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**Investigating EFL Instructors' Constraints Encountered  
in Teaching Primary School Pupils. The Case of Primary  
schools of M'sila**

A Dissertation Submitted in Partial Fulfillment of the Requirements for a  
Master Degree in Linguistics

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## **Dedication**

First of all, I am thankful and grateful to Almighty Allah for his guidance in finishing this work.

I dedicate this dissertation to

- the source of my success in life, my beloved parents, Ahmed and Fatiha, for their continued love, encouragements, and prayers. Special feelings of gratitude go to my father for the sacrifices he made for lightening my path.
- My sister Ratiba and my brothers Mustafa and Youssef whose love and support has been extremely important.
- To my friends and relatives who supported me in this work.
- To my teachers and classmates.

Miss Roubibi

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«Praise to Allah, who has guided us to this; and we would never have been guided if  
Allah had not guided us»

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Miss Roubibi

## **Abstract**

This study aimed at investigating the constraints that encounter EFL instructors in teaching primary school pupils in M'sila. A number of research instruments were used to collect data including an observation checklist; for primary school pupils in order to find out the strategies in dealing with the challenges in addition to questionnaire for investigating EFL instructors constraints in M'sila primary schools. The community of this study formed from all English male and female EFL teachers in M'sila primary schools who reached 15 teachers, about the sample of the study, the researcher selected a random sample. An exploratory method in order to discover the challenges and strategies for such initiatives. Moreover, to achieve the study purposes the researcher used a study based on a qualitative and quantitative approach, where data is gathered through two study tools after reviewing the educational literature which related to the subject of teaching the foreign language problems in primary schools. The emerging findings demonstrate that EFL instructors in M'sila primary school have a wide range of constraints in teaching primary school pupils. In order to overcome those constraints, there are some strategies that are used by the teachers in teaching EFL for primary school pupils. First, applying various teaching methods and techniques. Second, the teacher used of resources and facilities. The third, is giving motivational feedback. The results obtained allow to the suggested strategies that EFL use to overcome these constraints and it needs many strategies; however it is possible.

**Keywords:** English Language Teaching, Primary School, Pupils , Instructors , Challenges, Strategies.

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## **List of Abbreviations**

**EFL**   **English as a Foreign Language**

**EL**   **English Learning**

# **Introduction**

## INTRODUCTION

Nowadays, language use for the overgrowing needs to express opinions, desires, and emotions in every conversation activity. It is a kind of communication between people in community .According to Brown (2005) language is a system of arbitrary, conventionalized, vocal, written or gestural symbols that enable members of a given community to communicate intelligibly with one another.

Currently English has dominated the context of foreign language learning and teaching and its acquisition can guarantee the availability of opportunities to be recognized as the language of science and technology (Seargeant and Erling , 2011 ;Ammon 2001).With this recognition , the language is used in most of news , technological terms , and current spoken or written research reports .

Teaching English as a foreign language is a complex undertaking , it is an enterprise that is shaped by views of the nature of language ; of teaching and learning a language specifically , and of teaching and learning in general .Now , teaching English as a foreign language is a challenging task in developing countries in responding to the growing needs for appropriate English communication in EFL courses , various countries including Algeria have introduced a number of substantial changes in their English language educational policies .For example , Algeria case began to introduce English Language education at the primary school level and it taught for third grade pupils as a compulsory module in the primary school curriculum .

Teaching English in primary school level is naturally much different from teaching the language in other levels of education, the difference may lie in numerous teaching components, among other curricula , learning environment and teaching content delivery. The EFL instruction in primary schools may face more challenges as a result of some

policies within the increasing demand for English learning and teaching innovation .The Ministry of Education launched a new English curriculum for primary school pupils, which shifted the focus to communicative oriented instruction.

### **1. Background of the Study**

Learning a second, third, or even fourth language is more crucial than ever in this current era of civilization. The educational authorities have acknowledged the importance placed on studying and teaching foreign languages, and as a result, foreign language courses have gained a place in the core curricula at various school levels all over the world. English is regarded as the most preferred language among the various varieties, not only because it is recognized as a universal language but also because it is used so frequently. According to Crystal (2014), around 570 million people speak English as a first or second language globally.

Unlike primary school, where there is no strong platform to teach English, English is offered as a course to be taught in both middle and high school. Due to this gap, it is crucial to create a curriculum specifically for primary school students that may help EFL instructors in teaching primary school pupils. The importance of this study lies in its attempt to investigate the challenges encountered EFL instructors in teaching primary school pupils and to develop strategies for EFL instructors in dealing with the challenges , particularly given the current need for English for economic growth.

This subject is an addition to the current Algerian English curricula and according to the critical period theory, the early years of learners are regarded to be a very ideal age for language acquisition especially English language instruction ; hence this project intends to create a curriculum for early English language instruction. As a result, this curriculum aims to provide primary schools a head start in implementing English as a second foreign language.

## **2. Problem Statement**

During the last decades, English has received great interest and become the most widely used language in the world .Nowadays, English is involved in many fields of life especially in technological and scientific fields, and it is known as the lingua franca of the world .For this reason, learning English has become much more than just a hobby, it is a necessity for the future .Therefore, many governments have included English in primary education syllabus as a foreign language .In Algeria, English is taught to primary school pupils in public schools (government primary schools ) after it was limited only to middle, secondary schools. The Ministry of Education in Algeria took the lead for the first time after the experience of 1993 and decided to give such an opportunity for primary school pupils to learn English because it is the language of knowledge and technology and it may help them advance in their future careers.

The implementation of English as a Foreign Language (EFL) instruction in primary schools may presents various challenges for instructors. Despite the importance of early language learning, and according to the experiences of other teachers EFL instructors may face numerous constraints that hinder effective teaching and learning experiences for primary school pupils . These constraints may range from limited resources and inadequate teacher training to large class sizes and student-related factors. Understanding the specific constraints encountered by EFL instructors in teaching primary school pupils is crucial for addressing these challenges and improving the overall quality of language instruction in primary education settings. Therefore, this study aims to investigate the constraints faced by EFL instructors when teaching primary school pupils, with the goal of identifying key areas of improvement and proposing effective strategies to enhance EFL instruction at the primary school level.

Teaching English in the primary school has proven to be a difficult task because most of the instructors face constraints and difficulties at different levels. They need some guidelines and Ministry of Education orientations and educational support. This has impact the assimilation of learners and teaching efficiency of instructors . This study tries to highlight the difficulties encountered and shed some light on the gaps to be filled.

#### **4. Research Questions**

1. What are the main constraints that EFL instructors face when teaching primary school pupils?
2. How EFL instructors are adjusting themselves in a context that help in overcoming constraints they encounter while instructing English to primary school pupils

#### **6. Aims of the Study**

1. To identify the primary constraints that EFL instructors face when teaching English to primary schools.
2. To explore the effectiveness of current strategies used by EFL instructors to overcome these constraints.
3. To develop recommendations for strategies and interventions that can help EFL instructors improve the quality of English instruction for primary school pupils through the use of educational games.

#### **7. Methodology**

This part will explain the steps in which the research have gone through , it defines the approach of the research and how the problem was tackled .

The nature of this study is an exploratory research .It uses a descriptive study design . Both qualitative and quantitative data were adopted to answer the questions. Hence, the questionnaire was used as an initial data collection tool and, it was administered to fifteen

(15) EFL teachers in M'sila province primary schools .It contains 18 questions, the aim is to gather large amounts of information. Additionally, a classroom observation has been conducted with third year pupils of primary school; the aim of classroom observation is to support the results of this research from the perspectives of teachers.

## **8. Significance and Importance of the study**

The significance of the study on investigating the constraints encountered by EFL instructors in teaching primary school pupils lies in several key areas:

**1. Educational Improvement:** Understanding the specific challenges faced by EFL instructors in teaching English to young learners in primary schools can contribute to the development of targeted interventions and strategies to enhance the quality of language instruction.

**2. Teacher Professional Development:** By identifying the constraints experienced by EFL instructors, the study can inform the design and implementation of professional development programs tailored to address these challenges. This can empower teachers with the necessary skills, knowledge, and resources to overcome constraints and enhance their instructional practices, ultimately improving their job satisfaction and effectiveness as educators.

**3. Enhanced Learning Experiences:** Understanding the constraints faced by EFL instructors can lead to the development of strategies and interventions that create more engaging and interactive learning experiences for primary school pupils.

## **9 .Structure of the Study**

This research is divided into two main parts , in addition to the introduction and the conclusion. The theoretical part encompasses the first chapter, while the practical part includes the second chapter. Chapter one discusses the literature review, primary school

learners, and constraints key factors affecting EFL instruction in primary school as well as strategies to overcome these EFL instructors 'constraints in teaching primary school pupils. Chapter two includes the practical part which has two parts, part one for displaying research design and methodology and part two in which we present the gathered data, and analyze the participants 'answers in order to answer the research questions and discover the possible constraints and the possible strategies that may use by EFL instructors to overcome these constraints. Moreover, this chapter includes limitations and recommendations for this study.

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*Chapter One*

*Literature Review*

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**Introduction**

The educational system of Algeria today is distinct from that of earlier times. There are more ways used, a variety of instructional techniques are merged, and language learning is receiving more emphasis. In primary, middle, and high schools, classes in Arabic, French, and Tamazight are offered. Unfortunately, the primary school has not yet begun using English. There was an educational reform in 1993 that mandated that students in elementary school study either the French or the English language. This was done to make learning other languages at an early age better. Because the majority of parents in Algeria preferred French over English, some primary schools that had implemented this reform later abandoned it (Rezig, 2011, pp. 1329- 1330).

Due to the favorable effects of globalization, interest in learning English has increased recently. English has become the universal language for all non-English speakers because 1.5 billion people speak it. Technology, medicine, business, diplomacy, and travel all use it. As a result, there is a critical demand for English education in practically every nation on earth. English is the second foreign language taught in Algeria, and it is a required course that lasts seven years, from the first grade of middle school through the third year of high school. Moreover, it is taught as a subject at the university, typically as ESP. Nonetheless, English still lags behind French in Algeria for historical and political reasons. It is largely studied for educational purposes in an academic setting and is not really useful in Algerians' day-to-day communication. It's challenging to teach English at the elementary school level.

The ideal teaching strategies for this primary level were defined in an effort to settle the debate about when to begin teaching English. They contend that for the implementation to be successful there must be definite objectives (Straková, 2015, p. 2442). This chapter explores the various initiatives and ways that English is used in

primary schools around the globe, as well as the value of and difficulties associated with teaching English at this level.

Along with that statement , several studies in the area of teaching English in primary schools have been conducted .They are in the case of textbooks, English teachers „parents’ attitudes or awareness and so on. From these phenomena, the statement saying that EFL instructors encounter challenges in teaching primary school pupils is true. Therefore, providing strategies to solve those constraints that may happen to the real implementation of English teaching learning processes at schools. The answers can be obtained by giving training for EFL instructors training and providing the teachers with attractive and appropriate materials to motivate their students.

As many constraints happen in EFL teaching in primary school, these issues need more attention to be analyzed .Therefore, several research questions are proposed. What are EFL instructors’ constraints? Therefore, the research aims are to investigate the constraints and to find out the solutions related to the problem.

## **1.1. The EFL teaching context in Algeria**

### **1.1.1. History**

English Language Instruction in Algeria has a relatively short and complex history compared to other countries, as English was not widely taught in the Algerian schools until the mid twentieth century .Prior to this , French was the dominant foreign language taught in schools due to the history of Algeria as a French colony , and there was little emphasis on English language education. In 1957, the National Institute of Pedagogy in Algiers was established by the Algerian government, which offered English Language Instruction to Algerian students. However, English Language education was still limited, with only a small number of schools offering EFL classes.

After independence in 1962, the government made significant efforts to expand access to EFL education. In the 1960s and 1970s, Algeria made concerted efforts to expand English language instruction, particularly in higher education through hiring native English speaking teachers to work in universities and importing English language books. In 1960s, Algeria's Ministry of National Education launched an initiative to expand EFL at all levels of education. In 1963, the Algerian government established the National Center for English Language Teaching (CNEEL) to train English Language Teachers and develop EFL curricula. According to the British council reports in 1984, English language was the third language in Algeria (British Council 1984).

At that point, there were many British teachers in Algeria, the government wanted to recruit more but there were multiple obstacles. Also, there were an appealing from individuals including the francophone to make it as a primary language to be taught. It was believed that English language of science and knowledge and to be one of the keys of development (Belmihoub, 2018).

In the late of 1980s, Algeria went through a tough period of its history, where there was instability which affected the presence of English language. In 1993, English has been introduced from the 4 year in primary school, the main point of views, of this party who support teaching English rather than French that English is the language of technology and science. English in primary schools has not been success, which shows the gap between the decisions taken and the people. In 1995-1996, there were 3197 pupils who resisted in classes of English as a first foreign language, and 834 in 1997-1998 (Ibid).

In 1996, three years after the decision to Establish English as an alternative choice to French, there were 60.000 resisted over 4 years against 2 million pupils (Ibid). In the early 2000s, the government resumed its efforts to promote the teaching of English through adapting a new language policy to improve the teaching of foreign languages. In 2004, the

Algerian government launched the National plan, which aimed to improve the quality of English language education in the country and to the training of English teachers by developing new teaching materials, and providing more opportunities for students to practice the language skills effectively .middle, secondary, primary.

### **1.1.2. Policies**

Recovering back the identity of the Algerians after the French colonization was the most difficult thing to do because language as an important part of identity was highly affected. French colonizer forbade the use of Arabic or any other languages rather than French, and this through many years has created a new identity for the Algerian people, that it was hard to get rid of French and get back to Arabic. Note that even few years after independence, French was highly appreciated and used among our population.

Still in French because of the lack of teachers who can teach it Arabic .that the government had to bring teachers from other Arab countries like Palestine and Egypt .Therefore, the government, back then, has made some reforms in order to regain its identity and language .They needed to cover mostly the educational, cultural, and linguistic areas due to the linguistic diversity of Algeria ( p.4). Later on in the 1960s, Algeria planned for the Arabization policy in order to defuse the use of Arabic over French (Benyounes, 2017, p.4)

#### **1.1.2.1. Arabization Policy**

The government worked to revive Algerian identity soon after independence. The politicians voted to designate Classical Arabic as the state's official tongue. They aimed to give it a legitimate status. For them, Algeria required a language that would allow for national unification and serve as a representation of the country. By designating Classical Arabic as the national language of Algerians, the authorities also attempted to reestablish

the nation's identity and personality. The administration attempted to unify the entire Algerian speech group by Arabizing it and utilizing only one language.

According to Warren (1995, p.88), in order to accomplish this, they used a process known as "Arabization," which is the term used officially to describe the introduction of Classical Arabic at various levels in Algeria. In order to give the new state and its people a sense of identity and individuality, they sought to reclaim the pre-colonial past and employ it alongside Arabic. Algeria's official language is classical Arabic, according to a declaration made by President Ben Bella on October 5, 1962. He pledged that Arabic will regain its status.

Arabization was viewed as a symbol of solidarity and cohesion. The Algerian people might revert to their culture by speaking one language. With regard to this, President Boumediene (1968) observed that: Without the recuperation of this essential and important element which is the national language, our efforts will remain useless, our personality incomplete and our entity a body without soul.

He was the Arabization policy's most ardent supporter, and he was determined to revive Classical Arabic at all costs. Since Algeria's independence in 1962, neither Benbella nor Boumediene nor any other government has taken into account the native tongues of Algerians. The fact that every government since 1962 has adopted the same linguistic policy as the colonizer with regard to Arabic gives us the feeling that history is repeating itself in regards to Algerian Arabic. More than anything else, it was a political choice. A radical, Jacobin-inspired State-Nation linguistic policy that promotes monolingualism at the detriment of Algerians' true and native tongues.

The government passed several Arabization legislation in nearly every field after 1962. They began by promoting Arabic in the government and schools.

Arabization was implemented in schools beginning with the elementary level and moving on to the middle and secondary levels. They increased the time spent teaching Arabic while decreasing the time spent teaching French. At the university level, several fields were also attempted to be Arabicized. But there were almost no certified Arabic teachers. Hence, the administration turned to Arab educators, particularly those from Egypt and Syria. The president of Boumediene emphasized the significance of maintaining the sense of national identity. Addressing himself to kids in secondary school, he declared:

*What we can advise you, is to save the Algerian personality. It is true that Algeria is situated between two continents. In fact, it belongs to the African continent but it is at the Occident doors. So, we belong to an under-developed continent which has its qualities and its personalities. As much as we are open to science and progress that are given to us by the countries which precede us in this domain, as much as we have to be careful to preserve our personality and our values, and as much we have to work to preserve our country and reinforce its bases.*

The President made an effort to persuade the students by raising their awareness of their identity as "Algerians." He emphasized to them the value of preserving Algerian identity. He stressed the significance of being open to science and technology without sacrificing our values and unique personalities.

The policy of Arabization also sought to Arabize the natural world. A concerted attempt was also made to promote literary Arabic on radio and television. Hence, the Pan Arabizes controlled the press, television, radio, and all other forms of media. The streets were given new Arab names, and the public weekly holiday—which relates to the Muslim holiday—was moved from Sunday to Friday.

### **1.1.2.2 Foreign language teaching policy**

While parental concerns and language preferences should play a major role in launching a language in education , be it second or foreign , the language choice and the general objectives for teaching this language are determined at the government level. That is to say , policy makers in Algeria adopted a top down approach when dealing with foreign languages .

As a matter of fact , the foreign language teaching policy in Algeria has known successive change .Bellalem (2012) stated that « the situation of foreign language teaching in Algeria is related to past socio-political and historical events « .According to him, « Foreign language policy evolved within five historical periods : the colonial period (1830\_1962) , the post-independence period (1962-1979) , the economic liberal period (1980-1991) , the political crisis period (1992-1999) , and the national reconciliation period (2000-present ) » (p.1).

During the first period , as stated in the previous section , French was the official language of education in Algeria while Arabic was considered as a foreign language .It was declared in the law of 1938 that « la langue Arabe étrangère en Algérie « that is to say « Arabic is a foreign language in Algeria « .

Due to the status of English as a global lingua franca, English has been for a long time the dominant foreign language in the curricula and syllabi of many educational systems around the world .On the view of such fundamental role n, the Algerian government started promoting the teaching of English .According to Bellalem (2012) the English language flourished in Algeria before 1980, when this country was heading toward socio –economic prosperity due to its massive oil and gas revenues (p.6)

Hence, the economic collaboration with western countries and the increase in the private investment as well as the encouragement of tourism enhanced the presence of English in Algeria. Indeed, The Algerian Ministry of education introduced English for the first time as a second foreign language in 1972. It is taught as a compulsory subject across the curriculum, from the eighth grade of Middle school onward. During this period the government relied heavily on foreign EFL teachers from all over the world (Pakistan, India, the United Kingdom ...) to compensate the lack of teachers (Bouhadiba, 2006, p.2).

On the sixth of September 1993, the Algerian ministry of education published a decree (029/M.D/93) which indicated that English should be gradually introduced starting from September 1993 in some primary schools that were randomly selected to pilot the project (Djoumaa, 1999, p.26). This experience failed.

### **1.1.2.3. Education Reform Policy**

Since 2000, there was a serious debate between two parts of the Algerian population whether to keep the status of Algeria as a monolingual country or to become a bilingual Arabic–French country. In 2011, the national commission for the reform of the educational system (CNRSE) suggested a reform of implementing French in elementary level at the second grade and not the fourth one. The CNRSE added that French replaces Arabic in scientific fields in secondary school, therefore French is taught as a separate subject matter in order to enhance students' level of bilingualism (Benrabeh, 2007, pp.227-228).

## **1.2. Educational system in Algeria**

Education is the knowledge that kids learn in school and what aids in their intellectual, mental, and physical development. Without a doubt, each nation has its unique educational system, and Algeria is no different. In Algeria, education is free and is required by law for all children between the ages of five and sixteen. It lasts 13 years and is divided into three cycles of three years. While the third is taught in middle school, the first two are

taught in primary schools. According to his yearly evaluation, the student succeeds at the basic six years of school. (Bourouba & Yahiaoui, 2020)

The progress of countries depends heavily on its educational system, and Algeria's government accords it greater priority because success in one area inevitably leads to success in other areas.

The history of Algerian education can be divided into three main phases: the first, which was influenced by French colonization, during which Algerians were required to learn French as a national language and Arabic as a foreign language; the second, which lasted from independence until the 1990s; and the third, which started in the early 2000s and was marked by the shift to globalized pedagogy or the free market economy. Since Algeria gained independence in 1962, the educational system has undergone numerous modifications. Globally, it may be divided into two primary periods: the bilingual period, which saw the use of French and Arabic from 1962 to 1970, and the monolingual phase, which saw the majority of the population speak standard Arabic from 1970 till the present (Rezig, 2015).

The elite of the French colonial society was trained in Algeria's highly selective educational system. When the Algerian Ministry of Education was established in 1963, it took on the role of being the organization that designed and oversaw the entire educational system. It is now in charge of developing educational policies, overseeing the educational system, and initiating the process of creating a comprehensive and open national educational system. Many changes have been made since then. The nine-year basic education program was established thanks to a 1971 education reform. Additional reforms made in 1976 increased the length of obligatory schooling from six to ten years while also ensuring that everyone has access to free education at every level. The reforms of 1976

required that education be the sole purview of the state in addition to ensuring tuition-free instruction.

The government updated the reforms from 1976 and explicitly permitted the construction of private institutions of education under well-defined rules in 2004 as a response to the need to lessen the load on the state. Algerian private schools are still in existence. The current structure of Algeria's educational system is based on the (5+4+3 model), with elementary school lasting five years, middle school lasting four years, and high school lasting three years. All children of school age (often six and older) must attend primary school for the first five years. Arabic, maths, natural science, history and geography, and French are among the disciplines included in the curriculum.

At the primary level, only this latter language was taught. However, following the failure of its integration in 1993, a new educational reform agenda has been implemented to include English as a second foreign language in all Algerian primary schools. The third grade of primary school students are now taught English alongside other subjects.

After completing elementary school and passing an official exam, students can continue their education in middle school, where they will study additional courses for four years, including technology, Islamic studies, physical education, French, English, Arabic, history, and geography. Students take the BEM towards the conclusion of their fourth year of middle school. The secondary school, where they study for three years, is open to students who receive an average of 10 or higher.

Depending on their averages, students are either directed towards the experiment sciences stream or towards the literature and philosophy stream. If students pass their baccalaureate exam three years later, they can enroll in university education. Students are divided into specializations after they are enrolled to prepare towards a BA degree across a

number of years. The top students, who are ranked based on their averages, are enrolled in master's programs for two years, after which they can apply for doctoral competitions.

### **1.2.1. The Primary Cycle**

This cycle lasts for five years and is followed by an official exam that allows kids to advance to the intermediate cycle.

### **1.2.2. The Intermediate Cycle. (Middle School)**

In 2013, it began to consist of four years rather than three. The first three years are usually standard, and the student passes depending on his work each year. But, in the fourth year, the student passes the BEM (Brevet d'enseignement Moyne), an official and international exam. Then they move on to the next cycle.

### **1.2.3 The Secondary Cycle**

This is the last one that leads to college; it lasts three years as usual, with the first two being regular and the final year culminating in the Baccalaureate exam. The student will gain admission to the university after passing this exam.

## **1.3. Educational Reforms**

President Abdel-Aziz Bouteflika began overhauling Algeria's educational system after he was elected in 1999, focusing mostly on its linguistic policies; he frequently used the phrase "doomed educational System" in his televised remarks. He stated in May 1999 that it was "unthinkable" to spend ten years studying pure science in Arabic when it would just take one year to do so in English (Benrabah, 2007, p.430). Under his presidency, there were numerous educational reforms. Abdel-Aziz Bouteflika, the new president, gave public schools the freedom to create their own curricula as his first reform. The legalization of private schools that had been shuttered when the Arabization program was in place was the subject of a second reform.

A new educational system known as the core schooling system was introduced in 1976. The greatest alteration brought about by the system was the addition of the elementary and middle school (9 years), where all courses other than foreign languages were taught in Arabic. But, after Minister Mustapha Lachref took office, he has become more interested in biology and mathematics.(Benrabah, 2007 cited in Rezig (2011).

After that, English was added to the core curriculum at age 13, which is not good for kids learning foreign languages. According to Steinberg (1993), Oyama (1976), Tahta et al. (1981), and Scovel (1988), the younger the child, the better their chances are of learning a foreign language. The primary school English curriculum was the subject of the following revision. Primary school students were given the option of choosing either French or English as a required foreign language in 1993, but this policy was quickly abandoned because the majority of Algerian parents preferred French for their kids.

The following changes were made to higher education in 1971, with the biggest change occurring in 1988. It is built to handle the advancements and successes of the globalized world (Rezig, 2011) The procedures of language planning and policy in Algeria are well illustrated on the following table (1962-2022)

#### **1.4. English Language as a Global Language**

One of the most obvious claims you hear is that English is a universal language because it is used by practically all international leaders. There are English signage everywhere you go, including at hotels, restaurants, and on the streets. One expected result of a language becoming a global language is that no one will own it any longer; rather, everyone who learns it will own it (Crystal, 2003).

A language needs to be adopted by other nations for it to become a global language. Even though they have few or no native speakers of that language, it needs to be given a

special place in their society. There are essentially two methods for achieving this status. First, by making that language official and using it as a means of communication in settings like the executive branch, legal proceedings, the media, and the educational system. Due to the possibility of replacing other languages, such as in Rwanda where English supplanted French in 1996, it is frequently referred to as a second language in addition to the mother tongue ( Halsema, 2014). Second, despite the language's lack of official recognition, it might be given precedence because it is probably spoken by both adults and children in educational settings. For example, in the case of English, it is today taught as a foreign language in more than 100 nations, including China, Russia, Germany, Spain, Egypt, and Brazil (Crystal, 2003).

In actuality, a language's global status is determined by its speakers, not by the quantity of speakers; Latin became a world language as a result of the Roman Empire. This was because of how strong the Romans were, not how many of them there were. The history of the English language, which was chosen as a foreign language for a variety of reasons including: historical tradition, political or commercial reasons, or a desire for cultural or technological contact, makes this relationship between language dominance and economic, technological, and cultural power abundantly clear. English is spoken by more than 1.5 billion people worldwide for several reasons, including the growing popularity of the language as a second language (Crystal, 2003).

## **1.5. The Sociolinguistics of Algeria**

### **1.5.1. Algerian Arabic Dialect**

Perhaps the more casual form of Arabic is called "Colloquial Arabic." With the exception of those whose mother tongue is Berber or one of its variations, or occasionally French, it is considered to be the mother tongue of the majority of Algerians. All continuums of Algerian dialects exhibit this diversity; a wide range of Algerian dialects

may be mutually intelligible or not. In casual settings, oral situations, and everyday talks, ADA is employed. It developed as a result of interactions between many tongues, including Arabic, Berber, French, Turkish, and Spanish. Due to this linguistic interaction, Arabic's lexicon changed and developed new phonological traits. In contrast to MSA, ADA is spoken rather than written. (Lahmer, 2020, p.60)

Depending on the region they live in, children in Algeria are frequently exposed to a range of linguistic codes. Most Algerian children learn their mother tongue, or AA, from birth, with the knowledge that this variant is rich in French words and idioms. Additionally, some families are classified as "Francophones" since they want to promote French over Arabic. The "Arabophones" represent the other extreme, where some parents actively push their kids to learn and speak MSA. Between the two extremes, there are many families whose kids are motivated to learn and utilize Arabic and French, or Berber and French, to the same degree.

The latter kind of families educates their kids in two languages and helps them feel comfortable speaking French, particularly during the academic years when French is taught as a foreign language. The children of Arabophones, meanwhile, are more likely to struggle with French yet succeed in MSA. The child's exposure to the languages in question is crucial and important in general, but it is unknown how much and how well they are exposed. Children unquestionably pick up the language or dialect that their parents or other caregivers employ when speaking with them. (Myers-Scotton, 2006)

Once in school, the child consolidates his or her knowledge of French but also encounters another issue because of the stark contrast and gap between the standard form of Arabic, which is the first language learned in elementary school, or MSA, and the child's mother tongue, which is the colloquial form of Arabic.

Yet, the Algerian infant is exposed to both AA and French to varied degrees and extents from infancy. As a result, he or she creates a linguistic structure consisting of a base language, typically the AA variation or the Berber variety in other locations, and an embedded language, in this case French. Usually, through imitation, the child picks up these varieties unconsciously and without any apparent difficulty. Another situation occurs when parents only use AA and only a few French-established loans, while also noting that their kids are exposed to MSA through TV and then school, as well as CA if they are sent to the mosque to learn the Qur'an. (Dendane, 2007, p.139)

With the most recent reform regulating the teaching of French in primary schools, French is now taught alongside Arabic in the third grade of primary schools. It should be noted that the Algerian language policy adheres to a traditional language education rather than a bilingual education, with Arabic serving as the primary language of instruction for all other subjects (including math, history, and geography), while French is taught as a separate subject. It is also important to note that while explaining lessons to students in primary schools, AA is also used, though to a lesser extent and depending on the students' proficiency. Unquestionably, the Algerian government offers free and required education; as a result, the educational system's motto is "education for all. "On the one hand this has increased the rate of literacy, but on the other, it may lead to the decrease of the educational standards.

In a nutshell, the language development of an Algerian child happens in two phases: before and after they start school. The child first comes into contact with at least one or two kinds of AA or Berber, French, MSA, and CA. Second, starting in the third year of primary school following the relative acquisition of French before school age as part of AA or individually, he or she begins studying MSA in a formal context, i.e., at school, at the age of six. Bensafi (2002, p.839) reaffirms this, writing that "school children in Algeria do

not feel they are discovering a new language, when they study French, but rather that they are somehow improving their "native acquaintance," targeting near-native performance."

It is not unusual to hear certain English terms used in the speech of Algerian children given the development of ICTs and the process of globalization. This is not to imply that English will replace French in the basic grades; after all, it already did so when the Algerian government substituted English for French in the primary grades in the late 1980s<sup>14</sup>. Language planners of the time replaced the French language with the formation of a neutral language called "English" in a step towards worldwide recognition and modernization, driven by the idea of "Arabization". Although the experience demonstrated a desire to erase the language of the former colonizer, it was poorly executed and ultimately failed. The Algerian government has strengthened English in middle, secondary, and higher education in response to the need for English study and instruction. As a result, English is now taught in practically all academic departments and disciplines. (Djebbari, 2016, p.5)

### **1.5.2. Berber**

This phrase described the native dialect of those who lived in North Africa, primarily in the central Maghreb (Algeria, Morocco, Tunisia, Mauritania, and Libya). Together with other variants (Chaouia, Tamasheq, and Mozabie), Tamazight was the primary spoken variety of Berber, and it continues to be the most common variety of Berber today. Tamazight and Arabic have coexisted since the arrival of Muslims in Numidia, and following the Arab conquest, Muslim Berbers started learning Arabic. It was only a matter of time before Arabic overran and took control. Tamazight were neglected after French colonization, and the French authorities at the time had a bad opinion of Tamazight variations because they were thought to be uneducated. Up until 2002, Tamazight was

Algeria's second official national language and its official language. By 2016, Tamazight has replaced Arabic as the country's official language. (Lahmer, 2020, p.60)

### **1.5.3 French**

Despite the fact that many nations conquered Algeria, the French language had a considerably greater impact on the Algerian linguistic system. In this respect, Calvet (1974, p. 219) states:

*“Though the French left Algeria a long time ago, their language has not. This is so at a number of levels and works differently in Algiers. In Algeria, French was inherited from the colonial power and became the language of the bureaucracy. Statistically, Algeria is the most francophone country among the old colonies.”*

As we already mentioned, the presence of French in Algeria is mostly due to colonial reasons in the past in addition to some economic and political factors in the present. French has not been classified as an official language, yet it is widely used by the government and members of the Algerian society.

Following independence, Algerian officials attempted to arabize their country by attempting to replace French with Modern Standard Arabic. They did not completely disregard the French language, though, as they mandated that it be taught as the first foreign language in schools. As a result, French continued to be spoken by younger generations.

Since many scientific disciplines, including biology, mathematics, physics, and others, are taught in this language, French is currently taught in elementary schools starting in the third year. It is also taught in higher education. Most Algerians, especially those in the north, are proficient in it; some of them appear to be masters, while others, even if they can't write it, can still speak it. Due to frequent contact with French during the colonial era and thereafter, Algerian dialects are now recognized as containing a considerable number

of French vocabularies, particularly in the form of borrowing. (Derrouiche & Djeziri , 2015)

### **1.6. Language Acquisition and Learning**

It is widely accepted that humans are naturally born with the capacity to pick up the language they hear from their parents and the environment. Language is an important tool for human communication and social interaction. If one is unable to learn or master a language of a particular speech community, they will not be able to communicate effectively with the other people in this society, especially in multilingual societies where more than one language can be found (Kramina 1999, p.24) Also, it is said that biological elements have a role in the acquisition process' effectiveness. The critical period hypothesis was actually developed by two neurological scientists, Penfield and Roberts in 1959.

According to this theory, people are able to learn a language easily during a specific time period, usually before the age of 8 or 9. This process typically occurs before that age because a child's brain is still plastic at that age, whereas after adolescence, it becomes more rigid and set (Madrid, 2001). Penfield supported this theory (2007, p. 48). Kramina (1999, p.24) defines learning as "conscious process, is the product of either formal language learning situation or a self-study program," in contrast to the acquisition process, which is claimed to be biologically related and connected to the period of childhood.

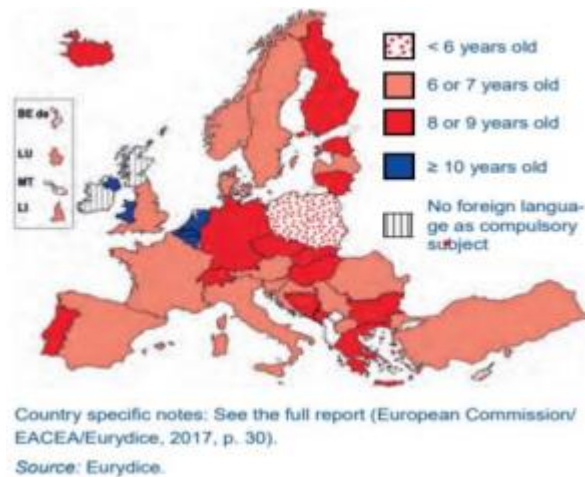
Language learning typically occurs after acquisition is complete. In addition to learning being the process of acquiring knowledge about a language, which is known primarily as "grammar" or "rules," the aforementioned process is also known as explicit learning. It focuses students' attention on the form (structure) of the language (Krashen, 1982).

**1.6.1. Second Language Acquisition**

In particular, second language is different from a foreign language in that the former plays a social and structural role in society. It is also known as a communicative tool among the community of bilinguals or multilinguals. Second language refers to an individual's efforts to learn a language other than their first language (Ellis, 1997). However, the usage of a foreign language is restricted and is mostly acquired in educational contexts like school. In this regard, it is generally accepted that people can learn a second language in a natural second language environment or through classroom instruction. In this regard, Klein (1986) distinguished between what he calls spontaneous and guided acquisition. According to him, in a naturalistic second language, the learner focuses on the communicative aspect of the language (Ellis, 1997).

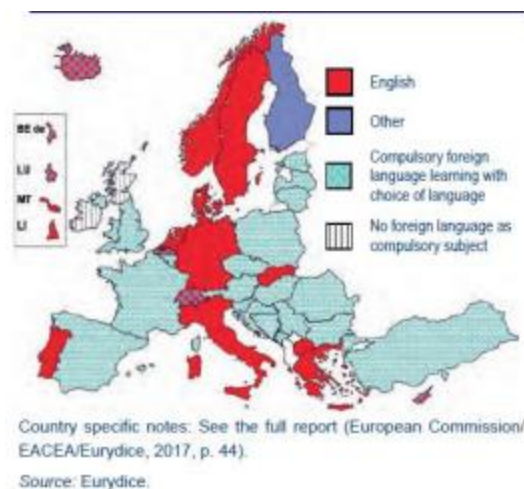
**1.7. Benefits of Early English language learning**

On a worldwide scale, the English language has elevated itself to a significant position. There are now very few nations that do not teach English as a second or foreign language at the elementary level due to the widespread use of the language (Baidak, Balcon & Motiejunaite, 2017). Almost half of primary school students in the EU on average are studying a foreign language, which is frequently English. (Ellis, 1997) Usually, mandatory foreign language instruction starts at the conclusion of elementary school or the start of high school. Many nations, like Romania, Spain, and Austria, made learning a foreign language compulsory before the age of eight, or at the start of primary school, in 2016. In some nations, it also begins in pre-primary schooling. Recently, laws were passed in Cyprus and Poland requiring all students in pre-primary schools to take language classes (Baidak, Balcon & Motiejunaite, 2017, p. 5).



**Figure 1.1. Starting age of the first foreign language as a compulsory subject, 2015/16 (Retrieved from Baidak, Balcon & Motiejunaite, 2017, p. 5)**

Figure 01 shows the starting age for English as the first foreign language studied as a required subject in Norway, Sweden, Slovakia, Greece, Italy, Portugal, the Netherlands, and Germany (see Figure 02). Pre-primary education is the term for nations like Poland and Cyprus that start teaching the first foreign language before the age of six. The nations highlighted in orange are those where students begin primary education at the age of 6 or 7. The nations in blue start even later after the age of 10, which is most likely the beginning of secondary schooling. The countries in red start later at the ages of 8 or 9, i.e., from the third or fourth grade.



**Figure 1.2. Mandatory Foreign Languages during Compulsory Education, 2015/16 (Retrieved from Baidak, Balcon & Motiejunaite, 2017, p. 9)**

Figure 02 shows the nations where English is taught as the first foreign language in elementary schools (Countries in red). Learners have the option to study a foreign language in the nations shown in green. Many of the green countries offer English, Spanish, or French as a first foreign language choice.

English and other foreign languages are taught at the primary level since several studies have demonstrated the value and advantages of early foreign language education. These are a few advantages of learning English early that many nations considered while deciding whether to incorporate EFL into their educational systems.

### **1.7.1 The Younger, the Better**

This provides evidence in favor of the crucial era theory. According to the critical period hypothesis, young children pick up languages more quickly and effectively. It explores the biological relationship between age and the capacity for language acquisition. According to popular belief, people who begin learning a foreign language relatively young in life typically have a better level of skill than those who start later in life. Bialystok and Hakuta (1999) noted the following in this regard:

*It is tempting to believe that children are better second language learners than adults because their brains are specially organized to learn language, whereas those of adults are not. This is the explanation of the critical period hypothesis. The evidence for it comes from several sources. Informal observation irrefutably shows children to be more successful than adults in mastering a second language.*

*Empirical studies confirm this pattern by demonstrating performance differences between children and adult learners on various tasks and measures. (p. 176).*

One of the major factors in second language acquisition that significantly affects a learner's success is their age. Several researchers have looked into the effects of age on various facets of learning a second language or a foreign language. In contrast to students in public middle schools in Dawadmi City, Saudi Arabian private elementary school students were studied by Gawi (2012) to determine the effect of age on learning EFL. The analyses included a comparison of the elementary school level-4 kids' performance with that of older students (intermediate level-3). The findings corroborate the idea that learning a language is more effective the earlier it begins and that age does affect EFL learning and lead to better results. This study demonstrates that early language acquisition is acknowledged as a key factor in enhancing the skills of English language learners (pp. 129-130).

Skills	Age groups	N	Mean	Std. Deviation	T-test	Sig.
GRAMMAR	5-6 years	100	7.12	2.869	4.451	**0.000
	12-13 years	30	5.22	3.280		
VOCABULARY	5-6 years	100	5.63	2.819	8.775	**0.000
	12-13 years	30	3.58	1.612		
CONVERSATION	5-6 years	100	3.35	1.281	8.531	**0.000
	12-13 years	30	2.15	1.250		
READING	5-6 years	100	5.20	2.046	-4.664	**0.000
	12-13 years	30	7.51	2.891		
WRITING	5-6 years	100	3.53	0.810	3.524	**0.000
	12-13 years	30	2.47	1.106		
TOTAL	5-6 years	100	25.84	7.588	3.928	**0.000
	12-13 years	30	21.92	6.185		

\*\*significant differences at 0.01 level or less.

**Source: Gawi (2012, p. 132).**

**Table 1.2. The results of "Independent Samples Test" for the differences between Saudi students who start learning English at ages 5/6, as compared with those who start learning English at the ages 12/13**

The results shown in the table show that Saudi students who began studying English in private schools at the age of five or six performed better on average in the language skills of grammar, vocabulary, conversation, and writing than Saudi students who began studying English in public middle schools at the age of twelve or thirteen. The reading test was the only one where older students performed better.

### **1.7.2 Enhancement of Cognitive Skills**

Certain coping mechanisms are needed when learning a second language or becoming bilingual, which helps to build the four essential abilities (Reading, writing, listening, and speaking). As a result, the child is able to potentially advance in several cognitive areas. The child's general reading and thinking skills advance when they acquire a new language. The youngster can also hone cognitive abilities like imagination, logic, and problem-solving. Learning a foreign language improves a wide range of other cognitive abilities, such as attention, multitasking, memory, critical thinking, and mind flexibility. An increase in social cognition and empathy is another benefit of learning a foreign language.

Most people have an age-related reduction in their ability to pay attention and remember things, and this process can sometimes speed up, giving rise to dementia or Alzheimer's disease. Recent research has indicated that studying a foreign language can delay or prevent the onset of dementia as well as postpone the inevitable cognitive decline. (Mahu; 2012; 2017; Woll and Wei; Javan and Ghonsooly).

### **1.7.3 Later Performance**

Studying anything when we are younger helps us get better at it as we grow and mature. Hence, once children have learned the basics and have a substantial amount of background information, when they move on to secondary level English, it will no longer be foreign to them. Children must begin learning the second language early, according to Cahyati & Madya (2018), since if they wait until later, it will be difficult for them to pick up the language swiftly. For example, a student takes a long time to understand grammatical forms because he or she lacks the requisite competence (p. 396).

If kids learned English before they entered secondary school, this issue may be avoided. To help them with grammar and pronunciation, primary school students should have ample time to learn English. The amount of time spent studying English and exposure to other languages is crucial. They can increase their fluency and experience less difficulties in later educational stages if they have significant exposure to English.

According to Curtain (1990), studying a foreign language early on enhances one's linguistic abilities as they progress through the educational system. Curtain asserted:

*It can be argued, therefore, that children who begin foreign language study in elementary school, and who continue such study for a number of years, have a better chance of developing a high level of foreign language proficiency than do students whose foreign language instruction begins in the post elementary school years. (p. 2).*

#### **1.7.4 An Asset for Professional Career**

The chances you have may be limited if you only speak your native tongue, particularly if it is not a language that is frequently used in business and science. Speaking another language, like English, makes it possible for you to look for work abroad, expanding the size of the employment market that is open to you. Employees who speak English well are given better opportunities at work and are more likely to advance in their

careers as a result of their language abilities. Along with other rewards, staff with high English abilities are prioritized, for instance if your business wants to send delegates abroad to meet with English-speaking clients.

According to Mahu (2012), studying EFL at an early age can pave the way for future job opportunities. Knowing English can assist people understand instructions if they work for companies or other organizations where English is the primary language of communication. There is a good chance that you will have job options that you would not have had if you did not speak or understand English, so you can be sure that you will have a ton of opportunities. Also, you will undoubtedly stand out more in comparison to a competition with a monolingual background (p. 375)

### **1.8. Teaching English at Primary School**

One aspect of English instruction in primary schools has to be highlighted. It does so because it deals with young students who have distinctive traits. Young learners tend to be egocentric, imaginative and active, self-centered, easily bored, and unable to distinguish between concrete and abstract concepts. They also have a poor level of focus, prefer to do tasks on their own, and like learning new things. To learn a new language, they learn by doing. (2010) Suyanto Primary school English instruction serves a variety of functions. They are divided into two categories, such as socialization and interaction (Arthur, 2010).

The goals of interaction are to assist children in learning and using knowledge, such as spelling, in addition to other physical skills like cutting and handwriting and more sophisticated ones like reading. The goals of socializing, meanwhile, are to help kids understand a larger world and provide them the skills they need to interact with others and collaborate with them. Work in pairs, play games, sing a song, and other such activities are examples of class activities. (Scott, 2004)

Additionally, if their environment is supportive, young language learners can learn a language effectively and efficiently. Through their experiences and actions, they will gain knowledge (Moon, 2005). When they connect with them directly, it means that they study their backgrounds and skills to learn a language more quickly. Children enjoy making physical movements, as was previously said, therefore engaging in games, singing songs, role playing, and other enjoyable activities can be suggested as exercises to help young learners acquire up the target language rapidly (Pinter, 2006).

You can find more entertaining educational activities in other references and other places that teachers can use to teach English to young students. Moreover, Moon (2005) claimed that they suggest enjoyable activities including "get-together activities, spider mobile, the gigantic potato story, learning journals, matching, and so on."

### **1.9. Models related to primary school EFL instructors**

Theoretical models and theories on language learning, cognitive development, and sociocultural influences provide the foundation of the theoretical framework for EFL teachers in primary schools. Key theories and models include the following:

#### **1.9.1. Theory of language learning**

Theoretical models and theories on language learning, cognitive development, and sociocultural influences provide the foundation of the theoretical framework for EFL teachers in elementary schools. Key theories and models include the following:

##### **1.9.1.1. Language acquisition and child development**

Significant linguistic, psychological, and cognitive science research has been done on the intricate process of first language acquisition. First language acquisition is the study of how kids pick up their first language, which is seen to be a mental skill particular to humans and one of the hallmarks of intelligence, according to Pinker and Bloom (1990, p.1). A remarkable feat of the human brain is the acquisition of first languages.

Language acquisition is not a process of memorization or imitation, but rather an inbuilt potential of the human brain to produce an endless number of phrases, as Chomsky (1959) noted.(p.6) Humans do not automatically know the grammatical conventions of their native speech when they are born. Instead, individuals go through various phases and stages before learning and mastering their first language. In actuality, those phases persist in children from birth till adulthood. Children generally progress through six distinct stages, including:

1. Pre-linguistic stage: During this period, which lasts from birth to around six months of age, infants communicate through crying, cooing, and making motions.

2. Babbling stage: Children begin the babbling stage between the ages of 6 and 12 months, during which they repeat syllables like "ba-ba" or "ma ma."

3. The holophrastic stage: between the ages of 9 and 18, toddlers begin acquiring many native language phrases as a single word or a full phrase in this stage. Holophrastic was defined by Fromkin (1983, p.328) as "holo" meaning "complete" or "undivided" plus "phrase" or "sentence". Additionally, one word can be used to express or define a specific emotional state.

4. Two-word stage: Between the ages of 18 and 24 months, newborns begin to utter two-word sentences like "big dog" or "more milk. "Infants begin to mix words to express basic thoughts at this period. Two-word utterances are significant developmental milestones because they demonstrate a child's capacity to meaningfully integrate words. (Tomasello, 2003, p. 190).

5. Telegraphic stage: Children enter the telegraphic stage between the ages of 24 and 30 months, when they articulate short, simple phrases using grammatical words like "I want juice." Children utilize a simplified language style during the telegraphic stage,

leaving out function words and morphemes that are not essential to the meaning of the phrase (1973, Brown, p. 251).

6. Grammar stage: Children begin to generate more sophisticated sentences with grammatical structures around the age of 30 months. Children learn the rules of grammar and syntax that control the organization of sentences in their language throughout the grammar stage. (Pinter, 1994, p.110). English as Foreign Language (EFL) teachers in primary schools might benefit greatly from understanding the theory of first language acquisition. This theory focuses on the factors that influence how children acquire their first language as well as the process itself.

This idea can be used by EFL teachers in primary schools to guide their instruction and improve the learning environment for their pupils. First language acquisition theory states that children learn language through exposure to and interaction with their surroundings. This calls on primary school EFL teachers to give their children access to a rich language environment as well as numerous opportunities for productive English-language interaction. This can involve a range of exercises that use the target language, including songs, games, and storytelling. In order to encourage students to take chances and experiment with the language, instructors should also pay attention to creating a positive learning environment in the classroom.

The theory's emphasis on the importance of feedback in language learning is another key component. Instead of only correcting grammar and syntax, instructors should provide students constructive criticism that emphasizes the message's content. This strategy is in line with the communicative approach to language learning, which places more emphasis on meaningful dialogue than on memorizing grammar rules.

To sum up, the theory has a lot of application for EFL teachers in primary schools. Teachers may design a more productive learning environment that encourages language

acquisition through exposure, interaction, and meaningful conversation by knowing how children acquire their first language.

### **1.9.1.2. Model of content-based language teaching (CBLT)**

It is a method of teaching languages that combines language education with subject-specific material. The simultaneous development of linguistic competence and subject-matter knowledge is stressed by the CBLT approach. Additionally, it encourages the integration of subject-matter knowledge with language acquisition, which increases the significance and applicability of language training to students' daily lives. However, in order to adopt the CBLT paradigm, elementary school EFL teachers must be well-versed in the subject matter they are teaching.

### **1.9.1.3. Task-Based Language Teaching (TBLT) Model**

The instructor is viewed as a facilitator of language acquisition rather than the exclusive source of information in the TBLT method of language teaching, which emphasizes the use of meaningful and communicative tasks as the foundation for language education. The teacher's job is to supervise the pupils as they complete the assignment and to offer assistance as needed. The TBLT model strives to improve students' language skills and their capacity to use such skills in genuine, real-world circumstances. Additionally, it is a student-centered strategy that promotes involvement, teamwork, and innovation. Implementing the TBLT paradigm, however, necessitates thorough planning, preparation, and awareness of the student's requirements and interests.

## **1.10. The Function of EFL Education in Primary Schools**

English instruction in primary schools plays a significant part. They can be divided into two categories, such as socialization and interaction. The objectives of interaction are to assist children in learning and using information, such as spelling, in addition to other physical skills, such as cutting and handwriting, and complex skills, such as reading. The

goals of socialization, meanwhile, are to help students understand a larger society, to enable them to interact with their peers and to collaborate with them. Working in pairs, playing games, singing a song, and other activities are all possible in class.

English language instruction (ELT) has begun to be incorporated in Algerian primary schools. There is no doubt that the popularity of English education and its significant significance were factors in this. In some ways, English has overtaken all other languages as the most significant. Speaking then becomes essential, absolutely essential. Algeria has acknowledged its significance and, as a result, has started an EFL program to make sure that their youngest students can profit from this widely used language.

#### **1.10.1. On Primary School Learners**

One aspect of teaching English in primary schools needs to be highlighted. It does so because it deals with young students who have distinctive traits. Young learners tend to be egocentric, imaginative, active, self-centered, easily bored, and unable to distinguish between concrete and abstract concepts. Additionally, they struggle with concentration, prefer to work alone, and are always eager to learn new things. To learn a new language, they learn by doing. If their environment is conducive, young language learners can pick up a language quickly and effectively.

Through their experiences and activities, they will learn. Because they interact with them directly, it means that they explore their backgrounds and skills to learn a language more quickly. Children enjoy making physical movements, so engaging activities like playing games, singing songs, telling stories, and role-playing can be suggested as exercises to aid young learners in quickly picking up the target language.

#### **1.11 On Limitations that affect primary school EFL instruction.**

##### **1.11.1. Curriculum and material-related restrictions**

The curriculum is the main source of difficulties for EFL primary school teachers. Curriculum, as defined by Merriam Webster, is defined as "the courses offered by an educational institution" (Curriculum, n.d.). As a result, the term "curriculum" refers to the academic material taught in a classroom or in a particular course. It also refers to the knowledge and abilities that students should acquire. The curriculum serves as a guide as well. Poor planning and design of the teaching curriculum puts the teacher in a difficult position as the curriculum manager and has a negative effect on the students' academic level. Therefore, in order to create the best curriculum, curriculum designers must take into account the program objectives and the knowledge that students must learn. The curriculum should also be interesting and helpful rather than boring, and it shouldn't be too long or narrow.

Any teacher, but especially English language instructors, needs some materials to present the lesson in an appropriate manner. The teacher requires a few particular resources that are related to teaching languages. By "anything used by teachers or learners to facilitate the learning of a language," Tomlinson defines language teaching materials (02). The board, chalk or pen, text books, dictionaries, pictures and images, overhead projector, English short stories, headphones, etc. are among the materials used in language instruction. Such a resource must be used by the English language instructor during the lecture as an aid in explaining the material so that the instructor can easily deliver the lesson, which facilitates the teaching-learning process. The truth is that a dearth of teaching resources affects a lot of EFL instructors. As a result, they encounter some difficulty in explaining the lesson, and the students are unable to grasp its meaning. Such deficiency leads to various challenges like managerial issues, pupils' misbehavior ...etc., which leads the teacher to fail in his/her teaching task.

### **1.11.2. EFL Instructors' Strategies to Overcome Difficulties in Using Effective Teaching Methods**

According to Nunan and Lamb (1996), « teachers who use a variety of methods, tailor instruction to student's needs, and foster active participation can enhance their students' motivation and language learning.» Based on the several constraints presented previously, there are some proposed strategies to overcome those constraints found in teaching primary school learners by the EFL instructors. They are based on several theories. It is better for stakeholders having a responsibility for the issue of teaching English to young learners to provide some training for EFL teachers of primary schools.

The training also needs to be well designed and prepared such as by providing a competent trainer, appropriate materials, and a proper method. Some qualifications of English teachers in primary schools should be fulfilled such as teachers should have adequate English skills and develop the competencies all time. They are multitalented and conduct assessment and manage their students their English class well, they are patient, humorist, and highly energetic, they are professional and join activities and programs interesting, enjoyable belonging to the child experimental.

### **Conclusion**

The effectiveness and significance of teaching English to young children has been established. Many nations around the world have implemented teaching foreign languages, notably English, in primary schools as a result of acknowledging this importance and usefulness. The majority of them had comparable motivations and objectives for such implementation, and many of them ran into difficult obstacles that prevented the expected results. It is important to carefully consider the implementation's ultimate purpose.

It is important to keep in mind that the English curriculum's debut in primary schools is primarily a strategy for addressing and overcoming the aforementioned difficulties. All of this is done in an effort to provide students with the best learning opportunities.

In brief, teaching English in primary schools is a demanding task. Stakeholders need to take into account the constraints that EFL instructors encountered in their teaching. Teaching English in the primary level provides learners more opportunities to understand foreign cultures and to be more tolerant to others. But it needs to be well prepared and organized so that several constraints can be handled and good quality of English teaching can be achieved

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*Chapter Two*  
*Data Analysis and Interpretation*

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**Introduction**

The previous part of this dissertation was the theoretical part that sheds the light on the EFL instructors constraints in general , identifies the theoretical framework and conceptual models related to teaching foreign language , and introduces EFL teaching constraints in primary schools. It is worthy to note that exploring the difficulties that EFL teachers encounter in their teaching is a key to understand the educational system as a whole and develop it.

This chapter is considered as an empirical phase in this study that links all the previous points together. It includes the practical work that took place in the field .In fact, it emphasizes investigating the constraints facing EFL teachers in the Algerian EFL primary school classroom and includes the analysis of data that has been gathered through the use of a mixed questionnaire of the responses and a structured interview. Besides, it entails the interpretation of the responses and the results that have been achieved by the practical work.

In more clear words, this chapter attempts to identify EFL instructors ‘common constraints in teaching primary school learners.

**2.1. Research Design**

In this present study a descriptive method approach is used which is the kind of study in which a quantitative study approach is used.

The benefits of quantitative research are multiple. For example, it makes it possible to measure the theories of how the problem takes place, test the research hypotheses and allow to generalize the research findings (Konfeld, 2010). Johnson and Onwuegbuzie (2004) that quantitative data give strength and believe remove other variable`s influence. This quantitative data is subjective and is away from the researcher`s beliefs as they are numerical.

**2.2. Research Setting**

The information will be gathered at the primary schools of M'sila province on April, 21<sup>st</sup> 2023 at 11:00.

### **2.3. Procedure**

It is time to talk about the procedure and the step-by-step process that this research paper passed through. First of all, before it all started, previous findings of the same theme was gathered; but before collecting these findings, the goal and aim of the research was targeted and on that basis research questions appeared and research hypotheses was suggested. Then, this research demands a quantitative descriptive method to collect and gather data via using a questionnaire to do that. On the one hand, the questionnaire has been given to a randomly chosen English language teachers of primary school of ten (10) female and five (5) male at the primary schools of M'sila province.

The data gathered from the questionnaires is analyzed through the use of two different computer programs: the first is the "SPSS" which stands for the "Statistical Package for Social Sciences," and the second is Microsoft Office Excel 2007.

### **2.4. Method**

The primary goal of the current research project is to examine the instructors' constraints of the English Language at the Primary School this Academic Year. We require information that supports both the nature of our topic and the research methods we are using. Because questionnaires are one of the most widely utilized methods in L2 research to gather attitudinal data, this study uses a questionnaire to gather quantitative data. (Dörnyei & Taguchi, 2010; as cited in El Boukhari Ghirleb, 2015).

Semi-structured elements are included in the questionnaire for teachers. Since the participants, who are the intended subjects of the study, will be a source of some information. . A descriptive design aids in identifying and resolving issues with current practice, the goal

of the study, the sample being examined, the amount of time available, and the type of data collected.

This study is considered as quantitative and qualitative . Numerical measures have been used and included in tables and graphs, in order to gather more information on the phenomena we are studying in addition to participants ‘ interpretation, meanings and visual representation of data on the subject matter.

## **2.5. Teachers Questionnaire**

### **2.5.1. Description of the Recipients**

Ten (15) teachers participated in this questionnaire. They were among the teachers of English of the primary schools in M’sila province.

### **2.5.2. Description of the Questionnaire:**

The questionnaire was distributed to 15 EFL instructors in their some M’sila primary schools. All of them gave back their answers .It is composed of eighteen questions; twelve are closed –ended questions and five are open-ended questions for a more elaboration beyond the question. The participants of the study were from five different primary schools districts in M’sila (namely: Fares El Hocine) and have been teaching various levels in middle school while others teaching is their first experience.

This study sets to explore the different constraints that EFL instructors face in teaching primary school pupils. The questionnaire is consisted of 24 items varied between closed questions and open-ended questions. The 24 items were categorized into three interrelated sections; section one is about participants’ background information (personal data) and their teaching experience (professional data). However, section two is about their EFL constraints that they encounter in teaching primary school pupils, if they receive any. The third section is about EFL instructors’ strategies to overcome the previous constraints, if it is possible for them and other further suggestions or recommendations.

As a part of their participation, participants were asked to answer the questionnaire, to tick the appropriate box, or make full statements when necessary. The respondents' reflections described what they experienced during their EFL teaching in primary school .

### 2.5.3. Aim of the Questionnaire

The aim of embracing this data collection tool is to identify the constraints that EFL instructors encounter in teaching their primary school pupils , how they proceed to overcome the teaching problems , and the recommendations they can give to the future coming teachers, stakeholders and policymakers to overcome their constraints .For this purpose ,a mixed questionnaire for EFL instructors in primary schools in M'sila is administered to collect various data in short period of time.

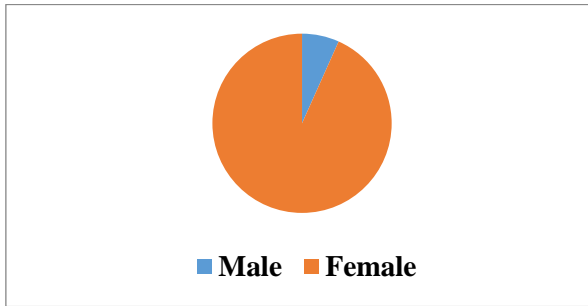
## 2.6. Analysis of the questionnaire

### Section One: General information on- Students Gender and Age

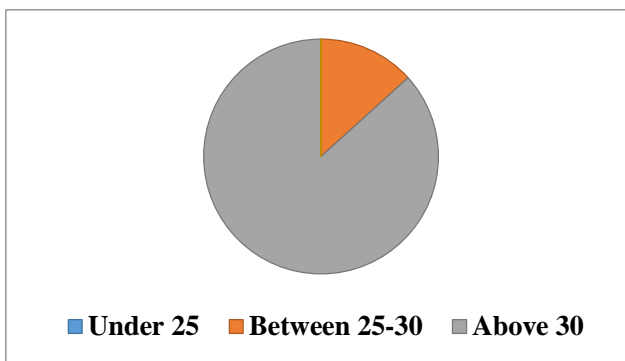
Gender	Frequency	Percentage (%)
Male	1	6.7
Female	14	93.3
Age		
Under 25	0	0
Between 25-30	2	13.3
Above 30	13	86.7

**Table 2.1. Showing teachers' gender and age**

Out of the 15 respondents as shown from table(1), 1(6.7%) is a male while the rest 14(93.3%) were females. This was an indication that female teachers dominated relatively in the study. As well as, teachers of above 30 years old dominated the study with 13(86.7%), and of between 25-30 years old with 2(13.3%) in which none of the teachers is under 25 years old as shown in table(2.1) above.



**Figure 2.1(a). Showing teachers' gender**

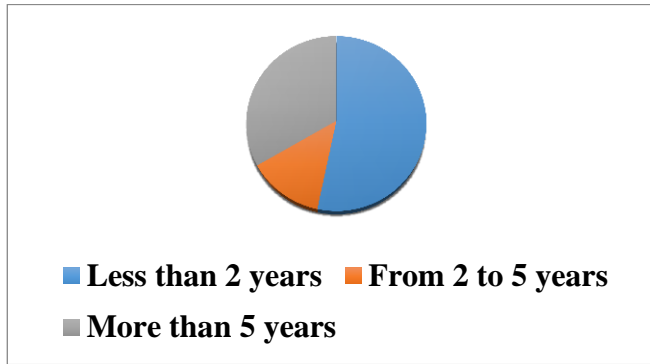


**Figure 2.2. Showing teachers' age**

**Table 2.1. Showing teachers' experience in teaching English**

Choices	Frequency	Percentage (%)
Less than 2 years	8	53.3
From 2 to 5 years	2	13.3
More than 5 years	5	33.4

We can observe that the majority of teachers 8(53.3%) have an experience in teaching English of less than 2 years, while the rest of them 2(13.3%) have from 2 to 5 years' experience. Whereas, 5(33.4%) have more than 5 years' experience as shown in table (2.2).

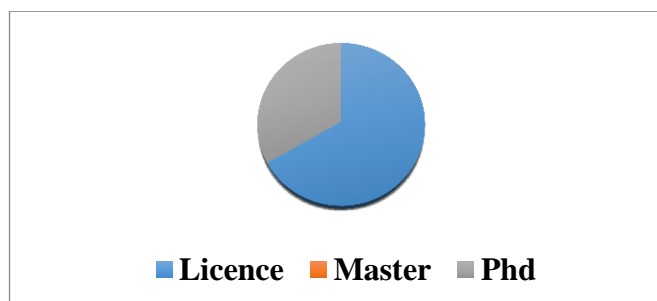


**Figure 2.2. Showing teachers' experience in teaching English**

**Table 2.3. Teachers' educational qualification**

Choices	Frequency	Percentage (%)
Licence	10	66.7
Master	0	0
Phd	5	33.3

We district this question to know teachers' qualification. In which the majority 10(66.7%) have license degree, and around 5(33.3%) have PhD degree while none of them have master degree. The informants' educational qualification illustrated in the following pie chart:



**Figure 2.3. Teachers' educational qualification**

## **Section two: On Constraints Encountered by EFL Instructors Teaching Primary School Pupils**

### **1. What are the main challenges you face as an EFL instructor teaching primary school pupils? And why have you encountered such challenges?**

A lot of teachers answered this open-ended question perfectly. The main challenges that face EFL instructors in teaching primary school pupils are:

Teaching English as a Foreign Language (EFL) to primary school pupils presents several formidable challenges. Managing time effectively becomes a constant struggle, often leaving insufficient hours to comprehensively deliver lessons. The dearth of teaching resources compounds the issue, requiring educators to improvise and innovate continually. Overcrowded classrooms exacerbate noise levels, disrupting discipline and impeding the achievement of lesson objectives. Transportation difficulties between schools add an additional layer of complexity. Interference between the native language (L1) and the target language (L2), particularly in cases of French and English, demands extra effort and repetitive explanations. The curriculum itself, requiring sessions longer than 45 minutes or more frequent classes, may not suit the needs of third-year pupils. Language barriers and cultural disparities further complicate effective communication and instruction. Moreover, adapting to pupils' varying learning levels and competencies while combating a lack of motivation poses yet another substantial challenge in the realm of EFL education.

### **2. How do these challenges impacted your ability to effectively teach EFL to primary school pupils?**

Teaching English as a Foreign Language (EFL) to primary school pupils demands a constant quest for innovative strategies and techniques to effectively manage classes. Success hinges on the teacher's diligent efforts, incorporating suitable methods, materials, and

meticulous planning to yield positive outcomes. These challenges profoundly influence the learning process as students require comprehensive skill development, starting from listening comprehension, which necessitates specialized materials. Achieving 100% efficiency may not always be feasible, but striving for it remains a priority. Coping with these challenges sometimes leads to the misallocation of efforts and time, although the relentless pursuit of solutions mitigates their impact. Effective time management becomes pivotal, allowing teachers to cater to individual student abilities. The absence of essential teaching aids like projectors, clocks, and photocopies can be circumvented through resourcefulness, such as printing exercises and utilizing creative tools like flashcards. However, overcrowded classrooms disrupt students' concentration, hampering discipline and undermining lesson objectives, resulting in boredom and repetition. Additionally, interference between the students' native language (L1) and English (L2) places added strain on educators, necessitating repeated explanations and extra teaching hours.

**3. How do you assess the language proficiency of your primary school pupils? Are there any constraints that limit your ability to do so?**

To optimize word retention, I utilize mnemonic aids like images, gestures, and sound, emphasizing accurate pronunciation and embedding words in concise sentences. For instance, in self-introduction lessons, students gradually build sentences, starting with basics like "My name is... and I am... years old," progressively adding more details. While my students are genuinely enthusiastic about learning English, the only significant constraint is time. Informal assessments are occasionally hampered by the large class size. Our curriculum emphasizes listening and speaking activities across two units with four subsections each, promoting active engagement. Assessing language proficiency relies on various measures like standardized tests, observation, and interviews, though resource and time limitations can impede comprehensive evaluation.

#### 4. How do these constraints affect the teaching and learning process of EFL instruction?

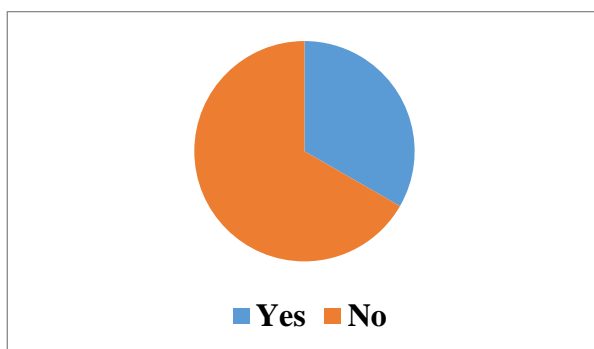
Teaching this language is relatively straightforward due to its simplicity and rapid acquisition. However, constraints such as limited resources, cultural disparities, low learner motivation, and time limitations can hinder the availability of teaching materials and the application of effective methods. Engaging all students in reading and writing sessions can also be challenging. Moreover, managing large class sizes, sometimes exceeding 300 students, places a significant burden on teachers, affecting their well-being and performance. These constraints have a considerable impact on the learning and teaching process, demanding a substantial amount of resources and effort to overcome.

#### 5. Do you think that there is a mismatch between the English language curriculum and the needs of primary school pupils? If yes, why? please, Justify.

Choices	Frequency	Percentage (%)
Yes	5	33.3
No	10	66.7

**Table 2.4. Teachers' views about mismatch between English curriculum and pupils' needs**

We can notice that the majority of teachers 10(66.7%) stated that the English language curriculum don't match the primary school pupils needs, while the rest of them 5(33.3%) think the opposite as shown in table (...) and illustrated in the following chart:



**Figure 2.4. Teachers' views about mismatch between English curriculum and pupils' needs**

**- Justification**

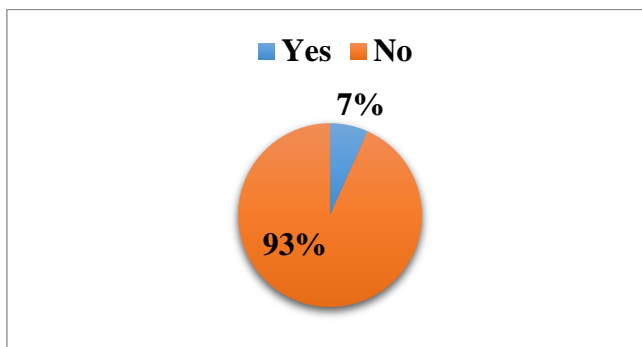
Indeed, as an EFL teacher with experience in teaching primary school students, I've observed that the curriculum often includes extraneous information that doesn't align with the specific needs and competencies of young learners, especially when acquiring a new language. Replacing conventional lessons with more engaging, enjoyable, and interactive approaches would be more beneficial. The exercises in the textbooks can be challenging and not well-suited to the students' age group, particularly as the emphasis is predominantly oral. Young learners often require activity-based materials to effectively absorb and consolidate information. This disconnect between the curriculum and the needs of primary school pupils seems evident, as the curriculum tends to prioritize academic skills over practical language acquisition.

**6. Is the current weekly timing enough to cover all the skills required in the EFL primary school curriculum? If no, justify.**

<b>Choices</b>	<b>Frequency</b>	<b>Percentage (%)</b>
Yes	<b>1</b>	<b>6.7</b>
No	<b>14</b>	<b>93.3</b>

**Table 2.5. Teachers' views about the current weekly timing**

Through this table, we have noticed that 14(93.3%) don't think that the current weekly timing is enough to cover all the skills required in the EFL primary school curriculum while only one teacher 1(6.7%) claimed by the opposite.



**Figure 2.5. Teachers' views about the current weekly timing**

**- Justification :**

The acquisition of the four essential language skills (reading, listening, speaking, and writing) by young learners necessitates ample time and attention. However, the considerable number of young students in classrooms demands more time to cater to their specific needs and facilitate skill development aligned with the curriculum. The extended lesson units, lasting 45 minutes, often prove insufficient to thoroughly explain concepts and address exercises, especially in the context of oral expression where engagement of all learners is essential. This time constraint can impede skill acquisition and hinder the success of lessons, particularly when additional tasks and exercises are required for effective practice. Moreover, overcrowded classrooms, with over 30 pupils, may make it nearly impossible to adequately cover all the skills required for language proficiency.

**7. Have you received any formal training or qualified guidance specifically related to teaching EFL to primary school pupils ? If yes, can you describe the training program(s)?**

Choices	Frequency	Percentage (%)
Yes	10	66.7
No	5	33.3

**Table 2.6. Teachers' perception towards formal training**

We district this question to teacher to figure out if they have a formal training or a qualified guidance specifically related to teaching EFL to primary school pupils, in which 10(66.7%) stated that they have a formal training, and around 5(33.3%) claimed by the opposite. The informants answers illustrated in the following pie chart:



**Figure 2.7. Teachers' perception towards formal training**

#### **- Justification**

Indeed, training initiatives played a significant role in our professional development. At the start of the academic year, we underwent a comprehensive 12-day training program, followed by an additional two-week session during Ramadan. These training periods covered a diverse range of topics, including curriculum, legal aspects, educational values, counseling, psychology, and educational sciences, alongside department management and more. These opportunities not only enhanced our understanding of modern teaching methodologies but also underscored the importance of recognizing individual differences among students and understanding their learning processes. Our interactions with inspectors were particularly beneficial, spanning various subjects such as didactics, curriculum, psychology, assessment and evaluation, professional ethics, educational ethics, and technology in education. While the initial training phase leaned more toward theory, we look forward to the practical aspects, slated for July, with the hope that they will provide valuable hands-on experiences. Overall,

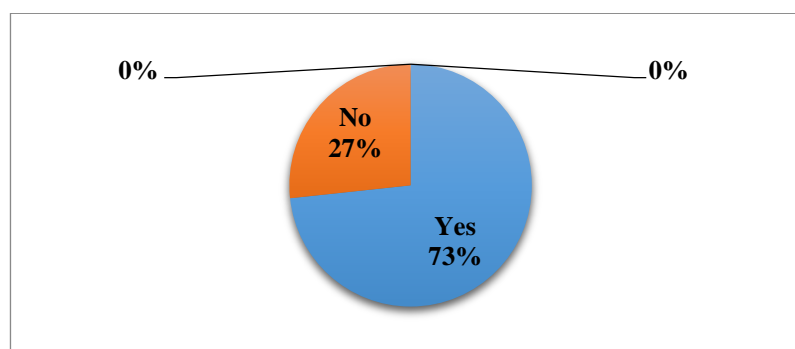
the training program encompassed a wide array of materials and teaching methods, enriching our knowledge of educational practices and school regulations.

**8. Do you think that the lack of adequate instructional materials and technological resources affect your teaching ?If yes , how ?**

Choices	Frequency	Percentage (%)
Yes	11	73.3
No	4	26.7

**Table 2.7. Teachers' perceptions about the lack of adequate materials and technological resources**

Teachers are asked to give their views about if the lack of adequate materials and technological resources affect their teaching process, in which 11(73.3%) answered by "Yes" while the other remain teachers 4(26.7%) answered by "No".



**Figure 2.8. Teachers' perceptions about the lack of adequate materials and technological resources**

**- Justification :**

The utilization of instructional materials and technological resources has been indispensable in the teaching and learning process. These tools not only simplify the teaching process but also enhance the learning experience, creating room for supplementary activities. They are particularly crucial for developing listening and speaking skills, as they provide videos, scripts, and visual aids that align with lesson objectives. Furthermore, these resources

play a pivotal role in maintaining learner engagement and motivation throughout the lessons. They are instrumental in addressing challenges related to time management and overcrowded classrooms. For learners, these materials are especially valuable as they introduce them to a new subject, making complex topics more accessible. Overall, these instructional materials and technological resources significantly facilitate the explanation and retention of information, benefiting both teachers and students alike.

### 9. What challenges do you encounter in creating effective lesson plans?

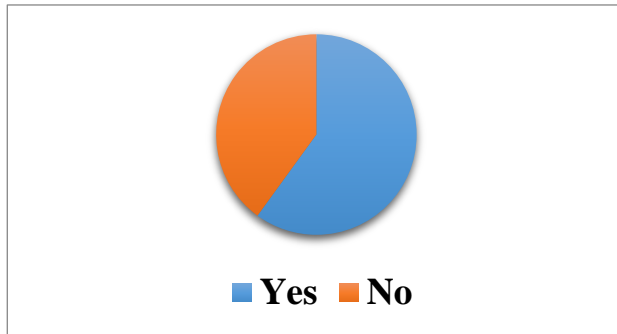
Creating an effective lesson plan as a teacher can be quite challenging, particularly when striving to accommodate varying levels of student comprehension within a single class. Often, the lesson plan doesn't align perfectly with every section, leading to deviations from the original plan. Time constraints can also hinder the completion of a full lesson. The process of crafting a comprehensive lesson plan can be both physically and mentally demanding, especially when teaching across different primary schools. Additionally, the reliance on lesson plans from other educators and inspectors can be necessary, but it's worth noting that many of these plans may not include ICT components due to limited technology access in Algerian schools. Key aspects of lesson planning, such as defining clear objectives, creating effective assessments, and preparing suitable teaching materials, add further layers of complexity to the process.

**10. Do you find it difficult to integrate ICT's in overcrowded classroom? If yes, mention them.**

Choices	Frequency	Percentage (%)
Yes	9	60
No	6	40

**Table 2.8. Teachers' views about the difficulties in integrating ICT's in overcrowded classroom**

When asking the teachers about their views about the difficulties in integrating ICT's in overcrowded classroom, the majority of the respondents, 9(60%) from a total of (100 %) of the teachers stated that they face difficulties, whereas six (06) informants, representing the percentage of (40%) claimed by the opposite. The following figure illustrates their answers:



**Figure 2.9. Teachers' views about the difficulties in integrating ICT's in overcrowded classroom**

#### **- Justification**

ICT tools hold significant importance and effectiveness, particularly in the context of overcrowded classrooms. However, it's noteworthy that these resources are not widely accessible in Algerian primary schools. When available, integrating ICT tools into the educational process can be highly beneficial. They have the capacity to capture students' attention, fostering interactivity and engagement. It's essential, though, to employ these tools thoughtfully, ensuring their appropriateness and timing align with students' needs, preferences, and the specific requirements of the subject being taught.

**11. Do you think the textbook quality (language , instructional methods , illustrations, content...etc) improve or hinder the learning outcome for young learners ? If yes, why ?**

Choices	Frequency	Percentage (%)
Yes	5	33.3
No	10	66.7

**Table 2.9. Teachers' views about the textbook quality**

We district the teachers to answer this close ended question about if they think that the textbook quality (language, instructional methods , illustrations, content...etc.) improve or hinder the learning outcome for young learners. In which the majority of the informants 10(66.7%) claimed that think that the textbook quality (language , instructional methods , illustrations, content...etc.) does not improve or hinder the learning outcome for young learners, and around 5(33.3%) stated by the opposite. The answers of the informants illustrated in the following chart:

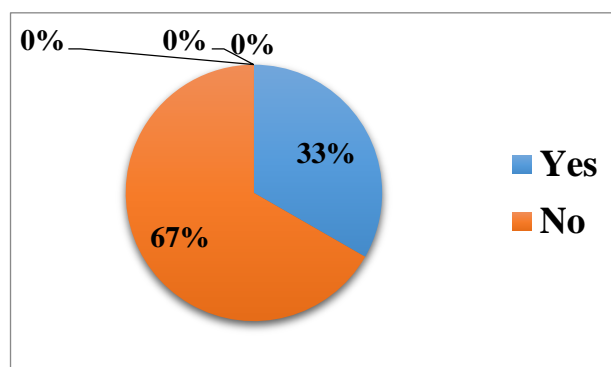


Figure 2.10. Teachers' views about the textbook quality

### **Section three: EFL instructors' strategies to overcome constraints**

#### **1. What strategies do you find effective in engaging primary school pupils to improve their English language skills?**

Enhancing language education involves a multifaceted approach. First, there's a focus on cultivating academic language proficiency and fostering increased classroom interaction. This is achieved through activities aimed at improving listening skills, such as using audio videos and songs, and honing speaking skills through communication-based tasks. Technology plays a pivotal role in this process, aiding in creative writing, incorporating

music, offering incentives for participation, and encouraging conversational practice. Creating a safe and comfortable learning environment is paramount, leveraging visual and tactile teaching aids to make language acquisition a fun and engaging experience. Recognizing that each pupil has their unique learning style, whether technical or kinesthetic, emphasizes the importance of colorful visuals, storytelling, and music to make learning enjoyable and effective. Ultimately, this holistic approach caters to the diverse needs and preferences of young learners.

**2. What strategies do you use when the time allocated is not enough for teaching English subject to your pupils ? (Please explain).**

In managing my teaching approach, I prioritize clarity and comprehension by emphasizing the main ideas with fewer tasks and minimizing homework demands. I adhere to a structured lesson plan with designated timeframes, and if necessary, extend the lesson to the next session. To facilitate learning, I rely on tools like flashcards to reduce writing requirements and incorporate music for engaging listening experiences. Occasionally, I adjust my schedule to allocate more time when needed, even providing printouts to save time on handwriting tasks. I sequence lessons progressively, moving from easier to more challenging content, often incorporating storytelling and adaptable narratives. Visual teaching aids and enjoyable exercises help create an interactive and engaging learning environment. Lastly, I meticulously plan my lessons in advance, prioritizing crucial topics and concepts, ensuring a well-organized and effective teaching approach.

**3. Do you find games, songs, and visual aids more effective in engaging and in improving primary school pupils' language skills?**

Choices	Frequency	Percentage (%)
Yes	14	93.3
No	1	6.7

**Table 2.10. Teachers' Perception towards the use of games, sons and visual aids**

This question aimed at knowing Teachers' Perception towards the use of games, sons and visual aids. The majority of the informants 14(93.3%) stated that the use of games, sons and visual aids are effective in engaging and improving primary school pupils' language skills, while the other remain informants 1(6.7%) stated by the opposite. The informants' responses are summarized in the following figure:



**Figure 2.11. Teachers' Perception towards the use of games, sons and visual aids**

**4. How do keep your pupils motivated and engaged during the English language classes?**

Maintaining an engaging and interactive classroom is crucial, achieved by ensuring lessons are interesting and encouraging active participation while fostering personal connections with students. Employing strategies such as songs, brainstorming sessions, and icebreakers adds an element of fun and interaction to learning. I often teach lessons in a humorous manner and incorporate games into exercises to keep the atmosphere lively.

Motivation plays a pivotal role; I express gratitude, offer incentives like gifts, and introduce friendly competition to spur students' enthusiasm. Adhering to a learner-centered approach is essential, tailoring lessons to their needs and preferences. Games, songs, and role-playing activities take precedence over traditional handwriting tasks, aligning with students' inclinations. Additionally, challenge games, whether team-based or peer-driven, along with role-playing and drawing exercises, add variety and excitement to the learning process.

**5. What strategies do you use to differentiate between the instructions based on students' individual needs and their learning styles?**

An array of strategies can be effectively employed in the classroom, including cooperative learning, brainstorming sessions, and real-time educational feedback. Recognizing the diversity of learning styles among students, it's essential to offer various materials, group students based on their abilities and preferred learning styles, and provide personalized instruction and feedback. Diversifying teaching methods and approaches helps accommodate individual preferences and styles of learning. Assigning a variety of tasks, both in-class and for homework, and employing different teaching techniques adds depth to the learning experience. Alongside these approaches, informal assessments and regular diagnostic evaluations contribute to a comprehensive and adaptable teaching environment, ensuring each student's unique needs are addressed.

**6. In your opinion, how do these constraints impact the teaching and learning process?**

These constraints indeed hamper the effectiveness of the teaching and learning process. The limitations imposed by these factors have compelled educators to adapt swiftly to traditional teacher-centered learning methods, adding complexity to the teaching environment. This constant adaptation requires teachers to frequently adjust the curriculum to align with the specific needs and circumstances of their learners, making the teaching process more challenging and dynamic.

**7. According to your experience, which constraints are the most challenging to overcome? and what strategies and solutions are more effective in overcoming them ?**

Moving between schools indeed poses a substantial challenge, and it is my hope that this pressure will diminish in the future. The primary constraint is often the necessity to manage multiple schools simultaneously, which can be demanding. Time, cost, and resource limitations are also significant challenges to tackle. Effective strategies for overcoming these constraints encompass meticulous project planning, efficient resource allocation, and cost-effective measures. Leveraging technology, including automation, can streamline processes, reducing both time and cost constraints. Collaborative communication via digital platforms can ensure optimal resource utilization. Ultimately, addressing these constraints should be a collective responsibility, not solely the burden of teachers.

**8. What do you suggest to improve the EFL instruction in Algerian primary schools?**

Several valuable suggestions can help alleviate the constraints and challenges faced in teaching English as a foreign language in Algerian primary schools. These include extending class durations beyond the current 45 minutes to allow for more comprehensive lessons and providing activity and exercise books to enhance student engagement. Additionally, supplying essential teaching aids and materials would facilitate effective instruction. Incorporating more visual aids like data projectors and interactive whiteboards, along with allocating more time for English language sessions, would enhance the learning experience. Increasing professional development opportunities for teachers, introducing engaging materials and activities, and improving access to technology such as computers and tablets are essential steps. The integration of ICTs into the curriculum can help address issues related to time management, overcrowded classrooms, and student motivation. Moreover, offering technology for training, educational games, and presentation files can further enrich the learning process. Adapting teaching methods to suit individual learners' abilities and reducing class sizes can be

beneficial. Finally, providing qualified teachers through ongoing training programs, focusing on practical skills, technology integration, and interactive teaching methods, would ensure a more effective EFL education system.

### **2.7. Discussion of Questionnaire Results**

The discussion of the teachers' questionnaire results on investigating EFL instructors' constraints encountered in teaching primary school pupils reveals valuable insights into the challenges faced by instructors in this specific context. The findings shed light on various constraints that impact the teaching and learning process, providing a foundation for understanding the underlying issues and exploring potential strategies for improvement.

One of the key findings from the questionnaire is the constraint of limited resources. Many teachers reported a lack of adequate teaching materials, technological tools, and learning resources, which hindered their ability to effectively engage and support primary school pupils in their English language learning journey. This constraint highlights the importance of resource allocation and the need for schools and educational authorities to invest in providing teachers with the necessary materials and tools to enhance their instructional practices.

Another significant constraint identified in the questionnaire results is large class sizes. Many teachers expressed difficulties in managing large groups of primary school pupils, leading to limited individual attention and reduced opportunities for interactive and personalized instruction. This constraint emphasizes the need for class size reduction or the implementation of strategies such as cooperative learning or differentiated instruction to address the diverse needs and abilities of pupils within the constraints of larger class settings.

The questionnaire results also highlighted the constraint of time limitations. Teachers reported feeling overwhelmed by the curriculum demands and the limited time allocated for English language instruction. This constraint underscores the importance of optimizing

instructional time and integrating English language learning across different subjects and activities to create a more immersive and integrated learning experience for primary school pupils.

Additionally, the questionnaire results indicated that language proficiency and pedagogical training were identified as constraints by some EFL instructors. Teachers expressed a need for ongoing professional development opportunities to enhance their own language proficiency and instructional skills. This finding emphasizes the significance of continuous teacher training and support to equip instructors with the necessary knowledge and competencies to effectively teach English to young learners in primary schools.

All in all, the discussion of the questionnaire results provides valuable insights into the constraints encountered by EFL instructors in teaching primary school pupils. The findings highlight the importance of addressing resource limitations, class size issues, time constraints, and the need for ongoing professional development. By recognizing and understanding these constraints, stakeholders in the field of English language education can work towards implementing targeted interventions and strategies to support EFL instructors and optimize the teaching and learning experience for primary school pupils.

## **2.8. Classroom Observation**

The classroom observation is a one of the key methods used to study and assess teaching. i.e , to measure and evaluate the quality and effectiveness of teaching .The data gathered from classroom observation is usually supplemented by evidence drawn from other sources , such as pupils performance or evaluation , reviews of teaching materials , administrative reviews , the instructor's own self –assessment , etc. However , classroom observation is the assessment method that provides the most direct data about the instructor's act of teaching .(MacDonald ,2016, p.1).

### **2.8.1. Description of Classroom Observation**

Classroom observation falls within the qualitative method that facilitates the direct collection of data on certain behaviour. It focuses on how common this type of behaviour is in the classroom. It is typically used by the class teacher or a visitor to the class who is usually referred to as a participant observer. The number of occasions for classroom observation is not limited because it is mostly determined by the study or visit's objective (Westat, 2002).

Our classroom observations took place at some primary schools with third-year pupils in M'sila province. Starting on the 18th of April and ending on the 16th of May. These observations lasted two weeks and involved two different primary schools. We began by participating at the first school with a class of 36 pupils. We attended two sessions with this group, which ran from 10:00 a.m. until 12:00 a.m. The other class from the second school had sessions from 13:00 a.m. to 14:00 p.m. and this class included 30 pupils.

The observations were noted using a checklist (Appendix B) which was divided into six sections that are as follow: classroom environment, Lesson Planning and Delivery, language use, Student Engagement and Participation, assessment and feedback and classroom management which cover if teachers motivate their students to talk and interact, and the techniques they employ to improve students' achievement, their discipline problems...etc

### **2.9. Analysis of Classroom Observation**

Observation was the second tool used in this study. The researcher observed two classes with third year primary school pupils in order to collect data on teaching English challenges at primary school. The majority of the pupils were enthusiastic and willing to express themselves in English, whereas others were hesitant and not really interested. The researchers were attentively noting as they went through a checklist.

The English lesson began with the teacher introducing the topic of "Fruits and Vegetables" to the students. The teacher used a combination of verbal and visual aids such as flashcards and real-life objects to introduce the vocabulary to the students. The students

appeared engaged and enthusiastic throughout the lesson, with many eager to participate in the class discussion and activities.

However, it was observed that some students struggled with basic English pronunciation and grammar. The teacher seemed to be aware of this and took extra time to explain the correct pronunciation and usage of certain words. It was also observed that some students were struggling to understand the instructions given in English, which caused some confusion and frustration.

The teacher made efforts to simplify instructions and provide examples to help students understand better. The teacher also encouraged students to ask questions and sought feedback from them on their understanding of the lesson.

Despite the challenges, it was clear that the teacher was making a genuine effort to teach English effectively and engage students in the learning process. The use of visual aids and real-life objects appeared to be a successful approach in helping students understand the vocabulary.

The teacher established a comfortable and encouraging environment for his pupils. The teacher motivated them to participate in the discussion by asking them to share their thoughts freely or speak about any topic they want to present. He also pushed them to overcome their shyness by requiring some students to give an oral presentation because they do not participate in class. Because of time constraints, the teacher used certain limited techniques; topic discussions were dominant in most of the sessions, another technique that he used was oral delivery for those who do not engage regularly if never. His objective was monitoring his students in the classroom.

### **2.10. Discussion of the Classroom Observation Results**

Based on the classroom observation, several key findings were identified regarding the challenges of teaching English in third-year primary schools in Algeria.

Firstly, the teacher demonstrated a strong command of the English language and was able to communicate effectively with the students. However, some of the students struggled with pronunciation and struggled to understand certain English words and phrases. This suggests that the teacher needs to pay closer attention to phonics instruction and vocabulary building in order to improve the students' language skills.

Secondly, the teacher used a variety of teaching methods, including group work, pair work, and whole-class instruction. While this approach was effective in engaging the students and promoting collaboration, some students appeared to struggle with individual attention and needed more one-on-one support. This indicates that the teacher should consider incorporating more individualized instruction or tutoring to meet the needs of these students.

Thirdly, the classroom environment appeared to be conducive to learning, with students actively participating in the lesson and working collaboratively with their peers. However, there were some behavioral issues, such as students talking out of turn or not staying on task, which may have disrupted the learning process. The teacher may need to implement more strategies to manage classroom behavior and maintain a more focused learning environment.

This observation suggests that while teaching English in third-year primary schools in Algeria presents some challenges, teachers are making efforts to overcome these challenges and engage students in the learning process. However, there is still a need for further support and resources to help teachers develop effective strategies for teaching English as a new experience in Algeria.

## General Conclusion

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### General Conclusion

The ultimate aim of this study was to figure out the constraints facing EFL instructors in teaching primary school pupils. The case of this study, EFL teachers of M'sila primary schools, were expected to face various challenges in their teaching.

In order to study this issue, two chapters were drafted. The first and second chapters were the theoretical part associated with main themes.

The second chapter was the methodological part in which we gave the reader information about the case study in hand, research methodology, research participants and instruments. Also, we provided the reader with detailed analysis of the results gathered from the research tools that were used; namely the questionnaire that was distributed to fifteen EFL teachers and an interview to three EFL inspectors of primary school in M'sila. The participants answered the questions and gave their opinions and suggestions in the process of teaching and learning primary school pupils to draw a complete image about the constraints facing EFL teachers in teaching primary school pupils, and find out how they proceed to overcome them. By the end, recommendations were offered to contribute to the improvement of the teaching practices of EFL instructors in teaching primary school pupils in Algeria.

From the results of this study the following points should be emphasized. FL teachers have a major role in determining the success of the educational process. In fact, good teachers guarantee students' learning to a great extent. Based on literature reviewed in this study, teacher preparation process in Algeria is left without any evaluation. This delay in renewing the latter implies enormous challenges for EFL instructors in teaching their primary school pupils. Also, the constraints is not an easy task and creates a reality shock to EFL teachers. Therefore, a good preparation process is highly recommended.

In order to ensure the success of the renewal of teacher preparation process, EFL teachers in primary schools should be introduced to different procedures of ....to respond

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appropriately to their individual teaching needs and overcome their constraints. These procedures should start by pre-service training which must equip EFL primary school teachers with much practical skills to solve their tomorrow living teaching problems. In addition , EFL teachers in primary schools need support from their colleagues (especially their mentors ) , administration and inspectors .Moreover , it is worth mentioning that EFL instructors must depend on their individual efforts , enthusiasm , making research and self-confidence to be able to overcome their teaching obstacles. This can be achieved through reflecting on teaching practices (classroom instruction and keeping planning) , video recording of their own teaching , conducting action research and keeping learning logs.

### **1. EFL instructors accessing appropriate teaching materials**

EFL instructors in Algerian primary school may encounter several constraints when it comes to accessing appropriate teaching materials. Some of these constraints include: 1..limited availability , there may be a limited supply of appropriate teaching materials , such as textbooks, workbooks, audio and video materials , and technology .

2.Outdated materials , the materials that are available may be outdated , irrelevant to students' interest and needs , or not aligned with the curriculum eg ; a textbook may focus on rote memorization of vocabulary and grammar rules rather than communicative language learning approaches.

3. Insufficient variety , there may be a lack of materials , which can make it challenging for teachers to provide engaging and diverse lessons that cater to the needs of all learners .

4.inadequate quality , some of the materials may be of poor quality , with errors in grammar or content , which can undermine the effectiveness of the instruction e.g. :a grammar workbook may contain errors in inconsistencies , which can make it challenging for student to apply the grammar rules correctly. .

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5.cost , even when materials are available , they may be too expensive for schools or teachers to afford , especially in rural or low income areas e.g. : a set of audio materials or a digital platform may require a subscription or a fee , which may be beyond the budget of the school or the individual teacher.

6.language barriers , some materials may not be available in the local language or may be in language that is too advanced for students.e.g :a textbook may be written in a foreign language that is not the students ‘ native language , making it challenging for them to understand and engage with the material.

Addressing these constraints will require collaboration between the Ministry of National education , publishers , and teachers to ensure that appropriate , high quality teaching materials are available and accessible to all EFL instructors in Algerian primary schools.

This may involve the development of new materials that are aligned with the curriculum , the provision of teacher training on how to use and adapt existing materials , and the use of technology to increase access and flexibility in the delivery of materials .

### **2. EFL instructors lack of resources and limited use of ICT’s in the classroom**

EFL instructors in Algerian primary school may encounter several constraints related to the lack of resources and limited use of ICT’s in the classroom

1. Limited access to technology , many primary schools in Algeria especially in the case of M’sila schools do not have access to computers , tablets , or other digital devices due to lack of funding or infrastructure .this can make it difficult to incorporate ICT’s into their instruction , e.g. : they may not be able to use online language learning resources or digital textbooks to support students’ language development .

2.limited internet connectivity : even if schools have access to technology , they may not have reliable internet connectivity , which can limit their ability to use online resources

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,e.g. :EFL instructors may not be able to use video conferencing tools to connect with other teachers or students from different regions in Algeria.

3.insufficient training , EFL instructors may not have received adequate training on how to effectively integrate ICT's into their teaching practices. This can make it difficult for them to create engaging and effective language learning experiences for students .eg : they may not know how to use educational apps or digital resources to support students ' language development.

4.inadequate infrastructure , schools in M 'sila not have the necessary infrastructure to support the use of digital devices in the classroom.eg : there may not be enough electrical outlets or charging stations to support the use of tablets or laptops.

5.lack of funding : schools may not have the necessary funds to purchase digital devices or access online language learning resources ,which can limit the ability of EFL instructors to provide students with high quality language learning experience.

6.limited availability of ICT resources.

7.limited teacher student interaction : EFL instructors may be hesitant to use ICT's in the classroom due to concerns about reduced interaction between teachers and students , which can be critical for language learning .

In terms of source, children need to be explained concretely through demonstrations and realia. It means that they need something real rather than theories 0They need media that can help them understand the lesson .However , the lack of sufficient teaching aids , the teachers will not able to provide fun activities which engage the student's physical movements

These constraints related to lack of resources and limited use of ICT's can make it challenging for EFL instructors in Algerian primary schools to provide students with high quality language learning experiences that support their linguistic and cultural development.

### 3. Constraints related to pedagogy and teaching methods in M'sila primary school context

There could be a variety of constraints related to pedagogy and teaching methods in the context of M'sila primary school .some potential constraints could include:

**3.1. Pedagogical challenges:** EFL instructors in M'sila primary schools may face several constraints related to pedagogy including:

1. lack of training : many EFL instructors in M'sila may lack the necessary training to implement effective pedagogical techniques in the classroom. Without proper training, instructors may struggle to engage students , create effective lesson plans , and assess student progress.

2. Large class size : in M'sila primary school classrooms can often be overcrowded , with as many as 40-45 student in a single classroom .this can make it challenging for instructors to give individual attention to each student and implement interactive teaching techniques .

3. limited communicative competence : traditional teaching methods in M'sila tend to focus on grammar and translation , which may not adequately prepare students to communicate effectively in English .EFL instructors may find it challenging to incorporate communicative activities into their lessons , such as pair or group work, role play and discussions4.limited access to technology : many primary schools in M'sila do not have access to technology such as computers , tablets , or interactive whiteboards , which can limit the types of activities EFL instructors can use in their lessons.eg, it may be difficult to incorporate interactive multimedia materials or online resources into lessons.

4.limited professional development :EFL instructors in Algeria may not have access to professional development opportunities or training in modern teaching methodologies that emphasize communicative competence and the integration of technology.6.language barriers , EFL instructors may face language barriers with students who have limited English proficiency which lead to difficulty to communicate effectively and deliver lessons in English.

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These pedagogical challenges can make it difficult for teachers in primary schools to provide effective English language instruction. It is important for policymakers and educators to address these challenges by investing in teacher training and development , providing resources and support , and promoting a more communicative and technology driven approach to EFL instruction.

The first challenge that relates to the internal factors is a pedagogy competence dealing with the proper use of teaching strategies .Several new learning strategies such as communicative Language Teaching (CLT). ,Task-Based Learning (TBL) and the like exist in language teaching and learning. However ,the teachers may find it challenging to introduce those strategies for several reasons. It may be difficult teaching large groups of students where the resources are limited .Therefore the teachers need to try harder to implement those learning strategies effectively.

### **3.2. Difficulty in using effective teaching methods**

There are several difficulties that EFL instructors encounter in using effective teaching methods in Algerian primary schools:

1.large class sizes , EFL instructors often have to teach large classes , which can make it difficult to implement student centered teaching methods that require individual attention and interaction. This can result in a teacher centered approach that does not effectively engage all students.

2.limited resources , many primary schools in Algeria lack basic resources such as textbooks, audiovisual aids , and technology .this can make it difficult for teachers to use a variety of teaching methods and resources that can enhance student learning.

3.limited training , EFL teachers often lack sufficient training in pedagogy and language teaching methodology .they may rely on traditional methods such as rote memorization even if they are less effective. His can make it challenging for them to effectively apply different

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teaching methods and adapt to the needs of their students., also , some teachers may be resistant to adapting new teaching methods or incorporating technology into their classrooms this can be due to a lack of familiarity with these methods or concerns about the effectiveness of new approaches.

4.limited time :it is another constrain for EFL teachers in primary school to cover the curriculum and prepare for exams , which can make it difficult to implement effective teaching methods that require additional time for planning and preparation.

5.language proficiency : EFL instructors may themselves struggle with their own limited proficiency in the language which can make it challenging for them to effectively teach the language and implement effective teaching methods.

6.limited exposure to English outside the classroom , students in primary schools have limited exposure to English outside the classroom which impede EFL instructors using of methods that enhance their language skills and to work within the limited time available to help them develop their English proficiency.

7. lack of professional development opportunities , EFL instructors encounter a challenges related to professional development opportunities such as workshops , seminars , or training programs , may be scarce or inaccessible , which can hinder instructors ability to update their teaching methods and stay current with best practices in EFL instruction.

8.limited assessment tools , an effective assessment is crucial for evaluating students ‘ progress and tailoring instruction to their needs , but if instructors have limited access to appropriate assessment tools , it can hinder their ability to accurately assess students English language proficiency.

**4. Pedagogical approaches and teaching methods used by EFL instructors in M’sila primary schools.**

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The pedagogical approaches used by EFL instructors in M'sila primary schools in Algeria may vary depending on the individual instructors preferences and the specific context .however , some common pedagogical approaches that may be used by EFL instructors in M'sila primary schools could include:

**1.Grammr translation approach** : this traditional approach focuses on teaching grammar rules and vocabulary through translation exercises and rote memorization.it may involve the use of textbooks ,workbooks, and drilling exercises to reinforce grammatical concepts.

**2.communicative approach** , this approach emphasizes the development of communication skills in real life situation .EFL instructors may use activities that encourage the four skills such as role plays ,discussions , group work ,and pair work.

**3.Task based language teaching (TBLT)** this approach involves students engaging in language learning tasks that are meaningful and purposeful .EFL instructors may design tasks that require students to use English to complete real world activities , such as problem solving , information –gap activities , and project –based learning.

**4.Content –Based Language Teaching (CBLT)** :This approach integrates language learning with subject content , such as science , social studies ,or other topics. FL instructors may use content- based materials and activities to teach language skills in the context of meaningful content ,allowing pupils to develop language proficiency while learning about other subjects.

### **5.Content-based language**

**6.mixed method approaches.** It is important to note that the pedagogical approaches used by EFL instructors in M'sila primary school may be influenced by various factors such as the students 'age , language proficiency level , class size , available resources, and cultural context .EFL instructors may adapt their teaching methods and techniques to suit the needs and characteristics of their pupils and the local context. Examples of specific activities, techniques ,

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and strategies used within these approaches may vary depending on the individual EFL instructors' preferences, expertise, and classroom dynamics.

Overall, the choice of pedagogical approaches may vary among EFL instructors and schools in M'sila primary school context. In Addition to that EFL instructors may encounter several constraints related to teaching methods some of them include lack of training, EFL instructors face constraints related to insufficient training in modern teaching methods and pedagogies.

Many instructors may not have received adequate professional development or training opportunities to update their teaching practices and may rely on traditional teacher-centered approaches that focus on rote memorization and grammar drills rather than communicative language teaching methods. Because of limited training opportunities EFL instructors in M'sila primary schools may not be familiar with learner-centered approaches such as project-based learning or task based language teaching, which prioritize communication skills and real life language use.

As a result, EFL instruction may be more focused on grammar rules and vocabulary memorization rather than developing learner's speaking and listening skills. Large class sizes which can hinder the effective implementation of interactive and participatory teaching methods, with overcrowded classrooms, it may be challenging for instructors to engage all students, provided individualized feedback, and facilitate meaningful interactions among students.

It is difficult to EFL instructors to conduct pair or group activities, facilitate discussions, or provide individual attention to each student this lead to a more teacher centered approach where the instructor dominates the classroom discourse and students have limited opportunities to actively practice and use the English language in a meaningful way. Limited access to teaching resources and materials include lack of updated textbooks, and technology resources, such as computers, multimedia, and internet access, which can enhance the effectiveness of teaching

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methods eg : without access to authentic and up to date teaching instructors may struggle to provide relevant and engaging content that is aligned with students interests and needs.

.Additionally , the absence of technology resources may limit the use of interactive multimedia tools , online resources , and language learning software that can enhance learners' language skills and motivation. In summary, EFL instructors in Msila primary school context may face constraints related to lack of training in modern teaching methods, large class size ,limited access to resources.

These challenges can impact the effectiveness of teaching methods and may require innovative solutions to promote more learner centered and communicative language teaching practices in the EFL classroom .It is worth mentioning that the use of teaching methods may vary depending on the specific context , resources , and preferences of EFL instructors , as well as the needs and abilities of the students .Some EFL instructors in Algerian primary school may adapt a blended approach that combines different methods to suit their learners needs and learning goals. EFL instructors may need to adapt and modify their teaching methods to address these constraints and create effective learning experiences for their students.

Overall, the use of appropriate teaching methods plays a crucial role in facilitating effective EFL instruction in Algerian primary school. Collaborative efforts among EFL instructors, school administrators, policymakers, and other stakeholders are essential to address these constraints and promote EFL instruction in primary schools.

### **5. The challenges EFL instructors face in adapting their teaching methods**

EFL instructors in Algeria 's primary school may face various *challenges in adapting their teaching methods include overcrowded classroom, which can make it difficult for EFL instructors to effectively implement their teaching methods .limited individual attention, difficulty in managing classroom activities , and challenges in providing personalized feedback and assessment to each pupil .Heterogeneous pupils populations : diverse student population*

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with varying levels of English language proficiency , learning styles , and cultural backgrounds. This can pose challenges to EFL in designing and implementing teaching methods that cater to the diverse needs of the pupils , and may require additional instructional strategies to differentiate instruction and address the varying needs of the pupils. Limited availability of appropriate teaching resources and materials ,including textbooks , supplementary materials , audio visual aids , and technology resources. This may impact the variety and effectiveness of teaching methods that can be implemented in the classroom, and may require EFL instructors to be creative and resourceful in adapting or developing their own teaching materials. Traditional teaching approach that prioritize teacher –centered instruction and rote memorization , which may not be conducive to effective language learning .

Challenges related to entrenched teaching practices and beliefs, resistance to new teaching methods, and lack of training and professional development opportunities for EFL instructors to adopt innovative teaching methods may be encountered (Derrouiche & Djeziri , 2015). Language policy and curriculum constraints requirements may also pose challenges for EFL instructors in adapting and implementing effective teaching methods. A prescribed curriculum, standardized assessments, and rigid guidelines for English language teaching may limit the flexibility and creativity of EFL instructors in choosing and implementing appropriate teaching methods (Derrouiche & Djeziri , 2015). Limited use of technology, EFL instructors may face challenges due to lack of training on using technology in the classroom, and limited availability of technology integrated curriculum and materials. This may impact the ability of EFL instructors to effectively incorporate technology- based teaching methods in their instruction.

To conclude, EFL teachers have flexible teaching practices which should be guided and supported from different participant in the educational process to help them move forward and teach at ease with fewer constraints.

### 6. Limitations of the study

The present investigation encountered some contextual and methodological challenges, which prevented it from reaching the expected results. The lack of references regarding the first chapter especially data related to the current state of EFL instruction in primary school was a major constraint. Hence, it was inevitable to rely on other resources in Arabic .On the other hand, the primary school EFL instructors caused the lockdown which set off obstacles to hand out the questionnaire which in turn consumed much time searching for teachers to collect the needed number of answers .In addition to that, some participants have provided very short answers to questions that have supposed to be answered in long paragraphs. Finally, the unavailability of libraries in English language also resulted in limiting the number of primary resources and thus, relying on available online (articles, books etc..) that tackle the issues of EFL instructors constraints in teaching primary school pupils.

### Recommendations for Further Studies

These are some recommendations for potential research areas or avenues to explore:

**1. Comparative analysis of constraints:** Conduct a comparative study by examining EFL instructors' constraints in teaching primary school pupils across different countries or regions. This could provide insights into the common challenges faced by instructors in various contexts and identify any unique constraints specific to certain regions.

**2. Pedagogical strategies:** Investigate effective pedagogical strategies that can help EFL instructors overcome constraints in teaching primary school pupils. Explore different teaching approaches, methodologies, or classroom techniques that have proven to be successful in addressing specific constraints, such as language barriers, lack of resources, or large class sizes.

**3. Professional development programs:** Examine the impact of professional development programs on EFL instructors' ability to handle constraints in teaching primary school pupils. Evaluate the effectiveness of training initiatives, workshops, or courses designed to equip instructors with the necessary skills, knowledge, and resources to address constraints and improve the quality of EFL instruction.

**4. Technology integration:** Explore the role of technology in mitigating constraints faced by EFL instructors in teaching primary school pupils. Investigate how the integration of educational technology tools, such as language learning apps, interactive whiteboards, or online platforms, can enhance instructional practices, facilitate language acquisition, and overcome specific constraints.

**5. Teacher-student interactions:** Analyze the dynamics of teacher-student interactions in EFL classrooms and how they influence the constraints faced by instructors. Investigate factors such

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as student motivation, classroom management techniques, individual differences, or cultural considerations that impact the teaching and learning process, and identify ways to optimize these interactions to alleviate constraints.

**6. Curriculum and materials development:** Examine the influence of curriculum design and materials development on EFL instructors' constraints in teaching primary school pupils. Investigate the adequacy and suitability of existing curricula and instructional materials, and propose recommendations for improving or adapting them to address the specific challenges faced by instructors.

**7. Policy and institutional support:** Investigate the role of policy and institutional support in mitigating constraints encountered by EFL instructors. Analyze the impact of educational policies, funding allocations, administrative support, and professional networks on instructors' ability to address constraints effectively, and identify areas for improvement at the macro level.

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**Appendix A**

**Teachers' Questionnaire**

Dear teacher,

This questionnaire is a part of research work. It aims at investigating EFL instructors constraints encountered in teaching primary school pupils, the case of M'sila .You are kindly requested to answer the following questions. Please tick /✓ / the appropriate box(es) or make full statements if necessary. Please note that your responses are dealt with confidentially and used only for research purposes. Thank you for your cooperation and for the time devoted to answer this questionnaire.

**Section One : General Information**

1. **Gender :** Male  Female

2. **Age :** please specify your age  
Under 25  Between 25-30  . Above 30

3. **How long have you been teaching English as a foreign language (EFL) ?**

4. **What is your educational degree ?**

License  Master  Doctorat  Other (Please specify)

**Section Two: On Constraints Encountered by EFL Instructors Teaching Primary School Pupils**

1. What are the main challenges you face as an EFL instructor teaching primary school pupils? And why have you encountered such challenges ?

2. How do these challenges impacted your ability to effectively teach EFL to primary school pupils?

3. How do you assess the language proficiency of your primary school pupils? Are there any constraints that limit your ability to do so?

4. How do these constraints affect the teaching and learning process of EFL instruction ?

5. Do you think that there is a mismatch between the English language curriculum and the needs of primary school pupils? If yes, why? Please, Justify.

Yes  No

5. Is the current weekly timing enough to cover all the skills required in the EFL primary school curriculum? If no, justify.

6.

Yes  No

7. Have you received any formal training or qualified guidance specifically related to teaching EFL to primary school pupils? If yes, can you describe the training program(s)?

Yes  No

8. Do you think that the lack of adequate instructional materials and technological resources affect your teaching? If yes, how?

9. What challenges do you encounter in creating effective lesson plans?

10. Do you find difficulties integrating ICT's in overcrowded classroom? If yes, mention them.

Yes  No

11. Do you think the textbook quality (language, instructional methods, illustrations, content...etc) improve or hinder the learning outcome for young learners? If yes, why?

Yes  No

**Section Three : EFL instructors ‘ strategies to overcome constraints**

1. What strategies do you find effective in engaging primary school pupils to improve their English language skills?

2. What strategies do you use when the time allocated is not enough for teaching English subject to your pupils? (Please explain).

3. Do you find games, songs, and visual aids more effective in engaging and in improving primary school pupils language skills?

Yes  No

4. How do keep your pupils motivated and engaged during the English language classes?

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7. What strategies do you use to differentiate between the instructions based on students' individual needs and their learning styles?

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8. In your opinion, how do these constraints impact the teaching and learning process?

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7. According to your experience, which constraints are the most challenging to overcome? And what strategies and solutions are more effective in overcoming them ?

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8. What do you suggest to improve the EFL instruction in Algerian primary schools?

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**Thank you for your Support and Collaboration**

## Appendix B

### Observation Checklist

Title of the Research: **Investigating EFL Instructors' Constraints Encountered in Teaching Primary School Pupils.**

Case of study: **Primary School English Students at M'sila Province**

The observer: .....

The teacher: .....

Date of the observation: .....

Aim of the observation: .....

#### **1. Classroom Environment:**

- Is the classroom conducive to learning English? Is it clean, organized, and free from distractions?
- Are there any visual aids or materials related to English learning displayed in the classroom?

#### **2. Lesson Planning and Delivery:**

- Does the teacher have a clear lesson plan for teaching English?
- Is the lesson appropriate for the students' level and age?
- Does the teacher use a variety of teaching strategies to engage students and keep them interested in the lesson?

#### **3. Language Use:**

- Is the teacher using English as the main language of instruction?
- Are the students encouraged to speak English during the lesson?
- Is the teacher providing opportunities for students to practice their English language skills?

#### **4. Student Engagement and Participation:**

- Are the students actively engaged in the lesson?
- Do they participate in class activities and discussions?

- Are they able to demonstrate an understanding of the lesson material?

**5. Assessment and Feedback:**

- Is the teacher providing feedback to students on their English language skills?

- Is the teacher using a variety of assessment methods to evaluate student progress?

- Is the assessment criteria clear and transparent to the students?

**6. Classroom Management:**

- Is the teacher able to manage the classroom effectively?

- Are the students well-behaved and focused on learning?

- Are any discipline issues addressed in a fair and appropriate manner?

Summary of the observation: .....

.....

### Appendix C

The procedures of language planning and policy in Algeria are well illustrated on the following table (1962-2022)

<b>1962</b>	<p>- 21 August, the Ulemas demanded that Islam and the Arabic language be the major constituent parts of the Algerian people's identity. -5 October, Ben Bella declared that Arabic was to be introduced in the educational system(primary cycle) during the next school year.</p>
<b>1964</b>	<p>-Arabic is introduced as a working language in Parliament. - September, Arabization of the First Grade in primary cycle and the volume of Arabic teaching rose to 10 hours in all other levels.</p> <p>- 21 October, the Ministry of Education recruits 1000 Egyptian teachers.</p>
<b>1966</b>	<p>- 8 June, Rulings No 66-154 and No 66-155 specified the role and place of the Arabic language in the judiciary.</p>
<b>1968</b>	<p>- 26 April, Decree N° 68-95 required all civil servants to learn the national official language by the 1st January 1971. -15 October, Decree N° 68-588 makes obligatory evaluation in Arabic for all exams in university Faculties of Letters and Human Sciences.</p>
<b>1971</b>	<p>-April, the yearly Colloquium of senior executives of the Ministry of Education on Arabization; three decisions: (1) total Arabization of Third and Fourth Grades in primary cycle; (2) total Arabization of one-third of courses in the First year in Middle school; (3) total Arabization of one third of courses in scientific disciplines in secondary schools.</p> <p>-25 August, Ministerial decree for the Arabization of institutions of the Ministry of Higher Education.</p>
<b>1975</b>	<p>-17 May, the government convened the First National Conference for Arabization to accelerate the Arabization process.</p> <p>- May, total Arabization of the judicial was implemented and of humanity subjects in the secondary cycle.</p>
<b>1976</b>	<p>27 June, the National Charter approved by referendum with 98.5% of the votes. On page 65, centralization and monolingualism in Arabic are</p>

	<p>reaffirmed, Tamazight is totally ignored and French is referred to as a 'foreign language'.</p> <p>-September, reform of the educational system and implementation of an experimental schooling system ('Fundamental School').</p> <p>-19 November, the second Constitution of Algeria was acclaimed by referendum (99.18%). Article 3 reads: ' Arabic is the national and official language. The state must see to generalize its use.'</p>
<b>1980</b>	<p>- 3 January, the FLN Central Committee made public its decisions on Arabization.</p> <p>- 14 September, Decree for the Arabization of the first year in the following university disciplines: social sciences, law and administration, political sciences, and economic information;</p>
<b>1986</b>	<p>-1986, new National Charter was promulgated which read: 'the Arabic language is unessential constituent part of the cultural identity of the Algerian people' (p. 51);' Algerians are Arab and Moslem people' (p. 109).</p> <p>-September, 'minority foreign languages' (German, Italian, Russian, Spanish) were removed from Middle Schools.</p>
<b>1996</b>	<p>- July, the new government cancelled Decree 92-02 of 4 July 1992: 'Act N° 91-05' was revived.</p> <p>- 28 November the third constitution was passed by referendum with Article 3 unchanged. But in its preamble, it read: 'the fundamental constituent parts of [Algeria's]identity [ ... ]are Islam, Arabism and Amazighism'.</p>
<b>1999</b>	<p>- May, President Bouteflika declared: 'It is unthinkable ... to spend ten years study in Arabic pure sciences when it would only take one year in English'.</p> <p>- 3 September, during a meeting with the Kabyle civil society in Tizi Ouzou, President Bouteflika declared: 'Tamazight would never be consecrated in law as an Algerian official language and if it were to be a national language, it is up to the entire Algerian people to decide by referendum'.</p>
<b>2001</b>	<p>- 3 September, the Ministry of the Interior announced the suspension of the implementation of the educational reform.</p>

	-24 September, President Bouteflika declared that Tamazight was to become a national language.
<b>2002</b>	Creation by decree of the National Centre for Tamazight Language Planning.
<b>2003</b>	- September, implementation of parts of the recommendations made by CNRSE: French introduced as the 1st obligatory foreign language in 2nd year in primary cycle, English in 1st year in Middle School as the 2nd obligatory foreign language.
<b>2005</b>	- August, after the last round of talks between Kabylia's representatives and the Prime Minister: agreement on making Tamazight official without resorting to a referendum.
<b>2022</b>	On September 03 <sup>rd</sup> , 2022, the Minister of National Education Abdel Hakim Belabid confirmed that the English book for the third year of primary education is ready, after its adoption and approval by the National Institute for Research in Education on September 01 <sup>st</sup> . Moreover, he ordered the directors of education to establish a special body to follow up the distribution of the book to educational institutions from Sunday September 04 <sup>th</sup> .

**Table 1.1. Language planning decisions in Algeria (1962- 2022) (Malki, 2021,**

## المخلص:

تهدف هذه الدراسة إلى دراسة القيود التي تواجه مدرسي اللغة الإنجليزية في تدريس تلاميذ المدارس الابتدائية في ولاية المسيلة. للإجابة على هذه الأسئلة، استخدم عدد من أدوات البحث لجمع البيانات بما في ذلك قائمة مرجعية للملاحظة؛ لتلاميذ المدارس الابتدائية من أجل معرفة الاستراتيجيات في مواجهة التحديات. وأيضاً تم إعداد استبيان لصالح مدرسي اللغة الإنجليزية في مدارس المسيلة الابتدائية. تم تشكيل مجتمع هذه الدراسة من جميع معلمي اللغة الإنجليزية من الذكور والإناث في مدارس المسيلة الابتدائية الذين وصلوا إلى 15 معلماً حيث تم اختيار العينة العشوائية. الطريقة التي تم تكييفها في هذه الدراسة هي طريقة استكشافية لاكتشاف التحديات والاستراتيجيات لمثل هذه المبادرات. علاوة على ذلك، لتحقيق أغراض الدراسة، استخدم الباحث الدراسة على أساس منهج نوعي، حيث يتم جمع البيانات من خلال أداة دراسة استبيان بعد مراجعة الأدبيات التعليمية التي تتعلق بموضوع تدريس مشاكل اللغة الأجنبية في المدارس الابتدائية. تظهر النتائج الناشئة أن مدرسي اللغة الإنجليزية في المدارس الابتدائية بالمسيلة لديهم مجموعة واسعة من القيود في تعليم تلاميذ المدارس الابتدائية. من أجل التغلب على هذه القيود، هناك بعض الاستراتيجيات التي يستخدمها المعلمون في التدريس لتلاميذ المدارس الابتدائية. أولاً، تطبيق أساليب وتقنيات تعليمية مختلفة. ثانياً، استخدم المعلم الموارد والمرافق. الثالث، إعطاء ردود فعل تحفيزية. تسمح النتائج التي تم الحصول عليها بالاستراتيجيات المقترحة التي تستخدمها المعلمين للتغلب على هذه القيود وتحتاج إلى العديد من الاستراتيجيات، مهما كان ذلك ممكناً.

**الكلمات الرئيسية:** تعليم اللغة الإنجليزية، المدرسة الابتدائية، الأطفال، المعلمون، التحديات، الاستراتيجيات.