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**The Investigation of Teacher's Challenges and Pupil's Difficulties in
Teaching and Learning English at Algerian Primary Schools**

*The Case of Third-Year Pupils in EL-Amir Abed EL-Kader Primary
School in EL-Biodh City*

**Dissertation Submitted to the Department of Foreign Language as a Partial
Fulfilment for the Requirement of the Degree of Master in Linguistics**

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STATEMENT OF ORIGINALITY

We Bochra Kaddour and Hayat Naoui, hereby declare that our master thesis entitled, **“The Investigation of Teacher’s Challenges and Pupil’s Difficulties in Teaching and Learning English at Algerian Primary Schools. The Case of Third-Year Pupils in EL-Amir Abed EL-Kader Primary School in EL-Biodh City”** is entirely our own work and that we have written it in our 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 We also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.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 I

Every beginning has an end, and here I'm today writing my graduation dedication after years of hard work.

*I dictate this work to the one who took her death from me, but never lost my hearth, to my dearest grandmother **Rbeha** your little granddaughter today is graduate, I wish you were with me today my joy is incomplete without you, I hope you are proud of me.*

*To whom god has made paradise under her feet, the paradise of my hearth and my beautiful rose, the secret of my strength and success to the wonderful person ever my dear mother **khadidja**, may good protect you*

*To the one who decorated my name with the most beautiful names, who support me without limits, who taught me that life is the struggle, my first supporter, my bond and my strength to my dear father **Mhammed**, may good protect you.*

*The best thing a person has in his life is sisters, to these how reminds me that I can to the two beauties **Nour el houda** and **kaoutar***

*To the solid wall, the joy of house and the reason of my smile, to those for whom I strive and strive my brothers **Mostapha**, and my little boy **anas**.*

*To the most beautiful aunt **Dejdia**, whom god gave me, who always support me and reminds me of his existence words are not enough to express how grateful I am to you.*

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*To my childhood and best friends of my life, my sweeties **Hiba** and **Ikram***

*Without forgetting my beautiful friends, **hafssa**, **maghniya**, **kawtar** love you*

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Dedication II

(و اخر دعواهم ان الحمد لله رب العالمين)

Whoever said, "I am hers" will get it, even if she refuses, I will take it against her will. Of course, the path to the dream was not fraught with ease, nor was the dream close, but I gained years of knowledge and attained it, so praise be to God, thanks and gratitude for reaching the conclusion.

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*To the one who decorated my name with the most beautiful titles...To the one who supported me without limits...To my steadfast support that does not lean after God...It is enough for me to be proud that I am your graduate...To my pride, **My beloved Father.***

*To my rose...to the one who has paradise under her feet...to the one whose supplication was the secret of my success and the balm for my wounds...to the beloved of the soul... **My lovely Mother.***

*To my firm side...To those with whom I strengthened my arms and they were springs from which I drank...To the apple of my eye...To my brother **Ssedik and Muhammad.***

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Dr. GOUABI Khadem

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Abstract

English as a foreign language instruction has always been a fundamental matter all over the world and the current study examined the implementation of English language in primary school with focusing on the obstacles that studying two new foreign languages would have on primary school pupils. The study explored both the challenges and the difficulties that EFL teachers and pupils face during the teaching and the learning process. The study looked at both the obstacles and difficulties that EFL teachers and learners encounter during the teaching and learning process. The investigation study used various data collection tools and methods based on quantitative and qualitative data, which was gathered through a questionnaire addressed to parents of third-year pupils and observations for third-year pupils both of them were conducted at El Amir Abd El Kader Primary School in El Biodh, as well as an interview designed for English teachers in various primary schools in El Biodh. The findings show that teachers encounter numerous obstacles in time management and the lack of ICT tools, which causes problems in the learning process for students such as comprehension and expression problems. Overall, the investigation shed light on pupil difficulties, challenges faced, and areas that require attention in the implementation of new language in primary education.

Keywords: EFL, Pupils Difficulties, Primary School, Teachers Challenges.

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List of Abbreviations and Acronyms

%: Percent

ALM: Audio-Lingual Method

CBA: Competency-Based Approach

CLT: Communicative Language Teaching

CPH: Critical Period Hypothesis

EFL: English as a Foreign Language

GTM: Grammar Translation Method

ICT: Information and Communication Technology

TPR: Total Physical Response

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General

introduction

General introduction

In recent years, Teaching English as foreign language in various parts of the world has become an important matter because it represents the common language among non- native speakers. Additionally, it holds a high position as the language of business and science, political and technological contexts, and studying it has become very important throughout the world.

The educational system in Algeria is different from what it was previously, English was taught in Algeria from the first year of middle school to the third year of high school. the newest one contains more approaches and methods. Since Algeria is an open and multilingual country, the issue of teaching English in primary schools has been taken into consideration

In this light, decision-makers have decided to start teaching it in primary school from the third year. President Abdelmadjid Tebboune said in an interview "**French is a spoil of war, but English is an international language**". As a result, English needs to be taught in an academic environment, especially in an early age, in order to become a familiar language in the Algerian society.

The implementation of English as a third language raises concerns about potential obstacles and difficulties for both students and teachers. The concern of whether the inclusion of English beside French in the curriculum may overwhelm or hinder students' language development is an acceptable one.

The fundamental goal of this study is to investigate the process of incorporating the English language at the primary level, particularly in the third year. However, the goal of this research is to shed light on the different challenges and obstacles that teachers of English face after introducing English at primary school in Algeria, as well as to solve the difficulties that learners face at this young age.

The objective is that this research will serve as an important source for subsequent studies and as a reference guide for professors in uncovering some solutions and support to work with while they encounter the same obstacles and challenges when teaching the English language at the elementary level.

In this regard, the actual research aims to address the following main question:

- Are there barriers faced by students and teachers in Algerian primary schools when teaching and learning English as foreign language?

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While the sub-questions are:

- Are the educators have experience to instruct young learners?
- Do young learners have troubles learning two languages at once?
- Is there enough time for teacher and learner to teach and learn English language with an overcrowded curriculum?

The following sub-hypotheses are reformulated to be tested:

- ✓ Teachers have no experience in teaching young learner.
- ✓ Learning two languages simultaneously has an impact on the child cognitive development.
- ✓ Time is a serious challenge for both teachers and learners when teach English in the primary school.

The research is divided into two chapters: The theoretical part, which deals with teaching and learning English in primary schools and all the main elements that can take part in this study and the practical part, which analyzes parents of pupil's questionnaire, teachers interview and classroom observation. The study concluded with general conclusion.

Chapter one:

Theoretical framework

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1.1. Introduction

The English language has witnessed great importance in its use at the international level, which motivated Algeria to pay attention to it and made it one of the characteristics of Algerian education. This chapter covered the process of teaching English as a second foreign language before and after its inclusion at the primary level at the beginning of 2022. The study also focused on the customized curriculum for teaching the third year with reference to the application of methods which aimed at teaching young learners, also sought to discuss the characteristics of students and teachers and addressed some benefits of teaching them in early age. Moreover, it drew attention to the negative and positive points of the simultaneous learning of two foreign languages for children.

1.2. Teaching English as Foreign Language in Algeria

After independence, Algeria witnessed remarkable growth in various economic sectors, which prompted it to use modern technologies. Therefore, the Algerian state confirmed that it needed the English language for stable development, which made it keen on the necessity of teaching the English language on a large scale alongside French, despite the lack of interest in it on the part of the people in that period, and this is what Hayenne (1989, p. 43) explained in his statement:

“In spite of all these challenges encountered by the English language, the Algerian political and educational authorities have managed to undertake the rehabilitation of the status of this language. Because of the technical and economic exchanges all over the world, English is now occupying a better position in the Algerian educational system. Hence, most of the Algerian students and even their parents are becoming more conscious of its importance as an international language par excellence”.

Accordingly, to that the process of teaching English as a foreign language has undergone two important stages of development in the educational field.

1.2.1. English For Middle and Secondary Schools

This stage is designated only for middle schools, higher schools, and some universities. In the middle level, the English language is taught for four consecutive years, during this period, the student gets to know the rudiments of the language, including the alphabets, along

with some easy linguistic and grammatical rules, some vocabularies and greetings. At the end of this stage, the student succeeds in possessing a linguistic knowledge appropriate to his age, which makes him able to understand some of the vocabularies, write and fill out letters, with the ability to compose sentences and pronounce them correctly and master them. He also becomes qualified to read some short texts. In the secondary grade, he studies slightly difficult grammar rules of conjugation and apologetics, in order to develop their writing and reading skills for three years. Also, this level improves the small capacities of learners to communicate with the others. In the universities, English is taught at a more difficult and complex level the whole mastering of the languages because they study the American and British history and their accents, and they learn the basic methods and strategies of teaching English at various educational levels.

1.2.2. English For Primary Schools

In this modern stage of the twenty-first century, teaching the English language in primary schools was just a common proposal in previous years, but the knowledge and openness of today's generation about the technology has made the world understand the important of English, which led to a reconsideration of the previous proposal by the competent authorities.

After studies and consultations, the Algerian President Abd El Madjid Tabboune officially announced in 2022 the teaching of the English language in primary schools starting from third year. This decision was made due to its importance of this language, as he said at a news conference on July **“French is a spoil of war, while English is representing the language of research and science, must be taught and given more attention”**. And he confirmed the official beginning of its teaching at the beginning of the 2022 academic year.

At the beginning of the school year, more than 5000 English teachers were employed and trained in addition they were given the teaching opportunities in a few weeks. As for, the textbook was prepared in record time under the name of **“MY BOOK OF ENGLISH”** which is aims to teach pupils the basics of language in a suitable manner.

1.3. Pedagogy in Teaching English

According to Rutto (2017), the term pedagogy present the manner followed by teachers in order to instruct their learners from the theoretical and the practical aspects. Its linked with the methods and strategies presented by teacher in order to meet the learner's need. Which is

built by the teaching values of a teacher and characterize the relationship between culture and instructional modalities interact.

Pedagogical concepts are those that introduce the procedure of how things ought to be done and how improved the learning outcomes. It is a field of study interested with teaching abilities and knowledge, allow teachers select the best techniques for a classroom setting, by knowing the needs of each learner and how processes information differently from other learners. It will very likely improve both the standard of instruction and how well it is accepted by the pupils.

1.4. Syllabus of Third –Year Level in Primary School

This curriculum guide was designed for the third year of primary school in order to contribute to facilitating the process of teaching the English language, as it includes all the roles of teachers and the requirements of students. This guide is divided into different important sections:

Section A: Oral comprehension

This section is completely focusing on listening to achieve communication by understanding the meanings of words during interaction. Furthermore, its working with the linguistic characteristics of the language in order to deduce the correct meaning of expressions and giving a great important to the listening skill.

Section B: oral production

The oral production focusing on using language contexts that is relates to the student's daily life interests, such as using pictures, videos and games. Its identifying the meanings of new words in the language and use them in the oral communication process where allowing the learners respecting each other when interacting and speaking.

Section C: Written comprehension

This element enables the learners to understand and to interpret linguistic terms by decoding communications consisting of approximately thirty words. Additionally, they learn about decoding methods as well as the basics of the reading skill in order to communicate with their classmates.

Section D: Written production

The written production develops the learner's ability to use the characteristics of handwriting and the basics of punctuation in order to write letters, words, and some sentences. However, it's recognize the features of correct writing, such as alignment, spacing, and font size with respect the basics of writing letters. At the end, this part allows the learners to be Professional in the correct use of terminology in order to write letters and short sentences in a distinctive manner.

At the end, this syllabus includes the abilities that learners can do at the end of primary education according to their age and their requirements in the educational environment, where the learner practices orally the language and the vocabulary, improves the ability to understand the meaning of words and letters to encode verbal messages and symbols while constructing simple sentences. Also, the learner's pride in his identity, national value, and openness to the world, as well as acquiring proficiency in linguistics and mastering the language. It's Create a safe learning environment in which the student learns about the sounds and rhythms related to the English language and providing activities and methods aimed at improving the learner's preparations so that they are culturally relevant and stimulate the mind.

1.5. Strategies Implemented in Teaching English for Young Learners

Since English is spoken in the primary school as foreign language, teaching English to young learners requires effective teaching strategies. (Hashemi & Azizinezhad , 2011) declared that the process of teaching children should involve the use of the senses and movement and additional materials like, games, pictures, or objects that should be used by the teacher in order to catch children's' attention and interest.

According to Hang (2017) found that teachers of young learners claimed that a game is a helpful technique for teaching English to young pupils because it creates a comfortable atmosphere and attract children's attention, mean that gaming is an influential strategy that ameliorate student learning and give them the ability to solve problem.

Songs and gestures play a critical role in facilitating the learning process of learners in this age, in order to teach kids successfully, the teacher may use a specific language, and use songs in everyday lesson. In addition to the teacher should teach them new terminology through gestures. Since singing along with the class may reduce the misbehaviour of the

pupils and develop their speaking skills, what make them remember the new vocabulary. Throughout the course, the teacher should select helpful gestures that he can perform it and repeat it easily.

Role play is one of the main techniques that Children can learn about relationships and vocabularies and their interpersonal communication skills through. Additionally, it develops self-expression and confidence, which advances social awareness and makes the learners entertaining and engaging. (Hashemi & Azizinezhad , 2011) states that the secret to teaching children English is to comprehend the basics of language acquisition and apply them in a manner that keeps the learners interested in learning.

1.6. Methods of Teaching English to learners

Methods and approaches are a set of ideas and techniques that should be used by teachers in order to teach. The followings describe the most useful methods using in teaching English to young learners:

1.6.1. The Grammar Translation Method

The grammar translation method is considered as one of the oldest methods used in teaching foreign languages, as it was used in Germany for the first time after its discovery. It was used for a longer time than the methods discovered later. According to Austin J Damiani (2003) in his paper “**The Grammar Translation Method of Language Teaching**” states “As a teacher, I liked using the grammar translation method because I could assume the intelligence of my students; I could talk to them like the intelligent people that they are, and we could talk about the grammar and vocabulary that I was teaching”. Additionally, GTM focuses mainly on the followings characteristics:

- In the translation process between the mother tongue and the language to be learned.
- Its origin also lies in teaching the grammatical rules of the language and using it for simultaneous translation.
- This method gives a higher important to master the skills of reading texts and writing, composing work, and learning linguistic rules.
- It aims to explain and simplify new vocabulary by relying on the meanings and vocabulary of the mother tongue

Despite that the fact the GTM had an important reason in teaching EFL learners, it was also criticized because it given an important focus on improving only the reading and the writing skills rather than the other skills.

1.6.2. The Audio-Lingual Method

In order to overcome the weaknesses of the Natural Approach, the Audio-Lingual was emerged as one of the main auditory approaches, it was developed in the U.S for military reasons to learn English as a foreign language through repetitions, replacements, and question-answer sessions to practice vocabulary.

In this vein Thornbury (1999) states that language, in this method, is considered as a form of behaviours to be learnt through the formation of correct habits means that it is linked to behaviourism, it reduces the problem of making a mistake which reinforce a positive behaviour. Besides, in the teaching process this technique helps children to become skilled communicators through forming new habits in the mother tongue. Freeman (2000, p.35)

This method considered as the most effective technique that help in pronunciation like dialogues, in which students attempt to pronounce and repeat each line in the dialogue grammatically and vocabulary after their teachers, in this vein the teacher tries to correct the mistakes made by their students and pays attention to pronunciation and develops the student ability to change and replace certain words or phrases in correcting forms.

On the other hand, many linguistics criticized this approach and claiming that the audio-lingual method has a weakly theoretical foundation and the learners in this approach are unable to apply the abilities learned in the classroom to practise real communication. (Richards & Rodgers , 1986).

1.6.3. The Communicative Language Teaching

In the 1970's in Europe Communicative Language Teaching emerged with the aim of developing student's communicative competence in a foreign language by focusing on real-life communication and interaction.

A communicative approach considered as a technique of teaching a foreign language that focuses on interaction of learners. Furthermore, CLT is a Learner-centred Approach where the pupils participate actively in order to learn a new language. Also, CLT considered language as an instrument for communication to teach it the target language

This approach is based on improving the learner's communication and enabling them to speak effectively and appropriately in different situations to develop the capacity and also to communicate effectively in both verbal and nonverbal communications. In short, it strongly encourages for context to be corrected in language instruction.

In CLT Teachers must create a comfortable environment in the classroom that promotes student practice and active participation in order to apply CLT successfully by employing communicative exercises, including collaborative tasks, using role-playing, and pair work activities to employ by the teachers to provide pupils with chances to improve their language skills in significant situations.

The teachers should also provide helpful suggestions and comments in a positive way and highlighting the content rather than the language style. In addition, they should use a variety of techniques in order to develop their student's skills. Additionally, they must be taking into account the social and cultures backgrounds in teaching.

Since, the CLT method is the most useful method in this century but it has been criticized based on a limited data and it relies on confusing vocabulary. CLT believe on that the knowledge is largely not specifically.

1.6.4 The Total Physical Response Method

The TPR method was invented by James Asher in 1966 based on his observations that language-learning children relied more on directed speech and also on the way they learned their mother tongue.

The comprehensive physical response method is one of the methods of teaching foreign languages. It involves the extensive use of physical movements in order to respond to language requirements. It is also considered as a natural method for teaching. In this respect, TPR considers that one learns best when he is actively involved and grasps what he hears Haynes (2004) One of its most important features:

- The TPR method reflects the determination of the life that the student lives to learn the language through the physical movements with which the student responds to learning, and this is what makes him active, listening, and participating in the learning environment.
- It allows quick understanding of the meaning of new vocabulary because the learning process creates a brain link between speech and action, allowing the student to use and store vocabulary easily.

- TPR supports the teacher in the first place by making him play various roles in the activities in this way as a motivator, organizer, and leader when working in groups within the classroom.
- TPR also aims primarily to improve listening skills because learners focus on hearing the vocabulary clearly in order to embody it with motor roles to understand the meanings of the acquired vocabulary.

However, this method is a limited and a non-creative approach because is focus only on the use of the physical abilities and does not give the learners the opportunity to express their own views and needs

1.6.5. The Competency-based approach

In the United States, in the 1970s, the competency-based approach first emerged and the Algerian Ministry of Education applied it on 2003. It focuses on what students are expected to do rather than what they should learn and encourages students to develop their competence and apply what they have learned in real-world and use the language outside of the classroom. It is considered as the most effective method of teaching the English language.

CBA aims to teach English in a collective social environment rather than in a classroom setting. This makes students to interact with one another and extend their opportunities for learning from everyday life. In CBA, teachers focus on the communication skills that students must acquire and give them real-world resources and exercises. (O'sullivan & Burce , 2014)

According to Auerbach (1986) mentioned that the main goal of the CBA is the focus on productive roles in society and highlighting skills rather than teaching language, in addition, to teaching only the language forms and skills needed of the students and teach language as a means of communicating about specific tasks.

Therefore, CBA is failed in some principles of teaching young learners, which is focus only on the behaviour and the performance of the learners rather than on the development of their cognitive abilities.

1.7. The Characteristics of Young Learner

The Statement “the younger the better learner” applies to the idea that those who learn languages at a young age are the ones who master them compared to those who are older. Moreover, recent research has indicated that learning foreign languages at an early age is the

ideal age, as learners learn new languages at the same pace where they used to acquire their mother tongue, as confirmed by the hypothesis proposed by specialists, which is called the CPH which proves that the good period for learning a language is the period before puberty because it follows a biological schedule with good effectiveness, in which the learner's age is between 8 and 14 years. Also, the majority of private language schools teach children between the ages of 8 and 12.

(Scott & Ytreberg , 1993) were addressed the characteristics of young learners as the active learners, learn through sensory, respond the language through concrete things, interested in physical movements and real activities to stimulate thinking. In fact, the brains of learners during this period is more flexible and understanding of what they acquire from the language and this is what makes them more creative and innovative to improve their skills in understanding the language. There are some different characteristics of young learners, which are:

- Children develop some new vocabulary concepts through the way they think and transform concrete things into abstract things.
- This early age provides young learners with more opportunities to develop different skills, such as speaking and using physical movements, unlike adults, because they are still developing.
- The young learners are the ones who excel and master the language most simply because they realize the difficulties and overcome them early, unlike adult learners.

1.8. Benefits of Teaching English in Primary School

Learning a foreign language at an early age is extremely important, as Milian (2000, p. 24) summarized in his saying that “the Early introduction of foreign language is greatest importance”. This important lies in the following benefits:

The education system of the English language applies the principle of the younger is the best learner, since the ability of young learners is at its highest in early age and their brains are more flexible, which makes them able to absorb a large percentage of new foreign languages, unlike adults.

The child at this age is more determined to acquire knowledge unconsciously, (Lightbown & Spada , 1993) claimed, that “the younger learners are a formal setting in the

largest language usually have more time to devote to learning the language and they often have more opportunities”.

Early learning of foreign languages contributes to the development and improvement of the four language skills which are reading, writing, speaking and listening. It also helps young learners progress to enhance the cognitive abilities of the child such as creativity, thinking and problem solving.

Brumfit (1991, p.3) “at certain point language transforms the way in which children think, learn and understand”. The learning process at this age works to stimulate his intellectual abilities, which makes his brain perceive the language from all sides, including interest, multi- tasking, strengthening memory, and working on the flexibility of the mind for the sake of compatibility between languages.

Learning a new language in the primary stage must be established in a supportive educational environment because it represents the protected place in which the child feels safe and energetic, which increases his encouragement to search and to receive new knowledge and instils in them a love of exploration and experimentation.

Clapper (2010) stated that in order to reach Children's greatest potential in terms of their physical, mental, cognitive and social abilities development they must develop and learn effectively in a safe environment. An effective learning environment is one of the areas in which the child learner is active because it leads him to develop himself and gain experience in the language.

(Curtain & Pesola, 1988) mentioned that learning a foreign language in an early age can be beneficial for children because at this early age they eagerly receive knowledge and they are at a maximum level of openness to understanding people from different cultures.in fact, the language provides the opportunity for its learners to discover neighbouring cultures and open up to the world.

Learning foreign languages at an early age gives the learner good experience in acquiring the basic principles of the language. It also contributes to overcoming the difficulties that may be encountered in the future stages of education.

Moreover, Cahyati & Madya (2019) stated that in order to get a comprehensive awareness of the foreign language, children need to start early and if they start late, it would be challenging them to understand the language quickly.

1.9. Teachers roles

Professors represent the main pillar in the process of building science because they work in many important roles with purposeful goals. In teaching the English language, the teacher performs various activities based on the level and age of his students. It can also be considered that the professor is the only individual who has full competence to teach because he never changes his behaviour and principles for the sake of his students.

The following roles are given by the ministry of education the EFL teacher in the primary school which are:

The first role that the professor emphasizes is the learner himself, because the teaching and learning process continues over time, but generations differ and change, which leads to a difference in the methods adopted in educating students. Harmer (2007) stated that “a good teacher is teacher who is able to absorb unexpected things and use them for the good of the students”.

The teacher plays the role of facilitator and assessor by facilitating, understanding and providing a helping hand to them when they encounter difficulties, while evaluating their performance within the classroom and knowing the level of their performance. Whereas, the teacher works as a reliable source of information by providing solutions and answers to difficult questions that the student was unable to obtain the answers.

The teacher seeks to control the behaviour of his students when speaking and participating, which makes him keen to organize the class well because the good organization of the learning environment makes students interested and acquire a lot of knowledge

The role of the teacher also lies in guidance, that he provides the learners with sufficient support to overcome their problems and also encourages them to think creatively and psychologically when speaking with others, especially learners who has the of lack new vocabulary, which makes them find it difficult to work with others.

In summary, the profession of professors is like prophets and messengers in order to convey knowledge to every learner. The teacher must be guided by their qualities and be skilled and courageous to complete this task to the fullest, especially EFL teachers, because they develop and instil the love of learning the language inside the child.

1.10. The Simultaneous Learning of Two Foreign Languages for Young Learners

Learning two languages at the same time is one of the important things that develop a child culturally because it presents a set of educational changes and world views, which increases the child's learning abilities at an early age as (Caine & Caine, 1994) mentioned that the Simultaneous learning may allow children to make conceptual leaps and perceive the world from fresh perspectives. This simultaneous learning is a double-edged sword, as it has both advantages and disadvantages such as:

1.10.1 The Advantages of Introduction Two Foreign Languages in the Same Grade

The Concurrent teaching of foreign languages provides many educational advantages, which in turn can enhance an individual's life on both the personal and professional levels, so that its benefits extend to the following:

The studies have shown that children who learn several languages are more creative and skilled in thinking, in addition to being able to make decisions and carry out several tasks better. According to Piaget, "Coordination of classifications marks the beginning of operations with reversible relations" which can foster new levels of creativity, inventiveness, and cognitive flexibility Piaget (1956).

This learning enhances a person's abilities in cultural communication with people from different cultures around the world, so that each language highlights its own culture, and this gains people sympathy and respect.

It also aims to develop ways of communication for people with the ease of expressing their personalities and learning about the points of view of others. As Bambrough (1994, p.16) mentioned, that the simulation processes refer to language learning in the name of communication because they are originally designed to achieve communicative reality.

Learning multiple languages at the same time improves the power of memory to consolidate and store the acquisitions in the brains, and this is what studies have confirmed. Those who learn languages have a lower chance of developing mental and brain diseases such as Alzheimer's and dementia.

Increasing the chances of shining and qualifying for distinguished jobs in the future as a result of good mastery of languages, especially in current science this has begun to give great importance to language users on a large scale.

1.10.2 The Disadvantages of Introduction Two Foreign Languages in the Same Grade

As long as there are advantages to this learning, there must be disadvantages that hinder it, which are as follows:

Based on Vygotsky (1978) the simultaneous learning of languages and different tongues makes learners feel confused and anxious when speaking and afraid of not having good mastery at the beginning of learning. Because of each language contains its own vocabulary, linguistic rules, and culture, the learner is lost between mastering the acquired languages, which makes them face difficulties in each language.

Although learning languages is attractive at first, excessive use of it causes intellectual stress to the learners, and their mental abilities to store knowledge and distinguish between languages deteriorate. Learners who reliance on technology in order to acquire the language has a negative impact on them, due to the lack of face-to-face language practice interactions and the limitation of mastery of language skills.

1.11. Conclusion

In this chapter, the focus was on the stages of including the English language and how to teach it as foreign language at all educational levels, especially in the primary stage. Also, it's highlighted some useful methods and strategies in teaching the language to children at an early age with mentioning the main benefits that support this process. In addition to that it was looked on the curriculum designed by the Ministry of Education for the third year of primary school at along with the advantages and roles of both EFL students and teachers. Finally, it

addressed the process of the simultaneous learning of two foreign languages with the including of its advantages and disadvantages.

Chapter two:

Data Collection and Analysis

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2.1. Introduction

In the previous chapter, the study was devoted to the theoretical part, which included some quotes and lines related to the process of including and teaching English as the second foreign language for the third year of primary education. This practical chapter of the study will address all the characteristics of the scientific research, including the methodology and the data collection tools, as well as the target sample in this study. In addition, this part will include a discussion of the results obtained by the research sample after analysing it for the purpose of answering the proposed hypotheses. Finally, it concludes with some suggestions and recommendations related to the current study.

2.2. Research Objectives and Motivation

The main objective of this research is to study the process of including the English language at the primary level, especially the third year. However, the objective focused on in this research is to shed light on the challenges faced by elementary schools in teaching English as a foreign language in Algeria, as well as seeking to address the difficulties that challenge learners at this early age.

In addition, this research makes an effort to provide some solutions to teachers to support them in teaching their students, because this study is one of the modern studies that are different from the rest of the studies in the educational field, and it will also bring a helping hand in primary schools.

The intention is that this research will serve as an important source for subsequent studies and as a reference guide for professors in discovering some solutions and assistance to work with while they face the same difficulties and challenges when teaching the English language at the primary level.

2.3. Research Design

The Research design refers to the comprehensive strategy to answer the research questions. It establishes the models and methods used to collect information, which makes the study organized and effective.

In this research the methods designed are a combination between quantitative and qualitative approaches that enable us to study the challenges and difficulties that both teachers and pupils face in teaching and learning English in primary schools.

2.3.1. Research approaches

The Research approach refers to the methodology adopted in a scientific research in order to provide a clear answer to the research question. Through it, the approved methods and tools that were chosen and implemented are determined. Both quantitative and qualitative approaches are used.

This piece of research examines the challenges and difficulties faced by EFL teachers and pupils at the primary level of education. Therefore, the collection method employed a mixed approach based on descriptive data. Where the mixed method was used in which the questionnaire was designed to gather numerical data, the observation and interview were used to collect the qualitative data.

2.3.2. Sample population

Sampling in scientific research is one of the important steps that makes it easier for us to continue the study of the topic, analysing it, and collecting information. The aim of this main element is to take a small sample and generalize it to a larger population.

The sample taken in our research was pupils from EL Amir Abd El Kader primary school in EL-Biodh city, to investigate the difficulties and the challenges of teaching English in primary schools.

2.3.3. Parents profile

Parents were chosen as an important part, as the questionnaire was sent and distributed to thirty-two 32 parents through their children in the third year of the primary schooling, in order to know their opinions and collect their suggestions on the subject of teaching the English language in the primary stage, as well as to expose the difficulties that their children face in Their learning of the language

2.3.4. Pupils profile

In order to complete this study, two classes from the third-year level at primary school EL Amir Abd EL Kader in EL-Biodh when monitored. Their number reached sixty-four 64 students, with thirty-two 32 students for each class. They were monitored when they were learning the English language, while counting some of the problems and difficulties that they face it in classes.

2.3.5. Teachers profile

The sample of teachers was one of the most important samples in this study, which included 3 teachers, all female, as they work in 3 different primary schools at El-Biodh city. They were interviewed in good conditions in order to question them regarding their competence and teaching methods, in addition to examining the difficulties and the challenges that the teachers and their learners face in teaching and learning the English language in primary schools.

2.4. Data Collection Instruments

In order to investigate the challenges and difficulties faced by both the teachers and the students of English as a foreign language in the primary stage of education, a questionnaire was conducted for the parents of the pupils who are studying in the third grade. In addition to this an observation was used within two sections in two different classes with two different subjects, and all of this was done within El Amir Abd El Kader Primary School. Also, an interview was administered with the English language teachers in the elementary schools of the city of El-Biodh.

2.4.1. Parents Questionnaire

In order to obtain an answer to the research questions, a questionnaire was designed for an in-depth study with a specific goal that seeks to investigate the strategies used to teach English in elementary schools, in terms of difficulties and challenges.

The questionnaire consists of 13 questions that are divided into three sections. It is a semi-structured questionnaire that contains both closed-ended questions and open-ended questions to have a variation of answers. Was distributed to third-year primary grade pupils, and asked them to give out to their parents in order to know their points of view and their suggestions about adding English in primary schools.

Section I (01-03): Parents points of view

This first section in the questionnaire contains three (03) questions involves some of the parent's views about the decision of the introduction of the English language in the primary school and how much their children enjoy learning it.

Section II (04 – 11): The Difficulties of the Language

This section was designed to investigate the difficulties that pupils face inside and outside the classroom in term of speaking and understanding the language, expressing thoughts and distinguish between the two languages.

Section III: (12 – 13): Parents' suggestions, and Recommendations

The final section of the questionnaire deals with some suggestions and recommendations of the parents to improve learning English in primary schools.

2.4.2. Teacher's interview

The researchers conducted thirteen semi-structured questions with three teachers to gain information on their perspectives and how they find the teaching of English in primary school, in addition to the difficulties faced in teaching and how to facilitate the teaching process.

The goal of this interview is to knowing the teachers experience and to seek some suggestions and solutions to make the teaching and the learning process of English more effective for the learners.

2.4.3. Classroom observation

The observation application was carried out in the period between March 18th and 20th during the academic year 2023 and 2024 at EL Amir Abd EL Kader Primary School, where the classroom observation was used for the learners and the teacher in the third year of primary school during two sessions, each session was for 37minutes because of the month of Ramadan.

Furthermore, non-participant observation was carried out, which means that the researchers do not study or participate in anything other than sitting at the back of the class and watching how the teaching process goes within the lessen. It also took place in an educational environment, and this was for the purpose of identifying the challenges and difficulties faced by the students and the teachers and by completing the list of variables on the observation sheet, such as the behaviour of the learners, the ways the professor deals, and the relationship between the teacher and their pupils, in addition to some other factors in order to form the observation decision.

2.5. Data analysis

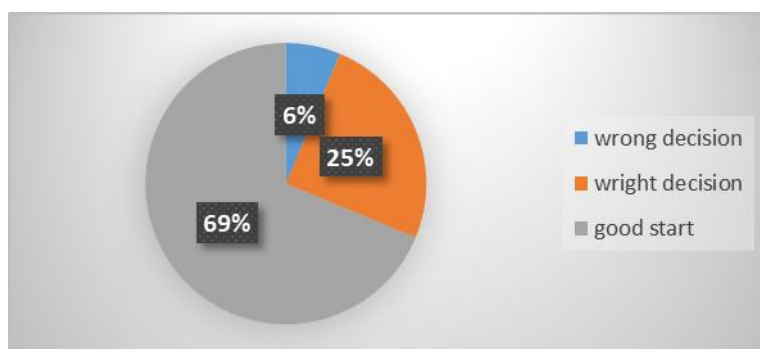
In order to analyse the data obtained, the research relied on a mixture of qualitative and quantitative research methods, while were analysed in organized manner.

2.5.1. Questionnaire analysis

Section I: Some points of view

This part collected some parent's point of view about the beginning of teaching English as second foreign language and their emotions of their children about the new addition.

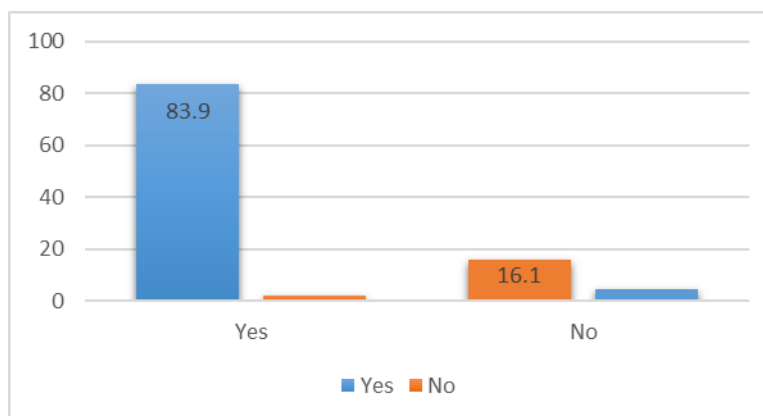
Q1: How do you see the benefit of teaching English in primary school?



Pie Chart 2.1 The Decision of Teaching English in Primary School

The data indicates that a significant majority of parents (69 %) in the sample see that the teaching of English in primary school is a good start, in addition (25 %) views that it is a wright decision. while a small percentage (6%) sees that adding English in elementary school is a wrong dicsion.

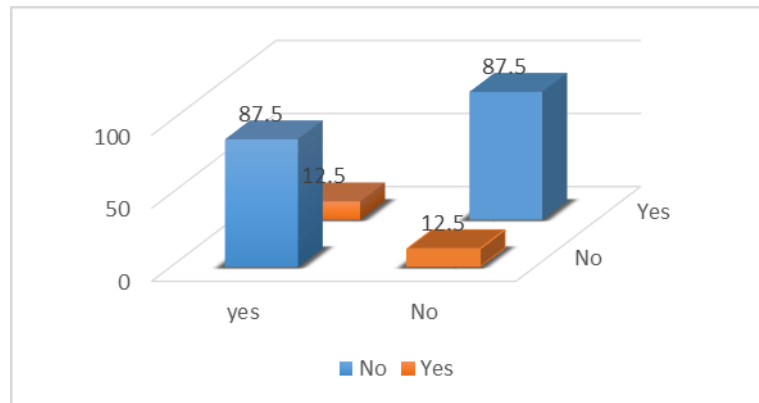
Q2: Do you think that your child is enjoying learning English?



Bar Graph 2.1 The Enjoyment of Children in Learning English

The results show that there is a remarkable percentage of parents (83, 9%) predict that their children are enjoying in learning English. However, the rest (16, 1%) counteracts the argumentation they remark that their children are not happy to learn the English language

Q3: Does your child share with you what he learned at school, such as some words?



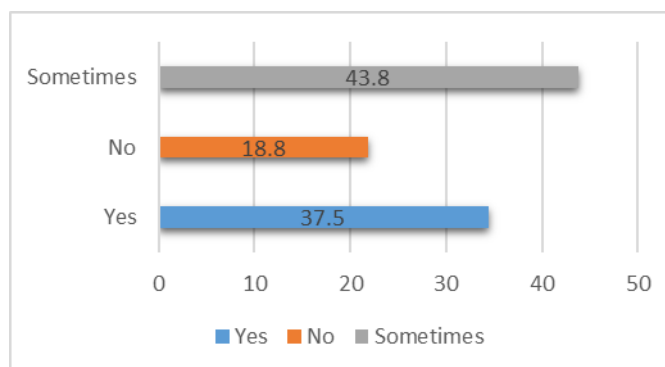
Bar Graph 2.2 The Sharing of Some Words by The Children

In the graph above the vast majority of learners (87, 5%) share some words in English with their parents in contrast to the minority, which is represented by the percentage of (12,5%) of kids who do not exchange any words with them. This suggests that the learners are very motivated to acquire English as a second language at this age, as evidenced by their sharing of newly learned vocabulary within the family setting.

Section II: The Difficulties of the Language

This section allows investigating the difficulties faced by the pupils when they learning the English language, it is composed of 8 questions which are discussed as follows:

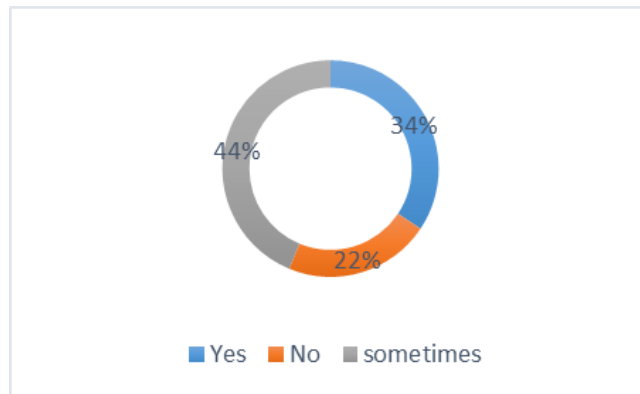
Q4: Does your child confuse between English and French words?



Bar Graph 2.3 The Mixing between The English and The French by The Children

The data below displays that (43, 8%) are sometimes mixing between the French and the English languages whereas (37,5%) are prominently confused between the languages. In addition to (18,8%) who are distinguish between the French and the English words. Given to the previous results, the child can mix between English and French language and this is due to the differences and similarities between the languages, this is also depending on the cognitive abilities of child in learning several languages.

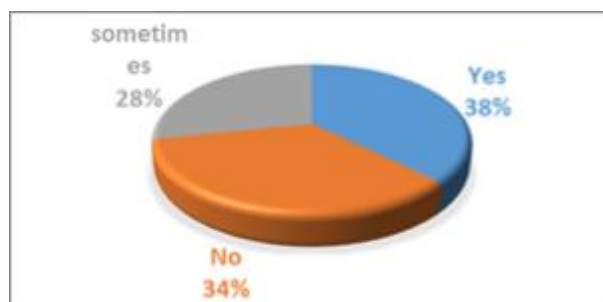
Q5: Does your child have trouble in reading and writing?



Pie Chart 2.2 Difficulties in Reading and Writing Skills for Children

According to given statistics (44%) of parent’s remark that their children sometimes struggle with reading and writing in primary school when learning English, in addition there is still (34%) of parents see that their children have trouble in reading and writing skills. While, the percentage of (22%) of participants see that their children do not face any difficulties.

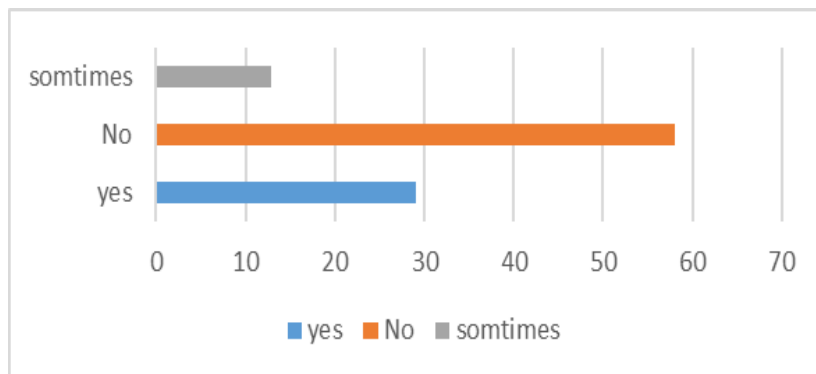
Q6: Do your child have difficulty understanding words correctly?



Pie Chart 2.3 The Difficulties in Understanding and Applying Words Correctly

The diagram above shows that (37,5%) of children get the correct meaning of the words. Whereas (34,4%) they get the correct meaning sometimes. But (28,1%) 9 of the whole parents indicate that their children do not get the correct meaning of words in English. That what confirmed that the abilities of children in learning foreign language are not the same.

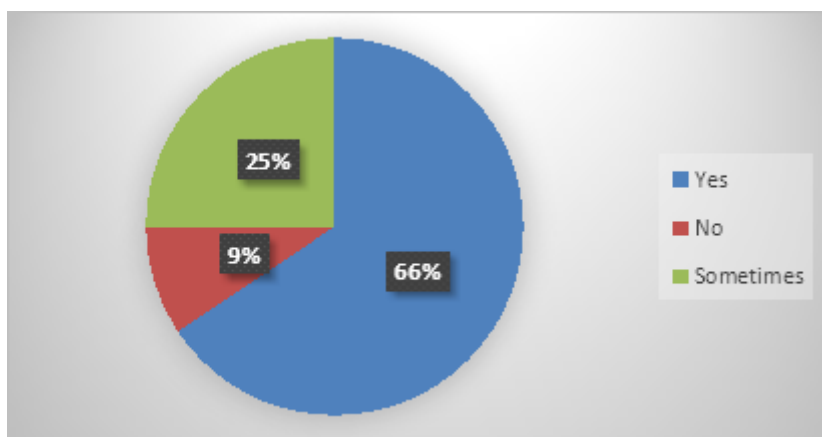
Q7: Does your child feel nervous or shy when speaking English?



Bar Graph 2.4 The Anxiety and The Shyness in Speaking English Among Children

In this graph, it is noticed that (58,1) of the children do not feel any anxiety or shyness when speaking English, some parents (12,9) have noticed that there is sometimes fear and anxiety on the part of their children when speaking in English.in contrast (29) remark that there are no problems in speaking the English language.

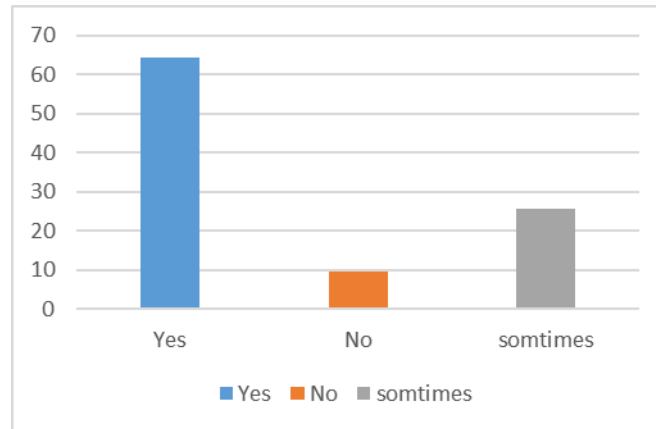
Q8: Does your child have trouble composing sentences in English?



Pie Chart 2.4 Difficulties in Composition English Sentences Among Children

The data below show that (66%) of parents noticed that their children have trouble in composing sentences correctly in English language and some of them (25%) see that there are some problems in composing sentences, while a small percentage (9%) reports that their children do not face any difficulties in composing sentences correctly.

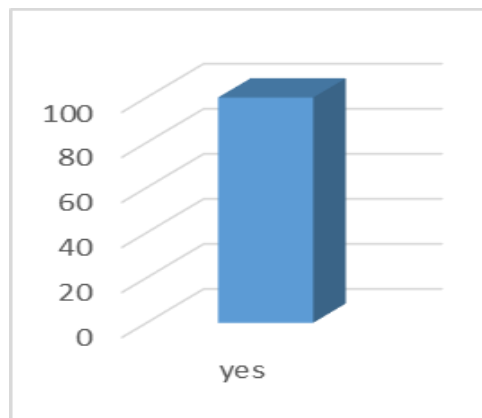
Q9: Does your child find it difficult to express his or her thoughts in English?



Bar Graph 2.5 Difficulties in Expressing Thoughts in English

The majority of participants (64,5%) noticed that their children did not find it difficult to express their thoughts in English. Some of them (25,8%) see that there are some difficulties while a small percentage of parents (9,7%) report that their children do not suffer from any problem in expressing thoughts in English.

Q10: Do you think that your child needs more training in listening and reading skills in English?



Bar Graph 2.6 The needs of Training in Listening and Reading Skills for Children

In this Bar Graph, all the responses are yes with a percentage of 100%, all of them affirmed that their children need more training in listening and reading skills. The above data indicates that the listening and the reading skills are among the most important difficulties that a child faces in acquiring the English language.

Q11: Do you think that the current lessons meet your child's needs?



Pie Chart 2.5 The Evaluation of the Current English Lessons Alignment to Children's Need

According to the given statistics most of the parents (96,90%) agree that the current lessons suit the learner's needs. But one (3,10%) of the parents opposed them, the findings demonstrate that the present lessons fit the child's needs.

Section III: Parents' suggestions, and Recommendations

The last section in the questionnaire contains 2 principal question presents some suggestions to improve the teaching process of the English language at the primary schools

Q12: Do you have any suggestions or recommendations to improve learning English in primary school?

Improving the teaching and the learning process of teaching English in primary school elicited a range of valuable suggestions from the parents. The main recommendation is to add extra sessions per week and balance the time of other classes with the English class taking into account the class size.

In addition, Training learners more and more by giving them exercises also write letters, compose sentences, and read texts. Furthermore, adding more listening lessons like dialogue between pupils to learn new words to learn the correct pronunciation of the language and to develop their reading and writing skills.

Simplifying the explanation of the lessons and giving the pupils easy examples in order to facilitate their understanding in this light some of them suggests that using modern technological tools for teaching, such as data-show will develop the learning process and create a comfortable environment what makes them enjoy learning the English language.

Q13: how do you see the future of the English Language in primary education?

After analysing this question, the results became clear that parents differ in their opinions about the future of the English language at the primary level. As a preliminary look, the majority of the responses were positive and effective, in contrast to some of the minority's negative opinions, with a respect to their responses.

As the prominent response, the majority of parents believe that English has a good and prosperous future. In addition to the fact that it has a good and successful beginning because it leads to the creation of a linguistically educated generation. Moreover, they are supporters of the idea that the English language is a correct decision and better than the French language, and that it will occupy the first place in foreign languages because it is the language of the world, introducing the development, and science, unlike French, which will become like a dead language. Also, the introduction English in primary school and at an early age helps the student to understand it well, which increases the student's ability to integrate into the society and to use the language as a means of civilization.

On the other hand, some parents have other opinions, they believe that her future is not promising and that it is just a wrong suggestion, and that learning it at this age does not lead to any benefits, neither for the language nor for the child, and this is also due to the abundance of subjects at the primary level.

2.5.2 Interview analysis

The teacher's interview is analysed qualitatively as follows:

Q1: How do you find the teaching of English in primary schools?

The teachers answered to this question that they find the teaching of English language in primary schools something good, very amazing and challenging and an interesting subject. These answers conclude that the teachers are pleased with the new beginning of teaching English in primary school because they deal with the pupils who are active, motivate and want to learn English at an early age.

Q2: Do you have any experience in teaching young learners? How many years?

In the present question two interviewed teachers stated that they have one 1 year of experience in teaching young learners while, the other teacher said that she didn't have any experience before and this is concerned as the first year of teaching. These answers confirmed that they are novice teachers and they are not qualified and they need more training in teaching young learners at primary schools.

Q3: what is your educational degree?

The data of this question indicate that two from the interviewees hold a licence degree. Whereas, the third teacher hold a master degree in the English language. This result shows that the majority of teachers have a license degree and they need the master graduation to acquire more strategies and information about how to deal with young learners in the educational environment.

Q4: what are your suggestions to improve the existed syllabus?

One of the teachers claimed that she didn't have any suggestion and that it covers all the student needs. Whereas, the other teachers, they declared some suggestions such as:

- The existed syllabus is little -bit long.
- It is full of vocabularies that learners cannot get all of them.
- Does not focus on the productive skills and they suggested to make the time of the session long.

Q5: Do you integrate some ICT tools in your teaching to motivate your learners?

Teachers' answers were the same, they use some modern tools in teaching English to young learners such us internet, computer, audio speaker to share information, according to them these tools are very helpful to achieve the sessions goals and encourage the learners to engage with the second language spontaneously.

Q6: which teaching methods and strategies do you apply when teaching English to children? And which one work effectively with them?

According to their answers, teachers use different method and strategies in order to teach their student like TPR, direct method, audio lingual method and communicative language teaching. In addition to the use of play roles, games, songs also take a part in the teaching process, they confirmed that TPR, games, songs work effectively to create a comfortable environment and make the pupils understand easily through movements and actions.

Q7: what kind of challenges do you face when being inside the classroom?

All the interviewed teachers answered and agree that the lack of time is representing the big problem in the classroom. In addition to the large number of pupils with their different level, also the teachers suffer from the misbehaviour of their pupils and the noise in the classroom because they have no experience in teaching young learners.

Q8: Do you think that teaching English and French to elementary school together puts the learner under excessive anxiety?

Teachers' answers were different, some of them said that learning English and French in primary school is not a problem, but the others state that pupils mix between the two languages, specially the third year at the beginning of the year. But, within the time and within the practicing they will distinguish between the languages.

Q9: How do you find the quality of textbook of the third-year level?

The participants answered that the quality of the textbook is good, enjoyable, practical and containing what the students need. However, others think it needs some additional sessions.

Q10: Is one hour and half in the week sufficient to achieve the intended lessons?

Teachers' answers were the same, one hour and half is not enough because they cannot explain everything and pupils sometimes don't get and memorize new vocabulary.

Q11: How do you do when you have unmotivated and misbehaved pupils in the classroom?

The teachers answered differently, they deal with the unmotivated pupils by contacting their parents in order to find solutions, involved them in a group work and give them tasks, create a safe learning space, encourage them and use game, technology in order to make motivation, In the other hand, the teacher deal with misbehaved learners by making rules that must be respected and make communication with pupils.

Q12: what do you think about the difficulties that your students may face in learning English as a second language?

Teachers' answers were the same, most of the students faced difficulties in the pronunciation of some letters and words, mixing between French and English. In addition to,

some pupils do not appear interested in English and have short attention spans and lack of concentration, furthermore they felt afraid and shy to speak in the classroom.

2.5.3. Observation analysis

During the two sessions of the observation classroom, the researcher's observed teachers and pupils under specific variables and it is analysed in qualitative manner.

The first session

Firstly, it was held on 18\03\2024 with the first class of third year in EL-Amir Abed EL-Kader primary school in 37 minutes. During this session there was a comfortable environment where the teacher dealt with "Listen and Repeat" section a unit of "in using and have fun ". At the beginning of the class, the teacher stuck pictures of animals on the whiteboard and wrote the name of each animal under the appropriate picture.

Secondly, she read the words, where the students only heard them. The pupils repeated the names of animals after the teacher, and then she dictated to them on the boards by using body language and corrected all the spoken and written mistakes.

Although there were some unmotivated and misbehaving students throughout this observation, the instructor and students had a positive relationship overall. As a result, the teacher used a variety of techniques to keep the classroom under control and inspire the students.

The second session

The second observation was held on 20\03\2024 with the second class of the third-year in EL Amir Abd-el-Kader School in morning from 10:30 until 11:07. They were deal with the unit of "MY pets" whereas the lesson was about the four letters "O", "Q", "F", "S". During the observation, the environment was partially comfortable and the pupils were unmotivated to learn because it was the last day of studies before the holidays.

Firstly, the teacher wrote the letters "O, Q, F, S" on the white board after she asked the pupils if they know the letters and to sound them some were right and the others were wrong. Additionally, whenever the teacher found wrong pronunciation, she corrected their mistakes and asked to repeat until when they get the correct pronunciation because some of them mixing between the pronunciation of letters of French and English. After that she asked them to bring some words that contain one of the letters, the pupils were intelligent and said some

easy words with proficiency of pronunciation. Also, they ordered them to write the letters in the air to memorizing the shape of the letters.

Secondly, the teacher omits the letters from the board and orders their learners to bring their small boards and wrote the letter when she sounds it in order to test their concentration and controlled their answers and corrected if she found any mistake. After that, the teacher used the repetition method by sound the letters loudly with the using of body language. The learners listen clearly and repeated after the teacher. In addition to the misbehaviour and unmotivated pupils there was a learner how had Autism, she conducted and given him all the options like the other learners.

After the pronunciation of the sounds, she underlined the board like the copy-book and asked them to pay attention and to concentrate on the writing forms of the letters with controlling the misbehaviours ones by respectful words and teach them when the letters were up or down. After that, she ordered them to open the book on page 50 to take a look on the ships of the words and to copy it in their copy-books. At the end, the teachers did a small repetition about the whole lesson and wished for them good holidays and then let the pupils leaved.

2.6. Interpretation of the finding

The results indicate that both the teachers and learners face a lot of challenges and difficulties regarding teaching and learning process and the resources in primary schools

On one hand, the schools lack of technology in a large way like computers and internet such material can help the teacher to delivering the information and making it easy for the pupils to comprehend.

The information obtained also confirmed that the teachers do not have any experience in teaching young learners, which makes problems especially in managing the learner's behaviour in the classroom.

In addition, the results of classroom observation indicate that time is the major obstacle for teachers because the number of hours in the week is not sufficient what make the teacher fell pressured in explaining the lessons and making them more beneficial to the pupils and providing a practical exercise to develop their skills.

The finding of the study demonstrates that learning both English and French at the same time doesn't pose any problem or difficulty because children naturally drive to seek and to discover new knowledge.

In teaching children, the textbook is one of the main elements that meet the learner's needs in term of content and presentation, and the syllabus aligns perfectly with the child's level.

It's common for pupils to feel shy and anxieties to participate in class what make some of them unmotivated and find difficulties with correct pronunciation and may mix between French and English when expressing their needs.

The study also highlights also that teachers sometimes face challenge in managing the classroom due to the number of pupils.

Concerning the methods and strategies they used, the study indicates that songs, games and role play is improving the process of teaching English to young learners.

2.7. Suggestions and Recommendations

We conducted this research in order to investigate the challenges and the obstacles that the teacher and the learners face when teaching and learning English in primary school. We have proposed some suggestions and recommendations that may be helpful and worth considering:

- Providing ICT supporting materials such as videos, projectors, computers and incorporating them into the educational programs can greatly improve the quality of education.
- The possibility of adding extra sessions per week and reducing the number of pupils can be one of the main strategies that make the teaching and learning process more effective.
- Training teachers more and more so that they be qualified to carry out the mission of education as it should be
- The key element in teaching young learners is to create a suitable environment which makes pupils learn effectively.
- Teachers need to motivate learners by creating different types of classroom activities and praising and encouraging their achievements; Teacher support is an important factor in teaching pupils in this stage.

2.8. Research Limitations

Like any scientific research, there must be problems and restrictions that prevent the study process from achieving the results to be obtained. Therefore, in this research the limitations were:

- The lack of time for the practical work due to the inability to obtain permission early, which is hindered the process of analysing the results early.
- The pupils in the observation of the second period were excited for the holidays, not for the studies, because it was the last day of school after they took their grades.
- In the questionnaire, some parents were not keen on answering the questions. Especially, in the last paragraph which were suggestions.
- One of the professors did not respond to the fifth question of the interview which is despite the clarity of the meaning of the question.

2.9. Conclusion:

This part includes all the methodological strategies and some tools for collecting data from a questionnaire, interview and classroom observation where are allowed the collection of the data that given by the selected sample from the primary schools of EL-Biodh city to contribute the success of this research despite the presence of some problems and limitations that it is prevented the larger collection of data. Actually, after the analysing and the interpretation of the findings a number of difficulties and challenges faced by EFL learners and teachers in Algerian primary schools were identified, and some pedagogical solutions and recommendations were proposed to improve the process of teaching and learning the English language at the primary education. In addition to some recommendations to avoid facing these obstacles and to know to deal with them in case it is found in classroom.

General conclusion

General conclusion

Adding English as a second foreign language in primary schools after French at an early age is not an easy thing to do in a multilingual country, and there must be obstacles that hinder this process. For this purpose, this study sought to investigate this matter and identify the difficulties and challenges faced by both the teachers and the learners in the teaching and the learning of this language at the primary level, especially in Algeria.

Moreover, this research covered two important parts, theoretical and practical, where the first part dealt with all the literature review that are related to the process of including the English language in Algerian primary schools, including the curriculum, the teaching methods, and the benefits of learning it for children at an early age. The second part sheds light on the methodological techniques that aimed to collect data from various tools, which are contributed to assessing the challenges facing the teaching process.

After the analysis of the data which are collecting by a questionnaire, interview and a classroom observation. The findings confirmed the hypothesis that there are a number of difficulties and challenges faced, which are represented by the limited time for classes allocated to English, as well as the lack of qualified teachers for this task, the poor quality of the curriculum designed for the third year and the huge number of learners in the classes along with the absence of using different teaching materials. In addition to the problems and difficulties of listening, pronunciation, motivation, and mixing between the two languages that the young learners facing when learning.

In order to overcome these difficulties, and based on the findings, some educational solutions were proposed to develop the teaching process, which include the increase of the allotted time for the English classes over the week because the time represent the greatest difficulties. The using of the ICT tolls improves the quality of the teaching process. However, the reducing in the size of the learners in the classes creates a suitable educational environment. In addition to a rise in using different educational methods according to the needs of the learners, this allow teachers to gain more experiences and qualifications in teaching English to young learners in the primary education .

This research identifies most of the obstacles that hinder both EFL teachers and students, and suggests some useful recommendations in order to overcome these difficulties. Additionally this research represent a scientific resource for the parties designated in the future to take it into consideration in order to improve the process of teaching English as the second foreign language at the primary level in Algeria.

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Appendices

Appendix 1

Parents Questionnaire

This questionnaire was designed by second-year Master's students majoring in English in order to obtain information from parents about the difficulties faced by students in learning the English language in primary education.

The researcher will be pleased if you are able to answer the questions accurately, as your answers will help us know the difficulties your children suffer from and meet their needs.

Section I: Some points of view

Q1: How do you see the benefit of teaching English in primary education?

Wrong decision right decision good start

Q2: Do you think your child is enjoying learning English?

Yes no

Q3: Does your child share with you what he learned at school, such as some words?

Yes no

Section II: The Difficulties of the Language

Q4: Do your children confuse English and French?

Yes no sometimes

Q5: Does your child have trouble reading and writing?

Yes no sometimes

Q6: Do your children have difficulty understanding words correctly?

Yes no sometimes

Q7: Does your child feel nervous or shy when speaking English?

Yes no sometimes

Q8: Does your child have trouble composing sentences in English?

Yes no sometimes

Q9: Does he find it difficult to express his thoughts in English?

Yes no sometimes

Q10: Do you think that your child needs more training in listening and reading skills in English?

Yes no

Appendix

Q11: Do you think the current lessons meet your child's needs?

Yes

no

Section III: Parents' suggestions, and Recommendations

Q12: Do you have any suggestions or recommendations to improve learning English in primary school?

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.....

Q13: How do you see the future of English in primary school?

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استبيان لأولياء التلاميذ

تم تصميم هذا الاستبيان من طرف طلبة السنة الثانية ماستر تخصص لغة انجليزية من اجل الحصول على معلومات من طرف الاولياء حول الصعوبات التي يواجهها التلاميذ في تعلم اللغة الإنجليزية في التعليم الابتدائي

سيكون من دواعي سرور الباحث ان تتمكنوا من الإجابة عن الأسئلة بدقة حيث ستساعدنا اجاباتكم معرفة الصعوبات التي يعاني منها اطفالكم وتلبية احتياجاتهم

الجزء الأول: بعض اراء الاباء

س1: هل ترى ان تدريس اللغة الإنجليزية في التعليم الابتدائي؟

فرار صائب فرار خاطئ بداية جيدة

س2: هل ترى ان طفلك مستمتع بتعلم اللغة الانجليزية؟

نعم لا

س3: هل يشارككم طفلكم ما تعلمه في المدرسة كبعض الكلمات؟

نعم لا

الجزء الثاني: صعوبات اللغة

س4: هل يخط ابنانكم بين اللغة الإنجليزية واللغة الفرنسية؟

نعم لا أحيانا

س5: هل يعاني من مشكلة في القراءة والكتابة؟

نعم لا أحيانا

س6: هل يواجه اطفالكم صعوبة في الفهم الصحيح للكلمات؟

نعم لا أحيانا

س7: هل يشعر بالتوتر او الخجل عند التحدث باللغة الإنجليزية؟

نعم لا أحيانا

س8: هل يعاني من مشكلة في تركيب الجمل بالإنجليزية؟

نعم لا أحيانا

س9: هل يجد صعوبة في التعبير عن أفكاره باللغة الإنجليزية؟

نعم لا أحيانا

س10: هل ترى ان طفلك يحتاج الى المزيد من التدريب على مهارات الاستماع والقراءة باللغة الإنجليزية؟

نعم لا

س11: ما هو رأيك في الدروس الحالية هل تلبية احتياجات طفلك؟

نعم لا

الجزء الثالث: اقتراحات الاباء

س12: هل لديك أي اقتراحات او توصيات لتحسين تعلم اللغة الإنجليزية في الابتدائي؟

Appendix

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س13: كيف ترى مستقبل اللغة الإنجليزية في الابتدائي؟

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Appendix 2
Observation Checklist

Time of the section: Class number: Lesson Name:

Variables to be observed	Not at all	Partially	Fully
<ul style="list-style-type: none"> -It is a comfortable environment -Good teacher –pupil’s relationship -Using body language -Using materials by teachers -Distributing the lessons involvement between boys and girls -Are Teachers Qualified to teaching young learners -Testing the children’s concentration by questions -Students mixing between French and English -There is enough time to complete the lesson -Number of pupils is large -There are any neurological problems -Pupils miss-behaviour inside the classroom -There is unmotivated pupils -Teachers managing the classroom -There is extensive fear and anxiety -Teacher is participant with learners -kind of activities: match/not match with the lesson - the use of mother tongue in the classroom to facilitate learning 			

Appendix 3

Interview for teachers

This interview attempts to examine the challenges and the difficulties faced by EFL teachers and pupils at the primary school

Questions:

Q1: How do you find the teaching of English in primary schools?

Q2: Do you have any experience in teaching young learners? how many years?

Q3: What is your educational degree?

Q4: What are your suggestions to improve the existed syllabus?

Q5: Do you integrate some ICT in your teaching to motivate your learners?

Q6: Which teaching methods and strategies do you apply when teaching English to children? and which one works effectively for them?

Q7: what kind of challenges do you face inside the classroom?

Q8: Do you think that learning English and French to elementary school to gather put the learner under excessive anxiety?

Q9: How do you find the quality of the textbook of the third year level?

Q10: is one hour and half in the week sufficient to achieve the intended lessons?

Q11: How do you do when you have unmotivated and misbehaviour pupils in the classroom?

Q12: What do you think about the difficulties that your students may face in learning English as a second foreign language?

الملخص:

تهدف هذه الدراسة إلى استكشاف الصعوبات والتحديات التي يواجهها كل من اساتذة وتلاميذ اللغة الإنجليزية كلغة أجنبية في الصف الثالث ابتدائي، حيث تم استخدام استبيان، ملاحظة صفية ومقابلة لجمع البيانات من العينة المختارة من أجل معالجة العوائق الكبيرة التي تواجه عملية تدريس اللغة الإنجليزية. ويوصي البحث الحالي ببعض الحلول البيداغوجية للتغلب على مختلف التحديات ويجعل تدريس اللغة الإنجليزية كثاني لغة أجنبية في المرحلة الابتدائية أمرا فعالا في تطوير التعليم الجزائري.

الكلمات المفتاحية: العوائق، تدريس اللغة الانجليزية، تلاميذ، اساتذة.

Résumé :

Cette étude vise à explorer les difficultés et les défis rencontrés par les enseignants et les élèves d'EFL de troisième année primaire. Un questionnaire, une observation et un entretien ont été utilisés pour collecter des données à partir de l'échantillon choisi pour d'aborder les obstacles importants auxquels sont confrontés le processus d'enseignement de l'anglais. La recherche actuelle recommande quelques solutions pédagogiques pour surmonter divers défis et mettez de l'enseignement de l'anglais comme deuxième langue étrangère au niveau primaire un sujet efficace dans le développement de l'éducation algérienne.

Les mots clé : défis, difficultés, élèves, les enseignants, l'enseignement de l'anglais.

Summary:

This study aims to explore the difficulties and the challenges faced by both EFL teachers and pupils in the third grade of primary school, which is covers questionnaire, a classroom observation, and an interview, were used to collect data from the chosen sample in order to address significant obstacles that face the process of teaching English. The current research recommends some pedagogical solutions to overcome various challenges and makes teaching English as a second foreign language at the primary level an effective matter in developing the Algerian education.

Key words: challenges, difficulties, pupils, teachers, teaching English.