

Investigating Algerian EFL Primary School Teacher's Teaching Experiences:

Facts and Challenges.

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A DESSERTATION

Submitted to the Faculty of Letters and Foreign Languages, Department of English

Language, University of

Mohamed El Bachir El Ibrahimi of Bordj Bou Arreridj

In Partial Fulfillment of the Requirements

For Master's Degree in Didactics of Foreign Languages

Dissertation Supervisor: Dr. Fatima Douadi

June 25th , 2024

ملحق بالقرار رقم 1082... المؤرخ في 27 جعد 2023
الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



الجمهورية الجزائرية الديمقراطية الشعبية
وزارة التعليم العالي والبحث العلمي

مؤسسة التعليم العالي والبحث العلمي:

نموذج التصريح الشرقي
الخاص بالالتزام بقواعد النزاهة العلمية لإنجاز بحث

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عنوانها: Investigating Algerian CFL primary school teachers' teaching experiences: facts and challenges
أصرح بشرقي أنني ألتزم بمراعاة المعايير العلمية والمنهجية ومعايير الأخلاقيات المهنية والنزاهة الأكاديمية
المطلوبة في إنجاز البحث المذكور أعلاه .

التاريخ: 08/07/2024

توقيع المعني (ة)

f

ملحق بالقرار رقم 10821... المؤرخ في 27 صفر 2022

الذي يحدد القواعد المتعلقة بالوقاية من السرقة العلمية ومكافحتها



الجمهورية الجزائرية الديمقراطية الشعبية
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التاريخ: 2022.4.1.07.08..

توقيع المعني (ة)

[Signature]

ملحق بالقرار رقم 10821... المؤرخ في 27 صفر 2020

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الجمهورية الجزائرية الديمقراطية الشعبية
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التاريخ: 28/07/2024

توقيع المعني (ة)



Dedication

This dissertation is dedicated to the memory of my beloved father EL MODJAHID HARICHE TOUMI, whose guidance, wisdom, and love remain with me even in his absence. Your legacy is the strength that has carried me through this journey.

To my mother, whose unwavering support and boundless love have been my foundation. Your strength and sacrifices have made everything possible, and your faith in me has been my greatest encouragement.

To my sisters, who have always stood by my side, offering their love, encouragement, and laughter. You have been my rock and my refuge.

To my husband, whose patience, understanding, and unwavering belief in me have been my greatest motivation. Your support has been invaluable.

To my precious daughters, whose smiles and hugs have been the sweetest reward. You are my inspiration and my joy, and I hope this achievement serves as a testament to the power of dreams and hard work.

Thank you all for your endless love and support. This achievement is as much yours as it is mine.

Fatima



Dedication

I dedicate this work to my father's soul in honor of his significant influence on my life and in gratitude for all of the sacrifices he has made to help me get here. His memory will continue to be a source of inspiration and pride.

And I would like to take this opportunity to honor my mother and acknowledge the incredible woman she is. Throughout my life, mother has always supported me and our entire family, encouraging us to be strong and independent, but most importantly, to pursue our ambitions. Finally, I would like to thank all of my family, sisters, brothers, and friends for their help and support.

Ichrak



Dedication

**In the name of Allah, the most merciful, the most compassionate with all my love, I
dedicate my dissertation work to:**

**My loving mother, whose continuous efforts, support and encouragement made me the
person I am today. The source of our happiness in this life. The most caring woman, to
my warrior in the hard times, to the one who sacrificed everything for me and still, the
one who taught me to believe in myself and chase my dreams, the one who never saved
an effort to see me happy.**

**My father, my hero and my biggest life inspiration “If I ever fought for success, it is to
make YOU proud and today I know you are.”**

**My lovely sister “AICHA” the closest one to my heart “special thanks for encouraging
and motivating me and for all the efforts may God bless you**

My awesome brother who never hesitate to offer me help and his little family

My cute nephew “IMRANE” who brings happiness to our home

**My husband who overwhelmed me with love and hope who makes my life like paradise
and giving me unconditional support and encouragement and his family**

My partners FATIMA and ICHRAK

My friends with whom I share my time. To anyone who knew

AMAL



Acknowledgments

First and foremost, we thank Allah for having provided us with strength and patience to finish this work. We praise and glorify him, as he ought to be praised and glorified.

We would like to express our deepest gratitude and respect to our supervisor **Dr. Douadi Fatima**, for being kind enough to accept supervising us despite all of her academic and personal engagements. This goes in parallel with her constant valuable remarks and helpful guidance to us and her continuous support throughout the research process.

We would also like to thank the board of examiners members, **Dr. Mechri Fatima Zohra** as a president, and **Mr. Benhamimid Abdnour** as an examiner, for their efforts to evaluate this work.

To all teachers at the Department of English of Bordj Bou Arrerridj University.
Our deep thanks to the teachers of the primary schools who have helped to produce this work.

Thank you

Abstract

Teaching English in the early stages has become crucial due to its global importance. The Algerian government made the decision to imply teaching English at primary school as a school subject. This study aimed to identify the challenges, obstacles, and most crucial problems faced by Algerian EFL primary school teachers. In addition, the study explores the possible solutions that could help EFL primary school teachers keep going in the teaching profession with passion and overcome the different challenges. The researchers used qualitative and quantitative research methods (mixed method). In order to collect data and to answer the research questions, an online questionnaire was administered to EFL primary school teachers selected randomly from different parts of Algeria. The results show that Algerian EFL primary school teachers faced many different challenges inside the classroom, outside the classroom. To ensure that pupils benefit from learning English, the study's findings recommend that English instruction in primary schools must be enhanced and reevaluated.

Keywords: Algerian EFL primary school teachers, English instruction, primary schools

List of Acronyms

EFL: English as a Foreign Language

TOEFL: Test of English as a Foreign Language

IELTS: International English Language Testing System

TEFL: Teaching English as a Foreign Language

ELT: English Language Teaching

TV: Television

BBA: Bordj Bou Arreridj

CBA: Competency Based Approach

TPR: Total Physical Response

CLA: Communicative Language Approach

ICT: Information and Communication Technologies

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GENERAL INTRODUCTION

General Introduction

Background of the Study

The English language has gained popularity globally, both commercially and scientifically. According to Hughes (2021), English is the official language in 67 countries and the official second language in another 27. Due to globalization, English has become the primary language for non-English speakers. Algeria, like many countries, has recognized the importance of English language proficiency in the globalized world. In order for English to become a common language among Algerians, it should be predominantly acquired in an academic setting from a young age. Academic learning must build on learning in childhood and support something that continues and develops throughout adult life (Britton, 1970, p. 129). English is often taught as a foreign language in primary schools, aiming to equip students with the linguistic skills necessary for academic, professional, and social success. Understanding the specific context of EFL instruction in Algerian primary schools provides the foundation for exploring teachers' experiences and challenges.

Straková (2015) notes that teaching English as a foreign language to primary school students might be challenging. It can be a hard task, especially for teachers, since they play a pivotal role in shaping students' language learning experiences. There is rising evidence that teachers have the highest impact on student accomplishment among all school resources (Leithwood et al., 2008). When teachers are committed to being active participants in decision-making, they contribute to a culture of collaboration and shared responsibility within the school. In addition, their insights, practices, and challenges offer valuable insights into the effectiveness of EFL instruction and the factors influencing language acquisition among young learners.

Furthermore, exploring teachers' perspectives provides a nuanced understanding of the realities of English language teaching in Algerian primary schools. However, EFL

education is not without its challenges, particularly in primary school settings. Factors such as limited resources, large class sizes, varying student proficiency levels, and cultural influences can impact teaching practices and student outcomes. Investigating these challenges within the Algerian context sheds light on the specific barriers that teachers face and requires strategies for addressing them effectively.

Algeria is not alone in facing these challenges, as they are common worldwide. One significant obstacle is the lack of resources and materials tailored to young learners' needs (Richards & Rodgers, 2014). Many teachers struggle to find age-appropriate materials that engage students effectively, hindering their ability to create dynamic and interactive lessons. Additionally, large class sizes are a common issue, making it challenging for teachers to provide individualized attention and support to each student (Borg, 2006). Moreover, language proficiency among primary school teachers varies widely, with some lacking the necessary fluency and confidence to teach English effectively (Borg, 2015). This linguistic barrier can impede instruction and limit students' language acquisition. Furthermore, the pressure to meet educational standards and exam requirements adds another layer of stress for EFL primary school teachers (Richards & Renandya, 2002). Balancing these demands while maintaining students' motivation and enthusiasm for learning English presents a formidable challenge in EFL primary classrooms worldwide.

The experiences of Algerian EFL primary school teachers reflect a complex interplay of dedication, resilience, and challenges. While educators demonstrate a strong commitment to fostering English language proficiency among their students, they grapple with systemic barriers, as mentioned previously. Addressing these challenges requires collaborative efforts from policymakers, educational institutions, and stakeholders to provide teachers with the necessary support, resources, and professional development opportunities. By investing in teacher training, enhancing access to instructional materials, and promoting a conducive

learning environment, Algeria can empower EFL primary school teachers to navigate the realities of teaching English effectively and inspire lifelong language learning among students.

Statement of the Problem

In Algeria, English as a Foreign Language (EFL) education at the primary school level plays a crucial role in fostering language proficiency and preparing students for a globalized world. However, there is a gap in understanding the experiences, realities, and challenges faced by Algerian EFL primary school teachers in delivering effective instruction. Despite the growing importance of English language proficiency, little empirical research has been conducted to explore the specific factors influencing teaching practices, professional development needs, and classroom dynamics within this context.

Consequently, there is a pressing need to investigate and document the lived experiences of Algerian EFL primary school teachers, identify the factual realities they encounter, and explore the challenges they confront in their daily teaching practices. By addressing this gap in the literature, this research aims to provide valuable insights that can inform policy formulation, curriculum development, teacher training initiatives, and educational practices aimed at enhancing the quality of EFL education in Algerian primary schools.

Aims of the Study

This study aims to explore the realities and obstacles faced by teachers in teaching English to young learners in Algeria. It delves into factors such as curriculum design, teaching methodologies, resource availability, language proficiency levels, and socio-cultural

contexts impacting English language education. By examining these aspects, this research seeks to provide insights for:

- Identifying and addressing the specific challenges that teachers encounter in the process of teaching English to young learners.
- Offering recommendations and insights for enhancing English language instruction in Algerian primary schools.

Research Questions

The present study attempts to tackle the following two questions:

- What challenges do Algerian EFL primary school teachers encounter while teaching English, and how do they perceive these challenges?
- What strategies do Algerian EFL primary school teachers employ to address the challenges encountered in teaching English?

Significance of the Study

Studying the perceptions, facts, and challenges faced by EFL Algerian teachers in primary school is significant for several reasons. It provides valuable insights into the effectiveness of English language education in Algeria, allowing for targeted improvements. Understanding teachers' perceptions helps identify strengths and weaknesses in current methodologies, contributing to the enhancement of language teaching strategies. Additionally, exploring the challenges faced by EFL teachers aids in developing tailored support systems and professional development programs to address specific needs in the Algerian primary school context.

Overall, such a study contributes to the continuous improvement of English language education by fostering a more conducive teaching and learning environment.

Research Methodology

The present study follows a mixed-methods approach. As Creswell (2009) stated, “a mixed method approach, is an approach to inquiry that combines or associates both qualitative and quantitative forms.” (p.4). Dowson (2019) argued that “neither qualitative nor quantitative research is better. They are just different as both have their strengths and weaknesses” (p.13). By adopting this methodology within the interpretivism paradigm, this research aims to explore the nuanced world of Algerian (EFL) primary school teachers. The interpretivism paradigm focuses on the subjective and socially constructed aspects of reality, it ensures the meaning, interpretations, and subjective experiences of individuals or groups. Interviews, participant observation, and textual analysis are common qualitative methods, aligning with the aim of understanding challenges faced by teachers in a factual manner. This study would describe an online questionnaire. First, it will be addressed to a group of primary school teachers in Bordj Bou Arrerridj as a pilot study, and then it will be adjusted in order to address all the Algerian teachers through an online participation. The data collection methods, rich in open-ended questions, will be analyzed both quantitatively and qualitatively, as well as the results and findings will be mentioned and sort out recommendations. The case study delves deeper into individual experiences, contextual factors, and coping strategies employed by teachers, providing a rich and nuanced understanding of the challenges. By disseminating the results, this study aims to contribute valuable insights that can inform educational policies and practices, promoting a more holistic understanding of the challenges and opportunities within the Algerian EFL primary school teaching landscape.

Population and Sampling

A population refers to a group of individuals chosen for measurement purposes. As stated by Kombo et al. (2006), a population should share a common characteristic. An online form has been created to gather the insights and experiences of Algerian EFL primary school

teachers. Also, the challenges they encounter in teaching English to young learners. 57

teachers participated and were assumed to be dependable sources of information.

Considering the nature and objective of this investigation, probability sampling was performed to collect data. Subjects are picked at random for this sampling, so every member of the population has an equal chance of being chosen.

Organization of the Study

The current study is composed of two chapters. The first chapter is fully theoretical; it deals with the importance of English as an international language and as a foreign language. This part sheds light on teaching English as a foreign language in Algerian primary schools as well as the role and responsibilities of EFL teachers. This chapter also highlights the major problems faced by EFL teachers at primary schools. The second chapter covers the practical aspect of the study, which serves as the main body; it discusses the methodology of the research as well as the data analysis and interpretation of the results obtained from research tools. This work ends with a discussion of the outcomes, recommendations suggested by the teachers, the study's limitations, and ethical considerations.

CHAPTER ONE: LITERATURE REVIEW

In today's globalized world, English as a language holds a special place, functioning in a variety of contexts as both an international and a foreign language. According to the crucial period hypothesis, a kid learns or acquires language from birth until adolescence, a period in which his linguistic, cognitive, and social capacities are mature enough that learning a foreign language peaks early in life.

This chapter, in its first section, reviews the status of English as an international language. Considering English is an international language, speakers of various linguistic origins can communicate with one another regardless of where they are in the world. Its extensive application in technology, academics, business, and diplomacy highlights how vital it is to international relations. The complexity of globalization, where linguistic diversity meets the need for cross-cultural communication, is reflected in the rise of English as a universal language. The second section of this chapter analyzes the importance of teaching English as a foreign language in primary school. In these contexts, learners employ English as a tool to gain access to knowledge and communicate with others around them. This section is divided into two main parts. The first part discusses the roles and responsibilities of EFL teachers at primary school, and the second part sheds light on the difficulties and challenges faced by EFL teachers at primary school, such as classroom management, motivation, assessment, insufficient resources and teaching materials, overcrowded classes, language proficiency, teaching training and professional development, stress, anxiety, losing self-confidence and depression. It aims to delve into the complexities encountered by EFL teachers in primary schools, emphasizing the particular challenges that come with working in this kind of environment. The terrain of primary school EFL instruction necessitates a comprehensive understanding of both child development psychology and language acquisition principles due to pedagogical obstacles and linguistic constraints. After that, the

last section examines the significance of teaching English as a foreign language at an Algerian primary school and the factors that influence it.

English as an International Language

English has emerged as a dominant force in the global arena, serving as a medium for communication, commerce, and culture across borders. The history of English as an international language is strongly related to the expansion of the British Empire. As Britain established colonies and trading posts around the world, English was introduced to diverse regions, often supplanting indigenous languages. According to Crystal (2003), the British colonial enterprise played a pivotal role in disseminating English across continents, laying the groundwork for its global ascendancy.

The globalization of English gained momentum in the 20th century, driven by factors such as technological advancements, economic globalization, and the influence of American popular culture. Crystal (1997) notes that the rise of the United States as a superpower following World War II further accelerated the spread of English, as American English became synonymous with modernity and progress. Today, English is spoken by over a billion people worldwide, transcending national boundaries and ethnic divides.

English's status as an international language has revolutionized communication on a global scale. In domains such as diplomacy, academia, and business, proficiency in English is often a prerequisite for participation and success. As stated by Jenkins (2000), English serves as a neutral lingua franca, enabling individuals from diverse linguistic backgrounds to engage in meaningful dialogue and collaboration.

The spread of English has reshaped education systems worldwide, with English often taught as a second language in schools and universities. The growth of English language

proficiency exams, such as the TOEFL and IELTS, emphasizes the importance of English competence in obtaining higher education and employment. As noted by Graddol (2006), the demand for English language education has fueled the growth of a global industry catering to learners of all ages and proficiency levels.

Algeria has recognized the global significance of English as an international language and has taken steps to integrate it into its educational system. The decision to implement English instruction aligns with the language's role as a primary medium of communication, commerce, and diplomacy on the international stage (Crystal, 2003). By prioritizing English language education, Algeria aims to equip its students with the linguistic skills necessary to engage effectively in global discourse, participate in international trade, and foster diplomatic relations with English-speaking countries. Moreover, proficiency in English enhances access to global knowledge and information, particularly in fields such as science, technology, and academia. As Algeria seeks to modernize its economy and integrate into the global community, proficiency in English becomes increasingly essential for its citizens to compete on a global scale and access opportunities in various sectors.

Teaching English as a Foreign Language at Primary School (Worldwide View)

Crystal (2003) asserts that English is a globally recognized language, recognized as an official language in all nations, and prioritized in foreign language curricula, including in educational institutions. English's global prominence has necessitated government investment in teaching it as a second or a foreign language, as well as individual effort and time spent learning it. Berns (2007) highlights English as a widely taught foreign language in Europe, serving as a second language for communication and benefiting both professional and personal lives.

In the modern world, teaching English as a foreign language (TEFL) in primary schools is crucial. Since English is the universal language of communication, it is important to give young students a strong foundation in the language so they can succeed academically and professionally in the future.

As per Piaget's cognitive development theory (Piaget, 1952), children who are old enough for primary school are in the pre-operational stage, which is marked by swift language acquisition. At this crucial time, introducing English language instruction improves cognitive capacities and establishes a solid basis for language proficiency. English is extremely important for young learners; the earlier a child learns a language, the better; this is because the child's brain is still in its virginity and is flexible.

For children's self-development, English is an essential language, particularly when it comes to their cultural identity. Naturally, children who study English will also naturally learn about its culture, which will subsequently influence their outlook on life. Additionally, children who study English will also be influenced by the high-culture behaviors that have been incorporated into its cultural features, such as the habit of reading and leading a healthy lifestyle.

To deal with globalization, foreign language instruction is implemented in primary schools. In addition to being expected in society, speaking with foreigners is also seen as an opportunity to create our identity. Additionally, primary school pupils have a strong curiosity about the world and are in a developmental stage where they can easily pick up language from many cultures.

Teaching English as a foreign language in primary schools is an important project with many advantages. Through cognitive growth, cultural awareness, communication skill enhancement, and educational opportunities, TEFL equips young learners with the tools they

need to succeed in a world that is becoming more interconnected by the day. For this reason, it is crucial to incorporate English language training into the primary education curriculum in order to set pupils up for success.

The Role and Responsibilities of EFL Teachers at Primary School

EFL teachers play a crucial role at primary schools, teaching essential language skills like listening, speaking, reading, and writing. They create engaging lessons, use various materials, and serve as cultural ambassadors. They also act as mentors, providing guidance and encouragement to help students develop confidence. EFL teachers collaborate with colleagues, parents, and community stakeholders to support student learning and promote language education initiatives. Their dedication and passion are essential for success in a globalized world. Harmer (2007) stated that ‘it makes more sense to describe different teacher roles and say what they are useful for rather than make value judgments about their effectiveness.’

The Role of EFL Teachers at Primary School

EFL teachers play a vital role in developing students ‘language skills, fostering communication abilities, and promoting cultural understanding. They create engaging lessons, provide feedback on language usage, and support students in their language learning journey. EFL teachers also adapt teaching methods to cater to diverse learning styles and abilities, making the learning process more effective and enjoyable for students. As suggested by Richards and Rodgers, “the teacher’s role is central and active. The teacher controls the direction and pace of learning and monitors and corrects the learners’ performance. The teacher must keep the learners attentive by varying drills and tasks and choosing relevant

situations to practice structures” (56). However, teachers can play many roles in the course of teaching. Through a lesson, the teacher has to monitor the students and the many activities in the classroom in various ways. This implies that the teacher must act differently depending on the stage of the lesson, the activity, or the level of the activity. He or she will be a far more effective instructor if he or she can make these adjustments with ease. Here are some roles teachers frequently use at primary school:

The Teacher as a Controller

The term "teacher as controller" describes the conventional method of instruction in which the instructor takes charge of the classroom and guides and directs the students' learning. In this position, the teacher usually directs the class, sets the curriculum and the pace of instruction, and has control over interactions and activities in the classroom.

Harmer (1998) pointed out that sometimes it makes sense to take on the role of controller, such as when it comes to making announcements, reestablishing order, providing explanations, or facilitating a question-and-answer period led by the teacher. Indeed, this is the most typical teaching job in a lot of educational settings. Because controlling is the role they are most used to and comfortable in, many teachers are unable to step beyond it. However, this is unfortunate because when we adhere to a single way of doing things, we deprive both ourselves and our students of an endless number of alternative options and learning styles that are beneficial for both the learning process and the students' enjoyment of it. As a controller, the teacher takes on several responsibilities, such as setting learning objectives, providing instruction, organizing activities, and others. The effectiveness of the teacher as a controller depends on the context, the needs of the students, and the learning objectives of the lesson.

The Teacher as a Facilitator

The role of the teacher as a facilitator involves creating opportunities for students to actively engage in meaningful learning experiences, develop critical thinking skills, and become self-directed learners. This approach empowers students to take ownership of their learning journey and prepares them for success in an ever-changing world. “A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover language through using it pragmatically rather than by telling them about language “(Brown,1941, p.168). The teacher facilitates learning by guiding students through exploration, inquiry, and discovery, encouraging them to construct their own understanding of concepts and develop essential skills.

The Teacher as a Resource

Teachers serve as a valuable source of knowledge, guidance, and support for students. They play a crucial role in helping students learn and grow by providing educational materials, assistance, and motivation. Teachers act as key resources in the classroom, especially along with primary students, offering expertise and tools to facilitate the learning process. Brown (2007) suggested that the resource role implies that the learner makes the effort to contact you. When the student needs guidance and assistance, you are available to provide it.

The Teacher as an Observer

Harmer says, “Teachers observe their students more than just to provide criticism. Additionally, they observe to assess the effectiveness of the many resources and exercises they incorporate into their courses so that, if needed, they can make adjustments in the future” (p.62). Teachers get a different sense of how well their pupils are performing when

they observe for success. Teachers must be able to work and observe at the same time to listen, observe, and take in information. Not only to provide feedback but also to assess how well the many resources and activities they incorporate into the courses are working, allowing them to make any required adjustments moving forward. This is a crucial area for teacher preparation.

The Teacher as an Assessor

According to Robbie Francisco (2014), a teacher as an assessor must be critical, imaginative, and rational. Assessing students provides the instructor with information about how students learn, their attitudes, the abilities they possess, the skills they are working on, and their progress. As assessors, teachers gather evidence of student performance, analyze their work, and provide feedback to inform instructional decisions and support student growth.

The Responsibilities of EFL Teachers at Primary School

The main responsibilities of a primary school teacher include class planning and execution, as well as assigning and marking student work. Outside of the classroom, they collaborate with other staff members in the larger school and assist parents as necessary, such as during parent-teacher conferences or when a specific student needs further assistance. An EFL teacher is responsible for many activities and duties, like developing and fostering appropriate social skills and abilities in children, motivating and inspiring children, maintaining discipline in the classroom, assessing and recording children's progress, keeping up to date with changes and developments to the curriculum, raising concerns if they notice issues with a particular child, working with and communicating with parents, taking part in meetings and organizing and participating in extra-curricular activities.

Challenges Faced by EFL Teachers at Primary School

EFL (English as a Foreign Language) primary school teachers encounter a myriad of challenges in their teaching practice, which can be categorized into three main areas: inside the classroom challenges, outside the classroom challenges, and psychological challenges. Inside classroom challenges refer to obstacles within the classroom environment, such as diverse student abilities, large class sizes, and limited resources. Outside classroom challenges pertain to external factors impacting teaching, including societal attitudes towards English learning, parental involvement, and educational policies. Moreover, psychological challenges involve issues related to teachers' stress, anxiety, or even depression. Navigating these multifaceted challenges requires teachers to employ a combination of effective pedagogical strategies, cultural sensitivity, and ongoing professional development to ensure optimal learning outcomes for their students.

Inside the Classroom Challenges

Classroom Management

Classroom management involves teachers managing a class to promote language learning (Richards & Renandya, 2002, p.28). It poses a significant challenge for EFL primary school teachers due to various factors. Firstly, the diverse needs and proficiency levels of young learners, along with their short attention spans, make it difficult to maintain focus and engagement. Additionally, large class sizes exacerbate the situation, making it harder for teachers to provide individualized support (Harmer, 2015). Moreover, cultural differences and classroom dynamics further complicate the management process. Finally, EFL primary school teachers often struggle to establish effective routines and create a conducive learning environment.

Motivation

Motivation is a well-known factor that contributes greatly to success in how a foreign language is acquired (Gardner, 2010). Teachers encounter significant difficulties in inspiring EFL primary school students because of many different reasons. First, the lack of intrinsic motivation among students can stem from a variety of sources, including the low perceived relevance of English to their lives and limited exposure to authentic language use outside the classroom. According to Harmer (2007), the diverse learning preferences and individual interests of students make it challenging to design activities that engage all learners effectively. Additionally, the limited resources and materials available in the classroom can restrict teachers' ability to create a dynamic and stimulating learning environment. Finally, EFL primary school teachers face the challenge of fostering intrinsic motivation and engagement among their students while also navigating external factors that influence motivation levels.

Assessment

Assessment plays a crucial role in evaluating the progress of EFL learners at primary school. Hence, it can be very challenging for teachers. As reported by Brown and Hudson (2002), one of the challenges lies in selecting appropriate assessment methods that accurately measure students' language proficiency while considering their age and developmental stage. Additionally, there is a need for an ongoing assessment practices that provide teachers with timely feedback to adapt instruction and support students' language learning effectively. Moreover, teacher educators and school administrators around the world claim that instructors are not implementing assessments effectively (Fan et al, 2011). Teachers frequently express concerns regarding evaluation and the circumstances that impede its implementation (Kasapoğlu, K., & Yıldırım, A,2018). Some of these elements are linked to

instructors' attitudes about assessment. Indeed, some teachers consider that assessment is subjective and difficult to implement. Others complain that it takes too long, particularly in large schools. Furthermore, others are unsure how to assess their students.

Pupils' Discipline

The term 'discipline' comes from the word 'discipulus' in Latin, which means teaching and learning. The term has the essence of control in it and means "to teach someone to obey rules and control their behavior or to punish someone in order to keep order and control" (Longman Dictionary of Contemporary English, 2005, p. 443). Teachers struggle to keep their pupils under control when they create noise, especially when they are engaged in activities or finish ahead of schedule, making it impossible for the teachers to stop them. A well-behaved classroom is the perfect setting for a teacher to share their knowledge. It is only possible to have discipline when a class's strength is average. It is impossible to keep discipline in a class with 40 or more students. Even though a teacher has excellent preparation, is timely, intelligent, and skilled in his field, he may struggle to maintain discipline in large groups. Effective classroom management is obviously linked to teachers' ability to set an appropriate tone and gain learner respect and cooperation in class (Williams & Burden, 1997).

Time Management

Creating a dynamic and productive learning environment in an EFL classroom requires effective time management. Every minute matters in an EFL classroom since language acquisition is the main goal. Therefore, in order to optimize learning opportunities and effectively engage students, EFL teachers must carefully plan and allocate their time. The lack of time also affects classroom management, which refers to the methods and ways in which teachers manage a class in order to make it suitable for language learning (Richards,

2002). During the lesson, teachers must monitor the pace of the class, ensuring that activities are completed within the allotted time while allowing for flexibility to address students' needs and interests. In fact, effective classroom management involves a number of tasks, including drawing students' attention, keeping them involved in the instruction, and grouping them into pairs or groups. Consequently, when there is little time allotted for ELT lessons, it becomes challenging to run the class.

Insufficient Resources and Teaching Materials

Lack of facilities and equipment hinders teachers from embodying an effective teaching process (Fatiloro, 2015; Nurkamto, 2003). Insufficient resources and teaching materials present significant challenges to effective teaching and learning in educational settings worldwide. Lack of access to necessary resources, such as technology, manipulatives, textbooks, or teaching supplies, impairs teachers' capacity to provide high-quality instruction and involve students in worthwhile learning activities. Teachers may find it difficult to provide hands-on learning opportunities, modify curriculum to fit the requirements of various learners, or apply a variety of interactive teaching approaches in classrooms with limited resources. As per Garton et al. (2014), "it is a matter that in many countries, appropriate books are either not available or not used in the classroom." Some countries, like South Korea and Malaysia, have set textbooks, while teachers in Singapore and China can choose from government-approved titles (p. 740). Moreover, Ajibola (2010) believes that "the large number of sources is needed, and the inadequacy of resources also constitutes a trial for English teaching" (p. 97). In addition, Pratama (2015) stated that those teaching materials help in practicing teaching through different tasks such as role play, watching videos, games, pronouncing drilling, digital storytelling, and repetition. Children actually enjoy using resources when they are learning because they can see the animations, see the individuals in the movie, or hear voices other than those of their friends and teachers.

Overcrowded Classroom

Overcrowding occurs when the number of students exceeds the available space in the room. The large number of students in a class might hinder effective training and learning for both teachers and students. Simply put, when we say "overcrowded," we mean that it is exaggerated and beyond our means. Overcrowded classrooms provide significant barriers to effective English as a Foreign Language (EFL) instruction in primary schools. Overcrowded classrooms can make it difficult to provide individual attention and teaching, both of which are necessary for language acquisition. In such settings, students may struggle to actively interact with the curriculum, resulting in lower motivation and learning outcomes. Furthermore, the restricted space and resources available in overcrowded classrooms may inhibit collaborative activities and group work, which are essential for language development.

Being an instructor in a crowded classroom may be discouraging, frustrating, and exhausting. A crowded classroom presents difficulties that often seem impossible, even for the most successful educators. When an instructor can regularly provide one-on-one or small-group training, students perform better (Makielski, 2018). Doing this gets harder as the size of the classroom gets bigger. Overcrowded EFL classes provide various problems for teachers' abilities to provide excellent education. Managing large class sizes can be daunting for educators, resulting in increased stress and burnout. Furthermore, restricted time and resources may limit teachers' capacity to incorporate varied instructional approaches and meet specific student requirements. As a result, the quality of education may degrade, affecting student learning results. Overcrowding complicates classroom discipline issues. Having more students can lead to personality clashes, increased stress, and disruptive conduct. Overcrowded classrooms can overwhelm even the most effective teachers, leading to more time spent managing than training (2018).

Overcrowded classrooms provide considerable problems for EFL instruction in elementary schools, hurting both pupils and teachers. By understanding the consequences of overcrowding and adopting appropriate remedies, educators and policymakers may collaborate to establish conducive learning environments that enhance language acquisition and student success.

Language Proficiency

Language proficiency is a person's capacity to communicate successfully in a specific language. It includes a variety of skills, including speaking, listening, reading, and writing, as well as understanding and fluency. Proficiency levels are frequently divided into beginner, intermediate, advanced, and native speaker categories, with each level signifying varying degrees of language competency. Language proficiency can be measured using standardized examinations or self-assessment techniques.

Language proficiency is an important feature of education, especially for learners studying English as a Foreign Language (EFL) in primary schools. The proficiency and teaching strategies of EFL primary school instructors have a considerable impact on pupils' language development. Insufficient training or proficiency among teachers might hinder student advancement. Primary schools in EFL contexts may lack adequate resources such as textbooks, multimedia materials, and language labs, compromising students' language learning experiences. EFL primary school pupils frequently come from varied cultural and linguistic backgrounds, causing difficulties in comprehending and mastering English language principles. EFL primary school pupils frequently have minimal exposure to English outside of the classroom, which slows their language acquisition process.

Curriculum

Curriculum refers to all the activities, both scheduled and unplanned, that happen under the school's leadership. According to Goodson (1994), curriculum is a multidimensional idea that is produced, negotiated, and renegotiated across several levels and venues (p. 111). Curriculum is frequently one of the primary issues in the educational industry. What types of curricula should we provide learners? Educators and teachers are worried about how to make decisions about teaching content and approaches. Parents want to know what their children will study. Learners are also anxious about the content they will receive in class. The term "curriculum" often refers to what teachers plan to teach and what students will learn. The term "curriculum" is also linked to student learning outcomes.

One of the key issues in developing an EFL curriculum for primary schools is adjusting it to fit the different requirements and backgrounds of learners. Primary school classrooms frequently include pupils from various English skill levels, learning methods, and cultural backgrounds. As a result, it is critical to create a curriculum that accommodates these variances while providing equitable learning opportunities for all kids. To increase student engagement and relevance, differentiated instruction strategies, additional materials for challenging learners, and culturally relevant information can be incorporated into the curriculum.

Another key problem is ensuring that the EFL curriculum is consistent with educational standards and learning outcomes. Primary schools often function within a framework of national or state-mandated standards, which may specify the content, skills, and competencies that children are expected to master at each grade level. Designing an EFL curriculum that meets these standards while also addressing the special needs of English language learners can be difficult. To guarantee that the curriculum remains relevant and

effective, careful preparation and coordination with stakeholders are required, as well as continual assessment and review.

Designing and executing an EFL curriculum in primary schools offers a number of issues that must be carefully considered and strategically planned. Primary schools can design effective EFL programs that promote all kids' language development and academic performance by addressing these problems together, via continual professional development, and with a commitment to equal opportunity and inclusivity.

Outside the Classroom Challenges

The Working Environment

In the field of EFL primary education, the working environment can indeed pose significant challenges, particularly in cases where there is a lack of support from both the administration and colleagues.

For instance, EFL primary school teachers often face isolation and limited resources due to a lack of support from their administration and colleagues. This lack of support can manifest in various ways, including inadequate professional development opportunities, minimal access to instructional materials, and a lack of collaboration among staff members. McGrath et al. (1989) pointed out that one-third of the teachers' participants in his study felt that support and appreciation from their administration and colleagues would help alleviate stress among teachers. Moreover, when teachers feel unsupported by their administration, they may experience increased stress and burnout, ultimately impacting their effectiveness in the classroom.

Beyond the challenges related to administrative support, EFL primary school teachers also contend with external factors that affect their working environment. For example,

teachers may face difficulties in engaging students who come from diverse linguistic and cultural backgrounds. Additionally, as stated by Lynch (2008), insufficient time, resources, and materials are one of the major problems in teaching and learning English. Limited access to educational resources can hinder teachers' ability to effectively deliver instruction and meet the needs of their students.

Social Challenges

Social challenges can indeed present difficulties for EFL primary school teachers. These challenges encompass a wide range of issues, including cultural differences, diverse socioeconomic backgrounds among students, behavioral problems, and language barriers.

Firstly, it is impossible to separate the pupils' behaviors and actions in the classroom from their personal lives and habits in society (Yuan & Che, 2012, p.146). EFL teachers often face difficulties in managing diverse classrooms where students come from different social backgrounds. This can lead to communication barriers and misunderstandings, making it challenging for teachers to effectively deliver instruction. In addition, social challenges such as bullying and peer pressure can affect the classroom environment and impede students' ability to focus on language learning. Bullying and teasing are part of what goes on typically every day in elementary schools (Froschl et al, 1998). EFL teachers must address these issues sensitively while maintaining a supportive and inclusive atmosphere for all students. Furthermore, collaborating with parents presents a unique set of challenges for teachers. Research has shown that collaboration between educational institutions, teachers, and families can influence pupils' and students' academic achievements, social development, and sense of wellbeing at all levels of education (*inter alia* Boonk et al. Citation2018; Castro et al. Citation2015; Desforges and Abouchaar Citation2003; Epstein Citation2001/2011; Jaynes Citation2007). Disrespect, cultural differences, and unrealistic expectations from

parents can affect the learning environment and strain teacher-parent relationships. This can create stress for teachers and negatively impact their ability to effectively teach and support their students. Implementing clear communication protocols, establishing boundaries, and providing training on constructive parental engagement strategies can help overcome these problems.

Economic Challenges

Primary education, particularly in the English as a Foreign Language (EFL) environment, suffers from a number of economic obstacles that limit its effectiveness and accessibility. These difficulties range from insufficient money to resource limits, all of which have an impact on educational quality and impede student learning outcomes.

Inadequate funding is one of the major economic difficulties that EFL primary schools confront. Schools' ability to invest in necessary infrastructure, teaching materials, and teacher training programs is limited due to a lack of financial resources. As a result, schools struggle to create a positive learning atmosphere and provide students with the resources they need to succeed in English language acquisition. Due to financial constraints, EFL primary school instructors usually earn modest pay, making it difficult to recruit and retain skilled teachers. Insufficient compensation discourages gifted individuals from entering the teaching profession, contributing to the shortage of qualified English language instructors.

Cultural Challenges

Cultural challenges in schools arise from diverse backgrounds, beliefs, values, and practices, impacting teaching, learning, classroom dynamics, student interactions, and relationships between educators, students, and parents. EFL instruction involves a diverse

range of nationalities, ethnicities, and countries, leading to cultural differences between teachers and students. Kramsch (1993) stated that in the field of English as a Foreign Language (EFL) teaching, instructors and students often originate from extremely different cultural backgrounds. In fact, instructors who leave their home countries and travel to teach overseas may have problems adjusting to the culture of their new teaching context. Cultural misconceptions that impede learning may occur in the classroom. In addition, English teachers may experience anxiety in classrooms when faced with students from different cultures and learning practices, leading to conflicts that hinder learning (Kramsch, 1993; Al-Issa, 2005).

Teacher Training and Professional Development

Teachers who teach English must meet stringent demands for their professional background, including having a strong command of the language, comprehensive primary education training, and, in certain situations, a university degree in language teaching (Banfi, 2015). Professional development is crucial, as well as teacher 's training for their growth and effectiveness in the classroom. It involves ongoing learning opportunities that help teachers enhance their teaching skills, stay updated on educational trends, and improve student outcomes. In-service teacher training is pursued with the primary goal of ensuring continued improvement in the capacity of academic institutions and the entire education system (European Union, 2013). In fact, teacher training provides initial preparation and certification, while professional development involves ongoing learning to enhance teaching skills, expand subject knowledge, and stay updated. On the other hand, professional development is a recurring process instigated by changes in knowledge, beliefs, and attitudes among teachers and other education service sector workers towards improving learning outcomes (Cooper, 2004; Sparks & Richardson, 1998).

Psychological Challenges

Stress

Stress is a significant challenge for EFL primary school teachers, affecting their well-being and teaching effectiveness. In comparison with other academic client-related professions, teachers have been found to surpass average levels of stress (Travers & Cooper, 1993). Research (e.g. Travers & Cooper, 1996) indicates that EFL teachers experience high levels of stress due to various factors such as workload, classroom management issues, student behavior problems, and job insecurity. Additionally, Kyriacou (2001) highlights that excessive workload, including lesson planning, grading, and administrative tasks, contributes to stress among EFL teachers. Moreover, student behavior problems, including misbehavior and lack of motivation, are common stress sources for EFL teachers (Travers & Cooper, 1996).

Addressing stress among EFL teachers is crucial for maintaining their well-being and ensuring the quality of education. Strategies such as providing professional development opportunities, promoting work-life balance, and implementing supportive school policies can help alleviate stress and enhance teacher resilience in the EFL classroom.

Anxiety

In psychology, anxiety is defined as a recurrent state of nervousness, worry, or panic that is frequently accompanied by physiological manifestations, including elevated heart rate, perspiration, and tense muscles. It is a prevalent mental illness that can have a major effect on day-to-day functioning and overall quality of life.

As noted by Horwitz, and Cope's (1986: 125) study on foreign language classroom anxiety, anxiety is a subjective sense of tension, apprehension, nervousness, and fear caused by an arousal of the autonomic nervous system. This sensation is common among students

across all courses and is inherent in the learning process. Anxiety and nervousness might hinder foreign language students' ability to participate effectively in class.

Anxiety can create an emotional filter that prevents learners from absorbing target language signals, hindering their progress. Teachers in EFL primary schools encounter significant challenges since anxiety impacts both the classroom environment and the language learning experiences of their students. Teachers may create inclusive and productive learning environments that enhance language acquisition and student well-being by recognizing anxiety symptoms, addressing their impacts, and implementing particular interventions to support anxious students.

Losing Self-Confidence

Murray (2006) argued, "Confidence is defined in my dictionary as 'firm trust'. If you are confident about something, you don't worry about its outcome; you just take it for granted that it will go well" (p.53). Self-confidence is a crucial aspect of teaching where the teachers believe in their own abilities, competency, and efficacy as educators. It entails having a positive self-image and feeling confident in one's teaching abilities, expertise, and ability to have a significant impact on student learning and growth. Teachers with a high level of self-confidence approach their roles with assurance and positivity. They are confident in their ability to create and deliver engaging lessons, successfully manage classroom dynamics, and foster positive relationships with students. Self-confident teachers show excitement, initiative, and tenacity in the face of adversity, exhibiting confidence in their ability to overcome hurdles and succeed. However, achieving self-confidence is not an easy task. Even the most dedicated teachers may endure severe self-doubt in the face of large class sizes, discipline issues, declining test scores, unsupportive administration, and critical parents. By

considering the significance of teacher self-confidence, explore methods to enhance teacher efficacy and learning outcomes.

Depression

World Health Organization defines depression as a common mental disorder, which, similar to the other depressive disturbances is characterized by persistent sadness, lack of interest and pleasure, fluctuations between feelings of guilt and low self-esteem, as well as sleep and/or appetite disorders that affect the everyday operation. These manifestations occur in the different types of depression and are distinguished in terms of intensity, duration and mode of presentation (WHO, 2017)

Depression affects students' mental health, engagement, and academic performance, making it a major concern in EFL primary school instruction. Through an awareness of depression's symptoms, focused solutions, and an encouraging classroom atmosphere, teachers may establish inclusive environments where all children feel respected, encouraged, and equipped to succeed both intellectually and emotionally.

Teaching English as a Foreign Language in Algerian Primary School

Teaching English as a foreign language in Algerian primary schools plays a pivotal role in fostering linguistic diversity, intercultural communication, and global citizenship among young learners. The decision to teach English as a foreign language in primary school was based on the notion that teaching English at a young age gives students more time to acquire English (Brewster et al, 2004). With the increasing importance of English as a global lingua franca, as stated by Crystal (1997), English is a powerful tool for success in various fields of science and technology, as well as a means of intercultural and international

communication. Equipping Algerian students with English language skills from an early age is essential for their academic and professional success in the interconnected world.

Introducing English language instruction at the primary level provides numerous benefits to Algerian students. In fact, the current Algerian president, Abdelmadjid Tebboune, stated in an interview with El Bilad TV that the first foreign language that Algeria (in his term) would focus on would be English, as it is the language that enables us to connect with the world (El Bilad, 2019). Firstly, it lays a strong foundation for language acquisition, enabling students to develop essential language skills such as listening, speaking, reading, and writing. Secondly, proficiency in English enhances students' access to educational resources, international opportunities, and advancements in various fields such as science, technology, and commerce. Additionally, learning English fosters cultural understanding and tolerance as students engage with diverse perspectives and cultures represented in English-speaking countries.

However, despite its importance, TEFL faces several challenges in Algerian primary schools. Limited resources, including qualified teachers, instructional materials, and technology, hinder effective language instruction. Moreover, the dominance of Arabic and French as primary languages of instruction poses linguistic and pedagogical challenges for integrating English into the curriculum. Cultural factors and societal attitudes towards foreign languages may also influence students' motivation and engagement in English language learning.

In conclusion, teaching English as a foreign language in Algerian primary schools is integral to preparing students for success in an increasingly interconnected world. As stated by the president, Abdelmadjid Tebboune (July 30, 2022), for us, the French language is the spoils of war, but English is an international language that will be taught from the start of the school year so that Algeria can reach universality. By investing in English language

education at the primary level, Algeria can empower its students to become proficient communicators, critical thinkers, and global citizens capable of thriving in diverse cultural and linguistic contexts.

Conclusion

In this chapter, we shed light on the importance of English as an international language and teaching English as a foreign language in primary schools throughout the world. Then we introduced the role and responsibilities of EFL teachers at primary school, recognizing some significant teacher roles such as controller, facilitator, resource, observer, and assessor. After that, we talked about the challenges faced by EFL teachers at primary school. We highlighted three categories of obstacles that teachers face: inside the classroom, outside the classroom, and even psychological challenges. This chapter has covered valuable insights into the realities and challenges encountered by EFL educators in their professional practice at primary school by examining factors such as classroom dynamics, resource availability, and cultural influences.

**CHAPTER TWO:
METHODOLOGY AND
DATA ANALYSIS**

The present study is about investigating Algerian EFL primary school teachers' teaching experiences, facts, and challenges. Building on the insights received from the literature review, which justifies the chosen methodology, this chapter is designed to analyze the results obtained through exploring the difficulties and obstacles faced by English primary school teachers and to recognize comprehensive strategies to overcome those challenges. This study aims to generate significant insights into the multifaceted realities and challenges of teaching English in Algerian primary schools. This chapter is composed of two sections. The first one explains the research design in general (method, paradigm, strategy, and sampling techniques). The second one deals with the data analysis and interpretation and discusses the findings of each item. The chapter ends by providing some suggestions and recommendations, considering the key findings.

Research Method

Lincoln (2003) stated that the researcher's choice of research method depends on the research questions. This study aims to investigate and explore the challenges faced by EFL primary school teachers in Algeria and to suggest potential solutions to address them. Hence, mixed-method research has been employed to conduct this study, as it aligns with the inherent characteristics of the research. Dornyei (2007) defines mixed method research as "various combinations of qualitative and quantitative research, either at the data collection or analysis levels." A typical example would be successive and connected questionnaires and interview surveys." (p.24). That is to say, mixed- method research implies the use of both quantitative research (numerical data) and qualitative research (non-numerical data). The aforementioned research methodology was selected due to its appropriateness in addressing the research inquiries and achieving the intended objectives.

Research Paradigm

The research paradigm adopted for this study is interpretivism. By adopting the interpretivism paradigm, this research aims to explore the nuanced world of Algerian (EFL) primary school teachers. In the context of this study, the interpretative paradigm serves as the philosophical framework, acknowledging the socially constructed nature of reality and emphasizing the importance of understanding the subjective meanings and interpretations of teachers' experiences. Interpretive research does not predefine dependent and independent variables but focuses on the full complexity of human sense-making as the situation emerges (Kaplan and Maxwell, 1994). This is the interpretive approach, which seeks to understand the subjective intentions and meanings underlying social activity. Interpretivists are interested in judging, evaluating, and refining interpretive ideas rather than developing new ones.

Research Strategy

Saunders et al (2009) mentioned that a research strategy is a plan that outlines how a study will be conducted. The choice of strategy depends on the research questions, the researcher's knowledge, and the available time and resources.

This research was conducted in the form of a case study. Yin (2003:3) defines a case study as “an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident”. In other words, a case study is a research strategy that allows the researcher to get an in-depth investigation of a phenomenon, individual, or event in order to understand its functionality and successes. In addition, one of the characteristics of a case study is that it can combine a variety of research tools (observation, interviews, documents, and questionnaires). Therefore, this combination will allow the researcher to have rich data for the study and more validity for his research. Moreover, a case study happens in natural settings, it does not

happen in a place that is specifically generated for the study. In this line of thought, Denscombe (2014) mentioned: “The case is a ‘naturally occurring’ phenomenon. It exists prior to the research project and continues to exist once the research has finished”.

Therefore, since our research sought to examine real- life phenomena and know the opinions and points of view of teachers about the topic investigated, a case study was more suitable for our research when compared with other research strategies.

Population and Sampling

The act, procedure, or method of choosing an appropriate sample, or a representative portion of a population, with the intention of ascertaining parameters or features of the entire population is called sampling. As mentioned by Webster (1985), a sample is a limited portion of a statistical population whose characteristics are examined to learn more about the population as a whole.

Sampling technique is a term used to describe the research strategy that specifies how cases are chosen for the study; it is a method the researcher uses to collect data for the investigation. It is the process of choosing a subset of people or things from a population so that the chosen group has members that are typical of the traits shared by the overall group. One may argue that the main costs and time savings associated with using samples in research are avoided when adequate sampling strategies, sample sizes, and safety measures are taken. These factors should result in the collection of valid and trustworthy data from samples.

According to the nature and purpose of this study, probability sampling was used to gather information. Subjects are chosen at random for this sampling, meaning that every member of the population has an equal chance of being chosen. Any sampling technique that

uses random selection is known as probability sampling. Because it is devoid of bias, it is thought to be among the greatest statistical techniques.

In this case, the target population consisted of Algerian EFL primary school teachers who have faced many challenges and problems during their careers. The study aimed to include individuals who had experiences and could provide valuable insights. Before beginning the main investigation, a pilot study was designed to test the research instruments and processes. The pilot study covered 12 participants, who are teachers from different BBA primary schools. The main study included 57 participants from different parts of Algeria. We chose this sample based on limited research and the expertise of teachers in the language. To make informed decisions about English language implementation in primary schools, it is crucial to understand teachers' perspectives and offer voice to those who may not be heard.

Data Collection

The research employed a questionnaire with Algerian EFL primary school teachers as a data collection tool. Questionnaires are an organized way to collect quantitative data, allowing for the analysis of patterns, trends, and generalizable insights over a larger sample size (Creswell & Poth, 2018). The questionnaire provides a systematic and structured way of identifying the challenges that Algerian primary school teachers experience when teaching. By gathering opinions directly from teachers, the questionnaire provides vital information regarding the specific problems experienced. In addition, it also allows teachers to contribute their experiences, thoughts, and recommendations for more effective approaches to these difficulties. This data collection tool allows for a comprehensive understanding of the particular conditions surrounding EFL education in Algerian primary schools, informing the development of targeted measures and assistance strategies to improve teacher capacity and student learning outcomes.

The questionnaire consisted of 18 questions, a combination of open-ended questions (yes/no questions and multiple-choice questions), in addition to an explanation space. It was addressed to Algerian EFL primary school teachers through an online form. Open-ended questions enable the collection of qualitative data, allowing respondents to provide deep and detailed opinions in their own words. The open-ended question allows respondents to provide more detailed, narrative answers, contributing qualitative data (Jovancic, 2021). This combination of questions provides a better understanding of participants' thoughts, motivations, and reasoning behind their original responses, resulting in richer qualitative responses and a full comprehension of the research problem.

Before beginning the main study, a pilot study was designed to test the research instruments and processes. The next section describes the pilot study's goal, participant selection, and refinement of data gathering techniques based on feedback and insights. The pilot study's findings guided adjustments and enhancements to assure the validity and reliability of the data collection tool for the main study.

Pilot Study

The Concise Oxford Thesaurus defines a pilot project or research as an experimental, exploratory, test, preliminary, trial, or try-out examination. Epidemiology and statistics dictionaries both define a pilot study as a small scale. A pilot study determines whether something is possible, whether the researchers should proceed, or not. However, pilot research has a distinct design feature: it is carried out on a lower scale than the main or full-size investigation. In other words, the pilot study is vital for improving the quality and efficiency of the primary study. Moreover, the pilot study included participants who closely resembled the target group, such as colleagues or teachers. They were given the

questionnaire, and the findings were examined to get comments from participants on how clear and easy it was to complete the questionnaire. Following feedback and analysis, improvements were made to enhance the instruments' effectiveness.

The pilot testing helps us check the validity and reliability of our questionnaire. The questionnaire has undergone many changes and modifications to enhance its clarity and usability; some of the questions were omitted and others were added. It covered 12 participants from BBA primary schools, while the main study covered 57 participants. First, the questionnaire information consisted of 15 items, while it was adjusted to 18 items. Each item provides a clear overview of the questionnaire's purpose and expectations. Additionally, the section on the background of the teacher was totally omitted due to its usefulness. Furthermore, in section two the teachers' training questions were added since they are important for covering some details about the aim of the study. The majority of the questions were closed, such as yes/no questions or multiple-choice questions. However, open-ended questions were added with an explanation space, allowing participants to provide more explanations and points of view. Lastly, each question has been arranged according to its organization of ideas.

Description of the Questionnaire

The teachers' questionnaire aims at exploring the challenges faced by Algerian EFL primary school teachers. The questionnaire given to English language teachers contains eighteen questions that are divided into three sections:

Section one: Seminars and Teachers' Training. This section includes three questions; it aims at exploring the advantages of training before teaching also the teachers' satisfaction towards the duration of training. Moreover, it describes the teachers' attitudes towards participation in seminars.

Section two: Challenges and Difficulties. This section includes fourteen questions; it allows us to understand how participants handle obstacles and difficulties inside /outside the classroom and the psychological challenges that may affect the learning process, and the necessary support materials for their teaching tasks. Moreover, it describes how teachers deal with lesson planning, managing student conduct as well as the overcrowded classrooms, and parental involvement in the teaching process.

Section three: Recommendations. This section includes one question; it provides us with some suggestions and recommendations for overcoming the challenges, along with useful strategies and ways for teachers that can facilitate the teaching process. In addition, it addresses the authorities for providing assistance for a better educational system.

Data Analysis

Section One: Seminars and Training

Question 01: You have received a specific training before teaching, does this training help you in your career?

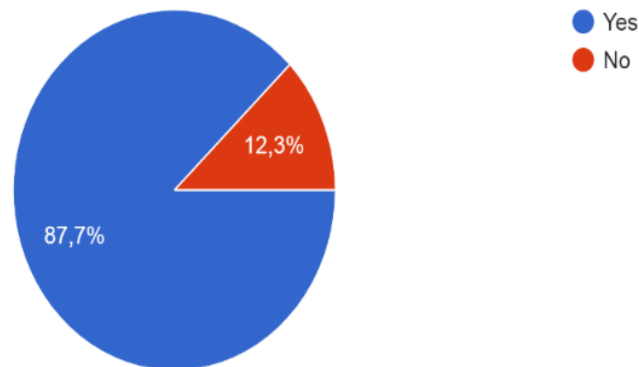
Table 01

Teachers' Attitudes Towards their Training.

Options	Number	Percentage
Yes	50	87.7%
No	7	12.3%

Figure 01*Teachers' Attitudes Towards their Training.*

You have received a specific training before teaching, does this training help you in your career?
57 réponses



The majority of the participants, with a percentage of 87.7%, declared that they found the training helpful during their teaching. However, the rest of the participants, represented by a percentage of 12.3%, found that the training they underwent was not helpful.

Overall, almost all of the participants asserted that the training provided valuable insights into teaching methods and classroom management, especially in using modern approaches and understanding psychology, particularly concerning young learners. However, for the rest of the participants, whom they represent as novice teachers, the training period was too short for them and lacked adequate support from their training teachers. While it was beneficial, they believe that it wasn't enough for their career development.

Question 02: Are you satisfied with the duration of training?

Table 02

Teachers' Attitudes Towards the Duration of their Training.

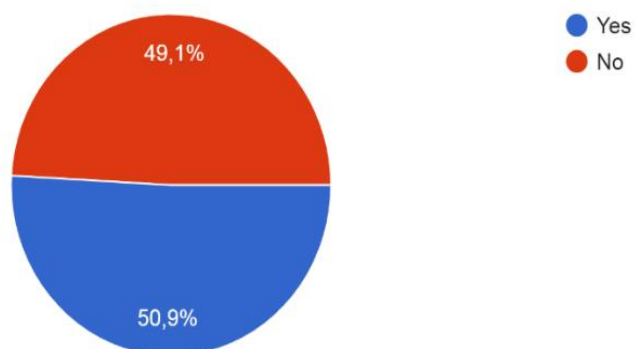
Options	Number	Percentage
Yes	29	50.9%
No	28	49.1%

Figure 02

Teachers' Attitudes Towards the Duration of their Training.

Are you satisfied with the duration of training?

57 réponses



The results show that 50.9% of the total number of participants were satisfied with the duration of their training. Whereas, 49.1% of the participants were not satisfied with the duration of their training.

Question 03: Do you find participation in seminars useful?

Table 03

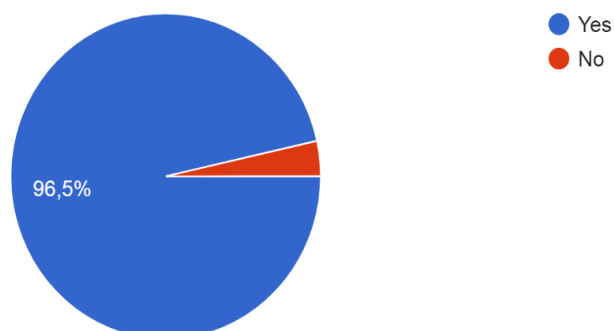
Teachers' Attitudes Towards their Participation in Seminars.

Options	Number	Percentage
Yes	55	96.5%
No	2	3.5%

Figure 03

Teachers' Attitudes Towards their Participation in Seminars.

Do you find participation in seminars useful?
57 réponses



The majority of the participants, with a percentage of 96.5%, declared that they found their participation in seminars helpful. However, the rest of the participants, represented by a percentage of 3.5%, asserted that this participation was not helpful and had no significant addition.

Generally, almost all of the participants asserted that participation in seminars was helpful and beneficial. It was a good opportunity for teachers to exchange ideas and share experiences. Also, it provided valuable clarification about ambiguous topics concerning the

teaching process. It boosted teachers' creativity and enabled them to learn new teaching techniques. On the other hand, a small number of participants declared that participation in seminars was useless and had no positive results.

Section Two: Challenges

Question 04: Is teaching at primary school a challenge?

Table 04

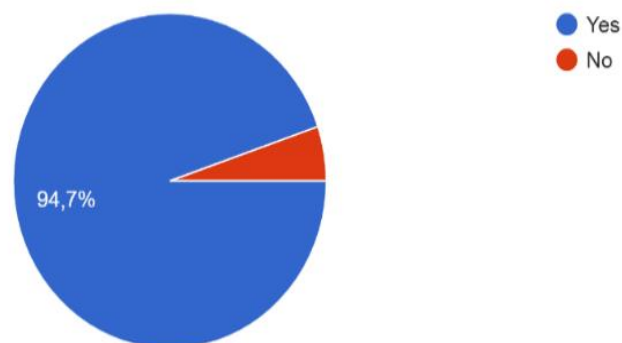
Teachers' Attitudes Towards Teaching at Primary School.

Options	Number	Percentage
Yes	54	94.7%
No	3	3.5%

Figure 04

Teachers' Attitudes Towards Teaching at Primary School.

Is teaching in primary school a challenge?
57 réponses



The majority of teachers agreed that teaching in primary schools is a difficult task. Such category represents 94.7% from the whole number of our sample. While, only 3.5% of the teachers did not consider teaching at primary school a challenge.

Question 05: Is the textbook content suitable to pupils' level/ needs?

Table 05

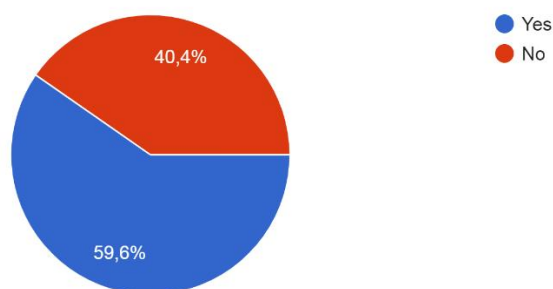
Teachers' Attitudes Towards the Text Book Content.

Options	Number	Percentage
Yes	34	59.6%
No	23	40.4%

Figure 05

Teachers' Attitudes Towards the Text Book Content.

Is the textbook content suitable to pupils' level/ needs?
57 réponses



The teachers held varying opinions about the text book content. The table above reported that 59.6% of teachers expressed agreement with the appropriateness of the book's content for pupils, while 40.4% held a contrary view.

Question 06: Do you adapt / adopt your lesson plans based on the didactic guide provided by the ministry?

Table 06

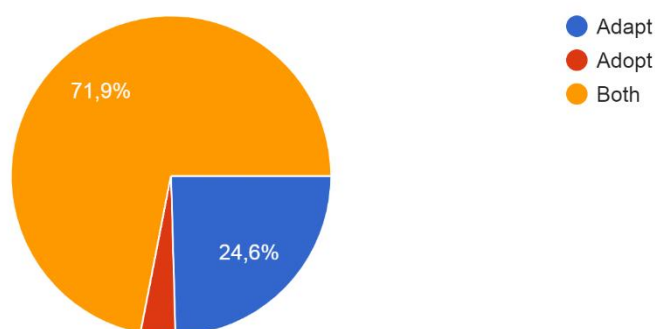
Teachers' Attitudes Towards Planning the Lessons.

Options	Number	Percentage
Adapt	14	24,6%
Adopt	02	3,5%
Both	41	71,9%

Figure 06

Teachers' Attitudes Towards Planning the Lessons.

Do you adapt / adopt your lesson plans based on the didactic guide provided by the ministry?
57 réponses



The majority of the participants, with a percentage of 72%, declared that they both adapt and adopt their lesson plans, while 25% of the participants adapt their lessons. However, the rest of them, represented by a percentage of 3%, answered that they adopted their lessons.

The majority of the participants asserted that they use both techniques, adapting or adopting their lesson plans depending on the lesson, and the pupils need to ensure that successful lessons always deal with the teacher's touch and creativity in the process of teaching. However, others emphasized that they must adapt their lessons and follow the didactic guide provided by the ministry because it is an official document that covers all the learning objectives, while the rest of them adopt their lesson plans because of the pupils' individual differences and intelligences based on the recommendations of the didactic guide.

Question 07: Which of the following approaches are you implementing while teaching EFL at primary school? (you can select more than one choice).

Table 07

Teachers' Attitudes Towards Implementing Approaches while Teaching EFL at Primary School.

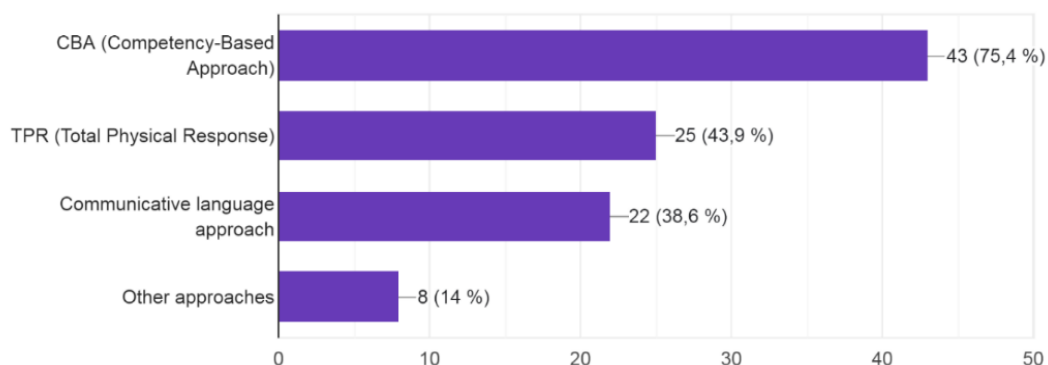
Options	Number	Percentage
CBA	43	75,4%
TPR	25	43,9%
CLA	22	38,6%
OTHER	08	14%

Figure 07

Teachers' Attitudes Towards Implementing Approaches while Teaching EFL at Primary School: CBA (Competency Based Approach), TPR (Total Physical Response), CLA (Communicative Language Approach), OTHER Approaches.

Which of the following approaches are you implementing while teaching EFL at primary school?
(you can select more than one choice)

57 réponses



The majority of the participants use a combination of two or three approaches, with a percentage of 75,4% for the CBA, 43,9% for the TPR and 38,6 for the CLA. However, the rest of them use other approaches.

Can you share any experiences where you combine different approaches in your teaching?

The main aim of this question is to figure out whether teachers are familiar with the most common approaches to teaching at primary schools or not, and if so, do they combine between approaches or implement only one approach. Also, to share their experiences while combining different approaches. The analysis showed that most teachers combine approaches as it is a successful way of teaching, it facilitates the learning process and achieves the teaching objectives, asserting that each stage during the lesson requires a specific approach. Other teachers answered that they implement only the CBA approach as it is a large enough and holistic method for covering all teaching goals. However, the rest of them implement other approaches, such as the direct method, in which the learner is directly involved in the lesson. Next Gamification; since they are primary school pupils, they prefer learning by playing games and singing songs to reinforce the concepts taught. Finally, project-based,

where the pupils work collaboratively to promote a deeper understanding of the subject matter.

Question 08: Do you incorporate technology aids in your classes?

Table 08

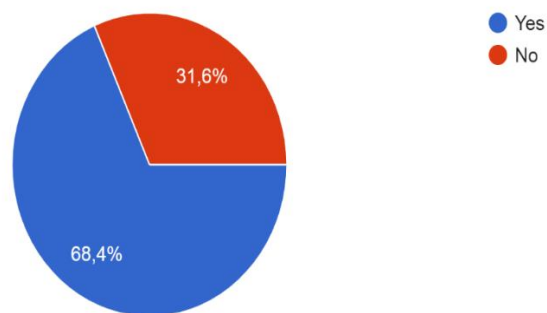
Teachers' Attitudes Towards Incorporating Technology Aids in Teaching.

Options	Number	Percentage
Yes	39	68.4%
No	18	31.6%

Figure 08

Teachers' Attitudes Towards Incorporating Technology Aids in Teaching.

Do you incorporate technology aids in your classes?
57 réponses



The majority of teachers agreed that they used technology aids in their classes while teaching. Such a category represents 68.4% of the whole population of our sample. While, only 31.6% of the teachers did not incorporate any technology aids.

The majority of teachers who participated agreed that they utilized different technology aids while teaching because they offer numerous benefits and facilitations. Additionally, technology can help teachers track student progress more efficiently and tailor instruction to meet individual needs. Overall, technology aids in teaching can greatly enrich the learning process. But they used from their money to provide these tools. However, the rest of the participants asserted that they do not incorporate technology aids in teaching due to their absence from primary schools.

Question 09: How do you address the varying levels of attention and interest among primary school pupils to ensure engagement for all?

All the participants have agreed on certain opinions concerning pupils' engagement during lessons. They incorporate interactive activities and differentiated instruction (various content, process, and product) using visual aids, technology, and educational games, varying teaching methods, and allowing for movement breaks. Additionally, providing individualized support and feedback can help keep all students engaged.

Question 10: Do you think that 45min is enough to cover your learning objectives?

Table09

Teachers' Attitudes Towards the Duration of Time for one Session.

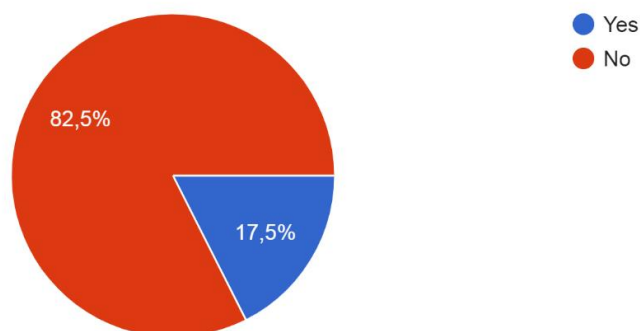
Options	Number	Percentage
Yes	10	17,5%
No	47	82,5%

Figure 09

Teachers' Attitudes Towards the Duration of Time for one Session.

Do you think that 45mn is enough to cover your learning objectives?

57 réponses



The majority of teachers, with a percentage of 82,5%, agreed that 45 minutes is not enough to cover all learning objectives, while 17,5% of teachers agreed with the duration of 45 minutes for one session.

In general, nearly all of the participants claimed that 45 minutes were not enough to cover the learning objectives for many reasons. First teaching in primary school means you are dealing with kids, so half of the time goes on making the pupils calm, and they also need more time to warm up before starting the lessons. Second, teaching a foreign language is a hard task. To teach a new language means to repeat and reinforce the information many times to guarantee their full understanding. Finally, there must be time for exercises and assessment for better achievement. However, the rest of the teachers claimed that 45 minutes serves the objectives and is sufficient for accomplishing the latter.

Question 11: How do you deal with overcrowded classroom?

One common aspect concerning the participants answers to this question was that overcrowded classrooms are one of the biggest challenges they face while teaching. It seems

like teachers use various strategies to manage overcrowded classrooms, including setting clear rules, engaging students through group work and interesting activities, maintaining discipline, and promoting teamwork. Some also emphasize preparation and controlling student behavior. Despite the challenges, many teachers strive to ensure equal opportunities for all students and maintain a positive learning environment. A few participants declared that they don't have overcrowded classrooms.

Question12: How does the quality of assessment and feedback affect the teaching process?

All of the teachers who participated agreed that the quality of assessment and feedback is crucial in the teaching process. Clear and constructive feedback helps students understand their strengths and weaknesses, guiding their learning journey. Effective assessment informs teachers about student progress, allowing them to tailor instruction to meet individual needs. It also promotes reflection and improvement in teaching methods, ultimately enhancing the overall learning experience.

Question 13: How do you view the school environment (Colleagues /Administration) where you work?

Table 10

Teachers' Attitudes Towards their Working Environment.

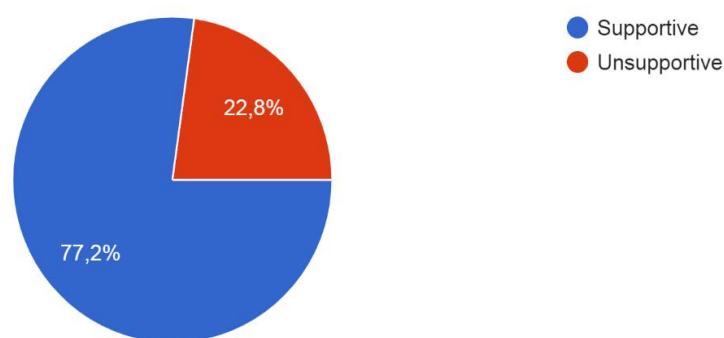
Options	Number	Percentage
Supportive	44	77.2%
Unsupportive	13	22.8%

Figure 10

Teachers' Attitudes Towards their Working Environment.

How do you view the school environment (Colleagues /Administration) where you work?

57 réponses



The majority of teachers who participated agreed that they received support from colleagues and administration. Also, there is a positive relationship between teachers and opportunities for collaboration, growth, and effective communication. So, generally speaking, there is a supportive and collaborative atmosphere. However, others emphasized that they face obstacles in dealing with colleagues or open communication with administration. They noticed some misbehavior (bullying, selfishness, disrespect, etc.).

Question 14: Do your pupil's parents help you to facilitate the teaching process?

Table 11

Teachers' Attitudes Towards Pupil's Parents Role in Facilitating the Teaching Process.

Options	Number	Percentage
Yes	35	61.4%
No	22	38.6%

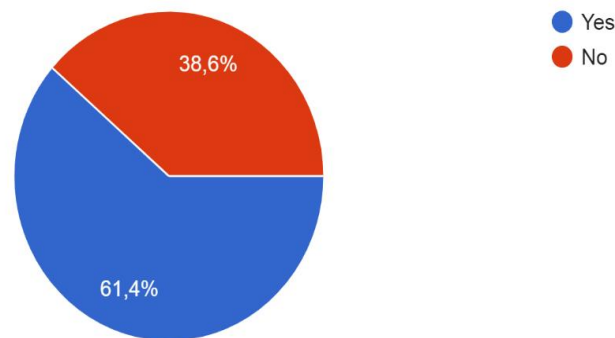
The majority of the participants, with a percentage of 61.4%, declared that pupils' parents were helping effectively facilitate the teaching process. However, the rest of the participants, represented by a percentage of 38.6%, found that parents did not show any sign of collaboration.

Figure 11

Teachers' Attitudes Towards Pupil's Parents Role in Facilitating the Teaching Process.

Do your pupil 's parents help you to facilitate the learning process?

57 réponses



The majority of teachers agreed that pupils' parents play a crucial role in the teaching process, and they are providing support, encouragement, and reinforcement at home. They can help by assisting with homework, communicating with teachers, and engaging in educational activities outside of the school. Whereas, the rest of the participants asserted that they did not get any help or collaboration from the pupils' parents, and that effect negatively affected the pupil's outcomes and results.

Question 15: Are you satisfied about your salary?

Table 12

Teachers' Attitudes Towards their Salary.

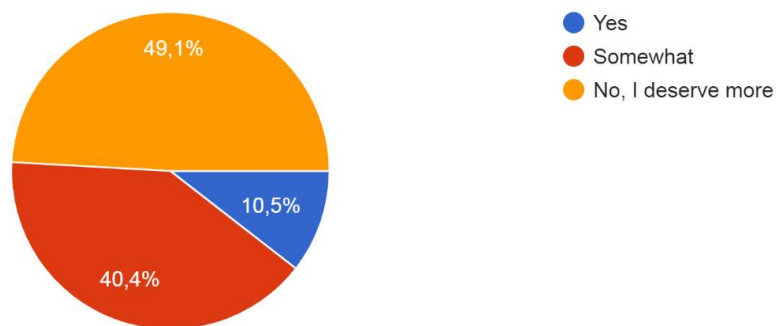
Options	Number	Percentage
Yes	06	10,5%
Somewhat	23	40,4%
No, I deserve more	28	49,1%

Figure 12

Teachers' Attitudes Towards their Salary.

Are you satisfied about your salary?

57 réponses



The purpose of this question is to see whether the teachers are satisfied with their salaries or not. The analysis showed that about half of the participants, with a percentage of 49%, are not satisfied with their salary and believe that they deserve more, while others, with a percentage of 40%, are not really satisfied with it. However, the rest of the participants, with a percentage of 11%, are satisfied.

Question 16: How does your psychological status (stress, anxiety, depression.....) affect your teaching process?

We have observed that the majority of teachers agree that a teacher's psychological state can indeed influence their teaching process. Based on the analysis of the participants answers to this question, the high levels of stress, anxiety, or depression may lead to decreased energy, motivation, and concentration, which can affect lesson planning, delivery, and interaction with students. Additionally, these states can impact decision-making, patience, and the overall classroom atmosphere. Some participants suggested that it is important for teachers to prioritize their mental health and seek support when needed to maintain a positive teaching environment.

Question 17: Please can you mention other problems and challenges in teaching at primary school?

All the participants have agreed on certain important problems they encounter while teaching English at primary school. The most challenging thing is transportation, where the teacher has to teach in different schools at once. Another problem that all the participants complain about is the resource constraints or limited resources, including technology means such as data shows, visual aids, microphones, sound enlargers, printers, and a lack of materials and teaching tools such as new books or computers. The absence of these resources can pose challenges to delivering quality education. In addition to that, one obvious challenge is the curriculum demands. Providing an overloaded program and balancing the demands of a rigorous curriculum while ensuring it is age-appropriate and engaging for young learners can be difficult, or, in other words, the age grade is crucial as kids need special care and supervision, so primary English teachers are concerned with extra tasks and duties. Finally,

parental involvement in a negative way means that parents always blame the teacher for their children's results, which can affect the learner's behavior.

Section Three: Recommendations

Question 18: What recommendations can you suggest to primary school EFL teachers to overcome their obstacles and difficulties?

We have noticed clearly that the majority of participants shed light on the status of authorities that are the first responsible for overcoming such obstacles by reconsidering the educational system at primary school in terms of time allocation, curriculum, textbooks and providing the necessary facilities for learning a foreign language at primary school. In addition, all participants agreed on cooperation between teachers, trainers, and administration to build a good rapport with pupils, which makes them work and do their tasks. Another important recommendation for teachers is to be patient and responsible about their work; always rely on self-training and effective preparation of the lessons that enhances their self-confidence and shows the best control and time management.

Discussion of the Findings

This research examined the challenges encountered by EFL primary school teachers in Algeria. The literature review reveals that the difficulties in teaching EFL at the primary level are not confined to Algeria but are a global phenomenon. Prior studies, including those by Straková (2015), Richards and Rodgers (2014), and Richards and Renandya (2002), have identified several common challenges, such as limited instructional time and resources, overcrowded classrooms, and the lack of teachers training opportunities.

When compared to these international studies on EFL instruction in primary schools, this research offers valuable insights into improving EFL education, specifically in the

Algerian context. The findings highlight particular issues faced by Algerian teachers, including insufficient professional development opportunities for effective EFL teaching methods, inadequate access to teaching materials and resources, the lack of support from school administrators and parents, and psychological issues such as stress and anxiety.

These findings align with those from other studies in several ways. For instance, Straková (2015) also identified the lack of teacher training as a significant challenge in primary school EFL teaching. However, through our data analysis, we found out that some challenges, such as the insufficient availability of teaching materials and resources, developing effective lesson plans for the pupils, having a clear idea about the teaching methods and which one is the most appropriate to accomplish the teaching objectives, the insufficient time allocated for each session, and the lack of transportation, appear to be more pronounced in the context of the Algerian primary schools. These findings are consistent with previous studies on EFL instruction at the primary level, highlighting the need for targeted interventions aimed at improving teacher-training programs and providing access to instructional materials necessary for effective classroom instruction.

Moreover, an important finding that occurred throughout this research was that, despite these multiple challenges, teachers reported employing various strategies to overcome them. For example, when it comes to an overcrowded classroom, teachers illustrate that they manage this obstacle through various strategies, including setting clear rules, engaging students through group work and interesting activities, and maintaining discipline. This highlights the resilience and adaptability of teachers in the face of challenging teaching environments.

In conclusion, by addressing these issues head-on through evidence-based strategies informed by research studies like this one, we can enhance pedagogical practices among Algerian educators while simultaneously enhancing pupil learning outcomes through

improved curriculum development initiatives tailored specifically for them. This will require collaborative efforts from policymakers, educational institutions, and teacher training programs to ensure that teachers receive the support and resources they need to succeed in their vital role in the educational system.

Recommendations

The main aim of our research was to identify the challenges faced by EFL primary school teachers during their teaching process. To address this issue, teachers can apply the following strategies to become proficient and more competent:

- Schools should invest in appropriate instructional materials, such as textbooks, digital tools, and language facilities. This will ensure that teachers are equipped to offer engaging and effective classes (Allocation of Resources).
- Smaller class sizes allow teachers to provide particular guidance and encouragement to each student, which improves learning and acquisition of language outcomes (Class Size Reduction).
- EFL teachers should have ongoing professional development opportunities.

Workshops, seminars, and training programs focusing on the most recent pedagogical techniques, classroom management measures, and technological integration can help teachers enhance their teaching practices (Continuing Professional Development).

- Professional learning communities can help instructors share strategies, resources, and support. Collaborative planning and peer observations can also help with professional development and instructional enhancement (Teacher Cooperation).
- Using technology in the classroom can provide novel approaches to engaging students and promoting language learning. Incorporating multimedia resources, language

learning apps, and interactive platforms may make learning more dynamic and engaging (Technology Integration).

Ethical Considerations

This study was conducted in accordance with ethical principles and guidelines for research involving human subjects. Respondents were informed of the purpose of the study before participating. They have also assured anonymity throughout this study, and their data was kept secure by researchers.

Limitations of the Study

In carrying out this piece of research, some problems have been faced. The first problem was time constraints. Secondly, only a few teachers agreed to cooperate with us in conducting the pilot study. Another problem concerning the teacher's questionnaire is the fact that a number of teachers have returned the questionnaire duly filled in, but some teachers failed to offer explanations, and many teachers did not take the suggestion-related question seriously. Moreover, the difficulty of finding resources means that there is no existing literature on the research topic (lack of books and documents in the library and of sources in the net).

Conclusion

The present chapter presents the fieldwork of this research study, which aimed to investigate the challenges faced by EFL primary school teachers in Algeria. First, this chapter has provided a clear description of the methodology adopted in conducting this research. Besides, it has displayed the data gathered through this study, followed by a detailed analysis of the results. Moreover, it sought to answer the questions posed and suggested at the beginning of the research study by discussing the results obtained. Finally, the current chapter

has provided a synthesis of the findings as well as the conclusions we came up with in this research.

General Conclusion

General Conclusion

This dissertation has provided a comprehensive exploration of the facts and challenges surrounding the teaching of English in Algerian primary schools. Through a combination of literature review, data collection, and analysis, vital insights were gained on the particular setting, practices, and difficulties faced by EFL teachers in Algeria.

In the first chapter's theoretical part, we provided a comprehensive concept of the challenges faced by Algerian EFL primary school teachers, both inside and outside the classroom, as well as the psychological aspect. This chapter also discussed the role and responsibilities of EFL teachers at primary schools. Moreover, we shed light on the idea of teaching English at primary schools all over the world, and then we specify the concept in Algerian primary schools. For the practical part, one data collection method has been used: an online questionnaire was addressed to all the Algerian teachers of primary schools. The aim was to investigate the obstacles and challenges that teachers face during teaching. The results gained from the questionnaire emphasized our investigation. In fact, the majority of teachers encounter problems while teaching. The findings have shed light on various factors influencing teachers, mentioning some of them including limited resources, large class sizes, time allocation, and transportation problems. Furthermore, this study emphasized the significance of teacher collaboration, support, and empowerment in overcoming these obstacles and boosting the quality of EFL instruction. Moving forward, educational authorities, school administrators, and teacher training programs must take note of these findings and collaborate to address the identified difficulties.

By establishing resources, training, and support procedures suited to the needs of EFL teachers, Algeria may improve the quality of English language instruction and enhance the readiness of students for success in an increasingly linked and globalized world. This

dissertation adds distinctive perspectives to the subject of EFL education in Algeria, providing the foundation for future research and efforts targeted at promoting positive change in the teaching and learning of English in Algerian primary schools.

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Appendices

Appendices

Appendix 01: Teachers' Questionnaire

SECTION ONE: Seminars and Training

1/ You have received a specific training before teaching, does this training help you in your career?

- a. YES b.NO

Explain:

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2/ Are you satisfied with the duration of training?

- a. YES b.NO

3/ Do you find participation in seminars useful?

- a. YES b.NO

Explain:

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.....

SECTION TWO: Challenges

1/ Is teaching in primary school a challenge?

a. YES

a. NO

2/ Is the textbook content suitable to pupils' level/ needs?

a. YES

b. NO

3/ Do you adapt / adopt your lesson plans based on the didactic guide provided by the ministry?

a. Adapt

b. Adopt

c. Both

Would you please explain?

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

4/ which of the following approaches are you implementing while teaching EFL at primary school? (you can select more than one choice)

a. CBA (Competency-Based Approach) b. TPR (Total Physical Response)

c. Communicative language approach d. Other approaches

5/Can you share any experiences where you combine different approaches in your teaching?

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.....

6/ Do you incorporate technology aids in your classes?

a. YES

b.NO

If no, why?

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7/ How do you address the varying levels of attention and interest among primary school pupils to ensure engagement for all?

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.....

8/ Do you think that 45mn is enough to cover your learning objectives?

a. YES

b.NO

Explain:

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9/ How do you deal with overcrowded classroom?

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.....

10/ How does the quality of assessment and feedback influence the teaching process?

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.....

11/ How do you view the school environment (Colleagues /Administration) where you work?

- a. Supportive b. Unsupportive

Explain

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.....

12/Do your pupil 's parents help you to facilitate the teaching process?

- a. YES b.NO

Explain:

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.....

13/ Are you satisfied about your salary?

- a. Yes b. Somewhat c. No, I deserve more

14/ How does your psychological status (stress, anxiety, depression.....) affect your teaching process?

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.....

15/ Please can you mention other problems and challenges in teaching at primary school:

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.....

SECTION THREE: Recommendations

1/ What recommendations can you suggest to primary school EFL teachers to overcome their obstacles and difficulties?

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Thank you for your participation

ملخص

أصبح تدريس اللغة الإنجليزية في المراحل المبكرة أمراً بالغ الأهمية نظراً لأهميته العالمية. اتخذت الحكومة الجزائرية قراراً بإدراج تدريس اللغة الإنجليزية في المدارس الابتدائية كمادة دراسية. هدفت هذه الدراسة إلى التعرف على التحديات والمعوقات وأهم المشكلات التي يواجهها معلمو المدارس الابتدائية الجزائرية. بالإضافة إلى ذلك، تستكشف الدراسة الحلول الممكنة التي يمكن أن تساعد معلمي اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية على الاستمرار في مهنة التدريس بشغف والتغلب على التحديات المختلفة. استخدم الباحثون أسلوب البحث النوعي والكمي (طرق مختلطة). من أجل جمع البيانات و للإجابة على أسئلة البحث، تم تطبيق استبيان عبر الإنترنت على معلمي المدارس الابتدائية للغة الإنجليزية كلغة أجنبية تم اختيارهم عشوائياً من مناطق مختلفة في الجزائر. أظهرت النتائج أن معلمي المدارس الابتدائية الجزائرية للغة الإنجليزية كلغة أجنبية واجهوا العديد من التحديات المختلفة داخل الفصل الدراسي وخارجه والتحدي النفسي. ولضمان استفادة التلاميذ من تعلم اللغة الإنجليزية، توصي نتائج الدراسة بضرورة تعزيز وإعادة تقييم تعليم اللغة الإنجليزية في المدارس الابتدائية.