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**Teaching Experience of English Teachers in Primary Schools:
Case of Third Year Pupils at Boucharef Benaissa Primary
School in Tlemcen**

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of the Requirements for the Master's Degree in Language Studies**

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Statement of Originality

I hereby declare that this submission is my own work and that, it contains no material previously published or written by another person nor material that has been accepted for the qualification of any other degree or diploma of a university or other institution. I also certify that the present work contains no plagiarism and is the result of my own investigation, except where otherwise stated.

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Date: 11 / 06 /2023

Signature:

Dedication

In the name of Allah, the most compassionate the most merciful.

All the praise is due to God Alone, the sustain of all the worlds.

I dedicate this work to my beloved parents the source of my happiness in this life. To my dearest sister and my brothers, Ahmed, Mohamed, Moustapha, and Abdelkader whose support and assistance have been extremely important. To my best friends and sisters Bouchra and Ahlame. Many thanks to all my university teachers from whom I learned this amazing language, thank you for being patient and informative. To all my colleagues. To all the beloved ones I knew or I steel know.

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Abstract

This piece of research is a descriptive study the aim of which is to explore the teaching experience of English teachers in primary schools. It attempts to shed light on the difficulties faced by teachers and pupils during the process. To tackle this issue, a questionnaire and an observation were used as research tools. The questionnaire was used to collect data from a sample of 17 teachers, teaching in primary schools in Tlemcen. The aim is to find out teachers' attitudes toward teaching English to young learners in primary schools and also to know the main difficulties they faced while teaching. Moreover, the observation was used as a second research instrument to observe pupils' behavior inside classrooms. The aim is to describe and explore the new experience to make a retrospective evaluation of the experience of teaching English in primary public schools from the vintage point of the few pupils themselves in that period. The data analysis revealed that teachers are conscious of the importance of English and strongly agree that it should be taught in primary schools. On the other hand, the findings of observation show that pupils enjoy learning a new foreign language though they faced difficulties.

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List of abbreviations.

EFL: English as a Foreign Language.

LPP: Language policy and Language Planning.

UG: Universal Grammar.

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General Introduction

Learning and mastering a new language in addition to one's mother tongue has become a necessity in today's world. Since the rapid development of technology has brought the world together in a small town, communication requires learning and interacting in a foreign language to connect people from different cultures and perspectives. One of these languages that is of paramount importance is the English language, and individuals must learn it to keep up with global development. The English language is not only trendy but also a universal and widely used language in many well-known countries, and it is taught in over 118 countries around the world and is the official language of more than 53 countries. The English language is incorporated as a foreign language along with the French language in 1999 by Algerian policymakers. Being aware of the importance of English internationally. It does not play an important role in the national and social life of Algerian people, since Algerian society is based on Arabic as a mother tongue and French as a foreign language during and after the period of the French colonial force.

The present research attempts to highlight the results of the last educational decision of implementing and introducing English in primary schools by the Algerian government and the main difficulties faced by teachers and pupils at this level, since it was a subject of study at primary school in 1993 where primary school pupils were free to choose between English and French as a compulsory foreign language, but that policy soon went out of action as most of the Algerian parents preferred French for their children. And the same subject was repeated in 2022, by introducing English at the primary level starting from the third year, and pupils are obliged to learn at the same time as the French language.

This research is significant in the sense that:

- It adds to science and society in general.
- It spots light on the experience of teaching English at the primary level of education.

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- It tells us about the attitudes of English teachers towards teaching English at primary schools.

This work aims at :

- Investigating teachers' attitudes towards the introduction of English in Algerian primary schools.
- Looking for the factors shaping or guiding their attitudes.
- Enhancing the teaching of foreign languages at an early age.

The present research attempts to offer answers to the following questions :

- What are the main obstacles and difficulties faced by teachers in primary schools?
- What kind of problems prevents pupils from learning and mastering the English language?

Based on the research questions we hypothesize that :

- The inability of conveying the exact meaning using the English language, and the existence of phonological barriers prevent the success of the process.
- Pupils may face phonological barriers while learning English.

Since the main aim of the study is to investigate teachers' experience, a descriptive study was suitable to fulfill this aim. It was through designing a questionnaire for teachers that was given to 17 teachers, and an observation inside the classroom to observe pupils' behaviour while learning the new foreign language (the English language).

This work consists of two chapters. The first one provides the theoretical framework of the study, it contains two main titles, the first one presents a review of language policy and planning in Algeria including the very essential points and the status of the English language in the Educational system and Social life. The Second title is mainly related to teaching English as a foreign language at primary schools and

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focusing on describing learning and teaching in Algeria mentioning the main social and pedagogical factors behind that given status.

The second chapter which is the core of the dissertation is devoted to the practical part of the study: it discusses the research tools used questionnaire and observation, the methodology of the research as well as the data analysis and interpretation of the results obtained from both of them.

Finally, this work ends up with, a discussion of the results and limitations of the study, and a general conclusion.

Chapter one:
Review of the literature

1.1 Introduction

The current chapter, in its first part, will shed light on language planning and policy in Algeria and its impact on the status of languages and foreign language learning. It will discuss also the global status of the English language and provides a clear view concerning its status on both social and educational life. The second part will deal with the main point which is teaching English as a foreign language in primary schools since it is a very advantageous decision made by the Ministry of Education, especially for young learners for their future lives.

1.2 Language Policy and Language Planning in Algeria

Language policy and planning are two main processes related to language implementing and teaching, it helps also in creating a given status for it in both Educational and Social domains.

1.2.1 Language Policy and Language Planning Defined

The field of language planning and policy (LPP) is concerned with the explicit and implicit policies that influence what languages are spoken, when, how, and by whom, as well as the values and rights associated with those languages. Language policy refers to the formulation of laws, regulations, and official positions regarding language usage and the allocation of linguistic resources by governments or other political organizations (Orman,2008, p.39). In other words, it can be defined as a set of policies adopted by a given country to protect, promote, encourage, or discourage the use of certain language. Spolsky (2004) argued that language policy or management refers to the formulation of an explicit plan or policy, usually but not necessarily written in a formal document, about language use.

Algerian society is considered a multilingual society due to the existence of Arabic as a mother tongue, which is used in official papers and administration, alongside French as a first foreign language and English as a second language. In this case, the language policy is designed to favor one language as an official language and

regulate the use of other languages, including determining which language should be taught, how, and at what level.

Language policy decisions are generally made by the government ministries of education and official institutions around the world, and most of the time, these policies have specific goals and aims to accomplish. They can be adapted to officiate a certain language, ban another language from use, or preserve and maintain a language (Spolsky,1998). The decision by the Algerian Ministry of Education to introduce the English language as a second language in primary schools during the academic year 2022-2023 is an example of a language policy decision.Haugen first presented language planning in 1950 (as cited in Mesthrie, 2000). He defined it as all conscious efforts that aim to change the linguistic behavior of a speech community. In other words, it is a strategic and calculated language change made to fix linguistic issues or make particular reforms, to encourage or discourage people from speaking a particular language.

Language policy and language planning are two related concepts that are two sides of the same coin. Indeed, language policies are sometimes used interchangeably with language planning. According to Mesthrie et al. (2000) (as cited in Nicolle,2014, p. 1); language policy refers to the more general linguistic, political, and social goals underlying the actual language planning process. In other words, language policy is concerned with making political decisions and introducing laws developed by governments or other authorities, while language planning is the process that aims to control the use, status, and structure of the language. It is implemented by planners who have certain linguistic expertise, such as linguists, teachers, educators, and sociolinguists. In other words, language planning is the implementation of language policy.

An interesting example of LPP is the Algerian government's move in 1976 to start the Arabization policy, which is considered a language policy decision. On the other hand, the implementation of this decision is a language-planning activity. Language planning and policy are closely related since the policy is always used to

influence language use, form, structure, and status, which consequently promotes systematic linguistic change within a speech community.

1.2.2 The Sociolinguistic Profile of Algeria

Algeria is a country known for its rich history, cultural diversity, and multilingualism. Its diverse historical periods have resulted in the development of various languages and the shaping of the country's sociolinguistics situation. The Algerian speech community is characterized by its diversity and richness. From the 15th century to the 19th century, most of the Algerians spoke Algerian Arabic, or (Darija) which emerged as the Arabic-speaking population's first language. It was a distinct language compared to Middle Eastern Arabic due to the influence of the indigenous Berber varieties spread during this period.

Algerian Arabic and Berber are the native languages of over 10 percent of the population. These two official languages were introduced in the period starting from 1963 until 2016. Arabic was recognized as the country's official language since 1963, while Berber gained national language status in 2016. Due to the country's colonial history, French is also widely spoken in Algeria. Despite having no official government status, it is commonly used in government, media, and educational institutions (including primary schools). Moreover, the French language is often described as the lingua franca of Algeria. Despite the government's efforts to remove the language from society, it is estimated that Algeria is home to the second-largest French-speaking population in the world, with over 11 million speakers.

However, English is not widely spoken by the general population in Algeria. It is primarily used in businesses and establishments related to the tourism sector and will often have services available in basic English. That is a quick introduction to the various spoken languages in Algeria, but if we want truly understand the scope of the reality of language use in Algeria we need to dig deep into the speech community. Linguists have described the Algerian language situation as a melting pot of different languages, where all three of the above are used interchangeably in daily conversations.

The Algerian society is known for a large number of French speakers, and it is considered a francophonic society because the majority used the French language when they speak to show that they are belonging to a high-class of the society. Even in their daily life conversation, they used in their dialects terms and words from the French language.

1.2.3 English as a Global Language

Today, as the mass media creates global standard and as new forces, such as technology and feminism, exert an influence on how we speak and write, English is in a dizzying state of flux. The best-known current example of external influence causing language change is the (Americanization) of the world culture, which has caused English words to appear prominently in city streets all over the world, reflecting the dominance of that culture's popular songs, films, television, high finance, food and drink, and consumer goods. The American way of life is considered modern, fashionable, and desirable to the younger, trend-setting generations of society found in all developed countries, and the language associated with these trends is largely taken up (the use of English language).

The English language is considered a global language since it is spoken by almost all politicians all over the world. And it exists everywhere you go in hotels, restaurants, streets...etc. One predictable consequence of a language becoming a global language is that it will not be owned by anyone anymore, or rather it would be owned by everyone who learns it (Crystal, 2003). What makes a language global is not the number of its speakers, but rather who speaks it, Latin became international because of the Roman Empire. This was due to how powerful the Romans were not to how numerous they were. To achieve global status, a language has to be taken up by other countries around the world. It has to be given a special role in their communities even if they have few or no native speakers of that language.

A given language can be a global language and achieve its status mainly in two ways. First, through officializing that language and using it as a medium of communication in domains like government, law courts, media, and the educational

system. It is often described as a second language and it may replace other languages such as in the case of Rwanda where English replaced French in 1996 (Halsema, 2014). Second, even though the language has no official status, it is used by children and adults in schools, and a good example of this case, is the English language, it is now taught as a foreign language in more than 100 countries like China, Russia, Germany, Spain, Egypt, and Brazil (Crystal, 2003).

As a result, to place a language in the status of a global language, language dominance has to do with economy, technology, and culture. An interesting example is the English language which is chosen as a foreign language because of many reasons including, historical tradition, political or commercial reasons, or the desire for cultural or technological contact. For one reason or another, the growing interest in English as a foreign language makes it spoken by more than 1.5 billion people around the world (Crystal, 2003). According to Berns (2007) throughout Europe, English has traditionally been taught as a foreign language. However, it functions as a second language by serving as a language of wider communication and has become the most common means of communication among speakers of various European languages and language varieties.

There are many reasons behind the rise of English not only as a dominant language but also as a lingua franca in the modern world. One of these reasons has to do with the economic and political dominance of certain countries. As it is suggested in Crystal's work (2003), language is accepted from outside the community because of the political, economic, or religious influence of a foreign power. In other words, the reason why English has reached this status is directly related to the political and economic power of the United States of America and Great Britain in addition to other factors.

The global status of the English language raises the attention of many speakers all over the world and they realize its importance and how it facilitates the process of communication between different nations and cultures, besides creating a zone of unity where all speakers belong to the same group though they are different. And such an

important role mustn't be ignored either by the Algerian government or by other authorities. All the previous reasons put the English language in the top and obliged many countries to introduce it on their systems and obliged speakers to use it in both social, commercial, and educational domains.

1.2.4 The Status of English in Algeria

Since the independence of Algeria in 1962, the English language has been taught to the majority of students from the middle level. According to the Euro-monitor International site, the English language was spoken in 2012 by 7 percent of Algerians, and learning this language is explained by the fact that many Algerians emigrated to the United Kingdom and other English-speaking countries.

1.2.4.1 Status in the Educational System

In the past, teaching the national standard language to people in schools was the main concern of the educational systems around the world. Nowadays, most countries, educators, and policymakers are focusing on teaching the most useful foreign languages, particularly English, because of their relevant status. Spolsky (2004.p.76) maintained that "English is generally agreed, is today in a stronger position in the world not just than any contemporary language but also than any other historical language". Because of the indisputable position that English is occupying, its importance has obliged governments and ministries of education around the world with pressure from societies and educators to set up language to be taught in schools and universities.

Spolsky (2004) pointed out that it is common to teach at least one foreign language, usually a major international language, and increasingly English as the principal language of the globalized world. In the Algerian educational system, English has become the principal foreign language specified in most programs of universities, middle, secondary, and primary schools, and even private schools. And it was implemented at the primary level in July 2022, when Algerian president

Abdelmajid Tebboune announced that primary schools will start to teach English in late 2022.

Graddol (1997) asserted that “the number of people learning English has in recent years risen rapidly. This in part, reflects changes in public policy such as lowering the age at which English is taught in schools”(*ibid*: 11). For instance, in Ghana, the Ministry of Education decided that the use of the vernacular in the first three school years should be abandoned and English used instead (Spolsky, 2004). The same case happened in Algeria, when the Algerian government followed this path too. According to Berrabah (2014: 50) “the Algerian government taught English as the secondary mandatory foreign language for students beginning in the fourth grade in the middle school cycle, from the end of 1970s to the early 1990s, then it was introduced in primary schools as a competitor to French in September 1993”.

Due to its status as a global lingua franca, English has been for a long time the dominant foreign language in the curricula and syllabic of many educational systems around the world. Because of such a fundamental role, the Algerian government started promoting the teaching of English. According to Bellalen (2012), the English language flourished in Algeria before the 1980s when this country was heading toward socioeconomic prosperity due to its massive oil and revenues (*ibid*: 6). Hence, the economic collaboration with Western countries and the increase in private investments as well as the encouragement of tourism enhanced the presence of English in Algeria. Indeed, the Algerian Ministry of Education introduced English as a second foreign language in 1972 (French is the first foreign language), (Bellalen, 2012).

1.2.4.2 Status in Social Life

Since the English language has an important status as an international global language, it is spoken largely than at any time before in most of the world, and it becomes a fashionable language that allows speakers to belong to a highly educated class. Speaking about the Algerian society or the Algerian speech community. The English language was not famous among speakers, however, in the present time things become different, in line with the development and progress that happens in different

life domains, the English language draws the attention of a big part of the population, and the demand of that language is rising thru time. Though the Algerian speech community is known for its French language speakers, the English language gains the same importance nowadays, where different categories (educators, workers, and citizens) try to learn at least the way they can introduce themselves using that language. Even in associations and administrations, it becomes useful to achieve and accomplish given tasks related to specific domains, especially with international businesses or in the tourism sector, to communicate with foreigners using an understandable language. Using the English language to communicate or in other words in daily conversation is a new habit that grows inside the Algerian society where the language takes place in different settings inside various conversations, for instance, university students use it when they are inside and outside universities, they use it sometimes for fun or in public places to show their highly educated level.

We can make a small relationship between the English language and culture. One way to think of culture is as a system of such rules which constitute social activities and thus make them intelligible for competent members (William Downs. 1920.p.277). In other words, the Algerian society is influenced by the Western culture and the language is one of the influenced elements of the society. It is used to name fast food restaurants and other settings such as family parks, supermarkets, and public gardens. Moreover, it is spread among adults and students on social media where it is used to name their Facebook groups and their bios on their profiles.

1.3 Teaching English as a Foreign Language in Primary Schools

Teaching English as a foreign language in primary schools is one of the very interesting topics needed to be discussed, especially when it deals with young learners and new language to be learned (the English Language).

1.3.1 Second Language Acquisition Defined

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language-

natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Haulon, 1970, Brown, Cazden, and Bellugi, 1973), but caretakers and native speakers can modify their utterances addressed to acquires to help them understand and these modifications are thought to help the acquisition process (Snow and Ferguson, 1977). It has been hypothesized that there is a fairly stable order of acquisition of structures in language acquisition that is one can see clear similarities across acquiring as to which structures tend to be acquired early and which tend to be acquired late (Brown.1973, Dulay and Burt, 1975). Acquires need not have a conscious awareness of the rules they possess, and may self-correct only on the basis of a feel of grammaticality.

Language acquisition is the process of building the ability to understand a language and use it to communicate with others. It's the process of going from a wordless wonder into somebody who can't stop talking during class that's language acquisition. However, there is a difference between the first (Native language acquisition) and second language acquisition, where the first happens unconsciously when a child learns and acquires the language from the environment he lives in (family, school....), and the second type is different because it happens consciously and after the acquisition of the first language and it happens in a very different time and place. Usually, it happens when you're older, maybe inside a school or university classroom. Or nowadays even a virtual one. And there are several different reasons behind learning a new language, your new job requires you to do it to speak with customers, or maybe you just want to learn how to flirt in a new language. Whatever the reason, the methods used are quite different from what happens in childhood. You consciously study grammar, have your word lists with their corresponding pictures and translations, and have applications and YouTube videos. Many people successfully learn a second language, but not everybody gets there.¹

Language is extremely complex yet children already know most of the grammar of their native language (s) before they are five years old and they acquire language without being taught the rules of grammar by their parents. In part because parents don't consciously know many grammar rules. The innateness theory hypothesis asserts that children do not need to learn universal principles like structure dependency because that is part of UG (universal grammar). They only have to learn the language and specific aspects of grammar. There are three main stages in language acquisition, first children acquire language in similar stages across the world. When children are acquiring language, they do not speak a degenerate form of adult language. Rather, they speak a version of the language that conforms to the set of grammatical rules they have developed at that stage of acquisition.(Adam Szczegiel Naik. 01:615:20).

Second language acquisition for children or young learners is a process depends on learners abilities, in other words, a child acquires and learns the second language easily if he finds support, motivation, and helpful environment such as family environment which offers tools and facilitate the path to help him acquiring the language. However, it might be a very difficult thing to acquire a new language when he could not find any kind of support or when he feels that his learning is limited to a given point. In other words, some children learn that new language in schools only there is no other environment where the language could appear or exist.

1.3.2 Benefits of Second Language Learning at an Early Age and Pronunciation Difficulties

One of the main benefits of learning a second language at an early age is that children learn languages faster and easier. They have more time, less to learn, fewer inhibitions, and brains designed for language. It can be difficult to raise a bilingual child, but the benefits of learning a second language at an early age are certainly worth the struggle. Bilingual children learn faster and easier, have improved problem-solving skills and creativity, and have more career opportunities in adulthood. They also find it easier to connect with other cultures which makes them more open-minded and tolerant of diversity, and they are less likely to experience age-related mental illness as

they reach old age. Most importantly, learning a second language at an early age is much easier. In addition, learning a second language isn't as difficult as it used to be. Scientists constantly study second language acquisition and develop new methodologies to help kids learn faster. And, the rising demand for language programs has created a whole new market of international "summer camps with language classes" where kids can enjoy their favorite activities and learn a new language at the same time.



Figure 1.1 Language learning "critical period"

Learning a second language prepares children to be experts in problem- solvers and creative thinkers. Their brains experience a contrasting workout from a young age as they try to sort out which language to speak and when. Researchers have found that bilingual children are better at planning, concentrating, and multitasking in addition to enhanced problem-solving skills. And they, score higher on standardized tests. By teaching your child a second language at a young age, you are setting them up for success. It means an improved executive function collective evidence from various demonstrates that learning a second language improves the brain's executive function. This means bilingual children are better at:

- Planning.
- Problem-solving.
- Concentration.
- Multitasking.

Learning a second language leads to improve test scores.

There is never a bad time to begin learning a foreign language. Learning a new language can provide multiple benefits no matter how old you are. The pronunciation of foreign learners is affected by many factors. According to Kenworthy (1987: 4) these factors are the most important, starting with their native language, because the native language of foreign learners is the central source of problems in their second language acquisition, in other words, the second language is affected by the native one in term of style, form, and structure. In addition to that, the age factor is an important point in holding back the learner's development in pronunciation. The earlier the learner gets to be familiar with the language the better his pronunciation would be Kenworthy (Ibid) explains "We commonly assume that if someone pronounces a second language like a native probably started learning it as a child. Conversely, if a person doesn't begin to learn a second language until adulthood, they will never have a native-like accent even though other aspects of their language such as syntax or vocabulary may be distinguishable from those of native speakers"

This is the Algerian foreign language learners they get to learn English at a progressed stage of their learning. Most of them face difficulties with language because they have not been exposed to it earlier. Moreover, phonetic ability depends on the different kinds of learners, where some are quick at learning whereas others do not, some of them find pronunciation difficulties, and others do not find any. The differences between learners may be either because of earlier exposure to the language or because of their innate abilities.

As a last point, we have motivation and concern for good pronunciation, another aspect is the desire that emerges from the learner himself to improve his pronunciation abilities in the target language. Furthermore, the ways and methods which will be used to present the language and allows theme to learn it easily and in a simple way. Adding a new language and helping young learners to become multilingual speakers is not an easy job to be done, however, it is not impossible also it is just need a good plan in order to reduce pronunciation problems and facilitate the learning process.

1.3.3 Teaching English at Primary School

Teaching English as a foreign language in primary schools is one of the good decisions the government made. English is one of the very useful languages all around the world, it is introduced as a foreign language and taught in middle, secondary, and higher education, however, at the primary level it is new and the first step towards a very flourished future for children and the country. When the language creates for it self an important state in life domains and offers various opportunities fro its speakers.

As a spoken man for Algeria's National Council of secondary school said the council welcomed the decision to make English a general subject in educational curricula because it is the language of science development and technology, and the first language globally. The success of the changeover, however, will depend on the Ministry of National Educational meeting certain conditions, said Faouaz Mazkoun the council's media officer. (as cited in Al- Fanar media) In other words, the decision of teaching English at the primary level will be successful if the given conditions met and be respected. In recent years, Algeria has been introducing English as a subject in intermediate schools, with instruction intensifying in high schools before students move on to university. Some Algerian universities and higher institutes already use English instead of French or Arabic as the language of instruction.

The decision came when the Algerian president, Abdelmadjid Tebboune, instructed that teaching English starts at the primary school level, for the first time in the country's history. This came during a cabinet meeting chaired by Tebboune in Algiers, during which he discussed the country's education programs, according to a statement by the cabinet, reported by Sputnik. The statement said the president had ordered the adoption of the English language, starting from the primary stage, following intense study by experts and specialists.²

The statement did not give more details about the meeting and its outcomes but, according to the decision, English will become the second foreign language taught at the primary stage, along with French. Algerian parties and associations have, in recent years, called for the inclusion of English in the early years of education as the most widely spoken language in scientific circles globally. The instruction stipulated a review of the educational programs by established and specific objectives that depend mainly on educational results and set a schedule of no less than three years for its implementation.

The final decision will create for university students specializing in English and recent high school graduate students, numerous opportunities and chances to become English teachers at the primary level. (we all know that the education sector is the first employer in Algeria. All disciplines, apart from English, are saturated. English will be taught at primary schools this year, so I chose to study it at university), Fouad Rajeh a recent high school graduate. This means that the recent decision appears to have influenced some recent high school graduates to put English at the top of the list of majors they want to study at university. During all the happened changes the French language, though it is widely used, has no official status in the country system. And the exact position of French in future educational curricula has not yet been decided “French is a spoil of war.....while English is the language of research and science, and it must be taught and given more attention”, (President Abdelmajid Tebboune).

The decision was suddenly made without any previous preparation or planning, however, it was accepted and quickly welcomed inside institutions and among teachers and pupils. And for them, it was a good decision that will have a big role to play in the progress of the country’s teaching level and offers many chances for young learners to finish their studies abroad.

1.3.4 Learning/Teaching English in Algeria.

Algeria is a great country. But most Algerian people can’t speak English properly because the government wants them to learn the old colonial French which is ranked 17 in the world in 2016, so they have limited access to quality English. Well,

consequently, this will hinder them from taking part and making their voice heard in a global world that uses English as the international language for communicating (Salem Zemali). Algeria is far left behind in English-speaking abilities compared to other African countries because French is imposed on Algerians and there are few if any English learning resources.

In Algeria, we consider English as a foreign language EFL unlike French, which is considered a second language. While French is taught in primary schools, English is taught in middle schools (Nabila Boukri). In other words, the English language is important as the French language is, and it must be included in the educational system starting from the primary level. Many years ago a minister of Education wanted to introduce English to primary schools, and parents were allowed to choose which language they want their children to learn in primary Education English or French, the Francophile lobby governing Algeria was shocked to see all parents choosing English and alarmed France which contacted the Algerian authorities at that time stating clearly that this minister had made a huge fault and must leave the government immediately and it was done without delay as France dictated (Salem Zemali), in other words, the Algerian government is controlled by Franco phonic system which does not allow or accept the English language dominance.

However, the English language has become the language of science, technology, and business and has dominated many other fields. Therefore, English is the access to all the important domains a country like Algeria considers a crucial key to developing and changing the complex situation of its language territories. And since the independence of Algeria in 1962, the English language has been taught to the majority of students from the middle level. In July 2022, Algerian President Abdelmadjid Tebboune announced that primary schools will start to teach English in late 2022.

English teachers in Algeria need training. They need to improve their level of English and learn more modern methods of teaching, especially about teaching large classes. The biggest problem is the teacher's mistaken belief that the problem is the system and

the student's behavior. The reason students misbehave is that their teachers have not been empowered sufficiently to facilitate their learning. Teaching is helping children to find out how they learn best and encouraging individual growth (Laura, 15; Mar 2010).³

There are two main methods used to teach English in the Algerian school, which are the communicative approach, and the grammar-translation method. It should follow the below-mentioned objectives:

- Helping our society to live in harmony with novelty by providing the learner with some linguistics tools that are essential for their efficient communication.
- Endorsing national and common values.
- Developing critical thinking, tolerance, and worldliness.
- Contributing to the definition of a good citizen who must be aware of the changes and challenges of today and tomorrow (Nabila Boukri). In other words, teaching English in Algeria will participate in the development of the society and the individual, creating great harmony to achieve successful communication.

Teaching and learning in Algeria are two processes needed to be developed and ameliorated, starting with changing the teaching methodologies including the teaching materials such as textbooks, timing, and syllabuses. Besides reducing and precision what is just exactly needed to be studied. For the learning process, learners must do more effort like extra research about what they are studying. And offer a helpful atmosphere inside classrooms for teachers to make sure they will learn better than before.

1.3.5 The Implementation of English at the Primary Level

“Teaching English at primary schools requires a carefully studied educational program to suit the age of pupils, the process also requires resources to cover the cost of hiring specialized teachers” (Faouaz Mazkour, Media officer at Algerian's National

Council of secondary schools). Moreover, the introduction of English in primary education (third grade) from the school year 2022-2023 has been a challenge the state has taken to allow pupils to learn this universal language, the minister of National Education, Abdelhakim Belaabed, said Wednesday (Algeria press service. Djanet).

In 1993, the Algerian government introduced English as the first foreign language in primary schools instead of French, a colonial language so far dominant. English was introduced in grade 4 of some pilot primary schools before it was generalized throughout the national territory in early 1995. In Algeria's latest step toward English as the preferred second language in Algeria, president Abdelmajid Tebboune has announced that the country's school children will start learning English in primary school, beginning this fall. He added, "French is a spoil of war.....while English is the language of research and science, and it must be taught and given more attention" (President Tebboune at a news conference on July 30).

In July president Tebboune called for the teaching of English to become part of the primary program starting with the new school year this September. The rapidity of this reform involves many ulterior motives regarding France and the French language, the language of colonization but it also intended to make up for the failure to Arabize the country's schooling. When Algerian children went back to primary school, for their third year on 21 September 2022. They discovered a disconcerting change in the program school curriculum, at age 10 or 11 they will start studying a second foreign language, English. For ordinary Algerians, there was nothing new about this announcement. Several times in the past the county's rules touted English as a miraculous solution, a cure-all for the poor showing of Algerian universities in this international honors lists, and a substitute for French. This is one way to defy France whenever one of its domestic affairs and, of course, a way of replacing the colonizer's language.

Knowing English increases your chances of getting a good job in a multinational company within your home country or finding work abroad. It is also the language of international communication, the media, and the internet. Learning

English is important for socializing and entertainment as well as work. As a result, Education directors across Algeria have begun hiring Bachelor's graduates to teach English in primary schools, in implementation of the decision of the president of the Republic Abdelmajid Tebboune, to include this language in the curriculum of the primary stage of education. The Directorate of Education in Tiaret (Western Algeria), like several other directorates of the country, published a statement, "The Ministry of Education has ordered to open employment by contract for holders of the Bachelor's graduates in the English language, or translation to and from the same language"

Learning English for children in primary school is different from adult learning. They tend to be attracted to playing that may balance formal lessons at school. Also, learning using objects through which they can experiment, explore and create through, might enhance children's problem-solving abilities. Moreover, collaborative playing might teach them social skills (learning, primary and secondary school years,2019). In other words, learning English as a foreign language at the middle and primary levels is not the same for two main reasons, first, the age of learners and their abilities and mental capacities, when adults can understand and learn about complex and easy ways, however, children at the age of 8 or 9 can't learn unless the methods are clear and rely on gaming and role play.

The final decision of implementing English in primary level was a brave step made by the government to encourage young learners to be more creative and allow them to have several chances and various opportunities for their future carrier. Furthermore, the decision was made in order to reduce the French language usage and if it is possible to delete it completely from the educational system since it is the language of the French colonial power and it is useless out of Algerian borders the opposite of the English language which is useful in every where , every time, and with every one. And president Tebboune 's decision came as a response to the growing demands from academies and undergraduates in an interview during his regular meeting with the Algerian media broadcast by various national TV channels on Sunday evening.(Echorouk online/English version: Dlila Henache).

1.4 Conclusion

In conclusion, the first chapter focused on the important role played by both planning and policy as two main processes related to language and its status in educational systems and social life. Moreover, it focuses on the act of implementing English as a foreign language in primary schools, starting with the definition of second language acquisition, and the benefits of learning it at an early age, besides the pronunciation difficulties. In addition to that, it talks about teaching English at primary schools without forgetting to describe both the learning and teaching processes of that language in Algeria. And it concludes by presenting the president's decision to start teaching English in primary schools.

Chapter two:
Research Methodology and
Data Analysis

2.1 Introduction

Teaching English at primary schools in Algeria has become an interesting topic of research. Because of the very essential role English plays today not only at the international scale but also in Algerian society at different levels. With the occasion of implementing English at the primary level, our attention raised to investigating and discovering more about the new experience. Accordingly, this research is conducted to collect data about teachers' experience of teaching English in primary schools in Tlemcen. For the aim of listing and knowing the main difficulties faced by teachers and pupils during this experience. The present chapter outlines the methodology used in conducting this research followed by the population and sample chosen for collecting data. It also includes an area to describe the research tools and present the analysis of the findings.

2.2 The Research Methodology and Tools

Since the study aims to determine the main difficulties teachers and pupils face during teaching and learning English in primary schools, a descriptive study was conducted by designing a questionnaire for teachers and an observation conducted inside two classes of the third year in Boucharef Benaissa primary school. The questionnaire is designed to explore teachers' new experience of teaching English in primary schools to know the obstacles and difficulties they faced during the process, and the observation was made to observe pupils' behaviors towards learning English at an early age. According to Dornyei (2007) "Mixed methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. In other words, mixed methods research implies the use of both quantitative research (numerical) and the qualitative research (non-numerical data)"

2.2.1 Questionnaire

Data collection or research tools refer to the devices or instruments used to collect data, such as a paper questionnaire or computer-assisted interviewing system. They are used to measure a variable or to collect the information needed to answer a research question. Careful selection of research tools can help the researcher achieve goals and save time.

However, data is the most necessary at the initial step since it helps the researcher to narrow down the scope of the problem being investigated several methods are utilized during the data collection process. Some of the most common data collection methods include the use of interviews, questionnaires, and observations.

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended questions offer the respondent the ability to elaborate on their thoughts. Research questionnaires were developed in 1838 by the Statistical Society of London. In other words, a questionnaire is a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions. Questionnaires can be used to collect qualitative and/or quantitative information. They are commonly used in market research as well as in the social and health sciences. For example, a company may ask for feedback about a recent customer service experience, or psychology researchers may investigate health perceptions using questionnaires.

Furthermore, the questionnaire can be self-administered or researcher-administered. Self-administered questionnaires are more common because they are easy to implement and inexpensive, but researcher-administered ones allow deeper insights. For instance, your questionnaire can include open-ended questions or a combination of both, using closed-ended questions limits your responses, while open-ended questions enable a broad range of answers. You'll need to balance these considerations with your available time and resources. Closed-ended, or restricted-choice, questions offer respondents a fixed set of choices to select from. Closed-ended

questions are best for collecting data on categorical or quantitative variables. As a result, understanding the type of variable and level of measurement means you can perform appropriate statistical analyses to generalize the results.

2.2.2 Observation

Bell (2005: 194) defines classroom observation as a technique that can often reveal characteristics of groups of individuals that would have been impossible to discover by other means. In other words, classroom observation is the most effective data collection tool as it helps to collect valid data through observing directly. The current study involves a checklist of (6) items conducted in two third-year classes in Boucharef Benaissa primary school.

Observation is one of the most important research tools in the social and human sciences, having a vital role to play in helping to understand and interpret the social, cultural, and economic environment. Any research benefits from observation, which entails the use of senses to collect data from the external environment because this tool is widely used. The observer must be able to free himself from the constraints of personal values to observe the facts as it is. While doing observation, we must go beyond the surface and penetrate the depth. All social researchers begin with observation, and end with it, in other words, observation is an inevitable part of any study or research on any social phenomena. The most important positive aspect of observation is that it directly examines the phenomena, enabling the behavior to be observed as it happens.

We have two types of observation, participant and, non-participant observation. In the process of participant observation, the observer becomes less one of the group members and may participate in some activity or the other of the group. The observer may play any one of the several roles in observation, with varying degrees of participation, as a visitor, an attentive listener, an eager learner, or a participant observer. Participation observation is commonly used in exploratory

studies, at least in the initial stage. Becker (1958) distinguished three stages in the fieldwork

- 1- Selection and definition of problems, concepts, and, indices.
- 2- Checking the numerous preliminary ideas which are worth pursuing.
- 3- Fieldwork consists of attempting to incorporate the individual findings into a model of the system. In the process of non-participant observation, the observer takes a position where his/her presence is not felt by the group. He/she may follow closely the behavior trait of an individual or characteristics of one or more groups. This method is mostly used in observing infants, children, and abnormal persons. Validity increases by keeping the setting as natural as possible and not letting the subjects be unduly influenced by the presence of the observer or by his measuring or recording devices.

2.3 Population and Sampling

The target population of the questionnaire is all English teachers in primary schools in Tlemcen, for the academic year 2022-2023. Teachers in all primaries show their willingness for collaborating to answer the questionnaire and allow us to know more about their experience with a very near scope. Boucharef Benaissa pupils are chosen as a sample because they have like all the pupils of primary schools an important role in the work experience and the process itself since they are the ones who learn the new foreign language.

The sample comprises 17 randomly chosen teachers to participate in the study. Concerning the teacher's questionnaire, the target population included all primary teachers of English in Tlemcen, because they are more knowledgeable and they did previous research in the field of language learning and teaching during their university studies. Accordingly, their opinions and beliefs would help rate the new decision to implement English at the primary level for the second time since it was made in 1993.

As we have mentioned before, we used a questionnaire as a research tool besides observation as a second research instrument, the questionnaire was designed simply and correctly and answered by 17 teachers chosen randomly, for the aim of

making the participants answer the questions easily. It includes three sections the first one contains three questions about age, degree held, and years of teaching experience. The second one is mainly related to teachers, where we wanted to know more about their experience of teaching, their capacities regarding language use, and their opinions about implementing the English at primary level.

The second section includes 6 questions starting from describing their first experience as English teachers in primary schools and finishing by asking about the social and cultural reasons behind pupils' motivation towards learning English. In the third section which includes 5 questions, we focus on the textbook as a main tool needed by pupils and teachers, and the main methodologies used by teachers while teaching English to their learners. The questionnaire as a whole includes 14 questions answered by 17 teachers as we have mentioned before. And they found it simple and well-organized containing interesting questions to be answered.

2.4 Data Analysis and Interpretation of the Findings

The questionnaire was designed to start with open-ended and end with close-ended questions, to limit the results to the extent we need in our research and in order not to gather useless data, which is not related to our topic of research. It was conducted for 17 English teachers teaching in primary schools in Tlemcen. Its included 14 questions related to certain points that needed to be clarified and answered about the teaching experience of English teachers at the primary level.

The questionnaire is composed of 14 questions that are divided into three sections. In the first section, the respondents are required to answer three closed questions by selecting an answer for each. This set of questions seeks to identify the age, degree, and years of experience. In the second section, the teachers are asked to answer 4 open-ended questions (Q4, Q5, Q8, Q9), and tick the appropriate box (closed questions) in questions (6 and 7) which are related to the use of the English language inside the classroom. In the third section, teachers are asked to add comments or suggestions to questions (10 and 11), in addition, to ticking the appropriate box (closed-end) in questions (12, 13, and 14).

This section is concerned with gathering data mainly about the textbook, to check whether it is helpful and useful for both teachers and pupils in questions (Q12, Q13, Q14). Moreover, questions (10 and 11) were set to find out whether teaching both English and French at the same time may cause pressure on the pupil's mind and cause pronunciation difficulties. The observation was used as a second research instrument for gathering data related to our topic of research. The whole process consists of 4 sessions in two primary school classes, designed as a participant and non-participant observation.

Observation is a research instrument used by the researcher to observe a given topic, and it is mainly used in descriptive studies. Its success of using it is mainly related to the researcher's skills. We have two types of observation, participant, and non-participant, the first one allows the researcher to participate and become a member of the sample he had to choose to observe, and the second one keeps the researcher outside the sample.

We use it to observe the following points:

1. Pupils' interaction with the teacher.
2. Pupils' behavior during the sessions.
3. Methods the teacher used to explain the lecture.
4. The process of communication between the teacher and her pupils.
5. The main difficulties faced by the teacher and pupils during sessions.
6. The language/dialect the teacher used in the classroom.

2.4.1 Questionnaire

Section one:

Q1: Age

Teacher's age was classified starting from 24 years old as the youngest age and 54 years old as the oldest.

Q2: Teaching experience

For the majority of teachers, teaching English at primary schools was their first experience in their career.

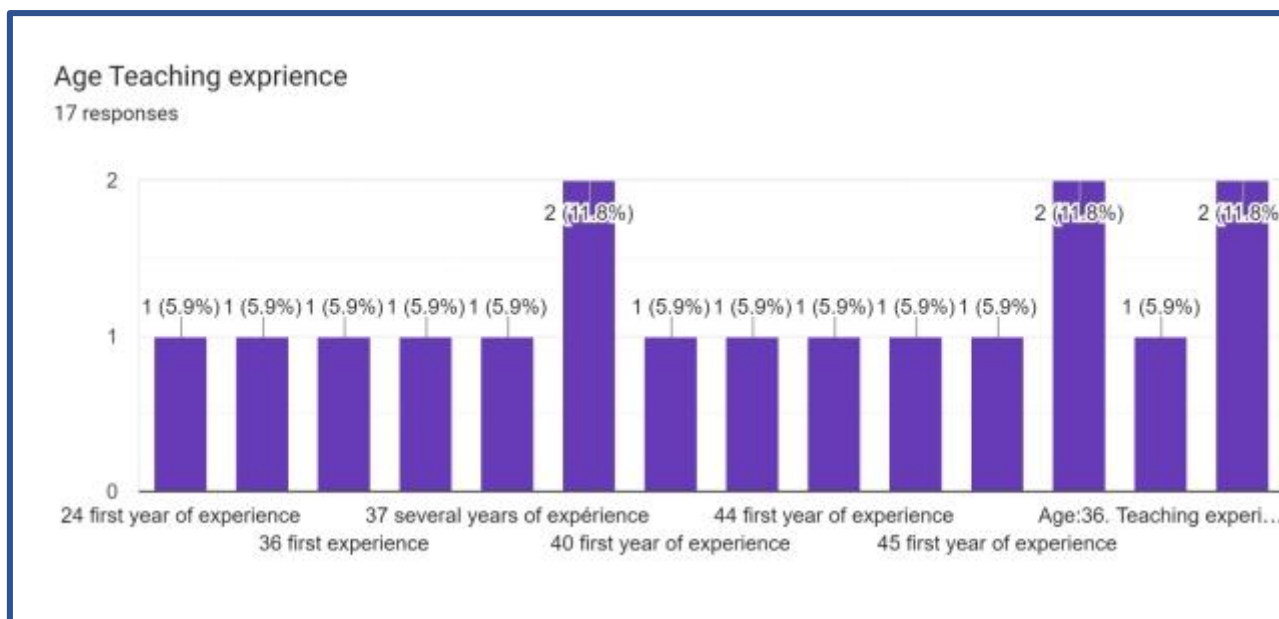


Figure 2.1: teachers' age and years of experience

Q3: Degree held

For this question, only 15 teachers answered, 73.3 percent of them were getting their Licence Diploma only, and 26.7 percent had their Master's. For years of experience, the majority of teachers have no experience, and teaching the English language at primary schools was their first job.

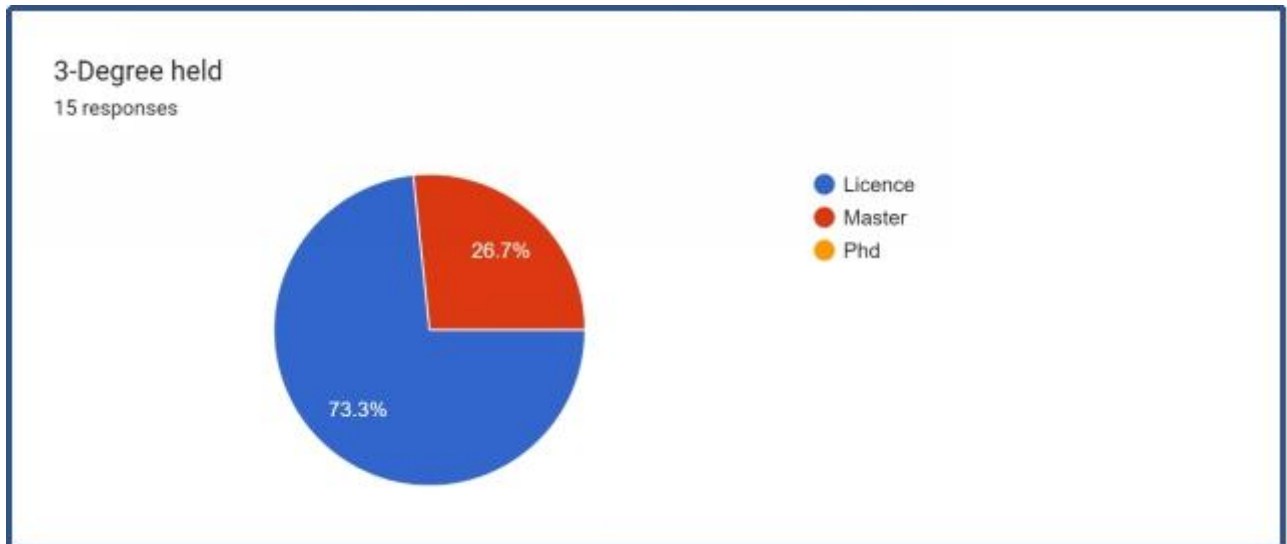


Figure 2.2: the degree held.

Section two

Q4: How can you describe your first experience as an English teacher in primary school?

For this question, we wanted to explore and know more about the teachers' experience of teaching.

Teaching English in primary schools was the first experience for the majority of teachers and they describe it as a challenge they went through, though they faced difficulties and obstacles they were exciting and making sure to do their best while teaching it to young learners. Most of them agreed on that teaching English in primary schools is completely new experience full of challenges and difficulties, however, pupils enjoy learning it, and they have a good interaction, they wait for the English session with love. Moreover, teaching English in primary school is one of the most important things for them, though it is not an easy task, especially when teaching more than 200 pupils. Both teachers and inspectors didn't have an idea of what is happening and they had always ambiguities. Others have said that, it is difficult to teach English in primary school in a society the first language in it is Arabic, however, it is my first experience and I'm proud of myself because I'm the pioneer of English in primary

schools. Furthermore, they added, it is important for pupils to learn English because it is interesting and joyful. According to the previous answers, we can divide the answer into two groups the first one considers teaching English as an interesting, good, excellent, and joyful experience. The second group saw teaching the English language as a difficult job to be done.

Q5: In your opinion, why English has been included in primary schools from the third year?

For this question; 17 responses were gathered, the majority of teachers were for the idea of presenting English at primary level and allows young learners to learn it for the aim of having a high level in the future, since the language has an international status . In addition to that, by learning it at a young age, learners will have more time to develop their language skills to become more proficient and they can acquire more, and the learning process can be memorized easily. Furthermore, the ultimate goal of including English as an other foreign language in Algerian primary education is to provide the Algerian child with the opportunities to learn another language, which will better broaden the knowledge structure taught and gradually develop his linguistic competence due to it being the language of the world or language of the time and the language of science and technology. As an additional point, the implementation of English will prepare a new generation for coping with science, and no one denies that English is an international language. In the other hand we have some teachers who were against the idea where they mentioned that it is a bad choice, and it relays on the age of learners and their abilities to acquire a new language, however, starting from third year of primary school is not useful because learners still young and the learning experience is very fulfilling. They think also that it should be included but for the fourth year not the third.

Q6: Have you found difficulties regarding the use of language in general in the classroom?

This is a closed-ended question the answers, and the answers were presented as follows:

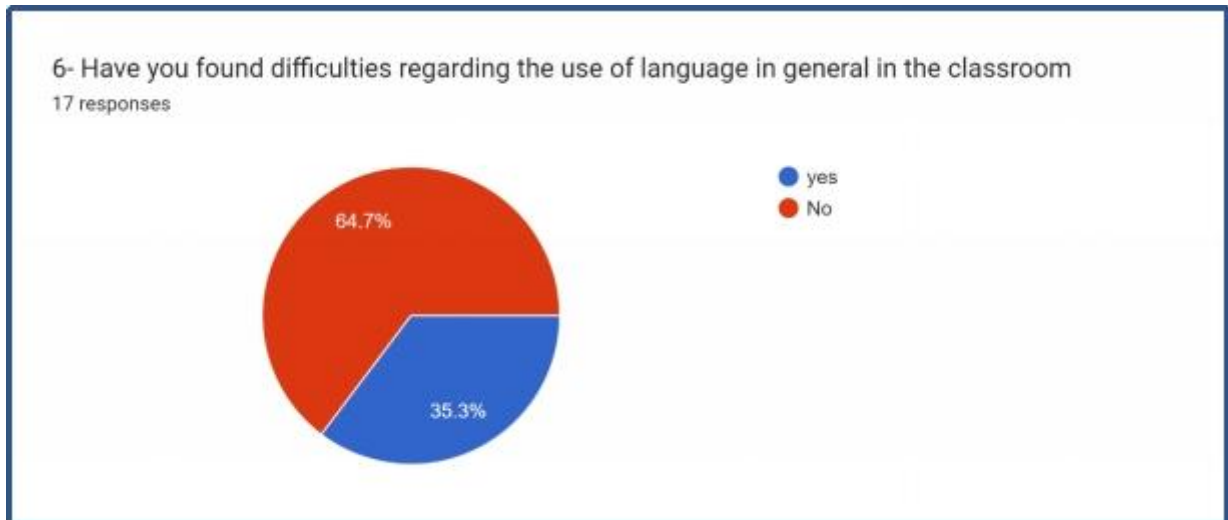


Figure 2.3: language use.

Q7: Which language or dialect do you use in the classroom?

For this question, there were 17 responses with yes/no 64.7 percent answered with no, and 35.3 percent answered with yes. Answers were presented as follows

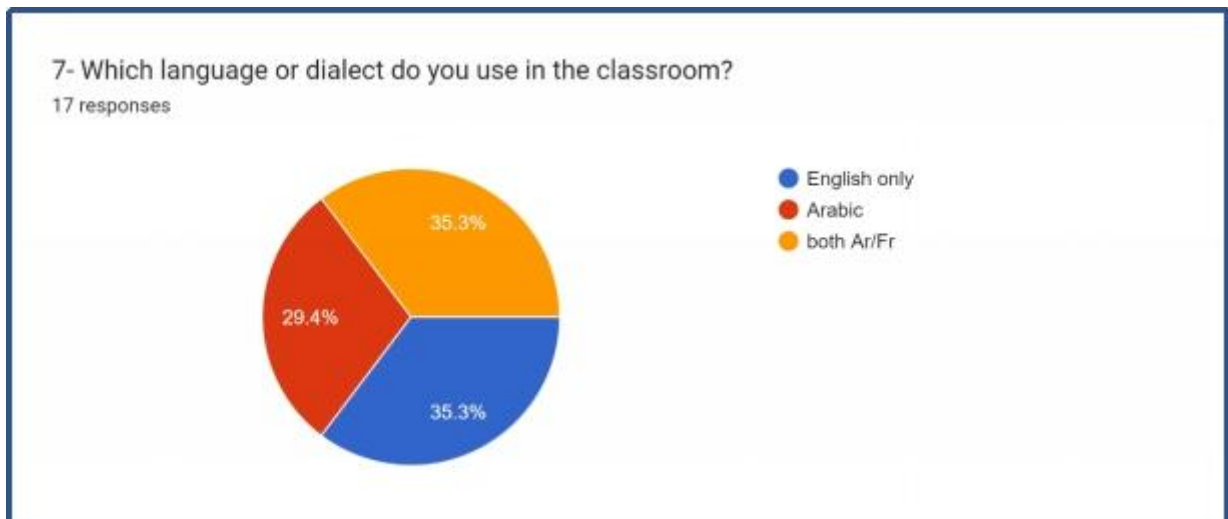


Figure 2.4: dialect and language that are used inside the classroom.

35.3 percent of the teachers used English only, 29.4 percent used Arabic, and 35.3 percent used Arabic and French.

Q8: Do you think that your pupils have the support and motivation to learn English from their environment? How?

All teachers agreed on that pupils have the motivation to learn English, through using internet as a source of information as they watch cartoons and videos everyday, they search to understand the English language and this motivates them. and the language itself will have a deep impact on pupils because they use the internet and hear a lot of English word, so they are motivated to learn a new language they have great and big confidence to learn a lot of English word, and they use it in their daily life. Furthermore, they have mentioned that there are some pupils who are supported by their parents since English is a language of science and it is important in searching domains and university studies, they added, pupils who have support to learn that foreign language there is one of their family members knows English. In the other hand, there are some students who have the motivation to learn English but there is no support and they have the ability to learn it inside classroom only. In addition to that, students in Algeria may face challenges such as limited exposure to English language speakers and lack of English language immersion opportunities.

Q9: What are the main cultural and social reasons behind the pupils' motivation towards learning English?

According to some teachers, there are several social and cultural reasons that make pupils motivated such as Globalization Education score or opportunities for travel and tourism, pop culture which means, English language media such as TV shows and movies beside the invasion of social media and the new technologies of video games. In addition to that, the main reason is that pupils needed to open up more to world culture and use it in their lives. However, in the other side there were some teachers who saw no existing of any social or cultural reasons behind pupils' motivation, they have mentioned that people in Algeria have a French culture rather than English that explains the lack of motivation towards learning English.

Section three

Q10: In the case of pronunciation difficulties for pupils, then what are the reasons behind them?

This question gathered closed-ended answers and they were presented as follows:

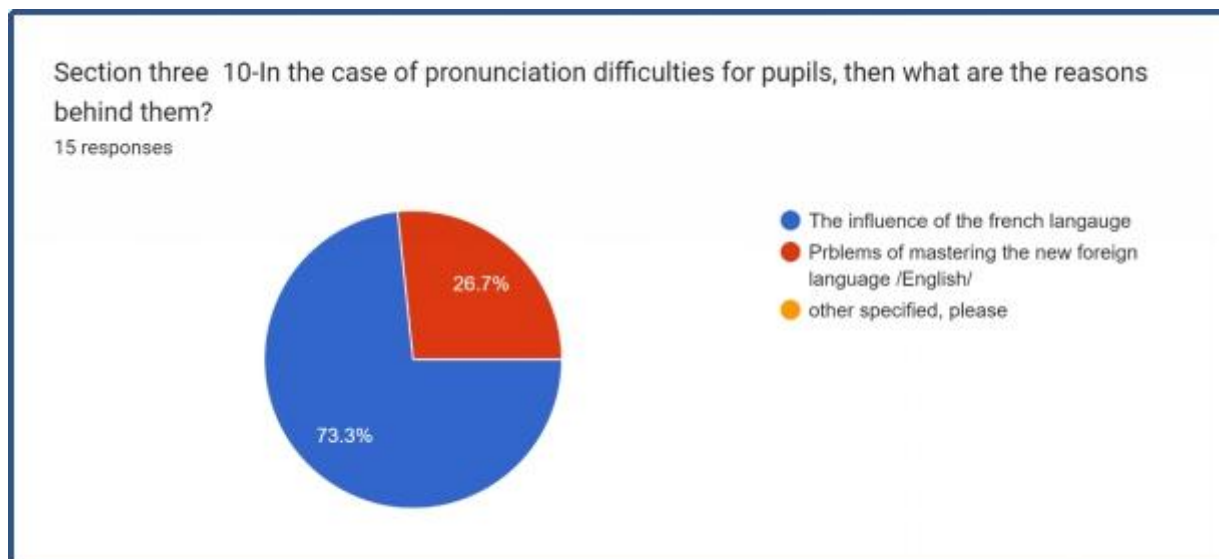


Figure 2.5: pronunciation difficulties for pupils.

As the diagram shows 73.3 percent of answers were for the influence of the French language, and 26.7 percent of them were for problems mastering the new foreign language. Some teachers specified other reasons:

- They can't find support and help outside the classroom.
- Shortage of language teaching hours.
- A mix of the two reasons and sometimes it just slips off the tongue.
- I think as a teacher I need to process myself in this domain and simplify these difficulties for my learners (especially in reading).

Q11: Teaching English and French as foreign languages at the primary level may pressure the child's thinking.

For this question, we made 5 choices and they were classified as follows:

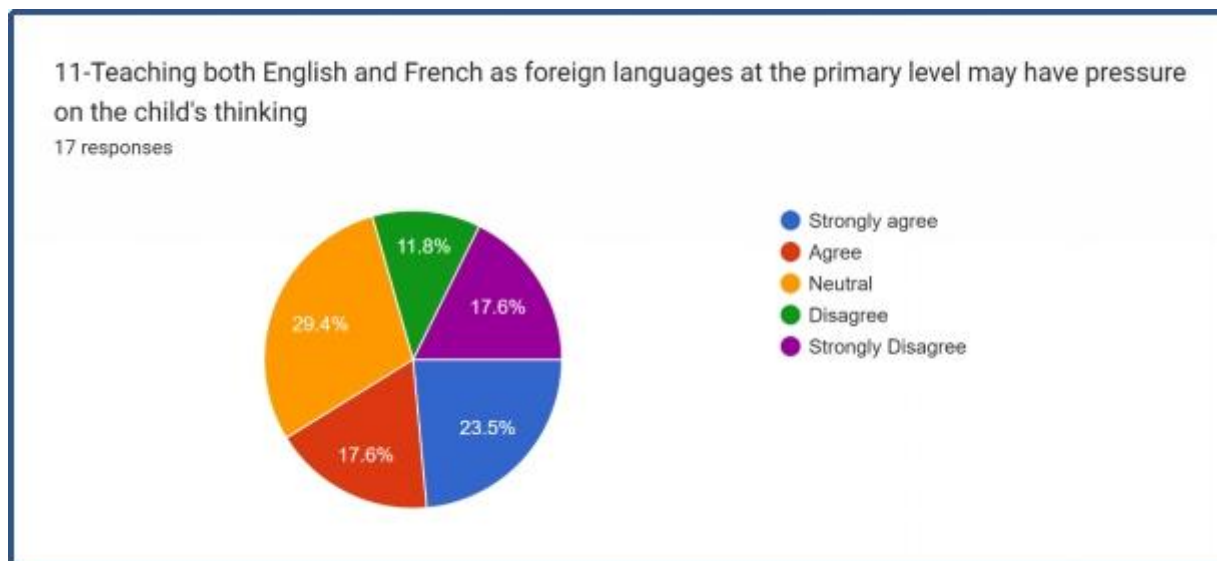


Figure 2.6: teaching both English and French at the primary level.

As the chart shows 29.4 percent were neutral, 23.5 percent strongly agreed, 17.6 percent was the same percentage for agree and strongly disagree and 11.8 percent disagreed. We ask teachers to state why and their answers were as follows.

The majority of teachers were against the idea presented in the question, in other words they said that kids have a fresh memory, they can receive many languages, however, it depends on the learner's capacity to think but it is beneficial for them to learn the 2 languages. They added, pupils are excited to learn English because it is a new language and opens up to a new world, and they are so open minded. Beside that, some teachers said that, pupils will mix between the two languages because the two languages have the same letters, but the pronunciation differs in this case the learner is confused between the two languages. Moreover, others have mentioned that, most of kids are suffering from school pressure and child psychology isn't taken into consideration, and they will not have enough time to live their childhood, in addition to the hourly volume is insufficient and the school book is poorly designed. Furthermore, some teachers answered neutrally because while teaching both English and French as foreign languages at the primary level may create more pressure on child's thinking it depends on the individual their abilities, some children may be able to handle the challenge of learning multiple languages at one without feeling

overwhelmed while others may struggle and feel stressed. In addition to that, they are young learners of 8 or 9 years old they can't learn 2 foreign languages at the same time.

Q12: What do you think the textbook should focus on?

For this question, we set 4 choices and teachers were free to choose the appropriate answers.

They were presented as follows:

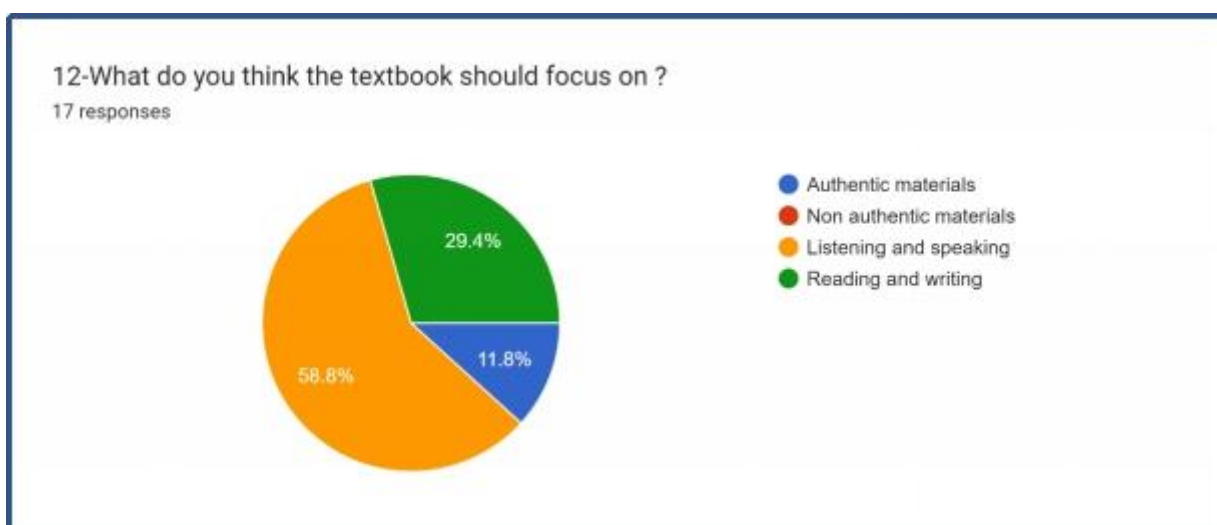


Figure 2.7: textbook content

Some answers selected two choices:

- Three answers were for listening and speaking and reading and writing
- One answer was for both authentic materials and reading and writing.
- One answer choose all four choices at once.
-

Q13: Which of the strategies do you use in teaching English?

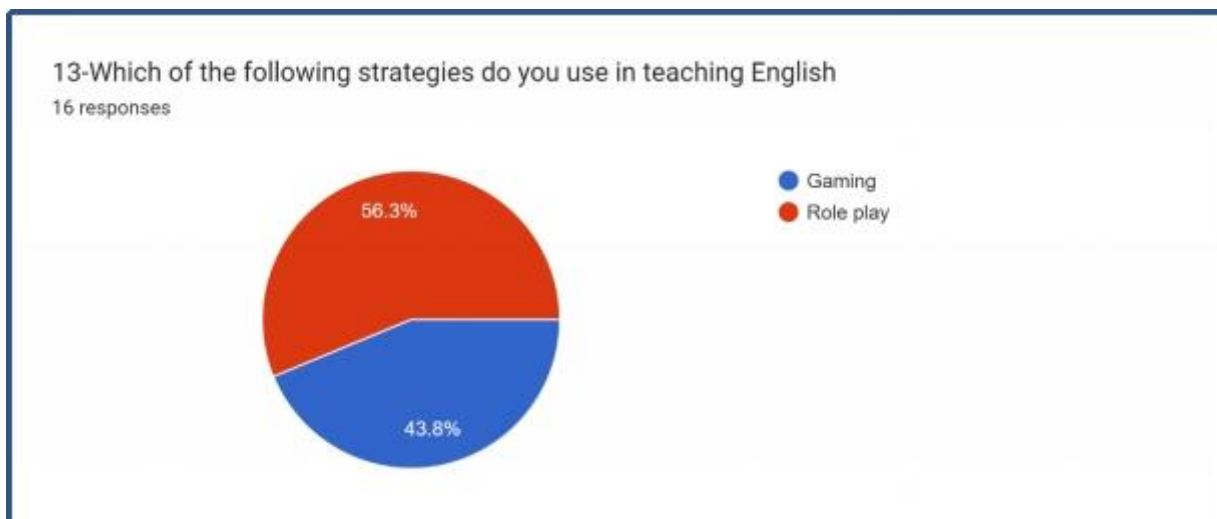


Figure 2.8: teaching English strategies

For this question we have two choices and the answers were as follows:

56.3 percent was for role play as a choice, and 43.8 percent was for Gaming as the following chart shows:

Q14: To what extent is the textbook effective for teaching?

It is also a closed-ended question, the last one in the questionnaire, and teachers were free to choose one of the three suggestions. The answers were presented as follows:

As the chart shows, 33.3 percent was for the third choice (reflective), 53.3 percent was for the first one (significant) and 13.3 percent was for (reputable).

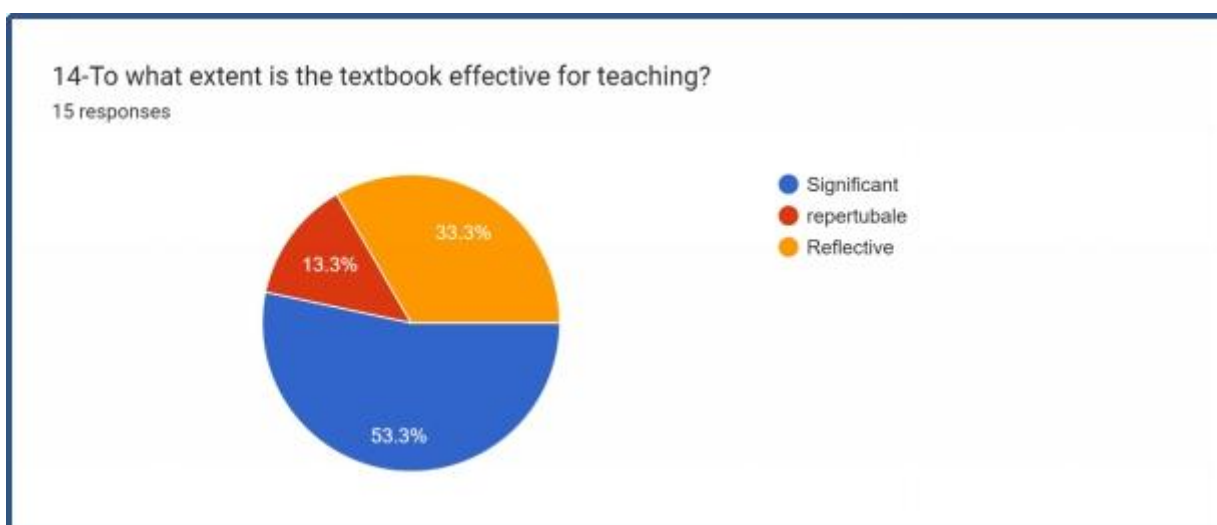


Figure 2.9: textbook effectiveness for teaching

2.4.2 Classroom Observation:

The interaction of pupils in both classes was completely different so the learning process and the ability to master and grasp the new vocabulary and terms are not identical. In a nutshell, class 1 is unlike class 2 in acquiring a new language. This may be due to pupils' focus and comprehension.

| Sessions | Pupil's behavior. | Pupil's interaction. | Language/dialect used by the teacher. | The process of communication. | Methods used by the teacher. |
|---|--|---|---|---|--|
| the first session (non-participant observation). The lecture was a dialogue. | noisy. | weak. | English and Arabic were used only if it is necessary. | Pupils miss understand the teacher. | Pictures and audio. |
| The second session (non-participant observation). The lecture was about personal pronounces | Both classes were quiet. | Good and motivated to learn. | English | Excellent | Pictures showing the following verbs, read, cross, circle, look and write. |
| The third session (participant observation). We set a list of words for pupils to pronounce. | Classroom atmosphere | | | Pupil's behavior inside the classroom. | |
| | In the first class, it was helpful, however, in the second one it was not. | | | Pupils follow and interact with me excellently. In opposite to those in the second class. | |
| The fourth session (non-participant observation). The lecture was a general revision. | Pupils' behaviour | Pupils' interaction | Difficulties faced by teacher/pupil | | |
| | In the first class, they politely behave, however, in the second they don't. | They mastered numbers and letters. In the second they didn't. | Time management. Pupil's miss understanding. Class controlling. | | |

2.4.3 Discussion of the Results

The gathered data from both questionnaire and observation will be discussed in the following sub pages.

2.4.3.1 Questionnaire

The data obtained from the teacher's questionnaire reveal that most of the respondents enjoy the new experience of teaching English at the primary level, as it is their first one. Additionally, the majority of teachers support the idea of implementing the English language in primary schools. In addition to that, teachers agreed about the use of English only inside classrooms and Arabic just if it is necessary. Moreover, they have mentioned different reasons that motivated pupils to learn a foreign language inside their environments.

On the other hand, they have also mentioned the different cultural and social reasons behind pupils' motivation, since English is a global language as they all mentioned in their answers. For instance, they linked the difficulty of pronouncing for young learners with the influence of the French language. Concerning the idea of teaching both English and French at once, some teachers were against it. And they relied on Role play as a teaching method, for the textbook they agreed on the idea that it was poorly designed.

Furthermore, the vast majority of the respondents with a rate of 73.3 percent worked with their license diploma only. And they also stated that they want their pupils to learn English for more opportunities for their future. In analyzing the results, it is very evident that nearly all the respondents assert that English is more important than French and should be taught in the primary phase. Approximately the same rate of teachers uses the language in a good way inside the classroom.

This shows that teachers are aware of the dominant position of the English language in all domains and that learning it at an early age will be very beneficial for their pupils and will facilitate its acquisition in the elementary phase. The results also

indicate that teachers are convinced that the status of French is inferior to that of English. This may be due to the fact of realization that French is considered to be less important in the current globalized era and does not provide the same opportunities for their pupil's future careers as English does.

To conclude, we can say that there is a considerably growing number of English teachers in Algeria who support the idea of implementing English at the primary level and encouraging their pupils to learn that language at an early age, and they are willing to do their best for their learners. We can assume also from the findings that teachers are not satisfied with French being taught as the first foreign language and they describe it as "a spoil of war".

2.4.3.2 Observation

The first session was done in a non-participant observation, the classroom contained 29 pupils, and the way the teacher explained the lecture was not enough, as a result, pupils faced the problem of miss understanding. Since they were very talkative and made a lot of noise, the classroom atmosphere was not helpful at all. Moreover, pupils used dialectal Arabic more than French or English, in addition to that, pupils were motivated to learn the new foreign language, however, the teacher didn't control the classroom, and she faced the problem of time management. The second session was also done under non-participant observation for both classes, the pupils' interaction was satisfactory and they were motivated to learn. They also behaved politely the teacher used pictures to clarify the meaning of the verbs we have mentioned in the table. Moreover, the process of communication was excellent and the teacher used only the English language. The third session was done under a participant observation where we set a word list for pupils to pronounce to check the point of pronunciation difficulties the words are mentioned in the table above. As a result, we have noticed that their pronunciation is influenced by the French language. The last session was done under non-participant observation and it was a general revision, they revised numbers and letters. For the first class (A) pupils made a lot of noise and the teacher couldn't focus on the lecture and their interaction was very weak. However, in

class (B) which consisted of 31 pupils, they followed the lecture and they interacted excellently, though they faced the problem of pronouncing the word (blue).

In conclusion, we have noticed during all the sessions that in both classes the teacher focused on speaking skills more than writing, because the English language is a new language for pupils. In addition to that the two classes were not the same neither their behavior nor their capacities and desire towards learning English. And it was a good experience for all of us and we spent a good time together.

2.5 Limitations of the Study

In the endeavor to complete the research, several limitations encountered the research. One of the main limitations was the small number of teachers and the lack of references. In addition to that, there were not enough documents or traces for the implementation of English at the primary level since it is a new experience after years of its first implementation in 1993.

2.6 Conclusion

In the conclusion of the study, it seems that the majority of teachers were for the implementation of English in primary schools, and they were aware of its importance and conscious of its crucial role in the future of their pupils. The findings of the questionnaire reveal that they support the idea of teaching English and learning it at an early age. Though they faced difficulties and obstacles, they believed in themselves and the capacity of their pupils. Moreover, pupils were motivated to learn the new foreign language and had positive energy towards it.

General conclusion

General conclusion

General conclusion

This exploratory study we attempt to shade light on the teaching experience of English language in primary schools in Tlemcen, and discover the main obstacles and difficulties faced by teachers and pupils during the experience.

There is no doubt that the challenges facing the teaching/learning of a foreign language are numerous and differ from one age category and another. Hence the present work is an exploratory research study on third year pupils in Boucharef Benaaisa primary school in Tlemcen, which aimed at discovering the main difficulties they faced while learning the new foreign language. Therefore, the rationale behind this study is to contribute to the improvement of teaching and learning English at primary level, and provide useful implications and methods to overcome the obstacles they generally encounter when they learn the new foreign language.

After formulating the research questions and hypotheses, we provide a general background for the research problematic. In addition, we tried to give a brief definition to the (LPP), language policy and planning in Algeria, beside talking about the status of English in both social and educational life without ignoring the global status of the English language. Coming to the most important phase of this research study, implementing and teaching English in primary schools, we indicate the research methodology being used along this study in order to tackle effectively the research problem. In this context, two distinct tools were used in this study, the questionnaire conducted with the informants (teachers), and the classroom observation was done inside two classes in the primary school. The data was collected, analyzed, and then interpreted. The results drawn from the collected data confirmed our hypotheses.

Finally, though new evidence has come to light, this study remains limited regarding the findings obtained and it requires further research to unveil other issues relevant to the obstacles and difficulties faced by teachers and pupils while learning English in primary schools. Such issues that raise are for instance: What are the appropriate strategies to enhance the spoken form of pupils' English language ?

General conclusion

How can teachers facilitate the process of English learning and decrease as much as possible any kind of difficulties?

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Appendices

Questionnaire

We are conducting a questionnaire for a master's dissertation on English teachers' experience at a primary school in Tlemcen. This is for the sake of knowing the main difficulties teachers and pupils face at this level with the new experience.

We do appreciate your participation

Section one

1-Ageyears old.

2-Degree held -Licence -Master -Phd

3-Teaching experienceyears.

Section two

4-How can you describe your first experience as an English language teacher in primary school?

.....
.....

5-In your opinion, why has English been included in primary schools from the third year?

.....
.....

6-Have you found difficulties regarding the use of language in general in the classroom? yes no

7-Which language or dialect do you use in the classroom?

English only b- Arabic c- both Ar/Fr

8-Do you think that your pupils have the support and motivation to learn English from their environment? how?

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

9-What are the main cultural and social reasons behind the pupils' motivation towards learning English?

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

Section three

10- In the case of pronunciation difficulties for pupils, then what are the reasons behind them?

a-The influence of the French language.

b-Problems of mastering the new foreign language*English*

-Other specified, please.....

11-Teaching both English and French as foreign languages at the primary level may have pressure on the child's thinking.

a- Strongly agree

b-Agree

c-Neutral

d-Disagree

e-Strongly disagree

-state why.....

12-What do you think the textbook should focus on?

a-Authentic materials

b- Non -authentic materials

c-Listening and speaking

d-Reading and writing

13-Which of the following strategies do you use in teaching English?

Gaming

b-Role play

14- To what extent is the textbook effective for teaching?

a-Significant

b-Reputable

c-Reflective

Thank you so much.

Observation

we use observation to observe the following points:

1. Pupil's interaction with the teacher.
2. Pupil's behavior during the sessions.
3. Methods the teacher used to explain the lecture.
4. The process of communication between the teacher and her pupils.
5. The main difficulties faced by the teacher and pupils during sessions.
6. The language/dialect the teacher used in the classroom.

Summary:

Implementing English in primary schools in Algeria was a decision made by the Algerian Educational Government to introduce the English language as a new foreign language, and allow young learners to benefit from it and gain opportunities for their future lives. The present research work is based on quantitative and qualitative analysis. It aims to explore and describe the teaching experience. It's an exploratory study for the sake of knowing teachers' attitudes towards implementing English and listing the main obstacles and difficulties they faced during the experience. Boucharef Benaissa primary school is taken as a case in point. A questionnaire and an observation were used as research tools. The results show that both teachers and pupils welcomed and supported the idea of teaching and learning English.

Key words: Implementing English, primary schools, teaching experience, young learners.

Resumé:

La mise en oeuvre de l'anglais dans les écoles primaires en Algérie a été une décision prise par le gouvernement algérien de l'éducation dans le but d'introduire la langue anglaise comme nouvelle langue étrangère qui permettant aux jeunes apprenants d'en bénéficier et d'avoir les opportunités pour leur future. Le présent travail de recherche est basé sur une analyse quantitative et qualitative. Il vise à explorer et à décrire l'expérience d'enseignement. Il s'agit d'une étude exploratoire dans le but de connaître les attitudes des enseignants vis-à-vis de la mise en oeuvre de l'anglais et de répertoirer les principaux obstacles et difficultés auxquels ils ont été confrontés au cours de l'expérience. L'école primaire Boucharef Benaissa est prise comme exemple. Un questionnaire et une observation ont été utilisés comme outils de recherche. Les résultats montrent que les deux ont accueilli et soutenu l'idée d'enseigner et d'apprendre l'anglais.

Les mots clés : La mise en oeuvre de l'anglais, les écoles primaires, l'expérience d'enseignement, jeunes apprenants.

الملخص

ادراج اللغة الانجليزية في الابتدائيات بالجزائر كان قرار اتخذته وزارة التربية الجزائرية كلغة اجنبية جديدة والسماح للمتمرسين الاستفادة منها والحصول على امتيازات و فرص لحياتهم في المستقبل. اعتمد البحث الحالي على تحليل كمي و نوعي و يهدف إلى اكتشاف ووصف تجربة التعليم. و هي دراسة اكتشافية تهدف الى اكتشاف اراء الاساتذة حول ادراج اللغة الإنجليزية ووضع قائمة باهم الصعاب و المعضلات التي يواجهونها اثناء التجربة. ابتداءية بوشارف بن عيسى اخدت كعينة دراسة. الاستبيان الملاحظة استعملت كادوات بحث و النتائج اظهرت ان كلا من الاساتذة و التلاميذ أيدوا فكرة تعليم و تعلم الانجليزية.

الكلمات المفتاحية: ادراج اللغة الانجليزية، الابتدائيات ، تجربة التعليم، للمتمدرسين.