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DEPARTEMENT OF LETTERS AND FOREIGN LANGUAGES

UNIVERSITE MOHAMED EL BACHIR EL IBRAHIMI
BORDJ BOU ARRERIDJ

FINAL DISSERTATION

Submitted as a Partial Fulfillment for the Degree of Master in didactics of

foreign languages

Topic

English at Primary School: EFL Teachers' Perceptions and

Practices

The Case of Primary Schools at Bordj Bou Arreridj

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Academic Year: 2022-2023

Acknowledgment

الحمد لله رب العالمين

we thank Allah, the almighty God, for providing us with strength and patience to finish this work. We praise him and glorify him as he ought to be praised and glorified.

BlessingandSalutationbeuponthemosthonorablemessenger,ProphetMuhammadSAW who brought us from the darkness to the lightness.

This thesisowes its existence to a number of individuals. First and foremost, we wouldliketoexpressourdeepestdebtandappreciationtooursupervisor,Dr.NourHoudaBouacha,fo rherongoingassistance,professionalguidance,constructivefeedbackandvaluablesuggestions throughout our master journey. We are extremely thankful to the jury members , dr habitouche and dr Djitiwho accepted to examine and evaluate our work .We are also deeply thankful to ourmothers,ourfathers,brothersandsisters,andallthefamilyforsupporting and encouraging us to fulfill this intellectual pursuit. We would also like to extend oursincerethankstotheAlgerianMinistryofEducation and to the participatingteachers for their invaluable contribution, and the schoolprincipals for their assistance during.

Dedication

Wededicategratefullythis thesis toourselves, ourmothersandfathers

Our sisters and brothers and all the people around us who havesupportedus throughups anddownsduring ourthesiswriting.

Toourgrandfathers,yourlittledaughtersnowalreadya"masters", we believe that you can see us from there. we also hopethis is a good start for us to continue our step to the next journey in the future.

Many thanks to all our university teachers from whom we learned this amazing language, thank you so much for being very patient and informative.

Abstract

Due to the global spread of English as a lingua franca, Algeria, like many developing countries around the world, is offering English as a school subject beginning from primary stages. The research aim was to explore teachers' perceptions and practices towards the implementation of English in primary schools. This study adopted a qualitative method by observing and interviewing seven teachers. This investigation took place in different primary schools in BBA.In order to collect data and answer the research questions, semi-structured interviews were conducted with seven primary school teachers and observations were undertaken with five teachers. The data collected was analyzed using thematic analysis. The findings revealed that the teachers had positive perceptions related to the introduction and benefits of teaching English to young learners. With regard to the practices of teaching English in primaryschools, it was found that there are many different challenges faced by the teachers. In terms of practices, many methods, techniques and media were revealed to be used by the teachers and reflect the effectiveness of teacher training for them. The results of this study suggested that English learning in primary Schools should be improved and reconsidered so that students get the benefits from learning English.

Keywords: Primary English Teachers perception, Teaching English to Young Learners, Algerian Primary Schools,English as a lingua franca , Positive perceptions , Practices of teaching English in primary schools .

List of Abbreviations

EFL: English as a Foreign Language.

ELF: English as a Lingua Franca.

MSA: Modern Standard Arabic.

UNESCO:United Nations Educational,Scientific and Cultural Organization.

AA: Algerian Arabic.

BBA: Bordj Bou Arreridj.

ICTs): Information and Communication Technology.

TM: Time Management.

Liste of Tables and Figures

Table of Contents

Introduction

Background of the Study

For most foreign language learners, the mastery of English is essential nowadays. It is spoken and taught in over 118 countries and it is the official language of 53 countries (Crystal, 2003). English has the status of a global language in the sense that it has developed a special role that is recognized in every country, either as an official language or as a language which is given priority in the country's foreign-language teaching. Indeed, there is no country in the world that does not recognize English at least as a foreign language that should be taught and learnt in educational institutions or even in private schools and colleges. As an instance, both Rwanda and Nigeria gave English an official status along with their mother tongues Crystal (2003).In recent years, the term 'English as a lingua franca' (ELF) has emerged as a way of referring to communication in English between speakers with different first languages and mother tongues. ELF is a contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the selected foreign language of communication (Firth, 1996). ELF is an acquired language system which serves as a common medium of communication for speakers of distinct first languages (Seidlhofer, 2001). The growth of international contact paved the way for the adoption of a common language for communication and English was this language. The number of people who use ELF in the world has reached a critical threshold. Everybody uses English, whether for normal communication, or to do business, or even to ask for information. According to Crystal (2003), most ELF communications and interactions take place among non-native speakers of English which outnumber its native speakers. For instance, when two foreigners meet in a certain country, or when a German businessman and

a Japanese director meet, or even when there is a conversation on the internet between foreign speakers, English is always used as their common language for communication. Phillipson (2008) suggested that "when a language such as English is defined as a lingua franca, it generally seems to imply that the language is a neutral instrument for 'international' communication between speakers who do not share a mother tongue"(p.143.)

Statement of the Problem

As the world joins together in a small village, learning foreign languages becomes a necessity, to make real connections with people and to know about different diverse cultures; today the rapid growth of the world demands an understanding of the English language to keep up with its developments (Malki,2020).Algerian policy makers incorporated English a foreign language along with French in 1999 when they started to revise the whole policy. According to the ex-president Abd el Aziz Bouteflika (1999)" it is unthinkable to spend ten years studying in Arabic pure science when it would take only one year in English."

In 2023, a new era started when president Tebboune ordered to re-introduce English again in primary school. According to Pashiards (1994),"teachers can take a greater role in the overall success of the school when they are committed to being active participants in the decision-making process"(p.3). This shows that involving teachers in decision making improves the quality of the decision and the effectiveness of educational organization goals.However, in Algeria the situation is different in whichteachers' opinions have been neglected. The present research attempts to highlight the perceptions and practices of the teachers who are primarily responsible for implementing the curriculum of primary schools in Bordj Bou Arreridj since it is currently a subject of study.It is necessary to explore teachers' perceptions toward learning English in an elementary school,because their perceptions can affect the learning process as being the ones who will transmit what is planned to teaching.

Inthis regard, UNESCO (2005) writes that "without the participation of teachers, changes in education are impossible". This preposition confirms that teachers are the corner–stone of school activities. Moreover, it can be said that the quality of school's performance depends upon teachers who occupied the most important place in teaching learning process.

The Research Aim and Questions

Based on the research problem, the research aims to investigate and Explore the perceptions of teachers towards and practices of the use, introduction and implementation of English in primary schools. In order to achieve the above-mentioned aims, the study raises the following research questions:

RQ1- What are EFL teachers'perceptions towards the implementation of English at primary school?

RQ2- How do EFL teachers implement the English syllabus?

RQ3-What recommendations do teachers' make for improving the teaching of ELT at the primary level?

Significance of the Study

There is a limited number of literature that deals with the perceptions of teachers although they are the actual executers of the curriculum and the syllabus and users of textbook. Therefore, their perceptions and practices are important to be explored. This research will be the first of many in the field; it will uncover a rich field in which further studies will consider as a main source. The study is expected to raise the awareness of all concerned teachers, policy makers, and other officials of the need to address the challenges of teaching English as a foreign language, especially at the primary level of education. The

diagnosis of these challenges as they affect the perceptions of teachers at the beginning of the program, will help solve and address such issues and problems and propose feasible and evidence–based solutions. Therefore, this present study will assess the strengths, weaknesses and opportunities of the EFL program in elementary schools in Algeria in order to garner an idea as to how well the program has been implemented so far, as well as generating recommendations for what can be improved. Toward that end, this study will describe the data gathered directly from Algerian teachers who have now had initial experience with teaching English in primary schools. Their participation will ideally cover a great deal of ground that is relevant to this study.

The Structure of the Study

the present study is composed of three chapters. The first chapter is fully theoretical; which is a combination of two sections, the first one is devoted to a literature review that deals with the sociolinguistic situation in Algeria and the re-introduction of English in primary schools. While the second section tackled early language education and development theories as well as teaching English to children in primary schools. Second chapter, which is the core of the dissertation, is devoted to the practical part of the study; it discussed the methodology of the research as well as the data analysis and the interpretation of the results obtained from both tools. Finally, this work concluded with discussion of the results, summary of the finding, limitations of the study,and some suggestions and recommendations about effective teaching of young learners.

Literature Review

Introduction

This research aimsto describe the primary teachers' perceptions on teachingEnglish to young learners.Thischapterreviewtheliteraturereview, theories andrelevantstudies related to the topic under investigations and divided into two main sections.The first section provides a general overview of therelevant literature concerning the description of the linguisticsituationofAlgeria. Then, to support the purpose of the study,itpresents thestatusoftheco-existence languages in the society. It also sheds light on the status of English in the Algerian educational system, starting with the position of English insocial life, also in education, then theeducational reformsin Algeria. Next, it discussesthecore ofthetopicwhichis Englishinprimaryschool.The second section dealswithearlylanguageeducationanddevelopment theory and the teaching English to children in primaryschools in Algeria. After that, it examines the advantages and problems of teaching English to young learners, and the factors thatinfluenced it. The last one foregroundspreviousstudiesconcerningteachingEnglishinprimaryschools.

Section one: The Sociolinguistic Situation in Algeria

The linguistic situation in Algeria is complex to define in the sense that several varieties are used today. Most world countries have more than one language and Algeria is not an exception; It is de facto a meeting ground for various languages, and its history which was marked by numerous invasions by different people, and hence different linguistic groups. In fact, Algeria contains a number of languages; the three main ones are Arabic, Tamazight and French.

Arabic

Arabic is the dominant language in Algeria. It is identified in two forms: modern standard Arabic and Colloquial or Dialectal Arabic.

Modern Standard Arabic(MSA)

Arabic refers to classical Arabic or standard Arabic. Standard Arabic istheQuranic Arabic and refers to the body of literature that has beenwrittenduringthepre-Islamicera.Arabic can also refer to the modern standard Arabic which has been developed in the nineteenth century as an outcome of cultural revival (Benrabeh,2007).ClassicalArabicandModernStandardArabicareusedinterchangeablybysomescholars,whileothersstressthedifferencebetweenthem. ThedifferencesbetweenCA and MSA are relatively small, and the main differencesappear at the levels of stylistics and vocabulary (Djennane, 2016).Within the same line, Fleish (1964) points out that "Classical Arabichas the prestige, an immense prestige which is multiplied by twobecause it is twofold: the prestige of great language of culture […] and thatof alanguageofreligion" (p.3).

Vernacular Arabic

Every Arab country is characterized by a dialect or dialects used for daily informal communication. Algerian Arabic (AA), known as 'Derdja', is the mother tongueof the majority of Algerians. Moreover, Algerian Arabic is considered as L1 of the Algerians since it is spoken by 80% to 85% of the population.A definition of Algerian Arabic was given by the ex-ministerial delegate to the universities. Rachedi (1991) statesin an Algerian newspaper:

What is, in fact Algerian Arabic? It is an Arabic that is stripped of its absolute declensions, it's useless dual case ending, its heavy constructions, its frozen expressions, its syntax from another age its antediluvian terminology. It is a spoken, lively Arabic, which bears the mark of the creative genius of Berber, of rural and urban Algeria, which integrates foreign terms harmoniously.

AA displayed significant regional variation and the differences amongthemutuallyintelligibleregionaldialectsincreasesthefurtherwemovefrom one area. Thus, a person speaking a certain variety is recognizedas belonging to a certain region. AA has a much-simplified vowelsystem,anditisfulloflinguisticborrowings,especiallyfromTamazight,TurkishandFrench.

Tamazight

Tamazight, or Berber as it is also labeled, was mainly a spoken language that recently has undergonesome standardization. It was spoken in a large area stretching from Siwa Oasis in Western Egypt extending westward to the Canary Islands through Libya, Tunisia, Algeria and Morocco. As far as Algeria is concerned, four major ones are spoken. First,'Kabyle' knownalsobyTakbaylitisspokenbyKabylians(ElAissati,1993, p.92). Second, 'Tamashek 'is the language of the Touaregsof the Algerian Sahara (near the Niger border), whereas the Mozabitesin Ghardaia and the Chaouiias speak 'Mzab' and 'Shawia' respectively (Ethnologue,2004;inBenrabah,2007, p.49).ThequestionofBerberhasbeenraisedduringthecolonizationera,Tamazightwasusedasatoolo fdivisionbytheFrench a reason why Berbers rejected the implementation of Arabization soon after the independence (Silverstein,2004).

The glotto-political dynamicswere very important to the French colonizers of the eighteenth century. WhileArabsweredescribedasfanaticallyreligiousintheir revoltagainst colonization, Berbers were known for defending theirindustriouspatrimony.Theglotto-politicalstancesofpreviousgovernments changed in different ways to fulfill their agendas. Therewere 2 major examples in the Boumediene era that supported the ArabizationmovementandrestrictedtheuseandthespreadofTamazight.Tilmatine(2015)Describe dtheArabizationmovementasoneofrepressionanddiscrimination. In 1996, the word Amazighsm was introduced as an element of the Algerian identity, which is composed of "Islam, Arabism and Amazighsm" (Algerian Constitution). This official recognition encouraged Berbers to ask for introducing Tamazight into the educational system. By the year 2002, the constitution was modified to recognize Tamazight as the second national language of the state of Algeria and the national center for Berber Language planning was created by decree. Though these decisions that were taken by the Algerian government, Tamazight is still limited in the Tamzgha.Its graphisation is considered as a barrier for its promotion, since no choice has been taken about whether the Roman or the Arabic system would be applicable for the writing of Tamazight. Certainly a language has to possess a written and spoken form to be considered as a recognized language.

French

The presence of French in Algeria was due to French colonialism which lasted more than 130 years. Miliani(2000) describedFrenchlanguage to the Algerians as "This heritage is a characteristic of the country not chosen freely but an integral part of the identity of Algerians" (p.13).This language witnessed a radius development based on the ideologies and circumstances of the Algerians and their country. Today, French is a foreign language in Algeria but its status is controversial. Yet, it is a part of the Algerian linguistic repertoire.

During the colonization year, French dominated Algeria and became the language of instruction, administration and media besides the language of daily communication. In 1963, they tried to erase the Algerian identity and culture and replace it with their culture starting from language. Moreover, they displaced the native speech-mainly Berber and Arabic by French (Maameri, 2009). The country started the policy of Arabization which aimed to promote Arabic and spread it all over the country to minimize the French language and any colonial heritage. However, the task was hard as most of the Algerians and mainly the elites use French in their daily communication. Despite the large-scale arabization, French still enjoys a prestigious position in the Algerian society; it continues to fulfill important functions, particularly in higher education, technology, sciences and the media (Djennane,2016). Indeed, it can be noticed even in daily conversations being formal or informal. Their influence still appears in the Algerian speech and some French expressions are used till the present day for example \kuzina\for cuisine, \srtfica\for certificate, and many other words which are borrowed from French and are still used.

Status of English in Algeria

Status in Social Life

The English language is enjoying great importance not just as an international language.In this line, "The sun regularly sets on the Union Jack these days but never on the English Language…it has replaced French in the world of diplomacy and German in the field of science" (Newsweek, 1982). To be considered as part of this globalizing world, there is a need to master two things: English and computing. In this sense, Burchfield (1985) stated that "Any literate, educated person on the face of the globe is deprived, if he does not know English". Now things are changing, especially in this modern

world, where globalization imposed English as a global language.In that sense,one predictable consequence of a language becoming a global language is that it will not be owned by anyone anymore, or rather it would be owned by everyone who learned it (Crystal, 2003).

Algeria as well as other countries that sought openness and successful relations with other nations become aware of the importance of English. In particular, Algerians have a great interest in English due to the international stature of the language in the world. Since 2000, English has become the "magic solution" that may open the doors to Algeria towards modernization and globalization (Miliani, 2000). Nowadays there are many opportunities to hear the English language or at least many words than it used to be in the past. As a sign of modernization and prestige, for instance restaurants names such as Midnight Pizza, Nadjib Fast Food, Smile food, and many others are examples of Advertisements like Honey time which is written in the blanket of a store. English is also significant for its weight in international business, trade, commerceand for access to knowledge science and technology. Therefore, Algerians consider it as the first language that should be studied in earlier grades. Benrabah (2013) mentioned that:

> Early 2000 were characterized by the transition to globalized pedagogy or the free
> market economy. It is also related to the high cooperation with the United States
> of America and Canada who are committed to freely supporting this educational
> reform policy in Algeria (p.18).

Status of English in Education

Pedagogically speaking, English in Algeria is neither official nor anationallanguage(Benrabah,2005);itisregardedasasecondforeign language afterFrench-

thefirstforeignlanguage-andClassicalArabicandBerberas national languages. It was introduced at the level of first year middleschool and covered seven years, four at the middle school and three at thehighschoolforallstreams and recently in primary school from the third grade.Ittookthispositionsincetheeducational reform that the state introduced in 2003(Benrabah, 2005).English in Algeria was mainly used for educational purposes, whilecolloquial Arabicand Berber varietieswereusedindailylifecommunicationsinadditiontoFrenchinsomeKabyle villages.

English Education in Algeria and Educational Reforms

Since independence, French was considered the sole foreign language to be taught at all levels and above all historical reasons. In the meantime, other languages like English, German, and Spanish had also their shares though insignificant in the Algerian schools. From 1962 to 1985, French was the obligatory language to be learned since the primary levels wherein, English with other foreign languages had been granted the status of a second language.

In 1985, English was selected as the compulsory foreign language and introduced in the second year of middle school in the fundamental system at age 13, which is not beneficial for children acquisition of foreign languages. Singleton (2003), Moon (2005) and Read (2003) (as cited in kahyati and Madya, 2019) argued that the younger the child the better in acquiring foreign languages, while Spanish and German remained optional as the third language. According to the declaration of the national ministry of education. The ultimatum aim of the teaching of English is to help the pupil to acquire a new language and not to accumulate knowledge of another culture, which has no real use in the context of our needs. Today, this reform tends to limit the wide extension of French in Algeria, the Algerian pupil

would be able to discover a new foreign language with new culture and notions away from French dominance(Marouf& Moulay,2017).

In the Algerian educational system, it exists many languages to mention such as Spanish, German, and Italian. However, the French present a strong non-official status in the Algerian linguistic situation, because of the historical and political factors that have been mentioned before. In September 2003, the government started the first steps of implementation and the commission recommended that it should be introduced as the first foreign language in grade 2 of the primary cycle instead of starting in grade 4. However, they were effectively implemented in 2004/2005, but year after it was delayed to grade 3 as the teachers and pupils faced difficulties. Post-independence policy of Arabization changes the status of French and it was no more prevailing in administration, education and media. The policy of Arabization was the first step to decolonization after 1962, since it shifted from the use of French, as a result of colonization, to the implementation of Arabic in education, administration and official correspondences (Benrabah, 1999). Now, things are changing especially in the modern world where English is being introduced as a global language, Algeria as well as others become aware of the importance of English. Public demand for learning English is increasing and encourages private schools where English language and culture are taught throughout the country, on the other hand, foreign languages included as German, Spanish, and Italian but thus do not enjoy the same interest. (Ennebati & Lenba,2020).

The History of English Teaching in Primary School in Algeria

The changing world today affected all the aspects of life especially education. As time passes, people's needs and aspirations change, as socio-economic and political order changes

bringing with them new challenges. Foreign languages teaching reforms, as one of the most important signs of the development of a given country, vary from time to time and from a country to another.

Algeria witnessed considerable changes concerning foreign languages teaching and learning. The most remarkable one was on 1993, when the dominance of French as the sole foreign language was taught from primary to secondary school came to an end. The decision of introducing English in the Algerian elementary school was suddenly taken as the extension of this language was widening everywhere, as the language of communication, trade, and so on. Few years later, this reform was interrupted. Six years after its implementation, it knew a silent withdrawal and the objectives of this project were ambiguous, the fact that makes the reasons of its withdrawal unclear. No evaluation of the project was offered nor enough explications were given. Consequently, the ill-consideration of the steps that should be followed when deciding for a language planning are thought to be the direct reasons for its failure.(Ennebati & Lenba,2020).

It can be argued that there are three major patterns regarding the causes of the failure of English in Algerian elementary schools at that time. First the sociolinguistic situation in Algeria and hence the attitudes of Algerians towards the learning of the two prevailing foreign languages, i.e. French and English. Yet, after the decolonization of the country, neither the elite nor policymakers and the population get rid of this language which is deeply rooted in the society. Second, the rationale behind the introduction of this experiment was not for pedagogical purposes, but there were other considerations taken by policymakers; The timing of this project implementation explained this reality as 90s in Algeria was a sensitive period. Furthermore, Islamists tried to eradicate elements of the Algerian identity such as Tamazight and the existence of the French language. Supporters of the Arabization Policy

were against the teaching of French. Therefore, they tried every means to get rid of this language at the expense of another competing language that was English(kouicem,2019).

Miliani (2000) declared "language planning cannot proceed by elimination or rejection"(p.20). He argued that language planning was political and a matter of individual decisions rather than educational objectives and criteria. He also believed that the introduction of English as a first language was not successful in terms of choice. The last reason behind the failure of English at that period was the inappropriateness of planning; an important reason that led to the failure of English in elementary schools. There was neither information about the project nor clarifications concerning the pupils' study careers in the coming years. To this end, it can be said that the above mentioned problems reflect the poor planning of the project. Unlike other countries that adopted the same experiment, Algerian policy makers did not take language-in-education policy patterns such as community, resources policy and stakeholders. Richards refers to Connelly and Candinin (1988, p.124, cited in Richards, 2001:56-57) who defined a stakeholder as "a person or group of persons with a right to comment on, and have input into, the curriculum process offered in schools". Despite the fact that the teachers are the ones who transfer the decisions to the aspect of students putting theory into practice, and many other elements into consideration while implementing a new language-in-education project, their views are given less importance(Cincioğlu,2014).

The Re -Introduction of English in Primary School in 2023

In Algeria, teaching English to young learners has witnessed great interest from the part of parents, teachers and stakeholders because of the evolution of the world economically and scientifically. For this reason, Algerian children need to be involved in this developed

world and it is only through learning the English language that they can achieve this goal (Benosmane, 2006). Currently, English has been implemented in primary school for the 3-year grade. President Tebboune called for the teaching of English to become part of the primary program starting with the new school year in September of 2023. To justify his choice, he paraphrased the famous Algerian, writer Kateb Yacine, who described French as a "war trophy." The French language is a 'war trophy' but English is an international tongue" said President Tebboune.

The decision to start teaching English in primary schools in 2023 brought many reactions from educationalists. Politicians andespecially teachers, since their knowledge and class experience, must contribute to the process by conveying their ideas and be in the planning stage of what they are going to implement(Richards,2001; Rowan, 1998; Tosi & Hammer, 1985). Thus "teachers have a right to have their voices heard in creating the curriculum" (Beane & Apple, 2007, p.20),which is not the case in Algeria educational system, because if the change is not approved and adapted by the teachers, it does not last long. Scholars agree that bringing in that language "is a good thing", it will make universality accessible to Algerians. But many feel that the haste with which the decision was taken is "abnormal. " Schooling is a long- term affair, so it must be planned over 20 or 30 years," said eminent sociologist Kadri(2023), author of many books on education in Algeria. "This is a decision which should have been discussed, thought-out", several teachers' unions"(p.10)

The ministry of education has listened only to the President's instructions. Just a few days before classes resumed, they brought out a textbook for third-year primary school pupils. In this respect, Krashen (2017) claimed that children can learn a second language only through receiving a comprehensible input of that language. However, in Algeria the textbook contains the rudiments of English, an alphabet and dialogues suited to everyday use in

Algeria. What is more, is that while in some regions, the new teachers must run an obstacle course to reach their workplaces as they work in 5 or even more primary schools. Furthermore, the learners' needs differ from one learner to the other but can be stated through needs analysis. For young learners, it is difficult to identify their needs clearly, but it is feasible to analyze the situation where learning takes place and what suit them best regarding their level. In that sense, Richard's model (2001) emphasized that First of all, in addition to needs analysis, situation analysis is required to be carried before planning goals and learning outcomes of the program. After they have determined and the syllabus is designed, the ways of improving teaching are investigated. Here, it is essential to take into consideration institutional, teacher teaching and learner factors; for instance, as part of analyzing institutional factors in the process of language curriculum development, institutions should consider whether they are physically equipped to be able to implement that curriculum, whether the teachers working in that institutions are professionally developed to be able to realize the planned curriculum. The next step to be devised is select and prepare the materials. As the last step, curriculum is evaluated. However, it should be highlighted that curriculum is not only evaluated at the end of the process; evaluation is continually made within the process with the integration of other steps. Actually, all the steps in Richards model are to be considered in an integrated way (Cincioğlu,2014), since teachers are the ones who can detect and compensate the problems and deficiencies in a curriculum (Richards,2001). Being the ones who will transmit what is planned to teaching, teachers are the foremost stakeholders of this curriculum development process (Johnson, 1989:1, cited in Segovia &Hardison, 2009:154). Richards' book (2001) titled as *"Providing for effective teaching"*, stated that the institution is responsible for providing the necessary training for teachers in order that they can plan and implement the new curriculum; otherwise, teachers will not be able to raise awareness of the related curricular innovation. Which makes the

researchers wonder whether Algeria considers these steps in their decision to implementation of English in primary school and if it is a successful step or no.

Section Two: Early Foreign Language Education and Development

Learning English at an Early Age

As mentioned in the previous chapter, English has become the global language of the twenty first century. The number of people speaking it is increasing day by day. The growth interest of English as a foreign language makes it spoken by more than 1.5 billion people around the world (Crystal,2003). Due to the growing power and influence of English, most countries around the world teach it as a second or as a foreign language which made it the most taught foreign language in the world.

There is a specific time in life to acquire language; it stretched from early postnatal life to puberty. If language does not occur by this period, some aspects of language can be learned but full mastery of the language cannot be achieved (Penefield& Robert, 2014).Children's language acquisition and language learning are among the topics that gave birth to a heated debate and many contrasting viewpoints amongst linguists. Students aged between 6-12 are regarded as young learners as they are usually at the primary stages of their schooling. Therefore, teaching English in primary schools is related with learners that aged 6-10. Learning English as a foreign language or a second language considered effective when it started from primary school because at that age an area of the brain goes through a period of intense growth so they can easily be taught (Gordon, 2007). So, it can be said that children learn language easily because it is part of their natural development (Zacharias, 2010).

Many second language acquisition (SLA) studies emphasized the critical role that age plays in the acquisition of the English language. Individuals who were exposed to English at early age spoke consistently and considerably better that adult ones (Thompson, 1991). In primary schools, children learned in different ways. They tend to be attracted to playing that may balance formal lessons in school. Also, learning using objects in which they can experiment, explore and create through, that might enhance children problem solving abilities. A child generally learns a language through a spontaneous process that occurs with the inputs of individuals while interacting with the people around him. The presence of the right environment in which children are constantly exposed to language is important. The natural world offers a rich environment for children to learn, playing outside in green spaces while engaging in school activities may be more cooperative and beneficial than learning inside classrooms(Bell&Dyment,2008).

Children' language development is considered as a slow process that supports their ability to communicate, express and understand feelings. But young learners are dependent on their caregiver or teacher. A teacher has to have proper and qualified education background (Bland & Al, 2015), because teachers' competence is one of the important things in teaching English for young learners to make the subject accessible. The use of visuals, meaningful contexts, various activities, games, songs and technology would make learning more enjoyable and faster because they all appeal to young learners (Cakir, 2004).

Advantages of Early Foreign Language Teaching

For many years a lot of attention has been paid to the development of learning foreign languages, especially English. There are numerous advantages that children will have when learning this language. InAlgeria, teaching English to young learners has witnessed great

interest because of the evolution of the world. For this reason, Algerian children need to be involved in this world and it is only through learning the English language that they can achieve this goal(Benosmane,2006):

Intellectual Improvement

Children who learned a foreign language at an early age tended to be superior to their monolingual peers in verbal and nonverbal behavior. Intellectually, a child's experience with two language systems seems to give him or her greater mental flexibility, superiority in concept formation and a more diversified set of mental abilities. English is important and useful for young learners'future, learning a foreign language can develop children's basic communication capabilities in the language which needs to be stimulated as early as possible(Pinter,2006).

Mother Tongue Improvement

Children who start learning a foreign language at an early age can understand their native language system better; they become conscious of the existence of the language as a phenomenon. Broughten &Al (1978) argued that "a second or even a third language can be acquired from the very earliest ages without any seeming effort retardation of the mother tongue". It is therefore false to argue negatively that learning a foreign language at primary level interfered with the development of the mother-tongue or even interrupted its acquisition. The basic development of one's mother-tongue came to an end by the age of four or five. So, there should not be any obstructing influence from other languages at primary level.

Cultural Gains

Children who speak foreign languages tend to have a wider cultural outlook than monolingual children, who often believed that their own culture and customs are the only ones that matter. Children can promote to learn about other cultures and improve their metalinguistic awareness (Jazuly &Indrayani,2018). Positive social norms can only result from favorable teaching situations leading to successful learning. Teaching foreign languages to children's primary schools supported the growth of individual qualities of character, and it plays an important part in the development of the intellect.

Factors Affecting Teaching English in Primary Schools

Teaching English to young learners is necessary and useful for their future. But, during the process of teaching English to students in primary schools, there are some factors that may interfere with the teaching learning process:

The Age Factor

The belief that "younger is better" and children learn much more quickly and efficiently, as they are in critical period underlines that English education should start from young children (Sad,2010). Therefore, the late exposure to the language could be one of the main reasons of the failure in learning English(Iddou-Derraz,2009). Children who never encountered the English language faced difficulties while learning and acquiring this language.

Social Factor

Another issue is that of motivation which is influenced by attitudes towards the foreign language(s). One important source of attitude is parents since they will encourage and motivate their children to learn a given foreign language if they have a positive attitudetowards it. Alternatively, the other way around which is de-motivating them by having a negative attitude towards that specific language, therefore children will influence their success in learning the language. The lack of chance to practice English in daily social life gives learners no chance to apply what they learn in schools. The limited access to the target language outside the classroom stops children from participating in meaningful communication (Pinter,2011).

Psychological Factor

Psychologists and applied linguists argued that psychological factors play an important role in the processes of language acquisition and language learning. Affective variables such as anxiety are part of psychological factors (Krashen,2008). Psychologists distinguished between two main types of anxiety in the classroom, which are facilitating anxiety and debilitating anxiety. According to Scovel (1978):

> Facilitating anxiety motivates the learners to 'fight' the learning task; it gears the
> learner emotionally for approval behavior. Debilitating anxiety, in contrast,
> motivates the learner to 'flee' the new learning task; it stimulates the individual
> emotionally to adopt avoidance behavior. (p.139).

Pedagogical Factor

In addition to the above-mentioned factors, pedagogy plays a key role in influencing language learning; it does not affect only the learner's ability but the teacher's ability as well.Teaching English can be affected by many factors such as overcrowded classrooms, lack of exposure to English, limited accessibility of resources, and improvement of different teaching facilities (Songbatumis,2017). Iddou-Derraz (2009) highlighted a number of pedagogical issues including:

- The large number of students per class together with time devoted to EFL teaching which is insufficient to learn the four skills in the way it should be.
- The unreliable orientations that school choose for some students against their will, such as guiding some students to study English while they wish to study biology.
- The lack of teachers' training in some universities together the lack of audiovisual materials, books, and computers that are required for the learning process to be successful.

Previous Studies on Teaching English in Algerian Primary Schools

There were some relevant studies that have been done previously related to this research. The first research was conducted by Krisanti (2020). It described EFL primary teachers' perceptions on teaching English to young learners in Yogyakarta. The researcher worked with three participants who were English teachers. Interviews were chosen to collect data, and a thematic analysis was used to analyze the findings. This research revealed that the teachers had positive perceptions related to the benefit of teaching English to young learners.

The next study was conducted by Luhuringtyas (2018), to explore teachers'and students'perceptions toward learning English. A semi structured interview was opted to collect data from four teacher participants in elementary schools in central Java. A descriptive method was used to describe the results from the two groups of participants, and it was found that the teachers had positive perceptions toward learning English in primary schools. The results of this study suggest that English learning in primary schools should be improved because of the challenges encountered.

Furthermore, another study was conducted in Algeria by Malki (2020) to identify parents' and universityteachers' attitudes towards the re-implementation of English teaching at primary schools of Algeria. A descriptive study was adopted through designing two questionnaires. The analysis of the findings demonstrated positive attitudes of both parents and teachers towards re-introducing English at the level of primary schools, associating their attitudes with the international status of English and its benefits in developing countries. All of the previous studies agreed about the benefits of introducing English in primary school and also highlighted the challenges, difficulties and problems that will occur if the decision was not well studied as it should be.

Conclusion

Teaching EFL in Algeria required some important factors; especially at the level of primary schools. Taking into consideration the criteria under which foreign languages were chosen. It is recognized that being more powerful, more varied, and more favorable are among the most important conditions for bilingual education. As such and drawing on the reviewed literature, the current enquiry aims to explore teachers' perception toward the implementation of English in primary school and practices. We would argue that the

teachers' views and responses to the new reform would have a huge influence on its implementation. Most importantly, we could never fully understand how the English is being experienced in the classroom if the pupils' interaction remains neglected. How students perceive, experience this new way of teaching and translate their feelings and thoughts to their teachers in the classroom could be a huge area of exploration, when trying to understand how this new reform is implemented highlighting that this study will be among the first.

In this chapter, the relevant literature has provided a base for the study by reviewing different forms of teaching related to linguistic situation in Algeria, it delivered detailed insights the core of the topic and main theories and concepts to explore the perception of teachers toward the implementation of English in primary school. As such, and drawing on interviews, observations, the present enquiry seeks to give voice to a group of Algerian EFL teachers to articulate their views, wants and practices.The next chapter discusses the adopted research framework and design to gather data for this study, addresses the research design and questions, methodology, and the process of data gathering and analysis.

Methodology

Introduction

Throughout the literature reviewed in the previous chapter, there exists little empirical research about the perception and practices of English teachers in primary school. This study seeks to explore Algerian EFL teachers 'views and practices of English in primary schools. This chapter includes the research methodology used in this research and explains the various steps conducted in the collection of the data. Initially, it covers the research questions and the research design, then it reveals the setting and the sample chosen in collecting the research's data. The chapter also provides an account for the choices and design of the research instruments. It also displays the data analysis procedures, and examines the trustworthiness of the research.

Research Questions

As demonstrated in the previous chapter, the literature reviewed above has revealed that teachers, who are the actual users and practices of English in primary schools, are mostly excluded from any decision making or need analysis concerning the process of teaching English in primary school. Moreover, not much research has been conducted about teachers' perceptions and practices of English in primary school. Hence, the researchers of this study endeavor to fill in such gaps and contribute to the body of knowledge by answering the following research questions for which a research design has been developed:

• RQ1-What are EFL teachers' perceptions towards the implementation of English at primary school?

• RQ2- how do EFL teachers implement the English syllabus?

• RQ3-What recommendations do teachers' make for improving the teaching of ELT at the primary level?

Research Design

This study was designed by qualitative research approach. In qualitative studies, it is enabled to dig deep down in situations that we cannot reach by numbers (Creswell,2009), Shank (2002) defines qualitative research as "a form of systematic empirical inquiry into meaning" (p. 5). By systematic he means "planned, ordered and public", following rules agreed upon by members of the qualitative research community. By empirical, he means that this type of inquiry is grounded in the world of experience. Inquiry into meaning and to try to understand how others make sense of their experience. Denzin and Lincoln (2000) claim that 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).

According to Theodorson (1969), research refers to any honest attempt to study a problem systematically or to add to man's knowledge of a problem. Scholars have defined research design differently. Polit et al. (2011), for example, argue that it is "the overall plan for collecting and analyzing data including specifications for enhancing the internal and external validity of the study". Likewise, Parahoo (1979) defines it as "a plan that describes how, when and where data are to be collected and analyzed" (p.142). This research investigates the perceptions of teachers towards the implementation of English in primary schools through a qualitative approach. Since the aim is to explore teachers' perceptions and practices towards the implementation of English at elementary level, this study is qualitative in nature with an exploratory purpose. Exploratory purpose uses qualitative research as the optimal choice for the design.The researchers chose that research design because the data was mostly from interview's answer which means that the form of data that the researchers got was in form of arguments not numeric. Therefore,the research design that was used is suitable because it has flexibility in interpreting the data and drawing the conclusion as it "gives

voices to participants, and it probes issues that lie beneath the surface of presenting behaviors and actions" (Cohen et al.,2018, p.288).The purpose of this study is to describe and explore the perceptions and practices of teachers in the classroom and descriptive qualitative is considered as the research design.

Setting

Marshall and Rossman(2011) argued that the selection of the research site is important to assure data quality. This study was conducted at different primary schools in Bordj Bou Arreridj in the academic year 2022/2023. Most of them were chosen for different reasons to mention: researchers could easily obtain access to the schools and develop rapport with the participants, because of their familiarity with the area. Second, and due to budgetary constraints, it was more practical to choose schools that are within close traveling distance. The process of gaining access is reported below:

According to Cohen et al., (2018), the researcher needs to identify the official and important gatekeepers and obtain their permission before meeting the participants, the necessary documents regarding the research permission (Appendix E) were also sent to the institution where the study was carried out. After gaining ethical approval, consent from the principals was needed to obtain access to the primary schools(Bouacha,2021). The researchers visited all principals and asked for access approval by introducing and explaining the research and how the anonymity and confidentiality of both the schools and the participants are preserved both orally and in writing using a request letter (Appendix C). However, their reactions were predictable; Some principals were granted full access, Others accepted the administration of the interviews only and required official permission for the other instrument, while a few principals were reluctant to allow any access without first providing official permission. This reluctance was tolerable as they were simply concerned

with protecting their institution from outsiders' potential interruptions of the school routines. Therefore, with the university administration's support, an official written document (Appendix E) was received to access all primary schools in BBA and a copy had been handed to all principals who then provided full access.

Participants

Prior to data collection, a sampling procedure must be carefully considered as it determines the research quality (Cohen et all,.2018). In research, the terms'population'and'sample' generally go hand in hand. Therefore, it is necessary to make a clear distinction between these two fundamental concepts. Parahoo (1997:2018) defines population as "the total number of units from which data can be collected". Sampling is the process of selecting a portion of the population to represent the entire population (Ibid, p.95). In the literature, scholars distinguish between two strategies: probability (random sampling) in which the researcher seeks to generalize; or non-probability (purposive sampling) in which "participants are selected to serve an investigative purpose rather than to be statistically representative of a population" (Carter and Little, 2007, p.1318).According to the nature and the purpose of this study, purposive sampling was used to obtain "in-depth information from those who are in a position to give it"(Cohen et Al.,2018, p.219). Cohen, Manion, and Marrison (2007) added that "in many cases purposive sampling is used in order to access 'knowledgeable people', i.e. Those who have in-depth knowledge about particular issues, power, access to networks, expertise or experience". To get informant (sources of information) in this research, the researchers used purposive sampling. It means that the participants have not been picked randomly because the researchers had to consider the approval of the participants so that they can get deep information for the data. In addition, the sample was selected due to the criteria that they were primary school teachers who were able

to reflect their views, and were willing to participate. The research study covered seven participants, who are primary school teachers. The target population of the interviews and the observations are seven teachers from different BBA primary schools of the academic year 2022/2023.The reason behind choosing this sample is that there was limited studies about this, and because teachers are knowledgeable people regarding the language.Also,it is important to know teachers' perceptions towards this new implementation and to give voice to the voiceless which will help decision makers to take the right steps about the English language in primary school.

The primary schools' choice stemmed from conditions suitable to conduct the research. The closest schools were chosen to make it suitable and to easily conduct both observation and interviews on the same day in order to gain time and effort. However, due to time constraints only five teachers were observed. Despite the unhelpful timing program and the need to navigate between three different schools; one English teacher must teach in three or more different primary schools, teachers who were participants all cooperated and helped in conducting this research without any problems. The Table below presents the teachers' observation and interview profiles:

Table 1
Teacher's Profiles

Participant	Gender	Qualifications	Teaching Experience
Maria	Female	Bachelor(4y)	4-5 years
Mimi	Female	Bachelor(4y)	2 years
Tina	Female	Bachelor(4y)	2 years
Aya	Female	Bachelor(4y)	1 year
Sonia	Female	Bachelor(4y)	5 years
Imene	Female	Bachelor(4y)	4 years
Lina	Female	Bachelor(4y)	7 years

Instrumentation

Data collection tools are the most essential part of the research, because the main part of the research is to get data (Sugiyono, 2005). Since the main aim of the study is to find out teachers' perceptions and practices. An exploratory Study was conducted through designing an interview and observation being the most appropriate tools to achieve this aim and allow to answer the research questions. This research relies on observation; the first one investigates the practices of teachers in the class. While the interviews investigate the perceptions of teachers towards the re-implementation of English at primary schools instead of delaying it until middle schools.

Observation

Tavakoli (2013) argued that observation is a data collection instrument which involves the researcher immersing him/herself in a research setting, and systematically

observing dimensions of that setting, interactions and relationships., within that, it is a systematic recording of the elements that appear in a symptom on the object of the research. The researcher learns about behavior and the meaning attached to those behaviors (Marshall in Sugiyono, 2010). As such, the data obtained are more objective with evidence gathered from the participants' actions rather than words (Dörnyei, 2007). For Duff (2008) observation should be combined with other research tools, such as interviews to verify if the respondents' actions are compatible with their words and thus provide a reality check(Bouacha,2021).

For this study, classroom observations were used followed by interviews as a way to explore the practices and use of English in primary schools. According to (Dörnyei, 2007; Bryman, 2008; Cohen et al., 2018), there are three types of observation: structured, semi-structured, and unstructured. In structured observation, the observer looks previously decided upon following detailed and validated schedules that are characterized by heavy reliance on recording equipment that keeps track of all the variables in a pre-planned and definite setting. In unstructured observation, the researcher does not have a predetermined list of observation categories or checklist but observes what is taking place first and then decides on its significance, for the third type, Semi- structured observation allows the researcher to look for specific variables while being open to other unanticipated events and behaviors that can be crucial to answering the research questions. Since the aim of this study is to explore teacher's perceptions and practices in primary school, a semi-structured classroom observation had been adopted which is flexible enough to provide insight into the natural learning context and allow "considerable freedom in what information is gathered and how it is recorded" (Robson and McCartan, 2016, p.322).

Design of Classroom Observation

As mentioned above, the purpose of conducting classroom observation is to obtain an in- depth understanding of the teacher's practices in the classroom. To carry out semi-structured classroom observation, an observation schedule had been prepared that would allow taking field notes during and after the observation. The protocol (appendix D) enabled to gather detailed information about the classroom events, the teacher's practices and the student's responses and reactions. It is worth noting that personal reflections have been added to supplement any relevant data that could not be captured.

Interviews

An interview is a data collection tool that entails "a verbal interchange, often face to face, though the telephone may be used, in which an interviewer tries to elicit information, beliefs, or opinions from another person" (Burns, 1997, p.329). According to (Forsey, 2012) Interviews enable the interviewer and interviewees to grasp meaning together by interacting and constructing knowledge. In that sense, (Kvale, 2009) argued that interviews allow the interviewees to voice their opinions which could empower them in order to obtain an in-depth account of teacher perceptions and practices in Algerian primary schools, interviews were used as a checking mechanism to triangulate the data gathered from the previous instruments and "go deeper into the motivation of respondents and their reasons" (Cohen et al.,2018, p.508). The researchers conducted interviews with the participants by asking some questions that have been prepared by the researchers. The interview is exchanging information activity, furthermore, interview can be controlled by the interviewer, but it is still providing space for spontaneity and emphasizing not only complete answers but also responses about complex and deep problems, so that interview become one of the powerful instrument for the researchers especially in qualitative research. Thus, the researchersthink that by gathering

data through the interview, they can be gaining deep information related to the research problem.

Semi-structured interview

Semi-structured interviews combine the characteristic of both structured and unstructured interviews. An interviewer still prepares an interview schedule with pre-planned questions. Yet, the interviewer has the freedom also to go off-script exploring spontaneously the topic with a candidate(May,2011). Still, in semi-structured interviews, participants are not provided with sufficient information that would allow them to decide whether or not they want to take part in an interview. According to (Kvale, 2007) semi-structured interviews are commonly used in educational qualitative research, as they are flexible enough to enable the researcher to adjust the questions' order and structure. They also give the interviewees the chance to articulate freely their opinions while at the same time stay focused on the topic (Bryman, 2008).

The design of semi-structured interview

The teachers' interview questions (appendix A) included four parts with prompts and probes whenever needed during the interview process. Part one concerned the educational background, qualifications, and teaching experience of the participating teachers which may account for their views. Part two aimed to explore teachers 'attitudes about teaching English from an early age and its effectiveness in attaining the goals and objectives of the course. Part three included questions for teachers to explain and report about the language policy. Part four enquired about English in primary school, the teachers' wants, desired roles, and suggestions. The language of the questionnaire was English. As the participants were English language teachers, it was not necessary to translate it into Arabic.

Data collection

After the tools were designed, access negotiated, and participants recruited, the actual data for the study can be gathered, the data was collected on April 2023 so that the sample will be able to provide enough information after teaching 8 months. The process was conducted in two stages which are reported based on how each instrument was administered.

Conducting the Classroom Observations

After explaining the research topic, the teachers seemed motivated and express their willingness' to participate in the study, because they felt that they had the opportunity to express their views regarding this new decision of English in primary school. And the fact that this is a new experience for them.7 agreements had been granted from 7 teachers to observe their classes. However, due to time constraints, a sample of 5 teachers from three schools had been conducted who met the purposive criteria mentioned above. In this vein, the teachers had been informed about its purpose using an information sheet (appendix B) and requesting their consent (appendix C). Then, researchers and participants agreed on the time and class to observe. The classes' selection was random to ensure variety. A timetable had been organized in a way that enabled the researchers to visit the three schools. It is worth noting that the 5 teachers had been observed for a duration of one week for 5 sessions Each class was observed five times (30 minutes) during normal class hours. The observed lessons had been audio-recorded using a phone recorder. The term observer effect refers to the possibility that an act of observation may affect the properties of what is observed, therefore, the researchers were sitting at the back to minimize the "obtrusive researcher effect" (Dörnyei, 2007, p.190). Also, the researchers gathered detailed field notes of teachers' practices and classroom interaction flow to augment the data recorded, these were further enriched by the informal discussions that took place with the teachers after each lesson and

contained specific information about their practices which helped make sense of the data. Sauro (2015) argued that there are four kinds of observation. They are participant observation, overt observation, covert observation, and complete observer, according to Cohen et al., (2018) there are two principal modes of observation; participant and non-participant, and the choice of each depend on the research orientation. Since this study aims at exploring teachers' perceptions and practices with no possible interference, the researchers did not engage in the activities and became a non-participant observer, quietly taking a record of the events as they happen in their naturalistic setting and without interrupting the teaching/ learning process. In addition, one of the limitations of observation is that the observer's presence might interfere with the naturalness of the settings and influence the behavior of those being observed (Patton, 2002). Therefore, to minimize such potential influences, 5 different teachers were observed five times. Also through building a positive rapport with the teachers by reminding them about the research aims, and assuring that their identity will be kept anonymous, and the data kept confidential using pseudonyms, constantly pointed out that the researcher's presence was for research purposes only and not that the findings have no effect on their profession and career.

Conducting the Semi-Structured Interviews

To delve into the experiences and viewpoints of the participants, semi- structured interviews were held. According to (Yin, 2002) interviews constitute the principal source that has the potential to shed light on human actions. Interviews had a semi-structured nature, which, despite necessitating some questions designed beforehand to direct the conversation, provided a free environment where the participants were spurred to further elaborate on certain topics (Dörnyei, 2007). The interviews were conducted at the end of the observational stage (April 2023) after teaching 8 months to guaranty a better result. The interviews were

scheduled apart from each other to allow time for reflection and according to their free time. To limit "environmental hazards" (Easton *et al.,* 2000, p.705) that might distract the interviewees (Bouacha,2021) , like outside noise, the interviews took place in a quiet meeting room which was allocated by the teachers. The interviews were conducted in the schools at a time and date that were convenient to the teachers, and audio-recorded with their consent however some refused to be recorded. Therefore, field notes were taken. All teachers used English although they had the choice to use their mother tongue (Arabic). With each teacher, every aspect of their practices had been discussed from the classroom observations and they provided extra information.

Data Analysis Procedures

After the collection of the data, the researchers must start the data analysis because there are many different data that gather and they need to be analyzed and organized into several categorizations. Therefore,thematic analysis has been used to analyze the data; according to (Braun &Clarke, 2006, p.78) thematic analysis is the first qualitative method that should be learned as it provides core skills that will be useful for conducting many other kinds of analysis.

During the analyzing process, the researchers need to minimize irrelevant data and keep the relevant and frequent data which appeared during the data reading that will represent the answer from the research question. Moreover, "The process of data analysis involves making sense of text and image data. It involves preparing the data for analysis, moving deeper and deeper into understanding the data, representing the data, and making an interpretation of the larger meaning of the data" Creswell (2009, p. 171). It means that during the process of data analysis, the researchers must have a deeper understanding so that they can represent it and make the interpretation with the larger meaning from the data of this research. In order to analyze the qualitative data from the observation and interviews, a thematic analysis was adopted as follows:

Familiarizing with the Data

After transcribing the data, the first step in any qualitative analysis is reading, and re-reading the transcripts to be familiar with it. The researchers began the analysis of cases and categorizing them. Then, comments related to the data were extracted and grouped from the notestaken. The coding process can begin after this stage.

Generating Initial Codes

In this phase, the data will be organized in a meaningful and systematic way. Coding reduces alots of data into small chunks of meaning. There are different ways to code and the method will be determined by the research questions. In this study, a descriptive coding was used to summarize what is talked about in words and phrases, and process coding to code data related to their practices.

Table2

Example of an Initial Coding from one Teacher's Interview

Data Extract (Mimi)	Initial Code
Teaching English in primary school is challenging. The session should be finished in 30 minutes which is not enough at all. Each classroom has more than 40 pupils which is nearly impossible to handle them all.	Lack of Time Crowded Classrooms

Searching for Themes

A theme is a pattern that captures something significant or interesting about the data and/or research question. As Braun & Clarke (2006) explained, there are no hard and fast rules about what makes a theme. A theme is characterized by its significance. In this step, codes were examined and some of them fitted clearly together into a theme. The codes had been organized into broader themes related to the research questions, and they were descriptive.

Reviewing the Themes

After ensuring that the codes were allocated into suitable categories, the researchers should start reviewing the themes while maintaining consistency. During this phase, themes will be reviewed, modified and developed into preliminary themes. Interrelated themes should be rearranged and repetitive categories should be avoided. At the end, themes must be coherent and distinct from each other.

Defining the Themes

At this point, the themes that will be presented in the analysis should be defined and further refined. This is the final refinement of the themes and the aim is to 'identify the 'essence' of what each theme is about'. (Braun & Clarke, 2006, p.92). It is important that by the end of this phase, the researchers can clearly define what the themes are. Otherwise, further refinement may be needed.

Producing the Report

The final phase begins when you have a set of fully worked-out themes, and involves the final analysis and write-up of the report. It is important that the analysis provides a concise, coherent, logical and interesting data within and across themes, in order to convince the reader of the merit and validity of the analysis.

Table3

Themes and Sub-Themes

N°	Main Themes	Sub-Themes
1	The Introduction of English Language in Primary Schools	

2	Challenges in Teaching English to Young Learners	Different Teaching Methods and Techniques Teaching Facilities Improvement Crowded Classrooms Time Constraints Curriculum Evaluation
3	Encouraging Learners' Enjoyment and Motivation	
4	Developing basic communication capabilities	
5	Promoting learning another culture	
6	The effectiveness of teacher training program	

Trustworthiness

Trustworthiness in qualitative research can be addressed as a part of validity and reliability of the findings from the research itself. Related to this research, the researchers use some points to ensure the trustworthiness which are, credibility, transferability, and confirmability: One of the criteria of the finding from the research is validity. Credibility referred to internal validity which indicates the congruence between the findings and the

reality. Holloway & Wheeler (2002) and Macnee & McCabe (2008) in Anney (2015) defined credibility as the truth of the research finding that can be placed as the confidence. Credibility indicate whether the research findings showed the valid interpretation of the participants' original sights and coherent information, drawn from the participant original data (Graneheim & Lundman, 2004; Lincoln & Guba, 1985) cited from Anney (2015). In addition, from the explanation above it can be seen that the research findings should be coherent both on the data in reality and theresearchers' interpretation. Also, the researchers gather and check some written sources from various literature related to the topic to build research instruments. Transferability referred to external validity in qualitative research which related to which extent the finding of the research can be applied in other situations. As cited in Anney (2015), transferability refers to the level to which the findings of qualitative research can be transferred to another context with another respondent which interpreted equivalently from the generalization (Bitsch, 2005, Tobin & Begley, 2004). It means that the findings of the research can be applicable in different contexts or similar situations or characteristics of the subject, which related to the perceptions of teachers towards teaching English in primary school,to increase transferability, purposive sampling was used as a sampling method. Also, every step and participants of the study were narrated in detail. Moreover, the finding of the research can also relate to other contexts and it can be with a similar context with the various aspects related to this research, so that it can be used as some references for extended research. Conformability in qualitative research referred to objectivity; it indicates that the findings of this research are not only based on the preference of the researchers but also from the participants' experiences and ideas. In addition, Baxter & Eyles (1997) in Anney (2015) explained that confirmability points out the level to which the findings of an investigation could be confirmed by other researchers. Moreover, confirmability is concerned with establishing that the data and interpretation of the findings are not just the researcher's

imagination, but obviously gained through the data gathered, (Tobin & Begley, 2004 in Anney, 2015). Related to this research, the researchers provide all data and asked thesis supervisor reviews to give comments, opinion, and suggestion regarding to the data analysis. Then the results will be reviewed by the examiners as experts.

Conclusion

This chapter provided a detailed description of the methodological principles and approaches that guided this study, to explore teachers' perceptions and practices towards the implementation of English in primary schools. It first outlined the data collection procedures from the selection and access of the research sites, the choice of the sampling strategy, to the recruitment of participants, and the instruments'implementation. Thischapter then, explained stages of data analysis that were chosen to analyze data and obtain accurate results.

Finally, it examined the steps used to insure the trustworthiness of the research.

Findings and Discussion

Introduction

This chapter consists of findings and discussion based on interviews and observation with seven English teachers from different primary schools who participated in this research. Thus, the discussion highlighted the interpretation of the interview and observation results and explained the main findings of the research about teachers' perceptions and practices of teaching English to young learners at primary schools in Bordj Bou Arreridj. Also, it indicated the main limitation encountered in this study and provided general conclusion and suggestions for further research.

Analysis of the Observation

In this study, the observation instruments used field notes and checklists to observe the practices of the teachers in primary school, the results from the thematic analysiswerereported as follow:

Eclecticism in Research Methodology

Teachers made use of various exposures and techniques in explaining some topics. As Brown (2011) argues that a variety of techniques are important because of limited language capacity in which Students learned the Shapes, name of the animals, by coloring them and writing their names and They developed their vocabulary through Total Physical Response. Then, students learned "Introducing" through Role Playing. Classroom Observation showed how in English lesson teacher explained the names of the animals through coloring the picture of some animals and writing the names and its color. Then, students one by one was asked to mention the names and the color of the animals:

Extract:

Teacher: «what we call that animal.

Student: "" a sheep""

Thus, they learn writing, naming animals, and coloring at the same time. Brown (2011) suggests that children at the beginning levels have "short attention spans" or immediate interest that comes only when a teacher presents the lesson that to them is boring or difficult. Therefore, teacher's job is making them interesting, lively, and fun so that students would be involved actively (Paul, 2003). The teachers of English at BBA primary schools are aware about this, and they use English material as their variety in order to engage students in learning English. The figures below showed some of the instruments used by the teacher in order to engage the students with the lesson and attract their attentions.

Figure 1

Instruments Used by the Teacher in the Classroom.

From the first observation until the last above, it appeared that there are many students who are enthusiastic in Learning English, because the material used by their teacher can be easily understood; using stories, pictures and toys. This comes in line with Pinter (2006) in Jazuly & Indrayani (2018)that teaching English to young learners can encourage motivation and enjoyment in language learning especially when it is in a fun way. This can be concluded according to the projects that they have done after each unit as shown in the figure below:

Figure 2

Student's Projects at the End of Each Unit

The Use of Mother Tongue

The findings showed that the contents of subject matters were discussed in L1 (Arabic) to facilitate students' better understandings. The teachers made use of Arabic teaching dealing with the content of subject matters and in giving instruction in the classroom.According to (Cantony-Harvey, 2002; Nunan, 1995), When teachers try to teach

new concepts in English to the students, who have not already learnedthe concepts in LI, instruction in the first language can give some benefits to the second one. Therefore, when students do not have a sufficient oral ability yet in L2, it is a good idea for the teachers not to teach a new concept in L2 until it has been taught in LI. Once it has been taught in LI, it may be quickly transferred to L2.

Teacher:" hada gat ngololo in English cat".

In English, this is cat.

Student: قط miss cat

Teacher:" lyoum rah nbdaw unit jdida halou koras diri war9a jdida" Today we will start a new unit open a new page.

Teacher: unit taa lyom wsmha my pets yaani hayawanaty.

The name of this unit is my pets

In this incident, the lecturer translated the word 'pets' to a student as he noticed from their facial expression that they did not know its meaning. Thus, mother tongue was used to remove ambiguity. In this sense, as (Harmer, 2003, p. 131)suggests, "when the students learn a foreign language, they use translation. This is because they usually try to make sense of a new linguistic (and conceptual) world through the linguistic world they are already familiar with". In reading, for example, the teacher translates sentence by sentence to help students understand the content. Actually, this technique makes the students understand the lesson better because they had difficulty in learning some abstract concepts. Therefore, teachers play a very important role considering that students at this level have no prior knowledge of

English and their learning success might, to some extent, depend on teachers' creativity. Teaching children as a foreign language successfully requires specific skills that differ from that of teaching adults.

Checking Understanding

Checking understanding was noticed 6 times in the lectures observed. The teacher repeats each time once he finishes with his lesson to make sure they have understood.

CU Extract:

Teacher: "endama akun lastu mutaakid min huduth shay ma walwaqt gheir muhim huna aalayna istikhdam present perfect."

Teacher:" hal alwaqt muhim huan? "Is the time important here?

Student:" la "Student:" no "

In this extract, which is taken from a grammar lesson, the lecturer, tried to make students understand that the present prefect tense is concerned with events rather than time. He also made sure that all the students understood what he had explained and then moved on to another part of the lesson.

Assigning Homework

Assigning Homework was observed each time in all the lectures observed.

AH Extract:

Teacher: Hadi al-asila hawlu tjawubuha fi almanzel. Dcr, try to answer these questions at home

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In this extract, the lecturer asked the students to answer exercises at home after discussing the unit of toys, the teacher asked the students to bring their favorite toy and talk about it the net session. The lecturer assigned the homework directly in L1.

Extract:

> Teacher: Fi al-hisa al-qadima ntoma rah tkunu controller's fil- fasl. rah jibu your favorite toy bah tahadro aliha maa zamilkom wa ana hnkun observer, monitor fil-fasl.

Here, the extract was taken from a speaking class, in which the lecturer ended by asking the students to bring their favorite toy with them, in the next class, new topics and ideas to discuss with each other. He told them that they would be the controllers in the class and that he would be an observer. Here, one of the students posed a question in Arabic, about the activity of the exercise after the end of the session. To guarantee better understanding, the lecturer answered her, and all the other students, in L1, through explained the procedure for the exercise to ensure that all the students had a full understanding of what they should do.

Recapitulations

Recapitulation was present two times in the last observed lectures. Teachers retell and recapitulate the last lesson before diving into a new one, in order to ascertain whether the students have understood and grasped the lesson or not.

> Teacher: who can tell me what did we learn in the last session?
>
> Student1: Cake
>
> Student2: birthday
>
> Student3: sweets

The students are able to recall some vocabulary from the last session, but the teacher notices that there some points that students found difficult to memorize.

Use of Illustrations

Using illustrations facilitates the learning process for young learners, it helps them enhance their comprehension skills by trying to decode words, making predictions and connections. The teacher uses all kinds of illustrations during lecture; pictures, sounds and videos. Johana (2014) stated that learning language will be effective if the teacher uses suitable various teaching-learning techniques such as TPR, games, objects, and the like which these techniques provide students to be more active, enthusiastic, and motivated during the learning process.

> Teacher: who can tell me the name of this animal in this picture?
>
> Student1: dog
>
> Student2: dog

In this extract, the teacher tries to make students recall animals' names that they learned from the past lecture, through pictures hanged on the table. Most of the students recalled their names and gave the right answer to the lecturer.

Discussion of the Interviews

The interviews were conducted with 7 participants inside school hours on April, 2023 of English teachers in primary schools. The data from the interviews with the teacher participants was discussed based on its themes. The analysis of data from the interviews was discussed through the interview excerpts followed by analysis of the teachers' comments, the following themes were found:

a.   The Introduction of English Language in Primary Schools.

b.   Challenges in Teaching English to Young Learners.

c.   Encouraging Learners' Enjoyment and Motivation.

d.   Developing Basic Communication Capabilities.

e.   Promoting Learning Another Culture.

f.   The Effectiveness of Teacher Training Program.

The Introduction of the English Language in Primary Schools

Mastering the English language can be achieved by starting teaching this language from an early age. It can be difficult to teach children, because they are more active and curious to learn something new. As the impact of that, the teacher should be more active and creative in teaching their students. The interview excerpts below show the teachers' perceptions about the introduction of English lesson in Elementary School. Teacher 1 agreed that teaching English for young learners is important and useful for the future of the children. These include getting the better possibility of pronunciation and fluency, greater global awareness, intercultural competence and mastering bilingualism. Teacher 2 stated that one of the benefits that students will get when they learn English, in early age is that they have the basic knowledge and skills of English that will be useful for them they said.

 "I think implementing English in primary schools was a good idea because it will make learners master the language. «Tina

"It is time that English starts spreading in Algeria instead of the French language, because it became the language of the world. «Maria

The other teachers agreed to the introduction of English language in Elementary School. In the interview, they said:

"Let's say it was good regarding the challenges but in general they do succeed, English will be dominant in the next future and key success in every domain. «Mimi

Teachers' perceptions toward the introduction of English in primary school level were positive. They all said that it was good to introduce English lesson to their students. They were all aware of the importance of English for students' future. So according to the teachers, the policy to introduce English lesson in elementary school level was good and useful for students. For them, another reason why children should learn English from an early age is that because they are in the convenience age to acquire a language, there is a belief that "younger is better" and they will learn more quickly and efficiently (Jazuly & Indrayani ,2018). Therefore, as on the reason above, it can be concluded that teaching English to young learners and implementing it in primary schools, is really important and gives many advantages for the children. In line with, Wang's (2008) statement that many people become aware of the importance of English language education and improve English language proficiency of the citizens, in order to ensure that they are able to compete in this globalization era.

Challenges in Teaching English to Young Learners

The fact that teaching English to young learners does not always run smoothly, there are many challenges and difficulties that the teachers might face during the process. The challenge itself might come from the students, the school, or the teachers, those can bring different impacts for the teaching and learning process. As mentioned by T1, the challenge that she ever faced as a teacher in primary school, was how to select different method at the same time, because she needed to know how to deliver the materials to the students who have different level of language proficiency and different needs.She also added that, transmitting

information to young learners without the use of mother tongue is hard. Moreover, T2 stated that the challenge relies on the difficulty of handling learners with different levels and needs.

"The challenge is; mm am I think the challenge is how to select different methods at the same time that meet all student 'needs" (Imene)

According to Machaal (2010) the mother tongue is seen as a negative feature of the foreign language classroom and decisions about whether to use the mother tongue are amongst the most common dilemma that language teachers in monolingual classrooms face:

"actually the challenge is how to explain to them, how do they understand the material like that for example dog sounds how am I supposed to repeat the sound in the class and if the teacher do not use Arabic it means speaking English all the time session makes the learning process difficult and am not allowed to use Arabic in classes." (Imene)

"Well, teaching more than 40 students can be difficult because they have different levels and needs" (Mimi)

As a result, it can be concluded that in general the challenges that the teachers might face were how to select the different methods that suit all students' levels. The mother tongue is used in the foreign language classroom to convey the meaning of the difficult concepts. Visual aids, props, textbook illustration are all used to explain a new term and clarify the words that remain confusing. Also, it is used to check the pupils' comprehension. In addition, Songbatumis (2017) concluded about some of the challenges that exist in teaching English such are crowded class, lack of English exposure, limited resources accessibility, different teaching methods and techniques application, and teaching facilities improvement. In this case, the teachers also have their perceptions related to those challenges, and how they are effecting the process of teaching English to young learners. According to the interviews most common challenges are:

Different Teaching Methods and Techniques

The participants in this research had various perceptions related to teaching techniques. Taking in consideration that in English, there are four specific skills, which also can be taught by different techniques. In addition, since the children have different background knowledge, language proficiency and characteristics, the teachers need to think about the kind of teaching techniques and methods that they have to use in the classroom, so that those differences can be covered in a good way.

"Well, while teaching we find many difficulties, novice learners find difficulties in understanding the new language if the teacher do not use Arabic it means speaking English all the time session makes the learning process difficult especially in the first term..." (Maria)

"When I want to teach listening I bring stories with me and interpreted them using this way I can combine the listening with writing for example and when I want to teach speaking and listening I present a video to the learners in which they listen and repeat its content." (Tina)

The overall findings indicate that all participants in this research also mentioned that it is one of challenges that they might face every day, and often, they felt difficult to choose which techniques they wanted to use, and what techniques they needed to prepare as a backup when the techniques that already prepared did not run smoothly.

Teaching Facilities Improvement

Related to this theme, this type of challenge becomes the thing that makes the teachers' perceptions similar. Hence, as the regular primary school is managed by the government, it has to wait for the facilities distribution given by the them. That is why there is

a lack of facilities in the primary schools, and this needs to be reconsidered and improved by decision makers.

"The lack of materials needed I use my own whether paper or microphone also I have to bring my own laptop if I want my pupils to listen to a story because there is a huge absence of materials." (Imene)

"One of my problems is the lack of materials" (Sonia)

Furthermore, from different teachers of primary school perception, T3 explained that the school has some teaching facilities such as libraries, reading corner and some learning books, that the school got from the funds of school operational assistance, also subject books and dictionaries that bought by the teachers themselves and provided by the school. Additionally, because of the facilities that provided by the school still inadequate, T3 said that this thing became an obstacle that she faced during the teaching and learning process, because inadequate facilities could not support her to teach English to her students in primary school:

"We have libraries that include some English books and dictionaries in some primary schools however they are not useful for this young learners so it cannot support the process of teaching" (Imene)

As a result, according to the explanation above, the researchers can conclude from the perceptionsof the teachersthat teaching facilities should be improved. Thus, it showed that teaching a language needs equipment support, especially for those in the environment with limited English exposure (Songbatumis, 2017).in that sense, Songbatumis (2017) added that ifEnglish teaching was not backed up by the teaching tools, its objectives will be not achieved. Consequently, teaching facilities plays important role in the process of teaching and learning English, because it can bring better environment inside and outside the classroom.

Crowded Class

According to the perceptions of most teachers of English, the third-gradestudents in the age around 6-7 years old have short attention and concentration span.Also, they have difficulty in knowing what is fact and fiction, often happy playing and working alone, help them in acquiring information, (Scott & Ytreberg, 1990). That is why T1 found that her class is almost in a crowded condition, it became a challenge because the condition inside the classroom was not conducive, it was noisy and it was hard for her to deliver the materials;because her voice cannot be heard by other students in the classroom. Additionally, having class with 40 students was difficult to manage. In addition, T2 had similar perception with T 1. She also explained that this point became the challenge to her because the class condition does not support her to teach her students.

" I am facing with one problem which is teaching in several schools for me teaching in 4 primary schools is very hard and the overcrowded classes are hard to manage with 40 pupils....". (Lina).

"So, the huge number of students (45 students in class) which is difficult to control for example they told us to divide students in group work in class they are young they will start making noise and playing instead of learning" (Mimi)

From the explanation above, the researchers can conclude that young learners cannot be taught correctly if the classroom is crowded. The teachers face the crowded class challenge in the process of teaching English to young learners in all the primary schools they teach in.

Time Constraints

Time management is one of the teachers' challenges that should be overcome. Time management (TM) is an indispensable element of school organization. It is the art of

arranging, scheduling and budgeting one's time to achieve objectives (Mohanty, 2003). Attending carefully to participants' accounts of time use during interviews, revealed many time constraints. Teacher1 found that time given per session(30 minutes) is not enough for the learner to absorb the given information, because it takes time for a child's mind to acquire new words. Teacher2 shared the same perception with teacher one and explained that time is one of the biggest obstacles faced while teaching in primary schools.

"The amount of time of each session is not enough for a child to learn and to give all information that I want to deliver and fulfil the session (45 minute)." (Tina)

"It is hard to manage time in classroom of 40 pupils and this should be reconsidered next year." (Maria)

The high expectations placed on the English curriculum require that more time be allocated for teaching English, simply because students are exposed to the English language only during the periods in which the English classes are held; no sufficient reinforcing environment is available outside the school. This amount of time is insufficient, since some of the lesson materials and associated class activities cannot be completed in a single lesson. This constraint leads to ineffective language teaching and learning experiences and Teachers' goals.

Curriculum Evaluation

Hilda (1962) explained the curriculum as, all curricula, no matter what their particular design, are composed of certain elements. A curriculum usually contains a statement of aims and of specific objectives; it indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching, whether because the objectives demand them or because the content organization requires them. Finally, it includes a program of evaluation of the outcomes. "The curriculum is all of the experiences that

individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives, which is planned in terms of a framework of theory and research or past and present professional practice" Taba (1962, p.75).In this line, the participants said:

"The limited amount of materials makes it hard to apply the curriculum" (Imene)

"The curriculum should be reconsidered and amended" (Sonia)

Dealing with teaching and learning process, the participants faced many difficulties in implementing School Based Curriculum as it is revealed from the interviews. Teacher 1 mentions that the obstacle in applying Curriculum is the limited materials in the school. Teacher 2 stated that some modifications should be considered in the curriculum. In the same vein, teachers add:

"Some objectives are hard to be achieved due to lack of materials and the students had not known this term yet in LI, they found it more difficult in l2" (Aya)

"It is effective somehow but still need to be modified becauseit does not meet the children 'needs as I think it is poor and lack some important aspects" (Mimi)

From the finding above, it can be concluded that not all teachers support the given curriculum and it should be reconsidered as there were some learning objectives that were not completely met the target in syllabus, such as problem in writing and reading words in English. Also, in order to make teaching process successful, school need to provide adequate teaching facilities that helps in applying curriculum such as a multimedia lab or computer lab, language lab, self-access center, and students reading room.

Encouraging Learners' Enjoyment and Motivation

Enjoyment and motivation are the aspects that need to be promoted in the teaching and learning process, specially teaching English to young learners. As mentioned by Pinter (2006) in Jazuly & Indrayani (2018) that teaching English to young learners can encourage motivation and enjoyment in language learning especially when it is in a fun way. Related to that theory, the result of the interviews shows that the teachers had the same perspectives, which they mentioned that teaching English to young learners can encourage learners' enjoyment and motivation. The approach from the teacher, the interesting method, and various activities in the teaching and learning process can also be one of the most important aspects that can encourage learners' enjoyment and motivation.

"Teaching English is amazing because learners want to learn it since they face it in games and cartoons" (Maria)

"Well, young learners are happy to learn English because they faced in daily life from media so they have some vocabulary. They learn quickly and enjoying learning pictures, toys and colors" (Tina)

In conclusion, the teachers need to encourage the leaners' enjoyment and motivation, because if they already like the language, everything that they deliver will be easily understood by the students. Then, the teachers have to think about the approach, how to prepare the interesting teaching method, and various activities, to encourage learners' enjoyment and motivation in the teaching and learning process. In line with that, Spada & Lightbown (2013) argued that the classrooms are the places that the students like, because the topics are amusing and suitable to their level of capability and age, the learning objective was clear and challenging yet organisable, and the situation was supportive, the teachers can give a positive contribution to students' motivation to learn. Consequently, it shows that the teachers have a big role in making a pleasant atmosphere that can encourage students'

enjoyment and motivation and that have been seen by the different methods used by most of them in the observation.

Developing Basic Communication Capabilities

According to the interviews with the seven participants in this research, the result shows that teaching English to young learners can develop their basic communication capabilities. The reason was because at the age of young learners it was the golden and appropriate age that the teachers can use to build a foundation which the children can use as the asset in the future, especially in English to build their communication skill, so that the children were able to communicate or express their thoughts, and their feelings. The teachers perceived that the children are not only able to use English for communication with other people around them, but also will be able to use English to socialize with citizens around the world.

"Because a young pupil can acquire more than 3 languages at once, during this phase his mind can acquire more than one language if we take the example of French in previous generations and how students develop their level so why not English." (Lina)

"Teaching English from an early age is very important because a child can acquire many languages at the same time and this helps in the improvement of learning and teaching process successfully and reach a high level at the end of the learning cycle." (Sonia)

Those perspectives from all the teachers explained how the impact of teaching English to young learners can develop children's basic communication capabilities, and it is related to the explanation from Pinter (2006) in Jazuly & Indrayani (2018) who mention that learning a foreign language can develop children's basic communication capabilities in the language which needs to be stimulated as early as possible. It is also because at the school years, the children develop the capability to use language to understand others and to express their own

meaning (Spada & Lightbown, 2013). Because of that, it can be concluded that children's basic communication capabilities can be developed if they start since at the young age, and as early as possible, which can give many benefits for the children, especially in communication skills.

Promoting Learning Another Culture

According to Pinter (2006:102) in Jazuly & Indrayani (2018), teaching English to young learners can promote children to learn different culture. The interview result shows that most of the teachers have similar perspectives related to it. They explained that when we learn a foreign language, we also automatically will learn the culture from the language itself. In addition, they add that learning foreign language can motivate students to learn another culture, because there is always any question related to the culture in the language learning process, so that is why it can motivate them.

"Learning foreign language is very important because we have to be updated with the world evolution and this cannot be achieved if we do not master languages also because Algeria is a part of the world and English becomes the 1 language in the world in addition it is the language of science." (imene)

"Yes, because we use it in daily life. it provides us with openness tothe world, everyone starts using everywhere than Arabic and French even for the projects" (Aya)

Those perspectives explained how the relation of teaching English to young learners and learning another culture which conclude that the language and culture are inseparable both are connected with each other (Brown, 2000), in the light of this. The researcher can conclude that it the decision of implementation English in primary school can promote the students to learn another culture.

The Effectiveness of Teacher Training Program

According to Uys, et al. (2007) the most important factor which has a strong impact on proficiency is an effective training. Furthermore, Kusumoto (2008) stated that adequate and appropriate teacher training is a key to any success in language education or in improving proficiency. Furthermore, Nel & Muller (2010) believed that a high standard training program is important in order to ensure improvement in knowledge and skills. Adding to that,Richards (2011) emphasized the importance of providing language teachers with professional training so as to develop their proficiency in English, which is essential in responding to the demand required of English teachers. In line with that, most of the subjects mentioned that the Teacher Training Program helped them acquire a lot of the needed grammar knowledge and skills, they further noted that, the Teacher Training Program was useful, informative, and interesting.

"Yes, we are having seminars each month, they are good and of quality under a skillful supervisor where we tackle some important aspects such as oral production teaching and how to develop listening skills and taking into consideration is the learner 'needs, interests, needs, skills and the psychological side and of course that they are still young kids." (Lina)

"Yes, the seminars are really of high quality, he shows us how to teach English language following the new developed methods and using(ICTs) which is information and communication technology, also how to be just a guide in the classroom and let learners learn by themselves, creativity and imagination, communication, problem solving and global awareness." (Maria)

The subjects of the research mentioned their enjoyment of interaction with other participants during the entire Teacher Training Program, because of the way the trainer presented and discussed the topics and his professionalism. Their positive experiences

prompted them to mention the need to have the Teacher Training Program every year in order to gain more knowledge and skills as teachers of English in primary school. In addition, Ciraso (2012) who investigated a study on teachers' training, conclude that the improvement of skills of teachers in the classroom was due to the knowledge they gained from attending a teacher training program. Thus, the teachers believed that the Teacher Training Program was highly effective and that it must be given to all teachers of English. The subject's knowledge and skills in using English have improved significantly after undergoing the Teacher Training Program Based on their responses, regarding their perspectives toward the Teacher Training Program, the majority of the subjects were very satisfied with their having attended. Such experience had given them sufficient knowledge which led them to become more confident in using English.

Summary of the Finding

From the report of the findings about the decision of implementing English in Algerian primary schools, the study has initiate some findings about teachers' perceptions, and practices toward learning English in elementary school. According to the research results from the interviews with the Stakeholders, their perceptions about the introduction of English language as a second foreign in elementary school were positive. They believed that the introduction of English in primary school is as a bridge to a basic knowledge, and introduction to new language for students in the sense that teaching English from an early age is beneficial because that is the golden age which the teachers can use to build foundation to develop their communication capability. In line with that, the teachers also believe that when the students learn a language, they also will automatically learn the cultures and promote them to learn other cultures. Moreover, it can develop children's cognitive skills through giving them an input and opportunities to have practices.

In the practice of teaching and learning English conducted by teachers, they use various techniques and language exposures to students. Teachers are aware that children at the beginning level do not have a prior knowledge of English, and their learning success might, to some extent, depend on teachers' creativities,during the observation process for example, teachers develop listening and speaking skills using songsand Role Playing; to develop reading and writing skills, they used storytelling, coloring, and drawing. Teachers also made use of various exposures and techniques in explaining some topics, for instancetoys, games and different objects related to the lessons. This may engage the students in learning English encourage and increase their enjoyment and motivation. The content of subject matters, however, was discussed in LI (Arabic) to make students understand the contents. In this case, subject matter is learned through the native language as well as through the second language.The researchers conclude that the teachers of English in primary school perceive the process of teaching English to young learners face many challenges, which the main difficult challenge is using the appropriate methods and techniques. Besides, given the lack of materials, time constraints.In this regard, Lightbown (2000) suggested that, in instructional settings, the age in which instruction begins is less important than the intensity of the instruction and the continuation of the exposure over a sufficient period of time. In terms of class size, the standard is 30 students per class. However, to materialize the compulsory education policy, the school has to admit more students (up to 48-50 students per class) than it can take. And the poor curriculum, in that sense, basic to curriculum development is research; try out, socialization, and decision. The current curriculum was developed without carefully following those steps;therefore, many problems persist. The teachers hoped that the materials for teaching the 4 skills should be improved because they did not focus on it yet. The equipment for teaching English and the students' interest also should be improved. As revealed from the interviews with the teachers, students could benefit

from learning English in Elementary School. Additionally, it can be concluded that teaching English to young learners from an early age, is beneficial for the students; in which the teachers can use various techniques in the teaching and learning process, However, teachers as the real users of English in classes, need to be considered also and have strategies to overcome the challenges that they might face during teaching English to young learners.

Limitation of the Study

Some problems were encountered at different points while conducting this study. First, time constraints, it would be very helpful if we had more time to ask a larger number of teachers to get more reliable results. Second, the unavailability of some teachers of primary schools which make us use only 7 teachers,which do not represent all the Algerian EFL teachers and practices. In this vein, having females as the research sample in the study might be considered a limitation, because most of the primary schools includes female teachers than the male teachers. Therefore, it was impossible to try another country because of the formal consideration and time limitation. Furthermore, the researchers aimed to raise teachers concerns and voice. However, we did not have the chance to directly access the training workshops. Thus, it was impossible to follow on their claims regarding the quality of their training in general. Most important the access for the different primary schools. To add, the major problem that faced the researchers in completing this study was shortage of domestic references that it would have been possible to substantiate more and come up with better work, further research should focus on that as such limitations might be circled in future research.

General Conclusion

At the end of study, the researchers provided recommendations and suggestions based on the research itself, experience and knowledge of the topic that resulted in recommendations for future research, related to the context of the investigation of this research.

Teachers had favorable perceptions toward learning English in Elementary School level. However,there are some areas where the teacher of English needs to improve,in relation to the teacher's lack of competence, this study recommends that all of the teachers should be more competent in teaching English, particularly in pronunciation and communication. In fact, pronunciation is an important aspect in speaking through which students can imitate their teachers. As a good teacher, the students need to be provided with a good basic in their early stage of learning English. Providing a misconception about English, e.g. pronunciation, will make the students grasp something wrongly that they may imitate continuously. Qualified language teachers are needed to give a good basic to students' English ability. Meanwhile, dealing with some learning outcomes that had not completely met the target in syllabus, i.e. writing words in English, it is preferable for the teachers to consider the students' readiness as it is unrealistic to expect the third-grade students to write in English as expected in syllabus. According to the natural approach, comprehension of language should precede production (listening should precede speaking}; speaking and then writing will emerge when the language learner is ready and should not be forced. (Krashen & Terrel in Baker, 2000; Ioannou-Georgiou & Pavlou. 2003).

 In line with the decision of teaching English in elementary school, Al wasilah (2000) argued that there is a need to be realistic to the strength in fulfilling society's need and do not expect too much that English program at elementary school would soon be perfect. Moreover, he suggested that English should be taught by certified elementary English instructors,

otherwise, the students become a victim of emotional rather than professional ambitions. The teaching and learning of English in elementary education should seriously consider the nature of learning a foreign language, the instructional system, and the governance system that governs the whole language educational system. In this case, for an efficient language policy, Algeria needs to take a number of criteria into consideration when opting for foreign language(s) to be taught at primary schools; such as smaller classes for teachers, better access to resources like textbooks, materials and manuals, dedicating more hours of English each week and rising the coefficient of English as a subject of study, to ensure more interest in language learning among students.

Concerning teaching English in general and to young learners in particular, it is suggested at first place to teach comprehensible input just like professor Krashen (2021) suggest that comprehension is the core of language, and to fill in the language classes with stories to teach vocabulary in a comprehensible way by translating hard words, drawing, or bringing pictures. He also emphasized on the benefits of reading easy and interesting books like Harry Potter novels; as it contains nearly all the academic vocabulary needed for success in school. Besides, reading gives learners the spelling and the writing style.

The study at hand can be a stepping stone for further research. In that sense, research can focus on providing more population as possible that may help providing more information about the topic such as policy makers, or teachers from different countries in Algeria, who were part of the former experience of teaching English at primary schools, but starting as earlier as possible, to have access to as much as respondents and if possible teachers training. In general teachers' English proficiency is not sufficient to be a professional English teacher, despite their claimed mastery of the subject. As a result, it is recommended continuous professional development for teachers is the ultimate solution that can foster English teaching in primary school and anticipate any problem during the process of teaching

and learning. Besides that, this study revealed Algerian EFL teacher's perceptions and practices in primary school, it has also highlighted several topics that can attract researchers' attention in the future; such as the interlanguage in which students face problem and confuse between the Englishand French. Interms of methodology, future researchers may try incorporate some experiments such us learning through songs. Finally, it is recommended to investigate the sample of the 4 grade primary school since English will be incorporated from 3-year grade and try to see their program and progress accordingly.

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APPENDIX (A)

INTERVIEW QUESTIONS

Section one:Warm up Questions

Have you been

A middle school teacher.?

A high school teacher.?

Never been so.?

Years of experience as a teacher?

Do you think that experience comes with years of teaching?

If yes, how it does affects your classroom?

How many years have you been teaching English?

Section two: teaching English for young learners

What do you think about teaching English from an early age?

Do you think that a young learner's mind can acquire two new languages at the same time?

How do you find teaching English to young learners?

What are the difficulties that you face while teaching?

Do you think that teaching English in primary schools make the learner more capable of mastering the language in the future?

Do you think that the textbook fits the needs of young learners? Why?

Are you with the implementation of English in primary schools? If yes, why?

Do you think that this decision was well studied?

Do you think that learning foreign language is important nowadays?

Do you consider English as part of the Algerian sociocultural background? Why?

Do you think that learning English is important in Algeria? why?

Section Three: Language Policy

What do you think about language policies taken by the Algerian government? Have they succeeded? Are they workable?

How do you see the linguistic future in Algeria?

What do you think about the status of (Arabic, French, English) in Algeria?

Should English need to be promoted?

Section four: English in Primary School

Have you ever participated in seminars concerning the implementation of English in primary school? What do you think about the quality?

Can you list some of the points raised in the discussion?

What do you think about the official syllabus?

Does the existing content meet to children' needs?

Have you been asked to decide or been included in any decision-making or processes?

If so, are the theoretical decisions useful in practice?

What challenges are you facing while teaching in primary school?

What do you suggest for teachers training?

 If you have any suggestions to the research topic, please feel free to add any comments that are relevant to the above questions?

Appendix (B)

Teachers' Observation/Interview Information Sheet

Title of the study: English at Primary School: AlgerianTeachers' Perceptions and Practices.

Dear teacher,

Please kindly allow the researcher to observe a class of your choice two times. The purpose of the classroom observation is to observe teachers' practices and methods. Your performance will not have any negative impact on you. The observation will be audio-recorded, and field notes will be taken. All information will be kept confidential for the purpose of this research. After the observations, you are kindly invited to participate in an interview lasting 30-40 minutes to further explore your perceptions about the English language at primary schools. You will not be judged on any response. The interview can be conducted in the language of your choice (Arabic, French, or English) and will be audio-recorded.

Your participation in this research is your decision and voluntary. If you decide to participate you will be asked to sign a consent form and you can with draw from the research without giving a reason by contacting the researchers using the details provided below. You will not be able to withdraw from the research after we anonymize the data and therefore the latest you can let me know you do not want to take part in the research is six months after the end of the data collection. Confidentiality and anonymity of all participants (teacher and students) and schools will be assured and protected in any publication resulting from the research. The data collected will be used for our master thesis. Thank you very much for your assistance in making this research possible. If you have any questions or concerns, please inform me or contact us using the following detail

Researchers:

Benziouche Houda Rania: bnzrania685@gmail.com

Taibi Manel: manel13taibi34@gmail.com**Supervisor**: Dr. Nourhouda Bouacha

Appendix(C)

Teachers' Consent Form

Title of the Study:English at primary school: Algerianteachers' perceptions and practices.

Please read each statement below and then confirm that you agree or disagree by

Statements	Yes	No
- I have read and understood the information provided to me in the information sheet.		
- I have had the opportunity to ask questions about this research.		
- I agree to the interview being audio recorded.		
- I understand that I can decline to answer any questions.		
- I understand that I can withdraw my answers in part or full, anytime up until 6 months after data collection.		
- I agree to anonymized quotations being used in my academic presentations or publications of this work.		
- I agree to my data being used in any subsequent work that builds on this current project.		

placing your initials in the appropriate box.

Signature and date of person giving consent (the participant)

……………………………………………………………………………………

Signature and date of person obtaining consent (the researcher)

……………………………………………………………………………………

Researchers:

Benziouche Houda Rania: bnzrania685@gmail.com

Taibi Manel: manel13taibi34@gmail.com

Supervisor: Dr. Nour houda Bouacha   nh.bouacha@outlook.com

Tel: 0668552913

If you have any complaints or concerns, please contact the emails mentioned below

Appendix(D)

The ObservationSchedule

Teacher: ……………………

Unit/Sequence: Class/Date: ……………………

Lesson title as written on the Board: ……………………

Time: ……………………

	Teacher's Practices in the Classroom	Students' Interaction	Personal Reflection

Appendix (E)

Formal Papers

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
Universityh Mohamed El Bachir El Ibrahimi of BBA
Faculty of Letters and Languages
Department of English Language

الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي
جامعة محمد البشير الإبراهيمي برج بوعريريج
كلية الآداب واللغات
قسم اللغة الإنجليزية

السيد رئيس القسم

الى السيد مدير المؤسسة الابتدائية

بودرواز العمري

توجـيـه

يشرفني أن أوجه اليكم الطالبتين بن زيوش هدى رانية و طيبي منال المسجلتين في السنة الثانية ماستر لغة انجليزية بالسنة الجامعية 2022–2023، تخصص تعليمية اللغة الانجليزية من أجل جمع معلومات تساعدهما في إتمام دراسة حول موضوع تعليم اللغة الإنجليزية في الطور الابتدائي.

يرجى منكم تقديم المساعدة الممكنة في حدود أغراض البحث العلمي.

تقبلوا مني سيدي فائق التقدير والاحترام.

رئيس القسم
2023/03/22
رئيس قسم اللغة الإنجليزية
بـوزيـدي مـنير

Summary of the research

نظرًا للانتشار العالمي للغة الإنجليزية كلغة مشتركة، فإن الجزائر، مثلا لعديد من البلدان النامية حول العالم، تقدم اللغة الإنجليزية كمادة مدرسية تبدأ من المراحل الابتدائية. يهدف البحث إلى استكشاف تصورات المعلمين وممارساتهم تجاه تطبيق اللغة الإنجليزية في المدارس الابتدائية. اعتمدت هذه الدراسة المنهج النوعي من خلال الملاحظة ومقابلة سبعة معلمين. من من أجل جمع البيانات والإجابة على أسئلة , إجراء هذا التحقيق في مدارس ابتدائية مختلفة في برج بوعريريج من خلال تم إجراء مقابلات شبه منظمة مع سبعة من معلمي المدارس الابتدائية ، وتم إجراء الملاحظات مع خمسة معلمين. تم تحليل البيانات التي تم جمعها باستخدام التحليل الموضوعي. كشفت النتائج أن المعلمين لديهم تصورات إيجابية تتعلق بتقديم وفوائد تدريس اللغة الإنجليزية للمتعلمين الصغار. فيما يتعلق بممارسات تدريس اللغة الإنجليزية للمدارس الابتدائية ، فقد وجد أن هناك العديد من التحديات المختلفة التي يواجهها المعلمون. من حيث الممارسات ، تم الكشف عن العديد من الأساليب والتقنيات والوسائط ليتم استخدامها من قبل المعلمين وتعكس فعالية تدريب المعلمين بالنسبة لهم. اقترحت نتائج هذه الدراسة أن تعلم اللغة الإنجليزية في المدارس الابتدائية يجب تحسينه وإعادة النظر فيه حتى يستفيد الطلاب من تعلم اللغة

Resumé de la recherche

En raison de la diffusion mondiale de l'anglais en tant que lingua franca, l'Algérie, à comme de nombreux pays en voie de développement dans le monde, propose l'anglais comme matière scolaire dès l'école primaire. L'objectif de la recherche était d'explorer les perceptions et les pratiques des enseignants à l'égard de la mise en œuvre de l'anglais dans les écoles primaires. Cette étude a adopté une méthode qualitative en observant et en interrogeant sept enseignants. Cette enquête s'est déroulée dans différentes écoles primaires de BBA. Afin de collecter des données et de répondre aux questions de recherche, des entretiens semi-structurés ont été menés avec sept enseignants du primaire et des observations ont été réalisées avec cinq enseignants. Les données recueillies ont été analysées à l'aide d'une analyse thématique. Les résultats ont révélé que les enseignants avaient des perceptions

positives de l'introduction et des avantages de l'enseignement de l'anglais aux jeunes apprenants. En ce qui concerne les pratiques d'enseignement de l'anglais dans les écoles primaires, il a été constaté que les enseignants étaient confrontés à de nombreux défis. En termes de pratiques, de nombreuses méthodes, techniques et médias ont été révélés être utilisés par les enseignants et reflètent l'efficacité de leur formation. Les résultats de cette étude suggèrent que l'apprentissage de l'anglais dans les écoles primaires devrait être amélioré et reconsidéré afin que les élèves tirent profit de l'apprentissage de l'anglais.