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عنوان المذكرة:

Challenges of Teaching English as a Foreign

Language to Third Year Pupils of the Algerian

Primary Schools

التخصص : Didactics and Applied Linguistics

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Faculty of Letters and Foreign Languages
Department of English Language and Literature



**Challenges of Teaching English as a Foreign
Language to Third Year Pupils of the Algerien
Primary Schools**

**A Thesis Submitted to the Department of English Language and Literature - University of Bouira
– in Partial Fulfillment for the Requirement of Master's Degree in
Didactics and Applied Languages**

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Dedication

To my dear family; my mother Djamilia , my father Saleh ,my brothers Mohamed , Adem, Harone. And my idol Hanane and her beautiful small family (Hamza and Ranim).

Your unwavering love, encouragement, and patience have been the foundation of my journey. Thank you for always believing in me, even during the most challenging moments.

To my supportive friends,especially Katia .Your constant motivation, kind words, and understanding made this experience more manageable and meaningful. I am truly grateful for your presence in my life.

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This work is dedicated to all of you—with heartfelt appreciation.

Mss . Manel

First of all , my deepest gratitude goes to my revered parents, whose selfless love and unwavering support have been our guiding light.

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To my great mother Karima , whose fervent prayers and nurturing care have been my solace.

To my siblings, Rayane and Adam with whom I shared the most beautiful memories of my life .

To my dear husband Oussama for his unwavering support, patience, and encouragement.

To my first joy , my unborn son.

To my second family , my aunts , friends and cousins with whom I shared laughter, tears, and moments of doubt and a lot of souvenirs.

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Mrs. Wissem

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Abstract

This thesis explores the challenges linked to teaching English as a foreign language (EFL) to third-year primary school pupils in Algeria, a setting characterized by linguistic diversity and recent educational reform. The investigation adopts a qualitative approach that integrates both theoretical and empirical dimensions to offer a holistic understanding of the pedagogical and institutional obstacles facing early English language instruction. The theoretical section reviews key concepts in language learning, the benefits and principles of early foreign language learning, and international best practices. It also examines the specific Algerian educational context, particularly the implications of introducing English in a system where Arabic and French are already predominant. The empirical aspect of the research is based on a questionnaire with primary school EFL teachers, whose responses reveal notable challenges such as insufficient teacher training, lack of suitable teaching resources, inadequate class time, large class sizes, and limited institutional support. These findings highlight a substantial gap between the aims of national education policy and the realities encountered in the classroom. The study concludes that while the early introduction of English aligns with international trends and national aspirations, its successful implementation requires targeted reforms in teacher preparation, curriculum design, and resource allocation. This research contributes valuable insights for educators, policymakers, and researchers seeking to enhance the effectiveness of English language education in Algerian primary schools.

1. **Key Words :** English as a Foreign Language (EFL), Third-Year Primary Education ,Teaching Challenges ,Pedagogical Strategies ,Qualitative Research .

ملخص

تتناول هذه الأطروحة التحديات المرتبطة بتدريس اللغة الإنجليزية كلغة أجنبية لتلاميذ السنة الثالثة من التعليم الابتدائي في الجزائر، في سياق يتسم بالتنوع اللغوي والإصلاح التربوي الأخير. تتبنى الدراسة منهجاً نوعياً يدمج بين البعدين النظري والتطبيقي لتقديم فهم شامل للعقبات التعليمية والمؤسسية التي تواجه تعليم اللغة الإنجليزية في مرحلة مبكرة. تستعرض الدراسة المفاهيم الأساسية لتعلم اللغة، وفوائد ومبادئ تعلم اللغة الأجنبية في سن مبكرة، وأفضل الممارسات الدولية. كما تدرس السياق التعليمي الجزائري الخاص، ولا سيما الآثار المترتبة على إدخال اللغة الإنجليزية في نظام تعليمي تهيمن عليه اللغتان العربية والفرنسية بالفعل. يعتمد الجانب التجريبي للبحث على استبيان مع معلمي اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية، وتكشف ردودهم عن تحديات ملحوظة مثل عدم كفاية تدريب المعلمين، وندرة الموارد التعليمية المناسبة، وعدم كفاية الوقت المخصص للفصول، وأحجام الفصول الكبيرة، والدعم المؤسسي المحدود. تسلط هذه النتائج الضوء على فجوة كبيرة بين أهداف السياسة التعليمية الوطنية والواقع الملوم في الفصول الدراسية. وتخلص الدراسة إلى أن التنفيذ الناجح لتعليم اللغة الإنجليزية في وقت مبكر يتطلب إصلاحات مستهدفة في إعداد المعلمين وتصميم المناهج وتخصيص الموارد. تساهم هذه الدراسة برؤى قيمة للمعلمين وصانعي السياسات والباحثين الذين يسعون إلى تعزيز فعالية تعليم اللغة الإنجليزية في المدارس الابتدائية الجزائرية.

الكلمات المفتاحية : اللغة الإنجليزية كلغة أجنبية ، السنة الثالثة من التعليم الابتدائي ، تحديات التعليم ، الاستراتيجيات البيداغوجية ، البحث النوعي .

List of Abbreviations

- EFL :** English as a Foreign Language
- ESP :** English for Specific Purposes
- TEFL :** Teaching English as a Foreign Language
- CLT :** Communicative Language Teaching
- TBLT :** Task-Based Language Teaching
- MNE :** Ministry of National Education
- L1 :** First Language (Mother Tongue)
- L2 :** Second Language
- ICT :** Information and Communication Technology
- ELT :** English Language Teaching

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General Introduction

Teaching and learning English as a foreign language (EFL) has become common in multiple countries in the world . This is due to its globalization. It plays a vital role in education, business, and communication worldwide. Therefore , there is a crucial need to master this international language , and make the provision of teaching English a fundamental issue in the educational system.

In the case of our country , Algeria is considered as a multilingual nation , where English is taught from the third grade of primary school to the third year of secondary school . However , according to historical and political reasons English is falling behind French ; there was an educational reform in 1993 to implement English in primary school , where pupils have to choose between studying English and French . Some schools applied the discussed reform then cancelled later because some parents preferred French over English (Rezig , 2011)

Presently, the Algerian education system is undergoing significant changes ,with various teaching methods being introduced and innovative approaches adopted . The focus of learning English has increased , today Algeria ´s decision to shift from the colonial language toward the international one have been perceived by many Algerians . Therefore , the improvement of integrating English in primary schools create some challenges and obstacles , concerning teaching materials , learning environment , managing large classes and time management. Thus , this investigation reveals difficulties of introducing English to the Algerian primary school , these obstacles complicate the situation for teachers to reach the desired goals and deal appropriately with them.

i. Statement of the Problem

Algeria is a multilingualism society ; where Arabic and Tamazight are the first official languages. French is the first foreign language which is familiar to Algerians and taught at an early age .In recent years, a new foreign language has taken a vital place in our country which is English, as it is viewed as the global language of communication, education and technology, helping the country shift away from its colonial linguistic past and prepare its youth for international opportunities . For this reason there are attempts to underestimate this language , by implementing English in the Algerian society to impact the sociolinguistic landscape in the country . With regard to government’s decision to introduce English as a second language in the primary school curriculum starting from the third year, this recent addition to the Algerien education system faces various obstacles concerning EFL teachers , for instance the lack of the instructional material . Thus , the current study comes to highlight these

major challenges .It is meant to gain information that will potentially benefit educators ,including researchers , EFL teachers and policy markers .

ii. Aims and Significance of the Study

The primary goal of this research is to explore the integration of English in the Algerian primary education system. However, the key focus of this academic inquiry is to highlight the difficulties encountered by elementary school educators in teaching English in Bouira. Additionally , it aims to propose viable solutions to address the difficulties faced by teachers during the instructional process.

This study holds considerable significance due to its originality and the potential contributions it may make to existing literature. The body of work addressing early language instruction in Algeria is notably limited. Consequently, there are only a few studies that have explored the integration of English within Algerian elementary education.

This research represents a pioneering endeavor and aspires to establish a foundational framework for future academic inquiries . It will serve as a valuable resource for subsequent studies. The outcomes of this investigation can be utilized as a reference guide for teaching English in elementary schools. Furthermore, this invistigation will benefit future researchers in English Language Teaching (ELT) by supplying academic insights, particularly related to the challenges of teaching English at the elementary level.

iii. Research Questions

The current study aims to address the following central question:

Q) How challenging is the process of teaching and learning English at Bouira center primary schools?

This central question leads to four specific sub-questions:

- 1) Is time management a challenge for teachers?
- 2) Are there issues with the teaching materials ?
- 3) Are teachers adequately qualified to instruct young learners?
- 4) Do learners experience difficulties in learning two languages simultaneously?

iv. Research Hypotheses

To answer the research questions, the above-mentioned questions led to formulate two hypotheses :

We hypothesize that the obstacles faced by EFL teachers in third-year primary school impact students' language acquisition and engagement.

We also hypothesize that teachers who employ interactive and communicative teaching strategies can improve learners' comprehension and participation despite existing obstacles .

v. Research Methodology

a) Choice of the Method

This study employs a qualitative research approach, which is appropriate for examining complex educational phenomena such as the challenges of EFL in primary schools. Qualitative methods facilitate a deeper understanding of teachers' perspectives, experiences, and interpretations concerning the obstacles they encounter in authentic classroom contexts by using structured interview.

b) Research Tools

A structured interview design was selected to gather detailed and flexible data. This design permits the researcher to direct the conversation with pre-formulated questions while also allowing participants the freedom to elaborate on issues they consider significant. This method proves especially effective in exploring the personal experiences and insights of EFL teachers, which are essential for identifying context-specific challenges.

c) Participants

The participants of this study will consist EFL teachers currently instructing third-year primary school classes. A purposive sampling strategy will be employed to select teachers who possess a minimum one year of experience teaching English at this level. This selection criterion ensures that participants have adequate familiarity with the curriculum, learners, and instructional challenges specific to this educational stage .

d) Data Collection Instruments

The principal instrument for data collection will be a structured interview guide composed of open-ended questions that cover key thematic areas and it will be conducted either in person or via audio/video conferencing, based on the availability and preference of the participants.

e) Data Analysis

The data collected will be transcribed and subjected to thematic analysis. This involves identifying, examining, and interpreting patterns (themes) within the data. The themes will be systematically compared and cross-checked to draw informed conclusions about common obstacles and recurring issues encountered by EFL teachers.

f) Ethical Considerations

All participants will be fully informed about the purpose of the study and assured of the confidentiality and anonymity of their responses. Informed consent will be obtained prior to the commencement of the interviews. Participants will retain the right to withdraw from the study at any stage .

Vi. Research Structure

This research is organized into two main components : the theoretical part and the practical (field work) part. The theoretical part composed of two chapters. The first chapter provides a comprehensive overview of teaching English as a foreign language, beginning with an introduction that addresses the significance and the distinction between foreign and second language teaching. It further proceeds to examine major teaching theories, including behaviorism, cognitivism, constructivism , socio-cultural theory, Multiple Intelligences Theory , Krashens Second Language Acquisition Theory and the Natural Approach . Additionally, it reviews well-established methods of teaching such as Total Physical Response (TPR), the Direct Method, Communicative Language Teaching (CLT), and the Audio-Lingual Method (ALM), along with a variety of instructional techniques and materials suitable for young learners.

The second chapter in the theoretical section centers on the specific context of Algeria. It examines the status of English in the Algerian educational system across the national educational system , with a focus on primary school level . It also outlines the underlying motivations for learning

English in Algeria, the official aims for teaching the language, and the challenges that arise in primary education. These challenges are classified into internal factors—such as teacher competence, student motivation, and identity-related issues—and external factors, including overcrowded classrooms, insufficient teaching materials, and inadequate teacher qualifications. The chapter concludes with a critical examination of Algeria's language policy and its recent reforms pertaining to the introduction of English in primary education.

The third chapter constitutes the practical component of the research, which introduces the fieldwork conducted to investigate the challenges faced by third-year primary school teachers in teaching EFL. This chapter outlines the overall research design, detailing the adopted methodology, research approach, and the instruments used for data collection. The principal tool used is a semi-structured interview to find out about the main challenges English language teachers face when teaching the language. The section further elaborates on the purpose of the interview, its description, validation process, and the thematic analysis of the collected data. Finally, the discussion of findings connects the empirical results with the theoretical insights, offering relevant conclusions and practical recommendations.

Theoretical part

Chapter One : Teaching English as a foreign Language

Introduction

This chapter provides a comprehensive theoretical framework for understanding the Teaching English as a Foreign Language (TEFL) within the context of modern education. In an increasingly globalized world, the demand for English language proficiency continues to grow, driven by the needs of cross-cultural communication, international collaboration and access to global opportunities. It begins by clarifying key concepts and distinctions between teaching English as a foreign versus a second language (L2), while highlighting the global significance of English in education, employment, and international affairs. Furthermore, it examines major learning theories—such as behaviorism, cognitivism, and constructivism—and their relevance to language acquisition. In addition, it explores a variety of instructional methods, such as Total Physical Response (TPR), the Direct Method, Communicative Language Teaching (CLT), and the Audio-Lingual Method (ALM). The chapter also underscores the importance of teaching materials, ranging from textbooks to flashcards and digital tools, emphasizing their contribution to creating a supportive and stimulating language learning environment. Collectively, this theoretical foundation sets the stage for analyzing the specific challenges associated with teaching English language in Algerian primary schools.

I. 1. Teaching English as Foreign Language

TEFL refers to the instruction of English in countries where it is not the native language, and learners have limited natural exposure to it outside the classroom (Harmer, 2007). In Algerian third-year primary schools, TEFL introduces young learners to the foundational skills of English—listening, speaking, reading, and writing—through structured lessons. Since English is not widely spoken in Algeria, the classroom becomes the main source of language exposure and practice. The goal is to develop basic communicative skills, laying the groundwork for future academic and professional use of English.

I. 2. The importance of Teaching English

Teaching English, especially in primary schools, is crucial for learners' early academic and cognitive development. By developing foundational language skills at this stage, learners are better

equipped for future learning and social interactions. This highlights the importance of teaching English in primary schools:

- **Early Exposure improves Language Acquisition:** pupils in third year are at a crucial developmental stage for language acquisition, as children are naturally inclined to learn and absorb new languages. Introducing English at this age allows them to acquire pronunciation, vocabulary, and basic structures with greater ease and effectiveness compared to later stages.
- **Supports Academic Opportunities:** learning English early allows a wealth of educational resources, both online and in print, that are often available in English. This can greatly benefit students in their studies in further grades.
- **Motivates Global Awareness:** early English learning broadens young learners' horizons, exposing them to diverse cultures and perspectives, which in turn fosters open-mindedness and a curiosity about the world beyond their immediate environment.
- **Increase Future Career and Communication Skills:** While these learners are just beginning their primary education, the foundational skills they develop now will have future benefits, especially that English remains a dominant language in fields like science, technology, and international communication.
- **Supports Cognitive Development:** learning a L2 is related with enhanced memory, problem-solving abilities, and mental flexibility, all of which contribute to a stronger academic performance overall.

Teaching English to pupils of primary school is not just about language acquisition ; it is an investment in students' future academic and professional development. .

I. 3. English Teaching Theories

Numerous researchers and educators have investigated the process of TEFL by applying various psychological and educational theories. These theories illuminate how learners acquire language, particularly in the context of primary education where cognitive and behavioral development is ongoing. Among the most influential theories are Behaviorism, Cognitivism, Constructivism, Socio-Cultural Theory, Multiple Intelligences Theory, Krashen's Theory and The Natural Approach.

3.1 Behaviorism

Behaviorism is a psychological theory that emphasizes the study of observable behaviors and their relationship to environmental stimuli. As posited by Skinner (1957), learning occurs when the correct behavior is reinforced through positive feedback. In teaching English to young learners ;repetition , drills, and mimicry are the main methods in behaviorist to reinforce correct responses , where learners are expected to imitate correct language use and receive reinforcement through praise or rewards.

This approach, must be used in third-year primary classrooms teach grammar,vocabulary, and pronunciation through audio-lingual techniques, relies on repetition, drills, and reinforcement. Teachers might use flashcards and chants to reinforce correct responses, in order to build language habits. However, one challenge of this approach is that it may limit critical thinking and internal motivation. Learners may become dependent on external stimuli and struggle to apply language in unfamiliar or creative contexts (Skinner, op.cit ; Watson, 1913).

3.2 Cognitivism

Cognitivism diverges from behaviorism, which focuses solely on observable behaviors, by exploring the internal workings of the mind and how they influence our actions. According to Mandler (2002), learning involves the active construction and organization of knowledge within mental frameworks or schemata. Cognitive theory suggests that, when teaching English to third-year primary students, strategies that help learners connect new information with what they already know are most effective.

Teachers may use various techniques such as visual organizers, storytelling, guided reading, and question-and-answer to help learners process and store language more effectively. For example, teaching new vocabulary by relating it to familiar objects in the classroom aids in encoding and retrieval. Cognitivism also supports the use of scaffolding, where teachers gradually shift responsibility to learners as their cognitive abilities develop.

A key obstacle to implementing cognitivism in early primary education lies in the fact that young learners may not have fully developed metacognitive skills like self-regulation and strategic planning. As a result, teachers must carefully design developmentally appropriate activities that promote engagement while avoiding cognitive overload (Anderson, 1990).

3.3 Constructivism

Constructivism posits that learners actively construct knowledge through interaction with their environment and social context (Vygotsky, 1978; Piaget, 1970). It views language learning as a dynamic process where learners actively construct meaning through collaboration, exploration, and reflection. In the third year of primary school, this approach can be implemented through activities such as group projects, storytelling, role-playing, and problem-solving tasks that engage students in meaningful use of English.

Vygotsky's (op.cit) concept of the Zone of Proximal Development (ZPD) is the space between what a learner can do independently and what they can achieve with the help of a more knowledgeable others , like a teacher or peer. Bruner (1966) further emphasizes the role of instructional scaffolding, where teachers provide temporary support that is gradually removed as learners gain independence.

While constructivism offers many benefits, its application in EFL classrooms faces obstacles. The limited real-world exposure to English that young learners typically have made it challenging to create genuine learning experiences. Furthermore, constructivist approaches demand greater classroom time, resources, and teacher preparation compared to traditional methods. Without proper training, teachers may struggle to balance student-centered learning with curriculum requirements (Rogoff, 1990).

3.4 Socio-Cultural Theory

Lev Vygotsky's Socio-Cultural Theory (op.cit) emphasises the importance of social interaction and cultural context in cognitive development and language acquisition. A central idea is the ZPD, which refers to the difference between what learners can do independently and what they can accomplish with guided assistance. In third-year primary EFL classrooms, this theory motivates the use of collaborative tasks such as pair work, group discussions, and storytelling to foster language learning in a social context (Swain, 2000). Teachers act as scaffolds, offering structured support that is gradually reduced as learners become more proficient (Lantolf & Thorne, 2006). In settings with limited exposure to English outside the classroom, these interactions are crucial for both linguistic and socio-cultural growth.

3.5 Multiple Intelligence Theory

Howard Gardner's Theory of Multiple Intelligences, proposed in (1983), redefines intelligence as a multifaceted concept rather than a single, fixed ability assessed by IQ tests. Instead, Gardner identified at least eight distinct types of intelligence, including linguistic, musical, logical-mathematical, bodily-kinesthetic, spatial, interpersonal, intrapersonal, and naturalistic. This theory is especially valuable in the context of EFL teaching in primary schools, as it acknowledges learners' diverse cognitive profiles.

Third-year primary students demonstrate diverse learning preferences—some excel in reading and writing (linguistic intelligence), while others respond better to movement (bodily-kinesthetic) or music (musical intelligence). Consequently, effective EFL instruction should adopt multimodal strategies. Implementing activities such as songs for vocabulary, dramatized dialogues, and group storytelling can support different intelligences and enhance engagement (Armstrong, 2009).

Integrating Multiple Intelligences into EFL teaching addresses a fundamental challenge in early language education: sustaining learner motivation. Young learners are more likely to remain engaged when teaching methods align with their individual learning preferences. Through diverse activities—visual aids, games, drawing, and peer interaction—teachers can establish inclusive classrooms that cater to all students (Christison, 1999). Moreover, Gardner's framework complements student-centered pedagogy, which emphasizes learner autonomy, creativity, and active participation—principles that are especially valuable in large, heterogeneous EFL classrooms.

3.6 Krashen's Second Language Acquisition Theory

Stephen Krashen's (1982) theory of Second Language (L2) Acquisition stands as a cornerstone framework within the field of language education. Among the five hypotheses he proposed, the Affective Filter Hypothesis is especially relevant when teaching English to children. This hypothesis asserts that emotional factors, including motivation, anxiety, and self-confidence play a critical role in L2 acquisition. When learners are relaxed, confident, and interested, the affective filter is lowered, facilitating the intake and processing of language input. In contrast, elevated stress levels, fear of errors, or lack of motivation can raise the affective filter, thereby impeding effective language acquisition.

It is obvious to observe students who exhibit shyness, fear of speaking, or frustration in third-year primary classrooms, when they struggle to understand or pronounce English correctly. Especially that they are still acquiring social and emotional coping skills. These emotional responses act as obstacles to effective language learning. Consequently, it is imperative for educators to prioritize fostering a low-anxiety learning environment by employing encouraging language, minimizing excessive correction, and emphasizing cooperative activities over competitive ones. This approach not only improves language outcomes but also promotes greater students' confidence and participation (Krashen, op.cit).

3.7 The Natural Approach

The Natural Approach, developed by Krashen and Terrell (1983), is predicated on the principle that language acquisition should mirror the process by which children acquire their native tongue—through consistent exposure to comprehensible input within a low-stress, meaningful environment. Its central aim is to prioritize and absorption of language before expecting students to produce it accurately. This theory is especially pertinent in third-year primary school settings, where students are frequently still developing basic literacy in their native language and may become overwhelmed by formal grammar-based instruction.

Teachers employing the Natural Approach prioritize listening and comprehension before speaking. Instruction frequently incorporates visual aids, gestures, repetition, and storytelling to ensure that students understand the message even if individual words are not fully understood. The emphasis on accuracy in speaking is deliberately reduced, allowing students to produce language at their own pace. This “silent period” respects the learner's emotional readiness and fosters more natural language development over time.

For young learners, the Natural Approach provides a comfortable way to language acquisition, reducing the fear and an anxiety often associated with traditional methods. It promotes a more inclusive and patient classroom atmosphere, which is crucial when dealing with large classes or students with varying levels of language proficiency. (Krashen & Terrell, op.cit).

I. 4.English Teaching Methods

In the history of EFL, many methods have been developed and applied in classrooms. Each method has its strengths and weaknesses depending on the age of the learners, the context of instruction, and the goals of the curriculum. In third-year primary classrooms, where learners are still developing cognitively and socially, it is important to use age-appropriate methods that address the unique challenges of early language learning. Below are some of the commonly used methods in primary-level EFL classes.

4.1 The Total Physical Response (TPR) Method

Total Physical Response (TPR), developed by James Asher in the 1970s, is a method of teaching languages that involve combining spoken language with physical actions to help students understand and remember what they learn (Asher, 1977). Based on the natural process of L1 acquisition, TPR highlights listening and responding physically before speaking. Learners execute actions in response to commands, which reduces pressure and fosters a low-anxiety, engaging learning environment (Richards & Rodgers, 2014; Harmer, 2007). This approach is especially beneficial for young students, such as third-year primary students, due to its kinesthetic nature and ability to maintain the attention through interactive, movement-based activities (Cameron, 2001). TPR reinforces vocabulary development and supports grammatical structures through repetition and action, catering especially to kinesthetic learning styles. However, it presents certain drawbacks. It proves less suitable for conveying abstract ideas, complex grammatical structures, and writing abilities—elements that gain importance in the upper levels of primary education (Larsen-Freeman & Anderson, 2011). Consequently, although it is effective for initiating English instruction in Algerian primary schools, TPR should be complemented with other methodologies, such as the Direct Method or Communicative Language Teaching (CLT), to ensure a comprehensive language learning experience.

4.2 The Direct Method

The Direct Method, also referred to as the Natural Method, is a foreign language teaching approach that advocates exclusive use of the target language in the classroom, steering clear of translation into the learners' L1. Meaning is conveyed through visual aids, gestures, real-life contexts, and interaction, emphasizing vocabulary and grammar in context, with a strong emphasis on listening and speaking skills (Larsen-Freeman, 2000). The method is based on the process of L1 acquisition, motivating students to think in English rather than translate from their native tongue (Richards &

Rodgers,op.cit). In third-year primary education, the Direct Method provides significant benefits, including fostering oral language development and encouraging learner involvement . It well-suites to the cognitive and developmental stages of young learners, who benefit from repetition, visual input, and interactive activities. However, this method also presents limitations, particularly in contexts like Algeria where English is not widely used outside of school. The absence of L1 support may limit comprehension, particularly for more abstract language or complex grammar (Harmer,op.cit). Additionally, the method requires teachers to be highly proficient in English and possess strong classroom management skills. Another limitation lies in its limited focus on reading and writing, which are crucial skills at this level of education. Learners who are shy or have language difficulties may also struggle in a fully oral environment (Brown, 2001). To improve its effectiveness, the Direct Method can be adapted by incorporating simplified input, visual scaffolding, and integrate it with other approaches such as TPR and the Audio-Lingual Method(ALM), thereby offering a more comprehensive and inclusive learning experience.

4.3 The Communicative Language Teaching (CLT)

CLT is a learner-focus approach that focuses on the practical use of language through real-world communication rather than isolated grammar instruction (Richards & Rodgers, 2001). It promotes fluency and interaction by involving learners in activities such as role plays, group discussions, and games (Littlewood, 2004). In third-year primary classrooms, CLT aligns well with children's natural tendency for social interaction and boosts their motivation through meaningful tasks (Cameron,op.cit). However, the implimentation of CLT among young learners presents several challlenges .These include limited vocabulary ,learner shyness, and the difficulty of managing interactive activities in large or mixed-ability classrooms (Savignon, 2002). In Algeria, the lack of a teacher training and limited access to communicative materials can impede its effective implementation (Bouwergue, 2023). Despite these obstacles, CLT remains an effective approach when tailored to the needs of young learners and complemented such as TPR .

4.4 The Audio-Lingual Method (ALM)

The ALM based on behaviorist learning theory, views language acquisition as a process of habit formation based on repetition, pattern drills, and immediate correction (Richards & Rodgers, 2001). It is developed in the United States during the 1940s and 1950s to train military personnel, and is

characterized by teacher-led instruction and structured exercises such as memorization, substitution, and transformation exercises (Thornbury, 2000; Larsen-Freeman, 2000). While it aids in mastering pronunciation and sentence structure, especially for young learners who benefit from routine (Harmer, 2015), it has limitations that include minimal student interaction, lack of meaningful communication, and insufficient accommodation with various learning styles (Cameron, 2001; Gardner, 1993). Additionally, behaviorist assumptions have been criticized by contemporary theories that focus on motivation, interaction, and learner autonomy (Lightbown & Spada, 2013). In Algerian primary classrooms, where English is newly introduced, a hybrid approach that blends ALM with communicative and play-based methods is suggested to enhance both accuracy and learner engagement.

I. 5. Teaching Techniques

There are various techniques that are adopted to teach English as a foreign language in third-year primary classrooms, these techniques include :

5.1 Songs and Chants

The use of songs and chants in English classrooms is a widely recognized and effective technique for teaching young learners. Songs serve in teaching vocabulary, pronunciation, rhythm, and sentence patterns. The repetitive nature of chants aids in the retention of linguistic forms and expressions more easily. For example, a chant like “What’s the weather like today?” featured on « surfer jeff » album . can help reinforce question forms while also introducing thematic vocabulary.

Songs contribute to creating joyful and relaxed atmosphere in the classroom, which reduces the affective filter and encourages participation even from shy or hesitant students (Murphey, 1992). This technique also improves listening comprehension and supports learners’ mimic native-like intonation.

5.2 Story-Based Learning

Storytelling represents a crucial pedagogical approach in the third-year primary classroom. By utilizing engaging narratives and visually appealing storybooks, educators can introduce vocabulary, sentence structures, and language functions in a meaningful and memorable context . Learners engage with the stories, answer questions, act out parts, and sometimes retell them, which develop both their

listening and speaking skills. Moreover, this method enriches the language learning experience by rendering it both enjoyable and meaningful, while also stimulating learners' imagination and fostering an emotional connection with the content. It proves effective in facilitating the natural acquisition of new lexical items and expressions (Wright, 1995).

5.3 Game-Based Learning

Games are valuable tools for engaging third-year primary students. They transform language practice into fun and meaningful experiences. Through games like “Simon Says,” “Word Bingo,” or “Memory Match,” learners reinforce their vocabulary, grammar, and listening skills without feeling the pressure of formal instruction. Games foster collaboration, creativity, and motivation.

Due to the implicit nature of learning during play, games are particularly effective in reinforcing previous knowledge and encouraging repeated language use in a stress-free context (Wright, Betteridge, & Buckby, 2006).

5.4 Visual Aids and Realia

Visuals and real-life objects represent essential tools in the primary classroom. Educators frequently utilize flashcards, posters, toys, and classroom items to teach vocabulary and expressions. These materials offer tangible references for abstract words, thereby enhancing comprehension. For instance, when teaching the word “banana,” showing an actual banana or a picture helps learners quickly associate the word with its meaning.

The integration of visual aids accommodates diverse learning styles and helps maintain learners' attention. This strategy is especially important in third-year classes where students may have limited exposure to English outside the school setting. (Harmer, 2007).

I. 6. Teaching Materials

In the context of teaching English as a foreign language to third-year primary school students, teaching materials are essential for facilitating language acquisition and supporting effective instruction. According to Hutchinson and Torres (1994), materials serve not only as sources of input but also assist teachers in managing classrooms and refining instructional methods. Core resources

such as textbooks, flashcards, storybooks, and digital tools play critical roles in reinforcing language skills.

Textbooks, as McGrath (2013) notes, offer a structured framework for teaching grammar, vocabulary, and other linguistic components, but they must be developmentally appropriate and culturally relevant. Visual aids, including flashcards and charts, enhance vocabulary learning and retention, particularly among young learners with visual and tactile preferences (Cameron, 2001). Storybooks further enrich learning by situating language within meaningful, engaging narratives. Additionally, digital tools provide interactive, personalized content, although their use may be constrained by technological access and teacher proficiency (Reinders & White, 2011). Despite their benefits, a key challenge lies in the uneven availability of suitable materials. While some institutions are well-resourced, others lack culturally sensitive and level-appropriate tools, often forcing teachers to create their own materials—an effort that is both time-intensive and inconsistent in quality (McGrath, op.cit). This situation underscores the importance of teacher creativity and institutional support in material development and selection.

Conclusion

The chapter aims to provide a comprehensive overview of the key theories, methodologies, techniques, and materials involved in TEFL. The discussion has encompassed both traditional and modern approaches that are currently being implemented in language classrooms. By examining these elements, the objective has been to offer a clearer understanding of how English is taught and the challenges that educators face, particularly in the context of third-year primary education.

Chapter two : Challenges Facing English at primary school in Algeria

Introduction

Given the increasing significance of English as a global lingua franca, many countries have taken steps to introduce English language instruction at the early stages of education. Algeria is among these nations, recognizing the necessity of equipping young learners with the linguistic competencies required for effective global communication, academic development, and future professional opportunities. In this context, the integration of EFL into the primary school curriculum constitutes a major educational reform aimed at promoting multilingualism from an early age.

This chapter provides a comprehensive examination of the integration of EFL in Algerian primary schools, emphasizing its importance in equipping young learners for global communication and future academic and professional opportunities. It discusses Algeria's policy to introduce English from the third year of primary school as part of a broader objective of fostering multilingualism. The chapter delineates the key educational goals and examines both internal challenges—such as insufficient teacher training and student motivation—alongside external factors, including overcrowded classrooms, lack of materials, and institutional support. It concludes by identifying areas for improvement to enhance the effectiveness and sustainability of English language instruction in Algerian primary schools.

II. 1. Motives to Learn English in Algeria

In the context of Algerian primary education, particularly at the third-year level, learners' motivation to study English plays a crucial role in their linguistic development. Motivation arises from a combination of internal and external factors that shape students' attitudes and willingness to engage in the language learning process. Teachers often observe a mixture of enthusiasm and apprehension among learners,, which is influenced by their exposure to English through media, popular culture, and the online content.

Among the most prominent intrinsic motivators is learners' curiosity and personal interest in understanding the globalized content they encounter daily—such as songs, cartoons, and games in English. This early connection creates a natural drive to comprehend and interact with the language. According to Harmer (2001), motivation is “some kind of internal drive that encourages somebody to

pursue a course of action” (p. 68), and it is this internal drive that can fuel young learners’ enthusiasm when learning English becomes part of their world experience.

On the extrinsic level, learners may be motivated by classroom rewards, praise, or parental expectations. Teachers play a significant role in maintaining and strengthening this motivation by presenting engaging content and providing encouragement. As Gardner and Lambert (1972) emphasize, motivation is a key factor in determining the success or failure of language acquisition. This success often depends on how the language is introduced and the teaching strategies used to sustain learners’ attention and interest.

Additionally, societal and educational reforms have reinforced the value of English in the global job market, which also contributes to motivation, even at the young age. Learners are increasingly aware that English proficiency can lead to greater academic and professional opportunities. Although this awareness may be nascent, it contributes to the formation of long-term learning goals.

In conclusion, motivation to learn English in Algeria stems from a convergence of intrinsic interests and extrinsic encouragement, both of which must be effectively nurtured in the early stages of education. A well-adequately supported, motivated learner is more likely to overcome the challenges of foreign language acquisition, especially in a foundational year such as the third grade.

II. 2. Aims of Teaching English in Algeria

The teaching of English in Algeria, particularly at the primary school level, is guided by the objective of equipping learners with the foundational skills required to understand and use English in basic communicative situations. According to the directives issued by the Ministry of National Education in June 1999, the integration of English in the national curriculum serves not only to enhance linguistic diversity but also responds to the increasing demands that aligns with globalization and intercultural exchange.

In the third year of primary school, the primary objective is to introduce learners to the core components of the English language—listening, speaking, reading, and writing—through interactive and simplified and interactive pedagogical methods. The goal is to develop basic communicative competence, enabling learners to express simple ideas and understand classroom instructions in

English. This initial exposure is seen as a preparatory phase for more formal language development in subsequent educational stages.

Another key aim is to stimulate students' interest in foreign languages and foster positive attitudes toward language learning. By creating a dynamic and engaging classroom atmosphere, learners are encouraged to view English as a tool for learning and communication rather than a complex academic burden. As highlighted by Richards and Rodgers (2001), early language instruction should prioritize communicative proficiency through meaningful interaction rather than isolated grammar drills.

In addition to building a solid foundation for future academic advancement, English plays a crucial role in accessing knowledge across disciplines, especially in higher education, where English often acts as a medium for scientific and technological innovation. As such, early English instruction intended to provide the stepping stones for learners to eventually function effectively in more demanding academic and professional contexts.

Ultimately, the goal is to foster early language awarenesses and develop essential linguistic competences for young Algerian learners, thereby easing their transition into more advanced stages of English education and preparing them for a multilingual and globally interconnected environment.

II. 3.English in the Algerian Educational System

The incorporation of English into Algeria's educational system signifies a strategic shift toward modernization and global engagement. Long influenced by its colonial past, wherein French served as the primary foreign language of instruction, Algeria has in recent years prioritized English as a global lingua franca, especially in science and international relations (Benrabah, 2014). The educational system, comprising primary, middle, secondary, and university levels, has undergone various reforms to support this linguistic transition.

At the primary level, a notable reform at the primary level occurred in 2022, introduced English instruction beginning in the third year of schooling, aiming to reduce reliance on French and promote early bilingualism (Toualbi-Thaalibi, 2023). Despite its forward-looking objectives, the reform faces several obstacles such as a shortage of qualified teachers, inadequate teaching materials, and insufficient training programs (Kheladi, 2023). In middle school, English is introduced as a core subject in grade 7. However, the delayed onset of instruction and lack of

resources in some regions often result in low learner motivation and poor performance (Benrabah, 2007).

At the secondary level, English is taught across all academic tracks and is included in the national Baccalaureate examination. Nonetheless, instruction at this level tends to remain exam-focused and lacks communicative relevance (Toualbi-Thaalibi, op.cit).

In higher education, English has gained increased prominence, particularly in scientific and technical disciplines. Universities offer English for Specific Purposes (ESP) courses and, in some cases, partially deliver content in English to enhance global academic mobility and employability (Benrabah, 2014).

Overall, The early introduction of English in Algerian primary level reflects the nation's commitment to educational reform and global integration. This initiative seeks to equip young learners with essential language skills from an early age, preparing them for future academic and professional opportunities. However, the effectiveness of this reform depends on several critical factors, including the provision of comprehensive teacher training, access to appropriate teaching materials, and sustained institutional support. Without these elements, the long-term success and sustainability of the initiative may be compromised. Thus, while the policy is a commendable step toward modernization, its ultimate impact will be determined by the quality of its implementation.

II. 4. Benefits of Teaching English in Primary School

The integration of English instruction into the third year of primary education in Algeria yields significant pedagogical, cognitive, and socio-cultural benefits. Numerous studies have highlighted the advantages of introducing English at an early age, particularly in contexts where English functions as a foreign language, enhances learners to develop strong linguistic foundations, better pronunciation, increased confidence, and intercultural awareness (Read, 2003; Moon, 2005).

One of the most notable benefits is pronunciation and fluency. Young learners possess greater neuroplasticity, enabling them to replicate sounds and speech patterns, which enables them to acquire more accurate pronunciation and intonation compared to older learners. Read (2003) explains that early learners, when exposed to frequent pronunciation practice, develop higher levels of fluency and more precise articulation. In addition, early language learning contributes positively to learn

confidence . Moon (2005) notes that self-confidence is crucial for successful language learning. When students are introduced to English from a young age, they gradually become more comfortable using the language in class, including responding to teachers and participating in speaking tasks. This encourages participation and fosters a dynamic learning environment . Cognitively, teaching English from an early stage improves metalinguistic awareness, enabling learners to reflect on the structure and use of both their native language and the foreign language. This heightened awareness supports not only language acquisition but also academic development in other subject areas (Chayati, 2018). From a socio-cultural perspective, learning English in primary school offers an opportunity to foster global awareness and intercultural competence. English introduces children to different cultures and worldviews, encouraging them to respect diversity and develop open-minded attitudes. This leads to greater empathy, tolerance, and a more positive outlook in a globalized society (Benrabah, 2007). Furthermore, beginning English instruction at an early age can serve as a tool for academic and professional development later in life. Starting early facilitates long-term mastery of the language, better preparing students for future academic pursuits where English is essential—especially in science, technology, and higher education (Toualbi-Thaalibi, 2023).

In conclusion, teaching English in third-year primary school presents a range of enduring benefits. These include not only support language learning but also contribute to shaping globally aware and confident learners. While certain challenges persist, the long-term gains justify the value of initiating English education at this critical developmental stage.

II. 5. Challenges of Teaching English in Primary School

TEFL in primary level presents a multitude of challenges, particularly when young learners are not exposed to English in their immediate cultural, linguistic, or social surroundings. These obstacles become especially pronounced in contexts like Algeria, where English has historically played a minor role in the education system compared to Arabic and French. Broadly, these obstacles can be divided into internal and external categories ;internal factors relate to classroom dynamics, while external ones stem from wider systemic and contextual limitations.

5.1 Internal Factors

Internal factors encompass challenges that originate within the educational environment itself and often involve teaching practices, learner psychology, and issues of identity.

5.1.1 Pedagogical Competence :One significant internal challenge is that many teachers receive minimal training in teaching methods specifically for young EFL learners. In numerous cases, primary educators are not equipped with the specific skills needed to teach languages to children effectively. In Algeria, teacher training programs tend to prioritize theoretical linguistic knowledge over practical techniques suitable for early learners. As a result , teaching methods such as TBLT or CLT , which work well with older students, often prove ineffective in overcrowded and poorly equipped primary classrooms(Littlewood, 2007; Moon, 2005). Teachers may rely excessively on rote learning or translation methods, which are less effective for supporting young learners' communicative abilities.

5.1.2 Motivation : An other substantial challenge is maintaining learner's motivation . At the third-grade level, children typically have shorter attention spans and require constant stimulation to stay engaged. Cameron (2001), notes that young learners respond best to interactive, energetic, and multisensory experiences. However, In many Algerian classrooms, teachers often do not have adequate teaching aids, visual materials, or technological tools to enhance lesson engagement. As a result, students may lose interest in learning English, which can hinder retention and slow their overall progress.

5.1.3 Learner identity and cultural conflict :A frequently underestimated yet important internal factor is the issue of identity and cultural affiliation. In diverse and multilingual societies like Algeria, the introduction of a new foreign language, particularly English, can create feelings of disconnection or cultural tension among learners. Unlike Arabic and French which carry historical and sociopolitical weight, English is often seen as foreign and irrelevant to everyday life (Utomo, 2018). Young learners, who are still developing their individual and social identities, may find it difficult to integrate English into their worldview, resulting in emotional distance or resistance to the language. This issue is complicated by parental and societal attitudes, which may see English as a potential threat to cultural or religious traditions. As such, language learning becomes more than a cognitive task—it becomes a psychological and social negotiation that influences students' willingness to engage with English (Norton, 2013).

5.2 External Factors

Besides the internal challenges connected to pedagogy and learners, various external elements play an important role in shaping the effectiveness of English instruction in Algerian primary schools. These factors pertain to the broader educational environment, including issues related to

pupils' language load, teacher qualifications, availability of teaching materials, and classroom conditions. Recognizing these structural and situational barriers is vital for identifying the broader issues that obstruct successful English language education at the primary stage.

5.2.1 Pupils and Language Load :One of the most pressing external challenges in Algerian primary education is the heavy linguistic demand placed on students, especially those in the third grade. At this level , students are expected to manage multiple languages: Modern Standard Arabic (the national language), Tamazight (in some regions), French (introduced earlier and often reinforced outside school), and now English. While French benefits from deeper societal presence and greater classroom exposure, English remains relatively isolated, with little representation in everyday life or media (Benrabah, 1993). The disparity in instructional time and cultural familiarity places English at a disadvantage, making it harder for learners to absorb and retain. The overlapping of languages increases the cognitive load on learners and may lead to confusion or cross-linguistic interference, particularly in schools that lack a well-structured approach to multilingual education (Cenoz & Genesee, 1998).

5.2.2 Teachers' Qualifications and Training :Another significant issue concerns the qualifications and preparedness of English language teachers. In numerous Algerian primary schools, English instruction is delivered by general education teachers who often have limited or no formal background in teaching English to young learners (Brewster, Ellis, & Girard, 2002) .Teaching children a foreign language requires not only subject knowledge but also an understanding of child psychology, age-appropriate strategies, and developmental stages. Teachers without adequate preparation may adopt strategies designed for older students or rely too much on translation and memorization, reducing the interactive and communicative focus of language instruction (Pinter, 2011). The lack of both pre-service and ongoing professional development further worsens the problem, leaving educators underprepared to effectively implement the curriculum (Reilly & Ward, 2003).

5.2.3 Teaching Materials and Curriculum Support : The scarcity and inadequacy of teaching materials further constrain the teaching of English in Algerian primary schools. Many schools operate with outdated textbooks or lack age- appropriate, engaging resources entirely. At times, textbook content is overly advanced, culturally disconnected, or misaligned with learners' actual language levels (Hoque, 2009; Mathew & Pani, 2009). Furthermore, many materials lack visual aids, interactive components, and practical language usage—all essential for young learners. The limited

availability of supporting materials—such as flashcards, realia, posters, or digital resources—limits teachers’ ability to diversify instruction and maintain student interest.

The lack of sufficient instructional materials frequently results in lessons that are heavily teacher-driven and overly dependent on textbooks, limiting opportunities for students to engage with the language in real-life contexts.

5.2.4 Class Size and Learning Environment :Overcrowded classrooms are another critical external challenge that hinders effective English instruction. In numerous public schools—particularly those in urban or high-density areas—classroom populations can surpass 35 to 40 students. These overcrowded conditions make it challenging for educators to use interactive, student-centered approaches like collaborative activities, educational games, or personalized feedback (Carless, 2004). Large class sizes complicate classroom management, equitable participation, and the use of ongoing assessment. Additionally, the physical setup of many classrooms—with cramped spaces, subpar acoustics, and poor lighting or ventilation—further limits the use of active, movement-based teaching methods that are vital for maintaining young learners’ attention and motivation (Hayes, 1997

II. 6. Algeria’s Policy in Adopting the English Language in Primary Schools

Algeria’s linguistic landscape has been profoundly shaped by its colonial past, particularly the 132 years of French colonization, which deeply embedded French into public life, education, and administration. Street names, institutions, and educational curricula bore heavy French influence. Despite post-independence efforts to reclaim national identity, such as Didouche Mourad replacing Michelet, or Larbi Ben M’hidi Street replacing Rue d’Esly—the continued use of colonial-era terms in everyday discourse reflects the lasting presence of the French language and culture (Benrabah, 2007).

In a crucial policy shift, President Abdelmadjid Tebboune announced in 2022 that English would be introduced as a second foreign language in Algerian primary schools, signaling a move to replace French in this capacity. This decision represents not only a political and cultural realignment but also an educational reform aimed at modernizing Algeria’s position in a globalized world where English functions as the lingua franca of science, technology, and international relations (Hafid, 2022). While the policy was welcomed by many as a move toward decolonization and global integration, it has also raised concerns regarding its practical implementation. Experts such as linguist Abdel-Razzak Durari acknowledged the symbolic value of prioritizing English but cautioned against the practical hurdles:

insufficient qualified teachers, lack of child-appropriate English textbooks, and a lack of institutional readiness (Durari, 2022). Furthermore, Algeria's shifting cultural preferences particularly the growing consumption of English-language media like American series and platforms such as Netflix indicates a cultural shift that may facilitate the adoption of English in educational settings. This cultural shift may ease the policy's implementation, but without systematic teacher training and curricular reform, challenges in the classroom remain inevitable (Ouardi, 2023).

In summary, the transition from French to English in primary education marks a profound transformation in Algeria's educational and sociolinguistic policy. However, its success depends largely on the country's ability to address the structural obstacles in implementation, especially in the third year of primary school where foundational language skills are being formed.

Conclusion

The chapter highlights the multiple aspects that present the function of the English language in Algeria throughout various stages of education. The discussion aimed to expose and define relevant references and perspectives that support the objectives of this research. Particular focus was placed on the introduction of English in primary education, especially in the third year, highlighting both the opportunities and the challenges involved. Ultimately, the process of teaching and learning English for the first time in Algerian schools is marked by a blend of favorable conditions and significant obstacles that must be addressed for effective implementation.

Practical Part

Introduction

This chapter focuses on the practical component of the research study, which seeks to investigate the challenges faced by teachers in implementing EFL instruction in third-year primary school classrooms in Algeria. It outlines the research methodology, approach, data collection tools, and procedures, as well as the analysis and discussion of the data collected through the teachers' structured interview. The objective is to offer concrete understanding into the real-world experiences and perspectives of EFL teachers and to identify recurring obstacles and themes that emerge in the instructional process.

III.1 Research Design

1.1 Methodology

The study employs a qualitative research methodology, which is considered apt for investigating the nuanced and context-dependent challenges inherent to EFL instruction in primary schools. Qualitative methods are particularly well-suited for understanding the subjective experiences of teachers, allowing for in-depth exploration of their views, attitudes, and practices.

1.2 Research Approach and Method

A qualitative approach is utilized to examine the pedagogical challenges faced by EFL teachers in the educational setting. The main method of data collection consists of semi-structured interview, which affords a structured yet flexible format for gathering detailed information from participants.

1.3 Data Collection Tools

The primary data collection tool used in this study is a semi-structured interview developed specifically for EFL teachers. This instrument includes a series of open-ended questions designed to elicit comprehensive responses about teachers' experiences, training, classroom conditions, instructional materials, and learner engagement. The semi-structured interview is organized to address the key themes relevant to the research objectives.

III.2 Teachers' Structured interview

The teachers' interview is a central instrument in this study. It was designed with the aim of collecting qualitative data from primary school teachers currently teaching English in the third year. The interview includes both general background questions and more specific items targeting perceived obstacles and contextual factors affecting teaching effectiveness.

2.1 Aim of Teachers' interview

The main goal of the interview is to gather in-depth information regarding the difficulties EFL teachers face in their daily teaching practices. It aims to understand the adequacy of teacher preparation, availability of instructional materials, institutional support, and the attitudes and motivation of learners.

2.2 Description of the semi-structured interview

The interview has been administered to the teachers, consists of sixteen mixed closed-ended and open-ended questions that require participants to select only the appropriate answer from the choices provided. In addition, it includes open questions that need detailed responses and clarifications. It is divided into three sections :

Section one consists of six questions, this section is entitled " Background data". it seeks the demography information about teachers' level education, speciality or major , long year teaching , class teaching and English course attendance.

Section two contains five questions. This section is entitled "the ability of teachers to deliver English as a Foreign language instruction in Algeria Primary Schools ". It aims to explore the teachers' viewpoints about the conditions in which English is taught .

Section three consists of five questions, this section is entitled " The challenges face teaching English as foreign language in primary school in Algeria". Its aims is to identify the challenges and strategies suggested from teachers.

2.3 Validating and Piloting

Prior to full implementation, the interview underwent piloting with a small group of EFL teachers to assess its clarity, coherence, and relevance. Based on the feedback obtained , minor revisions were made to ensure the instrument effectively captures the intended data. This validation process enhances the reliability .

2.3 Analysis of Teachers' Interview :

a. Section One : Background data of Research participants (Q1-Q6)

This subsection presents the demographic characteristics of the research participants. Background data were collected via an online questionnaire, providing insight into participants' educational

background, specialization, teaching experience, class levels taught, and English course attendance. This information offers a comprehensive understanding of the participants' profiles.

Q1: What is your highest level of education ?

Option	Participants	Percentage
Bachelor's	9	50%
Master's	8	45%
Doctorate	1	5%
Total	18	100%

Table1 : Teacher Degree

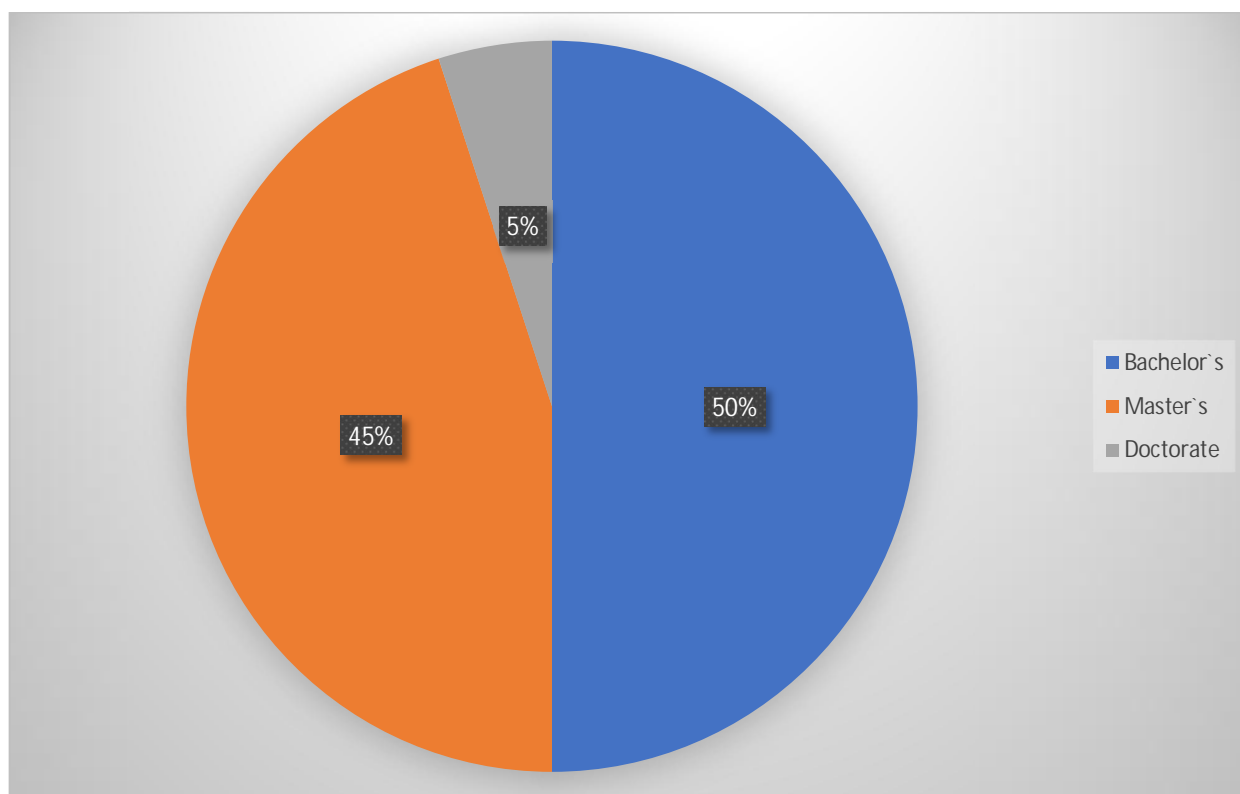


Figure 1: Teachers degree

The table 1 investigates the educational level of the teachers who participated in answering this interview , (50%) of teachers holding a bachelor's degree, (45%) holding a master's degree, and one teacher (5%) holding a doctorate. This disparity in higher educational qualifications has a positive

effecting the academic work of the researcher, as it highlights distinct approaches there to address the challenges of teaching English in primary school in Algeria.

Q2: What is your specialisation or major ?

Option	Participants	Percentage
Linguistics	7	38%
Literature	5	28%
Translation	3	17%
Didactics	3	17%
Total	18	100%

Table 2 : Teacher's Specialisation

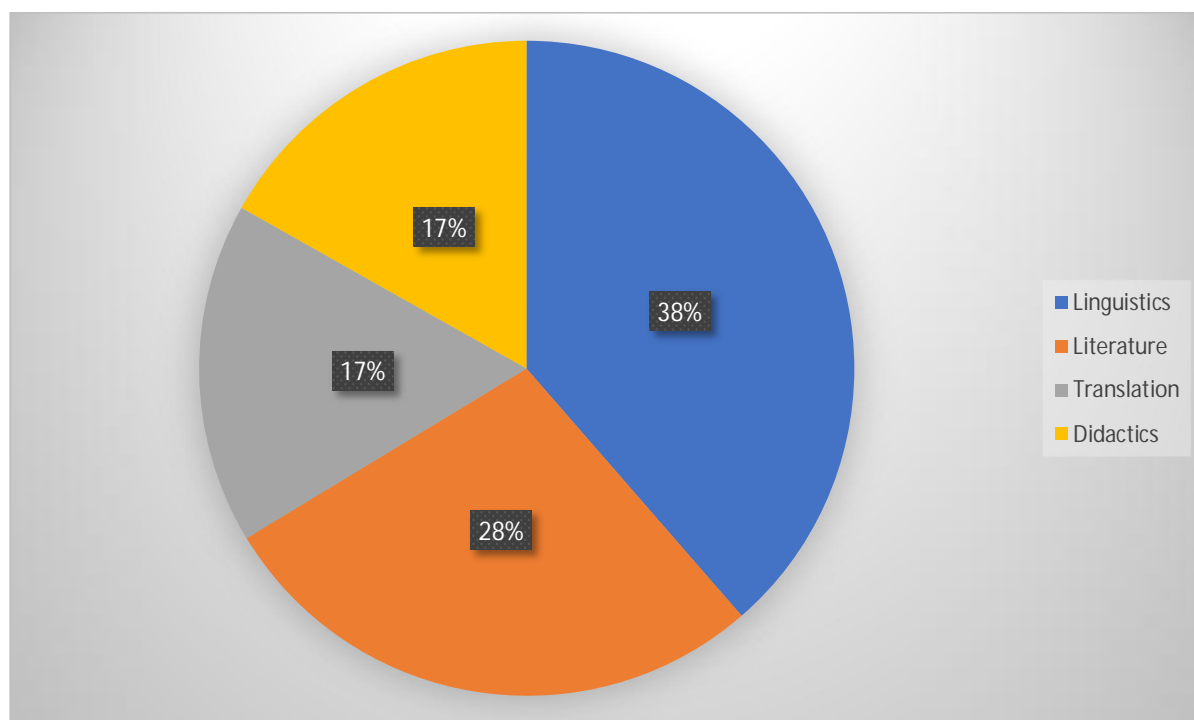


Figure 2 : Teacher's Specialisation

According to the results shown in the table 2 , (38 %) of teachers are specialised on linguistic, (28 %) specialised on literature ,(17 %) on translation and (17 %) on didactics .Teachers with didactics background can bring unique strengths to the classroom rather than teachers with other backgrounds, they have the ability to deliver high-quality instruction and support student learning in EFL classes.

Q3: how long have you been teaching English?

option	Praticipants	Percentage
never	00	00.00%
1-2	10	55.56%
2-3	4	22.22%
3-4	2	11.11%
More than 5 years	2	11.11%
Total	18	100%

Table 3 : years of teaching

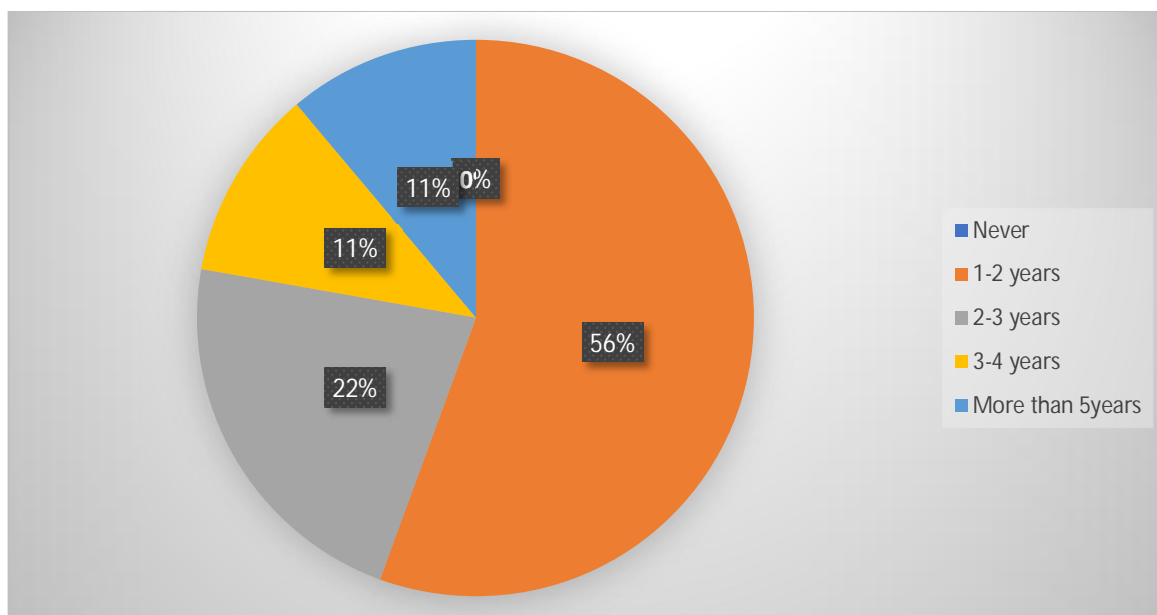


Figure 3 : Years of teaching

According the results shown in the table 3 , (55.56%) their experience ranges from one to two years,(22.22%)their experience ranges between two to three years, (11.11%) their experience Training ranges from three to four years, while the rest (11.11%) have more than five years of experience. It can be inferred from this data that teaching experience may provide a significant advantage to teachers in terms of their ability to effectively manage and overcome educational challenges.

Q4: Have you taught at any other educational level rather than primary school ?

Option	Participants	percentage
Yes	18	100%
No	00	00%
Total	18	100%

Table4: Class Teaching

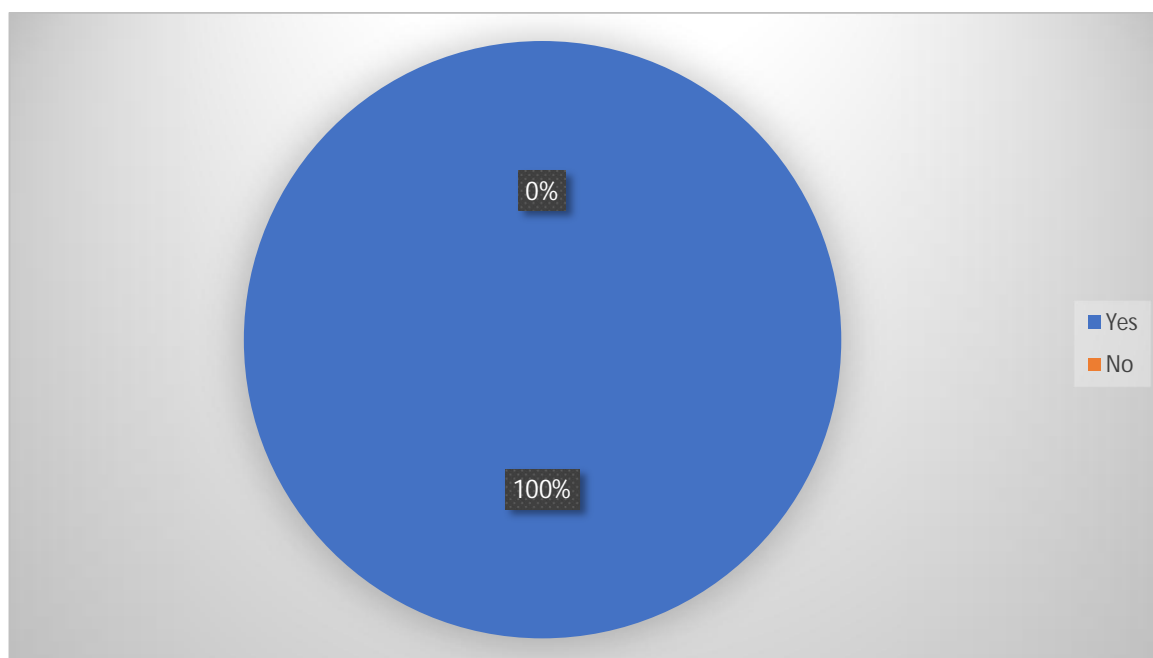


Figure 4 : Class Teaching

The results showed in the table 4 expose that all teachers (100%) replied 'yes'. It seems that experienced teachers tend to exhibit enhanced pedagogical skills, confidence, and adaptability in the classroom.

Q5: what are other classes have you taught before ?

Option	Participants	Percentage
Middle school	8	44.44%
High school	7	38.89%
University	3	16.67%
Total	18	100%

Table 5 : Teacher's Previous Experience

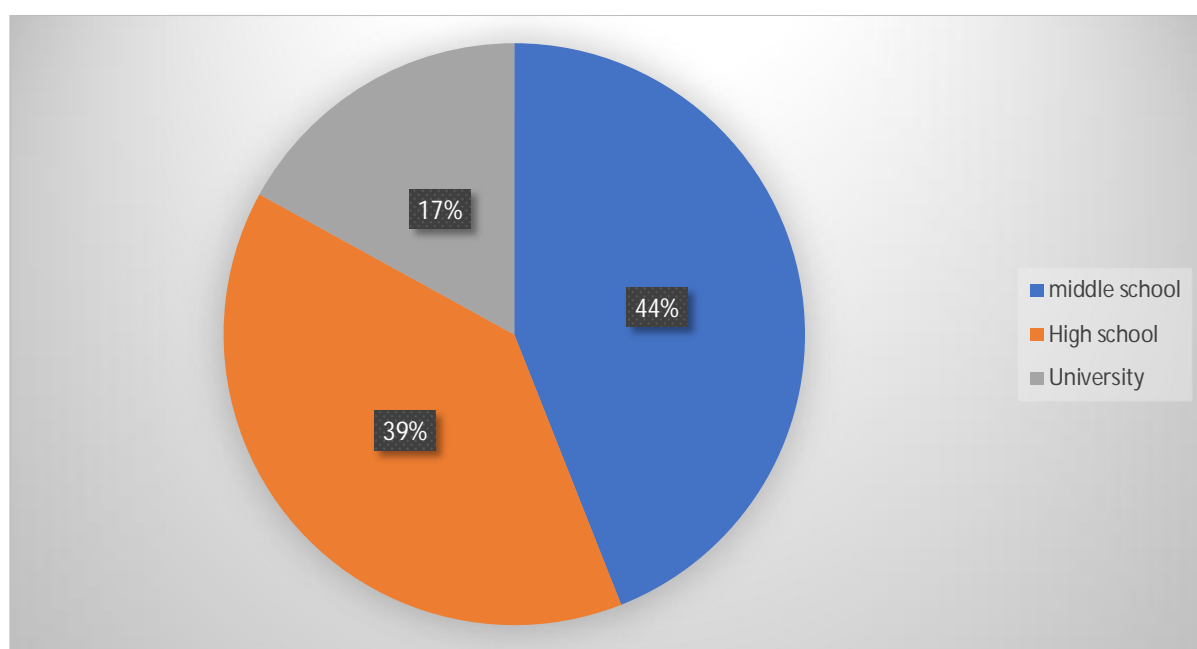


Figure 5 : Teacher's Previous Experience

With regards to the sample under investigation, teachers who have an experience in teaching English Language taught in different schools. (44.44%) taught in Middle School, (38.89%)taught in High school and (16.67%) in Universities. Through the results, we indicate that teachers have a clear idea about teaching and how they interact with students.

Q 6: Have you taken any English language courses to enhance your skills ?

Option	Participants	Percentage
Yes	12	66.67%
No	6	33.33%
Total	18	100%

Table 6 :English Course Attendance

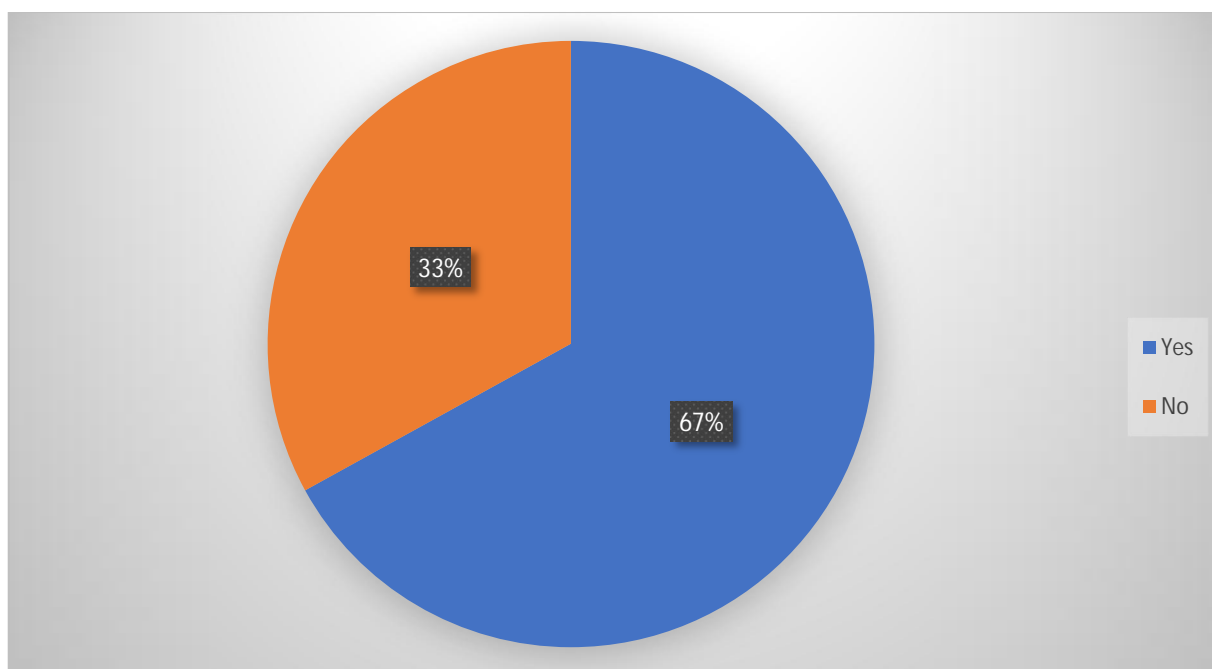


Figure 6 :English course Attendance

As shown in table 6, the participation rate in the training courses was(66.67%), while (33.33%) of teachers did not attend. The data implies that non-attending teachers might struggle more with teaching English to primary students, particularly when introducing the subject for the first time, as the courses equipped attendees with practical approaches to manage classroom challenges.

Section two : The ability of teachers to deliver English as a foreign language instruction in Algerian primary schools (Q7-Q11)

This subsection examines the efficacy of primary school teaching materials, particularly textbooks, in facilitating effective English language instruction. It also investigates teachers' attitudes towards teaching English, the adequacy of the allocated 120-minute weekly instructional period, and teachers' practices in assessing student progress through exercise book evaluations. Furthermore, it explores teachers' confidence in delivering third-year primary school English curricula and the diversity of instructional approaches employed in the classroom. The data, gathered through a questionnaire, are presented in the subsequent tables and graphs, providing insight into the current state of English language teaching practices.

Q7 :Do you think that the textbook is sufficient tool to teach English language ?

Option	Participants	Percentage
Yes	5	27.78%
No	13	72.22%
Total	18	100%

Table7: sufficiency f textbooks

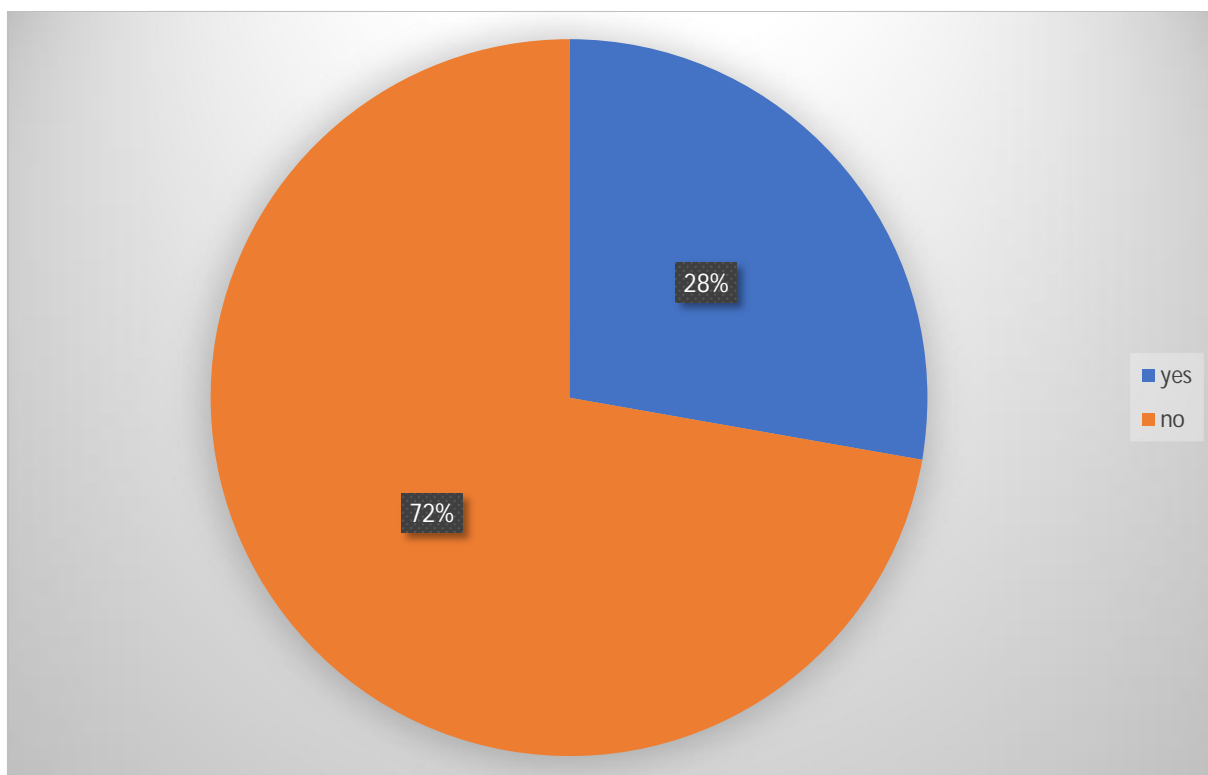


Figure7: Sufficiency of textbooks

The above table shows that (27.78%) responded "yes" that the book is sufficient as an educational tool, while (72.22%) answered "no" . This remains that most teachers do not rely solely on the textbook for teaching.

Q8: Do you enjoy teaching English ?

Option	Participants	Percentage
Yes	13	72.22%
No	5	27.78%
Total	18	100%

Table 8 : Enjoying teaching English

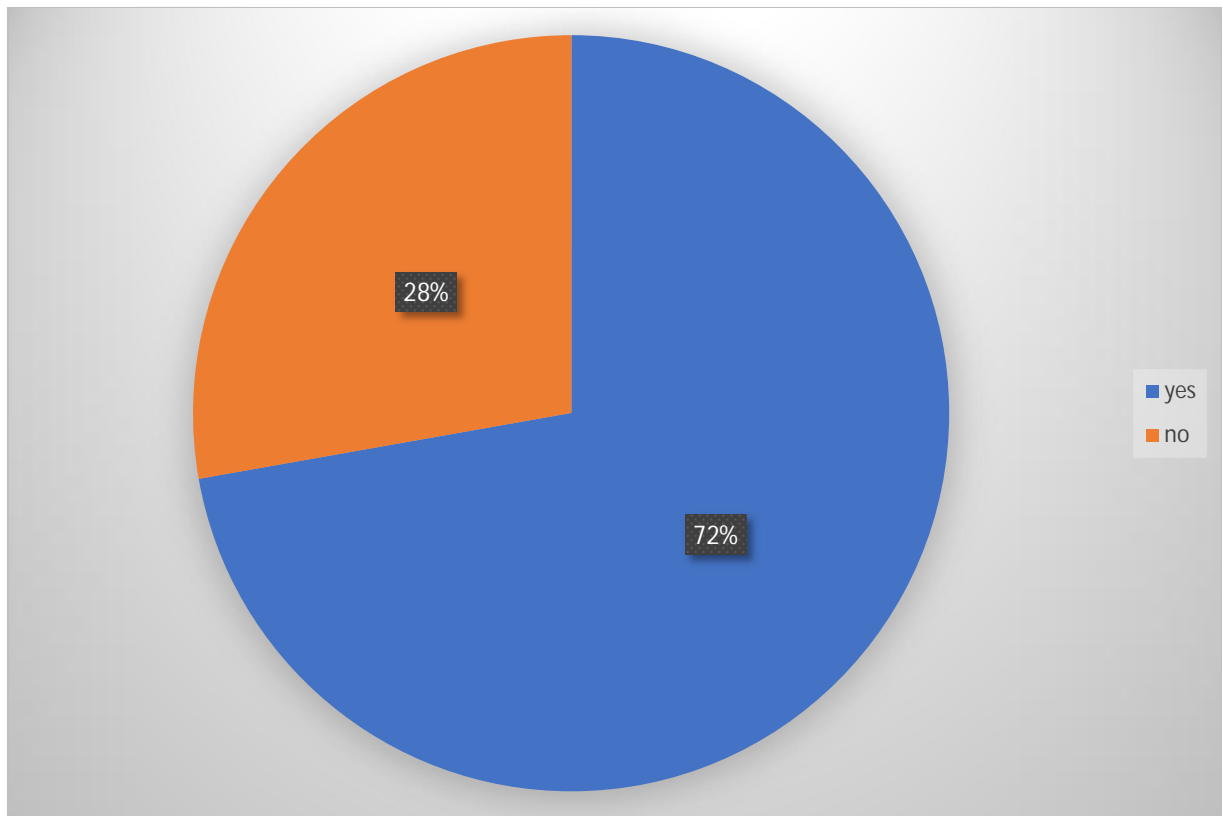


Figure 8: Enjoying teaching English

According to the table 8 the answers were very positive, as (72.22%) of the participants answered "yes", they conveyed their appreciation and enthusiasm for teaching English. Moreover, (27.78%) responded "no" did not enjoy teaching English for many reasons.

- If the answer is NO, indicate the reason .

This question emphasizes the point mentioned in the previous question concerning the reasons contributing to the lack of enthusiasm for teaching English. The teachers who answered "no" had their reasons as follows:

- o Limited resources.
- o Motivation and engagement.
- o Overcrowding of students classrooms.

Q9: Is the time allocated for teaching English subject in 120 minutes enough in week?

Option	Participants	percentage
Yes	4	22.22%
No	14	77.78%
Total	18	100%

Table 9 : Sufficient time

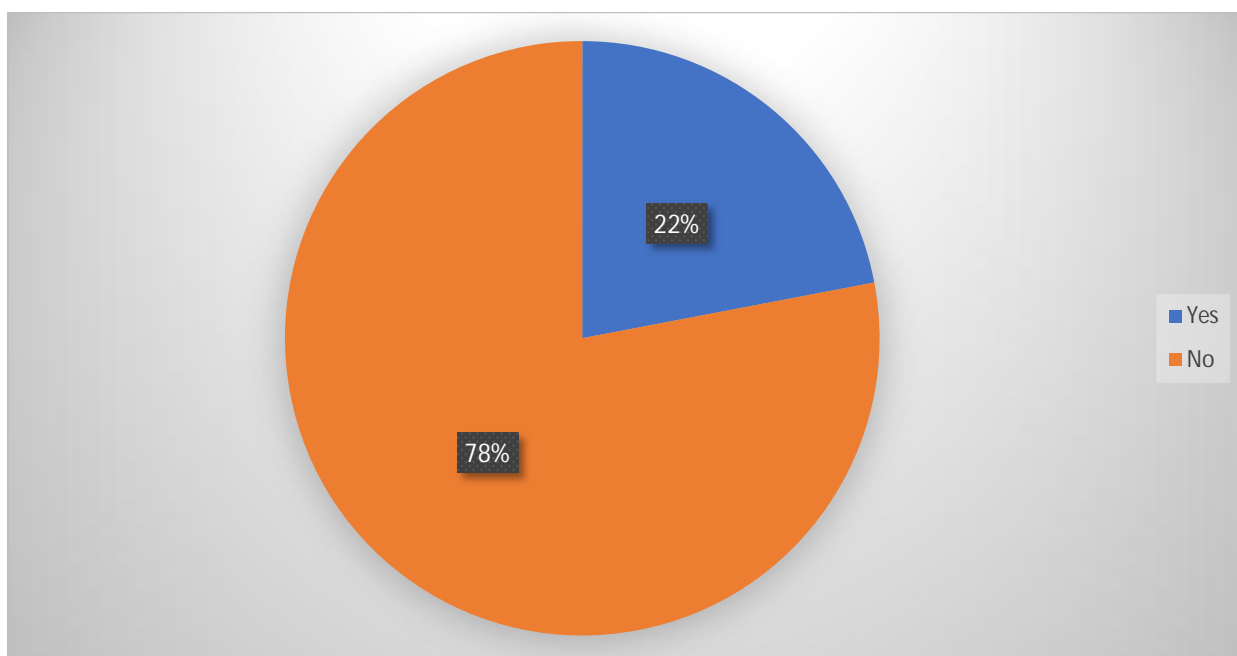


Figure 9 : Sufficient time

The table 9 above shows that (22.22%) are satisfied with the time allotted for teaching English. Perhaps this satisfaction is because English is a new language for Algerian children and they need time to learn it. As for (77.78%), they expressed their dissatisfaction with the lack of time in teaching.

- If the answer is NO, what strategies do, you use to help

This question investigated to inquire about the strategies that they have employed, and the answers was as followed:

- Additional classes
- Break down lessons into shorter, focused segments to maximize learning
- Use visual aids to support learning and save time
- Use interactive activities

Q10 : Do you check pupils' exercise book ?

Option	Participants	Percentage
Yes	16	88.89%
No	2	11.11%
Total	18	100%

Table10: Checking Pupils Exercise Book

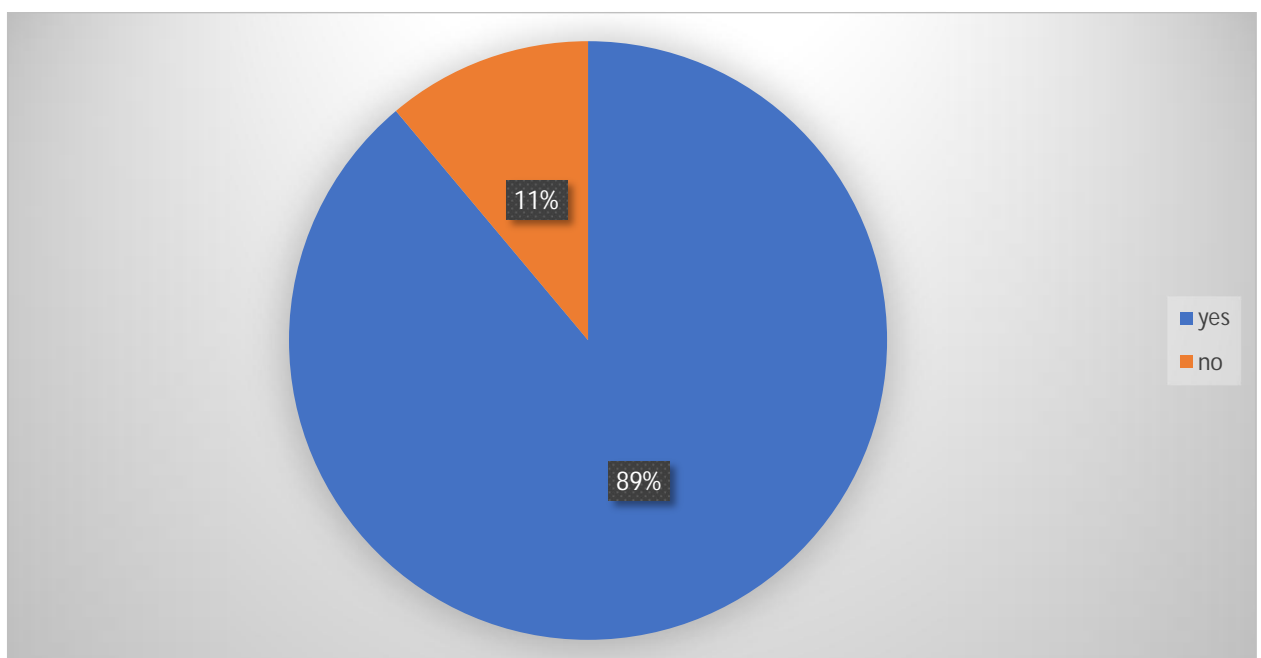


Figure 10: Checking Pupils Exercise Book

The results of the question prove that (88.89%) check exercise book for his/her students. However,(11.11%) they do not check this show the careless. Regular check of pupils' exercise books is a crucial part of a teacher's responsibility. It helps teachers to gain valuable insights into students' progress, homework completion, and writing skills. This practice also enables teachers to reflect on and refine their own teaching methods.

Q11: Do you combine different teaching approaches and methods in your English classes ?

Option	Participants	percentage
Yes	11	61.11%
No	7	38.89%
Total	18	100%

Table11: Combining teaching methods

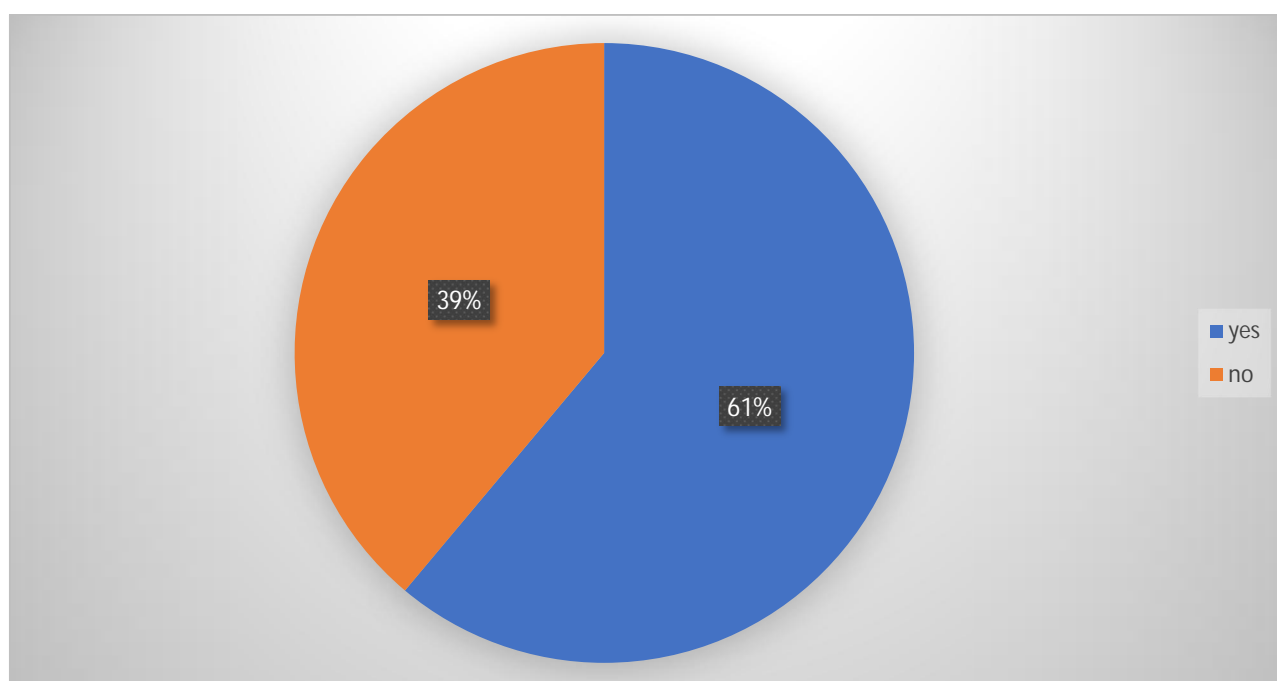


Figure11: Combining teaching methods

In the table 11, the percentage of teachers who answered "yes" is (61.11 %), they use a combination of methods and approaches to make language learning fun and engaging experience, while (38.89%) who answered no do not use any combination of approaches .

- Justify your answer .

The findings of this justification reveal that teachers employ a variety of methods and approaches in their English classes, particularly when teaching young learners. teachers reported using Total Physical Response and songs and rhymes, which are effective in engaging students and promoting language acquisition. However, others faced challenges due to limited resources, highlighting the need for schools to provide teachers with the necessary materials and support. By doing so, teachers can promote more effective teaching practices and improve student outcomes. This underscores the importance of providing teachers with the support they need to deliver high-quality instruction.

Section three : challenges facing teaching English in primary school and strategies (Q12-Q16).

This subsection assesses the suitability of the classroom environment for English language learning, identifying factors that may impede effective instruction. It also explores the challenges encountered by teachers in delivering English language instruction, particularly in contexts where students are concurrently learning multiple foreign languages (English and French). The investigation aims to elucidate the impact of these challenges on students' language acquisition and engagement. Additionally, teacher suggestions for potential solutions to address these challenges are examined, with a view to informing strategies for enhancing the teaching and learning of English in primary schools.

Q12: is the classroom environment suitable for the pupils to learn English language?

Option	Participants	Percentage
Yes	8	44.44 %
No	10	55.56 %
Total	18	100%

Table12: Classroom environment

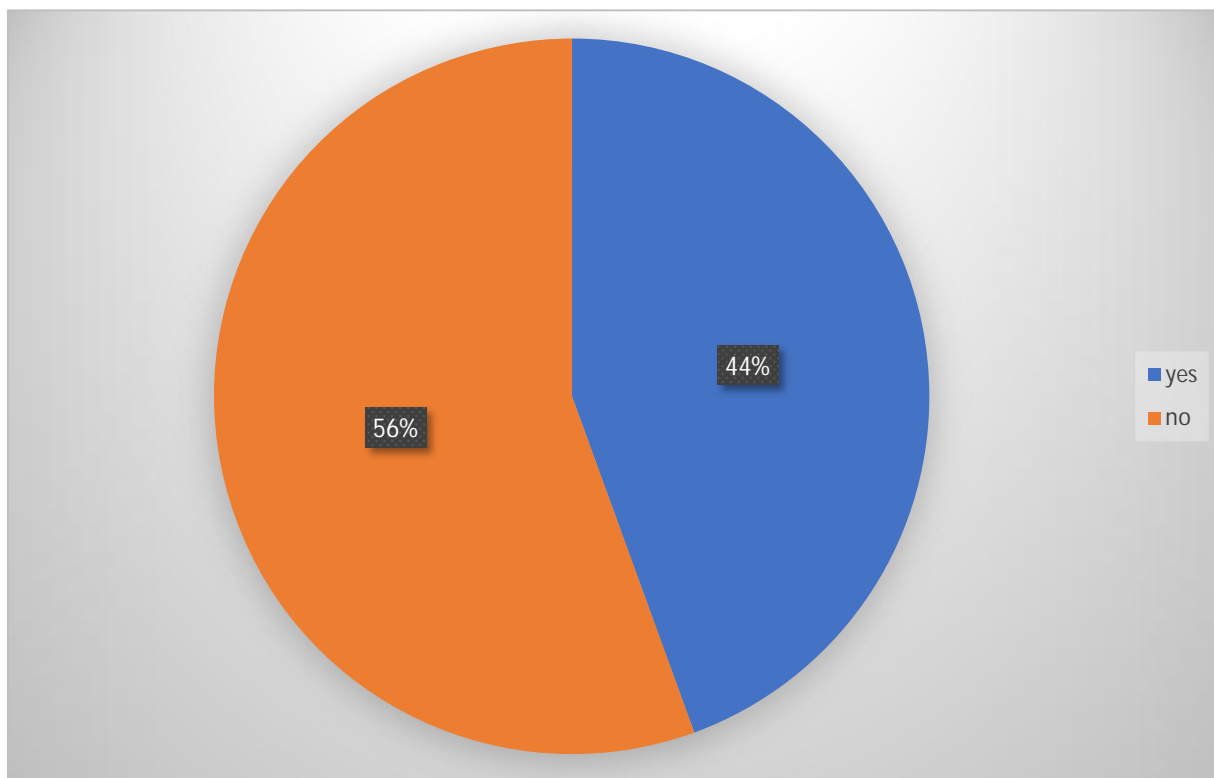


Figure12: Classroom environment

the results presented in the table 12 shows that (44.44%) of teachers see that teaching environment is very suitable for teaching English, while(55.56%)agreed that the environment is not suitable for

- If it is No, indicate the reason .

The teachers who responded with "no" mentioned the following reasons :

- The classroom is overcrowded, leading to distractions is class management.
- The classroom Inadequate lighting or ventilation, affecting student comfort.
- Poor seating arrangements.

Q13: Do you face any challenges when teaching English ?

Option	Participants	Percentage
Yes	12	66.67%
No	6	33.33%
Total	18	100%

Table 13: Challenges of teaching English

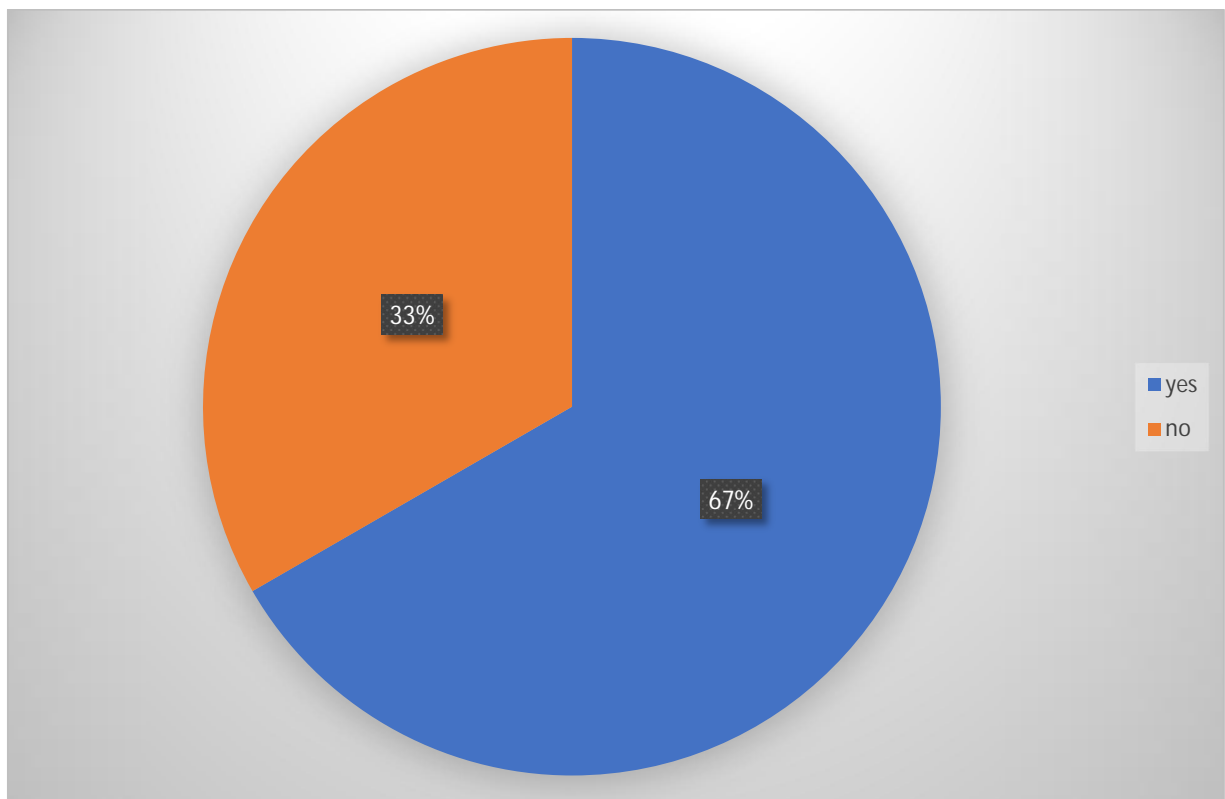


Figure13: challenges of teaching English

The table above expose the following results, (66.66%) of teachers have challenges is teaching English and (33.33%) teachers do not face any challenge.

- If it is Yes, mention the challenges .

The teachers who answered "yes" mentioned the following challenges:

- The disability to manage the time due to the insufficient time given in the week .
- The lack of teaching materials and resources.
- The difficulty of teaching young learners that are learning two languages simultaneously .
- Classroom overcrowding .

Q14 :Do you face problems with teaching a foreign language to young learners that are learning another foreign language simultaneously ?

Option	Participants	Percentage
Yes	18	100%
No	00	0%
Total	00	0%

Table 14 :Learning Two Languages simultaneously problems

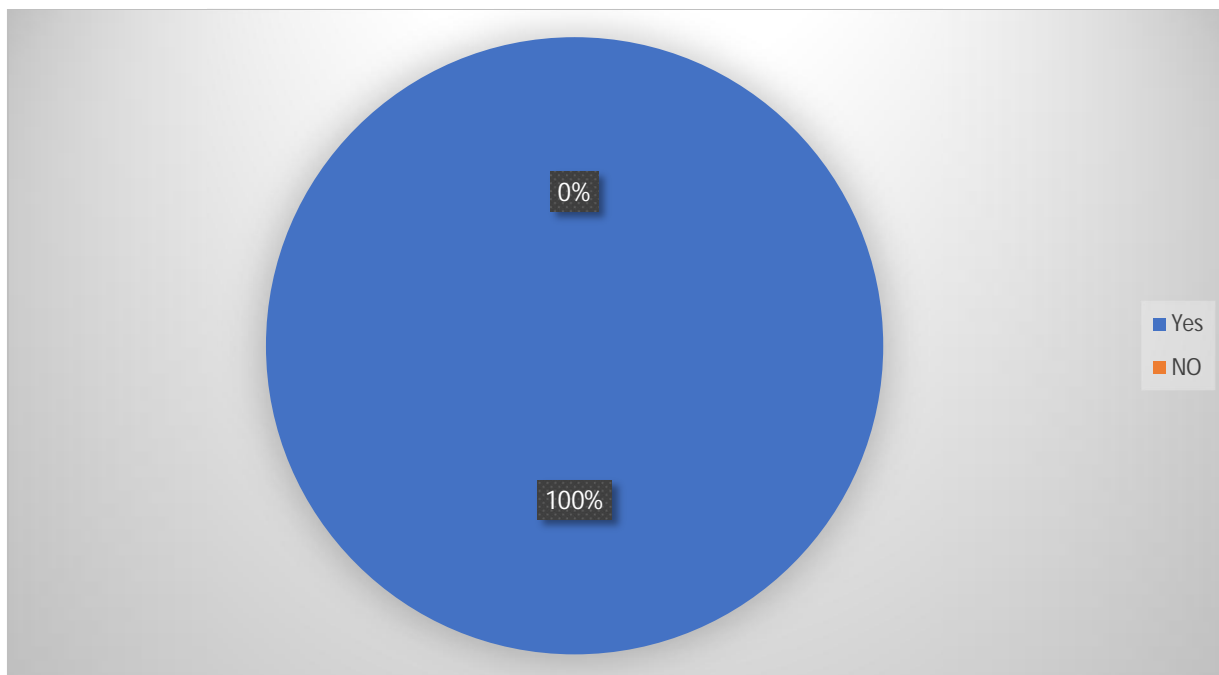


Figure 14 : Learning Two Languages simultaneously problems

The table attached shows that all the teachers (100%) face problems. Simultaneous acquisition of two languages can pose significant challenges for both educators and learners, particularly children, due to various cognitive and instructional complexities.

- if yes , What kind of problems do you face when teaching young learners that are learning two languages at the same time (English and French) ?

(100%) of teachers encounter problems such as :

- o Students experience language interference, mixing grammar or vocabulary from one language to another.
- o Pupils struggle with correct pronunciation.
- o Processing and managing two languages can be cognitively demanding.

Q15 :Do you think that these challenges impact student's acquisition and engagement ?

Option	Participants	Percentage
Yes	18	100%
No	00	0%
Total	18	100%

Table 15 : Impact of Challenges on Students

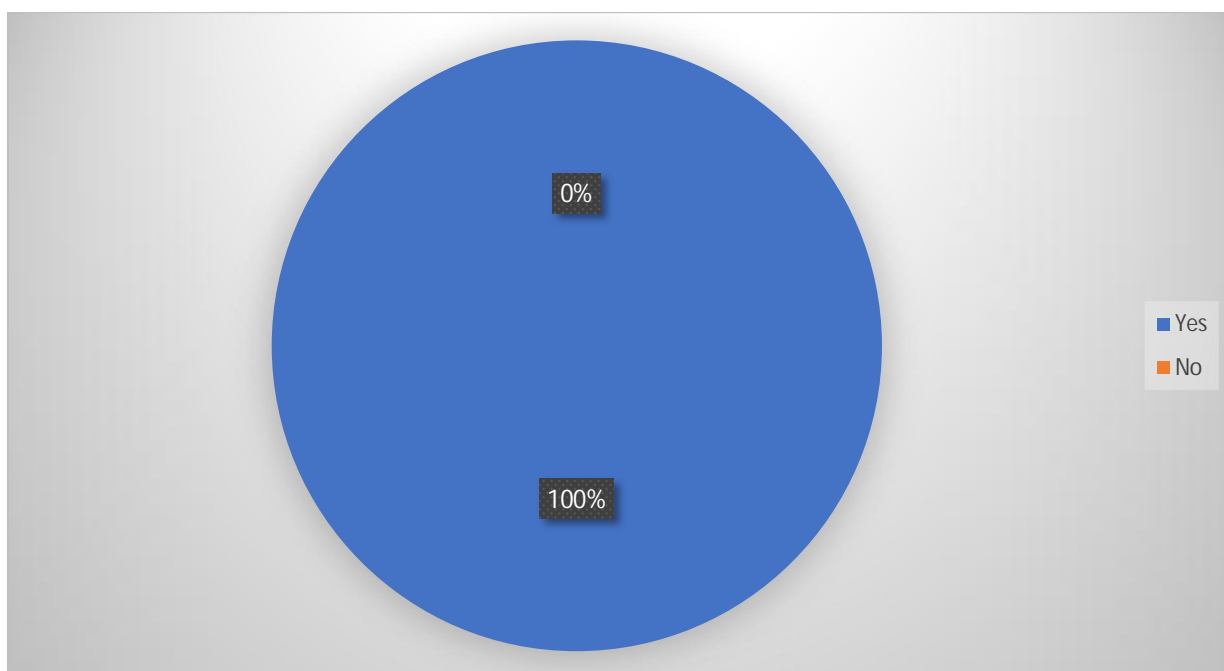


Figure 15 : Impact of Challenges on students

The (100%) yes response in the figure indicates universal agreement that common obstacles between teachers can lead to reduced learning outcomes, decreased motivation and lower academic achievement.

Q16: Give any suggestions that can help primary school teachers to overcome these challenges.

In this questionnaire, the 18 teachers suggested a set of strategies that might help solve the crisis challenges. Among these common proposed strategies was the use of songs and plays. Various other suggested strategies:

- Create safe and supportive environment to make learning English fun .
- Build a strong relationship with pupils to make them love the teacher .
- Prioritize the four skills: speaking, listening, reading and writing .
- Additional classes to supplement regular instruction .
- Emphasize practical communication skills, like greeting, introductions, and basic conversations .
- Eliminate French language and replace it with English .
- Provide teachers with visual materials to facilitate their job for better improvement .
- integrate interactive activities to increase engagement and improve language skills .

2.4 Discussion of Research Finding

The findings from the structured interview given to primary school English teachers in Bouira center revealed varied perspectives and insights into their attitudes toward teaching English at the elementary level. The results referred to in the interview show that English language teachers have different levels of education, (50%) have a bachelor's degree, (45%) have a master's degree, and (5%) have a doctorate. The result of the interview shows that (38.89%) specialised on linguistics, (27.78%) on literature, (16.67%) on translation and didactics (16.67%). Teachers with a background in didactics possess a distinct advantage in providing high-quality instruction and facilitating student learning in EFL. All the teachers (100%) have an experience of teaching English before, (44.44%) have taught in Middle school, while (38.89%) have taught in High school and (16.67%) have taught at University. Experienced teachers have refined pedagogical skills, confidence, and adaptability, enabling them to deliver high-quality instruction. The teachers were queried regarding their attendance in the training courses; (66.67%) attended, (33.33%) did not attend. Their attendance in mandatory professional development courses is crucial for their pedagogical growth and effective problem-solving in the classroom, and they should be ready to many difficulties that can not be solved in case they did not make their efforts to attend those trainings.

In the second section of the interview , we asked about the teacher's capacity to teach English as an experience in primary school. The findings were as followed :

According to the sufficiency of the textbook, (27.78 %) agreed that it is sufficient as an educational material, while (78.22%) claimed that it is not sufficient and they do not rely solely on the book for teaching. A contributing factor to this issue is the ministry's emphasis on theoretical aspects, with a notable lack of focus on practical components that promote student engagement. As a result, teachers frequently take it upon themselves to develop these activities. We asked a question regarding the activity of teaching and its vitality, our inquiry revealed that a significant majority of teachers (72.22%) reported experiencing joy in their profession, while (27.78%) do not enjoy teaching English due to some reasons such as, limited resources, overcrowding students classrooms .

Regarding the allocated time for English instruction, the majority of teachers (77.78%) expressed dissatisfaction and suggested some strategies such as, additional classes and micro-lessons . Whereas (22.22%) considered it logical, given that English is a new language in a child's life, necessitating a cautious and gradual approach to its teaching. The interest of teachers in pupil's exercices book was positive (88.89%) because they find that caring about the details is a crucial part of a teacher's responsibility. Teachers were asked if they use a variety of teaching methods in their English classes. the majority answered "yes" (61.11%) with presenting the methods they use such as Total Physical Response and songs rhymes . while (39%) responded "no" , they faced challenges due to limited resources. Integrating diverse teaching methods in English classes enhances student engagement and optimizes learning outcomes.

In the third section of the interview , a significant majority of teachers (55.56%) reported that the educational environment was unfavorable, citing issues such as inadequate classrooms and overcrowding. (44.44%) did not express dissatisfaction, this may be due to the appropriate conditions that are available to them. (100%)agreed concerning facing challenges in teaching EFL in primary schools , identifying different obstacles such as ,insufficient time lack of resources , teaching young bilingual learners , Classroom overcrowding. All the teachers 100% agreed that they face obstacles in teaching a foreign language to young learners that are learning another foreign language simultaneously, they have mentionned different kind of problems such as - Language interference ,pronunciation challenges and cognitive demands of bilingual processing .The teachers identified the challenges they face, the most important of which is the lack of time and the difficulty teaching English to young learners that are learning another language simultaneously.Finally , teachers

recommended several strategies and future implementation such as Supportive learning environment strong teacher-pupil bond , four language skills , extra classes , practical communication ,visual aids , Interactive activities. The proposed strategies focus on creating a supportive learning environment, building strong relationships, and using effective instructional methods to enhance engagement and language acquisition.

III.3. Implications, Limitations, and Suggestions for Further Studies

3.1 Implications

This study's findings reveal crucial implications for teaching English as a foreign language to third-year primary students. The 18 participating teachers stressed the importance of student-centered approaches that promote motivation, participation, and enjoyment in language learning. They recommended various teaching methods, including using songs and plays, creating a positive and secure learning atmosphere, incorporating interactive tasks, and fostering strong teacher-pupil bonds. These suggestions reflect educators' growing recognition of the role emotional and social factors play in early language development. Teachers also advocated for a greater emphasis on the four fundamental language skills – listening, speaking, reading, and writing – in practical, real-life contexts. Their focus on everyday interactions highlights the need for English instruction to be relevant and useful. Additionally, teachers suggested replacing French with English, utilizing visual aids, and providing extra classes, underscoring the need for educational reform and institutional support. These implications emphasize the importance of providing teachers with necessary resources and training to create an engaging, inclusive English learning environment.

3.2 Limitations

While this study offers valuable insights into the challenges and strategies of teaching English to third-year primary students, several limitations must be acknowledged. One significant limitation was the qualitative nature of the research and its reliance on a small sample of 18 teachers, which may not fully represent the broader population of primary EFL teachers in Algeria. As such, the findings may not be generalizable to all educational contexts. Another limitation lies in the reliance on self-reported data through semi-structured interviews. This approach, while rich in depth, is subject to potential bias, including the possibility of socially desirable responses or the omission of certain viewpoints. Additionally, conducting interviews across different schools presented logistical challenges, and some variations in teaching conditions may not have been fully captured.

Finally, the absence of direct classroom observation limited the ability to triangulate the data and observe the real-time implementation of the suggested strategies.

3.3. Suggestions for Further Studies

The study suggests several strategies to improve English language teaching, including creating a safe and supportive learning environment to encourage student participation, building strong teacher-student relationships to foster trust and motivation, and prioritizing the four core language skills of listening, speaking, reading, and writing. Additional classes can provide extra support, while emphasizing practical communication skills can help students apply English in real-life contexts. Replacing French with English can shift the instructional focus, and providing visual materials can enhance teaching. Finally, integrating interactive activities can engage students and promote language development, ultimately leading to more effective English language instruction.

Conclusion :

This chapter has been provided a detailed analysis of the questionnaire. At the inception, we outlined a thorough description of all research methods, including the questionnaire framework. We provided an analysis of the questionnaire with corresponding data and insights. The analysis of the questionnaire is followed by a discussion and interpretation of the results. The findings are carefully evaluated to draw meaningful conclusions. Ultimately, the results are examined to provide insight into the research topic.

General Conclusion

This research has undertaken a comprehensive investigation into the complex challenges associated with teaching English as a foreign language (EFL) to third-year primary school pupils in the Algerian educational system. By integrating a rigorous theoretical framework with practical fieldwork, the study has succeeded in providing an in-depth analysis of the pedagogical, institutional, and contextual factors that significantly influence the implementation of English language instruction at this early educational stage.

From a theoretical perspective, the study examined a substantial body of literature addressing key aspects of second and foreign language acquisition. Particular focus was placed on the cognitive and affective characteristics of young learners, the relevance of early language exposure, and the pedagogical principles underpinning effective EFL instruction in primary education. The literature review also drew upon global best practices and comparative educational frameworks, highlighting the vital role of child-centered teaching approaches, meaningful interaction, and scaffolded instruction in fostering successful language development. Moreover, the study investigated the specialities of the Algerian linguistic landscape, marked by the coexistence of Arabic and French, and assessed how this multilingual context poses both opportunities and constraints for the integration of English into the primary school curriculum.

On the practical level, the study utilized a qualitative approach through a questionnaire conducted with EFL teachers currently engaged in third-year primary classrooms. The insights gathered from these practitioners revealed a consistent set of obstacles that hinder the effective delivery of English instruction. Prominent among these were the lack of specialized training in teaching English to young learners, inadequate time allocated to English in the weekly timetable, a scarcity of age-appropriate and pedagogically sound teaching materials, and minimal institutional support. Teachers frequently reported feeling inadequately to manage the unique demands of early language instruction, particularly in the absence of systematic professional development. Additionally, external factors such as oversized classrooms, curriculum overload, and limited parental involvement were identified as significant barriers that exacerbate instructional challenges.

A key finding emerging from the fieldwork is the marked disconnect between national educational policy and the realities of classroom practice. While recent reforms reflect a clear governmental intention to promote English as a global language and to introduce it at an earlier stage of schooling,

this policy aspiration is not adequately matched by the necessary infrastructural and pedagogical support. The lack of a coherent, context-sensitive implementation plan has left many teachers navigating complex instructional environments with limited direction and resources. Questionnaire data highlighted the urgent need for comprehensive teacher training programs, more practical teaching materials, a reduced curricular load, and a shift toward more interactive, communicative teaching approaches that respond to the developmental needs of young learners.

In conclusion, the integration of findings from both the theoretical and empirical dimensions of this research underscores the complex nature of introducing English in the early years of primary education in Algeria. While the policy direction is consistent with international trends advocating for early language learning, its effectiveness is currently hindered by a range of systemic and pedagogical challenges. Overcoming these challenges requires a collaborative and sustained effort involving multiple stakeholders—curriculum developers, teacher training institutions, school administrators, and policymakers—to establish a supportive framework that enables teachers and enhances the learning experience of students. Ultimately, this study contributes significantly to the field of English language education by illuminating the practical implications of policy decisions and by offering data-driven insights into the specific needs of primary EFL classrooms in Algeria. It also provides a basis for future research and policy development aimed at ensuring that the ambitious goals of early English instruction are translated into effective and impactful educational practice .

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List of Appendices

Dear Teachers,

This structured interview has been designed to investigate the Challenges of Teaching English as a Foreign Language to Third Year Pupils of the Algerian Primary Schools. It relies on your contribution to gather information, which would be used in the practical part of the study. It is voluntary, anonymous and confidential. You are kindly asked to answer the following questions.

Thank you for sparing a moment and filling in the questionnaire.

Section 1: Background Information

Q1: What is your highest level of education?

- Bachelor's
- Master's
- Doctorate

Q2: What is your specialisation or major?

- Linguistics
- Literature
- Translation
- Didactics

Q3: How long have you been teaching English?

- Never
- 1–2 years
- 2–3 years
- 3–4 years
- More than 5 years

Q4: Have you taught at any other educational level besides primary school?

- Yes
- No

Q5: What other classes have you taught before?

- Middle school
- High school
- University

Q6: Have you taken any English language courses to enhance your skills?

- Yes
- No

Section 2: The ability of teachers to deliver English as a foreign language instruction in Algerian primary schools

Q7: Does your school have enough required English textbooks?

- Yes
- No

Q8: Do you enjoy teaching English?

- Yes
- No

(If Yes) Please indicate the reason:

(Short answer response)

Q9: Is the time allocated for teaching English (90 minutes/week) enough?

- Yes
- No

(If No) What strategies do you use to help?

(Paragraph response)

Q10: Do you check pupils' exercise books?

- Yes
- No

Section 3: challenges facing teaching English in primary school and strategies

Q11: Do you combine different teaching approaches and methods in your English classes?justify your answer .

- Yes
- No

Q12: Is the classroom environment suitable for pupils to learn English?

- Yes
- No

Q13: Do you face any challenges when teaching English?

- Yes
- No

(If Yes) Please mention the challenges:

Q14: Do you face problems teaching a foreign language to young learners who are also learning another foreign language (e.g., French)?

- Yes
- No

(If Yes) What kind of problems do you face?

Q15: Do you think these challenges impact students' acquisition and engagement?

- Yes
- No

Q16: Give any suggestions that can help primary school teachers overcome these challenges.