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**Foregrounding Neophyte Teachers' Attitudes towards their Experience of Teaching
English in Primary School**

**A Dissertation Submitted to the Department of English in Partial Fulfilment of
the Requirement for the Master's Degree in Didactics**

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Dedication

We would dedicate this work to our parents, who have been the source of inspiration and support in our good and bad days.

To our sisters (Habiba, and to the sister who passed away before seeing the light of day)

To our sweetest brothers (Mohamed, Nouredine, Yacine.)

To our best friends and colleagues

To ourselves.

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Abstract

This study investigates the attitudes of neophyte teachers towards their experience in teaching English in primary school. It precisely seeks to offer insightful information about novice teachers' perceptions, difficulties, and potential areas for development in the context of teaching English as a second foreign language to young learners. Being mainly exploratory, this research adopts a mixed –method approach using a questionnaire to collect primary data and official documents as secondary data collection sources. The online questionnaire was administered to a variety of novice primary school English teachers from different departments in Algeria to uncover their opinions about their English –teaching abilities, their levels of confidence, the difficulties they encounter, and their overall satisfaction with their teaching experience. The quantitative and qualitative analysis of the questionnaire's closed and open-ended questions respectively revealed that the attitudes of novice teacher towards their experience in teaching English in primary school are positive. On other hand, the lack of resources can make it negative. The result of this study adds to the body of knowledge already available about first-year English teachers' experiences in primary schools. The mixed-method approach's insights would better offer a thorough understanding of novice teachers' attitudes, allowing educational policymakers, school administrators, and teacher training institutions to address their particular needs and support their professional development so that they be cognitively and affectively predisposed to scaffold primary- education English learners.

Keywords: Primary school learner, attitudes, neophyte teacher, English language learning

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List of Abbreviations

ESL: English as a Second Language

EFL: English as a Foreign Language

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General

Introduction

General Introduction

The ancient educational system in Algeria used to include teaching English in middle and high school. Now, Algeria faces a new challenge which is implementing English in primary school. This research aims at understanding teacher perspectives toward their experience in teaching English in primary schools. While there has been significant research on the effectiveness of various teaching strategies and approaches in teaching English as a second language (ESL). In this subject there are some potential problems that might be included: teacher may be unhappy with their experience instructing English in elementary schools, which could result in high staff turnover rates and make it difficult to keep qualified teachers and staff on job. The demand of teaching can be excessive and as a result in a lack of respect for their teaching career and a decline in their capacity to instruct students successfully.

In addition, teacher who has not had enough English training may feel unprepared to teach the topic in primary schools. The change in educational standards may be difficult for teachers to adapt to in terms of their teaching strategies and resources .this might influence student's opinions of English instruction in primary schools negatively. Other reason, teachers may not feel that their attempts to teach English in primary schools are being supported by their institutions, peers, or administrators. This study is better to comprehend how primary school English teachers view their classroom experience , and learn more about their job perceived levels of support and any difficulties they may have teaching English .

Teaching English as a second language in primary school is a challenging task that requires skilled and dedicated educators. When it comes to teaching English in primary

school, novice teachers who are in the beginning phases of their teaching careers frequently face obstacles. Insights into their professional development and suggestions to improve their teaching effectiveness can be gained by understanding their attitudes towards their teaching experience.

The purpose of this study is to investigate how novice teachers feel about their experience teaching English in primary schools. A certain set of abilities and knowledge are needed for the difficult and demanding job. It's critical to comprehend the views of new teachers concerning their primary school experiences, as they join the teaching profession. It takes a highly developed understanding of pedagogy, student learning, and classroom management to successfully perform the multidimensional job of a teacher. As they learn how to manage the complexities of the job, beginning teachers frequently experience a high learning curve. They must acquire the skills necessary to run a classroom, create lesson plans, and engage students, while adjusting to a brand-new workplace and culture.

This study seeks to better understand the difficulties faced by new teachers and how they might be better supported in their positions through a questionnaire. We'll look at how new instructors feel about their time working in elementary schools. A questionnaire is designed to better understand the attitudes of novice teachers, both quantitative and qualitative techniques are used in order to evaluate the collected data.

The results of this study have a significant impact on school administrators, teacher perception, and teacher training programs. We can create more effective ways for assessing and keeping new teachers in the profession by better understanding the attitudes and experiences of beginning teachers. In the end, this study has the potential to raise the caliber of instruction in elementary schools, which would be advantageous to both instructors and pupils.

The aim of the research is to better understand the difficulties and opportunities that new teachers encounter in this specific setting, the attitudes of novice teachers towards their experience teaching English in primary school are being studied. This study might help point out areas where new teacher could need more assistance or instructions, as well as tactics that can be useful in assisting them in succeeding, this research significant because it has the ability to guide activities for professional development and teacher training, as well as enhance the standard of English language instruction in elementary schools . The ultimate goals are to raise the standard and comprehend the perspectives and experiences of English language instructions and support primary school student in their academic endeavors.

Research Questions

Q1.What would novice English teachers reveal about their attitudes towards teaching English in primary school?

Q1.1What attitudes would they display towards third-year primary education English curriculum?

Q1.2What attitudes would they display towards third-year primary education course book?

Q1.3What opinions would they voice about the officially-allocated English teaching time in primary school?

Q1.4How did they experience teaching English to very young primary-school learners?

Q2. How did they experience the suggested pre-service training programme?

Q3.What do they expect from education policy-makers to improve English teaching and learning in primary school?

This study adopts an exploratory research design and a mixed-method approach, using both qualitative and quantitative data collection and analysis. This research involves a sample of primary school teachers from different departments in Algeria. Data was collected through online questionnaire for primary school teachers. This online instrument could help both researchers to collect data and achieve the goal of the study.

The current research paper consists of three chapters. Being mostly theoretical, the first chapter contains information related to literature review, stating the status of English as a global language in the Algerian educational system, and how it has been integrated in primary education stratum. It puts to the fore some conceptual underpinnings of the attitudes of teachers, learners, curriculum, syllabus, and course book, including clarifications of the characteristics of young learners and the main challenges that face novice teachers. The second chapter describes the adopted research design and methodology. It highlights the research context, the participants and the opted-for sampling techniques. Needless to add that this chapter also includes data collection and analysis methods and procedures; and ethical considerations and research limitations.. The last chapter displays research findings, as well as the corresponding discussions and recommendations.

Chapter One:

Literature Review

Introduction

This chapter presents the theoretical framework related to the research. It presents the key concepts that's introduced in this research .it's introduces the concept of English as a global language .Moreover, it s shows the place of English in Algeria and the spread of it. In addition, the objective of teaching English and the education system of Algeria.To add, it's includes the curriculum, the syllabus, the course book and the definitions of the attitudes and teachers attitudes .Furthermore, it deal with both teachers and learners.

1.1 English As Global Language

English was once thought to as a real global language about fifty year ago .it was only a theoretical prediction ,and it is still hazy and unclear .how it is a language of the real world because of the facts of the past and present .People all around the world are aware of its critical important in their daily lives «for academic objectives corporate objectives ,and other purposes” .Speaking in English world wise as their first language ,second language, and a third language .English now is a world language, not only a language spoken abroad .The term international language refer to a language that is utilized in all human-to-human international communications .

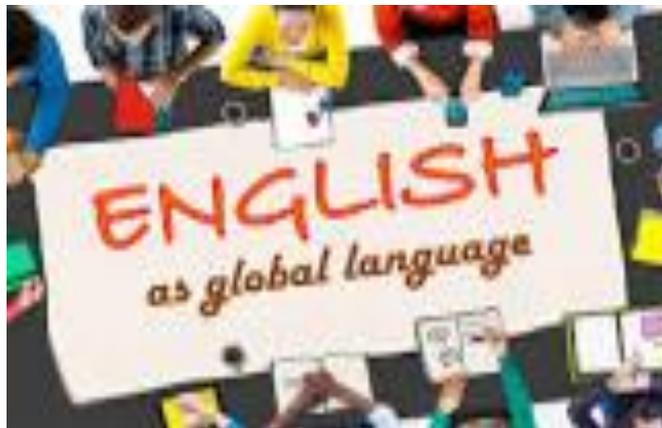
English may be treated differently by other nations ,such as by being used as a foreign language or as a second language (ESL)(EFL).English is spoken in the nations as a second language or ‘the language of the administration’s (crystal,1997 :11)in a variety of settings ,including the government, the judiciary, the media, and the educational system ,English is employed as a language of communication. There are more than 70 nations where English is taught as a second language (crystal, 1997) because English plays such a vital role in these nations, learning the language as early as feasible is advised .English may be the only

language used as an official language .there are many reasons behind the rise of English not only as a dominant language but also as a lingua franca in the modern world.

One of these reasons has to do with economics ,as it is suggested in crystal's work(2003) a language is accepted from outside the community because of the political, economic, or religious influence of a foreign power-in other words ,the reason why English has reached this status is directly related to the political and economical power of the United states of America and great Britain in addition to other factors .Crystal. (2003,p.10),Any language at the centre of an international economic and technological explosion would suddenly have found itself with a global status and English apparently was in the right place at the right time .

For years ago, the meaning of English as a global language was just an illusion, but nowadays people feel it s place in their lives for many academic or professional uses. People speak English as mother tongue, as a second language and a foreign language. The English language considered as global language just because it is international ,and it is used in communication between two people from two countries like Japanese language is a global but it used within the limits of people who speak it in context of commercial transitions' likewise ,the Arabic language is an introduction between people and Arabs in different places .All this differs from the use of English as global language ,as it is used by people from different countries and not only those who speak it. Graddol (2006) offers a different perspective the contemporary excitement for English, in his opinion, is directly related to the intricate processes of globalization.

Figure 1.1: English as global language



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1.2 Spread Of English In Algeria

English now has found its place in the Algerian societies in peaceful and successful way. According to Fodil (2017), English appear after WWII, in Algeria, the advent of English is associated with World War II, when American paratroopers landed in Algeria's in November 1942. During the time the paratroopers spent in the capital, which they used as a beachhead for military operations against Germany, ties between soldiers and city dwellers developed. Some Algerians viewed the newcomers positively, since they had the same enemies at the time.

Hence, this motivates them to acquire a certain level of English vocabulary for selling and buying purposes. English words such as business, chewing gum, dollars, whiskey, and cigarette are all attributed to them.

Despite recent increases in internet, English which is regarded as the second most important foreign language after French is not currently commonly spoken in Algeria. However, it is the one that will most likely supplant French as the latter is in jeopardy due in part to government initiatives to replace it with English according to (Belmihoub, 2012, p.36).

To add, fodil (2017) stated that, since Algeria's independence, millions of Algerians have started learning English in schools, some people who work in foreign companies, especially in the south, even make it their primary language. Also, as a direct consequence of the globalization of communication, many domesticated words of English origin barber and Arabic are now used in everyday communication.

Examples are: bus, goodbye, coca cola, cow boy, Sandwich, stop, cool, ect...

Besides, that we also find newer borrows like CD, Chips, DVD, Fast, Groceries, Internet, hamburgers, ect...They are so well integrated and pack your own language. People often think they are and pack your own language.



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1.3 Status Of English In Algeria

The first implementing of English was in the end of 1970s to the early 1990, the Algerian government mandated secondary foreign language instruction for pupils beginning in the fourth grade in middle school cycle, and then it was adopted in 1998. In september1993, English began to compete with French in primary schools, this demonstrates the weight of English and its power; as well as how its high standing as a language spoken internationally, can have an effect on global rules governing language education(benrabah.2014,p.50). In may 1999, the president Bouteflika stated that 'it is unthinkable to spend ten years studying pure science in Arabic while it would just take one year to do so in English'(1999.le matineas cited in benrabah2007:27) .In other hand, he declared 'although Algeria is not a member of the francophone ,there is no justification

for us to have a frozen attitude toward the French language, which has taught us so many things and at least opened (for us) the windows of the French culture' Morsly. (2004:18 quote in Berrabah, 2007:28). In (2003:122) Zeghouel despair having a stronghold in Tunisia, Algeria, and Morocco, French has been retreating and losing ground to English in the Arab North Africa region. It is true that propensity for what may be described as a switch from French to the nations, English cannot be canceled.

In addition, the early 2000s were marked by the shift to globalized pedagogy or the free market economy. The high level of cooperation with the United States is also relevant, who are devoted to freely supporting this educational reform agenda are from America and Canada in Algeria.' Benrabeh (2007), the initial step of establishing English in primary schools in Algeria was taken by Mr. Ali Ben Mohamed, the previous minister of education and a proponent of the Arabization policies, he adopted English as a replacement for French change was used in select Algerian regions where educators were trained, programs were developed and there are novels written. According to Ali Ben Mohamed (Al Jazeera Arabic, 2015) said that "the program ceased for the vast majority of locations, and projects were battled over for political reasons, then the language in Algeria is closely tied to politics and historical causes."

In 31 July 2022 the president Tabboune demanded to the elementary curriculum to include English instruction beginning in September of this year. The speed with which this reform is being implemented has several unstated goals involving France and the French language, the colonial language, but it also seeks to make up for the country's educational system not having been arabized.

On September 21, 2022, Algerian youngsters returned to their third year of elementary school and found a starting alteration in curriculum because kids will begin studying

English at that age along with French, which they begin learning at that stage in their academic careers.

President Abdelmadjid Tabboune had stated less than two months prior, in the midst of the summer break, that English would be added to the primary school curriculum at the start of the upcoming school year in September. This announcement had nothing novel for common Algerians. The country's leaders have previously promoted English as a magical fix for Algerian colleges' dismal performance in the worldwide honors lists and a replacement for French, "that extinct language", this is of course one way to rebel against France anytime one of its rulers criticizes the way Algeria conducts its domestic affairs. It is also, of course a method to replace the colonizer's language. The language of Moliere, which is currently the foreign language most frequently taught in Algeria's national education system, has long been debated, but nothing has ever been done to replace it with Shakespeare's language in basic schools. As a result, everyone was shocked when Abdelmadjid Tabboune appeared on July 31 "but English is an international tongue" stated president Tabboune, paraphrasing the eminent Algerian author Kateb Yacine who defined French as a "war trophy".

The president's address was well received, Abdelhakim Belabed, the national education minister, made the announcement of the implementation of the president's order a short time later at the start of the new school year in September. Nobody has hired new teachers? We will track them down why is there no textbook? We will create one. The chiefs of each wilaya's educational directorate immediately sent out requests for eligible candidates. to hire English teachers in 20,000 elementary schools would be a massive undertaking especially because these positions are not even located in just a few days, 60,000 applications were submitted as a result of the rush, however, only 5,000 of

the applicants were ultimately hired . These new instructors had little to no prior teaching experience, thus they were given a few weeks of intensive training to be prepared for the start of school in September

2.1 The Educational System Of Algeria

The Algerian educational system divided into three phases, primary, secondary, and higher education. The primary schooling stage lasts for 5 years, 6 years of age is the minimum requirement for entry into primary school .Children should learn the fundamentals of reading, writing, and math in primary school which is free and mandatory, Arabic, French, mathematics, science, and physical education are included in the curriculum, in the last year, they add English; then sport in this year. Additionally, it aims to develop students' personalities and instill good habits by exposing them to community life. A final exam that results in the awarding of a "Certificate of primary education" serves as the capstone experience of primary school education. After completing the five year, they move to secondary education is 4 years long .The students take a final exam to earn a "certificate of basic Education "at the conclusion of their middle school education .According to their preferences, are automatically admitted to the first secondary general and technological year, if a student has reached the age of 16 and is not accepted, they may join either vocational training or the working world. The purpose of fundamental education is to provide students with the knowledge and skills they need to develop their identity in accordance with social, spiritual, and ethical and traditions derived from the common cultural heritage, and critical thinking to comprehend life and the universe. Three years, to be precise. It is broken down into five specialties for general secondary education, religious sciences, exact sciences, natural and letters, and literature and living language .According to their preferences and performance, students in the first year of secondary

school are guided toward the technical or general specialties of secondary education at the end of the year. The baccalaureate examination is for preparing students for the pursuit of further study or higher education.

1.3 Attitudes

1.3.1 Definition Of The Attitude

Attitudes are defining by Cambridge dictionary as a feeling or opinion about something or someone, or a way of behaving that is caused by this- attitude is the way of thinking or feeling 'whatever teacher are,students must go with them and do what supposed to do,learners know everything happen the first lecture in classroom reflect our career,such as the way of clothing,our position manner of speaking because all the class hear you, Another point , we must prepare the subject that we talk about it ,students feel every act we do it, they need to understand the purpose of teaching then English .One of the reason that make classes hardly to be controlled is the teacher because he did not build a good relation and guide his learners when the learner trust in the teacher, all things are going well. in other hand,if the confidence break down it hard to others to complete with the same desire when they begin", attitude mean how an individual s behavior is influenced by their feelings and ways of thinking according to Anastasi(1990)attitude is the propensity to respond favorably or unfavorably to a specific class of stimuli ,it is clear when defined in this way ,it is also defined by Aiken(1996)as a person's learned propensity or tendency to react favorably or unfavorably to an object, circumstance, idea ,or other person, the good or negative feeling is of moderate intensity and responsible steadiness, according to Mcleod(1992),According to Lefton(1997),attitude is a taught propensity to consistently respond favorably or unfavorably to a particular item; To add, attitude cannot be directly observed, but must be inferred from over behavior, both verbal and non-verbal

,Mckenzie(2010) and Bordens and Horowitz(2012)both cite the concept of attitudes as social psychology's primary and central focus, it seeks to elucidate how we feel ,think ,and act towards other people, things ,and concepts, a mental and neurological state of readiness, organized by experience ,that exerts a directive or dynamic impact upon the individual's behavior to all objects and situations with it is associated is what Allport(1935) characterizes as attitude .source. Bordens and Horowitz (2008, 157).

1.3.2 Teacher Attitudes

Teacher' s attitude is defined as their general demeanor, approach ,and disposition toward their students, their subject matter, and their function in educators .The learning process for pupils can be substantially impacted by a teacher' s attitudes, which can either help or impede their academic and personal development. Teacher attitudes are significantly influenced by their personality traits and disposition, which appear to be closely related. The teaching profession necessitates a number of dominating behaviors that demonstrate a teacher' s intelligence, drive to succeed, level of professionalism, and concern for teaching as a way of life. Service is valued more highly in this career than individual gain (Goodings et al.,1995).The development of a student 's personality is greatly influenced by the teacher' s thoughts about his responsibility to make care of the pupils (Kelchtermans and Ballet,2002).Teaching requires human nurturing, closeness, warmth, and love(Hargreaves,1994).

Gender also play a big role in teacher attitude, age has been found to have an impact on instructors' attitudes (dodeen et al., 2003).They discovered that female teachers are more enthusiastic about their career than male teachers are. Flors (2001)investigated the factors influencing newly graduated teacher's attitudes about the teaching profession. They claimed that political and social pressure on educators existed. In addition to the financial

issue, profession. Additionally, she stated that the form of communication inside the school and the behavior of the principal both significantly influence teachers' attitudes toward teaching.

Before providing a precise description of teacher beliefs, it is crucial to acknowledge some of the difficulties that have come up during the course of the investigation. It has proven that it is difficult to formulate a succinct explanation of teacher beliefs for three reasons. First, there are numerous approaches to conceptualize and categorize teacher beliefs (Pajares, 1992). For instance, teacher beliefs have been examined in terms of views, conceptions, principles of practice, opinion, attitudes, and assumptions (Pajares, 1992). The researcher must frequently extrapolate the participants' beliefs, which makes it difficult to study teacher beliefs (Chong, and Lang, 2005). To be able to categorize beliefs in a person's worldview or identity, they must be fundamental to the person. Last but not least, it might be challenging to separate beliefs from other type of knowledge due to language uncertainty around beliefs (Pajares, 1992; Nespor, 1987). With new training or abilities, knowledge can be altered or transformed. Even in the face of opposing information, beliefs are more difficult to alter or change. Nespor (1987) focuses on individual views as a tool to shed light on teacher beliefs in an effort to clarify the literature. Nespor first distinguishes between knowledge and beliefs by characterizing beliefs in terms of four belief 'features'. These characteristics of belief can be used as a model to comprehend teacher views and how they could impact classroom teaching strategies and instructor behavior. Existential presupposition, enthusiasm, nervousness, willingness to learn, challenges in classroom management, emotive, and evaluative loading, and episodic structure are the characteristics that characterize beliefs.

Attitude is very important when you are a teacher. It affects your students in many ways and can shape their learning experience. Marsh makes a good point when she talks

about how intuitive students can be. "I have learned that teachers cannot really fool students, so it is best not to try" Marsh says, « students can and do feel teachers moods and attitudes ». As a teacher, sometimes experience stress that carries with all the way home. Rather than dwelling on this, find positive ways to eliminate the stress. Complaining about how bad day was won't make the next day better. Teachers are just as human as their student and can find it impossible to go a whole school year without having at least one bad day, Marsh advised that we be honest with our students. Being a teacher is not for the faint of heart. It requires patience, preparedness, flexibility, an open mind and strength. It is a rewarding career, as it gives you the opportunity to change many lives for the better.

1.4 Neophyte Teachers

1.4.1 Definition Of Neophyte Teachers

Novice teachers are those who have been teaching for five years or less (Ingersol & Smith, 2003). Although each new teacher experiences their first years of teaching in a unique way, they do have some similar workplace problems and experiences. A study by Olson and Osborne (1991) describes the experiences of beginning teachers. Numerous studies that concentrate on teachers who struggle to manage their workload at work often use the terms novice teachers, starting teachers, neophytes, and pre-service teachers to describe these teachers. A teacher who has five years experience teaching is referred to as a novice teacher. Any neophyte teachers must develop their ability to think quickly assess circumstances and make decisions research the outcomes of their teaching, and apply what they learn to their lesson preparation and instruction (Ball & Cohen, 1999). Eddy (1969) explains how inexperienced instructors encounter challenges and seek guidance from more experienced educators, the suggestions put up by the veterans emphasize how crucial it is to keep students quiet, occupied and pressuring them to react to the teachers activities, even

if numerous it will take days, weeks, or month to train them in acting out their recognizing that working environments and school cultures have a significant impact on the character, , and outcomes of new teachers' early years on the job is essential to understanding indication as an enculturation process, the best induction programs will never be able to make up for a failing school .Atmosphere, a culture of rivalry among teachers, or an unsuitable teaching assignment if we consider the impact of school structure and culture on the attitudes of incoming teachers seriously we make sure that new teachers have a positive attitude toward pupils as well as a teaching philosophy and method.

4.2 The Main Challenges That Face Neophyte Teachers

It is known that novice teachers face different problems .As they become used to their new jobs, novice teachers could encounter a number of difficulties. Here are a few typical issues that new teachers run into:

Classroom management: new teachers may have trouble keeping the peace and enforcing rules in the classroom, particularly if they have not had enough assistance or training in this area.

Another problem which is planning and delivering classes: New instructors may find it difficult to prepare and present lessons that are effective, especially if they are unfamiliar with the curriculum or have little teaching experience.

Also, another problem is engaging students: Inexperienced teachers may have trouble getting students interested, especially if they are unfamiliar with the interests and learning preferences of their pupils.

Time management is essential with so many obligations ,such as teaching, to juggle, such as lesson planning, grading ,and administrative duties. To add, building relationships

with students and colleagues takes time and effort ,and new instructors may find it challenging to do so while also juggling the obligations of their new position.

New teachers might look for professional development opportunities, guidance from more seasoned educators, and assistance from their colleagues and school administration to overcome these obstacles. To prevent burnout ,new teachers should emphasize their well - life balance .Meister and Melnick (2003) compiled the experiences of 273 first-and second-year teachers from all throughout the United States. Three key issues came to light while evaluating new teachers' opinions as they moved from pre-service to in-service training :managing student behavior and the variety of requirements they have time restrictions and workload, and conflict with parents and other adults. The study found that the most worrying factors were novices' incapacity to handle challenging behavior and major needs of students .Particularly ,teachers believed that their teacher training program was restricted to standard classroom management and did not go beyond the setting of well-behaved students who respond favorably to these tactics. According to Meister and Mel nick's study, novice teachers found it particularly difficult to integrate students in special education into the classroom .Twenty percent of new teachers reported feeling underprepared for regulating classroom behavior ,particularly when it came to dealing with disruptive students and students with special needs. Teachers in particular expressed feeling ill-equipped to handle the demands of students who have been identified as having specific exceptionalities .Time constraints with regard to lesson planning, course delivery ,and paperwork appeared as the study's second major issue for those teaching for the first two years .In addition to not having the time to reflect on their practice in a meaningful way, novice teachers reported dealing with time-consuming difficulties that they had not anticipated in pre-service.84 percent of participating teachers said their workload was overwhelming them, and 50 percent of respondents thought they were not ready for the

organization and paperwork demands of the job.(Meister and Melnick,,2003).New teachers face a number of difficulties as a result of the immediate transfer from theory to practice(Farrell,2012).some academics claim that this process is marked by conflicts ,struggles and tensions.(Farrell,2006,2012 ;loughran et al.,2001 ;Veenman,1984). According to Mandel(2006) ,inexperienced establishing classroom habits, preparing for the first few weeks of school, and other tasks are difficult for instructors .Completing the curriculum in its entirety ,evaluating pupils properly, dealing with parents ,and maintaining a healthy mind .Additionally ,relevant study demonstrates that the main difficulties faced by beginners teachers may also experience unpreparedness ,time management issue, and workload(Meister andMelnick,2003).Managing a packed classroom, organizing lessons(Farrell,2012 ;MelnickandMeister,2008).andteaching classes(Bantwini,2010),utilizing resources sparingly when instructing, and collaborating with parents and the school administration. According to Rayan (1979) teachers have difficulty in their first year because they are fundamentally undertrained for the enormous demands that teaching requires, and beginning instructors have a generic training and are not prepared for a specific role in specific schools.

Today's globalized world, English has become a crucial language, and the role of an English teacher is paramount in shaping the future of students. Teaching them not only the language but also the value of empathy, respect, and diversity, which are essential in creating a more tolerant and understanding society . The ways that imparts knowledge and encourage critical thinking among students is commendable .They take the responsibility to nurturing young minds, instilling in them the love for the English language, and empowering them to pursue their dreams with confidence. It is their efforts that shape the future of our society by equipping students with skills they need to succeed in the

professional world. The education and guidance they provide are a priceless gift that will have a lasting impact on students' lives.

1.5 Learners

1.5.1 Definitions Of Young Learners

According to Nunan(2011), young learners range in age from three to fifteen ,furthermore, Phillips (2003) define young learners as kids who are between the age of five and six when they start formal schooling and eleven or twelve when they finish. Children between the ages of 5 and 12 are also referred to as early learners,Linse (2006). Additionally, the term “young learners” refers to students who have not yet entered secondary school and are still in the primary or elementary phases of their formal education .Including, Brumfit(1997) says that “the majority of young student are eager and enthusiastic learners, young student require physical stimulation and activity differ from secondary or adult learners as a whole.” according to Jeremy Harmer at this level of learning the beginners the achievement is simple for both teachers and learners but sometimes the adult beginners discover that language is strength more then what they predict .yet, if no problems teaching beginners can bestrongly interesting and enjoyable .it may be exhausted for teachers, but when you see your effort in your student success you forget everything.

1.5.2 The Characteristics Of Young Learners

Third grades who are eight years old are still growing in their capacity forthought, socialinteraction, and emotional regulation. They are developing their independence and their capacity for abstract thought. They are also beginning to form a sense of self .The traits of an 8-year-olds learner includes: cognitive growth: Eight-year-olds have the ability

to think more abstractly and comprehend ideas that were before beyond their comprehension. Additionally, they have improved problem-solving skills and rational thought processes.

To add, the social development: Eight-year-olds are able to make their own decisions and are gaining independence. Additionally, they are beginning to form a sense of self-identity and are becoming more conscious of their own advantages and disadvantages. Moreover, development of emotions: Eight-year-olds are still figuring out how to control their emotions, so they occasionally become moody or irritated. They can comprehend other people's emotions, though, and are beginning to show signs of developing empathy. To explain more, children at this age start to depend more on themselves. Simple duties like getting dressed, making snacks, and finishing homework are things they can manage on their own. Also, kids are better problem-solving abilities: they start to hone more complex problem-solving abilities. They have the ability to reason through straightforward mathematical equations, comprehend cause-and-effect connections, and arrive at logical conclusions.

Eight-year-olds children enhanced language and vocabulary skills, by this age, kids have a larger vocabulary and are better able to communicate verbally. They are also better at reading and understanding written stuff. Children are developing better social skills as they become more conscious of the social norms and expectations of their peers.

Work cooperatively with people, settle disputes, and comprehend various viewpoints. Enhanced curiosity: Eight-year-olds are innately interested in their surroundings. They could have a lot of questions, be curious about new things, and be open to trying new things.

Enhanced motor skills, children at this age have enhanced fine and gross motor skills .They can perform complex movements and have greater balance and hand-eye coordination.

Longer attention span, kids of this age are better able to focus and concentrate for longer amounts of time on projects.

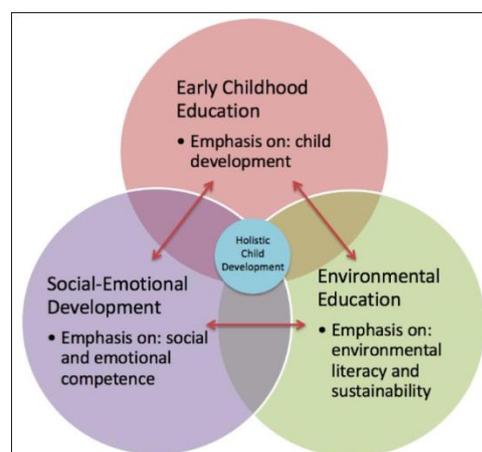
Eight-year-olds children creating a sense of accountability, they start to recognize the value of accountability .They might undertake little household tasks and feel more responsible for their possessions.

Nunan identified the following characteristics of young learners. Children are in pre-school or the first years of school: they have a holistic approach to language , which means they understand meaningful messages but cannot analyze language yet , they have lower level of awareness about the process of learning, they have limited reading and writing skills ,even in their first language generally speaking . They are more concerned with themselves than others, they have limited knowledge about the world and they enjoy fantasy illustration and other forms of speculative fiction.

According to Cameron (2001) there are a few methods or techniques that can be utilized to teach language to young learners. First, providing a visual aid or demonstration ,then, a verbal explanation, when .They are learning two foreign language .In this regard, Boughton et al,(1978) claimed that beginning a foreign language at the age of 8 to 9 offers time for the fundamental mother tongue skills to have been properly developed while also ensuring that the teachable moment is not missed. In other point , a second and even third language can be learnt from the very earliest ages without any evident effort impairment of the mother tongue .(as cited in djoiumaa,p.22)In Algeria schools learners study two

foreign language (French ,English), in observation for 5 classes, we notice that they are motivated to learn English than French , we argue that the student of 8 year have the ability to understand it better. Learner is very talkative, try to catch words; he is friendly with his mates. In the classroom he try to interpret even if the teacher did not ask, he is very curious to get something new learner is impulsive .He does not care about what others think about him to show himself in good way. In the class ,he communicate with his friends and even correct mistakes to each other .A student in age of 8 to 9 year is hungry to know and to be better than his mates. According to Jeremy harmer (how to teach English, p.13] the only different when we teach various level is the language. The necessity of neophyte learners is clear language that can figure out. There are a few methods of techniques that can be utilized to teach language to young learners, According to Cameron (2001), providing a visual aid or demonstration or photos, the lesson should be though the use of an object, a cut-out figure, a gesture, a performance, photograph, drawing on the board, or illustrations from a book. The teacher should utilize analytical definition while explaining verbally ,placing the new word in context that defines it and also translating into another language .However ,learning should also be enjoyable and natural for kids for them to successfully pick up the desired language among other information and abilities, Cameron(2003) says that teachers of young learners need to have ,a grasp of how children think and learn, the ability to teach the entire lesson verbally in spoken English ,then the capacity to recognize children's interests and capitalize on them in language instruction, and have the tools necessary to impart basic literacy.

Figure 1.3: Holistic development framework adapted from (Carter, 2016)



1.5.3 The Objectives Of Learning A Foreign Language In Early Age

As parents and educators become more aware of the advantages of beginning language education at a young age, teaching English to young children has grown in popularity. Children who are exposed to English at a young age can improve their communication and language skills as well as lay the groundwork for future language acquisition. Young children are often taught English using engaging and pleasurable activities that include songs, stories, games, and visual aids to make learning fun and memorable. Total physical response, which involves using physical movements to help kids associate words with actions, and storytelling, which helps kids learn new vocabulary in a meaningful context, are other techniques that teachers and parents might employ. Along with fostering language development in kids, teaching English at a young age can also aid in the development of other crucial cognitive and social abilities including team work, problem-solving and critical thinking. Both within and outside of the classroom, these abilities are crucial for success. Overall, instructing young children in English may be a fulfilling and advantageous experience for both teachers and students. In order to prepare children for success in the future, educators and parents should provide them the chance to learn a new

language when they are young. According to Bloch, Edwards, and v. (1999), Children of all ages learn more quickly than students in high school. But according to recent research, you should begin even earlier to do it properly. Whenever the child is learning their first language, begin. A second language is also not a luxury in today's complex world; rather, it is a requirement. Researchers now understand that learning a second language benefits kids in unexpected ways. Through the age of five, a child can learn and process up to five languages. There are practical requirements. Globalization has inevitably caused the geographical barriers that once separated regions or even countries to start to crumble one by one. One of the causes of people's increasing open relationships in this global period appears to be advancement of communication and information technologies (Walsham, 2017). Learning foreign languages is one communication technique that is essential to succeeding in the global marketplace (Ahmed, 2016; Dornyei, z., & Al-Horiee, 2017). There is no reason for kids to bother studying it. Children only learn languages in a natural way from the people and things around them (Deng & Zhou, 2016). According to some linguists, learning a second language or a foreign language will be simpler for a child to master the sooner the language is learned (Peacock, 2001).

1.5.4 Children Learn Language More Quickly

This is a widely believed that stems from the observation of youngsters who have been transplanted to a foreign environment and who appear to have no trouble taking up the local language. Although it would seem from this experience that youngsters are inherently superior learners, research has not supported this claim (Singleton, 1989). When a youngster is exposed to a foreign language for the same length of time, there is some evidence that

children learn more quickly and more effectively (Snow and Hoefnagel-Hoehle,1978 ;Ellis,1994 :484_94) .Children are likely the best learners overall. Children’s seeming rapid learning while immersed in a new environment may be due to the length of time they are typically exposed to. Gail stated ‘the finest part of teaching is watching their faces shine when then finally grasp something, I enjoy watching the youngsters succeeded grow’.

Figure 1.4: Young learners



reprinted from Google(<https://www.cambridge.org/elt/blog/2018/05/04/young-learners-writing/>)

1.6 Syllabus And Curriculum

Due to similarities between the two terms, there is frequently and certainty when using them in ELT” the syllabus is not a curriculum per se”(woods ea1,2010,p07).They clearly distinguished between syllabus which is an official document that serves the descriptive depiction of the curriculum and the official curriculum the letter refer to broad idea that encompasses all the philosophical ,sociological ,and administrative issues involved in creating school plan .on the other hand, a syllabus is a section of the curriculum that focuses on learning unites of the material that will be taught rather than the methods that

will be used (Allen,1984).A more detailed definition of curriculum is the collection of all sources, including academic and scientific, cognitive and linguistic ,textbook and supplemental materials, official and unofficial ,for teaching and learning by teachers and students or even community members in various learning environments like the classroom(Woods et al.,2010).Contrary to what has been said (Woods et al.,2010), Brumfit&Yalden (1984) have overlooked the inclusion of learners and the involvement of them and their function within the syllabus, stating that «Syllabus is a device for public planning but for teaching not learning.»

The distinction between the two phrases can often be blurry since in the United States, "curriculum and syllabus refer to the same idea, however in the United Kingdom; the two terms are considered differently. Curriculum is referred to as the "bigger picture" that houses the syllabus within its framework, according to Richards (2001, p.2).As a result, we can categorize the syllabus as a component of the curriculum with a different scope but the same overall goals.

1.6.1 Definition Of The Syllabus

Syllabus is a limited way that teacher follow to achieve specific goal.It contain all the information related to learners in order to organize and plan activities or it is a document that is essentially just a list of things that must be covered in the course(s) for which the syllabus was created (beginners course,for instance,or six year secondary school program) it is thus complete.The actual elements on the list may either be content (words,structures, or subjects)or process items (tasks,methods)The former is the more prevalent .The things are arranged that typically the easier or more important components come first ,followed by the harder and less significant ones .This arrangement may be somewhat specific and fixed,or general and flexible .Syllabus typically includes clear objectives that are usually

stated at the beginning of the document and are used to determine which part of the list are chosen. According to Hutchinson and Watters (1987.p.80) define syllabus as “explanation or report about what to be learn with objective aim. Wilkins (1981) defines what the language of teaching consist of and how it is study in a successful method. Breen (1984) said that syllabus is a good method of success from our instruction and what our student s get.Shabana thayniath states that syllabus is an essential piece of teaching methodology it has developed according to language curriculum and syllabus design.All this focused on the learners need and course objectives in different syllabus type that planned.Widdowson(1990,p.127), state that syllabus as the exact instruction program or academic plan which focus on appropriate subject for appropriate group of student .A syllabus specification ,then ,is consider with chaises and the organization of what to be taught. A syllabus depends on both teacher and learner ,It help the teacher to explain the content and achieve the goal of the courses to learners in the end of the sessions. Syllabus is very important tool in teaching process.to add, from the document the teacher can understand and explain the content to the learner and know what they are dealing with in each day and each semester.

1.6.2 Definition of The Course Book

A textbook is described “as a book that teachers a particular subject and that is used primarily in schools and colleges” in the oxford advanced learners dictionary(oald,2000p,1238).It is a book used by the teachers in order to explain the courses and facilitate the teaching process . A textbook is a work of literature that has been expertly crafted for use in a classroom and prepared to aid in the teaching and learning process .In addition course book is learning media that is generally utilized in to promote a particular learning program or field study , school and universities (Buckingham tarigan ,, cited ,, from certain definitions provided earlier, it can be that a course book is a book

that includes information or content that will be applied to the classroom teaching and learning process according to Nunan (1999,p.98), the primary component of any curriculum is the course book , and it is difficult to envisage a class without books ; the course book is what improves learning by serving as a lesson between teachers and students and provides a clear syllabus , satisfactory language control , among other things, in Harmer(2002 p304). Materials reflect plans for instruction,even though they often do not represent the actual process of teaching. (Richards, 2007, p.270).According to Hedge (2002, p.359), it is preferable to enhance course materials with drama, substantial reading, role play, communication games, and debates. Thus, interaction and meaning negotiation in the language classroom between the pupils and provide them chances touse the language and grammar they have learned.In order to progress.Course book authors can get practice material from a variety of sources,including the following; linguisticchallenges among students, feedback from teacher observation and comprehension testing (Jordan, 1997, p.261). According to tarigan, (1986, 8) for delivering learning material or lessons in class, teachers utilize a course book. Also, the course book is used to achieve the goals of the teaching and learning process in the classroom. Lawrence (2011) state that a curse books are utilized by both professors and students, therefore choosing the right one can have a significant impact on how well students are taught and they learn (cunnings worth, Harmer, and Mcgrath). In other words, the course book analysis would entail carefully choosing materials and determining whether they match the objectives, goals, strategies, and values of a particular educational program. (Cunnings worth as cited in anjaneyulu, 2014).

This suggests that the course book controls the activities in the classroom, the way teachers educate, and the roles that the students play. It should be noted that the course book is the primary resource utilized in undergraduate classes at Iranian universities.

Richard (2007, p.251).an evaluation of textbook according to Hornby, (2000.p41); analyze is defined as a process or extensive study or investigation or evaluation of something in order to understand more about it or to gather information about it . Jordan (1997, p.264) state that the following factors should be taken into account while producing instructional materials, students, teachers, syllabus, methodology, resources, time, and finance. Another features of course book according to Jordan(,1997,p.256) ;authentic reading, comprehension tests or questions, summarizing ,writing assignments, pair or group work, group discussions listening activities , note- taking, and a glossary of specialized terms are some of the qualities that all coursebooks should include.

Hutchinson and Waters (1987,p.97-8),also talk about textbook evaluation into four steps ; defining criteria, subjective analysis , and matching , believing that it is a process of matching needs to accessible solutions, yet Robinson (1991,p59) suggests that there is three different methods of material evaluation in the Algerian textbook.

Conclusion

This chapter demonstrate the major concept related to our research .It represent English as a global language and it's place in the world and how young learner acquire it so fast mentioning the most characteristics of learner and the main challenges that teacher face when teaching young learners . To add mention the attitudes of teachers.

Chapter Two:

Research Design and

Methodology

Introduction

This chapter contains the research methodology that used in this study, and establishes the credibility and reliability of the research findings by explaining the process used to collect, analyze, and interpret the data. This study is conducted to investigate novice teachers attitude towards teaching English in primary schools. This chapter describes the research methods, research design, the questionnaire data analysis methods, and the limitation of the study. the research design refers to overall strategy or plan used to conduct the study, while research methods refer to specific techniques used to collect information. The data collection techniques include questionnaire as primary source and official document as secondary sources. The data analysis contains qualitative and quantitative analysis.

2.1Methodology

This section specifies the research approach and details the actions that were taken to conduct the study. It also explains how the problem was approached in order to ensure valid and reliable result that's shows the aim and the objectives of the study.

2.1.2 Exploratory Research Design

It is the entire plan or approach for carrying out a research study is referred to as the research design. It describes the particular aims and objectives of the research as well as the processes and techniques that will be employed to gather and analyze data. According to Trochim (2005), "research design provides the glue that holds the research project together". This research aims to discover novice teacher's attitudes toward their experience in teaching English in primary school.

2.1.3Mixed Method Approach

The phrase “mixed methods” refers to the practice of integrating quantitative and qualitative research methodologies in a single project . there is a specific word explain the mix method which is “ multimethod ”research to denote the possibility of combining various research methodologies in a single research effort .(in Johnston et al.(2007). In order to clarify the research topic, Johnson and Ownegbuzie (2004),referenced in Creswell(2003:20),described mixed method research as using various methods of data collection concurrently or sequentially . In the context of our investigation, requires facing quantitative and qualitative methods. As the name suggests, the quantity of data and mathematical calculation, According to creswell(2009).through the investigation of the relationship between variables that are then measured for the purpose of statistically analyzing the numbered data ,quantitative research enables the testing of objective theories. Contrarily, qualitative research.

2.3 Context of the Study: Setting, Population and Sampling

2.3.1 Setting

The setting or the site of the research refers to the physical , social , and cultural area where the study taken place. Our study it conducted at the level of The western wilayat , In primary school . Our study conducted online using social media across the western area .It was accomplished during a period from March to Mai of the academic year 2023 .

2. 3.2 Population

According to Dornyei (2007), the term population refers to the subject matter of the study. In light of this; there are 5 thousand teachers in primary schools in Algeria. But, only 50 teachers answered.

2.4.1.3 Sampling

In mixed research, sampling is crucial, just like in any other kind of study (Fraenkel et al., 2011). Accordingly, a random sample has been selected from Facebook groups, in different regions in western Algeria, 50 respondents answered the questionnaire in a convenient way. We assume that the selected sample ensures the representation of the whole population.

2.4 Data Collection Methods and Procedures

2.4.1 Primary Data Collection Tools

2.4.1.1 The Teacher-Administered Questionnaire

According to Brown (2001), questionnaires are a collection of written questions or statements that respondents respond to by providing a yes or no response, their own words, or by choosing an option from the researcher's list of options. He continues by saying that they are extremely effective at mass information gathering.

The questionnaire utilized in this study has both closed-ended and multiple-choice questions as well as open-ended questions for in-depth examination of the topic. The closed-ended questions are Q05, Q06 they tackled the possible answers about the subject matter, respondents expected to go directly into the point. In the other hand, the open-ended questions are: Q 13, Q 14, Q15, Q16 to give the respondents the chance to express their opinions and ideas in their own words. Furthermore, the research includes multiple-choice questions which are: Q 01, Q02, Q03, Q04, Q 07, Q 08, Q 09, Q 10, Q 11, Q 12, in order to

give the respondent a choice to select the appropriate answer directly without take much time in thinking.

The questionnaire in this research was created online using Google forms website, and the link for the online form was distributed to some e-mails of teachers that was taken from teachers themselves in meeting with the inspector of English Benamara Ramdane. This meeting happened in sougeur in 30 November 2022. and also, some face book groups of teaching English in primary schools which are :”Primary school teacher of English language(Batna), Teachers of English 3rd year primary school (Tiaret). Primary school teachers of English/ Algeria

English language teachers, أساتذة اللغة الانجليزية لمرحلة الابتدائي بسكرة, الانجليزية في الابتدائية,

أساتذة اللغة الانجليزية للطور الابتدائي معسكر, primary school teachers of English (Relizane).

Primary school English Teachers 41, Teacher of English in primary school (Oran)2022, English lessons for primary school .The questionnaire was created in 21 march 2023 and get corrected by expert dr. Youcef Benamor in 01 April 2023. After that the questionnaire link published in the face book groups mentioned above in 04 April 2023. The close of the online link was in 17 April 2023.

The online questionnaire targeted primary school teachers it was easy to reach , clear and helpful .Only 65 respondents contributed to the questionnaire. However, 50 responses were well- received . 50 participants were honest and flexible .

2.2.1 The Aim of the Questionnaire

The questionnaire aimed at exploring and learns more about an individual's or a group's ideas, experiences, behaviors, or other pertinent information. A questionnaire may have a variety of functions depending on the precise objectives of the study or survey being undertaken, but some typical ones are as follows; questionnaires can be used in data gathering, it is an effective way to get information from a large number of people, the questionnaire in this research aims at exploring the attitudes and behaviors, beliefs of novice teachers when teaching for the first time in primary schools. In general, a questionnaire's goal is to collect data that can be used to inform research, policy formulation, or decision-making.

2.2.2 The Reason behind Online Questionnaire

In this research an online questionnaire is used for several purposes including:

Cost-effective: since there are no printing, mailing, or interview costs associated with online questionnaires, they are typically less expensive than other methods of data collecting, such as in-person interview or paper survey.

Online questionnaire is convenient : Both the researcher and the participants find online questionnaire to be convenient. Researchers may simply collect and manage data without the need for manual data input by allowing participants to complete the questionnaire at their own leisure and from any location with an internet connection .

Speed : Online questionnaire may be sent fast, and replies can be gathered in real - time in the duration needed .

Anonymity: Online questionnaire can give respondents a measure of anonymity , which might tempt them to be honest in their responses to difficult questions.

Flexibility: Interactive and captivating online questions can be created ,

Large sample size: Online questionnaire are especially helpful for research that need a large sample size since they may immediately reach a large number participants.

Online questionnaires are a popular tool for both researchers and enterprises because provide a number of benefits over conventional data collection techniques.

Google forms is an online tool for constructing forms that enables users to design unique quizzes or questionnaire to gather data ,viewpoints, or feedback from respondents. It's offers a user friendly interface for creating forms , choosing different question types, and reviewing the data gathered totally online, they may used on any computer , Smartphone that has an internet connection. This convenience allows respondents to complete the questionnaire from any location, potentially expanding the potential audience and participation rates. Google forms compiles and arrange responses into a Google sheets spreadsheet automatically with the use of numerous tools , including built-in features like summary statistics and charts ,the gathered data may be simply exported and evaluated. Data management and sharing are made simple by integration with other Google services. Finally, Google forms is a flexible and user-friendly tool that makes generating and distributing questionnaire easier. It includes simplicity of use, collaborative features, data collection and analysis capabilities, and real-time response tracking.

2.2.3 The Content of the Questionnaire

The questionnaire is the primary source used for gathering data in this research .it is contains sixteen (16)questions which are divided into three sections. The first section has (04) questions that deal with the Bio- data of the respondents which are novice teachers. The second part is about the professional data and the experiences of the teachers, this part has(6) questions. The last part it is about the attitudes of teachers towards primary education experience, it has also (6) questions. This questionnaire is an instrument for

gathering data from newly qualified teachers who have just begun teaching English as a foreign language in primary schools. This questionnaire is about novice teachers' attitudes toward their experiences doing so.

2.4.1.2 Quantitative Data Analysis Procedures

Section One: Respondent's Bio-Data

Question one: Gender

This question created in order to classify the gender (sex) of the respondents.

Question two : Age

This question designed to know the demographic variable that provide information about the age distribution of the population being surveyed.

Question Three: Degree

This question dealt with degree to know the educational background of the respondent and to understand the qualification and skills.

Question Four: Graduation year

This question asked to know the experience level of the teachers and demographics related to them.

SECTION TWO: RESPONDENT'S PROFESSIONAL DATA AND EXPERIENCE

Question Five: Have you taught English before?

This question use yes/ no questions to simplify the response and make easier for the respondent to answer quickly and accurately.

Question Six: if yes, precise the level and the years of your English teaching experience.

This question used to know how long the teachers have been in the profession and how much experience they have .

Question Seven: How was the training you received before starting your job as primary school English teacher?

This question is a multiple choices created in purpose of knowing the duration ,period , content, and training methodology . And another question related to this question which is open-ended question :

Please feel free to add any information about your training days:

This sub question aim at providing an opinion and a new information about the training days.

Question Eight: How many primary schools do you currently teach in ?

This question designed to understand the workload of the teacher and to know whether this workload is too heavy and manageable, and to identifying areas where additional support may be needed.

Question Nein: How many classes do you teach in all primary schools?

This question aims at providing the workload and capacity of the education system, which can be used to inform policy and decision-making at various levels.

Question Ten: How many learners are there in the largest class you are currently teaching?

The important of this question is to assess the quality of education, planning and resource allocation, and identifying areas for improvement in the education system.

SECTION THREE: ATTITUDES TOWARDS PRIMARY EDUCATION EXPERIENCE

Question Eleven: How do you find the syllabus of English for primary education third- year education?

The purpose of this question is to assess the effectiveness of the English curriculum for third year primary education.

Question Twelve: How do you find the course book of English for primary education third-year learners?

This question aims at evaluate its effectiveness and suitability for meeting the learning objectives of the curriculum, as well as to identify the areas for improvement and inform decisions around curriculum design and implementation .

2.5.2 Qualitative Data Analysis Procedure

Question Thirteen: How do you feel teaching in different primary schools every week?

This question designed in order to know their opinion in teaching in many primary schools.

Question Fourteen: How do you feel teaching English to young learners of 8 or 9 year old for the first time?

The building of this question aims at know teacher feeling for teaching a new language to kids for the first time.

Question Fifteen: What are the main difficulties you face as a primary school teacher of English?

This question aims at understanding the difficulties that teachers face when teaching English in primary school.

Question Sixteen: What would you suggest to improve teaching English in primary schools?

The purpose behind this question is to gather feedback from teacher and to identify best practices, also to create a sense of ownership and participation among stakeholders and foster a collaborative approach to improving education.

2.4.1.4 Research Procedures

This research adopted a mixed method and since it is an exploratory and expletory in nature, two data sources are used : a primary source used in data collection which is a questionnaire collected from primary school teachers' and secondary data gathered from official documents' analysis.

2.4.2 Secondary Data Collection Tools :Official Documents

Analyzing official document is procedure that involves looking at document that is taught to be important from legal, political, or administrative standpoint to extract information or insight .the official document includes (syllabus, curriculum, and teacher guide). The syllabus emphasis at this level on helping students improves their reading, writing, listening, and speaking abilities. Students typically have basic understanding of English grammar and vocabulary .The following subjects included in the syllabus:

English language introduction: this entails being familiar with the language's alphabet, fundamental terms, and straightforward expression.

Reading and Writing: using fundamental grammar and vocabulary, students will learn to read and write simple sentences.

Speaking and Listening: Students will gain the ability to understand and participate in simple English conversation as well as to speak short sentences and phrases.

The objective of the syllabus is to give students a foundation in English language proficiency that they can build upon as they progress through the grades. Furthermore using the didactic guide of English which defined as the crucial tools that give teachers advice and directions on how to plan and present successful sessions. The national curriculum is often supported by these guides, which offer advice on how to fulfill the objectives and learning outcomes established for the subject .In third year primary education , the teacher guide includes a variety of tools and resources to help teachers conduct successful classes, like lesson plan teaching techniques ,evaluation tools, and ideas for games and activities to use in the classroom .The guide provide to the users with concepts related to pedagogy ,didactics ,assessment for learning .To add, the time Allocation is mentioned in the guide and it is as fellow:

Time Allocation

Level	yearly timing	Weekly timing	Annual amount
3 rd year primary education	28 weeks	1h30/week	42 hour

N. B. The time allotted for assessment and remediation is four (04) weeks.

The guide includes presentation, Time Allocation, framing the syllabus, 3rd primary school syllabus, topics. To add , planning learning, the sequence, the section, the section components, the learning situation, formative assessment tools, planning learning canvas.

2.6 Ethical considerations

In conducting this research a various ethical consideration were applied, firstly, the privacy of the respondents were taken into consideration, it was protected and respected very well in order to maintain the ethical manner in this research .The information of the participants were safeguarded in a ethical way to gain the trust between the researchers and the participants and achieve the ethical standards in a research. Only the essential data is gathered ,and the personally identifiable information is kept to a minimum. Systems that protect data transfer and storage are utilized when gathering data and they are secure and encrypted. Additionally, all the information taken was kept confidential. Secondly, Confidentiality must be upheld in order to secure study data and participant personal information. In order to avoid unwanted access, and to measure to stop unapproved use, access, or disclosure of participant information. Thirdly, the need for informed consent cannot be overstated. Participants must be informed completely and clearly of the study's aim, the nature of their participation, and any possible risks or benefits, without any forms of pressure or unfavorable repercussions, they have the chance to inquire and make an informed decision about participating or staying away .In general, researchers can build a foundation of trust, respect, and integrity in their questionnaire-based investigations by abiding by ethical standards and rules. These factors support ethical research practices and participant rights protection, eventually boosting the validity and reliability of the study's findings.

2.7 Research Limitations

It is worth mentioned that the research faced some obstacles .Firstly, the questionnaire was designed for novice teachers who teach in the first time in primary schools , to better understand their attitudes towards their experience in teaching English .However , due to the time and the place ,it was not possible to distribute a paper version , there for an electronic version was created by Google forms and sent to some teachers by e-mail and the others using face book groups. Secondly, not all teachers responds to our request some of them were not interested at all .others did not fill in the questionnaire , others said that they do not have feedback. It was not easy to find an interested respondents , some apologies that they do not have the time to answer . The questionnaire succeed to collect 50 acceptable and reliable answers from 65 responses, and in this 50 answers some of teachers forget to answer the question ,while the other 15 were sent empty .Finally , not all of the resources were inaccessible or not free, to add the book does not exist in the library .Thus are the research count in the PDF format of the books.

Conclusion

This chapter includes the methodological part of the dissertation .It present the methodology followed in the study ,and covered the steps a researcher takes to obtain data . this study dealt with the tools used with the describing the sample , population. This section showed the process used , furthermore , it ends with mentioning the limitation existed when doing the research .In addition , the analyses of acquired data is covered in the following chapter.

Chapter three :
Research Findings, Discussion and
Recommendations

Introduction

This chapter is practical, it represent the data collected from the questionnaire to explore novice teacher attitudes towards their experience in teaching English in primary

schools. Besides, it analyses the findings obtained from teacher's questionnaire. The result is demonstrated in forms of tables and diagrams .

3.1 Questionnaire Analysis

The questionnaire consists of three sections, each section includes questions. They are:

3.1.1 Quantitative Analysis of Closed Questions

SECTION ONE: RESPONDENT'S BIO-DATA

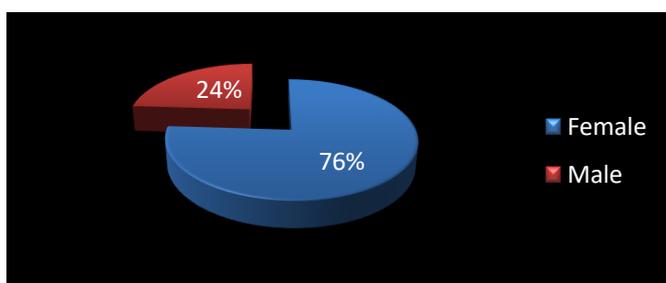


Figure 01: Teachers Gender

Gender	N ^o	percentage
Male	12	24%
Female	38	76%

Table 01: Teachers Gender

3.1 Teacher's Gender

The graph shows that the sample of this study is divided into two divisions' males and females. The division of the gender is presented in a percentage of 76% of females(38 novice teachers) and also 24% of males (12 novice teachers) to find out that the total number of the participant is 50 novice teachers in this case of study. This result views that females are more suitable than men in the field of teaching, females are interested in teaching because they are patient and they can balance between their professional and personal life, unlike men whose interest is in other fields like sports and military field. They want every things go fast.

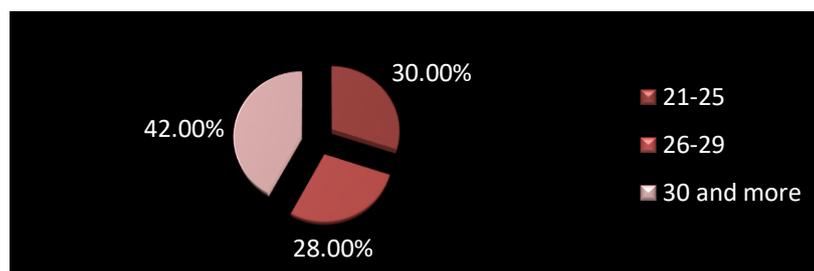


Figure 02: teacher's Age

Age	N°	Percentage
21-25	15	30%
26-29	14	28%
30 and more	21	42%

Table 02: Teacher's Age

3.2 Teacher's Age

From the graph above, we observe that the age of the 50 participants differ quite a bit. However, 30% of novice teachers who are 15 one aging between 21 to 25 years. The second major age category shows that 14 novice teacher (28%) individuals were between the age of 26 to 29 years. The last dominant age category demonstrates 21(42%) of the teachers aging between 30 and more. The different age attribute to some factors which are namely goes back to the decision of the ministry of education Belabedabdalhakim who clarify that the hiring of teachers should be based on seniority ,graduation years and residence.

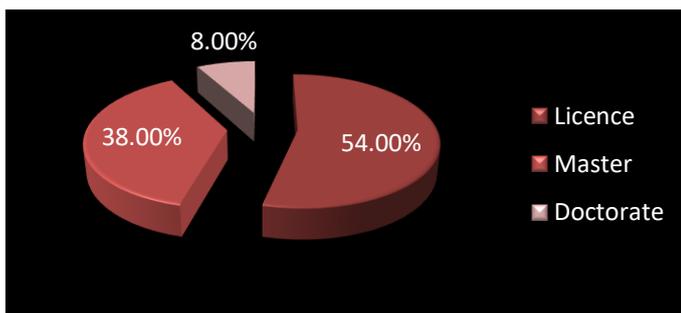


Figure03: Educational Degree

Degree	N°	Percentage
Licence	27	54%
Master	19	38%
Doctorate	4	8%

Table 03: Educational Degree

3.3 Teacher's Degree

This data represented the educational degree of teachers, most of the respondents (54 %) which are 27 novice teachers have licence degree. In other hand , (38%) which are 19 novice teachers have master degree, and the rest, (8%) 4 novice teachers have doctorate degree .This result prove that the majority of teachers has licence degree.

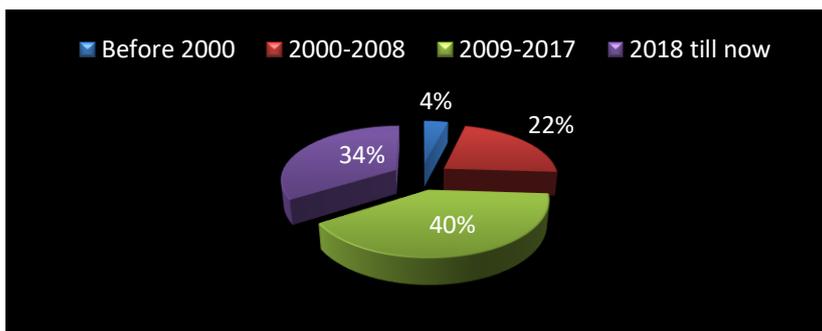


Figure 04: Graduation year

Graduation year	N°	Personage
Before 2000	2	4%
2000-2008	11	22%
2009-2017	20	40%
2018 till now	17	34%

Table 04: Graduation year

3.4 Graduation Year

In this statistics the total number of the participants is 50 novice teachers. In the graph 2 participants (4%) take their diploma before 2000. Then, (22%) 11 teachers take it between 2000 to 2008. The most teachers (40%) 20 teachers take it between 2009 to 2017. The rest, (34%) 17 teachers take it in 2018. It is acknowledged that the teachers whose teach English in primary schools are ancient; they get their diploma in previous years, among the decision of the ministry education which support the priority to the oldest.

Section Two: Respondents Professional Data And Experience

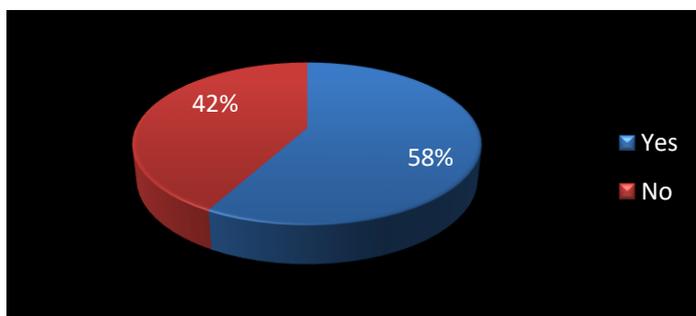


Figure 05: Teachers experience

	N°	Percentage
Yes	29	58%
No	21	42%

Table 05: Teachers Experience

3.5 Teacher's Experience

In this graph the respondents asked if they teach english before .The majority 29 teachers (58%) said yes , and the rest (42%) 21 teachers said no. This question aimed to identify teachers years experience, and provide insights into their level of knowledge, skill ,and familiarity with teaching .Asking this question help to determine teachers level of experience , and knowing whether if they are novice,intermediate,or expert teachers.

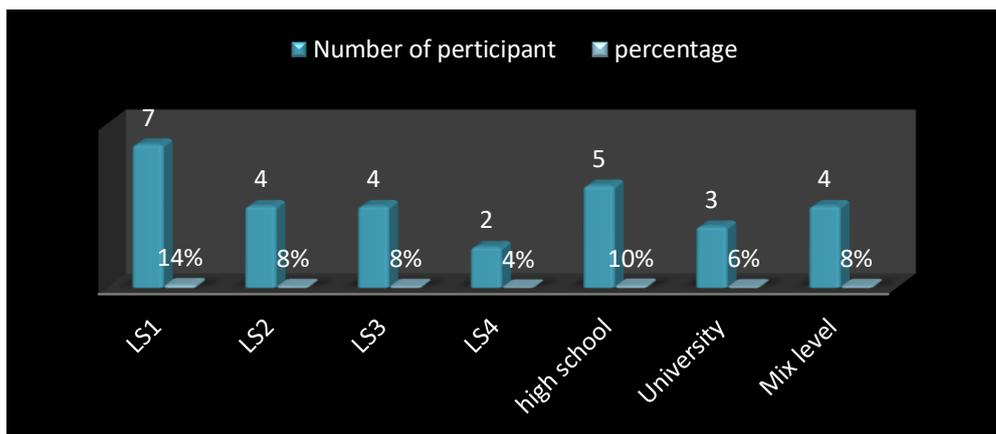


Figure 06 :Levels that have been taught

Level	N ^o	Percentage
LS1	7	14%
LS2	4	8%
LS3	4	8%
LS4	2	4%
Mix level	4	8%
High school	5	10%
University	3	6%

Table 06:Levels that have been taught

3.6 If yes, precise the level and the years of your English teaching experience

From the graph and the table below, we notice that the numbers of teachers divided into several levels. There are Ls1, Ls2, Ls3, Ls4, Mixlevels, High school, University. The result is like that, there are 07 teachers who teach in Ls1 with a rate of (14%). Furthermore, there are 04 teachers who teach in Ls2 with a rate of (8%). To add, there are also 04 teachers who teach in Ls3 with a rate of (8%). In addition, (4%) of teachers teach in Ls4 which mean 2 teachers. Teachers who teach in both highschool and middle school are 04 with a rate of (8%). Whether, the number of teachers who teach in university are 03 with a rate of (06%). That's mean that most of teachers have teach before, which shows that they have experience in teaching English, rather than 21 teachers who face the teaching career

for the first time but that does not mean that they do not have priorities in teaching because all 50 teachers have no experience in teaching young learners .

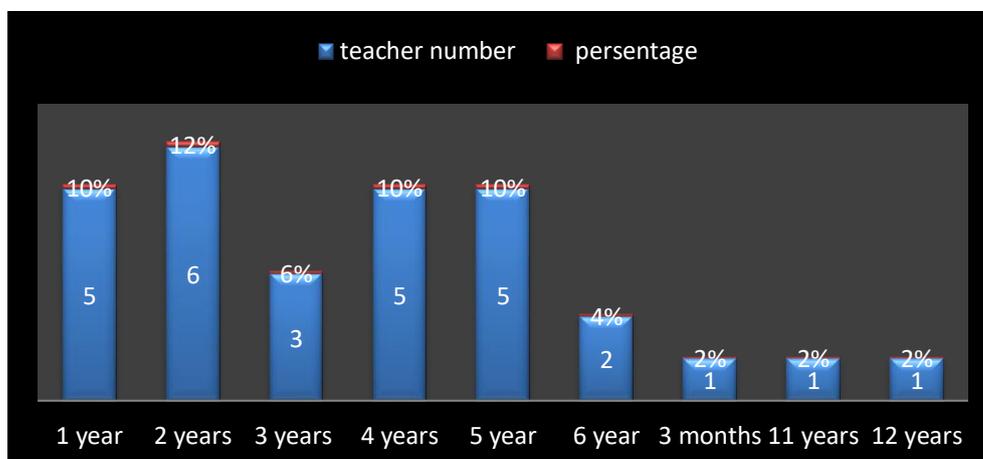


Figure 07: years of experience

Number of years	Number of teachers	PERSONTAGE
1 year	5	10%
2 years	6	12%
3 years	3	6%
4 years	5	10%
5 years	5	10%
6 years	2	4%
3 months	1	2%
11 years	1	2%
12 years	1	2%

Table07: years of experience

3.7 Years of experience

The graph and the table below seek to highlight teachers' experience by years. Also, to provide the researchers with years of experience of teachers in middle schools, high schools and universities. The result indicates that 06 teachers have experience of 2 years with a rate of (12%). 5 teachers have one year experience with a rate of (10%). In addition, 3 teachers with a rate of (6%) have 03 years experience. Additionally, 10 teachers divided

into 5 teachers,5 teachers(half) with a rate of (10%) for each 5 teachers are gaining experience at a pace of 04 and 5 years. Moreover 02 teachers with a rate of (4%) have 6 years experience .The two ancient teachers with a rate of (2%) one have 11 years experiences and the other one with a 12 years experiences in contrast to one teacher who teach just 03 months with a rate of (2%).

3.8 :How was the training you received before starting your job as a primary school English teacher?

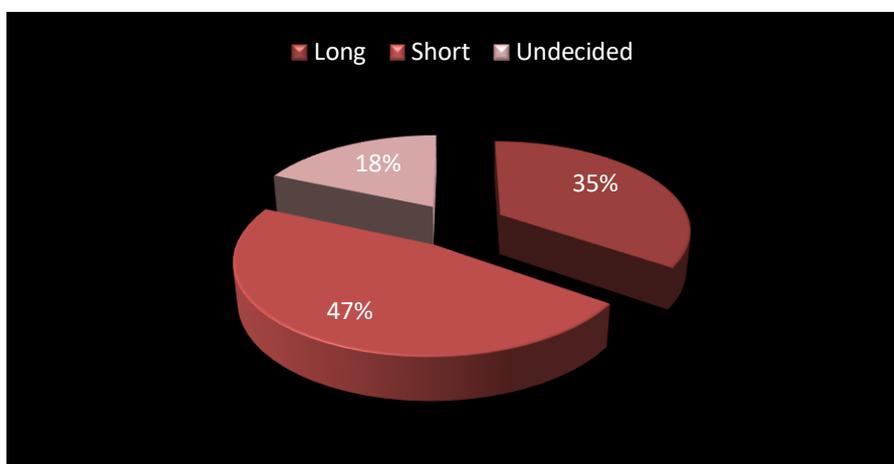


figure 08:Training duration

	N°	Percentage
Long	17	34,7%
Short	23	40,9%
Undecided	9	18,4%

Table 08 : Training duration

3. 8.1 Training Duration

A very high percentage (40,9%) respondents choose that training was short .Whereas, (34,7%) of them choose long duration ,and only (18,4%) select undecided .

One of them didn't answer may be he has not understand the question or forget to answer it. this question help to identify areas where training may be deficient or where enhancements can be made ,longer periods might imply more thorough or in- depth

training, which might improve teachers performance .the ones who choose short duration may it is goes to several reasons first subjective perceptions; the perception of time can vary from person to another. What may seem short to one individual can seem longer to another one. Factors such as personal expectations, familiarity with the task or domain .to add, comparison to previous training and task complexity also play a big role in deciding if the training were short or long. For the faction who chooses undecided may be they choose it because they have a confusion they could not decide if it is short or long.

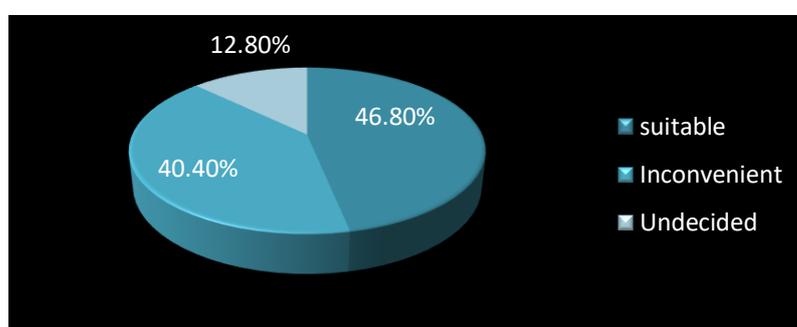


Figure09 : Training period

	N°	Percentage
Suitable	22	46,80%
Inconvenient	19	40,4%
Undecided	6	12,80%

Table 09: Training period

3.8.2 Training Period

From the graph below , it can be seen that (46,8%) of teachers claimed that the training period is suitable ,while (40,4% °) think it is inconvenient .Only (12,8%) indicate that the training is undecided .this result shows the effectiveness of the training period ,an suitable because may be it promotes continuous professional growth, supports skill development, and ensure that educators remain up-to-date with the latest educational practices . Inconvenient may be because teacher after completing the training period, may struggle to implement newly acquired knowledge and skills without ongoing support and

guidance. Finally, Undecided some teachers may be fees boring and not interesting to answer this question or they could not know if it is short or long.

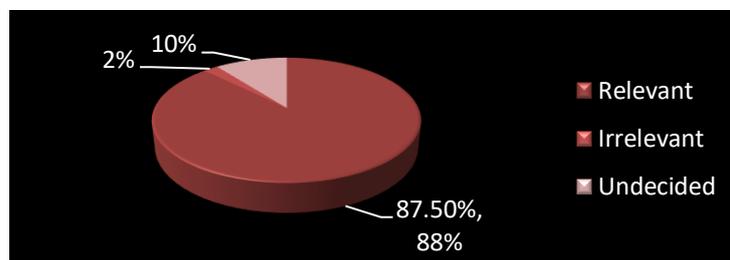


Figure 10: Training content

Training content	N°	Percentage
Relevant	42	87.5%
Irrelevant	3	2%
Undecided	5	10%

Table 10 : Training Content

3.8.3 Training Content

The graph and the table below expresses that the most respondents (87.5%) agree that the training content is relevant. Contrary, (10%) think that it is undecided. While, only (2%) state that it is irrelevant content. These findings may denote that the training content is effectiveness and tolerant to the need of novice teachers to achieve new skills, and increase their performance to give better outcomes. Also the result indicate that it is relevant because it's achieve the curriculum and learning objectives. The two percent who answer that it is irrelevant may be because they do not have an experience with specific teaching needs. However, the ones who choose undecided it is go back to the lack of information.

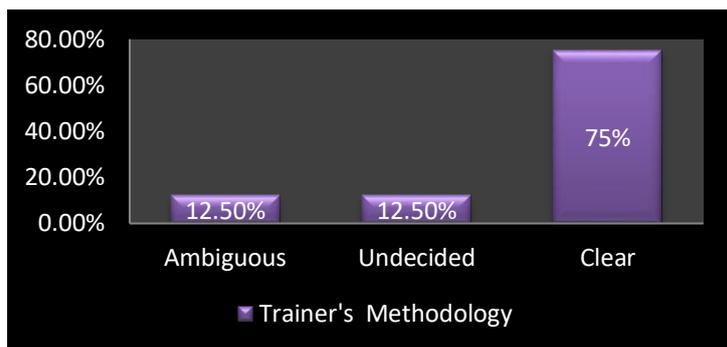


Figure 11: Trainer's Methodology

	N°	Percentage
Clear	36	75%
Ambiguous	6	12,5%
Undecided	6	12,5%

Table 11 : Trainer's Methodology

3. 8.4 Trainer's Methodology

From the evidence collected in this graph and the table the result indicate that (75%) which are 36 respondents state that the methodology used in training is clear .While, (12.5%) which are 6 respondents believe that the methodology is ambiguous. In other hand, the same result (12.5%) voted for undecided methodology. With two blank answers may be they did not see it or they did not understand it or maybe they did not have the desire to answer it .In analyzing the results ,most of the respondent agree that the way of teaching in the training is understandable because they learn key concept and abilities that they will need in their professional job , including lesson plan, materials delivery, classroom management , and assessment of students . For undecided may be of the lack of information. However, for the ones who choose ambiguous may it is back to their level and learning styles and the previous information.

3.9 Extra information about training days

By asking this question the respondents can add anything about the training days. Informants stated the following examples:

05 Respondents: "It is very short and not enough."

02 Respondents: "It was hard and time was not enough."

06 Respondents: "An introduction to a module happened rapidly."

10 Respondents: "Effective because we need it in teaching"

03 Respondents: "It was great days 60 hours."

09 Respondents: "It was excessive and useful ."

06 Respondents: "It was precise and concise."

01 Respondents: "It was very useful, I really added me a lot of information and improved me a lot and it was great experience."

02 Respondents: "It was great days, we learn a lot of things about the teaching and how can we dealt with the learners."

02 Respondents: "We learn about the curriculum and the syllabus."

According to the answers above, the majority think that it is effective, excessive and useful, it help teachers to acquire new knowledge and achieve their needs in order to make the learner understand better. As a note although the question was clear and simple 04 respondents did not answer.

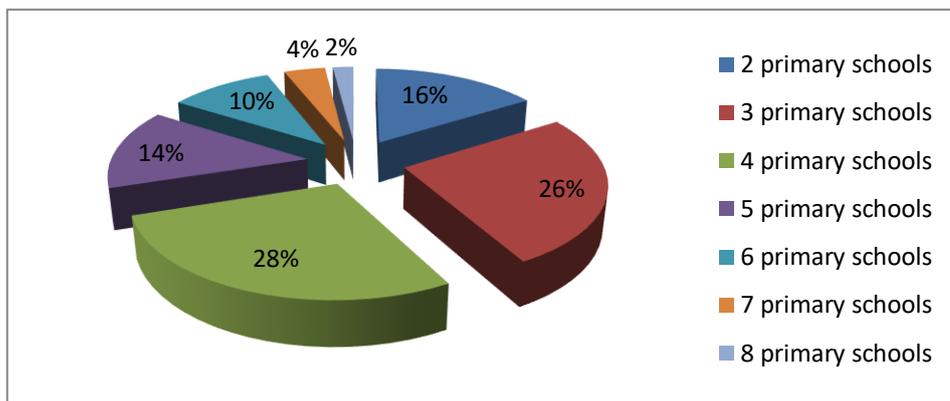


Figure 12: Number of primary schools

Number of primary schools	N°	Percentage
2 primary schools	8	16%
3 primary schools	13	26%
4 primary schools	14	28%
5 primary schools	7	14%
6 primary schools	5	10%
7 primary schools	2	4%
8 primary schools	1	2%

Table 12: Number of primary schools

3.10 Number of primary schools

The graph above demonstrates that teachers have a different number of primary schools. The results shows that 8 teachers with a rate of (16%) are teaching in 2 primary schools. 13 teachers with a rate of 26% teach in 3 primary schools. However the highest number which is 14 teachers with a rate of (28%) teach in 4 primary schools. (14%) 14 teachers are teaching in 05 primary schools. Whereas 6 primary schools with a rate of (10%) 5 teachers. 2 teachers with a rate of (4%) teach in 7 primary school .one teacher with a rate of (2%) teach in 8 primary schools. This result indicated that the divide of schools goes back to the residence and the time allocated for each teacher.

Number of classes	N°	Percentage
5 classes	17	34%
6 classes	9	18%
7 classes	10	20%
8 classes	13	26%

Table 13: How many classes do you teach in all primary school

3.11 The number of classes

This question related with the previous one by gathering data on the number of classes can evaluate the staffing needs, knowing the courier size, and impact the quality of education. 17 respondent out of 50 select 5 classes with a percentage of (34%). Moreover, 9 respondents choose 6 classes with a percentage of (18%). Also, 10 respondents pick 7 classes with a percentage of (20%). In other hand, 13 respondents choose 8 classes with a percentage of (26%), and one respondent did not answer the question may be the unavailability of the appropriate options.

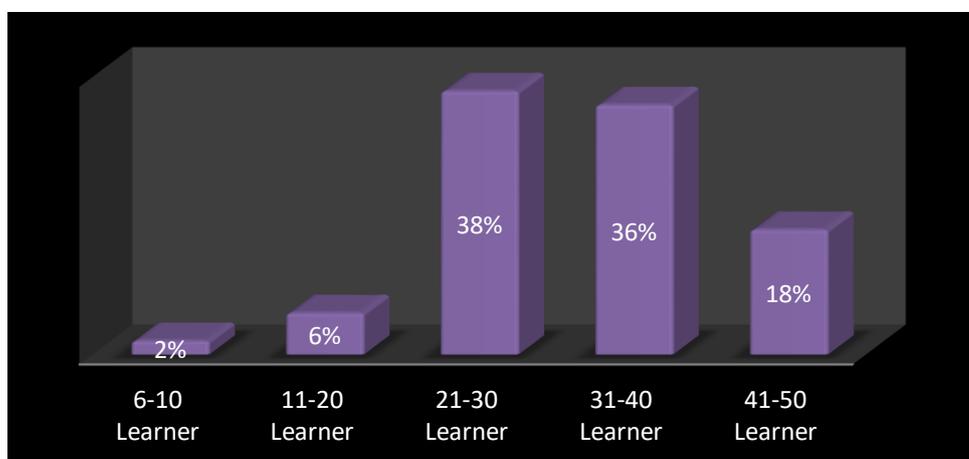


Figure 14: Number of learners in the largest class that teachers currently teach

Number of learner	Number of teachers	percentage
6-10	1	2%
11-20	3	6%
21-30	19	38%
31-40	18	36%
41-50	9	18%

Table 14: Number of learners in the largest class that teachers currently teach

3. 12 the number of Learners

From the graph below 1 teacher from 50 teachers with a rate of (2%) out of the sample teach from 6-10 learners. Moreover , 3 teachers with a rate of (6%) out of the sample teach 11-20 learners. In addition , 19 teachers with a rate of (38%) out of the sample teach 21-30 learners. Besides, 18 teachers with a rate of (36%) out of the sample teach 31-40 learners. Furthermore, 9 teachers with a rate of (18%) out of the sample teach 41-50 learners in the largest class. As a result , this question leads to determine the instructional materials, or infrastructure needed to support the learning process, evaluate the effectiveness of an educational intervention or program. Other result, the number of learners depends on the number of school that the teaches in.

Section Three: Attitudes towards Primary Education Experience

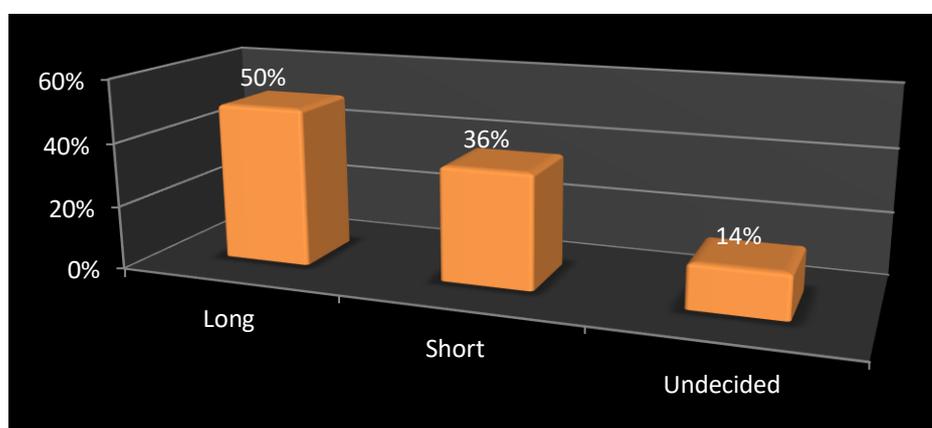


Figure 15: The syllabus of English for primary education third-year learners in terms of length

The syllabus	N°	Percentage
Long	25	50%
Short	18	36%
Undecided	7	14%

TABLE 15: The syllabus of English for primary education third-year learners in terms of length

3.13.1 The Syllabus

In order to discover the objective of the syllabus .The graph above shows that the majority, 25 respondents with a percentage of (50%) find that the syllabus is long. In other hand, 18 respondents with a percentage of (36%) find that the syllabus is short. In contrast, 7 respondents with a percentage of (14%) find that the syllabus is undecided. These results may denote that the teachers are not satisfied with the syllabus because it depend on the particular course, educational level, and institution .While, others believe that the syllabus is short because it covers a vest a amount of content within the academic year. Then, by stating that the syllabus is undecided, they convey their intention to tailor the course content to the specific requirements of the class.

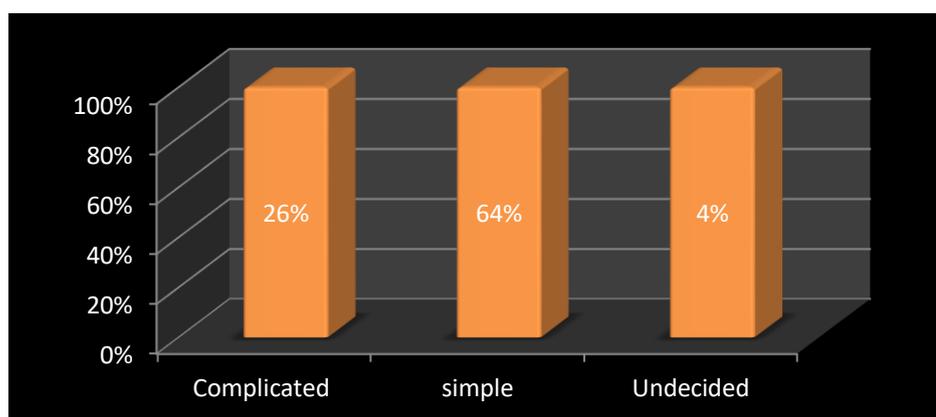


Figure 16::The syllabus of English for primary education third-year learners in terms of complexity

The syllabus	N°	Percentage
Complicated	13	26%
Simple	32	64%
Undecided	2	4%

TABLE 16: How do you find the syllabus of English for primary education third-year learners in terms of complexity

3.13.2 The syllabus

In this question 13 respondents with a rate of (26%) state that the syllabus is complicated. In other hand, 32 respondents with a rate of (64%) believe that the syllabus is simple. Only 2 respondents with a rate of (4%) think that the syllabus is undecided . with 3 blank answers because of the repetition of the same words in the questions .As a result , teachers may describe a syllabus as complicated because a particular course's subject matter may be difficult or complex by nature.Others , they might think it is easy since they understand the subject matter well and know how to teach it ,or they have a high level of expertise and understanding .The two teachers indicate that the syllabus is undecided they may have a basic notion of the subject to be taught and learning goals to be met ,or they need more time to complete the details.

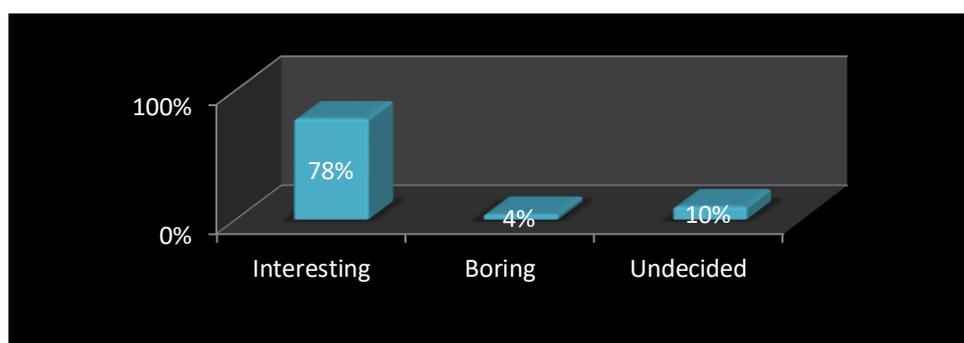


Figure 17: The syllabus of English for primary education third-year learners in terms of importance

The syllabus	N ^o	Percentage
Interesting	39	78%
Boring	2	4%
Undecided	5	10%

Table 17: The syllabus of English for primary education third-year learners in terms of importance

3.13.3 The syllabus

The result indicate that (78%) of respondents state that the syllabus is interesting .In contrary, (4%) think that the syllabus is boring. While, (10%) believe that the syllabus is

undecided. With 4 blank answers may did not notice this question. Teachers voted on interesting syllabus because may think that syllabus subject matter is engaging and exciting and that it imparts to students useful knowledge and skills. Others describe the syllabus as boring because of the lack of engagement it fails to engage students or contains no interactive features. While, some teachers find it undecided because they have not received the most recent information about it.

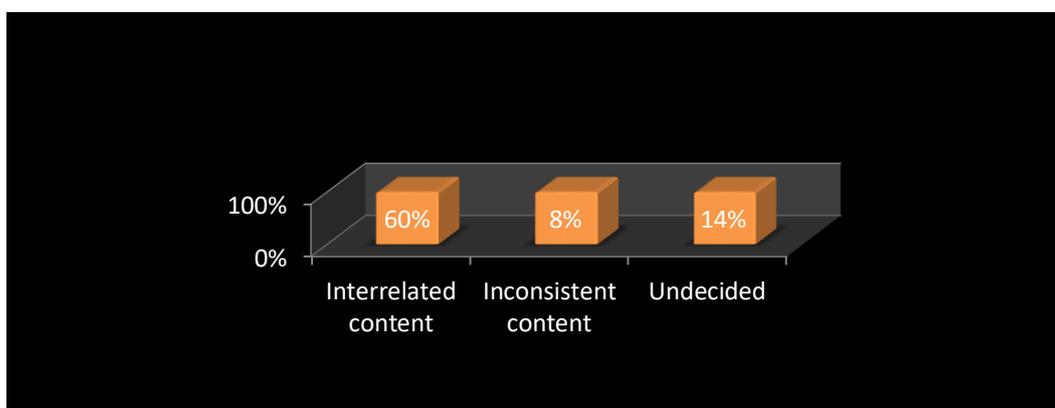


Figure 18: *The syllabus of English for primary education third-year learners in terms of content*

The syllabus	N°	Percentage
Interrelated content	30	60%
Inconsistent content	4	8%
Undecided	7	14%

Table 18: The syllabus of English for primary education third-year learners in terms of content

3.13.4 The syllabus

This question asked to have another idea about the syllabus. (60%) of respondents from the sample views the syllabus as interrelated content. Only (8%) of respondents state that the syllabus is inconsistent content. While, (14%) of respondents think that is undecided. with 9 blank answers may be they find the options similar to the other one. As a

result, when teachers refer to the syllabus as interrelated content, they are attempting to communicate the interconnected nature of the topics in a course, emphasize the progression of learning, and show the materials relevance to real world situations. Others said that the syllabus is inconsistent because might not be well aligned with the curriculum standards or learning objectives. In the case of undecided, the teachers might not have gotten the most recent information regarding the curriculum and are uncertain of it content.

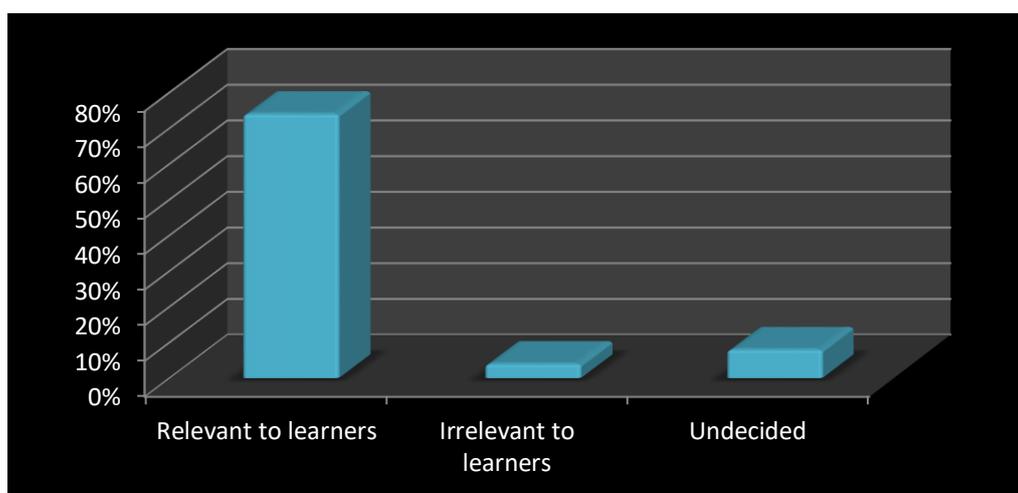


Figure 19: The syllabus of English for primary education third-year learners in terms of relevance

The syllabus	N ^o	percentage
Relevant to learners	37	74%
Irrelevant to learners	2	8%
Undecided	4	4%

Table 19: The syllabus of English for primary education third-year learners in terms of relevance

3.13.5 The syllabus

From the graph and the table below (74%) of respondents find that the syllabus is relevant to learners. In other hand, (8%) find it irrelevant to learners. Only (4%) find the syllabus undecided. With 7 blank answers may be the lack of information about the syllabus. Teachers make sure that the syllabus is relevant because learners receive an extensive and disciplined learning experience that covers crucial information and abilities

according to their academic level. In contrary, is not aligning the students' needs. The rest of teachers' state that the syllabus is undecided may be they did not receive the appropriate information, or did not ensure about the content.

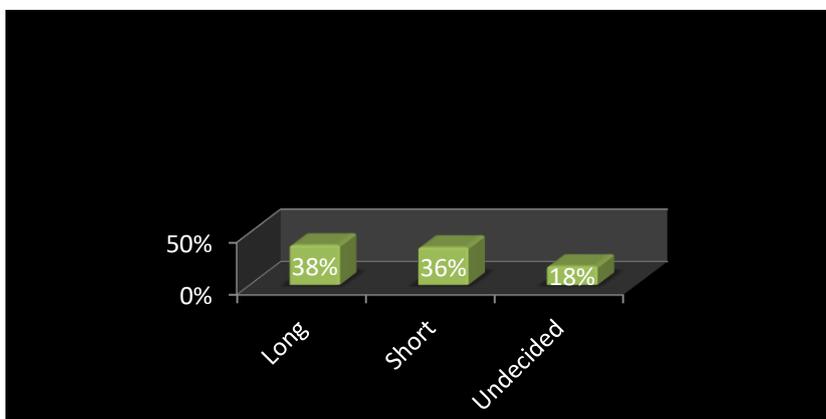


figure 20: The course book of English for primary education third-year learners in terms of length

The course book	N°	percentage
Long	19	38%
Short	18	36%
Undecided	9	18%

Table 20: The course book of English for primary education third-year learners in terms of length

3.14.1 The course book

The data collected from the graph above shows that (38%) of participants find the course book long. In other hand, (36%) find the syllabus short. To add, (18%) find it undecided. With 4 blank answers may be they cannot add any information about the syllabus. The teachers follow the learning objectives and content for a given course are outlined in curriculum or syllabus. They may find difficult to match their Instruction with the required curriculum if the course book is lengthy and contains additional materials that is outside the preview of the curriculum. Teachers could favor resources that are

shorter, more concise, and directly address the needed information. Teachers often refer to the course book as undecided when they say they have not decided on or chosen a certain textbook or instructional resource to be used for the course.

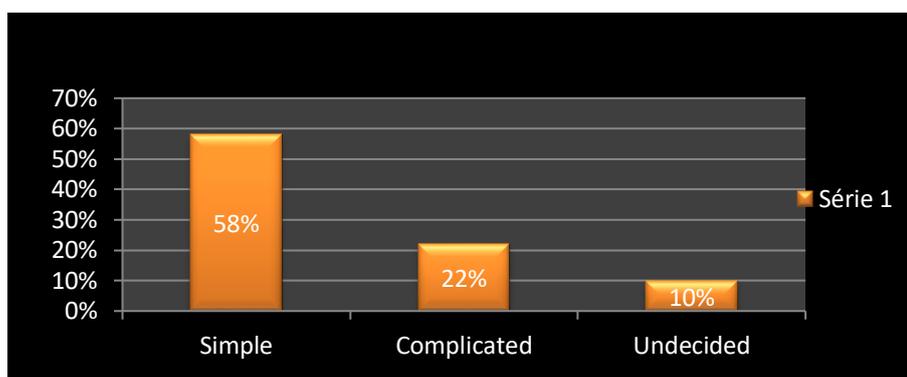


Figure 21: The course book of English for primary education third-year learners in terms of complexity

The course book	N°	Percentage
Simple	29	58%
Complicated	11	22%
Undecided	5	10%

Table 21: The course book of English for primary education third-year learners in terms of complexity

3.14.2 The course book

The graph represents the course book of English for primary education third-year learners as follows. First, simple with a rate of (58%) 29 teachers state that it is simple. Second, complicated 11 teachers are with the idea that the course book is complicated with a rate of (22%). Third, 5 teachers with a rate of (10%) state that they could not decide if it is simple or complicated. The majority of teachers are with the idea of the course book is simple because it is understandable and easy to catch especially for young learners and also to teach for teachers. The ones who answer with complicated may be they have problem with guiding the student and give him what he need; also they find that the content and the language is challenging to young learners. For the ones who choose undecided may be they

did not figure out what learners need to decided if it is simple or complicated. Although the question was clear there are 5 teachers who did not answer may be because n they did not understand the question or they did not have the desire to answer it.

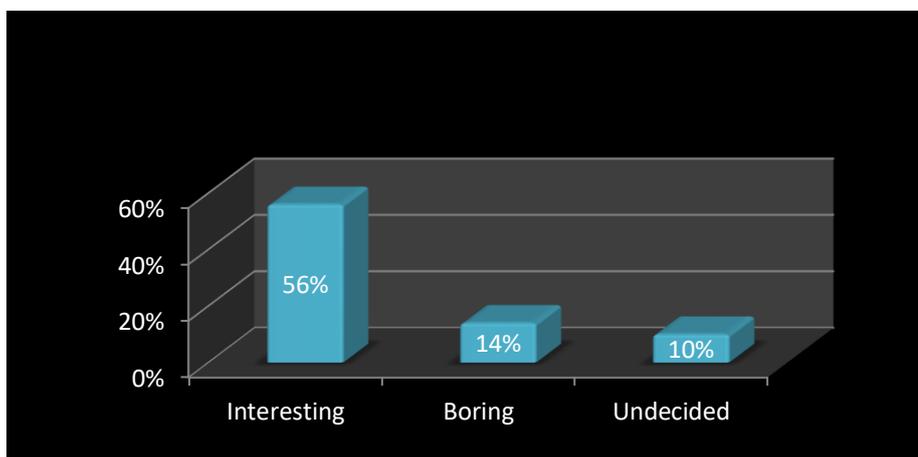


Figure 22: The course book of English for primary education third-year learners in terms of importance

The course book	N°	Percentage
Interesting	28	56%
Boring	7	14%
Undecided	5	10%

Table 22: The course book of English for primary education third-year learner in terms of importance

3.14.3 The course book

The result shows that the course book is interesting with percentage of (56%)28 teachers answer with interesting while 7 teaches answer with boring with percentage of (14%).5 teachers are with undecided with percentage of (10%).the ones who answer with interesting because they find it fruitful and fun the student interpret with it. For the ones

who answer with boring may be because they are tired and they even hate the idea of teaching kids. Undecided may be they do not have purpose of teaching they just teach to get paid that's all. 10 teachers did not answer may be because they find the question boring and repeated in many questions.

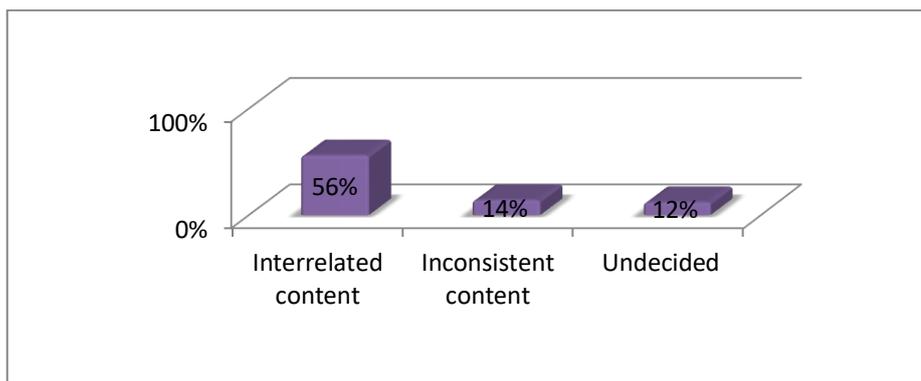


Figure 23: The course book of English for primary education third-year learners in terms of content

The course book	N°	Percentage
Interrelated content	28	56%
Inconsistent content	7	14%
Undecided	6	12%

Table 23: The course book of English for primary education third-year learners in terms of content

3.14.4 The course book

The result identify that the course book are interrelated content with a rate of (56%) 28 teachers. (14%) 7 teachers response with inconsistent .Others responses with undecided(6 teachers) with a rate of (12%). 9 teachers did not answer at all for several reasons may be they did not understand the question or they feel boring or they just forget to answer it. For the ones who response with interrelated content, they find it suitable for learners and simple and achieve what learners need. According to the ones who answer with

inconsistent content might lack coherence if the content is not logically organized. Undecided because they do not have clear idea about course book or they do not use their critical thinking they are just following the curriculum and they did not do a research about the course book.

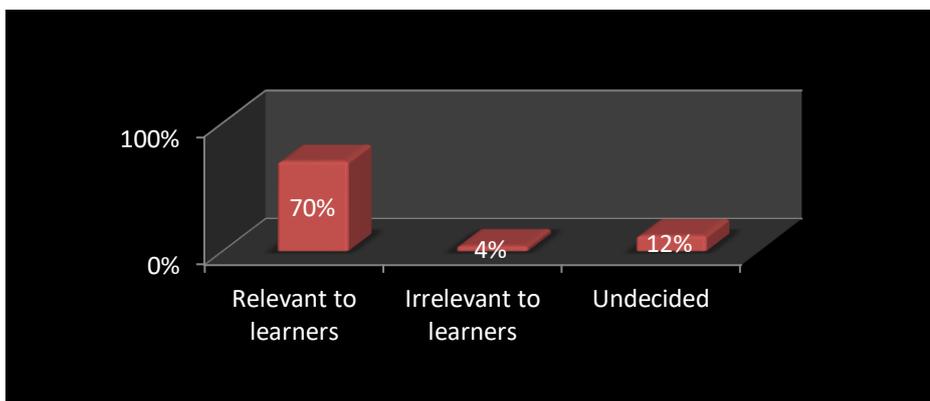


Figure 24: The course book of English for primary education third-year learners in terms of relevance

The course book	N ^o	Percentage
Relevant to learners	35	70%
Irrelevant to learners	2	4%
Undecided	6	12%

Table 24: The course book of English for primary education third-year learners in terms of relevance

3.14.5 The course book

The result indicates that the course book is relevant to learners with percentage of (70%) 35 teachers said yes it is relevant. While, 2 teachers response with irrelevant to learners with a rate of (4%). 6 teachers response with undecided. Relevant to learners because they find that the learners grasp the information easy. Just two teachers answer with irrelevant to learners may be they just answer without reading. They were not interesting to answer. For the ones who answer with undecided because they do not do

their studies well. 7 teachers do not answer because they find this kind of question repeated so that they avoid answering this question.

3.1.2 Qualitative Analysis of Open-ended Questions

15. How do you feel teaching English in different primary schools every week?

This question asked to know the challenges that face teachers when teaching in different schools informants are indicating the following answers:

15 Respondents: "It is very tiring when moving from one school to the other especially when I have many schools in the same day."

05 Respondents: "It is exhausted and difficult."

06 Respondents: "It is a hard job."

06 Respondents: "Enjoyable because I teach different level of learners."

04 Respondents: "Boring as a first experience."

03 Respondents: "Feel comfortable and fun job."

06 Respondents: "A disaster very hard specially for the ones who waste hours in the road to get to that school."

05 Respondents: "Not easy as first time."

Based on the responses above, it is proven that the majority defend the idea that says it is difficult and hard and tiring especially for the ones who move from one school to another when having many schools.

16. How do you feel teaching English to young learners of 8 or 9 years old for the first time?

This question aims to identify the characteristics of young learners their informants' answers are:

05 Respondents: Interesting and amazing experience it makes me happy when I find interaction between them and between me.

01 Respondent: "I used to teach in the university, different it is a great experience at the very beginning I thought that it would be a difficult mission because they are still children but now I really enjoy it especially when I see my learners interaction and their ability to learn this new language ."

04 Respondents: "It is an amazing experience for me to teach young learners I love teaching English and when I saw my learners so interested in this language I feel so good."

10 Respondents: "I feel great as they are curious and motivated to discover this new language."

09 Respondents 05: "Easy because they have fresh mind they accept the idea of new language."

05 Respondents: "It seems some difficult, especially when teaching new language with different level of learners."

04 Respondents: "They cannot distinguish between two languages."

07 Respondents : "They understand English for the first time quickly."

05 Respondents: "Good because they love to learn English and be patient."

The responses show that the majority of novice teachers have a positive attitude towards teaching young learners because Learners have the ability to acquire languages.

They can learn languages more than older students since they are in the critical phase for language development. Also it is back to their brain may be their brains are extremely and capable of quickly creating new language which makes it easier for them to allow new knowledge .

17. What are the main difficulties you face as a primary school teacher of English?

Teachers are asked to answer this question to clarify the main challenges that face them when teaching English in primary schools, they stated the following responses:

17 Respondents: "Time of session is not enough."

10 Respondents: "limited resources lack of materials like data show papers to do photocopies to successfully deliver the lesson ."

09 Respondents: "No money at first time, lack of means of transport, schools are really very far from each other we travel twice or more in one day."

04 Respondents: "teaching kids, it is difficult to control them. In some times they did not understand ."

04 Respondents: "Learners age and using mother tongue for explaining with difficulties to pronounce the words."

06 Respondents: "The classes are too crowded more than 40 in each class."

Most of the teachers are with the idea that said the time is not enough since most of the time goes to organizing the students, and sometimes the lesson requires effort for good understanding, but 45 minutes is not enough. Teachers may challenge to provide

comprehensive and engaging content to their students, this may make it more difficult for the learners to comprehend the subject matter and limit their learning opportunities.

18. What would you suggest to improve teaching English at primary schools?

This question aims to add new techniques or methods to enhance teaching English at primary schools the participants response are :

07Participants: “Incorporate interactive and engaging teaching methods use visual aids and props, provide opportunities for authentic language use”

12Participants: “schools should provide materials and it is better if they specialize a class for just English to help learner memorize what they have taught “

09Participants: “Increase the size of the hour, use new ways to make lesson enjoyable”

07Participants: “More useful textbooks a copy book for activities “

05Participants:” Give the appropriate place to English language “

05Participants: “One teacher in school “

05Participants: “Modify the syllabus according the need of third year primary school”

The responses represent that the majority of teachers suffering from lack of materials and the time is not enough. therefore they suggest to provide materials by doing this , it is made sure that the resources are pertinent and help students achieve their particular academic objectives when teachers have access to the required resources they can design sessions more successfully .For the need of time they should give each English –language class more time , set aside 1,5 hours or even 2hours in place of regular 1 session , the additional time allows for more in –depth instruction and practice opportunities.

3.2 Discussion

The results obtained from data analysis of teachers' questionnaire investigate teacher attitudes towards their experience in teaching English in primary schools

According to teachers' responses we found that the majority of teachers have an experience of two years in teaching English language; basically the first secondary school students. Concerning the teacher's qualification, the results indicate that their training duration and period were sufficient and appropriate. The content was relevant; it fits their academic career and achieves the desired learning objectives. Additionally, the teachers asserted that the way of teaching was obvious and comprehensible, because it contains all the basic information about their profession. Moreover, the respondents' believed that the training's days was efficient and helpful for teachers.

The majority of respondent teach in many primary schools most of them teach in 03 to 04 primary schools .Additionally, most of them teach 05 classes according to the region and time allocation. Moreover the number of student is different most of them are between 21-30 in the largest class and that back to the number of schools they teach in.

With confidence, we can say that it is intended to offer thorough and interesting language-learning experiences. The vast curriculum makes sure that students are exposed to a variety of important English ability over time. Even though the syllabus is lengthy, its simplicity makes it approachable and simple to comprehend for younger students, allowing them to easily grasp basic ideas .Students 'motivations and engaging and pertinent content, which improves the quality and purpose of their education. As a result of the syllabus interconnected content, concept and skills are linked together and mutually reinforce one another, resulting in a comprehensive mastery of the English language.

Most responders agree that the course book is lengthy but also easy to understand, interesting, and full of information that is pertinent to the learners. Even though the content is lengthy, students still find it intriguing and engaging, and they value how closely it corresponds to their needs and objectives. To ensure that readers can quickly understand the principles and remain engaged throughout their educational journey, the book maintains a balance between being approachable and stimulating.

It is evident that a sizable part of teachers consider teaching in various elementary schools to be a demanding and tedious job. Managing diverse classrooms, meeting a range of learning requirements, and adjusting to changing learning contexts can be demanding. To keep a high level of engagement and effectiveness, it takes a lot of work and attention. Despite the challenges, many teachers say it was a fun experience overall. It may be incredibly fulfilling to have a positive influence on young brains, observe their growth and development, and promote a love of learning.

According to the result, a sizable portion of teachers report feeling amazed, intrigued, and fulfilled when working with young students. This admirable sentiment demonstrates the deep effect that dealing with young minds has on educators. That occurred as a result of seeing the quick development, interest, and curiosity and passion, which awakened a deep appreciation for the potential in each child.

The outcomes, which highlight the challenges elementary school teachers confront, including time restraints, a lack of resources, and a lack of materials, is quite concerning for the educational system. These difficulties make it more difficult for teachers to conduct effective education and give their pupils a well-rounded learning experience.

3.3 Recommendations

When it comes to novice teacher attitudes towards their experience in teaching English in primary schools, there are some recommendations:

- It's crucial for beginning teachers to develop a growth mindset and see setbacks as opportunities for learning. Recognize that teaching is a learning process and that challenges will inevitably arise. Teachers can take a proactive stance to learning from both accomplishments and setbacks.

- Teachers make contact with knowledgeable instructors or mentors who can offer directions and assistance. They can provide perceptions, tactics, and guidance depending on their personal encounters. For the purpose of exchanging ideas and gaining feedback, networking with colleagues and joining professional organizations can be helpful.

- Teachers may keep up with the most recent development, theories, and effective methods in teaching English. To improve their knowledge and abilities, attend professional development workshops, conferences, or webinars. Maintain a constant learning process to stay abreast of new teaching strategies and materials.

- Teachers can create a welcoming and inclusive learning atmosphere in the classroom to encourage student engagement. Encourage pupils to interact openly, actively, and with respect, teachers can encourage efficient English language acquisition and develop enduring relationships with students by creating a supportive environment.

- Realize that every learner has different learning requirements and preferences. Teachers can be adaptable in teaching methods, making adjustments to account for various learning preferences and capacities. To accommodate a range of learners, use a variety of teaching strategies, such as visual aids, practical exercises, and group work.

- For both teachers and student, set attainable goals that are realistic. Larger goals should be divided into smaller, more doable activities. To keep motivation and excitement high along the journey, celebrate both individuals and student accomplishments.

- For both syllabus and course book designer ensure that they align with the cognitive and linguistic abilities of third-year primary school student, and try to design activities and lessons that cater to the development of all language skills.

Conclusion:

This chapter presents the results of teacher's questionnaire about teacher attitudes towards their experience in teaching English in primary school. It includes the analyses of novice teacher questionnaires. This chapter devoted on the discussion of the findings as well as some suggestions and recommendation. It is the final part in this dissertation.

GENERAL

CONCLUSION

General Conclusion

The purpose of this study was to investigate how new teachers felt about their experience teaching English in primary schools. A thorough understanding of the attitudes of novice teachers about teaching English in primary schools has been attained through the study of mixed methods data, including questionnaire.

The findings highlight a number of significant facets of how new teachers perceive teaching English in primary schools. First off, it is clear that new teachers encounter a variety of difficulties in the classroom management, and the need to modify instructional methodologies to cater to the varied requirements of pupils. These difficulties can frequently result in feelings of frustration and overwhelm. Although there are challenges, many beginner teachers also describe a profound sense of passion and excitement for teaching English despite these challenges. They see it as a chance to improve student's educational experiences overall and their language development specifically.

Numerous factors affect the attitudes of new instructors about teaching English in elementary schools. Colleagues, mentors, and administrators who are encouraging to them have a big impact on how they think. Mentorship and professional development

opportunities for new teachers are associated with more upbeat attitudes towards their teaching careers. On the other hand, a lack of resources and inadequate assistance may result in negative attitudes and feelings of inadequacy.

Additionally, the attitudes of new teachers are influenced by their own language and culture background.

People who are fluent in English and have a solid grasp of cultural norms often feel more at ease and confident in the classroom. However, inexperienced teachers with limited language skills may struggle with self-doubt and worry, which may affect how they approach teaching English.

Overall, there are a variety of ways that novice teachers feel about teaching English in primary schools. They include a variety of feelings, difficulties, and chances. Even though new teachers could encounter challenges, it is clear that they are committed to and excited about improving children's language development. For new teachers to acquire positive attitudes, they need to have access to ongoing professional development opportunities and a supportive professional network.

Understanding these attitudes is essential for educational stakeholders, including teacher training programs, schools, and policy makers. By recognizing the challenges and needs of novice teachers and providing appropriate support, schools can create an environment that promotes their professional growth and enhances their teaching effectiveness. Additionally, targeted interventions and resources can be developed to address specific concerns, such as language proficiency development and classroom management strategies.

To explore deeper into particular facets of novice teachers' attitudes regarding teaching English in primary schools, more research is required. Studies conducted over an

extended period of time can look at how these attitudes change over time and how they affect teacher retention and job satisfaction. Additionally, comparative research across various cultural and linguistic contexts can shed light on the particular difficulties faced by beginning teachers and help design context-specific support systems.

In conclusion, there are a variety of problems, feelings, and possibilities that might affect how new instructors feel about their experiences teaching English in primary schools. Education stakeholders can better assist and empower new teachers in their professional development by recognizing and correcting these attitudes, which will ultimately result in better English language instruction in primary schools.

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Questionnaire

Dear teachers, you are kindly invited to answer the following questions for the purpose of data collection for a scientific research. Please note that your answers are kept confidential.

❖ SECTION ONE: RESPONDENTS' BIO-DATA (Tick the option that fits your case)

1. Male Female

2. AGE

21-25 26-29 30 and more

3. DEGREE

Licence Master Doctorate

4. GRADUATION YEAR

Before 2000 2000-2008 2009-2017 2018 till now

❖ SECTION TWO: RESPONDENTS' PROFESSIONAL DATA AND EXPERIENCE

5. Have you taught English before?

Yes No

6. If yes, precise the level and the years of your English teaching experience

6.1 Level/ levels you taught (e.g., MS1, MS2 or any level):

6.2 English teaching experience (number of years):

7. How was the training you received before starting your job as a primary school English teacher? (Tick the option that fits your case)

7.1-Training Duration: Long Short Undecided

7.2- Training Period: Suitable Inconvenient Undecided

7.3- Training Content: Relevant Irrelevant Undecided

7.4Trainer's Methodology: Clear Ambiguous Undecided

7.5- Please feel free to add any information about your training days:

.....

8. How many primary schools do you currently teach in? (Tick the option that fits your case)

02	03	04	05	06	07	08
<input type="checkbox"/>						

9. How many classes do you teach in all primary schools? (Tick the option that fits your case)

5 classes 6 classes 7 classes 8 classes

10. How many learners are there in the largest class you are currently teaching?

• 6-10 learners

• 11-20 learners

• 21-30 learners

• 31-40 learners

• 41-50 learners

SECTION THREE: ATTITUDES TOWARDS PRIMARY EDUCATION EXPERIENCE

11. How do you find the syllabus of English for primary education third-year learners?

11.1- Long Short Undecided

11.2- Complicated Simple Undecided

11.3- Interesting Boring Undecided

11.4- Interrelated content inconsistent content Undecided

11.5- Relevant to learners Irrelevant to learners Undecided

12. How do you find the course book of English for primary education third-year learners?

12.1- Long Short Undecided

12.2- Complicated Simple Undecided

12.3- Interesting Boring Undecided

12.4- Interrelated content inconsistent content Undecided

12.5- Relevant to learners Irrelevant to learners Undecided

13. How do you feel teaching in different primary schools every week?

.....

.....

14. How do you feel teaching English to young learners of 8 or 9 years old for the first time?

.....

.....

15. What are the main difficulties you face as a primary school teacher of English?

.....

.....

16. What would you suggest to improve teaching English at primary schools?

.....

.....

Summary

The topic of novice teachers' attitudes towards their experience of teaching English in primary schools is about understanding the perspectives and perceptions of new teachers in this specific context. It aims to explore how these teachers perceive their teaching experience and what attitudes they have towards teaching English to young learners. Novice teachers who are relatively new to the profession often face various English challenges in primary schools. These challenges can include a lack of experience, classroom management issues, and difficulties in adapting teaching strategies to the needs of young learners. Research on the subject suggests that novice teachers may have mixed attitudes about regard to their teaching experience. Some teachers may feel overwhelmed and have confidence issues due to the previously mentioned challenges .They may also feel frustrated when students do not respond as expected or when they encounter the English curriculum effectively. On the other hand, some novice teachers may approach their teaching experience with enthusiasm and a development .They can view challenges as opportunities for personal and professional development. Actively seeking support and guidance from mentors or colleagues. These teachers may also adopt innovative teaching methods and strategies to engage young learners and make the English learning enjoyable and effective.

Résumé :

Le sujet des attitudes des enseignants novices à l'égard de leur expérience d'enseignement de l' anglais dans les écoles primaires porte sur la compréhension des perspectives et des perceptions des nouveaux enseignants dans ce contexte spécifique .Il vise à explorer la manière dont ces enseignants perçoivent leur expérience d'enseignement et quelles attitudes ils adoptent vis-à-vis de l'enseignement de l'anglais aux jeunes apprenants.Les enseignants novices, qui sont relativement nouveaux dans la profession ,sont souvent confrontés à divers défis l'anglais dans les écoles primaires. Ces défis peuvent inclure un manque d'expérience ,des problèmes de gestion de classe et des difficultés a adapter les stratégies d'enseignement aux besoins des jeunes apprenants.les recherches sur le sujet suggèrent que les enseignants novices peuvent avoir des attitudes mitigées à l'égard de leur expérience d'enseignement .Certains enseignants peuvent se sentir dépassés et avoir des problèmes de confiance en eux en raison des défis mentionnés précédemment .Ils peuvent également éprouver de la frustration lorsque les élèves ne

régissent pas comme prévu ou lorsque' ils rencontrent le programme d'anglais de manière efficace. D'autre part, certains enseignants novices peuvent aborder leur expérience d'enseignement avec enthousiasme et une mentalité de développement. Ils peuvent considérer les défis comme des opportunités de développement personnel et professionnel, cherchant activement le soutien et les conseils de mentor ou de collègues. Ces enseignants peuvent également adopter des méthodes et des stratégies d'enseignement innovantes pour impliquer les jeunes apprenants et rendre l'expérience d'apprentissage de l'anglais agréable et efficace.

الملخص

إن موضوع مواقف المعلمين المبتدئين تجاه تجربتهم في تدريس اللغة الإنجليزية في المدارس الابتدائية يدور حول فهم وجهات نظر وتصورات المعلمين الجدد في هذا السياق المحدد. ويهدف إلى استكشاف كيف يدرك هؤلاء المعلمون تجربتهم التدريسية وما هي المواقف التي لديهم نحو تعليم اللغة الإنجليزية للمتعلمين الصغار. غالبًا ما يواجه المعلمون المبتدئون، وهم حديثو العهد نسبيًا بالمهنة، تحديات مختلفة في اللغة الإنجليزية في المدارس الابتدائية. قد تشمل هذه التحديات نقص الخبرة، وقضايا إدارة الفصل الدراسي، والصعوبات في تكييف استراتيجيات التدريس مع احتياجات المتعلمين الصغار. تشير الأبحاث حول هذا الموضوع إلى أن المعلمين المبتدئين قد يكون لديهم مواقف مختلطة حول خبرتهم التدريسية. وقد يشعر بعض المعلمين بالإرهاق ولديهم مشكلات الثقة بسبب التحديات المذكورة سابقًا. وقد يعانون أيضًا من الإحباط عندما لا يستجيب الطلاب كما هو متوقع أو عندما يواجهون البرنامج بفعالية. من ناحية أخرى، قد يتعامل بعض المعلمين المبتدئين مع تجربتهم التدريسية بحماس وعقلية متنامية. قد ينظرون إلى التحديات على أنها فرص للتطوير الشخصي والمهني، والسعي بنشاط للحصول على الدعم والتوجيه من الموجهين أو الزملاء. يمكن لهؤلاء المعلمين أيضًا اعتماد أساليب واستراتيجيات تدريس مبتكرة لإشراك المتعلمين الصغار وجعل تجربة تعلم اللغة الإنجليزية ممتعة وفعالة.

