Investigating Challenges Encountered by EFL Teachers at

Saida Primary Schools in Algeria:

Third Year Pupils as a Case Study

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Declaration of Originality

I hereby declare that this submission is my work and that, it contains no material previously published or written by another person nor material that has been accepted for the qualification of any other degree or diploma of a university or other institution.

Dedication

For who struggled to open me to the path of life

For whom waited and hoped to see this achievement

For you Father.

To my soul, which I will never fulfil its right to, to the one who overwhelmed me with her

compassion and enlightened my heart with her prayers.

For you Mother

For my supporter who shares with me my joys and sorrows my

Lonely sister

To those who I respect and appreciate my grandfather and my grandmother, May God will

extend your age and bless you

To all my friends whom are close or far. HANANE, FATIMA, KHAOUTAR

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who participated in this study

To everyone who taught me and supported me throughout the academic journey

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Abstract

Recently in Algeria, teaching English in primary schools has been implemented and EFL is taught as a compulsory subject from third year grade. This integration of English language at an early age in Algeria faces substantial challenges for instructors. The current study aims to shed light on challenges faced by English language teachers in teaching to third-year pupils in Algerian primary school, specifically in Saida. To investigate these challenges, both qualitative and quantitative research methods are employed. The quantitative method relies on classroom observation and questionnaire imparted to primary school teachers of English language, while, the qualitative method based on using interview hold to primary school inspectors. The findings reveal some significant impediments faced by teachers including; teachers limited qualifications in teaching English to young learners, pupils limited exposure to the language in the social environment, classroom management and curriculum design problems, large class size, limited time and teaching resources, lack of pupil's motivation, students' different level, students' language barriers and the problem of linguistic interference between French and English. The study also reveals how do teachers address these difficulties, through implementing effective pedagogical strategies, practices and methods, among them; total physical teaching method, gamification, interactive and engaging activities, implementing realia and repetition, time and behaviour management strategies and the well planning and preparation. Based on the findings, this study proposes considerable recommendations for both stakeholders and teachers for effective interference. The significance of the study lies in providing valuable insights to teachers, educational institutions to improve the quality of English language instruction in Algerian primary schools.

Key Words: English language, primary school, teachers, challenges, difficulties, pupils, third year.

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EFL: English as foreign language

EL: English Language

YLs: Young Learners

AA: Algerian Arabic

MSA: Modern Standard Arabic

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wGeneral Introduction

In todays interconnected world, English language proficiency has become an indispensable prerequisite for engaging across-cultural exchange, academic pursuits and accessing economic opportunities.

Hence, the recognition of English language global dominance, serves as the primary drive that motivate the integration of this language in Algerian educational system. With the sake of cultivating its young learners' future personal growth and professional advancement, as well as prepare them to be a part and involved within the

modernized world, through equipping them with the essential English language skills and competencies at an early age.

But, teaching a foreign language at an early age is not easy and require expert, professional and skilful teachers to deal with young learners. However, the implementation of English language in Algerian primary schools gives rise to several challenges and difficulties that require a careful consideration, awareness and support.

Thus, the purpose of this study is to examine the difficulties and barriers concomitant within English language teaching to third year pupils in Algeria, specifically in the context of Saida primary school, as well as, aiming at representing the used tactics and strategies implemented by teachers to address these problems in order to find out potential solutions and sensitise stakeholders to the complexities of these problems.

- Research Problem

This research aims to identify the impediments that hinders and impacts on the effectiveness of English language teachers' instructional process. Specifically, those who teach young learners in the primary level, to uncover solutions, in order to enhance the quality of English language education at elementary level and improve students learning outcomes. As well as, fostering successful language acquisition at an early age. Accordingly, the following questions are raised:

1- What are the major challenges experienced by English language as a foreign language primary school teachers of Saida when teaching third year pupils?
2- How do teachers working to address these obstacles in enhance and facilitate their teaching process?

Based on these questions it is hypothesised that:

1- English language teachers of primary schools may be struggle with insufficient instructional time, the deferent level of pupils, and lack of support from administration or problems within the curriculum design.

2- Teachers might use different teaching strategies and techniques like positive reinforcement, using interactive and fun activities, the well planning and preparation.

To confirm our hypotheses, the study will employ a combination of qualitative and quantitative research methods including three research tools; third year non participant classroom observation, through it we will be able to explore the learning environment, questionnaire for primary school teachers and interview for primary school inspectors to examine English teachers and inspectors' perspectives and insights on the implications of teaching the language to Algerian young learners.

The current study consists of three parts or chapters. The opening chapter considered as the foundational component of the study, it deals with the theoretical frame work, it provides a comprehensive view and examines previous studies conducted in similar contexts. Which is about teaching English to young learners and its challenges especially for primary school teachers, the chapter also talks about some characteristics of young learners, how they lean the language.

The following chapter delves a detailed exposition of the research methodology and a thorough analyses and presentation of the key findings and the collected data, it dedicated to the representation of the practical side of the study.

The final chapter concentrates on interpreting and discussing the results and proposed solutions and recommendations for future action.

- **Research limitation:**

The researcher faced a number of challenges that poses limitation to the data collection process and the research was conducted in a specific area with a limited number of primary school teachers and inspectors due to many reasons and difficulties, among them the difficulty in gaining access to the primary schools, the researcher find it difficult to scheduling interviews with educators and questionnaire

with teachers , as multiple meetings had to be rescheduled or postponed due to their unavailability. besides, the respondents showed reluctance in providing valuable answers and cooperating, which made the data collection process take more time than planned to get the needed responses and starting in analysing and interpreting the results.

CHAPTRE I: Review of Related Literature

1.1.   Introduction

The present chapter provides a comprehensive review of the existing literature on the area of study concerning the introduction of EFL at an early age. The chapter contains two sections; the first one starts with providing general overview on the sociolinguistic profile on Algeria which cover its existing languages, then the present state of English language in the country in both social and educational contexts. After that moving to the next section which presents the issue of the EFL instruction in the primary level and its common challenges that the EFL teachers meet while teaching YLs. By introducing YLs and their characteristics, then explaining the relevance of teaching EFL at an early childhood, to conclude with the main challenges that EFL primary school teachers meet while teaching YLs.

1.2.   An overview of The Sociolinguistic Landscape of Algeria:

Due to the historical events and diverse identity, Algeria has a complex and rich socio linguistic profile where multiple languages and dialects are spoken and used within one country, which will be discussed in this part:

1.2.1.   Arabic

From the Algeria's independence in 1962, the government relies on the Arabic language (classical Arabic) as the first national and official language in the country which considered as a vivid symbol of Arabic identity and Islamic value as benrabah (2004),who cited an Algerian historian's view that AL as a key religious support not just a mean of communication and sharing knowledge .since it is the language of Islam and Koran and Algeria as an Islamic community ,Arabic plays a vital role or in other word represents an integral part of Algerian nationalism (benrabah 2004).

In the same way as Mostari (2004) cited," Algeria won its independence on July, 1962 Algerian leaders, especially the nationalists, soon adopted the motto, derived from Abdelhamid Ibnou Badis, the nineteenth -century leader of the Ulama league (the scholars league), "L'islam est notre religion, l'Algérie est notre partie, la langue Arabe

est notre langue (Islam is our religion, Algeria is our mother country, Arabic is our language).

Since Algeria is a diglossic country and its dominant language is Arabic, this language is used into two forms:

1.2.1.1 Modern Standard Arabic:

It is the developed version, simplified and new form of the classical Arabic; which is a complex, difficult and somehow hard to understand with high level and expansive lexicon and complex syntactic structure (CA). It is the language of Koran, prayers by Muslims, old and ancient poetry, it is used in religious contexts such as in mosques (mokhtar,2018).

Modern standard Arabic is the language of nowadays use in Algeria .It is the country's official language in many disciplines, and till now it is the medium of instruction in Algerian educational system from first grade of primary school to third grade of secondary school .MSA is the language of writing in Algeria it is also utilized in education, media, administration ,diplomacy politic and formal speech, cause it is tailored the linguistic and sociolinguistic needs … and the official language in all Arab countries not just in Algeria ,it uniformity and codification made it as an comprehended and (mokhtar,2018,p.135)

Likewise, according to AL-dihaymawee et al., (2024), there are no native speakers of MSA in Algeria even in the Arab world because it is used only for written objectives rather than speaking. Hence in Algeria they use colloquial language in their oral daily conversations and MSA in writing and it is taught in schools.

1.2.1.2 Algerian Arabic (Dialectal or Colloquial Arabic):

Algerian Arabic or vernacular Arabic is the mother tongue, the local language in Algeria and colloquial language, which is called in Algeria "Adardja", it is the language used in everyday life situations, social interaction and casual conversations between the Algerians, the language of street, home and usually used for spoken purposes.

AA is used informally in Algerian every day communication, i.e., low variety, according to AL-dihaymawee et al. (2024), colloquial Arabic is the mother tongue and learned from birth naturally, unpretentiously, unconsciously and automatically through

social environment and interaction, parents, caregivers, friends, home and without need to study it at schools or formal education like studying grammar rules and structures unlike the MSA.

MSA has no formal writing system especially in educational context due to its combination of various dialects and languages, it serves as the spoken dialect in the Algerian society, except as it is mentioned above for informal communication like chatting in social media and text messages (messenger Facebook, Instagram…), Algerian people tend to use informal writing includes Latin or Arabic scripts to interact naturally.

Correspondingly, Jacob (2020), clarifies that AA is a mixture of two languages French and Arabic which is unsuitable to become a medium of instruction or of formal settings (cited in borabah,2022).

While in the same vein, Maameri (2009), claimed that: "The language spoken at home and in the street remains a mixture of Algerian dialects and French words". (cited in Sahraoui, 2021)

Altogether, the above authors' ideas highlight and share the same opinion that AA isn't suitable for formal setting and use due to its combination of different dialects and French language. Furthermore, as a result of the colonial reasons, historical events and interaction with different cultures besides French in AA there are some borrowed words from Spanish and Turkish language.

In this regard, Leclerc (2017) affirms that the linguistic structure of AA incorporating elements from diverse languages like Tamazight, Turkish, Spanish and French languages, due to and trough historical contact with different cultures and nations. (cited in Sahraoui, 2021)

Table 1 : Illustrates an Example Loanwords Integration in Algerian Arabic

Tamazight	Turkish	Spanish	French
Khemmel (to clean)	Tebsi (plate)	Fishta (party)	Couzina (kitchen)
Nou (the rain)	Maadnoun (parsley)	Sberdina(shoe)	Miziriya (misery)

Chlaghem (mustache)	Braniya (aubergine)	Bodjado (lawyer)	Fista (jaket)
Fakroun (turtoil)	Boukraj (kettle)	Essskouila (school)	Fershita (fork)

Leclerc, 2017 (cited in Sahraoui, 2021)

A it is mentioned previously, AA characterized by diverse regional dialects; each region has its own and particular dialect differs in vocabulary, pronunciation, phonology, syntax, lexicon etc. i.e., the spoken dialect in eastern regions varies from the western dialect and the dialect of the north isn't like the south and so on. As an example, the dialect spoken in Saida differs from Annaba variety (Saida located in the west of Algeria and Annaba in the east).

In Saida and some regions in the west like Oran say /neːf/ which means nose, in Annaba and its surroundings say /xaːʃm/or /khachm/.

In Saida say /bzaːf/ which means so much, in Annaba say/ˈjɑːsɛr/ or /yasser/ consequently they cannot understand each other in specific words.

1.2.1.3 Tamazight or Berber language in Algeria:

It was widespread in north Africa like Algeria, Tunisia, Libya and Morocco alongside some regions in north Mali and Niger and it has different names according to each country. In Algeria it is called Tamazight or Kabyle, in Tunisia and Morocco named Amazigh and in Libya Tamacheq. (lecler,2017; cited in Sarhaoui,2021).

In Algeria Tamazight is the language of Amazigh people who are regarded as the indigenous and original people of the country. Nowadays it is spoken by a minority of Algerian population as Maarouf (2017), stated that 25% of Algerians speak Tamazight. It is spoken in four areas in Algeria with different subdialects; kabylie region in the north of Algeria includes Tizi ouzou, Bejaia, Bouira, boumerdas and some areas in Algiers they speak Takbalyt, the regions of Aures include Batna, khenechla, Oum El bouaghi and Souk Ahras, in the eastern part their dialect is Tachawit or chaoui, in addition to sahara region exactly in Ghardaia they speak Mzab, Tamazight and finally, Touareg regions also in southern desert area they speak Tamachak. (Achab,2001).
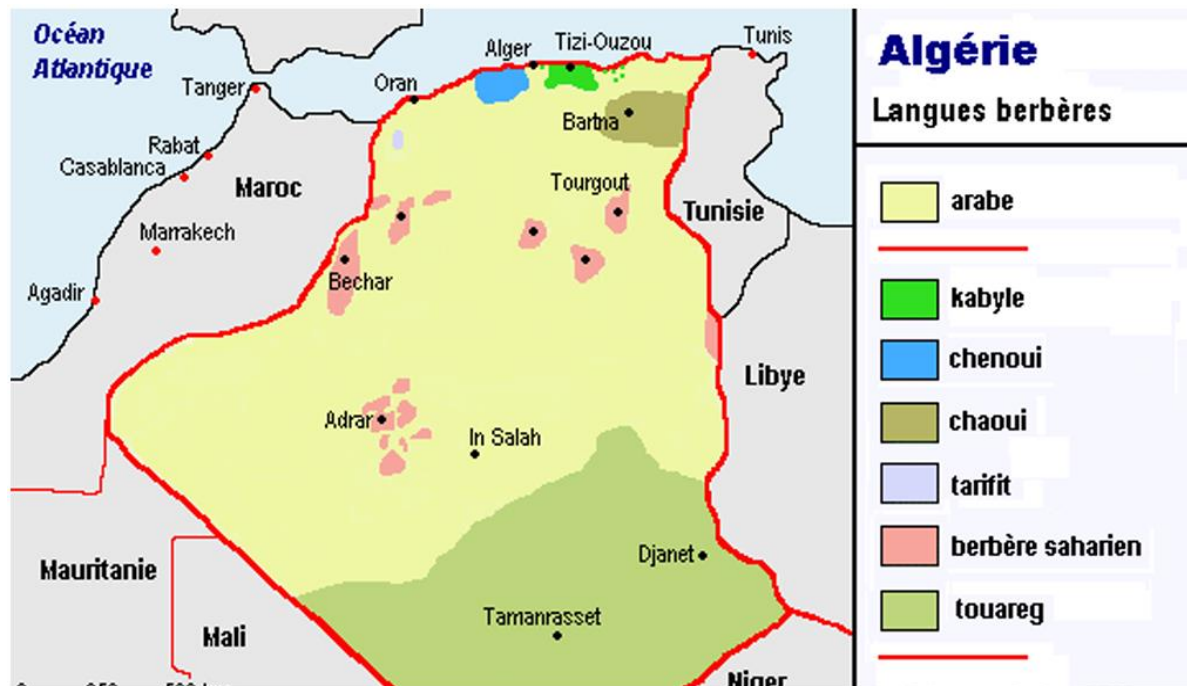
Figure 1 : Shows Tamazight Varieties in Algeria (Source: Leclerc, 2017 cited in Sahraoui, 2021)

Tamazight after independence till now has gone through several main stages in Algeria to become official and national language after Arabic:

a- 1996s Stage:

The Tamazight and the word Amasighsm are taken into consideration as a key and important part of the Algerian identity. Besides, the Islam and Arabic language by the Algerian constitution. "The fundamental constituent parts of Algerians identity […] are Islam, Arabism and Amazighsm. "(Algerian Constitution).

b- 2002s Stage:

The amendment of the Algerian constitution (amending the third article of the constitution) to take a step towards the linguistic recognition and designating Tamazight as a national language in Algeria. (Benstead & Reif, 2013).

c- 2016s Stage:

The official recognition of implementing Tamazight as an "official" national language with Arabic in Algeria. (kouicem,2019).

1.2.1.4 French Language:

At the present time French language is the prevalent and predominant language in Algeria due to the long colonial history of French in Algeria which persisted more than 130 years of colonialism, this important event made French occupied a prestigious position in the country. During that era the French colonizer tried to erase definitely the Arabic language and Algerian culture and its national identity and impose their language, culture and heritage they started from the language by building schools to teach French. Gordan (1962), claimed that:'' When Portuguese colonized, they built churches; when the British colonized, they built trading stations; when the French colonized, they Built schools" (p. 7).

Then after the independence in 1962, the Algerian government recognized that they have to restore linguistic and cultural identity that was at risk of fading away, they took a first step to revive the Arabic language through the "Arabisation policy" that sought to promoting the Arabic language and spread it in the country to minimizing the use of French language in Algeria. Despite that, this policy was not enough to totally eradicate this colonizer language from the country. It was used and have big influence and dominance in many disciplines, in administrations and official document, business, policy, science and technology, tourism, education; it was a medium of instruction in higher education especially the scientific fields like medicine, biology, economy and it is still taught in schools from third year primary school to third year secondary school as first foreign language. This language is also used in media; newspapers are printed in French and broadcast relies on French like TV'' canal Algérie", it goes hand in hand with dialectal Arabic in Algerian daily communication and they have the ability to code switch between Arabic and French in their conversations.

1.3.   The Current Status of English in Algeria: in Both Sociolinguistic and Educational Setting:

Today English is the primary language in the world it has been playing an essential role in many fields it is used and learnt in any country if not official you find it as second or foreign language. In his respect, Crystal (2003), claims that: *"there has never been a language so widely spread or spoken by so many people as English"*

Thus, any relationship with other countries and nations depends on Englich language, it is essential and needed for any successful international relations with the developed countries and companies (like US.UK.). It is the language of international economy, commerce, business, trade and the mean to access to science and technology since due to the fact that it is the lingua franca, global and international language.

As it is the case in Algeria after the changes that occurred after the independence and socioeconomic and educational reforms, English was taught as a compulsory subject just in middle and secondary schools. Nevertheless, recently the Algerian recognized its importance as an international language and these events (the socioeconomic and educational reforms changes), create a tendency towards this language as they become more interested to learn and teach it to their children to cope with the latest advancements and trends in the world. According to Milliani (2000), English language in Algeria considered as the key solution and gateway to access the modern and developed world.

In addition, Zughoul (2003), argues: ''In Arab North Africa, and despite the fact that French has had a strong foot hold in Tunisia, Algeria and Morocco, it has been retreating and losing a lot of ground to English. "In fact, the tendency of what can be termed a shift from French to English in thus countries cannot be cancelled." (p.122).

There is a remarkable interest and spread of this language particularly the young generation due to the globalization, influence of western culture, technology, progression and exposure to the language through the use of internet; series, films,

games, music, media and getting in touch with English language speakers through social media and online games like Free Fire and PUBG. There is an increasing demand and positive attitude from the Algerian government, parents and education for English proficiency and implementing this language in universities as medium of instruction in some fields like medicine and economy in addition to the primary level which will be discussed later, also you may find some English words and expressions in Algerian streets for example in hotel signage and shops…

Despite that, it is still under development and gradually spread in the country (especially in education) and does not have an official status in the daily life and sociolinguistic situation in Algeria. It is the second foreign language after French (which is the most dominant language in Algeria in most areas due to the historical reasons as it is mentioned previously). In this regard, Slimani (2016), admits that since English "is not one of the historical components of the Algerian cultural identity, people do not seem to need to resort to it to live their social, intellectual and economic daily realities It is still in competition with French."

1.3.1 English language in Algerian Primary Level:

English has been implemented two times in the Algerian elementary schools:

1.3.1.1 The First Introduction of English in the Primary Level in 1993:

This was in the early 1990s that aimed at encouraging foreign languages teaching at an early age, when English language implemented as the first time in primary schools in 1993, pupils had to choose between French and English as a compulsory and first foreign language in the fourth grade relying on a pilot program as an experience and teaching EL in some primary schools (bellalem,2015).

But this experience was failed and cancelled because the majority of parents supported French language teaching due to the sociolinguistic and colonial factors as it is mentioned before, English "is not one of the historical components of the Algerian cultural identity, people do not seem to need to resort to it to live their social, intellectual and economic daily realities". (Slimani, 2016, p. 34).

1.3.1.2 The Second Introduction of English in the Primary Level:

This decision was reintroduced after the great event in the recent history of Algeria, the Algerian Hirak in February2019, through which the Algerian people expressed their democratic rights, pursuit and desire for new and ideal country especially after all corruption that happened in the country, they demanded for new reforms and changes in several sides; political, economic, social justice and educational changes. Concerning the educational system they called for replacing French with English language as first foreign language in primary schools, they have a positive attitude towards this language particularly parents, teachers, university students and employees due to the recent growing interest about its global status and importance to become more opened to the world and international opportunities, by using various social media platforms such creating Facebook groups asking for take English into consideration rather than French in Algeria and modernize the educational system.

Later on, this positive outlook from Algerian on English language teaching and learning acknowledged by the president Abd Elmajid Teboune in July 2022 when he announced in the Algerian official channels (Ennahar tv, El bilad tv, Elchourouk news…etc) that English must be introduced and must be part of the primary level curriculum, from third year simultaneously with French as a second foreign language starting from the new school year 2022-2023. With scheduled time of one hour and half per week and providing 20.000 primary school in the country by 5000 teachers (ministry of national education, 2022) and creating a text book in less than two months involving alphabet, daily use vocabulary, expressions and dialogues in the Algerian context. Aiming at minimizing the influence of Frensh as a colonial language and swap it for the world language which is English, in this regard the president Abd Elmajid Teboune paraphrase the famous quote "French is a war trophy" of the famous Algerian writer katab yacine "French a is spoil of war, but English is an international language"said the Algerian president. This sudden decision brought many reactions from stakeholder, teachers, educationalist and parents, that this decision should thoroughly discussed and need much more time before integrated it in school.

1.3 English young learners:

1.3.1 The Role of The Teacher in 21st Century:

In the 21ST century there are many changes happened in different fields, among them the educational field like the traditional role of the teacher as primary reservoirs of knowledge. According to the educational trends in the twenty first century witnessed a remarked modification in the role of the teacher, from teacher centred approach to student centred approach corresponding transformations in learning activities and instructional methods. (Nkengbeza, Mbuzi, Chaind, 2022). However, Schunk and Pajares (2009), affirms that in the 21st century, educators' function has redefined from being the primary information gatekeeper to a facilitative model of guided discovery and architect of constructivist learning atmosphere. (ibid)

While, Schunk and Pajares (2009) and Woolfolk (2013) argues, to create a personal significance and applicability in students' education achieved when learners drive their own educational development. (ibid)

Which means the learners builds their own leaning based on their prior knowledge and experiences without relying on the teacher.

The research study of Donald et al., (2010), claims, according to the idea of active learning, there are seven core constructivist principles of educators' role as a supportive facilitator of the teaching process to an authoritarian director of the teaching process:

Table 2 : Represents the Principles of Educators' Role as a Supportive Facilitator of the Teaching Process

The first principle	Focusing on active learning; where the instructors stimulate learners' active engagement through designing active learning opportunities.
The second principle	Focusing on the process and the content; where the learners are directed by the teachers through the learning content.

The third principle	Based on the guided discovery; where the instructors guide learners to key areas of discovery.
The fourth principle	Connecting familiar with unfamiliar knowledge; by consciously building bridges between learners' prior knowledge and new knowledge to facilitate and integrate the comprehension of the new concepts.
The fifth principle	Relying on scaffolding; like breaking down the complex ideas and activities into in smaller chunks to better understand it.
The sixth principle	Using cooperative learning and group work; like relying on the collaborative learning, peer learning, team work, discussions.
The seventh principle	Language interaction; for examples through engage students' conversations and dialogues to share their ideas.

Donald et al., (2010; cited in Nkengbeza et al., 2022)

1.3.2 The Meaning of Young Learners:

Young learner are kids or pupils who studying in primary schools, according to Phillips (2002), definition that young learners are children from the first educational year to the age of eleven or twelve years which means from five or six years old to eleven or twelve. (cited in Ermansyah et al., 2022).

In addition to the Cambridge young learners' examination (2022), young learners are divided into three categories:

Table 3 : Shows the Three Categories of Young Learners and Its Description According to the Cambridge Young Learners' Examination (2022)

The category	The description
The starters age category	Children aged from five years old to seven years
The movers' category	Children aged from seven to nine years old
The flyers category	Children from nine to eleven years old (cited in Ermansyah et al., 2022).

While Scott (2009), divided young learners in tow levels;

Table 4 : Shows Young learners Division According to Age Level

Level	The description
level one age	Children aged from five to seven years old.
level tow	Children aged from eight to nine years old. (ibid).

1.3.3 **Young Learners' Characteristics:**

YLs are different from adults because they have distinctive traits and according to cahyati and Madya (2019), YLs are characterized by their vivid imagination and creativity, their active nature, short attention span, they lose interest and getting bored quickly, they enjoy and prefer playful and fun learning activities. Besides, they hold high ability of imitation and mimicking easily sounds and what they listen and perceive. (Brewster & Ellis 2001; cited in Ermansyah et al., 2022).

In addition to that, Moon (2005), argued that there are four characteristics that makes YLs special and distinctive to teach them:

1.3.3.1 They Have No Reason to Learn English:

Moon (2005), explains this by YLs may not understand the purpose and why they are learning English or any additional language, for example if you ask them why you are studying English they couldn't answer you precisely. Similarly to Nikolov (1999), YLs motivation and interest of the language depend on the rapport and attraction of the instructors and the type of leaning tasks unlike the adults, typically set a clear goals

and expectations when they are learning the language, like studying English for communicative purposes, business, personal interest and the like. (cited in Moon 2005). In another word YLs desire to learn the foreign language comes from their relationship with the teacher and their feelings towards him, or comes from the quality of the learning activities and this is, of course relies on teachers' proficiency to Instruct.

1.3.3.2 The Undeveloped Children's Ability to Self-regulate:

According to Moon (2005), this means pupils are not mature enough to be able to control their emotions and reactions, their self-monitor ability is still developing. The author illustrated his information by giving the example of YLs boredom during the group work activities, by showing their misbehaviour or noise and disturb their peers creates difficulties in classroom management, because they are not aware about the benefits and importance of this type of activities in acquiring the language. For that reason, they couldn't regulate their behaviours and they require close monitoring from the teacher, while due to this feature educators will face challenges in terms of classroom management.

1.3.3.3 YLs Tendency to Know the Meaning Rather Than Form:

YLs spontaneously focus more on comprehend the meaning instead of the linguistic structure and this can be seen when they are hearing to English story or watching a foreign animation, they rely on interpreting and analysing what they are hearing or seeing by focusing for example on locations, characters' visage, visual and physical signals; body language and facial expressions and relate this to their prior information and experiences. By contrast the adults concentrate more on the structural elements of the language, due to their advanced cognitive ability. (Moon,2005).

1.3.3.4 Learning Through Experience and Activity:

According to Moon (2005), YLs characterized by a natural desire to discover surroundings and this can be seen in their curiosity to manipulate and touch objects which means that they acquire better from tangible and concrete experiences. Thus,

according to many researchers this experiential learning and practical activities enhance the child cognitive development.

When it comes to acquiring new language YLs are more expected to learn new vocabulary, grammar, language use and the like, through hands on activities and interactive tasks rather than the traditional learning like memorization and the like.

1.3.4. *The Importance of Teaching English at An Early Age:*

According to many researchers teaching a foreign or a second language at an early age like English, has a significance and benefits YLs in many sides as fostering their awareness, in this regard, it is found by Moon (2005; cited in Cahyati and Madya 2019), that teaching English in primary school has an important role in fostering YLs native language awareness and understanding. Which means that children will have a deep metalinguistic knowledge or in other word cognitive awareness about their mother tongue including its use, structure, rules and so on, because before to start acquire any additional language, the learners should have the basic communicative foundation of their mother tongue to have a strong foundation in the second language, while if they couldn't master their first language, they won't be able to become proficient in the second language and find difficultly to attain fluency in both languages.

Similarly to Moon (2005), languages learning can help YLs in recognizing the language as a district phenomenon and enhance them to better understand their own language as well as facilitating the study of additional languages.

Furthermore, according to Moon (2005) and Read (2003), as cited in Cahyati and Madya (2019), that English proficiency at an early age reinforces YLs intercultural competencies and global awareness. As it is an international language its acquisition enables children to communicate with different people from different nation, exposing to diverse cultures through the language (for example in English lessons) which opens the doors to widen YLs' perspectives on international cultures and societies. This awareness benefits in promoting positive outlook and attitude leading to empathy and appreciation of diverse cultures and background. (Singleton,2003; cited in Cahyati &

Madya 2019).   Likewise, Moon's idea that Teaching English language at an early age helps the children in enhancing their intercultural awareness and expand their cultural horizon. (Moon, 2005).

On the other hand, the early exposure to English language has an importance in achieving a high language aptitude and acquiring better pronunciation and EL fluency. (Read,2003; cited in Cahyati & Madya 2019). Start learning any foreign/second language at an early stage as English in primary level facilitating the development of children's natural ability to learn the language effectively, they will be able to use and speak English correctly and have a native-like unlike adults. While this has relation with greater allocation of time to practice the language extensively particularly in pronunciation in order to have better and sufficient results.

In this regard, Singleton (2003), claims that primary education level is the best setting to acquire the language efficiently as a result to the increased time and opportunities to practice the language. (ibid)

Additionally, EL fluency at an early age can significantly enhance children's language self-confidence, through it they will be more optimistic to learn and communicate effectively in English for instance without any linguistic barriers in and outside the classroom and in the future.

As stated by Moon (2005), the early English education is crucial in, build a high confidence in languages learning and fostering their positive attitude and motivation towards the language to encourage long life learning if the process is conductive.

Finaly, in order to have an advanced cognitive and mental abilities it is beneficial to lean additional languages, for example possess the ability of problem solving, reasoning, the four language skills, strong memory, high level of concentration and perception.

These can all summarized in curtain's (1999) argument that to learn a foreign language it is essential to adopt new learning strategies and interacting with foreigners, according to Piaget this can creates a challenge between the existing knowledge and

the new information what called "cognitive conflict", consequently stimulates the cognitive development of the learners. (cited in Moon, 2005).

1.3.5. How Do Children/YLS Learn:

According to Piaget (1967 cited in Fitrawati, 2013), there are four cognitive development stages, through which children can learn developed:

1.3.5.1 Sensory motor stage: it is from birth to tow years old, in this period children learn through sensory exploration and physical manipulation.

1.3.5.2 pre-operational stage: it deals with children aged from two to seven years, according to this period the learning depends on using concrete symbols to process the information.

1.3.5.3 Concrete operational stage: this period involves the emergence of abstract and logical reasoning, in which children are aged from seven to eleven years.

1.3.5.4 Formal operational stage: in this stage individual will be able to master the abstract preposition and hypotheses and it is from one year to fifteen years.

1.3.6 The Main Challenges of Teaching English to YLs/ In Primary School:

This issue has been investigated by many researchers in different contexts, like the study of Lynch (2008, as cited in Fajaryani, Masbirorotni, Nuraini, Nafrial, and Nopianti, 2018), Abrar (2016), they found that there are three main challenges faced by English primary school teachers; lack of students' motivation, lack of instructional time, teaching resources and materials, large classes. In addition to Riach (2001), stated two major challenges; overcrowded classrooms and unqualified teachers. (cited in Fajaryani et al. 2018).

Thus, we are going to discuss five challenges commonly faced by English teachers when teaching YLs as follow:

a- Classroom Size:

Large classes or overcrowded classrooms according to Abrar (2016), is a classroom involved an excessive number of students or filled beyond its intended capacity. Any classroom with more than 25 or30 students is considered overcrowded especially when dealing with foreign language young learners (primary school pupils) who are less than10years old which poses many problems and obstacles for primary school teachers during FL teaching process.

According to Brown (2001), "language classes should have no more than a dozen or so students" (p.196). While, Tanner (2009), determined that an ideal number of students for primary school shouldn't exceed 17 students.

Students in this age are so active, noisy and hooligans while the classroom become very noisy thus it affects pupils' concentration and it is hard for teachers to make pupils pay attention and follow with him, they become so talkative which create uncomfortable environment for both teachers and learners. Teaching overcrowded classes negatively affects FL lesson's progress, hinders the teachers' ability to convey the information effectively, create difficulty in classroom management, it is challenging to control young learners behaviour, teachers couldn't monitor learners language use for example when teach reading and due to the large number of students they didn't get the opportunity to read text one by one, some of them they didn't have the chance to practice the language inside the classroom during the oral session and it is hard for the teachers to make all students participate during the speaking activities, or to repeat the explanation many times to well explain the lessons. Because teaching foreign languages needs well explanation and practice which is impossible with a big number of students in limited time, the instructor couldn't ensure that all learners grasp the language and concepts fully or individualized attention encounter difficulties to assess EYLs.

In this regard Abrar (2016), claims that when the school room exceeded its intended capacity causes a lot of troubles and impediments to the teacher when delivering the lesson such chaotic problems.

Similar to Marzulina et al., (2021), large class size generates various challenges including; uncomfortable class environment, issues with class discipline, distraction

and luck of students' concentration, assessment difficulties and affecting overall quality of teaching.

b- Time Constraints:

Time plays an essential role in teaching foreign languages like English language,

especially YLs need adequate time to have an effective language teaching and learning and better comprehend and acquire the language.

"*It is believed that the more time we study, the more knowledge we get*" (Abrar, 2016.p.98).

Many primary school teachers suffer from time constraint when teaching foreign or second language. From this perspective Lynch (2008), asserts that one of the most significant obstacles in English language teaching and learning is the lack of time. (cited in Abrar 2016). As it is the case with English teachers in Algerian primary schools, English as an additional language after Arabic and French isn't given much time in primary schools, it is taught in one hour and half per week which is not enough to teach young learners new language. Where English teachers are not be able to complete the lessons and syllabus objectives and apply new and modern teaching methods, techniques and strategies that suits YLs age and level for instance young learners are more likely react and response to fun activities, enjoyable learning environment and engaging methods including; songs, games, stories, audio visual methods and so on, to help learners naturally master the language. In addition to that, teaching young learners a foreign language necessitates much language practice, engagement, further explanation and repetition mainly much and sustained language emersion and exposure to pick up new vocabulary, grammar, pronunciation and develop their language skills, however the devoted time is inadequate for the teacher and make it unachievable to do all this in a short and limited time. Accordingly, Strakova (2015), said that "the lower amount of teaching foreign languages in school setting means the lower exposure". Consequently, this obstacle slows down the overall teaching process and hinders the English teachers to instruct effectively.

c- Limited Access to Teaching Resources:

To create a conductive supportive teaching learning environment, it is important to supply the schools and teachers with the needed and sufficient teaching resources, to facilitate and promote instructors' teaching process especially in teaching foreign languages in general and English to young learners in specific such as; textbooks, audio visual aids, digital resources and so on.

According to Copland, Garton and Burns (2014), to better teach YLs they need concrete explanation to gain deeper insight and clear understanding, like using real life examples and objects (realia) and simplification unlike relying on theoretical explanation. (cited in Cahyati & Madya,2019).

However, these essential teaching elements are not available in most elementary schools, which poses a major challenge for teachers (lynch,2008; cited in Abrar, 2016).

Sufficient teaching resources and facilities helps the teachers to reinforce and motivate young learners and make it easier for them to absorb naturally and quickly the new knowledge and vocabulary. While, the absence of these essential materials makes it hard for English teachers to foster pupils' language acquisition and minimize the opportunity to achieve language development goals meanwhile the teaching process becomes less interactive. Thus, the limited access to teaching resources and materials makes it challenging for teachers to instruct and deliver the lessons efficiently.

"*English is a foreign language and hence it cannot be learnt and taught as easily as mother tongue or first language. And when it is learnt or taught as second language, it requires… adequate resources and materials to create English classroom climate which facilitate teaching-learning process*" (fajaryani et al.,2018)

In the same vein, according to Shahreena et al., (2021), one of the successful and productive methods and approaches to enhance students engagement and lessons' understanding is the use of audio visual aids as a beneficial teaching resource to teach English language or any foreign language effectively, nevertheless they are not widely available in elementary schools such as flash cards, maps, photographs, models…etc. and the limited access to it considered as a significant obstacles for teachers and affect English language instruction and progress.

The inadequate teaching facilities forced the teachers to do more efforts (waste time and money) to create and use their own supplementary teaching materials, to be more creative and facilitating complex concepts explanation like bring their own data show, computer, speaker, games, print some papers and tasks and many things support YL language acquisition consequently, restrict their teaching effectiveness and reach the goals proposed.

D- *Pupils' Motivation:*

Motivation is a vital element and plays a crucial role in the instructional process in general and languages learning in specific, particularly in instructing English to primary school pupils. To have successful English teaching/learning YL must posse a strong sense of motivation. Even in our lives if we want to take action and set goals and work towards achieve it, we have to be motivated.

In this regard Abrar (2016), defines motivation as the desire or underlying reason that drives individuals' behaviour. Similarly to brown (2002), definition of motivation that is:

"an inner drive, impulse, emotion, or desire that moves one to a particular action" (p. 152). (cited in kizildag,2009).

Therefore, it is a must in teaching EFL and whenever YLs have a high motivation, results in having high performance and proficient English language mastery. Likewise, having an adequate motivation makes it easier for learners to have a better learning experience(kizildag,2009). It also has an effect on teachers' teaching effectiveness and facilitate the instructional process, which means it is very important and fundamental for both instructors and pupils. Students' motivation and engagement support them and their teachers in enhance and realize language learning target (Dornyei, 2001; Ellis,1994; cited in Kizildag,2009).

However, this essential teaching condition is seemed absent in most elementary schools and EYLs are lucking motivation, which create a constraint for EFL teachers to teach effectively and keep YLs engaged and interested during English lessons.

"*It is worse actually because if they do not have motivation in learning English, it will be difficult for the teacher to explain the materials and involve them in activities*". (Cahyati and Madya, 2019).

In line with this idea, multiple studies found that majority of EYLs are demotivated in learning the language, due to this, English teachers struggle with how to make them engaged and love the language conducted in different contexts related to English language teachers' challenges. (Cahyati & Madya, 2019; Musthafa, 2010; Kizildag, 2009).

Fajaryani et al. (2018) and Lynch (2008, as cited in Fajaryani et al., 2018), research findings also show students' luck of motivation and interest in English and some reasons behind this problem; they feel failure in classroom interaction, shyness, hesitation and afraid of making mistakes during reading and oral sessions, most of them want just to passing the course and scouring good grades without giving English any importance and consideration. They feel that English is difficult material to be taught and as a youngster they are full of energy, curiosity they often like to talk with their peers and classmates, play, make noise and all these greatly affect their motivation and ability to focus on lessons. They will be so lazy and less active which impact educators' quality of teaching and makes it difficult for them to foster a dynamic interactive language atmosphere and keeping discipline.

Another point which is young learners have unique characteristics, their concentration span is too short and they are easy to destruct and this can stifle YLs' enthusiasm (Musthafa, 2010). Which requires the teachers to put more efforts and be careful in choosing activities to avoid pupils' boredom and maintain their attention level and stimulation. Overall, all what discussed and mentioned above indicates that motivating youngers is not easy or the same as motivating adults while teaching them in a way that is appropriate and relevant to their interest is challenging.

E- Lack of Teacher's Qualifications and Pedagogical Training:

Majority of teachers suffer from limited competencies and qualifications to teach effectively, especially when the instructional process takes place in languages teaching as it is the case with EFL primary school teachers, this subject has been conducted and

confirmed by different studies that the lack of qualification presents a major barrier for EFL instructors in teaching YLs. This may due to the inadequate readiness to teach, training program and professional development for teachers. Unqualified teachers find difficulties in assessing YLs, they are unable to choose the appropriate assessment methods and how to engage students. (Fajaryani et al., 2018).

According to Rouabhia (2023), research findings in the Algerian context revealed that teachers of English at elementary schools are untrained regarding professional advancement relevant to successful educational practices to educate EFL. Alongside, teachers' limited training chances was found as one of the serious problems encountered by EFL elementary school educators. (strakovà,2015).

Hence, this problem is closely related to the lack of regular training for teachers for example in how to use and choose the appropriate methods, strategies and teaching resources suitable for the learners and teaching subject, in addition to that, the regular training helps in guiding the teachers in how to deal with YLs and the like. When these opportunities are not available or not enough for teachers it will impact teachers' qualifications. To support this claim, Shahreena et al., (2021), stated that many EL primary school teachers face this problem in Pakistan, while the limited competence of English teachers relays on the inadequacy of their training on the teaching methodologies strategies that suites YLs to impart knowledge effectively and having conductive learning, whereas the shortage of teachers training impact negatively on their competence and qualification as well as the instructing effectiveness of the English teachers and students learning outcomes.

Unqualified primary school teachers find many difficulties when delivering EL lessons such as low self-confidence in using the language due to the pronunciation errors and limited vocabulary, they are not skilful enough in the language, they have no knowledge on the modern efficient EL teaching methods and Incompetent in using and cope with the latest teaching resources and techniques. (ibid)

Limited proficiency level of the primary school teachers to teach young learners is due to the inappropriate and inadequate training, for example they didn't guide them in how to develop their teaching competencies, which can reduce the quality of teaching,

whereas equipping the teachers with the sufficient training program they will be more expected to be able to deal with different characteristics of their learners (Cahyati & Madya, 2019).

As it is mentioned by Mansour (2003) and Rahman (2004), in the context of Pakistan recognized that majority of English language teachers are unqualified and trained enough which brings out a barrier for them to teach English successfully and affects negatively on their quality of teaching (cited in Shahreena et al.,2021).

1.3.7. Age- Appropriate Active Teaching Methods for YLs:

1.3.7.1 Gamification and Play Based Teaching Method:

According to YLs characteristics it is more preferable to implement such method of using game- based activities, toys and play activities to increase their motivation and create fun and enjoyable instructional atmosphere.

In this sense, Islahuddin (2023) defined this method as one of the powerful tools for boosting YLs essential language competencies, active involvement, enjoyment in EFL learning process and supporting the natural reinforcement of grammar and vocabulary grasp, using games, playful and fun learning exercises. Furthermore, the creation of spontaneous and stress-free environment conductive to language acquisition, needs the transition from traditional board to advanced digital interactive games and memory games during English lessons. (Nit et al., 2020; Sukenasa et al., 2020; Okyar, 2022; Vijayaraj & Hashim, 2022; Taula 'bi'; 2022; cited in Islahuddin, 2023)

Gamification is a highly and valuable teaching method that supports teachers to foster students' interest in English learning and facilitate students' assessment through using online platforms and digital tools (Contreras Avendano et al.,2024)

1.3.7.2 TPR The Total Physical Response Teaching Method:

It is one of the superior languages teaching methods for YLs that believes, teaching languages through listen and do using physical actions and body language,

for example the teacher commands the learner to turn around the classroom, then the teacher demonstrates that by turning around the room, after that all students imitate and do the same thing. Accordingly, they will be able to order, pronounce and understand the meaning of "turn around".

Which is to say, TPR combines linguistic input with physical output in the language acquisition process, in other word the language learned through the physical demonstration and imitation, that seeks to allows YLs understand the target language meaning and how to produce it. (Islahuddin,2023)

In addition to Putri (2016), who argues that TPR is highly appropriate to active and kinesthetic YLs, where the language skills are introduced through action-based instruction and physical performance where the role of the teacher is to guiding the process as a director, supervisor, facilitator and model of the instructions. (ibid). However, the emphasise of this method on movements- oriented tasks makes it an important and exceptionally beneficial method for early education. (Ummah, 2015; cited in Islahuddin,2023). Wherein, Anindita (2020), asserted that various studies have shown its advantages in YLs vocabulary acquisition and expansion, compared to other teaching methods.

1.3.7.3 Technology Integration in Language Teaching:

It involves the implementation of modern and innovative tools rather than the traditional ones, to actualise an interactive and dynamic learning experience like using multimedia resources and the like. According to Tiftik (2021), Taghizadeh and Tourdsgahi (2020), Saffold (2020), Astutic et al., (2022), Harahap and Kembaren (2023), Perez et al., (2021; cited in Islahuddin,2023), the incorporation of technological tools like interactive apps, digital stories and web-based educational platforms has the potential to significantly capture the interest of YLs by providing attractive content and activities. Additionally, Tiftik (2021) alleged, previous research findings demonstrated the positive impact of technology integration on grammar and vocabulary improvement in addition to cultural awareness, autonomy, motivation and pupils' centred learning. (ibid)

While, Islahuddin (2023) stated, that the success of technology use depends on teachers' role in choosing and implementing these tools, which necessitating from educators having the sufficient pedagogical and technological knowledge, training and experience to appropriately utilise it in order to facilitate EFL instruction.

1.3.7.4 Narrative Instructional Methods:

It is an impactful teaching method for YLs that sparks their creativity and imagination, strengthen listening ability and enriches their vocabulary. (Islahuddin,2023). Whereas, it is found by Gantika (2013), Octaviani and Hesmatantya (2018) studies in the Indonesian context, that teaching English through the combination of TPRS teaching proficiency through reading and story-telling and total physical response story telling TPRS allows EYLs improvement of their vocabulary retention and narrative retelling. This method stimulates learning engagement and enjoyment and prolong YLs attention span.

Along with that, a study conducted in Libya indicates that learners have a positive attitude towards story telling integration, they feel more enthusiastic, they understanded English lessons easily and acquired the new language more quickly. It is also demonstrated by Libyan English teachers that by storytelling application increased participative, enjoyable and captivating classroom atmosphere.

1.8 Conclusion:

This chapter has synthesised and reviewed the foundational literature, which reveals a wide range of research discipline that have investigated the topic of challenges and obstacles that face primary school teachers in teaching YLs, in order to frame the research problem and to give readers a general portray of the current investigation, as well as to outline the composition of the present study. Thus, this chapter underscores a strong concordance regarding key points like the unique characteristics of YLs and its impact on the EFL teaching process effectiveness and how it considered a barrier for teachers like YLs limited attention span which affect their concentration. Then, the main challenges that EFL elementary school teachers encounter when dealing with YLs. After that, the researcher concludes this chapter

with some suitable teaching methods for YLs, that helps primary school teachers in dealing with YLs and unable them to teach EFL to these young pupils effectively.

CHAPTRE II: Data Analysis and interpretation

2.1. *Introduction*

After reviewing the literature regarding the faced challenges by primary school teachers in teaching EFL. The present chapter will provide readers the methodological framework employed to conduct this research. As recognized in the literature review, teaching EFL to YLs is not easy for teachers and they facing multiple barriers during this process. This phenomenon or the research problem will be outlined and limited within its specific case study and practical context in this chapter.

Therefore, a mixed- method research was chosen to ensure a profound understanding of this topic from multiple perspectives. Starting by deliver in-depth description of the results and data collection instruments and procedures encompassing: classroom observation, teachers' questionnaire and inspectors' interview and this triangulation of methods will be used to analyse and interpret and the data gathered, which constitute the foundational framework of the analysis and interpretation of findings represented in this chapter.

2.2. *Research Methodology*

The research adopted a mixed method approach to gather comprehensive data on the challenges faced by Saida primary schools' teachers in teaching EFL to third year. Both qualitative and quantitative research methods were integrated to gather numerical and statistical data. Thereby, facilitate a multifaceted examination of the core research questions.

2.3 *Mixed Method Research:*

The mixed method research is one of the comprehensive research approaches, that synthesises tow difference methods within one study design, which are qualitative and quantitative methods to simplify and generate more complete comprehending and

nuanced analysis of a complex issue. McLeod (2024) defines the mixed method research as an approach that relies on the principle of the intentional integration of both qualitative and quantitative methodologies in one single study, with the aim of investigating a complicated phenomenon that require both statistical and experiential detailed data**.**

2.4 *Qualitative Method:*

It deals with the quality unlike the quantitative, it used to have an overview on attitudes, viewpoints, experiences perspectives and the understanding of ideas. In this regard, McLeod (2024) claims that qualitative method employs empirical and numerical data through experimental designs, systematic observations and surveys to statistically discern trends and relationships among variables**.**

2.5 *Quantitative Research*

Qualitative research Has a relation with quantity, according to McLeod (2024) qualitative method employs non-numerical data, it focuses on gathering interpretivist and descriptive data through interviews, focus groups and thematic analysis of open-ended text to get a broad understanding of participant experiences and viewpoints.

The participants of this study were 23 English teachers of Saida primary schools, Algeria and two primary school inspectors, where participants were recruited to participate in the study. Informed consent was obtained from all participants prior to their involvement.

The study employed three research instruments relevant to the subject matter: non participant classroom observation in different elementary schools in Saida with third year pupils, Saida primary school teachers of English language and interview with primary school inspectors to gather data and address the research questions of this study.

2.6. *Research Instruments*

2.6.1 Questionnaire

Questionnaire is one of the research instruments of data collection through different types of questions, they may close ended questions, open ended questions, multiple choice questions, yes/no questions and so on.

According to Reyes (2016) definition the questionnaire as a structured data collection tool and systematically designed form imparts curated and organized set of questions to a selected sample of respondents to extract answers that generate insights into the research problem and remains as the basic evidence for addressing the research questions. Questionnaire can be formulated as unstructured, open-ended type and structured close ended type.

2.6.2 Interview

The interview is a research tool to gather a qualitative data via face-to-face meeting or online conference using a verity of question forms to gain spoken answers.

Reyes (2016) defines, Interview is a crucial methodological tool that demand personal interaction to generate a rich qualitative information. It relies on the interactive method in which the interviewer posing oral questions to receive oral replies, where the researcher must strategically pinpoint experienced and omniscient informants and carefully guide the conversation to yield meaningful information, this leads to create a critical success factor by creating cooperating and welcomed atmosphere. Now days this form of data collection isn't limited to in-person meetings but also can occur virtually using digital video or telephone conferencing tools. Interview has four main types which are: unstructured interview(informal), structured interview(formal), the focus interview and the non-directive interview.

2.6.3 Observation

Primary data collection tools wherein researcher gather data through direct sensory participation in either controlled or naturalistic settings. This method is highly adaptable, for its epistemological utility in producing a strong, direct access to the

naturally occurring behaviours, making it imperative for examining unspeakable phenomena or reluctant participants who cannot provide self-reported data. This method characterized by its systematic documentation of events through checklists, field notes, digital media and the like. All executed with averting the subjects' environment direct participation. (satapathy,2023)

2.6.4 Procedures

The data collection phase, was after an initial orientation session to inform participants of the research aim. The questionnaire was then disseminated to the primary levels' third year EFL teacher population for completion. To triangulates the data educators' interview were scheduled and held in a confidential environment and the nonparticipant classroom observation was conducted discreetly. A uniform guaranty of anonymity and confidential data management was via the collection process.

2.6.5 Data Analysis

Quantitative data gathered through questionnaires, the results analysed through descriptive statistics (frequencies and percentages) facilitated by statistical software. However, qualitative data derived from interviews, the data transcribed and coded meticulously and thematically to extract emergent themes. These two forms of evidence were then integrated through a comparative analysis to triangulate findings and enabling a nuanced and deeper understanding of the research topic.

2.7 Ethical Considerations:

Ethical approval for this study approved and granted by the overseeing ethics board. Participants involvements was secured throughout a process informed consent with the adhered to strict protocols to ensure data confidentiality to avoid any potential for harm or discomfort.

2.8 Observation Analyses:

Classroom observation revealed that there are several challenges and barriers that primary school educators face when teaching EFL to YLs aged from 8 to 9 years old, which impeding and constraining the educational process of the teachers.

Generally, the observed challenges or in another word barriers manifested in

educators' classroom managements and the problem of children discipline during the EFL teaching process, as well as lack of time and children concentration and motivation toward the language in addition to the limited resources, materials and technological integration issues

Moreover, the extensiveness of the syllabus and lessons presents a considerable problem for instructors due to the limited time allocated for each session, another notable challenge observed **is the big** classroom size. Luck of teachers' knowledge and qualification in using the suitable pedagogical methods and techniques or the right way to explain and convey the information to young learners. learners' Languages interference was also a significant constraint during the classroom observation thus the learners confuse between French and English.

All in all, these impediments require careful considerations and efforts from the teachers to address them effectively as it is observed that teachers used some teaching strategies and methods to deal with these barriers; behaviour management strategies, realia and visual teaching aids ,Total Physical Response teaching method, audio lingual method, visual aids and tried to create new ways thereby enhance the teaching effectiveness and this exhausted the teacher in many aspects as a consequence of the luck of support from administration.

Table 5 : Observation Sessions

Section one: pets	Sessions	The objectives of the session	The tools that should be used	The allocated time	Number of students
	First session I read and discover	Phonetics (sounds, spelling) Read words related to the topic Identify and sound letters of the	Flash cards White board The slate	**45**	**35**

		alphabets in simple words related to the topic Discover the relationship between the grapheme and the phoneme	Word related to the topic.		
	Second session Written production Smal and capital letters	Write letters represented by the letter 'c': o, q, f, s apply the features of writing letters appropriately: shaping, sizing, spacing and alignment. Practice hand writing using print style at the letter, words and simple sentences levels.	Print lower case and script print case: Family 3 (represented by the letter 'c'): o, q, f, s white board the slates words related pets	**45**	**30**
	Third session I play role	Act a story ask and answer questions about pets. Naming and identifying pets' names. Recognizing simple words in familiar context using phonetic awareness Act a scene out	Teaching materials: videos, songs, cartoons, posters, pictures, short stories, etc. Key vocabulary: pet, cat, dog, canary, chick, lamb, goldfish Grammar: wh-question: what Yes/no questions Have you hot … Articulates a, an.	**45min**	**29**

	Fifth session I listen and repeat	Naming and identifying pets Comprehend oral messages and identifying the meaning of words in familiar context using paralinguistic features, interact orally in communicative situation related to the learners' daily concern and interest using simple words and expressions Ask and answer simple questions about the different pets	A song related to pets Teaching materials: Flashcards Audio speakers White bord School book p.45 as an introduction to the lesson Key vocabulary Canary, rabbit, cat …	**45min**	**27**

Section tow: pets' body parts	**fifth session I play role Section of pets' body parts**	Act a story ask and answer questions about pets' body parts Naming and identifying pets' body parts. Recognizing simple words in familiar context using phonetic awareness	Teaching materials: videos, songs, cartoons, posters, pictures, short stories, etc. key vocabulary: animal body parts: hair, tail, bill, feather, fin. Big/small, ling/ short Grammar: wh- question: what Yes/no questions Have you hot … Articulates a, an	**45min**	**30**

2.9 Questionnaire Analysis

2.9.1   Section One: Teachers Personal Background

Table 6 : Shows the Distribution of Sample Members According to Sex

Rating scale	Female	Male
Frequency	**13**	**10**
Percentage	**56.5%**	**43.5%**

According to what appeared from the above table, most of the sample, with a rate of (56.5%), are female teachers, followed by (43.5%) who are males.
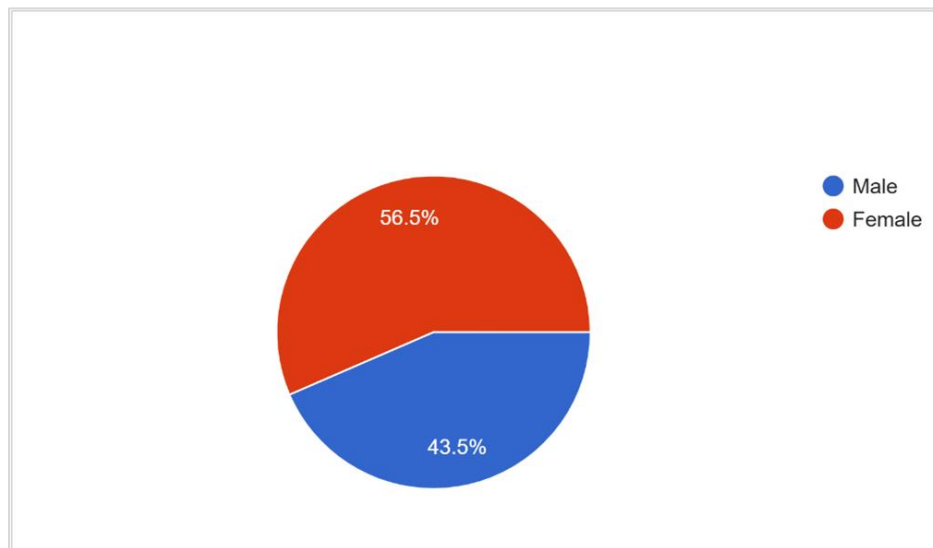
Figure 2 : Shows the Distribution of The Sample Members According to The Teachers'
Sex.

Table 7 : Shows the Distribution of The Sample Members According to The Academic
Credentials:

Rating scale	Licence degree	Master degree	Doctorate degree
Frequency	15	8	
Percentage	65.2%	34.8%	0%

The results of the table indicate that majority of the teachers (65.2%), hold licence degree, while (34.8%) hold master degree, followed by (0%) no doctorate holders.
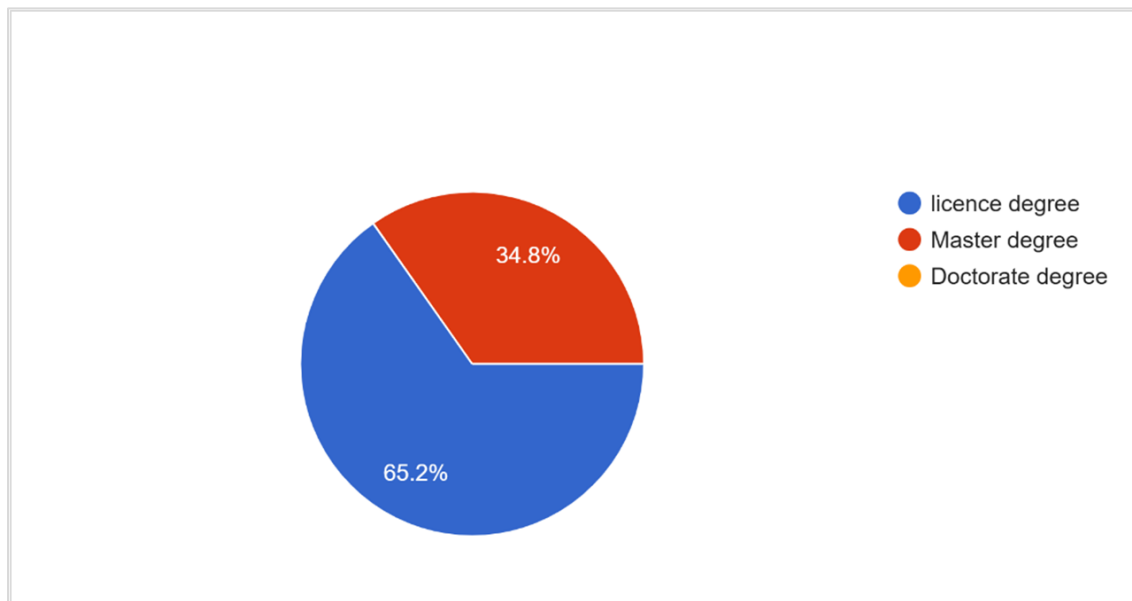
Figure 3 : show the distribution of the sample members according to the academic credential

*Table 8 : **Shows the Distribution of The Sample Members According to The Prior Teaching Experience of The Current Elementary School Teachers in The Other Educational Levels:***

Rating scale	Primary school teacher	Middle school teacher	Secondary school teacher
Frequency	18	5	0
Percentage	78.4%	21.7%	0%

The results of the table point out the prior teaching experience of the current primary school teachers in the others educational levels, most of teachers (78.4%) are strictly limited to elementary education, with no prior engagement in other educational levels, followed by a lowest percentage with a rate of (21.7%) have an experience in middle education, the results of the table also show a complete absence (0%) of prior teaching experience in secondary education.
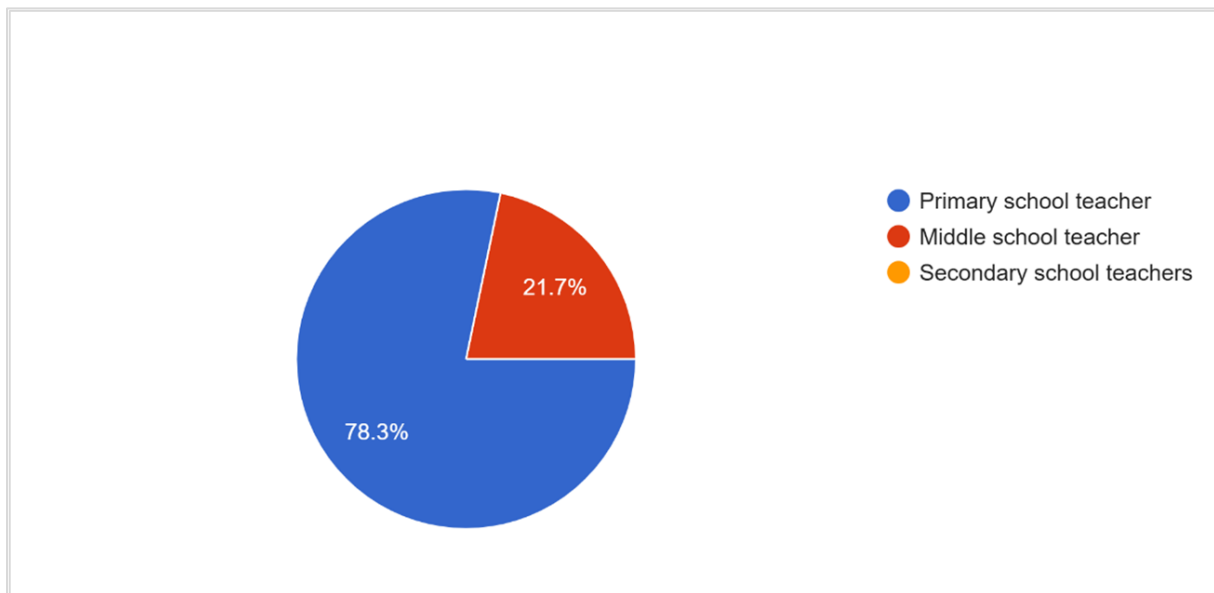
Figure 4 : Shows the Distribution of The Sample Members According to The Prior Teaching Experience of The Current Elementary School Teachers in the Other Educational Levels.

Table 9 : Shows the Distribution of The Sample Members According to The Years of Experience In Primary Education Level

Rating scale	This is my first year	2-4years	4-6years	6-8 years	More than 9years
Frequency	8	11	2	1	1
Percentage	34.8%	47.8%	8.7%	3.4%	3.4%

The results of the table demonstrate the EFL teachers' years of experience in primary school, (34.8%) they have from 2-4 years of experience, then teachers who didn't teach before and results present that this is the first experience of them with a rate of (34.8%), besides, those who have an experience from 4-6years(8.7%), followed by the minority percentage which represents those who have 6-8 years (3.4%)of experience and those who have more than 9years(3.4%) were equally represented.
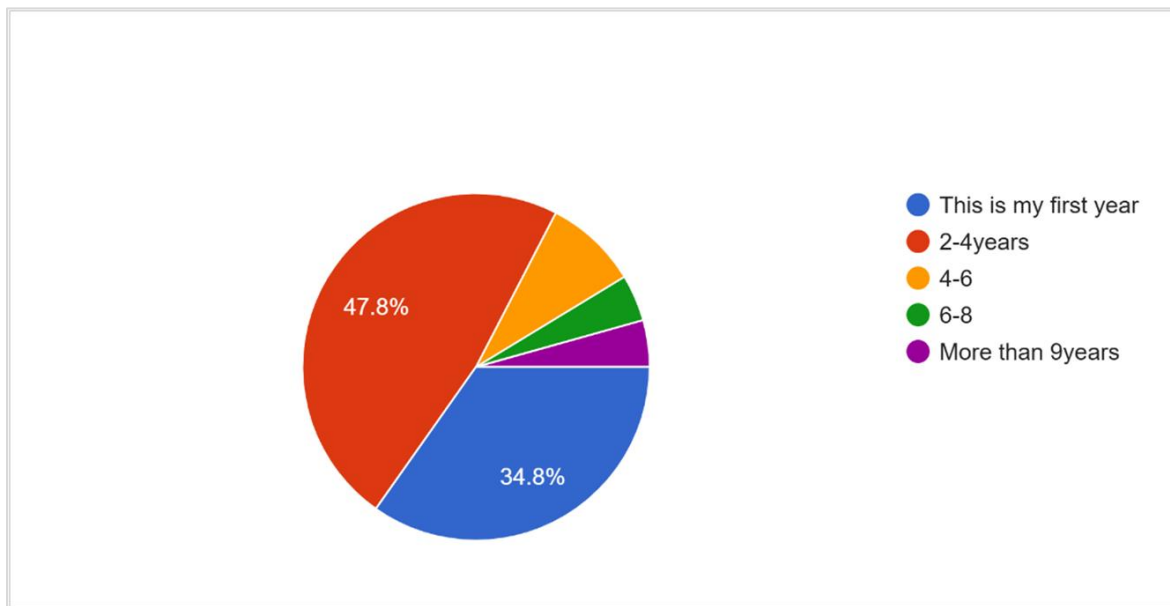
Figure 5 : Shows the Distribution of The Sample Members According to The Years of Experience in Primary Education Level

Section Tow: Challenges and Teachers' Insights and Opinions

Table 10 : Show the Distribution of The Sample Members According to The Classroom Size

Rating scale	15-20	20-30	30-40	More than 40pupils
Frequency	0	5	16	2
Percentage	0%	21.7%	69.6%	8.7%

The table depicts the distribution of the number of pupils in each classroom, majority of classrooms (69.6%) contain more than 30 pupils from 30 to 40 students, then classrooms that include 20-30 pupils with a rate of (21.7%), followed by classrooms size more than 40pupils with a rate of (8.7%). In addition to the zero percentage (0%) of classrooms that contain 15-20 students.
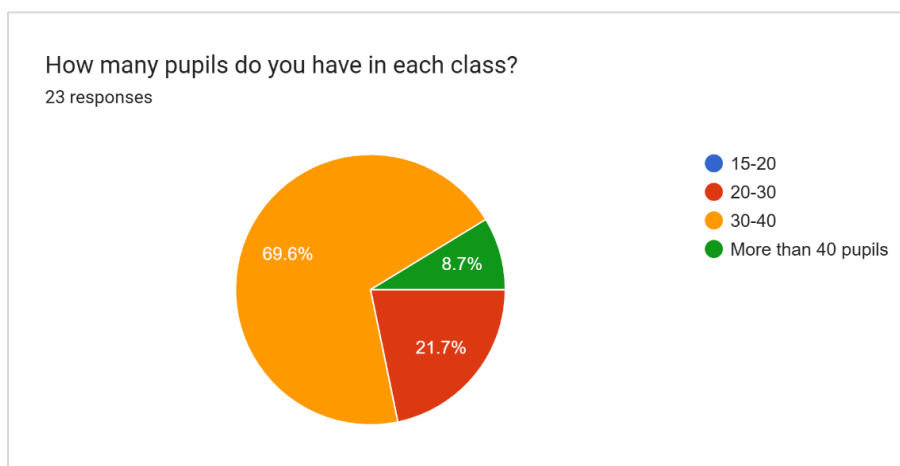
Figure 6 : Shows the Distribution of The Sample Members According to The Classroom Size

Table 11 : Shows Respondents' Answers About Having Difficulty in Teaching EFL To Third Year Students

Rating scale	YES	NO
Frequency	18	5
Percentage	78.3%	21.7%

The table offers answers of respondents about obstacles of teaching EFL to third year pupils, their major answers was yes answers, estimated at a rate of (78.3%), then those who answered by no, with a rate of (21.7%).
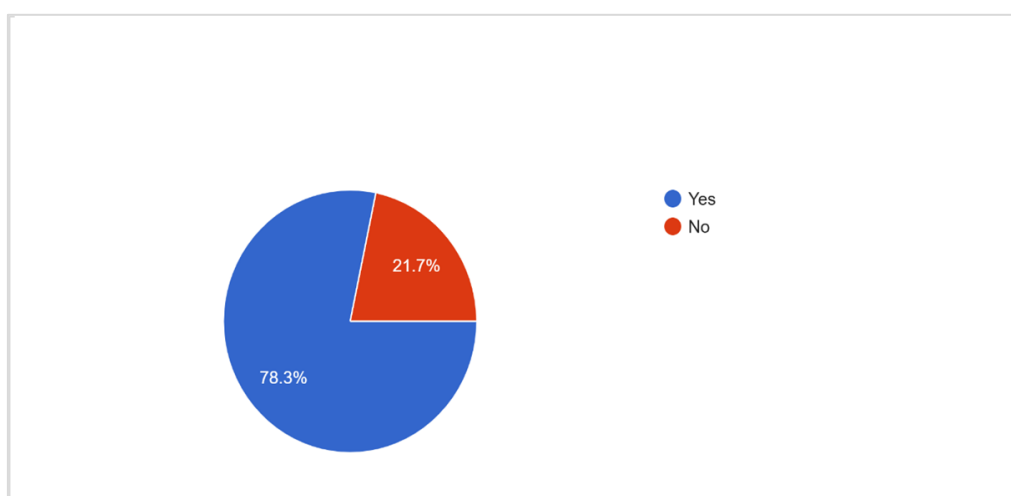
Figure 7 : Shows Respondents' Answers About Having Difficulty in Teaching EFL To Third Year Students.

Table 12 : Presents Respondents Agreement Levels Regarding Limited Chance to Practice English Outside The Classroom In Social And Daily Life Restricts Pupils From Apply What They Learn In Classroom, Is A Problem For Instructors To Teach EFL Effectively:

Rating scale	Agree	Disagree	Strongly agree	Strongly disagree
Frequency	15	2	6	0
Percentage	65.2%	8.7%	26.1%	0%

From the above table majority of respondents' answers indicated agreement with a rate of (65%), followed by an estimated strong agreement with percentage of (26.1%), then the minimum percentage of those who referred to the position was (8.7%), and zero percentage (0%) responses of the strong disagreement.
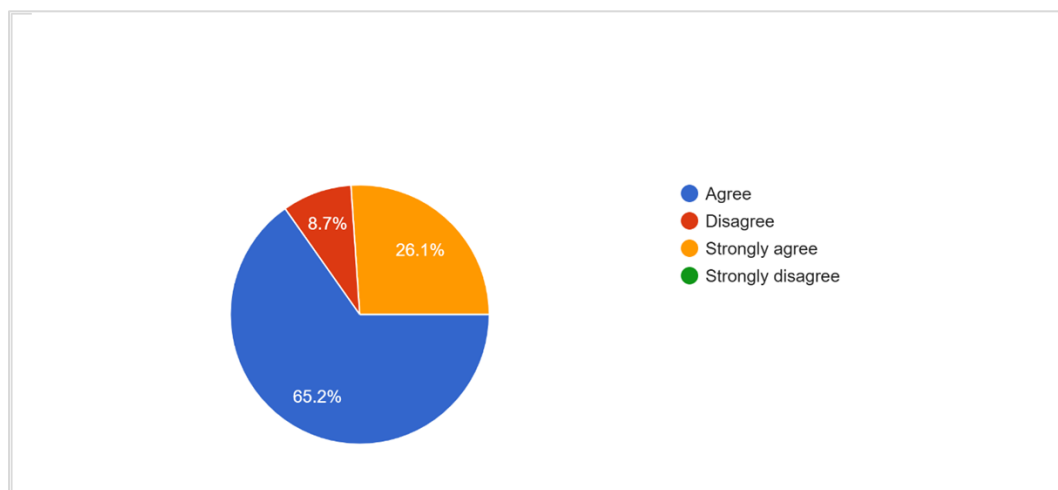
Figure 8 : Presents Respondents Agreement Levels Regarding Limited Chance to Practice English Outside the Classroom in Social and Daily Life Restricts Pupils from Apply What They Learn in Classroom, as a problem For Instructors to Teach Effectively

Table 13 : Shows Respondents' Answers About Having Difficulties Concerning Classroom Managements

Rating scale	YES	NO

Frequency	17	6
Percentage	73.9%	26.1%

The results of the table portrays that most of respondents (73.9%) encounter difficulties with classroom management in teaching third year students, while a minority of respondents (26.1%) opted no which means that they have no problem with this issue.
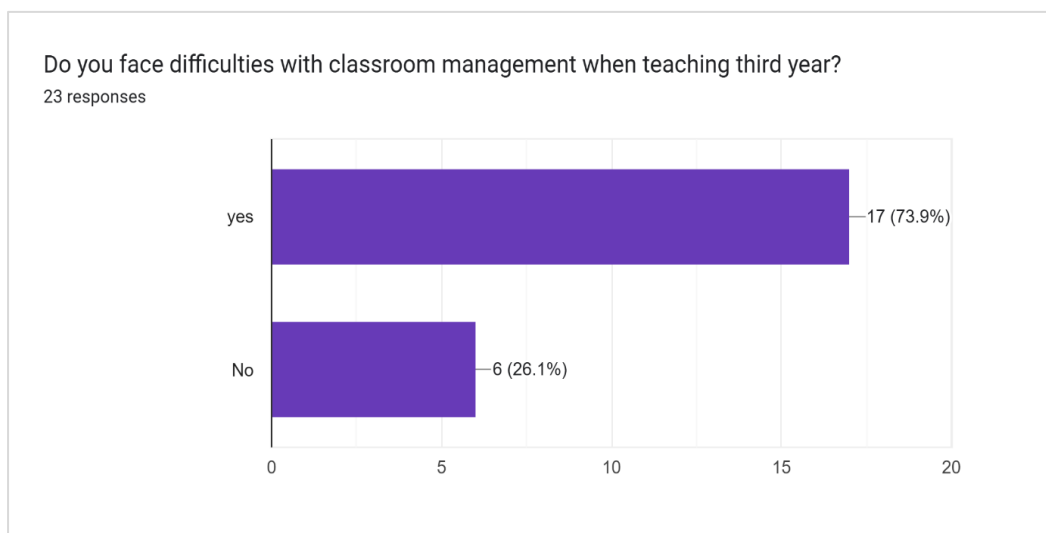
Figure 9 : Shows Respondents' Answers About Having Difficulties Concerning Classroom Management

Table 14 : Shows Respondents' Answers About Having Difficulties with The Current Third Year Curriculum and Syllabus

Rating scale	**YES**	**NO**
Frequency	16	7
Percentage	69.6%	30.4%

The findings of the table indicate that the largest part of respondents (69.6%) have challenges with the curriculum, however, (30.4%) from them said they do not have any problems with the curriculum.
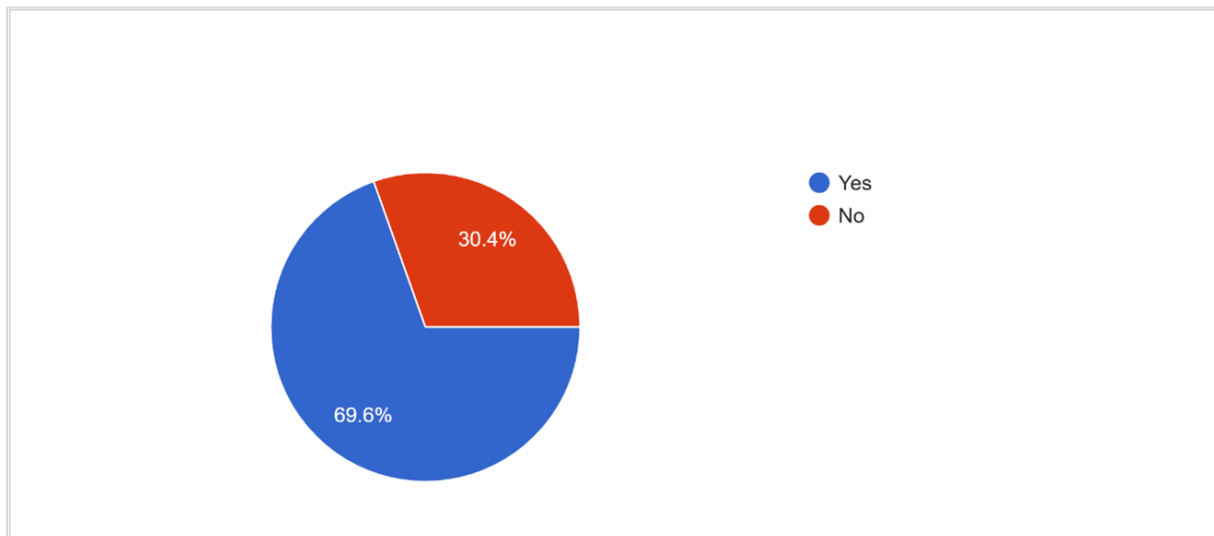
Figure 10 : Shows Respondents' Answers About Having Difficulties with The Current Third Year Curriculum and Syllabus

Table 15 : Outlines Respondents' Perspectives and View Points Regarding Difficulties with The Current Third Year Curriculum and Syllabus

Teachers' Quotes	"So much vocabulary" "pupils cant remember anything" "There is no focus on reading and writing and it doesn't merge with the next level." "A long syllabus somehow Not enough to fix the many new topics" "Not organized" "The content is not meeting with the needs and the level of the children" "Lack of training- mismatch between the text book and the teacher's guide Many sequences It's long six units in addition to remediation and assessment the time is not enough" "Some points are irrelevant regarding pupils' different levels concerning comprehension and expression problems" "The tasks included in the pupil's book are somehow not in compatibility with the curriculum, in other words, they don't demonstrate, foster, apply the objectives of the lesson. And they are boooooring..."" " Irrelevant because there is some topics, which are difficult for young pupils and the is not enough to fix..." " I'm not fully satisfied with the syllabus I think it need more studies and to put a serious effort on making it right." " there are several aspects that need improvement to better match the pupils' actual needs and proficiency levels." "It's not easy to teach such a huge amount of lessons to a third-grade student, especially when it's their first time encountering the language." "The curriculum is long and full of dense information that needs to be simplified." "length curriculum"

The results of the table featuring representative quotes, that outline teachers' perspectives and viewpoints regarding difficulties with the current third year

curriculum and syllabus. Aiming at undertaking a comprehensive view and more improvements of the curriculum and syllabus content.

Table 16 : Shows the Frequency and Distribution of The Selected Challenges By Teachers In Teaching EFL In Primary Level

Options	Frequency	Percentage
A) insufficient professional opportunities and teaching methodologies	9	(39.1%)
B) time constraint	17	(73.9%)
C)lack of parental support and engagement	9	(39.1%)
D)overcrowded classrooms	18	(78.3%)
E) lack of teaching resources and materials	15	(65.2%)
F) Students' language barriers (problems of pronunciation, vocabulary grammar, reading and writing, listing and speaking, psychological factors like shines and anxiety... And so on)	15	(65.2%)
G) Linguistic or language interference (you face difficulties because of pupils confuse and mix between English and French like letters word and pronunciation...)	15	(65.2%)
H) Pupils different level	14	(60.9%)
I) I am not qualified and competent enough in teaching young learners	4	(17.4%)
Additional challenges	/	/
"Length of curriculum"	1	(3.4%)
"Students need to learn different things in different ways and teachers can't easily give each learner the individual attention they need"	1	(3.4%)
"Lack of pupils' motivation"	1	(3.4%)

The table illustrates the frequency and distribution of challenges selected by teachers, in teaching EFL to primary level and from the obtained results majority of respondents with (78.3%) chose the option D and (73.9%) from them chose the option B, followed by three equal rates of (65.2%) from respondents who select E, F, G options, after that the group of option H with a rate of (60.9%).

There are also tow equal ratios estimated at (39.1%) who select the A, C options, then (17.4%) from respondents choose the option I. In addition to that, there are other three additional and different challenges from three respondents as it is quoted in the table with a similar percentage of (3.4%).
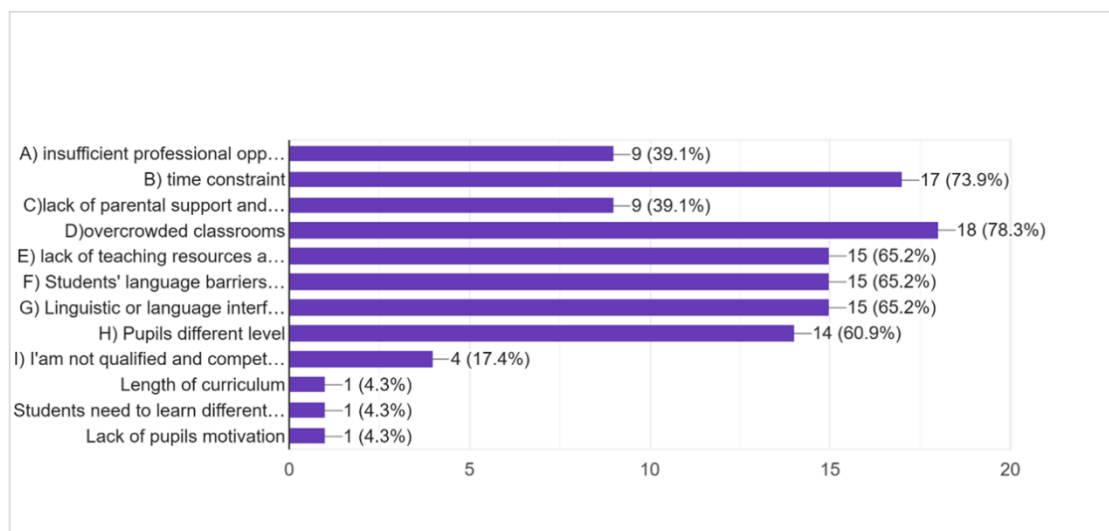
Figure 11 : Shows the Frequency and Distribution of Challenges Selected by Teachers In Teaching EFL To Primary Level

Table 17 : Shows Teachers' Direct Experts on The Influence of Contextual Obstacles in The Teaching Learning Process

Teachers' quotes	I am not able to complete the lesson in Lesson go slowly...... due to the huge number and the lack of time" They slowed the process of learning " These challenges collectively slow down the teaching and learning process" Lesson go slowly...... due to the huge number and the lack of time" "Crowded classes and time hindered the achievement of the objectives for all the learners" You can find 10 pupils who can reach the final objective from each class" The student does not acquire everything they need ‹due to the length of the curriculum, the limited time, and the abundance of synonyms "These challenges affect.... their academic outcomes These challenges reduce pupils' chances of achieving the curriculum goals. "This reduce the learning outcomes of the learner" "Slow teaching pace. Attention Affect on their attentions Pupils They forget easily "the overcrowding also makes it difficult for the student to understand and follow the lesson sufficiently "These challenges.... affect also their motivation, confidence, and overall attitude toward learning English" Affect on their engagement to participate " "pupil some time get lost due to the huge number and the lack of time" "Affect on their attentions and engage them to participation" "They may lose focus" " more boring, and more exhausting for me as a teacher" " More Exhausting " "More efforts" "Tired all time " "Difficulty Applying English " "Effect on students Use language outside classroom" "Use language outside" "it really a big challenge everyday I push myself to do better, looking for effective teaching strategies to simplifies the content to learners . " reduce student engagement, and affect overall classroom performance".

The table submits answers and written feedback of teachers about how do the contextual challenges influence on the teaching learning process and reduce its

efficacy. Thus, we can conclude and classify teachers' responses to many categories of effects that will be discussed later on in the interpretation of results.

Table 18 : Shows How Do Teachers Navigate the Uncovered Challenges

Teachers' quotes	"Funny and easy strategies" "It depends on the learners I use some visual or audio or games" "Divide my students into teams, implement a seating chart and adjust it as necessary" "Time management; attention getters..." "Pair-work, pair-review, and group work." "Competition and gifts" "plan well teach well" "The well prepared planning" "Exchange experience with others Facilitate the complex points Improve my preparation and draw clear goals for our learners to complete the work perfectly." "Realia and language practice" "Encourage all my students to participate and ask questions for successful communication relation" "Games fun with learners especially with this very early age" "Repeating is the key" "Videos, songs, pictures" "I use eclecticism, TPR most of times" "Firstly, controlling the section as it should be and using simple methods to convey the idea, as well as organizing time, and the most important thing is the way of dealing with children, especially those with weak levels". "-Time Management -Interactive and Visual Teaching Aids -Encouraging

	Communication and Participation -Positive Reinforcement and Motivation"
	"Games, gestures, body language, simplify the teaching techniques, repetition with the focus on the correct pronunciation and grammar"
	"Flashcards, media"
	Give my students audio videos and dialogues and they have to repeat and memorize them

This table illustrates teachers' verbatim responses and open- ended commentaries about how they tackle the identified challenges in their teaching practice, the answers indicate that instructors imply various instructional strategies and techniques to address the difficulties.

2.10   Interview analysis:

Table 19 : Shows Inspectors Inspecting Experience

Teacher 1	6years of experience
Teacher2	7years of experience

According to the results of the table, the first teacher has six years of experience in this job while the second has seven years of experience.

Table 20 : Shows the Frequency and Distribution of the Selected Challenges by Inspectors In Teaching EFL In Primary Level

Options /challenges	**Frequency**	**Percentage**
A) lack of pedagogical and training programs	2	100%
B) Time constraint	2	100%
C) lack of parental support and involvement	0	0%
D) Overcrowded classrooms	2	100%
E) lack of resources and teaching materials	1	50%
F) Pupils' language barriers (problems of pronunciation, vocab, gram, reading and writing, listening and speaking, psychological factors like shines and anxiety...)	2	100%
G) linguistic or language interference (teachers find difficulties when pupils mix and confuse between English and French such	2	100%

letters and words and pronunciation		
H) Pupils' different level	1	50%
I) Teachers are not qualified and competent enough to teach EFL to young learners	1	50%
J) Poor of curriculum and syllabus design	1	50%
K) Students' limited exposure to the language outside the classroom	1	50%
L) classroom management	2	100%

The results of this table represent the challenges selected by the tow inspectors that meet EFL primary school teachers, where ABDFGL options are all estimated in a rate of (100%), which indicates they all chosen by both teachers and they are the predominant barriers in the classroom. However, E, H, I, J, H, K, options valued at (50%) from respondents, meaning that it selected by just one inspector.

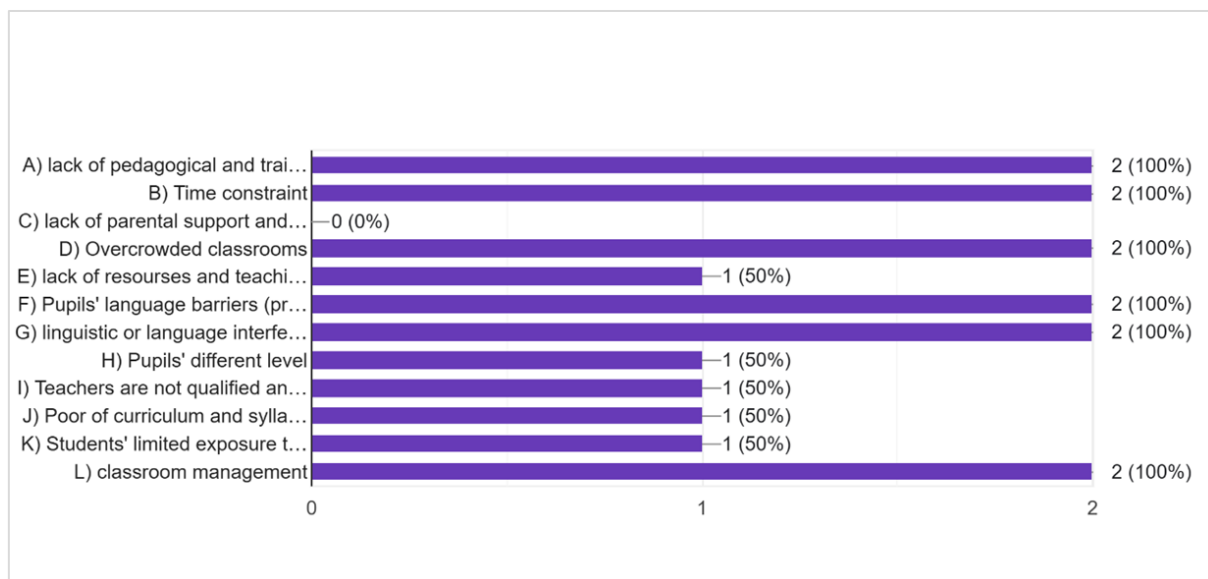*Figure 12 : Shows the Frequency and Distribution of The Selected Challenges by Inspectors in Teaching EFL To Primary Level*

Table 21 : Shows Inspectors' Direct Experts on The Influence of These Challenges on Learning Outcomes of The Pupils and Teaching Process Effectiveness

First inspector's direct quote	"They reduce efficiency and affect both teachers and learner's performance"
Second inspector's direct quote	"They are real barriers of achieving the final real objectives of the instructional process of English as a foreign language at this level"

This table exhibits direct quotes from two previous middle school inspectors who are currently work in primary school level, this question aims at offering a detailed insights and perspectives concerning how do the perceived challenges impact on the teaching learning process effectiveness, where both respondents says that these difficulties have a negative impact on the instructional process.

Table 22 : Shows the Possible Suggestions and Solutions Proposed by Inspectors That Is Needed to Overcome the Iddentified Challenges

First inspector's direct quote	"We need to engage all people concerned with education especially academics, inspectors and teachers to work together so as to create an atmosphere of successful learning Reinforcing efficient continuous practical training."
Second inspector's direct quote	"Reinforcing efficient continuous practical training."

The above table provides interview transcripts excerpts on how can handle the EFL teaching barriers. Thus, the purpose of this question is to provide undeniable evidence and find resolutions to manage these barriers.

Table 23 : Shows Respondents Proposed Additional Recommendations and Improvements to Enhance EFL Instruction in Saida Primary Schools

First inspectors' recommendations	"Simplifying the teaching process as possible as we can because the teacher's first role is to be a facilitator..."
Second inspectors' recommendations	"The serious lessons preparation through personal teachers' efforts and research." "Setting the suitable objectives according to the content of each lesson." "Focusing on every lesson skill through its title." "Reinforcing

	and encouraging learning oral practice through well selected activities"

This table imparts some further recommendations and needed improvements suggested by the tow interviewees to have a better EFL instruction in Saida primary schools, where the inspectors share their ideas through open ended responses as it is shown in the table above.

2.11 Interpretations:

2.11.1 Observation Interpretation

Classroom observation used to collect variable and valid data and took place at four different public primary schools in Saida, attended five classes of third year where both teachers and learners were under observation in order to determine the challenges and behaviours in classroom setting and how they reacted and dealt with the problems.

During the observation, classroom management revealed as a critical issue as follow ; majority of teachers lost control of pupils' behaviour and attention due to pupils' chaos and discipline problems in addition to classroom size , whereas majority of classroom number exceeded 25 and 30 pupil per class which made educators unable to individualize pupils attention and mitigate disruptive behaviours , the noisy environment was highly appeared in the EFL classrooms setting, where children chatting and talk all the time to their mates during the explanation and some of them didn't complete their homework activities and bring their materials like note book, school book, pens and slates. as in the session of role play 15 pupils didn't do the home work activity and this consumed teachers' time (10 minutes of time) in verifying and checking completion of assignments then, punishing who didn't complete the task at home, consequently, all this generated in reducing learners' motivation and concentration and instructional disruption for the teacher.

As well as, the limited access to teaching resources and materials was also emerged as a significant difficulty, where the school administrations didn't provide the teachers with the necessary and needed materials and some teachers were obliged to bring and use their own materials and purchasing supplies personally like; data show, projectors, flash cards for listening comprehension, markers, mini lined board for the session of writing. Because they are unavailable in schools even some supplies were broken and invalid like the audiovisual tools, yet, some of them tended to be teachers centred lectures which also demotivated pupils and reduced the communicative tasks. Hence, this crise cripples the pedagogical efficacy and forces the teacher to be bored and pedagogically surrender and tired.

An other observed systemic barriers are: the extensiveness of syllabus because of the limited time devoted and 45 minute is not sufficient to complete the lectures, in this few time teachers neglected many important things and activities such as repetition, group work and dialogues, using games and ICT for example in I listen and repeat session (pets body parts) the teachers hanged flash cards and pictures on the board that contains parts of animals' body he explained and translated it then he should ask pupils to go to the board one by one and repeat after him with focusing on pronunciation errors, but despite the time was not enough just 5 students had the chance to read. Even in the session of writing comprehension of small and capital letters which are supposed to taught separately, each one in individual session but the teacher combined them in on lecture to finish the syllabus in the time. Which led to confusion where pupils confused between small and capital letters.

There was an additional problem during lessons explanation which is lack of teachers' qualifications and proficiency in EFL teaching like pronunciation errors of English words and sounds. Where one of the novice teachers in the unit of my pets she mispronounced the word pets by pits /pɪts/pɛts/ and extensively relied on Arabic because pupils didn't understand her when using English all the time and this was a hinderance for the teacher, accordingly, limiting pupils' exposure to English and reducing their language acquisition. she relied solely on the text book as the only

authoritative source of knowledge and activities and used outdated materials than the advanced ones due to their limited training and knowledge in selecting and using modern materials, strategies and techniques that engage and suite YLs, enhance the quality of teaching and learning outcomes.

As it observed in the session of role play where the teacher utilised the text book, photocopied, exercises and the white board rather than songs, videos, dialogues, toys, games which caused pupil's luck of engagement and 9 of them was silent and unactive, they seemed shy during classroom participation activities. the problem of interlanguages also indicated as an obstacle for the teacher; thus, pupils confused between French and English sounds and words and this problem observed in all the five sessions for example when the teacher asked pupils about the date, they said Avril instead of Aprile also there was also a confusion between English and French numbers.

This observation underscores the importance of identifying the EFL teaching challenges that encounter primary school educators, to know how these challenges can be addressed to facilitate teaching learning process by using effective strategies and methods that teachers relied on it in the classroom like:

Total Physical Response: where teachers relied on using gestors, physical movement exercises, body language and commands to guarantee that all learners are participating together and create enjoyable learning atmosphere.

Behaviour management strategies: where teachers created a good relationship with their YLs as it was observed in some classrooms by the end of teach session pupils huge their teacher which demonstrated their love strong relationship. In addition to the implementation positive reinforcement, for example some teachers used clapping for the correct and excellent answers, in addition to reward and competitions like one teacher she was rewarding her students by giving them sweats in some competitive activities. Besides, the punishment strategy to control learners' disruptive

behaviours and discipline like as it is mentioned before when the teacher hitting the learners about the uncompleted tasks.

Audio lingual method: where teachers prioritised repletion by making the learners repeating after them to better memorize vocabulary as well as grasp the correct pronunciation (like in the session of I listen and repeat learners was repeating after the teacher some expressions such "dog has got long tail").

Realia and visual aids: teachers utilised real objects like flash cards, toys, pictures of different pets and their body parts meaning that teachers aiming at making connection between EFL learning the real life or in other word to enhance EFL instruction through a supportive and authentic learning environment.

Gamification: they integrated fun and play activities.

2.11.2 Questionnaire interpretation

Teachers' questionnaire included two main sections; the first section seeks to provide respondents' profile and their background information through four questions.

- **Q1:** Starting with the first question, the sample consisted of (56.5%) female teachers and (43.5%) male teachers and this may confirm that teaching is most suitable job for women in Algeria.
- **Q2:** the results indicated that most of teachers had a license degree (65.2%) and few number (the rest) had master degree, while there is no one held PHD degree. For instance, the dearth of doctorate degree and the prevalent of license level participants indicates that most of teachers have no advanced degree, this may due to their unwillingness to have pursued graduate studies perhaps due to their work and time or other personal issues.
- **Q3**: according to respondents' teaching experience, the great bulk of primary school teachers were strictly limited to elementary level (78.4%), which means that they have no prior teaching experience in the other educational levels.

- **Q4:** concerning the respondents' years of experience, large number of them (47.8%) had less than five years of experience (2-4 years), followed by teachers who were in their inaugural years (34.8%), meaning that majority of inspectors they are novice, inexperienced and newly qualified teachers and this considered as one of teaching challenges

Moving to the second section which seeks to having an overview about teaches insights and challenges through nine questions:

- **Q1:** According to the first question most of third year classrooms included more than 30 pupils (30-40), which denotes that classrooms are overloaded be a significant complication for teachers as create a passive, noisy and indiscipline learning atmosphere and classroom management problems.

- **Q2:** indicated that teaching EFL to third year primary school is perceived as difficult for most of teachers (78.3%) of them answered with yes, while a significant minority of them found it easy to teach EFL in elementary level and had no difficulties (21.7%). All in all, this is denoting that there are many barriers and challenges that meet EFL teachers of Saida primary school and make the teaching process more complex.

- **Q3:** A significant proportion of teachers (65.2%) agreed with the idea that the absence of English language in the social context and lack of practicing or using the language outside the classroom disabled students from bridge the gap between theoretical knowledge gained in class and practical language proficiency, meaning that the sociolinguistic situation of English in Algeria considered as one of the environmental factors and presenting a major obstacle to effective teaching and meaningful language acquisition, for example after the holiday or weekend teachers find the pupils forget what they have already learnt due to the shortage of language immersion in their social life, which make the teacher revise and repeat for them everything and this prevents lessons progression.

- **Q4:** most respondents (73.9% yes) confirmed they face difficulty in managing classrooms, this denotes that they struggling to maintain a productive learning environment and this possibly due to classroom size, insufficient training and

managements technique where teachers have no knowledge to control pupils' behaviour, YLs characteristics; talkative, noisy, like playing and movements and so on.

- **Q5:** a great many of teachers concurred that there were many problems in third year curriculum and syllabus. This question also invited respondents to describe the specific problems the negatives aspects of the third year curriculum and syllabus, by giving them space to express their opinions however major comments were about the content volume of the curriculum and syllabus and that the syllabus is too long and contains many lessons where the teachers couldn't complete it in the right time, one teacher confirmed this idea by saying that pupils forget and couldn't remember anything and such amount vocabulary. Whereas, the others said that the content of curriculum didn't suits and aligns pupils' need and different levels, one comment was about its overlooked and marginalization of the reading and writing comprehension, its neglect these tow skills. This agreement and teachers' points of view underscores the critical necessity for a comprehensive review and revision of third year syllabus and curriculum to better meet the pedagogical best practices and the developmental needs of YLs.

- **Q6:** the results of this question, showed that (78.3%) of teachers selected overcrowded classrooms and that is to say it creates problem where teachers instructing in an uncomfortable and disruptive atmosphere in which individualized attention is impossible at. The problem of time was also selected by (73.9%), which implies that the shortage of time hinders the teaching process for example preventing instructors from covering the entire curriculum the teaching objectives or reduce many students' participation and the like. Followed by (65.2%) who emphasised on three challenges; the limited teaching resources and materials such as inadequacy of the necessary tools to teach the language effectively like projectors, worksheets, media and ICT tools, which has an impact on decreases their ability to explain lessons productively or engage and motivate learners and forces teachers to provide their own materials… The problem of Students' language barriers like having a problem of pronunciation, vocabulary and grammar, reading

and writing, speaking. In addition to the psychological factors like shines and anxiety... And so on, and the problem of Linguistic interference; pupils confuse and mix between English and French like letters word and pronunciation also cause a problem for instructors. The highly focus and selection of these issues making it the most frequently cited problems. However (60.9%) from them found difficulty with pipuls' different levels. However, (39.1%) encountered difficulty with the insufficient training opportunities and the rest argued that they are not competent enough to teach EFL to YLs with a rate of (17.4%).

- In addition to that, teachers noted further obstacles which are lack of students' engagement and motivation, the length of curriculum, and students' different needs and the distinctive of their learning styles and strategies that makes it difficult for teachers to individualise learning.

- **Q7:** In this question teachers highlighted a comprehensive view on the significant negative impact on EFL teaching learning process (both teachers and learners) through an open-ended question. Majority of them stated that it has an impact in slowing down the instructional process and the completion of lessons and curriculum, effect on leaning outcomes and students' achievement. Reduce students' motivation, attention and concentration. affect their use of language outside the classroom and exhausting the teachers by forcing them to do more efforts.

- **Q8:** the results of this question represented the strategies and methods implemented by the teachers to overcome the challenges while most of teachers relied on TPR method by using body language, gestures and physical movement. Implementing Realia like using games, songs and audio- visual aids. Behaviour and time management strategies, implementing the audio- lingual method by relying on repetition, memorization with the focus on the correct grammar and pronunciation. Cooperative and interactive learning strategies and planning strategies.

2.11.3 Interview interpretation

- **Q1:** indicated that both inspectors had more than six years of experience which means they are expert practitioner they moved beyond the beginner and novice stage into the developed professional mastery phase.

- **Q2:** the results of this question indicated that lack of pedagogical and training programs, time constraint, overcrowded classrooms; pupils' language barriers (problems of pronunciation, vocab, gram, reading and writing, listening and speaking, psychological factors like shines and anxiety...) and language interference (teachers find difficulties when pupils mix and confuse between English and French such letters and words pronunciation and classroom management were each raised by both interviews establishes these are as core, central and shared recognized barriers that encounter primary school teachers. They are likely the most issues that critically imped instructors' teaching process.

- **Q3:** this question shed light on the negative impact of the contextual barriers on teaching effectiveness and learning outcomes throughout interviewees overview on this, according to the first inspector the identified challenges diminish instructors' overall educational productivity and creativity as well as hamper pupils and teachers' performance and accomplishment. However, the second inspector assumed that it has an impact on educational objectives achievement and overall success in fulfilling learning targets.

- **Q4 and Q5:** this tow questions interviewees suggested some possible solutions and recommendations, that helps to surmount these hurdles successfully. Hence, inspectors proposed that:

It is important to emphasise on going and practical teachers' development like practicing effective teaching methods and strategies needed to teach EFL to YLs.

Promoting collaborative and partnerships between all educational stakeholders to create a unified and supportive teaching learning environment.

Teachers have to play the role of facilitators rather than the solely knowledge authoritative, which means relying on students' centred learning and avoiding teachers' centred approach to have a better outcomes and results.

Encouraging inspectors' preparation and planning through research- based planning i.e. via their own carful and scrupulous lesson designing by setting clear goals and expectations (backwards design model)

Foster pupils' oral performance in English language using targeted and engaging speaking activities such as dialogues, role play, free talk and debates and the like. To motivate and help students practice the language fluently.

2.11   Conclusion:

The second chapter of this study investigates the chosen research methodology, which involves both quantitative and qualitative approaches. This allows for in-depth and holistic understanding of the research topic and thoroughly analyse and discuss the main findings of the study.

To ensure the reliability, validity and integrity of the data, the study employed a mixed-method framework by relying on three research tools: classroom observation, teachers'   questionnaire   and   inspectors'   interview.

CHAPTRE III: Suggestion and Recommendation

3.1 The introduction:

This chapter transitions from data analysis and interpretation to action by providing suggestions and recommendations to enhance EFL teaching. It is structured around two core components: some practices and effective pedagogical strategies for young learners that support primary school teachers, including professional development, cooperative learning, and differentiated instruction. The chapter also represents some targeted and actionable recommendations, for both teachers and policymakers to overcome the specific challenges identified in the Saida context, such as resource limitations and curriculum demands.

These proposals aim to create a more effective and supportive learning environment for young EFL learners.

3.2 Best practices, solutions and strategies for EFL primary school teachers to teach effectively and have the ability to handle any teaching challenge:

by following these strategies, it will be easy for teachers to deal with specific challenges affect the teaching process:

3.2.1 Professional development strategy:

Process should be sustained and continuous by educators to help them in boosting and enhancing their overall competencies in teaching EFL to YLs, developing their teaching skills and learn new ones and raising their awareness in the field. In this regard, Sisman (2024), emphasised on the importance role of professional development in EFL instruction to YLs. (cited in Sener &Cokcliskan 2024). Based on this, Sener and Cokcliskan (2024) found in his research findings that professional development strategy is an crucial component in teaching EFL in elementary schools and most of teachers depends on it to improve their quality of teaching and to be qualified enough in teaching the language to YLs, this through several activities such depending on the collaborative approach by sharing experience with other expert teachers to coup with the newest tendencies, methodologies and strategies and developed educational activities, engaging in international and national projects,

researches and participating in training courses, seminars, workshops and professional learning communities. Similarly to Sener and Cokcliskan (2017), research findings concluded that Turkish teachers' professional development practices rely attending workshops, conferences and training programs. (ibid)

In addition to that, Richard (2015) argued that the cooperative framework contributes to the simultaneous simultaneously ameliorate pedagogical techniques and foster the collegiality among teachers. (ibid)

3.2.2 Cooperative learning strategy:

It is a strategy that focus on the interactive and communicative activities like teamwork and students centred learning, which helps teachers in creating an effective and positive classroom environment and minimizes the problem of motivation where students are active participant. Hence according to Contreras Avendano, Malaver Duarte, Morales Vargas, and Castellanos Jaimes (2024), cooperative approach has a vital role in helping teacher in developing students' cognitive skills and abilities, boosting students' social skills, communication and collaboration, motivation, engagement and attention, knowledge retention. As well as it supports teachers in enhancing classroom management strategies. CL cultivates enjoyable and supportive classroom atmosphere thereby, enables educators to promote students' social awareness and self-development (Parga Herrera, 2011, Contreras, petoncastro, 2016; cited in Contreras Avendano et.al.2014)

3.2.3 Differentiated instruction strategy:

This strategy implemented by intelligent and professional teachers for example to deal and address the problem of students' different levels, in which the teacher relies on flexibility and adaptability in his teaching process and implement different ways to teach EFL to YLs rather than relying on specific instructional methodologies, according to students' focus and wants and individual learning needs. Relative to Islahuddin (2023), differentiated instruction is a crucial pedagogical approach fundamentally designed to fosters inclusive, conductive educational atmosphere and

pupils' feelings of being empowered and valued in language learning, its role is to customise instruction and choose suitable teaching strategies, methods, techniques and the like, depending on YLs' varied learning styles, capacities and linguistic competencies. As well as it is mentioned by Lindahl (2018), this strategy implemented to cultivates challenge, efficacy and personalized educational experience for learners, by focusing directly on their specific requirement. (ibid)

3.2.4 Establishing clear routines and expectations:

This strategy is very effective for teachers to make learners focus on their learning and being creative and aware about the learning objectives and avoiding student' lost and confusion in English classrooms.

It is very important for instructors to apply this strategy in teaching EFL to YLs, it allows teachers to make YLs appreciate and recognise what they expected to accomplish and do during English classes. It is essential for generate a safe learning environment and alleviating learners' anxiety, shyness, reluctance, stress and boost young learners' self-confidence and feel more relaxing and convenient in EFL learning process. (Islahuddin ,2023). As attested by Feed (2012) that explicitly state the learning objectives and intended goals of each lesson at the beginning of the session is a fundamental step for establishing this strategy with the aim of increasing learners' positive behaviour. (ibid)

3.2.5 Build a strong teacher-learner relationship:

To facilitate EFL learning, create a positive attitude for students towards learning the language, create collaborative learning between the teacher and his EFL YLs, it is necessary to strengthen a partnership between educators and learners in order to develop YLs language acquisition and practice.

Islahuddin (2023), highlights the importance of teacher student relationship in teaching English YLs effectively by demonstrating empathy, cultivate trust, respect, helps the teacher in encouraging pupils' linguistic development and English

communication for example the learner will be able to   practice the language orally, fluently, comfortably and confidently like ask questions and the like.

3.3 Recommendations and suggestions:

Based on the previous findings and results we suggest the following recommendations for both teachers and stakeholders in order to enhance EFL quality of teaching in third year primary schools of Saida as well as to help instructors to overcome the mentioned teaching challenges:

3.3.1 Recommendations for teachers:

- For novice teachers it is helpful to exchange experience with expert teachers to facilitate the complex points, gain experience and correct each other's mistakes.
- Using team work strategy and divide the pupils into small groups, this can help teachers individualise third year pupils' attention and support, besides address the problem of classroom size.
- The TPR teaching method should be prioritised in teaching English to third year pupils, that emphasises on using body language, physical movement activities and command-based exercises/oral command, all these guarantees simultaneous active learners' involvement and participation without requiring individual materials and attention.
- Organizing instructional time and using effective time management strategies to handle the issues of time constraints.
- Utilising classroom management strategies such implement the seating chart and so on, to easily manage pupils' disruptive behaviours and create a controllable classroom atmosphere.
- Improve lessons preparation through the well planning by their own research and diligence to discover new things, ideas and knowledge as well as teachers design third year lessons based on pupils' age, level, style and care about for example football, cartoon, stories or incorporate their names in the learning tasks be able to meet their learners needs and create fun learning environment.

- Implementing gamification and positive reinforcement strategies to enhance third year pupils' motivation and engagement.

- Integrating free digital teaching resources in the teaching process such the cost-free plat forms, websites, apps, online English You tube channels for YLs that contains songs, videos, audio and online stories to supply authentic language exposure as well as avoid the problem of instructional materials provision and pupils' motivation.

- Create teachers-parents relationship and contact caregivers to explain the importance of EL nowadays as an international language and its significance for their children to learn and master it at an early age. In addition, parental awareness about the role of surrounding and exposing their children to EL outside the classroom and at home (in their social life) in mastering and speaking the language fluently, such advise them make their children watch English videos, cartoons, listen to English stories, play English game, practice English at home…etc. thereby, enhance pupils' vocabulary and language input unconsciously.

3.3.2 Recommendations or policymakers:

- Assign a specific annual budget for school administrations for essential classroom materials to provide each classroom with the needed and crucial material.

- Build more schools and classrooms and reduce and minimize the number of pupils in each classroom, to overcome the issue of overloaded classrooms and accommodate smaller and more manageable classroom environment.

- Increase the EFL instructional time for third year because 45 minute is not enough to reach the learning goals.

- Reinforcing compulsory and efficient continuous professional development, training programs and practical strategies to guide and facilitate EFL instruction to third year primary schools of Saida. By engaging and hiring expert teacher trainers to conduct high impact seminars that ensure improving pedagogical strategies and teachers' qualifications and competencies in teaching EFL to YLs, where primary school teachers will be able to address the instructional barriers.

- Curriculum design alignment and development to review its content like reducing the learning sequences, because third year curriculum is very intensive and long and two sessions per week (45 for each one) is not enough to complete such amount of this curriculum.

3.4 Conclusion:

This chapter has proposed a strategic framework to address the documented challenges in primary EFL instruction. The synthesis of pedagogical strategies—including professional development, differentiated instruction, and cooperative learning—provides a foundation for enhancing classroom practice. Concurrently, the targeted recommendations for teachers and stakeholders outline a necessary, collaborative path toward systemic improvement. The effective implementation of these measures is critical for fostering a more supportive and effective EFL learning environment for young learners.

General Conclusion

The implementation of English language as a second foreign language after French in the Algerian primary school curriculum, was an important decision and reform in the educational system. Which will generate a significant long -term benefits and positives to the country in many sides, it is a forward-thinking strategy that indicates a modernized worldview, driven by the aim of empowering youth with the crucial competencies necessary for access global opportunities and international advancement due to the status of this language as a lingua franca of the world and international spheres. Nevertheless, this step unveiled a series of complex and formidable obstacles to instructors.

Hence, the main aim of this study is to explore the major difficulties facing third year EFL teacher in Saida primary schools Algeria along with among them our research focus; the challenges and difficulties that faces elementary school teachers of English language as a foreign language.

This investigation provides the reader a comprehensive understanding and deep appreciation of the subject. To realise these objectives, the study employed the triangulation methodology, including the use of three research instruments; non participant classroom observation, teachers' questionnaire and inspectors interview to obtain both qualitative and quantitative data and strengthening the study validity.

Subsequently, the research findings yield empirical support for the hypotheses mentioned above. The first hypothesis was supported by both the results of classroom observation, teachers' questionnaire and inspectors' interview responses. while, the second hypothesis, suggesting that positive reinforcement, interactive and fun activities and the well planning, may implemented by primary school teachers of English language to address the challenges, was confirmed by the results obtained from questionnaire and observation.

To conclude, this study enriches our understanding of the significant challenges experienced by primary school teachers in teaching English as a foreign language, to inspire further explorations and open new horizons and perspectives of inquiry within this field of study. It brings significant Implications for teachers, emphasizing the need

for focused initiative and strategic support from stakeholders through focusing on professional development and the needed pedagogical training to increase their competences in English language teaching, and to better deal with young learners, support the teaching process with providing the essential equipment in order to enhance English language quality of teaching at an early age.

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Appendices:

Appendix A: Teachers' questionnaire

Dear teachers, you are kindly invited to answer the following questions in order to explore the challenges and difficulties you are facing when teaching EFL to third year pupils in Saida primary schools. Your answers and collaboration will be an appreciated contribution to reach the study objectives. Thank you in advance for your time.

Section one: teachers personal background

1-What is your gender

☐Male   ☐Female

2-What is your academic degree?

☐Licence degree   ☐Master degree   ☐Doctorate degree

3-Have you been a

☐Primary school teacher   ☐Middle school teacher   ☐Secondary school teacher

4-Years of experience as an English teacher

This is my first year   ☐2-4 years   ☐4-6 years   ☐6-8years   More than 9 years

 5-How many pupils do you have in third year classrooms?

☐15-20   ☐20-30   ☐30-40   ☐More than 40 pupils

Section tow: challenges and teachers' insights and opinions

1-As a primary school teacher, do you face difficulties when teaching English as a foreign language to third year?

☐Yes   ☐No

2-To what extent do you think that the lack of chance to practice English outside the classroom (in social and daily life) gives pupils no chance to apply what they learn in the classroom which considered as a challenge for you to teach effectively?

☐Agree   ☐Disagree   ☐Strongly agree   ☐Strongly disagree

3-Do you face difficulties with classroom management when teaching third year pupils?

☐ Yes   ☐ No

4-Do you face any challenges and difficulties with the current third year curriculum and syllabus?

☐ Yes   ☐ No

-If yes, mention them

5-Please select the challenging points and difficulties you face in teaching third year pupils (you can choose more than one)

A) insufficient professional opportunities and teaching methodologies

B) time constraint

C)lack of parental support and engagement

D)overcrowded classrooms

E) lack of teaching resources and materials

F) Students' language barriers (problems of pronunciation, vocabulary grammar, reading and writing, listing and speaking, psychological factors like shines and anxiety... And so on)

G) Linguistic or language interference (you face difficulties because of pupils confuse and mix between English and French like letters word and pronunciation...)

H) Pupils different level

E) lack of teaching resources and materials

- if there are any additional challenges mention them

6-What strategies and solution do you use in order to overcome these challenges?

7-How do these challenges affect your teaching learning process?

Appendix B: Inspectors' interview

1-how many years of experience do you have in this job?

2-according to your experience and observations, what are the significant difficulties that Saida primary school teachers face in teaching EFL to third year pupils? (you can choose more than one option)

A) lack of pedagogical and training programs

B) Time constraint

C) lack of parental support and involvement

D) Overcrowded classrooms

E) lack of resources and teaching materials

F) Pupils' language barriers (problems of pronunciation, vocab, gram, reading and writing, listening and speaking, psychological factors like shines and anxiety...)

G) linguistic or language interference (teachers find difficulties when pupils mix and confuse between English and French such letters and words and pronunciation

H) Pupils' different level

I) Teachers are not qualified and competent enough to teach EFL to young learners

J) Poor of curriculum and syllabus design

K) Students' limited exposure to the language outside the classroom

L) classroom management

-if there are any additional problems, mention them please?

3-Please explain how do the identified challenges impact and hinder the learning outcomes of the pupils and teaching process effectiveness?

4-what possible suggestions, solutions and strategies you see it needed and suitable to mitigate these challenges?

5-What additional improvement or changes would you suggest in order to enhance English language education in Saida primary schools?