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The Feasibility of Teaching English in the Algerian Primary Schools: Challenges, Practices, and Prospects

The Case Study of Third-Year Pupils of Primary Schools- Khanchela

A dissertation submitted in partial fulfillment of the requirements for the degree of Master in Language and Culture

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Dedication

This work is dedicated to:

Hadil Bouaziz, myself, the most worthy of a salute; I am proud of you.

My beloved parents, Boudjemaa Bouaziz and Hadda Bouziane, I'm forever grateful for your constant love, guidance, and support throughout my life. Thank you for taking such an active interest in each step of my journey. Your presence has been my greatest blessing.

My bestfriend who left this world too soon, Mina Asman; her unconscious inspiration and love will be always remembered. Her spirit continues to shine in my heart.

The friend who became a sister, Amira; the friend who is always there to share my delight and displeasure in moments of joy and sorrow, the gratitude I carry for you knows no bounds.

My university journey gift, Iman, with whom I shared joy and pain; we did it.

And to everyone who has passion in his heart, never give up, keep asking, and you shall receive.

Hadil

Dedication

I dedicate this work to:

My parents, the source of unconditional love and support throughout my whole life; I'm forever grateful and thankful for everything you have done for me,

and more than anything, for having you.

My lovely sisters and my brothers, the source of safety and strength.

My soulmate and precious friend Hadil, who used to be always by my side.

My classmates and teachers, with whom I spent unforgettable times.

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Abstract

This study aims to investigate the feasibility of teaching English in Algerian primary schools. Due to this new experience in implementing it only at the third-grade level, it became rudimental to question its efficacy and finding solutions for the challenges that confronted pupils and teachers. In this regard, a mixed methods design was conducted using three data gathering tools: a questionnaire for pupils to gauge their attitudes about this experience; interviews with teachers to investigate the challenges they face; and observation sessions to observe the teaching practices, the obstacles being encountered and crosscheck the results obtained from the interview and the questionnaire. The results revealed that pupils had a positive attitude toward learning English and were extremely enthusiastic about the language. Time and crowding were the main teaching obstacles that prevented the effective accomplishment of the objectives set by the ministry. Besides, the textbook was not satisfactory for some teachers as they had some difficulties adjusting it to the pupils' level. Yet, the teachers were doing their best to adapt to those conditions by applying different strategies and approaches while presenting their lessons through diversifying the use of their resources as way to keep the pupils engaged. Certain pedagogical recommendations have been proposed for the benefit of teachers and learners, such as reviewing the textbook and its organizational structure, providing teachers with guidelines to move smoothly in their teaching, and including technological materials for optimal learning.

Keywords: Teaching English, challenges, suggestions, primary schools

List of Abbreviations

CBA	Competency Based Approach
CPH	Critical Period Hypothesis
CRDP	Centre de Recherche Didactique et Pédagogique
EFL	English as a Foreign Language
FL	Foreign Language
ITE	Institut Technologique de l'Education
Qs	Question
SL	Second Language
TPR	Total Physical Response

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General Introduction

1. Background of the Study

Nowadays, the Algerian society has started to recognize the importance of teaching English and including it in every domain due to the political, economic, and technological needs of the country. Teaching English in Algeria has been a controversial issue for the community. The process of teaching a foreign language to young children is totally different from teaching it to adults since they have peculiar behavioral characteristics. Many countries have a similar history to Algeria in terms of colonization and the French language; of course, Algeria had the worst experience. This background influenced the position of the English language in those countries, such as Tunisia, Morocco, and Lebanon. However, they did not resist spreading the English language in different domains, mainly education, starting with primary schools.

In Algeria, the first experience of teaching English in primary schools was from 1994 until 2000, when it stopped without any clear explanation. Some studies have shown that this unclear withdrawal was because of the sociolinguistic situation and the deep attachment of Algerians to the French language as a result of more than 100 years of colonization (Marouf, 2017). On the other hand, research has shown that teachers are ready to face any kind of obstacle that can affect the learning process, whether it is pedagogical, administrative, or motivational (Benchanna, 2019). This is why, Algerian schools now tend to include English in primary schools due to their realization that it is the global language of the contemporary era.

However, the studies linked to teaching English in Algerian primary schools have been done only in private schools because they have only applied it this year in public primary schools, and this gap has never been searched before. Previous studies in Algeria have only tackled the issues

of teaching English in middle schools and private schools unlike other countries, where many studies have been conducted about teaching English in primary schools or about studying English at an early age. In 2017, for example, Abdelkhalak Lahmidi-Idrissi studied the possibility of integrating English in Moroccan public primary schools and the effect of the age factor on learning English. In 2019, Muftah Hamed and Tahar Fadhil conducted a study to highlight the issues encountered while teaching English in Libyan primary schools, and they took Alqubba primary schools as an example. In 2022, Imen Ben Amara and Mimoun Melliti studied the possibility of learning English at an early age. The common point between all researchers was their awareness of the importance of teaching English as a foreign language in their countries starting at an early age.

Learning the English language is one of the objectives of every country seeking result in progress and scientific development. Therefore, implementing it in schools at an early age will result in benefits for young learners, whether external advantages or internal advantages at the level of the brain and the personal development. Thus, it is important for researchers to conduct this study, for if this situation were not given enough attention, this would negatively affect pupils' academic achievement and might also affect their future careers as well as the quality of English teaching in Algeria. In this regard, this study investigates the feasibility of teaching English in Algerian primary schools.

2. Statement of the Problem

Introducing EFL in public primary schools will provide learners with short- and long-term advantages. This will allow them to master the language easily and early because of the children’s ability to acquire any language at this age. However, the actual situation of including English in

Algerian primary schools for the first time will certainly encounter certain obstacles and challenges. Besides, only limited research has been conducted to address this issue. Therefore, researchers are required to question its efficacy and find solutions to the problems that might confront teachers and learners alike. For that reason, this gap is going to be addressed in this research of investigating the feasibility of teaching English in Algerian primary schools .

3. Research Questions

This research in an attempt to answer the following questions:

- To what extent do the teaching practices of primary school teachers adjust to learners' level?
- What are the challenges encountered by teachers and learners in Algerian primary schools?
- How can English primary school teachers adapt to the challenges being encountered in class?

4. Objectives of the Study

This research paper aims to achieve these objectives*:*

- To Investigate the teachers' different types of practices and activities during the teaching process.
- To highlight the main challenges encountered by teachers and learners during the teaching learning process.
- To identify the strategies followed by English primary school teachers to adapt the challenges during the session.

5. Research Methodology

5.1 Research Design

This research is to be conducted using the convergent parallel mixed method. In order to investigate the research problem, this study requires the combination the two approaches (quantitative and qualitative) to discuss the complexities that might appear during the research process.

5.2 Investigation Tools

Three data tools were used in study:

- Interview with teachers: This instrument is employed in order to investigate teachers encounter and the suggestions they have.
- Classroom Observation: This tool is used in order to observe pupils' attitude toward the learning process as well as the teaching practices and learners' interactions with them.
- Questionnaire for pupils: This instrument is utilized in order to gauge learners'attitudes about the experience of studying English for the first time.

5.3 Population of the Study

The population of this study constitutes of 80 primary school pupils along with three primary school teachers. Using the convenience sampling strategy, the number of pupils selected for the questionnaire was 80 after following the random sampling size technique according to the table provided by Kerjcie and Morgan (1970). The sampling population of teachers is the aggregate number of the three teachers at the level of two primary schools.

6. Structure of the Study

This study is divided into two chapters. The first chapter addresses the study's theoretical framework; it is divided into two sections: the first is about English as a global language. The second is concerned with the evolution of Algerian primary schools and their educational system. The second chapter of this study is the practical part. It discusses the methodology that is used, the population, the data collection tools, and the analysis and interpretation of the findings. It also includes the pedagogical implications of the study.

“The English language is the sea which receives tributaries from every region under heaven.”

Ralph Waldo Emerson.

Chapter one: Literature Review

Introduction

In today's rapidly globalizing world, multilingualism is becoming increasingly crucial in society. Being able to speak a foreign language allows one to interact with people from different cultural backgrounds and view the world from different perspectives. In this study, the scope is being limited to the English language because it is the most widely used. Accordingly, Algeria attempts to align with contemporary changes and meet the global standards of communication by implementing this global language in a variety of fields, particularly in education. This chapter provides insights into English as a global language and its position in certain fields including its position in Algeria and some Arabic countries. Furthermore, it aims to provide illuminations regarding the development of the Algerian primary schools and its educational system. Also, this chapter sheds light on the condition of introducing the language in the public primary schools this year.

Section One: The Global Significance of English

1.1 English as a Global Language

When it comes to languages, English is by far the most widely spoken language in the world. On a global scale, it has the largest population who use it as their first or second language: 350 million people speak English as their first language whereas 430 million people speak it as a second language. What matters is that it is a global language, not just an international one. For instance, speaking about the Japanese language, it is international but not global since it is not used when there is no connection with Japan. English, however, is used even by those who do not speak it as

their first language and is not just utilized when a person wants to communicate with English speakers (Rohmah, n.d).

1.1.1 English in Science and Technology

English is the most widely used language within the realm of science and technology, it is known as the "facto universal language." This is due to the fact that a working knowledge of English is currently required in a variety of occupations (research, medicine, computer science, etc.). Hence, English became the dominant language in certain non-English-speaking nations, such as France, Spain, and Germany. Scientists who want to produce internationally recognized works must publish them in English in order to share and enhance their knowledge with other scientists from different regions. Kumju Hwang in his 2005 case study on Korean scientists working in the UK, stated that:

> The reason that (non-native English-speaking scientists) have to use English, at the expense of additional time and effort, is closely related to their ongoing effort to be recognized as having internationally compatible quality in order to gain the highest reputation. (as cited in Parupalli, 2019, p. 79)

Therefore, one can claim that the language must be learned by all researchers and students worldwide. "The scientific, technological, and academic information in the world is expressed in English, and over 80 percent of all the information stored in electronic retrieval systems is in English" (Crystal, 1997, p. 106). This shows the importance of the fact that nonnative English-speaking scientists need to enhance their English skills in order to effectively share their research. Also, to open the door to easy interaction and vast publication opportunities.

1.1.2 English in Education

In all areas of education, English is the predominant language; it is used widely by students, instructors and academics all across the world. Therefore, the relevance of this language in the field of education is enormous. Studies have shown that multilingual practices in teaching and learning contexts are advantageous which should be encouraged if education was truly meant to support people in reaching their full potential. For example, studies carried out among Pakistani people have shown that English language is crucial for them because most of them hope to work or study abroad in a foreign country (Parupalli, 2019).

1.1.3 English in Media

In today's globalized world, the media plays a crucial role in disseminating and conveying information; the vast majority of media communication takes place in English. Recently, there has been a shift toward using just one language, mainly English, rather than several languages. This shift is most seen in the widespread reach of media, especially the internet. Anyone can google anything for their personal, academic, and professional purposes, all thanks to the prominent role that English language media plays in information transmission (Ilyosovna, 2020).

1.1.4 Learning English at an Early Age

Language learning is most effective during the first years of life. Young children can acquire native-like fluency as easily as they can walk. Unlike adults, who have to learn explicit grammatical rules and perform repetitive activities, young children easily acquire the sounds, structures, intonation patterns, and rules of a foreign language as they learn their mother tongue. In other words, because the brain is structured to acquire languages spontaneously between birth and adolescence, the ease of learning a foreign language declines with age. Many experts claim that when children reach puberty, the way they learn and retain language changes, and they become

less adaptive because learning a language before the age of ten provides young people with both linguistic and cognitive benefits (Zhang, 2022).

1.1.4.1 Cognitive Advantages

Language learning during childhood has a significant influence on a child's cognitive development. Researchers have expressed a strong interest in studying children's brains who are exposed to numerous languages at a young age. Their purpose is to investigate how bilingualism affects cognition. They want to decode the fascinating connection between speaking two languages and brain development by thoroughly investigating the cognitive talent of these young language learners.

Studies have shown that bilingual children are better at tackling issues, thinking critically, and recalling ideas. In addition, they have more adaptable minds than children who exclusively speak one language. Thus, recent developments in technology have piqued academics' interest in how learning many languages affects the inner working of the brain (Zhang, 2022). The more you study and learn, the more your brain works and processes the information you take in. When you are learning a new language, your brain is working hard to comprehend what you are processing. Once the language is learned, it will be processed not just in your native language but also in your second language (Kabir, 2019).

1.1.4.2 Linguistic Advancements

Scholars have had intense conflict and insightful debates about language learning after puberty. Many theories and studies have appeared in response to the question of whether age plays an important role in acquiring native-like capacity in a language. Curious minds have dived into the depth of this subject, revealing all of the details that exist within the field of language learning at various ages. This continuous research has led to a better understanding of the interesting

connection between age and linguistic progress. One of these studies is known as the "Critical Period Hypothesis" (CPH) (Li, 2018).

Critical Period Hypothesis, which was first introduced by Benfield and Robert (1959). It is based on the idea that there is an ideal period for linguistic acquisition, after which learning a language gets increasingly challenging. This theory was examined in relation to first- and second-language acquisition and the relative effects of age on each. Linguistic experience at a young age was compared to a control group that did not have exposure to language at a young age in order to assess the English grammatical abilities of deaf and hard- of-hearing adults who had both. The results demonstrated that adults who were exposed to or learned a language performed much better when young; they displaced second language fluency comparable to a native speaker. The performance of the adults who had no prior experience or limited language exposure was significantly lower. These findings suggest that early language exposure can have a significant impact on a person's capacity to learn a language (Li, 2018).

1.1.5 The Integration of English Language in Primary Educational System of Arab Countries

Tunisia, Morocco, and Lebanon were among the nations that were conquered by France; as a result, French is considered their second language (SL), and this impact can be seen in many areas when studying their educational system. However, after decades, these nations are becoming aware of the necessity to make certain adjustments in order to eliminate the French language and its effect and begin applying the English language from an early age rather than waiting until pupils reach middle schools.

1.1.5.1 English in Tunisia

Tunisia is one of the North African nations that were colonized by France. The country's educational sector has made significant advancements since gaining independence from France in

1956. The Tunisian government has concentrated on creating an educational system that generates a strong human capital foundation capable of meeting the shifting demands of a developing country. As for languages' integration, English integration was only a concept in grade five, but it became a required subject in grade six. Research has demonstrated that this English language implementation was intensified to increase the students' oral competency in a joyful and supportive environment (Salhi & Laghrib, 2019).

Most Tunisian parents, despite the availability of free education and English language teaching in primary schools, choose to seek private and extracurricular classes. This is due to their awareness of the limitations of English teaching in government schools, which lack numerous advantages (Atarablsi, 2021). For instance, according to research done by Boussabah (2007), in which she investigated the English inclusion in Tunisian schools, those schools lack many important factors, such as materials that were criticized by teachers and the syllabus did not really serve the pupil's needs.

1.1.5.2 English in Morocco

Primary education is mandatory in Morocco for children aged 6 to 12. Arabic is the primary language of instruction in public elementary schools, with French language classes beginning in grade three. There are two cycles in elementary schooling. The first, which lasts two years, maintains the comprehensive competency development that began in preschool; the second, which lasts four years, offers increasingly complex curriculum and abilities. Modern Standard Arabic language; art and technical education; French language; philosophy and Islamic thinking; history, geography, civics, and Islamic civilization; mathematics; physical education; and the sciences are the basic fields of study (Sanga, 2022).

Abdullatif Miraoui, Morocco's Minister of Higher Education, said that Morocco has adopted a series of initiatives to strengthen the presence of English in the country's higher education institutions (as cited in Zouiten, 2022). Research was conducted to determine Moroccan children' impressions of English integration in public elementary schools in particular, and the influence of age on the learning process in general. The findings show that Moroccan pupils are motivated by the implementation of English in public primary schools and learning it at a young age. They also claim that students who began studying English in primary schools surpass those who began learning English later in life (Idrissi, 2017).

1.1.5.3 English in Lebanon

Lebanon was a French colony from 1920 to 1946. When the French withdrew, the new Lebanese government had to create a new system in every domain, including education (Salhi & Laghrib, 2019). Lebanon's new formal educational system, just like that of many other nations, divides the years of teaching as follows: The primary cycle lasts six years, the intermediate cycle three years, and the secondary cycle three years, followed by the higher education cycle. Education is compulsory in Lebanon from the age of six until the age of twelve or eleven. The main language of teaching is Arabic, but French and English are also taught from an early age in Lebanon's elementary schools.

In Lebanon, English as a foreign language receives the same amount of weekly classroom teaching as the native language. It is worth noting that many Lebanese people consider English to be more important than Arabic. However, it is critical to recognize Lebanon’s weaknesses in English education in primary schools. Many teachers criticized the English textbook, saying that it is insufficient for successful language learning. The textbook does not have enough grammar

and writing lessons, and the pronunciation tasks are not that sufficient. Also, the textbook has several mistakes that go beyond the foreign language material, raising issues about its general correctness and quality (Esseili, 2014).

Section Two: The Evolution of the Algerian Primary Educational System

1.2.1 Historical Background of Algerian Primary Schools

During the colonial period, Algerian education suffered a significant decline. Most Algerians were not able to study since the majority of schools were closed or under colonial authority. Just a small percentage of Algerians were able to get the education imposed by France to force them to adopt their language and culture in order to eliminate the Algerian identity. Things changed when Algeria gained independence. Algerian officials chose to rebuild the country's identity, emphasizing education as the most important and necessary field for ensuring socialization and ensuring that all members of the community share the same views and beliefs, behave in the same manner, and obtain the same education.

Algeria prioritized primary schools in its enormous independence efforts. In September 1976, the government created "fundamental school," which consists of six years of primary school and three years of middle school. All children aged 6 to 12 were required to go to primary school, which was free. It took around six years to develop an exam that allows pupils to pass to middle school; failed pupils were sent to the previous year to complete the primary school diploma test, which ends the compulsory education stage at the age of 14 years. 30 was the overall number of hours worked per week (Marouf, 2017).

The language used was Arabic as the language of instruction, which is the result of the Arabization policy that Algeria launched. When civil war broke out in Algeria in the 1990s

between the Algerian government and the group "Islamic salvation front," primary schools were accused of producing terrorists who formed armed groups to practice violence and kill people because they followed a harsh, violent Islamic curriculum written in Arabic, and the solution was to use French as the language of civilization, which opened the door for the French language to be taunted once more (Grandguillaume, 2004).

1.2.2 Educational System of Algerian Primary Schools

Algeria's primary educational system was designed according to particular criteria in order to accomplish specific goals. It seeks to offer pupils an appropriate education from the beginning by ensuring that they acquire the necessary skills that include reading, writing, speaking, and listening, which were included in the first year's curriculum under the names "التعبيرالكتابي and "التعبير الشفوي". It also attempted to teach pupils the Islamic faith and its basics through "Islamic Education" and to make them aware of their history and geography through "History and Geography Education." It also emphasized foreign language instruction, with French being taught in the third, fourth, and fifth years and recognized as a basic subject alongside Arabic and mathematics. We have also developed technological sciences, which help develop a sense of thinking and innovation in the child as he discovers the world in which he is surrounded. Also developed technological sciences that assist children in acquiring a sense of thinking and invention as they explore the world around them (Kwadri, 2021).

Various subjects in the primary school curriculum were taught using first generation methods, which focused on providing basic information and then attempting to make it easier for them to understand. In 2016, the educational system faced some reforms, after which the curriculum was taught based on the principles of the second generation, especially for the first and second years

of primary education. This generation was unlike the first in that instead of providing pupils with information, it focuses much more on the level of the learner and his capacities and competencies, which means that the role of teachers becomes confined only to explaining ambiguities for learners who already know information about the course. This generation has created a gap within the learning process because not all students have the same level of intelligence and competencies. In addition to the second-generation reform, in 2022 English was included in the curriculum of the third year to evaluate the possibilities of including it for other years and teaching it instead of French (Kadid, n.d).

1.2.3 Status of English in Algeria

English has encountered many difficulties as a foreign language to be taught in Algeria. It does not play an important role in Algerian political and social life since it has no relation to historical components of the Algerian cultural identity. Thus, Algerian culture is distinct from that of the United Kingdom or any other English-speaking country. Despite all of that, English today occupies a better position in the Algerian educational system and social life because most Algerian students and even their parents have become more aware of its importance at both the national and international levels (Slimani, 2016).

Furthermore, Algerian political and educational authorities are investigating the English language to enhance and improve its status in Algeria. According to the Algerian government's official test directives, the English language syllabus aims to provide Algerian learners with the language necessary to communicate efficiently in a normal social or working situation, both in speaking and writing. At the same time, they intend to use the foreign language to broaden their knowledge for academic purposes in their fields of study (Slimani, 2016).

1.2.3.1 English in the Algerian Educational System

English has received a lot of attention as part of the reform in education that is going to be introduced in Algeria at the primary, secondary, middle, and university levels. Because of the possibility of teaching this foreign language in a better setting in Algeria, the Algerian curriculum creators integrated English as another language to be taught in the National Educational Program (Slimani, 2016). As a result, Tayeb Bouzid, the minister of higher education, posted a proposal on his Facebook page on August 20 that underlines the importance of English. In his position as rector of the University of Banta 2 from 2015 to 2019, he pushed for the eventual replacement of French with English. This proposal of the minister was supported by many university students. For example, Antra Bansari, a student at the Institute of Optics and Precision Mechanics at the University of Ferhat Abbas in Setif, describes the minister's proposal as "very important" and expresses his hopes that his graduate research will be in English, given that the latest and best research in his field of study is in English (Fox & Mazouzi, 2019).

The latest step toward English in the educational system was taken by President Abdelmadjid Tebboune. He declared this year that English will be taught in elementary schools to third-year pupils, which is the most recent move toward English in the educational system. This development has been welcomed by many fathers and teachers. Farouk Lazizi, the father of two primary school pupils, believes that teaching English in primary schools is a good idea. This period should be properly planned for because most Algerian parents lack the skills to teach English to their children in primary schools; it requires means for pupils to join the classes and effectively learn the language. And they lack the means here in Algeria. Furthermore, including English in primary schools encouraged recent high school graduates to put English at the top of their list of university study options (Guidoum, 2022).

1.2.3.2 English in Algerian social life

English spread quickly across Algerian society and among Algerian people. In recent years, this language English has become associated with modernization and the idealized lifestyle depicted by the Hollywood entertainment industry in Algeria. It is a strategy used by people to convey linguistic complexity, participation in an exclusive club of intellectuals and celebrities, and a contemporary, open lifestyle similar to that depicted in American TV shows and movies. Restaurants and coffee shops are also given English names today, such as "Sweety Food" in Khenchela, "Speedy Food" in Batna, and "Black and White Coffee " in Kabyle (Belmihoub, 2018).

Business sites on social media, on the other hand, do not hesitate to rely on the prestige of English; they begin with the name, then move on to the status and hashtags published under each post. Also, music is used in their movies to advertise what they sell. Furthermore, Algerian young people tend to be seen wearing "Chicago Bulls" caps and shirts or replicating the style of their favorite American musician. In addition, to celebrate the 60th anniversary of the country's independence, the Bank of Algeria produced the first English-language currency, a 2,000-dinar bill (Belmihoub, 2018).

1.2.4 The Rivalry between French and English

Algeria was a French colony for almost a century, English was never a dominant language in the country. However, French has been the main language of business, government, education, and media in Algeria. Yet, as the universal economy becomes more globalized and English becomes the worldwide language of business and technology, Algeria is experiencing strong competition between English and French. English has become increasingly important in this Francophone country, competing with French. This interest can also be seen in the growing number of English-language institutions and private schools that teach English as an official language like the British

Institute, which opened in 2012. It offers students credentials approved by the University of Cambridge. According to the head of this institute, Jalil Gossab (2017), in one of his interviews about English and French in Algeria, Algeria is on the verge of replacing French with English because many scientists, physicians, and other francophones are highly interested in this language, unlike ten years ago when there was fear of it because they started teaching English in elementary schools in the 1990s and then stopped it until 2022 (AP Archive, 2017).

1.2.5 The First Experience of Teaching English in Algerian Primary Schools

The English language arose in Algeria due to the country's financial prosperity before 1980, which was powered by considerable oil and gas revenues (Bellalem, 2012). In fact, the Algerian Ministry of Education first accepted English as a second foreign language in 1972, with French being the first. Since English was introduced as a second foreign language in the Algerian school system, it has become the most spoken language compared to French and increasingly used in other areas of society such as business, government, tourism, and workplaces. What is important is that it was introduced alongside French in the primary schools. This rivalry between these two foreign languages in Algeria stems from a growing demand for studies in English, especially among Arabic-speaking elites who have tried to reduce their use of French through the strategy of Arabization (Marouf, 2017).

The Algerian Ministry of Education published a decision in 1993 indicating that English would be gradually introduced in some primary schools starting in September 1993, along with practical guidance. This order specifies the procedures for teaching English to primary school children. The C.R.D.P. (Centre de Recherche Didactique et Pédagogique) created and promoted educational programs and resources. The schedule was set at five hours per week; however, certain students

may benefit from an extra session each week. I.T.E. (Institut Technologies de l'Education) graduates were assigned teachers. The job of the teachers was divided into two or three courses within one, two, or even three close primary schools. Inspectors were in charge of inspecting and controlling the work of primary school English teachers, yet this step was unsuccessful (Yellas & Belalta, 2016).

The introduction of the English language in primary schools failed in the 1990s. The outcomes of choosing the first compulsory foreign language, whether English or French, were surprising. Algerian francophones claimed that the failure occurred because English was not a strong and serious competitor, whereas Arabophones blamed them because Algeria is politically and economically dependent on France (Yellas & Belalta, 2016). In addition to that, the main reason for the failure of teaching English in Algerian primary schools during the 1990s was the lack of proper planning. The decision to introduce English as a foreign language was taken without considering the steps that should be followed when deciding on a language plan. This caused obstacles for both teachers and pupils, which eventually contributed to the reform's stealthy withdrawal.

The English language was completely unknown and foreign to the Algerian population at that time. French was the most commonly used in the majority of fields and familiar to them, pupils and their parents had a chance to choose between the two languages. Thus, the majority of them voted for French to be the foreign language that should be taught in the Algerian primary schools. Despite the fact that English was removed from primary schools at that time (public schools), private schools were still introducing this subject, which made pupils who were interested in the English language to join these types of institutions (Abbas & Hakime, 2020).

1.2.6 English in Algerian Private Primary Schools

Private schools have significantly increased in number in Algeria. The actual number of private schools in Algeria is difficult to estimate because so many of them are not accredited, which is taken as a reliable indicator of the institution's educational standards. (Chettibi & Kennar, n. d). Private schools in Algeria are regarded as the best places to learn and receive a good education. Unlike public schools, where the introduction of English in private primary schools was questioned, private schools have already been teaching this language as one of the key courses. What makes these institutions even better is that each topic is taught by an expert. This is not possible in public schools. They also have easier access to resources such as textbooks and technology. However, the Algerian government is trying to enhance the quality of public education, which is why they chose to incorporate English as one of the steps being taken. (Ghounane, 2018).

1.2.7 Approaches Used to Teach English in Primary Schools

Learning foreign languages, especially English, has become a key aspect of integrating into today's lifestyle. Many experts believe that learning information at a young age is more successful (as previously mentioned), and teachers use a variety of methods and approaches to facilitate this learning process, such as total physical response, audiolingual, and a visual-based teaching approach, especially when it comes to young and beginner learners.

1.2.7.1 Total Physical Response

Total physical response (TPR) is one of the most common approaches employed by teachers while teaching English or any other language through the use of physical movement. or by providing learners with orders in the target language, and they respond with accurate physical

action. It is an efficient method for young and beginner learners. It keeps them interested and attentive throughout the process. as well as helping learners recall vocabulary provided by the teacher easily (Kawasaki, 2021).

1.2.7.2 Audiolingual

Audiolingual is one of the most common methods used by teachers. This approach helps learners remember the word said by the teacher with its correct pronunciation through repetition. The technique emphasizes listening and speaking abilities. Memorization and correction of mistakes are essential aspects of this approach. However, it has been criticism for its restricted concentration on meaningful communication and neglect of other skills (Sanako, 2021).

1.2.7.3 Visual Based Teaching Approach

The visual method is one of the approaches used to teach foreign languages It relies on visually presenting information in order to help learners absorb the new concept. Teachers like to employ this kind of approach for young children through the use of flashcards, cartoons, shapes, and so on to simplify the learning process because 83% of individuals learn by seeing. Visual information can have a substantial impact on understanding, memory, and learning engagement (Nikolaeva, n.d.).

1.2.8 Conditions of Including English in Primary Schools for 2022/2023

The English language has been considered an essential resource and factor for learners and for the Algerian country as a whole. Regarding this, the Ministry followed and applied the decision of the Algerian President, Abdelmajid Tebboune, to include English in public primary schools. The

president perceived it as an attempt to move toward abandoning the French language, which he had earlier dismissed as a booty of war. In order to make this significant move, multiple procedures and conditions had to be in place before the start of the school year (Eaouimeur, 2022).

The President of the Algerian Teachers' Organization revealed that English language teaching in primary schools would be limited to just third-grade pupils this year. In order to have equal chances for all people, candidates for these positions have to meet certain requirements, including having a bachelor's degree in English or translating to and from English. Regarding this, a digital platform has been developed to automatically select and rank teachers based on the seniority of their qualifications, taking into account their age if some have the same rank. Later, posts were distributed depending on the number of primary schools in each town, with each teacher assigned to at least three schools. After all of these preparations, the selected teachers were required to attend ten days of necessary training before starting the process of teaching (Belkacem, 2022).

Conclusion

Through this theoretical chapter, one can conclude the significance of English as a lingua franca in a variety of domains; it has become the dominant language in international communication, business, science, technology, and media, among others, which demonstrates why children should begin learning at a young age for its long- and short-term benefits. Furthermore, the chapter addresses the development of Algerian primary schools and educational systems until the year in which the language is finally included in the primary school curriculum (only in the third grade). Because of Algeria's past with colonialism, which formed a big part of Algerian culture, this experience will always be connected with the French language (at least so far). In this regard, the competition between the two languages, English and French, has been mentioned as well.

"Language is the blood of the soul into which thoughts run and out of which they grow."

Oliver Wendell Holmes

Chapter Two: Research Methodology

Introduction

Implementing English in Algerian primary schools has been a contentious topic for many years. Despite its advantages that are mostly related to the significance of English in this globalized world, learning it in a francophone country and implementing it in primary schools for the first time will certainly present challenges that need to be overcome. In this chapter, the researchers will shed light on the challenges that can be encountered by both sides (learners and teachers) and the solutions that may ensure the best quality of teaching English in Algerian primary schools through the data gathering tools that this chapter is dedicated to describe, analyze, and interpret.

2.1 Research Design

A research design is defined, according to Jahoda at el. (as cited in Akhtar, 2016, p. 68), as "the arrangement of conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy and procedure. "Which means that, a research design is a plan for collecting and analyzing data of a research. This study was conducted using the convergent parallel mixed-methods approach by combining both qualitative and quantitative studies at the same time in order to avoid the biases that can be found in each.

2.1.1 Quantitative Design

Quantitative data refer to facts that are numerically expressed and lend themselves to mathematical analysis. In other words, it deals with concrete, quantifiable variables that can be investigated using statistical methods (Kabir, 2016). It is also known as "closed-ended question" since the respondent is limited in options or categories to answer. A questionnaire is the quantitative tool employed in the investigation of this study's problematic.

2.1.2 Qualitative Design

Qualitative data refer to information that is not necessarily made up of numbers. Instead, it tends to be more descriptive or categorical in its makeup, often taking the form of words or phrases. Typically, this type of data is used to convey subjective experiences, capturing emotions and attitudes (Kabir, 2016). It is also known as an "open-ended» design because respondents are allowed to express their thoughts and ideas without being limited to certain options or categories. The qualitative instruments used in this study are the interview and the observation grid.

2.1.3 Mixed Methods Design

The mixed methods approach is a study that combines both quantitative and qualitative methods in a single study, based on the research's aims and purpose. This method allows researchers to explore different dimensions of the phenomenon and gain insights that would not be possible with a single approach. By integrating the strengths of both methodologies, researchers can create a more thorough understanding of the study issue (Taherdoost, 2022). Due to the nature of the research questions, this study is being conducted using a mixed methods design. The questionnaire answered statistical questions whereas the interview and observation sessions answered descriptive questions.

2.2 Sampling Population

In this study, the data collected involves EFL learners and teachers from two primary schools in Khanchela. The whole population was composed of 100 pupils. However, the sample size for this study is composed of 80 pupils who were selected based on a random sample size as indicated by Kerjcie and Morgan (1970) to respond to the provided questionnaire and to take part in the

observation sessions. The second sample involved three English primary school teachers from Khenchela.

2.3 Tools of Investigation

This research study is conducted through using the mixed methods design that involves the implementation of qualitative and quantitative tools of investigation. Thus, three data gathering tools were used: A questionnaire, an interview, and a classroom observation.

2.3.1 Questionnaire

A questionnaire is a type of instrument for gathering data that consists of a series of written or oral questions used by the researcher to save time and effort while collecting numerical data. One can claim that "it is a systematic compilation of questions" (Pandey & Pandey, 2015, p. 58). This kind of tool is used when it is difficult to discuss each individual personally, and it can be a face-to-face questionnaire or an online questionnaire.

2.3.1.1 Description of the Questionnaire

The questionnaire of this study begins with a concise and precise introduction that emphasizes the objective of the study. It is divided into three sections; each section has several questions of different types (See Appendix A). The first section is in the form of yes-or-no questions. The other two sections include a mix of multiple choice, checkboxes, linear scale, and yes/no questions for which pupils were required to tick the proper response along with some open-ended questions for which they have to guess, clarify, and illustrate. The questionnaire was provided anonymously in order to ensure the objectivity of the pupils' answers. It attempts to obtain insights into pupils' views regarding English implementation in primary schools.

- **Section One: Background Knowledge**

The first section of the questionnaire tends to capture the pupils' backgrounds. It consists of three closed-ended questions where pupils are required to tick the appropriate answer. This section is intended to gather general data on pupils' familiarity with English in their settings. As a result, pupils were asked whether they were acquainted with any English words (the first question), whether they had studied English outside of school before it had been incorporated into their curriculum (the second question), and whether anyone within their family speaks or studies English (the third question).

- **Section Two: Encountered Challenges**

The second section of the questionnaire consists of eight questions that aim to provide more details about the challenges encountered by pupils during the English sessions and how the process of learning it works in parallel with another foreign language (French). The fourth question was about whether they participate in the session or not. The fifth question requires that the pupils determine their feelings while speaking English in front of their colleagues. The pupil is given the choice to tick more than one option. The sixth question interrogates whether pupils feel frustrated when they do not understand what their teacher is saying. In the seventh question, pupils were asked to tick whether they agree or disagree with the idea that learning two foreign languages at the same time is difficult (based on their experience). Question number eight aims to get an insight into the challenges they face concerning learning the language. As for the ninth, tenth, and eleventh questions, they are related to each other, for learners were asked if they would pick one language to study in case, they were given the choice and whether they prefer to study them together at the same time.

- **Section Three: Teachers' Impact on EFL Learners Performance**

The third part of the questionnaire is aims at investigating the teaching situation from the pupils' perspective. This section incorporates four questions. In questions number 12 and 13, as part of understanding the influence of the teacher on students' interaction and engagement, pupils were asked if and how the teacher motivates them and the extent to which the teacher's motivation matters and affects the learning process. As for the fourteenth question, pupils were asked to choose the most appropriate materials used by the teacher, or the ones they find more fun and helpful. Concerning the last question, pupils were requested to indicate how they prefer the session of English to be and the types of activities they wish to be included in.

2.3.1.2 Questionnaire Administration

All pupils were informed that their responses would be used only for academic purposes, and that there is no right or wrong answer. They were also told in advance that their papers would be anonymous, and whatever they choose would be accepted. All these points have been considered because children at this age only care about grades and do not fully comprehend the purpose of a questionnaire. Besides, their ego is very fragile; making them feel that their contributions are worthy will make them do anything to help.

2.3.1.3 Analysis Procedure of The Questionnaire

Participants were given printed versions of the questionnaire to complete. in order to ensure reliability and precision, the responses were manually entered into a Google form to get the charts. Despite the fact that data was first collected on paper, Google Forms provided a digital platform for data organizing. Based on this, the researcher analyzed each question and interpreted the findings.

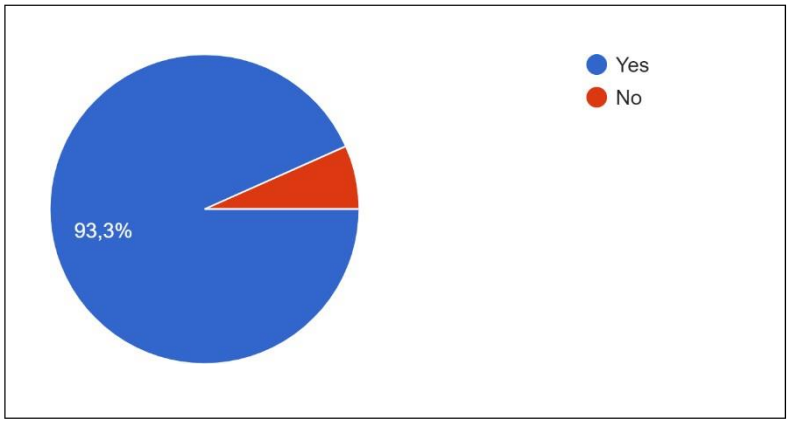
2.3.1.4 Analysis and Interpretation of Questionnaire Data

- **Section One: Background Knowledge**

Q1: Are you familiar with any words in English?

Figure 1

Pupils' Familiarity with English Words

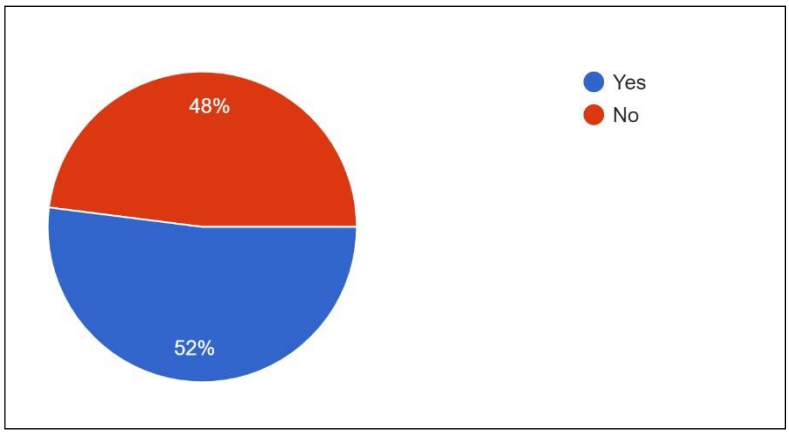


The first question tends to prepare pupils for the upcoming questions; pupils were asked if they were familiar with any English words. 93.3% chose "Y es", while 6.7% chose "No". The answers were expected to be 100% since they have been studying English for more than eight months. Therefore, it would be a big issue if some pupils did not obtain even a word from September to April (the date of providing them with the questionnaire). This phenomenon can suggest a number of things: those pupils are not receiving enough attention from their teacher, they have learning issues, or they did not really understand this question.

Q2: Have you ever studied English before being taught in your school?

Figure 2

Studying English Outside School

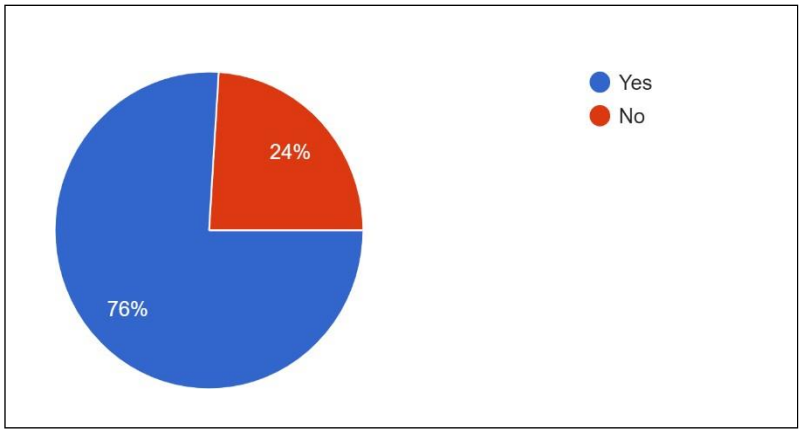


The second question attempts to investigate whether pupils have been exposed to English before it is officially included in their curriculum. 52% selected “Yes”, while 48% selected “No”. The results indicate that the majority of pupils, or their parents, because they are too young to make decisions, are aware of the importance of English in the world and how important it will be in Algeria. Thus, they began teaching it to their children before it was even incorporated in the curriculum.

Q3: Does anyone of your family members speak English

Figure 3

English Within Pupil’s Families



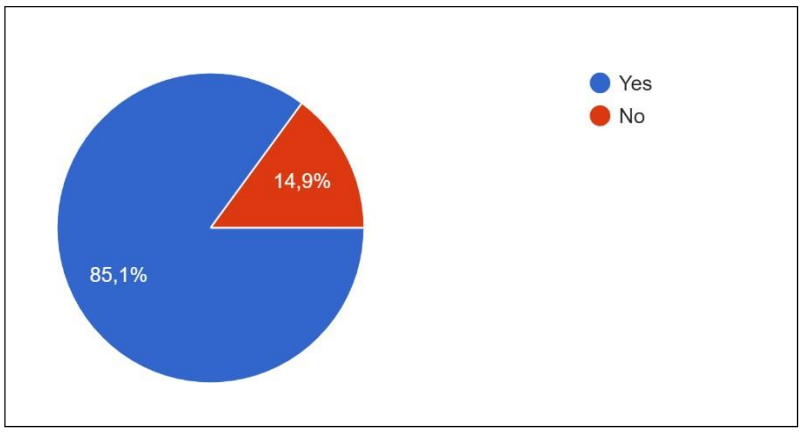
In this question, pupils were asked if any members of their family spoke or studied English. According to the results, 76% of respondents selected "Yes" whereas the remaining 24% maintained that they do not have a family member who speaks the language. This implies that the majority of pupils were previously surrounded by the language and by a surrounding environment that encouraged the use of English.

Section Two: Encountered Challenges

Q4: Do you participate in the classroom activities?

Figure 4

Pupils' Interaction in the Classroom

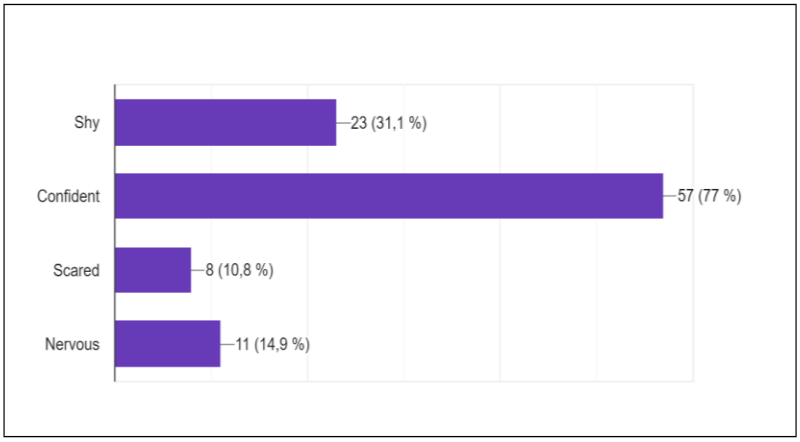


The fourth question was intended to detail the involvement of pupils in classroom activities. The majority (85.1%) admitted that they usually tend to participate while the remaining (14.9%) claimed not to. The findings demonstrate the success of the teacher's teaching techniques, which kept them interested and engaged throughout the class. The 14.9% who manifested their reluctance to interact may be influenced by some social-emotional factors that can negatively affect their academic achievement.

Q5: How do you feel when you speak English in front of your colleagues?

Figure 5

Pupil's Feeling While Talking in Front of Each Other



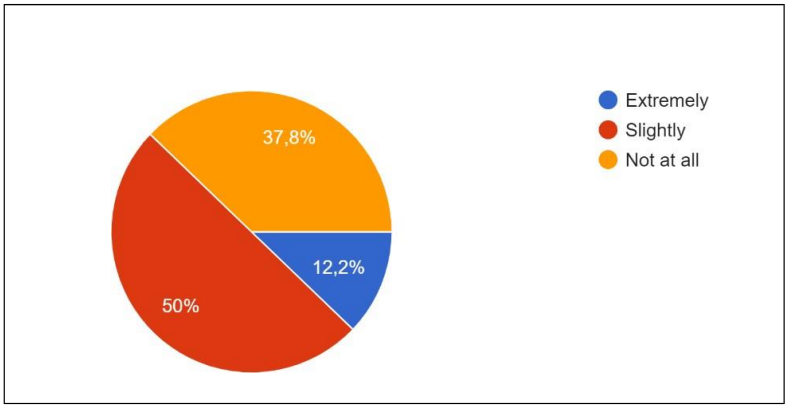
The question attempts to determine the pupils' feelings when speaking English in front of their classmates. 77% of pupils chose "confident" when speaking; this indicates that youngsters do not consider other people's judgments and, in general (based on the observation session), they tend to use the language as way to show off. Furthermore, feeling confident is one of the main traits that help pupils to participate in classroom activities, which correlates a good deal with the results of the previous question. 31% of the pupils selected "shy", 14.9% selected "nervous", and 10.8% chose "scared". Since human nature tends to fear what is unfamiliar, these results may reflect a

typical feeling that any person may have when exposed to anything new, but this might negatively affect their learning process.

Q6: To what extent do you feel frustrated when you cannot understand what your teacher is saying?

Figure 6

Pupils' Feeling in Case of Ambiguity

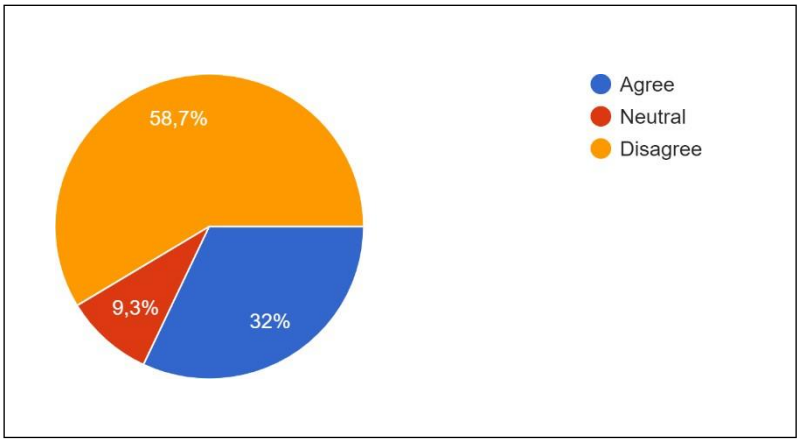


In the sixth question, pupils were asked to determine how frustrated they get when they do not comprehend what their teacher is saying. Half of them (50%) have admitted that they feel slightly frustrated, 12.2% have selected "extremely frustrated", and 38.4% have mentioned that they do not feel frustrated at all. The results demonstrate a broad range of responses, demonstrating the dynamic nature of the class and the prevalence of frustration among pupils, implying the need to address pupil variations through diversifying the ways of transmitting information in order to narrow the understanding gap, taking into consideration their level and age.

Q7: I find it difficult to learn two foreign languages at the same time?

Figure 7

Pupils' Attitudes Toward Studying Two foreign languages

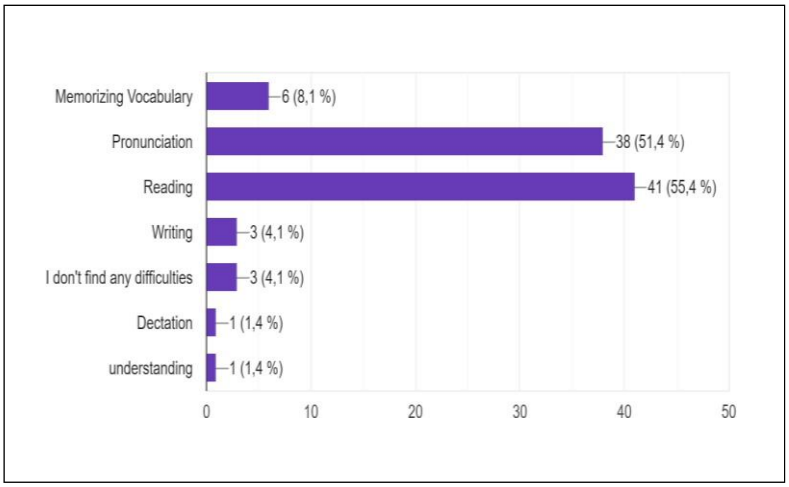


In this question, pupils were asked whether they considered it difficult to study two foreign languages -English and French- at the same time. The majority (58.7%) rejected that it is difficult while 32% agreed, and the rest of the respondents (9.3%) did not take any position. The findings demonstrate the divergence of perspectives among pupils, but the majority had a favorable reaction towards learning two foreign languages, which can be attributed to their confidence in their ability to manage the challenges that can arise from both languages. On the other hand, the second group of people's perspective is reasonable; they are still in the early stages of learning foreign languages, and this opinion is very typical.

Q8: While learning this language, I find difficulties in:

Figure 8

Pupils' Challenges While Learning English

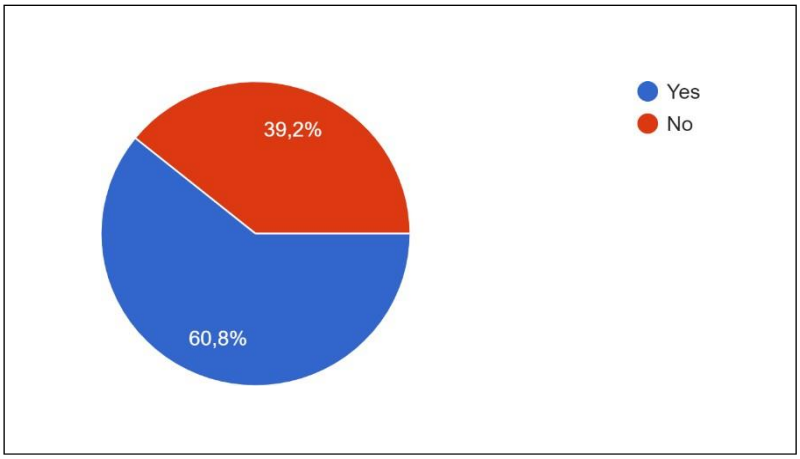


The statement demonstrates the types of challenges that pupils commonly experience. Taking into consideration that every pupil can choose more than one choice, 55.4% chose "Reading", 51.4% chose "Pronunciation", 8.1% chose "Memorizing Vocabulary", and 11% chose other aspects like writing, dictation, and understanding. The results reveal that all challenges are connected to the four skills, and each of the options reflects a part of the learning process that requires emphasis. In general, the results suggest which abilities are being prioritized and which are not. For example, more than half of the pupils lack reading and writing abilities, demonstrating that these two skills are not given much attention by the teacher.

Q9: If I had a choice, I would choose only one language to study

Figure 9

Pupils' Attitude about the Simultaneous Learning of Two Languages

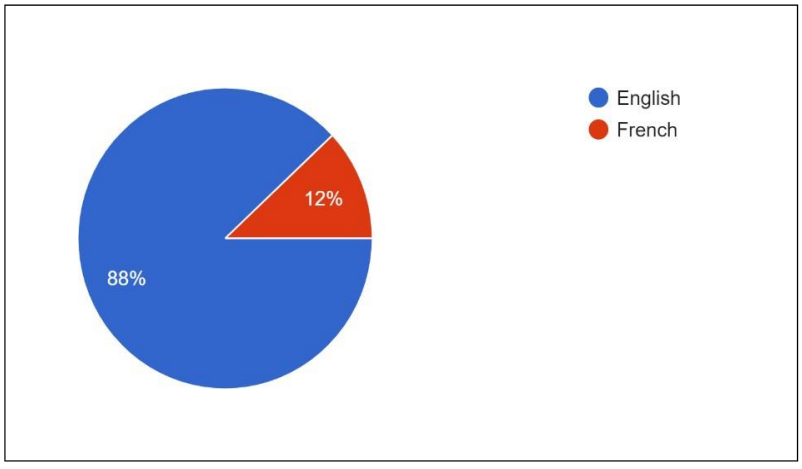


In the ninth question, learners were asked if they would choose only one language to study in case, they were given the freedom to. 60.08% chose “Yes”, while 39.2% chose “No”. The results demonstrate that pupils are not interested in learning two foreign languages at the same time. Regardless to the reasons, they are in need of support and encouragement to continue studying both languages.

Q 10: If I had a choice, I would choose:

Figure 10

Pupils’ Preferred Foreign Language

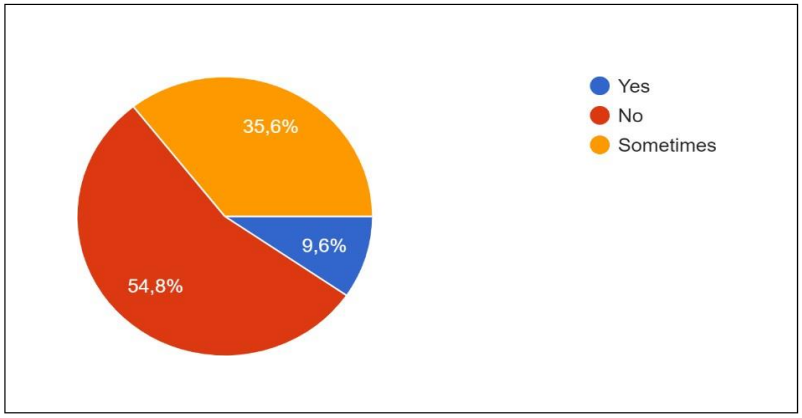


In this question, pupils were asked to choose between French and English as their foreign language to study. The vast majority of respondents (88%) preferred English to French. And those who chose French are just 12%. This demonstrates the growing acceptance of English even among children, and this is due to external factors, of course, such as the tools of entertainment that most children spend a lot of time playing with, their surroundings, or simply because they have noticed a difference between English and French sessions.

Q11: Do you mix up between the two languages?

Figure 11

Pupils With Language Mixing Problems



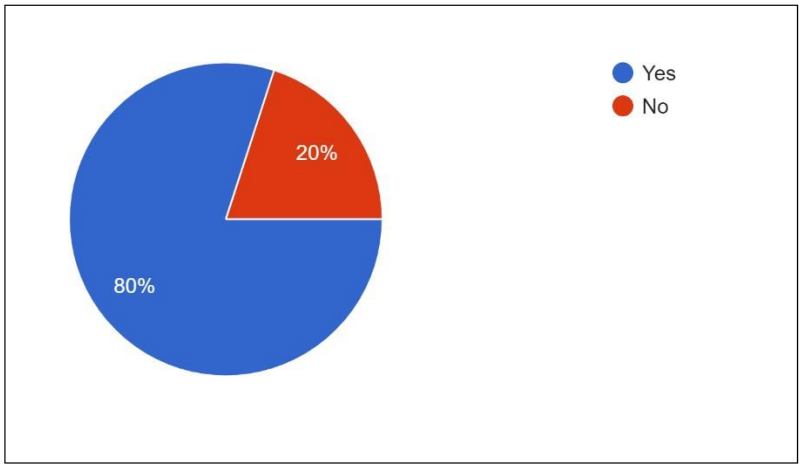
Question 11 checks whether or not pupils mix together the two languages: English and French. 58% claimed that they sometimes do it while 35.6% responded by “No”, and only 9.6% chose the option “Yes”. The outcomes emphasize the challenges that learners face, whether as a result of an absence of proficiency in introducing information or an absence of enhancement in using the language correctly. Challenges can be also the result of the mixture of the two languages used in their daily lives, not to mention the fact that the majority of words and expressions used in Algerian society are in French.

- **Section Three: Teacher's Impacts on EFL Learners Performance**

Q12: My teacher motivates me to speak English in the classroom

Figure 12

Teacher's Influence on Pupil's Engagement in the Lesson



In this question, pupils were asked whether or not their teacher motivate them. Only 20% selected "No," while 80% selected "Yes." The fact that such a high percentage of pupils claim to receive motivation indicates that teachers are doing a great job. Also, despite the short period of session and the large number of pupils, they encourage them and consider their feelings.

Pupils were asked to state how teachers motivate them. The answers are categorized in the following themes:

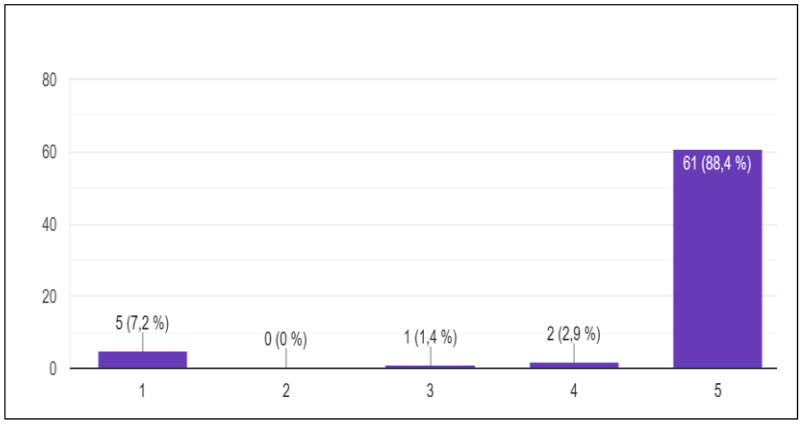
Giving compliments and gifts for the pupils

Writing good remarks and notes in their copybooks.

Q13: From one to five, to what extent do you agree that teacher's motivation enhances the learning process?

Figure 13

Learners' Attitudes about the Role of Motivation in Enhancing Learning

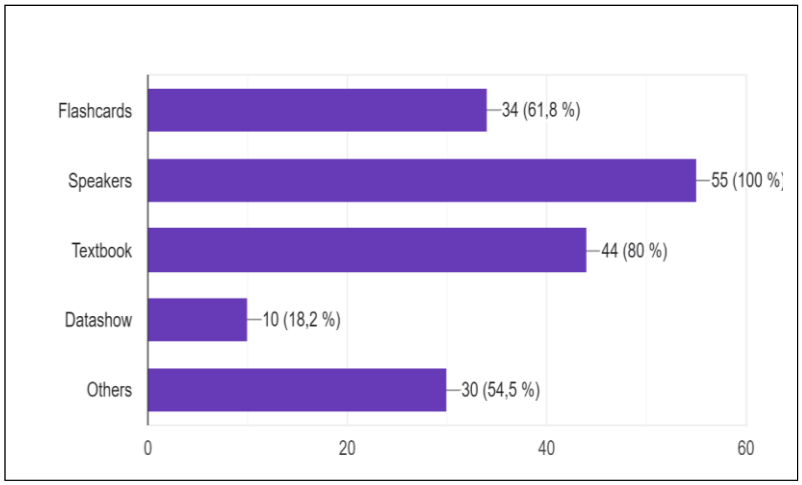


Question 13 aims to elicit pupil perceptions of the effectiveness of the teacher's motivation in enhancing the learning process. A majority of pupils (88.4%) rated the teacher's effect on improving their learning process as "five," with only 7.2% rating it between "one" and "four." This suggests that pupils consider their teacher to be the most significant factor in the learning process. For the minority who did not consider the teacher's motivation to be important, this shows that they had previously received no teacher motivation or that his or her motivation did not have a positive effect on these pupils.

Q14: Is there any specific material (s) that your teacher uses, and you find enjoyable and helpful?

Figure 14

The Employed Teaching Materials



Question 14 aims to disclose pupils' favorite teaching materials. The majority of them have selected more than one option. All the pupils have chosen the "Speakers" as their most favorite material. "The textbook" is the second favorite option for 80% of pupils. "Flashcards" have been chosen by 61.8% of the pupils while 30% of pupils have chosen other materials besides the ones being mentioned. These are:

- Toys
- The phone

Q15: How do you like the English class to be?

There were various diverse responses to this question, which can be summarized under the following:

- Most pupils requested a special classroom only for the English session.
- The majority of pupils wished to extend the duration of the session.
- Pupils would have loved if some lessons took place outside the classroom, in the school yard.

- Pupils want fun educational lessons with the use of different fun materials, and the Data Show is one of the most coveted.

2.4. Summary of The Main Findings

The questionnaire is designed to investigate the attitudes and challenges that public elementary school pupils might encounter while learning English. The findings of the data being gathered are summarized as follows:

- Most EFL learners in primary school's struggle with reading and speaking skills (pronunciation).
- The majority of EFL pupils at primary schools unconsciously mix up between English and French.
- Some elementary school English learners lack confidence while talking, which affects their academic performance.
- Some pupils find it challenging to study two foreign languages simultaneously and prefer to concentrate on only one, which is usually English.
- Inability to understand what teachers are saying has a detrimental impact on pupils' psyches.

2.3.2 Classroom Observation

Classroom observation is one of the data collection strategies used to provide an in-depth understanding of the situation (Gantika, 2013). The classroom observation being used in this context is structured, for it is based on a checklist that was designed beforehand. The whole procedure took four sessions, just because each section in learners' textbook takes four sessions.

Classroom observation was conducted with three groups, taking around 45 minutes for each session.

The observation grid of this research was designed in order to investigate the challenges encountered by pupils and teachers after the implementation of English in Algerian primary schools and how teachers can handle that situation. Eventually, the data obtained will be compared with the answers of the pupils to the questionnaire and those of the teachers to the interview questions.

2.3.2.1 Description of the Observation Grid

The observation grid of this study was created to gain insight into how English sessions relate to teachers and pupils. It has 16 criteria (See Appendix B). It is composed of two categories: teacher-related and learner-related. The first category consists of eight criteria that address teachers' ways of teaching and treatment of pupils during the lesson, and the second category consists of seven criteria that seek to check pupils progress and engagement during the English classes.

2.3.2.2 Analysis Procedure of the Interview

During the observation sessions, a check list was used to analyze each session. As well as to examine how the session was divided in order to identify and observe pupils' attitudes, behaviors, and teaching practices during each phase of the session. Then the research summarized the data, connecting it to the research objectives.

2.3.2.3 Analysis and Interpretation of the Observation Sessions

Three groups of third-year primary school pupils were observed during the English sessions. The pupils were not informed that the researcher was collecting data about them, and teachers were not informed about the points that would be observed. The title of the observed unit is "My Pets". Based on this observation, the English sessions of the three groups were divided into three stages; Warming up, Listening/ Practice and Checking performance.

- **The First Session: I Read and Discover**

Table 1

The Observation Grid of the First Session

			G1		G2		G3	
		Criteria	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Teacher Related	**1**	the teacher is well prepared.	✓		✓		✓	
	2	the teacher does not find difficulties in explaining the lesson.	✓		✓			✓
	3	the teacher takes into account pupils' level and age.	✓		✓		✓	
	4	The teacher uses codeswitching to and codemixing with Arabic.		✓		✓	✓	
	5	the teacher uses certain materials to facilitate the teaching process.	✓		✓		✓	

Table 1 (Continued)

	6	The teacher tries to engage non active pupils.	✓		✓		✓	
	7	The teacher assesses the pupils appropriately.	✓		✓		✓	
	8	The teacher uses different techniques of teaching.	✓		✓		✓	
Learner related	**9**	Pupils are excited for this subject.	✓		✓		✓	
	10	It is not hard for pupils to receive the information.	✓		✓		✓	
	11	Pupils use what they learnt in previous sessions.	✓		✓		✓	
	12	Pupils are focused during the session.	✓			✓		✓
	13	Pupils enjoy learning with different martials.	✓		✓		✓	
	14	Pupils progress is remarkable.	✓		✓		✓	
	15	Time is enough to introduce the whole lesson	✓			✓		✓

Stage One: Warming Up

The first stage of the session is made to pave the way for learners by using certain strategies to keep them engaged during the lesson. For instance, in the first lesson of the fifth unit, untitled "My Pets", teacher A began his session with group 1 using a specific strategy in which she played a song titled "I Have a Pet" and repeated it twice. However, the same teacher was unable to play the song with group 2 due to connection issues. Therefore, she used a different strategy where she began to ask learners whether they have pets or not. However, not all pupils understood what the teacher was saying, so she used the Total Physical Response (TPR) method and imitated some pet sounds until they understood. This demonstrates how the role of the teacher in adapting to obstacles

comes into play, whether in changing the plan designed to present her lesson or the method that can facilitate the process of learning for pupils. In the other case, Teacher B in this phase with group 3 showed them directly the pictures of the pets using flashcards and asked if they were familiar with some of the pets' names or not. The majority of students were familiar with almost all of them, which made the phase faster compared to the other groups, indicating the relevance of learners' levels in determining how smoothly the session would go and how long it would take. It would also provide an opportunity for the teacher to direct his attention and focus on non-active pupils.

Stage Two: Listening/Practice

The second phase of the session entails giving particular elements of the lessons to the pupils. Beginning with teacher A with groups one and two, she pinned the pet flashcards on the board and made all of the children repeat after her the name of each creature multiple times. Then, she chose some pupils to walk to the board and read the names; the majority remembered the names easily due to imagery and the repeating process. In group three, teacher B played an animal song for the pupils and asked them to concentrate on the exact pronunciation of each pet. In this manner, pupils practiced three abilities at the same time: listening to the pronunciation, reading the names posted on the board, and practicing speaking. And as they repeated the name, their pronunciation of the words improved, pushing them to compete in front of each other to see who could utter the names better.

Stage Three: Checking Performance

The last stage of the session is for checking lesson performance and ensuring that pupils have achieved the lesson's goal. Beginning with group 1, teacher A gave each kid a pet flashcard, and every time she said a pet name, the child who had it had to go to the board and say it loudly. Due to time restrictions and a shortage of flashcards, it was difficult to distribute flashcards to all of them and allow them to participate. As a result, pupils who did not take advantage of the opportunity in the second phase were offered it in this phase. The same procedure was used with the second group, but the group was so chaotic and crowded that it was impossible to complete the process, and not all the chosen pupils were assessed, demonstrating how a large number of children, who are excited and each one tries to prove himself all the time, can be a challenge to the teaching and learning process as they take too long to be calmed and organized, which may reduce and negatively affect the quality of learning. Concerning the third group, teacher B, to achieve this phase, asked pupils to read specific pet names and match them with the right pictures. Even though they knew the pets and had seen the images, they found reading difficult. However, this cannot be perceived as a huge problem; it is their first year studying a foreign language, and they still find difficulties with the alphabet. Logically, they were not expected to read a word easily. Besides, in order not to make them feel frustrated, she made them guess the name only from the picture to see if they remembered, and they actually did.

The second session: I Read and I Write

Table 2

The Observation Grid of the Second Session

			G1		G2		G3	
		Criteria	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Teacher Related	**1**	the teacher is well prepared.	✓		✓		✓	
	2	the teacher does not find difficulties in explaining the lesson.	✓		✓			✓
	3	the teacher takes into account pupils' level and age.	✓		✓		✓	
	4	The teacher uses codeswitching to and codemixing with Arabic.	✓			✓	✓	
	5	the teacher uses certain materials to facilitate the teaching process.	✓		✓		✓	
	6	The teacher tries to engage non active pupils.	✓		✓		✓	
	7	The teacher assesses the pupils appropriately.		✓	✓		✓	
	8	The teacher uses different techniques of teaching.	✓		✓		✓	
Learner related	**9**	Pupils are excited for this subject.	✓		✓		✓	
	10	It is not hard for pupils to receive the information.	✓		✓		✓	
	11	Pupils use what they learnt in previous sessions.	✓		✓		✓	
	12	Pupils are focused during the session.	✓			✓		✓
	13	Pupils enjoy learning with different materials.	✓		✓		✓	
	14	Pupils progress is remarkable.	✓		✓		✓	
	15	Time is enough to introduce the whole lesson		✓		✓		✓

Stage One: Warming Up

During the second session, the lesson of the unit "my pet" was titled "I read and write." The teacher began her session with groups one and two using the same strategy. She made a revision about the last session, in which she showed random pictures of pets and asked them what their names were. Learners immediately remembered the names, indicating that the objective of the previous session was effectively achieved. For the second teacher, she began the lesson by playing the song from the previous lesson in order to prepare the pupils and also review the pets' names.

Stage Two: Listen/ Practice

To achieve the objective of this stage, the first group teacher pinned a few letters on the board, each with the name of the animal that begins with the letter. She read the letter and the pet's name each time, and the pupils repeated after her. However, the same teacher used another technique with the second group, asking the pupils to match the pet picture to the appropriate letter. This emphasizes the teacher's awareness in selecting a different technique for presenting the lesson while engaging pupils in the process. For teacher B to move to this stage with the third group, she used the same activity provided by the first teacher with the first group. But the session, the explanation, and the discussion went so smoothly and easily because there were many absences, which made the session very calm, and the teacher was able to take control over everything.

Stage Three: Checking Performance

Teacher A had planned to make them play a game at the end, but time ran out. She introduced the game to group two, in which she chose two groups from the class and created a sort of competition in which the group that correctly guessed the letter and name of the pets won. Pupils reacted productively to this activity, and they all tried to answer even if they did not know the

exact answer. This demonstrates the significance of selecting a suitable teaching approach based on the lesson and the learners. For the third group, teacher B put the names of several pets (cat, dog, and fish) on the board and asked pupils to try to write the names accurately under the appropriate picture. It entails that the teacher is attempting to have pupils practice reading and writing simultaneously by decoding words written on the board.

- **The Third Session: I Play Roles**

Table 3

The Observation Grid of the Third Session

			G1		G2		G3	
		Criteria	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Teacher related	**1**	the teacher is well prepared.	✓		✓		✓	
	2	the teacher does not find difficulties in explaining the lesson.	✓		✓			✓
	3	the teacher takes into account pupils' level and age.	✓		✓		✓	
	4	The teacher uses codeswitching to and codemixing with Arabic.		✓		✓		✓
	5	the teacher uses certain materials to facilitate the teaching process.	✓		✓		✓	
	6	The teacher tries to engage non active pupils.	✓		✓		✓	
	7	The teacher assesses the pupils appropriately.	✓		✓		✓	
	8	The teacher uses different techniques of teaching.	✓		✓		✓	
Learner relate	**9**	Pupils are excited for this subject.	✓		✓		✓	
	10	It is not hard for pupils to receive the information.		✓		✓		✓
	11	Pupils use what they learnt in previous sessions.	✓		✓		✓	

	12	Pupils are focused during the session.	✓			✓	✓	
	13	Pupils enjoy learning with different materials.	✓		✓		✓	
	14	Pupils progress is remarkable	✓		✓		✓	
	15	Time is enough to introduce the whole lesson	✓		✓		✓	

Stage One: Warming Up

The teacher began the session with the first group by cracking some jokes. She then showed them some pet toys. This made the pupils interested in the class since they knew they would be using such toys. The teacher prepared the second group for the lesson by asking them if they liked it when she presented it with toys or not. Of course, the pupils like it this way since they appreciate anything that makes them happy and have fun. In the case of the third group, Due to time restrictions, the teacher only inquired about the date before proceeding to provide the lesson. A few pupils were paying attention to her at this point; the rest were not. This highlights the need of involving pupils from the very beginning of the session; otherwise, the later phases will be affected.

Stage Two: Practice/ Listening

At this stage, teacher A introduced the toys with names and asked the pupils to determine the color of each pet. Because the pupils were unfamiliar with other colors, she attempted to show them additional items with the same colors and had them repeat them multiple times to help them remember them. She repeated the process with the second group, highlighting the significance of diversifying the materials used when teaching and changing the methods of transferring information. For the third group, the teacher displayed pet flashcards on the board. and write a dialogue.

a: Have you got a pet? b: Yes, I have...

a: What color is it? b: It is...

She repeated this dialogue several times, and the pupils were all repeating it after her.

Stage Three: Checking Performance

The last part of the session. The three groups were provided with the same activity by the two teachers. Each time, they invited two pupils to act out the dialogue. One asks, "Do you have a pet?" and "What color is it?" while the other responds, relying on the pet he chose. Even though everything had been written on the board, it was difficult for all of the pupils selected to recall the questions and how to answer them. They have difficulty reading. As previously mentioned, pupils are still in the early stages of learning the language, so this cannot be considered a major issue. Teachers, on the other hand, should put more emphasis on reading skills.

- **The Fourth Session: Pet's Body Parts**

Table 4

The Observation Session of the Forth Session

			G1		G2		G3	
		Criteria	**Yes**	**No**	**Yes**	**No**	**Yes**	**No**
Teacher related	**1**	the teacher is well prepared.	✓		✓		✓	
	2	the teacher does not find difficulties in explaining the lesson.	✓		✓			✓
	3	the teacher takes into account pupils' level and age.	✓		✓		✓	
	4	The teacher uses codeswitching to and codemixing with Arabic.		✓		✓	✓	

Table 4 (Continued)

	5	the teacher uses certain materials to facilitate the teaching process.	✓		✓		✓	
	6	The teacher tries to engage non active pupils.	✓		✓		✓	
	7	The teacher assesses the pupils appropriately.		✓		✓		✓
	8	The teacher uses different techniques of teaching.	✓		✓		✓	
Learner related	**9**	Pupils are excited for this subject.	✓		✓		✓	
	10	It is not hard for pupils to receive the information.		✓		✓		✓
	11	Pupils use what they learnt in previous sessions.	✓		✓		✓	
	12	Pupils are focused during the session.	✓			✓	✓	
	13	Pupils enjoy learning with different materials.	✓		✓		✓	
	14	Pupils progress is remarkable.	✓		✓		✓	
	15	Time is enough to introduce the whole lesson	✓			✓		✓

Stage One: Warming Up

The lesson of this session was “Pet’s Body Parts”. The first group. To warm up the session, she let the pupils talk about anything they wanted on the condition that they would focus with her during the lesson. so, pupils were expressing different thoughts, generally, they were about the problems they had between each other. This demonstrates how a teacher's way of interacting with pupils can affect the process of teaching. for the second group. Pupils were so noisy, it was hard for the teacher to control and calm them; it took around five or even more to make them keep silent, and here again, the factor of crowds appears to affect the learning and teaching process. For the third group the for the third group. The teacher begins the lesson by playing a song about daily activity verbs. They were ecstatic since they enjoyed the music.

Stage Two: Practice/ Listening

To start this phase, the teacher of the first group drew a cat on the board without its tail. and asked her pupils to complete the missing parts. Once the pupils completed drawing, she informed them that that part is called "the tail". She did the same thing with all the pets. This demonstrates how this teacher is trying to work on the thinking of pupils by making them guess things. However, with the second group, to not waste time while drawing pets, she showed them once again pictures of pets, tried to hide the parts of the pet's body, and asked them to guess the missing parts. No one knew their names in English, so she repeated the task several times. The same issue was encountered by these two groups; they were not easily able to remember all this vocabulary, and they even showed no interest in this part of the lesson.

The same method as for the second group was applied to the third group by teacher B. However, she added for them the part of the lesson on the sizes of pets in which they were supposed to learn these words: tall, short, big, and small. This made things even worse. Pupils showed a sort of complaint because they were unable to remember all the vocabulary. This indicates that some tasks in the book are not helpful and do not meet the pupil’s level, and teachers found themselves obliged to present such lessons.

Stage Three: Checking Performance

When it came to the third stage of this lesson, none of the three groups made it to the stage of performance evaluation. Due to the lesson's complexity compared to the pupils' age and level, as well as the insufficient time. Once again, the issue of time arises, indicating that when the syllabus of the text book was determined, neither time nor the abilities of the pupils were considered.

2.5 Summary of the Main Findings

The observation aims to observe pupils' attitudes toward learning English and study the difficulties experienced by both teachers during the teaching and learning process and the way teachers might overcome these difficulties. The findings are summarized as follows:

- The attitude of the pupils toward learning the new language is completely positive; they show great interest and excitement and have made rapid progress.
- The shortage of time is the main challenge encountered by teachers as it prevents them from dealing with all the aspects required in the lesson and even evaluating the pupils individually.
- A large number of pupils is considered an obstacle by teachers, which leads them to lose control over them and have negative effect on each other as well as on the lesson rhythm.
- "Do not teach the book", but "use it" to teach, is one way used by teachers to manage the shortage of time and to avoid some non-essential exercises in the book.
- Changing the strategies of teaching each time and make it fun is an essential factor for an effective session and for achieving learners' educational needs.
- Learners enjoy the audio-visual materials rather than the textbook.
- learners enjoy audio visual materials rather than the textbook.

2.3.3. The Interview

One of the data-gathering tools is the interview, which is an organized interaction in which one person actively seeks data from one or more people. That encounter provides an enormous amount of knowledge that cannot be reached through other means (Sahoo, 2022). This interview aims to

investigate the challenges that teachers encounter and the suggestions that they have regarding these challenges.

2.3.3.1. Description of the Interview

The interview has been prepared with a sequence of open-ended questions (it is structured). Ten questions were asked (see Appendix C), and the interviewee was given the opportunity to respond freely to each of the questions. The main objective of the interview is to learn about the challenges that teachers face as well as their teaching procedures and approaches.

The first interview question covers the teacher's experience, namely whether or not they have previously taught English. The second question is an attempt to gain insight into the techniques employed by the teacher during the teaching process. The third question, however, is concerned the teaching materials they relied on. Concerning the fourth question, teachers were questioned about their primary teaching focus. In question number five, they were questioned about the major strategies used to engage pupils in the classroom activities. As a sixth question, teachers were asked about the assessment tools they employ to track pupils' progress. Teachers were also questioned about whether the weekly time is sufficient for pupils to meet the ministry's objectives. The remaining two questions are concerned with the typical difficulties encountered by them while preparing and teaching the lesson. Lastly, teachers had to provide their recommendations to improve the quality of teaching English in Algerian primary schools.

2.3.3.2. Conducting the Interview

The interviews in this research paper were conducted to collect detailed qualitative data from three teachers. All teachers were informed that the responses would remain anonymous and would

only be used for academic purposes. However, teachers' answers were supposed to be recorded, but teachers refused this process. Thus, the researcher had to take notes instead.

2.3.3.3 Analysis Procedure of the Interview

As previously stated, the interview included the use of ten structured questions. Since recording was not possible, teachers' answers were fully noted. The researcher carefully analyzed each of the responses in order to compare, contrast, and interpret the answers of the teachers as a whole, as well as to uncover commonalities between the teachers' answers. Based on that, the responses were summarized in order to address the interview's objective.

2.3.3.4. Analysis and Interpretation of the Interview Data

Question one: Did you have any experience in teaching before being a primary school teacher?

Respondent one stated that she had three years of teaching experience as a substitute teacher in a secondary school, while **Respondent two** stated that she had previous experience in teaching without specifying the phase or duration. **Respondent three**, on the other hand, indicated that it was her first experience as a teacher. This means that some primary school teachers (respondents one and two) had the opportunity to teach and gain at least a general overview of teaching, such as how to prepare and present the lesson, how to control the class and treat students, and so on, whereas other teachers (respondent three) did not. In other words, the performance of teachers during sessions will never be the same since there is a difference in experience (a teacher entering the class for the first time is not the same as another who has taught previously). As a result, pupils' learning and acquisition of the English language would not be the same.

Question two: which approach do you use when teaching primary school pupils? Why this one in particular?

When it comes to approaches to teaching, respondents answered differently. **Respondent one** mentioned that she tried to diversify the approaches so as not to make learners feel bored, but in general she opted for Total Physical Response (T P R) because it kept pupils focused and interested. **Respondent two** used a drilling approach to enhance the beginners' mnemonic while **Respondent three** relied on a competency-based approach since it depends on the learners' interaction. This demonstrates that there is no unified teaching approach between teachers. In addition to that, there is no variety in approaches; each of them opted only for one approach, neglecting the fact that each approach had its advantages and disadvantages because there is no one approach that serves all the needs of the teaching process. This means that many problems may appear later. For example, the outcomes of pupils and their level will differ from one school to another, and weaknesses will appear in some skills but not in others since each approach has its own objectives.

Question three: what teaching materials do you adopt in your sessions?

Concerning the teaching materials, **respondent one** claimed that she mainly used flashcards, speakers, and toys. **Respondent two** used audiovisual materials, and **respondent three** depended on flashcards, audio aids, realia, the textbook, and the board. Based on the answers, we notice that only respondent three used the book while this was not the case for the two other respondents (one and two), who did not mention the book in their answers. This makes us wonder about the reasons behind neglecting the book, which may be the content itself; this will be answered in question eight. But in general, there is variety in teaching materials, and it seems that the three of them use technology in their lessons, which is something good that facilitates both the teaching and learning processes.

Question four: what are the skills you focus on the most when you teach?

Respondent one stated that the focus of her sessions is given to "speaking and listening" while the **second respondent** decided on "listening and reading, and the **third respondent** mentioned that she focused on the four skills by dividing them into four sessions since they have four sessions per section: Session one for listening; Session two for reading; The third session for writing, and the fourth session for speaking. The answers led to the conclusion that priority was given to certain skills rather than others. For instance, writing was completely neglected by the first and second respondents, and this will surely produce problems at the level of handwriting quality and spelling of words and sentences. Also, there will be a sort of retardation in the development of that skill compared to others because it did not receive any interest from the beginning.

Question five: what are the main strategies you use to engage pupils in the classroom?

Respondent one provided pupils with fun activities such as singing and listening to songs and using toys. **Respondent two** relied on brain-storming and warming up. **Respondents three** introduced game elements into the learning process and fostered a sense of teamwork among students. As can be seen from the answers, the choice of teaching strategies was based on what corresponded to their pupils' ages and interests and what made them enjoy the learning process and not feel bored. This means that there was a sort of good communication between pupils and their teachers, which allowed teachers to understand their pupils' needs and desires.

Question six: what kind of assessment tools do you use to measure your pupils' progress?

Respondent one stated that since they were not provided with the concert tools, she used classical ones like quizzes, tests, and comments. For the **second respondent**, she used summative assessment, and the **third one** opted for observation of their behaviors, participation, and

engagement during the classroom activities in addition to some tests, projects, and presentations. Here, one can understand that there is no creativity or new tools to measure the pupils' engagement except the ones we are familiar with, and generally those tools bother pupils because they make them feel judged, especially when their level is confined to grades or negative observations given by teachers, and this will make them focus more on grades and pleasing their teachers rather than learning

Question seven: Is the weekly timing enough for pupils to achieve the objectives devised by the ministry?

The **three respondents** had the same point of view; they agreed that the timing was not sufficient to achieve the determined objectives. This highlights the problem that increasing the timing becomes the teachers' main concern to accomplish the lessons without being stressed; otherwise, they will not be able to fulfill the objectives.

Question Eight: Is the content of the syllabus suitable and satisfactory to children's needs?

Respondent one expressed her dissatisfaction with the syllabus, saying that it seemed poorly prepared unlike the **two other respondents**, who were satisfied with the syllabus. The answers justify the reasons behind excluding the book from the teaching materials of respondent one and including it for respondent three. Meanwhile, there was a sort of contradiction in the answer of respondent two, who was satisfied with the syllabus but was trying each time to exclude the book from her teaching materials. The answers can be based on pupils' interactions with the syllabus content for respondents two and three, but for respondent one, it can be just a personal point of view.

Question Nine: what problems do you usually face while preparing and teaching the lessons?

Respondent one said that she does not generally face any problems. Respondent two stated that she had difficulties adopting and adapting the lessons to the level of the learners and their time constraints. **Respondents' three** difficulties are timing, transportation between schools, lack of teaching materials, and treating pupils 'personal needs. The three answers emphasize two main points that were mentioned in the previous questions. The first one is that timing is really a big issue that bothers teachers, and it needs to be fixed as soon as possible. The second is that the experience affects the performance of teachers and the way they see and solve problems. As an example, the first teacher who had experience in teaching before did not face any problems, but the third one is considered the one who is suffering from obstacles the most because it is her first time. Also, this may refer to the lack of good training for those teachers.

Question Ten: what do you recommend to improve the quality of English teaching in Algerian primary schools?

Plenty of recommendations were suggested by respondents. **Respondent one** asked for improved timing; teachers should work in one or two schools no more. She also preferred that the ministry should enhance the book's quality. **Respondent two** showed her desire to reduce the number of learners in the class and doubling the weekly timing. **Respondent three** wanted to enhance teacher training, improve teacher recruitment and selection, increase parental involvement, and integrate technology in classrooms. The answers demonstrate that recommendations vary from one teacher to another, and most of them are related to what they generally face, and they end up at one point, which is the bad organization of the ministry, which means that the reconstruction of the program and the planning are really a must to treat the fragile points that prevent teachers from doing their job in good conditions.

2.6. Summary of the Main Findings

Based on the findings of the interview with English teachers in primary schools, certain aspects encountered by English teachers when teaching in elementary schools could be attained:

- Not all teachers had the chance to teach before, and they are not equal, neither in experience nor in performance.
- The writing skill is completely neglected while listening receives considerable attention, which will produce a discrepancy in mastering the four skills.
- For unexperienced teachers, the number of issues grows, whether in term of explaining the lesson or controlling the pupils
- Training is a necessity for teachers.
- Using classical tools to measure pupils' development is not suitable for their age, especially projects and presentations, which may affect their engagement and performance.
- Teachers are not aware of the importance of using different approaches and the problems behind using only one approach.
- The four skills need to be developed in parallel.
- Transportation between schools and weekly timing are problems that prevent teachers from doing their job in good conditions.
- Not all teachers are convinced with the textbook content.

Teachers proposed some suggestions:

- Doubling the weekly timing.
- Reducing the number of pupils in the classes.
- Providing some technological materials.

2.7 Discussion of the Main Results

According to the interview results, teachers tend to rely on only one approach to transmit information. Yet, when compared to the observation session results, teachers seem to employ more than one strategy to transmit knowledge. These contrasting results emphasize the significance of using multiple approaches to gain an in-depth understanding of the problem. This implies that using a single method of teaching would never be sufficient for addressing the needs of each pupil and managing their deficiencies.

As stated by the interview results, time, crowded classes, transportation between schools, and the textbook were the main barriers that inhibited the teachers' ability to professionally deal with all the aspects required in each lesson. This clearly corresponds with data gathered from the observation sessions, in which teachers most of the time cannot manage these challenges to take control of the pupils and the session itself. This convergence of findings confirms these aspects and gives strong evidence that these barriers indeed exist in the context of this study.

Most EFL primary school learners struggle with reading and speaking skills (pronunciation problems). When comparing this result of the questionnaire with the results obtained from the interview, it confirms the fact that teachers do not give equal importance to the four skills during the session.

The creativity of teachers in using and selecting different teaching materials that pique pupils' interest goes in line with the questionnaire results and the observation session results, in which pupils exhibited high enthusiasm for learning English. Even their progress in learning a new language for the first time was readily apparent. The position of this alignment of the two tools demonstrates their positive attitude toward English learning.

Conclusion

As stated previously, this chapter is conducted using the convergent parallel design to demonstrate a mixed-methods approach. The researcher collected data using three methods: a Pupils' questionnaire, a teachers' interview, and an observation method. Furthermore, this chapter displayed the prime results obtained from the three selected tools. Despite the obstacles they face, the questionnaire reveals that learners have a positive attitude toward learning English. The interview, however, clearly demonstrates teacher challenges and recommendations for improving the quality of English in elementary schools. The observation method demonstrates how teachers adjust to various types of obstacles. As a result, this study demonstrates that taking into account those issues and recommendations would enhance the effectiveness of teaching English.

General Conclusion

The English language is considered a lingua franca, and it has become the main language used in different fields around the world. Thus, the feasibility of teaching English in Algerian public primary schools is the topic tackled in this research paper. In the theoretical chapter, the position and significance of English are highlighted due to its being included in most of the fields that exist in the world. In addition to that, the chapter tackled many points related to the historical background of Algerian primary schools and their educational system. As well as shed light on the first experience of teaching English in Algerian primary schools during the 1990s.

The practical chapter of this study seeks to investigate the challenges encountered by teachers and learners, pupils' attitudes toward this language, and teaching practices adapted during the sessions. The objective of this research has been accomplished by using convergent parallel mixed methods in order to get a clear picture of the situation, give equal importance, and avoid the biases of both quantitative and qualitative data. A questionnaire addressed to the third-grade level pupils, an interview with three teachers, and an observation session that was divided into four main sessions (four sessions with each of the three groups).

As demonstrated through the data gathering tools, there are various issues related to the implementation of English in Algerian primary schools, such as minimal exposure to the language; 1 hour and 30 minutes per week is insufficient, neither for the teacher to present the lesson in suitable conditions nor for the pupils to successfully receive that quantity of information each lesson. Another issue is the textbook, with which teachers are dissatisfied with its content and its organization. On the other hand, pupils were very enthusiastic about learning the language, and despite the challenges, their progress was outstanding and obvious due to the teacher's efforts in

terms of attempting various techniques and approaches to ensure that the learner gained the information. Even though they don't have a lot of materials, they sought to diversify across three sources (toys, speakers, and flashcards), which can be considered one of the factors that helps the teacher during the presentation of the lesson. Diversifying the materials and opting for different approaches while teaching played a major role in pupils' excitement for learning this language and acquiring a good amount of knowledge despite all the barriers encountered.

Finally, it is necessary to address the challenges in implementing English in Algerian public primary schools, taking at least teachers' recommendations into account, by doubling the weekly timing, reducing the number of pupils in the classes, etc., in order to benefit pupils, make the process easier for teachers, and improve the quality of English teaching in Algeria.

Pedagogical Implications

Based on what has previously been stated, the data gathered, the findings obtained, and an in-depth review of the textbook, the following points are highly recommended to improve both the content of the textbook and the quality of English teaching:

- Doubling the weekly timing is essential for both teachers and pupils.
- The book and its organizational structure should be reviewed.
- The ministry must provide guidelines for teachers to follow in teaching the lessons.
- Pupils derive great pleasure from the songs; thus, teachers should seize the opportunity to focus on using them to improve pupils' pronunciation rather than simply playing the song just for fun.
- The number of units should be reduced; six units is way too much for pupils' level age.
- Unit 6 is quite lengthy compared to the other units and the duration of the last trimester, and it also contains a lot of new terminology, so it should be revised.
- Unit five should be restudied; it has some nonsensical exercises.
- Phonics lessons should be eliminated because they distract pupils and because they can be implicitly included in reading.

Suggestions for Future Research

Several areas have been noticed during this study that might be helpful to any future researcher; these are presented below:

- The effectiveness of visual material for EFL learners.
- The impact of crowded classes on EFL primary school learners' academic performance.
- The impact of teaching materials on EFL primary school learners' academic performance.

- EFL learners and teachers' attitudes toward the English textbook.

Research limitations

Throughout this research study, the researchers witnessed the following limitations:

- This study has been conducted only on third-year primary school pupils since it is only included at this level.
- The interview was supposed to be recorded, but it was not possible.
- The questionnaire normally should be the easiest tool, but it was the hardest because of the pupils' age.
- We wanted to observe more than three classes and interview more teachers, but they were not welcoming.

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Appendices

Appendix A: The Questionnaire

Appendix B: The Observation Grid

Appendix C: Interview Questions

Appendix D: Teachers' Responses to the Interview Questions

Appendix D': Teacher 01

Appendix D'': Teacher 02

Appendix D''' : Teacher 03

Appendix A

Pupils Questionnaire

Dear pupils,

You are kindly asked to answer these questions. This will help us understand the feasibilty of teaching English in Algerian primary schools and the challenges that may arise. The information will be used only for research purposes. We appreciate your contribution.

اعزائي الطلبة،

يرجى منكم الإجابة على هذه الأسئلة. سيساعدنا هذا على فهم جدوى تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية والتحديات التي قد تنشأ. سيتم استخدام المعلومات فقط لأغراض البحث. نحن نقدر مساهمتك.

Section One : Background Knowledge/ خلفية معرفية

1/ Are you familiar with any words in English?/ هل تعرف أي كلمات باللغة الإنجليزية ؟

yes / نعم ☐ no /لا ☐

2/ Have you ever studied English before it is taught in your school?/ هل سبق لك وان درست اللغة الإنجليزية قبل ان يتم تدريسها لكم في المدرسة؟

yes / نعم ☐ No / لا ☐

3/ Does anyone of your family member speak english?/ هل يوجد في افراد عائلتكم من يتكلم اللعة الانجليزية ؟

Yes /نعم ☐

No/لا ☐

Section Two : Encountered challenges / التحديات التي تمت مواجهتها

4/ Do you participate in the classroom activities? / هل تشارك في أنشطة القسم؟

☐ yes / نعم ☐ No /لا

5/How do you feel when you speak English in front of your colleagues? / كيف تشعر عندما تتحدث بالانجليزية امام زملائك؟

☐ shy / الخجل

☐ confident / الثقة

☐ Scared /الخوف

☐ Nervous / متوتر

6/ To what extent do you feel frustrated when you cannot uderstand what your teacher is saying?/ الى أي مدى تشعر بالإحباط عندما لاتستطيع فهم مايقوله استاذك ؟

Extremly / بشدة ☐

Slightly/قليلا ☐

not at all /على الاطلاق ☐

7/ I find it difficult to learn two foreign languages at the same time/ دراسة لغتين اجنبيتين في نفس الوقت امر صعب بالنسبة لي

☐ Agree /أوافق

☐ Neutral / محايد

☐ Disagree /لا أوافق

8/ While learning this language, I find difficulties in : خلال تعلم هذه اللغة اجد صعوبة في

☐ Memorizing vocabulary / حفظ المصطلحات

☐ Pronunciation / النطق

☐ Reading/ القراءة

Others (please specify)/ (يرجى التحديد) غير ذلك:……..

9/ If I had a choice, I would choose only one language to study/ اذا اتيحت لي الفرصة ساختار لغة واحدة لدراستها

☐ Yes/ نعم ☐ No/ لا

10/ If I had a choice, I would choose: / اذا كان نعم، فساختار :

☐ English / الانجليزية ☐ French / الفرنسية

11/ Do you mix up between the two languages ? / ؟ هل تخلط بين اللغتين

☐ Yes / نعم No / ☒ لا ☐ Sometimes / احيانا

Section Three: Teacher's Impact on EFL learner's Performance / تأثير الأستاذ على متعلمي اللغة الانجليزية

12/ My teacher motivates me to speak English in the class/ الأستاذ يشجعنى على التكلم بالانجليزية في القسم

☐ Yes / نعم ☐ No / لا

If yes, how ?/ ؟ اذا نعم، كيف

.....

13/ From 1 to 5, to what extent do you agree that teacher's motivation enhences your learning process?/؟ من 1 الى 5 ، الى أي مدى تتفق ان تحفيز المعلم يعزز/ يحسن من عملية تعلمك

1	2	3	4	5

14/ Is there any sepecific material (s) that your teacher uses that you find more enjoyable and helpful for you? ؟ هل هناك أي أدوات محددة يستعملها استاذك تجدها اكثر متعة وفائدة بالنسبة لك

☐ flashcards / البطاقات التعليمية

☐ speakers /مكبرات الصوت

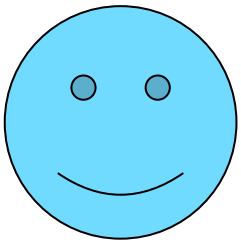
☐ textbook /الكتاب المدرسي

☐ datashow /عارض البيانات

Others (specify) / (حدد) غير ذلك:…….

15/ How do you like the English class to be? and what are the activities that you wish your teacher to include?/ ؟ كيف تحب ان تكون حصة الإنجليزية وماهي الأنشطة التي تتمنى من استاذك ان يشملها

……



Thank you / شكرا لكم

Appendix B:

Sessions' Observation Grid

		Criteria	Yes	No
Teacher Related	**1**	The teacher is well prepared		
	2	the teacher does not find difficulties in explaining the lesson?		
	3	the teacher takes into account pupils' level and age		
	4	The teacher uses code switching to and code mixing with Arabic		
	5	the teacher uses certain materials to facilitate the teaching process?		
	6	the teacher tries to engage non active pupils		
	7	The teacher assesses the pupils appropriately		
	8	The teacher uses different techniques of teaching		
learner related	**9**	Pupils are excited for this subject		
	10	It is not hard for pupils to receive the information		
	11	Pupils use what they learnt in previous session		
	12	Pupils are focused during the session		
	13	pupils enjoy learning with different martials		
	14	Pupils progress is remarkable		
	15	time is enough to introduce the whole lesson?		

Appendix C

Teachers' Interview Questions

1/Did you have any experience in teaching before being a primary school's teacher?

2/Which approach do you use when teaching primary school pupils? Why this one in particular?

3/ What teaching materials do you adopt in your sessions?

4/What are the skills you focus on the most when you teach?

5/What are the main strategies you use to engage pupils in the classroom?

6/What kinds of assessments tools do you use to measure your pupils progress?

7/Is the weekly timing enough for pupils to achieve the objectives devised by the ministry?

8/Is the content of the syllabus suitable and satisfactory to children's needs?

9/ What problems do you usually face while preparing and teaching the lessons?

10/ What do you recommend to improve the quality of English in Algerian primary school?

Appendix D: Teachers' Responses to the Interview Questions

Appendix D': Teacher one

1/Did you have any experience in teaching before being a primary school's teacher?

Yes, I have an experience before that, I was a substitute teacher in the secondary school for three years.

2/Which approach do you use when teaching primary school pupils? Why this one in particular?

I try to diversify the approaches to not make them feeling bored, but in general I opt for the (TPR).

3/ What teaching materials do you adopt in your sessions?

Mainly, I use flashcards, speakers, and toys.

4/What are the skills you focus on the most when you teach?

The focus in my sessions is given to speaking and listening.

5/What are the main strategies you use to engage pupils in the classroom?

I provide them with fun activities, especially when using songs and toys.

6/What kinds of assessments tools do you use to measure your pupils progress?

Since there are no concert tools, we are not provided with them, I use the classical ones; quiz,tests, comments.

7/Is the weekly timing enough for pupils to achieve the objectives devised by the ministry?

Ni, it is not. We can achieve it, but not as we wish.

8/Is the content of the syllabus suitable and satisfactory to children's needs?

The book is not that satisfactory, it seems like it is not well prepared.

9/ What problems do you usually face while preparing and teaching the lessons?

Generally, I do not face difficulties.

10/ What do you recommend to improve the quality of English in Algerian primary school?

Time, should work in one or two schools no more, and improving the quality of the book.

Appendix D'': Teacher Two

1/Did you have any experience in teaching before being a primary school's teacher?

Yes, I did.

2/Which approach do you use when teaching primary school pupils? Why this one in particular?

Drilling, to enhance the beginner's mnemonic.

3/ What teaching materials do you adopt in your sessions?

Audiovisual materials.

4/What are the skills you focus on the most when you teach?

Listening and reading

5/What are the main strategies you use to engage pupils in the classroom?

Warming up, brain storming, make them part of the process.

6/What kinds of assessments tools do you use to measure your pupils progress?

Summative assessment.

7/Is the weekly timing enough for pupils to achieve the objectives devised by the ministry?

No, it is not.

8/Is the content of the syllabus suitable and satisfactory to children's needs?

As far as I'm concerned yes, it is.

9/ What problems do you usually face while preparing and teaching the lessons?

Adopting and adapting the lessons to the level of our learners and time bound.

10/ What do you recommend to improve the quality of English in Algerian primary school?

Reading the weekly timing at least.

Appendix D''': Teacher Three

1/Did you have any experience in teaching before being a primary school's teacher?

No, this my first time.

2/Which approach do you use when teaching primary school pupils? Why this one in particular?

I use competency-based approach (CBA) because it depends on learner's interaction.

3/ What teaching materials do you adopt in your sessions?

Flashcards, audio aids, realia, book and the board.

4/What are the skills you focus on the most when you teach?

I focus on the four skills because we have four sessions in each section. Each session is four a skill.

5/What are the main strategies you use to engage pupils in the classroom?

I use collaborative learning to foster a sense of collaboration and team work. Introducing game elements in the learning process to make it more enjoyable.

6/What kinds of assessments tools do you use to measure your pupils progress?

Traditional tools; observation of their behaviors, participation, tests, presentations, and projects.

7/Is the weekly timing enough for pupils to achieve the objectives devised by the ministry?

It is insufficient.

8/Is the content of the syllabus suitable and satisfactory to children's needs?

Yes, it is.

9/ What problems do you usually face while preparing and teaching the lessons?

Transportation between schools, lack of teaching materials, treating pupils' personal needs.

10/ What do you recommend to improve the quality of English in Algerian primary school

Enhance teachers training, improve teachers recruit and selection, increase parental involvement integrate technology in the classroom.

ملخص

يهدف هذا البحث إلى دراســـة إمكانية تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية. نظرًا لهذه التجربة الجديدة في تنفيذها فقط على مســتوى الصــف الثالث، فقد اســتدع الأمر دراســة فعاليتها والبحث عن حلول للتحديات التي واجهت الطلاب والمعلمين. في هذا الصــدد، تم إجراء دراســة ذات طريقة مختلطة باســتخدام ثلاثة أدوات لجمع البيانات: اســتبيان للتلاميذ لمعرفة مواقفهم تجاه هذه التجربة، مقابلات مع ثلاثة معلمين لدراســـة التحديات التي واجهوها، وجلســـات مراقبة لمراقبة الممارســـات التعليمية وتفاعلات المتعلمين وكيفية تكيف المعلمين مع العقبات التي واجهوها. أظهرت النتائج أن الطلاب كانوا يتمتعون بمواقف إيجابية تجاه تعلم اللغة الإنجليزية وكانوا متحمسين للغاية لتعلمها. الوقت و العدد الكبير للتلاميذ في الأقسام هما العوائق الرئيسية التي عرقلت المعلمين عن تحقيق الأهداف التي حددتها الوزارة بشــكل فعال. لم يكن الكتاب المدرســي مرضــيًا بالنســبة لبعض المعلمين. بالإضافة إلى ذلك، كانوا يواجهون بعض الصعوبات في التكيف مع مستوى الطلاب عند تقديم الدروس. على الرغم من كل هذه العوائق، كان جميع المعلمين يبذلون قصارى جهدهم للتكيف مع تلك الظروف من خلال تطبيق استراتيجيات ونهج مختلفة أثناء تقديم الدرس. بالإضافة إلى ذلك، تم تنويع استخدام وسائل التدريس طوال الحصة للحفاظ على انتباه التلاميذ وتسهيل عملية التعلم. تم اقتراح بعض التوصيات التربوية لصالح المعلمين والمتعلمين، مثل مراجعة الكتاب المدرسي وهيكله التنظيمي، تزويد المعلمين بدليل للتنقل بسهولة بين الدروس، وكذا تزويدهم ببعض الوسائل التكنولوجية لتحقيق تعليم فعال.

الكلمات المفتاحية: تدريس اللغة الإنجليزية، التحديات، الاقتراحات، المدارس الابتدائية