



People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Chadli Bendjedid –El Tarf -
Faculty of Letters and Languages
Department of English

**Exploring EFL Teachers and Young Learners' Attitudes toward Teaching and Learning
English at Primary Schools**

Case Study of Primary School Teachers of English and Third Year Primary School Pupils,
EL- Tarf

Dissertation submitted to the Department of English in Partial Fulfillment of the
Requirements of the Master's Degree in "Didactics of language"

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Academic Year

2022/2023

Statement of Original Authorship

We hereby declare that this dissertation entitled “Exploring EFL Teachers and Young Learners’ Attitudes toward Teaching and Learning English at Primary Schools”, supervised by Ms. Allaoui Soumaya in the academic year 2022/2023, and submitted to the department of English at Chadli Bendjedid university, EL-Tarf, candidate for the master degree, has not been presented to any other examination board and has not been published before. The researchers certify that all the sources used are cited and acknowledged.

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Dedication

“No one who achieves success does so without acknowledging the help of others. The wise and confident acknowledge this help with gratitude”

-Alfred North whitehead-

In the name of Allah the most gracious, the most merciful

I heartily dedicate this work to:

To myself, I am grateful for the way you supported me and the good qualities that you have. Thank you for never giving up and never getting tired of dreaming of being a shiny bright diamond in the sky. Thank you for being a successful fighter, and thank you for being you.

*To my reason of life, my beloved mother **Mrs. Allioua Yasmina** who gave me the foundation to thrive in life and reach this stage, I am truly blessed to have you as my mother and I am forever grateful for the things you have done to me, and I am sure that I could not have undertaken this journey without you. To my light in darkness, my dear father **Mr. Affoun Hocin**, I extremely appreciate the hard work you have done for me over my learning journey. I am thankful for having you as the best and the kindest father ever. This work seemed impossible without you.*

*To my support in life, my brother **Oussama**, and my happiness, little sister **Doua**, thank you for standing by my side in this life. I am thankful for having the best siblings ever. To my funny, nervous, and hardworking partner in this work **Ms. Aggab Roumaissa**.*

Nehal Affoun

Dedication

“Success is best when it is shared”

-Herman Melville-

In the Name of Allah the most Compassionate, the most Merciful.

I proudly dedicate this work:

*First to me, who worked hard to accomplish this achievement, Thank you myself for all the moments you went through. Thank you for never giving up or stopping encouraging and reminding me that success is not something easy. Thank you for being the strong source of inspiration and the reason of the person who I am today. Big thanks for being you- **Roumaissa** -, and not someone else ideas or personality.*

*To my stars who enlightened my way “My parents”: **Mr. Aggab Kaddour** and **Mrs. Diabi Houria**. Both of them taught me how to depend on myself and how to appreciate work. May Allah protect them and help me to make them more proud of their little angel.*

*To my reason of life, my three candles in darkness: **Ghalia, Manel** and **Ibtissem**. I am really proud and lucky for having you as the greatest sisters ever. I will never forget your support and your advice in every moment. Thank you for being by my side. I would say that without you may be I am not here and none of my success would be possible. To my three beloved brothers: **Choukri, Djaber, Walid** and my brother in law **Imed** who have always believed in me. To the annoying, cute and hardworking partner in this work **Ms. Affoun Nihel**. To all whomever believed in me, helped me and prayed for my success.*

Million thanks

Roumaissa Aggab

Acknowledgements

“No duty is more urgent than that of returning thanks”

-James Allen-

We would like to extend our sincere thanks to our supervisor *Ms. Allaoui Soumaya* for her guidance.

We are deeply indebted to the board of examiners; *Mrs. Nouri Imen* as an examiner and *Mrs. Djaafri Zineb* as a chairwoman for agreeing to serve on the jury and their contrastive feedback on this research work.

We would like to express our deepest gratitude to *Mrs. Bouras Sana* for her thoughtful comments, help and support.

We are extremely grateful for the primary schools' headmasters who were kind and welcoming.

Our profound thanks also to the primary schools teachers of English, for agreeing to put a hand in this work by completing the questionnaire.

At the end, we would like to express our appreciation to *Ms. Fellah Sabrina* and *Ms. Thamer Soundes* who were helpful whenever we asked for help and for their precious advice in completing this work.

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List of Acronyms

EFL: English as Foreign Language

ESL: Elementary Schools

FL: Foreign Language

PSs: Primary Schools

PSCs: Primary School Classes

PSLs: Primary School Levels

PSPs: Primary School Pupils

YLS: Young learners

%: Percentage

Abstract

Due to the global position that the English language occupies at the present time and in all fields, it has been included as a basic subject in Algerian primary schools, specifically this academic year 2022/2023. Since it is the high time to include English in the Algerian educational system, third year primary School classes, this research aims at exploring teachers and pupils' perspectives toward this foreign language and whether those orientations authorize the imposition of English in all levels of primary school. This research work is significant in the field of didactics due to its novelty in Algeria. It shows the way how teachers and learners perceive this foreign language in the teaching learning process. In an attempt to encounter this piece of research with the needed data, a questionnaire and the classroom observation were the applied tools. The questionnaire was administrated to a sample of six teachers of English from different primary schools in the region of El-Tarf in order to discover their reactions toward teaching English for the first time in elementary schools. Moreover, a classroom observation was run during four sessions in six primary schools two classes each except one elementary school that has only one class. The reason behind using classroom observation is to get into pupils cognitive frames of mind toward English as a young start of learning. As a result, the analysis of the gathered data reveals that all teachers have positive attitude and the majority of pupils if not all of them also have an optimistic perspective toward this foreign language learning. On the basis of the attained results from both used tools, some pedagogical recommendations have been proposed for English as foreign language teachers, pupils and policy makers in order to facilitate the integration of English and to provide a swift progress of its learning and teaching.

Keywords: Teachers of English, Young Learners, Attitudes, Teaching and Learning English, Primary Schools, English as a Foreign Language

ملخص

نظرا للمكانة العالمية التي تأخذها اللغة الإنجليزية في الوقت الحالي وفي جميع المجالات، تم إدراجها كمادة أساسية في المدارس الابتدائية الجزائرية وبالتحديد أقسام الثالثة هذه السنة الدراسية 2023/2022. ومنه فإن هذه الدراسة الوصفية تهدف إلى كشف وجهات نظر ومواقف المعلمين والتلاميذ اتجاه تعليم وتعلم هذه اللغة الأجنبية وما إذا كانت تلك التوجهات تسمح بفرض اللغة الإنجليزية في جميع المستويات الابتدائية. هذا العمل البحثي مهم في مجال التعليم بسبب حدائته في الجزائر. إنه يوضح الطريقة التي ينظر بها المعلمون والمتعلمون إلى الإنجليزية كلغة أجنبية. تم جمع البيانات عن طريق الاستبيان والملاحظة الصفية، حيث تمت إدارة الاستبيان على عينة من ستة مدرسين في ستة مدارس ابتدائية مختلفة لاكتشاف ردود أفعالهم تجاه تدريسها لأول مرة. تم إجراء المراقبة الصفية خلال أربع جلسات في ست مدارس قسمين في كل منهم باستثناء مدرسة واحدة بها قسم واحد فقط. السبب من استخدام المراقبة الصفية هو الدخول في الأطر المعرفية للعقل لدى التلاميذ اتجاه تعلم اللغة الإنجليزية. يوضح تحليل البيانات التي تم جمعها أن جميع المعلمين لديهم مواقف إيجابية وأن غالبية التلاميذ إن لم يكن جميعهم لديهم أيضًا منظور متفائل. بناء على النتائج المحققة من كل من الأدوات المستخدمة، تم اقتراح بعض التوصيات التربوية لمدرسين اللغة الأجنبية ووزارة التربية و إدارات المؤسسات التربوية من أجل تسهيل تكامل اللغة الإنجليزية وتوفير تقدم سريع في تعلمها وتدريسها.

الكلمات المفتاحية: اللغة الانجليزية، المدارس الابتدائية، وجهات نظر ومواقف، المعلمين، التلاميذ

Chapter One

Introductory Chapter to the Research

Introduction

Generally speaking, English has been regarded as the first global lingua franca. It has become part and parcel of almost every existing field. Moreover, many countries, even the Arabic ones, teach English as a main subject in elementary schools. One of the greatest decisions that the Algerian educational system has made is the integration of English as an obligatory subject in primary schools, starting with third-year classes, even if it is late in comparison to other Arabic countries. Despite that, it is still a vital decision in order to foster the pupils' acquisition of this language due to its recent significance and its necessity and use in all domains. Therefore, the current research crystallizes both teachers and learners' attitudes toward teaching and learning English in PSs and tends to show if these perspectives allow the implementation of this language in the next primary school classes.

This chapter is an introduction to the research study. It presents the statement of the problem, the aims of the study. In addition to the research questions and hypotheses, also describes the adopted methodology. At last, it is concluded with a brief caption about its organization.

Statement of the Problem

Most worldwide universities use English to teach and learn scientific subjects like math, physics, biology..., etc. Due to its importance, those countries have implemented it in ESs. However, the integration of this foreign language as a compulsory subject in the Algerian PSs is a novel commitment that started to be officially applied for the first time in the academic year 2022-2023. In fact, teaching English to young learners from third PSCs creates different perspectives and dilemmas that vary from teachers to learners, i.e., the

introduction of English in PSs raises the questions of whether pupils and teachers have a positive attitude toward English, and if they do, does it serve its access to the next primary school levels?

Aims of the Study

In an attempt to know how teachers react to teaching English in primary classrooms and to what extent pupils accept and cope with learning this new language, the present study aims at investigating and distinguishing the various attitudes of both instructors and pupils. Then, it seeks to find out the scope of English success that dictates its pursuit for the next PSLs. Realizing the different cognitive orientations of EFL teachers and YLs toward English establishes a clear picture of Algerians' acceptance stretch that opens the door to generalize this international medium to be utilized in all disciplines such as: administrations, courts, medical prescriptions...etc. Since English is an international language, it can substitute the French language in Algeria in the near future.

The Significance of the Study

The present work is of significant importance in the field of the didactics of language since it is the first time English has been taught in Algerian PSs. It is a contribution to the existing findings, as the other countries already have English as a subject in their schools. Furthermore, it sheds light on discovering the attitudes of teachers and pupils alike, how they perceive such an experience, and whether it is a success or failure. It also tends to reveal how YLs are ready to learn an international language that will shape the modernity of their lives in the future.

Research Questions

The present study endeavors to answer the following questions:

Q1. To what extent EFL teachers and YLs have positive attitude toward teaching and learning English at PSs?

Q2. Do these attitudes allow the implementation of English in the next PSLs?

Research Hypotheses

On the basis of the mentioned research questions, this research tries to explore the logic of the following hypotheses:

H1. Both EFL teachers and learners have a positive attitude toward teaching and learning English, despite the heavy burden of subjects that the pupils study.

H2. The positive attitudes of teachers and learners permit the access of English to PS' fourth and fifth levels.

Research Design and Methodology

In order to prove whether the research hypotheses are valid or not and to provide answers to the research questions, this study adopts a descriptive design through the use of mixed method. A questionnaire is given to teachers with the aim of discovering their attitudes toward teaching English at the PSs, and a classroom observation is conducted to witness the performance of the pupils while interacting in the classroom.

Participants

Pupils as Participants

The researchers have conducted classroom observations with more than twenty third year pupils from different classrooms at different ESs. They were observed during four sessions.

Teachers as Participants

Six teachers of English from different PSs were taken under investigation by handing them a questionnaire to be answered.

Data Collection Tools

In order to reach the purposes of the research, data were collected through the use of multiple sources and instruments of evidence for credibility, including a questionnaire that included a set of printed questions that were administered to teachers in order to find out their attitudes toward teaching English. It is divided into two sections in the form of closed-ended and open-ended questions.

As far as classroom observation is concerned, it is undertaken for the ultimate purpose of discovering the live interaction of the pupils without their knowledge during the end of the second trimester and the beginning of the third trimester of the academic year 2022-2023. The observation was in the form of a checklist that contains a set of criteria that are checked on the basis of the existing situation. This procedure is applied to six different PSs during four sessions.

Organization of the dissertation

This research work is a chain of five interrelated chapters that are connected to enlighten the reader about this study. It starts with an introductory chapter to the research, which sheds light on: an introduction, a statement of the problem, the aims of the study, research questions and hypotheses, as well as methodology and research design, and concludes with the organization of the dissertation.

The second chapter is devoted to a review of literature related to the vital aspects of the topic concerning the attitudes of teachers and learners toward teaching and learning English in

elementary schools. This chapter is detailed in three sections: the first section is about the importance of teaching English in Algeria; the second section deals with teachers' attitude toward teaching English; and finally, the third section is related to learners' attitude toward learning English.

The third chapter is concerned with the research design and methodology. It provides a detailed description of the instruments used for conducting the research, the target population, and the procedures that reveal the factors that shaped the study.

Chapter four presents the data findings that were gathered through the use of the questionnaire and classroom observation. It provides statistical data about the questions given to the teachers, represented by a diagram, in addition to a checklist that confirms the set criteria.

The last chapter deals with the discussion of the findings; it seeks to answer the research questions and prove or disprove the hypotheses. Furthermore, it provides a number of implications and recommendations for EFL instructors and administrations at PSs, and ministry of education that intend to boost their positive attitude and encourage the preservation of English teaching and learning for the next elementary levels.

Conclusion

Teaching English in Algerian PSs is the most optimistic step that the ministry of education has ever taken to join Algeria with the advanced world. To fulfill this attempt, EFL teachers and YLs should foster their positive attitude so English can be generalized to all educational levels and all disciplines, starting with third PSCs. The coming chapter is going to provide more details about the notion of attitude of both EFL teachers and PSPs toward teaching and learning English, accompanied by the fact of teaching English in Algerian PSs.

Chapter Two

Literature Review

Introduction

This chapter provides theoretical ideas and concepts that are related to the current research work; in addition, it introduces some of the prior studies about the topic and sets up the groundwork for the practical section. It is composed of three fundamental sections. The first section tackles English in Algeria, including the objectives of teaching English in general, its benefits in the PSs, and its importance in the future. The second one sheds light on teachers' attitudes toward teaching English at ESs, which involves challenges faced by EFL teachers in PSs, teachers' motivation and strategies used in teaching English for YLs. The last section highlights pupils' attitudes toward learning English at PSs; it discusses motivation in second language acquisition, the factors affecting pupils' motivation in their learning, and YLs attitudes toward learning English. To be ended by presenting the struggles that Arab YLs face during learning English and by taking a bird's eye view on parents' impact on learners' attitudes toward learning this FL.

Section One: Teaching and Learning English in Algeria

The Objectives of Teaching and Learning English in Algeria

The most important and purposeful goal behind teaching and learning English as a foreign language that the Algerian ministry insists on, according to what the Algerian program ,June 1999, sets is fulfilling the interactive skills. In that context, the teaching and learning of English aim at making the learners able to communicate effectively with others and allow them to understand and, at the same time, be understood. In which four major sorts

of intentions, which are the socio-cultural, the humanistic, the educational, and the academic, must be accomplished through the progress of the power to understand and to interpret, i.e., mental abilities and skills, those skills should be emphasized because they are fundamental for any type of language acquisition: the ability to interpret (knowledge), the ability to explain and exemplify (comprehension), the ability to produce and use (application), the ability to examine and review (analysis) , the ability to sum up (synthesis), and finally the ability to assess (evaluation) (Slimani,2016, p.36).

Boukri (2020) claimed that aiding society to be in peace, cooperation, and development starts by enriching the learners with more vocabulary, the right pronunciation, grammar, and culture, which are very important to achieve effective interaction. Also, supporting the national shared values, fostering the act of brainstorming and reasoning, enhancing the ability to be active and have many experiences of life, and playing a part in building a loyal nationalist who should be mindful of the obstacles and difficulties that can be faced. After encountering the pupils with all the previously mentioned aspects, here comes the moment to give them the chance, allow them to attain science, and take acculturation's risks into consideration. All these are objectives that the teaching of English in Algeria should be accomplished and followed. Without forgetting the communicative competence, which means the ability to use the language and interact appropriately and effectively, that should be achievable too. Thus, the teachers should never ignore any of the linguistic skills i.e., writing, reading, listening, or speaking, and they should give more focus to the listening and speaking with their learners during their first year in order to make them more exposed to the language and its various phonemes, train them on writing too, and expose them written pieces in order to make them familiar with the different linguistic forms. By the end, she added that the learners, according to Benadla (2013) will be able to imitate, copy and produce by themselves, and they will become independent learners.

Benefits of Teaching and Learning English at Primary Schools

Many advantages have been cited in more than one study about teaching English in ESs, which proves its success. The first benefit is that learning at early age is a great point for children because they can take the same method of acquiring their first language and apply it to the FL. Moreover, pupils' brains at that age i.e., in the optimal period, are fresher, active and this will help them receive the maximum amount of knowledge, memorize and be creative. Motivation, language aptitude, teachers' behavior, learning strategies, and learning material play an important role in the success of teaching and learning English in PSs. In other words, if the pupils are motivated to learn, and obviously they are during that period, their aptitude is reinforced, the teachers have good behavior and good presence in the classroom, learning strategies are taken into consideration, and various materials that boost the learning of English are available, the children will be in high level of admiring English. Another benefit is that learners will be conscious and aware of their first language and the cultural competencies, which makes them more polite and open-minded because the learning of this international language helps them to discover other different cultures. Also the teaching of English to young learners aids to get fluency and strong accent due to the large amount of time they have to practice pronunciation and gain more knowledge, which affects their confidence positively i.e., having a strong background, increases the interest in learning it like participating in the classroom. Finally, pupils are the best learners by cause of the natural, entertaining, and exciting schooling that spontaneously occurs at their age (Cahyati & Madya, 2019, pp. 396- 397).

Teaching English to young learners as a main subject in primary schools is very fruitful. It improves and prospers the four skills, both the productive and the receptive ones, especially speaking and writing, by reason of the variety of the techniques used in classrooms,

such as songs and short videos that help to capture more vocabulary and great accent because most of the time the songs are easy and unforgettable, and here the listening and the speaking skills are practiced in a good way through the focus on the lyrics and the repetition. Also, games that have a purpose, like Hopscotch, are effective methods to learn words in a funny way. In addition to the use of pictures or realia to explain words instead of using the direct translation, make them aware of using the translation from their first language to FL in their learning cycle. So, the different tools and techniques used with young learners make their learning unique and more beneficial than at other level (Dunsmore, 2019).

The Importance of English Education in the Future

Isnaini (2021) mentioned that understanding and mastering English is a vital step in any person's life nowadays, regarding its use and necessity all over the world and in all domains. Learning English has several power points in the future, like increasing the chances to study abroad and improving the career because most companies put English fluency in their recruitments, and by being able to speak it, it facilitates the acceptance of jobs since it is one of the essential requirements. Moreover, it helps to improve self-confidence and self-competence in professional settings, and this cannot be achieved only through learning and being able to speak that language. Another point, is that English develops a person's mentality, corrects his feedback, boosts his knowledge and makes him open minded and cultivated. She also mentioned that Rintaningrum (2015) believed that knowing English is important because it is the language of research "scientific language," that is most of the time used by scientists, writers of articles, or authors of books and to benefit from those sources, mastery of English is a condition.

Section Two: Teachers' Attitudes toward Teaching English at Elementary

Schools

Teachers' Perceptions toward Teaching English to Young Learners

Haddad (2019) claimed that “A glint in teachers’ attitudes towards teaching English makes a glint of excitements in the students’ attitudes toward learning the language “, and he clarified this claim with what has been said by Barkley and Bianco (2006) that teachers with positive attitudes in teaching are more likely to increase their students’ positive attitudes. Moreover, he added that Patrick, Hisley, and Kempler (2000) said that teachers who reflect enthusiasm in their attitudes toward teaching result in learners with a strong drive to learn (p. 901).

He mentioned that according to Wenglinisky (2002), teachers’ competence is not determined by their career length or their level of education, and the success of the teaching and learning process is shaped by teachers’ enthusiastic attitudes and learners’ eagerness to learn. In other words, teachers who stress creativity and authenticity generate attitudes that promote high proficiency in language learning. In this sense, he stated that Soh (2000) agreed that teachers’ authentic attitudes are seen in their choice of tasks and activities that maintain their pupils’ attention (p. 901).

Roothoof (2017) said that FL learners show less worry about learning whenever teachers are thirsty to show their motivational attitudes. Teachers should also prevent criticizing mistakes that YLs commit from making them humiliated or embarrassed, which develops a negative attitude toward learning the FL. He also declared that teachers attitudes are shaped by a bunch of factors, such as practical experience and the teachers’ own experience as language learners. Then, he supported this view by referring to Borg (2003),

who said that classroom practices are influenced by teachers' interrelated systems of beliefs, knowledge, and attitudes. Buehl and Beck (2015) emphasized the previous claim by adding that the influence between classroom practices and teachers' beliefs is mutual, i.e., classroom practices influence teachers' beliefs and teachers' beliefs influence classroom practices (p. 213).

In shorter words, teachers' attitudes are one of the vital factors that affect teachers' teaching and learners' learning positively whenever those attitudes are positive, which underlines the success of the FL teaching and learning process.

Challenges Faced by EFL Teachers in Primary Schools

Halik and Nusrath (2020) claimed that due to the widespread use of English in all fields, it becomes a necessity to be taught as 1L, 2L, or FL, even for YLs. FL instructors always face problems and challenges while dealing with children, and they reinforced this point by what Alrawashdeh and Al-zayed (2017) found out: those teachers face a variety of struggles that weaken the teaching and learning process, which puts teachers in a dilemma concerning the students and their future (p. 359).

The factors that provoke the obstacles that FL teachers may come across can be either internal or external. The internal factors refer to pedagogical competence, motivation, and identity. On the other hand, the external factors are textbooks, learning resources, teachers' level of English, and class size (Cahyati & Madya, 2019, p. 397).

Rosa (2018) has presented a bunch of challenges EFL teachers face when it comes to YLs learning a FL, these challenges are mentioned below:

- The course book: the course book can be a turn-off factor that ends with teachers and learners in a demotivating classroom environment. The reason behind this

demotivation is the constant format of courses and the blandness that is culturally inappropriate. To decrease those challenges, teachers should create fun activities and vary their teaching materials.

- Recognizing the students' names: YLs are always into attention, so when teachers remember students' names, they feel worthy, and their teacher cares about them, which motivates them to be involved in learning. The problem in this situation is that it is hard for teachers to remember each student's name, especially at the beginning of the term, which requires them to discover new strategies to solve this problem.
- Respecting the students: students commit mistakes and bad behaviors in classrooms, here teachers' reactions matter. When teachers raise their voices or shout at their students, or they criticize them heavily, students become dispirited and lose interest in learning and this is based on student's character because for some it is not problematic to be shouted at, but for others it is harmful. To get beyond this challenge, teachers should respect their students and take their character into account, as well as use some strategies like showing their pupils that they are worth trusting and that they should be fair and honest. In addition, teachers should not take any undesirable behavior personally.
- Teaching writing: teaching writing English scripts for YLs who are learning writing in their 1L at the same time is a challenge. Teachers should focus on spelling by emphasizing the correct form of words and letters and on creativity by blending students' linguistic knowledge and imagination to produce a creative piece of writing. To solve this challenge, there are some strategies, such as straight copying, matching, delayed copying, and letter tracing.
- Teaching speaking is a common challenge for EFL teachers around the world. This challenge is mainly because of the teachers' level of English, pronunciation, and

motivation in the classroom. To overcome this challenge, some strategies are proposed, such as games, talking and writing boxes, tongue twisters, and secret messages.

- Disruptive behaviors: Charles (2010) has introduced some types of disruptive behaviors: Prolonged chattering: private chatting between 2-3 students in the classroom Aggression: it can be physical (hitting, slapping, kicking, etc.) or verbal (swearing, ridiculing, etc.).
- Breaking rules: these behaviors occur when students' needs are not satisfied, so they act disrespectfully and break the class rules.
- Confrontation is when students act domineeringly over other classmates.
- Disengagement: it happens when students are not interested, sick, or the task is dull. To overcome these behaviors, teachers should apply some strategies, for instance, having a sense of humor, taking charge, playing a silent game, creating a fun atmosphere, etc. (pp. 19–22).

To summarize, the challenges that FL teachers face during the teaching process can be drawn from internal or external factors of both themselves and their learners, and if they come across those obstacles in one way or another, this will determine their positive attitude toward teaching English to ES pupils.

Teachers' Motivation and Teaching English at Elementary Schools

"Language teacher motivation has been an emerging field of inquiry within the field of second language acquisition" (Smid, 2018, p. 19). To start, motivation, according to Oiolube (2005), is the intrinsic starting gate that dictates how someone engages and acts in a certain

way (as cited in Shah& Naveed, 2020, p. 42), while Elliot (2005) considered motivation to be what encourages teachers to perform in a certain manner, such as with energy (p. 52).

The concept of teachers and motivation/demotivation that Hettiarachchi (2015) worked on has been regarded as a significant new construct that has attracted many researchers due to its impact on the main stream of education during the last few decades (p. 1). He added that Gardner (2007) believed that teachers' motivation has a crucial influence on students motivation in second language acquisition, i.e., that teachers' motivation in teaching English boosts and helps students learn it. Along with Hattiarachchi research, a survey study about teachers' motivation and demotivation conducted by Dinham and Scott (2000) revealed that most motivated teachers are intrinsically motivated, and teachers' demotivation goes back to extrinsic factors (p. 390). Therefore, Shah and Naveed (2020) also mentioned that teachers' intrinsic motivation can be seen when it comes to the classroom manifestation of teaching with joy and pleasure, and on the other side, they are extrinsically motivated when they teach only to fulfill a desired objective, for instance, a promotion or a handsome salary (p. 42).

Shah and Naveed (2020) cited that Dörnyei (1994) has introduced thirty motivational teaching strategies to evolve learners learning of English. After another round of research, he added in 2001 that teachers' perception is a turning point in their students' learning interests and assists in their language learning obstacles. Furthermore, creating interest and curiosity in learning English for YLs is a bit of a challenging task to be done perfectly in the classroom. For that reason, Dorneyei offered solutions to overcome those challenges smoothly, in which he stressed the concept of communication by telling teachers to build positive relationships with their YLs to enhance their communication and improve their learning by convincing them that making mistakes is a crucial part of learning (p. 41). According to them, motivated teachers aspire to provide interesting and enjoyable learning for students, i.e., EFL. Teachers are more likely to make a revolution in their pupils learning when they are positively

motivated, which leads to the conclusion that teaching and learning English is more about intrinsic motivation, so teachers should be intrinsically motivated and they should create motivation in these learners.

Since multiple researchers have agreed on the point that the motivation of teachers influences students' learning of English, there are a variety of factors that Shah and Naveed (2020, p. 44) claim affect teachers' motivation, such as the following:

- Salary and teachers' motivation: financial satisfaction is the key factor in doing any job, and that was confirmed by Murnane and Olson (1990), in which they found out teachers with handsome salaries are more motivated, and they seem to spend longer time in their career.
- . Environment and teacher motivation: Bennell and Akyera Pong (2007) have found that travel and meals affect teachers' lateness and absenteeism from school. Classroom situation, distance, and many more factors also affect teachers' motivation.
- Teaching experience and teachers' motivation: Dinham and Scott (1996) declared there is no relationship between the length of experience and job satisfaction, whereas Ward (1997) argued that teachers' with a long-term career of teaching had stronger affection for interpersonal relations with teachers.

Moreover, Kalyar, Ahmed, and Kalyar (2018) have mentioned that teachers' motivation can be determined by their self-efficacy, which refers to their self-beliefs and their capability to accomplish any task fearlessly (p. 95). This type of teacher influences positively their students' learning by achieving better performance, which automatically influences their motivation. Taking a bird's-eye view of teachers' demotivation, they stated that it is more

likely to be in interrelationship with one of the factors below by mentioning what Dörnyei (2010) has spotted: a stressful work environment, inhibition of teachers' autonomy, insufficient self-efficiency, content repetitiveness, and inadequate career structure (p. 165). Another factor mentioned is teachers' mastery goals orientation, which was defined by Elliot (2005) as teachers' strong drive to master skills and to foster their performance under any circumstances (p. 94).

To sum up, teachers' motivation has an evident impression on both teachers' teaching and learners' learning, in that teachers' motivation underlines their attitude toward teaching English at elementary schools. Consequentially, motivated teachers lead to teachers with a positive attitude, which helps students absorb this positive attitude due to the contagious classroom environment.

Strategies Used by EFL Teachers in Teaching Elementary School Pupils

Zohud (2015) has grouped those strategies into traditional teaching English strategies and non-traditional teaching strategies. One of the traditional strategies that is mostly used is lecturing, which is manifested in teacher-centered classrooms when teachers are providing information while learners are only passive beings or listeners in classes. She highlighted that using this traditional strategy is satisfactory for learners because it makes them comfortable and effortless, while non-traditional strategies or active learning strategies, which are used in learner-centered classrooms, are presented when learners are more engaged in learning, develop their attention, and master different skills. Those strategies are discussion, case studies, concept analysis, etc. (pp. 11–12). She stated that strategies differ in the four domains of language, i.e., listening, speaking, reading, and writing and she added that Wandberg and Rohwer (2009) have offered some strategies that can be helpful in teaching English to children, such as:

- Assessment with choice strategies: this strategy allows the learners to choose the way or the domains in which they are going to express their learning by writing, speaking, drawing, or illustrating.
- A to Z taxonomy strategy: students write each letter and then choose one letter. They must then say a word that starts with this letter related to the topic.
- Brainstorming strategy: this is the best strategy for developing creativity and imagination. Teachers can divide learners into groups because this will create more ideas.
- Cooperative learning strategy: teachers divide the learners into small groups to work together on a topic. The selection of learners in each group should be based on the students' abilities or the group task.
- Games can be used as a strategy to teach different domains of language. These include matching, puzzles, problems, and other games created by teachers that are fun and useful.
- Role-playing strategy: The teacher asks students to play a role in the classroom. This role play can be planned or spontaneous.
- Pre-reading and predictions: teachers give students words and tell them to predict what the lesson is going to be about (pp. 12–14).

According to Zohud (2015), teaching strategies and students' engagement in learning have a strong bond. She claimed that learners are more dynamic, energetic, and engaged in learning when teachers manipulate the use of teaching strategies. Also, she mentioned that Bernaus (2009) argued that students' academic performance and motivation in learning English are affected by teachers' motivation and teaching strategies used in classrooms. Zohud has stated the advantages of using teaching strategies in teaching English to elementary school pupils by providing what different researchers have found, such as

Costantino (1999), who claimed that teaching strategies boost and motivate learners to learn English better, while Lerner (1989) declared that each of the four skills (reading, writing, speaking, and listening) require different teaching strategies to be improved; moreover, Cheesma (2005) argued that critical thinking and motivation can be developed by the right choice of teaching strategies. Finally, Kumar (2007) agreed that by virtue of the utility of teaching strategies, students are supposed to be active, motivated, engaged in learning, and acquire the language easily (pp. 15–16).

Another angle that should be mentioned in addition to teaching strategies is technology and its impact on teaching English to YLs. Erbas, Cipuri, and Joni (2021) have mentioned that technology in teaching English helps teachers increase the success of the teaching-learning process by providing five principles for creating effective 2L learning environments:

- ✓ It gives ELLs many opportunities to read, to write, to listen to, and to discuss oral and written English texts expressed in a variety of ways.
- ✓ It draws attention to patterns of English language structure.
- ✓ It gives ELLs classroom time to use their English productively.
- ✓ It gives ELLs opportunities to notice their errors and to correct their English (pp. 16-18).
- ✓ It constructs activities that maximize opportunities for ELLs to interact with others in English (Erben et al., 2008) (p.1323).

In other words, FL teaching strategies are a necessity in teaching YLs to absorb their attention, reinforce their learning, and guarantee the smooth flow of the teaching-learning process. The best use and choice of the teaching strategies is also a signal of teachers' positive attitude that leads to students' positive attitude.

Section Three: Pupils' Attitude toward Learning English at Primary School

Motivation in Second Language Acquisition

Zareian and Jodaei (2015) claimed that many investigators assert that motivation has a strong prominence in second language acquisition. Motivated students are the most common ones in language stream classes. In a sense, extremely motivated learners are more active during the course, and by doing so, they affect others with their positive energy. They have cited that Pulvermuller and Schumann (1994) claimed that language skills, language competence, language proficiency, and language ability cannot be reached only through the learner's motivation and his desire and capacity to learn both receptive and productive grammar ("grammatical knowledge"). On the other side, they added that Ellis (2008) viewed language aptitude and motivation as two dominant psychological factors that influence an individual's learning of a SL (p. 297).

Most of the time, the will to learn is related to what is called motivation regarding its role in acquiring the second language. Having a particular goal and knowing it in learning increases motivation and helps to adapt the four linguistic skills. It also directs the behavior and boosts the internal lacks. That is why motivated learners are named like this due to their interest in mastering the language with its various forms and functions, acquiring knowledge, and focusing on creating an appropriate environment to study in. Furthermore, learners who have an intrinsic type of motivation are highly lucky to be more creative, fast, and smart in doing an activity, especially when external factors like punishments are not preferable in the teaching-learning cycle, and here they can bring various ways to acquire knowledge (Ai, Pan, & Zhong, 2021, p. 624).

Factors Affecting Pupils' Motivation in their Learning of Second Language Acquisition

Demotivation, or the lack of motivation, which is chased by different points like shyness, lack of knowledge, and teachers' behavior in the classroom, should be viewed as mental or physical struggles of the learner (Ersoz, 2004). Moreover, the use of repetition in order to learn, the way that the teachers clarify things and their ignorance of the students, hard lessons, etc. are all factors considered obstacles in the learning process (Jafari, 2013). Also, the importance and significance of the acquired language and its vital use in the social setting affect the learner's desire to acquire it; there is no socio-cultural validity and no functional relevance. For instance, peers, past learning experiences, and previous knowledge of past learning play a part in influencing learners' motivation; if they are positive and successful, they will increase the willingness to know a second language, and vice versa. In addition to the external factors like the environmental ones, which greatly contribute to motivating or demotivating the student, good classroom management and important physical contexts such as enough light, useful materials for learning, and teachers' techniques that are the key points of learners' desire to master the FL, etc. must be found. In other words, teachers should be creative and motivated in their way of introducing the lesson; they should vary tasks and materials because students depend a lot on classroom routines and teachers' dominance during their learning. Another major influential point is the parental factor due to the parents' impact on children's will to learn since they affect it in certain ways and learning starts first at home (Butler, 2014). Cheung and Pomerantz (2012) claimed that the effect of the interference of parents on their kids' learning through "parent-oriented motivation" would be shown at the secondary school level. Parents' confidence and trust concerning their children's abilities play a role in improving the grade level. However, even with the socio-economic status of their parents and their unqualified language level, they managed to help their children in their

studies. The positive home situation and the use of both the mother tongue "1L" and the FL "2L" contribute to the amelioration of their learning and their accent of the acquired language. In addition to the four dominant parental factors changing children's marks and their desire to study the 2L that Wigfield et al. (2006) mentioned, which are: the family and the environment's features (parents' job and educational level), parents' behaviors and attitudes, the manner in which they interact with their kids, and the parents' expectations' of their kids' capacities and success, these factors build a strong climate of motivation. These factors, in addition to the child's aspects and its cultural diversity, affect each other and influence the students' learning (Butler, 2014). Coming again to insist on the classroom characteristics, or what is called the environmental factors that are related to the school conditions, including the availability of everything helps to improve the learning and even the teaching process, such as enough chairs, technological materials, an appropriate atmosphere, etc., because from this point motivation starts and affects teachers and peers to be generalized all over the learners. Finally, the physical conditions affect the learning, whether positively or negatively. That is why it is important to provide learners with the necessary objects to increase their motivation and achieve high grades (as cited in Ekiz & Kulmetov, 2016, pp. 20–25).

Young Learners' Attitudes toward Learning English

Following the proposition of "the earlier the better", Jurisevic and Pizorn (2013) claimed that early language learning is the key to get effective FL users, in which psychologists and linguists have stressed this young start to have successful English users, which means their age is an essential factor that affects learners attitude. Also, Szpotowicz, Djigunovic, and Enever (2009) have reached the conclusion that learners' attitudes are influenced by their teachers, parents, and friends' attitudes (as cited in Asmali, 2017, pp. 57–58).

Herwiana and Laili (2021) mentioned that the success of second language acquisition is determined by the attitude toward the FL, and Spada et al. (2006) claimed that a positive attitude toward FL speakers brings more interest in getting in touch with learning that FL enthusiastically (P. 63). They mentioned that according to Khasinah (2014), classroom language learning and teaching reflect learners' attitudes, i.e., positive language learning and teaching experiences result in learners having a positive attitude toward that FL and vice versa. They have cited previous related studies as follows: Al-Sobhi et al. (2018) found that attitude is the most important nonlinguistic factor affecting second language acquisition, and Noursi's (2013) research has concluded that United Arab Emirates learners showed a positive attitude toward learning English. In addition, Kiziltan and Atli (2013) also pointed out that in their research on Turkish YLs who were motivated and reflected a positive attitude toward the language learning, For more clarity, Alkaf (2013) confirmed that even college students acquire a positive attitude toward learning English; moreover, Primardi et al. (2014) found that students manifest a positive attitude due to their motivational level (p. 91).

They have introduced that language learning attitude according to Noursi (2013) is one of the most vital factors that influence attitude and presented the significance of learning attitude as it is mentioned bellow:

- ✓ An investigation into students' attitudes is an effective method by which language teachers, education planners, syllabus designers and researchers can obtain greater understanding into the language teaching and learning.
- ✓ Students have different needs, preferences, beliefs, learning styles, and educational backgrounds, and imposition to change upon these factors can lead to negative reactions.

- ✓ Students have views on the learning process and can articulate them. Since English language teaching in elementary school has not had any curriculum design and has not been done correctly, it affects to the students' attitude and give negative behave of language teaching and learning. That's why this study focuses on the students' attitude toward English regarding the improvement of the teaching method and also the development the English curriculum in elementary school (p.22).

Struggles That Arab Young Learners Face During Learning English

Elttayef and Hussein (2017) have mentioned that, according to Zhong (2009), language learning is based on the four skills. There are receptive skills, which show the process of how people acquire meaning through seeing and hearing (Harmer, 2003), while Cooper (2015) pointed out that productive skills are how people communicate the meaning they acquire through reading and writing. Thus, Arabic learners face problems encountering those skills that directly affect their learning (p. 1).

They presented a bunch of challenges that YLs face in their learning process, accompanied by a figure for more clarification:

- Problems related to listening skills: they are mostly because of the misuse of listening materials by teachers, even though they read for their students' dialogues or short passages, but this does not bring learners close to the native speaker model to acquire the language appropriately.
- Problems related to speaking skill: teachers are the most influential models of spoken English, and what the teacher produces is a final word for students, i.e., teachers

speaking ability affects pupils' speaking, which makes it hard for teachers by forcing them to improve their speaking to at least be good models for their pupils.

- Problems related to teachers: teachers should be competent and efficient, and those who are not should be replaced. On the other side, teachers should not adopt a specific strategy in teaching but manipulate those strategies according to the activities and courses' requirements. Finally, classroom management dictates that teachers maintain a friendly relationship with their learners, motivate them, and care about their feelings.
- Problems related to students: the previous researchers have introduced the problems as the following: "While learning a second language, a student faces many problems, like socio-cultural problems, unfamiliarity with the subject, a different style of writing from his mother tongue, pronunciation problems, and problems recognizing the alphabets" (pp. 3-5).

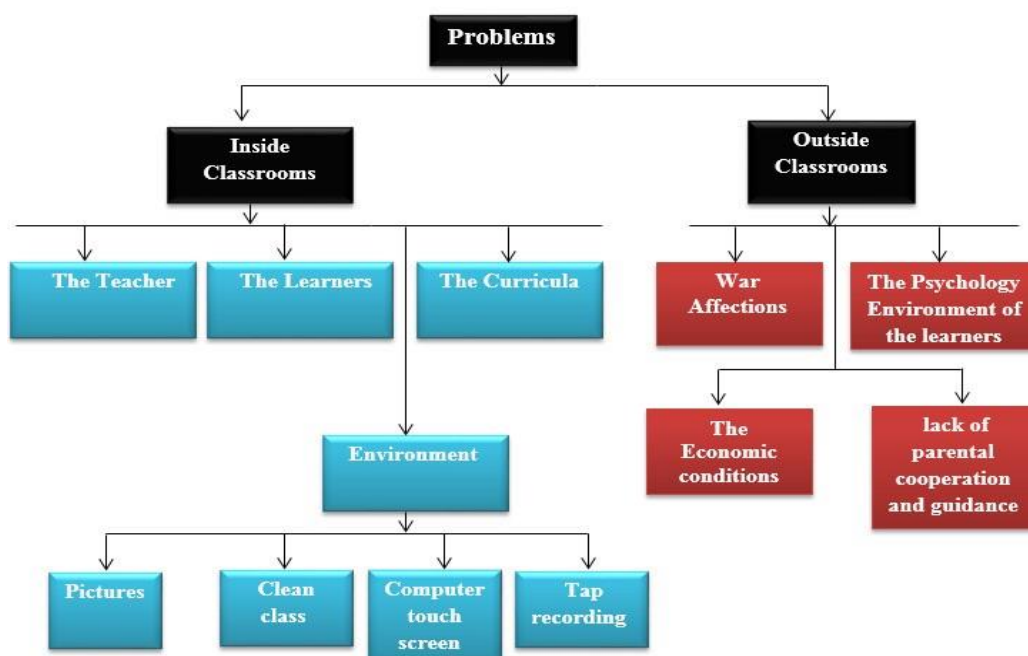


Figure 1. Types and Classifications of Arab Learners' Problems. Reproduced from "Arab learners' problems in learning English language: A teacher perspective", by Elttayef, A. I., & Hussein, N. O. 2017, *Journal of Literature, Languages and Linguistics*, 40, p5.

Parents' Impact on Learners' Attitude toward Learning English

Gatie (2020, p.12) said that Brown (1994) argued that young children develop their attitude during their early stages of childhood, which makes children's attitude an outcome of their parents' attitude. In addition, Gatie has mentioned that Larsen and Long (1991) have found out after a series of studies that parents' attitude toward the target language shapes their kids' attitude and influences their learning accomplishments, and also cited that according to Spolsky (1969) parents' attitude is formed by a variety of factors such as educational level, religion, culture, socioeconomic status and knowledge of the target language, moreover he supported this claim by Wilkins (1974) declaration that pupils' success or failure is determined by their parents' performance ,and Gardner and Lambert (1972) have discussed that parents are the most influential factors in their children's learning phase as the following:

I think it is meaningful to distinguish the main roles which are relevant to their success in a language program. For better labels, I am going to refer to them as the active and passive roles even though these labels are not completely descriptive. By the active role I mean that role whereby the parent actively and consciously encourages the students to learn the language. In the active role the parent monitors the child's language learning performance and to the extent that he plays this role and attempts to promote success. That is the parent watches over the child and makes sure that he or she does his or her homework, encourages him to do well, and in general reinforces his or her success. I believe it is safe to assume that differences in the extent to which parents vary in this encouragement function would have some influence on the child's performance in any learning situation (p. 141).

Griva and Chovarda (2012) have listed many researches about the role of parents in learners' attitude as the following:

A number of research findings related to parental attitudes towards early language learning indicated the positive effect of their stances on children's language education. Especially in 2006, in Taiwan, a research conducted by the government information office revealed that most parents were positive towards early language learning and they supported English learning even from the nursery school. Another research which was conducted in Korea showed that in South Korea parents used to send their primary school children in countries where English is the official language in order to learn English in a natural context. In Korea, many parents believe that early language learning contributes to psychosocial, linguistic and educational progress of the children (p.2).

Conclusion

In this chapter, the investigators discussed the teaching and learning of English in Algeria in the first section. Subsequently, a detailed background of teachers' attitude toward teaching English at elementary schools has been provided in section two. Finally, a particular focus has been laid on pupils' attitude toward learning English at primary school. The following chapter is going to describe the overall methodology used to gather the needed data to accomplish this project work.

Chapter Three

Methodology

Introduction

This chapter answers the how question of the research. It attempts to bring the researchers into contact with the overall methodology used to explore the research questions to reach the research aims, exploring the attitudes of both instructors of English and YLs, and showing if these perspectives allow their implementation of English in the next PSLs. Moreover, it sheds light on the research design and method, participants, data gathering tools, and procedures and provides a clear description of all that has been previously mentioned.

Research Design and Method

This study embraces a descriptive design and an inductive type of research, which allows the researchers to identify and elicit the attitudes and attributes of both teachers and learners and their effect on integrating English in all primary school grades. This investigation was run using the mixed method as an overall methodology by incorporating two data collection instruments: a questionnaire and classroom observation. The sampling strategy is the case study of primary school pupils and teachers of English. This research adopted a longitudinal time horizon, which means collecting data over a period of time, due to the fact that it used classroom observation. In other words, the research is given a high level of in-depth understanding and investigation.

In this descriptive study, the data used is both quantitative and qualitative. Qualitative data allows the investigators to discover and figure out teachers and pupils' views, preferences, opinions, and comments on teaching and learning English at PSs. It also enables them to distinguish between the attitudes that teachers and pupils construct during teaching

and learning. On the contrary, the quantitative data was used to measure the percentage of teachers who are motivated and welcoming when teaching English. In addition, it helps to quantify and measure the percentage of the positive and negative reactions that the participants show.

Sampling and Population

Participants

Pupils as participants

The participants are third PSPs. They are randomly selected from different PSs: Mokrani Ibrahim (El Cheffia), 19 March 1962 (Ain El Assel), Zaatout Nouar (Ain El Assel), Sahbi Mohamed (El Tarf), Ben Haddad Abdallah (Ben Sebti), and Abbaci El Hadi (Sabbaa Rgoud) in El Tarf, Algeria. The sample includes eleven classes, and each class consists of more than twenty learners. The focus of such a sample is mainly to discover pupils' attitudes through classroom observation. Consequently, the chosen participants are regarded as ultimately suitable for the attainment of the study's objectives since they are the only level of PS who studies English.

Teachers as participants

Regarding the teachers as participants, a questionnaire was administered to six teachers of English from different PSs. The selection of such a sample was based on the consideration that they would benefit the researchers and serve the research since they are the target sample. The investigators were aware of the limited number of participants since they found only one teacher in different PSs that belonged to the same region.

Data Gathering Tools and Procedures

The current study used a questionnaire and classroom observation. The research is based on a questionnaire designed for teachers with the purpose of providing the participants with the chance to be themselves and describe their opinions and reactions freely without pressure. This questionnaire aims to explore teachers' attitudes and reactions to teaching English at PSs. Classroom observation is a helpful instrument to investigate pupils' behaviors and performance, which are a reflection of their perspectives toward learning English.

Teachers' Questionnaire

The questionnaire consists of both closed-ended and open-ended questions. In closed-ended questions, teachers have to cross the appropriate box for fast and easy answers. The open-ended ones are added to provide more explanation and justification for their answers. Moreover, the investigators have taken into consideration the instructions on how to answer and made sure that the respondents have encountered no ambiguity or difficulty with the questions. The teachers were aware of the research's aims for better understanding and responding. The researchers have informed the participants that their identities will not be revealed to ensure bias-free responses.

The questionnaire is delivered to six teachers from different PSs. It consists of two sections. The first section is about teachers' attitude toward teaching English to young learners, and it includes a question concerned with their age since it affects their creativity and motivation, which influence their attitude, and four questions related to teachers' working situation that aim to determine whether these teachers are comfortable and satisfied or if they are exhausted and bored of the displacement between the schools where they work, which evidently influences their attitude toward teaching.

Another part about teachers and classrooms tends to reveal how they manage their classroom, pupils, and courses through six questions. The last part of this section is about teachers' challenges, in which their attitude determines whether they overcome those obstacles via five open-ended questions.

The second and last sections have to do with two questions that target the pupil's parent's attitude about their children learning this FL and that automatically and obviously influence the pupil's attitude and therefore the teachers' attitude.

Pupils' Classroom Observation

To have a valid and reliable complete picture of the distributed attitude in the classroom, classroom observation plays a significant role in conducting the research. The researchers adopt indirect observation to put pupils at ease, so they act as usual and maintain the research's validity. The observation was presented in form of list or grid that includes criteria that the researchers intended to look for whether each criterion is present by ticking check/ not check.

The observation checklist was adapted from (*Behavior Checklist M4_U4_A2 by Heather Gostage /School Behavior Chart, Positive Behavior, Behavior Chart, n.d.*). It is made up of three sections; each section contains a set of items the investigators seek to explore.

The first section is designed to observe seven criteria related to pupils' academic performance, including their extent of paying attention in class, engagement in classroom activities, self-motivation, completing assignments on time, asking for help, participation, and the frequency of using English words in the classroom. Because whenever the academic performance is at a high level, the attitude is positive.

The second section is related to pupils' behaviors that are mainly about their discipline in the classroom, and it is composed of four criteria, which are: following rules, thinking before acting, having positive self-esteem, and showing readiness to study, which are a reflection of their attitudes.

The third section is concerned with the influence of pupils' parents on their children's performance, which dictates their attitude toward learning English, and it has two criteria: showing evidence of home revision and preparation of the courses.

This medium of data collection takes place during the second and third trimesters; this choice of timing was on purpose to let pupils dig deeper in learning this language to get their real perspective toward it from multiple schools, in which each class consists of more than twenty pupils. The sessions took between 35 and 45 minutes for each class from February 06th to April 26th, 2023.

The teachers who were part of this research were welcoming, helpful, and not stressed while conducting the observation with their learners, which really served the purpose and added more validity to the study.

Conclusion

To sum up, this chapter provides a detailed outline of the methodology that is adapted to test the stated hypotheses, answer the research questions, and achieve the reliability of the study. The following chapter will expose the data analysis in order to attain the target of the study.

Chapter Four

Results

Introduction

This chapter is concerned with the analysis of the gathered data from both teachers' questionnaires and pupils' classroom observations. It presents teachers' attitudes toward teaching English for the first time at PSs and pupils' perceptions toward learning it. The findings are analyzed by means of percentages, tables, and graphs.

Analysis of Teachers' Questionnaire

Section One: Teachers' Attitude

Q1: Age

This question aims to explore the influence of age on teachers' attitudes. (100%) of the sample is older than 30 years old. It was already expected because the teachers were hired according to their seniority at graduation.

Teachers' Working Situation

This part of this section targets whether teachers are satisfied and comfortable with the whole situation regarding the number of schools, the problem of displacement, and if the hours of work are sufficient to deal with the scheduled program that instinctively affects the cognitive orientations that teachers generate toward teaching English.

Q2: Do you teach in other schools?

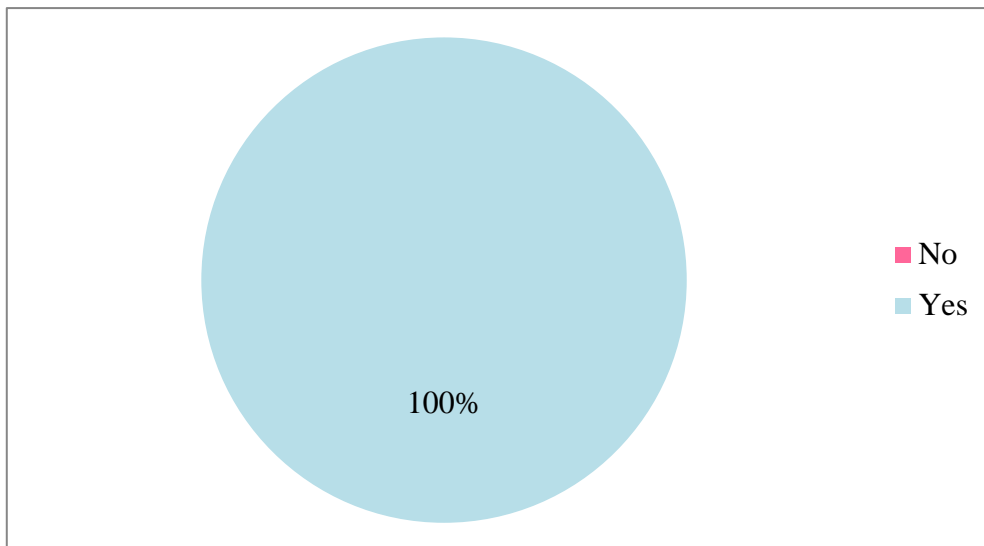


Figure2. Teachers who Work in Multiple Schools

(100%) of the PS teachers function in more than two schools that belong to the same district due to their insufficient hourly volume in each school.

Q3: Are you satisfied with this fact?

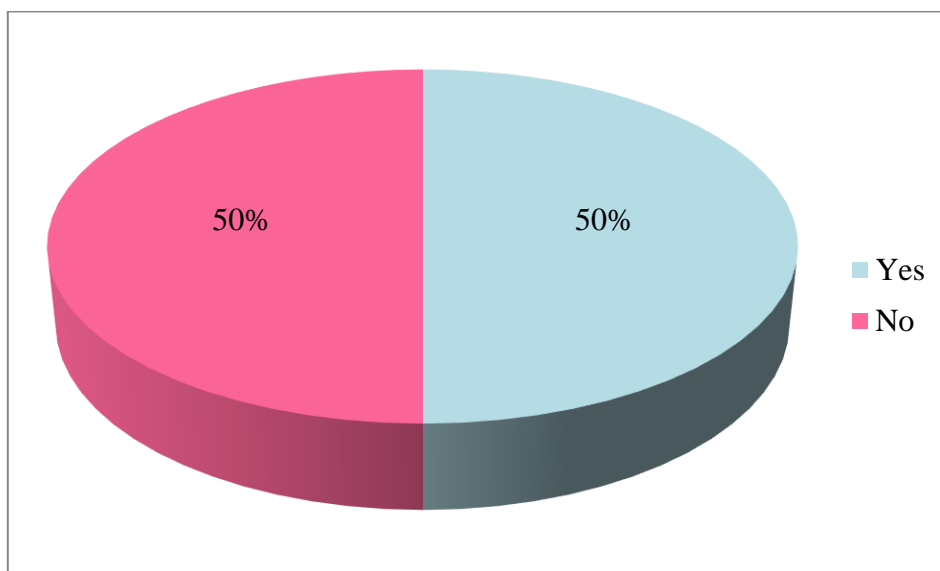


Figure3. Teachers' Satisfaction Concerning their Work Situation

Figure 4 shows that (50%) of the sample is satisfied about the fact of teaching in more than two schools, while the other half (50%) disagrees and is not comfortable with this fact

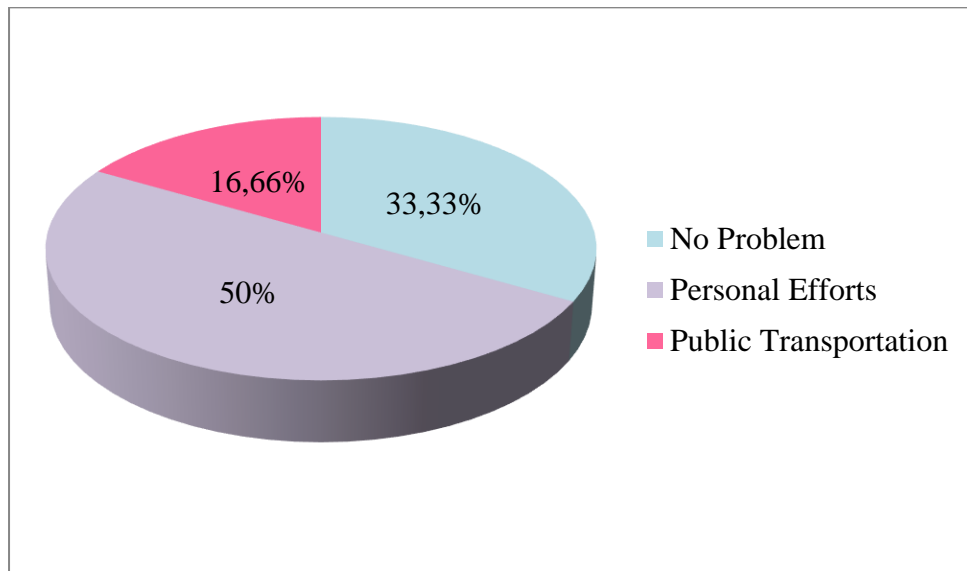
Q4: How do you manage the problem of displacement between those schools?

Figure4. Teachers' Displacement Management between Schools

The responses to this question as reflected in the bar chart reveal that (33.33%) of the sample do not face any issue with the displacement, while (16.66%) use public transportation, and (50%) answered by personal efforts (depending on themselves).

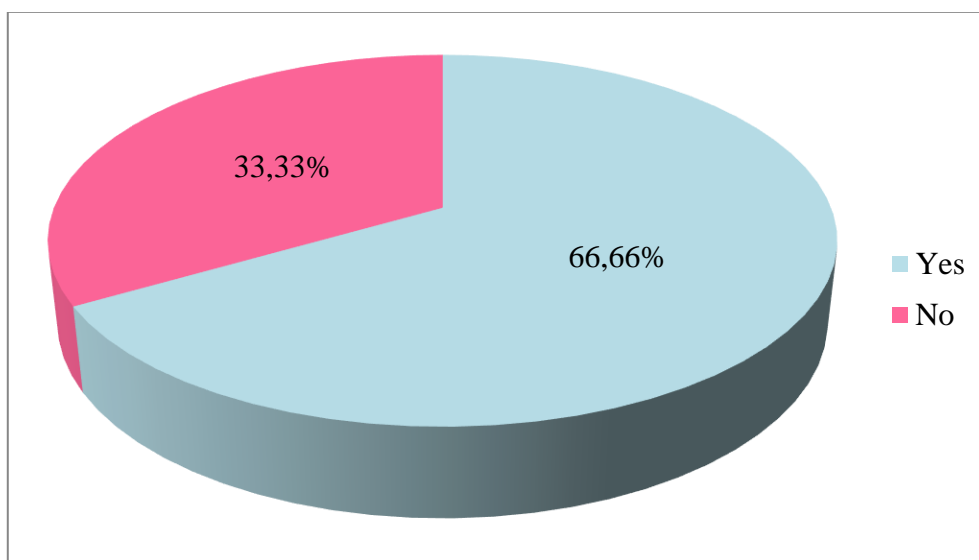
Q5: Are the hours of work sufficient to teach the whole program?

Figure5. The Sufficiency of the Hourly Volume

According to four teachers among the respondents (66.66%), the hourly volume is sufficient to go along with the full program. However, two teachers (33.33%) believe that the number of hours is not suitable to complete it.

Teachers and Classroom

In this corner, the attitude of teachers is going to be extracted from how they manage their classrooms in dealing with the number of pupils and the availability of the needed materials. In addition to the activities they frequently use and how they check their learners' answers while providing them with tasks.

Q6: How many Pupils do you have in each class?

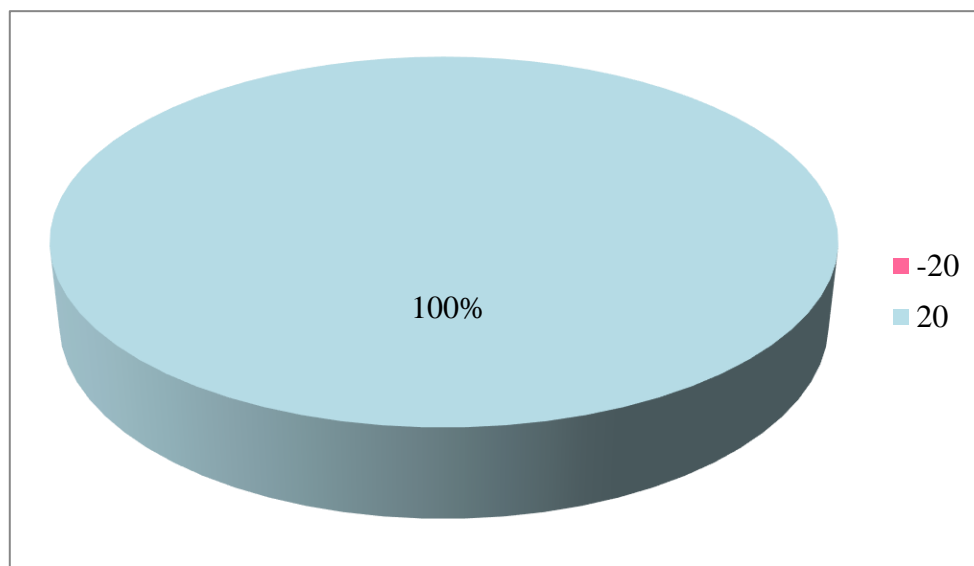


Figure6. Pupils' Number in Each Class

The pie chart above indicates that all the investigated classes (100%) involve more than twenty pupils, and this was expected because most Algerian public classes are overcrowded.

Q7: Do you find this number a struggle for classroom management?

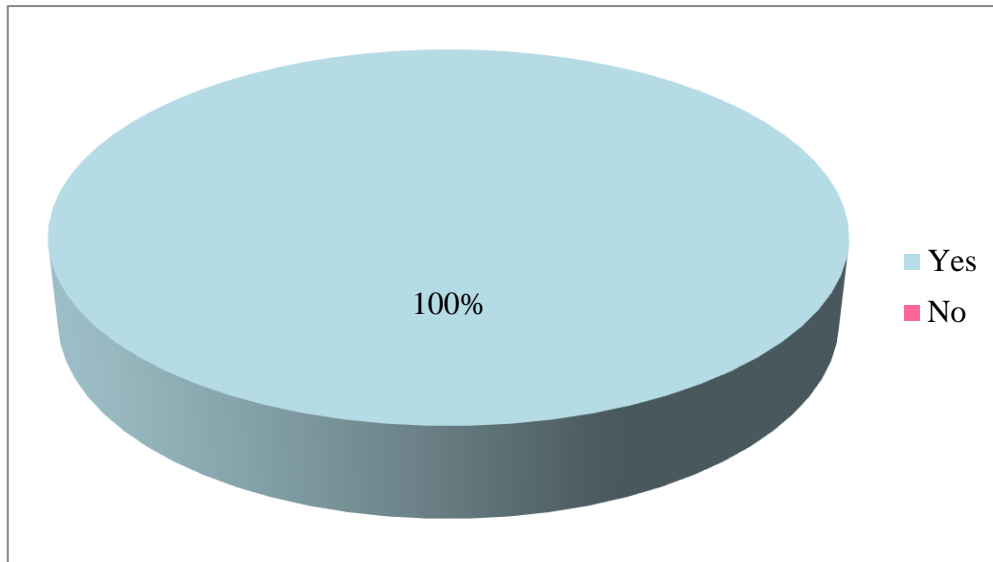


Figure7. Learners' Number as a Struggle

Four teachers have related the problem of learners' numbers to themselves by finding difficulty in dealing with children at a young age and also finding a struggle to check, discover, and reinforce pupils' weaknesses, each one separately. On the contrary, two teachers have related this issue to learners because of noise, lack of concentration, and misbehaviors.

Q8: Do your pupils react better when you use Arabic / English?

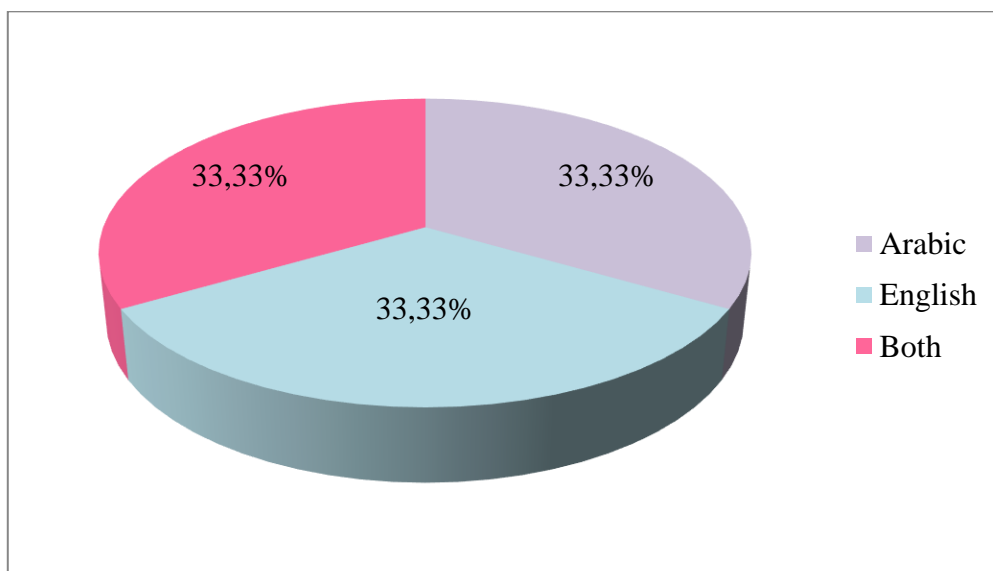


Figure8. Language that Motivates Pupils

The respondents were asked to tick the language that motivates their pupils. Two teachers (33.33%) chose English, while the second third of the sample ticked Arabic (33.33%), and the last third selected both Arabic and English.

Q9: Are the needed materials available at your school?

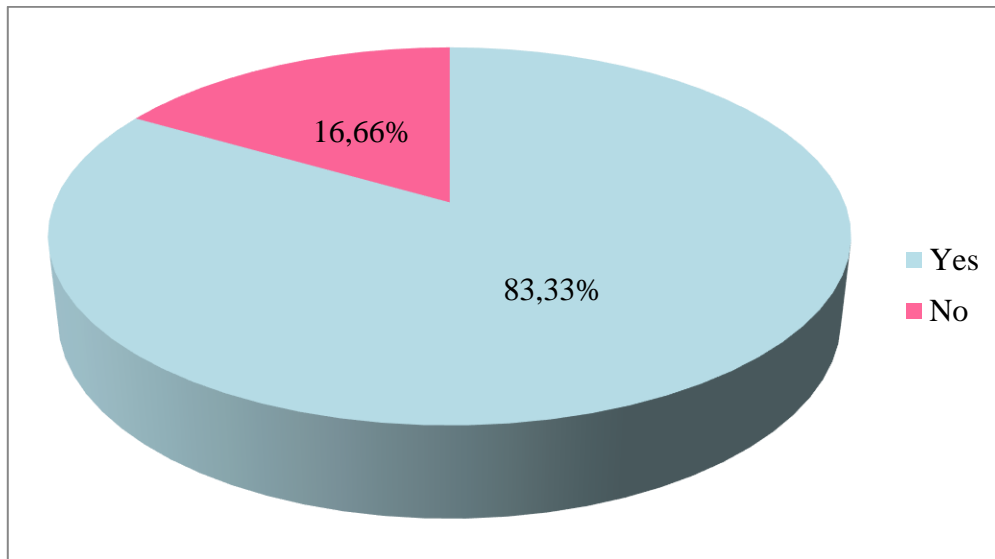


Figure9. The Availability of the Needed Materials at Schools

As demonstrated in the figure above, only one teacher (16.66%) has answered that the school is equipped with the needed materials. On the other hand, the majority (83.33%) have responded by saying no.

Q10: What is the most frequent activity you use in your class?

Table1.

The most frequent Activity Used by Teachers in classrooms

Activity	Using songs	Watching videos	Handwriting exercises	Reading Outloud	Filling the gaps	Using realia and drawings	Other Mentioned activities
Percentage	100%	66.66%	83.33%	66.66%	50%	100%	50%

Concerning the most frequent activity teachers use in their class, the gathered data shows that (100%) of the respondents use songs, realia and drawings, while (83, 33%) of the sample use handwriting exercises. (66, 66%) of the teachers utilize watching videos and reading out loud. For filling the gaps activities, only (50%) of the teachers make use of it.

If there are others mention them

Flash cards, group work, pass the drawing, take one, give one, and the bingo game are other activities used in the classrooms by (50%) of the sample.

Q11: When you provide your pupils with activities, do you check each pupil individually?

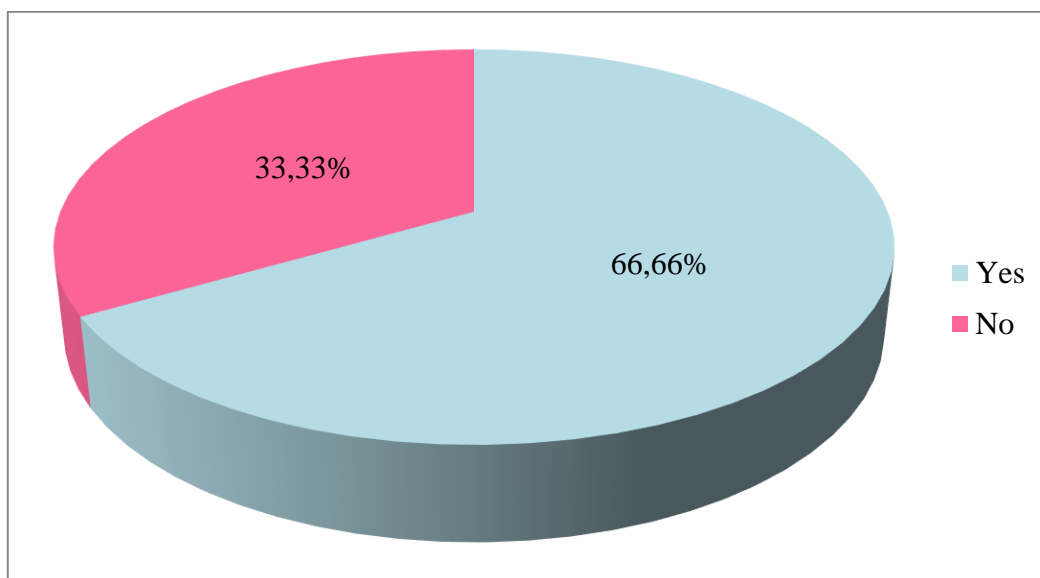


Figure10. Teachers' Opinion on Checking Learners' Answers

It is noticed from figure 12 that the majority of the respondents (66.66%) checked their learners individually while providing them with activities. A Minority of the sample (33.33%) have negated the fact of dealing with each pupil separately in the classroom.

Why?

The majority believed that they checked each pupil individually to look after their weaknesses and correct their mistakes, but the remaining respondents from the sample excused the insufficient time to check each one alone due to the large number of learners.

Teachers' Challenges

The purpose of this angle in this section is to discover teachers' perceptions toward teaching English by knowing the obstacles they face and whether they overcome them.

Q12: If it is your first time teaching, is it a hard task and why?

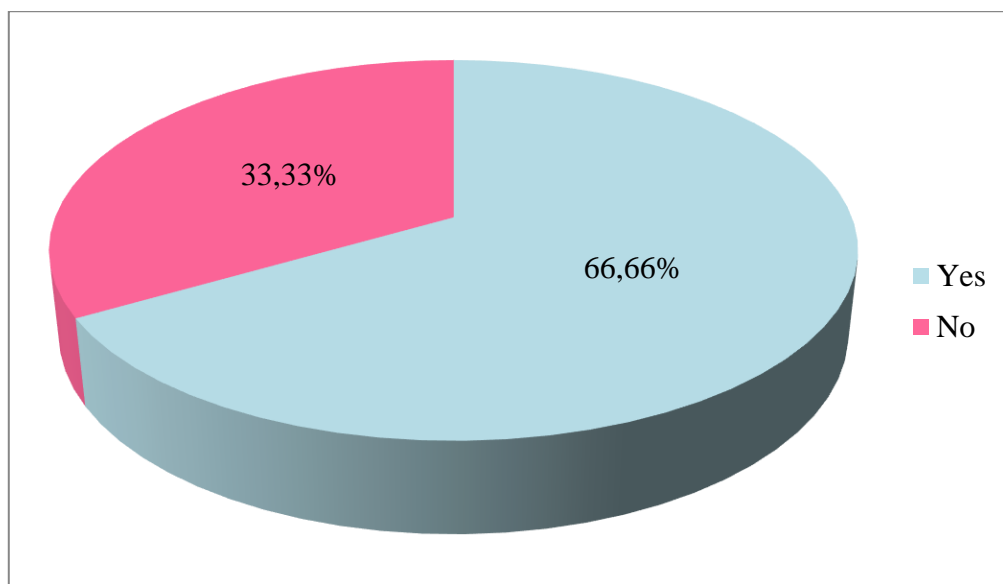


Figure 11. The Difficulty of Teaching for the First Time

Three teachers from the sample (50%) have already taught, so this is not their first time functioning as teachers. The three remaining teachers (66.66%) have seen that teaching in PSs is a hard task, while the other (33.33%) did not face any struggles and found it an easy task to do.

Why?

The respondents who answered by “yes” have justified their answers by the young age of the pupils and the difficulty in dealing with them; they also struggle with their learners’ hand writing (script). Meanwhile, teachers who said “no” did not justify their answers

.Q13: Is the text book Helpful or not?

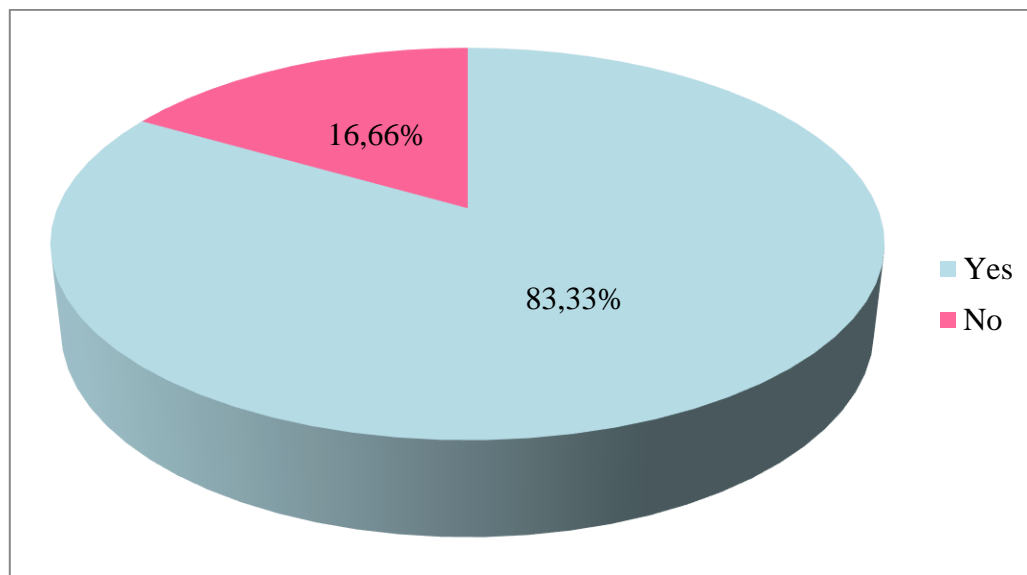


Figure12. The Utility of the Text Book

The figure above clarifies that most of the respondents (83.33%) confirmed that the text book is purposeful for learners, but the rest (16.66%) did not prove its utility.

Why?

(83.33%) of the responses have shown that the use of the text book is beneficial by stressing that it is full of the needed information and the different activities, while others have seen it as useful because it is the only source founded in addition to the unjustified answer. On the other hand, (16.66%) of those who did not agree on the utility of the text book have reinforced their opinion by saying that it is not rich in the information that the learners need.

Q14: What are the challenges that you face dealing with young learners?

Among the six teachers who were asked to list the challenges they face while dealing with young learners, one has responded by saying that teaching them itself is a struggle. Another one has found that the large number of learners is an obstacle that needs to be overcome. The four remaining teachers, two of them referred to pronunciation and writing, and the other two referred to pupils' undesirable behaviors in the classroom as a problem that needs to be solved.

Q15: Do you encounter any struggle with the course design?

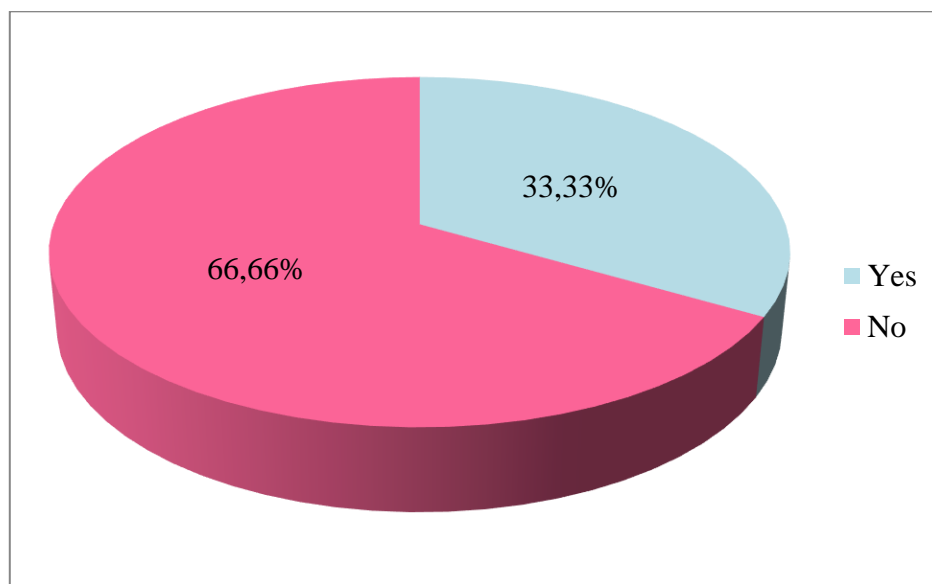


Figure13. Teachers' Struggle with the Course Design

(66.66%) of the participants had no problem in designing the courses, while the rest (33.33%) mentioned that they faced difficulty in course design.

Q16: If there are any other obstacles, please mention them.

(33.33%) of the sample who were required to mention any other obstacles have agreed on the number of learners, schools, and transportation. The same percentage did not mention any obstacles. (16.66%) have related their answers to the heavy pressure of subjects (history

and geography) on English during the exams (revision period). Another (16.66%) have mentioned the lack of the needed materials and pronunciation.

Pupils' Parents Attitude

Q17: What do you think of the perspectives of your pupils' parents about their children learning English at young age?

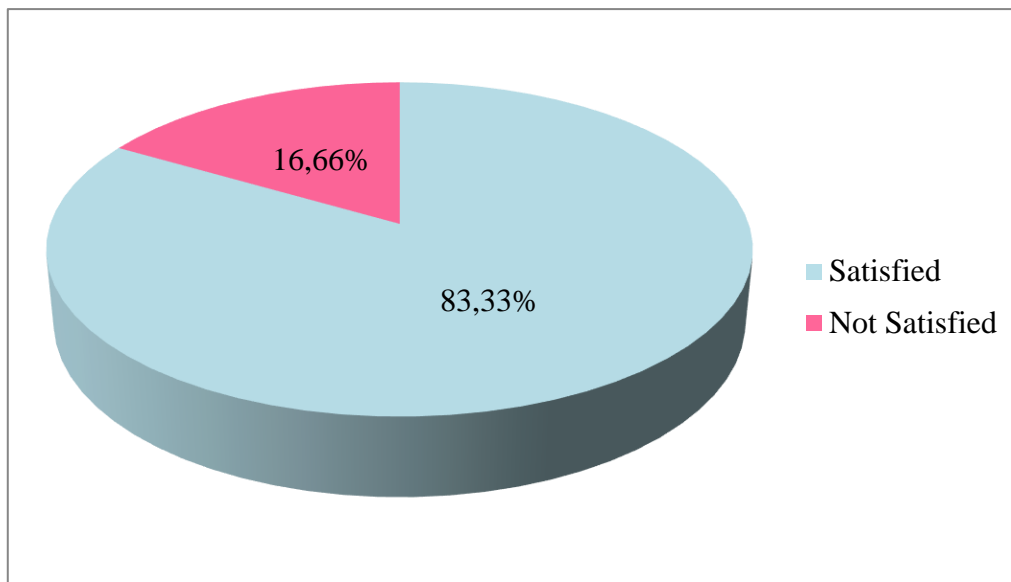


Figure14. Pupils' Parents Perspectives about their Children Learning of English

The above figure shows that almost all teachers (83.33%) believe that pupils' parents are satisfied about teaching English to their children at this young age, while only one teacher (16.66%) has answered that the parents are satisfied and not satisfied at the same time.

Q18: Do they help them in learning English?

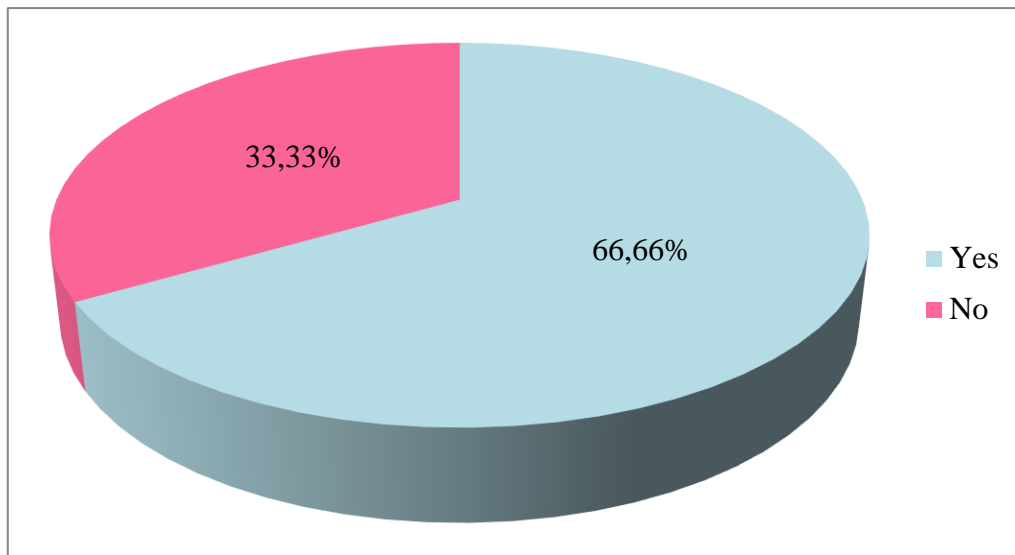


Figure15. Parents' Assistance in their Children's Learning

It is noticed from the above pie chart that four participants answered "yes" (66.66%), while (33.33%) responded by "no".

Analysis of the Classroom Observation

The classroom observation was run in six PSs; two classes each, except one PS, because it has only one class. During the four sessions, it was intended to observe a set of criteria in three sections. Section one is composed of the following points:

- Pay attention in class
- Engaged in classroom activities
- Self- motivated /self- starter
- complete assignments on time
- Ask for help
- Participation
- The frequency of using English words in the classroom.

Section two involves:

- Follow rules
- Thinking before acting
- Positive self-esteem
- Show readiness to study.

The third section is about the influence of pupils' parents on their performance and contains the following criteria:

- Show evidence of home revision of the previous course
- Show evidence of home preparation for the course.

Primary School One: 19March1962 (Both classes) -Ain El Assel-

Through the observation of the first primary school; 19March1962 (both classes), the researchers have noticed that:

Section01:

The learners were paying attention in class, engaged in classroom activities, and self motivated and starters throughout the four sessions that they were observed. Meanwhile, in the majority of sessions, they neither complete assignments on time nor ask for help. However, they were always participating mostly in English.

Sections02:

Most of the pupils did not follow rules and did not think before acting, but they had positive self-esteem and showed their readiness to study.

Section 03:

The influence of pupils' parents was clearly evident in the classroom. Learners showed high evidence of home revision of the previous course and even the preparation of the course that they were studying.

Primary School02: Abbaci El Hadi (Both classes) – Sabaa Rgoud-**Section01:**

Based on what has been noticed through classroom observation, the investigators remarked that young learners were attentive in class, involved in classroom activities, and motivated, though they did not complete assignments on time. They were asking for help and participating, using mostly English words.

Section02:

Pupils' behaviors were not that accepted because, even though they had positive self-esteem and showed readiness to study, they did not follow rules or think before acting.

Section03:

The influence of pupils' parents on their performance was highly observed in pupils' preparation and participation.

Primary School03: Sahbi Mohamed (Both classes) -El Tarf-**Section01:**

In this PS, learners most of the time, were paying attention in class, totally engaged in classroom activities, and highly motivated. Meanwhile, they did not complete assignments on time or ask for help. Therefore they were participating using English words.

Section02:

During the four sessions, learners did not follow rules and did not think before acting, but they had positive self-esteem and manifested their readiness to study.

Section03:

Learners have clearly presented their revision and preparation of the course.

Primary School 04: Mokrani Ibrahim (Both classes) -El Cheffia-**Section01:**

As has been seen, attention in class, engagement in classroom activities, and pupils' motivation were notably present. However, pupils did not complete assignments on time, but they were asking for help and participating using mostly English words.

Section02:

Along with the four sessions, learners broke rules and did not think before acting, although they had positive self-esteem and showed readiness to study.

Section03:

The fact of home revision and preparation of courses was evident.

Primary School 05: Zaatout Nouar (Both classes) - Ain El Assel-**Section01:**

Concerning pupils' academic performance in this PS, learners were attentive, engaged in classroom activities, and motivated; besides, they did not complete assignments on time, but they asked for help and participated using most of the time English words.

Section02:

About the pupils' behaviors, they were following the rules, but from time to time they broke them, and the same thing applies to thinking before acting. They had positive self-esteem and showed a clear picture about their will to study.

Section03:

It was visibly evident that learners revise and prepare the courses.

Primary School 06: Ben Haddad Abdallah (One class) –Ben Sebti-**Section 01:**

According to what has been seen by the researchers in the sample of Ben Haddad Abdallah PS, the pupils were paying great attention in class, engaged in classroom activities, and were so self-motivated and starters in all sessions that they were put into observation. On the other hand, they completed assignments on time only in the last two sessions, and the criterion of asking for help was noted only in one session. However, they were always participating using English words, except for the first session, in which the frequency of using English words was not clearly noted.

Section02:

In the first two sessions, pupils did not follow rules or think before acting. On the contrary, they had positive self-esteem and showed their readiness to study.

Section03:

The evidence of home revision of the previous course and the preparation for the course were obviously noted in the classroom.

Conclusion

As an overview, this chapter supplies the researchers with the needed data that was collected through a questionnaire and classroom observation concerning the attitude of both EFL teachers and YLs toward teaching and learning English at PS. The findings were analyzed qualitatively, and quantitatively to be discussed in the next chapter to answer the research questions and test the validity of the stated hypotheses.

Chapter Five

Discussion and Recommendations

Introduction

The drawn data and results of this research are discussed in this chapter to answer the research questions and prove the validity of the suggested hypotheses. Moreover, it introduces the pedagogical implications of the study along with the recommendations for teachers, and the ministry of education, and school administration. Additionally, it spots some of the limitations that the investigators came across during the research work.

Discussion of the Research Questions and Hypotheses

This research work is set to provide an answer to the research questions that are: to what extent EFL teachers and YLs have positive attitude toward teaching and learning English at PSs, and do these positive attitudes allow the implementation of English in the next PSLs? It was hypothesized that both teachers and pupils have a positive attitude that permits the integration of this FL in the next PSCs, in which these interrogations aim at discovering these internal frames of mind that approve the generalization of English over the Algerian administrative society.

Question One

The first question was laid out to investigate the scope of the positive attitudes that teachers and learners have toward teaching and learning English at ESs. To answer the first part of this question, to what extent do teachers have a positive attitude toward teaching English at PSs? It is worth mentioning that teachers' questionnaire endeavors to answer it.

It is noted in the instructors' responses that all of them are older than 30 years and function in more than two schools, and although they are not satisfied with this fact and

struggle with classroom management due to the large number of students and the lack of aids, they were totally reflecting positive reactions in the classroom and trying to create an authentic, positive English atmosphere to involve students in courses. They were using English mostly to reinforce their learners' language acquisition, and as it was mentioned in chapter four, answer of Q8 (66.66%) of learners reacts better when using English. The answers of Q10 indicate that teachers' positive attitude is also seen in the variety of activities that they use in their teaching. The investigators have noticed that according to each course's objective, teachers manipulate their choice of tasks and create attractive exercises to absorb their learners' attention and provide them with all the needed information.

Teachers' positive orientation toward English has been clearly evident in their way of correcting their learners while providing them with tasks to do in which the majority of instructors check each student individually; this reflects their interest and eagerness to strengthen their learners' weaknesses and correct their mistakes to promote an advanced level for them. Also teachers did not only care about their pupils' academic performance but also about their psychological side by building self-confident learners (as has been mentioned in the answers to Q11).

According to the answers to Q12, teaching is a hard task for experienced and non-experienced teachers, but they were trying their best to overcome their obstacles, relying on the text book or other sources, which implicitly represent their desire to ameliorate themselves and their students. Additionally, despite the challenges they face on the level of the large number of learners in classes, schools they work in, transportation (as it is mentioned in answers of Q16), and the course design (according to the question's 15 responses), they were manifesting positive vibes in the classroom and sharing friendly relationships with their students to maintain a smooth flow of the teaching and learning process.

Answering the second part of the first research question, to what extent YLs have a positive attitude toward learning English at a young age, is devoted to the data of classroom observation and the second section of the teachers' questionnaire. The classroom observation has confirmed that learners have a positive attitude toward English.

Starting with learners' academic performance, pupils were paying attention and engaging in classroom activities that reflected their motivation and interest in learning, no matter how hard the task was. Learners were highly motivated and self-starters during all sessions, whether provided with activities or within the introduction of the course. Although they were not completing assignments on time due to their struggle with writing, they took time whenever they were required to write. The classroom atmosphere was warm and exciting because of the unexpected level of participation using English words, in which every single pupil wanted to take a word or say something even if it was wrong, and they were engaging and throwing responses more than once per activity with no fear of mistaking. It is completely evident that pupils have a positive perspective toward English since they were extremely motivated, active, engaged, and attentive in the classroom.

The second section of the observation tackled pupils' behaviors. Learners were not following rules and made noise due to their age since they were hyper active and broke a lot of rules during participation. For instance they were not raising their hands while sharing responses and they were standing up while engaging in activities for no reason. All those broken rules reflect their high excitement and motivation to take a word in classroom, and show that they were more involved in courses. Furthermore, they did not think before acting which means they were acting impulsively because they were thirsty to share their knowledge to their teachers and classmates and to impose themselves in class to feel worthy and special. These observed behaviors only proved that learners have positive self esteem and show

readiness to study whenever they are in classroom, which push them to build a positive perception about learning English.

By joining the second section of the teachers' questionnaire and the third section of the classroom observation grid, we conclude that pupils 'parents have a positive point of view toward English, and that was seen in their children's performance. Q17 has proven that the parents are satisfied that their kids are learning English by helping them either by themselves or by supporting them with private courses outside the school. Learners showed evidence of revision by the beginning of each course, and they were preparing every single lesson they were intended to deal with. In addition, whenever learners were supposed to read something in the textbook, they were already prepared, and they read that source easily and without hesitation. These evidences can paint a clear picture of parents' signs of happiness and encouragement to their kids. The effect of the positive parental factor puts the pupils in a situation in which they can only construct a positive attitude toward English. Because as young learners, the environment, especially the familial one, is the basic principal that shapes their perceptions toward things. Since parents have a positive attitude, learners are automatically generating a positive reaction. As a matter of fact, the positive attitude that learners show toward English influences teachers' attitude in the classroom i.e., teachers get motivated and reflect a positive attitude whenever pupils are motivated and reflect positive attitude, and vice versa.

As the questionnaire and the classroom observation proved, teachers and learners of PSs have a positive attitude toward teaching and learning English due to the multiple aspects discussed. It can be assumed that the first hypothesis is well approved.

Question two:

The second research question, “Do these positive attitudes allow the implementation of English in the next PSCs?” can be answered easily after the discussion of the first research question. Since teachers show that they are motivated, care about their learners, vary their activities, try their best to get familiar with the struggles they face, and look for possible sources to enhance their pupils’ language acquisition. Furthermore, learners are motivated, participate a lot, show readiness to study, have self-confidence and positive self-esteem, and are not afraid of committing mistakes. It is worthy to note that both positive perceptions of teachers and YLs permit the integration of English in the next PSCs.

The positive attitude that teachers generate has determined the success of English teaching in the next PSCs. It can be assumed that the integration of English is due to teachers’ motivation, which promotes a successful teaching-learning process that proves their readiness to teach and excitement to show their self-confidence and ability to provide students with the necessary knowledge. From another perspective, learners’ positive views encourage and motivate them to be eager to learn more about English and create a sense of curiosity to acquire this language, which urges its continuity in the educational program as a necessity for coming PSCs. Moreover, since learners’ parents are satisfied with the evidence that their kids are learning English, the demand for the generalization of English in the third, fourth, and fifth PSLs as a main subject is highly recommended, which provides an opportunity to implement it. The positive reactions of EFL teachers and YLs toward teaching and learning English approve the second suggested hypothesis.

Pedagogical Implications

From the previously gathered outcomes, it is noteworthy to list some practical hints due to the observed problems that teachers and pupils of PSs face in their teaching and

learning processes. The findings of this research suggest some pedagogical implications, which come as follows:

- More time should be given to stress the importance of teaching and learning English as a FL in Algerian primary schools.
- Teachers should highlight the creativity in their teaching in order to motivate their pupils and increase their desire to acquire this international language.
- The right teaching of English at PSs is not an effortless or simple task for teachers due to its special requirements and materials, which are not available in the Algerian public PSs.
- The positive attitudes that teachers have about teaching English as a fundamental subject in PSs affect their teaching positively and their pupils' motivation too.
- More sessions should be programmed to give each pupil a chance to practice the oral activities like in roleplay courses.
- The writing skill should also be stressed through the combination of both dictation and oral activities.
- The number of pupils in classes should be diminished to facilitate the work of instructors and the learning of YLs, because students' numbers play an important role in their learning and acquisition.
- The classroom management must be guaranteed in order to achieve an appropriate environment for study.

Recommendations and Suggestions for Further Studies

Based on the results of this research, the investigators suggest some recommendations for teachers and the ministry of education.

Recommendations for Teachers

- Teachers should vary their teaching techniques by being creative and using different dynamics.
- Teachers should motivate pupils to pronounce English words and to get used to speak pure English.
- Teachers should not focus only on the tasks; writing too must be taken into consideration.
- Teachers must avoid heavy correction but not ignore it during their pupils' talks and help them overcome their pronunciation difficulties.
- Teachers should not use the mother tongue or direct translation.
- Teachers should always allow plenty of pupils talking time.
- Teachers must know pupils' needs and correct their feedback.
- Teachers must always give homework.
- Teachers should take the psychological issues of their pupils and their age into consideration to develop their learning abilities.

Recommendations for the Ministry of Education and the Schools' Administration:

For better academic reach, especially in teaching and learning English as a main subject in ESS, the ministry of education is supposed to ameliorate the quality of the current conditions and realize the appropriate environment for teaching and learning foreign languages. These realizations should involve the following points:

- Providing the PSs with the needed educational equipment.
- Changing the fact that one teacher works in multiple PSs is important because it affects the teaching and learning attitude.

- More time and more sessions must be devoted to teaching English as a main subject at PSS.
- The number of pupils in each classroom must be reduced or minimized for easier implementation and proper teaching of English as a FL.
- More writing activities should be added to the program.
- Since the focus of the syllabus is more on oral communication, even tests should be given orally.
- Removing the obligation of script writing because it makes the pupils take more time than needed to complete their writing or assignments. “Supporting the cursive type”.

Suggestions for Further Studies

Depending on the research results and the limitations, the investigators believe that the field of teaching and learning English at PSS would be developed based on the following recommendations:

- The research can be run with a larger sample (especially the teachers).
- Improving the strategies used to motivate YLs to learn English.
- Exploring the difficulties faced by Algerian YLs during their learning English as FL.
- Exploring the struggles affecting teachers' attitudes toward teaching English at PSS.
- There is a need to investigate the effect of parents' attitudes toward teaching English as a main subject at a young age in PSSs.

The Limitations of the Study

Although the present work has attained its purposes, there were some unavoidable points in terms of obstacles and limitations, such as:

- The investigation needs more valid tools like interviews, but teachers did not accept to be recorded even though they knew that their answers would be confidential” under “anonymous procedure.”
- The limited number of teachers, i.e., one teacher functions in more than two PSs, makes it hard to find a suitable number of participants.
- The investigators could not provide the pupils with some recommendations because of their age, i.e., they are not concerned or qualified enough to read such types of scientific works.

Conclusion

To conclude, and according to what the results have shown, it is likely to say that all EFL teachers and young learners at PSs in the region of El Tarf have a positive attitude toward the implementation of English as a main subject. The gathered data from the questionnaire and the classroom observation of this project work confirm that they really welcomed English with a positive orientation, despite the challenges they face in their teaching and learning. This chapter, which dealt with the discussion of the research questions and hypotheses, provided a new way for teachers and researchers alike to take advantage of the importance of teaching English at primary schools. It has provided a number of implications and recommendations that are helpful for either teachers or pupils to overcome the obstacles that shape the teaching and learning process. It has also offered efficient ideas that can help other researchers conduct studies about other aspects related to the amelioration of pupils' learning at the elementary level.

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Appendix A

Teachers' Questionnaire

Dear Teacher,

You are kindly invited to fill in this questionnaire, which serves as a tool for investigating the attitudes of EFL teachers toward teaching English at primary schools. We would be very grateful if you could take time and efforts to share your experience by answering these questions. Your answers are of great interest for the validity of this research. Please cross the choice that fits your answer and make full statements whenever necessary.

Thank you in advance for your cooperation.

Section one: Teachers' Attitude

1. Age

More than 30 Less than 30

Teachers' Working Situation:

2. Do you teach in other schools? Yes No

3. Are you comfortable with this fact? Yes No

4. How do you manage the problem of displacement between those schools?

.....
.....

5. Are the hours of work sufficient to teach the whole program? Yes No

Teachers and Classroom Management

6. How many pupils do you teach in each class? +20 -20

7. Do you find this number a struggle for classroom management? Yes No

Why?.....
.....

8. Do your pupils react better when you use? Arabic English

9. Are the needed materials available at your school? Yes No

10. What is the most frequent activity you use in your class?

Using songs Watching videos Handwriting exercises

Reading aloud Filling the gaps Using realia and drawings

11. When you provide your pupils with activities, do you check each pupil individually?

Yes No

Why?.....
.....

Teachers' Challenges

12. If it is your first time teaching, is it a hard task to do? And why?

.....
.....

13. Is the text book helpful or not why?

.....
.....

14. What are the challenges that you face dealing with young learners?

.....
.....

15. Do you encounter any struggles with the course design?

.....
.....

16. If there are any other obstacles, please mention them?

.....

Section Two. Pupils Parents' Attitude

17. What are the perspectives of your pupils' parents about their children's learning of

English at a young age?

Satisfied

Not Satisfied

18. Do they help them in learning English?

Yes

No

Thank you for your valuable contribution

APPENDIX B

Pupils' Classroom Observation

Classroom Observation Grid

Exploring EFL young Learners' attitudes Towards Learning English at Primary
School.

Teacher:

School:	Date:
Class:	Time:

Section 01:

Pupils' academic performance	<u>Session01</u>		<u>Session02</u>		<u>Session03</u>		<u>Session04</u>	
	check	Not check	check	Not check	check	Not check	check	Not check
1. Pay attention in class								
2. Engaged in classroom activities								
3. Self-motivated/ self-starter								
4. Complete assignments on time								
5. Ask for help								
6. Participation								
7. The frequency of using English words in classroom.								

Section 02:

Pupils' behaviors	<u>Session01</u>		<u>Session02</u>		<u>Session03</u>		<u>Session04</u>	
	check	Not check	check	Not check	check	Not check	check	Not check
1. Follow rules								
2. Thinking before acting								
3. Positive self-esteem								
4. Show readiness to study								

Section 03:

Influence of pupils' parents on their performance	<u>Session01</u>		<u>Session02</u>		<u>Session03</u>		<u>Session04</u>	
	check	Not check	check	Not check	check	Not check	check	Not check
1. Show evidence of home revision of the previous course								
2. Show evidence of home preparation for the course								

