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**The Challenges of Teaching English for Primary School Learners**  
**The case study: Third Year Primary School Pupils of Khenchela**

Dissertation Submitted to the Department of English in Partial Fulfilment of  
the Requirements for the Degree of Master in Language and Culture.

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**June 2024**

## **Dedication I**

Thank Allah for this success, I dedicate this work to all my family.

To my dear mother, without her prayers I would not have reached this level, my Allah protect her.

To my father who was with me all the time, and supported me.

To my brothers Abdou and Wail

My sisters Assil and Rassil.

To my aunt and her daughter Houda.

To my companions; Meriem, Lina, Jihan, Maysoun, Hayat, Asma, Widad, Sonia, Akram.

**Karima saouli**

## **Dedication II**

Thank Allah for this great success of years.

I dedicate this work to my resource of happiness and support; my dear family.

To my dear mother and father, without them and their prayers i would not reach this success.

To the shining stars of my sky, my dear brothers Salah eddine, Zineddine, Mohammed Amine.

To my dear companions; Karima, Hayat, Maysoun, Loubna, Manel, and Moufida.

**Meriem Ouahab**

## **Acknowledgements**

First and last appreciations and thankfulness to our supervisor Mrs .Atik Imene who helped, guided, and supported us; she was a resource of inspiration.

We would extend our sincere thanks to the board of examiners for having time to read and correct our work.

We would like to thank teachers and directors of primary schools we worked with, and pupils with their valuable contribution in our research.

We cannot forget to thank Mrs Yousfi Nabila for her help and kindness.

We would like to thank all people who supported and encouraged us.

## Abstract

This study explores the challenges facing English language teachers in primary sector. This research case study is concerned with third year pupils of Khenchela, for the reason that they study the language for the first time. It focuses on highlighting the difficulties they face during the process of teaching. It referred to the languages exist in Algeria, the phases of the educational reforms happened in the Algerian educational system and the situation of English worldwide and locally. The research method adopted is mixed method; in order to provide better and deeper understanding, and to give the full picture of the challenges teachers face. Additionally, this study is based on three different data gathering tools; a questionnaire answered by forty eight 48 pupils, an interview answered by five 5 teachers. And an observation that provides us with better understanding of how teachers present the lessons, how they deal with pupils, and the, methods they use. The results obtained show that the main challenges primary school teachers face are the lack of time and tools, the large number of Pupils in classes and the difficulties faced by them to understand this new language, and their lack of experience in teaching English in primary schools. The future researches may address the challenges faced by primary school learners precisely. Look for the points of view of parents about teaching English in primary schools, and investigate the strategies and methods used in teaching English for primary school Pupils. English should be given more importance, and make it the first foreign language in Algeria. The authorities should review the decision of teaching English in primary school. The ministry should find solutions for the teachers of primary school. The authorities should give chance to the new graduated students. And the authorities should remove the decision that obliges teachers to teach in two primary schools.

**Key words:** challenges, English language teaching in Algeria, educational reforms, primary schools, educational system, pupils.

## **List of acronyms and Abbreviations**

**MSA:** modern standard Arabic

**CA:** classical Arabic

**FFL:** first foreign language

**SFL:** second foreign language

**CAP:** cognitive assessment process

**EG:** evaluation grid

**EFL:** English as a foreign language

**ESL:** English as a second language

**PS:** primary school

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## **General Introduction**

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## **General Introduction**

### **1. The Statement of the Problem**

It is a new and audacious decision from the president of the Republic Abdelmajid Tebboune to apply teaching English in primary schools (third grade), this will open new outlooks to the development and openness on the world. It is hard to convince a population to replace a dominant language that exists for hundreds of years (French) by a new foreign language (English).precisely the educational sector for its sensitivity for the reason that the starting point of future teachers, doctors, lawyers. As a result, it will be a great responsibility on the shoulders of English teachers. This study tries to investigate the main challenges that might face teachers.

### **2. Aims of the Study**

The focus of this research is mainly on the teachers. Furthermore, looking for, discovering and highlighting the challenges that might obstruct the process of teaching. This study centres on one main aspect which is the challenges of teaching English for primary school learners, precisely third year that the recent decision of the president concerns them (2023-2024), after the decision concerned the fourth grade only.

### **3. Research Questions**

The study will address the following two questions:

- A) What are the main challenges teachers face during the process of teaching English in primary school?
- B) What are the main challenges faced by the pupils in learning English in primary school?

## **4. Research Methodology**

### **4.1. Research Design**

This study is based on mixed method, which means the combination between qualitative and quantitative method. In order to comprehend a research problem, a mixed methods research design is a process for gathering, evaluating, and "mixing" quantitative and qualitative research and methodologies in a single study (Abraham S. Fischler, 2004). We used mixed method for the purpose of it offers a deeper comprehension of complicated phenomena and research challenges than each method alone. In addition to that, it is used to give more validity and reliability of the study. Moreover, an exploration design was used where qualitative method dominant on quantitative. For the reason that, the topic of this study based on qualitative method which relies on collecting and analysing non numerical data by using interview and observation. It is a good option for the research because; it is based on newness, creativity, inductive, and natural. Exploratory research is carried out when a topic needs to be understood in depth, especially if it hasn't been done before (Adi Bahat, 2024). As it is mixed method the quantitative method should be done.

Quantitative approaches focus is on precise measurements and the statistical, mathematical, or numerical examination of information gathered via questionnaires (USC LIBRARIES, RESEARCH GIUDE, 2024). The use of this later is to decrease subjective replication, and give objectivity to the research.

## 4.2. Data Gathering Tools

It is the process of collecting and analyzing accurate data from a variety of sources to find answers to research problems, trends, and possibilities. (simplilearn, 2023). For the purpose to answer the research questions; questionnaire, interview, and an observation are used in this study. The questionnaire used to get pupils' opinions, the interview is used to gather teachers' point of view, and the observation is done to be a part of the process and witness the challenges that teachers might face during the sessions.

To explain more; interview as it is a qualitative research tool, we will use a structured interview as the first tool of gathering data in our research. Structured Interviews are interviews that strictly adhere to the use of an interview protocol to guide the researcher. It is a more rigid interview style, in that only the questions on the interview protocol are asked (statistics solutions, 2024). It helps to explain, better understand, and explore research subject opinions, behaviours, and experiences. They are open-ended questions so that in-depth pieces of information will be collected. We are going to do an interview with the teachers to ask them about the challenges they face.

In addition to an unstructured observation; where we just were complete observer in the back of the class. It is another qualitative data gathering tool. We are going to observe the teachers and the pupils' behaviours during the session. And see whether the session is going well or not, do the pupils participate or not, does the teacher have any difficulties in conveying the message or not.

To end with, as we are going to use mixed method; a structured questionnaire with closed-ended questions (yes, somehow, no) are used. And the questionnaire is a quantitative

data gathering tool. We are going to use it as a popular research method. it offers a fast, efficient, and inexpensive means of gathering large amount of information.

### **4.3. Structure of the Dissertation**

This research is composed of two main chapters; the theoretical part that contains two general titles that are the language planning and policy in Algeria (educational reforms, arabization), and the sociolinguistic situation in Algeria (Arabic Tamazight, French, and English), in addition to the general introduction and the conclusion. The second chapter represents the practical part that includes the data gathering tools, their analysis, and the interpretation to find the possible challenges of teaching English for primary school learners.

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# **Chapter 1: Literature review**

## **The Linguistic profile of Algeria**

### **Introduction**

Algeria has a rich and diverse sociolinguistic profile that created a serious conflict between the languages used among society members; Arabic colloquial and standard, Tamazight as the second official language of the country, and French first foreign language.. This means that Algerian sociolinguistic after independence has become an issue that must be researched and a solution must be found, especially after the French language took control of the Algerian society. Algeria witnessed many stages of reforms, especially in the educational field, schools and universities, as the president insisted on implementing the arabization policy and imposing teaching of Arabic at all levels. In addition to the Algerian dialect that Algerians use on a daily basis it must have an enormous amount of importance. Moreover, English is a language that still finds its self in the early stages of formation. It did not gain much importance after independence and was rejected by parents, yet, nowadays English influenced the majority of the world due to the purpose of globalization and social media platforms impact. As a result a new linguistic conflict appeared between French and English.

### **1.1. Language Planning and Policy in Algeria**

Language policy in Algeria is considered as one of the most important issues in the educational policy. The reality of the heavy influence of French colonialism is not only on its lands, but also in the educational aspect.

The French colonisation has controlled all aspects such as government, economy, politics, and education for more than 130 years. ....French control of Algeria and Tunisia during the nineteenth century (Thomas M. Leonard, 2013, p. 976). French imperialism focused on eliminating the Algerian identity and culture by replacing them with its French language, culture, identity, and even religion.

The influence continues till nowadays in the communicative part of the Algerian individuals (the use of French words within Arabic such as *donc*, *justement*, *alors*, and *oui*, *non*). Algerian nationalism shares the view that Islam is the country's religion, arab-islamic culture characterizes the Algerian society, and the Arabic is the country's language (Benrabah, 2005).

The process of promoting the Arabic identity and language was difficult, especially since those responsible for the process of spreading the Arabic language speak French. The president Boumediene stressed that the complete Arabization of Algeria is irreversible. "Arabization as it was termed, was a stated goal of independent Algeria from its inception" (Anne Emmanuelle Berger, 2002, p. 01).

### **1.1.1 Arabization**

As stated by BOSSUT (2016) that Arabization policy is "the language policy implemented to displace French altogether and to promote Arabic monolingualism in place of Arabic-French bilingualism". After the independence of Algeria, Arabization was one of the most difficult stages, as it would undertake several reforms that included all governmental administrative sectors as well as the educational ones. The country first president Ahmed Ben Bella (September the 15, 1963), worked extensively to eliminate the remnants of French

colonialism from language to culture. The Algerian people began to look for their true identity, as they found it in the Arabic language and Islam. This appeared clearly in Ben Bella's position in April 1962 when he said "We are Arabs, Arabs, Arabs" (Benrabah, 2013, p. 52). After the presidency of Ben Bella, the process of Arabization expanded with each presidential term until it became the official language of the country.

### **1.1.2. Educational Reforms**

According to Benrabah (2007, p. 225-226), the Algerian educational system passed by three main phases; Arabization, the fundamental schooling system, and English in the primary school.

(1964- 1976), Starting with the first phase that was characterized by the French colonisation, in which the educational system was dominated by the French language, with Arabic growing steadily in importance. In order to eradicate the trace of the French control, aimed to progressively expand the number of Arabic classes at all levels, all courses, were taught in Arabic, and the time spent on teaching French was reduced. (Rezig Nadia, 2011, p.1329, 1333).

Passing to the second phase (1976s-1990s), the Arabic language was progressively implemented in the educational system. But, After Minister Sharif Mustafa took office; he restored French, as many specializations were taught in French, and in that system the English language was taught in the preparatory stage (Salim bouherar, Abd Errazzak Ghafsi, 2022, p.62). The restructuring process as not completed until the 1980s, but

in practice primary schools were still divided into primary schools (grades one through six) and secondary schools (including grades seven through nine).system. Algerian educators were divided into those who defended the use of the modern French language as a special language in scientific subjects, and those who adhered to the Arabic language as an National identity.

Finishing with the third phase (early2000s), the presidential period of Abdelaziz Boutaflika witnessed a complete check out of the educational system (curriculum, text book, and teacher training). As well as making private schools legitimate. In 1993, pupils were studying French or English in order to raise the foreign language teaching and acquiring (MOHAMMED AMINE ABBASSI, HALIMA HAKIME, 2020, p. 18). Yet, the latter failed due to the parents' reference of French over English proving that they are not familiar with this language, while French was the second used foreign language in Algeria (French colonization for 132 years).

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## **1.2. The Sociolinguistic Status in Algeria**

Several civilizations passed upon Algeria; Phoenician, Numidia, Roman, Arabs, Ottoman, Spanish, and French, these different civilizations gave Algeria variant identities, cultures and languages. "Algeria was a place of invasion and a crossroad of civilization

that made the linguistic plurality reign among its speakers since the antiquity" (Chami, 2009, p378) .Different languages are used in the Algerians daily life and in the social media, such as Tamazight, French, English, and for sure Arabic as the first and official language of the country; with its two types; colloquial Arabic (Darija) and Modern Standard Arabic.

### **1.2.1. Arabic**

This part is concerned with Arabic and its two types; Modern Standard Arabic (MSA) and colloquial Arabic (Darija).

#### **1.2.1.1. Modern Standard Arabic (MSA) and Colloquial Arabic (Darija)**

The Arabic language is an integral part of the Algerian identity. The Algerian constitution laws are written in Arabic language, since the independence and even before it. « Algerian nationalist leaders called for the promotion of Classical Arabic to root out French and establish an Algerian identity» (Cheryl Le Roux, 2017, p. 118). Modern Standard Arabic (MSA) is the formal type of Arabic and a modernized version of the classic Arabic (CA), with more simplified words, verbs, and expression, it can be found in the newspapers, articles and official television programs. "it has a linguistic rules and typographic system of writing and it is standard in all Arabic countries" Elwannas (2021, p. 08). in addition colloquial Arabic or Arabic dialect is the everyday used Arabic by most of Algerian people it contains less formal words and a mixing of other languages such as, Tamazight, French, or English. Algerian dialects differ from one state to another and it is rarely written (Fahla is the first written novel in Algerian dialect). "Algerian Arabic is the mother tongue of the vast majority

of the Algerian people; it refers to the variety that Algerians use in oral situations and all interpersonal interactions" (Karam, 2018, p.136).

### **1.2.2. Tamazight**

Ennaji (2005) has asserted that “Berber is the mother tongue of the first inhabitants of North Africans (p.72), this language resisted until now despite the long history of invasion upon in Algeria, Romans, and Byzantis until the coming of Islam (Benali Mohamed, 2007. Achab 2001). In the year of 2016, Tamazight became the second official language in Algeria, taught in schools, and has written dictionaries. for the reason that, a minority of the Algerian population identified as Berbers or Amazigh and are divided into groups, which are the Kabyle, Chaouis, Chenouas, Mozabites, Tuaregs. In addition, It is also considered as one of the symbols of the Algerian national identity: Islam, Arabism, and Amazigh. “Arabization is often criticized by barbariest for protecting Arabic language, culture and Islam and neglecting Berber language which are also symbols of the Algerian identity”. (Salim bouherar, Abd Errazzak Ghafsi, 2022, p. 22).

### **1.2.3. French**

As Gordon (1962, p. 07) stated “when Portuguese colonised, they built churches; when the British colonised, they built trading and station; when the French colonised, they built schools”. As it mentioned before long period of the French colonization has influenced deeply the Algerians linguistically. It became an integral part of the Algerian individuals. The old linguistic conflict in Algeria was always between Arabic with its defenders proving their opinion with Islamic and Arabic principles, and French defenders who are influenced by French language, traditions, and culture (Fayçal Saoudi, 2022, p. 1000). Holt (1994) has

stated that "one hundred and thirty years of language and educational policy determined by an outside power have evidently left deep scars (p.25). The French language great impact on Algeria can be seen clearly in the educational system; it is taught from the primary to the secondary level. Even in the universities and institutions; scientific studies are taught in French, such as medicines and engineering. After the independence, the government institutionalized this Arabic variety as the sole national and official language of the country (Benrabah, 2014, p. 45) The Algerian authorities applied the process of arabization in 1962 to decrease the use of French among Algerian society members. Yet, the influence of French language still exists in their daily conversations consciously or unconsciously. For that it is difficult to be replaced by English. « Almost half of the Algerian citizens use this language in their economic, cultural, artistic, tourist and other transactions. Thus, it's not easy to switch from one language of work and teaching to another" (Arab Sabrina, 2024).

#### **1.2.4. English**

In this part, three main situations of English language in the international level and in Algeria will be included. English as an international Language, English in the Algerian history and society, and English in the government and educational system as the last point in this part.

##### **1.2.4.1. As an International Language**

English takes place as one of the world's dominant languages. It has the power of connecting people from several and different countries and cultures. According to the statistics (Lyons, 2017); English is spoken by about 1.5 billion person as a mother tongue, first foreign language, or as a second foreign language. The dominance of the United States

of America politically, economically, and linguistically is the main reason of this language spread globally. "English has become the most used internationally due to one important reason that is the power of its people especially politically speaking (Crystal, 2003, p.09). In addition to that, it is considered as the language of science, technology, and inventions. Moreover, in the Middle East countries; for instance Saudi Arabia, Syria, Iraq, and other countries English is counted as the first foreign language due to the British colonization. Whereas, it is the second foreign language in the Maghreban countries; such as Algeria, Morocco, Tunisia, and Libya because of the French colonization.

#### **1.2.4.2. In the Algerian History and Society**

Algeria is considered as a francophone country for the large use of French among the society members. Algerians mix the colloquial Arabic with (Darija) with French words in their daily conversations. It is used in official contexts and counted as the first foreign language of the country, taught from primary to secondary level and even in universities. Not like English which is not a part of the Algerian sociolinguistic status; neither familiar for the society members nor used by them, or considered as an official foreign language in Algeria. « Since 1995, Algeria has known several new developments that raise questions about possible roles that English might play in Algeria's already complex linguistic landscape» (Belmihoub, 2015, p. 36). Algerian scholars started to learn English for scientific researches and publication between 1995 and 2003(English language in Algeria). English nowadays is given more importance and high position "due to the cooperation with the United States of America and Canada (Mohammed Amine Abbassi, Halima Hakime, 2020, p. 19). English spreaded in the Algerian society more than before, this appears among the youths due to

social media (Facebook, Instagram, TikTok...) and their relationships with friends from European countries, the most prominent words they use currently are: so, thanks, yes, no, okay, done,...). Thus, many restaurants in the state of Khenchela are named in English. For instance, Wood House, Speedy, Sweetie, Family Fast Food...etc. "English in Algeria has come to be a sign of modernisation and prestige"(Nadjete Malki, 2021, p. 12). Variant groups are created on Facebook that their members speak in English, and mainly created by those university students who are interested in international scholarships to carry their studies abroad in UK and USA. For instance " I am DZ (Algerian) and I speak English "(Nadjete Malki, 2021, p. 13).

#### **1.2.4.3. In the Algerian Government and Educational System**

"Algeria has interests to enrich its linguistic baggage by paying more attention to the English language and tries to include it further in its educational system" (Halima Hakime, Mohammed Amine Abbassi, 2020, p.20). The president of the republic Abdelmajid Tebboune implements teaching English at the primary level on 22 June 2022 for the first time in the Algerian history (Arda kuckkaya- Anadolu agency ,2022).Government investment in the calibre of English instruction is another factor that encourages an increase in the number of people using the language (Belmihoub, 2018, p.07). The Algerian government, especially the ministry of higher education and scientific research support university students to learn English by providing international scholarships in collaboration with other countries such as USA, UK, CANADA "Private language centres, US embassy, and British council support of various of English education programs" (Belmihoub, 2018, p.07).

Tebboune, the republic's president, mandated that English language teaching be validated starting in the third year of elementary education (Hana Saada, Dzair tube, 2021).

The decision of the president will improve the Algerians use of this international language and enrich their linguistic background. The president underlined how critical it is to expedite the hiring process for those with PhD and magister degrees (Hana Saada, Dzair tube, 2021). The recruitment will give the chance for the teachers who have experience to ensure the success of the process. Both parents and pupils welcomed the decision of the president for they will be free from the language of Molière and go to the language of Shakespeare. Thus, they will be more open on the world and the language of science and technology. "Algeria is moving further away from the Francophone history by introducing instructions in English in primary schools" (Hana Saada, Dzair tube, 2021). The authorities started the implementation process of teaching English in primary schools in the beginning of 2022-2023 under the orders of the president of the republic Abdelmajid Tebboune. The minister of national education Abdelhakim Belabed stated that the president's decision will be implemented in the start of the new scholar year, for that reason, as a first step in a larger plan to increase English tuition in the upcoming years; hundreds of English teachers were hired. (Hana Saada, Dzair tube, 2021).

Now, Algerian students and pupils start learning English from the third grade in primary school instead of first year in middle school. This will improve the use and the understanding of this language for professional contexts, in social media chats between friends and family members, or even in daily conversations of the society individuals who will be more open on the world. Eric Digest (1990, p. 3) stated that learning a foreign language has been shown to improve listening and memory.

Algeria's history and future regarding the linguistic problem lies in giving the Arabic language its importance as the language of national identity, and giving greater importance to

English at various levels of education without cancelling the French language, with which the country is historically linked (Abu Bakar Saada Allah, 2023).

### **1.3. The Challenges of Teaching English for Primary School Learners**

Hakime and Abbassi (2020) conducted a study that investigated the possible challenges facing policy makers and education experts when teaching English is integrated into Algerian primary school. The research method adopted in this study is an exploratory method in order to discover the challenges and requirements for such initiative. Moreover, the study is based on a qualitative approach, where data is gathered through an online questionnaire answered by fifteen (15) English university teachers at 08 Mai 1945 University-Guelma. The results obtained allow to evaluate the importance of teaching English in primary schools. Teachers agree on encouraging the teaching of English in Algeria and particularly in primary schools. The research also reveals that the implementation of English into primary schools may face many challenges at the governmental and school levels, teachers' expertise and training, curriculum design and lack of methodologies.

KEBBOUL (2023) made a study which addressed the challenges facing teaching English as a foreign language in primary schools in Algeria for the first time ...in so doing it seems that it would not use to carry out the obstacles of teaching English in Algeria in primary schools,...we implemented the descriptive approach, whereby a questionnaires was given to 22 primary English teachers, and a classroom observation was conducted to collect the necessary data. The results revealed the weaknesses of the educational structure in terms of teaching method... the results also showed that is insufficient, and the overcrowded classroom, which did not enable the practice of educational activities over than the use of textbooks, and finally the lack of educational technology.

SAOUDI (2022) made a research in which it represents an exploratory study that aims at thoroughly investigating the implementation of English as the first foreign language in the primary cycle in Algeria: Attitudes, Procedures and Challenges. This study was conducted in two primary schools with the sum of 34 teachers, where data was collected through a questionnaire of 17 quantitative and qualitative questions. The most critical issue in implementing English for children in the primary school is the culture-related issue. Indeed, this is a classical pedagogical issue in the teaching of foreign languages, especially for children. The effect of the culture of the foreign language culture on the learners has always been questioned. There was a consensus among teachers that children must not be exposed to the English culture, for it is a threat and would negatively affect the personalities and thinking development of the pupils at this early age.

#### **1.4. Assessment and Evaluation of Primary School Pupils**

Both assessment and evaluation are critical a part of effective literacy development. The purpose of assessment is to gather data regarding students' progress and accomplishments in relation to benchmarks (Mark D. Shermis, Francis J. Divesta, 2011, p. 02). Therefore, it is important for classroom teachers to know how to assess the progress of English language learner. Without an effective assessment program, it is impossible to know whether students have learned and whether teaching was effective or not. In the Algerian primary education stage (third grade), the ministry supported the teachers with a guide through which they take the correct methodology in the cognitive assessment process (CAP). The teacher should follow the guide to evaluate the level of pupils in English. For instance, in oral interaction, the teacher evaluates how pupils master the demonstration of the attitude of an attentive listener. In written comprehension, the teacher evaluates if pupils apply

punctuation marks accurately when reading or not. Moreover, in written production, s/he evaluates if they value others' writings or not. Each teacher has his/her own methodology, some of them apply it literally, and others have their own methodology and make new additions.

The **Figure1** bellow which is an evaluation grid of the third year primary level clarifies and explains more how the process is done:

Suggested Evaluation Grid		Full Mastery	Acceptable Mastery	Partial Mastery	Minimum Mastery
Nº	Criteria				
<b>ORAL INTERACTION</b>					
1	Demonstrate the attitude of an <i>attentive listener</i> .				
2	Recognize the meaning of words and expressions using <b>phonemic awareness, paralinguistic features and visuals</b> .				
3	<i>Infer the topic</i> of the oral message				
4	Use <b>paralinguistic features according to the context</b> .				
5	Select appropriate words, or expressions and <b>paralinguistic features</b> to interact orally.				
<b>WRITTEN COMPREHENSION</b>					
1	<b>Demonstrate</b> respect to peers' readings.				
2	<b>Read a simple message of about 30 words using the decoding strategies</b> .				
3	<b>Apply punctuation marks accurately when reading</b> .				
4	Sound letters, or words or expressions <b>or sentences</b> correctly.				
5	<b>Recognize the meaning of word, or expressions or sentences using the context and visuals</b> .				
6	<b>Infer the topic of the reading passage</b> .				
<b>WRITTEN PRODUCTION</b>					
1	<b>Value</b> others' writings.				
2	<b>Implement the features of writing:</b>	a- Shaping			
		b- Alignment			
		c- Sizing			
		d- Spacing between letters and between words.			
3	<b>Achieve</b> readability.				

**Table : Year 3 Evaluation Grid**

**Figure 1:** Year 3 Evaluation Grid (retrieved from teacher Salhi Saad, Abid Talbi Primary School, Khenchela, 2024.)

## 1.5. Examination

An examination exam or evaluation or test is an educational assessment intended to measure test-takers knowledge and skill attitudes (Wikipedia, 2024). Examination process is more essential than evaluation and assessment, for the reason that pupils will face a challenge that shows their real level. The teacher should make ordered types of question easy average and difficult in which they match the different levels of pupils. As they are still young and study the language for the first time, the teacher has to be more careful about the selection of the questions. Children are generally attracted by the visual data, pictures, images, and colours, the exam should include those data.

The picture below is an example of third year exam in English:

School year : 2023/2024      Class :3PS      Full Name:.....





**The first term English exam**

**Task 1 : Match each capital letter with its small letter : ( 2.5pts )**

A .	→	b	✓ 0.5
B .	→	u	✓ 0.5
L .	→	l	✓ 0.5
T .	→	a	✓ 0.5
U .	→	t	✓ 0.5

(2.5)

**Task 2 : Circle the correct answer (02 pts)**





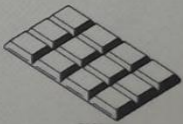
			
Father	Grandmother	sister	father
Grandfather	mother	brother	mother

**Task 3: read and write the number (03 pts)**

One – four – five – six – nine - ten

6	5	1	10	4	9
Six	Five	one	ten	Four	nine

**Task 4 : read and colour (2.5pts)**

				
Blue	Yellow	Red	Green	Brown

**Figure2:** Third Year Primary School Exam with the Standard Correction (retrieved from teacher Salhi Saad, Abid Talbi Primary School, Khenchela, 2024)

## **Conclusion**

This chapter gives general overview of the linguistic profile of Algeria that shows the diversity of languages that exist in it. The new developments and dominance of English language on the world, Algeria made a brave decision to keep up this progress by introducing English in the primary level, in addition to the three elements; assessment, evaluation, and examination. Two pictures were added to clarify them.

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## **Introduction**

The first chapter dealt with the theoretical part of the study; where previous and related studies were taken from variant resources. The second chapter represents the practical part of this study. It aims to investigate the points of view and attitudes about the challenges of teaching English for primary school learners (Third year). Furthermore, description, analysis, and discussion of the results gathered from the questionnaire, the interview, and the observation are presented to answer the research questions. Additionally, implications, recommendations for further researches, and limitations are also included in this chapter.

### **2.1. Population and Sampling**

The population of the study which is third year primary school teachers and learners of English in Khenchela was precisely and carefully selected; Five teachers and forty eight pupils from five primary schools. For the reason that it is taught and learned for the first time in this level, the participants are concerned with the field of English teaching, and mindful of the main parts of our study.

Sampling means selecting the group that you will actually collect data from in your research. Taking a sample from the total group is considered the most important process in order to obtain the final result and generalize it to the whole population (Neelankavil, 2007, p. 240). This study used a convenient sample because the field work was conducted under the same conditions as those found. Random Sampling method is used to give all participants the chance to participate.

## **2.2. The Questionnaire**

Structured quantitative data gathering tool used in this study, it pre coded questions with well defined skipping patterns to follow the sequence of questions (microbenotes, 2024). Forty eight questions closed ended questions have been administrated to third year Pupils of Khenchela (primary schools; Dakhil Abdallah, Dakhouch Said, Abid Talbi, Allaoui Ahmed, Hzil Bouzid). It is used for the reason that it is more scientific, objective, fast, focused and acceptable. The total number has been answered. In addition, the questions were asked in both mother tongue and English.

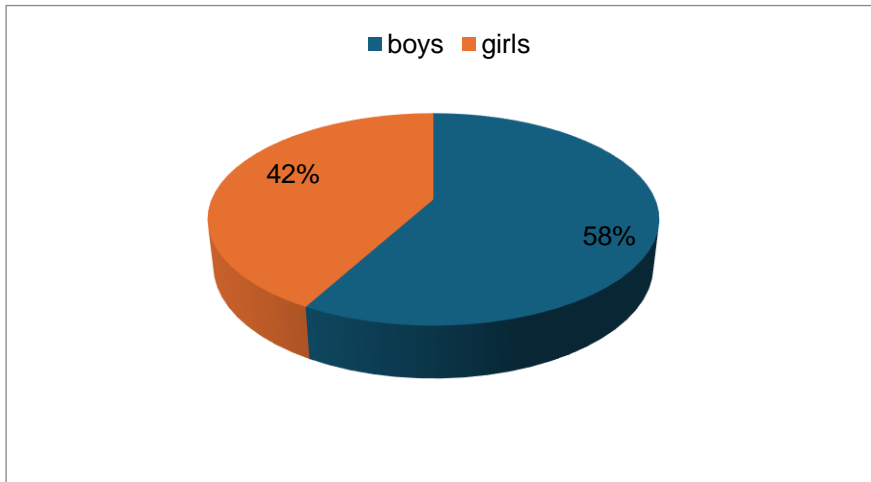
### **2.2.1. Description of Questionnaire**

The Pupil's questionnaire contains ten questions, the respondents are asked to answer close ended questions (yes, somehow, no), in addition to two brief questions about age and gender.

The question number one is spontaneous to know how much they love their teacher; second question is about Pupil's understanding of English teacher when he speaks. For the third one it is concerned with tools (videos, pictures and songs) used in the class. In the fourth question Pupils are asked if they have the chance to speak and answer the question. The fifth one is about rewarding of Pupils when they respond correctly. Questions six and nine are about the degree of punishment when they do mistakes. The seventh question aims to know the treatment of teachers toward Pupils. The question number eight is asked in order to check the lesson teacher represent. The tenth one was set to know if the teachers reexplain the lesson when they demand.

### 2.2.2. Analysis of the Results

**Item1:** are you girl or boy?



**Figure3.** Pupils Gender

The results show that 58% of the pupils participated is boys, and 42% are girls. Those results indicate that the number of boys in the Primary schools included in the research is more than girls number.

**Item2:** how old are you?

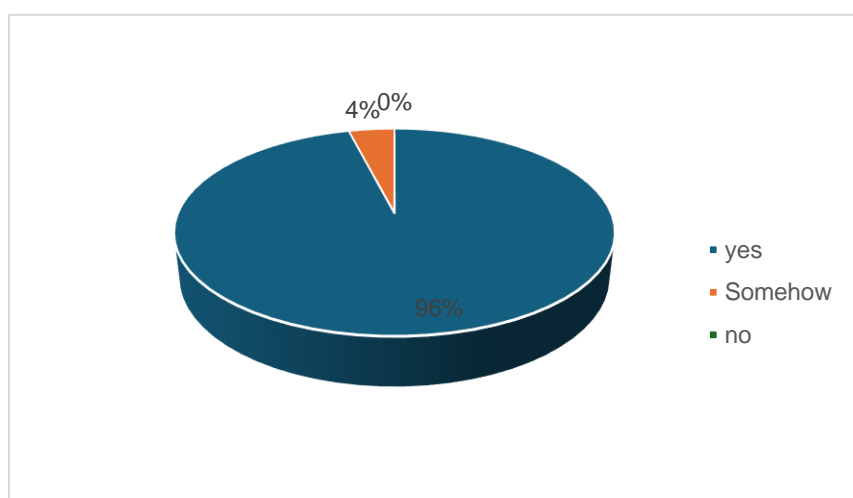
-The average of pupil's age in primary school (third grade) is between 8 and 9 years old.

**Item 3:** I like the teacher of English. أحب أستاذ اللغة الإنجليزية.

#### **Table 1**

*The liking of the Teacher by Pupils*

Answer	Yes	Somehow	No	Total
Number	46	2	0	48
Percentage %	96	4	0	100



**Figure4.** The Liking of the Teacher by Pupils

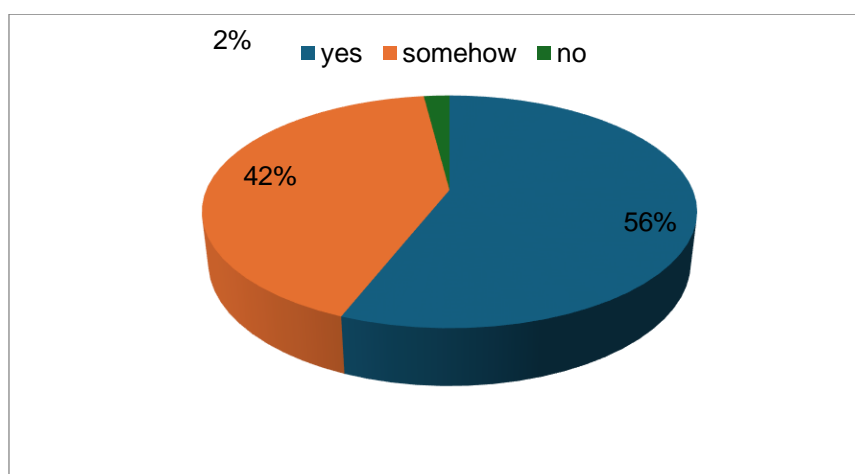
The table shows that the majority of Pupils love their Teachers of English (96 %), for the minority (4 %) they do not love their Teachers that much. And no one does not like the Teacher of English (0%).

**Item4:** I understand the Teacher when he speaks English. أفهم الأستاذ عندما يتكلم بالإنجليزية.

#### **Table2**

*The Understanding of the Teacher when S/He Speaks English*

Answer	Yes	Somehow	No	Total
Number	27	23	1	48
Percentage %	56	42	2	100



**Figure5.** The Understanding of the Teacher when s/he Speaks English

As can be seen from the second table, 56% of Pupils understand the Teachers when he /she speaks English, 42 % of Pupils have less understanding Teacher when he/ she talks in English. And no one does not understand the Teacher.

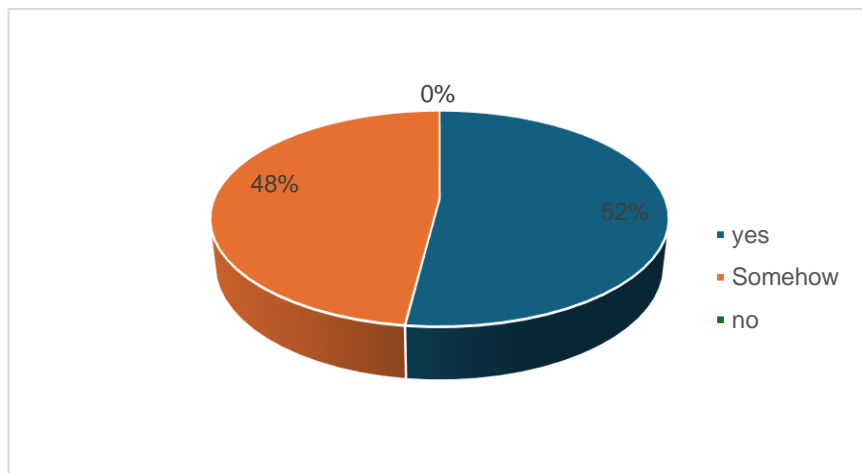
**Item5:** my Teacher uses videos, pictures and songs in class.. أستاذي يستخدم الفيديوهات و الصور و الأغاني في القسم

الأغاني في القسم

### Table 3

*The Teacher Use of Videos, Pictures and Songs in Class*

Answer	Yes	Somehow	No	Total
Number	25	23	0	48
Percentage %	52	48	0	100



**Figure6.** The Teacher Use of Videos, Pictures and Songs in Class

From the table it can be seen that 52 % of pupils said the Teacher uses videos, pictures and songs in class, 48% said somehow, but 0% said no.

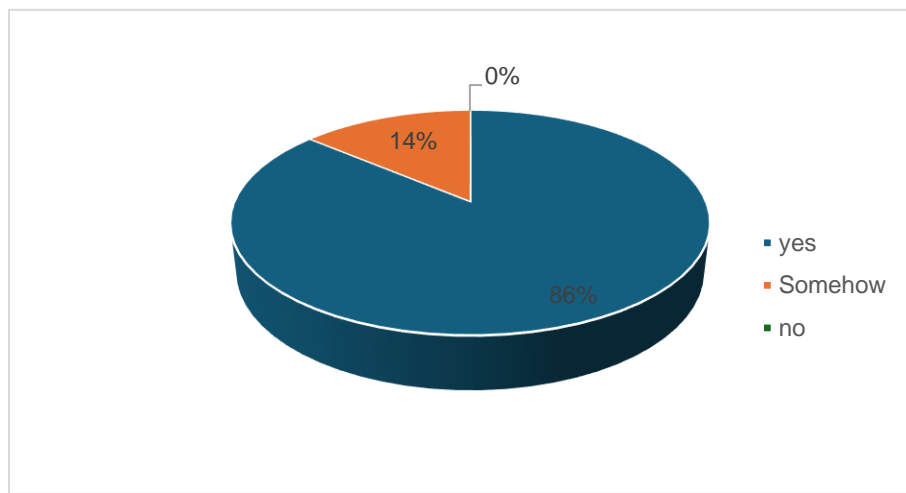
**Item5:** my Teacher gives me the chance to speak and answer the question.

أستاذي يعطيني الفرصة لأتكلّم و أجيب على السؤال

**Table 4**

*The Rate of Chance the Teacher Gives to Pupils to Speak or to Answer Questions*

Answer	Yes	Somehow	No	Total
Number	39	6	0	48
Percentage %	81	13	0	100



**Figure7.** The Rate of Chance the Teacher Gives to Pupils to Speak or to Answer Questions

The table4 shows that 81 % of pupils voted with yes the Teacher gives them the chance to speak and answer the question. For 13 % said somehow; the Teacher does not always use those tools. Yet, no one said that the Teacher never use them.

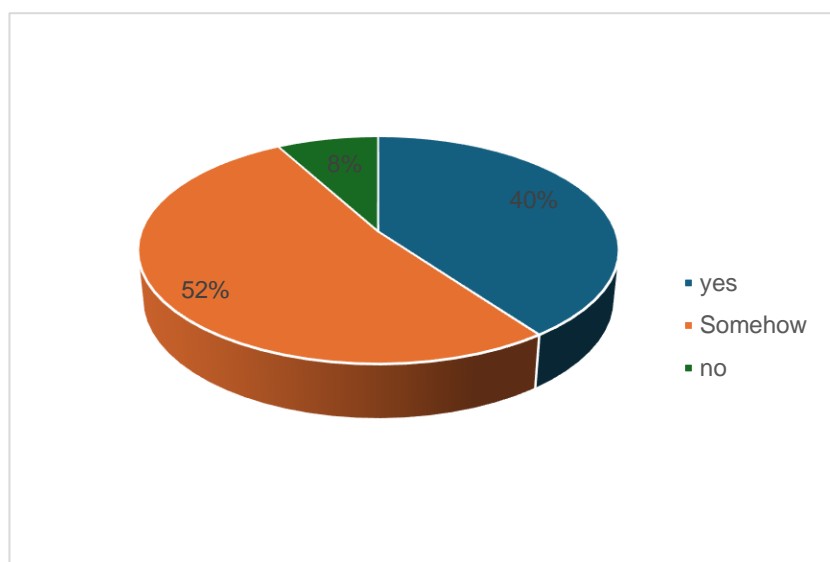
**Item6:** my Teacher rewards me when I answer correctly

أستاذي يكافئني عندما تكون إجابتي صحيحة

**Table 5**

*The Teacher Rewarding of the Pupils when They Answer Correctly*

Answer	Yes	Somehow	No	Total
Number	19	25	4	48
Percentage %	40	52	8	100



**Figure8.** The Teacher Rewarding of the Pupils when they Answer Correctly

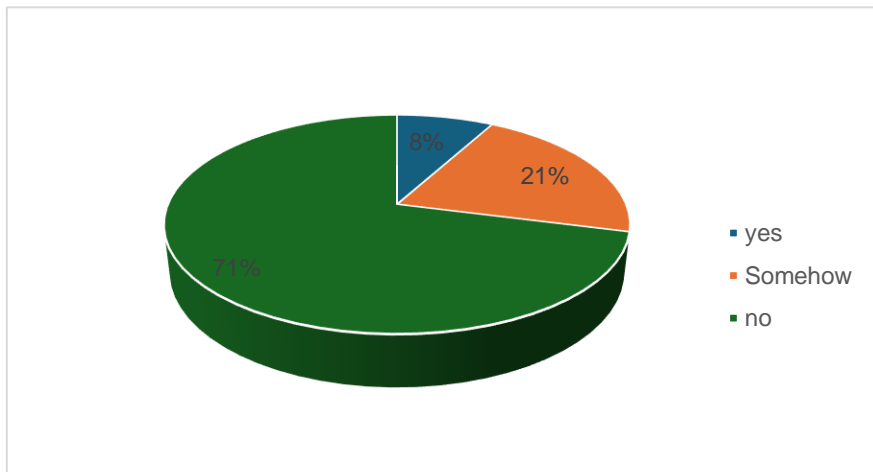
The results indicate that 52% of Pupils voted with somehow, 40% said yes the Teacher always rewards them when they answer correctly, but 8% answered with no.

**Item7:** my Teacher punishes me hard when I do mistakes

أستاذي يعاقبني بقسوة عندما أخطأ

**Table 6***The Teacher Punishment Hardness when Pupils Do Mistakes*

Answer	Yes	Somehow	No	Total
Number	4	10	34	48
Percentage %	8	21	71	100

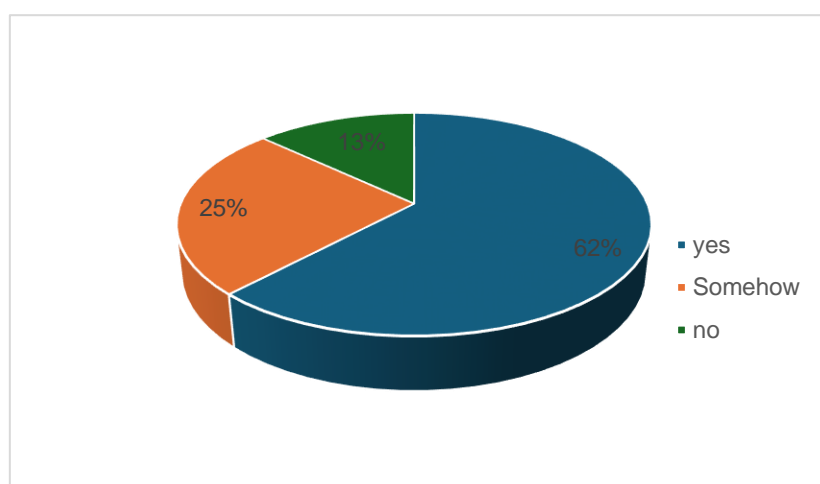
**Figure9.** The Teacher Punishment Hardness when Pupils do Mistakes

As the table records, 71 % of pupils said no; the Teacher does not punish them hard when they do mistakes. 21% stated that the Teacher sometimes punishes them hard when they do mistakes. For the rest they said yes (6%).

**Item8:** my Teacher smiles and plays with me أسناذي يبتسم و يلعب معي

**Table 7***Rate of Teacher Smiling and Playing with Pupils*

Answer	Yes	Somehow	No	Total
Number	30	12	6	48
Percentage %	62	25	13	100

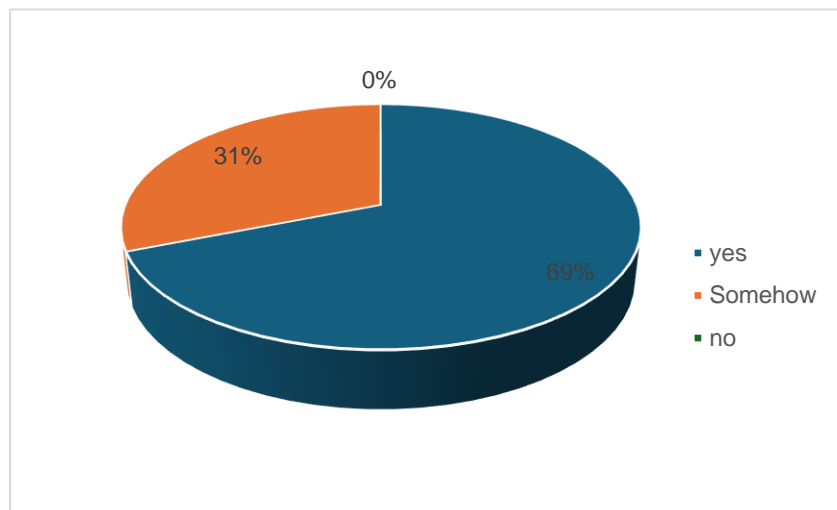
**Figure10.** Rate of Teacher Smiling and Playing with Pupils

Results obtained from the table7 above show that 62% of Pupils stated that their Teacher smiles and plays with them, while 25% said that the teacher does that somehow. Yet 13% said that the Teacher does not smile and play with them at all.

**Item9:** I understand the lesson my Teacher presents أفهم الدرس الذي يشرحه أستاذي

**Table 8***Pupils Understanding of the Lesson Presented by the Teacher*

Answer	Yes	Somehow	No	Total
Number	33	15	0	48
Percentage %	69	31	0	100

**Figure 11.** Pupils Understanding of the Lesson Presented by the Teacher

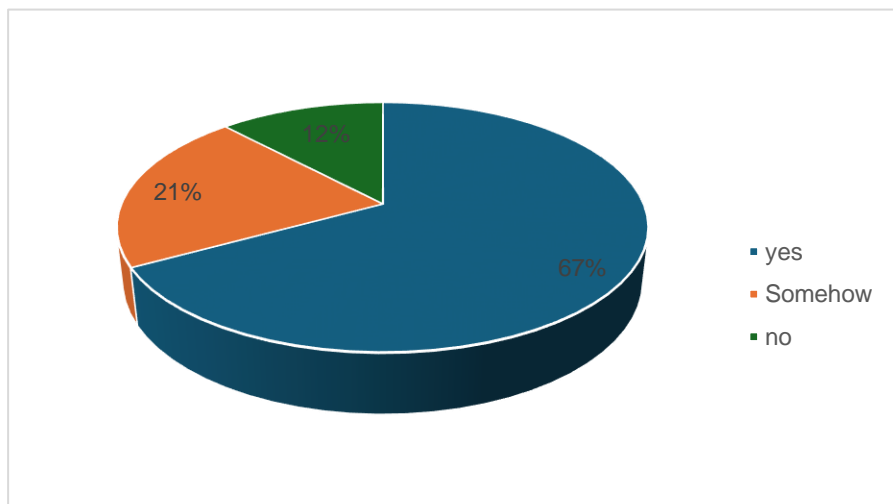
The results in this table indicate that 69% of pupils understand the lesson presented by the Teacher, 15 Pupils out of 48 declared that they do not understand the lesson that much and 0% said that they do not understand the lesson presented by the Teacher.

**Item10:** my Teacher corrects my mistakes with smile أستاذي يصحح أخطائي بإبتسامة

**Table 9**

*The Rate of Teacher Treatment when S/He Corrects the Pupils Mistakes*

Answer	Yes	Somehow	No	Total
Number	32	10	6	48
Percentage %	67	21	12	100



**Figure12.** The Rate of Teacher Treatment when S/He Corrects the Pupil's Mistakes

In this question, Pupils are asked if the Teacher corrects their mistakes with smile, 67% said yes, 21% said somehow, and 12% said no.

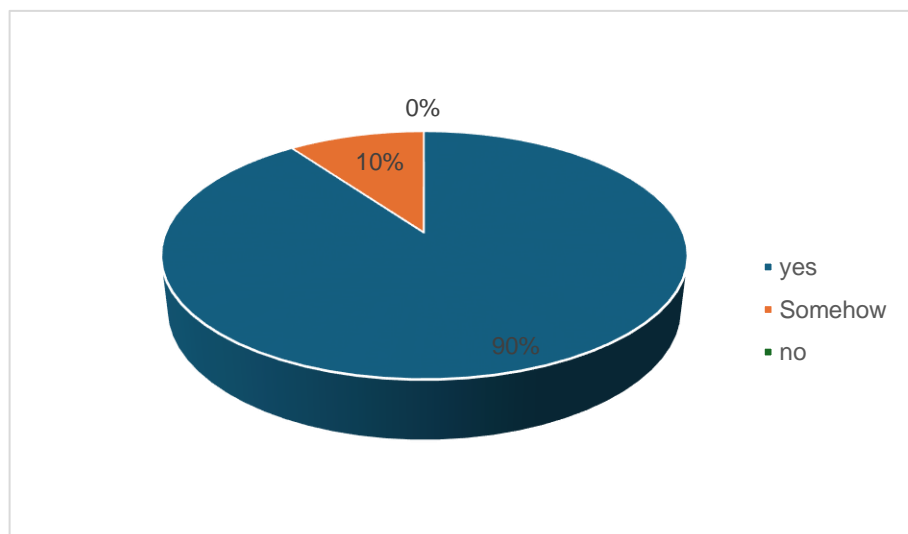
**Item11:** my Teacher reexplains the lesson when I ask for clarification

أستاذي يعيد لي الشرح عندما أطلب توضيحا

**Table 10**

*Teacher Reexplanation of the Lesson when Pupils Ask For it*

Answer	Yes	Somehow	No	Total
Number	43	5	0	48
Percentage %	90	10	0	100



**Figure13.** Teacher Reexplanation of the Lesson when Pupils ask for it

According to the answers provided by pupils, the majority of Pupils (90%) stated that the Teacher reexplains the lesson when they Ask for clarification, 10% of them said that the

Teacher does that somehow. Yet no one said that the Teacher never reexplains the lesson when they ask for that.

### **2.2.3. Discussion of the Results**

The data collected from the Pupil's questionnaire indicate that the majority of pupils like their Teachers of English; probably they motivate them, smile and play with them, reward them. Additionally, approximately the half does not completely understand the Teachers when they speak in English for sure because they study it for the first time. Yet more than the half understand them without problems because teachers use simple words and sentences, illustrations from the daily life of the Pupils, body language, and the mother tongue (Arabic) when it needed to simplify the complex terms and vocabulary.

An acceptable number of Teachers use videos, pictures, and songs in class because the availability of these tools for the Teacher is a must and the schools they work in provide them with those tools. Although, several Teachers do not use them all the time due to the lack of tools in the schools they work in especially the one in the towns. Teachers here provide these tools depending on their financial capacities and the support of the administrations.

Furthermore, a noticeable percentage of Teachers give their Pupils the chance to speak and answer the questions; for the purpose that the Teachers try to make them interactive, to be more confident. Other Teachers do not do that because the lack of time makes it difficult to give the chance for all Pupils to speak.

Moreover, more than the half of Teachers does not frequently reward the Pupils when

they answer correctly, for the reason that Teachers cannot reward Pupils each time or to reward them each one alone for their large number in class. The other Teachers do that because they have few number in the class, so it is easy to reward them all.

Substantial amount of teachers do not punish the children when they do mistakes but they correct them with smile, due to the Teachers know that their Pupils are still young and for the newness of the language for them, for sure they will do mistakes. And the other teachers do punish their Pupils hardly due to the strictness of the teachers, and to train the children to think twice before answering.

In analysing the findings, a considerable number of the sample population understand the lesson teachers present, for the reason that teachers use simple and clear words in addition to illustrations. While a logical number of pupils do not understand due to the level and individual differences of pupils.

At last, the majority of respondents (90%) said that teachers reexplain the lesson when they ask for clarification, because of the necessity of the repetition of the course to make it clear. For the rest 10 % answered with somehow because teachers have lack of time to reexplain the course.

In conclusion, it can be noticed that pupils like their teachers of English even if a remarkable percentage of them do not understand the language as it is needed. Some Teachers do not have the enough time and available tools to explain and reexplain the not understood or complex words for each and every pupil. Pupils in the other side do not have that much time to practice the language and to speak in class due to the short amount of the English sessions (two sessions per week), the short timing of them (45 minutes). It is true that

teachers of English in primary schools still need time to be more professional. Although they are trying to do their best to overcome the challenges they face doing more efforts to work on their selves, they do outside Formations; such as the institution of teaching foreign languages (the centre of foreign languages, Abbas Laghrour, Khenchela). Or get other Diploma (Master Degree). They try to provide a good experience of studying English for their learners; by using audio visual data such pictures, videos, songs, role plays, games, flash cards.

### **2.3. The interview**

The interview is a data gathering tool used in this study to discover the experience of teachers in teaching English in primary school (precisely 3<sup>rd</sup> year pupils). Three respondents didn't want their voices to be recorded, so they gave us the responses in written version. All the questions were answered by the interviewees. However, one teacher did not answer one of the questions, and the others did not answer some of the questions clearly and directly.

#### **2.3.1 Description of the Interview**

Teachers' interview was devised in a structured design. The questions vary from one question to another; they aim to investigate teachers' opinions and experiences in teaching English in primary school: the challenges they face and the methods and strategies they use. In addition, the aim of the interview is to check teachers' points of view about the book and if they face difficulties to simplify its content. Moreover, the difficulties and problems teachers face in the explanation of new vocabulary is examined through the interview. The accent used and the bad hand writing of their pupils are also among the aims of the interview. Furthermore, the challenge they face in doing a group work in class in making all pupils understand of the course due to their large number is uncovered, the lack of time to finish the content on time, the hardness they face in preparing the activities, the way of given

a pieces of information (spoken or written), then the evaluation of the pupils, and if they find difficulties to motivate their learners to learn.

### **2.3.2. The Interview Analysis**

**Question one:** what do you think about teaching English in primary school, especially the third year?

For the first question 3 teachers find it difficult and challenging to teach English for the 3rd year learners, but two teachers said that it is funny and easy. The following quotations are examples of teachers' answers:

-“for me, it is a very exciting experience.”

“Teaching English in primary school is hard and easy in the same time.”

“I think that teaching English in primary school is a great challenge and successful project especially for the young learners in third year.”

**Question two:** what is your experience in teaching English?

The second question shows that three teachers said that it is the first experience, and the two others have short experience in other levels. The following answers are examples of teachers responses:

“It is my first time.”

“I used to be a teacher in a military school for a short time.”

“I didn't teach before, it is my first time.”

**Question three:** what are the challenges you face during the process of teaching, is there a lack of tools?

All teachers complain about the absence of tools and time (45 minutes), large number of pupils in two different schools. The coming quotations are models of teacher's answers:

“Of course, there is a lack of the different professional equipment such as (flash cards, data show... etc).”

“Absence of tools.”

“The challenges that I face are: large number of pupils and classes 12 different in 2 schools, time 45 minutes it is not enough, lack of material especially data show.”

**Question four:** what is your strategy of teaching; inductive (start by example than give the general lesson) or deductive (start by general lesson than examples)?

Two teachers use both strategies, one teacher answers off topic, and two teachers use deductive approach. The fourth coming are some answers examples:

“ It depends on the session I use both inductive in read and write, and deductive in the session of I sing or i read and discover.”

“I use deductive strategy starting by general lesson than examples.”

“I use deductive strategy.”

**Question five:** what do you think about the book?

Four teachers said that the book is useful and helps them as teachers, and only one teacher said that it is difficult and they use deductive guide to help them .the answers are follows:

“Yes somehow it's difficult but with the use of the didactic guide there is no problem.”

“It is easy we must use as an official document and the content suite the level of the pupils.”

“I find it useful and facilitate the content of the course.”

. **Question six:** do you face difficulties in explaining new vocabulary you teach or use?

Here, the answers are closed: four teachers said that the best ways to explain new vocabulary are: repetition, use mother tongue, pictures, audio visual tools, miming, acting. Only one teacher did not mention her technique. The quotations bellow include the some teachers answers:

“ No the secret here is to prepare your lesson plan; it should be well prepared before the process of teaching not after.”

“ I use miming acting, flash card, pictures photos, paralinguistic like non verbal language or I use mother tongue when I can't find any solutions.”

“ For the slow learners, I must repeat the new vocabularies.”

**Question seven:** do you face problems of your accent in teaching and talking with pupils? .

For the seventh questions one teacher use British accent, one said that it is necessary for self-development, and one teacher said that he speaks clearly, and one said that it is important to check his pronunciation. The bellow quotes are examples:

“I do not think so, I have to speak clearly using tones and for the accent it effect pupils understanding when I speak.”

“No problem, I use British accent in teaching.”

“I am aware of how to pronounce each single word, checking the pronunciation before I give it to the pupils.”

“Yes that's why self-development is highly desired.”

**Question eight:** is the bad handwriting of your pupils makes it difficult for you to understand their writing?

From the answers, we find that two teachers said that they do not understand the bad handwriting of their pupils. The three others said that they understand the handwriting of their pupils because they know them very well, trained them how to write clearly , correctly and with the right punctuation marks “I read and write” sessions. Also, the daily interaction gave them the ability to decode the not clear words. However, one of the teachers said that pupils are not supposed to write at all. The following statements are a sample of teacher’s answers:

“Third year pupils are not supposed to write at all, except for writing some letters upper case and lower case on their classroom copybook. I trained them how to write so I understand their handwriting.”

“Yes, for this reason we have the session of “I read and write,” the learners learn how to write words, letters, and sentences using correct handwriting and punctuation.”

“In general, the daily friction with your learners gives you the opportunity of decoding their handwriting.”

**Question nine:** is it challenging to do a group work in your class?

Two teachers said that it is challenging for them to do a group work in class due to the large number of pupils and the lack of time. The three others stated that it is hard to deal with this point for the first time, but they tried to adapt with the problem and to create suitable techniques to overcome the difficulties in a smooth way (classroom management). The arriving quotes are examples of teacher’s answers:

“Yes it is at first, but it will be like a habit.”

“In each session we have a lesson called “I read and enjoy” in which we have to play educational games and make group work, but it is difficult due to the large number of pupils and the short amount of time. Besides, it is very noisy and disorganised.”

“Yes it is, I have to use techniques in managing the classroom, I have to install habits by teaching classroom language in authentic situation.”

“Doubtless it is, but with practice all these challenges will be decreased.”

**Question ten:** is it challenging to make all pupils understand the course or to deal with their individual differences due to their large number in class?

One of the teachers said that it is difficult due to the large number of pupils in class. The four others stated that it is a challenge, but they tried to work on this problem saying that they know their Pupils, and they use variant techniques to overcome it. The next replies are some quotes of the teachers:

“Yes of course it is a challenge but the teacher knows her pupils capacities, weaknesses, skills, and she works on them.”

“Of course it is; because the number of pupils is big regarding the short time of the session.”

“In this situation i will choose group work as a solution, i have to vary tasks, mix between noisy and quiet tasks to male them focus and understand.”

“For the overcrowded classes we deal with smooth shift, varied tasks from easy to difficult, class management.”

**Question eleven:** do you feel yourself under pressure to finish the trimester content on time?

It can be seen that four teachers out of five feel themselves under pressure to finish the content due to the short period of the session regarding the large number of pupils. One teacher said that he does not feel himself under pressure for the reason that he has good monthly and yearly planning. Some teacher's answers as follows:

“Yes, but in my opinion the most important for me is the quality not the quantity.”

“In this aspect i have no problem because i have a good monthly and yearly planning.”

“Yes I feel myself under pressure, the timing of the session in not enough, and the number of pupils is big.”

**Question twelve:** what are the difficulties you face in preparing the activities done in class or to relate them with the pupils' daily life?

According to the answers, the main difficulties four teachers face are the lack of tools, the unique pupils (Pupils with Autism, genius Pupils, pupils with mental or physical disabilities....), the group work, the lack of resources, the lack of experience, and for sure the short of time of the sessions. One of the teachers did not state the problems she faces except saying that she tried to adapt the exercises with the level of pupils. Teachers quotations are:

“The absence of tools, the unique pupils, the group work.”

“The most difficult thing clearer face is the lack of resources since it is a new language in primary school and I am a new teacher.”

“One of the problems I face is the timing of the session, also the size of the classroom or the number of pupils.”

“In this regard, the teacher’s skill plays an important role surely, you must be creative, attentive, and know how to adapt the exercises with the level of your pupils.”

**Question thirteen:** is it hard to give the pieces of information in a spoken way rather than give it in written way?

Two teachers said that it is hard for them to give the pieces of information in a spoken rather than written way, but they have to combine them. Two other teachers said that they sometimes find this process hard depending on the learning situation. The other teacher said that he is trained to teach orally rather than in a written way, and he finds that pupils understand more the spoken information. The coming replies are some teachers responses:

“Yes it is, but we have to give them the information in a spoken and written way at the same time.”

“We are asked and trained to deal with pupils more orally and teach them in spoken rather than written way. I personally find that they grasp more when they learn orally.”

“I think these two elements complete each others; this depends on the learning situation.”

**Question fourteen:** is it hard to evaluate the pupils’ understanding of the whole unit?

The answers show that four teachers face no problem in evaluating their pupils understanding of the whole unit for the reason that they evaluate them continuously. One of them did not answer clearly, and she just said that it depends on the level of learners. The coming responses are examples of teacher’s quotations:

“No it is not, because we have three sessions of assessment and remediation after two sequences 1at the end of the term).”

“In our approach we have to evaluate pupils continuously, so they are always under evaluation, it is a bit tiring but not that hard.”

“I don’t think so, during the whole unit there will be a balance between receptive and productive content.”

**Question fifteen:** do you find difficulties in motivating your learners to participate and be active in class and do their homework?

Two teachers stated that they have no difficulties in motivating their pupils to participate in class. The three others answered that they face difficulties, but they tried to work on them creating some strategies and activities to motivate them such as (candies, brainstorming, rewarding cards,...). The following quotes present some teachers answers:

“Yes there are difficulties because they are still young and we have to do some strategies to warm and motivate them such as brainstorming.”

“In my case, all my learners are highly motivated to learn and participate in class.”

“Here I have to rely on the whole class corps type activities for language practice.”

“We can motivate them by candies, reward cards...”

### **2.3.3. Discussion of the Results**

We draw conclusions from the previous analysis that in one hand; teaching English in the primary level is exciting and good for the teachers, as one of the teachers said:

“for me, it is a very exciting experience.” The book is useful for that it contains simple and clear language that makes them use clear accent and successful techniques. On the other hand, teachers face several challenges: the lack of time, “Yes I feel myself under pressure,

the timing of the session is not enough, and the number of Pupils is big,” lack of tools (they bring their own tools with their own money), as stated by a teacher: “the absence of tools, the unique pupils.” The lack of teachers’ experience (most of them teach for the first time), “I didn’t teach before, it is my first time” a teacher said, and even those who have experience in teaching said that the experience is short. The large number of Pupils that makes the interaction or to deal with them hard and the group work in class is a big problem teachers face for the reason that Pupils are noisy, young, unorganized, selfish, not sociable, “it is difficult due to the large number of Pupils and the short amount of time. Besides, it is very noisy and disorganised”(one of the teachers stated). The unclear or good handwriting of the Pupils from which teachers complain and declare that they should not write, as one teacher declared, “ third year Pupils are not supposed to write at all, except for writing some letters upper case and lower case on their classroom copybook”. Furthermore, to motivate their pupils to be active and participate is another big problem due to the individual differences ;laziness, shyness, and others have slow understanding; they need more time or repetition to get the idea. Lastly, we cannot forget that primary school learners in Algeria learn English for the first time; they need more time to adapt with this new situation. Teachers now are in front of huge challenges and responsibilities to work on themselves to make the process successful even if this requires making double efforts, “I still find it difficult to teach English as EFL to children,” a teacher said. Additionally, Pupils have to learn two foreign languages at once where sometimes they mix between French and English.

## **2.4. The Observation**

Unstructured observation is used with complete observer (stay in the back of the classes) in this study. It takes place without pre defined plan and

characteristics in advance; since reliable and valid pieces of information can be collected, most useful for qualitative data, and to suit non verbal respondents.

#### **2.4.1. Description of the observation**

Teachers observations contains four sections; organization, presentation, interaction, and pupils divided through two sessions.

The first section which is organization; it contains the preparation for the session with lesson plan, the knowledge of the teachers about the subject, they relate today lesson with previous or future lesson, use written and spoken forms of texts or not, prepare good activities that suit the different levels of pupils or not.

The second one that is presentation; it includes the teachers use of visual or audio tools, teachers way of speaking (clearly, loudly, confidently, and use body language). Define unfamiliar terms and elements for pupils in addition to the use variety of examples and illustrations to clarify the difficult points. And check if there is a difference between the content of the book and the lesson presented in class. Moreover, if there is a pressure and a lack of time to finish the course, if they can make group work in class and can manage it. To finish with, we observe if teachers relate the lesson with Pupils' daily life.

The coming section that is interaction; it consists of the teachers treatment of the Pupils, also if they encourage Pupils questions or not, then if they give Pupils enough time to answer the question, and if they check the understanding of the lesson by Pupils. Furthermore, observe if teachers take into consideration the individual differences of the Pupils or not. At last, check if Pupils do not participate and stay looking at the teacher

The last section titled as Pupils which is composed of the following points; if Pupils pay attention in class or not, the language they use in class (English or Arabic). See if they do like their teacher and enjoy the session or not, and if they can work well with each other's or not. Also observe if they ask questions to understand more the information or not, and if they raise their hand to answer the question in an organized way or not. The last one is to check if they talk with their classmates much during the session or not.

#### **2.4.2. Analysis of the Observation**

##### **1. Session 1**

###### **1.1. Organization**

The majority of teachers were well prepared for the lesson and they have a lesson plan, were knowledgeable about the subject, use written and spoken form of texts.

###### **1.2. Presentation**

All the teachers used visual and audio tools (pictures, videos, songs). They all speak clearly, loudly, and confidently, by using body language in explanation. All teachers defined unfamiliar terms with illustrations and examples. The majority of teachers do not give pupils the chance to speak more than them.

###### **1.3. Interaction**

Two teachers do not give enough time to answer. For the two other teachers, they do give pupils enough time to answer because they have the ability of time management. The majority of teachers treat pupils with respect; even though, they do neither take into consideration individual differences of pupils nor deal with each pupil's problem alone

#### **1.4. The pupils:**

All pupils pay attention in class, and they like their teachers of English. Pupils in two classes raise their hands to answer the questions in an organised way. For the two other classes, pupils do not raise their hands in an organised way. The majority of pupils do not work with each others.

### **2. Session 2**

#### **2.1. Organisation**

Two teachers do not relate today lesson to the present or the future lesson. For the two other teachers, they do relate the previous lessons to the future one.

#### **2.2. Presentation**

Two teachers prepare good activities that suit different levels of pupils. The two other teachers do not prepare good activities that suit the different levels of Pupils. Two teachers can make group work while the two other teachers cannot make group work. The majority relate Pupils' daily life with the lesson. The majority of teachers follow the content of the book with the use of the didactic guide, and all teachers have pressure and a lack of time to finish the program.

#### **2.3. Interaction**

The majority of teachers have strict personalities. The majority of teachers ask questions to check the understanding of the lesson. The majority of teachers do not actively encourage Pupil's questions. All Pupils participate during the session

## **2.4. Pupils**

They talk with their classmates much during the session because they are still young, have a lot of energy, and like to talk and play with each other. Moreover, all Pupils do not ask questions to understand more the information because they feel shy, not confident or fear of teachers.

### **2.4.3. Discussion of the Results**

We infer from the previous analysis that in the first session, the majority of teachers were well prepared for the lesson and they have a lesson plan, were knowledgeable about the subject, use written and spoken form of texts. Probably they know how the process of teaching is done, and work with the didactic guide. For the presentation, all the teachers used visual and audio tools (pictures, videos, songs). They all speak clearly, loudly, and confidently, by using body language in explanation. All teachers defined unfamiliar terms with illustrations and examples. The majority of teachers do not give pupils the chance to speak more than them. They deal with children of a primary level, so they use a simple language for explanation and even illustration. Because of the short time of the sessions, teachers can't give the chance to pupils to speak. Then, for the interaction two teachers do not give enough time to answer. For the two other teachers, they do give pupils enough time to answer because they have the ability of time management. The majority of teachers treat pupils with respect; even though, they do neither take into consideration individual differences of pupils nor deal with each pupil's problem alone due to the large number of pupils in class. To end with, all pupils pay attention in class, and they like their teacher because English teachers treat them well, smile, and play with them. Pupils in two classes raise their hands to answer the questions in an organised way because teachers were

able to establish control over the class. For the two other classes, pupils do not raise their hands in an organised way because teachers were not strict enough in the class. The majority of pupils do not work with each other because they are selfish and fight with each other.

For the second session, concerning organization, two teachers does not relate today lesson to the present or the future lesson; may be because they want to separate each session alone. For the two other teachers, they do relate the previous lessons to the future one because they want to make a relation between lessons.

For presentation, two teachers prepare good activities that suit different levels of pupils. Therefore, teachers want to make a balance between activities to make all pupils understand them. The two other teachers do not prepare good activities that suit the different levels of Pupils, because they do not have much experience. Two teachers can make group work because they have high class management skills. The two other teachers cannot make group work which is caused by the lack experience to deal with groups and manage them. The majority of teachers relate Pupils' daily life with the lesson to make things clearer and easier. The majority of teachers follow the content of the book with the use of the didactic guide, and all teachers have pressure and a lack of time to finish the program.

For the interaction, the majority of teachers have strict personalities because they deal with children who need to be controlled to be disciplined and organized. The majority of teachers ask questions to check the understanding of the lesson to clarify the ambiguous points. The majority of teachers do not actively encourage Pupil's questions due to the lack of time and the large number of pupils which make the process difficult. All pupils participate during the session because they understand the lesson.

For the pupils, they talk with their classmates much during the session because they are

still young, have a lot of energy, and like to talk and play with each other. Moreover, all pupils do not ask questions to understand more the information because they feel shy, not confident or fear of teachers.

## **2.5. Reliability and validity**

The chosen and administrated data gathering tools presented satisfactory Reliability and validity of the findings with the population we worked with due to numerous factors. To begin with, the questionnaires were answered in comfortable circumstances. Pupils answered simple questions in the class, and with the presence of their teachers. For the interview, teachers were given enough time to think and answer without any pressure or disturbance. As for the observation, it was administrated in good conditions, especially with the help of teachers and their awareness about the importance of this study. Even though, several limitations made the research harder due to the lack of help from the directors of the primary schools and even by some teachers.

## **2.6. Pedagogical Implications**

This study is interested with the didactic field which means it focuses on teachers mainly; the main purpose of this study is to highlight the challenges that primary school teachers face during the process of teaching. For that, it will help both sides; the ministry of national education and future teachers. The former are concerned with finding the suitable solutions. The later will try to avoid those challenges, for instance:

- Give English more importance, and make it the first foreign language in Algeria.
- The authorities should review the decision of teaching English in primary school.
- The ministry should find solutions for the teachers of primary school.

- The authorities should give chance to the new graduated students.
- The authorities should remove the decision that obliges teachers to teach in two primary schools.
- Teachers will work on themselves more and improve their level in English, as an example; they practice the language more, get additional courses, and train how to deal with children.

## **2.7. Recommendations for further researches**

Depending on our research results, this study suggests some pedagogical recommendations for the Algerian authorities.

- A research may address the challenges faced by primary school learners precisely.
- A research can be made about the points of view of parents about teaching English in primary schools.
- A research can investigate the strategies and methods used in teaching English for primary school Pupils.
- A study can investigate how teachers deal with Pupils who suffer from Autism.

## **2.8. Limitations of the study**

During the research we faced some difficulties and obstacles such as:

- Three teachers out of five refused to be recorded during the interview.
- One primary school director and teacher were not helpful; they made us consume our energy and lose time.

- Lack of resources (books, articles, dissertations) about the topic of this research because it is a new topic, and few researches were made about it.
- Time pressure, as well as the distance of schools from our residence.

## **Conclusion**

The rapid implementation of English in primary school in Algeria is difficult process to work on. From the results it seems that teachers are welcoming the decision of applying English in primary school level. From the findings; it seems that teachers agree on the president's decision, although they face several challenges. Pupils like to learn English language even if they find difficulties in understanding it.

## General Conclusion

This research treated a new and sensitive topic, for that reason it is still under review of the authorities. The present study aimed to investigate the challenges of teaching English in primary school. For that purpose, this research contained two main chapters; the theoretical part that presented the general background and previous studies related to this topic, these studies show an approximate results to those found in this research. The results found show that teachers face numerous challenges such as the lack of time, lack of tools and experience, the large number of pupils in classes, the pressure of teaching in two different primary schools. The second chapter represented the practical part. It aimed to gather teachers' and pupils' opinions about the topic in addition to the observation that presented our point of view as researchers about the topic to be analyzed in order to answer the research question.

Theoretically, the first chapter covered linguistic profile of Algeria, it is composed of three main big titles; language planning policy in Algeria, the Sociolinguistic status in Algeria, and assessment evaluation, and examination in primary school. Under which subtitles treated the linguistics profile in Algeria. The first title included the educational reforms, and Arabization. The second title contained Arabic, Tamazight, French, and English. The last title contained the explanation of the three elements with illustrations.

Practically, chapter number two presented the field work of the study. It characterized the analysis of the pupils' questionnaire, teachers' interview, and own observation. This enhanced the research's empirical component. The obtained findings entailed that teaching English in primary level had several challenges concerning time, tools, experience, resources, and number of pupils in class. Although, all sides (authorities, teachers, parents, and Pupils) agreed on introducing English in the primary grade, the decision needs review, hard

work, and several improvements, for instance; the time of the sessions must be enlarged, and the number of session per week should be increased. The teachers should have formation in English to enhance their background. The number of Pupils in classes should be decreased to avoid the overcrowding and to facilitate understanding the teacher and have time to ask, even teachers will have time to explain more the lessons and make Pupils practice the language more. The tools of teaching like the data show should be provided, and each teacher should work in one school instead of two. Any study should face some limitations and the main obstacles we faced are the lack of help by teachers especially in recording the interview answers, also the directors made the process harder for some of them were not disciplined and they do not even know when the teachers teach or if they came on time or not.

This study gives an overview of the main challenges faced by Algerian primary school teachers, and even the difficulties Pupils face especially third year.

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# Appendices

## Appendix A



















### Pupils' questionnaire

Tick ✓ the smiley face that shows your feeling about each question:

اختر الوجه التعبيري الذي يعبر عن مشاعرك تجاه كل سؤال:

I am a boy أنا طفل .....

I am a girl أنا فتاة ..... my age is ..... عمري

	Yes نعم	Somehow قليلا	No لا
I like the teacher of English أحب أستاذ اللغة الإنجليزية			
I understand when s/he speaks English أفهم الأستاذ عندما يتكلم بالإنجليزية			
My teacher uses videos, pictures, and songs in class أستاذي يستخدم الفيديوهات و الصور و الأغاني في القسم			
My teacher gives me the chance to speak and answer the questions أستاذي يعطيني الفرصة لأتكلّم و أجيب عن الأسئلة			
My teacher rewards me when I answer correctly أستاذي يكافئني عندما تكون إجابتي صحيحة			
My teacher punishes me hard when I do mistakes			

أستاذي يعاقبني بقسوة عندما أخطأ			
My teacher smiles and plays with me أستاذي يبتسم و يلعب معي			
I understand the lesson my teacher presents أفهم الدروس التي يقدمها أستاذي			
My teacher corrects my mistakes with smile أستاذي يصحح أخطائي بإبتسامة			
My teacher reexplains the lesson when I ask for clarification أستاذي يعيد لي الشرح عندما أطلب توضيحا			

## Appendix B

### Teachers' interview

- 1) What do you think about teaching English in primary school, especially the third year?
- 2) What is your experience in teaching English (first time or there is an experience)?
- 3) What are the challenges you face during the process of teaching?
- 4) What is your strategy of teaching; Inductive (starting by the examples than the give the general idea or the lesson), or deductive (start by the general idea than the examples)?
- 5) What do you think about the book?
- 6) Do you face difficulties in explaining the new vocabulary you teach or use?
- 7) Do you face problems of your accent in teaching and talking with Pupils?

- 8) Is the bad handwriting of your pupils makes it difficult for you to understand their writings?
- 9) Is it challenging to do a group work in your class?
- 10) Is it challenging to make all Pupils understand the course, or to deal with their individual differences?
- 11) Do you feel yourself under pressure to finish the trimester content on the right time?
- 12) What are the difficulties you face in preparing the activities that will be done in the class?
- 13) Is it hard to give the pieces of information in a spoken way rather than give it in written form?
- 14) Is it hard to evaluate the pupils understanding of the whole unit?
- 15) Do you find difficulties in motivating your learners to participate and be active in class and do their home works?

## Appendix C

### The checklist of the observation:

The checklist of the observation:

The teacher

#### **1)Organization**

- Well prepared for the class and has a lesson plan.
- Was knowledgeable about the subject.
- Related today lesson to previous or future lesson.
- Uses written and spoken forms of texts.
- Prepare good activities that suit the different levels of the pupils?

Yes	No





## ملخص

تستكشف هذه الدراسة التحديات التي تواجه معلمي اللغة الانجليزية في لتعليم الابتدائي. تهتم هذه الدراسة البحثية بتلاميذ السنة الثالثة ابتدائي بمدينة خنشلة كونهم يدرسون اللغة لأول مرة. و يركز على تسليط الضوء على الصعوبات التي يواجهونها أثناء التدريس. و تطرقت إلى اللغات الموجودة في الجزائر, و مراحل الإصلاح التربوي التي شهدتها النظام التعليمي الجزائري. و وضع اللغة الانجليزية عالميا و محليا. طريقة البحث المعتمدة هي طريقة مختلطة من اجل توفير فهم أفضل و أعمق, و إعطاء الصورة الكاملة للتحديات التي يواجهها المعلمون. بالإضافة إلى ذلك, تعتمد هذه الدراسة على ثلاث أدوات مختلفة لجمع البيانات, استبيان أجاب عليه ثمانية و أربعون (48) تلميذا, و مقابلة أجاب عليها خمسة (5) أساتذة. و ملاحظة تزودنا بفهم أفضل لكيفية تقديم المعلمين للدروس, و كيفية تعاملهم مع التلاميذ, و الأساليب التي يستخدمونها. الكلمات المفتاحية:التحديات, تدريس اللغة الانجليزية في الجزائر, الإصلاحات التربوية, النظام التعليمي, التلاميذ.

## Résumé

Cette étude explore les défis auxquels sont confrontés les enseignants d'anglais dans l'enseignement primaire. Cette étude de recherche concerne les élèves de troisième année du primaire de la ville de Khenchela, car ils étudient la langue pour la première fois. Il se concentre sur la mise en évidence des difficultés auxquelles ils sont confrontés lorsqu'ils enseignent. Il a abordé les langues en Algérie, les étapes de la réforme éducative dont a été témoin le système éducatif Algérien, et le statu de la langue Anglaise au niveau mondiale et locale. La méthode de recherche adoptée est une méthode mixte afin de fournir une compréhension meilleure et plus approfondie et de donner une image complète des défis auxquels les enseignants sont confrontés. De plus, cette étude s'appuie sur trois outils différents de collecte de données, un questionnaire auquel une quarante huit élèves ont répondu, et une interview à laquelle ont répondu cinq professeurs. L'observation nous permet de mieux comprendre comment les enseignants dispensent les cours, comment ils traitent les élèves et les méthodes qu'ils utilisent.

**Mots clés :** défis, enseignements de la langue Anglaise en Algérie, réformes éducatives, système éducatif, élèves.