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**Investigating Teachers of English Perceptions Towards Challenges in Addressing Individual
Differences in Algerian Primary Schools**

Case of study: Teachers of English at Mila's Primary Schools

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Didactics of Foreign Languages

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Dedication

To my father's soul — may he rest in peace. You always encouraged me to become a teacher, and Today, I am on the right path. Be proud of me, wherever you are.

To my beloved mother, whose unconditional love, constant prayers, and endless sacrifices have been the foundation of my strength.

To my dear brothers, Karim and Alaeddine, and my cherished sister Sana, along with her two beautiful children, Nissou and Lokman — thank you for your support, and for believing in me even when I doubted myself.

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Doula Chaima

Dedication

To my beloved parents, Your unwavering love, endless prayers, and boundless support have been the foundation of my journey. Your sacrifices and belief in me have carried me through every challenge.

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Abstract

In Algerian primary schools, teachers face various challenges in addressing the diverse needs of their students, especially concerning cognitive and affective factors that influence learning.

Understanding these challenges is vital for creating an inclusive and effective educational environment.

This study examines the difficulties encountered by primary school English teachers in Mila, focusing on how cognitive differences (like learning styles and intelligence levels) and affective factors (such as motivation and confidence) impact teaching and student performance. Data from 55 teachers' questionnaires and 10 interviews reveal that limited training and resources hinder teachers' ability to manage student diversity. Motivated and confident students tend to perform better, while less confident pupils struggle with participation. The study recommends implementing differentiated instruction, using interactive materials, and providing emotional support. It highlights the need for ongoing professional development and clear policies to better equip teachers for addressing individual differences, ultimately improving learning outcomes.

Key Terms: primary school, individual differences, cognitive diversity, affective factors, professional training, motivation, confidence.

List of Abbreviations

CPH	Critical Period Hypothesis
EFL	English as a Foreign Language
TL	Target Language

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General Introduction

1. Background of the Study

English nowadays is considered one of the most frequently and extensively used languages in the world. It is also one of the most taught languages in non-English speaking countries across the globe which gave it the position of a pioneering international tongue (Crystal, 2003). Therefore, there is a constant extensive research about the evolution of English teaching methods and strategies that aim at improving the quality and outcomes of EFL and ESL teaching process. In fact, the integration of English language instruction in primary schools has been a regular policy for a large number of countries in the world, where young learners are exposed to the target language in an early age with the goal of facilitating their learning process in the future and enhancing their language skills and fluency. The Indonesian government for example has passed the policy of integrating English language in primary schools' curricula in late 1994 for the great importance this language achieved as part of science, technology, and culture (Cahayati & Madya, 2019).

Furthermore, Germany is another country among several ones which integrate English language instruction in its primary schools' systems, believing that exposure to many languages in the context of early childhood education and care is essential for learners' language acquisition and development (European Commission 2011, as cited in Kolb & Schocker, 2021). This corresponds with the critical age theory which states that the best age for acquiring a language starts from two and ends before puberty (Siahaan, 2022). Hence, it is scientifically acknowledged that young learners in pre-primary or primary schools succeed in learning the target language more effectively than adult learners.

As a consequence, the Algerian ministry of education has recently expanded English language learning, recognizing the importance of English in global communication and academic progress. This initiative involves integrating English instruction at all educational levels, starting from primary school education, aiming to provide students with vital language skills for success in a competitive and interconnected world. However, since it is a new teaching policy to teach English language to young pupils in primary schools, it is expected that there are many difficulties that EFL teachers encountered during their first experience in teaching this language in primary schools. Consequently, the present study is conducted to examine the challenges of English teacher at the Wilaya of Mila, and how they cope with this new linguistic policy in their EFL classrooms.

2. Statement of the Problem

It is widely accepted that English is one of the languages that is used the most in the world today. As the language of science and technology, it has evolved into a universal language that guides international communication between nations. Therefore, it is logical for the Algerian government to put more emphasis on this language teaching process in order to keep pace with the world's rapid advancement. Therefore, including English language instruction into primary schools has aided students' language learning and expedited their academic progress. But even with the growing significance of English in a multitude of fields and the necessity of English proficiency for the globalization of communication, teaching English to young pupils in Algerian primary school settings poses a set of difficulties and challenges that may prevent this language teaching approach from being implemented successfully.

Despite the widespread recognition of the importance of teaching English in Algerian primary schools and the support provided by educational policies, teachers face numerous

practical challenges that hinder effective instruction. These include large class sizes, insufficient training, lack of teaching resources, and cultural concerns, all of which create significant obstacles to delivering quality language education. While much of the existing research focuses on these practical issues, a critical gap remains in understanding the internal cognitive and affective challenges that teachers encounter when teaching young learners. Specifically, little is known about how teachers perceive and manage the cognitive load associated with teaching a foreign language to primary pupils, as well as the emotional and motivational factors that influence both teachers and students during the learning process. This gap limits the development of targeted strategies and support systems that could help teachers overcome internal barriers such as managing students' language acquisition difficulties, maintaining motivation, and addressing cultural identity concerns. Addressing this gap through comprehensive research—using qualitative and quantitative tools like questionnaires and interviews—can provide valuable insights into teachers' internal experiences. Such understanding will benefit teachers by offering strategies to manage their cognitive and emotional challenges, inform policymakers and curriculum designers to develop tailored training programs, and ultimately improve the quality of English language education. Ultimately, exploring these internal challenges is essential for enhancing teaching practices and ensuring better educational outcomes for students in Algerian primary schools.

3. Research Questions

The study aims at finding answers to the following research questions:

1. What are the challenges that primary school English teachers in Algerian primary schools face when teaching students with varying cognitive factors, such as differences in learning styles and levels of intelligence?

2. How do affective characteristics, particularly motivation, confidence, and attitudes toward English, impact the effectiveness of English language teaching in Algerian primary schools?
3. What potential strategies or solutions can be proposed to help teachers overcome these challenges in English language instruction at the primary level in Algeria?

4. Research Objective

The present study aims primarily at exploring the challenges that EFL teachers face in Algerian primary schools when teaching pupils with diverse learning styles, intelligence levels, and motivational factors, which contribute to difficulties in delivering effective lessons, and to propose practical strategies to help teachers overcome these challenges.

5. Significance of the Study

The work presented could have a valuable contribution to the development of English language teaching pedagogy in Algerian primary education. It can provide educators and policymakers with useful strategies that innovative educators have employed to get beyond the difficulties associated with teaching EFL to young students with varying levels of intelligence and learning styles. Several teachers are faced with the challenge of choosing the most effective technique and strategy to incorporate into their teaching methods as this is a new teaching policy. The effective implementation of English language instruction in Algerian primary schools requires careful consideration of and planning for a variety of complex difficulties. As a result, this research may offer useful recommendations to EFL instructors, enabling them to overcome any challenges they may have in the classroom and gain knowledge from other educators in the field to enrich their teaching experience.

6.Methodology Overview

The current study uses an exploratory research design with the goal of providing background data on an emerging research topic and educational policy in Algeria. It also adopts a mixed methods research approach which aims at obtaining in-depth comprehension of the challenges faced by English language teachers in primary schools and the solutions adopted in an accurate and precise manner. This approach involves the use of both quantitative and qualitative research methods in order to achieve the aforementioned goal.

The target population consists of English language instructors at the Wilaya of Mila. The list of schools where they teach include: Ahmed Abd El-Razak, Mkadem Ismail, Hedjla Abd El-Madjid, Yawm El-Chahid, Torchi Mekki, Berbas Mohamed, Lekhlefi Abdel El-Rahman, Haifi Saleh, Allam Hedjla Abd El-Madjid, Boufniza Ferjioua, and Laib Ammar. They are chosen because they could offer insightful and varied perspectives on the difficulties and approaches they face as educators in primary school. Moreover, the sample of the study is selected using the probability sampling technique. More particularly, the clustering sampling technique. This method entails dividing the population into schools and then, selecting the participating school randomly.

The questionnaire and interview are the data collection tools used in this study to get information from the participants concerning the challenges and solutions of teaching English in Algerian primary schools. The questionnaire is designated for teachers to explore their perceptions of teaching English in primary school and the challenges faced in terms of cognitive and affective factors, whereas the interview is used to gain in-depth comprehension of the strategies they use to overcome these challenges. Moreover, the data collected through the

questionnaire are analyzed through the use of SPSS software while the data collected through the interview is analyzed through thematic analysis.

7.Organization of the Dissertation

The present dissertation is divided into two main chapters. It first starts with a general introduction that provides a structured plan of action to conduct the present research. It outlines the research design, approach, population, sample, and data collection and analysis tools. The general introduction is followed by chapter one which represents the theoretical part of the research and reviews the literary background of the research topic. The second chapter presents the practical side of the dissertation which includes the research methodology, the data analysis and discussion as well. This chapter highlights the process of data analysis and interpretation that allows the researchers to gain answers to their research questions and draw the final conclusion.

Chapter One: Cognitive and Affective Challenges of Teaching English

Introduction

English has become a dominating global language in the 21st century. This language controls the field of international communication and forms a valuable asset for its users nowadays. Therefore, it is highly significant to integrate English language instruction in primary education to equip children with different linguistic and cultural backgrounds with this valuable means of communication and interaction. Therefore, this chapter highlights the importance of this language education in early childhood instruction, underlines the major language learning theories and sheds light on the cognitive and affective challenges that EFL teachers in Algeria encounter while integrating English instruction in their primary school classrooms.

Section One: English Language Teaching and Learning

Today, we live in an interconnected and globalized environment that has turned the world into a small village. Consequently, as Shafiq and Saeed (2017) revealed, children in different nations of the world are enrolled in multilingual teaching programs that aim at expanding their access to different social contexts on an international scale. The main argument behind this increasing interest in providing young learners with this type of access is attributed to the growing globalization and interconnectivity of the world. People nowadays are more exposed to cultures that are different from theirs. Therefore, it is seen that children should be equipped from an early age with effective communication tools, mainly English language, that facilitate their access to global development opportunities, whether on the academic or professional scale.

Consequently, the present section highlights the major linguistic theories that underline the language teaching and learning process for young learners. It provides a theoretical framework that outline the benefits of this type of education in early childhood and the cognitive

mechanisms that could help teachers adopt this linguistic policy of English instruction in primary education and cope with its challenges.

1.1.1. Major Language Acquisition Theories

Theories provide a contextual framework that enables practical application. It is demonstrated in research that developing theoretical knowledge that may be converted into skills that improve professional practice is usually the foundation of professional schools (Van De Ven & Johnson, 2006). This shows that theoretical knowledge is the foundation for building effective practices and professional skills. Consequently, it is vital for EFL teachers in Algeria to understand the theoretical background of English language instruction in primary education, in order to be able to effectively and efficiently implement this practice in their own language teaching classrooms. Some of the major theories that outline language instruction in early childhood include the Critical Period Hypothesis (CPH), the socio-cultural theory, the affective filter hypothesis and Gardner's socio-educational model.

1.1.1.1. Critical Period Hypothesis

The CPH makes young children more effective than adults in learning a foreign or a second language. According to this hypothesis, there is key period of time for someone to become proficient in a new language, this period typically lasts from the age of two until the onset of puberty (Siahaan, 2022). This hypothesis holds that the younger language learners are, the better they are in acquiring a new language. This process becomes more challenging the older they get after the age of twelve or fourteen years old. It is argued that during the critical period that starts from childhood until puberty (approximately 14 years old), the brain is more neuroplastic, allowing for the formation of new synaptic connections (Siahaan, 2022). In other words, the brain of children is characterized with higher levels of plasticity and flexibility than

adults`, which allows for more effective and efficient absorption and processing of language input than it does in adulthood. Thus, the older the learner gets, the less plastic his brain is, and the more challenges that he could face in his language learning process. Therefore, early childhood language learning is a common international practice that is encouraged and applied in primary education in many countries across the world.

Furthermore, it is also observed that the CPH is purely based on scientific and physiological factors that prove the efficacy and efficacy of language acquisition by young learners. According to He (2024), Chomsky dedicated the efforts of his language learning and teaching school to the purpose of studying the language acquisition mechanism of young children. He hypothesized that children are born with an innate language acquisition system, that is an inherited feature of the human brain, which biologically enables them to acquire a language in a native-like proficiency (He, 2024). This explains that children`s brains are more biologically equipped to acquire foreign languages at an early age than adults. It also means that the older these children get, the more their brain neuroplasticity reduces, which means that the less their ability to acquire a foreign language in native-like proficiency. Therefore, the most appropriate phase for learners to acquire foreign language proficiently, effectively and efficiently is during their early schooling years in primary education.

In fact, Pochynok (2024) showed in her study a case that she used to demonstrate the significance of early language exposure and its impact on language acquisition. She revealed the state of a 13 years old hostage called Genie, who was found in an isolated and unsocialized environment after spending her entire childhood captured without any kind of human interaction or communication with another being. Genie was found to have difficulties in speaking English and even after 27 months of her rescue, she was not able to learn English properly, but she rather

obtained a beginner level of language proficiency. This case served as a practical evidence of the role of both language exposure and critical period in developing children's communication skills and building their language proficiency. It shows that even though children are born with an innate language acquisition system in their brains, this system cannot function without the input that language exposure or instruction provides. Even though Genie received an extensive and prolonged language instruction after her emergence, she could not learn English effectively because she missed her critical period and thus, English was difficult for her to learn despite the fact that it is her native tongue. This shows that providing children with an early exposure to the target language (TL) is the best method to ensure their proficient language and vocabulary acquisition as well.

1.1.1.2. Vygotsky's Sociocultural Theory (ZPD, scaffolding and social interaction)

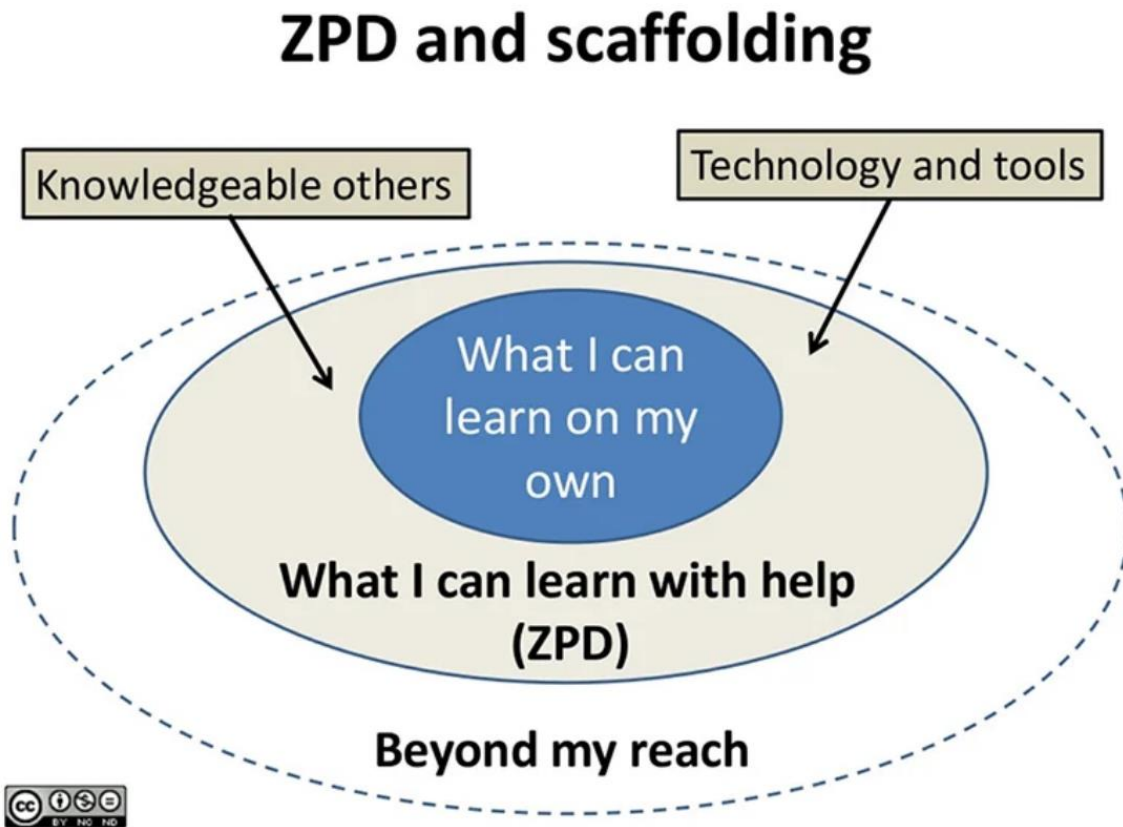
Vygotsky's socio-cultural theory emphasizes the role of social interaction and cultural context in the cognitive development of children. Vygotsky (1978) was adamant that community is essential to the process of creating meaning for children and building their beliefs, values and critical thinking (McLeod, 2024). This shows that social context plays a major role in children's learning process, it shapes the way they think, act and react to different situations.

In fact, Vygotsky (1978) believed that children learn from their interaction with more experienced and knowledgeable people from their social circles. This led to the development of his Zone of Proximal Development (ZPD) theory and the More Knowledgeable Other (MKO) theory as well. These theories dictate that through their interaction with adults, children learn how to interpret their surroundings and attach meaning to objects (McLeod, 2024). Thus, this interaction that takes place in a proximal zone enables children to gain knowledge from another person who is more knowledgeable than them and has more experience in life than they do. This

person can be their teacher, parent, brother, neighbor, and other social members who exist in their social radar or circle (See Figure 1.2).

Figure 1.1

Vygotsky's Theory of ZPD and Scaffolding (McLeod, 2025)



The figure shows how can children significantly expand their knowledge from the ZPD with MKO in their social surroundings and build their critical thinking skills through scaffolding. Therefore, the ZPD bridges the gap between what children can learn on their own through observing and experiencing and what they can learn through their interaction with the more knowledgeable other in their social contexts. Thus, teachers can act as guides who help children develop their language skills in a more effective and efficient manner through scaffolding, and with the use of technology tools, teachers can maximize the learning outcomes for their pupils

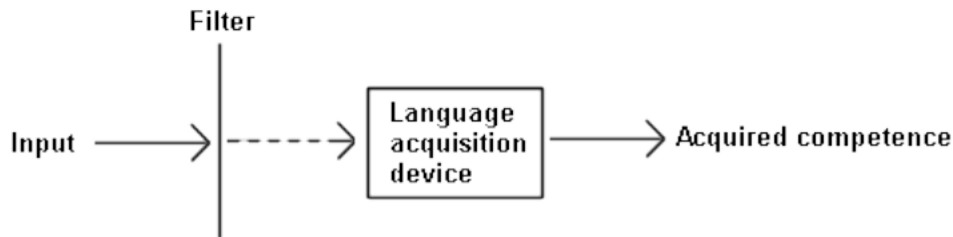
and enable them to reach their highest cognitive potentials in a satisfying amount of time (McLeod, 2024).

1.1.1.3. Krashen`s Affective Filter and Input Hypothesis

This hypothesis is more concerned with the emotional aspect of EFL learning process. According to Lin (2008), this hypothesis states that the emotional state of the student could play a significant role in the success or failure of his/her language learning process. Krashen (1982) listed motivation, self-confidence and anxiety as the three main emotional factors that could influence the SLA process, either in a negative or positive way. Krashen (1982) further explained that in addition to having a tendency to seek out less input, people with attitudes that are not ideal for learning a second language will also have a high or strong Affective Filter, which means that even if they comprehend the message, the input will not reach the language acquisition device or the area of the brain that handles language acquisition. Stated differently, students with high affective filter (high anxiety, low motivation and low self-confidence) develop negative attitudes towards the EFL or SLA process. Therefore, this high filter prevents their brain from receiving the comprehensible input and processing it to produce output. Thus, this emotional state hinders the natural language learning process and prevents the brain from performing its natural function in processing input and using it to produce output (See Figure 1.1).

Figure 1.2

Krashen`s Affective Filter Hypothesis (Krashen, 1982. p. 32)



The figure shows how emotional variables, or high affective filter, could form a mental obstacle that blocks the natural language acquisition process and prevent the language acquisition device in the human brain from performing its function. Moreover, this hypothesis informs teachers of the necessity of considering their students' emotional condition and raises their awareness towards the importance of this factor in their cognitive development and their general engagement in the language learning process. Lin (2008) suggested that teachers should use games, songs, films and different interactive materials in order to increase students' motivation, their self-confidence and reduce their anxiety.

In terms of the input hypothesis, Krashen (1982) summarized this theory in the form “ $i+1$ ”. “ i ” refers to the current level of knowledge, while $i+1$ refers to a one step beyond one's knowledge. Therefore, this hypothesis states that one can acquire a language if he was exposed to information that is slightly beyond his current level of knowledge or competence. Krashen (1982) also added that it is not necessary to understand the new language form or structure that is presented, but it is important to understand the meaning delivered. Consequently, this hypothesis encourages learners to acquire language structure through language meaning. This meaning could be derived from context, background knowledge or extra-linguistic data (Krashen, 1982).

Moreover, Krashen (1982) associated the concept of comprehensible input with language output. He stated that comprehensible input, and understanding meaning through this structure, enables learners to produce output, he also added that there is a period between the processing of

input and production of output, which is called the silent period (Luo, 2024). This shows that providing comprehensible input to learners must necessarily lead to them producing output. In Second Language Acquisition, providing learners with comprehensible input through reading and listening could necessarily lead to producing comprehensible output as well through writing and speaking. Combined with the CPH, this theory sheds light on the necessity of exposing young learners to comprehensible input at a young age in order to enable their language acquisition system and build their language skills with native-like proficiency.

1. 1.1.4. Gardner's Socio-Educational Model

Gardner's socio-educational model is a result of his interest in learners' individual differences and their role in shaping their language learning process and determining its outcomes. Lovato (2011) explained that Gardner's interest in this model was attributed to his field of study in psychology, through which he proposed that there are two main variables that control or majorly influence the English language process, which are ability and motivation. This theory was developed in (1956), but it was revised once more in (1985) and in (2001). With revision, Gardner (1985) added more variables to the model that could influence the language learning process, they include social milieu, individual difference, the different learning contexts, and the learning process outcomes and results (Lovato, 2011). Each of these variables are demonstrated and explained as follows:

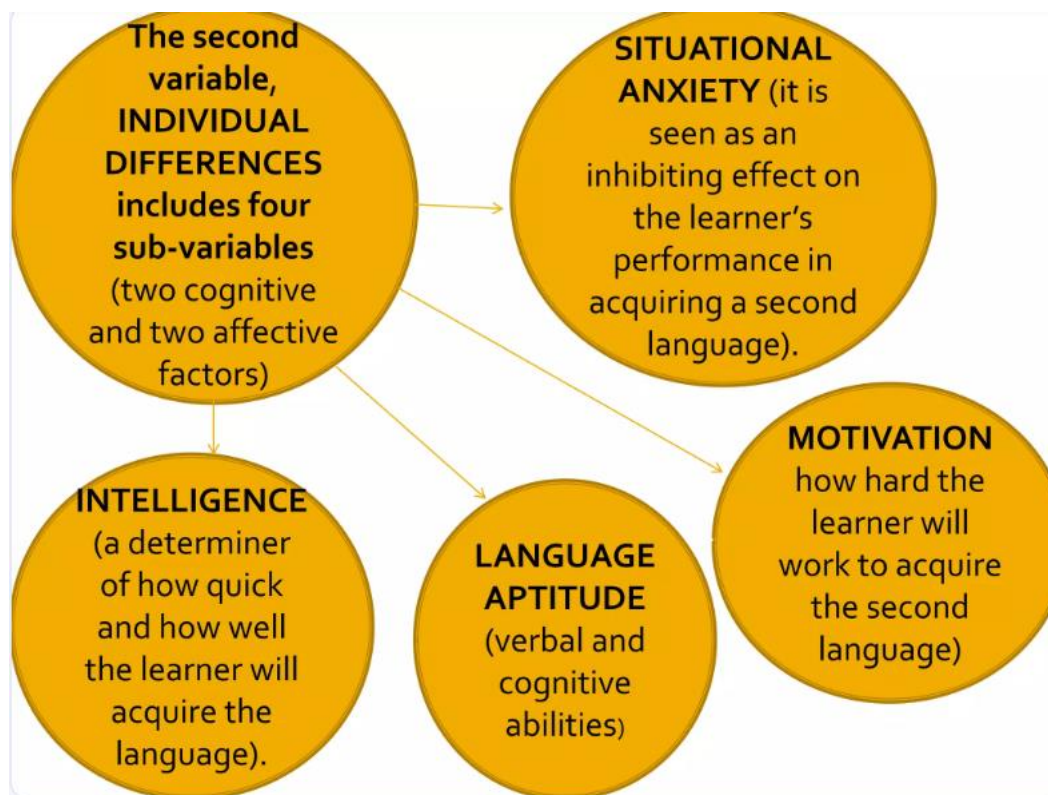
1.1.1.4.1. Social Milieu, the social milieu is used as a term to refer to the social and cultural context in which an individual is learning a language (either a second or a foreign language). According to Ali (2014), the social milieu plays a major role in students' cognitive and affective development because humans are shaped through the cultural context they live in and the beliefs that they are subjected to. Therefore, EFL students are influenced with the

cultural and social context they are born into, because it shapes their attitudes towards the TL, their beliefs and also their learning personalities. Taking Algerian as an example, where English is rarely used in social interactions compared to French language, it could be stated that students, especially young learners, may not have favorable opinions about learning English or the necessity for acquiring this proficiency. Therefore, the social milieu could play a major role in determining students' motivation to learn English, and even their language learning experience and its outcomes.

1.1.1.4.2. Individual Differences, with this variable, Gardner (1985) listed four main factors that form individual differences and make learners differ from each other in their language learning approach. These factors include intelligence, language aptitude, motivation and situational anxiety (See Figure 1.2).

Figure 1.3

Individual Differences Based on Gardner's Model (Ali, 2014. p. 9)



This figure shows that Gardner (1985) classified the individual differences between learners into two categories; two cognitive variables (intelligence and language aptitude), and two affective variables (motivation and anxiety). The affective variables may seem similar to Krashen's (1982) affective filter hypothesis, but Taie and Afshari (2015) explained that while Krashen's hypothesis suggests that motivation and anxiety act as facilitators of the learning process, Gardner (1985) view them as factors that could initiate this process in the first place. This explains why Gardner (1985) did not only suggest using interesting and interactive materials to enhance their desire to learn English in class, he also emphasized integrative motivation as a necessary requirement for the obtaining of successful language learning results. According to (), integrative motivation involves raising students' interest in the Western culture and their desire to be part of that community. In fact, based on Gardner's model, integrativeness is defined as having an interest in and affiliation with the culture and beliefs of the second language

group (Lovato, 2011). This means that students should be exposed to the target culture, their norms and customs in order to want to be part of that culture and generate an intrinsic motivation to achieve this goals. This motivation therefore, both initiates and leads his/her language learning process and promotes its positive results.

Anxiety on the other hand, is classified by Gardner as Language Class Anxiety and Language Use Anxiety (Lovato, 2011). This distinction reveals that students can feel anxious during their learning process that takes place in the classroom, or throughout their use of the TL outside the classroom for communication. Both these types have a detrimental effect of students' language learning process. Moreover, they could also reduce their motivation to continue with this process. In fact, Gardner (1985) associated the increase in students' anxiety with their poor language proficiency or ability (Lovato, 2011). This shows another differentiating aspect between Krashen's view of anxiety and Gardner's view; while Krashen (1982) considers this psychological element as a result of exterior factors that could make learners feel apprehensive about their language learning, Gardner (1985) sees it as an internal condition through which students perceive themselves unable to learn a foreign or a second language.

In terms of intelligence, this variable is identified by Gardner (1985) as the capacity to solve problems or perform tasks that are valued in one or more cultures (Morgan, 2021). Since this cognitive feature is described as an ability or a skill, Gardner's definition suggests that human intelligence is in fact a developed competence rather than an inherited trait. This definition caused a major debate and controversy in the field of psychology (Morgan, 2021). Moreover, Gardner (1985) also developed the term "linguistic intelligence" and declared that it is the most common variable between people from different cultures and countries, since people can use their own language or others in order to communicate (Morgan, 2021). Therefore,

linguistic intelligence is different from other types of intelligence that require specific cognitive requirements and genetic relations. More importantly, promoting this type of intelligence is the teachers' responsibility, it is their task to provide students with engaging, and stimulating activities that enable their critical thinking and enhance their intelligence, especially young learners who are at a critical period that could maximize their learning results.

Furthermore, aptitude is defined as cognitively based learner trait that accounts for a significant percentage of the variable in language learning achievement when measured in terms of the amount of time required for the individual to acquire the knowledge or develop the skill (Gardner & MacIntyre, 1992, as cited in Kiss & Nikolov, 2005). In other words, aptitude is a learner's natural cognitive ability to acquire a language, if he was able to achieve the aim of developing language skills in a relatively short period of time, this learner is classified as a high aptitude student, and the opposite is true. Therefore, it could be understood that aptitude is measured with the amount of time that a learner takes to acquire a language in general, or a particular skill in specific. This could be noticed through students, it is found that some students understand the lesson presented to them by their teacher from the first time, but others need repetition and more demonstration and explanation to achieve the same level of comprehension. This proves that aptitude is one of the most important individual differences that teachers should take into consideration when teaching EFL to young pupils (Kiss & Nikolov, 2005).

1.1.1.4.3. Learning/Acquisition Contexts, this element describes the environment in which language is being taught and the fusion of formal and informal language training (Lovato, 2011). In other words, this element refers to the context in which English is being taught and how it is officially taught in schools and used in informal situations outside the classroom (in social interaction). This component shows the importance of context in shaping EFL students'

learning experiences and determining their outcomes. In the case of the Algerian learning outcome, English is not often used in social interaction. Therefore, students are often limited in their exposure to the TL and their use of this language to their classroom environment. Thus, this could impede their language learning and the development of their language skills.

1.1.1.4.4. Language Learning Outcome, this element encompasses both linguistic knowledge and language abilities and non-linguistic skills, which are viewed as the person's attitudes toward the target language community (Lovato, 2011). This shows that the final results of an EFL learning process are not only represented through a learner's mastery of the linguistic skills of that language, such as mastering speaking, reading, listening, writing skills, but it also encompasses the shift in their attitudes towards the TL, its values and customs of the target culture. Thus, learning a language and measuring the outcomes of this process entails assessing the linguistic proficiency acquired through language instruction, and the cultural adaptation of the language's norms and beliefs that enhances learners' motivation and help them develop positive attitudes towards the acquired language.

Section Two: English Language Teaching in Algeria

1.1.2. Socio-Linguistic Landscape in Algeria

Algeria is a large country with the size of an entire continent. This vast territorial domination of land in the African continent consequently led to the diversity in people's living conditions, their traditions and even their mindsets. Thus, diversity is a natural phenomenon in the Algerian social context. In terms of the language used in this country, Mokhtar (2018) confirmed that Algeria's linguistic landscape is diverse and complex in that there are currently many different types spoken there. These languages mainly include French, a tiny bit of Spanish, Colloquial Arabic, Modern Standard Arabic, Educated Spoken Arabic, Berber and its variants,

such as Chawi, Mzabi, and Tergui, and more recently, English (Mokhtar, 2018). The use or the existence of different languages and dialects in Algeria could be traced back to the multiple historical events that the country experienced over the decades. It could be safely stated that the French occupation is the most significant one which marked the establishment of French language in both the educational system and social context of Algerian societies.

French was essentially and historically a colonialist and imperialist language that was left in Algeria as a French legacy after the independence (Benrabah, 2007). English however, is now acknowledged as the language of science and technology. Crystal (1997, 2003) admitted that by the end of the 19th century, English has turned into a leading international tongue that represents the global economic and technological advancement in the world. English nowadays is used in all aspects of daily life, including press, media, research, law, trade and commerce, marketing and other countless domains. Thus, this language has penetrated the social sphere of every global country, including Algeria.

1.1.3 English Language Instruction in Algerian Primary Schools

One of the revolutionary educational reforms that caused a national controversy in the Algerian society recently is the integration of English language in primary schools. This policy has defied or challenges an old colonial policy through which only French was taught in primary schools and English was postponed until middle-school. This policy also defies the position of French as a first foreign language and threatens its position in the Algerian society. As Nemmoussat and Bouyakoub (2019) proclaimed, this policy has manifested the numerous demands and requests of Algerian professionals and policy-makers for a global and comprehensive reform of education as well as the establishment of a quality-based education. The application of the colonial French educational system and policy in post-colonial Algeria

was a major concern for several parties who could fathom the reason behind teaching French as a first Foreign language when everyone else around the globe is learning and using English.

In fact, the first attempts for major educational reforms started in 1990's when English was planned to replace French in primary school education. Rezig (2011) declared that a new policy to improve the teaching of foreign languages at a young age was implemented in 1993 and gave primary school students the option to select between French and English as a required foreign language. However, this policy failed since the majority of parent preferred that their children learn French instead of English. This also permitted French to remain and maintain its dominant position in the Algerian educational system as well as the social context. However, in late 2022, the English integration reform was officially passed in Algeria through which English was successfully implemented in primary school education. It is true that it is a challenging and controversial decision in a francophone country, but people started to realize and witness as well the necessity for English language education in the 21st globalized century (Aliouane, et al, 2023). Thus, attitudes towards the integration of this language nowadays is estimated or predicted to receive the people's support for the benefit of their children.

1.1.4. Benefits of Early Language Education

The development of foreign language education reforms and pedagogies is becoming more and more popular due to the growing emphasis and attention on the English language as a worldwide means of communication. Moreover, it could be observed that recent trends in research are highlighting the role of early language education and its significance in native-like acquisition of a second or a foreign language. As a consequence, Savic and Prosic-Santovac (2022) argued that there are extensive formal and informal programs that have emerged as a result of the expanding global trend of teaching and studying English as a foreign language at

even younger ages. This practice is embraced and encouraged on a global scale based on the benefits it brings to learners at an early age that could also have a long-last impact on their future.

1.1.4.1 Cognitive Growth

Early language education is associated with learners' cognitive development due to the Critical Period Hypothesis (CPH). The CPH was first suggested by Penfield and Roberts in (1959) and represented by Lenneberg few years later. It states that SLA could be most successfully achieved between the age of two and puberty (Vanhove, 2013). He related this period biologically with the lateralization period of the brain. The latter, according to Rogers (2021), refers to the process of processing data, interpreting different sensory input and regulating distinct kinds of motor behavior by the left and right hemispheres of the brain. Rogers (2021) also explained that the lateralization function of the brain (the function of the left and right hemispheres are responsible or capable of increasing the cognitive processing of the human brain. This shows that exposing young learners to language instruction contributes to the development of their cognitive skills and their brain's ability to process information and construct knowledge. Therefore, language instruction provides the foundation for the cognitive system to process, organize and store knowledge.

Put in the context of SLA, it is also argued that the human brain during childhood years (2 years) has more plasticity that enables it to process linguistic input more effectively and successfully than in adulthood. Scientifically speaking, the term brain plasticity, sometimes referred to as neuroplasticity or neural plasticity, describes the brain's capacity to modify, adapt, and restructure its structure and function in response to experience, improving one's capacity to adjust to novel circumstances (Hamayousuf, 2022). Thus, it has a major role in language

acquisition since the brain can adapt to the context of the target language, analyze the language structure received through input and build native-like language skills and capacities. What makes the first years of life particularly significant for SLA is the fact that the older a human being gets, the more his/her neuroplasticity decreases (Hamayousuf, 2022). Thus, this ability to reshape the neural system of the human brain based on the linguistic input received through language exposure or instruction could be only found in children. Once the learner reaches puberty, he starts to learn the TL in an analytical way and relies on his native tongue for his learning process. This results in having foreign English learners of speakers rather than native-like English users with native-like fluency and accuracy.

Moreover, it is also claimed that the association of language and culture is a strong factor that determines EFL or EFL learners' cognitive skills. Vygotsky (1934) argued that language learning/acquisition fundamentally contributes to the growth of one's cognitive skills (as cited in Guo, 2023). Especially in infancy, he defends that young children have a wide access to all major kinds of learning, processing and reasoning strategies that they experience and develop their memory functions along with their base of knowledge. This shows that exposing pupils to the target culture at an early age contributes to the development of their cognitive skills.

1.1.4.2 Academic Advancement

It is actually often reported that students who were exposed to English language instruction or any second/foreign language instruction in childhood often outperform those who studied the language later in life (Domínguez & Pessoa, 2005; Vanhove, 2013). This shows that students who learn languages at an early age reflect higher academic achievements and better performance throughout their learning process, which indicates the positive impact of early language education on increasing students' academic achievements. Therefore, it could be stated

that academic advancement is one of the major benefits of early language education since it distinguishes students' performance and makes them more advanced in their learning process than students who did not received this type of instruction in their early childhood.

In a study conducted by Temple, et al, (2016) to investigate the causes of students' academic decline in higher education in New Guinea, it was revealed that the delayed age of onset of English learning may have been one of the main factors contributing to the decline in academic performance of high school and university students. Therefore, delaying the age of English language instruction, especially in African countries (including Algeria) could cause students' academic decline and failure in school, which reconfirms that early language instruction is vital for students' academic success on the long term.

1.1.4.3 Professional Development

Considering the value of English language today and its status as a significant asset for both professional development and economic growth (Brooker, 2018), teaching young children English may help produce capable and successful members of society who could advance the economic development and expansion of the nation. Accordingly, Vihol (2023) agreed that English language nowadays plays a crucial role in the world of business. Students of today are bound to use English in their workplace environment and in their professional communication. Therefore, Vihol (2023) advised that teachers and curricula designers should make a strong link or relationship between the academic English that is taught in schools and professional English that requires a particular discourse in the workplace. This statement implies that teachers should focus on integrating real life conversations in EFL learning contexts, including professional and business-related jargons in class. It also shows that English is vital in today's global environment, and since students an early age have the opportunity to acquire this language in

native-like proficiency, it is vital for them to be exposed this language instruction and build proficient language skills that boost their professional opportunities in the future.

1.1.5 Challenges of Teaching English in Algerian Primary Schools

Despite the benefits of early language instruction and the opportunities it provides for EFL learners' cognitive development and professional and academic growth, this linguistic policy still encounters several challenges to be implemented in primary school curricular. This section highlights the cognitive and affective challenges.

1.1.5.1 Cognitive Challenge

1.1.5.1.1 Diverse Learning Styles and Intelligence Levels

It has been addressed earlier through Gardner's model (1985) of individual differences, that students have different levels of intelligence and learning styles. This shows that students process information through different styles, paces and efficiency. Esperanza. et al, (2017) elaborated that everyone learns in various ways because they have distinct needs, knowledge, and learning processes when it comes to learning a second language. There are students who process information through visual aids, students who learn better when they listen to auditory materials, and students who also learn through movement and real-life experience. Therefore, teachers are met with the challenge of first identifying each of their students' learning styles, and how they can accommodate these styles when designing their lesson plans to deliver their lectures.

Therefore, diversity of the teaching practices and materials is suggested as a solution to overcome the challenges that different learning styles impose to EFL instructors. Alabi (2024) confirmed that using a range of instructional strategies that accommodate various learning preferences can improve understanding, retention, and student engagement. Thus, using different

materials and content in class encourages students' participation in class and increases their motivation to both understand and process, and restore the information they receive from their teacher. As a result, teachers can rotate the choice of materials each session, they can use videos and movies in one session to appease visual learners, and switch to audiobooks and podcasts in the following session to accommodate learners who learn through listening.

However, this solution cannot be realistically applied in Algerian primary schools as it has been often complained through studies that public institutions in the country lack the necessary materials and technological devices to implement this innovated teaching approach. In a study conducted by Sennagh and Sibachir (2022-2023) to examine the process of teaching English in Algerian primary schools, it was found that classrooms are poorly equipped with the necessary materials and devices that facilitates teachers' task in transferring knowledge to their pupils. Similarly, Abderrahim and Abi Ayad (2023) also demonstrated through their study, that lack of technology-based materials is a serious problem that hinders the successful implementation of English language instruction in Algerian primary schools. This leaves teachers with no other option except to rely on the textbook as the main teaching material in this process, which makes them fail meeting their pupils' diverse learning styles and their levels of intelligence by limiting their exposure to engaging and stimulating learning resources and tools.

1.1.5.1.2 Differentiation in Lesson Planning and Execution

Differentiation is an innovative language teaching approach that is based on the concept of meeting learners' different academic needs and objectives. According to Morsink (2021), differentiated instruction is a teaching strategy that balances the needs of each student with the course material. This means that this type of instruction tailors the content of the lessons to meet the learners' needs, objectives, learning styles and learning preferences. Through this approach,

teachers can identify what their students need to learn through their English courses, and how they want to learn. Thus, this approach corresponds with both Gardner's individual differences theory and Krashen's affective filter hypothesis; first, this instruction emphasizes that each student can process information and input in his own way, and second, using materials and topics that meet learners' interest and preference makes them lower their affective filter (reducing stress, increasing motivation and self-confidence), which facilitates their language learning process.

Evidently, research shows that differentiated instruction contributes to engaging students more in their learning process by creating individualized learning experiences that promotes their learning autonomy and enhances their academic achievements (Nurlankyzy & Elmira, 2007). Moreover, in an article published by Southern Illinois University (2023) in America, it was also proved that individualized instruction enables teachers to connect to their students' learning styles and boosts their motivation throughout the language learning process, which enhances the quality of both language teaching and learning process.

However, it is also argued that the application of this type of instruction is not as easy as it seems in theory (Naka, 2017). Identifying students' learning needs and preferences, and even integrating diverse language teaching materials to accommodate these preferences, is a challenging task for EFL educators. Nurlankyzy and Elmira (2007) demonstrated that one of the main challenges that hinders the implementation of this approach is teachers' lack of experience and professional training. This shows that teachers should be prepared to integrate differentiated instruction in their teaching methods through professional training sessions that show them how

to identify learners' needs and preferences, consider them in the lesson planning phase and in the lesson delivery phase as well.

However, teachers' lack of experience with this approach proves their inability to successfully implement this vital instruction in their language teaching classrooms, especially in Algerian primary education settings. In fact, it has been frequently addressed through research in recent years, that teachers lack of the necessary training to carry out basic language instruction in Algerian primary school classrooms due to the sudden policy of integrating English instruction in primary education (Elibariki (2017; Kebbou, 2023). This shows that Algerian teachers are not even adequately prepared to implement standard language instruction in their classrooms, therefore, they may not be able to have the necessary skills to employ differentiated instruction in their teaching methods.

1.1.5.1.3 Lack of English Use in Social Contexts and its Impact on Language Acquisition

Teaching a foreign language to young learners is not an easy task. especially when the TL is rarely used in their social environments and thus, their exposure to this language is extremely limited and artificial. The historical linguistic context of the Algerian society shows that French is mostly used in social interaction outside the classroom. Therefore, there is limited exposure to English which could have helped in facilitating pupils' learning process. It is actually argued that all kids require to learn a language is to watch or take part in conversations and form a loving interactional bond with someone else (Hoff, 2006). This someone else is often recognized as the mother in the household context, in addition to siblings, and other family members. In the outside social context, the child can develop his language skills from his friends, school environment and other social members of society. Thus, this interaction helps reinforcing one's

linguistic competence in an effective and efficient manner. Hence, the absence of this element is a major obstacle in the context of English learning in early childhood in Algeria.

In a study conducted by Fatmi and Mebrek (2018-2019), the cultural barrier of learning English in Algeria was further explored to examine the effects of culture on language acquisition. It was revealed that students learn a language through their social interactions with people around them, these languages start with the mother tongue of the learners and expand to the second and foreign languages. However, in the case of Algeria, where English is rarely used, the findings of this study showed that the lack of exposure to English language in their social circles poses a challenge for teachers to enhance their pupils' language skills development outside the classroom. This means that pupils are often limited to artificial language exposure inside the classroom, which is not sufficient to promote their language proficiency.

1.1.5.2 Affective Challenges

1.1.5.2.1 Pupils' Motivation and Engagement

Motivation plays a major role in any learning process. According to C. Lăpădat and M. Lăpădat (2024), motivation is the incentive that drives and maintains a person's actions toward a specific aim or target. Therefore, this psychological factor is the driving force that stimulates and encourages students to achieve their learning goals and objectives and continue their learning process. Moreover, motivation is also related to students' engagement in the learning process and participation in its activities (C. Lăpădat & M. Lăpădat, 2024). Therefore, it could be stated that motivation is a vital requirement for students to both participate in the learning process and sustain their efforts to achieve their academic objectives at the end of their English language courses. This explains why Krashen (1982) classified this element as one of the most important affective filters that could promote the EFL learning process. His theory, as it has been

demonstrated, states that if students' motivation during their learning process is high, they are more likely to have successful English language learning results, and the opposite is true.

However, it has been also found through research that the lack of motivation is one of the challenges that EFL teachers face when teaching English to primary school pupils. Alrashdi (2024) revealed that one of the main obstacles to teaching English effectively would be the lack of enthusiasm and motivation among students. He also elaborated that this lack of motivation could be attributed to the uninspiring curricula and boring activities that teachers implement in their language teaching methods. Thus, it was concluded that low levels of motivation lead to limited engagement and participation in the learning process.

In addition, lack of students' motivation and limited engagement could also lead to difficulties for teachers to continue their teaching process. In a study conducted by Sennagh and Sibachir (2022-2023) to examine the challenges that EFL teachers encounter while teaching English to primary school pupils in Tiaret, Algeria, it was recommended that teachers could integrate games, songs and role-plays to enhance their pupils' motivation and overcome of the challenge of low learning motivation. In fact, gamification and songs have both proved to be effective strategies for increasing motivation in different EFL instructional contexts (Dzanic & Pejic, 2016; Dubiaha. et al, 2025). Hence, it could be stated that these strategies could help teachers promote their teaching practices and overcome some of the affective challenges they face in class through increasing their pupils' motivation to learn and their engagement in the learning activities and tasks.

1.1.5.2.2 Anxiety and Confidence

Anxiety as it has been demonstrated before, is a detrimental factor in the EFL learning process. Hu and Wang (2014) demonstrated that anxiety is linked to unpleasant emotions like

tension, stress, self-doubt, frustration, and unease, which affect students' confidence, self-worth, ability to communicate, and test scores. This shows that anxiety has a significant influence on students' self-confidence in their ability to speak English in class and participate in learning activities with their classmates. As a result, they also start doubting their own knowledge during exams, which leads to reducing their academic scores and achievements. Thus, it could be stated that anxiety has a correlation relation with self-confidence, and that they both have a great influence of the EFL learning process.

Consequently, teachers should be able to help their learners reduce their language learning anxiety and increase their self-confidence through their teaching practices in class, especially with young pupils whose emotional involvement in the learning process is significant. Mingyan. et al, (2022) revealed through research that the use of technology-assisted instruction contributes to reducing EFL learners' anxiety during their English learning process. Furthermore, teachers' professional training is also suggested as an effective strategy for raising educators' awareness towards the process of identifying their learners' anxiety and dealing with it with the appropriate teaching tasks and materials (Atifnigar, 2024). It is found that teachers play a major role in implementing various classroom activities, student-centered learning strategies, clear and direct instructions, identify the psychological needs of the learners and integrate technology, which contribute to establishing a calm learning environment that helps reduce students' anxiety and enhance their self-confidence in learning.

However, the problem is that Algerian primary schools are found to lack both the necessary technological equipment and the adequate teachers' knowledge to overcome the issue of pupils' high anxiety and low self-confidence. Kebboul (2022-2023) indicated in her study that the lack of teaching materials and technology-based resources is a major problem that hinders the

successful implementation of English instruction in Algerian primary schools. Similarly, Benchanaa (2019-2020) also revealed that primary school teachers of English in Algeria are challenged with the absence of a clear guideline that shows them how to integrate English instruction in their classrooms. This problem is due to the fact the teachers did not receive any type of training before starting their teaching experiences. As a result, it could be stated that teachers are not supported or encouraged to help their pupils overcome their psychological issues in the language learning process, which causes a detrimental effect on both the learning and teaching process in the EFL classroom.

1.1.5.2.3. Attitudes towards Learning English

Attitudes play a major role in the success or failure of any teaching policy. According to Tódor and Degi (2016), attitudes are highly related to motivation, this connection determines both the language learning process and its outcomes. In other words, if students have or develop positive attitudes towards the language they are learning, they are more likely to have higher levels of motivation that drive them to continue their learning process, reach their academic objectives and achieve positive academic results.

Considering the fact that teaching English in Algerian primary schools is a newly implemented policy that changed the linguistic landscape in the country, pupils' attitudes towards this policy and their acceptance of it could play a major role in determine whether its implementation could be met with success or failure. In a study conducted by Thamer and Daham (2018-2019), pupils' attitudes in Abou Dhar El Ghifari Middle school in Tiaret were explored using questionnaire as the main data collection instrument. Moreover, their teachers were also asked to conduct semi-structured interviews to explore their perceptions of their pupils' attitudes towards learning English in primary school. The findings indicated that pupils

have positive attitudes towards the aspect of learning English, they even declared that they prefer their new English instruction over French instruction. Moreover, their teachers also illustrated that their pupils do have favorable opinions and attitudes towards the English language.

Similarly, Manseur (2019-2020) also examined in her study the attitudes of primary school pupils at four different Wilayas (Biskra, Tlemcen, Batna and Bouira) towards learning English. In fact, this study also highlighted parents and teachers' attitudes towards this policy and how they view the process of exposing their learners and children to English language instruction at an early age. The study employed documents analysis, questionnaires, interviews, focus group and an f-test as the data collection instruments. The results of the study reveal that there is a general sense of positive attitudes towards implementing English instruction in primary education, parents, pupils, teachers and even stakeholders approve of this policy and acknowledge its importance in advancing the quality of language education in the Algerian society. Therefore, it could be concluded that pupils' positive attitudes towards English learning could facilitate the process of implementing this language instruction for teachers and contribute to the enhancement of both learners' language skills and academic performance as well.

Conclusion

This chapter provides a detailed and thorough description of the policy of English language instruction in primary education and the cognitive and affective challenges that are met by EFL teachers in implementing this policy with young pupils. The chapter presented the underlining theoretical framework that governs the language acquisition process for pupils at a young age and highlighted the main individual differences that could make each pupil's learning process different from another's. Therefore, this chapter highlights differentiated instruction as an effective approach to accommodate these difference and enhance the language learning

outcomes for learners with different needs and learning styles. However, it is also found that there are several cognitive challenges and affective barriers that impede the EFL teaching and learning process in class and prevent the successful implementation of English instruction in primary school education. They include the diverse learning styles and intelligence levels that are challenging to meet due to the lack of technology-based materials and teachers' professional training, differentiation in lesson planning and execution, and lack of English exposure in the Algerian social society. Moreover, pupils' motivation, engagement, anxiety and attitudes towards the English language also form major challenges for the effective implementation of English instruction in Algerian primary schools.

Chapter Two: teacher's perceptions towards the challenges of addressing individual differences at Mila's primary schools

Introduction

Research methodology is the practical side of the dissertation that presents all the steps, methods, tools and procedures that are followed to conduct the study. The present chapter presents the research design, methods, population, sample and sampling techniques, in addition to data collection and analysis procedures. Moreover, the chapter provides findings and recommendations for future research.

2.1. Research Design

The research design is one of the first procedures that the researcher plans for his/her study. A research design is defined as a set of instructions and guidelines according to which the research problem is addressed (Mouton, 1996). In other words, a research design is a thorough and detailed plan of action that a researcher uses to carry out his or her study. It demonstrates all the methods, tools and procedures followed to conduct a study.

One of the most frequently used designs in literature and research is the exploratory paradigm. According to Brown (2006), exploratory research is typically focuses on newly emerging problems when little or no prior study has been conducted. Thus, it be comprehended that the main aim behind the use of this design is to provide background information about a topic that is little examined, or a particular aspect of a researched topic that is often neglected.

Thus, the exploratory research design is adopted in conducting the present study because it is seen as the most suitable one for meeting the research aim and objectives. The study aims at exploring the affective and cognitive challenges of teaching English at Algerian primary schools, especially in Third year level. Since the implementation of English instruction in Algerian

primary schools is a newly implemented policy, more research is needed in the field to explore the challenges faced by teachers in adopting this policy, especially on the cognitive and emotional level, where more focus is dedicated to pedagogical and educational challenges. Therefore, the exploratory design is selected to provide information about their area of investigation that could benefit other researchers and teachers as well.

2.3. Research Methods

Research method is the second element of methodology that presents the techniques that a researcher or researchers use to address a research question, these tactics may use participant observation, questionnaires, surveys, and historical record analysis, among other things (Pediaa, 2015). In other words, the term research methods refer to the set of tools and strategies that the researchers use to collect, organize, analyze and interpret the data required to answer the research questions that were posed at the beginning of the study. This term could be often confused with the term “methodology”. However, it should be kept in mind that methodology includes all the procedures, tools, techniques and approaches used to examine a topic of investigation, including the population, the paradigm, the setting and others, whereas the method is only concerned with the process of data collection and analysis.

In fact, there are three types of research methods that are listed in literature. They determine the strategies that researchers use to approach their data collection and analysis procedures. They include quantitative, qualitative and mixed methods approach (Akhtar, 2016). According to Akhtar (2016), the first type is recognized for being exact and accurate and is supported by statistical data and figures, and it is often used when the study aims at emphasizing quantity rather than quality. The second type on the other hand, is concerned with the quality of the data collected rather than the quantity, it involves the description of a phenomenon taking

into consideration participants' insights and perceptions as the main source of data. Thus, it could be observed that each of these two methods focus on a specific aspect, the first one is used when accuracy is sought, whereas the second one is used when exploring insights and opinions is aimed for promoting comprehension.

Consequently, the third type of research methods is used when a study is targeting both accuracy and comprehension at the same time. This type is called the mixed-methods approach. According to El-Hafsa (2019), this approach involves the process of combining or integrating data and research from both qualitative and quantitative methods into a single study for the aim of having the benefits of both research methods and maximizing their outcomes.

The mixed-methods approach is the method used in this study to collect accurate and elaborated data from the participants concerning their perceptions of the challenges they face in teaching English at primary school. This approach is selected because this study aims at obtaining in-depth comprehension of the research topic in an accurate way.

2.4. Population of the Study

Research population is the third element of research methodology. According to Hanlon and Larget (2011), the research population consists of all the individuals of interest who share some features or characteristics that attract the attention of the researchers. Thus, they are a group of people who belong to the same social or professional community, in which they share some characteristics.

The population of the present study includes teachers of English at Ahmed Abd El-Razak, Mkadem Ismail, Hedjla Abd El-Madjud, Yawm El-Chahid, Torchi Mekki, Berbas Mohamed, Lekhlefi Abdel El-Rahman, Haifi Saleh, Allam Hedjla Abd El-Madjud, Boufniza Ferjioua, and Laib Ammar primary schools. They are selected because they are teachers of

English who teach at primary schools. Moreover, they could provide valuable information about their teaching experiences and the challenges they faced and still facing, ore particularly, the cognitive and affective challenges of teaching English to primary school pupils.

2.5. Sample and Sampling Technique of the Study

The term sample of the study is closely related to the population of research. Tarsi and Tuff (2012) define the study sample as a subset of the population that shares the same features and characteristics. Therefore, a population and a sample are essentially two sides of the same coin, or to put it another way, one element is part of the other one, as that sample is part of the population. The population is often too large to include every individual in a research and gather all of their data, so the only thing that separates the two is their respective sizes. As a result, in order to make it possible to include participants in the study and collect data, researchers turn to selecting a smaller group of people to comprise the study's sample. After the study is concluded, the findings are generalized on the entire population as mentioned before, since they share the same characteristics.

Moreover, there are particular sampling procedures that should be followed to select the sample of the study. Shukla (2020) classifies those procedures as probability and non-probability techniques. The first method depends on randomly selecting participants to create the study's sample. Participants may be chosen using basic random sampling, stratified random sampling, or cluster sampling. The non-probability procedures, on the other hand, can be used with convenience sampling, deliberate sampling, and snowball sampling. The second method is biased by the researchers and selects the participants based on specific standards.

The present study adopts the probability sampling technique that is based on random selection of the participants. The selected primary schools have only been approached due to the

fact that they are in the region in which the research is conducted. So, there was no specific criteria to follow.

2.6. Data Collection

Data collection is the process of collecting data from the sample of the study. In order to accomplish this procedure, the following research instruments are used in the study:

2.6.1. teachers' Questionnaire

The questionnaire is the quantitative data collection tool used in the study. It is adapted from the study of Sennagh and Sibachir (2023) which was conducted with a similar aim to the currently conducted one, which is to explore teachers' challenges in teaching English at primary schools in Algeria. In addition, some questions are modified whereas others are added to collect particular data from the participants that could serve the research objectives.

2.6.1.1. Description of teachers' Questionnaire

The questionnaire is divided into three main sections. It also includes thirteen questions, some are open-ended and likert scale statements, while others are close-ended questions (See Appendix A).

Section One: Background Information

The first section aims at exploring participants' background information, including their experience in teaching English in general (Q1), their experience in teaching English in primary school in particular (Q2), their professional expertise in teaching English in primary school (Q3), with justification (Q4), and their professional training (Q5), with explanation (Q6).

Section Two: Teachers' Perceptions of Teaching English in primary School

The second section aims at exploring teachers' perceptions towards teaching English in primary school. This section includes three questions. The first one is designed to explore

participants' agreement with the policy of integrating English in primary school education (Q7). The second question seeks to highlight the strategies they use in their classroom to teach English (Q8), and the third question aims at identifying participants' use of visual aid materials and technology-based tools in their teaching methods (Q9).

Section Three: Teachers' Challenges in Teaching English in primary School

The third section aims at exploring teachers' challenges in teaching English in primary school. It includes four questions. The first includes likert scale statements that highlight teachers' agreement or disagreement with some of the strategies employed and challenges faced in English instruction in primary education (Q10). The second question is designed to highlight pupils' high levels of anxiety and low self-confidence in learning English (Q11). The third question intends to detect pupils' level of motivation in the EFL classroom (Q12), and the final question seeks to explore teachers' perceptions of the effects of affective and cognitive factors in pupils' language learning process (Q13).

2.6.1.2. Administration of the Questionnaire

The questionnaire was delivered to the participants of the study online, using Google Forms platform. The questionnaire was sent to their email on April 18th, 2025. The data collected process took one week and a half to be completed. Moreover, there were also some teachers who were approached to answer the physical copy of the questionnaire in some of the primary schools selected as the setting of the research.

2.6.1.3. Analysis of the Questionnaire

The analysis of the questionnaire is conducted using SPSS IBM 2021 Software. The data are presented as follows:

- **Internal Validity of the Questionnaire**

Table 2.1*Internal Validity of the Tool*

Internal Validity of the Tool	Correlation	Significance
	0.87	0.01

****Significant at the $p = 0.01$ level**

The table demonstrates that the correlation coefficient of the study tool is statistically significant at the level (0.01). As the value of the validity of the current tool was proven to reach (0.87). As a result, the coefficient correlation of validity is high and the tool is valid.

- Reliability of the Questionnaire

Table 2.2*Reliability of the Questionnaire*

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.95	0.97	9

The table represents the stability factor of the present research instrument. The stability of questionnaire reached (0.97), which is high and suitable for study purposes. Hence, the development of the questionnaire is reliable

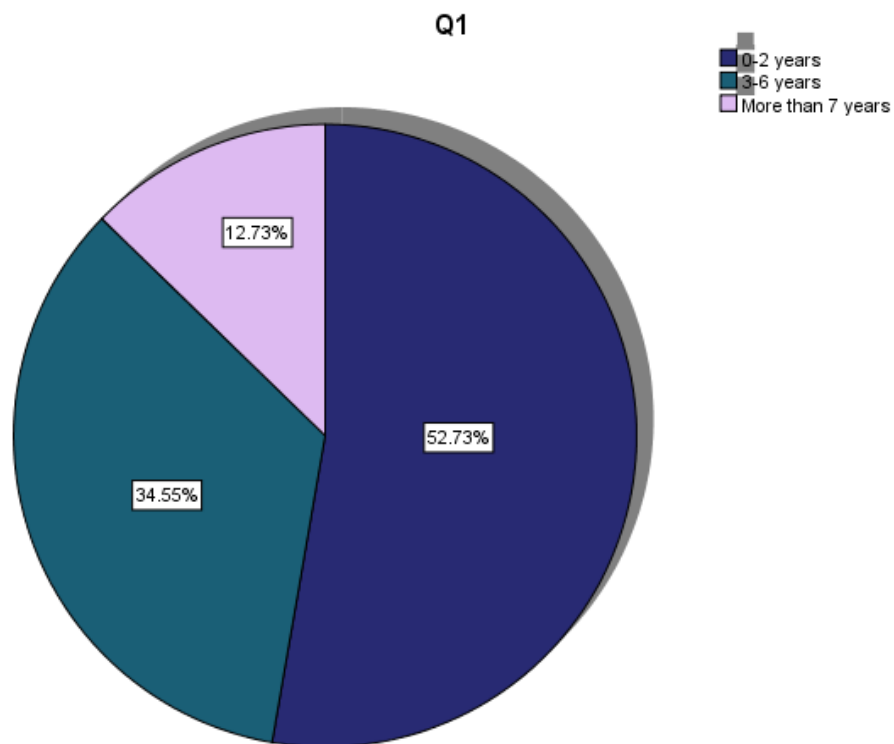
Section One: Background Information

1. How long have you been teaching English in general?

Table 2.3*Participants' Experience in Teaching English*

		Frequency	Valid Percent
Valid	0-2 years	29	52.7
	3-6 years	19	34.5
	More than 7 years	7	12.7
	Total	55	100.0

Table (2.3) represents participants' experience in teaching English in English. It shows through the data presented that the majority of participants have "0-2 years" experience in teaching with a percentage of (52.7%). They are followed by participants who have "3-6 years" in teaching with a percentage of (34.5%). Moreover, the few remaining participants indicated that they have "More than 7 years" in teaching English with a percentage of (12.7%). This suggests that all participants are new in the field of teaching English in primary schools and this suggests the challenges h

Figure 2.1*Participants' Experience in Teaching English*

2. How long have you been teaching English in primary school?

Table 2.4*Participants' Experience in Teaching English in Primary School*

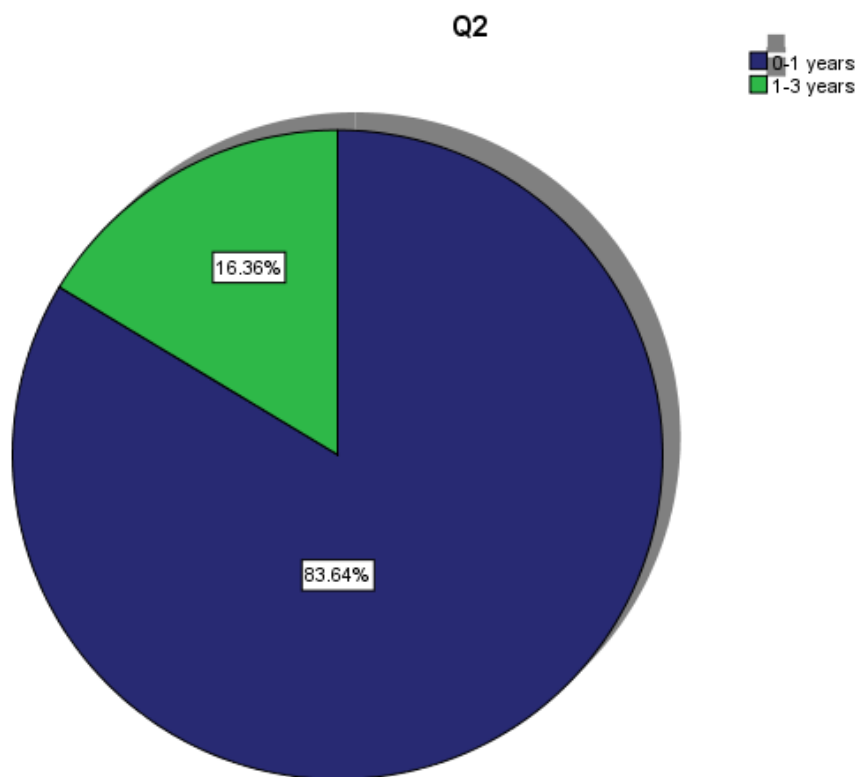
		Frequency	Valid Percent
Valid	0-1 years	46	83.6
	1-3 years	9	16.4
	Total	55	100.0

Table (2.4) represents participants' experience in teaching English in primary school. It appears through the data collected that the majority of participants have been teaching English in

primary school for “0-1 years” with a percentage of (83.6%). they are followed by few participants who indicated that they have been teaching it for “1-3 years” with a percentage of (16.4%). This category is selected by the participants who chose three years as their teaching experience. These results are justified with the fact that English teaching in primary school is a new policy that has been applied in Algeria for three years ago.

Figure 2.2

Participants' Experience in Teaching English in Primary School



3. How would you describe your professional expertise in teaching English in primary school?

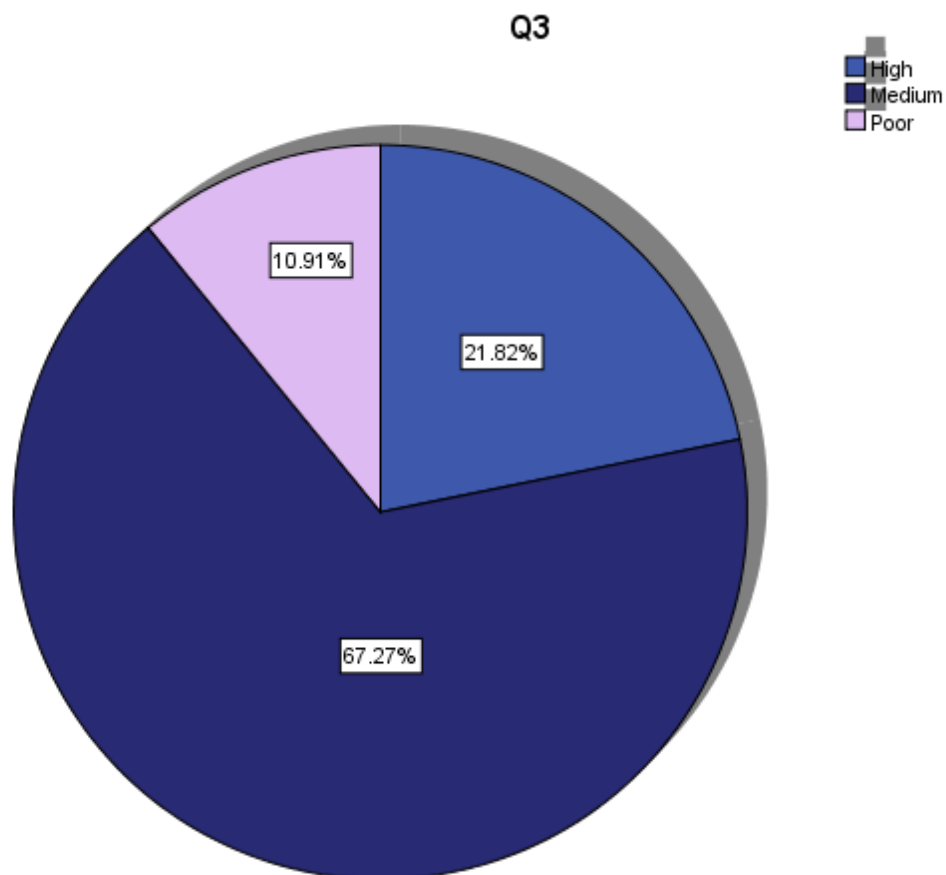
Table 2.5*Participants' Professional Expertise in teaching English*

		Frequency	Valid Percent
Valid	High	12	21.8
	Medium	37	67.3
	Poor	6	10.9
	Total	55	100.0

Table (2.5) highlights participants' professional expertise in teaching English. It is indicated through the results that most participants describe their professional expertise in the field of teaching English in primary school as "Medium" with a percentage of (67.3%). This suggests that most teachers face difficulties in this field. They are followed by other participants who chose "High" as the level of their expertise with a percentage of (21.8%). In addition, few participants stated that their expertise is "Poor" with a percentage of (10.9%).

Figure 2.3

Participants' Professional Expertise in teaching English



4. Why?

The data collected through this question indicates that most teachers who described their level of expertise as poor or medium attribute this to the new implementation of the policy and the lack of guidance and training they received to effectively carry out this implementation. It is expressed that most novice teachers consider themselves new in teaching English to pupils at such as young age, and that they need more training and professional development to meet young learners' needs and learning styles.

Moreover, the teachers who described their level of expertise as high mostly attribute this to their love of the language and the occupation they chose for themselves. Therefore, they explained that motivation plays a major role in the way they teach English in primary school and the effectiveness of their teaching methods as well.

5. Did you receive any kind of professional training that prepared you to deal with young language learners before starting your career as a primary school teacher?

Table 2.6

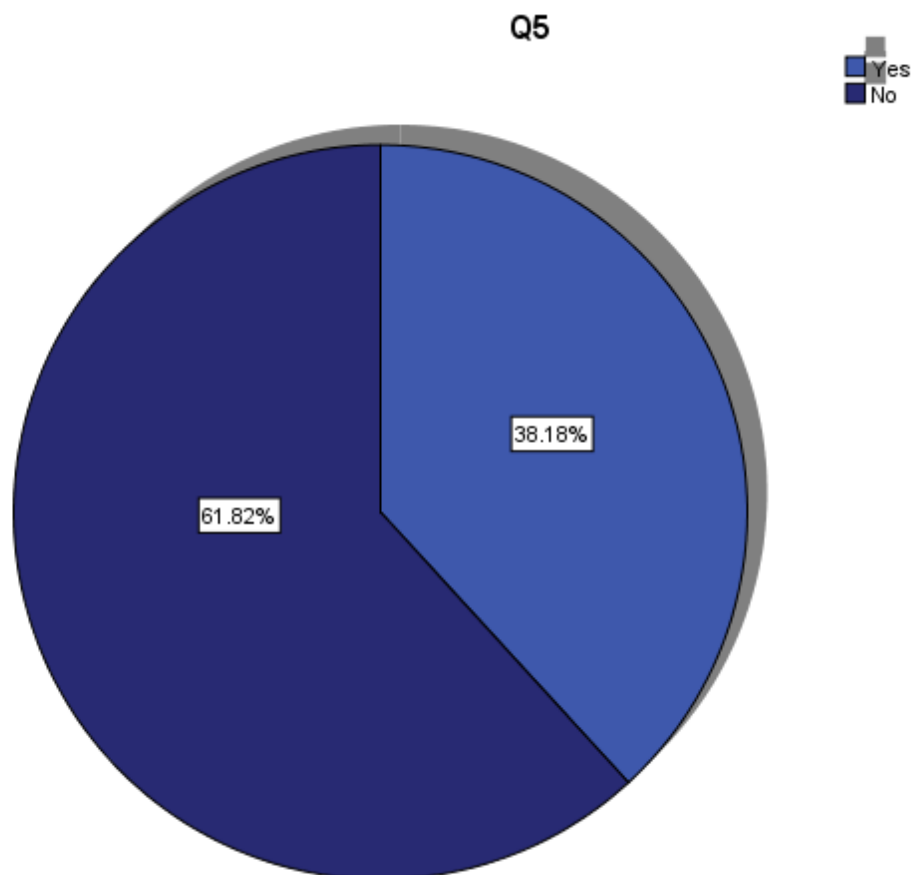
Participants' Professional Training in teaching English

		Frequency	Valid Percent
Valid	Yes	21	38.2
	No	34	61.8
	Total	55	100.0

Table (2.6) demonstrates participants' professional training in teaching English. It is illustrated through the statistics that most participants did not receive any kind of professional training that prepared them to deal with young language learners before starting their career as a primary school teacher, with a percentage of (61.8%). They are followed by the few remaining participants who indicated that they received a training with a percentage of (38.2%). This suggests that the lack of training could be a main factor for the challenges that novice teachers face in their teaching.

Figure 2.4

Participants' Professional Training in teaching English



6. Explain

The data collected through this question indicates that the few participants who received training in teaching English to primary school pupils was either through their supervisors in university as part of their academic graduation requirements, or with primary school pupils before the implementation of this policy in primary education, or a theoretical training that emphasized lesson planning. Therefore, it could be stated that this training was only to show novice teachers how to present the lessons in their classrooms. However, it did not focus on

preparing teachers how to handle young learners, identify their learning needs, styles and preferences, or how to manage the challenges that could rise during this teaching process.

Section Two: Teachers' Perceptions of Teaching English in primary School

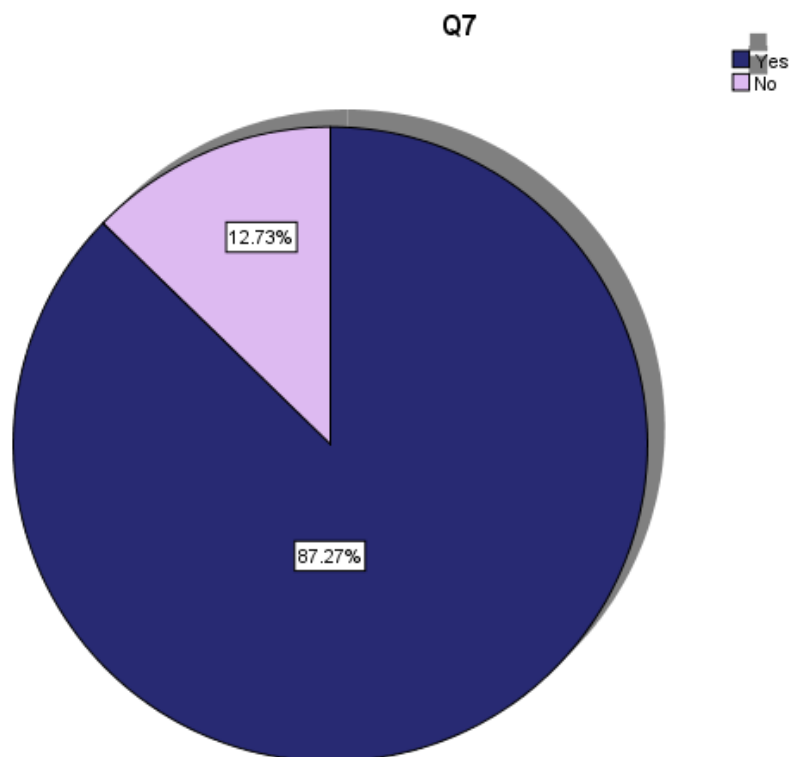
7. Do you agree with the policy of integrating English in primary school education?

Table 2.7

Participants' Perceptions of Teaching English in Primary School

		Frequency	Valid Percent
Valid	Yes	48	87.3
	No	7	12.7
	Total	55	100.0

Table (2.7) highlights participants' perceptions of teaching English in primary school. It is demonstrated that the majority of participants agree with the policy of integrating English in primary school education, with a percentage of (87.3%). They are followed by other participants who disagree with this policy with a percentage of (12.7%). These results suggest that the participants are aware of the importance of English in nowadays modern environment and the necessity to equip learners with this valuable means of communication from an early age.

Figure 2.5*Participants' Perceptions of Teaching English in Primary School*

8. What strategies do you use in your classroom to teach English?

The data collected through this question reveals that the participants provided different strategies that they use in their classrooms to teach English. They are organized as follows:

- 1. Learner-Centered Approach:** Several teachers prioritize a learner-centered approach, focusing on student needs, interests, and learning styles. This includes adapting lessons to individual learners and encouraging active participation in the learning process.
- 2. Use of Authentic and Visual Materials:** Some participants indicated that authentic materials that provide exposure to real life language use like videos, songs, and audio recordings are frequently used. Visual aids such as flashcards, drawings, images, and videos are heavily emphasized to support understanding.

- 3. Gamification and Fun Activities:** Several participants expressed that they use the “play and learn approach” in their teaching. Teachers use a variety of games (e.g., word search, slap the word, dice games, ring the bell, role-plays) to create engaging learning environments. Therefore, gamification is mentioned by several participants as a motivational tool that keeps pupils interested and engaged in the learning process.
- 4. Scaffolding:** This is another strategy that is listed by few participants who support learning through scaffolding, gradually building knowledge and skills with structured support like repetition and visual prompts.
- 5. Task-Based and Collaborative Learning:** Few participants expressed that task-based learning strategies are effective in learning English and they are implemented through pair and group activities that encourage communication and teamwork. Moreover, they also added that collaborative learning is effective in allowing students to learn from each other in group settings.
- 6. Total Physical Response (TPR) and Kinesthetic Learning:** There are some participants who explained that they encourage their pupils to learn English through physical movement and interaction with their environment through experience. Thus, physical interaction through TPR and movement-based games is used to enhance comprehension and memory.
- 7. Differentiation and Inclusive Practices:** There is one participant who stated that his lessons are adapted to meet the needs of learners with different styles and abilities, showing clear differentiation in instruction. This strategy is observed to be rarely adopted by other participants who can identify their pupils’ individual differences, academic needs and learning preferences.

8. Positive Reinforcement and Motivation: Similarly, there are only two participants who indicated that they emphasize creating a supportive, motivating environment, using encouragement and classroom challenges to boost engagement.

9. How often do use visual aid materials and technology-based tools in your teaching methods?

Table 2.8

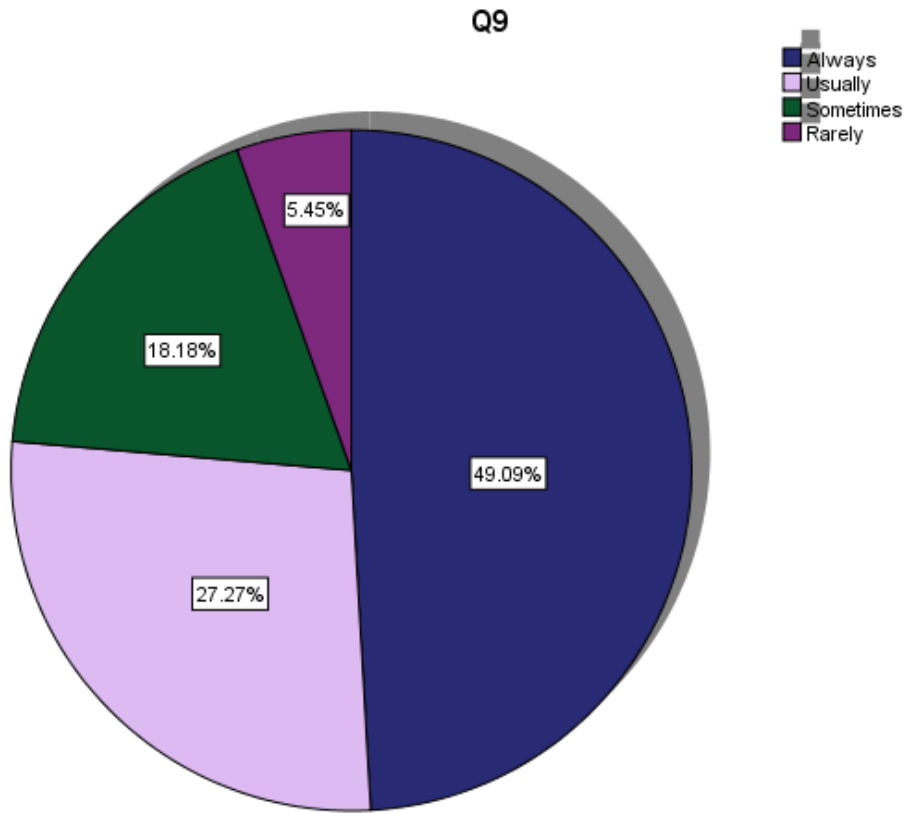
Participants' Use of Visual Aid Materials in Teaching

		Frequency	Valid Percent
Valid	Always	27	49.1
	Usually	15	27.3
	Sometimes	10	18.2
	Rarely	3	5.5
	Total	55	100.0

Table (2.8) represents participants' use of visual aid materials in their teaching. It is illustrated through the data collected that the majority of participants "Always" or "Usually" use visual aid materials and technology-based tools in their teaching methods, with a percentage of (49.1%) and (27.3%) respectively. They are followed by other participants who chose "Sometimes" and "Rarely" to indicate the frequency of their use of this materials with a percentage of (18.2%) and (5.5%) respectively. These findings suggest an adequate implementation of technology-based materials that could help pupils engage more in their learning process and overcome their affective challenges.

Figure 2.6

Participants' Use of Visual Aid Materials in Teaching



Section Three: Teachers' Challenges in Teaching English in primary School

10. To what extent do you agree or disagree with the following statements

S1. My pupils have different levels of intelligence that determine their pace of comprehension and language production

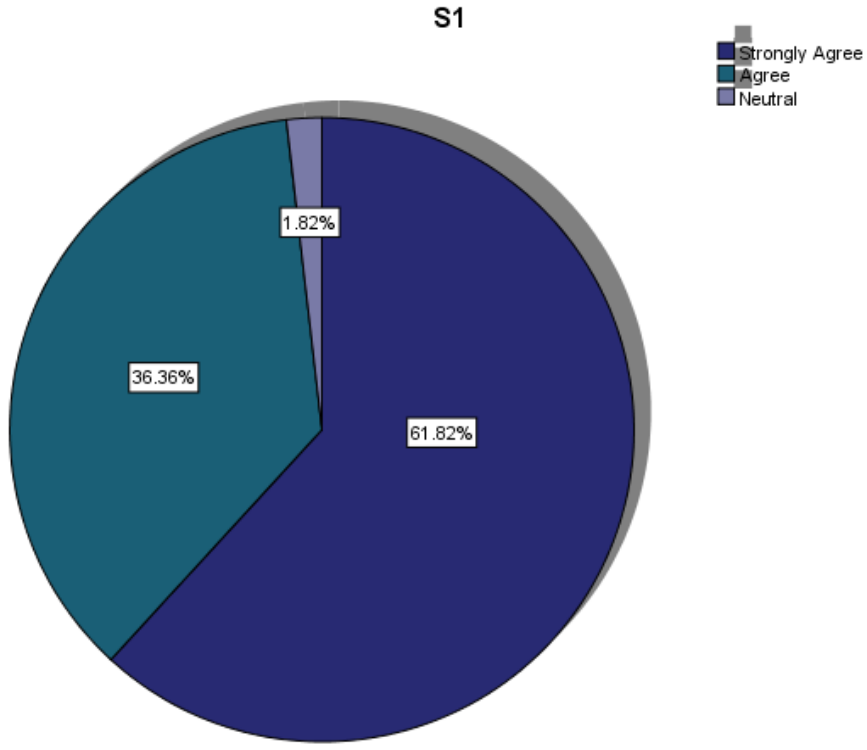
Table 2.9*Pupils' Different Levels of Intelligence*

		Frequency	Valid Percent
Valid	Strongly Agree	34	61.8
	Agree	20	36.4
	Neutral	1	1.8
	Total	55	100.0

Table (2.9) highlights participants' perceptions of their pupils' different levels of intelligence. It is demonstrated that most participants "Strongly Agree" and "Agree" that their pupils have different levels of intelligence that determine their pace of comprehension and language production, with a percentage of (61.8%) and (36.4%) respectively. They are followed by one participant who chose to be "Neutral" with a percentage of (1.8%), indicating his uncertainty towards the statement.

Figure 2.7

Pupils' Different Levels of Intelligence



S2. My pupils have different learning styles (visual, auditory, kinesthetic)

Table 2.10

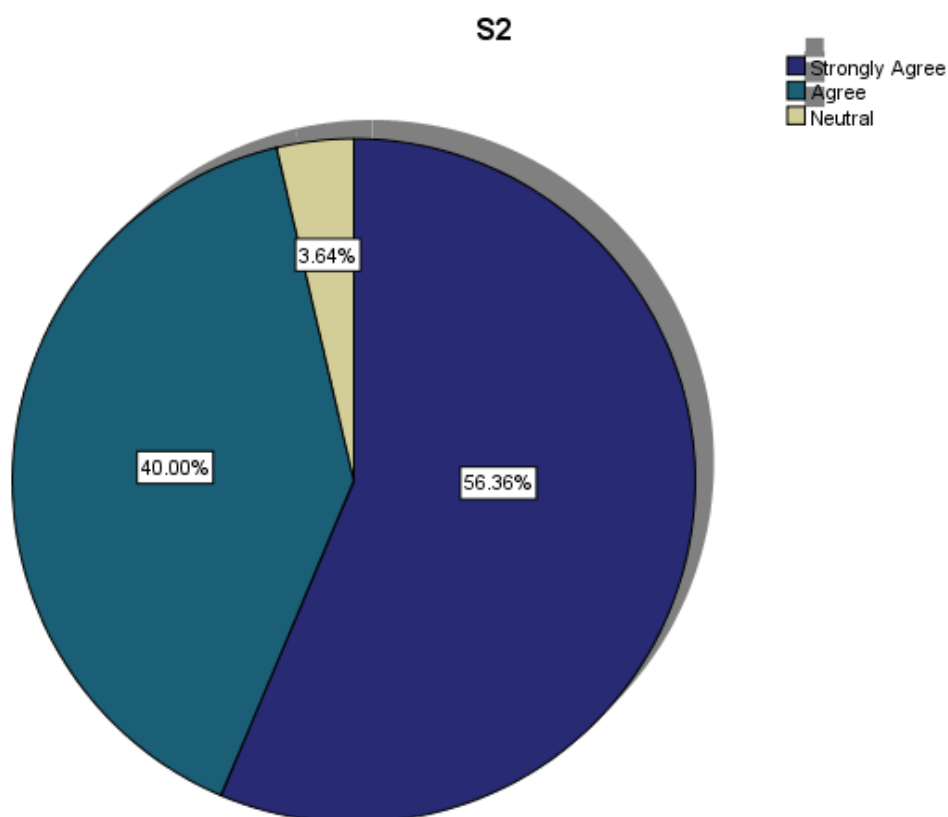
Pupils' Different Learning Styles

		Frequency	Valid Percent
Valid	Strongly Agree	31	56.4
	Agree	22	40.0
	Neutral	2	3.6
	Total	55	100.0

Table (2.10) indicates participants' perceptions of their pupils' different learning styles. It is shown that most participants "Strongly Agree" and "Agree" that their pupils have different learning styles (visual, auditory, kinesthetic), with a percentage of (56.4%) and (40%) respectively. They are followed by two participants who chose to be "Neutral" with a percentage of (3.6%), reflecting their uncertainty towards the statement.

Figure 2.8

Pupils' Different Learning Styles



S3. I use different teaching strategies and materials to meet my learners' needs and individual differences

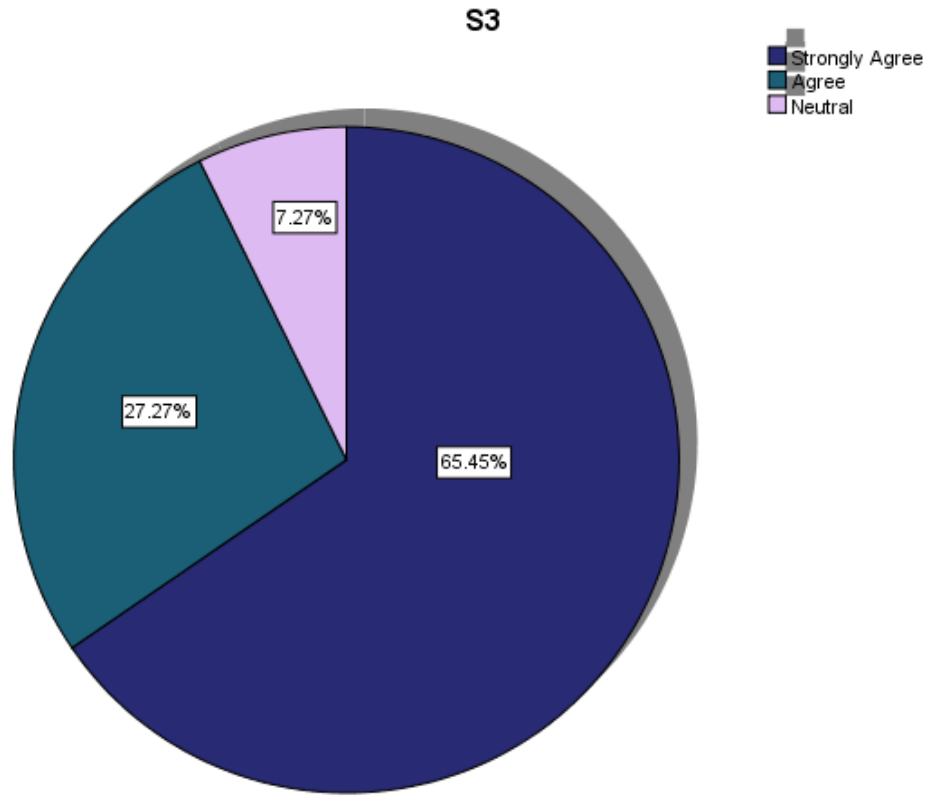
Table 2.11*Participants' Use of Different Teaching Strategies*

		Frequency	Valid Percent
Valid	Strongly Agree	36	65.5
	Agree	15	27.3
	Neutral	4	7.3
	Total	55	100.0

Table (2.10) shows participants' use of different teaching strategies. It is illustrated that the majority of the participants "Strongly Agree" and "Agree" that they use different teaching strategies and materials to meet their learners' needs and individual differences, with a percentage of (65.5%) and (27.3%) respectively. They are followed by few participants who chose to be "Neutral" with a percentage of (7.3%), reflecting their uncertainty towards the statement.

Figure 2.9

Participants' Use of Different Teaching Strategies



S4. I lack the technological support in my classroom to integrate innovative teaching materials

Table 2.12

Participants' Lack of Technological Support in the Classroom

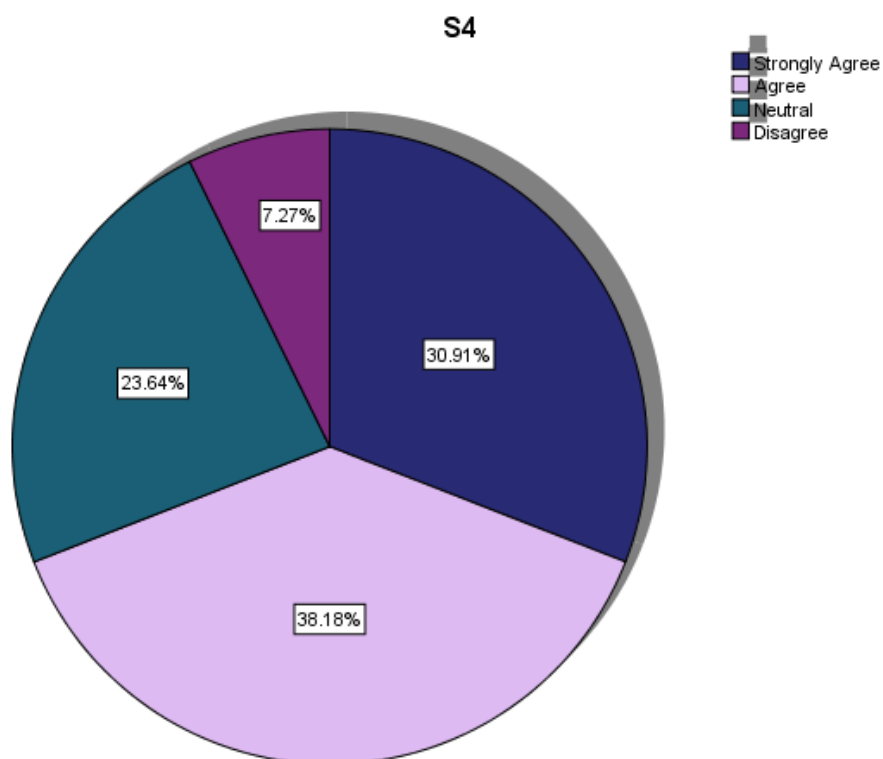
		Frequency	Valid Percent
Valid	Strongly Agree	17	30.9
	Agree	21	38.2
	Neutral	13	23.6
	Disagree	4	7.3

Total	55	100.0
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It is indicated through table (3.12) that the majority of participants “Agree” and “Strongly Agree” that they lack the technological support in their classroom to integrate innovative teaching materials, with a successive percentage of (38.2%) and (30.9%). They are followed (23.6%) of the participants who chose to be “Neutral” towards the statement, and (7.3%) who chose to “Disagree” with the statement.

Figure 2.10

Participants’ Lack of Technological Support in the Classroom



S5. Using technology-based materials (games, songs, pictures) are effective in enhancing pupils’ motivation and reducing their anxiety

Table 2.13

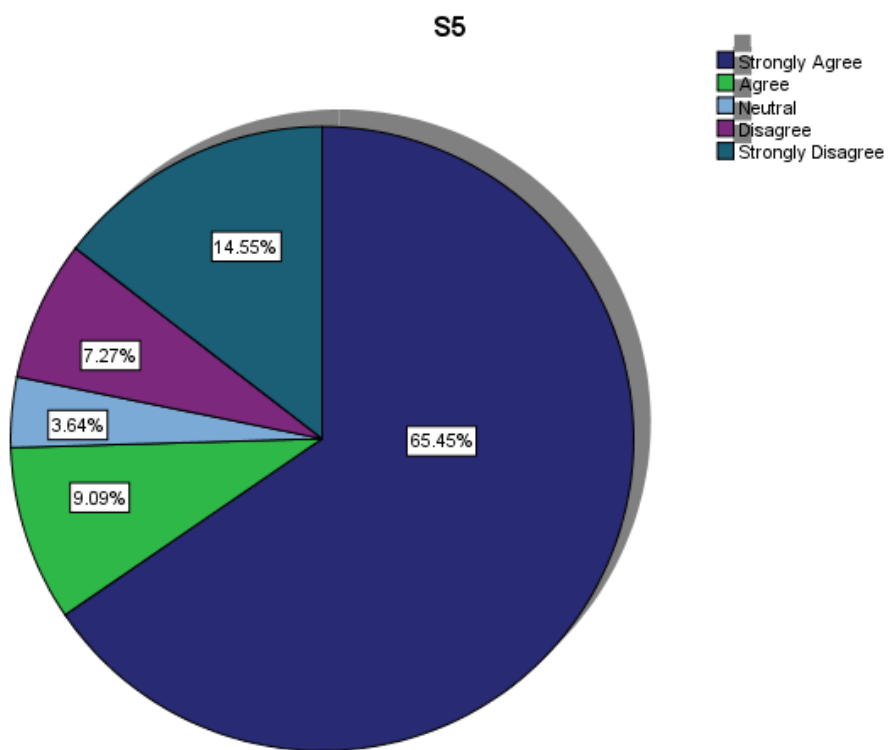
Role of Technology-based Materials in Enhancing Motivation and Reducing Anxiety

		Frequency	Valid Percent
Valid	Strongly Agree	36	65.5
	Agree	5	9.1
	Neutral	2	3.6
	Disagree	4	7.3
	Strongly Disagree	8	14.5
	Total	55	100.0

Table (2.13) shows participants' perceptions of the role of technology-based materials in enhancing pupils' motivation and reducing their anxiety. It is indicated that the majority of the participants "Strongly Agree" that using technology-based materials (games, songs, pictures) are effective in enhancing pupils' motivation and reducing their anxiety, with a percentage of (65.5%). They are followed by other participants who chose to "Strongly Disagree" with the statement with a percentage of (14.5%). In addition, the remaining participants chose "Agree" with a percentage of (9.1%), "Disagree" with a percentage of (7.3%), and "Neutral" with a percentage of (3.6%).

Figure 2.11

Role of Technology-based Materials in Enhancing Motivation and Reducing Anxiety

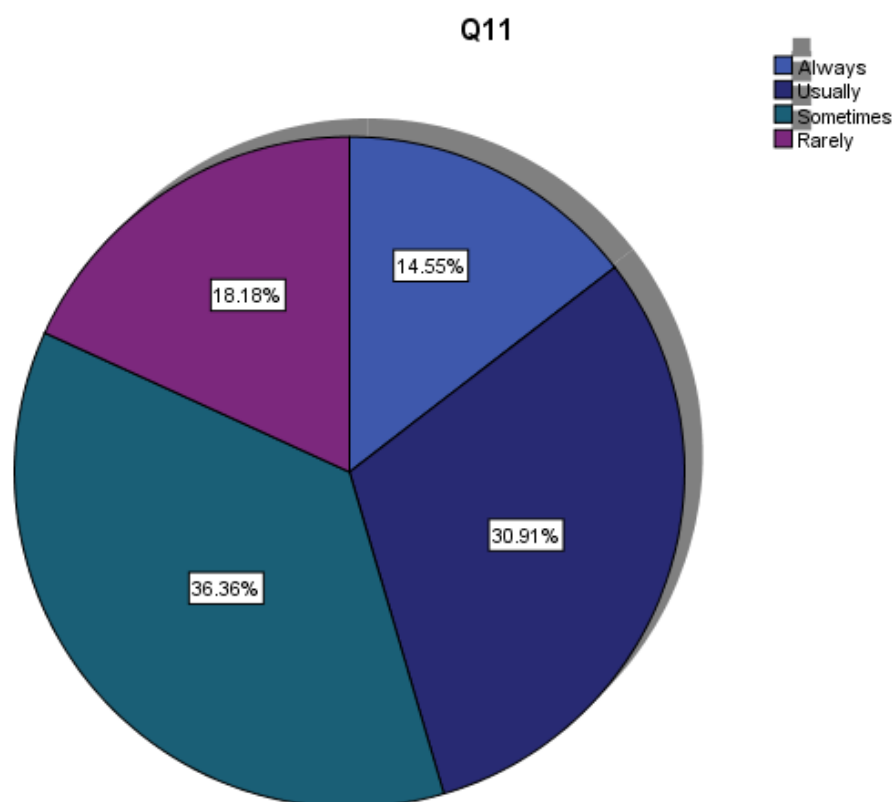


11. How often do you notice that your pupils have high levels of anxiety and low self-confidence in learning English?

Table 2.14*Pupils' Levels of Anxiety and Self-confidence*

		Frequency	Valid Percent
Valid	Always	8	14.5
	Usually	17	30.9
	Sometimes	20	36.4
	Rarely	10	18.2
	Total	55	100.0

Table (2.14) highlights participants' perceptions of their pupils' levels of anxiety and self-confidence. It is indicated that the majority of participants stated that they "Sometimes" or "Usually" notice that their pupils have high levels of anxiety and low self-confidence in learning English, with a percentage of (36.4%) and (30.9%) respectively. They are followed by participants who chose "Rarely" and "Always" as the frequency of their observation with a percentage of (18.2%) and (14.5%) respectively.

Figure 2.12*Pupils' Levels of Anxiety and Self-confidence*

12. How would you describe their level of motivation in the EFL classroom?

Table 2.15*Participants' Description of their Pupils' Motivation in Class*

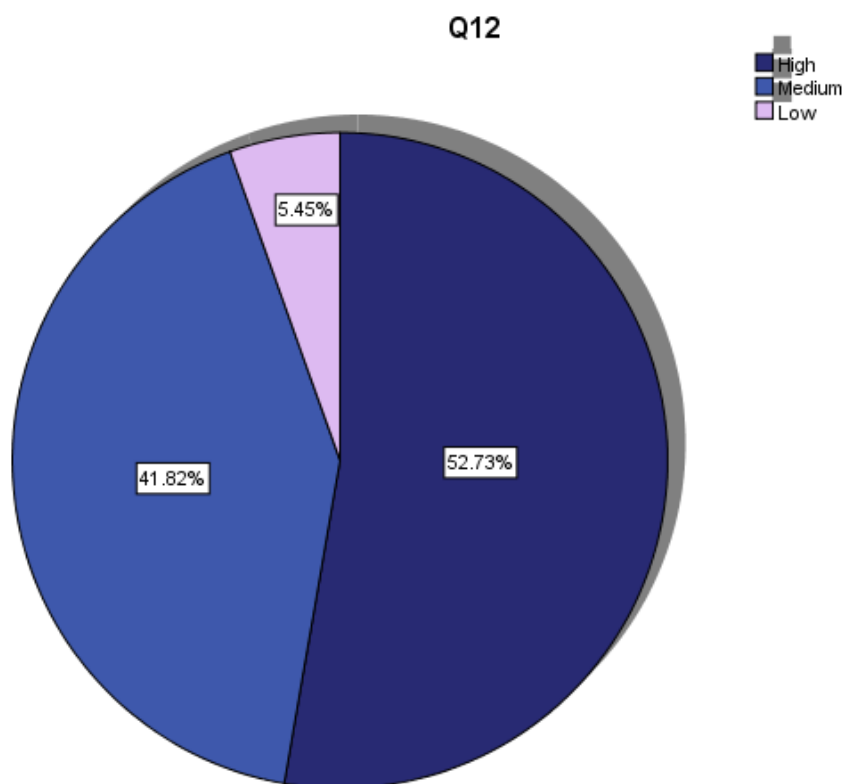
		Frequency	Valid Percent
Valid	High	29	52.7
	Medium	23	41.8
	Low	3	5.5

Total	55	100.0
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Table (2.15) demonstrates participants' description of their pupils' motivation in class. It shows through the data collected that most participants describe their level of motivation in the EFL classroom as "High", with a percentage of (52.7%). They are followed by (41.8%) who described it as "Medium", and (5.5%) who described it as "Low".

Figure 2.13

Participants' Description of their Pupils' Motivation in Class



13. How do you believe that these factors can affect pupils' language learning process?

The data collected through this question reveals that participants provided different perspectives about the effects of individual differences and emotional factors on pupils' language learning process. One of the participants explained that "Using different strategies is highly effective in teaching pupils with varying levels because it allows for differentiated instruction that meets individual learning needs. By incorporating a mix of visual, auditory, kinesthetic, and collaborative activities, teachers can engage all learners and help them grasp concepts in ways that suit their strengths. This approach also promotes inclusion, boosts confidence, and encourages progress at each child's own pace, making learning more accessible and enjoyable for everyone". Therefore, it is revealed through teachers' responses that each child's learning style, age, background, and language exposure influence how they absorb and use a second language. Thus, differentiation in instruction helps meet these individual needs, ensuring all learners can progress at their own pace. Moreover, emotional factors such as confidence and anxiety play a major role in pupils' language learning process. Confident learners are more likely to engage, while anxious learners may become withdrawn. Thus, positive reinforcement, praise, and supportive interactions are demonstrated to help pupils feel secure and motivated.

2.6.1.4. Discussion of the Findings of the Questionnaire

The data reveal that the majority of participants have between 0-2 years of teaching experience, indicating that most of them are relatively new to the profession. More specifically, they are new to teaching English in primary schools, which is attributed to the recent implementation of the policy introducing English at this level. Consequently, most participants described their level of professional expertise as 'medium'. This is also attributed to the fact that many teachers did not receive adequate training or guidance to support the implementation of this policy effectively. Therefore, the majority of participants acknowledged the need for more

professional development, particularly in areas that would help them understand and cater to young learners' developmental and educational needs. Research shows that lack of professional training and guidance is one of the major challenges that hinders the implementation of this approach is teachers' lack of experience and professional training (Nurlankyzy & Elmira, 2007). Therefore, policy makers should pay close attention to this factor and take some action to reduce its impact on the successful implementation of English instruction in primary education.

Despite the challenges they face, the majority of teachers expressed agreement with the policy of integrating English into primary education. Their responses suggest a positive attitude toward the idea of introducing English at an early age. However, this support is troubled by concerns over insufficient preparation and the lack of structured support. Teachers emphasized the need for clearer implementation plans and adequate training to help them meet the demands of this early language education policy. These results are supported with similar findings which proved that teachers lack of the necessary training to carry out basic language instruction in Algerian primary school classrooms due to the sudden policy of integrating English instruction in primary education (Elibariki (2017; Kebboul, 2023). Therefore, this challenge could hinder teachers' perceptions of the benefits of English instruction for young learners in Algeria.

Moreover, most teachers reported using a wide range of instructional strategies, including learner-centered approaches, the use of authentic and visual materials, gamification, engaging classroom activities, task-based and collaborative learning, scaffolding, Total Physical Response (TPR), kinesthetic learning, and differentiated instruction. Many participants highlighted their use of positive reinforcement and motivational techniques to create a supportive learning environment as well. The use of visual aids and technology-based tools was also common, with the majority stating that they "always" or "usually" incorporate these into their lessons. However,

a recurring concern was the lack of technological infrastructure in classrooms, which limits their ability to fully implement innovative teaching practices. Teachers noted that games, songs, and other digital resources are particularly effective in increasing motivation and reducing anxiety, yet they often lack access to these tools. Similarly, Alabi (2024) confirmed that using a range of instructional strategies that accommodate various learning preferences can improve understanding, retention, and student engagement. Thus, using different materials and content in class encourages students' participation in class and increases their motivation to both understand and process, and restore the information they receive from their teacher.

In terms of individual differences, the majority of participants widely recognized the cognitive diversity of their pupils, with most participants agreeing that learners show different levels of intelligence and learning styles, visual, auditory, and kinesthetic. These differences significantly influence how they comprehend and produce language. This result has been confirmed by Gardner's model (1985) of individual differences, which illustrates that students have different levels of intelligence and learning styles. Moreover, affective factors such as anxiety and self-confidence were reported as key variables affecting pupils' performance. Many teachers observed that their pupils sometimes or usually show signs of anxiety and low self-confidence when learning English. In fact, research shows that motivation is related to students' engagement in the learning process and participation in its activities (C. Lăpădat & M. Lăpădat, 2024). Thus, the more motivated pupils are, the more they engage in the language learning process. As for anxiety, Hu and Wang (2014) demonstrated that anxiety is linked to unpleasant emotions like tension, stress, self-doubt, frustration, and unease, which affect students' confidence, self-worth, ability to communicate, and test scores. In response, teachers indicated they tailor their instruction to accommodate these differences. They emphasized the importance

of flexible, inclusive and individualized teaching strategies that address the emotional as well as cognitive needs of learners, ensuring that all learners can progress at their own pace.

2.6.2. Teachers' Interview

The interview is the qualitative data collection tool used in this study to obtain in-depth comprehension of the research topic. It is self-developed with questions that aims at gathering particular information from the participants concerning their challenges in teaching English in primary schools.

2.6.2.1. Description of the Interview

The interview includes ten open-ended questions, each one with a particular aim and objective (See Appendix B).

Question 1: it aims at exploring participants' experience in training before they started teaching in their current primary school

Question 2: it aims at exploring participants' perceptions of the recently implemented policy of integrating English in primary school education and academic future.

Question 3: it aims at exploring participants' perceptions of the appropriateness of pupils' age for this type of instruction.

Question 4: it aims at exploring participants' perceptions of their pupils' different learning styles and paces in understanding the lesson and processing information.

Question 5: it aims at exploring pupils' attitudes towards learning English.

Question 6: it aims at exploring the role of pupils' perception on their language learning process.

Question 7: it aims at exploring participants' perceptions of the benefits of exposing young learners to English instruction at this age for their cognitive development.

Question 8: it aims at exploring participants' perceptions of the necessity of a professional teaching training in teaching young learners English.

Question 9: it aims at exploring participants' perceptions of the strategies that teachers can use to overcome the cognitive and affective challenges and improve the quality of EFL instruction in primary schools.

Question 10: it aims at obtaining further suggestions and recommendations from the participants.

2.6.2.2. Conducting Teachers' Interviews

The interviews were conducted with ten teachers in ten different primary schools. The interviews followed the standard procedures, where one researcher asked the questions and the other recorded the answers, after taking their consent.

Interview 1: at Allam Abd El-Madjid on April 20th, 2025 at 10:00 a.m. Interview 2: at Boufniza Ferjioua on April 21st, 2025 at 10:00 p.m. Interview 3: at Laib Ammar on April 21st, 2025 at 13:00 p.m. Interview 4: at Ahmed Abd El-Razak on April 23rd, 2025 at 08:00 a.m. Interview 5: at Mkadem Ismail April 23rd, 2025 at 10:00 a.m. Interview 6: at Hedjla Abd El-Madjid on April 24th, 2025 at 10:00 a.m. Interview 7: at Yawm El-Chahid on April, 24th 2025 at 13:00 p.m. Interview 8: at Torchi Mekki on April 28th, 2025 at 9:45 a.m. Interview 9: at Berbas Mohamed on April 28th, 2025 at 11:00 a.m. Interview 10: at Lekhlefi Abdel El-Rahman on April 29th, 2025, at 9:00 a.m.

2.6.2.3. Analysis of the Interview

The content of the interview is interpreted using thematic analysis. The results are presented as follows:

- 1. Can you please provide detailed a description of your experience in training before you started teaching in your current primary school?**

The data collected through this question reveals that there are participants who had a professional training in English teaching, while others started teaching directly. However, there were some complaints about the quality of the training that some of the participants received and its ineffectiveness in enhancing their teaching quality. **T1** stated “*I had a training program that focused on English language teaching methodologies and classroom management*”. Similarly, **T2** added “*I learned essential classroom managements skills, lesson planning and how to adapt to activities for young learners. it helped to develop my practical teaching skills*”. **T3** explained that “*I received a short training but it did not develop my skill in practical teaching or dealing with young primary school pupils*”. This shows that the training provided by the ministry of education in Algeria only focused on training novice teachers how to plan their lessons and manage their classroom. Therefore, it was a superficial training. T4, T5 and T6 provided similar answers.

Moreover, **T6**, **T7** and **T8** stated that they have not received any type of training, while the remaining two participants expressed that they just worked as replacements in other educational settings before starting to teach at primary school. **T10** explained “before starting my job in primary school, I used to teach in private schools and I also worked as a replacement of another English teacher in high school for five months”.

2. Do you agree with the recently implemented policy of integrating English in primary school education and academic future? Why?

The data collected from this question shows that all ten teachers or participants, agree with the recently implemented policy of integrating English in primary school education and academic future. Their attitudes towards this policy are based on three main themes.

- **Global Importance of English:** seven participants expressed that English is the language of the world. Therefore, it is vital that Algerian pupils start learning it at an early age.
Yes, because English is the language of the world.
- **Early Exposure Enhances Language Acquisition:** there are two participants who explained that “*learning English at an early age helps students develop more competent communication skills.*” and that “early exposure to English enhances language acquisition” (T8, T9).
- **Academic and Future Opportunities:** there is one participant who addressed that English is seen as a key to future academic and professional success, stating that “*Early exposure to English improves learners’ academic opportunities in the future*” (T10).

3. To what extent do you believe that pupils’ age is suitable for this type of instruction?

The data collected through this question indicates that all ten participants believe that pupils’ age is appropriate for this type of instruction. The main justifications provided by the participants are organized as follows:

- **Cognitive Readiness and Brain Plasticity:** some participants explained that young learners have more adaptable brains, making it easier for them to absorb new languages and gain new vocabulary in an efficient and effective way. T1 stated “At a young age, pupils are more open to learning new languages. Their brains are more adaptable”. T2 added “*The earlier pupils are introduced to the language, the easier they get familiar with its structure and use*”. T3 “*Yes, because pupils at this age are better equipped to gain vocabulary than later in their developmental growth.*”
- **Adaptability to Different Learning Styles:** few participants indicated that young learners can benefit from varied instructional methods at an early age that could increase their awareness

of their learning styles and preferences. **T5** explained “*Learners learn visually, others through listening or practice, and I adapt my teaching to their needs*”.

4. Have you ever noticed that your pupils have different learning styles and paces in understanding the lesson and processing information? Explain please.

The data collected through this question indicates that all participants noticed that their pupils have different learning styles and paces in understanding the lesson and processing information. **T1** stated “*Some pupils prefer learning through visual aids, others through reading, while others through listening*”, **T2** similarly added “*Some pupils are visual, some are auditory, and others...*”. Moreover, **T3** demonstrated “*They do not have the same level in learning or mental capacity*”, **T5** also added “*Some pupils learn better through repetition or hands-on activities*”. The remaining participants provided similar responses, which highlights the need for differentiated instruction that could meet pupils’ different needs and learning styles.

5. How would you describe you pupils’ attitudes towards learning English?

The data collected through this question illustrates that all participants agree that their pupils have positive attitudes towards learning English. **T2** explained that “*learning this language is fun since they can play and enjoy their learning process*”. **T3** similarly added that “*Most pupils are excited and motivated, especially when the learning is fun and interactive*”. In fact, all the participants provided similar responses.

6. Do you believe that their perception can influence their language learning process? how?

The data collected through this question indicates that all participants agree that pupils’ perceptions have an influence on their language learning process. **T9** elaborated “*yes, because what is learnt with pleasure and interest can never be forgotten*”. **T10** added “*yes, once they face*

difficulties, they lose interest in learning the language". In addition, **T4** also stated *"yes, positive perceptions make them more willing"*. **T5** also stated *"pupils who view English positively are more motivated and confident which improves their learning outcomes. A supportive atmosphere reinforces their perception"*. Therefore, this shows that pupils' learning process can be affected with how they view this language and its instruction that is presented by the teacher.

7. Do you believe that exposing young learners to English instruction at this age is beneficial for their cognitive development? How?

The data collected through this question demonstrates that participants believe that learning English at an early age is beneficial for their cognitive development. **T1** explained that *"early language instruction enhances memory functions, problem-solving skills and critical thinking. It also improves their flexibility and ability to switch from one task to another, which contributes to enhancing their overall language proficiency"*. Similarly, **T6** added *"yes, when they learn English at an early age, they develop their language skills more proficiently and effectively."* Moreover, the remaining participants all provided similar responses concerning the role of early English instruction in enhancing pupils' cognitive development and language proficiency.

8. Do you agree that teaching young learners English requires a professional teaching training that prepares teachers for this task? why?

The data collected through this question indicates that all ten participants acknowledge the need for professional teaching training to prepare teachers for their teaching tasks in primary schools. **T1** explained that *"teaching young learners demands a specialized training to understand pupils' needs and manage classroom challenges"*. **T5** also justified that *"because it is not easy to deal with young learners, teachers must have in-depth comprehension about*

learners' psychological factors". Therefore, it is observed that all participants call for regular training sessions to enhance their teaching professionalism and awareness of their pupils' needs and learning factors as well.

9. In your opinion, how could teachers overcome the cognitive and affective challenges and improve the quality of EFL instruction in primary schools?

The data collected through this question indicates that teachers provided different strategies that they can use to overcome pupils' cognitive and affective challenges. These strategies are organized as follows:

- **Use of Varied and Interactive Teaching Materials:** several participants indicated that adapting lessons to pupils' levels and learning styles helps accommodate individual needs and abilities. They use varied interactive methods such as game and interactive tools such as videos and songs.
- **Emotional and Motivational Support:** some participants stated that creating a supportive environment helps learners feel safe, valued, and willing to take risks in their learning process.
- **Teacher Training and Professional Development:** few participants elaborated that equipping teachers with the right tools and knowledge is essential for high-quality instruction. Therefore, it is necessary to provide regular training sessions that enhances teachers' experience in dealing with these challenges and equip them with the skill to implement different teaching strategies.

10. Further suggestions and recommendations

The data collected through this question indicates that only few participants provided comprehensible and logical suggestions for the improvement of English teaching instruction at the level of primary education. These recommendations include:

- **Regular Teacher Training and Professional Development:** the participants suggested that schools should provide continuous training to help teachers improve their methods and stay updated on the latest trends and findings in the field of teaching English in primary education.
- **Providing Resources and Materials:** it is addressed that teachers need more access to teaching aids and technology to effectively deliver their lessons. The development of teaching resources could facilitate teachers' tasks, enhance pupils' comprehension and increase their engagement in the learning process. Moreover, it could also reduce the impact of affective and cognitive challenges on pupils' learning process.
- **Extended Instructional Time:** few participants indicated that they need more time allocated for their sessions. Teachers' responses illustrated that time constraints limit language exposure and practice, and that longer or more frequent sessions would improve learning outcomes.
- **Parent-Teacher Collaboration:** there is one participant who indicated that teachers should be more in contact with their pupils' parents to increase their awareness of the importance of English language instruction and to ensure their collaboration in creating a supportive environment for pupils at home.

2.6.2.4. Discussion of the Interview

The analysis of the interview revealed a significant variation in participants' training experiences prior to beginning their roles as English teachers in primary schools. While some

had received formal training in teaching methodologies, classroom management, and lesson planning, others began teaching without any preparatory instruction. Among those who had been trained, there was a shared concern about the superficial nature of the programs, which often lacked practical components essential for managing young learners effectively. A common criticism was that the training focused too narrowly on theoretical aspects and failed to equip teachers with the tools needed to address real classroom challenges. Therefore, it could be stated that lack of professional training is a serious problem that should be addressed in research and rectified for the aim of improving the quality of English instruction in primary education.

Similar to the findings of the questionnaire, the interview revealed that teachers support the implementation of English instruction in primary schools in Algeria. Their support is justified with the global importance of English, its role in developing communication skills through early exposure, and the opportunities it provides for academic and professional advancement. Despite their support however, participants emphasized that successful implementation of the policy requires effective and professional teacher training, structured and clear guidance, and sufficient resources to meet the demands of early language education.

Furthermore, teachers also agreed that pupils' age is suitable for this instruction because they are cognitively prepared to acquire new languages due to their neurological adaptability and openness to learning. Thus, language acquisition and vocabulary expansion could be more effective and efficient in this stage. Additionally, early exposure was seen as an opportunity to introduce various instructional styles, helping children become more aware of their preferred learning methods. These findings correspond with the CPH which states that that the younger language learners are, the better they are in acquiring a new language. This process becomes more challenging the older they get after the age of twelve or fourteen years old. It is argued that

during the critical period that starts from childhood until puberty (approximately 14 years old), the brain is more neuroplastic, allowing for the formation of new synaptic connections (Siahaan, 2022).

In terms of individual differences, the participants consistently reported that their pupils demonstrate a wide range of learning styles and cognitive abilities; learners vary in their preference for visual, auditory, or kinesthetic input, and also in their pace of comprehension and processing. This variability highlights the importance of differentiated instruction that allows teachers to adapt their methods to meet individual needs. The recognition of these differences reflects a strong awareness of the necessity to personalize instruction in order to support effective language acquisition. As for learners, pupils generally display positive attitudes toward learning English. The language is often perceived as enjoyable, especially when taught using interactive and playful approaches. Activities such as games, songs, and storytelling were identified as highly motivating, contributing to pupils' excitement and eagerness to participate in the learning process. This enthusiasm was regarded as a key factor that enhances engagement and supports successful language learning outcomes.

In fact, most participants agreed that pupils' perceptions of English significantly influence their learning outcomes. A positive attitude toward the language was associated with higher levels of motivation, confidence, and willingness to engage in classroom activities. On the contrary, when learners experience difficulties or negative emotions, they lose interest in learning English. These findings highlight the crucial role of emotional and psychological factors in language acquisition and emphasize the importance of fostering a positive learning environment that reinforces self-confidence and enthusiasm towards learning English. Moreover, these findings run in accord with previously established results. According to Tódor and Degi

(2016), attitudes are highly related to motivation, this connection determines both the language learning process and its outcomes. In other words, if students have or develop positive attitudes towards the language they are learning, they are more likely to have higher levels of motivation that drive them to continue their learning process, reach their academic objectives and achieve positive academic results.

The findings of the interview also showed that early instruction in English was widely viewed as beneficial for pupils' cognitive development. Participants expressed that it enhances critical thinking, memory, and problem-solving skills, while also improving learners' ability to manage multiple tasks and adapt to different situations. These findings align with educational research on the cognitive advantages of bilingualism and early second language acquisition. As for the strategies used in this teaching process, they are the same ones listed in the questionnaire, which include the use of varied and interactive teaching materials, such as visual aids, games, and multimedia resources, tailored to learners' abilities and preferences, emotional support, with emphasis placed on creating a safe and encouraging classroom atmosphere that motivates pupils and reduces anxiety, and the need for regular training and professional development for teachers.

Conclusion

This chapter summarized the practical procedures of conducting the present study. It started with highlighting the research design, methods, population and sample, and proceeded to explain the data collection tools used in gathering information from the participants, their analysis and interpretation. The findings revealed that EFL teachers in primary schools highly support the integration of English instruction in Algerian primary education. However, they face considerable challenges due to inadequate professional training, limited experience, and a lack of clear implementation guidelines. Despite these challenges, teachers acknowledged the cognitive

readiness of pupils at this age and emphasized the benefits of early language instruction for both language acquisition and cognitive development. They also reported wide variations in learners' cognitive and affective factors, such as learning styles, intelligence levels, motivation, and anxiety, which significantly impact pupils' performance. To address these, teachers employ a variety of learner-centered strategies, including visual aids, gamification, differentiated instruction, and emotional support, though their efforts are hindered by limited technological resources.

2.7. Limitation of the Study

One of the major challenges faced in this study includes the difficulty in collecting data from the participants of the study. Since data were collected from teachers of different schools in the Wilaya of Mila, the researchers had to use two methods of data collection, the online and traditional method. The online data collection was feasible, but the traditional one required moving from one school to another and ask teachers to spare some time for answering the questionnaire and participate in the interview. Moreover, teachers were busy with their teaching schedules, therefore, it was very challenging to obtain information from them.

Another limitation is the unexperienced participants who showed their lack of their experience through their responses. This difference was observed through comparing their data with teachers from the Superior school of education who also participated in the study. Therefore, it was observed that novice teachers who graduated from normal universities had relatively less experience in teaching English than those who graduated from the Superior school of education.

2.8. Recommendations and Suggestions

- For teachers:

- **The use of varied and interactive teaching materials.** Teachers are recommended to integrate more interactive and engaging technology-based materials such as: Visual aids (e.g., charts, images), games and playful activities, multimedia resources (e.g., videos, songs), materials tailored to different learning styles and ability levels.

- **Providing emotional and motivational support.** Teachers are also recommended to provide emotional support for their learners because they are young and they can be influenced with affective factors. Therefore, they should create a safe, inclusive, and encouraging classroom atmosphere, reduce pupil anxiety through supportive interactions, promote motivation and confidence in language learning.

- **For Policy Makers:**

- **Regular teacher training and professional development.** Teachers should be provided with regular training sessions in order to equip them with updated pedagogical strategies, enhancing their ability to address cognitive and emotional learner differences, supporting effective implementation of diverse instructional methods.

General Conclusion

The main aim of the present study is to explore teachers' challenges in teaching English to primary school pupils in Algeria, with emphasize on their cognitive and affective factors. The study employs an exploratory research design with a mixed methods approach that aims at gaining in-depth comprehension of the research topic. The population encompasses teachers of English in primary schools in Mila. The sample of the study included 55 teachers who took part in answering the questionnaire and 10 teachers who participated in the interview. The data is collected through a questionnaire as the quantitative research instrument and interview as the qualitative one. The data collected is analyzed using SPSS for the questionnaire and thematic

analysis for the interview. This process is designated to answer the following research questions: 1. What are the challenges that primary school English teachers in Algerian primary schools face when teaching students with varying cognitive factors, such as differences in learning styles and levels of intelligence? 2. How do affective characteristics, particularly motivation, confidence, and attitudes toward English, impact the effectiveness of English language teaching in Algerian primary schools? 3. What potential strategies or solutions can be proposed to help teachers overcome these challenges in English language instruction at the primary level in Algeria?

The findings revealed that the main challenge raised by teachers is the considerable cognitive diversity among their students, which includes variations in learning styles (visual, auditory, and kinesthetic) and intelligence levels that impact how quickly pupils absorb and process knowledge. Another challenge includes the lack of professional training that is necessary to adjust to these cognitive differences and meet learners' needs and diverse learning styles. Moreover, lack of technology support and teaching materials is another challenge that prevents teachers from implementing differentiated and inclusive instruction that could help them overcome the cognitive and individual differences challenges in teaching English to primary pupils. Moreover, affective factors that influence learners' engagement and academic results include motivation, confidence, and attitudes about English. According to the findings, pupils typically have favorable opinions on English, particularly when learning is engaging and fun. Anxiety and low self-confidence on the other hand, were found to have a detrimental effect on their capacity to interact with the language, whereas motivation was consistently associated with increased involvement and better learning outcomes. According to teachers, students who are apprehensive frequently hesitate to participate and may have trouble understanding or

expressing themselves. Conversely, learners who are self-assured and driven are more likely to react favorably to instruction and achieve greater academic results. As a result, supportive teaching methods are necessary to address the emotional and psychological aspects that have a substantial impact on the effectiveness of English language instruction. In terms of strategies, teachers indicated to use various interactive teaching materials, differentiated instruction, emotional and motivational support as their main strategies to reduce the impact of pupils' cognitive and affective difficulties on their learning process. Finally, the study concluded that clear policy guidance and implementation support from the Algerian ministry of education should be provided to ensure teachers are well-prepared and supported in applying the new curriculum. Moreover, ongoing professional training sessions are required to equip novice teachers with the necessary skills to meet their learners' diverse needs and learning styles.

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Appendix A: Teachers' Questionnaire

Dear teachers,

This questionnaire is part of ongoing research that aims at exploring teachers' challenges in teaching English in Algerian primary schools, addressing the individual differences of the pupils. Your contribution is vital for the completion of this study. Therefore, you are kindly requested to answer the following questions. Thank you for your time and effort.

Section One: Background Information

14. How long have you been teaching English in general?.....years

15. How long have you been teaching English in primary school?.....years

16. How would you describe your professional expertise in teaching English in primary school?

High Medium Poor

17. Why?.....
.....

18. Did you receive any kind of professional training that prepared you to deal with young language learners before starting your career as a primary school teacher?

Yes No

19. Explain,

please.....
.....
.....

Section Two: Teachers' Perceptions of Teaching English in primary School

20. Do you agree with the policy of integrating English in primary school education?

Yes No Not sure

21. What strategies do you use in your classroom to teach English?

.....

.....

.....

22. How often do use visual aid materials and technology-based tools in your teaching methods?

Always Usually Sometimes Rarely Never

Section Three: Teachers’ Challenges in Teaching English in primary School

23. To what extent do you agree or disagree with the following statements

Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
My pupils have different levels of intelligence that determine their pace of comprehension and language production					
My pupils have different learning styles (visual, auditory, kinesthetic)					
I use different teaching strategies and materials to meet my learners’ needs and individual differences					
I lack the technological support in my classroom to integrate innovative teaching materials					
Using technology-based materials (games, songs, pictures) are effective in enhancing					

pupils' motivation and reducing their anxiety					
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24. How often do you notice that your pupils have high levels of anxiety and low self-confidence in learning English?

Always Usually Sometimes Rarely Never

25. How would you describe their level of motivation in the EFL classroom?

High Medium Low

26. How do you believe that these factors can affect pupils' language learning process?

.....

.....

.....

Thank you for your time

Appendix B: Teachers' Interview

Dear teachers,

This interview is part of ongoing research that aims at exploring the challenges of teaching English at primary schools in Algeria, addressing the individual differences of the pupils. Your participation is highly valuable for the completion of this study. Therefore, you are kindly requested to answer the following questions. Thank you for your time.

11. Can you please provide detailed a description of your experience in training before you started teaching in your current primary school?

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12. Do you agree with the recently implemented policy of integrating English in primary school education and academic future? Why?

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13. To what extent do you believe that pupils' age is suitable for this type of instruction?

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14. Have you ever noticed that your pupils have different learning styles and paces in understanding the lesson and processing information? Explain please.

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15. How would you describe you pupils' attitudes towards learning English?

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16. Do you believe that their perception can influence their language learning process?how?

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17. Do you believe that exposing young learners to English instruction at this age is beneficial for their cognitive development? How?

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18. Do you agree that teaching young learners English requires a professional teaching training that prepares teachers for this task? why?

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19. In your opinion, how could teachers overcome the cognitive and affective challenges and improve the quality of EFL instruction in primary schools?

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20. Further suggestions and recommendations

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Résumé

Cette étude explore les défis auxquels sont confrontés les enseignants d'anglais dans les écoles primaires en Algérie, en mettant l'accent sur les facteurs cognitifs et affectifs qui influencent l'efficacité de l'enseignement et le processus d'apprentissage des élèves. La motivation derrière la réalisation de la présente étude est de mettre en lumière un type différent de défis souvent négligés par les chercheurs, à savoir les défis cognitifs et affectifs liés à l'enseignement de l'anglais dans l'éducation primaire en Algérie. La population de l'étude comprend les enseignants des écoles primaires de la wilaya de Mila, car ils peuvent fournir des informations sur les difficultés rencontrées dans l'enseignement aux élèves du primaire. La recherche vise à répondre aux questions suivantes : 1. Quels sont les défis auxquels les enseignants d'anglais dans les écoles primaires algériennes sont confrontés lorsqu'ils enseignent à des élèves présentant différents facteurs cognitifs, tels que les styles d'apprentissage et les niveaux d'intelligence ? 2. Comment les caractéristiques affectives, en particulier la motivation, la confiance en soi et les attitudes envers l'anglais, influencent-elles l'efficacité de l'enseignement de l'anglais dans les écoles primaires algériennes ? 3. Quelles stratégies ou solutions potentielles peuvent être proposées pour aider les enseignants à surmonter ces défis dans l'enseignement de l'anglais au niveau primaire en Algérie ? 4. L'étude suit un modèle de recherche exploratoire avec une approche méthodologique mixte, comprenant un échantillon de 55 enseignants ayant rempli un questionnaire et 10 enseignants ayant participé à des entretiens. Les données recueillies via le questionnaire sont analysées à l'aide du logiciel SPSS, tandis que les données issues des entretiens sont interprétées par une analyse thématique. Les résultats de l'étude mettent en évidence des défis importants, notamment la diversité cognitive parmi les élèves, le manque de formation professionnelle et l'insuffisance des ressources technologiques et des supports

pédagogiques. Les enseignants ont également rapporté que les facteurs affectifs, tels que la motivation et la confiance en soi, influencent fortement l'engagement et les résultats d'apprentissage des élèves. Les apprenants motivés et confiants ont tendance à obtenir de meilleurs résultats, tandis que ceux qui sont anxieux éprouvent des difficultés à participer et à comprendre. L'étude suggère que l'enseignement différencié, les supports pédagogiques interactifs et le soutien émotionnel sont des stratégies cruciales pour faire face à ces défis. Elle conclut qu'une orientation politique claire ainsi qu'une formation professionnelle continue sont nécessaires pour soutenir les enseignants dans la réponse aux besoins diversifiés de leurs élèves et dans la mise en œuvre efficace du programme.

Mots-clés : école primaire, diversité cognitive, formation professionnelle, motivation, confiance en soi

المخلص

تستكشف هذه الدراسة التحديات التي يواجهها معلمو اللغة الإنجليزية في المدارس الابتدائية في الجزائر، مع التركيز على العوامل المعرفية والعاطفية التي تؤثر على فاعلية التدريس وعملية تعلم التلاميذ. والدافع وراء إجراء هذه الدراسة هو تسليط الضوء على نوع مختلف من التحديات التي يغفلها الباحثون، وهي التحديات المعرفية والعاطفية لتدريس اللغة الإنجليزية في التعليم الابتدائي في الجزائر. تشمل عينة الدراسة معلمي المدارس الابتدائية في ولاية ميلة، لأنهم قادرون على تقديم معلومات حول التحديات التي تواجه تدريس التلاميذ في هذه المرحلة. وتهدف الدراسة إلى الإجابة عن الأسئلة البحثية التالية: 1. ما هي التحديات التي يواجهها معلمو اللغة الإنجليزية في المدارس الابتدائية الجزائرية عند تعليم تلاميذ لديهم عوامل معرفية مختلفة، مثل اختلاف أنماط التعلم ومستويات الذكاء؟ 2. كيف تؤثر الخصائص العاطفية، وخصوصاً الدافعية والثقة بالنفس والمواقف تجاه اللغة الإنجليزية، على فاعلية تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية؟ 3. ما هي الاستراتيجيات أو الحلول الممكنة التي يمكن اقتراحها لمساعدة المعلمين على تجاوز هذه التحديات في تعليم اللغة الإنجليزية في المرحلة الابتدائية في الجزائر؟ 4. تتبع الدراسة تصميمًا بحثيًا استكشافيًا بمنهجية مختلطة، حيث شمل العينة 55 معلمًا أجابوا على استبيان و10 معلمين شاركوا في مقابلات. تم تحليل البيانات المستخلصة من الاستبيان باستخدام برنامج SPSS، أما بيانات المقابلات فتم تحليلها باستخدام التحليل الموضوعي. وتُظهر نتائج الدراسة تحديات كبيرة، منها التنوع المعرفي بين التلاميذ، نقص التكوين المهني، وقلة الموارد التكنولوجية والوسائل التعليمية. كما أشار المعلمون إلى أن العوامل العاطفية، مثل الدافعية والثقة بالنفس، تؤثر بشكل كبير على تفاعل التلاميذ ونتائج تعلمهم؛ فالمتعلمون المتحفزون والواثقون من أنفسهم يودون بشكل أفضل، في حين يواجه المتعلمون القلقون صعوبة في الفهم والمشاركة. وتقتصر الدراسة أن التدريس المتميز، والمواد التعليمية التفاعلية، والدعم العاطفي، تشكل استراتيجيات حيوية لمعالجة هذه التحديات. وتخلص إلى أن وجود سياسة تربوية واضحة، بالإضافة إلى تدريب مهني مستمر، أمر ضروري لدعم المعلمين في تلبية احتياجات تلاميذهم المتنوعة وتنفيذ المنهاج بفعالية.

الكلمات المفتاحية: المدرسة الابتدائية، التنوع المعرفي، التدريب المهني، الدافع، الثقة بالنفس