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books in teaching English can greatly contribute to enhancing pupils' learning, but it is essential to design textbooks with care and professionalism and to have qualified teachers who can effectively use them to achieve the best learning outcomes.

## 5. The Pedagogical Implications and Conclusion

In summary, while teaching English in primary schools is a challenging task that requires stakeholders to consider various issues related to the teaching and learning process as well as people's perceptions of the importance of English, there are also several benefits to introducing English at an early age. Primary school students will have more time and opportunities to learn English, gain understanding of foreign cultures, and develop tolerance for others. However, in order to achieve high-quality English teaching and learning, the challenges mentioned earlier must be effectively addressed through proper preparation and organization. English teachers should be knowledgeable about young learners' habits, characteristics, and needs to improve their teaching competencies and performance. Additionally, cultivating an open-minded attitude, being willing to ask questions, developing a reading habit, and having a curiosity to explore a dictionary are essential qualities for becoming a professional in teaching English to primary students. Moreover, the introduction of English in primary schools in Algeria is a complex issue that requires further examination. Given Algeria's linguistic and cultural context, English is seen as a more suitable foreign language than French due to its widespread use in various fields. However, political obstacles hinder a comprehensive study of the matter. The study suggests that Algerian society, including teachers and experts in the field, is willing to accept English in primary schools due to its importance in the economy and politics. The diverse needs of learners should be considered in designing an experience-based syllabus that encourages young learners to interact with their environment using all five senses to better learn the language. It is recommended that further research be conducted to design an effective English curriculum for Algerian primary schools.

The final question was an open-ended one that asked participants about how they believe the quality of textbooks can impact learning outcomes for young children (Do you think that the textbook quality (language, instructional methods, illustrations…etc.) can either improve or hinder the learning outcome for young Learners?. The majority of responses agreed that textbooks must have illustrations, animations, colors, repetition, elaboration, and simple language that are age-appropriate, level-appropriate, and have good quality content. The data are presented schematically as follows:
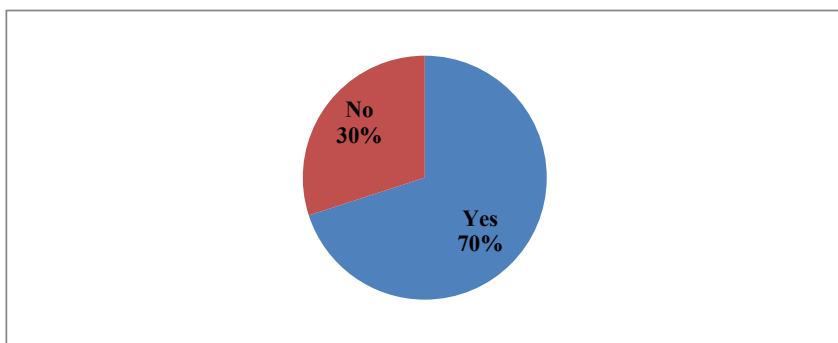


**Figure 15: Teachers' Attitudes towards the Textbook Quality**

As Figure 15 above shows, 30 % of the teachers answered by "No". However, the majority (70%) of participants agreed that textbook quality is important for learning English, stating that good quality textbooks can improve learning outcomes while poor quality ones can hinder them. Many participants emphasized the importance of designing textbooks with care and professionalism, as they play a crucial role in attracting children to learn the language and serving as a main source of learning outside of the classroom.

Pedagogically speaking, participants believed that textbooks should be tailored to each age group and should contain a lot of pictures, illustrations, and flashy colors to highlight essential information and engage learners. While some teachers acknowledged the importance of textbooks in the learning process, others emphasized the need for qualified teachers who are familiar with effective teaching methods and who can use textbooks to enhance pupils' learning. In conclusion, the majority of participants agreed that using text-

ers, schools, universities, and stakeholders (Boudersa, 2016). To improve the quality of teaching in Algeria, it is essential to carefully select teachers based on specific qualifications and raise teaching standards. Teachers must be empowered with appropriate skills and knowledge, including the latest information and teaching competencies, to facilitate effective learning and ensure student success (Boudersa, 2016).

When asked teachers the question of whether they believe that teachers lack intrinsic motivation for self-improvement, and whether training is mostly initiated by school administration rather than the teachers themselves (Do you think that teachers have low levels of intrinsic motivation for self-improvement: training mostly takes place because of the school administration order, and not by the teachers' own initiative?), Out of the respondents, 53.3% answered by "Yes", while 46.7% answered by "No". The findings are graphically translated in Figure 14.
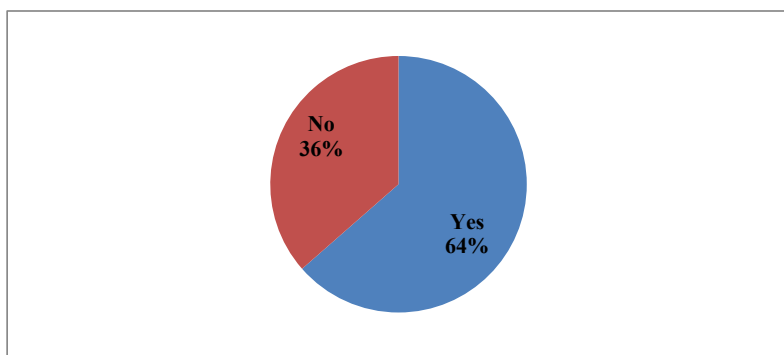


**Figure 14: Teachers Intrinsic Motivation for Self-improvement**

This question highlights the importance of addressing teachers' lack of motivation by emphasizing the importance of their contributions and improving the quality of the teaching environment. Teacher training and professional development programs are also crucial for refining teaching skills and subject knowledge (Boudersa, 2016). To achieve meaningful change, there must be coherence between the curriculum and teachers' practical experiences, and a focus on high-quality subject matter content in training programs is essential.

institutions, and 3 % selected libraries. This suggests that training centers and advanced courses are crucial for effective teaching and learning. Additionally, one participant emphasized the importance of pre- and in-service primary school teacher training programs, highlighting that training is a necessary factor in the process of including English**.** The data are schematically presented in Figure 13.
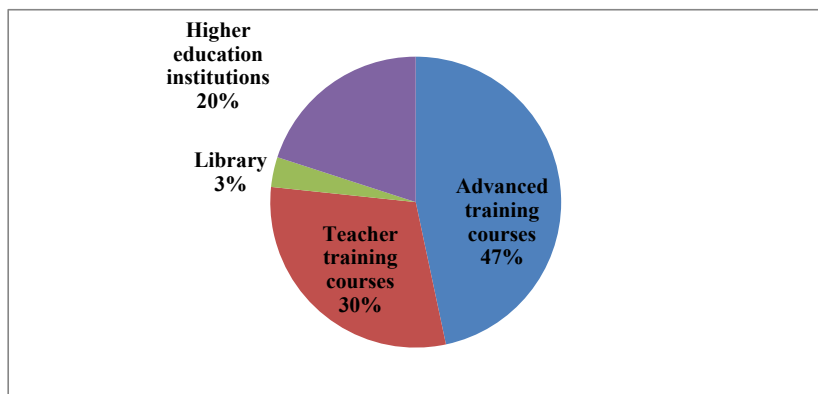


**Figure 13: The Requirements for Effective Teaching**

A careful analysis of the above data brings to light that enhancing the skills and knowledge of teachers through training and professional development programs is a significant objective in the field of education. This is in line with Darling-Hammond and McLaughlin's (1995 cited in Boudersa, 2016) perspective that teacher training and professional development programs are considered essential means to enhance teachers' proficiency in subject matter and instructional techniques, thereby enabling them to adhere to rigorous academic standards. The education system in Algeria faces challenges due to inadequate emphasis on teaching qualifications and readiness for the profession when hiring teachers, leading to difficulties in effectively teaching and adapting to changing educational needs. This impacts students' learning and motivation. The responsibility for this issue lies not only with teachers but also with educational policies, politics, and ideologies. Teacher training and professional development should be given greater importance, requiring efforts from teach-

Teachers were also asked to add other comments concerning the issues of teaching English in the Algerian primary schools (Would you please add any comments or solutions about the issue of teaching English at the Algerian primary schools?).

Out of the 30 teachers, only 23 provided additional recommendations. Their suggestions can be summarized as follows: promoting the English language in Algeria is a significant project for Algerian learners, and decision makers should invest the necessary time and effort to respond to the new linguistic demand within Algerian society. It is overdue to seriously consider how to implement English language teaching in Algerian schools, taking into account factors that will enhance and improve its teaching. English has become an international language, making it crucial to focus on a new language policy that prioritizes teaching English in Algerian primary schools. The right time has come for this ambitious national English-teaching project, even though it may be complex and challenging at the sociopolitical level. The Algerian government attempted to introduce English in primary schools previously, but it was stopped without feedback. However, Algerians are now more enthusiastic about it due to post-colonial issues. Teachers support introducing English to primary schools, but a study is needed to identify and address challenges. In addition, an appropriate curriculum and syllabus should be designed by analyzing American and British curricula to determine which one is most suitable for Algerian pupils. Language specialists should be consulted, and media can be used to prepare the population. English and French should be taught in primary schools, and teachers' training should be free and conducted by English natives. Technology should also be integrated into the learning process.

Since the focus here is on improving the Algerian teaching classes, the next question aimed to collect data about the necessary requirements for teachers to conduct efficient English lessons in primary schools. (What are the requirements that teachers need in order to improve the educational process in the primary school to conduct efficient English lessons?). The analysis of this question showed that 47% of the participants selected teacher-training centers, 30% selected advanced training courses, 20% selected higher education

opinions toward the difficulties that prevent them from delivering their courses (What difficulties may arise for the primary school language teachers?).

Figure 12 below illustrates the potential challenges involved in teaching English as a primary school subject in Algeria. The primary concerns identified include teacher qualifications and experience, curriculum design, and lack of effective teaching methodologies. A significant number of teachers may struggle due to their lack of experience in teaching young children (42%) and the inadequacy of curriculum design and teaching methodology for foreign language instruction in primary schools (27%). Additionally, insufficient availability of modern teaching materials and laboratories equipped with ICTs (19%) may hinder learning of foreign languages, particularly in terms of listening and speaking tasks. Other potential obstacles include the lack of qualified guidance and subpar teacher quality (12%), negative attitudes towards English instruction among parents (3.33%), inadequate goal-setting (3.33%), and unavailability of teachers' own practical worksheets (6.33 %). Respondents also cited additional challenges, such as teacher training and course design, students' reading ability, and logistical issues. Implementing English as a primary school subject in Algeria will require substantial funding, time, and collaborative effort. The major hurdles include the status of English in Algerian society, unsuitable learning environments, a shortage of qualified teachers, overwhelmed pupils with other courses, and overcrowded classrooms.
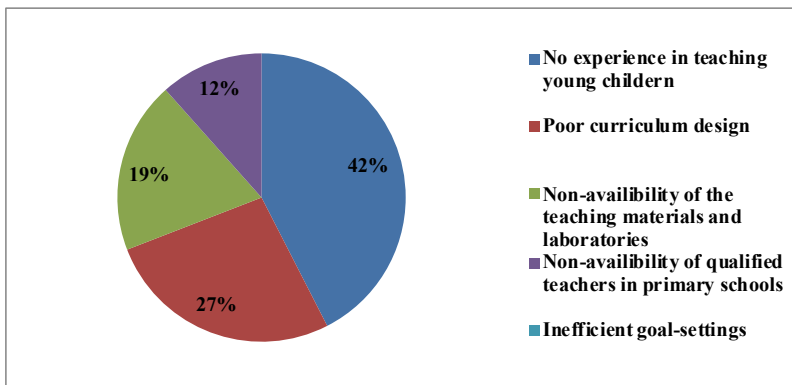


**Figure 12: The Difficulties in the Primary School**

Teachers who answered by "No" they were asked to mention the missing teaching materials (If no, please state the missing teaching materials?). According to them, unlike the education systems in first world countries, the Algerian education system are marked by a shortage of learning materials within educational institutions. This deficiency is not only prevalent throughout the entire country, but it also varies in severity based on different regions. The closer the location is to smaller cities, the more pronounced the deficiency tends to be. According to them, the real missing teaching materials in the Algerian primary schools are: Electricity, Rooms equipped with, projectors, Laptops, Printed materials, Interactive board, TV, Audio-visual aids, Audio system, and Smart devices.

Following from teachers' answers regarding the teaching materials in the Algerian English classes, the next question attempts to gather information about teachers' opinions about the organization of the teaching class (In your opinion, how should language teaching at primary school be organized? What time of day? How many lessons a week?, and Length of language activities?. The responses from the participants varied significantly, and there was no agreed-upon plan or schedule for teaching English to young students. Although it is not within the teachers' expertise or jurisdiction to determine the ideal approach, their opinions should still be taken into account since they are the foundation of the teaching and learning process in primary school, with teachers solely responsible for their young learners. Some teachers believed that English should be taught for the same amount of time as French in primary schools, which is 45 minutes, four days a week. Others suggested that English should be taught daily for 45 to 60 minutes, with a range of enjoyable and easy activities to prevent young students from feeling hesitant or refusing to learn. Another group of teachers believed that a one-hour session, three times a week, would be sufficient since young learners should not be overloaded with daily and constant instruction of a foreign language. Child psychology experts, curriculum developers, and learning administrators should conduct further research in this area.

To gain more insights about the current teaching process in the Algerian context, the next question attempted to address teachers'

mented in the future primary school English syllabus.

The next question seeks to know teachers' view about the teaching materials needed in primary schools (What teaching materials should be used in primary schools?)

Teachers believe that specific materials are necessary for effective instruction of young learners in primary school. These materials include projectors, flashcards, tangible tools, visual aids, audio systems with authentic English tracks, videos, pictures, songs and language games, interactive boards, laptops, and TVs. To enrich the present discussion and have an idea about the situation of the Algerian primary school classes, the next question was intended to explore teachers' opinion about the materials available in their teaching classes Are these materials available in your context?.The findings revealed that, 63% of teachers hold the belief that the Algerian school system has sufficient primary school learning resources. However, the reality is that certain areas within Algeria lack even the most basic learning materials. Some teachers are unaware of newly introduced teaching materials, while others are unable to use them effectively. Additionally, some schools suffer from a shortage of learning resources, which forces teachers to cover the expenses themselves. 37% of the participants feel that there is a shortage of language learning materials, either due to insufficient quantity or unavailability in their particular school. The data are schematically presented in Figure 11.
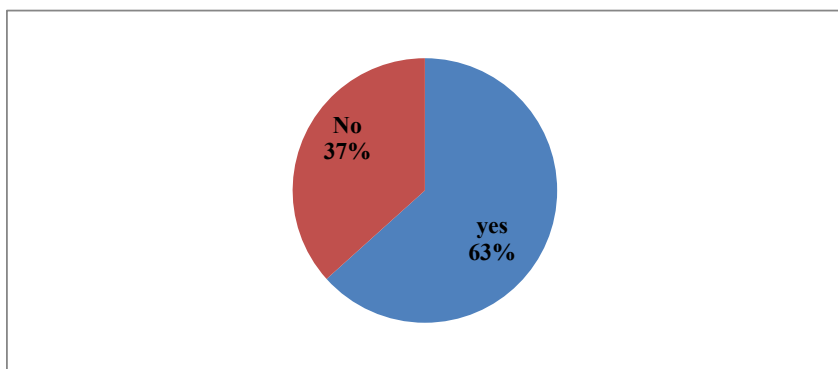


**Figure 11: Frequency of Materials available in the Algerian Context**

think the existing content is satisfactory to learner's needs?). The English syllabus received a satisfaction rate of 52% from the teachers, while 48% of the respondents expressed dissatisfaction. These results indicate a near even split between the two viewpoints. These data could be represented as follows (Figure 10).
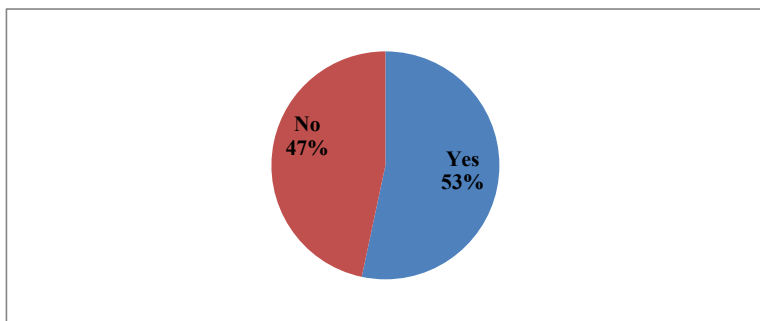


**Figure 10: Frequency of Teachers' satisfaction about the exiting content**

Despite the researcher receiving multiple complaints about the syllabus, such as its content and the number of lessons, this contradicts the satisfaction rate and requires further investigation.

Thus, for those who answered by "No" they were asked to require further investigation (If no, what do our learners need?). The English curriculum in Algeria does not facilitate the development of skilled learners who can proficiently master all four language skills. Additionally, the curriculum's content is challenging for both teachers and students to comprehend. Therefore, there is a need for an extensive review and improvement of the current English syllabus. Teachers have identified shortcomings in the English curriculum and suggested improvements, including placing more emphasis on listening and speaking skills, creating a concise and well-structured syllabus, and emphasizing communication skills over grammar rules. The curriculum should also incorporate the culture of the target language, use authentic materials, and include real-life experiences like role-playing and contact with native speakers. These suggestions could serve as a foundation for English teaching in middle school and be imple-

over, due to historical factors, religious content is deemed unsuitable for primary education in Algeria, as the country's schools have traditionally avoided emphasizing religious instruction. The findings are graphically translated in Figure 9.
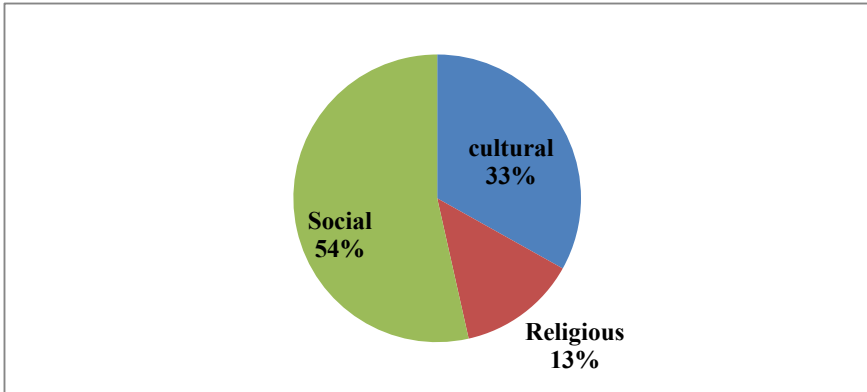


**Figure 9: Types of Content in Teaching English**

Respondents were asked to provide more detailed explanations of their suggestions for primary school content (Can you give an example of suitable content for primary school language learners?). For social content, teachers recommended including topics related to family and friends, school, country, and citizenship, as well as incorporating morals and values such as social values (rights and responsibilities), appropriate behavior towards others in the child's environment, respect for elders, and table manners. Regarding cultural content, suggestions included incorporating the child's identity, traditions, and habits, cultural school events, greetings in both the mother tongue and the target language, and cultural backgrounds and origins. The examples given did not emphasize religious content, but instead focused on basic suggestions such as teaching the alphabet, numbers, days, months, animals, weather, and other essential vocabulary.

In light of the above discussion, the next question attempts to collect data about teacher's satisfaction of existing content (Do you

their learner's needs and interests. This is corroborated by the literature. For instance, (Lestari et al, 2019, p. 153) suggest three types of teaching strategies that should be used in primary schools: teaching planning, teaching implementation, and teaching assessment. The strategies in teaching planning are: curriculum, documents, teacher's professional development, and students' seat arrangement. The strategies in the teaching implementation includes a variety of activities such as icebreaking, recalling memory, brainstorming, games, listening and reading exercises, drawing and writing, vocabulary writing, and more. As for the strategies in the teaching assessment: daily test, vocabulary test, mid-term examination, and final examination (Lestari et al, 2019, p. 153). These strategies in turn can build the students': participation, understanding, memory, interest and motivation (Lestari et al, 2019, p. 153). These were several recommendations put forth by primary school teachers for teaching English to primary school students according to their perspectives. The next question was designed and teachers were asked to indicate their opinion about the content they should use when teaching (What content should we use? Cultural, Religious, Social).

The purpose of asking this question was to gain insight into the type of content that is most appropriate for young learners. The relationship between the content and the learner's environment is crucial, as it can either foster a sense of familiarity with the target language and motivate learners, or lead to inhibition if the content is not chosen carefully. The content was divided into three categories: cultural, social, and religious, which the researcher believed would be relevant to the young learners and their environment at their age. According to a majority of participants 54% the central theme in the primary school syllabus should be social content,. In contrast, 33% of respondents believed that cultural content should be used to teach English, and the rest 13. % selected religious content as a suitable option for teaching English in primary school. The rationale behind prioritizing social content is that Algeria's social agenda is relatively stable and uniform throughout the country, whereas Algerian culture varies widely across different regions, making it difficult to create a universal curriculum that encompasses all cultural traditions. More-

the importance of building cognitive skills in children, and the role of parents as a child's first and most important teacher. In this respect, Phillipson and Phillipson (2012, p. 497) revealed that several meta-analyses have shown that parental expectations and creating an educational atmosphere with clear standards and appropriate behaviors are predictors of a child's academic success (Fan and Chen 2001; Hill and Tyson 2009; Jeynes 2005, 2007; Patall et al. 2008). Hill and Tyson (2009) and Jeynes (2005) have suggested that parents communicate these expectations both directly and indirectly by establishing an educational atmosphere where clear standards and appropriate behaviors are reinforced. Hill and Tyson (2009, p. 758) refer to this atmosphere as "academic socialization", which promotes academic achievement. In line with this insight, Patall et al. (2008) believed that simply being involved in a child's homework is not enough, but setting clear expectations and guidelines, along with a specific parenting style characterized by supportive, helpful, loving, disciplined, trusting, and approachable behavior can be effective (Jeynes, 2007). There is a positive correlation between cognitive ability and academic achievement, and parental assessments of a child's persistence are a better predictor of academic achievement than teacher or self-assessments.

In light of the above discussion, the next question attempts to collect data about teacher's opinion about a typical English class in a primary school (How should we teach the English language in primary schools?). The question was asked in a broad manner to encourage respondents to share their thoughts freely; their answers were diverse and informative and offered useful strategies and characteristics. Primary school children have unique needs, preferences, and abilities compared to middle school students. Respondents noted that young learners tend to learn best through concrete examples and engaging teaching aids. Speaking and listening skills should be prioritized, and grammar should be taught implicitly. Teachers should use appropriate teaching strategies, such as icebreaking, discussion, games, and assessments, to build students' participation, understanding, memory, interest, and motivation.

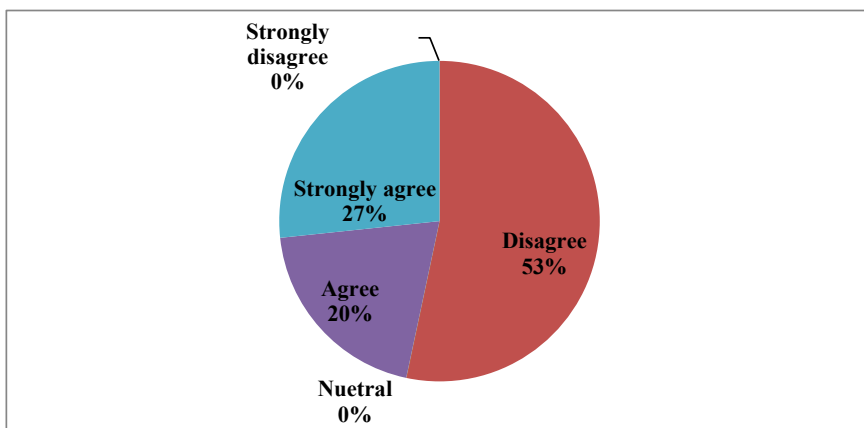This finding is interesting as it shows how teachers are aware of

**Figure 8: The positive effect of English on child's cognitive abilities.**

It is important to promote the teaching of English in Algeria, particularly in primary schools. However, teaching both English and French at a young age may overload a child's cognitive abilities. Therefore, it is recommended to only teach one language, with English being the preferred option due to its global status and benefits. According to Figure 6 above, 63% of teachers agree that English should be taught in first grade, 10% were strongly agree, 10% of the respondents are neutral, and 17% were disagree about with early English learning. The analysis of statement (B: Learning English is more important than learning French) showed that 13% of the subjects disagree that learning English is more important than learning French, and a total of 23% were agree. However, the rest 53% were strongly agree. As for the third statement (Teaching both English and French at the primary school may burden the child's cognitive abilities), 27% of the respondents were strongly agree, and 20 % were agree. However, the majority of the respondents (53%) were disagreeing about the statement. Therefore, despite concerns that young children may not be ready for a foreign language, it should be noted that many children today are exposed to English or French cartoons and songs on television and can easily learn words. Learning should begin with simple tasks that are suitable for a child's cognitive abilities and progress throughout their primary school years. The responses provided by the participants for this question showed

extent to which you agree with the following statements: A) Teaching and learning English should start at 1st grade of primary school, B) Learning English is more important than learning French, and C) Teaching both English and French at the primary school may burden the child's cognitive abilities). The answers of both questions are graphically presented in figure 6, 7, and 8 below:
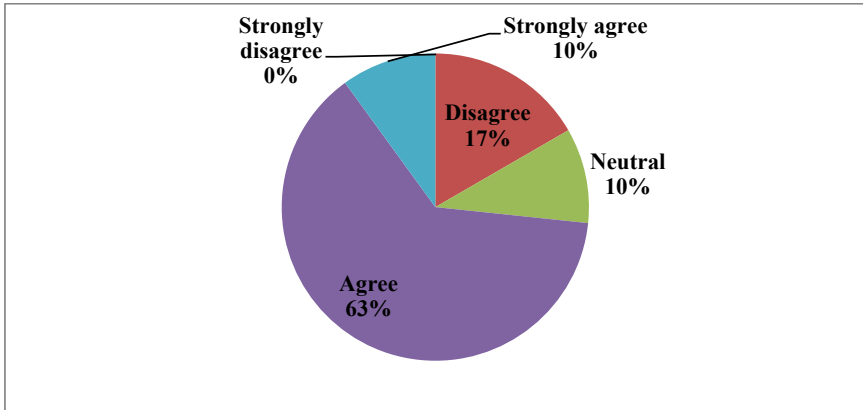
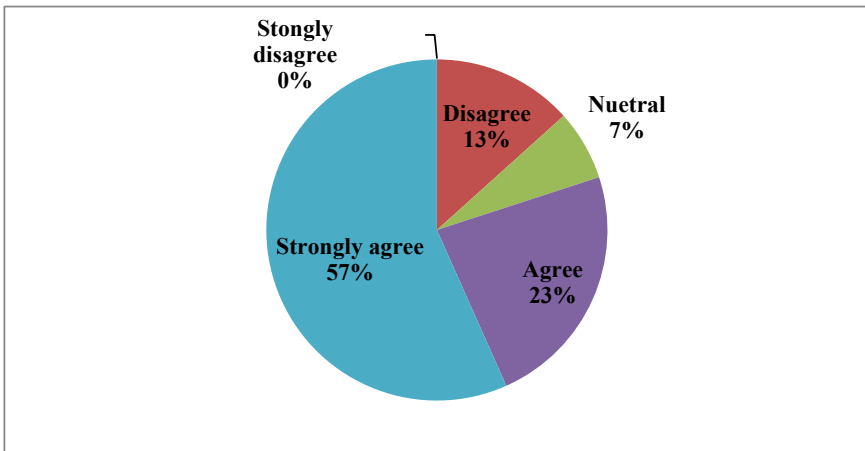**Figure 6: Frequency of teaching English at 1st Grade of Primary school**

**Figure 7: Frequency of learning English vs. French**

teaching a specific language for a particular purpose as in the case of an ESP course. In order to discover the goals and objectives behind teaching English for young learners, the respondents were asked to report (why should learners of the primary school study English?). According to the respondent's answers, 43.33% of the respondents believe that the primary objective of teaching English in primary school is to produce proficient language learners who can communicate effectively in a world where English is the dominant language and have a good grasp of the four language skills. 30% of the respondents believe that the focus of teaching English in primary school should be on communicating with foreigners, emphasizing their culture rather than the language itself. 20% of the respondents believe that the main goal of teaching English is to prepare students for higher education, as most of the leading articles and research in various fields are in English, which may result in a syllabus similar to that of ESP courses. Only 7% believe that English should be taught with the limited goal of preparing students for the BAC exam. Although the goals of teaching English in primary school may differ, the survey results suggest that an eclectic approach that incorporates all three objectives can be effective. The findings are graphically displayed in figure 5.
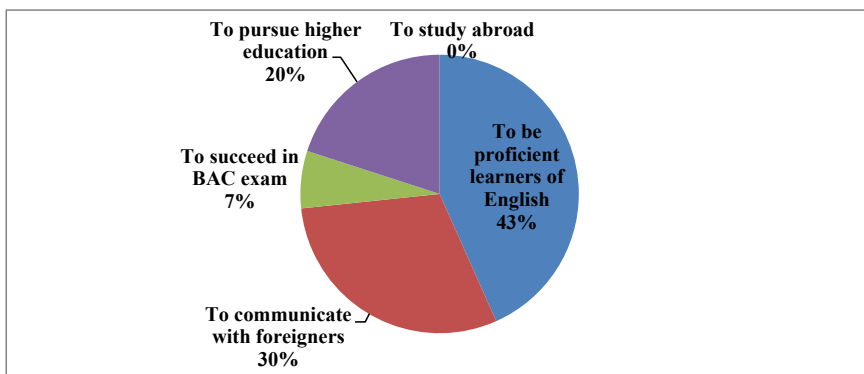


**Figure 5: The Purpose behind studying English**

For more detailed explanations about the importance of English in learner's life, three further questions were raised (Please select the

towards embracing English. English is recognized as important in various fields such as education, commerce, and tourism. The country's language policy prioritizes English as the language of science and technology, which may lead to it surpassing French as the second foreign language. Teachers suggest including English in primary-school curricula to keep pace with advancements in the modern world. Several respondents indicated that English has gained significant popularity in certain regions, but French still holds a prominent place in the collective mindset. Additionally, English is considered a third foreign language, but it is recognized as important for its usage in technology and widespread use. Many Algerians have a rational interest in learning English due to its importance in several fields and negative attitudes towards French. English is crucial in education, travel, aviation, global communication, and international business. These findings are consistent with Ilyosovna's insights (2020, p. 23) that English is widely used, the language of academia and the film industry, and provides access to a vast array of media.

As an attempt at a deeper understanding of the importance of learning English, an explicit question was asked (In your opinion, why is learning English important for learners nowadays?). The majority of responses indicated that the English language holds significant importance in today's world as it serves as the global lingua franca. The global prominence of English language has affected local languages worldwide, including Algeria, due to its association with technological advancement, scientific progress, economic and political activities. There is a clear relevance, here, of Mahu's insight (2012, p. 374) that learning a foreign language presents an exclusive chance to break away from the limitations of people's routine life and exposes them to diverse cultures, enhancing their personal growth and self-reflection. These findings are in tandem with Nishanthi insight (2018, p. 874) that, English language is highly prevalent and influential worldwide, affecting all professional fields, and mastering it can offer significant benefits, opening doors to various opportunities.

To teach a language, one can focus on either a long-term objective such as teaching general English, or a short-term objective like

ever, after gaining independence, the Algerian government sought to rectify this situation by promoting Arabic as an official language through the process of Arabisation. This was an effort to help Algerians reclaim their lost identity (Chaouche, 2006, p.4).

In an attempt to enrich the present discussion and have a better understanding about the status of English in Algeria, an explicit question was asked to teachers about their view of the spread and use of English in the Algerian society with justifications (How do you consider the English language in terms of its spread and use in Algeria?). The findings are graphically represented in Figure 4.
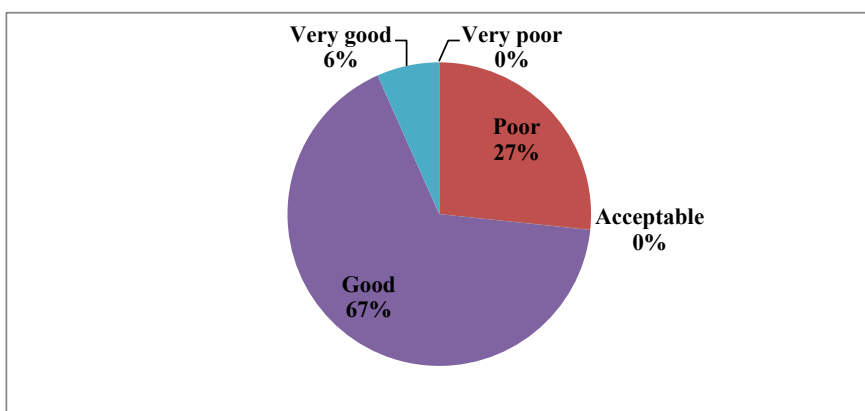


**Figure 4: the Use of English Language in Algeria**

"Poor", "good", and very good" use are the three answers provided by participants. At first, eight teachers (27%) said that the use of English in Algeria is poor. The restricted utilization can be accounted for by factors such as internet and social media access, job prospects, and alterations in politics. Ten teachers (67%) claimed that the spread of English in Algeria is good. Moreover, two teachers (6%) declared that the spread and use of English in Algeria is very good. The teachers shared a common belief that English is gaining popularity, particularly among young people and adults who are taking various courses to improve their proficiency in the language. French still holds a prominent place, but there is a noticeable trend

of English in Algeria has been well-discussed, and there has been a debate since 2000 on whether to transition Algeria into a bilingual Arabic-French nation or maintain its status as a single-language country. In 2001, the National Commission for the Reform of the Educational System (CNRSE) proposed modifying the education system to introduce French instruction in primary school starting from the second grade and to have French replace Arabic in scientific subjects in secondary school. French is now taught as a separate subject to improve students' bilingual proficiency. Moreover, the need for educational reform had been long overdue. Presidents Mohammed Boudiaf (1992) and Abdel Aziz Bouteflika (1999) both criticized the educational system as being ineffective and producing illiterate generations in both Arabic and French. President Abdel Aziz Bouteflika undertook a comprehensive overhaul of the education system during his tenure, including revising the curriculum, textbooks, and teacher training. He also legalized private schools that taught in both French and Arabic (Benrabeh, 2007, pp. 227-228). In 1993, as part of the third reform, primary school students were given the option to choose between learning French or English in an effort to improve foreign language education. However, some schools chose to reverse this decision due to some parents' preference for French over English (Rezig, 2011, pp. 1329-1330). This was because, at the time, English was completely unfamiliar to the Algerian population, while French was the most widely used and somewhat familiar to them. Therefore**,** Algeria, with a population exceeding 40 million and covering an area of over 2 million km2, possesses a diverse linguistic and cultural landscape. The people of Algeria are divided into two main categories based on their language: Algerian Arabic speakers and Berber speakers. Within the Berber speakers, there are various sub-groups or variations, such as the Kabyle, Chaoui, Mozabites, and Tuareg. The language spoken by Algerians is a type of Arabic known as Derja, which is a combination of Algerian spoken Arabic, loanwords from Tamazight and Chaoui, as well as French (Belmihoub, 2018, p.2). The historical influence of colonization has led to the French language having a special status in Algeria. The sociolinguistic landscape of Algeria has been shaped by this lengthy history, resulting in a unique richness and strong French influence. How-

In the teaching-learning process, it is crucial to identify the view of the teacher toward the linguistic situation in Algeria (Do you consider Algeria as: a monolingual country?, a bilingual country?, a multilingual country?, and Even though officially it is bilingual, I do consider it multilingual?). The analysis of this question showed that (66.7%) of the respondents consider Algeria as a multilingual country, and (50%) consider Algeria as a bilingual country. However, Four participant said, "Even though Algeria is officially bilingual, I do considerate it multilingual", which takes the remaining (13.33%) of the answer. The data are schematically presented in Figure 3.
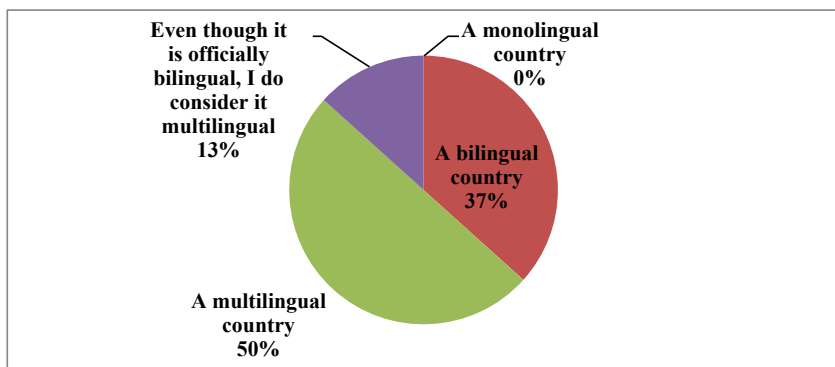


**Figure 3: The Linguistic Situation of Algeria**

The status of English in Algeria has been well attested in the literature. According to Benrabeh (2007, pp. 227-228), since 2000, there has been a significant argument among Algerians regarding whether to maintain the current situation of Algeria as a single-language country or to transition into a bilingual Arabic-French nation. In 2001, the National Commission for the Reform of the Educational System (CNRSE) proposed a modification to introduce French instruction in primary school starting from the second grade rather than the fourth. Additionally, the CNRSE suggested that French replace Arabic in scientific subjects in secondary school. Therefore, French is taught as a distinct subject to enhance students' bilingual proficiency. According to Benrabeh (2007, pp. 227-228), the status
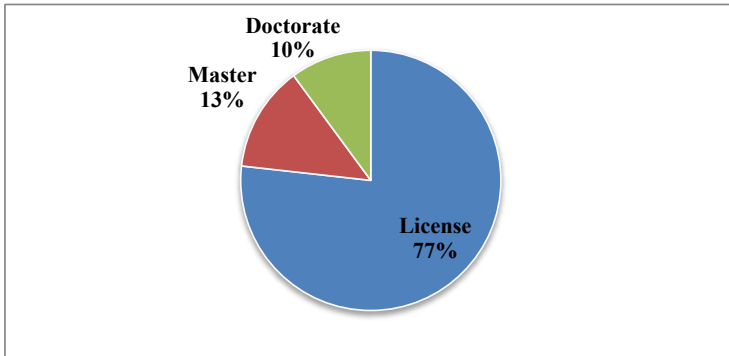
**Figure1: Frequency of the Teachers' Degree**

The above findings show that our selected teachers have good levels, at least at face value, which gives our study a certain degree of reliability. The next question seeks to identify teachers' experience by years in contrast to the number of respondents. It also provides the researcher with their experience in teaching English (How many years have you been teaching English?). The answers to this question yielded the following results: 10 % of the participants have been teaching oral expression on a permanent basis from five to ten years, and a total of 20% have been teaching English for more than ten years. However, the majority of teachers (70%) have been teaching English for less than five years. These results indicate a remarkably high percentage of young teachers in primary schools in Algeria, which is attributed to recent changes in education policies related to the hiring process. The 2016 and 2017 teacher recruitment exams provided an opportunity for young teachers to succeed based on their capacities rather than their age. The findings are graphically represented in Figure 2.
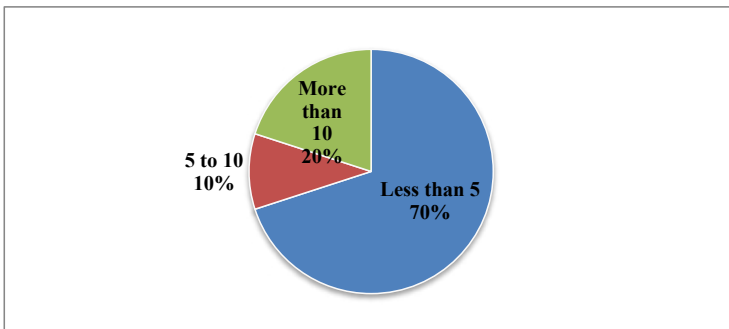


**Figure 2: Teachers' Experience in Teaching English**

questionnaire are chosen based to their experience in the field in order to collect data concerning first time English learners, their preferences, needs and weakness, and belonged to different regions in Algeria. This diversity of cultural origins and regional belongings is meant to secure the representativity of the informants. The primary school teachers of English would identify the benefits and pedagogical obstacles that may face the introduction of English in the Algerian primary schools with their previous experience with the program and knowledge of the cultural nature of the Algerian society. It is assumed that they should have different attitudes to the implementation of English in the Algerian primary schools.

### 3.3. Data Analysis Procedures

The study's research tool was given to 30 primary school English teachers of the public primary schools in Bordj-Bouraridj (Algeria) via an online platform (WhatsApp), and the participants completed the questionnaires on the same day. The researcher personally collected the data, which was then analyzed using descriptive statistics and frequency distribution.

## 4. Research Findings and Discussion

### 4.1. Findings and Discussion

The results of the questionnaire will be presented in detail, first, and then they will be followed by a discussion of their significance.

First of all, teachers were asked about their degree (License (BA), Master, and Doctorate) to analyze the questions individually. For question one, it has been found that the majority (77%) of the participants are License (BA) graduates, 13% of the subjects are master graduates. However, the remaining (10%) are doctorate graduates. Figure 1 represents the responses to this question.

## 3. Methodology

### 3.1. Research Design

The present study seeks to examine the Benefits and Challenges of Teaching English in the Algerian Primary Schools. A case study was conducted at public primary schools of Algeria, particularly in Bordj-bouraridj primary schools where the teachers of the English language had been selected as the sample population. The rationale behind the choice of this group of subjects is that they are involved in the field of teaching English, which is the field of our study and they are aware of the different aspects and aims of our research. Therefore, to discover the benefits and challenges of teaching English in the Algerian primary schools, an online questionnaire was conducted to analyze teachers' "attitudes and perceptions towards the introduction of English in the Algerian primary schools". The questionnaire comprised a total of 18 questions that aimed to investigate the benefits and challenges of teaching English in the Algerian primary schools and encompassed two categories of questions: structured (closed-ended questionnaire), and unstructured (open-ended questionnaire). The questionnaire also comprised a combination of Likert scaled dichotomous multiple-choice and ranking scaled questions. The aim behind using the teachers' questionnaire is that questionnaires are the most often used data collection instruments in statistical research (Dornyei, 2003, p. 3) as they are efficient data collection devices composing of different questions prepared in advance and addressed to several subjects to collect data to serve the research objectives. Another aim behind choosing this instrument was the opportunity for the respondents to express their ideas freely, identify their problems, and suggest new solutions. The research represents a case study of primary school teachers in which the results are not to be generalized to the whole population but to add further inquiry to the existing knowledge.

### 3.2. Participants

The participants in this study were thirty (30) teachers Primary school English teachers of the public primary schools in Bordj-Bouraridj (Algeria). Primary school teachers who participated in the

Griva and Chouvarda (2012, p. 2) conducted a study in Greece to examine the attitudes and views of parents towards their children's EFL learning. The research aimed to address the growing global expansion of English and its increasing importance in Europe. The study included 50 parents, comprising 30 women and 20 men, who had first-and second- year children in primary school. The vast majority of parents spoke foreign languages, with only three parents not speaking any. The findings revealed that most parents recognize the significance of English as a lingua franca in trade, technology, and everyday communication. They also linked learning English with high academic achievement and job opportunities. Parents generally supported the idea that English should be taught from the start of primary school and believed that young children are not mature enough to learn a second language and should focus on their mother tongue first. Other parents were concerned about the dominance of English over other languages and the possible disappearance of other European languages (Griva and chouvarda, 2012, p. 6). These findings suggest that parents' attitudes are a major challenge in implementing EFL in primary schools and should be investigated further in other contexts such Algeria. This is the main focus of this study that aims to identify all potential challenges in implementing EFL in primary schools

### 2.2.5. Francophonie

Belmihoub (2018) discusses the presence of Francophonie in Algeria, which promotes French as a means of countering the spread of English. However, despite French's continued use in Algerian society, English is becoming the lingua franca of science and technology, particularly among social media users and entrepreneurs (Belmihoub, 2018, pp. 18-19). He also discusses the effectiveness of teaching English to young children, which has been established in numerous countries, but also notes the challenges that come with such implementations. Therefore, introducing English in primary schools should be thoughtfully evaluated to provide students with the best learning opportunities.

a significant impact on learning outcomes and can shape children's attitudes and perspectives. Additionally, no single entity can create a textbook that meet all children's needs, so the responsibility of developing these materials falls on multiple stakeholders, including teachers, textbook designers, inspectors, child psychologists, and anyone else who can make a positive contribution.

### 2.2.4. Parents Attitudes

Many individuals, including parents, educators, and researchers, have raised concerns regarding the appropriate age for children to begin learning English due to its widespread use and dominant status. They are also curious about the impact of English language learning on their children's first language acquisition, other academic subjects, and future academic success. Parents' beliefs about English language learning are particularly significant since they can influence their children's attitudes towards language learning. According to Griva and Chouvarda (2012, p. 2), parental and teacher views play a crucial role in discussions about foreign language education policies and the implementation of bilingual education programs. Bago (2018) conducted a study in Croatia to investigate parents' attitudes towards early English language learning. The results of the study showed that parents had a positive attitude towards early foreign language learning and believed that it could increase their child's interest in learning new languages, foster a positive attitude towards other cultures, enhance their native language development and later foreign language learning, and promote cognitive development. The study suggests that Croatian parents generally have a positive attitude towards early foreign language learning. According to Bago (2018, p. 36-37), Croatian parents believe that early learning of English as a foreign language can improve a child's interest in learning new languages, promote a positive attitude towards other cultures, enhance a child's native language development and later foreign language learning, and promote cognitive development. Parents also believe that their own attitudes towards early foreign language learning can influence their child's attitude and do not see it as a hindrance to their child's performance in other school subjects. Overall, Croatian parents have a positive attitude towards early foreign language learning.

through effective procedures. However, education authorities may encounter challenges and obstacles in achieving these goals. It is important to recognize that designing a curriculum framework is a process of identifying and overcoming these challenges (International Bureau of Education, 2017, p. 7).

### 2.2.3. Textbook Quality

According to Abbassi and Hakime (2020, p. 36), textbooks are a crucial component of young learners' education, and the quality of textbooks used is of utmost importance. Elizabeth Castro Juarez evaluated the quality of textbooks used in the National Plan for English for Basic Education in Mexico and found that both textbooks did not adhere to major principles and primary rules related to children's education, despite being considered suitable for children. Juarez (2013, p. 18) stressed the need for a rigorous pedagogical evaluation of textbook quality and features, particularly as they are directed at children and should follow the established curriculum. She also noted that the selection of textbook quality requires certain elements that are relevant to children's needs and objectives to be used as criteria for textbook quality creation (Juarez, 2013, p. 5). Juarez's study (2013) evaluated the quality of textbooks used in the National Plan for English for Basic Education in Mexico. She found that the textbooks did not adhere to major principles and primary rules related to children's education, despite being considered suitable for children. The second textbook depicted only boys or men in some pages and featured men in most images of jobs, and the language tasks assigned to children were challenging for their age. The poems and stories lacked emphasis on cultural appreciation and entertainment, with a limited focus on clothing and folklore, and no highlighting of other countries' cultures. Juarez noted that publishers struggled to develop content that takes into account important aspects of teaching English to children, and designing materials, especially textbooks, should be informed by what we think or believe about them (Juarez, 2013, p. 19).

In summary, creating high-quality textbooks is a challenging task that requires careful consideration of various aspects of children's education, psychology, and cultural background. The textbooks have

denced by the experiences of some Latin-American countries. Introducing English language program in the Algerian primary schools may cause similar challenges, along with other unknown obstacles (Abbassi and Hakime, 2020, p. 33-34). This study aims to focus on these challenges, examining and analyzing them to provide a better understanding of what to expect and how to prepare for similar implementation in the Algerian context.

### 2.2.1. Qualified Teachers and Teacher Training Quality

The shortage of qualified teachers is the biggest challenge when introducing a foreign language program. In Mexico, for instance, English teachers should have a Bachelor's degree in English teaching and a B2 or higher level of English proficiency, but this does not guarantee they possess the necessary pedagogical skills to teach children effectively (Ramirez- Romero and Sayer, 2016, p. 14). Middle or high school teachers may have better ELT methods, high language proficiency, and good pedagogical skills, but they may not be aware of the age differences between primary and secondary school learners (Straková, 2015, p. 2439).. According to Banfi (2015, cited in Abbassi and Hakime, 2020, p. 35), a qualified teacher should have a strong command of English, receive general training in primary education, and, in some cases, have a university education in language teaching. Good teaching is critical for successful education, and a good teacher can have a positive impact on learners, even with an underdeveloped curriculum.

### 2.2.2. Developing a Solid Curriculum Framework

In order to discuss the procedures for developing a strong curriculum framework, it is necessary to first define what a framework is. Essentially, a framework establishes the foundational principles, guidelines, characteristics, and administration for a curriculum policy. Creating a curriculum framework is a complex task that requires coordination, oversight, and regulation of the curriculum content (Abbassi and Hakime, 2020, pp. 35-36). The framework also addresses a range of issues that can have a direct impact on curriculum design. Curriculum development aims to create content that can enhance the learning experience and improve teacher education

is taught at a later stage in middle schools, have lower fluency levels compared to European Union countries that have made English mandatory in primary schools (Yellas and Belalta, 2016, p. 50). Research on second language acquisition (SLA) suggests that adults generally do not achieve the same level of fluency as native speakers when learning a second language, and beginning to learn a foreign language at the age of seven or eight is beneficial for children Pinker (1994). Teaching English to young learners has the advantage of minimal interference from their mother tongue (Broughton et al 1978), and parents can play a significant role in motivating and encouraging their children's language learning process (Yellas and Belalta, 2016, p. 51). The issue of when to begin teaching a foreign language has long been a concern for educational policymakers, and studies on age-related differences in language learning are often conducted to inform their decisions. As such, it is important for linguists, educators, and policymakers to consider the age factor and introduce English language instruction in primary schools, which is believed to be an optimal age for children to acquire a second or foreign language.

Mastering the English language has become increasingly crucial in all fields on a global scale, as it provides access to scientific, technological, and academic resources. Additionally, it is essential for effective communication with the world and can improve career opportunities. With the rise of media exposure through satellite TV channels, information and communication technologies (ICT), and the widespread use of social media platforms such as Facebook and Twitter, which use English as a universal language, it is evident that English is gaining prominence in Algeria and will potentially rival French. Linguists and experts predict that in the near future, English will surpass French and become the primary foreign language taught in schools (Yellas and Belalta, 2016, p. 52).

### 2.2. Challenges in Teaching English in Primary Schools

Introducing a new foreign language program in the educational system is a difficult task that requires precise planning and strict measures to achieve the desired results. However, this endeavor may present various hurdles and difficulties for the governments, as evi-

2010; Harmer, 2012; Scott and Ytreberg, 2004). According to Arthur and Cremir (2010), there are two main goals for teaching English in primary schools are interaction and socialization. A supportive learning environment that allows young learners to learn through experiences and activities is essential for efficient language acquisition (Moon, 2005). Fun activities such as games, songs, storytelling, and role plays can help children learn the target language quickly (Pinter, 2006). Various studies, including those by Singleton 2003; Moon (2005); and Read (2003), have found that teaching English to primary school students has more benefits than drawbacks. Advantages include increasing students' awareness of their first language, enhancing their global awareness and intercultural competencies, and facilitating cross-cultural communication. Additionally, learning English in primary school can improve students' language skills and self-assurance.

Teaching English to primary school students has many benefits, such as improving their pronunciation and fluency (Read, 2003). Primary school students have more time for foreign language instruction, giving them more opportunities to practice speaking English (Singleton, 2003). Moon (2005) suggests that early English education can also help students develop confidence, making it easier for them to learn and participate in lessons. Furthermore, Children are natural, active, and multisensory learners, which can help them achieve high levels of language proficiency (Read, 2003). Mahu (2012, p. 375) believed that Learning English at a young age can also create opportunities for future career advancement by enabling individuals to comprehend instructions in workplaces or organizations where English is the primary language of communication. Understanding multiple languages can improve awareness of native language and the foreign language being learned, leading to increased confidence in speaking English and better fluency and pronunciation skills.

Furthermore, different interested parties on Second Language Acquisition (SLA) have highlighted the significant role that age plays in acquiring the English language. In many parts of the world, English proficiency remains low due to factors such as the age at which it is taught. For example, Countries such as Japan, where English

a foreign language is most effective, as explained by (Cahyati and Madya, 2019, p. 396). As Singleton (2003), learning a language after the ideal age range of 2-14 years can make the process more difficult. This suggests that individuals, who begin learning English after the age of 14, including adults, may face more challenges. Broughton et al (2003) also indicate that most schools start teaching foreign languages to students at around 8-9 years old because this is considered the best age range for students to learn from their teachers and avoid failure. According to Arthur and Cremir (2010), preschoolers have brains that are more active, interconnected, and adaptable than those of adults. This indicates that young children enjoy being active and playing, are highly imaginative, and possess strong social skills. Therefore, for English language teaching to be effective in the classroom, teachers should understand and consider the needs of their students and take into account factors such as their cultural backgrounds, interests, and environment.

For Septy (2003), age is not the sole determinant of young learner's ability to quickly acquire a language. Other factors such as motivation, language aptitude, quality of teachers, learning strategies, socioeconomic background, learning materials and media, social interaction, and family background also play a role in determining the success of introducing English in primary schools (Suyanto, 2010). This suggests that without motivation and adequate support for language aptitude, young learners may struggle to learn English. Similarly, the quality of teachers, learning strategies, socioeconomic background, learning materials and media, social interaction, and family background can all impact student's ability to learn English. Success in learning the language may be difficult to achieve without adequate support in these areas. Teachers should therefore analyze the benefits, challenges, and solutions involved in teaching English in primary schools.

### 2.1.2. Teaching English in Primary Schools

Teaching English to primary students requires an understanding of their unique characteristics, such as being self-centered, imaginative, and active, and having a low attention span. These characteristics have been highlighted by various scholars including (Suyanto,

RQ2: What are the potential obstacles that teachers and policy makers may face when initiating English language instruction at the elementary level?

RQ3: What are the necessary methods, criteria, and strategies needed for teaching English as a secondary language (ESL) in Algeria?

## 2. The Theoretical Framework

### 2.1. Benefits of Teaching English in Primary Schools

Various studies have proven the importance and benefit of early foreign language education, which was the reason behind teaching English and other foreign languages at the primary level. Here are some selected benefits of early English language learning which played a major role for many countries to decide about an implementation of EFL in their educational systems.

### 2.1.1. The younger the better

The literature has presented some theories and researches that endorse the idea of teaching English at primary schools before exploring the advantages and difficulties associated with it. The evidence suggests that starting to learn a second language in early age leads to greater proficiency compared to starting at a later stage (Cahyati and Madya, 2019, p. 396). Bialystok and Hakuta (1999, p. 176) argue that it is commonly believed that children are superior to adult in learning a second language due to the unique organization of their brains for language acquisition, as per the critical period hypothesis. This hypothesis is supported by various sources of evidence, including informal observation showing that children are more successful than adults in mastering a second language. Empirical studies also support this claim, revealing differences in performance between children and adult learners on various language-related tasks and measures. According to (Chuang, 2001), kids aged between three and six are considered the best learners of foreign languages as they can apply the same learning methods they used for their first language. Additionally, the critical period hypothesis (CPH) suggest that there is a specific biological period during which learning

The decision to teach or learn a language in Algeria is influenced by the language's social status. To facilitate this process, the government promotes agreements, provides materials, and develops a comprehensive curriculum (Arab, 2015, p. 4). In Algeria, English is taught as a foreign language starting from first grade of secondary school and continuing for seven years until high school. The curriculum covers various aspects of the language, including grammar, vocabulary, and conversational aspects such as greetings, making requests, and apologizing. Therefore, there is a strong interest in elevating the status of English due to collaboration with the United States and Canada. This assistance mainly involves creating new textbooks, training qualified teachers, and incorporating technology into teaching practice (Chemami, 2011, p. 231).

### 1.2. Statement of the Problem

Two variables emerging from the reviewed literature need to be examined in conjunction: the integration of English language in the Algerian primary schools and the benefits and challenges resulting from its implementation. The present study seeks to investigate the major requirements and challenges that might face learners, parents, teachers, and policy makers when English is introduced in the Algerian primary schools.

### 1.3. Research Objectives

1- To identify the benefits and possible challenges facing teachers and policy makers in teaching English in primary schools.

2- To find out the solutions related to the problems.

3- To check out teachers' opinions toward teaching English in the primary schools and characteristics of the context of the learning process.

4- To determine the learners' need in the target language and suggest suitable syllabus for early language education.

### 1.4. Research Questions

RQ1: What is the current state of English education in the Algerian primary schools?

# 1. Context of the Study

## 1.1. Background to the Study

English has become the global language of the 21st century, with approximately 375 million people speaking it as a first language and 750 million as a second language (Reddy et al. 2016, p.179). It is recognized as the lingua franca "the defacto language of the entire world" (Bouakaz, 2022, p. 12) and is essential for education, information and media, business, international relations, and career advancement (Reddy et al. (2016, p. 181-182). Mahu (2012, pp. 374-375) also acknowledge the fact that Learning a foreign language, especially English, can enhance an individual's understanding of their culture and improve their native language and professional career prospects. Therefore, English is considered a vital resource for academic and professional success and should be taught in educational institutions, including public and private schools, worldwide. The global dominance of the English language has led governments worldwide to invest resources in teaching it as a foreign or second language, including in Arabic countries like Algeria, where it is taught in state, public, and private schools, and universities. Algeria has undergone through a number of education reforms, including the Arabization policy in 1962 that transformed the country from a predominantly French-speaking state to a single-language state. The second reform in 1976 introduced a primary and middle school hybrid system, with all subjects taught in Arabic except for foreign languages. English was introduced to middle school students at the age of 13, and primary school students were given the choice to study either French or English as a required foreign language in 1993 (Rezig, 2011, p. 1329). The fourth education reform in 1988 modernized the university system and introduced Arabic language in basic education with French as the language of instruction. Mathematics gradually shifted towards Arabic instruction and by 1989/1990, Arabic was fully planned for the Baccalaureate exam (Rezig, 2011, p. 1330). In 2000, the National Commission of Reforms of the Educational System was established to enhance Algeria's education system further (Omari, 2015, p. 56).

*Mouanassat*

# The Benefits and Challenges of Teaching English in the Algerian Primary Schools: Public Primary Schools in Bourdj Bouraridj as a case study

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**Abstract**

English has become a mandatory subject in Algerian primary schools starting from the third grade in the 2022-2023 academic year. This highlights the significance of English in the Algerian educational system and society. The present study examines the advantages and challenges of teaching English in Algerian primary schools, including the needs, teaching strategies, and possible issues facing teachers and policymakers. The research method used is quantitative, and the study explores the attitudes of 30 teachers from six public primary schools in Bourdj Bouraridj, Algeria, through a questionnaire analyzed using SPSS. The paper concludes by discussing the findings and their implications for English education in Algerian primary schools and other African countries.

*Keywords:* **The English language, primary schools, teaching strategies, benefits, challenges.**