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**An Exploration of the Impact of Degree Seniority on the Teaching
Quality of English as a Foreign Language in Algerian Primary Schools:
Case of EFL Primary School Teachers in Bejaia.**

**A dissertation submitted in partial fulfillment of the requirements for a Master's degree
in Didactics of foreign languages.**

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Academic Year: 2023/2024

Abstract

The effective teaching of foreign languages is very important, especially when it comes to the teaching of English which is considered as an international language. This study aims to investigate the impact of the approach adopted for hiring English language teachers, which is based on degree seniority, on the teaching quality of English as a Foreign Language (EFL) in Algerian primary schools. This study follows a descriptive research design which is based on quantitative and qualitative methods. The data was collected through two main tools: a questionnaire and an interview; the questionnaire is administered to twenty-two (N=22) respondents which were English language teachers of Bejaia primary schools province, Algeria. The interview was conducted with two (N=02) English language inspectors of the primary school level. The results collected provided significant arguments to answer the research questions as they indicated that the senior degree of old graduated teachers does not impact on their teaching effectiveness. However, they push these teachers to encounter some challenges especially when they first start teaching but they can overcome all the obstacles they face with time and effort according to the inspectors interviewed. This study recommends the old graduated teachers to keep learning and trying new and innovative strategies to get better at teaching their pupils. Finally, it is highly important for school administrators and policy makers to provide the teachers with the resources and materials needed, and minimize the number of the pupils in classrooms to facilitate classroom management for the teachers. All of these recommendations are proposed in the goal of improving the teaching quality of English language in Algerian primary schools.

Key words:

English language, degree seniority, teaching quality, Algerian primary schools.

Acknowledgments

*We express our gratitude to **Allah**, the Almighty God, for granting us the strength and patience to complete this work. We praise and glorify Him as He deserves to be praised and glorified. Peace and blessings be upon the most honorable messenger, **Prophet Muhammad (SAW)**, who guided us from darkness to lightness.*

*First and foremost, we would like to express our deepest gratitude and appreciation to our supervisor, **Dr. Siha BOUGHANI** for her continuous assistance, professional guidance, constructive feedback, and valuable suggestions throughout our master's journey.*

We are extremely thankful to the jury members who agreed to examine and evaluate our work.

We also extend our sincere gratitude to our participants, EFL primary school teachers in Bejaia and the inspectors interviewed who helped us to collect the data of this research.

Dedication

*I thank **God** for giving me health and strength to achieve and accomplish this work.*

*I dedicate this modest work first to **MY PARENTS**, the source of my happiness.*

*To my father **RABAH**, my everything in life, the one whom I ask for one thing he comes back bringing me a lot of what I asked him, the one who always encourages me to give more, the one who gives me the strong desire to succeed when I look into his beautiful eyes, the one who firmly believes in me, I will work harder to make you proud of me my dear dad.*

*To my beautiful mother **CHAFIAA**, the source of my existence, the purest woman I know in my life, the one who stays up nights for us, and the one who never complains about anything, who prays for us every moment. I dedicate this work to the sweetest mother in the world; you deserve more and better because I am here thanks to your entire efforts dear mom.*

May Allah bless you with endless joy, health and long life.

*To my lovely brother **KARIM**, My little, beloved and confident brother, who does not deprive me of anything, he is always by my side. He supports me when I am feeling bad and always makes me laugh. May God bless you from where you do not expect and protect you in every step of your life.*

*I dedicate it also to my family members, to the pure soul of my grandmother **TAOUES**, the most kindest woman, the one who has done all what she can for us, rest in peace my dear. And to my grandfather **MOHAND- OUAAMAR**. God rest your soul, the brave man I ever knew.
Rest in peace.*

*And to my grandmother **FATMA** God bless you with health and long life.*

*Also to all my dear cousins: **SAMIRA- KAMAL- ELHAMID**.*

*To my lovely aunts and uncles: **SORAYA- SILIA- SAHRA- ALI- DJAMAL**. For their endless support and help all along this work.*

*To all my **FAMILY** members, and everyone who helped me.*

*And of course, to the cutest girl I ever met, my research mate, **NESRINE**, with whom I shared every moment during all this year. You really made everything beautiful and easier in my life.
Thank you for being part of it.*

*Finally, I dedicate it to all my friends: **ADEL - LAMIA - AMINE- WALID**.*

NESRINE BOUAITA.

Dedication

It is with an immense happiness that I write these words which come from the depths of my heart to dedicate this thesis:

***To my father Rachid:** The one who never stops telling me that I am his pride, to the one who never stops encouraging me in every possible way so that I achieve my goals, this work I accomplished thanks to you, so that you never stop feeling that you knew how to educate your daughter and that today, has become one of your accomplished prides in your life.*

***To my dear mother Saida:** The one who told me "I want you to succeed and you make me proud of you" today I dedicate this work to you, wishing you could make your dream come true, because it has always been one of my priorities.*

***To my two sisters Wissem and Ines:** Thank you for always being by my side, for always believing in me, and for always wanting to make my life easier so that I could get there.*

***To my maternal grandparents Khadidja and Abderrahmane:** Thank you for always encouraging me and always believing in me, God bless you with health, happiness and long life.*

***To Lamine :** My guardian angel, to the one who has always been there for me, to the one to whom I have always been his priority, to the one whom I love with unconditional love, I dedicate this work to you to thank you for being part of my life.*

***To my lovely family; uncles, aunts, cousins:** Thank you for always being there for me.*

***To my dear research mate Nesrine:** You are more than a research mate, thank you for always being there, for always encouraging me and guiding me throughout this dissertation, I dedicate this work to you which would have been so hard to carry out alone. Thank you for making it easier and persuading me to do it.*

NESRINE BOURIHANE.

List of abbreviations

EFL: English as a Foreign Language.

BLAST: Boredom, Loneliness, Fear, Anger, Stress, Fatigue and Tired.

BA: Bachelor.

PDT: Professional Development Training.

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General Introduction

Introduction

Education is the basis on which individuals build their understanding of the world and gain the necessary knowledge and skills to fight ignorance. According to Johan and Harlan (2014), it contributes significantly to a country's advancement; that is why countries which prioritize education tend to advance more rapidly than those which do not. The teachers, as highlighted by Konig (2022), are a crucial figure in this field, serving as the primary source of knowledge and guidance for learners. They play an important role in shaping the future of the country by guiding and inspiring learners. Furthermore, in the context of education, proficiency in English language is of a high value in today's interconnected world because it facilitates global communication and opens the doors to countless opportunities.

1. Statement of the Problem

For this reason, The Algerian president Abed El Madjid Tebboune orders to introduce English language into primary school curriculum for the academic year (2022-2023) to 3rd-grade year pupils, because when children start learning English early, it sets them up for success later since it is the key language in knowledge, science and technology.

Teaching third-grade pupils a new foreign language alongside the French language may present challenges for both teachers and learners. These challenges may include difficulty of retaining the vocabulary, and struggles with pronunciation. Overcoming these obstacles requires an effective language teacher to address the educational needs of pupils and foster a creative and supportive atmosphere in the classroom by using a variety of interactive activities (such as games, songs, the use of technology, and other multimedia resources) that capture the children's attention, and motivate them to explore the language further. According to Hashemi and Azizinezhad (2011), to maintain the pupils' interest, it is important to enhance activities with visual aids, toys, puppets, or real objects. By incorporating these elements, English language teachers can ensure that language input is both enjoyable and understandable for pupils.

This Algerian presidential instruction was made in June, 2022. The ministry of education had two months to design, print and distribute the English textbooks as well as hire and train teachers. At the end of August, 5000 teachers were hired via a digital platform, with the sole criterion of holding an English language or translation license (or the BA degree) (Zouaoui, 2022). According to Arezki (2022), the selection process was based only on the seniority of the degree, older candidates were hired whatever the years of experience they

have or even they do not have, that is what Fuerguenis (2022) an educational consultant refused when claiming that “ we find ourselves with future teachers who for the most part have neither knowledge in transmitting knowledge to young learners nor using English professionally” (as cited in Zouaoui, 2022). This decision had created uproar among the newly graduated students who questioned the ability of senior holders of the BA degree to teach the new generation and cope up with the requirements of the new era and the needs of teaching and learning English nowadays.

It is crucial to comprehend and evaluate the impact of degree seniority on the quality of instruction these senior teachers provide to the elementary school pupils. This analysis is important when introducing a new language curriculum, especially English, in primary schools, where effective language teaching is essential for pupils' language development and future success. Consequently, the principal goal of this study is to determine whether degree seniority has an effect on teaching English as a foreign language in Algerian primary schools or not. Additionally, it tries to clarify the perceptions and prove with empirical facts and data the reality behind the Algerian primary teachers of English who are holders of senior BA degrees, and demonstrates whether they are able to reach quality teaching practices or not.

2. Research Questions

In the light of the aforementioned issue, this study seeks to answer the following three principal questions:

- a) Is there a relationship between degree seniority and the quality of English language instruction at the Algerian primary schools?
- b) How does the emphasis on degree seniority as the only criterion of teachers' recruitment impact the quality of English language in Algerian primary schools?
- c) What are the challenges senior teachers face when teaching English language for pupils of primary schools in Algeria?

3. Aims of the Study

This study aims to analyse the impact of degree seniority on teaching English as a foreign language in Algerian primary schools. More particularly, it aims to describe how teachers' senior degrees influences their teaching methodologies, classroom management techniques, and overall teaching practices of the English language at the primary school level. Secondly, it seeks to explore these teachers' use of innovative and interactive strategies when teaching their pupils to satisfy the target needs and reach the curriculum objectives. By investigating these aspects, the study tends to provide detailed insights into the relationship between teachers' degree seniority and their teaching effectiveness of English in Algerian primary schools, particularly in Bejaia province. Finally, it aims to discover the challenges teachers face in effectively teaching primary school pupils and to identify potential areas for improvement in the current practices within Algerian primary schools.

4. Significance of the Study

This research seeks to analyse the impact of degree seniority on the teaching of English as a foreign language in Algerian primary schools by examining the consequences of hiring English language teachers in Algeria based on degree seniority rather than teaching skills and competencies. The study sheds light on the implications of this recruitment approach on the quality of English language teaching and its effects on the educational experiences and the outcomes of both teachers and pupils. The findings of this study are expected to contribute to the improvement of English language education in Algerian primary schools, ultimately benefiting both teachers and pupils. It also contributes into clarifying perceptions about teachers' effectiveness concerning the classical BA and the newly BA graduates.

5. Research Population

The population of this study comprises the EFL primary school teachers of Algeria; these teachers are those hired in the academic year 2022-2023 and up-to-date; they are hired based on how old their BA degree is. Since, the researchers of this study cannot reach all the population, an accessible sample is selected.

The sample consists of twenty-two (22) teachers of English working at different primary schools of Bejaia province. They serve as the primary participants directly involved in teaching English language within the educational context.

6. Research Design and Methodology

The study follows patterns of a descriptive research design seeking to analyse and evaluate the impact of degree seniority on teaching English as a foreign language in Algerian primary schools. To achieve the aims of this study, a sequential mixed methodology is employed, combining qualitative and quantitative research methods for data collection.

7. Data Collection and Analysis Procedure

The methodology of the study is based on the use of two main tools for data collection; a questionnaire is administered to the participants to collect their opinions and attitudes, particularly concerning their professional journey and teaching experience. Additionally, an online interview is conducted to gather a detailed description of the current situation from inspectors at the primary school level regarding teachers' competencies and teaching practices.

Consequently, the data obtained from the questionnaire are analysed using SPSS (version 20) which helped in producing the frequency tables. Furthermore, the data from the interview are analysed following the thematic analysis procedures (more details are provided in section 2, chapter 2, p.45)

8. Description of the Study

The current study is divided into two chapters in addition to a general introduction and a general conclusion, each with a specific aim. Chapter one, which comes after the general introduction, presents the theoretical background of the study. It is divided into two (02) sections. The first section presents the concept of teaching quality, which refers to how effective teaching is. It explores the characteristics that lead to a high-quality teaching and those that indicate whether a teacher is qualified. The second section delves into the aspects that influence the teachers' effectiveness, such as age, gender, experience, generation gap, and the appropriate criteria that should be taken into consideration when hiring EFL teachers. Furthermore, a literature review is made in this chapter to explore the previous studies that analysed teacher effectiveness and the impact of all aspects related to degree seniority on the teaching quality of English language to young learners. Chapter two, is the study's methods and results; it is divided into four sections. The first section describes the methodological procedures followed throughout this research, including the study's scope, research method, data collection procedure, and research tools, with a description of each tool. The second section focuses on interpreting and

analysing the collected findings, while the third section discusses the results. Finally, the last section provides recommendations, suggestions, and limitations for future research. The study concludes with a general conclusion that summarises the whole study and states clearly the answers to the research questions. The list of references and appendices are presented at the end of the study.

Chapter One

Theoretical Background

Chapter One: Theoretical Background**Section One: Teaching Quality****Introduction**

In the field of education, teaching is often seen as an art where teachers use creativity, as well as imagination skills to inspire and motivate students to learn. Effective teaching involves keeping learners interested, encouraging them to ask questions and explore, giving them interesting things to do, trying different ways to teach, checking how well they are doing, and helping them get better with feedback (Faryadi,2012). Achieving this teaching quality is crucial for creating a brighter generation as it significantly impacts the pupil achievements.

In this chapter, the study constitutes three (3) sections: the first section provides a theoretical overview about the effective teaching quality. The second section deals with the impact of degree seniority on the teachers 'effectiveness. The last section of this chapter explores previous studies related to the two variables.

Section One: Teaching Quality

This section discusses teaching quality which refers to how effective teaching is. It explores the factors that contribute to achieving high-quality teaching. The initial goal is to explain what is teaching quality and the factors that determine whether a teacher is qualified or not. Then this research section discusses the benefits and limitations of teaching English to young learners. Following that, it seeks to look into the various strategies for providing teaching quality to young learners. Finally, the study explores the Algerian educational reforms, particularly the quality of teaching in Algerian schools, including how English is taught to primary school pupils.

1. Teaching Quality

Teaching is about helping learners to learn and grow up, mainly in schools and universities. It is not just about transmitting knowledge and skills, it is also about nurturing the intellectual and personal growth, and building character of learners. This makes teaching a powerful force in both individual success and the progress of society (Ryder, 2024).

The teaching quality is an essential element in education. Thus, according to Darling-Hammond (2016), teaching quality can be defined as an effective instruction that satisfies the needs of the learning objectives, the disciplinary content, and the needs of the students in a specific environment. This is shown in how teachers can help learners with different needs while still making sure they learn what they are supposed to in each subject.

Additionally, Maruli (2014) stated that effective teaching is not just about how effective each teacher is at teaching, but also about how much students are involved in the learning and the resources teachers use to teach (such as books and other materials). This implies that effective teaching is influenced by a variety of circumstances outside the control of individual teachers and thus, it requires them to build supportive learning environments that promote learner engagement and achievement. From another perspective, Carr (1989) stated that classroom teachers play a significant role in shaping the concept of quality teaching (as cited in Sakarnah, 2011); this means that teachers who work in classrooms have a great influence on what is considered effective teaching. They have a significant impact on how teaching quality is understood and practiced.

Furthermore, Fenstermacher and Richardson (2005) believed that teaching quality is achieved when learners are prepared and motivated in a supportive learning environment, provided with appropriate learning opportunities, and guided by effective teaching practices. They asserted that quality teaching involves both good teaching and successful teaching. Good teaching is about how teachers teach; this includes planning lessons, explaining the information well, and helping learners. Successful teaching focuses on the outcomes or the results of teaching. It is about whether students are learning and doing well because of how they are taught; and with the absence of one of these, it is impossible to fully define teaching quality. The authors (2005) added that quality teaching means teaching that helps students learn. It is not just about teaching itself; it is about making sure learners understand what is being taught, and that the teacher uses methods that are appropriate.

Thus, to achieve teaching quality, it is important to create supportive classrooms where learners feel engaged and motivated; and it is essential to give teachers the tools they need to teach effectively. That is to say, with the cooperation between comfortable classrooms and good teachers, teaching quality will be ensured.

2. Characteristics of Qualified English Language Teachers in Primary Education

Effective and qualified teachers are crucial for the smooth operation of educational systems and for improving the quality of learning. Markley (2004) confirmed that skilled teachers and their actions in the classroom significantly influence stimulating effective and efficient learning among students. In addition, most of the research works regarding the perception of the good teacher have pointed three important components of the ideal teacher, which are: the professional knowledge of the subject taught, the didactic knowledge, and the appropriate personality (Arnon & Reichel, 2007). In other words, an effective teacher knows his subject well, teaches effectively, and has a supportive and engaging personality that encourages positive learning interactions.

Furthermore, Bakhsh (2016) asserted that teaching young learners is notably more challenging than teaching adults because children tend to get distracted easily and have troubles in staying focused for a long time. As they are naturally attracted by activities that are enjoyable and playful, it is important for teachers to adopt teaching strategies that are suitable for their age and interests. Pinter (2011) shared the same point of view; suggesting that teaching young learners in primary school is a challenging task since their features differ from those of adult learners. That is to say, an effective teacher must tailor his teaching strategies to align with the age and interest of his young learners. This means that effective teachers at the primary levels should use fun and interesting tasks and classrooms activities like games, songs, and projects in lessons to keep the children interested since they are learning naturally through the use of their five senses. All of these are about the flexibility and creativity of the teacher.

Besides, Gagnon (2019) claimed that an effective teacher should possess and consistently show patience. It is a fundamental quality that allows teachers to navigate various challenges they encounter in the classroom, in interactions with colleagues, and when communicating with parents. The author (2019) further explained that patience enables teachers to maintain composure, address issues calmly, and foster positive relationships with

learners, colleagues, and parents, ultimately contributing to a more helpful learning environment.

Moreover, Dhaliwal (2015) also emphasized the importance of being a lifelong learner for teachers. He asserted that good teachers are those who keep learning new knowledge they can use in their teaching and their lives. To teach well, a teacher must keep learning in life to share what they know effectively with their pupils. In other words, an effective teacher is the one who prioritizes continuous professional development to ensure staying updated with technology and innovation.

To sum up, to teach young learners effectively, teachers should have a variety of skills; such as being creative, flexible, and ready to learn more about the subject they teach. By possessing these qualities, the teachers can design dynamic classrooms that respond to each learner's unique needs and promote development and high-quality teaching.

3. Teaching English to Young Pupils: Advantages and Disadvantages

It is important to introduce the advantages and disadvantages of teaching English to pupils at an early age, because it enables teachers to modify their teaching methods in order to overcome the difficulties and achieve the positive outcomes.

3.1 The Advantages of Teaching English to Young Pupils

Starting to learn English during early childhood is highly advantageous for children's because being bilingual provides them with lots of opportunities for success in life. This demonstrates the importance of integrating English into early education. Pransiska (2017) explained this by saying:

Early years is the golden moment to introduce a second language; any language. Considering the benefits of bilingualism, the government should encourage elementary school and kindergarten teachers to introduce and use English in their classes, in a fun way, indeed. Teaching English for young learners gives many advantages for them especially for their future (p.392).

In the above quotation, Pransiska (2017) focused on the importance bilingualism for elementary school pupils 'future. These benefits can be summarized in the following points:

3.1.1 Raising Awareness

Teaching English in primary school helps pupils develop stronger awareness of different cultures around the world. This initiative helps them become more tolerant, polite, and positive. Moreover, since English is an international language, learning it helps children communicate with people from other countries and understand their cultures better. Therefore, by learning English at an early age, children grow with the idea that different countries possess their own cultural identities (Cahyati & Madya, 2019, p.397).

Early English education can help children be aware and realize that the words and what they represent is not the same thing. For instance, when children learn the word "book" in English, they understand that it represents the object they hold while reading, but it is not the actual object itself; it is just a word that is used to talk about it. That is what Moon (2005) demonstrated by saying that "It can make children more aware of language as a phenomenon (i.e. that language and the objects it refers to are independent of each other) which helps children to understand their own language better and aids the study of other languages" (p.34). That is to say, this understanding allows pupils to learn different languages easily because they are aware of how language works.

3.1.2 Brain Flexibility

Early education schools are designed to meet children's learning needs because they learn best through playing. These schools create an enjoyable learning atmosphere by incorporating playful activities and presenting lessons in a fun way, making them easier for children to understand. In addition to developing the reading and writing skills, children engage in activities that foster their imagination and creativity. It means they are encouraged to try new things, solve problems, and express themselves freely. As a result, they become more independent and productive learners (Sari, 2020, p.33).

3.1.3 Developing Self-Confidence

Gaining confidence is an additional advantage. Cahyati and Madya (2019) claimed that developing self-confidence is crucial for inspiring pupils to learn. Their confidence may decrease if they do not understand what is being taught. But if they learn English from a young age, it can help them feel more comfortable in class. This means that if children possess strong English learning skills, they would feel more at ease during lessons and more confident in interacting with their teachers.

3.1.4 Working memory improvement

Koenig (2019) highlighted that early language acquisition, particularly in childhood, enhances cognitive abilities. By engaging young learners in learning another language, it helps their brains work better and start thinking more effectively, in addition to becoming smarter at solving problems as they grow up. The author (2019) added that according to American Council on Teaching Foreign Languages, when children begin to learn a second language in early childhood, they often exhibit enhanced neurons connections compared to their peers who do not engage in such learning experiences.

3.2 Consequences of an Ineffective Teaching of English

Introducing English to pupils can have both positive and negative effects. While early exposure to a second language can offer numerous benefits, such as cognitive development and cultural awareness, it also leads to several disadvantages, which can be listed as follows:

3.2.1 Boredom, Loneliness, Fear, Anger, Stress, Fatigue and Tired (BLAST)

Sari (2020) claimed that the younger children are sent to school, the sooner they experience BLAST, which is defined by him as “ the phenomenon that refers to the fragility of the condition of children in the digital age due to the weakness of the most important social systems in their lives, namely the family” (p.33). In simpler terms, children feel sad and stressed because their families are not there for them enough in today's digital world and they are sent to school early without adequate support and their parents do not monitor them.

Risman (2019), a psychologist known for her expertise in child observation, pointed out that sending children to school early can engender harmful effects on them, claiming that “ the impact of entering school too early for children is like sowing seeds of cancer” (as cited in Sari, 2020, p.33). In other words, this comparison described how starting school early can negatively affect children's growth and development. Furthermore, because children' brains are not fully grown yet, it is uncertain when they might lose their intrinsic motivation for learning. Thus, it is crucial to carefully think when children should start school to ensure their well-being and happiness.

3.2.2 Loss or impairment in the use of the first language

“Subtractive Bilingualism”, a term introduced by Wallace Lambert; describes how children, particularly immigrants in Canada and the United States lose their native languages

after learning English in school. This phenomenon happens a lot for immigrant and native U.S. kids because they are surrounded by English at school and in their culture. Although they speak their ethnic language well before school, few American-born children of immigrant parents become fluent in it. They usually become fluent in English the language they learn at school and use in their daily lives (Zhang, 2021). That is to say, once these children acquire English at school, they often struggle to maintain or improve their home language skills, even if it is their parents' only language because all the surrounding supports the foreign or the second language.

3.2.3 Cultural Discrepancies

Ferzaneh and Movahed (2015) explained that while many people are interested in learning foreign languages for academic or professional purposes, parents often encourage their children to do so. Specifically, in countries where English is not the main language, parents send their children to English-speaking schools to give them better opportunities to succeed in the future. However, learning a new language also means getting to discover a different culture, which can sometimes be confusing. This confusion might be more challenging for pupils from diverse cultural backgrounds. As a result, they may face a cultural shock, bewilderment and acculturation (p.863).

4. Authentic Strategies and Materials for Enhancing Teaching Quality in Pupil's English Education

English is usually taught in a traditional way, which focuses more on alphabets, words, and grammar rules. However, the majority of learners find this method boring and lose interest to learn. Indeed, ensuring that pupils learn the basics, for instance; the alphabets and how words are made is important, but there is something even more crucial: before writing, pupils need to be able to say the words and understand what they mean (Anburaj et al., 2014).

4.1 Authentic strategies

According to Strobel Education (2023), innovative teaching strategies are ways of teaching that use tools like technology and interactive activities to help pupils learn in a meaningful way. These strategies focus on getting pupils involved and interested in what they are learning. Instead of just listening to a teacher talk or reading from a book, pupils engage in different activities, having fun, talk about ideas, and work in groups with classmates.

Ara (2009) claimed that even though children acquire language at a quicker pace than adults, they do not typically learn through traditional language teaching strategies. The author believed that engaging learners in enjoyable activities can facilitate better language learning, as it feels more natural to them, and they are not aware that they are learning a language during these activities. Therefore, it is important for teachers to remain informed about these latest and most efficient teaching strategies and techniques. Among these methods, different research works reported a variety of activities that could be used while teaching English at the primary level. These include: Enacting the stories, teaching through games and conversation:

4.1.1 Enacting the Stories

Anburaj et al. (2014) have selected a variety of innovative strategies among them “Enacting the stories”. They suggested that pupils have the opportunity to act out stories or plays which allows them to actively participate and personally connect with the narratives. This enables them to portray characters in their own unique way, adding their own interpretation to the performance. The authors (2014) proposed that the story would help them learn the language as they would be enacting it by dialogue which they would themselves extract from the stories and also modifications can be made to the plays to help the pupil be more interactive and creative.

4.1.2 Teaching through Games

According to Martinson and Chu (2008) games are valuable for learning as they provide pupils with a simulated setting where they can try out different choices without the fear of making mistakes (as cited in Akdogan, 2011). Moreover, incorporating games in language learning is beneficial because it makes learners the main focus, helps them use language in creative ways, and gets everyone involved in the learning process (Iung , 2005, as cited in Akdogan, 2011).

Additionally, Anburaj et al. (2014) claimed that when it comes to teaching vocabulary, which is the most important part of any language, word games such as “words puzzle” is the most appropriate authentic strategy the teacher may use, especially that grasping the meanings of words and applying them in everyday situations can be quite challenging.

4.1.3 Teaching through Conversation

Fern (n.d) claimed that the secret to everything is to talk. Teachers have to encourage their pupils to interact with each other by talking to them in English. For instance, talking about their favorite movies or novels, the weather, and pet-related anecdotes etc.... Since children are naturally curious about everything, so anything can create a conversation. Furthermore, the author believed that talking with pupils using only English, encourages them to keep trying even if they do not know a word, they would try to find other ways to say what they want. As a result, children progressively learn to think in English thanks to this strategy.

4.2 Authentic Materials

Schwartz and Pollishuke (1991) stated that the classroom should be rich in print materials (such as flashcards and posters ...etc) and opportunities for language stimulation in order to facilitate the learning of foreign languages (as cited in Bardakçı, 2011).

Additionally, Bardakçı (2011) suggested some language materials that give teachers the opportunity to add more fun to their lessons which is a great way to teach children a foreign language. What follows are some examples of these resources, which teachers use:

4.2.1 Flashcards

Figure 1

Flashcards



Pakkan (1997) described flashcards as sets of mounted cards with words or simple pictures or phrases. For Teachers working with children, flashcards are an invaluable tool. As they give the meaning concrete expression, they support teachers in introducing new terms and gestures (as cited in Bardakçı, 2011).

4.2.2 Wall Pictures

Figure 2

Wall pictures



Wall pictures can be used to represent individual acts or things in language learning, or they can be a part of a series of images. Wall pictures present topics with lots of information. These could be wall pictures with academic content or composite images designed by the publishers for language learning (Wright 1976, as cited in Bardakçı, 2011).

4.2.3 Real Objects (Realia)

According to Bardakçı (2011), realia are often known as real objects, for example using actual food during a lesson about food vocabulary. This strategy of using real objects adds a real-life touch to learning languages. Brown (2001) claimed that realia is probably the oldest form of visual aids, but they are still effective in helping pupils to connect language to reality (as cited in Bardakçı, 2011).

4.2.4 Puppets

Figure 3

Puppets

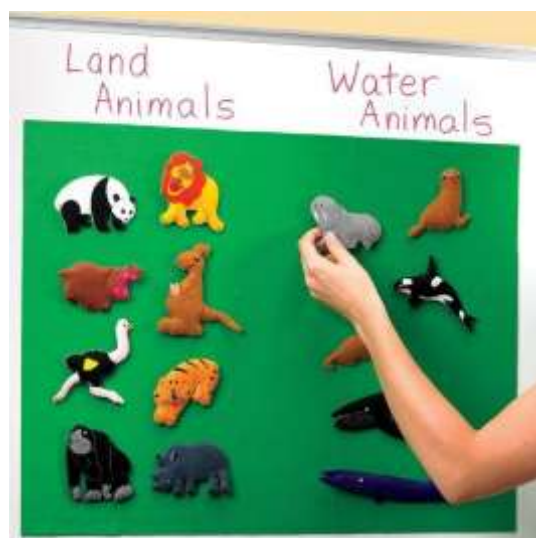


Using puppets like dolls or toys, which can be moved and talked with hands can be a helpful tool to attract the attention of the children and make the lesson more interesting and fun (Bardakçı, 2011, p.290). In other words, puppets help children to be concentrated during lessons.

4.2.5 Flannel Board

Figure 4

Flannel board



Pakkan (1997) defined this material as an interactive visual aid that teachers can use to engage their pupils and help them learn. It is easy to make and can be customized with different images and objects to fit the lesson plan (as cited in Bardakçı (2011)).

4.2.6 Using Technology

Shyalmeem and Phil (2012) stated that technology plays an important role in teaching English. When the teacher uses multimedia (such as videos, pictures, and interactive tools) it creates a rich environment for learning and has advantages. Furthermore, the authors assumed that these modern materials have proved successful in replacing traditional teaching.

Besides, Bardakçı (2011) compared the use of authentic language teaching materials with traditional methods for teaching English to 76 fifth-grade learners. The experimental group used modern language materials, while the control group used traditional methods. The findings revealed that learners who used language materials obtained the highest score, suggesting that these materials can improve English teaching for young learners.

To sum up, modern strategies and techniques are pivotal in improving the quality of English teaching for pupils. Through the use of modern methods like technology and interactive techniques, teachers can establish dynamic educational environments that promote language skills and critical thinking abilities. Pupils will learn English more effectively and with greater engagement when innovation is promoted.

5. History of Algerian Educational Reforms

Like many other countries, Algeria has undergone several educational reforms during its history. These changes have been made to satisfy the learners' needs for high-quality and easily accessible education. Djebbari (2016) stated that Algerian reforms are meant to develop and cope with the current developments and achievements throughout the world (p.21).

The first educational reform in Algeria, known as Arabization, was initiated in 1962 with the aim of eradicating all remnants of French influence after more than 130 years of colonization. Ben Rabah (2004) indicated that

Starting from 1962, the Algerian government, inheriting remnants of an education system focused on European content and conducted in a foreign language by foreign teachers, sought to gradually increase Arabic sessions in all levels. All subjects were taught in Arabic, and there was a decrease in the amount of time for teaching French (as cited in Rezig, 2011, p.1329).

This policy aimed to promote national integrity, unity, and religion. That is to say, the Arabization reform aimed at reviving the national identity by re-introducing the Arabic-based education after the independence, and preserves the national unity, ethnicity and religious identity.

Later, a new educational reform known as the fundamental schooling system was introduced in 1976. It was about the integration of the primary and middle schools, which lasted nine years and taught all subjects in Arabic except foreign languages. But when Minister Mustapha Lachref came, he brought back the use of French in teacher training and the teaching of maths and biology (Ben Rabah, 2004, as cited in Rezig, 2011).

Besides, Abu Bakr (2023) reported an ongoing debate regarding the introduction of English in primary schools, which remained unresolved. While French was taught from the third year of primary school, English was only introduced as a third language in middle school. Some supporters of the French culture opposed teaching English at the primary level. The disagreement got worse in the early 1990s when the Minister of Education, Mr. Ali Ben Mohamed, declared that primary school pupils have the choice to study either in French or in English. This caused a big conflict that was widely covered by the Algerian media. However, a few years later, the idea was neglected, and English was removed from the primary school curriculum.

Ben Rabah (2005) emphasized that in Algeria, English is perceived as a second foreign language after French, which is the first foreign language, and Classical Arabic and Berber, which are the national languages. English is neither an official nor a national language. The author (2005) added that it was introduced in 1985 at the beginning of the middle school year. It lasts seven years, divided into three years in the secondary school for all streams and four years in the middle school. While vernacular Arabic and Berber dialects are used in everyday life communications in addition to French in certain Kabyle areas, English was mostly employed only for academic purposes (as cited in Benziouche & Taibi, 2023).

Madani (2018) stated that teaching and learning English did not go as planned during that time. There were a lot of problems, like how the lessons were taught, money issues, and problems in society and politics. Also, most Algerian pupils did not really care about learning English because they were more interested in their science classes. The books they used for their English class were boring and long, which made it hard to stay interested. Furthermore, the teachers often implemented their own ideas and lessons instead of following the official lesson plans. As a result, the learners' outcomes were just average (p.14).

From 2004 to 2018, with the educational reforms, pupils started their early English courses from the 1st grade in the middle school and end up with a seven-year study of English when they come to pass their baccalaureate exam (Madani, 2018).

Two years ago, the Algerian President announced that English would be taught starting from the 3rd grade at the primary school level (as cited in Zouaoui, 2022).

6. Teaching English for Algerian Primary Pupils

In the 21st century, English has become the most spoken language worldwide due to the scientific and economic advancements. That is why parents, teachers and people in Algeria want pupils to learn English. Therefore, it is important for Algerian children to learn English so they can stay connected with the rest of the world and its progress. In other words, it is only through learning English that children could keep up with the world's development (Benosmane, 2006, as cited in Benziouche & Taibi, 2023, pp.25-26).

Gordon (2007) confirmed that learning English as a foreign or second language is most effective when it begins in the primary school level; because at that age, part of the brain experiences rapid growth, making it easier for children to learn. Similarly, Cahyati and Madya (2018) stated that "children between three and six years of age are at the optimal age for learning foreign languages, because when children learn their first language, they can use the same method to learn foreign languages"(p.396). Additionally, children learn best than adults because their age makes learning natural, exciting, and enjoyable. They learn by doing, touching, seeing and playing with others, which makes learning experiential and memorable for them. When all of these ideal conditions are provided, children can achieve high levels and get good at languages.

Consequently, the Algerian President Abdelmadjid Tebboune called to start teaching English in primary school from the 3rd year grade with the new school year in September

2023. He argued that English status as an international language makes it more compelling than French (Rouaba, 2022).

Temzi (2022) informed that Algerian language specialist Abderrazak Dourari had concerns about the choice (prioritizing English over French); namely, in relation to the availability of skilled teachers and appropriate teaching materials. The author (2022) was against using interpreters as substitutes and stressed the value of having developed instructors, claiming that “you cannot bring back a translator and say he is a teacher. It is not possible, it makes no sense”.

In short, choosing English instead of French for Algerian schools has both positive and negative sides. It helps learners connect with the world, but there is a challenge of finding qualified teachers and materials. Abderrazak Dourari stressed the need for skilled teachers because success depends on solving these problems and supporting teachers and pupils well.

Conclusion

In conclusion, this section delves into the significance of teaching quality, particularly in the context of English education for Algerian primary pupils. It explores the definition of teaching quality, criteria for identifying qualified English teachers for young learners, and the advantages and disadvantages of teaching English at an early age. Moreover, it discusses also innovative strategies and materials for enhancing teaching quality and the ongoing educational reforms in Algeria. The primary goal of this section is to provide a thorough understanding of the importance of effective teaching in shaping the educational journey of Algerian pupils, especially in learning English.

Chapter One: Theoretical Background

Section Two: Degree Seniority and Generation Gaps in Education

According to Indeed Editorial Team (2023), a degree represents the educational level achieved by a student after completing a program or a specific specialty in his studies. There are different higher education degrees someone can achieve in Algeria, like Bachelor of Arts degree, Master degree and Doctoral degree. Each one represents a high level of expertise in a certain domain of the study. While, seniority, according to the Cambridge dictionary (May 10, 2024): “It is the state of being older. As a result, degree seniority refers to the old degree achieved a long time ago.

This section provides a theoretical overview about the factors that influence the teachers' effectiveness such as, gender, age, experience and generational gap. Moreover, it seeks to compare between old and new graduates teachers in terms of their teaching practices. Finally, the study highlights the standard criteria that should be taken into consideration when hiring EFL teachers at primary level.

1. Generational differences and technological innovations' effect on teachers

According to Tariq et al. (2019), teachers nowadays face challenging situations at work which accommodate them to rely on their professional skills to make wise decisions. They stated that teachers have to design lessons that assist pupils in solving problems, assess pupils' progress using various methods, involve activities where they actively engage with materials or tasks (rather than just listening or watching), use technology in class and create a space where learners can freely share ideas, feelings, and actions. However, when teachers are asked to do all these things, some agree with it and some do not. Besides, Snyder (2017) reported that there are different reasons why they might not want to change, like not knowing enough about it, wanting things to stay the same as before, being worried about how things will change, and finding it hard to break old habits, especially for teachers who have been teaching for a long time.

Bakhsh (2016) claimed that teaching children is much harder than teaching teenagers or adults because they get distracted easily and cannot focus for long. That is why teachers need to use fun teaching methods that match what children like and are interested in. Since they like things that are fun and playful, it is important for teachers to make learning enjoyable.

Ranasinghe and Leisher (2009) noted that when comparing aging and young teachers, it is well-known that younger teachers, especially recent graduates, are more aware of the benefits of using technology in the classroom. On the other hand, older teachers often encounter difficulties in this area.

Hence, given the new and ongoing changes that occur in the twenty-first century, one might ask whether the generational differences provide substantial challenges for aging teachers with degree seniority in adopting innovative teaching approaches and fulfilling the evolving needs of today's young learners.

2. Factors Influencing the Teachers' Effectiveness

2.1 Gender of the Teacher

According to Belhadj and Dendane (2022), the gender of an EFL teacher can influence the classroom atmosphere and how pupils perceive their learning experience. Studies suggested that female EFL teachers generally feel more positive about their job and they enjoy it compared to male EFL teachers. This can impact pupils' motivation, engagement, and ultimately their academic achievement. Additionally, the author (2022) claimed that the teaching methods and strategies of male and female teachers may vary, leading to different classroom dynamics. So, when teachers feel good about what they are doing, it can create a better learning environment for learners.

Furthermore, according to Feldman (1993), children prefer female teachers. This might be attributed to how well they pay attention to and care about their pupils in class. It is like saying female teachers are a bit more focused on how their pupils are doing and how they are progressing compared to male teachers.

Islahi and Nasreen (2013) believed that female teachers are found to be more caring, open, and friendly towards learners. They spend more time letting pupils join in and work together. They like to try different ways of teaching and ask questions to help pupils learn better. They also give lots of compliments and allow learners participate in class discussions. Even though they are overwhelmed, they make sure everyone feels good and comfortable in class (p.286).

However, Shah and Udgaonkar (2018) asserted that some pupils believe that male teachers are better than females because they keep the class under control and they are firm and organized. They see male teachers as the ones who make sure everything goes

smoothly. Female teachers are seen as more friendly and focused on making connections with pupils, whereas male teachers tend to be highly skilled in their job and get their work done.

Finally, according to Bar et al. (2006) and Willis et al. (2006), learners believe that teachers 'appearance is what matters the most rather than their gender. They think it is important for a teacher to be well-dressed, and clean. This appearance helps make a good first impression and attract learners' attention, and ultimately makes learning better (as cited in Shah & Udgaonkar, 2018).

2.2 Age of the Teacher

As teachers get older, they gain more experience and become skilled at recognizing pupils' abilities and helping them to progress. Yet, some researchers argue that with time, teachers may lose some of their excitement and become tired, possibly due to teaching the same lessons for many years and handling extra responsibilities like research and administration (David, 1972, as cited in Shah & Udgaonkar, 2018). In addition, they become less open-minded and adaptable to new experiences the longer they work as teachers (Camino, 2021).

According to Howard and Mosejko (2015), Czaja et al. (2006), and Lee et al. (2019), old (aging) instructors may feel less competent than young ones, particularly when it comes to integrating technology into the classroom. This can lead to feelings of inadequacy and shame. Their inability to keep up with technology developments and to adopt new teaching techniques may make them feel insecure and uncomfortable (as cited in Camino, 2021). Plus, they are often perceived as less creative than their younger colleagues (Rosen & Jerdee, 1976, as cited in Sánchez Ruíz, 2021).

At last, Fitriantoro (2009) described aging as a natural process that all individuals undergo, noting that it causes a decline in memory, energy, and competence. The longer the working period was, the more the skills, speed, intellect, energy, and coordination would decline (as cited in Kurniawati et al., 2021).

2.3 Experience of the Teacher

Sivasakthi Rajammal and Muthumanickam (2012) asserted that the teaching effectiveness does not only depend on how long teachers have been teaching. Whether teachers possess less than ten years of experience, between ten and twenty years, or more than twenty years, all of them can be equally effective in their teaching (p.225). This means that even if teachers have not been teaching for a long time, they can be just as good at their job as other teachers with

more experience. What matters most is how well they engage with their pupils, explain lessons, and create a positive and interactive learning environment.

However, Maolosi (2013) suggested that a teacher's ability to keep pupils interested and use good teaching methods could be affected by how many years they have been teaching. Furthermore, teachers who have been teaching for a long time might struggle to stay motivated because they get tired from working long hours (As cited in Ismail et al., 2018, p.147)." On this concern, Salome a senior and experienced teacher at Quintong Elementary School in San Carlos city Division declared:

I found it really hard to use laptop nowadays to be honest especially in my age. I am really trying so hard to learn how to encode in the laptop and to print and use the printer. Our work nowadays is purely reports that need to be encoded and send it to google drive that is why it is important to keep up with the technology today. I'm also really embarrassed to always ask our ICT Coordinator (as cited in Gamboa, 2022, p.2022).

This shows that, nowadays, having many years of teaching experience might not be enough to be a good teacher. Even if someone, like Salome, has been teaching for a long time and knows a lot about teaching, they still have to learn to get better at using technology. So, it does not matter how many years of experience a teacher has; being able to adapt and use new technology is becoming important to be a qualified teacher, especially that the teaching process including the strategies, methods and materials, keeps changing and developing.

2.4 Generational Gap (Old Teachers' Generation VS Young Learners' Generation)

A generation gap results in a great misunderstanding and disagreement between young and old people. It happens because they see the world in different ways and have different perspectives and attitudes. Young people, with all their energy, prefer trying new things and taking risks. In contrast, older people, who have more experience in life, tend to be more careful and wise, preferring to avoid risks whenever they can (Edubirdie, 2021, p.1).

Differences between generations could be in various aspects of life, including the unique perspectives and values held by each group. The aspects that reflects the gap are the following:

2.4.1 Teaching Methods and Strategies

Philips (2002) claimed that young learners between the ages of five and twelve have special ways in which they prefer to learn. They enjoy activities that let them explore the real world to understand things better. These children prefer to be active and play while they learn, finding it easier to remember and enjoy lessons when they can interact with them in fun and engaging ways (as cited in Hartine, et al., 2019).

Scott and Ytreberg (1993) confirmed that young learners are naturally energetic and curious; they prefer to use their senses to learn. They understand better when lessons incorporate real-world examples, allowing them to see, touch, and explore concrete objects rather than just hearing about abstract concepts. Additionally, they enjoy moving around and doing hands-on activities. When lessons are enjoyable and interactive, young learners are more likely to be excited and retain information effectively, highlighting the importance of incorporating fun and interactive elements into their education.

However, Edubirdie (2021) highlighted significant differences between generations, including language, technology usage, and life attitudes. While traditional teaching methods, such as memorization and dictation, may fit past generations, they often fail to engage and motivate today's students. This leads the pupils to feel bored in traditional classes because the way they learn has changed. It also leads to frustration for teachers, even when they try hard to make lessons interesting.

Furthermore, as stated in a report by EdTech Review (n.d.), "the traditional education system often fails to take into account individual differences in learning styles, abilities, and pace". This means that the learning environments which are not flexible can make it hard for learners to really get involved in what they are learning because they teach all the students the same way, but that does not work well for everyone. This can make them feel bored, uninterested, and disconnected (as cited in ChimpVine, 2023).

Finally, it is not enough to just teach pupils about the past; they also need to be prepared for the future. The traditional educational system, often provided by older teachers, tends to focus on memorization and rote learning rather than teaching critical thinking, creativity, and problem solving skills which are crucial for success in the changing world. Today's pupils require instruction in modern educational methods to equip them with the knowledge and abilities needed to thrive (ChimpVine, 2023).

2.4.2 Cultural and Social Awareness

Understanding culture is essential for connecting with diverse social environments and building meaningful connections with them. Thus, Lustig (2003) defined it as: "... is a learned set of shared interpretations about beliefs, values, and norms, which affect the behaviours of a relatively large group of people" (as cited in Israelsson, 2016, p.5). In other words, culture is about the beliefs, values, and norms which are shared among a group of people in a community or society.

Hofstede (1986) reported that teachers and learners usually have a special relationship in any school, but things can get complicated when they come from different cultural backgrounds, like in international schools. This can happen for many reasons, such as differences in how each of their brains functions, how they talk and work together. As a result, cultural differences can make it harder for teaching and learning to be effective, especially in places where people have diverse backgrounds and need to understand each other better to do well.

Hence, Sari (2020) confirmed that teachers face challenges when working with pupils from different cultural backgrounds in class. These challenges include learning problems, behaviour and disciplinary issues, difficulty in communication, lack of information, and attitudes and prejudices, especially misconceptions due to linguistic differences (p.93).

According to Cazden (2001) and Rogers et al., (2005), linguistic differences among various cultural and ethnic groups involve more than just word choice. Misunderstandings between professors and students may arise from these differences, which can vary greatly from what is commonly accepted as standard in classrooms today. For example, in many cultures, speaking only when necessary is seen as respectful or intelligent, while engaging in casual conversation or discussing personal matters may be considered immature. This differs from other cultures where casual conversation is valued as a way to build relationships. While this cultural values can be beneficial in educational settings by teaching patience, focus, and respect for others' opinions, strict adherence to it may make it challenging for children to engage in casual conversation and may cause them to appear distant or unfriendly to their peers(as cited in Lifespan Development , n.d).

2.4.3 Technology Integration

Allen (2018) asserted that this generation pupils, who are part of the digital era, use technology both for learning and personal activities, both at school and outside. To meet their needs, education needs to shift from traditional methods to incorporate technology. Teachers must learn how to effectively use technology in their classrooms through professional development and ongoing support. The author (2018) stressed the incorporation of technology types that pupils prefer. The integration of technology significantly influences how teachers teach and how students learn. By improving teaching methods and the quality of the learning process, students' success can be enhanced.

However, Mendoza (2022) stated that many teachers hesitate to include technology in their teaching because they may not have the knowledge or training to use it effectively. With the wide range of technological tools available, educators may feel overwhelmed and uncertain about where to begin. Without proper guidance or support, they may struggle to integrate technology into their teaching practices, leading to reluctance or hesitation. Furthermore, the author (2022) showed that even when schools have all the necessary and adequate technological tools, many teachers continue to use traditional teaching methods instead of incorporating technology into their lessons. This could be due to various reasons, such as lack of confidence in using technology, personal teaching preferences, or the belief that traditional methods are more effective (Mumtaz, 2000). This means that teachers' hesitation to use technology is a result of their dependence on traditional teaching strategies.

3. 21st Century Teaching: Contrasting Aging and Young Teachers

Teachers need to be flexible and able to work with different kinds of pupils in the class, and quickly change lesson plans to incorporate new ideas or content and adapt them to the needs of students. These new changes may make educational policymakers, school administrators, parents, worry about whether both older and younger teachers can keep up with what is expected in 21st-century education.

According to Sivasakthi Rajammal and Muthumanickam (2012), there is no significant difference in teacher effectiveness between younger, mature, and older teachers. This demonstrates how good a teacher is does not just depend on how old he is. So, being older or younger does not automatically make a teacher good or not.

Besides, Sally (2017) stated that young teachers bring a lot of energy and excitement to the classroom. They are good with computers and new technology, which helps them keep up with what is considered new in education. This enables them to come up with new and enjoyable ways to teach and engage pupils, making learning easier; on the other hand, older teachers know a lot and have much experience. They have been teaching for a long time, so they are good at it. Even though they might not be great with technology like younger teachers, but they master their subjects very well and know how to teach them, which helps learners learn better.

However, Putman (2012) suggested that teachers with more years of experience have stronger self-efficacy in engaging and managing pupils in the classroom (as cited in Mohd Ismail et al., 2018). From another perspective, Gerber (2023) asserted that while experience is important, especially early in a teacher's career, it is not the only factor contributing to their effectiveness. Besides, teacher's effectiveness varies at all stages of their careers, meaning that not every new graduated teacher is necessarily less effective, and not every old teacher is automatically more effective. In addition to this, Alufohai and Ibhafidon (2015) conducted a study in Edo State, where they found that younger teachers (aged between 21 and 34 years old) outperformed older teachers (49+ years old) in terms of effectiveness and learner achievement.

Ul Haq and Akhtar (2013) and Maolosi (2013) discovered that years of teaching experience can impact a teacher's ability to engage pupils and implement successful teaching methods, since they may become less motivated and fatigued (as cited in Mohd Ismail et al., 2018, p.147).

Moreover, Mutafela (2017) declared that many people look down on older teachers, which made working together harder in most schools. Younger teachers said that older ones seemed tired and did not want to try new strategies, especially using new technology in teaching. Because older teachers were still getting most of the top jobs in the ministry, younger teachers were also upset that they did not have many chances to move up in their careers.

To conclude, deciding whether younger or older teachers are better in classrooms is complicated. Young teachers have lots of energy and know a lot about technology, while older ones have much experience and wisdom. Both categories have strengths and weaknesses; this is why it is important to use the best parts of both categories to make

classrooms effective for learners. If what each group brings is valued, schools could make education better for everyone.

4. EFL Teacher Recruitment: Ancient VS New Graduates

People are becoming more interested in learning English because it is a requirement in today's world. English is taught not only in schools and universities, but also in private language institutes all around the world as a second and foreign language (Shojaei et al., 2021). This is why according to Richards and Farrell (2005), in English language education, the quality of the instruction is highly valued. Teachers have to work hard to use effective teaching strategies that help pupils learn languages well and meet different learning needs. Furthermore, they stated that in order to make sure English language teachers know about the newest teaching ideas and ways to teach better, ongoing training programs are becoming required. This would make English teaching better all around the world.

Teachers play a crucial role in teaching pupils and how well they learn. Many studies have revealed that teachers have an important effect on how well students do at school (Akiri, 2013; Meroni et al., 2015; Sanders & Rivers, 1996 in Tucker & Strong, 2005, as cited in Shojaei et al., 2021). In other words, this indicates that special attention should be given to teacher recruitment and education. Fontenelle-Tereshchuk (2020) also confirmed this belief, claiming that choosing the right teacher for classrooms that have a lot of different needs is important. As education tries to meet the needs of more and more different kinds of pupils, it is crucial to think about how teachers would be hired to make sure learners get the best education possible.

Sullivan (2004) proposed that in certain regions, specific standards are established to guide considerations for foreign language teachers. These standards outline various criteria that teachers are expected to meet, such as having broad knowledge, expertise in their subject, understanding child development, appreciating diversity, proficiency in critical thinking, fostering relationships, creating a positive environment, effective communication, diverse assessment methods and ongoing professional development (cited in Shojaei et al., 2021).

In addition to this, Doosti (2014) identified other key criteria that should be present in an effective English language teacher, which include making sure students take part in the

learning environment and are interested, giving group projects, doing activities in pairs, teaching different language skills, and having a good sense of humor (as cited in Shojaei et al., 2021, p.03).

Besides, in Kathmandu, the main city in Nepal, Ghimire (2019) looked into how private schools hire English teachers. The study discovered that schools care a lot about things like application forms, academic degree, if they are good with technology, how well they talk, and how much experience they have in teaching. Obtaining a teaching license or certificate from training programs is not always the most important. Most schools use interviews and tests when they hire teachers, and 98% of them do this.

Moreover, Ostovar-Namaghi and Hosseini (2019) claimed that when supervisors hire teachers, they care about nine main things: how much education the teachers have, how much experience they have, how good they are at managing things, and how well they know different parts of the language (such as grammar and speaking fluently). Some supervisors also look at how many years the teacher has been working. The main idea is that having experience makes teachers better at their job and helps students learn more, but some others think that new teachers are not effective at their job just because they are new. They also have their own ideas and ways of doing things. Accordingly, one of the interviewed supervisors who were in charge of recruiting EFL teachers in Sari, the capital city of Mazandaran Province, north of Iran, in the above study declared that

Everyone understands that teachers have to start someplace. Furthermore, I believe it would be unfair to deny the inexperienced teachers the opportunity to begin their careers as professionals. I think we have the power to shape new teachers according to our own standards and values. I have a good feeling that someone who deserves to teach will acquire the knowledge and skills necessary to be successful (p.740).

Based on the above idea, it is evident that the basic criteria for hiring English teachers include academic degree, teaching experience, technology proficiency, communication skills, language proficiency, and adaptability to new environments. It is notable that while teaching experience is valued in some institutions, it is not universally regarded as the most important criteria. Instead, qualities such as academic degree, language proficiency, and adaptability to

new environments are also crucial factors in ensuring effective teaching in diverse settings. This shows how schools hire teachers and can be different depending on the situation.

In Algeria, the only criterion they took into consideration when hiring English language teachers of primary schools was degree seniority, as declared by Arezki (2022) “experience level is not taken into account. What matters is the seniority of the degree, and in case of equality, aged candidates were favored” (As cited in Zouaoui, 2022). Ferguenis (2022) opposed this selection method, while declaring that “We end up with future teachers who, for the most part, have neither knowledge in transmitting knowledge to young learners nor have used English professionally” (as cited in Zouaoui,2022).

That is to say, choosing English language teachers based only on how old their degrees are may not be the appropriate criterion. This approach does not consider important things like how well they teach or their experience in the classroom, which are important for quality teaching. Previous studies have shown that factors like teaching experience, communication skills, and language proficiency are what really matter. Also, just looking at how old teacher’s degree is does not guarantee that pupils will learn better. It is more about how good the teacher is at teaching and if the child enjoys the class. So, while some people might think older degrees mean better teachers, it is not always the case. Instead, it is crucial to focus on finding qualified teachers who are good at making learning fun and helping pupils do their best.

Conclusion

In conclusion, this section shed light on the diverse criteria considered when hiring English language teachers. It emphasized the significance of factors such as academic qualifications, teaching experience, and technology integration. While some schools prioritize teaching experience and degree seniority, others focus on practical teaching skills and adaptability. Overall, it suggests that a good mix of academic qualifications and practical teaching skills is important to ensure effective language teaching.

Chapter One: Theoretical Background

Section Three: Literature Review

This section explores the teachers' degree seniority and how it affects the quality of English language teaching in Algerian primary schools. The focus in this research is on the previous studies' findings which described the relationship between teachers' older degrees and various aspects of teaching effectiveness.

These studies closely investigate whether teachers who have not been teaching for a long time teach differently. They provide clear insights on whether these old graduated teachers possess unique knowledge and competencies that improve teaching, such as lesson planning, classroom management and adhering to curriculum requirements or not.

Studies on Teaching Quality

Thompson et al. (2003) studied what qualities make a good teacher to reach a good teaching quality by asking learners for their opinions. They found that there are twelve important characteristics; these include : being fair, positive, creative, ready for class, friendly, having a sense of humor, forgiving mistakes, treating students with respect and holding high expectations .Overall, they came to the conclusion that caring about students is of high importance in motivating them to study and develop a favorable attitude toward school.

Moreover, Wechsler and Shields (2008) found that effective teaching comprises three key components. Firstly, it encompasses the attributes and characteristics that educators bring into the classroom, reflecting on the qualities of teachers. Secondly, it involves the teaching methods and strategies employed by teachers while teaching. Thirdly, it relates to the outcomes and achievements that students attain from their educational experiences, which stand for the intended learning objectives. This model suggests that effective teaching is influenced by various factors, including the characteristics and practices of teachers, as well as the learning objectives of learners (as cited in Adams et al., 2022).

Cruickshank et al. (2003) defined effective teaching as follows;

Most people would agree that good teachers are caring, supportive, concerned about the welfare of learners, knowledgeable about their subject matter, able to get along with parents...and genuinely excited about the work that they do...Effective teachers are able to help learners learn (as cited in Thompson et al., 2003, p.2).

Additionally, Rice (2003) highlighted five key elements that can make the teacher qualified, including their level of experience, educational background, degrees from training programs, type of certification, courses taken during teacher preparation, and their test results. These factors collectively shape a teacher's ability to effectively educate learners and adapt to the challenges of the classroom (pp.1-2).

Cheung (2008) conducted a study comparing the effectiveness of primary in-service teachers in Shanghai and Hong Kong. The results showed that teachers in Shanghai reported significantly higher levels of efficacy compared to those in Hong Kong. The main factors contributing to teacher efficacy were the education they received from universities, the practical experience gained from daily teaching practice, and their training (as cited in Ekşi et al., 2019, p.149). In simpler terms, teachers felt more qualified when they had a good education level, practical experience, and proper training.

Furthermore, Abd Hamid et al., (2012) investigated a teacher effectiveness model based on the cognitive abilities and interpersonal skills, using experienced teachers in Malaysia as respondents. Results from their study showed that both cognitive abilities and personality predict classroom management. However, while having a good personality is important, it is not enough to enhance teachers' commitment and responsibilities towards learners unless complemented by cognitive competence. That is to say, evaluating teacher effectiveness involves more than just looking at learners' achievements or their perceptions of their teachers. It requires assessing teachers' cognitive abilities and interpersonal skills, which are crucial for classroom performance.

According to the research conducted by Cameron (2001), teaching children is difficult despite their clear and simple world. Teachers still need to have a high degree of expertise in order to engage with them and help them comprehend. Teaching languages to young learners, specifically, requires a multifaceted strategy that includes a solid understanding of language, language teaching techniques, and language acquisition processes in addition to the skills of a qualified primary teacher in engaging and guiding young learners. The teacher's position in the classroom as a primary language model is crucial because they are the source of the pupils' language acquisition (p.10).

Moreover, Flyman Mattsson and Norrby (2013) found that by changing the tone, sound volume, or other characteristics of conventional intonation patterns, teachers might improve their pupils' comprehension of words or phrases. By creating instantly identifiable contexts for expressions, they can also offer further context indicators. Using visual and auditory stimuli including photos, picture stories, CDs, films, real-life objects, and other hands-on materials are effective ways to do this. These techniques support children's language acquisition by helping to establish meaningful and interesting learning experiences (p.115).

However, Cesur and Ertas (2018) examined in their research the knowledge and instructional strategies of future English instructors at Canakkale Onsekiz Mart University. To collect and evaluate the data, they employed a variety of techniques, including document analysis, teachers' interviews, observation, and a survey of 127 teachers. The teachers were good in other subjects but believed they did not know enough about English. Even though they claimed to employ interactive teaching techniques, they preferred to adhere to traditional approaches, such as grammar translation, when introducing new vocabulary. Particularly in terms of lesson planning, comprehending their pupils, and evaluating them, there was a gap between what they believed and their actual performance.

A study by Mazlum et al. (2015) explained how teachers' confidence influences learners' learning in the classroom. They studied 40 English teachers and 240 first-grade female learners in high schools in Iran. They gathered information via questionnaires on students' learning preferences and opinions of the classroom setting, as well as about instructors' self-confidence. According to the data, students engaged more profoundly and enthusiastically in learning when their professors were self-assured, gave them challenging assignments, assessed their progress, and encouraged their independence. Conversely, when these elements were lacking, students tended to approach learning negatively. In summary, the study concluded that teachers' confidence plays a significant role in shaping students' learning experiences, particularly through the classroom environment.

Consequently, the studies on teaching quality in the EFL context are reached. Each study targeted a specific criterion and a variety of qualities EFL teachers should hold in order to teach effectively and achieve teaching quality. The most important criteria repeated on the studies, one might cite the following: personal qualities (such as being positive, creative, friendly, knowledgeable and having self-confidence), which helps teachers to manage the

classroom effectively, also practical experience and training, in addition to the use of supportive methods and techniques to establish interesting and helpful learning environment.

Studies on Degree Seniority and Generation Gaps in Education

Generally speaking, people tend to think that teachers with senior degrees are the most effective, but one might ask whether degree seniority is the only criterion that makes them effective.

According to a review of 30 studies conducted by Kini and Podolsky (2016) over the last 15 years, that look into how being a teacher for a long time affects how well learners do in school in the United States. They found that when teachers have been teaching for a longer time, their learners tend to perform better academically. This effect is particularly noticeable in the early years of a teacher's career, but it continues to be important even as teachers gain more experience. Experienced teachers also play a role in encouraging students to come to school regularly. They create a positive learning environment where learners feel engaged and motivated to learn. Another interesting finding is that when teachers have supportive colleagues and they stick to teaching the same grade level or subject area, they tend to become even better at teaching. This suggests that collaboration and specialization can enhance teaching effectiveness. However, according to the authors, there is a variation; not all new teachers are ineffective, and not all experienced teachers are outstanding.

Furthermore, some experiments have demonstrated the positive impact of teachers experience on learners 'achievements. In a study conducted by Fetler (1999) which explored the relationship between the skills of mathematics teachers and the academic performance of learners in California high schools, it was discovered that there was a positive correlation between the average number of years of teaching experience of math teachers and the learners' math scores. This means that schools with math teachers who had more years of teaching experience tended to have learners who achieved higher scores in mathematics.

However, although experience is generally valuable, having many years of it does not always guarantee effectiveness. As Rosenholtz (1986) affirmed by pointing out that while new teachers usually are not as effective as experienced ones, the advantage of experience tends to reach a limit after about five years, especially in environments where teachers do not work closely together (as cited in Darling-Hammond, 1999). Darling-Hammond (1999) believed that the only reason for this is that older teachers may not always continue to develop and may become fatigued in their roles.

According to another study conducted by Andrew and Schwab (1995), Denton and Peters (1988), being a great teacher is not just about how many years someone has been teaching. Even if some teachers are new to teaching, they can still excel if they have received excellent training. For instance, studies have looked at teachers who completed a special 5- year training program. In these programs, they earn a Bachelor degree in the subject they will teach, a Master degree in teaching, and spend a whole year practicing teaching in a real classroom. Graduates of these programs feel more confident in their abilities compared to those who completed a regular 4- year program. Significantly, these well-prepared new teachers are just as effective at teaching as those who have been teaching for years (as cited in Darling-hammond 1999).

Besides, Graham et al. (2020) conducted a study where they looked into whether teachers' years of experience are connected to the quality of their teaching, using classroom observations and individual interviews with teachers. The findings indicated that new teachers, with 0-3 years of experience, are doing just as well, if not better, than their more experienced colleagues. However, the authors (2020) claimed that teachers with 4-5 years of experience might not be teaching as effectively as before. This means teachers who have been in the profession for 4-5 years may not be performing at the same level of effectiveness as they did when they were newer to teaching.

Fang and Yan (2004) claimed that teachers who have been teaching for 11 to 20 years often feel tired. This extra tiredness among teachers with this much experience could cause negative effects. For example, they might not feel as happy with their job because they feel overwhelmed and worn out. Also, feeling tired for a long time could lead to exhaustion, where teachers feel emotionally negative, and they are not achieving much. Moreover, when teachers are feeling exhausted, they might not be able to perform well (as cited in Luo, 2018).

In addition to this , Qiu (2008) found that older teachers and those who are married feel more emotionally tired, less connected to others, and mentally worn out compared to younger and unmarried teachers. This means that things like age and being married might contribute to the emotional and cognitive pressure experienced by teachers in their job (as cited in Luo, 2018).

Rosenthal (2023) also believed that having some experience matters, but the benefits of experience start to show up after just a few years of teaching, and they peak around four or

five years. This means that teachers might not get much better at teaching even if they stay in the classroom for a long time. Adding to that, in many successful schools, there is often a good mix of teachers who have been around for a while and those who are just starting out. The experienced teachers help keep teaching ‘practices steady and teach the new teachers how to teach well. Meanwhile, the new teachers bring in new ideas and lots of energy, making the school a lively and exciting place to learn.

Finally, while having experience is crucial, it is not the sole factor that distinguishes an excellent teacher. Senior degrees are not the most important element, although they can be useful if the teachers had a valuable and fruitful experience in teaching. The combination of a teacher's background, training, and commitment to lifelong learning is what matters most. It is widely believed that teachers with more experience may be more effective than those with less experience, which is not always the case. A lot of newly hired teachers bring excitement, energy, and new ideas to the classroom. Hence, it is important to avoid underestimating inexperienced teachers or assuming that they cannot be as successful as older teachers. They should be encouraged and provided with professional development opportunities they need.

Conclusion

In conclusion, this section explores previous studies' findings regarding the effectiveness of teaching methods and approaches and which qualifications and skills should be considered when hiring EFL teachers. These studies underline the importance of implementing effective strategies and considering the essential hiring criteria to enhance the quality of English language teaching. These criteria should be compared with the Algerian procedure of hiring primary school teachers of English to ensure and predict whether the teaching of English at the elementary level will be of quality or not.

Conclusion

In conclusion, this chapter has explored various aspects of degree seniority's impacts on the quality of teaching English as a foreign language at the elementary level. It has emphasized the relationship between degree seniority and teaching quality. The chapter has highlighted the factors that make the teachers effective, which help them to reach a good teaching quality; accordingly create a rich and positive learning environment. By considering the importance of the characteristics that make the teachers effective, possessing a degree seniority (ancient degree) is not the only criterion that should be taken into consideration when hiring EFL teachers, since there are other prior and most important criteria that must be considered.

Chapter Two

Methods and Results

Chapter Two: Methods and results

Introduction

This study at hand sheds light on the collected data concerning the impact of degree seniority on the teaching of English as a foreign language in the Algerian primary schools. It focuses on the viewpoints of primary school teachers about their teaching experience for the first time, and the perspectives of inspectors interviewed online via email. This current study aims to analyze whether hiring teachers based on their old or senior degrees impacts the quality of English teaching and its effects on the educational experiences and outcomes of pupils.

In this part, the study constitutes four (4) sections: the first section provides a scope of the study, a description of the research method, the data collection tools that have been used in our study and the procedures for data collection. The second section deals with the analysis of the research findings. This includes, first, the analysis of the questionnaires to determine the teachers' viewpoints about their first teaching experience and whether they faced difficulties regarding their senior degree. Finally, the interview conducted with English language inspectors is analyzed through a thematic analysis to explore their perspectives toward the impact of teachers' senior degrees on the teaching quality; the results are, then, reported in this section. The third section of this chapter discusses the results in relation to the already existing studies, followed by the last section which gives recommendations, suggestions and limitations of the research.

Chapter Two: Methods and Results

Section One: Research Methodology

In this section, we aim at elaborating on the followed methodology, the scope of the study, the data collection tools and the procedures used in the study. A case study was conducted with English language teachers and inspectors in primary schools of Bejaia, Algeria, to provide and gather the necessary information. This section explains the main tools used for data collection, including a questionnaire for teachers and an online interview with English language inspectors at the primary school level.

1.1 Research Variables

This study is based on two research variables. The first variable is the dependent variable which is teaching quality of English as a foreign language. The second variable is the independent variable which is degree seniority of teachers.

According to Grayson (2009), teaching quality is more than just teachers having the right degrees or educational certificates. It is also about their approach to teaching, like how they plan, explain lessons and engage learners in an interactive environment. Additionally, it includes how the school and community support teachers in their work with the resources and materials needed. So, it is a mix of what teachers do in the classroom and the support they receive from the environment; that is what makes teaching effective.

From another side, according to Indeed Editorial Team (2023), a degree represents the educational level achieved by a student after completing a program or a specific specialty in his studies. There are different higher education degrees someone can achieve in Algeria, like Bachelor of Arts degree, Master degree and Doctoral degree. Each one represents a high level of expertise in a certain domain of the study. While, seniority, according to the Cambridge dictionary (May 10, 2024) refers to “the state of being older”. As a result, degree seniority refers to the degree achieved a long time ago. This is the independent variable which would make changes on the dependent one which is teaching quality.

1.2 Population and Sample

Our research population is English language teachers of primary schools who were recruited based on the presidential instruction in 2022-2023 in Bejaia province. However, due to limitations in resources, only a subset of this population is randomly selected as the sample for our investigation. Specifically, 22 teachers are chosen to be participants in our research. The sample chosen consisted of 15 females and 07 males with ages ranging from 36 to 55 years old.

1.3 Scope of the Study

This study's plan was made in January 2024 and implemented starting from February 14th. It seeks to analyze the potential impact of English language teachers' degree seniority on the quality of English teaching in primary schools within Bejaia province, Algeria.

This study used data gathered from questionnaires of twenty-two (22) primary school teachers and online interview with two (02) inspectors at the primary level. The questionnaire was composed of 23 questions which are about the teachers' teaching experience in general; whether the teachers landed their job just after their graduation, whether they encountered difficulties in teaching children, whether they integrated interactive activities and technology into their lessons and so on, in addition to the interview which was composed of 10 questions. The process of data collection was carried out face to face as well as via social media and it was completed in a period of one (1) month.

This study is one of the firsts to explore how degree seniority impacts the teaching of English in Algeria. In the light of this; it helps develop our understanding of this topic in Algeria.

1.4 Research Design and Methodology

The study follows patterns of a sequential descriptive research design seeking to explore the impact of degree seniority on teaching English as a foreign language in Algerian primary schools. To fulfil the aims, a mixed methodology was employed, combining qualitative and quantitative research methods for data collection. For the quantitative method, a questionnaire was designed to gather teachers' points of view about their teaching experience, while for the qualitative method, an online interview was conducted.

1.5 Research Methods

This study at hand employs a mixed method which includes both quantitative and qualitative tools. The main tool that has been used as a quantitative tool is the questionnaire. In addition, the study's qualitative tool is based on the interview to explain the impact the degree seniority on the teaching of English in primary schools and to describe the teachers' practices and strategies when teaching primary school pupils.

1.6 Data Collection and Data Analysis Procedures

The study aims to explore the impact of English language teachers' degree seniority on the quality of English teaching in primary schools within Bejaia province, Algeria. With this goal in mind, a mixed-method approach was employed to gather comprehensive insights into the relationship between teachers' senior degrees and teaching effectiveness.

By employing a combination of quantitative and qualitative data collection tools, including questionnaires and online interview, the study seeks to provide a clear understanding of how degree seniority may impact various aspects of English language instruction.

This study was conducted on the basis of a structured questionnaire in the form of open-ended, closed and semi-closed questions, which is administered to the research participants that consists of English language teachers of Bejaia primary schools. The questionnaire was constructed in English language, and was distributed in person during the classes, then collected a week after the distribution to provide the teachers with enough time to answer the questions thoughtfully and avoid the disruption of the classroom environment. Furthermore, the online interview is held with English language inspectors via email to obtain a similar view about the teachers' practices and whether they encountered difficulties in the teaching practices because of their old degrees. Finally, the results of the questionnaire were analyzed using SPSS software (version 20) which helped in producing descriptive statistics tables. Furthermore, a thematic analysis was used to examine and report the answers collected from the interview.

1.7 Description of the Data Collection Tools

1.7.1 The questionnaire

Since the study's objective revolved about collecting teachers' experiences and their attitudes towards the issue under study, a questionnaire was designed for English language

teachers of primary schools in Bejaia province. The questionnaire aimed to explore teachers' point of view about their teaching experience including the methodologies and strategies they use when teaching and whether they encountered difficulties while practicing teaching.

McLeod (2023) claimed that the questionnaire serves as a tool in research, comprising a set of questions designed to collect data from participants. Essentially, it is like a written interview, enabling the retrieval of information from respondents. Questionnaires can be conducted in various formats such as face-to-face interactions, mobile conversations, online platforms, or through postal services. This method allows researchers to gather valuable data in a structured manner, facilitating analysis and interpretation. Additionally, questionnaires serve as data collection instruments to measure variables, with structured questions. They can be either open-ended, giving respondents the chance to answer in their own words, or closed, where respondents choose one or more responses from the predetermined options (Malhotra & Birks, 2006).

The questionnaire used in our investigation is a semi-open one because it combines open and closed questions. It is divided into three (03) sections. The first one is about general information; including teachers' gender, age, educational level and their English language proficiency.

The second one consists of two (02) closed questions, one (01) multiple choice question and three (03) open-ended questions. Finally, the last part contains four (04) closed questions, three (03) multiple choice questions, and six (06) open-ended ones. Furthermore, the analysis of the data collected is done through the use of SPSS software (version 20) through which descriptive statistics are reported.

1.7.2 Interview

The interview was conducted online via email with 02 inspectors; it consisted of ten (10) questions on the effect of teachers' old degrees on the teaching quality of English language and their views about the teachers' teaching practices, the challenges they encountered when teaching children and the recommendations for improving the Algerian educational system. Thematic analysis was employed to interpret the interview findings. This method involved complementary questions into themes and then analyzing the responses accordingly.

Conclusion

In conclusion, this section outlined the methodology employed to describe the impact of degree seniority on English language teaching quality in Algerian primary schools, particularly in Bejaia province. The study aimed to contribute to the improvement of teaching practices and professional development strategies for teachers, ultimately improving the quality of English language education. Through a mixed-method approach, including questionnaires and interview the study gathered comprehensive insights into the effect of teachers 'senior degree on the teaching effectiveness. This research seek to address the identified research variables, explore the scope of the study, and detail the data collection tools and procedures utilized.

Chapter Two: Methods and Results

Section Two: Analysis of the Research Findings

In this section, all the data collected through the research instruments were thoroughly analyzed. The results were presented in tables followed by their reading. The questionnaire responses were analyzed by calculating percentages and organizing them into tables. The interview answers also were analyzed and categorized into specific themes.

2.1 Analysis of the Results of the Teachers' Questionnaire

Question 1: What is your gender?

Table 01

Teachers' gender

Gender	Frequency	Percent
• Male	7	31,8 %
• Female	15	68,2 %
Total	22	100,0 %

This table presents the data regarding the participants' gender. It indicates that (68.2%) of the respondents identified themselves as females, while (31.8%) identified as males. This highlights a higher representation of females compared to males within the sample.

Question 02: What is your age?

Table 02

Teachers' age

Respondent' age	Frequency	Percent
• 25-35	1	4,5 %
• 36-45	10	45,5 %
• 46-55	11	50,0 %
Total	22	100,0 %

According to table 02, half (50%) of the respondents 'age is between 46-55 years old and (45, 5 %) respondents 'age is between 36 and 45 years old; whereas, only (4, 5%) participants are aged between 25 and 35 years old. This means most of the respondents are old, with only a small number being young.

Question 03: What are your educational qualifications?

Table 03

Educational qualifications of the teachers

Educational qualifications	Frequency	Percent
• Bachelor degree	15	68,2 %
• Master degree	7	31,8 %
• Doctoral degree	0	0 %
Total	22	100,0 %

This table shows the educational qualifications of the teachers. It reveals that (68, 2 %) of the participants have a Bachelor degree, (31.8%) have a Master degree, and none of the participants (0%) hold a Doctoral degree. It gives us an idea of the level of education among the participants, showing that the majority have completed a Bachelor degree.

Question 04: Assessing teacher's proficiency in English language

Table 04

Teachers' proficiency in creating a positive and interactive classroom

Scale	Frequency	Percent
• Average	0	0 %
• Good	15	68,2 %
• Very good	7	31,8 %
Total	22	100,0 %

Table 4 presents the assessment of the participants' ability to create a positive and engaging classroom environment. It indicates that (68.2%) of the participants rated their capacity as "good," (31.8%) rated it as "very good", while no one (0%) rated it as average.

Table 05

Teacher's proficiency in English language concepts, grammar, vocabulary and pronunciation

Scale	Frequency	Percent
• Average	0	0 %
• Good	16	72,7 %
• Very good	6	27,3 %
Total	22	100,0 %

This table demonstrates the participants' proficiency in English language concepts, grammar, vocabulary, and pronunciation. The results indicate that (72.7%) rated their proficiency as "good," (27.3%) rated it as "very good", while none of them assessed it as "average" 0%.

Table 06

Teachers' proficiency in communication skills when interacting with pupils

Scale	Frequency	Percent
• Average	0	0 %
• Good	12	54,5 %
• Very good	10	45,5 %
Total	22	100,0 %

As it is demonstrated in the sixth (6) table, (54.5%) of the participants rated their skills in interacting with their pupils as "good," almost half of them (45,5%) rated their skills as "very good", whereas no one evaluated it as average (0%) . This suggests that most of them believe they are effective at communication skills in interacting with their pupils.

Table 07

Teachers' ability to build a positive relationship with pupils.

Scale	Frequency	Percent
• Average	0	0 %
• Good	10	45,5 %
• Very good	12	54,5 %
Total	22	100,0 %

Table seven (7) demonstrates how the participants perceive their ability to build a positive relationship with pupils. It shows that (54,5 %) of the participants rated their ability as "very good," (45,5 %) assessed it as "good", while none of the participants evaluated it as average (0%). This indicates that the majority of the teachers feel they are effective at fostering positive relationship with pupils.

Table 08

Teachers' ability to understand the subject matter.

Scale	Frequency	Percent
• Average	2	9,1 %
• Good	17	77,3 %
• Very good	3	13,6 %
Total	22	100,0 %

Table 8 shows the participants' level of subject matter competence and how well they understand the curriculum standards. It shows that the majority (77.3%) of the participants have a good understanding of the subject matter. (13.6%) of the participants rated it as "very good," indicating a greater level of comprehension. Only (9.1%) of the respondents, showed an average level of understanding. Overall, these findings imply that the majority of participants have a solid understanding of the subject matter and curriculum standards, with some reporting particularly excellent proficiency.

Table 09

Teacher's proficiency in integrating technology tools and resources.

Scale	Frequency	Percent
• Average	4	18,2 %
• Good	10	45,5 %
• Very good	8	36,4 %
Total	22	100,0 %

According to the data in the table nine (9), (45, 5 %) of respondents assessed their proficiency as "good," (36, 4%) as "very good," and (18, 2 %) as "average." This indicates that most of the participants felt comfortable using digital tools and resources, and a substantial number of them self-rated it as "good" or "very good."

Table 10

Teacher's proficiency in evaluating pupil learning, providing constructive and corrective feedback.

Scale	Frequency	Percent
• Average	0	0 %
• Good	20	90,9 %
• Very good	2	9,1 %
Total	22	100,0 %

In this table, all participants assessed themselves as either "good" (90.9%) or "very good" (9.1%) in evaluating pupils' learning and providing feedback. While, it is notable that none (0%) of the participants rated it as "average", which indicates a high level of confidence among the teachers in their ability to effectively assess pupils learning and provide constructive feedback.

Question 05: Did you land a job right after your graduation? If yes, when? If not, how many years did you wait until you got a job?

The teachers' responses show that each one had a unique experience finding a job after graduating. Some found jobs soon after or within a few years, while others had to wait a long time, sometimes up to 20 years or more. Furthermore, some teachers mentioned they had to work for other jobs first, like a substitute teacher, before landing the job they wanted. However, only a few of them got jobs as English language teachers quite quickly. For example, some teachers had to take breaks from work, like to look after their children, before going back to work later on.

Question 06: Did you experience any challenges as a result of the gap between your graduation and your first year of teaching experience in Algerian primary schools? If yes, could you please describe these challenges?

According to the teachers' responses, some found it hard to get back into teaching, especially with the challenges of working with children in crowded classes and resource limitations since it was the first time English was taught in primary schools; there was not any previous experience or resources to get inspired. However, a few mentioned that despite these challenges, such as adjusting to new work environments, they also learned a lot during their break. From another perspective, some teachers found the transition back to teaching relatively smooth, with some even expressing excitement about returning to their dream profession.

Question 07: How was your first experience in teaching?

Most teachers experienced a range of emotions when they first started teaching. Some were nervous and unsure because classrooms were crowded and things were different from what they learned in their trainings. As declared by one teacher:

My first feeling was happy, but when I started lectures it was a great challenge because of the difference that exists between what we have learnt in our training and the reality. So it was difficult as it was my first experience but now it is ok.

Additionally, some teachers considered teaching to be fulfilling since they loved transmitting knowledge and witnessed pupils' excitement for learning. Besides, many teachers

were overjoyed about their new position and felt that it makes a difference for both them and their pupils, despite the difficulties.

Question 08: How many years have you been teaching English as a foreign language in Algerian primary schools?

Table 11

Teachers' years of experience in Algerian primary schools.

Teacher's years of experience	Frequency	Percent
• Less than one year	4	18,2 %
• 1-5 years	18	81,8 %
Total	22	100,0 %

According to this table, (81.8%) of the teachers had between 1 to 5 years of experience, (18.2 %) had less than one year of experience. This suggests that the majority of teachers in the sample were novice.

Question 09: Have you received any specific training before starting teaching English as a foreign language?

Table 12

Prior training for teachers before starting teaching English as a foreign language

Teacher's reception of a training	Frequency	Percent
• Yes	21	95,5 %
• No	1	4,5 %
Total	22	100,0 %

This table shows that (95.5%) of the teachers received a training, while only (4.5%) did not receive it. The participants were asked to identify these specific training. The majority of them have cited online courses from institutions like the British Council and South Africa Braining's, 160-hour courses, seminars, and video conferencing.

This suggests that the majority of the teachers in the sample participated in various forms of specific training to prepare them for teaching English as a foreign language.

Question 10: What are the types of support or resources do you think would enhance your effectiveness as an English language teacher?

Table 13

Types of support or resources that enhanced teachers' effectiveness.

Types of support or resources enhancing effectiveness for English language teachers.	Frequency	Percent
• Professional development opportunities	20	90,9 %
• Access to updated teaching materials and technology	14	63,6 %
• Mentoring or peer support programs	8	36,4 %

According to this table, (90.9%) of the teachers find professional development opportunities the most helpful, while (63.6%) value access to updated teaching materials and technology. Additionally, (36.4%) benefit from mentoring or peer support programs. These findings indicate that various forms of support contribute to the effectiveness of English language teachers, with professional development opportunities being the most appreciated form of support.

Question 11: How do you develop positive attitudes towards learning English among your pupils?

Table 14

Fostering a positive attitude towards learning English among pupils

How do you foster a positive attitude towards learning English among your pupils?	Frequency	Percent
• Topics of interest	12	54,5 %

• Providing opportunities for self-expression or creativity	15	68,2 %
• Celebrating student achievements	10	45,5 %

Based on the results shown above, approximately (68.2%) of the teachers provide opportunities for self-expression or creativity, allowing pupils to express themselves freely and creatively in English. Moreover, (54.5%) of teachers engage their pupils by selecting topics of interest, making the learning content more engaging and relevant. Furthermore, (45.5%) of teachers reward pupils' achievements, recognizing and reinforcing their progress and efforts.

Question 12: How do you foster communication and language development among pupils in your classroom?

Based on the teachers' answers, a variety of techniques and methods were used to help pupils talk and understand language better in their classes. Some teachers prefer to listen carefully to their pupils, speak clearly, and make sure their pupils feel comfortable when speaking. Other teachers encourage communication by making learning fun and doing activities in pairs or groups, acting out scenes and playing games. Moreover, some teachers use pictures, posters, and flashcards to help pupils learn visually, and they use gestures and real objects to make learning more authentic. There are also who prefer to repeat important words many times and encourage pupils to use the English language to memorize and acquire its vocabulary.

Question 13: What strategies do you use to ensure a welcoming and comfortable learning environment?

According to the respondents' answers, the majority of teachers employ a variety of strategies to ensure their English language classrooms are welcoming and comfortable for all pupils. These strategies include using visual aids such as pictures, flashcards, posters which help in making the learning environment more welcoming. The teachers also give rewards to pupils who do well to encourage and show them what they should do in a positive way. Furthermore, among the strategies cited by teachers, the use of interactive activities like games and singing which are very helpful and attractive; they push the pupils to discover more this foreign language. Besides, teachers also mentioned that they try to create

opportunities for all pupils to participate and give them projects and group work to encourage collaboration and teamwork among them.

Question 14: What types of resources and materials do you typically use in your English language lessons?

Table 15

Types of resources and materials used in English language lessons

What types of resources and materials do you typically use in your English language lessons?	Frequency	Perce nt
• Textbooks provided by the school	18	81,8 %
• Supplementary materials (e.g., worksheets, flashcards)	18	81,8 %
• Online resources	10	45,5 %

This table reveals that (81.8%) of the teachers use textbooks provided by the school, and with an equal percentage (81, 8%) are those who utilize supplementary materials such as worksheets and flashcards. Whereas, (45.5%) of teachers incorporate online resources such as youtube and so on into their lessons.

Here are some of these supplementary materials used by 81, 8% of teachers:

Figure 05

Types of flashcards used by the teachers



Action verb flashcards

Settings flashcards

Toys flashcards



Season Flashcards

Question 15: Do you use interactive activities, such as games, songs, reading stories aloud, doing group work activities and projects in your teaching sessions? If yes, which one?

Table 16

The use of interactive activities, including games, songs, storytelling, group work, and projects in teaching sessions.

Teachers' use of interactive activities	Frequency	Percent
• Yes	17	77,3 %
• No	5	22,7 %
Total	22	100,0 %

According to the teachers' answers displayed in table sixteen (16), (77.3%) of the respondents incorporate interactive activities like games, songs, reading stories aloud, and group work activities in their teaching sessions. Some respondents mentioned specific activities they use, such as hide and seek, songs to introduce new vocabulary in a fun way, games like crosswords, word searches, puzzles and reading stories aloud. However, some teachers noted challenges such as crowded classrooms impacting the effectiveness of using

certain activities, while others mentioned the insufficient time (45 minutes per session) as a limitation.

Question 16: Do you integrate technology into your English language teaching? If yes, what tools or resources do you find most effective for enhancing pupils learning?

Table 17

Integration of technology in English language teaching and effective tools for enhancing pupil learning.

Teachers' integration of technology into their classes	Frequency	Percent
• Yes	9	40,9 %
• No	13	59,1 %
Total	22	100,0 %

The table below showed the main reason given by more than half of the respondents (59.1%) for not integrating technology into their English language teaching is the lack of materials at schools. The minority of teachers use technology (40,9 %), meanwhile, frequently rely on basic tools like speakers, computers, or a phone. It is important to mention that even these materials are often brought by the teachers themselves, as schools do not consistently provide them.

Question 17: How often do you use visual aids (e.g., charts, diagrams) to support language learning in your English language lessons?

Table 18

Frequency of visual aids usage in supporting language learning during English lessons.

How often do teachers use visual aids (e.g., charts, diagrams) to support language learning in their English language lessons?	Frequency	Percent
• Frequently	10	45,5 %
• Occasionally	7	31,8 %
• Rarely	4	18,2 %
• Never	1	4,5 %
Total	22	100,0 %

As it is shown in the table below, (45.5%) of teachers report that they use visual aids frequently, while 31.8% use them occasionally. (18.2%) of them, use visual aids rarely, and only (4.5%) reported that they never use them. These findings suggest that visual aids are commonly used by teachers and found them effective in supporting language learning during their English language lessons.

Question 18: Do you place more emphasis on developing speaking, listening, reading, or writing skills? And why?

Based on the participants' responses, all language skills are important, but teachers focus more on speaking and listening at first. They believe this helps pupils learn to communicate better and understand English more easily. Others focus on developing speaking, listening, and reading skills first before incorporating writing later. Additionally, some teachers use all the four skills to accommodate different learning styles among pupils. Overall, the teachers agree that while each skill is valuable, speaking and listening are usually the main skills to focus on at the beginning, with reading and writing becoming more important later.

Question 19: How much class time do you allocate for speaking practice in your English language lessons?

Table 19

Time allocation for speaking practice in English language lessons.

How much class time teachers allocate for speaking practice in their English language lessons?	Frequency	Percent
• 25-50%	6	27,3 %
• 51-75%	12	54,5 %
• 76-100%	4	18,2 %
Total	22	100,0 %

According to the results, most of the teachers spend a good amount of class time on speaking practice in their English lessons. More than half of the sample (54.5%) allocate over half of their class time to speaking. (27.3%) spend between 25-50% of their time on speaking, while only

(18.2%) devote almost all of their class time to speaking practice. So, it is clear that speaking practice is of a high importance in English classes for many teachers.

Question 20: Which assessment methods do you find most effective in evaluating pupils' English language proficiency?

Table 20

Effectiveness of assessment methods in evaluating pupils' English language proficiency.

Which assessment methods do you find most effective in Evaluating learners' English language proficiency?	Frequency	Percent
• Written exams	16	72,7 %
• Oral presentations	15	68,2 %

Based on the results shown above, when evaluating pupils' English language proficiency, teachers find written exams to be the most effective assessment methods. (72.7%) of the teachers rely on them, while (68.2%) prefer oral presentations.

Question 21: What challenges, if any, do you encounter when teaching English to children in Algerian primary schools, and how do you address them?

According to the teachers' answers, among the difficulties they face when it comes to teaching English to pupils are the environment where English is not used and neglected. This environment prevents the development of the listening and speaking skills which are necessary for an efficient communication. Pronunciation issues are another problem that teachers deal with; they tend to repeat the words again and again until the child gets the word. Besides these two, another challenge which was mentioned by the majority of teachers is classroom management; the noisy and distracted pupils make it difficult to concentrate and control the classroom. Additionally, the limited resources is another issue facing these teachers; this includes technology and audio-visual classrooms, along with the large class sizes (more than 40 pupils in class). According to them, addressing these challenges requires innovative approaches, such as using technology, adapting teaching methods, and managing classroom dynamics effectively.

Question 22: Are there any difficulties you encounter in your English language teaching role that you believe are related to your senior (ancient) degree?

Table 21

Challenges in English language teaching related to degree seniority.

Is there any difficulties teachers encounter in their English language teaching role that they believe are related to their senior (ancient) degree?	Frequency	Percent
• Yes	7	31,8 %
• No	15	68,2 %
Total	22	100,0 %

As shown in the table above, the majority of the teachers (68, 2%) do not face challenges related to their senior degrees. While, (31, 8%) of teachers face difficulties related to language teaching, due to higher level academic responsibilities as claimed by one the respondents. This suggests that for some teachers, their senior degree might affect their teaching capacities, while for the majority; it does not seem to be a significant factor.

Question 23: Looking ahead, what changes or innovations would you like to see in English language education in Algerian primary schools, and how do you envision your role in contributing to these developments?

According to the responses of the majority of the teachers, the changes that they would like to see in the Algerian primary schools are: integrating more technology into lessons, practicing active listening, allocating more time and provide multimedia resources to English language teaching. Besides, many teachers highlighted the challenge of large class sizes and expressed a desire to reduce the number of pupils per class to create a more helpful learning environment. Additionally, some teachers suggested the creation of artistic classrooms and motivating pupils through creative activities like acting to enhance pupils' English skills.

2.2 Analysis of the Inspectors' Interview

The present study comprises the analysis of the data collected from the interview which was conducted with two inspectors, since the others were late in sending their answers back. It

contains a set of 10 prepared questions, and it was done online via email. This section provides a detailed report of the findings obtained from the interview.

The interview questions are grouped into six (06) main themes:

Theme 01: Criteria for hiring English language teachers in Algerian primary schools.

This theme is constructed of one question that tries to understand the policy behind the procedures of hiring teachers in the Algerian primary schools. This question investigates the interviewees' opinion about the criteria of selecting the teachers to teach at the elementary level. The first interviewee explained some important criteria when saying that *"being qualified, responsible, patient and understanding, creative, able to fit in with a team, keen to learn and friendly are all criteria to be considered when hiring EFL primary school teachers. The reason behind this is that teaching kids requires a special care and thus special teacher roles"*. He recognizes the unique demands of teaching English to young learners for example; patience and creativity are essential for engaging young learners, while teamwork skills are crucial for collaborating with other teachers and provide a high teaching quality. Furthermore, he added that *"the importance of seniority can vary depending on the teacher himself, i.e. Teachers with more years of experience are seen as having developed a greater level of classroom management skills."* This means teachers with more experience are often seen as having better classroom management skills due to their years of practice; on the opposite and based on what has been said, those who have senior degrees, yet without any year of experience would yield in negative results. In the same context, the second interviewee said that *"in my opinion the only criterion should be competence. Seniority of diploma cannot be a selection criterion"*. That is to say, the old degree of teachers is not enough to make them effective, the most important characteristic is their competencies and language skills in effectively teaching the English language.

Overall, the interviewees' responses reflect a thoughtful consideration of the qualities needed for successful EFL teaching in primary schools. The criteria of degree seniority if taken into consideration when hiring primary teachers should take into account the years of experience rather than how old the degree is. This is because, as expressed by the first interviewee, teaching in the primary level is a special role since teaching kids require special care.

Theme 02: Comparison between teachers' degrees and teaching practices.

This theme is composed of two questions; it seeks to compare between the primary teachers practices and their degree qualifications. Therefore, in response to the question 2, the first interviewee categorized English language teachers at primary schools based on their degree seniority. He argued that “*they are of almost 3 categories: a little of very old degrees, a great number of old degrees, a small number of new graduates .The number of teachers with senior degrees is more*”. The inspector’s answer explains how English language teachers in primary schools are categorized according to their degree seniority. This indicates that while there are some teachers with very old degrees, the majority possess older degrees, with a smaller category being new graduates. The second interviewee also shared the same point of view while he said that “*it was the seniority of diploma that prevailed*”. Consequently, the interviewees suggest that the number of teachers with senior degrees is more than those who got their degrees in recent years (new graduates).

When asked in question 4 about the differences between teachers who graduated a long time ago and those who graduated recently, the first inspector said that “*the difference is at the level of fluency and accuracy and classroom language as well. Those who were graduated a long ago and with no experience face such problems.*” This confirms that older-degree holders may struggle with fluency, accuracy, and classroom language usage compared to their newly graduated colleagues. This insight showed the importance of continuous professional development and adaptation to new and innovative teaching methodologies, particularly in the context of language instruction. Besides, the second inspector found it difficult to make the difference between the young and old teachers, but he asserted that “*the youngest show a strong will and thirst to succeed*”.

To sum up, the interviewees’ responses highlighted how the English language teachers in primary schools can be different, where teaching practices and classroom dynamics of senior and new graduates differ.

Theme 03: Assessing effective English language teachers.

This theme constitutes of one question which seeks to collect data about the inspectors’ views towards how they assess the effectiveness of primary school English language teachers who have been recruited based on the seniority of their degrees. In response to question five (5) which is about the criteria used to assess the effectiveness of English language teachers during school inspections or evaluations, the first inspector stated these bases “*management of classroom environment, teacher interaction with learners, positive teacher learner*

relationships, clear explanations, flexibility, learners' assignments, and assessment for learning strategies". While the other inspector mentioned that "*the classroom management in the broadest sense, the scientific and linguistic knowledge and the achievement of the target objectives*".

The inspectors' perspectives suggest that assessments of English language teachers should not only consider their academic qualifications but also practical teaching skills, such as the ability to manage the classroom effectively and the use of the language thoroughly. The evaluators may need to take into account the teachers' experiences and how well they are teaching, including their skills and competencies. Overall, the inspectors' responses highlight the need to carefully assess both the theoretical knowledge and practical teaching abilities of these teachers.

Theme 04: Factors influencing the quality of teaching.

The fourth theme of the thematic analysis of the inspectors' interview summarises the data concerning the factors that influence the quality of teaching English at the elementary level in Algeria. This theme is, then, composed of two questions aiming to explore whether the recruitment approach which is based on degree seniority impacts the quality of teaching English at the primary school level.

In response to question 3, the first interviewee affirmed that "*all in all, the approach adopted affects the engagement and learning outcomes especially at the beginning of teachers' experience*". This means that the recruitment approach does influence the engagement and learning outcomes, particularly at the beginning of the teachers' experience. Additionally, he believed that "*some teachers with senior degrees and who have never exercised before face some difficulties related to classroom language*". That is to say, those old graduated teachers who lack prior teaching experience face difficulties regarding classroom language usage. They may struggle to explain words clearly especially for kids, also to manage pupils' engagement, and classroom interactions. Consequently, their learners may face difficulties in understanding the lesson and may not fully benefit from the learning experience.

From another perspective, the second inspector reported that "*some of these teachers have broken with the language for as long as 20 years. This could affect their performance*". This shows the impact of staying far from English language for many years (up to twenty

years as declared in the teachers' responses to the questionnaire, which might lead to many difficulties in terms of using English in the classroom. Therefore, these senior teachers might make errors in explaining the language itself to the pupils, and this might lead to creating misunderstanding or false knowledge in the primary school pupils. But he added "*I felt in them the strong desire to rise to the challenge*". Since, he had the opportunity to train them for more than two (2) weeks the last summer, he saw them as curious teachers and have the desire to learn more in order to be as effective as possible.

The interviewees were asked in question nine (9) whether degree seniority affects or is related to the quality of teaching English at the primary school level. The first one confirmed this connection. As he claimed "*yes, I do think so. Yet, it is an obstacle that can be overcome. As you know, the primary school syllabus is totally based on learning through playing. Teachers need to be equipped with up-to-date language game learning strategies*". Thus, he emphasized on the idea that degree seniority is just a hurdle teachers might face at the beginning of their teaching practices, with time the teachers will get accustomed with the situations, and they will overcome this obstacle. Additionally, he focused on the importance of training the teachers on more innovative methods and approaches to teach the pupils; these techniques may involve language based games that foster interaction and enjoying learning process.

Similarly, the second interviewee claimed that "*It is just the beginning of the process, so I think some time is needed to be able to assess the overall level*". Therefore, the second inspector also believes that the degree seniority is only an initial problem that might be facing the teachers, yet, with time, this issue will be overcome as soon as the teachers get used with their teaching environment and the teaching practices in general.

At the end, the interviewees' insights indicated the complex relationship between the selection method of the primary school teachers and the teaching quality they provide. They emphasized the importance of the ongoing professional development and the implementation of innovative teaching strategies to overcome challenges associated with degree seniority and to enhance the quality of English language instruction at the elementary level.

Theme 05: Challenges faced by senior teachers and recommended strategies to overcome them.

In order to explore the different issues faced by teachers hired based on their degree seniority, two questions have been asked to the elementary level educational inspectors. The seventh question aims to discover whether the senior teachers faced challenges based on their old degree, when teaching primary school pupils. While the eight question tends to know whether these teachers lack some significant competencies that impede that from reaching good teaching quality.

The first inspector informed that *“it is obvious that teachers with old degrees face some obstacles mainly those related to classroom language”*. The inspector highlights the challenge of classroom language which might be due to the fact of being far from the English language use for many years as stated by the second interviewee in his response to the question three. Likewise, the second inspector reported that *“in addition to their professional life, most of them are fathers or mothers with all what that implies”*. The second interviewee stressed the challenge of having family responsibilities that prevent them to be as active and energetic as needed.

To address these challenges, the first interviewee proposed *“to overcome these obstacles, teachers need to have special training, self-training, teacher professional development, collaboration...”* Here, he stressed the importance of specialized training to help senior teachers adapt their language and teaching methodologies. Additionally, he suggested lifelong learning and professional development opportunities as means for teachers to stay updated on current teaching practices and address any gaps in their knowledge or skills. Furthermore, the interviewee underscores the value of collaboration among teachers, which can provide opportunities for knowledge exchange, peer support, and collective problem-solving. By fostering an environment of continuous learning and collaboration, senior teachers can enhance their effectiveness in engaging and meeting the needs of primary school pupils, despite the challenges they encounter. Additionally, the second inspector suggested *“they need to be made aware of the nobility of their job and the great responsibility of training future generations”*. He stressed the importance of being aware of the great responsibilities teachers have in educating these future generations.

Additionally, in question eight (8), which seeks to discover whether senior teachers lack significant competencies that prevent that from reaching good teaching quality, the first interviewee answered that *“yes some of them do, the communicative competence is a good case in point because of the gap between teachers” graduation year and their first year of*

work". The reference to communicative competence suggests that teachers may struggle with effectively engaging pupils in communicative activities. On the other hand, he proposed "*recycling and training are alternatives.*" « Recycling » likely refers to revising and updating existing knowledge and skills, while « Training » refers to the acquisition of new skills or strategies through professional learning opportunities. These recommendations aim to help teachers enhance their communicative competence.

The second interviewee noted that "*the teaching methods have changed a great deal, making it difficult for some people to keep up to date. Many of them will find it hard to use, for instance, information and communication technologies (ICT) in class.*" This implies that senior teachers struggle to use the innovative and technological methods and strategies which are necessary for teaching children. Then, he suggested the same recommendation as the first interviewee, to overcome this challenge, stating that "*they simply need training* ".

Theme 06: Competency development and recommendations.

This theme embodies two main questions. It seeks to provide further recommendations to develop the primary level teachers' teaching competences. The first is question six (6) which investigates the factors that lead to quality teaching of English in Algerian primary schools. The tenth (10) question provides recommendations and initiatives that would enhance the quality of English language teaching in Algerian primary schools.

According to question 6, the first inspector sees that if senior teachers possess all the qualities of an effective teacher he mentioned, they can indeed effectively teach English based on their experience and the qualities provided. In his response he listed these qualities: *Teacher's communicative skills, teacher's personality, teacher's professional skills, teacher's teaching methods, positive behavior, promoting learner engagement, clear assessment strategies*". Additionally, the second inspector stated that "*these teachers need to be monitored and supported in their work. In-service training is essential to help these teachers perform better*". This showed the importance of providing teachers with support and training all along their teaching journey.

For the tenth question 10, the first interviewee offered a comprehensive set of recommendations and initiatives to enhance the quality of English language teaching in Algerian primary schools. He stated "the autonomous teacher, teacher training, teacher self-training, reflective journals, cooperative / collaborative development, peer teaching / peer

observation, trying the virtual community, meeting diverse teaching needs, joining the teaching for success program in collaboration with the British Council. The inspector had some suggestions to help English teachers in Algerian primary schools perform better. He proposed that teachers should learn on their own and also get training. Additionally, teachers should watch each other teach and give tips; this is called peer teaching. In addition, using online communities can be helpful too according to the interviewee. Besides, it is important for teachers to remember that every pupil is different and needs special attention. Finally, he recommended joining a special program with the British Council to get better at teaching English. These initiatives can make a great difference in how well pupils learn English in Algerian schools.

The second inspector proposed two main strategies which are “*in-service training, and sharing and coordinating*”; according to him, these are the basic and principle initiatives which help teachers to be qualified and effective.

Conclusion

This section focuses on presenting the results obtained from the employed tools: a questionnaire and an interview. From the research findings, it was deduced that from the teachers' perspectives, seniority does not affect their teaching quality. However, according to the inspectors, seniority does have an impact, although it is a challenge that can be overcome. The subsequent section will delve into discussing these results further and comparing the results with the other studies in the field.

Section Three: Discussion of the results.

This study explores the analysis of the impact of degree seniority on teaching English as a foreign language in Algerian primary schools. Additionally, it delves into the various perspectives of English language teachers in primary schools regarding their teaching experiences, methodologies, and strategies. Furthermore, it analyses the perceptions of 02 inspectors regarding the impact of degree seniority on teaching quality of English at the elementary level. To gather data for this research, two tools are employed: questionnaire and an interview. First, the questionnaire is administered to twenty-two (22) EFL teachers in primary schools in Bejaia to collect their opinions on their teaching methodologies and strategies when introducing this new language for the first time. Second, an interview is conducted with two (02) inspectors to gain insights into their viewpoints and perceptions about the effectiveness of these senior teachers.

This current research tries to answer three main questions; the first seeks to explore whether there is any relationship between degree seniority and English language teaching quality at the primary schools in Algeria. The second tries to describe the impact of degree seniority on the teaching quality. Finally, the third question seeks to investigate the different challenges faced by senior teachers when teaching primary school pupils.

Therefore, this section is established to discuss the aforementioned research questions in relation to the study's results obtained from both the questionnaires and the interviews, and compare them with the already existing research findings in the respective field of study.

3.1 The relationship between degree seniority and teaching quality of English language at Algerian primary schools

This discussion comes to answer the first research question:

The quality of the teaching the teachers offers, does not depend on their age or how old their degrees are. Teaching quality involves many different aspects, such as how well the teachers communicate with learners, their ability to engage learners in the learning process, the relevance of the material being taught, and the teachers overall effectiveness in helping learners understand and apply what they have learned. According to the teachers, who the half of them were aged between 46-55, more specifically, their responses to question 22 in the questionnaire, there was a variety of opinions about the difficulties they encountered in their English language teaching role that they believed were related to their senior degree. Some

teachers (31, 8 %) who believed in the relationship between degree seniority and teaching quality argued that these difficulties were related to the language teaching due to the higher level academic responsibilities compared to when they graduated. In other words, teaching has become more challenging over time, because of increased expectations or the changes in the generations and in the learning environment. This goes in line with what was stated by Seifert and Sutton (2009), who claimed that teaching has evolved in the last 20 years. Schools today are different from what many of teachers have learnt in their past. These changes have brought both new opportunities and challenges for teachers.

From another perspective, the majority of this current study's responses (68, 2 %) argued that degree seniority does not seem to be a significant factor in teaching quality at the Algerian primary school. Additionally, according to the responses provided by the participants to question 05 in the questionnaire, there were some teachers who had to wait a long time, sometimes up to 20 years or more to find this job, and some others who had to take a break from work, far from the English language. However, this gap between graduation and work as primary level teachers did not influence them; quite the contrary, they tried hard to ensure their English language classrooms were welcoming and comfortable for all pupils. The results of the questionnaire conformed to the responses of the inspectors who claimed that degree seniority can be a challenge that can be overcome with time.

Furthermore, as it was shown in the question 13 of the questionnaire, these senior teachers used a variety of strategies to make the classroom a place where pupils felt good and ready to learn, including the use of visual aids such as pictures, flashcards, posters, give rewards to pupils who do well to encourage them, and the use of interactive activities like playing games and songs; these techniques were helpful and attractive to the children, and they helped in making the learning environment more welcoming. According to Hashemi and Azizinezhad (2011), when teaching English to children, it is important to make the lessons enjoyable, interesting, and easy to understand. Repetition can also be helpful for them to learn. To achieve this, there should be the appropriate methods and techniques tailored to their age and level of understanding. This is exactly what it was reported by the majority of teachers when answering to the question 13; a variety of techniques and methods were used to help pupils talk and understand language better in their classes. Some teachers preferred to listen carefully to their pupils, speak clearly, and make sure their pupils feel comfortable when speaking. Besides, other teachers encouraged communication by making learning fun and doing activities in pairs or groups, acting out scenes and play games. Moreover, other teachers used

pictures, posters, and flashcards to help pupils learn visually, and they used gestures and real objects to make learning more authentic. Others preferred to repeat important words many times and only speak in English to encourage pupils use the English language.

On the other hand, based on the inspectors responses, more specifically their responses to the question (01) concerning the criteria that should be considered when hiring EFL primary school teachers and whether degree seniority was included in these criteria, it was revealed according to the first inspector, that being qualified, responsible, patient and understanding, creative, able to fit in with a team, keen to learn and friendly were all criteria to be considered when hiring these EFL primary school teachers. He added that the reason behind this was that teaching children requires a special care and thus special teacher roles. The second inspector combined all the criteria stated before in teachers' competencies.

According to the first interviewee's response to the question (09), degree seniority does have a relationship with the quality of teaching English at the primary school level but viewed it as an obstacle that can be overcome with appropriate support, collaboration and development opportunities. However, the second interviewee did not highlight any relationship because he saw on them the strong desire to learn more and overcome the challenge. Based on the results found in the study conducted by Drouet et.,al (2022) about whether there was any relationship between teachers' degree and learners' achievement, the researchers found that the level of degree teachers have does not seem to make a great difference on how well learners do in school. They also discovered that what teachers know about their subject and how to teach it does not seem to affect this relationship either; therefore, the results of both studies are complementary.

3.2 The impact of degree seniority on the teaching quality of English language in Algerian primary schools

This discussion comes to answer the second research question:

In Algerian primary schools, the process of selecting teachers and their degree seniority could significantly influence the effectiveness of English language teaching. The approach adopted to hire English as a Foreign Language (EFL), which was based on degree seniority, had a potential impact on pupils' engagement and learning outcomes. Ferguenis (2022) criticized the selection method, arguing that it will result in future teachers lacking the expertise to effectively teach young learners and professionally use English (as cited in Zouaoui, 2022).

Additionally, the interviewees' responses to question (03) about whether the recruitment approach (which was based on degree seniority) affected the engagement and learning outcomes of pupils in Algerian primary schools. The first interviewee believed that the approach adopted affects the engagement and learning outcomes especially at the beginning of teachers' experience, since there were some senior teachers who had never exercised before, and who faced some difficulties related to classroom language. From the same perspective, the second interviewee believed that the selection method could affect teachers' performance, especially that some of the senior teachers have broken with English language for as long as 20 years.

In response to question (09) the first interviewee offered valuable insights that showed the impact of degree seniority on teaching English at the primary school level. The inspector mentioned that teachers' old degree can influence how well they teach, but it was a challenge that can be overcome. However, the second interviewee asserted that it was just the beginning of the process; accordingly, more time is needed to be able to assess the overall level and determine whether degree seniority impacts teaching quality.

In conclusion, degree seniority does not impact teaching effectiveness; although it makes teaching challenging at the beginning. As a result, it is crucial for newly hired (old graduates) teachers to receive professional development trainings to overcome every difficulty they may face all along their teaching journey, especially at the beginning of their teaching experience.

3.3 Challenges faced by senior teachers when teaching English language for pupils of primary schools

This discussion comes to answer the third research question:

Based on the findings of question 21 in the questionnaire, several challenges were encountered by senior teachers when teaching English language for pupils of primary schools. The most significant challenge teachers commonly faced was dealing with large classes. According to their responses, this made it challenging to conduct interactive activities like games or group work; and it hindered the ability to provide personalized feedback to each pupil due to the large number of pupils.

According to a study conducted by Osai et.al (2021), where they investigated teachers' experiences with overcrowded classrooms, they found that the teachers felt stressed when there were too many pupils in their classrooms. Teachers claimed that it was hard because there was not enough time for everyone to learn properly. All of this adds up to more work for the

teachers and less time for teaching. This is exactly what was mentioned by the respondents in the question 15 of the questionnaire, where teachers noted that this challenge of insufficient time (45minutes per session) influenced the use of certain activities, which impacted negatively the quality of teaching they offer.

This challenge of overcrowded classes led to another one which was the difficulty of classroom management, as highlighted by the majority of teachers, where they found it hard to organize the classroom and manage it effectively, especially that the majority of pupils were disruptive and talkative. According to the discussion maintained with the English language teacher during the distribution of the questionnaire, there were approximately more than 40 pupils per class. Besides, trying to help each learner individually became challenging in case of large classes. Based on the findings from the study by Ari et al. (2016), when dealing with disruptive behaviours of learners, teachers used various techniques; including, warnings, using punishments when necessary, and making their teaching more enjoyable by incorporating a variety of different activities into the lessons. This approach helped to create a positive learning environment where pupils were more likely engaged, focused and behaved appropriately.

Additionally, the English language teacher, claimed that the problem of large class size was a significant barrier that blocked their ability as teachers to perform their job effectively. In addition to the overwhelming class size, she mentioned that each teacher works across more than two primary schools. The finding of the second question in the questionnaire, revealed that 50% were old with ages ranging between 46 and 55 years old. This category of teachers found it difficult to handle going between different schools and managing so many pupils. Arezki (2022), an English language primary school teacher who was assigned to four schools in the commune of Tichy, in Bejaia province, confirmed this assumption and claimed that she has 30 to 45 minute to commute between classes, and that it was a constraint (as cited in Zouaoui,2022). Moreover, Ferguenis (2022) added that the majority of teachers were women, mothers, without a vehicle. Some have to juggle between seven schools. Doing so much displacement would be hard for them (as cited in Zouaoui, 2022). Furthermore, the second inspector claimed in his answer to question (07) that most of these senior teachers, whether females or males, also had familial responsibilities in addition to their professional ones which necessitated the need of being aware of the nobility of their job.

Other challenges mentioned by the teachers who participated in this study was the limited resources; this later included technology and audio-visuals materials at schools. This challenge was the main reason for (59, 1%) of teachers for not integrating technology into their English language lessons, as it revealed the finding of the question 16 in the questionnaire. Tahir and Arif (2016) confirmed in their study the importance of using technology for children by claiming that children who used technology tend to have better language skills, they were smarter, and were better at solving problems compared to children who do not use technology for learning. This had a negative impact on the effectiveness of teaching, because teaching children requires the use of innovative strategies to attract their attention and keep them motivated to learn this new language. This goes with what was recommended by the first inspector since the primary school curriculum focused on learning through playing, that is why senior teachers need to try out fun and innovative strategies to teach English to keep the pupils interested and learn better. According to the study conducted by McMullen (2022), it was confirmed that using these innovative teaching strategies in the classroom could make learning easier and more effective. Trying out different strategies was an ongoing process for teachers, helping them facilitate learning and encourage pupils' development.

Additionally, the first inspector noted that these senior teachers encountered another challenge at the level of their communicative competence due to the gap between their graduation years and when they got their job (break of 20 years). This was also confirmed by the second inspector in question 3 when claiming that being far from the English language use could lead to difficulties in terms of using English in the classroom; they also could make errors in explaining the language itself to the pupils.

Thus, despite the fact that teachers faced the problem of large classes, the insufficient time and the limited resources and materials, they made efforts to teach these pupils properly and effectively by providing by themselves with the basic materials needed. In addition, these teachers used interactive activities and games in order to offer an effective teaching quality for their pupils and motivate them to learn this foreign language. This means that the seniority of their degrees and the years of their absence from classrooms did not impede them to teach effectively.

Conclusion

In conclusion, this section has addressed the research questions by examining how senior teachers' degrees impact their English language teaching in Bejaia primary schools, Algeria. The findings showed that older teachers believe that their senior degrees do not affect the quality of their teaching practices; likewise, the inspectors share the same idea. They firmly assert that degree seniority does not impact teaching effectiveness; although it makes teaching challenging, and difficult to engage pupils at the beginning. However, they also mentioned that it is a temporary challenge because they saw on them the strong desire to work hard and overcome it. Given these findings, it is imperative to provide better support for senior teachers. They require additional training (in-service training), support in terms of classroom resources and the materials needed to enhance teaching quality and foster success for both teachers and pupils.

Section four: Limitations, Recommendations, and Suggestions of the study

This study focuses on analyzing the impact of degree seniority on teaching English as a foreign language in Algerian primary schools: English language between the target needs and the actual application among Algerian primary schools. More specifically, the study is conducted on primary school teachers in Bejaia Province. Algeria decided to introduce English language into the primary school curriculum because it is of high importance and value nowadays. They understand that when children start learning English early, it sets them up for success later on. Therefore, this section discusses the recommendations and suggestions drawn from our research, as well as the limitations we encountered when conducting it.

4.1 Recommendations for teachers to improve their teaching quality

According to our findings, in order to improve and ensure an effective teaching quality in Algerian primary schools, teachers are recommended to:

- Engage in continuous professional development opportunities by attending workshops, conferences, and training sessions based on language teaching methodologies, classroom management techniques, and effective teaching strategies.
- Set up mentorship programs where experienced teachers help them by offering guidance, support, and practical advice according to their own teaching experiences. This can help them, as new hired teachers with old degrees to overcome initial challenges and provide ongoing support throughout their teaching careers.
- Participate in collaborative activities with other teachers (colleagues) in groups through social media platforms where they can share their best teaching methods, lesson plans, and resources with each other. Collaborating helps them to be more creative, come up with new ideas and get better at teaching.

By implementing these suggestions, teachers can make their teaching better, help their pupils learn and achieve more. This will make school more enjoyable and valuable for both teachers and learners.

4.2 Recommendations for school administrators and policy makers

According to the research findings, especially the challenges faced by old graduated teachers, it is crucial for schools administrators and policy makers to:

- Review the selection method of English language teachers in primary schools to ensure that the focus is on the qualities of effective teachers, like their skills and competences, not only how old are their degrees are.
- Provide every teacher with necessary and sufficient teaching materials in all Algerian primary schools, including instructional materials, technology, and classroom resources such as: data-show, speaker, making the classrooms look creative and artistic using flashcards, pictures, drawings and so on ... to attract the learners' attention and support effective English language teaching.
- Solve the problem related to overcrowded classrooms by minimizing the class sizes and hiring more teachers if needed; this means having fewer pupils in each class so that teachers can give each learner more attention and manage the class better. Additionally, this will make sure that all pupils participate in class interaction. Add to this, every teacher will have to teach in only one primary school and thus will be able to manage and control his classrooms effectively.

4.3 Suggestions for further research

This study tried specially to evaluate the impact Algerian primary teachers' degree seniority on the quality of their teaching practices. Many other issues can be addressed for further understanding of this areas of study and other related topics through further research. Therefore, it is also suggested to:

- Distribute questionnaires to a larger sample size of English language teachers in Algerian primary schools, exceeding the initial 22 participants. This will offer a more representative understanding of teachers' perspectives on their teaching experiences.
- Additionally, conduct an interview with more than two English language inspectors at the primary school level. This will help get different viewpoints and learn more about how degree seniority affects teaching quality.
- Compare the teaching effectiveness of teachers with old degrees to those with more recent degrees. This could involve examining differences in teaching practices,

pupils' outcomes, and comparison between the two groups regarding their teaching quality.

- Conduct classroom observations to observe the application of teaching strategies and instructional methods by teachers with old degrees. This could provide valuable insights into the effectiveness of their teaching and identify areas for improvement in English language teaching.

4.4 Limitations of the study

We encountered several obstacles while conducting this study, particularly in the theoretical chapter. The main challenge was the limited availability of previous studies relevant to our research topic, which required us to spend more time as we struggled to find enough evidence to support our study. Consequently, we faced a time limitation in completing the practical chapter.

Another limitation was not having enough participants. We found only 22 teachers, our goal was to have more. Also, some of these teachers did not answer some of important questions we asked them.

In the end, we contacted 4 inspectors to make an interview with them. But only two of them replied and they did not accept to make the interview face to face or at least online via an audio meeting (without video); so they directly answered our questions in a written form. This means we did not get as much as detailed information as we had hoped for.

Conclusion

In this section, we analysed the results of this study and we managed to deduce recommendations for teachers to improve their teaching quality, as well as for school administrators and policy makers to help teachers provide a good teaching quality in Algerian primary schools. Furthermore, we made suggestions for further research within the same domain, addressing areas that this study could not explore. At last, we shared the limitations faced when conducting this study.

Conclusion

The purpose of this chapter was to analyse and interpret the results of the study which aimed to analyze the impact of degree seniority on teaching English as a foreign language in Algerian primary schools. Besides, the study also examined the perceptions of teachers and inspectors toward the influence of degree seniority on teaching quality. The research discussion concluded that senior teachers believed their ancient degrees had no effect on their teaching quality, similarly the inspectors shared the same perspective. Although it was considered by the inspectors as an obstacle that made the teaching experience challenging at the beginning, it is a temporary challenge that can be overcome through time and the appropriate strategies and materials.

On the other hand, it was important to acknowledge the pressure teachers had when teaching many large classrooms across different primary schools, which led to large class size, limited time, and classroom management issues, all of which had an impact on the quality of instruction they provided. This explains why the inspectors believed that degree seniority was a challenge that made their teaching experience difficult at the beginning of the teachers' teaching experience of these senior teachers. Throughout the chapter, the researchers analyzed and discussed the findings to answer the research questions.

General Conclusion

The study aimed to explore the impact of degree seniority on teaching English as a foreign language in Algerian primary schools. Additionally, it intended to explore the teachers and the English language inspectors' perceptions towards the impact of degree seniority on teaching quality. The study addressed three main questions; the first sought to explore whether there was any relationship between degree seniority and teaching quality of English language in the primary schools of Algeria, the second looked into describing the impact of degree seniority on the teaching quality. Finally, the third questions investigated the challenges teachers with senior degrees faced during their teaching practices.

In pursuance of the aims of this study, the researchers followed the procedures of a descriptive design which was based on the rationale of sequential mixed methodology. In order to answer the research questions, two research tools were employed: a questionnaire administered to 22 teachers of English working in different primary schools of Bejaia Province. The sample consisted mainly of teachers who have been hired based on the seniority of their degrees. This questionnaire was designed to evaluate these teachers' experiences and relate them to the principles and features of quality teaching established in the theoretical background. In order to get more insights into this topic, an interview was conducted with two inspectors who were in charge of supervising and training these teachers before officially starting their job.

The dissertation consisted of a general introduction and two chapters; the first chapter introduced the theoretical background of teaching quality, as well as degree seniority and generation gap in education, in addition to a literature review. The second chapter described the methodology used in the study, which involved a mixed methodology, combining qualitative and quantitative research methods for data collection. The second chapter proceeded into presenting the results and discuss them in relation to the questions of the research. Finally, the same chapter presented some recommendations and suggestions for both teachers and policy makers. The study concluded with a general conclusion.

As far as the first question was concerned, based on the analysis and discussion of the obtained results; more specifically, the results of the teachers' questionnaire, there was no relationship between degree seniority and teaching quality, according to the answers of the inspectors, degree seniority impacts teaching quality, but they added that it was an obstacle that could be overcome with professional development trainings, or a self-training etc..

Concerning the second question, the results revealed that, based on the teachers and inspectors responses, degree seniority does not impact the quality of teaching English language at the primary schools of Algeria. However, the inspectors mentioned that it was a challenge that influence the teachers' teaching practices at the beginning of their first year of experience.

For the third question, the findings demonstrated that various difficulties were faced by the teachers with senior degrees. These difficulties were: large classrooms, changing schools as they work in different primary schools, and the absence of necessary materials to teach pupils effectively. This makes it obvious that these challenges (large classes size, limited time, classroom management issues, and difficulties in language use) had an impact on the quality of instruction they provide; and the existence of these issues explained why the inspectors believed that degree seniority cause difficulties at the beginning of the teachers' teaching experience.

Consequently, this study contradicted the assumption that degree seniority impacts or has any relationship with teaching quality. Thus, it comes to answer the research questions with arguments collected from both participants (teachers and inspectors).

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Appendices

List of appendices

- Appendix A questionnaire
- Appendix B interview

Appendix A

Questionnaire 01

Teachers' questionnaire.

As Master students of English at the University of Bejaia, specializing in Didactics, we are conducting a thesis on the impact of teacher experience on English language instruction in Algerian primary schools. Our aim is to explore whether teachers with degree seniority influence the quality of teaching, including teaching methods, classroom management, and alignment with curriculum objectives. By investigating these aspects, we seek to provide insights into the effectiveness of English language teachers and identify areas for improvement in Algerian primary schools. Your honest responses are greatly appreciated and will contribute to advancing our understanding in this area. All answers are confidential, and complete anonymity is assured. Thank you for your time and participation.

Section one: General Information

1. **Gender:** Male Female
2. **Age:** Under 25 25-35 36-45 46-55 56 and above
3. **Educational qualifications:** Bachelor degree Master degree Doctoral degree
4. **Please use the following rubric to assess your proficiency in English language instruction.** For each criterion, select the level that best reflects your current performance.

Criteria	Average	Good	Very good
Your capacity to create a positive and interactive classroom.			
Your proficiency in English language concepts, grammar, vocabulary, and pronunciation.			

Your communication skills in interacting with pupils			
Your ability to build positive relationships with your pupils			
Your understanding of curriculum standards and subject matter expertise			
Your proficiency in integrating technology tools and resources into instruction			
Your proficiency in assessing pupils learning, providing constructive and corrective feedback.			

Section two: Teaching experience

1- Did you land a job right after your graduation? If yes, when? If not, how many years did you wait until you got the job?

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2- Did you experience any challenges as a result of the gap between your graduation and your first year of teaching experience in Algerian primary schools? If yes, could you please describe these challenges?

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3-How was your first experience in teaching?

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4- How many years have you been teaching English as a foreign language in Algerian primary schools?

- Less than 1 year
- 1-5 years

5- Have you received any specific trainings before starting teaching English as a foreign language?

- Yes
- No

If yes, please specify the types of professional development trainings you have attended (e.g., workshops, seminars, courses...)

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6- What are the types of supports or resources do you think would enhance your effectiveness as an English language teacher?

- Professional development opportunities
- (Workshops, conferences, seminars, coaching programs)
- Access to updated teaching materials and technology
- Mentoring or peer support programs
- Other (please specify)

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Section three: Teaching methodology

1- How do you develop positive attitudes towards learning English among your pupils?

- Topics of interest
- Providing opportunities for self-expression or creativity

- Celebrating pupils' achievements

- Other (please specify)

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2- How do you foster communication and language development among pupils in your classroom?

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3-What strategies do you use to ensure a welcoming and comfortable learning environment?

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4- What types of resources and materials do you typically use in your English language lessons?

- Textbooks provided by the school

- Supplementary materials (e.g., worksheets, flashcards)

- Online resources or educational websites

- Other (please specify)

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5- Do you use interactive activities, such as games, songs, reading stories aloud, doing group work activities and projects in your teaching sessions? If yes, which one?

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6- Do you integrate technology into your English language teaching? If yes, what tools or resources do you find most effective for enhancing pupils learning?

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7- How often do you use visual aids (e.g., charts, diagrams) to support language learning in your English language lessons?

- Frequently
- Occasionally
- Rarely
- Never

8- Do you place more emphasis on developing speaking, listening, reading, or writing skills? And why?

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9- How much class time do you allocate for speaking practice in your English language lessons?

- 25-50%
- 51-75%
- 76-100%

10- Which assessment methods do you find most effective in evaluating pupils' English language proficiency?

- Written exams
- Oral presentations or interviews
- Other (please specify)

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11- What challenges, if any, do you encounter when teaching English to pupils in Algerian primary schools, and how do you address them?

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12- Are there any difficulties you encounter in your English language teaching role that you believe are related to your senior (ancient) degree?

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13- Looking ahead, what changes or innovations would you like to see in English language education in Algerian primary schools, and how do you envision your role in contributing to these developments?

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THANK YOU FOR YOUR COLLABORATION

Appendix B***Inspectors' interview.***

As Master students of English at the University of Bejaia, specializing in Didactics, we are conducting a thesis on the impact of teacher experience on English language instruction in Algerian primary schools. Our aim is to analyse whether teachers with degree seniority influence the quality of teaching, including teaching methods, classroom management, and alignment with curriculum objectives. By investigating these aspects, we seek to provide insights into the effectiveness of English language teachers and identify areas for improvement in Algerian primary schools. Your honest responses are greatly appreciated and will contribute to advancing our understanding in this area. All answers are confidential, and complete anonymity is assured. Thank you for your time and participation.

Question 01:

From your perspective, what criteria should be considered when hiring EFL primary school teachers? Can you explain the reason of selecting these criteria? Can the degree seniority be one of these criteria?

Question 02:

Can you categorise the teachers of English at primary schools based on their degree seniority (very old degrees, old degrees, or new graduates)? Is the number of teachers with senior degrees more than those who are not?

Question 03:

Generally speaking, have you observed that the recruitment approach (which is based on degree seniority) affects the engagement and learning outcomes of pupils in Algerian primary schools? If so, how?

Question 04:

According to your experience, what makes the difference between English language teachers who graduated a long ago and teachers who graduated recently in terms of their teaching practices, classroom management techniques, and engagement with pupils?

Question 05:

On which bases do you assess the effectiveness of English language teachers during school inspections or evaluations?

Question 06:

What are the factors that lead to quality teaching of English in primary schools? Can teachers with senior degrees effectively teach English for pupils? Could you elaborate on this, based on your experience?

Question 07:

Are there any challenges or barriers that senior English language teachers (teachers with old degrees) face when teaching primary school pupils, regarding their old degrees ? If so, how do they overcome these obstacles? What do you recommend to them to overcome these barriers?

Question 08:

Do the Algerian teachers with degree seniority (teachers with old degrees) lack some significant competencies that impede them from reaching good results in their teaching practices? If yes, what are these? What do you recommend for them to acquire these needed competencies?

Question 09:

Do you think that degree seniority affects or at least has any relationship with the quality of teaching English at the primary schools level? Can you explain?

Question 10:

Based on your observations and insights, what recommendations or initiatives would you propose to teachers with senior degrees and new graduates to enhance the quality of English language teaching in Algerian primary schools?

Thank you for your collaboration.

Résumé

De nos jours, l'enseignement efficace des langues étrangères est très important, surtout en ce qui concerne l'enseignement de l'anglais en tant que langue internationale dans les écoles primaires algériennes. Cette étude vise à étudier l'impact de l'approche adoptée pour le recrutement des enseignants d'anglais, basée sur l'ancienneté du diplôme, sur la qualité de l'enseignement de l'anglais en tant que langue étrangère dans les écoles primaires algériennes. Cette étude suit une conception de recherche descriptive qui est basée sur des méthodes quantitatives et qualitatives. Les données ont été collectées à travers deux principaux outils : un questionnaire et un entretien; le questionnaire a été administré à vingt-deux (N=22) participants qui étaient des enseignants d'anglais des écoles primaires de la wilaya de Bejaia, en Algérie. L'entretien a été mené avec deux (N=02) inspecteurs d'anglais au niveau de l'école primaire. Les résultats obtenus ont fourni des arguments significatives pour répondre aux questions de la recherche et ont indiqué que l'ancienneté du diplôme des enseignants n'impacte pas leur efficacité d'enseignement. Cependant, ils ont rencontré quelques défis, surtout lorsqu'ils ont commencé à enseigner, tels que la difficulté d'enseigner la langue, mais ils peuvent surmonter tous les obstacles qu'ils rencontrent avec le temps et les efforts, selon les inspecteurs interrogés. Cette étude recommande aux enseignants diplômés depuis longtemps de continuer à apprendre et à essayer de nouvelles stratégies innovantes pour s'améliorer dans l'enseignement de leurs élèves. Enfin, il est très important pour les administrateurs d'écoles de fournir aux enseignants les ressources et les matériels nécessaires, en minimisant le nombre d'élèves dans chaque classe pour faciliter la gestion de la classe pour les enseignants dans le but d'améliorer la qualité de l'enseignement de la langue anglaise dans toutes les écoles primaires algériennes.

Mots clés :

L'enseignement d'Anglais, l'ancienneté du diplôme, la qualité d'enseignement, les écoles primaires Algériennes.

ملخص

في الوقت الحاضر، يعتبر التدريس الفعال للغات الأجنبية مهم جداً، خاصة عندما يتعلق الأمر بتدريس اللغة الإنجليزية كلغة عالمية في المدارس الابتدائية الجزائرية. تهدف هذه الدراسة إلى دراسة أثر النهج المتبع في توظيف مدرسي اللغة الإنجليزية، الذي يستند إلى درجة اقدمية الشهادة المحصل عليها في تخصص الترجمة أو اللغة الإنكليزية في المدارس الابتدائية الجزائرية. اعتمدت هذه الدراسة تصميماً بحثياً وصفيّاً يستند إلى أساليب كمية و نوعية. وقد جمعت البيانات باستعمال اداتين رئيسيتين هما= استبيان و مقابلة . نقل الاستبيان الى اثنان و عشرون (22) معلم و معلمة اللغة الانكليزية في مختلف ابتدائيات ولاية بجاية. الجزائر. وأجريت المقابلة مع اثنين(02) من مفتشي اللغة الإنجليزية على المستوى الابتدائي. قدمت النتائج التي تم جمعها حججاً هامة للإجابة على أسئلة البحث، وأشارت إلى أن اقدمية شهادة المدرسين المتخرجين القدامى لا تؤثر على فعاليتهم التعليمية. إلا أنهم واجهوا بعض التحديات خاصة عندما بدأوا التعليم لأول مرة، مثل صعوبة تدريس اللغة، ولكنهم يستطيعون التغلب على جميع العقبات التي يواجهونها مع الوقت والجهد وفقاً لما ذكره المفتشون الذين أجريت معهم المقابلة. وتوصي هذه الدراسة المعلمين المتخرجين القدامى بمواصلة التعلم وتجربة استراتيجيات جديدة ومبتكرة لتحسين تعليم تلاميذهم. وأخيراً، من المهم جداً أن يوفر مديرو المدارس وواضعو السياسات للمعلمين الموارد والمواد اللازمة، كالدعم بوسائل التكنولوجيا الحديثة و تقليل عدد التلاميذ في كل قسم لتيسير إدارة الاقسام الدراسية للمدرسين. اقترحت جميع هذه التوصيات بهدف تحسين نوعية تدريس اللغة الإنجليزية في المدارس الابتدائية الجزائرية.