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***Challenges Faced by EFL Teachers in Teaching Reading and
Speaking skills in Algerian Primary Schools.***

*A dissertation submitted to the department of English in candidacy for the
degree of master in didactics*

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Dedications

I dedicate my dissertation work to **my family** and many **friends**. A special feeling of gratitude to **my parents** for whose Words of encouragement and push for tenacity ring in my ears. **My sisters** and **brothers** have never left my side and are very special.

I also dedicate this dissertation to **my friends** and **family** who have Supported me throughout the process. I will always appreciate all they have done for me.

Rheira

Dedications

To my dear family,

You are the pillars of my life and my heart. With your constant support and love, I find strength and happiness every day. I am grateful for every moment spent by your side and for all the lessons you have taught me. You are dear to my heart, and we will always be together. With all my love and gratitude,

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Abstract

English is widely recognized worldwide, numerous nations promote the instruction of this language to young students. This research explores the obstacles and techniques related with teaching English Reading and Speaking skills to fourth year Primary School. This study aimed to comprehend the challenges encountered by teachers. In addition, to suggesting some effective methods and solutions to overcome these struggles, that decrease the level of pupils. Conducting classroom observation consist of 58 learners from Belhzil Taher primary school. Also, it goes through a semi-structured interview with 5 EFL teachers from diverse primary schools in TIARET. The findings uncovered several difficulties that teachers struggling with during teaching reading and speaking such as: the problem of time, absence of materials, and large classes. These difficulties affect the level of learners. At the end, it should be a cooperation between the administrators and the teachers should have professional training to adopt new strategies and find solutions to the problem of time and materials to develop the learning process.

KEYWORDS: Difficulties, EFL Teachers, English, obstacles, Reading, Speaking.

List of abbreviation and Acronyms

EFL: English foreign language

ER: extensive reading

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General Introduction

General Introduction

The English language, nowadays has become the language used for different domains such as science, education, business, and communication...etc. As a result, Algeria added it as third language after using French for several years. Now English is used in some administrations instead of French, especially in primary schools, because studies and theories discovered that learning new language in an early age is the best way to become fluent in it.

The failure of using English in Algeria the previous years is because of the government still think that French is more important than English. Since it is the dominate language in the world, they change their mind about it, but they fielded to use it. The lack of qualified teachers, lack of materials, and the use of two foreign languages at once. Are the three main reasons, it is crucial to ensure that the introduction of English is well supported to avoid the failure. The reason for conducting this research is to take in consideration the challenges and obstacles teachers face while teaching reading and speaking in primary school. For fourth primary school learners. Both teachers and learners face some obstacles and difficulties in learning English. Some of these challenges (the lack of materials, teachers teach in two different schools, mix between French and English pronunciation, and the useless of textbook). This study aims to highlights the obstacles teachers face, and provide some strategies they can use to reduce these difficulties. The essential aspect is that this study takes a close book to the challenges teachers face. It seeks to identify and focus on the strategies teachers should adopted to reduce these obstacles. In the context, to fulfill the goals, the following questions are formulated:

1. What are the main obstacles that EFL teachers face in teaching reading and speaking to primary school learners?
2. What are the main reading and speaking challenges that primary schools face during learning and teaching?
3. How can EFL teachers overcome these difficulties and provide a successful Speaking and Reading instruction?

To answer the research questions the following hypothesis are proposed:

- 1- The main obstacles teachers face could be the lack of materials, and the time constraints. .

2. The main reading and speaking difficulties learners of primary school face are the lack of vocabulary, the problem of pronunciation, shyness, besides that they do not have the motivation to read a text or a passage.
3. They can overcome these obstacles by applying new strategies to teach such as group work, to help the shy learners to be more confident and develop their English.

The current study opted for two different tools for data collection namely direct observation of not to 58 pupils from two classes in the same school in TIARET. Additionally, semi structured interviews were conducted with five teachers from different schools. Mixed methods were employed for data analysis.

The dissertation consists of three chapters: chapter one lays out the theoretical framework and previous studies. It is about reading and its importance. In addition, to the problems learners face while reading. For chapter two, talks about the speaking skill, its importance, problems of speaking, and its components. Chapter three, which is about the practical section .IT talks about the research goals and the methods used in this study. Besides, the analysis of interpretation of the findings. Essentially, recommendations for further improvements.

Chapter One

The Reading Skill

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1.1. Introduction

Reading is the process of understanding written text; this skill plays a crucial role in our lives. This chapter shed the light on this important skill. We aimed to give an overview of the term reading and its importance. It comes in different forms, like extensive reading where we read for pleasure, intensive reading where we focus on understanding specific details. We can use strategies like predicting, mapping, questioning, visualizing, and summarizing to enhance our reading experience. However, sometimes we face some challenges like mix pronunciation and skipping words, mixed reading difficulties.'

1.2. Definitions of Reading

Reading is a wide concepts that conclude there are several definitions of Reading. Starting with Baudoin et al (1994,p1) who claims that "Reading is a complex activity that involves both word recognition, the process of perceiving how written symbols correspond to one's spoken language; and comprehension, the process of making sense of words, sentences and connected paragraphs". Which means that reading is a complicated task not as we think reading is just reading written texts but it is decoding sentences linked together and understanding them.

In the same, line Cline et. al (2006, p.2), states that reading is clear up and comprehend written texts. Decode or translate the written symbols into spoken words, which they represent, also the comprehension of the context, the nature of the text, and the readers' knowledge.

According to Tarigan (1998, p.7), reading is a technique which is used by a reader to understand the writer's point though the written words and discover their purpose." That means readers comprehend the message the writer wants for them to get.

Therefore, reading is much more than just viewing letters, words, sentences, paragraphs, and texts, it is about actively engaging with the text, comprehend, and interpret symbols or writings that have meanings so that the author's message can be fully receive by readers. (Salman, 2014). Means that the reader focus on understanding what is written by the writer and making sense to words, and connected sentences. To understand particular ideas, the readers should combine their comprehension with prior knowledge.

From the definitions above, we conclude that reading is a skill that enables a person to derive meaning out of written communication, which means allow us to make sense of what is written. Reading is both receptive and productive, means receiving information and transmitting it. It also can be silent (in our mind) or aloud (so that other people can perceive).

1.3. Importance of Reading

Since reading is an exercise for mind, it has many reasons why it is important these are some reasons:

Starting with, kids that they start reading at an early age they will develop their way of thinking and will be able to create new ideas, besides the ability to understand many things around them, so those kids are different from children in their own age that they do not read.

In addition to improving memory, Every time you read a book you find yourself obliged to remember things such as setting, the main characters, their names and their history. These details are an exercise to you mind for remembering also help your brain to improve memory. Reading repeatedly help, you understand new words that you face every time in you reading process and understand them better to start using them in their right context.

Moreover, reading has a positive impact on academic performance, child how read do better in school in contrast who do not read for example, if they read a book about autonomy they may dream of becoming doctors just because they read something and were interested.

Also the analytical improvement which is an important point for those who read stories or novels by the time their minds will figure the end of the story even before finishing it and that mean that they used their analytical skills, and their thinking skills become more developed . Reading can also help you socializing and build confidence with your friends or any family gathering, you will share all what you know with confidence that help you to interact with others easily.

Finally, by reading you have the chance to know more about others cultures and civilizations , learned a lot about new places and countries, books are better way to visit a strange world in your mind and that what we call it Broadens Horizon.

1.4. Types of Reading skills

Here are the two important types of Reading skills:

1.4.1. Intensive Reading

According to Stephen et al., (2011) intensive reading practice may contain observation of main ideas versus details, comprehension of what the text suggest, figure out inferences, regard

The information order and how it affects the message, pick out words that relate one idea to another also words that indicate change from one to another.

In other words, it is more time- consuming than the two techniques of reading skimming and scanning, it needs careful attention from the reader's to detail, also focuses on the comprehension of the specific content and language structures. The objective of it is to enhance comprehension and improve language skills.

1.4.2. Extensive Reading:

Although extensive reading has been defined in several manners throughout the years, they do not yet find a single definition that covers all the different aspects of it. Palmer states «quickly going from book to another" (Day and Bamford, 1998,p.5). In this type, the readers dealing with longer text. In reading, comprehension of the written text is essential for readers.

According to Listiningrum et al, (2020), extensive reading is carried out to achieve an overall comprehension of a text. It is about reading a large quantity of texts for enjoyment and general comprehension. The aim of extensive reading is to enhance reading fluency, increase vocabulary, develop general reading comprehension skills, and helps building the readers' confidence. It offers several benefits. Nation (1997, p.13) lists three advantages of ER.

First, reading is essentially an individual task; readers from several levels could improve their learning at their level. Second, it permit readers to follow and choose what they read according to their interest, what improves their motivation in results they gain a positive attitudes. Third, it gives the chance for learning to develop outside the classroom.

In other words, the advantages mentioned before first means that extensive reading allows learners to concentrate on their specific needs. Second, authorize learners to select what they

read up to their interest that can motivate them and give good results. Third one and finally by extensive reading learners can apply their knowledge outside...

1.5. Techniques of Reading

Techniques of reading can enhance our understanding and engagement with texts. Let's start with:

1.5.1 Skimming

According to Nutall (1996, p.49), skimming is the activity of quick look at a text either to look for a specific details (a name, a date) or to decide whether the text is suitable for a given purpose'. Richards et al. (1992) to look skimming as reading for gist, a type of reading rapidly in which the reader wants to pick out the main ideas from a written passage.

Moreover, skimming is a sort of reading that make your eyes pass rapidly viewed, pay attention to the written text to try to find and obtain information (Tarin 2008;p.33). This means skimming refers to reading rapidly to get a general impression of the text without dealing with details. When skimming, the reader go through the reading material fast in order to get the gist of it, to understand how it is structured, or to get an idea of the tone or purpose of the writer.

In skimming, the readers fast reading the entire content. In addition, they do not articulate every word of the text but focuses on the main theme. It assist reader identify key information and make it easier to remember, also is beneficial for checking readers understanding of a text. During this stage, we should concentrate on the following saving details for later and just survey the text, picking out the main ideas, and using it to get what the text is about. Furthermore, according to the Admin (2012, p.26) skimming is rapidly reading to pick out the overall contents or part of a reading.

To conclude with skimming is gain meaning before reading it carefully and reading every word in text. Not all the readers read for the same purpose some of them read for pleasure, others because it a skill include in their learning process,...etc.

1.5.2. Scanning

According to Maxwell(1970) in Diaz, S &Laguado, J (2013,p.138) states the learners search for specific details in the text such as dates, names, places, among others also detect specific facts quickly is considered as valuable reading skill taught in several reading courses.

Scanning is also a reading activity that focuses on the specific information within a text. Here learners actively search for keywords, dates, names, or specific data in a text. It helps in saving time and fast identify relevant information, but it does not provide deep understanding of the context or broader concept present in the text. To scan effectively you should ignore irrelevant information, focuses on key sentences illuminate important words and phrases.

1.5.3. Active Reading

“Active literacy involves merging their thinking with the information they are reading. Annotating in the margins and jotting down notes gives readers a place to hold their thinking and work on their thoughts well” (Harvey & Gouvis, 2007, p.55).This means have a look to the text before reading it. This technique helps saving time and extract the crucial parts of a text.

First, start with the title, headings, subheadings, words in bold or italic font, abstract, and any questions at the end of the text. “When readers engage in reading by taking-not, having tracks of their thinking they will be able to refine confusion, record questions, answering questions, notice the craft.” (Harvey & Gouvis, 2007, p.56).

Active reading is an umbrella term for both a reading to gain details from the text, as well as practices that help this process. In general, it is a way of being conscious as you engage in text means you have a dialogue with the author to understand their ideas. Petrosky & Waite (2017, p.272) propose that real learning happens, just when the writers are silent and the reader begin to speak in their place’. It seems like a conversation or dialogue between the reader and the author about the ideas within a text.

There are many tricks to progress your active reading like asking questions and highlighting important points, etc. Active reading helps in building their vocabulary, and understanding meaning of complex text that the readers enhance their critical thinking skills.

1.5.4 Detailed Reading

Detailed reading it is a method that focuses on the written text, going deeper to extract evidence about a topic. This type of reading will allow you to gain more in-depth understanding of the important information, facts, and viewpoints on the subject, that focuses include words, phrases, and sentences, that you can thoroughly analyze their meanings.

It is a helpful technique for readers to gain a profound understanding of specific details, and develop critical thinking, and well-informed analyses.

1.6. The Components of the Reading skill

Reading skills are built on five separate components: phonics, phonemic awareness, vocabulary, fluency, and comprehension. These components work together to create strong reading abilities.

1.6.1. Phonics

Phonics is a type of literacy education that concentrate on the individual components or letters and their sounds that mixed to form words. In other words, it is the comprehension of how the sounds of words are connected by spelling. Dictation and spelling tasks demonstrates to the students how they can utilize their sound and spelling knowledge through writing. Word work, constructing, handling, and classifying words helps I. Practice that enrich their comprehension of sound /spelling patterns (Honig, Diamond, & Gutlohn, 2000).

Phonics it is essential part of reading because it provides systematic technique for readers to link sounds, letters and decode words correctly. Even children did not know the meaning of words, but they be able to phonetically sound it.

1.6.2. Phonemic Awareness

The best predictor of hard reading in nursery or first grade is the incapacity to section words and letters into constituent sound sections, (Lyon, 1995). Yopp (1992) States that being able to perceive and control spoken words sounds and grasping it and syllabus are include succession of speech sound.

In the same context Smith et al. (1998) Argued that the capacity to hear and operate phonemes plays a vital role in acquiring of opening reading skills. This means that phonemic awareness is the capacity to identify and control sounds, or phonemes, in spoken words. It is a

crucial skill for learning reading and spelling, as it support children comprehend that spoken words that they are made up of a sequences of short sounds that can be combined together to form words.

1.6.3. Fluency

Reading fluency means being able to rapidly decode text at either in word or passage level (Fuchs, Fuchs, Hosp, & Jenkins, 2001). Fluency is about reader's ability of readers to read a passage correctly, rapidly, and efficiently. In addition, it is about making sense to, the text, as we speak without decoding each word alone.

Besides being able to decode text vastly and accurately, understanding of passage depends on the comprehension of words and phrases (Beck, Perfetti, & McKeown, 1982). Being fluent in reading encourage us to comprehend and link what we read to our own experiences. Fluency can be improved by observing how fluent readers read and practice it.

1.6.4. Comprehension

Reading comprehension is a multifaceted ability that can be defined as being able to comprehend and use text for learning (Cain & Oakhill, 2009). In order to read with comprehension, progressing readers must be able to read with mastery and then receive explicit instruction in reading comprehension techniques (Tierney, 1982). It means that is the complex cognitive process that readers use to understand what they have read.

According to an article published by the Federation of Associations in Behavioral & Brain Sciences, (2019.vol.6) "Reading comprehension is one of the most complicated mental process by that humans actively engage, making it hard to educate , measure, and research". From the previous sayings , we conclude that reading comprehension is an important skill that involving cognitive activities like decoding , comprehending, analyzing, and making sense to the passage you read .

1.6.5. Vocabulary

Vocabulary refers to the words learners must apprehend to converse successfully through reading and writing. Oxford learners' dictionary defines vocabulary "all the words that learners knows or utilizes, or all the words in a particular language". It is about meaning comprehension of words and how they are utilized in various manners. Means it is an essential part of reading because a strong vocabulary is important for having a better reading comprehension, when children have a range vocabulary, they are able to comprehend the words.

1.7. The Reading Strategies

In this title, we will deal with the strategies of Reading skills, which are as follow:

1.7.1. Predicting

Making prediction while reading is vital skill, good readers use their familiarity and comprehension to make predictions. «Without the aspect of prediction action, it will be insignificant to ameliorate students understanding» (Duke & Pearson, 2005) .This technique permit for student exchange, which rise student regard and improves their comprehension of the written text (Oczkus, 2003). It sets up anticipations about what they already known about similar subjects.

Furthermore, another important prediction technique is to involve students to predict at particular point in the text, and revise them if needed. (Teele, 2004). It is also like when you make guesses about what will happen in a text. To conclude the above definitions, it is a pre-reading technique permit readers to utilize their knowledge or experience to guess what might come next.

1.7.2. Asking Questions

According to Harvey and Goudvis (2007),asking questions while reading is a helpful way for learners to focus their concentrations and to actively engaged with the content. Moreover, asking questions is a valuable technique used by readers to detect essential ideas or collect details, obtain new information, and clarify their uncertainties about what they have read (Harvey & Goudvis, 2007).

At this point, students asking and answering questions to make clear the meaning of the text and enhance their comprehension. This technique encourage creativity and analytical thinking. The questioning process requires readers to build meaning, in rise comprehension, figure out answers, solve problems, collect and uncover new information (Harvey &Goudvis, 2000). Questions can be posed by you as their teacher, by their peers.

1.7.3. Mapping

Another reading strategy is mapping or mind mapping, In which permit learners to generate their proper visual interpretation of the text by utilizing figures, diagrams, pictures ,or charts (Budiharso, 2014; Phantharakphong & Pothitha, 2014). It involves designing a map that links several ideas, topics, and details from the reading process.

Mind mapping is helpful in thinking creatively, linking background knowledge with new one, apply logic to connect ideas in the text, understanding text structure and its organization, and memorizing the main points of a text.

1.7.4. Summarizing

Summarizing is also a strategy of reading that involves the readers to determining the key information when reading and condensing them in the readers own words (Adler, 2001). According to Khoshsima and Tiyar (2014), authorize learners to gather the main details of a text.

During this stage the reader can differentiate between the important ideas from the supporting ideas, and unimportant ideas, and create a well-formed text

1.7.5. Visualizing

Visualizing is a reading technique that require creating mental pictures or images while reading. This picture is saved in the reader's memory as representation of the readers' prediction of the text (National Reading Panel, 2000). Visualizing is like watching a movie in your mind; you represent characters, settings, events ...etc.

1.7.6. Making Connections

Making connection while reading let the readers linking their prior knowledge with the ideas in the text according to their own experience. It is crucial in the brain for understanding and memorizing .Text-to-world connections helps comparing characters to the present day or

comparing the content of the text to the world today (Teele, 2004). This strategy help students make connections.

1.8. Common Learners' Reading Problems

Scholars have revealed many problems that cause learners' reading failure. Here are some of them:

1.8.1. Mispronunciation and Skipping Words

Children or learners in this case prefer reading words are familiar with, they neglected the words are not familiar with. This can probably because the lack of decoding skills and memorizing the new words they face while reading a passage or a text. Also, may be because they do not read slowly and take enough time to sound out each word and read it aloud. In addition to the attention while reading , surely they do not pay attention to every single word in the text this can cause the lack of focus , they will not focus on the text are reading slowly they will ask themselves more questions about what are they reading and help them to engage with the text actively.

1.8.2. Comprehension Skills

As adult, we can understand what the text talk about, even if we do not recognize their real meaning. Nevertheless, we cannot blame children and expect from them to understand every written word. Her parents and teachers should teach them the meaning of the text and by the time their comprehension skills will3be on high stakes. It is hard for beginners to face new vocabulary they do not know and will skip them, this can lead to be hard to make meaning, reading also need from the reader to focus and pay attention, so he can identify the main ideas and some specific details. Stay focused it can affect comprehension skills.

1.8.3. Mixed Reading Difficulties

The problem of the decoding words can lead the learners or children to another problem .Which is misunderstanding the words are reading, and by that the information will not reach their brains correctly. This is because they do not take their time to read slowly and section the text into small sections, in contrary, they read all the text on the page at once, and this is exhausting.

1.8.4. Poor Concentration

Stay dreaming, worrying about some problems, and the lack of interest are the main reasons. Why readers lose concentrations while reading, if the reader is not interested in what he is reading. He absolutely will not be able to concentrate, as he should for instance, if a teacher obliged his students to read a book for their next lecture, they will read with no concentration or an intention to understand it. In addition to the organization while reading, having completely disorganized reading schedule, not taking breaks also read aloud together in unison. This can help students that struggle in reading to gain confidence and reading without feeling embarrassed, and improve fluency. Second, partner reading is a smaller version of oral reading it is by grouping students and having them taking turn reading about aloud with a partner, it provide opportunities for readers that struggle to feel supported by their partners.

1.9 Topics and Communicative Objectives

This is a description of the topics and communicative objectives of the textbook for fourth year primary school.

Table 1.1.

Topics and Communicative Objectives

Year 4		
SEQUENCE	SECTIONS	COMMUNICATIVE OBJECTIVES
① <i>Family & Friends</i>	① <i>Family</i>	<ul style="list-style-type: none"> - Introduce family members. (family relationship, name, age, occupation, place of residence) - Ask and answer questions about family members.
	② <i>Friends</i>	<ul style="list-style-type: none"> - Introduce friends/ e-pals. (Name, age, occupation, nationality, place of residence, language) - Name countries and nationalities. - Ask and answer questions about friends/ e-pals.
② <i>School</i>	① <i>Facilities</i>	<ul style="list-style-type: none"> • Name school facilities (classrooms, library, canteen, schoolyard, staffroom, toilets...) • Ask and answer questions about school facilities.
	② <i>Mapping</i>	<ul style="list-style-type: none"> • Locate school facilities (classrooms, library, canteen, schoolyard, staffroom, toilets...) • Ask and answer questions about school facilities location.
③ <i>Fun Time & Games</i>	① <i>Fun Time</i>	<ul style="list-style-type: none"> ○ Name fun time activities: indoor and outdoor activities, individual and team sport... ○ Ask and answer questions about favourite fun time activities.
	② <i>Games</i>	<ul style="list-style-type: none"> ○ Name games: individual, team, physical, mental, digital... ○ Ask and answer questions about favourite games.
④ <i>Food & Health</i>	① <i>Food (healthy food)</i>	<ul style="list-style-type: none"> ❖ Name healthy food (bread, cereals, vegetables, fruit, meat, drinks, dairy, fish). ❖ Ask and answer questions about healthy food.
	② <i>Health</i>	<ul style="list-style-type: none"> ❖ Name body parts: head, shoulders, knees, toes, legs, arms, ... ❖ Ask and answer questions about common health problems.
⑤ <i>Animals</i>	① <i>Farm</i>	<ul style="list-style-type: none"> ➤ Name animals in the farm. ➤ Ask and answer questions about animals (name, food, body parts, size, colour).
	② <i>Zoo</i>	<ul style="list-style-type: none"> ➤ Name animals in the zoo. ➤ Ask and answer questions about animals (name, food, body parts, colour, size, habitat).

Source: Reprinted from Didactic of English guide for fourth year primary education 2022, p8, by Ministry of education.

In the above table focus on several subjects that are, insert in the curriculum of fourth year primary school with their communicative objectives.

Starting with the first unit, which is about family and friends. The aim of it is permits pupils introducing their families and friends, they have a look about each member names such as: father, mother, brother,

Moving to the second unit is about "school" learners Will be able to identify school facilities such as classroom, library, etc., also knowing how to ask about their location. Like where we find...?

Additionally, the third one is about "fun Time and games», which deals with learning with games. The objective of this unit is to know new activities, games individual and team ones as well as asking about their preferences fun time activities, games... etc.

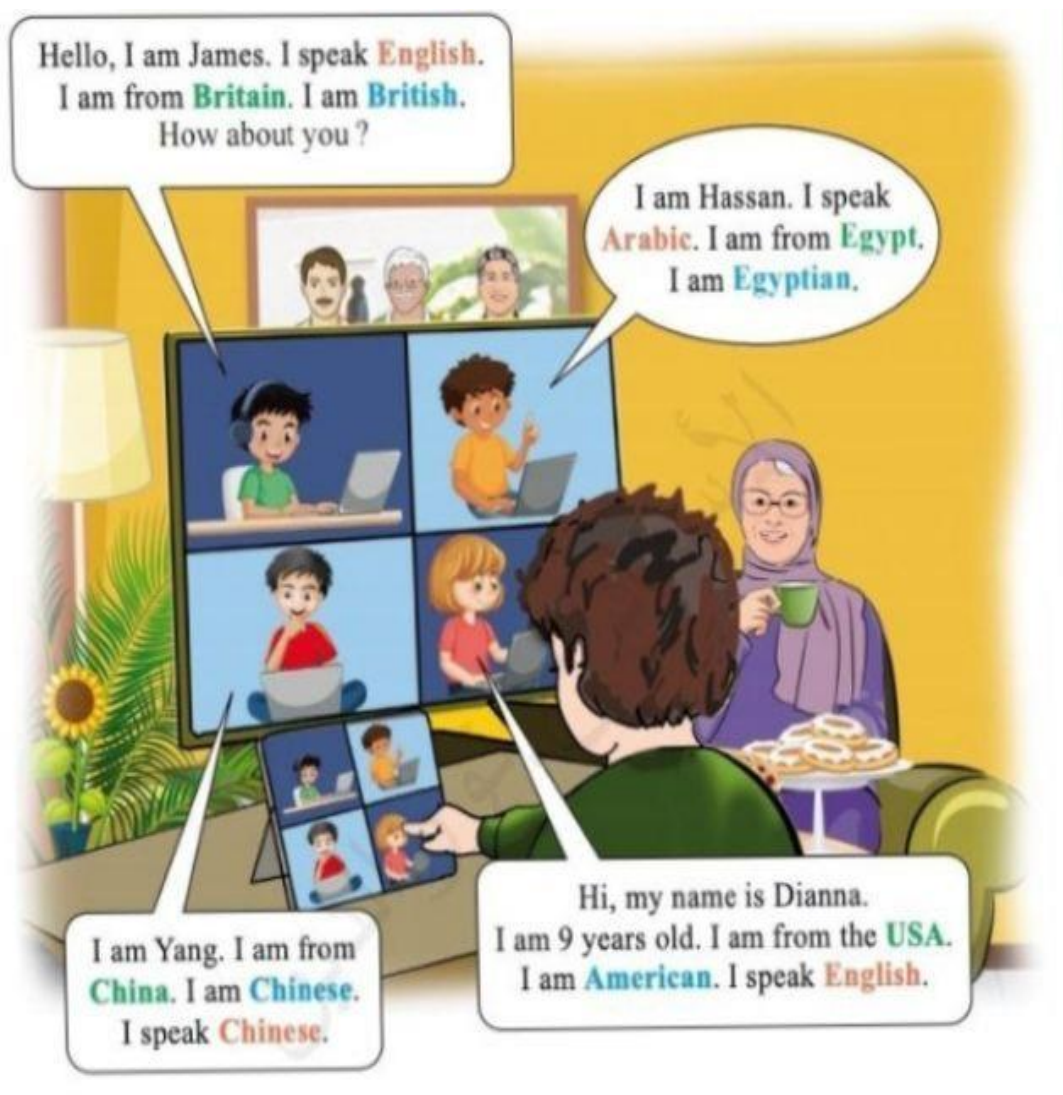
The Fourth unit is including «food and health ".The aim of it is to have idea about names of healthy food, also names of human body parts, therefore asking about common health problems (illnesses).

To conclude with the fifth one, which is about «animals" here learners will be able to distinguish between different types of animals (farm animals, zoo animals), including their foods, body parts, colors, etc. . .

- **Read and Discover:** 45 minutes dedicated for teachers to explain the lesson, which based on reading, because of its importance in developing the learning process. Children of this age can benefit and progressed from engaging in reading through the methods teacher's use including fun and games. Those interactions techniques help learners concentrate better not just this also in remembering. During reading the teacher, give importance to the phonics. This term is a method of teaching English learners relationship between the sounds and letters of written text, this combination of sounds will be different from one to another.

Figure 1.1

I Read and Discover

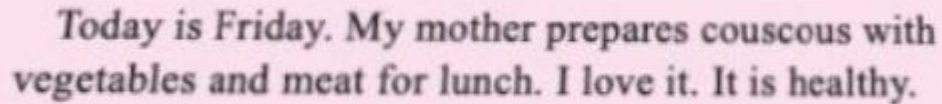


Retrieved from fourth Primary School Textbook «My Book of English" (p.17) by Charit & Zitouni, 2023. The National Office of School Publications.

The figure shows that the learners can discover new words and vocabulary each section in this session. From mixing sounds and letters in different situations, we construct several words.

- **I Read and Write:** It takes 35 minutes. In this part teacher, make a combination between the spoken language and syllabus.

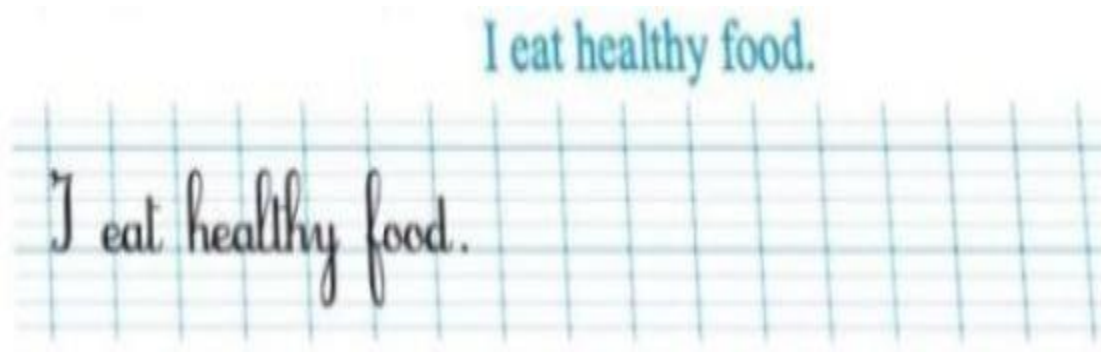
In this session is beneficial for learners to discover new words through reading and rewritten them which help in practicing handwriting.

Figure 1.1.**I Read and Write**

Today is Friday. My mother prepares couscous with vegetables and meat for lunch. I love it. It is healthy.

Retrieved from fourth Primary School Textbook my Book of English (p.61) by Charit & Zitouni, 2023. The National Office of School Publications.

The figure above is taken from the five unit of "Food» Which is a passage that the teacher read it for learners and they read either all the classroom or one by one. By this, they can articulate words correctly also improve their reading skills.

Figure 1.2.***I Read and Write***

Retrieved from fourth Primary School Textbook my book of English (p.61) by Charit & Zitouni, 2023. The National Office of School Publications.

This figure mentioned an example of sentence that given to learners to rewrite it, this activity helps them in improving their handwriting which important in the written skills.

1.10 Conclusion

Reading is a good habit that every one needs to develop in his life, it inform, enlighten, guide you to the right direction. Once you start reading, you will discover and experience a completely new world. In addition to language, skills and vocabulary that they will get develop once you get addicted to this habit. This chapter was like an overview of reading skills, importance, components, types, strategies, and problems faced.

Chapter Two

Speaking Skill

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2.1. Introduction

One of the main goals of learning a foreign language is effective communication, which is the key to connect with others from different cultures, exchanging thoughts, ideas and build strong relationships what makes the world very small. This can happen through speaking and writing skills. By improving our communication skills we can build relationships, resolve conflicts, etc. . . . All that need to develop the speaking skills.

In this chapter, we will explore the definition of Speaking Skills and its importance. In addition, the aim, the components, and types of this skill, we will also mention how to improve it. At the end of this chapter, we will talk about the problems that the learners can face, we also mentioning group of strategies to teach this skill.

2.2. Definition of Speaking Skills

Speaking skill is one of the four English skills, including reading, writing, and listening. According to Cameron (2001) states, that speaking is using language actively to express comprehensible meaning to others. Focusing in the definition of speaking which Cameron states above, it can be concluded that speaking is an ability, which is used to deliver ideas that can others, understand.

According to Fulcher (2003:23), speaking is using language verbally to communicate with others. In other words, it is the tool that people use to communicate with others. Another definition provided by Quianthy (1990:7) defines speaking as the process of sharing ideas and information verbally in range of situations. In more simplified phrase, it is a skill in which utilizing language appropriately to express one's viewpoints or feelings in order to exchange information and knowledge with others during communication. Summers (2003) assert that speaking is telling something that expresses your thoughts or beliefs, or is used to convey an idea that you believe that is right.

2.3. Importance of Speaking Skills

Starting with expressing our thoughts and feelings. We can share our emotions and thoughts more effectively when we speak. By sharing our ideas and points of view, experiences with others we can understand their perspectives more. in addition , it helps us to connect with them we can build strong bonds and relationships for example: when we learn a new language

and we meet someone who speaks that language fluently , we start practicing our speaking skill with him and by time it develop to share more information about our,interests over time we become friends .

Moving to make what we say clear. We are able to express our thoughts and ideas when we speak in a way that other understand. Moreover, organizing our ideas into clear sentences and phrases it make easier to the others to grasp the message, for example by using a clear language avoiding using complex terms that may confused the others. Organizing our thoughts into coherent flow, this make it easier for listener to follow a long and comprehend the message.

Then, persuasion and influence. When we speak we have always have the opportunity to present our arguments weather to convening or compelling manner. It works better in the business world because clear and persuading speaking can make huge difference in achieving success for example in the business world the leader gives a compelling presentation to gain others support in his future projects or a sale person convening a client to buy his product. Furthermore, by mastering the art of speaking we can convince and persuade other to open door for so many chances and opportunities for good collaboration.

Concluding with, develop our vocabulary and fluency. The effect of the words we choose to express our message is powerful, we have to use different language styles to different audience, using also new words, and terms will show the others that you are sure of what you are saying with confidence and clarity of the speech. When we choose impactful words. It helps to catch the audience attention and make what you are saying memorable. In addition, you can be authentic by using words reflect your true thought and speak from the heart. Finally pay attention to the tone it is not necessary when you speak aggressively you will convince them but instead use your words wisely to compeller and convince them.

2.4. The Aim of Speaking Skills

When it comes to speech, we have three different types (to inform, to persuade, to entertain,) first you choose what type you want and then select a speech patterns that suit that purpose:

2.4.1. To inform

When we speak our first and general aim is to inform and this can help audience to acquire information that they do not already familiar with or not already poses. So after, that they will use these acquire information to understand something. For example someone who wants to bake a cake. You will give him or break down the steps, explain the ingredients and guide him through the process, here he was not familiar with the ingredients you helped him and then he used the information to do it .And with more explanation about the importance of baking here you are no longer informing but you are persuading him . Always remember the aim is to make complex and unfamiliar ideas understandable and clear for others.

2.4.2. To persuade

Speaking for persuading is all about convening other about particular point of view. In addition, to do a specific action in the persuading process we use, compelling, arguments evidence and emotion to say other towards your perspective. Persuasion is a very important and powerful tool for influencing and inspiring change for example you are giving a speech about the importance of recycling obviously you would provide example and statistics about how recycling can help us to save the environment from pollution. Then... your audience to start recycling or increase their effort in that. Always remember the aim is to persuading by using persuasive language and provide clear reasons why your arguments is

2.4.3. To Entertain

Entertaining speeches play an important role in our daily life because they brings enjoyment to the audience. Entertainment speeches can be either funny or serious and they do not provide a deep understanding of life, but they still can have and contain informative and persuasive content. It is all about making the audience laugh and think about good things, creating memorable experiences for instance motivational speech is about giving motivation to someone but in a funny way to connect with the audience and inspire them to take an action. Entertainment speeches can be after dinner, ceremonial, or imprational, although there may be informative or to entertain the audience and provide a temporary escape from their daily routine.

2.5. The Components of the Speaking Skills

According to Vanderkevent (1990), there are three components in speaking:

A- The Speakers: Play a crucial role in communication. They are the ones who produce sounds and utilize language for expressing their ideas and emotions to the listener. Without speakers, thoughts, opinions, etc. would remain unexpressed and unheard.

B- The Listener: Are the ones who receive and interpret the speaker's thoughts. Without hearer, speaker use something else to express what they want like: writing.

C- The Utterances: Is what the speaker use to say or express what they want, also the listener to hear such as words, sentences. Without Utterances, both speaker and listener will use sings or verbal language.

According to Wipf (1998) categorized speaking into five components including pronunciation, fluency, grammar, vocabulary and comprehension.

2.5.1. Pronunciation

Is the way for students to produce clearer language when they are speaking. in simpler terms for effective communication students should have a good pronunciation and information even if their vocabulary and grammar is restricted. According to Harmer(2007:248) stated that pronunciation teaching raises students awareness of different sounds and sound features, but the can also ameliorate their speaking abilities . Pronunciation includes several aspects like intonation, articulation, body language and eye contact... Etc.

2.5.2. Fluency

Is the ability to speak fluently, smoothly, easily, and quickly without interruption and pauses. According to Harmer (2001: 197), fluency is also helped by having us say phrases and sentences as quickly as possible, starting slowly and then speeding up.

2.5.3. Grammar

When learner master grammar knowledge will help in speaking, because learner will know how choose and the way to order the words together into appropriate sentence, the exact tense will be used, how to use appropriate utterance. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language (Purpura, 2004:6) . If the speaker can master grammar to arrange the word, so the speaker can speak easily. Heaton (1978: 5) argued that student's capability in manipulating structure and to differentiate appropriate grammatical form in suitable e one. Nelson (2001) stated, "Grammar is

the study of how words combine to form sentences". Those definitions above conclude that grammar is set of rules that form sentence including several aspects.

2.5.4. Vocabulary

This component focuses on the words and phrases you choose to convey your thoughts, emotions, point of view and succeed in communicative. As reading skills develop written vocabulary plays a crucial role in literacy than does the oral vocabulary (Hiebert and Kamil, 2005:3). Vocabulary is the key of a good communication, knowing many vocabularies make you succeed in expressing your ideas, thoughts .Moreover; Vocabulary is a set of lexemes including single words, compound words and idioms (Richards and Schmidt, 2002:580).

2.5.5. Comprehension:

In speaking comprehension is needed to understand that makes you communicate effectively. In addition, it is the capacity to comprehend the written word in heart and out loud.

2.6. Types of Speaking Skills

In general we have two types of language skills (writing, reading, speaking, listening) they are formal and informal. The use of it and the way you speak depends on the person you are speaking to or with and about what. In one hand formal speaking less personal than informal. It when you talk with your professor, director, someone you respect or even when you talk to a person you do not know or also to make a good impression. In other hand we have, informal speaking is spontaneous. It is used with friends, family, etc., in speaking. In this case we can use idol, slang ... etc., we talk without carrying about mistakes or using correct grammar rules.

According to Brown (2004: 141-142), there are five basic types of speaking, they are imitative, intensive, responsive, interactive, and extensive.

2.6.1. Imitative Speaking

Imitating in language learning means practicing how to say words, phrases, or sentences focusing and taking in consideration intonation and pronunciation. This type of language use can do it early because you can do it by repetition and by habit as if a baby in earlier age can imitates difficult words by himself without even know their meanings. Drilling is one of the exercises

used by teacher that give students opportunity to listen and repeat words, that helps in improving their speaking skills. Moreover, they should listen records, videos, or even talk to a native speakers and practice it.

2.6.2. Intensive speaking

Is the students speaking performance refers to working in pairs or groups like: reading aloud paragraphs, taking turns reading dialogues, Etc., focusing in phonological and grammatical aspects of language, also learner's need to know the meaning to what they are saying to respond certain tasks.

2.6.3. Responsive speaking

Is the ability to engage in chat that helps learner's understand how to reply to questions asked. Is all about keeping the conversation following smoothly, discussing with friends. It is not only for answering questions is also about providing relevant comments, feedback, or purpose suggestions or solutions to solve others problem.

2.6.4. Interactive speaking

It is about engaging in conversation with others. In this type you interact with others asking, answering questions , which help to develop your communication skill by actively listening and paying attention to what they say to respond and give your feedback this type help you to build relationships.

2.6.5. Extensive Speaking

This type of speaking activity where the learners speak for a long period of time (long monologues) with a wide response such as storytelling, speech, etc., it a great way to assess their speaking skills. When they train well they will have a good understanding vocabulary and pronunciation, what make them use the language to communicate. Therefore, when they feel well prepared they can use it easily and effectively. The purpose of this type is to develop and have a good speaking ability.

2.7. Problems facing in Speaking Skills

2.7.1. Fear of Mistakes

Most of people are afraid of making mistakes while speaking and they probably worry about what others might think. Making mistakes is very important to learn new language even native speakers by they have problem. This fear of making mistakes will hold you from practicing and improving , do not let others back negatively discourage you because not all of them well judge, others will be supportive, understanding, and help you to speak up and practice the more you gain confident.

2.7.2. Non Availability of Words to Express Feelings

It is too hard for some people when they want to say something but they cannot find the right words. When they have different or so many ideas, thoughts, and feelings inside, but they cannot express it. They struggle to do this while it is a normal thing for those non - native speakers; it is probably because they do not work on their selves. They do not practice a better or expanding their vocabulary, learning new words by reading books, communicate with native speakers, listening to English conversation, songs watching movies to improve their ability. All that to express what they feel exactly because this is a common problem or challenge for non - native speakers they can instead your body language gestures to express their feelings if they needed to.

2.7.3. Difference of Syntax

Each language has its own structure and words order. Therefore, it is important to learn each language structure and rules because it is hardly impossible to translate a sentence from your mother language to a target language it may takes time to learn all the language's rules and structures. Nevertheless, it is also impossible to relay only on translation, with practice, you will become more comfortable with the target language syntax, because translation can sometimes result in correct and awkward sentences and meanings.

2.7.4. Different Dialects

We can find languages with different dialects as English has 160 different dialects, this make it more challenging to learn the language fluently. You will always have problems such as in pronunciation, fluency and slangs these things differ from one country to another. People in United States state and people in Australia they do not talk the same. Therefore, you have to pay attention and be aware of these variations and adapt your language skills to communicate with different English speakers.

2.7.5. Idioms

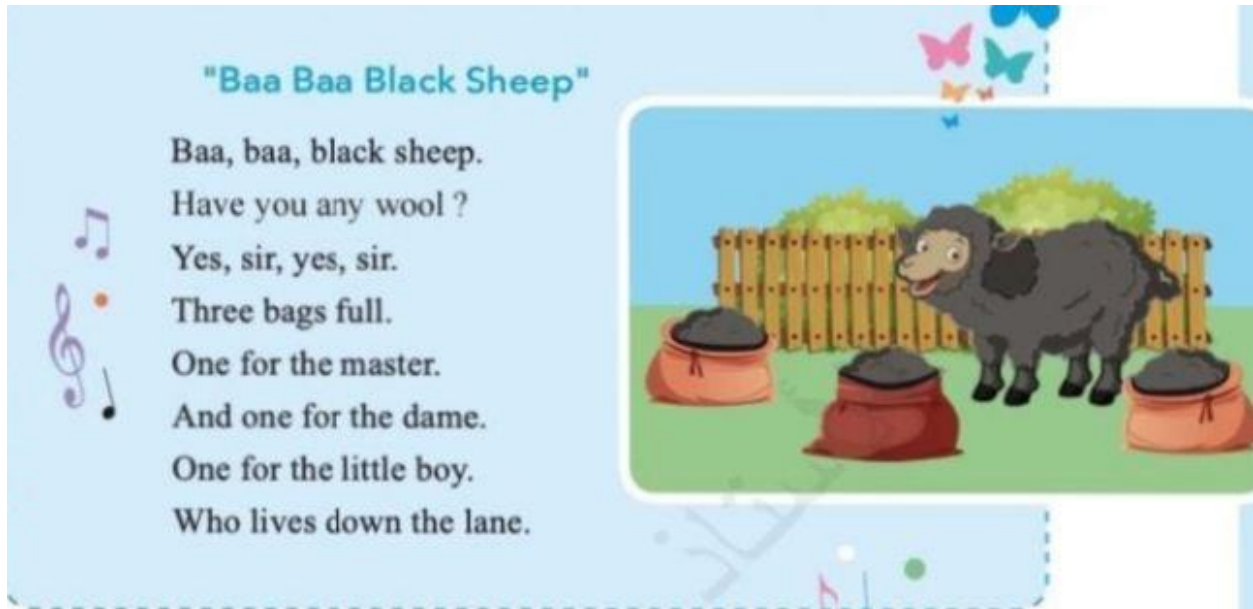
We find different idioms in different languages than can make sense for the native speakers but it will make the non - native speakers confused about it. For instance English speakers they use idioms a lot because they think it fun a colorful part of language especially the new generation .They use them in their daily life such as "break a leg" which means good luck. For non - natives they will get it wrong. Also, "piece of cake" which has the meaning of very easy or simple to do. Idioms are unique and their meanings may not be obvious from the literal words used. The only way to understand them is the practice and the everyday use, as you continue to immerse yourself in the language you will be more familiar with these expression and their meanings.

2.8. Some Speaking Activities in the Fourth Year Pupils Textbook

The textbook of fourth year primary school provide many tasks that encourage speaking skill such as: I sing and have fun. In this task teacher bring songs for them; they heard it with audio .After that they sing it with the teacher twice time. On the other hand, I play roles this is also a helpful task for learners in memorizing vocabulary, also help them to speak in front of pupils without shyness and with self-confidence. In addition, the textbook provide pictures that have the new vocabulary of the section, for them to listen and repeat it. Repetition is a good way for memorizing words. In each section, vocabularies are introduced and attended with pictures and images in the form of I listen and show then I listen and repeat (Pribilová, 2006)

Figure 2.1.

I sing and have fun.



Retrieved from 4th Primary School Textbook “My book of English” (p.79) by Charit & Zitouni, 2023. The National Office of School Publications.

As the example represented above, this section is beneficial for learners, pupils will have fun when singing the passage, and also they will memories the vocabularies. They do not feel boring.

Figure 2.2.

I listen and Repeat.

Retrieved from 4th Primary School Textbook “My book of English” (p.35) by Charit & Zitouni, 2023. The National Office of School Publications.

The figure above is taken from the unit «School». This is a task when the learners repeat after the teacher the new terms of the unit and know the right pronunciation of the words. It is a suitable exercise for learners to develop their vocabulary.

“*I listen and Repeat*” session takes 35 minutes meant for the teacher to select the appropriate tool (dialogues, pictures, flashcards) for introducing new items that they should memorize vocabulary related to the topic they are dealing with such as body parts, animals,...etc. It is all about teaching vocabulary, their right pronunciation and usage by children, that textbook illustrate through pictures and dialogues... This types help them to memorize well the terms of each unit and how to pronounce it. That it is good for them to rich their brain, which help them to speak easily and express their thoughts.

Figure 2.3.

I Play Roles



Retrieved from 4th Primary School Textbook “My book of English” (p.62) by Charit & Zitouni, 2023. The National Office of School Publications.

“*I Play Roles*” is about 45 minutes, that the learners will be actively engage through acting others role, participating in short conversations introducing themselves or expressing their favorite food, animal, and more.

As the figure shown, dialogues for learners to act, they act others role. By that they remember the terms, also you find all the children concentrating and interesting for this section’s we know all the Algerian children likes playing. This is an interesting task. It help the shy learners to have a self-confidence. By that, all the learners can participate in the class.

2.9. Conclusion

Speaking is a crucial part of communication, especially when learning a foreign language. In this chapter, the researcher describes some theories that are relevant to the thesis. It covers about the definition of speaking, components, aim, types, and problems. More, it illustrated some strategies to teach this skill.

Chapter Three

Research Methodology and Data Analysis

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3.1. Introduction

The present chapter is the practical one for analyzing the findings figured out about the obstacles of EFL teachers in teaching reading and speaking. Adopting two different research method tools classroom observation targeted to the teachers and learners of 4th year at Belhzil Taher primary school, the interview have been done with teachers from different primary schools.

In this chapter we start with the analysis and interpretation of the collected data from the classroom observation and the teacher's interview, also the discussion of the findings. It concludes the suggestions and recommendations that can be implemented to decrease those struggles. The objective of this practical chapter is to validate or invalidate the hypothesis as well as answering the research question.

3.2. Research Aim

English is taught as a second language in many countries around the world, including Algeria. The teaching process in Algeria places a strong emphasis on English instruction. The goal of this of this research aims to pick out the obstacles that EFL teachers faced during teaching reading and speaking at the level of 4th year primary school. In addition, the suitability of the textbook.

3.3. Research Methodology

Interpretivism approach originates from social action theory, which claimed to comprehend individuals' actions, it is likely to look for motives behind their actions as the very essence of this approach is to understand the lives of individuals as well as figure out the reasons that make them act the way they do (“Interpretivism: Meaning, Positivism; Example” (2013). In this study, the examiner acquires an interpretivism way in order to obtain a comprehension of learners’ capacities and ways to learn English in the primary level as it is used in qualitative research.

To explore the problem, the researcher utilize qualitative and quantitative techniques to gather and analyze data, through observing participant and teachers’ interview. The observation is utilize to explore the obstacles that teachers faced in teaching English, also what they suggested to overcome them. Also, looking for the suitability of the textbook. So the researcher utilized interview to achieve the objectives.

This study is managed in the form of a case study. The sample consists of 58 pupils from Belhzil Taher primary school in order to comprehend more about the sample. The research utilizes a semi-structured interview with 5 EFL teachers from several schools in TIARET to examine the problem that we are looking over.

3.4. Data Collection Tools and Participants

The researchers collected data using two tools, observing learners in two classes of a Fourth - Year Primary School that consist of 58 learners and interviewing 5 EFL teachers from different Primary Schools.

3.4.1 Classroom Observation

Observation is a method utilized for mining data by observing behavior, an occasion or the features of physical characteristics in their usual environment (U.S. Department of Health and Human Services, 2018). Adding to, this technique is a systematic definition of occasion and behaviors in a chosen situation that was selected for managing the study.

In addition, Observations can be structured (in which the observer makes the participants know that they are being observed) or covert (participants unaware that they are being observed) (Taylor and Steele, 1996). Moreover, observation is used as an examination technique in two specific ways – planned and covert (Pretzlik, 1994).

The well-used type here is the secretive, because when the participants do not know that they are observed, they will be in their nature without any counterfeiting. However, we cannot utilize it because you will face many difficulties, usually they use the structured one.

Furthermore, observation is the great data collection tool, it helps researchers look at what the participants are doing rather than standing on what the others say.

The goal of utilizing classroom observation in this research is to notice how learners are encouraged, how they act, and how they comport during the English learning process especially in reading and speaking. Paying attention to the problems facing in these two skills. Here are some aspects noticed using overt observation during 7 sessions, including the following items:

- Difficulties faced by learners in learning reading and speaking.
- Obstacles facing teachers in teaching speaking and reading.

- Techniques utilized by teachers to reduce this obstacles.
- The use of the textbook by teachers and pupils in reading and speaking sessions.
- Vocabulary retention.

3.4.2 Teachers Interview

According to Ease warmartly and Zaripach (2006) the interview is a qualitative data collection, it involves two or more than two people called the interviewee, they respond to the interviews questions. It can be done face to face or through the internet. As fox (2009) refers to the interview as a good way for researcher to gather information on certain topic and this technique usually used in survey designs and descriptive and expletory studies.

They add that the interview is a suitable way for the research gather the information on other's thoughts, opinions and experiences. They mentioned that these are three types of interview: semi structured, unstructured, and structured interview.

The aim behind using this two is to learn more about the obstacles teachers face in teaching reading and speaking skills in primary school. The interview also utilized to know how the teachers deal with all those obstacles.

Our interview is designed for five EFL teachers (two males and three females) from different primary schools. It included 9 questions mainly about the obstacles in teaching these two skills. The techniques used by the teachers to facilitate these two skills.

3.5. Analysis of Classroom Observation Results

The following tables shows , the first one the teachers obstacles, the second one is about the learners difficulties noticed during the observation sessions .They are as follow:

Table 3.1.

Teachers' Obstacles in Teaching Reading and Speaking.

Elements	Obstacles and Difficulties.
Reading	1-Slow Readers: some students are slow readers. When the teachers give them the chance to read they will take long time to finish. Since the session

	<p>is only 45 minutes they will waste most of the time waiting for him to finish a short passage.</p> <p>2- When teacher ask them, who wants to read only 4 active participants raise their hand and voluntaries to read. The same pupils every time. For teachers cannot waste the time with them, because of the time allocated for the session is not enough. Also, the learners read only to read not for understanding and memorizing.</p> <p>3- Teachers suffer from the number of learners in the classroom, which is about 25 till 30 learners. By that teachers cannot focus with all the learners. Also they do not have the chance to read. The teacher cannot give individual support for his learners.</p> <p>4- Absence of materials used especially learners in this age you need to catch their interest, because English is the second foreign language they studied. They need to use materials that help them actively engage.</p>
<p>Speaking</p>	<p>1. Some teachers find it too hard to teach Speaking to their learners because of their shyness or because they do not have self-confidence which make it a little bit difficult for them. They fear of making mistakes during speaking. That why learners do not participate in the class.</p> <p>2- Teachers have difficulties with time to teach speaking activities, as well as they need to be. They have pressure to cover a long curriculum within a short time. As a result they do not deal with all the activities.</p> <p>3- Some teachers find to hard teaching speaking to their students, because they do not have self-confidence. That make them a little bit difficult for them. In this case even with all the efforts the teacher made to help them they will not respond to her/him.</p> <p>4- Teacher tries to use different strategies to teach speaking. But they still face some challenges such as the strategies to teach speaking. But they still face some challenges such as the lack of materials that provide several difficulties for teachers to let the learners engage with the session. Also the huge number of learners.</p>

	<p>5-Diverse students' needs. Students are numerous and they all like to learn differently. Here the teacher have to address individuals' need which can be demanding and hard to do it.</p> <p>6-Lack of vocabulary is one of the obstacles teachers funded with their learners, because of this struggle learners cannot talk or express their thoughts, even to answer questions.</p>
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The above table show the obstacles that teachers find in teaching reading and speaking, vocabulary, and pronunciation regarding the reading skills, pupils find it boring when they read especially if the teacher asked for that, besides others, struggle when they speak because they are shy or they don't have enough vocabulary to explain and share their thoughts and ideas.

Some words pupils pronounced with French alphabets instead of English because they used to talk this way. Concerning vocabulary they forget easily because they don't practice what they learned of use it in their daily life.

- ✓ The Problem of Time: The main problem most teachers cannot deal with, is the time management, since the session is about 45 min twice a week which is not enough to teach a foreign language, in addition to the long program and not all teacher can complete it in time.
- ✓ The Absence of Materials: The existence of materials such as (computer, data show, speaker, flashcards ...) will provide a successful lesson but lesson but with their absence the teacher cannot provide this, even the pupils enjoy studying with those materials and understand more and more.

The Student Population: Large classes with 28/30 learners, is of the challenges that teachers facing. Teachers cannot control such as this classes while teaching new language to them. They cannot concentrate with all the learners, even though cannot work with all of them while practicing.

Teachers Difficulties with Learners: in one hand learners do not participate while reading only few of them all the time. In other hand, passive pupils they consume all the time dedicated for reading activities.

Table 3.2.

Learners 'Reading and Speaking Difficulties

Elements	Learners' Reading and Speaking difficulties
Reading	<p>1-Learners forget the alphabet. That why they have difficulties in reading. They cannot read well the words. They have also difficulties in linking letters together to form a word. All these affect their reading level.</p> <p>2- They mix between the two foreign languages French and English. Which let them cannot distinguish between the two languages latters, as consequence they will be confused in reading.</p> <p>3- Self-confidence: the lack of confidence make them avoid to read out loud. So they prefer to low their voices. That also let them do not participate even they know how to read.</p> <p>4- The bad eyexght: some students suffer from this problem .Wich they cannot read very well and correctly .Others use it as an excuse to not read.</p>
Speaking	<p>1. Most children have a short term memory, so they do not remember the vocabulary taught previously. Also they lack of vocabulary that they have. Which cause inability to speak or form a coherent sentence.</p> <p>2. During the observation sessions. Observer noticed that the learners mispronounced some English words they pronounce it in French.in the section of, they mispronounce the words with silent latters such as: know they pronounce the letter (k). They find difficulties to distinguish between the two languages.</p> <p>3- They use their mother tongue. Learners when they do not know how to express their ideas, they use their mother tongue language. They find it the only solution to express what is in their minds.</p> <p>4- The lack of strategies that can help them improve their speaking skills while teachers focus on grammar and vocabulary.</p>

	5- Teachers expect from them to understand every things easily, while they do not have a clue about what the teacher is saying to answer him/her with a clear English.
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- ✓ Vocabulary Poorness Learners cannot read because of vocabulary poorness. This because they do not read books that can help them enrich their vocabulary. Also because of their short term memory they cannot remember the new vocabulary and this lead to not form a sentence correctly, grammar mistakes and pronunciation.
- ✓ English and French Overlapping: Starting teaching pupils a new language (English) and (French) in the same level will make them confused a little bit. Because of the similarities between these two languages in Alphabet or the same words but with different pronunciation. Which is hard to make them distinguish between them. In addition to parent that help their children to do homework in French and neglected English.

-The Lack of good Strategies: teachers do not focus on learners. They concentrate only with the textbook they should finish. By that they did not use different strategies to help learners or especially the slower learners. In addition

Mixing between the Alphabets of the two New Languages: learners always have confusion how they pronounce words. Also they cannot figure out the silent letters they read every word they find it written.

Background Knowledge of Learners : this is one of the crucial difficulties faced by learners either in reading or speaking .The students may face new words that are not familiar with them they cannot read them .Or they do not have prior knowledge about the topic they want to speak about it make them struggling .they are unfamiliar with the subject.

3.5.1. Teachers ‘Strategies to Overcome Learners’ Reading Difficulties

Teacher that we attend session in his two classes used in teaching reading skills as follow: he wrote a passage in the board .Than, he read it for them the first time, the second reading he read the passage slowly dealing with every word and explain it for them. After that come the turn

for learners to read. He select each time one to read one sentence or two from the passage, until they finish the text. By this he give the chance to all the learners to read.

In addition, they will find it easier by time to read and they will be good for learners they fear or shy.

Moreover, he did not use the textbook even for reading the texts in it. He only work with the ones he brings.

3.5.2. Teachers Strategies to Overcome Learners' Speaking Difficulties

In the speaking skill dealing with the same teacher. He used pictures in the board illustrate the topic of the section, for example the session about animals .Firstly, he bring record to listen to it .After that he attaches photos of animals that they dealt with in the third year to retrieve their prior knowledge. After that he attached the new one, he read for them, than they repeat the first time collectively, for the second one they read individually.

Or he wrote a dialogue, read it, and explain it to them. Than he divide them to play roles acting what is said in the conversation. This strategies makes the teaching process enjoyable, and it helps the learners that have difficulties to be in his reality doing things from heart. It also help them to memorize vocabulary and discover new terms from each section. Also, by practice their pronunciation will develop .This techniques help to rich their brain with different terms that they use them when they talk.

Also here the teacher did ,to use the text book , he bring his own dialogues .This techniques will help learners to reduce their difficulties and develop their level in reading and speaking .This strategies are helpful especially with the time allocated for each session.

3.6. Analysis of Teacher-Oriented Interview

The aim of this part is to show and analyze the teachers interviews answers contain 9 questions is used to gathered the data.

Item 1: what are the main challenges that face EFL teachers when teaching reading in Algerian primary school?

The results of this question represent that all the teachers of English face many challenges that make the teaching process very difficult especially in reading and speaking skills. Starting with the first challenge faced by the five interviewees (5/5) in the 4th year primary school classes is vocabulary poorness or limited vocabulary as some of them said. This problem effect their understanding of words, sentences,..

The second obstacle faced by three interviewees over 5 (3/5) is pronunciation, which cause misunderstanding of the words and spelling them incorrectly. The third challenges is forgetting the alphabets rapidly noticed from two over five (2/5), as results they cannot link letters to read word.

Another struggle is about the confusion between French and English letters, find in all the interviews classes (5/5), the letters of the two foreign languages are very closed, so they mixed between them in reading words. Also the support of parents to their children , two of the interviewers from five (2/5) they talked about this struggle , the lack of support of parents make the learners not interested neither for revising the lesson dealt nor preparing with them the lessons .

Lack of materials is also one of the difficulties that all the teachers suffer from it. Two over four said (3/5) that is impossible to doing the lessons without materials, a session without materials considered as a failed session. The two others (2/5) said they can manage the lesson with the textbook. The last obstacle is size of class (number of Lerner's) make it very hard to provide individual attention, this problem suffer from all the interviews (5/5).

T.1: Vocabulary poorness – Some learners forget rapidly the alphabets so they cannot build a word- find difficulties with pronunciation- Confusion between French and English letters.

T.2: Limited vocabulary of English – lack of Parental support – Confusion between French and English letters.

T.3: Class size is not practical – Limited time – vocabulary poorness-forgetting of alphabets - Confusion between French and English letters.

T.4: Vocabulary poorness –pronunciation- Confusion between French and English letters.

T.5: The lack of vocabulary-Pronunciation they find it very hard - Confusion between French and English letters-lack of parents help to their children in doing homework.

Item 2: In your opinion, how do these Obstacles impact learners learning outcomes in reading skills?

The statistics collected from the opinions of interviewers about the impact of obstacles on pupils learning outcomes in reading. All of them (5/5) argued that it impact negatively on the learning process, this means the learners feel very boring which make them uninterested.

T.1: They impact negatively their reading process.

T.2: It impact negatively on reading skill.

T. 3: It make reading difficult so learners feel that is boring.

T.4: It impact negatively on reading skill

T. 5: It make the learning process very boring and they will be uninterested.

Item 3: What are the main challenges that face EFL teachers when teaching Speaking Skills in Algerian primary school?

As a results gathered for this question as reading all the teachers face struggle during teaching. Starting with the first obstacle which is about mixing between the two foreign language English and French two interviews over five (2/5) finding problems with learners that can distinguish in one sentence they can speak using the two languages. Moving to the second challenge which is about learners cannot form sentence correctly, that all the interviewees face it (5/5) this difficulty for learners because they have not get enough vocabulary to speak also they do a lot of mistakes in grammar and pronunciation. Another struggle which also all the interviewers find difficulties with it (5/5) , which is limited chances for practicing speaking in class, because of the large number of learners in one class . Also the lack of practice and usage in our daily life. One interviewer (1/5) said the same challenges the same challenges as reading.

T.1: Learners cannot form a sentence correctly because they have not got enough vocabulary to speak, and they do mistakes in grammar and pronunciation- learners had not chance to do tasks.

T.2: The same as reading - Learners cannot form a sentence correctly- Limited chances to practice speaking in class

T.3: Lack of parental support - Learners cannot form a sentence correctly- Limited chances to practice speaking in class

T.4: Mix between the two foreign languages, they speak using the two languages- Learners cannot form a sentence correctly- Limited chances to practice speaking in class

T.5: Limited chances to practice speaking in class, because of the large number for the practice in our real life – mixing between the two languages- Learners cannot form a sentence correctly.

Item 4: How do these obstacles impact pupils learning outcomes in Speaking Skills?

The data collected from the interviewer's point of view. All of them (5/5) said that it impact negatively the difference only in the reasons, two over five (2/5) said that they might feel shy of fear making mistakes. One (1/5) said that it is because the limited chances of practice Speaking, also the number of learners in classes which unsuitable. Two over 5 (2/5) said it impact negatively without provide reasons.

T.1: It impact negatively on speaking skill.

T.2: It impact negatively – they might feel shy of fear making mistakes – traditional teaching methods which focusing only on grammar and writing.

T.3: It impact negatively on students, that they will be shy and cannot make selves understood.

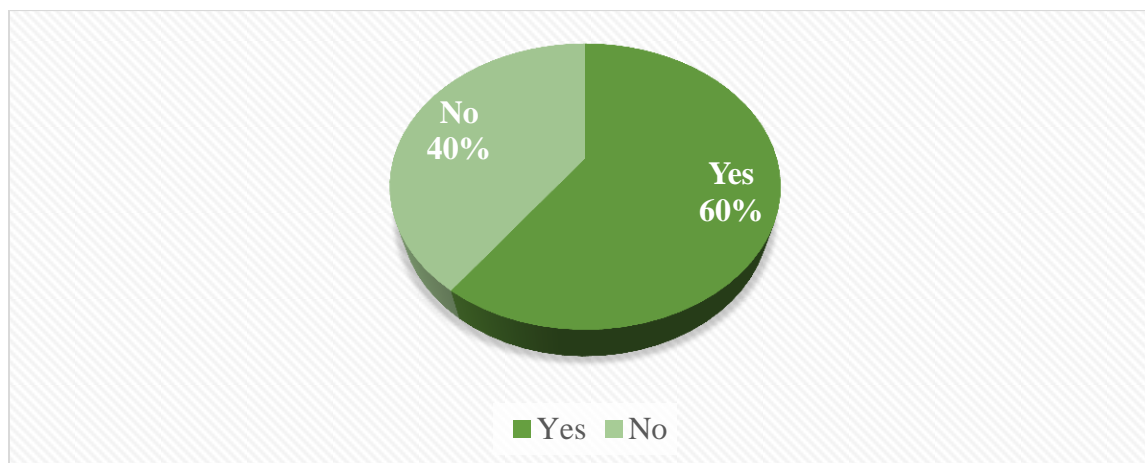
T.4: It impact negatively.

T.5: The limited opportunities to practice speaking English (they will suffer from confidence), also the number of classes is not practical.

Item 5: Do their parents help their children doing their assignments and developing their reading and speaking skills?

Graph 3.1.

Parents' Role in teaching Reading and Speaking

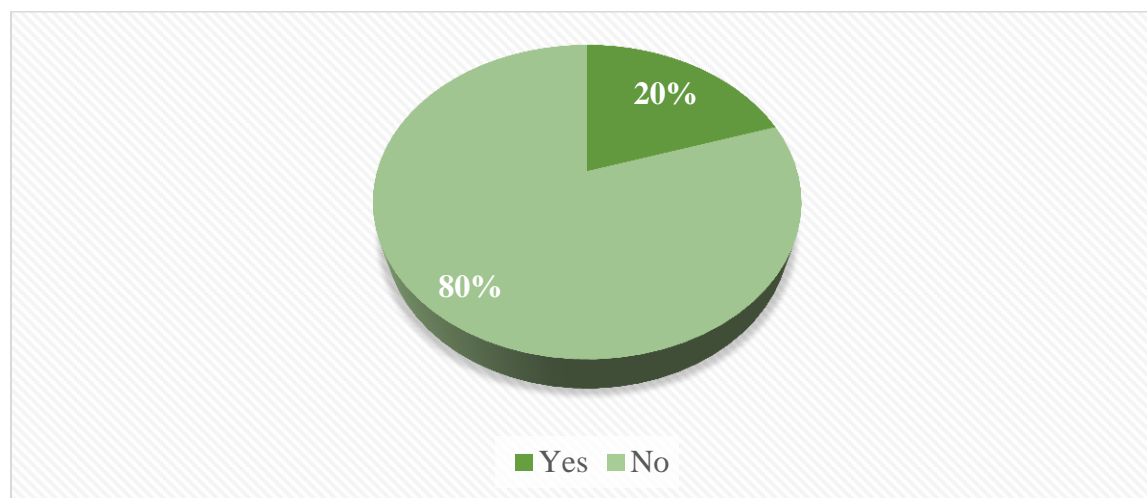


Based on the answers above, the interviewers decided into two according to their answers. 60% say that their studies. While 40% of them said that the parents do not help their children, they focus only about what they stay in class even if n doing homework.

Item 6: Do you think the curriculum (Textbook) is useful for teaching reading and speaking?

Graph 3.2.

Textbook Suitability

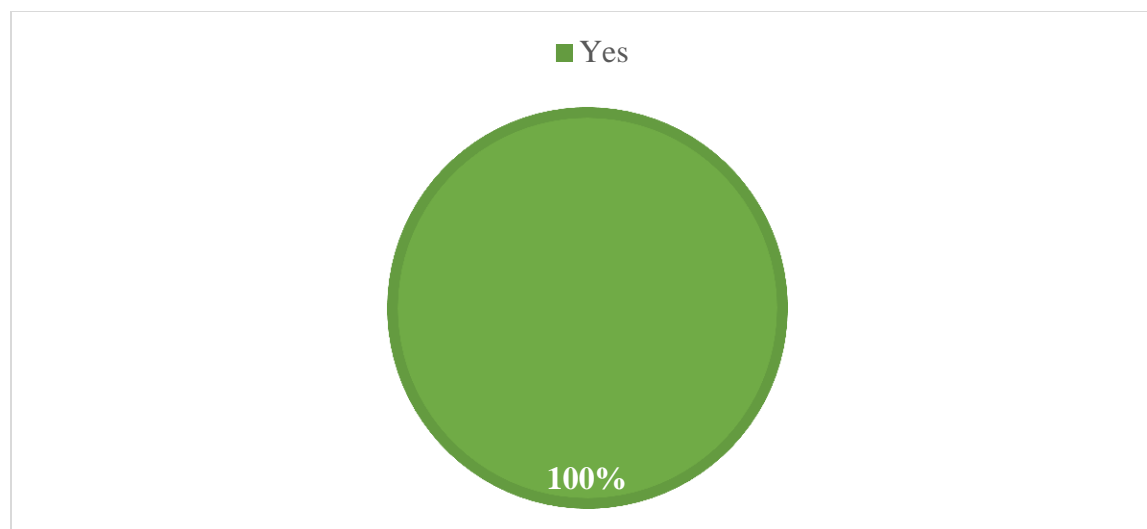


As the results above shows. The majority of teachers 80% say that the textbook is not appropriate, because is so long according to the time. While 20% of them said is suitable for children of their age because of the use of illustrations.

Item 7: Do teaching materials used in the Algerian primary school have impact in reading and speaking skills?

Graph 3. 3.

Teaching Materials Usage



As a result to this questions, all the interviewers (5/5) argued that teaching materials is necessary elements in the teaching process. One of them (1/5) said that a session without teaching materials is considered as a field session. Another one (1/5) said it is important because the students will be more interested, and help them understand. The third interviewer (1/5) said that teaching materials interact the learners' interest. The last two (2/5) said only that it is helpful.

Item 8: What are the difficulties that learners may face during learning new language?

The statistics of this question shows that all the interviewers (5/5) noticed the same difficulties of learners which are follow: the first one which is about pronunciation problems, the second one is about lack of vocabulary is the cause of misunderstanding the meanings. Finally, having problems in the four skills.

T.1: Difficulties in pronunciation – lack of vocabulary-having problems in the four skills.

T.2: Lack of vocabulary- having problems with all the four skills – limited vocabulary

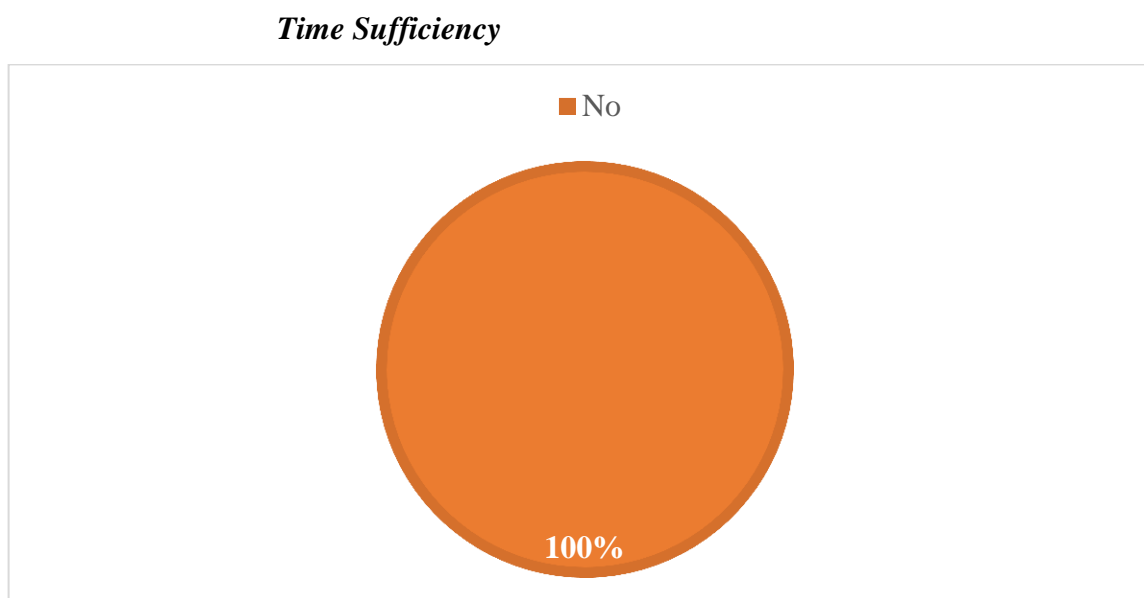
T.3: Lack of vocabulary – problems in pronunciation – they do not know how to deal in the four skills.

T.4: Misunderstanding the meanings is because of their limited vocabulary – problems in pronunciation- learners struggling in speaking, reading, writing, listening.

T.5: Limited vocabulary- difficulties in pronunciation- having problems in the four skills of the new foreign language.

Item 9: Do you think the time allocated for is sufficient? If no explain why?

Graph 3.4.



A 100% of the interviewers said the time is insufficient two session about 45 minutes in the week it is not enough to explain new foreign language, dealing with all the activities of skill , they should use materials to facilitate the understanding for learners.

T.1: Time is insufficient

T.2: Time in not enough

T.3: Two session in the week is really not enough for explaining new foreign language.

T.4: time is really not enough for teachers to use materials or to finish the activities

T.5: 45 minutes is insufficient.

3.7. Interpretation and Discussion of the Main Findings

The study analysis the obstacles teachers face in teaching reading and speaking in Algerian primary schools, its objective is to know how teachers deal with them. The outcomes achieved from the classroom observation discussed that teachers have some obstacles at the level reading and speaking.

About the reading skill, teachers find it hard to teach it because pupils find it boring to learn how to read especially when it is obligation from the teacher. They discovered that pupils read just to read not to understand what they are reading. Regarding speaking skill, the finding show that some pupils who have problems of shyness and lack of self-confidence do not have the

ability to express their thoughts, feelings, and ideas, or they cannot make themselves heard in many situations. Also the lack of vocabulary is a big struggle when they do not know how to make a correct sentence. In addition, of the fear of making mistakes in front of their classmates.

Concerning the lack of vocabulary is as a result of their short term memory they forget easily what is taught previously, or because they learn more than what their minds need to remember, sometimes they do not use the vocabulary in their daily life to remember it.

About the pronunciation, the teacher or learners sometimes they mispronounce some words. They get it wrong and cannot make a difference between the right and the wrong pronunciation after, because they do not follow how native speaker pronounce.

Talking about the large size of classes, 30 learners in the class. It will be a noisy class, teacher in this case cannot manage the class even though s/he cannot focus with everyone in the class, either for reading or speaking .They are two crucial skills, they need to focus on them.

In addition to the time which is not enough for teaching new language which is totally different from their native language. Also for finishing a large textbook, so teachers cannot deal with all the tasks included for this two skills.

This to cut down these obstacles, in general teachers prefer to use different materials such as visual aids, because see them as a perfect way to get their pupils attention during the session. Moreover when they do not get what the teacher say. They use body gestures so the information will be understandable.

Furthermore, different activities also help teachers to reduce some of these difficulties weather in speaking, reading. The outcomes concerning the textbook, all teachers were totally agree that is not useful to teach these skills, that the program is so long and is not suitable for them, so they use their own activities to teach.

Fundamentally, the teacher's interview and the classroom observation found that even if pupils struggle with but when a teacher use different strategies and activities can make learning a new language fun and enjoyable.

To sum up, the findings answered the research questions about the obstacles teachers face in teaching speaking and reading in Algerian primary school, additionally they valid the hypothesis of this study.

3.8. Limitations of the Research

We faced difficulties with headmasters of different schools. They do not accept to do the observation unless we bring a paper from the academy. We faced difficulties that we do not find enough teachers. While one teacher work with two or three schools. Most of the teachers do not answers to our interview questions. More, we faced difficulties while collecting data since the time we had interview was the last two weeks of the year .Teachers were not available to answer.

3.9. Recommendations and Suggestions

Speaking is an important skill when start learning a new language. Teacher should know how to teach it .It will help learners (young learners) to build a good base. These are some techniques to use:

Chanifa et al (2020) said that when we learn a new language in an early age can help us and it is beneficial when it comes to improving our cognitive abilities for example solving different problems open up new opportunities and boost confidence and according to peacock (2001) (as cited chanifa et al 2020) learning language as children will make it easier for them to master it and speak it fluently according to the results of this study we present these following reconditions and suggestions:

Lengthening the class schedule: They should expand the time and give it more importance. Because 45min in a session twice a week it is not enough at all .So they may make it 4 or 5 sessions a week to facilitate the teachers job and work with no pressure .And take the long program in consideration learning English 4 or 5 times per week will make it easier for pupils to practice the language because 1h30 per week can be sufficient to teach only two skills so additional hours per week would be beneficial to teach (grammar writing listening)

upgrading the study plan and the textbook: We believe that the program is not suitable at all to teach 9 years old pupils .That's why it should be reduced and give more attention to what the learners need only same for the textbook .Additionally they have to change the content and

the design by using pictures with a high quality the content .They should focus on activities that can help the pupils and make the learning process funny and enjoyable songs short stories acting games etc. So the pupils develop their speaking and reading skills.

3ways to teach reading and speaking: The two important skills in learning a new language are reading and speaking that teachers should give them the importance and develop their ways of teaching in them ,these are some strategies the teacher can apply them

1 role play to practice real life scenarios in a funny way

2 literature circles to motivate learners to read more and share what they read with each other's discuss and exchanging knowledge

- ✓ **create a suitable atmosphere** ;Create a good atmosphere will make learners more comfortable having a nice and friendly teacher .Also encourage them to study and enjoy learning .Some teachers are strict and serious when it comes to learning this can make the atmosphere inside the classroom boring .We all know that the strict teacher may not have a successful students they are afraid from punishment .In other hand teachers who use reinforcement and normalize making mistakes and errors have always a successful classroom .They use also new ways to teach such as role play songs a suitable seating arrangement to involve all the students, asking them about how they are feeling take their personal life .In consideration show them that they Can do better will support them psychologically in contrary other teachers use traditional ways which is entering the classroom write the date and start directly with the lesson.

3.10. Conclusion

The finding of the data collected tools announced that learners faced challenges in reading, speaking, vocabulary, and pronunciation. In that sense, the practical part worked to present a well-formed discussion of the results found with proposing some strategies for EFL teachers to reduce this struggle.

General Conclusion

General conclusion

Teaching English now is one of the most important things in the education system. Many countries introduced as a subject in primary schools. Algeria as well since it becomes the world's language pupils need to build a solid foundation from the primary level.

The goal of this study was to shed the light on the obstacles teachers face in teaching the two skills (reading, speaking) in primary school fourth year primary level, mostly to figure out if the textbook is suitable for learners in this case and the difficulties that face both teachers and learners in this process. Also this study focused more on the strategies and methods teachers used to facilitate English to their learners.

The results acquired show that teachers even those obstacles and challenges they face during teaching English to pupils at this level, namely, the lack of materials the textbook which is not suitable to teach.

Briefly, despite all these difficulties, struggles, and obstacles but teachers can make it to teach this foreign language. Further the finding indicates how important to use some teaching materials in teaching EFL for pupils:

- Data show
- Appropriate Activities
- Books, music, films...etc.
- Reading stories (short stories)

This particular study may be seen as an advancement in the field of education especially for the primary stage we hope this can be helpful to make the right techniques, methods from teachers to teach fourth year pupils to build a solid foundation and base in English also develop two essential skills reading and speaking. Crucially, we wish this study can pave the way for others that can find more proofs about how to avoid and deal with these challenges in teaching English to pupils in primary schools.

The study had a few drawbacks. Starting with the challenging access to teachers. They are not numerous, additionally, the researcher faced difficulties while collecting data since the time we had interview and observation was the best two weeks of the year, and teachers were not available to help. This can affect the outcomes.

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According to the Admin (2012: 26) 5Premise Journal Vo. 5 No.2 October 2016, ISSN online: 2442-482x ISSN printed: 2089-3345skimming is read quickly to find out the general contents or part of a reading.

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Appendices

Appendices

Interview:

Item 1: What are the main challenges that face EFL teachers when teaching reading in Algerian primary school?

Item 2: In your opinion, how do these Obstacles impact learners learn outcomes in reading skills?

Item 3: What are the main challenges that face EFL teachers when teaching Speaking Skills in Algerian primary school?

Item 4: How do these obstacles impact pupils learning outcomes in Speaking Skills?

Item 5: Do their parents help their children doing their assignments and developing their reading and speaking skills?

Item 6: Do you think the curriculum (Textbook) is useful for teaching reading and speaking?

Item 7: Do teaching materials used in the Algerian primary school have impact in reading and speaking skills?

Item 8: What are the difficulties that learners may face during learning new language?

Item 9: Do you think the time allocated for is sufficient? If no explain why?

Observation:

1. Vocabulary Poorness
2. English and French Overlapping
3. The Lack of good Strategies
4. Mixing between the Alphabets of the two New Languages
5. Background Knowledge of learners

Summary

The current research aims to explore, the difficulties teachers face in teaching reading and speaking in primary school at fourth grade in one school in TIARET. The outcomes of this study find that, teachers and pupils have some obstacles in learning English especially in these two skills (reading and speaking).But they still do their best to learn it. Further, they should use different strategies to teach these two skills, and make the learning process enjoyable .In addition to the changes that should done in the textbook.

Résumé

La recherché actuelle vise à explorer les difficultés auxquelles les enseignants sont confrontés dans l'enseigne ment de la lecture et l'expression orale au primaire quatre ème année dans une seule école à TIARET. Les résultats de cette étude montrent que, les enseignants et les élèves rencontrent quelques obstacles dans l'apprentissage de l'Anglais. Surtout dans ces deux compétence, la lecture et l'expression orale, mais ils font toujours leurs mieux pour l'apprendre .De plus, il devait utiliser diffèrent stratégies pour apprendre ces deux compétence .Et rendre le processus d'apprentissage agréable. En plus, des changements qui devaient être faits dans le manuel scolaire.

المخلص:

البحث الذي بين أيدينا يهدف الى اكتشاف العراقيل الذي يواجهونها الاساتذة لتدريس القراءة والتحدث في الطور الابتدائي خاصة الرابعة ابتدائي في ابتدائية واحدة بولاية تيارت. نتائج هذا البحث وجدت ان بعض الاساتذة وتلاميذ يجدون بعض العراقيل في تعليم وتعلم الانجليزية خاصة في القراءة والتحدث. رغم ذلك يحاولون التغلب عليهم. على الاساتذة ايجاد طرق تعليم جديدة وجعل مهنة التعليم ممتعة للتلاميذ. بالإضافة الى التغييرات الازم تغييرها في الكتاب