

The Challenges Faced by EFL Teachers in Algerian Primary Schools

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Abstract: Nowadays, teaching and learning foreign languages have become of gigantic importance all over the world. In 2022, the Algerian Ministry of National Education officially declared the necessity of teaching English at an early age. Specifically, it has been introduced as a subject in primary schools starting from the third year. This study investigates the obstacles impeding effective EFL teaching. Yet, a semi-structured questionnaire was distributed to instructors to gather valuable data and reach meaningful outcomes. Many teachers expressed concern about a lack of technological tools and resources, inappropriate teaching methods, deficiency in training, overcrowded classrooms and insufficient time allocated to this subject. They find it challenging to work in such conditions. Besides, young learners struggle with the acquisition of English and often confuse it with French. This research sheds light on the various impediments and difficulties that teachers encounter during their professional practice and that may affect their effectiveness in the classroom.

Keywords: Algerian primary schools, challenges, EFL teachers, pedagogy, young learners.

Résumé: De nos jours, l'enseignement et l'apprentissage des langues étrangères sont devenus considérablement importants dans le monde entier. En 2022, le ministère algérien de l'Éducation nationale a affirmé publiquement la nécessité d'introduire l'enseignement de l'anglais dès le jeune âge. Plus précisément, cette matière a été introduite dans les écoles primaires à partir de la troisième année. Cette étude examine les obstacles qui entravent un enseignement efficace de la langue anglaise. Un questionnaire semi-structuré a été distribué à des enseignants afin de récolter des données précieuses et d'obtenir des résultats significatifs. De nombreux enseignants ont exprimé leurs inquiétudes quant au manque d'outils et de ressources technologiques, aux méthodes d'enseignement inappropriées, au déficit en formation, aux classes surchargées et au temps insuffisant attribué à cette matière. Ils trouvent le travail difficile dans de telles conditions. Il y a aussi les jeunes apprenants qui ont du mal à acquérir l'anglais et le confondent souvent avec le français. Cette recherche met en lumière les divers obstacles

et difficultés que les enseignants rencontrent au cours de leurs pratiques professionnelles et qui peuvent affecter leurs efficacités sur le terrain.

Mots-clés: Écoles primaires algériennes, défis, enseignants d'anglais comme langue étrangère, pédagogie, jeunes apprenants.

Introduction

Language is a vital means of communication that enables human beings to express and transmit their thoughts, ideas and emotions in both written and spoken forms. In fact, learning a new language is valuable; however, it is not an easy or simple task as it poses a number of challenges for both teachers and learners. In the academic year 2022-2023, the Algerian government decided to introduce English as a foreign language to be taught starting from the third grade in primary schools, going head-to-head with French. This was considered as an important initiative and a step toward success and prosperity. However, the prompt integration of this language has raised many problems for instructors, pupils and parents, both inside and outside the classroom. Many of them have found it challenging when young learners face complex vocabulary and sometimes confuse it with French. Besides, not all parents have enough knowledge of this language to help their children learn it and do their homework at home. Even educators have considered it hard to find the suitable methods so as to overcome those problems and facilitate the learning process when dealing with young pupils struggling with comprehension issues and working in an environment that lacks essential conditions and resources.

This article aims to investigate the main challenges that EFL instructors face during their professional practice in Algerian primary schools and the way they may negatively influence their effectiveness in the classroom. The identification of these issues may help resolve many pedagogical problems and put both educators and learners on the right track. Ultimately, diagnosing a certain situation and being aware of the underlying causes of a particular problem can facilitate finding suitable solutions to many issues. This research may also contribute to the creation of an appropriate, motivating and dynamic atmosphere with the necessary conditions that can make the learning process easier and ensure an effective and successful teaching of this foreign language in Algeria.

1. The Algerian Linguistic situation

Algeria is characterised by a specific linguistic situation marked by the coexistence of different languages due to its complex colonial and historical past. In fact, the arrival of diverse populations with different cultures shaped the country and its linguistic situation as they settled for varying periods of time. Accordingly, Taleb-Ibrahimi (1998, p. 22) believes that Algeria is a multilingual nation where various languages coexist, being used in parallel and competing against one another. The languages in question are Standard Arabic, Algerian or dialectal Arabic, Berber and French. This scholar highlights that conflicts stemmed from disparities in the status of those languages within the Algerian society.

In the same vein, Bouhadiba (2010, p. 45) asserts that the Algerian context is characterised by multilingualism as it is known for the use of a minimum of three languages, viz. Arabic, Berber and French. The use of these tongues is based on various socioeconomic and political factors. The domains and contexts where each of these languages or their varieties is utilised are generally acknowledged, with or without awareness, by most speakers. He further argues that Arabic is used in administrative tasks, French is predominantly found when it comes to communication, science and technology. The different varieties of Arabic, French and Berber are preferred in informal settings such as when conversing with relatives at home. In this regard, the speaker's choice of a particular form or variety of language is significantly influenced by societal norms, expectations and pressures, which may affect one's proficiency and strategy when communicating.

Interestingly enough, it remains noticeable that French holds an influential position in this country though it is not officially recognised in the Algerian constitution. What makes it significantly important is the long period of occupation of the French coloniser who left visible scars as they spent 132 years.

In 1966, Kateb (1994, p. 132), a major Algerian writer and poet, asserted, *"I do write in French in order to tell the French that I am not French"*. This sheds light on the fact that this specific language has been considered a tool, or more specifically, a strong weapon that might serve to fight the colonial forces. Its use is totally independent of submissiveness and subordination. Yet, this author considers this language as a *"war booty"* (Kateb, 1994). This is a way to show that Algerians took it from the settler by force. Then, Bouhadiba (2010) confirms that French holds a prestigious position being considered as a *"major language"*. He also notes that it *"has just recently had a new competitor: English"*

(Bouhadiba, 2010). That is, a new rivalry has already emerged between these two languages.

Along the same lines, Benrabah (2014, p. 56) believes that, alongside the previously mentioned languages used in Algeria, other ones are visibly present, namely English which has already gained prominence and visibility in light of globalisation. In this modern world, it is the language of computing, science and technology. Furthermore, Chinese has recently emerged as a newcomer, given the major role it holds in important fields that may sustain nations such as construction, roadworks and telecommunications. All these languages coexist and interact within a country shaped by centuries of colonisation and marked by the impact of many foreign settlers using diverse languages.

2.The Introduction of English in Algerian Primary Schools

After gaining independence, the Algerian authorities initiated a policy of Arabisation in order to put an end to the use of the French language, which was imposed during the colonial era, and to bring back this nation's identity and language, i.e. to promote Arabic. Between the end of the 1970s and the dawn of the 1990s, French was deemed a subject that pupils reaching the fourth grade in primary schools were required to start learning. It was also regarded as the primary foreign language in this country, facing no competition. English, on the other hand, was taught in middle school from the eighth grade onwards (Benrabah, 2014, p. 50). Interestingly, in 1993, a linguistic rivalry between French and English arose. In fact, at the elementary level, fourth-grade pupils were obliged to choose either French or English to learn as a compulsory subject and foreign language (Bennoune, 2000, p. 303; Benrabah, 2007, p. 194). Surprisingly, almost all of the pupils opted for French to the detriment of English. In other words, the latter was chosen by only a very small number of pupils, with a percentage ranging between 0.33% and 1.28% (Miliani, 2000, p. 23; Queffélec et al., 2002, p. 38).

In the same vein, following the educational reforms that were implemented in 2000, English went head-to-head with French and gradually turned to a language to rely on, eventually being in pole position as a primary foreign language in the scientific and technological fields. This came after it had occupied the second position in the early 1990s. Accordingly, Mami (2013, p. 912) says: *"English has been defined as a second foreign language at the beginning of the 90s, and as a first foreign language after the 2000 reform, to gain the status of the language of science and technology used in lifelong learning*

in recent years.” This is to illustrate the emerging prominence of English in those realms within the country.

Since the beginning of the 2022-2023 academic year, this language has been introduced in Algerian primary schools as a compulsory subject and as a significant language. This made headlines in nearly every Algerian newspaper and on several news websites. In this respect, an article appearing on the Algerian newspaper website *El Moudjahid* shed light on the importance of starting to learn this universal language at an early age. Indeed, the Algerian Minister of Education clearly emphasised the government's readiness for this initiative. He confirmed that this is a challenge which is met by the state (*“Belabed: l’introduction de l’anglais,”* 2022). Accordingly, the government recruited more than 5000 teachers for the purpose of covering any shortage and ensuring success. This was displayed in detail on the official website of the Algerian Public Television under the following big headline *“Teaching English in Primary Schools: Over 5,000 Contract Teachers to Be Hired for the 2022–2023 Academic Year”* (Etablissement Public de Télévision, 2022). Moreover, another article published on the online newspaper *L’Algérie aujourd’hui* highlighted the way the Algerian President urged the introduction of a new university specialism in order to train teachers and enable them to work with young pupils learning this new language at this level (Khitouche, 2023). Ultimately, the aforementioned headlines shed light on the new and momentous step taken by the Algerian government, making the nation part of this globalised world.

3. Research Design

To investigate the challenges that EFL teachers encounter when working with primary school pupils, a semi-structured questionnaire was designed and randomly administered, in November 2024, to a number of 35 teachers from diverse primary schools in the city of Mascara, located in the West of Algeria. It was distributed in hard copy format after having permission from the schools’ headmasters. Out of the 35 questionnaires, 30 were successfully completed by teachers and returned whereas 5 were not returned. It consists of 14 questions, including open-ended and closed-ended questions, for the purpose of gathering both qualitative and quantitative data. Specifically, it is composed of yes/no questions, multiple-choice items, and Likert scale statements, in addition to open-ended questions which aimed to allow teachers to freely share their experiences, discuss the challenges they face in the classroom, and suggest solutions to overcome pedagogical problems and make the learning process easier. This

helped ensure a balanced collection of information, enabling one to gain quantifiable results and knowledge of teachers' views as well.

4.Data Analysis and Discussion

In this section, the data gathered using the questionnaire will be analysed and discussed thoroughly. In fact, each question will be considered individually when presenting and interpreting the results in detail.

Question 1: How long have you been teaching English as a foreign language in primary school?

This question aimed to determine whether teachers working in primary schools were experienced in teaching English as a foreign language. It also attempted to explore if experienced and novice teachers encountered the same issues and difficulties in the classroom. This may help examine the extent to which experience contributes to rising to the challenge. Interestingly enough, nineteen teachers said they had two years of experience, six others reported having worked for one year, and the rest claimed that they had only a few months of experience in the primary cycle. Evidently, the respondents' answers reveal a lack of experience in teaching English at this level although some of them had previously worked for a few years as part-time teachers in middle and secondary schools. This demonstrates that dealing with children is totally different from interacting with adolescents. Hence, the results provided lead to the conclusion that this responsibility was mostly assigned to inexperienced graduates who are at the beginning of their professional careers. This possibly happened due to a shortage of experienced and qualified teachers, in addition to the prompt integration of English as a compulsory subject without laying the groundwork.

Question 2: How comfortable do you feel when teaching your pupils this foreign language? (Tick the right box)

This question sought to explore the teachers' levels of confidence and ease when facing pupils in primary schools. Seven informants asserted that they felt very comfortable, eleven said they felt comfortable, nine others reported feeling slightly comfortable and only three claimed that they felt uncomfortable. Figure 1 below is a pie chart that illustrates the levels of comfort reported by EFL teachers in Algerian primary schools. Interestingly, these results indicate that the majority of respondents feel comfortable when doing their job, which may reflect their

self-confidence and assurance in their teaching abilities. However, the twelve other teachers, who displayed their slight comfort and discomfort, reveal their need for more training and support to improve their skills and build their self-confidence. It is worth mentioning that this should be taken into consideration because it is not an insignificant number.

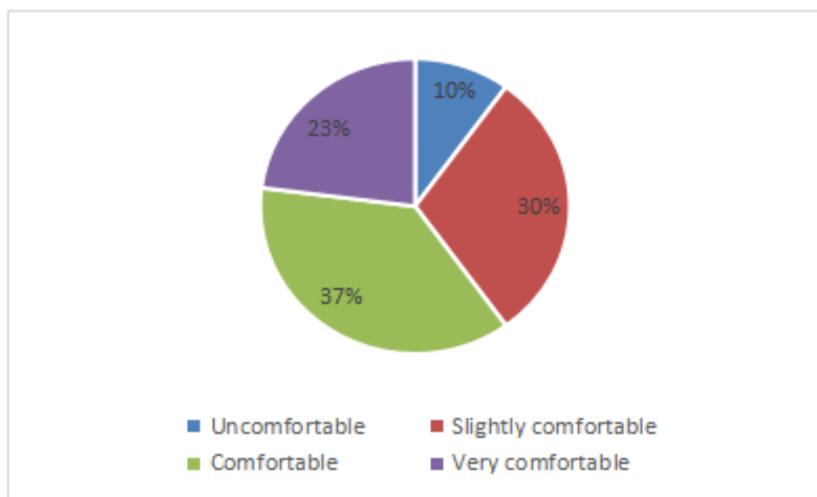


Figure 1: Comfort Levels Among EFL Teachers in Algerian Primary Schools

Question 3: Have you received adequate training to teach English as a foreign language in primary school?

This question intended to investigate whether teachers had received the necessary training to efficiently teach English at this level. Twenty said “yes” and only ten claimed “no” (see Figure 2). These results highlight that the majority have received enough training and feel prepared to carry out their duties; however, a significant number of educators lack essential development and support. This sheds light on the existence of a gap in pedagogical training and psychological preparation. That is, teachers need more opportunities to develop their skills and build their confidence, which may enable them to work comfortably and confidently. This may lead to the improvement of English teaching in primary schools.

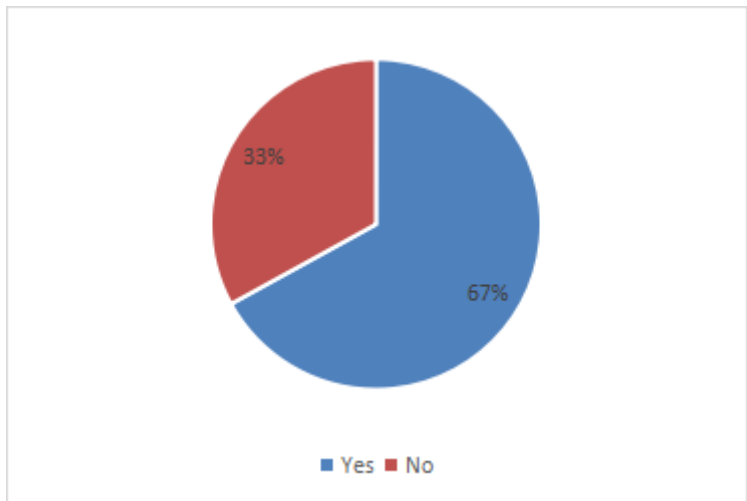


Figure 2: Teachers' Responses to Training for teaching English in Algerian Primary Schools

Question 4: Do you think any additional support or training would benefit you in teaching English to primary school pupils?

This question aimed to investigate the extent to which further training, workshops and support might contribute to the preparation of teachers for their duties. Despite the fact that the majority of the informants previously claimed that they had received adequate training, all the teachers answered “yes” (see Figure 3), explaining that they were still novice teachers who needed more training and experience. This clarifies that, by being in touch with inspectors and other experienced colleagues, they can gain self-confidence, learn problem-solving strategies as well as new techniques to manage their time and classrooms more effectively, and improve their overall levels and teaching skills.

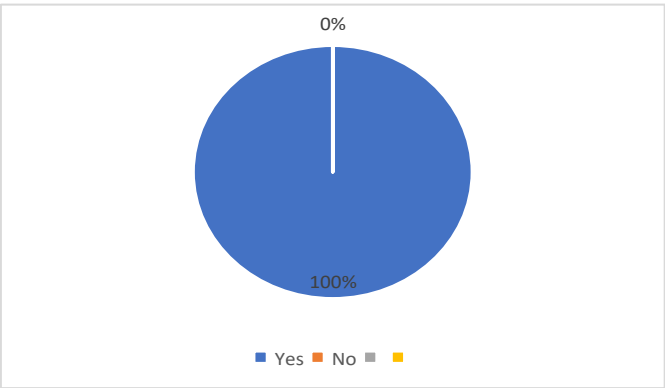


Figure 3: Teachers' Opinions on the Need for and Benefits of Additional Training

Question 5: Do your pupils assimilate English language input easily?

This question was designed to find out pupils' ability to comprehend this foreign language. It also aimed to explore whether the teaching methods adopted were effective and suitable for their level, and the way young learners responded to those methods. Moreover, its purpose was to investigate the level of difficulty and the complexity of the information provided. Eighteen teachers said "yes" while twelve claimed that the learners did not absorb English language content rapidly and easily (see Figure 4). This disparity in answers may suggest that some teaching methods and techniques are efficient for certain learners but not for others. That is, the methods adopted by teachers are not efficacious with all types of learners. This is because there are both quick learners and slow learners within the same classroom, i.e. learners' levels and abilities are not similar. Yet, those methods should be tailored in accordance with the variety of pupils dealt with. More importantly, the significant number of negative responses may illustrate that the content that young learners receive does not suit their level and capacity. In particular, the tasks, listening materials and vocabulary that they encounter are not within their grasp.

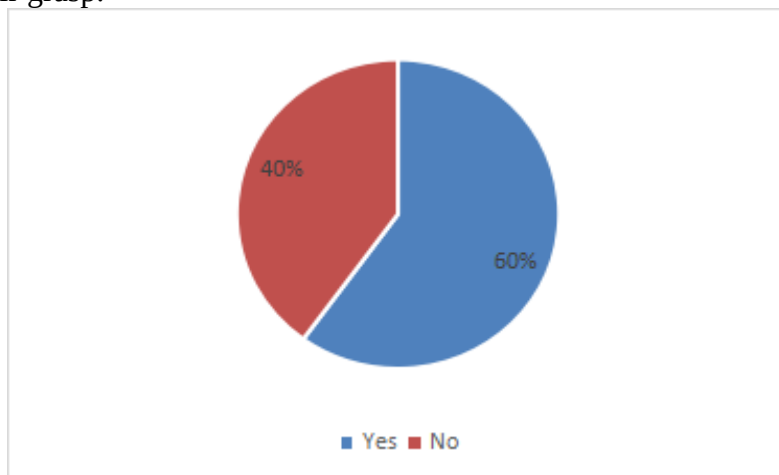


Figure 4: Pupils' Assimilation of English Language Input

Question 6: What specific challenges or practical difficulties, if any, have you encountered since the introduction of English in primary schools?

This question helped uncover the practical issues and pedagogical challenges teachers might face. The investigation of these problems and

difficulties may provide crucial insights into the gaps and areas that require improvement. Yet, most of the respondents shed light on the fact that they were working in two or three different schools, which were sometimes not located in the same area, for the purpose of completing the required teaching hours. Some of them are dealing with more than nine classes while having to move from one area to another. This, in fact, may disrupt their focus and reduce their performance. They also emphasised the lack of ICT resources and exposed the issue of oversized classes, which may not benefit pupils as it affects their engagement negatively. Besides, some of the respondents complained about the coursebook being unsuitable and inappropriate for the pupils' levels. They argued that some tasks were unexpectedly difficult for learners at that stage. They believed that the content was not well-organised; thus, this urged them to look for alternative resources to teach the language effectively. Furthermore, it is worth mentioning that all the teachers criticised the amount of time allotted to English classes. One hour and a half per week, divided into two sessions of 45 minutes for each one, is not sufficient at all. Yet, they highlighted the need for extended time to give the learners more opportunities to be exposed to this language.

Question 7: Are there any particular areas of the curriculum that you find more challenging? (If yes, mention them).

This question sought to explore the particular parts of the curriculum that teachers mostly struggled with and found hard to deal with. It aimed to investigate the components and the skills that they found difficult to deal with, in addition to the complexity of the content and the availability of the teaching resources that are needed. Twenty-two informants stated “yes” while only eight said “no” (see Figure 5). For those who confirmed that they had encountered curriculum challenges, the number of units being taught should be reduced due to content overload, i.e. there are too many units to cover within a limited time. They also believed that the phonics sections were too complex and difficult for young learners to understand. Some teachers asserted that the listening activities were not suitable for the pupils' levels. From their vantage points, those tasks are too advanced for beginners. In addition, the vocabulary used in many sections is not appropriate for those children's age and level. Additionally, some respondents proclaimed that the curriculum lacked writing activities. It is crucial point out that writing may help pupils learn faster and retain information more easily, i.e. it may enable them memorise what they have written before and reinforce their learning.

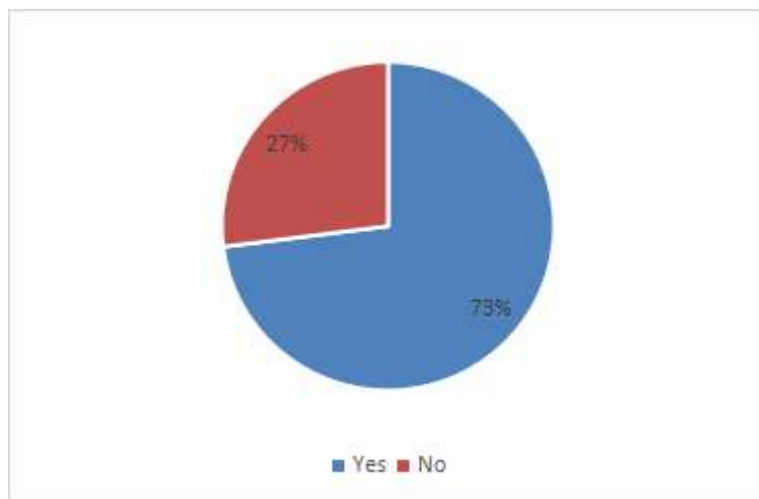


Figure 5: Do EFL Teachers Encounter Curriculum Challenges?

Question 8: Are there any adjustments or improvements you would suggest to enhance the effectiveness of English instruction in the primary school curriculum? (If yes, please share your suggestions).

This question was formulated to identify the existing gaps in the current curriculum and to elicit suggestions from teachers on how to improve its content, methods, and required materials in order to facilitate the learning process. Among the informants, twenty-four answered “yes” while only six said “no.” Those who believed that adjustments and improvements were necessary claimed that the number of English sessions should be increased to enable pupils to learn more and have enough time to assimilate the information provided by their teachers. Some suggested the reduction of the number of units in the textbooks, which they considered overloaded. They added that this might give teachers the opportunity to provide review sessions and revision lessons as a summary and consolidation of the previously learned material. They also expressed a preference for not working in unfavourable conditions, moving from one area to another, but instead being part of only one or two nearby schools in order to be in good spirits, stay motivated and fulfil their duties at full capacity in the classroom. Besides, they proposed the inclusion of more writing activities, the adaptation of the textbooks’ language and tasks in accordance with the learners’ levels by simplifying their language, using less complex vocabulary and focusing on audio materials with a simpler, clearer and less complicated language. In addition, they recommended encouraging pair work and group work when dealing with practical tasks so as to

motivate shy pupils and those who are slow on the uptake and help their integration into the group.

Question 9: How do you deal with language barriers and difficulties in comprehension among your pupils?

This question served to find out the methods and the strategies used to overcome any misunderstanding and comprehension difficulties in the classroom. It may help to go over possible hurdles and get rid of barriers impeding the learning process. To clarify things, some teachers asserted that they focused on body language, including gestures and facial expressions. Pictures, according to them, are also valuable as they can say a lot and explain things quickly instead of uttering a thousand words and wasting much time. Accordingly, flashcards are helpful when it comes to the introduction of new words and expressions. Then, many informants suggested simplifying the instructions which could not be understood easily and making them clearer by using simpler language. In fact, they emphasised that the repetition of key concepts, and speaking slowly and clearly while adopting a varied and expressive tone are of great importance. According to some educators, translation into Arabic can also be a possible option or sometimes a last resort to facilitate pupils' comprehension. Pairing slow learners with quick learners is another technique and form of support often relied upon. Songs and games are also deemed to be attractive sources to reinforce new vocabulary. More importantly, they highlighted that another method that might function well with learners who struggle with language comprehension was complimenting them on the efforts they had made in understanding the lessons and answering the questions they were given.

Question 10: What feedback have you received from pupils, parents, or colleagues regarding the effectiveness of your English language teaching methods?

This question was designed to explore the learners' levels of satisfaction in addition to parents' and colleagues' perceptions of the teaching methods adopted. It was also concerned with investigating the effectiveness of these methods. Half of the informants noted that their colleagues, who teach other subjects, appreciated their teaching methods, particularly when focusing on interactive activities, songs and games. Some of them even confirmed that they enjoyed the English accent, classroom atmosphere and pupils' engagement as well. According to other respondents, some parents felt happy to hear their children using English

words and expressions at home; however, others who had prior knowledge of this language believed that the syllabus was overloaded. They also affirmed that some of the activities given to their children and the vocabulary they faced were difficult and advanced. Others expressed concern about their children not assimilating the information they were exposed to and their inability to help their children at home. That is, they were unable to explain the lessons their sons and daughters did not understand or assist with the activities they did not manage to complete. They also stressed the problem of their children confusing English with French because these two languages often resemble each other in terms of the alphabet, pronunciation, vocabulary and certain expressions. In the same vein, some teachers reported that their pupils enjoyed their sessions, especially the activities they engaged in. Generally speaking, the responses gathered suggest that, despite the fact that the teaching methods are considered enjoyable, appreciated and engaging, there are concerns about their effectiveness as well as support from parents. They may indicate that there is a need to simplify the language included in the textbook. They may also highlight that enhancing and strengthening parent-teacher communication is crucial in order to make parents aware of their children's weaknesses and help them assist their children at home.

Question 11: How do you motivate your pupils and keep them interested in learning English?

This question strove to inquire into the possible techniques EFL teachers focused on to spur pupils' desire to learn this language and sustain their interest. Many informants emphasised interactive activities, including games, songs and storytelling to encourage the learners' engagement in the classroom. Other teachers stressed the importance of being enthusiastic and tolerant as well as praising the learners and rewarding them when they perform well. They believed that this might help overcome their fear and motivate them. For others, the use of colours, ICT and visual aids like flashcards is highly effective. It may enable young learners to listen to English while watching interesting videos and cartoons, for example. They also shed light on the necessity of having homemade materials as a plan B when no resources are available. Some informants drew attention to the creation of a positive, encouraging and supportive environment by pairing pupils and putting them in groups during classroom activities. They asserted that this might keep shy and introverted pupils involved and boost their confidence. The answers vividly suggest that interactive learning, emotional support and a collaborative environment play a momentous role in fostering pupils' motivation. It is also worth noting that technological resources and materials are essential for successfully teaching English at the primary level.

Question 12: What resources or tools do you find most helpful in teaching English to primary school pupils?

This question was intended to have insight into the appropriate tools and materials that can be relied on to support pupils at this level and help them learn English easily. The informants referred to the ministry-approved textbooks which are considered a primary resource to align with the syllabus in addition to flashcards, pictures, posters, daily word displays and real objects. They believed that these could explain things with minimal effort and help instil new vocabulary in learners at this age effectively. They also stressed the importance of laptops, projectors, speakers and language learning applications on smartphones as they can provide an immersive environment where the learners can listen to the language, repeat what they heard before, read and speak without fear. Besides, playing games, fun activities and songs are of gigantic importance because children can practise English when interacting with one another.

Question 13: What steps do you think can be taken to overcome the challenges that teachers are facing?

This question aimed to gather practical solutions that could help overcome the impediments and difficulties that teachers face when working with pupils within the classroom. The respondents proposed having more opportunities to attend training sessions regularly, including seminars and workshops, where they could be in contact with colleagues from other schools and could have model lessons demonstrated by inspectors so as to illustrate effective teaching methods. They also suggested having classes with smaller sizes for more interaction in addition to having skilled and qualified teachers who are trained in dealing with young learners. More importantly, they recommended an improved curriculum with less complex vocabulary and appropriate content that suits children's level. They also shed light on the necessity of the involvement of parents to support their children at home and help them overcome any difficulties when learning this foreign language. Furthermore, they stressed the importance of the availability of teaching materials and ICT tools, including internet access.

Question 14: What is your vision for the future of English language education in Algerian primary schools?

This question was designed to gain insight into teachers' expectations regarding the improvement of English in Algerian primary schools. Ninety percent of the respondents were optimistic and felt they were on the right track. They believed in the importance of English being the language of globalisation, technology and advancement. They emphasised that its introduction at an early age would facilitate its assimilation and open the doors to a bright and promising future. Significantly, they indicated that English would hold a crucial status as a predominant foreign language in the upcoming years. From their vantage point, that was a momentous step toward an effective educational system and enduring development. Some respondents considered starting to teach this language at this stage as a valuable initiative taken by the government, but they were afraid it would not improve and function efficiently due to poor working conditions that could impede the learning process. These included a lack of proper training and teaching materials, overcrowded classrooms, and the rushed implementation of this language. Yet, they argued that the authorities might invest more in teacher training and the educational sector for better outcomes.

5. Suggestions and recommendations

Based on the above-mentioned findings and discussion, the following points are proposed to help EFL teachers overcome the challenges they face when dealing with young learners and enhance the Algerian educational system. They aim to create a more favourable environment for both teachers and pupils at the primary level:

1. It is desirable to recruit more competent and motivated young teachers to address the shortage of educators who frequently move from one school to another.
2. The Ministry of National Education should invest more money in the educational sector, integrate ICTs, and provide schools with the necessary tools and materials to facilitate the learning process.
3. It is crucial to build more facilities and schools to meet the needs of the increasing number of enrolled pupils.

4. It is important to raise awareness among parents who play a major role in helping their children learn English and making this project successful.
5. It is valuable to rethink the appropriate teaching methods used in the primary cycle, which are totally different from those in middle and secondary schools.

Conclusion

After the recent integration of English as a subject in Algerian primary schools, many teachers have placed emphasis on the challenges they have faced and the difficulties they have experienced, working in a poor environment where the necessary resources and conditions are absent. In fact, a semi-structured questionnaire was distributed to EFL teachers to diagnose the issues and provide clear insights into the major difficulties that instructors struggle with when dealing with young learners. Significantly, the analysis of the questionnaire reveals that the majority of educators need more training to improve their professional abilities and build their self-confidence. Furthermore, they suffer from having to commute between diverse primary schools and work in overcrowded classes due to a shortfall in recruitment. It also displays the inappropriateness of the curricula and the textbooks for the learners' age and ability. Therefore, the teaching methods should be reconsidered and the language used in the books ought to be simplified. Besides, this study demonstrates that technological tools and materials are essential to capture pupils' attention, make English enjoyable and accelerate the learning process. This is why the government should build enough facilities and equip them with the necessary resources. Parental involvement is another key element highlighted in children's education. In short, this research suggests some actions and ideas that may contribute to the creation of a suitable and supportive environment where English can be taught and learned easily and effectively.

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