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Teaching English at the Algerian Primary School
Investigating Teachers' Challenges and Pupils' Difficulties
The Case Study of Primary School Education in Tiaret

A Dissertation Submitted to the Department of English in Candidacy
for the Degree of Master in Didactics

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Dedications

To all those who believed in the accomplishment of this work, who have been our sources of strength and encouragement

We would like to dedicate this humble dissertation to you.

To the most precious people to our hearts our parents, sisters and brothers

To our beloved friends who shared their words of advice and unlimited support to finish this work.

To our dear classmates who helped us during our studies

To all the teachers who have been a source of inspiration and hope.

To ourselves

CHAIMÆ SENNAGH
ATIKA SI BACHIR

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Abstract

Teaching English as a foreign language has always been a crucial issue all over the world and recently it has developed to have its own impact over Algerian educational system. Teaching English at the Algerian primary stage of education can present challenges for EFL teachers and pupils during the instructional process. The present research aims at addressing the challenges that primary school teachers and pupils face. To achieve our goals, a questionnaire and an observation were used as research instruments. The choice of methods were based on quantitative and qualitative data, where it was gathered through a questionnaire administered to forty seven primary English teachers at Tiaret, and an classroom observation was conducted with pupils of two primary schools namely Raid Abd El' ilahh and Al Fatah. The results highlight that teaches face many challenges concerning lack of ICTs, time management and managing large classes, which create difficulties to pupils such as: comprehension and expression problems. On the basis of the results revealed from the collected data, some pedagogical recommendations have been proposed for the Algerian policy makers and educators, future research and further inquiry in the matter.

Keywords: EFL, Teachers' Challenges, Pupils' Difficulties, Elementary School

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List of Acronyms

ELF: English as a lingua franca

EIL: English as an international language

ENL: English as a Native Language

EFL: English as a foreign language

ESL: English as a second language

EAL: English as an Additional Language

ELL: English Language Learner

EME: Early Modern English

LME: Late Modern English

NATO: North Atlantic Treaty Organization

OECD: the Organisation for Economic Cooperation and Development

ECA: Educational Credential Assessment

IVLP: International Visitors Leadership Program

TESOL: Teaching English to Speakers of other Languages

SLA: Second Language Acquisition

GTM: Grammar Translation Method

ALM: Audio-Lingual Method

CLT: Communicative Language Teaching

CBA: Competency Based Approach

CBLT: Competency-Based Language Teaching

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General Introduction

General Introduction

General Introduction

Teaching English as a foreign language has become common in various parts of the world scientifically and economically. This is due to its globalization; it has become the lingua franca for all non-English speakers. Moreover, it is the language of business and science, political and technological contexts. Therefore, there was a vital need to acquire this international language, and make the provision of teaching and learning English an important issue in educational system worldwide.

Algeria is considered as a multilingual country which makes it more open to learning new languages. In the case of our country, English was taught from the first grade of middle school to the third year of secondary school. However, due to political and historical reasons English is still lagging behind French; there was an educational reform in 1993 to implement English in primary school, where pupils had to choose between learning French or English. Some schools applied the discussed reform then cancelled later, because some parents favoured French over English language. (Rezig, 2011)

Nowadays, the educational system in Algeria is different from that of years ago; more approaches are included, different teaching methods are integrated. The attention of learning foreign languages has increased especially English, today Algeria's decision to move away from the French language, 132 years of bloody colonial history, towards English has been perceived by many Algerians as long overdue. President Abdelmadjid Tebboune said in an interview "French is a spoil of war, but English is an international language". Resulting, it should be primarily learned within an academic environment from an early age to become a familiar language within Algerians' society.

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So the new reform of implementing English language in primary school create some obstacles and challenges, concerning learning environment, learning materials, time management and managing large classes.

Thus, this investigation sheds light on the difficulties of introducing English to the Algerian primary school. These challenges make it hard for teachers to reach the desired goals and deal appropriately with them.

Statement of the Problem

Despite the fact that English is the widely spoken language, the case in Algeria is truly different. Algeria as a multilingual society; where Arabic and Tamazight are the first official languages of the country, French is the first foreign language taught in schools at an early age and spoken by the Algerians in their daily communications. It plays a significant role in our country. For this reason there are attempts to eradicate this language, by integrating English in the Algerian society to influence the sociolinguistic landscape of Algeria. Hence, the inclusion of English language in the primary school is a big virtue, because education is the primary tool for change.

Regarding the government's decision to introduce English as a second language to be taught in primary school starting from the third level, this new experience inevitably faces many difficulties and challenges concerning EFL teachers and pupils as well, like for example, the insufficiency of qualified teachers, lack of instructional materials.

Thus, the current study comes to show the major obstacles. It is meant to provide information that will potentially benefit educators including researchers, policy makers and EFL teachers.

Aims and Significance of the Study

The overall aim of this study is to investigate the adoption of English in the Algerian primary stage of Education. However, the main objective of this academic research is to shed light on the challenges faced by elementary school teachers in teaching English in Tiaret. In addition to that, it aims at detecting learners' difficulties when learning English at an early age. Furthermore, it attempts to provide solutions to solve teachers' problems when teaching their pupils.

This research is significant because of its originality and potential benefit that it may add to previous researches. There is a limited number of literatures that discuss early language teaching in Algeria. Hence, there are only few works that have been done on the integration of English in Algerian elementary school.

This research will be the first of many in the field. It will reveal a robust area that subsequent research will use as a key source. The findings of this study can be used as a reference guide in teaching English in elementary school. This study benefits future ELT researchers by providing academic information, particularly regarding the difficulties of teaching English in elementary school.

Research Questions

The present research seeks to tackle the following main question:

Q) To what extent teaching and learning English at Tiaret primary school is challenging?

This main question implies five sub questions:

1) Does time management challenging for teachers?

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- 2) Do teachers face a problem with teaching materials?
- 3) Are teachers qualified in teaching young learners?
- 4) Do Pupils encounter a difficulty with acquiring two languages at the same time?
- 5) Pupils at a very young age may suffer from fear of public?

Research Hypothesis

In order to answer the research questions, we hypothesise that:

- 1) The integration of English in the Algerian primary school is challenging for both EFL teachers and Pupils.
- 2) Time management is a serious challenge for teachers when teaching English in the primary school.
- 3) Teachers face a problem with lack of materials.
- 4) Teachers are not qualified in teaching young learners.
- 5) Acquiring two languages at the same time affect the child's cognitive abilities.
- 6) Pupils at a very young age suffer from fear of public.

Research Methodology

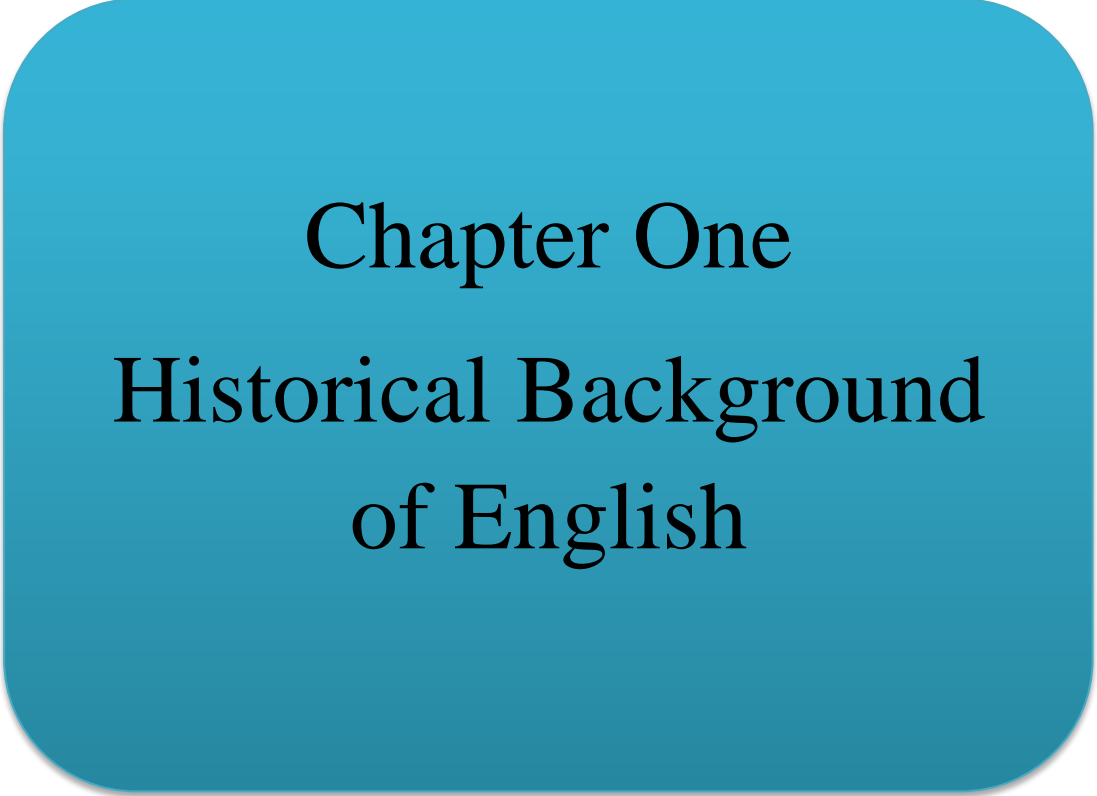
To achieve our aim we used mixed method. In which semi-structured questionnaire was administered to forty seven primary school teachers in Tiaret, with the aim of detecting the challenges that they face while teaching. And a non-participant observation was conducted with pupils of two primary schools in Tiaret namely: Raid Abd El' ilahh and Al Fatah. In the

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sake of detecting learners' difficulties experiment actions and observe the fact in its natural context.

Research Structure

The present study is divided into three main chapters. The first chapter covers the emergence of English and the factors that contributed to its development as a universal language. It offers a comprehensive picture of the situation of English in Algeria, being the second foreign language that must be studied after independence. The second chapter discusses the integration of English at the Algerian primary school. It highlights the primary school curriculum, the best teaching strategies for young pupils and the advantages of teaching children a foreign language. The third chapter describes the research methods and the research instruments to conduct this research. It is devoted to the analysis of the questionnaire and the observation, followed by a discussion of the study's findings, its limitations, and some recommendations to wrap up the dissertation.



Chapter One
Historical Background
of English

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Introduction

The English language has imposed itself as a major means of access to anything that happens around the world. This is because it has become the first global language and it has also witnessed a great interest as a foreign language in all the nations. Algeria, just like the other countries around the world had to face this situation and to bring it into its educational system. The teaching of English as a second foreign language after French has been defined at the official level within the general aims of the teaching of foreign languages in the Algerian educational system. In that respect, the current chapter will discuss the history of English language and its global status in the world. Additionally, it sheds light on the reasons that led to its rise as a lingua franca. Furthermore, this chapter provides a clear view about the status of English in Algeria through providing its historical background; including language Policy and planning during the colonial era, foreign language teaching policy since English is considered as the second mandatory foreign language after independence, and the inclusion of English language “experience of 1993”.

I.1. History of English

English language has a remarkable history; it is an Indo European language that has evolved through generations of speakers undergoing major changes over time. The English language, we know today, didn't really exist because it was dealt with differently. It developed over hundreds and hundreds of years. Back to its ancient roots in the year 400 C.E,

the Roman Empire ruled much of Europe. The British Celts were also ruled by Romans. However, the Roman Empire began to crumble and withdrew from Britain. The English language was born when the Germanic tribes Franks, Anglo, Saxons, Jutes, and Frisians invaded Britain in the early 5th Century. They quickly sailed across the water and formed kingdoms in the British Islands for several centuries.

These tribes lived in Britain and people developed a common cultural identity. Their Germanic language Anglo Saxon became the common language. The development of English language is categorized by three distinct phases: Old English from 450 to 1100, Middle English from 1100 to 1500 and Modern English from about 1500 until now. (Boyanova, 2015) declared that “the English language belongs to the West Germanic branch of the Indo-European family of Scots and Frisian”.

I.1.1. Old English

Old English is the language of Anglo Saxons, who had invaded Britain in around 5 AD. Their language ‘Old English’ is the earliest form of the language that is called English today, it belongs to the Anglo Frisian group of West Germanic languages. It was used in Britain from 400s through the 1100s.

Northumbrian in Northern England and Southeastern Scotland; Mercian in Central England; Kentish in Southeastern England; and West Saxon in Southern and Southwestern England were the four main dialects of Old English. Its manuscripts were written in the West Saxon dialect because it was the language of Alfred the Great, the King of Wessex which was the dominant Kingdom at that time (871-901) and therefore achieved the greatest prominence. According to Toronto University's Dictionary of Old English Corpus, the entire surviving body of this language material from 600 to 1150 consisted of only 3,037 texts (excluding manuscripts with minor variants).

This era witnessed a revolution in literature and outstanding collections of poems and books written in that period including the well-known poems ‘Beowulf’ (a story of a monster-slaying hero) and the Exeter Book (a collection of riddles). Due to these ideal and notable authors and poets like Cynewulf and Aldhelm who were leading figures in the world of Anglo-Saxon literature, linguistics recognised how Old English looked and how it was used.

Old English grammar is somewhat similar to modern German. It is characterized by the use of grammatical gender (masculine, feminine, and neuter genders) and the use of four cases (nominative, genitive, dative, and accusative). Old English was a "synthetic" language. There were a lot of more inflectional endings. The case endings referred to the function of the word in the sentence, whereas the meaning of the word order was not important. Also there were seven groups of declensions for nouns. Old English also had many more strong verbs than modern English which made grammar extremely complex.

Old English may look incomprehensible for modern English speakers. However, many of the most common words in Old and modern English are the same. For example, over 50 percent of the thousand most common words in Old English survive today. More than 80 percent of the thousand most common words in modern English come from Old English. The words be, strong and water, for example, derive from Old English.

The final phase of the Old English language marked by the Norman invasion of England. This period ended with the consequential evolution of the English language towards early Middle English.

I.1.2. Middle English

Middle English was a combination of the Anglo Norman dialect and Old English. This period began in 1066 after the Norman conquest of England.

The Norman invasion had an enormous impact on the English language. Thousands of French and Latin words were used in English language and led to many changes. A kind of

linguistic class division emerged, where the lower class spoke English and the upper one dealt with French. It was the language of the great poet Chaucer (1340-1400).

This period witnessed development in English language, specifically in grammar and vocabulary. Many Old English grammatical features were simplified; there was less dependence on inflectional endings and more on word order, the meaning that the arrangement of words could communicate the writer's intention over unnecessarily complex inflections. Further, this period witnessed a massive diversity in vocabulary; so a different English vocabulary emerged. Over half of English words are originally from French or Latin. In the Middle English age, most literature was written in Latin, known as the language of educated people. Though there were prominent works written in English, the most significant one is *The Canterbury Tales* by Geoffrey Chaucer that was written late in the 14th Century. They are a collection of stories about English Pilgrims on their way to Canterbury, a holy place in England. These works introduced everyday life and social mores in England during the Middle Ages. Besides, the earliest example of an autobiography in the Middle English language book of Margery Kempe (1440), Kempe's work is invaluable, as she was one of the first to depict the reality of a typical middle-class life in Medieval England.

I.1.3. Modern English

The term Modern English refers to English used from 1500 until today. It is divided into two main periods: Early Modern English from the 16th to 18th Centuries and Late Modern English from the 18th century till now.

The Early Modern English covers the English language after the Middle English period; that is, roughly, after the Great Vowel Shift in which there were several changes affecting the pronunciation of the long vowels of English during the fifteenth to eighteenth centuries; that is, a vowel that used to be pronounced in one place in the mouth would be pronounced in a different place, higher up in the mouth. For example, a Middle English long high vowel such

as ‘e’ eventually changed to a Modern English long ‘I’, while short vowel sounds remained largely unchanged.

Besides vowel sound changes, English saw some other spelling and pronunciation changes despite of some differences in vocabulary such as the works of William Shakespeare and the King James Bible. The Norman Conquest’s consequences persisted until the 15th century, when historians date the emergence of Early Modern English, the dialect that Shakespeare's contemporaries used. (Barber, 1997)

The Early Modern period witnessed the creation of the first English dictionary “A Table Alphabetical” and later “A Universal Etymological English Dictionary”. However, the first reliable dictionary is considered to be Samuel Johnson’s Dictionary of the English Language” (1755) which had 43000 words. This helped the push towards the standardisation of the English language. This period was also influenced by the introduction of printing by William Caxton; the first book printed in English was Caxton’s own translation “the Recuyell of the Historyes of Troye”.

The Late Modern English appeared as a result of the Industrial Revolution that created a need for new words and the rise of the British Empire. The main changes in vocabulary during the late modern period were due to the scientific advancements and colonialism. Since 1900, a large amount of vocabulary has been added to English; the majority of these words are related to science technology.

The Industrial Revolution had a strong impact on the English language. New words were invented to name new industrial techniques, machinery, products and technology. New words also came about by using old words together in new ways to create a new meaning. For example: typewriter, horsepower.

I.2. Global Status of English in the World

English has become, beyond any doubt, the global language. A third's of the world population speaks English as a first or secondary language. Currently, there are 400 million people using English as a mother tongue, and an additional of two billion speakers of second language. (Demont –Henrich, 2007)

English is the most spread spoken language; it remains the most learnt and used language. English is the official language of 67 different countries, and 27 non-sovereign entities across the world such as Great Britain, North America, and Australia. But apart from that, it is also spoken in many countries where it is not an official language such as Southeast Asia, as well as in many parts of Africa. Besides, many countries include English as a second language in their school syllabus and children start learning it at a young age. The linguist (Crystal, 2003) asserted that "English becomes a global language because of the number of people who speak it".

It has been playing an essential role in many sectors. There is no hesitation to say that English has been used as de facto language in the field of science and technology. It's a universal means of communication desired and appropriated by all users, and an international language of research. (Swales, 2016)

English is the dominant business language; it offers new career opportunities in which it increases your chances of getting a good job in multinational companies within your home country or for finding work abroad. For example, tourism guides translator or a journalist. Many international institutions have English as the official language. Furthermore, the international language of aviation makes travelling easier for you. English is the official language of many international organizations like the United Nations, NATO, and international aviation. (Ibrohimova & Ziyaboyeva, 2022)

English is the universal language of the digital age, most of newspapers are written in English. Learning the language of international communication gives you the ability to access many resources online, and opens the door for many people to communicate and access multiple cultures around the world.

I.2.1. English as a Lingua Franca

Language is our primary source to communicate with each other, the term Lingua Franca means a language spoken internationally by different groups of people who speak different mother tongues. Over the last several years, English is considered as the world's Lingua Franca. ELF refers to speakers from various first language backgrounds using English as a means of communication by employing different communicative techniques. (Marlina & Xu, 2018)

It means that ELF is a language that is commonly used by different groups of people having different languages and cultures, in order to achieve a comprehensive communication.

The global spread of English as a lingua franca is not new. English has been used as a common language across British colonies since the late 16th century. However, the reach and extent of ELF have grown rapidly in more recent years. It is one of the most significant developments that the 21st century has marked.

As English continues to spread as a lingua franca, (Kachru, 1985) created three circles of English diagram, which highlight the usage and status of English worldwide. The three circles, including the Inner Circle, the Outer Circle, and the Expanding Circle that represent three types of English speech in terms of language acquisition and use; the Inner Circle represents countries where English is spoken as a native language ENL such as Canada, USA, UK, Australia, and New Zealand with 320-380 million speakers; the Outer Circle represents countries where English is learnt as a second language such as Malaysia, Singapore, the Philippines, India, and Kenya with 130-300 million speakers; and the Expanding Circle,

represents countries such as Norway, Brazil, China, Korea, and Japan, where English is a foreign language (EFL) with 100-1,000 million speakers.

(Jenkins, 2009) claims that "in practice, English is more often used among non-native speakers in the "expanding circle." English is used as a Lingua Franca among non-native speakers from the Expanding Circle, simply because the number of speakers in the Expanding Circle exceeds the number of speakers in the other two circles. However, it does not mean that the Inner and the Outer Circle speakers are excluded. The vast majority of ELF researchers include all English users within their definition of ELF. No matter which circle of use we come from, from an ELF perspective; we all need to make modifications to our local English variety when taking part in Lingua Franca English communication.

English imposes itself as the lingua franca of international institutions. At the OECD, the two official languages are English and French. It is typically considered as a tool for communication and it is also used at a local, national, regional, and international levels. The representatives of international bodies communicate in the English language. It is vital to establish English as the official language for international organizations in facilitating more efficient collaboration internationally and being able to communicate it as a Lingua Franca which is a huge advantage, it could provide you with a communication channel through which you can make progress in your future career, (Cristal, 2003) highlights that "it has been used as an international language or a global language all over the world. It is now the main language for international communication as well as the world's lingua franca of science, technology and business".

I.2.2. English as a Second Language

English as second language means the use or study of the English language by speakers of other languages. In other words, these are the non-native speakers who have learnt English almost at the same time as their mother tongues. English as a second language also refers to

specialized approaches to language teaching designed for those whose primary language is not English. (Nordquist, 2019)

Throughout the history of England and the British Empire experts have proposed many models to try to classify English speakers. English as a second language corresponds roughly to the Outer Circle described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle" (1985)

The term 'English as second language' has traditionally referred to students who come to school speaking languages other than English at home. The term in many cases is incorrect because some who come to school have English as their third, fourth, fifth language and so on. Some individuals and groups have opted for the term "Teaching English to Speakers of Other Languages" (TESOL) to represent better the underlying language realities. In some jurisdictions, the term 'English as an Additional Language' (EAL) is used. The term 'English Language Learner' (ELL) has gained acceptance primarily in the United States. The difficulty with the term 'ELL' is that in most classrooms everyone, regardless of their linguistic backgrounds, is learning English. (Nordquist, 2019)

English has become the second language of everybody. Mark Warschauer, a professor of education and informatics at the University of California, said "It's gotten to the point where almost in any part of the world to be educated means to know English".

I.2.3. English as a Foreign Language

In 1960, the world knew an age of massive growth in all activities, there was a revolution in science and technology. The world needed for English to communicate. Recently, researchers have been conducted on the acquisition and learning of English as a foreign language. The demand of English as a foreign language is because of its role as a global and international language. The term English as a Foreign Language (EFL) is used to describe English as a medium of communication among non-native speakers. EFL is usually

taught in countries where English is not the international language. "English is now the language most widely taught as a foreign language in over 100 countries, such as China, Russia, Germany, Spain, Egypt and Brazil." (Crystal, 2003, p. 5)

English as a foreign language corresponds with the Expanding Circle theory of language described by linguist Braj Kachru in "Standards, Codification and Sociolinguistic Realism: The English Language in the Outer Circle." (1985)

As English travels around the world, it changes and develops in different ways to fulfil the needs of people who use it. Most countries around the world teach English as a second or a foreign language which made it the most studied and spoken foreign language worldwide.

I.3. Reasons of the Dominance of English

English language succeeded in imposing its position not only as a universal or common language but as a central one in the world, as the Dutch sociologist Abram de Swan calls "the hyper central language that holds the entire world language system."

The influence power and dominance of English was primarily based on political and military factors, mainly on the hegemony of the British Empire and its expansion in the 19th Century, followed by the emergence of the United States of America as a superpower in the world. Later the role of English as the language of the scientific, industrial, financial and economic revolutions further increased its influence.

I.3.1. Role of Great Britain

History of the British Empire contributed significantly to English becoming sole dominant language in the world, primarily due to its role in different parts of the world, and also to the role of the Industrial Revolution in Britain.

I.3.1.1. British Colonialism

Britain was the largest and the most powerful Empire in the world for two centuries; from Canada to India, from Australia to Nigeria and from the Caribbean to South Africa. Great Britain held colonies in every continent.

In 1922, this Empire was occupying a vast area, about 25% of the whole world; a population of 450 million people was under the British Empire control. This era was characterized by Trade with Africa and Asia, and also paved the way to the spread of English language.

In the colonized countries, English was considered as the language of elite, the acquisition of English language was the primary condition of education to people and the future academic and financial success came to depend mainly on their English language ability. (Phillipson, 1992)

English began to become popular. When the British nation became separated after the World War II, several colonized countries got their independence. They got influenced by the English language. Consequently, "English being selected as an official or national language by leaders who were themselves the products of colonial education." (Phillipson, 1992, p. 182)

I.3.1.2. Industrial Revolution

This process began in Britain in the 18th century and spread to other parts of the world. After the British colonialism, the Industrial Revolution contributed in the expansion of English, it was a period of scientific and technological development, which was characterised by the large scale manufacturing and production machinery. An important development raised in transportation and communication, including the steamship, automobile, airplane, telegraph, and radio. These technological changes made possible a tremendously increased use of natural resources and the mass production of manufactured goods.

I.3.2 Role of the United States

The global reach of America's cultural, political and economic influence has contributed significantly to bolstering the dominant position of the English language in the 20th and 21st centuries.

I.3.2.1. American Economic Superiority and Political Leadership

By the end of the 19th and early 20th centuries, USA emerged as an economic and political superpower after dissolution of the Soviet Union in 1991. America has a hand in politics, economics and culture around the world. This contributed highly in spreading English. Specifically after World War II, American businesses started doing trade all over the world; English became the main official language of international organisations such as the United Nations and the world trade.

I.3.2.2. American Technology Leadership

After the World War II and particularly in the 1980s and 1990s, the computer revolution began all over the world; English language also dominated technology, basically due to the invention of the internet which was in USA. Since many of the technological devices created across the globe are marketed heavily in America, they are designed with English speaking users in mind; this is why most standard keyboards contain the standard letters of the English alphabet. According to the linguist and researcher (David Graddol, 2012), English has proved its dominance as the language of the internet, where 80 per cent of the words electronically stored information in English. Information age of the 21st century, a reported 45% of web-pages are written in English, and 8 of the top 10 most visited websites in the world are based in America.

I.3.2.3. Role of English as a Language of Science

As the scientific revolution progressed through 17th and 18th centuries, the Latin language declined as a language of science. Instead, French, English and German become approved by scholars as official languages in publishing their works and studies.

By the second half of the 20th century, English remained the primary form of communication among scientists as the U.S strengthened its place in the world, and its influence in the global scientific community has continued to increase ever since. Consequently, many languages failed to adapt the evolution of discoveries. So the need for a universal language has been proposed. On SC imago Journal Rank, which is a system that classifies articles according to its status, based on the citations their articles receive elsewhere, all of the top 50 journals are published in English and originate from either the U.S or the U.K.

Most scientific research around the world is published in a single language English. Substantially, scientists and scholars are most likely to publish their works in English in order to gain influence and wide audience acceptance. In 2005, a case study of Korean scientists living in the U.K, the researcher Kumju Hwang, then at the University of Leeds wrote: "The reason that non-native English-speaking scientists have to use English, at a cost of extra time and effort, is closely related to their continued efforts to be recognized as having internationally compatible quality and to gain the highest possible reputation."

I.3.3 Influence of Music and Cinema

The development of the cinema was made initially by France and England, but the years during the World War I supposed a kind of blockage of cinema, and then America began to dominate it. Subsequently, Hollywood films and American television series became global sensations. Due to this, the American culture spread throughout the world.

Besides, music plays a dominant role in spreading the English language through the advent of jazz, rock and other popular musical bands and America has spawned a significant number of global musical influences including Michael Jackson, Elvis Presley, Eminem, Madonna, and pop groups; Elvis Presley in USA or the Beatles and the Rolling Stones in UK.

1.3.4. Advertising

During the 19th century, the use of advertisements in publication rose especially in the industrialised countries; due to the fact that people were interested using it all over the world in multi-national markets to sell their products in this way. In USA, the international market grew; the media spread to all parts of the world, and became one of the most noticeable global manifestations of English language use. (David Crystal, 2003) claimed that he could also see many signs, advertisements, and menus written in English when traveling to a foreign country. English has authentically achieved global status because large numbers of people speak it in many countries around the world.

I.4. Current Status of English in Algeria

English has become the most widely spoken language in the world. It is the universal language of progress and technology. English has recently been incorporated into the official languages of many countries, including former French colonies like Algeria. English language has a considerable status in Algeria. It is considered as the second foreign language. Its daily use is rising in Algeria, especially among the younger generations due to technological advancements and the impact of social media and networking. Its position took a challenging way since 2000, when the government implemented the educational reform that received the most support from the United States; English is now taught in the first grade of the middle school, which is the biggest alteration brought about by this reform.

For a long time, French was the only language spoken by most people outside of Algeria. 132 years of French colonization gave the French language a powerful and privileged

position. French is the first foreign language taught in Algerian schools, and it serves a number of significant roles in the nation. However, with the changing economic policies and the openness to the world together with conducting economic deals and agreements with foreign partners from different countries, the need for English in Algeria in different domains is more than necessary. Although French is still widely spoken, English is quite popular in Algeria, similar to Morocco, where French is still widely spoken. (Marley, 2005)

Since the Torch Operation on November 1942, when Algiers served as a military base for American troops, English has been successful in assimilating into Algeria's linguistic profile. (Fodil, 2017)

In collaboration with the Algerian Ministry of Education, the oil corporation Anadarko Petroleum supported a British Council initiative from 2009 to 2012 to train 69 teachers of English

Regardless of the area of concentration, English was included in the curriculum at schools and colleges. In fact, as it spread beyond of the boundaries of schools and into the fields of business, journalism, ads, and music, its growth was highlighted. This is primarily related to the specific prestige that this language bestows. "It is taught as a compulsory subject, introduced from the first year at the middle school until the last year at the secondary school." (Chemami, 2011, Benrabah, 2014, Miliani, 2016)

Although English does not yet have official status, there are numerous attempts to integrate English into Algeria and make it the nation's official language. Tayeb Bouzid, a former minister of higher education and scientific research, made one of these endeavours when he took considerable measures to promote the use of the English language in Algeria, particularly in the fields of higher education and scientific research. He contends that improvements to the English language take time, and that usage of the language is unavoidable given its importance in subjects like economics, politics, international trade, and

the study of hydrocarbons. The minister claimed that it will progressively become widespread following the appointment of an expert group to examine this suggestion. (El Bilad, 2019)

Gotham Rana, the in-charge of affairs at the American Embassy, said that the Embassy would start English-language training programs and award scholarships to teachers in Algeria. In order to create a program for Algerian colleges for online training and curriculum development, Rana stated that there was coordination between the Faculty of Teachers at the American Columbia University and the Ministry of Higher Education and Scientific Research in Algeria.

The global lingua franca has recently become more prevalent in Algeria as a result of Algerian adherence to globalization. Such a viewpoint is now readily apparent when discussing the new linguistic practice of naming Algerian goods, businesses, and stores in English. Additionally, the English language is currently emerging in the media realm, particularly on local radio waves. In actuality, the only radio station in the nation to take the effort to broadcast in the aforementioned language is Radio Algeria International.

The Ministry of Foreign Affairs updated the Arabic-French to Arabic-English writing language of its logo on February 25, 2021, on its official website and Twitter. Given that English is the official language of education and learning in Algeria, the public is unsure if this move represents a significant step in the country's tendency toward abandoning French and embracing English.

The exchange programs was offered by English-speaking nations like the United States and the United Kingdom, such as the U.S. Embassy in Algeria, which collaborates with the U.S. Department of State's Bureau of Educational Affairs, are another factor promoting the use of English in Algeria. The goal of these interactions is to improve understanding between Americans and Algerians. FULBRIGHT, Teach women, and the International Visitors

Leadership Program (U.S. Embassy in Algeria) are a few examples of these exchange programs.

1.5. Language Policy and Planning during the Colonial Era

Prior to the French settlement, traditional system of education in Algeria consisted of two types of institutions, young pupils were taught to read, write and memorize the Quran in Quranic primary schools, known as Masjid. Moreover, the religious secondary schools, known as Zaouia or Madrassa, were institutions where teachers gave courses of Arabic language and literature as well as some basics in Islamic law. For higher education the Algerians had to go to el-zaytouna University in Tunisia or Al-Azhar University in Egypt. (Benrabeh, 1999, p. 48)

After the French colonisation in Algeria, which lasted one hundred and thirty two years, from 1830 up to 1962, the French policy was a severe and a harsh one. It endeavours at destroying all the pillars of the Algerian identity namely; Islam as a Religion and Arabic as a language. Understandably, the prince Napoléon-Jérôme, in 1858, proclaimed that assimilation should have been extended to the Muslim population when stating that "we are confronted by a hardy perennial, a strongly rooted national identity which must be eradicated by assimilation." (Ageron, 1991, P. 35 as cited in Suleiman. Y, 1994, P. 26)

The French did their best to assimilate the French language and culture to children at a crucial age. Undeniably, the use of the French language at many levels as well as the integration of many colloquial forms. Hence, the general educational policy was to make French language as a national and official language and introduced Arabic as a second language in some schools (Ezzaki & Wagner, 1992). For instance, France closed all schools where Arabic was taught, it also selected some Algerian members who were known of their loyalty to France, and gave them opportunity to join French schools while other natives were not allowed to access education. (Chaker, 1997 & Walters, 1997)

In fact, the prominent goal of the French policy lies in suppressing the Arabo-Islamic culture in general and the Algerian identity in particular.

1.6. English in Algeria after the Independence

After the independence in 1962, English language started to be taught in Algeria with the establishment of the general inspectorate of English. During this period, (Hayan's, 1989) made a comparison between French-produced and Algerian-produced English textbook, he discovered that Algerian textbooks had been altered to reflect the country's cultural and educational values. In order to improve foreign language instruction, students would rather promote Classical Arabic and Berber than the English language at first because they did not want their culture to be reflected in English textbooks.

The issue of language was one of the most significant issues Algeria had to deal with after gaining independence. To end the colonial system and regain its identity as a nation that had been subject to French colonization for 132 years was a very difficult task. According to (Tabory and Mala, 1987, P. 64)

The Algerian situation is complex, as it is a crossroad of tension between French; the colonial language and Arabic, the new national language; classical Arabic versus colloquial Algerian Arabic, and the various Berber dialects versus Arabic.

The lessons from the Algerian situation may be usefully applied to analogous situation by states planning their linguistic, educational, and cultural policies.

After being forced to be used during the colonial period, the French presence in Algeria for a long time led to linguistic issues and disorder in language use, which caused the Arabic language to lose status and become only spoken by indigenous. However, after gaining independence Algerian language planners had two goals. First, in order to exhibit more development and be well developed, the language chosen must be better and more prevalent than French globally. Second, Algeria needed a language with which it had no colonial

history. The strategists believed that using the adversary of French, English would be the perfect way to repay the favour. In actuality, (Benrabah, 2013) claims to replace French with English first surfaced after independence. But, due to the dire situation Algeria found itself in, changing a 132-year-old language in an Arabic-speaking country looked difficult. For most language planners, Arabization looked the most sensible course of action.

In the end of the 1980s, English started being taught from the second year of middle schools and the majority of educators and parents wanted English to be including in primary schools rather than French. (Ministry of education, 1989)

According to the British council's report in 1984, English was listed as Algeria's third official language. The government sought to hire more British professors at that time, but there were several barriers in the way, including the currency issue, visa restrictions, and the demand for a PHD degree from university. Additionally, there was a call for it to be taught as a primary language from various groups, including the Francophone, and it also received support from the US and UK in 1980 by giving scholarships to Algerian students. At the time, it was believed that English is a language of science and knowledge and is one of the keys to development. (Belmihoub, 2018)

Algeria experienced a difficult time in its history in the late 1980s when the economy began to deteriorate and oil prices, in which Algeria was most dependent, fell dramatically. In addition, the social sector deteriorated throughout the so-called "Black Decade," which was characterized by social unrest and civil war. All of these elements had an impact on the use of English. Because of the absence of safety, all the assistance and efforts were lost. Despite this, the government attempted to add English as an optional subject in the fourth grade alongside French. However, the majority of parents picked French over English since it was simpler to learn and was more widely used.

The relationship between Algeria and the UK on cultural and academic matters continued after Algeria emerged from the Black Decade and returned gradually to regular life. Between 2015 and 2020, 500 Algerian PHD candidates were expected to receive their training in British universities.

1.7. English as the First Foreign Language: Experience of 1993

The sociolinguistic diversity in Algerian profile always introduced a serious language conflict. The classical language conflict had always been between Arabic and French, where Arabic was represented by the advocates of Islamic and Algerian culture and principles and French, by the sole elite who are influenced by the French culture. Supporters of arabization wanted to eradicate French, they argued that the Algerian pupils should learn the language the most demanded, they saw English as the language of future whereas French belonged to the past. The second group was extremely against this reform, they ask to keep teaching French in elementary schools, the reason that children would be able to learn French easily because they had a habit of using this language in their daily life. Since the Algerian independence in 1962, both parties have defended their languages during the critical periods in the country history. However, the Algerian society became more open to the world because of globalisation and social media, so English introduced as a new foreign language which ever generated a fierce language conflict with French. Thus, the presence of English in the educational system in Algeria has always been in the intermediate level, except for a short period in the nineties. In the primary circle, beginning in the fourth grade, French was taught as a topic and first foreign language that was required between 1970 and 1990. In the middle school (eight grade), English was the second foreign language taught. (Benbareh, 2014, p. 50)

In 1993, Ali Benmohamed, the minister of national education implemented English in the fourth grade in the primary schools, where people had to choose between French and English as the first foreign language. (Laib, 1993) the Ministry of education published a decree

(029/m.d/93) which indicated that English should have gradually been introduced starting from September 1993 in some primary schools which were randomly selected to pilot the project. (Djouimaa, 1999, p. 26) This decree also provided practical directions concerning programmes and teaching materials, timing, the organisation of teachers' work, the supervision and control. They distributed many copies to the pilot schools to start the project. The textbook and workbook were designed and distributed by the C.R.D.P (Centre de Recherche Didactique et Pédagogique). For instance, the time devoted to teaching English was five hours a week, the same time for teaching French. Further, teaching English in the primary phase was assigned to those teachers who graduated from the I.T.E (Institut Technologique de l'Education). Moreover, inspectors in coordination with the I.T.E were required to organize seminars and training courses for English teachers; additionally they were responsible for the supervision and control of those teachers' work. Whereby, each teacher had to work with two or three classes within one, two or even three neighbouring primary schools. But unexpectedly, the minister's project of English was paused and later cancelled within one year of its implementation due to unknown reasons.

Algerian Francophones believed that the project failed due to the fact that English did not represent a serious competitor to French, Algerians were deeply attached to French language because of colonisation. Consequently, when English was introduced as a second choice with French, the majority of the population chose French. (Benrabeh, 2014, p. 51)

Another reason was that the introduction of the experiment was not for pedagogical purposes. But there were other considerations that were taken by policy makers. In fact the introduction of this project was in a sensitive period the Civil War of 1990, which had a deep impact at all levels. (Zeraoulia, 2020)

Moreover, learning English at an early age required adequate materials and efforts that were absent in Algerian schools, since this language had nowhere to be used, but classrooms.

The inappropriate planning was also another reason that led to the failure English in elementary schools.

Conclusion

This chapter attempted to give an overall idea about the status of English in the world and the factors behind its rise. It also discussed the position of this language in Algeria, during the colonisation and after independence, focusing on the first experience of including English alongside with French language in primary schools.

Chapter Two

Teaching EFL in the
Algerian Primary School

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Introduction

As the English language has grown in strength and status on an international scale, the importance of teaching English as a foreign language (FL) is becoming a crucial component of education all over the world. Due to its international standing, English has gained significant importance in Algerian education, where it is now taught as a second language in the country's primary schools. The purpose of this chapter is to review the integration of English at the Algerian primary school, studies the didactic guide of English for third year classes, it also assists on the primary school syllabus in terms of the four skills, discusses the suitable teaching method for learners and which strategies to use while teaching English to very young learners. In addition, it sheds light on the benefits of learning a foreign language to a child, and it draws attention to the roles of primary school teachers.

II.1. Integrating English to the Algerian Primary School

In 31 July 2022, Algerian President Abdelmadjid Tebboune announced that the authorities would add English to the primary school syllabus at the start of the new school year in September, to become part of the primary program starting with the new school year 21 September 2022. In addition to French third year pupils age 10 or 11 will start studying a second foreign language which is English. President Tebboune said at a news conference on

July "French is a spoil of war, while English is the language of research and science, and it must be taught and given more attention."

The decision to start teaching English in primary schools brought sceptical reactions from educationalists. Abdelhakim Belabed, the national education minister, made the announcement of the president's choice shortly after the start of the school year in September. Nobody has hired any new teachers? We'll track them down! Why is there no textbook? We'll create one. The leaders of each wilaya's educational directorate immediately sent out requests for eligible candidates. To hire English teachers in 20,000 elementary schools would be a massive undertaking, especially because these positions aren't even allocated. In just a few days, 60,000 applications were submitted as a result of the rush. However, only 5,000 of the applicants were ultimately hired. These new teachers were given a few weeks' worth of instruction despite having little to no prior classroom experience.

The Ministry of Education released a textbook for third year elementary school pupils published in just a few weeks' time. It includes Basic English vocabulary, an alphabet, and Algerian-specific monologues.

II.2. Didactic Guide of English for Third Year Classes at Primary School

Schools are distinctive communities that bring together a variety of individuals to support children's growth to their maximum potential. Schools face a variety of difficulties, and preparing for them is an essential aspect of their work. These guidelines have been developed and published to help with this task. The aim of the guidelines is to assist schools in delivering quality in their own educational settings. It is intended to assist inspectors, instructors, and heads in implementing the syllabus' material in classroom activities in terms of what pupils should understand and be able to do.

II.2.1. Learning Planning

A learning plan is a guiding chart for classroom acting. It is a crucial tool that helps both novice and experienced instructors improve their performance in the classrooms by acting as a guide, resource, and basic record for reflection. According to (John, 2006) novice teachers' training programs must provide them with enough practice about how to set a good lesson plan.

Two English sessions are offered to pupils per week over a period of two weeks, three hours must be spent studying each section, 28 weeks for the whole year which means 42 hours. There is one learning sequence that spans the third year of primary education and consists of six units (me, my family and my friends, my school, my home, my playtime, my pets, my fancy birthday). Each unit is covered in two pieces for 45-minute sessions make up a segment. Each session has one or two learning objectives that must be completed through a series of tasks. The evaluation, remediation, and standardization phase lasts for three hours at the conclusion of each of the three units.

II.2.2. Primary School Syllabus

Exit Profile (what the learners are able to do at the end of the 3 year primary education according to their age, needs and immediate environment.)

Rationale

Enable learners at the end of the 3rd year to

- Interact orally in order to practice language and learn vocabulary.
- Comprehend oral messages and identify the meaning of words.

- Decode symbols.

- Read simple messages; write letters, words and simple sentences.

- Make learner proud of his values, his national identity, national conscience, citizenship, openness to the world.

- Integration of the four skills basically listening and speaking.

- Master linguistic competence, vocabulary and grammatical structures, interact effectively using language.

- Create an atmosphere where learners are acquainted with the sounds, rhythm and intonation of English.

- Present activities; create situations and resources which are intrinsically interesting and culturally embedded and cognitively engaging.

II.2.2.1. Oral Comprehension

Focus on listening and understanding the meaning to prepare students to interact and use language in communicative context.

- The learner can recognise the meaning of words and expressions.

- Use the context and paralinguistic features to deduce the meaning of words and expressions.

- Be an attentive listener.

II.2.2.2. Oral Production

Use meaningful contexts related to children's everyday life, concrete situations, and paralinguistic features such as: images, videos, gestures, realia etc...

- Understand the meaning of the new vocabulary items and expressions.
- Identify and use simple words and expressions to interact orally.
- Respect the interlocutor.

II.2.2.3. Written Comprehension

Decode symbols and simple messages of about 30 words and understand the meaning of the words and structures using aphonic knowledge and visuals.

- Identify Reading basics and decoding strategies.
- Show respect to his peers Reading.

II.2.2.4. Written Production

Write letters, words and simple sentences using handwriting and punctuation.

- The learner can recognise the features of writing letters (sizing, spacing and alignment).
- Use of writing letters correctly.
- Respect the features of writing letters.

II.2.3. Pedagogy of Teaching English in Algeria

The term "pedagogy" describes the method by which teachers instruct students in both theory and practice. Pedagogy is shaped by the teaching beliefs of a teacher, which describes how culture and various instructional modalities interact. It is relates to the study of teaching strategies and how they influence students taking into consideration the pupils' needs and learning styles. Pedagogical theories are those that propose how things ought to be done, how

instruction ought to be carried out, and how it will benefit students by enhancing their competencies and capacities (Rutto, 2017).

It is a field of study that deals with the theory and practice of education. It concerns with knowledge and skills of teaching. Pedagogy enables teachers understand the most appropriate techniques for a classroom setting. They can personalize their lectures to meet the needs of each student by understanding how they learn and grasp information differently from other pupils. It will probably enhance both the standard of instruction and how well it is accepted by the pupils.

II.2.4. Strategies to Teach English to Very Young Learners

It takes a lot of time and ingenuity to prepare young minds to grasp the delights of English. Children present a unique educational difficulty because they are absolute beginners when it comes to learning the English language. As a result, you will need to be careful about how you inform and involve your kids. Setting a solid basis for their future education requires engagement and fun. (Hashemi & Azizinezhad, 2011) declared that in order to capture children's' attention and maintain their interest, the instructional process should involve movement and the use of the senses. Supplemental materials like vibrant visuals, toys, puppets, pictures, or objects should be used by the instructor.

Gaming is a method of active learning makes use of games to enhance student learning. Playing the game, which encourages critical thinking and problem-solving abilities, is how the learning in this scenario occurs. Games and simulations, both digital and non-digital, can be used to teach students through game-based learning by giving them hands-on experience. (Hang, 2017) found that teachers of young learners asserted that a game is a successful method for teaching English to young pupils because it keeps children's attention on the lesson while also feeling enjoyable.

Always remember that young learners, no matter their age are only children. Their attention span is short and their ability to concentrate is relatively low. Songs and gestures work effectively with students of this age. To help kids learn and retain specific language, you might create songs for each portion of the day. For instance, a morning song might mention getting out of bed, brushing your teeth, and eating breakfast. Since singing along with the class is less intimidating than speaking in front of the class, you can also use songs in your lessons to help students practice speaking. It will be simpler for students to remember new vocabulary if you make motions for various words. Throughout the course, pick gestures that you feel at ease performing and are easy enough for you to do repeatedly. According to (Harmer, 2001: 38) as cited in (Hashemi and Azizinezhad, 2011) clearly defines that young learners learn differently than adult learners because they rapidly grow bored and lose interest after a short while, It is advised that teachers use music, stories, games, or an activity created by themselves to keep kids engaged and motivated.

Role play is an amusing method for children to learn about the relationships around them while laughing and having fun .Role play encourages children to utilize new vocabulary, intonations and accents. This would help them develop their vocabulary and their interpersonal communication skills, which is very important to encourage them to be more socially and conscious in their interactions with others in the future. Moreover, role play is a wonderful creative activity that offers lots of freedom and few boundaries. This can help the children to be confident enough express themselves and the unique aspects of their personalities that they may not have felt comfortable doing it before. (Hashemi & Azizinezhad, 2011) claimed that understanding the basics of language acquisition and applying them in a way that keeps youngsters interested in learning is the key to teaching kids English. Children interact with the world through imitation and pretend play.

II.3. Benefits of Learning a Foreign Language to a Child

These benefits are going to be dealt with in the following points

II.3.1 Learning English at an Early Age

The Critical Period Hypothesis (CPH) holds that there is a critical time period for a person to learn a new language to a native proficiency this period typically starts at around age two and ends before puberty. It's believed that individuals who start learning a foreign language very early in their life generally acquire a higher level of skill than those who begin at a later age. In this regard, (Bialystok and Hakuta, 1999) stated that:

It is tempting their believe that children are better second language learners than adults because their brains are specifically organised to learn language, whereas those of adults are not. This is the explanation of the critical period hypothesis. The evidence for it comes from several sources. Informal observation irrefutably shows children to be more successful than adults in mastering a second language. Empirical studies confirm this pattern by demonstrating performance differences between children and adult learners on various tasks and measures. (P.176)

In addition, Penfield suggested that the child brain plasticity makes for superior ability especially in acquiring units of language. Thus, he recommended the teaching of foreign language at an early age in school.

Age is known of the key issues in L2 learning that plays a significant role in determining language learner's progress. According to a study by Dr Paul Thompson, a neurology professor at UCLA, the parts of the human brain that specialise in learning new languages grow rapidly from around six years old until early adolescence (11 to 15). Children retain

information like sponges. The brain of a child is designed to absorb new information unconsciously.

Many specialists state that one of the advantages of teaching English at an early age is the fact there is less interference from the mother tongue as it is argued by many SLA researchers. In this regard many teachers and linguists note that interference from the mother tongue is less observed before the age of ten, which facilitates the learning process for young learners.

An early start can be beneficial to learn English because children are keen and naturally receptive to the learning of foreign languages. Before puberty, they are willing to mime pronunciation without inhibition and self-consciousness of older learners. Young children have natural curiosity and a greater capacity to acquire new vocabulary and ideas.

II.3.2. Enhancement of Cognitive Skills

Learning a foreign language very early contributes the developing of the four core skills Reading, writing, listening, and speaking. As well, this allows the child potentially progress in many cognitive aspects such as: creativity, reasoning and problem solving. In addition a whole range of other skills is enhanced though the process of foreign language learning, including attention, multi-tasking, memory, critical thinking and mind flexibility.

The child's brain is constantly working as they try to distinguish which language to speak and when. Researchers have found that bilingual children tend to score higher on standardized testing and also excel with planning, concentrating, and multi-tasking.

Most people face an age decline in brain function which leads to the appearance of Alzheimer's disease or a form of dementia. Some recent studies have shown that learning a foreign language can slow the inevitable cognitive decline or may reduce the onset of dementia. (Landry, 1973; Mahu, 2012; Javan and Ghonsooly, 2017; Woll and Wei, 2019)

II.3.3. Primary school environment

A learning environment is a broad term, it's a place where pupils are inspired by their surroundings and feel safe and supported in their quest for knowledge. The classroom should be lively and colourful, with flexible desk arrangements for when a session calls for greater space for movement and physical expression. What works well for one learner may not give the best working conditions for another, so effective learning environments tend to differ from person to person.

Learning environments are regulated and well-organized spaces that support all young children's performance. They contain areas for learning, play, caring routines, and outdoor spaces. They provide timetables, educational plans, and chances for choice, play, exploration, and experimentation both indoors and outdoors that are developmentally appropriate. Learning environments include age-appropriate equipment, materials, and resources. They incorporate family cultures and are adaptable to accommodate a group of kids' varying ages, interests, and personality traits throughout time. According to (Clapper, 2010) to reach children's greatest potential in terms of their physical, mental, cognitive, and social development, they should develop and learn effectively in a safe setting.

II.3.4. Later Performance

When children learn English at the primary level then they reach secondary level, they acquired the basis and have considerable background knowledge. Thus, English would no longer be foreign to them. (Cahyati and Madya, 2018) stated that in order to get a comprehensive awareness of the second language, children need to start early, and if they start a bit late it would be challenging them to grasp the language quickly. The time given to study a foreign language is highly important, if they have enough exposure in English they can gain improved fluency and eliminate the difficulties that may face in later educational stages.

Furthermore, being professional at speaking English can get better opportunities in workplaces; especially English is widely used in science and business.

II.3.5. Cultural Barriers

Students of foreign languages have an access to discover cultures of other countries, through language teaching there is a cultural transmission, either implicitly or explicitly. In fact, each language reflects the people who speak it, for instance: their traditions, beliefs, principles. Thus, the study of foreign language provides the tool for penetrating the barrier of a single language and a single culture, so its opens the door for children to figure out the wealth of values and perception of the world, understand what is beyond their near world and appreciate other peoples from other countries and might even communicate with them. According to (Curtain and Pesola, 1988) early start for learn a foreign language can be beneficial for such understanding. They claimed that:

Children are in the progress of moving from egocentricity to reciprocity, and information introduced before the age of ten is eagerly received because at this age (8-10) are at a maximum of opens to people and situations different from their own experience (Curtain and Pesola, 1988. P.4)

Furthermore, while developing foreign language skills and some familiarisation, learners are assisted to increase their cultural knowledge. Indeed when learning common terms and phrases, and familiar everyday life activities, the level of understanding is depended through a comparison between the own language and culture and the foreign ones.

II.4. Teaching Methods at Primary School

II.4.1. Grammar Translation Method

Grammar-Translation Method (GTM) is the oldest method of teaching English. It started from the late Nineteenth Century and lasted until the early Twentieth Century. (Tuan & amp; Doan, 2010, p.61)

This method is also known as the Classical Method because it was very helpful in learning classical languages like: Sanskrit, Arabic, Latin, and Greek. GTM emphasizes on the first language in teaching a second language like English vocabulary and phraseology of a foreign language which can be learnt through translating its meaning into the mother tongue. Words are taught through bilingual word-lists, dictionary study and memorization; whereas the students' native language is a medium of instruction. The unit of teaching is the word, not the sentence. It means vocabulary is taught in the form of isolated words.

GTM has two main goals. First, it is to enable students to read and translate literature written in the source language. Second, it is to develop the student's general intellectual discipline; it aims at studying and analysing the grammatical rules of the target language.

(Harmer, 2007) summed up the main precepts of Classical Method as follows: Grammar is taught deductively and directly. Reading and writing are the main focus and only little attention is given to speaking and listening. This method was based on translation from the target language to the source language or the vice versa. Thus, it develops the art of translation. Besides, it focuses on the study of grammatical structures of the language. However, this method was criticized by many scholars. According to (Richards and Rodgers, 1986), this old method caused frustration and boredom among students.

II.4.2. Direct Method

Direct or Natural Methods emerged as a reaction to the shortcoming of a Grammar Translation Method. It is a method of teaching a foreign language through discussion, conversation and reading the language itself, without translation or use of the learner's native tongue, and also without study of formal grammar. Vocabulary is presented through realia: demonstration, pictures, objects, or by performing actions. Prof P. Guerry (in Teaching of English as a Foreign Language, 1966) comments:

Essentially, it (Direct Method) is a principle, not a teaching method, a system that operates through many methods, a way of handling the language and of presenting to the class. It demands a direct bond that is direct association between word and things and between sentence and idea, between experience and expression instead of an indirect one through the mother tongue.

(Richards and Rodgers, 1986) summarised the principle of the natural method as follows: grammar is taught inductively. Its main focus was on the exclusive use of the target language in the classroom, it emphasizes on communicative skills (listening and speaking). The focus of the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples.

This method helps learners to enjoy the language. So, learners start using the language without fear, its main purpose is to develop the students' communicative abilities and fluency (Mart, 2013, p.182). However, the direct method is not an easy methodology to use in a classroom situation. It requires small classes and high students' motivation. In the artificial environment of a classroom, it is difficult to generate natural situations of understanding and

guarantee sufficient practice for everyone. So, it fits private schools rather than public ones. In addition, it requires teachers who are native speakers. (Richards & amp; Rodgers, 1986, p. 10)

II.4.3. Audio-lingual Method

Audio-Lingual Method (ALM) appeared as an attempt to overcome the weaknesses of the Natural Approach. It was developed in the U.S during the Second World War. At that time, there was a need for people to learn foreign language rapidly for military purposes. This method has several names such as: the army method and aural-oral method. It is directly linked to Behaviourism; it minimizes the risk of making a mistake and increasing the chances of giving a correct answer that leads to reinforcement of good habits. The elements of the target language are taught through drilling, repetition, dialogues and habit formation. According to (Thornbury, 1999), language, in this method, is considered as a form of behaviours to be learnt through the formation of correct habits. Besides, students will reach communicative competence through forming new habits in the mother tongue. (Freeman, 2000, p.35)

Imitation and memorisation are the major principles within this method. Additionally, the meaning of words and phrases of a second language should be learnt and taught in a linguistic and cultural context. So, "Teaching a language involves teaching aspects of the cultural system of the people who speak the language." (Rivers, 1964, p. 19)

Grammar is induced from the examples given; explicit grammar rules are not provided. It is taught inductively. Hence, emphasis on oral skills delays the teaching of writing and reading; the main objective of Audio-lingual Method is to enable students use the target language communicatively and to help them acquire accurate pronunciation in order to use it automatically without stopping to think.

II.4.4. Communicative Language Teaching

Communicative Language Teaching (CLT) originated in Europe in the 1970's with the aim of making language instruction responsive to meet the communicative and functional demands of learners. It is defined as an approach of teaching a second or a foreign language that focuses on the learners' interaction. The term "communicative language teaching" (CLT) refers to a range of methodologies that emerged in response to criticism of audio-lingual education techniques and their dismal outcomes. They all criticize the mechanical approach used by audio-lingual pattern drills, which fall short of preparing students for effective use of the target language in the plethora of everyday communication circumstances. Communication competence is the common objective of communication approaches. (Power, 2003)

CLT is a Learner-centred Approach in which learners are required to participate actively in learning a new language. The prior approaches to teaching language were seen to be ineffective. It was suggested that their methods did not really help children learn to communicate because there were less settings. Even without acceptable social standards, gestures or expressions, pupils were not learning enough actual entire language because traditional practices did incorporate this kind of information. In short, it is strongly advised that the context be included in language training.

CLT views language as a tool for communication to teach a target language. The Communicative Language Teaching Approach is grounded on the theory of language as communication. (Larsen-Freeman, 2000) It views Grammar as an auxiliary that should not be the primary focus of language training, because grammar discourages spontaneity and does not promote fluency. Errors are a natural part of learning, and they only need to be corrected when they interfere in effective communication. Additionally, since language learning takes

place in a social setting, communicative competence is the end goal. The student gains the ability to convey and negotiate meaning through this. CLT is a mainstream of teaching English, which is aimed at cultivating students' ability of communication in real life situations. (Chang, 2011)

CLT is based on improving the learners' accuracy and fluency, enabling them to speak effectively and appropriately in a variety of situations to develop the capacity not only to apply grammatical principles of language, but also to communicate effectively in both verbal and nonverbal communications. Educators increase awareness that learners acquire a foreign language best when their attention focuses on the meaning communicated rather than on the linguistic form.

II.4.5. Competency Based Approach

The Competency-Based Approach (CBA) has emerged in the United State in 1970's; it came from the Behaviourist School of thought, and had very basic notions. It was adopted and implemented by the Algerian Ministry of Education in 2003. It alludes to an educational system that emphasizes on learning outcomes when creating language programs. Instead than focusing on what students are supposed to learn, competency-based education addresses what students are expected to do. (Richards and Rodgers, 2001)

CBA is a learner-centred approach that emphasizes learning outcomes and puts the competencies into practice in real-world situations. As a result, teaching English language under this approach necessitates its practice to achieve its mastery.

CBA encourages students to develop their competences and behave appropriately in all circumstances because it focuses on applying knowledge in real-world contexts. To link this to English learning, this method encourages students to use the language even outside of the

classroom. “The most important characteristic of competency-based education is that it measures learning rather than time, and the students’ progress by demonstrating their competence.” (O’sullivan and Burce, 2014)

Competency-based language teaching (CBLT), which is founded on a functional and interactional perspective on the nature of language, is the application of the principles of this approach to the teaching of languages. (Richards and Rodgers, 2001)

The goal of CBLT is to teach language in connection to a social environment in which it is utilized, rather than in isolation. Learners are provided interactions from everyday life, such greetings and apologies, as examples. As a result, English is taught in connection to actual circumstances and contexts rather than as isolated words.

It’s true that the Competency-based Approach differs from traditional techniques in that it allows students to extend their learning chances outside of the classroom. This is arguably the main point Sturgis and Patrick are attempting to make. They cannot utilize online learning to its full potential without a competency-based policy framework. (Sturgis and Patrick, 2010)

The foundation of CBA is a functional view on language instruction, and its framework is frequently customized to meet the needs of learners whose language demands can be reasonably predicted. CBA emphasizes the goals that language learners should achieve with the target language. In other words, organizing curriculum, instruction, and evaluation to ensure that this learning ultimately occurs after having a clear idea of what is crucial for students to be able to do. Establishing the conditions and opportunities within the system that enable and encourage all students to achieve those fundamental outcomes, as well as creating a clear set of learning outcomes around which all of the system’s components can be focused on, are essential components of having a competency-based system.

II.5. Roles of Primary School Teachers

The role of the teacher is paramount important. The teacher is the individual in the classroom who has the proficiency, tools and information necessary to edify young learners. The teacher plays diverse roles in English Language Teaching. By performing various roles, he becomes an ideal guide in shaping their future and in developing a child's interest towards a subject or a language. Teachers are a key factor in the successful implementation of curriculum change, the role they play may vary in doing one activity to another one.

Archana & Rani (2017) declared that teachers had to take on a variety of roles when imparting knowledge, including learner, manager, facilitator, assessor, and evaluator. The instructor can be described as an ideal teacher if they fulfil these roles.

Teaching and Learning is a continuous process and wherein strategies may differ with the moving generations, though we find many changes in the education system. However, the role of a teacher will remain the same but with slight changes. A teacher has to think from the learners' perspective before he plans to interact with them. The true teacher is who can immediately come down to the level of the pupils and transfer his soul of the pupils' Soul and see through and understand through his mind. "A good teacher is a teacher who is able to absorb unexpected things and use them for the good of the students." (Harmer, 2007)

Teachers are required to act as the pupils' parents and friends, treat them with affection, facile and make things clear for them. It is very significant that pupils should have the sense that their teachers are concerned about them, and thus the teacher should become the best facilitator to the students in all the aspects. Teachers should develop best learning environment which reflects the pupils' life in social, intellectual and linguistic occurrences. In order to motivate students for effective teaching, teachers must first instil in them a sense of

self-discipline while also keeping them informed of their progress, praising them for their good work, and educating them about their obligations.

The manager of the classroom, the person in charge of each class, and the person in charge of all classroom activities is the teacher. In this situation, the instructor informs the learners who need to know, plans the exercises, reads aloud, and plays the additional role of providing an example or demonstrating how to do something, give the kids instructions on how to do things and change up their study groups so they can work in pairs or groups.

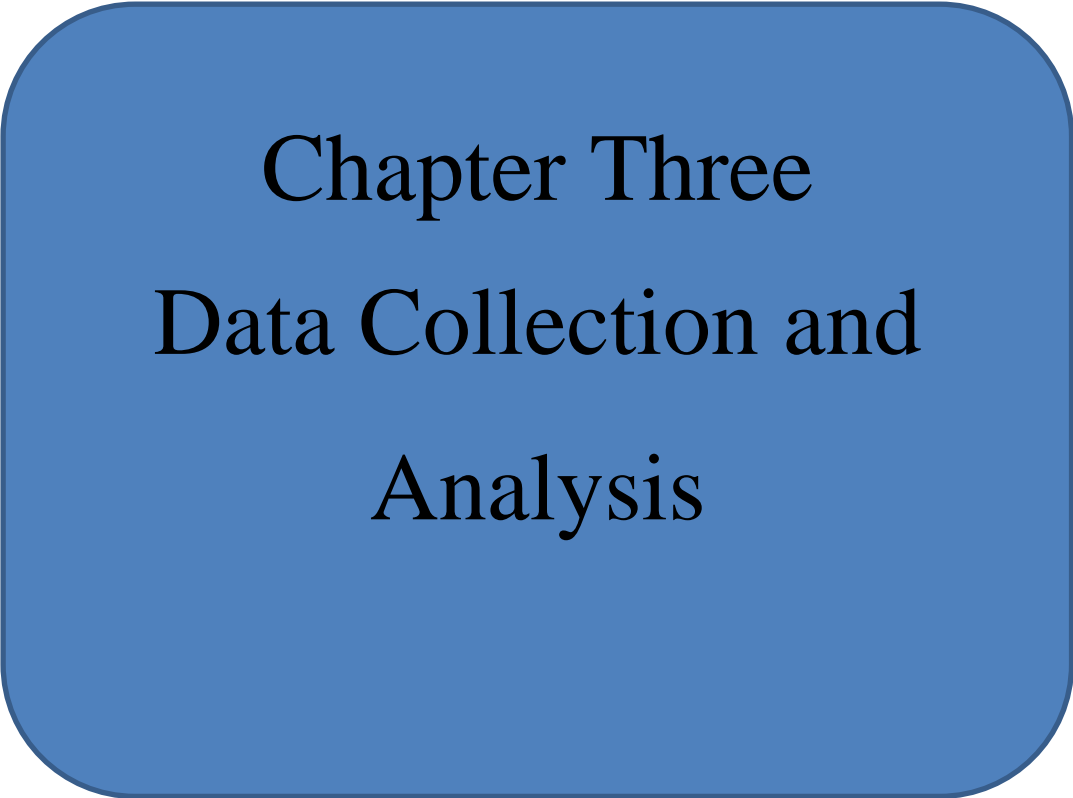
According to (Kaur, 2019), a teacher must be able to maintain control of the class, motivate all students to participate in the activities, locate appropriate resources for learning, evaluate students' learning progress, organize the classroom, and mentor the students.

The teacher should also act as a prompter, in which he helps and guide learners when they get stopped. It is done when learners lack something or get blocked here the teacher intervene in favour of the learning process. For Example, the child is asked to sound Alphabets then he forgets the next one, here the teacher help him to remember and carry on. When pupils are working in groups or in pairs, we can walk around and pause with some groups or partners and offer some guidance or direction in doing what we tell them to do, so he is always present to provide the necessary help.

The teacher's role is not complete just by teaching a lesson, but assessing is the effective technique for making pupils learning. Assessing is one of the most important tools for extracting children' understanding by giving continuous appropriate feedbacks. These assessments can be carried out through verbal feedback, conducting assignments, or by giving some tasks etc. Everyone is aware that evaluation plays a prominent role to the teacher's success. The instructor must be a skilled evaluator when assessing the pupil. To do credit to a student's career, a teacher should do an honest and objective review.

Conclusion

This chapter emphasized the necessity of teaching English at the Algerian primary stage that allows the production of young proficient language learners. Furthermore, it attempted to sum up the main didactic guidelines of English for third year classes. Moreover, it is important to remind that an effective language teaching depends also on the school syllabus and on the ability of the teacher to play diverse roles and the use of different techniques, learners at Primary school setting need to learn in an engaging atmosphere where learning is no longer considered as a dull or obligatory process. On the other hand, it puts light on the main benefits that sustain an early start for learning foreign languages at elementary school. It also assists on the teaching methods and strategies which are going to be dealt with in the subsequent chapter.



Chapter Three
Data Collection and
Analysis

Chapter Three

Data Collection and Analysis

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Introduction

The two preceding chapters were devoted for the theoretical part of the study, were it outlined the status of English worldwide and basically in Algeria. The third chapter is mainly practical, in which it is include the research methodology, the data collection tools and the rational of their use. Reaching results whether they confirm the hypotheses or not and provide a valid recommendations to the stated problem. Therefore, it deals with the data analysis and

the discussion of the results of each instrument. In addition, it ends by providing some suggestions and pedagogical recommendations

III.1. Research Methodology

This study includes the research methods, participants, research instruments used in collecting data along with their description and analysis, and also the discussion of the findings and the limitation of the study followed by suggestions and recommendations.

III.2. Research Methods

This piece of research examines the challenges and difficulties faced by EFL teachers and pupils at the primary level of education. Therefore, the collected data was based on descriptive method it requires such choice of methods in order to fit the objectives of the study. Mixed method was used in which the questionnaire was designed to gather the quantitative data and the observation was used to collect the qualitative data.

III.3. Participants

Our research is concerned with the primary stage of education since it is considered as the suitable learning environment for early English language teaching, where primary school teachers and pupils are the population. 47 primary school teachers were contributed in the study whereby the questionnaire was handed face to face and distributed online through email-questionnaire. This study is conducted in two different primary schools in Tiaret, namely: Raid Abd El' ilahh and Al Fatah. This sample was selected randomly. Moreover, primary school young learners are the population and the main focus of study.

III.3.1 Teachers' Profile

The present questionnaire was distributed to forty seven primary school teachers in Tiaret. Forty of them are females while seven are males. Their age ranges from 31 to 40, the majority of them are novice teachers with no prior experience.

III.3.2 Pupils' Profile

This study was conducted with third year primary school classes. The target population of Raid Abd El' ilahh are sixty eight pupils 30 of them are males and 38 of them are females, while Al Fatah's target population are thirty nine learners 18 males and 21 females. The age of males ranged from 8 to 11 years old, while females are categorized by age between 8 to 10 years old in both primary schools.

III.4. Research Instruments

Choosing the most appropriate research method that can fit the study objectives is one of the biggest challenges that researchers face. However, For the sake of investigating the challenges and difficulties faced by EFL teachers and pupils at the primary level of education, a questionnaire and direct observation were designed in order to collect data. Therefore, teachers were asked to answer 19 questions.

III.4.1. Teachers' Questionnaire

In order to answer the research questions, a semi-structured questionnaire is used to help reaching to some extent an in-depth insight of the study in order to accomplish the suggested goal. This questionnaire aims at providing a clear description of the materials, strategies of teaching English to young learners and the possible challenges and difficulties that may occur.

III.4.1.1. Description of Teachers' Questionnaire

The questionnaire consists of 19 questions that are divided into four main sections. It is a semi-structured questionnaire that contains both closed-ended questions and open-ended questions to have a variation of answers. Section one composed of 6 closed questions deals with personal and professional information about the participants.

Section two targets the possible challenges faced by primary school teachers, it features eight questions where respondents are required to choose yes or no question, or select the appropriate response, and make statement wherever necessary. It seeks to explore whether teaching EFL at primary school will make teachers encounter any difficulties concerning the use and availability of materials. Additionally, it deals with time whether it adequate to achieve the learning outcomes.

Section three contains four questions about the strategies and methods used in teaching EFL in primary school, the first question is an open-ended in which teachers are asked to mention the strategies they use while teaching English language, the rest of questions are close-ended they seek to explore the appropriate strategies that are seen best fit for young learners, and the type of classroom work that better improve children's listening and speaking skills. The last question is yes and no question that seeks to identify whether teaching through experiencing things might provide a better learning setting to help children acquire language easily.

The last section entitled the importance of English language. It includes three questions that deal with teachers' opinions about achievements that they are expecting at the end of the year, the possibility of English language to replace French in the future. Moreover, in the last question they are asked to add some recommendations in order to enhance the quality of this language in the primary level.

III.4.2. Classroom Observation

Observation is a primary research method used to describe the area under study, it provides an opportunity to study a situation and experiment actions in its natural context. The implication is that the investigator conducts their own direct observation of relevant individuals, behaviours, and circumstances in order to gather original data.

III.4.2.1. Description of the Classroom Observation

The classroom observation was used to learn about several aspects such as the instructional process, teacher speaking, student's behaviour, and many other factors. The entire observation was carried out with third year pupils in 45 minutes in order to collect the results and validate them. The observation we conducted was held from 25 April to 30 April 2023 in Tiaret primary schools, it was completed during the academic year 2023/2024.

The researcher was doing non-participant observation. It means that the researcher just sits in the class to observe the teaching and learning process. The observer relies on observation checklist to gain the data and also wrote notes during the observation. The researcher also used field note when observed in the field in order to help the researcher complete the observation checklist; therefore it was done in a controlled setting.

The researcher observed the teaching and learning process in the class in order to reveal the challenges and difficulties faced by both teachers and pupils in terms of the learning environment. From the observation report the researcher found out about the challenges to teach English in the class. The researcher will checklist the challenge based on the observation guideline and made notes.

III.5. Teachers' Questionnaire Analysis

Section One: Personal and professional information

Q1: Gender

Gender	N	%
Female	40	85
Male	7	15

Table 1: Teachers' Gender

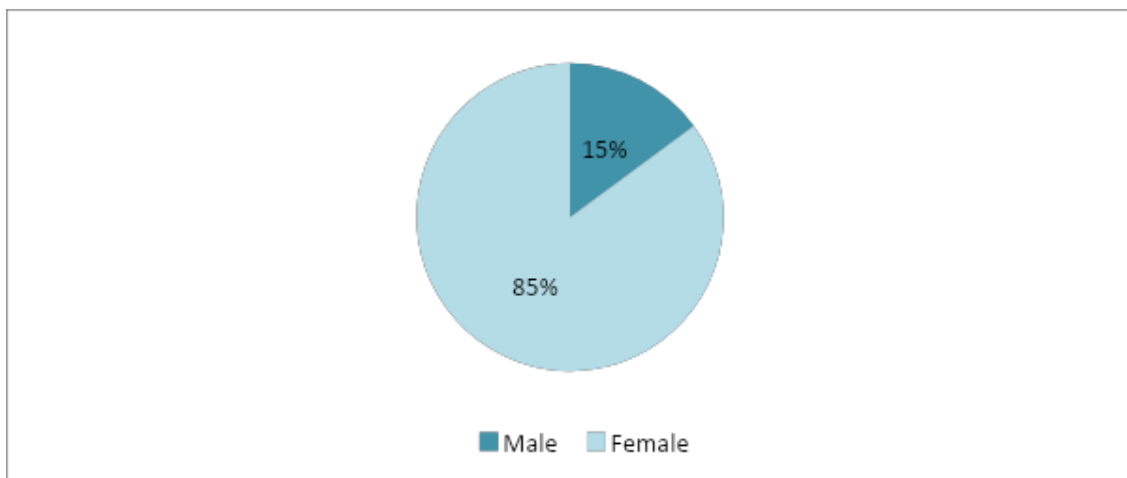


Figure1: Teachers' Gender

The table above shows that 85% of the respondents are female teachers (40 teachers) in contrast with male teachers 15% (7 students) in total 47 individuals. The over-represented female rate is a result of the fact that women now make up a larger share of educators than they have in decades and that men tend to pursue technical degrees and disciplines of study. That is why women are considerably the vast majority in the teaching profession.

Q2: Age

Age	N	%
23_30	17	36,2
31_40	24	51,1
40 and more	6	12,8

Table 2: Teachers' Age

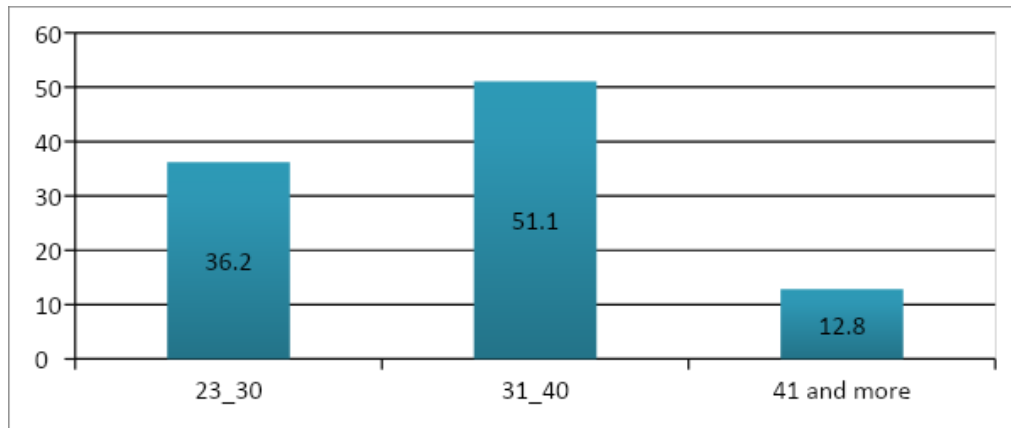


Figure2: Teachers’ Age

The Diagram above reveals that a large proportion of the respondents 51.1% which stands for 24 participants are aged between 31 and 40 years old. while 36.2% corresponding to 17 of them range between the ages of 23 to 30. Whereas only 12.8% are situated between 41 and more, because of the fact that the leaders of each wilaya's educational directorate take into account the priority to the oldest graduates.

Q3: State your highest academic degree

Respondents	N	%
Licence Degree	33	70,2
Master Degree	14	31,9
Doctorate Degree	0	0

Table 3: Teachers’ Academic Degree

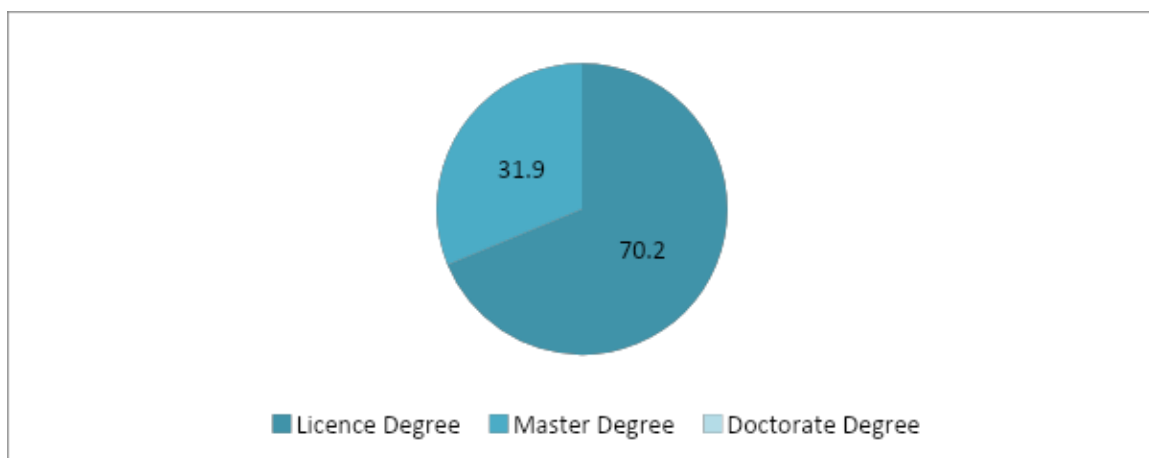


Figure3: Teachers’ Academic Degree

The graph overhead seeks to identify the teachers' educational background. The results indicate that 70.2% of licence graduates and 31.9% of teachers hold master degree in comparison to the doctorate level (0%). The data revealed that most of the teachers who were requested are BA holders. That is to say only BA degrees are needed to teach in primary schools.

Q4: How long have you been teaching?

Respondents	N	%
My first year of teaching	32	68,1
1_5	9	19,1
6_10	5	10,6
11 and more	1	2,1

Table 4: Teachers' Experience

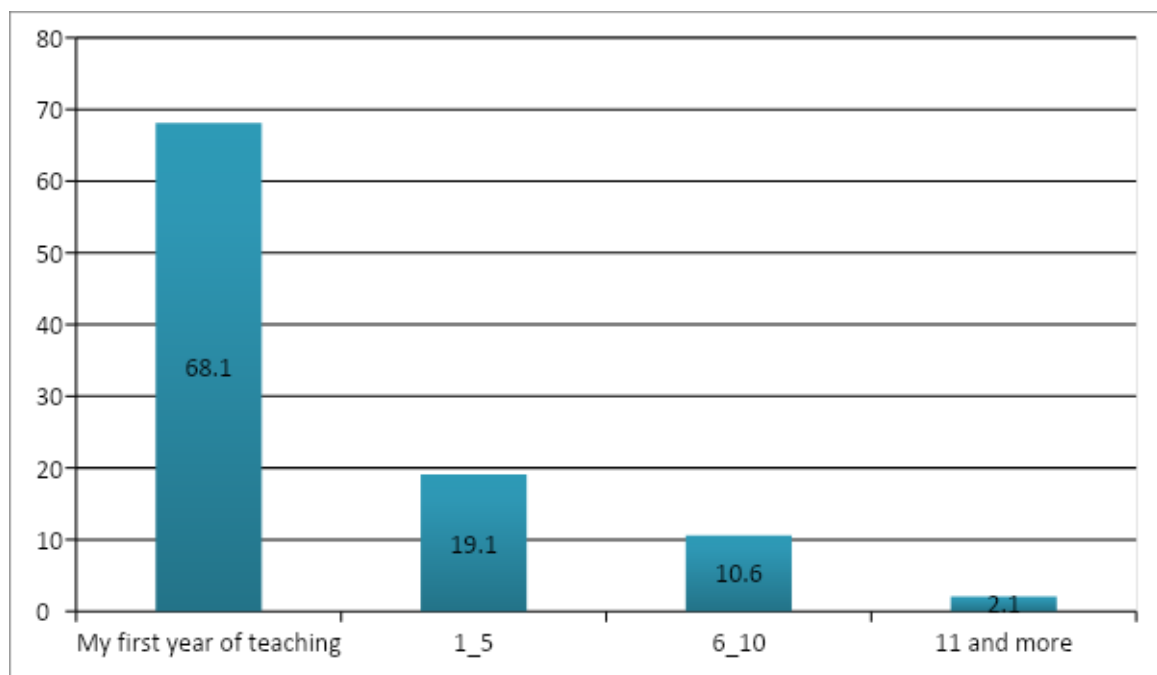


Figure4: Teachers' Experience

This diagram aims to study teachers' experience by years. The results demonstrate that 68.1% (33 teachers) are novice teachers, while 19.1% (9 teachers) have between 1 to 5 years of teaching experience. Whereas 10.6% corresponding to 5 respondents range between 6 to 10. In addition, we find only one teacher (2.1%) with an experience of 11 years and above. This denotes that the majority of teachers are not qualified in teaching young learners.

Q5: How many school are you in charge?

Schools in Charge	N	%
3	24	51,1
4	12	25,5
5	11	23,4

Table 5: Schools in Charge

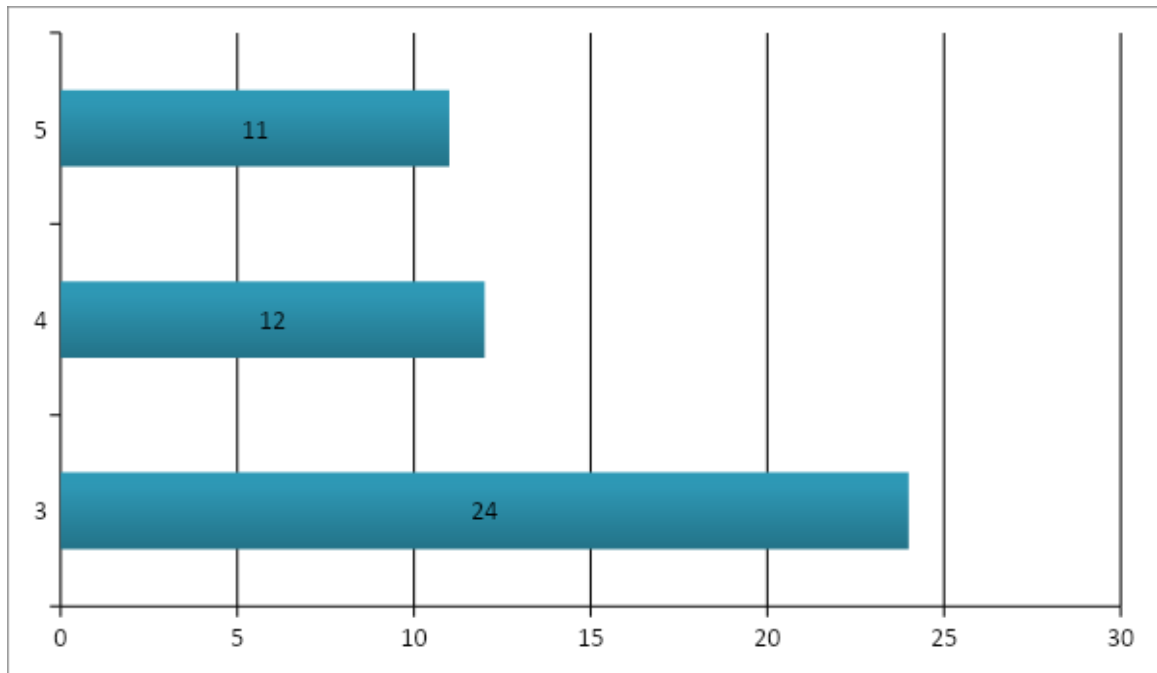


Figure5: Schools in Charge

The pie-chart above aims to indicate how many schools teachers are in charge. The results proved that 51.1% (24 teachers) teach in 3 primary schools. Whilst 25.5% (12 teachers) work with 4 primary schools and 23.4% (11 teachers) in control with 5 primary schools, in order to accomplish the hourly volume, these teachers are supposed to teach in many primary schools.

Q6: How many pupils do you have in each class?

	N	%
13_30	10	23,4
31_45	37	78,7
46 and more	0	0

Table 6: Number of pupils

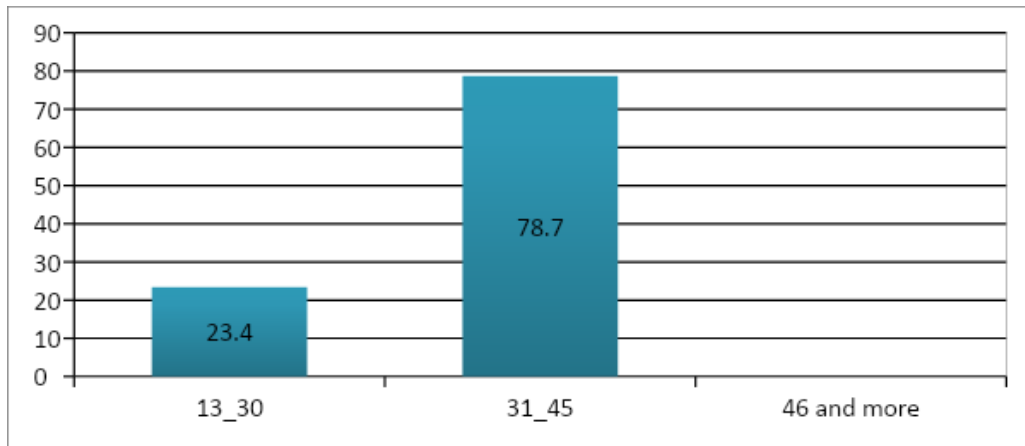


Figure6: Number of Pupils

This graph revealed that an impressive percentage 78.7% identical to 37 teachers have between 31 to 45 children in each class. Whereas 23.4% congruent to 11 teachers have pupils from 13 to 30 in each class, whilst there is no class with more than 46 pupils. In which we conclude that there are a huge number of pupils in each class, which might affect the instructional process.

Section Two: Challenges faced by primary school teachers

Q1: Is one hour and half per weak sufficient to achieve the intended learning objectives?

	N	%
Yes	11	23,4
No	36	76,6

Table 7: Time Allowed

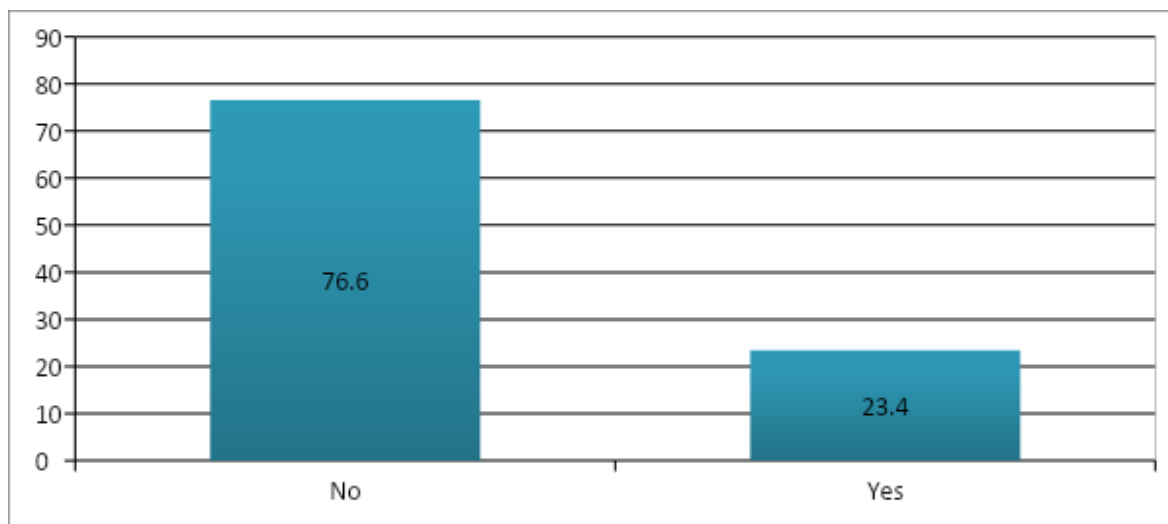


Figure7: Time Allowed

The diagram above shows that the majority of teachers 76.6% (36 teachers) have agreed that time is not sufficient to achieve the intended learning objectives. However, 23.4% (11 teachers) disagree. According to the above data one hour and a half per week is not adequate to meet the desired leaning objectives.

Q2: If not, what do you suggest?

There was a variety of answers most of the responses 23 out of 36 suggested that adding more sessions will be very beneficial to help pupils get familiar with the language, moreover, 09 respondents out of 36 emphasized on adding extra 2 or 3 hours. Whilst three of them stated that they need one extra hour for remediation. One respondent did not answer the question since it was not obligatory to answer.

Q3: Which teaching materials should be used at the primary school?

A specific collection of teaching resources are needed in the primary school setting since it is a special learning environment for young pupils. Due to the age of the learners, it is simpler and more efficient to use these materials to help children learn English. According to teachers, the following materials are necessary for primary school:

Data show Flashcards Audio-visual aids

The visual and auditory materials

Tablet Speakers Songs Realia Videos

Pictures and course book Computer Projector OPH

Toys Games Slates Role play

Q4: Are these materials available?

	N	%
Yes	19	40
No	28	60

Table8: Materials' availability

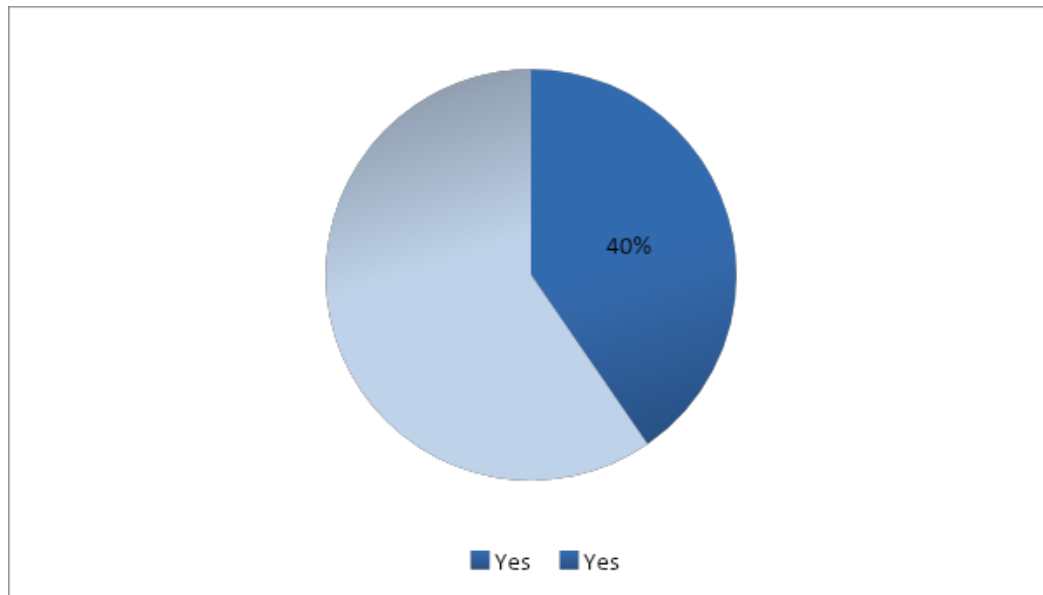


Figure8: Materials' availability

The results show that 60% of the respondents believe that primary school materials are unobtainable in the Algerian context. While 40% affirmed that the teaching tools are available. Based on the respondents' answers we conclude that there is a deficiency in providing even the simplest learning materials such as: data show, speaker. On the other hand some teachers may not be aware of how these tools are used due to their lack of experience.

Q5: Do you think that learning English and French together in primary school makes children face excessive intellectual pressure?

Respondents	N	%
Strongly Agree	3	6,4
Agree	10	21,3
Neutral	9	19,1
Disagree	18	38,3
Strongly Disagree	7	14,9

Table 9: Learning both English and French

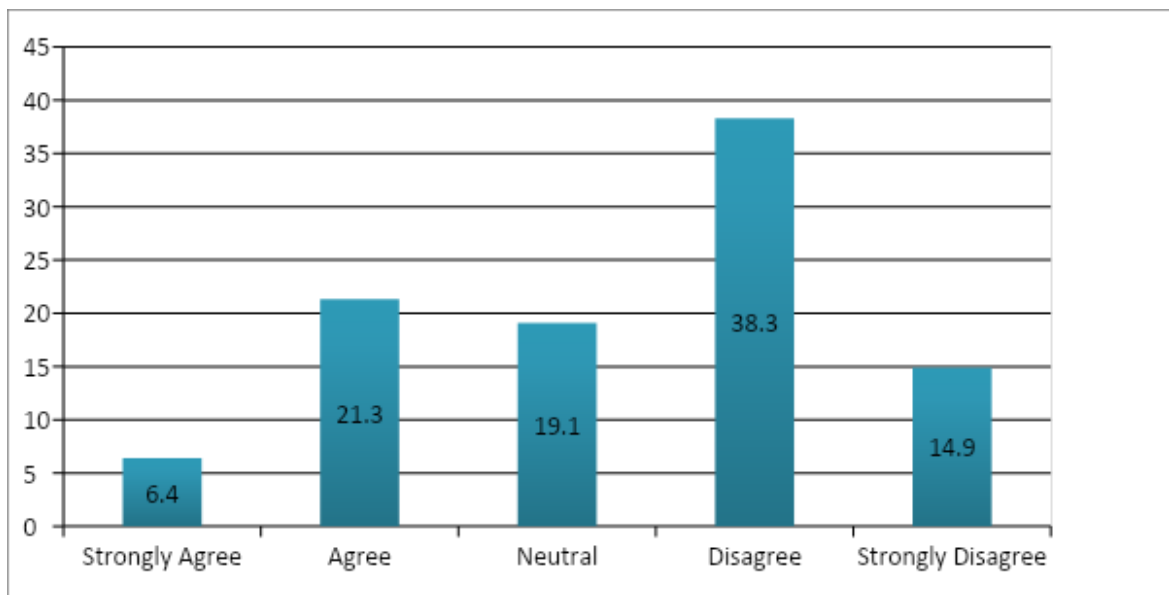


Figure9: Learning both English and French

The data below displays that 38.3% (18 teachers) disagree and 14.9% (7 teachers) strongly disagree that learning both English and French together in primary school makes children face excessive intellectual pressure. However, 21.3% (10 teachers) agree and 6.4% (3 teachers) that learning both of them will affect the children's cognitive abilities, whereas only 19.1% (9 teachers) naturalize the debated statement. Consequently, the children can acquire several languages without difficulties, depending on their environment and their cognitive predisposition.

Q6: Are the objectives of the textbook suitable for the learners needs?

	N	%
Yes	38	80,9
No	9	9,1

Table 10: Textbook Objectives

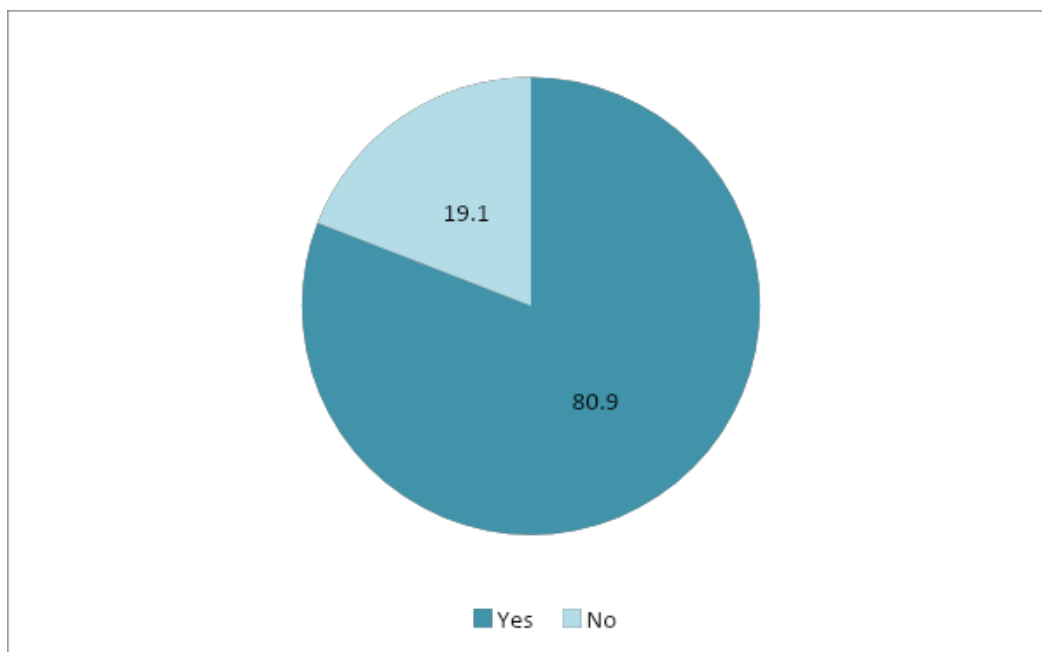


Figure10: Textbook Objectives

According to given statistics 80.9% (38 respondents) emphasize that textbook objectives suit learner's needs. But 19.1% (9 respondents) contradict with them. The findings demonstrate that the textbook objectives fit the learners' needs.

Q7: What are the challenges you have experienced as a primary school teacher? (Select whether yes or no)

Teachers' Challenges	Yes		No	
	N	%	N	%
• Non-availability of ICTs	38	80,9	9	19,1
• No experience in teaching young learners	31	66	16	34
• Non-availability of qualified guidance (insufficient qualification of the teacher)	18	38,3	29	61,7
• Non-availability of the teaching materials	31	66	16	34
• Large number of pupils	40	85,1	7	14,9
• Different levels of pupils	37	78,7	10	21,3
• Pupils' misbehaviours	27	57,4	20	42,6
• Insufficient time in preparing and planning English classes?	36	76,6	11	23,4
• Other(s)	20	42,6	27	57,4

Table 11: Teachers' Challenges

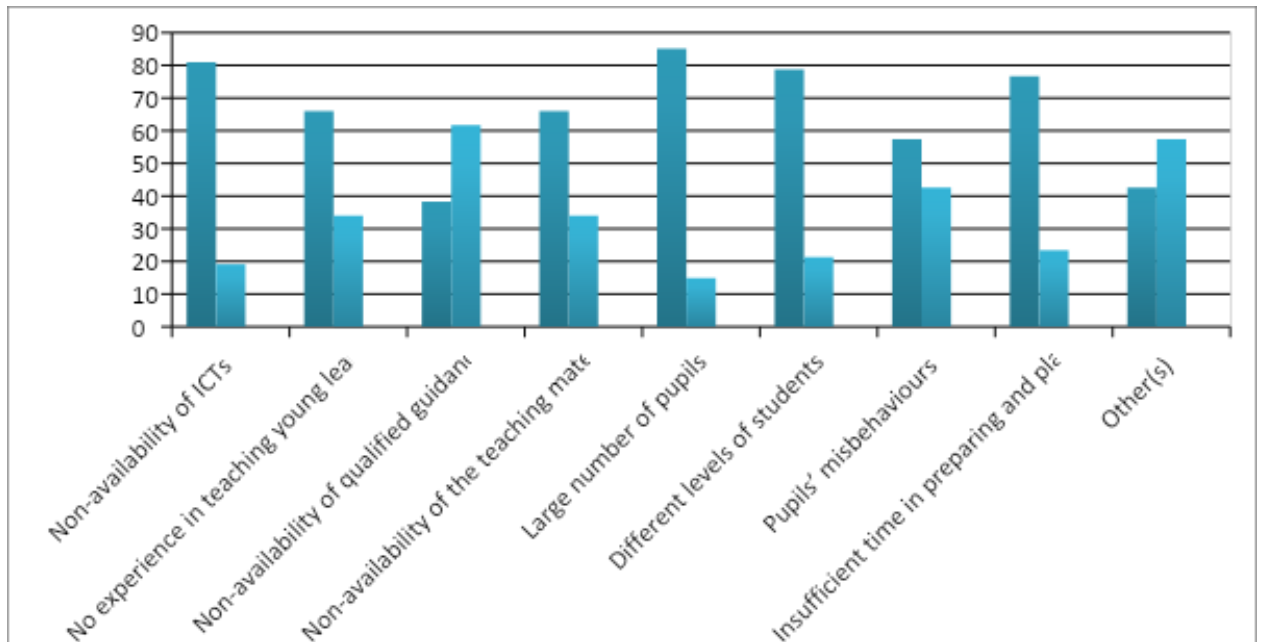


Figure11: Teachers' Challenges

The aim of this question is to figure out the challenges faced by primary school teachers. The results reveal that 85.1% (40 respondents) found themselves suffering from the overcrowded classes. 80.9% (38 respondents) confront from the deficiency of ICTs. 78.7% (37 respondents) face a difficulty dealing with different levels of pupils. 76.6% (36 respondents) encounter the problem of time management concerning preparing and planning English classes. 66% (31 respondents) have no experience in teaching young learners and miss the needed teaching materials. 57.4% (27 respondents) suffer from pupils' misbehaviour. 38.3% (18 respondents) are not provided with an affordable qualified guidance. However, 42.6% (20 respondents) dealt with another challenges. As a consequence managing young learners' classroom may prove to be difficult due to lack of trained and experienced teachers, the number of pupils within a classroom which may create challenges in controlling the pupils' unethical behaviours. The missing materials may affect the lesson as a whole in terms of content and timing which minimize the productivity for both teachers and learners.

Q8: If other(s) please specify

Teachers' answers to this question differ from one teacher to another, though most of the teachers' answers turn around the same statements. 18 out of 20 teachers complained about the problems of transportation and moving between schools, while 2 teachers confront troubles with the administration.

Section Three: Strategies of Teaching English at the primary school

Q1: Which teaching methods and strategies do you use while teaching English?

Games and songs: 27 respondents prefer to use games and songs in teaching; they believe that primary school learners may grasp language more efficiently through fun. Thus it led to impressive and successful results.

Role play: 9 respondents select role play as an effective strategy, they assert that it provides the involvement and engagement of the learners with the teacher during the session.

TPR: 2 respondents think that Total Physical Response may provide better learning interaction with the target language which will create an active and positive atmosphere.

CLT: 2 respondents approved the idea of teaching the communicative aspects of language for the purpose of developing the learners' ability to use English language in real-life situations.

CBA: 1 respondent only see that the communicative based approach is a valid teaching method that comprise with the Algerian educational system, since it depends on the learner to build and develop his oral competencies.

Direct method: only 1 respondent choose the direct method as he believes that it focuses on enhancing learners' listening and speaking skills.

5 respondents use variety of strategies according to the lesson and pupils' needs, those strategies are as follow; drills, repetition, VAKT, brainstorming, short videos, flashcards, talk slow, think pair share, drawing and gestures.

Q2: Which, of the following strategies, do you think is the most appropriate for effective English language teaching to young children?

	N	%
Gaming	43	91,5
Songs	32	68,1
Role play	30	63,8
L1	0	0

Table12: Teaching Strategies

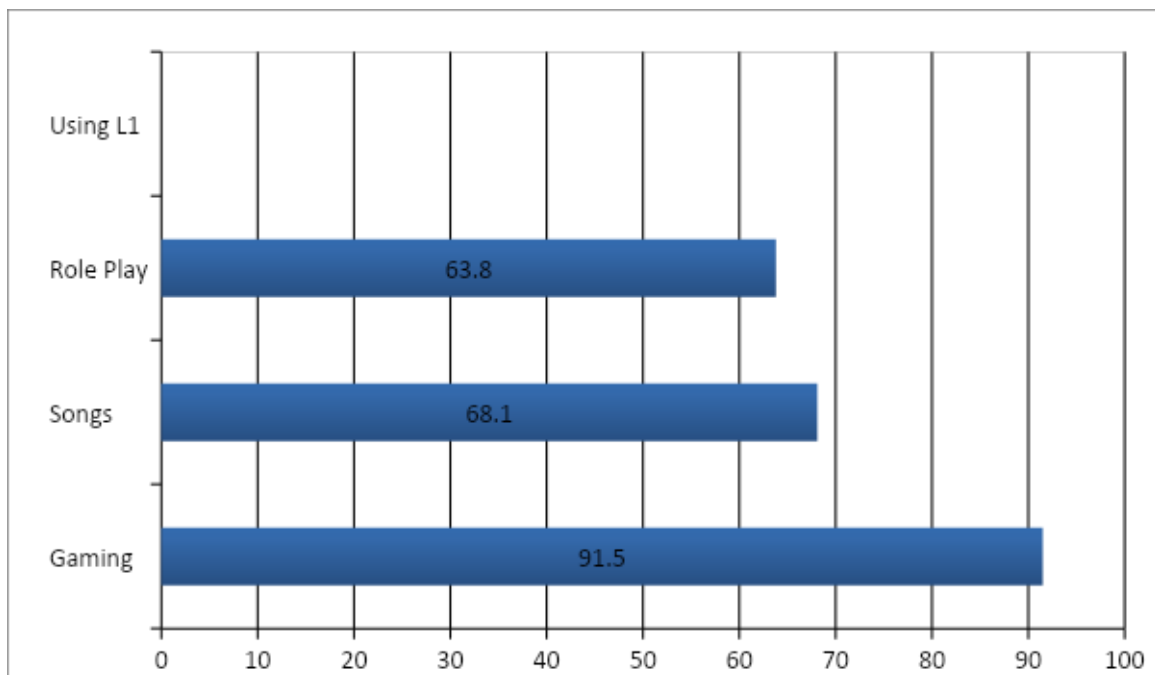


Figure12: Teaching Strategies

In this graph, it is noticed that 91.5% (43 teachers) believe in the effectiveness and suitability of gaming to young learners as a first technique, followed by songs with 68.1% (32 teachers), and role play with 63.8% (30 teachers) of the whole sample. Unexpectedly, none of

the 47 respondents use L1 while teaching. As a conclusion we can say that learners acquire English language easily by using enjoyable strategies.

Q3: Which type of classroom work do you consider the most effective to improve learners' listening and speaking skills?

Table 13: Type of Classroom Work

	N	%
Individually	13	27,7
Pair work	33	70,2
Group wok	23	48,9

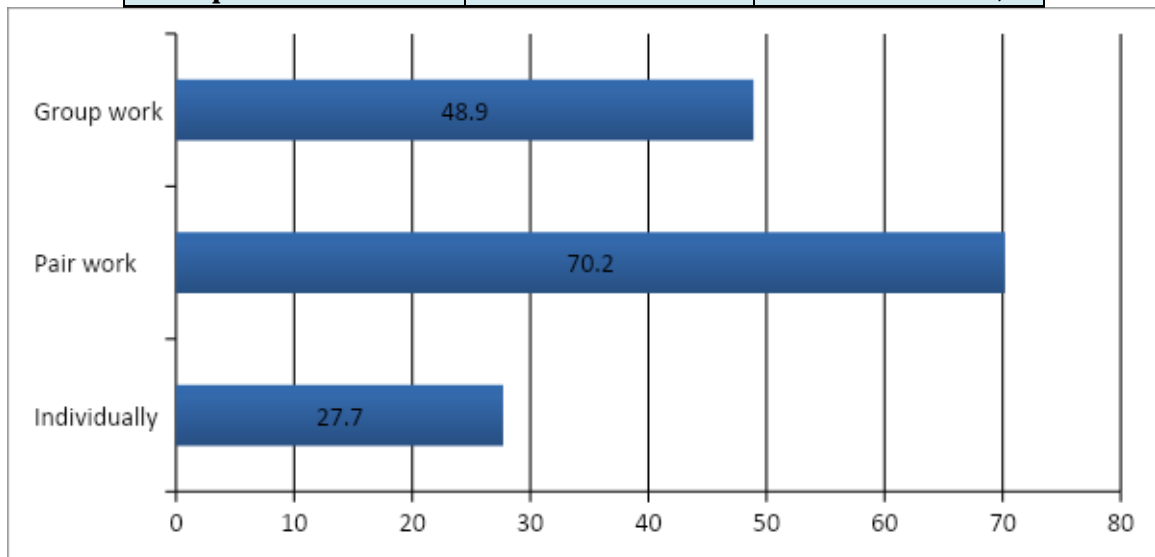


Figure13: Type of Classroom Work

This question tries to discover the teachers' opinions concerning the most effective classroom work to improve pupils' listening and speaking skills. The majority of teachers 70.2% (33 participants) focused on the efficiency of pair work, ensured by 48.9% (23 participants) have chosen group work, whilst only 27.7% (19 participants) think that children can progress better by their own. Collaborative work is the most valid to increase learners' communicative competences.

Q4: Do you believe that learning through experiencing things might provide a better Language setting?

	N	%
Yes	46	97,9
No	1	2,1

Table 14: Learning through Experiencing Things

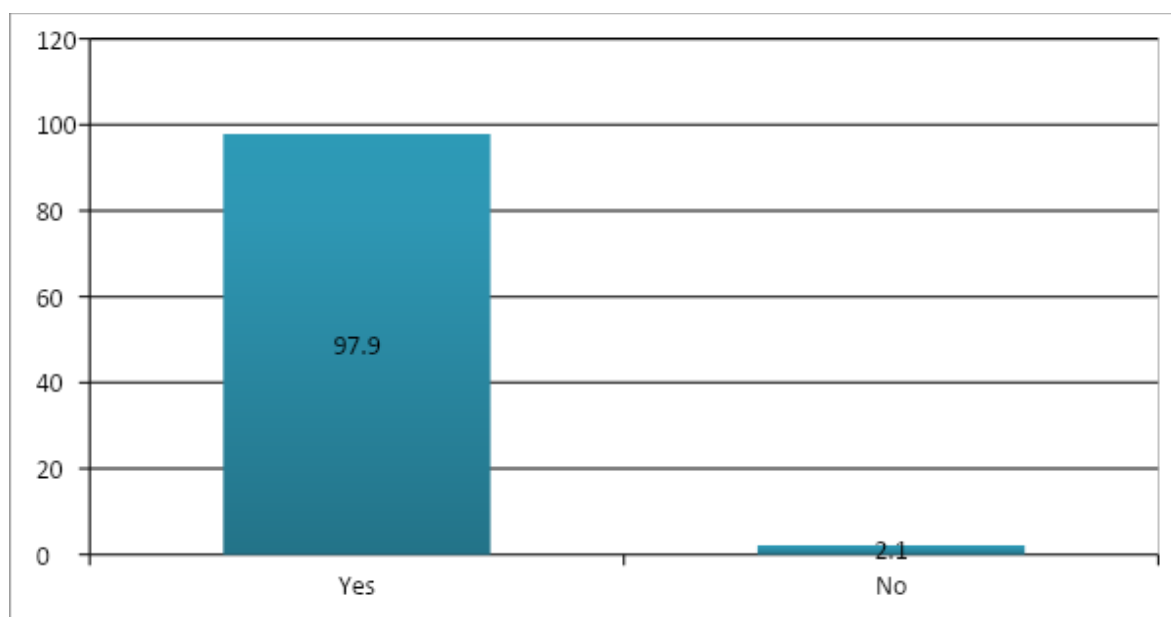


Figure14: Learning through Experiencing Things

A huge percentage of 97.9% (46 teachers) have welcomed the idea of learning through experiencing things can provide a better learning setting whilst only 2.1% (1 teacher) contradicted the fundamental believe. The respondents' answers were reasonable as children tend to learn through touchable things that they can sense, as mentioned in Piaget's Theory of child development. Consequently, learning through the five senses is an active learning strategy that helps learners acquire the language readily.

Section Four: The importance of English language

Q1: What achievements do you expect of the part of learners by the end of the school year?

2 participants: at the end of the year learners will be able to speak the language fluently.

6 participants: the learners should memorize few expressions and expanding their vocabulary at least 30 words.

7 participants: communicate orally, interact verbally, have good pronunciation and grasp oral messages.

7 participants: the learner will have the ability to develop his writing skills. For example, write letters and short paragraphs.

10 participants: by the end of the year learner will be able to introduce and describe himself correctly. Express what he wants and what he likes.

15 participants: learners can use simple sentences and read short passages, know the basic information about the language such as: colours, numbers, animals, family members and body parts. Determine word meaning and decode symbols.

Q2: Do you think that English language will replace French in the future? And why?

A remarkable percentage of teachers (39 teachers) predict that English language will replace French language at the future since it is a universal language, easy and more flexible than French which some considered it as a dead language. Indeed it is the language of science and technology; pupils are so familiar with the English language due to what are displays by social media. However, 2 teachers did not support the idea, they stated that French is the language of colonization thus it has a radical position in the Algerian society that cannot be eradicate easily from the Algerian identity. The rest (6 teachers) counteract the argumentation, they did not mark their position.

Q3: What do you recommend to improve the quality of the English language in the primary level of education?

1 participant: following a stable curriculum and more effective syllabus.

1 participant: Algerian educational system should adopt new methods and techniques to achieve better results.

1 participant: reduce the amount of topics and save only what serves pupils' needs and interests.

1 participant: to work on making the teacher satisfied both financially and morally.

1 participant: adding grammar lessons.

2 participants: provide more guidance and instructions about the use of the textbook.

2 participants: the content of the textbook should be drawn according to the learners needs.

4 participants: reducing the number of learners in classrooms allowed us work in relaxed atmosphere for better learning.

6 participants: providing ICTs and data show.

12 participants: demanded more time and extra sessions of English lessons per week.

15 participants: more teaching materials should be provided.

Although the question was clear one participant answered with a question mark, this might have been because of the lack of experience or ideas.

III.6. Classroom Observation Analysis

On 25/04/2023, we attended two sessions with third year classes at the primary school "Raid Abd El' ilahh", which totalled sixty eight pupils dealt with "Listen and Repeat" section a unit of "My Fancy Birthday".

At the beginning of the lesson the teacher gave hints to the learners by bringing birthday decorations and balloons and starts decorating the classroom as an introduction to the lesson. the overall atmosphere was quiet, no noise or disruption in the classroom, the majority who sat in the front were girls and most of the boys were in the last rows, the teacher is friendly with the learners, she delivered the lesson without mistakes. What the researcher has observed in the whole session is that a diversity of strategies were used by the teacher to transmit and explain the lesson to her learners; using body language, pictures, speaker to help make the teaching more interesting and clear.

She asked her learners to listen to the song of “Happy Birthday” and repeat after her. The teacher used realia to teach speaking; she provided them with new words and vocabularies related to the topic which is very basic in their daily life. The teacher sounded the words loudly so the pupils listen clearly to the vocabularies, when the learners have wrong pronunciation she would ask them to repeat until they speak correctly. Pupils were totally focused and the teacher was fully motivated. She was involving children at the back and those who were shy and did not participate.

The teacher really remembered the pupils’ names; she was calling them when needed or misbehave. She also paid attention to the pupils with disruptive behaviour; she dealt with them by changing their places and sat a girl with a boy and warned those who did not bring their books.

After that, she requested the pupils to open the book on page fifty two, she explained and read what there is on the page and asked them to repeat at the same time she integrated the previous lessons of colours, days and family members. Besides the book, the teacher also used the whiteboard maximally; she drew pictures and explained the materials through the whiteboard.

One of the most powerful thing that also help her while teaching is the role play, in which she read and acted a conversation between two persons about an invitation to a birthday party by using her body language, then she gave directions about what to say and how to say it and asked them to play the role, she tried to involve the majority of children to participate in the conversation. At the end the teacher gave them a home work and then she leaved at the end of the session time.

Observation Checklist

Time of the section: 45 minutes Class number: 37/31 Lesson name: "Listen and Repeat"

Variables to be observed	Notes		
	Not at all	Partially	Fully
Appropriate and sufficient materials are used.		✓	
Keeping on the same topic and giving directions.			✓
Using L1	✓		
Using body language.			✓
Helping pupils when needed.		✓	
The teacher is patient with learners.			✓
Calling children by their name.			✓
Moving round the class.			✓
Asking questions to test the children's understanding of the lessons.			✓
Giving children the chance to ask questions.		✓	
Involving both boys and girls in the lesson equally.			✓
Maximum participation is observed.		✓	
There are expression problems (Stuttering.)		✓	
There are comprehension problems.		✓	

There is lack of Concentration.		✓	
There are extensive anxiety and fear of public.	✓		
Mixing between French and English.		✓	
Number of pupils is large.			✓
The teacher hit pupils or insults them.	✓		
Time is sufficient to finish the whole lesson.			✓

The second observation was held on 30/04/2023 with third year classes at “Al Fatah” primary school in the afternoon, the number of pupils was thirty nine, they dealt with the unit of “My Pets” the lesson was about the four letters “O Q F S”.

First, the teacher checked the attendance sheet before she began to teach. She asked the whole class to sing the song of “My Pets”; pupils were active and excited unless the teacher looked tired and demotivated. She performed the four letters “O Q F S” using her body language and asked the pupils to sound which letter is, when the teacher found wrong pronunciation of the letters she would ask them to repeat until they speak correctly. The overall atmosphere was messy, there was disruption in the classroom, the majority who sat in the front were boys, she was harsh with the learners, and she presented the lesson in an organised way.

After that the teacher sounds the letters loudly so they listen clearly in order to strengthen their memory. Then she wrote it in the whiteboard and instructs the pupils write repeatedly both capital and small letters on the whiteboard. Then she asked them to write the letters in their copybooks and give examples that contain the four letters in order to strengthen their understanding.

The teacher couldn't pay attention to all the learners during the teaching and learning process because she did not move around the class she just stood up in front of the pupils without controlling the classroom. While there were some members who wanted her attention to answer she only talked with the talk active ones, they did not get the chance to answer during the lesson especially the ones setting at the back.

Meanwhile, the teacher only used the whiteboard as teaching aids. All the materials which need the real media were not provided by the teacher. Nowadays, there are so many technologies that support the English learning process. But the teacher found that the class she taught is low tech resources.

During the teaching and learning process, the teacher encountered three different types of disruptive behaviour. The pupils would become so crowded that they would talk to their friends next to or behind them, when the teacher wasn't paying attention throughout the lesson explanation. Secondly, when pupils engaged in confrontation; they would display authority in an unfavourable way by mimicking the teacher's statements and demanding the teacher's attention. The third instance of the pupils' disengagement occurred when the teacher was explaining the content and they were daydreaming.

The teacher could not be patient and did not respect pupils with disruptive behaviour; many times the teacher screamed and hit them, so they felt demotivated to learn. Saying demotivated words was chosen by the teacher than using golden words to praise their achievements; she was giving sarcastic smiles and comments when she got poor answers. When the pupils were disengaged the teacher chose to ignore them rather than giving them attention.

At the end the teacher checked pupils' copybooks to see whether they wrote the lesson or not. Next she asked them to sing the song of "My Pets" together and sound the four letters as

a summary for the whole lesson. Then she gave them homework and leaved at the end of the lesson time.

Observation Checklist

Time of the section: 45 minutes Class number: 39 Lesson name: the four letters "O Q F S"

Variables to be observed	Notes		
	Not at all	Partially	Fully
Appropriate and sufficient materials are used.	✓		
Keeping on the same topic and giving directions.			✓
Using L1	✓		
Using body language.		✓	
Helping pupils when needed.		✓	
The teacher is patient with learners.	✓		
Calling children by their name.			✓
Moving round the class.	✓		
Asking questions to test the children's understanding of the lessons.		✓	
Giving children the chance to ask questions.	✓		
Involving both boys and girls in the lesson equally.		✓	
Maximum participation is observed.			✓
There are expression problems (Stuttering.)		✓	
There are comprehension problems.		✓	
There is lack of Concentration.		✓	
There are extensive anxiety and fear of public.	✓		
Mixing between French and English.		✓	
Number of pupils is large.			✓

The teacher hit pupils or insults them.			✓
Time is sufficient to finish the whole lesson.			✓

III.7. Discussion of the Findings

The findings show that English language teachers experience many challenges at the level of instruction including potentials, classroom management. On one hand the schools lack ICT supporting materials such as videos, projectors and computers. On the other hand, the study reveals that most teachers have no experience in teaching young learners and they do not possess sufficient training which create new emerging problems concerning children's treatment; they confront a difficulty in dealing with dissimilar levels of pupils, they also uncover that most of English teachers are affected by very crowded classrooms. Thus, if they don't practice good classroom management, pupils will have little opportunity to engage in active learning. It is for this reason that it may have an impact on learner accomplishments and teachers performance. But there are sub challenges that they may face while managing such as controlling pupils' misbehaviour. Moreover, the study shows that teachers faced problem of limited number of hours per week.

In teaching children a textbook quality is a crucial element, the responses reflect that textbook objectives fit the needs of pupils, they emphasis on collaborative learning which indicates that children learn best through pair and group work.

Regarding the methods and strategies they used, the study proves that songs, games and role play are crucial in the process of teaching English to young learners. In addition, children acquire language more effectively through the five senses, because the child is always tempt by what he/she sees and relates it to a verbal element.

The findings indicate that teaching both English and French do not affect the child's cognitive abilities, because young learners are more apt to learn new languages at that age

according to Piaget's cognitive theory (1936). However, almost all teachers prefer English to replace French because of its status worldwide and its wide range of benefits.

The results of classroom observation indicate that it is challenging for the teacher to provide pupils with the teaching materials. The teacher did not provide the teaching aids or teaching media because she couldn't do that by her own, she admits that her sole resources for instructing her pupils are a whiteboard and a book. As a result, she faced a challenge when she had to introduce the new vocabularies to the pupils

The study results surprisingly reveal that pupils were founding difficulties to sound the right pronunciation; a lot of learners uncover obstacles in articulating sounds. Pupils struggle to find the appropriate vocabulary item when trying to speak in English. Nevertheless, some pupils are shy or do not want to participate in class.

During the class observation, we noticed that pupils face some comprehension and expression problems that is why they tend to use their mother tongues; pupils were using Arabic language while the process of teaching and learning English. The other difficulty that appeared in the classroom is that pupils mix between French and English language in terms of pronunciation. There are many words in English that are similar to French but are pronounced differently in French so learners at that age have problems pronouncing them.

Dealing with disruptive behaviour is a big problem for the teacher. We discovered that the teacher struggled in respecting her students during the lesson. Since teachers serve as a role models for their children; the teachers' words must be wise, refrain from showing anger or resentment and maintain emotional distance by taking a deep breath before responding to unwelcome behaviour. However, in the actual setting where the observation was conducted the teacher was not an ideal role model. She lost her patience; she could not hide her anger and said demoralizing words to the learners especially to turbulent ones.

A motivation is a key element to a successful classroom and better learning outcomes. In the real field where we conducted the observation, the teacher uses demoralizing words and sarcastic feedbacks for poor answers which caused learners lack of motivation to participate.

Respond to every pupil during the learning process is difficult for the teacher for two reasons. On one hand it is hard to control large number of pupils, determine their needs and ensure that they understand the lesson. On the other hand transmitting the message to pupils with mixed abilities is difficult for the teacher. The results show that the teacher faced challenge in being even handed to the pupils; she mainly focused on the kids in front of the class and spoke with the talkative ones. The teacher has abandoned her position as a tutor and a controller when she is being even handed. However, in the actual field where we conducted the study we found that during the teaching and learning process, the teacher did not find any difficulties in recognizing the students' names.

It can be concluded from the results of the observation that the teacher does not encounter any difficulties in locating or using the course book. Actually, the book includes Basic everyday vocabularies such as Greeting and Favourite food and the point plus of the book is provided in a colourful format adds to its appeal.

Chapter Four: Limitation and Recommendations of the Study

Chapter Four:**Limitation and Recommendations of the Study****Content**

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III.8. Limitation of the Study

As any study by a novice researcher, the present investigation faced a number of limitations which prevented it from realizing the expected results. One of the main constraints was the lack of books and documents in the library and of sources in the net; the majority of the essential resources were either unavailable or not free. Secondly, due to time consuming it was not possible to have a direct contact with all the informants. Therefore an Email-questionnaire was created and sent to informants by e-mail. Although the last question was clear one participant refused to answer.

III.9. Suggestions and Recommendations

The purpose of our research was to determine the challenges that primary English teachers face in teaching young learners, as well as the difficulties that may encounter pupils in that

stage. To overcome such a situation, it is beneficial for teachers and policy makers to take into consideration the following useful suggestions:

-Introducing efficient instructional materials especially ICTs in primary school for better improving the quality of teaching.

-The possibility of adding extra session per week and decreasing number of pupils in each class would benefit unemployed graduated teachers and it would provide jobs for them.

-The key element to make teaching and learning process more effective is decreasing the number of pupils in each class to create suitable learning environment and help teachers manage their classes and include all pupils in every class activity.

-Teachers lack the sufficient qualification to provide an effective English learning experience for the learners. It is recommended that conduct an efficient teachers training centres in order to have a competent and highly qualified teachers for this implementation that are usually designed by the educational institutions.

-Teachers support is an essential component that determines the success of early foreign language education. Teachers should motivate learners by creating different types of classroom activities and encouraging them by praising their achievements.

Conclusion

This chapter is dedicated to analyse the teachers' questionnaire, classroom observation, and the discussion of their findings. It sheds the light on the limitations faced by the researcher while conducting the study. In addition, it gives suggestions and recommendations to improve the quality of teaching English at the Algerian primary stage of education.

General Conclusion

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General Conclusion

The process of introducing the English language into the Algerian primary school is surely a hard task to do. This piece of research seeks to examine the disruptions of introducing English language into the Algerian primary school. In this prospect, the research covers two main parts: The theoretical part which attempts to provide a basic background about the study. The practical part aims at collecting teachers' responses about the topic to be discussed in order to answer the research questions.

Moreover, the first chapter deals with the historical background of English; which tackles the emergence of English and its development as an international language, besides its official status in Algeria. The second chapter highlights the teaching of EFL in the Algerian primary school; it reviews the third year curriculum, benefits and methods of teaching a foreign language to a child.

In the practical phase, the third chapter is the work field of the study; it outlines the research methodology, data analysis and the discussion of the findings. To a big extent, the obtained results confirm our hypothesis. The inclusion of English at the Algerian primary phase present many challenges for EFL teachers when it comes to authentic teaching materials, teacher training or dealing with large classes. Additionally, it pinpoints a number of problems that can cause difficulty for pupils such as public anxiety. However, teachers affirm that learning two languages at the same time does not affect pupils cognitively.

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Appendices

Appendices

Appendix 01

Questionnaire for Teachers

Dear Teachers

This questionnaire is designed as part of our research carried out at Ibn Khaldoun University of Tiaret (Department of English). It attempts to examine the challenges and difficulties faced by EFL Teachers and pupils at the primary level of education. We would be grateful if you could answer the following questions. We would like to point at how your contribution is of a great value for the achievement of our research objectives. All information you provide is fully confidential and will be used for scientific purposes.

Section One: Personal and professional information

1_ Gender

Male

Female

2_ Age

23_30

31_40

41 and more

3_ State your highest academic degree

Licence degree

Master degree

Doctorate degree

Appendices

4_ How long have you been teaching?

My first year of teaching

1_5

6_10

11 and more

5_ How many schools are you in charge?

3

4

5

6_ How many pupils do you have in each class?

13_30

31_45

46 and more

Section Two: Challenges faced by primary school teachers

1_ Is one hour and half per weak sufficient to achieve the intended learning objectives?

Yes

No

Appendices

If not, what do you suggest?

.....

2_ Which teaching materials should be used at the primary school?

.....

3_ Are these materials available?

Yes

No

4_ Do you think that learning English and French together in primary school makes children face excessive intellectual pressure?

Strongly agree

Agree

Neutral

Strongly disagree

Disagree

5_ Are the objectives of the textbook suitable for the learners needs?

Yes

No

6_ What are the challenges you have experienced as a primary school teacher? (Select whether yes or no)

Appendices

Challenges	Yes	No
<ul style="list-style-type: none">• Non-availability of ICTs• No experience in teaching young learners• Non-availability of qualified guidance (insufficient qualification of the teacher)• Non-availability of the teaching materials• Large number of pupils• Different levels of students• Pupils' misbehaviours• Insufficient time in preparing and planning English classes?• Other(s)		

If other(s) please specify

.....

Section Three: Strategies of teaching English at the primary school

1_ Which teaching methods and strategies do you use while teaching English?

.....

2_ Which, of the following strategies, do you think is the most appropriate for effective English language teaching to young children?

Gaming

Songs

Appendices

Role play

Using L1

3_ Which type of classroom work do you consider the most effective to improve learners' listening and speaking skills?

Individually

Pair work

Group work

4_ Do you believe that learning through experiencing things might provide a better Language setting?

Yes

No

Section Four: The importance of English language

1_ What achievements do you expect of the part of learners by the end of the school year?

.....
.....

2_ Do you think that English language will replace French in the future? And why?

.....
.....

3_ What do you recommend to improve the quality of the English language in the primary level of education?

Appendices

Appendix 02

Observation Checklist

Time of the section: Class number: Lesson name:

Variables to be observed	Notes		
	Not at all	Partially	Fully
Appropriate and sufficient materials are used.			
Keeping on the same topic and giving directions.			
Using L1			
Using body language.			
Helping pupils when needed.			
The teacher is patient with learners.			
Calling children by their name.			
Moving round the class.			
Asking questions to test the children's understanding of lessons.			
Giving children the chance to ask questions.			
Involving both boys and girls in the lesson equally.			
Maximum participation is observed.			
There are expression problems (Stuttering.)			
There are comprehension problems.			
There is lack of Concentration.			
There are extensive anxiety and fear of public.			
Mixing between French and English.			
Number of pupils is large.			

Appendices

The teacher hit pupils or insults them. Time is sufficient to finish the whole lesson			
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Abstract

Teaching English at the Algerian primary school can present challenges for EFL teachers and pupils during the instructional process. Our research aims at exploring these obstacles that they face. The study relies on a mixed method in which data is collected through the use of a questionnaire that covered 47 teachers and a classroom observation in Tiaret primary school namely Raid Abd El' ilahh and Al Fatah. The findings reveal that elementary teachers and pupils encounter many challenges and difficulties during teaching and learning process.

Keywords: EFL, teachers' challenges, pupils' difficulties, elementary school.

الملخص

يمثل تدريس اللغة الإنجليزية في المدرسة الابتدائية الجزائرية تحديات لمعلمي و تلاميذ اللغة الإنجليزية كلمة أجنبية أثناء العملية التعليمية. يهدف بحثنا إلى إستكشاف هذه العقبات التي يواجهونها. بحيث إعتمدت هذه الدراسة على طريقة مختلطة، يتم من خلالها جمع البيانات من خلال إستخدام إستبيان غطى سبعة و أربعون معلما و ملاحظة صفية في المدرستين الإبتدائيتين رائد عبد الإله و الفتح في ولاية تيارت. كشفت النتائج أن معلمي و تلاميذ المرحلة الإبتدائية يواجهون العديد من التحديات و الصعوبات أثناء التدريس و التعليم.

الكلمات المفتاحية: اللغة الإنجليزية كلمة أجنبية، التحديات المعلمين ، صعوبات التلاميذ، المدرسة الإبتدائية.

Résumé

L'enseignement de l'anglais à l'école primaire algérienne peut présenter des défis pour les enseignants et les élèves pendant le processus d'enseignement. Notre recherche vise à explorer ces obstacles auxquels ils sont confrontés. L'étude repose sur une méthode mixte dans laquelle les données sont collectées à l'aide d'un questionnaire qui a couvert quarante-sept enseignants et une observation en classe à l'école primaire de Tiaret, à savoir Raid Abd El'illah et Al Fatah. Les découvertes révèlent que les enseignants et les élèves du primaire

rencontrent de nombreux défis et difficultés au cours de processus d'enseignement et d'apprentissage.

Mots-clés: EFL, défis, des enseignants, difficultés des élèves, école primaire.