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**Challenges Faced by EFL Teachers in Implementing the  
Fifth-Year Primary School English Curriculum: Case of  
EFL Teachers in Ain Temouchent**

*An Extended Essay Submitted in Partial Fulfillment of the Requirement for a  
Master's Degree in Didactics and Applied Languages*

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# DEDICATION

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we dedicate this work to our beloved parents, our brothers and sisters, our friends, and our classmates. Thank you for all the unconditional love, support, and guidance you have provided us. We also extend our infinite thanks to our teachers for their advice, patience, and time. They have been a pillar of support in our studies, accompanying us through every step.

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## ABSTRACT

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The implementation of the English language curriculum in Algerian primary schools plays a fundamental role in shaping the language acquisition process. In this context, the term curriculum refers to a structured framework that outlines the educational content, learning objectives, teaching methods, and assessment tools used to guide instruction. Despite its importance, English as a Foreign Language (EFL) teachers in Ain Temouchent face several challenges in applying the curriculum, particularly in 5th-grade classrooms where the textbook presents specific difficulties. This research investigates the curriculum-related challenges encountered by EFL teachers, focusing on issues related to the content, structure, and demands of the current curriculum. A mixed-methods approach was adopted, using classroom observation and a teacher questionnaire to gather qualitative and quantitative data. The sample comprised 5th-grade primary EFL teachers in Ain Temouchent. Findings reveal that teachers struggle with multiple issues, including the complexity of textbook content, poor alignment with learners' language levels, and limited instructional time. These factors significantly hinder effective language instruction. Based on these findings, the study offers practical recommendations aimed at improving the curriculum to better support both teachers and learners. This research ultimately contributes to enhancing the quality of English language education in Algerian primary schools.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

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**EFL** : English as a Foreign Language

**TFL** : Teaching Foreign Languages

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## General Introduction

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# GENERAL INTRODUCTION

# General Introduction

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## General Introduction

Teaching English as a Foreign Language (TEFL) in primary education is a pivotal element in equipping young learners with essential language skills that may aid them in their future academic and professional journeys. In 2022, Algeria highlighted the importance of English in the global context through educational reforms aimed at improving the quality of English teaching in primary schools. However, despite these efforts, the introduction of English as a subject in primary schools in Algeria initiated in the academic year 2022–2023 as part of national educational reforms has posed various challenges for EFL teachers, particularly in the city of Ain Témouchent. These challenges may arise from the lack of appropriate teacher training, insufficient teaching resources, and the absence of a well structured curriculum tailored to young learners' needs. As a result, teachers often struggle to deliver quality education and foster effective language acquisition among their students.

The curriculum content represents one of the main challenges faced by EFL teachers in fifth grade primary classes. This often results in lessons becoming overly complicated and not adequately aligned with the students' proficiency levels. Consequently, teachers may find it difficult to assess and ensure that all students can grasp and comprehend concepts correctly. This situation may force teachers to adjust their teaching methods to meet various learning needs within the classroom, which seems to hinder their efforts to create an effective learning environment. In addition, time constraints pose another significant challenge for EFL teachers in primary schools. The hours allocated for lessons may be insufficient for the extensive and complex curriculum, limiting teachers' ability to reinforce core concepts and provide individual support to each student. Insufficient teaching time can lead to a shallow understanding of the material, ultimately affecting students' confidence and proficiency in English.

The challenges faced by EFL teachers in Ain Témouchent are increasingly compounded by external factors, such as social and economic conditions and varying levels of family involvement in education. These factors particularly affect students in terms of their overall academic orientation. Additionally, teachers may encounter cultural barriers that impede the teaching and learning process. Given these challenges, it has become essential to explore the specific difficulties faced by EFL teachers in the fifth grade English curriculum. Examining and understanding these challenges may provide a clearer view of the current state of English

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learning in Algeria and could assist curriculum designers in recognizing necessary adjustments to improve the teaching experience for educators.

This research is primarily motivated by a strong academic interest in the field of English language education, especially at the foundational level of primary schooling. As observers of the recent curriculum changes in Algeria, the researchers have witnessed the difficulties that EFL teachers may face, particularly with the newly introduced fifth year English program. The visible gap between policy design and practical classroom application inspired this investigation. Understanding the real experiences of teachers on the ground is considered crucial for suggesting informed improvements that could enhance the effectiveness of English teaching at this early and critical stage.

This research aims to investigate the challenges faced by EFL teachers in Ain Témouchent, focusing on the curriculum used for the fifth grade primary level. The study will employ a questionnaire, classroom observation, and training session to gather data on teachers' experiences and instructional practices. The findings are expected to contribute to curriculum development and the overall improvement of EFL teaching in Algeria, leading to practical recommendations for enhancing the effectiveness of English education in primary schools.

The present research is guided by the following questions:

1. What major challenges do EFL teachers face with the English language curriculum in fifth grade primary classrooms in Ain Témouchent?
2. To what extent does the curriculum respond to the needs of the learners?

Accordingly, two hypotheses are raised:

1. Major challenges faced by EFL teachers may arise from the misalignment between the curriculum content and the actual basic language proficiency level of fifth year primary school students.
2. The curriculum does not fully address learners' needs, such as autonomy, cultural background, learning styles, and real life skills.

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To test the hypotheses and gather the required information, the organization of this research work consists of three chapters. The first chapter covers the theoretical aspects of the research, focusing on key concepts and related literature to provide a clear understanding of the subject matter. It reviews the existing literature on important concepts that form the foundation of this research, including:

- Role of English as a foreign language in education
- Language policies and curriculum development in Algeria
- Introduction of English in Algerian primary schools and its implications
- Challenges related to teaching English in the context of Ain Témouchent

This chapter aims to establish a theoretical framework for understanding the challenges faced by fifth grade EFL teachers in implementing the curriculum.

The second chapter outlines the methodological approach adopted to conduct the study. It provides details about the research design, focusing on the mixed method employed through a structured questionnaire. The chapter includes:

- Objectives of the study
- Formulation of the research questions
- A description of the population, case study, and sample involved in the research
- Rationale for using a questionnaire, classroom observation, and training sessions as data collection tools
- An explanation of the procedures followed during data collection
- Limitations encountered during the study

This chapter offers a comprehensive explanation of the tools and methods used to collect the data needed to address the research questions.

Chapter three is devoted to the analysis and interpretation of the data collected through the questionnaire, classroom observation, and training session observation. This chapter includes:

- A presentation of the main findings
- A detailed analysis of the challenges identified by EFL teachers regarding the fifth-grade curriculum

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- A discussion of how the findings relate to the hypotheses and the literature reviewed in the first chapter
- An evaluation of the extent to which the curriculum meets the needs of learners and teachers

The chapter concludes by confirming or rejecting the proposed hypotheses based on the data analysis. It also highlights the implications of the findings and provides practical recommendations for improving the English curriculum and teaching practices in Algerian primary schools.

**CHAPTER ONE:  
LITERATURE REVIEW**

### **1.1. Introduction**

This chapter provides the theoretical foundation for the present research by reviewing key concepts and literature related to English language education in Algerian primary schools. It begins by discussing the inclusion of English in the Algerian primary curriculum, outlining the rationale behind this educational reform and the broader importance of introducing English at an early stage. The chapter also explores the role of English as a global language and its growing significance in educational systems worldwide.

Furthermore, it examines relevant definitions such as language and education, followed by an overview of curriculum design in primary schools with a focus on English language teaching. The chapter investigates the status of English in Algeria, the importance of integrating English in primary education, and the challenges teachers may face in adapting to the new curriculum. Key issues such as teacher training, curriculum structure, and classroom constraints are addressed through a review of previous literature. This theoretical background helps situate the study within the broader academic context and highlights the need to investigate curriculum related challenges in the Algerian primary EFL context .

### **1.2. Language and Education**

Language is considered a fundamental aspect of education, as it serves as the means through which students and teachers communicate, transfer information and knowledge, and develop methods and skills. In the Algerian context, the role of English or its introduction as a subject in the primary school curriculum, particularly in the fifth year, represents a significant shift in educational priorities. However, this shift has been seen as a point that brings numerous challenges, especially in relation to the curriculum and its implementation.

The role of the fifth-year English curriculum in Algeria is to introduce young learners to basic language skills that prepare them for future educational stages. However, teachers face obstacles such as content misalignment, lack of resources, and the absence of specialized training to suit this new subject. These challenges highlight the urgent need to evaluate the effectiveness of the curriculum and its alignment with learners' needs and the local context.

This study aims to explore the experiences of fifth-year primary school English teachers in Ain Temouchent by shedding light on the difficulties they face with the prescribed curriculum. Through adopting a mixed approach and collecting data via teacher-by questionnaires and classroom observation , the study seeks to identify key issues and propose practical solutions to enhance the teaching and learning process in this foundational stage.

### **1.2.1. Definition of Language**

Language is a complex and dynamic system that serves as the foundation for human communication, cultural transmission, and social interaction. It is not merely a tool for conveying information but also a medium through which individuals express identity, form relationships, and construct meaning. Sapir (1921) defines language as “a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of voluntarily produced symbols.” This highlights the intentional and symbolic nature of language, emphasizing its human-specific characteristics.

Similarly, Chomsky (1965) views language as “a set of (finite or infinite) sentences, each finite in length and constructed out of a finite set of elements.” His perspective focuses on the innate, generative aspects of language and the cognitive rules that govern its structure. This definition is particularly relevant in education, where language is not only acquired but also developed and applied creatively by learners.

Halliday (1973) offers a functional view, suggesting that language is a social semiotic system used to perform various functions, including ideational (expressing content), interpersonal (establishing social roles), and textual (structuring messages). This perspective broadens the understanding of language by considering its role in context and interaction, which is highly relevant in the classroom setting.

In addition, Lyons (1981) argues that language is the principal system of communication among human beings and is characterized by a high level of abstraction and creativity. It enables users to generate and understand an infinite number of new expressions, making it fundamental in education, where both comprehension and production are essential.

Therefore, language is not only a subject of study but also the main vehicle through which learning occurs. In the context of English language education in Algeria, understanding the

nature and functions of language is crucial for developing effective curriculum strategies, particularly at the primary level, where foundational language skills are being established.

### **1.2.2. Definition of Education**

Education is a multifaceted process aimed at fostering intellectual, emotional, social, and moral development in individuals. It involves both formal and informal methods of learning that contribute to the acquisition of knowledge, values, skills, and cultural awareness. According to Dewey (1938), “education is not preparation for life; education is life itself,” underlining its lifelong and transformative nature.

Freire (1970) emphasizes education as a practice of freedom, where learners critically engage with the world around them. He views education as an empowering tool that allows individuals to become active participants in shaping their realities. This is particularly important in language education, where learners must engage with new linguistic and cultural systems.

According to UNESCO (2015), education is “a fundamental human right and essential for the exercise of all other human rights. It promotes individual freedom and empowerment and yields important development benefits.” This institutional definition recognizes education as both a personal and social imperative, reinforcing its role in national progress.

Additionally, Biesta (2010) argues that education involves three primary purposes: qualification (providing knowledge and skills), socialization (integrating individuals into existing traditions and values), and subjectification (encouraging autonomy and critical thinking). This triadic framework is useful when assessing curriculum goals and outcomes in educational systems like Algeria's.

Jarvis (2004) describes education as “a process of learning throughout life that results in changes in an individual’s knowledge, behavior, and skills.” His definition highlights both the formal (school-based) and informal (life-based) nature of educational experiences, emphasizing adaptability and lifelong development.

In the Algerian context, education is central to national development, modernization, and cultural integration. The inclusion of English in primary schools, beginning in 2022, reflects a strategic decision to align educational outcomes with global standards. Therefore, defining

education in a comprehensive manner helps frame the goals and expectations of teaching English at the foundational level.

### **1.2.3 Role of English in Primary Education.**

In today's globalized world, English plays a pivotal role as an international language of communication, science, business, and technology. Crystal (2003) describes English as the "global language" because of its dominance in international media, diplomacy, and academic publishing. Proficiency in English is no longer considered a luxury or a symbol of prestige but has become a necessary tool for academic success and future career opportunities (Graddol, 2006). As a result, many countries, including Algeria, have introduced English at earlier stages of education to equip learners with a strong linguistic foundation.

Introducing English in primary education provides numerous benefits beyond learning a new language. According to Cameron (2001), early exposure to a foreign language supports cognitive development in children, enhancing their problem solving skills, creativity, and ability to think critically. Furthermore, English serves as a medium for promoting intercultural understanding, which is vital in today's interconnected world (Byram, 1997). Through English, young learners are exposed to different cultures, perspectives, and ideas, broadening their worldview and promoting tolerance and global citizenship.

In the Algerian context, the recent educational reform that introduced English in the fifth year of primary school in 2022 reflects the country's recognition of the language's strategic importance. However, as noted by Benrabah (2007), the implementation of foreign language policies in Algeria often faces structural and practical challenges. Teachers frequently encounter difficulties such as lack of adequate resources, insufficient training, and a shortage of materials designed specifically for young learners (Nunan, 2011). These issues directly impact the effectiveness of English teaching and students' ability to achieve the desired language proficiency.

One of the main challenges is the gap between the curriculum's goals and students' actual needs. Tomlinson (2013) argues that materials used in primary language education should be age appropriate, engaging, and meaningful to learners' lives. If the curriculum is misaligned or too complex, teachers struggle to adapt their methods and meet individual learning needs.

Therefore, curriculum design must consider not only linguistic content but also the cognitive and emotional development of young learners (Pinter, 2006).

A balanced and inclusive English curriculum should integrate the four main language skills: listening, speaking, reading, and writing, supported by interactive and learner-centered strategies. According to Richards (2006), communicative competence can be developed effectively when students engage in meaningful language use in a supportive environment. Classroom activities should be designed to encourage participation and interaction, creating a positive and motivating atmosphere for learners.

Ultimately, the role of English in primary education is foundational. It supports both academic achievement and personal growth, providing learners with the tools to engage with the global community. Despite the ongoing challenges, continuous evaluation and reform of curriculum design, along with proper training and support for teachers, are essential. As highlighted by Harmer (2015), the success of English language education depends not only on policy but also on the practical resources and professional development provided to teachers.

### **1.3. English in Primary School**

In 2022, the Algerian Ministry of National Education officially introduced English as a subject in the primary school curriculum, beginning with the third year of primary education. This reform is part of a broader strategy to enhance language education and align the national curriculum with global trends in multilingual competence (Ministère de l'Éducation Nationale, 2022). The inclusion of English reflects its growing global significance and its potential to offer learners increased access to academic resources, international communication, and future professional opportunities (Benrabah, 2023).

#### **1.3.1. Reasons of Including English in Primary School by the Algerian Ministry of Education**

The inclusion of English in primary education has become a global trend due to its increasing role as an international language in the fields of education, business, science and technology (Crystal, 2003). Many countries, including Algeria, have agreed on the importance

and necessity of introducing the English language at an early age in order to make it more accessible to students. One of the main reasons for this decision is globalization, where English has become the dominant language of international communication, diplomacy and economic exchange (Graddol, 2006). Mastering the English language at an early age is also a helpful factor for students, especially in terms of future job opportunities. Furthermore, research in second language acquisition suggests that younger learners have a greater ability to learn languages due to brain plasticity, allowing them to develop more accurate and fluent pronunciation and better general language proficiency (Lightbown & Spada, 2013). In Algeria, the inclusion of English in primary schools is part of a broader educational reform aimed at reducing reliance on French and promoting English as the primary language for future generations (Benrabah, 2013). The Ministry of National Education (2023) confirmed that this reform is in line with the country's vision to prepare students to face global challenges and enhance their cognitive and professional skills. Given the increasing importance of the English language globally, incorporating it into the primary school curriculum is a strategic move that benefits students academically and professionally.

### **1.3.2. Importance of Including English in Primary School**

The inclusion of English in primary education has become increasingly important due to globalization, technological development, and the shift toward knowledge based economies. English is no longer viewed as an optional foreign language but as a core skill necessary for academic success and international communication. As early as primary school, introducing English provides learners with a strong foundation in one of the world's most widely used languages. According to Cameron (2003), younger learners are more receptive to language input and are capable of developing native like pronunciation and communicative fluency if exposed to English early in life. Early language learning also supports metalinguistic awareness and enhances children's capacity to learn additional languages in the future.

Moreover, English at the primary level contributes to students' cognitive and social development. According to García Mayo (2003), learning a foreign language at a young age can enhance memory, creativity, and critical thinking skills. These benefits extend beyond language proficiency to broader academic performance. In multicultural societies and globalized economies, English also serves as a tool for developing intercultural competence and

promoting tolerance. Young learners who engage with English language materials are exposed to different cultures and perspectives, fostering openness and curiosity. Furthermore, research by Nikolov and Djigunović (2011) highlights that early language instruction, when delivered through age-appropriate, communicative methods, results in more positive attitudes toward language learning in the long term.

In addition to cognitive and social benefits, early English instruction supports national development goals. In the context of Algeria, where English has become increasingly important in scientific, economic, and educational domains, introducing English in primary education aligns with the country's long term vision of modernization and global integration. According to Al-Jarf (2008), countries in the MENA region are progressively adopting English in early education to bridge the gap between local educational systems and global standards. In Algeria's case, starting English instruction in the fifth year of primary school represents a strategic move toward equipping future generations with the linguistic skills needed for competitiveness in higher education and the labor market. Policymakers and curriculum designers must therefore ensure that the integration of English into the primary curriculum is supported by adequate teacher training, age appropriate materials, and consistent policy implementation.

### **1.3.3. Language Policies in Algeria**

Language policies in Algeria reflect the country's complex linguistic landscape, shaped by its colonial history, cultural identity, and socio-political dynamics. After gaining independence in 1962, Algeria implemented Arabization policies to restore its national identity and strengthen the role of Arabic in education, government, and public life. Classical Arabic became the official language, replacing French, which had been dominant during the colonial era (Benrabah, 2013, p. 47). However, French remained widely used in higher education, science, and technology, creating a dual language system.

The Amazigh language was long marginalized. However, in 2009, it was recognized as a national language, and in 2016, it was further recognized as an official language (Ministry of Education Report, 2016, p. 23). This marked a step toward acknowledging Algeria's cultural and linguistic diversity. Recently, the rise of English as a global language has influenced language policies. In 2020, Algeria introduced English into the primary education curriculum,

emphasizing its importance for global integration and modernity (Ministry of Education Report, 2022, p. 12). Despite these efforts, challenges persist, such as the lack of trained teachers, limited resources, and resistance from some sectors favoring French. Algeria's language policies aim to achieve a balance between national identity and global demands. This includes efforts to reconcile Arabization, preserve the Amazigh language, maintain the legacy of French, and promote the growing role of English. To this day, this linguistic diversity continues to shape the country's educational and social landscape.

#### **1.4. Status of English in Algerian Primary Education**

The status of English in Algerian primary education has evolved considerably in recent years, reflecting broader socio political and economic reforms. Historically, the Algerian linguistic landscape has been dominated by Arabic, the official language, and French, which has held a privileged position in education, administration, and technical domains due to colonial legacy (Benrabah, 2014). However, with the increasing global importance of English in science, technology, international relations, and economic development, Algeria has begun to reconsider the role of English in its national education policy.

In a significant move, the Ministry of National Education officially introduced English into the fifth year of primary school in the academic year 2022–2023. This policy reform marks a strategic effort to modernize the educational system and respond to globalization trends (Khechine, 2023). The inclusion of English at the primary level is intended to provide learners with early exposure to the language, thus improving future proficiency and enhancing access to global knowledge, educational mobility, and employability in international markets.

Nonetheless, the implementation of English in Algerian primary education faces multiple challenges. One major issue is the shortage of qualified English language teachers with specialized training in teaching young learners (Bouhania, 2022). Many primary school teachers lack the pedagogical tools and linguistic competence necessary for age-appropriate English instruction. Additionally, the rapid nature of the reform has created gaps in curriculum design, instructional materials, and professional development opportunities. There is also institutional resistance from sectors that continue to prioritize French, which remains deeply embedded in Algeria's higher education and administrative frameworks (Hamzaoui, 2021).

Despite these challenges, the integration of English into primary education is widely seen as a positive and necessary step. However, as Guebli and Kherbache (2023) note, sustainable implementation requires coordinated efforts in teacher training, curriculum development, and resource allocation. Effective monitoring and evaluation mechanisms are also essential to ensure that English language instruction meets learners' cognitive and linguistic needs at the foundational stage.

In conclusion, while the status of English in Algerian primary education has advanced through official policy initiatives, its effective integration remains dependent on systemic reforms, professional capacity building, and sociolinguistic acceptance. Addressing these factors is vital to ensuring that English becomes a meaningful part of learners' educational journeys and contributes to Algeria's broader developmental goals.

#### **1.4.1. Introduction of English in Primary Schools**

Primary education in Algeria has witnessed a noticeable change through the inclusion of the English language in the curriculum in 2022. The goal that the government seeks by including the English language in the early stages of education is to provide students with the necessary linguistic tools to compete in the world of development.

The decision to teach English at the primary level seeks to develop language skills early, enabling students to build a solid foundation for future academic and professional opportunities. However, the introduction of English in primary schools comes with challenges. These include the scarcity of qualified English teachers, insufficient teaching materials, and resistance from some educators and parents accustomed to the dominance of Arabic and French in the education system (Benrabah, 2013, p. 47). Additionally, there are concerns about whether the limited instructional hours allocated for English are sufficient to achieve the desired language outcomes. Despite this, Algeria is taking an important step to develop its educational system, and this is evident through the inclusion of the English language in the primary stage and building a generation that is compatible with the modern world.

#### **1.4.2. Importance of English as an International Language**

Language is a primary tool for communication, and among thousands of languages globally, English holds a unique position as an international common language. While not the most spoken language by population, it is the official or secondary language in many countries,

including former British colonies. English connects over 1 billion speakers worldwide, with its influence extending to fields such as business, science, technology, aviation, and diplomacy.

The popularity of English stems from its historical ties to the British Empire and its current dominance in global trade and media. Many countries incorporate English into their education systems, enabling learners to access global opportunities. Proficiency in English enhances career prospects, facilitates international travel, and provides access to a wealth of resources online and offline.

English is also essential for industries like entertainment and academia. With Hollywood's influence and a significant share of internet content written in English, learning the language opens doors to diverse cultures, education systems, and professional opportunities worldwide. Overall, English serves as a bridge for global communication and collaboration.

### **1.5. Curriculum vs Syllabus**

The curriculum and the syllabus are two fundamental yet distinct components of the educational system. While they are often used interchangeably, they serve different purposes. A curriculum refers to the overall framework that outlines the educational philosophy, learning objectives, subjects, teaching methodologies, and assessment strategies for a specific educational level or institution (Richards, 2013). It provides a long-term educational plan and is usually designed by educational authorities. In contrast, a syllabus is a detailed document that outlines specific topics, lessons, and learning materials within a particular subject for a given course or academic period (Graves, 2008). A syllabus is typically more flexible, allowing teachers to adapt content based on students' needs. In Algerian primary education, the curriculum for 5th-year English learners sets broad goals for language acquisition, while the syllabus focuses on daily lesson plans, grammar structures, and vocabulary development (Ministry of National Education, Algeria, 2022). However, challenges arise when the syllabus lacks clarity or does not align well with the broader curriculum objectives. Effective teacher training and resource development are essential to bridge this gap and ensure the successful implementation of both elements.

#### **1.5.1. Curriculum Design**

Curriculum design refers to the organized process of planning, developing, and structuring educational programs to meet specific learning objectives. It encompasses the

selection of content, the determination of instructional methods, and the assessment strategies intended to guide and evaluate learners' progress. According to Richards (2001), an effective curriculum is a carefully constructed plan that aligns pedagogical goals with learners' needs, teacher capacities, and available resources. In language education, this involves the integration of core skills listening, speaking, reading, and writing into a cohesive framework that promotes both communicative competence and cognitive development.

When designing curricula for young learners, several considerations must be addressed, such as students' developmental stages, learning styles, motivation, and sociocultural context (Nunan, 2011). In the Algerian context, especially for fifth grade learners, curriculum designers must also factor in limited instructional hours, varying teacher qualifications, and disparities in school resources. As argued by Tyler (1949), curriculum development should follow a goal oriented approach, with clearly stated outcomes and a logical progression of content that supports skill mastery over time. However, in Algeria, EFL teachers often report difficulties implementing the curriculum due to a lack of professional development opportunities, limited access to instructional materials, and insufficient alignment between curriculum goals and classroom realities (Guebli & Kherbache, 2023). Therefore, a well designed curriculum must not only be theoretically sound but also practically adaptable to teachers' local needs.

### **1.5.2. Syllabus**

The curriculum is an organized plan. It identifies the topics, skills, and most important educational objectives that are to be taught during a specific period, or rather a specific period of time. In teaching English at the primary level, the curriculum is a compass that helps teachers determine their way of organizing lessons, choosing appropriate teaching materials, and evaluating students' progress. According to Richards (2017), a well designed syllabus provides clear guidelines on what students should learn how they should learn it, and how their learning will be evaluated. In English as a Foreign Language (EFL) teaching, different types of syllabi exist, including the structural syllabus, which focuses on grammar and sentence structures, the functional syllabus, which is based on communicative functions, and the task-based syllabus, which emphasizes real-world problem solving (Nunan, 2004). In Algeria, the 5th-year primary English syllabus follows a functional and communicative approach, aiming to develop students' basic listening, speaking, reading, and writing skills (Ministry of National Education, Algeria, 2022). Despite all this, English teachers in Algeria still face challenges in the curriculum, or to

focus more on the lack of clarity in curriculum guidelines, lack of professional training, and scarcity of resources. Therefore, addressing these challenges, perhaps through teacher training programs and improving curriculum resources, is important to improve the quality of English language teaching in Algerian primary schools.

### **1.5.3. Curriculum Design for Primary English**

The design of the English curriculum at the primary level plays a foundational role in building linguistic competence and intercultural awareness among young Algerian learners. Introducing English at an early stage aims to foster basic language skills while exposing students to the global importance of English in communication, education, and technology (Shin & Crandall, 2014). A child centered curriculum for primary learners should incorporate interactive and age appropriate techniques such as songs, storytelling, games, and visual aids, which are known to enhance motivation and retention in early language learning (Cameron, 2003).

A core principle in primary curriculum design is the alignment with children's cognitive development. Piaget's theory (1972) suggests that at this age, learners benefit most from concrete, contextualized input rather than abstract language instruction. Hence, the English curriculum in Algerian primary schools should prioritize oral skills listening and speaking at the beginning, followed by gradual integration of reading and writing. Such sequencing allows learners to build a natural understanding of the language, progressing from comprehension to production. Moreover, the curriculum should reflect Algeria's multilingual context and cultural identity while integrating international elements to enhance students' global perspectives.

However, several challenges hinder the effective implementation of the English curriculum in Algerian primary education. These include a lack of standard teaching materials, insufficient teacher training specific to young learners, and inadequate lesson time to cover all objectives (Khechine, 2023). Additionally, regional disparities and differences in students' prior exposure to English further complicate curriculum delivery. Thus, continuous review and adaptation are essential to ensure the curriculum remains relevant, inclusive, and capable of fostering long-term language proficiency.

## **1.6. Lesson Plan**

A lesson plan is a fundamental instructional tool that guides teachers in structuring their lessons systematically to meet specific learning objectives. It acts as a roadmap that includes the lesson's aims, materials, procedures, timing, and assessment methods. According to Harmer (2007), a well structured lesson plan enables the teacher to anticipate potential difficulties, manage time efficiently, and promote student engagement. In the context of Algerian primary schools, particularly in the fifth year, the English lesson plan should emphasize communicative and learner centered strategies that develop listening, speaking, reading, and writing skills in an integrated manner.

Effective lesson planning in EFL classrooms involves selecting age-appropriate materials, designing interactive activities, and ensuring alignment with curriculum goals. This is supported by Brown (2001), who emphasizes that the quality of a lesson plan directly influences the success of classroom instruction. Despite this, many EFL teachers in Algeria report facing constraints such as limited classroom time, lack of audiovisual resources, and insufficient training in lesson design (Khechine, 2023). These issues often result in rigid and teacher centered lessons, leaving little room for creativity and student participation.

To address these challenges, it is essential to provide teachers with ongoing professional development, access to updated teaching materials, and administrative support. As Richards and Farrell (2005) argue, empowering teachers with the skills and tools needed to design effective lessons contributes greatly to learner success and enhances the overall quality of language instruction.

### **1.7. Descriptive Foreign Language**

The descriptive approach in foreign language teaching emphasizes detailed analysis of linguistic structures, including grammar, vocabulary, pronunciation, and syntactic patterns. This approach aims to enhance learners' understanding of how the language works before they engage in productive use. As Celce-Murcia and Larsen-Freeman (1999) explain, descriptive teaching focuses on the "what" of the language rules, systems, and forms which provides learners with a foundational knowledge base.

In the Algerian primary context, employing a descriptive approach in English teaching can help learners grasp essential grammatical structures and build accurate language forms. For

example, explicitly teaching verb tenses or sentence construction can support learners' comprehension. However, overreliance on this method, especially in young learner classrooms, may hinder communicative competence. As Littlewood (2004) notes, effective language learning must go beyond form and integrate use enabling students to function in real life communicative situations.

Therefore, the descriptive approach should be balanced with interactive and communicative methods. A hybrid model that introduces language structures explicitly but also allows space for practice through dialogues, songs, games, and role plays is considered more effective for primary learners. The goal is not only to understand the language system but also to use it meaningfully and confidently.

### **1.8. Conclusion**

This chapter provided a theoretical overview of the key concepts relevant to the teaching of English in Algerian primary schools. It explored the definitions of language and education, the role and importance of English in the primary curriculum, and the current status of English in Algeria's educational system. Furthermore, it examined the principles of curriculum design and lesson planning, along with the descriptive approach to language instruction.

Each section highlighted both the educational goals and the practical challenges faced by EFL teachers, especially in relation to the recent integration of English into the fifth year curriculum. Throughout the chapter, emphasis was placed on the need for pedagogical alignment, professional training, and contextualized curriculum development.

The discussion laid the groundwork for the next chapter, which will present the research methodology used to investigate teachers' experiences and perceptions regarding the English curriculum in Ain Temouchent primary schools.



**CHAPTER TWO:  
RESEARCH DESIGN AND  
METHODOLOGY**

### **2.1. Introduction**

This chapter explains the research methodology adopted to study the challenges faced by teachers in implementing the English language curriculum for the fifth year of primary education in Algeria. This study contains different research approaches that rely on integrating quantitative and qualitative data in order to provide a comprehensive and clear understanding of the problems raised. It describes the research design, participants, data collection instruments, procedures, and methods of analysis.

### **2.2. Research Design**

A solid research design is essential for the success of any research project. It serves as a structured plan that guides the research process by outlining what it involves and establishing the standards used to assess the findings and draw conclusions (McCombes, 2019). Research is typically viewed as a systematic process of collecting information to address questions or solve problems.

According to Leedy and Ormrod (2001), research involves gathering, analyzing, and interpreting data to gain insight into a specific phenomenon. This shows that research is a methodical activity aimed at answering questions, forming hypotheses, collecting evidence or statistics, assessing information, and drawing conclusions either by solving a problem or forming hypotheses about certain empirical cases.

Furthermore, for research to be effective, it is important to choose appropriate strategies and techniques. Often, combining both qualitative and quantitative approaches is beneficial, as it ensures thorough data collection and allows for a broader perspective by incorporating different or supporting viewpoints. This mix of methods enhances reflection, deepens our comprehension of a phenomenon, and may also lead to new research paths (Teddlie&Tashakkori, 2009).

A mixed-methods approach was selected for this study to combine the strengths of both quantitative and qualitative research. The quantitative aspect focuses on gathering structured responses through closed-ended questions and Likert scale ratings, while the qualitative aspect allows for a deeper understanding of teachers' perspectives through open ended responses.

This approach provides a holistic view of the challenges faced by teachers, offering both statistical trends and detailed insights.

### **2.3. Research Objectives**

Research objectives define the intent of a study by outlining measurable goals that guide the researcher in addressing the research questions (Creswell, 2014). These objectives help in structuring the study and focusing on specific areas of investigation.

The primary objective of this research is to explore and analyze the curriculum related challenges encountered by fifth year English teachers during the implementation of the English language curriculum in primary schools in the city of Ain Temouchent. The study specifically investigates the experiences of forty EFL teachers, aiming to assess the appropriateness of the curriculum content in relation to students' linguistic proficiency and cognitive development.

Furthermore, the research seeks to examine the difficulties these teachers face concerning teaching materials, available resources, and assessment methods, and to evaluate how these factors impact the overall effectiveness of curriculum implementation. Another objective is to gather teachers' perspectives on both the strengths and weaknesses of the curriculum, as well as any obstacles that may hinder students' language acquisition.

By identifying these curriculum related challenges, the study aims to provide practical and constructive recommendations that could improve the implementation process of the English curriculum. The ultimate goal is to contribute to enhancing the effectiveness of English language teaching in Algerian primary schools, ensuring alignment with educational standards and learners' needs.

### **2.4. Sample of Research Work**

In research, a sample refers to a subset of the population that is selected for study purposes. The sample represents a smaller, manageable group that researchers use to make inferences and draw conclusions about the entire population (Taherdoost, 2018, Bhardwaj, 2019).

In the present study, the target population consists of 5th-year primary school English teachers in Ain Temouchent, Algeria. These teachers were selected because they are directly

involved in the implementation of the English language curriculum at the primary school level. Out of a total of sixty(60 )teachers, a sample of forty( 40 )teachers participated in the study by responding to the questionnaire.

The sampling method employed in this study is purposive sampling, which was chosen to ensure that participants have direct experience with the curriculum implementation process. The selection criteria included current teaching status, years of experience, to provide a comprehensive overview of the challenges faced by teachers.

The study focuses exclusively on the responses collected through the questionnaire, in addition to classroom observation which was designed to gather detailed insights into the specific difficulties teachers encounter while applying the 5th-year primary school English curriculum. By analyzing their feedback, the research aims to identify common issues, assess the adequacy of the curriculum, and explore potential areas for improvement.

In summary, this study examines the perspectives of forty(40 ) English teachers out of sixty (60) in Ain Temouchent , using purposive sampling to ensure relevant and meaningful data collection. The findings are based on the questionnaire responses , classroom observation and training session observation providing valuable insights into the practical difficulties faced by teachers in implementing the English language curriculum at the primary school level.

## **2.5. Research Methodology**

Research methodology refers to the systematic approach a researcher uses to collect, analyze, and interpret data to answer research questions and achieve study objectives (Creswell, 2014). It includes the selection of research design, data collection methods, sampling techniques, and analysis procedures, ensuring the study's validity and reliability.

### **2.5.1. Research Instrument**

A research instrument is a tool used by researchers to collect data and measure variables in a study. It can take various forms, such as questionnaires, interviews, surveys, or observation checklists, depending on the research design and objectives (Cohen et al., 2018). Selecting an appropriate research instrument is essential for ensuring the accuracy, reliability, and validity of the collected data.

This study utilized a structured questionnaire as the primary tool for data collection. The questionnaire was designed to gather both qualitative and quantitative insights from fifth(5<sup>th</sup>)year primary school English teachers in Ain Temouchent.

Its purpose was to examine the challenges associated with implementing the English curriculum, focusing on instructional difficulties, resource availability, teacher training, and time management. To ensure a comprehensive understanding, the questionnaire incorporated a mix of : closed-ended and open-ended questions that allowed participants to share their experiences and opinions.

### **2.5.2. Questionnaire**

A questionnaire is a structured research tool used to collect data from respondents in a systematic and consistent manner (Brace, 2018). It may include both open ended and closed ended questions and is widely employed in educational research to obtain both quantitative and qualitative information.

In this study, a questionnaire was used as one of the primary data collection instruments to gather insights from fifth year English teachers in Ain Temouchent. The questionnaire was designed to explore their experiences with the current English language curriculum, focusing on areas such as curriculum content, teaching resources, and instructional challenges.

The design of the questionnaire aimed to ensure clarity, relevance, and alignment with the research objectives. It was validated through expert review to ensure that the questions were appropriate and comprehensive for the target participants.

The complete version of the questionnaire is provided in Appendix.

### **2.5.3. Observation**

Observation is a fundamental method of data collection in both qualitative and quantitative research. It involves systematically watching and recording behaviors, events, or phenomena as they occur in their natural setting, without manipulation or interference.

According to Kawulich (2005), observation is “the process of gathering open-ended, firsthand information by observing people and places at a research site.” It allows researchers to understand the context, behaviors, and interactions of participants in real time.

Creswell (2014) also defines observation as “the process of collecting data through direct contact with the environment and participants, typically through field notes, checklists, or video recordings.” This technique provides rich, contextual data that may not be captured through surveys or interviews alone.

Observation plays a crucial role in educational research as it allows researchers to gather authentic, real-time data about behaviors, interactions, and classroom dynamics in their natural context. It offers insights that may not be accessible through self-reported methods like interviews or questionnaires. Through observation, researchers can capture non-verbal cues, teaching strategies, and student engagement patterns, which contribute to a deeper understanding of the teaching and learning process. As Cohen, Manion, and Morrison (2018) highlight, observation enables the researcher to document what actually happens in practice, rather than relying solely on participants’ interpretations or recollections. This makes it a valuable tool for evaluating instructional effectiveness, classroom management, and the implementation of educational programs.

### **2.5.3.1. Classroom Observation**

Classroom observation is a widely used qualitative research method that involves systematically watching and recording teaching and learning activities in a natural classroom setting. It enables researchers to assess the effectiveness of instructional strategies, classroom management, student engagement, and the overall teaching environment.

According to Wragg (1999), classroom observation is "the purposeful examination of teaching and/or learning events through the systematic processes of data collection and analysis" (p. 13). Similarly, Hopkins (2008) defines it as "a technique used to gain insights into classroom practices through the direct and systematic observation of the classroom environment, including interactions between teachers and students."

In the context of this study, classroom observation was employed as a complementary tool to the questionnaire. The aim was to gather qualitative data on the implementation of the fifth year English language curriculum in Algerian primary schools. Observations were conducted in selected classrooms in Ain Temouchent during the academic year 2024–2025, focusing on teaching strategies, classroom dynamics, and curriculum application.

The structured observation process helped to provide contextual support to the research objectives. Details of the observed practices and findings are discussed in the results and analysis chapter.

### **2.5.3.2. Training Sessions Observation**

Training session observation refers to the systematic process of watching and analyzing a structured training event or professional development session with the purpose of evaluating its effectiveness, delivery, and participant engagement. It combines the elements of training defined as organized learning aimed at improving skills and competencies (Armstrong, 2006) with observation, which involves the direct and purposeful monitoring of events as they unfold in real time (Kawulich, 2005). As such, training session observation allows researchers or evaluators to gather valuable insights into the quality of instruction, the interaction between trainers and participants, and the overall impact of the training on professional practice. This method is especially useful in educational research to assess teacher development programs and identify areas for improvement in instructional delivery.

As part of the data collection process, the candidate conducted an observation during an in-service training session organized for EFL primary school teachers, throughout the month of January 2025. These weekly training sessions served as a platform for pedagogical guidance, during which the inspector facilitated discussions and provided instructional support aimed at improving curriculum implementation and simplifying lesson delivery. On January 30, 2025, during one of these sessions, the candidate distributed printed questionnaires to the participating teachers. With the inspector's encouragement, a total of forty (40) complete responses were collected out of approximately (60) attendees within a span of fifteen (15) minutes. This method proved significantly more effective than a previous attempt to collect data online, which had resulted in minimal participation. The observation highlighted the challenges of digital data collection in this context and emphasized the importance of face-to-face interaction and institutional support in encouraging teacher engagement.

## **2.6. Data Collection Procedure**

A data collection procedure refers to the systematic process researchers follow to gather information relevant to their study, ensuring accuracy and reliability in the collected data (Creswell & Creswell, 2018). This process involves selecting appropriate methods such as

surveys, interviews, observations, or document analysis, depending on the research objectives and methodology.

The questionnaire was distributed to selected English teachers responsible for teaching 5th-year students in Ain Temouchent. The distribution method was printed compensating ease of access for participants. Participants were given immediately to complete the questionnaire, allowing ample time for thoughtful responses. To maximize participation, reminders were sent periodically. Once all responses were gathered, the data was compiled for analysis.

### **2.7. Data Analysis**

Data analysis is the process of systematically applying statistical, logical, or qualitative techniques to examine, interpret, and present data in a meaningful way (Miles et al., 2019). It helps researchers identify patterns, relationships, and trends to draw valid conclusions and support their research objectives. A mixed-methods approach was employed to analyze the collected data, incorporating both quantitative and qualitative techniques

Descriptive statistics were used to summarize responses from closed-ended questions (such as Yes/No or Likert scale ratings), identifying common patterns and trends among the participants.

Thematic analysis was applied to open-ended responses, helping to extract key themes related to curriculum challenges, teacher training needs, time management issues, and the effectiveness of teaching materials.

The data was then categorized under major themes, such as curriculum related difficulties, professional development gaps, instructional challenges, resource sufficiency, and curriculum alignment with student needs.

### **2.8. Conclusion**

This chapter provided an overview of the research methodology, including the research instrument, questionnaire structure, data collection process, and data analysis techniques. By using a structured questionnaire, the study was able to capture both statistical data and detailed personal insights from teachers. The mixed-methods approach ensured a thorough examination of the challenges encountered in teaching the 5th-year English curriculum. The following

chapter will present and discuss the study's findings, highlighting key difficulties and potential strategies for enhancing curriculum implementation.

**CHAPTER THREE:  
RESULTS, INTERPRETATION  
AND DISCUSSION**

### **3.1. Introduction**

This chapter presents the analysis and discussion of the data collected through the research instruments used in the study, namely the teachers' questionnaire and classroom observation. It begins by displaying the results obtained from each instrument, followed by a detailed analysis that interprets the findings in relation to the research questions and hypotheses. The chapter concludes by highlighting the key challenges faced in teaching English as a foreign language in Algerian primary schools, especially those related to the implementation of the fifth year English curriculum.

### **3.2. Results of Research Instruments:**

This section presents the results obtained through the three research instruments used in the current study: the teachers' questionnaire, the classroom observation, and the training session observation. These tools were carefully chosen to provide both quantitative and qualitative data that offer a comprehensive view of the curriculum related challenges experienced by fifth-year EFL teachers in primary schools in Ain Temouchent.

Each tool played a distinct role in capturing the perspectives and practical realities of English language instruction. The combination of these instruments ensures a more complete understanding of the research problem and allows for triangulation of data, thereby increasing the reliability and validity of the findings.

The questionnaire was designed to gather structured responses from teachers about their experience with the English language curriculum. It included both closed and open-ended questions and addressed various themes, such as curriculum design, teaching resources, student engagement, time management, and the effectiveness of instructional practices. The questionnaire provided quantifiable data that helped identify common patterns and challenges among the teachers.

The classroom observation allowed for direct insight into the teaching and learning process within fifth grade English classes. It focused on several key elements, including classroom management, teacher student interaction, use of teaching materials, pacing of the lesson, and student participation. The goal was to assess how the curriculum is implemented in

real life situations and to identify discrepancies between the intended curriculum and actual classroom practices.

The training session observation was conducted to examine how teacher training programs are being delivered in support of the new curriculum. This tool focused on evaluating the structure and quality of training, the relevance of the content to teachers' needs, and the effectiveness of the training strategies in preparing teachers to implement the curriculum. The observation provided valuable data on whether the training sessions are sufficiently equipping teachers to deal with curriculum demands.

### 3.2.1. Teachers' Questionnaire Results

In this research study, the questionnaire was administered to primary school teachers in Ain Témouchent who are responsible for teaching English in the 5th-year curriculum. The purpose of this questionnaire was to examine teachers' perspectives on the challenges they face in implementing the prescribed curriculum and to explore their attitudes toward its structure, content, and effectiveness. A total of sixty( 60) teachers participated in the survey. The questionnaire consisted of forty (40) open-ended and close-ended questions. The results are presented as follows.

#### Question One: Challenges in Implementing the 5th-Year English Curriculum

**Table 3.1. Implementation Challenges**

Response	Participants	Percentage
Yes	31	77.5%
No	9	22.5%

This specific question was included to directly identify whether teachers perceive the five-year curriculum as difficult to implement.

The aim here is to determine the extent of implementation challenges as experienced in real classroom situations. It serves to validate the core issue raised by the study that teachers are struggling with the application of the curriculum and provides a measurable indicator of how widespread this problem is.

The purpose of this question, in terms of data collection, is to gather clear feedback on whether or not the curriculum is realistic and functional in the current Algerian primary school context. The results provide insight into how well the curriculum meets the classroom needs and whether adjustments or support systems are necessary.

With seventy seven point five percent (77.5%) of teachers answering “Yes,” the results reveal a high level of dissatisfaction or difficulty in applying the curriculum. This response suggests that the curriculum may be misaligned with classroom conditions or teacher capabilities. Teachers might be facing issues such as:

- Unclear curriculum guidelines
- Lack of training on new methods or materials
- Insufficient time allocated for teaching English
- Overloaded syllabus or content inappropriate for students’ levels

Only twenty two point five percent (22.5%) responded “No,” showing that very few teachers find the curriculum manageable without facing major issues. This imbalance points to a systemic problem in the curriculum’s design or rollout, rather than isolated teacher experiences.

This question supports the main research aim, which is to identify curriculum-related challenges faced by 5th year English teachers. The strong majority confirming the presence of difficulties highlights a clear gap between curriculum planning and classroom realities. It justifies the need for deeper investigation into specific curriculum components and the level of institutional support provided.

The findings of this question strongly support the idea that the five-year curriculum is difficult to apply effectively in many Algerian classrooms. The question was crucial for collecting direct data related to curriculum feasibility, which is at the heart of this dissertation. It confirms that there is a disconnect between policy and practice, making it essential to examine how the curriculum can be adapted, clarified, or better supported to ensure successful implementation.

Table 3.2 Specific Challenges Faced by Teachers

Challenges	Participants	Percentage
Lack of suitable resources and materials	13	41.9%
Inadequate teacher training and preparation	8	25.8%
Content that is too advanced for students	8	25.8%
Large class sizes	11	35.4%

This particular question aims to identify the specific obstacles that teachers encounter in applying the curriculum in their classrooms. While the first question focuses on general difficulties, this one seeks to understand the more specific and actionable issues related to resources, training, content appropriateness, and classroom conditions.

The results of this question shed light on the most significant challenges that teachers face when implementing the English curriculum in the fifth year of primary school.

### **1. Lack of Suitable Resources and Materials :**

The most common challenge identified by teachers is the lack of adequate resources and materials. This includes a shortage of textbooks, visual aids, and technological tools that are essential for creating an engaging and effective learning environment. This challenge points to a systemic issue where educational resources are insufficient or outdated, hindering teachers' ability to deliver lessons as intended by the curriculum.

### **2. Large Class Size :**

Another significant challenge is the large size of the classes, which has been reported by thirty five point four percent(35.4% )of the respondents. This challenge is particularly relevant because large classes make it difficult for teachers to provide individual attention to each student. In large classrooms, teachers often struggle with classroom management and engaging

all students in the learning process, which can lead to less effective teaching and learning outcomes.

### **3. Teacher Training and Preparation :**

Approximately twenty five point eight percent (25.8% )of teachers reported that insufficient training and preparation are barriers to effectively implementing the curriculum. This suggests that while the curriculum might be well designed, teachers may not have received adequate professional development or the tools necessary to navigate new teaching methods, pedagogical approaches, or the updated content. This highlights a gap in continuous professional development for teachers.

### **4. Content Too Advanced for Students :**

A similar percentage of teachers twentyfive point eight percent (25.8%) also indicated that the content is too advanced for the students. This suggests that the curriculum may not always align with the developmental and cognitive levels of primary school students. Teachers are faced with the challenge of modifying or simplifying lessons to ensure that students can follow and engage with the material, which can lead to frustration on both the students' and teachers' sides.

The results of this question are directly aligned with the overarching research problem, which focuses on the challenges faced by teachers in implementing the five-year English curriculum. The findings suggest that the curriculum's successful implementation is heavily dependent on the availability of adequate resources, the size of the classes, the training provided to teachers, and the suitability of the content for the students' cognitive abilities. These challenges must be addressed to improve the overall effectiveness of the curriculum.

The findings from this question highlight several critical areas that require attention to improve the implementation of the curriculum. First, there is an urgent need for better access to teaching materials and resources. Second, reducing class sizes or providing better management strategies could greatly improve the learning environment. Additionally, investing in teacher training and ensuring that the content is appropriate for students' levels are key areas for improvement. Addressing these challenges will contribute to creating a more effective and supportive educational environment, enabling teachers to implement the curriculum successfully.

**Question Two: Teacher Training and Support****Table 3.3 Training and Support for Teaching the 5th-Year English Curriculum**

<b>Response</b>	<b>Participants</b>	<b>Percentage</b>
Yes	22	55%
No	18	45%

The purpose of this particular question is to gather data about whether teachers receive adequate training and support to implement the new English curriculum effectively. Since curriculum success heavily depends on the competence and confidence of its implementers i.e., the teachers this question focuses on the institutional and professional development support provided to them. It examines whether schools, educational authorities, or training bodies are equipping teachers with the tools and knowledge necessary to meet curriculum expectations.

According to the results, fifty-five percent 55% of the respondents (22 teachers) stated that they did receive training or support in relation to the five-year English curriculum. Meanwhile, forty-five percent 45% (18 teachers) reported that they did not receive any kind of training or assistance.

**1. Teachers Who Received Training :**

This majority response suggests that some efforts have been made by the educational authorities to provide support for the newly introduced curriculum. These training sessions or workshops may have helped teachers better understand curriculum objectives, teaching strategies, and assessment tools. However, the relatively moderate percentage also implies that training might not be widespread, comprehensive, or equally distributed among schools or regions.

**2. Teachers Without Training or Support :**

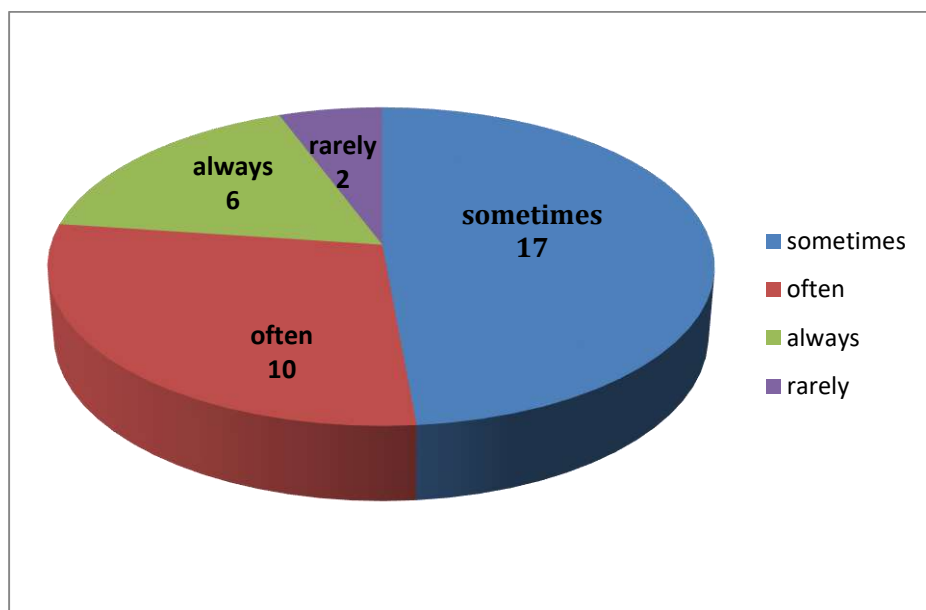
A significant portion of teachers indicated they did not receive any training or support, which is concerning. This lack of support can lead to misunderstandings of curriculum objectives, inconsistent implementation, and teacher stress or resistance to new teaching

methods. It also highlights a gap in professional development programs, indicating that while the curriculum might be designed well, it is not always accompanied by effective implementation support.

This question addresses a central theme in your dissertation: the curriculum's success depends not only on its design but also on how well teachers are prepared to use it. If nearly half of the teachers have not been trained, it becomes clear that curriculum related challenges are rooted not only in the content but also in institutional readiness and support structures. This issue underscores the importance of professional development programs as a key element in overcoming challenges in curriculum implementation.

In conclusion, while a slight majority of teachers fifty five percent (55%) report having received training or support, the remaining forty five percent (45%) reveal a critical gap in professional development. This imbalance affects the overall implementation of the curriculum and may lead to inconsistency in teaching practices across different schools. To ensure effective application of the five-year English curriculum, systematic, continuous, and inclusive training must be made accessible to all teachers. The findings reinforce the need for policy-level interventions focused on teacher preparation as a pillar of curriculum success.

**Question 3:** Frequency of Adapting the Five-Year Primary School English Curriculum  
How often do you adapt or modify the five-year primary school English curriculum content to suit your student needs?



**Figure 3.1: Frequency of Adapting the Curriculum**

The goal of this question is to examine how frequently teachers adapt or modify the English curriculum content to meet the diverse and actual needs of their students. It aims to understand whether the curriculum is rigid or flexible, and how much teachers rely on their professional judgment and creativity to make the lessons accessible and engaging. This also reflects whether the curriculum as provided is practical and realistic for everyday classroom use.

The responses reveal a notable trend in how teachers interact with the curriculum:

**1. Sometimes :**

This group represents the largest share. These teachers occasionally adapt the content, which may indicate that while the curriculum is partly usable, it often does not fully align with students' levels or needs. Teachers might be adjusting lessons based on factors such as student understanding, background knowledge, classroom size, or availability of materials.

**2. Often :**

A significant portion of teachers reported that they frequently modify the curriculum. This suggests a strong need for flexibility, implying that the curriculum is not always appropriate for the teaching context or that it may contain content that is too advanced, outdated, or culturally irrelevant for the learners.

**3. Always :**

These teachers seem to rely heavily on personal adaptation, possibly because they find that the standard curriculum does not suit their learners at all. This could signal serious issues in curriculum design, such as mismatch with learners' proficiency levels or unclear guidelines.

**4. Rarely & Never :**

A minority of teachers rarely or never adapt the curriculum, which may imply either a strong adherence to the official material or that their context allows for smooth implementation. However, it may also reflect a lack of training, confidence, or flexibility in teaching approach.

This question is critical to your dissertation because it reflects the practicality and adaptability of the curriculum, which are core concerns in evaluating its effectiveness. If nearly eighty five percent(85%) of teachers report modifying the curriculum either sometimes, often,

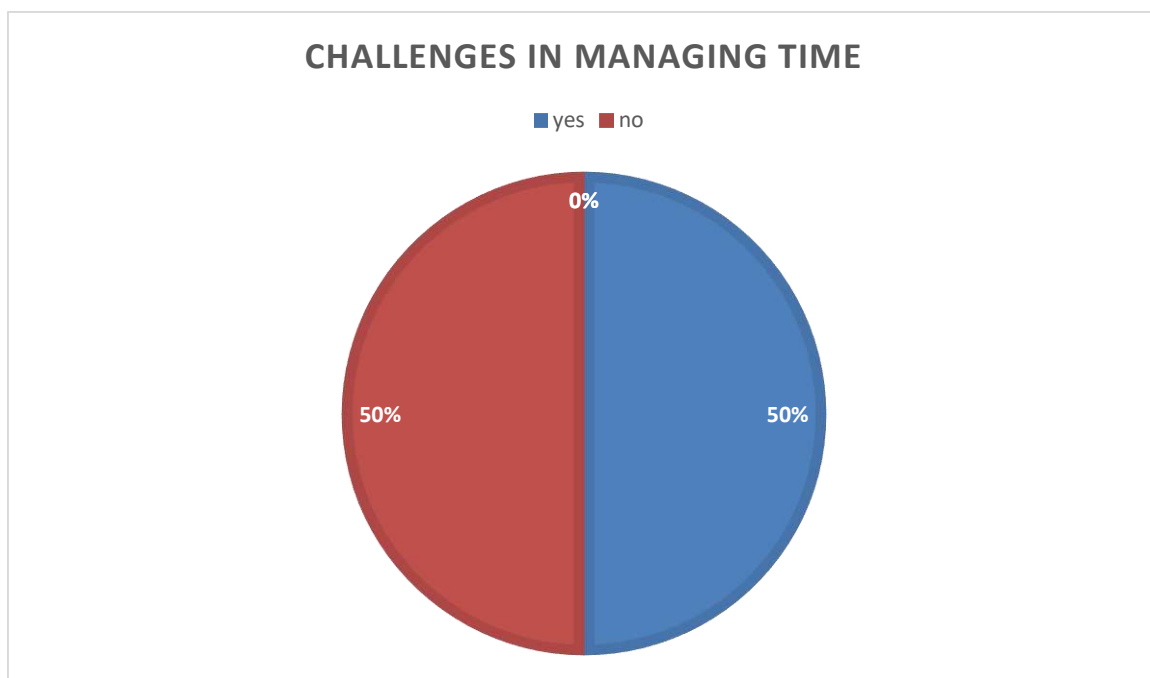
or always, it clearly shows that the curriculum is not a perfect fit for the classroom reality. This points to curriculum design flaws or to a lack of sufficient teacher input during the design phase.

It also connects directly with teacher autonomy, classroom diversity, and the need for student-centered approaches, which are essential in modern curriculum theory. Moreover, the finding supports the argument that teachers need more flexible, responsive curricular materials that can be customized to their specific teaching situations.

The responses to this question highlight a key issue: the current five-year English curriculum does not fully meet the needs of all learners, prompting many teachers to adapt the content. The high percentage of teachers modifying the curriculum particularly those doing so frequently suggests that while the curriculum provides a base structure, it lacks sufficient flexibility to cater to varying proficiency levels and local challenges. These results call for curriculum reforms that prioritize adaptability, inclusiveness, and contextual relevance, as well as teacher training on how to adapt materials effectively while still meeting learning objectives.

#### **Question 4:** Challenges in Managing Time for Curriculum Implementation

Do you face challenges in managing time while implementing the five-year primary school English curriculum?



**Figure 3.2: Challenges in Managing Time**

This question aims to determine whether teachers experience difficulties in managing their time while delivering the five-year primary school English curriculum. Understanding these challenges is crucial to identify factors that hinder effective curriculum implementation and to explore possible solutions.

Managing time effectively is a key component of successful curriculum delivery. If teachers struggle with time management, they may be unable to complete the curriculum as planned, leading to gaps in student learning. Therefore, this question is essential to assess whether time related issues are significant barriers to curriculum effectiveness.

The findings are presented in Figure 3.2: Challenges in Managing Time.

The results show a perfectly even split among the participants:

50% of teachers reported facing challenges in managing their time during curriculum implementation.

50% of teachers reported not facing any challenges related to time management.

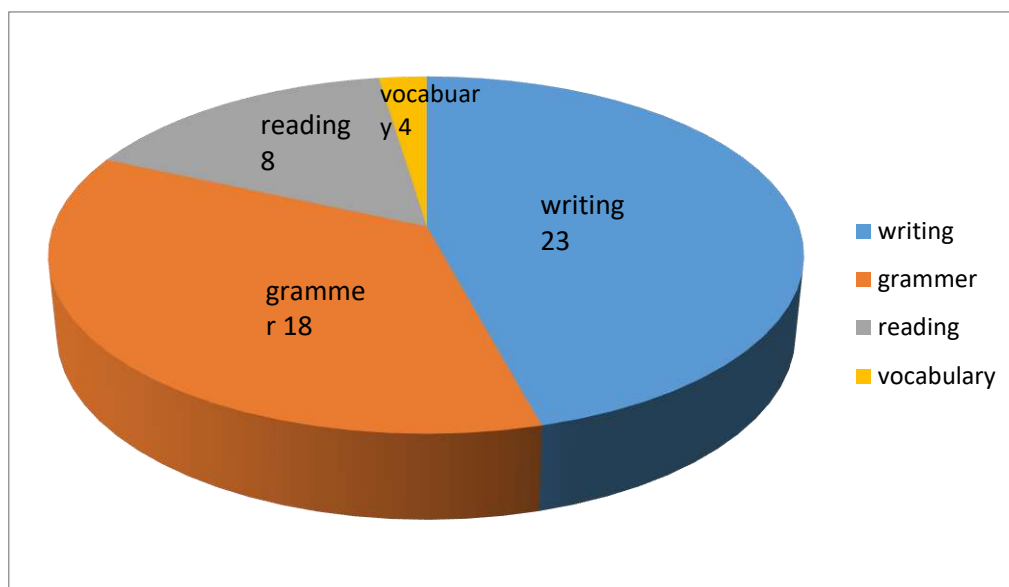
The results reveal that half of the teachers face significant difficulties in managing their time when teaching the five-year English curriculum. The challenges mainly stem from time constraints and variations in students' learning capacities, which affect the pacing and delivery of the lessons. This indicates that many teachers struggle to balance curriculum demands with classroom realities.

On the other hand, the other half of the teachers reported no major time management issues. This suggests that these teachers may have developed effective strategies such as better lesson planning, adaptable teaching methods, or effective classroom management techniques, allowing them to complete the curriculum successfully within the allocated time.

Overall, the findings emphasize the need for providing teachers with additional support and strategies to enhance their time management skills, ensuring the smooth and complete implementation of the curriculum.

**Question 5: Most Challenging Language Skill to Teach**

Which area of English language teaching do you find most challenging?



**Figure 3.3. Most Challenging Language Skill**

The purpose of this question is to identify which English language skill among writing, grammar, reading, speaking, and vocabulary teachers find the most challenging to teach. This insight helps determine which areas require additional support, training, or curricular adjustment.

Recognizing the language skills that teachers find most difficult to teach is essential for curriculum designers, policymakers, and educational trainers. It allows for better support systems to be developed, ensuring that teachers are equipped with effective methods and resources to overcome these challenges and improve student learning outcomes.

The findings are illustrated in Figure 5.1: Most Challenging Language Skill. The distribution of responses was as follows:

- Writing: twenty three (23) responses, accounting for thirty one point one percent (31.1%) of the participants.
- Grammar: eighteen (18) responses) making up twenty-four point three percent (24.3%).
- Reading: eight (8) responses, representing ten point eight percent (10.8%).
- Speaking: seven (7) responses, accounting for nine point five percent (9.5%).
- Vocabulary four (4) responses, making up five point four percent (5.4%).

The data reveals that writing is perceived as the most challenging skill to teach, with thirty one point one percent (31.1%) of teachers identifying it as their primary difficulty. Writing

requires mastery of several sub skills, including grammar, coherence, vocabulary, and organization, which makes it complex to teach, especially to young learners who are still developing their basic language abilities.

Grammar follows closely behind, with twenty four point three percent ( 24.3% )of teachers reporting it as the most difficult area. Teaching grammar involves explaining abstract rules and structures, which may be difficult for students to grasp at early stages, thus posing a significant challenge for instructors.

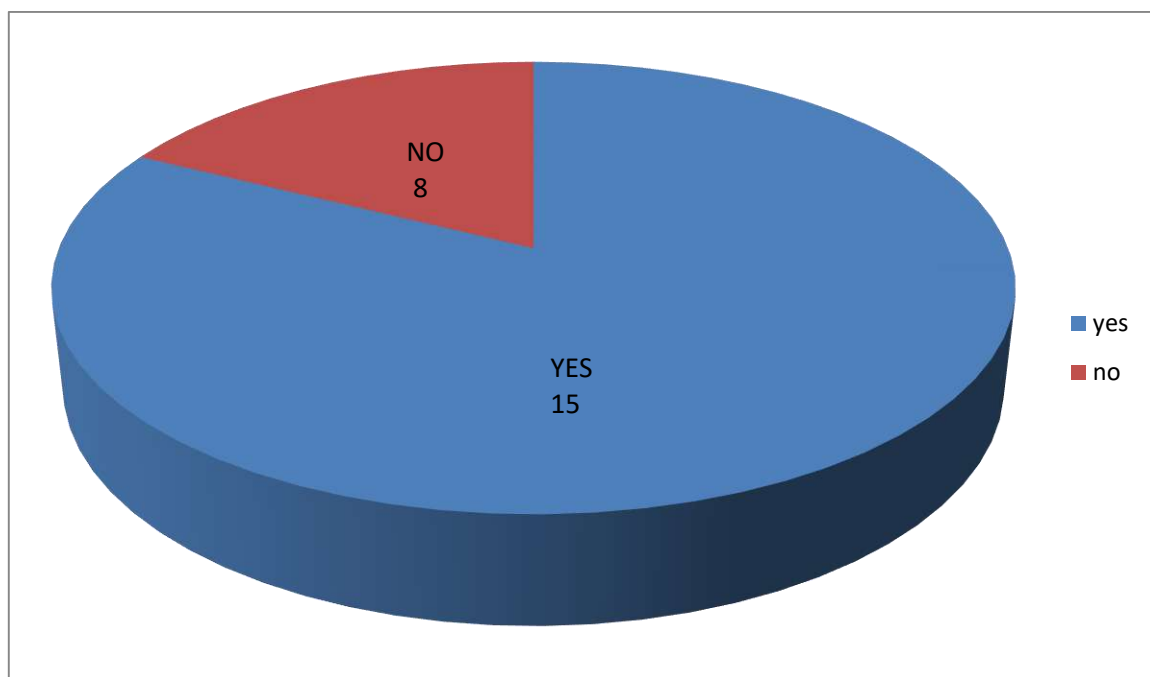
Reading tenpoint eight percent (10.8%) and speaking nine point five percent (9.5%) were seen as moderately challenging, while vocabulary Five point four percent (5.4%) was the least cited as a difficulty. These findings suggest that while oral and receptive skills present some obstacles, the real difficulties lie in productive and rule based skills like writing and grammar.

Overall, the results highlight the need for targeted professional development workshops focused on writing instruction and grammar teaching strategies to better equip teachers for the demands of the five-year English curriculum.

#### **\*Analysis of the Second Part**

Teachers provided insights into why they found certain skills challenging. Writing and vocabulary difficulties were frequently mentioned, with many teachers indicating that students struggle with written expression due to their limited vocabulary. Additionally, some teachers highlighted grammar instruction as a challenge, particularly in teaching it implicitly rather than through direct explanation. Time constraints were another major factor, as teachers often lack sufficient time to fully develop students' skills in these areas. These findings suggest that improving vocabulary acquisition, implicit grammar instruction methods, and time management strategies could help address these challenges.

#### **Question 6: The Need for Additional Resources**



**Figure 3.4: Sufficiency of Teaching Resources.**

This question aims to determine whether teachers feel that the available teaching resources are sufficient or if there is a need for additional materials to effectively deliver the five-year English curriculum. Identifying resource needs is crucial for enhancing teaching practices and student learning outcomes.

Assessing the availability and efficiency of teaching resources is vital for curriculum success. Adequate resources such as textbooks, audiovisual aids, supplementary materials, and technological tools play a critical role in supporting teachers' efforts and enriching students' educational experiences. Understanding teachers' needs helps decision makers provide better support and address gaps that might hinder curriculum implementation.

The results are presented in Figure 6.1: The Efficiency of Teaching Resources. Participants' responses were distributed as follows:

Yes (indicating a need for additional resources): fifteen(15) responses, which represent sixty five point two percent ( 65.2%) of the total participants.

No (indicating no need for additional resources): eight (8) responses, accounting for thirty four point eight percent (34.8%).

The findings reveal that a significant majority sixty-five point two percent(65.2%) of teachers believe there is a need for additional resources to support the effective teaching of the five-year primary school English curriculum. This highlights that many teachers find the current resources insufficient to meet their instructional needs and student learning goals.

On the other hand, thirty-four point eight percent (34.8%) of teachers reported that the existing resources are sufficient, suggesting that in some contexts, teachers have access to adequate materials or have adapted well to the available tools.

Overall, the results emphasize the critical role of providing more comprehensive and diverse teaching resources. Efforts should be made to ensure that teachers are equipped with up to date materials, interactive aids, and sufficient classroom supplies to foster a more engaging and effective learning environment.

**Question 7:** The Extent of Agreement with the Statements

**Table 3.4. Overview of Responses to Each Statement**

Statement (%)	Agree (%)	Neutral (%)	Disagree (%)
A	45.2% (19)	28.6 % (12)	16.7 % (7)
B	45.2 % (19)	28.6 % (12)	16.7 % (7)
C	54.8 % (23)	26.2 % (11)	7.1 % (3)
D	40.5 % (17)	38.1 % (16)	9.5 % (4)
E	30.9 % (13)	45.2 % (19)	11.9 % (5)
F	23.8 % (10)	38.1 % (16)	26.2 % (11)
G	38.1 % (16)	31 % (13)	16.7 % (7)
H	38.1 % (16)	26.2 % (11)	23.8 % (10)

The aim of question seven(7) is to assess the extent to which teachers agree or disagree with various statements regarding the implementation and effectiveness of the five-year primary school English curriculum. The statements focus on different aspects of the curriculum, such as its relevance, flexibility, resources, and ability to meet the diverse needs of students.

This question aims to gauge teachers' perceptions of how well the curriculum supports both their teaching and their students' learning experiences.

The importance of this question lies in its ability to capture teachers' perceptions of the curriculum's overall quality and effectiveness. By evaluating teachers' agreement with specific statements, this question provides insights into how well the curriculum addresses real-world challenges faced by educators. It helps identify areas where the curriculum excels and areas that may require improvement or further adaptation. Understanding these perceptions is critical for curriculum developers, educational policymakers, and stakeholders to refine and enhance the curriculum to better support both teachers and students in primary school English education.

### **Analysis of Each Statement**

**Statement A:** "The curriculum content is relevant and sufficient for teaching English at the primary school level."

The response to this statement shows that forty five point two (45.2%) of teachers agree twenty eight point seven (28.7%) are neutral, and sixteen point seven(16.7%) disagree. This indicates that nearly half of the teachers believe the content is relevant and adequate for the level it is intended for. However, the significant neutral response twenty eight point seven (28.7%) suggests some uncertainty or lack of clarity about whether the content fully aligns with the needs of their students. Additionally, sixteen point seven percent (16.7%) who disagree could reflect concerns about the curriculum being outdated or too challenging for primary school learners, implying that some teachers may find it insufficient for their teaching context.

**Statement B:** "The curriculum allows for adequate flexibility to accommodate diverse student needs."

In response to this statement, forty five point two percent (45.2%) agree, twenty eight point six percent (28.6%) remain neutral, and sixteen point seven percent (16.7%) disagree. The relatively high agreement suggests that many teachers feel the curriculum offers some level of flexibility. However, the number of neutral responses points to a degree of uncertainty regarding how adaptable the curriculum truly is. Some teachers may be able to modify their teaching methods, but others might find the curriculum too rigid to cater effectively to the diverse needs of their students, particularly in heterogeneous classrooms.

**Statement C:** "The curriculum prepares students effectively for future English learning."

A substantial fifty four point eight percent (54.8%) of teachers agree with this statement, with only seven point one percent (7.1%) disagreeing and twenty six point eight percent (26.8%) remaining neutral. The overwhelming majority of positive responses indicate a strong belief among teachers that the curriculum sets a solid foundation for students' future English learning. However, twenty six point eight percent (26.8%) who are neutral might suggest that while some teachers are confident in the curriculum's ability to prepare students for the next stage, others may feel that certain aspects of the curriculum are not as future-focused as they could be.

**Statement D:** "The curriculum provides sufficient resources and materials for teaching."

The responses to this statement reveal that forty point five percent (40.5%) of teachers agree, thirty eight point one percent (38.1%) are neutral, and nine point five percent (9.5%) disagree. The fact that nearly half of teachers are neutral or disagree indicates that many feel the resources provided are either insufficient or not suited to their teaching needs. Teachers might be struggling to find appropriate materials or adapt existing resources, which can hinder their ability to deliver effective lessons. The mixed responses highlight a need for additional or improved teaching resources within the curriculum.

**Statement E:** thirty point nine percent (30.9%) of teachers agree with this statement, while forty five point two percent (45.2%) are neutral, and (11.9%) disagree. A significant portion of respondents forty five point two percent (45.2%) remains neutral, which may reflect varying experiences among teachers when it comes to implementing the curriculum. While some find it relatively easy to implement, others may encounter challenges due to the availability or quality of teaching resources. The relatively high neutral response suggests that for many teachers, the curriculum's ease of implementation depends largely on the specific context of their schools and the resources available to them.

**Statement F:** "The curriculum addresses the diverse learning needs of students effectively."

Only twenty three point eight percent (23.8%) of teachers agree with this statement, with (38.1%) neutral and twenty six point two percent (26.2%) disagreeing. The low percentage of agreement is concerning, as it indicates that many teachers feel the curriculum does not sufficiently meet the diverse needs of their students. A large portion of teachers may feel that the curriculum does not adequately cater to different learning styles, abilities, or backgrounds,

which could affect student engagement and achievement. The neutral and disagree responses highlight a need for greater inclusivity and adaptability within the curriculum.

**Statement G:** "The curriculum allows for effective teacher-student interaction."

With thirty eight point one percent (38.1%) agreeing, thirty one percent (31.0%) neutral, and sixteen point seven percent (16.7%) disagreeing, the responses suggest that while a majority of teachers find some level of teacher-student interaction possible, there are still concerns about the extent and quality of these interactions. Teachers might feel that the curriculum either doesn't encourage enough interaction or doesn't provide the necessary opportunities for meaningful communication between teachers and students. The neutral responses indicate uncertainty, which suggests that teacher-student interaction might depend on how the curriculum is implemented in the classroom.

**Statement H:** "The curriculum allows for sufficient student participation and engagement."

Thirty eight point one percent (38.1%) of teachers agree, twenty six point two percent (26.2%) are neutral, and twenty three point eight percent (23.8%) disagree. While there is a positive response, the substantial neutral and disagree responses reveal that many teachers may struggle to engage students effectively using the curriculum. Teachers might feel that the curriculum fails to actively involve students in the learning process, or it might not include enough interactive or participatory elements to capture students' interest and motivate them to learn.

### 3.2.2. Results of Classroom Observation

As part of the research methodology, structured classroom observations were undertaken in fifth-year primary English classrooms to systematically investigate the pedagogical challenges associated with curriculum implementation. These observations were conducted over a period extending from October 2025, to February 2025, allowing for sustained engagement with classroom practices across multiple instructional contexts. The observations revealed that instructional periods were frequently accelerated due to stringent curricular demands and restricted instructional time, which adversely affected students' cognitive processing and comprehension (Wragg, 1999). Educators encountered substantial difficulties

in reconciling the requirement for exhaustive curriculum coverage with the necessity of promoting deep, conceptual understanding among learners. Complexities were particularly evident in the teaching of grammar and phonetics, which were often delivered at a linguistic level that exceeded the developmental readiness of the pupils, resulting in cognitive overload and learner disengagement (Hopkins, 2008). Furthermore, the observations underscored the detrimental effects of elevated student teacher ratios, wherein large class sizes impeded the provision of differentiated instruction and compromised the maintenance of effective behavioral management strategies (Cohen, Manion, & Morrison, 2018). Data derived from collaborative observations, reflective practitioner notes, and professional dialogues with educators contributed to a nuanced understanding of these systemic challenges. These findings emphasized the critical need for curriculum recalibration and the adaptation of instructional materials to accommodate learner variability and contextual classroom realities. Consistent with Creswell's (2014) assertions regarding the value of observational research, these systematic observations provided empirical evidence that substantiates the necessity for pedagogical reforms tailored to the cognitive and affective needs of primary level learners.

### **3.2.3. Results of Training session observation**

On January 30, 2025, a professional training session was organized for fifth year primary English teachers in Ain Temouchent. The training was observed in order to collect relevant data regarding the practical challenges teachers encounter while implementing the English curriculum. Approximately 60 teachers attended the session, and printed questionnaires were distributed. With the assistance of the educational inspector, 40 fully completed responses were collected within a 15 minute period.

The observation of the training session revealed several common challenges. Many teachers indicated that the curriculum content is not well adapted to pupils' linguistic and cognitive levels. The textbook was considered to be dense, with vocabulary and grammar points that exceed the capacity of young learners. Additionally, teachers noted difficulties in maintaining learner engagement due to the lack of interactive and age appropriate materials.

Time limitation was also identified as a major constraint. The allocated teaching hours were viewed as insufficient to meet the curriculum demands, leaving little room for revision or

reinforcement. Moreover, the absence of adequate teaching aids and professional training opportunities was frequently cited as a barrier to effective instruction.

It was also observed that peer collaboration during the session allowed teachers to exchange useful strategies and voice shared concerns. The interaction among participants emphasized the necessity of ongoing professional development and support. Some teachers suggested that supplementary teacher's guides and simplified curriculum guidelines would assist in managing classroom challenges more efficiently.

In conclusion, the training session observation provided a deeper understanding of the real difficulties experienced by teachers. The findings confirmed the need for curriculum adjustments, improved material support, and more frequent training sessions to enhance curriculum implementation in Algerian primary schools.

### **3.3. Challenges in Teaching English as a Foreign Language for Fifth Primary School**

Building on the findings from the questionnaire, it is essential to address the broader challenges that teachers face in the context of teaching English as a foreign language. Despite the flexibility in adapting the curriculum, various factors complicate the process of effective language teaching. These challenges range from the limited resources available in some classrooms to the varying levels of student proficiency. The following section will explore these obstacles in greater detail, examining both the external and internal factors that influence the teaching process.

Based on the data collected through the teachers' questionnaire, classroom observations, and training session discussions, several key challenges emerged that affect the implementation of the fifth-year English curriculum in Ain Temouchent primary schools:

#### **1. Lack of Training and Professional Development**

Many teachers reported insufficient training on how to deliver the newly introduced curriculum. The absence of orientation sessions or teacher's guides left them unprepared to manage the content and adapt it to their pupils' needs.

#### **2. Students' Low Motivation and Limited Exposure**

Teachers observed that learners showed minimal interest in English lessons, largely due to the absence of exposure to the language outside the classroom. This lack of engagement made it difficult for teachers to maintain attention and participation.

### 3. Shortage of Teaching Materials

There was a noticeable lack of resources, including visual aids, digital tools, and age-appropriate textbooks. Teachers relied heavily on improvisation, which added pressure and reduced the efficiency of the teaching process.

### 4. Overcrowded Classrooms

Large class sizes made it difficult for teachers to provide individualized support or assess students' progress effectively. This was particularly evident in public schools where the teacher-to-student ratio is high.

### 5. Curriculum Complexity and Misalignment

The curriculum content was often perceived as too dense or advanced for fifth-year learners. Teachers reported that some grammar rules and vocabulary lists did not align with the learners' linguistic levels.

### 6. Time Constraints

Several teachers noted that the number of weekly teaching hours was not enough to cover the curriculum thoroughly. This led to rushed lessons with little time for reinforcement or correction.

### 7. Inconsistent Evaluation Methods

Teachers expressed confusion regarding how to evaluate learners properly due to the lack of clear assessment guidelines. Some resorted to subjective methods, which created discrepancies in evaluating learners' progress.

#### **3.3.1. Curriculum Related Challenges**

The research findings revealed several curriculum related challenges that hinder the effective teaching and learning of English in Algerian primary schools. One of the primary concerns identified was the lack of alignment between the curriculum content and the learners' real life context. This misalignment negatively impacted student motivation and engagement,

as many topics appeared disconnected from students' daily experiences. In addition, the curriculum was perceived by teachers as overloaded with content, making it difficult to complete lessons within the limited instructional time allocated.

A recurring theme in the findings was the limited availability of supplementary materials to support the curriculum. Teachers reported a lack of audiovisual aids and interactive tools that could help enrich the learning experience and address diverse learning styles. The curriculum's focus on grammar and theoretical knowledge rather than practical language use was another concern raised, particularly regarding the insufficient emphasis on speaking and listening skills. Furthermore, evaluation methods embedded in the curriculum were often described as focusing on rote memorization rather than communicative competence or critical thinking. These issues collectively contributed to a learning environment where the curriculum failed to meet the cognitive and linguistic needs of young learners.

### **3.3.2. Teacher Related Challenges**

The findings highlighted a range of teacher-related challenges affecting the implementation of the English language curriculum. One of the major obstacles was the lack of sufficient training specific to teaching English at the primary level. Many teachers expressed difficulties in using modern, student centered approaches due to limited professional development opportunities. Another issue reported was the struggle to manage large class sizes, which made individualized instruction and effective classroom management more difficult.

Teachers also mentioned time constraints as a barrier to proper lesson preparation and delivery. With limited hours allocated to English, educators found it challenging to balance lesson planning with administrative duties and curriculum coverage. In addition, the findings indicated that not all teachers had equal access to updated teaching materials or technological resources, which further hindered the effective implementation of innovative teaching methods. Resistance to adopting new pedagogical techniques was also observed in some cases, where teachers preferred traditional, grammar focused instruction, limiting students' communicative competence development.

### **3.3.3. Learner Related challenges**

The analysis of the data identified several learner-related challenges that affected students' acquisition of English as a foreign language. One of the predominant issues was students' limited exposure to English outside the classroom, which restricted their opportunities

to reinforce learning. Teachers observed that learners often struggled with pronunciation, vocabulary retention, and sentence construction due to these limitations.

In addition, variations in learners' academic backgrounds and prior knowledge created disparities in classroom performance, making it difficult to maintain a uniform pace of instruction. Motivation levels were also reported to vary significantly, with some students expressing a lack of interest in English, especially when they failed to see its immediate relevance to their lives. Classroom anxiety was another challenge that surfaced in the findings, as some students were hesitant to participate in speaking activities out of fear of making mistakes.

Finally, socio-economic factors such as limited parental support and lack of access to educational resources outside school further contributed to the challenges faced by learners. These findings emphasize the importance of adopting learner-centered strategies that consider individual differences and support mechanisms to enhance students' English language development.

### **3.4. Conclusion**

In this chapter, the collected data from various research instruments were carefully presented and analyzed. The findings from the teacher questionnaire, classroom observations, and training session observations provided valuable insights into the real challenges faced by EFL teachers in implementing the five-year primary school English curriculum. Through the analysis, it became clear that teachers encounter several obstacles, notably curriculum-related, teacher-related, and learner-related challenges.

The results highlighted that curriculum design often falls short of addressing students' needs and classroom realities, while many teachers still require more training and support to effectively deliver the program. Additionally, learner related factors, such as varying levels of motivation and language exposure, were found to impact the teaching and learning process.

Overall, the data confirmed that although introducing English at the primary level is a positive step, much work remains to be done to overcome the practical challenges. The findings of this chapter serve as a foundation for the final reflections and recommendations that will be presented in the general conclusion.



# **GENERAL CONCLUSION**

## General Conclusion

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This study investigates the challenges faced by EFL teachers in implementing the fifth-year English curriculum in Algerian primary schools, focusing on Ain Témouchent. As English was recently introduced at this level, the research seeks to understand how curriculum design, classroom practices, and teacher preparation influence implementation.

Chapter One provides a general overview of English in primary education. It explains the rationale for its inclusion and examines relevant literature on curriculum design, teaching approaches, and the role of professional development. The chapter highlights gaps between curricular goals and real classroom conditions.

Chapter Two presented the research methodology, which adopted a mixed methods approach by combining both qualitative and quantitative techniques. This approach allowed for a deeper understanding of the challenges faced by teachers and ensured a more reliable interpretation of the findings. The chapter also outlined the selected sample, the tools used for data collection, and the ethical considerations followed during the research process.

Chapter Three presents the results and analysis. Teachers reported significant difficulties such as:

- A lack of teaching materials and visual aids
- Time constraints and overcrowded classrooms
- Curriculum content not matching learners' level
- Limited digital and institutional support

Despite these challenges, some teachers reported adapting the curriculum based on student needs and personal experience. The findings reveal a clear gap between curriculum planning and classroom realities.

### **Study Limitations**

- Limited to teachers from Ain Témouchent
- Excluded students', parents', and policymakers' perspectives
- Short research period no long term trends observed
- Observer effect may have influenced participants' behavior

## General Conclusion

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- Mixed methods design, though rich, still relied on self-reported data

### **Recommendations**

- Revise curriculum to suit learners' cognitive levels
- Provide more culturally relevant and age appropriate materials
- Increase teacher training focused on practical strategies
- Improve classroom conditions and reduce overcrowding
- Ensure consistent institutional and technological support

### **Suggestions**

- Compare urban and rural regions to assess contextual challenges in curriculum implementation.
- Investigate students' perspectives on learning English in primary schools.
- Evaluate how national education policies are applied at the classroom level.
- Collaborate with teachers to design and test improved teaching materials.
- Explore the use of affordable digital tools in low resource classrooms.
- Assess the effectiveness of different teacher training methods.
- Study inclusive strategies for supporting diverse learners.

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# **APPENDICES**

# Appendices

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## Appendix 01

### Teachers' Questionnaire

This questionnaire aims to investigate the extent to which teachers of fifth-year primary school face challenges related to the implementation of the English language curriculum in Ain Témouchent. It seeks to gather insights into areas such as training, resource availability, curriculum appropriateness, and classroom conditions. Your responses will contribute significantly to the research. Please answer the following questions honestly. All responses will be treated with confidentiality.

**1. Do you find the fifth-year English curriculum challenging to implement in your classroom?**

Yes

No

**If yes, what are the main challenges? (You may tick more than one)**

Lack of suitable resources and materials

Inadequate teacher training and preparation

Content that is too advanced for students

Large class sizes

**2. Have you received any training or support to effectively teach the fifth-year primary school English curriculum?**

Yes

No

**3. How often do you adapt or modify the fifth-year primary English curriculum content to suit your students' needs?**

Always

Often

Sometimes

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Rarely

Never

**4. Do you think the time allocated for teaching the fifth-year English curriculum is sufficient to cover all its content effectively?**

Yes

No

**If no, what challenges do you face in managing the time?**

**(Please explain)**

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.....  
.....

**5. What specific areas or skills in the fifth-year English curriculum do you find most difficult to teach?**

**(e.g., grammar, vocabulary, speaking, reading, writing)**

**Please explain why:**

.....  
.....  
.....

**6. Do the materials and resources provided with the fifth-year English curriculum (e.g., textbooks, teacher guides) meet your classroom needs?**

Yes

No

**If no, what additional resources or changes would you suggest?**

.....  
.....  
.....

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7. To what extent do you agree with the following statements regarding the fifth-year English curriculum?

a) The curriculum aligns with learners' linguistic needs.

Agree

Neutral

Disagree

b) The curriculum meets learners' cognitive levels (e.g., remembering, understanding, applying, analyzing, evaluating, creating).

Agree

Neutral

Disagree

c) The curriculum integrates real-life skills.

Agree

Neutral

Disagree

d) The curriculum supports diverse learning styles.

Agree

Neutral

Disagree

e) The curriculum lacks sufficient cultural relevance.

Agree

Neutral

Disagree

f) The curriculum promotes learner autonomy.

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Agree

Neutral

Disagree

**g) The curriculum fails to address individual differences.**

Agree

Neutral

Disagree

**h) The curriculum adapts to modern educational demands.**

Agree

Neutral

Disagree

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## Appendix02

### Classroom Observation

This appendix presents a summary of classroom observations collaboratively conducted by the candidates during the data collection process. These observations took place over the course of the academic year, from October 2024 to February 2025, and were carried out during weekly English sessions with fifth-year primary school learners. The purpose of the observation was to gain insights into the practical implementation of the new English curriculum, identify challenges encountered by teachers and learners, and collect relevant contextual data to support the study's findings.

Session No	Date	Focus of Observation	Key Notes	Reflective Comments
1	03/10/2024	Grammar lesson (Present Simple)	Teacher used flashcards and repetition	Need for more interactive activities
2	10/10/2024	Vocabulary and pronunciation	Some pupils struggled with pronunciation	Consider integrating listening exercises
3	17/10/2024	Classroom management strategies	Difficulties maintaining attention	Recommend smaller group work
4	24/10/2024	Listening and comprehension skills	Audio tools were not used effectively	Suggest using visual aids consistently
5	07/11/2024	Speaking activities	Learners hesitated to speak	Encourage peer support techniques
6	21/11/2024	Writing simple sentences	Pupils needed more guidance	Emphasize pronunciation drills

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7	05/12/2024	Mixed-skill lesson (integration)	Transitions between activities were abrupt	Improve classroom time management
8	19/12/2024	Teaching phonetics	Confusion between similar phonemes	Focus on clearer instructions
9	16/01/2025	Review session before test	Time pressure observed	Allow time for pupil responses
10	06/02/2025	Use of textbook and lesson pacing	Teacher skipped some activities	Reflect on pacing strategies

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### Appendix 03

#### Training sessions observation

This appendix presents a summary of the training sessions observed by the candidate as part of the data collection process. These in service sessions, conducted throughout January 2025, were organized for primary school EFL teachers and facilitated by a local inspector. Each session aimed to provide pedagogical guidance and support for the implementation of the fifth-year English curriculum. The observations offered insights into teachers' engagement, the nature of instructional support, and the collaborative atmosphere of professional development.

Session	Date	Topic /Theme	Focus of observation	Key Notes	Comments or Reflections
1	January 2, 2025	Introduction to curriculum challenges and initial diagnostic	Teacher participation and engagement in training	Teachers shared initial concerns about curriculum overload	Teachers are motivated but need practical support
2	January 8, 2025	Grammar teaching strategies and simplification techniques	Relevance of training topics to classroom challenges	Strategies presented by the inspector received positive feedback	There is a gap between theoretical training and classroom realities
3	January 13, 2025	Vocabulary development and contextualization strategies	Pedagogical strategies discussed and demonstrated	Emphasis on adapting vocabulary to students' real-life context	Interactive approaches increase teacher engagement

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4	January 17, 2025	Teaching phonetics in a simplified and engaging way	Teacher interaction and collaboration	Teachers expressed challenges with phonetic symbols and drills	Peer collaboration was effective during discussions
5	January 22, 2025	Effective use of visuals and games in primary EFL classes	Practicality and applicability of proposed techniques	Many teachers showed interest in integrating games and visuals	More visual aids and contextual materials are required
6	January 30, 2025	Curriculum coverage and time management techniques	Institutional support and encouragement	Session included group work on lesson planning	Printed questionnaires were successfully distributed and collected

## Summary

This dissertation investigates the challenges encountered by Algerian EFL teachers in implementing the 5th-year primary school English language curriculum. It aims to identify the main curriculum related difficulties faced by teachers during classroom instruction, such as inadequate teaching resources, overloaded content, and lack of training. The study also explores the degree to which teachers adapt the curriculum to meet learners' needs. Data were collected using a questionnaire and classroom observations. The findings revealed that most teachers struggle with the rigidity of the curriculum and the insufficient guidance provided. The research offers suggestions for curriculum improvement and better teacher support to enhance English language teaching in Algerian primary schools.

## Résumé

Ce mémoire examine les défis rencontrés par les enseignants d'anglais langue étrangère (EFL) en Algérie lors de la mise en œuvre du programme d'anglais de la 5e année primaire. L'objectif est d'identifier les principales difficultés liées au programme, telles que l'insuffisance des ressources pédagogiques, la surcharge du contenu, et le manque de formation des enseignants. L'étude explore également la manière dont les enseignants adaptent le programme aux besoins des apprenants. Les données ont été recueillies à l'aide d'un questionnaire et d'observations en classe. Les résultats ont révélé que la majorité des enseignants rencontrent des difficultés avec la rigidité du programme et le manque d'orientation claire. L'étude propose des recommandations pour améliorer le programme et renforcer le soutien aux enseignants afin d'optimiser l'enseignement de l'anglais dans les écoles primaires algériennes.

## المخلص

تتناول هذه المذكرة التحديات التي يواجهها معلمو اللغة الإنجليزية كلغة أجنبية في الجزائر أثناء تطبيق برنامج اللغة الإنجليزية للسنة الخامسة من التعليم الابتدائي. تهدف الدراسة إلى تحديد أبرز الصعوبات المرتبطة بالمقرر الدراسي مثل نقص الوسائل التعليمية، كثافة المحتوى، وغياب التكوين المناسب للمعلمين. كما تسعى إلى معرفة مدى تكيف المعلمين للمنهاج لئيتناسب مع حاجات المتعلمين. تم جمع البيانات من خلال استبيان وملاحظات صفية. وقد أظهرت النتائج أن أغلب المعلمين يعانون من صرامة المنهاج وغياب التوجيه الكافي. وتقترح الدراسة جملة من التوصيات لتحسين المنهاج وتعزيز الدعم الموجه للمعلمين بغية تطوير تعليم اللغة الإنجليزية في المدارس الابتدائية الجزائرية.