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***Barriers to English language instruction in Primary Schools
In Algeria: Case of Tiaret City***

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Dedications

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And the biggest greetings to my self

With heartfelt gratitude

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Abstract

In response to the global spread of English as a lingua franca, Algeria, along with many developing countries, has introduced English language instruction starting in primary school. This study investigates the key barriers hindering effective English teaching in primary schools, particularly within Tiaret city. The research employs mixed-methods, utilizing both quantitative and qualitative data collection methods. Qualitative data was gathered through classroom observations in grades 3 and 4 across three primary schools: El Fath, Naimi Fatima, and Aich Abdelkader. Additionally, questionnaires were administered to 17 teachers and 119 pupils. To gain further insight, qualitative data was also collected through interviews with 5 parents of pupils. The study identified several challenges faced by both teachers and students. These included teacher mobility, time constraints, limited training opportunities, a lack of teaching materials, overcrowded classrooms, pupil motivation and confidence levels, and the potential interference between French and English language learning. These findings can serve as a valuable foundation for future improvements in English language teaching methodologies within Algerian primary schools.

Key words: *Learners' Difficulties, Primary schools in Algeria, Teachers' Challenges, teaching and learning English*

List of Abbreviation

- ALM:** Audio- Lingual Method
- CALP:** Cognitive Academic language proficiency
- CLT:** Communicative language teaching
- CPH:** Critical Period Hypothesis
- DM:** Direct Method
- EFL:** English as a Foreign Language
- ELT:** English Language Teaching
- ESL:** English as a Second Language
- GTM:** Grammar Translation Method
- IBL:** Inquiry based learning
- ICT:** Information and Communication technology
- TEFL:** Teaching English as a foreign language
- UN:** United Nations
- VARK:** Visual, Audio, Read/ Write and Kinesthetic
- WTO:** World Trade Organization

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General introduction

General Introduction

English has become the dominant language of international discourse and the lingua franca in numerous fields such like politics, commerce, science, technology and other sectors. Today, the inclusion of English in educational frameworks is considered essential. Teaching English as a foreign language refers to teaching English to student whose first language is English (Chomsky, 1956). The process of teaching English to people whose native language is not English is known as teaching English as foreign language; it occurs in countries where the official language is not English such like Algeria.

In Algeria, English is considered a foreign language and is taught in middle and secondary schools, as well as in universities. Algeria recently made the decision to include English language instruction in the curriculum for its primary schools, starting in the third grade .This decision announced in 2022by president ABDELMADJID TEBOUNE that declared in an interview “French is spoil of war, but English is an international language (Aljazeera, 2022).

As mentioned by Ben Aouda (2023), the introduction of English in Algerian primary schools presents some difficulties and challenges. It might seem difficult for teachers to teach English in primary schools. Cain (2015) further states that Teaching young learners a new language requires certain set of abilities and methods .The difficulties associated with teaching English in primary schools can include obstacles related to language barriers, cultural differences, resource scarcity, and differing student participation levels.

Primary school teaching techniques and procedures are additionally rewarding for teachers because they provide the foundation for future academic success and development of language. In light of this, it's critical to investigate the difficulties associated with teaching English in primary schools and pinpoint practical solutions.

1. The Research Problem

The Algerian government has decided to include English as the second language in primary school, all to create an English language generations the world’s first language. Of course, it is not easy to shift from French to English; French has been a second language for hundreds of years, so education is the only effective means of such change. In the same vein, Algeria faces range of challenges and difficulties such as: Lack of ICT resources in schools, insufficient time and overcrowded classes... (Ben Amou, 2022).

2. The Objective of the Study

The overall aim of the study is :

- To understand the challenges faced by primary school teachers.
- To explore the difficulties encountered by pupils when learning English at a young age.
- To present insights for parents and identify the linguistic gaps that pupils' face.
- To shed light on the potential outcomes of the introduction of English and provide guided information for researchers to conduct studies related to the subject at hand.

3. The Research Questions

The current research aims to address the following research questions

1-What are the obstacles encountered by EFL teachers regarding the instruction of English at primary schools in TIARET?

2-What are the main barriers that pupils face when acquiring the English language at primary schools in TIARET?

3-What could be the best practices to enhance the learning of English of pupils at primary schools in TIARET?

4-How do parents indentify the most challenging aspects of English language learning for their children?

4. Research Hypotheses

So as to answer the research question, hypothesize that:

1-Novice teachers face obstacles in teaching, planning, classroom management, dealing with learner misbehavior, and obtaining sufficient materials.

2-We suppose that the barriers pupils face when learning English could be the followings: problems with pronouncing English words, understanding English Grammar, and lack of confidence.

3-The most effective method for enhancing primary school English education is likely to include technology along with utilizing available resources and tools to facilitate pupils' studies.

4- It is assumed that parents are likely to notice obstacles their children face when learning English in primary school, such as: Difficulties with pronunciation and vocabulary acquisition.

5. Significance of the Study

The significance of studying the challenges of teaching English in primary schools in Algeria lies in the potential to improve the quality of English language education and the overall educational system in the country. This research can shed light on the specific difficulties faced by teachers and by pupils in this context, which can inform the development of more effective teaching methods and curriculum design. Additionally, the study can benefit policymakers and education experts by providing insight into the requirements for successfully integrating English into primary school education in Algeria. Ultimately, the research has the potential to improve the English language skills of primary school pupils in Algeria, which is increasingly important in the globalized world.

6. The Methodology

To gain a comprehensive understanding of the obstacles and difficulties related to teaching English as a foreign language (EFL) in primary schools, three data collection tools were used in this mixed methods study. Non-participant observation that involved observing the interactions and learning dynamics at the “EL Fath and Naimi Fatima in Tiaret city and EL Aich Abd-el-Kader in Dahmouni city” without directly interfering in their activities, and two questionnaires, in which teachers and pupils from the three schools took a part. The questionnaires included both closed and open-ended questions meant to elicit opinions on the advantages of the tools and techniques used in EFL instruction today. This method produced qualitative data for in-depth investigation and quantitative data for statistical analysis. As a last method, we conducted parents’ interviews in the target school. This allowed for gathering invaluable information regarding their pupils and level of support for the EFL learning process of young children. By combining these diverse data sources, the study aims to paint a multifaceted picture of the EFL landscape in Tiaret, identifying significant obstacles and difficulties faced by teachers and learners.

7. Structure of the Dissertation

This dissertation is composed of three chapters. The first chapter establishes the theoretical foundation through a comprehensive literature review on teaching English as a foreign language in this specific context, while the second one highlights the existing challenges faced in both teaching and learning English at primary schools. The third chapter constitutes the core research. This chapter utilizes descriptive analysis to interpret the qualitative and quantitative data gathered from the fieldwork within a case study design.

focused on Tiaret city, ultimately providing valuable insights into teaching English as a foreign language practices within Algerian primary schools.

8. Limitation of the Study

Our study is limited by several factors. Firstly, the study was conducted with a limited number of teachers because each teacher was working in multiple school 2-3, this may limit the generalization of the results. Secondly, some primary school principals refused to permit researchers conduct the research in their schools. Thirdly, the topic of the dissertation is relatively new in Algeria, so it is difficult to find relevant references, and the necessary resources are either unavailable or not free. This may have limited the depth and breadth of the literature review. Furthermore, 5 parents were interviewed for this study; such a small sample size may limit universal implications of the results to the broader parent population. Additionally, one parent interviewed did not accept to be recorded. Further limitation is the age of and language level of the pupils, the English language is new for them that is why the questionnaire was translated in Arabic.

Chapter One

**Teaching English as a
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1.0 Introduction

The chapter addresses English as a foreign language in the 21st century and the changes that have taken place in it. In addition to studying the importance of English as the world's first language and as a means of communication between the various nations of the world and its impact, it also emphasizes the characteristics of a successful teacher as well as the teaching methods and strategies used by the teacher to convey knowledge to the pupils. Given the dominance of this language, Algeria has decided to introduce the English language into its system of education at all levels in general and in primary schools in particular. In addition, the chapter presents the advantages of teaching English in elementary school.

1.1 The English language in 21st century

Graham (2008) asserted that education is incomplete without mastering the English language. However, North (2023) holds the view that English is the foundation for success in the 21st century because it is the language of the future. English serves to be a uniting language in worldwide interactions more than ever in today's world. According to Crystal (2004) believes that around 105 billion people speak English as their official or second language, which makes it the world's first language.

Firstly, a study conducted by Pandarangga (2015) finds out that English has been widely used as a tool for collaboration, autonomy, and unification in the worldwide community, regardless of nationality, socioeconomic status, or race. This is one of the primary reasons why English is considered a global language in the 21st century. Likewise, the study conducted by Crystal (2004) defined English as the language of empire, business, science, technology, and the internet.

Secondly, according to Hopkins (2015), there are several varieties of English that are spoken throughout the world rather than just one English language. English has its unique characteristics, ability and tendency to encourage communication. It has long been a language use around the world. But as the globe becomes increasingly interconnected, Bahadur (2018) argues that since English is commonly used, it can be easily understood and accepted by speakers of various languages as an international, global, foreign or second language, or lingua franca.

Additionally, the importance of this universal language is advancing. English has an important place in politics worldwide, technology, diplomacy, the global economy and education, as stated by Sekhar (2012). In accordance to a related research by Graham (2008) English has become a lingua franca for global communication and has been suggested to have

a significant influence in globalization, he emphasizes a point of saying that English is a reflection of Western culture and beliefs and is not a language of neutrality.

Moreover, based on previous studies and the researchers' views, we conclude that English has many uses and advantages over other languages, and is helpful in making it a universal language for communication and commerce as well as a variety of other fields such as engineering, medicine, art, law and education.

On the other hand, Karam (2020) indicates that English is becoming more and more common in the Arab world and is now required for both learning and employments. It highlights how important it is to acquire English while keeping Arabic as a second language.

In conclusion, the need for a universal language and the globalization of society has made English, a language with a powerful place in the 21st century inevitable and necessary.

1.2. The importance of English Language

English is the language of communication that is preferred and serves as a means of communication (Firth, 1996). 1.75 billion Individuals spoke English at a practical level globally in 2013, according to the English Effect, a British Council research; by 2022, it is expected that there would be more than 2 billion English speakers worldwide. People who speak English as a second language (ESL) are included in this.

About 400 million English speakers are native speakers, with the remaining speakers being non-natives. When these are combined, the most widely spoken language is now English.

Teaching English to speakers of other languages is a significant undertaking that presents the best chance for each student to read widely and gain more information, so enabling them to become well-informed members of society. Every student may interact and exchange knowledge with people from all around the world by using the English language. Al-seghayer (2011) notes that children who learn a foreign language also often exhibit higher levels of cognitive development and divergent thinking compared to monolingual youngsters. Learning the English language opens up many options for everyone to find a good employment because, as future workers, we require proficiency in virtually every industry and with computer software.

All countries' education ministries are required to provide English as an official school topic due to the language's global prevalence and importance in our daily lives. Furthermore, speaking English might be seen as a passport to enter and establish connections with developed countries. English as a foreign language instruction will start in the third year of

primary school in Algeria, according to the Ministry of Education there, to provide students enough time to grow accustomed to and skilled in this language (Graddol,2006). China is a national leader in the teaching of English. The country's open-door policy, which dates back to the late 1970s, increased membership into the World Trade Organization (WTO), the Beijing Olympics, and other events have all had a significant influence on the rise of English in China. For example, Huang (1999) discussed local, regional, and international factors that have contributed to China's high demand for business English. Additionally, due to this need, English proficiency has increased and has been combined with business acumen.

Language as spoke, According to a recent Statist article dated March 31, 2023; there are 1.5 billion English speakers worldwide, either as first or second language learners. Additionally, English is the official language of 59 nations and 27 non-sovereign organizations as of 2022. The European Union and the United Nations both speak it as their official language. In the age of globalization in business, economics, society, tourism, and technology, the English language is essential for communication. English, being a universal language, clearly has a significant role in cross-border communication, according to Sneddon (2003). Global trade, connection building between businesses internationally, and economic ties between nations are examples of international contact.

Spoken by one in five people worldwide, English is the most frequently spoken language. Actually, it's the universal tongue. Moreover, studying it might open up a variety of job opportunities because it is the language of commerce, technology, communication, and the economy. In addition, a staggering amount of movies and television series are written in English because of Hollywood's widespread appeal in global media. Kennedy et al. (1984) state that access to a large amount of scientific and technical literature is challenging for those who do not speak English and the expansion of business and increasing occupational mobility are driving the demand for English as a common medium of communication. Understanding English is becoming more and more important as the world becomes a "global village." For several reasons, such as communication and commerce, many believed that learning English is necessary. Thus, it is believed that English is the language of trade. English has quickly risen to the top of the global language usage charts in the past several decades, serving as the official language for travel, business, and aviation. Because of this, learning English has become essential for every employee's job success and progress, and watching movies. English is also the most often used language in business. As so, you will like reading books and watching movies. English is also the most often used language in business. Also the terminology that is used in business. As the primary language used in

international conferences, business, technology, finance, tourism, and science, it is also the official language of the vast majority of international organizations.

English is the language used on most websites, making it the universal language of the internet. For journalists to become more professional, they must learn English because publishing an article in their mother tongue might restrict the audience for their work and confine it inside a specific genre.

When it comes to education, the English language is crucial. It has emerged as the world's most studied language and the principal language of teaching in the modern world. In order for students to further their education and learn more about the many sciences, it is imperative that they learn and comprehend the English language. Understanding the books and courses requires first having a solid command of the English language. It also seemed crucial at one stage to select and adhere to a scientific lingua franca because science is such a vast and collaborative field. The majority of scientific research and references are written in English, which was selected to be the language of the science bridge. The adoption of a single language as the "official" language for science facilitates faster communication amongst scientists and enables them to disseminate their latest findings to a global audience. Furthermore, mastering the English language shows how much desire there is to develop business management that will enable companies to go global. English is the basis for any integrated work today as it is a language of communication with professionals and foreign business partners. A businessperson's constant goal is to grow their company in the global market. This is a path to success that could help you find your ideal job anywhere in the world and boost your chances of experiencing the world and meeting new people.

Consequently, travelers to other countries always speak English as their first language. It is a doorway to the outer world and a link between civilizations. Additionally, cultural acuity is among the most important components of learning a new language. You can appreciate a new nation in ways that you would not otherwise be able to when you learn the language. Understanding the reasons behind customs and practices helps you develop an appreciation for diverse cultures.

1.3. Teaching English as a foreign language (TEFL)

In today's connected world, it is more essential than ever to be able to communicate effectively in English. English is the language of international trade, from fast moving commercial transactions to the expansion of the Internet. The field of teaching English is growing exponentially due to increasing demand.

To achieve this goal, it is necessary to implement the teaching English as a foreign language (TEFL), it is not just vocabulary lists and grammar exercises, it is about connecting people to a global community and opening doors to education, professional development and success.

According to Gebhard (2006), EFL can be defined as the learning of English by people having in places where English is not used as the first language of communication. A similar definition is expressed by Rhichard(2020), who elucidates that English as a foreign language (EFL) is a term used to describe the study of English by non-native speakers in countries where English is not the dominant language. And not be confused with English as a second language, also called English as an additional language, which is the practice in a predominantly English speaking country. Further definition is suggested by Tomlinson (2001), who indicates that EFL is defined as learning English when the student's native language is not English and when English is not the student's primary language.

According to Jia Liu (2019), EFL programs can improve students' language ability, but the effectiveness of the programs can vary depending on many factors such as program design, quality of instruction, and student motivation. Furthermore, the study of Jun Yu (2020), found out that the effectiveness of EFL programs can improve the speaking skills of students, but they do not replace face to face instruction. English as a foreign language (EFL) programs aim to improve students' English skills through various language skills such as listening, speaking, reading and writing. These programs often include interactive activities, engaging materials, and real-world contexts to enhance language learning. EFL learners can make a significant contribution to the English curriculum.

In Addition, according to Danazumi (2017), the utilization of technology in English as a foreign language courses can be a useful tool for teaching English, but it's crucial to use It in a way that engages and works well for the students. The use of technology such as online resources and language learning apps is also becoming increasingly popular in English classes, providing further opportunities for practice and engagement.

Moreover, according to Charabaghi (2018), this study discovered that an effective English as a foreign language program must include teacher development and training. Teachers with training in successful teaching techniques are more likely to have success in assisting their students in learning English.

To sum up, the aim of teaching English as a foreign language is to create a situation in which students can use English as a subject in school. Foreign languages are one of those circus courses where students should be encouraged to talk a lot in class and express their

thoughts, and not just what the teacher tells them. Students are expected to have skills or knowledge in a foreign language English suitable for communication.

1.4. English as a foreign language Teachers

EFL teachers or teachers of English as a foreign language are professionals whose goal is to help people learn and develop their English language proficiency in environments where English is not the native language (Richard, 2001).

1.4.1 Characteristics of a good teacher

According to Dewey(1916)found that a good teacher is not just someone who replicates acquired knowledge, not someone who just likes to do what he knows, the teacher loved imparting his knowledge and guiding his students through unknown lands, the teacher were a person who taught, not because they had to teach, but because they loved to teach.

According to Littlemore (2009), who elucidates that the characteristics of a good teacher can vary depending on the context, student needs, and individual preferences. However, these core features provide a solid foundation for effective teaching and creating a positive learning environment for all students. While there is a single definition of a good teacher, but there are many characteristics and skills that make an exceptional teacher. (Rogers, 1959)

1.4.1.1 Passion and Enthusiasm

Under the terms of Keller et al (2015) claims that teacher passion is a complex construct that can be redefined by using a comprehensive definition that incorporates expressive behaviors and personal enjoyment. Similarly, Buric& Moé (2020) declares that promoting teacher enthusiasm is crucial for effective teaching and can lead to better teacher well-being, student cognitive abilities, and classroom behavior. Further, there were consistent relationships between feigned emotions, authentic expressions and key variables as well as the ways in which teachers expressed positive emotions and concealed negative emotions(Taxer & Frenzel,2015)Passion and enthusiasm for teaching cannot be defined in just one way, but is a combination of positive emotions and energy that helps students learn effectively.

When teachers love what they do, even difficult and challenging tasks can be accomplished with relative ease. Passion in teaching is an intense desire to teach that goes beyond mere engagement with the subject (Canfield& Kirby, 2000). In a truly passionate learning environment, teachers are not afraid to take risks and try new things, even if they don't know how it will turn out (Vallerand et al., 2003). Teachers and students have the

freedom to think creatively and critically and to bring new and insightful ideas to the material (Robinson, 2006). On the other hand, teachers who focus only on the material are unlikely to begin exploring unconventional teaching methods or deviate from a rigid approach (Vallerand, 2003). In the lesson planning, the most important thing is to simply convey the material clearly and understandably so that the teacher can mark it as complete and move on to the next learning objective. Passion is likely to be crucial; in fact, it stimulates elements of curiosity and interpersonal development for teaching can be a source of inspiration and motivation for students, as well as a more satisfying and enjoyable daily life (Johnson, 2009). Students see and feel the teacher's passion and are usually inspired by that passion. By learning in a critical, supportive, and active atmosphere, not only are students' problems and questions resolved, but teachers are also better able to monitor and maintain success in their classrooms (Ptrick et al., 2000). Passion in teaching should lead to learning, not just the presentation of material. A true passion for teaching is demonstrated in the ongoing and successful development of students and in helping they become competent in their subject area. At its core, effective and meaningful teaching is about creating, sharing, and making the most of your passions (Tomlinson, 2001). Passion in teaching helps bring the program to life. When a teacher teaches with passion, students are inspired, enthusiastic and more in students. Passion turns a boring learning task into fun and makes students want to learn (Dweck, 2000).

According to an article published "Online Etymology Dictionary" the word enthusiasm comes from the Greek word *ethos*, which means "to have a god within." The definition of enthusiasm in teaching is creating a positive learning environment for students. Passion and commitment are important. However, enthusiasm when teaching is much more important. Creating an effective classroom learning environment is a powerful resource for teachers. Therefore, Enthusiastic teachers are particularly good at building positive relationships with their students (Csizentmihalyi, 1990). They are characterized by their ability to involve students in the learning process. According to Clancy et al (2009) has shown that students who live in very positive and friendly environments tend to be more intelligent, even if they live in a poor area. In contrast, students from negative, unfavorable districts often perform worse on exams (Rutter et al., 1979). This is one of the many reasons why enthusiasm is so important in teaching. It allows students to demonstrate different levels of learning in a fun and effective way.

1.4.1.2 Patience and Empathy

Patience and empathy are two strong words that describe the qualities of a good teacher. Each student was supervised by different teachers and their typology could be precisely determined based on the models used in class. They believe that neither teaching nor learning is possible without patience (Rogers, 1959), and that we can only find the path to understanding through empathy (Golman, 1995). They believe that empathy and patience go hand in hand. To teach, the teacher need to see the student exactly where they are. The teacher can't always be in a hurry; also have to meet them exactly where they are. Practicing also requires patience. They must understand that new knowledge can take many years to be fully consolidated (Kohn, 1993). Empathy is easier in an emotional environment, where patience drives both physical and spatial change. Each mind works at its own pace and in its own way. Report new thoughts, new ideas and new findings in a timely manner; it is a neurological process. Patience supports this process, the beautiful moment when real, negotiated, deep learning can occur. Well, this feeling of waiting and patience is the same when you feel like you understand something new, something important. The world around you comes to life and is a miracle of teaching and learning, the epitome of patience (Nottingham, 2009).

Patience and empathy are the most important qualities of a teacher. A patient teacher can take the time to understand students' needs while creating a supportive learning environment. This means giving each student enough time to explain what they think the problem is. A patient teacher is also more willing to support students. This increases students' self-confidence and increases their chances of success (Wong, 1991). When students feel comfortable in the presence of a patient teacher, they are better able to focus on the task at hand (Rogers, 1951). This assumption seems simple and obvious, but in practice it is often not easy (Shulman, 1986). For example, when students don't understand a concept, many teachers easily lose patience due to repetitive questions and answers. This almost always affects the teacher's actual ability to manage and teach the classroom. But what can test a teacher's patience more than anything else is the behavior of the students. Alameddine (2000) points out that student misbehavior, which includes classroom talk and bullying, is a problem in all schools and that the most common explanation given by teachers is a lack of patience. It's not just students who can mess up the order. Changes to the curriculum and increased responsibilities for teachers can also place strain on their professional lives and affect their patience. Gehlbach (2013) notes that students can quickly recognize that a teacher lacks empathy, which in turn can lead to the teacher's inability to positively influence students. In

such circumstances, students no longer feel like they can explore new topics without fear of making mistakes, making the learning environment less effective. Several studies have highlighted the power of teacher empathy in increasing student engagement and learning. For example, when teachers work to understand students' thoughts and feelings, students feel a stronger connection to the teacher. This leads to a more positive approach to learning and better academic performance (Baker, 2017). The actual development of these skills should therefore not be underestimated. A teacher's empathy doesn't just benefit the individual student.

1.4.1.3 Effective communication

Effective communication is one of the most important qualities of a good educator. Teachers should be able to transmit knowledge and be able to explain concepts clearly in a way that students can understand. Using clear verbal and non-verbal communication and giving clear instruction can have a big impact on students understanding (Yalow&Bloom,1985).

1.4.1.4. Adaptability and Flexibility

Adaptability means finding new ways to use resources in the classroom. This requires an open approach to change (Lewin, 1947). Every year, new students, new programs and new technologies change the learning landscape (Piaget, 1970). A truly effective teacher will see these changes as opportunities to learn and grow (Schon, 1983). Adaptability is such an essential skill that allows you to be a “great teacher”. Technology is developing ever faster. The “old” technology that was in the classroom 6 months ago is now obsolete and new technologies are being used. Students love it when teachers try to use new technology, even if they are afraid of it. If the new technology doesn't work, students can learn to solve problems in a new situation (Zhao, 2018). When teachers practice adaptability, it is another way to set an example for students. It is important for students to see how a growth mindset is put into practice (Hattie, 2009). Even if a teacher fails at something they are trying to test, it becomes a learning opportunity to show that it is okay to make mistakes in the safe environment of the classroom (Dweck, 2006). Students can observe that the teacher is flexible and responds positively to change. Flexibility may also be a necessary condition for maintaining interest in classroom activities. Many factors can lead to disinterest, from saving a plan after a difficult day to students becoming bored with certain approaches to the course material (Bruner, 1960). Whatever your reason for being distracted in class, a little adaptability can change that. To stay committed, it's important to be able to adjust your plan throughout the day, week, or year

(Willingham, 2009). Students want to be involved, just as most professions require managers to be involved. Small changes can really give students a sense of empowerment. This can also lead to other areas where the idea can be shaped and shaped in a way that not only meets the student's desires, but also suggests more effective ways to achieve a common goal (Gardner, 1983). It's nice for children to see that sometimes things don't go as planned. It may also affect teachers' attitudes toward integrating decision-making and choice into the classroom. There are fewer cases of difficult or disruptive behavior where children can decide for themselves what tasks are given to them during the session (Bandura, 1977).

Flexibility is another important key element in connecting the idea of the school environment with the world outside the education system. When students see that a teacher can take a stand on a particular issue, but know that he or she can be flexible, there is great respect for the teacher and a desire to understand that people have different approaches. The ability to adapt and accept students' opinions and approaches also opens them up to change and new ideas. In conclusion, the concept of adaptability not only enables better teaching but also provides a useful learning experience for students and teachers. This is inevitable in the job market and can be a very effective tool for teaching soft skills to today's children (Schon, 1983).

1.4.1.5 Sense of humor

As defined by Cain (2008), having a sense of humor in the classroom is the capacity to intentionally utilize humor in order to enhance teaching and foster an atmosphere of encouragement in the classroom. Further study of Webb (2005) found that having the capacity to carefully apply humor to improve student engagement and success.

Sense of humor can be challenging to define because what one person finds funny, another may not. However, a large body of research has identified three crucial components of humor. The three components of Ruch's theory of humor include cognitive, affective, and social elements. The cognitive part refers to understanding a person's jokes or funny anecdotes. When a person can identify with a funny story, it lifts their mood and helps lessen the negative effects of a bad day. The emotional aspects of humor come into play when emotions are aroused. The feeling doesn't have to be laughter; it can also include a smile, a grin, or a happy facial expression (Ruch 1973).

Finally, the social aspect of humor refers to how humor can create connections between people. This is especially true in the classroom, when teachers can build rapport with students through effective humor. This is reflected in Dr. Katherine R. Battee's study, *Using Humor in*

the college classroom, where she found that a well placed, light-hearted joke or humors story can change students' perceptions of their teachers (Weinberger, 1995).

1.4.1.6 Creativity

Creative teaching strategies are employed by skilled educators (White, 2009; Duarte, 2013; samples&Copeland, 2013). A good teacher can use a variety of teaching methods to maintain student engagement and interest. He is also able to think outside the box and find new and innovative ways to teach curriculum. (Highet, 1950).

1.4.1.7 Lifelong learning

As stated by Miller (1990), the best teachers are always looking for new ways to improve their teaching and stay up to date on the latest educational trends. Additionally, they are receptive to criticism and eager to learn from their errors.

1.4.1.8 Good subject knowledge

The qualities of a competent teacher are knowledge and experience (Shulman, 1987), a good teacher has in-depth knowledge of the subject he his teaching. This allows them to confidently answer students' questions and provide clear explanations.

1.4.1.9. Effective Classroom management

Creating a positive and productive learning environment is essential. A good teacher can set clear expectations, manage behaviors effectively, and create a culture of respect in the classroom (H, Wong& R, Wong, 2009)

1.4.1.10. Effective lesson planning

After the teacher plan his lessons, he can more easily communicate different learning expectations to his students and monitor their progress. In fact, teachers who want to impact students' academic and social success should recognize that planning high-quality instruction is critical.

First, teachers are able to connect the day's lessons to the previous lessons, creating a sense of continuity in the learning process. Furthermore, a well-planned curriculum should include all three areas of learning psychomotor, cognitive, and affective learning. This was proposed by smith and Ragan (2005). Mastering the kind of thinking is one of the best evidences of critical thinking. Additionally, teachers are able to respond to students' interests and background knowledge that is to connect learning to students. This is based on the fact that one of the goals of effective is to create conditions under which students develop

independence in learning. Additionally, lesson planning requires the teacher to regularly check for understanding. This is what Joyce and Weil (1986) stated that the teacher may evaluate whether or not pupils understand and admire the concepts presented in previous class via planning lessons. Students whose comprehend their subject content and the order of each past session arrive at classroom adequately prepared and ready to learn more.

In addition, lesson planning also helps the teacher to create a solid plan that allows the teacher and students to cover the entire curriculum or activity. When a teacher is able to set high expectations for their students, it leads to self- fulfilling prophecies. Mawer (1996) and Stanly (2009) said that teachers who help students believe in themselves and guide them in their learning have a great impact and students are generally highly motivated. Student motivation would lead to an increase in self-esteem and academic success. Classes would become more interesting and more importantly, students would want to participate and learn.

In fact, quality lesson planning has been proven to be one of the best indicators of successful learning. Lesson plans not only help classes run smoothly, but also support student learning and development. Smith and Ragan (2005) described some of this potential values as establishing the importance of teaching, providing a clear class structure, ensuring that all curriculum requirements met and giving the teacher the confidence to teach “ to the fly”, adapt lessons to the needs and interest of students.

1.4.1.11. Assessment and feedback

According to Shulman (1986) that teachers ‘comprehension of the ideas being taught and the abilities required communicate and assessing students. Good teachers are able to assess their students’ understanding and provide timely, constructive feedback. This feedback is intended to help students identify their strength and weaknesses and further develop their skills.

1.4.1.12. Collaboration and teamwork

Collaboration and team work among teachers are increasingly seen as important features of a good teacher. As a result, many schools reform models encourage leaders to create a culture of shared leadership and collaboration. A collaborative atmosphere in schools will encourage teachers to share the tremendous privilege of defining and working toward a common vision rather than teachers working in isolation and simply closing the doors of their classrooms to each other (Johnson, 2004).

Therefore, new and experienced teachers often work in a team, and the entire team is accountable for the discipline and results of their team work. A common view of collaboration

is to work with others while still maintaining a high degree of independence and a high degree of professional autonomy. This can be as simple as exchanging ideas with a colleague, but it can also be teaching as a team in a classroom or leading a group of students on a shared project (Little, 2003).

There are many ways teachers can collaborate to enrich their practice. However, these options require teachers to fully understand how to work together. This is important because collaboration does not always come naturally and forces teachers to work in ways that may be unfamiliar to them. (Hammond, 2001)

There are many barriers to effective collaboration, such as a lack of understanding from colleagues or a lack of time to collaborate with others (Hord, 1997). However, when teachers learn to overcome these barriers, the end results of effective, meaningful collaboration can only be beneficial (Marzano, 2003). It is therefore important that schools promote a culture of teamwork and provide colleagues with the time and resources to work together. Effective, meaningful and sustainable collaboration means more than just assigning roles within a team or agreeing on a set of responsibilities in a meeting (Richard dufour&Rebecca dufour, 2004). Successful collaboration is based on team work and continuous improvement of opportunities for students. These ties in with the idea of a shared vision, as a successful teamwork together toward a common goal. It is therefore important that both adults and pupils with schools have time to develop their collaboration skills. Yet describing a school as collaborative and promoting teamwork is often see as short hand for praising the institution's climate and leadership, rather than telling or directing people what to do.

1.4.2. The role of the English teacher

The role of teacher is the most important. The teacher is the one with the skills, resources and knowledge needed to instruct students in the classroom. In teaching English, the instructor assumes a variety of functions. By taking on different responsibilities, he becomes an ideal guide in shaping their future and developing a child's interest in a language or subject. Teachers play a variety of roles in carrying out different activities on the curriculum, but they are essential to its successful implementation.

According to Archana&Rani (2017), when transferring knowledge, teachers must assume a number of roles, such as manager, facilitator, assessor, and evaluator. If an instructor fulfills these roles, they can be considered an ideal teacher.

In addition to this, teachers also need to take individual learning into account. This is particularly true when every student is distinct and processes material differently, both in

terms of pace and ease of comprehension, instructors need to step up and get students involved in active (Tomlinson, 2001).

A true teacher is one who can instantly put himself at the students level, transfer the students 'soul, and use his intellect to see and comprehend. A competent educator is one who can take in unexpected information and apply it to the benefit of the pupils (Harmer, 2007).

Kaur (2019) states that a teacher needs to be able to keep the class under control inspire all students to participate in the activities, find relevant learning resources, and assess student's progress in learning. Organize the classroom, and serve as a mentor to each student.

In essence, teachers are indispensable in the process of creating our reality. The future of our communities and society is in their capable hands, so let's honor their commitment, celebrate their influence, and work to give them the resources and support they deserve

1.5. Teaching Methods

Teaching methods are the techniques that teachers utilize to prepare, execute and evaluate educational techniques and tasks in order to achieve specified goals (Al-Rawi, 2013). As is claimed by Aksungul (2023) teaching methods are the means through which teachers apply tactics and strategies as a part of their approach in order to achieve a particular goal.

1.5.1. Grammar Translation Method

GTM is a method of teaching foreign language that is based on the classical method of teaching ancient Greek and Latin. It focuses on grammatical analysis and translation of the target language. In this method, students translate phrases between their native language and the target language to learn and apply grammatical rules (Palmer, 1922).

This method aims to improve students 'overall intellectual growth as well as their reading comprehension in the target language. It was commonly employed in schools from the 17th to the 19th centuries and came from the practice of teaching Latin. However, its concentration on reading and writing through translation, combined with its disregard for speaking and listening abilities. Despite its drawbacks, the Grammar Translation Method (GTM) is still used in some contexts and it forms the groundwork for language translator. (Piantaggini, 2020)

1.5.2. The Direct Method

The direct method is a teaching method that emphasizes teaching a language through immersion and direct communication. It was developed in response to GTM, which focuses on rules, translation and memorization (Aroian, 1976).

With the direct method, all teaching takes place in the target language. Translations are strictly prohibited in class and language takes precedence over grammar. As a result, (DM) has become increasingly popular in recent years as a very student-centered approach. The aim of the direct method is for students to acquire the target language in a natural and educational way. According to Lado (1964), the coordinate approach believes that learners' direct interaction with a foreign language totally stamps it in their minds and that acquiring a foreign language is comparable to acquiring the native language. It is also called the "Natural approach".

Furthermore, Errors are corrected as they occur in class and the teacher encourages appropriate language use. This approach is widely used in online teaching. To promote an immersive learning environment, many virtual ESL companies require that teachers speak only English in the classroom. (Krashen, 1982)

1.5.3. Communicative teaching language

Communicative language teaching (CLT) is probably the most popular approach among the methods of teaching ESL nowadays. According to Richard (1981), CLT is an approach that focuses on helping students become more communicatively competent by using language in meaningful and authentic ways. It places a strong emphasis on students' capacity for communication in authentic settings. Students have the ability to ask for what they want, accept offers, explain things, and communicate their preferences and feelings as a result.

The significance of communication competence which includes both linguistic knowledge and the ability to use language correctly in various social contexts. It was underscored by Hymes(1967). His research had a significant impact on CLT's development and emphasis on real-world communication.

Furthermore, as CLT emphasizes problems-solving and real-world, assignments to teach language, it's less concerned with grammar accuracy and instead focuses on fluency.

1.5.4. The audio-lingual method

The Audio-Lingual Method (ALM) emerged as an effort to address the shortcomings of the Natural Approach. The development took place in the United States during World War II. For military objectives, people at the time needed to pick up foreign languages quickly. It reduces the possibility of making a mistake and raises the likelihood of providing the right response, which reinforces positive behaviors. It is closely related to behaviorism. Through practice, repetition, conversations, and habit-building, the components of the target language are taught. Thornbury (1999) states that this approach views language as a behavior that can

be learned through the development of good habits. Additionally, by developing new habits in their home tongue, children will become proficient communicators. (Freeman, 2000) points out that the two main tenets of this approach are memorization and imitation. Furthermore, learning and teaching the meaning of words and phrases in a second language should take place in a linguistic and cultural context. So teaching a language necessitates comprehending the cultural system of its speakers. (Rivers, 1964)

1.5.5. Suggestopedia

The Suggestopedia is also known as Desuggestopedia it's a approach flourished by Lozanov (1978) Suggestopedia is a teaching approach that aims to enhance learning by creating a calm, peaceful environment that encourages learners' abilities to think. In order to improve learning and promote the retention of knowledge, it includes the use of music, decorations, and powerful teacher conduct. The basis of Suggestopedia is suggestology, a branch of research centered on unconscious and illogical factors that impact how humans learn. Lozanov (1970) developed the technique, which is well-known for being able to speed up learning.

1.6. Teaching Strategies

A teaching strategy is a planned approach by a teacher or trainer to facilitate student learning. It is like a roadmap that sets out an educational path and describes the methods and techniques used to provide information, engage students, and achieve specific learning goals (Shuell, 1986). The following description highlights some of the essential teaching strategies.

1.6.1. Visualization

According to Kim et al. (2010) a visualization techniques is a cognitive process which includes making new pictures that might or might not actually exist, or it simply includes conceptual images of knowledge that was previously kept in mind. Further study of Pears et al. (2012) found that the visualization approach is a tool a tool for instruction which utilizes pictures, graphs, and various other illustrations in order to help students better comprehend what is being discussed. Likewise, the study of Osborne et al. (2014) investigated the process of transferring abstract ideas to concrete mental pictures, or visualization tactics, aids in learning, comprehending and remembering. In contrast, Macomber' study (2001) endeavors that students' comprehension abilities are able to be enhanced through the implementation of the visualization method which allowing them to construct relationships between newly acquired and previously acquired information

1.6.2. Technology in classroom

Based on Robbins et al. (2008) technology in the classroom is an effective instrument that might be utilized in helping students develop 21st century competencies such imagination, analytical thinking and problem solving. Similarly, Osborne et al. (2014) claimed that a single resource that is able to be applied in the classroom to promote communication and cooperation between students and teachers in technology.

1.6.3. Behavior management

Behavior management as stated by Walker & Shea (1998) is the method of managing behavior among students in order to establish an atmosphere which encourages efficient instruction. Strong evidence of the usage of behavioral management techniques for young people and adolescents is obvious however the positive effects of educational settings can sometimes not to be regular

1.6.4. Cooperative learning

Cooperative learning as outlined by Johnson,D&Johnson,R (1999) involves the creation of small teams in the classroom that help students collaborate in order to enhance both their own development and other people's learning. Salvin (1995) emphasizes cooperative learning as an educational approach that involves when small groups of students participate in order to accomplish a learning task. The above definition highlights the ordered component of cooperative learning, every group numbers 'achievement has a connection with their groups' performance as a whole.

1.6.5. Inquiry based instruction

In accordance with Harlem (2013) enquiry in the context of education refers to a way of asking questions for the purpose to acquire knowledge or answers, the essential element of Inquiry based learning (IBL) students actively seeking information.

1.6.6. Differentiation

Differentiation has been characterized through Tomlinson et al. (2003) as an educational approach that requires instructors dynamically modify lesson plans, resources, approaches to instruction, activities for learning, and assignments to accommodate the different needs of each student and small group learners. The adaptive adjustment of distinct elements of teaching to meet pupils of various backgrounds is highlighted in this overview

1.7. Introducing English in the Algerian Educational system

Over the last fifty years, the Algerian education system has faced major challenges (Jabi, 2018). Since the country's independence in 1962, the Algerian government has tried to reform its education system (Bouaza, 2004). Therefore, it is necessary to introduce the concept of innovation and reform, including the introduction of a new language such as English into the Algerian education system, as the world continues to develop and the demand for highly qualified graduates who can communicate in English and its use increasing is becoming increasingly larger across industries and is considered essential in both the economy and the workplace.

The introduction of English in Algeria is a hotly challenged subject, among some educators arguing that English is "a foreign language" While others believe that English must be educated at a previous age and be "a second language" (Bouziane, 2017). The implication of introducing English toward the Algerian education system are also explored, including benefits for students, social and economic impacts and comparisons with experiences in other countries (Boujelad, 2015). Strategies for the successful implementation of English in Algerian schools are considered, including educator training and professional development, integrating technology into teaching, and collaboration with English-speaking countries.

As a foreign language learner, it is important that unless you have a deep understanding of the community culture, you cannot understand the language properly Alwasila & Tura (2008). English culture and histories becomes more than popular, thus makes English more attractive, for example, in Algeria; French is widely spoken in homes and in many public places. In addition, French is an important educational and diplomatic language in Algeria. Due to the influence of the French colonial government, it was replaced by Arabic in 1817 (Bouakka, 2015). The ancient influence is clearly visible in today's Algerian society. For example, the government and its officials, with the support of the ministry, maintain tight control over the French language and prevent and suppress research in Islamic studies. Thanks to French rule during the colonial period, Algerian young people have a good command of French; moreover, French is both a compulsory subject and the language of instruction in schools (Bencheneb, 2016). In Addition, personal opportunities and employment opportunities are greatly affected by the level of French language skills. Young people who can read and write French have many opportunities in local and international life, while those who cannot read and write French do not .Bouokka (2015) believed that the

development of an independent Algerian national language included freedom from French influence and alignment with Arab roots and identity.

The teaching of English was first introduced into adult education in 1949 (Ben Hemida,2018), ten years after the end of the Second World War and two years after the United Nations Declaration of Human Rights. In Algerian schools, English was added as a foreign language. This was seen considered as an important step towards Algerian nationalism and resistance to Francophile.

Today, English has great significance in modern Algeria. The introduction of English is expected to have a significant impact on all aspects of Algerian life, including employment, society and education. First it should be noted that Algerian is a multilingual country. The national languages are Arabic and Berber. However, English has its place among several foreign languages that students can learn in Algerian secondary education. French is the most important second language in Algerian education. Audisio and Djamani (2013) clarified that the introduction of English in schools began in the early 1990s. The choice of English at the expense of other languages stems from the growing refusal of Arab and Berber students to continue studying abroad. However, learning English provides Algerians with numerous opportunities to travel and meet people from other cultures. English remains an important from of secondary and further education in Algeria. This is evident from the fact that many universities offer a variety of English courses. Some job openings require employees who are fluent in English.

Since Algeria is a country that engages in scientific and economic cooperation with a large number of English- speaking countries, English is closely associated with the development and production of new knowledge and research new technologies are developed and disseminated primarily in English. It is predicate that knowledge of English in Algeria can facilitate the transfer of these technologies to the host society.

1.8. The beginning of English in Elementary schools

A country's education system is the cornerstone of shaping the intellectual and career development of its youth. In this context, the language offered in the course is very essential not only to improve communication skills but also to increase general awareness and access to opportunities. For decades, the Algerian primary school system has focused primarily in improving fluency in French, a legacy of the country's colonial past. (Bouokka, 2015)

However, recent policy shifts ushered in a new era with the introduction of English instruction for students entering the third grade of primary school (President of the Republic

of Algeria, 2022). This decision by President Abdelmadjid Teboune (June, 2022) announced major changes in the country's education system and mandated the introduction of English classes in primary schools from September of the same year. This transformative decision marks a new chapter in the country's linguistic landscape. While French has been dominant for decades, the addition of English reflects the desire of young Algerians to acquire a wide range of communication skills in an increasingly globalized world.

The reason for this policy change is that various advocates believe the fluency in English opens doors to academic and career opportunities. English is the lingua franca of technology, science, and international business (Smith & Davis, 2019). Teaching these skills to students from an early age sets the stage for future success in these critical areas. Additionally, some see English as a way to offset the historical impact of French colonialism. By introducing another global language, Algeria aims to diversify its educational services and give young people greater autonomy to navigate the international arena (Mebarki, 2022).

However, implementation of this new policy faces challenges. The education system must meet the demand for qualified English teachers. Algerian educators have traditionally focused on French and require significant investments in training and recruitment to ensure effective English teaching (Boukella & Cheniti, 2023). There are also concerns about the impact this could have on Algeria's national language, Arabic. Ensuring a solid foundation in Arabic when introducing a new language requires carefully designed curricula and teaching methods (Bellabès, 2022).

Despite the challenges, introducing English into Algerian primary schools represents a potentially transformative opportunity. By promoting early language acquisition and exposure to diverse cultures, this policy change can provide Algerian youth with the skills and knowledge they need to succeed in the 21st century world. The success depends on overcoming logistical barriers, ensuring a solid foundation in Arabic, and creating a supportive learning environment for teachers and students. As a new chapter unfolds, Algeria's commitment to providing a comprehensive education for its youth will be closely watched.

1.9. Benefits of Teaching English in Primary School

This was addressed by several pieces of studies on the topic of English teaching in primary schools. Everyone agrees that there are more benefits than disadvantages to teaching English in primary schools. Advantages consist of acknowledgment, language skills; trust in

itself, and time. Discover out more about the advantages that researchers have located (Cahyati & Madya, 2019).

Read (2003) discovered that teaching English in elementary schools improved pupils' awareness of their mother tongue as a matter of knowledge. In the case of Algeria, to learn English, pupils must have a solid grounding in fundamental Arabic communication. The conclusion is that learning Arabic is crucial before 62 pupils take English as a foreign language (Cummins, 2008). However, teaching English in primary schools ensures that pupils are able to express themselves in the language. An opportunity to enhance interpersonal skills and worldwide awareness. Developing proficiency in English requires offering pupils more chances to comprehend that different cultures exist across various countries. This promotes in our children a positive perspective, acceptance, and respect. Additionally, it's considered that using English as a global language could assist people comprehend and connect with individuals from various cultures.

Pupils' fluency and pronunciation improve when they acquire English in elementary school (Read, 2003). This is a result of younger pupils dedicating more time toward their foreign language education. If they put a lot of work into pronouncing English words, they will acquire proficiency.

One of the most significant variables in encouraging pupils to learn is confidence. Gaining confidence can be achieved by learning English from a young age (Moon, 2005). If they are adequate in English, they will stay greater assurance in their instruction. For instance, responding to the instructor's inquiry.

Conclusion

This chapter provided a comprehensive explanation of the English language in the 21st century, highlighting its global prominence during this period. In addition, it highlighted the importance of English and the role that it plays everywhere, as well as the importance of teaching English as a foreign language TEFL has expanded to the most countries in the world, making it a foreign language, so the Algerian government decided to introduce English in primary schools as a foreign language. Furthermore, the chapter discussed the characteristics of a good teacher as well as methods and strategies.

Chapter Two

The Drawbacks of teaching and learning English in primary schools

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2.0 Introduction

This chapter, deals with learning English at the elementary level, mentioning learning styles and different strategies that facilitate the teaching and learning process, in addition to expressing the advantages of the English language in terms of its ease of learning as a living language that has spread widely in the world. This language has faced a number of challenges and difficulties that constitute a constraint in teaching and learning, and we highlighted some of these challenges faced by both the teacher and the learner and referred to parental attitudes towards the inclusion of English as a second language at the primary level and the extent of its impact on the learner. In addition, clarify the picture of the English language in the future.

2.1 Learning English at an early age

In today's globalized world, it has grown crucial for every individual to learn multilingualism as well as successful communication abilities in order to succeed in any kind of community. For this reason, individuals have an interest in acquiring a foreign language.

Learning a foreign language at an early age is better. The ideal age for young people to start learning a foreign language occurs between the ages of six and eight years old, because these is the period when kids are able to utilize the same methods that they employed when acquiring their native tongue to learn different language (Chuang,2001). Besides, according to the Critical period Hypothesis (CPH) there is a biologic time table for adopting foreign language that can be implemented more efficiency (Lenneberg,1967).

Consequently, Adopting English after the ideal period makes learning the language more difficult; for this reason the optimum period falls between the ages of 2 and 14 (Singleton,2003). This indicates that anyone beyond the age of 14 or adults is going to encounter more issues when learning English. On the other hand, the majority of schools begin teaching a foreign language to pupils from the age of 8-9 (Broughton, 2003). They hold the view that during these ages pupils are going to succeed in studying a foreign language since it is the greatest period to absorb knowledge given by the teacher.

Furthermore, preschool children have minds that become more active, flexible, and connected than adults (Arthur, 2010). This means that kids prefer to move and play, are imaginative and innovative and have excellent interpersonal abilities. Thus, the process of learning English in the classroom is going to be more effective if teacher of English decide to take into consideration their learners 'needs and can recognize their background factors involving their environment, culture and interest.

2.1.1 The advantages of learning English at an early age

Learning English as a foreign language has some benefits for bilingual kids. One notable benefit of bilingualism is that it teaches kids to concentrate on the important details in a situation, especially when it comes to unclear or contradictory information. Children with higher cognitive capacities may have an easier time acquiring the skills required for effective communication. Knowing two terms that refer to the same idea, such as "nice and great," for instance, may aid in children's comprehension of the idea that an object or event can be portrayed in multiple ways, which may aid in children's comprehension of the viewpoints of others.

Studies have demonstrated that the brain processes language differently at the ages of 10 and 12, since up until that point it is continuously forming neural connections. In the frontal lobe of the brain, language is processed by children. On the other hand, the brain must "scramble" to find storage space elsewhere if we pick up a language as adults or teenagers. In other words, learning a language as a child involves far less effort because the brain takes language more easily. (National Literacy Trust, *Developing Language for Life*, 2007).

Being exposed to different cultures is the first benefit of learning a second language as a youngster, which has been demonstrated to improve cultural understanding. According to Yamamoto (2001), bilingualism is beneficial for fostering cross-cultural understanding in his book "Language Usage in Interlingua Families." Therefore, the youngster is exposed to a variety of thought processes through speaking with people from various nations and cultures. Feng (2007) provides evidence for this, stating that "improving students' communicative competence through bilingual education could be the most effective approach." The main objectives of bilingual education are to teach kids how to utilize language and to give them the opportunity to learn about different cultural and thought systems. Additionally, a lot of research has been done to find out how multilingual upbringing affects thinking abilities, and the intriguing finding is that bilingual kids think more creatively (Bialostok,2001).

Rehman (2010) says in "Make Your Child Multilingual" that bilingual children possess the ability to establish connections with diverse individuals, thereby constructing bridges to new relationships. These children are capable of conversing with people from different backgrounds, fostering various types of relationships, and serving as intermediaries between two individuals who are unable to communicate directly. By effectively translating and assisting others, bilingual children play a crucial role in bridging communication gaps. Consequently, speaking the language of those around them becomes the key to establishing

meaningful connections. Moreover, bilingual children not only serve as linguistic and cultural bridges, but they also develop a heightened awareness of their unique talent. This consciousness permeates their self-image and contributes to their self-identity, shaping how they perceive themselves and define their individuality.

2.2 Learning Styles

Learning styles vary from student to student. It describes how they approach learning. Individuals have their own preferred methods for absorbing; processing, understanding, and combining information (Fleming, 1984). Learning styles describe how a student perceives, processes, and understands new information, usually through sight, touch, and hearing, while attempting to consolidate certain ideas. Therefore, different learning styles lead to different learning outcomes. (Coffield et Al, 2004)

James and Garder (1995) shed light on learning conditions by defining learning style as the complex manner and conditions under which students most effectively and efficiently perceive, process, store and remember what they want to learn. According to Hartley (1998), learning styles are the particular approaches people undertake when engaging in different activities of learning. Sarasin (1998) states that learning styles are an individual's preferences or predispositions to perceive and process information in a particular way or in a combination of way .Omrod (2008) argues that certain cognitive styles and tendencies appear to influence how and what students learn. Some students appear to learn better when information is presented in words (verbal learners), while others appear to learn better when information is presented in pictures (visual learners).

The concept of learning styles emerged in the 1970s when researchers and industry assumed that everyone learns in different ways. Numerous discussions were initiated to highlight the importance of learning styles and preferences (David, 1984). Several theories have emerged that divide people into visual, auditory and tactile categories. Theories represent the different cognitive approaches that people take when learning. There are different methods for learning, expressing, remembering and understanding new information (Pashler, 2009). In 1992, Fleming and Mills developed a new learning model called the VARK learning style theory. The visual, auditory, read and write , and kinesthetic (VARK) model is used to understand how students learn. For example, a visual learner may feel discouraged, confused, and frustrated when listening to a purely verbal lecture. Learning styles include visual, auditory-tactile and kinesthetic learning styles.

2.2.1 Visual learners

Research has shown that visual learners tend to remember facts and details when material is presented graphically, such as errors, tables, charts, or symbols. Just as designers emphasize specific design elements using a visual hierarchy, visual learners thrive when they see clear images, graphics, and illustrations that make it easier to understand, organize, and communicate their ideas, and flashcards are the tool for more effective learning (Richard, 2001). Visual learners understand new concepts using visual aids. Diagrams, flowcharts, images and symbols can therefore be helpful in developing new skills. Visual learners will have difficulty staying focused during a long lesson in which visual elements are omitted (Cassidy & Schacter, 2002).

For visual learners, working with pictures is often much easier than working with words because it is much easier to visualize what you remember by thinking about it, but it is also much harder to remember the word (Douglas, 1982). As another way to support visual learners, you might consider changing the layout to better describe the relationship you are describing, for example by writing the words in a circular arrangement if this better reflects the relationship you are describing. Color-coded notes can also be helpful in creating more stimulating visual environment. Visual learning occurs through: diagrams, flowcharts, pictures, rewriting words using symbols and initials, and use colors and highlight important concepts (Rose & Kluemper, 2007).

2.2.2 Auditory Learners

Listening, speaking, memorizing and discussing are the preferred learning methods for auditory learners (Fleming, 1943). For auditory learners, audio books are more helpful than printed books. Listening is a learning method for audio students. Therefore, participation in lectures, exercises and group discussions is crucial for these students (Galbally, 2009). As identified by the visual, auditory, reading and kinesthetic (VARK) model (Fleming & Mills, 1992), auditory learners show a preference for processing information through listening. Research suggests several strategies for optimizing learning in this group. Reading text aloud allows auditory learners to interact with the material through auditory and kinesthetic channels, thereby improving understanding of the sounds and rhythms of language. Furthermore, collaborative discussions, such as those advocated by Fleming & Mills, (1992), allow learners to hear information from different perspectives and consolidate knowledge through active participation, thus promoting deeper understanding. Additionally, they also

suggest that leaving enough space for elaboration in notes can make it easier to revisit the material later and incorporate details from group discussions

2.2.3 Kinesthetic learners

Kinesthetic learners, also known as tactile learners, learn through physical movement and hands-on experience. Unlike their auditory or visual counterparts, simply listening to a lecture or reading a textbook may not be enough for them to fully grasp a concept (Dunn, R. & Dunn, K. 2011). According to the VARK model developed by Fleming and Mills (1992), kinesthetic Learners are characterized by their ability to integrate all senses into the learning process, which can include a variety of strategies supported by (Doyle, 1983) research that demonstrates the effectiveness of simulations and manipulations in improving learning outcomes for learners. Provides kinesthetic learners with opportunities to explore concepts through movement and experimentation, solidify understanding, and build stronger memories of the information learned.

Additionally, kinesthetic learners can improve their note-taking strategies to better suit their learning style. Research by Pascarella and Terenzini (2005) suggests that including additional examples and case studies in their notes may be particularly useful, by actively engaging with the material and creating their own examples, kinesthetic learners can personalize the learning experience and solidify their understanding of concepts. This can include creating physical models, role-playing scenarios, or even drawing diagrams to represent learned information.

2.2.4 Learning by reading and writing

As stated by Mabilin (2012), reading is one of the five macro language abilities that are usually employed in learning the process, especially when identifying and evaluating ideas required in academics. Reading provides purpose and awareness for the information written by the author. This responsibility involves going over the author's written work and giving it significance in their thoughts. Reading these texts may help pupils obtain new knowledge. According to Perkins (2015), reading is essential for children because it allows them to interact with a changing world full of new knowledge. In other words, reading increases pupils' knowledge and helps them learn about present times. Reading may help you get current knowledge, whether it's in books, periodicals, online blogs, or other new forms of exchanging information. Reading may be an excellent approach for pupils who like computer games to learn about current events. Using a computer isn't simply for fun; it may also help

kids improve their reading abilities. Reading actually forms kids' minds because it encourages them to actively add to the knowledge they have acquired.

Interno (2013) defines writing as the process of transferring a person's words, symbols, and images on paper or using any device. Unity, coherence, focus, and a clear explanation are required. The structure of thoughts must also be apparent, logical, and ordered. And writing should be performed appropriately because the reader can pick up any mistakes that arise. Finally, one must be knowledgeable about language, grammar, and rhetoric. A complete mastery of writing systems, such as spelling, punctuation, capitalization, italics, numbering, and abbreviations

2.3 Learning Strategies

Learning strategies are the tools and methods that learners consciously use to understand, retain and apply knowledge. These strategies are not set in stone; as the learning process progresses; they can be adapted and refined for different situations and materials (Rebecca, 1990).

Richard & Platt (1998) stated that learning strategies are intentional behaviors and thoughts that learners use during the learning process to help them better understand, learn, or remember new information. This may include focusing on specific aspects of new information while learning to improve understanding, and evaluating the learning process upon completion to determine whether further action is required.

Rebecca (1998) defines language learning strategies as those suggestions consciously chosen by the learner to improve the learning or use of a second or foreign language by storing, retaining, remembering and applying information about the language.

According to Ellis (1994), learning strategies are psychological or mental practices related to specific stages of the technique of learning or employing a foreign language.

Considerable research has been conducted to examine the learning strategies used by students and the difficulties they may face during instruction (Can 2018). Learning occurs most effectively when a variety of efficient and effective teaching strategies are used to help students learn effectively in the classroom (Schunk, 1994). Learning rates and levels vary based on individual differences and factors that influence the learning process. Cognitive learning theory states that learning as a cognitive process involves active participation rather than passive learning (Gardner 1983).

Weinstein and Mayer (1986) assert that the use of strategies is intended to influence the learner's motivational or affective state or the way the learner selects, acquires, organizes, or

integrates new knowledge. Therefore, effective learning strategies must be linked to students' self-management behaviors and promoted through teaching methods.

2.3.1 Cognitive learning Strategy

Warr and Allan (1999) suggested that students should focus on their goals when using cognitive learning strategies. Students are expected to study different subjects each term so that they think carefully about how to plan their studies. According to Weinstein & Mayer (1986), students find it difficult to deal with learning problems because they lack strategies or understanding of their own cognitive processes and to maximize cognitive learning strategies, students must:

- Use exercise techniques such as B. Repeating information over and over to improve memory.
- Change or transform information to make it easier to remember. For example, the use of metaphors, images, paraphrases and memories.
- Categorization and prioritization are organizational techniques used to structure the information to be managed so that it is more meaningful and easier to remember.

2.3.2 Behavioral Learning Strategies

Research shows that behavioral learning is characterized by hands-on activities related to interaction with the materials and equipment required in many professional training units (Skinner, 1953).

According to Zimmerman (2000) declared that in this type of learning, students learn to determine their own path to success and gain self-determination from themselves or others. Behavioral learning strategies are mainly related to the following aspects:

- Encourage learners who need help developing soft skills, such as: Improve communication skills and gain support from others.
- Seek help with written materials or search for relevant resources on the Internet and libraries.
- Refers to their ability to handle something or solve a problem.

In other words, students can improve their learning by implementing learning strategies. Learners can develop language skills, motivation and confidence as they learn. Therefore, the use of strategy instruction helps students develop independent learning and autonomy and encourages them to take responsibility for their own education.

2.4 The Challenges of teaching English in primary schools

Since teaching adult learners differs from teaching children, teaching English in primary schools cannot be an easy task (Copland et al, 2014). Primary school English instruction in Algeria is a relatively recent work, and negotiating this new linguistic landscape presents difficulties for pupils as well as teachers. These barriers could be associated with psychological challenges such as motivation and lack of confidence, fear of public speaking, identity. Additional language challenges might be the pronunciation issues, and blending English and French, whilst social challenges could be the lack of social interaction. Moreover, the review of literature showed that the major problems teachers could face are Mobility, limited time, lack of training, shortage of teaching and learning materials, overcrowded classrooms, and classroom management. These issues are discussed below.

2.4.1 Challenges from the perspective of teachers

2.4.1.1 Mobility

All teachers are required to complete a mandatory three-school rotation program. As a result, the teacher faces constant pressure both mentally and physically to move from his or her own money to teach and to complete the requirements for becoming a guard during exams in all the schools to which he or she attends (Smith, 2020).

2.4.1.2 Lack of professional development

Many research studies also linked teaching English as a teacher's absence of training to their capacity to effectively teach EFL. Already set up, one of the most important factors in the success of teaching English is the training of EFL teachers (Richards, 2017). According to a similar study by Shehdeh (2010), educators in a number of Arab countries have two primary obstacles: a shortage of practical learning environments and a lack of opportunities for professional growth. Likewise, Allen (2008) noted that "the majority of primary school teachers have an insufficient command and training of English to be able to teach it effectively, and teachers with insufficient subject knowledge have very little if any confidence" (p. 2).

As stated by Alkhaldeh (2010), there is an absence of training and instructional integration of technology among English language school educators in Jordan, which negatively impacts the learning process. Although having been teaching English in public schools for more than ten years, Saudi English language instructors have reported having acquired very little training while in service (Al-Seghayer, 2014, p. 21). Furthermore, according to Salahuddin's (2013) study, EFL elementary school instructors in the country indicate disappointment about "the lack of training in English teaching and the unavailability

of language skills learning tools (p. 50). Noom-ura (2013) discovered identical results with Thai English as a foreign language educator.

2.4.1.3 Shortage of teaching and learning materials

A lack of resources is a problem that most English language teachers face, according to Garton et al. (2014) and Kadenge and Mugari (2015). This is particularly true in developing nations and other non-English-speaking nations where the government assigns textbooks that may or may not be helpful. Additionally, it's possible that those essential textbooks are hard to identify for use in the classroom. Kamwendo (2014) stated that teaching English as a foreign language can be difficult in the absence of good textbooks, which is made worse by the large number of learners in a class, requiring the need for extra resources. Limited resources, such as facilities and equipment, present another difficulty for English as foreign language teachers. Pande (2013), for instance, contends that exercising all four skills reading, speaking, listening, and writing can improve the teaching of English as a foreign language. To help teachers teach the necessary skills in English as a second language, materials, including teaching aids and a well-stocked language lab, are needed. According to Anyienda (2017), the high student-to-textbook ratio is one of the biggest barriers to effective English teaching and learning is the use of textbooks.

As highlighted through Al-Seghayer's (2014) research on English instructors, they especially complained about the lack of teaching aids on the walls and the pupils' low proficiency level in English, which remains inadequate and below expectations. This highlights another problematic aspect for many EFL school teachers: the lack of different materials, technologies, and teaching aids. In addition, Shehda (2010) claims that the majority of Arab countries' schools lack access to technological laboratories and other facilities, as well as significant instructional materials like wall maps, flash cards, posters, audio-visual aids, language and learning programs, online learning resources, and Welsh. Similar research results on Turkish schools were also published by Kizildag (2009), who stated that the Ministry of School Education in Turkey failed to assist teachers of English in supplying necessary materials and resources, such as worn-out sound cassettes and posters.

2.4.1.4 Overcrowded classrooms

Candarli & Yuksel (2012) state that when a teacher is unable to effectively handle the entire number of pupils in the classroom, it becomes overcrowded. According to Kucukler and Kodal (2019), a classroom becomes excessively crowded, and it is difficult for the teacher to include learners in readings through writing and conversation whenever there are more than

25 pupils participating. When the total number of pupils exceeds the classroom's capacity, overcrowding occurs. Class sizes that are overcrowded in Algeria are defined as those with more than thirty pupils at the primary school level (NIED, 2016).

According to Botes, Dewaele, and Greiff (2020), Davila (2019), and May (2018), it may be challenging and discouraging to teach EFL in a full classroom. Even the most effective teachers face a variety of difficulties when they are teaching in an overcrowded classroom. According to Davila (2019), pupils learn best when their teachers can provide one-on-one instruction or small-group conversations. But when there are too many students in the classroom, this is difficult.

2.4.1.5 Classroom management

Khidr and Muhammad (2022) assert that teachers face limited time when managing classrooms. Although the teacher may have a limited amount of time to manage the class, they still need to complete a syllabus as part of their lesson plan. Teachers choose to give up one thing for another, such as sacrificing classroom management or a step in their syllabus. Teachers face a challenging task in managing a large class due to the diversity of students' learning styles and interests. The process requires a significant amount of experience, skills, and, most importantly, patience for teachers to manage such a class. To create effective learning, teachers must be prepared and possess a lot of skills in classroom management.

2.4.2 Challenges from the perspective of pupils

2.4.2.1 Motivation and lack of confidence

Every person feels a lack of interest regardless of their age or academic background. Boredom is a typical and real feeling. Here the 9 years old Algerian pupils starting the process of learning a foreign language that is absolutely new in their existence. For him, learning French is natural because he is psychologically as well as emotionally prepared for it. However, unfamiliar, new foreign topics become too specific for him to acquire and perform well in. Here, he or she is going to stimulate a variety of feelings such as fear and boredom (Lmbarkia Khaour, 2022).

Kids need to be motivated to acquire the language while it is crucial. Nonetheless, there are variables that impact pupils, such as relevance and objective clarity. As soon as the pupils is interested about the skills that are demands of him or her. According to Dick, Carey and Carey (2005) thus can be shown by letting the learner know the learning objectives, allowing them to implement the correct methods of instruction approach. Consequently teachers are

responsible for providing both of these components in with the goal of encouraging young pupils to be motivated to learn English.

While some pupils may find it difficult to grasp English, others might not. Furthermore, there isn't a recurrent review of the kids. This additionally makes harder for them to monitor their achievements in learning the English language, which leads to the conclusion that they lack the drive to succeed to perform so. Among the most essential parents are motivators for pupils who want to study English because they play a good and useful role in encouraging their children to investigate and learn about the language's history (Hamad, 2010).

2.4.2.2 Fear of Public speaking

While children's minds are getting formed and interest grows in the crowded pathways of primary schools. There is a silent battle occurring which frequently remains unreported.

Glossophobia or the fear of public speaking is a prominent anxiety related condition that impacts an immense number of pupils in primary school. It is constituted by an extreme fear of public speaking, even when in circumstances that is comforting or with a handful of individuals (Carducci, 1993).

According to a widely known study by McCroskey and Richmond (1987) found that over 70% of kids in grades 3 through 12 claimed they felt anxious or nervous when they were given the opportunity to speak in front of people. This fear can manifest in various forms, such as emotional distress like: Anxiety, self awareness, fear of critiques and anxiety of making faults, as well as physical symptoms like perspiration, rapid beat of the heart, and shaking hands.

In addition, the factors leading to Glossophobia are multi face and diverse. Lack of confidence and experience, poor experiences with public speaking, innate personality qualities can all play a role in the development of the anxiety.

2.4.2.3 Identity

Identity is another problem that English language learners have increasingly faced (Utomo, 2018). It is extremely difficult to teach a foreign language to young children with a global perspective in a traditional country like Algeria. Claiming that there is no risk in our children learning French would be realistic. This just highlights the pupil's awareness to the truth that French is a colonial language that has been integrated into everyday speech beside mother tongue. In contrast to English, which is relatively recent in Algerian society at large, this language has an important effect on the lives of older people before those of younger people. It is essential to retain the genuine national identity and individuality. In addition to

the role of the teacher in making the learner proud and proud of his identity. (Cahyati & Madya , 2019).

2.4.2.4 Pronunciation-obstacles

For young learners whose native language has a different phonological system, English represents an additional set of barriers due to its unique spelling system and broad sound palette. The framework for effective interaction and future language acquisition is established by mastering pronunciation in primary school, but there are a number of obstacles that may stand in the way of progress.

The immense number of sounds, or discrete sounds, in English is one of the main challenges. English has an enormous number of pronunciations compared to many other languages, such as the voiced /ð/ in "the" or the unvoiced /θ/ in "thin." A kid may find it difficult to even differentiate between these sounds, much less exactly make them, if they are absent from their mother tongue (Flege, 1995)

Difficulty can also be caused by variations in English pronunciation and spelling. In contrast to languages with more clear writing, English has a large number of silent letters and vowel sounds that can be pronounced in different ways. Young learners find it difficult to comprehend pronunciation through spelling alone because of this discrepancy between written and spoken forms, which forces them to create an additional system for sound-symbol matching. (Brown, 2000).

The impact of the learner's native language presents another major obstacle. Youngsters naturally transmit along phonetic trends and practices from their native tongue to their developing English. Languages without consonant clusters, such as the /skr/ blend in "scream," for example, may be challenging for young learners used to more easy sound combinations (Lee, 2006).

2.4.2.5 Blending French and English

One of the biggest issues pupils have when learning English is confusion between French and English. This is because it can be challenging for pupils to tell the difference between the two languages, particularly when it comes to sounds. A language's sound is the foundation of all language, regardless of its form, and any deviation from this foundation affects a pupil's ability to learn and perform at different levels.

Studying two languages in the same year might have an impact on a pupil's proficiency in English, especially because French and English are similar in writing but different in pronunciation (Boutaghane, 2024).

2.4.2.6 Lack of social interaction

Primary pupils who are learning English as a foreign language (EFL) encounter many barriers as they work toward competence. A lack of interaction opportunities in the language is one frequently ignored barrier.

Language practices and rote learning have served as the foundations of EFL education traditionally (Littlewood, 1984). This method misses the essential role that social interaction plays in language acquisition even if it provides a solid foundation in language dynamics. Studies such as Long (1981) emphasized the value of understandable feedback, in which learners face language that is a little more complicated than they have become able to comprehend, but nonetheless accessible through interaction and context. This kind of input is naturally provided by interaction with others, as pupils negotiate meaning, clear up misconceptions, and modify their speech in response to criticism.

Additionally, EFL learners suffer from a number of drawbacks when they don't engage in social activities. First of all, it decreases the chances for speaking English. Mastering a language needs constant instruction and growth. Without consistent dialogue, pupils find it difficult to improve their fluency, pronunciation correctness, as well as their ability for expressing themselves freely. Second, social engagement helps people grasp cultural differences that are stored in language on a more profound level. Pupils pick up cultural details such as sarcasm, humor, and appropriate greetings through interactions—aspects that textbooks frequently overlook (Byram, 1997).

2.5. Parents' attitudes towards teaching English as a foreign language

Particularly significant to evaluate parents' attitudes while parents possess an immense impact on the development of their children's attitudes. According to Mihaljevic Djigunovic (2012) that researches on children's attitudes reveal that kids prefer to reflect the attitudes associated with those who have significance to them. Therefore, if parents perceive that the early acquisition of a foreign language is critically important and beneficial for children, their kids also going to have an enthusiastic view about foreign language learning (Bartram, 2006), which will ultimately boost their desire to learn. Positive attitudes concerning a foreign language could foster more desire for acquiring it. Motivation encourages to success in foreign language acquisition (Tremblay & Gardner, 1995; Penjak & Karnincic, 2015).

However, parents particular might consider ahead of schedule foreign language instruction at an additional expense for their kids, using confusion throughout their initial language learning as well as the absence of psychological development (Griva & Chouvarda,

2012). Those parents who have negative perceptions regarding very early foreign language education may have an adverse effect on children's achievement and success in the classroom (Bartram, 2006).

2.5.1 Previous studies on parent's attitudes towards introducing English at an early age

In the academic year of 2020/2021, Nadjette Malki performed research investigation at the University of Oum El Bouaghi with the objective of finding the view points of parents concerning reinstatement of English language education to primary schools for pupils of Azzah Lakhal's school in Ain Babouche. The ultimate results found that the overwhelming majority of those who took part expressed positive attitudes regarding the reintegration of the English language into primary schools, based on the information gathered several of them proposed for the English language to take the place of French. They related their opinions to the English language's international renown, its positive effects in countries that are developing, and its capacity to gain access to the most current data since it emerges in English for the first time. Conversely, other parents claim that due to the fact English is a contextually bilingual language in Algeria as well as the reality that the vast majority of Algerians speak it, rather than, English which is used exclusively in schools.

Mansur & Negadi (2019) conducted a further study at the University of Abou Bekr Blkaid in TLEMCEM. It attempted to clarify Algerian parents' attitudes on English language education for their kids and also to illustrate the reasons that underlie their views. The previously study provides formalized support towards the demands submitted by parents in 2015 and 2016 that they have English introduced to their kids in primary school in order to make it the nation's initial first foreign language. The overwhelming majority of Algerian parents stated full agreement throughout the results, suggesting their willingness to encourage the education of their kids' initial introduction to English and advocate for it at the elementary school level. These parents think contend that considering English is the universal medium for international interpersonal interaction and technological exchanges that are available, exposing their children to this medium will assist them achieve academically and maintain them up current on worldwide happenings and advancements. Their resounding support indicates that the parents feel worried about the increasing importance of English as it relates to their kids' future academic and career goals and educational. Several Algerian parents are strongly supportive of English taking the Place of French in order to become the country's second language after Arabic.

Given the fact that pupils in primary school are exposed to an extensive variety of fields, taking into account the curriculum for topics could potentially be abandoned in order to be studied as middle or secondary subjects towards the end of the process of learning. The vast majority of parents in Algeria encourage their kids to acquire English in primary school from early age because the language has spread through multiple sectors and is currently essential for things such education, business ,communication, and tourism.

2.5.2 Parents strategies to teach foreign language to their kids

In order to prepare the children for linguistic and behavioral challenges, there are certain measures to consider while teaching English as a foreign language. This is essential because it teaches kids how to communicate their views in everyday circumstances. In addition, children possess the intellectual ability to search for the most effective ways to solve problems.

According to research conducted by Savignon (1997), children find it difficult to communicate their needs, comprehend what occurs in the classroom, and participate in play situations with their peers. Nonetheless, some kids only speak a small amount of English. IN that situation, parents are obligated to communicate at home in both their mother tongue and the foreign language. A child whose first language has been developed and has participated in lengthy conversations in that specific language is able to transfer those skills to English or a foreign language (Dr.Tabors, 2003). He also mentioned that parents cannot communicate with their children extensively if they are not competent in English and limit their usage of their mother tongue. Additionally, kids should communicate with their parents." Therefore, in order to increase speaking skill in both languages, parents and children should practice speaking them at home.

2.6 The Future of English in Algeria

The French language is taught to Algerian children as their first foreign language in the third grade of primary school. However, due to the falling global value of French and the increasing use of English in various scientific fields, as well as its association with technology, Algerians' perception of French has changed. According to Yahyaoui (2014), Since English is the primary language in the world and has surpassed French in the field of science; we should learn it instead of French. In fact, many French speakers have given up on learning the French language. Therefore, in order to improve children's linguistic balance and provide them with a universal language that allows them to speak to people anywhere in the world, the Algerian government has decided to teach their children English, and for the first time in primary schools, specifically in the third year. Taking steps to improve English

instruction in Algerian schools, starting in primary school, might enhance pupils' educational and cognitive achievement on a range of levels. Speaking English is the way of the future, the way of progress. In an effort to start over for both individuals and nations, Algerian culture had embraced its education and learning and even supported the concept of teaching it alongside French in schools. In order to provide Algerian pupils with the ability to think globally and solve problems with flexibility, teaching English is a significant benefit to both the educational system and the child. He is able to access international scientific platforms that heavily rely on English thanks to access to available sources of knowledge and scientific and technical documentation in that language, in particular information on automated information (Tarhiwa, 2021). It also helps him deal with computer software and other modern technological applications. Despite all of these benefits, it is impossible to ignore how teaching English advances scientific research in general by fostering the growth of increasingly English-based scientific publishing. A researcher's publishing prospects are limited when they publish in French; however, publishing in English gives them greater opportunities to be published. While knowledge of the English language allows for the use of educational, scientific, and technical information, the language is becoming more and more important in all fields on an international level. Furthermore, learning it may lead to better employment and is necessary for contact with all corners of the globe. Since English is currently used as an international medium on social media sites like Face book and Twitter, as well as increased exposure to satellite TV channels and information and communications technologies (ICT), it is clear that English will overtake French as the primary language spoken in Algeria. English is expected to overtake French as the primary foreign language taught in schools in the near future, according to numerous linguists and experts.

Conclusion

Teaching English as a foreign language in Algeria has faced many challenges and difficulties, especially at the primary level. This chapter discusses some of the issues that face learners and teachers, in addition to highlighting previous studies on parents' attitudes towards introducing English at an early age. The last chapter discovers the field work of this research, the research design and questions, the methodology, and the process of data gathering and analysis.

Chapter Three

Field work and

Interpretation of the findings

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Chapter Three:

Field work and interpretation of the findings

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3.0 Introduction

This chapter addresses the analysis and discussion of the data gathered for inquiries into ELT obstacles in Algerian primary schools, with an emphasis on Tiaret city in particular. It investigated at emerging topics, summarizes the main findings, and interprets the data in high of the substantial amount of knowledge currently available on ELT.

3.1 Research design and methodology

3.1.1 Research Methods

The main purpose of this scientific research was to pinpoint the challenges and difficulties that faced learners and teachers in teaching and learning English as a foreign language in primary schools in Algeria and also highlight different suggestions and recommendations. Therefore, we utilized quantitative and qualitative methods in this study. This methodology was selected for its appropriateness for our research because it allowed us to identify the drawbacks and issues experienced by pupils, teachers, and parents.

3.1.2 Research design

This scientific research is a descriptive case study with primary focus on primary school learners and teachers, as well as parents' attitudes in Algeria, specifically in Tiaret City. The purpose of this study is to identify the barriers that learners, teachers, and parents have related to this study. This scientific research is divided into three chapters. Chapters one and two discover the literature review. In addition, third chapter analysis the data collection that was used to gathering information

3.1.3 Data collection method

In this study, we have used both quantitative and qualitative data, since its provide valuable and reliable data to our research study. We used triangulation methods to collect useful information for this scientific study. First, we used quantitative information from non – participant classroom observations in different primary schools (Al Fatah, Naimi Fatima, Aich Abdelkader) at 3rd and 4th grades to identify the difficulties faced by pupils and teachers in the classroom. Second, we assessed quantitative information through numerous questions in the teacher and pupil questionnaires to gain an understanding of pupils and teachers' perceptions and views on teaching and learning English as a second language, as well as the challenges they face. Concerning the last tool that was used in this research , we employed

qualitative information conducted through the interviews questions with parents of children to know their thoughts and impression about the challenges that face when teaching their children English in primary school.

3.1.4 Data analysis

In this study, we used mixed methods to analyze data. The instruments that were used for quantitative data, which are questionnaires, were conducted with both pupils and teachers from different schools in Tiaret City. Meanwhile, an interview was conducted with five parents to discover the difficulties pupils face while learning English. The results of the questionnaires were presented through the use of Microsoft Excel.

3.2 Sample

The study used a purposive sampling strategy to select participants from three schools in the city of Tiaret: “EL Aich AEK, EL Fath, and Naimi Fatima”. This approach aims to capture the range of perspectives and experiences associated with barriers to teaching English in primary schools. The sample included 119 learners from different grades (Third and fourth grade), representing different stages of primary school English learning. 17 teachers were from different primary schools in Tiaret city, representing different teaching experience and qualification participated in the study. In addition, 5 parents were selected to gain insight into their children’s English learning experiences and their perceptions, and obstacles at school. This sample size might be considered sufficient to provide representative sample of the population of interest and could generate sufficient data for analysis. It is important to note that the diversity of the samples ensures that the findings cannot be generalized to the wider Algerian primary school context.

3.2.1 Teachers profile

Seventeen teachers from the city of Tiaret have participated in the study. The majority of them were females, with 14 women and only three men. The age of the teachers ranges from 25 to over 41 years old, and most of them are novice teachers.

3.2.2 Pupils’ profile

The study involved pupils from three primary schools in Tiaret city: Aich AEK with a target population of 43 learners, of which 19 were males and 24 females, and El Fath with target population of 36 pupils, of which 20 were males and 16 females, while the target

population of Naimi Fatima 40 pupils, 19 males and 21 females. Pupils of the three schools are in third and fourth grades; and are between 8 and 9 years old.

3.2.3 Parents' profile

Five parents were interviewed for this study. The parents are aged between 38 to 46; and both hold license degree. Gender distribution is 1 male and 4 female.

3.3 Aims of teacher questionnaire

Questionnaire was distributed to 17 teachers from multiple schools in Tiaret City. The objective of the teacher questionnaire is to gather some information about the barriers that face both learners and teachers in teaching and learning English and to ascertain whether learning and teaching at primary schools is a good decision. In addition to considering expectation whether English will have a significant future in Algeria, knowing the supplementary materials that can help teachers in the ELT learning/ teaching experience

3.3.1 Description of the teacher Questionnaire

The questionnaire was divided into three sections, and each part contained various questions. This questionnaire is semi-structured; the questions were a mix of closed and open-ended questions. The first forms of questions (yes/no and multiple questions) and the second forms of questions were created to give a free and extended response with more ideas. This questionnaire is intended as follows:

The first section of the questionnaire indicated the teacher's information background; it contains six different questions aimed at knowing the gender of teachers, highlighting the highest academic degree, clarifying the teachers experiences in teaching and knowing how many schools are they in charge of. By the end of the first section, it is necessary to know the class size and number of pupils in each class. The second section is intended to investigate pupils' status, it encompasses six different questions, and each of these questions aims at different factors, either for the benefit of the teacher or the pupils. In this section, we want to know the biggest difficulties that the learner faces when learning English, and to show if any pupils have specific learning differences that affect their acquisition of English, and to see to what extent teaching in English and French in primary schools can affect the child's thinking. In addition, the questionnaire highlights the use of tools, technology, and its assistance to the teacher, other difficulties that the teacher may suffer. The last section of this questionnaire discusses the concepts of motivation and engagement, and aims to see the strategies that

improve the teaching of the English language in the Algerian primary school and future prospective of the English language in Algeria.

3.4 Analysis of Teachers' questionnaire

Section One: Background information

Q1: Gender

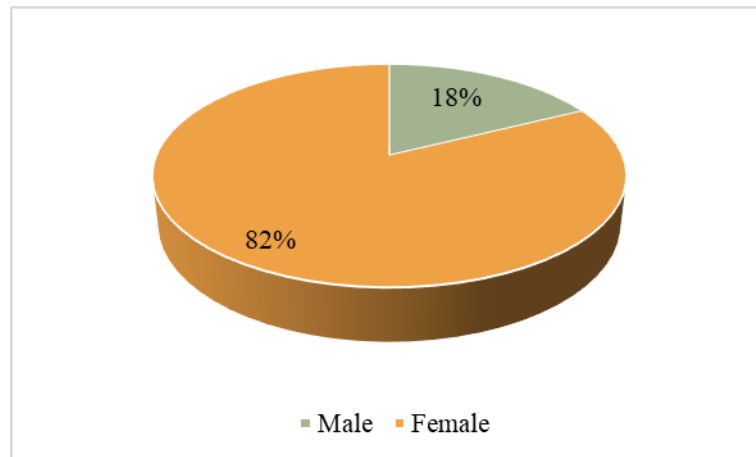


Figure 3.1: Teachers' Gender

The pie chart (1) above shows that 82% of the respondents are female teachers (14). In contrast, male teachers account for 18% (3 teachers) and a total of 100% (17 teachers). The current overrepresentation of women in the teaching profession reflects a long-term trend. Women now make up a higher proportion of teachers than at any time in recent decades, while men are more likely to pursue technical degrees and majors. The combination of these factors has led to a significant gender imbalance in the teaching workforce.

Q2: Age

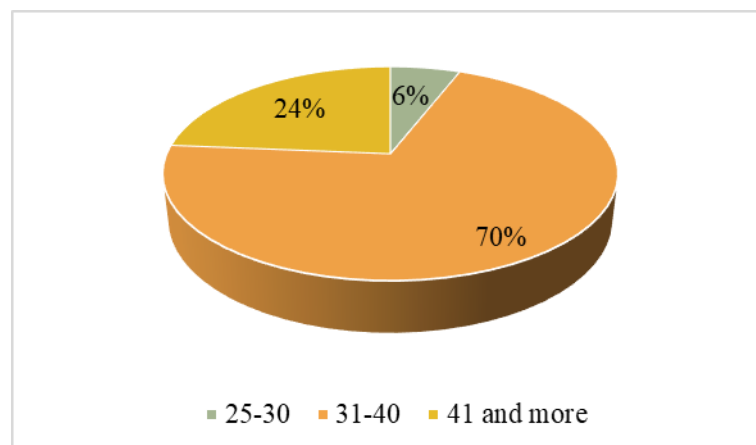


Figure 3.2: Teachers 'Age

The above graph (2) reveals that most teachers, 70%, representing 12 participants, are between the ages of 31-40 years, 24%, representing 4 participants, are between the ages of 41 and more, while only 6% are between the ages of 25-30 years, which is represented by one person, and this is might be due to the fact that Algeria relies on fresh graduates but prioritizing those who completed their studies years ago in employment.

Q3: State your highest academic degree.

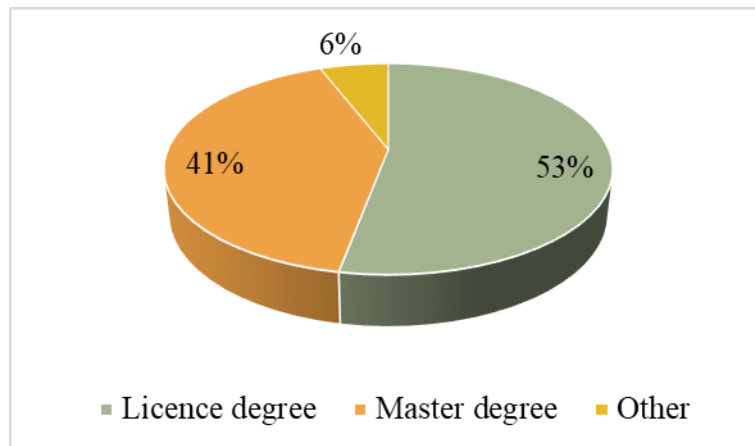


Figure 3.3: Teachers' Degree

The above pie chart (3) is intended to determine the educational level of teachers. The majority of teachers 53% hold a Bachelor's degree, followed by those hold a master's degree 41%. There is smaller group 6% with doctorate degree. The results showed that primary school teachers in the city of Tiaret be a licensed graduates.

Q4: How many years have you been teaching EFL in primary school?

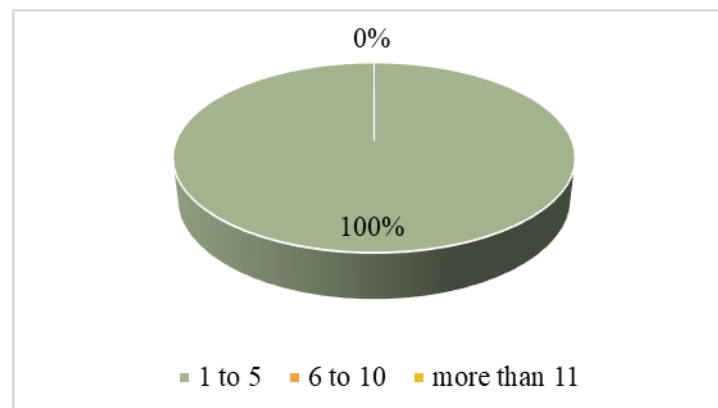


Figure 3.4: Teachers' Experience

The above-mentioned graph (4) aims to know the experience of teachers in teaching English. The statistics show us that 100% have between 1 and 5 years of teaching experience, while 0% have 6 to 10 years of experience, in addition to that 0% have more than 11 years of

experience. This is might be due to the absence of recruitment opportunities for the last previous years.

Q5: How many schools are you in charge?

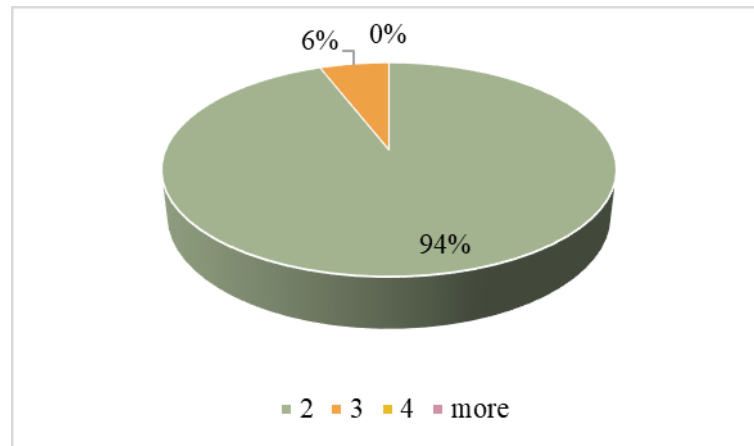


Figure 3.5: Schools in Charge

This question aims to list the number of elementary schools that the teacher moves to, and these numbers are presented in the form of percentages, where 94% of teachers representing 16 teachers moving to two schools and 6% equivalent to one teacher teaching in three schools. 0% does not teach in 4 schools. As a result, teachers are obliged to move to other schools to complete the hourly volume of English language teaching.

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

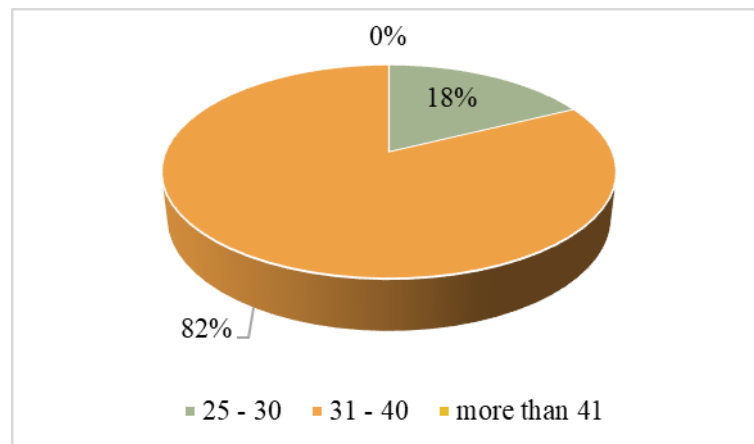


Figure 3.6: Class Size

The results above show that 82% represent 14 teachers with 31–40 pupils, 18% represent 3 teachers with 25–30 pupils, and there are no classroom with more than 41 pupils, so overcrowding affects the pupils' learning achievement and it might be viewed as a barrier for the teacher when delivering the lessons.

-Section two: Learner – related factors

Q7: In your experience, what is the biggest challenges pupils face when learning English?

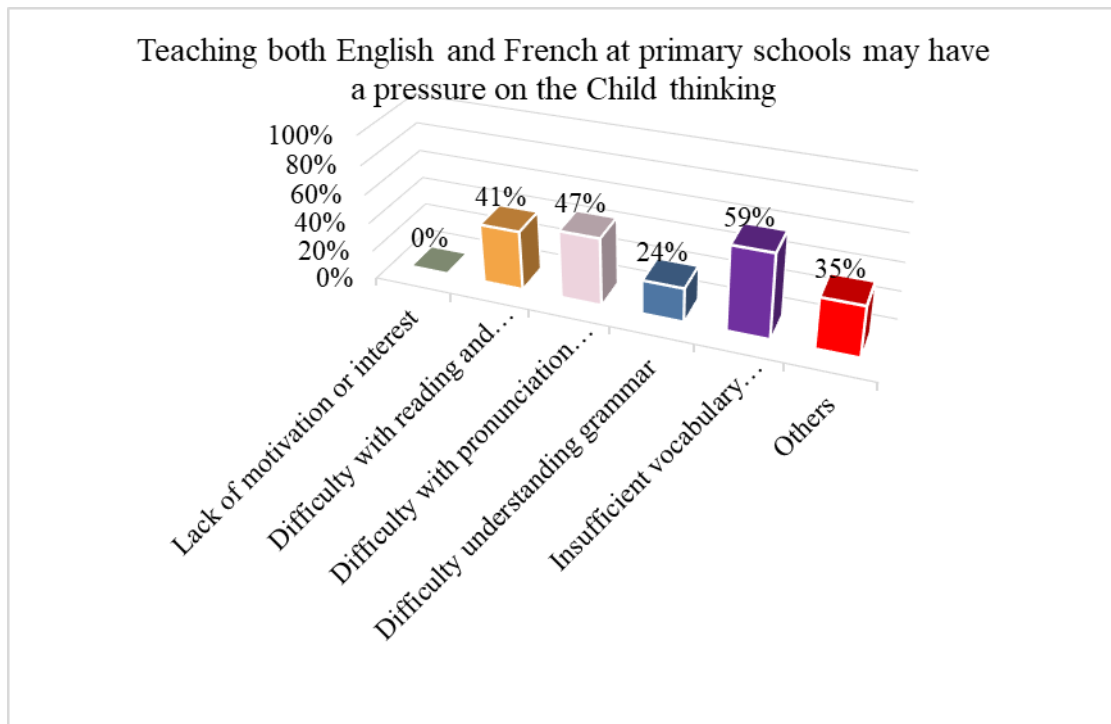


Figure 3.7: Difficulties in Teaching English

The purpose of this question is to find out the challenges faced by primary pupils in learning English language. The results revealed some interesting findings. While a large proportion of teachers (41%) highlighted difficulties with reading and writing, nearly half (47%) cited pronunciation and speaking as the biggest challenge. This suggests that a more balanced approach to language learning may be needed. In addition, a large number of teachers (59%) reported difficulties with vocabulary knowledge and grammar (24%). They stress the importance of integrating effective vocabulary, and building strategies and clear grammar instruction into the curriculum.

➤ **Others (Please justify)**

Teacher's responses to this option varied from teacher to another. Notably, 6 teachers (35%) refuted the same statement. 4 out of the 6 teachers complained about problems with learning French and English at the same time that is to say language interference. While 2 teachers mentioned that pupils 'shyness hindered English speaking practice. The findings suggest a need to study the effect of bilingualism and develop strategies to address pupils 'fear in the classroom.

Q8: Have you noticed any pupils with specific learning difficulties impacting their English acquisition?

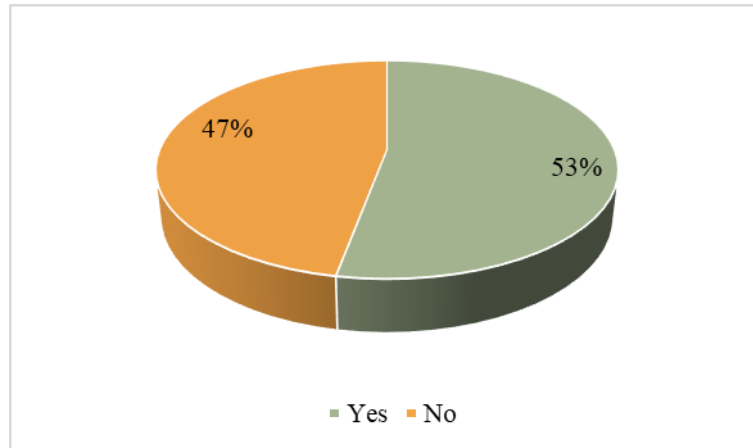


Figure 3.8: Specific Learning Difficulties

Through the questionnaire's answers to the question related to the teaching difficulties that affect their acquisition of the English language, the results of the questionnaire were as follows: 35% of teachers reported that there are difficulties for pupils in learning the English language, while 47% did not find it difficult to teach English.

➤ **Justify**

Due to several different reasons related to the difficulties of those who said that they found an obstacle, such as lack of training, too much noise, which means overcrowding, as well as difficulty in absorbing and understanding the language, in addition to not acquiring reading and pronunciation difficulties, as well as the obstacle of the impact of the mother tongue. While teachers who did not find difficulties in teaching English found that learners love to study English and also the entertainment methods used by the teacher to facilitate their learning.

Q9: Teaching both English and French at primary schools may have a pressure on the Child thinking

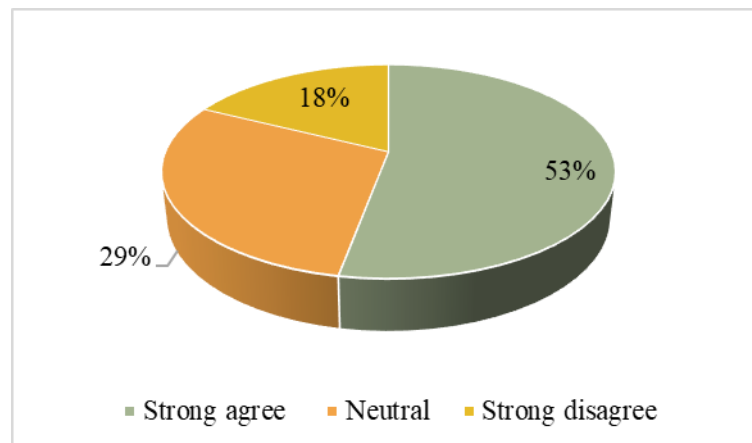


Figure 3.9: Learning English and French at one level

The pie chart(9) shows that 53% of teachers strongly agree with teaching both French and English and believe that it puts pressure on children's minds. 29% of teachers responded "Neutral" and 18% responded by strongly disagree. This highlights the need to examine the cognitive effects of bilingual education on this age group and explore teaching methods that minimize these stresses.

Q10: Are there any materials or resources that you find helpful in teaching?

In primary school, it is important to use engaging teaching materials. In this questionnaire, 17 teachers proposed a range of materials and resources that they found helpful in teaching English these are various teaching materials and resources:

- Audio-Visual aids such as mini projectors can be used during lectures to make presentation more interesting and also help improve pupils 'pronunciation.
- Using flashcards and speakers is very helpful and beneficial.
- Use tools play roles.
- Incorporate activities such as games and songs to excite children and help them learn the language.
- Form an English teaching team.

Therefore, according to teachers responses teaching without materials hinder teachers from conveying information to his learners.

Q11: How do you integrate technology into your English language teaching practice?

This question aims at how to integrate technology in the teaching of English, as technology is an auxiliary tool in teaching. Some teachers use videos in play roles and data shows and also use audiovisual music in addition to handcrafts and flash cards, and some teachers use smart phones mini projectors to display pictures and songs, but there are a number of teachers using the old way of teaching, and this is due to the lack of availability of technology in schools.

Q12: Other challenges in teaching English in primary schools

Based on the opinions of the respondents, teachers identified the main challenges:

- Overload of English classes in primary schools.
- Lack of ICT resources in primary schools.
- Time constraints
- Lack of training and experience teaching young learners.
- Interference between French and English.
- Limited support.

- Teaching a living language like English in the afternoon is very boring for learners.
- Classes are overcrowded and the large number of pupils creates noise.
- Most teachers complain about transportation and moving between schools as each teacher has more than ten classes in different schools.

These results indicate the need for improvements in curriculum design, teacher training, resource allocation and logistical support to increase the effectiveness of English teaching in Algerian primary schools.

Q13: What strategies or changes would you recommended to improve English language teaching in Algerian primary school?

We include this question in order to the 17 teachers suggest a set of strategies or changes to improve English language teaching in Algerian primary school:

- **3 Teachers:** Provide technology to each level in order to offer a good quality of education.
- **3 Teachers:** Make sure that learner know their basic sight words and teach learners to read tragically.
- **1 Teacher:** Being aware of phonics.
- **1 Teacher:** Changing the book because some of the lessons are useless.
- **2 Teachers:** Using tools and modern ways of tutoring to improve English.
- **1 Teacher:** Strategy of using team work and making competition.
- **6 Teachers:** Make special classes for English.
- **1 Teacher:** Ensure the learner to know their spelling rules.
- **4 Teachers:** Exceed the time of session because two sessions in one week are insufficient.
- **7 Teachers:** Reducing the number of pupils in the class.
- **6 Teachers:** Gain pupils' trust, love and motivate them.
- **11 Teachers:** Each teacher teaches in 1 primary school.
- **1 Teacher:** Providing pupils with a relaxing atmosphere by giving the opportunity to sing and to play games t interact in a positive way.
- **1 Teacher:** Assessment activities (fun quizzes) this process will not only remove learning barriers but create a better learning experience for pupils.

Despite the question was simple one teacher has a question mark, but this may be due to lack of ideas.

Q14: How do you see the role of English language teaching in primary schools evolving in the future?

Through the results of the questionnaire, we found that the majority of teachers found that the English language has a successful role in the future as the first language in the world and has an important role due to its ease of learning, and some teachers' opinions explained that English is positive for the learner and will become a first foreign language in Algeria.

3.5 Aims of pupils questionnaire

A questionnaire was given to 119 pupils from different schools in Tiaret City. This design aims to collect information about the various points of view of pupils regarding the challenges faced by learners in learning English as a foreign language.

3.5.1 Description of the pupils Questionnaire

This questionnaire was divided into three sections, each containing numerous questions. This questionnaire is semi-structured. The questions included closed-ended questions. These questions are intended to obtain clear and simple responses; they introduce yes-or-no questions and multiple-choice questions. Even though those pupils are only eight and nine years old. The questions were translated into Arabic, and in order to keep it more clearly, they were divided as below:

The first part was about general information, as it contained two questions. The purpose of this section was to clarify the gender and age of pupils. although the second section was about learning environment which contains four elements, this part aims to know if the pupils like English or not ,moreover to see if pupils feel bored when learning English and which materiel's can help pupils to understand English very well ,The last section was about pupils difficulties and challenges in learning English. It contained seven questions. The objective of this section is to know the barriers that face pupils in learning English , and to find out if he/she has problems with pronunciation , reading, writing or grammar , moreover to know if pupils understand synonyms, and whether had enough time to learn English .

3.6 Analysis of Pupils' questionnaire

-SECTION ONE: General information

Q1: Gender

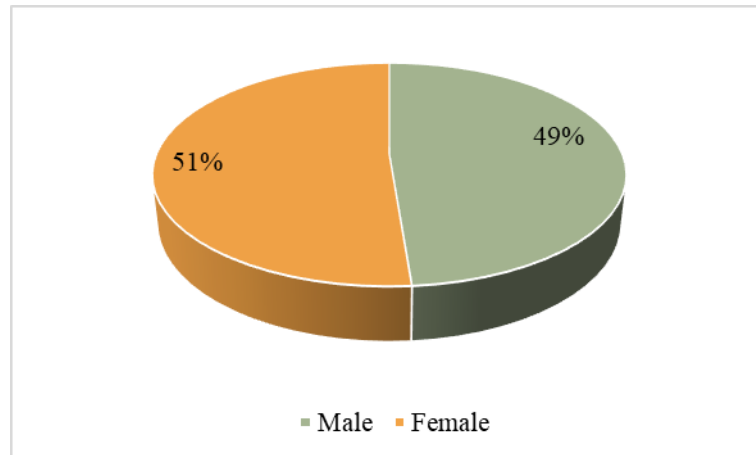


Figure 3.10: Pupils' Gender

The first question was clear and easy to answer, based on the pupils' gender, 51% of the respondents are female pupils (61) in contrast with male pupils 49% (58) in total (100%) 119 individuals. The data on pupil gender distribution indicated a near equal split between male and female.

Q2: Age

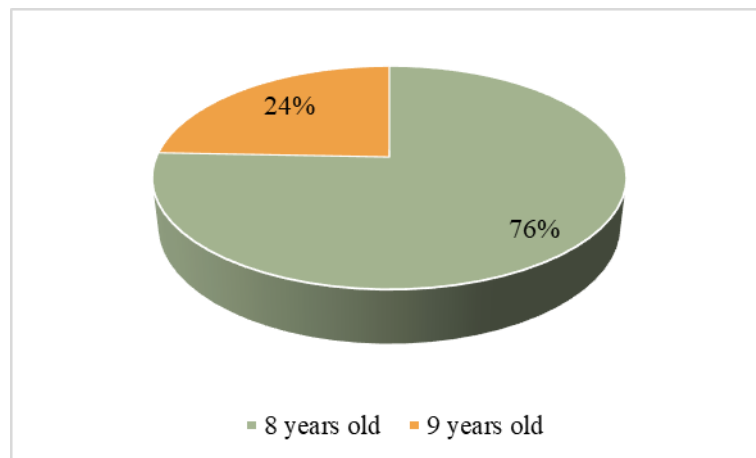


Figure 3.11: Pupils' Age

The pie chart (11) above indicates that all 119 participants were either 8 or 9 years old. The majority, 90 participants (76%) were 8 years old, while 29 participants (24%) were 9 years old. This shown that language learning abilities tend to be stronger in younger kids.

-SECTION TWO: The learning environment

Q3: Do you like to study English?

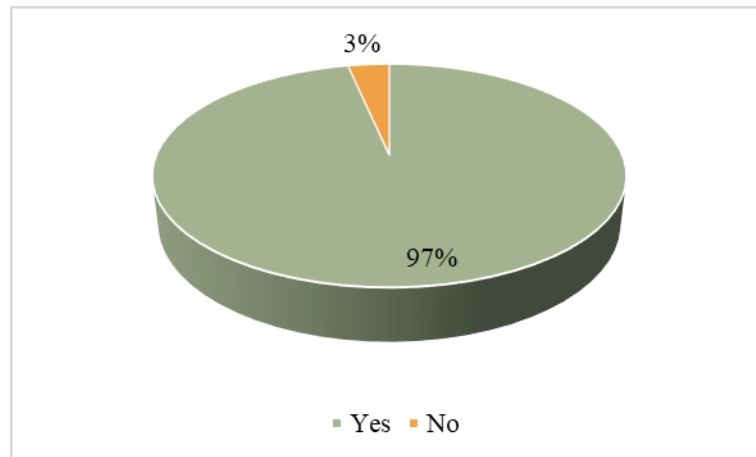


Figure 3.12: Pupils' Emotions

The results showed with the help of the table (12) that 115 (97%) of the respondents answered “Yes” that they like to study English language, while 4 (3%) of the respondents answered “No”, they didn’t like to study English language. This high level of interest is a positive outcome. This shows that Algerian primary school pupils are fundamentally motivated to learn English. This can provide a strong Foundation for successful English language teaching.

Q4: Do you feel bored when studying English?

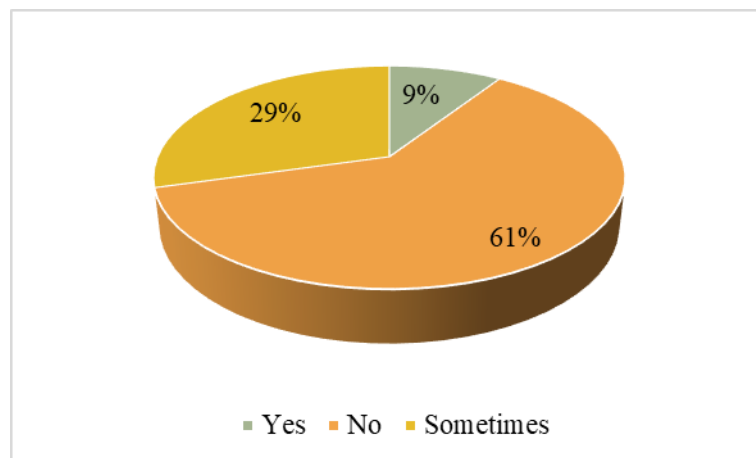


Figure 3.13: The feelings experienced during the English by pupils

On the positive side, the vast majority (61%) of pupils answered “No”, indicating that they were not bored in their English classes. This suggests that current teaching methods engage large proportions of pupils. However, a large percentage (9%) of pupils responded “Yes”, indicating that they were bored. This highlights the need to address factors that may lead to disengagement in this particular group. An interesting result is the relatively high number of pupils who answered “sometimes” (29%), this suggests that boredom may be

situational for this group, and examining the specific context in which boredom occurs may be informative.

Q5: what tools and materials can help you to understand English quickly?

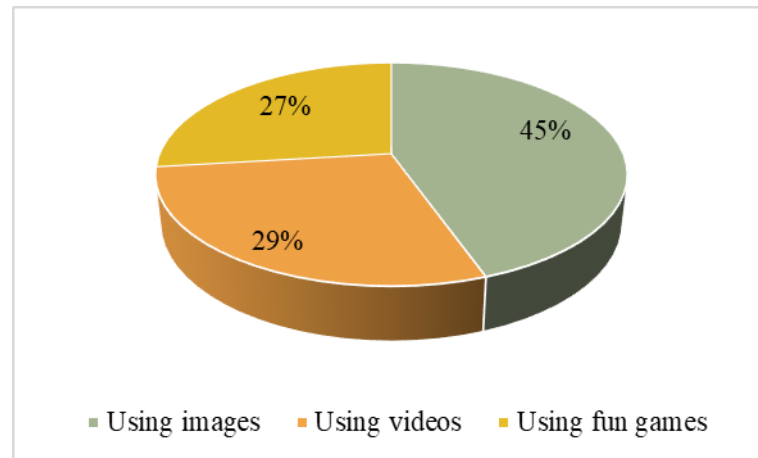


Figure 3.14: Materials and tools

Figure (14) illustrates a variation between pupils in the materials used to understand English language. Based on the survey results, it was found that the largest group (45%) prefers to use images for comprehension. This shows a strong preference for visual aids such as images, charts or info graphics. 29% of the pupils reported that they learn by listening and watching. Fun games were the most popular choice (27%) indicating they prefer interactive and engaging activities involving movement and games. These results highlight the importance of integrating multimodal approaches into English teaching in primary school by embracing different learning styles, and can create effective learning environment for pupils.

Q6: Do you speak English in your environments?

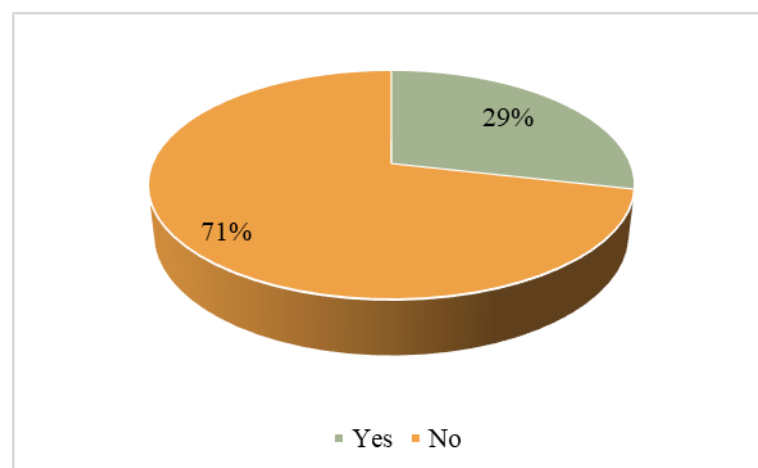


Figure 3.15: English Environment

The survey results indicate serious language barriers in primary schools. Only 29% of pupils reported speaking English at home, and the majority (71%) lacked the important

foundation for learning English. Limited exposure of English at home can make it difficult for pupils to become proficient in the language.

SECTION THREE: THE challenges that students face in understanding English.

Q7: Where do you find difficulties and challenges when you learn English?

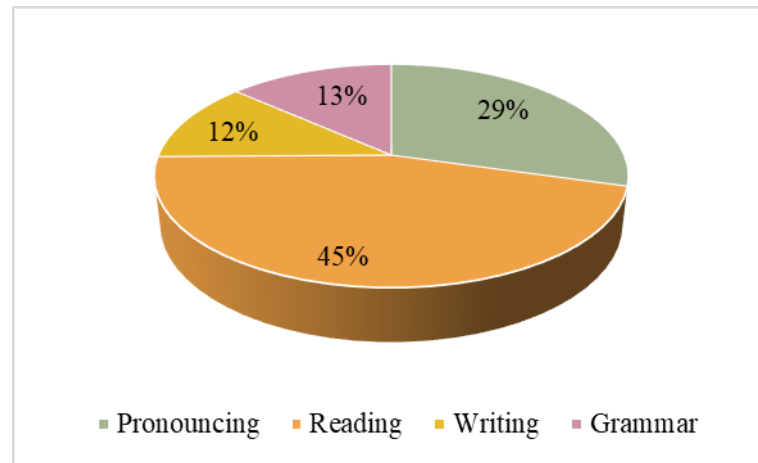


Figure 3.16: Pupils' challenges

The findings provide some interesting insights into the difficulties Algerian primary school pupils face them when learning English. The two biggest challenges identified were reading (54%) and pronunciation (29%), indicating the need for instructional approaches that emphasize phonemic awareness, phonological and language skill development, and reading comprehension strategies. While grammar (13%) and writing (12%) appear to be less challenging but still deserve attention to strengthen basic skills.

Q8: Do you mix between English and French in some words?

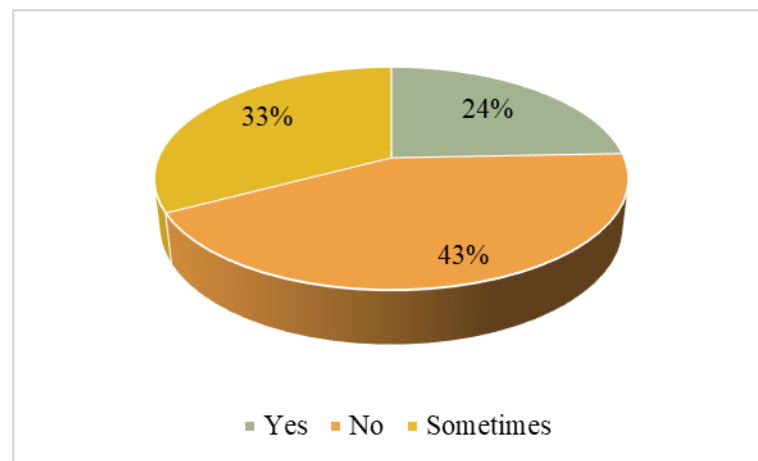


Figure 3.17: Blending English and French

According to our statistics, 43% of pupils do not find it difficult to mix English and French. 24% of pupils are unable to differentiate between the two languages, and sometimes

33% find it difficult to mix the two languages. From the questionnaire results, we conclude that pupils are unable to learn two languages at the same time.

Q9: Do you feel shy when you answer in front of your friends?

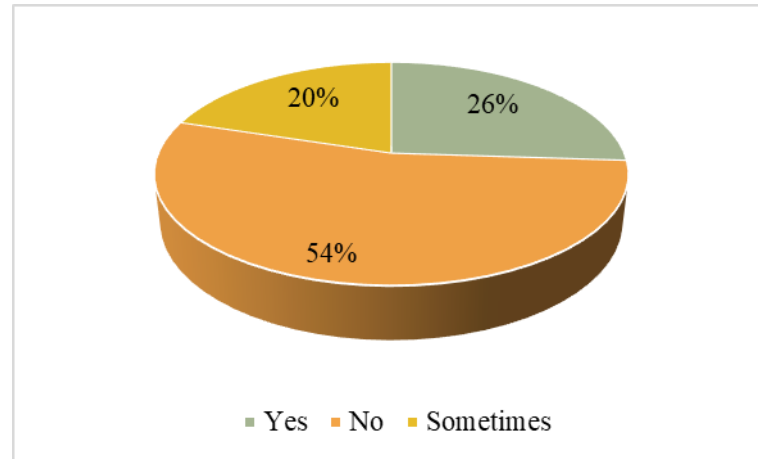


Figure 3.18: Shyness in classroom

This figure shows us the number of pupils who answered the question related to the feeling of shyness when participating in class in front of their classmates, and the results were as follows: 54% (64) pupils do not feel shy, 26% (31) pupils feel shy and this is due to the personality of the pupil and 20% (24) pupils sometimes feel shy, therefore we conclude that the majority of pupils are able to participate in class without feeling shy in front of their classmates.

Q10: How was your mark in English?

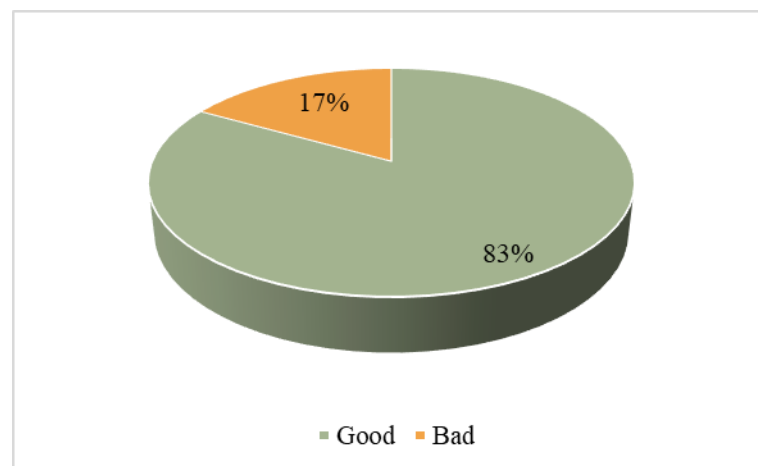


Figure 3.19: Pupils' Grades

From the findings of the questionnaire, we compared the pupils' marks in the English language. According to the above information, 83% of the pupils' grades were good, so we saw positive aspects in understanding and learning English at this age, which indicates the interest and efforts of the pupils in learning this language, and 17% had unacceptable grades.

Q11: Do you find it difficult to understand English (synonyms)?

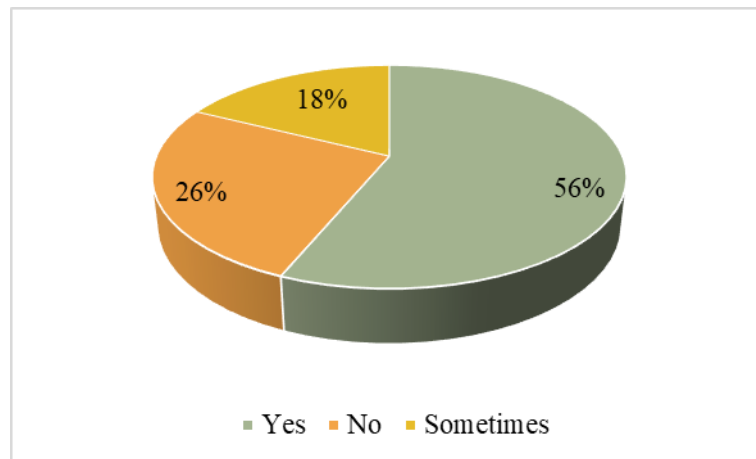


Figure 3.20: Pupils' difficulty in understanding

This question aims to collect some information about pupils' difficulties in understanding the English language. As it is a language different from our language, it is natural for the learner to have difficulties understanding it. Through our study of the questionnaire and its results, 56% of the pupils have a barrier to understanding words and sentences due to its great difference from our native language, and 26% do not find difficulty in understanding English, in addition to 18% sometimes finding difficulty in understanding English.

Q12: Have you had difficulty communicating with the teacher in English?

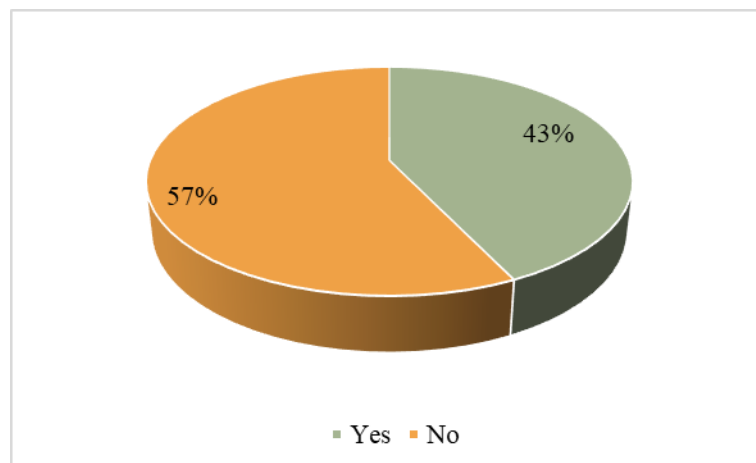


Figure 3.21: Difficulty in communication

According to the opinions of 57% of the pupils, they seem to have the ability to communicate with the teacher in English, and this may be due to the method the teacher uses in teaching this language. In addition, 43% had difficulty communicating with the teacher in English because it was a new language for them.

Q13: Do you have enough time to learn English?

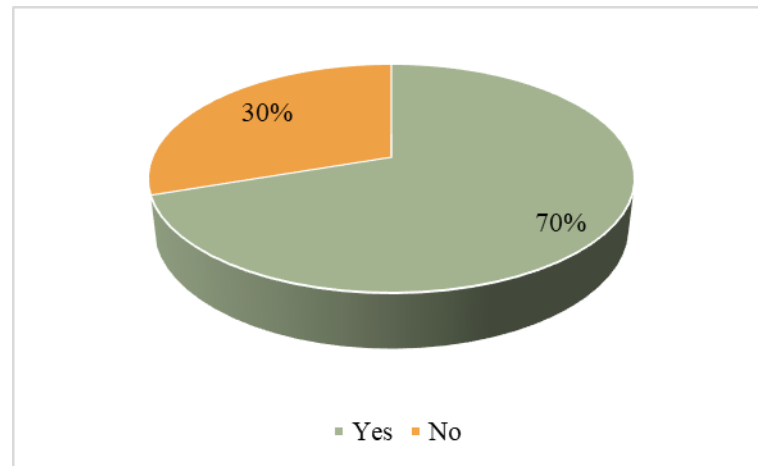


Figure 3.22: Time Devoted to Teaching English

The figure shows us the students' opinions on whether they have enough time to learn English. From the statistical results, we found that most students (70%) have enough time to learn English because English is a living and enjoyable language, the 30% is very low for students who do not have enough time to learn English.

3.7 Aims of observation classroom

Observation is an essential way to address research, and it also contributes to the study of some experiments. Observation is watching the teacher while delivering the lesson. When a researcher conducts an observation in the classroom, they investigate the pupils behaviors and participation in the classroom and discover some issues and difficulties in learning English as a foreign language.

3.7.1 Description of observation in classroom

In this research, we have organized non-participant classroom observation as the first tool for collecting data. We attended 12 sessions with multiple teachers in different primary schools. This tool tries to find some solutions to problems in teaching and learning English. The observation of this study was organized with third- and fourth-level classes in different schools: AL FATH AND NAIMI FATIMA in Tiaret City and AICH ABDALKADER in Dahamouni. The classroom observations investigate the issues that face learners and teachers in teaching and learning English as a foreign language. The observation began on February 5th and lasted for more than 10 days until February 22nd.

3.7.1.1 Analysis the classroom observation of AL-FATH

Our first classroom observation at Al-Fath primary school from February 5th, 8th, 12th, 15th and 19th revealed several key aspects of English teaching in 3rd and 4th grade. Class size

range from 32 to 38 pupils and classroom behaviors vary. While some pupils actively participated, others struggled with attention and noise. The teacher used a variety of disciplinary measures for disruptive behavior and forgetting material, as well as a combination of games and positive reinforcement.

The teacher's approach focuses on communication and the development of basic skills. She reviews previous lessons, asks questions about the topic, corrects mistakes, and checks pupils work. The pupils mainly followed the teacher's instructions in writing and retelling, and some of them were willing to participate. It is worth noting that some pupils are shy when speaking English in class. Developing basic skills includes practicing pronunciation especially the sounds "b" and "p", vocabulary comprehension with Arabic explanation when necessary and reading exercises.

The observations revealed the strengths and limitations of the teacher's approach. While she used communication methods, repetition, and some visual aids such pictures and flash cards, technology was lacking. The games are fun, but lack of time sometimes results in planned lessons not being completed. Teachers acknowledge pupils 'difficulties with speaking, reading and vocabulary and turned to Arabic translators to fill gaps in understanding. This highlights the challenges of balancing English teaching with the potential interference of French and Arabic.

Overall, these observations provide an overview of English teaching in primary school classroom in Algeria. They demonstrate a dedicated teacher through a variety of methods, but also highlight areas for improvement such as: Classroom management, various teaching materials and technology that may be included. Taking these aspects into account can improve pupils' learning experience and promote more effective English learning.

3.7.1.2 Analysis the classroom observation of Aich AEK

During classroom observations of these classes at Aich AEK (February 13th, 15th and 22nd), the researchers noticed several key points regarding ELT for third and fourth grade pupils. Class sizes are large with 30-40 pupils. The teacher used a variety of materials such as pictures, books and speakers, but rarely wrote dates on the whiteboard instead using pre-writing cards. Courses are mainly taught in English, with occasional key to interpretation.

Teacher used a variety of method including direct instruction, communication activities and comprehensive physical responses. However, the large number of pupils in the back struggled it difficult to follow along. Although somewhat shy, participation was high and pupils often stand up to answer. Despite active participation, there were some obvious

challenges with reading, speaking and grammar, vocabulary. Teachers address these issues by correcting errors, asking clarifying questions, and using games and role playing.

Classroom management includes encouraging participation, using positive reinforcement “very good, excellent”, and maintaining order “be quite”. Interestingly, pupils sometimes correct each others’ mistakes. Noise levels, especially in the back, are a recurring issue. Time constraints were also evident and two sessions per week seemed insufficient to cover everything.

Overall, observations indicate that this is a dedicated teacher who is committed to creating a positive learning environment. However, large class sizes and limited time pose barriers to effective ELT.

3.7.1.3 Analysis the classroom observation of Naimi Fatima:

During the classroom observation on February 12th, 2024, several key elements of ELT in Naimi Fatima’s third and fourth grade class were identified. Class sizes of 37 to 40 pupils presented challenges for effective teaching and despite a lack of materials teachers used a combination of direct instruction and communication, relying heavily on body language and repetition to convey lessons about families.

Classroom management includes discipline over noise and maintaining order, but there is a distinct lack of resources such as books and limited time to fully study the curriculum. Pupil participation indicated that they had difficulties with reading, speaking, pronunciation and grammar; also speak a mixture of French and Arabic. Unfortunately, some pupils have difficulty following the entire lesson because they engage in games or conversations that disrupt the flow of the lesson. Additionally, a lack of differentiated instruction, there is no group work. This observation was characterized by teachers and learners speaking at the same time, with pupils standing the entire without permission. Although the pupils in the classroom were ultimately selected and awarded, the overall observation highlighted the challenges of crowded classrooms and limited resources in promoting effective English teaching.

➤ Specific Note:

The classroom observation provides valuable insights into the inclusion of pupils with special needs in Algerian primary schools. Teachers show concern for pupils with special needs and create a positive learning environment. Pupils with special needs are popular with their peers and feel accepted and included in the classroom community. This may be due to the teachers’ efforts to create a welcoming environment and the positive attitudes of other pupils. Teachers provide opportunities for pupils with special needs to engage and learn by

demonstrating an understanding of individual needs and a commitment to inclusion. While pupils may make noise, it will not significantly impede the learning of others. A teacher perhaps a teaching assistant or special needs support was mentioned in the observation. This presence indicates that pupils receive extra support in the classroom.

3.8 Aims of the Interview with parents

The interviewees were asked if it is possible to conduct the interview with them in English. Surprisingly, the majority of the parents welcomed being interviewed in English and this is due to the fact that the majority of them have an educational background in English. The following description is the results of our questioning

3.8.1 Description of the Interview

We conducted an interview as the last method in our research. An interview is a method that the researcher uses to gather information about a specific topic. In our scientific research, we asked a set of questions through which we were able to know the attitudes and opinions of parents of learners regarding the inclusion of the English language in primary schools and the difficulties they faced in teaching their children this language. We met with five parents of pupils, conducted an interview and recorded voice messages

3.8.2 Analysis of interview

Q1 Do you think learning a new language for your child is beneficial?

Participant 1: Yes, it's beneficial.

Participant 2: Yes, it's good to my child.

Participant 3: No, it's not good because he's not the right age to learn more than one language.

Participant 4: Yes, it's beneficial because they find it easy to learn.

Participant 5: Yes, it's good due to he's learning more than one language

These answers show us the opinions of parents about the inclusion of English in elementary schools, as there are some who find it useful and easy to learn, while others think that it is not at the right age

Q2 Do you think learning English has an impact on a learners at an early age?

Participant 1: It has a negative impact because they have a lot of modules to study.

Participant 2: It has positive impact.

Participant 3: It has a negative impact because it only gains and does not internalize.

Participant 4: It has a negative for pupils who have low-level and positive for pupils who have high level.

Participant 5: It has positive impact.

Through the responses of the interview participants, we found that some parents reported that learning English has a positive effect, some of them found it positive and negative at the same time, and one person found it negative.

Q3 Do you have a background in English?

Participant 1: No, I have not

Participant 2: Yes, I have background

Participant 3: No, I have not

Participant 4: Yes, I have background in English

Participant 5: Yes, I have

According to the interview responses, we found that most of the students' parents have a background in English, while only two participants have no English language knowledge.

Q4 what are the difficulties you faced when teaching English to your child?

Participant 1: I find it difficult to teach my child when he can't distinguish between English and French and has a problem pronouncing words.

Participant 2: My child has difficulty differentiating between English and French.

Participant 3: My kid dislikes English and he is not interested in the English language

Participant 4: My child mixes English and French in writing and pronunciation

Participant 5: I have no difficulty in teaching my kid English because the teacher was very proficient in English.

Most parents find that their children have difficulties differentiating between English and French, as well as difficulty pronouncing words. In addition, there is a parent who finds it very difficult that her child does not like the English language and is not interested in it, and there is also a parent who does not find any difficulty in teaching her child the English language.

Q5 What are the tools and methods you use to teach your child English?

Participant 1 I didn't use any tools or technology.

Participant 2 I use YouTube.

Participant 3 I use pictures, games and stickers.

Participant 4 I use pictures.

Participant 5 I use technology, phone and videos.

The results above show that the two participants use YouTube and videos, while two parents use photos, stickers, and games, in addition to one participant who does not use technology or pictures in teaching his child English.

Q6 Do you have enough time to teach your child English?

Participant 1 Yes, I have enough time to teach my child English.

Participant 2 I don't have enough time to teach my child English because I have other responsibilities.

Participant 3 I don't have enough time to teach English because I have three children.

Participant 4 I don't have enough time to teach English.

Participant 5 Yes, I have enough time to teach my child English.

The majority of parents have no time to teach their children English while two participants have enough time to teach their children English

3.9 Discussion of the Findings

The results of the teacher's questionnaire revealed several challenges faced by primary school English teachers in Algeria. First, there is a lack of experienced teachers. In fact, all respondents (100%) reported having 1–5 years of experience, suggesting a need for educators with more developed skills in teaching young learners. Second, training needs were evident, while 47% of teachers enjoyed teaching English, 35% indicated difficulties. This highlights the need for improved training programs specifically focused on effective methodologies for teaching English to young children.

The questionnaire also identified factors affecting pupils learning, one major challenge is large class sizes. A staggering 82% of teachers reported overcrowded classrooms with 31–40 pupils, leading to noise and disruption. The findings of the teachers' questionnaire revealed that teachers have difficulties teaching English in terms of overcrowding, and this is what we have stated in this hypothesis. Novice teachers face obstacles in teaching, planning, classroom management, dealing with learner misbehavior, and obtaining sufficient materials. Another barrier is competition between languages. Teachers reported that confusion between French and English hinders pupils' progress. Furthermore, 35% of teachers acknowledge that pupils have specific learning difficulties that can negatively impact their ability to acquire English.

Logistical factors were identified as obstacles; a lack of resources, such as outdated materials, was a common complaint, hindering effective teaching. Limited time was another concern, with two sessions per week perceived as insufficient. Teacher workload also

emerged as an issue. Having to commute between multiple schools placed an additional burden on educators.

Pupils' questionnaire revealed several key points, there's high motivation in English courses to have a solid foundation due to high pupils interest (97%) in learning English. This positive attitude can be used to create an engaging learning environment. Next, diverse learning styles were identified which pupils preferred visual aids (45%) like pictures and flashcards, auditory learning (29%) learned by listening, and kinesthetic activities (27%) preferred games. Teaching methods should take these different learning styles into account. In addition, challenges and needs were also highlighted, with reading (54%) and pronunciation (29%) being the biggest difficulties. This highlights the need to emphasize phonemic awareness, phonics, and reading comprehension strategies.

Limited exposure to English at home only (29%) speak English is an additional barrier, a large proportion (24%) have difficulty distinguishing between English and French, suggesting the need for clear strategies to bridge the gap between the two potential confusion languages. Mixed feelings emerged while the majority (54%) did not feel shy, some pupils (26%) felt shy, which may hinder participation, Creating a supportive classroom environment can help alleviate these fears.

Positive self-assessment was evident the majority (83%) scored well in English, indicating that most pupils had a positive learning experience. However, difficulty understanding was also reported more than half (56%) had difficulty understanding vocabulary and sentences. This highlights the need to clearly explain and bridge the gap between English and French. According to the results of the pupils' questionnaire, we determined that pupils have difficulties learning English in terms of distinguishing between English and French and pronunciation, and this is what we have described in this hypothesis. We suppose that the barriers pupils face when learning English could be the following: problems with pronouncing English words, understanding English grammar, and a lack of confidence.

Communication with teachers needs to be addressed. While some pupils (57%) felt comfortable communicating with teachers, other pupils (43%) found it difficult due to the novelty of the language. Teachers can use a variety of communication strategies to ensure that all pupils feel included. Moreover, the majority (70%) believe they have enough time to study English, suggesting that the current course structure may be suitable for most pupils.

During the classroom observation, all schools revealed the strengths and weaknesses of current methods of teaching English to third- and fourth-level pupils. Common challenges

arise when teachers engage in and use various methods, such as communication activities, games, and positive reinforcement. Large class sizes of 30–40 pupils make it difficult for all pupils to participate effectively, while limited resources such as technology and diverse teaching methods. In classroom observations, we discovered that classes lack the use of technology, and this is consistent with this hypothesis. The most effective method for enhancing primary school English education is likely to include technology along with utilizing available resources and tools to facilitate pupils' studies.

Observations also highlighted areas for improvement, such as incorporating differentiated teaching styles and addressing time constraints that limit course coverage. Despite these limitations, teachers have demonstrated a commendable commitment to inclusion and created a positive learning environment where pupils with special needs feel supported by their peers and teachers.

The findings of the interview with parents of pupils in the third and fourth year of primary school provided us with their perspectives on the integration of English language in primary schools and how it influenced their children. We discovered that some people believe it is beneficial and has a favorable impact on the learner, while others believe it is ineffective and not appropriate for the learner's age because the child is learning a number of fields. Furthermore, some parents find it both good and bad, since it is positive for the pupil with a high level of study but detrimental for a pupil with a low level. In addition, we emphasized on the parents' education levels and determined that the majority of them had an English-language background, while other participants have no background but have degrees, and this is all we acquired during the first part of the interview.

In the second part of the interview, there are numerous various different perspectives on the difficulties and barriers parents encounter when teaching their children English. The majority of parents discovered that their children are unable to distinguish between English and French, as well as having difficulty with pronunciation and writing. One participant, on the other hand, has no difficulty in teaching her children due to that feels that the teacher is performing the job well. According to the findings, we noticed that most parents discovered their children had difficulties with pronunciation, writing, and distinguishing between English and French, which is consistent with this hypothesis. It is assumed that parents are likely to notice obstacles their children face when learning English in primary school, such as: Difficulties with pronunciation and vocabulary acquisition. Another member considers it difficult due to her kid is uninterested in and refuses to learn English.

Furthermore, we interviewed participants about the tools or technology they use to teach their children, and we discovered that only two participants use technology such as mobile phones and videos as an aid for their children, while two respondents found that representing things in real life, such as pictures, stickers, and games, is also helpful, as is one participant who does not use any tools. In the final question of this interview, we wanted to know if they had enough time to teach their children English or not, and the results showed that most of them do not have enough time; some of them have three children, and some of them have responsibilities, so they are unable to teach their children English, but there are some who have enough time to teach their children.

3.10 Suggestions and Recommendations

In today's globalized world, English language teaching (ELT) in primary schools in Algeria is extremely important. However, introducing a new language to young learners comes with inherent challenges. This study examined the various barriers that hinder the effective teaching of English in Algerian primary schools. By understanding these barriers, we can make recommendations to create a more successful learning environment for Pupils.

- Create a positive and supportive learning where pupils safe making mistakes.
- Integrate English learning into existing such as math or science to make it more relevant.
- Focus on building a solid foundation of spoken English through pronunciation exercises, songs.
- Reading and writing skills are gradually learned as pupils develop listening and speaking skills.
- Pupils are encouraged to connect learning English to their future goals and aspirations.
- Make learning fun by playing games, songs and activities that suit their interests.
- Celebrate their successes and progress to keep them motivated
- Introduce basic study strategies such as flashcards, repetition, and simple note-taking to help pupils retain new information.
- Encourage peer learning and collaboration to foster a sense of community and support.
- Develop resources and strategies to help parents support their children's English learning at home.
- Encourage parents to introduce English to their children through age- appropriate movies, music and books.
- Prioritize speaking English rather than memorizing grammar rules.
- Tailor instruction to young learners' specific needs, interest, and learning styles.

- Integrating English language learning with other subjects in the curriculum.
- Use a variety of assessment methods other than written tests to measure pupils' progress.
- Introducing the materials and ICT in primary schools to facilitate teaching and learning.
- The possibility to add others class for pupils to learn English.
- Decrease the number of pupils to avoid overcrowding.
- The ministry of education should add books of activities of English.
- Increase the hourly volume of English language teaching because 45 min is not enough.

Conclusion

In this chapter, we describe the fieldwork of our research study. First, we present the aim and the description of pupils and teacher questionnaires, in addition to classroom observation and parent interviews. We conducted this tool to investigate English language teaching barriers in primary schools in Algeria; we also provided the analyses and the data collection tool. Finally, this chapter highlights the findings and some recommendations of this research.

General conclusion

This study examined the challenges faced by English teachers and learners in primary schools in Algeria which was conducted in three distinct settings. Essentially, the dissertation is composed three chapters. The first chapter explored the evolving nature of English as a foreign language (EFL) in 21st century, emphasizing its importance and effective teaching methods, the benefits of introducing English in primary schools were also highlighted. The second chapter is about learning English at the elementary schools, different learning styles and strategies are discussed that can make the process easier for both teachers and pupils. It also explored the benefits of English as a widely spoken living language. However this chapter acknowledges the challenges that may hinder effective teaching and learning. It explored these difficulties faced by teachers and learners. Parental attitudes towards the inclusion of English as a foreign language in primary schools and its potential impact on learners are also considered. Finally, the chapter provided insights into the future prospects of English language.

The last chapter was the empirical research conducted in Tiaret city identified various barriers affecting teachers and learners. Teachers faced constraints such as a lack of appropriate teaching materials, inadequate training opportunities and large class sizes. On the other hand, learners may feel anxious when speaking in public. However, the study reassuringly showed that early exposure to two languages didn't harm pupils' cognitive development.

The results of this study convincingly demonstrate the validity of the hypotheses formulated at the beginning. As a reminder, these hypotheses are designed to address the main challenges in teaching English in primary schools. First the data confirm the hypothesis, which posited that novice teachers encounter obstacles in various areas. In particular, teachers reported significant difficulties in lesson planning, classroom management, and obtaining insufficient materials. Second, there is substantial evidence to support the second hypothesis, which postulated that pronunciation issues in English would impair pupils' learning outcomes. Our results show a strong relationship between pupil performance and these pronunciation issues. Furthermore, as the second hypothesis predicts, pupils' progress is further hampered by their lack of confidence in their English language skills. Thirdly, there is strong evidence supports third hypothesis, which put out the idea that integrating technology could improve learning environment. This aligns with the hypothesis suggesting technology's potential for improvement. Finally, the results confirm the fourth hypothesis which postulated that parental observations would correspond with recognized pupil challenges. Parental

observations and pupils struggles were found to be strongly correlated, especially in areas such as pronunciation and vocabulary acquisition. This result supports the notion that parents can play a valuable role in identifying challenges.

In conclusion, while the integration of English in primary schools in Algeria brings undeniable benefits, it is also crucial to address the identified challenges. Providing teachers with adequate resources and training, and exploring ways to manage large classes and classes and manage pupils fears, will pave the way for more successful English learning experiences in Algerian primary schools.

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الفرنسية غنيمة حرب لكن الإنجليزية لغة العالم.. الرئيس الجزائري يعلن إدماج (July 30, الجزيرة نت. 2022)
الإنجليزية بالمناهج الابتدائية هذ... الجزيرة نت; الجزيرة نت

<https://www.aljazeera.net/politics/2022/7/30/%D8%A7%D9%84%D9%81%D8%B1%D9%86%D8%B3%D9%8A%D8%A9-%D8%BA%D9%86%D9%8A%D9%85%D8%A9-%D8%AD%D8%B1%D8%A8-%D9%88%D9%84%D9%83%D9%86-%D8%A7%D9%84%D8%A5%D9%86%D8%AC%D9%84%D9%8A%D8%B2%D9%8A%D8%A9>

Appendices

Formal paper

الجمهورية الجزائرية الديمقراطية الشعبية
People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research
University of Ibn Khaldoun, Tiaret
Faculty of Letters and Languages
Department of English

وزارة التعليم العالي والبحث العلمي
جامعة ابن خلدون، تيارت
كلية الآداب واللغات
قسم اللغة الإنجليزية



إلى السيد(ة): مديري المؤسسة التربوية- تيارت

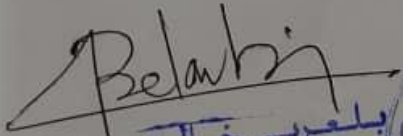
الموضوع: طلب السماح للطلبة بإجراء بحث علمي

صفتي رئيس قسم اللغة الإنجليزية بكلية الآداب واللغات بجامعة ابن خلدون تيارت. أقدم إلى سيادتكم الموافقة بطلب السماح للطلبتين
بحيرة صورية وعرعارية أمال المسجلة بالسنة الثانية ماستر تعليمية اللغة الإنجليزية بنفس القسم بإجراء بحث علمي لإعداد مذكرة التخرج.

وفي الأخير تقبلوا مني أسئى عبارات التقدير والاحترام

حرر بتيارت في 2024/02/04

رئيس القسم


بلعربي خالد
رئيس قسم اللغة الإنجليزية
بكلية الآداب واللغات



OBSERVATION TEMPELATE

SCHOOL:		
SUBJECT:	Date/ Duration	
Year:	Pupil group	
The variables that need to be Observed	Observation Notes	
The number of pupils in the class.		
Pupils' behaviors and interaction.		
Difficulties in listening, speaking, reading, writing, and vocabulary.		
Teaching methods.		
Enough and suitable materials are used.		
There are issues with comprehension.		
Blending English and French.		
Giving learners the chance to ask questions.		
Is there enough time to complete the entire lesson?		
Body language.		
Does the teacher use technology in the teaching process?		

Appendix 03 : Teachers Questionnaire.

Dear teachers,

In order to complete a master's dissertation titled "Investigating English language teaching barriers in primary schools in Algeria ", you are cordially asked to respond to this questionnaire. Make sure the information you provide will be examined and utilized for academic purposes. Please check the corresponding box (√) and provide a complete response where necessary.

-Section One: Background information

1- Gender:

- a. Male b. Female

2- Age:

- a. 25-30 b. 31-40 c. 41and more

3- State your highest academic degree

- a. License degree b. Master degree c. Doctorate

4-How many years have you been teaching EFL in primary school?

- a. 1-5 b. 6_10 c. more than 11

5-How many schools are you in charge?

- a. 2 b. 3 c.4 d. more

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

- a. 25-30 b. 31_40 c. more than 41

-Section two: Learner – related factors

7- In your experience, what is the biggest challenges students face in learning English?

a. Lack of motivation or interest

b. Difficulty with reading and writing

c. Difficulty with pronunciation and speaking

d. Difficulty understanding grammar

e. Insufficient vocabulary knowledge

Other (Please specify)

.....
.....

8- Have you noticed any pupils with specific learning difficulties impacting their English acquisition?

a. Yes

b. No

Justify.....

.....
.....

9- Teaching both English and French at primary schools may have a pressure on the Child thinking

A. strongly agree

b. Neutral

C. strongly disagree

10- Are there any materials or resources that you find helpful in teaching

English?.....

.....
.....

11- How do you integrate technology into your English language teaching practice?

.....
.....
.....

12- Other challenges in teaching English in primary schools

.....
.....
.....

-Section three: Motivation and Engagement

13- What strategies or changes would you recommend to improve English language teaching in Algerian primary school?

.....
.....
.....

14-How do you see the role of English language teaching in primary schools evolving in the future?

.....
.....
.....

Thank you for your cooperation.

Appendix 04 : Pupils Questionnaire

Dear pupils,

This questionnaire is part of our scientific research to obtain a master's degree in English and aims to study the difficulties and challenges faced by pupils in learning English. So we did this questionnaire to find out your opinions and views on the way and methodology you learn, so your answer is important to us to achieve this research and thanks in advance for your cooperation with us.

Part 1: General information.

1-What is your gender?

Female

Male

2-What is your age?

8 years

9 years

Part 2: Learning environment.

3-Do you like to study English?

Yes

No

4-Are you bored in studying English?

Yes

No

Sometimes

5-What tools and means help you understand English quickly?

Using Photos

Using Videos

Using Fun Games

6-Do you speak English language at your home?

Yes

No

Part 3: Challenges pupils face in understanding English.

7-Where do you find it difficult to learn English?

Pronunciation Reading Writing Grammar

8- Do you confuse English with French?

Yes No sometimes

9- Do you feel shy when you answer in front of your friends?

Yes no sometimes

10- How was your mark in English?

Good Bad

11- Do you find it difficult to understand English (synonyms)?

Yes No

12- : Have you had difficulty communicating with the teacher in English?

Yes No

13- Do you have enough time to learn English?

Yes No

APPENDIX 05 : Pupils Questionnaire

The Arabic Version

أعزائي التلاميذ.

هذا الاستبيان جزء من بحثنا العلمي للحصول على شهادة الماستر في اللغة الانجليزية ويهدف هذا الأخير إلى دراسة الصعوبات والتحديات التي يواجهها التلاميذ في تعلم اللغة الانجليزية . ولهذا قمنا بهذا الاستبيان لمعرفة آرائكم و وجهات نظركم حول طريقة ومنهجية تعلمكم , وعليه فان إجاباتكم تهمنا لتحقيق هذا البحث وشكرا مسبقا على تعاونكم معنا .

الجزء الأول معلومات عامة .

ما هو جنسك ؟

أنثى ذكر

ما هو عمرك ؟

8 سنوات 9 سنوات

الجزء الثاني : بيئة التعلم.

هل تحب دراسة اللغة انجليزية ؟

نعم لا

هل تشعر بالملل عند دراسة لغة الانجليزية ؟

نعم لا أحيانا

ما هي الأدوات و الوسائل التي تساعدك على فهم الانجليزية بسرعة ؟

استخدام الصور استخدام الفيديوهات استخدام العاب ممتعة

هل تستخدم كلمات باللغة انجليزية في منزلك ؟

نعم لا

الجزء الثالث التحديات التي يواجهها التلاميذ في فهم الانجليزية.

أين تجد صعوبة في تعلم اللغة انجليزية ؟

النطق القراءة الكتابة القواعد

هل تخلط بين اللغة الانجليزية واللغة الفرنسية ؟

نعم لا أحيانا

هل تشعر بالخجل عند الإجابة أمام زملائك ؟

نعم لا أحيانا

كيف هي علامتك في اللغة انجليزية ؟

جيدة ضعيفة

هل تجد صعوبة في فهم اللغة انجليزية (مرادفات - كلمات)؟

نعم لا

هل لديك صعوبة في التواصل مع الأستاذ باللغة انجليزية ؟

نعم لا

هل لديك الوقت الكافي لتعلم اللغة الانجليزية ؟

نعم لا

Appendix 06: Parents Interview.

We are pleased to conduct this interview with you to discuss a very important topic: the challenges of teaching English in primary schools in Algeria to your kids. Your participation will help us build a more complete picture of the challenges facing English language education and develop effective solutions to enhance your children's learning. We appreciate your time and assure you of our confidence in the confidentiality of the information you provide.

Part one: The opinions of parents in introducing English in primary schools.

- Do you think learning a new language for your child is beneficial?
- Do you think learning English has an impact on a learners at an early age?
- Do you have a background in English?

Part two: The challenges that face parents in teaching their children's English language.

- What are the difficulties you faced when teaching English to your child?
- What are the tools and methods you use to teach your child English?
- Do you have enough time to teach your child English?

Summary

This study investigates the challenges related to the effective teaching of English in Algerian primary schools, particularly in the city of Tiaret. The study used a combination of surveys, classroom observations, and interviews with teachers, students, and parents from three schools. The main obstacles identified include frequent teacher transfers, limited time for English instruction, lack of training and resources, large class sizes, student motivation, and the potential interference of French, which is already spoken by many students. The findings aim to inform improvements in English language teaching methodologies in Algerian primary schools.

key word: *primary schools, teaching english, challenges*

الملخص

هذه الدراسة تبحث في التحديات التي تواجه تدريس اللغة الإنجليزية بشكل فعال في المدارس الابتدائية الجزائرية، خاصة في مدينة تيارت. تستخدم الدراسة مزيجاً من الاستطلاعات وملاحظات الفصول الدراسية والمقابلات مع المعلمين والطلاب وأولياء الأمور من ثلاث مدارس. تشمل العوائق الرئيسية التي تم تحديدها التنقلات المتكررة للمعلمين، والوقت المحدود لتدريس اللغة الإنجليزية، وقلة التدريب والموارد، وأعداد الفصول الدراسية الكبيرة، وتحفيز الطلاب، والتداخل المحتمل مع اللغة الفرنسية التي يتعلمها العديد من الطلاب بالفعل. تهدف النتائج إلى إعلام التحسينات في أساليب تدريس اللغة الإنجليزية للمدارس الابتدائية الجزائرية.

الكلمات المفتاحية: المدارس الابتدائية، تدريس اللغة الإنجليزية، التحديات

Résumé

Cette étude examine les défis liés à l'enseignement efficace de l'anglais dans les écoles primaires algériennes, en particulier dans la ville de Tiaret. L'étude utilise une combinaison d'enquêtes, d'observations en classe et d'entretiens avec des enseignants, des élèves et des parents de trois écoles. Les principaux obstacles identifiés comprennent les transferts fréquents d'enseignants, le temps limité pour l'enseignement de l'anglais, le manque de formation et de ressources, la taille des classes importante, la motivation des élèves et l'interférence potentielle du français, déjà parlé par de nombreux élèves. Les résultats visent à informer les améliorations des méthodes d'enseignement de la langue anglaise dans les écoles primaires algériennes.

Les mots clé: *les écoles primaires, enseignement de l'anglais, défis.*