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An Investigation of the Algerian Primary School Pupils Problems in Learning English in Private Schools.

The Case of Pupils in Private Schools in Jijel

Dissertation Submitted in Partial Fulfillment of the Requirement for a Master Degree in English Language Didactics.

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IN THE NAME OF ALLAH, THE MOST COMPASSIONATE,

THE MOST MERCIFUL

ALL THE PRAISE IS DUE TO GOD ALONE, THE SUSTAINER OF

ALL THE

WORLDS

Dedication

WE DEDICATE THIS WORK TO:

THE SOURCE OF OUR HAPPINESS IN THIS LIFE, OUR MOTHERS AND FATHERS.

OUR SISTERS AND BROTHERS WHOSE SUPPORT AND ASSISTANCE HAVE BEEN

EXTREMELY IMPORTANT.

OUR TEACHERS, ALL OUR FRIENDS AND TO ALL OUR FAMILIES.

ALL THE BELOVED ONES.

TO ALL OUR COLLEAGUES.

Acknowledgements

Abstract

This study seeks to investigate the difficulties encountered by primary school pupils in learning English in private schols. It also aims at suggesting some solutions to overcome these problems and facilitate the process of learning English. This study is built on one main hypothesis. It is hypothesized that Algerian primary schools pupils of English language in private schools' trouble with the four skills of language (listening, speaking, reading, and writing) since they are familiar with learning French language as a second language in public primary schools. To collect data for this study, three research instruments were used. On the one hand, a classroom observation was conducted in two different private schools of teaching foreign languages in Jijel. On the other hand, an interview was conducted with four teachers of English from the two pre-mentioned schools. In addition to a short test that was a complementary instrument. According to the obtained results, primary school pupils who learn English in private school face some difficulties that affect their learning process especially with the four skills of language(listening, speaking, reading and writing).

List of Abbreviations

ALM: Audio-Lingual method

CLT: Communicative Language Teaching

CPH: Critical Period Hypothesis

DM: Direct Method

EFL: English as a Foreign Language

ELF: English as Lingua Franca

FLA: First Language Acquisition

GMT: Grammar Translation Method

L1: Mother Tongue Language

LPLP: Language planning and language policy

P: Pupil

S.P: Scored positive

SLA: Second Language Acquisition

TEFL: Teaching English as a Foreign Language

UK: United Kingdom

ZPD: Zone of Proximal Development.

%: Percentage

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General Introduction

Background of the study

   a) **The Statement of the Problem**

During the last decades, English has received great interest and became the most widely used language in the world. Nowadays, English is involved in many fields of life especially in technological and scientific fields, and it is known as the lingua franca of the world. For this reason, learning English has become much more than just a hobby; it is a necessity for the future. Therefore, many governments have included English in primary education syllabus as first foreign language. In Algeria, despite the fact that English is not taught to primary school pupils in public schools (governmental primary schools) and it is limited only to middle schools, private schools took the lead and decided to give and offer such an opportunity for primary school pupils to learn English because it is the language of knowledge and technology and it may help them advance in their future careers.

However, Algerian primary school pupils are encountering a lot of problems with learning English in private schools, especially those related to the four skills of the language (speaking, listening, reading and writing).

Many researches have been conducted in relation to this topic. Benosmane (2006) examined the EFL teaching process at a private school in Algeria. This work was an attempt to provide necessary information about EFL teaching to primary school pupils. In other words, it was an attempt to find out the appropriate methodology for the young beginners.

Another study was conducted by Abbasi& Hakim in 2020.. This study explores the aspects of introducing the English language to the Algerian primary school. It focuses on

the requirements, the teaching methods, and the possible challenges facing policy makers and education experts when teaching English is integrated into Algerian primary school. In light of the above, the study seeks two main questions:

Research questions:

1- What are the most common problems encountered by primary school pupils in learning English in private schools in Jijel context?

2- What types of problems are faced by pupils?

b) The Aim of study

The aim of the study is twofold. It seeks to investigate the encountered problems by primary school pupils during learning English language in private schools in Jijel context. Second, it aims at suggesting and giving different pedagogical recommendations that may help in solving the common encountered problems.

.Means of Research

In order to achieve the aim of this research, an observation checklist is designed to focus on the most common problems during classroom observation in Jijel private schools (ABC School and TEFL Academy). A short test is also designed for the target subjects. To enhance the study, an interview is designed and administered to a sample of teachers of English in private schools in the province of Jijel.

c) The Structure of the Dissertation

This dissertation comprises four parts: a general introduction, two theoretical chapters, a practical chapter, and a general conclusion. The first chapter is divided into two sections: the first section deals with position of English in the world in addition to methods and theories of English teaching. The second part designed to talk about English status in

Algeria also shed light on private schools in Algeria. Furthermore, this part deals with the importance of teaching English at an early age as well as the future role this language will play in Algeria.

The second chapter, which is more practical, is divided into two sections. The first section presents a full description of the research methodology designed to conduct this piece of research and the limitations of the study. On the other hand, the second section treats the data collected from the research instruments. This section also includes pedagogical suggestions for teachers and parents.

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Section One: English status and EFL Theories.

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Introduction

The English language spread all over the world after World War II due to the American and British domination of the world and the willingness of many world residents to immigrate to English-speaking countries (USA, Canada, and Australia). Because of the opportunities and technological and scientific development provided by these countries. These reasons make many people want to learn English in different countries of the world. Among its repercussions is the emergence of methods and techniques of language teaching, as well as some theories.

The main purpose of this part is to shed light on the English language's spread in the world and the methods used in teaching English in the world. Furthermore, we distinguish between four famous theories about language in the last century. At the end of this section, it will explain one of the most important factors in language acquisition.

1.1. The Status of English in The World

English has achieved a prime status by becoming the most widely spoken language in the world. From small island (UK), English has gone on to acquire a lingua franca status in international business, science and trade or even worldwide diplomacy. English language is the most widely used language and it has received a considerable attention in the world due to its increasing importance for globalization (Cristal, 1997). Around 370 million people in the world speak it as a first language and more than 750 million speak it as second language. English has official or special status in almost 70 countries.

1.1.1. English as a Global Language

To most people, English language has been recognized as a global language because it is the language that is spoken and understood by the majority of population in the world in almost every region in the world, it is official or second language in most countries in the world. Mastin (2011) argued that Global language refers to a language that is learned and spoken internationally by native or second language speakers. Cristal (2003) argued that English has the position of global language because it is known in every country; it is also taught as an official or a first foreign language. Indeed, all countries around the world have imposed teaching and learning English language in educational institutions and colleges or even in private schools. Undoubtedly, English involved in every sector whether in education, medicine, tourism, communication, business, technology and so on.

According to statistics, currently 98% of scientific publications are written in English, including researchers from English as foreign language (EFL) countries. In 2020, English25.6% (1 of 4 people use English in the internet world), Chinese 19.4%, Spanish 7.9% and Arabic 5.2% were the most used language on the internet.
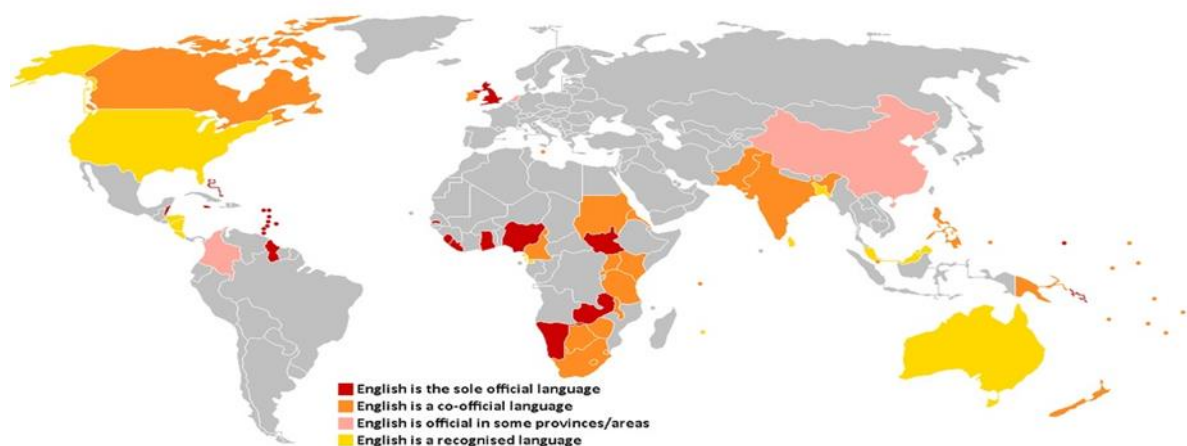
Figure1: *a map represents the extension of English language in the world.*

1.1.2.   English as Lingua Franca

Lingua franca is defined and understood as a common language or a medium of communication used by people whose mother tongues are different, for whom it is a second language. Based on this definition, ELF is defined as a contact language between people who do not share a common mother tongue or a national language, and who choose to use English as the foreign language of communication.

1.2. The Development of EFL Methodology

1.2.1.   Grammar Translation Method

Grammar translation method (GTM) or the traditional method is regarded as the oldest and the first method used in the history of foreign language teaching. It dominated the field of language teaching from 1840 to 1940 as a substitutive method to the Latin method that lost its prominence as the dominant foreign language in Europe and became a dead old language, because Europeans wanted to learn new other languages using new methods and techniques.

In GTM the focus was on the teaching of grammar and vocabulary through memorizing different words and grammar rules inductively. That is, the teacher explains the rules for learners, and when they understand they pass to the practical part where they apply what they studied (Rote learning). In addition to that, translation was used to translate from the target language into the native language and vice versa, and sometimes it is used for assessing and testing learners. Furthermore, since there was a less need for communication, and they were emphasizing on the accuracy of the language the focus was more on the productive skills of language: reading and writing. According to brown (1994,

p.52)'' GTM focus was on memorization of vocabulary, conjugations of verbs, declensions of nouns and adjectives, and translation of texts, all in the form of written exercises". Grammar and translation were the knowledge of the taught language, and such knowledge is required to be gathered by studying a number of grammar rules and applying this knowledge to understanding texts. Through such method of learning the foreign language by getting familiar with it as being familiar with the native language, the speaking and writing of the former would improve (Larsen-Freeman, 2007, p. 38).

Despite the fact that GTM dominated the field of language teaching from the 1840s until the 1940s, many negative reasons led it to lose its dominance because it caused boredom to students and made them unmotivated during learning the foreign language. GTM is no longer used for teaching languages, except in some different parts of the world where foreign languages are taught for literary purposes like Japan.

1.2.2. The Direct Method

The direct method is a method of teaching that was developed as a reaction to grammar translation method (GTM) with the purpose of making a direct association to the target language without referring to the learners' native language. DM advocates (Gouin and Sauveur) called for the use of a naturalistic way in teaching foreign languages, because they argued that foreign languages could be taught directly without translation or grammar teaching. This latter was mentioned in (Richards& Rodgers, 1986, p. 9) as follow: "Sauveur and other believers in the Natural Method argued that a foreign language could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action". The DM was based on some bases and principles which are totally different from those which were applied in the previous

method (GTM). Davies & Pearse (2000, p. 189) claimed that since language is believed to be a system of negotiating meaning, so the natural way of learning language is the best way, that is learning words and sentences in context, and then imitating them. Also, a significant feature of the DM is that the lessons instructed by teachers in classroom are attached more importance; unlike in the GTM, emphasizing on the role of interactive classroom activities initiated by the teachers for developing communicative skills. In addition to what was mentioned by Davies and Pearse, the DM was based on teaching grammar inductively, and the focus was on the four skills of language; while speaking was taught before reading and writing. Despite the fact that the DM legacy is long lasting; it was criticized because of the following reasons:

-The focus was much more on oral skills in comparison with other skills of language which were a bit neglected and the lack of teachers who are qualified in oral skills.

1.2.3. The Audio-Lingual Method

The audio-lingual is a famous method of teaching foreign languages. It was developed after the decline of the role of the direct method during the period between the 1950s and 1960s in the United States of America. Based on the behaviorist psychology, the American linguists and army psychologists introduced the ALM during the Second World War with the aim of training the army officers quickly and effectively in foreign language skills. Alemi& Tavakoli (2016) stated that with the outbreak of World War II armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method, and was the first to be based on linguistic theory and behavioral psychology. (P. 1). Another important

factor that contributed in the emergence of the ALM is Coleman report that was published in the United States of America in 1929.

The most of ALM advocates were stracturalist linguists and language experts (Bloomfield, Fries, and Harrice). So, they were focusing more on teaching language structures, because they thought that language should be taught as it is used deductively; that is, the learner should not be given the rules directly, rather, he should take out the rules during the learning/ teaching process alone. The focus in ALM was on the spoken form of language, because those advocates argued that the American languages are spoken not written, and language is oral first than it is written. During this period, cultural component was introduced to be taught as a new element that was not taught in the previous ones, because those linguists believe that language is presented by its culture. In this way, Bloomfield argued that in order to understand a language, you should first understand its culture.

According to Richards and Rodgers the ALM has two major techniques or activities; the dialogue repetition and substitution drilling. This kind of activities is applied in order to make students communicate with the target language actively and automatically without stopping to think. This is achieved through the formation of new habits by students in the target language over their native one. (1986, p. 46).

1.2.4. Communicative Language Teaching Approach

Communicative language teaching approach (CLT) origins are traced back to the late 1960. It was developed as a reaction to the shortcomings and limitations underlying the previous humanistic methods that run its course. Indeed, in CLT main focus was on teaching the function of language. That is, unlike the previous methods that was based on

teaching language structures, and grammar rules (language form), in CLT the focus was shifted to the teaching of the purpose for which the language is used. It refers to many approaches that see the language more than as a system of rules, rather as resource for making meanings. (Richards and Rodgers 2001).

Hymes, (1972) stated that one of the main goals of this communicative approach in foreign language teaching is to develop students' communicative competence. (p. 16)

The development of CLT was a turning point in the field of language teaching, because it marked the emergence of some new words and terms that were not used in the previous methods.

1.3. Language Planning and Language Policy LPLP

Between 1966 and 1977, the most famous LPLP pioneers, including Charles Ferguson, Joshua Fishmen, Einar Haugen, and others, established language planning and language policy as an academic discipline. While language planning refers to efforts to deliberately affect the status, structure, or acquisition of languages (Fishman 1974).

As mentioned on the Center of Applied Linguistics website (CAL), decisions about language policies, requirements, and practices have important consequences in all social contexts. "Language planning refers to deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes" (Cooper, 1989, p. 45).

Language policy refers to explicit or implicit language planning by officials' bodies, such as ministries of education, workplace managers, or school administrators. Language policies may be viewed as guidelines or rules for language structure, use, and

acquisition established and implemented within nation-states or institutions such as schools and workplaces. (Tollefson 1991, p 369)

Language planning is initially distinguished into two types: status planning and corpus planning.

> "Corpus planning deals with norm selection and codification, as in the writing of grammars and the standardization of spelling; status planning deals with initial choice of language, including attitudes toward alternative languages and the political implications of various choices"

> (Bright, 1992, p. 311).

1.4. Child Development and Language Learning Theories

Children follow an extraordinary trajectory in learning their first language. They start in on the speech stream within months, weeks, or even days of birth and break it into manageable pieces. By age one; they start to associate groups of sounds with meanings and use them to express their own intentions. In the next several years, they analyze many expressions, assign meanings to the parts, and start using a larger range of constructions to express their intentions. Three to four years later, they have attained a vocabulary of close to 14,000 words and are becoming increasingly skillful in how to use language in a range of settings. They have by now mostly mastered the conventional forms for expressing common meanings used in the speech community.

1.4.1. First Language acquisition:

The expression first language acquisition (FLA) is mainly used to refer to children's learning of their mother tongue as a first language. Varshney (2003) stated that "Language Acquisition is meant process whereby children achieve a fluent control of their native language." (P, 307).FLA generally takes place at children's early age (during the child's formative years, or the critical period before twelve years of age). In addition to the previous mentioned definition, the linguist Noam Chomsky said that language acquisition is a matter of growth and maturation of relatively fixed capacities, under appropriate external conditions. (2009, 101:1021).

Human beings are not born with a sudden knowledge that makes them aware of their mother tongue grammatical rules. Rather, they pass by different stages and periods until they acquire and master their first language. In fact, those stages last with children from the age of birth until adulthood. Children in general pass with six different stages namely:

- Pre talking/ cooing stage (0- 6 months)

Cooing or pre talking stage is the first step that children pass with during their journey of language acquisition. In this first step infants try to produce some soft gurgling sounds. In addition to that, they utter some initial vowel sounds like "ooo" as a first step. Then after that, they include some consonants to their vocalization like "papa" and "mamma".

According to Bolinger (2002:283) pre-talking stage or cooing is the vowel-like sound responding to human sounds more definitely, turns head, eyes seem to search. He is producing for speaker occasionally some chuckling sounds. For example, Miles (at the age

of4 months) demonstrating the cooing stage of language acquisition. He is producing vowel-like sounds (especially, the back vowels [u] and [o]) in the sounds of "oh", "uh", and "ah", typical of "cooing». He still finds difficulties in producing the vowel sound [I] except when he is screaming in "hiii". Moreover, in producing the consonant sounds like [b], [p], or [m], she is not able to produce them yet.

- Babbling stage (6- 8 Months):

Babbling is the second stage in child language development. It takes place when an infant is about six months of age. Babbling is divided into two types: marginal babbling which refers to the period when the infant starts uttering various random consonants in a natural way. The second type is canonical babbling when the child starts articulating vowel syllable clusters. Steinberg (2003:147) defined babbling as the sounds which infants produce in consonants-vowel combinations.

- Holophrastic stage (9-18 months):

The third stage in first language acquisition process is known as the holophrastic stage. In this stage toddlers start learning different linguistic expressions of their native language as a single word or a whole phrase. Fromkin (1983:328) defined holophrastic from holo "complete" or "undivided"plus phrase"phrase" or "sentence". As well as the use of one single word to describe or express a particular emotional state.

- The two-word stage (18-24 months)

This two-word stage or pivot grammar is generally occurring with children or infants who reach eighteen months of age. In this period of their life's toddlers start combining words together to express their feeling and emotions.

1.4.2. Second Language Acquisition (SLA)

Second language acquisition, or SLA, has two meanings. In a general sense it is a term used to describe the process of learning a second language. More specifically, it is the name of the theory of the process by which we acquire - or pick up - a second language. This is mainly a subconscious process which happens while we focus on communication. It can be compared with second language learning, which describes how formal language education helps us to learn the language through more conscious processes. (British Council). (Ellis, 1986, p. 292; Alice Omaggio, 1986, p. 29) state that acquisition can be broadly defined as the internalization of rules and formulas that result from natural language used while learning consists of the development of conscious L2knowledge through formal study.

In Longman Dictionary of Applied Linguistics, Jack Richards, et al. (1985, p.252) states that second language acquisition is, "the process by which people develop proficiency in a second or foreign language." Rod Ellis (1986, p. 4) explains that SLA is "a complex process, involving many interrelated factors. It is the product of many factors pertaining to the learner on the one hand and the learning situation on the other." In addition, Victoria Fromkinet. al (2002, p. 593) says that SLA is «the acquisition of another language or language after first language acquisition that is under way or completed." To conclude, second language acquisition (best-known as SLA) is a subconscious study through which a person acquires L2 or additional languages.

1.4.3. Krashen's Monitor Model Hypotheses for SLA

Stephen D. Krashen facilitated research in second-language acquisition, bilingual education, and in reading. He believes that language acquisition requires "meaningful interaction with the target language."

Dr. Krashen also theorized that there are five hypotheses for second language acquisition, which have been very influential in the field of second language research and teaching.

I. The Acquisition-learning Hypothesis identified two independent ways of developing language ability:

    ✓ *Language acquisition* it's a subconscious process it occurs very naturally in a non- threatening environment.

    ✓ *Language learning* it is what occurred at school in academic setting. It is a conscious process when we talked about rules and grammar of language. We are usually talking about learning.

II. The Natural order Hypothesis claims that we acquire some parts of a language in a predictable order. Some grammatical items to come earlier in the acquisition than others. For example, the personal pronouns acquired fairly early, while passive form acquired later.

III. The Monitor Hypothesis explained how acquisition and learning are used. Generally, we produce language using our previous or acquired linguistics competence. The Monitor or Editor has focus more on correctness of language errors during conscious learning the grammar rules.

IV.   Comprehensible Input Hypothesis is simply when teachers give to learners the language input that is slightly more advanced than their current level. Krashen defines it 'I + 1" where "i" is person' current language level and "+1" represents the language that slightly higher than their current level.

V.   The Affective Filter Hypothesis states that emotions or feelings may affect and change language ability. Krashen argues that fear, sadness or embarrassment or any negative emotions make a person less able to acquire language.

1.4.4. Jean Piaget (1896- 1980) and Lev Vygotsky (1896- 1926) Theories

The field of cognitive development was dominated by the theories of two main key psychologists; Piaget and Vygotsky. (Oakley, 2004, p.13). Huang (2021) defined cognitive development as follow: '' A field of study in neuroscience and psychology that focus on how humans think, explore and solve problems. It is the development of knowledge, skills, problem solving and dispositions, which help children to think about and understand the world around them". According to Piaget the definition of cognitive development is based on the child's reaction with the environment where he lives. Piaget in his theory concentrated more on the role that society in child's cognitive development. Accommodation, assimilation, and equilibration are the three main principles on which Piaget's theory is based. While schema is regarded as the important element that should be mentioned before the others, because it "is the cognitive framework that organizes and interprets information" (Huang, 2021, p.2). Assimilation refers to the process of adding a

new information or experience into an already existing mental structure or schemas. (Hummel, 1998, as cited in Oakley, 2004).

1.4.5. B.F Skinner (1904-1990) and Chomsky (1928-now) Theories

B.F Skinner's thesis was based on his thoughts on how behavior and actions may be influenced by their consequences. He thought that positive reinforcement was beneficial in children's education since it pushed them to try their best and finish their task to the best of their abilities. Reinforcement, whether positive or negative, may help youngsters choose their activities and behaviors wisely, whether it's praise with a sticker or vulnerable with a penalty equal to imprisonment. Skinner researched animals like as rats and pigeons in the early phases of testing this hypothesis. During his trials, he developed the 'Skinner Box,' which was a simple cage-like box into which the animal was placed. Skinner was able to demonstrate the efficacy of positive reinforcement with this box since the animal learnt that by pressing a button within the box, they would obtain food. This approach was later shown to work on people, particularly children. It has become clear that using positive reinforcement, which is equal to praise, with infants motivates them to be told and develop.

Skinner believed that this strategy was useful for encouraging a newborn throughout the process of learning to communicate. He thought that when a parent rewards a child for making a random babbling sound near an English word, it encourages the child to repeat the noises. On the other side, when a baby's tangential noises are disregarded, it is destroyed and forgotten about.

Noam Chomsky, on the other hand, disagrees with Skinner's thesis in terms of children's learning and development, believing that people are born with fundamental

linguistic knowledge and do not need to learn it from scratch. Chomsky argues that language is physiologically transmissible, but Skinner's thesis is based on how a newborn learns to talk by using positive reinforcement from people who already speak the language fluently.

This again contradicts Skinner's theory, although using praise and reward with children, of course, does not help them learn. A. Noam Chomsky's approach differs from Skinner's positive reinforcement strategy in that Chomsky feels that using praise and prizes does not help a child's growth or motivate them to study. He, on the other hand, believes that every kid is born with a linguistic guide that develops throughout their schooling. This contradicts Skinner's idea, according to which a baby's random babbles have no ties to a language until they are prompted by positive reinforcement from adults to construct noises that seem like accurate words.

The main conflict points between Chomsky and Skinner are mentioned in table below:

Table 1: A comparison of the Major Distinctions between Chomsky and Skinner Theories.

B.F. Skinner "Give me a child and I will shape him into anything"	**Noam Chomsky** "Children develop language because they're pre-programmed to do this"
➢ Children learn grammar through reinforcement. Correct grammar it is positively reinforced it so it is repeated; incorrect grammar is negatively reinforced it so it is not used again. ➢ To understand how language is	➢ Language is too complex to be learned one sentence at a time. ➢ No one had to specifically teach you grammar of your native language; when you began speaking as an infant, you automatically produced utterances

acquired, you have to be able to observe it.

➢ All language, include innermost thoughts, is a behavior that is learned like any other skill.

➢ learning a language operates on the same principles that a rat will use to learn a maze or to learn to press button

➢ Language acquisition is nothing more than association, imitation, and reinforcement.

➢ Children learn the rules of their native language by imitating what they hear in their environment.

that were grammatically in your native language.

➢ A child learns language too quickly for the process to be dependent on only straight-forward learning.

➢ Language one of the key characteristics that separates humans from all other animals.

➢ Human are born with the instinct or 'innate facility" for acquiring language.

➢ "Language is a process of free creation."

➢ It's not true that children only learn language from what they hear and experience, because a lot of kids say things they never heard.

1.5. Factors Affecting Second Language Learning for Children

Learning a second language differs between adults and children. Adults take longer and results are less. As for children, they learn better and faster. It's common to believe that a child's skill with learning a second language comes naturally. In fact, some children acquire language skills faster than others. Ellis (1985) claim that ''There are many general factors that influence second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation and personality''
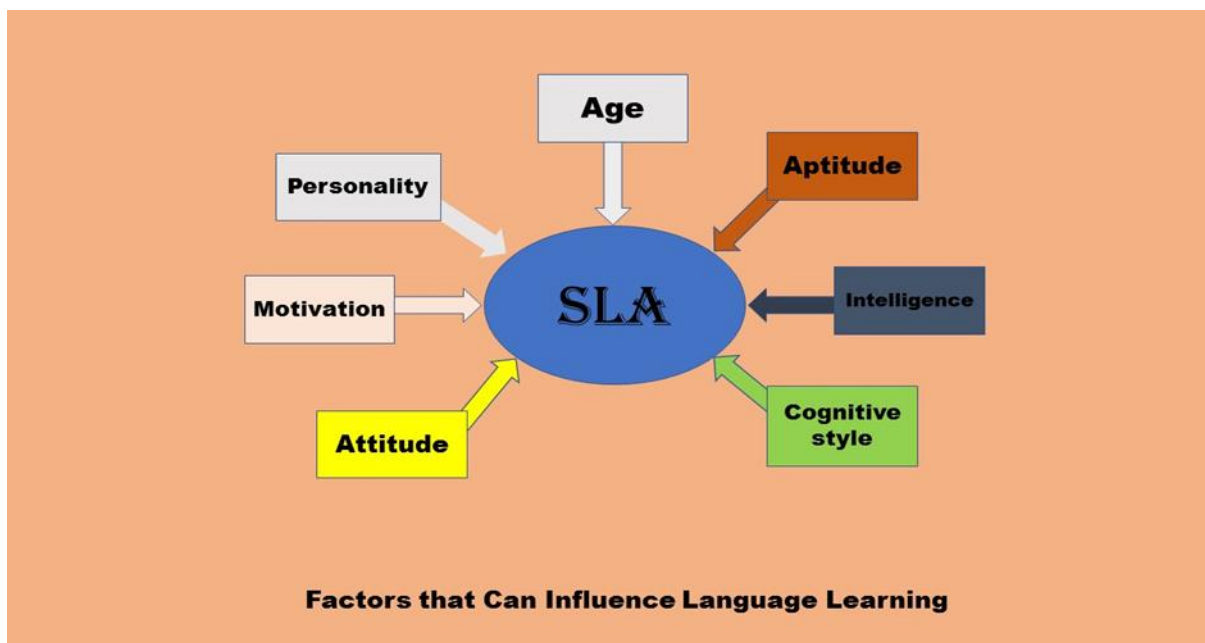
Figure 2: Factor affecting second language learning

1.5.1. The Age Factor and the Critical Period Hypothesis (CPH)

Learners' age has been considered as the major factor in second language acquisition success. Admittedly, children are better at language acquisition than adults. The matter of age is one of the enduring topics in the studies of second language acquisition (Birdsong 2006).Other researchers have also proved that learners who start learning a foreign language at an early age achieve a more native-like accent than those who start as adolescents or adults (Oyama, 1976; Asher and Garcia, 1969)and they are also better in the acquisition of grammar (Piatkowski, 1980, p. 1990).Critical period hypothesis by Lenneberg suggest that children can acquire language more easily during the critical period. According to Lenneberg the critical period lasts until the age of puberty due to biological reasons. Indeed, language acquisition may be more uphill after puberty because the brain lacks the ability and adaptation (Richards: 1985, p. 65).

1.5.2.   Critical Period Hypothesis (CPH)

the onset of CPH back to 1959 when Penfield and Robert introduced the critical period to the language acquisition theory when they wrote a chapter entitled "The Learning of Languages" in which they were strong supporters of the belief that the younger and children acquire language better , effortless, and faultless his performance would be. Then, Lenneberg (1967, p. 176) coined the term "lateralization" to express that puberty means a period of time. Lenneberg (1967) argued that children's brains are more flexible than of adults. He tried to determine the age at which it becomes too late for an individual to acquire his first language. Also, Krashen proposed that human's brain lateralization can be finished in the age of five (1973, p. 65). However, Lamendella (1977, p. 175) argued that period was too much overstated and he stated the term "sensitive period" for "lateralization" which mean that learning language well may be occur after age five.

In Korea, the onset age was lowered from the seventh to the third grade beginning in 1997. In Spain, first foreign language teaching starts already in the first grade (since 2004).

Section Two

2. Introduction

The expansion and spread of the English language in the world after World War II and the emergence of the United States of America as an economic, culture and technology power. These developments forced the countries of the world to teach English as a foreign language and to include it in educational curricula at an early age. There has been a rapid diffusion of English in Algeria. In fact, in the Algerian context, Classical Arabic is the official language, whereas English is regarded as the second foreign language after French. Indeed, in many countries throughout the world English has been given a priority in foreign language teaching although it is an official language. Algeria is no exception beck Harrison (1974: 13) ''many countries where English is not the mother tongue, it is the most commonly taught foreign language''. In fact, many Algerians are more conscious of the English language valuable functions in their life, for their job because many companies require English as SHLUMBERGER, SONATRACH, and GENERAL ELECTRIC ……:

2.1. The status of English in Algeria

The expansion and spread of the English language in the world after World War II and the emergence of the United States of America as an economic, culture and technology power. These developments forced the countries of the world to teach English as a foreign language and to include it in educational curricula at an early age. There has been a rapid diffusion of English in Algeria. In fact, in the Algerian context, Classical Arabic is the official language, whereas English is regarded as the second foreign language after French. Indeed, in many countries throughout the world English has been given a priority in

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2.2. language policy in Algeria and Educational reforms 'post independent era'

According to Benrabah (2007:225-226), the Algerian educational system has been influenced by three main phases as explained in the table below:

Table 2: The Main Phases of Educational System in Algeria.

Phase one	Phase two	Phase three
Inheriting colonial programs	The late of 1960s to the late 1990s	Began in the early 2000s
Educational programs dominated by the French language and increased interest of Arabic language	This era corresponds to political changes, the adoption of the socialist system, and the imposition of the Arabic language as the language of learning	Algeria is transforming into a free market economy and is characterized by being less imposing on Arabization and the emergence of several reforms in the schooling system

Based on the above-mentioned phases, it would be reasonable to examine the shift in the Algerian educational system. After the independence, in 1962, Algeria has resisted a number of colonial attempts, whether culturally, politically or educationally. This Resistance is explained by the power of Islam and Arabic as stated by (Gordon, 1966: 137, in Benrabah (2007:229): ''Islam and the Arabic language were effective forces of resistance against the attempt of the colonial regime to depersonalize Algeria''.

2.2.1. First reform: Arabization

Benrabah state

> "Starting from 1962 the Algerian government that inherited the remnants
> of an education system focused on European content and conducted in a
> foreign language by foreign teachers, sought to gradually increase Arabic
> sessions in all levels and all subjects that were taught in Arabic and
> decrease the amount of time for teaching French. This policy, of course
> favored the national integrity and unity and religion"

Gill (1992) reported that modernity and tradition are the two main sides of the Arabization project in Algeria. As an official step for modernization and colonial legacy eradication, the Algerian government gave the Arabization project a sacred rational and purpose especially in administration and school which are vital.

The Arabization policy was widely criticized, because it was claimed that Arabization neglected the role of the other languages and linguistic diversity in Algeria. In addition, to the problem of the absence of qualified teachers in Arabic language which obliged the government to recruit more than one thousand teacher as

Arabic language instructors from different Arabic countries particularly Syria, Egypt and Iraq.

2.2.2. The Second Reform

In 1997, a new schooling system known as the fundamental school was introduced in order to be applied in Algeria. This new system was based on the integration of the primary school with the middle school. Pupils during this period were required to study for nine years, and all the subjects were taught in Arabic except foreign language subjects. However; when Mustapha lacheheb appointed as the minister of education he reimplemented the use of French language in teachers training and some subjects teaching like mathematics and biology. While English was taught in the middle school at the age of thirteen onward.

2.2.3. The Third Reform: Teaching English in The Primary School

In 1993 a new process was proposed by the minister of education with the purpose of enhancing foreign language teaching at an early age. The most important development in this period is that the ministry of education gave pupils' parents the right to choose which language their children will study as a foreign language; the choice was between English and French language, and the majority of parents choose English as the foreign language that their children will study in the primary school.

2.3. Private Schools in Algeria

Recently, with the beginning of the new millennium and the developments that accompanied it, such as Algeria's openness to the world and the spread of the Internet, Algeria has witnessed a huge demand for learning foreign languages, especially English,

which took the largest share. As a result, the Algerian government licensed education experts to open private schools to meet the desire of learners.

2.3.1. Status of private schools in Algeria

Algeria has seen a significant increase in the number of private schools over the last decade, ever since the government legalized them in 2004.

According to the 2021 figures of the government and the head of the Private Schools Association (Salim Ait Omer), there are approximately 500 private schools operating in the national territory, including more than 300 in Algiers. However, the actual number of private schools in Algeria is hard to assess as there are many schools that are not accredited.

Obtaining accreditation is a rigorous process that requires a certain level of adherence to certain requirements on governance best practices, i.e., adequacy of the place to practice teaching and student safety; financial transparency; quality of the curriculum; and hiring qualified professors with university degrees. Accreditation is considered as objective evidence of the quality of education in the school. It is not permanent. It must be maintained.

2.4. English Language Teaching in Private Schools in the Algerian Context

Recently, the demand for learning English has increased in various segments of society. Algerian private schools received great attention and were the first

destination for learners. This interest in learning English in private schools is due to their availability in accepting all people of different ages, levels, and needs.

Learning English in private schools has given impressive results, despite the different teaching methods from one school to another and the adoption of different curricula and syllabi. Some schools rely on curricula imported from prestigious schools in the world, such as Cambridge and British schools, and there are private schools that have their own curricula. The ABC school in Taher and TEFL school in Jijel, for instance, implement the integrated skills method in which the four skills (speaking, listening, reading, and writing) are covered. Other aspects of language, like vocabulary, grammar, phonetics, and language culture, are also included. At the practical phase, the teacher gives students different sets of exercises to read short stories; they may be taken from real life or games. Anyway, teachers in private schools are not restricted to following one method; it gives them freedom to use different methods depending on the lesson.

In addition to using textbook materials, private schools have the privilege of using authentic materials in which teachers and learners use computers, televisions, and data shows to present the lectures through videos, images, and songs. These authentic materials that rely more on visual and auditory learning are proved to scaffold learners' learning processes because they offer many advantages for learners, such as creating a high motivation to learn and increasing the efficiency of learning, especially communication competence.

Conclusion

As a conclusion, English language teaching has spread with the increase in the needs and demands of its learners around the world and in Algeria as well, and its teaching methods and theories have developed with it. Private schools play a significant and crucial role in promoting English in Algeria. The techniques and methods of teaching English in private schools differ, but all strive to assist learners, particularly young learners, to acquire and speak English fluently.

Chapter Two

Section One: Methodology

Introduction

This chapter is the practical part of the dissertation. The aim of this chapter is to investigate the problems related to the four language skills (writing, speaking, reading and listening) facing pupils while learning English at private schools in Jijel. This chapter consists of two sections; the first section presents a full description of the research methodology adopted to conduct this piece of work. It gives information about the target population. Additionally, it demonstrates the methods and tools of research, as well the limitation of the study. In the second section, the data obtained from the three tools is analyzed and discussed. Finally, some pedagogical recommendations are stated.

2. Setting and Participant of the Study

This research paper is concerned with investigating the problems that pupils in private schools are facing in learning English as a foreign language through the progressive acquisition of four language skills.

The participants of this study were four groups of primary school pupils in two different private schools in Jijel (ABC school and TEFL academy). They were chosen based on age (between 8 -12 years old) and different levels. In the second part, five teachers were chosen to be interviewed.

Group 1

This group in ABC school consists of 15 pupils 7girls and 8boys between the ages of 8 and 11 who are beginners in English and have never studied academic English before.

1.1.1. Group 2

This group consists of 11 pupils aged between 9 and 12; there are 6 boys and 5 girls. They have been studying English for almost one year in ABC school.

1.1.2. Group 3

This group contains five students; two boys and three girls who are between eight and nine years old. They have never studied English language before.

1.1.3. Group 4

This is the second group we worked with at TEFL academy. It is composed of ten students who are between nine and twelve years old. They have been studying English language from more than a year.

1.2. Research instruments and data collection

As stated earlier, two different instruments were used for the process of collecting data, namely, the observation classroom, which is a qualitative method, and the interview, which is considered a qualitative method.

1.3. Classroom Observation

Classroom observation is one of the key methods used to study and assess teaching, i.e., to measure and evaluate the quality and effectiveness of teaching. The data gathered from classroom observation is usually supplemented by evidence drawn from other sources, such as student evaluations or performance, reviews of teaching materials, administrative reviews, the instructor's own self-assessment, etc. However, classroom

observation is the assessment method that provides the most direct data about the instructor's act of teaching. (MacDonald, 2016, P. 1).

According to Kerlinger (1996) observation means looking at people and listening to them talk, one can infer the meaning, characteristics, motivation, feeling and intentions of others on the basis of observation (as cited in Benosmane 2006).

1.3.1. Description of the Observation Checklist

The observation schedule is composed of 34 items that are divided into 8 major sections entitled as follows: classroom environment, methods, teacher-student interaction, behaviors, communication (listening and speaking), reading, and writing skills.

1.4. The Interview

An interview is an important qualitative method of collecting data from individuals through conversation. All five interviewees work in private schools and have answered all questions. The responses have been registered in written form.

1.4.1. Description of the interview

To delve further into the challenges encountered by pupils at private schools while studying English, and to better comprehend these impediments from the teachers' perspective. We conducted interviews with five teachers who teach English to primary school pupils. The interview combines six questions open questions that were planned earlier. The questions are designed to find out whether their pupils have difficulties? What are common problems? They are also asked about their opinion about teaching English to children in an early age and why? They also aim to find out the possibility of cover

language skills through teaching EFL and their opinion about the weekly program. Moreover, they were asked if they think that English will replace French in the next years as first foreign language.

1.5. Pupils test

In fact, the test in this level is complementary to the constant observation in the end of lesson. It is included as an evaluation tool in order to examine pupils as well as groups, and therefore to respond to questions of the current research. However, for the purpose of test validity and reliability, the same test was given to group 1 and group 3 (beginners) and same test was given to group 2 and 4 (level up). Moreover, pupils answered exercises under same conditions of learning as an extension of learning activities. In order to decrease their anxiety.

The test was divided into four exercises and related to previous lessons, and to add more validity focus was on four language skills. *In the first exercises*, pupils of groups 1 and 3 were asked to listen to a set of words taught in the last and current lessons, and then mention them in pictures that were given. The groups 2 and 4 listen to a passage and fill in the gaps with the missing words. These exercise criteria were concerned with the listening skills of the pupils. *In the second exercise*, pupils were asked to say what they saw in pictures that were given to them. Vocabulary was taught in the lesson. Similar to groups 3 and 4, but the images are more complex and have also been taught. The aim of this exercise was to evaluate speaking skills. *In the third exercise* concerned with reading skills, pupils of groups 1 and 3 were asked to read words, as for groups 2 and 4, they were asked to read a passage. *In the last exercise*, pupils of groups 1 and 3 were asked to write 10 words that they had been taught or knew in English. On the other hand, groups 2 and 4

were tasked with writing a descriptive passage. The purpose of this exercise is to evaluate writing skills.

Furthermore, for the purpose of subjectivity, teachers of groups were chosen to evaluate the exercises. For the analysis and interpretation, the average of their grades was employed as a reference point. The assessment grid would be based on each criterion being rated on a scale of 0 to 10. A score of 0 denotes no response or entire difficulty in the criterion, whereas a score of 10 denotes a faultless answer or no difficulty.

1.6. Limitations of the Study

- Time Constraints

- Many aspects of language are hard to cover during Observation

- The lack of resources that serves the purpose of the study

Section two

2. Analysis and Discussion

2.1.Observation Analysis

2.1.1. Group 1

In the first step, observation deals with the classroom environment. It was observed that the classroom was neat and organized, as well as the availability of technological mediation (computer and TV). Pupils appear at ease and excited.

However, before the lesson started, the teacher reminded pupils of the alphabet. They were all asked to spell it one by one. Most pupils respond to it. In fact, two pupils seem shy and nervous. That is, two or three pupils pronounce /r/like in French.

On the other hand, when the teacher started the lesson, which was 'the greeting', the majority of pupils understood it; many of them were familiar with words. They started immediately translating it to their mother tongue, L1. They use L1 to ask their teacher. Although they were reminded not to use any other language, for example, the teacher said, "I will allow someone to go to the bathroom who asks me in English, miss, can I go to the restroom." She also encouraged pupils who speak in English.

In addition, when new vocabulary in lesson, pupils asks the teacher the meaning or translate it to Arabic, often the teacher translate to them during the lesson.

Concerning listening criteria, when the teacher explains, most pupils listen attentively. Some stop the teacher to ask for the meaning if they don't understand a vocabulary. In fact, few people respond when the teacher asks them, whereas in the other session, where the teacher gave an audio, pupils listen to a set of words and then respond, more than half of the pupils respond, while three or four remain silent.

Furthermore, dealing with speaking, when pupils were asked to introduce themselves as they saw in the lesson, most of them hesitated; only two girls and one boy raised their hands to speak. They stood up one by one and introduced themselves; their pronunciation was a mix of French and English, and they were far from fluent. Some of the other pupils were encouraged to speak, but others were nervous and shy.

Concerning reading, while pupils were asked to read phrases, they all faced difficulties. That is, they could utter some familiar words, but when they arrived at new words, they stopped and waited for help. Whereas others simply read the French pronunciation.

In addition, the writing criteria were not observed in the first session. The only point observed was that pupils take a long time to copy from the board two or three phrases, more than 10 minutes. While the teacher checked copybooks, she found two pupils jumped words. Some of the others didn't respect capitalization and punctuation, even though the teacher warned them about that when she asked them to write.

At the end of the lesson, the teacher played a song in the form of a video of the alphabet and words. All the pupils sing together, even those who were shy and silent during the lesson, because it was different from what they had seen in formal learning. They were all involved in the game.

2.1.2. Group 2

It's well observed that the classroom is perfectly organized and well equipped, even using an air conditioner to make pupils study comfortably. As well, pupils seem interested in learning. In the first session, the teacher explained the past simple to irregular verbs and their use. She also used the computer for well explained verbs. All the pupils understood it

well. Two pupils asked the teacher if some verbs were irregular. Except for one or two, all of the pupils in the lesson appear to be lost.

In term of listening, during the second session, pupils were asked to listen to an audio related to pictures in their student book, then determine new vocabulary and mention whether the speaker says the truth or lies through comparing the pictures to the audio. It's clearly seen that the activity was easy for the majority of pupils. Only one or two pupils did not participate, but it's noticeable that all listened attentively.

On the other hand, more than half the pupils ask questions, some use French pronunciation of new vocabulary, and pupils often answer teacher questions using the right grammar and suitable vocabulary, but only two pupils speak fluently.

Concerning writing and reading skills, it was well observed that more than half the pupils had difficulties reading long sentences or paragraphs. Furthermore, one student frequently mispronounced words in English while two or three students simply pronounced words in French, such as "suit" being pronounced as /swit/. On the other hand, the writing criteria were not observed enough throughout the session. The only observable point occurred when the teacher asked pupils to write on the board their sentences using irregular verbs. Four of the five pupils who wrote on the board made orthographic errors and didn't respect punctuation, while two sentences were informal.

Finally, pupils enjoyed the lesson because they were allowed to speak freely and share their thoughts. When the lesson finished, they played a game using a small ball. Whoever received the ball should say a sentence to the entire group. They didn't look tired, but they left seats fast when the time finished.

2.1.3. Group 3

This group is dealing with its first session in learning English language. It is composed from five pupils; two boys and three girls who have never learnt English language before. The situation of the classroom in general was good because it was clean, neat and well equipped with technological tools and materials that facilitate the learning/ teaching process and help learners achieve faster. The teacher delivers the lesson following well prepared plan and an understood method as well the use the use of technological mediums. The teacher started the lesson asking pupils if they know English alphabet. Pupils gave different letters randomly. That is, they do not follow the chronological order of English alphabet; they mix between English and French ones. After that, the teacher moved to the use of technological material (computer and data show) to facilitate the process of memorizing the alphabet. Learners liked this movement and show a good reaction through repeating with the song until the end. In the second session the teacher moved to a new lesson which was about numbers. Like what she did during the first session the asked pupils if they know how to count from one to ten. Some pupils took their turn and counted, however some of them kept silent. Then, she turned on a short song and asked learners to repeat with it. The song was counting from one to twenty, learners repeated with it until the number thirteen when they faced the problem of pronouncing compound words. After repeating different times, the teacher wrote numbers with letters on the blackboard and asked pupils to copy them on their copy books.

This observation showed that this group of learners faces some problems with the four skills of language. Such as:

-They have difficulty in understanding unfamiliar words.

-They misunderstand what is said, especially when it is said in a fast rate.

 -They mix between English and French languages.

-They have problems in spelling and writing some complex words even if they are written on the black board.

- They have difficulties in reading difficult words.

2.1.4. Group 4

Like the other groups, the classroom was well organized and perfectly equipped; it contained a data show, a computer, and air conditioner. Pupils were very comfortable and seemed excited to learn. Only one pupil looked tired.

The lesson title was the past simple and verbs ended with the letter "y". Many pupils seem familiar with it. The teacher explained in the simplest, easiest method, which was very comprehensible. The majority of pupils interact with the teacher's explanation. Two boys were lost during the session.

Meanwhile, listening criteria were observed when the teacher explained the lesson. The whole class listened attentively and carefully, often understanding what she was saying. They often stopped the teacher to ask questions. Sometimes they use L1. One or two pupils often make comments related to the topic, like saying synonyms for some words. The term of speaking was observed positively in this group. More than half the pupils were very confident when they were speaking and responding to the teacher. They also often use sentences. One of the girls spoke fluently. Three other pupils were in medium. Sometimes they don't use their voices appropriately; the others are troubled with fluency or complex words. One boy often uses French pronunciation.

Concerning other skills, it was clearly observed that all pupils have extreme difficulties in writing correct sentences, especially when they are asked to write sentences using their own words and when the teacher revises and checks. She asked 90% of the pupils to correct vocabulary and orthographic mistakes. Only one girl wrote her sentences correctly. She was brilliant in the four language skills. Moreover, no one put in punctuation. Two pupils wrote incomprehensible sentences. In the term of reading, pupils were asked to read a dialogue. It was clearly observed that most pupils faced difficulties, except for the brilliant girl. That is, they could utter some familiar words, but when they arrived at new ones, hesitation occurred; some waited for help, whereas others simply read the words in French or unknown pronunciation.

Finally, pupils made groups and did an activity as a team, which was clearly helpful to practice the lesson. The pupils loved it because they were allowed to discuss it together. At the end of the session, the teacher turned on the data show where there was a silent video. It was a game in which pupils had to fill in the gaps with a suitable verb in the past simple.

2.2.5. Discussion of the Observation results

The observations of four groups lead to the conclusion that external circumstances were adequate. Both schools' teaching techniques were understandable. Observing groups reveals that the four essential language skills are addressed, but schools place a greater emphasis on communication. Throughout that, we observed high potential for listening and speaking skills in groups two and four, while in groups one and three. Remarkably faced

speaking difficulties, most students were silent or used L1 when speaking or even pronounced French.

It's also shown that all groups faced extreme difficulties in their writing skills. It can be understood that in groups 1 and 3, which are beginners in English, their input knowledge is not sufficient to write. But it is unacceptable for groups 2 and 4, where more than half the pupils failed in writing a correct sentence respecting the writing elements because these pupils had adequate vocabulary and studied English rules before.

Finally, reading skills were very weak in groups 1 and 3, where they spelled some words in French or read silent consonants. Some pupils even stopped reading while waiting for help. Unlike that, groups 2 and 4 showed an improvement in reading skills. They could read easier and better but still make errors, especially when they see new vocabulary. Furthermore, they don't read complete sentences or paragraphs with ease and speed. Some of the pupils don't respect the reading elements.

2.2. Test Results and Analysis

2.2.1.   ABC School (group 1)

The results of the test were remarkable in terms of listening skills. Most pupils had satisfactory scores in the criterion varying from 2 to 8, while in speaking skills the scores were close and some pupils showed the ability to memorize words though they spelled them incorrectly. But speaking average was below medium. Yet, the lowest average was in writing skills because most pupils got scores of between 0 and 3. And almost the same in the reading test, whereas pupils had difficulties reading with ease and sounding out some words. The criteria averages are represented in the table below:

Table 2.2.1. Test's Results of Group 1

pupils	Listening	speaking	Reading	Writing
P1	5	4	3	2
P2	6	4	2	1
P3	4	3	2	1
P4	5	5	2	2
P5	6	5	3	3
P6	7	6	4	4
P7	8	5	4	4
P8	6	6	3	3
P9	7	6	3	3
P10	6	4	3	2
P11	6	4	2	2
P12	7	5	3	3
P13	2	3	1	0
P14	6	6	2	1
P15	4	5	3	1
Average	5.66	4.73	2.66	2.13

According to averages obtained through the test, the results showed that pupils have extreme difficulties in productive skills (writing and reading), writing is the lowest average scored in the test. Although the average score was nearly medium in speaking skills, there were also difficulties in speaking words correctly and avoiding using a French accent. As shown in the graph below, the average attained in the Criterion was far from adequate.
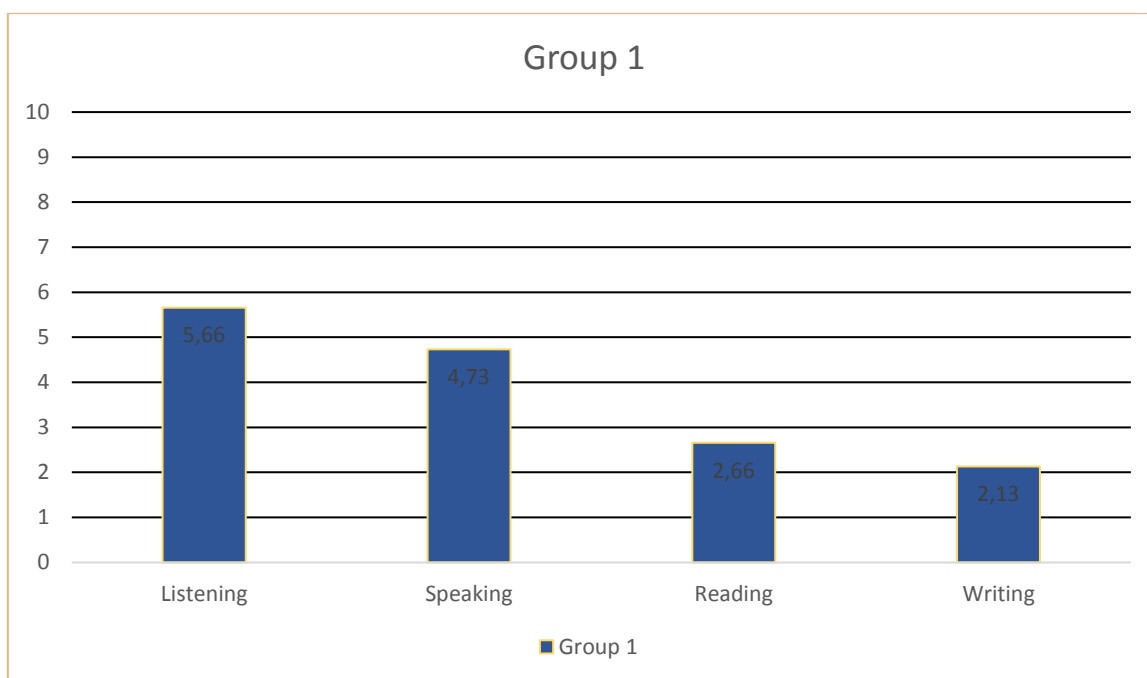
Figure 3. Language skills results of Group 1

Concerning Listening skills, pupils showed a positive average, some of them showed amazing listing skills an

2.2.2.   ABC School Group 2

The group test results showed that listening skills criterion was the highest compared to other skills, although pupils had satisfactory scores in speaking skills varying from 5 to 8. In the other hand the average in reading criteria was unsatisfactory because most of pupils got score under 5, the average criteria represented in the next table:

Table 2.2.2: Test's Results of Group 2

pupils	Listening	speaking	reading	Writing
P1	7	6	4	4
P2	8	7	5	4
P3	6	5	3	2
P4	6	5	3	2
P5	8	7	6	3
P6	7	8	7	4
P7	8	7	6	4
P8	7	8	5	5
P9	8	7	5	6
P10	8	7	5	4
P11	7	7	4	3
Average	7.27	6.72	4.81	3.72

Concerning writing, it had the lowest average just followed by reading which means that pupils still have serious difficulties in productive skills like writing and receptive skills of reading. In fact, all criteria averages are represented in in the following figure for better amplification:
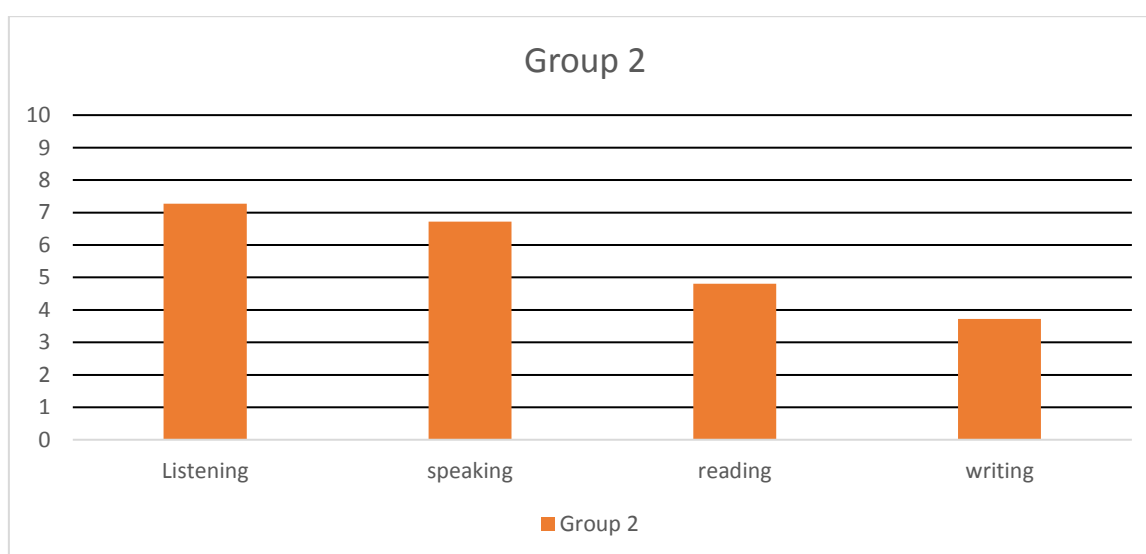

Figure 4: *language skills results of Group2*

2.2.3.   TEFL academy Group 3

The test results in this group were almost similar to the first group. In the listening skills, the average was medium, unlike other skills, which were below the average. Yet, in the listening skills test, all pupils' scores varied from 5 to 7, while in the speaking test, only two pupils got a positive score. All results are registered in the following table:

Table 2.2.3: Test's Results of Group 3

pupils	Listening	Speaking	Reading	writing
P1	7	7	6	4
P2	6	5	4	4
P3	5	4	3	2
P4	5	4	2	2
P5	5	3	2	1
Average	5.6	4.6	3.6	2.6

Concerning reading results, the average was low than medium and all pupils got weak scores varying from 2 to 4 except one girl who got 6 as better mark it seen clearly how all spell in French or stop reading at all only very familiar words was pronounced correctly. The writing criteria was an obstacle for all group, the results were very low, even one pupil didn't write anything only when asked by teacher to try even one word he knows. Most of pupils couldn't write any phrase, they face problems to write words that have silent consonant.
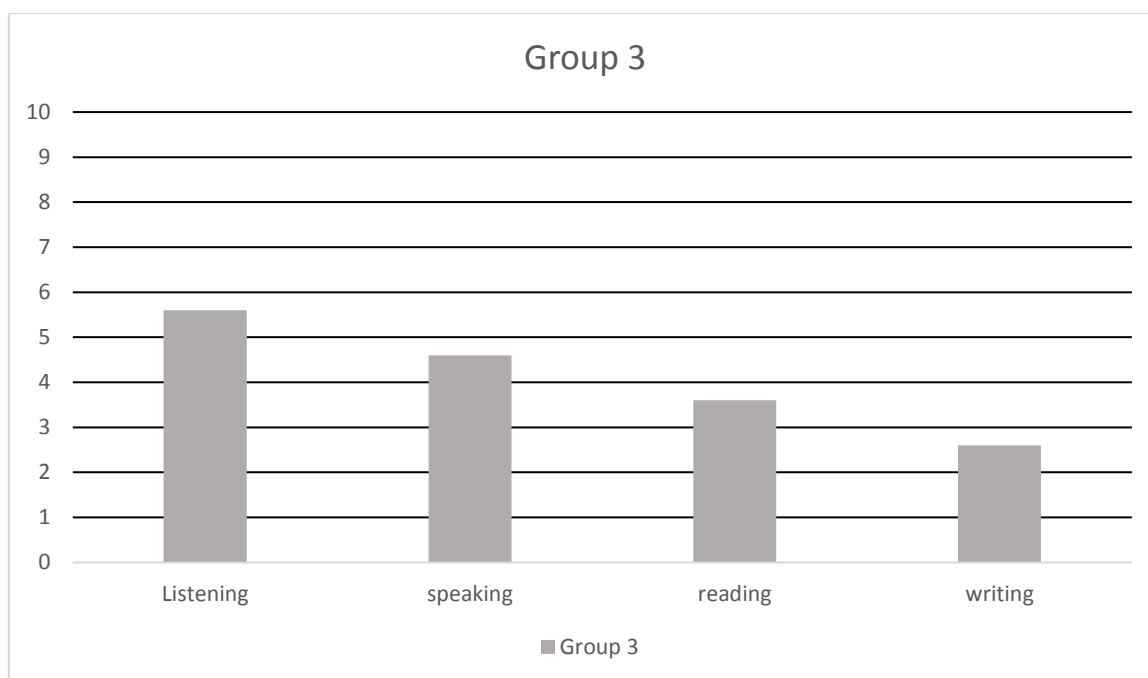
Figure 5: language skills results of Group 3

2.2.4.   TEFL academy Group 4

This group who has studied English before, got higher scores in listening and speaking criterion, pupils got impressive scores in listening, they all got positive scores as well as speaking 90% got also positive score but still mixing between French and English, also some pupils hardly spelling some complex words that's already taught correctly even they seem familiar. All results have registered in the table below:

Table 2.2.4: Test's Results Group 4

Pupils	Listening	Speaking	Reading	writing
P1	7	6	5	4
P2	9	9	8	7
P3	6	6	4	2
P4	6	6	3	3
P5	8	6	6	5
P6	9	8	5	4
P7	6	5	4	4
P8	8	7	4	4
P9	5	3	3	3
P10	6	5	4	3
Average	7.00	6.1	4.6	3.9

Concerning reading criteria, pupils faced difficulties with reading long sentences, or spelling unfamiliar words, most of pupils' scores under medium in this criterion. Moreover, the average in writing showed that pupils have extreme difficulties in writing skills. This can be seen clearly in figure 2.2. Indeed, the skills, writing and reading are seen obstacles to pupils during language learning or acquisition. Most of pupils are not even close to medium.
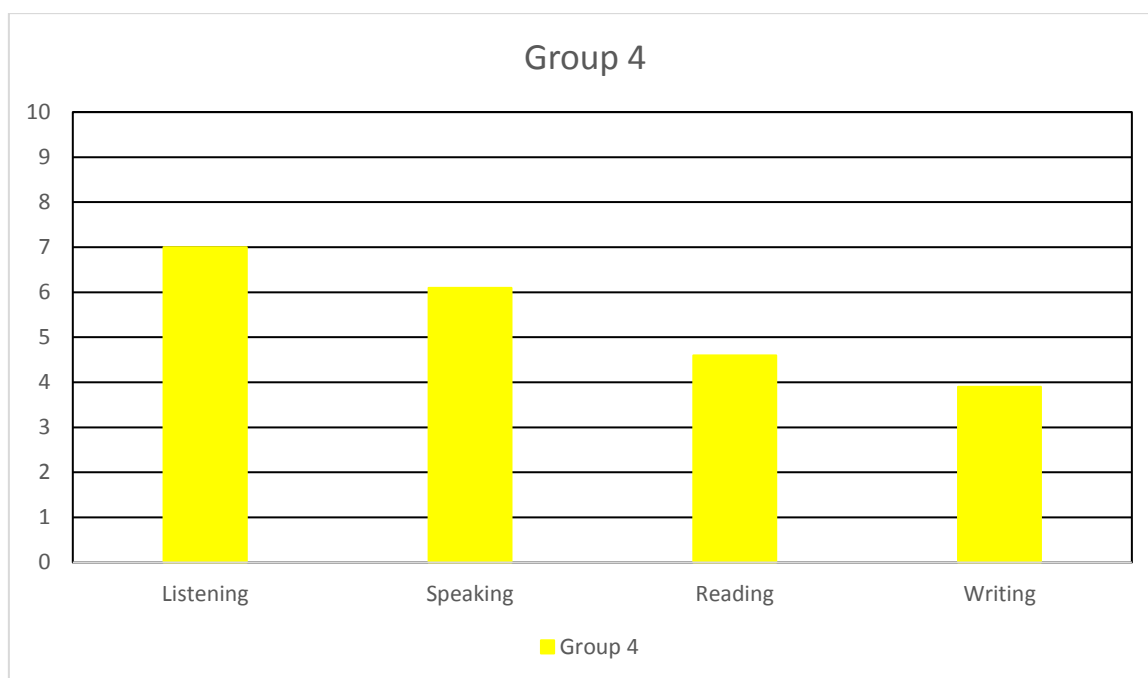
Figure 6: language skills results of Group 4

2.3. Comparison

When comparing the groups 'results average of the different groups, it can be seen that the highest average of all groups were in the listening skills which all groups got positive average, 80% of pupils had the score equal or upper than 5 in first group while other groups, 100% of pupils got the average followed by acceptable results in the speaking skills, but the results were disappointing in the reading and writing skills which was noted that none of groups got the average in writing varying from 2.13 to 3.9, and this indicates the presence of problems for pupils in writing and reading. The next table show the comparison of scores average of all groups and percentage of pupils who got positive score (equalizes or above 5).

Table 2.3: Groups comparison

Groups	Listening	Speaking	Reading	Writing
Group 1	5.66	4.73	2.66	2.13
S. P 1 %	80%	60%	0%	0%
Group 2	7.27	6.72	5.36	3.72
S. P 2 %	100%	100%	81.81%	18.81%
Group 3	5.6	4.6	3.4	2.6
S.P 3 %	100%	40%	20%	0%
Group 4	7.00	6.1	4.6	3.9
S. P 4%	100%	90%	40%	20%

Starting this comparison with listening skills, it can be said that all groups' pupils performed well in it; yet, the groups two and four, who had studied before, were better. 100% of pupils got a positive score. Pupils in those groups didn't face difficulties with this skill, although some pupils had poor vocabulary. However, they understood what it said. On the other hand, groups one and three, who were beginners, showed very satisfactory results in listening skills; the average of both groups was medium. Indeed, it can be said that pupils under 12 years of age have strong listening ability even if they are beginners in a language and can make it even better with time of learning.

Dealing with speaking criteria, beginners' groups one and three did not attaint the average, Although the 60% of pupils in group one got positive scores but it was clearly seen that all pupils has faced difficulties in speaking correct pronunciations and mixing

French to English in those groups. Moreover, the average was higher than medium in second and fourth group while 100% of pupils in group two got positive scores, it was nearly 90% in the group four, despite of fluency problem or mixing other languages sometimes, these groups showed a good ability of speaking and positive development in speaking skills. The following histogram showed the comparison of languages skills acquisition in all groups:

Titre du graphique
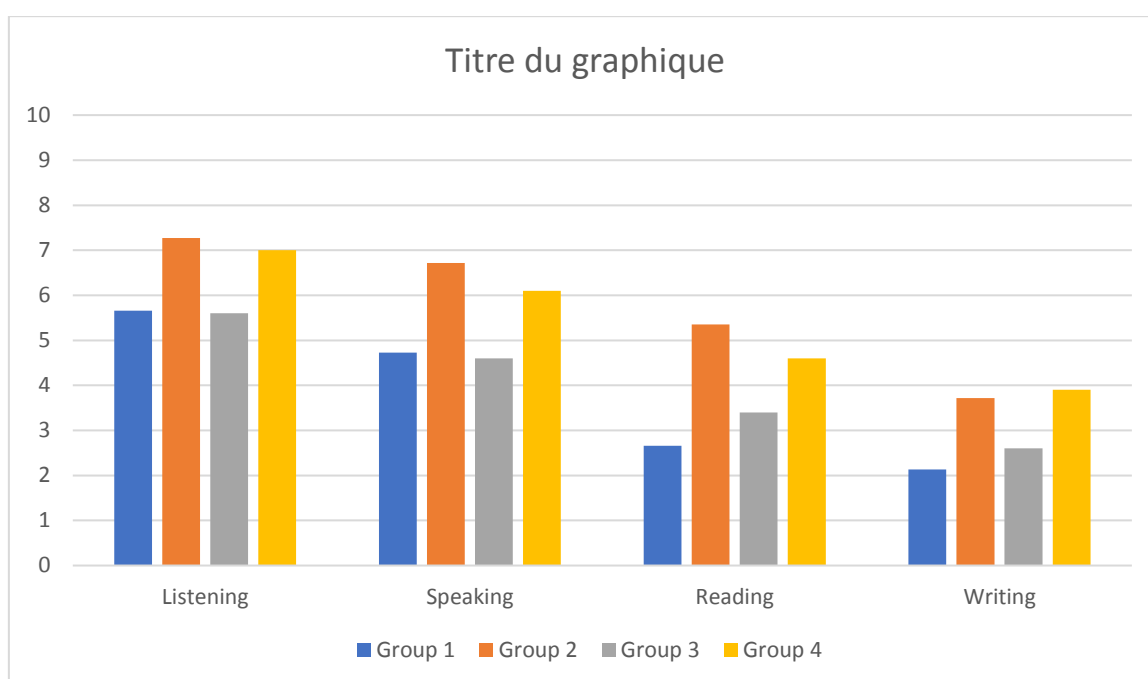
Figure7: comparison of languages skills

Concerning the reading criteria, we notice that all groups got low averages, only group 2 who had medium average. In fact score results was close as we see in (table.....) most of pupils got score under 5 , while first group none of pupils got the average, pronunciation and all element of reading were difficult to beginners , indeed, the group 4 had the only brilliant girl who got the average. The group two was an exception, 81, 81%

of pupils got the positive score, even though most of pupils still have problems of reading of ease and fluency. These results may be proved that pupils could make reading skills better, and overcome most reading problems.

Regarding the writing criteria, it clearly seen that all groups had extreme difficulties, it was hard for all pupils in previous groups to write correctly without errors, for beginners groups (1 and 3), all pupils face difficulties in writing even one word, they know the meaning but in writing they make orthography errors., the exception one or two brilliant pupils who maybe worked on it before 0% pupils got positive scores in group 1 while 20% got score above 5 in group 3. Writing was an obstacle for most pupils. on the other hand, groups 2 and 4 who had studied English before also face difficulties in writing correct paragraphs or even sentences while respecting punctuation, coherence and other writing elements. It's can be seen that writing was and still a problem for most pupils in different level and the development of writing skills is unsatisfactory as shown in figure (……)
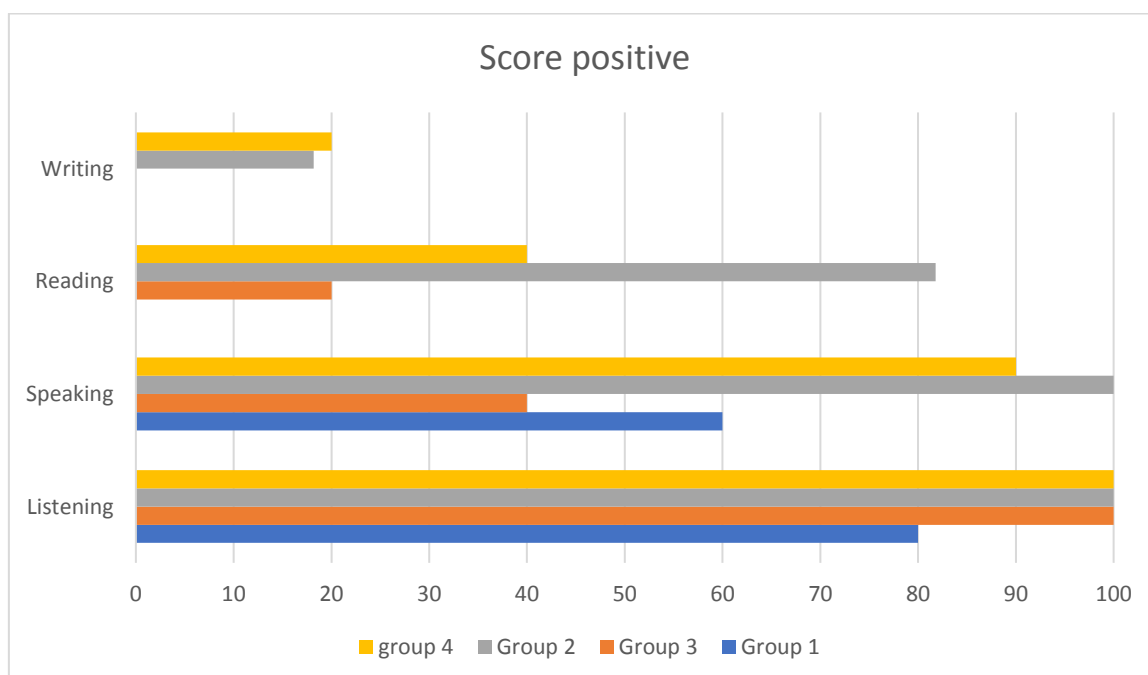
Figure 8: The Development of Positive Scores in Four Groups

2.4. Analysis of the Interview

Question one: do your pupils have problems with learning English?

Respondent one: yes, of course.

Respondent two: sure.

Respondent three: yes, of course.

Respondent four: absolutely, yes.

The four teachers who responded to the interview agreed that their pupils face some different problems that may affect them when learning English.

Question two: what are the common problems that pupils often encounter during learning English language?

Respondent one: they encounter some problems during reading sessions particularly.

Respondent two: The majority of learners have good ideas in their minds, but they hardly transform them into written pieces or express them orally.

Respondent three: some learners are good audience, but they could not complete a full conversation without hesitation and using of the mother tongue.

Respondent four: Most of our pupils had problems with productive skills, particularly in writing.

From the answers above, we discover that the Algerian primary school pupils who study English at private schools have problems in learning the four skills of the language (reading, writing, listening, and speaking).

Question three: According to your experience, do you think it is better for a child to start learning English at an early age or not? And why?

Respondent one: of course, I think that starting learning a language at an early age is so important. Most of my young students learn faster and better.

Respondent two: without any doubt, since the age is an important factor in the process of language acquisition and learning.

Respondent three: yes, it is experienced. Learners who are under the age of puberty are acquiring the language faster than my students in high school.

Respondent four: yes, because it is so beneficial for the child to start learning earlier.

All the respondents have the same point of view, and they believe that age is a crucial factor in learning and mastering a second language. Three of teachers see that young pupils learn language faster than adults.

Question four: is it possible to cover the four skills of English language during TEFL sessions?

Respondent one: no, I think it is a bit difficult to teach all the aspects of language during one session, because it needs time and efforts.

Respondent two: I think it is possible to do that, because it is based on the method used by the teacher and time management.

Respondent three: yes, it's possible.

Respondent four: in one session! No, it's very difficult due the time limit, but I give my students homework to cover some aspect of language.

Teachers answered differently. While teachers one and four say that it's difficult to cover all the skills of language in one session, the other teachers think that it's possible.

Question five: Is the current weekly timing enough for pupils?

Respondent one: yes, it's enough

Respondent two: No, some pupils need more time

Respondent three: No, I think that English must be taught daily.

Respondent four: yes, I often give my students

Question six: do you think that English will replace French as the first foreign language in Algeria in the coming next years?

Respondent one: based on the latest political developments, yes.

Respondent two: of course, the government is going straightforward the use of English as the first foreign language in the country generally and public schools particularly.

Respondent three: to be honest, In Algeria is hard to predicate, many francophones in Algeria don't want it but maybe will replace French step by step.

Respondent four: I'm sure the future is going to be for English in the few coming years.

As can be seen from the responses of the four participants, English will be the dominant language in the few next coming years in Algeria.

2.5. Discussion of the Interview Results

From the results of the interview with subjects who are teachers of English language. They all agreed that pupils face problems with learning English. Furthermore,

they said difference problems but all mentioned writing skills obstacles. The results also indicate that learning in youngest age is more beneficial for second language acquisition. Concerning the timing of teaching English, the interviewees were split about this point. Two of them think that weekly time is enough for pupils, while two teachers answered no, because some pupils need more time and need to be taught daily.

Nevertheless, the subjects were optimists about the replacement of French by English. One teacher was pessimistic, he argued that the francophones in Algeria were always against replacing French but he also said it's possible someday.

Conclusion

As a conclusion of the study conducted, it seems that the majority of primary school pupils are encountering different problems during learning the English language in private schools, especially with the four skills of the language (reading, writing, speaking, and listening). This result was approximately logic, because there is less contact and use of the English language in Algerian society. So, the results obtained from the observation and the interview supported what was hypothesized in the research hypothesis that the Algerian pupils have problems with the four skills of language since they are familiar with learning French language in public primary schools.

Pedagogical Recommendations

Based on our research findings, the present study offers some pedagogical recommendations was proposed:

- English as being the language of scientific development, mass media and the modern technology, should be given a more important status in Algeria.

- Teachers should use numerous games and puzzles that help children with spelling while increasing their vocabulary.

- Teachers should encourage pupils to write, even if they are scribbling.

- Teacher at school and parent at home should encourage pupils to read their stories out loud.

- Parents should encourage their children to watch English-language cartoons or films aimed at youngsters to acquire more vocabulary and develop their listening and speaking skills.

- Parents should encourage their children to read poetry or novels, listen to melodic songs or watch hilarious sitcoms.

- Pupils may use applications on phones that are designed to teach languages or exchange languages with natives. That would lead to fluency in language.

General Conclusion

Mastery of a foreign language and its fluency means acquiring the four skills of a foreign language, which are writing, reading, listening, and speaking. These skills are linked to each other, and therefore the presence of a problem in acquiring one skill affects the other and thus weakens the target from acquiring the target language. In this study, the researcher aimed at shedding light on four language skills. It is an investigation into the teaching of English and exactly one of the four skills of a foreign language. Thus, it aimed at knowing the weak skills of pupils while learning English, in order to help the learners and teachers achieve their objectives. The main conclusion to draw is that pupils encountered many difficulties that hampered their success, especially in writing and reading.

This research work comprised two chapters. The first chapter dealt with the theoretical part of the research topic. It is divided into two sections; the first section provides the status of English in the world in addition to literature review about EFL theories and Teaching Languages. The second section of the theoretical part delves into status of English in Algeria and the concept of private schools including its definition.

The second chapter is the practical part. It is an attempt to provide answers to the research questions and to confirm or reject our hypothesis. Therefore, an observation classroom with four classes was done in two private schools in Jijel province, in addition to a planned interview with the teachers. This is to know the difficulties that young learners confront when learning English in private schools.

After analyzing the observation and interview, through the results were obtained. All the research questions were answered. "What are the most common problems encountered by primary school pupils in learning English in private schools in Jijel

context?" What are the possible solutions and the required recommendations to overcome the encountered problems? «The answers to these questions showed that pupils face extreme difficulties in different skills of language, especially productive skills (writing), and less in speaking. They also usually mix French and L1 when they are speaking or reading. Finally, we suggest some recommendations to solve some of these problems. In light of these answers, the research hypothesis is that "pupils of English language in private schools' trouble with the four skills of language since they are familiar with learning French language as a second language in public primary schools." was proved.

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ملخص

هذه الدراسة عبارة عن تحقيق في المشاكل التي تواجه تلاميذ الطور الابتدائي عند تعلم اللغة الإنجليزية في المدارس الخاصة. نحاول من خلال هذه الدراسة تسليط الضوء على مدى اكتساب التلاميذ للمهارات الأربع الأساسية للغة الأجنبية (الاستماع الكلام القراءة والكتابة) ومن خلال ذلك استخراج أهم المشاكل التي تواجههم. من أجل معالجة هذا الأمر اعتمدنا على تقنية المراقبة والمقابلة. لإضفاء موثوقية ومصداقية على الدراسة قمنا بإعداد اختبار مكيف لكل مستوى. تقنية المراقبة أجريت في مدرستين خاصة بولاية جيجل واخترنا قسمين في مستويين مختلفين في كل مدرسة لاكتشاف اهم المشاكل التي تواجه التلاميذ. المقابلة أجريت مع أربع أساتذة يملكون خبرة في مجال تعليم اللغة الإنجليزية للأطفال وذلك لمعرفة العقبات والمعوقات التي تواجه طلبتهم وأيضا معرفة أراءهم بمستقبل اللغة الإنجليزية في الجزائر. تحليل النتائج أظهر نسبة كبيرة من التلاميذ يواجهون عقبات في تعلم اللغة الإنجليزية وان تدريس اللغة الفرنسية أثر بشكل مباشر وغير مباشر على تعلمهم اللغة الإنجليزية وبينت النتائج أيضا أن التلاميذ يعانون بشكل خاص في مهارة الكتابة وكذلك تأثرهم بالفرنسية أثناء القراءة والكلام. من خلال النتائج المحصل عليها تم الخروج بمجموعة من الاقتراحات البيداغوجية للأساتذة والآباء وكذلك للتلاميذ أملا في تجاوز المشاكل والعقبات التي تواجه المتعلمين وأيضا أملا في تطوير مستوى اللغة الإنجليزية في بلادنا الحبيبة الجزائر.

Résumé :

Cette étude est une enquête sur les problèmes rencontrés par les élèves du primaire lors de l'apprentissage de l'anglais dans les écoles privées. À travers cette étude, nous essayons de faire la lumière sur la mesure dans laquelle les élèves acquièrent les quatre compétences de base d'une langue étrangère (écouter, parler, lire et écrire), et à travers cela, d'extraire les problèmes les plus importants auxquels ils sont confrontés.Pour répondre à cette problématique, nous nous sommes appuyés sur la technique de l'observation et d'interview. Pour donner à l'étude fiabilité et crédibilité, nous avons préparé un test adapté pour chaque niveau.L'observation des cours a été effectuée dans deux écoles privées distinctes de Jijel qui enseignent les langues étrangères. D'autre part, quatre professeurs d'anglais des deux établissements mentionnés ont été interrogés. Selon les résultats, les élèves du primaire qui étudient l'anglais dans une école privée font face à divers défis qui interfèrent avec leur processus d'apprentissage, en particulier dans les quatre compétences linguistiques (écouter, parler, lire et écrire). Sur la base des résultats, des recommandations pédagogiques sont formulées.

Appendix

Photo copie