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**Teachers' Perspectives on EFL Instruction for
Third-Year Primary Pupils Case of Beni
Mestar: Benefits and Challenges**

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Dedication

The journey was neither short nor the road paved with ease, but I did it.

Praise be to God who made the beginnings easy and brought us to the ends with His grace and generosity.

I dedicate this success to my ambitious self first, which started with ambition and ended with success, then to everyone who strived with me to complete my university journey. May you remain a support to me forever.

*With all love, I dedicate the fruit of my success and graduation
I dedicate my graduation, the fruit of my effort, and the harvest of what I have sown for many years in the path of knowledge to...*

To the one whom God has honored me with and made him among the ranks of men, a father to me, and increased me with honor, loftiness, and pride.

My dear father

And to the companion of my life, the beloved of the soul, and the greatest blessing of God upon me, who included my name in her prayers in her nights and days, illuminated my path with love, and illuminated my path with kindness and affection, and was for me a cloud raining with love, giving, and giving, and was a reason, after God, for what I am now.

My dear mother

To my companion on my journey and my inspiration. Her constant support and encouragement were a constant source of strength throughout this journey.

My sister Hind

And to the light whose light shone on my heart, my path, and all my life.

From those who always guided the heart with their kind words and generous gifts, and with their presence, I felt the meaning of having a destination from which one derives his joy and the core of life, and with them I realized that I had the best of brothers, sisters, companions, and support...

My dear brothers and My dear sister Djazia

And to everyone who believed in my abilities and bet on my success, and was a support for my dreams, a help for my hopes, and a source of companionship, joy, and light for my life.

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Abstract

The incorporation of English language instruction within elementary education has gained growing significance in today's interconnected world, where mastery of English provides access to numerous academic and career opportunities. This study seeks to explore research questions related to the impact of EFL on learners' language proficiency, examine the difficulties encountered by third-year elementary pupils in learning English as a Foreign Language, and identify the challenges faced by their teachers. This study has thoroughly examined the advantages of English as a Foreign Language (EFL) instruction for third-year pupils at Benimestar elementary school, highlighting how such instruction can enhance their language skills and overall learning experience. Additionally, the research delves into the various difficulties that these students face while learning English, including issues related to pronunciation, vocabulary acquisition, grammatical understanding, and motivation. The study also explores the challenges encountered by teachers in EFL classrooms, such as limited resources, large class sizes, students' diverse proficiency levels, and potential gaps in pedagogical training. To provide a comprehensive understanding, the research employed multiple data collection methods, including an online questionnaire to gather quantitative and qualitative data from Tlemcen English language teachers, in-depth interviews with teachers to gain deeper insights into their experiences and the obstacles they face in delivering effective EFL instruction, and classroom observations to assess real-time dynamics and student performance. The research results reveal that third year pupils face significant challenges in developing English language skills, particularly in vocabulary and pronunciation, with limited vocabulary identified as a major obstacle by teachers in classroom observations. While pupils show high motivation, their proficiency levels vary, and reading and writing remain the most difficult skills. Teachers report difficulties in teaching listening and speaking, especially in higher grades specifically the fourth and the fifth, due to diverse student needs and resource limitations. Overall, the findings support the hypotheses that language development varies among pupils, and they encounter substantial hurdles across different skills, with teachers also facing challenges related to student abilities, classroom management, and resource availability.

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General introduction

In the increasingly interconnected world of today, the ability to communicate in English has become an essential skill, especially for younger generations. This is particularly evident in the context of primary education, where foundational language skills are used. As globalization accelerates and the demand for English proficiency rises, Algerian policymakers and educators have recognized the importance of introducing English at an early age. This is in turn to equip young learners with the necessary linguistic skills to navigate in a world where English serves as a primary medium for communication, travel, and international cooperation.

In Algeria, the educational landscape is characterized by a variety of linguistic diversity, where Arabic and Berber coexist alongside French the historical language of colonial influence. This multilingual environment presents both opportunities and challenges for EFL instruction in primary schools. English is often viewed as a crucial skill for academic and professional advancement, yet its integration into the curriculum requires careful consideration of students' linguistic backgrounds and the sociocultural context in which they are learning.

The digital age has introduced new methodologies for teaching and learning English more relevant than ever. In Algeria and Tlemcen as part of it, English instruction represents a complex intersection of educational practices, cultural identity, and linguistic adaptation. This instructional approach aims to equip young learners with the necessary tools for effective communication viewing that the implementation of EFL education at the primary level is essential for fostering a solid foundation in

language acquisition. In this regard, primary school pupils in Algeria stand to benefit significantly from effective EFL programs that promote engagement, interaction, and practical language use. Thus, this study aims to explore the dynamics of EFL teaching in Algerian primary schools. It first explore show third-year primary pupils benefit from learning English. It also highlights the difficulties faced by teachers and learners, and the overall impact on pupils' language acquisition in the context of Tlemcen's primary schools, focusing specifically on third-year pupils. For the above mentioned reasons, this research study aims to answer the following research questions:

1. How do primary third-year primary pupils benefit from learning English?
2. What are the difficulties that the pupils face while learning the English language?
3. What are the main challenges that English language primary teachers face?

The above-mentioned questions led to formulate three hypotheses:

1. The level of pronunciation and vocabulary development among pupils learning English at an early age can vary significantly, with some demonstrating greater capability than others, but overall near-fluency is not consistently achieved.
2. The pupils may come across difficulties as they attempt to learn different skills of the English language.
3. Teachers may face different challenges according to the level and competences of the pupils.

The present research work comprises two chapters. The first chapter reviews the literature on EFL teaching in primary schools, focusing on prominent studies and theories relevant to young learners. It examines the impact of various EFL instructional methods and strategies on primary school pupils, as well as their

implications for both young learners and the broader educational community. The second chapter outlines the overall methodology employed in this study, detailing the research instruments used, including questionnaires, observation, and interviews, as part of a mixed-methods approach. This chapter also discusses the design, interpretation, and analysis of the data collected, aiming to answer the research questions effectively. Ultimately, the findings will either confirm or reject the hypotheses and lead to propose some recommendations for improving EFL instruction in third-year primary schools.

Chapter One

THEORETICAL FRAMEWORK

1.1 Introduction

Teaching English as a Foreign Language (EFL) requires a varied approach, particularly when the audience is children. This chapter deeply explores fundamental concepts related to educational strategies designed for teaching third-year primary pupils. It stresses the importance of recognizing the differences between learning and acquisition, which is crucial for developing effective pedagogical strategies that enhance the linguistic abilities of young learners.

Moreover, this chapter underscores the importance of teaching English at the primary level in Algeria, supporting the growth of skilled young language learners. It offers an overview of essential instructional guidelines relevant to third-year classes and highlights that successful language teaching is shaped not only by the school curriculum but also by the teacher's ability to adopt various roles and utilize a range of techniques. Additionally, it discusses the significant benefits of introducing foreign language learning at an early age in elementary education.

1.2 Sociolinguistics

Sociolinguistics, the study of how language interacts with social factors, plays a crucial role in language teaching by promoting the understanding of cultural and situational aspects of communication. Learning a language involves various environments whether indoors, outdoors, formal, or informal education, as it's important to recognize how different language variations can affect language acquisition. Dunkley (2013) emphasizes that teachers should be aware of the influence of various foreign languages on their students. For effective foreign language teaching, it is essential for teachers or educators to use teaching materials such as vocabulary, grammar, and pronunciation that align with the social context.

1.3 Language Learning

Learning is a complex process in which individuals discover, cooperate, and ask questions. Language, which consists of interconnected and governed systems of symbols, serves as a social marker for human expression.

Language learning is conscious process that involves acquiring the skills to communicate in a second or foreign language and encompasses several areas. Listening and speaking skills help individuals to express their thoughts, feelings, experiences, information, and opinions, while also developing a better understanding of themselves and others.

1.3.1 Language Learning Theories

There are four main theories about how people learn language. The first is the behavioral theory, proposed by B.F. Skinner (1957), which suggests that language is learned through imitation, reinforcement, and practice. The second is the cognitive theory, developed by Jean Piaget (1926), which emphasizes that language development is linked to a child's cognitive development and understanding of the real world. The third theory is the nativist theory, introduced by Noam Chomsky (1957), which argues that humans are born with an innate ability to learn language (LAD). Finally, the interactionist theory, suggested by Jerome Bruner (1983), focuses on the importance of social interaction in learning a language, stating that children learn language through communication with others.

1.3.2 Language Learning Strategies

According to Oxford (2017), strategies consist of setting objectives, determining the steps to reach those objectives, and outlining resources to accomplish those steps. Learning strategies are defined differently by many scholars each viewing from distinct angles. It is defined as specific actions, behaviors, or techniques such as seeking conversation partners or motivating oneself to tackle challenging language tasks that students use to enhance their own learning (Scarcella and Oxford, 1992: 63). Language learning strategies refer to "the processes and actions employed by language learners to learn or use a language more effectively" (Rose, 2015: 421) or the thoughts and actions used by learners to complete a wide range of tasks, from the very beginning of language acquisition to advanced proficiency levels (Cohen, 2011: 7).

1.3.3 Types of language learning strategies

It has been agreed by O'Malley and Chamot (1990) that language learning strategies (LLSs) are categorized as follows: cognitive, metacognitive, and social-affective strategies.

1.3.3.1 Cognitive Strategies

Cognitive strategies are learning techniques that help learners to use new information with what they already know (Oxford, 1996). These strategies assist learners in managing their thought processes and tackling learning challenges (Cameron and Jago, 2013). They can also enhance their efficiency and confidence when working on tasks. For instance, reading comprehension is complex, but using a self-questioning strategy (a cognitive strategy) is very practical and beneficial for them to understand the text (Teng, 2020). Other tasks that involve cognitive strategies include processing and memorizing information, forming sentences and paragraphs, and paraphrasing content. These strategies help learners focus on their efforts toward achieving specific goals.

The development of cognitive strategies is linked to two main frameworks: Vygotsky's Zone of Proximal Development (ZPD) and communicative language teaching (Canale and Swain 1980). Vygotsky (1934) emphasized that learning happens through social interactions, especially with support from teachers. As learners receive assistance (scaffolding) and gradually become independent in using strategies, they develop cognitive strategies and higher-order thinking skills, such as analysis and reasoning. Cognitive strategies also involve hypothesis testing, where learners search for clues in their environment and use their background knowledge to make educated guesses about meanings. On the other hand, communicative language teaching (CLT) is an approach to language instruction that emphasizes interaction as the primary means of language learning, introduced by Canale and Swain (1980). CLT include prioritizing interaction through language skills such as speaking, listening, reading, and writing that facilitate language acquisition, for example the use of authentic

materials, such as newspapers and videos to help learners see how language is used in everyday situations.

1.3.3.2 Metacognitive Strategies

Meta-cognition refers to individual's awareness and understanding of their cognitive processes, including learning and thinking (Teng&Yue,2022). Metacognitive strategies encompass the methods learners use to reflect their own thinking. By employing them adequately, they can plan, monitor, and assess their own learning. Once learners recognize their learning processes, they can successfully absorb new knowledge to become self-efficient and independent (Efklides,2008).

Developing awareness of met cognitive strategies is important to acknowledge the nature of the learning task, which enables learners to identify and evaluate available resources, and set plans to achieve goals of specific task.

1.3.3.3 Social Affective Strategies

Social strategies are crucial for language learning as it combines both intellectual and social elements that facilitate communication between learners. Acknowledging these strategies helps them to improve their language skills and cultural understanding. It covers asking questions to clarify or confirm, seeking help, and learning socio-cultural norms. While some researchers, as O'Malley and Chamot (1990), made their significance that social strategies are important for effective communication. Oxford (1990) identifies three main types of social strategies: asking for clarification or verification, collaborating with others (peers or fluent speakers), and share with others to enhance cultural understanding and awareness of their thoughts and feelings.

1.4. Language Acquisition

Language acquisition is an active process that begins at birth and continues throughout an individual's life. Students acquire language through its practice i ,e they use it to express their thoughts, emotions, experiences, establish relationships, and seek to make sense of their surroundings. Some may arrive at school already speaking

multiple languages, while others may learn a new language within the classroom. It is crucial to build upon each student's primary language, as skills developed in one language can enhance the learning of additional languages.

In their early years, children pick up language in an informal manner. Even before knowing explicit grammar rules and conventions, they experiment with language to create and share new meanings in their own distinct ways. As they grow, language learning becomes more focused, often occurring in specific contexts with distinct purposes, such as studying a particular subject, engaging with the community, and participating in work or vacation activities.

1.4.1 Stages of Language Acquisition

Researchers categorize language acquisition into two types: first-language acquisition and second-language acquisition. First-language acquisition is a universal process that occurs apart from the language spoken at home. Children listen to the sounds in their environment, start to imitate them, and eventually begin to produce words. In contrast, second-language acquisition builds upon the knowledge of a first language and involves the process an individual experiences while learning a new language, including vocabulary, phonetics, grammar, and writing systems.

1.4.2 Second Language Acquisition (SLA)

Second Language Acquisition (SLA) is the process of learning a language other than one's native language. It involves acquiring vocabulary, grammar, pronunciation, and writing. SLA can happen in classrooms, through immersion, or self-study.

Several factors affect SLA, including the learner's age, motivation, and exposure to the language. Unlike first-language acquisition, which occurs naturally, second-language learning often requires structured practice and effort.

1.4.2.1 Second language acquisition theories

Steven Krashen (1985) is a prominent figure in the field of Second Language Acquisition (SLA) known for his influential theories. His work is primarily concerned with five key hypotheses:

1. **Input Hypothesis:** Language learners acquire language best when exposed to "comprehensible input" that is just slightly beyond their current level of proficiency (i+1).
2. **Acquisition-Learning Hypothesis:** There are two distinct processes for language development: "acquisition" (an unconscious process similar to first language learning) and "learning" (a conscious process involving formal education and grammar rules).
3. **Monitor Hypothesis:** The acquired system can act as a monitor for language output, allowing learners to correct or modify their spoken or written language when they have enough time and focus.
4. **Affective Filter Hypothesis:** Emotional factors like motivation, anxiety, and self-confidence can affect language acquisition. A high affective filter (due to anxiety) can block access to language input, while a low affective filter can facilitate learning.
5. **Natural Order Hypothesis:** Language learners acquire grammatical structures in a predictable order, which is not necessarily the same as the order in which they are taught.

In sum, Krashen's theories emphasize the importance of exposure to comprehensible input and the role of affective factors in language learning. His work has significantly influenced language teaching methods and practices.

1.4.2.2 Stages of second language acquisition

Building on Stephen Krashen's (1985) and Jim Cummins's (1979, 1981a) influential works, second language acquisition (SLA) involves a series of stages that learners go through as they gain proficiency in a new language. Understanding these stages helps teachers to plan adequate teaching methods that support effective language development.

1. Pre-Production: it is called the "silent period." Students listen to the new language but usually don't produce. This can last for more than six weeks.
2. Early Production: here, pupils start using short words and sentences. They focus on listening and making sense of the language, but they make a lot of mistakes.
3. Speech Emergent: learners start to produce longer sentences, depending on clues from their surroundings and familiar topics, and they slowly get better at using words and making fewer mistakes.
4. Fluency Beginning: At this stage, they can speak quite well in everyday situations without doing errors. However, learners may find it hard to talk about new subjects or academic topics because of vocabulary lack.
5. Intermediate Fluency: in this phase learners are capable to talk smoothly in social situations and getting better at managing new situations. They might still lack some words and make occasional errors but can share opinions and think critically in the language.
6. Advanced Fluency: At this point, they're fluent in all situations and can deal with new ideas and schoolwork. They might still use phrases incorrectly, but they feel comfortable while communicating in the language.

In sum, taking the stages of second language acquisition into an account is crucial to create more effective strategies that support learners' language proficiency.

1.5 Importance of early language acquisition for children

Early learning is critically important for children, as it establishes the foundation for their cognitive, social, and emotional development during their formative years, typically from birth to age eight. Neuroscience reveals that approximately 90% of brain growth occurs by age five for forming neural connections that influence all areas of learning. In early learning environments, children develop fundamental skills such as critical thinking, problem-solving, language, and literacy. Additionally, early childhood education plays a crucial role in reducing achievement gaps for

disadvantaged children, providing them with a strong educational foundation that allows them to compete more equitably with their peers.

1.6 Language Learning VS language Acquisition

Language can be learned and acquired. Although these concepts are quietly synonymous, they have their criteria and existence. Language learning is a conscious process. In this regard, Karmina (2000, p. 27) claims that language learning is the production of formal learning, such as English learned at school. Most prominent studies concluded that learning allows for the understanding of language structure to comprehend it. On the other hand, language acquisition is a subconscious process similar to that by which children acquire their first language (Karmina,2000:27). Therefore, acquisition allows for language usage intuitively, with less attention to grammatical rules. Native speakers use their mother tongue effortlessly.

1.7 English as Foreign Language (EFL)

English as a foreign language (EFL) is an acronym that describes the context of teaching English in countries where it is not the native language. Many scholars as Mashed the light on this concept arguing that when English is not the official language, is categorized as EFL. EFL is the instruction of English for students in countries where it is not their primary language. (Crystal 2003, p107). Widdowson (1990) elaborates that EFL focuses on teaching English to learners who lack earlier experience to the language and do not even deal with before in their daily lives. Thus, based on Harmer's (2007) assumptions EFL is a term used for teaching English where it is not the dominant language.

1.7.1 EFL as a child-centered approach

The EFL System covers a child-centered approach to education, introducing each child at the forefront of its task. Understanding each child's unique talents allows for the creation of experiences that help to illuminate their potential. This approach is based on four key ideas: first, the emphasis is on teaching values such as kindness and empathy to guide children toward true happiness. Second, a combination of academic

learning with skills like concentration and self-management promoting enjoyable and effective learning experiences. Third, self-discovery is very beneficial to help children learn their identities, and establish relationships with others. Lastly, essential life skills, including conflict resolution and adaptability, are necessary to achieve academic achievements that foster well-formed development.

1.7.2 Experiential Education

Experiential education is an effective learning approach that emphasizes practical experiences over theoretical concepts. By involving the mind, body, and feelings, this approach helps pupils understand concepts better and remember what they learn for a long time. Through cooperative education and participation, they gain a deeper comprehension of the subject matter.

1.7.3 Understanding the role of critical age in learning English

The English language has specific criteria for EFL learners to meet in order to master the language. Linguists define the period that allows children to master pronunciation as the critical age. According to Lenneberg (1967, p. 176), there is a critical period for English language acquisition, during which children's brains are most responsive to language learning, making it less difficult.

In this light, Krashen (1973, p. 25) argues that the critical period indicates an optimal age range for language acquisition, which makes it more natural to learn. Therefore, Infants and young children are capable of learning multiple languages simultaneously, and their brains are more flexible and adaptable to language learning. (Kuhl, 2010, p. 15). This can be resumed as children have a golden chance to learn the English language and master its pronunciation during the critical age phase.

1.8 Related Concepts

1.8.1 English as a global dominant language

English nowadays is recognized as the primary global and dominant language for technology and education. Several scholars, including Crystal (2003), argue that

English has become the dominant language worldwide and is the most widely taught foreign language. Supporting this view, McArthur notes that English functions as a global language in various domains including international trade, entertainment, science, technology, and education. It is evident that in many non-native countries such as Algeria, where English is now taught in primary institutions.

1.8.2 English as a Second Language (ESL)

When studying ESL, students find themselves in an English-speaking environment, where English is used both inside and outside the classroom. This approach emphasizes real-life language use, allowing them to practice their skills in everyday situations. In contrast, EFL programs do not focus on immersion, meaning that students typically do not engage with the language outside of their formal lessons.

1.8.3 English as a Second Language (ESL) VS English as a Foreign Language (EFL)

English as a Second Language (ESL) is typically taught to students in English-speaking countries. In contrast, English as a Foreign Language (EFL) is constructed to students in non-English-speaking countries. For example, ESL is the term used in the United States, while EFL is used in countries like Algeria, where English is not the native language.

1.8.4 English for speakers of other languages (ESOL)

English for Speakers of other Languages stands for (ESOL) that encompasses both English as Second Language (ESL) and English as Foreign Language (EFL) contexts. This terminology is significant in which some linguists as Wiley Blackwell (2018) argue that when students learn English in a native English-speaking country (ESL), they may not necessarily be acquiring a second language; it could actually be their third or fourth language. Therefore, the term "English as a Second Language" may be seen as limiting and not entirely accurate.

1.8.5 English Language Learners (ELL)

The term English Language Learners (ELL) refers to students whose primary language is not English and who are in the process of learning English. This term is commonly used in educational contexts, particularly in K-12 environments i.e it includes public and private schools, charter schools, and homeschooling that provide education to children and teenagers during these formative years. It refers to students who require assistance in developing their English language proficiency.

1.8.6 Students with limited or interrupted formal education (SLIFE)

This term describes students who have faced considerable gaps in their educational experiences, often due to factors like migration or conflict. These learners typically require extra support not only in acquiring language skills but also in adapting to structured educational environments.

1.8.7 English for Academic Purposes(EAP)

This refers to programs aimed at teaching English to individuals who need it for academic pursuits, especially in higher education contexts. EAP courses are designed to equip students with the necessary language skills to succeed in academic settings, such as universities.

1.8.8 English as Lingua Franca

Lingua Franca refers to a language that is used internationally among diverse groups who speak different native tongues. English as a Lingua Franca (ELF) encompasses speakers from various linguistic backgrounds who use English as a medium for communication, employing a variety of communicative strategies (Marlina & Xu, 2018).

The global use of English as a Lingua Franca is not a recent phenomenon. Its role as a common language has been present since the late 16th century across British colonies. However, the breadth and influence of ELF have significantly expanded in recent times, marking it as one of the most noteworthy developments of the 21st century.

1.9 English as the First Foreign Language: Experience of 1993

The sociolinguistic landscape in Algeria has long been marked by a conflict between Arabic and French, with Arabic representing Islamic and Algerian culture, and French associated with colonial elite influences.

Since Algeria's independence in 1962, French and English have been defended amid ongoing social and political challenges. However, with globalization and social media, English began to emerge as a new foreign language. In Algeria, sociolinguistic diversity has historically led to a significant language conflict, however, it has been argued for English as a more future-oriented language.

In 1993, the minister of National education Ali Benmohamed introduced a reform that allowed primary school pupils starting in the fourth grade to choose between French and English as their First Foreign Language. Pilot programs were launched in primary schools, with English receiving equal teaching time as French. Teachers trained at the Institut Technologique de l'Éducation (I.T.E) were selected to teach English, and inspectors assisted with implementation control.

Despite these efforts, the plan was immediately failed within a year, largely because many Algerians remained more attached to French due to colonization. Additionally, the project was criticized for lacking sufficient pedagogical foundations and resources. The unstable conditions of the Civil War in the 1990s also negatively affected the program's success. Ultimately, inadequate planning and lack of practical application has contributed to the project's failure to establish English as a significant presence in Algerian education.

1.9.1 The Status of English in Algeria

Kachru (1988) identified three groups of countries that use English. The first group, known as the inner circle, includes countries where English is the official language, such as USA, Australia, with around 350 to 450 million speakers. The second group, known as the outer circle, consists of countries that were once English colonies, like India and Singapore, where English is used in government, media, and

education. Algeria belongs to the third group, known as the expanding circle, where English is prioritized as a foreign language due to its worldwide spread.

In Algeria, English is the second foreign language after French. French has a long strong presence in Algerian culture due to colonization. The official language is Modern Standard Arabic (MSA) and Dialectal Arabic also refers to it as Algerian Arabic is the daily spoken dialect among the whole population. In recent years, English has become more popular in Algeria, as it is recognized as a global language. Crystal (1997) explained that language can be considered as global if it has a special role or function in many countries.

English was a medium of instruction in middle and high schools but nowadays it is taught in primary schools. Its learning typically begins in early years of primary education, around the third year or level, following a curriculum designed by the ministry of national education. This initiative aims to provide pupils with foundational language skills, preparing them for further formation in middle and high school, where English continues to be a key subject.

1.9.2 Primary School Environment

Children spend 5 years in elementary school compared to other levels, primary school often seems to be children's second home, where they learn new subject matter and establish relationships with peers and classmates. It's important for educators to create secure and familiar environment for them. This comfort helps pupils to boost their confidence when learning a foreign language, making it easier to pick up a new language skills and vocabulary.

In today's Algerian setting, foreign language learning starts from 3rd year to 5 year of primary school, which is a new thing for learners. This change can lead to the feeling of shyness and self-awareness, making it harder to learn effectively.

1.9.3 Algerian EFL teaching in primary school

Teaching English helps learners to foster a spirit of tolerance and open-mindedness among children. The Ministry of Education can create opportunities to teach English

in primary schools. By encouraging tolerance, learning English in Algerian primary schools not only aims for general educational goals but also promotes universal, human, and national values. This approach supports the importance of English as a modern language that connects Algerian community and educational system to the global community.

1.9.3.1 EFL Teaching Methodologies

Teaching English as a Foreign Language (EFL) involves various methodologies that suits different learning contexts and student needs. One of the most prominent recognized approaches Grammar translation methods (GTM) is one of the oldest approaches to teach English, originating in the late 19th century and continuing into the early 20th century (Tuan & Doan, 2010, p. 61). It is also referred to as the Classical Method because it was particularly effective for learning classical languages such as Sanskrit, Arabic, Latin, and Greek. GTM focuses on using the students' first language to teach a second language, like English. Vocabulary and phrases from the foreign language are learned by translating their meanings into the native language. Students typically learn new words through bilingual word lists, dictionary use, and memorization, while instruction primarily occurs in their native language. In this method, the focus is on individual words rather than sentences, meaning that vocabulary are taught as isolated terms.

Communicative Language Teaching (CLT) prioritizes interaction as a means for language acquisition, emphasizing communicative competence over traditional grammatical correctness. In a CLT classroom, students engage in meaningful dialogues, using authentic materials to reflect real-world language use. Activities such as role-plays, simulations, and group discussions help pupils practice language in context, making the learning process more relevant and effective.

Another widely utilized method is Task-Based Language Teaching (TBLT), which focuses on the completion of meaningful tasks that students must perform using the target language(for example English). This approach allows students to engage with language in a way that reflects real-life communication. The focus is on meaning

rather than form through goal-oriented tasks such as planning a trip or solving practical problems.

The Lexical approach shifts the focus toward vocabulary and lexical words, like collocations and phrases that are essential for successful communication. According to Michael Lewis (1993) in his book entitled *The Lexical Approach: The State of ELT and a Way Forward*, this approach argues that a significant section of communication relies on pre-formed phrases rather than individual words and grammatical rules. Effective classroom techniques include contextual vocabulary activities, enabling pupils to recognize and use these words in their speech and writing.

Content and Language Integrated Learning (CLIL), combines subject matter instruction with language learning, allowing students to acquire a new language while simultaneously learning academic content. This dual-focused education not only improves language proficiency but also enhances cognitive engagement by integrating higher-order thinking skills into the learning process.

Historically significant, the Audiolingual Method emphasizes the importance of auditory learning and repetition through teaching grammar and vocabulary. This method focuses on developing correct language habits through consistent practice and pronunciation activities.

Total Physical Response (TPR) is another engaging method, which emphasizes the connection between language and physical movement. Developed by James Asher, TPR involves students physically responding to verbal commands in the target language, thereby creating a relaxing and enjoyable learning environment.

The concept of multiliteracies recognizes the need for teaching students to navigate various forms of communication in today's digital world, including visual, digital, and cultural literacies. Cope and Kalantzis (2000), in their book entitled *Multiliteracies: Literacy Learning and the Design of Social Futures*, emphasize the importance of diverse text types in developing critical thinking skills and ensuring students can create and interpret meaning across different modalities.

Cooperative Learning is an approach grounded in the idea that learning is enhanced through social interaction. This methodology fosters collaboration among students, who work together in small groups to achieve common learning outcomes.

Lastly, the Inverted Classroom, often referred to as Flipped Learning, redefines the traditional learning environment by having students who learn new content at home and engage in hands-on activities during class time. This approach encourages independent learning and allows for more interactive and practical application during the classroom.

In sum, the diverse methodologies in EFL teaching provide a vast framework for teachers to explore and implement in their classrooms. Teachers can blend various approaches to create effective and dynamic learning environments that meet the needs of their students.

1.9.3.2 EFL Teaching Strategies

Teaching English to primary school pupils involves employing a variety of methods designed to cater to diverse learning styles while enhancing their overall engagement with the language. The objective is for students to absorb as much language as possible, beginning with predictable texts and vocabulary expansion, complemented by repetition. This approach helps them become familiar with listening to and interacting in the target language.

Recent studies conducted by Janet Enever (2009), Gail Ellis (2000s), and Jean Brewster (2000s), have explored various methods for teaching English to young children including:

1. **Interactive Learning:** Incorporating games and activities can make language acquisition enjoyable. Language games, such as matching exercises, facilitate engagement, while role-playing activities enable students to act out dialogues, thereby practicing their speaking and listening skills in context.

2. Visual Stimulation: The use of visual aids, such as flashcards and posters, serves to enhance vocabulary and grammar retention, reinforcing students' memory through visual representation.

3. Technology Integration: The incorporation of audio-visual resources, such as videos, is recommended to bolster students' listening skills and contextual understanding of the language.

Through the implementation of these strategies, teachers can promote a dynamic and supportive learning environment that fosters a sense of being keen on the English language and helps in the development of foundational language skills.

1.9.3.3 Technology integration in EFL teaching

In today's education, technology plays a major role in helping pupils learning, especially in a digital era (Ahmadi, 2017; Ahmani, 2019). This age is characterized by the presence of technology in our daily lives. Mohamad et al. (2020) note that many learners today, particularly those from Generation Z i.e the generation of 90s which is familiar with the use of digital media from a younger age, use information and communication technology (ICT) for their studies. This young community, often referred to as «net-generation» (Tapscott, 2009), is skilled at multitasking; they can chat, listen to music, and do homework all at once (Bromley, 2010). However, this constant range of information can disturb students and lead to incomplete assignments (Adams, 2007). It's important for students to manage their technology use wisely to avoid negative outcomes.

Modern language classrooms typically include various technologies like computers, smart boards, and sound systems, which help enhance the learning process (American Council on the Teaching of Foreign Languages, 2018; Richard, 2015). Without doubt, it is clear that using it in education is essential to keep up with the world (Zhao, 2015). Technology offers new learning experiences that traditional education might not provide (Eady & Lockyer, 2013). Incorporating tech in language teaching can greatly benefit both students and teachers by providing new opportunities to access the learning process (Merzifonluoğlu & Gonulal, 2018). Rintaningrum and Aldous (2016)

found that students learn English more easily when they have access to technology at home.

1.9.3.4 The role of motivation and exposure in EFL teaching

Teaching English as a Foreign Language (EFL) requires both motivation and exposure elements that significantly influence learners' success in acquiring the language. Each plays a distinct role in enhancing students' engagement, proficiency, and overall learning experience.

- Motivation is often seen as a primary tool of learning which can be classified into two main types:

- **Intrinsic Motivation:** This type of motivation reflects learner's internal will to learn for personal satisfaction. Research shows that when students are fundamentally motivated, they engage more deeply in the learning process. Deci and Ryan (2000) highlight the importance of fostering intrinsic motivation by supporting learners' autonomy, competence, and relatedness.

- **Extrinsic Motivation:** In contrast, extrinsic motivation involves external rewards, such as grades or recognition. While it can help in boosting initial engagement, intrinsic motivation tends to lead to more sustained learning over time (Gardner, 1985). In language learning, understanding students' motivations is essential to build career advancement, academic success, or personal interest in teaching methods

Dörnyei (2001) points out those effective motivational strategies, like realistic goal-setting and positive reinforcement, can enhance students' learning experiences. For instance, Ushioda (2011) found that motivated EFL learners are more likely to engage in self-directed activities, leading to improved proficiency.

- Exposure in EFL Teaching

Exposure to the English language is equally crucial and can come from various sources:

- **Authentic Materials:** Engaging with authentic texts, like movies, songs, and literature, provides learners with real-life language contexts. According to Krashen's Input Hypothesis (1982), comprehensible input is vital for language acquisition; learners need to understand messages they encounter.
- **Interactive Practice:** Opportunities for interaction, such as speaking with native speakers or participating in language exchanges, help learners develop communicative competence. Swain (1985) emphasizes that interactive exposure can enhance fluency and boost confidence in language use.
- **Cultural Context:** Learning about the culture associated with the language helps learners connect with the material in a meaningful way. Byram (2008) argues that cultural exposure not only increases motivation but also aids comprehension and retention of the language.

Together, motivation and exposure form the most effective part of successful EFL instruction. Teachers can create a more engaging and supportive learning environment that encourages language learning.

1.9.4 Objectives of EFL instruction in Algeria

Algeria recognizes the importance of English as a dominant global language and has included it in the educational system, making it a part of the curriculum in all schools' levels. The teaching of English aims to support learners' development in multiple areas, promoting values like openness, self-respect, respect for others, and essential qualities in a globalized world.

1. **Socio-cultural Objectives:** To attract curiosity and help students discover various cultures and civilizations associated with the English language.
2. **Educational Objectives:** To improve students' existing knowledge and skills, through environment's creation that encourages positive attitudes toward learning English equipping them with the necessary tools for other educational levels.

3. Methodological Objectives: To reach effective strategies for independent learning, this will help pupils to enhance their critical and intellectual skills.

By integrating English into the curriculum, Algeria aims to strengthen its socio-cultural and educational frameworks, ultimately leading to cultural, educational, and economic benefits for the country.

1.10 Cultural Barriers

Language teaching not only involves learning words, grammar, and language skills but also deals with cultural information sharing either directly or indirectly. Each language has its own culture that helps learners to understand the people or community who speak that language. Learning a foreign language allows students to break away from their familiar culture and discover new perspectives.

The benefits of learning English as a foreign language at early age as in 3rd year of primary school are significant. Pupils who start learning English before 10 years are more open to new ideas and experiences, facilitating the understanding of others' culture. Introducing English in primary schools may broaden pupils' expansion of their horizons beyond their immediate surroundings. This in turn, will enrich learner's knowledge and experience for coming levels (middle and high schools).

1.11 Teacher-centered role at primary school level

In the realm of education, teachers serve as the cornerstone of student learning and development. Beyond simply transmitting knowledge, they act as facilitators, leaders, and change agents who reflect students' future achievements. UNESCO report in 2022 revealed that over 85% of students credit their academic and personal growth to the influence of effective teachers. Moreover, the National Center for Education Statistics (NCES) found that schools with highly qualified teachers witnessed a 25% boost in student performance.

The role of a teacher extends far beyond lesson delivery; it encompasses inspiring curiosity, promoting critical thinking, and establishing a strong basis for lifelong learning. The teacher-centered role at the primary school level is characterized by a

focus on the teacher as the primary source of knowledge and authority in the classroom. This approach places the teacher in control of the learning environment, directing instruction, managing classroom activities, and determining the curriculum.

1. Instructional Leadership:

- Teachers are responsible for designing lesson plans; and delivering content in a structured manner.
- They set clear objectives and expectations for students, guiding them through learning processes.

2. Classroom Management:

- Teachers maintain order and discipline in the classroom to create a beneficial learning environment.
- They establish rules and routines that help students understand appropriate behaviors and responsibilities.

3. Assessment and Evaluation:

- Teachers assess student progress through tests, quizzes, and assignments, typically focusing on individual performance.
- They provide feedback based on evaluations, which helps in identifying areas where students may need additional support.

4. Direct Instruction:

- Teaching often involves direct instruction, where teachers present information, demonstrate skills, and model desired outcomes.
- This method can be effective for introducing new concepts and ensuring that all students receive the same foundational knowledge.

5. Role Modeling:

- Teachers serve as role models for students, demonstrating not only academic behaviors but also social skills and attitudes towards learning.

- They inspire students to develop a positive attitude toward education and the value of hard work.

6. Curriculum Delivery:

- Teachers select accurate curriculum materials, often relying on textbooks and established educational resources to convey information.

- They may add-on these materials with hands-on activities, although these are typically more guided than in student-centered approaches.

8. Focused Learning Environment:

- The teacher-centered model can be effective for delivering core knowledge and skills in subjects such as reading,.....etc

- It often aligns well with standardized testing and curriculum that emphasize specific learning outcomes.

9. Teacher as Authority Figure:

- The teacher's authority is central to this model, and students are expected to respect and follow educator's guidance.

- This authority can create a structured environment that some students find comforting and beneficial for learning.

In sum, it is essential to balance teacher-centered strategies with student-centered strategies. This balance promotes critical thinking, collaboration, and independent learning skills, which are increasingly important in today's educational landscape.

1.12 Attitudes towards Language Learning

Students learning a foreign language often hold strong beliefs about the difficulty of learning a new language, which can greatly affect their learning experience. Breen (2001) points out that the attitudes, perceptions, and beliefs that students bring to the classroom play an important role in their learning achievements. Pupils come to class with various beliefs shaped by both their personal experiences and community influences.

The introduction of a foreign language at an early age can help young learners experience success, which in turn fosters a positive “can do” attitude. This confidence can lead to greater enthusiasm towards learning the language and appreciating foreign cultures. Success in learning increases self-confidence, promoting a lifelong interest in language learning (British Council).

However, Spolsky (1989) notes that student’s attitude is influenced by their achievements; low motivation and poor grades can lead to negative perception of subject matter and vice versa. He also mentions that individual beliefs can reflect attitudes, especially stereotypes about other cultures.

1.13 Didactic guide for teaching English in third year of primary school

Schools are special places that bring together different people to help children grow and learn their best. They face various challenges, and getting ready for these challenges is an important part of their success. These guidelines have been created to guide pupils in achieving the learning aims. The purpose of the guidelines is to assist schools in providing a good education. They are meant to help teachers and school leaders understand how to implement the syllabus in classroom activities, focusing on what students should learn and be able to do.

1.13.1 Learning Planning

A learning plan is like a roadmap for teachers in the classroom. It is an important tool that helps both new and experienced teachers to improve their teaching. It acts as a guide, a resource, and a way to reflect on their teaching. According to John (2006),

training programs for new teachers should give them enough practice in creating effective lesson plans.

Students have two English lessons each week for two weeks. Each course lasts 45 minutes, and over the entire year (28 weeks), that adds up to 42 hours of English. There is one main learning theme that covers the third year of primary education, divided into six units: (1) me, my family, and my friends, (2) my school, (3) my home, (4) my playtime, (5) my pets, and (6) my fancy birthday. Each unit consists of two courses lasting 45 minutes each. Each lesson has one or two learning goals that should be achieved through a series of activities. At the end of each of the three units, there will be a three-hour evaluation, remediation, and standardization phase.

1.13.2 Primary School Syllabus

Exit Profile

What students should be able to do by the end of three years of primary education, based on their age, needs, and surroundings.

Rationale

After a long third year formation, pupils will be able to:

- Speak, interact orally to practice language and learn new words.
- Understand spoken messages and identify what words mean.
- Recognize and interpret symbols.
- Read simple messages and write letters, words, and short sentences.
- Take pride in their values, national identity, and citizenship, while being open to the world.
- Combine the four language skills, particularly listening and speaking.
- Develop language skills, including vocabulary and grammar, to communicate effectively.

- Create an environment where students can hear and practice the sounds, rhythm, and intonation of English.
- Present engaging activities and situations that are interesting, culturally relevant, and mentally stimulating for the learners.

1.13.2.1 Oral Comprehension

Young learners will focus on listening and understanding in order to be ready for interaction and the use of language in conversation.

- They will be able to recognize the meanings of words and phrases.
- They will use context and non-verbal cues (like body language) to understand the meanings of words and phrases.
- They will practice as being attentive listeners.

1.13.2.2 Oral Production

Students will use real-life situations related to their daily experiences and use visual cues, gestures, and real objects.

- They will understand new vocabulary and expressions.
- They will identify and use simple words and phrases for oral interaction.
- They will learn to respect their conversation partners.

1.13.2.3 Written Comprehension

In this phase, pupils will be able to read symbols and simple message and understand their meanings using phonics and visuals.

- They will identify basic reading skills and decoding strategies.
- They will learn to respect their classmates while reading.

1.13.2.4 Written Production

Students will write letters, words, and simple sentences using proper handwriting and punctuation.

- They will recognize the characteristics of writing letters (such as size, spacing, and alignment).
- They will learn to write letters correctly.
- They will respect the proper writing formats.

1.13.3 The importance of pedagogy in teaching English in Algeria

Pedagogy refers to the methods teachers use to instruct students, both in theory and practice. It is influenced by the teacher's experience and formation about teaching and how to combine different teaching styles. It involves studying teaching strategies and their effect on students, taking into account each student's needs and learning styles. Pedagogical theories outline best practices for teaching, how instruction should be delivered, and how it can help students improve their skills and abilities (Rutto, 2017).

Pedagogy is a field that focuses on the theory and practice of education. It is concerned with the knowledge and skills needed for effective teaching. Understanding pedagogy enables teachers to choose the best methods for their classrooms. By knowing how each student learns differently, teachers can tailor their lessons to meet the individual needs of their students. This approach is likely to improve the quality of instruction and how well students respond to it.

1.14 Introducing or implementing English in primary schools 2023

The implementation of English in primary schools in Algeria has become a central point of language planning and policy accompanied by complex linguistic dynamics and language conflict in the country. Algeria is a multilingual nation where Arabic and Berber (Tamazight) are the official languages, while French, an outcome of colonization, is widely used in education and administration. In recent years, there has been a push to introduce English as a foreign language in the education system,

reflecting global trends and the increasing importance of English as a lingua franca in business, science, and technology.

1.14.1 Language Conflict

The implementation of English in primary schools results from the tension between the promotion of Arabic, Berber and the longstanding influence of French. English is perceived as a modern language that offers access to global knowledge and opportunities, yet its introduction may be seen as a further complication in an already multifaceted linguistic landscape. This can lead to conflicts among different language varieties, with some advocating for the strengthening of Arabic and Berber and others supporting the inclusion of English to enhance Algeria's competitiveness in a globalized world.

1.14.2 Language Planning

In response to these complexities, the Algerian government has undertaken various language planning proposals. The Ministry of National Education has introduced the implementation of English language instruction at the primary level, launching direct programs in select schools. This latter seeks to improve English proficiency among young learners and provide them with language skills that are increasingly in demand in the job market.

The planning for English language education involves curriculum development, teacher training, and resource allocation. Policymakers face the challenge of balancing the need for English with the cultural and linguistic identity of Algerians. As part of the national curriculum, English instruction may be accompanied by efforts to promote the significance of Arabic and Berber, potentially leading to a more integrated multilingual education approach.

1.14.3 Language Policy

The implementation of English language education in Algerian primary schools exemplifies a significant shift in language policy that enhances communication and global competitiveness. The Algerian government has recognized the importance of

English as a vital tool for socio-economic development and international integration (Benali, 2019). For sure, this shift has involved the incorporation of English into the curriculum, beginning at an early age, with the intention of improving proficiency levels among students (Aoulad & Tazdaït, 2020). Various strategies have been adopted, including teacher training programs, the development of age-appropriate instructional materials, and the integration of technology to facilitate language acquisition (Khalfaoui, 2021). Through these efforts, Algerian authorities aim to ensure that students are better equipped for the demands of a globalized world.

1.15 Implementation Challenges and Opportunities

While the inclusion of English as a foreign language (EFL) in primary schools presents opportunities for enhancing language skills and fostering a global outlook among students, it also causes challenges. Teachers may require extensive training to effectively deliver English language instruction, and there may be resistance from parents and communities who prioritize the preservation of Arabic and Berber. Moreover, resource constraints and underlying structure issues within the educational system could get in the way the full implementation of English language programs.

To address these challenges, it is essential to engage stakeholders, including linguists, educators, parents, and policymakers, in discussions about the value and role of English in the Algerian context. Emphasizing the importance of a multilingual education that respects Algeria's rich linguistic heritage while embracing the globalized nature of the modern world can help foster a more inclusive approach to language planning.

In conclusion, the implementation of English in primary schools in Algeria in 2023 is a complex issue shaped by historical, social, and political factors.

1.16 The Multilingual Dilemma

The multilingual dilemma in Algeria's primary education system involves the complex challenge of balancing the use of English, Arabic, and French within the classroom. Arabic, Berber, and French are integral to the nation's cultural identity and

heritage. However, as global dynamics shift, the necessity of integrating English into the educational system has become evident, given its importance for job opportunities and access to international knowledge. Schools must develop inclusive curricula that effectively incorporate all three languages, ensuring that English is taught as a second language alongside a strong emphasis on Arabic, Berber, and French. Teacher training is as essential as student engagement to encourage the use of all three languages in cycle. Additionally, fostering community involvement can reinforce the significance of language diversity beyond the classroom.

1.17 English education in the realm of linguistic diversity

The future of language in Algeria is shaped by the increasing focus on English education along with the country's rich linguistic diversity. As more schools introduce English, it is likely to impact future generations by making them more competitive in the global opportunities. This shift could help young people access better opportunities, which may lead to economic growth for the country. Overall, how Algeria approaches English education will play a significant role in shaping its society and economy in the years to come.

1.18 Community perspectives on language change

The Reception of English in Algerian Classrooms focuses on understanding how it seeks to gather opinions from the community about the changes that come with teaching English, looking at how people react to this shift. Some might welcome the idea because they see the benefits of learning English for future opportunities, while others may resist it, worrying about losing their own languages or cultural identity.

1.19 Conclusion

This chapter has highlighted the importance of teaching English at the primary level in Algeria, fostering the development of young, skilled language learners. It also summarized key instructional guidelines relevant to third-year classes. It is essential to note that effective language teaching is not only influenced by the school curriculum but also the teacher's ability to adopt various roles and employ diverse techniques. Additionally, the chapter emphasized the significant advantages of introducing foreign language learning at an early age in elementary settings.

Chapter two

Methodological Considerations

2.1 Introduction

This chapter sets out the methodological design employed in this research, emphasizing the participants, data collection methods, and data analysis procedures. It covers the research instruments, which include observations, questionnaires, and interviews, aimed at addressing the previously established research questions. The sample population for this study comprises third-year pupils in Tlemcen primary schools learning English as a Foreign Language (EFL). The chapter also outlines the procedures for implementing the research techniques, as it presents a quantitative and qualitative analysis of the collected data to interpret the research results. Finally, the chapter ends up by categorizing findings that either support or refute the research hypotheses.

2.2 Research design and methodology

Research design and methodology refer to a structured approach used to answer research questions. According to Kothari (2004,p.8), research methodology is a systematic process aimed at addressing research issues, fundamentally involving the scientific procedures involved in conducting research. It encompasses various steps undertaken by the researcher to investigate the research problem.

The researcher has chosen an exploratory case study design with an embedded unit of analysis, concentrating on third-year pupils in primary schools in Tlemcen and Tlemcen English language teachers. This case study has been carried out through fieldwork, involving a direct interaction and data collection within the specific educational context.

The objective of this study is to explore the benefits of English as a Foreign Language (EFL) for third-year pupils' education, with a focus on identifying the difficulties they face in learning English. Additionally, the study aims to examine the challenges that English language teachers encounter in the classroom. To achieve these research objectives, a mixed-methods approach has been selected, combining both qualitative and quantitative data collection and analysis techniques. This approach allows for a comprehensive understanding of these interrelated issues. Consequently, the

investigation employs various research tools, including structured online questionnaires, interviews with teachers, and participant observation in EFL classroom for the sake of gathering valuable data.

The questionnaire includes a mix of close-ended, open-ended, and multiple-choice questions that facilitate both qualitative and quantitative analysis. Conversely, the interview serves as a research tool aimed specifically to gather English language teachers opinions about EFL challenges in elementary instruction. This approach captures varying perspectives on EFL education, providing valuable qualitative data that provide deeper insights.

2.3 Data collection

Data collection is the process of gathering information depending on the research objectives. It embodies the practical side of investigating a particular case, aimed at addressing research questions to either confirm or disprove the proposed hypotheses through comprehensive interpretation and findings analysis. This process is vital for evaluating the reliability and validity of research variables. In the actual research work, data were collected through the use of an online questionnaire, onsite interviews, and classroom observation.

2.3.1 Instruments

In this research, the objectives are to explore the attitudes of third-year pupils in elementary school towards English as a Foreign Language. It also examines the difficulties; and challenges encountered by both learners and teachers. This study employs a mixed-methods approach to gather relevant data for the aforementioned objectives, using online questionnaires for both qualitative and quantitative analysis, as well as interviews and classroom observation for qualitative insights.

2.3.1.1. Questionnaire

A questionnaire serves as a crucial data collection tool, allowing researchers to gather information from the target population effectively. This instrument consists of three types of questions: close-ended questions, open-ended questions, and multiple-

choice questions. Close-ended questions require concise answers, typically “yes” or “no,” which collect quantitative data. In contrast, open-ended questions invite respondents to provide more comprehensive answers, offering qualitative insights. Multiple-choice questions enable participants to select the option that best reflects their views or attitudes.

To meet the objectives of this study, the researcher developed an online questionnaire using "Google Forms," available in English language. This questionnaire was delivered to English language teachers in various elementary schools. It includes an introduction that outlines the purpose of the study and assures the confidentiality of responses. The questionnaire comprises 12 items, with four (4) close-ended questions; three (3) open-ended questions; and five (5) multiple-choice questions. The structured questions are designed to assess how EFL instruction impacts language proficiency among pupils and teachers' obstacles, and identify the motivations that support EFL instruction.

2.3.1.2. Interview

The interview is an effective research method, especially for topics relating to education. Conducting interviews allows researchers to engage directly with participants, facilitating the collection of more spontaneous data.

In this study, a structured interview was conducted with teachers from Tlemcen to explore their experiences and perspectives on teaching English to primary school pupils. The interview began with an introduction followed by seven open-ended questions designed to gather comprehensive insights. The questions addressed teachers' points of views regarding EFL instruction, with inquiries such as whether they see teaching English to young learners as a positive or negative experience and which level presents the most challenges, along with their reasons for this assessment.

Moreover, teachers were also asked about the timing whether is sufficient for pupils or not. Additionally, the conversation explored the integration of technology in their teaching practices, asking whether they find it beneficial and how they incorporate technological tools into language instruction. Finally, teachers were

invited to share their perspectives on designing a unit plan for third year pupils. This structured approach provides valuable insights into the instructional challenges and benefits of teaching English at the elementary level.

2.3.1.3 Observation

As Kerlinger (1986) noted, observation entails watching people and listening to their conversations, enabling one to infer their meanings, characteristics, motivations, feelings, and intentions. In this context, observation serves to provide qualitative data from case study observations, allowing for a deeper understanding of the students, their learning processes, and their reactions to the instructional methods elements that are often difficult to quantify. Kaplan and Maxwell (1994) argue that grasping a phenomenon from participants' perspectives, within its specific social and institutional context can be effectively achieved through observation.

In this study, the researcher will concentrate on specific criteria while observing learners, acknowledging that it is impossible to cover all aspects of the four language skills. The emphasis will be predominantly on the productive skills. Through the use of participant observation, the researcher evaluated several aspects of the classroom environment, including the effectiveness of the lesson introduction, the presence of warming-up activities to engage students, and the use of the Arabic language for explanations to enhance understanding. Additionally, the researcher observed students' reactions to various teaching methods, ensuring that these responses were recorded without judgment. Data collection involved an observation checklist complemented by detailed field notes, all conducted within a 45-minute session with third-year pupils in Benboubker 2 primary school in Benimestar, Tlemcen during the period from 13th February to 25th April, during the 2024/2025 academic year.

2.3.2 Sampling

Singh (2006, p.82) defines target population as "the entire mass of observation, which is the parent group from which a sample is to be formed," indicating that a sample is a subset derived from the target population for a specific research purpose.

In this study, the focus was on a sample comprising 3rd-year elementary school pupils of Benimestar and English language teachers from Tlemcen. The participants included both males and females, which were essential for ensuring reliability and objectivity of the obtained results. This sample was selected because both groups reflect the actual EFL instruction in Algeria. To maintain ethical standards and protect confidentiality, the names of the participants were kept anonymous. Furthermore, before collecting data, participants were informed about the research's purpose and objectives.

2.3.3 Research procedures

As previously mentioned, the questionnaire was distributed via Google Forms to elementary English language teachers in the English language. It was also shared across different social media platforms to facilitate quick and wide diffusion. All questions were designated as obligatory, and participants were restricted from submitting their responses more than once to avoid biased answers. Additionally, interviews were conducted with English language teachers too to gather variable insights about their stands point about EFL instruction in elementary schools. Observation as an additional research instrument was implemented to complement the data collected from the questionnaire and interviews. This involved the researcher to be part of EFL classrooms to observe teaching practices, student engagement, and the overall classroom environment for the sake of collecting a varied data from various perspectives.

2.4. Data Analysis and Discussion

The purpose of data analysis and interpretation is to offer meaningful insights gathered from the collected data through the previously mentioned research instruments, highlighting the findings obtained from this investigation.

2.4.1. Questionnaire Analysis

The questionnaire is designed to assess how EFL instruction impacts language proficiency among pupils, identify the obstacles faced by teachers, and explore the motivations that support EFL instruction.

Question 01: Frequency of English instruction per week

The table (2.1.), offers a brief summary of English instruction frequency per week

Participants responses	
Yes	No
19	3

The first item focused on whether English is taught several times per week. Participants were given the option to respond with "Yes" or "No.", or provide more details. The graphical representation (Figure 2.1) shows that the majority of respondents, 86.4%, indicated "Yes," meaning English is taught multiple times per week. In contrast, only 13.6% of the entire group answered "No," suggesting that English instruction occurs less frequently.

This data shows that most participants prefer instructing English lessons regularly. It suggests that most of them believe that it's important to practice the language often to learn it effectively. The high percentage of those who say English is taught several times a week highlights that regular practice is key to learning a new language.(Figure2,1)

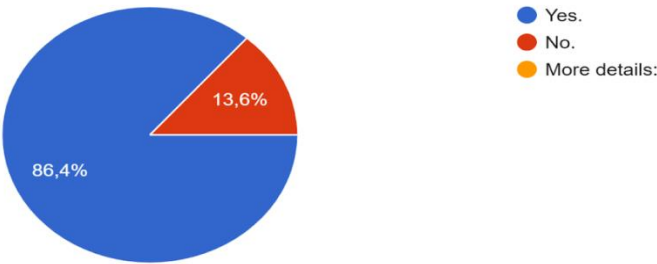


Figure2.1 Participants’ frequency of English instruction per week

Question 02: English Language Instruction Hours

Table 2.2 Distribution of English language instruction, with instructional time ranging from one to three hours maximum for each group.

Participants responses	
EFL instruction hours	Percentage
1h 30min	33,3%
2 hours	55,6%
3 hours	11,1%

The distribution of English language instruction hours per week among the 18 participants, as illustrated in the graphical representation below, highlights varying preferences for instructional time. A significant percentage of 55.6%, reported receiving 2 hours of instruction may strike a balance between effective learning and manageable time commitment. Meanwhile, 33.3% of participants attend sessions that last for 1 hour and 30 minutes each week. This shorter duration allows for focused learning styles. In contrast, a minimal segment out of 11.1% of participants reported having 3 hours of instruction, this lower percentage may imply that longer sessions are less practical for the majority, possibly due to time constraints or the need for more varied or interactive formats to maintain student engagement.(Figure 2.2)

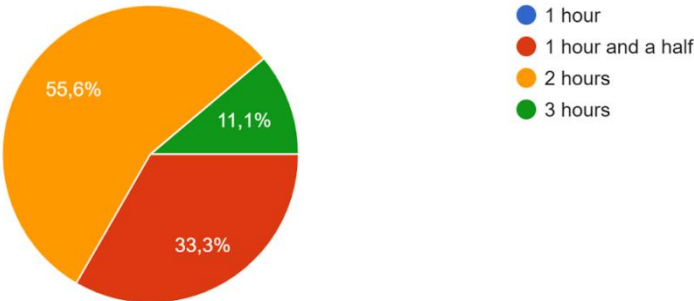


Figure 2.2 English Language Instruction Hours

Question 03: The availability of teaching English programs to 3rd year pupils

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Table 2.3 indicates that out of 22 responses, 95.5% replies positively, indicating they have specific English teaching programs, mentioning it below. However, the remaining participant, which accounts for 4.5%, responded 'no'.

Participants responses	
Yes	No
21	1

This graphic demonstrates that approximately 95.5% of participants expressed a positive view regarding the availability of English language teaching programs. This highlights strong support for these programs. However, a small percentage of participants did express differing opinions, indicating that there may still be some concerns or gaps in accessibility. (Figure2,3)

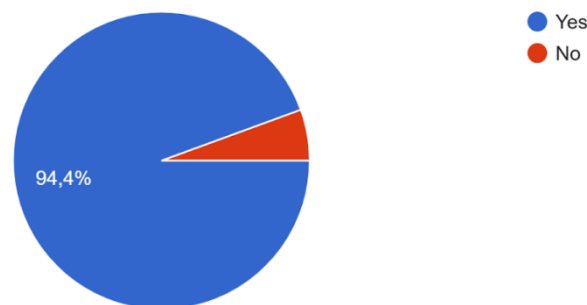


Figure2.3 The availability of teaching English programs to third-year pupils

Question 04: The use of games and activities in teaching English

Table 2.4 illustrates that the total participants, 22 agreed on the integration of games and activities while instructing English to third year pupils of elementary school.

Participants responses
Agreed
100%

The graph highlights that the majority of participants agreed on the incorporation of games and activities while teaching English to third-year elementary school students.(Figure2,4)



Figure2.4The use of games and activities in teaching English

Question 05: Assessing student motivations in EFL classroom

Table 2.5 shows that the majority of 3rd year pupils are motivated to learn English.

Participants responses	
Motivated	Less motivated
21(95,5)	1 (4,5)

In a recent survey conducted with teachers, a significant majority expressed a positive viewpoint towards their pupils’ motivation to study English in class. Out of 22 respondents, 95.5% affirmed that young learners were motivated to learn the language, highlighting a strong interest in their English studies. Conversely, a small portion of the participants indicated the contrast. Overall, the findings suggest that a vast majority

of pupils are enthusiastic about learning English in the classroom setting.(Figure2,5)

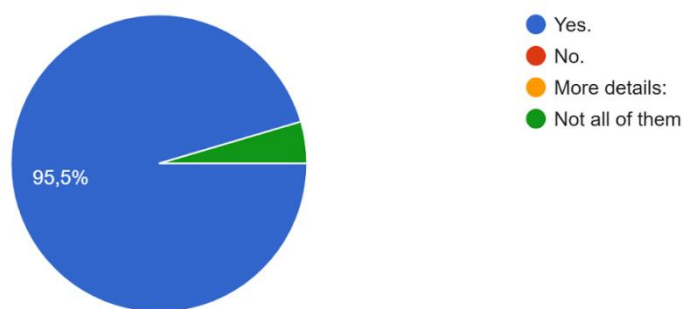


Figure 2.5 Assessing student motivations in EFL classroom

Question 06: Learners preferences in English learning activities and skills

Table 2.6 The preferences of learners regarding various English language learning activities and skills.

Participants responses	
Activity/ Skill	Percentage
Games and activities	81,8%
Speaking skills	13,6%
Listening and reading skills	9,1%
Writing skills	4,5%

It is evident that the majority of respondents (81.8%) expressed pupils preference for games and activities, highlighting the importance of interactive and engaging methods in the learning process; while a smaller portion preferred speaking skills (13.6%), perceiving oral communication as an effective tool for English learning. Additionally, an equal portion of 9.1% states that their pupils favored reading and listening skills, indicating a balanced importance of these comprehension areas. Lastly, writing skills were the least preferred, with only 4.5% leading to the suggestion of innovative

strategies to enhance interest in writing activities.(Figure2,6)

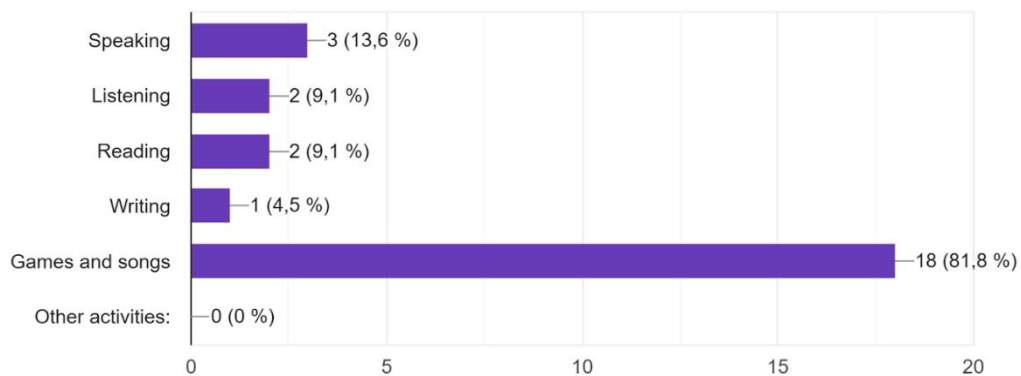


Figure 2.6Learners preferences in English learning activities and skills

Question 07: Challenging Aspects of Learning English for Pupils

Table 2.7 illustrates the challenges faced by pupils in learning English, mentioning the most difficult areas according to their teachers’ experiences.

According to the findings presented in the following graph, reading serves as the most challenging skill of learning English, with 40.9% of pupils identifying it as their primary difficulty. Out of 22.7% of students indicate that these foundational elements of language learning including vocabulary, grammar, and writing pose significant hurdles for third year pupils in elementary schools. Pronunciation was highlighted by 13.6% of respondents as difficult, demonstrating a struggle in articulating words. Lastly, speaking emerged as the least commonly cited obstacle, with only 9.1% of pupils. This distribution of challenges emphasizes the varied aspects of language learning that require focused attention to enhance students’ proficiency in English.(Figure2,7)

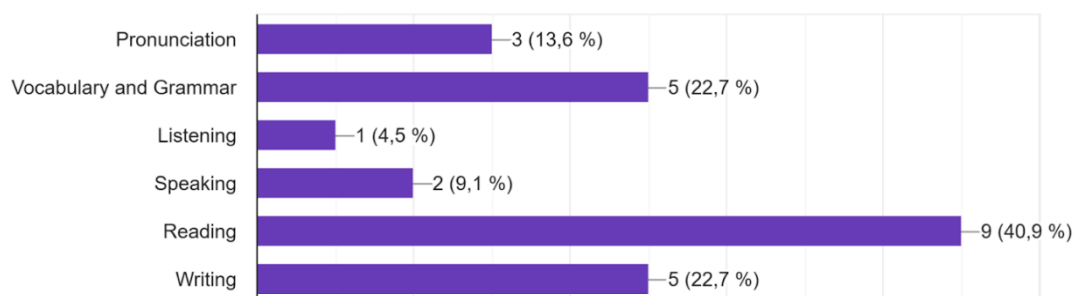


Figure 2.7 Challenging Aspects of Learning English for Pupils

Question 08: Frequency of Pupils' Participation in Classroom Activities.

Table 2.8 provides an overview of pupils' frequency of participation in various activities during an EFL classroom which benefits the learning process.

Participants responses	
Always	63,9%
Often	9,1%
Sometimes	22,7%
Never	4,3%

The obtained data reveal the participation levels of pupils during classroom activities, with 63.9% indicating that they always engage within these activities. A significant percentage of 22.7%, reported that they often participate, representing acceptable degree of involvement. Meanwhile, 9.1% of pupils indicated that they sometimes take part in activities. Notably, the remaining respondents (4.3%) stated that always the same active people engage in classroom activities., suggesting that the rest of the classroom needs an extra encouragement and motivation to engage within these skillful activities. (Figure2,8)

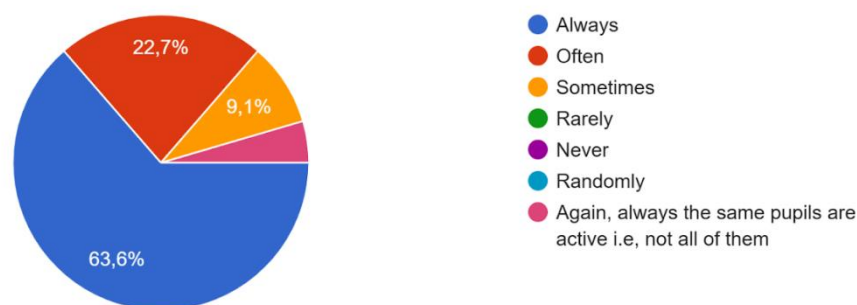


Figure 2.8 Frequency of pupils' participation in classroom activities

Question 09: Key motivational factors in learning English.

Table 2.9 The various factors that motivate pupils to learn the English language, providing their preferences and influences.

Participants responses	
The enjoyment of English entertainment	54,5 %
Their teachers' motivation	45,5 %

Elementary pupils in Tlemcen are motivated to learn the English language for various reasons. Firstly, the responses indicate that the enjoyment of English entertainment, such as songs and movies, is most significant, with 54.5% of pupils expressing this preference. Additionally, 45.5% of students cited their teachers' motivation as a key factor in their learning process. These findings illustrate the diverse motivations behind pupils' engagement with the English language. (Figure 2,9)

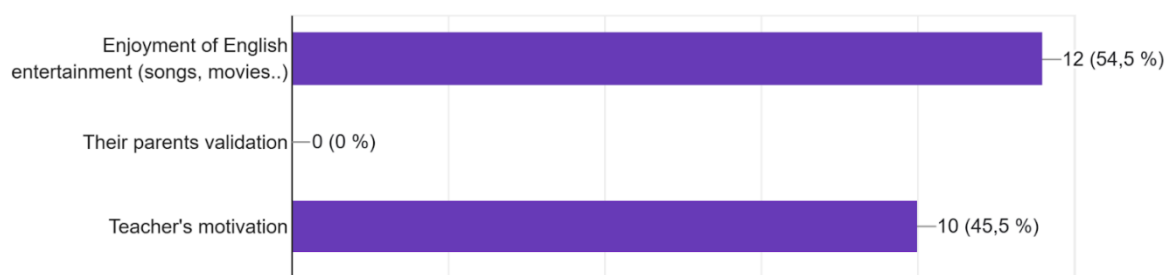


Figure 2.9 Key motivational factors in learning English

Question 2.10 Teaching English challenges to third year primary pupils

Teachers face numerous challenges when instructing third-year primary pupils in English, which significantly impact pupils’ learning process. One major difficulty is the students' struggle with decoding words due to their unfamiliarity with the language, which often leads to pronunciation and spelling issues. Issues with pronunciation and lack of vocabulary affect 37.6% of the pupils, making it hard for them to understand new words and their meanings. Additionally, time constraints present a significant problem, with a percentage of 71.4 of teachers, in which they must cover extensive curriculum requirements within a limited time frame. This often pushes teachers to hurry through lessons. An equal portion of 4.5% struggles with classroom management that can be particularly challenging in crowded rooms, where there are too many students for one teacher to effectively meet everyone's different learning needs, and the insufficient resources can hinder effective lesson delivery and student engagement. Lastly, some emotional factors, such as a lack of confidence and social issues among students, can stop them from participating fully in English activities. It is important to address these connected challenges to improve the learning experiences and results for primary students learning English.(Table2,10)

Table 2.10: Teachers’ difficulties when instructing third-year primary pupils in English

Participants responses	
Teaching challenges in EFL classroom	Percentage
Time constraints	71,4% (14)
Issues with pronunciation and lack of vocabulary	37,6% (4)
Classroom management	4,5% (2)
Lack of teaching materials	4,5% (2)

Question 11: Strategies for enhancing pupils' attitudes towards English learning

Strategies for enhancing pupils' attitudes towards English learning can be effectively implemented, especially in a classroom with a limited number of students, as noted by a significant percentage of 81,9 %. While out of 13,6% suggested the need for the focus on active learning strategies, as well as in this respect the majority proposed extending the time allocated for English lessons and promoting the use of new teaching materials, such as visual aids, to engage students more effectively. Furthermore, a minimal segment of 4.5% emphasized the importance of creating an appropriate classroom atmosphere to motivate pupils, making them more comfortable with developing their learning skills. (Table2.11)

Table 2.11:Strategies for enhancing pupils' attitudes towards English learning

Participants responses	
Strategies to enhance pupils' attitudes towards EFL instruction	Percentage
Classroom with a limited number of students	81,9 %.
Focus on active learning strategies and EFL instruction extra time	13,6%
The creation of appropriate for pupils' motivation	4.5%

Question 12: Any additional comments to add regarding the role of motivation in enhancing learning autonomy

These data represent participants' additional comments regarding the role of motivation in enhancing learning autonomy. (Table2.12)

Table 2.12: Participants' Additional Comments on the Role of Motivation in Enhancing Learning Autonomy

Participants responses
Learners must feel secure in the classroom to motivate themselves and help the teacher relax, ultimately enhancing performance and achieving learning objectives.
Recognizing the challenges of learning a second language, it's essential to create a positive and safe atmosphere where students can relax, make mistakes, and enjoy the lesson.
Establish a special classroom for English learning, equipped with appropriate materials and resources.
The importance of intrinsic motivation in teaching learners who are already motivated within the EFL session.
The new teaching methods should match the students' age to keep them interested.
Motivation encourages students to take charge of their learning by setting goals and exploring on their own.
Motivated students are more likely to be curious and seek answers independently.
A positive learning environment that fosters motivation can boost students' confidence in their abilities.
Positive feedback can motivate students to take initiative and improve their skills.
Working with peers fosters a sense of community and shared learning while allowing for independent thought.

2.4.2 Interview analysis and interpretation

In this study, a structured interview was conducted with teachers from Tlemcen to explore their experiences and perspectives on teaching English to primary school pupils. The questions addressed teachers' points of views regarding EFL instruction, a diverse sampling of 5 participants from Tlemcen English language teachers in

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elementary schools will provide a representative range of educational backgrounds within EFL classroom.

Question 1: Is teaching English for primary school pupils positive or negative?

Teaching English to primary school pupils is largely perceived as a positive experience. It provides children with essential communicative skills that can open up new opportunities for social interaction and academic achievement. Additionally, early exposure to English fosters cognitive development by enhancing vocabulary, problem-solving abilities, and critical thinking skills. (Table2.13)

Table2.13: Teachers' perception about teaching English to primary school pupils

Participants responses	
Responses	Percentage
Teaching English language to primary school pupils is generally positive with multiple benefits.	100%

Question 2: Which level do you find it difficult to teach? 3rd 4th 5th? Why?

According to data obtained from the participants, most teachers with a significant percentage of 75% believe that the 4th and 5th grades are the hardest because students at this age need more attention and varied teaching methods. However, 25% of teachers believe that no grade is particularly difficult, and it depends on the way teachers can manage their classrooms. (Table2.14)

Table 2.14: Teachers most challenging grades for teaching English

Participants responses	
Responses	Percentage
Teachers find the 4 th and 5 th grade levels, are the most challenging one. This is because students at this stage are in between and need more attention and different approaches.	75%
Others find no stage is challenging, and it depends on teachers' capacities to manage their classrooms.	25%

Question 3: What language skills are the most challenging to teach? Why?

Based on the information in (Table 2.15), it can be observed that half of the respondents consider listening and speaking to be the most difficult skills, because they involve active communication and students have few opportunities to practice authentic spoken English outside of class. The remaining half believe that reading and writing are the most challenging, as students have trouble with word recognition, spelling, and writing mistakes, due to interference from their first language.

Table2.15: The most challenging learning skills according to teachers

Participants responses	
Responses	Percentage
The most challenging skills are listening and speaking because these skills require active participation and interaction, and lack sufficient exposure to authentic spoken English outside the classroom.	50 %
The most challenging skills are reading and writing because pupils struggle with decoding words, spelling and may do mistakes while writing due to their primary language influence.	50%

Question 4: Do you find the timing enough for the pupils to get exposed to the English language? If not, what is the recommended timetable according to you?

Most participants reported that the current timetable offers a logical distribution of timing, with half of the respondents (50%) believing it is adequate. However, an equal proportion (50%) feels that the current timing is insufficient, suggesting that a minimum of three hours per week is necessary to improve learning outcomes. (Table2.16)

Table2.16: Teachers’ points of view about EFL instruction timing

Participants responses	
Responses	Percentage
The current timetable provides a logical timing distribution; however, increasing the frequency and duration of sessions could enhance learning outcomes.	50 %
The timing is insufficient; at least three hours per week are needed.	50%

Question 5:Do you find it helpful to integrate technology in teaching the curriculum? Elaborate

Based on respondents’ answers, it is fundamental that the integration of technology into EFL teaching classroom will enhance young learners’ engagement and interactivity by discovering the varied teaching styles that boosts their motivation to diverse learning styles and boosting motivation via the incorporation of educational apps and videos. (Table2.16)

Table 2.16: Technology integration into EFL teaching to primary pupils

Participants responses	
Responses	Percentage
Technology integration into teaching enhances engagement and interactivity, catering to various learning styles and improving motivation through tools like educational apps, videos, and online exercises.	100 %

Question 7: If you were asked to design a level 3-unit plan, what lessons would you add or remove for better learning experience tailored to the pupils?

Based on the information provided, the updated level curriculum emphasizes approximately 20% more on vocabulary development, simple sentence structures, and practical communication scenarios to significantly enhance language use. It incorporates about 20% more interactive speaking activities such as dialogues and role plays to substantially increase students’ confidence. To avoid overwhelming young learners, lessons that are heavily grammar-focused are to be reduced by around 20%, with a greater emphasis placed on practical language application to ensure a more balanced and accessible curriculum. Additionally, lessons related to sounds, which primarily deal with reading and writing, are to be eliminated by roughly 20% to better align the content with third-grade pupils' developmental stage. This approach ensures the curriculum remains approximately 20% more engaging and effective, prioritizing communication skills over complex grammatical instruction for optimal learning outcomes. (Table2.17)

Table2.17: Revised level 3-unit plan for third grade

Participants responses	
Responses	Percentage
1. The unit plan should focus on vocabulary development and simple sentence structures to enhance basic communication skills.	20 %
2. Incorporating interactive activities like dialogues and role-plays can boost students’ confidence and practical language use.	20 %
3. Lessons that are overly grammar-heavy or related to sounds should be removed to prevent overwhelming third-grade pupils.	20 %
4. Emphasizing practical language application and reducing complexity helps tailor the learning experience to young learners’ developmental needs.	20 %
5. Including visual aids and real-life objects can make learning more engaging and support comprehension for young students.	20 %

Question8: What are the challenges you face with pupils learning English for the first time?

The primary challenge faced by pupils learning English for the first time is limited vocabulary, which accounts for approximately 50% of the difficulties. This limits their ability to express ideas and understand others effectively. Pronunciation issues are also significant, representing about 25%, as students often struggle with the irregularities in English pronunciation. Additionally, a fear of making mistakes affects around 10% of learners, leading to hesitance and reduced participation in interactive activities. Lastly, complex grammatical structures, such as tenses and sentence formation, pose a

considerable challenge, making up roughly 15% of the difficulties faced by beginners as they try to grasp these unfamiliar concepts.(Table2.18)

Table2.18: The challenges you face with pupils learning English for the first time

Participants responses	
Responses	Percentage
1. Limited vocabulary	50%
2. Pronunciation issues	25%
3. Fear of making mistakes	10%
4. Complex grammatical structures, such as tenses and sentence formation, are unfamiliar and hard to grasp initially.	15%

Question9: Anny additional comments or something you experience in EFL insctruction.

Participant1: “*zə vwa k_ēt_kōd_ɪv_ãgle dā le p_vimav_est v_kemã_yn_t_kε b_ō foz ki benefisy o_z_ãfã dā lœv kakjev ply tav*”[I think that introducing English in primary schools is really a very good thing that benefits children in their future careers]

Participant 2: “*ana t:bali t_raf_kalu l_hom b_εf, il f_olεz_ã p_kōg_vat e de f_ōv_mas_j_ō, e il y_ved_hom nafsij_ē m_ã fa t_ãk_vεr_l_γa, p_aks k_il j_ε d_prav_ã ki d_εza m_var_ĩ l_wad_f_vã_ε m_s_γg_ōv, d_ō s_wa j_ēb_d_3wil d_if_ficil.*”[for me, they get very worried. A program and training are necessary, and they need to psychologically prepare themselves to face it, because some parents have already taught French to their children when they were younger, so it’s a bit difficult.]

2.4.3 Classroom observation analysis

The observation had taken place on march18th, 2025 at Benimestar Primary School named Benboubker 2 in the morning session, focusing on third year class. The analysis highlights student participation, the use of Arabic for explanations, classroom management, and language skills related to vocabulary and spelling.

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In this classroom, it was observed that student participation was notably high, with both girls and boys actively engaged in the learning activities to foster self assessment. Pupils named toys such as cars, dolls, and kites, and repeating colors, showing interest and involvement. The teacher effectively employed role-play techniques, asking questions like "What is this?" and "What color is it?" to promote speaking, comprehension, and vocabulary recall. Additionally, Arabic was frequently used to clarify and reinforce vocabulary, for example, in asking about the word for "train" which /qitar/. Despite the fact that some young learners faced challenges with spelling accuracy, producing misspellings like "kait," "caint," and "dall," indicating ongoing difficulties with spelling but they reflect their active engagement in vocabulary and spelling activities.

Overall, the classroom environment supported interactive learning through a combination of oral repetition, role-play, and writing exercises. The activities promoted vocabulary reinforcement, speaking practice, and basic spelling skills, contributing to an energetic learning atmosphere.

Table 2.19 Observation checklist March 18th, 2025 at 8.30 minutes

Items to be observed	Yes	No
1. Lesson introduction	x	
2. Warming up activities	x	
3. Explanations through the use of Arabic language	x	
4. The emphasis of correct pronunciation	x	
5. The stimulation of memory games	x	
6. Learners engagement	x	
7. Teachers' feedback	x	
8. Illustration with examples before activities	x	
9. Answering pupils' questions	x	

10.Mistakes correction	x	
11.Teacher respects the curriculum	x	
12.Teacher prepares the lessons at home	x	
13.Technology integration while teaching	x	
14.Classroom management		x
15.The focus on the four language skills		x
16.The use of pictures for vocabulary teaching	x	

2.5. Discussion and findings

This study deals with learning/teaching EFL for third-year pupils. The research relied on data collected through online questionnaires, interviews, and classroom observation involving third-year pupils at Benimestar primary school and English language teachers in Tlemcen. The participants' responses were crucial for addressing the research questions and evaluating the hypotheses. It is important to note that the questions were designed, with each serving a specific purpose.

The primary objectives of this research were; first, to explore the benefits of EFL for third-year pupils and identify the difficulties they encounter in learning English; and second, to examine the challenges faced by English language teachers in the classroom.

The findings of the current study highlight several persistent challenges in EFL learning and teaching among third-year pupils in Tlemcen, which coincide with historical issues faced in Algeria's language education policies. Despite high motivation levels, pupils continue to struggle with limited vocabulary and pronunciation, and their proficiency levels vary widely, especially in reading and writing issues that are often linked to resource shortages and inadequate pedagogical support. Teachers face difficulties managing diverse student needs, particularly in

higher primary grades, where students' language skills are more advanced and varied. These challenges mirror the failures of early reform efforts in the 1990s, such as the 1993 initiative to introduce English as a second foreign language, which faltered due to insufficient resources, lack of proper training, and societal attachment to French stemming from colonial history. Both contexts underscore the importance of well-planned curricula, adequate resources, and teacher training to overcome systemic barriers. While student motivation remains high, external factors continue to impede progress toward near-fluency, emphasizing the need for strategic improvements in instructional methods and resource allocation to foster effective English language learning in Algeria's educational system.

Based on the used research instruments, results indicate that limited vocabulary is a major obstacle for third year primary pupils that were reported by their teachers in both questionnaires (40.9%) and interviews (50%). This is supported by observed spelling difficulties, which are often linked to vocabulary. On the other hand; pronunciation is also consistently identified as a challenge (13.6% questionnaire, 25% interviews) addressed by many teachers. Despite high pupil motivation (95.5%), the reported difficulties indicate that learners are at varying levels of language proficiency, making the path to near-fluency with diverse outcomes.

Teachers face many challenges that stem from their students. Teaching 4th and 5th classes are often the hardest levels because these pupils need more attention and varied teaching methods. Pupils' limited language skills, like problems with pronunciation and vocabulary, are also significant difficulties. Furthermore, managing the classroom and having enough resources become more challenging when students have different abilities and levels of engagement. Even students' emotions, such as a lack of confidence or social issues, can make teaching harder by affecting their learning and participation.

In conclusion, the findings of this research highlight the complex and multifaceted nature of English language learning among third-year pupils and the challenges faced by their teachers. Despite high motivation levels, pupils exhibit varying degrees of proficiency, particularly in vocabulary and pronunciation, which hinder their

progression toward near-fluency. Reading and writing remain significant barriers, with teachers encountering difficulties in addressing diverse student needs, especially in higher grades where language skills are more advanced. These insights underscore the importance of managed instructional strategies and resource support to enhance both pupil achievement and teaching effectiveness in the EFL context.

2.6 Conclusion

In sum, this chapter has outlined the comprehensive methodological framework employed in this research, including the selection of participants, data collection tools, and analysis procedures. The integration of observations, questionnaires, and interviews provided a robust approach to explore the research questions related to third-year pupils learning English as a Foreign Language in Benimestar, Tlemcen primary schools and the challenges faced by their teachers. The data collected through observations, questionnaires, and interviews provided valuable insights into students' proficiency levels and the difficulties faced in mastering vocabulary, pronunciation, reading, and writing skills. The analysis revealed that, despite high motivation, pupils struggle with language components as pronunciation, vocabulary, reading and writing skills and teachers face obstacles in addressing diverse learner needs. These findings underscore the necessity for implementing targeted instructional strategies and enhancing resource availability to improve both student achievement and teaching effectiveness in the EFL context.

General Conclusion

English as a Foreign Language (EFL) instruction in Algeria's elementary schools plays a crucial role in equipping young learners with essential language skills that are increasingly important in a globalized world. In recent years, the Algerian educational system has placed greater emphasis on integrating English into the primary school curriculum, recognizing its significance for future academic opportunities and international communication.

This research aimed to explore the current state of EFL instruction among third-year elementary school pupils, focusing on their language proficiency levels and the challenges faced by their teachers. The study used a triangulation of classroom observations, questionnaires, and interviews to gather comprehensive data on students' skills in vocabulary, pronunciation, reading, and writing, as well as teachers' perspectives on instructional difficulties.

The findings indicate that, although students demonstrate a generally positive attitude towards learning English and show motivation to improve their language skills, they still encounter significant obstacles. These include limited vocabulary, pronunciation issues, and difficulties in reading comprehension and writing accuracy. Teachers reported facing challenges such as large class sizes, inadequate teaching resources, and diverse student proficiency levels, which hinder effective instruction.

Moreover, the analysis showed that the existing teaching approaches frequently fail to adequately meet pupils' learning needs, contributing to persistent gaps in language mastery. Based on the analysis of the questionnaires, interviews, and classroom observations, the researcher has reached findings that support the hypothesis stating that:

The level of pronunciation and vocabulary development among pupils learning English before the critical period can vary significantly, with some demonstrating greater capability than others, but overall near-fluency is not consistently achieved.

Additionally, the data definitively supports the second hypothesis stating that:

The pupils may come across hardships as they attempt to learn different skills of the English language.

This is evidenced by the fact that pupils face significant challenges across English language skills. Reading is the most difficult skill, and writing presents a major hurdle, further evidenced by observed spelling issues. Although pupils didn't report speaking as a primary obstacle, teachers found teaching listening and speaking most challenging, indicating a pedagogical concern. Young learners still have trouble with reading, writing, speaking, and vocabulary, with all showing a widespread hardship in learning these skills.

Through a critical examination of interviews and classroom observations, the results also confirm the third hypothesis that reported:

Teachers may face different challenges according to the level and competences of the pupils.

Overall, these findings underscore the necessity for targeted instructional strategies, improved resource allocation, and specialized teacher training programs. Addressing these issues is essential to enhance language learning outcomes and foster greater proficiency among young learners in Tlemcen's primary schools. Despite these challenges, both students and teachers recognize the importance of English proficiency for future academic and career opportunities, which encourages continued effort and engagement. Furthermore, the analysis showed that the existing teaching approaches frequently fail to adequately meet pupils' learning needs, contributing to persistent gaps in language mastery. These findings highlight the importance of implementing targeted strategies, such as differentiated instruction and resource enhancement, to better support diverse learner needs.

Overall, this study provides valuable insights into the specific difficulties encountered in EFL instruction at the elementary level, emphasizing the need for targeted instructional strategies, improved resource allocation, and teacher training programs. Addressing these issues is essential to enhance language learning outcomes and foster greater proficiency among young learners in Tlemcen's primary schools.

As with any research, it is important to acknowledge certain limitations of this study. One of the primary limitations is the sample size that comprises only 22 participants who completed the questionnaire, and a minimum number of 5 individuals took part in the interviews. This relatively limited number of respondents may have affected the breadth and depth of the data collected. Additionally, the online questionnaire received responses from only 22 participants, which limited the diversity of perspectives and some responses were occasionally unclear, incomplete, or not directly related to the questions. Another limitation concerns participants' potential hesitancy to share detailed opinions about EFL teaching challenges, especially considering the awareness that their responses were recorded. Despite efforts to ensure a comfortable and confidential environment, some participants might have felt apprehensive to express their true thoughts. Finally, regarding data saturation, the researcher observed a recurring pattern in participants' responses, indicating that additional data collection was unlikely to provide new insights. Based on this perceived redundancy, the researcher decided to conclude data collection and proceed with data analysis.

Building upon the insights derived from this study, the findings serve as a foundational platform for subsequent research endeavors and strategic recommendations in the domain of English as a Foreign Language (EFL) instruction in elementary schools. Future investigations should aim to deepen the understanding of the underlying mechanisms and contextual variables that influence effective language teaching and learning at the elementary level, employing more rigorous and multifaceted methodologies. Policymakers should prioritize English education by creating supportive policies and providing necessary resources like teaching materials and trained teachers to enhance learning outcomes. Moreover, these findings emphasize the need to engage parents and community members in language learning activities to create an immersive environment beyond the classroom and support sustainable advancements in elementary EFL instruction. Ongoing research in this area will not only confirm and enhance existing teaching methods but also drive the development of innovative strategies to tackle emerging challenges in the language acquisition processes of young learners.

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Appendices

Appendix one: EFL Teachers' Questionnaire

Dear teacher,

You are kindly invited to participate in this questionnaire by answering these questions , The questionnaire is part of Master 2 extended essay in EFL on the implementation of English in the primary school in Algeria. You may answer the following questions directly or by checking the boxes based on the question and what you have experienced or observed while teaching the English language to third year primary school pupils.

1– Has the English language been taught several times per week?

Yes

No

More details:

2-How many hours per week do you teach the English language to the class?

1 hour

1 hour and half

2 hours

3 hours

3- Is there a particular program for teaching the English language to third-grade primary school students?

Yes

No

More details

4-Do you use games and activities when teaching English?

Yes

No

More details:

5-Are pupils generally motivated to study English during the class?

Yes

No

More details:

6-What do your students like the most about learning English?

Speaking

Listening

Reading

Writing

Games and songs

Others:

7- What do your pupils find most challenging about learning the English language?

Pronunciation

Vocabulary and grammar

Listening

Speaking

Reading

Writing

8-How frequently do your pupils participate in activities during classes?

Always

Often

Sometimes

Rarely

Never

Randomly

Others:

9-What motivates your pupils to learn the English language?

Enjoyment of English entertainment (movies, songs,)

Their parents' validation

Teachers' motivation

10-What difficulties do you encounter in teaching English to third-year primary pupils?

.....
.....

11-What do you suggest to enhance pupils' attitudes towards studying English?

.....
.....

12- If you have any other comments about the role of motivation in enhancing learning autonomy , feel free to add them below.

.....
.....

Appendix two: EFL Teachers' Points of Views Interview

Dear teacher,

This interview is a part of a research which aims to collect qualitative data about your point of view (POV). Your contribution as an EFL teacher in primary school is valuable. Thank you for your contribution.

Questions:

Question 1:

Is teaching English for primary school pupils positive or negative?

Question 2:

Which level do you find it difficult to teach? 3 rd 4 th 5 th ?

Why?

Question 3:

What language skills are the most challenging to teach?

Why?

Question 4:

Do you find the timing enough for the pupils to get exposed to the English language?

If not, what is the recommended timetable according to you?

Question 5:

Do you find it helpful to integrate technology in teaching the curriculum? Elaborate

Question 6:

What language skills do you use technology devices to teach?

Question 7:

If you were asked to design a level 3-unit plan, what lessons would you add or remove for better learning experience tailored to the pupils?

Question8: What are the challenges you face with pupils learning English for the first time?

Question9: Any additional comments or something you experience you're most welcome

Teachers' Perspectives on EFL Instruction for 3rd-Year Primary Pupils Case of Beni Mestar: Benefits and Challenges

ملخص

يدرس هذا البحث دمج تعليم اللغة الإنجليزية في التعليم الابتدائي، مع التركيز على تأثيره على مهارات الطلاب في الصف الثالث والتحديات التي يواجهها كل من المتعلمين والمعلمين. يسلط الضوء على صعوبات مثل النطق، المفردات، والتحفيز بين الطلاب، بالإضافة إلى قيود الموارد وتفاوت مستويات الكفاءة بين المعلمين. استخدمت الدراسة استبيانات، مقابلات، وملاحظات صفية، وكشفت عن عقبات كبيرة في تطوير مهارات التحدث، الاستماع، القراءة، والكتابة، مع التأكيد على ضرورة تبني استراتيجيات مستهدفة لتحسين تدريس اللغة الإنجليزية كلغة أجنبية في المرحلة الابتدائية.

الكلمات المفتاحية: اللغة الإنجليزية كلغة أجنبية، التحديات التعليمية، الصعوبات، تلاميذ السنة الثالثة ابتدائي..

Summary

This study examines the integration of English language instruction in elementary education, focusing on its impact on third-year students' proficiency and the challenges faced by both learners and teachers. It highlights difficulties such as pronunciation, vocabulary, and motivation among students, as well as resource limitations and diverse proficiency levels encountered by teachers. The research employs questionnaires, interviews, and classroom observations, revealing significant obstacles in developing

speaking, listening, reading, and writing skills, and emphasizing the need for targeted strategies to improve EFL teaching and learning at the primary level.

Key words: EFL, Educational challenges, Difficulties, Third-year primary pupils.

Résumé

Cette étude porte sur l'intégration de l'enseignement de l'anglais dans l'éducation primaire, en mettant en lumière son impact sur la compétence des élèves de troisième année et les défis rencontrés par les apprenants et les enseignants. Elle souligne les difficultés telles que la prononciation, le vocabulaire et la motivation chez les étudiants, ainsi que les limitations de ressources et la diversité des niveaux de compétence chez les enseignants. En utilisant des questionnaires, des entretiens et des observations en classe, la recherche révèle des obstacles importants dans le développement des compétences en expression orale, compréhension orale, lecture et écriture, tout en soulignant la nécessité d'adopter des stratégies ciblées pour améliorer l'enseignement et l'apprentissage de l'anglais langue étrangère à l'école primaire.

Mots clés : Anglais Langue Étrangère (ALE), Défis éducatifs, Difficultés, Élèves de troisième année du primaire.