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Teaching English as a Foreign Language in Early Childhood Education
Investigating Teachers' Challenges and advantages
The Case of Third Year Primary School Teachers in Tébessa

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

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I dedicate this humble work to all those who love me.

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List of Abbreviations

- **BA:** Bachelor of Arts
- **CAPEP:** Certificat d'Aptitude au Professorat de l'Enseignement Primaire
- **CBA:** Competency-Based Approach
- **CBE:** Competency-Based Education
- **CBLT:** Competency-Based Language Teaching
- **CBLTA:** Competency-Based Language Teaching Approach
- **CLT:** Communicative Language Teaching
- **EAP:** English for Academic Purposes
- **EFL:** English as a Foreign Language
- **ELF:** English as a Lingua Franca
- **ELT:** English Language Teaching
- **ESP:** English for Specific Purposes
- **FL:** Foreign Language
- **ICTs:** Information and Communication Technologies
- **IT:** Information Technology
- **L1:** First Language
- **L2:** Second Language
- **LMD:** Licence, Master, and Doctorate
- **MA:** Master of Arts
- **PhD:** Doctor of Philosophy
- **SPSS:** Statistical Package for the Social Sciences
- **TEFL:** Teaching English as a Foreign Language
- **ZPD:** Zone of Proximal Development

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Abstract

The integration of English language into Algerian primary schools represents a significant advancement, given its status as a global lingua franca and the benefits of early EFL (English as a foreign language) learning. However, this transition poses various challenges. Thus, this research delves into the obstacles encountered in teaching and learning EFL in Tébessa primary schools. The study aims to address the research questions concerning teachers' perceptions about the integration of English as a foreign language in primary schools in Algeria, teaching materials, the lack of experience. Also, it aims to prove the research assumptions about the integration of English in the Algerian primary schools is challenging for EFL teachers, there is a set of challenges faced by teachers including time management, lack of experience, and lack access to age-appropriate, culturally relevant teaching materials for EFL instruction. This exploratory research addresses the research questions and assumptions by employing a mixed-method approach, including a questionnaire submitted to 20 primary school English teachers in Tébessa, and an interview conducted with 2 teachers within the same sample, gathering both qualitative and quantitative data. The findings reveal both positive perceptions and significant challenges faced by teachers, including time constraints, inadequate teaching materials, lack of ICT integration, and classroom management issues. Despite these obstacles, teachers generally view the integration positively and recognize its benefits. The study emphasizes the need for improvements in teacher training, resources, and curriculum implementation to optimize the learning experience for young learners, ensuring a more effective integration of EFL instruction in primary schools.

Keywords: Algeria, benefits, EFL learning, English integration, mixed-methods approach, primary schools, teacher perceptions, teaching challenges, Tébessa.

General Introduction

1. Background of the Study

English as a foreign language instruction's inclusion in primary school curricula has become an ongoing topic of discussion and debate among scholars, educators, and politicians worldwide as a continuation of English's globalization, which is changing international connections and communication. Previous studies have highlighted various challenges and considerations in this field. Iddou Derraz (2009) identified several challenges in Algeria's EFL context, including overcrowded classrooms, limited teaching time, inadequate teacher training, and insufficient resources. These factors impact both teachers and pupils in the English learning process. Zemamouch (2022) further emphasized the insufficiency of Algeria's pedagogical system, noting the strain on teachers working across multiple primary schools and the lack of teaching materials. Prensky (2001) highlighted the potential of digital tools in enhancing EFL teaching and learning processes, while Epstein (2010) stressed the importance of technology in facilitating teacher-parent communication. Marzano (2007) emphasized the crucial role of understanding child development in implementing effective, age-appropriate instructional methods in primary education. The existing literature underscores the multifaceted challenges and considerations involved in implementing English as a Foreign Language (EFL) instruction in primary schools, the studies collectively highlight issues ranging from resource constraints and pedagogical challenges to the importance of age-appropriate teaching methods. By focusing on the context of Tebessa, the research seeks to contribute valuable insights to the broader discourse on early English language education, while providing practical recommendations for policy-makers and educators in similar settings.

2. Statement of the Problem

Introducing English as a foreign language to young learners aged 6 to 11 involves specialized educational techniques that address their specific developmental requirements while diverging from established methodology. Including new language instruction impacts young learners' educational experiences. Additionally, there is a gap in understanding how these challenges manifest specifically in Tebessa region, and how local educators are adapting to meet these challenges in teaching English to young learners recommendations and curriculum development are needed to enhance English language teaching in Tebessa's primary schools.

3. Research Questions

To what extent is teaching English at Tebessa Primary School challenging?

This main question implies the following sub-questions:

- 1) Is the integration of English as a foreign language in primary schools in Algeria a beneficial decision?
- 2) What are the challenges of teaching faced by the teachers at Tebessa Primary School?
- 3) Do teachers face a problem with teaching materials?
- 4) Do teachers lack experience to teach young learners?
- 5) What are the specific factors that contribute to the challenges faced by primary school teachers?

4. Research Assumptions

In the light of the aforementioned research questions, it is assumed that:

- 1) The integration of English in the Algerian primary schools is challenging.
- 2) Time management is a serious challenge for teachers.
- 3) Lack of experience is an obstacle to teach young learners.
- 4) Teachers lack access to age-appropriate, culturally relevant teaching materials for EFL instruction.

5. Aims of the Study

The overall aim of this study is to investigate the major challenges faced by teachers in the process of teaching and learning English as a foreign language (EFL) at Tebessa region primary schools. The main objectives of this academic research are to explore the specific factors contributing to these challenges, such as teaching methods, didactic guides and syllabi, time management, and classroom management.

Additionally, it aims to assess the availability and appropriateness of EFL teaching materials and methods in Tebessa region primary schools proposing practical strategies to enhance teacher performance and effectiveness in the process of learning. Furthermore, this study attempts to shed light on the potential impact of bilingualism on EFL acquisition among young learners in the Tebessa region, identifying any specific challenges or benefits associated with the context. The findings of this research suggest evidence-based recommendations to improve the overall English language teaching experience for primary school teachers in Tebessa. The significance of this study lies in its originality and potential contribution to the limited body of literature discussing early language teaching in Algeria, particularly the integration of English in Algerian elementary schools.

6. Significance of the Study

As one of the few works in this field in Algeria's context, this research promises to unveil a robust area that can serve as a key reference source for subsequent studies. Future English Language Teaching (ELT) scholars can directly benefit from its findings since they provide scholarly insights into the challenges associated with teaching English at an early age. Additionally, the study's recommendations may help Tebessa's parents, EFL teachers, lawmakers, and educators improve the quality and effectiveness of English language education in primary schools.

7. Methodology

To validate the preliminary assumptions and address the research questions, this study employed a mixed-methods approach, integrating both exploratory and explanatory research. The primary objective was to investigate the challenges and advantages of Teaching English as a Foreign Language (TEFL) in Early Childhood Education. Qualitative insights were obtained through in-depth interviews with teachers, providing rich, contextual information about their experiences and perceptions. To further explore perspectives and gather statistical data, a survey questionnaire was used in the quantitative phase. This methodological triangulation facilitates a comprehensive understanding of TEFL in Early Childhood Education. By combining qualitative and quantitative analyses, the study achieved a robust examination of the research problem, offering both detailed and broad perspectives.

8. Structure of the Dissertation

The study was structured into two chapters. The first chapter comprised a literature review that established the theoretical foundation for the research. It was divided into two sections. Section one provided a theoretical overview of the global status of the English

language, with a specific focus on its situation in Algeria. Section two offered a theoretical overview of the theories and methods of teaching English at an early age. Next, the second chapter was practical and dedicated to the research methodology and data analysis. It was divided into three sections. The first section detailed the methodology, including the research method and design, population and sampling, instruments, and data collection procedures. The second section presented the data analysis, focusing on the analysis of the collected data. The third section discussed the data, summarized the results, outlined the limitations, and provided recommendations.

9. Limitations of the Study

This research encountered several limitations. The diversity of perspectives among teachers posed challenges for synthesizing findings. Time constraints necessitated non-random sampling, which limited the generalization of the results. The scarcity of resources specific to the Algerian context impeded a comprehensive analysis. Additionally, external factors, such as concurrent events and exams, may have influenced teachers' responses, thereby affecting the study's reliability. Moreover due to time constraints and concurrent examinations and inspections, we were unable to conduct the classroom observation we intended to utilize as a data collection method.

Chapter One: Literature Review

English has become a widely spoken language all over the world. It is the native tongue in many nations (just in the American and British nations but in the others it's a second or third language), and more crucially, it has emerged as the dominant language for international communication and information transmission (Braine, 2005). This chapter delves into the multifaceted aspects of teaching English to young learners in Algerian primary schools. It begins by contextualizing the preeminence of English and its global role. The chapter then traces the history of English language education in Algeria, shedding light on its current status before focusing specifically on the English Language Teaching (ELT) situation in primary schools. It explores theoretical frameworks from Piaget, Vygotsky, and Krashen to inform appropriate language acquisition approaches for young learners. It examines the teaching methods used in Algerian primary schools, ranging from traditional to modern methods. The chapter also provides an overview of the national English curriculum objectives, targeted language competencies across the four skills (listening, speaking, reading, and writing), and recommended teaching strategies. It emphasises the benefits of learning a foreign language earlier, concluding with the role of primary school teachers in equipping future generations with the necessary English skills in an interconnected world.

1.1. Section One: The Global Status of English Language

1.1.1. *The Preeminence of English*

English has cemented its position as the most spoken language globally. As of 2023, approximately 1.5 billion people worldwide communicate in English, encompassing both native speakers and individuals who use it as a second language (Dyvik, 2023).

"Of course English is a global language" (Crystal, 2003, p. 3). He portrays English certainly as a global language, utilised for communication worldwide, highlighting its preeminence. The focus on English as the primary means of international communication has

expanded dramatically as globalization has increased (Graddol, 2006; Sharifian, 2009). Its widespread usage spans crucial fields at an international level, with many non-native speakers learning English as a second language, further contributing to its ubiquity (Crystal, 2003). This global reach has been facilitated by advances in technology, travel, and economic integration worldwide (British Council, 2013). Moreover, the prevalence of English in popular media, entertainment, and youth culture accelerates its adoption globally, especially among younger demographics (Pennycook, 2017). The expansion of the internet and digital technologies has amplified the demand for English proficiency, as a vast majority of online content, software, and platforms utilise English (Lochridge et al., 2021). Its rise has been propelled by deliberate strategic actions rather than passive diffusion. Critical geopolitical events, such as the outcomes of World War I and II, played pivotal roles in shaping the dominance of English-speaking superpowers and their cultural.

English's dominance arises not just from its extensive use, but also from the economic and political power possessed by nations that speak English (Pennycook, 2017). As the globe grows more interconnected, English's dominance is expected to continue, altering the linguistic environment and acting as a catalyst for global integration and collaboration.

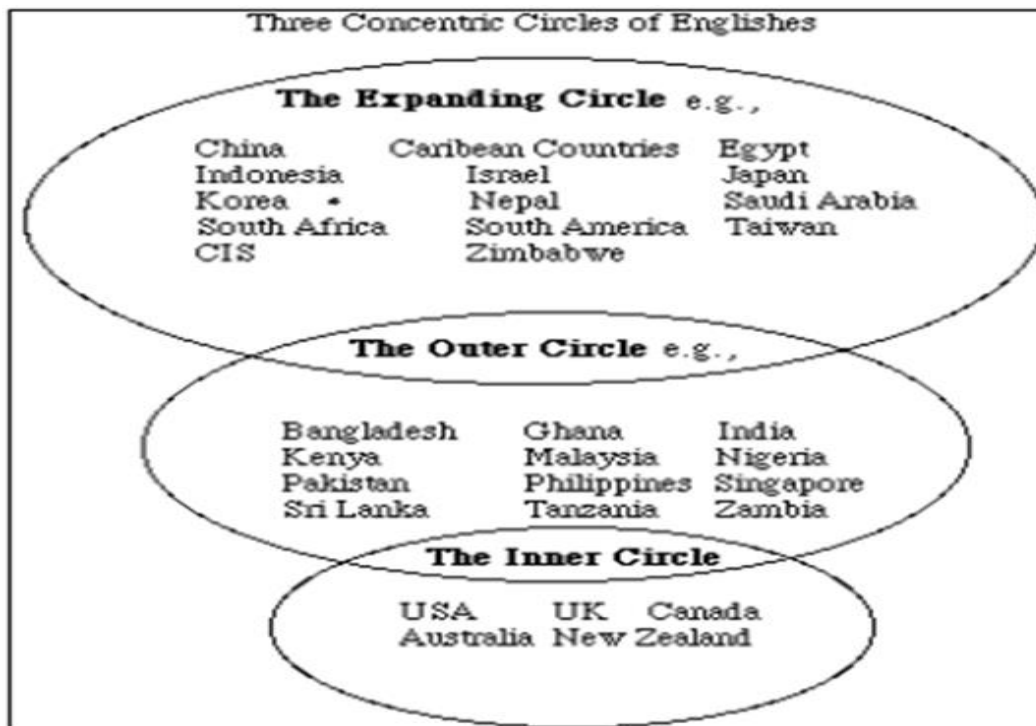
1.1.1.1. English as Lingua Franca. English has emerged as the dominant global lingua franca, used for communication between diverse linguistic groups worldwide (Marlina&Xu, 2018). The term "lingua franca" refers to a language used internationally by speakers of different native tongues. Over recent decades, the reach and prevalence of English as a common language have expanded rapidly, marking a significant linguistic development of the 21st century (Crystal, 2003). English as a Lingua Franca (ELF) refers to the use of English by speakers from various first-language backgrounds as a means of communication, employing different techniques to make themselves understood

(Marlina&Xu, 2018). It is a language commonly utilised by diverse groups to achieve comprehensive cross-cultural exchange.

Kachru's (1985) three-circle model categorises the types of English usage and acquisition status across the world, spanning native English-speaking countries of the Inner Circle, Outer Circle regions where English is widely learned as a second language, and Expanding Circle nations where English is learnt as a foreign language.

Figure 1

Concentric Circle Model (Kachru 1985)



Note. From “A Study on Teachers’ Beliefs and Practices on Pronunciation Teaching in Primary School ESL Classroom“, by G.G. Ramakarsinin, 2022,

http://myscholar.umk.edu.my/bitstream/123456789/4207/1/proceedings-_mircele-2022-17122022-1.pdf#page=105

Researchers emphasize English's prevalent role as a lingua franca, particularly among Expanding Circle speakers, as this group constitutes the largest number of users (Jenkins, 2009). However, perspectives on the motivations behind the proliferation of English vary, with debates around whether its spread reflects natural adoption or linguistic imperialism by dominant powers (Crystal, 2003; Phillipson, 1992). There are also ongoing tensions regarding the implications of English as a global lingua franca in terms of empowering communication versus the risks of linguistic extinction (Graddol, 2006; Skutnabb-Kangas, 2015).

To sum up, the dynamic discourse surrounding English's evolution as a global lingua franca reflects the complexities of language acquisition, power dynamics, and cultural diversity in today's interconnected world.

1.1.1.2. English as a Foreign Language. The widespread use of English as the predominant lingua franca has fueled a burgeoning interest in teaching English to young learners across the globe, as noted by Jenkins (2015). This growing trend underscores the increasing recognition of English proficiency as an indispensable skill in our interconnected world.

The 1960s ushered in an era of exponential growth across various domains, marked by a revolution in science and technology. This era heightened the global demand for a common language to facilitate communication, with English emerging as the lingua franca (Graddol, 2006). Contemporary research has delved into the acquisition and learning of English as a foreign language (EFL), driven by its role as a global and international language. The term EFL refers to the use of English as a medium of communication among non-native speakers, typically in countries where English is not an official or native language (Dictionary of Language Teaching and Applied Linguistics, 2002). As Crystal (2003) highlights, "English is now the language most widely taught as a foreign language in over

100 countries, such as China, Russia, Germany, Spain, Egypt, and Brazil" (p. 5). The EFL paradigm aligns with Kachru's (1985) "Expanding Circle" theory, which encompasses nations where English is acquired as a foreign language.

As English traverses the globe, it undergoes transformations and adaptations to meet the diverse needs of its users. Consequently, the majority of countries worldwide teach English as a second or foreign language, rendering it the most widely studied and spoken foreign language globally (Graddol, 2006).

1.1.1.3. The Use of English in Science and Technology. English is widely recognized as the language of choice in the fields of science and technology. This is due to a variety of historical, political, and pragmatic causes. Swales (1985) was the first to identify this phenomenon, noting that a substantial majority of scientific papers were generated in English, irrespective of the original languages or geographic regions of the writers. Subsequent research by Ammon (2001) confirmed this tendency, showing that more than 80% of international scientific publications were published in English, confirming the language's standing as the de facto scientific language.

English has been the language of choice for the dissemination of scientific information due to several historical circumstances, most notably the scientific accomplishments of English-speaking countries in the 20th century (Tardy, 2004). English's extensive incorporation into scientific disciplines was assisted by economic and political power, as well as the language's global acceptance as a lingua franca (Crystal, 2003). English's enduring presence in science and technology has also been greatly influenced by pragmatic factors. Academics such as Flowerdew (1999) and Curry and Lillis (2004) contend that the use of English in research findings improves their visibility and accessibility, which in turn promotes wider diffusion and collaboration among scientists worldwide. Furthermore,

a self-reinforcing loop has been established by the predominance of important scientific journals published in English, encouraging academics globally to write in English in order to increase their influence and reputation (Ammon, 2001; Tardy, 2004). Scholars like Phillipson (1992) and Canagarajah (2002), however, have criticized English hegemony in science and technology, voicing concerns about linguistic imperialism and the marginalization of non-English speakers, which may impede the democratization of scientific knowledge and innovation. They contend that giving English priority might unintentionally suppress important contributions from scholars who are not fluent in the language, which would result in a loss of variety and alternative viewpoints.

The benefits of using English as a common language for scientific communication are still quite real, even in light of these arguments. Cross-linguistic information interchange has been made easier by initiatives like the English for Academic Purposes (EAP) programs and the introduction of standardized English terminology in many scientific areas (Flowerdew & Peacock, 2001; Swales & Feak, 2004). The worldwide nature of scientific breakthroughs and the need for standardization in subjects like computer science, engineering, and information technology have led to an equally evident English dominance in the field of technology (Dafaure, 2011). Major IT businesses, open-source communities, and industry standards all mostly use English, which has become the *de facto* language for technology discourse (Berns, 2009; Galloway & Rose, 2015). English's global prominence in science and technology is further evidenced by the fact that many nations have realized how important it is for pupils to have a strong command of the language to interact with scientific literature, take part in international collaborations, and contribute to the global knowledge economy (Dearden, 2015; Vinke, 1995).

To conclude, there are several facets to the phenomenon of English being used as the universal language in science and technology that are influenced by pragmatic, practical, and

historical aspects. Even with ongoing worries about linguistic imperialism and marginalization, there are still many advantages to having a single language for international scientific cooperation and technological growth. The importance of English in these fields is expected to grow as the globe gets more linked, calling for constant initiatives to advance language competency and inclusive policies that support a range of viewpoints and fair access to information.

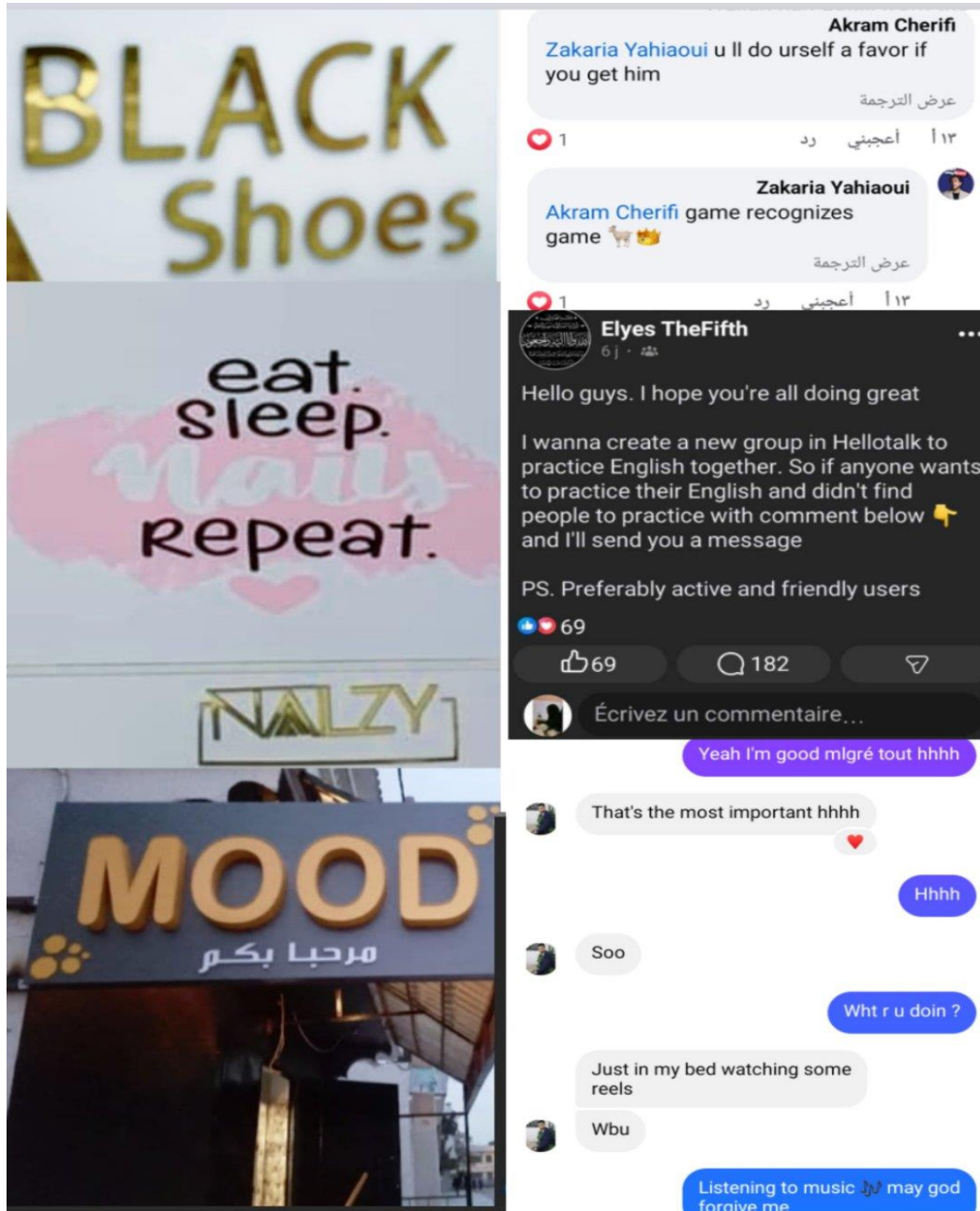
1.1.2. Current status of English in Algeria

As previously stated, English has attained universal status for global communication and interconnectivity. Thus, there is a growing interest among Algerians in English, largely driven by its global significance. According to Miliani (2000), English has become the “magic solution” that may open the doors for Algeria towards modernization and globalization since the turn of the century.

In Algeria, English was mainly used for educational purposes, unlike Arabic and Berber varieties, which are utilized for daily life communication. In addition to French which is commonly spoken in certain Kabyle villages alongside Arabic and Berber varieties. However, today there are more frequent encounters with the English language in the Algerian society, or at least many words are used, compared to the past. For instance, as an illustration of modernization and prestige, many stores and restaurants adopt English names, such as "Black Shoes", "Good Mood Restaurant", in addition to advertisements like "Eat Sleep Nails Repeat" used by “Nailzy” store. Also, the widespread use of English language for communication on social media platforms among Algerians, particularly teenagers further exemplifies this trend, as depicted in figure 2.

Figure 2

Illustration of English Influence Within the Algerian Society



Note. From “FACEBOOK“

As per Bellalem (2012), the prominence of the English language in Algeria thrived before 1980, coinciding with the nation’s ascent towards socio-economic prosperity propelled by substantial oil and gas revenues (p. 6). Subsequently, in the early 1980s, the

spread of English was driven by a growing desire among Algerians to effortlessly communicate with foreigners. This extended beyond formal education, with various organizations, including Radio Television Algérienne, the Ministry of Defence, and the Institute of Petroleum Studies, offering English language instruction to their staff, aiming to facilitate effective communication with international colleagues (Belmihoub, 2018).

Another period, which is known as the Black Decade, during the late 1980s to the 1990s, characterized by the oil slump and the Algerian civil war, English language education faced significant challenges. The use of English was constrained to public schools with minimal supplementary activities or resources. Additionally, in 1993 there was an attempt to introduce English as the primary foreign language alongside French in primary schools. However, this endeavour proved unsuccessful, largely due to the prevalent preference among parents for French over English. It is speculated that Algeria's political and economic dependency on France played a significant role in the failure of this initiative.

Since the 2000s, the spread of the English language experienced a substantial surge, facilitated by the establishment of connections with both Britain and the United States of America. This was evidenced by initiatives such as British scholarships and programs like World Learning in 2005, along with the cooperative engagement between the USA and Algeria that has contributed to the increased presence of English in the country. Belmihoub (2018), from his personal experience, notes a collaborative effort between European and American universities to attract Algerian students, thereby enhancing international relations, advancing education, and socio-economic development, fostering mutual understanding, and mitigating conflict. Furthermore, the Algerian government implemented an educational reform, largely influenced by support from the United States. According to Benrabah (2013), the early 2000s witnessed a shift towards globalized pedagogy and free-market economics in Algeria, supported by cooperation with the United States of America and Canada in

implementing educational reforms. Moreover, English holds significant importance in various fields such as international business, trade, commerce, and access to knowledge, science, and technology. As stated by Benrabah (2002) “English has been gaining dominance in a number of sectors: the oil industry, computing and scientific and technological documentation” (p. 16). Consequently, Algerians prioritize its early introduction into the curriculum. Lately, in 2022, In addition to teaching English in middle and secondary schools, the ministry introduced English to be taught for young learners of 3rd year in primary schools starting from September 2022.

1.1.2.1. English Language Teaching situation in Algeria. The focus on English Language Teaching (ELT) is becoming an essential aspect of the education system all over the globe. For this very reason, the Algerian Ministry of Education has undergone major changes, and it has given considerable priority to the teaching of English. As a result, ELT in Algeria has gained an amount of reinforcement. Henceforth, in 2022, Algerian President “Abdelmadjid Tebboune” announced that the Arabic-speaking North African country would gradually begin to expand English to 20,000 primary school children nationwide, the President underscored this shift, stating that French is a spoil of war, but English is an international language. In 2022, the Ministry of Education introduced English to be taught first for pupils of 3rd year, then in 2023, it was introduced for pupils of 4th year primary schools. Before that shift, English was only taught for four years at the middle school level, beginning from the first year of middle school. Subsequently, it is taught for three years in secondary school.

Additionally, in higher education, English is utilised extensively across Algerian universities, serving as a core subject within the English department. Students majoring in this field are required to engage with various modules such as Linguistics, Phonetics, Civilization, Oral Expression, and Written Expression, among others. Alternatively, English

may be offered as an additional module within other departments, where students attend English for Specific Purposes (ESP) courses tailored to their respective fields of study. This instruction is delivered within the framework of the Licence, Master, and Doctorate (LMD) system. English is still a language of restricted use in comparison to the French language, yet its vital role in all fields cannot be neglected.

Furthermore, due to English preeminence there is a growing public interest in learning the language, leading to the establishment of private schools offering English language and cultural instruction nationwide, on the other hand, other foreign languages such as German, Spanish, and Italian are also included but do not receive equivalent levels of attention. (Ennebati&Lenba,2020).

In Algeria, English plays a pivotal role in accessing knowledge that may not be readily available in other languages. Moreover, it contributes to linguistic harmony and enhances social and political stability. Additionally, English proficiency is associated with improved access to economic opportunities, thereby potentially ameliorating the socio-economic conditions of Algerians. Given Algeria's reliance on its oil and gas industry as the primary source of wealth, there is a pressing need to diversify the economy and invest in sectors that are dependent on English proficiency. Consequently, the acquisition of the English language is deemed essential for Algeria's pursuit of modernization and development. For better or for worse, English has asserted its dominance as a global language and has emerged as the most widely spoken language worldwide. Consequently, Algeria, like the rest of the world, acknowledges the importance of English and its pivotal role on the international stage and incorporates it as a foreign language within the educational framework.

1.1.3. Benefits of Learning a Foreign Language at an Early Age

The optimal time window for learning a new language beyond native proficiency is typically from the second year of life through adolescence. One of the most influential statements about this comes from Singleton and Lengyel (1995), who claimed that there is a biologically defined time frame in life when language acquisition occurs more readily, and after this critical period, linguists and psycholinguists broadly acknowledge that achieving native-like proficiency becomes challenging, if not improbable.

Empirical evidence consistently shows that children perform better than adults on various language learning tasks and measures. Krashen et al. (1979) concluded that although adults and older children initially learn a second language faster than younger children, the earlier age of second language exposure, the more proficient the ultimate attainment of that language by the child. Lenneberg (1967) proposed that the brain's plasticity during early childhood facilitates the acquisition of language patterns and structures, leading him to recommend the initiation of foreign language instruction at an early age to capitalize on this neurological advantage.

Supporting this view, Johnson and Newport (1989) found that individuals who began learning a second language before age seven achieved significantly higher proficiency levels than those who started later. Furthermore, scientists claim that early exposure to a language can reduce interference from a learner's native language. Nikolov and Djigunović (2006) stated that "young learners are thought to be less inhibited when trying to pronounce new sounds and are less likely to transfer their pronunciation habits from L1 to L2" (p. 238), thereby learning the process is easier for younger learners. In addition, proponents of early language instruction emphasize children's innate receptivity and curiosity as factors that promote language acquisition. Lightbown and Spada (2013) emphasized children's natural

receptiveness and eagerness for language learning activities, even unconventional or childish ones that adults may find embarrassing. This lack of self-consciousness, combined with a strong desire to please their teachers, allows children to engage wholeheartedly in language tasks, facilitating better acquisition.

A premature initiation into English language learning can yield substantial benefits since it offers an optimal window for effortless foreign language acquisition, as possesses a natural inquisitiveness, lacks self-consciousness, and demonstrates an augmented capacity to absorb new vocabularies and concepts.

1.1.3.1. Enhancement of Cognitive Skills. Learning a foreign language at an early age contributes to developing the four core skills: reading, writing, listening, and speaking (Bialystok, 2001). It allows children to progress in cognitive aspects like creativity, reasoning, problem-solving (Kaushanskaya&Marian, 2009), attention, multitasking, memory, critical thinking, and cognitive flexibility (Bialystok, 2011).

Bilingual children tend to outperform monolinguals on standardized tests and excel at planning, concentrating, and multitasking (Carlson&Meltzoff, 2008; Kaushanskaya& Marian, 2009). The constant management of two languages exercises the brain's executive functions. Bilingualism and learning additional languages, especially early in life, may contribute to cognitive reserve and delay the onset of dementia symptoms. Furthermore, research suggests that learning a foreign language can potentially slow cognitive decline and reduce the risk of dementia later in life (Alladi et al., 2013; Bak et al., 2014).

1.1.3.2. Primary School Environment. The environment of the primary school classroom may have a significant impact on the benefits of learning a foreign language. First, a classroom atmosphere is required to promote language acquisition. Pupils' engagement and understanding may be raised in well-designed language classrooms by utilising interactive

learning resources, language posters, and visual aids (Lightbown&Spada, 2013). In addition, the classroom environment can foster language acquisition through ethnic accents and language-related quotes (Dörnyei&Csizér, 1998). Also, teacher-learner contact is essential to language learning. Positive and supportive interactions between teachers and learners can increase children's confidence in using the target language (Krashen, 1982). Additionally, providing learners with opportunities to practice speaking and listening in the target language through group activities or pair work can further improve their language skills (Ellis, 2003).

The availability of language learning resources is yet another critical aspect of the primary school setting. Schools equipped with multimedia resources, language laboratories, and online language learning platforms may provide learners with numerous opportunities for language practice and advancement (Chapelle, 2003). Language clubs, cultural events, and guest lecturers can also help learners learn more about real-world language usage and cultural diversity (Byram, 1997). Clapper (2010) believes that children should grow and learn in a safe environment in order to reach their full physical, mental, cognitive, and social potential.

1.1.3.3. Later Performance. When children study English in primary school, they have a strong base and a piece of background information by the time they get to high school. Thus, English would no longer be a foreign language for them.

Researchers Cahyati and Madya (2018) emphasise the importance of starting to learn a second language at a young age for children to fully grasp and comprehend, they focus on the need to teach a second language to children at a young age to acquire complete mastery. If language development is delayed, children may struggle to achieve competency quickly. Investing in foreign language study throughout primary school is crucial for achieving fluency and avoiding academic challenges later on (Nikolov&Djigunović, 2006). It's important to note that learning English fluently can increase your chances of

getting a job, especially in fields like science and business (Graddol, 2006). Starting to learn a foreign language at a young age can lay the foundation for easier language acquisition in later years of education. According to Cummins (1981), becoming proficient in a second language is a gradual process that requires ample time and experience.

Therefore, starting to learn a foreign language in primary school can help make language learning easier to acquire knowledge in subsequent educational stages.

1.1.3.4. Cultural Barriers. Language instruction allows learners to learn about the cultures of other nations, hence facilitating the implicit or explicit transfer of cultures (Byram, 1989). According to Jiang (2000), every language is a reflection of the customs, values, and beliefs of the speakers. Consequently, learning foreign languages gives children a means of overcoming the barrier of a single language and culture (Liddicoat et al., 2003). This allows them to understand the diversity of values and perspectives that exist outside their immediate environment, cultivating an appreciation for people from different countries and potentially facilitating communication with them (Lange, 1999).

According to Curtain and Pesola (1988), gaining foreign language proficiency early on can help with this kind of cross-cultural understanding. They stated that:

Children are in the process of moving from egocentricity to reciprocity, and information introduced before the age of ten is eagerly received because at this age (8-10) they are at a maximum of openness to people and situations different from their own experience. (p. 4)

In addition, learners are helped to broaden their cultural understanding as they acquire proficiency in a foreign language and some familiarisation. By contrasting one's own language and culture with that of the other, one might increase their level of comprehension

while learning common terminology and phrases as well as everyday activities (Byram, 1989). Intercultural communication competency is facilitated by this exposure to cultural aspects and the capacity to contrast and compare them with one's own cultural background (Byram, 1997).

1.1.4. Pedagogical Challenges of EFL Teaching.

Teaching English as a Foreign Language (EFL) is a complex task that comes with its own unique set of challenges for teachers. Several studies and research have been conducted about the difficulties that teachers face. Divergent opinions about these challenges can be found in the field. The Algerian researcher IddouDerraz (2009) highlights numerous challenges in learning English in Algeria, affecting both teachers and learners. These difficulties include:

- Overcrowded classrooms and long teaching hours that cause teachers to become tired and less focused.
- Limited time in class also means fewer opportunities for effective learning.
- Inexperient teachers and a lack of collaboration among them increase these challenges.
- Inadequate teacher training programs leave teachers less experienced.
- Insufficient resources, such as audiovisual materials and books.
- The high number of exams prompts learners to think about the marks rather than the knowledge.

The pedagogical system in Algeria is insufficient, with one teacher often required to work in three or more primary schools, demanding significant time and effort. Additionally, the lack of teaching materials impacts the effectiveness of both the teaching and learning processes (Zemamouch, 2022). In the modern digital era, technology has become

indispensable in primary schools. Prensky (2001) emphasized the potential of digital tools, such as interactive whiteboards, tablets, and educational apps, to enhance teaching and learning processes. These resources enable teachers to create dynamic and engaging lessons tailored to various learning styles, capturing learners' attention and facilitating effective knowledge acquisition. Furthermore, technology facilitates communication between teachers and parents, fostering collaboration in supporting a child's academic progress (Epstein, 2010).

Additionally, a comprehensive understanding of child development is a critical prerequisite for primary school teachers. Marzano (2007) elucidated that this knowledge equips teachers to implement age-appropriate instructional methods and nurture an environment suited to pupils' diverse abilities. In essence, effective primary school teachers must possess a combination of strong communication skills, a deep comprehension of child development, and the ability to utilise technology to craft engaging educational experiences. By considering these methods, teachers can overcome the limitations of restricted classroom space and ensure that every child receives a quality education—a foundation that will pave the way for future academic excellence.

Furthermore, addressing the challenges within the realm of English language instruction, it's notable that some teachers lack experience. There's a consensus among educators that certain English teachers lack practical command of the language, possessing only theoretical knowledge of grammar, phonetics, and syntax. Moreover, there's a concern that some teachers prioritise completing the syllabus over catering to the individual needs and capacities of learners. This issue is exacerbated by the absence of teacher training programs in some universities, as highlighted by three teachers.

In addition, the scarcity of audiovisual materials, books, journals, and magazines poses a significant obstacle to effective language learning. Teachers observe that the absence

of sufficient language laboratories hampers the acquisition of English proficiency, despite advancements in technology. They note that learners continue to rely on outdated materials across various educational levels, from universities to secondary and middle schools. Moreover, English language resources such as books, journals, and magazines are inadequately available compared to materials in French, further hindering the advancement of English language learning in Algeria.

1.2. Section Two: Theories and Methods of Teaching English at Early age

1.2.1. Theoretical Frameworks for Teaching English to Young Learners

In the field of language acquisition, several prominent theories have developed to explain how young learners develop linguistic competence. Among these are Piaget's Cognitive Development Theory, Vygotsky's Sociocultural Theory, and Krashen's Input Hypothesis. In each of these theories, the learner's cognitive development is examined, as well as the impact of social and environmental factors on their development of linguistic abilities. Research exploring these theories provides valuable insights into the multifaceted nature of language acquisition and the diverse factors contributing to its complexity.

1.2.1.1. Piaget's Cognitive Development Theory. Piaget's Cognitive-Developmental theory posits that the primary cognitive structure of a human baby comprises a few instincts and reflexes, such as sucking, looking, reaching, and grasping. Piaget termed these cognitive abilities or potentials as "schemas" and considered them the fundamental building blocks of our thinking (Shaffer&Kipp, 2014). According to Piaget's theory, a child's thinking or schemas develop gradually towards the final stage of formal, logical thinking. Piaget's theory of cognitive development proposes that children's thinking advances through a sequence of hierarchical stages, each stage representing a qualitatively distinct mode of comprehending and reasoning about the world.(Miller, 2016).

This study excludes Piaget's initial developmental stages (the sensorimotor stage and the preoperational stage) as the research is centred on children aged approximately 7 to 11. Therefore, the investigation focuses exclusively on this developmental phase. Starting with the concrete operational stage, which spans from around 7 to 11 years, represents a notable advancement in children's logical thinking abilities. In this phase, children acquire the capacity for concrete operations, engaging in logical reasoning concerning tangible objects and occurrences (Woolfolk, 2020). A pivotal accomplishment during this stage involves the mastery of conservation skills, encompassing the comprehension that certain attributes of objects persist despite alterations in their appearance (Miller, 2016). According to Santrock (2019), conservation is the principle that quantitative properties like amount, length, and number do not change, despite alterations to an object or set's outward appearance. Though the physical form may be rearranged or look different, the underlying quantity remains constant. Piaget illustrated this concept through his renowned conservation of liquid volume experiment, wherein children were presented with two identical quantities of liquid in containers of different shapes and asked whether the amounts remained equal after transferring one into a taller, narrower container (Shaffer & Kipp, 2014).

Throughout the concrete operational stage, children also cultivate the ability to categorize objects based on multiple attributes and comprehend the concept of reversibility, recognising that certain operations can be reversed (Berk, 2013). Nonetheless, their thinking remains confined to concrete, tangible scenarios, and they encounter challenges with abstract or hypothetical notions (Boyd & Bee, 2015).

1.2.1.1.1. Piaget's cognitive development Theory Implications for Language

Acquisition. Piaget's theory underscores the importance of hands-on experiences for children, helping them actively build understanding (Mooney, 2013). For primary school teachers, this means considering instructional strategies, classroom layout, and assessment methods.

Teachers should aim to create an environment that sparks exploration, problem-solving, and discovery (Woolfolk, 2020). This involves giving children opportunities to interact with objects, conduct experiments, and engage in activities that challenge their thinking (Mooney, 2013). Moreover, Piaget's theory suggests that instruction should match children's developmental stages (Woolfolk, 2020). Teachers need to assess each child's cognitive level and offer tasks that are appropriately challenging yet achievable (Woolfolk, 2020). This may require using different teaching approaches and materials, as well as tailoring the pace for individual students (Woolfolk, 2020).

In practical application, teachers ought to shift their role from being the primary providers of information to acting as facilitators, guiding children's learning through exploration and hands-on experimentation (Miller, 2016). They should encourage questioning, hypothesis-making, and critical thinking (Miller, 2016). Assessment methods should also reflect Piaget's principles by focusing on observing children's thought processes, problem-solving approaches, and cognitive development, rather than relying solely on traditional tests (Duchesne&McMaugh, 2018).

Although implementing Piaget's theory can be challenging, especially in classrooms with diverse learners, it ultimately fosters meaningful learning experiences that support cognitive growth and foster a love for learning (Berk, 2013).

1.2.1.2. Vygotsky's Sociocultural Theory. While Piaget's theory primarily focuses on a child's construction of knowledge through interactions with the physical world, Lev Vygotsky, another prominent theorist, emphasises the pivotal role of social and cultural factors in cognitive development. "Vygotsky believed that children's cognitive development is shaped by their social interactions with more knowledgeable members of their culture, such as parents, teachers, and peers" (Woolfolk, 2020, p. 49).

Central to Vygotsky's theory is the acquisition of language, which he considered a vital tool for cognitive development. Duchesne and McMaugh (2018) suggest that language is more than just a way to communicate ideas. It plays a key role in shaping how we think and how our minds develop. Language enables children to organize their thoughts, regulate their behaviour, and communicate with others, thereby shaping their cognitive processes.

In contrast to Piaget's notion of universal stages, Vygotsky argued that children's cognitive development is not a rigid sequence but rather a dynamic process influenced by their sociocultural environment. According to Vygotsky (as cited in Miller, 2016), a child's mental abilities are profoundly shaped by the culture in which they are raised, encompassing the tools they encounter, the beliefs of those around them, the skills they acquire, and their interactions with others. Thus, according to Vygotsky, children do not progress through predetermined stages following the acquisition of language. Instead, their cognitive advancement is moulded by their interactions with adults, cultural standards, and environmental circumstances (Santrock, 2019).

1.2.1.2.1. Vygotsky's Sociocultural Theory Implications for Language

Acquisition. Vygotsky's sociocultural theory offers valuable insights for teaching EFL to young learners in early childhood education (Ece). Teachers can scaffold language learning by breaking down tasks, providing visual aids, modelling, prompting, and gradually withdrawing support as learners become proficient (Gibbons, 2015). Collaborative learning activities like role-playing, games, and storytelling allow more advanced peers to support others within their Zone of Proximal Development (ZPD)(Vygotsky, 1978). Encouraging private speech and self-regulation during writing or problem-solving fosters metacognitive development (Berk&Winsler, 1995). Incorporating culturally relevant materials, stories, and activities in language teaching is a powerful approach that connects to learners' backgrounds, enhancing their engagement and understanding. As Woolfolk (2020) suggests, this method

involves using teaching resources, narratives, and classroom tasks that reflect learners' cultural contexts, experiences, and daily realities. For young learners in Algeria, this might include stories about local traditions, historical figures, or familiar settings. By integrating such culturally resonant elements, educators can make English language learning more relatable and engaging. This approach not only captures learners' interest but also aids comprehension, as learners can connect new language concepts to their existing cultural knowledge. Moreover, it affirms pupils' cultural identities, potentially boosting their confidence and motivation to learn. By bridging the gap between school and home life, culturally relevant pedagogy helps pupils see the relevance of English in their own lives, making the foreign language feel less distant and more applicable to their personal experiences. Utilizing mediating tools like puppets, songs, and multimedia makes abstract concepts more concrete (Lantolf & Thorne, 2006). By continually assessing learners' current and potential levels, teachers can design activities within their ZPDs, ensuring optimal growth (Shabani, 2016). Creating a supportive, interactive learning environment that fosters both language and cognitive development. Teachers employ scaffolding techniques, providing temporary support that gradually decreases as learners' abilities grow. They encourage collaboration among learners, promoting learning through social interaction. The approach also aims to develop learners' self-regulation skills, helping them take control of their own learning processes. By incorporating culturally relevant materials and activities, teachers make language learning more meaningful and relatable. Mediating tools such as language, symbols, and cultural artifacts are used to facilitate learning. Importantly, instruction is targeted within each child's Zone of Proximal Development (ZPD), challenging them to grow beyond their current abilities. Through these methods, EFL teachers create a rich, supportive environment that nurtures young learners' language acquisition and overall cognitive development (Kozulin et al., 2003).

1.2.1.3. Krashen's Input Hypothesis. Krashen's revolutionary Input Hypothesis posited that second language proficiency develops not through rote memorisation, but by receiving understandable messages containing structures slightly beyond one's current competence (Krashen, 1985). This notion of "comprehensible input" at the "i+1" level was proposed as the driving force behind subconscious language acquisition (Krashen & Terrell, 1983).

While differing from Piaget's emphasis on actively constructing knowledge (Lightbown & Spada, 2013), Krashen acknowledged accounting for the learner's present capabilities. His theory aligned more closely with Vygotsky's concept of the Zone of Proximal Development - facilitating growth by providing scaffolding within reach of the learner's skills (Lantolf & Thorne, 2006). This shift towards meaningful input over strict grammar study catalysed communicative teaching approaches using simplified speech, visuals, and real-life contexts (Lightbown & Spada, 2013). Though critics argued it marginalized output practice and explicit instruction (Gregg, 1984; McLaughlin, 1987), Krashen's hypothesis impacted pedagogy worldwide.

While not a complete model, the hypothesis crucially spotlighted how finely-tuned language exposure drives subconscious acquisition and fluency development (Krashen, 1982). Its legacy endures within current understandings of how to nurture second language growth through optimal comprehensible input.

1.2.1.3.1. Krashen's Input Hypothesis Application in Foreign Language Acquisition. Krashen's Input Hypothesis underscores the crucial role of comprehensible input in language acquisition, (Lightbown & Spada, 2013). To facilitate optimal learning conditions, educators can implement the following strategies:

- Use clear and simple language: Employ straightforward language and frequent use of

high-frequency vocabulary to establish a strong foundation for language learning (Krashen, 1982).

- Incorporate visual aids: Enhance understanding by integrating visual aids such as pictures, gestures, and real-life objects into language instruction (Lightbown & Spada, 2006).
- Make learning enjoyable: Engage young learners with stories, songs, and games to create a fun and stimulating language-learning environment (Cameron, 2001).
- Foster curiosity: Integrate content-based instruction that aligns with young learners' interests, such as dinosaurs or favourite animals, to facilitate language acquisition (Met, 1991).

Krashen also emphasizes the importance of maintaining a low-anxiety environment, allowing young learners to focus on understanding comprehensible messages without feeling pressured to speak perfectly (Krashen, 1982). While some critics argue that the Input Hypothesis may undervalue the role of speaking and interaction in language learning for young learners (Philp et al., 2008), a balanced approach, as advocated by Swain (2005), can offer a more holistic learning experience. Providing opportunities for both comprehensible input and output contributes to effective language acquisition. By cultivating a low-stress yet engaging environment filled with carefully tailored comprehensible input, educators can harness Krashen's principles to nurture young learners' natural language acquisition abilities enjoyably and authentically (Cameron, 2001). This approach enables young minds to unlock the potential of a new language organically and effortlessly.

1.2.2. English Language Teaching Methods and approaches

As a part of language teaching theories, language teaching methods have origins in a blend of factors, including social, economic, political, and educational contexts. They also

draw inspiration from theoretical developments, encompassing changes in language theories and emerging psychological perspectives on language learning. Additionally, practical experience, intuition, and inventive approaches contribute to their formulation. Consequently, these methods reflect a fusion of language teaching beliefs, albeit exhibiting a notable tendency to overly emphasise specific aspects as the focal point of language teaching and learning.

1.2.2.1. The Direct Method. By the end of the 19th century, opposition to the grammar-translation method became very strong and got articulated in several new methods, which were called by the common term - the direct method. It was based on the assumption that the learner of a foreign language should think directly in the target language. According to this method, English is taught through English. The learner learns the target language through discussion, conversation, and reading in the second language. It does not take recourse to translation and foreign grammar. Otherwise, it emphasises the value of oral training in learning a foreign language. The pupil is given sufficient practice in listening to the language and then speaking it. It also emphasises the knowledge of phonetics so that the learner may be able to acquire intelligible pronunciation.

As cited in Purwarno (2017), The Direct Method has the following features according to H. Palmer: Grammar was taught inductively, which made the learner an active participant in the teaching process. It was also taught functionally, that is, the choice of the grammar structures taught depended on what was used most frequently in speech. Learners learn to think in the target language as soon as possible. Vocabulary is acquired more naturally through using it in full sentences, rather than memorising long lists of words. Moreover, speaking preceded reading, oral communication is seen as basic, and reading was dealt with to encourage guessing meaning from context, pronunciation is taught systematically following the principles of phonetics and phonology of the target language, and the use of

disconnected sentences is replaced by the use of connected texts. Also, classroom activities are conducted exclusively in the target language, with a focus on interactive tasks such as role-playing and conversations.

While some experts consider that having the learner active was the most important advantage of the method. Richards and Rodgers (2007) noted that The Direct Method faced considerable criticism as it necessitated teachers to possess native-like fluency, thereby limiting learners' opportunities to develop their language skills if instructors fail to attain native-level proficiency. However, a number of modifications to the direct method throughout time kept it alive for a long-time.

1.2.2.2. Communicative Language Teaching (CLT). CLT refers to several approaches that are based on the belief that language is not just a system of rules but a resource for creating meaning. A distinction is made between knowing language rules and being able to use them effectively and appropriately in communication. This has led to the belief that the aim of FLT should be to allow learners to be able to use the FL for communication with others. Syllabi were proposed that suggested that the main purpose of the classroom should be to develop the learner's communicative ability. In the beginning, the insistence on meaning instead of form ousted grammar teaching from the classroom. The early advocates of CLT believed that focus on meaning would make possible automatic acquisition of structures too. Later proponents of CLT came to see value in form-focused activities as well. Second language research and, in particular, insights from studies on learning styles suggested learner-centredness as one of the key concepts.

According to Brown (2001) CLT, as it is conceived and practised today, can be described as based on the following tenets: classroom goals reflect the main aim of language teaching – communicative competence; teaching should promote authentic, pragmatic use of

language; both fluency and accuracy are developed; learners are prepared to use the language productively and receptively; language teaching should make learners aware of learning styles and strategies so that they become autonomous learners; teachers take on the role of facilitators.

1.2.2.3. Competency-Based Language Teaching Approach. Competency-Based Language Teaching (CBLT) emerged in the United States in the 1970s, and focuses on what "learners are expected to do with the language"; In Competency-Based Education (CBE) the focus is on the "outcomes or outputs of learning". The focus on outputs rather than on inputs to learning is central to the competencies' perspective. In this respect, Richards and Rodgers (2001, p. 141) explain that the CBE "advocates defining educational goals in terms of precise measureable descriptions of the knowledge, skills, and behaviors learners should possess at the end of a course of study". In this view, learners are expected to acquire the capacity to apply their acquired knowledge in real-life settings, Additionally, it adopts a functional and interactive approach towards language, as outlined by Richards and Rodgers (2001), where language instruction accounts for its social usage and learners' communicative requirements. Furthermore, the Competency-Based Language Teaching (CBLT) underscores the importance of competencies in its framework. These competencies which are the basis of the competency-based curriculum comprise "the essential skills, knowledge, attitudes, and behaviors" learners need to develop to be able to use the target language in real-life situations (ibid).

Auerbach (1986), identifies key features of the competency-based curriculum, which prioritize preparing learners for societal demands through language teaching focused on life skills and contextually relevant communication functions, emphasizing practical language use over theoretical knowledge, facilitated by modularized instruction to monitor progress effectively. Learning outcomes are specified beforehand to clarify expectations, with

continuous assessment methods used to address skill gaps based on demonstrated mastery of performance objectives. Additionally, instruction is individualized and learner-centred, enabling learners to progress at their own pace to meet their unique needs. They can concentrate on the areas in which they lack competence (as cited in Richards & Rodgers, 2001).

This approach has been used in many parts of the world, and it was introduced in Algeria in 2003 as a result of the educational reforms in the primary, middle, and secondary schools. In this regard, the Algerian Ministry of Education (2005) states that the primary objective of the Competency-Based approach (CBA) is to establish a connection between classroom learning and real-world applications outside of the educational setting, assigning new roles to both teachers and learners.

To sum up, each of the different methods has contributed new elements and aimed to address various language learning challenges. Yet, these methods originated in diverse historical contexts, emphasised distinct social and educational requirements, and were guided by different theoretical considerations. Consequently, when implementing these methods in teaching, practitioners must consider factors such as the learners' identity, their current language proficiency, their communicative needs, and the future contexts in which they will use English. Ultimately, it is essential to recognize that no singular method can ensure guaranteed success in language teaching and that since it is a complex process, the teachers need to consider all the factors which influence this process.

1.2.3. Didactic Guide of English for Third Year Classes at Primary School

The didactic guide is specifically designed to assist users such as inspectors, teachers, and administrators in effectively integrating the syllabus content into classroom instruction, ensuring that pupils comprehend and demonstrate the required knowledge and skills. Its

primary goal is to ensure that the syllabus components are presented in a clear, accessible, practical, and applicable manner. These essential criteria must be prioritised when designing workshops for various stakeholders. Also, the overview of the 3rd Primary Education Syllabus will introduce readers to concepts like domains, competencies, components of competencies, available resources, and cross-curricular materials.

1.2.3.1. Learning planning. A learning plan serves as a roadmap for classroom activities and instruction, and as delineated in John (2006), a learning plan constitutes a pivotal aspect of classroom pedagogy. It serves as a navigational blueprint for educators, aiding them in enhancing their instructional efficacy regardless of their experience level. It functions as a guide, a resource, and a fundamental repository for reflective practices. (John, 2006) contends that training programs for novice educators should prioritise equipping them with ample opportunities to develop proficient skills in crafting effective lesson plans.

Pupils are provided with two English sessions per week for two weeks, with each session requiring three hours of study. This totals 42 hours of English study over 28 weeks in the academic year. Moreover, there is one educational curriculum designed for third-year primary pupils that consists of six units, (me, my family and my friends, my school, my home, my playtime, my pets, my fancy birthday). Every unit is divided into two parts, each consisting of 45-minute sessions that form a segment. These sessions are designed to achieve one or two learning objectives through a sequence of tasks. Following the completion of each of the three units, there is a three-hour phase dedicated to evaluation, remediation, and standardisation.

1.2.3.2. Third Year Primary School Syllabus. The third-year primary school syllabus includes:

1.2.3.2.1. Exit Profile. Refers to the abilities and skills that learners are expected to possess by the conclusion of the key stage (3rd and 4th year of Primary Education), according to their age, needs, and immediate environment.

1.2.3.2.2. Global Competence. The capabilities that learners are expected to have acquired by the end of the third year of primary school, taking into account their age, developmental requirements, and immediate context.

1.2.3.2.3. Value. A value represents an attitude displayed within a specific context, intended to internalise societal norms in individuals and guide them toward demonstrating socially acceptable behaviours.

1.2.3.2.4. Cross-Curricular Competences. A range of competencies that aim to develop a wide range of skills essential for effective action, including intellectual, methodological, personal, social, and communication-related abilities by the end of the third year. These competencies encompass:

- Engaging in oral interactions to practise language and acquire vocabulary.
- Comprehending spoken messages and understanding word meanings.
- Effectively interpreting symbols.
- Reading simple messages and proficiently writing letters, words, and basic sentences.
- Fostering pride in values, national identity, civic awareness, global citizenship, and openness to diverse perspectives.
- Integrating listening and speaking skills as foundational components.

- Achieving proficiency in linguistic competence, vocabulary, and grammatical structures for effective communication.
- Developing familiarity with English phonetics, rhythm, and intonation.
- Implementing culturally rich, intellectually stimulating, and captivating activities, scenarios, and resources to facilitate learning.

1.2.3.2.5. Domains. There are four main domains: oral comprehension, oral production, written comprehension and written production;

Oral Comprehension

Focus on listening and understanding the meaning to prepare pupils to interact and use language in a communicative context.

- The learner can recognise the meaning of words and expressions.
- Use the context and paralinguistic features to deduce the meaning of words and expressions.
- Be an attentive listener.

Oral Production

Use meaningful contexts related to children's everyday life, concrete situations, and paralinguistic features such as images, videos, gestures, realia etc...

- Understand the meaning of the new vocabulary items and expressions.
- Identify and use simple words and expressions to interact orally.
- Respect the interlocutor.

Written Comprehension

Decode symbols and simple messages of about 30 words and understand the meaning of the words and structures using aphonics knowledge and visuals.

- Identify Reading basics and decoding strategies.
- Show respect to his peers Reading.

Written Production

The learner can write letters, words, and simple sentences using handwriting and punctuation.

- Recognise the features of writing letters (sizing, spacing, and alignment).
- Use of writing letters correctly.
- Respect the features of writing letters.

Additionally, the didactic guide delves into the attributes of young English learners, their learning methodologies, individual learning preferences, teaching strategies tailored to these preferences, and the optimal classroom environment. It also provides sample activities designed to engage multiple intelligences, as well as enjoyable games and classroom activities aimed at facilitating the learning of the English language.

1.2.3.3. Lesson planning. A lesson plan is a written description of the education process, in which it is shown what, by what method, at what time and place should be learnt, and how the learners will be evaluated. It should be known that the human capacity for learning is limited and no one can acquire all skills and knowledge (Omidi et al., 2012, p. 109). Therefore, it is necessary for the teacher to plan his teaching process in advance and

design it in a codified and documented plan so that by using this plan, they can turn the teaching-learning flow effectively.

According to Duncan and Met (2010), lesson planning plays a crucial role in ensuring the alignment of classroom instruction with curriculum goals and objectives, thereby facilitating learners' ability to demonstrate successful learning on unit or curricular assessments. Moreover, effective lesson planning benefits both teachers and learners by enhancing their understanding and execution of the lesson, as well as contributing to the smooth flow of the instructional process.

So, according to the previously mentioned descriptions, lesson planning is an essential tool that guides both teachers and pupils toward achieving the lesson's objectives. A carefully constructed lesson plan ensures that learners reach their goals, and it also helps teachers introduce lessons in a way that promotes understanding and smooth delivery.

1.2.4. Strategies to Teach English to Primary School Learners

Pedagogy refers to the art and science of teaching, including theoretical principles and practical applications. It is shaped by teachers' teaching beliefs and philosophies, which are influenced by cultural factors and different teaching methods (Ornstein&Hunkins, 2018). Pedagogy involves the study of teaching strategies and their impact on pupils, taking into account the diverse needs and learning styles of learners.

Effective pedagogy enables teachers to understand and apply technology that is best suited to their classroom context. By recognising the unique ways pupils learn and acquire information, teachers can personalise instruction to meet the needs of individual learners. This personalised approach has the potential to improve the quality of instruction and increase learner engagement and understanding (Rutto, 2017).

Teaching English to young learners requires a multifaceted approach that seamlessly blends creativity and engagement to captivate their interest and sustain their attention. As novice learners of the English language, young children necessitate specific methodologies to make the learning process effective and enjoyable. One crucial aspect is the integration of diverse strategies, such as movement, sensory experiences, games, songs, gestures, and role play, to establish an enriching learning environment that resonates with their developmental needs. Instructors should embrace the utilization of diverse teaching resources, incorporating vivid visuals, toys, puppets, images, or objects into their lessons. These supplementary materials serve as powerful tools to keep young learners actively engaged and interested in the learning process, stimulating their curiosity and fostering a deeper connection with the content being taught (Murray, 2015). By presenting information in a multisensory manner, educators can cater to different learning styles and maximise the retention of language concepts.

Game-based learning, whether digital or traditional, can be a valuable asset in teaching young learners English. Through interactive and experiential learning methods, games and simulations foster critical thinking, problem-solving abilities, and hands-on experience, enhancing the effectiveness of language acquisition among children (Smith, 2019). These engaging activities not only make the learning process enjoyable, but also cultivate essential cognitive and social skills that contribute to overall language development.

The power of music and movements should not be underestimated in engaging young learners and facilitating language retention. By creating songs for various daily activities and incorporating gestures for vocabulary acquisition, educators can tap into the natural affinity children have for rhythm and movement, making the learning process more enjoyable and memorable (Chen, 2017). This multisensory approach creates strong

associations between language concepts and physical actions, reinforcing language acquisition in a fun and engaging manner.

Furthermore, implementing creative role-play activities can serve as an entertaining and educational approach for children to explore language and social dynamics. Through role-play, children can practice new vocabulary, intonations, and communication skills in a safe and supportive learning environment (Brown, 2020). This approach not only fosters confidence and self-expression but also provides opportunities for authentic language use and cultural exploration, enhancing their overall language proficiency and cultural awareness. Underpinning these diverse strategies is the need for educators to possess a deep understanding of language acquisition principles and apply them effectively to sustain children's interest in learning English. Encouraging imitation and pretend play can create an immersive learning experience that resonates with young learners, allowing them to naturally acquire language skills through meaningful interactions and playful exploration (Lee, 2018). By seamlessly incorporating these diverse strategies and tailoring the teaching approach to meet the unique needs of young learners, educators can create an engaging and effective learning environment that promotes language development and cultivates a passion for learning English.

1.2.5. Primary School EFL Teacher's Roles

Teachers are considered as one of the important pillars of education, and play a vital role in the implementation of the education plans at the school level. Moreover, studies have shown that the teacher is the most effective factor in motivating students to learn, so the role of teachers in education goes beyond teaching.

In an EFL classroom for young children, the teachers hold a unique and fundamental position, as they are the primary source of knowledge and guidance. Therefore, throughout

the lesson the teachers need to handle classroom activities and learners in varied manners, this implies that teachers have to behave in different ways, playing various roles corresponding to different phases of the lesson. When they have been good at making this shift, automatically their effectiveness as language teachers will increase. In essence, within the classroom setting, the teacher's role may shift from one activity to another. Furthermore, all roles played by a teacher in language learning aim to facilitate learner development, so it needs to be applied appropriately. Hence, By fulfilling these various roles the teacher can be described as ideal, shaping pupils' future, motivating them and solving their difficulties in learning English, and even inspiring them to be more and do more.

As Harmer (2007) points out, the responsibility of teachers is not only in education but also in the classroom, adding that “a good teacher is a teacher who is able to absorb unexpected things and use them for the good of the students”. Therefore, teachers should be able to present the best in front of the pupils.

Harmer (2007) summarized the aforementioned teachers' roles in 8 roles: a controller, an organiser, a facilitator, a prompter or motivator, an assessor, a tutor, a resource, and a participant.

The First role of teachers is controller; Harmer (2003) argues that all the activities in class were under the teacher's licence. The teacher was in complete charge of the class, maintaining control over the learning environment and learner behaviour by directing pupils to listen attentively without creating disruptions. This control encompasses managing both the learning conditions and the learners throughout the learning process, which implies that the teacher plays his role as an organiser. Concerning this, Harmer (2003) emphasises that a fundamental role of primary school teachers is to manage the classroom, maintaining a

positive and productive classroom environment where pupils can learn effectively. This includes using the instruction time effectively by managing pupils' behaviours.

The teacher should also serve as a facilitator, assisting and directing learners when they encounter difficulties by providing them clues or things which pupils can rely on. According to Harmer (2007), this role is the main role among all roles. For instance, during an English session for third-year primary school pupils, the teacher encountered challenges in differentiating between the words 'short' and 'long.' To address this, the teacher intervened using a relatable example, equating 'short' to the shorts we wear and emphasising its meaning as something small in length. The teacher provided examples to clarify the concept, further facilitating their understanding.

Likewise, as cited in Yustina et al. (2018), as a facilitator, the teacher's role is to help a group of individuals understand and achieve their targets independently, without direct intervention in order to give learners space to foster creativity. In this case, the teacher fulfils the roles of facilitator and prompter, fostering pupils' engagement and offering guidance. For example: during a task, if a learner encounters difficulty understanding a question, the teacher refrains from directly providing the answer but instead offers clues. This approach not only facilitates the learning process but also motivates learners to think creatively.

The teacher's responsibilities extend beyond delivering lessons; assessment serves as a crucial tool for enhancing student learning. Therefore, the teacher has to assess learners in a variety of ways, ensuring pupils' comprehension by providing appropriate ongoing feedback regarding their performance. For example, offering feedback to pupils regarding the four skills and correcting their mistakes in using the language will enhance their language development. Therefore, the EFL teacher should be careful when he observes his learners doing their oral communicative activities and getting close to them to give them feedback.

Harmer (2007) asserts that teachers observe pupils not solely to provide feedback, but also to evaluate the effectiveness of the instructional materials and activities utilized in the lesson, allowing them to make necessary modifications for future implementation if required.

A teacher can also act as a tutor, combining both prompter and resource roles during the teaching and learning process (Harmer, 2003). Being a tutor is a difficult role to do in a crowded classroom. However, when pupils are working in groups or pairs, the teacher can walk around and pause with some groups or partners and offer guidance or direction.

In the classroom, the teacher holds a unique and essential role as the primary resource of knowledge and guidance for young children, who often start with limited prior knowledge and still acquire fundamental knowledge and skills, which makes the children rely heavily on the teacher. Consequently, the teacher's role as a reliable source is essential in shaping children's learning experiences, fostering their intellectual growth, and building a strong educational foundation.

Moreover, as (Harmer, 2003) stated, teachers occasionally seek to actively participate in teaching and learning activities. At this stage, they are expected to engage in classroom activities alongside their pupils. Participating as a fellow participant benefits both the EFL teacher and their learners, fostering enjoyment and facilitating participation in discussions to enhance learning. Harmer (2007) noted that there are compelling reasons for teachers to join discussions. This involvement allows them to enliven the session from within rather than solely directing or organizing from outside the group. Successful participation often leads to pupils appreciating the teacher's presence, and for the teacher, active involvement is frequently more immediately enjoyable than acting solely as a resource.

To sum up, In the matter of education, not only the way the teacher teaches but also his roles and behaviours are effective in attracting the pupils' attention and enhancing the

quality of education. The teacher's roles are really helpful in the teaching and learning process, and applying them appropriately in alignment with the learners' needs can develop the learner's interest in a language or a subject and create an interactive classroom, supporting the effectiveness of teaching.

Conclusion

To sum up, this chapter has given a general overview of the significance of English language instruction in Algeria, including its background and current situation, especially in primary schools. It has drawn attention to the theoretical underpinnings of successful strategies for young learners' language learning. The chapter looked at the approaches used to teach English, the goals of the national curriculum, and the focus on improving language proficiency in speaking, listening, reading, and writing. It also stressed how important it is for young children to acquire a foreign language and how important it is for primary school instructors to create a well-organised and engaging learning environment. The foundation for a more thorough analysis of the challenges and opportunities related to the successful implementation of English language education in Algerian primary schools is presented in this introduction.

Chapter Two: Research Methodology, Data Analysis, and Results Discussion

Introduction

The present chapter outlines the research methods followed in the study, including the data analysis, discussion, results interpretation, limitations, and recommendations. To cover these points, the chapter is divided into three sections. The first section begins by describing the research design chosen based on the study's purpose and the rationale for this choice. Moreover, it describes the participants included in this study, the sampling techniques, and the used instruments. The second section discusses the procedures followed to carry out this study, namely data analysis, describing the results, and the methods used for data collection. Lastly, the third section of the chapter is dedicated to interpreting the data, discussing the findings, addressing the study limitations, and providing recommendations.

2.1. Section One: Methodology

2.1.1. Research Method and Design

The success of any study depends on its chosen research methodology, which serves as a roadmap guiding the researcher to thoroughly investigate the area of interest. This section delves into the research process detailing the methods employed, the participants, and instruments utilised for data collection.

This research employed a mixed-methods approach, incorporating elements of both exploratory and explanatory research. The exploratory dimension, as stated by Dudovskiy (2016), Gains a deeper understanding of a phenomenon, generates new questions that haven't been fully explored yet, and investigates the topic from various perspectives. According to Neuman (2014), explanatory research aims to evaluate or improve theories based on their causes and effects and clarify the rationale and mechanisms behind the particular ways in

which a phenomenon operates. The objective of the study was to investigate the challenges and advantages of TEFL in early childhood education. To achieve this, a qualitative approach was chosen, utilizing interviews to gain an in-depth understanding of teachers' experiences. To further explore various perspectives, issues, and insights related to teaching English to young learners, we used the questionnaire as a quantitative tool, enabling a methodological triangulation strategy for a comprehensive understanding of the investigated phenomenon.

2.1.2. Population and sampling

2.1.2.1. Population. Creswell (2011) defines a population as "a group of individuals sharing the same characteristic" (p. 142). In this research, the population consists of 148 English language teachers in Tebessa primary schools.

2.1.2.2. Sample. A sample is a finite subset of a statistical population studied to gather information about the entire population (Webster, 1985). In this study, the sample consists of 20 teachers who are engaged in teaching EFL to third-year pupils from different primary schools in Tebessa. The researchers used a convenience sampling technique. According to Cohen, Manion and Morisson (2011):

“[the] convenience sampling sometimes called the accidental or opportunity sampling where the researcher choosing the nearest individuals to serve as respondent and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (pp.155-156).

During the initial planning stages of the research, we had intended to involve all the primary schools in Tebessa City. However, considering the city's size, the time available for

research completion, and financial constraints, we decided to limit the sample to the nearest primary schools in the region of Tebessa

For the quantitative phase, 20 primary school teachers were selected randomly to respond the questionnaire aiming to gather a diverse range of perspectives within the same population. The teachers were from different primary schools, naming Mouloud Feraoun, Hati Djamel Eddin, Mahmoud Arslan, Doctor Saadan, Harbaoui Ali, Yahia Fraes, and the rest of them were online.

2.1.3. Data Collection Procedures

2.1.3.1. Access to Primary Schools in the City of Tebessa. The primary school directors required approval (see Appendix C) to administer the questionnaire and conduct interviews with English language teachers, a request was submitted to the Director of the directorate of education in the city of Tebessa, signed by the Head of the Department of English (see Appendix D). Due to time constraints, we administered six questionnaires and conducted two interviews in primary schools. We submitted the remaining questionnaires online in a group discussion on Facebook platform of for teachers English in Tebessa.

For the qualitative phase, two primary school teachers were purposively selected from Harbaoui Ali Primary School and Hati Djamel Eddine. Structured interviews were conducted with these participants to delve deeper into their experiences and perspectives from different educational contexts. This sampling technique enables us to obtain data more quickly in a short time with limited number of teachers, facilitating a thorough exploration of the research topic within the designated context.

2.1.4. Research Instruments.

In investigating the studied phenomenon, two data collection tools were chosen. Questionnaire and interview were administered to EFL teachers in primary schools. The present

2.1.4.1. Interview. Marshall and Rossman (2016) defined an interview as a structured data collection method where researchers ask participants preset questions following a standardised protocol.

2.1.4.1.1. The Structured Interview. Structured interviewing is a data collection tool that allows the researcher to collect information from the selected interviewees through a set of prepared questions in the form of a verbal questionnaire. According to Kallio et al. (2016), in structured interviews, each responder is asked the same set of questions in the same order. This method stands out for its predetermined content and procedure, fixed wording, and structured question flow. Due to the predetermined nature of interviews, there is limited flexibility for interviewers to deviate from the established format. We designed the interview questions in advance (see Appendix B). The structured interview consisted of 8 questions that fit well with the goals of this study. We meet the teachers separately in their classrooms during their free time, and this offers the advantage of gathering detailed and in-depth data about the topic under investigation, which may not be readily accessible through other research tools like surveys. Consequently, this approach ensures that the results are more realistic and trustworthy.

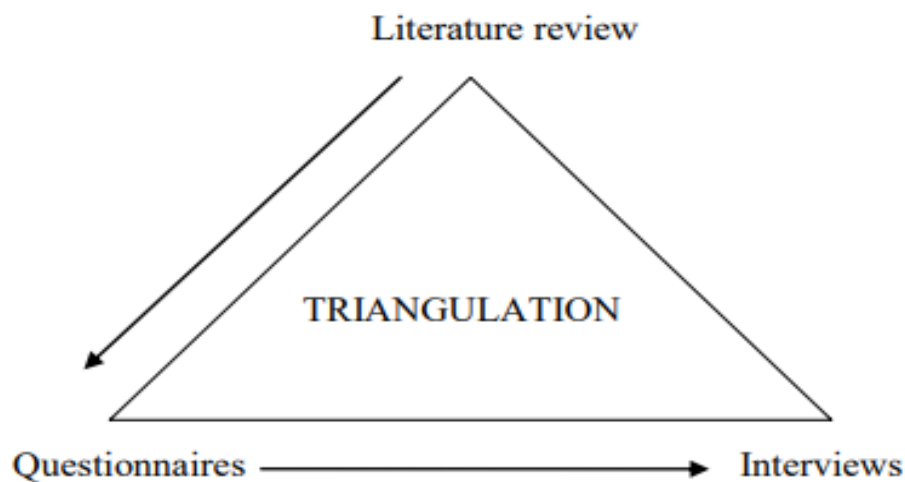
2.1.4.1.2. Validity of the interview. According to Taherdoost (2017), validity evaluates the extent to which the study measures its intended constructs or the accuracy of the research findings. In this study, achieving validity means ensuring that the information obtained from these interviews accurately represents the experiences, perspectives, and insights of primary

school teachers regarding the challenges and advantages of TEFL in early childhood education in Tebessa, Algeria.

Through content validity we ensured that the interview questions covered all the needed aspects based on the literature review and the objective of the study. We reviewed the questions to confirm that they effectively captured the essence of the phenomenon under investigation. On the other hand, through criterion-related validity we compare the information obtained from the interviews with existing literature, and theories, to assess whether the findings are consistent and align with established knowledge in the field. Additionally, the methodological triangulation improved the validity and dependability of the study's conclusions by combining the qualitative and quantitative depth.

Figure 3

Representation of methodological triangulation of the data



Note. From “Research Design and Methodology 4.1 Introduction” by University of Pretoria, n.d,

<file:///C:/Users/hp/Desktop/Exploring%20the%20Influence%20of%20the%20English%20La>

[nguage%20and%20its%20Culture%20on%20EFL%20Students%E2%80%99%20Personality%20\(1\).pdf](#)

2.1.4.1.3. Reliability of the interview. Sharma (2021) describes reliability as the capacity of a measuring or research instrument to consistently produce stable and repeatable results. In the present study, the following criteria are measured:

- **Internal Consistency:** The interview questions were reviewed for coherence and logical flow. We shared the interview questions with our supervisor to ensure they effectively evaluated the intended constructs and did not introduce ambiguity or confusion.

A pilot study has been conducted to assess the consistency of responses over time. Firstly, we reached out to a group of primary school teachers, excluding those from our selected sample, and asked them to evaluate the questions and provide feedback on their clarity. This allowed us to identify and address the potential issues or challenges that may arise. Subsequently, we closely observed their responses and gathered their feedback. Based on the insights gained from these initial pilot teachers, we reformulated some of the questions for better clarification:

-Question 1: “How Algerian teachers perceive the decision of involving English in primary schools?” then it becomes “What is your perspective on the decision of introduce English into the curriculum of primary schools?”

-Question 4: “With nearly two years of experience teaching English at the primary school level, do you have insights to share or recommendations for fellow teachers facing similar challenges?” we did not ask them about the years of experience so we changed the question into “Do you have any insights to share or recommendations for fellow teachers facing challenges in teaching English at the primary school level?”

Some other questions removed because they were irrelevant.

2.1.4.2. The Questionnaire. The questionnaire has been chosen as the first research tool for collecting both quantitative and qualitative data. According to Cohen et al. (2011), "The questionnaire serves as a commonly utilized and valuable tool for gathering survey data, offering structured information, often in numeric form, and can be administered without the researcher's presence." (p. 377). Also, Sreejesh et al. (2014) stated that questionnaires enable a consistent approach to collecting responses, facilitate efficient data analysis, and provide structured information that is critical for evaluating both quantitative and qualitative data, thereby making a substantial contribution to the research process. Therefore, one questionnaire was designed by the researchers (see Appendix A), and it was given to English teachers in Tebessa primary schools for the sake of answering the research questions.

The teachers' questionnaire was designed to gather comprehensive data through a mix of open-ended and close-ended questions. It began with an introduction and consisted of 16 questions divided into three sections. The first section collected general demographic information. The second section focused on English teaching and learning difficulties for young learners, exploring the teaching environment, challenges, strategies, resources, and technological integration. The final section assessed pupils' engagement and motivation, examined the integration of interactive activities, and investigated the perceived benefits and challenges of early English language exposure in Algeria. This structure allowed for a thorough exploration of the teachers' experiences and perspectives on teaching English to young learners in the Algerian context..

2.1.4.2.1. Questionnaire Validity. Before distributing the questionnaire to the participants, the researchers ensured its validity. The teachers' questionnaire is developed

based on the theory of literature review. Then, its validity is determined by our supervisor, who made necessary adjustments.

2.1.4.2.2. Questionnaire Reliability. Before its final distribution, the questionnaire was piloted with two teachers who are similar to the target sample, to evaluate its internal reliability. It is worth mentioning that we conducted the pilot with just two teachers, as they were the only ones available for participation at the time. Their input led to the revision of some questions and the removal of others. The following questions have been reformulated to improve clarity and effectiveness:

- Question 1 (Section One) has been revised to include additional options and reformulate the original question “Years of teaching experience” to “How long have you been teaching English?”

- Question 1 (Section Two) was “What is the level of the majority of your pupils?” has been revised to “how would you rate the level of your pupils in English?” This reformulation includes various options for rating the pupils’ English proficiency.

- Question 2 (Section two) was “Among language skills, which one is the most preferred by pupils?” has been revised to “Please indicate the order of your pupils’ preferred skill with a number between 1 and 4 (1 stands for the most favoured skill and four stands for the least favoured one).” In this reformulation, the statement “1 stands for the most favoured skill and four stands for the least favoured one” has been added to aid participants in understanding and responding promptly to the question.

Furthermore, some questions were deleted due to redundancy as perceived by the teachers. It can be seen that all reformulations aim to enhance clarity and efficiency, achieved by incorporating additional options into the questions to streamline the process.

After the questionnaire's reformulation, the researchers tested its reliability using Cronbach's Alpha Index in SPSS program 24.0 versions. In this respect, Cohen et al, (2011) stated to check the reliability with the Alpha co-efficient. Higher values of the reliability index, which ranges from 0 to 1, signify increased reliability. In general, a result of 0.7 or above is considered satisfactory. Based on the data analyzed using the SPSS program, we found that the Cronbach's Alpha for the 16 items in this questionnaire is 0.772, which indicate its reliability and internal consistency.

2.2. Section Two: Data Analysis and Interpretation

2.2.1. Analysis of the Data Collection

2.2.1.1. The Analysis of interview. The interview aims are twofold: to explore teachers' experiences in teaching English to pupils and to gather their perspectives on introducing English into the curriculum of primary schools in Algeria. It was addressed to two female teachers of EFL (T1 stands for teacher number one and T2 stands for teacher number two) at Hati Djamel Eddine and Harbaoui Ali primary schools.

Question 1: What is your perspective on the decision to introduce English into the curriculum of primary schools?

The question seeks to clarify the teachers' perspectives on the incorporation of English within the pedagogical framework of primary schools. The interviewees' replies had a common opinion as follows:

T1: *"I think that is a good decision. In today's globalized world, English is a universal language. So, introducing it early in the educational process benefits our young pupils"*

T2: *"I believe that introducing English in primary school is a wise decision."*

Question 2: What are the key obstacles you face when implementing English language instruction for third-year primary school pupils?

The question outlines the primary challenges that the teacher confront while teaching EFL to third-year primary school pupils. The teachers provide insights into the common obstacles they confront during English language instruction. Both teachers experienced approximately the same concerns, highlighting challenges related to time constraints and language confusion:

T1: *"The major obstacle is the confusion between French and English, as both languages are newly introduced in the curriculum. In addition to that, the allotted time is insufficient."*

T2: *"One of the main obstacles I faced from the last year until now is timing, making it difficult to fully achieve the objectives stated in the didactic guide, also introducing French and English languages concurrently at the beginner level causes confusion among learners."*

Question 3: In what manner do these challenges become evident in the classroom environment?

The question explores how the challenges related to teaching English at an early age manifest in the classroom environment. The teachers' answers are similar concerning the timing and combination between English and French. Additionally, **T1** mentioned another issue related to struggling to explain grammatical concepts.

T1: *"Teachers struggle to explain grammatical concepts to young learners without explicitly mentioning grammar rules. Additionally, 45-minute duration per session is insufficient to cover the weaknesses of all the learners and provide adequate English practice."*

T2: *"These obstacles arise during the teaching-learning process. Sometimes we divide the lesson into two sessions to achieve the objectives. Learners also confuse English and French alphabets and words (e.g., "miss" and "madame" in the French language). It takes time and effort to help them distinguish between the two languages, and initially, they have difficulty pronouncing some English words. "*

Question 4: Do you have any insights to share or recommendations for fellow teachers facing challenges in teaching English at the primary school level?

The question is asking EFL teachers to share insights or recommendations based on their experience for fellow teachers encountering similar challenges. The objective is to gather teachers' contributions that offer applicable methods to minimize those complexities:

T1: *"Yes, First of all pay attention to individual differences between learners. Try to have the sense of responsibility and kindness with children without losing your authority in the classroom, I mean the teacher need to maintain a balance between kindness and authority, be patient always be ready to answer learners questions. Try to think about all the anticipated problems and prepare plan B and the most important thing consider them as your children and do your job honestly. "*

T2: *"The first recommendation is that you have to be patient and creative in your way of teaching because you're working with children who get bored quickly. Additionally, you must consider various engaging activities to maintain their interest. The second recommendation is that you must actively seek assistance and collaborate with other teachers. Don't isolate yourself ask questions, conduct research, take from teachers' experience to enhance your way of teaching."*

Question 5: How do different teaching methods encourage your pupils to develop basic language skills and prompt their familiarity with the English language?

The question explores how teaching methods are employed to facilitate the development of basic language skills and enhance pupils' familiarity with the English language. Teaching methods vary among teachers:

T1: *" In the absence of audio-visual materials in our primary school. I use educational games and a variety of tasks, encourage them to practice English even outside the classroom, repeat words many times, use flashcards, and I reward active pupils to motivate others. "*

T2: *"I use group work, such as back to back or tic tac toe, songs all of these make the learners motivated and passionate to English sessions."*

Question 6: How do you assess the engagement and progress of third year pupils?

The question aids our understanding of the development of pupils' learning process.

Teachers noticed changes in pupils' abilities:

T1: *"The level of my pupils get developed, now they are able to unscramble letters to write correct words, they are more motivated, they can practice dialogues, pronounce some basic words like numbers, colours, and days of the week. "*

T2: *" I may confirm that the engagement and the progress of my learners are being improved their fourth skills are getting developed in comparing to the beginning of the year because they are more motivated to learn."*

Question 7: Drawing from your experience, what responsibilities do you undertake within the classroom?

The question is designed to gain deep insights about teachers' role in EFL classrooms at primary schools:

T1: *"As a teacher, I adopt a guiding role rather than simply instructing. I start by explaining and demonstrating concepts or activities. Then, I facilitate practice sessions, I motivate those enabling chances for participation, especially in role-play activities, where learners apply their knowledge practically and personalize their experience."*

T2: *"In the classroom I build a blank slate child who must learn two new languages in the same time also we need to dominate and impose the language. In other word my role in the class is guider, monitor and adviser. "*

Question 8: If you have any other recommendation, before we finalise the interview do not hesitate.

The question aims to provide an opportunity for the teacher to share any additional recommendations or insights before concluding the interview:

T1: *" We must put too much emphasis on the English language in our country by relying on professionals to create course materials and a helpful syllabus that enable teachers to do their work in excellent circumstances for a better education and organizing high-quality training sessions by experts to enhance teacher proficiency."*

T2: *"As I have saying in the beginning, teaching English in primary schools is a good idea but it necessitates a thorough review of the curriculum and timing to enhance its effectiveness."*

In the first question, both teachers (T1 and T2) view the decision to introduce English in the primary school curriculum as positive and beneficial for Algerian pupils. They recognize English as a global language, implying its importance for young learners in today's interconnected world. The interview reveals several key challenges faced by the EFL teachers in Tebessa primary schools and how it appears in the classroom. These challenges are presented as follows:

- Time constraints: Both teachers (T1 and T2) highlight that the allocated time of 45 minutes per session is insufficient to fully achieve the lesson objectives, cover all learners' weaknesses, and provide adequate English practice.
- Language confusion: Introducing French and English simultaneously at the beginner level causes confusion among young learners, who struggle to distinguish between the two languages, their alphabets, and pronunciation (T1, T2).
- Explaining grammar concepts: Teachers find it difficult to explain grammatical concepts to young learners without explicitly mentioning complex grammar rules (T1)For instance, when teaching young learners how to conjugate the verb "to be,"

teachers may find it challenging to explain without explicitly delving into complex grammar rules.

- The lack of appropriate teaching materials emerges as a challenge based on T1's response: "In the absence of audiovisual materials in our primary school..." This suggests standard textbooks/materials may be insufficient or lacking, especially audiovisual resources.
- T2 recommends being "patient and creative" when teaching children, implying specialized skills are needed that standard teacher training may not adequately cover.

Upon summarizing the previous questions, it was found that without audiovisual materials, teachers employ various methods like educational games, tasks encouraging out-of-class practice, repetition, flashcards, and rewarding active participation (T1/Q5). Group activities (e.g., back-to-back, tic-tac-toe) and songs help motivate and engage learners (T2). Additionally, teachers assess progress through observation of learners' evolving skills, unscrambling letters, practicing dialogues, pronouncing basic words (numbers, colors, days), and increased motivation (T1, T2/Q6). Also, both interviewees see their role as guides rather than merely teachers (Q7). To better explain this, T1 claims that during the session she guides the pupils by explaining concepts, facilitating practice, and motivating participation (e.g., role-plays for practical application). While, T2 imposes the language while guiding, monitoring, and advising.

2.2.1.2. The Analysis of the Questionnaire.

Section One: General Information

Q1: What is your gender? (Male/female)

The aim of this question is to collect the basic demographic information about the gender distribution among teachers. This data helps us to gain insights into the composition

of the teaching staff, which can inform various aspects of education policy, resource allocation, and diversity initiatives.

Figure 4

Teachers' Gender

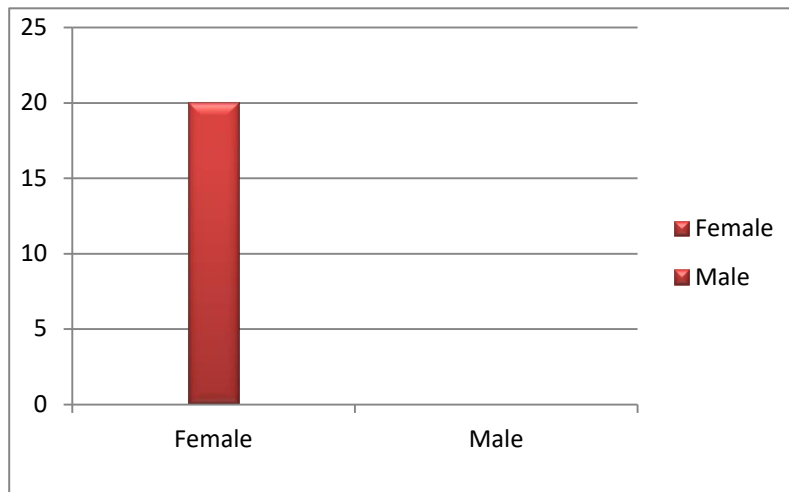


Figure (4) illustrates that the participants of this study are all females. So, it can be inferred that all primary school teachers in Tebessa City are females.

Q2:What is your academic degree?(BA/MA/PhD)

The aim of this question is to assess the academic qualifications of English teachers in Tebessa primary schools, to understand the educational background of the teachers, which allows for an analysis of how their academic degree might influence their perspectives on teaching English.

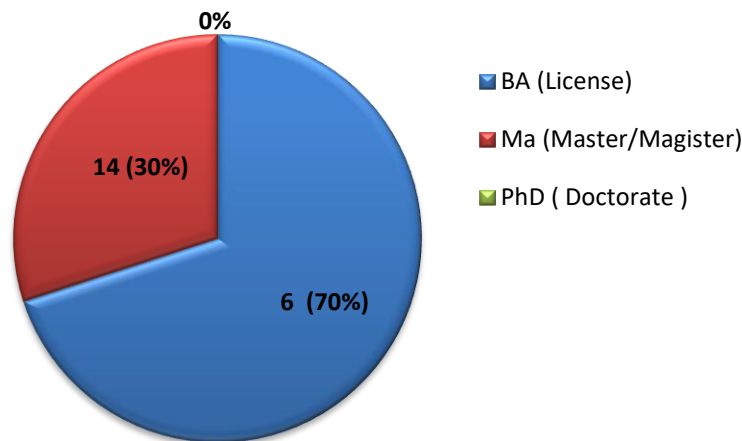
Figure 5*Teachers' Academic Degree*

Figure (5) shows the educational backgrounds of the teachers who responded to the designed questionnaire. Fourteen teachers (30%) hold a bachelor's degree, six teachers (70%) hold a master's degree, and none of the teachers (0%) hold a doctorate.

Q3: How long have you been teaching English?

The aim of this question is to assess the teaching experience among primary school teachers in Tebessa, to explore potential correlations between years of teaching experience and perceptions of challenges and benefits associated with teaching English. This information helps to provide valuable insights for improving English language education and supporting teachers at various stages of their careers. Results are shown in the following table:

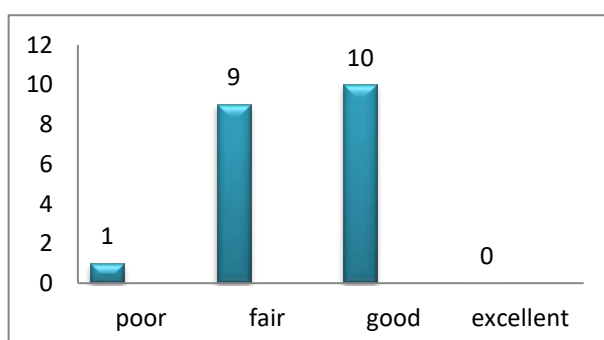
Table 1*Years of Teaching*

Years of Teaching	N	Percentage
0 - 5 years	18	90,0
6 - 10 years	1	5,0
11 -1 5 years	1	5,0
More	0	0,0
Total	20	100,0

The results indicate that the majority of English teachers have between 0 and 5 years of teaching experience, with 18 out of 20 teachers falling into this category, constituting 90% of the respondents. Only 5% of the teachers have 6 to 10 years of teaching experience, with one teacher falling into this range. Similarly, 5% of the teachers have 11 to 15 years of experience, and no teachers have more than 15 years of teaching experience.

Section Two Analysis: The English Teaching/Learning Difficulties for Young Learners

Q1: How would you rate the level of your pupils in English?

Figure 6*Pupils' Level in English*

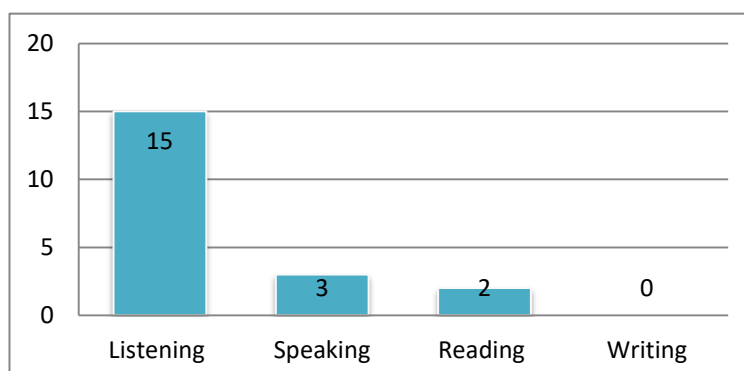
According to the teachers, Figure (6) indicates a diverse assessment of the pupils' English proficiency. The majority of respondents, comprising 10 teachers rated their pupils' English level as "Good", 9 teachers (45%) rated their pupils' English proficiency as Fair. A small fraction of teachers, constituting 5%, expressed concerns by rating their pupils' proficiency as "Poor." While none of the teachers rated their pupils' English level as "Excellent."

Q2: Please indicate the order of your pupils' preferred skill with a number between 1 and 4 (1 stands for the most favoured skill and four stands for the least favoured one)

Question (2) is designed to gather insights into the preferences of pupils regarding English language skills in Tebessa primary schools. The question aims to understand which language skills pupils prioritize or find most engaging. This information can: (a) provide valuable guidance for educators in designing English language curriculum and instructional activities that align with pupils' interests and preferences, and (b) help educators tailor teaching methods to effectively promote the development of all language skills, ensuring a well-rounded English language education experience for pupils in Tebessa primary schools.

Figure 7

Pupils' Preferred Skill



As shown in figure (7), 15 teachers ranked listening as the most preferred skill for their pupils. Three teachers ranked Speaking as the first preferred skill, and two teachers ranked Reading as the first preferred skill. None of the teachers selected Writing as their pupils' preferred skill.

Q3: In which skills do pupils face challenges?

The aim of this question is to gather information from English teachers in Tebessa primary schools regarding their pupils' most challenging skill.

Figure 8

Skill in Which Pupils Face Challenges

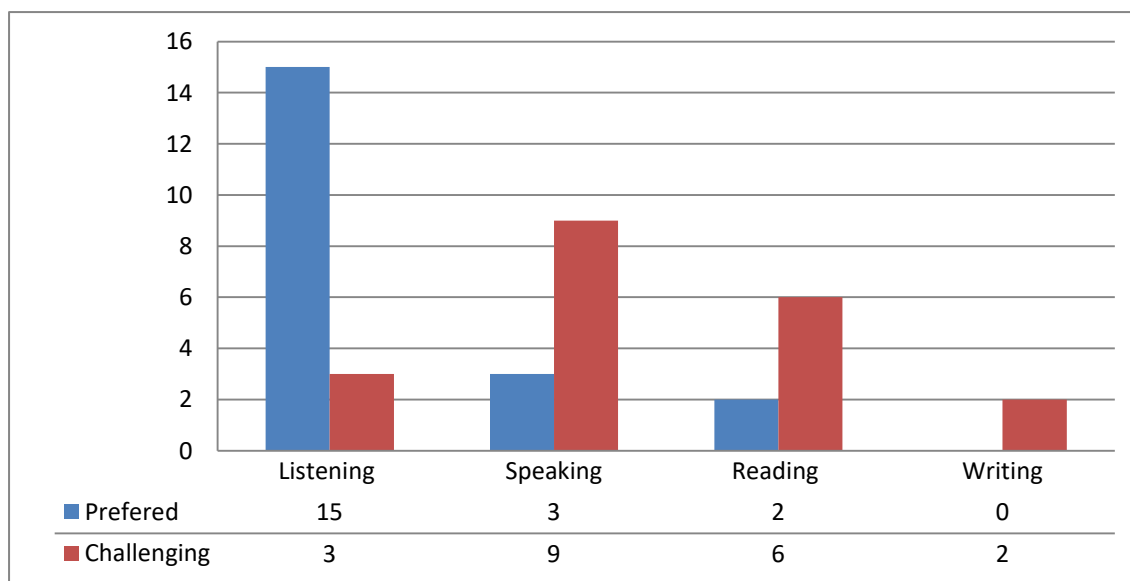


Figure 8 shows that the majority of teachers noted that their pupils struggle with speaking, 6 teachers reported that their pupils encounter difficulties in reading, and 3 teachers identified listening as a skill in which their pupils face challenges. However, only 2 teachers indicated that their pupils face challenges in writing. This results suggests that speaking is the most challenging skills, followed by reading and listening. While, writing appears to be the least problematic skill.

Q4: Which of the following methods is commonly used to address and overcome the pupils' learning difficulties? (Repetition and consistency, interactive technology games, educational videos, flashcards, others) (You can tick more than one box).

The aim of Question 4 is to gather information about the methods commonly used by English teachers in Tebessa primary schools to address and overcome pupils' learning difficulties in English language acquisition. The obtained data can provide insights into the effectiveness of various instructional approaches and help inform best practices for addressing pupils' learning difficulties. The results are represented in table 2:

Table 2

Methods Used by Teachers

Used Methods	N	Percentage
Repetition and Consistency	20	100,0
Interactive Technology Games	6	30,0
Educational Videos	4	20,0
Flashcards	12	60,0
Others	3	15,0

The results are summarised as follows:

- Repetition and Consistency: All surveyed teachers reported that they use repetition and consistency as a method to address pupils' learning difficulties.
- Interactive Technology Games: Approximately 30% of teachers, representing 6 out of 20 respondents, reported using interactive technology games to support pupils' learning.

- Educational Videos and Flashcards: Educational videos are used by 20% of teachers, while flashcards are utilized by 60% of the teachers.

- Other Methods: A smaller proportion of teachers, constituting 15%, reported using other methods not specified in the options provided. This include employing cooperative learning strategies, such as peer collaboration and peer tutoring, in which students learn from each other's strengths and assist in overcoming challenges together. Additionally, differentiated instruction, by tailoring teaching methods and content to meet pupils individual abilities and learning styles.

Q5: Do your school's resources include an adequate supply of educational materials and educational tools? (Yes/No)

The aim of question five is to assess the availability of educational materials and tools in Tebessa primary schools as perceived by English teachers. By asking whether the school's resources include an adequate supply of educational materials and tools, the question aims to gauge the sufficiency of resources to support English language teaching and learning. This information is valuable for understanding the context in which English language education is conducted in Tebessa primary schools and identifying potential challenges or limitations related to resource availability.

Table 3

Availability of Educational Materials and Educational Tools

	N	Percentage
Yes	4	20,0
No	16	80,0
Total	20	100,0

Table 3 presents the results regarding the availability of educational materials and tools as perceived by English teachers in Tebessa primary schools:

- Yes: 4 out of 20 teachers, constituting 20% of respondents, indicated that their school's resources include an adequate supply of educational materials and tools.
- No: The majority of teachers, 16 out of 20, representing 80% of respondents, reported that their school's resources do not include an adequate supply of educational materials and tools.

These results indicate a lack of the appropriate educational resources in Tebessa primary schools to support English language teaching and learning.

Q6: Based on your expertise, how does the integration of technology contribute to facilitating classroom management when teaching English to primary school pupils?

The aim of this question is to gather insights from English teachers in Tebessa primary schools about the perceived benefits and contributions of integrating technology into classroom management practices when teaching English to primary school pupils. Table 4 summarises the teachers' answers:

Table 4

The Role of Technology Integration in Classroom

Benefits of Technology Integration in Classroom	N	Percentage
1 It helps the learners improving their language skills.	1	5,0
2 It facilitates the teaching-learning process.	8	40,0
3 Pupils are more attached to digital devices.	2	10,0
4 1+2	2	10,0
5 It saves time and efforts		

6	1+2+3+5	7	35,0
	Total	20	100,0

Table 4 presents the perceived benefits of integrating technology into the classroom among English teachers in Tebessa primary schools:

Improvement of Language Skills: One teacher noted that technology only helps learners improve their language skills.

Facilitation of Teaching-Learning Process: Eight teachers highlighted that technology just facilitates the teaching-learning process.

Increased Pupils Engagement: Two teachers (10%) observed that pupils are more attached to digital devices during class.

Combination of Benefits: Two teachers (10%) selected both the improvement of language skills and facilitation of the teaching-learning process as benefits of technology integration.

Comprehensive Benefits: Seven teachers (35%) indicate that they perceive a combination of benefits including: improving language skills, facilitating teaching-learning process, increasing pupils engagement, and saving time and efforts.

These results suggest that English teachers in Tebessa primary schools recognize various advantages of incorporating technology into their teaching practices. These benefits include saving time and effort, improving language skills, streamlining the teaching and learning process, and increasing pupils engagement.

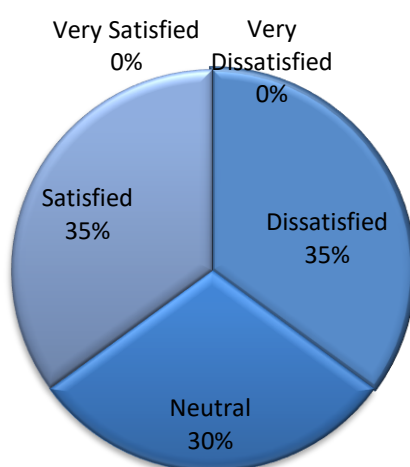
Q7: How satisfied are you with the given syllabus? (A scale from "Very Dissatisfied" to "Very Satisfied")

-If not satisfied, could you identify the main issues within the current English curriculum?

The aim of this question is to assess the satisfaction level of English teachers in Tebessa primary schools with the given syllabus for teaching English. It seeks to gather feedback on the adequacy, effectiveness, and relevance of the current English curriculum. Also it aims to pinpoint specific areas for improvement needed in the English curriculum.

Figure 9

Teachers' Satisfaction With the Syllabus



The results indicate a mixed response regarding the teachers' satisfaction with the given syllabus. While 35% of teachers expressed satisfaction with the curriculum, an equal percentage reported dissatisfaction, indicating that a notable number of teachers perceive issues or limitations within the current curriculum. Interestingly, 30% of teachers remained neutral. Notably, no teachers reported being either very satisfied or very dissatisfied with the curriculum.

Section Three Analysis: Pupils engagement and motivation

Q1: How would you characterize the overall interaction dynamics among pupils during activities in your classrooms? (Active, Moderate, Limited)

This question seeks to assess the overall interaction dynamics among pupils during activities in the classrooms of English teachers in Tebessa primary. It can also provide valuable information about the effectiveness of teaching strategies, classroom environment, and pupils' engagement.

Figure 10

The Overall Interaction Dynamics Among Pupils

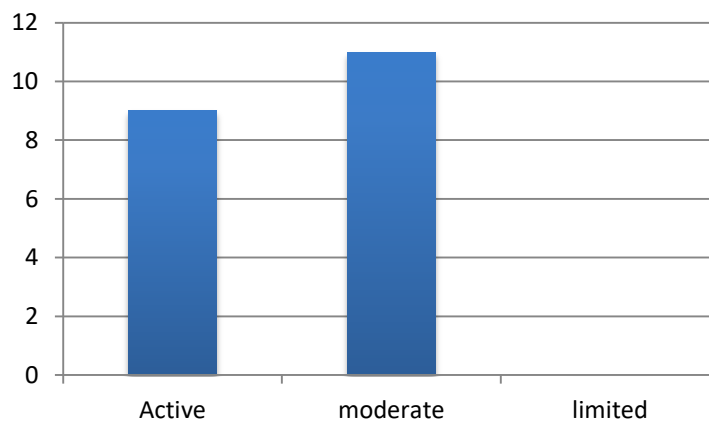


Figure 10 shows that 9 teachers characterized the overall interaction dynamics as "Active," suggesting that pupils are highly engaged and participative in classroom tasks. Conversely, a slightly larger proportion of 11 teachers described the interaction as "Moderate," indicating a balanced level of engagement among pupils. Notably, none of the teachers noted "Limited" interaction among pupils during activities. These findings highlight a varied landscape of classroom dynamics.

Q2: Do you feel that your pupils are sufficiently motivated in your English class? (A scale from "Strongly agree" to "Strongly disagree")

-If you disagree (or strongly disagree). What factors contribute to impeding their motivation? (you can tick more than box) (limited exposure to the language, unfamiliarity with the teaching methods, insufficient support from home, inappropriate content and activities in the textbook, others)

This question is designed to assess the English teachers' perception of their pupils' motivation. This information is essential for understanding the effectiveness of teaching methods, classroom environment, and curriculum design in fostering pupils' motivation. Additionally, the responses to this question can inform strategies to enhance pupils engagement and motivation, ultimately improving the overall quality of English language education in Tebessa primary schools. Figure (11) presents participants' perception of pupils' motivation level, while table (5) shows the results regarding the possible factors that impede pupils' motivation.

Figure 11

Perception of Pupils' Motivation Level

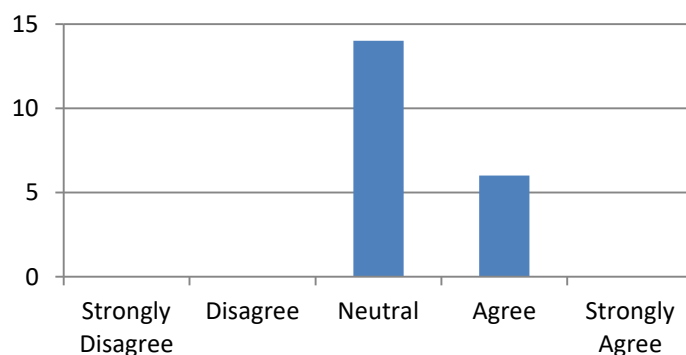


Table 5*Factors Impeding Pupils' Motivation (As Per Teachers' Perception)*

Factors Impeding Pupils' Motivation		N
Limited exposure to the language		5
Unfamiliarity with teaching methods		4
Insufficient support from home		5
Inappropriate content and activities in the textbook		6
Others	Lack of availability of educational materials	9
	Crowded classroom conditions	6
	Limited integration of technology	4

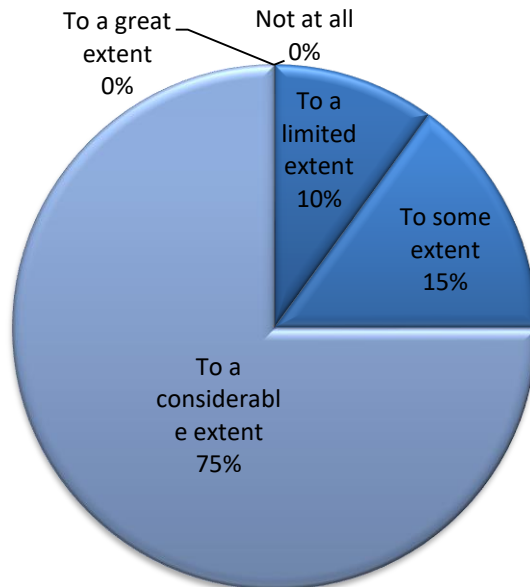
As depicted in Figure (11), 4 teachers agreed that pupils are sufficiently motivated, while 16 teachers expressed a neutral stance, suggesting an equivocal view on the adequacy of pupil motivation. However, when examining the factors contributing to impeding pupils' motivation, a range of challenges emerged. As shown in table (5), five teachers cited limited exposure to the language as a significant barrier, highlighting potential gaps in language acquisition opportunities. Additionally, four teachers pointed unfamiliarity with teaching methods, indicating a need for pedagogical innovation and training support. Furthermore, five teachers identified insufficient support from home as a notable factor hindering pupil motivation, underscoring the importance of parental involvement in fostering a conducive learning environment. Six teachers highlighted inappropriate content and activities in the textbook, suggesting a need for curriculum revision or supplementation to be better aligned with the pupils' interests and learning needs. Moreover, when considering other factors, the

unavailability of educational materials emerged as a prominent concern, as indicated by nine teachers. This shortage may impede effective teaching and learning practices. Crowded classroom conditions were cited by six teachers, suggesting that the physical learning environment may also impact pupils' motivation negatively. Also, limited integration of technology was mentioned by four teachers, indicating a potential gap in utilizing modern resources to enhance learning experiences.

Q3: To what extent do you integrate interactive activities and group work to enhance classroom management?

-If you did so, what kind of interactive activities and group work you are applying?

This question seeks to assess the extent to which teachers integrate interactive activities and group work as strategies for enhancing classroom management in order to understand the frequency and depth of utilization of these pedagogical approaches within the teaching practices at Tebessa primary school. By probing into the types of interactive activities and group work employed if integration exists, the aim is to gain insight into the specific methods and tools utilized by teachers to promote engagement, collaboration, and effective classroom management. Understanding the practices employed by teachers can inform recommendations for enhancing teaching strategies and promoting a more dynamic and participatory learning environment.

Figure 12*Extent of Interactive Activities' Integration***Table 6***The Integrated Interactive Activities*

The Integrated Interactive Activities		N
	Colorful flashcards	11
	Sing-Along songs	8
	Play dough Letter Fun	2
More	Role-playactivities (dialogues, conversations,...)	5
	Games	2

In both questions regarding the integration of interactive activities and group work to enhance classroom management and the specific types of integrated interactive activities, a

similar pattern emerges among the responses provided by teachers at Tebessa primary schools.

Regarding the extent of integration of interactive activities and group work, the majority of participants, comprising 13 respondents, reported using these strategies to a considerable extent. This suggests a widespread adoption of interactive and collaborative learning methodologies as integral components of classroom management practices. Conversely, a smaller subset of teachers, consisting of 5 individuals, indicated that they integrate these strategies to some extent, suggesting a moderate level of implementation. Meanwhile, a minimal number of teachers, comprising 2 respondents, reported utilizing these strategies to a limited extent, indicating a lesser degree of incorporation into their classroom management practices.

When examining the specific types of the integrated interactive activities, a similar trend is observed. Among the listed activities, colourful flashcards emerged as the most commonly integrated activity, with 11 teachers incorporating them into their teaching practices. Sing-along songs followed closely behind, with 8 teachers utilizing this interactive method. However, other activities such as Playdough Letter Fun and role-play activities (dialogues, conversations, etc.) were integrated by fewer teachers, with only 2 and 5 respondents respectively. Games were the least integrated activity, with only 2 teachers incorporating them into their classroom management strategies.

Overall, the results reveal varied levels of implementation among teachers, with a prevalent use of certain interactive activities such as colourful flashcards and sing-along songs, while others such as Play dough Letter Fun, role-play activities, and games are integrated to a lesser extent.

Q4: Do you think that learning English from an early age fosters cultural awareness and encourages global perspectives?

-Justify your answer, please.

The purpose of this question is to assess teachers' perceptions regarding the potential benefits of early English language acquisition in fostering cultural awareness and encouraging global perspectives. The question seeks to understand whether teachers believe that learning English language learning at a young age contributes positively to pupils' cultural understanding and worldview.

Table 7

Teachers' Perceptions of Early English Language Acquisition in Fostering Cultural Awareness and Global Perspectives

	N	Percentage
Yes	13	65,0
No	7	35,0
Total	20	100,0

The results reveal that 13 out of 20 teachers indicated that they believe that acquiring English from an early age fosters cultural awareness and encourages global perspectives. Conversely, 7 out of 20 teachers expressed disagreement with the statement. These teachers do not believe that learning English from an early age leads to an enhanced cultural awareness and global perspectives. The majority of participants suggest that early exposure to English language learning positively impacts pupils' cultural understanding and worldview, while a small portion of teachers' highlight a dissenting opinion regarding the efficacy of

early English language acquisition in shaping pupils' cultural perspectives in the Algerian context.

The majority of teachers who responded "yes" justified their answers by emphasizing the benefits of early English language learning in enabling pupils to acquire more information and a broader culture, arguing that early exposure to English facilitates access to a wider range of resources and knowledge, which in turn contributes to pupils' cultural awareness. They highlight the importance of early childhood as a critical period for fostering curiosity and interest in exploring other cultures, suggesting that starting English language learning at a young age aligns with children's natural curiosity to explore and learn about the world around them. Conversely, some teachers who responded "no" expressed concerns about the lack of sufficient exposure to the English language to enable pupils to develop cultural awareness, highlighting that neither the curriculum, nor the local Tebessi culture adequately supports the fostering of English cultural awareness. These teachers suggested that without adequate exposure to the language and relevant cultural contexts, early English language learning may not effectively contribute to pupils' broader cultural understanding.

It's worth noting that some teachers did not provide specific justifications for their responses, indicating possibly a lack of clarity on the rationale behind their answers.

Q5: Since the beginning of the year until now, what positive changes have you notice in your pupils' academic development, and what advantages come with early exposure to English language learning?

This question aims to explore teachers' observations of how early exposure to English language learning impacts pupils' academic progress and development.

The data gathered regarding pupils' academic development shows that all teachers observed that their pupils' understand basic concepts of English, including alphabets, numbers, answering simple questions, greetings, self-introduction, family members, colors, and pets. Progressively, they developed cognitive skills, such as; memorizing spellings and mastering accurate pronunciation of basic words, and pupils' ability to introduce themselves and greet others in English.

Q6: Please provide any additional comments or insights you have regarding the challenges and benefits of learning English in early childhood in Algeria.

This question offers the teachers an opportunity to share any further thoughts, experiences, or perspectives they have regarding the challenges and advantages they perceive concerning teaching and learning English in Algeria's primary schools, particularly in Tebessa, which serves as the case study for this research.

Table (8) illustrates the responses regarding the challenges as perceived by the teachers.

Table 8

Challenges as Perceived by Teachers

Teachers' Challenges	N	%
• Crowded classrooms	20	100
• Non-availability of the teaching materials	18	90
• Non-availability of ICTs	11	55
• Non-availability of qualified guidance	14	70
• Lack of experience in teaching young learners	6	30
• time constraints	20	100
• Insufficient training in teaching techniques and strategies	9	45
• Problems related to the curriculum	8	40
• Mobility:beingobligedtowork in multiple primaryschools	20	100
• Lack of exposure to English language in society	12	60
• Pupils' misbehaviour	15	75
• Others	2	10

Table 8 displays the obstacles encountered by EFL primary school English language teachers in Tebess schools. The challenges are summarized below:

Crowded (large class size) classrooms: acknowledged by all teachers. The prevalence of crowded classrooms suggests a pervasive issue that affects instructional quality and pupil's learning experiences.

Non-availability of teaching materials: 18 out of 20 teachers identified the lack of necessary teaching materials as a significant challenge. This highlights the importance of access to resources for effective lesson planning and delivery.

Non-availability of ICTs: 11 teachers (55%) cited the absence of ICTs as a challenge. This indicates a moderate level of concern regarding the integration of technology into English language instruction.

Non-availability of qualified guidance: 14 teachers expressed difficulties arising from the lack of access to expert guidance or mentorship.

Lack of experience in teaching young learners: 6 teachers (30%) identified a lack of experience in teaching young learners as a challenge.

Time constraints: All 20 teachers (100%) reported facing time constraints, highlighting the pervasive nature of this challenge in meeting curriculum demands and instructional goals.

Insufficient training in teaching techniques and strategies: 9 teachers identified a lack of training in teaching techniques and strategies.

Problems related to the curriculum: 8 teachers cited challenges related to the curriculum.

Mobility: being obliged to work in multiple primary schools: All teachers (100%) reported mobility-related challenges, indicating widespread difficulties associated with being assigned to multiple school locations.

Lack of exposure to English language: 12 teachers identified a lack of exposure to the English language as a challenge.

Pupils' misbehaviour: 15 teachers reported challenges related to pupils' misbehaviour.

Additionally, 7 participants shared insights regarding the integration of English in primary schools and its benefits. They perceived integrating English in primary schools as a significant step, emphasizing that the primary school years represent the optimal age for EFL learning. Yet, they suggested that to enrich learning experiences, educational resources should be available, and the duration of English instruction should be extended to provide pupils with more opportunities for practice and deeper understanding. Moreover, 5 teachers underscored the significance of parental involvement to facilitate children's effective EFL learning, and 1 teacher suggested that English should be viewed not only as a subject but also as a language encompassing its culture.

2.3. Section Three: Discussion of the Results

2.3.1. Discussion of the Interview

The following discussion presents key findings from the interview related to the study.

Firstly, both teachers (T1 and T2) considered time constraints as a significant challenge. With the allocated time of 45 minutes, this limited duration does not allow teachers to cover the curriculum comprehensively. T1 mentioned that the time is inadequate to fully achieve lesson objectives and address all learners' weaknesses. Consequently, teachers are often forced to rush through lessons, resulting in superficial understanding rather than deep comprehension. Furthermore, language learning requires ample practice and reinforcement, which is hard to accomplish within the limited time framework. T2 noted that short duration of each session, makes it challenging to give pupils enough practice. This insufficient practice time can impede language skill development, as pupils need continuous exposure and opportunities to use the language in different contexts. Additionally, T2

mentioned that fragmented lessons can disrupt the flow of learning and make it harder for pupils to connect different parts of a lesson which can lead to retention issues.

Moreover, T1 pointed out the struggle of teaching grammatical concepts without explicitly mentioning complex grammar rules because young pupils, are still developing their cognitive and linguistic skills.

Furthermore, T1 mentioned that the lack of audio-visual materials is challenging, because these tools are considered to be crucial for engaging young learners. T1 resort to using educational games, flashcards, and other improvised methods. While these can be effective to an extent, they often require significant time and effort to prepare, adding to the teachers' workload. Additionally, these methods may not always align perfectly with the curriculum objectives or adequately cover all necessary language skills. T2 emphasized the use of group activities and songs to maintain pupil's engagement. However, high-quality materials designed specifically for young learners can provide a structured and engaging way to learn, which is harder to achieve with improvised resources. Despite the challenges, both interviewees recognize the benefits of early English instruction.

Additionally, both teachers describe their roles as guides as they need to balance authority and kindness, emphasizing the complexity of managing young learners effectively. The need for patience, creativity, and specialized teaching skills, as highlighted by T2, indicates that current teacher training did not fully prepare teachers for the challenges of instructing young learners, which is considered a gap that needs improvement.

2.3.2. Discussion of the Questionnaire Results

Based on the obtained data from the questionnaire, it is possible to answer the main question of this research, "To what extent is teaching and learning English at Tebessa Primary School challenging?"

During the analysis of the questionnaire, all participants suggests that maintaining a consistently high level of engagement and interaction among pupils can be challenging, indicating potential difficulties in capturing pupils' attention and participation throughout the learning process. There are factors that could contribute to this discrepancy, as the teaching methods and strategies employed by different teachers can significantly influence the level of pupils' engagement and interaction during classroom activities. For instance, effective classroom management skills are crucial for facilitating active interaction and engagement among pupils, the nature of the subject and the complexity of the content being taught can also impact the level of interaction dynamics. Moreover, the classroom environment the pupils' different learning styles, interests, and attention spans, can all influence their level of engagement and interaction during classroom activities.

Furthermore, the majority of teachers (16 out of 20) express a neutral stance regarding the adequacy of pupils motivation, indicating a lack of agreement and potential areas for enhancement. Accordingly, the teachers identified various factors that hinder motivation, such as limited exposure to the language, unfamiliarity with teaching methods, insufficient support from home, inappropriate content and activities in the textbook, a lack of educational materials, crowded classroom, and limited integration of technology. These challenges significantly impact teachers' ability to foster and maintain pupils motivation, affecting the overall learning outcomes.

The findings also underscore the prevailing challenges faced by English teachers in Tebessa primary schools due to the unavailability of educational resources to support teaching EFL. These findings reveal a promising awareness among the majority of teachers regarding the significance of incorporating innovative methods ICTs in EFL classrooms. Moreover, despite the constraints posed by the lack of the available resources, a notable initiative among participants to address this shortfall has been raised.

The majority of participants reported as well that they are considerably integrating interactive activities and group work in classroom practices. Notably, colourful flashcards emerged as the most commonly integrated activity, followed by sing-along songs. However, activities such as role-playing and games are integrated to a lesser extent. Similarly, all participants reported that they are using repetition and consistency as a method due to its availability and reliability. Additionally, approximately 30% of teachers utilize interactive technology games, while a majority 60% use flashcards to support pupils' learning. Educational videos are also employed by 20% of teachers, suggesting a varied approach to addressing learning difficulties

Therefore, it is evident that despite the lack of educational materials and resources, teachers predominantly rely on a limited range of tools, such as flashcards and printed games. Yet, these resources are insufficient to address all language skills, particularly those perceived as challenging, such as speaking and reading. Given to what has been found, English language teachers must recognize the importance of employing suitable methods and resources that cater to the needs of primary school pupils, including addressing challenging language skills

Overall, the findings highlight the emergence of insufficient access to educational materials and tools as a significant barrier to effective teaching and learning practices. This underscores a pressing need for targeted interventions to improve resource availability within Tebessa primary schools to overcome resource constraints and pave the way for enhanced teaching and learning experiences. Education Policymakers must prioritize investment in educational resources to bridge this gap. By allocating funds towards the acquisition of learning aids and technological resources, policymakers can empower teachers with the necessary tools to deliver high-quality instruction. Additionally, collaboration with education stakeholders, including teachers, school administrators and local communities, is paramount

and can ensure that resource allocation aligns with the specific needs and challenges faced in Tebessa primary schools. Furthermore, involving parents in initiatives to improve resource availability can foster a sense of ownership and collective responsibility for the educational outcomes of their children.

The obtained findings also indicate a balanced level of engagement among pupils, though some teachers pointed out factors hindering motivation, such as limited language exposure and a lack of familiarity with teaching methods that could enhance pupils' motivation, other teachers identified insufficient support from home as a notable factor hindering pupils' motivation, underscoring the importance of parental involvement in fostering a conducive learning environment. The inappropriate content and activities in the textbook, and the lack of availability are also other challenging factors that impede the pupils' motivation.

Other challenging factors have been raised by the teachers though not prominently emphasized, including teacher mobility, which requires them to work in multiple primary schools, which itself makes it difficult to manage pupils' misbehavior in crowded classrooms. Despite the aforementioned challenges, teachers perceive early exposure to English as beneficial for developing language basics, cognitive processes, core skills, curiosity, and motivation.

Additionally, the findings indicate that the majority of teachers believe that acquiring English from an early age fosters cultural awareness and encourages global perspectives, which aligns with children's natural curiosity to explore and learn about the world around them. Conversely, some teachers suggested that without adequate exposure to the language and relevant cultural contexts, early English language learning may not effectively contribute

to pupils' broader cultural understanding, highlighting that neither the curriculum nor the Tebessi culture adequately support fostering English cultural awareness.

The data also reveal that the majority of teachers perceived that integrating English in primary schools as a significant step, given that English is the lingua franca. They also emphasized the importance of parental awareness to ensure an appropriate acquisition of the language, by providing them with suitable educational tools and contexts, suggesting that English should be viewed not only as a subject for acquiring marks but also as a language encompassing its culture. In addition to that, they suggested that to enhance learning, educational materials should be readily available, the time dedicated to English instruction should be extended to provide pupils with more opportunities for practice, reinforcement, and deeper understanding, and the syllabus should be adjusted to include more interactive tasks such as dialogues and role-play activities, which children find enjoyable and effective.

2.3.3. General Discussion of the Results

Upon analysing the obtained data, it was found that all participants perceive learning English at Tebessa primary schools as beneficial, as supported by Cahyati and Madya (2018) who argued that starting language learning early is essential for children to fully grasp and become proficient in the second language and enable them to acquire complete mastery over it, and Byram (1989), claimed that Engaging learners in language clubs, cultural events, and guest lectures can foster a deeper understanding of how language is used in authentic contexts and expose them to the breadth of cultural diversity that exists. However, they also acknowledge the challenges, aligning with findings from Zemamouch (2022), who found that the pedagogical system in Algeria is insufficient since teachers have an excessive workload, having to work across multiple primary schools, there is also a shortage of teaching materials, which impairs effective teaching and learning.

It was found that a significant number of teachers, are proactively obtaining essential materials like flashcards and printed games at their own expense. These efforts aim to enhance pupils' understanding, motivation, interaction, and engagement as raised by Chapelle (2003) and Lightbown and Spada (2013) studies that underscore the significance of employing diverse resources within language classrooms to enhance learners' motivation, engagement, and language proficiency. Lightbown and Spada (2013) emphasize the importance of interactive learning resources, language posters, and visual aids, while Chapelle (2003) highlights the role of multimedia resources, language laboratories, and online platforms in providing learners with varied opportunities for language practice and advancement. These resources are tailored to accommodate different learning styles, thereby fostering a dynamic and engaging learning environment. By incorporating such resources, teachers can create a stimulating environment that promotes active participation and deeper comprehension among pupils. Despite resource constraints, teachers exhibit a range of methods to cater to pupils' needs. This is consistent with Marzano (2007), who emphasized the importance of understanding child development to implement age-appropriate instructional methods.

However, the majority of teachers' instructional approach heavily leans on flashcards and individual work activities due to the lack of audio-visual materials. This concern is echoed by Derraz (2009), who identified insufficient resources, such as audiovisual materials and books, as a major challenge in Algerian EFL teaching. Moreover, Zemamouch (2022) pointed out that the lack of teaching materials negatively impacts both teaching and learning processes, prioritizing these methods over interactive activities such as role-play activities and pair work or group activities. Concerning that, studies by Ellis (2003) and Brown (2020) highlight the significance of implementing creative role-play activities and providing opportunities for learners to practice speaking and listening in the target language, which can

engage them in practicing new vocabulary, intonations, and communication skills within a supportive learning environment.

Concerning the benefits of early English learning, the results obtained from questions 5 and 6 in section three, and question 1 in the interview, indicate that teachers perceive early exposure to English as beneficial for developing language basics, core skills, cognitive processes, curiosity, and motivation. These findings align with research by Bialystok (2001,2011) and Kaushanskaya and Marian (2009), which highlights the cognitive benefits of early language acquisition alongside the development of the four core skills, supporting teachers' observations of cognitive development among learners exposed to English at a young age.

This study results align as well with the principles of the Competency-Based Approach (CBA), which emphasizes aligning educational goals with real-life contexts and students' needs (Richards & Rodgers, 2001). In Question 4 of the interview, both teachers provided recommendations around using engaging activities, considering individual differences, being creative, and focusing on practices. In Question 8, T1 emphasized the need to rely on professionals to create better course materials and syllabuses, and T2 stated the need for a thorough review of the curriculum to enhance effectiveness. This aligns with the suggestion of incorporating more interactive pair work tasks and culturally relevant materials in the curriculum. These suggestions are in line with the concept of incorporating culturally relevant materials, stories, and activities, which has been proved to enhance learners' engagement and comprehension (Woolfolk, 2020). Additionally, challenges related to insufficient instruction time, particularly within crowded classrooms, were also highlighted, indicating that the current curriculum may not be feasible to implement effectively given the constraints of available time and resources. This finding aligns with Derraz (2009), who noted that limited time in class reduces opportunities for effective learning.

In light of this, it becomes imperative to address the discrepancy between curriculum demands and instructional time. According to Duncan and Met (2010), lesson planning emerges as a pivotal strategy to bridge this gap, ensuring the seamless alignment of classroom instruction with curriculum goals and objectives. Thus, one potential solution could involve prioritizing the most essential components of the curriculum and streamlining lesson plans to focus on key language skills and concepts. This might involve conducting a thorough needs analysis to identify the core language competencies that pupils must acquire, and then designing targeted instructional activities to address those specific areas within the constraints of the limited instructional time. Therefore, highlighting the importance of lesson planning and professional development initiatives aimed at equipping teachers with effective instructional strategies and time-management techniques can help maximize the impact of the limited instructional time. Offering teachers' training, workshops, seminars, and ongoing support can also help teachers enhance their skills in designing effective lesson plans by integrating appropriate methods, resources, and activities that cater to the needs, interests, and learning styles of primary school pupils, which enable them to maximize the instructional time. Additionally, teachers should be encouraged to reflect on and refine their lesson planning practices continuously and foster a culture of continuous improvement and collaboration among teachers to share resources, lesson ideas, instructional strategies, and teaching experiences to support effective curriculum implementation and pupils' learning outcomes.

The identified issues provide actionable insights for curriculum development. Besides, addressing these concerns could enhance the overall quality of English language education in primary schools by making the curriculum more engaging, and better meets both teachers' and pupils' needs.

2.3.4. Discussion of the Research Questions and Assumptions

To conclude, this research study has uncovered some findings that directly answer the initial questions and align with the preliminary assumptions regarding the investigation of the challenges and advantages of teaching English in primary schools in Tebessa.

The results indicate that teachers had favorable perceptions toward learning English in primary schools, despite encountering numerous obstacles.

- 1) The integration of English in Algerian primary schools is challenging. This assumption is supported by the following findings:
 - Teachers reported facing various challenges, including time constraints, difficulty in explaining grammar concepts, and classroom management issues.
 - Majority of teachers (80%) indicated that their schools lack adequate educational materials and tools for teaching English.
 - Teachers cited challenges like crowded classrooms, a lack of teaching materials, a lack of ICTs, and pupil misbehaviour.

Those findings answer question 2: “What are the challenges of teaching faced by the teachers at Tebessa Primary School?”

- 2) Time management is a serious challenge for primary. This assumption is strongly supported by the following findings
 - Both interviewed teachers (T1 and T2) highlighted that 45-minute per session is insufficient to achieve lesson objectives and provide adequate practice.
- 3) Lack of experience is an obstacle to teach young learners. This assumption is partially supported by the following findings:
 - 30% of the surveyed teachers reported a lack of experience in teaching young learners as a challenge.

- 45% of teachers identified insufficient training in teaching techniques and strategies as an issue.
- Although 70% of teachers hold a master's degree, some of them emphasized the need for advanced training with experts for better education.

This answers question 4 “Do teachers lack experience to teach young learners?”

4) Teachers lack access to age-appropriate, culturally relevant teaching materials for EFL instruction. This assumption is strongly supported by the following findings:

- 90% of teachers reported the non-availability of the appropriate teaching materials
- **T1** mentioned the absence of audiovisual materials in their primary school.
- 40% of teachers cited problems related to the curriculum.

The above findings answer question 3: “Do teachers face a problem with teaching materials?”

- Teachers express a favorable response to the decision of integrating the English language in primary schools. However, they insist on further improvements.

Those findings answer question 1: “Is the integration of EFL in primary schools in Algeria a beneficial decision?”

2.3.5. Limitations of the Study

While conducting this research, we came across several limitations, which are outlined as follows:

1. Due to the varied experiences, teaching philosophies, and contextual challenges among the sampled teachers, conflicting responses emerge, preventing the formation of a uniform perspective or consensus view among all participants.

2. Due to time constraints, we've been compelled to opt for a non-random sampling method, which may introduce biases and restrict the generalizability of the findings.
3. The scarcity of existing research, literature, or data specific to the Algerian context regarding the teaching English in primary schools has made it difficult to place the findings within a broader educational landscape of Algeria, limiting the depth of analysis and interpretation of the obtained data.
4. With only 20 female primary school teachers in Tebessa, each assigned to multiple schools, coordinating with all of them was challenging. This limitation forced us to work with a small sample size consisting solely of female teachers, which affect the representativeness and generalizability of the findings.
5. The study focuses specifically on primary schools in Tebessa region; therefore, it cannot be generalized to other regions within Algeria.
6. Study took place during the period of the “Certificat d'Aptitude au Professorat de l'Enseignement Primaire”(CAPEP) events, second-semester exams, and the appointment of contract teachers. These events have influenced the reliability of the study by affecting teachers' stress levels and overall perspectives.
7. We had planned to use classroom observation as a data collection method. However, due to time constraints and the scheduling of exams and inspections during that period, we were unable to proceed with this approach.

2.3.6. Recommendations

Based on the findings, we suggest a set of recommendations:

2.3.6.1. For future researchers:

- Future researchers can investigate the same topic using different tools and approaches to enhance the depth, validity, and applicability of the findings.
- An observation is crucial for future researchers as it provides a comprehensive understanding of teaching and learning dynamics, and allows them to examine the interplay between teacher personality, instructional methods, and pupils' engagement.
- Future researchers should cover a larger geographical area and include a bigger sample of teachers and schools to improve the generalizability of the findings.
- Explore the perspectives of pupils, parents, and policy makers to obtain a multi-dimensional view of EFL situation in Algerian primary schools.

2.3.6.2. For education policy makers and curriculum designers:

- Conduct a comprehensive review of the current English curriculum for primary schools, involving teachers, curriculum experts, and education inspectors.
- Incorporate more interactive activities, pair/group work tasks, and culturally relevant materials to enhance pupils' engagement and align with the Competency-Based Approach.
- Makes a balance between curriculum objectives, instructional time, and educational resources.
- Foster a collaborative learning community among teachers to share best practices, resources, and experiences.
- Invest in developing age-appropriate, culturally relevant teaching materials, including audiovisual aids, educational games, and interactive resources.
- Emphasize English nationwide by involving professionals in developing course materials, helpful syllabi, and high-quality teacher training.

2.3.6.3. For primary schools' English language teachers:

- Pay attention to individual differences and maintain a balanced authority with kindness and patience.
- Be creative with engaging activities to sustain pupils' interest.
- Continuous learning and asking questions and collaborate with expert teachers for improvement.
- Use story-based grammar lessons, games, songs, and role-plays to reinforce grammar in context.
- Utilize interactive activities like role-plays, storytelling, discussions, and multimedia projects for enhancing speaking skills.
- Incorporate regular reading aloud sessions, phonics games, and digital reading platforms for improving reading skills.
- Establish book clubs to promote critical thinking, social interaction, and appreciation for literature.
- Make writing more engaging through creative writing exercises, collaborative storytelling, technology tools, and a supportive environment.

Conclusion:

In this chapter, it provides a comprehensive analysis of the research design, data description, interpretation, discussion, and synthesizing insights from both the questionnaire and the interview. It highlights significant findings regarding teachers' perceptions, emphasizing the significant benefits and inherent challenges of English language learning in primary schools. Moreover, the chapter outlines the limitations encountered during the research process and offers valuable recommendations aimed at developing the quality of English language instruction in primary schools along with suggestions for future researchers.

General conclusion

The global significance of the English language as a lingua franca cannot be overstated. In today's interconnected world, English serves as a bridge facilitating communication and plays a pivotal role in various domains, including education, science, and technology. This necessity for English proficiency extends beyond borders, including countries like Algeria. The country has recently integrated English instruction into its primary school curriculum.

This study is composed of two main chapters. The first chapter: the literature review, meticulously examines in its first section the global status of the English language, elucidating its pre-eminence and utilization. Furthermore, it delves into the status of English language in Algeria. Moreover, The second section provides a framework of learning theories and methods for teaching English to young learners, along with a brief analysis of the didactic guide, primary school syllabus, and learning plan. It also includes strategies for TEFL at an early age, concluding with the roles of primary school teachers and the pedagogical challenges of EFL teaching.

The second chapter offers a thorough description of the research methodology, detailing the procedures for data collection, analysis, and interpretation of findings. At the end of the chapter, the researchers acknowledged the inherent limitations of the current research, offering recommendations and suggestions for future researchers based on the research findings. This chapter's primary aim is to answer the research question and to draw conclusions regarding the challenges and benefits of teaching English in the Algerian primary schools, particularly in Tebessa.

The data analysis highlighted the teachers' preference for English language instruction; nevertheless, they insist on the necessity for further efforts to effectively tackle

associated challenges in order to enhance the quality of English language instruction in primary schools. The study acknowledged various challenges encountered by primary school teachers in Tebessa, underscoring the importance of addressing these issues to improve the overall effectiveness of English language instruction. The most significant challenges were time constraints, oversized classes, unavailability of educational materials, and limited access to audiovisual materials. Additionally, deficiencies in teachers' knowledge regarding effective teaching techniques, along with inadequate training in teaching strategies, were highlighted as significant challenges.

Overall, the study offers valuable insights into the challenges encountered by primary school teachers in Tebessa, providing practical recommendations. This study significantly contributes to the ongoing discussion on the benefits of teaching English in primary schools and the challenges encountered by the teachers. Ultimately, it holds important implications for improving the overall quality of English language teaching in primary schools.

In conclusion, this research serves as a comprehensive exploration of English language education in Tebessa primary schools. By bridging theoretical insights with empirical research, this study endeavors to inform policy and practice, ultimately striving to improve the quality of English language instruction and promote linguistic diversity in education.

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Appendices

Appendix A

Teachers' Perceptions of Teaching English to Primary Schools Pupils

Dear teachers,

This questionnaire serves as a primary data collection tool for a Master dissertation in language sciences. It aims to explore the primary school teachers' perceptions concerning the challenges and opportunities of teaching English to elementary-level pupils.

Your valuable insights will contribute significantly to our understanding of the complexities surrounding language instruction in the formative years of a child's education.

N.B. You should know that the questionnaire is totally anonymous. This means that no one will

Section One: General Information

1- What is your gender?

-Male -Female

2- What is your academic degree?

-BA (License) -Ma (Master/Magister) -PhD (Doctorate)

3- How long have you been teaching English?

-1-5 years -6-10 years -11-15 years -More

Section Two: The English Teaching/Learning Difficulties for Young Learners

1- How would you rate the level of your pupils in English?

-Poor -Fair -Good -Excellent

2- Please indicate the order of your pupils' preferred skill with a number between 1 and 4 (1 stands for the most favoured skill and four stands for the least favoured one)

-Listening -Speaking -Reading -Writing

3- In which skills do pupils face challenges?

-Listening -Speaking -Reading -Writing

4- Which of the following methods is commonly used to address and overcome the pupils' learning difficulties? (you can tick more than one box).

-Repetition and Consistency

-Interactive Technology Games

-Educational Videos

-Flashcards

-Others.(Please Specify)

.....

5- Do your school's resources include an adequate supply of educational materials and educational tools?

-Yes -No

6- Based on your expertise, how does the integration of technology contribute to facilitating classroom management when teaching English to primary school pupils?

.....

.....

 7- How satisfied are you with the given syllabus?

-Very Dissatisfied

-Dissatisfied

-Neutral

-Satisfied

-Very Satisfied

-If not satisfied, could you identify the main issues within the current English curriculum?

.....

Section Three: Pupils engagement and motivation

1- How would you characterize the overall interaction dynamics among pupils during activities in your classrooms?

-Active -Moderate -limited

2-Do you feel that your pupils are sufficiently motivated in your English class?

-Strongly agree -Agree -Neutral -Disagree -Strongly disagree

What factors contribute to impeding their motivation? (you can tick more than box)

- limited exposure to the language
- unfamiliarity with the teaching methods
- Insufficient support from home
- Inappropriate content and activities in the textbook
- Others(Please Specify)

.....

2- To what extent do you integrate interactive activities and group work to enhance classroom management?

- Not at all
- To a limited extent
- To some extent
- To a considerable extent
- To a great extent

-If you did so, what kind of interactive activities and group work you are applying?

- Colorful flashcards
- Sing-Along songs
- Playdough Letter Fun

-Role-playactivities (dialogues, conversations,...)

-Others (Please Specify)

.....
.....
.....

3- Do you think that learning English from an early age fosters cultural awareness and encourages global perspectives?

-Yes -No

-Justify your answer, please.

.....
.....
.....
.....
.....

4- Since the beginning of the year until now, what positive changes have you notice in your pupils' academic development, and what advantages come with early exposure to English language learning?

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.....
.....
.....

5- Please provide any additional comments or insights you have regarding the challenges and benefits of learning English in early childhood in Algeria (optional).

.....

.....

.....

.....

.....

.....

Thank you for your help and for the time devoted to answer our questions

Dr.AchouriKarima

Miss BetticheSameh

Miss BouzaghiaYousra

Department of English Language and Literature

Academic Year: 2023/2024

Appendix B

Teachers' Interview

Dear teachers, This interview serves as a data collection instrument administered to English Teachers of HatiDjamelEddine and Harbaoui Ali primary schools , to gain relevant data about exploring teachers' perspectives concerning the challenges and benefits of EFL integration at an early age. Your honest and thoughtful responses will be highly appreciated.

Note: Please answer the questions based on your experience with third-year pupils.

Questions:

- 1- What is your perspective on the decision to introduce English into the curriculum of primary schools?
- 2- What are the key obstacles you face when implementing English language instruction for third-year primary school pupils?
- 3- In what manner do these challenges become evident in the classroom environment?
- 4- Do you have any insights to share or recommendations for fellow teachers facing challenges in teaching English at the primary school level?
- 5- How do different teaching methods encourage your pupils to develop basic language skills and prompt their familiarity with the English language?
- 6- How do you assess the engagement and progress of third year pupils?
- 7- Drawing from your experience, what responsibilities do you undertake within the classroom?
- 8- If you have any other recommendation, before we finalise the interview do not hesitate.

Appendix C

Approval of the Directorate of Education

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التربية الوطنية

مدير التربية
إلى السيد: - مدير ابتدائية مولود فرعون-تبسة-
- مدير ابتدائية حاتي جمال الدين-تبسة-
- مدير ابتدائية محمود ارسلان-تبسة-
- مدير ابتدائية الدكتور سعدان-تبسة-
- مدير ابتدائية حرباوي علي-تبسة-
- مدير ابتدائية يحيى فارس-تبسة-

مديرية التربية لولاية تبسة
مصلحة التكوين والتفتيش
الرقم: 267/م.ت.ت/2024

الموضوع: إستقبال طالب(ة) متربص(ة)

مرجع: مراسلة جامعة الشيخ العربي التبسي-تبسة- كلية الآداب واللغات
قسم اللغة الإنجليزية دون رقم ودون تاريخ.

عملا بما جاء في المرجع المذكور أعلاه،
يشرفني أن أطب منكم السماح للمتربصتين: بتيش سماح/ بوزغاية يسرى
بالتربص الميداني داخل مؤسساتكم في الفترة الممتدة من 2024/03/06 إلى
غاية نهاية التربص مع احترام القوانين الداخلية للمؤسسة.

تبسة في : 2024/03/06

مدير التربية



ش. ب. ق. و. ش.

المجلس
مباركة اسماعيل

الداير
زرفاي اسماء

السيد
مباركة اسماعيل

سيدة - بوزغاية يسرى
بتيش سماح

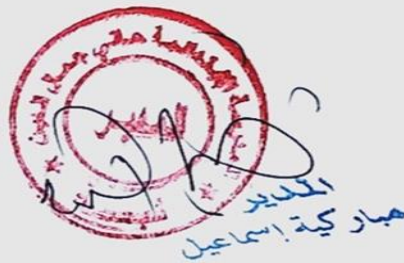
لبسة في: 05.03.2024

- إلى السادة مدراء
إبتدائيات:
- حاتي جمال الدين
 - الكاخي سعدان
 - محصور أرسلانا
 - حرباوي علي
 - يحي فارس

الموضوع: ترخيص بدخول الإبتدائيات المذكورة أعلاه من أجل
إجراء مقابلة وملاءمة استبيان من طرف أساتذة اللغة
الإنجليزية الخاصة بعدكرة التخرج - ماستر لغة
إنجليزية.

يشرفني أن أتقدم إلى سيادكم المصترمة بطلبي
هذا والمتصل في منح ترخيصه لدخول الإبتدائيات المذكورة أعلاه
وذلك بعدد إجراء مقابلة وملاءمة الاستبيان الخاص بعدكرة
التخرج - ماستر لغة إنجليزية - للسنة الدراسية الجامعية

2023 - 2024
وفي انتظار الرد على طلبي هذا ، تقبلوا مني فائق الإحترام
والتقدير



(Handwritten signature)

- ابتدائية محمود عثمان

المدير
أحمد نصر الله



- إضافة أقر معان
بغاغة تماظر

المدير
عبدالله
نور فادي أسمل

المدير
عبدالله
عبدالله الطاهر

تبسة في: 28/04/2024

إلى السيدة مديرة ابتدائية
مولود فرعون

من السيدة بوزغاية يسرى

الموضوع: ترخيص بدخول ابنتي مولود فرعون من أجل
إجراء مقابلة وملاءمة استبيان من طرف أساتذة
اللغة الإنجليزية الخاصة بمذكرة التخرج
- ماستر لغة إنجليزية -

يشرفني أن أتقدم إلى سيادتكم المحترمة لطلبي

هذا والمتأمل في منح ترخيص لدخول ابنتي مولود
فرعون وذلك بهدف إجراء مقابلة وملاءمة الاستبيان

الخاص بمذكرة التخرج - ماستر لغة إنجليزية - للسنة

الجامعية 23 و 24

و في انتظار الرد على طلبي هذا، تقبلوا مني عائقاً

الإحترام والتقدير





Résumé

L'intégration de la langue anglaise dans les écoles primaires algériennes représente un avancement, compte tenu de son statut de lingua franca mondiale et des avantages de l'apprentissage précoce de l'EFL. Cependant, cette transition pose divers défis. Ainsi, cette recherche se penche sur les obstacles rencontrés dans l'enseignement et l'apprentissage de l'EFL dans les écoles primaires de Tébessa en Algérie. Les objectifs de l'étude comprennent les différents facteurs affectant ce processus, y compris les méthodologies d'enseignement, disponibilité des ressources, intégration des TIC, contraintes de temps et dynamique de la classe. L'objectif principal est d'aborder la question de recherche " Dans quelle mesure l'enseignement de l'EFL à Tébessa est-il difficile?". Cette recherche exploratoire aborde les questions et hypothèses de recherche en employant une approche mixte, y compris un questionnaire soumis à 20 écoles primaires, Professeurs d'anglais à Tébessa, et entretiens menés avec 2 professeurs au sein de la même échantillon, rassemblant des données qualitatives et quantitatives. Les résultats se révèlent à la fois positifs perceptions et défis importants rencontrés par les enseignants, y compris les contraintes de temps, inadéquats matériel pédagogique, manque d'intégration des TIC et problèmes de gestion de classe. Malgré ces obstacles, les enseignants voient généralement l'intégration positivement et reconnaissent ses avantages. L'étude souligne la nécessité d'améliorer la formation des enseignants, les ressources et les programmes d'études mise en œuvre pour optimiser l'expérience d'apprentissage des jeunes apprenants, en assurant une efficacité accrue intégration de l'enseignement de l'EFL dans les écoles primaires. **Mots clés:** Algérie, avantages, apprentissage de l'anglais langue seconde, intégration de l'anglais, approche par méthodes mixtes, écoles primaires, perceptions des enseignants, défis pédagogiques, Tébessa.

الملخص

يمثل إدراج اللغة الإنجليزية في المدارس الابتدائية الجزائرية تقدماً كبيراً نظراً لمكانتها كلغة مشتركة عالمية وفوائد التعلم المبكر للغة الإنجليزية كلغة أجنبية. ومع ذلك، فإن هذا التحول يطرح تحديات مختلفة. وبالتالي، يتعمق هذا البحث في العقبات المصادفة في تعليم وتعلم اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية بتبسة، الجزائر. تهدف الدراسة إلى فهم العوامل المختلفة التي تؤثر على عملية التعليم، بما في ذلك منهجيات التدريس، وتوافر الموارد، وتكامل تكنولوجيا المعلومات والاتصالات، والقيود الزمنية، وديناميكيات الفصول الدراسية. الهدف الأساسي هو معالجة سؤال البحث: "إلى يتناول هذا البحث الاستكشافي أسئلة البحث "أي مدى يمثل تدريس اللغة الإنجليزية كلغة أجنبية في تبسة تحدياً؟ والافتراضات من خلال استخدام طريقة الأساليب المختلطة، بما في ذلك استبيان مقدم إلى 20 من معلمي اللغة الإنجليزية في المدارس الابتدائية في تبسة، ومقابلات أجريت مع معلمين من نفس العينة، لجمع البيانات النوعية والكمية. تكشف النتائج عن إيجابيات، بالإضافة إلى عدم كفاية المواد التعليمية، والافتقار إلى تكامل تكنولوجيا المعلومات والاتصالات، وقضايا إدارة الفصول الدراسية. على الرغم من هذه العقبات، ينظر المعلمون عموماً إلى الاندماج بشكل إيجابي ويعترفون بفوائده. تؤكد الدراسة على الحاجة إلى التطوير في تدريب المعلمين والموارد وتنفيذ المناهج الدراسية لتحسين تجربة التعلم للمتعلمين الصغار، وضمان تعليم اللغة الإنجليزية كلغة أجنبية بشكل أكثر فعالية في المدارس الابتدائية.

الكلمات المفتاحية: الجزائر، الفوائد، تعلم اللغة الإنجليزية كلغة أجنبية، تكامل اللغة الإنجليزية، طريقة الأساليب المختلطة،

المدارس الابتدائية، تصورات المعلم، تحديات التدريس، تبسة