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Addressing English Language Teaching Hurdles Encountered by Primary School Educators in Algeria

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Abstract

The global significance of English has led to its implementation in numerous countries' educational systems, including Algeria. Admittedly, English has been recently integrated as a subject within the overall curriculum at the primary school level. Such an endeavor has opened doors for more employment opportunities for university graduates across the country. However, the teaching process seems to be both challenging and exciting from different perspectives. This study attempts to investigate the main challenges faced by EFL teachers in primary schools, the linguistic, psychological, and social impediments, and to point out possible solutions to implement for the sake of making the process sufficiently acceptable, as the initiative is still in progress. To gather ample data on the given situation, both qualitative and quantitative research approaches were adopted through an online questionnaire dedicated to 57 primary school teachers of English in Algeria. The findings revealed that most teachers face: 1) limited professional training, 2) lack of teaching experience, 3) deficiency in appropriate instructional aids, 4) issues with children's parental involvement, and 5) classroom management problems. As for the possible solutions, it was recommended to organize workshops and peer observation for teachers' professional development, provide schools with adequate instructional materials, and involve parents in their children's learning process. Teachers should manage the classroom in an inspiring way for learners, creating a safe and enthusiastic environment through active communication and fun activities that help pupils attain their English learning goals.

Keywords: English in Algeria, English in primary schools, professional development, teaching challenges

ملخص

أدَّت الأهمية العالمية للغة الإنجليزية إلى اعتمادها في أنظمة التعليم في العديد من البلدان، بما في ذلك الجزائر. ومن المعترف به أن اللغة الإنجليزية تم دمجها مؤخرًا كمادة في المنهج العام في المدارس الابتدائية. لقد فتحت هذه الجهود أبوابًا لفرص التوظيف لخريجي الجامعات في جميع أنحاء البلاد. ومع ذلك، تُعد مهنة التعليم محفّزة وصعبة في آن واحد من وجهات نظر متوازية. تحاول هذه الدراسة التحقيق في الصعوبات التي يواجهها معلمو اللغة الإنجليزية في المدارس الابتدائية، والعوائق اللغوية والنفسية والاجتماعية، واقتراح الحلول الممكنة من أجل جعل العملية مقبولة، حيث إن المبادرة لا تزال في مرحلة التكوين. للحصول على بيانات وافية حول الوضع، تم اعتماد منهجية البحث الكيفي والكمي من خلال استبيان إلكتروني موجه إلى 57 معلمًا في المدارس الابتدائية في الجزائر. كشفت النتائج أن معظم المعلمين لديهم: 1) تدريب مهني محدود، 2) نقص في الخبرة التعليمية، 3) نقص في الوسائل والإمكانيات التعليمية المناسبة، 4) مشاكل في مشاركة الأولياء في تعليم أبنائهم، و5) مشاكل في إدارة الفصل الدراسي. أما بالنسبة للحلول الممكنة، فقد اقتُرح تنظيم ورش عمل، وملاحظة الأقران لتطوير المعلمين مهنيًا، وتوفير الإمكانيات التعليمية الكافية واللازمة للمدارس، وضمان مشاركة الآباء في عملية تعلم أبنائهم. ينبغي على المعلمين إدارة الفصل الدراسي بطريقة تُلهم التلاميذ، مما يخلق بيئة آمنة ومحفّزة من خلال التواصل الفعّال والأنشطة الممتعة التي تساعد التلاميذ على تحقيق أهدافهم في تعلم اللغة الإنجليزية.

كلمات مفتاحية: اللغة الإنجليزية في الجزائر، صعوبات التدريس، اللغة الإنجليزية في المدارس الابتدائية، التطوير المهني.

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Introduction

English has been the world's most spoken language for years due to its global dominance as a lingua franca in various fields such as business, technology, politics, science, and education. In the same line of thought, it is considered the universal language of communication, whether as a first, second, or foreign language among people from diverse cultural, linguistic, and ethnic backgrounds. In the same vein, English is integrated as a language of instruction in numerous universities in the world, and most scientific research and books are often written in English. Additionally, various countries' governments introduced English into their educational system as a subject to be taught to young learners, which received considerable appreciation among parents. Algeria is no exception; though being known as one of the francophone-speaking countries, the recent linguistic policy adoption has significantly urged the implementation of English as a subject matter at an early stage of education. Needless to state, the English language teaching was introduced to the Algerian educational system as a subject in both middle schools and secondary schools as early as the national independence was achieved. It merits shedding light on the recent Algerian educational system refinement in which the president of the Algerian Republic *Abdelmadjid Tebboune* announced the introduction of English language teaching in about 20.000 primary schools to third grade pupils in July, 2022 at a news conference (However, recent ministerial instructions announced the implementation of English at the fourth level of primary schools: August 2023). The latest decisions opened doors to employment opportunities for university graduates to teach English in primary schools.

The teaching process of young learners is considered both enthusiastic and challenging for most teachers, even for part-time teachers. The main reason behind such challenging tasks of teaching is that they encounter various challenges and obstacles both in and outside the classroom. Accordingly, the present article aims to investigate and highlight the main challenges faced by primary school teachers of English in Algeria, and points out several recommended solutions to be implemented to overcome these challenges. In this vein, the researchers have posed some related questions in an attempt to unravel some of the complexities of the newly adopted issue of teaching English to early-stage learners, to seek the main obstacles faced by teachers of English in primary education and shed light on fruitful ways to display English as a new subject-matter to very young learners. These research questions are as follows:

1. What are the challenges encountered by primary school teachers of English in Algeria?
2. What are the main suggested solutions for primary school teachers of English to overcome those challenges and improve their teaching experience as part of their professional development?

To the aforementioned research questions, this research's objectives are as follows:

1. Investigating the main challenges faced by primary school teachers of English.
2. Pointing out a set of suitable solutions to implement to overcome those challenges and improve the teachers' instructional experience as part of their professional development.

Literature Review

This section of the article is an attempt to shed light on: English as a global language, teaching English to young learners, the benefits and challenges of teaching English to young learners, and finally, highlighting English in the Algerian educational system, including its emergence in primary schools.

English as a Global Language

The global language refers to a universal, widespread language that is spoken internationally by people from diverse backgrounds and ethnicities. According to Crystal (2003), English is used globally as a means of communication among people from different countries as a first, second, or foreign language in business, science, politics, technology, and education. In addition to the above-mentioned, about 1.5 billion people in the world communicate using the English language (Crystal, 2012). Moreover, Crystal et al. (1997) pointed out that English became widespread due to the British colonization of other territories. Furthermore, after the second world war, both the United States of America and the United Kingdom experienced a global revolution and empowerment over the world in various fields involving technology, science, business and economy, as well as education which led to the need for English speakers, hence, the need for more teachers of the English language.

Along with the above-mentioned, English language teaching is being adopted in numerous countries' educational systems, as it is a language of instruction in many universities around the world. Also, most scientific research and textbooks are often written in English. Moreover, Jenkins (2009) argued that students at a young age started learning English at the level of primary schools. In the same vein, parents started considering, and supporting their children to begin learning English at a younger age, as previous language learning research shed light on the "critical period" which was pioneered by Wilder Penfield and Lamar Roberts in 1959 in *Speech and Brain Mechanisms* book (Lenneberg et al., 1967).

Teaching English to Young Learners

As English became a universal language used as a way of communication around the world, the number of people teaching and learning the language is increasing over time, and numerous countries' governments have integrated English as a compulsory subject in primary schools. In the same vein, a number of linguists argued that the younger students learn English, the more successful and better outcomes they attain if adequate conditions are provided.

Additionally, teaching English to young learners in primary schools is considered as both enthusiastic and challenging for most teachers, taking into consideration factors that both affect the pupils as well as their learning process such as learning styles and needs, motivation and language proficiency level, various cultural and socio-economic backgrounds, the available learning materials.

The Benefits of Teaching Young Learners

Teaching English in primary schools is considered to be one of the conspicuous and enthusiastic journeys with a priceless impact on both teachers' and students' lives. Its benefits include:

Teachers' Personal and Professional Development

As lifelong learners, the teaching profession allows teachers to develop personally as well as professionally, as they develop creativity, effective communication skills, and various teaching methods and strategies.

Teachers' Lifelong Impact on Students

Learners view their teachers as heroes, due to their model role in class. In the same vein, teachers' guidance throughout the learning process is vital, as they play the role of mentor, listener, guide, hero, and source of inspiration for children (Amarmirgh Education, 2022).

Teachers' Fulfillment and Pride

Teaching young learners has a priceless feeling of fulfillment and pride for most teachers. Observing the learners' enthusiasm to learn and witnessing their progress in English language skills due to the teachers' efforts and artistic role brings meaning and purpose to the instructional process.

Challenges Faced by Teachers of English in Primary Schools

Teaching English to young learners is considered both enthusiastic and challenging for a large number of teachers, as it requires the instructor to be patient, creative, skillful, and qualified in both the language and the instructional process. However, Many teachers encounter challenges that are stated below when teaching in primary schools.

Classroom Management

For James Hourihan, managing the classroom when teaching young learners can be challenging, as teachers have to manage both the physical setting of the classroom creating a safe enthusiastic atmosphere, and learners' discipline within which the teacher plays a role of model displaying to the learners how they are expected to behave in class with their peers and their teacher.

Limited Teaching Resources and Lack of Funding

Most primary schools in various countries struggle with a lack of funding and a limited amount of adequate teaching materials, which is challenging for teachers. In the same vein, teaching children requires the use of various teaching-learning aids and technology, as they like to practice activities such as playing games, singing songs, and watching videos in English to help them better learn in a fun environment (Paul Mupa & Tendeukai Isaac Chinooneka, 2015)

Lack of Professional Training

Providing opportunities for professional training workshops on how to teach young learners is vital. However, most teachers have not been trained on how to teach children, or have had the opportunity of peer classroom observation.

English in the Algerian Educational System

English globalization created a small village of people from various linguistic and cultural backgrounds, as a bulk of many countries' educational systems have introduced English language teaching into their curriculum, including Algeria.

Algeria is known as one of the francophone-speaking countries in the world. In addition to Arabic and Tamazight being the official national languages in Algeria, French is largely spoken among people, due to the French-Algerian history of colonization from 1830 to 1962. However, English has been introduced as a subject at the level of both the middle school and secondary school levels. More importantly, it is vital to shed light on the recent Algerian educational reform, where English has been introduced in primary schools.

English in the Algerian Primary Schools Integration

It is worth highlighting the current Algerian educational system refinement at the level of primary schools, where English has been integrated as a subject to be taught, commencing from September 2022 for third-grade young learners across the country. In the same vein, the

decision to introduce English into primary school learners was announced by the president of the republic, *Abdelmadjid Tebboune*, in July 2022 at a news conference (Al-Fanar, 2022). Furthermore, the latest decision led to a high demand for teachers of English, hence, an increased employment opportunity for university graduates provided by training within a small amount of time that lasted for a few weeks (Boukhlef, 2022). Furthermore, many high school graduates have selected to study English at university for its international and recent national importance, such as employment opportunities.

Methods and Materials

The present research is a descriptive study in which the researcher resorted to both qualitative and quantitative research approaches as an attempt to shed light on the challenges faced by Primary school teachers of English in Algeria, their professional experience, and highlight the main solutions to be suggested for the purpose of overcoming the investigated challenges.

Participants

This study's target participants encompass 57 primary school teachers of English in Algeria, including 45 female and 12 male teachers, aged between +21-60 years old. In the same line of thought, the respondents were randomly selected, taking into consideration their employment status (full-time or part-time teachers) and their English language teaching experience with young learners.

Research Instruments and Procedures

As an attempt to examine the related aspects of the topic and answer the previously stated research questions, this work resorted to both qualitative and quantitative data accumulation methodology through implementing an online semi-structured questionnaire dedicated to 57 primary schools' teachers of English in Algeria. In addition, the teachers' questionnaire was developed according to the study's objectives and research questions, considering the related aspects being investigated. Moreover, the research instrument was pre-reviewed before distribution by research methodology specialists to attain clarity as well as relevance to the aspects under investigation. Accordingly, the questionnaire was designed using Google Forms, divided into four major sections, integrating a mixture of closed-ended and open-ended questions, unveiling teachers' background, their professional background, challenges encountered while teaching English at the level of primary school, and suggested solutions to overcome those challenges. The first section was devoted to examining teachers' background, including their gender, age, and current employment status, using closed-ended multiple-choice questions. Additionally, the second section was dedicated to uncovering their professional background, implementing both closed-ended multiple-choice and open-ended questions highlighting their teaching experience, and their professional training on teaching English in primary schools. Moreover, the third section was an attempt to explore various challenges encountered by primary school teachers relying on the checkbox question. Finally, the fourth section highlighted a set of suggestions to be taken into consideration to overcome the challenges and improve teachers' experience as part of their professional development.

Results

As an attempt to investigate and provide an in-depth comprehension of the related aspects of the current study, data were accumulated through an online questionnaire devoted to primary schools' teachers of English in Algeria. The collected responses were analyzed by

implementing Google Forms analytical tools, as descriptive statistics were opted for to analyze the quantitative responses, including the teachers' demographic and professional background information, also, the main hurdles they encounter and the suggested solutions. Additionally, thematic analysis was used to qualitatively analyze the open-ended answers provided by the respondents, as every question included an "other" option, allowing them to elaborate with additional insights. This section is dedicated to presenting the analysis of the previously accumulated data.

Questionnaire

The teachers' questionnaire is divided into four main sections that involve the following:

- Teachers' demographic background.
- Teachers' Professional Background.
- Challenges faced by primary school teachers of English.
- Suggested solutions to overcome the challenges.

Teachers' Demographic Background

Table 1.*Teachers' demographic background*

Gender Category	Frequency	%
Female	45	78.9%
Male	12	21.1%
Total	57	100%
Age Category	Frequency	%
21-24	8	14.3%
25 – 29	31	54.4%
30 – 39	16	28.1%
40 – 49	1	1.8%
50-60	1	1.8%
Total	57	100%
Employment status	Frequency	%
Full-time teachers	34	59.6%
Part-time teachers	23	40.4%
Total	57	100%

The table above illustrates primary school teachers of English background data, including gender, age, and their employment status. Concerning gender, 45 (78.9%) of the respondents represent female teachers. However, 12 (21.1%) represent male participants. As for their age, 8

(14.3%) represent teachers from 21 to 24 years old. Additionally, informants aged between 25 - 29 represent 31 (54.4%), and 16 teachers (28.1%) aged between 30-39 years old. Importantly, only one respondent, that is, 1.8% is between 40-49 years old, and one other informant (1.8%) is from 50-60 years old. When investigating the respondents' employment status, 34 (59.6%) are full-time teachers, and 23 (40.4%) are part-time teachers.

Teachers' Professional Background

Table 2. *Teaching experience*

Options	Frequency	%
1-5 years.	43	75.4%
6-10 years.	13	22.8%
11-15 years.	0	0%
More than 15 years.	1	1.8%
Total	57	100%

Table Two above displays the teaching experience years of teachers. The findings reveal that 43 (75.4%) have an experience of one to five years, 13 (22.8%) are experienced teachers of six to 10 years. Additionally, only one participant has more than 15 years of working experience.

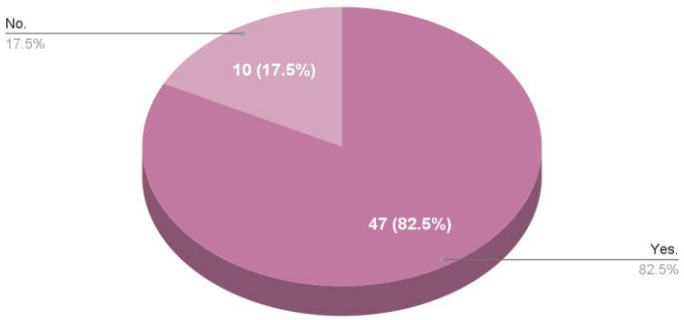

Figure 1. Primary school teachers' professional training

Figure One shows teachers' professional training, where they were asked whether they had been provided with professional training on teaching English to young learners in primary schools in Algeria. It was unveiled that 47 employees (82.5%) were trained on teaching English at the level of primary schools. Nevertheless, 10 teachers (17.5%) claimed that they were not provided with professional training.

For the teachers who were provided with the professional training, the majority claimed that the training was more theoretical. However, the rest of the respondents stated that it was practical, as it helped them to plan effective lessons, deal with classroom and pupils' discipline management, and to apply various teaching methods as well as techniques in the classroom.

Challenges faced by primary school teachers of English

Table 3. *The challenges faced by teachers: Time frequency*

Options	Frequency	%
Always.	1	1.8%
Usually.	51	89.5%
Sometimes.	5	8.8%
Rarely.	0	0
Never.	0	0
Total.	57	100%

In the first question from section three, teachers were asked about how often they encounter challenges when teaching English to young learners at primary school. Fifty-one (89.5%) informants usually faced challenges as English teachers in primary schools. However, five respondents (8.8%) sometimes encountered challenges. It merits noting that one teacher (1.8%) always encountered difficulties when teaching English in primary schools.

Table 4. *Challenges faced by primary school teachers of English*

Options	Frequency	%
Lack of professional training.	51	89.5%
Unavailability of teaching materials and resources.	53	93%
Inadequacy of teaching materials.	53	93%
Inability to manage the classroom setting.	52	91.2%
Inability to manage the pupils' discipline.	54	94.7%
Keeping the students engaged and motivated.	44	77.2%
Balancing various learning styles and needs.	40	70.2%
Teachers' English language proficiency.	11	19.3
Limited opportunities for the learners to practice the language.	36	63.2%
The overpressure is to meet the predetermined curriculum schedule in the school year.	39	68.4%

Table Four represents the challenges faced by primary school teachers of English. As displayed above, 54 participants (94.7%) were not able to manage the pupils' discipline in class. Additionally, 53 respondents (93%) experienced a lack of teaching materials and resources. In a like manner, 53 teachers (93%) struggled with the inadequacy of the teaching aids. Moreover, 52 (91.2%) struggled with classroom setting management, and 51 teachers (89.5%) were not provided with adequate professional training. Furthermore, 44 (77.2%) faced obstacles in maintaining the students' engagement and motivation. In addition, 40 teachers (70.2%) encountered problems in balancing the students' styles and needs, 39 (68.4%) struggled with the overpressure to meet the predetermined curriculum schedule for the school year, and 36 informants' students (63.2%) had limited opportunities to practice English outside of class. Also, the findings revealed that 11 teachers (19.3%) struggled with their English language proficiency.

Suggested Solutions to Overcome the Challenges.

Table 5. *Suggested solutions to overcome the primary school teachers' faced challenges*

Options	Frequency	%
Providing suitable professional training.	51	89.5%
Providing appropriate teaching aids and materials.	54	94.7%
Organize and attend more meetings and conferences with other teachers for professional development.	55	96.5%
Practice the teachers' class observations to provide/receive feedback.	54	94.7%
Involve parents in their children's learning process.	48	84.2%
Ensure wide participation among pupils in the classroom	36	63.2%
Other	5	8.8%

The fourth section was dedicated to pointing out the suggested solutions to overcome the primary school teachers' challenges. It was found that 55 (96.5%) suggested organizing and attending more meetings and conferences with other teachers for professional development. Fifty four (94.7%) suggested practicing the teachers' class observations to provide and receive feedback, also 54 (94.7%) recommended providing appropriate teaching aids and materials. Additionally, 51 participants (89.5%) suggested providing suitable professional training. Moreover, 48 (84.2%) suggested involving the parents in their children's learning process. Thirty-six (63.2%) recommended to ensure wide participation among pupils in the classroom. Importantly, five participants (8.8%) suggested other solutions, including the need to equip the classrooms with ICTs such as computers and projectors, also to be invited to practical workshops.

Discussion

The analyzed data unveiled that the majority of the primary school teachers of English have between one to five years of teaching experience, whereas a minority of the participants have about six to 10 years of experience teaching the English language.

Concerning the teachers' professional training, most of the participants were trained on teaching English in primary schools, whereas a limited number of informants were not trained adequately. The majority of teachers were provided with theoretical training, with limited means for their professional development. As stated previously, a pedagogical training was conducted by the Algerian ministry of education to the new recruited teachers of English attempting to target didactics, classroom management, and pupils' assessment as well as evaluation (Boukhlef, 2022), however, the study's responses uncovered that it was inadequate to meet the reality of the practical use within primary schools' EFL context.

In addition to the afore-mentioned, the teaching process is viewed as both enthusiastic and challenging for most teachers, as several unexpected events may occur in class, and teachers are always required to be creative and artistic, creating a safe motivating atmosphere for the learners and inviting them to have an active role in class, also the sense of pride and satisfaction teachers experience witnessing their learners' progress towards their English learning goals.

As an attempt to investigate the challenges faced by teachers of English in primary schools, the results pointed out the main challenges faced, including:

- ***Professional Training*:** Most teachers were not provided with adequate practical professional training on how to teach young learners, stating that it included more theory than practice. Also, the lack of peer classroom observations, where teachers attend one another's sessions to learn through observing, as well as receiving feedback.
- ***Lack of Teaching Materials:*** a large number of participants experienced a lack of adequate teaching-learning materials and resources availability and access at school, as the instructional course of action requires the use of various teaching aids that facilitate the teaching-learning process, and children learn more efficiently through games and watching videos.
- ***Classroom Management:*** the respondents struggled in managing the classroom setting as well as their learners' discipline in class, due to the fact that teachers deal with a class of various learning styles and preferences, different motivation levels and personalities, as well as the unexpected events that occur in class among learners and with the teacher as well. In the same vein, all these require the teacher to be creative, professionally trained, patient, and up to date concerning the instructional course of action trends.
- ***Parental Involvement:*** one of the main issues teachers face includes children's parents' involvement, due to the busy schedules of both parents and teachers, and the lack of active communication among parents and school staff. Additionally, Brown (1989) argued that teachers often experience less support from parents. In the same line of thought, some parents often do not attend conferences and schools' open days, or check their children's homework, or answer the instructor's notes and meeting invitations.

Pedagogical Implications

Teachers experience various challenges when teaching English to young learners in primary schools. Throughout the accumulated data analysis and discussion of this research, a number of solutions were suggested to overcome those challenges faced by the Algerian primary school teachers of English.

- ***Professional Training*:** Teaching is a lifelong learning process, where good teachers seek to develop themselves professionally for their conspicuous role in their

instructional course of action. It is recommended that schools should pay attention and invest in the professional training of teachers, which includes: organizing and attending national and international study days, workshops, meetings of teachers from various schools, and practicing peer observation among teachers to exchange experience as well as to provide and receive feedback. In the same vein, teachers have to be aware of how to plan effective lessons, manage the classroom setting and students' discipline, collaborate, and be up to date with teaching-learning experience enhancement, such as various studies in the educational field.

- ***Appropriate teaching-learning materials*:** the teaching-learning materials play a vital role in the instructional process, as their availability and appropriate use affect and effect both the learners as well as their academic performance. Adeogun (2001) argued that teaching aids highly influence the schools' performance. Additionally, Mwiria (1985) claimed that both the quantity and quality of teaching materials have a strong impact on learners' academic performance, as students with appropriate resources tend to perform better and attain positive outcomes. Importantly, it is highly recommended for schools to be equipped with teaching materials such as electronic aids including computers, televisions, video tape recorder, overhead projectors, also flashcards and games for learners, to help in delivering meaningful lessons, and facilitate the instructional course of action for both teachers and their students, as young learners tend to be motiavated to learn using games and experiments in the classroom.
- ***Parents' Involvement in Their Children's learning*:** Most parents welcomed the decision to integrate English into primary schools in Algeria for their children. In the same line of thought, it is suggested to involve the parents/guardians for their critical role in the children's learning journey. Additionally, the active parental involvement play a pivotal role in significantly supporting as well as fostering their children's language learning process (Halommi & Stevens, 2023), as schools can invite parents to take an active part through organizing meetings with the teachers, encouraging them to collaborate sharing information concerning the childcare services, and meetings with other parents. Additionally, every parent should be aware of his/her child's learning process, and inviting them to take part in that process helps create effective communication with instructors, as well as improving the parent-child relationship.
- ***Classroom Management*:** Applying efficacious classroom management techniques is crucial for creating a safe, enthusiastic learning environment, facilitating the instructional process, and reducing disruptive behaviors in class. According to Diniatulhaq et al. (2020), creating and designing a welcoming, positive learning atmosphere is crucial for pupils to attain their language learning goals. Moreover, it is worth highlighting that in order to have a positive learning atmosphere, teachers are required to be creative, patient, and professionally developed. In addition to the afore-mentioned, it is recommended for the teachers to build trust worthy relationqhips with the students getting to know them, making them feel that they do matter as humans and as pupils, i.e, devoting time to be acquainted with the learners' interests, personalities and aspirations, their strengths and challenges. Moreover, bringing life to the classroom through designing and organizing a physical setting that motivates and inspires the students, where both teachers and children can easily move and engage the pupils to

have an active role through involving them in diverse fun activities, such as role plays, working all together collaboratively as a team. Furthermore, the teachers have to pave the way for the learners by setting guidelines, modeling the what, why, and how. In the same vein, the what refers to modeling the pupils what they are expected to behave like and setting learning goals to be attained, the why is showing them the significance of what they are learning and the expected behaviors, the how stands for applying a number of strategies to achieve an orderly well organized instructional environment and attain the previously stated learning goals with better outcomes.

Conclusion

Over the years, the use of English as a language of communication among people from various countries increased due to the global significance and dominance the language holds in various fields, including technology, politics, science, business, and education, where English is the language of instruction in many universities. Additionally, numerous countries have integrated English into their educational systems, where young learners are provided with the opportunity to learn English from an early age. Despite the fact that Algeria is a country where French is largely spoken and rooted due to the French-Algerian history of colonization, great attention and welcome have been provided to the English language in the country, introducing it as a subject to be taught in primary schools. In the same vein, a large number of university graduates have been hired as teachers of English in primary schools. However, the teaching course of action can be exciting, as it can be challenging for a vast number of teachers.

The current research aims to investigate the related aspect of the topic and answer the previously stated research questions, including shedding light on the main challenges faced by primary school teachers of English in Algeria, and pointing out the possible solutions to overcome those challenges and enhance the teachers' professional development.

For that to be accomplished, a descriptive research methodology was used, where data were collected through an online questionnaire dedicated to 57 primary school teachers of English, and analyzed.

Answering the research questions, the findings revealed that teachers have limited professional training, a lack of teaching-learning materials, an inability to manage the classroom, and a lack of parent involvement.

Concerning the possible solutions, it is recommended to organize more workshops, meetings among teachers. Additionally, schools are invited to involve the learners' parents and guardians in their children's learning process. Furthermore, schools should equip their classrooms with appropriate instructional materials such as functioning computers, overhead projectors, and games that facilitate the learning process for children.

Finally, managing the classroom effectively is crucial for creating a motivating atmosphere for the students' active engagement, as it requires the teacher to be creative and up to date with the 21st-century teaching trends. Under the same token, teachers are invited to build trust relationships with their pupils through active listening, and organize the classroom furniture in an inspirational way that brings life to the EFL classroom.

The contribution of integrating English into the Algerian primary schools plays a conspicuous role in shaping a new generation with the global language, as it opens doors for more employment opportunities, and the teachers' lifelong impact on their learners supervising them to progress and attain their English learning goals. Finally, teaching youngsters English in

addition to Arabic and French at an early age activates the children's brains, triggering the dorsolateral prefrontal cortex of the brain, which is responsible for problem-solving skills, critical thinking, and reasoning.

About the Authors

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Declaration of AI Refined

This document has benefited from the application of AI-driven tools, including Grammarly and Scholar AI Chat, to refine its linguistic aspects. These tools were utilised to correct grammar and spelling and improve the overall writing style. It is acknowledged that the use of these technologies may introduce certain AI-generated linguistic patterns. However, the core intellectual content, data interpretation, and conclusions presented remain the sole work of the authors.

Statement of Absence of Conflict of Interest

The authors declare that there are no conflicts of interest related to the research, findings, or recommendations presented in this paper. All conclusions drawn are independent and unbiased.

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Appendices

Appendix A

Teachers' Questionnaire

This questionnaire you have in hand is a part of a research that investigates *the challenges faced by Primary school Teachers of English*. This is a great pleasure for us, dear respondent, to be part of this study. We assure you that your answers are anonymous, confidential, and secure. All you have to do is just answer the following questions, and it will not take long of your time. Your participation is really important. Thank you again for your kind attention, participation, and time, dear teachers.

1. **Teachers' Demographic Background**

1.1 Gender: Female ☐ Male ☐

1.2 Age: 21-24 ☐
25 - 29 ☐
30 -39 ☐
40 - 49 ☐
50-60 ☐

1.3 Are you? Full-time teacher. ☐ Part-time teacher. ☐

2. **Teachers' Professional Background**

2.1 How long have you been working as a teacher?

1 - 5 ☐
6- 10 ☐
11- 15 ☐
☐

15 +

2.2 Have you been trained on teaching English at primary school (young learners)?

Yes. ☐ No. ☐

2.3 If yes, how was the training?……

3. **Encountered Challenges**

3.1 How often did/do you face challenges while teaching English at primary school?

Always. ☐
Usually. ☐
Sometimes. ☐
Rarely. ☐
Never. ☐

3.2 What are the challenges you have faced during your primary school teaching?

Lack of professional training. ☐
Unavailability of teaching materials and resources. ☐
Inadequacy of teaching materials. ☐
Inability to manage the classroom setting. ☐
Inability to manage the pupils' discipline. ☐
Keeping the students engaged and motivated. ☐
Balancing various learning styles and needs. ☐
Limited opportunities for the learners to practice the language. ☐
The overpressure e to meet the predetermined curriculum schedule in the school year. ☐
Other. ☐

4. Suggested Solutions

4. What are the solutions you would suggest to overcome challenges?

Providing suitable professional training. ☐
Providing appropriate teaching aids and materials ☐
Organize and attend more meetings and conferences with other teachers for professional development. ☐
Practice the teachers' class observations to provide/receive feedback. ☐
Involve parents in their children's learning process. ☐
Other ☐

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