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**Investigating Learning/Teaching Challenges in EFL Classes At Algerian
primary school - Mecheria -**

Dissertation Submitted to the Department of English as a Partial Fulfilment of the
requirement for the degree of Master in Linguistics

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Statement of originality

We, Asmaa Tadj and Manel Arbaoui, hereby declare my master thesis entitled, "Investigating Learning/Teaching Challenges in EFL Classes At Algerian primary school -Mecheria-", is entirely our own work and that we have written it in our own words, it contains no material that has been submitted previously, for the award of any other academic degree or diploma except where otherwise indicated. We also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.

Dedication

Praise is to Allah who has granted me the power to accomplish this work.

I dedicate this work to

my parents. I am indebted to all you have done for me. Thanks a lot for your love, care and support. This work would not have come to light without you.

my dear sisters Nabila, Siham, Zineb, Karima and my brothers Sidahmed and Mohamed may Allah bless them all.

all my extended family and friends for their love and kindness.

all those wonderful people who have stood by my side in my very hard moments and never stopped supporting me.

Manel

Dedication

I dedicate my work to

my father

the candle that still burns in order to light my way

the angel that paradise is under her feet

the dearest woman that gives without price

my Mother

the flowers of my family, my sisters Souhir, Achouak, Fatima and

my dearest brother Nadir.

My relatives and my friends with whom I am sharing my life with its lights

and shadows

To all those who love me

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Abstract

Abstract

This study aimed to explore primary school teachers' perceptions of the challenges they encountered while teaching English in Mecheria, Naama-Algeria. In light of this, we hypothesized that these challenges may vary between pupils and teachers, such as time management, suitable materials, qualified teachers, a supportive environment, and others. We also hypothesized that teachers' role is important in overcoming the challenges or difficulties faced in classes; they may use audiovisual devices, time-managing techniques, motivational tasks, exemplification, and other strategies. To achieve the above objective, we conducted a semi-structured interview with eight teachers, submitted a questionnaire to two other teachers, and conducted a classroom observation. The results revealed that managing time and overcrowded classrooms, lack of experience, and insufficient materials were the main issues found in primary education. Therefore, this supported our initial hypothesis that there are a variety of challenges facing both pupils and teachers. Moreover, the findings showed that teachers play a significant role in reducing those challenges by using various materials, strategies, and tasks. This helped us accept our second hypothesis. In conclusion, teaching the English language in primary schools is full of problems, but the teacher is the only person capable of overcoming them.

Keywords: primary schools, teachers' perceptions, teaching and learning challenges.

List of Abbreviations and Acronyms

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AD: Anno Domini

BA: Bachelor of Arts

CBA: Competency-Based Approach

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

E.g: Example

Etc: et cetera (and other similar things)

ICTs: Information and Communications Technologies

L1: Native language

OPH: Overhead Projector

Ps: Pupils

T: Teacher

TPR: Total Physical Response

VAKT: Visual, Auditory, Kinesthetic, and Tactile

21st: Twenty -First

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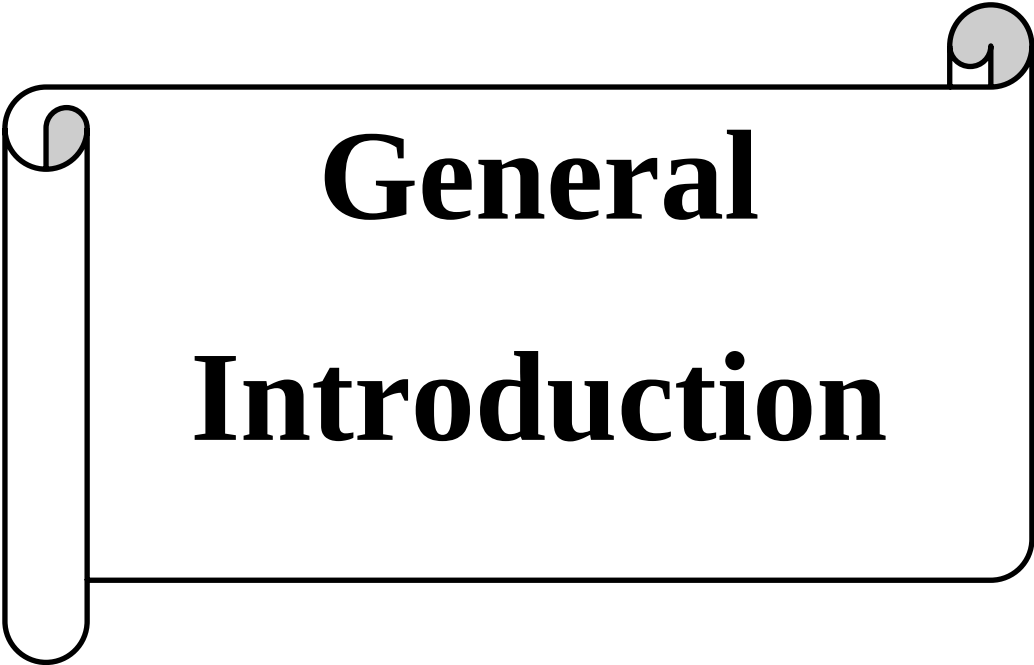
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Summary



General Introduction

General Introduction

With the increasing development of technology and means of communication, English has become the language of business, medicine, finance, law and many other fields. Besides, it is the lingua franca for all non-English speakers. Therefore, it is needed to teach and learn this international language, and make the provision of teaching and learning an important issue in the educational system worldwide.

Algeria, a multilingual country, has historically favoured French over English language instruction. In 1993, an educational reform introduced English integration into the primary school curriculum but was later revoked due to parental preference for French over English (Rezig, 2011). Recently, Algeria's educational system has evolved, incorporating various teaching methods and focusing on learning foreign languages, particularly English. President Abdelmadjid Tebboune views English as an international language, promoting its early learning within academic environments. However, this reform presents challenges in the learning environment, materials, time management, and managing large classes.

Hence, this research highlights the challenges associated with introducing English into Algerian primary schools. These obstacles pose difficulties for teachers in achieving their desired educational objectives and effectively addressing them.

Due to globalization, English has become a widely spoken language globally. However, its status in Algeria differs significantly. Algeria has a multilingual society where Arabic and Tamazight serve as the country's primary official languages. Additionally, French occupies a prominent position as the first foreign language taught in schools from an early age and is commonly used in daily communications among Algerians. Conversely, there are efforts to introduce English into Algerian society, potentially altering the sociolinguistic landscape. Therefore, the integration of English into primary school education is seen as a valuable initiative, recognizing education as a pivotal instrument for societal transformation.

General Introduction

With the government's decision to introduce English as a second language in primary schools, starting from the third level, this new initiative encounters numerous challenges for both EFL teachers and students. These difficulties include a shortage of qualified teachers and inadequate instructional materials. Consequently, this study aims to identify and address those challenges and obstacles. It seeks to offer valuable insights that could benefit educators, policymakers, researchers, and EFL teachers alike.

The present study aims to explore the perceptions of primary school teachers regarding the challenges they faced in teaching English in Mecheria, Naama-Algeria. It also seeks to detect learners' difficulties while learning this language. In addition, it attempts to propose recommendations for enhancing EFL teaching and learning in primary schools, addressing identified challenges, and improving teaching practices.

The present study seeks to answer the following main question:

• **To what extent is the integration of the English language in Algerian primary schools challenging for pupils and teachers?**

This main question implies two sub-questions:

- What are the challenges faced when learning/teaching the English language in primary school?
- How can teachers deal with or manage these challenges?

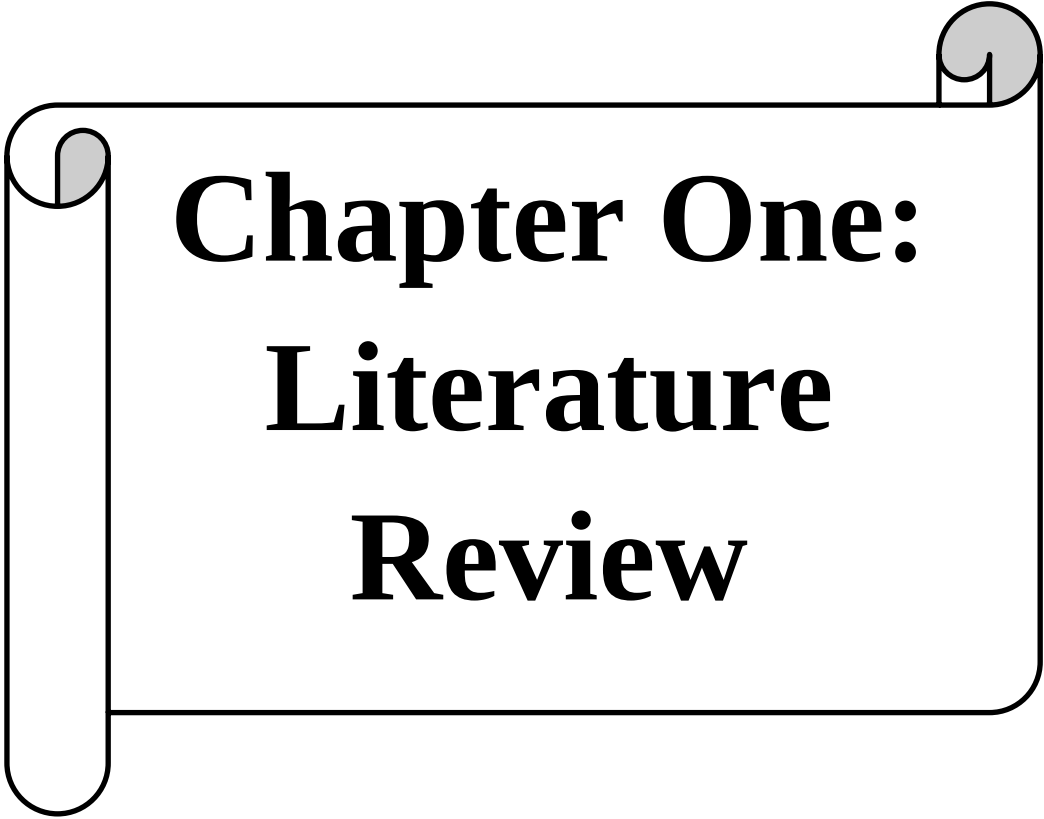
Based on the above research questions, the hypotheses advocated are as follows:

- The challenges may be varied between pupils and teachers, such as time management, suitable materials, qualified teachers, a supportive environment, etc.
- Teachers' role is important in overcoming the challenges or difficulties faced in classes, they may use audiovisual devices, time-managing techniques, motivational tasks, exemplification and other strategies.

This research work is made up of two chapters: a theoretical chapter and a practical one. Therefore, the first chapter covered the literature review about

General Introduction

learning/teaching challenges in EFL classes at Algerian primary schools, including the history of the English language and its global status, the EFL teaching/ learning process, and the current status of the English language in Algerian society. In addition, an overview of the educational reforms before and after independence is provided. It concludes with an examination of the methods and rationales behind incorporating English into the Algerian primary school curriculum. The second chapter is devoted to the methodology used as well as the analyses and discussion of the results obtained from the teachers' interviews and classroom observation.



Chapter One: Literature Review

Chapter One: Literature Review

1. Introduction

This chapter explores the English language's historical roots, evolution, and role in Algerian society. It examines the transformations and reforms that have influenced English language education in Algeria in general and primary schools specifically. Besides, it focuses on the teaching and learning strategies within Algerian English language education, highlighting the role of teachers, the importance of materials and skills, and the need for continuous training. The chapter is considered a foundation for future empirical research that contributes to the ongoing debate and development of English language education in Algeria.

2. History of English Language

English language, an Indo-European language, traces its origins back to the Roman Empire. It emerged during the early 5th century, when Germanic tribes, including Franks, Anglo-Saxons, Jutes, and Frisians, invaded Britain. More specifically, English is classified within the West Germanic division of the Scots and Frisian family (Oppenheimer, 2006). This language has developed through three stages: Old English (450-1100), Middle English (1100-1500), and Modern English (around 1500 until now).

- Old English

Old English was the earliest form of English and the language spoken by the Anglo-Saxons, who conquered Britain about 5 AD. It was used from the 450s to the 1100s in Britain. Its four main dialects were Northumbrian, Mercian, Kentish, and West Saxon. Between 600 and 1150, the collection of surviving Old English material included 3,037 texts (Healey, 1981).

During this era, literature revolutionized with notable authors like Cynewulf and Aldhelm, leading to the recognition of Old English's appearance and usage in poems and books like Beowulf and Exeter Book (Robinson, 2002). On the other side, the grammar of Old English resembles modern German since it uses grammatical genders and four cases and was a "synthetic" language. It had more inflectional endings, seven declension groups for nouns, and more strong verbs than modern English, making it complex (Cowie, 2009).

Chapter One: Literature Review

Although Old English may appear incomprehensible to modern speakers, it contains more than 50% of the thousand most frequently used terms in modern English. Moreover, over 80% of the thousand most frequently used terms in modern English originate from Old English, including terms like water, strong, and be (Bluck, 2007). The last stage of Old English was characterized by the Norman conquest of England and culminated in the transition towards early Middle English.

- Middle English

The language spoken during the Middle Ages comprised both the Old English and Anglo-Norman dialects. It started in 1066, after the Norman invasion of England. England influenced the English language tremendously. A large number of Latin and French terms were infused into English and caused numerous linguistic shifts. Indeed, a linguistic class division appeared, English was primarily used by the lower class, while French was spoken by the higher class. At this period, English was called the language of the famous poet Chaucer (1340-1400) (Baugh & Cable, 1993).

During the Middle English age, English developed in vocabulary and grammar, with simplified Old English properties and a diverse vocabulary. More than half of English terms have origins in Latin or French. Most literature was written in Latin, but *The Canterbury Tales* by Geoffrey Chaucer introduced everyday life and social mores. Margery Kempe's Middle English book, the earliest example of an autobiography, depicted middle-class life in Medieval England (Millward, 1989).

Modern English

Modern English lasted between 1500 and now. It can be categorized into two major stages: Early Modern English expands between the 16th and 18th Centuries and late Modern English spans from the 18th century until today.

The first period of Modern English refers to the English language following the Middle English era, after the Great Vowel Shift. This period saw changes in long vowel pronunciation, such as 'e' becoming 'I', while short vowel sounds remained unchanged (Crystal, 2004). In addition to English vowel sound changes, spelling and pronunciation were transformed too, influenced by William

Chapter One: Literature Review

Shakespeare and the King James Bible, leading to the emergence of Early Modern English in the 15th century (Algeo, 2010).

This preliminary era also saw the design of the initial dictionaries in English, such as "A Table Alphabetical" and "A Universal Etymological English Dictionary." Nevertheless, Samuel Johnson's "Dictionary of the English Language" (1755), containing 43,000 words, is recognized as the first reliable dictionary, contributing significantly to the standardization of English. Additionally, the impact of printing, introduced by William Caxton, is notable, with the translation of Caxton's "The Recuyell of the Histories of Troye" being the first book printed in English during this period (Algeo, 2010).

The Late Modern English emerged due to the Industrial Revolution, the British Empire's rise, scientific breakthroughs, and the era of colonialism. Since the turn of the 20th century, there has been a substantial expansion of vocabulary, primarily in the fields of science and technology. Therefore, the invention of new techniques and products necessitated the creation of new terms to describe them (Algeo, 2010).

3. Global Status of the English Language

English, with nearly 1.5 billion speakers as a native, second, or foreign language, holds widespread global prominence (Lyons, 2017). Its status as the language of international communication is reinforced by the political influence of its speakers. It is spoken as a lingua franca by various nations for business, broadcasting, advertising, medicine, research, and popular music. Notably, it has been adopted as an official language by the Asia-Pacific Broadcasting Union (Crystal, 2003).

Arab (2015) emphasizes that English surpasses all other languages in the publication of literary works, and with technological development, more than 90% of internet content is in English. It stands as the predominant language globally in literature, science, technology, and various other domains. Additionally, Belmihoub notes its pivotal role as the language in international traffic control, debates at the United Nations, and commands within NATO (2018).

4. Current Status of English Language in Algeria (Society)

The choice to teach or learn a language often hinges on its societal relevance. Governments strive to facilitate this process by encouraging agreements, offering educational tools, and implementing syllabus reforms. These initiatives aim to streamline language acquisition, fostering effective learning and communication within the broader community (Arab, 2015).

Since Algeria gained independence in 1962, English has been predominantly taught to middle-level students. In July 2022, the Algerian president declared a significant policy shift, announcing the introduction of English instruction starting in the third grade in primary schools. This decision was prompted by increasing parental demands for early English education, with protests advocating for English to be the primary foreign language in Algeria instead of French (Manseur, 2020).

During this period of education, students are introduced to oral communication, English sounds, the alphabet, vocabulary, and conversational elements such as greetings and requests. Notably, English has gained prominence through collaboration with Canada and the United States of America to advance academic policies in Algeria. This partnership involves creating new textbooks, qualifying teachers, and enhancing proficiency in using modern teaching technologies (Chemami, 2011).

5. Education in Algeria

Education in Algeria has a rich history, evolving significantly before and after independence. Pre-independence, the educational landscape reflected a complex integration of influences. Post-independence, Algeria witnessed transformative changes in its educational system, marked by a series of impactful reforms aimed at shaping a more inclusive and progressive learning environment.

5.1. Education in Algeria before Independence

Before French colonization, Algeria's traditional education system comprised Quranic primary schools (Masjid) for teaching reading, writing, and Quran memorization. Additionally, religious secondary schools (Zaouia or Madrassa)

Chapter One: Literature Review

provided instruction in Arabic language, literature, and the basics of Islamic law. Higher education options included El-Zaytouna University in Tunisia or Al-Azhar University in Egypt for Algerians (Benrabeh, 1999).

Following French colonisation in Algeria from 1830 to 1962, the harsh policy aimed to destroy Algerian identity, including Islam and Arabic. Prince Napoléon-Jérôme argued for assimilation to eliminate the Muslims; he stated "we are confronted by a hardy perennial, a strongly rooted national identity which must be eradicated by assimilation" (Ageron, 1991 as cited in Suleiman, 1994, p. 26).

The coloniser aimed to promote the French language and culture among children, making French the national language and introducing Arabic as a secondary language in certain schools (Ezzaki & Wagner, 1992). Arabic-taught schools were closed and selected Algerian members with loyalty to France for enrolment while denying other natives access to education (Chaker, 1997). In fact, the French policy primarily aims to suppress Arab-Islamic culture and Algerian identity.

5.2. Education in Algeria after Independence

Following its declaration of independence in 1962, Algeria began a process of nation-building, with education playing a crucial role in the process. The government gave the improvement of education a top priority in order to promote social and economic advancement.

Some important events and milestones that occurred after Algeria gained independence include:

- **Arabization and Nationalization:** In the 1970s, the Algerian government began an "Arabization" effort to promote Arabic as the main language of instruction and administration. This action was taken to combat the effects of French colonial authority and recover the nation's cultural identity.
- **Free and Compulsory Education:** In 1976, Algeria made education free and required for children between the ages of 6 and 16. With the help of this approach, school enrolment rates considerably rose while illiteracy rates fell.

- **Growth in Tertiary Education:** The country saw a significant increase in the number of higher education institutions, including the opening of new universities and colleges. This action was taken to satisfy the rising demand for qualified experts across a number of industries (Boubekri, 2004; Ounoughi, 2015).

5.3 Educational Reforms

To increase access and raise the standards of education in Algeria, several reforms have been implemented which are:

➤ **Reforms of 1962-1976**

- Teacher training influenced by the French model.
- Scientific subjects taught in French.
- Lesson inherited from the French model.
- International cooperates to aid the educational system
- Total Arabization of the first and second years of the elementary circle.
- The introduction of 10 hours of Arabic language teaching from 3rd grade till the 7th grade at the elementary level.
- Arabization of the 3rd year starting from 1969-1970 school years.

➤ **Reforms of 1976-2000**

- Nationalization of education.
- 1976 charter, supplemented by the constitution of 1996 in its article 53.
- Arabic language of instruction.
- Training citizens in the Arabic language.
- Progressive Arabization of human and social sciences.
- Arabization of scientific subjects at the pre-university level.
- Compulsory education until the secondary level.
- Free education
- Material support to families to increase school enrolment.
- Private schools were enacted from the end of the 1980's.
- Algerianization of educational means particularly annuals.

➤ **Reforms of 2008-2009**

- Preparatory education is provided in preparatory preschools, kindergartners /infant classes in primary schools for children aged between 4 to 5 years old.

➤ **Reforms of 2000-2011**

- Executive decree of August 29, 2004, and the law of February 23, 2008.
- Arabization of school subjects (scientific).
- Universal symbols for teaching Mathematics and Physics/Chemistry.
- Free education
- Teaching foreign languages earlier in schooling: French/ English (Youcef, 2021, pp.75-76).

6. The Integration of English in Primary School

The integration of the English language into Algerian primary schools was based on a presidential decree in August 2022. The main goal of this process is to enable Algerian children to engage with the global community and gain access to scientific knowledge. During a press conference in July, our President asserted "French is a spoil of war, while English is the language of research and science, and it must be taught and given more attention." It is clear that English has become the language of all life domains, including medicine, business, research, law, finance, and many other areas.

English, as a dominant language in technology, commerce, and cultural exchange, holds significant advantages. Introducing it in Algerian primary education facilitates early integration into global development, enhancing children's knowledge and language skills progressively.

Therefore, at the first level, the curriculum focuses on enhancing oral language skills, and communication and giving due attention to written aspects, which will be emphasized later on in the upcoming levels. Based on that syllabus, the designed textbook for third-year elementary school pupils contains the alphabet, some fundamental English lexis, and specific monologues (Ministry of National Education, 2022).

7. The Teaching/ Learning Strategies

Educating young minds about the joys of English demands time and creativity, especially considering children are beginners in learning the language. It's crucial to carefully inform and engage them, laying a strong foundation for future education through enjoyable experiences. According to Hashemi and Azizinezhad (2011), attracting children's attention and sustaining their interest involves incorporating movement and sensory experiences into the instructional process. Teachers are advised to use supplementary materials such as vivid visuals, toys, puppets, pictures, or objects to enhance the learning experience.

Active learning through gaming involves using games to boost student learning and promoting critical thinking and problem-solving skills. This method employs both digital and non-digital games and simulations to provide hands-on experiences for students. According to Hang (2017), teachers of young learners emphasize that games are an effective tool for teaching English to children as they not only maintain focus on the lesson but also make the learning process enjoyable.

As young learners have a short attention span and low concentration, teachers should use songs and gestures to ensure effective language learning. They should create songs for specific activities, sing along with the class, and use motions for vocabulary. In addition, they have to choose gestures that are easy to perform and remember throughout the course to help students retain new vocabulary. In this light, Harmer (2001) highlights that children have unique learning patterns, so they often get bored and lose interest quickly. To address this, teachers had better use strategies like music, stories, games, or personalized-crafted activities.

Role play is a fun and engaging strategy for children to learn about relationships, develop vocabulary, and improve interpersonal communication skills. It offers freedom and few boundaries, fostering confidence and allowing children to express their unique personalities, promoting social awareness and future social interactions. On this ground, Hashemi and Azizinezhad (2011) reported that the crucial aspect of teaching English to children lies in grasping the fundamentals of

language and putting them to use in a manner that sustains the young learners' interest. They argued that children should use pretend play and imitation to interact with the outside world.

7.1. Teachers' Role

Regarding the role of the teacher in the EFL classroom, he/she is the individual who is qualified to deal with students. In fact, teachers have different roles while doing their profession that enables them to be influential guides in building the pupils' futures and fostering their interest in language. Thus, teachers represent important contributors to the effective execution of the syllabus.

Teachers play a crucial role in English language teaching because they do various functions as knowledge providers, facilitators, managers, motivators, organizers, controllers, and evaluators, making an ideal teacher who is able to fulfil these roles (Adams, 1970). Besides, Harmer (2007) said that teaching and learning are continuous processes with strategies changing with generations. Teachers should prioritize understanding the perspectives of their learners before engaging with them. A genuine teacher can swiftly empathize with students and understand their thoughts and feelings. Indeed, a successful teacher can transfer his soul to students and understand their minds as well as can absorb unexpected things for the benefit of students.

Teachers should act as parents and friends, treating students with affection and clarity. They should create a learning environment that reflects students' social, intellectual, and linguistic experiences. They should instil self-discipline, keep students informed, praise their work, and educate them about their obligations. They should not only manage the classroom and oversee each class but also manage all activities. Thus, they plan exercises, read aloud, provide examples, and change study groups for group work, ensuring effective learning (Gurakuqi, 2015).

Furthermore, teachers should act as prompters, helping and guiding learners when they get stopped or blocked in the learning process. They can assist in group or pair work, offering guidance and direction, and ensuring the teacher is always present to provide necessary help (Gurakuqi, 2015).

7.2. Materials/Skills

Materials play an important role in language teaching. According to Tomlinson (2012), language learning materials include various tools, such as course books, videos, flashcards, games, websites, and mobile interactions that all help in the learning process. These materials serve different purposes: informative for language insights, instructional for guided practice, experiential for real-world language use, elicited for active participation, and exploratory for independent language discovery.

Based on the primary school syllabus, teachers work on developing students' particular skills which are oral comprehension and production, and written comprehension and production.

➤ **Oral Comprehension**

- Emphasize listening comprehension to equip students for communication and language use in real-life contexts.
- Students should be able to comprehend the meanings of words and phrases.
- Use the context and nonverbal cues to infer the meanings of words and phrases.
- Practice active listening skills.

➤ **Oral Production**

- Apply relevant contexts from children's daily life, concrete contexts, and nonverbal cues like images, videos, gestures, and real-life objects.
- Grasp the meaning of the new lexical words and phrases.
- Recognize and use basic words and phrases for oral interaction.
- Show respect towards the conversation partner.

➤ **Written Comprehension**

- Interpret symbols and simple messages that include around 30 words and understand the meaning of the words and structures with the help of a phonetic knowledge and visual aids.
- Recognize reading principles and strategies for decoding texts.
- Demonstrate respect for his peer's reading.

➤ **Written Production**

- Produce letters, words and sentences with appropriate handwriting and punctuation.
- Identify the characteristics of letter formation such as size, spacing and alignment.
- Apply correct letter formation when writing.
- Show respect for the conventions of letter writing. (Ministry of National Education, 2022)

7.3 Training

In this era, training teachers has become a necessity as today's students do not adapt to old-fashioned methods of teaching. Teacher training is a crucial mechanism that not only develops teachers' knowledge of the content to be taught but also improves their skills of teaching to meet high-quality education (Darling-Hammond & McLaughlin, 1995).

Training refers to a short-term and focused activity for teachers to prepare them for new teaching assignments or positions. It also involves understanding basic concepts, demonstrating principles, and trying new strategies in the classroom. In addition, training helps teachers know that learners have different learning styles. By understanding this, they will affect their students positively (Richards & Farrell, 2005).

These objectives outline key areas of focus for training:

- Learning effective techniques for initiating a lesson.
- Adapting the textbook content to meet the needs of the class.
- Learning the use of group activities in a lesson.
- Adopting efficient questioning techniques to engage students.
- Implementing classroom pedagogical aids and resources (e.g. video).

Developing techniques to provide feedback to learners on their performance (Richards & Farrell, 2005, p.03).

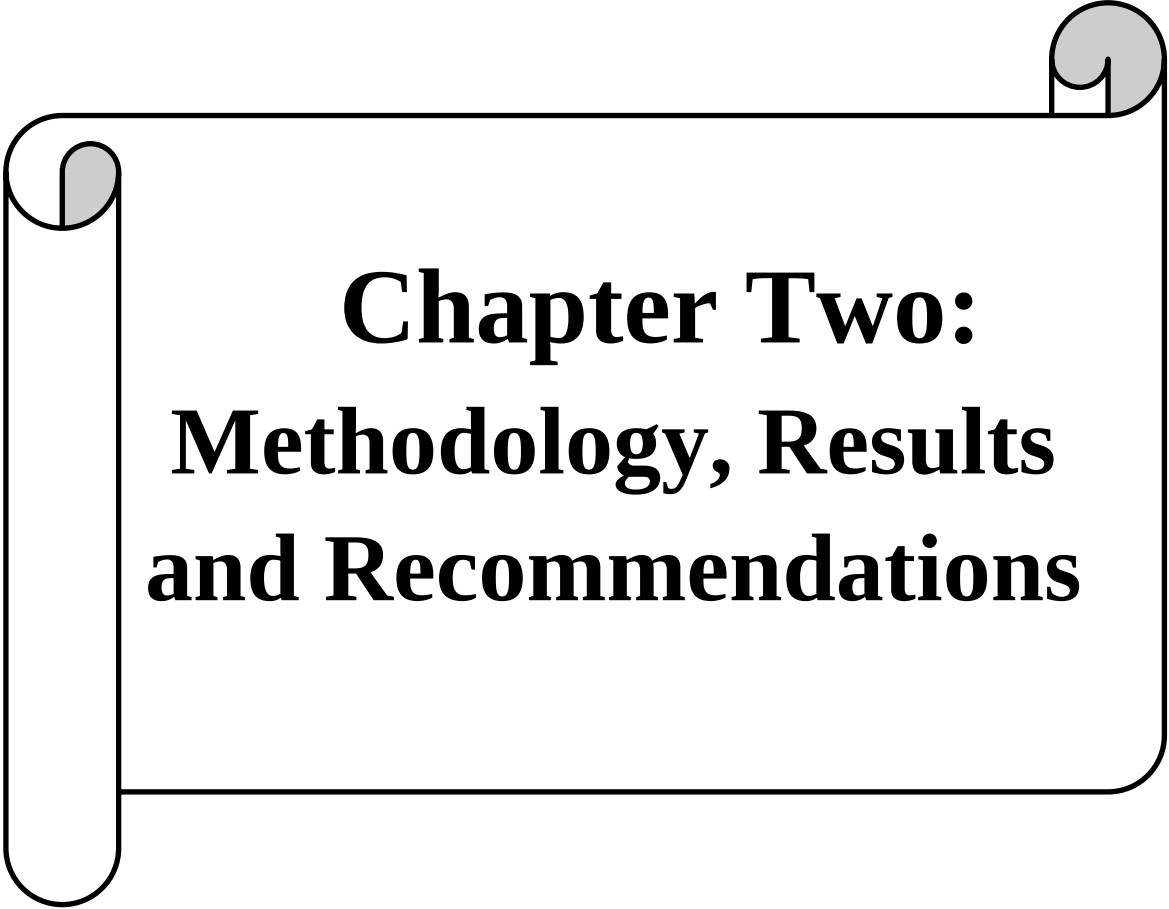
Anane and Kuranchie (2022, p.108) set a number of benefits for training teachers as follows:

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- To enhance individual understanding of a subject by integrating recent advances in the area.
- To refine individual's skills, attitudes, and approaches to the development of new teaching techniques and objectives, new circumstances and research.
- To help schools develop and use innovative strategies for curriculum and other aspects of teaching methodologies.
- To help individuals apply changes in curricular and teaching practices.
- To share information and expertise among teachers, academics, and industrialists.
- To support less experienced teachers to become more effective in the classroom.
- To sum up, we can say that teacher training offers a myriad of advantages, such as updating subject expertise, enhancing skills and attitudes, fostering innovative approaches in schools, facilitating the application of new methodologies by individuals, promoting the exchange of information and expertise, and ultimately aiding less proficient teachers in becoming more effective.

8. Conclusion

The present chapter provided the literature review of our study. It tackled different points including the history of the English language, its global and current status in Algerian society. It also dealt with education in Algeria in general and the integration of English in primary schools in particular. It ended up with introducing the teaching and learning strategies that can be used to facilitate the process and improve the learners' level, skills and potential in language. This chapter is considered a cornerstone for the coming chapter or the field work which will deeply discuss the methodology being adopted, data analysis and their discussion, and the recommendations.



Chapter Two: Methodology, Results and Recommendations

1. Introduction

This chapter will deal with the methodological framework that guides this research through outlining the methods and tools used to gather and analyze data. At first, the research methods chosen are introduced by providing insights into why these methods were most suitable for addressing the research questions at hand. Following this, we provide an overview of the population under study and the sampling techniques used to select participants. Subsequently, we discuss the data-gathering tools utilized throughout the research process. Moreover, the chapter offers an in-depth analysis and interpretation of the results, discuss them and draw connections to the existing literature and theoretical frameworks. Subsequently, a specific part is reserved to a set of recommendations that serve as a roadmap for leveraging the research findings in a practical context.

2. Research Methodology

This research work aims to adopt a mixed-methods approach to meet the scheduled objectives. According to Loucif (2021), this approach of research is an appropriate choice to determine the problem or topic for the sake of knowing about how to improve outcomes. This study takes the case of fourth-year students at ‘Mahmoudi Madani’ and ‘Bekri Ahmed’ Primary Schools and teachers of English at Mecheria Primary Schools.

2.1 Population and Sampling

The sample size of this study which is taken from the total population, represents 10 teachers selected randomly, in addition to (70) pupils from the chosen population. After collecting data, the data will undergo two methods of analyses;

Chapter Two: Methodology, Results and Recommendations

statistical analysis using the Excel to analyze quantitative data. On the other hand, qualitative data will be examined through thematic/ content analysis.

The sample is detailed in the following table:

Table 2.1: Participants' Division and Sampling

Participants	Total number	Male	Female
Teachers	10	2	8
Pupils	70	33	37

2.2 Data Gathering Tools

To be confident of the results obtained and to have more reliable data, three instruments are chosen to collect the data for this study, including a teachers' questionnaire and interview, and a classroom observation guided by a checklist. The aim of using the questionnaire and the interview is to explore the teachers' attitudes towards the topic under investigation. Loucif (2022) said that these techniques helped the researcher to gain in-depth insights into informants' experiences in the field of teaching. Indeed, these tools are reliable data collection tools that serve the aim of any study. However, the observation is used to investigate the actual situation in Algerian EFL classes.

2.2.1. Teachers' Interview

The interview includes (10) questions organized as follows:

Q 1.What is your academic degree?

This question seeks to establish the qualifications and expertise of the interviewees in the field of English language teaching, which forms the basis of their perspective on teaching challenges.

Q 2. How long have you been teaching the English Language (before primary level)?

The objective of this question is to understand the interviewee's level of experience in teaching the English language, particularly focusing on their pre-

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primary teaching experience to gauge their familiarity with foundational language acquisition challenges.

Q3. How many schools are you in charge of?

By asking this question, we aim to determine the scope of the interviewee's responsibility as a teacher, which may influence their perspective on systemic challenges within the education system.

Q4. How many pupils do you have in each class?

This question is designed to understand the class size dynamics, as it directly impacts teaching effectiveness and student attention, which are crucial factors in addressing learning challenges.

Q5. What are the learning goals and objectives at this level? Is time devoted per week sufficient to achieve those learning objectives?

The intention behind this question is to assess the alignment between learning goals, allocated teaching time, and the feasibility of achieving those goals within the given time frame, providing insights into potential curriculum and resource allocation challenges.

Q6. What type of teaching materials should be used at the primary school? Are they available in your school?

This question endeavours to evaluate the adequacy and availability of teaching materials necessary for effective English language instruction at the primary level, highlighting potential resource-related obstacles to teaching.

Q7. What are the teaching methods and strategies used while teaching English?

The focus of this question is to identify the instructional approaches adopted in English language teaching, exploring their effectiveness in addressing learning challenges and promoting language acquisition.

Q8. What are the most effective classroom activities to improve learners' listening and speaking skills?

The underlying objective of this question is to ascertain effective pedagogical practices specifically aimed at enhancing listening and speaking skills and

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providing insights into successful teaching strategies tailored to language development.

Q9. What are the challenges you have experienced as a primary school teacher?

Through this question, we attempt to uncover the specific challenges faced by the interviewees in their role as primary school English language teachers, offering a firsthand perspective on the obstacles encountered within the educational context.

Q10. How do you usually manage these challenges?

The purpose of asking this question is to explore the strategies used by the interviewees in overcoming teaching challenges, providing insights into effective problem-solving processes and coping mechanisms within the educational setting.

2.2.2. Classroom Observation

Some sessions have been attended with fourth year classes at the primary school "Mahmoudi Madani"(sixty nine pupils dealt with "Listen and Repeat" lesson of the unit six of "Games") and others have been attended with the same class level at "Bekri Ahmed" primary school. The class number was fifty nine pupils. The lesson was "I read and Discover" of the unit of "Food".

2.2.3. Teachers' Questionnaire

The likert scale questionnaire consists of (15) statements organized as follows:

Statement 1. The textbook contains an appropriate table of contents.

The aim of this statement is to assess the adequacy and effectiveness of the organization of the textbook's content through its table of contents.

Statement 2. The content does not conflict with students' social beliefs.

In this statement, we try to evaluate whether the content of the textbook aligns with the social beliefs of the pupils to avoid conflicts or discomfort.

Statement 3. The content does not conflict with students' background.

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The objective of this statement is to determine if the content respects the different backgrounds of the pupils and ensures relevance or not.

Statement 4. The textbook covers most language skills.

Through this statement, we attempt to gauge to what extent the textbook is thorough in covering the language skills of reading, writing, listening, and speaking.

Statement 5. The subject matter is presented either topically or functionally in a logical and organized manner.

This statement aims to assess the coherence and clarity of the textbook's presentation of subject matter and whether it follows a logical sequence and organization.

Statement 6. There is sufficient variety in the subject and content of the textbook.

This statement serves to determine if the textbook offers diverse content and topics to cater to different learning styles and interests.

Statement 7. The content promotes students' involvement.

The goal of this statement is to evaluate if the content encourages active engagement and participation from students and fosters a dynamic learning environment.

Statement 8. The content contains real-life issues that challenge the reader to think critically about his/her worldview.

The function of this statement is to assess whether the content includes real-world issues that prompt pupils to think critically and reflect on their perspectives and beliefs.

Statement 9. The topics are familiar to the learners.

In this statement, we try to ascertain if the topics covered in the textbook are relevant and familiar to the learners and facilitate comprehension and engagement.

Statement 10. The content of the material is interesting and motivating.

This statement is intended to evaluate the degree to which the content of the textbook captures the interest and motivation of the students.

Statement 11. The content raises students' motivation.

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The goal of this statement is to determine if the content of the textbook has a positive impact on students' motivation levels and actively helps them to participate and learn.

Statement 12. The textbook is appropriate for the learners' level.

The purpose of this statement is to assess whether the difficulty level and complexity of the textbook's content match the proficiency level of the learners.

Statement 13. The material encourages a positive attitude towards gender. (e.g. stereotyping occupation or use of gender bias words like chairman instead of chairperson).

In this statement, we want to evaluate if the textbook promotes gender inclusivity and sensitivity by avoiding stereotypes and biases in language and content.

Statement 14. The textbook encourages a positive attitude towards environmental issues.

This statement aims to determine if the textbook includes content that promotes awareness and positive attitudes towards environmental issues and sustainability.

Statement 15. The textbook contains a self-check progress report.

The purpose behind this statement is to assess whether the textbook includes tools or features, such as self-check progress reports, to help pupils monitor their learning and progress effectively.

3. Data Analysis

3.1. Teachers' Interview Analysis

The findings gathered through the interview are analyzed as follows:

Q 1. What is your academic degree?

Six teachers said that they hold a license degree and only two of them hold a master degree. This data showed that the majority of teachers who were questioned were BA holders. It is clear that a bachelor's degree is the predominant requirement for teaching in primary schools.

Q 2. How long have you been teaching the English Language (before primary level)?

Based on the informants' answers, we find that five teachers are novices since this is their first year of teaching, while two teachers have experience ranging from 1 to 5 years. Only one respondent taught English for more than 10 years as a part-time teacher. This denotes that most of teachers are not qualified and experienced enough in teaching young learners.

Q3. How many schools are you in charge of?

Most of the participants (4 teachers) are teaching in 3 primary schools, whereas 2 teachers are working with 4 primary schools and two others are in control of 5 primary schools in order to complete their time schedules. This shows that all the teachers are not working in stable positions as they always move from one school to another.

Q4. How many pupils do you have in each class?

The results revealed that five teachers have between 30 to 40 children in each class. Besides, three teachers have from 15 to 30 pupils in each class. However, no class includes more than 40 pupils. Therefore, it is clear that these classes are somewhat overcrowded, and this may affect the teaching and learning process.

Q5. What are the learning goals and objectives at this level? Is time devoted per week sufficient to achieve those learning objectives?

All the interviewees answered that the fourth-year primary education curriculum mainly focuses on developing learners' speaking and listening skills by introducing different topics which are: -Simple greetings and basic self-introduction/ numbers/ family members/ the notion of age/ the notion of countries and nationalities / some basic and well-known jobs/ playing roles /parts of school/ school objects/ simple medical symptoms and the areas or body parts/ different types of food / different types of games/ different occasions and celebration days and different items used for celebrating/types of animals.

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It also aims to train pupils on some language points as personal pronouns, auxiliary verbs, special prepositions, and demonstrative pronouns. In addition, some phonetic or pronunciation rules are set: -phonics (voiced 'th' and voiceless 'th', showa, the 'r' controlled vowels, the long and short 'oo' sound, the long 'e', 'ch', shor 'o').

All the teachers approved that they could not be covered in these learning objectives within the time allocated per week.

Q6. What type of teaching materials should be used at the primary school? Are they available in your school?

According to the teachers questioned, it is simpler and more efficient to use the following materials: data show, flashcards, audio-visual aids, visual and auditory materials, tablets, speakers, songs, realia, videos, pictures and course books, computers, projector OPH, toys, games, slates, role play.

Concerning the materials' availability in their schools, five respondents confirmed that most of these materials are unobtainable in their teaching contexts. However, three teachers affirmed that the principal teaching tools are available, but they are not sufficient for all teachers. On this ground, we deduce that there is a shortage in the main learning materials such as data shows and speakers.

Q7. What are the teaching methods and strategies used while teaching English?

The majority of the interviewees (4 teachers) stated that they usually used games and songs because kids may grasp the language with fun and laughter. Two teachers prefer to use the strategy of role play as it makes learners actively involved and engaged in the lessons. They also asserted that they implement the Total Physical Response (TPR) and Communicative Language Teaching (CLT) methods due to their effectiveness in developing pupils' interaction in real-life situations as well as creating a positive atmosphere.

Only one respondent tends to adopt the Competency-Based Approach (CBA), in which the learner builds and develops his/ her oral competencies.

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Another teacher often depends on the direct method because of its positives in enhancing learners' listening and speaking skills. In the end, all the teachers agree that using a variety and eclectic strategies and methods, including drills, repetition, VAKT, brainstorming, short videos, flashcards, talk slow, think pair share, drawings and gestures is the best solution to ensure that all the kids' needs are met.

Q8. What are the most effective classroom activities to improve learners' listening and speaking skills?

Generally, teachers have different viewpoints about the most effective classroom activities that help to improve pupils' listening and speaking skills. Five of them rely on pair work, two of them prefer group work, and only one regarded that children can learn the language better individually. Therefore, teachers need to vary these activities so as to accommodate the diverse learning styles of all learners.

Q9. What are the challenges you have experienced as a primary school teacher?

The results revealed that all the teachers confront the non-availability and shortage of ICTs and the challenge of time and behaviour management. Five respondents suffered from a lack of experience in teaching youngsters and dealing with overcrowded classes. Two teachers asserted that it is too difficult to deal with different levels of pupils. Only one teacher added that she is not provided with affordable qualified guidance and training.

To round up, managing a classroom of young learners can be challenging when faced with a lack of trained and experienced teachers. Additionally, large class sizes can make it difficult to control the misbehaviours among students. Insufficient materials impact lesson content and timing, ultimately reducing productivity for both teachers and students.

Q10. How do you usually manage these challenges?

In fact, there are different procedures suggested by teachers to effectively manage and reduce the challenges mentioned before. First, they used alternative resources such as traditional teaching aids (e.g., textbooks, visual aids) and low-tech

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tools (e.g., whiteboards, flashcards). They also personally fund the purchase of materials for the classroom whenever possible.

Second, they implemented proactive behaviour management techniques such as establishing clear expectations, routines, and consequences. They allocated specific time slots for different activities and transitions and used visual cues and timers to help students stay on task. Additionally, teachers build positive relationships with students; and provide praise and encouragement to reinforce desired behaviours. In overcrowded classrooms, teachers used seating arrangements and classroom layouts to optimize space and minimize distractions. They relied on peer tutoring to engage students and facilitate independent work.

To address varying levels of pupils' abilities, teachers often try to differentiate instruction by providing tailored learning experiences based on students' needs, interests, and learning styles. This also included grouping students based on skill level for targeted instruction, offering choice in assignments and assessments, and providing scaffold support for struggling learners.

Teachers engaged in professional development training to enhance their skills in teaching young learners, behaviour management, and instructional strategies. This involved attending workshops, conferences, or online courses specifically focused on addressing the needs of diverse learners and managing challenging classroom environments. Additionally, they always asked for mentorship or peer support from experienced colleagues.

3.2. Classroom Observation Data Analysis

On 14/03/2024, sessions findings are organized as the following:

Time of the session: 45 minutes **Class number:** 35/34 **Lesson name:** “Listen and Repeat”

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**Table 2.2 : A Summary of Observation in Two Successive Sessions
(Mahmoudi Madani Primary School)**

Teacher's and Students' Actions	Levels of observation		
	Very well	Fairly well	A little
1 -T uses sufficient and suitable materials.	✓		
2-T stays on the topic and gives clear directions.	✓		
3 - T uses his/ her native language (L1).	✓		
4- T mixes English with French.	✓		
5 -T uses gestures and body language.		✓	
6 -T is helpful, patient, and supportive.		✓	
7 -T calls pupils by their names.			
8 - T moves around the class to check pupils' answers.	✓	✓	
9 - Tasks questions to check pupils' understanding of the lesson.	✓		
10 - T encourages pupils to ask questions.			✓
11 -T engages both boys and girls in the lesson equally.	✓ ✓		
12-T encourages pupils' participation.			✓
13-T uses physical and verbal punishment.			✓
14- Pupils' number is large.		✓	
15- Ps show comprehension and expression problems (Stuttering).		✓	
16- Ps lack concentration in some lesson stages.		✓	
17- Ps exhibit anxiety and fear of the public.		✓	
18- Time is enough to complete the lesson.		✓	

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On the basis of the table above, we noticed that during the listening sessions, the teacher was very good at using sufficient and suitable materials, this indicates that she was well-prepared to introduce the lessons. She also kept on the topic and gave clear directions that made learners very responsive to her. Actually, she wanted to help their pupils understand and get the meaning of such terms properly so she tended to mix between Arabic, French, and English. What attracted us was that she memorized all her pupils' names and she never gave up encouraging their participation and checking their understanding by asking direct questions to make sure that all of them were involved in the lesson. She was a perfect teacher when she involved both boys and girls equally in the lesson.

This teacher was moderately well at using gestures and body language to enhance communication and interaction with her pupils. In these lessons, she was somewhat helpful, patient, and supportive. She sometimes moves around the class to guide pupils and help them do their tasks. On another side, pupils occasionally showed comprehension and expression problems (Stuttering), maintained difficulty focusing on some parts of the lesson, and displayed signs of anxiety and fear in public settings. Overall, time was somehow enough to complete the lesson, just the last part of the production was set as a homework assignment.

Regarding the areas of little concern, the teacher rarely motivates pupils to raise questions during class. To do so, they may become passive learners, less engaged in the learning process and more reliant on the teacher for information. In a few cases, she behaves negatively when she beats some hyperactive pupils. In both sessions, the class size was large, so the teacher could not provide each pupil with specific attention and manage her class very well.

On 17/03/2024, sessions findings are organized as the following:

Time of the session: 45 minutes **Class number:** 28/31 **Lesson name:** "I read and Discover"

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Table 2.3 : A Summary of Observation in Two Successive Sessions (Bekri Ahmed Primary School)

Teacher's and Students' Actions	Levels of observation		
	Very well	Fairly well	A little
1 -T uses sufficient and suitable materials.			✓
2-T stays on the topic and gives clear directions.	✓		
3 - T uses his/ her native language (L1).	✓		
4- T mixes English with French.	✓		
5 -T uses gestures and body language.		✓	
6 -T is helpful, patient, and supportive.		✓	
7 -T calls pupils by their names.	✓		
8 - T moves around the class to check pupils' answers.			✓
9 - Tasks questions to check pupils' understanding of the lesson.	✓		
10 - T encourages pupils to ask questions.			✓
11 -T engages both boys and girls in the lesson equally.	✓		
12-T encourages pupils' participation.	✓		
13-T uses physical and verbal punishment.			✓
14- Pupils' number is large.		✓	
15- Ps show comprehension and expression problems (Stuttering).		✓	
16- Ps lack concentration in some lesson stages.		✓	
17- Ps exhibit anxiety and fear of the public.		✓	
18- Time is enough to complete the lesson.	✓		

During these two reading sessions, we observed that the teacher was successful in many points in her lessons. First, she stayed on the same topic without any divergence and she gave pupils clear directions and instructions. Also, she called pupils by their names. Besides, she engaged both boys and girls in the lesson

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equally. Therefore, there was no discrimination between boys and girls in the classroom. In addition, she asked questions to check pupils' understanding of the lesson. By doing so, she checked her pupils' comprehension and tested whether she achieved the lessons' objectives or not. Moreover, she encouraged pupils' participation by rewarding them. However, she overused Arabic and French languages within the English language context. This is not good for effective communication. In general, time is enough to complete the lesson since the pupils' number was not so large.

In the same context, the teacher's action was fairly well when she used gestures and body language to convey some difficult and abstract concepts. Also, she was very helpful, patient, and supportive. Regarding the pupils, they showed comprehension and expression problems (Stuttering), lacked concentration in some lesson stages and exhibited anxiety and fear of the public.

Additionally, teachers used little resources and materials to support her lessons. She hardly ever moves around the class to check pupils' answers. Moreover, she always encourages pupils to ask questions whenever they face difficulty or misunderstand of some points in the lesson. She rarely used physical or verbal punishment.

3.3 Teachers' Questionnaire (Content of the Textbook)

Based on the questionnaire results, we found that teachers had both positive and negative perspectives of fourth-year primary school textbook's content and structure.

To begin with the positive feedback, teachers strongly agreed that the content of the textbook does not conflict with pupils' background and social beliefs. This implies that it aligns with the pupils' pre-existing knowledge of the English language and it does not deal with topics that oppose their socio-cultural norms. Therefore, they get engaged in the lessons easily without any hindrance or difficulties. Besides, they concurred that the textbook encourages a positive attitude towards gender and environmental issues. Hence, dealing with these social and

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environmental topics positively fosters empathy, awareness, and responsible behaviour among pupils.

Additionally, teachers agreed that the textbook covers all the language skills which signify that different tasks of speaking, listening, reading, and writing are designed and presented in it. They also said that the selected topics are generally familiar to the learners' daily lives, so they did not find difficulty to get adapted with them. In addition, teachers consented that the content contains real-life issues that challenge the reader to think critically about his/her worldview. In fact, exposing pupils to real-life situations develops their critical thinking skills which may be needed outside the school. Furthermore, they approved that the subject matter is presented either topically or functionally in a logical and organized manner. It means that there is a logical sequencing of the topics and tasks according to the pupils' needs, abilities, and expectations.

Regarding their negative attitude, teachers strongly disagreed that the textbook contains an appropriate table of contents. It means that it lacks clarity and enough details to understand the subject matter of each unit. They also highly disapproved that there is sufficient variety in the subject and content of the textbook. Although it includes some necessary subjects and tasks, it might be better if a broader range of subjects and activities are added to serve pupils' different learning styles and interests. In addition, teachers completely object that the textbook contains a self-check progress report. This indicates that pupils lack opportunities to assess their understanding and learning progress.

Moreover, teachers disagreed that the textbook was appropriate for the learners' level. They think that pupils at this age just need to grasp some basic words and expressions in English rather than dealing with the complex skills of language like writing. Furthermore, they denied that the content is interesting and promotes students' involvement and motivation, so they usually adapt the syllabus content and use different materials and strategies to get learners motivated and engaged in the lesson.

4. Discussion of the Findings

In the fieldwork, we submitted teachers' questionnaires and conducted interviews and classroom observations to test the hypotheses and find out their opinions about the topic being discussed. Overall, the results obtained from the analysis proved that the integration of the English language in Algerian primary schools is very challenging for both pupils and teachers. These results helped us to answer the research's main question (To what extent is the integration of the English language in Algerian primary schools challenging to pupils and teachers?).

The findings of the teachers' interview revealed that the process of teaching and learning English at Mecheria's primary schools faces different challenges; mainly class size, time allocated per week, lack of teaching materials and qualified teachers, and supportive environment. This fact enabled us to answer the first sub-question (What are the challenges faced when learning/teaching the English language in primary school?). In addition, the interviewers suggested the use of traditional teaching aids and personally funding classroom materials to manage and reduce those challenges.

Moreover, they used different classroom management techniques, visual cues, praise, and pair and group work. They implemented various teaching strategies that fulfil students' needs, interests, and styles. They engage in professional development training, attend workshops, and seek mentorship to enhance their skills in teaching young learners and managing challenging classroom environments. Therefore, these strategies helped us to answer the second sub-question (How can teachers deal with or manage these challenges?).

The questionnaire results showed a generally positive perception of the content of the textbook "My Book of English", particularly its alignment with students' beliefs, promotion of critical thinking, and positive attitudes towards gender and environmental issues. This demonstrates its effectiveness in meeting learning goals. However, this textbook lacks variety in subject matter and content. It also lacks self-check progress reports. These results supported the teachers' opinions that the textbook alone is not enough to meet all the pupils' needs and

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fully attain the learning objectives, so it requires extra materials such as ICTs to motivate all learners and involve them in the teaching tasks.

The data obtained from the classroom observation showed that the teacher uses appropriate materials, provides clear directions, and uses native and body language. She is helpful, patient and supportive, and she calls students by their names which creates a kind of sense of belonging in her class. She actively engages students by asking questions, promoting active participation, and involving both boys and girls in the lesson, fostering curiosity and gender equality, resulting in an interactive learning environment.

However, she struggles with expression and comprehension issues that cause confusion and disruption in the learning process. Some students showed a lack of concentration, and the teacher's occasional mix of French and English confused them. Besides, the large class size hindered the teacher's ability to provide individual attention, manage the class effectively, and complete the lesson. Thus, they need to improve time management and lesson planning. In conclusion, classroom observation proved what has been said by the teachers that large class sizes and time management are the main challenges encountering primary school teachers.

5. Suggestions and Pedagogical Implications

Based on the insights gained from the literature review and the factors examined in this study, we propose recommendations concerning the learning and teaching challenges in EFL primary school classes in Naama, Algeria. These suggestions may guide teachers, students, and administrators within the English department at the University Centre of Naama.

- Teachers should implement technology and ICTs in their classrooms to create an enjoyable learning environment and enhance their quality of teaching.
- The Ministry of Education should think of the time devoted to English at primary schools as well as the class size. Thus, they should add sessions to English subjects per week and reduce the number of students per class. To do so, they

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could create opportunities for jobless graduates and decrease the rate of unemployment within our country.

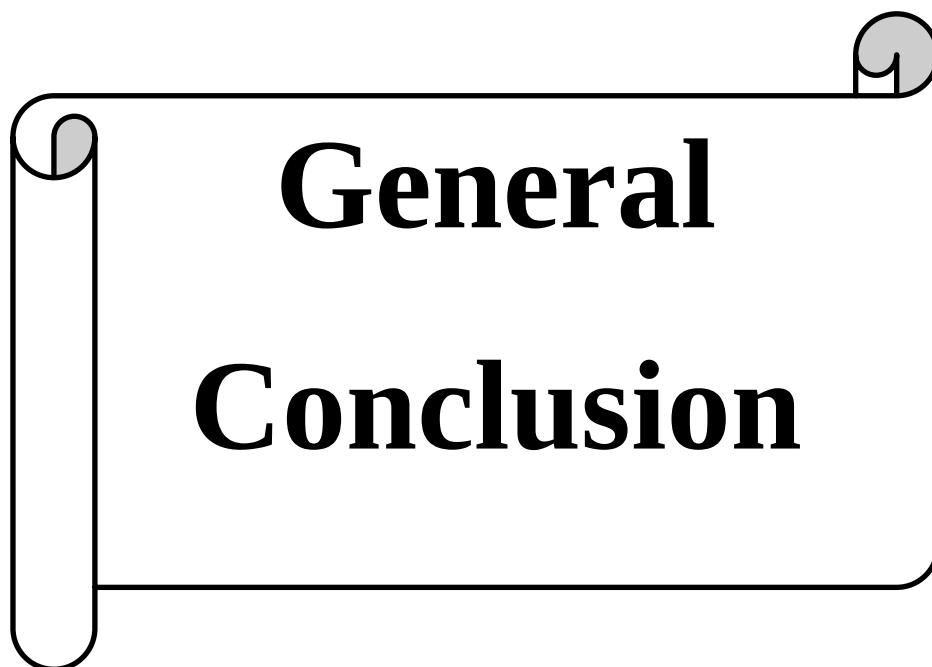
- All the staff responsible for primary education in Algeria should consider the problem of overcrowded classrooms seriously because idealized class sizes help teachers improve their way of teaching, manage their time and classrooms effectively, and motivate all pupils to be engaged in classroom activities.
- There is a need for training the lack of qualified teachers to be more effective in their classrooms. Therefore, providing high-quality training centres by educational institutions helps teachers to be competent and qualified in the field of teaching young pupils.
- Teacher's support and motivation have a crucial role in teaching English in primary education. Teachers should vary in their classroom activities to get all the pupils involved in the lesson and they should award them when they performed better.

6. Limitations of the Study

Like any study, the current research design has some limitations. First, time was not sufficient to address this issue deeply and thoroughly. Second, there was the inability to access some useful paid resources and books.

7. Conclusion

This chapter outlines the methodology used in the research. It has described the research approach chosen based on the topic's nature. The chapter has also discussed the target population, sampling methods used for fieldwork, and the process of administering the questionnaire and conducting the interview and classroom observation. Furthermore, it has presented the analysis and discussion of the results obtained. Finally, the chapter has acknowledged the study's limitations and proposed some pedagogical implication, in addition to some recommendations.



General Conclusion

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The present study attempted to explore the primary school teachers' perceptions of the challenges they faced while teaching English to young pupils. Its main objective was to find out the difficulties that both teachers and pupils encountered at Mecheria primary schools (Mahmoudi Madani and Bekri Ahmed). The research work was made up of two chapters. The first chapter reviewed the relevant literature on English history and its status in the world and Algeria, as well as education in Algeria and teaching English in primary schools. In the second chapter, we displayed the study's results, their analysis and discussion, and recommendations.

To achieve the objectives of the study and to answer the research questions, we used three data-gathering tools. Firstly, we conducted a semi-structured interview with eight (8) teachers of English at primary schools in Mecheria. The results obtained from this interview showed that teachers faced several challenges that hindered them from teaching English appropriately; especially for young pupils who need special care as they were exposed to the language at an early age. As a result, our first hypothesis was accepted: The challenges may be varied between pupils and teachers, such as time management, suitable materials, qualified teachers, a supportive environment, etc.

We also submitted a questionnaire to two other teachers from the same district to explore their opinions about the fourth-year textbook content. The findings revealed that these teachers had both positive and negative viewpoints towards that textbook. Their opinions were positive in terms of content suitability which means that it does not conflict with learners' background and social beliefs. However, this text book mainly lacks variety in the subject and content and it also missed self-check progress reports.

In addition, we attended four sessions with two classes from two schools in Mecheria, two sessions for each school, to get a real image of students' difficulties while learning English. We observed that teachers always equipped their classrooms

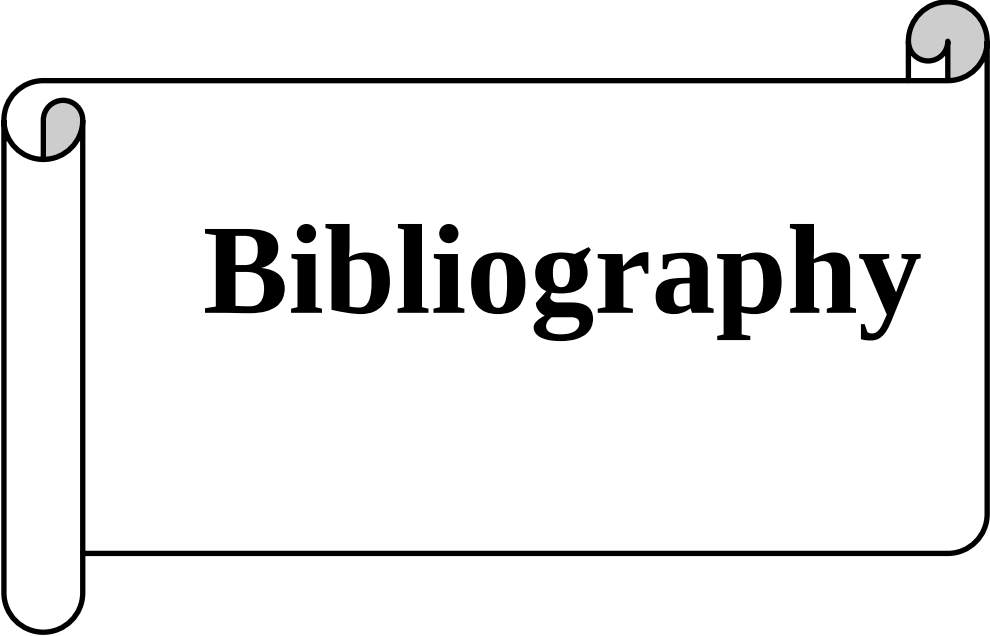
General Conclusion

with materials and used different methods and approaches of teaching to get all pupils involved in the lesson. By doing so, we noticed that they somewhat relieved the challenges that pupils may encounter while learning a new language at this age. Consequently, we can say that our second hypothesis: Teachers' role is important in overcoming the challenges or difficulties faced in classes, they may use audiovisual devices, time-managing techniques, motivational tasks, exemplification and other strategies, was theoretically approved.

This research is significant due to its originality and the advantage it has to contribute to the existing body of knowledge on EFL education. Therefore, there is a limited number of literature and studies carried out on the integration of English in Algerian elementary schools.

The findings of this study can be used as a reference guide in teaching English in primary school. They can also inform policymakers about the specific needs and areas for improvement in EFL education at the primary level, leading to more effective policies and strategies. Moreover, insights gained from this study can assist in developing targeted training programs for EFL teachers in Naama, enabling them to address the identified challenges more effectively.

This study offers valuable insights for future researchers in English language teaching by providing academic knowledge, particularly regarding the difficulties associated with teaching English at the elementary school level. This, of course, can contribute to improving the quality of education in the region.



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Appendices

Appendices

Appendix A: Teachers' Interview

- 1- What is your academic degree?
- 2- How long have you been teaching the English Language (before primary level)?
- 3- How many schools are you in charge of?
- 4- How many pupils do you have in each class?
- 5- What are the learning goals and objectives at this level? Is time devoted per week sufficient to achieve those learning objectives?
- 6- What type of teaching materials should be used at the primary school? Are they available in your school?
- 7- What are the teaching methods and strategies used while teaching English?
- 8- What are the most effective classroom activities to improve learners' listening and speaking skills?
- 9- What are the challenges you have experienced as a primary school teacher?
- 10- How do you usually manage these challenges?

Appendices

Appendix B: Observation Checklist

Time of the session: **Class number:** **Lesson name:**

Teacher's and Students' Actions	Levels of observation		
	Very well	Fairly well	A little
1 -T uses sufficient and suitable materials. 2-T stays on the topic and gives clear directions. 3 - T uses his/ her native language (L1). 4- T mixes English with French. 5 -T uses gestures and body language. 6 -T is helpful, patient, and supportive. 7 -T calls pupils by their names. 8 - T moves around the class to check pupils' answers. 9 - Tasks questions to check pupils' understanding of the lesson. 10 - T encourages pupils to ask questions. 11 -T engages both boys and girls in the lesson equally. 12-T encourages pupils' participation. 13-T uses physical and verbal punishment. 14- Pupils' number is large. 15- Ps show comprehension and expression problems (Stuttering). 16- Ps lack concentration in some lesson stages. 17- Ps exhibit anxiety and fear of the public. 18- Time is enough to complete the lesson.			

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Appendix C: Teachers' Questionnaire

The following questionnaire serves as a data collection tool for a research study evaluating the content of the textbook "My Book of English," which is currently being used by fourth-year primary school pupils. Your feedback is invaluable to us. Please scale your answers based on the provided rating for each statement. We appreciate your time and insights.

-Likert Scale Questionnaire about the Content of the Textbook

1. The textbook contains an appropriate table of contents.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

2. The content does not conflict with students' social beliefs.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

3. The content does not conflict with students' background.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

4. The textbook covers most language skills.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

5. The subject matter is presented either topically or functionally in a logical, organized manner.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

6. There is sufficient variety in the subject and content of the textbook.

☐ ☐ ☐ ☐ ☐

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1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

7. The content promotes students' involvement.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

8. The content contains real-life issues that challenge the reader to think critically about his/her worldview.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

9. The topics are familiar to the learners.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

10. The content of the material is interesting and motivating.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

11. The content raises students' motivation.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

12. The textbook is appropriate for the learners' level.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

13. The material encourages a positive attitude towards gender. (e.g. stereotyping occupation or use of gender bias words like chairman instead of chairperson).

☐ ☐ ☐ ☐ ☐

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1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

14. The textbook encourages a positive attitude towards environmental issues.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

15. The textbook contains a self-check progress report.

☐ ☐ ☐ ☐ ☐
1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 = Strongly Agree

Summary

Summary

This study aimed to explore primary school teachers' perceptions of the challenges they encountered while teaching English in Mecheria, Naama-Algeria. In light of this, we hypothesized that these challenges may be varied between pupils and teachers, such as time management, suitable materials, qualified teachers, a supportive environment, and others. We also hypothesized that teachers' role is important in overcoming the challenges or difficulties faced in classes; they may use audiovisual devices, time-managing techniques, motivational tasks, exemplification and other strategies. To achieve the above objective, we conducted a semi-structured interview with eight teachers, submitted a questionnaire to two other teachers, and conducted a classroom observation. The results revealed that managing time and overcrowded classrooms, lack of experience, and insufficient materials were the main issues found in primary education. Therefore, this supported our initial hypothesis that there are a variety of challenges facing both pupils and teachers. Moreover, the findings showed that teachers play a significant role in reducing those challenges by using various materials, strategies and tasks. This helped us to accept our second hypothesis. In conclusion, teaching the English language in primary schools is full of problems, but the teacher is the only person capable of overcoming them.

Keywords: primary schools, teachers' perceptions, teaching and learning challenges.

Résumé

Cette étude visait à explorer les perceptions des enseignants du primaire concernant les défis rencontrés lors de l'enseignement de l'anglais à Mecheria, Naama-Algérie. Dans ce contexte, nous avons émis l'hypothèse que ces défis peuvent être variés entre les élèves et les enseignants, tels que la gestion du temps, les matériaux appropriés, les enseignants qualifiés, un environnement de soutien, et d'autres. Nous avons également émis l'hypothèse que le rôle des enseignants est important pour surmonter les difficultés rencontrées en classe ; ils peuvent utiliser des dispositifs audiovisuels, des techniques de gestion du temps, des tâches motivantes, des exemples et d'autres stratégies. Pour atteindre l'objectif ci-dessus, nous avons mené une entrevue semi-structurée avec huit enseignants, soumis un questionnaire à deux autres enseignants et mené une observation en classe. Les résultats ont révélé que la gestion du temps et les salles de classe surpeuplées, le manque d'expérience et le manque de matériel étaient les principaux problèmes rencontrés dans l'enseignement primaire. Par conséquent, cela a confirmé notre hypothèse initiale selon laquelle il existe une variété de défis auxquels sont confrontés à la fois les élèves et les enseignants. De plus, les résultats ont montré que les enseignants jouent un rôle significatif dans la réduction de ces défis en utilisant divers matériaux, stratégies et tâches. Cela nous a aidés à accepter notre deuxième hypothèse. En conclusion, l'enseignement de la langue anglaise dans les écoles primaires est plein de problèmes, mais l'enseignant est la seule personne capable de les surmonter.

Mots-clés: écoles primaires, perceptions des enseignants, défis de l'enseignement et de l'apprentissage.

ملخص

تهدف هذه الدراسة إلى استكشاف تصورات معلمي المدارس الابتدائية حول التحديات التي واجهوها أثناء تدريس اللغة الإنجليزية في مشرية، ولاية النعامة، الجزائر. وبناءً على ذلك، فقد افترضنا أن هذه التحديات قد تكون متنوعة بين الطلاب والمعلمين، مثل إدارة الوقت، والمواد المناسبة، والمعلمين المؤهلين، والبيئة المحفزة، وغيرها. كما افترضنا أيضًا أن دور المعلمين مهم في التغلب على التحديات أو الصعوبات التي تواجهها في الصفوف؛ حيث يمكنهم استخدام الأجهزة السمعية البصرية، وتقنيات إدارة الوقت، والمهام المحفزة، والتمثيل والاسترشاد وغيرها من الاستراتيجيات. ولتحقيق الهدف المذكور أعلاه، أجرينا مقابلة شبه منظمة مع ثمانية معلمين، وقدمنا استبيانًا إلى معلمين آخرين اثنين، وأجرينا مراقبة في الفصل الدراسي. أظهرت النتائج أن إدارة الوقت والفصول الدراسية المزدحمة، ونقص الخبرة، ونقص المواد كانت المشاكل الرئيسية التي واجهت التعليم الابتدائي. لذلك، أكدت هذه النتائج افتراضنا الأول بأن هناك مجموعة متنوعة من التحديات تواجه الطلاب والمعلمين على حد سواء. وعلاوة على ذلك، أظهرت النتائج أن المعلمين يلعبون دورًا هامًا في التغلب على هذه التحديات من خلال استخدام مواد واستراتيجيات ومهام

Summary

مختلفة. وقد ساعدنا هذا في قبول فرضيتنا الثانية. وفي الختام، فإن تدريس اللغة الإنجليزية في المدارس الابتدائية مليء بالمشاكل، ولكن المعلم هو الشخص الوحيد القادر على التغلب عليها.

الكلمات المفتاحية: المدارس الابتدائية، تصورات المعلمين، التحديات في التدريس والتعلم.