The Challenge of Teaching English in Parallel with French in Saida Primary Schools

A Case Study of Third-year Pupils at Saida Primary Schools

Dissertation submitted as partial fulfilment of the requirements for the degree of *Master* in Didactics

Presented by: **Supervised by:**

Miss. Aicha KHADARI   Mrs. K. ABDELLAOUI

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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.

Date: 30/05/2024

Name: Khadari Aicha

Signature:

Dedication

In the name of Allah, the most beneficent, the most merciful

First and foremost, I thank God who gave me the strength and ability to finish this work

*To my beloved father, **"KHADARI Mustapha",** who showed me boundless love and guidance, and who never fails to make me feel hopeful and confident in my ability to succeed*

*To my lovely mother**, "BENAOUM Fatima"** who never wavered in her support and who always encouraged me to strive for excellence*

*To my dearest brothers **"Abdelkarim"&"Mohamed"** who supported and trusted me unconditionally*

*To my husband "**Habib Amine**" who has been the source of love and encouragement during my academic process*

To my beloved grandparents who did not forget me with their prayers

To all my friends with whom I have shared the greatest moments of my life

*To all those who hold a place in my heart, including my big family **« Khadari , Benaoum »***

To my husband's family

Acknowledgements

Abstract

Recently, the Algerian government has witnessed a complete transformation in language policy, which introduced English language instruction alongside French for third-grade pupils. Learning two foreign languages simultaneously is an interesting challenge for teachers and students together. This study pinpointed the key challenges and factors that influence how English is taught in Saida primary schools. Additionally, it offers practical solutions to enhance the clarity and effectiveness of proving academic performance. Thus, it also aims to investigate the numerous challenges that arise from primary school teachers of Saida when teaching English in parellel with French in primary schools. To achieve the mentioned aims, a mixed-method approach was adopted by the researcher, in which, a teacher's questionnaire, a classroom observation, and an interview were incorporated as data collection tools. Findings revealed that the study found that teaching English in Saida primary schools faces several challenges, including a lack of specialized training, insufficient resources, varying students language proficiency, time constraints, and mother tongue influence. To obviate these problems, a series of recommendations were suggested by the researcher.

Key Words: Challenges, English, Foreign languages, Primary school, Simultaneously, Teachers.

Table of content

List of tables

List of Figures

List of Abbreviations

LPP : Language Planning & Policy.

ELT : English Language Teaching.

BEM: Brevet d'Enseignement Moyen.

EMI : Education as a Medium of Instruction.

SLA : Second Language Acquisition.

CUP : Common Underlying Proficiency.

SUP : Separate Underlying Proficiency.

CPH : Critical Period Hypothesis.

EFL : English as a Foreign Language.

L2 : Second Language**.**

CLT : Communicative Language Teaching.

TBLT : Task-Based Learning and Teaching.

LTM : Learning and Teaching Materials.

TEYL : Teaching English to Young Learners.

List of Appendices

Appendix

Appendix A: Teachers' questionnaire.

Appendix B: Interview.

General Introduction

General Introduction

At this stage, the English language will be taught alongside the French language. This will be a challenge for teachers to teach young pupils and to find appropriate strategies for teaching a different foreign language to them at this age. The success of this depends on addressing the factors that impact EFL in primary schools, considering the age and the teaching conditions in the classroom.

Algerian primary schools now deal with two foreign languages French, and English. The first foreign language taught in Algerian primary schools, French. Teaching English to younger learners poses several pedagogical challenges for teachers. These programs are not the same as those that are usually offered to middle or secondary school teachers because the latter frequently concentrate on teaching EFL with a formal or grammatical foundation. Moreover, teaching young children is very different from teaching adults or teenagers since they have different learning styles, as well as distinct physical and behavioral characteristics.

The significance of this study is in pinpointing the key challenges and factors that influence how English is taught in Saida primary schools. Additionally, it offers practical solutions to enhance the clarity and effectiveness of proving academic performance. Thus, the purpose of this research is to investigate the numerous challenges that arise when teaching English in Saida primary schools. In the light of above the following objectives were targeted :

● To Identify and analyze teachers' problems and challenges in teaching English in primary school.

● To shed light on the factors that impact bilingual education in Saida primary schools.

● To explore the main strategies teachers use to foster a supportive learning environment.

To achieve the aforementioned objectives, the following research questions are proposed:

1. What specific challenges do primary school teachers face when teaching English alongside French?

2. What are the main factors that impact EFL teaching English in primary schools?

3. What strategies do they employ to overcome the obstacles encountered in the classroom?

Three research hypotheses were developed for the sake of conducting this work :

1. Primary school teachers face significant challenges such as limited resources, lack of proper training, shortage of time, and diverse language abilities in the classroom.

2. The main factors impacting EFL teaching in primary schools include limited teaching experiences of teachers, the lack of availability of teaching materials, and pupils' young age, demotivation, and disengagement.

3. Teachers employ a variety of strategies to overcome classroom obstacles, including the use of clear communication, peer collaboration, and group work, in addition to language and emotional support.

Concerning the methodology used to gather data, the researcher has relied on a mixed-method approach, where teacher questionnaires, classroom observation, and interviews were chosen. This means that data were analyzed quantitatively and qualitatively. The first research tool is a teacher questionnaire delivered to 47 primary school teachers in Saida. It was composed of closed-ended and open-ended questions. It was divided into two sections. The first section was general, it comprised three questions. The second one is entitled "Teachers Difficulties and Challenges", which comprises twelve questions. The second research tool used is an ouvert classroom observation that has taken place in four different primary schools at Saida, during the third trimester of the academic year 2023/2024. It dealt with third-year pupils, it sought a more comprehensive understanding of the challenges and obstacles faced by teachers when teaching English simultaneously with French. Finally, an interview was conducted with two inspectors and a teacher trainer. This interview was conducted face-to-face with the teacher trainer.

This research is divided into three chapters. The first one is concerned with reviewing studies and previous pieces of evidence. It addressed the main aspects related to the subject matter; it first defined language policy and language planning. Then, it provided an overview of the educational system in Algeria. Next, it presented the status of English in Algeria with a clarification of policies and reforms of ELT at all levels. Moreover, it shows the definition and theories of second language acquisition. Furthermore, it discusses the simultaneous learning of two foreign languages; it Clearly states bilingualism and the two bilingual

education model (CUP, SUP). Additionally, it exhibits the factors influencing EFL learning and teaching the English language in primary schools. Finally, it sheds light on the different challenges of teaching English in primary schools.

The second chapter aimed to re-introduce the aim, the significance, and the structure of the research. It gives a thorough description of the research methodology used and the limitations faced by the researcher. Finally, the third chapter analyzed and interpreted the data collected from the target population as it provided some recommendations to overcome the obstacles of primary school teachers.

Similar to any other research work, the researcher encountered some limitations during her study; like the lack of information and the difficulty in obtaining the original sources. A long time to collect the questionnaires, and the inspectors didn't cooperate in answering the interview questions.

Chapter One:

Literature review

1.1. Introduction

1.2. Language Policy and Language Planning

1.2.1. Corpus Planning

1.2.2. Status Planning

1.2.3. Acquisition Planning

1.2.4. Prestige Planning

1.3. Glimpse on Algerian educational system

1.3.1. Primary Education

1.3.2. Secondary Education

1.3.3. Higher Education

1.3.4. Vocational Education

1.4. The Status of English in Algeria : Policies and reforms

1.4. 1. ELT in primary school level

1.4. 2. ELT in middle school level

1.4. 3. ELT at Secondary Level

1.4. 4. ELT at tertiary education Level

1.5. Second Language Acquisition\L2 Acquisition : Krashen's Theory

1.5.1. The Acquisition/Learning hypothesis

1.5.2. The natural order hypothesis

1.5.3. The Monitor Hypothesis

1.5.4. The Input Hypothesis

1.5.5. The Effective Filter Hypothesis

1.6. Bilingualism

 1.6.1. Bilingual education model

1.6.1.1. The Common Underlying Proficiency model of bilingualism (CUP)

1.6.1.2. The Separate underlying proficiency model of bilingualism (SUP)

1.7. Factors affecting EFL learning / teaching English in primary schools :

1.7.1. The social Factor

1.7.2. The age factor

1.7.2.1. Critical Period Hypothesis (CPH)

1.7.2.2. Cognitive development in early childhood

1.7.3. The psychological factors

1.1. Introduction :

In today's rapidly growing world, learning foreign languages has become a necessity. English is now the primary language used for communication on a global scale among people. However, education plays a crucial role in the future of any nation, and elementary education acts as a fundamental building block for a child's academic path. Recently, the president of Algeria Mr.Abdelmajid TEBBOUNE advocated for English language instruction in primary programs starting with the new school year in September 2022. So the decision to introduce English alongside French in primary schools is not without its complexities and challenges, leading to a closer examination of language policy and planning.

1.2. Language Policy and Language Planning:

Language planning and policy (LPP) is a recent discipline that began in the 1960's.It comes to resolve a variety of language-related difficulties and resolve conflicts, by deciding which language or languages will be designated as official, second, or foreign . Although the phrases "language policy" and "language planning" are often used interchangeably, they are two different processes (Johnson, 2013). Some researchers discussed that language policy is a component of language planning, such as Kaplan and Baldauf(1997) who define it as : «language policy is a body of ideas, laws, regulations, rules, and practices intended to achieve the planned language change in the societies, group or system » (p. xi). On the other side, Shiffman (1996), has marked language planning as a part from a language policy, he defined it as : « language planning is the principal expression of the language policy in question »(p.267).

Language policy is highly wide term that has been defined in a number of ways . According to , McCarty(2011) , « I have characterized language policy as the complex sociocultural process[and as]modes of human interaction, negotiation, and production mediated by relations of power. The 'policy' in these processes resides in their language-regulating power; that is, the ways in which they express normative claims about legitimate and illegitimate language forms and uses, thereby governing language statuses and uses" (p. 8). (as cited in Johnson, 2013).

However, Language policy doesn't necessarily have to be formally established by an authoritative body. Other actions and initiatives can also be regarded as language policy, whether they arise unintentionally or stem from grassroots movements or organizations (Johnson, 2013).

In linguistic , there isn't single universal definition or approach to language policy. On the other hand, Bernard Spolsky's(2004) theory broadens the scope of applications. Under his definition « Language policy refers to all the language practices, beliefs and management decisions of a community or polity ».

When recalling Spolsky's definition, it was notice that the 3 components have been pronounced clearly – language practices, language beliefs and language management.

Figure 1.1.Spolsky's Model of Language Policy.

Spolsky (2004) argues, « A useful first step is to distinguish between the three components of the language policy of a speech community ». First, language practices, which he defined as the regular tendency of choosing among the diversity that comprise its language repertoire .Second, language beliefs or ideologies it refers to the beliefs of both the language itself and its utilization. Third, language management involves the planning and implementation of a chosen language policy, detailing how it can be enacted and practiced .

Language planning has been defined as « the organized pursuit of solutions to language problems, usually at the national level »(Jernudd and Das Gupta 1971; Fishman 1973).

In contrast to language policy, language planning seeks to modify the structure and usage of particular languages or language variations. It utilizes sociolinguistic principles to make policy decisions aimed at addressing linguistic or non-linguistic challenges on a national, international, or community scale (Cooper, 1989).

Fishman has defined language planning as "the authoritative allocation of resources to the attainment of language status and corpus goals, whether in connection with new functions that are aspired to or in connection with old functions that need to be discharged more adequately" (1987).

Regarding language planning, Shiffman (1996) identified four types of language planning: corpus planning, status planning, acquisition planning, and prestige planning .

1.2.1. Corpus Planning :

It focuses on the internal aspects of language , involving the modification of existing words or expressions, the creation of new language elements, and the selection among alternative forms. Corpus planning can be associated with standardizing a language, which includes activities such as compiling dictionaries to provide guidance for writers and speakers within a specific speech community. Additionally, it encompasses actions like incorporating foreign words and introducing a writing system for languages that did not have one previously.

1.2.2. **Status Planning** :

It refers to all the deliberate initiatives to change the usage and role of a language or a specific language variant within a society. This may involve designating it as an official or national language (Mesthrie, 2009).

While language planners maintain that corpus planning and status planning are two separate dimensions, they show a close interconnection. An illustration of this interaction is evident in the case of adopting Hebrew as the medium of instruction in Palestine. In this context, the alteration of the language's status necessitates corpus planning, such as the creation of new terms for teaching subjects like physics, mathematics, and biology (Mesthrie, 2009).

1.2.3. Acquisition Planning :

It deals with the instruction and acquisition of languages, whether they be national, second, or foreign languages. Mesthrie (2009) argued that " Efforts to spread and promote the learning of a language are described as instances of acquisition planning" (p.347). He also provided instances of organizations dedicated to fostering the study of English and German, namely the British Council and the Goethe Institute, respectively.

1.2.4. Prestige Planning:

It is the process of increasing a language's status, aiming to cultivate a favorable attitude toward that language within the targeted group (Kamawangamalu, 2016). Prestige planning is crucial when the language that has gained elevated status is not widely utilized (Mesthrie, 2009).

1.3. Glimpse on Algerian educational system :

The educational system in Algeria is compulsory for children aged six and older, and it is free of charge. The Algerian education system encompasses several levels; primary, secondary, vocational, and higher education.

1.3.1. Primary Education :

The first nine years of schooling, known as the basic education cycle, are obligatory for all children typically aged six and older. This period is structured into three-year cycles: (de base, d'éveil and d'orientation). The first two cycles are conducted in primary schools, while the third cycle takes place in middle schools. Additionally, there are integrated schools that offer all nine years of basic education within a single institution.

In Algeria's basic education system, students attend classes for 27 hours a week in the first six years and 32 to 35 hours a week in the final three-year cycle. Progression is based on coursework results, with a minimum 50 percent average required. Students failing to meet this standard may attend make-up classes or repeat the year. Promotion to the third cycle depends solely on sixth-grade performance. At the end of grade 9, students take the national basic education certificate examination (BEF), with a pass granting access to secondary studies. In 2001/02, 43 percent of students passed the BEF out of 600,848 candidates.

Curriculum: Weekly Hours by Discipline and Grade								
	Cycle de base			Cycle d'é-veil			Cycle d'orientation		
	1st yr	2nd yr	3rd yr	4th yr	5th yr	6th yr	7th yr	8th yr	9th yr
Arabic	14	14	12	9	7.5	7.5	6	5	5
Islamic Studies	2	2	2	1.5	1.5	1.5	1	1	1
Political education	–	–	–	–	–	1.5	1	1	1
History/Geography	–	–	–	–	–	–	2	2	2
Mathematics	6	6	6	5	5	5	5	6	5
Natural Sciences	–	–	–	–	–	–	3	3	3
Social Studies	–	–	2	2.5	4	4	–	–	–
Technology	–	–	–	–	–	–	3	2	2
Manual Work	1.5	1.5	1.5	1.5	1.5	1.5	–	–	–
1st foreign language	–	–	–	5	5	5	5	4	4
2nd foreign language	–	–	–	–	–	–	–	4	5
Art	1	1	1	1	1	1	1	1	1
Music	1	1	1	–	–	–	1	1	1
Physical Education	1.5	1.5	1.5	1.5	1.5	1.5	2	2	2
Total	27	27	27	27	27	27	31	32	32

Figure 1.2. Curriculum: Weekly Hours by Discipline and Grade.

The period from 2002 to 2012 was marked by the initiation of a comprehensive reform of the national educational system, And this reform has affected several areas, including the restructuring of the educational system in which the following done: Progressive generalization of preparatory education for children aged 5 years. Reducing the duration of primary education from 6 to 5 years.Extending the average education period from 3 to 4 years.

Education	School/Level	Grades	Age	Years	Notes
Primary	Primary Education	1–5	6–10	5	Primary education is free and compulsory for all children between the ages of 6 and 10. Enseignement primaire / التعليم الابتدائي
Secondary	Lower Secondary Education	6–9	11–15	4	Brevet d'Enseignement Moyen / شهادة التعليم المتوسط
Secondary	Upper Secondary Education	10–12	16–18	3	Baccalauréat de l'Enseignement Secondaire / بكالوريا التعليم الثانوي
Vocational	Vocational Secondary Education	10–12	16–18	3	Certificat d'Aptitude Professionnelle - CAP / شهادة الكفاءة المهنية Certificat de Maîtrise Professionnelle - CMP / شهادة التحكم المهني Diplôme d'Enseignement Professionnel du 1er Degré - DEP 1 / (2008-2017) Brevet شهادة التعليم المهني من الدرجة الأولى d'Enseignement Professionnel - BEP / شهادة التعليم المهني (since 2017) Brevet de Technicien - BT / شهادة تقني Diplôme d'Enseignement Professionnel du 2ème Degré - DEP 2 / شهادة (2008-2017) Baccalauréat de التعليم المهني من الدرجة الثانية Technicien / بكالوريا التعليم الثانوي (التكنولوجي)
Vocational	Higher Vocational Education			2–3	Brevet d'Enseignement Professionnel Supérieur- BEPS / شهادة Brevet de Technicien Supérieur - BTS / شهادة تقني التعليم المهني العليا سامي
Tertiary	Licence			3–5	Licence / ليسانس
Tertiary	Master			2	Diplôme du Master/Magister / شهادة الماستر
Tertiary	Doctorate			3	شهادة / Doctorat (Doctorate)/Doctorat d'État / شهادة الدكتوراه Doctorat / شهادة الدكتوراه دولة :3 or more years

Figure 1.3. *Education System in Algeria.*

In Algeria, compulsory education spans a period of ten years. Typically, children start with one year of early education, followed by five years of primary school from ages six to 11. Subsequently, they progress to middle school for four years until the age of 15. Algerian citizens can access elementary and middle education for free, and attendance is mandatory. After completing middle school, students have the option to attend three years of secondary school to earn their high school diploma, known as the (Baccalauréat de l'Enseignement Secondaire), which is a prerequisite for tertiary education.

Algerian education offers early childhood education for children between the ages of three and six. This education is provided either through preparatory schools or kindergarten classes within primary schools. The main objective of early childhood education is to progressively acclimate young children to the school setting by introducing the fundamentals of reading, writing, and math through entertaining games and activities. By providing opportunities for communication, these activities also seek to improve language abilities. Preschool education is optional, but the government has promised to encourage its growth and progressively make it more accessible across the nation.

Primary education spans five years, beginning at the age of six. Its primary objective is to help children acquire the fundamental abilities in reading, writing, and mathematics. Additionally, it aims to foster the personal development of students and cultivate positive habits through engagement in community life. The conclusion of primary school education involves a final examination, resulting in the awarding of a "Certificate of Primary Education" upon successful completion.

Middle school spans four years, culminating in a final examination for the "Certificate of Basic Education." Upon completion, students are automatically enrolled in their preferred first-year general or technological secondary program. If rejected, students can choose to enrol in vocational school or, if they're older than sixteen, go into the workforce. Providing pupils with the essential abilities to develop their identity in accordance with societal, spiritual, and ethical principles is the main goal of fundamental education. It also aims to instill citizenship values, prepare them for societal challenges, cultivate sensitivity, refine aesthetic appreciation, nurture curiosity, stimulate imagination and creativity, and foster critical thinking to comprehend life and the world, as well as to tackle problems effectively.

1.3.2. Secondary Education :

Secondary education spans three years and it is divided into : general secondary education and technical secondary education. General secondary education offers five specialties: exact sciences, natural and life sciences, humanities and letters, literature and living language, and religious sciences. Technical secondary education includes specialties such as electronics, electrical engineering, mechanics, public works and construction, chemistry, and accounting techniques. Certain specialties like mechanical engineering, electrical engineering, management, and economics are available in both general and technical tracks.

At the end of the first year of secondary school, students choose their specialization based on their preferences and academic performance. The culmination of secondary schooling is marked by the baccalaureate exam.

Secondary schools aim to reinforce and deepen knowledge across various disciplines, develop analytical, synthesis, and reasoning skills, instill a sense of responsibility, promote openness to foreign civilizations and cultures, foster acceptance of differences, and cultivate peaceful coexistence with other peoples. Furthermore, they prepare students for further studies or higher education.

1.3.3. Higher Education :

Algeria has a wide range of universities, and other centers of higher education .encompassing specialized and teacher training institutes. The degrees conferred align with specific fields of study, with the Ministry of Higher Education ensuring standardization of curricula.

Algeria's higher education system comprises undergraduate and graduate levels, available at universities, institutes, and higher education centers. Following the French model, instruction is primarily in French. Alongside traditional academic paths, vocational education and training programs cater to various career paths like engineering, medicine, and business. These programs, delivered at vocational schools, technical institutes, and higher education centers, equip students with practical skills and knowledge essential for their chosen fields.

1.3.4. Vocational Education :

The Algerian vocational training system is gradually changing to better meet the demands of the country and the more modern work environment that is beginning to emerge. These programs are designed to provide students with the skills and knowledge needed to pursue a career in a specific field, such as engineering, medicine, or business. Vocational schools, technical institutions, and higher education centers offer programs for vocational education and training. This reform process receives support from various countries and remains engaged in dialogue with local traditional and religious values.

1.4. The Status of English in Algeria: Policies and reforms

Algeria is known for its varied population, rich history, and culture. Arabic is the official language of the country, and French, Berber, and English are among the languages spoken in Algeria. However, English is becoming more popular among Algerians, and the status of this language has changed over the years in Algeria.

In efforts to improve the quality of the nation's education, the Algerian government has been implementing educational policies and reforms over the years. The English language curriculum has been one area of concentration, which has recently experienced substantial modifications.

1.4.1. ELT in primary school level:

In the academic year 1992-93, English was introduced at primary schools alongside French as the first foreign language to be taught from the start of the second three-year cycle. Before this change, French was the sole foreign language taught at the primary level. In the eighth grade, students choose either French or English as their second foreign language.

Algerian society is at a turning point, and language is becoming a major and divisive problem. The French have been a major part of Algerian culture for more than 150 years, but since the start of the popular movement "El Hirak", in February, 22nd ,2019 has been a growing hostility to their presence. Many Algerians argue that it's high time to eradicate French from the country, viewing it as the language of the colonizer and unsuitable as an international business language. Instead, there's a call for English to take its place.

In 2019, in a national conference of Algerian universities, the Algerian Higher Education Minister Mr.Tayeb Bouzid announced that "the French language does not get us anywhere" and directed the nation's universities and higher education institutions to prioritize English over French for instruction.

The president of Algeria Mr.Abdelmajid TEBBOUNE's suggestion to teach English in primary schools aligns with Algeria's broader plan to promote increased English proficiency and replace French in official documents with Arabic.

"French is a spoil of war … while English is the language of research and science, and it must be taught and given more attention," the President Mr.Abdelmadjid TEBBOUNE said at a news conference on July 30/ 2022.

The English language is being invested in by the Algerian government as a future instrument. In July 2022 The president Mr.Abdelmajid TEBBOUNE advocated for the English language instruction in primary program starting with the new school year in September 2022. It's introduced to Year 3 students, a move that brings it on par with French.

1.4.2. ELT in middle school level :

The law of January, 2005 regarding foreign language education mandates that starting from the first year of middle school, students must be provided with three hours of English instruction per week. This is articulated by the Ministry of National Education in a revised syllabus as follows 'to enable the pupils to acquire a reasonable command of the basic structures of the language'. It is recommended that the competency-based approach be used because it not only produces better language acquisition outcomes but also increases self-confidence, creativity, willingness to take risks , and overall well-being while developing positive attitudes. It highlights the development of precise language examples by utilizing explicit information.

The frameworks used in the curriculum are grammar, vocabulary, and functions. It uses a project-based learning methodology that motivates students to work together in groups or teams to solve problems or explore subjects. These exchanges are meant to serve as opportunities for speaking English and improving proficiency in these kinds of situations. Through the use of techniques like verifying understanding, asking for clarification, and evaluating comprehension, students actively participate in comprehending and communicating meaning as part of this communicative job.

1.4.3. ELT at Secondary Level :

An essential justification for the idea of English being taught in secondary schools is the recognition of its important role in students' personal, social, cultural, and linguistic development as well as in preparing them for adulthood, higher education, and the workforce. This rationale is explicitly outlined in the 2005 National Curriculum Commission, which delineates the goals of English language education into four distinct categories: (Linguistic objectives,Methodological Objectives,Cultural Objectives and Socio-professional objectives).

The new goals for teaching English include a strong emphasis on encouraging openness, intercultural understanding, and understanding and appreciating the target culture. Additionally, they emphasize the importance of developing good attitudes toward language

learners and their culture. Although there has been progress in addressing sociolinguistic and pedagogical issues, the language's function in intercultural encounters is not given enough attention; just two goals—promoting positive attitudes toward others and cultural exploration—touch on this topic.

The Ministry of Education responded to recommendations from educators and researchers by establishing a committee focused on English language instruction in Algerian schools. This committee, divided into subcommittees for different grade levels, was tasked with developing a curriculum, including teaching materials tailored to students' interests and incorporating various innovations such as proverbs, project workshops, and self-assessment. The new textbooks reflect a shift towards promoting cultural understanding and appreciation alongside linguistic skills, with a focus on the English way of life. For example, the "Spotlight on English" 1st-year middle school course book includes sections on cultural learning, emphasizing concepts like cultural insight, tolerance, and positive attitudes.

1.4.4. ELT at Tertiary Education Level:

Since the comments made by former Minister of Higher Education Mr.Rachid Harraoubia in 2010, there has been ongoing discussion about language transition. He mentioned that his department was actively assessing the feasibility of replacing French with English in university programs, especially those focusing on science and technology. More recently, in 2019, former Minister of Higher Education and Scientific Research Mr.Tayeb Bouzid called on university officials to support the ongoing research aimed at enhancing and expanding the use of English in Algerian educational establishments.

English is seen as a possible tool to improve educational quality and promote societal progression in Algeria. English is widely accepted as being necessary for scientific and technical progress. However, putting English front and center as the main foreign language requires long-term planning and significant systemic changes. English is important because it affects government funding, university rankings, and an institution's ability to compete globally. It also emphasizes how important English is to Algerian higher education as a Medium of Instruction (EMI).

1.5.   Second Language Acquisition: Krashen's Theory

Second language acquisition means learning a new language alongside your first one. It's about developing the ability to speak or communicate in another language beyond the one you

grew up speaking, It can take place in both settings ;formal such as classrooms and informal such as the naturalistic context (Saville – Troike, 2006).

 According to Hoque (2017) «Second language acquisition is the process of acquiring other language in addition to mother language or native language ». In this definition, it's important to note that (L2) does not only refer to learning a second language; it can also include learning a third or even a fourth language. furthermore, Krashen (1981) added that "language acquisition is quite similar with the process of children use in acquiring first and second language and this is require meaningful interaction in the natural communication of the target language - where speakers do not concern about the form of their speech but with the message being conveyed and understood". Krashen highlights that language acquisition, like how children learn ,is best achieved through meaningful interactions in which comprehending the message is more important than refining speech form.

The field of second language acquisition (SLA) has been greatly impacted by Stephen Krashen's years of strong research and study of language acquisition. His theory is based on five different hypotheses which include: acquisition/learning hypothesis, monitor hypothesis, natural order hypothesis, input hypothesis, and the affective filter hypothesis (Abukhattala, 2013).

1.5.1. The Acquisition/Learning hypothesis:

Krashen distinguishes between two separate terms to describe skills acquired in a second language, highlighting the variance between acquisition and learning (Abukhattala, 2013). Language acquisition is a subconscious process , which is works much like how children naturally learn their first language. Language acquirers typically aren't aware they're learning a language, but they're aware they're using it to communicate. However, Language learning is the second way to become proficient in a second language. In this context, "learning" refers to conscious awareness of a second language, comprehending its rules, and becoming capable to discuss them. To put it simply, learning is the process of understanding the mechanics of a language, also referred to as "grammar" or "rules". Explicit learning or formal language knowledge are other terms for this.

Bahrani (2011) also added that « learning requires conscious effort on the individual's part to learn language and focus on structure; whereas, acquisition occurs when subconscious activity is used as a way to internalize the language in the individual's mind, making it natural for a person to use ». Additionally, Abukhattala (2013) further elaborate that" In classrooms, more

learning is required than acquisition which may hinder the development of automatic and long-lasting knowledge of a second language".

1.5.2. The Natural Order Hypothesis:

The natural order hypothesis is a component within Krashen's monitor model. It's differs from acculturation and sociocultural theories by suggesting that there's a predictable sequence in the acquisition of language structures. However learning does not always proceed in this natural order; it can nevertheless be taught in a particular order (Bahrani, 2011). Thus according to Abukhattala (2013) « the errors made in using language are because one has not fully acquired the skill, but learning specific skills still may help as one attempts to use the skills in production ». Therefore, « planning an order in which skills are taught first, second, third, etc. based on the complexity of the structure is unnecessary because one will acquire more of the language that is used in situations and experiences rather than based on the exact structure taught » (Abukhattala, 2013).

However According to Krashen, "learners acquire parts of language in a predictable order. For any given language, certain grammatical structures are acquired early while others are acquired later in the process". This hypothesis suggests that this natural order of acquisition occurs independently of deliberate teaching and therefore teachers cannot change the order of a grammatical teaching sequence. This hypothesis suggests that teachers have no influence over altering the grammatical teaching sequence since the natural sequence of acquisition occurs regardless of intentional instruction.

1.5.3. The Monitor Hypothesis:

This hypothesis elaborates on the use of acquisition and learning; the acquisition system initiates speech, while the learning system "monitors" the speech to detect and rectify errors. Bahrani (2011) describes how the monitor hypothesis explains the influence and relationship that learning and acquiring has on the other. He added also that "The monitor holds the information learned until the learner is ready to use the language" (Bahrani, 2011).

Additionally Abukhattala (2012) proposes that " learners may under use,over use, or appropriately use the monitor depending on their confidence of their acquisition".

Thus,Krashen suggests that while monitoring can enhance the accuracy of speech to some extent, its application should be limited.He argues that the "monitor" can occasionally hinder progress by causing learners to slow down and give accuracy a higher priority than fluency.

1.5. 4. The Input Hypothesis:

The input hypothesis stands out as the most significant and influential component of Krashen's model, largely due to the emphasis he places on the significance of comprehensible input. This hypothesis suggests that language acquisition occurs when students are exposed to messages that they can understand. This idea is known as comprehensible input. According to Abukhattala (2013), "comprehensible input is defined as information that is received (input) that is marginally more advanced than what can be produced independently. This is frequently referred to as i + 1". The author (2013) further elaborates, Krashen highlights the idea that people's speaking and writing skills grow and improve as long as they are able to consistently process understandable information using their receptive skills of reading and listening. In addition, the input hypothesis suggests the idea of a natural "silent period," in which people learn and absorb language without actively producing it (Bahrani, 2011).

1.5. 5. The Effective Filter Hypothesis:

The last hypothesis of Krashen's theory which is explains that "To fully acquire information in a new, specific language, a learner must be receptive and willing to accept it, allowing it to reach their language acquisition faculties and ensure complete understanding". Krashen suggests that an obstacle encountered during language acquisition is the affective filter, acting as a 'barrier' influenced by emotional factors that hinder learning. This filter doesn't directly impede acquisition but instead blocks input from reaching the language acquisition area of the brain. Krashen identifies various factors such as anxiety, self-confidence, motivation, and stress that can trigger this affective filter.

1.6. Bilingualism:

Bilingualism is the use of two languages by a group of people or by an individual. For all its common usage, this term has many definitions, suggesting that scholars cannot agree about a single definition. The most widely used definition comes from Bloomfield (1933 :56), who states that a bilingual should have "a native –like control of two or more languages ". Bloomfield's definition of bilingualism, underscores the importance of being really good at two or more languages, like you were born speaking them. This view emphasizes not just about knowing the words; it's about understanding the culture and all the little details of how the language works.On the the other hand, Haugen (1953:7) suggests that « bilingualism begins 'at the point where a speaker of one language can produce complete, meaningful

utterances in the other language ».Haugen believes that bilingualism starts when a person can communicate effectively in another language using complete and meaningful sentences. This represents the beginning of their journey towards becoming bilingual, demonstrating their capacity to communicate effectively in various tongues.

However according to Grosjean (2010:4) (as cited in Benzoubir & Bourouina , 2020) "I propose this definition of bilinguals at the outset : Bilinguals are those who use two or more languages (or dialects) in their everyday lives" . This definition suggests that bilingualism involves using multiple languages or dialects in daily activities. It places more emphasis on using languages actively in everyday contexts than it does on simply being familiar with them. This broader perspective recognizes that bilingualism is dynamic and reflects the various ways people incorporate multiple languages into their everyday routines.

In the same vein, Grosjean (2010) pointed out," It is wrong to appraise the language skills ofbilinguals in terms of monolingual standards". Grosjean's insight challenges the idea of evaluating bilingual language abilities solely based on standards designed for monolingual speakers.This emphasizes how crucial it is to acknowledge the distinct and varied linguistic abilities of bilingual people, which do not always line up with conventional measurements. Understanding and appreciating these differences can lead to a more accurate and inclusive assessment of bilingual proficiency. He also added that "Bilinguals are not necessarily equally fluent on all topics in both their languages, and this is because of the complementarity principle: Bilinguals use their languages for different purposes, with different interlocutors, in different domains of life". He highlights the complementarity principle, which explains why bilinguals might not be equally proficient in both languages on all subjects. This is due to they use each language for different purposes, depending on the situation, the people they are communicating with, and the context of their lives.This observation underscores how dynamic and multifaceted bilingualism is, as well as how flexibility and adaptability are necessary to successfully navigate different language situations.

1.6.1. Bilingual education model :

The common and the separate underlying proficiency models are the two main education models of bilingualism.In the CUP model, every language that a person learns has a common underlying proficiency, which means that skills and knowledge in one language can positively influence the learning of another language. While in the SUP model, each language a person learns functions independently in the mind, which means that skills and knowledge in one language don't necessarily transfer over to another language.
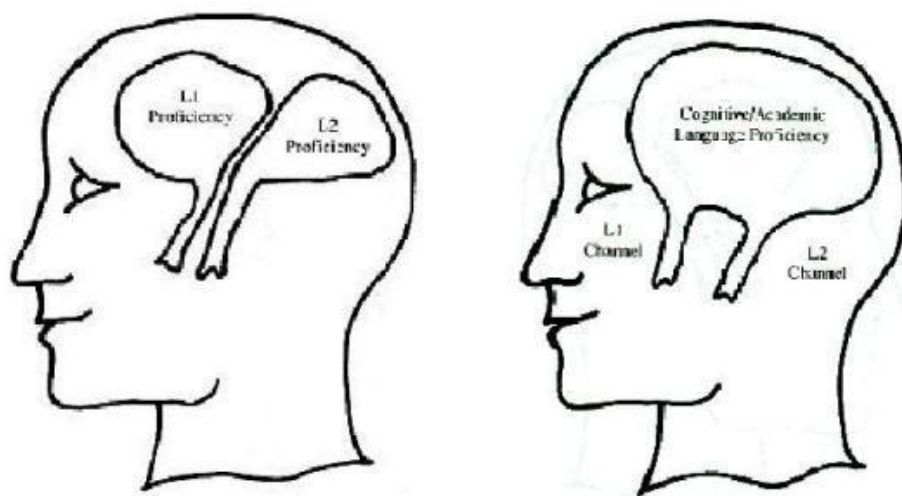
Figure 1.4 : CUP and SUP model of bilingual proficiency.

1.6.1.1. The Common Underlying Proficiency model of bilingualism (CUP) :

The Common Underlying Proficiency (CUP) Theory which was created by James Cummins in the 1970s, is One of the most significant theories in Applied Linguistics. According to this view, "there is a common underlying proficiency in the language that supports the development of bilingualism and multilingualism" (Cummins, 1979; 1981).

Cummins(1984) suggested that the skills and information acquired in one language can be transferred to another, creating a foundation for the improvement of competency in both languages (as cited in Moses Fegher, April 2023). Hence, it is believed that the abilities developed in one language can be used to support the growth of another, improving proficiency and scholastic achievement in both languages.

The CUP theory relies on four main principles. First, the theory suggests that bilingualism and multilingualism can be acquired more easily because of a common underlying proficiency in language. This proficiency includes academic and cognitive skills that are transferable between languages, such as literacy, critical thinking, and problem-solving (Cummins, 1984). Second, the theory proposes that a person's language skills are

linked to their cognitive and academic capabilities, rather than being separate from them. Third, the theory implies that language proficiency varies between languages and that being proficient in one language can have an impact on proficiency in another.Finally, the theory suggests that a variety of conditions, including age, exposure to language, and language instruction, have an impact on the development of bilingualism and multilingualism (as cited in Moses Fegher, April 2023).
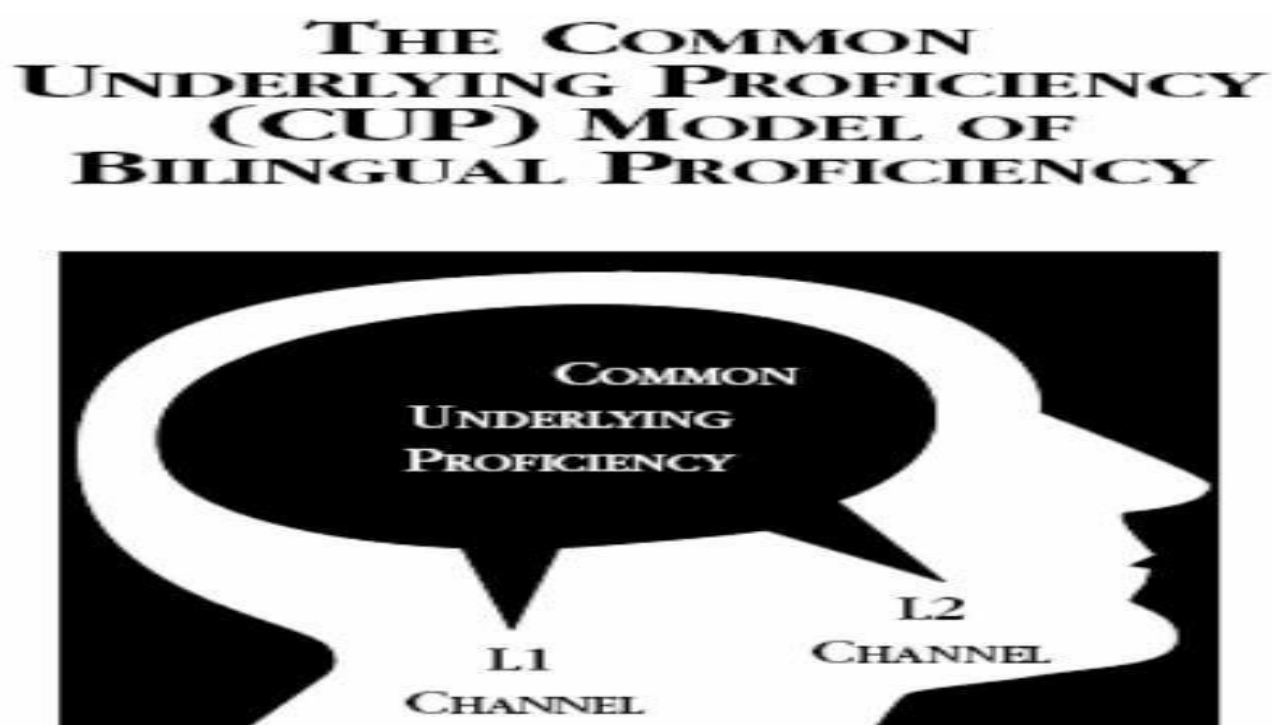
Figure 1.5 :The Common Underlying Proficiency Model .

1.6.1.2. The Separate underlying proficiency model of bilingualism (SUP) :

The separate underlying proficiency (SUP) or in other words balance model of bilingualism, (SUP) idea says there's no relationship between the first language and other languages. It implies that every language functions independently within the brain. So, bilingual people need separate parts in their brains for each language they know.

Baker (1988: 171) illustrates that the brain imagines the first language and other languages as separate balloons inside the mind, and it keeps them apart. However, The main idea taken from the SUP model is called "time on task," meaning that according to Cummins (1998:10) "the notion that the amount of time spent learning a subject is the greatest predictor of achievement in that subject", which means that the more time you spend learning something, the better you'll be at it. In addition, Baker and Jones argued, "A second language increases at the expense of the first language and as one language increases on one side, the

other language decreases proportionately on the other side (Baker & Jones, 1998)."Baker and Jones suggested that there may be a trade-off between the two languages as one's proficiency in a second language increases and one's ability in a first language declines. This concept emphasizes the dynamic character of language acquisition and refutes the view that bilingualism always results in equal progress in both languages.

Figure 3 The Separate Underlying Proficiency Model (From Cummins, 2005, September)
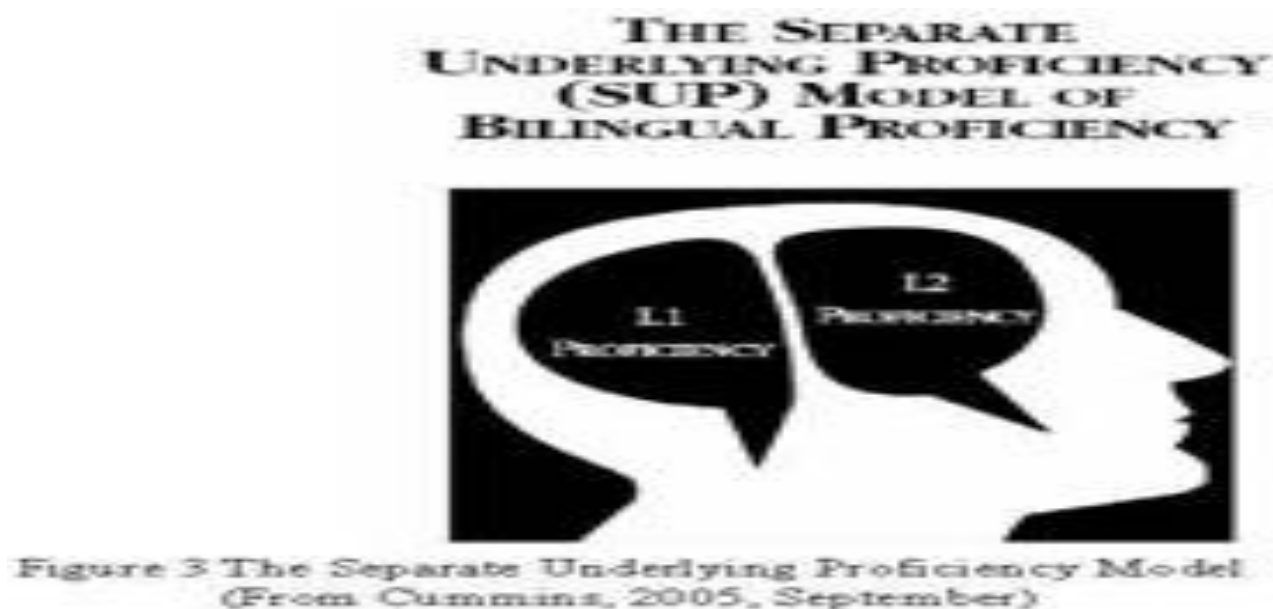
Figure 1.6 :The separate Underlying Proficiency Model .

1.7.   Factors affecting EFL learning / teaching English in primary schools :

A number of researchers share similar views on the factors that influence success of language learning. They agree that age, motivation, personal characteristics, social environment, and teaching strategies to be essential factors in learning a second or a foreign language. Brown (2007b) categorizes these factors as " learner characteristics, linguistic factors, learning processes, age and acquisition, instructional variables, context, and purpose". While Renandya (2013) emphasizes eight key factors as more significant "Roles of input,output, fluency, formulaic expressions, motivation, grammar, vocabulary, and amount and intensity of instruction ".

Additionally, Lightbown and Spada (2013) further added that factors impacting language learning encompass " Learner's personal characteristics and experiences, cultural and social environment,native and target language structure,opportunities to interact with

target language speakers, and corrective feedback and form-focused instruction accessibility". Moreover, Miller (2019) argues that nine elements influence language learning "Motivation, support at home, prior linguistic knowledge, learning environment, teaching strategies, comprehensible input, student personality, age, and comfort in their country of residence".

Brown provides a systematic framework for comprehending these factors, while Renandya focuses on particular elements such as input, output, and motivation. Lightbown and Spada highlight the intricate nature of language learning, taking into account personal experiences, cultural contexts, and instructional feedback. Miller extends the discourse by incorporating factors like family support and the learner's comfort in their environment. Together, these perspectives illustrate the intricate process of language learning and the necessity of addressing diverse factors in educational contexts . In addition, understanding the factors that impact language learning holds significant importance for both language learners and language teachers, as it offers insights into effective and ineffective approaches to learning a new language.

Furthermore , many other different factors can affect how well students learn and teachers teach foreign languages in EFL classrooms. These factors are closely tied to education in general and specifically to learning and teaching foreign languages.

1.7.1.   The social Factor :

The classroom environment is shaped by the cultural values and behavioral expectations of the larger society it belongs to, according to Tudor(2001, p. 35) "classroom is a socially defined reality and is therefore influenced by the belief systems and behavioural norms of the society of which it is part" . Stern (1983) also notes that for language teaching 'society and culture are more than background and even more than context', Stern underscores the profound impact of society and culture on language teaching, suggesting that they are not just background details but fundamental influences that shape how teaching happens.

However, according to Gholami (2012), social environments could have an impact on an individual's motivation and attitude (as cited in Somaye Amirabadi 2017). The social environments can influence the motivation and attitude towards language learning.

The family has an important effect on how their children perceive learning languages. According to Majoribanks (1996), "Family background is key to a student's life and outside the school, is the most important influence on students learning" (as cited in Gamar Al-Anbia

& Salih Abdallah,2018). The important role of family background in a student's life is that it has a greater impact than even the school environment. This highlights the critical impact of familial factors on a student's learning journey.

1.7.2.   The age factor :

Age plays a crucial role in acquiring a second language because of several factors such as The critical period hypothesis, which suggests that there is a certain age range for learning a new language, which is usually childhood. Additionally, cognitive development in childhood, which includes enhanced memory and flexibility, supports language learning. Children are better able to learn new languages because their developing brains are more flexible.

1.7.2.1. Critical Period Hypothesis (CPH) :

The critical period hypothesis explains the significant impact of age on learning a new language. It suggests that learning a language has an ideal window of time, which is typically childhood. According to Abello-Contesse(2009)"The Critical Period Hypothesis claims that an optimal period for language acquisition exists and that this period ends at puberty" (as cited in Dr Jeremy Koay, 2021). In the same vein, Hartshorne and colleagues (2018) argued that "The critical period is the time when adults' ability to acquire a language diminishes". These quotes perfectly capture the basic idea of the Critical Period Hypothesis, which suggests that there's best time to learn languages, is when you're young. Beyond this period, it becomes increasingly difficult for adults to acquire a new language to the level of a native speaker.
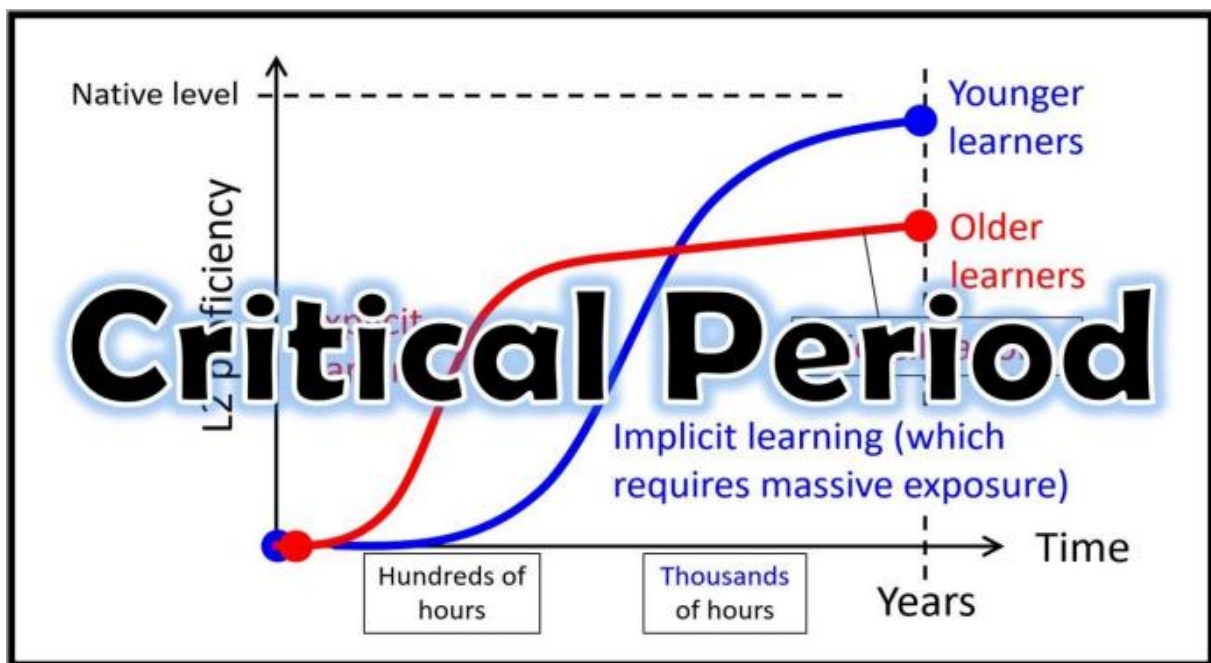
Figure 1.7:An Representative Graph of the Critical Period Hypothesis.

However, the researchers make clear learning a new language does not mean losing that ability. A study in 2018 by Hartshorne et al, revealed that Children who start learning a language before the age of 10 to 12 can do so more effectively compared to older peers. Thus, it is considered that children under the age of 12 are in the ideal period for language learning.

1.7.2.2. Cognitive development in early childhood :

When discussing age and language acquisition, it's essential to consider cognitive development in early childhood. It refers to a child's capacity for thought, exploration, and problem-solving. Children are helped in thinking about and comprehending the world around them through the development of information, skills, problem-solving abilities, and attitudes. Brain development is a component of cognitive development. Piaget's theory emphasizes the active role of individuals in shaping their behavior and understanding of the world. To make sense of their circumstances, both adults and children actively explore and adapt rather than being passive beneficiaries of environmental impact. This viewpoint highlights how human cognitive development is driven by intrinsic curiosity and agency.

It is believed that younger learners are more flexible thinkers, they find it easier to understand how sentences are constructed and the distinctive sounds of a new language. Thus, early exposure to a second language seems to provide advantages for second-language learners. Early language exposure, including programs like dual language classes in elementary schools, is supported by a substantial body of research.

1.7.3. The psychological factors :

It can be difficult and complicated to teach English as a foreign language (EFL), requiring expertise in both psychology and language. In recent years, psychology has impacted EFL teaching strategies increasingly more.

1.7.3.1. Anxiety :

Anxiety in foreign language classes typically results from particular situations, such as speaking a new foreign language. According to MacIntyre (1998), "language anxiety is a form of situational anxiety, and emphasized that research on the topic should employ measures of anxiety experienced in specific second language (L2) contexts, e.g., in classroom settings". Likewise, he defined language anxiety as "the worry and negative emotional reaction aroused when learning or using a second language"(p. 27) (as cited in Ying Zheng & Liying Cheng, 2018).

However, Horwitz (1986) also Acknowledged that "situation-specific anxiety triggered by learning or using a foreign language was largely independent of other situation-specific anxieties". He suggests that the anxiety experienced in language learning settings differs from other types of situational anxieties, emphasizing the special characteristics of language-related anxiety and its effects on learners,

Additionally, many researchers agree on the idea of developing strategies and programs to reduce anxiety. MacIntyre (1998), claimed that " There emerges a pressing need to develop anxiety-reduction strategies and programs". In the same vein, Young (1994) and Alrabai (2015) suggested "A call for the amelioration of language anxiety "

Therefore, Elkhafaifi (2005) pointed out that" Teachers should provide class structures that ensure that their students' basic need to feel safe is met, and they should also make clear that language learning entails making mistakes, and mistakes are not demonstrations of failure, but a process of learning. Similarly, teachers should avoid turning the language classroom into a testing or competitive environment, but rather, create a supportive space conducive to learning comfortably". The significance role of teachers creating a safe and supportive learning environment where students are comfortable making mistakes and growing from them. In the language classroom, this method reduces anxiety and promotes active engagement.

1.7.3.2.   Motivation and Attitudes :

Motivation is a key factor in language learning. Gardner (1985) defines motivation as "referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity (p.10)". Motivation in language learning is driven by a person's desire to learn and the satisfaction they gain from the process. In addition, according to the Pocket Oxford English Dictionary, motivation is the reason or reasons behind one's actions or behavior (as cited in Oroujlou & Vahedi, 2011).

However, Motivation significantly influences language achievement, encompassing linguistic aspects, as well as the four fundamental language skills. According to Gardner (1985), " Motivation is also an important contributor to language achievement in terms of linguistic outcomes, which traditionally embrace the knowledge structure of the language, i.e. vocabulary, grammar, and pronunciation, and the four basic skills of the language, including listening, understanding, reading, and writing".

While, attitudes are also very crucial in language learning. According to Smith (1971), "An attitude is a relatively enduring organization of beliefs around an object or a situation, predisposing one to respond in some preferential manner". Smith's points of view suggest that attitudes are not just fleeting feelings but stable beliefs that influence an individual's inclination toward language acquisition. As attitudes have a substantial impact on learners' motivation, engagement, and overall performance in language acquisition, attitudes in language education must be understood and addressed.

Furthermore, Gardner and Lambert (1959) identified two motivational orientations in their study of the relationship between attitude/motivation and language proficiency: integrative and instrumental. Integrative motivation refers to the desire to become linguistically and socially connected to people in the second-language community through learning a second language. However, instrumental motivation refers to the pursuit of practical goals, including professional growth or academic achievement, through second language acquisition. (as cited in Baohua & Watkins)

1.7.3.3.   Input and Interaction :

For learners to acquire a second language, they require both internal processing mechanisms and input, which is the language data they come across. According to Ellis (1985), "Input refers to the language information that students come upon. It is generally acknowledged that for second language acquisition to take place, learners need to be able to

receive L2 input and have internal processing processes for this L2 information (as cited in Shumei Zhang, 2009).

According to Krashen's input hypothesis, SLA takes place when the learner understands input that contains grammatical forms that are at 'i+1' ". He suggests also that "the right level of input is attained automatically when interlocutors succeed in making themselves understood in communication"(Krashen, 1985:2). Based on the Input Hypothesis, clear input is fundamental to the process of learning a language. It is the teacher's main responsibility in a classroom setting to make sure students receive this kind of information by providing reading and listening resources. (as cited in Shumei Zhang, 2009).

Interaction is an essential component of language learning, involving the exchange of information between learners and speakers of the target language. It occurs in a variety of contexts, including conversations, group work, and pair work. Interaction improves learners' language proficiency as well as their ability to produce and comprehend the target language. According to Gass & Selinker (2001), "Interaction refers to exchanges in which there is some indication that an utterance has not been entirely understood and participants need to interrupt the flow of the conversation in order for both parties to understand what the conversation is about". In the same vein, Allwright (1984:156) describes interaction as the "fundamental fact of classroom pedagogy" because "everything happening in the classroom happens through a process of live person-to-person interaction". (as cited in Shumei Zhang, 2009).

1.7.3.4. Classroom Management :

Classroom management is the collection of strategies and techniques that teachers employ to maintain a productive and orderly learning environment. According to Brophy (1996), classroom management is "actions taken to create and maintain a learning environment conducive to successful instruction" (p. 5). Teachers play an important role in creating and maintaining a learning environment that facilitates efficient instruction, Marzano (2003) said that it included the integration of four areas: "establishing and reinforcing rules and procedures, carrying out disciplinary actions, maintaining effective teacher and student relationships, and maintaining an appropriate mental set for management" (p. 88).

In addition, Crookes (2003) emphasized the significance of maintaining a reasonably organized classroom environment, as he suggests ; "one in which whatever superficial manifestations of disorder may occur either do not prevent instruction and learning, or actually support them" (p. 144). He emphasizes the importance of an organized classroom

environment, suggesting that any apparent disorder should not hinder instruction and learning, and may even facilitate them. (as cited in Macías, 2018).

1.7.4. The pedagogical Factors :

EFL pedagogy focuses on methods, theories, and practices used to help non-native speakers communicate effectively in English, covering listening, speaking, reading, and writing skills.

The term communicative competence is One of the most fundamental concepts in EFL pedagogy, it describes the complete set of skills needed for successful communication, both verbal and nonverbal. (as cited in Abad, 2012). Language ability is categorized into organizational knowledge (grammar and text understanding) and pragmatic knowledge (functional and sociocultural aspects). It also includes strategic competence and psycho-motor skills as part of communicative competence. According to Bachman and Palmer (1996), « language ability is divided into organizational knowledge and pragmatic knowledge. Organizational knowledge comprises grammatical knowledge, required to operate at the word and sentence levels, and textual knowledge, which deals with the more complex aspects of text. Pragmatic knowledge comprises functional knowledge, which accounts for the ability to communicate and interpret intentions; and sociolinguistics knowledge, which allows language users to effectively communicate within a sociocultural context. In addition to these types of knowledge, communicative competence also includes strategic competence and psycho-motor skills ».

Another significant aspect of EFL pedagogy is the use of authentic materials. Authentic material offers learners a variety of important benefits, inspiring motivation and interest in language learning, thus enhancing their communicative competence. Rogers (1988) stated "The authentic materials should be qualified in terms of objectives, learners' needs and nature of the meaningful communication" (p. 467)(as cited in Omid & Azem 2016). Using authentic materials in EFL classrooms helps students connect their classroom learning with real-world situations. Essentially, integrating authentic materials helps students in developing effective communicative skills in the target language.

The integration of technology in the EFL classroom is very essential due to the advantages it offers to both teachers and students throughout the teaching and learning process. The effective use of technology can aid EFL learners in enhancing their language skills, develop a positive attitude toward learning, and build confidence and self-directed

learning strategies. According to Dudeney and Hockly (2008)," Technology is significant in the EFL classroom because it provides new ways of practicing language and endorses students' performance".

Learner autonomy is also one of the most significant aspects of EFL pedagogy. According to Holec, "learner autonomy is an ability to take charge of one's own learning". Students are responsible for their learning process, including the objectives, selecting study materials, choosing study methods and strategies, and assessing their progress.

Lastly, EFL pedagogy acknowledges the critical role of cultural awareness and sensitivity. Learning English as a second or foreign language means getting to know another community's or country's culture. According to Byram (1986), "Culture teaching introduces students to the lifestyles of the places where the target language is spoken". EFL pedagogy makes learners gain different perspectives and helps them develop their understanding and respect for cultural diversity.

1.8.   The Challenges of Teaching English in Primary School :

Teaching English in Primary schools is a difficult task because the way children and adults are taught differs. This presents many challenges. There are internal and external factors related to the problems. Internal factors involve aspects such as pedagogy, motivation, and individual identity, while external factors encompass elements like textbooks, learning materials, teachers' English level, and class sizes.

1.8.1.   The Internal challenges :

These internal challenges are based on pedagogy competence, which refers to the teacher's ability to manage students' education. Second, the motivation, which is the drive or desire to learn a language. Third, identity refers to how individuals perceive themselves and their relationship with the language they are learning.

1.8.1.1. Pedagogy competence :

The first challenge affecting intrinsic factors is pedagogical competence which deals with the appropriate use of teaching strategies. According to Susilo (2011: 115), "pedagogical competence is the capability of teachers to manage the education of students, including setting up the learning device, implementing the learning, and evaluation". On the other hand, according to the educational dictionary, pedagogic competence is the theory and practical application of teaching children. This means being aware of the curriculum, school

management, and structure. In addition to the philosophical, sociological, psychological, and methodological elements of teaching children. (as cited in Purnama et al., 2021). Pedagogical Competence is one type of competencies that need to be mastered by teachers. Essentially, teachers can manage the education of students. This competence encompasses the capacity of teachers to handle three key areas of teaching, namely lesson planning, implementing the teaching and learning processes, and assessing students learning.

There are various modern learning strategies including Communicative Language Teaching (CLT) and Task-Based Learning and Teaching (TBLT). however, the teachers may encounter difficulties implementing these strategies due to various reasons.

1.8.1.2. Motivation :

The second challenge affecting intrinsic factors is motivation, It is a central topic in the field of education. According to Gardner (1985), motivation is "The combination of effort plus a desire to achieve the goal of learning the language plus favorable attitudes toward learning the language".

Motivating children to learn a language is difficult due to the diversity of their motivations for learning. some students may face challenges in comprehending and understanding English, while others may not encounter such difficulties. Moreover, the limited frequency of assessing student progress presents a challenge, as assessments are essential for determining the level of understanding students have attained in their lessons. Therefore, students with poor English proficiency levels lack motivation and interest in learning if their progress is not regularly evaluated. In actuality, it is worse since the teacher will find it challenging to explain the material and include the students in activities if they lack the ambition to learn English.

However, recognizing and addressing these differences is crucial for educators to effectively support all students in their language acquisition journey. It is important to employ diverse teaching strategies and provide individualized support to cater to the needs of every learner.

Nonetheless, parental support is crucial for students' language learning journey. When parents actively engage in their children's language education, they develop a sense of importance and attention to learning English. This involvement can include encouragement, providing resources, and showing interest in their progress. On the other hand, in the absence of such support, pupils might not have the motivation and enthusiasm necessary to overcome

obstacles and progress in their language learning. Therefore, a collaborative effort between teachers and parents is essential to create an environment conducive to students' language learning success.

1.8.1.3. Identity :

Identity presents an additional challenge. Teaching a foreign language to young children with a global outlook is not easy and is fraught with difficulties. but not keeping them away from national identity. National identity is "a condition in which a mass of people make the same identification with national symbols – have internalized the symbols of the nation".(as cited in Cahyati & Madaya, 2018).

However, it is a challenging task to Instill a sense of pride in students for their national identity while they learn English because it requires balancing cultural heritage with language acquisition. It entails effectively teaching English to students while also demonstrating the value of their culture and language. In addition, careful planning and understanding of cultural differences are essential to achieve that balance.

1.8.2. The External challenges :

These external challenges are Based on textbooks, due to the great impact on language learning outcomes, Well-designed textbooks can facilitate comprehension and engagement. Further, teachers' English level and proficiency are crucial for effective learning. Then, class sizes can affect the amount of individual attention and interaction each student receives.

1.8.2.1. The textbooks :

Textbooks are essential in language teaching because they offer the structure and materials needed for effective learning. According to Garinger(2001), "Textbooks play a very crucial role in the realm of language teaching and learning and are considered the next important factor in the second/foreign language classroom after the teacher."

It is very crucial that teachers must know how to use textbooks because it is an instrument for instruction. Moreover, the choice of a fundamental textbook denotes a significant investment in professional, financial, and political. Sheldon (1988), stated that " Textbooks are a key component in most language programs. In some situations they serve as the basis for much of the language input learners receive and the language practice that occurs

in the classroom. They may provide the basis for the content of the lessons, the balance of skills taught, and the kinds of language practice the students take part in".

Due to the important role that textbooks play in learning English. However, several countries do not have available textbooks, and this raises another problem. Eliot & Corrie (2015), said that " Many countries still face the challenges of insufficient availability, poor quality, and ineffective usage of learning and teaching materials LTM".

However, Quality textbooks must avoid stereotypes and be regularly updated to match changing contexts, as emphasized by UNESCO (2017), high-quality textbooks need to be devoid of divisive stereotypes and biases and should be updated often to reflect changing local, national, regional, and global contexts. (UNESCO, 2017). In other words, textbooks and learning materials should be adapted ed to suit students' needs and capabilities and should be simplified to the benefit of both teachers and students.

1.8.2.2. Teachers proficiency :

Teachers' proficiency in English can impact their teaching effectiveness. Specifically, those with lower proficiency levels may struggle with self-confidence, encounter difficulties in interacting with students, and experience slower comprehension of instructional materials.

According to Richard (2011), "There are two sets of competencies that characterize a successful quality teacher: professional competence and pedagogical competence". In Teaching English to Young Learners (TEYL), teachers must be proficient in both professional and pedagogical competencies. Professional competence includes factors like proficiency in English, appropriate licensure, and completing TEYL training, among others. While Pedagogical competence describes the capacity to instruct young students efficiently.

Therefore, teachers who are not proficient enough in teaching English, especially to young students would benefit from training programs that would help them develop their competencies in this regard.

1.8.2.3. Class size :

Class size is a common problem, which makes it difficult for teachers to use learner-centered approaches in overcrowded classrooms. According to the British Council (2016), "Optimal English language learning occurs with a class size of around 15 to 20 students, providing a comfortable teaching and learning environment for both educators and learners".

However, Teaching English to a sizable group of students can present significant challenges. A key obstacle is ensuring that every student engages actively in class. In larger classes, tracking individual achievement becomes more difficult, and students may be unable to participate in class activities or raise questions. Moreover, effective teaching strategies are necessary to keep students engaged and closely monitor their development. In addition, they must be capable of adjusting their teaching methods to meet the diverse needs of each student, despite the complexities of managing a large group.

Furthermore, WANG, Q., & ZHANG, N. (2011) explores the challenges associated with teaching English to large classes, such as maintaining student participation, monitoring student advancement, and providing individualized attention. Despite these challenges, there are significant rewards for educators as they observe students making progress and gaining confidence in their English language skills.

1.9.   Conclusion :

This chapter addresses the theoretical part of the study. It first defined language policy and language planning. Then, it provided an overview of the educational system in Algeria. Next, it presented the status of English in Algeria with a clarification of policies and reforms of ELT at all levels. Moreover, it shows the definition and theories of second language acquisition. Furthermore, it discusses the simultaneous learning of two foreign languages; it Clearly states bilingualism and the two bilingual education model (CUP, SUP). Additionally, it exhibits the factors influencing EFL learning and teaching the English language in primary schools. Finally, before dealing with it deeply this chapter sheds light on the different challenges of teaching English in primary schools.

Chapter Two: ResearchMethodology

2.1.Introduction

2.2. Research Methodology

   2.2.1.Mixed Methods Research

      2.2.1.1.Qualitative Research

      2.2.1.2.Quantitative Research

2.3. Research Population

2.4. Research Sample

2.5. Research Setting

2.6. Research Instruments

   2.6.1. Questionnaire

      2.6.1.1. Aim of Teachers Questionnaire:

      2.6.1.2. Objectives of Teachers Questionnaire:

      2.6.1.3. Description of the Teachers' Profile :

      2.6.1.4. Description of Teachers Questionnaire :

   2.6.2. Observation

      2.6.2.1. Aim of Classroom Observation

      2.6.2.2. Description of Classroom Observation

   2.6.3. Interview

      2.6.3.1. Aim of interview

 2.6.3.2. Objectives of the interview

 2.6.3.3. Description of the Inspectors and the Teacher Trainer Profile

2.6.3.4. Description of the Interview

2.7. The limitation of The Study

2.8. Conclusion

2.1   Introduction :

The previous chapter dealt with the theoretical part of this work. While this chapter presents the practical part of the thesis. It aims to give a thorough description of the research methodology used to analyze the challenge of teaching English in parellel with French in Saida primary schools.   First, the chapter targets to describe the sample population who contributes to fulfill this research.Besides,it presents the research tools that have been followed to accomplish this academic undertaking. Finally, the chapter illustrates the limitations that obstruct the researcher during her research journey.

2.2.   Research Methodology :

When engaging in any research, it's essential to determine the research methodology that is the basis of the study. Somekh and Lewin (2005), defined research methodology as "both "the collection of methods or rules" you apply to your research, as well as the "principles, theories, and values" that support your research approach". In the same vein, Dawson (2019), added that "a research methodology is the primary principle that will guide your research. It becomes the general approach in researching your topic and determines what research method you will use". In this vein, the researcher has selected mixed-methods research to address the questions effectively.

2.2.1.   Mixed-Methods Research :

A mixed-method approach has been employed to achieve the research's aim and answer the research questions. Gacem (2024) define mixed-methods research (MMR) as" a research methodology that incorporates multiple methods to address research questions in an appropriate and principled manner, which involves collecting, analyzing, interpreting, and reporting both qualitative and quantitative data". Since it combines the benefits of both quantitative and qualitative research to create a more holistic view, this enables a more thorough study of the underlying phenomenon or research topic. It aims also to enhance understanding and validation of the topic to be addressed.

2.2.1.1. QualitativeResearch :

To gain a deeper understanding of the topic and address the research questions, a qualitative method was employed. According to Shank (2002), qualitative research is "a form of systematic empirical inquiry into meaning" (p. 5). By "systematic" he means following agreed-upon standards or plans among members of the qualitative research community. By

"empirical" he implies that this type of research has a strong basis in real-life experiences. "Inquiry into meaning" suggests that researchers seek to understand how individuals interpret their experiences.

In addition, qualitative research adopts an interpretive and naturalistic approach, according to Denzin and Lincoln (2000) qualitative research involves an interpretive and naturalistic approach: "This means that qualitative researchers study things in their natural settings, attempting to make sense of, or to interpret, phenomena in terms of the meanings people bring to them" (p. 3). In other words, it focused on studying phenomena within their natural contexts and interpreting them based on the meanings people attribute to them.

2.2.1.2. *Quantitative Research :*

To gather the necessary data, this research employs a quantitative research approach. The quantitative methodology is appropriate to provide a summation of what research is all about. Creswell (1994) defined quantitative research as "an inquiry into a social or human problem, based on testing a theory composed of variables, measured with numbers, and analyzed with statistical procedures, in order to determine whether the predictive generalization of the theory hold true".

Additionally, quantitative research relies on numerical language, which means that data are collected in terms of numbers and statistics. According to Punch (1998), quantitative research is "an empirical research where the data are in the form of numbers".

The researcher employs mixed methods research to gather sufficient and relevant data, aiming to clarify uncertainties regarding the topic. Additionally, this approach helps and enhances the researcher the academic validity of the research.

2.3.   Research Population:

The population refers to the total collection of individuals, objects, or occurrences that are being studied and have a shared trait. It encompasses everything that the researcher plans to look at and draw conclusions from (Jilcha Sileyew, 2020; Garg, 2016).

The target population of this study is all English teachers of Saida primary schools, One hundred ten (110) teachers, for the academic year 2023/2024. The population also involves Two (02) inspectors of the English language. Teachers are chosen because they have a very crucial role in teaching, and they are knowledgeable of the difficulties and challenges that

they are faced in teaching two foreign languages simultaneously. However, inspectors are chosento provide expert points of view based on their prior experiences and knowledge.

2.4.   Research Sample:

A sample is a portion of the population chosen for the study. It is a more manageable and smaller collection from which researchers extrapolate findings and make conclusions about the total population (Taherdoost, 2018, Bhardwaj, 2019).

The present research has taken place at multiple primary schools throughout Saida. The study focuses exclusively on targeting their primary school English teachers as well as inspectors to gain valuable insights from two crucial stakeholder perspectives. The participants were selected randomly to contribute to the accomplishment of this research paper. From this wide range, the researcher has chosen a sample of (47) teachers, two (02) inspectors, and one (01) teacher trainer. and it makes your research unreliable

2.5   Research Setting:

The research setting is the environment in which research is conducted. This includes the location and time period.This research is generally conducted at the primary schools of Saida in the academic year 2023/2024. First, the questionnaire was conducted in some primary schools in Saida, in addition to an email questionnaire was also sent to the other teachers during the second trimester. Second, the classroom observation was also conducted in four different primary schools with two English teachers in five sessions, forty-five minutes for each, during the third trimester.

Three sessions with the first teacher. The first one was on 30/04/2024 from 08:00 to 08:45. The second one was on 02/05/2024 from 08:00 to 08:45 in Sanour Mustapha primary school. While the third one was on 05/05/2024 from 01:00 to 01:45 in Hachmaoui Mohamed primary school. In addition, two sessions with the second teacher. The first one was on 29/04/2024 from 01:00 to 01:45 in El ikhwa Lahwel primary school. The second one was on 08/05/2024 from 10:00 to 10:45 in Zitouni Mohamed primary school.

2.6   Research Instruments:

It's widely acknowledged that any research paper depends on research instruments to enhance its academic reliability and credibility. According to Frankel (2005:112), states

"Instrument is the device the researcher uses to collect the data". A research instrument is a tool used by researchers to obtain, measure, and analyze data. For this reason, this study was developed through the use of a questionnaire, interview, and observation.

2.6.1. Questionnaire:

A questionnaire is a very efficient way of gathering information from a large number of people, and they are also considered to be one of the most potent methods of data collection. According to Brown (2001), "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react, either by writing out their answers or selecting from among existing answers".

2.6.1.1. Aim of Teachers Questionnaire:

The reason behind using this tool is to know the opinions of teachers of the English language in Saida primary schools about the implementation of English language and the participation of their educational journey, and also the most important reason is to collect information about the challenges they face while teaching English, through this experience as the first in primary schools.

2.6.1.2. Objectives of Teachers Questionnaire:

1- To gather background information about teachers qualifications and teaching experiences.

2- To explore teachers opinions about the decision of the implementation of English language in Saida primary schools.

3- To assess the challenges and difficulties faced by teachers in teaching English and managing bilingual instruction in primary schools.

4- To understand the necessity and types of training required for English teachers.

5- To identify specific difficulties faced managing bilingual education in the classroom.

6- To discover the most difficult aspects of teaching young learners.

7- To collect opinions on the suitability of primary school for learning two foreign languages simultaneously.

8- To gather suggestions for improvement to help teachers overcome obstacles related to teaching bilingualism.

9- To assess the suitability of training and professional development opportunities received by English teachers.

10- To identify strategies used by teachers to create a supportive and inclusive environment for students in bilingual education settings.

11- To discover whether or not students engage in code-switching or language mixing during class and how teachers manage this phenomenon.

2.6.1.3. Description of the Teachers' Profile :

The present questionnaire and an email questionnaire were delivered to (47) primary school teachers males and females. Their academic qualification the majority of them hold a license degree. Besides their teaching experience, some of them don't have any experience in teaching, and some of them have experience in teaching in both middle and secondary schools.

2.6.1.4. Description of Teachers Questionnaire :

The Teacher's questionnaire comprises 14 questions in total divided into two sections. The vast majority of questions are in a closed-ended format (multiple choice questions and dichotomous questions), providing participants with specific answer options to select from. Only a few of the questions adopt an open-ended format to accommodate diverse personal views and details. The questionnaire was designed as follows :

The first section of the teacher's questionnaire is devoted to investigating teachers' background information, this section consists of three close-ended questions (Q1 and Q3 are multiple choice questions, and Q2 is a dichotomous question). It seeks to know which degree teachers hold, in addition to whether or not teachers have experience in teaching. Then, it seeks to know which level they taught before in middle or secondary schools.

The second section contains twelve(12) questions, nine close-ended questions (Q4, Q7, Q9, Q10, Q14 are multiple choice questions, and Q5, Q6, Q8, Q11 are dichotomous questions), in addition to three open-ended questions (Q12, 13, 15). This section is entitled "Teachers difficulties and challenges". This section seeks to investigate the views of teachers regarding the decision to introduce English in primary schools. In addition, to explore the perspectives of teachers regarding the challenges and obstacles they face in teaching English alongside French in primary schools. Moreover, to gather insights into teachers' experiences, opinions, and strategies related to bilingual instruction. Further, to discover the importance

and the different types of English teacher's training. Furthermore, the section also investigates teachers' opinions regarding possible improvements to facilitate bilingual instruction as well as their experiences with professional development programs. Additionally, to understand teachers' experiences with instances of code-switching or language mixing among students during lessons and how they manage this phenomenon. Overall, this section aims to provide a comprehensive understanding of the challenges faced by teachers in bilingual environments and their perspectives on potential solutions and support mechanisms.

2.6.2. Observation :

Observation is a way to gather data by watching people, and events, and noting them. According to Marshall and Rossman (1989), observation is "the systematic description of events, behaviors, and artifacts in the social setting chosen for study" (p. 79). Observation studies systematically record visible behaviors or phenomena in their natural environments. Gorman and Clayton (2005), define observation studies as those that "involve the systematic recording of observable phenomena or behavior in a natural setting" (p. 40).

2.6.2.1. Aim of Classroom observation :

The observation aim to find solutions that help English teachers in the future. In addition, it allows for a more comprehensive understanding of the challenges and obstacles faced by teachers when teaching English simultaneously with French in Saida primary schools. In addition, to discover how teachers manage to teach English to primary school pupils.

2.6.2.2. Description of Classroom Observation :

During classroom observation which included four sessions (forty-five minutes for each) in four different primary schools in Saida (Sanour Mustapha, ELikhewa Lahwel, Hachmaoui Mohamed, and Zitouni Mohamed primary schools), the researchers obtained the results from observing two teachers (one male and one female). The lessons dealt with along these sessions were mainly about unit four and five : "My play time and My pets" (presented by teacher 1), and unit five : "My pets" (presented by teacher 2).

Some research questions would be more effectively addressed by observing how objects seem or how members of the sample population act. The type of observation used was an overt one in which teachers were informed about the procedure. In overt observation, the researcher openly shares their intentions and informs participants about the observation process. An essential benefit of overt observation is that it allows the researcher to establish a

level of trust and rapport with participants by being transparent about the research objectives from the start.

The researcher has chosen note-taking as a techniques to collect data and even to make the observation more structured. In addition, to collect additional valid data and more information adopted by teachers which was not mentioned in the questionnaire.

2.6.3. Interview :

An interview is a tool to collect qualitative data. It involves posing a range of questions to the participants. It is a conversational approach that aids in the researcher's collection of necessary information regarding the attitudes, experiences, beliefs, and motives of the participants. However, there are many different kinds of interviews, the three most typical ones are semi-structured, unstructured, and structured.

Steward and Cash (1988:03) define an interview as "a process of dyadic relational communication with a predetermined and serious purpose designed to interchange behavior and involving the asking and answering of questions." In addition, Pearson and Nelson (1997:140) also define an interview as "a dyadic communication context with a purpose or goal."

The interview is a beneficial addition to the research since it improves the researcher's understanding of the topic and helps to verify the accuracy of the impressions the researcher gained from observation.

2.6.3.1. Aim of interview :

This interview aims to gather insights and perspectives on the challenges, policies, strategies, and prospects regarding the teaching of English in parallel with French in Saida primary schools.

2.6.3.2. Objectives of the interview :

- To comprehend the interviewee's viewpoint on the subject and their perceptions of the advantages and difficulties.

- To investigate existing policies or initiatives aimed at supporting language education, particularly English, in Saida primary schools.

- To identify particular cultural or contextual factors specific to Algeria that influence the teaching of English in primary schools.

- To discuss how the learning environment impacts language development in a bilingual setting like Saida primary schools.

- To gather insights on effective strategies for teachers to successfully manage bilingual classrooms.

- To explore proven strategies that promote language proficiency and development in pupils learning both French and English simultaneously.

- To discuss the importance of training programs for teachers in improving the quality of language instruction in Saida.

- To identify specific training programs available for teachers to enhance their English teaching skills in primary schools.

- To identify the main challenges faced by teachers when teaching English and French simultaneously and discuss effective ways to address these challenges.

 - To explore the prospects and potential developments in teaching English alongside French in Saida primary schools.

2.6.3.3. Description of the Inspectors and the Teacher Trainer Profile :

Two inspectors and one teacher trainer were involved in the study, two of them were females while the remaining one was male. These inspectors and the teacher trainer have wide experience in the field of teaching the English language, as they are also familiar with teaching English in primary schools. In this vein, the researcher has selected them for the interview that would unveil some aspects concerning the difficulties and challenges faced by English primary schools in teaching English simultaneously with French.

2.6.3.4. Description of the Interview :

The type of interview used by the researcher in this research work is a semi-structured interview. It was addressed to two inspectors and one teacher trainer who are well-experienced in the field of teaching English, and they are also experienced in giving training to the new English teachers.

The investigator conducted a face-to-face interview with only the teacher trainer because she agreed to be interviewed. In addition, she undertook an interview with the inspectors but since they were busy, they suggested conducting the interview virtually. This means that the inspectors' interview was conducted via email.

The interview comprises ten questions that vary between WH questions and dichotomous questions (yes/no) (see Appendix). These questions aim to cover all aspects of the subject matter. That would support the researcher in obtaining satisfactory findings from her study and verifying the validity of the proposed hypothesis.

At first, the researcher asked the inspectors' permission to undertake the interview with them, she introduced her topic as she identified the points that would be discussed. They agreed to send the interview questions via email. She also asked the teacher trainer permission to undertake the interview with her. When she accepted, She stated what needed to be covered and introduced her topic. The teacher trainer was more than collaborative, in which, she provided the researcher with detailed answers which were satisfying for her.

2.7. The limitation of The Study :

The researcher of this study confronted some difficulties and obstacles in her journey. On the one hand, the obstruction we faced in the current study is the lack of information concerning the thesis since it is new. In addition to the difficulty of obtaining the original sources, not many libraries have good books, which has intensified to constitute one of the obstacles in carrying out this study. Also, many teachers were not cooperative in answering the questionnaire, due to lack of timing since they work in different other schools during the day. Therefore, collecting the questionnaires took a lot of time (from the second trimester to the third trimester). Further, The time when the researcher worked on the investigation part, Ramadan and holidays were an absolute hindrance, and the process of gathering data stopped. Furthermore, the inspectors didn't cooperate in answering the interview questions. She sent them the interview questions from February to May. The researcher tried repeatedly to reach them, but all attempts failed.

2.8. Conclusion :

This chapter was descriptive. It intended to describe the research methodology adopted to analyze the challenges and difficulties that faced English teachers in primary schools when they teach English in parallel with French. First, the chapter aimed to outline the sample population that contributed to the completion of this research. Further, it presented the

research methods and research instruments that have been chosen to accomplish this academic project. Finally, the chapter illustrated the limitations that the researcher faces on her research journey.

Chapter Three: DataAnalysis and Interpretation

3.1. Introduction

3.2. Findings

    3.2.1. Teachers' Questionnaire

    3.2.2. Observation

    3.2.3. The interview

3.3. Interpretation of the Findings

3.4. Suggestions and Recommendations

3.5. Conclusion

3.1. Introduction :

 The previous chapter was only intended to describe the process adopted by the researcher to conduct her study. This chapter is devoted to two parts an analytical part and a suggestive one. The first part aims to analyze, interpret, and discuss the findings obtained from the three chosen research tools; The teacher's questionnaire, the interview, and the classroom observation. While the second part is suggestive, it aims to provide some recommendations and suggestions that would help primary school English teachers solve their problems and take into consideration the challenges they face, and find solutions for it from the policymakers.

3.2. Findings :

The findings of this research are going to be discussed qualitatively and quantitatively. The teachers' questionnaire is going to be discussed quantitatively. On the other hand, the interview and the classroom observation were discussed qualitatively.

3.2.1 Teachers' Questionnaire

To provide a thorough analysis of the teachers' questionnaire, all the questions asked to the teachers will be presented and discussed. This analysis highlights their responses' key findings, trends, and insights.

Section one: Background Information

Question one : Which degree do you hold ?

   Thirty-five (35) teachers hold a license degree with a percentage of 74,46%. While twelve (12) of them hold a master's degree with a percentage of 25,53. As shown in the pie-chart below :
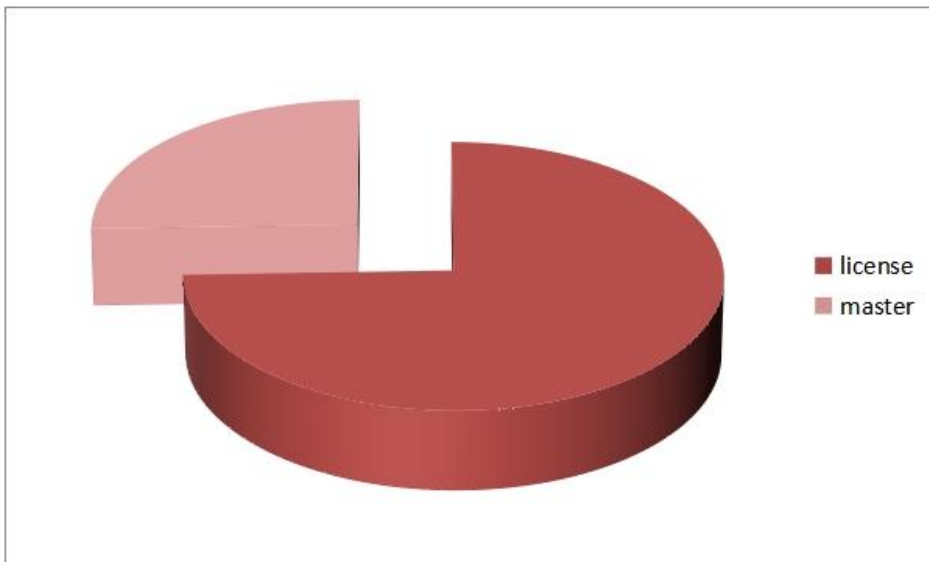
Figure 3.1.Teachers'academic certificates

The above pie-chart states the degree of the participant teachers in this research. Findings show that 74% of the participants hold a license degree. On another hand, the rest of the teachers 26% hold a master's degree of a wide range. This means that the majority of teachers hold a license degree.

Question two : Do you have experience in teaching ?

Twenty-seven (27) of the participants have experience in teaching with a percentage of 57,44%. The rest of them (20) don't have any experience in teaching with a percentage of 42,55%. As shown in the following pie-chart :
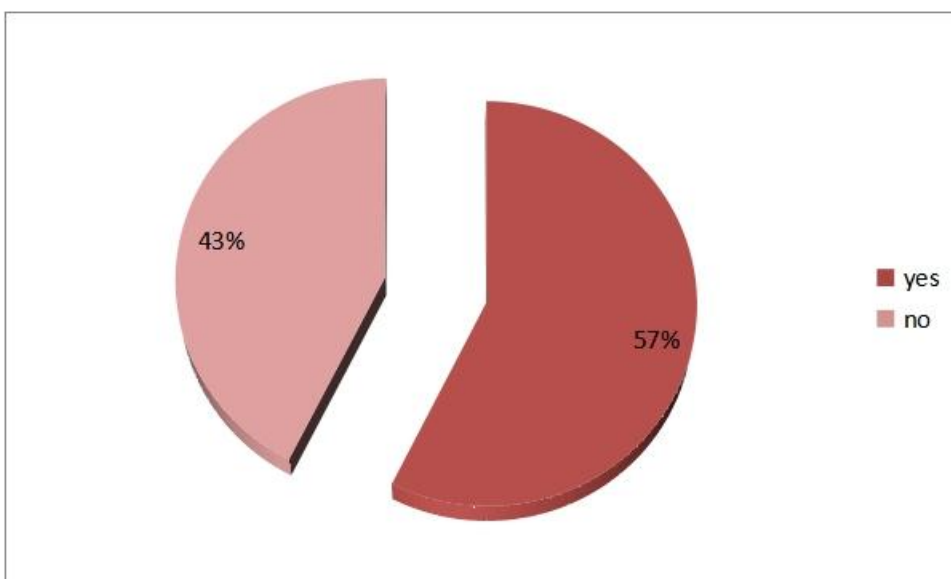
Figure 3.2.Teachers' Experience in Teaching.

The pie-chart above shows that 57% of teachers have experience in teaching. While 43% of teachers don't have any experience in teaching. This means that some of them teach English in primary schools for the first time, so it's a new experience for them.

Question three : Which level you taught ?

Twenty-seven (27) of the teachers have experience in teaching in both middle and secondary schools. Eighteen (18) of them have experience in teaching middle school pupils with a percentage of 66,66%. Nine (09) teachers have experience teaching in secondary schools with a percentage of 33,33%. As shown below :
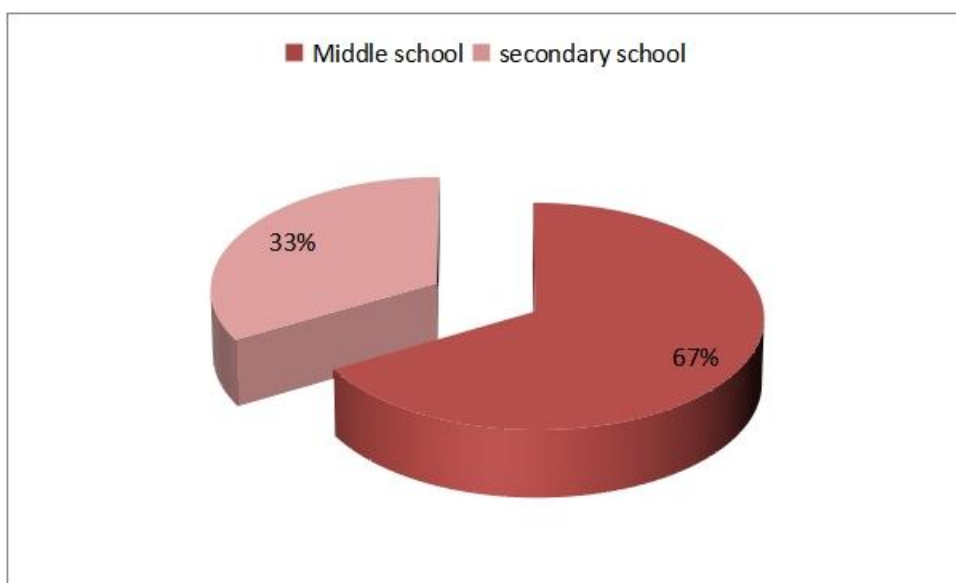
Figure 3.3.Teachers' Levels Taught.

The above pie chart states the Levels Taught by the participating teachers in the research that they already have experience in teaching before. Findings show that 67% of the participants teach in middle schools. On another hand, the rest of the informants who teach in secondary schools form 33% of the wide range. This means that some of the teachers dealt with younger learners before in middle school.

Section two : Teachers' difficulties and challenges

Question four : After the implementation of English into the Algerian primary schools, Children are now exposed to two foreign languages in the same time. What are your views on this decision?

a.It might be beneficial.

b.There can be challenges.

c.Both advantages and disadvantages must be properly considered.

d.It's depends on how it is implemented.

Eighteen (18) of the respondents affirmed that the implementation of English in primary schools might be beneficial with a percentage of 38,29%. While, twenty (20) of them assessed that can be challenges with a percentage of 42,55%. Twenty-two (22) of the teacher's relate this with it's advantages and disadvantages with a percentage of 46,80%. And fifteen (15) of them stated that this decision depends on how it is implemented with a percentage of 31,91%. As shown in the graph below :
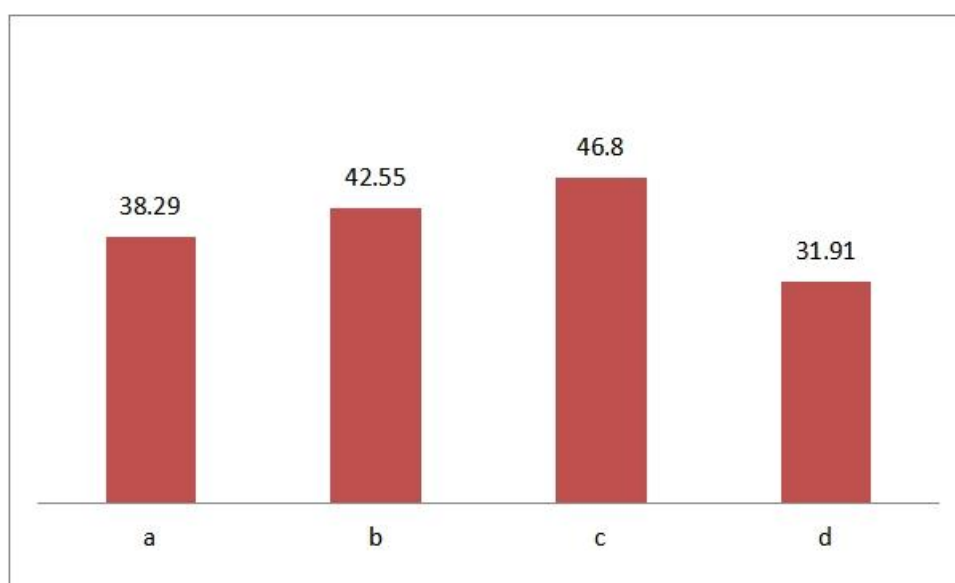
Figure 3.4.Teachers' Views on Implementing English in Algerian Primary Schools.

As shown in this graph, 38,29% of the participants regard implementing English into Primary Schools as a decision that might be beneficial. While 42,55% of teachers reported that it can be challenging. However, 46,80% preferred to link this implementation to its advantages and disadvantages. The remaining participants 31,91% stated that this decision can't be measured unless we consider how it is implemented.

A considerable percentage recognizes the potential benefits of introducing English into Primary Schools, this recognition suggests optimism regarding the positive outcomes it could bring this decision. However, a substantial percentage of educators who expressed worries about challenges highlights the need to address possible obstacles such as limited resources and lack of teachers' training. Moreover, The majority of participants advocating for a comprehensive evaluation of both advantages and disadvantages demonstrate exhibit

consideration for the situation. Additionally, a significant group stresses the significance of implementation strategies in determining the decision's efficacy.

Question five : Is teaching English in primary schools a challenge ?

Thirty-eight (38) teachers agreed that teaching English in primary schools is a challenge with a percentage of 80,85%. Whereas just nine (09) of them disagreed that teaching English in primary schools isn't a challenge with a percentage of 19,14%. As shown in the pie chart below :
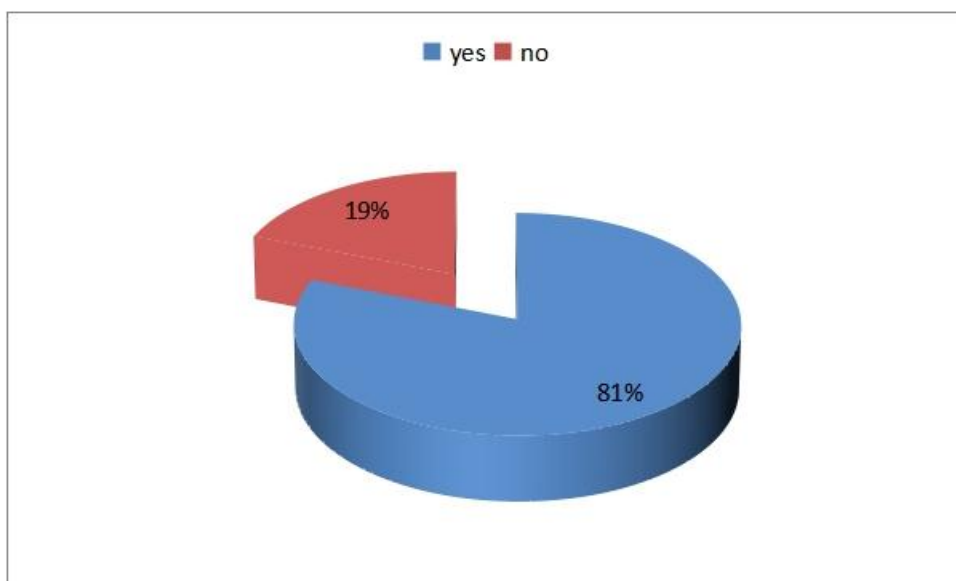
Figure 3.5. Teachers' Views on Challenges of Teaching English in Primary Schools.

This pie-chart represents teachers' views on the challenges of teaching English in primary schools. The majority of the teachers 81% stated that yes teaching English in primary school is a challenge. While 19% of them noted that it's not a challenge.

If yes explain why briefly.

Teachers' illustrations can be summarized in the following statements **:**

*Children are now exposed to two foreign languages and they are young pupils it may be difficult for them.

 *Teaching English in primary school is a real challenge, work at this level is a new experience for teaching English.

 *Pupils get confused between English and French, especially at the beginning of the school year.

*Young children have varying learning styles and abilities, so accommodating all of them can be demanding.

*Maintaining their attention and engagement requires creativity and adaptability.

 *Addressing individual needs and providing a supportive learning environment adds complexity to the role.

*Overall, while rewarding, teaching in primary school demands patience, flexibility, and a deep understanding of child development.

Question six : In your point of view, is it crucial for a teacher of primary school learners to have a special training?

 Forty-seven (47) of the participants agreed that a teacher of primary school learners must have special training, with a percentage of 100%.
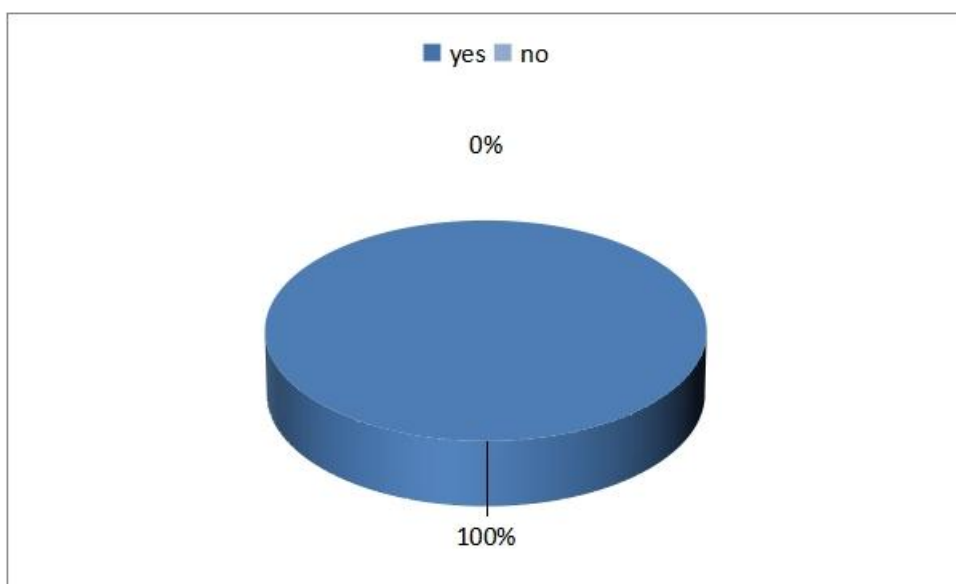
Figure 3.6. The Importance of Spcialized Training for Primary School Teachers.

   The above pie chart shows that all the teachers 100% viewed that a teacher of primary school pupils needs to have special training. This indicates the importance placed on teachers' training and gaining teaching methods suited to the unique requirements of primary school pupils. This unanimous agreement stresses the fundamental importance of specialized training in guaranteeing excellent education and favorable learning results for young pupils.

Question seven : What type of training ?

a. psycho pedagogy training.

b. Teaching methods training.

c. lesson planning training.

d. Assessment Techniques Training.

e. Classroom Management Training.

Thirty-one (31) teachers emphasized the importance of psycho-pedagogy training with a percentage of 65,95%. Moreover, Thirty-seven (37) of them highlighted the significance of teaching methods training with a percentage of 78,72%. Additionally, fifteen (15) participants stressed the essential role of lesson planning training with a percentage of 31,91%. Further, Forteen(14) teachers also highlighted the importance of assessment techniques training with a percentage of 29,78%. Furthermore, nineteen(19) of the participants emphasized the crucial role of classroom management training with a percentage of 40,42%. As shown in the graph below :
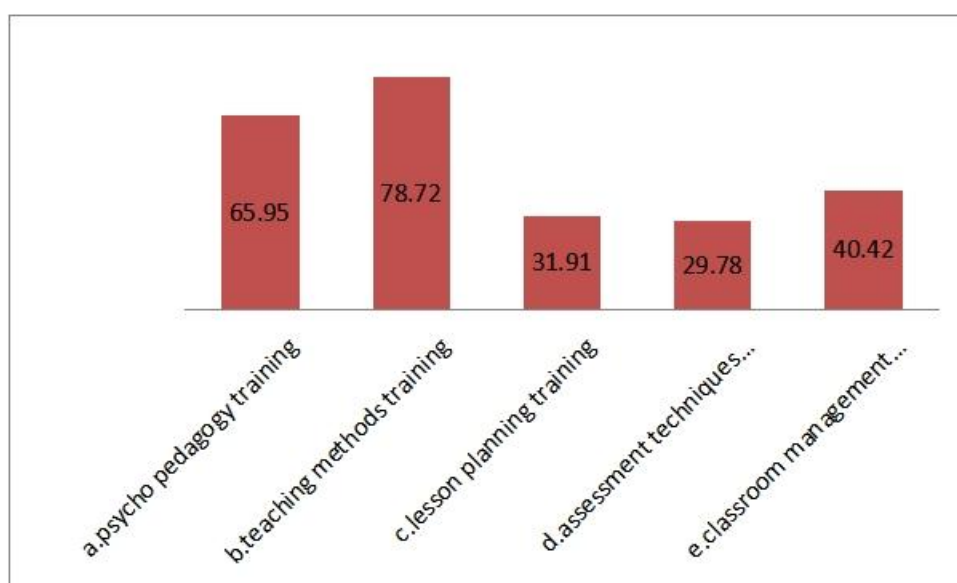
Figure 3.7.Types of training of English primary school teachers.

The graph reveals that there was variation in the answers on the types of training that would be given. 65,95% of teachers emphasized that psycho-pedagogy training plays a crucial role in teaching primary school pupils because of their young age and they are in a formative phase. while 78,72% of the respondents stressed the significance of teaching methods training, this means that it reflects a collective acknowledgment of the need for teachers to continually enhance their skills and strategies to meet the diverse needs of learners. This strong emphasis on teaching methods training indicates a commitment to delivering quality education and fostering positive learning experiences for students. Moreover, 31,91% of the

participants highlighted the importance of lesson planning training, this indicates that they understand the importance of carefully structured and thoughtfully prepared lessons in facilitating effective teaching and learning experiences. Additionally, just 29,78% of teachers focus on assessment techniques training, this shows that to measure learning progress and improve the quality of education, there is a need to put more emphasis on developing abilities linked to student evaluation. Furthermore, a significant portion of respondents 40,42% emphasized the essential role of classroom management training, this finding confirms the general opinion on the critical role that effective classroom management plays in creating a supportive learning environment. It underscores the need for teachers to possess the necessary skills to establish order, promote engagement, and facilitate positive interactions among pupils.

Others ?

*Management training.

*Communication training.

*Organization training.

*Critical thinking training.

*Time management training.

Question eight : Does lack of essential training and guidance for teaching English in primary school make your job more challenging?

Forty (40) teachers agreed that lack of essential training and guidance for teaching English in primary school makes their job more difficult, with a percentage of 85,10%. Seven (07) of them disagreed that lack of essential training and guidance for teaching English in primary school doesn't make their job more challenging, with a percentage of 14,89%. As shown below :
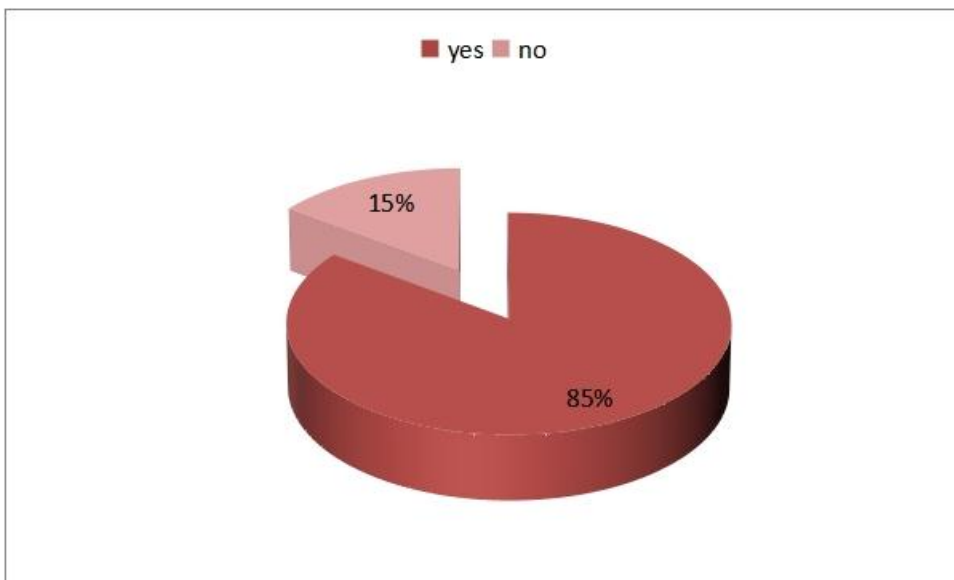
Figure 3.8.The Impact of Lack of Training on Teaching English in Primary Schools.

The pie chart above demonstrates the teacher's points of view about whether the lack of training and guidance for teaching English in primary school makes their job more challenging. The majority of the respondents 85% stated yes the absence of training and guidance for teaching English in primary school poses challenges in their work. This strong agreement suggests that teachers are generally concerned about how insufficient preparation may affect their capacity to instruct young pupils in English. While 15% of respondents indicated that the lack of training and guidance for teaching English in primary school does not make their job more difficult. This suggests that a portion of teachers may feel adequately prepared or may have developed strategies to navigate the challenges without training or in other words, they have experienced with young learners before.

If yes, How ?

Teachers' views can be summarized in the following statements :

*Teachers need more instructions and pieces of advice from the inspectors.

*They need more training to know a method to teach young learners.

*The language is still new in primary schools, and teachers are in the process of adapting, especially those who have no teaching experience.

*Teachers need how to process teaching and learning in an efficient and self-manner.

*They have difficulties in their job, and they need help and guidance, to know a method or the right way to teach young students.

*In a session of 45 minutes, it is not easy to find adequate methods to give participation and understanding chances for all the learners. Mainly in classes with more than 24 learners.

*The teacher may not have the necessary skills and strategies and without proper training, they may struggle to create engaging lessons.

*Teaching a new language to little kids is different from teaching it to adults especially English because they have no background in it and most parents especially in small villages don't master this language.

*The lack of essential training and guidance for teaching English in primary school can make the job more challenging.

*English language instruction requires specific techniques, approaches, and understanding of language acquisition principles, especially for young learners.

*Without adequate training, teachers may struggle to effectively teach English language skills such as reading, writing, speaking, and listening.

*They may also find it challenging to create engaging lesson plans, assess student progress accurately, and provide appropriate support for pupils.

*Teaching English in primary schools is not easy; it needs to take into account the problems and challenges found.

*The essential training helps the teacher to enrich his knowledge balance.

Question nine : What are the specific difficulties encountered in managing bilingual instruction in the classroom ?

a. Differing language proficiency levels.

b. Limited instructional resources.

c. Time constraints.

d. Mother tongue effect.

Twenty (20) participants identified that differing language proficiency levels as a significant difficulty, representing 42.55%. Additionally, eighteen (18) participants highlighted the challenge of limited instructional resources with a percentage of 38,29%. Moreover, forty-six (46) participants with 97.87%, identified constraints as a major difficulty.

Furthermore, the mother tongue effect was noted by twenty-one participants, constituting 44.68%. As shown below :
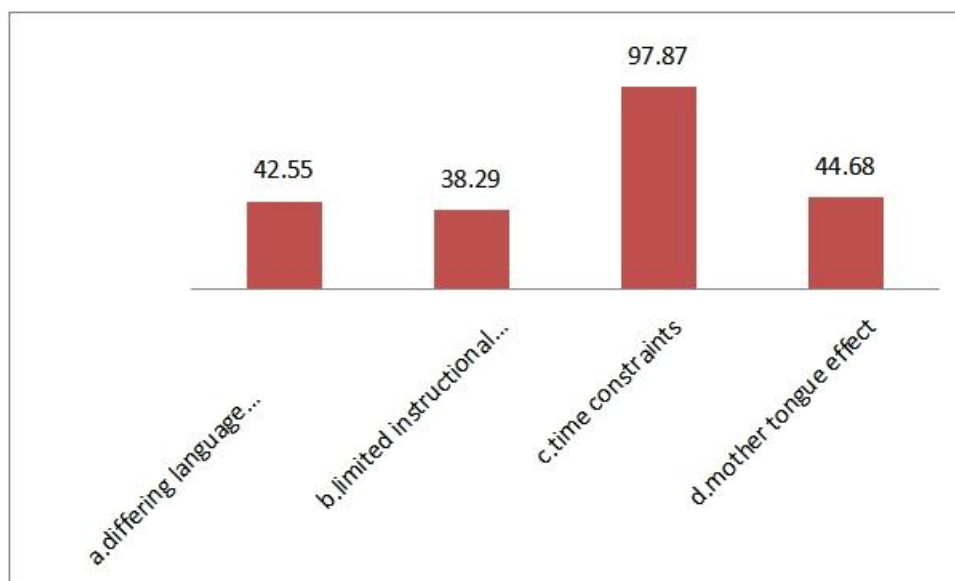
Figure 3.9.Teachers' Difficulties in Managing Bilingual Instruction in the Classroom.

The above graph represents teachers' difficulties in managing bilingual instruction in the classroom. 42,55% of the participants consider differing language proficiency levels the most difficult aspect of managing bilingual instruction, this diversity can make it challenging for teachers to effectively cater to the needs of all pupils. While 38,29% of the teachers identified limited instructional resources as a challenging element, the ability to provide excellent instruction and successfully handle the varied needs of pupils might be limited by the absence of resources. Additionally, a percentage of 97,87% represents the vast majority of the teachers who assessed time constraints as the very important reason and the most difficult factor, this underscores the urgent need to address this issue in education, this means they struggle to teach well, help students individually, and learn new things themselves. Further, a significant portion of the respondents 44,68% evaluated the mother tongue effect as an obstacle, This indicates that the influence of students' native tongue could be making learning more difficult. Recognizing and finding ways to deal with this challenge is very crucial for creating a learning environment where all students can succeed.

Others ?

*Large classes.

*Lack of materials.

*Didactic does not serve the child's level of understanding.

*Lack of teachers' training and guidance.

*Understanding the culture.

Question ten: What are the most significant factors impacting the teaching of young pupils ?

a. Students young age.

b. Lesson planning.

c. Lack of materiales.

d. Students disengagement.

e. Limited teaching experience.

 f. Students demotivation.

Twenty-four (24) participants highlighted that the young age of students was a primary factor, with a percentage of 51.06%. Additionally, fourteen (14) teachers emphasized that lesson planning is crucial, with 29.78%. Moreover, the lack of materials also posed a significant challenge, as noted by twenty-one (21) teachers with a percentage of 44.68%. Further, seven (07) participants identified student disengagement as another factor, with a percentage of 14,89%. Furthermore, limited teaching experience was highlighted by seventeen (17) of them, with 36.17%. Lastly, Ten (10) teachers cited students' demotivation as an important factor, with a percentage of 21,27%. As shown below :
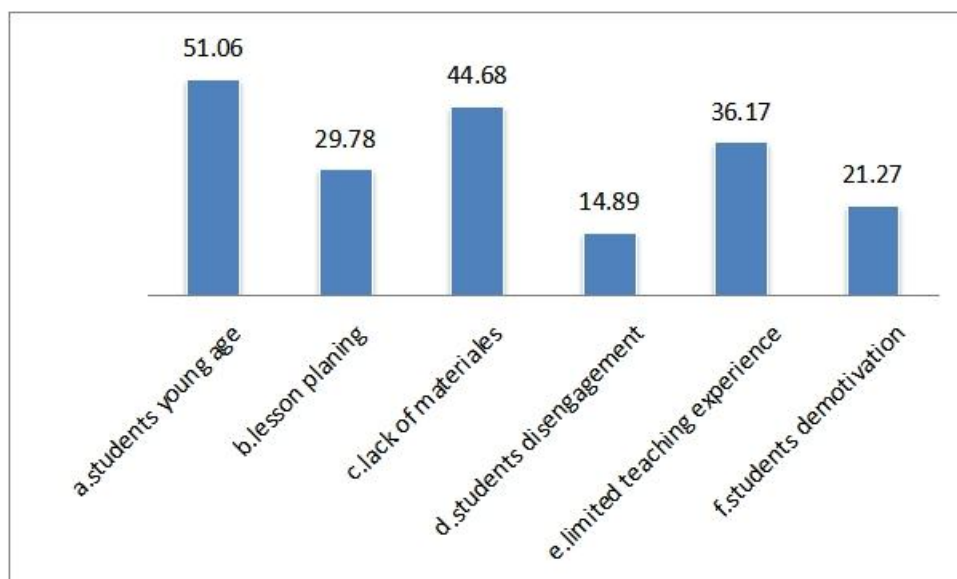
Figure 3.10.Factors impacting Teaching Young Learners.

The graph represents teachers' challenges in teaching young learners. A percentage of 51,06% represents the vast majority of the teachers who consider students' young age as the most difficult part of teaching them because teaching young children requires patience, creativity, and specialized strategies to keep them engaged and facilitate their learning effectively. Moreover, 29,78% of the participants identified lesson planning as an obstacle, this underscores the importance of careful preparation and organization in the teaching process. Additionally, a significant portion of teachers 44,68% pinpointed lack of materials as the most challenging aspect, lack of materials can limit teachers' ability to create classes that engage students and support a variety of learning preferences, which might hinder students' academic progress. This highlights the critical need for sufficient resources to support effective teaching and learning. While 14.89% of teachers pointed out student disengagement as a challenge in teaching young learners, it's still a significant concern that shouldn't be overlooked. Disengaged pupils can hinder the learning process for themselves and others, affecting both their learning and academic progress. Further, a significant portion 36,17% of participants identified limited teaching experience as a difficult aspect, this emphasizes the need for support and guidance for new teachers as they navigate the demands of the classroom. Furthermore, 21,27% of teachers highlighted students' demotivation as a hurdle in teaching them, it is critical to address elements that affect students' motivation to foster a positive learning environment.

Question eleven : In your opinion, Is primary school a better stage for learning two foreign languages in parallel ?

Thirty-five (35) teachers highlighted that primary school is a better stage for learning two foreign languages in parallel, with a percentage of 74,53%. While twelve (12) of them disagreed that primary school isn't a better stage for learning two foreign languages simultaneously, with 25,53%. As shown in the pie chart below :
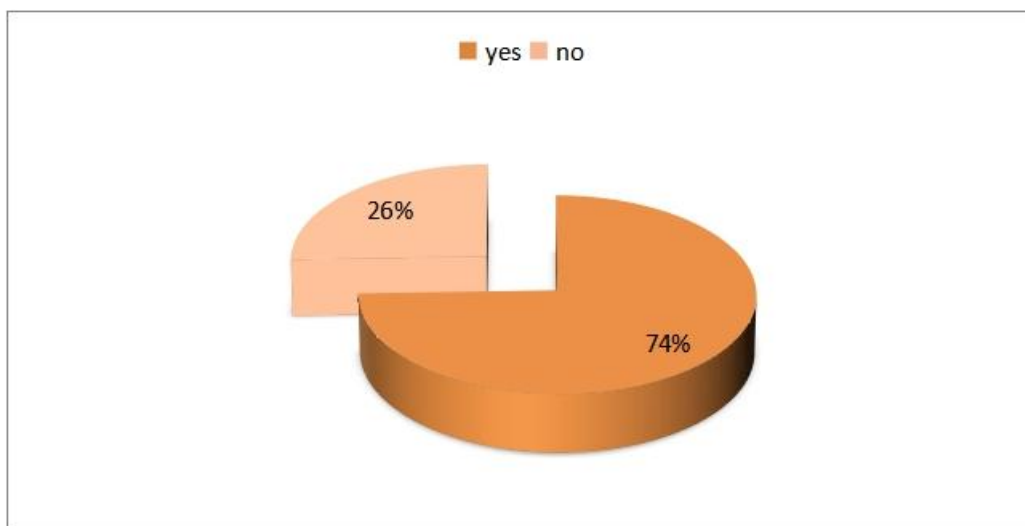
Figure 3.11.English Teachers' Perspectives whether Primary Schools a better stage for learning two foreign languages simultaneously or not.

This pie chart demonstrates English teachers' perspectives on whether primary school is a better stage for learning two foreign languages in parallel or not. The percentage of 74% represents the vast majority of the teachers who agree that primary school is the better stage for learning two foreign languages because young pupils have a higher level of neural plasticity, which means that their brains are more flexible and able to build new neural connections. This makes it easier for children to learn new languages and improve their pronunciation to sound natural. However, 26% of the respondents disagreed that young pupils were not better at learning two foreign languages because they were confused between the two languages.

Why ?

Teachers' opinions can be summarized in the following table :

Yes	No
* Children can learn two languages in parallel due to receiving some easy knowledge. * Young learners are ready and curious to discover.	* Pupils are very young and they confused Between the two languages. *Too many lessons and information for a child.

* Young learners in 3rd year can acquire more than one language with suitable resources.	*Learning two languages simultaneously in primary school isn't effective.
*Learners at this age can easily handle more than two languages and memorize knowledge.	*Children shouldn't be introduced to different languages in the same academic year.
*Learning multiple languages at a young age facilitates mastery.	*Learning one language at a time may be more appropriate for pupils at this age.
*Kids at this age have the best ability to acquire languages.	*Lack of experience in Algeria in teaching two languages concurrently.
*Learning two languages in primary school offers many benefits.	

Table 3.1. Teachers' opinions on whether learning two foreign languages is better for young pupils or not.

Question twelve: In your opinion, what changes or improvements could be made to better support teachers in overcoming the challenges of bilingual instruction in Algerian primary schools?

This open-ended question aims to gather teachers' opinions on the changes and the improvements that could be made to better support them in overcoming the challenges of bilingual instruction in Algerian primary schools.

Many answers were given by the teachers. These answers can be summarized as follows :

• Kids must have strong support at home by creating some programs or activities through social media or websites to help their parents teach their kids at home to have better results and even pupils are always thirsty for it.

• Increase English language courses while reducing non-essential subjects like history, geography, and civics to accommodate young learners' comprehension levels.

• Provide intensive training programs for teachers to enhance their bilingual instruction skills.

• Manage teaching time effectively and employ suitable methods and strategies for primary school-level education.

• Address the lack of materials by providing necessary equipment and developing or adapting resources for bilingual instruction.

• Offer professional development programs tailored to bilingual instruction methodologies, language acquisition theories, and effective teaching strategies.

• Integrate educational technology tools to facilitate bilingual instruction and personalize learning.

• Introduce ICT in primary schools to enhance learning.

• Utilize varied teaching materials such as games, puzzles, and songs to make learning enjoyable.

• Provide emotional and financial support to teachers and encourage ongoing professional development.

• Implement higher wages for teachers and ensure respect for the profession.

• Begin English language instruction in 4th grade (4PS) and increase the number of sessions.

• Improve the organization of textbooks for better usability.

• Recognize that pupils may be too young to effectively learn phonics.

• Extend instructional hours to accommodate bilingual learning needs.

Question thirteen : What training or professional development opportunities have you received to support bilingual teaching, and do you feel they adequately prepare you for the challenges you face?

This open-ended question aims to understand the training and professional development opportunities teachers have received for bilingual teaching and to assess whether they feel adequately prepared to tackle the challenges associated with it.

The answers given by the teachers can be mentioned as the following :

• "I have received just the teacher training and it helped me to know how to teach beginners."

• "Maybe the opportunity of teaching in the middle school."

• "Training teaching is helpful for me, it helps teachers in effectively teaching English."

• "I have not received such kinds of training. The challenge can be achieved even with teaching 2 languages."

• "I haven't received any training or professional development to support bilingual teaching."

• "Training courses offered by educational institutions provide opportunities to enhance bilingual teaching."

• "I benefited from the seminars that we have with our co-inspectors."

• "I didn't receive any. I have trained for a short period before the beginning of the school year. It was helpful for the clear way."

• "We had a training of ten days at the beginning of the school year and three seminars with the inspector during the first and the second terms. This training helps us but I think it's not enough."

• "I have a master's degree in English and receive teacher training plus 10 years of experience in teaching."

• "I taught in middle school and I am not bad at French. I have undergone specialized training in bilingual teaching techniques but ongoing professional development is crucial to address the evolving challenges effectively."

• "Inspectors' visit and his piece of advice and the training days and I am always learning from my experience with my children."

• "We have received training during this academic year, but it is not enough."

• "Preparatory pedagogical training was important to enter the world of teaching in primary school."

• "Yes, I think we followed training which was very useful to us in carrying out our mission."

• "Psycho pedagogy training, teaching methods training, and assessment techniques training."

• "The training gave us opportunities to know the challenges that we may face and defeat them, e.g., educational psychology; this module allows us to know how to deal with the kids at such a young age."

• "As a novice teacher, we still need time, support, and guidance to improve our skills. Our inspector did his best to provide us with adequate assistance and guidance at the beginning of the year."

• "I have received a few days of training before I started teaching, and it's not enough; we need more training, especially for beginner teachers."

As noticed, Some teachers express satisfaction with the training received, while others emphasize the need for more comprehensive and ongoing support, particularly for beginner teachers.

Question fourteen : What strategies do you use to foster a supportive and inclusive learning environment for students who may feel overwhelmed by the demands of bilingual education?

a.Provide Clear communicate expectations.

b.Offer Language Support.

c.Encourage Peer Collaboration.

d.Provide Emotional Support.

Twenty-two (22) of the participants stressed that providing clear communication expectations was one of the strategies they used, with a percentage of 46,80%. Moreover, eighteen (18) of them highlighted that offering language support was an important strategy, with 38,29%. Further, Thirty-two (32) of the teachers identified that encourage peer collaboration as a crucial strategy they employed, with a percentage of 68,08%. Furthermore, nineteen (19) of them cited that providing emotional support was also one of the essential strategies they used, with 40,42%. As shown below:
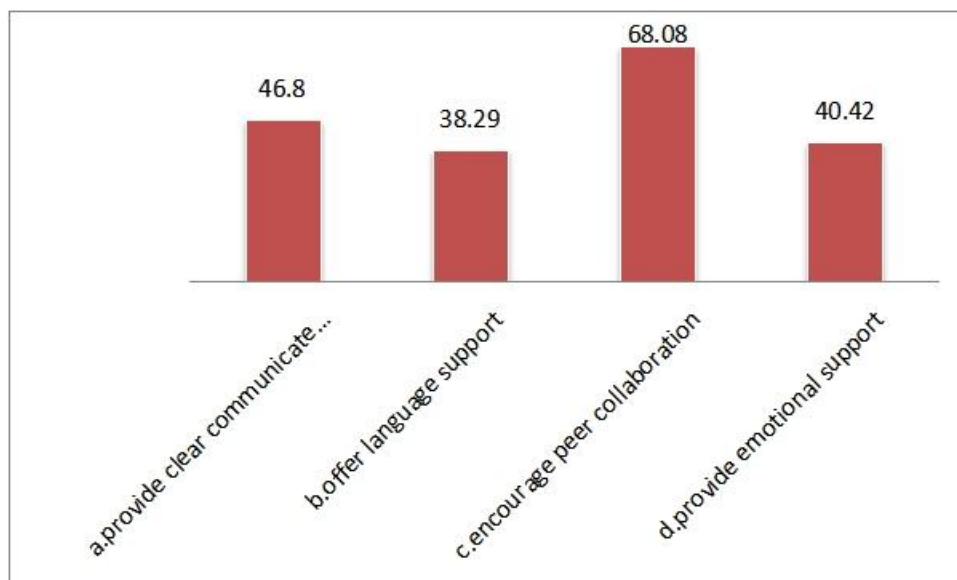
Figure 3.14 Strategies for Fostering Supportive and Inclusive Learning Environments in Bilingual Education.

The above graph indicates strategies teachers use to foster a supportive and inclusive learning environment for students who may feel overwhelmed by the demands of bilingual instruction. 46,8% of teachers identified that providing clear communication expectations was one of the most important strategies they use, It draws attention to the foundational role of communication in effective teaching. Clear communication helps students understand what is expected of them, decreasing anxiety and ambiguity. While 38,29% stated that the offer of language support was also one of the strategies they use, linguistic support plays an essential role in facilitating student success. Offering language support not only helps students develop their language skills but also promotes confidence, engagement, and academic achievement. Additionally, the vast majority of the respondents 68,08% highlighted that encouraging peer collaboration was a crucial strategy because of its benefits. Encouraging peer collaboration develops a sense of community and teamwork. Pupils can practice language skills, have meaningful conversations, and gain information from one another opinions by working together on activities. Moreover, 40,42% of teachers pointed out that providing emotional support was also a vital strategy, This shows the importance of creating a caring and supportive environment where students feel understood and valued, especially in bilingual instruction settings.

Question fifteen : Have you experienced any instances of code-switching or language mixing among students during lessons? If so, how do you manage this phenomenon?

This question aims to inquire whether teachers have observed instances of code-switching or language mixing among students during lessons. It seeks also to understand how they address this phenomenon.

Many answers were given by the teachers. These answers can be summarized as follows :

• "In the passing the way, I prepare my learners to teach English and try to occupy them during the lesson."

• "When I ask my learners for something, they answer in French. In this case, I just correct their responses or ask the excellent learners to do that."

• "Explain the words. Use gestures. Repetition."

• "Learners are exposed to language mixing. Teachers might give more explanation by asking them to listen well."

• "Give plenty of practice spaced out over time. Drill (Choral and individual repetition)."

• "This needs to remind learners that the two languages are different. Incite the learner to use the English language during the session."

• "I correct them by giving the right pronunciation or the right expression. Use communication with students in the language, encourage them to use it correctly."

• "I always have language mixing problems in my classes. So, I stop my lesson (for seconds) and I ask my learner to correct his/her mistake by giving him/her the right word and I ask them to repeat it."

• "I don't correct the children when they code-switch not to ignore the competence they demonstrate. For me, I practice my mindset not to code-switch."

• "I managed this phenomenon by using many ways of teaching, especially repetition."

• "Code-switching or language mixing can occur. I address it by setting clear language boundaries, reinforcing the target languages, and providing positive reinforcement."

• "Students sometimes mix the two languages. I try to correct their mistakes and guide them."

• "I think that code-switching can be used as the essential strategy for the beginners to make them feel comfortable and confident to produce their sentences in a new language."

• "I try to make them understand that they are two different languages without pushing them or shouting at them."

• "I explain the differences and similarities in languages with simple examples."

• "Children were confused and mixing their language, and sometimes code-switching helps students to know the meaning of the words or the sentence."

The following answers reflect strategies for managing language mixing and code-switching among learners, including correction, clarification, and reinforcement of target languages. Additionally, they acknowledge the difficulties associated with bilingual education and highlight the need to foster a conducive learning environment.

3.2.2. Observation :

On the whole, as mentioned in the previous chapter the sessions lasted forty-five minutes. So, the classroom observation revealed first, that the time was really short and was not enough for the learners to understand their lessons; some pupils need a long time to understand well. Further, the teachers also struggle to teach well and help students individually. However, both of them need so more time to do well.

The researcher noticed that teachers used a variety of techniques and strategies to transmit the information and to convey the meaning to their students, First, they use pictures as a great way to visually reinforce ideas and hold kids' attention. Additionally, the teachers utilized the whiteboard, they wrote down important vocabulary words, and the key points to help pupils remember and review the material. They also help students engage in the lesson by inviting them to participate in writing, drawing, or completing activities on the board. Teachers also used the whiteboard to provide real-time feedback to pupils, correcting errors, clarifying misconceptions, and praising correct responses.

Moreover, she observed the various methods employed by teachers to convey meaning to their pupils, noting a commonality in their approaches. Teachers consistently utilized techniques such as repetition to reinforce key concepts and vocabulary.Body language, including facial expressions and gestures to aid understanding. Incorporation of Arabic and the mother tongue, especially for students still developing proficiency in the target language. As well as sounds and imitation to facilitate comprehension among learners.

Furthermore, The researcher noticed how interaction flows between peers; the teachers, and the pupils. Remarkably learners were very motivated and engaged with the teachers, they

participated in the activities and tasks given to them, and they were very active, especially in asking about the difficult aspects they faced in the tasks such as explaining the hard vocabulary. Notably, the reciprocal nature of interaction, with teachers responding attentively to students' questions and providing guidance and encouragement.

Finally, the researcher noticed and discovered some of the obstacles and difficulties they faced teachers in their journey. She observed the student's young age and the large class size (the number of students in the classes ranges approximately between 30 to 38 students), because when they all participate together they create noise, also they move a lot in the class, for example when the teacher was explaining or reading they moved or played. In addition, she observed that there was a material shortage in schools, such as technological elements including flashcards, data shows, and tunes. Further, students sometimes times confused between English and French, and students mix the two languages, especially when they have a phonics lesson because they struggle with differentiation between letters and sounds, for example, students were still struggling to articulate the letter "i", "a", "e", "r" and so on.

3.2.3. The interview :

Question one: Could you please share your opinion on the topic of teaching English alongside French in Saida primary schools?

The teacher trainer claimed: " Teaching two foreign languages in Saida primary schools is too difficult for beginners because they confuse between these two foreign languages, especially in pronunciation".

Question two: Are there any policies or initiatives in place to support language education, particularly the teaching of English, in Saida primary schools?

The teacher trainer said: " The main policies or initiatives are to acquire competencies including listening with discrimination of his ideas, thoughts, and feelings with confidence".

Question three: Are there any particular cultural or contextual factors unique to Algeria that influence the teaching of English in primary schools?

The teacher trainer affirmed: " The cultural factors that influence the teaching of English in primary schools are insufficient time management and large class sizes".

Question four: Can you share insights on the role of the environment in supporting language development in a bilingual educational setting like Saida primary schools?

The teacher trainer said: " The environment has an influence on acquiring a foreign language. The parents encourage their children to use the language and interact maybe with native speakers".

Question five: In your opinion, what are the strategies that help teachers succeed in managing bilingual classrooms?

The teacher trainer claimed: " The main strategies that help teachers succeed in managing bilingual classrooms are:

a- The use of pictures, gestures, and movement to help the learners understand.

b- The use of group work.

Question six: From your experience, what are the most effective strategies that have been proven to promote language proficiency and development in pupils learning both French and English simultaneously?

The teacher trainer noted: " From my experience, the effective strategy was the use of group work because learners when they are in groups share information and they ask each other".

Question seven: In your opinion, what role do training programs for teachers play in improving the quality of language instruction in Saida?

The teacher trainer mentioned: " The teacher is allowed to be the most knowledgeable representative. He is in charge of assisting beginners. So, there are activities that help teachers to improve their skills and move up in their careers".

Question eight: What are the training programs available for teachers to improve their English teaching skills in primary schools?

The teacher trainer noted: " Among the training programs for teachers: professional growth, it means when the teacher is confident and happy, his learners are also confident and happy. Builds better relationships with parents, and better learner's management.."

Question nine: What are the main challenges faced by teachers when simultaneously teaching English and French in Saida primary schools, and how can these challenges be addressed effectively?

The teacher trainer said: " I attended three lessons in primary school, but what I saw was that the learners were lost".

Question ten: What are the future prospects for teaching English alongside French in Saida primary schools?

The teacher trainer affirmed: " I think that teaching English will be successful because it is an international language".

3.3. Discussion and Interpretation of the Findings :

As previously stated, the aim behind conducting this research stems from the investigator's desire to explore the challenges of teaching English in parallel with French in Saida primary schools, in addition to focusing on the main obstacles and difficulties faced by teachers. The researcher chose a triangulation of instruments; teachers' questionnaire, classroom observation, and interview.

At first, the teachers' questionnaire was essential in gathering critical data that the investigator needed to determine the reality. The initial section of the teachers' questionnaire revealed that a significant proportion of the participants hold a license degree, while the rest of them hold a master's degree. Further, the majority the them have experience in teaching English at both levels of middle and secondary schools, the the most of them have experience in teaching middle school; this means that some of the teachers dealt with younger learners before in middle school. While the rest portion they don't have any experience in teaching, which means that they teach English in primary schools for the first time, so it's a new experience for them.

The second section of the teachers' Questionnaire, focused on teachers' difficulties and challenges. The results indicated that teachers' views on implementing English in Saida primary schools. Some of the participants regard implementing English into Primary Schools as a decision that might be beneficial. While other teachers reported that it can be challenging. However, the majority preferred to link this implementation to its advantages and disadvantages. The remaining participants stated that this decision can't be measured unless we consider how it is implemented. Overall, The majority of the teachers stated that yes teaching English in primary school is a challenge. While the rest of them noted that it's not a challenge, most of them explained his/her position (see the answer to question five, section two). Additionally, all the teachers agreed that a teacher of primary school pupils needs to have special training because of its fundamental importance in guaranteeing excellent education and favorable learning results for young pupils. However, the participants were given a variation in the answers on the types of training that would be given. A substantial percentage of teachers highlighted the importance of psycho-pedagogy training when

instructing primary school students, given their early age and formative stage. While the majority of respondents emphasized the importance of training in teaching methods, this indicates that there is a general understanding of the necessity for teachers to continuously improve their abilities and approaches to fulfill the varied demands of students. Moreover, some of the participants acknowledged the value of lesson planning training, demonstrating their comprehension of the necessity of carefully planned and organized lessons to facilitate successful teaching and learning activities. Additionally, just a few teachers focus on assessment techniques training, Furthermore, a significant portion of respondents emphasized the essential role of classroom management training, This result confirms the widespread belief that effective classroom management is essential to fostering a conducive learning environment. Just a very few of them give suggestions for other training (see the answer to question seven, section two).

Regarding the impact of lack of training on teaching English in primary schools. The majority of the teachers expressed that the absence of training and guidance for teaching English in primary school poses challenges in their work. This is because a shortage of preparation may impact their ability to teach young students in English. Some of them gave their opinions (see the answer to question eight, section two). However, very few of the respondents said that their job is not made more difficult by the absence of training and guidance for teaching English in primary schools, maybe because of their prior experiences. Some participants perceive difficulties in managing bilingual instruction in the classroom as a result of differing language proficiency levels, this variation may make it difficult for educators to meet the needs of every student efficiently. Whereas certain attribute it to limited instructional resources. The vast majority of teachers cited time constraints as the most challenging and significant aspect, which highlights the urgent need for this problem to be addressed in education. lastly, The mother tongue effect also was rated as a barrier by a significant percentage of respondents, indicating that the influence of pupils' native tongue may be making learning more challenging. Some of them suggest other obstacles (see the answer to question nine, section two).

Concerning the most challenging part of teaching young learners, the vast majority of teachers consider students' young age as the most challenging aspect, since teaching young children takes patience, creativity, and specialized tactics to keep them involved and promote their learning successfully. While some of them mentioned that lesson planning was an obstacle, this emphasizes how crucial thorough planning and organization are to the teaching process. In addition, according to a significant number of teachers, the lack of materials was

also a big hurdle, without enough materials, educators may find it difficult to design engaging lessons. However, a minority of educators identified student disengagement as a difficulty when instructing younger students, because students who lack engagement have the potential to impede their own and others' learning, which can negatively impact their academic performance. Further, the limited teaching experience was cited by a sizable percentage of participants as a challenging component; it highlights the importance of providing new teachers with help and direction as they adjust to the demands of the classroom. Furthermore, some teachers point out that demotivated pupils provide a learning challenge, which is why it's important to create a supportive learning atmosphere, it is imperative to address motivational factors.

The vast majority of teachers agreed that primary school is a better stage for learning two foreign languages in parallel because young students' brains are more flexible and can form new neural connections. whereas the rest of them disagreed that primary school is a better stage for learning two foreign languages simultaneously that primary school is a better stage for learning two foreign languages. Teachers' opinions were summarized in a table (see the answer to question eleven, section two).

The teachers' responses highlighted some changes and improvements needed to better support them in overcoming the challenges of bilingual instruction in Saida primary schools. Their Suggestions include enhancing parental involvement through online programs, and increasing English language courses while reducing non-essential subjects to cater to young learners' comprehension levels. In addition to providing intensive training programs for teachers, managing teaching time effectively. Further, addressing the lack of materials, offering professional development for bilingual instruction. Furthermore, integrating educational technology tools, and introducing ICT in primary schools. Moreover, adjusting English language instruction timing, and improving textbook organization. These are just some of the teacher's answers (see the answer to question twelve, section two). Overall, these suggestions highlighted the multifaceted nature of the challenges faced by educators and the importance of comprehensive strategies to address them effectively.

Teachers' responses vary, some expressed satisfaction with the training they had received, stating that it had improved their knowledge of educational psychology and their ability to teach. However, a significant number of teachers highlighted the inadequacy of the training, especially for new teachers, emphasizing the necessity of additional and continuous support to successfully handle evolving challenges. They underscore the importance of continuous

professional development and personalized guidance, particularly when navigating the challenges associated with bilingual education. Overall, the responses underscore the critical role of specialized training programs and ongoing support systems in preparing teachers to deliver effective bilingual education in Saida primary schools.

Concerning the strategies teachers use to foster a supportive and inclusive learning environment for students who may feel overwhelmed by the demands of bilingual instruction. A significant portion of educators highlighted that providing clear communication expectations was one of the crucial strategies they use because clear communication reduces anxiety and ambiguity in pupils by letting them know what is expected of them. While a few of them mentioned that offering language support is also one of their tactics, linguistic support is crucial for promoting student achievement. Further, the vast majority of the respondents emphasized that encouraging peer collaboration was an important strategy. Fostering peer collaboration fosters a sense of belonging and unity. Furthermore, a significant proportion of teachers mentioned that providing emotional support was another essential strategy. This emphasizes how crucial it is to create an understanding and encouraging environment where kids feel respected and understood.

Responses from teachers highlighted the prevalence of language mixing among students during lessons. Teachers used various strategies to manage this phenomenon, including correction, clarification, and reinforcement of target languages. These are just a few answers (see the answer to question fifteen, section two). They acknowledge that language learners encounter difficulties distinguishing between languages and emphasize the significance of establishing a supportive learning environment. Overall, teachers' responses underscore the importance of proactive intervention and support in promoting language proficiency in Saida primary schools.

Moving to the second research tool used by the researcher classroom observation, which played a pivotal role in supplying the discovered reality. It gave the researcher an important quantity of the data that she needed. In the sessions that were attended, the researcher noted the constraint of limited time during sessions, which has an impact on both students' understanding and teachers' ability to effectively teach and provide individualized support. Despite this challenge, teachers utilize a variety of techniques to convey knowledge, such as the use of visual aids like pictures and the whiteboard, which promote student engagement and comprehension. Additionally, the observation highlights the importance of interaction between teachers and students, with learners actively participating in activities and tasks,

demonstrating motivation and eagerness to learn. However, significant obstacles, including young students' behavior, large class sizes, and material shortages are observed, impacting the learning environment and complicating language instruction. Language mixing and confusion between English and French are also noted, particularly during phonics lessons, indicating the need for specific intervention and support to address these challenges effectively. Overall, the observation provides valuable insights into the complexities of bilingual education in primary schools and emphasizes the necessity of resolving problems to guarantee the best possible learning results.

Finally, the interview that the researcher used as a third research tool helped her to gather more fundamental data collection. The teacher trainer highlighted the difficulty beginners face in navigating between two foreign languages, particularly in pronunciation, which emphasizes the complexity of bilingual education. Regarding policies and initiatives supporting language education, the focus is placed on acquiring competencies related to listening and expressing thoughts confidently. Moreover, the participant identified the cultural factors like time management and large class sizes that influence English teaching, indicating the need for structural improvements. Further, the teacher-trainer highlighted the role of the environment in language development is acknowledged, with parents encouraged to facilitate language use and interaction. Additionally, concerning the effective strategies for managing bilingual classrooms, she mentioned the use of visual aids, group work, and peer interaction to facilitate language acquisition. Furthermore, Teacher training programs are considered vital for improving the quality of language instruction, fostering professional development, and fostering stronger interactions with parents and students. In addition, the teacher trainer was optimistic about the future success of teaching English in Saida primary schools, citing its international importance, despite challenges such as learners feeling lost in simultaneous language instruction.

Those findings of the triangulation tools related well with the first chapter study confirmed the validity of the hypothesis and answered the research questions. First, It confirms the hypothesis that primary school teachers may face challenges in managing time effectively to teach because its shortage. In addition, limited teaching material. Which is conducted by Eliot & Corrie (2015), said that " Many countries still face the challenges of insufficient availability, poor quality, and ineffective usage of learning and teaching materials LTM". Moreover, The findings demonstrate the lack of teacher training, in which Richard (2011), highlighted that teachers must be proficient in both professional and pedagogical competencies. Professional competence includes factors like proficiency in English,

appropriate licensure, and completing TEYL training, among others. While Pedagogical competence describes the capacity to instruct young students efficiently. Furthermore, it was revealed that the large class sizes are another challenge, The British Council suggests that the best setting for English language learning is in classes with 15 to 20 students, offering an ideal environment for both teachers and learners. WANG, Q., & ZHANG, N. (2011) explores the challenges associated with teaching English to large classes, such as maintaining student participation, monitoring student advancement, and providing individualized attention.

It affirmed also the validity of the second hypothesis of the factors that impact the quality of EFL teaching young learners in primary schools. Students' young age, pupils demotivation, and disengagement, limited teaching experiences. So many researchers share similar opinions on the factors that influence language teaching and learning; Brown (2007b), Renandya (2013), Lightbown and Spada (2013), and Miller (2019), all agreed that age, motivation, and learner characteristics, prior linguistic knowledge, teaching strategies, and so forth are the essential factors that affect the teaching of young pupils.

Concerning the third hypothesis of the strategies that overcome the obstacles teachers encounter in the classroom. The findings demonstrate that providing communication, language support, and emotional support are some of the strategies employed. According to Bachman and Palmer (1996), « language ability is divided into organizational knowledge and pragmatic knowledge. Organizational knowledge comprises grammatical knowledge, required to operate at the word and sentence levels, and textual knowledge, which deals with the more complex aspects of text. Pragmatic knowledge comprises functional knowledge, which accounts for the ability to communicate and interpret intentions; and sociolinguistics knowledge, which allows language users to effectively communicate within a sociocultural context. In addition to these types of knowledge, communicative competence also includes strategic competence and psycho-motor skills ». Additionally, it was revealed also that encouraging peer collaboration and group work are some of the strategies, which by using authentic materials because they offer learners a variety of important benefits, inspiring motivation and interest in language learning, thus enhancing their communicative competence. Rogers (1988) stated, "The authentic materials should be qualified in terms of objectives, learners' needs and nature of the meaningful communication".

To put it simply, the research tools of the teacher's questionnaire, classroom observation, and the interview that the researcher opted for assisted her to a large extent in confirming the research hypothesis she raised.

3.4.   Suggestions and Recommendations :

Based on the outcomes of this research's findings, the researcher has addressed some recommendations related to facilitating the challenges and problems facing English teachers and serving students in teaching English as a foreign language. In addition to Improving the efficiency of English language instruction in Algerian primary schools and enhancing language-learning outcomes for pupils. The suggestions were as follows:

•Implement strategies to manage large class sizes and promote a conducive learning environment. To foster student engagement and participation, this may include peer collaboration, group work, and efficient time management.

•Create a supportive and inclusive learning environment by providing clear communication expectations, offering language support, encouraging peer collaboration, and providing emotional support to students.

•Promote language proficiency in the classroom by cultivating a respectful, understanding environment where children feel valued and understood.

•It is very important to enhance teachers' training. Provide professional development opportunities and ongoing training programs for them, especially focusing on psycho-pedagogy, teaching methods, lesson planning, assessment techniques, and classroom management.

•Provide enough resources such as instructional aids, technological tools, and teaching materials, to facilitate bilingual education successfully.

•Review and modify the curriculum to strike a balance between teaching English and French while taking the comprehension levels of young learners into account.

•Develop interventions to address language mixing and confusion among students, particularly during phonics lessons.

•Address the structural factors that affect English instruction in primary schools, such as time management and class sizes.

3.5.   Conclusion :

This last chapter has provided an in-depth analysis of the data gathered from the triangulation of the teacher's questionnaire, the classroom observation, and the interview. Second, it interpreted and discussed the findings obtained. The chapter achieved evident findings. English teachers of primary schools faced a variety of difficulties and obstacles because of the shortage of teaching materials, the large class sizes, and the time constraints. Further, the students' young age, pupils' demotivation, and limited teaching experiences were some of the factors impacting the teaching of young pupils. To overcome classroom challenges, teachers use strategies like offering language and emotional support, promoting peer collaboration, using authentic materials tailored to pupils' needs, and focusing on communicative competence development. In the end, the chapter provided recommendations for resolving the difficulties that have been raised.

General Conclusion

General Conclusion

Algeria experienced a significant reform of its educational system in 2022. Indeed, English has been implemented in Algerian primary schools at the level of the third year. Teaching English to young learners presents a variety of difficulties and challenges for teachers. This study tries to Identify and analyze teachers' problems and challenges in teaching English in primary school. At the same time, it sheds light on the factors that impact bilingual education in Saida primary schools. As well as to explore what are the main strategies teachers use to foster a supportive learning environment. This research was conducted to answer these questions and fulfil the objectives outlined at the beginning. In other words, the research was an attempt to discover the main challenges, obstacles, and factors that faced teachers in bilingual instruction.

The questions raised by the researcher at the beginning of the study have led to some answers based on the collected data. These answers are Primary school teachers face significant challenges such as limited resources, lack of proper training, shortage of time, and diverse language abilities in the classroom. Additionally, the main factors impacting EFL teaching in primary schools include limited teaching experiences of teachers, the non' availability of teaching materials, and pupils' young age, demotivation, and disengagement. Finally, teachers employ a variety of strategies to overcome classroom obstacles, including the use of clear communication, peer collaboration, and group work, in addition to language and emotional support.

To address these research questions, the researcher selected three research instruments; teachers' questionnaire, classroom observation, and interview. The findings obtained from the three research tools helped the researcher answer the research questions. First, starting with the teacher's questionnaire, the results indicated that teachers face challenges in implementing English in primary schools and emphasized the need for special training. The lack of training impacts EFL teaching effectiveness, with many teachers struggling due to limited preparation and resources. Teachers face difficulties due to varying language proficiency levels among students and insufficient teaching materials, with time constraints and the influence of the mother tongue being significant barriers. They employ strategies such as clear communication, peer collaboration, and emotional support to help students cope with bilingual instruction.

Second, the classroom observation confirmed many of these findings. It noted that limited session time affects both student understanding and teacher effectiveness. Teachers used visual aids and interactive methods to engage students, but behavoIr issues, large class sizes, material shortage, and language mixing/confusion between English and French were prevalent challenges. Despite these obstacles, students showed motivation and eagerness to learn, highlighting their engagement in the classroom.

Finally, the teacher trainer interview provided additional insights, emphasizing the complexity of bilingual education. Beginners struggle with pronunciation and navigating between two foreign languages. Time management and large class sizes further complicate English teaching. Effective strategies mentioned included using visual aids, group work, and peer interaction to facilitate language acquisition. The role of the environment was also noted, with parental involvement being crucial for language development. Training programs were emphasized as vital for improving language instruction quality and fostering professional development. Despite challenges, the future of teaching English in Algerian primary schools is seen positively due to its international importance.

These three tools were significant in garnering reasonable results, assisting the researcher in confirming the initial hypotheses. The findings were consistent with the hypothesized challenges, factors, and strategies. Hence, the hypothesis is proved. Additionally, other issues were uncovered, such as the significant impact of students' varying language proficiency levels and the critical need for effective classroom management and lesson planning. The aforementioned challenges underscore the need for comprehensive strategies to support bilingual education in Saida primary schools.

Nevertheless, in every research being studied, there are several challenges and obstacles that researchers face or overcome. In this study, the primary challenge was the lack of information concerning the thesis since it is a new topic. Difficulty in obtaining original sources and the limited availability of books in many libraries intensified this obstacle. Additionally, many teachers were not cooperative in answering the questionnaire due to their busy schedules, working in different schools throughout the day. This resulted in a prolonged data collection period from the second to the third trimester. Moreover, the timing of the research coincided with Ramadan and holidays, which halted the data-gathering process. Furthermore, inspectors were uncooperative in answering the interview questions despite repeated attempts from February to May. Despite these challenges, the study has still provided valuable insights.

After the analysis and the interpretation of the data, several recommendations have been proposed to address the challenges faced by English teachers and improve language instruction in Saida primary schools. Teachers should implement strategies to manage large class sizes, create a supportive learning environment, and enhance language proficiency through clear communication and peers' collaboration. They should also engage in professional development focusing on teaching methods, lesson planning, and classroom management, and ensure access to adequate instructional aids and materials. The curriculum should be balanced between English and French, considering young learners' comprehension levels. Interventions are needed to address language mixing during phonics lessons, and structural factors such as time management and class sizes should be addressed. Students should monitor their progress, set goals, seek feedback, and utilize available resources.

This study paves the way for further studies in the field of teaching English in primary schools. In this context, the researcher has proposed some topics to boost research in the scope of the implementation of English in primary schools. These topics are the following: "The impact of early English exposure on academic achievement", " Effective teaching strategies for bilingual classrooms", " Needs for professional development and teacher training", " Psychosocial Factors Affecting Language Learning".

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Appendices

Teachers Questionnaire

Dear Teachers,

Your participation in this questionnaire is greatly appreciated as it contributes to the research for the master dissertation titled "The challenge of teaching English in parallel with French in Algerian primary schools". Rest assured, your responses will be treated with confidentiality and privately, and analyzed strictly for academic purposes.

Thank you so much for your time.

Section one : Background Information

1) . Which degree do you hold ?

a. License   **b.**Master

2). Do you have experience in teaching?

a.Yes   **b.**No

3. Which level you taught?

a.Middle school

b.Secondary school

Section two : Teachers difficulties and challenges

4). After the implementation of English into the Algerian primary schools, Children are now exposed to two foreign languages in the same time. What are your views on this decision?

a.It might be beneficial   **b**.There can be challenges

c.Both advantages and disadvantages must be properly considered

d.It's depends on how it is implemented

5). Is teaching English in primary schools a challenge ?

a.Yes   **b**.No

If yes explain why briefly

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6). In your point of view, is it crucial for a teacher of primary school learners to have a special training?

a.Yes   **b.**No

7). What type of training ?

a. psycho pedagogy training   **b.** Teaching methods training

c. lesson planning training   **d**. Assessment Techniques Training

  e. Classroom Management Training

Others:

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8). Does lack of essential training and guidance for teaching English in primary school make your job more challenging?

a. Yes   **b**. No

If yes, **How ?**

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9). What are the specific difficulties encountered in managing bilingual instruction in the classroom ?

a. Differing language proficiency levels   **b**. Limited instructional resources

c. Time constraints   **d**. Mother tongue effect

Others :

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10). What is the most challenging part of teaching young learners?

a. Students young age   **b.** Lesson planning

c. Lack of materiales   **d.** Students disengagement

e. Limited teaching experience   **f.** Students demotivation

11). In your opinion, Is primary school school a better stage for learning two foreign languages in parallel ?

a.Yes   **b**.No

Why ?

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12). In your opinion, what changes or improvements could be made to better support teachers in overcoming the challenges of bilingual instruction in Algerian primary schools?

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13). What training or professional development opportunities have you received to support bilingual teaching, and do you feel they adequately prepare you for the challenges you face?

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14). What strategies do you use to foster a supportive and inclusive learning environment for students who may feel overwhelmed by the demands of bilingual education?

a . Provide Clear communicate expectations   **b.**Offer Language Support

c . Encourage Peer Collaboration   **d.**Provide Emotional Support

15). Have you experienced any instances of code-switching or language mixing among students during lessons? If so, how do you manage this phenomenon?

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Appendix B :

Interview

1) Could you please share your opinion on the topic of teaching English alongside French in Algerian primary schools?

2) Are there any policies or initiatives in place to support language education, particularly the teaching of English, in Algerian primary schools?

3) Are there any particular cultural or contextual factors unique to Algeria that influence the teaching of English in primary schools?

4) Can you share insights on the role of the environment in supporting language development in a bilingual educational setting like Algerian primary schools?

5) In your opinion, what are the strategies that help teachers succeed in managing bilingual classrooms?

6) From your experience, what are the most effective strategies that have been proven to promote language proficiency and development in pupils learning both French and English simultaneously?

7) In your opinion, what role do training programs for teachers play in improving the quality of language instruction in Algeria?

8) What are the training programs available for teachers to improve their English teaching skills in primary schools?

9)What are the main challenges faced by teachers when simultaneously teaching English and French in Algerian primary schools, and how can these challenges be addressed effectively ?

10) What are the future prospects for teaching English alongside French in Algerian primary

schools?

المستخلص

شهدت الحكومة الجزائرية مؤخراً تحولاً كاملاً في السياسة اللغوية، حيث أدخلت تعليم اللغة الإنجليزية إلى جانب اللغة الفرنسية لتلاميذ الصف الثالث. يعد تعلم لغتين أجنبيتين في وقت واحد تحديًا مثيرًا للاهتمام للمعلمين و الطلاب معًا.

حددت هذ الدراسة التحديات و العوامل الرئيسية التي تؤثر على كيفية تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية. بالإضافة إلى ذلك، فإنه يقدم حلولاً عملية لتعزيز وضوح و فعالية إثبات الأداء الأكاديمي.

و بالتالي، فإنه يهدف أيضًا إلى الدراسة العديدة التحديات التي يواجهها معلمو المدارس الابتدائية في ولاية سعيدة عند تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية.

و لتحقيق الأهداف المذكورة، اتبع الباحث المنهج المختلط، حيث تم دمج استبيان المعلم، و الملاحظة الصفية، و المقابلة كأداة لجمع البيانات.

و كشفت النتائج أن الدراسة وجدت أن تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية يواجه عدة تحديات، بما في ذلك نقص التدريب بالمتخصص، و عدم كفاية الموارد، و تفاوت كفاءة اللغة لدى الطلاب، و ضيق الوقت، و تأثير اللغة الأم. و لتجنب هذ المشاكل، تقترح الباحثة سلسلة من التوصيات .

الكلمات المفتاحية: التحديات، اللغة الإنجليزية، اللغات الأجنبية، المدرسة الابتدائية، في وقت واحد،

المعلمون.