fosters children's natural curiosity and creativity.

1.2.1 Advantages of TEYL

The fact that fluency in English is a skill that is highly valued in international business is one benefit of having your child study the language. Some of the other learning benefits are: obtaining new opportunities, that is, learning a foreign language will open up new

opportunities for your kids. According to Corradini, Borthwick, and Gallagher-Brett (2016), possessing language skills may also improve your child's employment prospects and open up new business possibilities in the future. In an increasingly multicultural and bilingual workplace, English is a crucial component of the skill set of the 21st century.

In addition, learning new language, English, changes their worldview. Based on social research, it is not just new words and sounds you pick up when you acquire a new language; you also pick up new ideas. It appears as though you are viewing the universe through different lenses, Jones (2018). However, children's personalities and characters will evolve as they interact with various people from various cultures.

Furthermore, it is well known that children who begin learning a language at a young age have a much better chance of communicating without a "foreign" accent. Accordingly, in order to access new possibilities and knowledge in a global setting, Oder and Eisenschmidt (2018) highlight the importance of learning English as a tool. Children are eager and open to learning foreign languages by nature, so getting an early start can be advantageous. They are ready to mimic pronunciation before puberty, without the inhibition and self-consciousness of more experienced students. Young children naturally exhibit curiosity and have a higher capacity to pick up new words and concepts.

As stated in the study by Burstall et al. (1974), children who learn a language before the start of adolescence are more likely to have pronunciation that is similar to that of a native speaker. According to these authors, younger language learners have the advantage of long-term and ultimate language achievement, such as a better ability to pronounce words, as compared to individuals who began their language learning later in life, even though adults can be faster at picking up new language knowledge.

Moreover, not all of the benefits of learning English come from its social setting. Many cognitive and educational factors also play a role. It includes enhancing one's sense of self-worth, which means teenagers who study a foreign language feel more confident, capable, and content, which enables them to discover the world and do great things. Also, learning EFL increases a child's motivation and interest; in this way, children will have a remarkable drive for growth and advancement, but they will also grow interested in and eager to learn about everything. According to Painter (2011) and Siti (2018): “*TEYL is often designed to be fun and interactive, which can help children stay engaged and motivated to learn.*”

Also, Klem and Connell (2004) indicate that, as a result of a more positive view of learning, engaged learners have a greater chance to achieve superior academic results. Aside from improving a child's cognitive abilities, given these facts, it is a good idea to start teaching your child English while the brain structure is still developing. Since a child's brain is built to automatically assimilate new knowledge. They pick things up more quickly. Hence, several theories claim that learning a second language is closely linked to brain development, particularly in the early stages. According to Piaget (1952), through a series of clearly defined stages and milestones, this ability develops in a predictable pattern. Between the ages of 2 and 7, the child moves from a primitive stage of sensory-motor integration to a representational stage of expanded verbal symbolism.

According to research by the American Council on the Teaching of Foreign Languages ACTFL (2014), early language acquisition has a good impact on intellectual development. This validates the viewpoint that TEYL might foster cognitive growth and enhance general academic performance. As a result, according to Nikolov and Mihaljevic Djigunovic (2006), TEYL can have a significant impact on a child's linguistic and cognitive development.

Many experts (Penfield & Roberts, 1959; Birdsong, 2001) attribute this ability to physiological modifications in the developing brain that take place as a child arrives at adolescence.

Penfield and Roberts (1959) note that a child is an expert at learning to talk; he can pick up three languages. However, between the ages of 9 and 12, the brain gradually stiffens and becomes rigid for the purpose of language acquisition.

Thus, Holman (1994) emphasize the benefit of learning foreign languages as soon as possible, this is why the suggestion to start learning earlier is encouraged. She cited advantages from research in other fields as well as neurobiological studies that strongly indicated that learning a second or third language is best done before the age of ten. (Holman, 1994, pp. 41-42).

1.2.2 Disadvantages of TEYL

It's not always beneficial and useful to learn a foreign language. Children who learn English as a second or foreign language to become multi- or bilinguals may experience a number of drawbacks, and they are listed below.

First, as English is regarded as a third language to be learned in the case of Algerian learners. Children may be confused between mastering their original language and the new language. However, word acquisition is somewhat delayed in bilingual infants as compared with normally developing monolingual infants.

Second, there are cultural identity issues where students who are learning a second language may lose themselves and their identities, and they frequently are unsure of and confused by the appropriate setting to be in. However, learning a new language typically involves developing new cognitive processes, identities, and values, which can be dangerous. Therefore, it is crucial to understand that learning a new language causes the student to become confused about how to distinguish between his existing cultural identity and the new one that he is developing. As a result, the language acquisition process increases his risk of experiencing double-identity issues.

Finally, teacher training, which some teachers may not have access to the necessary training and knowledge needed for TEYL (Richards & Rodgers, 2001), could lead to poor instruction, which might interrupt kids' language development.

Overall, even though TEYL has many benefits, there are a few potential drawbacks that should be taken into account when developing and implementing TEYL programs.

1.3 TEYL in EFL Classroom

Teaching English to young learners in the EFL classroom can be a rewarding experience, but it also requires careful planning and execution. As a whole, TEYL is a significant and successful method for teaching kids English as a foreign language. TEYL teachers can assist young learners in developing their language abilities in a joyful and engaging manner by using age-appropriate materials and practices that are created to engage children's sense of curiosity and pleasure of play.

1.3.1 Methods of TEYL in EFL Classroom

Teaching English to Young Learners (TEYL) requires a different approach than teaching adults or older students. In an EFL classroom, TEYL needs creativity, adaptability, and patience. You can give your pupils a productive and interesting learning experience if you have the correct attitude and approach. As you can help your students improve their

language skills while having fun and enjoying the learning process by incorporating the following tips into your EFL classroom teaching strategies.

1.3.1.1 Interact with Children

Teachers should encourage children to interact in pairs or small groups as part of creating activities. Also, they need to inspire them to participate in class activities and make sure that everyone has an opportunity to speak and practice their English by delaying their speech, waiting, and giving them time to brainstorm an idea. As in Suyanto (2007), Piaget stated that children gain knowledge through their own environment by building on what they already have and interacting with what they encounter around them. Without a doubt, engaged pupils are more likely to find themselves interested in the class and will undoubtedly take better care of the materials. Also, as a teacher, you should rephrase what the child said using age-appropriate language, keep instructions and explanations simple and easy to understand after they make a vocabulary or grammar mistake, and then carry on with the conversation. According to Moon (2000), engaging students in the creation process is one method to enhance learning.

1.3.1.2 Move from Activity to Activity

Make sure you include a variety of activities that meet different learning styles because each pupil learns in a unique way. Scott and Ytreberg (1990, p. 102) propose combining the following types of activities:

- quiet/noisy exercises
- different skills: listening, talking, reading, and writing.
- individual, pair, group, or whole class activities
- teacher-pupil/pupil-pupil activities

In addition to that, short attention spans are common in young learners. Hence, it is essential to incorporate entertainment and fun into your lessons. Besides, it is better to move rapidly from one activity to another when teaching young kids because they become bored quickly. Hence, teachers should not spend more than 10 or 15 minutes on any specific exercise. While it is often possible to come back to an activity in a later class.

Once professors change the class's pace and the exercises they use, the amount of language learned in class will increase as students are more likely to pay attention to the lesson.

1.3.1.3 Use Repetition

Kids quickly pick up new information, but they also easily forget it. Since the courses of English at primary schools last one hour or less only, students have plenty of chances to forget what they learned in class. However, young learners need to hear new words and grammar structures repeatedly in order to remember them. Thus, repetition is key in English for young learners because youngsters won't remember knowledge as well as adults do. Accordingly, use the same language structures, words, and phrases in numerous tasks and across a variety of themes. As Scott and Ytreberg (1990, p. 102) describe, "Their own comprehension is acquired by their hands, vision, and hearing. At all times, the physical world is dominant." In addition, when you repeat the activities, supplementing them with a ton of colorful objects, toys, dolls, or other items that correspond to the ones used in the stories or songs you are telling or singing is one approach to keeping their interest and keeping them participating in the activities.

1.3.1.4 Use of Materials

Materials are important instruments for teachers in helping children learn English. Therefore, materials may include course books, story books, videos, cassettes, pictures, games, or other real-life artifacts (Moon, 2003, p. 86). As visual teaching tools like flashcards, images, and movies frequently get the best results with young students, teachers are recommended to use these tools in order to reinforce grammar and vocabulary concepts. Spratt et al. (2005, p. 110) describe course book content as all the items in a course book package that we use in the classroom to current and practice language and to build students' language skills. In addition, Spratt et al. (2005) define supplementary materials as books and other resources that we can use in addition to the course book. It contains resources for developing skills (practice materials for grammar, vocabulary, and phonology) and a collection of teaching resources and communicative tasks from reliable sources (newspaper or magazine articles, videos, etc.). Moreover, for the young generation, games are very effective teaching tools because children can learn without being aware of it. Indeed, active games encourage growth and concentration and allow them to release some pent-up energy.

1.3.1.5 Establishing Classroom Routines in English

Young learners take pleasure in repeating particular tasks and routines. Basic routines in the classroom might assist in managing young students. As Cameron (2001, p. 10), points out, "we can observe that daily classroom procedures could offer possibilities for language acquisition." These are just a few examples of the methods that can be used in the TEYL classroom. It is important to choose methods that are appropriate for the age and level of your pupils and that cater to different learning styles.

1.3.2 Teacher's Role

According to Pinter (2006, p. 45) for a number of kids, their English educator might be "*the main source of language input*" or, in some cases, "*the one and only source*" (Moon, 2000, p. 14).

According to Brown (2007), learning the English language is a hard task that requires a lot of effort to master. He adds that teaching is the process of demonstrating or assisting someone in learning the correct way to do something, either by offering direction or information to advance his understanding gradually (Brown, 2014). The teacher's involvement in the classroom has an evident impact on the teaching process because a variety of duties inside the classroom environment depend on his presence to be carried out. Actually, the entire concept of teaching rests on the teacher's ability to select the broad objectives from the curriculum and create a syllabus that fully covers the necessary topics. Since he is the one who recognizes his students' needs in the class most adequately, the teacher has an essential role to play in creating a syllabus.

Bell (1983) claims that educators are consumers of the work of others applications of linguistics to the curriculum in view of government initiatives. As with defining specific learning goals for each course, educators should also consider the needs and potential obstacles that their students may face, how to get over these obstacles, and how to keep their students focused and grasping the content.

Nunan (1987) observed that certain teachers believe they are responsible for a variety of tasks related to the creation, implementation, and assessment of their curriculum, but not all of them because those tasks necessitate the kind of specialized knowledge that only a syllabus designer possesses.

Teaching and learning are intertwined; the teacher facilitates learning by providing the student with information; in order to promote the learner's autonomy, provide him with enough space to perform tasks freely. Teachers' roles encompass more than planning, organizing, and creating classes to meet curriculum goals. They are also responsible for fostering an environment within the classroom that nurtures the growth of new ideas and encourages students to ask questions, thereby expanding their knowledge. (Lee & Van Patten, 2003).

Teachers could engage in a number of major roles in the classroom, including:

- a- Controller:** In the traditional approach to teaching, in the classroom, the instructor is frequently perceived as the boss. As a result, the teacher is in charge of establishing the agenda, managing the learning process, and making sure that the students follow the rules and procedures. Which means that when it comes to the actions, behaviors, and subjects that children encounter in class, the teacher is certainly responsible.
- b- Prompter:** Teachers should build an environment that is supportive of all students and their various characters and learning styles. Also, in order to encourage student engagement and active participation, teachers should establish a welcoming, comfortable, and safe learning environment. They should be approachable, encouraging, and understanding so that learners will feel comfortable asking questions while searching for explanation. In order to carry out the instructional programs, the teacher must create a relationship with the learners.
- c- Resource:** A teacher should serve as a resource who is constantly available to give pupils assistance as well as knowledge as needed. They should give pupils pertinent instruction based on their age and proficiency level. To make learning more fun and effective, they should use various kinds of resources and tasks, including games, stories, songs, and videos.
- d- Assessor:** To identify a student's strengths and weaknesses, teachers should frequently assess students' progress. This may entail utilising a range of assessment instruments, including tests, quizzes, and informal evaluations. However, instructors should think carefully about the assessment method to apply when evaluating learning outcomes.
- e- Organizer:** Teachers should create a well-organised learning space, plan and prepare lessons that are aligned with learning objectives, provide clear instructions

where they should ensure that students understand what is expected of them, and incorporate academic and interpersonal abilities by relying on various strategies that lead to practical methods. They must also plan their time effectively. While managing time in the classroom, the teacher's experience plays an important role.

As stated by Pennington (1995, cited in Dörnyei, 2001, p. 164), a teacher's career path consists of a number of occupationally significant events or roles. This researcher has adapted and provided an example of this in Table 1 below to show how it relates to teaching English to young learners.

	Meaningful role or event	TEYL-related example
1.	Developing number of classes	teaching teenagers and children aged 8
2.	Contributing to the development of a syllabus.	Creating specific lesson plans
3.	Helping to develop teachers	Trying to guide beginner professors
4.	Support for academic management	Primary classes coordination
5.	Cooperating the TEYL area	Giving a conference presentation
6.	Taking on a consulting role	Going to different schools
7.	Educating future teachers	Conduct to INSET seminars
8.	Producing materials and other necessities	Writing exercises

Table 1.1. Pennington's Right-Role Career Path of Meaningful Work

This might seem to be an exhaustive summary of a career teaching English as a foreign language to young learners, yet after fulfilling all eight responsibilities, a teacher might encounter obstacles where moving forward is preferable to moving backward or remaining stationary, Dörnyei (2001).

1.3.3 Teaching Aids and Materials

Teaching aids are tools and pieces of equipment used to support in-class instruction and increase students' interests. The teacher has access to a broad range of instructional

materials in addition to traditional methods of instruction. They aid learners in developing their ability to read and write and other skills.

The materials that will be used in the teaching are one of the major components of a syllabus. Materials and resources can determine whether teaching is successful or unsuccessful. However, interest-building among students plays an important role during the instructional process. If interest is generated correctly, learning can proceed successfully. The use of instructional materials is essential for this objective because they have the potential to spark students' interest in the teaching-learning process. An ancient Chinese proverb says **“I hear and I forget; I see and I remember; I do and I understand.”**

Through the creation, assessment, and use of content produced by authors, teachers, and students, material development is an effective process that facilitates language learning and development. (Azarnoosh et al., 2016, p. 2). A large number of people think that the expression "language learning materials" only refers to course books, but the truth is that it refers to any tool that facilitates the process of teaching and learning. It might contain aids and materials. (Tomlinson,2011)

Effective TEYL programs make language learning enjoyable and interesting for young learners by utilising a variety of techniques and tools, including activities, stories, songs, and visual aids. (Pinter, 2006). Thus, there are numerous kinds of teaching aids that can be applied in the classroom. This includes:

Visual tools that rely on vision, where images are excellent tools for enhancing learning. Even if a child has no idea, for example, what a book is, they can recognize a picture of one. Children will be able to improve their understanding by using text and images together. Additionally, pictures give your classroom some colour, improving the learning environment and making it more interesting. In addition to real objects, models, flip charts, charts, maps, flash cards, flannel, white boards, and more are all important.

As well as playing audio recordings or songs, teachers in language classes show students how the language is spoken. This is used for recreational purposes and it fosters the ability to hear. By way of illustration, the use of songs is an excellent means to get kids interested in learning and is also great for improving memory recall, such as with cassettes, microphones, podcasts, smartphones, and others. They give students the opportunity to

practise listening and taking notes while hearing real English spoken. According to Cameron (2001), songs can significantly improve young learners' listening abilities, pronunciation, vocabulary, sentence patterns, and repetition that would otherwise be boring. A typical children's song has short phrases and frequently includes easy conversational English, which makes it possible for language learners to comprehend the language more quickly (Murphy 2014).

Moreover, the most common tool used by teachers in the classroom when teaching EFL is the use of course books or stories. However, learning through books is an ideal way to improve language abilities. It allows opportunities for learners to practice reading and understand different types of texts. According to Walter (2004), excellent readers tend to be dynamic, applying and integrating the systems independently. As children can use their imagination to picture people and locations that are not real, stories have a feeling of adventure and fun.

A large number of people think that the expression "language learning materials" only refers to course books, but the truth is that it refers to any tool that facilitates the process of teaching and learning. It might contain aids and materials (Tomlinson, 2011). Furthermore, some other teaching aids are using technology to engage kids in a lesson is a wonderful idea. There are plenty of apps, interactive games, and platforms available for teachers to use in their classes. According to Guariento and Morely (2001., p.347) "*authentic materials help to motivate learners to learn the language by making them feel they are learning the 'real' language*".

Nunan (1997), as cited in Widdowson (1990), admits that exposing learners to authentic materials is essential because they provide rich linguistic input. Students will be better able to handle real-world interaction, whether it occurs inside or outside of the classroom, if they are exposed to these language forms. Because they expose students to real-world language use and give them opportunities to practise their listening, reading, speaking, and writing skills in a more organic and meaningful manner, authentic materials can be a useful tool for English as a Foreign Language (EFL) classrooms.

Additionally, games are kinds of play that have objectives and rules. People from diverse cultures have used games to learn various things and develop their talents, and also as a way to have fun. They are basic, structured activities with little emphasis on language itself, but they have significant value for pupils and engage them cognitively and

emotionally while enabling them to strengthen their associations with the target language. However, they should serve as a structured framework integrated into the syllabus that has its own objectives and encourages students to engage in the classroom, not just an amusing or entertaining activity where the teacher tries to fill in what is missing in his lesson plan (Sarpparaje, 2017, p. 28).

In addition to several other means like to keep teaching and learning simple. This is particularly essential when interacting with beginners. As a teacher try to make sentences short and simple so that students can gain knowledge, and then you can expand on them. For instance, you could make sure they fully understand the clear instructions you will use in class. It appears essential that an instructor set up various tools to make learning simple, enjoyable, and stable in order to improve the teaching process. These techniques aim at creating a positive learning environment and supporting kids' language development in a fun and spontaneous manner. Or to keep it fun while having joy helps us learn more. Kids are likely to learn more the more we invest in the job. And having fun in class doesn't have to mean slacking off on your academic duties.

In fact, it can be quite simple. With a variety of games and activities that stimulate language development in interesting ways, there are a lot of exciting teaching tools available to support English as a Foreign Language instruction. Furthering the use of Role-playing is a great method to help your students gain confidence and improve their speaking abilities. Learners will be able to develop and practice their vocabulary in enjoyable ways by being given a variety of role-play situations.

Additionally, role-playing is a great tool for observers. Even if some pupils lack the confidence to say something in front of their classmates, they can learn speaking techniques by observing their peers do it. It can be characterised as an essential tool that enables teachers to improve pupils 'ability to communicate and fosters a highly interactive environment for language learning. It also enables students to put their theoretical knowledge into practice and improve their speaking skills (Kunierrek, 2015, p. 81).

According to Rojas and Villafuerte (2018), role playing has a variety of positive impacts on speaking abilities. It helps students improve their communication skills, including argumentation, idea organisation, group comprehension, interpretation, and inference.

Thus, teaching materials are a key factor in creating effective teaching and learning environments.

1.4 Difficulties of TEYL

A number of significant challenges have been highlighted in the literature on teaching English to young learners. These include:

1.4.1 Pedagogy

One of the hardest policy choices affecting classrooms for young learners has to do with pedagogy. The popularity of English as a global language has led to the idea that learners should focus more on developing their communication skills than on learning the language itself. As a result, communicative ability has been emphasised in the contemporary curriculum for young learners. However, introducing approaches such as grammar translation method (GTM), communicative language teaching (CLT), and others may be difficult for teachers.

1.4.2 Lack of Training

Another potential challenge for teachers concerns the level of English they need. English is often adopted as a primary school requirement without sufficient consideration of who would teach it. . According to several studies (Hu, 2005; Hu, 2007; Nunan, 2003; Nur, 2003), there is a major shortage of English-language primary school instructors in many countries. Educators can thus find themselves educating in English without having had sufficient training in working with young students.

1.4.3 Lack of Motivation

It is no secret that being a teacher can be challenging. According to earlier studies (Ho, 2003; Li, 1998), numerous teachers think that young students do not know why they are learning English. However, teachers may spend a lot of energy arranging various activities and instructing pupils in the classroom because they appear to have a great duty to motivate their pupils. They undoubtedly put a lot of effort into the courses to make sure the lessons were well-organised, interesting, and focused. Yet, findings confirm its significance. Hence, teachers' motivation and satisfaction have a significant impact on students' motivation. This finding confirms the results by Radel et al. (2010, as quoted in Frenzel, Taxer, Schwab, & Kuhbandner, 2019), which indicate that when kids learn from a

motivated teacher, they may do it independently and with high conduct. It means that as teachers, all of their learning activities are filtered through their learners' motivation. Moreover, the hardest aspect for teachers is not realising how crucial it is to motivate EFL students. The real challenge is achieving that objective.

1.4.4 Anxiety

In the context of TEYL, anxiety is a typical problem that can impact both teachers and children. On the one hand, young learners could feel anxious because they are worried about making mistakes or not understanding the course. However, teenage language learners can become anxious when attempting to speak with their classmates or instructors if they are not yet fluent in the language. In addition to that, parents, teachers, or peers could put pressure on them to perform well in their language studies.

On the other hand, in TEYL, teachers could also feel anxious, specifically if they had never taught before or felt unprepared. In addition, they frequently become overwhelmed due to the pressure to achieve excellent results. Thus, some teachers lose their enthusiasm, and here are some indicators of exhaustion in teachers: hating going to work every day, feeling exhausted after completing lesson plans or assessing assignments, and thinking they could give up their employment and pursue other interests. These characteristics are not indicative of a professional teacher or someone who loves their job. Plus, this has severe effects on teaching, especially with young learners (YL) who do not have previous knowledge about the language.

1.4.5 Lack of Materials

The most common thing in schools is a lack of facilities and materials. Insufficient funding for the equipment and facilities are needed for learner-centred teaching. However, teachers must choose appropriate tools that are the most relevant and practical for what they are teaching and the degree of skill of their learners. Unfortunately, the majority of Arab societies have been governed by ancient practices that have no direct impact on the teaching process, and the modern notion of teaching technique is devoid of any kind of regulatory approach (Hammadat, 2009). As well, the scarcity of funding serves as one of the main difficulties in education that the instructors are currently experiencing. Regrettably, financing issues are common in public and even private institutions to provide all requirements for teaching. Through which, decreased student-teacher percentages are

initial reaction when schools are facing financial difficulties, and this has an immediate effect on the students' learning.

1.4.6 Classroom Management

All difficulties can be the cause of ineffective classroom management in TEYL. It can create a negative learning environment for young learners. As well as less learner autonomy, this can also result from poor classroom management. Young learners might not have the chance to make decisions or participate in autonomous learning if teachers are too strict or inflexible in their methods. Thus, it may damage the relationships between the learner and the teacher.

1.5 Overcoming TEYL Difficulties

It can be difficult and complicated to teach children a third language; therefore, preparation and thought must go into the process. Identifying and resolving any potential issues that can crop up throughout the learning process is crucial to its effectiveness. However, compared to adult learners, young children have a different learning style and may necessitate a different method of teaching. However, there are a number of methods and approaches you may employ to get over obstacles and improve the effectiveness of your English classes. They include:

- Teachers with limited teaching experience can learn from resources like articles and videos how to teach young children a new language. As well, collaborating with other teachers in the school is effective, as it helps determine the most relevant content for students and adds English instruction, and visiting each other's classrooms can provide valuable insights into teaching methods. Naserdeen (2001) suggests collaboration between school administrators and teachers to develop bilingual programs for early schools, attending conferences to share experiences and demonstrate teaching methods.
- Teachers should have been trained how to show and explain vocabulary or any other language issue using synonyms, antonyms, gestures, or mime. By employing these methods, teachers may be able to avoid using L1 in the classroom.
- As a teacher, you should not teach a language using another language. It is always better to talk only in English, even if the learners you are teaching speak their native language. It helps the kids become accustomed to following simple English

instructions for everyday activities. Linking this with actions is the most important thing, so children can see as well as hear what you want them to do or say. They will understand what you mean even if they do not know specific vocabulary. They will quickly pick up a lot of vocabulary without you even needing to spend time trying to teach them.

- Make sure that the teacher finds his child's learning style as a whole.
- Ensure that the teachers are ready and have a variety of activities and materials that are not dependent on technology or a particular number of pupils. Through this method, you can always impart a valuable lesson. As well, try to provide all the materials they need so that they can better understand the lesson.
- As a teacher, you can create a supportive classroom environment where you encourage their mistakes as part of the learning process and reward their effort rather than the outcome. (Dweck, C., 2006) implies that providing a secure environment in the classroom where pupils are safe from taking risks, making errors, and expressing themselves promotes a growth mentality that values effort and improvement.
- To meet the requirements of the pupils you teach, you must ask for extra hours, and as a teacher, you should put in more effort, especially since you are dealing with young learners. However, once a teacher masters these techniques, their students become empowered and thrive.
- Work on creating good, new, and easy practices in class to better convey the message. As well as by focusing on your child's interests. According to Harmer, J. (2015), young learners find learning fun and interesting by using games and music. They support communication, foster interaction, and build a positive atmosphere for learning in the classroom.
- As an educator, try to maintain your self-control, be patient, hide any indications of anxiety, and stay positive if the class is difficult at times. If you stay calm and relaxed, your pupils will behave well. It is important that you enjoy your lesson as well; it is one of the positive aspects of being a teacher. According to Richards, J. C., and Rodgers, T. S. (2014), young learners should be treated with kindness and patience as they work through the difficulties of language learning. Recognize that learning a language takes time, and offer support and encouragement as it happens.

- Try to encourage them to use the language outside of school. For example, write on small pieces of paper about things that they always encounter at home and ask them to stick them in the appropriate object. In this way, when they read those words daily, they will remember them and know their meaning without any effort.

By using these techniques, you may get over obstacles and create engaging and successful English classes for children. Remember to approach teaching with patience, adaptability, creativity, and your pupils will undoubtedly benefit from your efforts.

1.6 Conclusion

In the first part of this chapter, the importance, advantages, and strategies of beginning foreign language instruction in primary school were summarised, in addition to some disadvantages. Then, in the second part, difficulties with TEYL were discussed and some solutions were provided. Our aim was to support teachers in their efforts to promote language development and academic success among young learners. By leveraging the insights and strategies presented in this chapter, educators can help young learners develop the language skills they need to communicate effectively in today's globalised world, setting them on a path towards a lifetime of language learning and success.

The overarching aim of this chapter was to promote the theoretical background of the major concept of the current study, which is teaching English to young learners. This chapter provided scholars definitions and points of views on all matters concerning TEYL to learn more about its significance and criteria in the educational setting and further explore it. To conclude, teaching English to young learners (TEYL) is a dynamic and an essential field that requires specialised skills, strategies, and resources to effectively engage and teach young children.

Chapter Two

2.1 Introduction

This chapter is a practical guide for conducting research on teaching English to young learners. It provides an overview of different research methods that can be used to collect and analyse. Moreover, it interprets the findings in relation to the research aims, questions, and hypotheses in order to answer the research questions, address the research issue and suggest a valid solution.

2.2 Field Work

Any investigative research work requires a specific population which is under the investigation for building the experiment. This experience was realized in Ibn Hamidi Ali Primary School in Imama Tlemcen.

The study compelled the researcher to go to primary schools to meet with EFL teachers and observe their classroom practices in order to gain first-hand knowledge of how English is taught to young learners. This is because this type of research often involves a combination of teacher interviews and classroom observations, which provide insights into how teachers plan, deliver, and assess English language instruction for young learners.

On the one hand, during the interview, by asking questions to teachers, valuable information was provided about teachers' experiences, situations, and practices, as well as their perspectives on the challenges and opportunities of teaching English to young learners. On the other hand, through observation, the researcher can collect data on the teaching and learning process in real-time, including information on the types of activities used in the classroom, the interaction between teachers and students, and the ways in which language is used in the classroom. Observations can also help the researcher understand the challenges faced by teachers when teaching English to young learners.

2.3 Research Methodology

This study identifies teaching challenges faced by EFL teachers of third-year pupils in primary schools. It employs qualitative approach to achieve various goals and gather the necessary data to aid in the most accurate interpretation of the phenomenon being studied. It used a qualitative approach to explore the issues behind early language learning in the Algerian elementary schools. Thus, the major part of this research is of a qualitative nature,

where interviews and classroom observations were used to collect qualitative data concerning what and how to present and analyse data.

2.3.1 Research Design

A research design is defined as a blueprint or detailed plan for higher-level research studies to be conducted. As well, an inductive method is used as a method of drawing conclusions by going from the specific to the general.

The descriptive research methodology based on a causal relationship was chosen for this study. Some methodological decisions were made regarding the research method, research tools, determined sample, and research setting, which are explained in the first part of this chapter in order to achieve the goal of the study.

2.3.2 Method

The research was carried out with the help of teacher interviews and classroom observations on teaching English to young learners by following a systematic approach to ensure accurate and reliable data collection.

Teacher Interview Procedure:

The teacher's interview process plays a crucial role in ensuring the selection of valuable information needed as teacher's attitudes and teacher's difficulties. In this section, we will explore the typical procedures involved in conducting teacher interviews. They are as follows:

- a- Identifying a sample of the teachers who are currently teaching English to young learners and obtaining their consent to participate in the study.
- b- Developing a semi-structured interview that includes open-ended and closed-ended questions about teachers' experiences, situations, difficulties, and solutions in teaching English as a foreign language to young learners
- c- Conducting a face-to-face interview.

Classroom Observation Procedure:

Classroom observation is a valuable tool used to assess teaching effectiveness, student engagement, and overall classroom dynamics. Through systematic observation, we can

gain insights into instructional practices, student learning experiences, and areas for improvement. In this section, we will delve into the classroom observation procedure, exploring the key steps, methodologies, and considerations employed by schools to gather meaningful data and enhance the quality of education provided.

- a- Obtaining permission from the school principal and teacher to observe the classroom.
- b- Develop an observation grid that outlines the research questions and data to be collected, such as the types of activities used in the classroom, the interaction between teachers and students, the difficulties encountered by the teacher, and the ways in which language is used in the classroom.
- c- Attend several sessions throughout the year in two different classes.
- d- Analysing the data collected during the observation by taking notes and categorising them according to the research questions.

2.3.3 Sample Population

The population is EFL teachers and third-year pupils of Ibn Hamidi Ali Primary School at Tlemcen. The research informants are one EFL teacher and two groups of 33 pupils in each.

2.3.3.1 Teacher's Profile

To achieve this work, data were collected from only one teacher in the aforementioned primary school. I sought to attend classroom observation with the teacher in two different classes since he is the same teacher in the five neighbouring primary schools. And as it was not easy to go to other schools because they did not permit me to attend their classrooms.

The teacher is 42 years-old. He has no experience teaching English to young learners, i.e. It is his first year of teaching. He thinks that the pupils' level at this primary school is average, and they did not have background information about the language. In general, he has not relied only on the newly designed textbook in his teaching but also on other teaching aids and exercises that involve both individual and group work. He likes using games in addition to other activities in that his teaching method focuses on making pupils more active through the use of exercises.

2.3.3.2 Learners' Profile

As far as the pupils are concerned, their number is 65, among them 30 are boys and 35 are girls (see Figure 2.1). These pupils range between 7 and 9 years-old. All of them are from Tlemcen, and their educational background is almost the same.

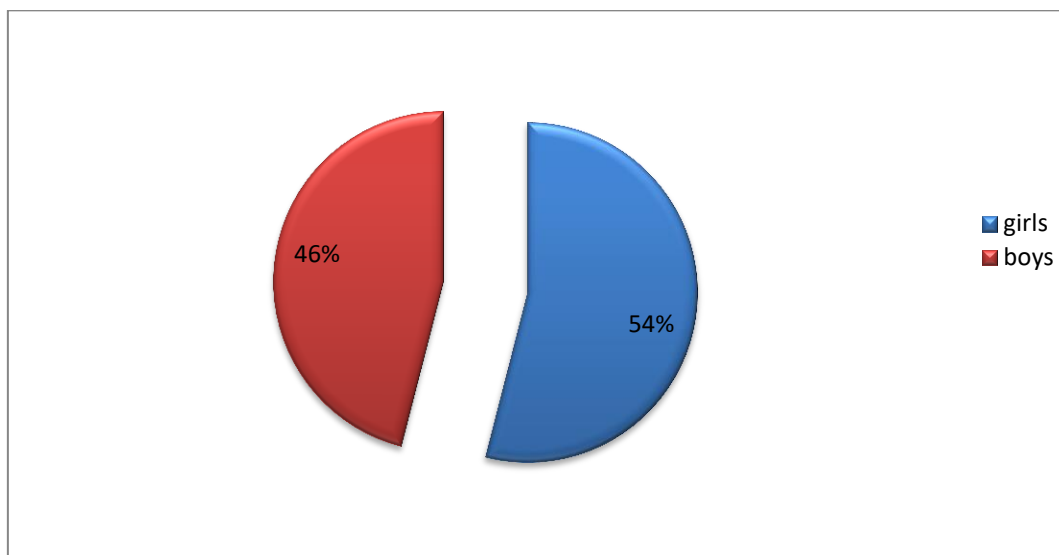


Figure 2.1. Pupils Gender

2.3.4 Research Instruments

The research instruments involve the use of a semi-structured interview and classroom observation. The interview was designed for one teacher in order to collect data about teacher's attitudes towards TEYL and teacher's difficulties in TEYL.

2.3.4.1 Classroom Observation

In an attempt to have a clear insight into the TEYL at the primary schools of Tlemcen, an observation scheme was prepared. It was restricted to specific actions and situations such as teacher-student interactions, use of authentic materials, classroom management techniques and others.

Classroom observation was, in fact, conducted in two different classes at Ibn Hamidi Ali in Primary School in Tlemcen. Each class was observed three times with the same teacher (see table 2.1 below) where the teacher and the students were aware that they were observed.

	Sessions N°	Date	Level	Class time
Class 01	S1	16/01/2023	3 rd year	13h05/13h45
	S2	06/02/2023	3 rd year	13h/13h40
	S3	17/04/2023	3 rd year	13h/13h45
Class 02	S1	02/02/2023	3 rd year	8h/8h45
	S2	16/03/2023	3 rd year	8h07/8h45
	S3	27/04/2023	3 rd year	8h05/8h45

Table 2.1 Classroom Observed Sessions

2.3.4.2 Teacher's Interview

As stated before, in this study, a semi-structured interview was held with one teacher in order to obtain information about his experience in the TEYL. This may include the number of years the teacher has been involved in TEYL, the age range of the students he has taught, and any specific teaching contexts or settings he has worked in. It follows that this interview consisted of 14 questions, including 4 closed-ended questions, 2 multi-choice questions, and 8 open-ended questions about TEYL experiences, situations, difficulties, and solutions. It is worth noting that the interview was held face-to-face with the teacher.

2.4 Data Analysis

The study data which will be collected from the study instruments; an interview with EFL teachers and classroom observations will be analyzed qualitatively, following the descriptive and analytic approach. It enables the researcher to organize study data that is gathered holistically under themes based on the study questions and observations brought forward by the researcher. As a result, this strategy assists the researcher in dealing with a well-organized set of data in order to produce a clear and organized final report.

2.4.1 Classroom Observation Results

A classroom observation was conducted with third-year primary school pupils with the goal of examining the pedagogical practices that instructors of English employ in their classrooms. Along with addressing the challenges and difficulties that English language instructors face, the main goal of this observation was to gain a clear understanding of how

English is taught in such classes. As previously stated, three sessions for each class of third-year primary school pupils were naturally performed during six scheduled observation lectures with a teacher.

However, in both classes (A and B), I observed almost the same thing during all the lectures I attended, concerning the behaviours, interaction, and participation of the pupils or the teacher's way of teaching.

On the one hand, I often saw that the teacher was able to attract the student's attention by using real-life examples to bring out some elements which exist in their homes that they frequently use, as well as asking intelligent questions to encourage their critical thinking, and using multimedia resources such as pictures, videos and others. As well, he usually encourages his pupils in a way that promotes collaboration, engagement, and interaction. For example, he used group work activities to encourage students to work together and learn from each other. In addition he often strives to create a good, enjoyable atmosphere as children are more likely interested in studying in an environment where they are relaxed and enjoying themselves. Besides, he used positive reinforcement techniques, such as praise and rewards, to reinforce positive behaviour and motivate his pupils to stay engaged in the learning process. While sometimes I noticed that he used both individual and group work for the same activity too. Yet, it appeared that he had difficulties in controlling the whole class, just like the pupils who sit at the back of the class who were observed to be out of control as described in the table below.

Concerned area	Never observed	Rarely observed	Sometimes observed	Often observed
Attracting students' attention.				/
Teachers Control of the whole class.		/		
Students Setting organisation				/
Create a humour and enjoyable atmosphere.				/
Individual work			/	
Work in pairs.	/			
Group work U shape/ O shape			/	
Teacher awareness			/	
Time management				/

Table 2.2 Classroom Management Results

On the other hand, he made connections between the new and previous lessons to let pupils remember and understand the new information. In addition to that, he used activities based on several skills. Typically, in his explanation, he used the board to visually represent concepts, write key vocabulary or information, and provide examples. In addition to that, he often used dictation by dictating letters, vowels, numbers, and some words to improve their listening and note-taking skills, where the pupils wrote synonyms or the meaning of some words on their note book. However, in his explanation, he did not use only English but also Arabic, first language or L1, to ensure that all students understood the examples. (See the table below.)

Concerned area	Never observed	Rarely observed	Sometimes observed	Often observed
Relate the current lesson to the previous one.				/
Teacher explanation based on the use of the board.			/	
Teacher explanation based on handouts.	/			
Teacher explanation based on dictation.		/		
Giving examples for better understanding.				/
Using L1.			/	
Using only English.			/	
Activities based on receptive skills.			/	
Activities based on productive skills.				/
Make a recapitulation at the end of the course.		/		

Table 2.3. Lecture Presentation

Finally, it was also observed that when students are focused and follow the teacher, they are more likely to understand the material and actively engage in the learning process. For example, they asked questions to their teacher when they could not understand something in the lesson or an instruction in an activity, and they corrected each other when one of their classmates made a mistake. Look at the table below.

Concerned area	Never observed	Rarely observed	Sometimes observed	Often observed
More focus and following teacher.			/	
Asking questions.				/
Taking notes.	/			
Correction' student each other.			/	
Interaction between students and the teacher.				/

Table 2.4 Students' Participation

Overall, the findings from the classroom observation all along the nine observed hours revealed that the teacher is supportive of his students, giving them individualised attention and engaging them in activities that foster relationships among all the pupils in the class. Additionally, students appear attentive and receptive to their teacher's instructions despite relying on listening and writing in their learning process. It is worthy to note here that, it might not be considered sufficient to generalise the results in a wider perspective as only one teacher was observed for a short amount of time.

Yet, this does not negate the importance of classroom observation in helping the researcher gain at least a basic understanding of the question under discussion.

In addition to the classroom observation, conducting an interview with the teacher sought to be crucial because the researcher is aware of the need to delve deeper into any information that the teacher may reveal. Accordingly, the researcher will go into more details about the analysis of the teacher interview in the following section.

2.4.2 Teacher's Interview Results

A 14-question interview with the teacher was done in addition to the classroom observation. What follows is a detailed qualitative study with an analysis of the responses.

The first question in the teacher's interview intends to collect data about the teacher's teaching experience; the result indicates that the teacher has no prior experience teaching English. He has never taught English before in middle or secondary schools.

The second question in the teacher's interview seeks information on how many schools he teaches at; the findings suggest that he teaches at five different primary schools and is responsible for a total of ten classes.

The third question in the interview aims to gather data about pre-service before starting to teach English to YL; the data demonstrates that the teacher had been receiving instruction for two weeks from qualified instructors.

The fourth question seeks to acquire data regarding introducing English classes at the primary level; the data signifies that the educator claimed that it is a good step and could be a very advantageous method as it will enable them to acquire and learn new languages at a young age.

The next question in the teacher's interview is focused on gathering data concerning the materials he uses for instruction; the results suggest that the teacher didn't rely only on the actual English textbooks in TYL.

The sixth question sets out to obtain information about teaching aids and materials used to TYL; the data illustrates that the educator used different teaching aids and materials, such as a smart phone for listening, videos, pictures, and real objects to explain.

The following question number 7 aims to gather data about method-focused instruction in order to teach English to YL; the findings show that the teacher depends on CBA as a method for TEYL.

Question number eight aims to gain data on time devoted to English classes; the data illustrates that the educator is facing time constraints and is unable to cover all the material they intend to cover during each lesson.

The 9th question in the teacher's interview seeks to gather data regarding difficulties in teaching strategies to YL; the result indicates that the instructor pointed out that he faced many difficulties in teaching young learners as YL have different cognitive and developmental needs. As well, YL have shorter attention spans and a limited vocabulary.

Additionally, YL have different learning styles and preferences that need to be taken into account.

Question number ten plans to gather information on the common difficulties in all primary schools that he teaches in; the results suggest that the educator encounters the same difficulties in the 10 primary classes he teaches due to the same curriculum, materials, level, age, and class spaces.

The question number 11 in the teacher's interview aims to collect information concerning the most difficult thing to deal with when TEYL; according to the informant, the main issue that he and all primary education teachers encounter is timing because they only have 45 minutes as well as the large number of learners in a small class size. In addition to other issues, paying attention is important since kids mostly want to play and have fun with each other, so they laugh and joke around all the time.

The twelfth question in the teacher's interview seeks to gather information about a specific way or method used by the teacher to overcome these difficulties; the instructor specified that he hadn't tried any way to overcome these difficulties.

The question number 13 in the teacher's interview aims to obtain data regarding the progress or positive feedback of the current school year; the results show that there was an improvement in their feedback.

The last question aims to gain data about ways to improve TEYL; the results imply that the teacher tried to identify their own strengths, weaknesses, and objectives by discussing them with colleagues and trying to coordinate and interchange their experiences and issues to improve their TEYL.

2.5 Discussion of the Main Results

Considering the achieved results, the present section attempts to summarise and draws conclusions from the obtained results. The main objective was to obtain some hints as to how teaching is conducted in this early stage in addition to the difficulties they face. Therefore, in order to develop reliable research, two tools were used to answer the above research questions and in light of the obtained results, the hypothesis of each research question will be confirmed or rejected.

The aim of the first research question was to explore the educational difficulties faced by teachers of English in teaching pupils at an early age. As we can see in the teacher's interview in question number 8 that teachers are facing time constraints and are unable to cover all the material they intend to cover during each lesson. As well as, the ninth question in the teacher's interview indicated that teachers pointed out that young learners have different cognitive and developmental needs, shorter attention spans, a limited vocabulary, different learning styles and preferences. Moreover, the eleventh question in the teacher's interview raised the main issues that all primary education teachers encounter is timing, large number of learners in a small class size and paying attention. The analysis of observations and the interview showed that there are indeed many difficulties. The latter are reported as follows:

- ✓ The teachers are not familiar with teaching English to kids.
- ✓ They often do not have sufficient experience teaching young children.
- ✓ Learners lack basic materials such as dictionaries and adequate teaching aids.
- ✓ The time allotted to English teaching is not enough.

Thus, the hypothesis was partially valid because other problems appeared.

Regarding the second question, which seeks to identify any specific techniques used by EFL teachers to overcome these difficulties for young learners inside the classroom, one may infer that teachers rely on the use of other teaching aids and materials to explain and to engage in professional development activities (question number 14 in the teacher's interview and table 2.3 lecture presentation in classroom observation). Consequently, the second hypothesis was confirmed.

The study aimed to identify methods for teachers to improve teaching children in the third year of primary education. The data revealed that teachers discuss their objectives, strengths, and weaknesses with colleagues, coordinating and sharing experiences to enhance their teaching English as a Foreign Language (TEYL). This supports the research third hypothesis.

It can be said, then, that the education of a young learner with a particular need is a complex process and not an easy task.

2.6 Pedagogical Suggestions and Recommendations

In this final phase of the research, various educational implications come to mind for teachers of young learners. This is actually an effort to offer some answers to the problems mentioned earlier and provide new researchers in the field of primary education with some helpful pieces of advice that can aid them in overcoming the teaching difficulties they are facing so far.

2.6.1 Recommendations for Teachers

Before widespread change can be implemented in large organisations and institutions, change must first occur in the individual. Due to the fact that they will be the ones to execute the new guidelines for the teaching of YL. This is why the researcher puts forward recommendations for teachers first. Teachers are advised to:

- Develop a curriculum that is based on the pupils' needs and interests and that is aligned with their level of English proficiency.
- Use a variety of teaching methods to cater to different learning styles, such as visual aids, hands-on activities, and group work assignments.
- Plan lessons that are engaging, age-appropriate, and relevant to the pupils' lives.
- Try to make learning fun and interesting.
- Provide regular feedback and encouragement to students.
- Recognize their achievements and help them set goals for improvement.
- Attend conferences and collaborate with other teachers in the field to gain more experience.
- Ask for more time for the lecture or do extra classes.
- Establish a good working relationship with parents and other caregivers by keeping them up-to-date on the curriculum, giving them tools for at-home language practice, and promoting their active participation in their child's language learning process.
- Utilize a mix of formative and informal evaluation techniques to routinely evaluate pupils' language skills and growth. Offer constructive feedback that identifies their strengths and suggests areas for development.
- Provide regular opportunities for practice and review, using varied activities to maintain engagement.

2.6.2 Recommendations for Parents

When it comes to teaching young learners a foreign language, parents play a crucial role in their child's language development. In this guide, the researcher provides suggestions and recommendations for parents to make the language learning journey enjoyable and effective.

- Give your youngster as many chances as possible to hear and speak the foreign language. Provide age-appropriate books and materials, music or movies in the target language, and labels for household items.
- Play games, sing songs, and engage in enjoyable activities in the target language together. Make studying exciting and pleasurable by using gestures, facial expressions, and props.
- Explore language learning apps, videos, and online resources designed for young learners. These can provide interactive and engaging language practice opportunities at home.
- Every day, set aside some time to practice their language skills. It can be done in brief but frequent sessions. Encourage your kid to use the language in regular tasks like describing their day, counting objects, or naming toys when they are playing.
- Give your youngster praise for their attempts to learn a language. Give them encouraging remarks and concentrate on their accomplishments and advancement. Put less importance on having impeccable proficiency in a language.
- Look for books, materials, and other resources that are especially suited for young language learners. Participate in language learning organizations, go to cultural events, or make connections with other families who are teaching the same language to their children.
- Encourage an open and positive attitude towards language learning. Highlight the benefits of being multilingual and expose your child to other languages and cultures as well.

2.7 Conclusion

With regard to this chapter, the researcher attempted to analyse the case studied and then discussed the obtained results. In addition, the hypotheses proposed for the above research questions were discussed to see if they were validated or rejected. Finally, the researcher hopefully provided some useful recommendations that could help newly recruited teachers to the field of early childhood education.

General Conclusion

General Conclusion

In order to bridge the existing gap already noted regarding how children are taught a foreign language and the requirements of learners at this stage, this research work strives to explore the problems and the difficulties teachers face while teaching English to young pupils. This fact was one of the motives for conducting preliminary research at Ibn Hamidi Ali Primary School in Tlemcen. Focusing on the teaching strategies of learners at an early age, such research takes a teacher-centred approach. Indeed, in this case study, three questions were proposed by the researcher to explore their teaching techniques and difficulties and two research instruments were employed, namely, the teacher semi-structured interview and the classroom observation.

This Master dissertation entails two chapters. The first chapter was devoted to exploring the world of teaching English to young learners. The chapter provides a theoretical description and explanation of the various definitions and the basic concepts as to TEYL. The second chapter was designed for data collection, analysis and discussion of the obtained data as well as highlighting some recommendations for teachers that would help them overcome the potential problems and challenges that might hinder their teaching process.

With regard to the results, it was found that teachers at this stage are facing problems with children, and the lack of educational knowledge limits the way they teach them at this stage. In addition to the data collected from the teacher's interview, it was concluded that it is the teaching method that influences the learning process. Regarding the provided recommendations, it is crucial to note that they cannot be regarded as effective if they remain just theoretical. Then, practice is almost essential.

In conclusion, the scope of the study is limited to one primary school, because one teacher teaches in five primary schools. In addition, the majority of other primary schools didn't accept to attend their classes to make the observation, and most teachers didn't agree to do the interview which may not provide a comprehensive representation of the challenges faced by EFL teachers across different educational settings. Additionally, the involvement of only one teacher in the study may limit the diversity of perspectives and experiences that could have been obtained from multiple teachers.

The domain of education for young learners is extensive; it is hoped that further research will be undertaken in this area, aiming to overcome these limitations by including a larger sample size and obtaining permissions from multiple schools to gather a more diverse range of data, ensuring a more comprehensive understanding of the teaching difficulties encountered by EFL teachers in primary school settings, and providing some helpful simplifications for educators as well as pupils. Future research may focus for instance on the pupils and their learning process and difficulties.

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Appendices

Appendix A: Primary Education Teacher's Interview Questions

Greeting the respondent

Explaining the rationale of the study and the main objective of the interview.

- How many years have you been teaching English?
- In how many schools do you teach English?
- Have you had a pre-service training to teaching English to young learners (TEYL) before starting teaching English at these primary schools?
- What do you think about introducing English class at primary level?
- Do you rely only on the actual English textbooks in your teaching?
- Do you use other teaching materials or teaching aids?
- What are the methods that you focus on in order to teach English to young learners?
 - GTM
 - CBA
 - Direct method
 - Others
- Do you think the time devoted to English classes is enough to meet the objectives of each lesson?
- How do you find your time management according to the lesson provided?
- Have you noticed any difficulties in teaching strategies to YL?
- Are these difficulties the same in all primary schools that you teach in?
- What do you find most difficult to deal with when TEYL?
- Have you tried a way/method/strategy to overcome or reduce this difficulty? If yes, how?
- Do you see any progress or positive feedback from the beginning of the current school year so far?
- Have you tried some ways to improve your TEYL? How?
 - Peer observation(invite colleagues to observe your class)
 - Report your course to make your teaching visible to you
 - Record yourself teaching

- Identify your own strengths, weaknesses and objectives
- Others

Thanking the respondent for time and collaboration.

Appendix B: Classroom Observation Grid

Concerned area	Never observed	Rarely observed	Sometimes observed	Often observed
Attracting student's attention.				
Teachers Control of the whole class.				
Students Setting organization.				
Create a humour and enjoyable atmosphere.				
Individual work.				
Work in pairs U shape/ O shape.				
Group work.				
Teacher awareness				
Time management				
Classroom Management Results				
Relate the current lesson to the previous one.				
Teacher explanation based on the use of the board.				
Teacher explanation based on handouts.				
Teacher explanation based on dictation.				
Giving examples for better understanding.				
Using L1.				
Using only English.				

Activities based on receptive skills.				
Activities based on productive skills.				
Make a recapitulation at the end of the course.				
Lecture Presentation				
More focus and following teacher.				
Asking questions.				
Taking notes.				
Correction' student each other.				
Interaction between students and the teacher.				
Students' Participation				

