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Investigating the Problems and Challenges of Teaching English in Primary School in Algeria

**The Case of Third- Year Teachers and Pupils at the Primary Schools
in Sidi Okba**

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of
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Dedication

I dedicate this work to

To my beloved departed mother, who will always live in my heart.

To my amazing father who has done so much for us!

*To my wonderful Mom, who has been my unwavering pillar of support
throughout every step of my life.*

*To my incredible brothers Mourad, Rami, Elyes, Adnan, Karim, and my lovable
sister Ines and.*

To my dear esteemed Professor Saliha Chelli

*To all my friends with whom I have shared the greatest moments of my life,
especially Ahlam, Amira and Aya*

*To all those who hold a place in my heart, including my big family,
acquaintances, and even those who don't know me*

*To all the individuals who provided me with support, even if it was just a single
word.*

And the biggest greetings to my uncle Murad.

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Abstract

Teaching English in the early stages has become essential due to its global status. Algeria government made the decision to shift from using French as its first foreign language to using English instead. This study aimed to identify the challenges of teaching English in elementary school. It sought to shed light on the most crucial problems and obstacles that teachers face during their first year of teaching English especially in the absence of proper supervision and without prior training. Additionally, it aimed to understand the problems that pupils encounter in learning English at an early age. To investigate the problem at hand, two semi-structured questionnaires were administered to a sample of thirty pupils (30) selected randomly from various schools in Sidi Okba, as well as seven teachers (7) from the same area. The analysis of the questionnaire revealed that both teachers and pupils recognize the significance of the English language and the need for pupils to learn it at a young age. However, they face challenges due to the age of the children they were teaching. According to them, the teaching process is affected by the absence of pre-service training and in-service training and the educators' lack of experience in the field of education in addition to the absence of teaching material. Based on the questionnaire results, recommendations were proposed for teachers and pupils.

List of Abbreviations

ESL: English Second Language

Q: Question

WTO: World Trade Organization

LD: Learning Disabilities

LDs: Learning Disabilities

IQ: Intelligence Quotient

ADHD: Attention Deficit Hyperactivity Disorder

SLA: second language acquisition

EFL: English as a Foreign Language

TPR: Total Physical Response

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General Introduction

English is now the primary language used for communication on a global scale among people. According to Hughes (2021), English is the official language in 67 countries and the official second language in another 27. Additionally, it is taught in the majority of nations around the world, beginning in the preparatory phase. Because of this, Algeria ultimately decided to incorporate English language instruction in primary schools after years of research and discussion due to the significance of this language, which is almost the first in the world in various aspects of life, whether scientific or literary. Most of the educational and popular groups enthusiastically supported this decision.

Since the primary stage is one of the best age stages on which the foundations of teaching English are established, it is imperative to introduce it to children. In the nineties, Algeria had previously provided limited experimental English instruction in the elementary school, but it was optional.

At this stage, teaching the English language will be done in conjunction with teaching the French language. This will be a challenge for teachers to find an appropriate method that is different from the traditional method of teaching a different foreign language to pupils of this age in the absence of previous experiences and sufficient training for them. The success of this depends on the methodology used by the teacher; this does not mean that it is devoid of difficulties and problems that pupils may encounter at this level, considering the age and the teaching conditions in the classroom.

1. Statement of the Problem

One of the most crucial educational phases is primary school, during which the children's learn the basics, notably foreign languages. Most experts recommend that children learn better at a young age since they can do it more quickly and easily. Algeria has recently introduced teaching English in primary schools in the third grade rather than at the middle school. The primary-aged child will experience difficulties learning English because it is a foreign language. These difficulties may be related to a number of factors, including the teacher's teaching style and the curriculum being used, both of which raise concerns about whether they are appropriate for the pupils' cognitive capacity to learn this language. Besides, the approaches that teachers employ can usually be the cause of the issues that young learners may encounter.

1. Aim of the Study

The main aim of this research is to investigate the problems and challenges faced by primary teachers in teaching English as well as the pupils in learning this language.

2. Specific Objectives

- Identifying teachers' problems in teaching English in primary school.
- Identifying teachers challenges in teaching English in primary school
- Pupils difficulties and problems in learning English

3. Research Questions

RQ1: Should children start learning English at an early age?

RQ2: What are the problems and challenges faced by the teacher in teaching in primary school?

RQ3: What are the difficulties and problems faced by primary school pupils in learning English?

RQ4. Does the absence of adequate teacher training hinder teaching English in primary school?

5.-Significance of the Study

English is widely considered the global language and is used in all scientific fields. Despite valuing the idea that “the younger the better” for learning English, it took a significant amount of time for the Algerian authorities to take the decision of introducing it in primary education. As the aim of this study is to identify the difficulties and obstacles encountered in teaching and learning English at the primary school level, this research can be significant in that it reveals the challenges and obstacles encountered by both teachers and pupils. This may raise the responsible’ awareness about the present situation, which requires the necessity of taking adequate measures to make the learning operation successful.

6. Research Methodology and Tools

The use of a descriptive study was deemed appropriate to attain the primary aim of investigating the problems and challenges of teaching English in primary School in Algeria. Therefore, the population used in this research included the primary teachers and pupils in Sidi-Okba primary schools. A sample of thirty pupils (30) was selected randomly from the existing schools in addition to seven teachers (7) to respond to two semi-structured questionnaires thought to be the most appropriate for such an initial level.

7. Structure of the Dissertation

This research work is composed of three chapters. The first and second chapters constitute the theoretical framework. The first one focuses on teaching English as a foreign language in primary school, while the second one presents the English teaching methods in primary school. The third chapter of the dissertation is devoted to the practical part of the study, which is the essence of research. The obtained data are described and summarized using descriptive statistics including frequencies displayed in tables and figures followed by the interpretation of the results and ultimately the general conclusions and the recommendations.

Chapter one
Teaching English as a Foreign Language in
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Introduction

This chapter will address the global status of the English language, given its significant relevance across various domains where it holds the position of being the second-most widely spoken language globally. Algeria has opted to introduce English language instruction in primary schools, thereby targeting the early developmental stages of children with various reasons that have been cited for this decision. The chapter also presents children who have difficulties learning a foreign language and focus on ideal age for learning a foreign language according to the hypothesis of the critical period. In addition, a description of the most important characteristics of a young learner. Furthermore, this chapter highlights the various factors that impede learning English in primary school and mentions the main problems faced by pupils.

1.1 Importance of the English Language

English is one of the most frequently used international languages, serving as a medium of international communication among the world's people. At the stroke of a button, an individual may now access a broad diversity of knowledge from a range of foreign cultures. "English is a contact language between people who share neither a common native tongue nor a common culture, and for whom English is the chosen foreign language of communication" Firth(1996, p.240). According to the English Effect, a report issued by the British Council, declared that 1.75 billion people spoke English to a useful level worldwide in 2013; and in 2022, it is projected that there are over 2 billion English speakers across the globe. This includes those who speak English as a second language (ESL).

The overall total is made up by approximately 400 million native English speakers, with non-native speakers making up the rest. Combined, they make English the world's most widely

Teaching English as a foreign language is quite important and may be viewed as the ideal opportunity for each pupils to become a well-informed person through his capacity to read worldwide sources and acquire more knowledge. The English language enables each pupils to communicate and share information with individuals from around the globe. Similarly, those who study a foreign language tend to demonstrate greater cognitive development and divergent thinking than monolingual children (al-seghayer, 2011). As future workers, we need English language in almost all occupations and the ability to ues with computer software; therefore, mastering the English language creates numerous opportunities for each person to obtain a suitable job.

The prominence of English around the world and its significance in our lives as an international language compels the education ministries of all nations to include English as an official school subject. Moreover, English can be viewed as a visa to join and connect with wealthy nations. In order to provide sufficient time for pupils to become familiar with and proficient in this foreign language, the Algerian Ministry of Education has planned English as a foreign language uestiontion to begin in the third year of the primary school. China is a powerhouse in terms of English language teaching, China's open- door policy, which began in the late 1970s, China's more entry to the world Trade Organization (WTO), and the Beijing Olympics and other have all created a dramatic impact on the growth of English in China. Huang (1999), for instance, described global, regional, and local forces that have created a great demand for business English in China. This demand has also led to an increase in English proficiency and the integration of English proficiency with business expertise.

Spoken language. Latest report from Statista. (Mar 31, 2023) puts the number at 1.5 billion people who speak English worldwide, either natively or as a second language, also English is the official language in 59 countries and 27 non-sovereign entities around the world in 2022. It is also the language of the United Nations and European Union. English language is an

important means of communication in the era of globalization of business, economic, social, tourism and technology. According to Sneddon (2003) “As a global language, it is obvious that English plays an important role in international interaction. International interaction includes economic relationship among countries, international business relationship, global trading and others”.

English is the most widely spoken language in the world; one in five people can speak it. In actuality, it is the global language. Besides, it is the language of technology, communication, the economy, and business; therefore, learning it can lead to several employment options. Moreover, due to Hollywood’s popularity in worldwide media, a tremendous number of films and television shows are written in English. If you speak English, you will no longer require translation and subtitles. You will therefore like viewing films and reading books. Furthermore, English is the predominant business language. In this sense, Kennedy et al (1984, p. 1) says: The growth of business and increased occupational mobility is resulting in a need for English as a common medium of communication; and access too much scientific and technical literature is difficult for those with no knowledge of English.

As the globe becomes a “global village,” the demand for English-language proficiency increases. Many felt the need to learn English for several reasons, including communication and business. Hence, English is considered the language of commerce. In the last few decades, English has swiftly become the most widely spoken language in the world, the language of tourist, aviation, and commerce. As a result, studying English has become crucial for the advancement and success of any employee’s career, as well as the preferred language in the business world.

In addition to being the official language of the great majority of worldwide organizations, it is also the most spoken language in international conferences, as well as in the commercial, technological, banking, tourism and scientific fields. The English language is

the universal language of the internet, the educational and scientific field, business, travel and culture. It is the universal language of the internet because the majority of websites are written and created in English, which accounts for 61 percent of content online. Learning English has become necessary for journalists in order to professionalize, as writing an article in the native language may limit the spread of journalistic work and keep it within a narrow framework. Posting articles or blogs in English guarantees that they reach the majority of the world's countries, since it is a fundamental language in journalism due to its dominance in international communication.

The English language is extremely significant in schooling. In today's modern world, it has become the primary language of instruction and the most studied language in the world. It is important for pupils to acquire and understand the English language in order to continue their studies and gain more knowledge about various sciences. It is vital to initially master the English language in order to understand the books and lectures. Besides, science is such a large and collaborative discipline that it appeared important at some point in the past to choose and stick with a scientific lingua franca. English was chosen and continues to be the science bridge language, where most scientific research and references are written in English. Having only one language as the "official" scientific language also speeds up communication among scientists and allows them to share their new research with the rest of the world.

Moreover, the English language is the present foundation for any integrated job since it is a language of communication with experts and international commercial partners, and understanding it demonstrates the amount of the ambition to create business management for enterprises to become global. A businessman always wants to broaden their business in the international marketplace. It is a path to success that can help you land your dream career anywhere in the world and expand your opportunities to travel and experience other cultures.

As a result, English is always used as a first language by tourists in foreign nations. It serves as a bridge between cultures and a gateway to the outside world. Furthermore, one of the most crucial aspects of learning a new language is cultural knowledge. Learning a language enables you to appreciate a new country in ways you otherwise would not. You grow to respect new cultures as a result of your understanding of why things are done in a certain way.

1.2 The Reason for Teaching English in Primary School

In recent years demands of the media, elites, education unions, and associations of parents of pupils about the necessity of linguistic transition in Algeria, by displacing French (albeit gradually) in favor of English in all educational stages. Algeria decided to include the English language in the primary stage seen as the most crucial for learning the fundamentals of the English language. This initial educational stage consists of over 6 million pupils in Algerian school, which runs from the first to the fifth year. So, its adoption in the primary stage is important to build a generation that is familiar with the language of the future. Early language learning can help to have a positive attitude toward language learning in general because the children are eager to learn about the world around them.

It took a while for the Algerian government to decide to start teaching English in primary schools. Considering that, for instance, countries in the European Union made English a compulsory subject in primary schools for more than half a century. In Malaysia, where there was a shortage of English speakers, the ministry of education made the decision to raise the language's proficiency there. One of their initial initiatives was to teach English to pupils in primary schools. "School learning must both build upon the learning of infancy and foster something that will continue and evolve throughout adult life." (Britton 1970, p.129). Learning a new language helps people develop their basic thought processes. This is largely explained by Piaget's work (1956), which examines child cognition as the kid is born with an

innate curiosity to engage with and comprehend his or her environment. He distinguished four phases of cognitive development:

1. Sensorimotor stage (Infancy). In this period (which has 6 stages), intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited (but developing) because its based on physical interactions / experiences. Children acquire object permanence at about 7 months of age (memory). Physical development (mobility) allows the child to begin developing new intellectual abilities. Some uestion (language) abilities are developed at the end of this stage.

2. Pre-operational stage (Toddler and Early Childhood). In this period (which has two substages), intelligence is demonstrated through the use of symbols, language use matures, and memory and imagination are developed, but thinking is done in a nonlogical, nonreversible manner. Egocentric thinking predominates

3. Concrete operational stage (Elementary and early adolescence). In this stage (characterized by 7 types of conservation: number, length, liquid, mass, weight, area, volume), intelligence is uestioned through logical and systematic manipulation of symbols related to concrete objects. Operational thinking develops (mental actions that are reversible). Egocentric thought diminishes.

4. Formal operational stage (Adolescence and adulthood). In this stage, intelligence is demonstrated through the logical use of symbols related to abstract concepts. Early in the period there is a return to egocentric thought.

Piaget's theory, forms a portion of the basis for constructivist learning, is the inspiration for many basic programs. Among the authors who support teaching languages at an early age, Redmond and Hoag 2003, p. 1186) said that: "Children who begin foreign language study at a young age have the opportunity to gain understanding of the culture where the language is

spoken at a period in their personal and academic development that can enrich and enhance the learning process for many years”. However, teaching a language in primary school requires coping with that differently from teaching it to older people.

1.3 Definition of Learning Disabilities

The term “learning disabilities,” which is often referred to as “specific learning impairments,” is an umbrella term that encompasses a spectrum of neurologically based learning problems with varying degrees of severity. Minimal brain injury and minimal brain dysfunction are previous concepts. These disorders involve difficulty with one or more, but not all, fundamental psychological processes, according to Smith, M.M.A. (2023): (1) input (auditory and visual perception), (2) integration (sequencing, abstraction, and organization), (3) memory (working, short term, and long term memory), (4) output (expressive language), and (5) motor function (fine and gross motor). Learning problems vary from person to person and can manifest in many ways. According to Chung, Patel, & Nizami, I. (2020) learning disabilities may manifest as difficulty: (1) processing information through visual and auditory means, which may affect reading, spelling, writing, and understanding or using language; (2) prioritizing, organizing, and following instructions; (3) storing or retrieving information from short or long term memory; (4) using spoken language.

In diagnosing a learning disability, cognitive examination, including psychoeducational or neuropsychological evaluation, is crucial. Learning difficulties can be identified by skilled and experienced school or educational psychologists, clinical psychologists, and clinical neuropsychologists. Kirk (1963) used the term “learning disabilities” to refer to unexpected difficulties with academic skills secondary to language problems, but differentiated LDs from intellectual disabilities and behavior disorders. The most typical areas of difficulties for language-based learning pupils with the following:

1. Reading (fluency, comprehension)
2. Auditory processing (listening)
3. Oral expression or word retrieval
4. Oral comprehension
5. Writing (grammar, spelling)

1.4 Language Learning Disabilities

In elementary school, children learn in ways distinct from those of adults. They are attracted by activities that can complement their official schoolwork. In addition, learning with objects through which they can experiment, explore, and create may improve children's problem-solving skills. Moreover, collaborative playing may teach children social skills. Learning disabilities affect a child's ability to learn, retain and process information. Some children with LD have difficulty listening, speaking, reading, and writing. They also struggle to comprehend and retain material provided in conventional educational forms. Typically, children with learning disabilities have a normal or even above-average IQ. Despite their average intelligence, they perform poorly in terms of school skills and academic achievement. In general, there is a clear distinction between their oral and written work, with the latter being generally inadequate. Kemp, Smith and Segal, (2018) suggest that learning disability is not a problem with intelligence or motivation. They posit that children with LDs are not dumb; rather, their brains are simply wired differently.

Learning difficulties can be described in terms of practice, medicine, and the law. All three definitions agree that a learning disability is a dysfunction in one or more fundamental psychological processes that may appear as a deficiency in specific learning areas, such as reading and writing expression. According to New York State, learning disability means a

disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. Learning disabilities are distinct from emotional disorders, intellectual impairments, and sensory impairments. They are not the result of poor parenting or a lack of educational opportunities. Children with Attention deficit hyperactivity disorder (ADHD) often have problems in sitting still, focusing, following instructions, staying organized, and completing homework Kemp et al (2018)

1.5 The Most Common Learning Disabilities In Children

Learning Disabilities are a group of disorders that affect the acquisition, organization, retention, comprehension, or application of verbal or nonverbal information. According to Hancock “Besides dyslexia, there are numerous types of learning disabilities that appear in school-aged children” (2009,p.1). Some different learning disabilities are:

- **Dyslexia**

This word is derived from the Greek dys, which means “poor” or “insufficient,” and lexis (language). In other words, children with dyslexia have difficulty processing language. Many countries have slightly varied definitions of dyslexia, definitions can differ. It is safe to conclude, however, that dyslexia is understood as a language processing impairment affecting reading and writing in letter, number, and/or musical symbols to varied degrees. These challenges result from the brain’s varying capacities to interpret auditory and/or visually given information. Although dyslexia cannot be fixed, appropriate accommodations through professional instruction can provide dyslexics with effective coping techniques. Smith and Segal say that “Reading comprehension problems occurs when there is an inability to grasp the meaning of words, phrases, and paragraphs” (2015, p.1).

Dyslexia is a type of learning disability. The International Dyslexia Association describes dyslexia as a specific language condition in which the brain is unable to differentiate, process, and encode coherently; its most common manifestation is reading and spelling difficulties. There is no correlation between the condition and academic proficiency or lack thereof. Each child's profile of strengths and weaknesses is unique. Such issues may not necessarily be related to early reading and writing, but rather to the more advanced phases of grammar and syntax acquisition, as well as essay writing tasks. Difficulties may also manifest in speech.

- **Dysgraphia**

Dysgraphia often co-exists with dyslexia. Due to the strong relationship between dysgraphia and dyslexia, scientists do not always discriminate between the two disorders. Dysgraphia is a specialized learning issue in writing and drawing. Typically, it refers to really bad handwriting. Pupils struggle with handwriting even in the absence of a significant condition affecting their motor, intellectual, or emotional faculties. "The students has trouble reading written words fluently, out loud" Learning RX (2009,p.1). The definition of Wikipedia: "People with dysgraphia often can write, and may even have a higher than average IQ, but lack co-ordination, and may find other fine motor tasks such as tying shoes difficult. They can also lack basic spelling skills (having difficulties with p,q,b,d), and often will write the wrong word when trying to formulate thoughts (on paper).

In children, the disorder generally emerges when they are first introduced to writing. They make inappropriately sized and spaced letters, or write wrong or misspelled words despite thorough instruction. Children with the disorder may have other learning disabilities; however, they usually have no social or other academic problems." Z. Matějček (1995) view on this problem is very similar. He also talks about problems with almost illegible handwriting, distinguishing between lefthanders and dysgraphics.

- **Dysortographia**

Dysortographia is a specific learning difficulty in orthography and grammar. O. Zelinková (2003) claims that not only dysortographic mistakes are the problems but also skills and application of grammar and syntactic rules. Specific dysortographic mistakes are influenced primarily by poorly developed auditory perception, perception and replication of rhythm, interpretation and content of written text. These kids have trouble taking dictation, copying from a book or the blackboard, and writing what they hear. They often mix up letter pairs like b and d, p and q, m and w, and they misspell a lot of words.

1.6. The Most Appropriate Age to Learn English

The optimal age to start learning a foreign language in a compulsory education is frequently debated. Many Second Language Acquisition (SLA) studies have shown that age is a significant influence in the learning of the English language, while many experts suggest that it is better to learn a new language and master it quickly when children begin their early education. This can be at the age of seven or eight since their minds are still open to learning and they can take in more information. [A child is a specialist in learning to speak; he can learn 2-3 languages as easily as one. However, for the purpose of learning languages, the brain progressively becomes stiff and rigid during the age span of 9-12” (Penfield & Roberts 1959)]. The field of first language acquisition gave birth to the study of second language acquisition, which has subsequently been nourished by theories and hypotheses.

The hypothesis of the existence of a critical period for (first and second) language acquisition soon motivated a wealth of empirical studies in the 1970s; Krashen et al (1979, p.574) suggest that “...adults initially acquire the second language faster than young children [...] child second language acquirers will usually be superior in terms of ultimate attainment.”. Learning a second language is technically referred to as “second language acquisition “ that is

because acquisition and learning are not the same acquiring a second language is a subconscious process but learning language is a conscious process in formal instruction. Both became important; in 1967 the linguistics and neuroscientist Eric Lenneberg popularized the critical period hypothesis. It is a theory proposed the best age range to acquire a new language. He said that the critical period was age 2 to 13 that is around the age you reach puberty.

Now, this age range is debated by language experts and today they prefer to call it the “sensitive period “ instead of “the critical period”. According to Pinker (1994, p.293), “...Acquisition of a normal language is guaranteed for children up to age of six, is steadily compromised from then until shortly after puberty, and is rare thereafter. That is because it is not so critical that you learn a language during that period time only. It’s actually never too late!. According to Birdsong “... age entails a loss of ability to learn a second language. It is clear that the sensitivity decline persists over the age spectrum: it is more a case of progressive losing than eventual loss. L2 learning appears to involve not a single monolithic faculty, but distinct neural and cognitive components with differential susceptibilities to the effects of age.” (2002, p.38).

But research shows that there are advantages to starting early and because kids brains are better than adults when it comes to learning because of their plasticity. Their brain are just better at creating new neural pathways; it does that through the creation of new SYNAPSES the connective junctions where one neuron talks to another using electrical and chemical signals. Shortly after birth, synapses form at a rate that’s faster than any other period in our lives – it’s known as the exuberant period where a young brain can create up to 2 million Synapses every second. The number of Synapses peaks between the age of 4 to 8, but the brain still has a lot plasticity until puberty. That is, why exposure to language at an early age makes a big difference.

1.7. Characteristics of the Primary School Learner (Pupil)

Primary school learners possess a range of unique characteristics that shape their learning experiences. According to Cameron (2001), the young learner is being learner aged between five and twelve years old, so the young learner's age is in elementary school. While this is not universally applicable, it may be applicable in some regions but the others not. Consequently, age plays a significant part in defining the young learner, according to the theory of language acquisition, learning a language becomes natural and simple while children are young; hence, starting early is preferable. Children should begin studying a second language at a young age in order to acquire the foreign language. Children imitate a piece of language they hear and if they receive positive reinforcement they continue to imitate and practice that piece of language which then turns into a 'habit' (Williams & Burden, 1997). Youngsters are exceptional learners who can effortlessly replicate something, such as a language.

To learn a language, learners must be immersed in a setting where the targeted language is relevant due to the context and the teacher's delivery. As a language instructor, it is preferable to be familiar with the peculiarities of young learners prior to teaching them so as to facilitate comprehension. According to Kiftiah, S.(n.d.). The characteristics include their ways of thinking, attitude, aptitude, language acquisition, etc. Some young pupils have distinguishing characteristics that set them apart from others, and they share a number of characteristics in common:

Young learners get bored quickly. The causes vary: they are not appropriately challenged, they have a learning disability or a mental health condition, or they are just unmotivated by the subject matter. Alternately, it could just be that it is hard for them to sit through so much desk time. For some children, being bored at school is an infrequent event,

but for others, it's a persistent problem that might lead to school avoidance or school refusal. They are also meaning-oriented; they may comprehend what is being said even if they do not comprehend every word. In addition to guessing and interpreting what is being said, they may also answer with whatever language tools they have available. "The good news is that school boredom is something that can be resolved. There is not one approach to resolving the issue, but it takes creativity, patience, empathy, and flexibility," Hairston-Piggee.

Another children's characteristic is that they like discovering things as they are naturally inquisitive and eager to explore the world using their senses, their thoughts, and their bodies to learn about and make sense of what they see, feel, and experience. They frequently learn indirectly from their surroundings, without necessarily focusing on the topic being taught. They also prefer concrete activities. According to Piaget's cognitive development theory, young learners are still developing. That is, they are still making their way from concrete to abstract thinking. Unlike adults who are more analytical, they are not yet well equipped to learn abstract concepts such as grammar rules. In addition to that, they are more inclined to understand based not only on explanation but more importantly on what they hear, see and touch Harmer (2001, p. 82).

Moreover, children are egocentric as early childhood is a normal time for kids to be self-centered. Toddlers see the world in a different way than adults do. They think that everything should go the way they think is right. Experts say that egocentrism is a sign of early cognitive development that might not be there later. Besides, they are Imaginative and creativity. Young learners have a lot of ideas. They have fun doing things that require a lot of creativity. Sometimes it is hard for them to tell what is real and what is imagination. According to Georg Land (1968), a child is 98% creative at the age of five, 30% creative at the age of ten, and only 12% creative at the age of fifteen. As can be observed, the percentage of inventiveness diminishes considerably in primary school after 5 years. ... Creative

activities (such as sketching, acting, or dancing) promote tenacity and the ability to tolerate tedium, which leads to increased self discipline and motivation. It has also been linked to increased self acceptance

“You would learn very little in this world if you were not allowed to imitate. And to repeat your imitations until some solid grounding in the skill was achieved and the slight but wonderful differences– that made you you and no one else – could assert itself” Oliver (1994, p.13). Another important characteristic is that children learn by imitating adults. It is amazing how humans imitate and discover things from a young age. Children acquire communication skills through social interactions. Thus, since imitation acts as an educational tool, it is useful to use it to teach children new skills and knowledge. For example, when they learn a new language, they imitate their teacher’s pronunciation and try to speak like the natives, and they succeed in that, which is one of the advantages of learning the language at a young age.

1.8. Factors hindering Learning English in Primary School

Several factors can affect learning language in primary school including age, pupils interest, fear of making mistakes and lack of motivation.

Age is a crucial role in language acquisition. Young learners acquire new languages differently than adult pupils. Little children learn more effectively through play, but adults are accustomed to abstract learning and are more analytical. Second, young pupils get more easily bored. Typically, they lose interest after approximately ten minutes. Young pupils are also more egocentric and require individualized care. If the activities are insufficiently engaging, young pupils become easily bored. This is due to the fact that they have a short attention span, and youngsters lose interest in the task at hand, particularly if it is taught directly and lacks elements of play.

Interest is a vital aspect in learning at all ages, but it plays a crucial role in the education of young children. The interest-centered concept is one of the foundational tenets of teaching-learning philosophy for young children. Children learn when they are interested in and involved in the learning activity. As young children are in the beginning stages of learning English, their interest in learning the language may be more related to future outcomes than current language.

Making mistakes is an important aspect of learning a language; but many pupils are ashamed and afraid to make them when speaking English. The fear of making mistakes is frequently caused by the language-learning environment. Mistakes are perceived as terrible and embarrassing in classes, so kids are more hesitant to participate and take risks. Besides, lack of support from peers or teachers is another factor that can contribute to pupils' anxiety of making errors. When pupils lack trust in those around them, they are less willing to learn English language and are more likely to remain silent or use simplistic language. According to Juhana (2012, p.101) adds that this fear is linked to the issue of correction and negative evaluation. Some pupils may be concerned that their errors cannot be "corrected" or that it would take too much time or effort to remedy them. They may fear that their mistakes will be embarrassing or that their classmates will judge them for not knowing the correct language.

Lack of motivation is one the most common impediment to learning a new language is a lack of motivation. No matter how enthusiastic the children are at first, they will experience a downturn. Every long-term undertaking that involves some effort necessitates keeping motivated to complete the most difficult parts. There are some teachers who don't motivate their pupils, and there is no creativity in their teaching. According to Juhana (2012,p.103) further adds that motivation is an inner energy. From the motivation the pupils will enhance their study interest.

Learning a language can be affected by many environmental factors. For example, hearing other languages affect how children develop their target language. The physical environment can also have an effect on learning and using a language. In addition, noise levels might affect a person's ability to hear and comprehend speech because of congestion in the classroom. Also, social factors such as the attitudes and beliefs of those around an individual can also shape language development.

1.9. The Main Problems Faced by Pupils

One of the most difficult tasks a brain can perform is learning a foreign language. The effort required to switch between linguistically complicated structures is what makes learning a foreign language so challenging. Learning to think in another language is likewise difficult. Elementary school pupils who are learning English face a variety of challenges, including Interference of the Mother tongue, interference of the French language, shyness, social interaction and lack of confidence. When learning a new language, a person's native language may convey false information due to differences in the starting and ending signs of words. The learner faces an obstacle at the beginning of learning, which is the lack of understanding of the words and the knowledge that the professor teaches him. So, he translates the words into his native language, and this is where he falls into the trap of linguistic interference, which makes it harder for him to learn the language. Because of this, it is best to keep the learner's native language away, so that he or she does not always connect English with their native language.

This will lead to bad learning, which will make the learner's English weak and cause him or her to use strange expressions, distorting the English that he or she learned. Pupils learn English and French simultaneously in the third year of primary education. This is the pupils greatest challenge, as it is difficult to learn more than one foreign language at once and

demands the mind to simultaneously assimilate a great deal of information on related topics. There is a danger that the pupils will mistake the languages he or she is learning, leading to difficulties with vocabulary, grammar, and even pronunciation. In addition to not being able to correctly use the mother tongue's grammar. In addition to that, when compelled to speak in English class, many pupils suffer at some point from the emotional condition of shyness. This suggests that shyness could be a cause of difficulty for pupils classroom learning activities, particularly speaking class.

Moreover, the absence of social interaction in English and the continued use of the French language in daily speech may make it difficult for children to learn English, and it may take them longer to acquire the language, as school alone is insufficient for learning, and society plays a significant and influential role in language acquisition.

Lack of confidence is one of the reasons why pupils cannot learn. This is typically the result of teachers not providing sufficient encouragement to learn. Typically, teachers do not push pupils to speak English in the classroom. This was one of the most common challenges pupils face in the classroom. Self-confidence is crucial for speaking the English language; if pupils lack belief in themselves and confidence in themselves, they cannot speak the language. pupils self-confidence and beliefs are entirely dependent on their teachers. Teachers must encourage and urge learners to believe in themselves and speak English. If children are anxious about making mistakes when speaking, teachers must explain that no one is born flawless and that everyone learns from their mistakes. They spoke with confidence, even while they were speaking incorrectly. They will learn from their errors and remedy them the next time they speak. Hence, having self-assurance when speaking English is crucial.

1.10. The Effect of Classroom Interaction on the Pupils

Interaction is an important aspect of learning a foreign language; it plays a significant role in the classroom, which supports the claims of some researchers that classroom interaction can structure information and shape learning skills in a similar manner. According to Allwright, (1984) classroom interaction is the process by which language learning is managed. It is also one of the simplest methods to draw the learner's attention to how he uses the language he is learning. When it comes to the English language acquisition in Algerian classrooms, the best technique to make pupils enjoy the language is to have them communicate in English throughout the session. It does not matter whether they are using the correct or incorrect words at first, because they typically begin speaking timidly, fearing the reaction of their classmates and teacher. However, once they realize how simple it is to express their thoughts and ideas in English, they will begin to enjoy the new language, and the acquisition process will become more efficient and accurate. Hall & Verplaetse (2000) stated that classroom interaction is a way that increases the development of two significant skills which are speaking and listening and it helps the learners to think critically and share their views among their peers.

Conclusion

This chapter was an attempt to explain that the English language holds great importance in today's globalized world; it is therefore vital that pupils start learning English from a young age, with primary school being an ideal time to begin. While language learning disabilities can make it challenging for some pupils to learn English. Primary school pupils have unique characteristics and needs, and it is important for teachers and schools to understand these and create a motivating and engaging learning environment that supports

their learning. By addressing these factors and challenges, we can ensure that primary school pupils have a strong foundation in English language learning

Chapter two

Methods of Teaching English in The Primary School

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Introduction

English language teachers are crucial because every teacher has a distinct teaching approach when it comes to teaching English. This chapter highlights the crucial role of teachers and the various methods and techniques they employ. Moreover, it will stress the recommended teaching methodologies that can be utilized to improve the effectiveness of teaching English and encourage creativity among young pupils. Furthermore, we will show the significance of using an authorized textbook in the field of education as well the atmosphere of the classroom because it can influence the effectiveness of teaching.

2.1 The Teacher

In general, the teacher plays a crucial role in EFL teaching. The foreign language teacher has a great deal of responsibility, especially when working with young children. He assists them in planning for the future. Besides, teaching children is not the same as teaching adolescents or adults because they have unique physical and behavioural characteristics. Children require far more attention, while teachers require far more patience. Moreover, he should understand how children develop so that he can provide instruction that promotes their intellectual, social, and personal development. Teaching English as a foreign language or second language entails instructing pupils whose native or primary language is not English. Children develop higher-order cognitive functions, including linguistic skills, through social interactions with adults or more knowledgeable peers, which take place within a child's Zone of Proximal Development (ZPD), that is, slightly ahead of the learner's independent ability Vygotsky (1978, p.86).

As with any other teaching position, teaching English as a foreign language entails conveying information to pupils in an engaging manner and communicating a respect and enthusiasm for the English language. Modern English instructors can assist their pupils in

enhancing their skills, saving time, avoiding errors, living more fulfilling lives, and achieving their goals. Effective English teachers possess the following characteristics: 1) imagination; 2) innovativeness; 3) interaction; 4) independent thought; and 5) interdependence (Characteristics of Highly Effective Teachers of English, n.d.)

Teachers of foreign languages instruct pupils in the fundamentals of a specific language. Typically, they begin with the fundamentals of basic grammar and format and then progress to more complex topics, with the ultimate aim of being able to speak and comprehend conversational dialogue fluently. He should demonstrate his concern for the success of his pupils by supporting and encouraging them and avoiding criticism, intimidation, and punishment. Moreover, he should be concerned with the learning process itself, taking into account the profiles of the pupils, choosing what interests them and avoiding what bores them, and arousing and fostering their curiosity through engaging topics. The teacher has a great deal of compassion for the pupils; therefore, he must demonstrate appropriate behaviour. That is, to be impartial, modest, and avoid having preferences, and to give each pupils value. He should serve as a role model for appropriate conduct.

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behaviour. That is, to be impartial, modest, and avoid having preferences, and to give each pupils value. He should serve as a role model for appropriate conduct.

The EFL teacher should also be patient and optimistic with beginning pupils. In fact, young infants require more time than adults to transition mentally between processes; this mental transition is required for a physical transition to be successful. Therefore, they should be given ample time, thereby preventing them from feeling disoriented. In addition, they should give pupils enough time to answer certain questions. The young beginners will have to mentally translate the questions into their native language, come up with an answer, and then mentally translate their response back into English. This takes time, but sometimes they answer in their native tongue. The teacher should also be patient, since kids cannot learn to speak and think in a foreign language quickly.

When children perform well, they are pleased to hear a praise word or phrase. They feel more accomplished when they realise their performance was worthy of sharing with their classmates. As a result, the teacher should frequently praise, particularly after correction; this reassures the young learners and makes them believe they have some potential even when they make a mistake., whenever possible, the teacher should avoid assigning low grades to pupils who have demonstrated good effort. The instructor should remember that the purpose of foreign language education is for the pupils to learn, and this learning may take longer than he thinks. As a result, he should give young pupils the opportunity to improve their performance by rectifying errors, such as using proper spelling next to misspelt words, re-testing at a later date, and so on.

2.2 Outlooks of the English Language Teacher

It would be more suitable to consider English's position as a Universal Auxiliary Language, and understanding the concept of Global Language in this perspective would be

more beneficial. According to Crystal (2012), one-quarter of the world's 6.5 billion people currently use various kinds of English for a variety of communication duties. It is estimated that English accounts for 75% of all worldwide written communication, 80% of all information in the world's computers, and 90% of Internet material. For the first time in human history, we appear to be on the verge of having a genuine world language. The English language evolves as it spreads. Thus, we see widespread adoption of vocabulary and language structures from foods, drinks, medicines, and drugs; practises associated with eating, health care, disease, and death; distinctive names in local literature; local laws and customs; games, sports, musical styles, and so on. The Internet, emails, and SMSes are spawning new linguistic patterns and short-cut spellings that are constantly evolving.

2.3 The English Language Teacher of the 21st Century

According to Handayani, (2017) The English teachers must be good at the language and know how to teach it in the way that is that is appropriate to the age of the pupils. If the teacher does not know the language well enough, it is hard to fix mistakes that have already been made. Besides, the teachers must have the right attitudes and worldviews (a general understanding of what's going on in the world). They should focus on the whole world, not just their own culture, and above all, they should be good role models. This means that they should teach the learners the 'ighest and most moral of the widely accepted human values. Teachers of English will be viewed as class leaders, thus they should be positive role models who are not rigid in their beliefs and can help their pupils succeed. The English instructors would view themselves as contributors to the learning process rather than its source. They must be able to utilise the most recent media and technological developments, and make lifelong learning their goal. Only then they can contribute to the holistic development of their pupils personalities.

2.4 The roles and responsibilities of the English teacher

To effectively fulfil the objectives of English language teaching and carry out their duties, an English teacher must assume the roles of controller, organiser, participant, assistant, prompter, and evaluator. A teacher is essential in both teaching and learning activities. According to Albanese (2004), the function of the teacher alone has the power to either bloom or crush the consequence of pupils engagement in the teaching and learning process. Santrock (2001) also discusses some, but not all, of the traits and roles of teachers in an active learning environment. First, instructors should tailor their lessons to the developmental levels of their pupils. As each pupils receives, analyses, evaluates, and reflects on information at a different level, teachers were advised to closely monitor pupils learning. The Bloom's Taxonomy, for example, is an excellent alternative for managing and monitoring pupils learning. Teachers are encouraged to develop learning objectives based on the six levels of knowledge, understanding, application, analysis, synthesis and evaluation.

In addition to this, teachers must consider individual differences in learning. This is especially true when each pupil is unique and comprehends information at a different rate and with a different degree of ease. Teachers must take the initiative to engage pupils in active learning, taking individual differences into account. Santrock (2001) further mentioned that teachers perform a variety of roles between pupils and the learning process. Evidently, meaningful learning takes place not only in the classroom, but also incorporates and reflects upon the pupils experiences. Ongoing pupils assessment is an essential component of the teaching and learning process, and it is the responsibility of teachers to provide such evaluations. For instance, teachers have the responsibility of analysing pupils perceptions of the expected outcomes of their own learning and comparing those perceptions to the learning objectives.

2.5 Some of the Teacher's Different Roles.

Teachers have a crucial role in the classroom and greatly influence the growth and learning of their pupils. In addition to imparting knowledge, educators have a multitude of responsibilities that contribute to the overall development of their pupils.

Teaching and learning is a continuous process in which strategies may change as generations progress. Although there are many changes in the education system, the function of a teacher will remain largely unchanged with minor modifications. The role of the teacher is to persuade the pupil that education satisfies the need and classroom learning. Before planning interactions with pupils, a teacher must consider the viewpoint of the learners. When a teacher plans and teaches with the learner in mind, pupils are able to receive and comprehend information without any difficulty.

It is critical that kids understand their teachers' concern for them, and hence the teacher should become the finest facilitator for the pupils in all aspects. As a facilitator, they must guide and assist pupils as they learn for themselves as self-explorers. Teachers should provide the finest learning environment possible, one that mirrors the pupils lives in sociological, intellectual, and linguistic terms. A teacher, as a facilitator, should establish a solid basis for their pupils personal growth.

A teacher's role does not end with the delivery of a lesson. Assessment is a powerful tool for improving pupils learning. Before assessing a pupils, a teacher must first assess their own conclusions to determine how much a pupils will benefit from their correct assessment. These assessments can be carried out through verbal comments, quizzes, tasks, and so on. An assessment helps a teacher plan future teaching strategies and guide pupils in learning a foreign language.

Everyone is aware that evaluation is critical to a teacher's performance. When evaluating a pupils, the teacher must be an effective evaluator. A teacher must conduct accurate and impartial evaluations. As an evaluator, a pupils should focus on areas of competency rather than weaknesses, and every pupils should be held to positive expectations.

2.6 English Teacher Responsibilities

The role of an English teacher extends far beyond simply teaching grammar rules and vocabulary. English teachers bear the responsibility of nurturing language skills, fostering a love for literature, and promoting effective communication. Their impact goes beyond the classroom, as they shape pupils abilities to express themselves confidently and navigate the complexities of the English language. According to Long & Richards (1987) "Learner-centred classrooms where learners do the talking in groups and learners have to take responsibility for using communicative resources to complete a task are shown to be more conducive to language learning than teacher-centred classes ".Here are some key responsibilities of an English teacher:

- Teach fundamental English reading, writing, and speaking skills.
- Create lesson plans in order to successfully incorporate each lesson's whole across the course of the class.
- Lessons should be carried out in an effective manner using a variety of pedagogical approaches, depending on the subject matter.
- Encourage pupils participation to create a lively environment in the classroom. As Swain (1985) wrote "We learn to speak by speaking"
- Teach the pupils the fundamentals of the English language, including its syntax and vocabulary. Nation and Wang (1999) calculated that second language learners needed to read

at least one graded reader every two weeks in order to get enough repetitions to establish substantial vocabulary.

2.7.Common Teaching Methods

English language education encompasses a variety of teaching methods designed to facilitate effective language learning, teachers employ these methods to cater to different learning styles and objectives. When working with younger pupils, the manner in which you instruct is of the utmost significance. The challenge lies in determining how to get started and finding the perfect method to teach English to primary school.

According to Asher and James (1982), “Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms to teach their pupils and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching. Before the teacher chooses the methods of instruction to implement, he should keep in mind that children learn in a variety of ways. He should also be concerned about the challenges that the pupils face while they are being taught or learning a language so that he can tailor his methods to meet the requirements of the pupils.

In order to have an effect on the way children think, it is necessary to comprehend and enter the children’s world, but also to take into account the level of intellectual development that the children are currently at. When it comes to teaching English as a foreign language in elementary schools, the teacher must try to discover the most appropriate method that suits this sensitive age and takes into account children’s love for colouring, sketching, exploring, and touching things. This is because children are at a stage in their development where they are easily influenced by their environment. Allen, L (2015). The following methods can be used to teach English as a foreign language:

2.7.1 Grammar Translation Method

The Grammar-Translation Method is a traditional teaching approach that has been widely used in English language education. It focuses on the explicit teaching of grammar rules and the translation of sentences between the target language and the learners' native language. According to Chastain (1988) "The origin of this method lie in an attempt to teach languages by grammar and translation where the learners have to gather knowledge of foreign languages by studying a number of grammatical rules and applying these knowledge to the interpretation of texts with the use of a dictionary". The grammar translation method, also called the classical method, is an old way of teaching that was popular in the 16th century. This method of teaching English focuses a lot on grammar and translation. English is taught more as an academic subject than as a way to talk to people. Some countries like this way of teaching, and the main goal is for pupils to learn all the rules of grammar so they can translate a lot of words and sentences. But it doesn't help to improve the ability to talk or use the language for oral communication.

2.7.2 Direct Method

The direct way of teaching English is a form of instruction that tries to present the English language to the pupils directly. In the same way as a toddler learns to speak their mother tongue. Translation is not necessary in this case. pupils make an effort to mimic native speakers or acquire English in a more natural way often referred to as the natural approach due to the natural style in which pupils learn English. According Freeman (1986) The basic purpose of this method is concerned the meaning of word, expression gestures and language achievement which directly related the picture something in your mind you think of it and have such a clear memory or idea of it that you seem to be able to see it. Pupils acquire the ability to associate words and sentences with their meanings by the use of activities such as demonstration, dramatization, role play, and other similar activities without using mother

tongue. As Lado posits (1964, p. 5) “The direct method assumed that learning a foreign language is the same as learning the mother tongue, that is, that exposing the pupils directly to the foreign language impresses it perfectly upon his mind”

2.7.3 The Audio Lingua Method

The audio-lingual method is one way to teach English as a foreign language. It is based on behaviourist theory, which says that certain traits of living things, including people, could be trained through a system of reinforcement. The audio-lingual technique, like the direct method, recommended that pupils are taught a language directly, without using the pupils native language to explain new terms or grammar in the target language. The Direct Method is all about teaching words, while the Audio Lingual Method is all about teaching grammar. According to Richards & Rogers (1994, p. 49), “Language is speech not writing, a language is a set of habits. Teach the language not about a language, a language is what its native speakers say, not what someone thinks they ought to say”. The Audio Lingua Method recognizes the importance of providing learners with authentic and meaningful language input. By immersing pupils in real-life audio resources, it aims to create an engaging and immersive language learning experience. Through this method, learners can develop their listening comprehension, fluency, and overall language proficiency in an enjoyable and effective manner.

2.7.4 Suggestopedia

Suggestopedia is a teaching method that allows people to learn three times faster than they would under regular conditions. The seven laws of suggestopedia serve as the foundation for the successful acquisition of new knowledge by stimulating the senses and the mind of the individual. When people allow themselves to venture outside of their comfort zone, they can learn quickly. The primary premise is that rapid learning can occur when psychological

barriers are removed and positive suggestions are made. A large deal of music and classical art are included into the learning process, providing learners with a wealth of positive experience and inspiration. All laws of suggestopedia according to Prof. Lozanov (2009,p.56) operate only if there is love, freedom and the teacher has a high personal and professional prestige. By creating a relaxed and supportive learning environment and utilizing suggestive techniques, Suggestopedia aims to accelerate language acquisition and improve learners' overall language proficiency. While it may not be suitable for all learners or contexts, Suggestopedia offers a unique approach that emphasizes the importance of psychological factors in the language learning process.

2.7.5 Total Physical Response

Total physical response as a teaching strategy was first introduced in 1969 by psychology professor Dr. James. J. Asher. Total physical response (TPR) technique is an English teaching method that makes use of gestures, motions, and sounds to generate meaning whenever possible. This strategy is founded on the premise that physical movement and interaction are the greatest ways for humans to learn. It can be used with pupils of all ages, but it works especially well with beginners. Total physical response is a very adaptable strategy that can be used in any educational setting. It is also a terrific approach to get pupils interested in studying English. Asher's work does not provide a direct analysis of the fundamental characteristics of language or the structural organization of languages. The categorization and sequencing of Total Physical Response (TPR) instructional exercises appear to be predicated on presumptions that draw heavily from structuralist or grammar-oriented perspectives of language.

Asher states that "most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skilful use of the imperative by the

instructor”(1977,p.4). Total Physical Response provides a dynamic and multisensory approach to language learning. By integrating physical movement with language instruction, TPR offers an engaging and effective method for learners to acquire vocabulary, grasp grammatical structures, and develop their overall language proficiency.

2.8 Diversifying Teaching Methods in Teaching Young Learners

Diversifying teaching methods in teaching young learners is crucial for creating an engaging and effective learning environment. Young learners have different learning styles, attention spans, and interests, and employing a variety of approaches helps cater to their individual needs. According to Asher and James (1982), “Methods are the combination of techniques that are used and plasticized by the teachers in the classrooms to teach their pupils and approaches are the philosophies of teachers about language teaching that can be applied in the classrooms by using different techniques of language teaching”. Diversifying teaching methods is crucial when it comes to teaching young learners. Young children have different learning styles, attention spans, and interests, and employing a variety of methods ensures engagement, participation, and effective learning outcomes. Here are some strategies to diversify teaching methods for young learners:

2.8.1 Role play

The role play can be defined as an important tool that allows teachers to enhance learners’ communicative skills and creates a highly interaction atmosphere for language learning to take place, it also allows learner to apply their theoretical knowledge in practice and develop their speaking abilities (Kuśnierek, 2015, p.81).When pupils attempt to communicate, role-playing can be beneficial. In fact, role plays are meaningful activities that can be engaging and suited to the requirements of young children. Pupils must use the target language to convey meaning and demonstrate their knowledge through oral communication.

The objective is to learn how to communicate effectively in the target language. When using role plays, pupils are paired with one another, and those who have mastered the material assist those who are struggling. This is useful for the teacher as well, as children can sometimes communicate facts to their classmates using simpler language. In role plays, pupils are assigned new roles to act in a given scenario. Thus, they participate actively in the learning and are not merely passive listeners. “Communicative approach puts great emphasis on listening, which implies an active will to try to understand others (Gerngross and Puchta, 1984, p. 98). Furthermore, role play encourages creativity and imagination. This not only enhances their linguistic skills but also nurtures their problem-solving abilities and builds confidence in their language proficiency.

Role plays provide young pupils with fundamental interpersonal communication skills such as greeting, introducing oneself, and discussing simple school-related topics. The pupils can be given, for instance, a new identity card or the traits of a new situation, and then asked to introduce themselves using this new identity. Role-plays are essential because they enable pupils to communicate in a variety of social contexts. Indeed, these activities aid in the development of their foreign language skills. In this sense, Nunan (1988) asserts that in communicative activities, meaning takes precedence over form. This does not imply that grammar should be disregarded when enhancing communication in the classroom.

2.8.2 Gaming

Young EFL learners are different from adults in that they are typically unmotivated and inhibited when using traditional methods of instruction, such as the chalkboard. The use of games in English as a Foreign Language (EFL) classrooms is an efficient method of including pupils, of teaching the language implicitly, and of relieving stress while learning the language. Effective language acquisition through the use of games as an educational tool is

distinguished by a set of criteria and standards. According to Fleta (2009) Games are simple structured that have a little focus on language itself but have meaningful value to pupils and involves them cognitively and emotionally and allows learners at the same time to enhance their associations with the target language.

However, they are not supposed to be just an amusing or fun activity, where the teacher seek to fill in the gap in his classroom, but as a structured framework included within the syllabus that has its own goals and stimulate learners to participate in the classroom (Sarpparaje, 2017, p. 28). Gaming allows for repetition and practice without feeling tedious or monotonous. Learners can replay levels or engage in game-based activities repeatedly, reinforcing their language skills in a fun and interactive manner.

2.9 Teaching Aids Used in Teaching English

pupils, especially children, may find it tedious to listen when learning a new language, and there are more opportunities for them to become distracted. Incorporating the correct teaching aid ideas, on the other hand, will increase pupils interest in paying attention. There are several types of teaching aids that are appropriate for various teaching styles. Teachers can assist their pupils learn English in a pleasant and efficient manner by applying the suitable teaching technique. Using instructional aids in the classroom has been shown to increase pupils engagement and interesting. Instructional aids might include everything from charts and maps to models and concrete items to film strips, a projector, a radio, or a television.

In Richard study (1981), he that a normal human being remembers 10% of what they read, 50% of what they saw and heard, above 70% of what they heard, seen and done. Teachers must come up with their own strategies if they are just given textbooks to use in the classroom. In order to help a teacher of English as a Foreign Language (EFL) teach young learners, this is a list of common teaching tools used in EFL classes.

2.9.1 Traditional Teaching Aids

Traditional teaching aids refer to the conventional tools and materials used by educators to enhance teaching and learning in the classroom. These aids have been widely employed over the years and continue to play a valuable role in education. Examples of traditional teaching aids include chalkboards or whiteboards, textbooks, flashcards, and educational posters.

Chalkboards or whiteboards provide a visible platform for teachers to present information, explain concepts, and illustrate examples. They allow for interactive instruction as teachers can write, or highlight key points. Pupils can also actively engage by writing or solving problems on the board, promoting a collaborative learning environment.

Textbooks are essential resources in education, providing structured content and a wealth of information. They offer a comprehensive overview of a subject, including explanations, exercises, and examples. Textbooks serve as references for both teachers and pupils, supporting lesson planning and providing opportunities for self-study.

2.9.2 Visual Aids

Even though we learn through the use of all of our senses, it seems that vision is the sense that contributes the most to our overall education. Because of this, showing the pupils what you are teaching is the most effective method for bringing clarity to the material and ensuring that they grasp it. Kids start learning how to read and write around the age of 5 or 6, thus throughout the first years of a child's life, visual aids should either combine images with words or not have any words at all. Therefore, there are many various kinds of visual aids that can be utilized in an English as a Foreign Language classroom, and the majority of these visual aids can be used for both children and adults. According to Piaget (1962), young children receive more concrete input.

During the class, getting pupils involved by showing and demonstrating with objects is a really effective strategy. The use of props is an excellent approach for children to learn the names of objects and their colors and also to practice describing them; in addition, there are many other possibilities available. Puppets, games, jigsaw puzzles, and even costumes could be used. Children improve their ability to learn by handling various objects. They will have a much better time learning as a result of these things.

Posters can save Teachers time because you can just point to something on the board instead of writing everything down. Despite their simplicity, they are an incredible means of information transmission. There are the usual choices, like the alphabet and numbers, animals, body parts, and so on. Besides, posters are a great way to show children how they should act. It is a must to have a poster in the classroom with the rules and/or examples of how to act. Many teachers known to use posters with things like spelling rules, how to say hard words, common language functions like greetings and ways to say goodbye, and how to share an opinion.

They are fantastic for games and activities and may be utilized to display language in a fun and engaging way. They are the finest alternative to possessing the actual items. Flashcards are another wonderful form of tactile material that may be used with pupils. Pupils may also share and trade them.

Teachers must use images with EFL pupils. They are ideal for children because you can simply show them what you want them to learn, thereby eliminating the need for lengthy and potentially complex explanations. They can also be used for demonstration purposes. Photographs and illustrations are effective means of elucidating a subject. Additionally, they are the best substitute when the genuine object cannot be used.

This training tool is meant to help pupils get better at listening and talking. Some pupils in English class learn best through hearing. These pupils can use audio tools to help them learn. There are things like songs, podcasts, and tape recorders in audio content that help pupils improve and develop their mental powers and hearing powers by listening to contents.

A tape recorder is a common tool used in teaching EFL. With the help of a tape recorder, pupils can enjoy and learn from the talks of great leaders, the poems of famous writers, their stories, and the music of famous artists. It helps pupils fix all mistakes in speaking and pronunciation.

2.9.3 Audio-Visual Aids

Fatunmbi (2005) stated that studies have shown that there is improvement in teaching–learning process through the use of audio visual aids. This strategy is designed to teach language in the initial stages of second/foreign language acquisition. It was founded on the behaviourist theory that language is acquired through habit formation. The audio-visual method refers to both sound and images, which are typically presented as slides or video and recorded speech. It can be considered a new trend because technology such as computers, televisions, language Laboratories, and others are used to support the teaching-learning process and enhance pupils abilities. The varying media technique is a strategy that refers to both sound and images, typically in the form of slides, video, and recorded discourse or music; these are all visual introductions that are shown to the pupils by the instructor. According Kinder, J. D. (1942) “Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic”.

Videos are a great way to show something and get children’s attention. The teacher can work with whole pieces, long parts, or short clips. Most kids like watching video clips, so it’s important to use them with them. Teachers might associate videos with movies, but there

are a lot of different kinds to choose from. The Internet is a never-ending source of all kinds of things.

One of the most popular tools in modern education is the use of computers. The world of education has a golden chance to learn with the help of this electronic gadget. Where the teacher helps the pupils learn English faster and easier through different educational tasks and games, and where the pupils not only learn English but also get good at using technology

2.10 The Problems Faced By Teachers in Teaching Young Learners

Young learners are still in the growing and developing processes. They are still learning how to manage their behaviors and feelings (Moon, 2005). In this process, they will express every emotion, even when they lose emotional control, particularly when they are angry and joyful. Moreover, the emotions of young pupils are still inconsistent and unpredictable. It is highly variable in all conditions. Resulting from this unpredictability, Clark (1990, cited in Moon, 2005) said that the young learners are different from adults. Sometimes, they like to do something, but they can change directly to be bored in doing that. Besides, according to Nunan (2005), the young learners have inconsistent development.

Some children may mature faster than others, regardless of cognitive, emotional, or social immaturity. Some children can read and write at a young age, while others cannot do so at the same age. As a result, the English instruction of young learners presented the instructors with numerous obstacles. They should be aware of their pupils' development, characteristics, and English-learning capacity so that young pupils can learn English effectively. In addition, they faced obstacles in their efforts to make the classroom purposeful, supported, and meaningful.

Teachers should be able to make the classroom meaningful; additionally, because young pupils are active learners, they prefer to learn by doing. This case requires instructors to develop learning processes into comprehensive practices so that young pupils enjoy class. They must understand how they should interact with their pupils. They must comprehend all of their pupils without exception and inspire them. There are some challenges that faced by the teachers in teaching English to young learners such as teacher's speech considered as a difficulty, motivating those kinds of learners, differences between them, and Class Size.

Teaching speaking was most frequently cited as a difficulty. The biggest problem concerned getting children to speak, such as "making them speak and convincing them that they are capable of speaking English." As speaking in front of peers, especially in a foreign language, can be extremely face-threatening, it is possible that many children are reluctant to do so also keeping pupils interested and engaged is essential. In the meantime, though, there are a few things that can affect the pupils' drive. Both objectivity and relevance are essential. pupils will be tremendously motivated if they have a clear idea of what they will be able to achieve with the knowledge they have gained. Additionally, it can be challenging to motivate pupils. For learning English as a foreign language, children may find it difficult to comprehend the importance of learning English. Dick, Carey, and Carey (2005) reveal that by informing the pupils about the objectives of the instruction, it will help them both to use an effective learning strategy and to decide the relevancy of the instruction. Therefore, teachers must possess these two skills when instructing young learners, including English.

In addition, Many English teachers deal with pupils who have varying individual requirements and learning levels. Because so many pupils are not yet prepared to learn another language. They may also have a specific requirement for description. As a result of the private tutoring that some pupils may receive at home, their English skills vary. However,

in the classroom, instructors always lump low and moderate achievers together and classify them as the same. Furthermore Given that many children will be acquiring a new script when they study English, it is not surprising that writing is also difficult. Moreover, many children are simultaneously developing literacy in both English and their native language as they learn to write in both languages.

Furthermore due to the large number, the teacher may lose control of the class, and he cannot give each pupil individualized care and attention. English teachers may find that their young pupils take over the class, which means that the lessons do not go where the teachers want them to go. Since this is the case, not every activity will be covered. One or two bad pupils can ruin an entire classroom by making noise, and the rest of the pupils may get lost if the English teacher doesn't keep order.

2.11 The Importance of the Classroom Atmosphere

In the foreign language classroom, the goal should not be limited to helping young pupils acquire knowledge, but also to instilling in them a love for and a desire to learn the language. Young infants acquire their first language without pressure over a period of years. In fact, there is no time limit on how long it takes to learn their mother tongue. They have all the time they need. There is nothing that can stop them, and the world around them helps them. So they don't have to worry, which helps them keep learning. With the move toward learner-centered and humanistic methods, emotional factors have also become very important in teaching a foreign language. So, when children go to an EFL setting, there should be a similar mood, even though it's not possible to create the same atmosphere in their home. According to Krashen (1988), when pupils feel relaxed and confident, language learning is maximized.

One of the most important parts of making a good place to learn a language is getting along well with the pupils. In fact, how to teach will be affected by how important it is to build and keep a good bond of trust with pupils. The best way to teach a foreign language to young children is to gain their trust and faith and create a calm environment. For young children to learn a foreign language, they need to have a lot of self-confidence. For young learners, it is very important to create a calm environment. It would give them more drive and make them feel safe. So, the EFL class should be a nice place where kids can feel at ease and learn. This will help them learn well because they can do educational tasks without feeling rushed or stressed. This can be accomplished through the teacher's method of lesson presentation in addition to the educational methods he employs.

2.12 The Importance of the Textbook

The textbook is another important material in teaching young learners. The first thing that catches a pupil's eye when they open the textbook are the illustrations. Therefore, the textbook should be large, packed with distinct images, and coloured in appealing ways to aid young pupils in associating images with words. This is supported by Piaget (1962) who asserted that "The acquisition of a good language level helps in the organization of information...the young child chooses what attracts more his sight...the elements found in a picture".

A textbook should give the young learners doable texts or passages to help them practice the letter-sound connections they have been taught and get better at decoding words. Besides, controlling the reading level of materials gives high-frequency words, word patterns, and language more opportunities to be used. According to Chard et al (2002), fluency in reading appears to develop more quickly if deliberate attention is given to setting criteria and adjusting the difficulty level of text as young readers progress. This is important for pupils

who are just starting to learn English language. When they feel like they can read something in the new language, they are more likely to want to learn more.

A text is considered decodable if it contains characteristics such as word regularity, frequency, complexity, and lesson-to-text compatibility. Thus, it is recommended that a text have a predictable structure, such as rhyming patterns, repeated words, or cumulative events. In reality, the textbook could be founded on an engaging story. This will entice the children to follow the story closely and make them anxious to discover the conclusion. In this way, their linguistic knowledge will develop alongside their comprehension and literacy skills. Young and Bowers (1995) advocate providing struggling readers with text chunked in words or phrases is a means of improving fluency and comprehension.

Tasks that are tailored to the personalities and strengths of young learners can be assigned to them. This provides them with an opportunity to demonstrate their proficiency. To ensure fair assessment, it is important to provide learners with multiple opportunities to demonstrate their abilities and evaluate their language learning through various methods. Providing pupils with numerous tasks would be beneficial as it would allow them to practice using the language frequently. It is crucial for children to feel a sense of accomplishment, which is why it is important to have tasks that are suitable for all children to undertake.

Conclusion

The English language teacher's methods and role are crucial for pupils, particularly during the primary education phase. The role of the English language teacher in primary school is multifaceted and crucial in shaping pupils language skills and overall development. With their expertise, dedication, and use of effective teaching methods, English teachers empower young learners to develop strong language skills and embrace the English language with enthusiasm. Furthermore, the use of an approved textbook provides a structured

framework for English teachers to deliver lessons and ensures a comprehensive coverage of language components.

Chapter Three

Data Analysis and Interpretation

Chapter Three: Data Analysis and Interpretation

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Introduction

This chapter presents the research methodology employed in the study and elucidates the diverse stages undertaken. The text depicts the methodology and instrumentation employed in the research process for the purpose of gathering data, conducting analysis, and subsequently arriving at conclusions. Furthermore, it addresses the research inquiries and presents a resolution to the identified issue.

3.1 Research Approach

The primary objective of this study was to identify the challenges and issues encountered in the instruction of the English language in the Algerian primary school and to suggest potential solutions to address them. Hence, the qualitative research approach has been employed to conduct this study as it aligns with the inherent characteristics of the research. The aforementioned research methodology was selected due to its appropriateness in addressing the research inquiries and achieving the intended objectives.

3.2 Research Design

This study is a descriptive case study conducted on primary school learners and teachers in Algeria. It is important to note that the results of this study cannot be generalized to schools. The objective of this study is to provide a description of the implementation of English language instruction in primary school settings. Specifically, the study seeks to identify barriers and anticipated difficulties associated with this case. The study is structured into three distinct chapters. The initial two chapters expound upon the two variables and their correlation with the practical part. Chapter three provides a comprehensive discussion of the research methodology. Chapter three details the methodology employed in the field work,

which commenced with the implementation of research tools, followed by data collection, analysis, and presentation of findings.

3.3 Population and Sample

The population investigated in this study consisted of primary pupils and teachers Sidi Okba primary schools; a sample of thirty pupils (37) and seven teachers (7) were randomly assigned for the present investigation.

3.4 Data Collection Methods

The selection of the research approach, the research design, and the data collection methods is determined by the nature of the research study. Two semi-structured questionnaires for both pupils and teachers samples were used as data collection tools because they are appropriate for the study's nature and objectives.

3.5 Aim of the Pupils' Questionnaire

A questionnaire was administered to thirty pupils from various schools in Sidi Okba. Our design aims to gather information about learners' opinions and the challenges they encounter while learning English. The purpose of this questionnaire was to determine whether learning English at a young age posed a hindrance for the pupils.

3.6 Description of the pupils Questionnaire

The questionnaire was divided into three sections, each containing several questions. As the questionnaire is semi-structured, the questions comprised a mix of closed-ended questions. The questions are designed to collect brief and straightforward answers; they include yes/no questions and multiple-choice questions. Since the pupils are only eight years old, the questions were kept simple and translated into the Arabic language. It was designed as follows:

The first section was about Challenges related to education, as it contains nine elements, This section aims to find out whether young learning can learn English at this age, how much interest they have in it, and what problems they encountered at the beginning. While the second section is about teachers' methods of teaching English and it consists of five elements, this section is for the teacher of English It raises questions about their pedagogical approach as well as the techniques they use. The third section is about the pupils' perspective regarding the textbook, It contains two elements. This section aims to collect pupils' opinions about the textbook, specifically whether they find it sufficient for their educational needs.

3.7 Data Collection Procedures for the Questionnaire

The questionnaire was distributed to 30 pupils from different schools in Sidi Okba. It was a challenge for us to find appropriate questions that were suitable for the children's age, but we eventually found an easy way to do so. However, we encountered some difficulties that compelled me to remove certain questions. The results were presented through the use of both SPSS and Microsoft Excel.

3.8 Pupils' Questionnaire

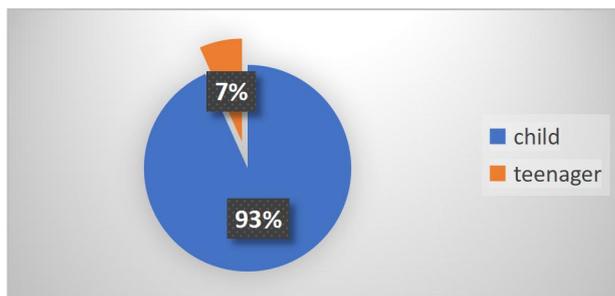
Section one Challenges related to Learning.

Question 1. When do you want to learn English?

Table 3.1. Pupils' Opinion About The Appropriate Age To Learn English

Options	Number of Respondents	Percentage
Child	28	93%
Adults	2	7%
Total	30	100%

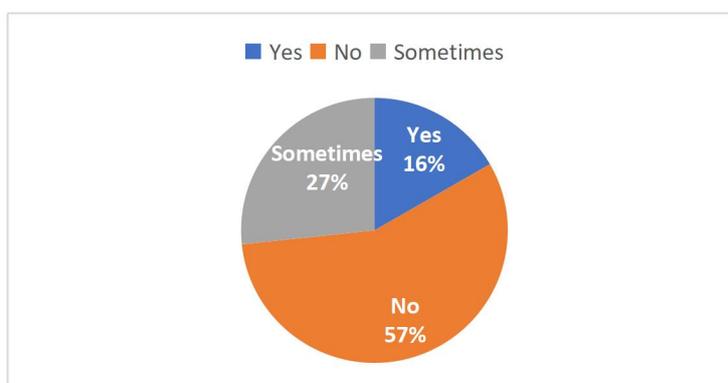
Figure 3.1 Pupils' Opinion about the Appropriate Age to Learn English



The first question was clear and easy to answer, based on the pupils preferred age to learn English; it was meant to find out if the pupils were willing to learn English in the primary school. 93% of them opted for the first choice, which shows that most of them wanted to learn English and liked it, while only 7% said they did not want to learn it.

Question 2. Do you get bored during your English class?

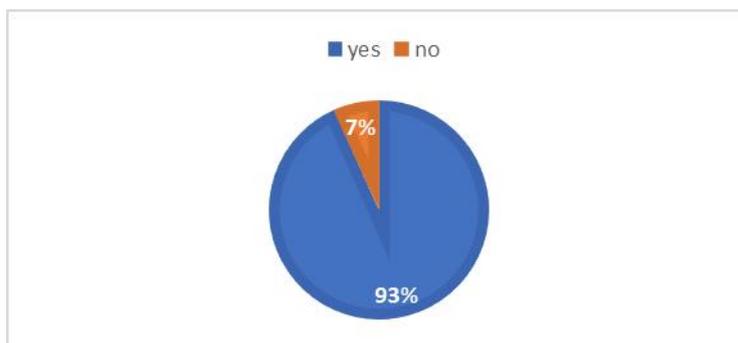
Figure 3.2 The Emotions Experienced by Pupils During The English Class.



According to the data depicted in figure 3.2, 56% of the participants did not encounter boredom while attending their English language class. The result indicates that the pupils are highly motivated to learn the language. Afterward, 27% of the participants reported experiencing occasional feelings of boredom, while 17% acknowledged experiencing boredom. Perhaps the reason for this refers to the class environment during this session.

Question 3. Is the English language as important as the other subjects?

Figure 3.3 The Opinions of Pupils Regarding The Importance of English.



Most pupils (93%) recognize the significance of learning English, along with their other subjects. They understand the language's value and status. However, a small percentage (7%) disagreed and answered "no."

Question 4. Do you participate in the section

Table 3.2 Pupils Involvement in The Classroom.

Options	Number Of Respondents	Percentage
Yes	28	93%
No	2	7%
Total	30	100%

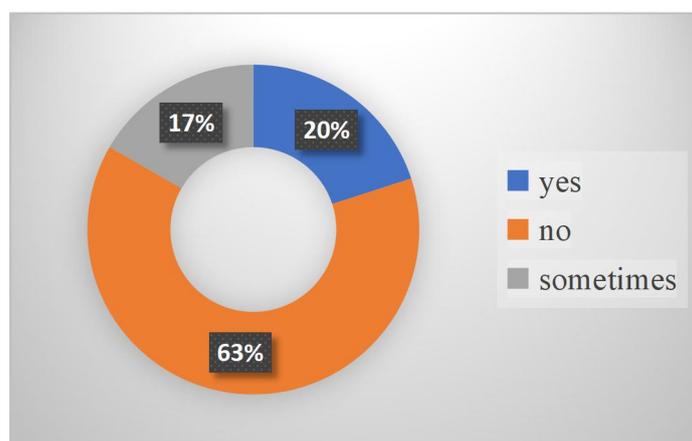
The question aimed to determine whether the pupils were genuinely interested in learning a foreign language that was different from their native language. Additionally, it sought to identify if any pupils felt embarrassed about participating in the classroom. The expected response was that the pupils were interested in learning English, and the majority of the answers indicated a positive attitude towards this. Only a small percentage of pupils did not like participating in the classroom.

Question 5. Do you feel embarrassed in front of your classmates if you give the wrong answer?

Table 3.3 Pupils' Feeling When They Give Wrong Answers.

Options	Number Of Respondents	Percentage
Yes	6	20%
No	19	63%
Sometimes	5	17%
Total	30	100%

Figure 3.4 Pupils' Feeling When They Give Wrong Answers.



63% of the pupils surveyed reported that they do not feel embarrassed when answering incorrectly in front of their peers. This is a positive sign that mistakes are not hindering their learning of the English language. Fear of making mistakes is a common obstacle for those who struggle with language learning. However, 20% of the pupils admitted to feeling embarrassed at some point. 17% of the pupils finds this embarrassing, which is a relatively small percentage.

Question 6. Which skill do you Find Difficult

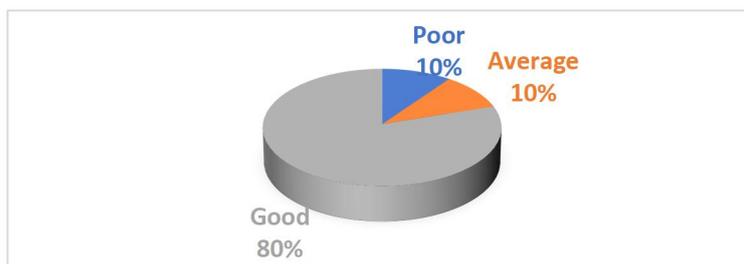
Table 3.4 Pupils' Difficulties

Options	Number Of Respondents	Percentage
Reading	16	53%
Writing	8	27 %
Listening	6	20 %
Total	30	100,0%

We included this question to understand the challenges that pupils encounter when learning English. This question presents options pertaining to the four skills, allowing us to determine which one poses the greatest challenge for children at the outset of their learning. Approximately 53% of the pupils reported experiencing difficulty with reading, while 27% of those who had difficulty listening. Furthermore, 20% of respondents stated that the challenge lies in the act of writing.

Question 7. How were your grades in English?

Figure 3.5 Pupils' Grades in English.



Based on the information above, it is clear from the answers that most of the pupils (80%), as shown in figure 3.5, had good grades in English; this shows that they worked hard to learn it. Additionally, the percentage of pupils who scored in the middle and weak categories was equal, with both groups comprising 10% for each one.

Question 8. Do you find it difficult to learn English and French at the same time?

Table 3.5 The Perspectives of Pupils Learning Both English and French.

Options	Number Of Respondents	Percentage
---------	-----------------------	------------

Yes	11	36%
No	18	60%
Total	30	100%

According to the opinions of the majority of the pupils (62%), learning English alongside French is not a difficult task. This issue was raised as a significant challenge when the decision was made to introduce English as a primary school subject. The findings of the questionnaire indicate that children are capable of learning multiple languages simultaneously. However, a minority of pupils (38%) reported that they find it challenging to learn two languages at once.

Question 9. Do you watch cartoons and children's programs in English?

Table 3.6 Pupils Learning Outside The Classroom

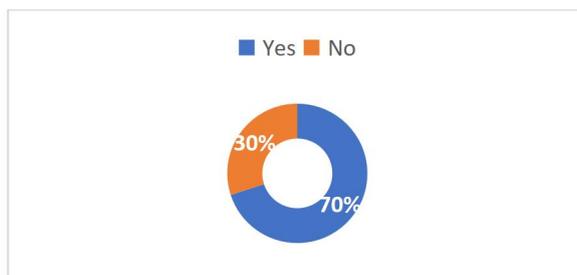
Options	Number Of Respondents	Percentage
Yes	20	67%
No	3	10%
Sometimes	7	23%
Total	30	100%

It is widely recognized that one effective way to facilitate language acquisition is by watching videos in the target language. The purpose of this question was to ascertain whether pupils have a genuine interest in learning the English language beyond the classroom setting. The majority of the respondents (67%) answered affirmatively, indicating that they watch cartoons in English. A small percentage (23%) stated that they only do so occasionally, A very small number, 10%, reported that they don't watch any at all.

Section Two: Teachers methods in Teaching English

Question 10. Is the teacher questioning you about the previous lesson?

Figure 3.7. The Use of Warming-up



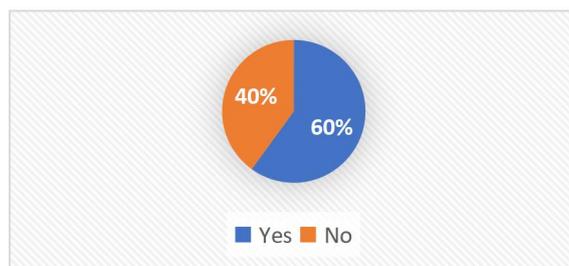
The purpose of this question is to whether the teacher is retrieving what the pupils learn by asking them about previous lessons because this method is very important in learning the language, especially in the early stages, in order to solidify what they have studied. The pupils answers were as follows: 70% of the participants admitted that their teacher asked them about the last lesson, whereas 30% responded negatively.

Question 11. Does the teacher reward you when you provide the correct answer?

Table 3.7. Pupils’ Opinions on Teacher’s Reward.

Options	Number of respondents	Percentage
Yes	18	60%
No	12	40%
Total	30	100%

Figure 3.8. Pupils’ Opinions on Teacher’s Reward



The teacher rewarding the pupils for the correct answer has a major role in motivating them to learn English. Rewards can serve as positive reinforcement and motivate pupils to actively participate in class and engage in learning. By linking rewards to correct answers, pupils learn to associate their knowledge and skills with positive reinforcement. We asked the pupils if the teachers reward them when they provide the correct answer. The results of the questionnaire were as follows: Most of them, 60%, affirmed their receipt of rewards from their teachers. Conversely, 37% of participants reported that their instructors do not provide them with any form of reward.

Question 12. What are the materials used by the teacher in teaching?

Figure 3.9 The materials utilized by the teacher for instructional purposes

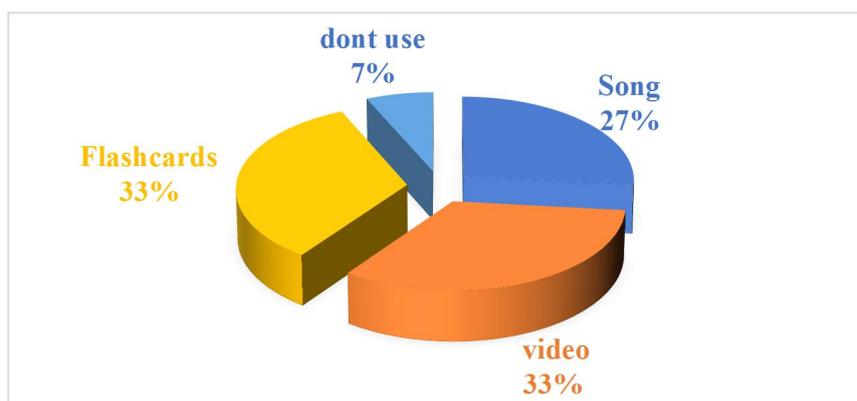


Figure 3.9 illustrates a variation among teachers in their utilization of educational materials during lesson delivery. Based on the survey results, it was found that 33% of the pupils who participated reported that their teacher utilizes flashcards as a teaching aid. 33% of the pupils reported that the teacher employs videos as a teaching aid. Only 27% of the reported that their teacher includes songs in their teaching curriculum. Furthermore, 7% of the pupils reported that their teacher does not utilize any educational tools.

Section three: Pupils' Opinions on the Textbook.

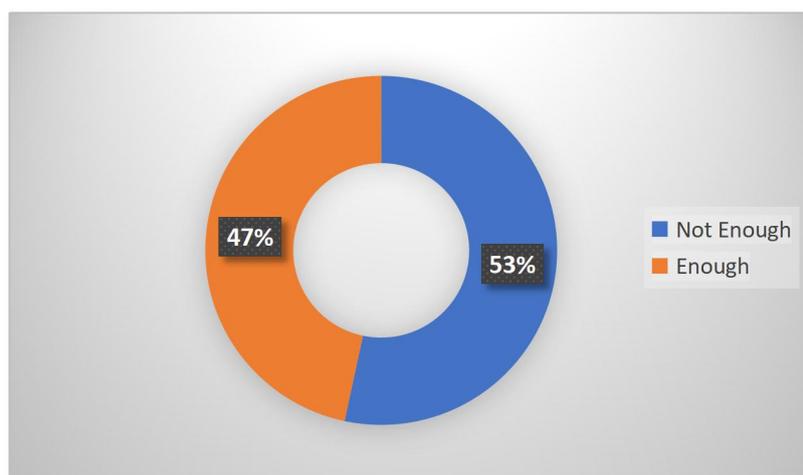
Question 13. What do you think of the book?

Table 3.8 Pupils Opinions on The Textbook.

Options	Number Of Respondents	Percentage
Satisfactory	18	60%
Interesting		
Normal	12	40%
Total	30	100%

Textbooks play a crucial role in the educational process, particularly for young children. The use of colors and graphics can have a significant impact on a pupils psyche, as they tend to attract them towards learning and gaining a deeper understanding of the book's content. When we asked the pupils for their opinion on the first edition of the English textbook for primary school, the majority of pupils found it satisfactory. Specifically, 60% of pupils found the book interesting, while the remaining 40% found it is normal textbook.

Question 14. In your opinion, does the book alone help you learn English?

Figure 3.11 Pupils Opinions on English Textbook Sufficiency

The final question posed to the pupils is their opinion on whether relying solely on the book as a teaching aid is adequate for acquiring proficiency in the English language. Out

of the pupils who participated, 53% responded that it is not enough on its own, while 47% said that it was enough for them. Based on the results, we can conclude that there is a need to diversify the tools used for teaching English in order to improve learning the language.

3.9 Aim of the Teacher's Questionnaire

A questionnaire was distributed to seven teachers from different schools in Sidi Okba aiming to collect information about teachers' opinions and the challenges they face while teaching English and to determine whether teaching English in primary school is an appropriate decision, in addition to examining the way teachers teach in the absence of the necessary assistance.

3.10 Description of the Teachers' Questionnaire

This questionnaire contained three sections, each of which contained several questions. Given that this questionnaire is semi-structured, the queries were a mixture of closed- and open-ended questions. The first type of questions (yes/no questions and multiple-choice questions) are designed to elicit brief and direct responses, whereas the second type of questions are designed to elicit lengthier, more detailed responses by requiring respondents to justify their answers and explain their reasoning. The questionnaire was designed as follows:

The first section of the teachers' questionnaire pertains to basic information. It aims to gather general information about the teacher's degree and understand the motivation behind their decision to teach in primary education. The second section of the study aims to investigate the significance of teachers' experience in education and their perspective on teaching English as a first language in primary school without prior training. While the third section focused on teacher problems and challenges, this section examines the difficulties and barriers that teachers encounter while teaching. The final section, Teaching English Language Methods to Young Learners, aims to explore the various teaching methods employed by

English teachers. These methods may differ depending on the approach they adopt, and the section also seeks to uncover the opinion of teachers about textbook.

3.11 Data Collection Procedures for the Questionnaire

The questionnaire was distributed to 7 teachers of primary school from different schools in Sidi Okba. The results were presented through the utilization of both SPSS and Microsoft Excel.

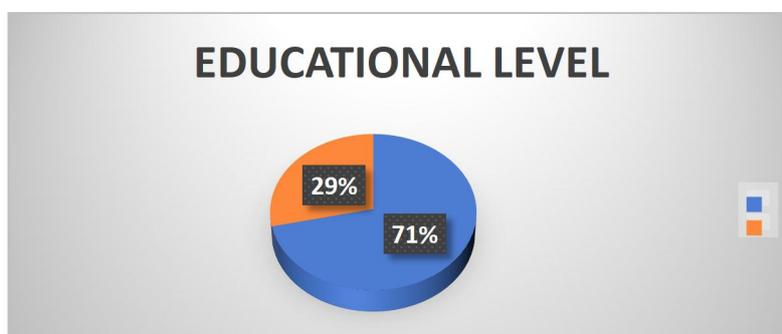
3.12 Teachers Questionnaire

Section One: Background Information

Question 1. Which degree do you hold?

Table3.9: Primary School Teachers Educational level

Options	Number of respondents	Pourcentage
License	5	71%
Master	2	29%
Total	7	100



This question aimed to know the respondents educational background to significant percentage of license graduates within the primary school level with 71% and 29%) in

comparison with master levels. The results prove that primary school teachers in Sidi Okba are license graduates.

Question 2. Why did you choose to teach English in primary school?

Table 3.10 Reason of Teaching English Language In Primary School

Options	Number of respondents	Percentage
Love the enthusiasm of young pupils	3	44%
Lifestyle fits school schedule	2	28%
Lessons are basic and rule-free	2	28%
Total	7	100%

The responses of the teachers varied with regards to their preference for teaching at the primary level. Out of the seven 7 teachers surveyed, three 3 indicated that their decision was motivated by the eagerness displayed by their youthful pupils, while two cited the compatibility of the school schedule with their lifestyle, owing to the comparatively reduced number of instructional hours. The other two teacher were selected on account of The lessons lack complexity and do not encompass any specific grammatical rules, resulting in the curriculum being Simpler than the other tiers.

Section two teachers experience

Question 3. Have you been a

Table3.11 Teachers' Experience .

Options	Number of respondents	Percentage
Middle school teacher	1	14%
High school teacher	1	14%

No experience	5	72%
Total	7	100%

The results in table 3.11 show that the majority of the required teachers (7) did not teach before, neither in middle school nor in high school. Only two of them have already taught: one in primary school and the other in high school.

Question 4. How long have you been teaching English?

Table 3.12 Teachers' Length of Experience

Options	Number of respondents	Percentage
From 1 to 4 years	3	43%
Never taught before	4	57%
Total	7	100%

Based on the findings depicted in table 3.12, it can be inferred that merely 3 out of 7 teacher who participated in the study possessed prior teaching experience, despite having acquired an English language certification for over a decade. This implies that the majority of the participants lacked prior teaching experience.

Question 5. Do you think experience comes with years of teaching?

Table 3.13 The Relationship Between Years of Teaching and Experience

Options	Number of respondents	Percentage
Yes	6	86%
No	1	14%
Total	7	100%

According to a consensus among the teachers, a significant number of teachers have concurred that expertise in teaching is acquired through a prolonged period of teaching, during which various facets of the pedagogical process can be enhanced.

Question 6. In your opinion, is it important for a teacher of young learners to have special training?

Table 3.14 Importance of Special Training For Primary School Teacher.

Options	Number of respondents	Percentage
Yes	7	100%

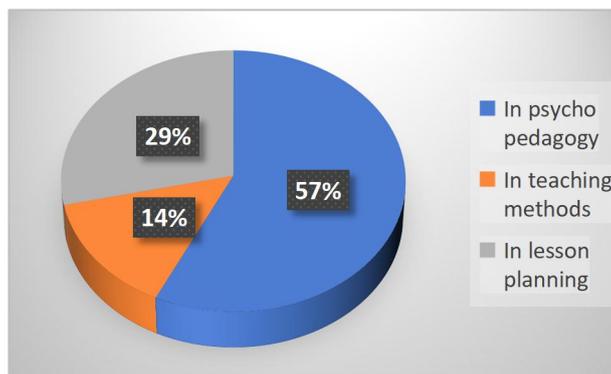
The significance of providing specialized training to the teachers of young learners was unanimously acknowledged by all the teachers. The pedagogical task of teaching young pupils necessitates a distinct skillset and expertise due to the particular developmental requisites and attributes of children within that age bracket.

Question 7. What kind of training?

Table 3.15 Kind of Training.

Options	Number of respondents	Percentage
In psycho pedagogy	4	57%
In teaching methods	1	14%
In lesson planning	2	29%
Total	7	100%

Figure 3.13 Kind of Training.



The responses exhibited variance with regard to the nature of the training to be imparted. 57% of the respondents emphasized the significance of psychological education, given that their pupils are young and in a formative phase. 29% teacher respondents prioritized lesson planning, recognizing it as a crucial aspect of the educational domain, and just 14% teacher opted for lesson planning.

Section three: Teacher Problems and Challenges

Question 8. Is teaching in primary school a challenge?

Table 3.16 Challenging of Teaching In Primary School.

Options	Number of respondents	Percentage
Yes	6	85%
No	1	15%
Total	7	100%

Most of the teacher agree that teaching in primary school can be challenging because young children are still learning how to regulate their emotions and behaviors. However, one teacher expressed a differing viewpoint.

How?

All of the teachers who participated responded to this sub-question. They faced different challenges while teaching English in primary school, but most of them agreed that it was difficult to keep the pupils focused during language lessons due to their young age, and managing their behavior requires a significant amount of effort. Besides, they revealed that they felt the allotted time for presenting the lesson was insufficient. They believe that an hour and a half, divided into three weekly sessions, is not enough time for them to effectively deliver the lesson.

Question 9. Does the absence of the necessary training for teaching English in the primary school increase the difficulty of your work?

Table3.17 The Absence of The Necessary Framing For Teaching English In The Primary School.

Options	Number of respondents	Percentage
Yes	3	42%
No	4	57%
Total	7	100%

The responses provided by the teachers were varied, with 3 affirmatives. This could be a difficulty that teachers may encounter in the absence of this framework and 4 answered negatively; this seems that the absence does not affect their work.

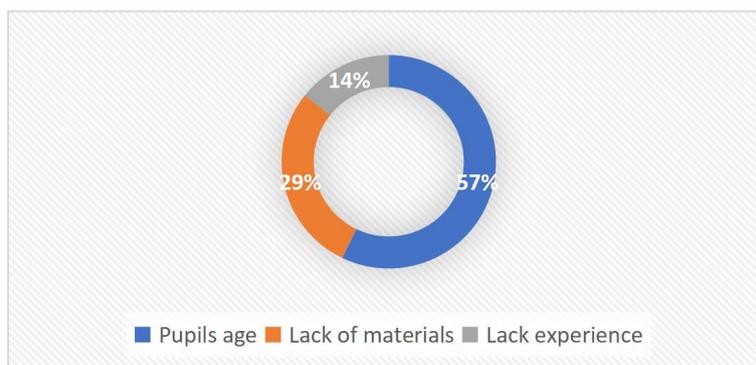
Question 10. What is the most difficult aspect of teaching in primary school?

Table 3.18 The Most Difficult Aspect of Teaching In Primary School

Options	Number of respondents	Percentage
Pupils age	4	57%
Lack of materials	2	28%
Lack experience	1	15%

Total	7	100%
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Figure 3.14 The Most Difficult Aspect of Teaching In Primary School



The findings of the study indicate that a significant proportion of the teachers who took part in the research unanimously identified the age of the children as the most challenging by 57%. Additionally, a lack of materials was identified as a difficulty by 29% of participants, while 14% of teachers cited a lack of experience.

Question 11. Teaching both English and French at primary school may have a pressure on the child's thinking

Table 3.19 Teachers' Opinions Regarding The Instruction of Both English And French At The Same Level.

Options	Number of respondents	Percentage
Strongly agree	1	16%
Agree	2	28%
Neutral	2	28%
Disagree	2	28%
Total	7	100%

1 out of 7 of the participants expressed strong agreement that the instruction of English and French in primary education could potentially impose cognitive strain on a child. The outcomes are equivalent among the options where two instructors share a common viewpoint, as indicated by the findings. Consequently, the stance of each instructor varies concerning the matter.

Other problems that faced you in teaching

The teachers' responses to the problems they encountered were as follows:

- They can't distinguish between English and French language pronunciation.
- Mother tongue effect.
- Inappropriateness of some lessons to the level of pupils.
- Lack of class timing.

Section four: Teachers' Opinions on Learning English in Primary School

Question 12. Do you think that young learners are better at learning foreign language than adults?

Table 3.20 Opinions of Teachers Regarding The Optimal Age For Learning English.

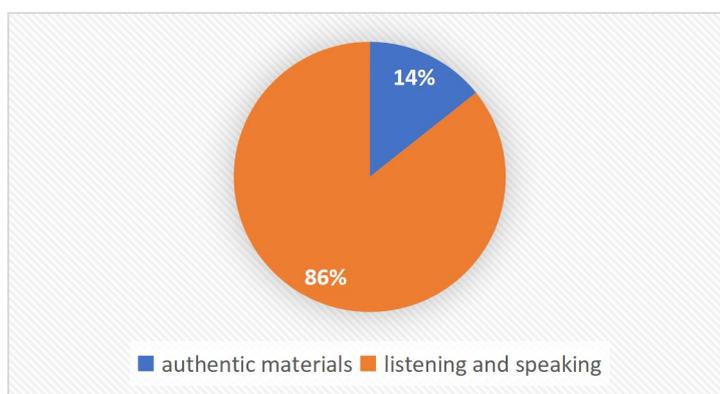
Options	Number of respondents	Percentage
Yes	7	100%

All the teachers agree that young learners are better at learning foreign languages than adults because children have a higher level of neural plasticity, which means their brains are more adaptable and capable of forming new neural connections. This enables them to acquire new languages more easily and develop native-like pronunciation.

Question 13. What do you think the official syllabus should focus on?

Table 2.21 Opinions of Teachers about the Official Syllabus

Options	Number of respondents	Percentage
authentic materials	1	14%
listening and speaking	6	85%
Total	7	100%

Figure 3.15 Teachers Opinions on the Official Syllabus

Based on the respondents' opinions, the syllabus should incorporate activities that enhance listening comprehension, such as listening to audio recordings, podcasts, and videos. It should include exercises that develop the ability to identify main ideas, follow instructions, and grasp specific details. It should also provide ample opportunities for pupils to practice their oral communication skills. This could involve discussions, presentations, and role-plays. Upon being surveyed, when the teachers were asked about the curriculum, 98% of them agreed that it should focus on speaking and listening. However, only 14.3% of them chose authentic material.

Question 14. Is the content of the primary school syllabus of English satisfactory to children's needs?

Table 3.22 Teachers' Opinions on the English Syllabus.

Options	Number of respondents	Percentage
Satisfactory	5	71, %
No satisfactory	2	29%
Total	7	100,0

86% of the teachers indicated that they are used flashcards for teaching, while only 14% preferred the use of a projector. In primary schools, it is important to use teaching materials that are engaging, age-appropriate, and aligned with the learning objectives. It is important to choose resources that are engaging, age-appropriate, and aligned with the curriculum

Question 15. What materials are you using to teach English?

Table 3.23 English-Teaching Materials

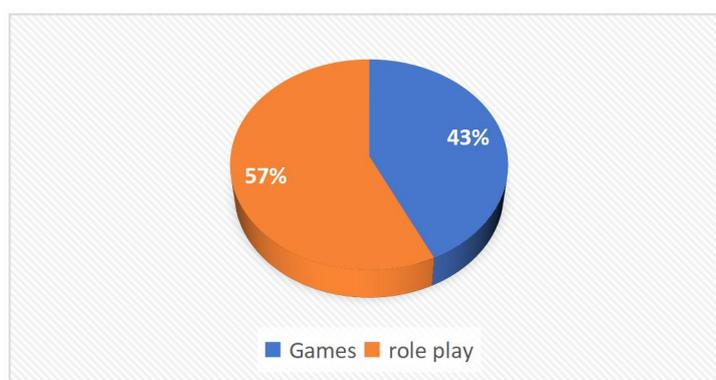
Options	Number of respondents	Percentage
Projector	1	15%
Flashcards	6	85%
Total	7	100%

In primary schools, it is important to use teaching materials that are engaging, age-appropriate, and aligned with the learning objectives. It is important to choose resources that are engaging, age-appropriate, and aligned with the curriculum. 85% of the teachers indicated that video materials should be used for teaching, while only 15% preferred the use of a projector.

Question 16: Choose the most appropriate strategy for primary school language learners

Table 3.24 The Most Suitable Strategy for Young Language Learners In Primary School

Options	Number of respondents	Percentage
Games	3	43%
role play	4	57%
Total	7	100%

Figure 3.16 The Most Suitable Strategy for Language Learners in Primary School.

Our objective in asking this question was to determine the most suitable approach for teaching language to primary school pupils. There were four potential options available for this question. 57% of the teachers believe in the effectiveness and suitability of games for young learners as a first tool, followed by 43% of respondents who indicated that games were an appropriate strategy. None of the other options were selected.

Please, justify your choice

Based on the respondents opinions, utilizing various learning strategies for English language acquisition can greatly benefit pupils. These strategies not only encourage active participation in the classroom but also foster motivation to learn the language. By making the learning process enjoyable, they are less likely to feel bored and more likely to engage with

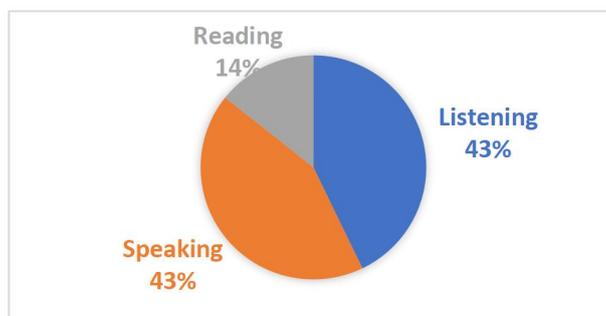
the material. Additionally, these strategies can aid in the comprehension of new vocabulary without relying on translation into one's native language.

Question 17. Which of the four skills should you focus on in the primary school?

Table 3.25 The Opinions of Teachers About The Essential Skills That They Should Prioritize While Teaching English.

Options	Number Of Respondents	Percentage
Listening	3	43%
Speaking	3	43%
Reading	1	14%
Total	7	100%

Figure 3.17 The Opinions of Teachers About The Essential Skills That They Should Prioritize While Teaching English.



We included this question to determine one of the essential skills when starting to learn the English language. We presented four options. Approximately 43% of the respondents indicated that their primary area of focus should be listening, while another 43% stated that they should prioritize speaking. While only 14% of the respondents felt that writing was the most important skill to develop.

Question 18. In your opinion, is the content of the book suitable for children?

Table 3.26 Teachers' Opinions about The Textbook

Options	Number of respondents	Percentage
Yes	4	57%
No	3	43%
Total	7	100%

Along with the table above, it was reported that 57% of teachers expressed agreement with the appropriateness of the book's content for children, while 43% held a contrary view.

- **How?**

The teachers held varying opinions about the book, each expressing their own perspective. Some individuals found the book to be appropriate, straightforward, and tailored to the requirements of pupils in this age group. However, others held a contrasting view, stating that the book is deficient in many important activities and contains challenging exercises that lack a clear objective

3.13 Interpretation and Discussion of the Findings

The main aim of this research was to investigate the problems and challenges faced by primary teachers in teaching English and pupils in learning this language. A questionnaire was administered to both the pupils and teachers.

The initial section of the pupils' questionnaire revealed that a significant proportion of the participants expressed a fondness for learning the English language. Based on the responses provided by the pupils, it can be inferred that a significant proportion of them exhibit a keen interest in learning English, notwithstanding their tender age. Despite not

having a strong command of their native language and simultaneously learning French alongside English, the learning of these languages did not present any significant difficulties for them. This finding substantiates the notion that acquiring language skills during the early developmental stages is more advantageous, despite the common misconception that early exposure to foreign languages may impede language acquisition. It is commonly believed that individuals, specifically mothers and children, are unable to acquire more than one language except during their later developmental stages.

Regarding the second section of the pupils Questionnaire, which focused on the teaching methods used by the teachers, the results indicated that, overall, the methods were effective. Over 50% of teachers use symbolic rewards to motivate their pupils to love and learn the English language. Additionally, most teachers incorporate aids such as pictures during the learning process. However, a small percentage of pupils reported that their teachers do not use educational aids. Regarding the teaching method used by the teachers, the results indicated that the method was generally effective, despite the fact that most of the teachers had no prior teaching experience. This approach has proven to be effective in encouraging pupils to develop a passion for the English language and to remain motivated in their studies.

Regarding the final section's content, it focused on gathering the pupils feedback on the book's visual elements, such as graphics and colors. Most of the pupils expressed their admiration for the book and found it appealing. More than half of the participants stated that relying solely on the book was insufficient for learning the English language. Hence, it is advisable for teachers to broaden their teaching materials and not depend entirely on textbooks.

The first section of the teachers' questionnaire focused on the educational background of the teachers and their motivations for pursuing a career in primary school education. Each person gave a different answer based on their individual opinion. Some individuals expressed

appreciation for the enthusiasm that young children possess, which is often lacking in adult learners. Others mentioned that the teaching program aligns well with their lifestyle. Compared to other levels of language programs, the teachers have said that the reason for this is that the lessons are designed to be easy and simple for young pupils without focusing on grammar rules.

The majority of the participants reported a lack of prior educational experience, despite having completed over a decade of formal education. This may pose significant challenges for them, as their hiatus from the English language was prolonged. Even among the minority who possessed some educational experience, the duration did not surpass four years. In reality, even if an individual possesses prior teaching experience, teaching young learners would present a distinct set of challenges. Many individuals contend that expertise in this area is only acquired through many years. They emphasized the importance of providing specialized training, as it allows them to educate effectively with the learners' ages.

In the third section regarding the challenges faced by teachers, many of them expressed that teaching primary education is a significant challenge. This is because it is the foundation upon which other levels of education are built. However, they find it difficult to provide English lessons as effectively as they would like due to the limited amount of time allotted for teaching this language. The authorities in question should reconsider the amount of time allocated for teaching in this initial level. Additionally, the adoption of English as the primary language in elementary school is a recent development, despite being proposed several years ago. The other challenge is the age, young learners tend to be active and may find it challenging to remain seated for extended periods of time that make so difficult managing classroom behaviour and maintaining discipline.

Some participants perceive the challenge as a result of their lack of experience, whereas certain attribute it to a dearth of resources. Young learners exhibit diverse learning

styles, which can pose a challenge in catering to the unique requirements of every pupil in a classroom environment. It is essential for teachers to utilize diverse teaching techniques to cater to these variations. Teaching English and French is also a challenging. Moreover, asking learners or distinguish between two languages that are almost identical requires a significant amount of effort.

All the participants agreed that teaching English at an early age is preferable, despite some of them expressed concerns about the challenges posed by teaching young children. Given the absence of grammatical rules in the lessons of young learners, they recognize the importance of prioritizing listening and speaking skills within the formal curriculum. This approach facilitates learning language skills, as young learners tend to emulate the language patterns of native speakers. The majority of respondents expressed contentment with the current English curriculum, but they think that instructors must incorporate teaching aids must be incorporate to the textbook.

In response to question 9, regarding instructional materials, the majority of the respondents employed visual aids as a supplementary tool, despite their prior emphasis on prioritizing oral communication skills. One of the challenges faced by teachers is the lack of adequate teaching resources that align with and support their instructional approach. Hence, it is imperative for the state to furnish the necessary resources to ensure the efficacy of English language instruction. They also employ pedagogical techniques, such as role-playing and the integration of educational games, to cultivate a more dynamic classroom environment. Regarding the book's content, participants perceived it as facile and straightforward if it was deemed suitable. Conversely, some respondents expressed reservations about certain exercises, deeming them unsuitable for young learners. Additionally, they noted that these exercises lacked a clear purpose and were incongruous with the lesson they were intended to reinforce.

Hence, it is imperative to reevaluate the calibre of these exercises and ensure that they align with the objectives of the lesson.

Conclusion

The present chapter has presented the field work of this research study that aimed at to investigate the challenges of teaching English at the primary level in Algeria. First, this chapter has provided a clear description of the methodology adopted in conducting this research. Besides, it has displayed the data gathered through this study followed by a detailed analysis of the results. Moreover, it sought to answer the questions posed and suggested at the beginning of the research study by discussing the results obtained. Finally, the current chapter has provided a synthesis of the findings as well as the conclusions we came out with in this research.

General Conclusion and Recommendations

The ultimate goal of this study was to find out the challenges faced by English language teachers and pupils after the inclusion of the English language in the primary school. In the case of this study, it was expected that the pupils would face difficulties in the beginning of learning the English language due to their young age. It was also expected that the teachers would face different challenges, especially because they are beginners and due to the absence of the necessary training in the different schools of Sidi Okba.

In order to investigate this issue, three chapters have been drafted: the first and second chapters were the theoretical part related to the following main axes, namely, the reason for the inclusion of the English language in primary school, the difficulties facing young learners,

the personality of primary school pupils, the role and duties of teachers, the problems facing the teacher, methods adopted in teaching young learners and the importance of school book. The third chapter was the practical part in which we gave the reader the information about the presented case study, research methodology, research participants, and tools, and also provided the reader with detailed analyses of the results collected from the research tools that were used, a questionnaire that was distributed to seven English language teachers and another questionnaire that was distributed to thirty pupils.

Participants answered the questions and gave their views on the teaching and learning process in order to draw a complete picture of the difficulties faced by teachers and pupils and to know how to move forward in overcoming them.

Some argue that children should start learning English from a young age, while others believe that it may be more beneficial for them to focus on their native language first. Upon completing this study, the majority of the pupils exhibited a favorable response when asked about learning the English language in this early age and confirmed that they did not face serious challenges and conveyed their eagerness to acquire it. Furthermore, the teachers who took part in the questionnaire expressed their approval of the decision to introduce English language education at an early stage for pupils. We have discovered that there are compelling reasons to support the idea that children should indeed start learning English early on. Firstly, learning English at an early age provides numerous cognitive benefits.

Young children have a remarkable ability to absorb new information and acquire languages effortlessly. By introducing English during their formative years, children can develop strong language skills. Moreover, introducing English at a young age promotes cultural awareness and understanding. Language and culture are deeply intertwined, and early exposure to English exposes children to different perspectives, customs, and traditions.

Primary English teachers encountered various challenges and difficulties, such as the early age of pupils, limited experience, and lack of training opportunities. These challenges can significantly impact their capacity to impart English language skills proficiently.

Some of the problems faced by teachers of English in primary school was the age of the pupils ,their lack of experience, as well as the absence of training for teachers. The age of primary school pupils poses a unique challenge for English teachers. Young learners may have limited attention spans and struggle with concentration during language lessons. It requires teachers to employ engaging and interactive teaching methods that cater to the developmental needs of young children. Another challenge is the lack of experience among English teachers in primary schools. Many teachers are new to teaching English, and they have not received specialized training in language instruction. Without a solid foundation in language teaching techniques and strategies, teachers struggle to effectively convey language concepts .

Furthermore, the absence of sufficient training opportunities for English teachers can hinder their professional growth and development. Without access to workshops, seminars, or professional development programs focused on English language teaching, teachers may not be aware of the latest methodologies, resources, and best practices in language instruction. This lack of training can make it challenging for teachers to adapt to evolving teaching approaches and meet the diverse needs of their pupils.

Learning English can present a range of challenges and obstacles for primary school pupils. Challenges may arise due to the complexity of the English language, differences between English and the learner's native language, and the developmental stage of young learners. According to the responses gathered from the questionnaire, this was the main problem that faced by pupils. Vocabulary and pronunciation: English vocabulary consists of a vast number of words, and pronunciation can be challenging due to irregularities and

differences in phonetics. Young learners struggle to memorize and accurately pronounce new words, leading to difficulties in building their vocabulary.

Vocabulary and pronunciation: English vocabulary consists of a vast number of words, and pronunciation can be challenging due to irregularities and differences in phonetics. Young learners struggle to memorize and accurately pronounce new words, leading to difficulties in building their vocabulary. Also, understanding spoken English poses a challenge for primary school pupils. Different accents and unfamiliar vocabulary make it difficult for young learners to grasp the meaning of spoken English.

Reading comprehension in English requires pupils to understand the meaning of words, phrases, and sentences within a broader context. Young learners struggled with comprehending texts and extracting key information due to limited vocabulary and reading skills. In addition to problems with writing skills, writing in English involves proper spelling, sentence structure, grammar, and vocabulary usage. Primary school pupils faced difficulties in writing because it was different from their native language. Summing up, the questions formulated at the beginning of the this research were answered by both the respondents.

In conclusion, a number of recommendations are suggest to help both the teachers and the pupils to cope with the difficulties and challenges facing them in teaching and learning English, considered as a first experience in the Algerian primary school.

Limitations of the Study

Four main problems were encountered at different points during the course of this study. First, the lack of previous studies on this topic is because the current study addresses a new problem. This lack of studies made it a challenge to collect a sufficient number of sources on this issue. Secondly, there is a lack of a sufficient number of English language teachers in primary school, as one teacher teaches between three and four schools. Third, the

period in which the teachers' questionnaire was submitted was not appropriate because it was the examination period and most of them were very busy, which made the data collection period very long. It took about three weeks to retrieve all the responses to the questionnaire. Finally, the translation of the student questionnaire into Arabic was necessary, and the use of simple and easily understandable language posed a challenge in formulating appropriate questions. This was due to the young age of the participants, who were no older than 8 years old and had not yet fully developed their language skills.

Suggestions for Future Research

This study could serve as a foundation for future research. To gather more comprehensive data on the topic, it would be beneficial to expand the sample size by including a larger group of teachers. It is recommended to begin the research as early as possible to maximize the number of respondents. Using interviews with pupils is recommended to effectively communicate ideas and clarify what is being asked in a question.

Recommendations

The following are some recommendations that can be drawn from this study for pupils

- Begin by building a solid foundation in English language basics such as vocabulary, simple sentence structures, and basic grammar rules.
- Utilize visual aids like flashcards, pictures, and charts to reinforce vocabulary and concepts.
- Do not hesitate to take risks and make mistakes while using and speaking English, even if it is not the correct way.
- Don't hesitate to seek help from teachers, peers, or language learning resources when facing difficulties.

- Recognize that learning a new language can be challenging and expect some difficulties along the way. Embrace these challenges as opportunities for growth and persevere through them.
- Consistent practice is key to overcoming language barriers. Set aside regular time for language learning, engage in daily activities like reading, listening to English content, and practicing speaking.
- Maintain a positive mindset and stay motivated throughout the language learning journey.

For teachers

- Seek out professional development opportunities specifically geared towards teaching English as a second language. Attend workshops, seminars, or online courses that provide foundational knowledge, teaching techniques, and strategies for language instruction.
- Familiarize yourself with different language learning methodologies. Understanding these approaches will help you plan and structure your lessons effectively.
- Encourage pupils to provide feedback on your teaching methods and adapt your instructional approach accordingly. Reflect on your teaching practices, evaluate what works well, and make adjustments as needed.
- Create a pupils-centered classroom environment where pupils are actively engaged in the learning process. Foster a supportive and inclusive atmosphere where pupils feel comfortable asking questions and participating in activities.
- Seek support and guidance from experienced English language teachers. Collaborating with them can provide valuable insights, lesson ideas, and strategies for effective instruction.

- Young learners may encounter difficulties or behavioral challenges during the learning process. It is important for teachers to remain calm, patient, and understanding.
- Encourage and praise young learners for their efforts and progress. Positive reinforcement helps boost their confidence, motivates them to continue learning, and fosters a positive classroom environment.
- Offer extra assistance and support to young learners who require it. This could include one-on-one guidance, additional practice activities, or providing simpler explanations to ensure comprehension.
- Adjust your teaching materials and activities to cater to the needs and interests of your young learners. Incorporate hands-on activities, visuals, games, and interactive tasks to make learning more engaging and accessible.
- Create a safe and supportive learning environment where young learners feel comfortable asking questions, making mistakes, and seeking help. Encourage peer support and collaborative learning, where pupils can learn from and assist one another.
- Regularly reflect on your teaching practices and evaluate their effectiveness. Be open to trying new strategies and approaches based on the needs and feedback of your young learners. Continuous improvement is key to addressing challenges and enhancing the learning experience.

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Appendices

Appendix 2 : Pupils Questionnaire

Pupils Questionnaire

Section One: Challenges related to education

1. When do you want to learn English?

- a. Young
- b. Adult

2. Do you get bored during your English class?

- a. Yes
- b. No
- c. Sometimes

3. Is the English language as important as other subjects, in your opinion?

- a. Yes
- b. no

4. Do you participate in the section?

- a. Yes
- b. No

5. Do you feel embarrassed in front of your colleagues if you give the wrong answer?

- a. Yes
- b. No
- c. Sometimes

6. What makes it hard for you to learn English?

- a. Reading

- b. writing
- c. speaking
- d. listening

7. How were your grades in English?

- a. Poor
- b. Average
- c. Good

8. Do you find it difficult to learn English and French at the same time?

- a. Yes
- b. No

9. Do you watch cartoons and children's programs in English?

- a. Yes
- b. No
- c. Sometimes

Section Two: Teacher methods in Teaching English

10. Is the teacher questioning you about the previous lesson?

- a. Yes
- b. No

11. Does the teacher reward you when you provide the correct answer?

- a. Yes
- b. No

12. What are the materials used by the teacher in teaching?

- a. Flashcards
- b. Song
- c. Video
- d. Don't use

Section three: The perspective of pupils regarding the textbook.

13. What do you think of the book?

- a. Interesting
- b. Boring
- c. Normal

14. In your opinion, does the book alone help you learn English?

- a. Enough
- b. Not enough

Thank you for your cooperation

Appendix 2 : Teachers Questionnaire

Teachers Questionnaire

Dear teachers,

You are kindly requested to answer this questionnaire for the accomplishment of a master dissertation entitled “Investigating the Problems and Challenges of Teaching English in Primary School in Algeria”. Be sure that your responses will be analyzed and used for academic purposes only. Please, tick (√) in the appropriate box and give a full answer whenever it is required.

Section One: Background Information

1) Which degree do you hold?

a. License (BA)

c. Master

b. Doctorate

2) Why did you choose to teach I English in primary school?

a. Love the enthusiasm of young pupils .

Lifestyle fits school schedule.

b. Lessons are basic and rule-free.

3) Have you been a:

a. Middle school teacher

c. High school teacher

b. Private Primary Schools teacher

d. Never been so

4) How long have you been teaching English?

a. From 1 to 4 years

b. From 4 to 8 years

b. Never taught before

c.

5) Do you think experience comes with years of teaching?

a. Yes

b. No

6) In your opinion, is it important for a teacher of young learners to have special training?

a. Yes

b. No

7) What kind of training?

a. In psycho pedagogy

c. In teaching methods

b. In lesson planning

8) Others:

Section Two: Teacher Problems and Challenges

9) Is teaching in primary school a challenge?

a. Yes

b. No

10) How:

11) Does the absence of the necessary framing for teaching English in the primary school increase the difficulty of your work?

a. Yes

b. No

12) If yes,

how?

.....

13) What is the most difficult aspect of teaching in primary school?

a. Pupils' age

d. Planning Lessons

b. Pupils demotivation

e. Lack of materials

c. Lack of Experience

14) How do you view the school environment where you work?

a. Supportive

b. Unsupportive

15) Teaching both English and French at primary school may have a pressure on the

a. child's thinking.

b. Strongly Agree

e. Agree

c. Neutral

f. Disagree

d. Strongly Disagree

16) Other problems and challenges in teaching in primary school:.....

Section three: Teaching English Methods to Young Learners

17) Do you think that young learners are better at learning foreign language than adults?

a. Yes

b.No

18) What do you think the official syllabus should focus on?

a. Authentic materials

c.Non authentic materials

b. Listening and speaking

19) Is the existing content of the primary school syllabus of English satisfactory to children's needs?

a. Very satisfactory

d. Satisfactory

b. Neither satisfied nor satisfied

e. Dissatisfied

c. very dissatisfies

20) What materials are you using to teach English?

a. Projectors

c. Video, pictures, songs, language games

b. Flashcards

d. Audio system and authentic English tracks

21) Choose the most appropriate strategy for primary school language learners

a. Games

c. Role plays

b. Simulation

d. E-learning

22) Please, justify your choice

.....
.....

23) Which of the four skills should you focus on in the primary school?

a. Listening

d. Speaking

b. Reading

e. Writing

24) In your opinion, is the content of the book suitable for children?

a. Yes

b. No

How?.....

Thank you for your cooperation

Appendix 3 : Pupils Questionnaire

The Arabic Version

اعزائي التلاميذ

هذا الاستبيان جزء من بحث للحصول على شهادة الماستر في اللغة الإنجليزية، ويهدف هذا البحث إلى دراسة الصعوبات التي يواجهها التلاميذ في تعلم اللغة الإنجليزية ومعرفة آراءهم حول طريقة تعلمهم. رأيك مهم لتحقيق هذا البحث ندعوكم للإجابة على الأسئلة التالية وشكرا مسبقا على تعاونكم
الإجابة عن الأسئلة تكون بوضع علامة + في الخانة المناسبة.

الجزء الأول صعوبات متعلقة بالتعليم

هل تريد تعلم اللغة الإنجليزية وانت؟

- صغير كبير لا اريد تعلمها

تشعر بالملل عند حضور مادة اللغة الإنجليزية

- نعم لا أحيانا

هل اللغة الإنجليزية لا تقل أهمية عن المواد الأخرى من وجهة نظرك؟

- نعم لا

هل تشارك في القسم؟ .

- نعم لا

تشعر بالإحراج أمام زملائك إذا أجبت إجابة خاطئة

- نعم لا أحيانا

ما هي المهارة التي تجدها صعبة ؟

- سمع القراءة الكتابة التحدث

كيف كانت علامتك في اللغة الإنجليزية؟

- ضعيفة متوسطة جيدة

هل تجد صعوبة في تعلم اللغة الإنجليزية مع اللغة الفرنسية في نفس المرحلة؟

نعم لا

هل تشاهد الرسوم المتحركة وحصص الأطفال باللغة الإنجليزية؟

نعم لا أحيانا

الجزء الثاني: طرق المعلمين في تدريس اللغة الإنجليزية

في بداية الدرس هل يقوم المعلم باستجوابكم حول الدرس الماضي؟

نعم لا

هل يجازيك معلمك عندما تقدم إجابة صحيحة في اللغة الإنجليزية؟

نعم لا

ماهي الوسائل التي يستعملها معلمك لتساعدك على تعلم اللغة الإنجليزية؟

الصور التعليمية فيديوهات كتب خارجية لا يستخدم ابدا

الجزء الثالث منظور التلاميذ للكتاب المدرسي

ما رأيك في كتاب اللغة الإنجليزية؟

مشوق عادي ممل

هل الكتاب المدرسي وحده كافي لتعلمك اللغة الإنجليزية؟

كافي غير كافي

شكرا لتعاونكم

الملخص

أصبح تدريس اللغة الإنجليزية في المراحل المبكرة أمرًا ضروريًا نظرًا لمكانتها العالمية. اتخذت الجزائر قرارًا بالتحول من استخدام الفرنسية كلغة أجنبية أساسية إلى استخدام اللغة الإنجليزية بدلاً من ذلك. هدفت هذه الدراسة إلى التعرف على تحديات تدريس اللغة الإنجليزية في المرحلة الابتدائية. وقد سعى إلى تسليط الضوء على أهم المشاكل والعقبات التي يواجهها المعلمون خلال السنة الأولى من تدريس اللغة الإنجليزية خاصة في ظل غياب الإشراف المناسب ودون تدريب مسبق. بالإضافة إلى ذلك ، كان يهدف إلى فهم المشكلات التي يواجهها التلاميذ في تعلم اللغة الإنجليزية في سن مبكرة. لاستقصاء المشكلة المطروحة ، تم إجراء استبيانين شبه منظمين على عينة من ثلاثين تلميذًا (30) تم اختيارهم عشوائيًا من مدارس مختلفة في سيدي عقبة ، بالإضافة إلى سبعة معلمين (7) من نفس المنطقة. كشف تحليل الاستبيان أن كلا من المعلمين والتلاميذ يدركون أهمية اللغة الإنجليزية وحاجة التلاميذ إلى تعلمها في سن مبكرة. ومع ذلك ، فإنهم يواجهون تحديات بسبب عمر الأطفال الذين كانوا يقومون بتدريسهم. وبحسبهم ، تتأثر العملية التدريسية بغياب التدريب قبل الخدمة والتدريب أثناء الخدمة ، وافتقار المربين إلى الخبرة في مجال التعليم بالإضافة إلى غياب المواد التعليمية. بناءً على نتائج الاستبيان ، تم اقتراح توصيات للمعلمين والتلاميذ

