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Exploring Teaching English Challenges in Primary
Schools as a New Experience In Algeria. Case of Primary
Schools in Benisnous -Tlemcen

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Dedication

In the name of ALLAH, first and foremost I thank god for his blessing and success in my life and my studies which by his grace I have completed this important step in my life

This dissertation is dedicated to the most beautiful and white heart women in this universe, who always helped me with her love and support my dear mother "Samira" thank you, also I dedicated this work to the hero of my life and my twin "Amine» who helped me morally in every step to finish this work

I also dedicate this dissertation to my loving grandmother "Zahra" and my grandfather "Ahmed» for their prayes, may ALLAH reward and bless them. Also to my uncles "Ismail, Abderahman " and my aunts" Latifa, Fatiha, khalida "
I dedicate my work in my memory to my grandmother "Fatna" may god have mercy on her and my uncle "Fathi " may god have mercy on him.

Acknowledgement

Abstract

English language teaching in primary schools plays a crucial role in introducing young learners to the English language and building a strong foundation of their language skills. It seeks to develop their abilities in listening ,speaking, reading and writing ,providing them with essential tools for effective communication in English. The primary school years are an ideal time for children to start learning a second language as their minds are highly receptive to language acquisition. English language teaching in this context, focuses on creating a positive and engaging learning environment that nurtures children curiosity and enthusiasm for learning. It also targets to determine the obstacles and challenges that may face teaching English at Algerian primary level. We are trying to show and highlight the main primary English language teacher's challenges. In order to achieve the above objective, we used two tools ,a questionnaire and a classroom observation to gather data, we distributed the questionnaire to primary school teachers in Tlemcen and went to attend and observe some sessions in primary schools. We have taken into consideration three

Main criteria :First in all, the learners are primary schools learners. Second, teaching is limited to primary school teachers. Third, teaching is limited to English language. The data collected through questionnaire and classroom observation were described, analyses and the n discussed. The results that we got show that teaching English at Algerian primary schools face various challenges and obstacles both inside and outside the classroom, their teaching to this sensitive category of learners drive them to face many teaching difficulties. However, teaching English to young children has proven its efficiency and importance.

Keywords: English language, Teaching, Challenge, Learning, Children, Algerian primary level.

List of Acronyms and Abbreviation

EFL: English as Foreign Language

SLA: Second Language Acquisition

FL: Foreign Language

L2: Second Language

TOEFL: Teaching English as a Foreign   Language

TELTS: Teaching English for Speakers of other Language

ELT: English Language Teaching

GTM: Grammar Translation Method

ALM: Audio Lingual Method

CLT: Communicative Language Teaching Method

L1: First Language

DM: Direct Method

VS.: versus

TBLL: Task-based language Learning

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General Introduction

General Introduction

   English has been gaining popularity in recent years as a foreign language in Algeria. It is often taught in middle, secondary schools and universities as a second language, and there is a growing interest in learning English among the population. English proficiency is particularly common among the young generation, from this point and because English is global lingua ,franca nowadays the developers of Algerian curriculum posed in the level of primary school as a second language.

   As of now, in Algerian primary schools, English is one of the most significant and expanding subjects and it is covered in the curriculum. Furthermore, several schools are implementing bilingual programs. Despite the fact that there is a wealth legislation dictating how teachers must act and how they must include various approaches and methodologies in charge of creating and organizing the lesson are the teachers themselves. Learning a foreign language as if were a mother tongue would be the ideal way, since the need To learn grammar and structure would be obviated. Sometimes teaching English is not the issue it is teaching in English. However, just a straightforward mixture of all methods would not be enough since we are dealing with very different situations regarding age, level and resources. Therefore, the main idea is to use all the methods in a varying proportion depending on the circumstances. Teaching English in primary schools relate to the readiness of the schools and the students proficiency level. The goal of bringing the English language to Algerian primary schools is undoubtedly challenging. Greater effort must be made to get the desired results and several steps must be completed and protocols must be followed. The challenges are substantial and the requirements can be managed, however, the road to the desired outcomes is a long one. The government and educators should work together to accomplish a few goals and open up new avenues for the Algerian primary schools to take.

   The purpose of this academic research study is to identify the opinions of the teachers towards English language in Algerian primary schools. To explore the challenges That can face their teaching of English at an early stage. Moreover, to recognize what are the methods used in teaching English to children.

The topic of early language education in Algeria is only briefly covered in the literature, there is a fact that Algerian adhere to the notion that learning language is best done when young. Except there are several challenges in teaching language at an early age. Consequently, this research offers basic outlines of teaching English language challenges at primary level in Algeria.The researcher has opted to hypothze the below questions :

1- What is the primary schools teacher stance towards the English language in Algeria?

2- What is the situation of English in Algerian primary schools? And would subjecting pupils to the study of English and French in elementary school subject them to undue intellectual pressure?

3- What should be the suitable methods in teaching EFL to children?

4- What are the main challenges that encounter teaching English in Algerian primary schools?

The hypothses of this research are :

Rh1:The current context (social-cultural)is prepared to have English in primary school in term of needs, wants or preferences.

Rh2:The internationalization of English holds value in the Algerian primary schools education

Rh3:The variety of teaching English methods for young learners will results asyllabus meets their needs.

Rh4:The challenges of teaching English language to primary schools related to the schools or the students proficiency level

The dissertation is made up of three chapter, the first one is represents a theoretical framework of English language education. While the second one shed the light on ELT challenges in primary school. The third chapter is the central bone of this research which provide detailed description of the study setting, sampling, data collection, data analysis, summary about the findings of the study and finally limitations of the study.

Chapter One

English Language Education: *A Theoretical framework*

Introduction

English language in Algeria has the status of a foreign language, as a result, Algerian students do not begin their English studies until middle school, and it is a difficult assignment for both teachers and students.

In the twenty the developers of Algerian curriculum implemented English language at the level of primary school.

Learning English as a foreign language is a complicated process that varies depending on context, location, and time and learner type. Students who have the same opportunity may differ in the extent to which they learn English since they have different abilities, styles and strategies of learning. Teachers also differ in how they conduct the course; most of them teach in the method that they believe is the best for them. Some teachers rely on memory, others focus on understanding or translation, while others emphasize on practice and all this different method that teachers use to create an effective classroom interaction.

1.2. The Status of English Language in Algeria

In the 21th century,it became imperative to deal with the outside world, the English language is now essential for communicating with foreigners and accessing global information because it is the universal language. In Algeria English does not have the same prestige and functions that it does in other countries as an international language, in reality, it is the French language that holds a prominent place and enjoys language functions economy, science, technology and advertising etc.... and has been the country's foreign language since its inception, in this, Zughoul (2003: 122) cited that "in Arab North Africa and despite the fact that French has had a strong foot hold in Tunisia, Algeria and Morocco it has been retreating and losing a lot of ground to English, in fact, the tendency of what can be termed a shift from French to English in thus countries cannot be cancelled"

English took a challenging way since 2000,where the government implemented the most widely supported educational reform in the united states, the main difference is that English is now taught in the first grade of middle school at this point Benrabah (2007) stated that "the early 2000 were characterized by the transition to globalized

pedagogy on the free market economy,it is also related to the high cooperation with the united states of America and Canada who are committed to freely support this educational reform policy in Algeria " and because of its role as a worldwide lingua franca,English has been the dominant foreign language in educational curricula, Syllabi, Hayenne(1989:43) mentioned that "in spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language, because of the technical and economic exchanges all over the world,English is now occupying a better position in the Algerian students and even their parents are becoming more conscious of its importance as an international language ^par excellence ^ ".

1.3. Teaching and Learning Processes

Teaching and learning is a process that involves a teacher who conveys knowledge and learner gain the knowledge that is provided to put in another way, the teaching and learning process refers to the activities and tactics used by teachers to convey knowledge and skills to students. It entails a dynamic interchange between the teacher and the learner with the purpose of developing topic understanding, mastery and application.

Teaching is a two-ways street that involves both the teacher and the students, learning is a mental activity. Sequeira(2012) asserts that learning can be considered as change that is permanent in nature because change is brought into students by a teacher trough techniques like developing specific scientific law operating behind a learning environment " in this vein, Ambrose et *al* (2010:3) cited that "learning is a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning." Teaching without learning is ineffective based on this Laurent stated that "for good teaching rests neither in accumulating a helpful of knowledge nor in developing a repertoire of skills in the end, good teaching lies in a willingness to attend and care for what happens in our students, ourselves, and the space between us, good teaching in a certain kind of stance, i think, it is a stance of receptivity, of atonement, of listening. "based on this quotations, we can say that teaching and learning processes is a relationship between the teacher and the students that occurs during an educational engagement as Loris Malaguzzi

mentioned " learning and teaching should not stand on opposite banks and just watch the river flow,byinstead, they should embark together on a journey down the water, through an active, reciprocal exchange,teaching can strengthen learning how to learn ".

It is crucial to remember that the teaching and learning process can differ based on the educational level, topic area and teaching technique used by the teacher. Furthermore, technological advancements have created new paths for teaching and learning which has the potential to improve the overall process.

1.4. Teaching English Language Methods

Teaching English is a diverse and ever-changing discipline that necessitates a variety of methods, approaches and techniques used to assess the efficacy of teaching and learning activities,as Vin-Mbah (2012) mentioned that "the success or failure of learning also depends on what methods commonly used in teaching English language." Teaching English language involves employing various methods and approaches to cater to the needs of the learning styles students, here are some popular methods: Grammar Translation Method (GTM),Direct Method, Audio Lingual Method (ALM),Communicative Language Teaching (CLT), Task-based Language Learning Method,Suggestopedia.

1.4.1. Grammar Translation Method

the traditional method of teaching English has been the GTM, it focuses on the structure of the language and the use of grammar to form sentences, the GTM based on the idea that the most effective method of learning a language is first learning the grammar and then use that grammar for translation between the target language and the native language of the leaner. Austin in his paper state" as a teacher, i liked using the grammar translation method because i could assume the intelligence of my students, i could talk to them like the intelligent people that they are and we could take about the grammar and vocabulary that i was teaching, in another method, I would have had to use simple language and familiar phrases to communicate in the target language, and even then, I could not be sure that my students knew and understood

what it was they were saying".Here are some principles of the grammar translation method:

> *Emphasis on Grammar: The building blocks of language learning are taught to be grammar,with an emphasis on examining the structure and form of sentence,grammar principle istaught to students deductively.*

> *Translation: translation between the target language and the students 'native language plays central role in this method,to improve their command of vocabulary grammar and sentence structure,students translate passage,sentences and paragraph from one language to another.*

> *Vocabularymemorization: vocabulary acquisition is an essential component of the GTM,to utilize in phrases and translations,students must memorize lists of terms frequently together with their translations accompanying.*

> *Reading and Writing: The method emphasizes the development of reading and writing skills,students read and examine literature in the target language with an emphasis on translation and understanding,they also work on using grammatical principles and vocabulary as they write phrases and paragraphs.*

> *Accuracy and Fluency: The primary goal of the GTM is to develop accuracy in understanding and producing the target language. Fluency and spoken communication are secondaryconcerns.*

> *Passive Role of Students: students play a passive role in the classroom,with the teacher being the out hortative figure delivering knowledge.*

The GTM dominated European and foreign language teaching for the 1840s until this day it is used in some parts of the word but in a modified form (Richards& Rodgers 1986 p 04)

1.4.2. Direct Method

The direct method is a popular way for teaching English as a second language,it is become as reaction to the GTM, and so it stresses spoken communication and avoids translation. The target language should use in the classroom as Larsen -Freeman & Anderson(2011) write the core rule of the direct method "No translation is allowed "(p46) ,teaching with this method focuses on the development of oral skills. "Language is primarily spoken, not written"(p53).The principles of the DM are:

> *Exclusive use of the target language: when teaching and communicating in the classroom, the teacher and students communicate solely in the target language,without translate to the native language,the direct method promotes usage of the target language.*

> *Oral communication focus: The major purpose of the DM is to improve pupils' spoken communication skills,the emphasis in on listening and speaking,letting students to participate in meaningful conservations and use the language in real-life circumstances.*

> *-Grammar in context: Grammar is taught inductively,with a focus on using examples and context to help students understand and internalize grammar rules.*

> *-Error correction:Errors are viewed as a natural part of the learning process. The teacher provides immediate and constructive feedback to correct errors,guiding students to self-correct and improve their language accuracy.*

> *Students-centered approach: The SI encourages student participation and active engagement in the learning process.*

The direct method was used in different places in the world even in Algeria. The DM was used in Algeria in the 1970s through the textbooks Andy in Algeria-learn English with US. 3ème AM (1977) and Majid in England, Learn English with US. 4ème AM (1977)(Mezhoub. N. d. p 05)

1.4.3. The Audio Lingual Method (ALM)

The Audio Lingual Method that is widely and effectively used in teaching English language,it stresses on the significance of oral practice and repetition and drilling to improve the automaticity and accuracy of one's speaking and listening skills, dialogues are the basic framework of language presentations, additionally, the fundamental training technique is drilling, in ALM, the usage of L1 is discouraged in classroom. (Mei, 2018; Shei, Zikpi and Chao 2019).Its principles are:

> *Oral -Aural focus: The ALM places a strong emphasis on developing oral and aural skills, the first goal is for students to be able to understand and speak the target language accurately and fluently.*

- *Pattern practice: students engage in various drills and exercises that focus on practicing specific language patterns. These drills include substitution drills, transformation and encourage accurate and automatic production.*
- *Error correction: Errors are identified and corrected immediately by the teacher.The emphasis is on accuracy and students are encouraged to self - correct as they become more proficient.*
- *Minimal use of native language: The use the students' native language is minimized in the classroom. The teacher conducts lessons primarily in the target language to create an immersive language learning environment.*

SorayaMezhoub Stated that "The audio lingual method was used in Algeria through success with English course book I (1970) and success with English course book II (1971)" p06.

1.4.4. Communicative Language Teaching

CLT has been frequently used in language courses around the world ,it focuses on increasing learners' linguistic ability and interactive abilities in real-life scenario,it was introduced by Hymes (1972) who claimed that studying human language should put people in social situations, he defined "The communicative is what a speaker needs to know in order to communicate with people" as cited in Vongxay (2013), however it is not only concerned with communication it is also concerned with grammar rules that are taught in communication to be practiced, Furthermore, CLT affects reading and writing skills as well as oral skills ,in case to promote students 'confidence in all language Shejbalava (2006).Here's a breakdown of the key principals of CLT:

- *Communication as the goal: The major goal of CLT is to develop students'abilitiy to communicate meaningfully and effectively in the target language. This includes focusing on the four skills (listening,speaking,reading and writing)*
- *Learner-centered Approach: CLT recognizes the importance of Individual learners and their needs. It promotes learner autonomy collaboration and active participation in the learning process*
- *Fluency over accuracy:CLT emphasizes the development of Fluency and communication semis,valuing meaningful and uninterrupted communication*

over perfect accuracy,students are encouraged to take risks and communicate their idea even if they make some errors.

➤ *Language in context: Language is taught and learned in meaningful contexts. Grammar and vocabulary are introduced and practiced in relation to the specific communicative tasks or topics at hand allowing students to see the language in action*

➤ *Error correction: Erroris viewed as a natural part of the learning process and error correction is done in a supportive and constructive manner.*

1.4.5. Task -Based Language Learning:

It was created by Prabhu (1987) to fill the gaps of the CLT method, Richards & Rodgers (2001), it attempts to identify what should be taught based on an examination of language as a tool for communication rather than as a formal system, it is based on a strategy in which numerous tasks are employed as the

primary unit of planning in language learning. Here's a breakdown of the key principles of TBLL:

➤ *Meaningful communication: The primary focus of TBLL is to promote meaningful communication in the target language. Learners engage in tasks that require them to use language to accomplish real-world goals or solve problems. The emphasis is aconveying meaning and* understanding rather than on grammatical accuracy alone.

➤ Learner-centeredness:TBLL places the learner at the center of the learning process.Learners are active participants who take responsibility for their own learning.

➤ Language awareness: TBLL promotes language awareness by creating opportunities for learners to reflect on and analysesthe language they use during tasks.Learners become more conscious of linguistic features, vocabulary and grammatical structures,leading to noticing and internalizing language patterns.This awareness supports the development of accuracy alongside fluency.

➤ Feedback and Error correction: In TBLL,feedback plays a crucial role in guiding learners 'language development. Feedback can come from peers, the

teacher,or self-reflection. Error correction is handled sensitively,prioritizing meaningful communication over immediate perfection.

1.4.6. Suggestopedia

It is an innovative and unorthodox method to teaching English as a second language it developed by the Bulgarian Psychotherapist GeorgiLozanov in the 1970 and it emphasize the importance of relaxation,suggestion,visualization and music in the learning process.

A suggestopedia lesson has three main parts. There is an oral review section where previously learned content is used to facilitate discussion,followed by the presentation and discussion of new dialogue material and its native language equivalent, in the final part, in the "seance" or "concert", section students listen to relaxing music while their teacher reads the dialogue in a way that corresponds to the trapped music.

Here are the principles that underpin the Suggestopedia method:

➢ Positive expectancy: Suggestopedia emphasizes the importance of creating in their abilities and have high expectations of success.

➢ Use of music:Suggestopedia utilizes baroque music,such as compositions by Bach and Mozart, during the learning process. It is believed that the rhythm, tempo and relaxation levels,creating a neue conducive learning atmosphere.

➢ Authority of the teacher: In Suggestopedia,the teacher is seen as an authority figure who possesses expend knowledge and guide the learning process.

➢ Active and Passive learning: Suggestopedia incorporates both active and passive learning experiences.In the passive phase,learners focus on receptive skills, such as listening and reading,without the pressure of immediate production. This helps learner'sabsurd information at a deeper level. In the active phase, learners engage in speaking and interactive activities to actively use the language and practice what they have learned.

➢ Suggestopedia has been used in order to teach foreign languages in an easy and comfortable way. In this context, Lozanov claimed that "By using this method one can teach languages approximately three to five times as quickly as conventional methods (as cited in Mezhoub. n. d. p 13).

Each methods ha its strengths and weaknesses and effective teaching often involves incorporatinga combination of approaches to suit students 'needs and learning preferences.

1.5. Classroom Interaction

In second language learning process, interaction is required in classroom activities, facilitates skills, it demonstrates how students interact with one another, and the teacher even with the entire class, Brown (2000) asserts that:".... interaction is, in fact, the heart of communication, it is what communication is all about " p 165, also Allwright (1984) has defined interaction as "the fundamental fact of pedagogy " so that "successful pedagogy involves the successful management of classroom interaction " (p156) as quoted in Ellis (1997 p 173), and from this quotations, we can see that classroom interaction is one of the key means in communicative approach of language teaching. It is recognized as an important aspect in second language learning as it takes place either between the teacher and his students or between the students themselves, individually or groups, depending on the communication setting. In this sense, Numan and Carter (2001) cited «classroom interaction refers to the interaction between the teacher and the learners and amongst the learners in the classroom " (p 120).

Teachers may create a vibrant learning environment that encourages active involvement, cooperation and deep knowledge among student by developing successful classroom interaction.

1.6. Types of Classroom Interaction

In FL learning process, classroom interaction could be a critical component of learning; it involves four (4) main types according to Thumond (2003) in the classroom context, the learners' course content interaction, learner- learner interaction, teacher-learner interaction and learner-technology interaction. But in this research the focus will be only on the teacher-learner interaction and the learner-learner interaction.

1.6.1. Teacher-Learner Interaction

The interaction that occurs between the teacher and the learner inside the learning environment is a crucial component that influences the students' performance, achievement and development, the teacher plays an important role in such interactions, acting as the leader or controller, Kouicem (2010). He /she motivates his /her students trying to create interactive situations that make them engaged, and this is generally done through negotiating the content of the course with them, asking questions and waiting for their responses and interventions, accepting and using their ideas as well as giving feedback.

According to Harmer (2009) " the manner in which the teacher interacts with his students is regarded as an important skill that is shared between the teacher and the students because the teacher relies on the learners' level of understanding of the input that is appropriate for them in classroom situations, the teacher concentrates on the type of input he should supply his students with meaningful and understandable input enables students to interact with their teacher. Harmer argued that "unlike newer teachers who focus solely on their students' comprehension in the classroom, experienced teachers focus on how they speak to their students with physical movements such as gestures, expressions, mime, and so on ... which have become of the language techniques used by lower level of literacy (pp 3-4), in the classroom, the teacher asks questions to students who respond with questions or explanations, and he responds to them since the teacher is one who talks a lot in class, and is seen as an important element of the interaction. As Kundun (1993), as quoted in Lynch (1996 p 109) states " most of the time we talk in class hardly even giving our students a chance to talk, except when we occasionally ask them questions, even on such occasions because we insist on answers in full sentences and penalize them for their mistake, they are always on the defensive (p 13). Scrivener (2005:85) mad the following diagram to show clearly how the interaction happens between the teacher and the student

```
St      St      St      St      St  St      St      St

St      St      St      St      St  St      St      St

St      St      St      St      St  St      St      St

St      St      St      St      St  St      St      St

St      St      St      St      St  St      St      St

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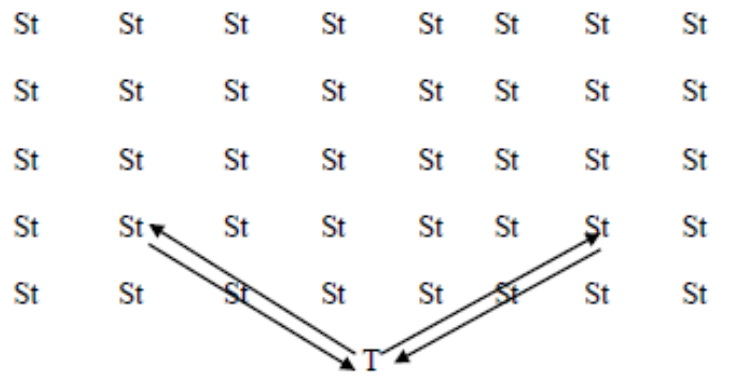
Figure 1: Interaction between teacher and student

Key:

↗   Teacher interacts with student

↙   Student interaction with teacher

St   Student

T   Teacher

1.6.2. Learner-Learner Interaction

In the field of SLA, it is considered that second language learning takes place through interaction in general and learner-learner interaction in particular, also many studies and learning theories assert that interaction between students improves various skills and abilities. Paula (2002: 128) said«talking students with their peers about the content is a powerful way for them to reinforce what they have learned ". It is necessary for the students to be the primary participants in the classroom since they must interact with one another so that meaning can be negotiated through speaking skill. Hence, Johson (1995) pointed out that " student-student interaction in foreign language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning self-select when to participate, control to topic of discussion, and most importantly it draws on their own prior knowledge and interactional competencies to actively communicate with others"(p189). When working in groups, this can happen in groups called learner-

learner interaction or in pairs called peer interaction for the purpose of giving students feedback in the target language through correcting each other's errors or asking questions to each other. Mackey (2007 p 30). In this sense, Lynch (1996) claimed that " In learners rarely pick up each other's errors, even in the short term [......], group work is more likely to lead to negotiation of meaning than interaction with the teacher"(p 111). Many theories of learning maintain that knowledge is actively constructed and skills improved through interaction between learners as it is shown in the diagram in figure (2) done by scrivener (2005:86)
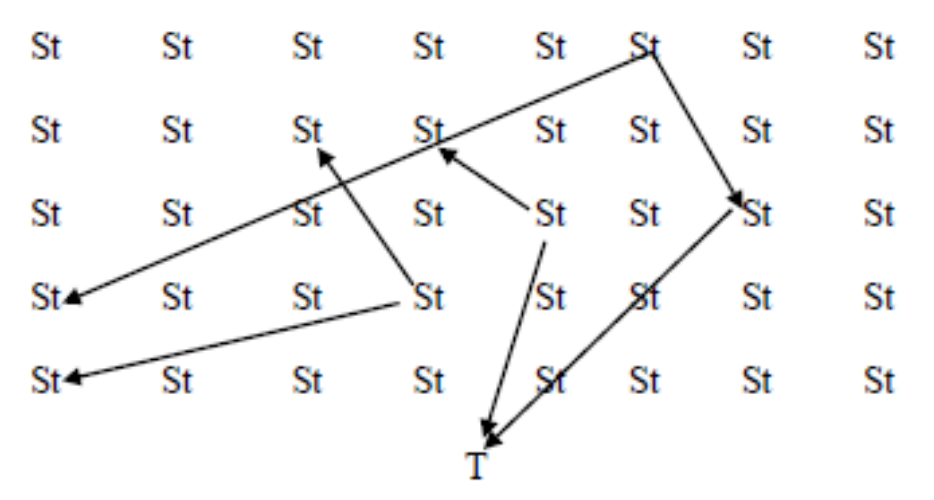
Figure 2: interaction between students

Key:

✓   Student – student interaction

St   Student

T   Teacher

1.7. Conclusion

In teaching English as a foreign language in Algeria, teachers included different methods to achieve their objectives of courses and each method has contributed new elements and has attempted to deal with some issues of language learning and all this to achieve an effective, efficient classroom interaction.

Chapter Two

ELT in Primary Schools

Chapter Two ELT In Primary Schools

2.1. Introduction

As is well known, English is a global language used to communicate among people all over the world, the developers of the Algerian curriculum included English to be taught in the educational programme after French language.

Teaching English at primary level is a difficult endeavor, many primary school students struggle with mastering its complexities, and many teachers faces multiple challenges during their programming, pedagogically like the lack of teaching materials, the quality of textbook, lack of teachers training... and historical, sociocultural like Francophonie.

2.2. ELT in primary schools

English in Algeria becomes one the foreign languages that are taught in the school after the national language and L2 French. Primary school is a sensitive and tough educational level where the pupils are still too young, means that they are still in the childhood. Therefore, it is not an easy task to deal with it and teach pupils at such a critical age especially when it comes to a teacher profession, many teachers face various challenges during their teaching to that level because they are teaching English as foreign language.

Teaching English in primary schools means teaching students aged 6-12 years regarded as young learners, Suyanto (2010) said "Because they are still young, they will arrive at the lesson with varying degrees of English proficiency, they may come with excellent English, the others may know nothing about English "This condition causes a difference among students 'motivation in learning English, some of them feel that English is easy and enjoyable and others think that English is difficult and tedious as Chuang (2001) mentioned." Furthermore, students who are very interested in English should be assisted in experiencing an appropriate English lesson while those who are not interested in learning English should be motivated and supported more by demonstrating that English is exciting and fun ". As a result, assuming the school has adequate facilities the textbook, provide classrooms with visual audio materials and put qualified teachers for better outcomes along with that assertion, several the dominance of the French language in the Algerian educational system as a first language.

<u>Chapter Two ELT In Primary Schools</u>

Studies have been conducted that teaching English is not easy since it teaches for children, also the implementation of English language to be learn in Algeria pose many challenges.

2.2.1. Qualified Teachers and Teacher Training Quality

The most pressing difficulty is a dearth of qualified teachers, a qualified teacher must meet specific criteria , In Mexico for instance, the ministry of education set some criteria for the qualifications of English teachers, they should either preferred ideal profile of a B2 or higher level in English, and a Bachelor degree in English teaching field of study, this means that graduates or teachers are ought to take in an English language proficiency test such as TOEFL or IELTS (Ramirez-Romero and Sayer 2016, p 14) .

Well-trained middle school or high school teachers have strong language proficiency excellent pedagogical abilities and knowledge of ELT approaches. In this point Barfi (2015) reported that " The perfect professional background standards of a qualified teacher are mainly a teacher who has a good command of English, who have had a general training in primary education, and in some cases, a teacher who has a university education in the field of language teaching (Lessons to teach, para, 13)

The teacher is the heart of educational and the foundation of each institution, it is likely that the teacher is the source of the learners' enthusiasm or dislike of English learning. The teacher does not become a good teacher and an expert in education the minute he enters this field, it is critical to hire a well-prepared, qualified and trained teacher.

2.2.2. Textbook Quality

The textbook is certainly highly significant and cannot be overstated. It is regarded as the primary teaching instrument for young students, it is vital in every child's learning process, the quality of the textbook is crucial in this case Juârez (2013p13) stated that «a rigorous pedagogical evaluation of textbooks quality and features is highly needed". In the end, textbooks are significant because they can either increase ordegrade learning quality they can also impact children's attitude and perspectives.

2.2.3. Classroom Management

classroom management is a two-part expression , classroom and management, from Oxford learners' Pocket Dictionary "classroom is defined as a room in school ,college ... where are classes held " , and management as " the control or organization of something " (pp 72-261) , Heartel Wang and Walberg (1993) identified "classroom management as being the first in a list of important factors that influence school learning ", also Ben (2006) cited that "Effective classroom management strategies are significant to a successful teacher's delivery of instruction ", based on this quotations, we can say that classroom management is seen as an integral component of the teaching and learning process , it refers to the methods ,strategies and abilities that teachers employ in order to create a classroom climate conducive to a student's learning progress . Most of primary school teachers may struggle to deal with students' behaviours.

2.2.4. Overcrowded Classroom

Hayes (1997) states that" there can be no quantitative definition of what 'overcrowded' class means, as perceptions of this will differ depending on context ". Ur (1996) seen that "large is, of course a relation term, and what a large class is, will vary from place to place ... a group own twenty may be considered large, in my own teaching situation 40-50 ... a study done by a term of the Lancaster-Leeds language learning in large classes research project conducted research project (project report N°4) of Colman et *al*, indicates that an average perception of the large class may around 50 students (p 302).

An overcrowded classroom is a class in which the teacher focuses on managing and controlling the pupils rather than working towards the completion of the lesson objectives, so both of teacher and pupils find difficulties in the teaching and learning processes.

2.2.5. Working With Mixed Abilities In Learning

In classrooms, we frequently find a wide range of talents, from quick learners to those who require additional assistance. This presents difficulties, such as one to two of the master learners dominate group work or become when teachers explain something they already know. Weaker learners may feel humiliated when they can't answer a question and may misbehave as a result.

2.2.6 Discipline

Teachers have a tough time supervising their pupils that create a lot of noise, especially when they conduct activities or finish before the others. A disciplined class is an excellent environment for a teacher to convey knowledge; nevertheless, discipline is only achievable if a class's strength is typical. It is impossible to maintain discipline in a class of 40 or more pupils. A teacher may be highly knowledgeable in his field, and his preparation may be enough, but he will fail to regulate and maintain discipline. Hayes (1997) stated that ".... it is noisy, some students who aren't interested in class will disturb the others.... when we have the activities in class, it will be difficult to control or to solve their problems"(109).

2.2.7 Discomfort

Many teachers and students may feel uneasy and despairing when teaching and learning is an overcrowded classroom. Teachers are unable to engage their students in learning activities due to the general unfriendly environment, if they are unable to do so and become apprehensive, the teaching and learning process will be disrupted. Hayes (1997) argues that "large size of class makes me frustrated and tired and i feel hopeless to manage the class successfully (p109). Thus, it is important that the class must be a comfortable place to gain successful interaction.

2.2.8. Individual Attention

Primary schools teachers cannot devote attention to every single pupil in the classroom, teachers note that it is impossible to focus on all pupils, and thus there will be insufficient reinforcement to motivate all the pupils to participate in various activities. In this sense, Ur (1996) argues«I can't get to know and follow the progress of all individuals in my class, they are too many of them, and they're all so different "(p303)

2.2.9. Teaching-Learning Process

In primary class, the teaching - learning process gets very slow, there are several diversions and interruptions. in that Hayes (1997) points out"… i am not sure that my students get what i have taught exactly, it is difficult to control the students and i dont know what they have learned "p 109.

2.2.10 Francophonie

French has traditionally dominated Algeria's educational system as a first language, Belmihoub (2018) noted that " Through French is still the default language for many functions, in the Algerian society, it states that English on the rise as the lingua franca of modern science and technology, one that is particularly popular amongst Algerian social media users and entrepreneurs (pp 18, 19).

2.3.Conclusion

The process of bringing English to Algerian primary schools is undoubtedly difficult. As a result, greater efforts are required to achieve the desired results. Teachers must undergo extensive training because they are educating a vulnerable group of students, and the educational organisation must take the necessary measures to develop the teaching of English in the primary schools by developing the quality of textbook and guarding to provide qualified teachers.

Chapter Two ELT In Primary Schools

Chapter Three

Research Design, Data Analysis and Interpretation

3.1. Introduction

The previous two chapters went through the theoretical side of the study. The third chapter is, therefore, the practical side of the study. It seeks to reveal the attitude of introducing English language as a subject matter to be taught in the Algerian primary schools and to know the challenges of teaching English language there. The data of this research were collected from a questionnaire administered to teachers at the primary schools and from class observation was to third year students at the primary schools of Benisnous .

This chapter consists of two phases, phase one is a description of the situation under study. It is devoted to have at the classroom context, moreover, it provides a description of both teachers and students profiles and provides information about the research instruments. Phase two deals with the data analysis and interpretations of the results obtained from the teachers 'questionnaire and learners 'observation.

Finally, the gathered results were discussed in a final step in order to know the challenges faced the teaching English language at primary schools in Algeria.

3.2. A Brief Description of the Study Setting

The present study is conducted in Tlemcen primary schools, more particularly at Benisnous primary schools; it is located in the areas of Tlemcen. These primary schools are Houziali ,HouziAbdelkadar ,Al IkhouaBencharat and MakkaouiMekki. There was 2 groups in each primary schools, they was third year pupils each group of them consist of around 30-40 pupils.one English language teacher works and teach in the 4 primary schools above-mentioned.

3.3. Research Design

A research design is the procedures for collecting, analysing, interpreting and reporting data in the research studies. In other words, the research design sets the procedure on the required data, the methods to be applied to collect and analyse this data, and how all of this going to answer the research questions. As explained by Helen" Research design is a blue point or plan specifically created to answer the research questions and control variance".

Exploratory research is characterized its flexibility, when a problem is board and not specifically defined, the researchers use exploratory research as a preliminary step. By an exploratory research we mean a study of a new phenomenon. Exploratory studies are a valuable means of finding what is happening, to seek new insights, to ask questions and assess phenomenon in a new light(Yin.1994).(Singh2007p64)defined" exploratory research is a technique that investigates research questions that have not been previously studied extensively".

This piece of research is concerned with exploring the challenges of teaching English in Algerian primary schools. Therefore, the process of gathering the data with will adopted mixed research method in the present study, it is a combination of qualitative and quantitative approaches, and the purpose here is to increase the quality of information gathered and an optional way to provide more understanding of the studied phenomenon. Mixed methods (triangulation) is used to meet the needs of this research.. According to Dornyei (2007)"Mixed methods research involves different combination of qualitative and quantitative research either at the data collection or at analysis level". That is to say, mixed methods research implies that use of both quantitative research (numerical data) and the qualitative research (non-numerical data).Mixed methods provide a more compele picture by noting trends and generalization as well as in depth knowledge of participants 'perspective.

3.4. The sample

A "sample" is defined as «the group participants whom the researcher actually examines in an empirical investigation» Dörney (2007 p 96)

The sample under investigation was randomly chosen the learners and the teacher atHouziAli, HouziAbdelkadar, AlIkoua Bencharat and Makkoui Mekki primary schools, which situated in BeniSnous, the learners are third year primary school and another seven (7) Teachers around Tlemcen

The researcher used a random sampling technique, which involves in Dörneys words " Selecting members of the population to be included in the sample on a completely random basis... thus minimizing the effects of any extraneous or subjective factors"

3.4.1. Teachers' Profile

The informants were (7) teachers, one of them is an English teacher working at Houzi Ali, Houzi Abdel Kadar, Al IkhouaBencharat and MakkaouiMekki primary schools, she holds licence degree, the teacher has experience in teaching ranges less than two years, the other were 6 English teachers working in Tlemcen at different primary schools, hold Master's degree, they have field experience less than two years.

3.4.2.Learners 'profile

The informants in this research were third year primay schools pupils at (Houzi Ali , HouziAbdelkadar , Al IkhouaBencharat and MakkaouiMakki) ,aged Between 7 to 8 years old ,they have an experience with the English language about 9 months starting from September to May , they study English three (3) hours per week .

3.5. Data Collection Instruments

A research is a process of collecting data and examining it through a set of methodicaltechniques. Hatch and Lazaraton (1991) defined it as " The organized ,systematic search for answers to the questions we ask" (cited in Dörney 2007; 15), in order to obtain the required data of the present research for that a questionnaire and classroom observation used as a research instruments in this study .these important instruments meant to provide worthy data .

3-5-1 Teachers Questionnaire

The questionnaire is a research instrument consisting of a series of questions for gathering information from respondents who answer on it.

   Brown (2001:6) defines it as:

«Any *written instruments that present respondents with a series questions or statements to which they are to react either by writing out their answers or selecting for among existing answers"*

qtd in Dörnyei (2003:06)

The questionnaire was delivered to seven (7) teachers at primary schools one of them in the primary school that the researcher mentioned before. It consists 17 questions divided in two sections, these questions were varied close -ended, multiple choice and

open-ended questions. The aim of the questionnaire is to gather data on teacher's attitude towards English language in Algeria primary school and their views on learning English language at an early level and which difficulties may have faced them.

-Section one has three questions about:

Question one concerns teachers' educational qualification

Question two ask teachers about their status in profession

Question three is about teachers' experience in ELT

-Section two of the questionnaire is about:

Question one aims to know the attitude of English teachers towards English in Algerian primary schools

Question two concerns with if the English language could be handy than French in Algeria.

Question (3) and seven is about if teachers are against of teaching English at primary level

Question (4) asks teachers if teaching English and French could subject the children to undue academic pressure

Question (5) is about why people nowadays see English as an important language

Question (6) is about the difficulties that may arise for the primary school English language teachers.

Question (7) is addressed to teachers to provide possible solutions to the difficulties mentioned.

Question (8) is tries to know if teaching English in Algeria need to improved

Question (9) is about if English teachers are motivated to teach the primary level

Question (10) aims to know the English teachers require to improve the teaching learning process

Question (11) aims to Know if the textbook quality can improve the learning outcomes.

Question (12) attempt to know what is the suitable methods use for teaching EFL to children.

Question (13) deals with if the socio-political and economic conditions allow to introduce English to be taught in primary level

Question (14) concerns with the position of English subject in primary school

Question (15) attempt to know what are the recommendations need to improve the English language in Algeria

Question (16) is addressed to teachers to provide any comments on the implementation of English in primary schools (see Appendix)

3.5.2. Classroom Observation Grid

The second instrument the researcher used in classroom observation which is a way to collect primary data, observation is a purposeful, systematic and selective way of watching and listening to an interaction or phenomenon as it takes place, there are many situations in which observation is the most appropriate method of data collection.

"*Ob*servational data are attractive a*s they afford the researcher the opportunity to gather "live" data from "live" situations, the researcher is given the opportunity to look at what is taking place in situations rather than at second hand"*

Patton qtd, in Cohen et al (2005:305)

They are three categories of observation:

1- Participant VS. Non participant is when you as a researcher, participate in the activities of the group being observed in the same manner as its members, whereas,the latter mean that the researcher does not get involved in the activities of the group but remain a passive observer, watching and listening to the activities of the group and drawing conclusions from it.

2- Covert VS. Overt

The first participants are aware that they are being observed while in the second, the observer does not inform the participant that they will be observed

3-Structured VS. Unstructured

In the first the observation goes through a plan of what exactly to observe, while the second the observer is free to observe anything that seems important for the case study.

The classroom observation took place in Houzi Ali, HouziAbdelkadar, Al IkhouaBencharat and MakkaouiMekkiprimary schools, the third year pupils

During the classroom observation, which lasted almost one month (8 sessions), the researcher as a passive participant attained information by using notes taking unstructured. To know the major challenges may face English language teacher at primary level, also what methods used to teaching and what are the learners' style and strategies.

3.6. Data Analysis

3.6.1. Teachers questionnaire Analysis

Rubric One : General Information

A.   Educational qualification

Table 1.1 : Educational qualification

Answers	Number	Percentage
Licence	1	14,28%
Master /Magister	6 6	85.72%
Phd	0 0	00%
Total	7 7	100%

Pie chart 1.1
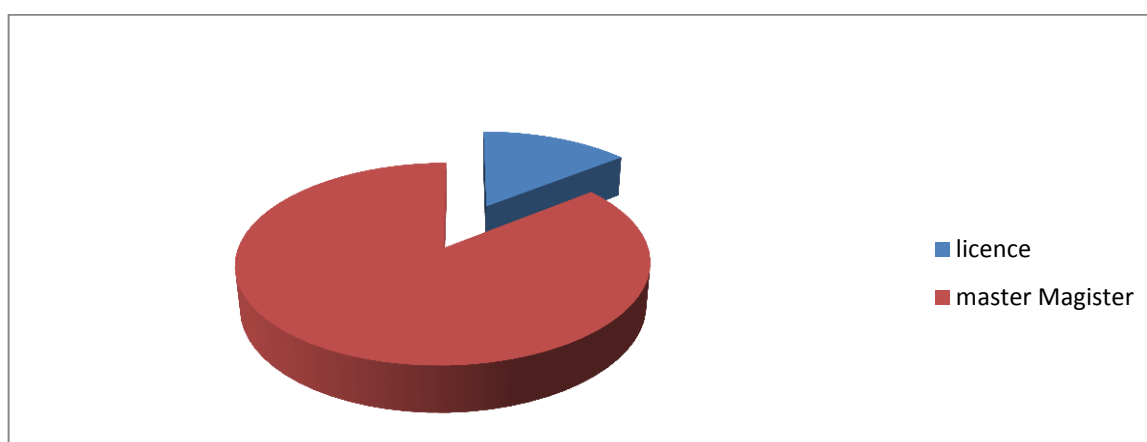
Based on the results presented in the table and the figure, it appears that 14.28% of elementary school English teachers hold a bachelor's degree, while 85.72% of them

hold a master's degree. These results can suggest that obtaining a master's degree may be common and desirable among this group of individuals, and it may provide a high level of academic and professional expertise and qualifications in the field of teaching English at elementary schools.

B. Status

Table 1.2 :status

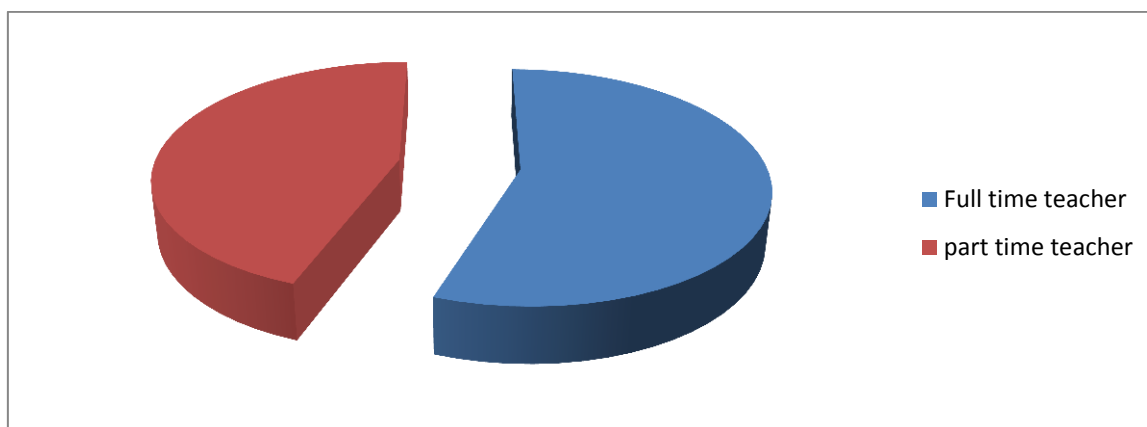| Answers	Number	Percentage
Full- time teacher	4	57.14%
Part- time teacher	3	42.85%
Total	7	100%

Pie-chart 1.2

The results presented, it appears that 57.14% of elementary school English teachers have permanent teaching positions, while 42.85% of them have temporary positions as substitute or part-time teachers. These results can suggest that a significant number of elementary school English teachers have permanent employment opportunities available to them in this field. On the other hand, a certain percentage of teachers work as temporary or substitute teachers, which may indicate a need for substitute or

temporary teachers in elementary schools, or a lack of sufficient permanent job opportunities in some areas.

C. Years of English teaching

Table 1.3:Years of English teaching

Answers	Number	Percentage
Lessthan 2 years	7	100%
From 2 to 5 years	0	0%
More than 5 years	0	0%
Total	7	100%

 100% of the sample has less than two years of experience teaching English at the elementary level. This result can be an indicator that many elementary school English teachers do not have extensive teaching experience and may require additional support and training to improve their teaching skills and the quality of education they provide

Pie-chart 1.3
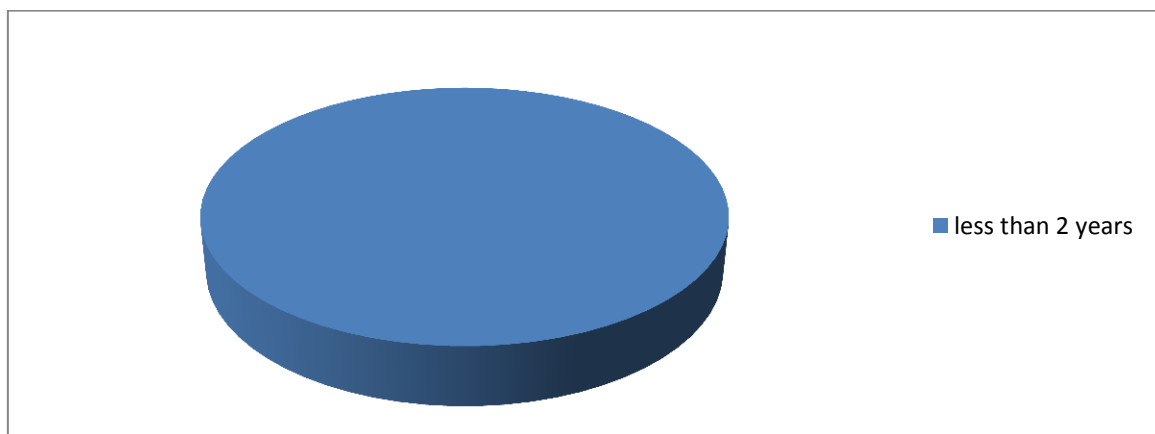
Rubric Two:Teacher's Attitude Towards English Language In Algeria Primary Schools

A.Do you consider English as part of the Algeria sociocultural sphere?

Table 2.1: English as Part Of The Algeria Sociocultural Sphere

Answers	Number	Percentage
Yes	4	57.14%
No	3	42.85%
Total	7	100%

Pie-chart2.1
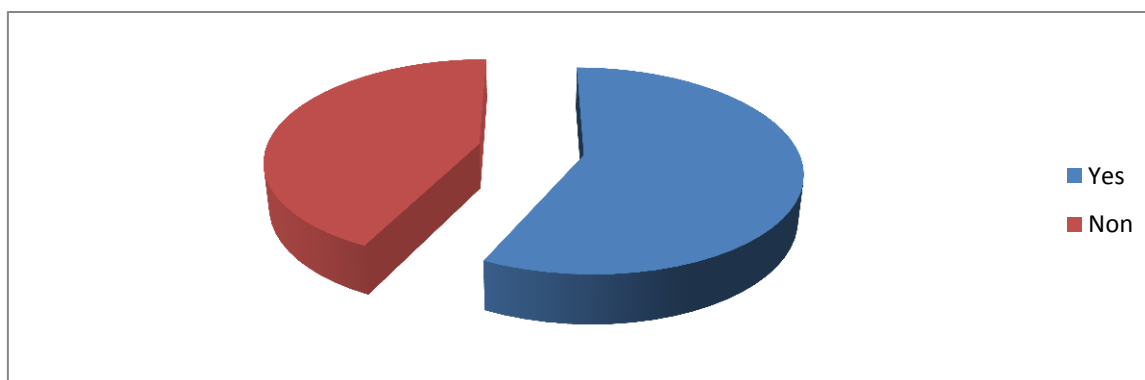
The results obtained in the above table and figure2.1, we can conclude that 100% of the surveyed sample in Algeria finds English to be an important cultural and social language. From this conclusion, it can be said that English is highly valued in Algerian

society, and this may indicate that English plays an important role in culture, communication, and social relationships in Algeria.

B. Do you think That English may be more useful Than French Algeria؟

Table2.2: The Use of English VS.Urench in Algeria

Answers	Number	Percentage
Yes	7	100 %
No	0	
Total	7	100%

Pie-chart2.2
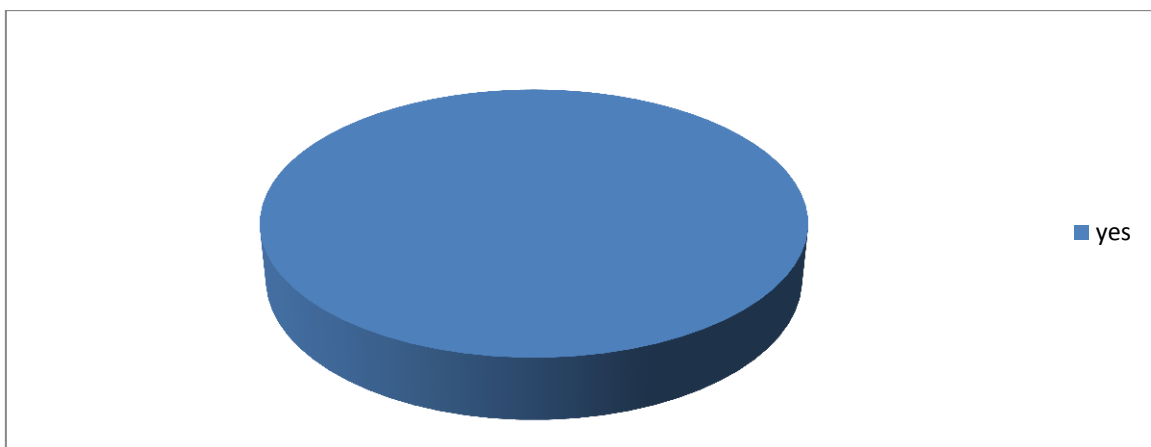
 The results mentioned that, we can conclude that 100% of the surveyed sample in Algeria find that English is more commonly used than French in Algeria. From this results, we can say that English language plays an important role in communication

and may have a significant impact on the language culture and social relations in Algeria.

C. **Table2.3: Some Reasons Of Using French more than English**

Answers	Number	Percentage
Necessary to have information	2	28.57%
Historically neutral	0	00%
A steep towards internationalization	5	71.42%
Total	7	100%

Pie-chart2.3
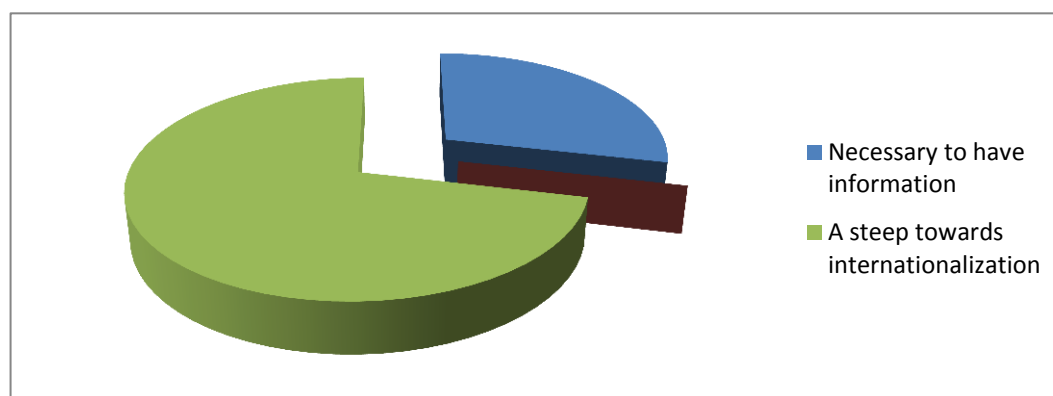
We can conclude that 71.42% of the surveyed sample in Algeria find that English language serves as a means towards internationalization. On the other hand, 28.57% find that English language is more commonly used than French because it provides information. This suggests that English language has a significant impact on the culture, communication and social relations in Algeria, particularly in terms of global connections and access to information.

C.What is your attitude towards learning English early stage ؟

D.Table2.4:Attitude Towards Learning English Early Stage

Answers	Number	Percentage
Agree	1	14.28%
Stronglyagree	6	85.71%
Disagree	0	0%
StronglyDisagree	0	0%
Total	7	100%

Pie-chart2.4
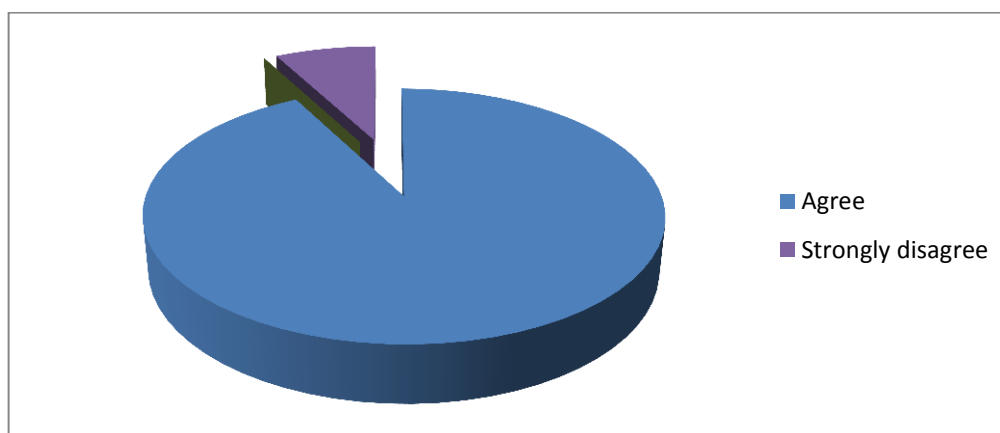
Based on the mentioned results, we can conclude that 85.71% of the surveyed sample in Algeria strongly agree that learning English at an early stage is a good thing, while only 14.28% strongly agree with this statement. This indicates the importance of learning English at an early age in Algeria, and it may have a significant impact on language culture, social relations, and communication in the country.

1.   Are you for or against teaching English in primary schools?

E.Table 2.5:For oragainst Teaching English In primary Schools

Answers	Number	Percentage
for	7	100 %
Against	0	0%
Total	7	100 %

Pie-chart2.5
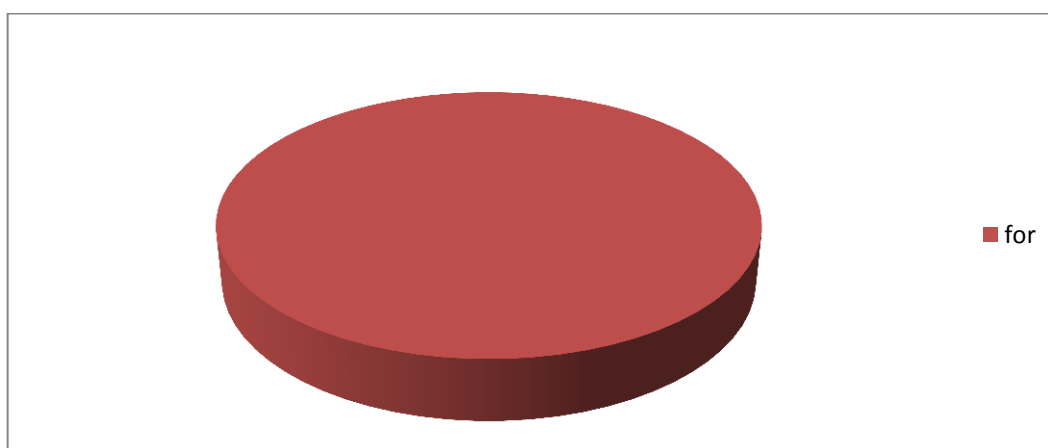
100% of the surveyed sample in Algeria support teaching English in primary school. This indicates the importance of early English language education in Algeria, and it may have a significant impact on language culture, social relations, and communication in the country.

E. Would Teaching English and French together for the child in the elementary stager would expose the child to excessive intellectual pressure?

F.Table2.6: Would Teaching English and French together for the child in the elementary stager would expose the child to excessive intellectual pressure

Answers	Number	Percentage
Agree	4	57.14%
Strongly agree	0	0%
Disagree	3	42.85%

Strongly Disagree	0	0%
Total	7	100 %

Pie-chart2.6
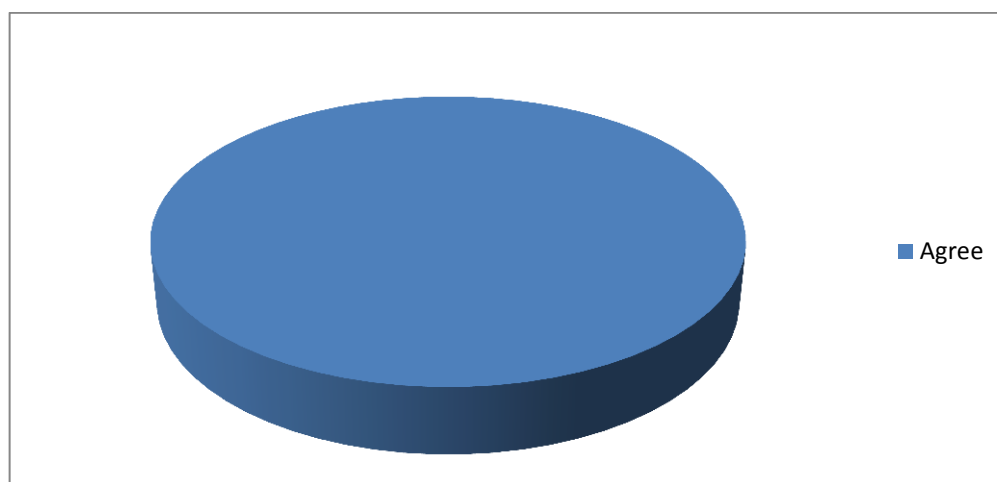
Based on the mentioned results, 57.14% of the surveyed sample in Algeria find that teaching English and French to elementary school students increases their academic pressure, while 42.85% disagree with this opinion. This suggests that there may be differing perspectives on the appropriate language education approach in Algeria and highlights the importance of considering the potential impact on students when developing language education policies.

    F. People opinions on English nowadays

G.Table2.7 : People's opinions On English Nowadays

Answers	Number	Percentage
The language of the world	2	28.57%
Globalization	5	71.42%
Total	7	100 %

Pie-chart2.7
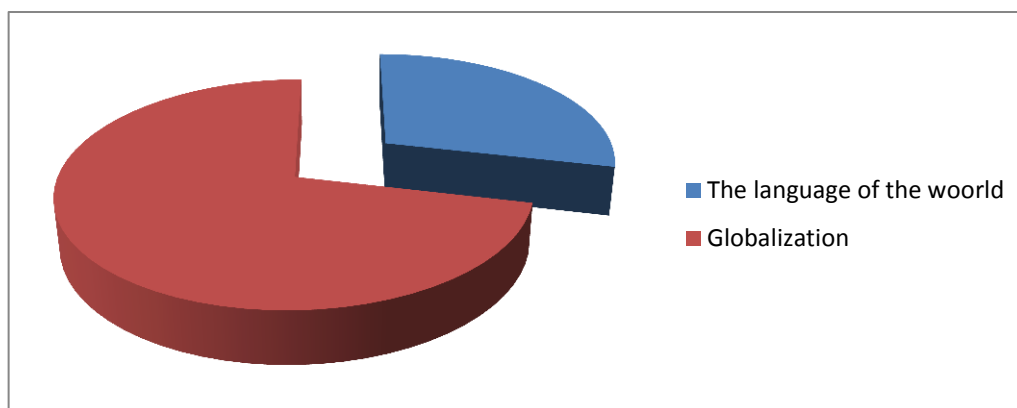
The results shown that 28.57% of the surveyed sample in Algeria finds that English is a global language, while 71.42% see it as a gateway to globalization. These results suggest that while there may be concerns about academic pressure with early language education, there is also recognition of the importance of English in a global context. It is important to consider both perspectives when developing language education policies that meet the needs of students in Algeria.

G. What Difficulties facing for the primary school language Teachers?

H.I.Table2.8:Difficulties Facing The primary School Language Teachers

Answers	Number	Percentage
No availability of laboratories (equipped with ICTs) For the foreign language study	2	28.57%
No experiences in teaching young learners		
Insufficient qualification of the teachers		

No availability of qualifies guidance		
No availability of the teacher's own practical worksheets		
Inefficient goal setting		
Lack of methodology for teaching foreign languages un the primary school	3	42.85%
No availability of the teaching material ls complying with the modern requirements	2	28.57%
Total	7	100 %

We observe that 42.85% of the sample find that the difficulties for elementary school students in learning English are related to the luck of methodology for teaching foreign languages in the primary school, while 28.57% find that the difficulties they face are related to no availability of the teaching materials complying with the modern requirements and no availability of laboratories (equipped with ICTs) for the foreign language study. From this, we can infer that there is a variation in teacher's responses, indicating that elementary school students encounter a range of difficulties in learning English.

Pie-chart 2.8
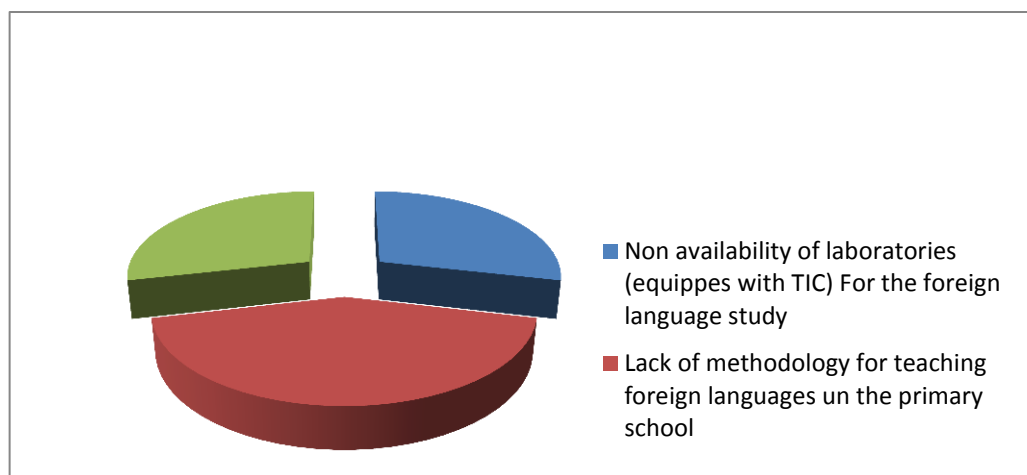
H. Some solutions to the difficulties have mentioned.

I.   Table 2.9: Some solutions to the difficulties have mentioned

Answers	Number	Percentage
Bring the needed ICTs and materials and teachers will use their creativity.	5	71.42%
reading lessons	2	28.57%
Total	7	100 %

From the figure and the table, we find that 71.42% suggest that is bring the needed ICTs and materials and teachers will use their creativity the most suitable method for addressing the difficulties in learning English among elementary school students, while 28.57% find that reading lessons is the most suitable method. Based on the results we can conclude that communication method are the most appropriate means to mitigate English language learning difficulties.

Pie-chart 2.9

Bring the needed ICTs and materials and teachers will use their creativity.
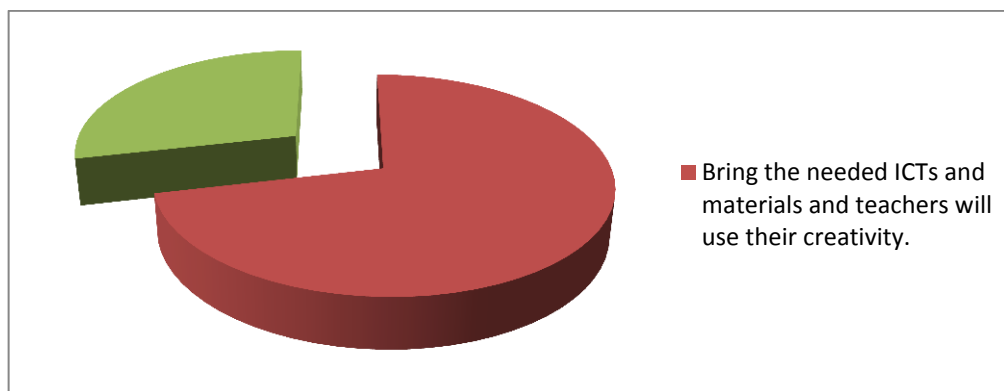
J. Do you think teaching English in Algeria needs to be promoted?

J. Table2.10:Teaching English in Algeria needs to be promoted

Answers	Number	Percentage
Yes	7	100 %
No	0	0%
Total	7	100 %

Pie-chart 2.10

yes
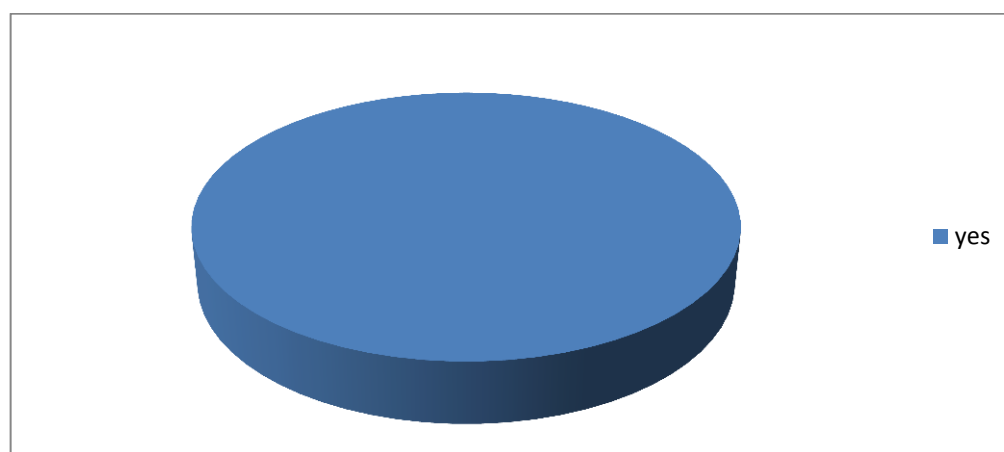
The results indicate that 100% of the surveyed school sample, consisting of English teachers in primary schools, sees the need to enhance English language teaching. This suggests that there is awareness among teachers of the importance of English in the modern world. It is important to consider these results when developing language education policies that meet the needs of students in Algeria.

10. Motivation of English language teachers at primary schools

K.Table 2.11:motivation of English language teachers at primary schools

Answers	Number	Percentage
Yes	7	100 %
No	0	0%
Total	7	100 %

Pie-chart2.11
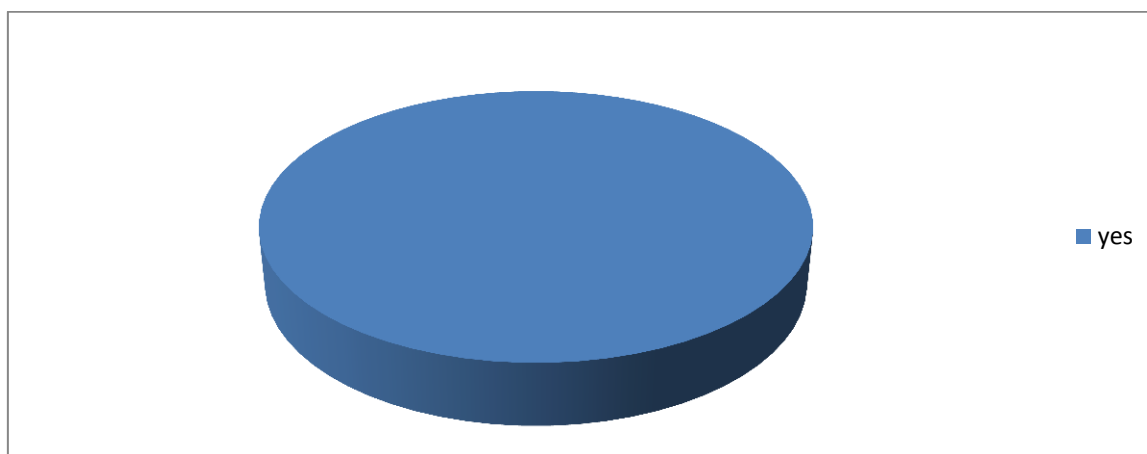
Based on the mentioned results, 100% of the surveyed school sample, consisting of English teachers in primary schools, is motivated to teach English language. This reflects a greater interest in enhancing English language education at this educational level.

K. What do you believe teachers require in order improving the educational process in the primary school to conduct efficient English lessons?

L.Table2.12:teachers require in order improving the educational process in the primary school to conduct efficient English lessons

Answers	Number	Percentage

Advanced training courses	2	28.57%
Library	0	0%
Higher educational institutions	1	14.28%
Teaching training centers	4	57.14%
Total	7	100 %

Pie –chart 2.12
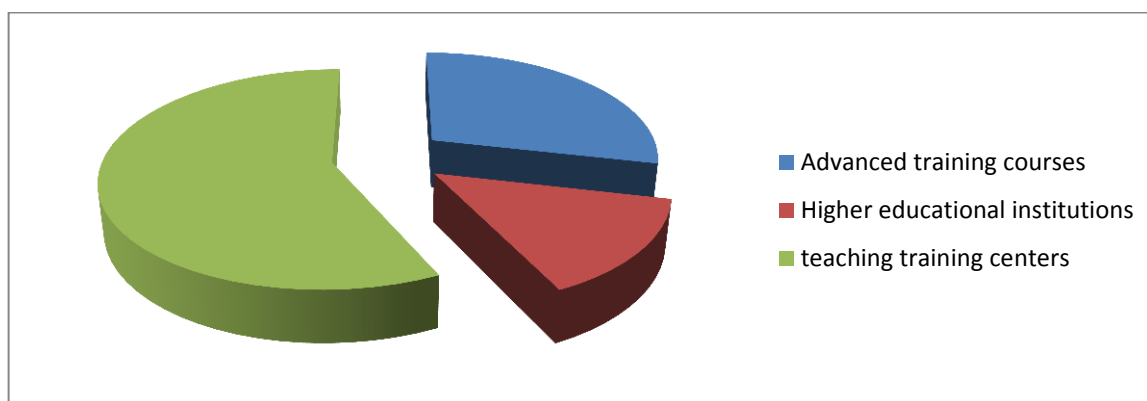
The results are showing that 28.57% of the respondents believe that daily exercises are the most effective way to improve English language education for children in primary schools, while 14.28% of the respondents believe that overall education level needs improvement. 57.14% of the respondents believe that teaching in private centers is the most appropriate way to improve English language education. This indicates varying opinions on the best ways to improve English language education in primary schools, and these results should be taken into account when developing language education policies that meet the needs of students in Algeria. However, most of the answers focus on the necessity of training, which is essential for children to learn English.

L.   How do you think that course book quality (language, instructional methods, illustration…..etc) can improve or hinder the learning outcome for young learners?

Table N°13: the improve of course book quality in the learning outcome for young learners

Answers	Number	Percentage
The more impressive the book , the higher the interest rate which success of the process	5	71.42%
It has to be modified more illustration and a lot of writing	2	28.57%
Total	7	100 %

Pie-chart 2.13
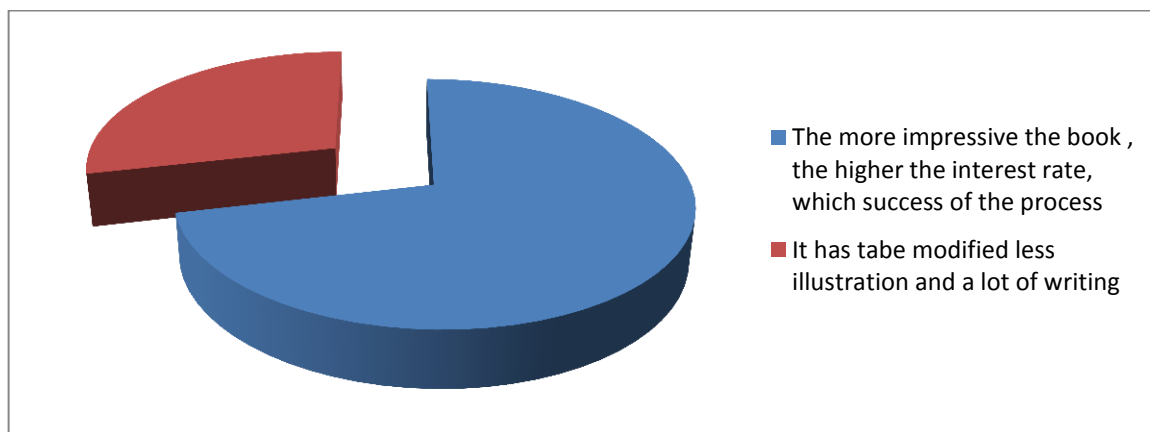
The studied sample shows that 71.42% believe thatThe book's impressiveness , the higher the interest rate which success of the process, leading to an increase in interest and success in the learning process, while 28.57% of the participants think thatIt has to be modified more illustration and a lot of writing. Although the opinions of the sample vary, it can be inferred that a book that is visually appealing captures children's attention and thus leads to the success of the learning process.

M.   Which of the following methods you think most suitable in use for teaching EFL to children?

Table2.14: Thesuitable methods in teaching EFL to children

Answers	Number	Percentage
Verbal methods	2	28.57%
Visual methods	3	42.85%
Error correction	2	28.57%
Creative tasks and tasks of higher complexity	0	0%
Total	7	100 %

Pie-chart2.14
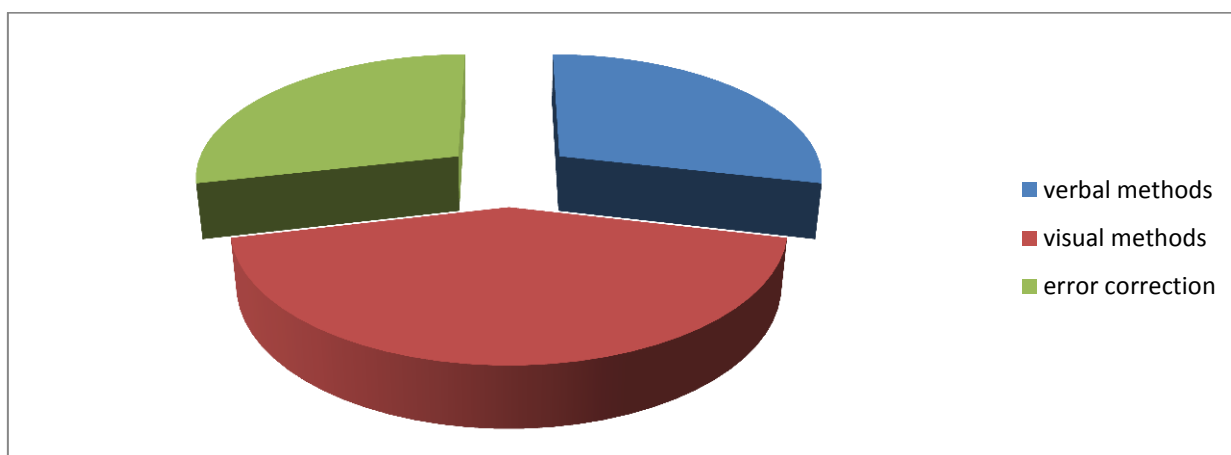
It can be observed that there is a variation in the opinions of the studied sample regarding the suitable method for teaching English to children. 28.57% of the

participants found that verbal methods are the most suitable, while 42.85% found that visual methods are the most suitable, and 28.57% found that creative and problem-solving exercises are the most suitable. From the results, it can be inferred that focusing on visual aspects helps to attract children's attention and motivate them in the learning process, and also that emphasizing creative and problem-solving exercises can help enhance comprehension and understanding in children.

N. Do you think the recent political and economic conditions allow introducing English in primary schools?

Table2.15:the political and economic conditions allowing the introduction English in primary schools

Answers	Number	Percentage
To be used in all domains	5	71.42%
No unfortunately	2	28.57%
Total	7	100 %

Pie-chart2.15
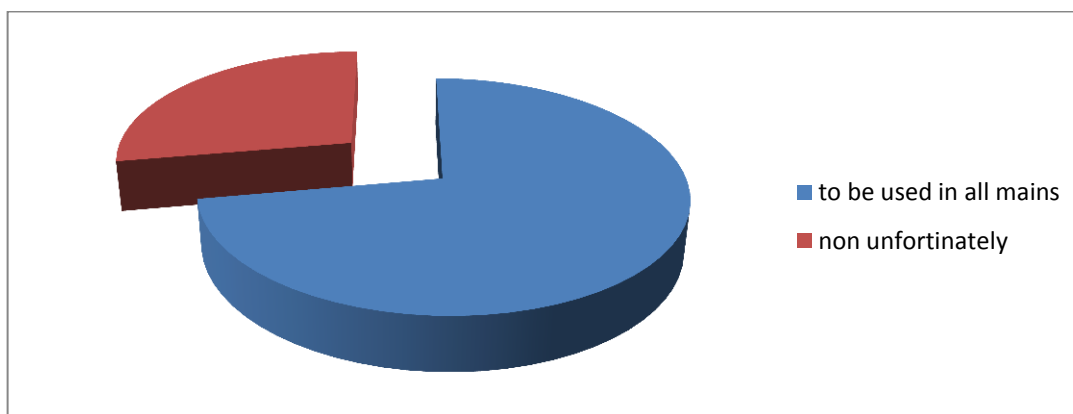
From the results, 71.42% of the participants believe that the English language should be used in political and economic fields, while 28.57% of the participants see that the current economic and political conditions in Algeria do not allow English to be the language of the country. It can be inferred that there is a variation in the participants' opinions, but they all see that the English language has an important role in political

and economic fields. This can be explained by the fact that the English language is a global language and is used in many international and commercial relations.

O. Concerning primary school, are you with teaching English as:

Table2.16: positive VS. negative towards teaching English in primary school

Answers	Number	Percentage
A compulsory	6	85.71
An optioalsubject	1	14.28%
Withequivalence to French	0	0
Total	7	100 %

Pie-chart2.16

an optiol subject
with equivalence to frenh
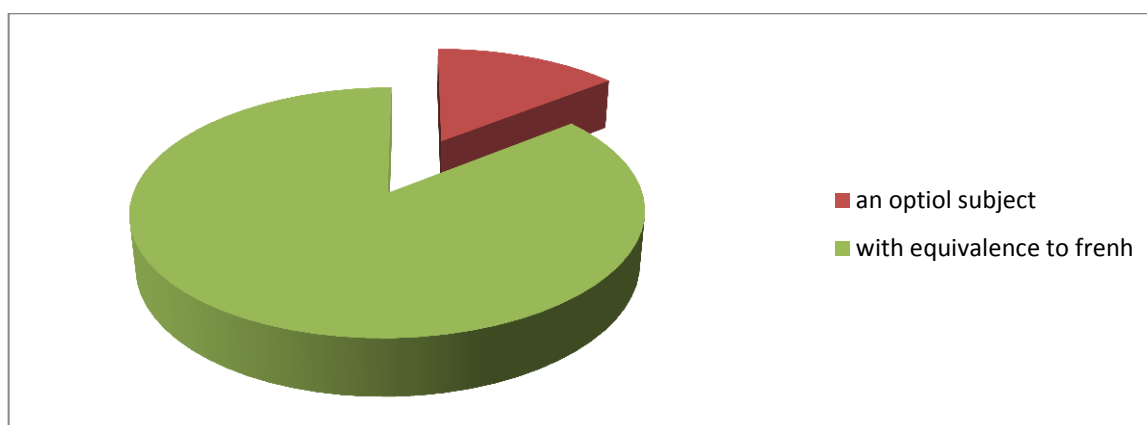
From the results above, it can be seen that 85.71% of the participants find that the English language is a compulsory subject to be taught, while only 14.28% find it

optional. This suggests a strong agreement among participants that English should be taught as a mandatory subject.

P. What do you recommend to improve the status of English In Algeria

Table2.17: the status of English In Algeria

Answers	Number	Percentage
People must be aware of its importance	2	28.57%
English has to be used everywhere (society)	5	71.42%
Total	7	100 %

Pie-chart2.17
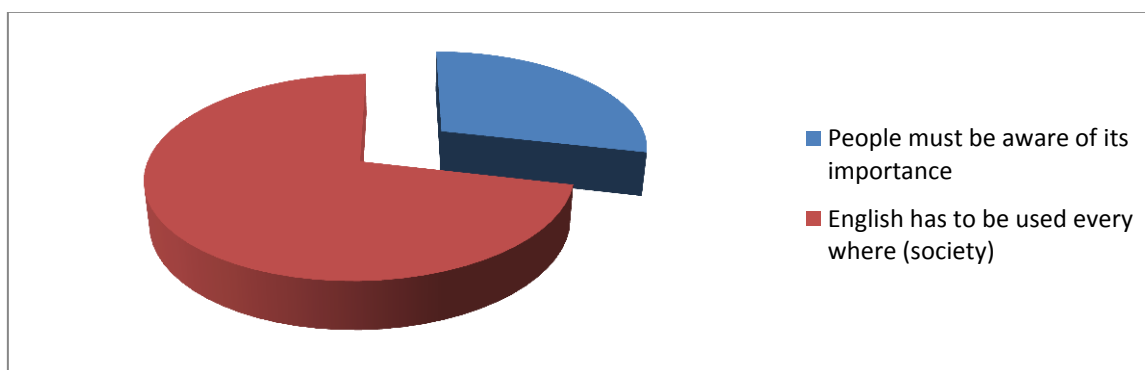
From the results, 71.42% of the participants believe that the English language should be used in all fields of society, while 28.57% of the participants see that it is necessary to raise awareness among people about the importance of the English language. It can be inferred that there is a division in the participants' opinions on how to promote

English learning in Algeria, with some suggesting awareness-raising and others advocating for its use in all fields of society.

Q. Do you have further comments about the implementation of English in primary schools?

Table2.18 :comments on the implementation of English in primary schools

Answers	Number	Percentage
Not really	0	0%
The best age to acquire a new language is childhood	7	100 %
Total	7	100 %

Pie-chart2.18
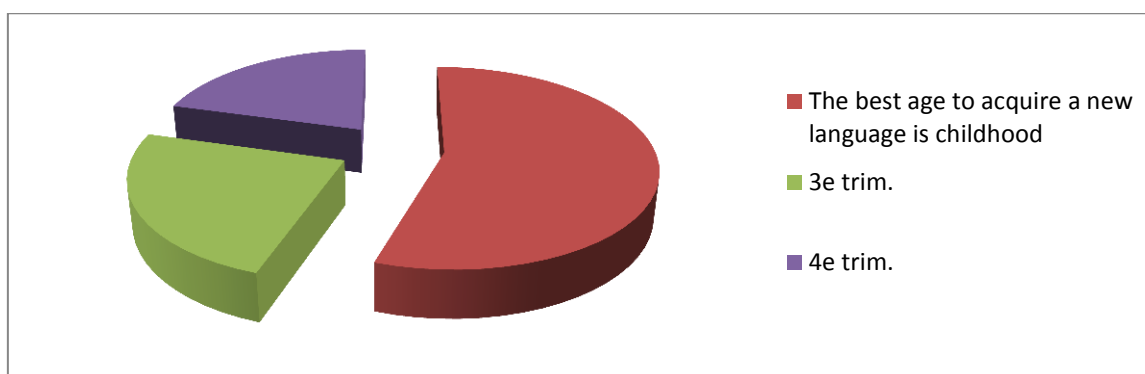
From my understanding of the results, 100% of the sample believes that the appropriate age for learning English is in childhood. This could be due to the fact that children's brains are more adaptable to language learning and can easily acquire new

languages at a young age. It is also possible that the participants may have personal experiences or knowledge that supports this belief. However, it should be noted that while learning English at a young age can be beneficial, it is never too late to learn a new language and adult learners can also be successful in language acquisition with the appropriate learning methods and resources.

3.6.2. Classroom Observation Analysis

Observation was the second tool used in this study. The classroom observation took place at HouziAli, HouziAbdelkadar, MakkaouiMekki and Al Ikhoua Bencharat primary schools with third year pupils ,starting on the (27/04/2023) and ending (11/05/2023).These observations lasted three weeks. The researcher began by participating at the first school with a class of 36 pupils; he attended two sessions with two different groups. Which ran from 10:00a.m until 11:30 a.m. this class included 33 pupils .The other class from the second school has sessions from 13:00 a.m. to 14:30p.m and this class included 40 pupils. The third was with 42 pupils in two different groups at 09:00a.m till 10:30a.m.The last was included 30 pupils in two groups. The observer was noting everything in the classroom from the classroom environment, lesson planning, student participations, class management, challenges of teaching English to this level...etc.

The majority of the pupils were enthusiastic and willing to express themselves in English, whereas others were hesitant and not really interested. The researchers were attentively noting as they went through a checklist.

The English lesson began with the teacher introducing the topic of "Fruits and Vegetables" to the students. The teacher used a combination of verbal and visual aids such as flashcards and real-life objects to introduce the vocabulary to the students. The

students appeared engaged and enthusiastic throughout the lesson, with many eager to participate in the class discussion and activities.

However, it was observed that some students struggled with basic English pronunciation and grammar. The teacher seemed to be aware of this and took extra time to explain the correct pronunciation and usage of certain words. It was also observed that some students were struggling to understand the instructions given in English, which caused some confusion and frustration.

The teacher made efforts to simplify instructions and provide examples to help students understand better. The teacher also encouraged students to ask questions and sought feedback from them on their understanding of the lesson.

Despite the challenges, it was clear that the teacher was making a genuine effort to teach English effectively and engage students in the learning process. The use of visual aids and real-life objects appeared to be a successful approach in helping students understand the vocabulary.

It was observed that teacher struggled with overcrowded classrooms, he was nervous, and there was a small number of pupils who interacted in the lesson. The teacher did not give personal attention of each pupil, also, since they are young they are noisy especially when they do activities and finish before the others and in their participation. The teacher could not maintain discipline in the class.

The pupils sometimes pronounced French words in the English lesson, they were mix words. For instance "*Table*" They pronounced "*Tableau*" and "*Ms*" they said "*Monsieur*".

In the classroom there was mixed abilities in learning some of them were fast to understood the teacher, the others or sometimes few of them was need some help and extra explication from the teacher.

The teacher established a comfortable and encouraging environment for his pupils. The teacher motivated them to participate in the discussion by asking them to share their thoughts freely or speak about any topic they want to present .He also pushed them to overcome their shyness by requiring some students to give an oral presentation because they do not participate in class. Because of time constraints, the teacher used

certain limited techniques; topic discussions were dominant in most of the sessions, another technique that he used was oral delivery for those who do not engage regularly if never. His objective was monitoring his students in the classroom.

3.7. Data Interpretation and Discussions

3.7.1. Teachers' questionnaire Results

   Findings from the questionnaire of primary schools teachers indicate that earning a master's degree is widespread and desired so a high level of knowledge and skill in the discipline of teaching English in elementary schools is the key for better learning. Also primary schools teachers have prospects for long-term career in this field indicate that the temporary employment may indicate a demand for substitute teachers or a dearth of permanent employment options. Then, the findings find that many primary schools English teachers in Algeria lack extensive teaching experience and may benefit from additional support and training to improve their teaching skills and the overall quality of education they provide. The English holds high value in Algerian society so that may have a significant impact on language culture and social relations and communication In addition the researcher conclude from the results that Algeria find English a global language so, learning this language facilitate international communication.

   The results of the survey highlights the consensus on the importance of early English language education in Algeria, it is viewed as a positive factor for language culture, social relations and communication.

   The findings support the teaching English in primary schools, this indicates a unanimous agreement on the significance of early English language instruction further emphasizing its importance for language culture, social relations and communication.

   Teaching English and French languages at primary level increases their academic pressure. This suggests a divergence of perspectives on the potential impact of teaching multiple languages on students' academic workload. It underscores the need for careful consideration and balanced approaches when developing language education policies to ensure that student's well-being and educational needs are met effectively.

The results shown that English teachers in primary schools are motivated to teach this language, this Indicates a strong interest among teachers in enhancing English language education at the primary level which can positively impact among the significance of English in the modern world and highlights the importance of teaching language education to meet the needs of students in Algeria.

The findings of the survey about opinions in improving English language education regarding the most effective way to improve English language education for children in primary schools. These varying opinions highlight the need for considering different strategies when developing language education policies that meet the specific needs of students in Algeria.

The results emphasize the importance of engaging and varied teaching approaches and methods to cater to different learning preferences and enhance comprehension and understanding among children.

3.7.2. Classroom Observation Result

Based on the classroom observation, several key findings were identified regarding the challenges of teaching English in third-year primary schools in Algeria.

Firstly, the teacher demonstrated a strong command of the English language and was able to communicate effectively with the students. However, some of the students struggled with pronunciation and struggled to understand certain English words and phrases. This suggests that the teacher needs to pay closer attention to phonics instruction and vocabulary building in order to improve the students' language skills.

Secondly, the teacher used a variety of teaching methods, including group work, pair work, and whole-class instruction. While this approach was effective in engaging the students and promoting collaboration, some students appeared to struggle with individual attention and needed more one-on-one support. This indicates that the teacher should consider incorporating more individualized instruction or tutoring to meet the needs of these students.

Thirdly, the classroom environment appeared to be conducive to learning, with students actively participating in the lesson and working collaboratively with their peers. However, there were some behavioral issues, such as students talking out of turn

or not staying on task, which may have disrupted the learning process. The teacher may need to implement more strategies to manage classroom behavior and maintain a more focused learning environment.

This observation suggests that while teaching English in third-year primary schools in Algeria presents some challenges, teachers are making efforts to overcome these challenges and engage students in the learning process. However, there is still a need for further support and resources to help teachers develop effective strategies for teaching English as a new experience in Algeria.

3.8. Limitation of the study

The present investigation faced a number of contextual and methodological constraints, which prevented from realizing the expected results.Firstly, the unavailability of resources (articles, books, etc.) that tackle the challenges of teaching English in Algeria's primary schools makes a little bit hard to provide sufficient information .Second, not having enough primary school English teachers which make it difficult to gather data ,and to collect the needed number of answers .Thirdly, some participants teachers have provided very short answers to question that have supposed to be answered in long paragraphs. Also, there was a time restriction. Moreover, an in -depth study be conducted about the teaching English language challenges at primary school in Algeria.

Based on the research instruments which helped the researcher to draw a clear picture about teaching English in primary school and attempted to answer the research questions, the hypotheses that researcher has put forward were confirmed.

3.9. Conclusion

In this chapter,the investigator discusses the methodology and research design of the study she gives a detailed description of the research instruments and data collection procedures and study participants also,it shows the setting where the current study has been carried out.This chapter, in fact,provides explicit theoretical assumptions about the choice of the case study,and offers readers deep insights regarding the implementation procedures of the instruments and data analysis methods.Moreover,the researcher represents and discusses results obtained from each research instruments.

Chapter Three   **Research Design, Data Analysis and Interpretation**

The results gave the opportunity for the researcher to gather reliable and valid data to reinforce the above mentioned research hypotheses.

General Conclusion

General Conclusion

This study focused on exploring teaching English challenges in Algerian primary schools, in this research, the researcher dealt with teaching English as a foreign language. In that context, we realized the importance of teaching English as a foreign language, also the status of English language in Algeria that is it a second language and because the English is a lingua franca language the developers of Algerian curriculum introduced in the primary level in addition the instigator talked about what are the main methods and approaches that English teachers use to teach English as a foreign language. Moreover, the he talked about the importance of good connection between the teacher and his/her students and between students themselves. Furthermore, he highlighted the main challenges and obstacles that may face teaching English at the elementary level

On the other hand, the researcher used primary teacher's questionnaire and the classroom observation in order to prove his hypothesis which states that English teachers face various challenges. The results showed that teaching English in Algerian primary schools is a hard task and teachers are actually face numerous challenges both inside and outside the classroom, however, we have to know that teaching English for young children has proven its efficiency and importance. Acknowledging this importance and benefit has pushed Algeria to implement teaching foreign languages, particularly English, in the primary schools and have encountered demanding challenges which hindered the desired outcomes the ultimate goal of this implementation must be assessed carefully, it is necessary to remember that the introduction of the English in primary school is mainly a method of resolving and overcoming the previously mentioned challenges. All of this is to offer learners the greatest available learning experience.

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Appendix

Teacher's Questionnaire

Dear Teachers,

This questionnaire is an attempt to gather information needed for the accomplishment of the final dissertation. It aims at exploring Teaching English Challenges in Third Year Primary Schools as a New Experience in Algeria.

Your answers are highly important for the validity of this research being undertaken. You are kindly requested to answer the following questionnaire carefully.

Please tick☑ the appropriate box and add suitable comments in full sentences whenever necessary.

Section One:General Information

1-Educational qualification:
a- License ☐
 b- Master/Magister ☐
c- Phd ☐

1-Status: a- Full time teacher ☐
b- Part time teacher ☐

3-Years of English teaching:
a- Less than 2 years ☐
b-From 2 to 5 years ☐
c- More than 5 years ☐

Section Two: Teachers' Attitude Towards English Language in Algerian Primary School

1- Do you consider English as a part of the Algerian sociocultural sphere? And why?

Yes ☐   No ☐

2- Do you think that English may be more useful than French in Algeria? If others, what is it?

Yes ☐   No ☐

If yes, is it because English is:
   – Necessary to have information   ☐
   – Historically neutral   ☐
   – A Step towards internationalization ☐

3- What is your attitude towards learning English at an early stage? And why?

Agree ☐   Strongly agree ☐   Disagree ☐   Strongly disagree ☐

Justify:……………………………………………………………………………………………………
……
…………

    4- Are you for or against teaching English in primary schools? And why?

        For ☐   Against ☐

    5- Teaching English and French together for the child in the elementary stage would expose the child to excessive intellectual pressure?

Agree ☐   Strongly agree ☐   Disagree ☐   Strongly disagree ☐

Explain:……………………………………………………………………………………………………
……
……………

    6- Why, in your opinion, many people consider the English language as an important language today?
……
………

    7- What difficulties may arise for the primary school language teachers? (You can choose more than one option)

No-availability of laboratories (equipped with ICTs) for the foreign language study	
No-experience in teaching young learners	
Insufficient qualification of the teacher	
No-availability of qualified guidance	
No-availability of the teaching materials complying with the modern requirements	
No-availability of the teachers' own practical worksheets	
Inefficient goal-setting	
Lack of methodology for teaching foreign languages in the primary school	

    8- What would you suggest as possible solutions to the difficulties you have mentioned?
……
……………………………………………………………………………………………………….

    9- Do you think teaching English in Algeria needs to be promoted?
                      ☐ Yes   No   ☐
Why:……………………………………………………………………………………………………
……
…………

    10- Do you think that English teachers are motivated to teach at primary schools?

☐s   No   ☐

11- What do you believe teachers require in order improving the educational process in the primary school to conduct efficient English lessons?If otherswhat is it?
- Advanced training courses   ☐
- Library   ☐
- Highereducational institutions   ☐
- Teacher training centres   ☐

12- How do you think that the course-book quality (language, instructional methods, illustrations…etc.) can either improve or hinder the learning outcome for young learners?
………
………
……..

13- Which of the following methods you think are the most suitable in use for teaching EFL to children?
- Verbal methods   ☐
- Visual methods   ☐
- Error correction   ☐
- Creative tasks and tasks of higher complexity ☐

Justify your answer:…………………………………………………..
....

14- Do you think the recent socio-political and economic conditions allow to introduce English in primary schools?
……
………………………………………………………………………………………………………

15- Concerning primary school, are you with teaching English as:
- A compulsory subject   ☐
- An optional subject   ☐
- Withequivalence to French   ☐

Justify, please………………………………………………………………………………………
……

16- What do you recommend to improve the status of English in Algeria?
………
………………
……

17- Do you have any further comments about the implementation of English in primary

Schools?

....

....

Thank you for your help and support

ملخص

يلعب تدريس اللغة الإنجليزية في المدارس الابتدائية دورًا مهمًا في تعريف المتعلمين الصغار باللغة الإنجليزية وبناء أساس قوي لمهاراتهم اللغوية. يهدف إلى تطوير قدراتهم في الاستماع والتحدث والقراءة والكتابة ، وتزويدهم بالأدوات الأساسية للتواصل الفعال باللغة الإنجليزية. تعتبر سنوات الدراسة الابتدائية وقتًا مثاليًا للأطفال لبدء تعلم لغة ثانية ، حيث إن عقولهم تتقبل بشكل كبير اكتساب اللغة. يركز تدريس اللغة الإنجليزية في هذا السياق على خلق بيئة تعليمية إيجابية وجذابة تغذي فضول الأطفال وحماسهم للتعلم. الهدف من هذه الدراسة هو تحديد المعوقات والتحديات التي قد تواجه تدريس اللغة الإنجليزية في المرحلة الابتدائية الجزائرية. نحن نحاول إظهار وإبراز التحديات الرئيسية التي يواجهها معلم اللغة الإنجليزية في المرحلة الابتدائية. من أجل تحقيق الهدف أعلاه ، استخدمنا أداتين ، الاستبيان والملاحظة الصفية لجمع البيانات ، وزعنا الاستبيان على معلمي المدارس الابتدائية في تلمسان وذهبنا لحضور ومتابعة بعض الجلسات في المدارس الابتدائية. لقد أخذنا في الاعتبار ثلاثة المعايير الرئيسية: أولاً وقبل كل شيء ، المتعلمون هم متعلمي المدارس الابتدائية. ثانيًا ، يقتصر التدريس على معلمي المدارس الابتدائية. ثالثًا ، يقتصر التدريس على اللغة الإنجليزية. تم وصف البيانات التي تم جمعها من خلال الاستبيان والملاحظة الصفية وتحليلها ومناقشتها. تظهر النتائج التي حصلنا عليها أن تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية يواجه تحديات وعقبات مختلفة داخل الفصل وخارجه ، كما أن تعليمهم لهذه الفئة الحساسة من المتعلمين يدفعهم إلى مواجهة العديد من صعوبات التدريس. ومع ذلك ، فقد أثبت تعليم اللغة الإنجليزية للأطفال الصغار كفاءته وأهميته.

الكلمات المفتاحية: لغة إنجليزية ، تدريس ، تحدي ، تعلم ، أطفال ، مدارس ابتدائية جزائرية

Résumé

L'enseignement de l'anglais dans les écoles primaires joue un rôle crucial dans l'initiation des jeunes apprenants à la langue anglaise et dans la construction d'une base solide de leurs compétences linguistiques. Il vise à développer leurs capacités d'écoute, d'expression orale, de lecture et d'écriture, en leur fournissant des outils essentiels pour une communication efficace en anglais. Les années d'école primaire sont un moment idéal pour que les enfants commencent à apprendre une deuxième langue, car leur esprit est très réceptif à l'acquisition du langage. L'enseignement de l'anglais dans ce contexte se concentre sur la création d'un environnement d'apprentissage positif et engageant qui nourrit la curiosité et l'enthousiasme des enfants pour l'apprentissage. Le but de cette étude est de Déterminer les obstacles et les défis auxquels peut être confronté l'enseignement de l'anglais au niveau primaire algérien. Nous essayons de montrer et de mettre en évidence les principaux défis des enseignants d'anglais au primaire. Afin d'atteindre l'objectif ci-dessus, nous avons utilisé deux outils, un questionnaire et une observation en classe pour recueillir des données, nous avons distribué le questionnaire aux enseignants du primaire à Tlemcen et sommes allés assister et observer certaines séances dans les écoles primaires. Nous avons pris en considération trois Critères principaux : Tout d'abord, les apprenants sont des apprenants du primaire. Deuxièmement, l'enseignement est limité aux enseignants du primaire. Troisièmement, l'enseignement est limité à la langue anglaise. Les données recueillies par questionnaire et observation en classe ont été décrites, analysées et discutées. Les résultats que nous avons obtenus montrent que l'enseignement de l'anglais dans les écoles primaires algériennes fait face à divers défis et obstacles tant à l'intérieur qu'à l'extérieur de la classe, leur enseignement à cette catégorie sensible d'apprenants les amène à faire face à de nombreuses difficultés d'enseignement. Pourtant, l'enseignement de l'anglais aux jeunes enfants a prouvé son efficacité et son importance.

Mots clés : Langue anglaise, Enseignement, Challenge, Apprentissage, Enfants, Ecoles primaires algériennes