Institute of Literature and Languages
Department of Foreign Languages
Branch: English

Investigating Primary School Teaching of English as a Foreign Language: Teachers' Challenges and Difficulties: The case of Primary School EFL Teachers at Mila

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master's Degree in
Didactics of Foreign Languages

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Dedication 1

In the Name of ALLAH, Most Gracious, Most Merciful, All the

Praise is due to ALLAH.

alone, the Sustainer of all the worlds.

I dedicate this humble work to the dearest people in my life.

To my parents the apples of my eyes for their constant love, care and

Support.

To my dearest sisters.

To my lovely sisterNedjema.

To my dearest Nieces :Loudjine, Assil and siouare.

And to you,'Ahlam'. Glad, you've made it finally.

SeddariAhlam

Dedication 2

I dedicate this work to

My beloved mother and father

Tomysisters,relatives,friends who encouraged meto finish this study

To my special person, Barae

To all the teachers who have been a

source of inspiration and hope,To

mythesispartner Ahlam, To myself.

FeddaneAhlam

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Abstract

English language teaching at primary school in Algeria has just taken place in 2022/2023 school year. The introduction of English needs to be paralleled with studies and researches in order to find out if this process is successful or not. Henceforth, the current study attempts to investigate the Primary School Teaching of English as a Foreign Language. Specifically, it aims to determine the challenges that face teachers of English at Mila primary schools, and try to suggest some solutions to overcome them. For this to obtain, two research questions were raised: (1) What types of challenges and difficulties that teachers of English are facing in primary schools? (2) How do those challenges and difficulties affect the teaching of English at Mila primary schools? The research method adopted in this study is an exploratory method in order to discover the challenges and difficultiess for such initiative. Moreover, the study is based on a qualitative approach. In conducting the study, a questionnaire has been used as a main research tool. The questionnaire has been answered by thirty five (35) English teachers at primary schools in Mila. The emerging results confirm that introducing English to the Algerian primary schools has many challenges and it needs many requirements. Those challenges and difficulties are of different types including pedagogical and organisational ones.

Keywords: English language teaching, primary school, difficulties, challenges, pupils.

List of Abbreviations and Acronyms

MENA: Middles East North Africa

CA: Classical Arabic

MSA: Modern Standard Arabic

USA: The United States of America

MBC: Middle East Broad Casting Center

TV: Television

EFL: English as a Foreign Language

TOEFL: Test of English as a Foreign Language

IELTS: International English Language Testing System

ELT: English Language Teaching

%   Percentage

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General Introduction

Background of the Study

In recent years and due to the impact of globalization, English language learning and teaching has gained ground worldwide and English has become the lingua Franca for all non-English speakers. Moreover, English is the first language used in the fields of technology, medicine, business, diplomacy and travel. Therefore, there appeared a vital need to teach English in almost all countries of the world.

In the Algerian context, English has been considered and taught as a foreign language unlike French, which was considered a second language due to historical reasons. While French is taught in primary schools, English before this 2022/2023 school year was taught starting from middle school. Therefore from this school year the Algerian decision makers decided to introduce English at primary school starting from 3rd year level and this in parallel with French language that has not yet lost ground in Algeria.

Henceforth this study seeks to shed light on the different challenges and obstacles that teachers of English face after introducing English at primary school. The rationale behind this research is to investigate the causes of difficulties encountered by teachers of English in order to suggest solutions so that English language teaching at primary schools in Algeria becomes successful.

Statement of the Problem

The Algerian government decided the introduction of English as a foreign language in primary schools in parallel with French language that has a deep existence in the Algerian school at all its level and in the Algerian society. This motivates researches to investigate if the newly recruited teachers of English ready, prepared and pedagogically trained to teach at primary school. These questionings are legitimate because at Teacher Training Institutions in

Algeria they prepare potential teachers of English for middle and high school teaching and they do not prepare them for teaching English in primary schools. Similarly, students of English at universities do not go through field training at kids' schools to be ready for teaching at primary schools. These realities may result in various difficulties and challenges to teachers of English and may lead to the failure of English introduction at Algeria's primary schools if urgent solutions will not been found.

Aims of the Study

The study aims to investigate the challenges and difficulties that face primary school teachers of English at Mila region. It aims as well to examine the causes behind these challenges and difficulties.

Research Questions

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

Q1. What types of challenges and difficulties those teachers are facing?

Q2. How do those challenges and difficulties affect the teaching English at Mila primary schools?

Research Methodology

The researchers opted for using a questionnaire as a research tool to conduct this investigation and to collect data. The questionnaire has been addressed to 50 teachers, but unfortunately has been completed by a sample of 35 paricipants , 14 of them are online ones. The target population of this study are teachers of English at Mila primary schools.The reason behind choosing this population is that they are involved in the field of teaching

English, which is the field of our study and they are aware of the different aspects and aims of our research.

Structure of the Dissertation

This dissertation is composed of a general introduction, two chapters and a general conclusion. Chapter one is devoted to the theoretical part, it encompasses two sections; one discusses the sociolinguistic situation in Algeria, the other deals with benefits and challenges of English language teaching at primary school. Chapter two is dedicated to the practical part mainly the methodology and results of the study.

Chapter One : Theoretical Part

Section One : The Algerian Linguistic Situation

Introduction

The spread of English in the world witnesses a rapid rhythm even in countries where French is the dominant language after the mother language of that country. Algeria can be included among these countries that are embracing English and this in order to cope with Globalization. In fact English is gaining ground in Algeria because it is more recognized and practiced by younger generation. Moreover, English occupies a global position that covers various fields; mainly communication, education, science, economy and culture. Therefore, this section is dedicated to the Algerian linguistic situation, educational policies and language instruction in Algeria and mainly the current introduction of English as a Foreign Language at Algeria's primary schools.

1.1.1. The Algerian Linguistic Situation

Algeria is a country with many spoken languages and dialects and this due to cultural and historical reasons. The Algerian linguistic scene is diversified with the existence of four languages; Tamazight, Arabic, French and English. Tamazight is the language of native Algerians who live mainly in Kabily Region of North Algeria. Arabic is the language of the majority of the Algerian people, it is linked with the spread of Islam in Algeria. French is widely spoken in Algeria because of the long period of French colonisation to Algeria. English as well exists in Algeria mainly at tertiary education setting and it is spoken by younger generation thanks to Internet and Globalisation.

In fact Arabic is one of the World's major languages with roughly 300 million speakers, granted the status official or co-official in twenty-two Arab countries including the MENA (Middles East North Africa) region (Al-Huri, 2015). Al-Huri (2015) stated that "the

first emergence of Arabic as a world language dates back to the seventh century" (p. 29). Nowadays there exist two types of Arabic: Classical Arabic (CA), which is the language of poems and the Quran. Mokhtar(2018) explained that CA is used for prayers by Muslims all over the world. (p.134). The other type is Modern Standard Arabic (MSA), which is the standardized form of Arabic used mostly by all Arabic-speaking nations in official documents, media, literature, and in schools. Both types of Arabic Language exist in Algeria.

Besides Arabic, Tamazight is the first language that was spoken in the Maghreb and Algeria in particular. It has various appellations according to the country, it is Amazigh in Morocco and Tunisia, Tamazight or Kabyle in Algeria, Tamacheq in Libya, etc.(Leclerc, 2017). Tamazight remained the first language of the people despite the many colonizers that invaded the country, even the Arab invasions could not Arabize the country completely, regardless of the big linguistic shift from Tamazight to the Arabic language that occurred during that period. It also succeeded in surviving the French domination and the endless efforts to suppress it during the French colonization. Tamazight is now officially recognized as a national and official language, alongside the Standard Arabic after various debates among Algerian linguists, political leaders and decision makers.

As for French, it is the first foreign language in Algeria; it has a deep historical connection with the country, which is the reason behind its importance in the current linguistic situation. It is still spoken to date by a big section of the population, with an official status that is used in several official contexts. Algeria is the second largest francophone country in the world, with nearly eighteen million speakers, nearly 1 in 3 Algerians can speak and write French (Chemami, 2011). The French language is used in many important spheres of public life, it is considered an important medium of communication and is used in the government, the administration, and in the mass media. During the mid-1960s, almost three quarters of the Algerians were illiterate and only 20 percent of the population was educated,

though they could only read and write in French (Benrabah, 2013). Now, even those who may not be able to speak it or understand it very well, tend to use a lot of French words in their vocabulary because they have been raised having those words as part of their speech. It is spoken mostly by educated people, students, or elites, especially those who are studying or have studied in French.

However, and concerning English language, it is the second foreign language that is being taught at the early stages in schools. It is also a language that is spreading gradually in the country, especially among the younger generation, and some people even consider the fact that it may compete later with the French language. The effect of this spread may not be seen, intellectuals think that it will take more than just the fact that the youth are interested in learning it to be a threat to a language that has been spoken and taught for years, and has great historical links to the country. English is slowly but surely emerging and it may be only a matter of time to see it supplant French. Hence the participation of youth in diffusing foreign languages in the country has a big role, thanks to their involvement in the job market especially in domains like industry, tourism, or any other department that relies on technology which necessitates the use of English (Cordel, 2014).

1.1.2. Educational Policies and Language Instruction in Algeria

From its independence in 1962, Algeria conducted a series of educational reforms to prove its identity mainly the Arabisation of Education or the introduction of Arabic in Education. By 1974 the whole primary educational level had been totally Arabized with the teaching of French as a foreign language. This reform had been effectively implemented in 1978 and put an end to French -Arabic duality in education (TalebIbrahimi, 1995). After twenty years of the creation of the Fundamental School, both Algerian authorities and a large part of the population have felt the need for new educational reforms.

1.1.2.1. French in the Educational System

Since 1962, the date of Algeria's independence, French enjoys a privileged position as it has penetrated the Algerian cultural, economic and social lives. Historical reasons are to be regarded the most important contributing factors to the present situation. Therefore, any attempt to eradicate French from the Algerian scene of life has failed. As a deeply rooted language and omnipresent in the streets, administrations, hospitals and many other places, it is no doubt an uneasy task to suppress it.

In May 2000, President Bouteflika appointed a national commission in charge of the reform of the Algerian educational system. As far as French is concerned, the commission recommended that it should be introduced as the first mandatory foreign language in Grade 2 (for 6-7 years old) of the primary cycle instead of starting it in Grade 4 (four 8-9 year old) as it was the case since the late 1970's (Benrabah, 2007). In fact, these recommendations were effectively implemented in 2004/2005. A year after French instruction was delayed to Grade 3 because of many difficulties faced by both teachers and pupils. At secondary level, scientific disciplines are taught in French instead of Arabic. For the University level, the teaching of scientific fields is in French.

1.1.2.2. English in the Educational System

English language is taught in Algeria as a foreign language starting from first grade at the secondary school and lasting for seven years until high school. Additionally, students are introduced from the beginning to the English alphabet, grammar, lexis, and conversational aspects; such as greetings, apologizing, requesting, and others. Consequently, there is a high claimed will to give English a remarkable position due to the cooperation with the United States of America and Canada in order to promote this educational policy in Algeria. Thus,

this cooperation includes textbooks, training teachers to be eligible, and building up knowledge about these of new technologies in teaching (Chemami, 2011).

1.1.3. Spread and Use of English in the World

The spread of English in the world is mainly due to the colonial superpower of Great Britain from the second world war and backward and the domination of the world by the United of States of America from the second world war and forward until nowadays. This historical reality influenced the teaching of English worldwide and led to the emergence of English as an international language. Crystal figure (2003) below highlights the areas where English is widely spoken:

Figure 1.1.

English in the World (adapted from Crystal 2003: 62)

Expanding circle

Outer circle

Inner circle
e.g. USA,
UK
320–380 million

e.g. India,
Singapore
300–500 million

e.g. China,
Russia
500–1,000 million
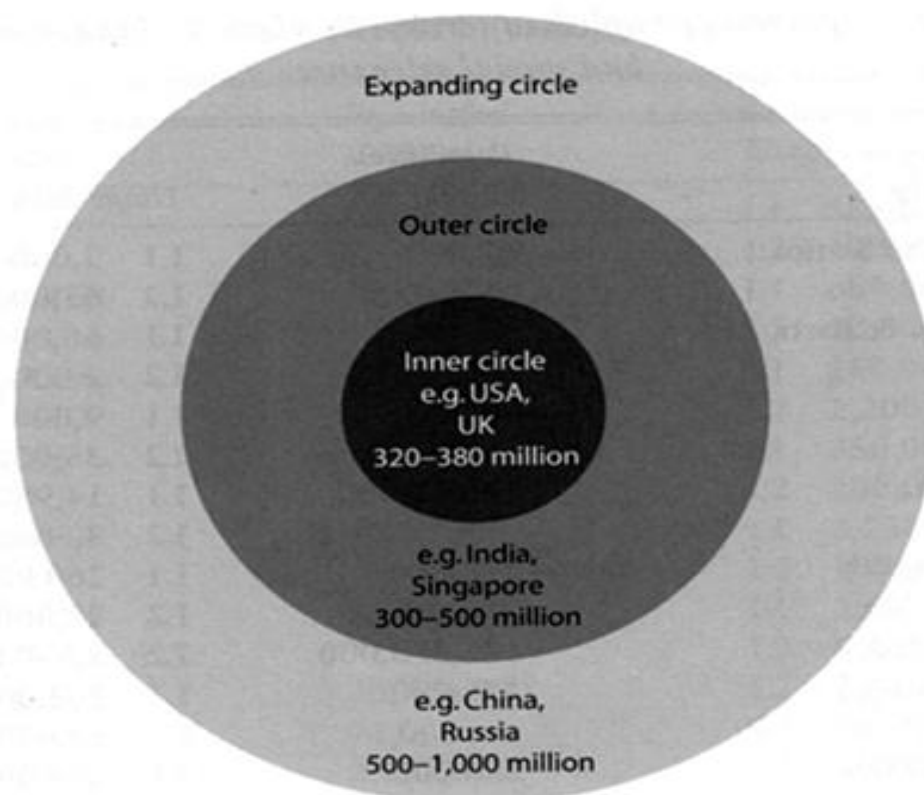
As it is shown in the figure, English is widely spoken first in USA and in the United Kingdom and this is clear, then English is widely spoken in Asia mainly in India and Singapore and then spoken in China and Russia with less number of speakers compared to the second area or zone. As for the spread of English in Algeria, it is noticed that the new generation has a tendency to use English especially through internet and social media tools.

1.1.4. Spread of English in Algeria

What really helped the spread of English in Algeria are TV channels broadcasting movies and series in English such as Saudi owned MBC group (Middle East Broadcasting Center) broadcasting from London and Dubai, especially after it was perceived positively by most Algerians (Medjahdi, ascited in Sarnelli&Kobibi,2017). The internet has also facilitated access to TV shows, movies, and songs in English and helped Algerians learn the language more easily. In furthermore, various programs launched by the American Embassy in Algiers and the British council that support the teaching of English and encourage Algerians to be engaged in exchange programs to learn more about the American or the British culture(Belmihoub, 2016).

In fact, the current Algerian president Abdelmadjid Tebboune in an interview in El Bilad TV stated that the first foreign language that Algeria in his term would focus on would be English, as it is the language that enables us to connect with the world (El Bilad, 2019). In the current context of globalization, it is only natural thatEnglish enjoys a consistent and growing influence when French seems to be losing ground. The future Algeria will witness even more heated debates on whether to replace French by English or not.

1.1.4.1. Conflicting Educational Reforms Between Pro-French and Pro-English

According to Belallem (2012) English was brought to and developed within the Algerian educational system for political reasons. Hence, it was a mere tool among the Arabisation policy strategies to displace the French language.

The policy of Arabisation continued within the domain of education. Arabic was mainly taught for all curriculum subjects. French was taught as a foreign language starting in the fourth year of primary school. English was taught from the second year of middle school...more English departments were open in universities, and the design and publication of Algerian-made English language teaching textbooks and learning materials were(Belallem,2012).By the early 1990s, those who supported Arabic showed that they were against teaching French as an essential or primary language. However, their position was refused by the minister of Education. Hence, he decided to implement English besides French (Laib,1993 cited in Benrabah, 2007). According to Belmihoub (2012) German, Spanish and Russian were implemented besides English as foreign languages. However, they were less important than English. In addition, Benrabah (2007) viewed that English threatened the French language to become the second foreign language in Algeria. In fact, Anglophones, who want English to be the first foreign language in Algeria instead of French, argue their suggestion with the idea that English is the language of science and technology (Miliani2000). However, this argument could be more persuasive because it is clear that the reasons beyond their position are more political than educational.

Recently, new reform where English gained another status in Algeria and has been implemented at 3rd-year primary schools starting from September 2022, reaching the same status as French. This reform is illustrated in the table below:

Table 1.1.

New structure for Foreign Language Teaching in Algeria

	Primary (5years–age 6-10)	Middle (4years–age11-14)	Secondary (3years–age15- 17)
French	3rdyearto5thyear	year 1st year to 4th	1stto3rdyear
English	3rdyearto 5thyear	year 1st year to 4th	1stto3rdyear

1.1.4.2. The Previous Introduction of English at the Algerian School

Various factors accompanied the previous introduction of English at the Algerian school notably the sociolinguistic situation and the political situation of Algeria.

1.1.4.2.1. Sociolinguistic Situation

Algerians are deeply attached to the French language as a result of more than 100 years of colonization. Yet, after decolonization of the country, neither the elite nor policy makers nor the population get rid of this language which is deeply rooted in the society. Consequently, when English was introduced as a second choice with French, only 15 % of the population chose English. Nevertheless, some Wilaya such as TiziOuzzou and Bedjaya never chose it. It is not surprising for them to give privilege to the language they already know.

1.1.4.2.2. The Political Situation

The rationale behind the introduction of this experiment was not for pedagogical purposes. But there were other considerations taken by policy makers. Supporters of the Arabization Policy were against the teaching of French. Therefore, they tried every means to

get rid of this language in expense to another competing language that was English. This language enjoyed acceptance within the Algerian population as being a neutral one publically demanded. The process of Arabization, besides the implementation of EFL as a choice or instead of French was to put an end to the hegemony of the colonial language. Yet, as Miliani (2000:15) declared: "language planning cannot proceed by elimination or rejection ". Language planning was then political and a matter of individual decisions rather than obeying to educational objectives and criteria. Therefore, there is a need to develop a systematic language policy that aims at fostering positive attitudes towards the English language.

1.1.5. The Current Introduction of English as a Foreign Language in Primary Schools in Algeria

The teaching of English as a foreign language is now in many schools because children will need the language of science and technology which will open the door for many opportunities in their future careers. Algeria had to comply with the situation where English become a common language nearly in all spheres of life and introduce it to the education system. Currently, the teaching of English has become part of the curriculum in all schools throughout the country. In 2022, the president AbdelmajidTebboune announced the introduction of English in primary schools as he said (July 30, 2022): "For us, the French language is the spoils of war but English is an international language which will be taught from the start of the school year so that Algeria can reach universality".

Conclusion

The linguistic situation in Algeria is complex and deeply affected by historical and political decisions. This section dealt with the central policies implemented within the educational system regarding the conflict between languages, mainly Arabic, French and English.This section dealt as well with the global spread of English and how now Algerians

are embracing this language. This section discussed the previous introduction of English at the Algerian school and the different factors that accompanied that introduction. It has dealt as well with the current introduction of English as a foreign language at Algeria primary school starting from the current school year 2022/2023.

Section Two : Benefits and Challenges of Introducing English at Early Education

Introduction

Arabic, French, Tamazight are languages taught in at Algeria primary, middle, and high schools for a long time ago. However, English has just been introduced at primary schools starting from this 2022/2023 school year. In recent years, due to the positive impact of globalization, English language learning has gained more interest. Because of 1.5 billion people around the world speak English; it has become the lingua franca for all non-English speakers. It is the language of technology, medicine, business, diplomacy, and travel. This constituted a vital need to teach English in almost all countries over the world. Therefore, this section sheds light on the benefits of early English language learning and implementation at primary schools. It deals as well with the different challenges encountered while introducing English at this level. This part includes some suggestions to the challenges of teaching English at primary schools.

1.2.1. Benefits of Early English Language Learning

Learning a foreign language at an early age can benefit the individual child, as Miliani claimed (2000, p.24): "The early introduction of foreign language is of utmost importance". In addition, Caroll (1969) argued that time is an important variable in language learning on the basis of measured achievement in formal educational setting which indicated that the most important variable in the language learning is time. Furthermore, Lightbown and Spada (1993) claimed that younger learners in formal setting in the largest language usually have more time to devote to learning the language, and they often have more opportunity. An early start could contribute to encouraging children to learn foreign languages as a subject of compulsory education. And, as with any subject, the more years a child can devote to

learning the foreign language, the more competent he or she might become. The followings are some of the benefits of early English language learning:

1.2.1.1. Early start

When the decision whether to teach a foreign language or not is debated, parents and some educationists start from the premise that age has more weight than other factors. The idea of "younger is better" is claimed. This question has been examined through different surveys and researchers. Studies have shown that children who learn a language before the beginning of adolescence are more likely to have native-like pronunciation (Burstall, 1974). Thus, suggestion to start the foreign language learning earlier is encouraged. Holman (1994)stressed the advantage of learning foreign languages as early as possible basing her arguments on the neurobiological research that strongly suggested that the best time to learn a second or third language is before age of ten.

1.2.1.2. Primary School Environment

Starting from the elementary setting would increase the number of years in which the foreign language can be learned at school. Indeed, older learners have less time to make up years of academic instruction. Learners may take much more years to achieve English proficiency, bearing in mind that the language is learned only in academic setting. In a survey of a commission in Education (1987), it was stated that achieving proficiency in a language takes from four to six years and suggested that foreign language learning should start in the elementary school(Curtain and Pesola 1988), thus, language learning require more time and consequently more years to gain proficiency.

1.2.1.3. Learning Cultures

In fact, behind each language there is a specific culture that reflects and specifies the people speaking that language. Thus, students of the foreign language have access to this

opportunity to discover the others. The study of a foreign language opens the door to other cultures and helps the child discover, understand and appreciate peoples from other countries. According to Curtain and Pesola (1988) early start to learn a foreign language can be beneficial for children because at this early age they eagerly receive information and they are at a maximum level of openness to understanding people from different cultures. Therefore, learning a foreign language at this age can be considered as a new window that can help them understand what is beyond their near world. With this expansion, children will have the freedom to explore the wealth of values and perceptions of the world.

1.2.1.4. Attitudes towards Language Learning

In the classroom, children may come with certain beliefs which are by products of internal as well as external factors. Identify these beliefs on language learning is helpful to provide them with opportunities and conditions to help them in the process of language learning and consequently to be engaged. According to Spolsky (1989, p.159) attitudes are influenced by achievement and that: "In case of low initial motivation and poor achievement, negative attitude would be reinforced; that students who do well will have better attitudes". In other words, an early introduction to language learning may provide children with the opportunity to experience a new success by showing that the language learning can be possible and by giving pupils the opportunity to participate. Early learning can encourage a "can do "attitude to the foreign language. This would give the children the confidence to learn the language and therefore to be able to succeed. This can develop a greater enthusiasm, anticipation and positive attitude to the foreign language learning and foreign cultures.

1.2.1.5. The Child's Cognitive Development

Studies concerned with brain development have led to the belief that the young brain will be predisposed to acquiring languages. According to Piaget (1956) the child is born with

an innate curiosity to interact with and understand his or her world. Thus, it is through interaction with the other that the child constructs his or her development. As for Brumfit (1991, p.3) "At a certain point language transforms the way in which children think, learn and understand". In fact, through learning a language, the child's general reading and thinking abilities develop. Furthermore, a whole range of other cognitive skills is enhanced through the process of foreign language learning, including attention, multi-tasking, memory, critical thinking, and mind flexibility. The child can also develop his cognitive skills, such as creativity, reasoning and problem solving.

1.2.1.6. Later Performance

An early learning of a foreign language has much more advantages and it has been argued that students who learn a foreign language in the elementary grades may demonstrate academic gains in other areas of the curriculum (Robinson, 1998). Indeed, in 2004, a study by University College London examined the brains of 105 who could speak more than one language; the study found that people who learned a second or foreign language when younger had denser grey matter than those who learned one later. Grey matter is the part of the brain where information is processed. According to Winslow (1997) children who learn a foreign language store the capacity together with their native language in one sector of the brain. This fact puts the advocators of learning foreign languages at early ages in a comfortable position. They base their arguments on the researchers' reports and studies that have provided information on the benefits of early foreign language learning and the language achievement.

1.2.2. Challenges of Teaching English at Primary Schools

All teachers are susceptible to face various challenges during performing their mission. However, it is viewed that the category of novice teachers is more likely to face

troubles and challenges because they are less experienced and they lack proficiency. Among the challenges of teaching English at Primary, the followings can be reported:

1.2.2.1. Lack of Qualified Teachers

The lack of qualified teachers is the most critical challenge. A qualified teacher must meet certain criteria. In Mexico for example, the ministry of education set some criteria for the qualifications of English teachers. They should either possess a minimal profile of a certified B1 level, or the more preferred ideal profile of a B2 or higher level in English, and a Bachelor degree in English teaching field of study. This means that graduates or teachers are ought to take in an English language proficiency test such as TOEFL or IELTS (Ramirez, 2016). Most English graduates, who have a degree in the English language, tend to have a good level of English, varying from B1 and B2 levels. However, these minimal and ideal levels do not necessarily mean that the graduates are qualified enough to teach children a foreign language, as many lack the pedagogical skills of English Language Teaching (ELT) to children. In fact, well-trained teachers do possess high language proficiency, good pedagogical skills, and are aware of the methods of ELT. However, as in the case of Slovakia, where many lower secondary level teachers also teach at primary schools, they are not aware of the age difference between children and teenagers, and they tend to overgeneralize their teaching techniques that work with older learners but do not specifically work with younger learners. According to Straková (2015) those teachers lacked the understanding of the age specificity of primary learners. They had been dealing with older learners and they achieved skills related results. However the same practice could not bring the same results with primary school learners and this because of the age specificity.

1.2.2.2. Low Teacher Training Quality

English language teaching requires teachers with perfect professional background standards such as a good command of English, having a general training in primary education, and in some cases, having a university education in the field of language teaching (Banfi2015). Indeed, the teacher is the essence of teaching and the backbone of any school or educational institution. The teacher plays a major role in the process of transferring knowledge and information to learners. It is possible that the teacher is the secret of the learner's love for English learning, or it may be a reason for learners to hate English and school as a whole. The teacher does not become a good teacher and expert in education from the moment he enters this profession, as it requires a number of years to become an expert in this field. Therefore, it is necessary to select a prepared, qualified, and trained teacher, who is able to know how to develop rules and plans for teaching children effectively, and how to manage his classroom.

1.2.2.3. Textbook Quality

Textbook quality plays an important role in supporting the students to acquire knowledge on English. In fact, designing good quality textbooks is a complex process; it has to take into consideration many aspects such as children education, children psychology, and culture. The textbook is obviously very important. It is considered the main instructional tool for young learners. Elizabeth Castro Juarez, an independent ELT consultant, attempted to evaluate the quality of textbooks used in The National Plan for English for Basic Education in Mexico. Juarez (2013) stated that "Usually in relatively small institutions like mine, teachers and languages coordinators select the books they use, using as criteria some elements that are relevant to their needs and objectives" (p.18). Furthermore, the selection of textbook quality requires certain elements relevant to children needs and objectives, to be used as criteria for textbook quality creation. Juarez (2013) noted that a rigorous pedagogical

evaluation of textbooks quality and features is highly needed, supporting her idea with the fact that those textbooks are directed to children and should follow the established curriculum. Therefore, textbook quality plays a crucial role in every child-learning journey. For this, the quality of the textbook really matters and can have decisive consequences on ELT outcome.

1.2.2.4. Lack of Time

English language teaching requires having longer contact time between the teacher and learners especially when teaching English as foreign language. When teachers are given only a short teaching time, they will find difficulties in doing their duty according to the planned goals. The lack of time affects as well the classroom management that refers to the methods and ways in which teachers manage a class in order to make it suitable for language learning (Richards, 2002). In fact, classroom management includes several actions such as; eliciting students' attention, maintaining their engagement in the lesson and organizing them into pairs or groups. Therefore, it is difficult to manage the class when the time allocated to ELT class is not enough.

1.2.2.5. Lack of Teaching Materials

Any teacher needs some materials in order to present the lesson in an appropriate way, especially the English language teacher. The teacher needs some specific materials which have a relation with language teaching. The language teaching materials include: the board, chalk or pen, text books, dictionaries, pictures and images, overhead projector, English short stories, head phones etc. The English language teacher needs to use such a material during their class as an explanation aids through which the teacher can give the lesson easily which means that it facilitates the teaching-learning process. According to Pratama (2015) those teaching materials help in practicing teaching through different tasks such as role play,

watching videos, games, pronouncing drilling, digital storytelling, and repetition. In fact, using materials make children happy when learning because they can see the animations or the people in the video or hear voices other than their teachers and friends.

1.2.2.6. Motivating Pupils

At primary school level, English language teachers should master managing pupils' motivation toward learning English as a new and foreign language. According to Brown (2007) motivation is an affective variable that plays a significant role in the learning process, where, it is responsible for the achievement or failure of students. In fact, when teachers fail to manage their pupils' motivation of learning English, the classroom atmosphere will not enhance their eagerness for language learning. In other words when teachers deal with unmotivated learners, they lose control over the classroom. Therefore, motivation is seen as a vital factor for learning a foreign language. In this respect, in the process of learning English as a foreign language, motivation is recognized as one of the most essential factors to encourage learning.

1.2.3. Solutions to the Challenges of Teaching English at Primary Schools

The challenges of teaching English at primary schools motivated scholars to conduct researches in order to find solutions to those challenges.

1.2.3.1. Enhancing Pupils' Motivation

As for enhancing learners' motivation, teachers can use various strategies in order to encourage pupils to accept and enjoy learning English as a foreign language. According to Chris Kyriacou (2009) motivating pupils to learn, means the different ways in which a pupil will make positive mental efforts towards learning. In fact, teachers can encourage language use through both intrinsic and extrinsic motivation (Richards, 2002). Therefore, teachers can stimulate the pupils' motivation through both intrinsic and extrinsic motivation. Kyriacou

(2009, p.25) suggested that: "intrinsic motivation stems from a biologically based drive of curiosity, such motivation involves an interest in the learning task itself and also satisfaction being gained from the task". The teacher can stimulate intrinsic motivation through some procedures like the way of starting the lesson, choose suitable subjects, and use of interesting activities. On the other hand, extrinsic motivation refers to "that learning situation where the impetus for the motivation stems from the fact that successful completion of the task is a means towards some other end" (Kyriacou, 2009, p. 25). The teacher can stimulate extrinsic motivation through rewards such as plus one point, offer short stories…etc. Therefore, teachers can motivate their pupils through stimulating both intrinsic and extrinsic motivation to learning English as a foreign language.

1.2.3.2. Adequate Material and Classroom Environment

The learning environment and learning materials are also reasons for an indispensible part of instructional methods of a teacher. If a learner cannot put the learned component in the target language, it affects the motivation and thus success of the learner. According to Van Patten (1987), a foreign language teacher should use the appropriate teaching materials which address the communicative competence of learners to create an atmosphere where they would feel close to a target language. Hutchinson (1987) defines the qualities of a good material as having an interesting text, an enjoyable activity and opportunities for learners by providing their potential knowledge and skills. Good materials help the teacher and the learner in organizing the teaching/learning process by providing various activities to maximise the chances of learning.

1.2.3.3. Good Teacher-Pupils Relationship

When the relationship between the teacher and pupils is not good, classroom management will be negatively affected and the misbehaviour of pupils will go up. In fact,

the teacher-pupil relationship is an important factor in the success of the teaching learning process. For this reason, the novice teacher has to establish a positive relationship with their pupils. According to Chris Kyriacou (2009), a good teacher pupil relationship needs to be based on two qualities; mainly pupils' acceptance of teachers' authority and mutual respect between the teacher and the pupils.

1.2.3.4. Adopting Small Class Size

For a successful teaching-learning process the classroom should not include a big number of pupils because large classes cause many challenges for the teacher. According to Brown (2001) Adopting small class size helps in:

➢ Enhancing pupils' ability of learning

➢ Maximising pupils' attention.

➢ Practicing more speaking skill.

➢ Increasing teacher feedback on pupils' performance.

As a matter of fact, if the Algerian public primary schools adopt a small number of pupils inside classes, the teaching learning process will be positively affected.

Conclusion

In brief, teaching English at primary schools is not an easy task. Decision makers need to take into account the problems and challenges that may hinder the success of introducing English at primary school.It is worth concluding that the main challenges to introducing English at primary schools are the lack of qualified teachers, low teacher training quality, the textbook quality, lack of time, lack of teaching materials and motivating pupils. If decision makers take in charge these challenges, various benefits will be gained from introducing English at primary school such as the removal of cultural barriers, positive attitudes towards English language learning and developing the child's cognitive abilities.

CHAPTER TWO: Practical Part

SECTION ONE: Methodology

Introduction

While chapter one of this dissertation was concerned with the literature review of the topic, this chapter is dedicated to cover the practical part of the study. It is divided into two main sections; the first one is devoted to describe in details the research methodology, the tools used to conduct the study and to collect data. It describes as well the participants of this study who are primary teachers of English at Mila region. The second section is devoted to the analysis and discussion of results. It deals as well with the main findings related to the aims of the study and the research questions.

1.2.4. Research Tool

To conduct this study, a questionnaire has been used as a main research tool.The teachers' questionnaire aims at conveying the challenges that face English language teachers in primary schools of Mila. This questionnaire involves different types of questions: "closed" and "open –ended" questions. Closed questions require the participants to answer by "Yes" or "No" or to tick up the right answers from a set of options and open-ended questions which require from them to give their personal opinions or background information about qualification or add a justification for their choice. The whole questionnaire is made up of (22) questions that are classified under (06) rubrics:

Rubric One: Personal Information

This rubric aims at exploring general personal information related to the participants: their gender, their age and their teaching experience.

Rubric Two: Qualification and Training

This rubric includes five questions related to teachers' qualification and their training before teaching English at primary schools.

Rubric Three: Practicing Teaching English at Primary Schools

This rubric includes two questions; it describes the participants' position: their notion towards the course book of English and how to manage the class.

Rubric Four: Challenges and Difficulties

This rubric includes five questions, through which we can set eyes on the main teaching obstacles and challenges that face the participants during their teaching experience. More precisely, it contains questions that deal with the teachers' challenges both inside and outside the classroom, and other difficulties that face them in teaching English at their primary schools.

Rubric five: Pupils Motivation

This rubric includes five questions; it enables us to know how participants deal with some common challenges. Furthermore, it describes the participants' view towards their teaching experience.

Rubric Six: Perspectives of English at Primary School

The last rubric involves two questions; it deals with the teachers' opinions about introduction and the future of English at primary schools.

1.2.5. The Participants

The participants of this study are teachers of English language at some of Mila primary schools. These primary schools are situated in different parts in Mila (Tassadane Haddada, Ferdjioua, Zeghaia and the city of Mila). The questionnaire has been addressed to 50

teachers, however and due to different difficulties, it has been completed by 35 participants, 14 of them answered it online.

1.2.6. Administration of the Questionnaire

The questionnaire was designed in two formats: Google form format and Word printed format in the academic year 2022/2023. The former was sent via email and the latter was administered handed to the targeted teachers. The process of collecting data has taken about three weeks to reach the current sample number, which is 35 teachers belonging to different primary schools at Mila.

Conclusion

Therefore, this section has dealt with describing the research tool used to conduct this study, the research population who are teachers of English at Mila primary schools and place and time settings.

SECTION TWO: Results of the Study

1.2.7. Questionnaire Results

The questionnaire that was used as a research tool included six rubrics. The followings are the different results of the different questions of each rubric.

1.2.7.1. Personal information

Figure 0.1.

Teachers' Gender
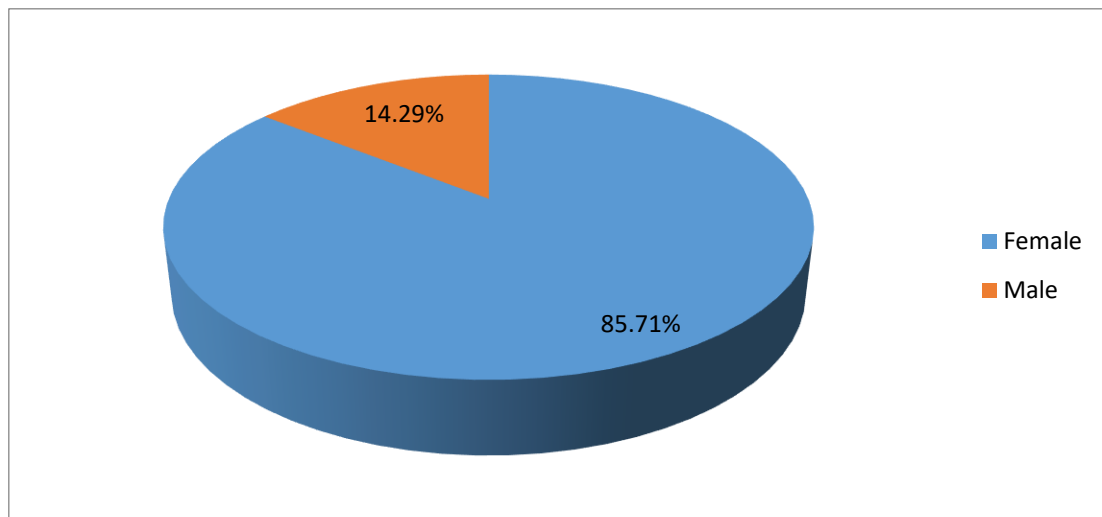
It is observed from figure 2.1 that the majority of the participants 85.71% are of female gender, whereas only 14.29% are of male gender. This indicates that the female gender is dominating English teaching at Mila primary schools.

Participants' Age

Figure 0.2.

Participants' Age
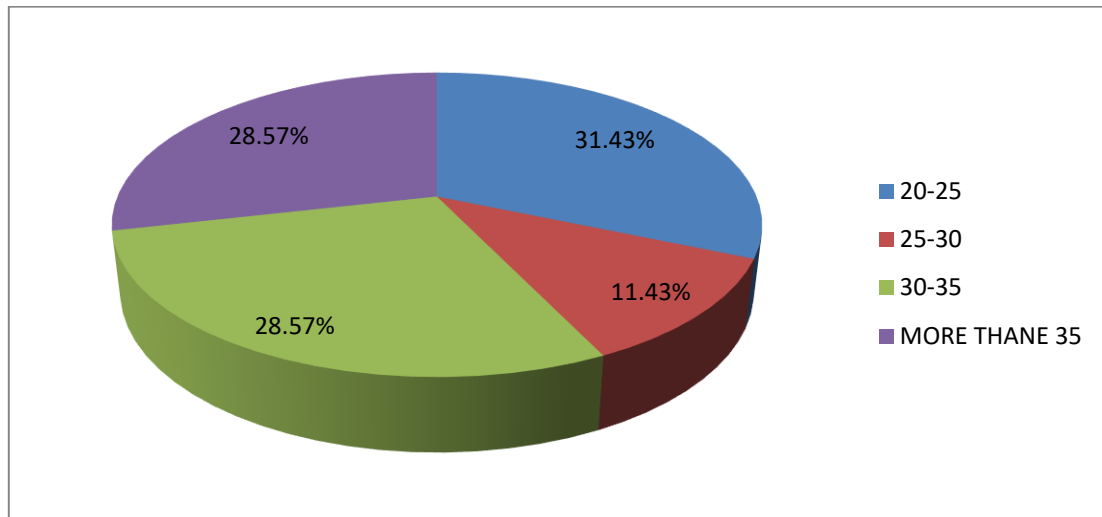
As shown in the figure 2.2 the participants' age varies between 20 years up to more than 35 years old. 31.43% of the teachers aged between 20 and 25 years. 28.57% of them aged between 30 and 35 years. Another 28.57% their age is more than 35. While, only 11.43% of teachers aged between 25 and 30 years. It can be stated therefore that a big portion of the participants can be considered as young teachers.

Teaching Experience

Figure 0.3.

Teachers' Years of Experience
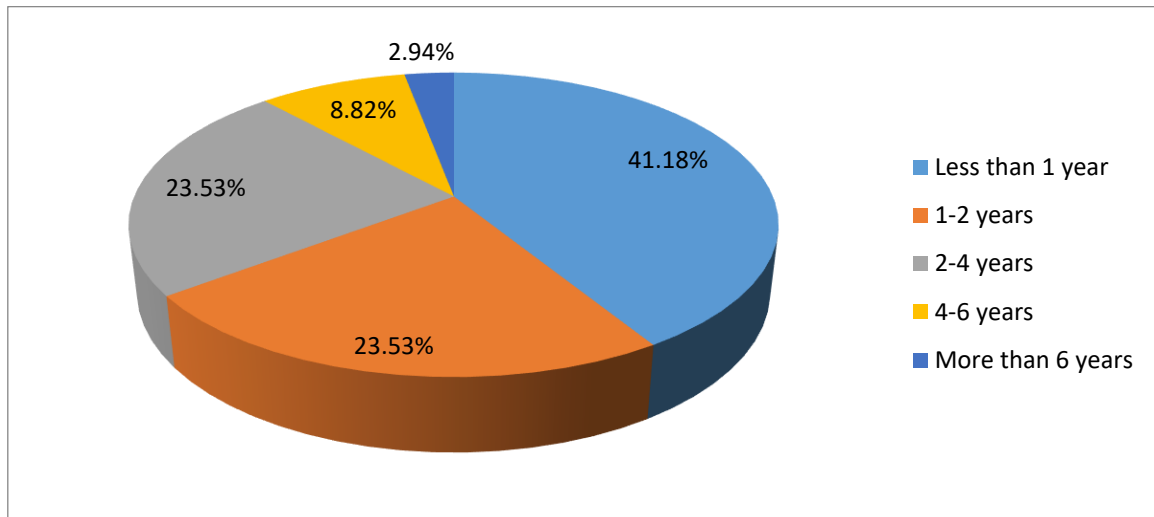
As it is noticed from the above figure 2.3 that 41.18% of the participants have less than one year of teaching experience. While 23.53% of them have an experience between 1-2 years.The same percentage for teachers who have experience from 2-4 years. The proportion 8.82% represents from4 to 6 years teaching experience. Whereas, only one teacher (2.94%) have more than 6 years of teaching experience. Thus, we can consider all our participants as novice teachers because their teaching experience at primary level is not more than six years.

1.2.7.2. Qualification and Training

1- What is the qualification that you hold?

License   Master   Doctorate

Other (Please specify) ………………………………………………………………

Figure 0.4.

Teachers' qualification degree
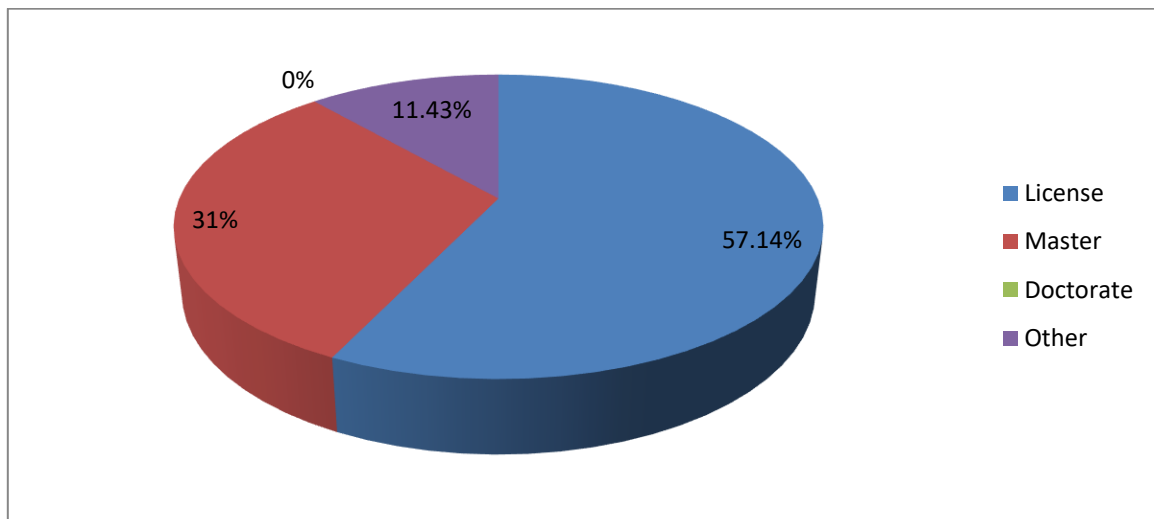
The data in figure 2.4 show that 57.14% from the whole number of participants hold license degree. Whereas 31% hold master degree and only 11% obtained others degrees. None of the teachers hold doctorate degree.

2-Year of Obtaining your Qualification (Degree)

Figure 0.5.

Teacher's year of qualification

The results show that 42.86% of the teachers obtained their qualification between 2018 to 2022. 34.29% of them obtained it from 2010 to 2014. Whereas 6 teachers (17.14%) graduated 2006-2010. Besides that only 5.71% obtained their qualification from 2014 to 2018.

3-During your university studies, was your pedagogy training mainly to deal with?

Primary School pupils   Medium School pupils   Secondary
School pupils   All of them

Figure 0.6.

Teacher's pedagogical training

From this figure 2.6 we notice that majority of the participants 40% declared that their pedagogical training was to deal with medium school pupils. The same number of participants got a pedagogical training related to deal secondary school pupils. 14.29% of the participants declared that their pedagogy training was related to deal with all of them. However, only 5.71% of teachers' training was to deal with primary school pupils.

4-Before teaching English at primary school, have you been given a training by Education Direction?

YES   NO

Figure 0.7.

Teacher's training
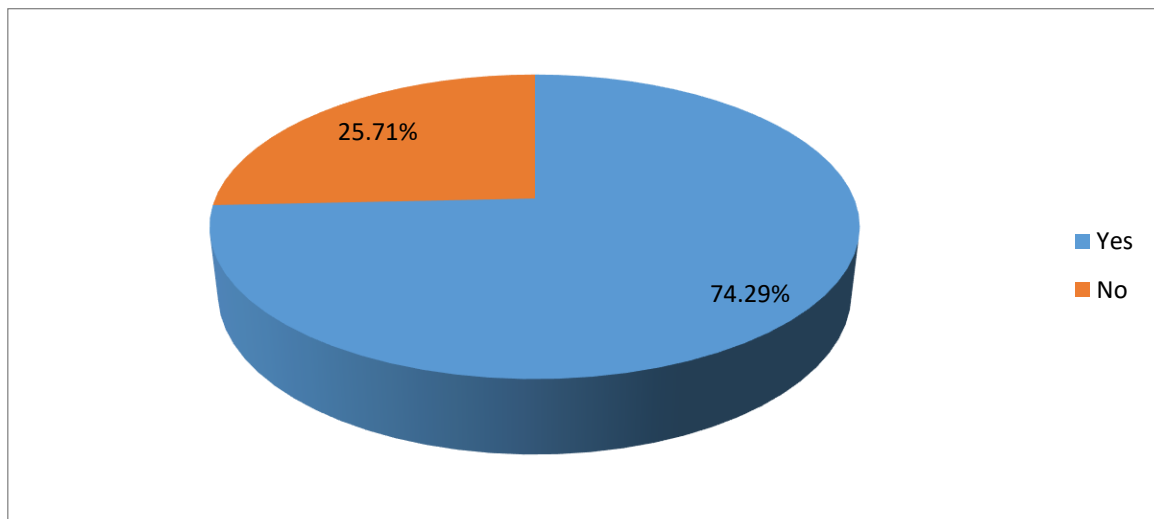
As it is illustrated in the figure 2.7 above, the vast majority teachers 74.29% claimed that they underwent a training by education direction. However, 25.71 of teachers declared that they did not get any training.

5- Have you found this training helpful during your teaching?

YES   NO

Figure 0.8.

Teachers' attitudes towards the importance of training

The majority of the participants 85.71% declared that they found the training helpful during their teaching. However, 14.29% found that the training they underwent was not helpful.

1.2.7.3. Practicing teaching English at Primary Schools
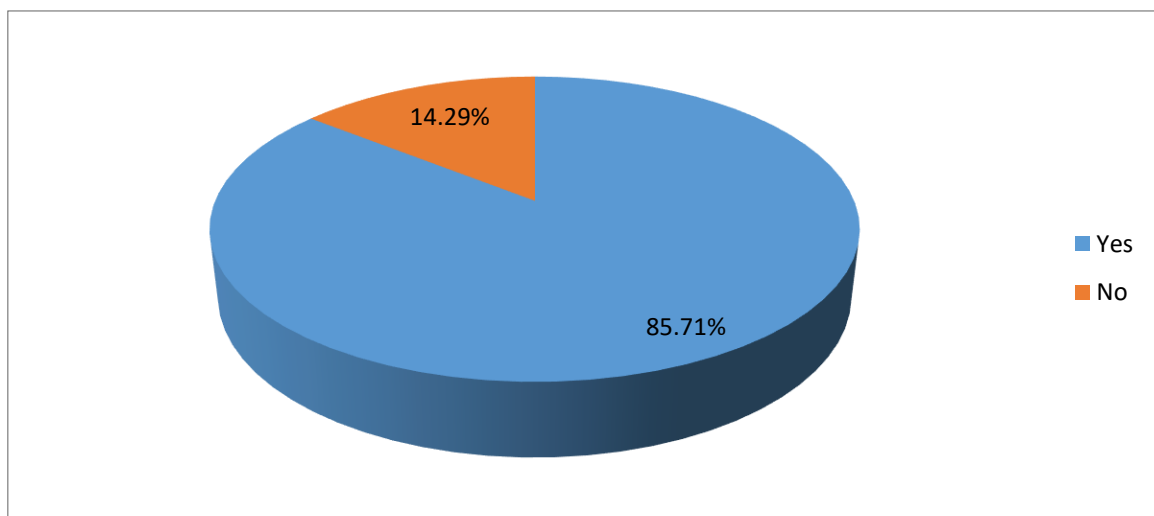
1- How are you managing your class?

a- Successfully without difficulties

b- Successfully with difficulties

c- Suffering

Figure 0.9.

Teachers' views about managing the class
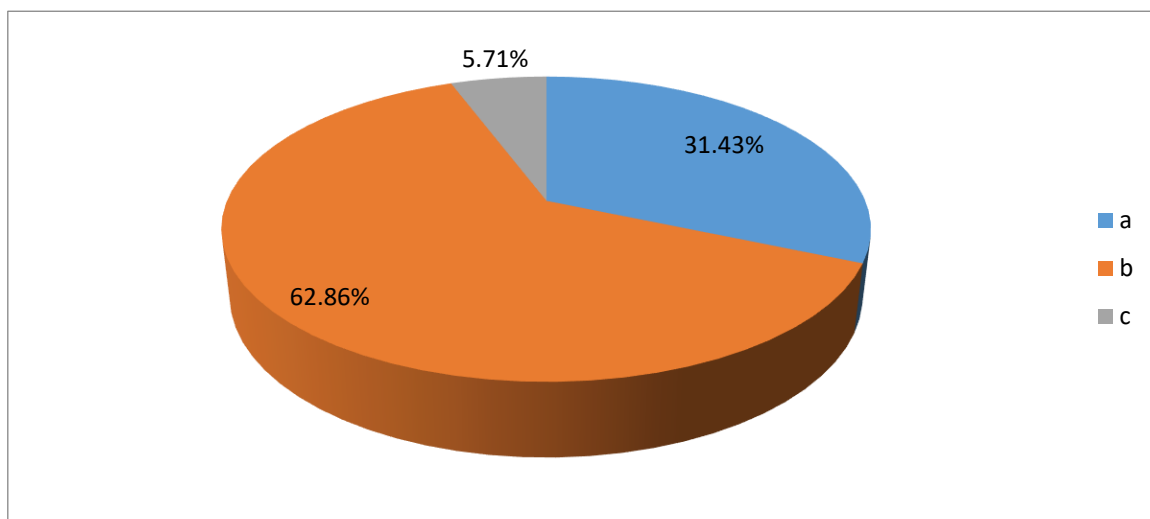
The data in figure 2.9 show that 22 teachers 62.86% declared that they manage the class successfully with difficulties. Meanwhile, 11 teachers 31.43% reveal that they manage their class successfully without difficulties. Whereas only two teachers 5.71%, declared their suffering related to class management.

2- Do you find the course book of English?

a- Helpful   b- not helpful   c- helpful but not motivating

Others:……………………………………………………………………………

Figure 0.10.

Teachers' opinions about the course book of English
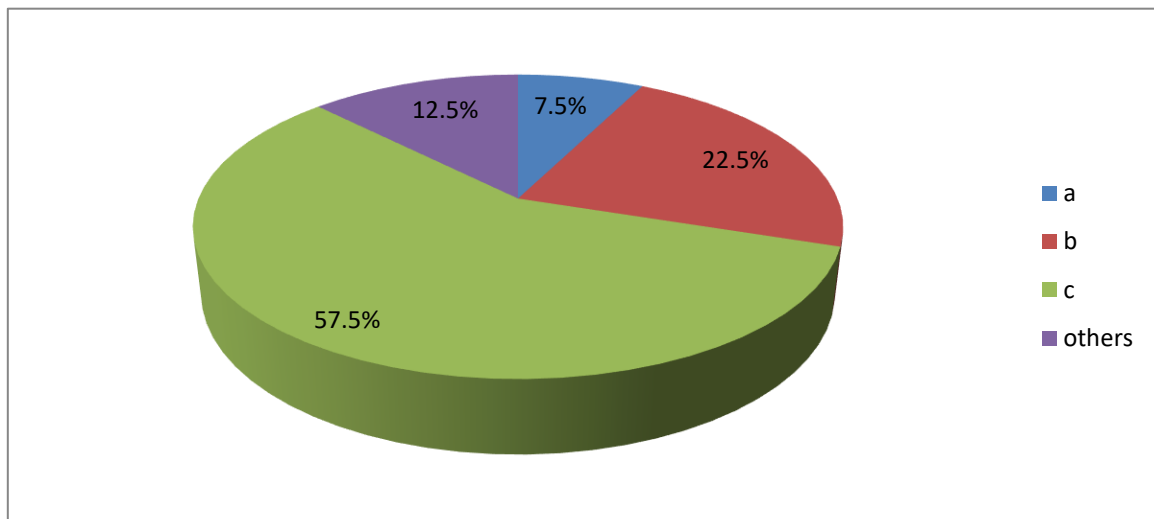
This figure shows the participants opinion towards the English language course book at primary school. 57.5% reported that the course book of third year is helpful but not motivating. On the other hand, 22.5% of the teachers consider it as boring and not helpful. However, only 7.5% of the participants said that they find it helpful.

1.2.7.4. Challenges and Difficulties

1- What are the teaching challenges related to you as a novice teacher?

a. Planning the lesson

b. Coping with pupils

c. Low proficiency in speaking English

d. Low voice

e. Lack of motivation

- Others: …………………………………………………………………………….

Figure 0.11.

Participants challenges as novice teachers
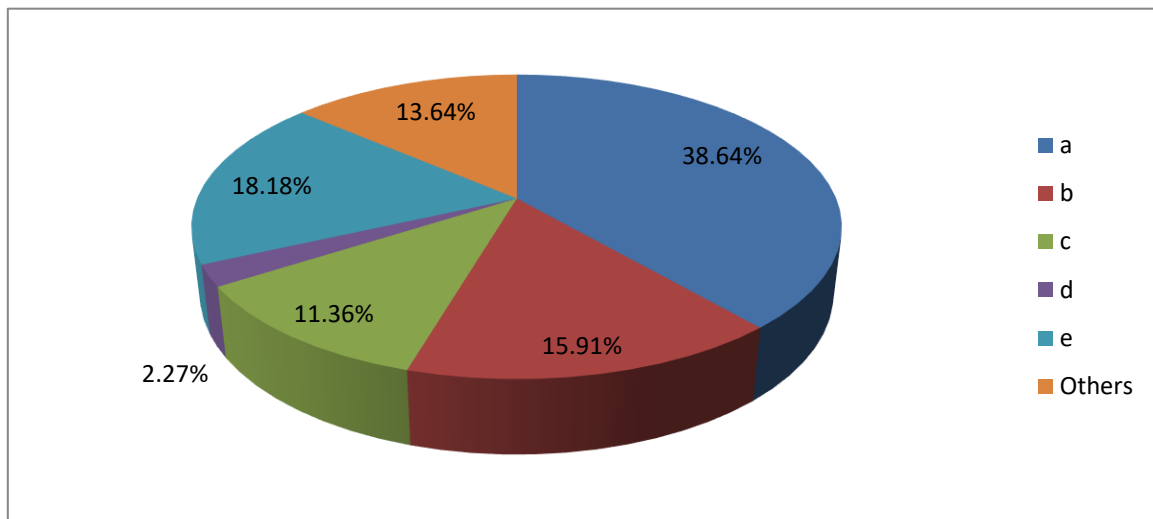
A big number of participants 38.64% have problems in planning the lesson. While, 18.18% of teachers suffer from lack of motivation. Furthermore, some teachers found difficulties in coping with pupils 15.91%.Whereas, 11.36% represents teachers with low proficiency in speaking English, and those who suffered from their low voice represent 2.27%.

2- What kind of challenges do you face inside the classroom?

    a- Managing the class

    b- Pupils misbehavior

    c- Lack of materials

    d- The large number of pupils in class

    e- Pupil's bad level in English language

-Others

…………………………………………………………………………………………….

Figure 0.12.

Teachers' challenges inside the classroom
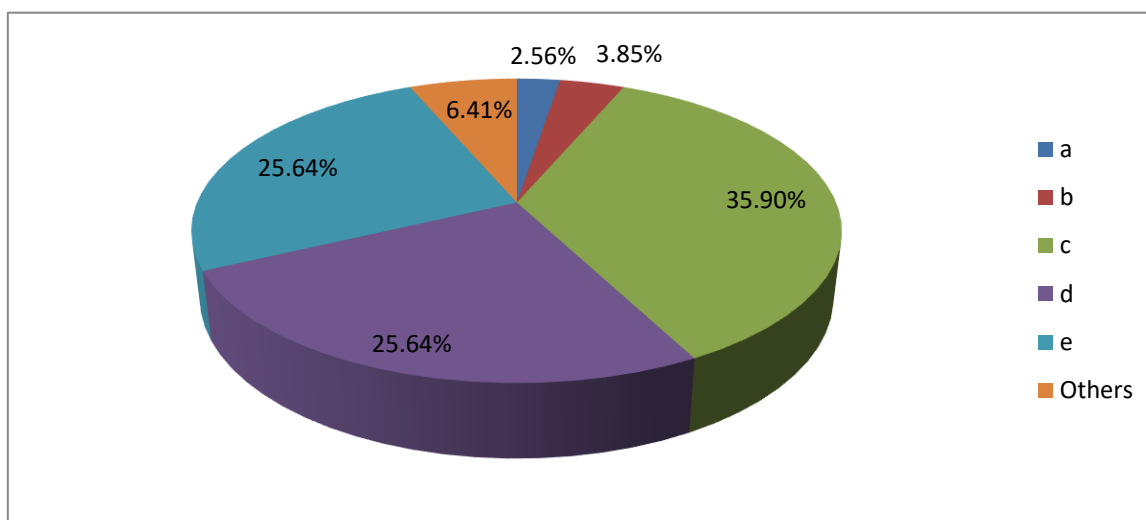
From the above figure, we deduce that all the participants faced various challenges during their teaching performance inside the classroom. 35.90% of the participants suffered from the lack of teaching materials. 25.64% complained about the large number of pupils in class and considered it as a serious challenge. 25.64% of teachers groused about their pupils' bad level in English. 3.85% suffered from their pupils' misbehavior inside the classroom which represents. Meanwhile, only 2.56% declared that they face challenges in managing the classroom.

3- Have you faced problems outside the classroom and affected your teaching practice especially from?

a- Pupils parents   b- Teaching Colleagues   c- Director of the school   d-None

Figure 0.13.

Teachers' problems outside the classroom
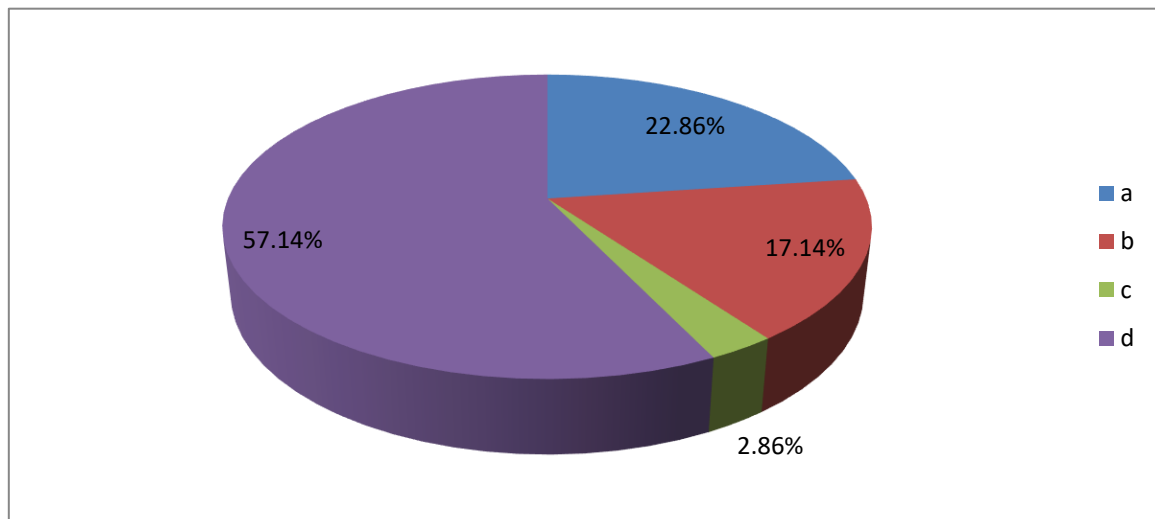
The results show that 57.14% of participants said that they did not face any kind of problems outside the classroom. While 22.86% face problems with pupils' parents. On the other hand, 17.14% stated that they face problems with their teaching colleagues. However, only 2.86% of the participants face problems with director of school.

4- Do your pupils find it difficult to switch from French class to the English one?

YES   NO

Figure 0.14.

Pupils' difficulty to switch from French class to English one
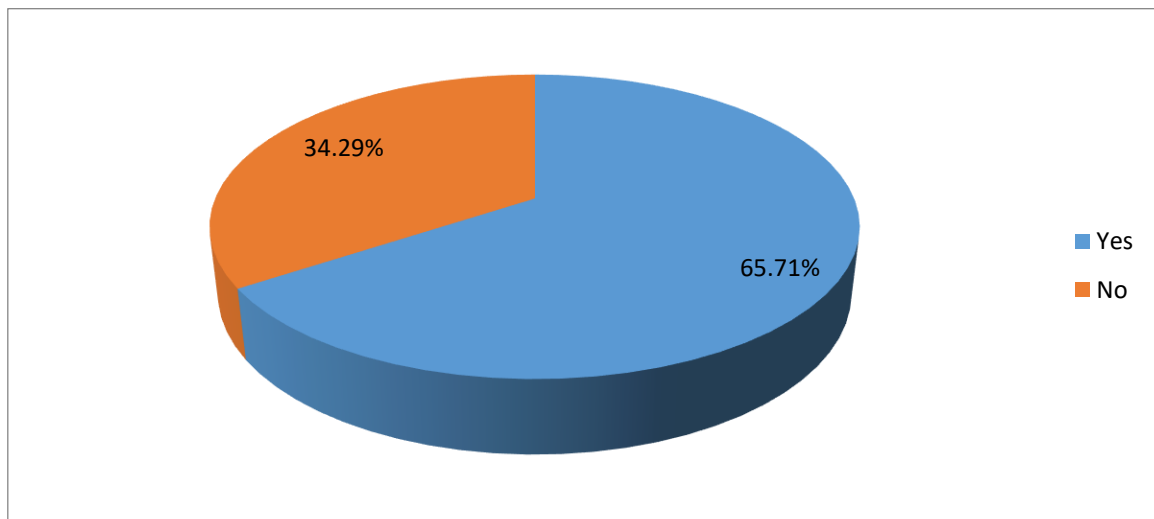
It is observed that the majority 65.71% of pupils find difficulty in switching from French class to the English. While 34.29% of the pupils did not find any difficulty in switching from French to English.

To what level can this difficulty affect your English teaching performance?

a- High   b- Medium   c- Low

Figure 0.15.

Level of effect of the difficulty on English teaching performance
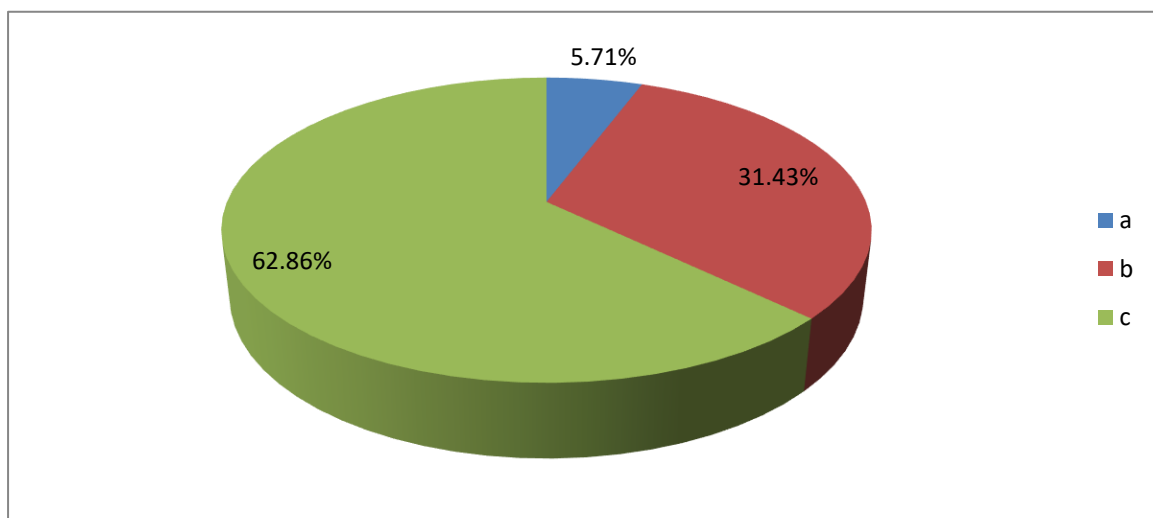
The results show that 62.86% of the participants declared a low level of effect of the difficulty on English teaching performance. While, 31.43% of teachers indicate that the level of difficulty is medium. Whereas, only two teachers 5.71% opt for the choice high level.

5- What are the other difficulties are you facing in teaching English at your primary school?

The participants responded the followings:

- It would be a great aid if they make an activity book so that pupils can practice and do some activities at home due to lack of time inside the class room.

- The large number of pupils.

- Some lessons are not related to learner's understanding and some of them repeated.

- The schools are far from each other.

- Using Arabic language.

- Time allotted is insufficient.

- Managing time.

- Two sessions(45minutes) per weeks not sufficient.

- It is difficult to move from one school to another.

- 45 min is not enough, the textbook.

- The textbook is not helpful.

1.2.7.5. Pupils' Motivation

1- Motivation to learn English

a- Very good   b- Good   c- Poor   d- Very poor

Figure 0.16.

Pupils' motivation to learn English
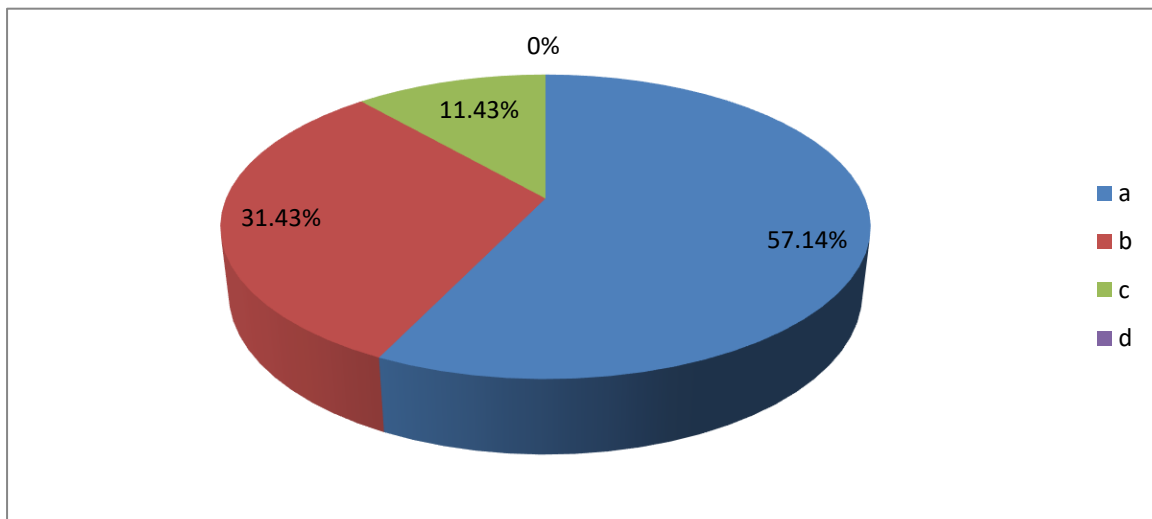
We observed that 57.14% of the participants said that their pupils' motivation to learn English is very good, and 31.43% said that it is good. While, 11.43% of the teachers stated that their pupils' motivation towards learning English is poor, and no one from the whole number of our sample said that it is very poor.

2- Behavior in class

    a- Very good   b- Good   c- Poor   d- Very poor

Figure 0.17.

Pupils' behavior in class
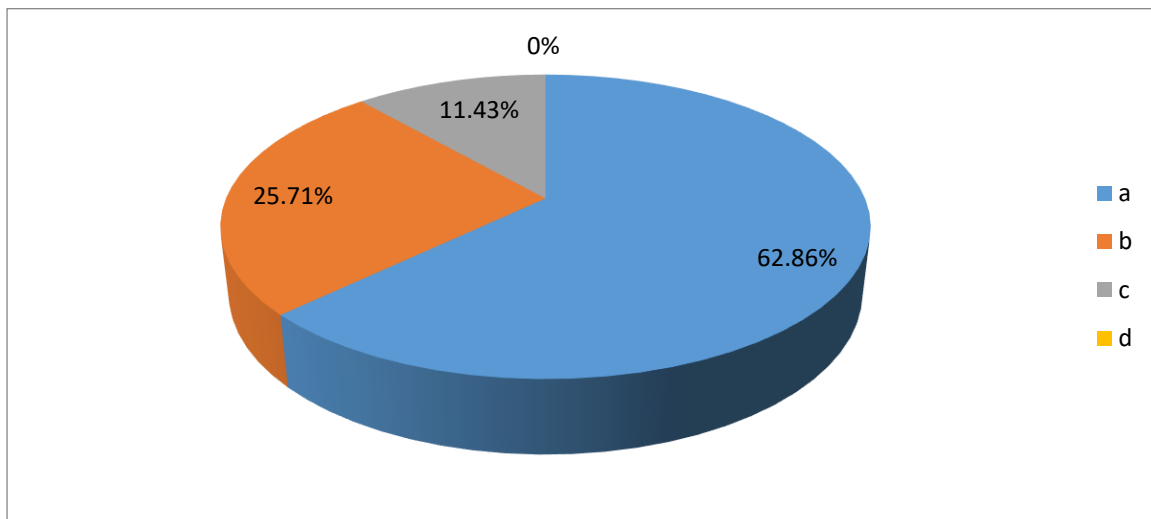
According to the above figure, the majority of participants stated that their pupils' behavior in class is very good which represents 62.86%, and 25.71% of the teachers said that their pupils' behavior is very good. While, there are 11.43% of the teachers who declared that their pupils' behavior in class is poor, and none of the participants said that their pupils' behavior is very poor.

3- Lessonattendance

    a- Very good   b- Good   c- Poor   d- Very poor

Figure 0.18.

Pupils' lesson attendance
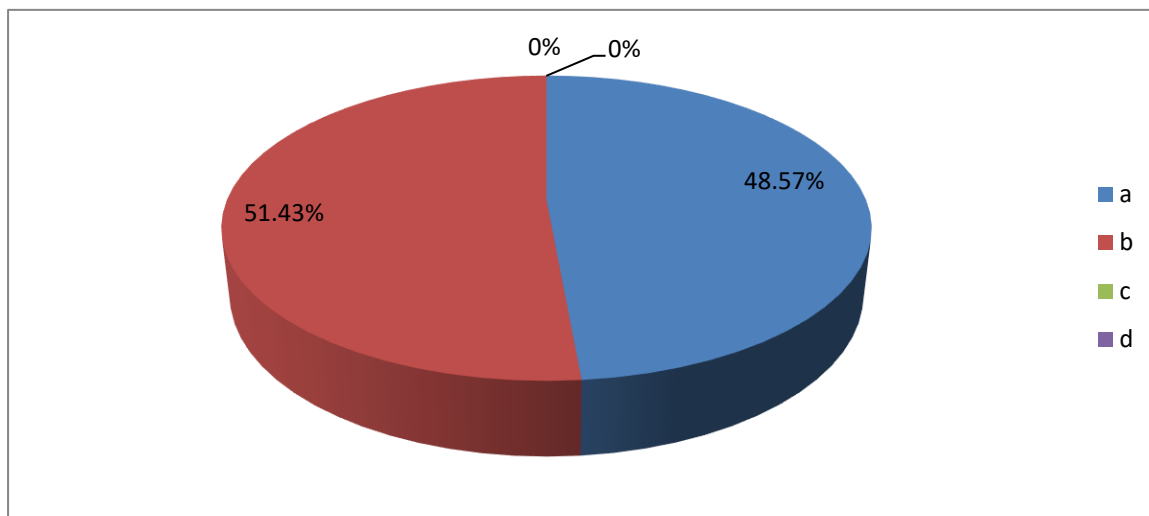
It is noticed that the majority of participants asserted that their pupils' lesson attendance is good which represents 51.43%, whereas 48.57% said that it is very good. However, all the participants neglected the option poor and very poor.

4- How do you deal with the unmotivated pupils?

a. Ignore them

b. discuss subjects that interest them (football, music, games…etc)

c. Attract their attention by using educational games

d. Use some humor during the lecture

Figure 0.19.

Teachers' attitudes towards unmotivated pupils
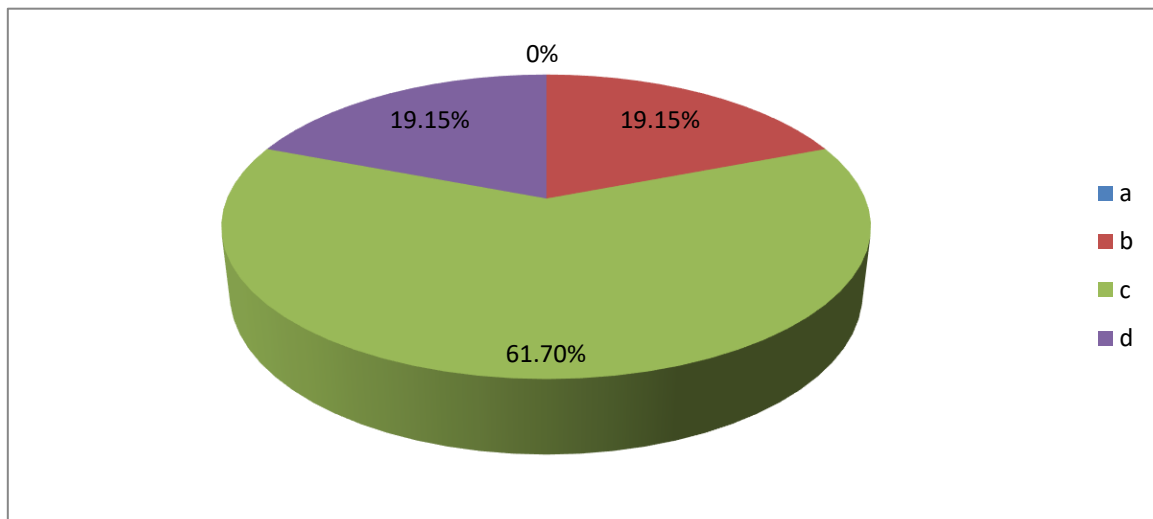
The results highlight that the majority of teachers 61.70% deal with the unmotivated pupils by using some educational games in order to attract their attention. Whereas 19.15% of the participants preferred discussing subjects that interest them. Then, the same number of participants said that they use some humor during the lecture. However, none of the participants ignore the unmotivated pupils.

 5- How do you deal with pupils' misbehavior inside the classroom?

a. Ignore them

b. Punish them

c. Speak to the pupil in private about his/her bad behavior

d. Ask the pupil to bring his/her parents

Others: …………………………………………………………………………………

Figure 0.20.

Teachers' attitudes towards pupils misbehavior
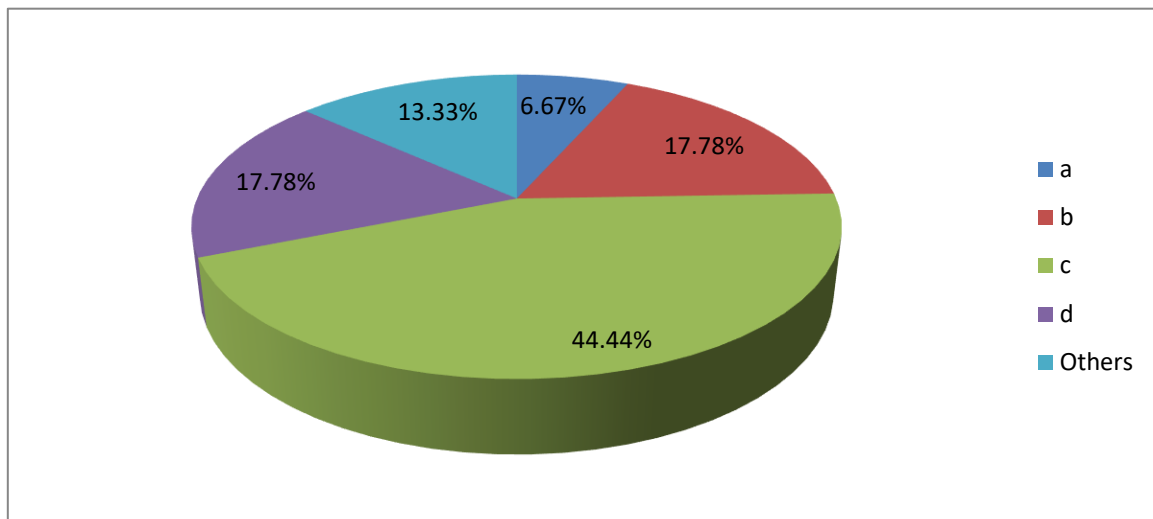
It is noted that 44.44% of the participants preferred to speak with their pupil in private about their bad behavior. 17.78% state that they use punishment in order to deal with their pupils' misbehavior. The same number of participants 17.78% who found that it is better to talk with the pupil' parents about their bad behavior, While, 13.33% represents other teachers who state other ways towards pupils misbehavior. However, 6.67%% of the teachers said that they ignore them as a way in order to overcome pupils' misbehavior.

1.2.7.6. Perspectives of English Introduction at Primary School

1- Do you see English introduction at primary school as?

Good decision   thoughtless decision   good start that needs improvement

Figure 0.21.

Teachers' views towards the introduction of English at primary schools
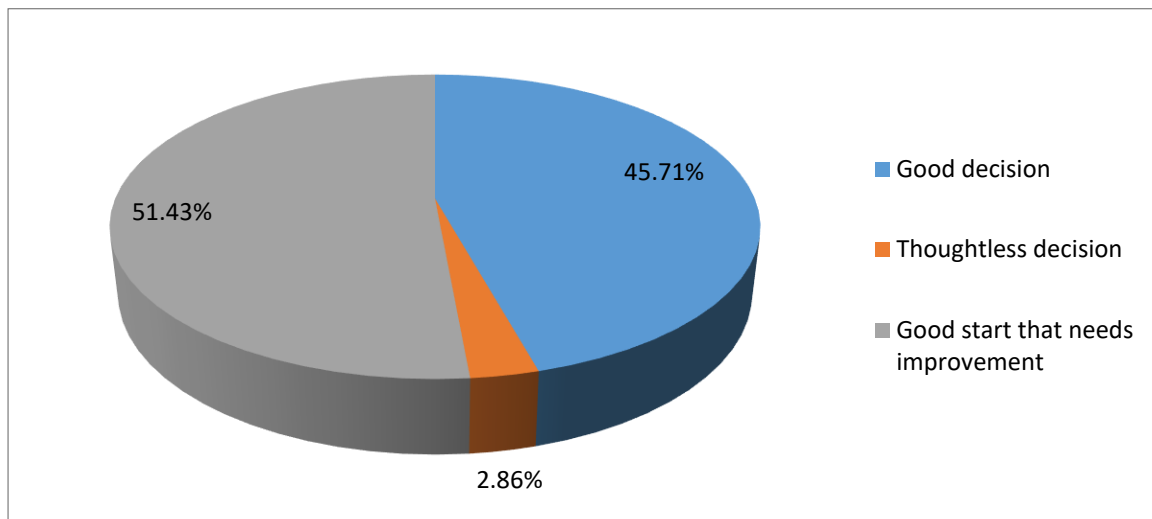
The results show that 51.43% of the participants declared that the introduction of English at primary schools is a good start that needs improvement. Besides that, 45.71% said that it is a good decision. On the other hand, only 2.86%% of the respondents said that it is a thoughtless decision.

2- How do you see the future of English at primary school?

- More difficulties and challenges   - less difficulties and challenges

    - unclear vision   -   shining future

Figure 0.22.

Teachers' views towards the future of English at primary school
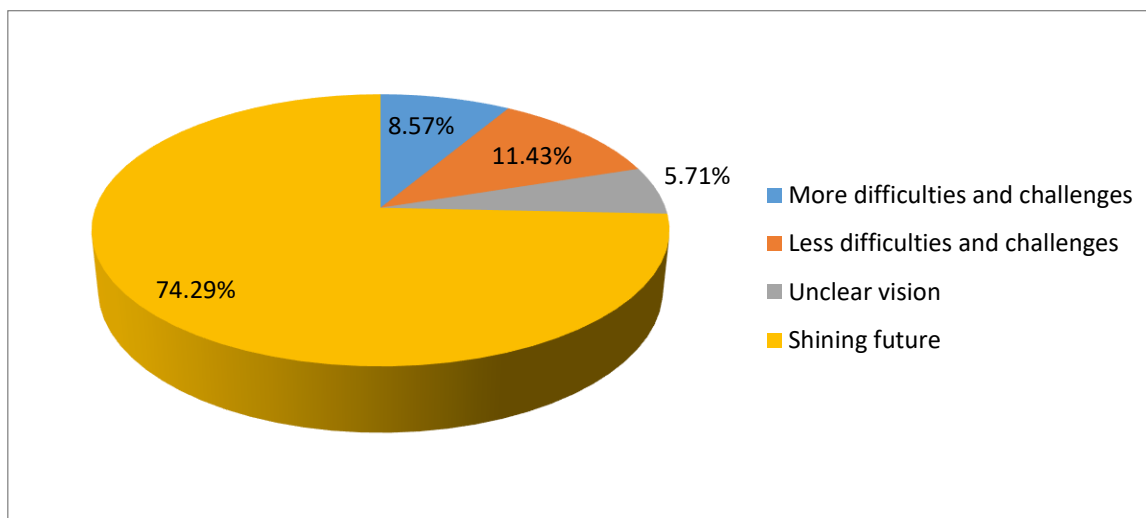
As shown in the above figure that 74.29 % of the informants see the future of English as a shining one. Then 11.43 % see it as less difficulties and challenges. Other respondents 8.57 % said that this future has more difficulties and challenges. Whereas, 5.71% see it as unclear vision.

1.2.8. Discussion and Analysis of the Results

The different results obtained from the different questions of the six rubrics of the questionnaire which is the main research tool allow us to discuss and analyse those results in a logical manner. They allow us as well to assess if these results are according to the theoretical background of this study or not.

As for Rubric one results which is devoted to personal information, it can be concluded that the dominant gender in this study is the female one (85.71%). Besides the gender, the age of a big number of the participants varies between 20 and 35 years old. This indicates that these participants are still young which means that they still have time to learn and to gain experience. As for their teaching experience, the majority are novice teachers who have started teaching English at the primary school starting from 2022/2023 school year.

Rubric two main findings indicate that the majority of participants hold a 'licence' degree as their qualification that they obtained it at least 5 years back. This indicates that the introduction of English at Algeria's primary school can be considered as a relief to those jobless graduates. Concerning the pedagogical training the participants underwent during their university studies, it was mainly to deal with medium school and secondary school pupils. This can be understood because English was not introduced at primary school.

Rubric three results that are related to practicing teaching English at primary schools indicate mainly that the majority of participants (62.86%) manage the class successfully but with difficulties. This may due to the pedagogical training related to dealing with primary school pupils that they lacked during their university studies. As for the helpfulness of the textbook of English, only 7.5% of the participants find it helpful. This urges a deep look at the textbook in order to take corrective actions. Concerning the participants' challenges and difficulties as novice teachers, they include mainly problems in planning the lesson and lack of motivation with a lower level. As for the challenges they face inside the classroom, the participants raised mainly the issues of lack of teaching materials and overcrowded classrooms. However and as for the problems these participants face outside the classroom, they mentioned mainly the parent's pupils. This can indicate the feature of primary teaching which is characterized by parents' closer follow up to their children. As for the difficulty pupils face when they switch from the French class to the English one, the majority of participants (65.71%) confirmed it. This calls educators to find quick solutions to this issue. Other difficulties facing the participants in teaching English at primary school include the short time per week devoted to the English class and the movement and work of the same teacher of English to more than one primary school.

Concerning pupils' motivation, it can be understood that it is not an issue as a big number of participants declared that their pupils' motivation is rated between good and very

good. This indicates that the introduction of English at primary school is not facing resistance by pupils. May be because this generation is born with internet and social media where English is widely used. This high level of motivation affects positively the pupils' behavior inside the classroom which is declared by the majority of participants (62.86%) as very good. Whereas and for motivating the unmotivated pupils, teachers use mainly some educational games in order to attract their attention.

Finally and as for rubric six that deals with perspectives of English introduction at primary school, (51.43%) of the participants declared that the introduction of English at primary schools is a good start that needs improvement. This shows that English introduction at primary school can be considered as a positive decision by the Algerian decision makers however improvements are needed to be conducted in order to gain fruitful results. As for the vision of the participants about the future of English at Algeria's primary school, (74.29 %) of the informants see the future of English as a shining one. This is may be because of the motivation and enthusiasm of these teachers to succeed and to be the pioneers of English introduction at primary school.

1.2.9. Conclusions of the Study

From the findings of the study, it can be concluded that the research questions have positively been answered.

In fact the different results obtained from the different answers of the questionnaire questions can be considered as answers to the research questions and as confirmations to the research hypotheses. As for research question one which is: What types of challenges and difficulties that the teachers of English are facing in primary schools? The findings of this study indicate that teachers of English at Mila primary schools are facing various types of challenges and difficulties such as:

- **Inadequate pedagogical training.**

- **The textbook of English is not helpful.**

- **Lesson planning.**

- **Lack of teaching materials.**

- **Overcrowded classrooms.**

- **Pupils' parent's intervention.**

- **Pupils' switching from French class to the English one.**

- **Short time per week devoted to the English class.**

- **Movement and work of the same teacher of English to more than one primary school.**

As for research question two which is: How do those challenges and difficulties affect the teaching English at Mila primary schools? It can be stated that if educators do not find urgent solutions to those challenges and difficulties, English language teaching at primary school will not be successful. Such of the urgent solutions is the adaptation of the pedagogical training according to the characteristics of primary school pupils and improving the content of the textbook of English in order to make it helpful to teachers. Besides that educators find a solution to the overcrowded classroom. Moreover educators should recruit more teachers of English to find a solution to the work and movement of teacher of English to more than a primary school. This will help in motivating teachers by being stable in one school.

1.2.10. Limitations of the Study:

The present investigation has faced a number of contextual and methodological constraints which obliged the researchers to double the efforts while conducting it. First, the

unavailability of resources (articles, books, etc.) that tackle the issues of EFL in Algeria's primary school makes a little bit hard to provide sufficient information. Second and while conducting the practical part of the study, we found difficulties in finding an important number of teachers of English at Mila primary schools who are available to respond to our questionnaire. This unavailability of teachers is because one teacher teaches in more than a primary school which affected their availability to us. After getting our questionnaire responded by a short number of teachers, we decided to call primary teachers of English to respond the questionnaire online and they did but not all of them. Furthermore, the participants have ignored to respond on some of the questionnaire questions. We believe that this study would have been better if the mentioned constraints had not been there.

Conclusion

To conclude, this second chapter has dealt with the practical part of this research. It has dealt with the methodology in its first section and with the results of the study in its second section. This chapter included the discussions of the results and their interpretations that led to respond to the research questions positively and to draw various conclusions from this investigation such as the main challenges that those primary school teachers of English face at Mila. Those challenges comprised the inadequate pedagogical training, textbook of English, lesson planning and lack of teaching materials.

General Conclusion

The present investigation has endeavored to investigate the challenges and difficulties of introducing English language at the Algerian primary schools starting from this year2022\2023 the case of Mila region. To conduct and achieve this research, the researchers organized their work by dividing it into two parts; a theoretical part and a practical one.

In the theoretical part, section one has covered the Algerian linguistic situation and language policy and planning in Algeria while section two has dealt with benefits and challenges of introducing English at early education and solution to the challenges of teaching English at primary schools. In the practical, section one has dealt with the analysis of the teachers' questionnaire that has thereby enriched the empirical dimension of this research.

The obtained results have affirmed that introducing English at Algeria's primary schools involves many challenges when it comes to teacher training or dealing with young children. However, these difficulties and challenges cannot hide the positive sides of introducing English at Algeria's primary. In fact globalization requires all peoples around the world to use English because this world has become a small village. Therefore introducing English at early stage of education allows this younger generation to grow with English and to benefit from science and technology advancements that are conveyed through the medium of English language. Furthermore, introducing English at early stage allows this generation to have a wider cultural background that may widen their respect of the other cultures.

Finally, it can be stated that this study has attempted to investigate the different challenges and difficulties encountered by teachers of English at Mila primary schools and has reached results that have answered positively the research questions. However and due to the limitations and obstacles faced while conducting this study, the research perspectives

related to introducing English at Algeria's primary schools remain open and that future studies should be conducted to investigate in detail with education specialists every challenge and difficulty encountered by teachers of English.

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<div align="center">**Appendices**</div>

<div align="center">**Teachers' Questionnaire**</div>

Dear Teacher

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

Rubric 1: Personal information

Gender: M   F   **Age: ……**

English Teaching Experience

School	Number of years
Primary school	……………………….
Medium School	………………………
Secondary	………………………..
Private School (please specify the age of learners)	………………………….

Rubric 2: Qualification and Training

 1- What is the qualification that you hold?

License   Master   Doctorate

Other (Please specify)

………………………………………………………………………………………………………

2- Year of Obtaining your Qualification (Degree)

……………………………….

3- During your university studies, was your pedagogy training mainly to deal with?

Primary School pupils   Medium School pupils   Secondary

School pupils   All of them

4- Before teaching English at primary school, have you been given a training by Education

Direction?

YES   NO

5- Have you found this training helpful during your teaching?

YES   NO

Rubric 3: Practicing teaching English at Primary Schools

3- How are you managing your class?

d- Successfully without difficulties

e- Successfully with difficulties

f- Suffering

4- Do you find the course book of English?

b- Helpful   b- not helpful   c- helpful but not motivating

Other:……………………………………………………………………………

Rubric 4: Challenges and Difficulties

1- What are the teaching challenges related to you as a novice teacher?

a. Planning the lesson

b. Coping with pupils

c. Low proficiency in speaking English

d. Low voice

e. Lack of motivation

- Others: …………………………………………………………………………….

2- What kind of challenges do you face inside the classroom?

 f- Managing the class

 g- Pupils misbehavior

 h- Lack of materials

 i- The large number of pupils in class

 j- Pupil's bad level in English language

-Others

…………………………………………………………………………………………….

 6- Have you faced problems outside the classroom and affected your teaching practice especially from?

 7- Pupils parents   b- Teaching Colleagues   c- Director of the school

 8- Do your pupils find it difficult to switch from French class to the English one?

YES   NO

To what level can this difficulty affect your English teaching performance?

a- High   b- Medium   c- Low

 9- What are the other difficulties are you facing in teaching English at your primary school?

………………………………………………………………………………………………

Rubric 5: Pupils Motivation

 1- Motivation to learn English

    a- Very good   b- Good   c- Poor   d- Very poor

 2- Behavior in class

a- Very good   b- Good   c- Poor   d- Very poor

 3- Lesson attendance

     a- Very good   b- Good   c- Poor   d- Very poor

4- How do you deal with the unmotivated pupils?

a. Ignore them

b. discuss subjects that interest them (football, music, games…etc)

c. Attract their attention by using educational games

e. Use some humor during the lecture

5- How do you deal with pupils' misbehavior inside the classroom?

a. Ignore them

b. Punish them

c. Speak to the pupil in private about his/her bad behavior

d. Ask the pupil to bring his/her parents

Others: …………………………………………………………………………

Rubric 6: Perspectives of English at Primary School

1- Do you see English introduction at primary school as?

Good decision   thoughtless decision   good start

that needs improvement

2- How do you see the future of English at primary school?

More difficulties and challenges   less difficulties and challenges

unclear vision   shining future

THANK YOU VERY MUCH FOR YOUR COOPERATION

Résumé

L'enseignement de la langue anglaise à l'école primaire en Algérie vient d'avoir lieu au cours de l'année scolaire 2022/2023. Cette introduction à l'anglais doit être accompagnée d'études et de recherches afin de savoir si ce processus est réussi ou non. La présente étude tente d'enquêter sur l'enseignement primaire de l'anglais comme langue étrangère. Plus précisément, il vise à déterminer les défis auxquels sont confrontés les enseignants d'anglais dans les écoles primaires de Mila et à essayer de proposer des solutions pour les surmonter. Lors de la réalisation de l'étude, un questionnaire a été utilisé comme principale outil de recherche. Le questionnaire a été répondu par trente-cinq (35) enseignants d'anglais dans les écoles primaires de Mila. Les résultats obtenus ont permis de détecter les défis et les difficultés auxquels sont confrontés les enseignants des écoles primaire anglaises. Ces défis et difficultés sont de différents types, y compris pédagogiques et organisationnels.

Mots clés : enseignement de l'anglais, école primaire, difficultés, défis, élèves.

ملخص

بدا تدريس اللغة الانجليزية في المدرسة الابتدائية في الجزائر في العام الدراسي 2022-2023. يجب ان تكون مقدمة اللغة الانجليزية هذه موازية للدراسات والابحاث لمعرفة ما إذا كانت هذه العملية ناجحة ام لا. تحاول الدراسة الحالية التحقيق في تدريس اللغة الإنجليزية كلغة أجنبية في المدرسة الابتدائية.   على وجه التحديد، يهدف إلى تحديد التحديات التي تواجه معلمي اللغة الإنجليزية في المدارسالابتدائية لولاية لميلة، ومحاولة اقتراح بعض الحلول للتغلب عليها. في اجراء الدراسة تم استخدام الاستبيان كأداة بحث رئيسية، تمت الاجابة على الاستبيان من قبل خمسةوثلاثون 35 مدرسًا للغة الإنجليزية في المدارس الابتدائية في ميلة. سمحت النتائج التي تم الحصول عليها باكتشاف التحدياتوالصعوبات التي يواجههامعلمي المدارس الابتدائية في اللغة الانجليزية. هذه التحديات والصعوبات من انواع مختلفة بما في ذلك التربوية والتنظيمية.

الكلمات المفتاحية: تعليم اللغة الإنجليزية، المدرسة الابتدائية ، الصعوبات ، التحديات ، التلاميذ.