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Challenges and Prospects of English Language in Primary Education in Algeria

Case study "Primary Schools in Relizane"

Platform "SAFWA DZ"

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Dedication

I would like to dedicate this work:

first and foremost, to the memory of my father and my sister, who passed away before witnessing this achievement. May Allah grant them His infinite mercy and eternal peace.

With deep love and gratitude, I extend my heartfelt appreciation to my mother, whose unwavering support, patience, and encouragement have been a constant source of strength throughout my journey. Her kindness and generosity of spirit continue to inspire me every day.

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Abstract

The present work introduces the design and development of an educational platform called SAFWA DZ” dedicated to teaching English to Algerian primary school pupils. The proposed platform is a likely space filled with fun games to create an enjoyable atmosphere for children to learn English with pleasure. It aims to provide an interactive, accessible, learner-centered environment that supports the acquisition of basic English skills, including vocabulary, pronunciation, reading, writing and simple communication, The system incorporates multimedia resources such as images, audio recording, games, quizzes, animated activities to motivate pupils and facilitate understanding through visual and auditory learning methods. Teachers and parent along with their children can easily navigate this website that includes different icons, buttons to delve into space of learning, teaching, tracking children progress, downloading lessons, taking practices, tasks, evaluating, etc. Not only this, but is also supports teaching through pedagogical programs by providing recommendations, guidance on teaching methods, lesson delivery, ways to overcome challenges they may face in this field. In addition, it offers online training and professional development courses, especially, for newly appointed. This work supports the framework claiming for integrating digital educational tools to be fruitful and beneficial and that educational platform plays a significant role in modernizing English language teaching in Algerian primary schools recommending further integration of educational technologies to support future generation of learners

Key words: English language Education, primary school, digital educational platform Safwa dz

Résumé

Le présent travail introduit la conception et le développement d'une plateforme éducative appelée « **SAFWA DZ** », dédiée à l'enseignement de l'anglais aux élèves algériens des écoles primaires. La plateforme proposée est un espace ludique rempli de jeux amusants, conçu pour créer une atmosphère agréable permettant aux enfants d'apprendre l'anglais avec plaisir. Elle vise à offrir un environnement interactif, accessible et centré sur l'apprenant, favorisant l'acquisition des compétences de base en anglais, notamment le vocabulaire, la prononciation, la lecture, l'écriture et la communication simple. Le système intègre des ressources multimédias telles que des images, des enregistrements audios, des jeux, des quiz et des activités animées, afin de motiver les élèves et de faciliter la compréhension à travers des méthodes d'apprentissage visuelles et auditives. Les enseignants et les parents, accompagnés de leurs enfants, peuvent naviguer aisément sur ce site web qui comprend différentes icônes et boutons permettant d'accéder à un espace d'apprentissage, d'enseignement, de suivi des progrès des enfants, de téléchargement de leçons, de pratiques, de tâches et d'évaluations, entre autres. Non seulement cela, mais la plateforme soutient également l'enseignement à travers des programmes pédagogiques en fournissant des recommandations et des orientations sur les méthodes d'enseignement, la transmission des cours et les moyens de surmonter les défis auxquels les enseignants peuvent être confrontés dans ce domaine. De plus, elle propose des formations en ligne et des cours de développement professionnel, destinés notamment aux enseignants nouvellement nommés. Ce travail appuie le cadre plaidant pour l'intégration d'outils éducatifs numériques, afin qu'elle soit fructueuse et bénéfique, et affirme que les plateformes éducatives jouent un rôle significatif dans la modernisation de l'enseignement de l'anglais dans les écoles primaires algériennes, en recommandant une intégration plus poussée des technologies éducatives pour soutenir les futures générations d'apprenants.

Les mots clé : la langue anglaise, enseignement primaire, projet, plateforme éducative

ملخص

يتناول هذا العمل تصميم وتطوير منصة تعليمية تحمل اسم "الصفوة DZ"، موجهة لدعم الأساتذة لتدريس وتعليم اللغة الانجليزية لتلاميذ المرحلة الابتدائية في الجزائر، تهدف هذه المنصة الى توفير بيئة تعليمية ممتعة وجذابة تعتمد على الالعب التفاعلية بما يساهم في تحفيز الاطفال على التعلم اللغة الانجليزية بطريقة سلسلة ومحبة.

تركز المنصة على تقديم محتوى تعليمي تفاعلي، سهل الوصول، متمحور حول المتعلم، يدعم اكتساب المهارات الاساسية في اللغة الانجليزية، مثل المفردات، النطق، القراءة، الكتابة، التواصل البسيط، كما تعتمد على توظيف الوسائل المتعددة من بينها الصور، التسجيلات الصوتية، الالعب التعليمية، الاختبارات، والانشطة التفاعلية بهدف تعزيز الفهم من خلال اساليب التعلم السمعي البصري.

تتيح المنصة للمعلمين، التلاميذ وأوليائهم استخدام واجهة سهلة وبسيطة تمكنهم من التنقل داخل الموقع بسهولة والاستفادة من مختلف الخدمات، مثل: متابعة تقدم المعلمين، تحميل الدروس، انجاز التمارين، تقييم الأداء.

لا يقتصر دور المنصة على التعليم فقط، بل تدعم كذلك العملية التعليمية من خلال برامج بيداغوجية تقدم توصيات وارشادات حول طرق التدريس، وأساليب تقديم الدروس والحلول الممكنة للتغلب على التحديات التي قد تواجه المعلمين في هذا المجال. كما توفر دورات تكوينية تدريبية عن بعد للتطوير المهني، خاصة لفائدة المعلمين حديثي التعيين.

وتؤكد هذه الدراسة على أهمية دمج التقنيات الرقمية في التعليم، ما لها من أثر ايجابي وفعال، حيث تعتبر المنصات التعليمية دورا اساسيا في تحديث اللغة الانجليزية في المدارس الابتدائية الجزائرية، مع التوصية بتعزيز استخدام التكنولوجيا التربوية لدعم الاجيال المتعلمين في المستقبل.

الكلمات المفتاحية: اللغة الإنجليزية، التعليم الابتدائي، مشروع، منصة تعليمية.

List of Abbreviations

APA	American Psychological Association
EFL	English as a Foreign Language
GTM	Grammar Translation Method
CLT	Communicative Language Teaching
TPR	Total Physical Response
ICTs	Information Communication Technologies
BMC	Business Model Canvas
MVP	Minimum Viable Product

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General Introduction

Language plays a fundamental role in shaping human communication, social integration, and educational development. In the contemporary globalized world, English has emerged as the dominant international language in science, technology, diplomacy, and higher education. Its spread has influenced national educational policies worldwide, including in multilingual societies such as Algeria.

Algeria presents a complex linguistic landscape characterized by the coexistence of Arabic, Tamazight, French, and increasingly English. Historically, French maintained a strong presence in education and administration due to colonial legacy. However, recent reforms demonstrate a strategic shift toward strengthening English language instruction, particularly at the primary level.

Primary education represents the cornerstone of any educational system, the English language teachers at this level occupies a role of particular significant because he is not only transmitting linguistic knowledge furthermore, they are introducing all a new system of communication, they are totally emphasize the role of teaching aids and facilities in which permit a better outcome yet Algerian primary English teacher operate under considerable constraints, they face shortage of appropriate teaching materials, limited access of professional development opportunities.

The idea of this project, which is the creation of English educational application for primary educators implemented via a mobile application named SAFWA DZ, was born out of an online questionnaire to primary inspector that after the implementation of English instruction in primary Algerian schools, teaching English become challenging due to different reasons, SAFWA DZ online education application, that aims to provide customized educational needed facilities such as instructional materials for both teachers, parents. additionally, it emphasizes flexibility, facility, by offering variety of online instructional interactive tools, also provide teacher with online training that fit teachers need and using the last technology to make teaching easier, it offers supplementary services such as online training for teachers, various activities for parents in order to ensure effective teaching process and outcome and to bridge the instructional materials gap in the teaching process.

General Introduction

This study is divided into one chapter covers the literature review related to teaching English in primary education and the challenges encountered at this level. It provides an overview of teaching English in primary education in the context of Algeria, including the education process of English in primary schools, instructional materials used by English teachers, and the importance of pedagogical competence. Furthermore, it sheds light on the main challenges faced by English teachers in Algerian primary schools, such as the lack of information and communication technologies, inadequate instructional materials, and the difficulties related to pedagogical competence and professional development

Chapter One

1.1 Introduction

This chapter involves an overview about teaching English in Primary Education, with a particular attention to the teacher's pedagogical framework and teacher challenges at this level.

It begins first with the global status of English and its place in the Algerian education system. It presents a definition and key characteristics of primary education learning. It explores the core principles of teaching in English in primary education, such as methods and materials used in primary education. Each principle related to English teacher challenge in primary education.

Finally, it emphasizes the central role of primary English teacher, it also includes professional and personal characteristics of primary teacher, as well as his competence and professional developments.

1.2 The status of English language in Algeria

1.2.1 English as a lingua-franca

English is considered as the most spoken language in the world where an estimated number of 67 countries use it as their official language while 27 countries consider it as a second official language. Approximately around 1 billion people use English around the world. (Ilyosovna, 2020). Even the British colonies which gained their independence from the British Empire, still used English as a second language (ROA, 2019)

English has a huge status or position in Education sector, because many countries in the world learn it as a second language such as Arab countries, Asia countries. Learning English is important and helps individuals not only for learning and acquiring, but also for their future career and job opportunities. This is because English is the only language of science existing in the forms of books and articles, both printed or digital electronic (RAO, 2019). Moreover, Swales (1976) emphasized that English is undeniably the language of academia, with over half of research articles are authored in English language (NUNAN, 2003).

In short, English is a linguistic power; this expression means that English conquers up all the different fields such as Internet and software. It is the language of 21st century technologies and due to this positive role expansion of English, many countries want it to be their language of communication. (C.Baugh & Cable, 2002). While English is used for communication worldwide, it does not serve as a lingua franca in the Algerian country.

1.2.2 The status of English in Algeria

Algeria is a country in North Africa, known for its linguistic situation as a multilingual country; which means the coexistence of diverse languages inside the country. The languages are Modern Standard Arabic which is the official language superposed by the government and dialectal Arabic spoken in the street and home for ordinary conversation. There is also French which is widely used by the Algerians in addition to a number of indigenous languages related to ethnic groups in Algeria like Berber. (Rouabah, 2022)

English has been lately set as the first foreign language by the government in Algeria. It has lately been widely used for educational purposes from second grades of primary level to higher education. There are several aspects that urging the status of English nowadays in the country such as the sector of petroleum and hydrocarbon that is promoting Algerians employees to use English more and more. (Belmihoub K. , 2017)

1.2.3 The previous Experience of English in Primary Education in Algeria

In September 1993, the Minister of Education decided to introduce English at the elementary level through a selection process in which pupils were required to choose between French and English. However, the results favored French over English for various reasons. According to Nadia (2011), “This program was implemented in several primary schools; unfortunately, most parents at that time preferred French over English for their children.” At that time, there was also a lack of qualified teachers, textbooks, and teaching materials. Consequently, the government decided to eliminate English from primary Education. (Abdelbak, 2024, p. 49)

Additionally, According to Mami (2013) said “English has been defined as second foreign language at beginning of the 90s, and as a first foreign language after the 2000 reform, to gain status of the language of science and technology used in lifelong learning in recent years.” (NAKLA, 2025, p. 461)

1.2.4 The recent reform of teaching English in primary education in Algeria

In July 2022, a major shift occurred in the Algerian educational system. During an interview broadcast on Algerian television, the authorities announced a new decision to introduce the English language in primary education starting from the 2022–2023 academic year.

Abdelmadjid Tebboune stated, “French is the spoil of war, whereas English is an international language.” This decision represented a significant change in the Algerian Educational System. (Rouaba, 2022).

1.3 English language in primary Education

1.3.1 The definition of primary education learners

Young learners have been defined differently by various researchers. According to Scott and Lisbeth and Roth (1998), young learners are children between the ages of 5 and 12 years. In addition, Halliwell (1992) stated that “young learners do not come to the language classroom empty-handed. They bring with them an already established set of instincts, skills, and characteristics which help them to learn another language”. (Gautam, 2024, pp. 27-28)

According to Moon (2005), “young learners are still developing cognitively, linguistically physically, and emotionally.” Therefore, it is necessary for teachers to have significant knowledge about pupils’ cognitive and emotional characteristics because these aspects guide teachers’ behavior and performance in the classroom. (Carvalho, 2016, p. 5)

According to Scott and Ytreberg (1993), Young learners have several characteristics. Children are multisensory learners who generally use their eyes, ears, and hands to understand the world around them. They are also subconscious learners because they often do things before they completely acquire rules such as grammar rules. Children are characterized by an unlimited sense of imagination, and they are collaborative learners who are able to work with others. Moreover, they have the ability to think logically, and playing is considered one of their favorite Activities. (Aslamiah, 2022)

Additionally, according to Assis-Peterson and Gonçalves (2001), “children have often been considered fast and successful learners, whereas adults are believed to be slower and less successful learners.” (Carvalho, 2016, p. 6)

To sum up, young learners are different from adults in many ways. They are collaborative learners who can encode and decode meaning and language effectively. These characteristics contribute to the development of effective speaking skills. Therefore, in order for primary school teachers to understand and teach children effectively, they must have sufficient knowledge about children’s characteristics and should create appropriate teaching strategies for developing language skills, especially writing.

1.3.2 The qualities of primary English teacher

Teachers have a significant role in the teaching process. EFL teachers educate learners in contexts where English is positioned as an additional language. Furthermore, they are increasingly required to teach young learners. Therefore, teachers need to possess specific characteristics and competencies to teach EFL effectively to children.

Hashemi and Azizinezhad (2011) emphasized that, to be competent teachers of young learners, educators are required to master several important characteristics. Firstly, young learners are known to be active pupils who demand a great deal of energy and effort from their teachers. Therefore, one of the essential roles of a primary teacher is to adapt easily to pupils by being dynamic and tolerant. In addition, teachers' affection and care toward pupils help build a positive classroom atmosphere, which is highly recommended for primary school teachers. Having strong pedagogical observation skills, such as being perceptive and attentive to pupils' behaviors and details, is also considered an important characteristic of primary teachers. (Hashemi & Azizinezhad, 2011).

1.3.3 The Importance of Pedagogical Competence for Primary Teachers

Because of pupils' characteristics, young learners require specialized teaching methods and processes from their teachers. Usually, EFL teachers instruct teenagers, but teaching young learners is quite different. Teachers should take into account learners' needs, learning styles, and preferences. According to Brumfit (1991) the elementary teachers should possess specialized competencies for teaching young learners. (GUVEN & çAKIR, 2012)

Another definition of competence was cited in the European Commission, defined competence as “(...) a complex combination of knowledge, skills, understanding, values, attitudes, and desires which lead to embodied human action in a particular domain.” This definition means that the competence is achieved when a person combines skills, desire, and subject knowledge effectively. (Corres, Ruiz-Mallén, & Rieckmann, 2024) .In the field of education, teachers are generally required to combine professional knowledge, skills, and motivation. Therefore, teachers are expected to master all these aspects rather than focusing only on theoretical knowledge.

1.3.4 Pedagogical Competence

One of the competencies that teachers must have at the basic education level, namely: professional competency. The professional competency indicators are based on Government Regulation namely: 1- overcoming of the use of essentials the material, structure, concepts, and scientific mindset that supports the subject being taught. 2- being professional on the competency standards and basic competencies of the subject / field of development is being handled. 3-Creating more advanced learning tools. 4-Developing professionalism in a sustainable manner by taking reflective action. (Yohamintin*, Permana, Wulansari, Mulyani, & Sabban, 2020, p. 66)

Primary English teacher required to “The teacher of children needs to be highly skilled to reach into children’s world and lead them to develop their understandings towards more formal, more extensive and differently organized concepts”. (Gautam, 2014, p. 27)

1.4 Methods for teaching young learners

English language teaching methods are used to analyze learners’ learning processes and knowledge. The main teaching methods in English Language Teaching (ELT) include the Grammar Translation Method, the Direct Method, the Audio-Lingual Method, Total Physical Response, and Communicative Language Teaching.

1.4.1The Grammar Translation Method

The Grammar Translation Method (GTM), also known as the “Classical Method,” is defined by Richards and Rodgers (2002) as “a method of foreign or second language teaching which makes use of Translation and grammar study as the main teaching and learning activities.” This definition means that GTM is an instructional method that mainly emphasizes reading skills and literary concepts in both the teaching and learning process (Nisha, 2024)

According to Benati (2018), “if learners answer a question incorrectly, the teacher would select somebody else to give the correct answer and him or her replies directly” This statement means that the teacher’s role is to analyze students’ mistakes and encourage other learners to provide the correct responses. (Burekovic, Rizvic-Eminovic, & Melisa, 2023, p. 450)

Chapter One

Several Techniques are associated with this method, as identified by Larsen-Anderson (2014), Elmayantie (2015), and Pinataggini (2015) are includes reading literary works and interpreting them bilingually, filling written passages with missing words, and finding opposites and equivalents of words, learning through repetition drills and memorization of information. These techniques help teachers teach a new language to young learners through their native language. In addition, this method reduces learners' cognitive difficulties during learning and mainly emphasizes sentence structure and grammar rules. (Burekovic, Rizivic-Eminovic, & Pilav, 2023).

1.4.2 The Direct Method

The Direct Method, also known as the Natural Method, is defined as a foreign language teaching method that emphasizes the development of learners' oral skills. Moreover, this approach promotes learners' acquisition of a large vocabulary through reading activities. Batoul et al. (2017) explained that, in the Direct Method, learners are socially encouraged to interact and engage with others. In this approach, the target language is prioritized, particularly during the acquisition process and teacher–learner interaction, because only English is used in the classroom. (Vireak & Bunrosy, 2024).

1.4.3 The Audio-Lingual Method

The Audio-Lingual Method is associated with the concept that “a language is first of all a system of sounds for social communication; writing is a secondary derivative system of recording spoken language” This statement indicates that language learning is naturally connected to pronunciation before involving written production.

The Audio-Lingual Method, also called the Aural–Oral Method, was defined by Richards and Rodgers (2001, p. 50) as an oral teaching method for foreign language learners in which teachers aim to develop oral communication skills before reading and writing. However, this method neglects the use of students' native language. Meanwhile, discussion and interaction are considered the main sources of learning in this method. Furthermore, learners internalize language through repetition (Maaliah, Widodo, & Aziz, n.d, 2017).

1.4.4 Total Physical Response (TPR)

Asher developed a teaching method called Total Physical Response (TPR). This method focuses on developing learners' language competency through the combination of physical performance and language production.

TPR is an understanding-based approach that mainly focuses on the language needed for communication improvement. Teachers focus only on the target language to give instructions and do not allow the use of the mother tongue in the classroom. Learners' execution of the teacher's instructions provides significant learning outcomes when using this method.

In short, total physical response is an impactful instructional method that links learner's physical movement with language learning to illustrate, English learners learn through role play, make learning enjoyable (Astutik, Megawati, & Nisak Aulina, 2019).

1.4.5 Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is described as a useful approach in English language teaching. Richards et al. defined it in the Dictionary of Language Teaching and Applied Linguistics as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence." This definition signifies that nonnative learners need to learn English in order to interact effectively with others.

Additionally, CLT is viewed as an approach rather than a method and has several important characteristics. One scholar stated that "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language." This means that both the form and communicative functions of the English language are emphasized during teaching. Furthermore, learner engagement and collaboration are highly encouraged, and fluency is prioritized over language accuracy. Moreover, CLT is used in classrooms to provide learners with opportunities to participate in collaborative and interactive activities such as role plays, games, and projects (THAMARANA, 2014, pp. 63-64-65)

1.5 Instructional Materials for primary Education learners

Isola (2010) defined instructional resources as helpful tools that enable teachers to deliver understandable lessons. This is particularly important for primary education teachers, who should select materials appropriate to pupils' age and learning styles. Besides, Kochhar (2012) supported the idea of the importance of teaching aids or materials in education system teacher are required of using other materials while teaching through textbook (Olaynika, 2016)

Furthermore, Holden (1980) explains: "If children can only be persuaded to look at language learning as an interesting activity which requires a certain amount of application, attendance is more likely to be regular and progress will be more obvious" this expression means that young learners outcome is interlinked to their perspective into learning .Moreover, According to Brown (2001), children are characterized by their enjoyment of jokes and humor. Teachers can take advantage of this characteristic by integrating humor into the teaching process and using enjoyable teaching materials such as blackboards, textbooks, flashcards, Audiovisual aids, Pictures, and Worksheets. Each of these materials helps teachers create an enjoyable and satisfying learning environment.

1.5.1 Textbook

The most widely used teaching resource in the field of foreign language teaching is the textbook. According to Hutchinson and Torres, "the textbook is an almost universal element of English language teaching; millions of copies are sold every year, numerous aid projects have been set up to produce them in various countries... no teaching-learning situation, it seems, is complete until it has its relevant textbook." This statement means that the textbook is one of the most important instructional resources in English Language Teaching (ELT) programs. It is considered a useful material for educators because it provides various activities and examples for teaching and learning. Furthermore, Tomlinson defines a textbook as follows: "A textbook provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions, and the skills of reading, writing, listening, and speaking". (Şahin D. S., 2020, pp. 107-109)

1.5.2 Audio-Visual Media

Since young learners are characterized by their fast understanding of meaning, audio-visual media are considered effective materials that teachers use to facilitate learning. These materials help young learners understand meaning more easily and are regarded as appropriate tools for teaching a second language to children.

1.5.3 Pictures

Pictures are considered graphic materials that refer to “non-photographic” or “two-dimensional materials.” Scott & Ytreberg (1990) stated, “You will need to have plenty of objects and pictures to work with and make full use of schools and your surroundings.” This statement clarifies that instructional tools play a significant role in the teaching process. (Gautam, 2014, p. 28)

1.5.4 Flashcards

According to Pakkan (1997, p. 15), flashcards are described as “a set of mounted cards with words, simple pictures, or phrases.” They are considered teaching tools that help teachers educate young learners (Bardakçi M. , 2011, p. 290). In addition, Cross (1991) described flashcards as instructional tools that facilitate the teaching process. Teachers also use them to enhance learners’ vocabulary and speaking skills. Positively, flashcards affect learners’ participation in the classroom and help develop their attention and curiosity. Technological flashcards are considered a modern innovation that speeds up the learning process (Amalia, 2014).

1.5.5 Videos

Videos are among the visual teaching materials that teachers use to present lessons, especially in listening sessions. Herron and Tomasello (1992) found that “Video offers language learners opportunities to see the dynamics of communication, and because such materials are widely available, it may offer a better and feasible option for listening comprehension.” This statement means that video is one of the most accessible teaching tools from which teachers should. (Amin, Azim, & Abul Kalam, 2018, p. 65).

1.5.6 Games

Games are considered as one of the most important instructional Aids to teachers. According to Martinson and Chu (2008), “Games are effective tools for learning because they offer students a hypothetical environment in which they can explore alternative decisions without the risk of failure. Thought and action are combined into purposeful behavior to accomplish a goal. Playing games teaches us how to strategize, consider alternatives, and think flexibly.” This statement indicates the benefits of learning through games, as they promote learners’ logical reasoning skills. Because of the many benefits of games, teachers tend to incorporate them into their teaching process (Akdogan, 2017, p. 32).

1.5.7 Songs

Songs are the instructional tools that aim to reinforce pupils’ vocabulary and oral skills. Through songs, pupils’ pronunciation can improve easily. By listening to songs regularly, pupils acquire sufficient vocabulary, and the classroom atmosphere changes from boredom to one full of positive energy and joy, they reduce young learner’s anxiety and stress in the classroom. Additionally, songs help learners in developing their language easily, this provides teachers with a positive outcome. (Millington, 2011).

1.6 The challenges of English Teaching in Primary Education

1.6.1 Large Class Size

Class size has become an important issue for teachers because it is directly linked to teaching proficiency in terms of classroom management and instructional competence. Due to the age factor, young learners require special attention. For example, Algerian primary school teachers are often expected to teach classes of around 27 to 30 pupils. In addition, the difference between English teachers and teachers of other subjects stems from the nature of the English language itself, as English differs significantly from learners’ native languages (2025 ‘ع.)

1.6.2 Lack of Instructional Materials

Teaching English in primary schools requires sufficient resources and materials because young learners are active learners who need materials appropriate to their age and behavior. Although English teaching has been introduced to young learners in many countries, several nations still suffer from a lack of teaching resources and materials. Many English teachers encounter difficulties due to inadequate resources when teaching young learners.

Additionally, the study conducted by Dallal Grini and Boumediene Benrabah, entitled “Addressing English Language Teaching Hurdles Encountered by Primary School Educators in Algeria,” indicated that one of the major challenges teachers faces is the inadequacy of appropriate learning and teaching materials in Algerian primary schools. (GRINI & BENRABAH, 2025)

1.6.3 Lack of training and professional development

Professional development is considered one of the most beneficial practices for EFL teachers because it contributes to their academic and professional progress. Through professional development, teachers gain knowledge and learn how to deal with different classroom situations. Richards (2005) stated that “non-native English teachers must have reached a threshold proficiency level in the target language in order to be able to teach effectively.” This statement means that mastering the English language is an essential requirement for EFL teachers to achieve positive teaching outcomes (Falah, Apsari, & Kusumah, 2023, p. 841)

Teaching English to young learners requires competent English teachers. Therefore, Cameron (2001, p. xii) emphasized that “The teacher of children needs to be highly skilled to reach into children’s world and lead them to develop their understandings towards more formal, more extensive and differently organized concepts.”

Additionally, the study conducted by Houcine Gherici NAKLA, entitled as “the challenges Faced by EFL Teachers in Algerians Primary Schools” found that one of primary English teacher barrier conducted was a significant number of teachers were lack of essential development and support. Which means that primary English teachers didn’t receive enough training. (NAKLA, 2025)

1.6.4 Overloaded Curriculum

An overloaded curriculum refers to the large number of lessons and content that must be taught within a limited period of time. Several studies have found that curriculum overload is one of the major challenges faced by primary school educators in different countries. Awaryb and Abi Mouloud (2010, p. 92) noted: “There is a degree of content overload in lessons, which forces the teacher to rely on lecture and explanation, often using translation from English to Arabic, to complete the program on time.” (Benbahi, 2025)

1.6.5 Lack of ICTs

One of challenges in primary education is the lack of information communication technologies (ICT) refers to “a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information.” This definition means that ICT consists of technological tools that facilitate people’s lives in different areas such as communication, research, and education. (Thamarana, 2015, p. 227)

ICT has several benefits in educational settings, especially for teachers. It is considered an assistant resource that facilitates the teaching process. ICT also promotes communication-centered learning, which helps learners develop not only their language abilities but also their communication skills. Furthermore, ICT enhances learners’ independence and makes teaching more enjoyable and effective. (Thamarana, 2015)

1.7 Conclusion

In conclusion , English language education has become an essential principle nowadays especially in the primary education , there are various challenges in the center of teaching and learning English language in primary education , among these challenges is the lack of ICTs which stand as a significant barrier, giving that technology in education represents as beneficial tool for learning a target language is through ICTs the need to incorporate these recent technologies and digital innovation , according to this idea, the chapter two address and emphasis modern solution to these challenges “SAFWA DZ” as educational platform for education stakeholders.

General Conclusion

General conclusion

Teaching English in primary education remains a complex and demanding process, shaped by numerous challenges that hinder both teachers and learners from achieving optimal outcomes. The lack of instructional materials and specific digital educational technologies for both teachers and learners.

Our project is an English Educational Platforms implemented via web and application, that can be easily used via mobile phones “SAFWA DZ” address these challenges by providing teachers with the essentials and needed resources, emphasizing on the flexibility and efficiency of English education. We ensure that teaching can be easier, efficient and interactive via this space. It has additional services on it like providing teacher with online training in the platform and providing parents with the essential Activities for their children in order to facilitate teaching English.

This study was divided into one part provided a comprehensive review of literature and studies related to English language in primary education especially the educational challenges faced in this level including definitions, characteristics, challenges encountered in primary education.

In general, this project highlights the crucial role of English language education in recent Primary Education, identifies the ability of our innovative, efficiency, flexible tailored resources to meet the educators’ need for teaching and learning English effectively and easily to primary learners. Our English educational platform aims to bridge English gaps, facilitate teaching process for teacher and parents, giving opportunity for English teachers to develop their competence by online training, provide effective English language Education outcome.

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Guide of Project

Guide du projet

**Pour obtenir un diplôme/startup
Dans le cadre de l'Arrêté Ministériel 1275**

**Décembre
2022**





Information Card

About the Supervisory Team and the Working Group

1- SUPERVASION TEAM:

Supervision team		
Main Supervisor 01 : Dr. BENKADDOUR Cherifa	Speciality : English Language (Linguistics)	
Main Supervisor 02 : Dr. MELLALI Sarah	Speciality : Business Incubator Director	
Co-Supervisor: Mr. BELHOUARI Abdelkarim	Speciality : Distributed Systems and Networks	

2- WORK TEAM

Work team	Faculty	Speciality	
Étudiant 01 : SAHEL Aicha	Faculty of Letters and Languages	Language and Communication	
Étudiant 02 : LAHMAR ABBOU Yousra	Faculty of Letters and Languages	Language and Communication	



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Introduction

The introduction of English language teaching at the primary level in Algeria represents one of the most significant educational reforms in recent decades. This reform reflects global linguistic transformations and the growing recognition of English as a language of science, technology, and international communication. However, the implementation of English in primary education has raised several pedagogical, institutional, and sociolinguistic challenges.

The present study investigates the challenges faced in implementing English language instruction in Algerian primary schools and explores the future prospects of this reform. The findings reveal structural constraints such as insufficient teacher training, lack of pedagogical materials, overcrowded classrooms, and inconsistencies in curriculum adaptation. At the same time, the study highlights promising prospects, including positive societal attitudes toward English, governmental support, and increasing demand for early English acquisition.

The research concludes that while the reform faces practical challenges, it has strong potential for success if supported by systematic training programs, resource allocation, and pedagogical innovation.

As a contribution to reducing the challenges that hinder the success and development of English language teaching and learning in the different educational stages in Algeria, we aimed to create an educational platform that supports Algerian schools, especially at the primary level, as it represents the foundation of the learning process.





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Section One: Project Presentation



Project Presentation

1 / Project Idea (Proposed Solution)

The idea of this project emerged after contacting several teachers and conducting an interview with Inspector of education and a questionnaire involving nearly 55 primary school English teachers in Relizane. The analysis of their responses revealed a lack of experience and professional training, which highlights the importance of providing continuous teacher training and refresher courses. In addition, the limited availability of technological tools and the reliance on traditional teaching methods made the process of explaining lessons more difficult for teachers. Furthermore, pupils' lack of prior exposure to English, as it is considered a relatively new language in Algerian primary education, created additional challenges in the teaching and learning process.

For this reason, the platform is designed to support teachers, pupils, and even parents through several educational and pedagogical services:

Pedagogical Support for Teachers: Providing regular recommendations, guidance, and teaching tips to help teachers — especially newly recruited ones — manage and support pupils effectively during lessons.

Online Training and Professional Development: Offering online training sessions and refresher courses for English teachers to improve their teaching skills and classroom practices.

Curriculum-Based Exercises: Supplying exercises and ready-made classroom activities based on the official curriculum to assist newly appointed teachers while presenting lessons.

Educational and Entertaining Activities: Supporting teachers with fun educational games and interactive activities to reduce boredom and increase pupils' engagement in class.

Educational Games and Videos for Pupils: Providing educational videos and games designed to develop the four language skills (Listening, Speaking, Reading, and Writing).

Parental Access to the Platform : Allowing parents to access the platform in order to support their children with curriculum-based exercises, especially during examination periods.

Rewards and Motivation System : Encouraging pupils through rewards such as points, stars, badges, or pictures of their favorite celebrities in order to motivate them to learn and develop a spirit of competition.

2 / Proposed Values

The proposed values offered to customers through this educational platform can be presented through the following elements:

a / Innovation : Meeting completely new educational needs for which no similar solutions or platforms were previously available, especially in the field of English language teaching at the primary level in Algeria.

b / Performance : Providing high-quality educational services that meet or exceed the expectations of teachers, pupils, and parents through effective learning tools, interactive activities, and continuous pedagogical support.

c / Customization : Adapting and modifying the platform's services according to the specific needs of users by offering flexible educational content, personalized exercises, and suitable teaching methods for different learning levels and classroom situations.

d / Task Accomplishment : Helping users accomplish specific educational tasks by providing ready-made lessons, exercises, classroom activities, and teaching guidance that facilitate the teaching and learning process.

e / Design : Creating attractive and user-friendly designs that match the preferences and expectations of teachers, pupils, and parents.

f / Affordable Price : Providing educational services at affordable prices in order to meet the needs of different categories of users and ensure wider accessibility.

g / Cost Reduction : Helping schools, teachers, and parents reduce educational costs by offering digital resources, online training, and ready-made materials through a single platform.

h / Risk Reduction : Reducing the risks and difficulties faced by teachers and learners by providing reliable educational content, pedagogical support, and continuous guidance.

i / Accessibility : Making educational services accessible to users who previously had limited opportunities to benefit from such resources, especially in remote areas.

j / Convenience and Ease of Use : Designing the platform to be simple, practical, and easy to use for teachers, pupils, and parents, regardless of their technological experience.

3- Work Team: The project team consists of

Main Supervisor 01: Dr. BENKADDOUR CHERIFA

PhD Holder, English Language teacher (Associate Professor). Specialized in Linguistics.

Main Supervisor 02: Dr. MELLALI Sarah

PhD Holder, Business Incubator Director.

Co-Supervisor: Mr. BELHOUARI Abdelkarim, Computer Engineer, Economic Institutions Programmer. Specialized in Distribution Systems and Networks.

Student One: SAHEL Aicha

A Master 2 student in English Language, specialty (Language and Communication). She has received training courses provided by the Business Incubator of the University of Relizane in the field of entrepreneurship and project development.

Student Two: LAHMAR ABOU Yosra

A Master 2 student in English Language, specialty (Language and Communication). She has benefited from training courses organized by the Business Incubator of the University of Relizane in the field of entrepreneurship and project development.

The team works in harmony and coordination to ensure the success of the project and is characterized by a strong spirit of teamwork and collaboration.

4- Project Objectives

Our ambition is for this platform to become the first educational platform in Algeria that combines both teaching and learning support at the same time while fully supporting the official curriculum established by the Ministry of Education.

The project also aims to reach the largest possible number of users, especially the targeted groups, including teachers, pupils, and parents across different regions of Algeria.

In addition, the platform seeks to:

- Improve the quality of English language teaching and learning at the primary level.
- Support newly recruited teachers through pedagogical guidance and professional training.
- Enhance pupils' language skills through interactive and enjoyable learning methods.
- Encourage parental involvement in children's educational progress.
- Promote the integration of technology in the Algerian educational system.

5- Project Implementation Timeline:

The implementation of the project is based on dividing the final objective into several organized stages in order to ensure effective planning and successful achievement of the project goals.

Determining the Time Required for Each Stage

Each stage of the project will be assigned a specific period of time:

- Research and data collection: 1 month
- Platform design and development: 1 months
- Preparation of educational content and activities: 2 months
- Testing and evaluation: 1 month
- Prototype development: 2 weeks
- Continuous maintenance and updates: ongoing process.

Project Schedule and Implementation:

		Weeks or Months						
		1	2	3	4	5	6	---
1	Research and data collection	✓	✓					
2	Platform design and development		✓					
3	Preparation of educational content and activities		✓	✓	✓			
4	Testing and evaluation				✓	✓		
5	Prototype development					✓	✓	
6	Continuous maintenance and updates							---

Table 2.1: Project plan



ALGÉRIE

Section two Innovative Aspects of the Project



Innovative Aspects of the Project

1- Nature of the Innovations

The project is based on educational and technological innovation by introducing a modern digital platform dedicated to English language teaching and learning in Algeria, especially at the primary level. The innovation of the project appears through:

- a) - Combining teaching support and learning assistance within the same platform.
 - Providing interactive and digital educational tools instead of relying only on traditional teaching methods.
- B) - Offering online pedagogical training and professional development opportunities for teachers.
- c) - Integrating educational games, videos, and motivational systems to make learning more enjoyable and effective.
- d) Facilitating communication and cooperation between teachers, pupils, and parents through one unified platform.
- e) Adapting educational content according to users' needs and learning levels.

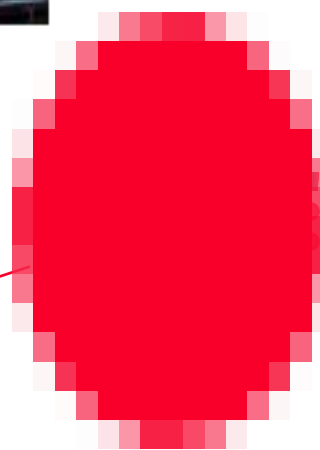
2- Innovation Domains

Overall, innovation in the project may include the following areas:

- a) **New processes:** increasing profitability by improving operational efficiency through digital management tools, automated services, and faster communication between teachers and learners.
- b) **New functionalities:** offering improved educational services such as interactive lessons, online quizzes, progress tracking, and teacher support tools.
- c) **New customers:** targeting new customer segments including primary, middle, and secondary school students, teachers, parents, and university learners.
- d) **New offers:** providing innovative digital learning solutions such as online training courses, educational resources, and personalized learning programs.
- e) **New business models:** adopting a flexible digital business model based on subscriptions, online services, partnerships, and value creation through educational technology.



Section Three Strategic Market Analysis



Strategic Market Analysis

1/ Market Sector Presentation

A) Potential Market

The potential market represents all individuals and institutions that need English language learning services and pedagogical training in Algeria, especially with the increasing shift toward digital education and the growing importance of English in different educational levels.

* Who Buys Our Service?

- Students from primary, middle, and secondary schools.
- Parents who want to improve their children's English level.
- English language teachers.
- Private educational institutions.
- University students seeking to improve their language skills.

* What Motivates Them?

- The weak English proficiency level among many students.
- The lack of platforms adapted to the Algerian curriculum.
- The growing need for teacher training and modern teaching methods.
- The flexibility and accessibility of online learning.
- The importance of English in higher education and future careers.

* Where Are They Located?

Potential customers are located across all Algerian provinces, especially in:

- Major cities.
- Areas with a high student population.
- Public and private educational institutions.

* How Large Is the Market?

The market is considered large and continuously growing due to:

- The increasing number of students and teachers in Algeria.
- The rapid spread of digital educational tools.
- The growing demand for online learning platforms.

B) Target Market (Segment)

The platform mainly targets:

- Primary, middle, and secondary school students.
- Newly recruited English teachers.
- Parents looking for additional academic support for their children.
- Learners wishing to improve their English skills

C) Reasons for Choosing This Target Market

This market was selected for several reasons:

- The increasing demand for English language learning in Algeria.
- The limited number of Algerian educational platforms specialized in English.
- The growing need for online learning and digital educational resources.
- The ability to reach a large audience at a relatively low cost through the internet.
- Government support for digital transformation in the educational sector.

D) Possibility of Signing Contracts with Important Clients

In the future, the platform can establish partnerships and contracts with:

- Private schools.
- Educational and training centers.
- Educational institutions.
- Independent teachers who provide online courses.

This can be achieved through:

- Group subscription offers.
- Teacher training services.
- Providing customized educational content for institutions.

2/ Measuring the Intensity of Competition

A) Direct and Indirect Competitors

- Direct Competitors:

- Online English learning platforms.
- Educational pages on social media.
- Language learning applications.

- Indirect Competitors:

- Traditional private tutoring.
- Private schools.
- Foreign educational YouTube channels.

B) Number of Competitors and Market Shares

digital education sector in Algeria includes many educational platforms and pages.

However, most of them:

- Are not adapted to the Algerian curriculum.
- Provide general rather than specialized content.

The market share is mainly divided among:

- Online educational platforms.
- Traditional private tutoring services.
- Foreign educational applications.

Despite this competition, the Algerian market still needs a local and integrated educational platform specialized in English learning.

C- Competitors' Strengths and Weaknesses

*** Strengths:**

- Large audiences on social media.
- Previous experience in digital education.
- Availability of diverse educational content.

*** Weaknesses:**

- Limited compatibility with the Algerian curriculum.
- Lack of personalized learner follow-up.
- Insufficient teacher training programs.
- Weak interaction and technical support

3/ Marketing Strategies

The platform adopts a low-cost and effective digital marketing strategy that matches the company's limited financial resources.

A) Adopted Marketing Strategy

- Marketing through social media platforms.
- Creating free educational content to attract users.
- Relying on user recommendations and positive experiences.
- Offering affordable subscriptions and services.
- Collaborating with teachers and educational influencers.

B) The Marketing Mix

1. Product : A digital educational platform offering:

- English language lessons.
- Interactive exercises and tests.
- Teacher training programs.
- Pedagogical guidance and support.

2. Price

- Affordable prices adapted to Algerian purchasing power.
- Monthly and yearly subscriptions at reasonable costs.
- Free basic services to attract users.

3. Place

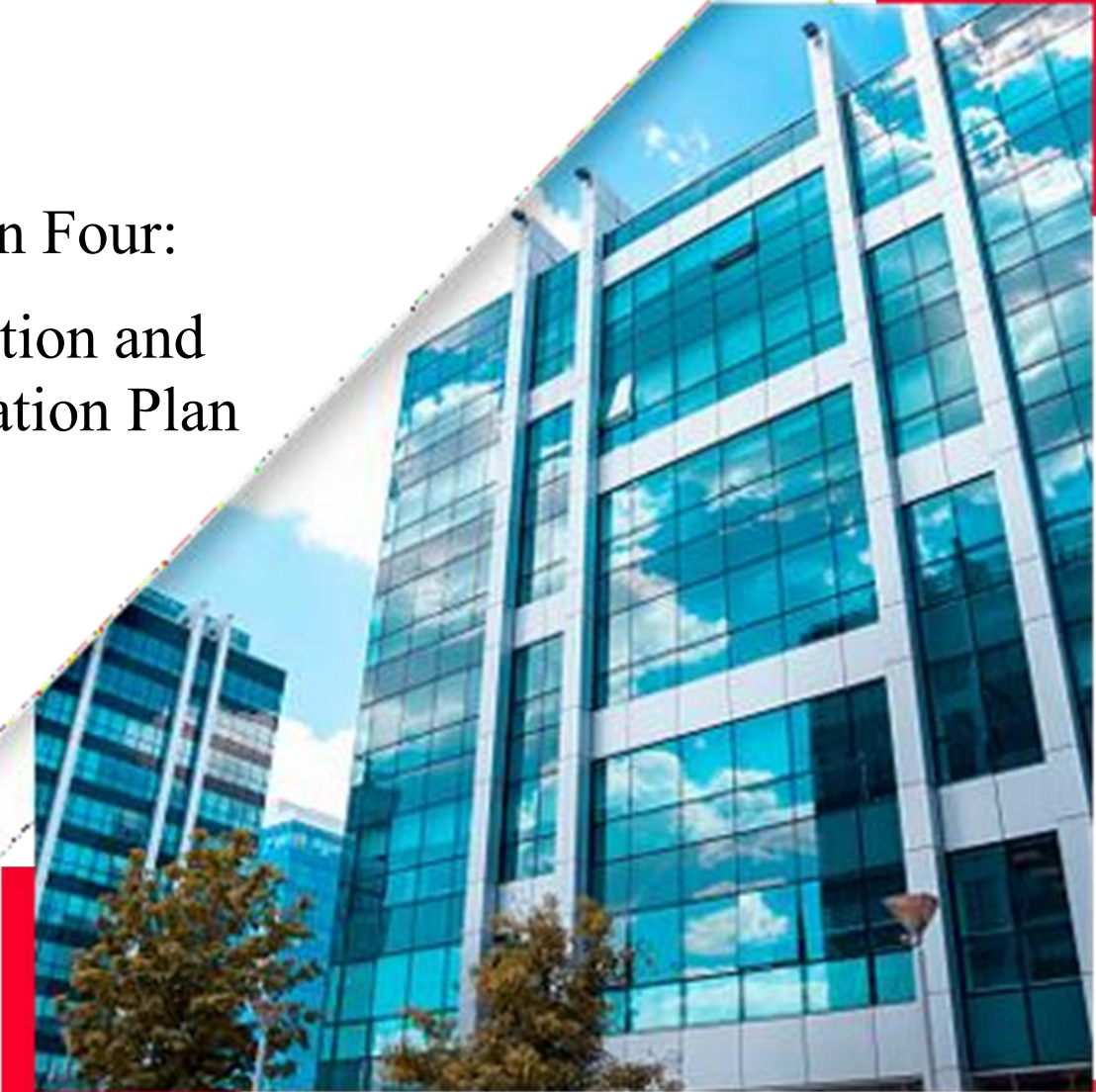
- Services provided entirely online.
- Accessibility through smartphones and computers.
- Coverage across all Algerian provinces.

4. Promotion

- Advertising on social media platforms.
- Digital marketing campaigns.
- Publishing free educational content.
- Organizing online workshops and training sessions.
- Through these strategies, the company aims to build a strong customer base and achieve sustainable growth in the Algerian educational market.



Section Four: Production and Organization Plan



Production and Organization Plan

1/ Production Process

The production process represents all the stages through which the service passes, from its preparation to its delivery to the final user.

For our educational platform, the process is organized as follows:

Step 1: Needs Identification

At the beginning, the needs of students, teachers, and parents are identified through:

- Interview and questionnaires.
- Feedback from users.
- Analysis of the Algerian educational curriculum.
- This step helps determine the type of educational content and services required.

Step 2: Content Preparation

Educational materials are prepared by teachers and specialists through:

- Designing lessons according to the Algerian curriculum.
- Preparing exercises, quizzes, and interactive activities.
- Creating pedagogical guidance and teacher training materials.

Step 3: Digital Development

The technical team develops and updates the platform by:

- Uploading educational content.
- Improving the platform interface and user experience.
- Ensuring compatibility with smartphones and computers.

Step 4: Publishing the Service

After preparation and testing, the educational content and services are published on the platform and made accessible to users through:

- The website.
- Mobile-friendly digital access.
- Online learning tools and resources.

Step 5: Marketing and Promotion

The platform is promoted through:

- Social media marketing campaigns.
- Free educational content.
- Collaborations with teachers and educational institutions.

Step 6: User Subscription and Access

Users can:

- Create accounts on the platform.
- Subscribe to available plans.
- Access lessons, exercises, and training services.

Step 7: Follow-up and Support

The platform provides continuous support through:

- Technical assistance.
- Educational guidance.
- Monitoring learner progress and feedback collection.

Step 8: Continuous Improvement

The service is continuously improved by:

- Updating educational content.
- Adding new features and training programs.
- Adapting services according to user needs and market evolution



2/ Supply

A- Purchasing Policy

The company adopts a flexible and cost-effective purchasing policy that matches the project's limited financial resources and aims to ensure service quality at the lowest possible cost.

The purchasing policy is based on:

- Acquiring only the necessary equipment and software during the initial phase.
- Relying on low-cost digital services.
- Selecting suppliers that provide good quality at affordable prices.
- Prioritizing scalable subscriptions and services for future growth.
- Reducing non-essential expenses at the beginning of the project.

B- Main Suppliers

The project's main suppliers and technical partners include:

- Internet service and web hosting providers.
- Website and application developers.
- Educational software and design tool providers.
- Teachers and specialists responsible for educational content creation.
- Electronic payment and digital service companies.
- The project may also collaborate with:
 - Educational and training institutions.
 - Technical support and IT centers.

C- Payment Policy and Delivery Time

The company adopts a flexible payment policy depending on the type of service or product required:

- Online or bank payments for digital services and subscriptions.
- Partial or phased payments for software development services.
- Respecting the payment deadlines agreed upon with suppliers.
- Delivery time varies according to the type of service:
 - Digital services are usually delivered immediately or within a short period.
 - Platform development and updates follow an agreed schedule.
 - Educational content is delivered regularly and continuously.

3/ Workforce

For starting the project, hiring approximately 5 to 6 employees is required:

- 01 manage
- 01 IT Specialist
- 01 Accountant
- 01 inspector of education
- 01 or 02 teachers

4/ Key Partnerships

Key partnerships include all parties that can support the project and provide added value through cooperation, support, or integration.

Main Potential Partners:

a. Public Institutions

Ministry of National Education.

Ministry of Knowledge Economy and Startups.

Universities and training centers.

Organizations supporting startups.

b. Educational Institutions

Private schools.

Educational and training centers.

Institutions interested in using the platform.

c. Suppliers and Technical Partners

Website and application development companies.

Hosting and internet service providers.

Educational technology and software companies.

d. Teachers and Experts

English language teachers.

Educational inspectors and specialists.

Educational content creators.

e. Marketing and Communication Partners

Educational influencers.

Educational pages on social media.

Digital marketing agencies.

These partnerships contribute to:

Improving the quality of educational services.

Expanding the user base.

Providing technical and pedagogical support.

Strengthening the platform's presence in the Algerian market.



Section Five

Financial Plan



Financial Plan

1. Cost and Expenses (Annual)

Item	Amount (DA)
Application Development	800,000
Staff Salaries	1,650,000
Marketing & Advertising	500,000
Rent Costs	240,000
Office Furniture	100,000
IT Materials	400,000
Internet & Electricity	60,000
Insurance & Taxes	150,000
Other Costs	150,000
Total Expenses	4,050,000

Table 2.2 : Costs and expanses

2. Revenue Estimation

- Positive Scenario

Year	N	N+1	N+2	N+3	N+4
Subscribers	1020	1700	2120	2530	3000
Courses Revenue	4.650.000	5.000.000	5.900.000	7.500.000	8.200.000
Service Users	300	330	400	420	500
Services Revenue	450.000	495.000	600.000	630.000	800.000
Total Revenue	5.100.000	5.945.000	6.500.000	8.130,000	9.000.000

Table 2.3 : Positive Estimation

- Negative Scenario

Year	N	N+1	N+2	N+3	N+4
Subscribers	1020	750	700	510	400
Courses Revenue	4.650.000	3.300.000	2.700.000	2.100.000	1.800.000
Service Users	300	250	190	80	50
Services Revenue	450.000	375.000	285.000	150.000	50.000
Total Revenue	5.100.000	3.675.000	2.985.000	2.250.000	1.850.000

Table 2.4: Negative Estimation

3– Expected Results Account

Year	N	N+1	N+2	N+3	N+4
Annual Revenue	5.100.000	5.945.000	6.500.000	8.130,000	9.000.000
Total Monthly Revenue	425.000	495.417	541.667	677.500	750.000
Annual Expenses	4.050.000	4.050.000	4.050.000	4.050.000	4.050.000
WCR	255.000	297.250	325.000	406.000	450.000
Annual Profit	795.000	1597.750	2.125.000	3.673.500	4.500.000

Table 2.5: Expected results Account



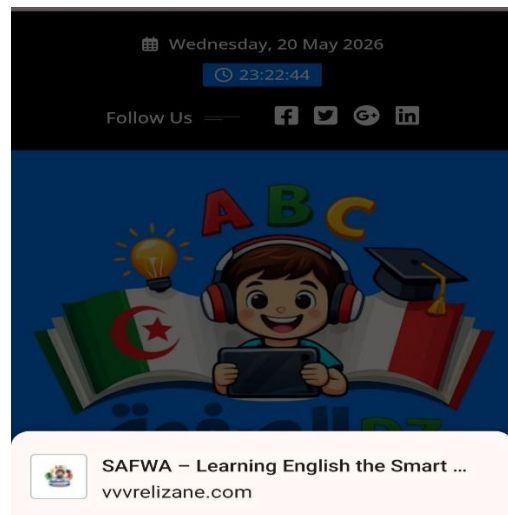
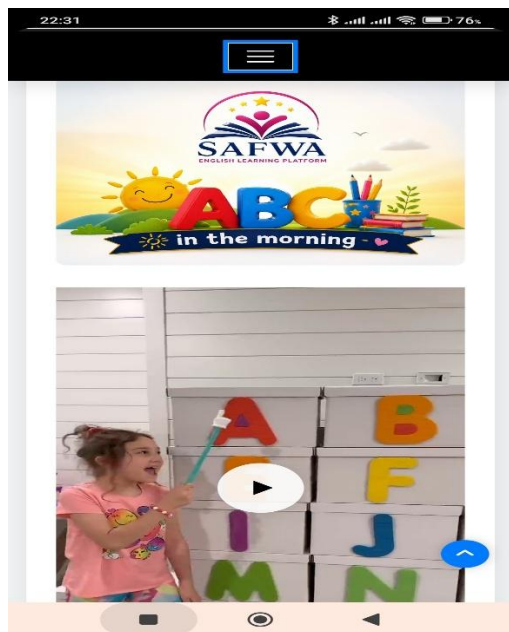
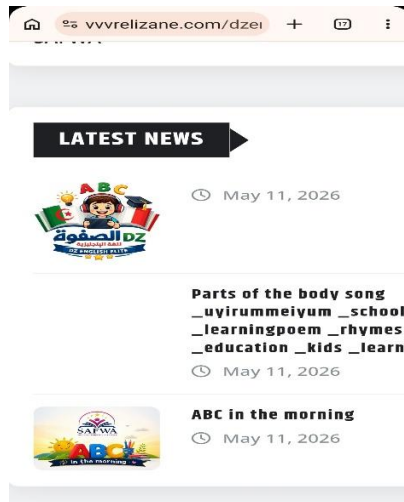
Section Six

Prototype Expérimental



Prototype Expérimental

1/ Prototype Images



2/ Steps for Using “ Safwa DZ Platform “

A)For Teachers

- 1- Access the official platform website or mobile application.
- 2- Create a personal account using an email address and password.
- 3- Fill in professional information such as full name, educational level, teaching experience,
and specialization.
- 4- Verify the account through email or phone confirmation.
- 5- Log in to the platform dashboard.
- 6- Create and organize classes and student groups.
- 7- Upload lessons, exercises, educational resources, and assignments.
- 8 - Communicate with students and parents through the messaging system.
- 9- Monitor students’ attendance, participation, and academic progress.
- 10 - Receive feedback, performance reports, and pedagogical recommendations from the platform.

B) For Students

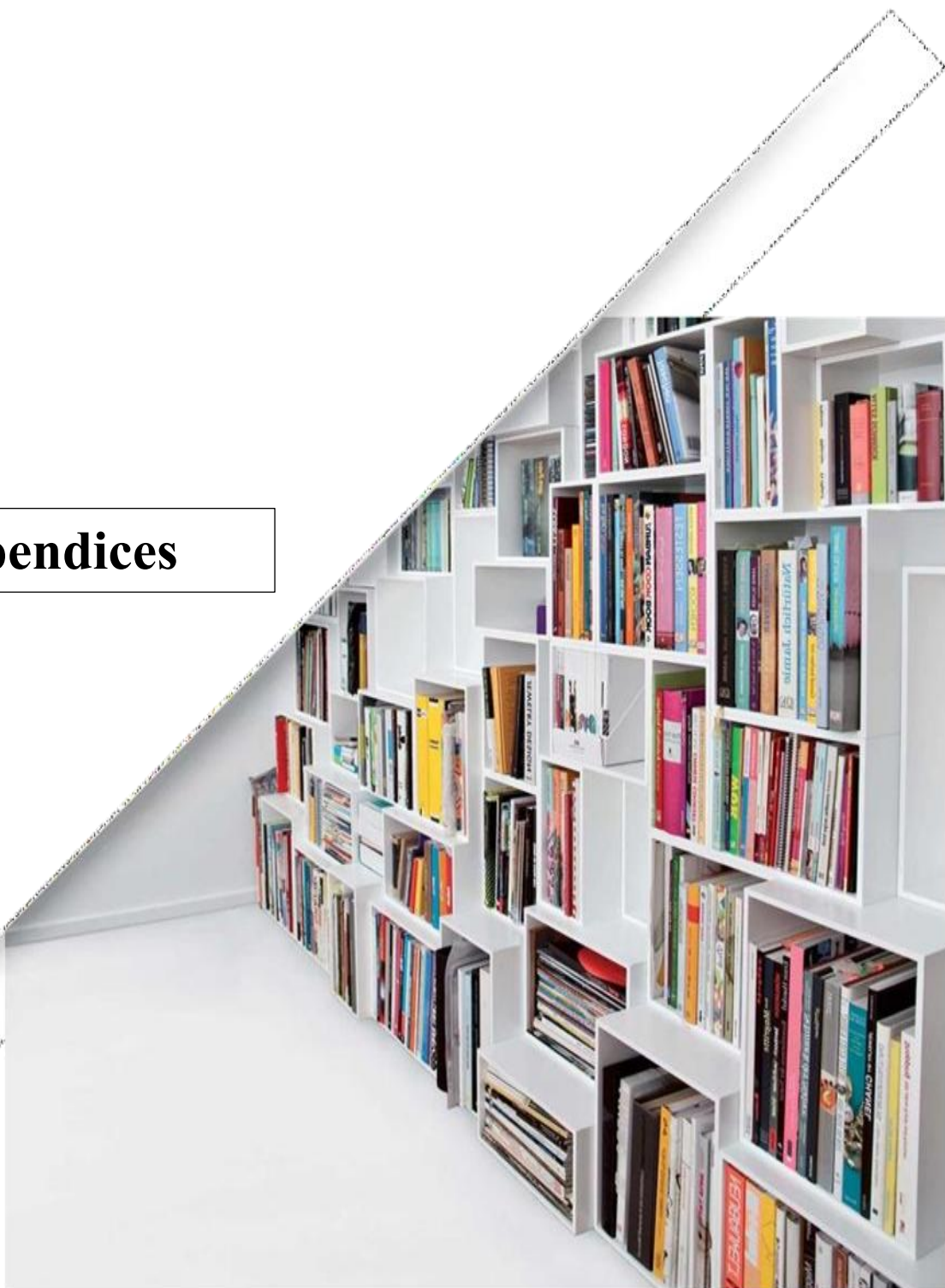
- 1- Visit the platform website or open the mobile application.
- 2- Create a student account with the help of parents if necessary.
- 3- Enter personal and academic information such as name, age, school level, and class.
- 4- Activate the account through email or phone verification.
- 5- Log in using the username and password.
- 6- Access assigned lessons and educational activities.
- 7- Watch videos, read lessons, and complete exercises online.
- 8- Submit homework and participate in interactive learning activities.
- 9- Receive grades, corrections, and feedback from teachers.
- 10-Track personal learning progress and achievements.

C) For Parents

- 1- Access the platform through the website or application.
- 2- Create a parent account linked to their child's profile.
- 3- Fill in personal contact information and student identification details.
- 4- confirm account registration through verification methods.
- 5- Log in to the parent dashboard.
- 6- Follow the child's attendance, homework, and academic performance.
- 7- Receive notifications, reports, and teacher recommendations.
- 8- Communicate directly with teachers and school administration.
- 9- Monitor the child's educational progress continuously.
- 10- Benefit from guidance and support services provided by the platform.



Liste of Appendices



Appendix 1

STARTUP BALANCE SHEET – ACTIF (in thousand DZD)

Item	N-2	N-1	N	N+1	N+2	N+3	N+4	N+5
Intangible Assets (Platform Development)	0	0	1200	1000	800	600	400	200
Tangible Assets (IT Equipment)	0	0	800	700	600	500	400	300
Land	0	0	0	0	0	0	0	0
Building	0	0	0	0	0	0	0	0
Other Tangible Assets	0	0	100	120	150	180	200	250
Assets under concession	0	0	0	0	0	0	0	0
Assets in progress	0	0	50	30	20	10	0	0
Financial Assets	0	0	50	50	60	70	80	100
Equity Investments	0	0	0	0	0	0	0	0
Other Financial Assets	0	0	50	50	60	70	80	100
Loans (non-current)	0	0	0	0	0	0	0	0
Deferred Tax Assets	0	0	20	30	40	50	60	70
TOTAL NON-CURRENT ASSETS	0	0	2270	1980	1670	1410	1140	1020
Inventory	0	0	0	0	0	0	0	0
Receivables	0	0	300	450	600	800	1000	1200
Clients	0	0	300	450	600	800	1000	1200
Other Debtors	0	0	100	150	200	250	300	350
Taxes Receivable	0	0	20	30	40	50	60	80
Other Receivables	0	0	30	50	70	100	130	150
Cash & Cash Equivalents	0	0	500	900	1500	2200	3000	4000
Short-term Investments	0	0	50	100	150	200	300	400
Treasury	0	0	500	900	1500	2200	3000	4000
TOTAL CURRENT ASSETS	0	0	1000	1680	2560	3600	4790	6180
TOTAL ASSETS	0	0	3270	3660	4230	5010	5930	7200

Appendix 2

STARTUP BALANCE SHEET – PASSIF (in thousand DZD)

Item	N-2	N-1	N	N+1	N+2	N+3	N+4	N+5
Capital Issued	0	0	1500	1500	1500	1500	1500	1500
Capital not called	0	0	0	0	0	0	0	0
Revaluation surplus	0	0	0	0	0	0	0	0
Reserves	0	0	0	200	400	700	1000	1500
Net Result	0	0	710	814	896	1125	1300	1600
Retained Earnings	0	0	0	300	600	1000	1500	2000
TOTAL EQUITY	0	0	2210	2814	3396	4325	5300	6600
Long-term Loans	0	0	500	400	300	200	100	0
Deferred Taxes	0	0	50	60	70	80	90	100
Other Non-current Liabilities	0	0	100	120	140	160	180	200
TOTAL NON-CURRENT LIABILITIES	0	0	650	580	510	440	370	300
Suppliers	0	0	200	250	300	350	400	450
Taxes Payable	0	0	50	70	90	120	150	180
Other Debts	0	0	100	150	200	250	300	350
Cash Liabilities	0	0	60	80	100	120	150	180
TOTAL CURRENT LIABILITIES	0	0	410	550	690	840	1000	1160
TOTAL LIABILITIES	0	0	1060	1130	1200	1280	1370	1460
TOTAL PASSIF	0	0	3270	3660	4230	5010	5930	7200

Appendix 3

STARTUP PROJECTED INCOME STATEMENT (in thousand DZD)

Item	N-2	N-1	N	N+1	N+2	N+3	N+4	N+5
Sales Revenue	0	0	7100	8145	8964	11256	13000	16000
Change in Inventory	0	0	0	0	0	0	0	0
Capitalized Production	0	0	0	0	0	0	0	0
Operating Subsidies	0	0	0	0	0	0	0	0
TOTAL PRODUCTION	0	0	7100	8145	8964	11256	13000	16000
Consumed Purchases	0	0	500	600	700	900	1100	1300
External Services	0	0	800	900	1000	1200	1400	1600
TOTAL CONSUMPTION	0	0	1300	1500	1700	2100	2500	2900
VALUE ADDED	0	0	5800	6645	7264	9156	10500	13100
Staff Costs	0	0	1680	1800	2000	2300	2600	3000
Taxes & Duties	0	0	300	350	400	500	600	700
EBITDA	0	0	3820	4495	4864	6356	7300	9400
Other Operating Income	0	0	100	120	150	180	200	250
Other Operating Expenses	0	0	200	250	300	350	400	500
Depreciation	0	0	300	300	300	300	300	300
OPERATING RESULT	0	0	3420	4065	4414	5886	6800	8850
Financial Income	0	0	50	60	70	80	90	100
Financial Expenses	0	0	100	90	80	70	60	50
FINANCIAL RESULT	0	0	-50	-30	-10	10	30	50
RESULT BEFORE TAX	0	0	3370	4035	4404	5896	6830	8900
Corporate Tax	0	0	600	700	800	1000	1200	1500
NET RESULT	0	0	2770	3335	3604	4896	5630	7400

Appendix 4

STARTUP CASH FLOW STATEMENT (in thousand DZD)

Item	N-2	N-1	N	N+1	N+2	N+3	N+4	N+5
Net Income	0	0	2770	3335	3604	4896	5630	7400
Depreciation & Provisions	0	0	300	300	300	300	300	300
Change in Deferred Taxes	0	0	20	10	10	10	10	10
Change in Receivables	0	0	-300	-150	-150	-200	-200	-200
Change in Payables	0	0	200	50	50	50	50	50
Operating Cash Flow (A)	0	0	2990	3545	3814	5056	5790	7560
Purchase of Assets	0	0	-2000	-200	-200	-200	-200	-200
Sale of Assets	0	0	0	0	0	0	0	0
Investment Cash Flow (B)	0	0	-2000	-200	-200	-200	-200	-200
Capital Increase	0	0	1500	0	0	0	0	0
Loan Received	0	0	500	0	0	0	0	0
Loan Repayment	0	0	0	-100	-100	-100	-100	-100
Financing Cash Flow (C)	0	0	2000	-100	-100	-100	-100	-100
Net Cash Variation (A+B+C)	0	0	2990	3245	3514	4756	5490	7260
Opening Cash	0	0	0	2990	6235	9749	14505	19995
Closing Cash	0	0	2990	6235	9749	14505	19995	27255

Appendix 5

BUSINESS MODEL CANVAS (BMC)

Key Partners Ministry of National Education (MEN), local English language training centers, payment providers (Algérie Poste / Baridi Mob, SATIM), educational content creators, IT infrastructure and hosting providers.	Key Activities Developing and updating English curriculum content, conducting remote pedagogical training for teachers, platform maintenance and security, marketing and community outreach, user support.	Value Propositions Comprehensive English learning for primary students aligned with the Algerian curriculum, pedagogical support and remote professional development for newly appointed teachers to overcome classroom challenges	Customer Relationships Self-service via the digital platform, dedicated teacher community forums, social media engagement, and customer support via WhatsApp and email.	Customer Segments Primary school students (grades 3, 4, and 5), parents seeking English language support for children, and newly recruited English teachers in Algeria requiring pedagogical guidance.
	Key Resources SAFWADZ digital platform, pedagogical experts and English teachers, curriculum-aligned educational materials, IT equipment and recording gear, brand and reputation.		Channels SAFWADZ web and mobile application, social media platforms (Facebook, Instagram, TikTok), educational blogs, and direct partnerships with schools.	
Cost Structure Platform hosting and maintenance, office rent and utilities, educational content production costs, marketing and advertising expenses, equipment upkeep.		Revenue Streams Annual subscription fees for students and parents, annual subscription fees for teachers to access pedagogical support and training modules		

Appendix 6

Minimum Viable Product (MVP) of "SAFWA DZ "

Prototype Design and Development of the Initial Platform

1) Project Name: SAFWA DZ Platform

Project Members:

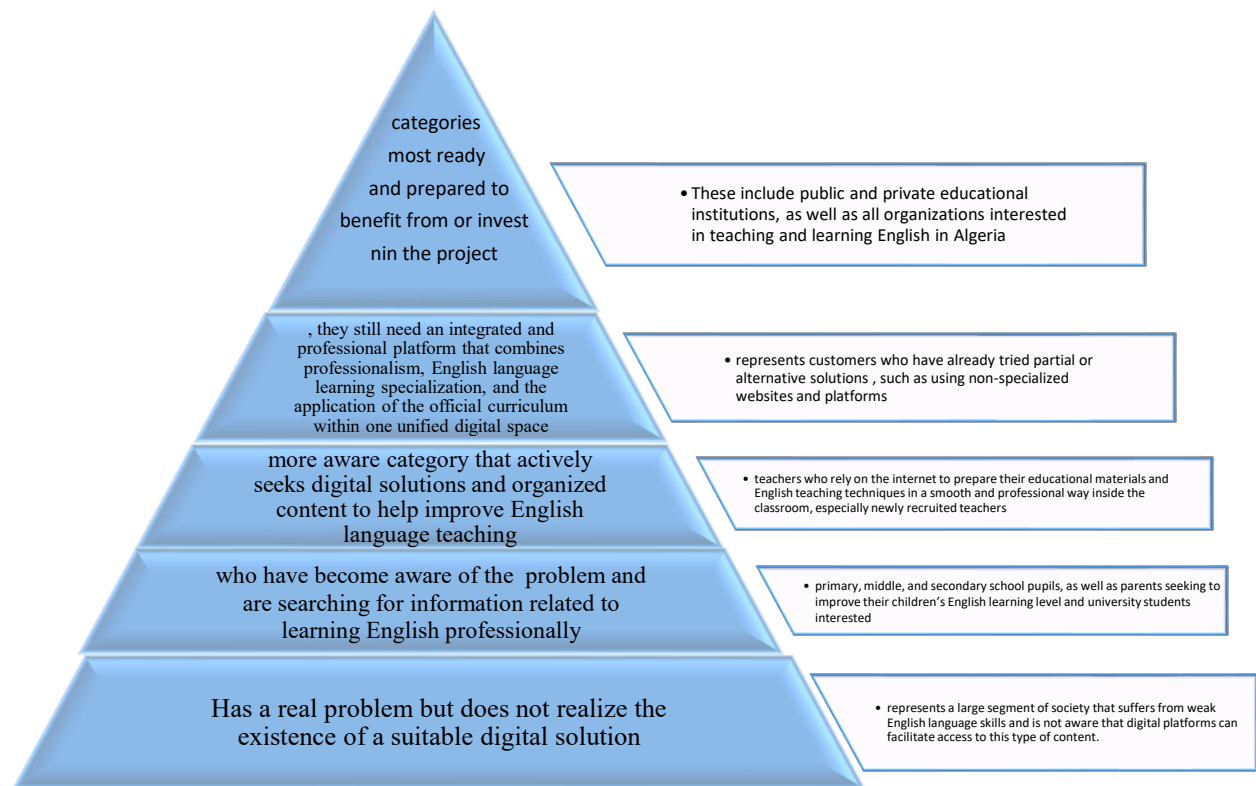
The team consists of professors and two students from the English Department, as well as an engineer from the Faculty of Letters and Languages.

Team Members	Team Role	Specialization	Department	Faculty
Dr. BENKADDOUR Cherifa	Main Supervisor 01	Linguistics	English Language	Letters and Languages
Dr. MELLALI Sarah	Main Supervisor 02	Business Incubator Director	Incubator Business	Business Incubator
Mr. BELHOUARI Abdelkarim	Co-Supervisor:	Distributed Systems and Networks	Letters and Languages	Letters and Languages
SAHEL Aicha	Student	Master 2 – Language and Communication	English Language	Letters and Languages
Lahmar Abbou Yousra	Student	Master 2 – Language and Communication	English Language	Letters and Languages

2 - Potential Early Customers

- Students from primary, middle, and secondary schools.
- Parents who want to improve their children's English level.
- English language teachers.
- Private educational institutions.
- University students seeking to improve their language skills.

3 - Characteristics of the Target Groups Most Likely to Adopt the Safwa DZ Platform in Its Initial Stage



This pyramid represents a progressive analysis of the characteristics of the first potential customers of the “Safwa DZ” platform. It illustrates the levels of awareness, need, and readiness to use a digital platform specialized in English language teaching in Algeria. This concept is based on classifying customers according to their level of awareness of the problem and their readiness to adopt the proposed solution, which helps the project owners identify the groups most likely to interact with the product in its early stages.

a- At the base of the pyramid appears the category that has a real problem but does not realize the existence of a suitable digital solution. This category represents a large segment of society that suffers from weak English language skills and is not aware that digital platforms can facilitate access to this type of content.

b- The second level includes individuals who have become aware of the problem and are searching for information related to learning English professionally, such as primary, middle, and secondary school pupils, as well as parents seeking to improve their children's English learning level, in addition to university students interested in reliable digital resources that help them prepare lessons and higher education lectures.

c- At the third level, we find a more aware category that actively seeks digital solutions and organized content to help improve English language teaching. This category includes teachers who rely on the internet to prepare their educational materials and English teaching techniques in a smooth and professional way inside the classroom, especially newly recruited teachers.

d- The fourth level represents customers who have already tried partial or alternative solutions, such as using non-specialized websites and platforms. However, they still need an integrated and professional platform that combines professionalism, English language learning specialization, and the application of the official curriculum within one unified digital space.

e- At the top of the pyramid are the categories most ready and prepared to benefit from or invest in the project. These include public and private educational institutions, as well as all organizations interested in teaching and learning English in Algeria. These entities possess the resources and capabilities to support the platform or benefit from its marketing and advertising services.

This analysis highlights that the “**Safwa DZ**” project does not target only one category, but rather relies on a progressive approach that begins with raising awareness of the problem, then attracting users searching for solutions, and finally reaching educational institutions capable of ensuring the project's sustainability and contributing to the development and advancement of English language learning to a higher level in the future.

4- Understanding the Main Problem

The teaching and learning of English in Algeria still face several challenges, especially with the increasing need for modern and effective digital educational solutions. Many teachers, particularly newly recruited ones, struggle to find organized pedagogical support, ready-made activities, and interactive teaching methods that help them manage the classroom professionally and improve pupils' engagement.

At the same time, pupils often experience boredom and lack of motivation when learning English through traditional methods, which negatively affects the development of the four language skills: Listening, Speaking, Reading, and Writing. Parents also face difficulties in following up and supporting their children outside the classroom due to the absence of specialized and reliable digital educational platforms.

In addition, existing solutions are often incomplete, non-specialized, or not adapted to the Algerian curriculum. Therefore, there is a real need for an integrated digital platform adapted to the Algerian curriculum that combines teacher support, student engagement, parental follow-up, and modern educational resources within one professional and accessible environment.

5- Features of Safwa DZ Platform

Pedagogical Support for Teachers

Online Teacher Training

Curriculum-Based Exercises

Interactive Educational Activities

Development of the Four Language Skills

Parent Access and Follow-Up

Rewards and Motivation System

User-Friendly Digital Learning Environment

Educational Resources Library

Continuous Assessment and Progress Tracking

05) Proposed Solution (SAFWA DZ)

The solution is to develop an interactive digital learning platform "Safwa DZ" , it aims to improve English language learning in Algeria by providing high-quality , accessible , and engaging digital education

Mean features

Structured Englis courses
(Beginner + Advanced)

High-quality video lessons and
explanations

Interactive exercises and quizzes

Smart learning system (search, lessons,
track progress)

Innovative Aspect

All-in-one learning platform (Lessons +
Practice + Evaluation)

Use of modern Edtech tools (Videos - AI
- Interactive Content)

connecting students , teachers , and
mentors

Personalized learning paths based on
student level

Platform Effectiveness

Improves student engagementand
motivation

Facilitates learning anytime,
anywhere

Promotes digital education in
Algeria

Supports future opportunities (study , jobs ,freelancing)

Short Summary

A smart educational platform that makes learning English in Algeria easy , modern, and accessible for everyone

Competitive Analysis

Main Competitors (Direct - Indirect)

Direct Competitors

- **Local English learning platform (Algeria) :**
offering English courses (online or In-person) targeting Algerian students
- **Global learning Platforms(Duolingo -Coursera -Udemy) :**
Provide high-auality content but are not adapted to the Algerian context

Indirect Competitors

- **You tube :**
Free lessons but unstructured and not Progressive
- **Google :**
Provides Information but without a clear Learning bath
- **Instagram :**
Quick content but lacks depth and academic structure

SWOT Analysis

Strength:

- Integrated learning platform(lessons + Exercises = Evaluation)
- Pedagogical Support and training for teachers ,
- Cotent adpted to Algerian learners
- Use of modern methods (Video, Interactive tools, Progress Tracking)
- Easy and user-frendly interface
- Learn anytime and anywhere

Weakness :

- new platform (low initial trust)
- Reauires continous content development
- Limited resources compared to global platforms
- Needs Strong marketing strategy

Opportunities :

- Increasing demand for English learning in Algeria
- Growth of Digital education (E-learning)
- Lacck of structured local platforms
- Itegration of AI in Algerian education
- Potential for expansion into Arab and African markets

Threats :

- Strong global competitors
- Availability of free content online
- Intarnet access issues for some users
- Resistance to change from traditional learning methode

Project Differentiation (AI SAFWA DZ)

Innovation

- smart platform combining learning + interaction + evaluation
- personalized learning paths based on student level

Quality

- structured and raliabile educational content
- Practical exercises with real application

Cost

- Affordable compared to traditional courses
- Ability to offer a freemium model (Free + Paid)

Ease of use

- Simple and intuitive interface
- Smooth an fast learning experience
- Accessible on mobile and desktop

Conclsn

SAFWA DZ is not just a learning platform , but a smart solution for teaching learning English in Algeria

Target Market Analysis



Primary Target segment

Pontential Customers / Target Clients

- primary and middle school students learning English
- Parents seeking contunous academic follow-up for their children
- English language teachers looking for digital educational support tools
- Private schools and educational support centers interested in modern learning solutions
- learners wishing to improve English communication and writing skills

End Users of the Service

End users

- students using the platform to access lessons, exercises, and educational videos
- Parent monitoring thier children's academic progress and performance
- teachers managing lessons, assign;ents, and communication with leqrnrs
- Educational supervisors benefiting from pedagogical recommendations and training content

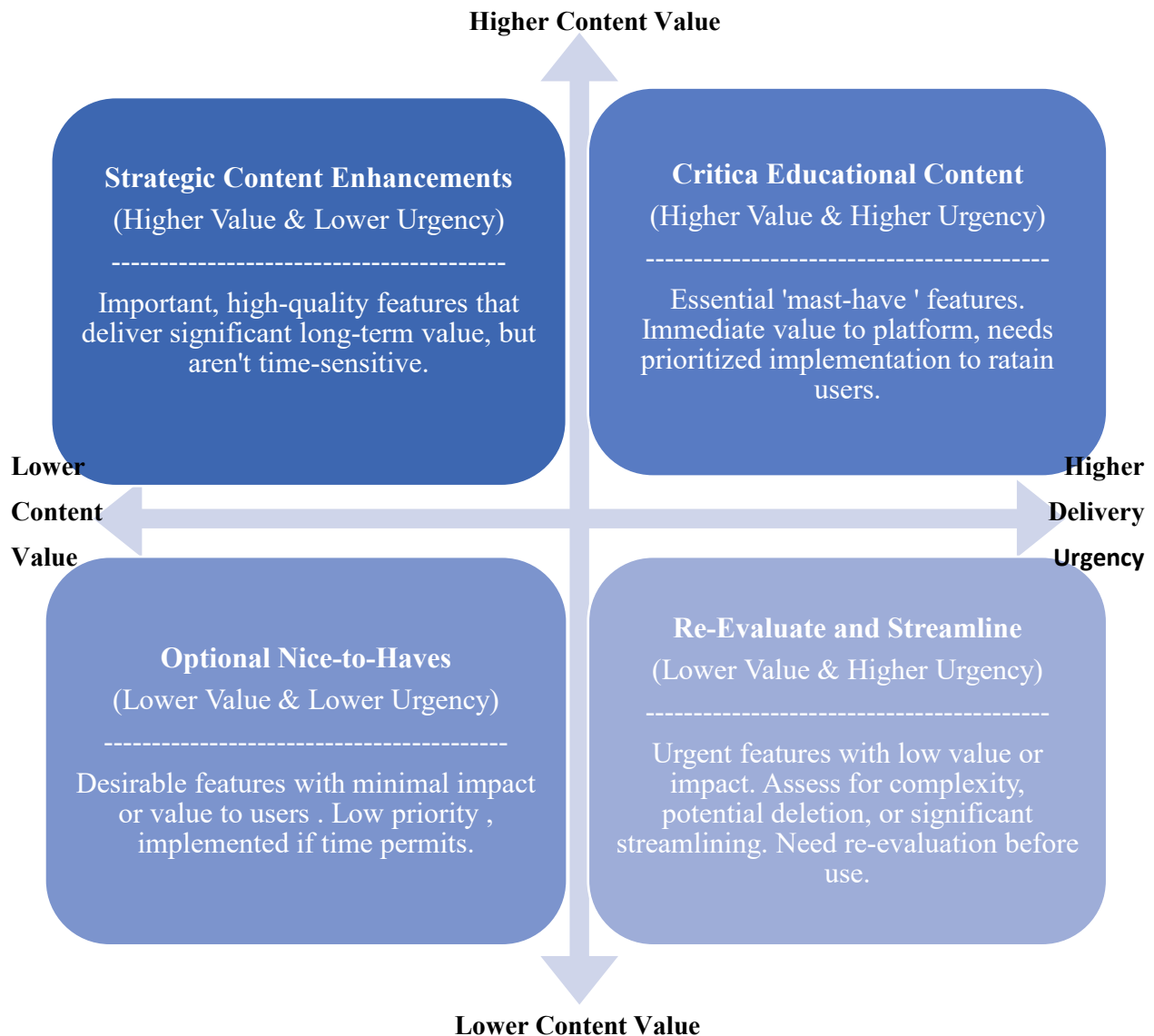
Direct Beneficiaries of Proposed Solution

Direct Beneficiaries

- Students Improving their English language skills in an interactive way
- Teachers benefiting from organized teaching resources and training opportunities
- Parents gaining easier communication with teachers and educational monitoring tools
- Educational institutions improving teaching quality through digital transformation

Market Postioning

SAFWA DZ positions it self as a modern Algerian educational platform specialized in English language learning and pedagogical support . The platform combines digital education , teacher guidance , and parent follow-up within one integrated enviroment



The core features that the project must solve using the feature matrix

6- Expert Consultation / Design Methods

A) Names of experts we will consult:

Mr. BELHOUARI Abdelkarim, Computer Engineer, Economic Institutions Programmer,
Specialized in Distribution Systems and Networks.....

b) Possible Methods for Designing the MVP

- Developing a digital prototype that focuses on the core functionalities of the project in order to test the idea in real-world conditions.
- Creating a trial user interface that simulates the user experience and allows the evaluation of the effectiveness of the proposed service.
- Designing a simplified version of the product that includes only the high-priority and high-impact features, in order to validate the concept before full-scale development.
- Conducting an initial product test with a targeted group of users in order to collect feedback and improve performance before the official launch.

c) Best Method for Designing Our MVP

The best method for designing the Minimum Viable Product (MVP) of Safwa DZ is to rely on an interactive prototype that presents the core educational service in a simple and practical way. The platform focuses on ease of use, quick access to learning resources, and effective communication between students, teachers, and parents. The objective is to evaluate users' acceptance of the platform idea and identify the necessary improvements for future development.

7 - Designing, Testing, and Developing the Initial Platform

The MVP (<https://vvvrelizane.com/dzeng>) of our educational platform was designed as an interactive digital model aiming to simplify English language for primary school teachers and students in Algeria. The first version focused mainly on the essential features required by users without adding complex tools during the initial stage. This approach helped test the concept in real conditions while reducing the initial development costs.

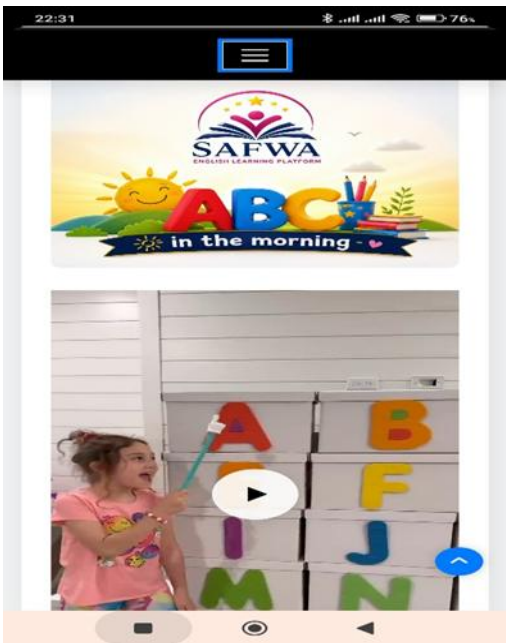
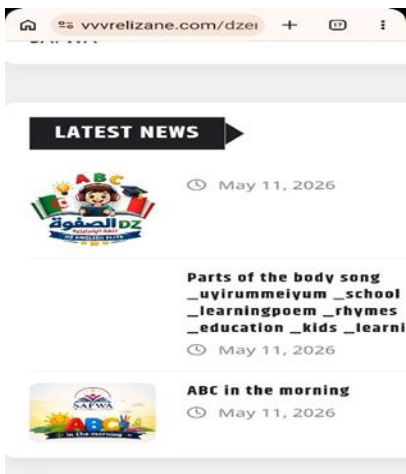
The **SAFWA DZ** platform includes a main interface that allows students to access English lessons, exercises, educational videos, and homework activities in a clear and organized manner. Teachers can upload lessons, follow students' progress, and communicate with parents through a simplified digital system. Parents are also able to monitor their children's learning performance and receive educational recommendations.

The platform design was based on a smooth and user-friendly experience. Services were organized into different sections such as grammar lessons, vocabulary activities, pronunciation practice, and interactive exercises, enabling students to quickly access the content adapted to their educational needs. A feedback and evaluation feature was also integrated to collect users' opinions and improve the quality of the services in future versions.

The initial version was tested with a sample of users including inspector and teachers. The testing phase focused on measuring the ease of navigation, lesson accessibility, clarity of educational content, and communication efficiency between users. This stage helped identify several improvements such as simplifying the registration process, improving page loading speed, and adding more interactive learning activities.

The MVP was developed using simple digital tools with an estimated cost of approximately 120,000 Algerian Dinars. Social media platforms were used as the primary marketing method to reach the target audience. This experimental model allowed the project team to measure users' interest in the educational service before investing in a fully developed and complete version of the platform.

Prototype Images of the Minimum Viable Product



Conclusion after testing (Safwa DZ educational platform):

The testing results showed that users are highly interested in a digital learning platform such as Safwa DZ due to the easy access to lessons and exercises and the time and effort saved in the learning process. It was also found that more than 80% of users preferred the idea of fast and interactive e-learning. Some users suggested adding more interactive quizzes, live classes with teachers, and improving the search tools within the platform. The feedback collected helped identify the strengths and weaknesses of the initial version and improve the user experience.

How will we develop the digital platform to achieve product–market fit?

By adding a student registration and progress tracking system, developing more accurate and interactive assessment tools and online quizzes, and improving the interface design to make it simpler, faster, and easier to use. We will also expand the educational content to cover different levels and subjects, and integrate live classes and communication tools between teachers and students. In addition, a mobile application will be developed, along with digital marketing campaigns targeting students, teachers, and parents. Continuous user feedback analysis will also be implemented to improve content quality and services and achieve a better product that fits market needs.

Guide du projet

**Pour obtenir un diplôme/startup
Dans le cadre de l'Arrêté Ministériel 1275**

**Décembre
2022**

