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Challenges Facing EFL Teachers by Young Learners

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

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Abstract

The aim of this study is to determine the obstacles and challenges that may face EFL teachers at middle and high schools. In other words, we are trying to show and highlight the main EFL teachers' challenges, and try to suggest some solutions to overcome them. In order to achieve the above objective, we used the questionnaire as a tool to gather data. We distributed the questionnaire to ten educators at different middle schools and a high school in Khenchela. In this context, we have taken into consideration two main criteria: First of all, teaching is limited to middle school teachers and high school. Also, teaching is limited to English language. The data collected through the questionnaire were described, analyzed, and then discussed. The results that we got show that all novice English language teachers face various challenges and obstacles both inside and outside the classroom. Moreover, their teaching weaknesses drive them to face many teaching difficulties. Thus, EFL teachers should work hard and learn from their mistakes in order to overcome their teaching challenges and reach success.

Keywords: EFL Teachers, Challenges, EFL, English, English Language

Dedication

Achref:

I dedicate this work to

My Dear Father,

And

My beloved mother

Without forgetting my lovely sister Noussa and my dear brother Haroun

Every challenging work need self-efforts as well as guidance of elderly especially those who were very close to my heart .my humble effort, I dedicate to my sweet and loving

Father and mother.

Whose affection, love, encouragement and prays of day and night make me able to get such success and honor, along with all hard working and resected teachers.

Mhalaine Aimene

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evaluate and comment on this dissertation.

List of Abbreviations

EFL: English as a Foreign Language

L1: First Language

L2: Second Language

LAD: Language Acquisition Device

CDS: Child Directed Speech

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General Introduction

1. Background of the study

English is the most dominant and common language all over the world and it is required in learning almost all sciences. Therefore, many countries around the world give great importance to English through teaching it as a foreign language in their schools. However, teaching English as a foreign language is not an easy task, especially when it comes to novice teachers. In other words, novice English language teachers suffer from numerous teaching weaknesses and face various challenges and obstacles, because of their lack of teaching experience and proficiency. On this basis, we will conduct a study exploring new teachers' difficulties and try to suggest some effective solutions.

2. Statement of the problem

Teaching English to young learners in schools has become an important educational policy all over the world. Many countries around the world. has a great concern over teaching English to younger levels due to the growing power of the language around the world trying to cope with the new Educational policies.

It is worth remembering that each learner has his inner incentive for learning a foreign language and the teacher task is to develop this motivation

Educational policy developers should be provided with advice, based on current research and good classroom practice, on effective curriculum development for young learners to enhance the learning experience of children. Greater opportunities need to be found for sharing ideas and experiences amongst teachers of English both nationally and internationally it should be better understand teachers' perceptions of their roles and responsibilities, including the challenges they face.

3. Aims and objectives

The main objective for conducting this study is to find out the challenges faces by EFL teachers by young learners?

Are these challenges affect their teaching process or not?

4. Research questions

To reach our aim we set the following research question

- What method is used by most teachers through their teaching process?
- What are teachers' perceptions of the challenges they face in teaching English to young learners ?

5. Research Hypotheses

1. Teachers are not effective during their teaching process to young learners.
2. Teachers are unaware of the pedagogical methods they use
3. Lack of experience affects the teachers' performance in the teaching process.

6. Significance of the study

This study is very important to all the EFL teachers and learners from personal experience the first time as a teacher. most of the learners will be teachers and yet they don't have enough background to deal with the teaching process cuz of lack of experience and the right méthode how to deal with young learners the way to transmit the message, after conducting this research the teachers will be able to :

EFL teachers to be effective in their classes, require basic competencies. of language teaching expertise and practices such as language proficiency, content

Knowledge, teaching skills, contextual knowledge, language teacher's identity, learner-focused teaching,

pedagogical reasoning skills, theorizing from practice, membership of a community of practice, and professionalism.

7. Research Methodology

A mixed-methods approach was adopted for the study (see, for example, Richards, Ross and Seedhouse, 2012). Johnston et al. (2007) mixed methods research ‘combines elements of qualitative and quantitative research approaches (e.g. use of qualitative and quantitative viewpoints, data collection, analysis, inference technique.

8. Sampling procedure

This study is based on teachers only to do this study we select 10 teachers from different levels, four teachers from Djefal Amhamed middle school, four teachers from Chami Mohammed middle school, and two from Khellaf Bachir High School in the Wilaya of Khenchela.

9. Data gathering tool

To have a significant answer about what we want to achieve first the teachers will answer some questions about their teaching process how they adapt with it then after we collect the main ideas it remains the final observation in the classroom to generalize all what we collect and reformulate it in one context.

9.1. Questionnaire

A questionnaire including multiple questions will be given to a sample of teachers of middle school and high school to gather information about their level of awareness about teaching young learners and their perception of it.

10. Structure of the study

The dissertation consists of three chapters. The first chapter is devoted to highlight the theoretical framework of the study, it is an overview around the EFL teaching, Methods and approaches, and EFL classrooms.

The second chapter dedicated to the research methodology. It occurs the research design, sampling and instruments used to reach the aims of the study. In addition, the second section provides the data analysis and its interpretation.

Finally, the Last chapter addressed the findings, suggestions, and recommendations. Also, the limitations of the study conducted followed by the general conclusion.

CHAPTER ONE: LITERATURE REVIEW

language teaching expertise and practice according to Richards (2011) are language proficiency, content knowledge, teaching skills, contextual knowledge, language teacher's identity, learner-focused teaching, pedagogical reasoning skills, theorizing from practice, membership of a community of practice, and professionalism. Taking the contextual knowledge aside, it is the full awareness of the learning settings or context in which language learning is taking place. Whether teaching English is a second or foreign language, or teaching in a public school or private language institute, the learners may be children, teenagers, or adults. Moreover, the social and cultural surroundings of the learning environment as a whole should be kept in consideration as well. When teachers find themselves in a surrounding where they are teaching children, they must adapt all the previously mentioned competencies to fit this context. Therefore, they should be well aware of all their learners' age groups and psychological backgrounds. Integrating theory into classroom practice is very important. Hence, teachers of young learners should be attentive to the crucial factors concerning the characteristics of the age group they are approaching. Such factors, for example, include as Cameron (2003) suggests that, unlike adults, young learners cannot analyze language in an abstract way. They cannot compare language patterns with their mother tongue not use their knowledge of the world and different contexts to guess the meanings of new words.

The literature on teaching English to young learners has identified several pressing challenges. One is that English is often introduced as a compulsory subject at school without due consideration of who will teach it Teachers may therefore find themselves teaching English either without adequate training in teaching young learners in general or in teaching English to young learners in particular. The situation is especially acute in poor or rural areas.

EFL teachers to be effective in their classes, require basic competencies. of language teaching expertise and practices such as language proficiency, content Knowledge, teaching skills, contextual knowledge, language teacher's identity, learner-focused teaching, pedagogical reasoning skills, theorizing from practice, membership of a community of practice, and professionalism.

1. Young children learning English

Young children's English learning is not as common as in later stages. Compared with other age groups, the nature of young learners may have a greater impact on content and methods.

1.1. The Age debate

It seems that childhood should be the best time to start learning a second language (L2). After all, the development of the first language (L1) occurs in infancy, so it is natural to assume that children are better able to acquire language than their predecessors and therefore easier, more successful and faster. to acquire L2. The observation that children and adults master a new language seems to confirm the view that when other languages are learned, the younger the better. For example, we have seen that immigrant children can perfectly master the language of the host country and act as interpreters for their parents (Garton, and Copland).

The question of the ideal age at which to be exposed to an L2 has been puzzled over in various ways throughout history. Researchers now recognise, however, that there is much more to age than maturation, and that *age-related* social, psychological and contextual factors may play as significant role as strictly maturational factors (see, e.g., Moyer 2013, 2014)

1.2. English in the primary school

In France, Sweden and the Netherlands, independent experiments on children's classes starting in English between 7 and 9 years old have shown that enthusiastic teachers can achieve

excellent results using oral methods, especially in pronunciation, with little or no effort (Broughton et al.)

As millions of children have witnessed in the bilingual regions of the world, it is possible to learn a second or even a third language from an early age without any obvious effort or delay in learning their mother tongue. When two or more languages are used naturally, it is best to learn them together from the cradle. Children of mixed parents usually use one language with their mother and another language with their father or friends to grow up happily.

1.3. The young learner

According to (Broughton and al.) The nature of the very young learner does not appear to vary noticeably from nation to nation, and this suggests that the same general psychological and methodological principles hold good for teachers of the youngest children wherever they are.

As Rivers points out, young children ‘Love to imitate and mime; they are uninhibited in acting out roles, and they enjoy repetition because it gives them a sense of assurance and achievement.’

All young children like to repeat, which is a characteristic of their natural games, stories and groups, which is very useful for learning English.

2. Theories of Language Acquisition

Over the last fifty years, several theories have been put forward to explain the process by which children learn to understand and speak a language, including: Behaviourism by Skinner, Innateness by Chomsky, Cognitive by Piaget, and Interaction by Bruner.

2.1. Behaviourism

Behavioral psychologists developed their theory while conducting a series of experiments on 4,444 animals. They observed, for example, that mice or birds can be taught to perform various tasks by encouraging habit formation. Researchers reward ideal behaviors. This is called positive reinforcement. Bad behavior is punished or not rewarded at all Negative reinforcement.

The behaviourist B. F. Skinner then proposed this theory as an explanation for language acquisition in humans. In *Verbal Behaviour* (1957), he stated: "The basic processes and relations which give verbal behaviour its special characteristics are now fairly well understood. Much of the experimental work responsible for this advance has been carried out on other species, but the results have proved to be surprisingly free of species restrictions. Recent work has shown that the methods can be extended to human behaviour without serious modifications." (cited in Lowe and Graham, 1998, p68)

Skinner suggested that a child imitates the language of its parents or carers. Successful attempts are rewarded because an adult who recognises a word spoken by a child will praise the child and/or give it what it is asking for. Successful utterances are therefore reinforced while unsuccessful ones are forgotten. Limitations of Behaviourism While there must be some truth in Skinner's explanation, there are many objections to it.

Limitations of Behaviourism Theory

Language is based on a set of structures or rules, which could not be worked out simply by imitating individual utterances. The mistakes made by children reveal that they are not simply imitating but actively working out and applying rules. For example, a child who says "drinked" instead of "drank" is not copying an adult but rather over-applying a rule.

The great majority of youngsters go through the same language development phases.

Aside from a few extreme examples, the sequence appears to be unaffected by the child's care or the sort of culture in which he or she grows up.

Children are frequently unable to repeat what an adult says, particularly if the adult's speech has a structure that the kid has not yet learned.

2.2. Innateness

In 1957, Noam Chomsky presented a critique of the behaviorist hypothesis. He emphasized on the poor linguistic input that youngsters receive, in addition to some of the factors stated above.

Adults, on the whole, do not talk in grammatically full sentences. Furthermore, the kid only hears a limited portion of the language.

Chomsky's definition of competence focuses on abstract grammatical knowledge. He believed that linguistic theory is primarily concerned with an ideal speaker and listener in a completely homogeneous speech community who knows his language perfectly and is unaffected by grammatically irrelevant conditions such as memory limitations, distractions, shifts of attention and interest, and errors in applying his language knowledge in actual performance (Chomsky, 1965).

Chomsky came to the conclusion that language acquisition is something that children are born with. According to this theory, the process is biologically determined: the human species has evolved a brain with linguistic information stored in its neural circuits at birth. Hearing speech activates a child's natural desire to learn language, and the child's brain can interpret what he or she hears based on the underlying principles or structures it already has. Language Acquisition Device is the name given to this natural ability (LAD). Of course, Chomsky did not claim that an English child is born knowing anything about the language. He claimed that all human languages are based on the same principles. (They all contain nouns and verbs for objects and activities, for example.) It is the child's responsibility to figure out how the language he or she hears communicates these fundamental concepts.

Limitations of Chomsky's theory

Chomsky's work on language was theoretical. He was interested in grammar and much of his work consists of complex explanations of grammatical rules. He did not study real children. The theory relies on children being exposed to language but takes no account of the interaction between children and their carers. Nor does it recognise the reasons why a child might want to speak, the functions of language.

2.3. The Cognitive Theory

Jean Piaget, a Swiss psychologist, put language acquisition in the context of a child's mental or cognitive development. He claimed that a kid must first comprehend an idea before learning the specific linguistic form that represents that concept.

Seriation is an excellent illustration of this. A child's cerebral growth will reach a point when he or she will be able to compare items in terms of size. This implies that if you give a youngster a bunch of sticks, he or she may arrange them in size order. A kid who had not yet reached this stage, according to Piaget, would be unable to acquire and utilize comparison adjectives such as "larger" or "smaller."

Another phenomena frequently mentioned in relation to the cognitive framework is object persistence. Children appear to be oblivious of the presence of items they cannot see throughout their first year of life. When an object moves out of sight, it vanishes. Children have realized that objects exist independently of their perception by the time they reach the age of 18 months. The cognitive theory points to a significant rise in children's vocabulary around this age, implying a connection between object persistence and the acquisition of object labels.

Limitations of the Cognitive Theory

During the first year to 18 months, connections of the type explained above are possible to trace but, as a child continues to develop, so it becomes harder to find clear links between language and intellect. Some studies have focused on children who have learned to speak fluently despite abnormal mental development. Syntax in particular does not appear to rely on general intellectual growth.

2.4. Input or Integrationist Theories

More contemporary theories, in contrast to Chomsky's work, have emphasized the importance of the linguistic input children get from their caregivers. Language exists to facilitate communication and can only be learnt via interaction with individuals who wish to speak with the individual.

According to interactionists like Jerome Bruner (1966,68), adults' language behavior when speaking to children (known as child-directed speech or CDS) is specifically tailored to aid in the learning process. This type of assistance is sometimes referred to as scaffolding for a child's language acquisition. In reaction to Chomsky's LAD, Bruner created the name Language Acquisition Support System, or LASS. Long before real words are spoken, the turn-taking framework of conversation is formed through games and non-verbal communication.

Limitations of Input theories

These theories serve as a useful corrective to Chomsky's early position and it seems likely that a child will learn more quickly with frequent interaction. However, it has already been noted that children in all cultures pass through the same stages in acquiring language. We have also seen that there are cultures in which adults do not adopt special ways of talking to children, so CDS may be useful but seems not to be essential.

3. Approaches to EFL teaching to young learners

There is an increasing worldwide demand for competent, well-prepared English language teachers and more effective approaches towards their professional development. A great many explanations have been put forward for taking into account the age, level, and goals of our students. In this section, we shall look at young beginners, and the ways to cope with their problems. Young students at the beginner level are naturally curious about all new things. Their minds and memories are uncluttered; they have no fear of the unknown. If they wish to connect with their peers, they may still be able to use non-verbal means of communication. It is interesting, children manage to play together, never feeling any language barriers. Amazingly, they can also retell, translate into their mother tongue what the other children are saying, relay the information to adults, regardless of the language in which it was first received. At a foreign language lesson with young learners, no matter which method we use, we come across the same problem: children tend to rely on the patterns of their native tongue (which they are also still learning to use correctly). On the other hand, once they learn a few words, they are ready to communicate, to talk poems and songs are extremely useful, as well as fairy-tales, short plays, cartoons, any kinds of visual aids. Have them draw simple diagrams, repeating the same forms over and over again. Children can recite the same poem, listen to the same fairy-tale, sing the same song, and watch the same cartoon hundreds of times.

They will enjoy drawing the same picture and laugh at the way grammar can be learned

3.1. Communicative Approach

The process of learning a second language, in our case English, must be similar to learning the first language, where listening goes before speaking. In this way, communicative skills are developed in a natural, spontaneous way.

However, teachers who are used to explaining new structures before teaching pupils to communicate, may add, in small doses, traditional Russian activities such as introducing phonetic transcription, drilling isolated sounds, as well as learning rules.

Today, more and more attention is given to communicative approaches in EL teaching. With the emergence of universal education, and the extremely rapid development of ICT, communication became the primary goal for foreign language learners. We live in a time when information technologies play a very important role in education: their use in foreign language teaching raises motivation, facilitates students' cognitive abilities, and helps to create a favorable psychological atmosphere in the classroom. This approach gives greater flexibility for language acquisition

3.2. Differentiation method

Teaching English to young learners has its peculiarities based on the psychophysiology of their age.

Psychologists assert that preschoolers' perception, memory, and attention are involuntary. Children cannot regulate their perception and analyze an object. Schoolchildren's attention is drawn by bright objects. Their concentration lasts as long as they are interested in the activity.

Therefore, the essential methods of teaching EFL to young learners are based on 3 principles:

- role-plays.
- communicative methods.
- total physical involvement.

Learning a foreign language is a pleasant moment in a child's life. He climbs the stairs to a new level of knowledge. To teach children the basics of English phonetics, grammar and enrich their vocabulary, a teacher overshadows the individual characteristics of a child, the

reaction rate, mental health. Because of this, children cannot move forward in learning knowledge as the basis for successful learning is not only the traditional age principle.

Students might be very varied in their prior learning, motivation, learning style, and in other respects. One needs to teach in a way that accommodates these differences, which is called differentiation. The main goal of a differentiation approach is not to provide the necessary minimum in the assimilation of knowledge and skills, but to ensure the greatest possible depth in mastering the material, proper development of abilities of each student. Thus, differentiation involves the implementation of developing learning. In elementary school, it is useful to divide most children into groups based on the basic channel of perception. This allows a greater training effect. Although, the bone of contention is the training based on the type of child's temperament. This type is considered to be impractical in a traditional lesson system. This division is more suitable for extra-curricular activities such as the preparation of the play or concert. It is possible to apply a gender perspective at any stage of the lesson when working with any language material. Modern research shows [5] there are quite large differences in the behavior and training of boys and girls due to many factors – biological, physiological, neuropsychological, social, psychological, and pedagogical.

4. The young learner's classroom

4.1. The Use of Games in the educational process to young learners

Language learning is hard work. One must make an effort to understand, to repeat accurately, to manipulate, and to use the whole range of the target language in the written composition. The effort is required at every step and must be maintained over a long period. Games help and encourage many learners to sustain their interest and motivation. Games also help the teacher to create contexts in which language is useful and meaningful.

The contribution of drilling lies in the concentration on language form and its frequent use during a limited period. Many games provide this repeated use of a language form. If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to the teacher's repertoire.

Games can be found to give practice in all the skills (reading, writing, listening, and speaking), in all the stages of the teaching/learning, sequence (presentation, repetition, recombination, and free use of language), and for many types of communication functions.

4.2. Class and individual work, work in groups and pairs

Of the four types of grouping, pair and group work are very important if each learner is to have sufficient oral practice in the use of the language. In-class work it is easy to demonstrate that learners say only one or two sentences in a lesson. The greatest "mistake" (if an oral ability is an aim) is for the learners not to speak at all.

The method of project work is worth mentioning too: it gives every student a good chance to show their creative individuality and develops their team spirit at the same time. Pair work is easy and fast to organize. It provides opportunities for intensive listening and speaking practice. Pair work is better than group work if there are discipline problems. Indeed, for all these reasons we often prefer to organize games in pairs or general classwork, rather than in group work.

4.3. Teachers' level of English proficiency

Sierra, (2002) reported in their study the needs EFL teachers seek in their professional work. They suggested that teachers experience needs in three different domains of their professional lives: as workers, as instructors, and as learners pointing out that the importance of their roles as workers and learners have been denied compared to their role as instructors in

previous traditional approaches. They argued that teacher educators and teacher education programs need to become aware of the teachers' needs as learners and provide them with opportunities to develop their autonomy in learning as an additional component to their keeping abreast with the new teaching techniques required. They also emphasized that Schools administrators should acknowledge teachers' efforts and motivate them to pursue self-development and growth when being involved in professional development programs. They also pointed out the positive effect of crediting training through financial rewarding and recognition of teachers' roles as contributors to the development of their own institution. This can be through promoting the use of group development based on the teachers' experiences in training programs presenting an opportunity to motivate other colleagues creating communities of teachers sharing concerns and interests to engage in growth as a group.

4.4. Students learning needs

There are needs of students that must be satisfied and provided for them to carry out their duties as they should. There are different ways and programs to provide them according to the same need, and these needs include:

- **The need for security:** includes the ability to satisfy basic physical needs, security, financial security, job security, and technological competence

- **The need for self-esteem:** This includes the desire to be valued for being a human being or a member of a group. By nature, man aspires to be recognized and admired for his skills and abilities. The responsiveness of education to the student's needs for self-esteem can be achieved in three ways: praise, building, and reminders of successes and goals.

- **Praise:** teachers can motivate their students by praising their achievements, no matter how small, taking into account the avoidance of false praise. Use comments like “You were

great with your examples to make the main points in your paper” instead of “Your paper is good,” as students understand such general comments well.

- **Build:** Teachers can provide students with the structure needed to succeed. First give simple, clear instructions for getting the job done, then break the assignments down into smaller tasks for easier handling. Then make a plan to accomplish each small task.

- **Remind students of successes and goals:** Reminding students of past successes and future goals can help increase motivation. Teachers and students alike can communicate their academic and social successes through a journal in which they record the nature and history of their successes. Use a newspaper or poster to get down short-term and long-term goals, and always come back to it to make a motivating impact. Try to link the task to one or more goals, and indicate how completing it will then lead to the achievement of a goal.

The importance of studying the needs and problems of students in the different stages of education is due to several reasons, including:

1. Determining the needs is the first step that includes the success of the programs provided for the full care of students, as the accuracy in determining those needs contributes to determining the programs and services needed for care.

2. As the needs differ according to the different individuals and situations, as they differ for the individual according to the different age stages, he passes through in his life cycle and in the same situation they differ according to the prevailing cultural pattern in society, the lifestyle and the system of values at the level of the group and society

3. This study contributes to identifying students’ needs and problems through the use of several methods, including organized study, expert opinions, previous studies and surveys, student interviews, observation, questionnaires, and questionnaires, which help the specialist to identify problems, on the one hand, characteristics of students’ growth and their needs. on the other side.

4. The social worker's identification of students' needs helps him to have a conscious understanding of those needs and problems and their causes, and thus measures can be taken to mitigate or confront them and provide services in the future based on predicting what the students he deals with the need of these services.

That is, the social worker must determine the quality and content of those needs, the degree of their condition and the level required to satisfy them, and take into account the factors that affect the priority of needs, whether these factors are related to the material conditions of the community or the preferences of the students themselves as those in need.

4.5. How teachers' experience affect teaching performance

Specialists and educators agree that one of the postulates of success in any job is the desire for it, and one of the greatest factors for a teacher's success is his desire to teach. So, unless the teacher loves his profession and has a desire to perform his mission, he will not succeed in his work, and he will not continue to practice it, and then experience vanishes or its owners lost their backgrounds.

Experience has its place and importance in the learning process, and it has its role in outperforming students and distinguishing them from their peers. For these and many other reasons, educational policies in various countries of the world compete in reforming their educational systems. Intending to develop teachers' experiences and upgrade their teaching methods and various means in conveying their message and performing their work to the fullest, there is strong evidence that the teacher's experience has a significant impact on student outcomes. The most effective teachers are those who have strong knowledge not only of the cognitive content of the topic of the lesson (scientific material) but also of how to teach that topic (knowledge of optimal teaching methods). The importance of experience does not at all

diminish the importance of the teacher's mastery of his scientific material, or of the various methods of teaching that represent the lifeline of success for the heart of the educational process (students), as experience means mastery of both sides (the educational material and teaching methods). Where teachers need to be able to decode knowledge to show the steps required for learning, and to realize how to best represent the topics they teach to students, through their familiarity with the characteristics of students, the nature of their educational stages, and their ways of thinking, in addition to the expert teachers' awareness of the age of innovation in students and their channels of creativity, And when their ability to crystallize different ideas matures, and the extent to which new lessons and their knowledge content interact with previous knowledge.

There is no doubt that the strong experience of teachers in teaching is required; For a fruitful output and successful and effective teaching at all levels of education. Drawing on more than 30 studies, it has been shown that teaching experience is positively correlated with educational achievement gains for students throughout a teacher's career. With the distinct experience of teachers, students become more efficient in various aspects of the educational process, and the effectiveness of teachers increases at a greater rate when they teach in a supportive and teamwork environment. There is a discrepancy in the effectiveness of the teacher at each stage of the teaching profession; So not every inexperienced teacher is less effective, and not every experienced teacher is more effective. However, there is one thing that imposes itself, which is that the effects of experienced teachers Positivity reach beyond the classroom, to benefit the entire educational institution. Studies that have investigated this topic have also found that a teacher with more experience in teaching demonstrates better skills in planning instruction and classroom learning, as well as in presenting scientific material. Also, teachers with experience and effectiveness in teaching are more able than others to apply the necessary educational strategies, and take into account the diversity of students' experiences

and levels of knowledge. They also have a great knowledge of the students' learning needs and patterns. It was also found that teachers' classes Those with experience are more organized and planned to solve classroom problems than their less experienced counterparts.

The benefits of teaching experience are best realized when teachers are carefully selected, qualified and well-prepared when they enter the teaching workforce. This ensures that they are proficient and meet standards of competence, enabling them to continue to expand their range of experiences throughout their careers.

CHAPTER TWO: Data analyses

Introduction

In this chapter, the practical part of the study is present. It is divided into two sections. The first section, the researchers provide an explanation of the appropriate methodology used in the study. The second one deals with the analysis of the instruments addressed to the participants.

We used the teachers' questionnaire as a tool for gathering data which will allow us to identify and diagnose the obstacles that faces EFL teachers by young learners.

The findings of this questionnaire are analyzed starting by giving the characteristics of the sample, describing the questionnaire, analyzing the data, and discussing the results. Thus, through this questionnaire we can figure out the main challenges of teaching English language with young learners for example in middle school.

1. Research Methodology

It is crystal clear that in any academic research we need some methodology without which the objectives we aim to achieve would become impossible.

According to Leedy (1993), research methodology forms an integral part of any research that is undertaken. Therefore, the methodology gives a clear explanation on how the research was planned, structured and executed in order to compliance with scientific criteria (Mouton & Marais, 1996).

In terms of research methodology, two research designs can be used, namely quantitative and qualitative. Wyse, (2011) gave a brief distinction between the quantitative and the qualitative designs. The former is used to quantify the problem by way of generating numerical data that can be transformed into useable statistics. It makes use of measurable data to formulate facts and uncover patterns in research. Whereas, the latter, qualitative

design, is a kind of an exploratory research which used to gain an understanding of underlying reason, opinions, and motivations. The sample size is generally small because the sampling process depends on what needs to be learned, and the respondents are chosen to fulfil the quota. It can be more useful when time and resources are limited. Due to the nature of the study, the researcher may use either or both of them. Using a combination of quantitative and qualitative designs is called a mixed method research. Creswell, (2012) defined this design as "procedure for collecting, analysing, and" mixing" both quantitative and qualitative research and methods in single study to understand a research problem and to incorporate a qualitative component into an otherwise quantitative study. This kind of design can be used when one type of design is not enough to address the research problem or answer the research problem.

2. The Sample

The sample consists of ten English language teachers (7 female teachers + 3 male teachers) from different schools in Khenchela city. We consider them qualified teachers (all of them at least have ten 10 years of experience) In other words, their answers are based on their experience teaching English and the challenges they face with young learners.

3. Description of the Questionnaire

The teachers' questionnaire aims at conveying the challenges that face EFL teachers. The questionnaire given to English teachers contains 08 different questions which can be divided into two main types: 1) closed ended questions yes/no 2) choice questions. The questionnaire was delivered in paper format to teachers by the researchers. The participants answered all the questions within approximately 1 one hour and no question left. The specific challenges which were perceived by teachers as most important were speaking, discipline, motivation, differentiation, writing and grammar.

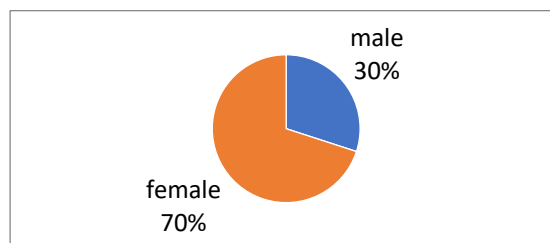
4. Analysis of the Questionnaire

Question 01: Gender distribution of teachers

Table of: gender distribution

Gender	Number	Percentage
Male	03	30%
Female	07	70%

Graph: Gender distribution



We have observed that the majority of participants were females. They represent 70% of the participants. However, male teachers represent only 30% from the whole number of our sample.

Question 02: What do you think about your working hours?

Table of teachers' opinions about their working hours

Options	Number	Percentage
Little	7	70%
Fine	3	30%
Too much	0	00%

Graph: Teachers' opinions about their working hours



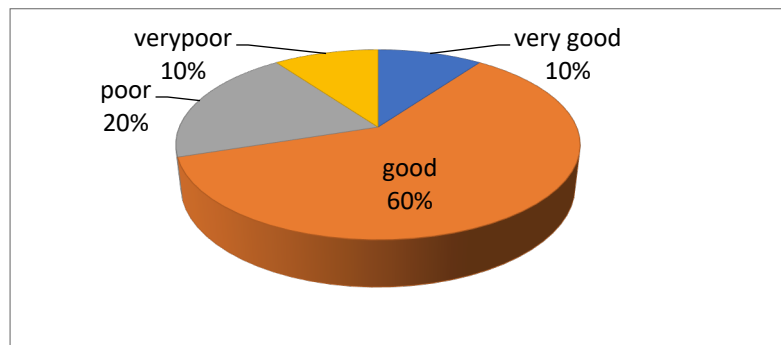
The above table shows that 70% from the whole number of participants saw that their working hours are little. Whereas, 30% considered fine, and no one said that their working hours are too much.

Question 03: Indicate your opinion about your learners:

Teachers' opinions towards their learners' motivation to learn English

Options	Number	Percentage
Very good	1	10%
good	6	60%
poor	2	20%
Very poor	1	10%

Graph: Teachers’ opinions towards their learners’ motivation to learn English



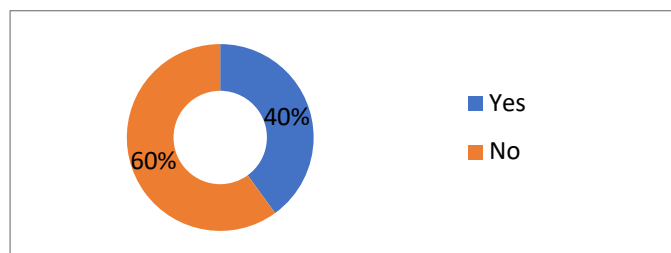
We observe that 60% of the participants said that their learners’ motivation to learn English is good, and 10% said that it is very good. While, 20% of the teachers stated that their learners’ motivation towards learning English is poor, and the rest 10% said that it is very poor.

Question 04: Is it difficult to teach learners at such age (age of adolescence)?

Table: Teacher’ Attitudes towards Teaching Adolescent Learners

Option	Number	Percentage
No	6	60%
Yes	4	40%

Graph: Teacher’ Attitudes towards Teaching Adolescent Learners



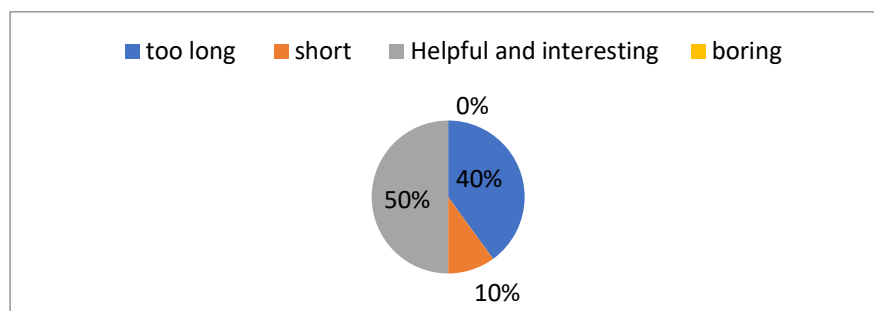
From the table “6”, we have noticed that 60% of the teachers do not find any difficulty in teaching English to adolescent learners. But, 40% of the teachers find it difficult to teach English and cope with learners at such a critical age.

Question 05: What do you think about the curriculum?

Table: Teachers' Attitude towards the Curriculum

Option	Number	Percentage
Too long	4	40%
Short	1	10%
Helpful and interesting	5	50%
Boring	0	00%

Graph: Teachers' Attitude towards the Curriculum



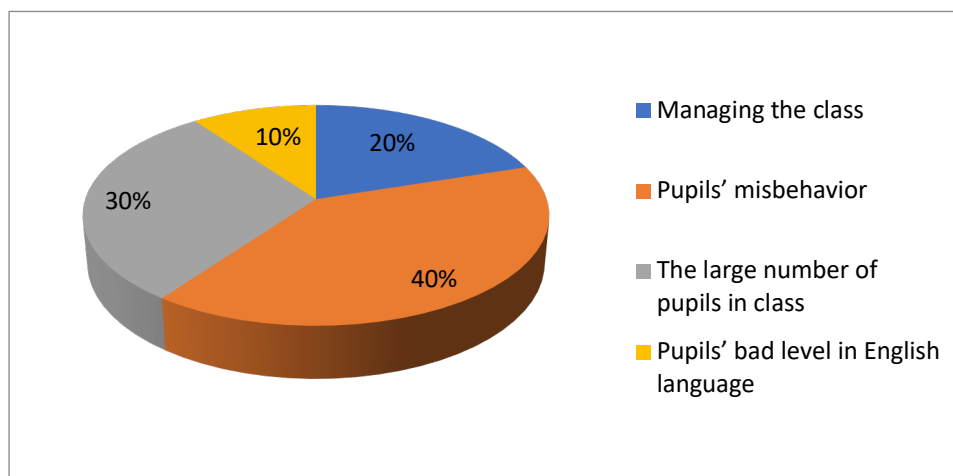
In this table, the participants gave their opinion towards the English language curriculum at middle school. Actually, 40% of the participants said that the curriculum is too long, On the other hand, the rate 50% represents teachers who considered the English curriculum as helpful and interesting for young learners. However, 10% of the participants said that it is short. And no one of the teachers considers it as boring.

Question 06: What kind of challenges do you face inside the classroom?

Table: Challenges that face novice teachers inside the classroom

Option	Number	Percentage
Managing the class	2	20%
Learners' misbehavior	4	40%
The large number of learners in class	3	30%
Learners' bad level in English language	1	10%

Graph: Challenges that face novice teachers inside the classroom



From the above table, we deduce that all the participants faced various challenges during their teaching performance inside the classroom. Many teachers suffered from their learners' misbehavior inside the classroom which represents 40%. Whereas 30% complained about the large number of learners in class and considered it as a serious challenge. Also, 10% of the

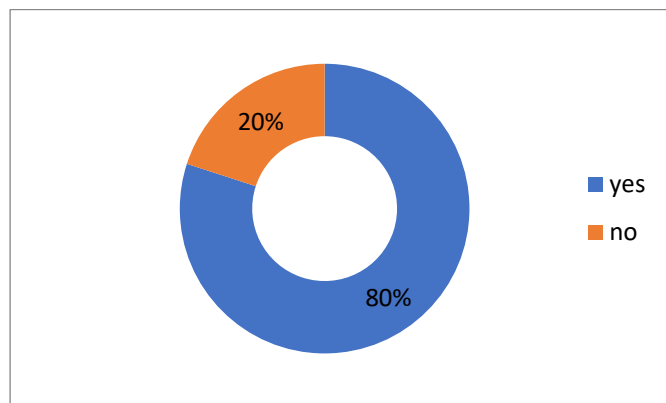
participants suffered about their learners' bad level in English. Meanwhile, 20% from the whole number of our sample faced challenges in managing the classroom.

Question 07: Do learners suffer from general weakness in English?

Table: Teachers' attitudes towards their learners' level in English

Option	Number	Percentage
Yes	8	80%
No	2	20%

Graph: Teachers' attitudes towards their learners' level in English



This table shows that 80% of the teachers asserted that their learners suffer from a general weakness in English; in which they supported their answers by giving many reasons to their learners' weakness in English as the following:

- Learners do not care about foreign languages.
- They are not aware about the importance of learning English.
- English sessions are not enough during one week.
- Lack of revision.
- Lack of materials (dictionaries, English stories, grammar books ... etc.)

- Lack of motivation from their family

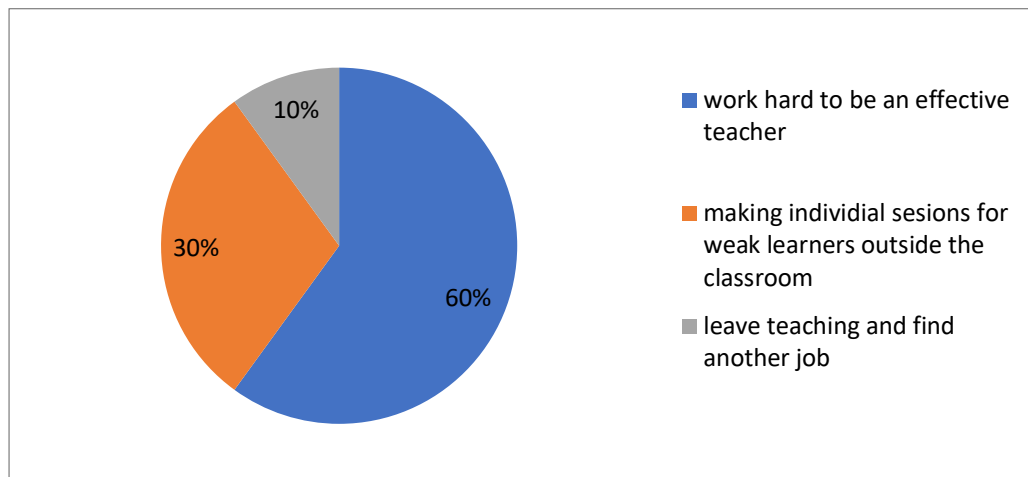
On the other hand, there are some teachers who said that their learners do not suffer from any weakness in English language, and such category represents 20% from the whole number of our sample.

Question 08: As an EFL teacher, what are your future plans?

Table: EFL teachers' future plans

Option	Number	percentage
Work hard to be an effective teacher	6	60%
Making individual sessions for weak learners outside the classroom	3	30%
Making individual sessions for weak learners outside the classroom	1	10%

Graph : EFL teachers' future plans



We notice that the majority (60%) of participants decided to stay in their profession as teachers and work hard to be effective teachers. Meanwhile, 30% of teachers hope to conduct one-on-one sessions for learners outside the classroom. And only 10% said that maybe living teaching and find another job

CHAPTER THREE: FINDINGS & RECOMMENDATIONS

1. Discussion and interpretation of the results

In fact, the results that we got from analyzing the teachers' answers to the questionnaire support and assert the veracity of our hypothesis which stated that English language novice teachers face various challenges and difficulties.

Actually, the majority of teachers (75%) faced several challenges inside and outside the classrooms.

The results have showed that all the novice teachers suffered from many teaching weaknesses because of the lack of experience and proficiency. The majority of teachers (36%) do not know how to cope and establish a good relation with their pupils. Moreover, there are other teaching weaknesses that novice teachers suffer from like planning the lesson, low proficiency in speaking English, low voice, and impatience. On the other hand, most of the teachers (60%) said that they were somehow confident during their first days of teaching, and all of that affects the teaching-learning process in a way or another.

Besides the young learner's weaknesses, there are other challenges that face them inside the classroom and accordingly affect the success of learning the language. Basically, many teachers suffered from their pupils' misbehavior inside the class, and considered it as a serious and tough challenge. Also, teachers challenge other obstacles inside the class like managing the class, lack of teaching materials (educational pictures, dictionaries, clean board...etc.), and the large number of pupils in class. Furthermore, some teachers complained about their pupils' bad level in English and consider it as a challenge. Additionally, most of the teachers complained about the curriculum, and said that it is boring for third year classes, and too long for second year classes. Also, teachers face psychological difficulties during their teaching experience; especially in terms of stress and anxiety.

The majority of novice teachers described their teaching experience as difficult, but they accepted the challenges and worked hard to be an effective teacher.

2. Conclusion

The results that we got from analyzing the teachers' questionnaire confirmed the actuality of our hypothesis which states that EFL teachers face various challenges during their elementary years with their young learners. Thus, teachers face many challenges both inside and outside the classroom. We can consider such challenges as obstacles to an effective teaching-learning process. Moreover, the teachers suffer from the level of young learners push them to challenge many teaching difficulties. However, both patience and hard work lead novice teachers to overcome their challenges and be effective teachers

Assumptions

In the present study, the researchers assumed that teachers in both middle and high schools in Algeria are facing several challenges as an EFL Teachers. Moreover, it was presumed that EFL Teachers are having various difficulties teaching young learners.

Limitation

Although the research has reached its aim, there were some unavoidable limitations which are

- The lack of resources in the library
- The limited time given to do this research
- Most of teacher wasn't able to do the interview due to some circumstances
- To get the permission to attempt in classroom with teachers due to administrations policy .

Délimitations

This study is limited in khenchela city the institutions located with in the state only

3. Recommendations and Suggestions

- Teachers should be aware of the challenges before choosing this profession.
- Using different methods of teaching to be more flexible with their learners.
- Teachers must enjoy educating young children
- Develop, apply, measure and institutionalize standards for teacher professional development
- Promote positive feedbacks and behaviors indoor
- Set up routines that benefits the learners, it will make the delivering of lessons easier
- Use the ICT to provide access to content,

General Conclusion

This study has highlighted a number of issues in teaching English to young learners. It has been shown that teachers are challenged, partly by lack of training, partly by lack of knowledge and partly by lack of resources. While government policy often results in time and energy being spent on introducing teachers to contemporary approaches advocated in the teaching field, training of this kind does not necessarily serve teachers well. Globally, teachers identify teaching skills as a particular challenge to which training courses need to respond. Addressing differentiation is another challenge that could be met by a range of responses from training courses to course book materials and it is certainly an issue that is both relevant and emergent. Other challenges are more localised, as the case studies show. These include class size, teachers' own skills and confidence in English, and time pressures. Care needs to be taken to ensure that responses to local challenges are mediated by local educational condition and strategies.

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