

Salhi Ahmed - University Centre, Naama

المركز الجامعي - صالحى أحمد-النعامة

Institute of Letters and Languages

Department of English

***Investigating the Main Difficulties and Challenges of English
language teaching Situation in Naama Primary Schools
the case of Largo Mohammed Primary School .***

***Dissertation Submitted to the English Department in Partial Fulfilment of the
Requirements for the Degree of Master in Linguistics***

Presented by:

**LARABI FEDILA
AMARA ASMA**

Supervised by:

Dr. Yaiche Wahida

Board of Examiners:

Dr Boussebha Nadjia

Chairperson

Naama University Centre

Dr Yaiche Wahida

Supervisor

Naama University Centre

Dr Gouabi Khadem

Examiner

Naama University Centre

Statement of Originality

We, LARABI FEDILA and AMARA ASMA, hereby declare that my master thesis entiteled , "**Investigating the Main Difficulties and Challenges of English language teaching Situation in Naama Primary Schools the case of Largo Mohammed Primary School "**. is entirely topic of 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 We also confirm that the present work contains no plagiarism and that any information taken from published or unpublished sources has been acknowledged.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 1

I dedicate this work to the unwavering love and support of my family. To my father Boudali and my mother Zohra, who guided me with their wisdom and encouraged me to reach where I am today. To my siblings Amin, Hicham, bouchra , and Mehdi, whose companionship and advice have been invaluable.

To my aunt rekaia , my second mother, who supported me in my university career while I was away from home.

To my friends djemaa & Robi & samah and colleagues whose presence has enriched my life in countless ways.

Without the foundation of family and friends, this achievement would not have been possible. This paper is a testament to the power of family and friends and the extraordinary gift of your love.

LARABI FADILA

Dedication 2

All praise is due to Allah, for His love, gratitude, and blessings
from the beginning to the end.

(And their last word is: "Praise be to Allah, Lord of the Worlds.")

To the one under whose feet Allah has made Paradise and who has
made hardship easy for me with her prayers,
To the great woman who has always wished to see her eyes light
up with seeing me on a day like this
(My beloved mother)

To the pillar who has always been a generous, supportive, and
giving supporter ... To my sister

To you, my family, this achievement and the fruit of my success
that I have always wished for, here I am today completing its
first fruits by the grace of God Almighty.

To those who were help and support on this path ... to loyal friends
and companions of the years and owners of hardships and crises.

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what will benefit me, and increase my knowledge.)

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Abstract

The study delves into the introduction of English as a foreign language in Algerian primary schools, focusing on the Naama region. Thus, this paper focuses on considering ELT in primary schools. It especially aims at highlighting the complexities encountered by English teachers at Naama (primary schools) and makes suggestions for possible winning means. The research method adopted in this study is an exploratory method in order to discover the challenges and difficulties for such initiative. Moreover, the study is based on quantitative and qualitative methods. For data gathering, a questionnaire and classroom observations have been used as the main tools for this research. The questionnaire has been answered by (15) English teachers. In addition, a number of classroom observations have been conducted by the researchers. The outcomes confirmed that introducing English to the Algerian primary schools has many challenges and it needs many requirements. These obstacles and challenges come in a variety of forms, such as organizational and educational ones.

Keywords: Challenges, difficulties, ELT, Primary schools.

List of Abbreviations and Acronyms

ELT : English Language Teaching

EFL : English as a Foreign Language

IELTS : International English Language Testing System

TESOL : Test of English as a Foreign Language

ELLS : English Language Learners

ESL : English as a Second Language

% : Percentage

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General Introduction

These days, English language education and learning saw the increase in its popularity due to globalization, and therefore non-native speakers of the language needed to adopt the language as the common one. Moreover, English is the first language used in the fields of technology, medicine, business, diplomacy and travel. Therefore, there appeared a vital need to teach English in almost all countries of the world.

This is particularly evident in Algeria, where English has emerged as the leading foreign language, alongside Arabic and French, the established primary languages. Early exposure to English in primary schools is crucial for shaping students' attitudes, skills, and future academic and professional success. This study investigates the challenges faced by English language teachers (ELT) in primary schools of Naama, Algeria.

Therefore, this research aims to clarify the different challenges and obstacles that teachers of English face after introducing English at primary school. The rationale of this research is to investigate the causes and the difficulties encountered by ELT teachers to suggest solutions so that English language teaching at primary schools in Algeria becomes successful.

In fact, ELT in primary schools raised various crucial issues and barriers for pupils to be more proficient and acquire the language effectively. In spite of the obvious value of being proficient in English on the global field, the practice of ELT nowadays is characterized or reflects a need for further teacher training, limited classroom exposure to English, a mismatch between language policy and practice, insufficient teaching resources, and varying student proficiency levels and motivation . These difficulties as a whole hamper the formation of the pupils English language skills at a time of his life when everything is crucial for his academic/professional future. Curbing these challenges is important to take the quality of English language education to a higher level to ensure that pupils have the necessary linguistic skills.

Henceforth, the main objectives of this study are to point out and discuss the main problems and hardships in EFL learning at primary schools from El

General Introduction

Naama region in Algeria. An investigation to be conducted assessing the English teachers' qualifications and training, looking into the obstacles in teaching method, resources, and support, and considering the views and perspectives of English language instructors will be the study's goal. Furthermore, we examine the crucial pupils issues associated with learning English.

Based on the research aims, the following research questions are developed to guide the study.

- Do EFL teachers face problem and challenges while teaching in Primary School?
- What are the main difficulties that both teachers and pupils are facing in learning environments?

For these questions the following hypotheses are proposed

- The availability of resources and materials for EFL instruction in primary schools is often inadequate, presenting significant obstacles for teachers.
- Constrained by the brevity of class time, ELT teachers struggle to strike a balance between thorough explanation, engaging activities, and sufficient practice.

In order to scrutinize the previously mentioned hypotheses, the researchers used an exploratory case study investigating the main difficulties and challenges of ELT situation in El Naama primary schools. For data collection, the researchers relied on the mixed methods approach to obtain quantitative data through closed questions“ questionnaire designed to teachers, and qualitative data using classroom observation conducted by the researchers. This study is important because it explores a rarely researched area: English teaching in El Naama primary schools, especially for third and fourth graders. It reveals challenges and opportunities specific to this region's context. Moreover, it informs policymakers and educators to make positive changes in English language teaching. It also offers valuable knowledge for other regions facing similar challenges.

Chapter One: Literature Review

- 1.1. Introduction
- 1.2. The Algerian Linguistic Situation
- 1.3. English in the Educational System
- 1.4. Challenges of Introducing English in Early Education
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 - 1.4.5. Lack of Teaching Materials
- 1.5. Textbook Analysis of English for Third-Grade Primary Education
- 1.6. Textbook Analysis of English for Fourth-Grade Primary Education
- 1.7. Conclusion

1.1. Introduction

Algeria is one of the countries that have adopted English as an important language to face globalization in this era. This is evident in its dominance in the transactions of the young generation, despite the dominance of the French language in Algeria after the mother tongue. However, English has taken the lead and rightfully earned its place, gaining more and more respect and recognition. It is now used in various key areas: communication, education, science, and culture.

Therefore, this chapter is a theoretical overview dedicated to the language situation, educational policy, and language instruction in Algeria, with a focus on the current introduction of English as a foreign language in Algerian primary schools.

1.2. The Algerian Linguistic Situation

Algeria is a multilingual land, and it includes Arabic, Amazigh, French, and English, each language dating back to a group of influences. The Arabic language as Al-Huri (2015) stated that “the 17 first emergence of Arabic as a world language dates back to the seventh century” (p. 29). Is the offspring of the Islamic period because its spread came from the spread of Islam in the region, and it is also the language of the Qur’an and is the official language in Algeria. Along with Amazigh, it is the language of northern Algeria’s Berbers, and it is its offspring. Amazigh identity and culture in Algeria, especially after its recognition as an official language in the country alongside Arabic

As for foreign languages, French ranks first as a foreign language because Algeria is the second largest francophone country in the world, with nearly eighteen million speakers, nearly 1 in 3 Algerians can speak and write French (Chemami, 2011). , as it entered with French colonialism in the nineteenth century. Therefore, it is considered the first official and administrative foreign language. It is still used in the governmental and educational sectors.

Finally comes the role of the English language, which has recently received great attention within Algeria and is gradually sweeping to achieve its position within this great linguistic diversity, especially in the field of education after its addition to the primary educational curriculum after it was limited only to middle and secondary education. This is part of Algeria’s efforts to strengthen and improve education. Study and employment opportunities in addition to the field of business and economics in communicating with international clients and the field of culture and entertainment after expanding cultural events, exhibitions, and films in the English language.

1.3. English in the Educational System

In June 2022, the Algerian President issued a decision regarding the inclusion of the English language and its teaching in primary schools, so that it is taught as a second foreign language, starting from the third grade of primary school and continuing until the end of the secondary stage, so that its teaching continues for ten years. He decided to “adopt it in Algerian universities instead of teaching in the French language, as He said (July 30, 2022): As for the French language, it is a spoil of war, but English is an international language that is taught from the beginning of the year to bring Algeria to comprehensiveness. “Thus, the government”’s decision aims to ensure the development of students” skills at an early age, which allows them to better prepare for educational and professional attainment in the future.

There is no doubt that the decision represents a major shift in the education systems in Algeria, especially after the decision to adopt the English language starting from an early level. This means that the English language will be taught in Algeria as a foreign language starting from the third-grade level of primary school to the following levels, as is the case. Shown in the table below:

	Primary (5 years – age 6-10)	Middle (4 years – age 11- 14)	Secondary (3 years – age 15- 17)
English	3rd year to 5th year	1st year to 4th year	1st to 3rd year

Table 1.1: Algerian EFL Curricula

Integrating English as a foreign language into the curriculum in primary schools is considered a large-scale model initiative that reflects the aspirations of educational policies in Algeria. This decision aims to provide students with solid foundations and increasingly develop their language skills. It is also considered a proactive approach to facing the challenges of the times, through the latter. It aims to raise its educational standing and better prepare students for global competition.

1.4. Challenges of Introducing English in Early Education

Historically, the curricula of primary, middle, and secondary schools in Algeria included Arabic, French, and Amazigh languages, but English was limited only to intermediate and secondary education. Recently, it was introduced in Algerian primary schools as a bold step to join the global trend that focuses on mastering the English language. This step is to be effectively overcome.

Chapter One: Literature Review

It is necessary to know the educational obstacles, challenges, and difficulties facing teachers in particular, as it is also necessary to look at opportunities for professional development and search for effective strategies to ensure successful implementation. The challenges associated with teaching the English language at the primary level are represented in the following:

1.4.1. Teachers shortage

The need of qualified teachers is a major obstacle that needs to be addressed. To be considered qualified, teachers must meet certain standards. For example, Vietnam's Ministry of Education has also set strict standards for the qualifications of English teachers. Under current regulations, all English teachers in public schools must have a university degree in English or a related subject and an approved teaching certificate. This means that teachers must pass at least the Test of English Language Proficiency (IELTS) or equivalent internationally recognized English language test, and the Test of English Language Proficiency (TESOL) or equivalent test at level B2.

Gaps between teachers and younger students can impede learning, and teachers may have difficulty understanding the special needs of younger students. A study in Singapore shows that this is especially true for kindergarten teachers. This gap can lead to problems such as lack of motivation, poor academic performance, and even behavioral problems among students. To close this gap, countries can provide child development training, offer mentoring programs, and encourage collaboration among teachers of all experience levels.

1.4.2. Low Teacher Training Quality

The quality of education is influenced by multiple factors, including the professional expertise of the teachers, their subject knowledge, their knowledge of teaching and learning methods, their teaching experience, and their certification status. However, the lack of educational and educational benefits is detrimental. It results in ineffective teaching. Despite the importance of experience in the teaching profession, new teachers can be more successful than experienced teachers due to their new knowledge, abilities, and experience. As a result, the quality of the teacher's training is paramount to ensure the most effective utilization of the acquired skills. In this regard, Kagan (1990, p.85) proposed that, as we learn more about the teacher, we are more likely to become closer to understanding the effectiveness of teachers.

The knowledge of effective teaching methods seems to be pertinent in creating the profile of an effective teacher. As a result, the decrease in the quality of teacher education and other associated factors needs to be compensated for. Promoting effective teaching in primary schools is of paramount importance to ensuring quality learning, therefore, high-quality training must be provided to teachers regarding the

availability of teaching materials and books, addressing social and economic issues, and supporting parents.

1.4.3. Textbook Quality

The significance of textbooks in the education of ELLs is that they cannot be overstated. The choice of correct textbooks lies in the hands of educational institutions, and they should think of those factors carefully while making this decision. Such factors as the individual aspects of students, their talents, psychological development, and cultural backgrounds play a key role here. The selection of the content of the textbook requires to be very careful to match the level of the students and the goals of the program.

In the case of ELLs fluency levels of language, cultural adaptation, and students' learning styles are extremely important issues in most cases. Language books should explain elementary vocabulary and grammar initially and then move into more complex sentence formations and comprehension reading strategies. To make it relevant to the current situation, the textbooks should include characters, a plot, and images that students can relate to from their own lives and culture. The audience including the students enjoy the materials being more personal and exciting.

1.4.4. Lack of Time

The lack of sufficient time allocated for teaching the English language at the primary level represents a major challenge for teachers. This is due to the availability of limited hours of time for language learning during the week, and thus they find it difficult to cover the necessary curriculum, which hinders students' progress and comprehension. In addition to this limited time for learning the English language, it happens that it becomes something that hinders the development of the necessary linguistic skills such as listening and pronunciation, which makes it difficult to adapt teaching to Individual learning styles and facing differences in levels among learners. . Therefore, it is impossible for the child to gain comprehension with this amount of time and number of classes per week, and it is also considered insufficient for the teacher due to the lack of time and the necessity of dividing it between administrative tasks, teaching, dealing with kids , and controlling the classroom.

1.4.5. Lack of Teaching Materials

The availability of adequate learning resources in English subjects which is also common in underfunded schools and developing countries continues to pose quite a stiff challenge to teachers and students. The research has shown that the resource constraint kindles the teachers' creativity to design teaching materials, which finally lowers the level of teaching and the progress of students' language

development. Likewise, another research carried out in a public secondary school in Colombia detected a considerable middle with materials reducing the quality of English instruction.

Just like California teachers, over 50% of whom feel that the standard instructional materials that come with the districts' curriculums do not provide the linguistic and cultural relevance needed for English learners, this deficit is aggravated by the fact that more than 60% of these teachers said that their materials are lacking in cultural relevance. Moreover, the deficit is even gaping more as more Examples from the country of Colombia and the state of California demonstrate that inaccessibility of the necessary materials can limit the essence of instruction, necessitating making your resources which might not be suitable for structured second language teaching.

In case culturally relevant and age-appropriate materials are missing, this can be one more challenge and cause issues when students' knowledge should match the skill level presented in the text. To plug the gap of culturally sensitive, quality learning resources that would provide teachers with the best materials to help English language learners the learning process should also include engaged teachers engagement.

1.5. Textbook Analysis of English for Third-Grade Primary Education

We need to first analyze all the educational materials that we are using such as textbooks and later on we pursue to examine the quality of the educational resources that are supplied to the students. The purpose of this study is to find out the information in a third-class textbook, including words and the teaching method. This study aims to identify difficulties in enhancing the students' learning experience.

The title of the book: “My Book of English Primary School Year Three”.

The book consists of 6 various units that deal with backward topics related to the family and school - the environment and games - pets and communication - holidays and events. Each unit includes a set of exercises and guidance and introductory lessons on the previously mentioned topics, and this will be detailed in the following:

- **Unit One: Me, My Family, and My Friends page 8**

Unit one functions as the foundation of the program which helps the toddlers to learn a foreign language Thanks to this program, students have hands-on lessons that include listening activities, visual recognition tasks, and short reading assignments. For these, they will explore basic English words and expressions.

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These first 18 exercises, particularly the listening ones, are all focused on improving students' listening skills. For example: listen, look, and match in the copybook/listen and say your name listen to the story /listen and say the number. At the end of each unit, the book contains 3 special sections to enhance learning entitled: My Phonics, My Handwriting, and My Project: My Pictionary. The units are finished with the same sections that were provided at the end of each unit.

- **Unit Two: My School page 19**

Building on the basic vocabulary introduced in Unit I, this unit adds new concepts based on the world of school to students' vocabulary repertoire. Using a multi-sensory approach, students learn and remember vocabulary through a wide range of inputs such as audio, visual, and kinesthetic activities such as coloring books and singing. The introduction of day names to students adds an understanding of temporal formalities while solidifying the language in such topics through repetition and application at the same time.

Interactive activities such as matching games, songs, and singing games enable students to work on the material, thus contributing to language acquisition and enjoyment of learning by them.

At the end of the lesson, the skill expected to be acquired is to hear the sound of the letter; in such words while listening, repeating them, and coloring the shapes. In the section labeled in a handwriting section: An exercise to improve handwriting and a song about the days of the week. In the My Project section, students paste or draw pictures based on the school-related words written under each frame.

- **Unit Three: My Home Page 30**

This unit covers primary vocabulary that students can use to talk about their homes, home environments names of the rooms in the house, and some common linguistic expressions. Learners will get to know vocabulary by referring to them in various parts of the house and this will guide them to understand how a language is used in different places. Incorporating visual support such as sketches and pictures can absorb information more quickly by ascertaining the relation of words with images.

Language listening comprehension skills are practiced through the activities involving them and communicative competence is enhanced after discussions held in the guided sessions. Language learners gain confidence that they can understand and speak a foreign language. Furthermore, an exercise that connects the rules and words that we have learned at this present point will be good.

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The last part of the My Home unit envisages restructuring the previously presented exercises and the addition of new activities such as listening completion, pronunciation exercises, a writing passage and assignments, putting pictures drawing, and singing.

- **Unit Four: My Playtime page 38**

Through an organizing concept of play and leisure, these classes give students words to express their ideas regarding toys and games. It has a multitude of activities or exercises assigned that aim to introduce or exercise the games of their choice increasing self-expression, independence and creativity

The integration of mixed learning activities consisting of playing matching games, drawing exercises, connect activities, and storytelling provides opportunities for different learning modes and learning styles. The language learning system that integrates with play can make learning holistic and rewarding by the method of learning.

The last three sections: My Writing, My Letters, and My Project: My Ladder word at the end of each unit are all aimed at having a single endpoint - learning of a new letter. The basis is presenting such things as writing, drawing, and pasting pictures in a fixed order for recall in young kids.

- **Unit Five: My Pets page 45**

This unit leads the students with the aspects of vocabulary dealing with pets and animals. the storytelling and the interactive exercises are used to increase the understanding and retention of the words. Through following the storytelling and engaging in the inferencing activities, students may only experience both the listening and the reading, as well as expand their vocabulary. The utilization of activities including compound words and sentence completion for language learning purposes also helps achieve reinforcement

and improvement of language skills.

Through the association with real situations and day-to-day life experiences, this unit promotes the language use and application that transcends the classroom context. It's the same that for those units the three last sections have the same rule.

- **Unit Six: My Fancy Birthday page 52**

To finish the curriculum with the celebration theme, these students are in charge of learning new words from a vocabulary list for holidays and festivities. Cultural

activities like storytelling, crossword puzzles, and coloring by involving the students in the learning of the names of the objects that they will be listening to or reading about also facilitate their better listening and reading comprehension.

The unit aims to achieve its aim of educating in a joyful environment by incorporating vocabulary and exercises to let students have a great language learning experience through creative tasks that constitute an open interaction between each individual and the group.

Finally, the students attending the letter “e” unit will listen and repeat the words containing it. They subsequently have to write it in their notebooks as practice. In my second Unit everything is clear to the students so they develop the letters „v“ and „f“ together by filling gaps in words that are, then, used to practice writing with improved handwriting in My Pictionary section is the same as in the previous units.

1.6. Textbook Analysis of English for Fourth-Grade Primary Education

This part of the article covers the English textbook for fourth graders here. It evaluates the content, method, and other issues mentioned in the textbook that teachers may find difficult to understand

This English textbook is called “ **My English 4AP** ”. It devotes a lot of time to speaking processes that include greetings, introductions, and conversations. This book is holistic as it uses different types of materials such as posters, pictures, songs, cartoons, and short stories to make learning interesting.

- **Unit one: Family & Friends**

Introduces the basic terminology that is used in a family setting, such as introductions and greetings. The unit targets students who are new to learning a language The unit includes a variety of materials to help students learn, including posters, pictures, songs, cartoons, and short stories to make learning engaging.

- **Unit Two: School**

Instruction provides vocabulary related to school buildings and operations using easy instructions and details. The unit deals with the mapping of secure learning places. Students will be able to comprehend and pick up instructions stated verbally related to school premises. The learners will be conducting dialogue excerpts revolving around school infrastructure using simple English language expressions. Students will identify and create maps showing school facilities that are located based on descriptions or instructions.

- **Unit three: Fun Time and Games**

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Aims at giving opportunities for learning skills of communication and sociability by having fun at the same time. Students will find themselves capable of recognizing and naming diverse activities (inside and outdoor), as well as sports. Students could ask and answer questions about their favorite fun music, sports, or other activities. The module aims to provide the students with the ability to understand and use English in the classroom environment. It would be open to students to experiment with language skills in a fun and exciting manner.

- **Unit four: Healthy Food & Health**

Introduces vocabulary about healthy foods or healthy body parts, and talks about what you like and how to be healthy. Learners will be able to point to healthy foods and name the different food groups (vegetables, fruits, grains, breads, meats, fruit juices, and dairy), Students will be able to ask and answer questions about healthy food preferences using simple English phrases (e.g., Do you like... / Yes, I like. / No, I don't like). Students will get a chance to act out a scene where they can choose between a salad and a hamburger ordering a meal in a restaurant (an example of healthy food choices). The semester designed for ESL students will be more suitable for students who already have some working knowledge of English. Building on the previous lesson, this unit provides the vocabulary associated with healthy foods and the ability to communicate more effectively through activities practiced at the beginning such as role-playing.

- **Unit five: Animals**

It highlights that farm and zoo animals are involved, including e.g. naming and asking/answering questions. and basic reading/writing activities. The children will learn to enlist the names of some familiar farm animals (cow, sheep, goat, chicken, trees, etc.). First, the children will practice answering questions regarding farm animals in simple English (for example: What's this? / It's a cow).

Students will be able to identify familiar words related to farm animals in spoken English. Students will be able to read a very short text about farm animals using decoding strategies. The unit aims at those ESL beneficiaries who are beginning learners. The lesson is built based on this knowledge by introducing new vocabulary related to zoo animals and practicing communication, reading, and writing skills through reading and writing activities.

In summary, it seems that My English 4AP Book can be a user-friendly way for ESL beginners to develop basic communication skills in English. Although there are many things to do and address different learning styles, it can be improved by adding more activities such as readings and formal assessments.

1.7. Conclusion

The introduction of English as a foreign language in Algerian primary schools for young kids is a major shift within education, as this decision reflects a recognition of the importance of the English language in academic progress. This is what was supported by the Algerian government's initiative to integrate the English language into the school curricula, despite the challenges imposed by this decision, which are in its introduction into early education levels, such as the lack of qualification of teachers and the quality of their teaching, in addition to the quality of books, lack of time, etc.

In addition, the role of the books was analyzed in this theoretical chapter. It aims at building basic skills, enhancing communicative competence, and integrating various learning activities. Thus, Algeria is on a journey of investing in teachers, teaching them, and developing curricula to enhance the ability to compete in the international arena and prepare students to compete and emulate academic developments in this era.

Chapter Two: Research Methodology and Data Analysis

2.1.Introduction

2.2.Research Design

2.2.1.Research Tools

2.2.2.Questionnaire

2.2.3.Classroom Observation

2.3.Data Analysis

2.3.2.Analysis of the Questionnaire Results

2.4.Discussion and Interpretation of the Results

2.6.Conclusion

2.1 Introduction

This chapter is concerned with the practical aspect of the study after the first chapter dealt with the literature review so this chapter is divided into two main parts. The first includes an explanation of the methodology followed in this research, in addition to the tools used to implement the study and collect data, as well as focusing on the participants in the study, who are English language teachers in primary schools in the Naama region. The second section deals with the analysis and discussion of the results. It also deals with the main findings that relate to the objectives of the study and the research questions through which the conclusions will be presented and discussed to help better understand the extent of the impact of the research and its achievement of the objectives set for it.

2.2 Research Design

This study aims to explore, through an exploratory case study, the difficulties and challenges facing the English language teaching process for teachers in Naama primary schools /el-Mechria/. This research focuses on analyzing and understanding the experiences of teachers in teaching English in different schools, in addition to observing English classes at “Largo Mohammed Primary School”.

The research sample was selected to include 15 teachers working in different schools in the region, teaching English to students in the third and fourth grades. Careful classroom observations were carried out at” Largo Mohammed Primary School” to observe and record the behaviors and interactions of teachers during the teaching process.

The collected data will be analyzed using quantitative and qualitative methods to explore different relationships, patterns, and trends. The findings will be interpreted comprehensively and in detail, contributing to informing educational policies and practices in Naama Primary Schools and other similar educational institutions.

2.2.1. Research Tools

To perform this study, a questionnaire and classroom observation were used as the main tools for this research so that the teachers' questionnaire aims to convey the challenges and difficulties facing English language teachers in primary schools in "Naama". This questionnaire includes different types of closed and open-ended questions. Closed questions require participants to answer yes or no or mark the correct answers from a set of options and opened questions require them to give their opinions or information about the qualifications or add a justification for their choice so that the entire questionnaire consists of 13 questions under two categories.

2.2.2. Questionnaire :

Part One: includes personal information such as gender, age, and English Teaching Experience

Part Two: seeks for teaching practices and encountered difficulties

- **English perspectives in primary school:** There are two questions on this both of which address the teachers' perspectives on the introduction and direction of English education in primary schools.
- **Experience in English teaching in primary schools:** one question reflects the participants' opinions regarding how to run the classroom and another question about how the participants feel about the English course book.
- **Educational training:** Two questions about teacher preparation for teaching English in primary schools.
- **Difficulties and Challenges:** Six questions are designed to help us identify the primary barriers and difficulties that participants have when teaching. More specifically, it includes questions about the obstacles primary school teachers experience when teaching English, as well as issues they face both within and outside of the classroom.
- **Suggestions for enhancing the instruction of English:** one question on teachers' suggestions for enhancing English instruction in primary schools is designed.

2.2.3. Classroom Observation

A detailed explanation of the observation conducted in each of the third and fourth-level classes in the primary school "Largo Mohammed" in El-Mechria, el-Naama as part of the thesis research is presented so that this observation is based on knowing the extent of the obstacles that the teacher can face inside the classroom. In addition, the teaching strategies used by the teacher and their impact on student participation and learning outcomes were considered through the observation of the two classes. The aim was to obtain valuable insights into the effectiveness of the educational approach and monitor the shortcomings and obstacles.

2.3 Data Analysis

2.3.1. Analysis of the Observation Results

It has been observed in third-year and fourth-year classes that the number of students is large in the classroom. There are only two assigned sessions per week. The time devoted to each session is 45 minutes. Throughout the observed sessions, it has been marked that the teachers begin to focus on pronunciation skills by pronouncing the letters of the date, as well as the name of the unit and the lesson. They introduce the title of the lesson by using gestures and writing it in a clear and large font on the

board. They also use word repetition and assign a group of learners to repeat what the teacher says. It was difficult for teachers to deal with

every pupil, thus, each session they select a group of pupils to practice. Among the commonly observed teaching practices is drawing shapes related to the lesson on the board, such as (snake, cat, apple).

The observation results revealed other teachers' practices, including

- Pronunciation correction
- Avoiding the use of the mother tongue (Arabic) in class
- Use of hand annotations to express sizes such as (short/long) (big/small)
- Use of simple sentences and expressions.
- Giving students homework assignments to emphasize the overall understanding of the lesson.

All these practices were committed in the absence of authentic materials such as videos, pictures, or technology support such as the data show. The only available resource is a textbook.

In fourth-grade classes, the researchers made some observation including

- Teachers begin the lesson by prompting learners with questions about favorite things relating to the unit.
- The use of gestures to promote attention and comprehension in young learners.
- They use the exercise of linking words with arrows and get a word that has a meaning, such as tooth+ache → toothache
- Teachers also rely on reward and punishment methods to control the course of the class and discipline the learners especially when the classrooms are crowded.
- They try to create a fun environment

The classroom observation conducted in the above-mentioned school provided valuable insights into teaching strategies in both the third and fourth grades and the results are explained below:

- a) **Focus on basic skills:** by giving priority to pronunciation through repeated practice, visual aids, and activities.
- b) **Interactive strategies:** such as using gestures and games to enhance student engagement and understanding.
- c) **Differentiated teaching :** through the teacher's use of activities such as drawing and word puzzles for the third grade, and linking words in the

fourth grade, this indicates the idea of allocating teaching methods to suit different learning styles.

- d) **Positive reinforcement** :such as compliments, encouraging phrases, and reward systems to motivate students.
- e) **Limited use of Arabic** : Although enhancing English proficiency is essential, some strategic use of the mother tongue can aid in the comprehension process.

In general, the classroom observations indicated that teachers in both classes use a variety of strategies, but the logic of the limited materials, including realia, videos, audio recordings, and data show must be investigated. In addition, the need for the teacher to adapt his style to meet different learning styles was marked as a difficulty during the observations. Teachers with a short period of training were unable to manage the classroom session, especially in a very short time devoted to a session (45 minutes). The lack of authentic materials, these materials help guide students' behavior, when marginalizing authentic materials pupils will not benefit from the content of the textbook. Many obstacles were encountered, especially in terms of teaching limited session time, lack of realia, lack of authentic materials, large number of pupils in the classes, and teachers with short experience respectively.

2.3.2. Analysis of the Questionnaire Results:

The questionnaire that was used as a research tool included 13 questions under two categories that are classified under two parts. The following are the different results of the different questions of each part.

Part one: personal information :

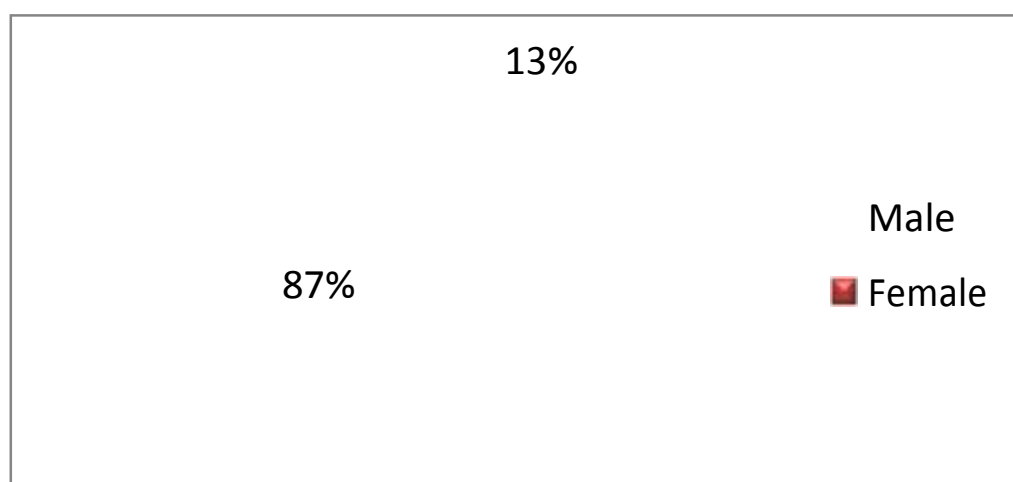


Figure 2.1. Teachers Gender

It is observed from figure 2.1 that the majority of the participants 87% are of female gender, whereas only 13% are of male gender.

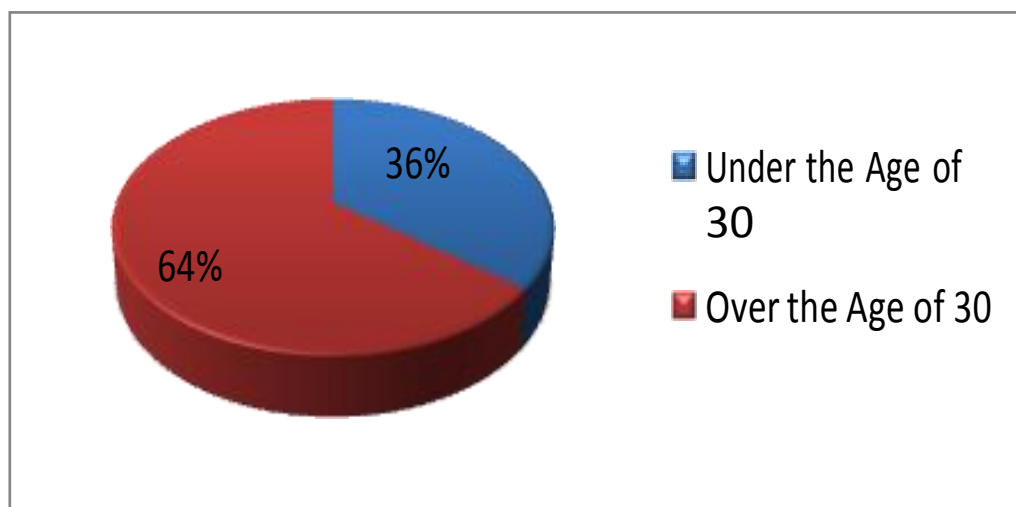


Figure 2.2 Teachers Age

As demonstrated in Figure 2.2 Teachers' Age varies between 30 years to more than 47 years old. 36% of the teachers were under the age of 30 years. 64% of them are over the age of 30 years. It can be stated therefore that a big portion of the participants can be beyond the age of 30.

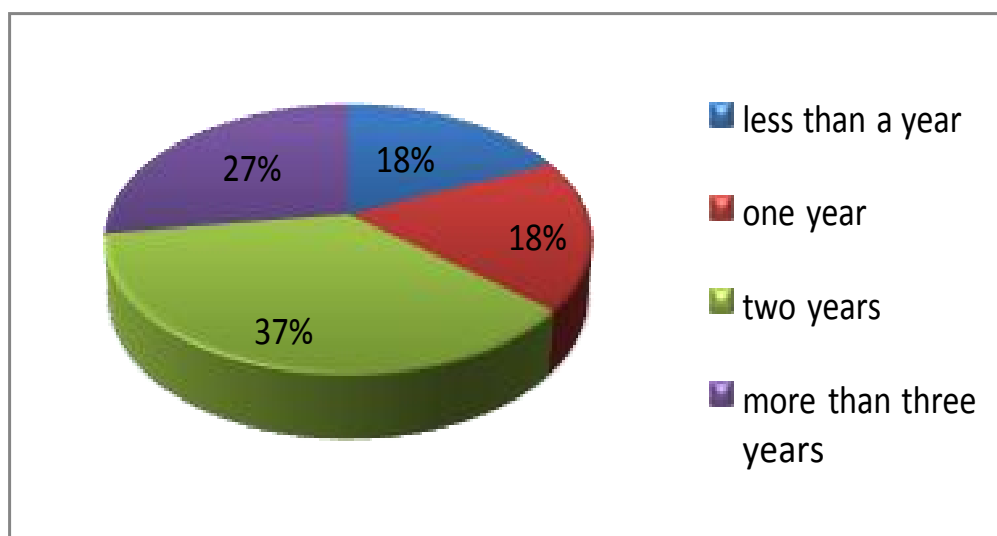
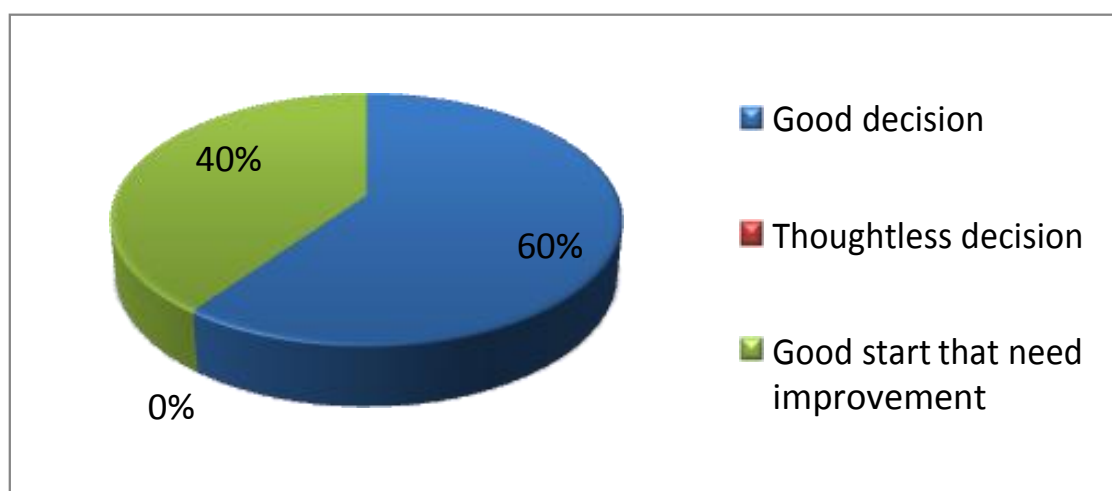
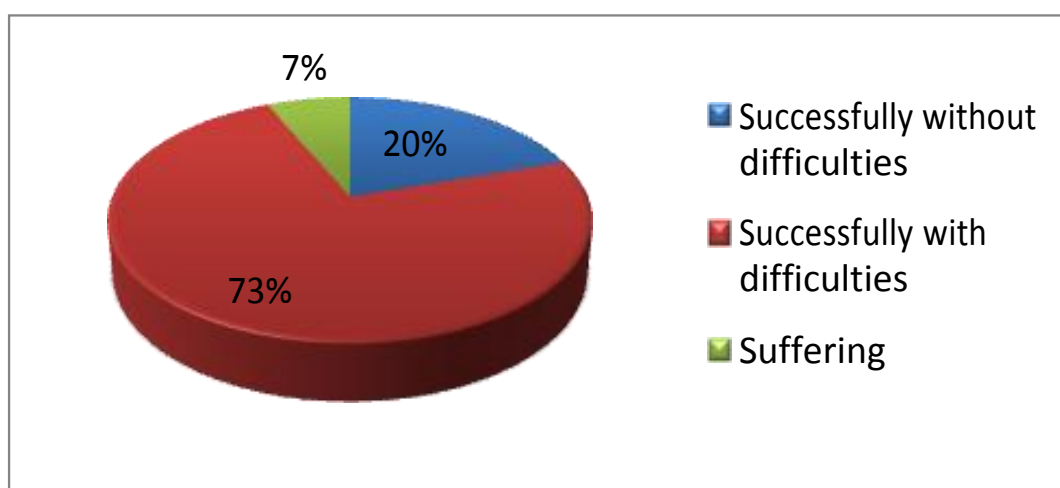


Figure 2.3. Teaching Experience

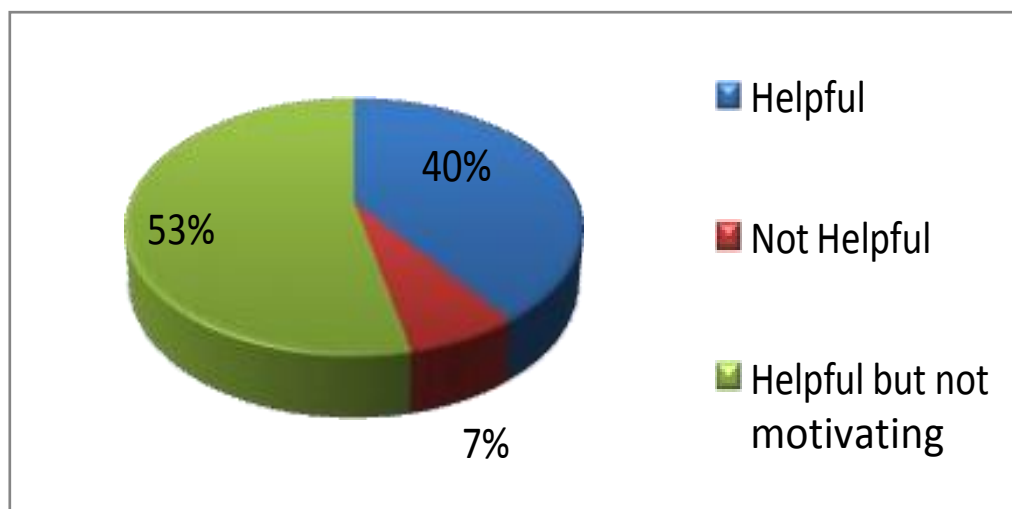
It can be seen from above figure 2.3 that 18% of the participants have less than one year of teaching experience. The same percentage of teachers have an experience of one year. while 37% have experience of two years. The ratio of 27% represents more than three years of teaching experience. Consequently, we can consider all our participants to be between novice and experienced teachers because their teaching experience at the primary level is not more than five years.

Part two: Teaching practices and encountered difficulties**1) Teachers' perspectives on English introduction at primary school as:****Figure 2.4. Teachers' perspectives on English introduction at primary school**

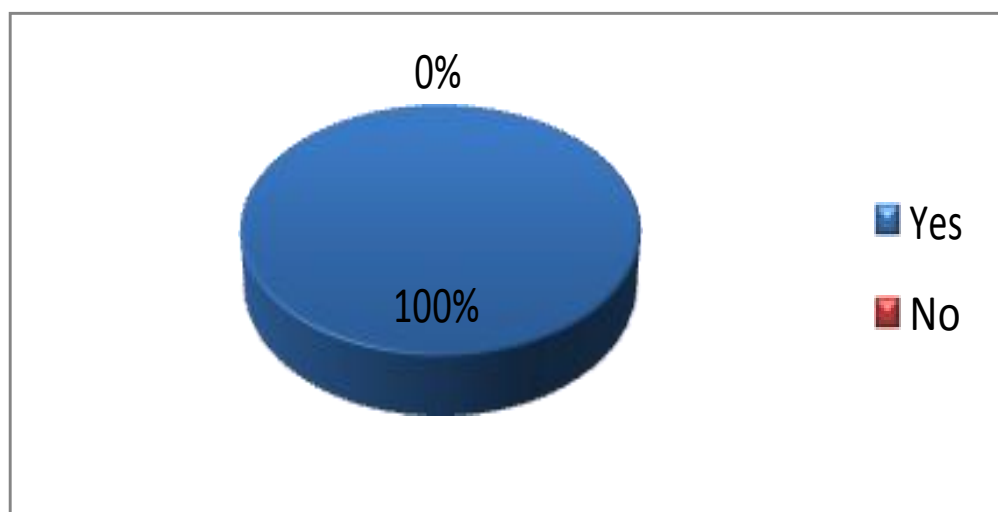
The findings indicate that 60% of the participants declared that the introduction of English at primary schools is a good decision; Additionally, 40% said that it is a good start that needs improvement. On the other hand, 0% of the respondents said that it was a thoughtless decision.

2) Teachers' Classroom Management:**Figure 2.5. Teachers' Classroom Management**

The data in Figure 2.5 show that 11 teachers 73% declared that they manage the class successfully with difficulties. Meanwhile, 3 teachers 20% reveal that they manage their classes successfully without difficulties. Whereas only one teacher 7%, declared their suffering related to class management

3) Teachers' perspectives on the textbook:**Figure 2.6. Teachers' Opinions about the Designed Textbooks**

This figure shows the participants' opinions towards the English language textbook at primary schools. 53% reported that the textbook of the third year is helpful but not motivating. On the other hand, 40% of the teachers consider it as said that they find it helpful. However, only 7% of the participants consider it as boring and not helpful.

4) Teachers' training before teaching English in the primary school:**Figure 2.7. Teachers' Preservice Training**

As demonstrated in Figure 2.7 above, the vast majority of teachers 100% claimed that they received training under the leadership of education. However, 0% of teachers declared that they did not get any training.

5) The usefulness of training in developing teaching practices:

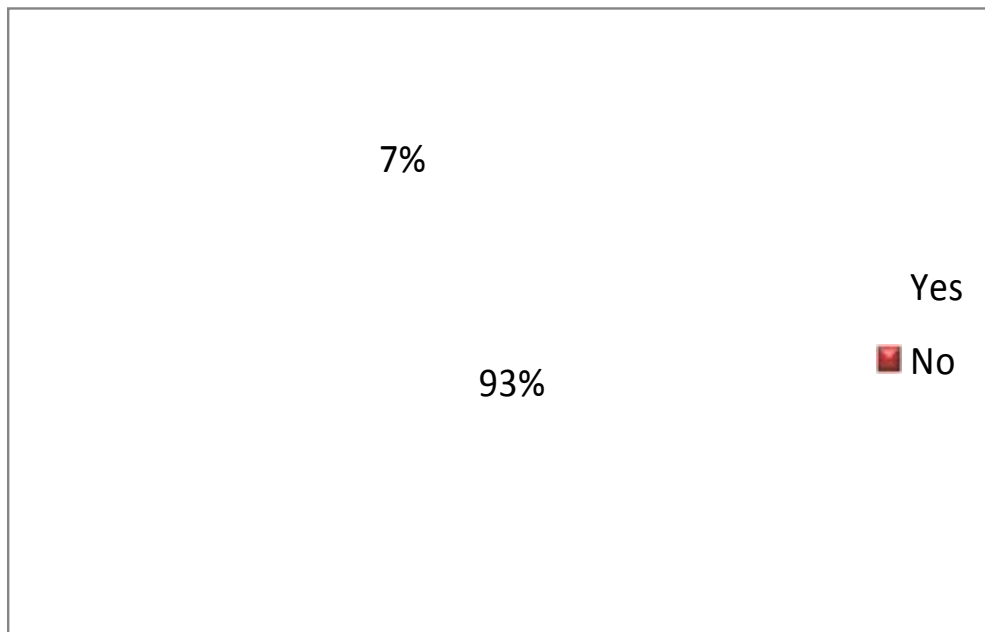


Figure 2.8. The Usefulness of Training in Developing Teaching Practices

The majority of the participants 93% declared that they found the training helpful during their teaching. However, 7% found that the training they obtained was not helpful.

6) The challenges teachers face:

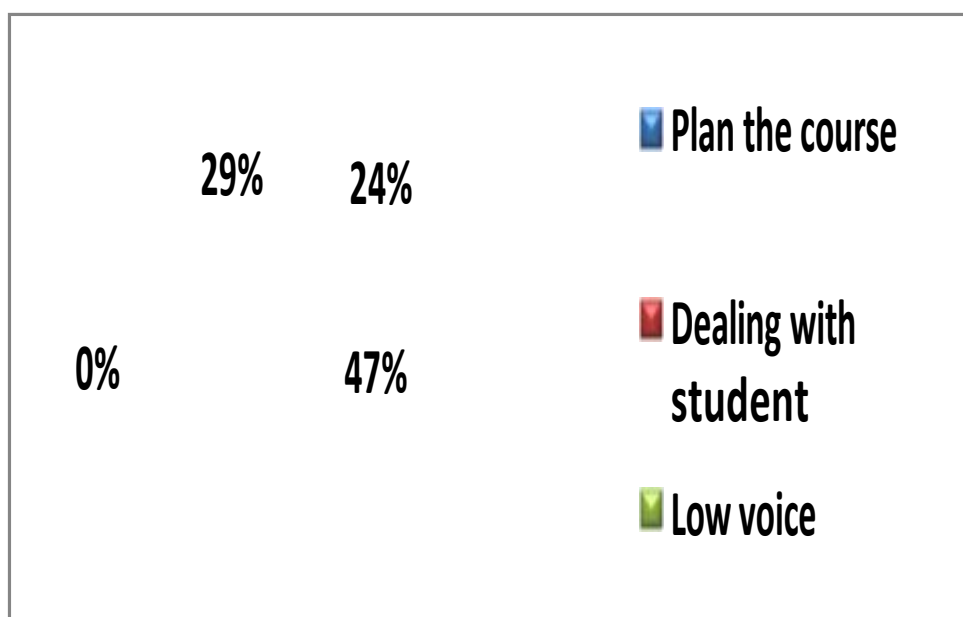


Figure 2.9. Teachers' Encountered Challenges

As we can see from the results shown in the figure above, when novice teachers were asked about the challenges they face in teaching, it was found that 29 % said lack of motivation. In addition, they expressed that the challenge lies in planning the course in 24% While the majority 47 % highlighted the challenges in dealing with students. It must be noted that none of the participants 0% identified low voice as an obstacle for them. Finally, it can be said that dealing with students in the classroom represents the biggest challenge for the majority of novice teachers.

7) Classroom challenges:

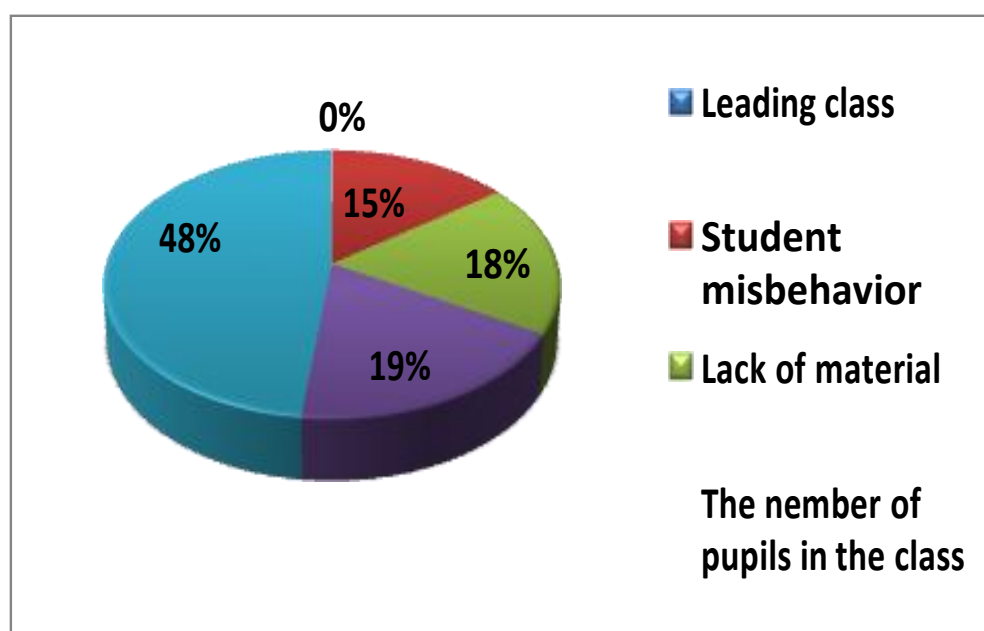


Figure 2.01. Classroom challenges

It is clear from the figure that 15% of the participants referred to the misbehavior of the students, in addition to 18% who chose the lack of materials, while 19% highlighted the large number of students within the classroom, and 48% of the participants reported that there was no adequacy of time. Interestingly, none of the participants 0% mentioned the challenge of leading the class, and based on the results, it is clear that lack of time is the most prominent challenge in the classroom.

8) Challenges outside the classroom:

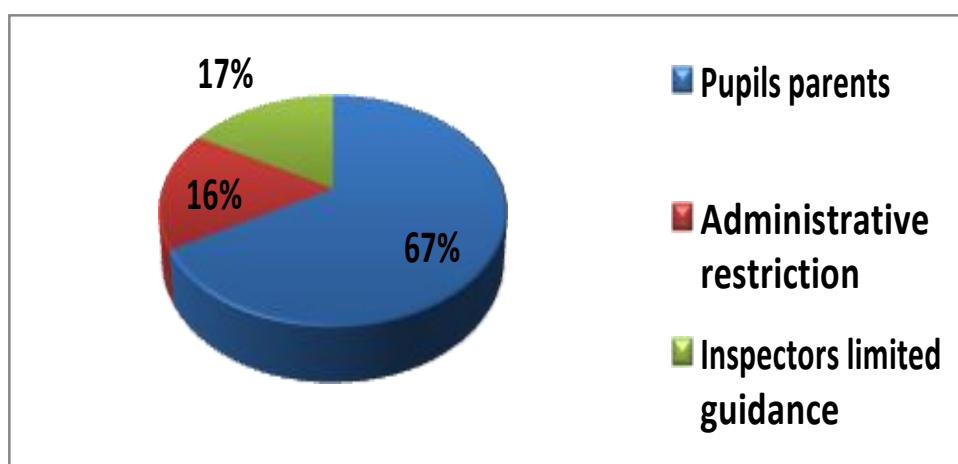


Figure 2.00. Challenges Outside the Classroom

Based on the figure above, when teachers were asked about the challenges they face outside the classroom, the results were observed as follows: 67%, or the entire majority, identified the pupils' parents as a major challenge, while 16% mentioned administrative restrictions, while the remaining 17% answered that it is the limited guidance of inspectors. This, in the end, confirms the decisive role of involving parents in the schooling process in its various fields.

9) Pupils' Confusion between French language and English language:

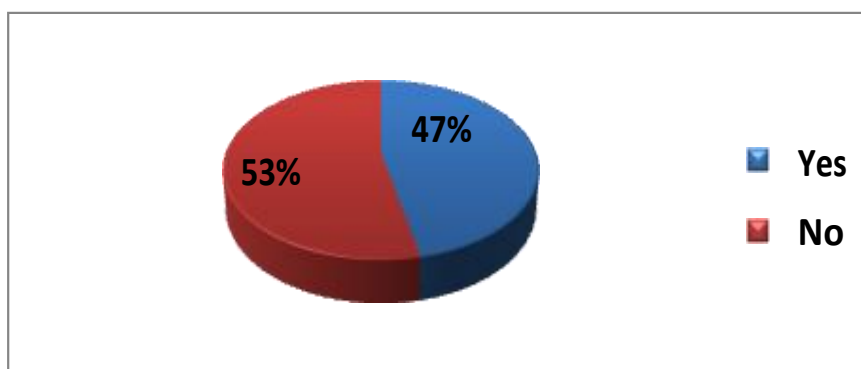


Figure 2.01. Pupils' Confusion between French language and English language

We notice from the results shown in the figure above that when teachers were asked about the difficulties their pupils find when switching from French to English and the extent of its impact, 47% of them answered that their pupils find it difficult to switch from French to English lessons, while 53% do not find it difficult. This indicates that Finally, a larger portion of pupils face challenges in this transition, which affects their educational experience and their general proficiency in both languages.

10) The impact of pupils' confusion between two foreign languages teaching performance:

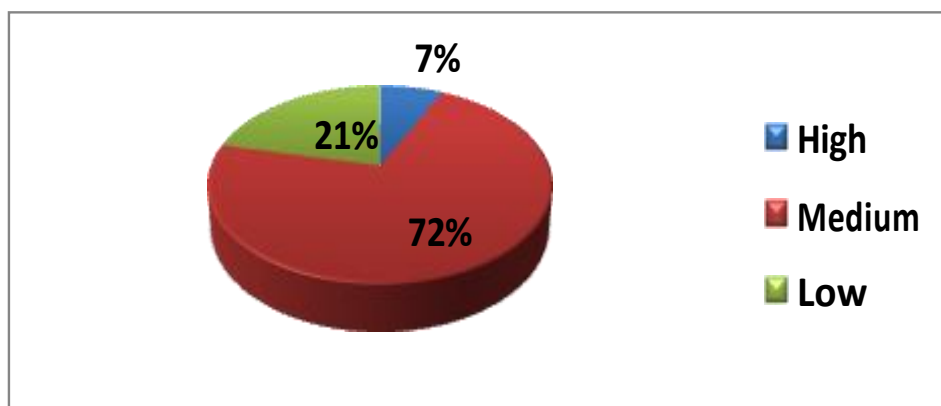


Figure 2.02. The Impact of Pupils' Confusion Between Two Foreign Languages on Teaching Performance

The percentages above indicate that the teachers' answers about the impact of the challenges that were explained previously on their teaching performance, so we notice in the results that these challenges have a moderate impact on their performance with a rate of 72%, and 7% of them indicated their high impact, while 21% indicated their low impact, which indicates in the end Solutions must be proposed to overcome these difficulties in order to actually improve performance in the classroom.

11) Other encountered difficulties:

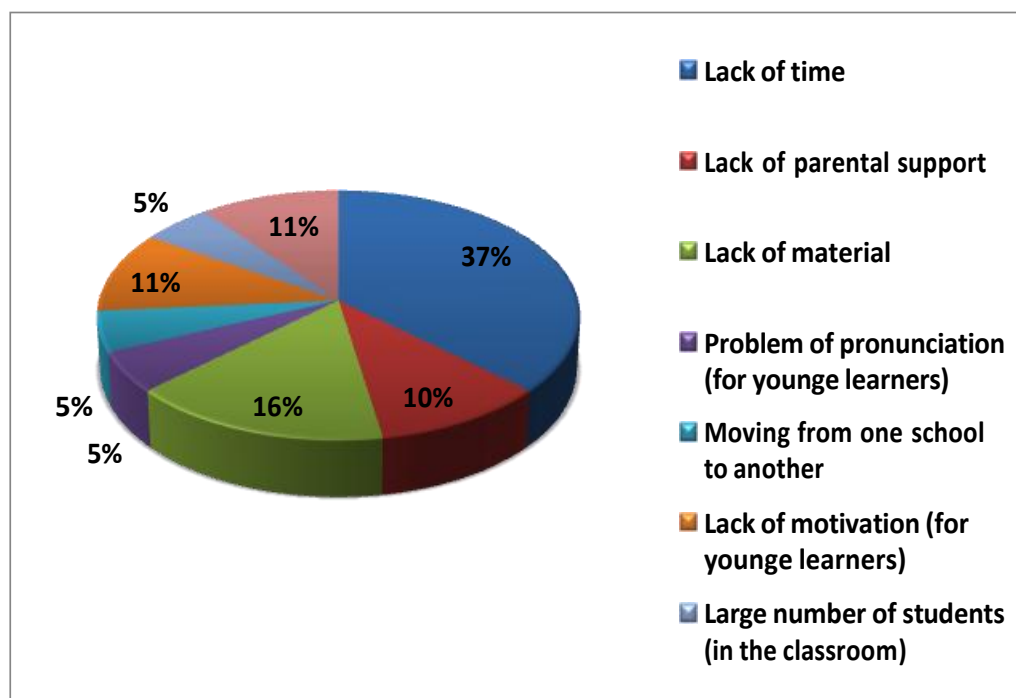


Figure 2.14. Additional Teaching Difficulties

Teaching the English language in primary school comes with its share of challenges as shown in the figure above. It is noted that lack of time is the most common problem with 37% answers from the participants, while it is followed by 16% lack of material and with similar percentages of answers: lack of parental support and lack of motivation within the context of the textbook. This is the case concerning the learners. This is in percentages of 11%, 11%, and 10%, while 5% indicated the large number of learners within the classroom and the difficulty of moving from one school to another/difficulties in pronunciation for the learners. Thus, it is noted that time is the most common problem, followed by the lack of materials, support, and motivation.

12) The future of teaching English in Algerian primary schools:

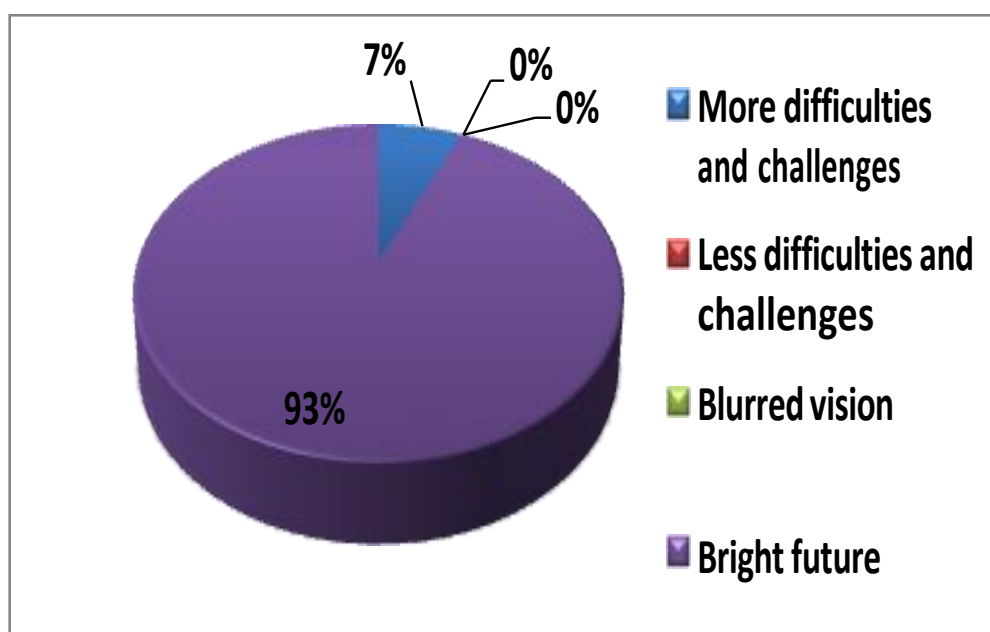


Figure 2.15: Future of Teaching English

The results shown in the figure above indicate a sense of optimism among teachers teaching the English language in primary schools in Algeria regarding the future of teaching the English language, with 93% expressing their confidence in a bright future for this subject, but it should also be noted that 7% of the participants expect more difficulties and challenges ahead. This survey provided a balanced perspective on the prospects for teaching English in Algerian primary schools.

13) Teachers' recommendations to ameliorate English teaching in primary schools

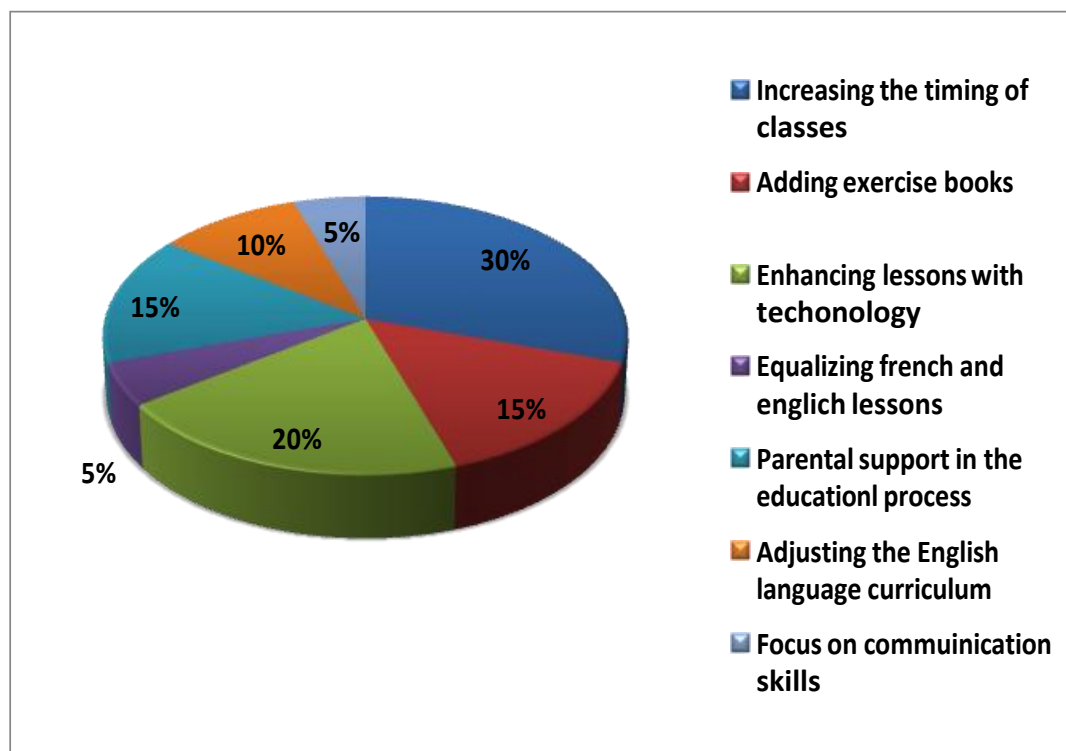


Figure 2.01. Teachers' recommendations

The results of the survey indicate different views on how to enhance the teaching of the English language in primary schools, and a large part supports the importance of increasing the timing by 30%, in addition to that, and by close percentages between 15% and 20%, on integrating technology into the curriculum, in addition to supporting it with books on exercises and awareness to the importance of parental support in the process of educational progress. The remaining percentages range between 10 percent and 5 percent focusing on the technique of classroom conversations as an effective method, equivalence between French and English language classes, and reviewing the annual curriculum for this subject. Thus, we conclude that this group of strategies is what teachers believe improves their teaching of English in primary schools.

2.4. Discussion and Interpretation of the Results

Different results were obtained since the questions that were asked in the questionnaire for teachers, which is the second research tool allowed us to discuss and analyze the results logically and to evaluate whether they are compatible with the theoretical background of this study or not. Based on the results obtained through this study, we can conclude that the questions have been answered positively.

Indeed, the various results obtained through observation and the questionnaire can be interpreted as answers to the research questions and confirmations of its hypotheses when

related to the first research question to arrive at the extent to which teaching the English language is considered a challenge in primary schools, in addition to the sub-questions that aim to identify the problems. The challenges facing teachers and the difficulties they face in the learning environment in primary schools in Naama are:

- lack of time
- Lack of educational materials (realia and technological tools)
- Challenges within the classroom
- Classroom management
- Difficulty converting students between languages
- Additional challenges include class size
- Difficulty moving between schools for teachers
- Lack of parental support

From this, we conclude that the study concluded that teaching the English language in primary schools is a challenge that carries with it a set of difficulties. It can be said that if decision-makers and interests do not succeed in finding solutions to these challenges, they will remain as they are and negatively affect the teaching process, especially since this stage is the basis and the solutions are represented in increasing the size of the classes and providing educational materials, especially books, in addition to technological materials to enhance interactive learning appropriate for the learner's age group in the primary stage. In addition to shedding light on the problem of overcrowding in classrooms and raising parents' awareness of the extent of the impact of parental support on the schooling process. Appointing the largest number of teachers to ensure that there is no movement between schools, helps with stability and increases the motivation of teachers to put in more effort and thus improve the quality of learning the English language in Naama primary schools.

Regarding the research question, its sub-questions, and its hypotheses, which will be mentioned now, **such as:**

Research Question: to what extent is ELT challenging and Difficult in primary schools?

- Sub Question01: do EFL teacher face problem and challenges while teaching in Primary School?

✓ Hypothesis 01: The availability of resources and materials for EFL instruction in primary schools is often inadequate, presenting significant obstacles for teachers.

• Sub Question02: what are the main difficulties that both teachers and pupils are facing in learning environments?

✓ Hypothesis 02: Constrained by the brevity of class time, ELT teachers struggle to strike a balance between thorough explanation, engaging activities, and sufficient practice.

The research question addresses the basic inquiry of this study and the extent of the challenges and difficulties facing teaching the English language in primary schools. Thus, the

results obtained through the questionnaire and classroom observation indicate confirmation of the challenges inherent in teaching the English language within primary educational environments, which confirms the research question.

The hypothesis of the first sub-question of the research is supported by the results, as teachers expressed challenges related to the availability of resources and materials for teaching English as a foreign language. The lack of original materials and technological support was also revealed, which confirms the first hypothesis.

Moreover, the hypothesis of the second sub-question of the research found validation in the data analysis when teachers mentioned that they faced difficulties in achieving a balance between full explanation, engaging activities, and practice during limited class time. Classroom sessions also showed teachers' focus on basic skills due to time constraints, which confirms the hypothesis.

2.5. Conclusion

In conclusion, the second chapter dealt with the practical aspect of this study after the first part of the chapter dealt with an introductory introduction to the chapter, in addition to the methodology and tools used to achieve the study, and then delved more deeply into the use of questionnaire and observation. The chapter included a discussion of what was reached and an interpretation of the results. Different and diverse conclusions were drawn from this research, and in this way, light was shed on the set of challenges facing English language teachers in primary schools in the state of Naama, including lack of time, lack of materials, difficulty in class management, and the impact of these challenges on their educational performance.

General Conclusion

General Conclusion

In this study, comprehensive research was launched on teaching English in primary schools in the city of Naama, Algeria. This inquiry was motivated by the urgent need to understand and address the enormous challenges faced by teachers and learners in this educational context through a careful examination of various aspects of English language teaching, including the qualifications of teachers, the teaching methodologies they use, and the availability of resources. , and pupil participation, to highlight the multifaceted nature of the difficulties and challenges that lie in this field.

The exploration begins with a comprehensive overview of the Algerian linguistic landscape and identifies the pivotal role of English in the educational setting. Despite its importance, the integration of English at the primary level is fraught with many obstacles, ranging from lack of time to lack of teaching materials and lack of a stimulating curriculum within the textbook, and thus these challenges increase the difficulty of delivering English language education effectively to pupils.

Research questions directed at understanding the extent and nature of challenges faced by both teachers and learners were central to the exploration through formulating hypotheses and setting specific objectives. Details about teachers' preparation, teaching practices, and students' learning experiences were meticulously obtained using a rigorous methodological approach that included quantitative and qualitative methodology through which insights into teachers' perspectives were elicited through structured questionnaires and classroom dynamics were explored through regular observation.

In addition, a group of external challenges were extracted that hinder and increase the complexity of the teaching environment and greatly affect classroom dynamics. There is an urgent need to highlight the importance of addressing the concerns and implementing recommendations.

The importance of this study lies in its contribution to filling the gaps in the current literature, especially concerning the English language and its teaching in the context of Naama primary schools, by clarifying the unique challenges and difficulties faced by the latter and providing actionable recommendations. To enhance education, this research seeks to stimulate positive transformations in the field of language education. Furthermore, by promoting policy interventions aimed at strengthening teacher training initiatives, increasing resource allocation, and the ambition to promote an enabling environment for optimal English language acquisition among young learners.

In conclusion, by exploring the learning environment in Naama primary schools, this study sought to unpack the challenges and difficulties facing English language teachers. Thus, results were reached that answered the research questions positively, and this study is considered a clear call for concerted efforts towards strengthening the foundations of teaching the English language in primary schools in the state of Naama by enhancing the spirit of cooperation between all concerned

General Conclusion

parties, whether political or school. based, including teachers, policymakers, and curriculum developers, so that we can strive for a future where access to fluent English skills is possible for all by overcoming geographical barriers and socio-economic gaps.

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Appendix

Teachers' Questionnaire

Dear Teacher

This questionnaire is part of a study that aims to investigate Primary School Teaching of English as a Foreign Language: Teacher's Challenges and Difficulties. Therefore, you are kindly requested to answer the following questions. Please note that your responses are dealt with confidentially and used only for research purposes.

Thank you for your cooperation.

Part one: Personal information

Gender: Male

Female

Age:

English Teaching Experience:

Part two: Teaching practices and encountered difficulties

1. Do you see English introduction at primary school as
 - **Good decision**
 - **Thoughtless decision**
 - **Good start that needs improvement**
2. How are you managing your class?
 - **d- Successfully without difficulties**
 - **e- Successfully with difficulties**
 - **f- Suffering**
3. Do you find the course book of English?
 - **Helpful**
 - **not helpful**
 - **helpful but not motivating**
4. Have you received any educational training before teaching English in the primary school?
 - **Yes** **No**
5. Do you think that training is helpful to develop your classroom practices?
 - **Yes** **No**
6. What teaching challenges do you face as a novice teacher?
 - **Plan the course**
 - **Dealing with students**

RÉSUMÉ

L'étude porte sur l'introduction de l'anglais en tant que langue étrangère (EFL) dans les écoles primaires algériennes, en particulier dans la région de Naama. Par conséquent, cet article se concentre sur l'enseignement de l'anglais en tant que langue étrangère dans les écoles primaires. En particulier, il vise à mettre en évidence les difficultés rencontrées par les enseignants d'anglais à Naama (écoles primaires) et à fournir des suggestions et des solutions pour les surmonter. La méthode de recherche adoptée dans cette étude est exploratoire afin de découvrir les défis et les difficultés auxquels est confrontée une telle initiative. En outre, l'étude s'appuie sur des méthodes quantitatives et qualitatives. Pour collecter les données, un questionnaire et des observations en classe ont été utilisés comme principaux outils de cette recherche. Le questionnaire a été rempli par 15 professeurs d'anglais, en plus d'un certain nombre d'observations en classe effectuées par les chercheurs. Les résultats ont confirmé que l'introduction de l'anglais dans les écoles primaires algériennes est confrontée à de nombreux défis et nécessite de nombreuses exigences. Ces obstacles et défis se présentent sous diverses formes, notamment organisationnelles et pédagogiques.

- **Mots-clés :** Enseignement de l'anglais - Écoles primaires - Défis et difficultés.

الملخص

تتعمق الدراسة في إدخال اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية، مع التركيز على منطقة النعامة. وبالتالي، يركز هذا البحث على النظر في تعليم اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية. وتهدف بشكل خاص إلى تسليط الضوء على التعقيدات التي يواجهها معلمو اللغة الإنجليزية في مدارس النعامة (المدارس الابتدائية) وتقديم اقتراحات وحلول للتغلب عليها. إن طريقة البحث المعتمدة في هذه الدراسة هي طريقة استكشافية من أجل اكتشاف التحديات والصعوبات التي تواجه مثل هذه المبادرة. علاوة على ذلك، تعتمد الدراسة على المنهجين الكمي والنوعي. ولجمع البيانات، تم استخدام الاستبيان والملاحظات الصفية كأدوات رئيسية لهذا البحث. وقد تمت الإجابة على الاستبيان من قبل (15) معلمًا للغة الإنجليزية، بالإضافة إلى عدد من الملاحظات الصفية التي قام بها الباحثون. وقد أكدت النتائج أن إدخال اللغة الإنجليزية في المدارس الابتدائية الجزائرية يواجه العديد من التحديات ويحتاج إلى العديد من المتطلبات. وتأتي هذه العقبات والتحديات في أشكال متنوعة، منها ما هو تنظيمي ومنها ما هو تربوي

الكلمات المفتاحية : تعليم اللغة الانجليزية – المدارس الابتدائية – التحديات والصعوبات