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**Investigating The Challenges Encountered by  
Primary School EFL Teachers and Learners:  
The Case of Fourth Year, M'sila Primary Schools**

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## *Dedication*

To my mother, Chafiqua HASSANI, whose unwavering support made this humble work possible.

To my father, Ahmed ESSEID, whose guidance and advice have been invaluable.

To my family members and friends, for their continuous support and encouragement.

*Khaoula*

## *Dedication*

To my mother, Hakima DAHDOUH, whose unwavering support has been my foundation.

To my father, Ameer OUMHANI, for his steadfast guidance and encouragement.

To my grandmother, whom I dearly miss, would undoubtedly be overjoyed to witness.

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## **Abstract**

Within the dynamic landscape of primary education, fostering effective English as a Foreign Language (EFL) acquisition for young learners presents a multifaceted challenge. This research investigates the challenges and opportunities faced by fourth-grade EFL pupils and their instructors within the primary schools of M'sila, Algeria, with the goal of enhancing English language instruction. To address the research questions and objectives, the researchers employed a mixed-method descriptive approach, incorporating classroom observation and questionnaires to collect data. The study encompassed 70 fourth-grade EFL pupils and 20 English teachers, selected through simple random sampling. The investigation's key findings indicate that fourth-grade EFL pupils typically hold a positive attitude towards English learning, despite encountering obstacles in developing speaking confidence. There's a clear inclination towards interactive multimedia activities, suggesting a trend towards more engaging teaching methods. Parental engagement emerges as a vital factor in supporting English learning outside the classroom. Collaborative learning environments are favored by most pupils, indicating a preference for interactive and group-based instructional approaches. However, teachers face limitations in classroom settings and resource availability that may impact the broad applicability of these findings. Despite these challenges, the research yields promising insights into the positive attitudes, difficulties, and readiness of both teachers and pupils towards EFL learning. The study underscores the necessity for innovative teaching strategies that incorporate interactive multimedia and collaborative learning to address the identified challenges. The findings of this study have implications for ongoing professional development of teachers in further supporting EFL learners.

**Keywords:** Fourth-grade EFL pupils, Fourth-grade EFL teachers, Challenges, Opportunities.

## List of Abbreviations

**CBLT:** Competency-Based Language Teaching

**CLI:** Cross-Linguistic Influence

**CLIL:** Content and Language Integrated Learning

**CLT:** Communicative Language Teaching

**CPH:** The Critical Period Hypothesis.

**EFL:** English as a Foreign Language.

**ELL:** English Language Learning

**GTM:** Traditional Grammar-Translation method

**L1:** First Language.

**L2:** Second Language

**L3:** Third Language

**LAD:** Language Acquisition Device.

**NOH:** The Natural Order Hypothesis

**SLA:** Second Language Acquisition.

**TBLT:** Task-Based Language Teaching

**TPR:** Total Physical Response

**ZPD:** Zone of Proximal Development

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# GENERAL INTRODUCTION

### GENERAL INTRODUCTION

#### 1. Background of the study

The global education landscape is increasingly characterized by the integration of foreign language learning at a young age. A growing number of countries are implementing policies and initiatives to promote early exposure to foreign languages. In today's interdependent world, English has outgrown its status as a foreign language, becoming a vital instrument for unlocking educational and professional doors and expanding possibilities within a globalized society. Kanno and Cromley (2012) stated that English proficiency offers chances for higher education opportunities, particularly in international settings.

Over the past few decades, a significant rise has been observed in the number of countries mandatorily integrating English as a Foreign Language (EFL) into their primary education curriculum. This holds immense potential fueled by two key aspirations: motivating young learners and expanding their future work opportunities. While the Algerian education system integrates English instruction from primary school onward, acknowledging the importance of foreign languages, challenges regarding resources, teacher training, and standardized assessments persist. Despite these hurdles, anecdotal evidence suggests bilingual and multilingual students often display higher English proficiency. This observed achievement aligns with the hypothesized link between honed metalinguistic skills and cognitive flexibility gained through navigating diverse languages.

In June 2022, President Abdelmadjid TEBBOUNE of Algeria sparked international attention by announcing the introduction of the English language in primary schools. TEBBOUNE's decision, which met with some skepticism initially, gained momentum in May of the following year. Despite these concerns, the government remained resolute in its commitment to implementing this change. This decision was bolstered by the positive reception from parents, who had already embraced the integration of English into the third year of primary education. Minister of National Education Abdelhakim Belabed highlighted the success of this initiative, affirming its continuation into the fourth year.

Linguistically, young learners have a natural advantage in acquiring native-like pronunciation and fluency (Zhang, Q. M. 2009). Algerian students exposed to English early could develop confidence and ease in spoken communication, setting them apart from those who begin learning later. Moreover, early exposure facilitates vocabulary acquisition and overall language proficiency (Muñoz, 2011, 2014; Peters et al., 2019)., laying a strong foundation for future language learning and potentially boosting academic performance across subjects.

## General Introduction

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Young learners in Algeria, like their peers globally, stand to reap numerous benefits by acquiring English as a second language. This golden age of language learning offers cognitive advantages, linguistic gains, and broader opportunities. Researchers suggest exposure to multiple languages during early childhood stimulates brain development, leading to stronger cognitive skills like problem-solving and critical thinking (Bialystok, 2009). Thus, in the Algerian context, this leads to the conclusion that there is a high probability of achieving satisfactory academic results for students.

### **2. Statement of the Problem**

Despite previous attempts in 1993, the recent reintroduction of English language education in Algerian primary schools under President Abdelmadjid TEBBOUNE's administration underscores the country's commitment to early language acquisition and educational advancement. The initial integration of English into the third-grade curriculum has shown promise (Belabed, 2023). However, extending this initiative to the fourth year necessitates a shift in focus toward identifying and addressing the challenges and opportunities inherent in this curriculum integration.

A comprehensive understanding of the specific challenges and opportunities faced by both fourth-grade teachers and learners in Algerian primary schools regarding English language instruction remains lacking. This study seeks to bridge this gap by comprehensively investigating the unique set of challenges and opportunities within this context. Factors such as available resources, classroom methodologies, and individual learning experiences will be also investigated.

Employing a mixed-method approach utilizing questionnaires and non-participant classroom observations, the research will provide a descriptive analysis of the current situation. This will provide significant contributions to inform the development of effective EFL instruction and learning practices specifically tailored to the fourth grade. In essence, the study focuses on the experiences of fourth-grade pupils in the M'sila region, aiming to illuminate the specific challenges and opportunities associated with introducing English language learning to these fourth-grade pupils at the primary school level.

### **3. Research Questions**

Within the scope of investigating the challenges and opportunities encountered by EFL teachers and learners in the fourth year at M'sila primary schools, this study aims to answer the following research questions:

1. What are the most significant challenges experienced by EFL teachers in delivering effective English language instruction to fourth-graders?
2. How do fourth-graders perceive the opportunities and challenges associated with learning English as a foreign language in the primary school environment?
3. To what extent do the available resources and classroom materials support the teaching and learning of English in the fourth grade?
4. What innovative teaching strategies and resources could be implemented to enhance the learning experience and address the identified challenges for both teachers and learners?

#### **4. The Hypothesis**

This study hypothesizes that Fourth-year EFL learners and teachers in primary schools in M'sila are expected to encounter significant challenges.

#### **5. Aims of the Study**

Aligned with the goal of investigating the experiences of EFL teachers and fourth-year learners in M'sila's primary schools, this study aims to:

1. Identify and analyze the key challenges faced by EFL teachers in teaching English to fourth-graders.
2. Explore the perspectives of fourth-graders towards learning English, highlighting their perceived opportunities and challenges.
3. Evaluate the adequacy and suitability of current resources and materials for effective English language learning in the fourth grade.
4. Propose innovative teaching strategies and resources that can overcome the identified challenges and enhance the English language learning experience for both teachers and learners.

#### **6. Significance of the Study**

This study is expected to uncover the significant challenges and advantages that shape the educational landscape for Algerian fourth-graders and their teachers. It aims to go beyond simply describing these experiences and instead deliver actionable insights and concrete recommendations for improvement. Educator understanding of their context fosters tailored instruction and resource utilization for optimal learning environments. Likewise, research-driven policies and resource allocation strategies guarantee program sustainability and effectiveness for all Algerian students.

#### **7. Research Methodology**

## General Introduction

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This research focuses on the challenges and opportunities faced by both EFL learners and their teachers in M'sila's primary schools, specifically targeting fourth graders. To achieve a comprehensive understanding, the study employs a mixed-method approach that combines descriptive analysis with various data collection methods. This research strategy fosters the achievement of the study's goals through a multifaceted investigation. This approach surpasses the limitations of a single method, ultimately leading to a richer understanding of the research questions.

The data was gathered through the implementation of two distinct instruments within the data collection process. First, non-participant classroom observation was conducted, where researchers will observe EFL classrooms without directly participating. This allowed them to gain valuable insights into real-world teaching practices. Additionally, two separate questionnaires were administered – one for fourth-graders and another for the teachers. This approach allowed for gathering data from both perspectives, ensuring a more reliable picture. The target population consists of 70 fourth-grade EFL learners in M'sila region.

To ensure a representative sample, simple random sampling is employed. Ultimately, the study includes randomly selected fourth graders, along with 20 randomly chosen English teachers.

### **8. Structure of the Study**

This dissertation is composed of a general introduction, two chapters, and a general conclusion. The first chapter delves into existing research on the topic, providing a thorough review of relevant literature to build a strong foundation for understanding the challenges and opportunities faced by EFL learners and teachers in primary schools. The second chapter focuses on the practical side of the research, discussing the methodology, research design, data analysis procedures, and the study's findings. This chapter also addresses the research questions, identifies potential benefits and challenges, acknowledges study limitations, and proposes recommendations for future research endeavors.

### **9. Operational Definitions of Key Terms**

**Fourth-grade EFL pupils:** In Algeria, primary school children in the fourth grade generally range between the ages of 8 and 10. Notably, during this stage, they commence their second year of learning a foreign language, including both French and English, as prescribed by the Algerian curriculum.

**Fourth-grade EFL teachers:** Fourth-grade teachers are educators who specialize in instructing pupils in the fourth-grade level of primary school.

## General Introduction

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**Challenges:** challenges are defined as difficulties, obstacles, or drawbacks experienced by either the fourth-year primary school EFL learners or their teachers in the context of learning and teaching English.

**Opportunities:** opportunities are defined as advantageous situations, resources, or experiences that can facilitate the learning and teaching of EFL for both fourth-year primary school learners and their teachers.

# THEORETICAL PART

## **CHAPTER ONE: THEORETICAL BACKGROUND**

## **Introduction**

This section explores the theoretical underpinnings by examining early language acquisition and Second Language Acquisition (SLA) theories, alongside the importance of interaction and scaffolding in learning. It then delves into the Algerian context, analyzing language policies, the rationale for primary school EFL integration, and motivational factors for young learners. Finally, it highlights the difficulties and prospects of teaching young Algerian EFL learners, including the impact of development, adapting methods, evaluating the "My Book of English" textbook, and the evolution of curriculum and assessment practices.

### **1.1 Early Language Acquisition and EFL Pedagogy**

This section provides a comprehensive overview of the foundational principles of early language acquisition and their application to English as a Foreign Language (EFL) pedagogy. It investigates key theories and practices that shape how young learners acquire a new language emphasizing the role of interaction and scaffolding.

#### **1.1.1 Language Learning Theories and Frameworks in Early Childhood**

This subsection explores key theories and frameworks guiding early childhood language learning, focusing on cognitive and social aspects influencing effective EFL teaching strategies for young EFL learners.

##### **1.1.1.1 Critical Period Hypothesis**

Lenneberg (1967), in his seminal work *Biological Foundations of Language*, proposed the Critical Period Hypothesis (CPH) for language acquisition. This hypothesis posits a sensitive window during which optimal language acquisition can occur. After this critical period, proficiency becomes increasingly difficult to attain. While adults can still achieve fluency in new languages, the phenomenon is that they often exhibit foreign accents, which is less prevalent in child learners due to the greater adaptability of their neuromuscular systems for speech production (Siahaan, Friska, 2022).

##### **1.1.1.2 Cognitive Theory**

As cited in Yilmaz (2011, p. 204), learners “acquire or reorganize cognitive structures” to process and retain information. This view positions learners as actively involved in building knowledge. It highlights that knowledge acquisition is a mental process where learners internally encode and structure information. From this perspective, effective learning occurs when instruction aligns with the natural learning processes of the human brain. Cognitive psychologists prioritize understanding existing knowledge and how learners acquire new knowledge, rather than solely focusing on observable behaviors. This focus on making

meaningful knowledge translates into a learning approach that emphasizes helping learners connect new information to their existing knowledge frameworks (schemas). Yilmaz (2011) proposes that successful instruction must consider a student's existing mental structures.

### **1.1.1.3 Social Learning Theory**

The social learning theory, proposed by Albert Bandura (1977), emphasizes the importance of observational learning and cognitive processes in shaping behavior (National University, 2022). According to this theory, young learners acquire new skills by observing and imitating the behaviors of others, integrating both cognitive and environmental factors into the understanding of behavior. This contrasts with behavioral learning theory, primarily advanced by B.F. Skinner, which focuses on external stimuli and reinforcement (Skinner, 1984). Social learning theory posits that learning can occur without direct reinforcement or punishment and underscores the role of internal mental processes, highlighting the significance of learning through both observation and personal experiences (National University, 2022)

### **1.1.1.4 Behaviorist Theory**

In the early 20th century, behavioral learning theory emerged in response to introspective psychology, which relied on subjective descriptions of mental states and processes (as cited in Tprestianni, 2023). Pioneered by behaviorists such as B.F. Skinner and John B. Watson, 's theory challenged the significance of mental states and cognitive processes, advocating for the study of observable and quantifiable events and actions in psychology. Behaviorists proposed that learning occurs through operant conditioning, emphasizing the role of environmental cues and consequences in shaping behavior. Operant conditioning involves rewarding or punishing actions based on their outcomes; for instance, learners are more inclined to repeat behaviors that are praised for yielding correct responses, whereas they are less likely to repeat behaviors that result in scolding.

## **1.1.2. Second Language Acquisition Theories and Young Learners**

This section examines key Second Language Acquisition theories related to young learners, highlighting their implications for EFL teaching methods and practices.

### **1.1.2.1. The Five Hypotheses in SLA**

This section explores the evidence that backs up the Input Hypothesis (Krashen, 1981), a key idea in second language learning (SLA). The theoretical underpinnings of the Input Hypothesis are first examined in the analysis. Next, five prominent theories that each seek to advance our understanding of second language acquisition are examined. Theory of second-language acquisition and the input hypothesis Five hypotheses make up an overall theory of second-language acquisition, of which the input hypothesis is the fundamental one.

### **1.1.2.1.1. The Acquisition-Learning Distinction**

The terms "acquisition" and "learning" are often used interchangeably in everyday language, but Second Language Acquisition (SLA) research makes a clear distinction between the two. Language acquisition is an unconscious process akin to how children learn their native language. Learners are typically unaware of the process itself, yet they progressively gain the ability to use the language for various purposes. This type of competence is subconscious and characterized by an intuitive sense of grammatical correctness. Conversely, language learning is a conscious process that involves explicit knowledge of the language, including its rules and the ability to articulate them. Learning refers to possessing formal knowledge about a language, often termed grammar or rules, and is an explicit, conscious endeavor (Krashen, 1981, p. 10).

### **1.1.2.1.2. The Natural Order Hypothesis**

The Natural Order Hypothesis (NOH) is a significant concept within Second Language Acquisition (SLA) research. It proposes that learners acquiring a language tend to grasp certain grammatical structures before others, suggesting a predictable order in language development (Krashen, 1981, p. 12). This highlights a fundamental process in language learning – learners don't simply acquire language, they acquire it in a specific sequence. Supporting this notion, Brown's 1973 study (cited in Krashen, 1981, p. 12) found that English-speaking children learning their first language acquire grammatical morphemes, or function words, at different stages. Early acquisitions often include markers like the progressive "-ing" (e.g., "He is playing baseball") and the plural "/s/" (e.g., "two dogs"). Conversely, morphemes like the third person singular "/s/" (e.g., "He lives in New York") and the possessive "/s/" (e.g., "John's hat") are typically acquired later.

### **1.1.2.1.3. The Monitor Model**

According to the Monitor Hypothesis, the "Monitor" functions as a tool for overseeing and modifying one's language output through conscious editing and correction. Language acquisition initiates a speaker's utterances and contributes to fluency, while the Monitor adjusts the output of the acquired system either before or after the utterance is spoken or written. However, the initiation of the utterance originates solely from the acquired system. This hypothesis has significant implications for language instruction. Krashen contends that formal language instruction provides rules and feedback to develop the Monitor, but actual language production is based on what is acquired through communication. The Monitor aids in improving accuracy towards the norms of the target language. Krashen maintains that conscious knowledge of rules does not facilitate acquisition, but rather allows learners to refine what they

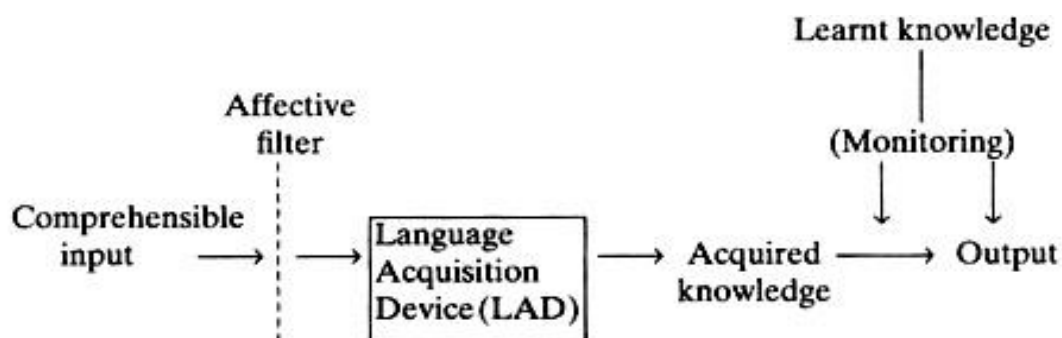
have acquired through communication. Therefore, the primary focus of language teaching should be on communication rather than rote rule learning (Hoque, 2017).

#### 1.1.2.1.4. The Input Hypothesis

According to Krashen (1982), the input hypothesis suggests that for learners to advance from one stage of language acquisition (stage  $i$ ) to the next stage (stage  $i + 1$ ), they must comprehend input containing structures and elements from stage  $i + 1$ . Here, "comprehend" means that the learner focuses on the meaning conveyed by the message rather than its grammatical form. This hypothesis posits that second language acquisition occurs when learners are exposed to input that is slightly beyond their current level of competence. This implies that language learners should encounter language that is sufficiently challenging to promote the acquisition of new language forms, yet not so difficult that it leads to frustration (Krashen, 1982).

#### 1.1.2.1.5. The Affective Filter Hypothesis

The Affective Filter Hypothesis posits that a second-language learner's ability to utilize comprehensible input is influenced by their emotional state (Krashen, 1985). When the "affective filter" is high indicating that the learner is unmotivated, lacks confidence, or is anxious about failure the input does not reach the language acquisition device (LAD) and fails to become acquired competence. Conversely, when the filter is low, the input can reach the LAD, facilitating language acquisition. Therefore, it is crucial for learners to be receptive to input and motivated to integrate into the group that speaks the target language (Hoque, 2017, p 8).



*The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)*

**Figure 1: Krashen Hypotheses (Chart. Tesl, 2010)**

### 1.1.3. Sociocognitive Approaches to Second Language Acquisition (SLA)

Sociocognitive approaches to second language acquisition (SLA) propose a paradigm shift from traditional cognitivist perspectives, as advocated by (Atkinson et al., 2007). These

approaches highlight the dynamic interaction between cognition and sociocultural factors in language learning, challenging the notion of language acquisition as a purely cognitive process. Instead, they emphasize that language learning is intricately linked to social action and interaction within specific cultural contexts. For young learners in English as a Foreign Language (EFL) settings, sociocognitive approaches underscore the importance of creating rich social environments that facilitate meaningful interactions and language use. By integrating cognitive processes with sociocultural experiences, these approaches offer a holistic understanding of how young learners acquire language skills within social and cognitive contexts

### **1.1.3.1. Scaffolding Learning**

Scaffolding, a fundamental concept in social cognitive approaches to education as defined by Gibbons (2012) is an instructional strategy designed to actively promote language acquisition. In this approach, teachers, acting as experts, provide temporary support to help students master tasks that are beyond their current independent abilities. This support was gradually withdrawn as the student developed the skills necessary to complete the task independently. The effectiveness of scaffolding lies in its multifaceted nature. Buenner (2013) highlights various forms of scaffolding including questioning, modeling, explaining, reinforcing, and encouraging student engagement, all of which contribute to a deep understanding of documents.

Teachers can provide temporary support during lessons to improve students' understanding of new concepts and help them complete tasks independently. Breaking down complex tasks into smaller, more manageable steps further reduces students' feelings of overwhelm.

However, Taber (2018) emphasizes that scaffolding is more than simply structuring activities or learning processes. It is equally important to ensure that the tasks are aligned with learning goals that students will struggle to achieve independently.

Effective scaffolding essentially builds a temporary learning framework, with gradually decreasing levels of support as students gain independence. Positive emotional support from teachers plays an important role in motivation, while also providing students with enough time to process feedback to help them actively engage in learning and critical thinking skills. Regularly asking well-structured questions helps identify and resolve misunderstandings, thereby enhancing students' learning awareness (Taber.2018)

### **1.1.3.1. Types of Scaffolding**

There are two main types of scaffolding commonly utilized in educational settings, as outlined by Hammond and Gibbons (2005). The first type is expert-novice scaffolding, which involves interaction between a more competent individual, often a teacher, and a learner, typically a student. This scaffolding is particularly beneficial when initial student feedback is incomplete, as it allows teachers to intervene and guide students toward specific learning goals. They both describe six strategies within the expert-novice framework that facilitate student progress beyond their zone of proximal development (ZPD). These strategies include linking existing knowledge to new information, summarizing key points, modeling thinking processes for students to imitate, reframing student contributions to enhance clarity, providing signals or gestures to guide student responses, and offering ample opportunities for students to express their thoughts and reflect on their learning (Hammond & Gibbons, 2005).

Additionally, peer support is another effective scaffolding approach, as highlighted by Sari and Rozimela (2020). Peer support entails students supporting each other's understanding, emphasizing that even students considered novices can contribute to task success when collaborating with classmates (Sari & Rozimela, 2020). Through peer collaboration, learners in English as a Foreign Language (EFL) settings have the opportunity to expand their language knowledge and develop language skills collectively.

In conclusion, building an effective educational framework with teachers as facilitators is crucial for supporting EFL learners in primary school as stated by Withall, J. (1975) Temporary scaffolding provided by teachers allows students to progress beyond their current abilities and creates a positive learning environment conducive to language acquisition. Strategic removal of scaffolding, coupled with peer support, enables teachers to guide students toward independence and establish a robust foundation for lifelong learning.

### **1.1.3.3. Teacher's Role in Scaffolding Language Learning**

This section highlights the essential role of teachers in providing a foundation for learners of English as a foreign language (EFL), especially at the primary level. Scaffolding refers to temporary support structures provided by teachers to help students complete tasks beyond their current independent abilities as Rodgers, E. (2022) suggested. Effective teachers demonstrate their ability to adapt their role to better fit the learning situation, foster positive student experiences, and promote academic success (Chen, I., & Chang, C. C. 2009)

The following are several practical examples of implementing social cognitive approaches in the classroom. As outlined in the *Journal of Language Teaching and Research* (2023), these

activities are designed to promote meaningful language use through social interaction.

Examples include:

- Role-playing activities: Students can role-play real-life situations, such as ordering food or asking for directions, practicing conversation skills and vocabulary in a fun and interesting way.
- Collaborative Projects: Students can work together on projects that require them to research, share information, and present their findings in English, promoting communication and thinking skills your critical thinking.
- Group Discussion: Facilitates discussions on topics of interest that allow students to express their ideas, negotiate meaning with their peers, and develop their ability to speak English fluently.

#### **1.1.4.Current Approaches to Foreign/Second Language Instruction**

The field of second language acquisition (SLA) thrives on a diverse range of instructional methodologies. Current approaches favor a multifaceted perspective, incorporating elements from various theoretical frameworks to create a comprehensive learning environment. This section will delve into some of the prominent methods employed in contemporary SLA instruction.

##### **1.1.4.1 Total Physical Response (TPR)**

Total Physical Response (TPR), developed by James Asher in the 1970s, is a language teaching method that incorporates physical movement into the learning process to enhance language acquisition. By using simple commands such as "Sit down," and "Open your book," students are prompted to respond physically, emphasizing the importance of auditory comprehension and kinesthetic learning. TPR operates on the principles that listening comprehension precedes speaking, language is learned through physical action, and repetition is essential for acquisition. This method is particularly effective for teaching vocabulary, especially to young learners or beginners, and can be adapted to teach grammar and sentence structures through more complex actions. However, TPR has its limitations, as some students may find it repetitive or dull, and it may not be suitable for those with physical limitations or for teaching more complex language structures and speaking skills. Nevertheless, TPR can be highly effective for learners who benefit from physical movement and hands-on activities (As cited in Er, 2013)

##### **1.1.4.2 Traditional Grammar-Translation Method (GTM)**

Predominant in the 19th and early 20th centuries, the Traditional Grammar-Translation Method (GTM) centered on the analysis and translation of written texts from a foreign language

to the learner's native tongue. This method emphasized rote memorization of grammatical rules, vocabulary acquisition through translation exercises, and the development of reading comprehension skills through detailed textual analysis. GTM lessons often involved drills focused on grammatical structures, with translated passages serving as the primary source of language exposure. While GTM facilitated the development of reading comprehension and a basic understanding of grammatical rules, it has been criticized for its lack of emphasis on spoken language production, real-world application, and the development of overall communicative competence (As cited in Chang, S. C, 2011)

#### **1.1.4.3 Communicative Language Teaching (CLT)**

Emerging in the 1970s to address the limitations of traditional Traditional Grammar-Translation methods, Communicative Language Teaching (CLT) prioritizes meaningful communication in language learning. This approach emphasizes communication as the ultimate goal, achieved through real-life situation tasks, target language immersion, and contextualized grammar and vocabulary instruction using authentic materials. CLT classrooms foster risk-taking and error as positive aspects of communication development, with teachers acting as facilitators in these communicative tasks that simulate real-world scenarios. While CLT's effectiveness lies in cultivating communicative competence, it may challenge less confident learners and potentially downplay the importance of complex grammar or accuracy. Nevertheless, CLT remains a prominent and impactful method, highlighting communication as central to successful second language acquisition (Sato & Kleinsasser, 1999)

#### **1.1.4.4 Competency-Based Language Teaching (CBLT)**

Emerging as a response to the need for targeted communicative skill development, Competency-Based Language Teaching (CBLT) prioritizes practical language use in various contexts. This approach emphasizes four key principles: encouraging communication across diverse situations, focusing on specific communicative competencies, leveraging authentic materials and activities, and providing targeted feedback and guidance. A CBLT lesson typically involves the teacher identifying target communicative skills, presenting students with authentic materials and activities to practice those skills, and offering feedback to guide their development. Similar to other methods discussed, CBLT prioritizes real-world language use and offers varied practice opportunities. While it might not be ideal for teaching complex grammar or refining accuracy, and some learners with low confidence might find participation challenging, CBLT remains a well-regarded and successful language teaching method due to its focus on equipping learners with practical communication skills (Griffith, W. I., & Lim, H. Y, 2014)

#### **1.1.4.5 Task-Based Language Teaching (TBLT)**

Emerging in the 1980s as a response to the limitations of grammar-focused methods, Task-Based Language Teaching (TBLT) emphasizes language acquisition through engaging tasks with a communicative goal. This approach centers on four core principles: language learning flourishes through meaningful tasks, tasks mirror real-world language use, learners are encouraged to creatively utilize the target language for task completion, and reflection with teacher feedback is crucial. TBLT lessons involve the teacher presenting a task, like planning a party, and students collaborate in pairs or groups to complete it using the target language. The teacher guides and provides feedback while encouraging students to reflect on their language use and identify areas for improvement. TBLT prioritizes using language in realistic contexts, offering learners diverse practice opportunities. This method is widely used and effective in developing communicative competence, though it may pose challenges for less confident learners and might not be ideal for teaching complex grammar or refining accuracy. Overall, TBLT remains a popular and successful language-teaching approach that highlights the importance of applying language skills in real-world scenarios (As cited in Moore, 2018)

#### **1.1.4.6 Content and Language Integrated Learning (CLIL)**

Arising in the 1990s to address the need for concurrent language and subject area learning, Content and Language Integrated Learning (CLIL) emphasizes the interconnectedness of language and content acquisition. This approach operates on several key principles: utilizing authentic materials and activities for language learning, encouraging content-based communication in the target language, and assigning equal weight to both language and subject matter development. A CLIL lesson might involve students encountering science or history content and using the target language to grasp and discuss the material. The teacher facilitates the process by offering support and feedback, prompting students to analyze their language use and pinpoint areas for improvement. CLIL prioritizes the use of language in real-world contexts and offers learners opportunities to practice across various subject areas. While some students with limited background knowledge in the subject might find participation challenging, and advanced grammar or accuracy development might not be a primary focus, CLIL remains a popular and successful language teaching method, highlighting the value of integrating language and subject matter in the learning process (Navés, T.2009)

#### **1.1.5. Age-sensitive Pedagogy and Curriculum Design**

This section explores the principles of age-sensitive pedagogy and its application in curriculum design for young EFL learners.

### 1.1.5.1. Pedagogy

This subsection explores the concept of effective pedagogy and its relationship to age-appropriate practices in early childhood education. While there is no single “right” approach, effective teaching must be informed by research and meet the specific needs of learners (Fluckiger et al., 2016).

Nunan (2012) argues that effective teaching in early childhood education encompasses several key characteristics that contribute to a holistic and engaging learning environment. Firstly, teaching should be learner-centered, prioritizing the individual needs, experiences, and interests of students. This approach encourages active participation, wherein students are engaged in the learning process rather than passively receiving information (Shernoff et al., 2014). Additionally, scaffolding is crucial in effective teaching, providing support and guidance to help students build on prior knowledge and gradually develop new skills. Integrating these elements into pedagogical frameworks tailored for early childhood education is essential. However, relying solely on a singular pedagogical approach may be limiting, as effective teaching often involves a diverse range of practices (Husbands & Pearce, 2012). This perspective aligns with age-appropriate pedagogies, recognizing that teaching strategies should evolve as learners develop. Therefore, teachers should maintain a broad repertoire of teaching methods and select developmentally appropriate strategies suited to the unique characteristics and developmental stages of young students (Glasser 1986).

as Alexander, R. J. (1984) stated, early childhood education includes many different learning goals. Some focus on holistic development, including cognitive, social, emotional, and physical aspects. Others aim to equip children with the skills and knowledge to navigate complex societies. Effective pedagogy must take into account participants, context, and learning goals (Luke et al., 2013). This requires a variety of approaches appropriate to children’s circumstances, cultures, and communities (Ang, L. 2014).

While research examines the effectiveness of specific pedagogical approaches, this section focuses on identifying common characteristics associated with successful approaches in different contexts and for different purposes. The goal is not to rank pedagogical approaches but to discover ways to improve specific and comprehensive learning outcomes.

An important consideration is the role of adults. For example, the level of adult involvement in play practices can have a significant impact on their effectiveness (Ang, L. 2014). Discussions of pedagogy must therefore consider how it is implemented in a particular study.

### **1.1.5.2. Characteristics of Age-appropriate Pedagogies**

Building on previous discussions of early childhood education research, Ang, L. (2014) outlines ten key characteristics of age-appropriate pedagogy that steer away from prescriptive methods, instead offering a framework for teachers to design and select learning experiences.

Firstly, an active learning environment is crucial, promoting physical engagement indoors and outdoors to enhance focus, motivation, and self-regulation in young learners. Secondly, children should have agency in their learning, with their ideas and interests initiating, supporting, and extending learning experiences, thus building on their existing knowledge and practical experience. Thirdly, learning should be collaborative and social, involving children and educators working together to explore learning and understanding through shared activities and reflection.

Fourthly, the learning environment should foster creativity, encouraging children to ask “What if?” and stimulating exploration, research, and artistic expression. Fifthly, clarity in learning goals, processes, and resulting skills and understanding is essential for both learners and educators. Sixthly, language-rich environments, with meaningful conversations between children and educators, support thinking, learning, engagement, and imagination. Seventhly, learner-centered approaches acknowledge individual learning styles and consider children’s physical, intellectual, cultural, social, and personal experiences and perspectives. Eighthly, narratives, both personal and fictional, play a significant role, in promoting the creation and understanding of stories, particularly through play. Ninthly, playfulness allows children to explore different worlds and ways of thinking, fostering imagination and creativity.

Tenthly, pedagogical approaches must be responsive, balancing structured and spontaneous activities, open-ended and concrete tasks, and child-directed and educator-directed learning. Lastly, scaffolding techniques, such as modeling, encouraging, asking questions, introducing challenges, and providing feedback, should be utilized by educators to expand children’s abilities gradually, with scaffolds removed as proficiency develops (Ang, L. 2014).

### **1.1.5.3. The Teacher’s Role in Age-Sensitive Pedagogy**

This section emphasizes the essential role of teachers in guiding and facilitating age-appropriate learning experiences. Effective teachers make “considered, thoughtful, and thoughtful” decisions and take actions that nurture children's natural curiosity and motivation to learn independently (Leggett & Ford, 2013).

Leggett and Ford (2013) argue that The teacher's role varies depending on the pedagogical method chosen. The balance between planned and spontaneous activities, as well as adult-led and child-initiated learning activities, needs to be carefully considered. Teachers also play an

important role in helping children understand their role in different teaching methods. This promotes the co-construction of learning and supports the active participation of children in a balanced learning environment that integrates both adult and child-initiated experiences (Smith, P. J. 2018). 1.2. The Algerian Context and EFL Integration

This inquiry delves into the integration of English as a Foreign Language (EFL) within the Algerian educational system. It examines the historical and contemporary language policies that have shaped the role of English in Algerian classrooms.

### **1.2.1. Language Policies and the Role of English in Algerian Education**

Algeria's language policy concerning English has undergone significant transformations throughout its history, reflecting the country's intricate sociolinguistic landscape. This subsection explores these policy shifts and their impact on the current emphasis on EFL integration.

#### **1.2.1.1. Historical and Current Language Policies Regarding English**

The Algerian linguistic background is very rich and complex too. It makes Algeria a particular Arab nation with the number of languages taught and used either in academic or non-academic contexts (Tabory & Tabory, 1987). Algeria's language policy in education has evolved throughout time and undergone significant transformations over the years, reflecting the country's complex sociolinguistic landscape.

According to Benrabah (2007), French became an obligatory foreign language starting in grade two, and 1500 additional French instructors were hired. In 1969, a General Inspectorate of English was established as the initial step towards promoting the language (Mize, 1978). During this time, the Ministry of Education recognized a shortage of English instructors, prompting the recruitment and training of Algerian teachers. Since 1980, Algeria's economic markets have expanded to include Western nations, particularly the United Kingdom and the United States, who have invested in the country's oil and gas industry. This has led to a greater need for rigorous integration of the language. Additionally, adjustments were implemented to extend instructors' training and teaching periods, by that time, many universities had English departments.

In 1993, a reform was implemented to improve foreign language teaching, allowing fourth graders in primary schools to select between French or English as a required foreign language. The government promoted English as an international language and taught it as early as fourth grade to ensure full participation in the international society. Despite the government's intention, many parents chose French over English, citing its widespread use in Algeria and

potential challenges for their children. studying a language that has not received the recognition it deserves. Finally, Algeria has implemented steps to include English despite the complexity of its language situation. French was restored as the first foreign language taught in primary schools in the third year, while English was moved from primary to middle school in the first year. (Kouicem, 2019).

### **1.2.1.2. Rationale Behind EFL Integration in Primary Schools**

The 21st century witnesses the undeniable rise of English as the world's dominant language. Crystal (2003) provides compelling evidence, highlighting that over 350 million individuals utilize English as their native tongue, while an additional 430 million employ it as a secondary language (Crystal, 2003, p. 69). This widespread adoption has positioned English as the lingua franca for global communication, permeating spheres such as scientific inquiry and technological advancement. In Algeria, where education is both free and mandatory for children aged 6 to 15 (Singh, 2016), language education constitutes a cornerstone of the national curriculum. Algerian policymakers have actively addressed the dynamic nature of the educational landscape by implementing various initiatives. as it integrated English as a foreign language in the third year of primary school instead of the first year of middle school in the academic year 2022/2023.

A significant shift in Algerian language policy has been met with widespread approval, particularly among students. This policy change spearheaded by President Tebboune, aims to prioritize English language instruction in primary schools, marking a move away from the country's historical emphasis on French (referred to here as "the language of Molière"). This initiative is driven by the desire to enhance educational outcomes and equip students with skills that will benefit them in academic and professional pursuits (Belabed, 2022).

President Tebboune's rationale for the policy shift is rooted in the perception of France as a legacy of colonialism ("war booty"). He emphasizes the global importance of English, particularly its dominance in scientific and technological fields. This policy aligns with the President's broader commitment to reforming the education system, including a review of teacher training and curriculum development (Tebboune, quoted in Saada, 2023).

The swift implementation of the President's decision reflects its widespread support. The Ministry of National Education announced the introduction of English language instruction at the beginning of the 2022-2023 school year (Belabed, 2022). This initial phase involved the recruitment of a significant number of English language teachers, laying the foundation for a more comprehensive English language education program in the future.

Stakeholders across the educational spectrum, including educators, teacher unions, and politicians, have voiced their approval of this policy change. Public sentiment, as exemplified by the quote from Hacene (a parent in Algiers), underscores the desire to move beyond the language associated with colonialism and embrace English as the language of global communication and advancement.

### **1.2.1.3. Perceived Benefits of English Proficiency for Algerian Students**

The rise of globalization fosters an environment where English language proficiency is increasingly viewed as a prerequisite for success in both academic and professional domains. Consequently, EFL education has become a central focus for learners seeking to navigate this interconnected world. Fluency in English expands career prospects. Multinational corporations operating within Algeria, as well as international organizations, frequently require employees with strong English communication skills to effectively engage with a global clientele and workforce (Benrabah, 2015). By mastering English, Algerian students gain access to a wider range of employment opportunities, potentially securing positions with increased remuneration and greater potential for advancement.

Furthermore, English proficiency acts as a gateway to prestigious universities abroad. Admission to such institutions often necessitates English language competency, and scholarships targeting international students frequently prioritize candidates with a strong command of English (Benrabah, 2015). This access to international education not only fosters academic enrichment but also exposes students to diverse cultures and perspectives, nurturing global citizenship and intercultural competence.

Beyond career and academic pursuits, English proficiency enhances communication skills, enabling Algerian students to interact effectively in multicultural environments. This fluency fosters cross-cultural understanding and facilitates collaboration with peers and professionals from varied backgrounds (Benrabah, 2015). Effective English communication is particularly crucial in fields like diplomacy, international relations, and academia, where collaboration with individuals from diverse linguistic and cultural backgrounds is commonplace.

English proficiency also unlocks a vast repository of information. The Internet, academic journals, and research publications primarily utilize English as the language of communication (Bouteldja, 2017). English proficiency empowers students to leverage this extensive knowledge base, enabling them to stay abreast of advancements in their field of study, conduct research, and contribute meaningfully to the global knowledge economy.

Additionally, English proficiency offers unparalleled networking opportunities on a global scale. Participation in international conferences, seminars, and workshops allows students to

connect with experts and researchers from across the world (Bouteldja, 2017). These interactions not only facilitate academic and professional collaborations but also expose students to diverse perspectives and innovative ideas, enriching their learning experience and broadening their horizons.

Culturally, acquiring English literacy exposes Algerian students to a world of diverse cultures, literature, and perspectives. This exposure fosters open-mindedness, tolerance, and appreciation for cultural diversity (Bouteldja, 2017). Through the exploration of English literature and engagement with English-speaking communities, students gain insights into different worldviews, developing empathy and understanding for people from various backgrounds.

In conclusion, English proficiency offers Algerian students a multitude of advantages, encompassing enhanced career prospects, access to higher education, improved communication skills, and cultural enrichment. As the world becomes increasingly globalized, mastery of the English language equips Algerian students to thrive academically, professionally, and personally.

### **1.2.2. Considering the Algerian Sociolinguistic Landscape for Effective EFL Instruction**

This subsection delves into the complexities of integrating English as a Foreign Language (EFL) into Algerian primary schools. It acknowledges the potential challenges that may arise, such as ensuring adequate teacher training and resource allocation. However, it also emphasizes the potential opportunities for fostering improved educational outcomes and equipping young Algerian learners with the crucial skill of global communication.

#### **1.2.2.1. Impact of Existing Languages on EFL Acquisition**

An investigation conducted by Sassi and Djaffer (2007) revealed how the mastery of a second language (L2) influences the acquisition of a third language (L3) among Algerian EFL learners. The study confirmed that in Algeria, EFL students typically originate from a bilingual context, where proficiency in both Arabic and French plays a significant role. It is crucial to note, however, that Algerian bilingualism transcends the mere placement of these languages within the educational curriculum. Rather, it reflects a dynamic interplay that shapes the Algerian linguistic landscape. Both Arabic and French significantly influence learners' pre-existing linguistic knowledge. This phenomenon, known as cross-linguistic influence (CLI), is particularly relevant when considering the acquisition of an additional foreign language (EFL, or L3 in this case). This bilingual context plays a conditioning role, impacting how L2 proficiency influences the L3 acquisition process.

The impact of existing languages on English as a Foreign Language (EFL) acquisition in Algeria is profoundly shaped by the country's bilingual context, where Arabic (L1) and French (L2) significantly influence English learning (L3). In Algeria, French is deeply integrated into the linguistic landscape, often presented as a natural language alongside Arabic, making it more than just a second language (Sassi, Kettab, & Guettaf, 2007). The study of cross-linguistic influence (CLI) reveals that both Arabic and French affect the acquisition of English. French, due to its typological proximity to English, exerts a strong lexical influence, while Arabic primarily impacts English through semantic transfer (Sassi et al., 2007). The research indicates that higher proficiency in French correlates with higher proficiency in English, but in some instances, high French proficiency coupled with low English proficiency suggests negative transfer, where French interference adversely affects English learning (Sassi et al., 2007). Using quantile regression analysis, the study sampled English major students from various Algerian universities, revealing a significant correlation between French and English proficiency levels. The findings showed diverse effects across different proficiency levels, highlighting the complexity of cross-linguistic influence in multilingual settings (Sassi et al., 2007). These insights have important pedagogical implications, suggesting that understanding CLI is crucial for designing effective language curricula. Enhancing learners' awareness of potential positive and negative transfers between Arabic, French, and English can help mitigate adverse effects and leverage beneficial influences in language learning. This understanding can guide curriculum design to better support bilingual or multilingual learners in Algeria (Sassi et al., 2007).

#### **1.2.2.2. Motivational Factors for Young Algerian Learners of English**

The growing importance of English in today's globalized world fuels a surge in interest in English language learning (ELL) among young learners across the globe. This phenomenon is no less evident in Algeria, where young learners are increasingly drawn to mastering this international language. This dissertation investigates the multifaceted motivational factors that ignite and sustain a passion for English among young Algerians.

Understanding the instrumental motivation of young Algerian learners is crucial. Exposure to universities offering English-language programs within Algeria (Ministry of Higher Education and Scientific Research, 2023) and the global job market emphasizing English proficiency (World Economic Forum, 2022) fosters a pragmatic desire to acquire English language skills. This instrumental motivation lays the foundation for long-term engagement with ELL.

Beyond utilitarian considerations, young Algerians are drawn to English due to its integrative potential. Exposure to English-language media, including music, cartoons, and video games, sparks a desire to understand and connect with these cultural experiences (Guillot, 2013). This integrative motivation fosters a love for the language and transcends practical applications.

The learning environment plays a critical role in shaping young learners' motivation. Teachers who employ engaging and interactive methods, such as games, songs, and technology-aided activities (Farah & Aldridge, 2003), make learning English enjoyable and foster intrinsic motivation. Furthermore, creating a supportive and positive classroom environment that celebrates effort and minimizes anxiety (Chamouni & Stevick, 1999) provides a safe space for exploration and experimentation.

Access to age-appropriate learning materials, technology that caters to young minds, and opportunities for spoken English practice are essential for effective language acquisition (Benson, 2001). Socioeconomic background also plays a part, as students with greater access to resources tend to have an advantage (Bourdieu & Passeron, 1990). Investigating ways to bridge this resource gap is crucial for ensuring equitable access to quality ELL experiences for all young Algerians.

The Algerian context presents a unique landscape for ELL. Understanding how the established presence of French in Algerian education might influence or interact with motivation toward English is an intriguing area for exploration (similar to the previous reference on French language impact). Additionally, considering how cultural identity and national pride shape young Algerians' views on learning English is crucial. Do young learners exhibit an openness to embracing new cultures alongside a sense of preserving their heritage? Exploring these questions can contribute to the development of culturally sensitive learning approaches.

### **1.3. Evolution of Challenges and Opportunities for Young Learners**

This section investigates the evolving challenges and opportunities young EFL learners face. It analyzes how educational practices and language policies impact their learning.

#### **1.3.1 Developmental Transitions and Language Learning**

Transitioning from foundational literacy skills, in the third grade to a more comprehension-oriented method in the fourth grade brings about various challenges and chances. As students delve into texts they are required to grasp them on a deeper level and pivot their attention from “learning how to read” to “reading for learning” ( Wixson, Petersen, & Roettger, 2006). This change can be challenging, but it also provides opportunities for the

development of higher-order thinking skills and a more sophisticated connection with language. Children in this age bracket also exhibit tremendous cognitive growth. According to research, third- and fourth-grade students' brains experience critical changes related to language processing ability (Sousa, 2017). Understanding these cognitive alterations is crucial for educators as they adapt instructional tactics and build learning environments that effectively support language development throughout this critical period. With these developmental shifts comes the requirement for tailored instruction. A "one-size-fits-all" strategy may not address the different learning styles and changing needs of pupils moving from third to fourth grade (Pullum & Snow, 2009). Exploring frameworks for differentiated instruction can help instructors give targeted support and build a more inclusive learning environment that encourages language acquisition for all students.

### **1.3.2 Adapting Teaching Methods to Increase Language Complexity**

Adapting teaching approaches to the rising complexity of the English language poses a significant issue in Algerian primary schools. As students proceed through their studies, they will face increasingly intricate grammar structures, a wider vocabulary range, and a transition from basic texts to complex ones that need advanced comprehension abilities (Ellis, 2003; Nation, 2008). These factors need a strategic adjustment in instructional methods for navigating this changing linguistic landscape, such as techniques for bridging the gap between foundational skills and advanced structures (McDonough, 2013), catering to diverse learning needs through differentiated instruction (McDonough, 2013), and using scaffolding to help students master complex language. Furthermore, engaging activities. Finally, the importance of developing assessment practices that correspond to progress in processing complicated language, beyond simple grammar examinations. (Ellis, 2003).

### **1.3.3 Evaluation of 3rd-grade Textbook "My Book of English"**

An investigation by Farida (2023) into "My Book of English," the mandated third-year English language textbook for Algerian primary schools, revealed valuable insights into the pedagogical strengths and weaknesses encountered by both instructors and students. While educators generally expressed satisfaction with the content's clarity and instructional approach, deeming it well-suited to teaching practices and learner requirements, specific activities were identified as exceeding students' current proficiency and overly complex. A significant constraint highlighted by the study was the limited timeframe allocated to effectively cover all textbook materials, hindering the comprehensive delivery of the curriculum.

However, the study by Farida (2023) also identified significant strengths in the textbook. A substantial majority of educators (over 75%) concurred that it adequately met the needs of

students, signifying its potential as a valuable educational resource. Nevertheless, weaknesses were identified within the reading and writing exercises, suggesting a need for teachers to proactively supplement the textbook with additional materials to ensure alignment with curriculum standards.

In conclusion, Farida's (2023) evaluation suggests that "My Book of English" establishes a strong foundation for English language instruction in Algerian primary schools. Nonetheless, its effectiveness can be maximized through ongoing refinement, teacher ingenuity, and the strategic use of supplementary materials to address identified weaknesses and fully exploit the textbook's strengths.

### **1.3.4 Shifting Curriculum Demands and Assessment Practice**

Algeria has implemented significant curricular revisions since 2003 to improve educational quality. The curriculum reform process adhered to Perrenoud's (2002) Competency-Based Education concepts and standards, emphasizing values, skills, attitudes, and critical thinking alongside vocabulary. And understanding. The plan was to progressively introduce the new curriculum to all educational levels, followed by a review to improve and refine its goals. As a result, every teacher must evolve to meet the demands of today's educational environment. Assessing students' learning outcomes is crucial for educational change. It must be in sync with the educational reforms' aims to fulfill the role of teaching, learning, and evaluation (Perrenoud, 2002). Assessment of student accomplishment is a critical component in the growth of any educational institution. It is recognized as a fundamental component of effective teaching and learning (Bryant, Driscoll, 1998; McMillan, Myran & Workman, 2002; Stiggins, 2002).

### **Conclusion**

This chapter lays the groundwork for effective EFL instruction in Algerian primary schools. It establishes a theoretical framework by examining early language acquisition theories and their application to EFL pedagogy. Considering Algeria's bilingual context, the chapter explores how to optimize curriculum design and teaching methods for successful EFL acquisition by young learners. This exploration serves as the foundation for the upcoming investigation detailed in the next chapter.

**CHAPTER TWO:  
RESEARCH METHODOLOGY,  
FINDINGS, AND DISCUSSION**

### **Introduction**

This section discusses the research process, including data collection, analysis, discussion, and interpretation. It also outlines the methods and procedures used to achieve the objectives and answer research questions. The first chapter provided a comprehensive review of existing research, which laid the groundwork for the investigation into the challenges and opportunities faced by EFL learners and teachers at the primary school level (The case of 4th grade). This theoretical foundation serves as the starting point for Chapter Two, which delves into the empirical investigation.

Chapter Two focuses on the research design and methodology employed in the practical phase of the study. It is divided into two sections. The first section meticulously details the research methods, setting, population, and data collection and analysis tools utilized. This section provides a comprehensive picture of the research framework. The second section of Chapter Two shifts its focus to data analysis and interpretation. It presents the research findings, discusses their implications, acknowledges any limitations of the study, and explores the pedagogical applications of the results. Additionally, the chapter concludes by offering recommendations for further research in this area.

### **2.1. Research Methodology and Design**

This section delves into the research methodology, outlining the specific methods and approaches employed for data collection, analysis, discussion, and interpretation. It elucidates how these methods facilitated the achievement of the study's objectives and addressed the research questions.

#### **2.1.1. The Mixed Method Research Design**

This descriptive research adopts a mixed-method research design, as outlined by Morse (2016) Mixed-method design follows a rigorous scientific methodology, utilizing either inductive or deductive theoretical frameworks. This approach integrates qualitative and quantitative methods at different stages of the research process, including data collection, analysis, and inference, to gain a comprehensive understanding of the subject. The integration of both methods enhances the validity of the findings. This design necessitates the concurrent or sequential collection, analysis, and synthesis of both quantitative and qualitative data, thereby facilitating a deeper exploration of the research problem by leveraging the strengths of each method. Using a mixed-method design to study the challenges and opportunities faced by EFL learners and teachers at the primary school level in the case of 4th-year pupils in M'sila, enables a thorough investigation of the subject.

### **2.1.2. Setting and Population**

This study investigates the experiences of both English as a Foreign Language (EFL) learners and their teachers in M'sila's primary schools, with a specific focus on fourth graders during their crucial second year of English language learning. To gain a holistic understanding of this critical stage, a mixed-method design is employed. This approach utilizes descriptive analysis alongside various data collection methods tailored to the research objectives.

Data collection involves two primary instruments: Non-participant classroom observations; Researchers observe EFL classrooms without directly interfering with the learning process. Two Separate questionnaires were administered to two distinct populations: Fourth-grade pupils (N=70); And English language teachers (N=20). This multi-faceted approach allows for a more comprehensive and reliable portrayal of the EFL learning experience within M'sila's primary schools.

While the sample size represents a specific portion of the total EFL learner and teacher population in the M'sila region, it offers an in-depth examination of experiences within a single, academically representative primary school "Abd Elmaoula Brothers". This chosen school boasts a notable academic record, and its pupils' demographics likely reflect those of other primary schools in the region. By investigating the challenges and opportunities faced by this school, the study aims to provide valuable insights applicable to similar schools throughout M'sila.

### **2.1.3. Research Sampling and Sampling Design**

This research investigates the challenges and opportunities faced by both teachers and fourth-grade English as a Foreign Language (EFL) learners in Algeria. The study was conducted during the last trimester of the 2023/2024 academic year within the "Abd Elmaoula Brothers" primary school located in M'sila's region.

The target population for this research consisted of fourth-grade pupils at the chosen school. Focusing on this specific grade level was crucial because they were in their final trimester before entering the fifth grade. This timing allows the study to investigate the impact of a full year of English language instruction on both students and teachers, offering a more comprehensive picture right before they move on to the next academic stage.

Initially, the plan was to conduct the study during the second trimester. However, due to the sequential nature of the English language program, the timeframe shifted to the third semester. This change ensured that the participating pupils had already received a full academic year of English language instruction, allowing the research to capture the full experiences and challenges faced after a year of EFL learning.

### **2.1.4. Research Tools**

To comprehensively investigate the challenges and opportunities faced by both EFL fourth-grade teachers and learners within the primary school system, a multifaceted approach to data collection was implemented, employing a triangulation of research instruments. Triangulation in research, as regarded by Bhandari (2023), involves using multiple datasets, methods, theories, and investigators to address a research question. This strategy enhances the validity and credibility of findings and reduces research biases by integrating diverse sources of evidence. This included administering a questionnaire to 70 fourth-grade pupils. Additionally, online and written questionnaires were distributed to 20 fourth-grade teachers. Finally, a non-participant observation schedule was established in collaboration with a teacher, utilizing a pre-designed observation sheet during five sessions in the third trimester. This multifaceted approach ensured a well-rounded understanding of the research topic.

#### **2.1.4.1. Teacher's Questionnaire**

Bhat (2023) defines a questionnaire as a structured data collection instrument that utilizes a set of pre-defined questions to elicit information from respondents. This method allows researchers to gather quantitative or qualitative data on a specific topic or population. In the context of this research, the questionnaire was tailored for primary school English language teachers, utilizing both quantitative and qualitative inquiries. This approach, known as a mixed-method design, seeks to provide comprehensive insights into the experiences of EFL teachers at the primary level.

The questionnaire's development was methodical, drawing from an extensive literature review, existing tools, and expert consultations. Collaboration with the academic supervisor and experienced teacher ensured the questionnaire's validity, reliability, and usability. It comprised 16 items, with 14 structured as closed-ended questions and 2 as open-ended questions. (see **Appendix C** ) To facilitate distribution and data collection, the questionnaire was created using Google Forms and distributed online via email, Facebook groups, and Messenger to a targeted sample of primary school English teachers in M'sila.

##### **2.1.4.1.1 Piloting Teachers' Questionnaire**

To ensure the validity and reliability of the data collection instrument, a pilot study was conducted before full-scale data collection. A purposive sample of six EFL teachers working in the M'sila region completed a pilot questionnaire designed to evaluate its clarity and length. This questionnaire included four key questions; Were the instructions clear? Was the language understandable? Did you find it too long? And How long did it take to complete? The feedback from all six participants was positive regarding the clarity of instructions and language used. However, several participants commented that the questionnaire would be better if the length

## **CHAPTER TWO: RESEARCH METHODOLOGY, FINDINGS, AND DISCUSSION**

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was reconsidered. Based on this feedback, the questionnaire was revised to optimize its length and clarity. This revision process involved strategically merging similar questions or those capturing overlapping data and removing questions deemed less relevant to the core research objectives. Through this iterative process, the final questionnaire was refined to ensure it captured the necessary data while minimizing participant burden. The final version of the questionnaire consisted of 16 items.

### **2.1.4.2. Pupils' Questionnaire**

The questionnaire designed for primary school pupils was selected by the researchers following a comprehensive review of the literature and prior research tools tailored to a young demographic. It consists of 18 items spread across six pages, comprising 17 closed-ended questions and 1 open-ended question (see **Appendix A**). In addition, the questionnaire was translated into Arabic for the fourth-grade pupils to ensure better understanding and accessibility. This step aimed to facilitate clearer comprehension of the questionnaire's content, enabling more accurate and meaningful responses from the participants.

The inclusion of both closed-ended and open-ended questions in the questionnaire facilitates a comprehensive understanding of primary school pupils' experiences in learning English. The structured nature of closed-ended questions aids in quantifying responses and identifying patterns, providing a basis for statistical analysis and comparison across respondents. On the other hand, open-ended questions offer a deeper exploration of participants' viewpoints, allowing for the capture of nuanced insights, personal narratives, and unique experiences related to English language learning. This mixed-method design not only enables researchers to quantify and categorize responses but also enriches the analysis with qualitative data, enhancing the depth and richness of the research findings.

#### **2.1.4.2.1 Piloting Pupils' Questionnaire**

To ensure the instrument's validity and reliability, a two-phased piloting process was conducted. The initial phase involved expert review. The original English questionnaire was reviewed by a professor at the researchers' university with expertise in language to assess clarity and accuracy. Based on her feedback, the questionnaire underwent revisions to improve language usage.

The second phase involved piloting the translated Arabic version with a purposive sample of 15 pupils in the M'sila region. This phase focused on assessing comprehension and cultural relevance. The pilot questionnaire included questions designed to evaluate pupil understanding of the concepts and terminology used. Feedback from the pupils revealed challenges in understanding the translated term for instance "role-playing." Consequently, the term was revised to a more culturally appropriate Arabic equivalent that accurately conveyed the intended

meaning. This iterative process ensured the final questionnaire was not only linguistically sound but also culturally relevant to the target population of EFL learners.

### **2.1.4.3. Classroom Observation**

In this dissertation, one of the chosen data collection methods was classroom observation. The objective of this observation was to identify opportunities and challenges encountered by fourth-grade pupils while learning English in the classroom with their teacher. Additionally, the observations aimed to assess the teacher's interactions and scaffolding techniques during English instruction for young learners. To facilitate this data collection, classroom observation notes were utilized. As Pianta et al. (2007, p. 18) define them, classroom observation notes are comprehensive records of a lesson or activity within a classroom setting. These notes document the teaching methods used by the instructor, the student's behaviors and levels of engagement, and the general atmosphere of the learning environment. A checklist was then developed based on key aspects identified in the literature review. These aspects included effective strategies for enhancing the language skills of 4th graders, adequacy of resources and materials, the effectiveness of assessment practices, application of third-grade prior knowledge, and classroom time management. (see **Appendix D** ).

The observation sessions were conducted from April 24th to May 15th within fourth-grade English classes at "Abd Elmaoula Brothers" school in Bousaada, it was completed in the academic year 2023/2024. Each session lasted for 45 minutes, and the class sizes ranged from 22 to 48 pupils with minimal absenteeism. These sessions encompassed various activities focusing on introducing new vocabulary and sounds, engaging in role-play, games, listening, and repeating exercises, often incorporating chanting and auditory activities. The emphasis during these sessions was predominantly on speaking and pronunciation skills.

#### **2.1.4.3.1. Piloting the Classroom Observation Checklist**

To establish the validity and reliability, the researchers developed a classroom observation checklist designed to complement the questionnaires and capture aspects beyond its scope, a pilot study was conducted throughout the academic year. Drawing on the experience of the researcher as a middle school teacher, she observed her second-year middle school learners (they are in their second year of learning English in parallel with fourth graders' second academic year in learning English which highlights the similarities of both experiences) on multiple occasions throughout the year. This extended observation period served a dual purpose. First, it addressed content validity, The researcher used the checklist throughout the year to ensure it comprehensively captured relevant EFL teaching practices and themes specific to this population. Second, it provided a rich dataset for assessing test-retest reliability. By analyzing the data collected throughout the year, the researcher evaluated the checklist's ability

## **CHAPTER TWO: RESEARCH METHODOLOGY, FINDINGS, AND DISCUSSION**

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to yield consistent results across repeated observations of the same students. This pilot study with the second-year middle school learners not only established the checklist's validity and reliability but also provided valuable insights into the challenges and opportunities faced by EFL learners at this level. These insights will inform the main study which will include observations of both primary school learners and teachers.

### **2.1.5. Pilot Study**

A pilot study is a mini-version of a full-scale study or a trial run done in preparation for the complete study. The latter is also called a "feasibility" study. It can also be a specific pre-testing of research instruments, including questionnaires or interview schedules (Van Teijlingen & Hundley, 2001). This pilot study mirrored the core data collection methods planned for the full research, utilizing both non-participant observation and semi-structured questionnaires. The questionnaires were designed for two distinct groups: primary school pupils and English language teachers.

The primary objective of the pilot study was to assess the feasibility and practicality of the planned data collection procedures. This involved identifying and rectifying any potential issues within the research instruments themselves. The pilot phase involved administering the pupil questionnaire to a group of 15 pupils and distributing the teacher questionnaire to 6 primary school English language teachers. This allowed researchers to evaluate factors such as clarity of instructions, time constraints, and the suitability of the questionnaire items for the targeted groups.

### **2.1.6. Statistical Tools of Data Analysis**

To address the research questions, the collected data was processed and analyzed statistically. This analysis utilized three software programs: Google Forms, Microsoft Excel, version 2021 and Statistical Package for Social Sciences (SPSS) software.

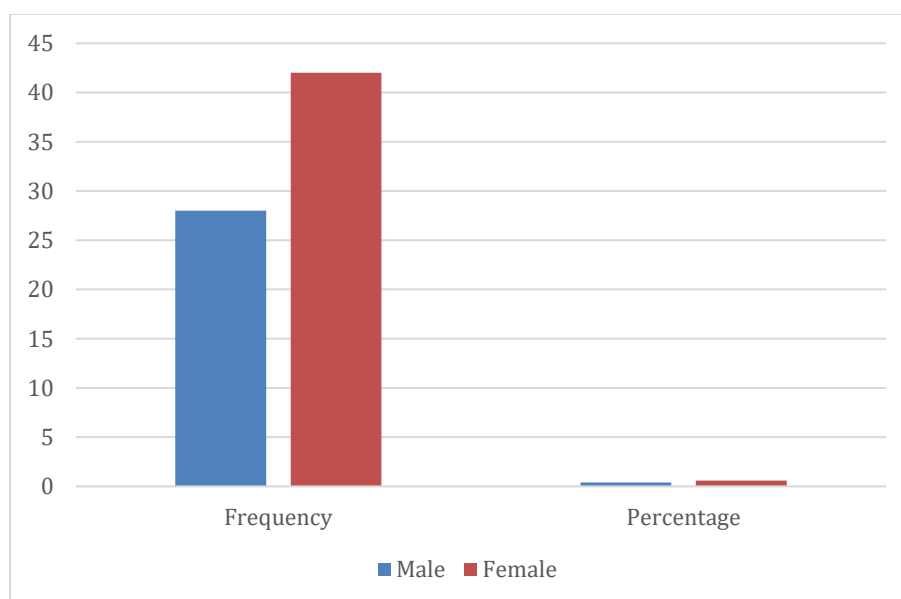
**2.2. Data Analysis and Discussion of Findings**

**2.2.1. Analysis of Pupils' Questionnaire**

**Question 1:** Specify your gender

**Table 1: Pupils' Gender**

<b>Pupils</b>	<b>Frequency</b>	<b>Percentage</b>
Male	28	40%
Female	42	60%
Total	70	100%



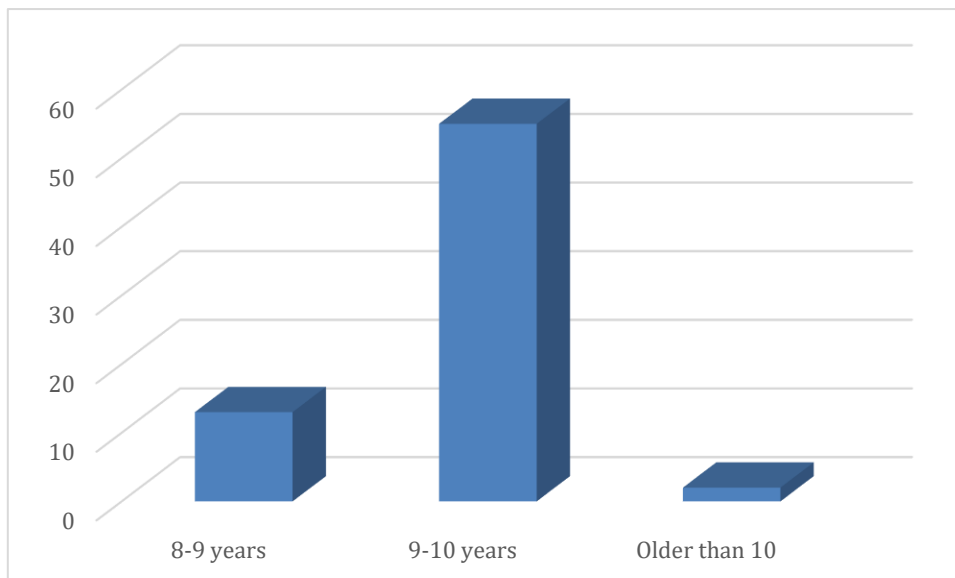
**Figure 2: Pupils' Gender**

As illustrated in Table (1) and Figure (2), the gender distribution of respondents is skewed towards females (60%), with males comprising the remaining (40%). This observed gender imbalance may influence classroom interactions and participation. Considering these dynamics when designing activities is essential to ensure both genders are equally engaged and supported.

**Question 2:** Specify your age

**Table 2: Pupils' Age**

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>
8-9 years	13	18.6%
9-10 years	55	78.5%
Older than 10	2	2.9%
Total	70	100%



**Figure 3: Pupils' Age**

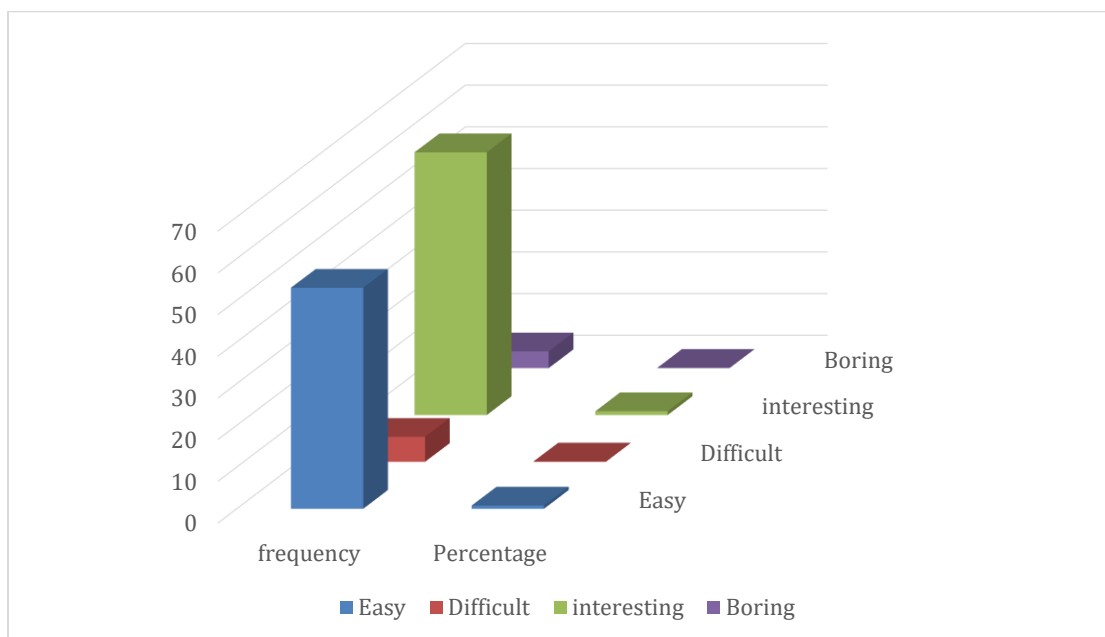
As shown in Table (2) and Figure (3), the majority of pupils are aged between 9-10 years (78.5%), with a smaller proportion aged 8-9 years (18.6%) and older than 10 years (2.9%). This age distribution is indicative of A typical class of fourth graders in Algerian primary schools. The curriculum and teaching strategies should be tailored to suit this age group's developmental stage and learning needs.

**Attitudes Towards English Language Learning**

**Question 3:** How do you find learning English?

**Table 3: Perspectives on Learning English**

<b>Attitude</b>	<b>Frequency</b>	<b>Percentage</b>
Easy	53	75.7%
Difficult	6	8.6%
Interesting	63	90%
Boring	4	5.7%



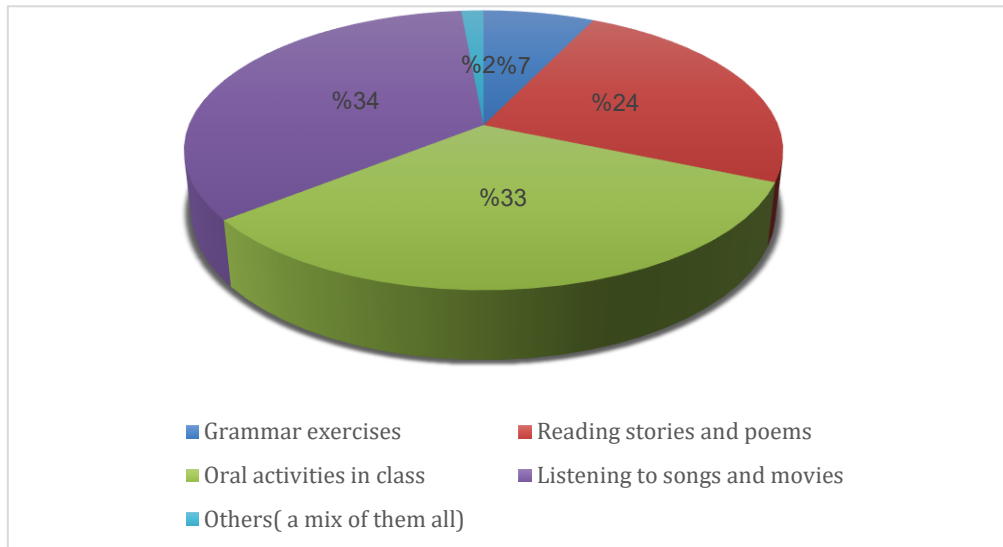
**Figure 4: Perspectives on Learning English**

As reflected in Table (3) and Figure (4), a significant majority of pupils find learning English easy (75.7%) and interesting (90%), while a small percentage find it difficult (8.6%) and boring (5.7%). This positive attitude towards English learning suggests high motivation and engagement among fourth graders, which are crucial for effective language learning and classroom participation.

**Question 4:** Which of the following aspects of learning English do you find most enjoyable?

**Table 4: Enjoyable Aspects of Learning English for Pupils?**

Activity	Frequency	Percentage
Grammar exercises	5	7.1%
Reading stories and poems	17	24.3%
Oral activities in class	23	32.9%
Listening to songs and movies	24	34.3%
Others (a mix of them all)	1	1.4%



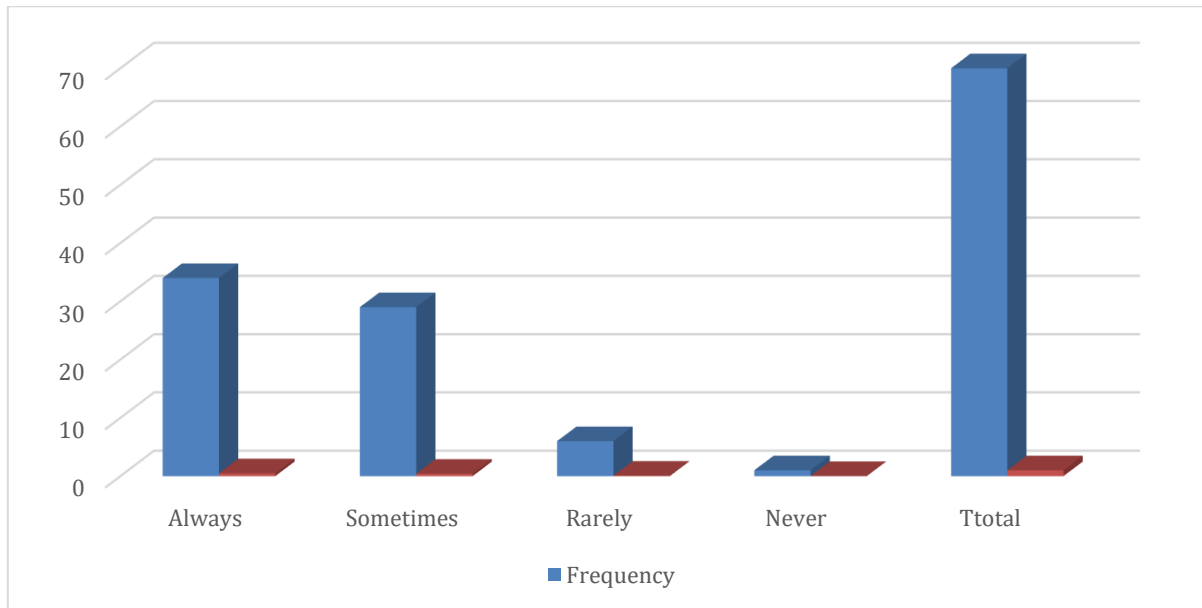
**Figure 5: Enjoyable Aspects of Learning English for Pupils**

As illustrated in Table (4) and Figure (5) regarding a previous question about the frequency of English sessions per week, all pupils reported having English sessions twice a week, in which they find songs and movies (34.3%) and oral activities in class (32.9%) the most enjoyable aspects of learning English. while Reading stories and poems represent (24.3%) of the responses, however, grammar exercises (7.1%) and a mix of all activities (1.4%) are the least enjoyable. This preference for interactive and engaging activities suggests that incorporating more multimedia resources and verbal practice could enhance pupils' engagement and enjoyment in learning English. The low enjoyment of grammar exercises highlights the need to make these activities more interactive and appealing to pupils.

**Question 5:** How often do you feel comfortable speaking English in class?

**Table 5: Pupils` Level of Comfort when Speaking English in Class**

Pupils speaking comfort Level	Frequency	Percentage
Always	34	48.6%
Sometimes	29	41.4%
Rarely	6	8.6%
Never	1	1.4%
Total	70	100%



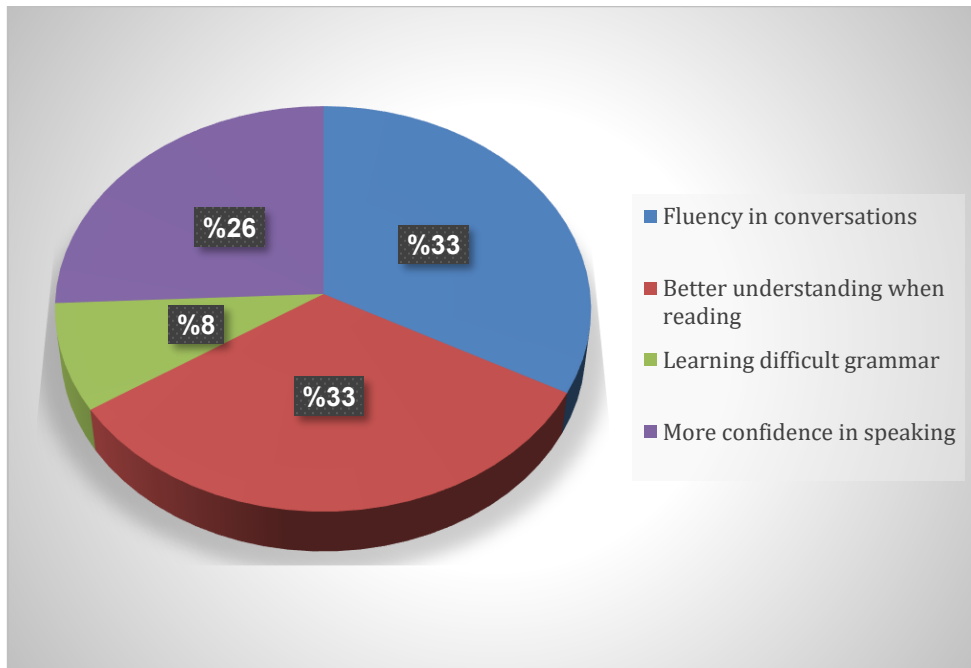
**Figure 6: Pupils' Level of Comfort when Speaking English in Class**

The data shown in Table (5) and Figure (6) regarding learner's comfort levels when speaking English in class shows that (48.6%) of pupils always feel comfortable, indicating a high level of confidence and a supportive learning environment. (41.4%) sometimes feel comfortable, suggesting general confidence with occasional challenges. However, (8.6%) of pupils rarely feel comfortable, and (1.4%) never feel comfortable, highlighting a need for additional support and interventions to address their specific needs.

**Question 6:** What areas are you hoping to improve your English language skills?

**Table 6: Areas for Enhancing English Language Proficiency**

Goal	Frequency	Percentage
Fluency in conversations	23	32.9%
Better understanding when reading	23	32.9%
Learning difficult grammar	6	8.6%
More confidence in speaking	18	25.7%
Total	70	100%



**Figure 7: Areas for Enhancing English Language Proficiency**

As illustrated in Table (6) and Figure (7) , learners have a diverse set of goals for improving their English skills. The top priorities are achieving fluency in conversations (32.9%) and better understanding when reading (32.9%). This indicates a strong desire among pupils to enhance their practical and comprehensive language abilities. Additionally, a notable portion of pupils aim to gain more confidence in speaking (25.7%), suggesting the need for activities that build verbal assurance and public speaking skills.

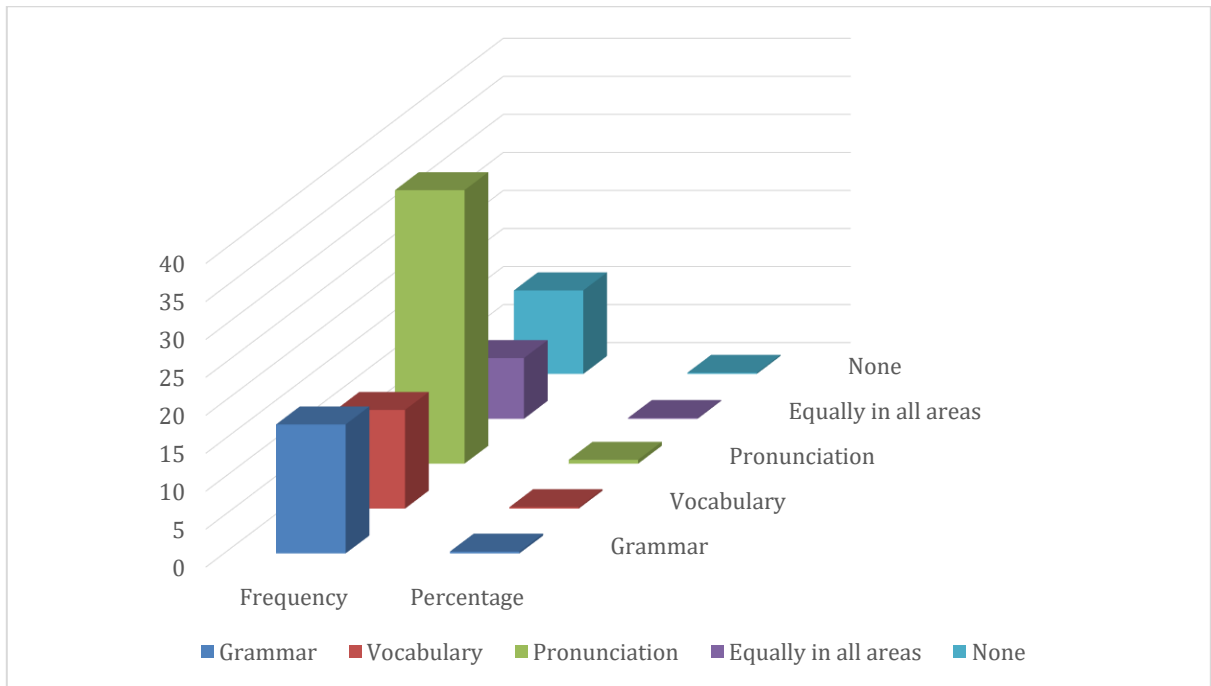
Learning difficult grammar is a less prioritized goal (8.6%), which could indicate that pupils find other aspects of language learning more immediately relevant or engaging. However, this does not diminish the importance of grammar in achieving overall proficiency.

**Challenges and Difficulties**

**Question 7:** What specific areas do you struggle in?

**Table 7: Pupils` Areas of Difficulty in English Language Proficiency**

<b>Difficulty</b>	<b>Frequency</b>	<b>Percentage</b>
Grammar	17	24.3%
Vocabulary	13	18.6%
Pronunciation	36	51.4%
Equally in all areas	8	11.4%
None	11	15.7%
Total	85	100%



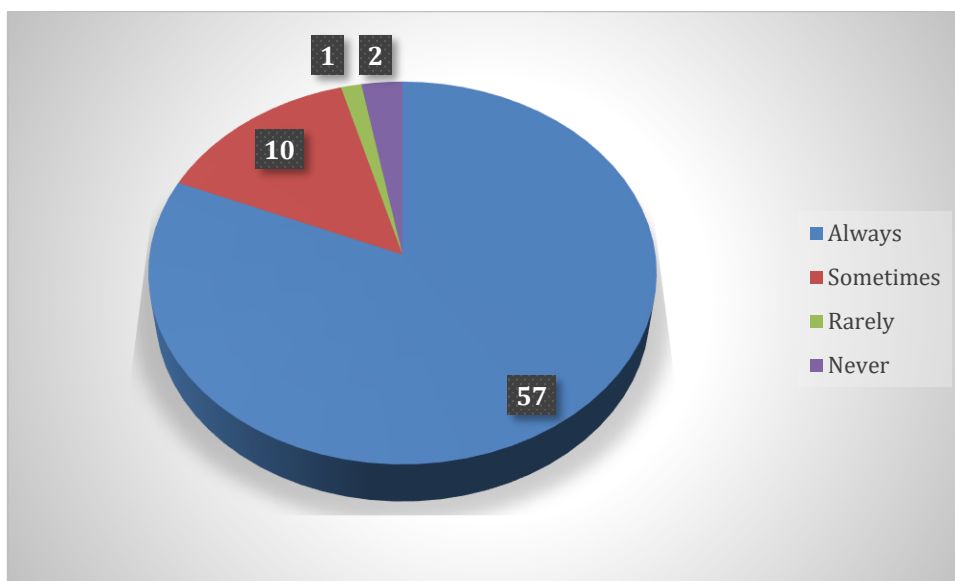
**Figure 8: Pupils' Areas of Difficulty in English Language Proficiency**

The Table (7) and Figure (8) reveal that pronunciation is the most significant challenge for pupils, with (51.4%) finding it difficult. This highlights the need for more pronunciation practice in the curriculum. Grammar is also a notable challenge, identified by (24.3%) of pupils, indicating the need for clear, manageable lessons and practical applications. Vocabulary is another area of difficulty for (18.6%) of pupils, suggesting the importance of vocabulary-building activities. A smaller group (11.4%) finds all areas equally challenging, requiring a holistic and supportive approach. Interestingly, (15.7%) of respondents reported no difficulties, indicating a portion of the class is confident and proficient. Addressing these diverse challenges ensures a supportive learning environment that meets the needs of all pupils.

**Question 8:** How often do you feel supported by your teacher when learning English?

**Table 8: Teacher's Support in English Language Learning**

Support Level	Frequency	Percentage
Always	57	81.4%
Sometimes	10	14.3%
Rarely	1	1.4%
Never	2	2.9%
Total	70	100%



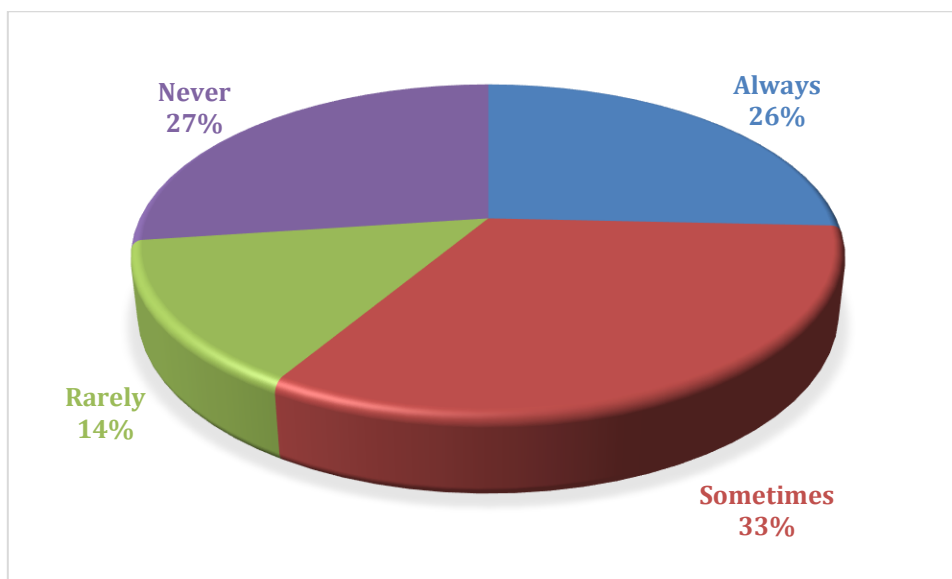
**Figure 9: Teacher's Support in English Language Learning**

As illustrated in Table (8) and Figure (9), the majority of pupils (81.4%) feel they always receive support from their teacher, indicating a highly engaged and responsive teaching environment. Additionally, (14.3% ) report receiving support sometimes, suggesting occasional gaps that could be addressed. A small percentage feel they rarely (1.4%) or never (2.9%) receive support, highlighting the need for targeted attention to these learners to prevent feelings of isolation or neglect. Overall, while the data shows a generally supportive environment, continuous efforts are needed to ensure all pupils feel consistently supported.

**Question 9:** How often do you feel supported by your classmates when learning English?

**Table 9 : Peers`Support in English Language Learning**

Peers'Support Level	Frequency	Percentage
Always	18	25.7%
Sometimes	23	32.9%
Rarely	10	14.3%
Never	19	27.1%
Total	70	100%



**Figure 10: Peers`Support in English Language Learning**

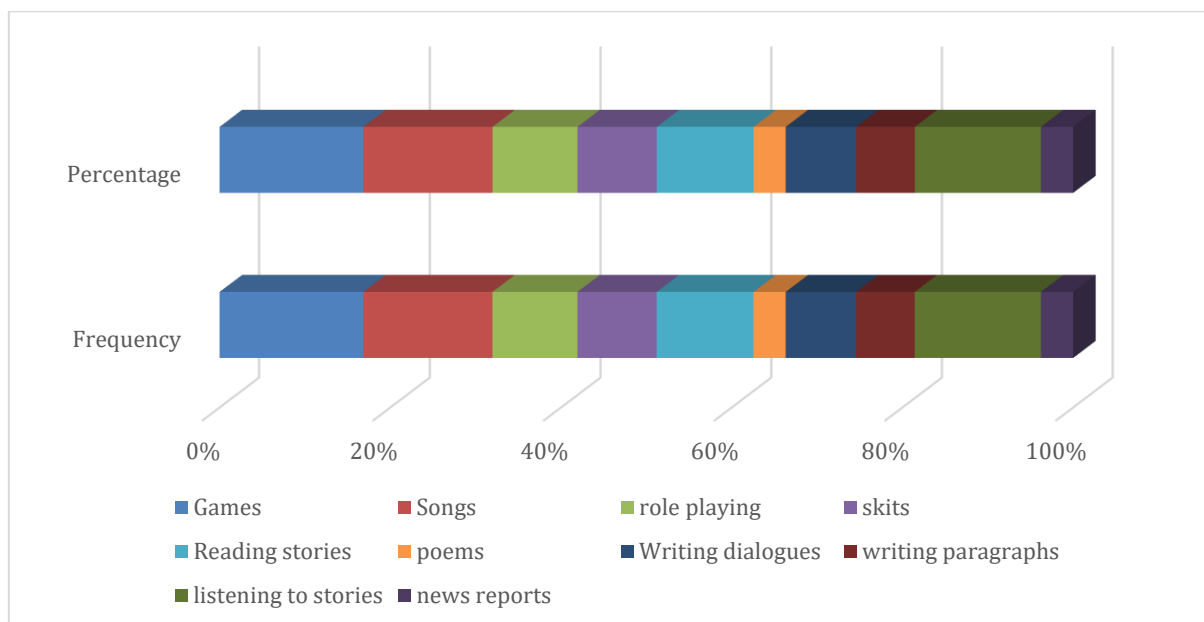
Table (9) and Figure (10) highlight varied perceptions of peer support among respondents. While (25.7%) report consistent support, indicating a positive peer environment, (32.9%) receive support occasionally, suggesting intermittent assistance. However, (14.3%) feel unsupported often, impacting motivation and learning outcomes. Alarming, (27.1%) never receive support, leading to isolation and hindered performance. Strategies like group projects and peer mentoring are crucial for enhancing peer interaction and fostering a supportive classroom culture, addressing the need for improved peer support overall.

**Section Four: Learning Preferences**

**Question 10:** What types of activities do you like to do during English lessons?

**Table 10: Pupils` Preferred Learning Activities**

Activity	Frequency	Percentage
Games	49	70%
Songs	44	62.9%
Role playing	29	41.4%
Skits	27	38.6%
Reading stories	33	47.1%
Poems	11	15.7%
Writing dialogues	24	34.3%
Writing paragraphs	20	28.6%
Listening to stories	43	61.4%
News reports	11	15.7%



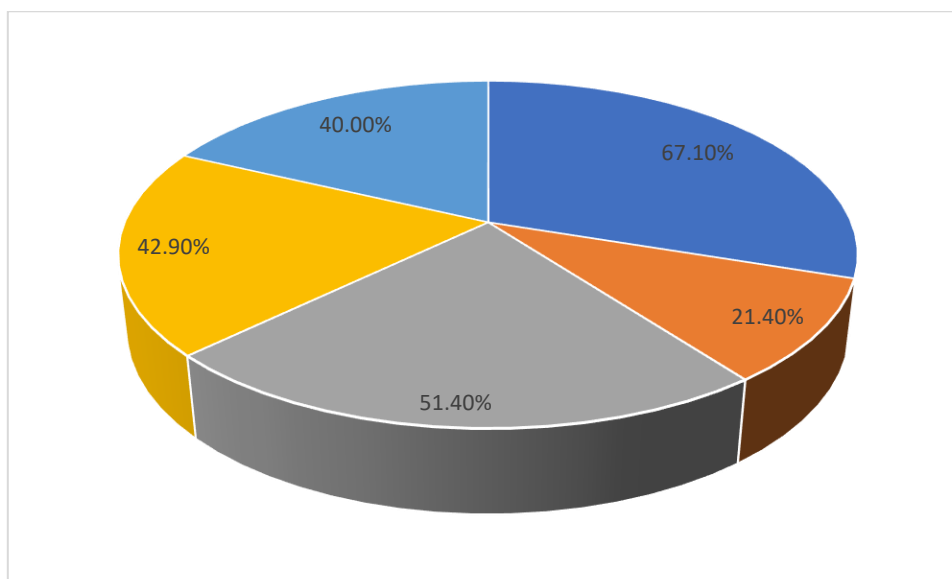
**Figure 11: Pupils` Preferred Learning Activities**

Table (10) and Figure (11) of pupils' preferred learning activities during English lessons reveal a strong preference for interactive and auditory activities. Games are the top choice, favored by ( 70%) of pupils, followed by songs at( 62.9%). Listening to stories is also popular, with( 61.4%) of pupils enjoying it. Creative activities like role-playing and skits are preferred by( 41.4%) and (38.6%) of pupils, respectively. Reading stories is liked by (47.1%), while writing activities, including dialogues (34.3%) and paragraphs (28.6%), are moderately favored. Poems and news reports are the least preferred, each with (15.7%) of respondents. Overall, pupils enjoy engaging, dynamic, and auditory-focused activities.

**Question 11:** How does your teacher usually explain new words in English class?

**Table 11: Methods Used by Teacher to Explain New Words**

Teaching Method	Percentage	Frequency
Native Language (L1)	67.1%	46
English	21.4%	14
Visual Aids	51.4%	35
Flashcards	42.9%	30
Whiteboard	40%	28



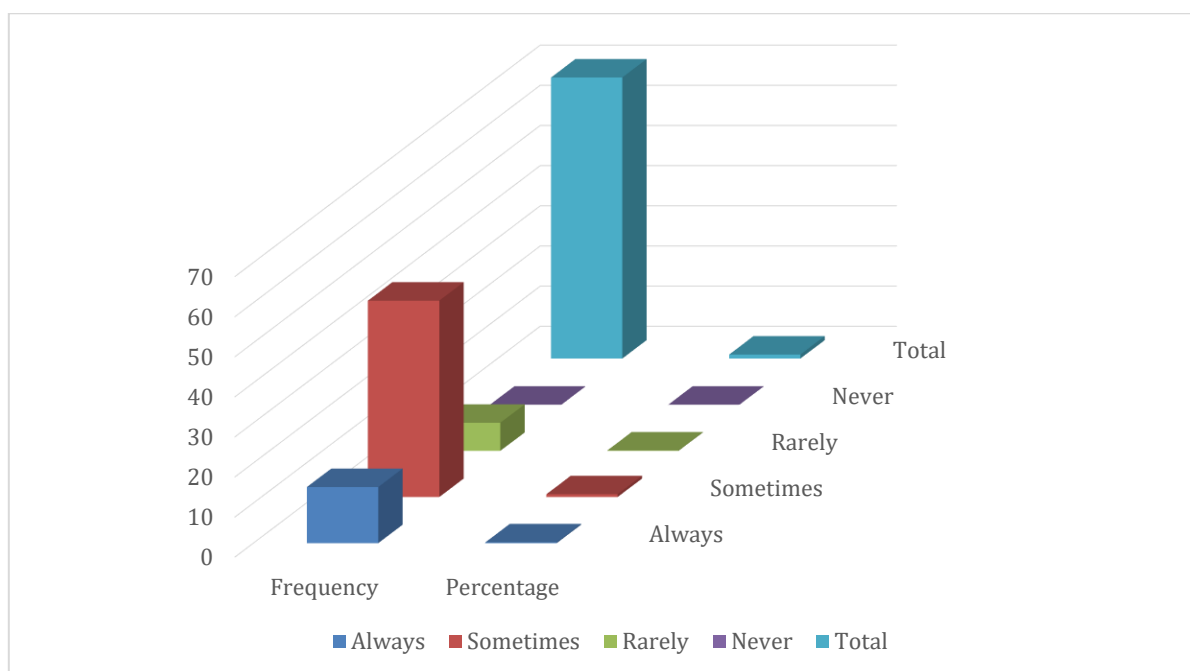
**Figure 12: Methods Used by Teacher to Explain New Words**

Table (11) and Figure (12) that report the analysis of teaching methods for explaining new words in English classrooms indicate a predominant reliance on the native language (L1), used by (67.1%) of teachers. While this approach ensures immediate comprehension, it may hinder language immersion and learning. Only (21.4%) of teachers use English for explanations, suggesting limited practice in the target language for pupils. Visual aids are employed by (51.4%) of teachers, enhancing comprehension and retention through visual learning. Flashcards, used by (42.9%), support repetitive learning and memorization, engaging young learners effectively. The whiteboard, used by (40%) of teachers, integrates traditional and modern teaching methods, offering a flexible tool for explanations and interactive activities

**Question 12:** How often does the teacher use the Arabic language?

**Table 12: Teachers' Use of Arabic in Class**

The usage of L1	Frequency	Percentage
Always	14	20%
Sometimes	49	70%
Rarely	7	10%
Never	0	0%
Total	70	100%



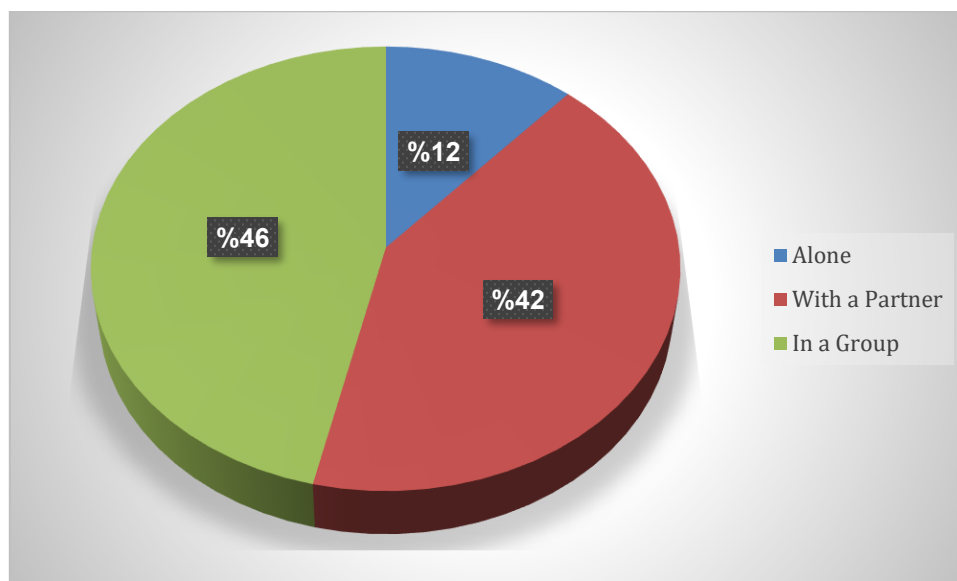
**Figure 13: Teachers' Use of Arabic in Class**

Table (12) and Figure (13) on teachers' use of Arabic (L1) in English classes indicate a prevalent reliance on L1 as a pedagogical tool. A significant majority of informants (70%) reported that their teachers sometimes use Arabic, suggesting that teachers integrate L1 selectively to facilitate understanding, provide explanations, and ensure pupils grasp complex concepts. Additionally, (20%) of pupils stated that Arabic is always used in class, which might reflect a strategy to maintain clarity and prevent misunderstandings, especially for learners with lower English proficiency. Only (10%) of pupils indicated that Arabic is rarely used, and no pupils reported that Arabic is never used.

**Question 13:** How do you prefer learning in the classroom?

**Table 13: Pupils' Preferences for Learning Environment**

Preference	Frequency	Percentage
Alone	8	11.6%
With a Partner	29	42%
In a Group	32	46.4%
Total	70	100%



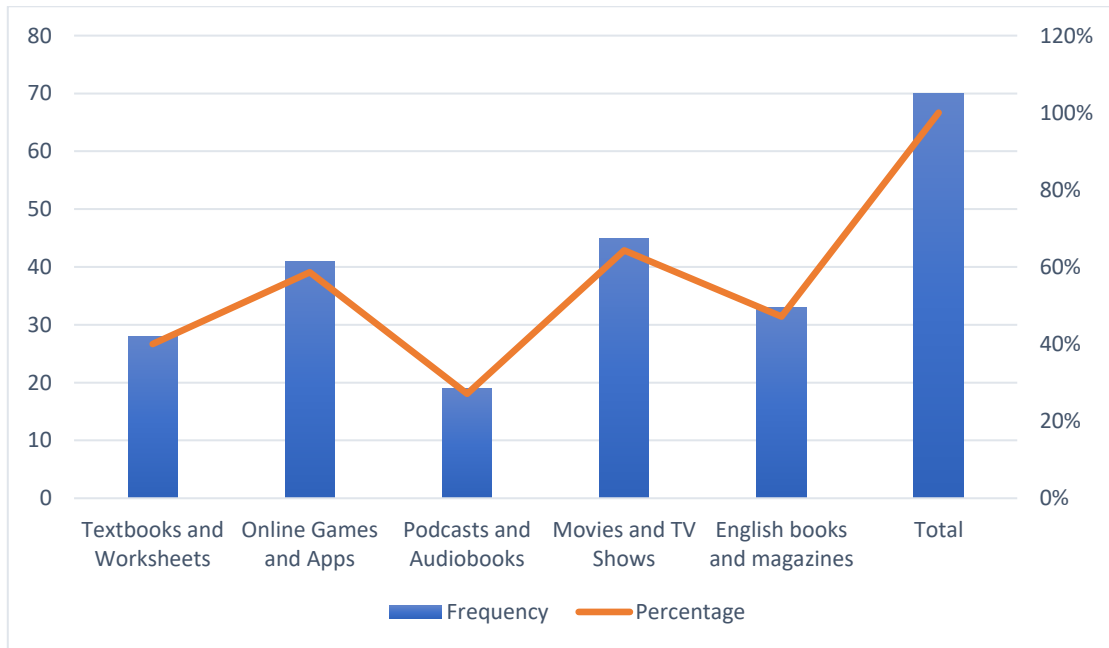
**Figure 14: Pupils' Preferences for Learning Environment**

Table (13) and Figure (14) on pupils' preferences for learning environment reveal significant insights into their preferred modes of study. A substantial majority of pupils favor collaborative learning environments, with (46.4%) preferring to work in groups and (42%) preferring to work with a partner. This indicates a strong inclination towards social learning, where pupils can benefit from peer interactions, shared knowledge, and collective problem-solving. Only (11.6%) of pupils prefer to study alone, suggesting that solitary learning is the least favored method.

**Question 14:** What are the English language learning resources or materials that you find helpful or enjoyable to use?

**Table 14: Effective English Learning Resources**

Resource	Frequency	Percentage
Textbooks and Worksheets	28	40%
Online Games and Apps	41	58.6%
Podcasts and Audiobooks	19	27.1%
Movies and TV Shows	45	64.3%
English books and magazines	33	47.1%
Total	70	100%



**Figure 15: Effective English Learning Resources**

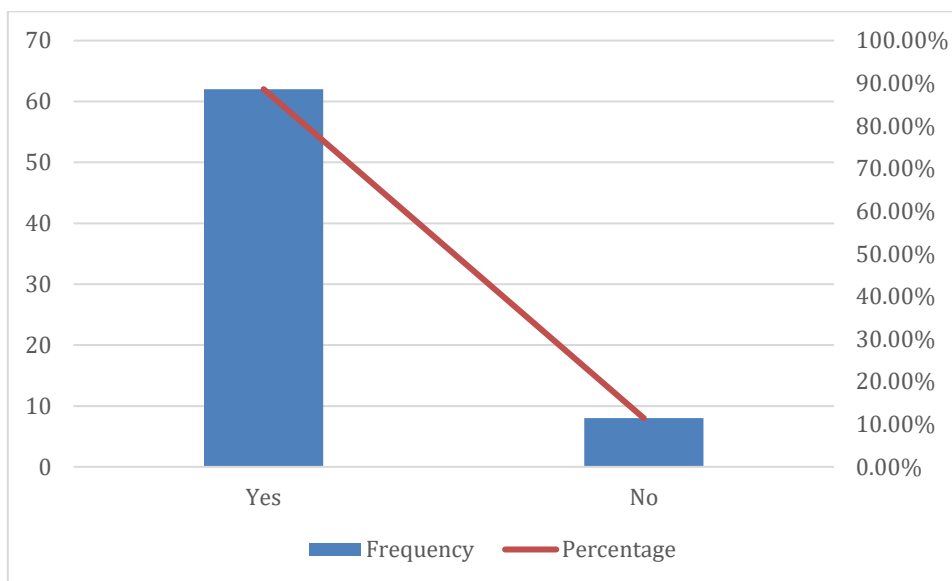
Table (14) and Figure (15) of Effective English Learning Resources show that pupils have diverse preferences, with a strong preference for multimedia and interactive tools. Movies and TV shows are the most popular, favored by (64.3%) of pupils, indicating the effectiveness of visual and auditory learning. Online games and apps are also highly preferred by (58.6%) of pupils, reflecting the appeal of interactive and engaging learning methods.

Traditional resources like textbooks and worksheets are found helpful by (40%) of pupils, while English books and magazines are preferred by (47.1%), highlighting a substantial interest in reading materials. Podcasts and audiobooks are the least favored, with (27.1%) indicating their usefulness, suggesting a preference for more dynamic learning tools.

**Question 15:** Do your parents help you out with English at home?

**Table 15: Parental Influence**

Response	Frequency	Percentage
Yes	62	88.6%
No	8	11.4%
Total	70	100%



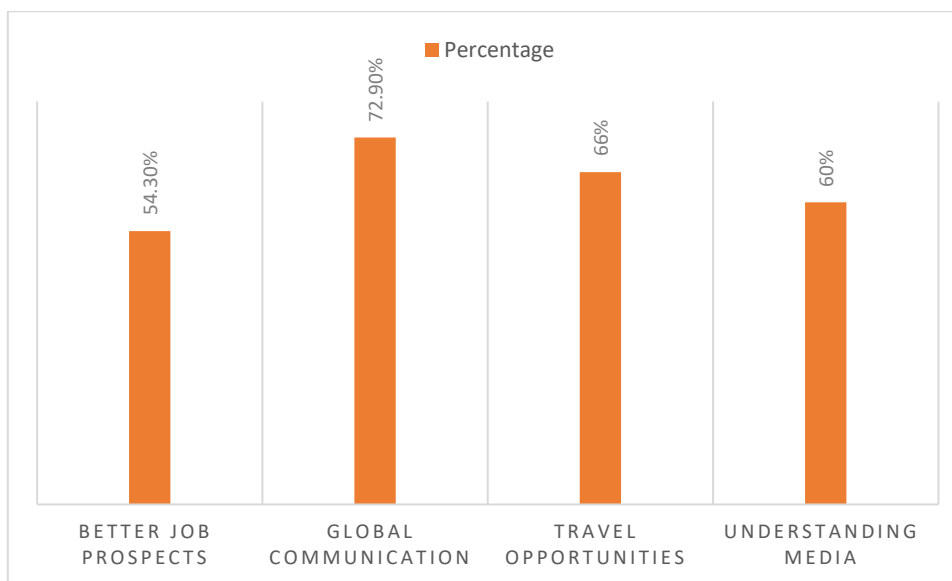
**Figure 16: Parental Influence**

As shown in Table (15) and Figure (16) above most pupils (88.6%) reported receiving help with English at home from their parents, indicating high parental involvement, which likely enhances their learning and progress. Conversely, (11.4%) of learners do not receive such help, potentially due to factors like parents' lack of proficiency in English, lack of time, or limited resources, which may affect their progress compared to peers with home support.

**Question 16:** How do you think learning English will help you in the future?

**Table 16: Pupils` Future Benefits of Learning English**

<b>Future Benefit</b>	<b>Frequency</b>	<b>Percentage</b>
Better Job Prospects	38	54.3%
Global Communication	51	72.9%
Travel Opportunities	46	66%
Understanding Media	42	60%



**Figure 17: Pupils` Future Benefits of Learning English**

As shown in Table (16) and Figure (17), a strong majority of pupils (72.9%) recognize English as a vital tool for global communication, fostering connections across diverse cultures and expanding their social and professional networks. This emphasis on English extends to travel (66%), with pupils acknowledging its role in smoother interactions and communication. Furthermore, a significant portion (60%) value English for accessing and enjoying media like movies, music, and games, highlighting its role in entertainment and education. Finally, over half of the pupils (54.3%) recognize the link between English proficiency and improved job prospects, underlining its importance for potential job opportunities.

**suggestions and recommendations**

**The Key to Unlocking English Learning Process**

The analysis of the open-ended responses reveals a clear preference among pupils for more interactive, engaging, and media-rich learning experiences. Games, songs, and movies are particularly popular as they make learning more enjoyable and relatable. As one pupil noted, they enjoy learning "through games." Another emphasized the appeal of audiovisual methods, such as "using songs and videos." Learners also highlighted the importance of teaching methods and the teacher's role, with one requesting "simpler explanations by the teacher." There is a desire for increased exposure and practice, with a pupil suggesting "more English class hours." Additionally, interactive and communicative approaches were favored, as reflected by some respondents in the preference for "using dialogues." While mentioned less frequently, parental involvement is also recognized as beneficial.

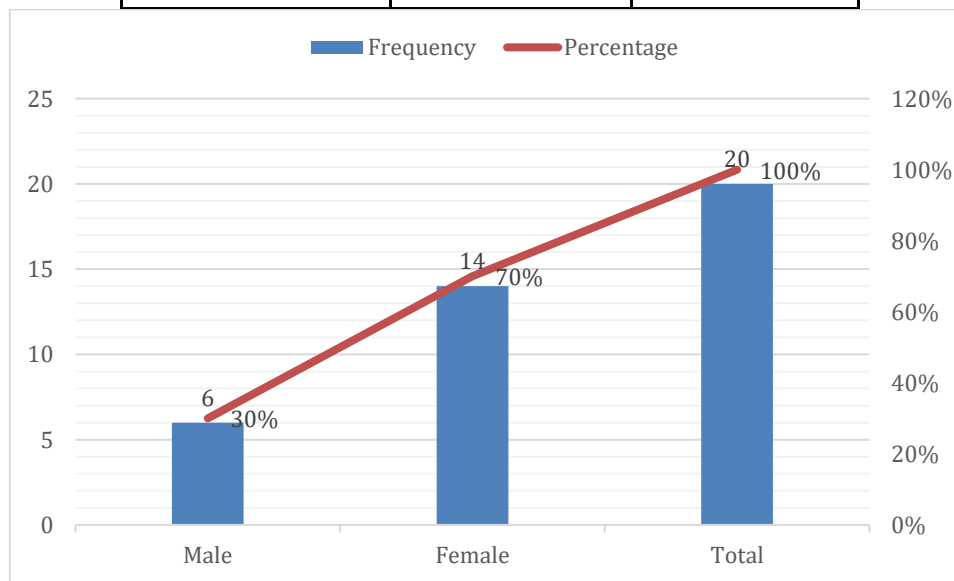
**2.2.2. Analysis of Teacher’s Questionnaire**

**Teachers’ Questionnaire**

**Personal and Professional Information**

**Table 17: Teachers' Gender**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	6	30%
Female	14	70%
Total	20	100%

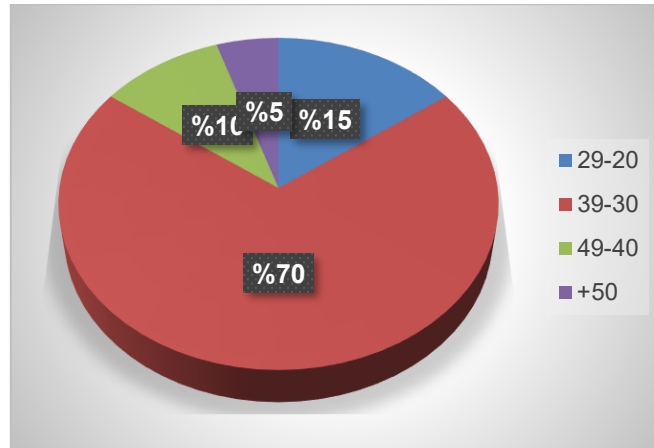


**Figure 18: Teachers' Gender**

As illustrated in the data table (17) and corresponding graphical representation (18), the gender distribution of respondents is skewed towards females (70%), with males comprising the remaining (30%). This observed gender imbalance aligns with a prevalent trend within the education sector, where female enrollment often surpasses that of males, particularly at the primary level.

**Table 18: Teachers' Age**

<b>Age Range</b>	<b>Frequency</b>	<b>Percentage</b>
20-29	3	15%
30-39	14	70%
40-49	2	10%
50+	1	5%
Total	20	100%

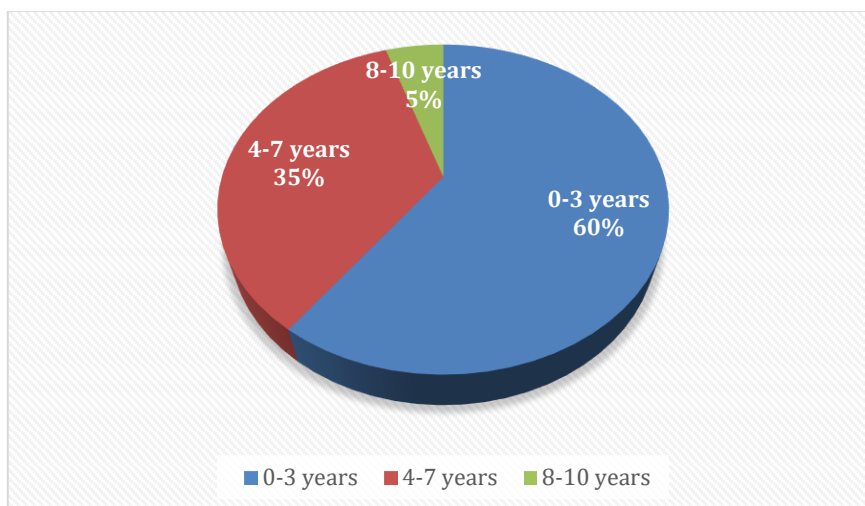


**Figure 19: Teachers' Age**

Table (18) and Figure (19) reveal insights into the age distribution of respondents based on the EFL Teacher Questionnaire. The dataset illustrates that the predominant proportion (70%) falls within the age bracket of 30-39. Those categorized as younger teachers, falling within the 20-29 age range, constitute (15%) of the sample. Following, teachers that are between 40-49, account for (10%). Teachers aged 50 and above comprise 5% of the sample. These results are potentially linked to recent hiring policies that favor applicants with earlier conferred diplomas and age considerations.

**Table 19: Teachers' Teaching Experience**

Years of Teaching Experience	Frequency	Percentage
0-3 years	12	60%
4-7 years	7	35%
8-10 years	1	5%
Total	20	100%

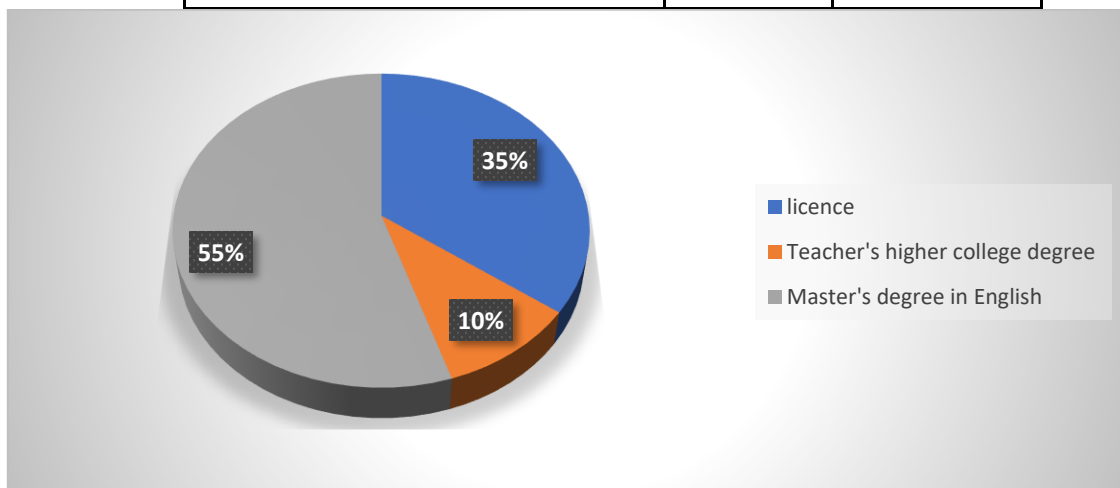


**Figure 20: Teachers’ Teaching Experience**

Figure (20) and Table (19) show the distribution of teacher experience. This data reveals that a majority (60%) have 0-3 years of experience. This could indicate a relatively new group of teachers, potentially entering the profession or transitioning to a new school system. The presence of teachers with 4-7 years of experience (35%) suggests a developing level of expertise, while a small portion (5%) have 8-10 years of experience. However, no mention was made of experience exceeding 10 years

**Table 20: Teachers’ Educational Background**

<b>Educational Background</b>	<b>Frequency</b>	<b>Percentage</b>
Licence	7	35%
Teachers' higher college degree	2	10%
Master's degree in English	11	55%
Total	20	100%



**Figure 21: Teachers’ Educational Backgrounds**

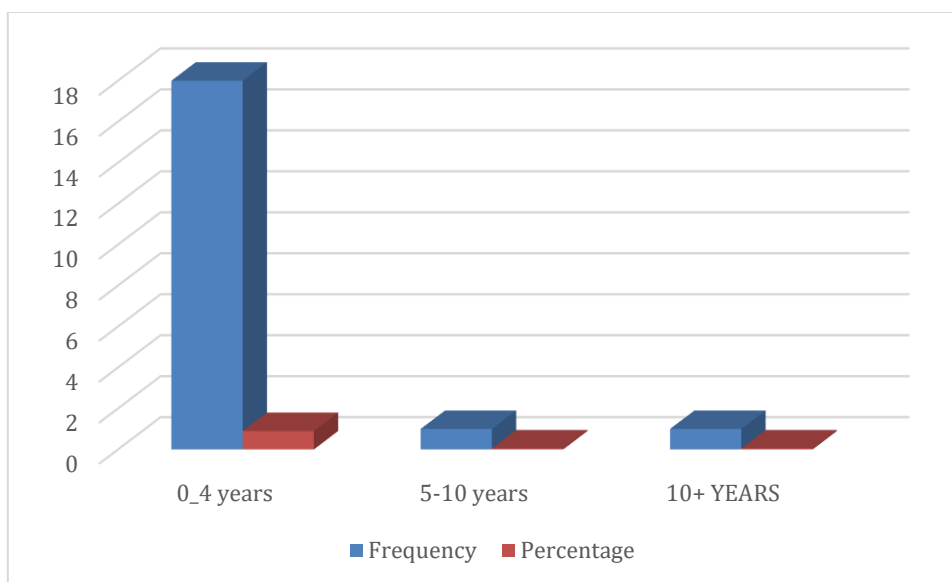
An examination of Table (20) and Figure (21) reveals a high level of formal education among the respondents. The majority (55%) hold a Master's degree in English, demonstrating a high level of specialization in the subject they teach. A significant portion (35%) possess a teaching license degree, which signifies a formal degree in pedagogy. While a smaller group (10%) holds a Teacher's Higher College degree, the overall picture suggests a well-educated sample population with a strong academic foundation.

**Experience with Teaching English as a Foreign Language (EFL)**

**Table 21: Pedagogical Experience in Teaching English to Primary School Pupils**

<b>Experience (Years)</b>	<b>Frequency</b>	<b>Percentage</b>
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0_4 years	18	90%
5-10 years	1	5%
10+ YEARS	1	5%
Total	20	100%

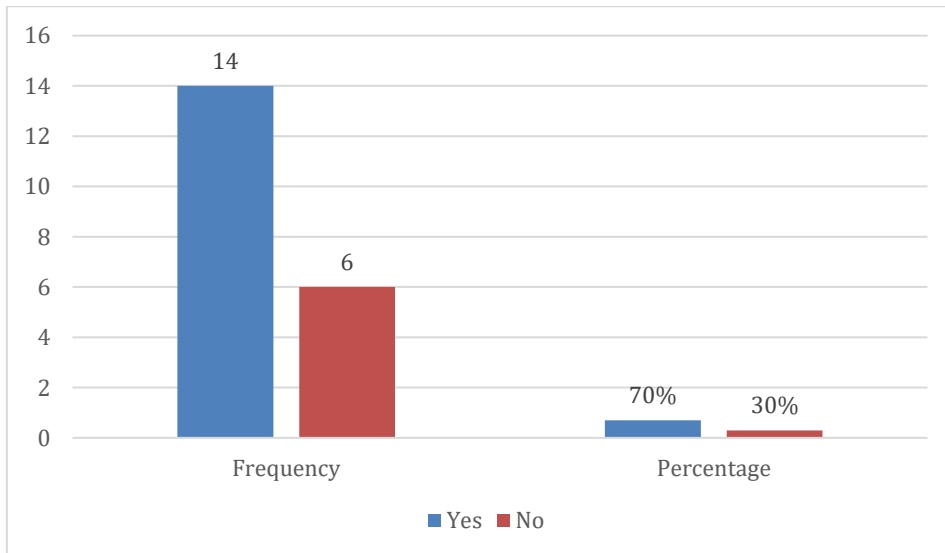


**Figure 22: Pedagogical Experience in Teaching English to Primary School Pupils**

As demonstrated in Table (21) and Figure (22), a striking 90% of respondents have been teaching primary school pupils for 0-4 years, indicating a recent shift or expansion into primary education for many teachers. This may impact their familiarity with young learners' specific needs and challenges. The limited presence of highly experienced teachers (only 10% with more than 5 years) highlights a potential need for support, such as mentorship programs or targeted workshops, to ensure effective instruction for young learners.

**Table 22: Specific Training Received in Teaching English to Young Learners**

Training	Frequency	Percentage
Yes	14	70%
No	6	30%
Total	20	100%

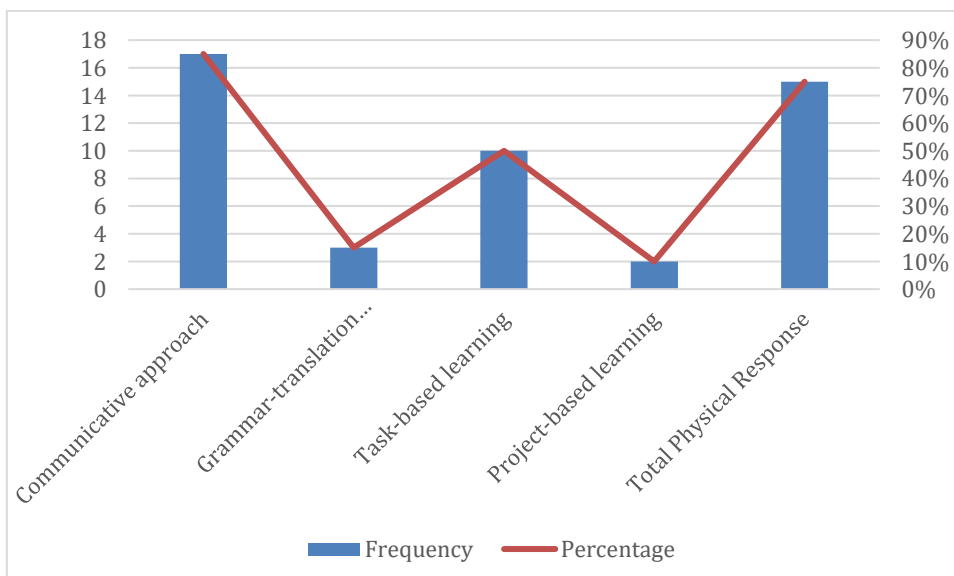


**Figure 23: Specific Training Received in Teaching English to Young Learners**

Analysis of Table (22) and Figure (23) indicate The majority of teachers (70%) have received training specific to teaching young learners, which is crucial for effective teaching practices. However, (30%) lack this training, indicating a potential area for professional development.

**Table 23: Effective Methodologies for Fourth-Year English Pupils**

Methodology	Frequency	Percentage
Communicative approach	17	85%
Grammar-Translation Method	3	15%
Task-Based Learning	10	50%
Project-Based Learning	2	10%
Total Physical Response	15	75%

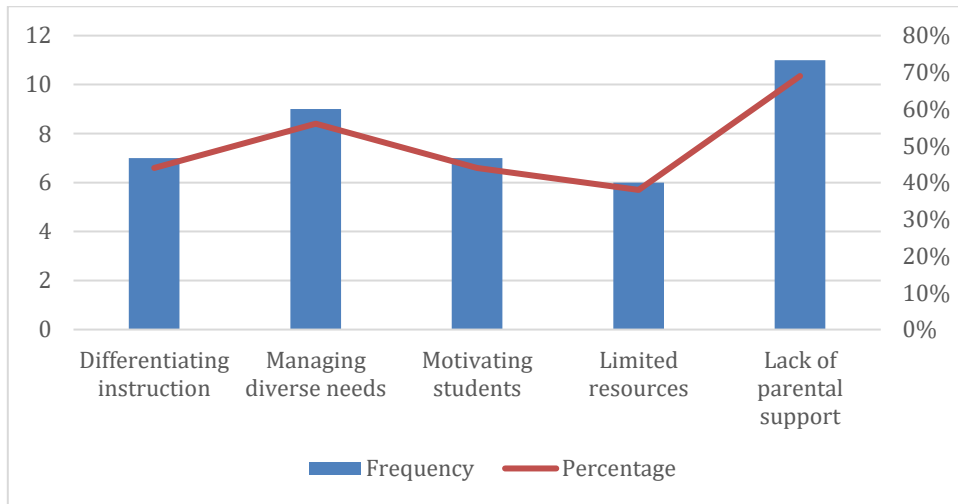


**Figure 24: Effective Methodologies for Fourth-Year English Learners**

Based on the provided Table (23) and Figure (24) data, the Communicative Approach emerges as highly favored among teachers, with a substantial 85% preference rate. This approach emphasizes communication and interaction, reflecting current pedagogical trends towards interactive and learner-centered learning methodologies. Conversely, the Grammar-Translation Method, favored by a minority of 15% of teachers, maintains its relevance by emphasizing grammar and vocabulary acquisition, potentially catering to specific contexts or individual learner needs. Task-Based Learning garners significant adoption, with 50% of teachers utilizing this method to engage pupils in meaningful tasks, facilitating practical language use and problem-solving skills. In contrast, Project-Based Learning exhibits lower adoption rates, with only 10% of teachers embracing it, likely due to the challenges associated with managing long-term projects and integrating them into the curriculum. Total Physical Response (TPR) receives substantial endorsement from 75% of teachers, highlighting its effectiveness in leveraging physical activity for language learning, particularly beneficial for younger learners. This popularity underscores the recognized importance of physical engagement in the language acquisition process.

**Challenges in EFL Instruction****Table 24: The Significant Challenges in Teaching English to Fourth-Year Pupils**

<b>Challenge</b>	<b>Frequency</b>	<b>Percentage</b>
Differentiating instruction	7	44%
Managing diverse needs	9	56%
Motivating students	7	44%
Limited resources	6	38%
Lack of parental support	11	69%



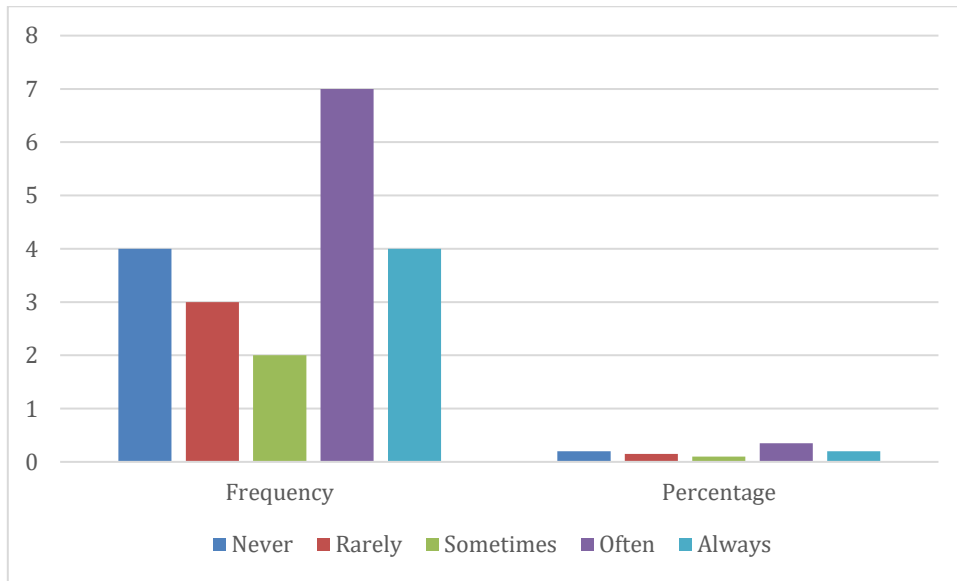
**Figure 25: The Significant Challenges in Teaching English to Fourth-Year Pupils**

Table (24) and Figure (25) represent the most prominent challenge reported by teachers is the lack of parental support 69%. Research consistently highlights the positive impact of parental involvement on pupils' success. Another major challenge is managing diverse needs within the classroom 56%. Modern classrooms are becoming increasingly diverse, with pupils from various backgrounds, learning styles, and abilities. Closely linked to managing diverse needs is the challenge of differentiating instruction itself 44%. Effectively differentiating instruction ensures all pupils have an equal opportunity to learn and grow, regardless of background or learning style. Pupils' motivation is another crucial factor influencing academic achievement, with 44% of teachers reporting it as a challenge.

Unmotivated pupils are less likely to engage in learning and reach their full potential. Finally, limited resources pose a challenge for 38% of teachers. This can hinder the implementation of effective instructional practices by restricting access to essential materials, technology, or professional development opportunities.

**Table 25: Adaptation of Teaching Strategies**

Frequency of Adapting Teaching Strategies	Frequency	Percentage
Always	6	30%
Sometimes	11	55%
Never	0	0%
Depends	3	15%
Total	20	100%



**Figure 26: Adaptation of Teaching Strategies**

Figure (26) and Table (25) indicate that a significant majority of teachers frequently adapt their teaching strategies. With 30% of respondents always adapting and 55% sometimes adapting, it shows that 85% of teachers are responsive to the needs of their pupils and willing to modify their teaching methods accordingly. The 15% of teachers who indicated that their adaptation depends on certain factors suggest a flexible approach, tailoring their strategies based on specific classroom situations, learners' needs, or other contextual variables. No respondents reported never adapting their teaching strategies, which is a positive indicator of proactive and dynamic teaching practices. This zero percentage underscores a commitment among teachers to continually assess and respond to the effectiveness of their instructional methods.

**Teachers’ Satisfaction with Support and Resources for Fourth-Year English Language Learners**

Responses indicate a general dissatisfaction with the available support and resources, with specific comments pointing to the need for updated resources, better curriculum alignment, and improved collaboration with colleagues. Educators express dissatisfaction with available resources, citing limited and outdated materials. One teacher voices, *"I'm not that satisfied because we don't have a well-built platform that has updated resources that help teacher."* Another educator shares concerns about support and resources for fourth-year English language learners, saying, *"I am not completely satisfied with the support and resources available for fourth-year English language learners. The curriculums are good, high-quality, and a little difficult compared with the level of learners, and the teacher training appears not comprehensive because there is no applied side."* Additionally, a teacher reflects, *"I think the*

## CHAPTER TWO: RESEARCH METHODOLOGY, FINDINGS, AND DISCUSSION

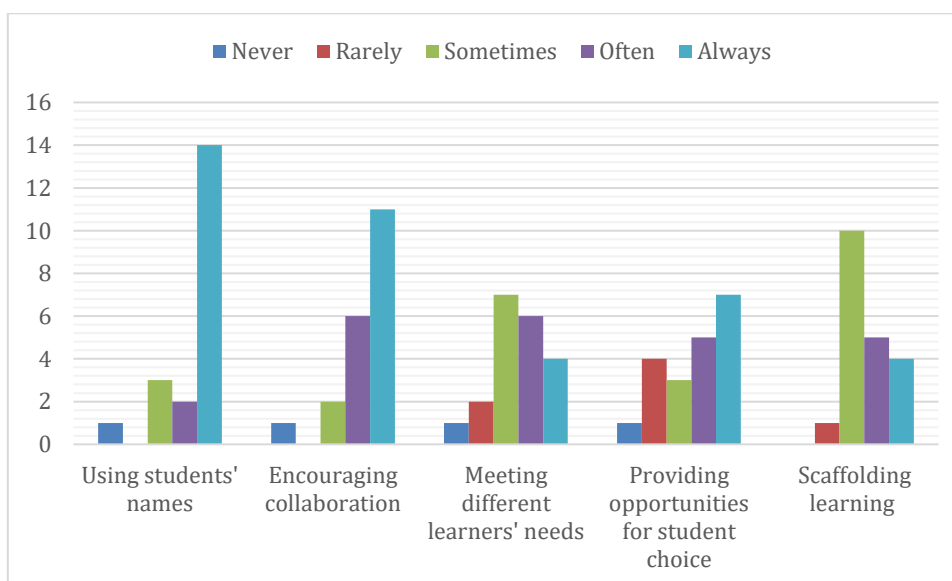
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*resources available to me to addressing fourth graders' needs are not enough.*" Another educator underscores the need for a deeper understanding of social and cultural backgrounds, stating, *"I am not very satisfied with the resources available. The social and cultural background for TEFL in Algeria, especially for kids, requires a deep and thorough study in order to provide an appropriate and rich experience."* Moreover, many fourth-grade educators have expressed concerns regarding the alignment between the current curriculum and the proficiency levels of fourth-year English language learners (ELLs). This is further underscored by the following quote: *"I am not completely satisfied with the support and resources available for fourth-year English language learners. The curriculums are good, high-quality and little difficult compared with the level of learners."* Regarding teacher independence and resourcefulness, one educator emphasized the importance of adapting and creating resources: *"In my point of view, the support and resources are not enough adapted during the teaching process. Teachers should be independent and discovers new resources according to their learners."* However, there are varying levels of satisfaction among teachers. Some expressed satisfaction, stating, *"I'm very satisfied,"* and *"I am very satisfied. Actually everything is available to everyone."*

### Classroom Practices

**Table 26: Frequency of Strategy Use for Creating a Supportive and Inclusive Environment**

Strategy	Never	Rarely	Sometimes	Often	Always
Using students' names	1	0	3	2	14
Encouraging collaboration	1	0	2	6	11
Meeting different learners' needs	1	2	7	6	4
Providing opportunities for student choice	1	4	3	5	7
Scaffolding learning	0	1	10	5	4



**Figure 27: Frequency of Strategy Use for Creating a Supportive and Inclusive Environment**

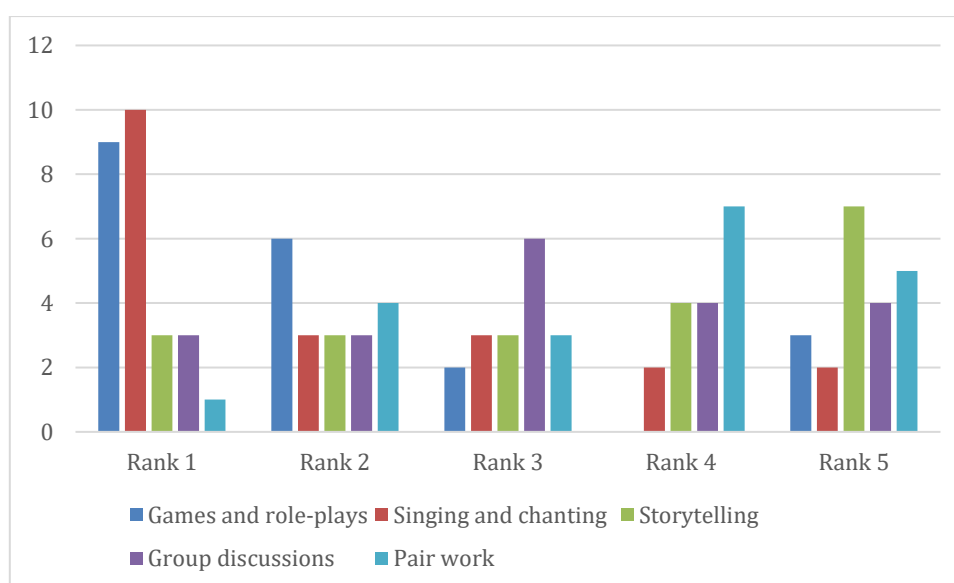
The analysis of Table (26) and Figure (27) indicate that the strategies of "Using students' names," "Encouraging collaboration," and "Providing opportunities for student choice" are highly and consistently utilized by educators, as evidenced by their mode of "Always" (5). This suggests that these practices are well-integrated into teaching routines and are considered essential by most educators. On the other hand, "Meeting different learners' needs" and "Scaffolding learning," with a mode of "Sometimes" (3), are applied less consistently. This variability points to a need for targeted professional development and support in these areas to ensure that all educators have the skills and resources necessary to effectively meet diverse learners' needs and scaffold learning processes. Enhancing consistency in these strategies can lead to more equitable and effective educational outcomes.

**Table 27: Activities for Building Students' Confidence in Speaking and Understanding English**

Activity	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
Games and role-plays	9	6	2	0	3
Singing and chanting	10	3	3	2	2
Storytelling	3	3	3	4	7
Group discussions	3	3	6	4	4
Pair work	1	4	3	7	5

**Table 28: Activities for Building Students' Confidence in Speaking and Understanding English (pt2)**

Rank	Mean	Std. Deviation	Mean Percentage
Rank 1	5.2	4.024922	130
Rank 2	3.8	1.30384	95
Rank 3	3.4	1.516575	85
Rank 4	3.4	2.607681	85
Rank 5	4.2	1.923538	105



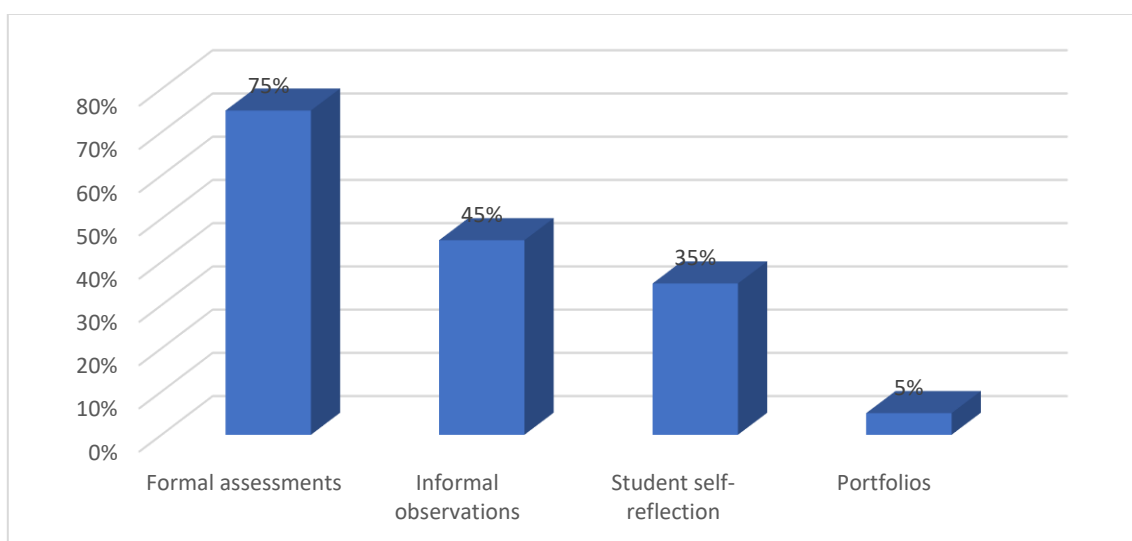
**Figure 28: Activities for Building Students' Confidence in Speaking and Understanding English**

An analysis of Table (27) and Figure (28) on teachers' perceptions table reveals based on the mean rankings, that Games and role-plays emerge as the most valued activities, achieving a very high mean rank of 5.2, which indicates frequent placement as the top-ranked option. This finding underscores their significant appeal and perceived effectiveness among educators. Singing and chanting, with a mean rank of 3.8, fall within the high value category, often securing the second position in rankings. This reflects a consistent level of appreciation for their

use in the classroom. Storytelling and group discussions share a mean rank of 3.4, placing them in the moderate range. While participants acknowledge their effectiveness, these activities appear to be held in slightly lower regard compared to games and singing. Finally, pair work occupies a position within the high value category with a mean rank of 4.2. This placement suggests that educators value it more than storytelling and group discussions, but not quite as highly as games and role-plays.

**Table 29: Evaluating Language Proficiency and Progress: Strategies for Fourth-Year English Pupils**

Assessment Method	Percentage
Formal assessments	75%
Informal observations	45%
Student self-reflection	35%
Portfolios	5%



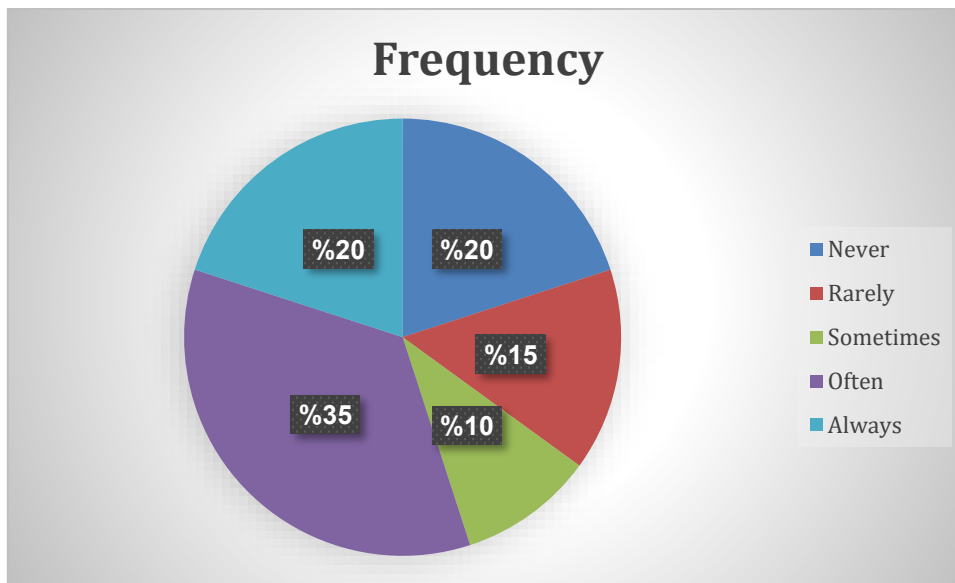
**Figure 29: Evaluating Language Proficiency and Progress: Strategies for Fourth-Year English Pupils**

Table (28) and Figure (29) indicate that formal assessments (tests, quizzes) are the most commonly used method for assessing pupil’s progress, with 75% of teachers employing this method, suggesting a strong reliance on traditional, standardized, and objective assessment techniques. Informal observations are used by 45% of teachers, allowing them to assess pupils' ongoing progress and behavior in a more naturalistic setting, providing insights that formal assessments may not capture. Pupil’s self-reflection is used by 35% of teachers, encouraging pupils to engage in metacognitive practices, helping them to become more aware of their

learning processes and outcomes, and fostering a sense of responsibility and self-awareness. Portfolios are the least utilized method, with only 5% of teachers using them, despite their effectiveness in tracking long-term progress and providing a comprehensive picture of a pupil's abilities and improvements over time; the low adoption rate may be due to the additional time and effort required to maintain and evaluate portfolios.

**Table 30: Collaboration and Seeking Support from Colleagues to Improve Teaching Practice in EFL Instruction**

Frequency of Collaboration	Frequency	Percentage
Never	4	20%
Rarely	3	15%
Sometimes	2	10%
Often	7	35%
Always	4	20%
Total	20	100%



**Figure 30: Collaboration and Seeking Support from Colleagues to Improve Teaching Practice in EFL Instruction**

Table (29) and Figure (30) indicate that 20% of teachers never collaborate with colleagues or seek support to improve their teaching practice. This lack of collaboration could be due to various factors, such as personal preference, lack of time, or a non-collaborative school culture. 15% of teachers rarely seek support or collaborate. This infrequent collaboration might indicate occasional but limited engagement with peers, possibly due to specific constraints or sporadic opportunities. 10% of teachers collaborate sometimes. This group engages in collaborative practices occasionally, likely when specific needs or opportunities arise. 35% of teachers often collaborate with colleagues. This high percentage suggests that a significant portion of teachers

regularly seek peer support and engage in collaborative practices to enhance their teaching effectiveness. Finally, 20% of teachers always collaborate. These teachers are consistently engaged in collaborative practices, indicating a strong commitment to professional growth and a supportive school environment.

### **Teachers' Recommendations for Improvement**

The teachers suggested various resources and supports that would enhance their teaching effectiveness and pupil engagement, such as interactive tools and technology (e.g., smartphones, flashcards, realia), collaboration with colleagues, online resources and courses, visual and media aids, updated didactic guides, and educational materials. These recommendations underscore the need for a more resource-rich and collaborative teaching environment that supports both teachers and pupils.

#### **Web-based Resources and Visual Aids Foster Engagement**

Teachers highly value web-based resources and online courses for their ability to improve teaching skills and student engagement. One teacher remarked, *"An online course and resources from the internet help me to enhance my learning effectiveness and also make my students more engaged throughout the lesson especially when using technology."* Visual resources such as YouTube videos and educational websites are seen as particularly beneficial, creating a more stimulating learning environment and allowing teachers to leverage their strengths more effectively.

#### **Collaboration and Professional Development: A Synergistic Approach**

Collaboration with colleagues emerges as another key theme. Teachers emphasize the importance of teamwork, including utilizing social media platforms where experienced educators share lesson plans and ideas. This collaborative approach is viewed as fostering student participation, particularly in speaking activities. As one teacher explains, *"According to my point of view, I see that educational resources such as books, articles ....are so useful to enhance teaching effectiveness and students' engagement. besides, I suggest following some pages on Facebook, where expert teachers share lessons, ideas, recommendations, and how to engage learners truly in many activities to enhance and reinforce speaking abilities, also you can take some lessons, and you going to make research and modify it according to your style and your learner's needs"*. This collaborative approach is seen as fostering student participation, particularly in speaking activities.

#### **Traditional Resources Remain Relevant**

While technology is a strong focus, traditional resources like books, articles, didactic guides, worksheets, and activities are still seen as valuable tools. The study also highlights the

continued importance of professional development opportunities, with both online and in-person workshops being mentioned by some teachers as valuable tools for growth.

### **Additional Considerations: Realia and Time**

The use of realia (real objects), games, and toys is highlighted as a way to increase student motivation and engagement. Interestingly, one teacher simply requested "*more time*" to effectively implement these various strategies.

### **2.2.3. Analysis of classroom observation**

The fourth-grade language learning class employs effective strategies to enhance language skills, including pronunciation and vocabulary exercises and fostering a supportive group dynamic. However, resource limitations and a crowded classroom present challenges to individualized attention and assessment effectiveness. Interruptions further disrupt the learning process and time management. Addressing these challenges could improve the overall efficacy of language skill enhancement in the classroom.

from the observation of the fourth-grade classroom, the teacher skillfully engages the pupils in activities focused on pronunciation and vocabulary. Using the whiteboard, they guide the pupils through naming animals, reinforcing language skills effectively. The atmosphere is lively, with groups competing to name animals correctly, fostering both engagement and motivation among the pupils. It's evident that the teacher understands the diverse language needs of the class, as they seamlessly switch to Arabic to clarify instructions, ensuring all pupils can follow along regardless of their English proficiency level. However, it's noticeable that the classroom's resources are limited. The teacher has brought in a personal speaker for listening activities, indicating a need for better school support in providing necessary materials. While traditional materials like whiteboards and flashcards are utilized, they seem insufficient for meeting the diverse learning needs of all pupils. The challenge of a crowded classroom becomes apparent, with 48 pupils making it difficult for the teacher to provide individual attention and feedback, impacting the effectiveness of scaffolding learning. During assessment practices, the teacher gives clear instructions and feedback during group activities, but the large class size limits effectiveness. Despite varied assessment methods such as oral questions and written tasks, many pupils remain quiet, indicating a need for more individualized approaches. In terms of building on prior knowledge, the teacher effectively links familiar animals to new concepts, but interruptions and limited lesson time pose challenges to effective scaffolding. Frequent interruptions, like parent meetings and administrative tasks, disrupt the lesson flow and reduce instructional time. While the teacher attempts to divide the class into groups for collaborative

activities, the large class size and interruptions make efficient time management challenging, impacting the completion of tasks and meeting lesson objectives within the allotted time frame. Overall, there's a clear need for better resource allocation, classroom management, and support to optimize learning experiences for these fourth-grade pupils.

### **2.2.3.1. Discussion and Interpretation of the Classroom Observation**

The classroom observation reveals a mixed picture of strengths and challenges in the teaching practices for 4th graders. The teacher demonstrates effective strategies for enhancing language skills by engaging pupils in pronunciation and vocabulary activities. The competitive group activities create an engaging learning environment, and the use of L1 to clarify instructions shows an adaptive approach to meet learners' needs. These practices help to foster a supportive and inclusive classroom atmosphere, encouraging active participation and motivation among pupils.

However, the adequacy of resources and materials is a significant concern. The teacher compensates for the lack of school-provided resources by bringing personal items like a speaker for listening activities. Reliance on traditional materials such as whiteboards and handmade flashcards, while useful, limits the variety of instructional methods available. The large class size exacerbates these resource limitations, making it difficult for the teacher to provide individualized attention and adequately support all pupils.

Assessment practices are designed to be effective, with clear instructions, feedback, and varied methods. Nonetheless, the large number of pupils in the class restricts the teacher's ability to implement these practices fully. Many pupils remain quiet or disengaged during assessments, indicating that more individualized and inclusive assessment methods are needed. The crowded classroom environment further challenges the comprehensiveness and fairness of assessments, making it hard to gauge each pupil's progress accurately.

The teacher's efforts to build on third-grade prior knowledge are evident through activities that link familiar concepts to new learning material. This approach is effective in theory but hampered by frequent interruptions and insufficient lesson time. These disruptions prevent the teacher from ensuring that all pupils can effectively build on their previous knowledge, highlighting a need for more continuous and uninterrupted instructional periods.

Classroom time management is a critical issue due to frequent interruptions from parents and administrative tasks, which significantly reduce instructional time. These disruptions, combined with the large class size, make it challenging for the teacher to manage tasks effectively and meet lesson objectives within the 45-minute session. Improved administrative

support and better time management strategies are essential to minimize these interruptions and ensure that instructional time is used efficiently.

In summary, while the teacher employs several effective teaching strategies and strives to create an engaging and supportive learning environment, significant challenges related to resource adequacy, assessment practices, and time management hinder the overall effectiveness. Addressing these challenges through improved resource allocation, individualized assessment methods, and better time management could greatly enhance the teaching and learning experience in this context.

### 2.3. Discussion of The Findings

The aim of this research is to investigate the challenges and opportunities faced by English as a Foreign Language (EFL) teachers and fourth-grade pupils in primary schools. The study focuses on identifying the significant obstacles teachers encounter in delivering effective English instruction, understanding pupils' perceptions of learning English, evaluating the support provided by available resources, and proposing innovative strategies to enhance the learning experience.

One of the primary challenges faced by EFL teachers is managing the diverse needs of pupils. According to the study, (56%) of teachers reported difficulties in addressing the varying learning styles, abilities, and interests within their classrooms. This finding is supported by Al-Seghayer (2014), who noted similar issues in the Saudi Arabian context. Teachers often struggle to differentiate instruction effectively, a challenge highlighted by (44%) of respondents. This is crucial for ensuring all pupils have equal learning opportunities, as pointed out by Ghaith (2002) in his research on collaborative learning strategies. Another significant challenge is motivating pupils. 44% of teachers in the study reported this as a major obstacle, which aligns with findings from Adesope and Simons (2019) that emphasize the difficulty of engaging students in resource-constrained environments. Limited resources also pose a substantial barrier, with (38%) of teachers indicating that inadequate teaching materials and traditional tools hinder effective instruction. This is corroborated by Warschauer and Healey (1998), who demonstrated the positive impact of technology on language learning when resources are available. Finally, a lack of parental support was identified by (69%) of teachers as a major challenge, which can significantly affect pupils' progress by limiting reinforcement of learning outside the classroom.

Fourth-graders also face several challenges in learning English as a foreign language. While they generally perceive learning English positively, they encounter specific difficulties; Speaking Comfort, The study reveals that while (48.6%) of pupils always feel comfortable speaking English in class, (8.6%) rarely do, indicating a need for more support in building

speaking confidence. This finding is crucial as oral proficiency is a key component of language learning, and a lack of confidence can hinder overall progress. Skill Improvement, pupils expressed a desire to improve their fluency in conversations (32.9%) and better understand reading materials (32.9%). This indicates that while pupils are engaged, they recognize areas where they need additional support and practice to achieve proficiency. Preferred Learning Environment, The majority of pupils (46.4%) prefer group work, and (42%) favor partner activities. This preference suggests that solitary learning is less effective for them, highlighting the need for collaborative and interactive teaching methods to enhance engagement and learning outcomes.

Despite these challenges, fourth-graders generally perceive learning English positively and recognize several opportunities; interest and Enjoyment, a significant (90%) of pupils find learning English interesting, and (75.7%) consider it easy. They particularly enjoy interactive activities such as listening to songs and watching movies, which 34.3% of pupils favored. This preference for multimedia is supported by Harrell and Bynum (2018), who highlighted the effectiveness of digital tools in supporting language learners. future benefits, pupils acknowledge the long-term benefits of learning English and recognize that proficiency in English can lead to better job prospects (54.3%), global communication (72.9%), travel opportunities (66%), and a better understanding of media (60%). These perceptions align with findings from Braine (2005) and Pun (2013), who emphasized the global significance and practical advantages of English proficiency. The extent to which available resources and classroom materials support the teaching and learning of English in the fourth grade is varied. movies and TV shows (64.3%) and online games and apps (58.6%) are considered the most helpful resources by pupils, indicating a preference for multimedia and interactive tools. This finding is supported by the research of Harrell and Bynum (2018), who demonstrated the effectiveness of digital tools in language learning.

Resources like textbooks and worksheets are helpful to 40% of pupils, while English books and magazines are beneficial to (47.1%). This suggests that while these materials are useful, they may not be as engaging or effective as multimedia resources. Additionally, a significant majority of pupils (88.6%) receive help with English at home, highlighting the crucial role of parental support in reinforcing classroom learning.

To enhance the learning experience and address the identified challenges, several innovative teaching strategies and resources could be implemented. Increasing the use of interactive multimedia resources, such as movies, TV shows, online games, and apps, can make learning more engaging and cater to pupils' preferences. This approach is supported by

Warschauer and Healey (1998), who found that technology positively impacts language learning.

Emphasizing collaborative learning environments, such as group work and partner activities, can leverage pupils' social learning preferences and improve engagement and motivation. Ghaith (2002) demonstrated the effectiveness of collaborative learning strategies in enhancing language skills and student motivation. Additionally, incorporating games and role-plays can build pupils' confidence in speaking and understanding English, as favored by the majority of teachers in the study.

Professional development for teachers in differentiation strategies and learner-centered learning can help them better manage diverse needs and motivate pupils. Finally, encouraging and facilitating more parental involvement can address the challenge of limited home support and reinforce learning outside the classroom, as highlighted by Al-Seghayer (2014) and Adesope and Simons (2019).

### **2.4. Limitations of The Study**

This study encountered several limitations that impacted its execution and analysis. Firstly, the novelty of the research topic presented a challenge. Due to the lack of prior studies in this area, gathering sufficient source material proved difficult. Secondly, the unique circumstance of a single teacher coordinating multiple schools (up to three in this study) posed a hurdle in acquiring the desired sample size of teachers. This limited the scope of the research and potentially the generalizability of the findings. Thirdly, translating the pupil's questionnaire into Arabic for participants as young as eight years old necessitated careful consideration. Balancing simplicity and accurate question formulation proved challenging due to the pupils' still-developing language skills. Fourthly, The initial research design envisioned data collection across a wider range of schools in Msila region. However, logistical limitations impeded this objective. A primary difficulty was the lack of cooperation from some school administrations which made the researchers settle for one school

Finally ,to ensure data accuracy, the researchers opted to conduct non-participant observations and distribute questionnaires in the same school. This allowed for a closer connection between observed behaviors and reported responses. However, some teachers and pupils delayed returning the questionnaires for over a week, and some of these questionnaires were incomplete or damaged. This necessitated data exclusion and recruitment of new participants, further hindering the data collection process.

### **2.5. Recommendations for Further Research**

Informed by the research findings, along with the researchers' experience and existing knowledge, the study concludes with recommendations for future investigations.

Future research endeavors could be directed toward investigating the potential correlation between the design and teaching materials and the level of engagement exhibited by primary school pupils.

It is recommended that future studies explore the multifaceted issue of teacher quality and its impact on learners' language proficiency.

Future research may explore a comparative analysis that investigates the learning progress of third and fourth-grade pupils in relation to their teachers' instructional methods for English language development. The aim is to utilize these findings to create an optimal integration strategy for a comprehensive fifth-grade English language curriculum.

Regarding recruitment, future studies should explore alternative methods to involve schools and participants. Collaborating with educational authorities or regional school boards could be beneficial in overcoming the administrative hurdles faced in this initial study.

Finally, data collection methods beyond questionnaires and observations are encouraged. Incorporating student interviews, teacher lesson plans, or classroom recordings could provide a more nuanced and comprehensive picture.

### **2.6. Pedagogical Implications**

Drawing upon the study's findings, several pedagogical suggestions are proposed to support EFL teachers and enhance learning opportunities for primary school pupils:

- Teachers are encouraged to actively seek out professional development opportunities focused on EFL methodologies. Workshops, seminars, and online courses can equip them with foundational knowledge, effective teaching techniques, and language instruction strategies.
- Recognizing the inherent difficulties in learning a new language, teachers should approach these challenges as opportunities for growth and sustained learning.
- inspectors may consider prioritizing guiding and facilitating communication channels to effectively mentor teachers, fostering improved teaching methods and approaches.
- Schools can offer regular professional development programs to keep teachers updated on the latest EFL teaching strategies and classroom management techniques.
- Encouraging teachers to share successful practices and collaborate with colleagues on effective teaching strategies can significantly benefit student learning.
- reducing class sizes can provide opportunities for more individualized attention and inclusive assessments in addition to extending class sessions beyond 45 minutes.

## **CHAPTER TWO: RESEARCH METHODOLOGY, FINDINGS, AND DISCUSSION**

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- Equipping teachers with age-appropriate and interactive teaching materials.
- Urging policymakers to explore curriculum adaptations and consider specific adjustments based on the study's findings.

Incorporating these recommendations. Algerian primary schools can help create a more supportive learning environment that fosters English language learning, reduces challenges for both teachers and pupils and facilitates a smoother transition to the next academic level.

### Conclusion

This chapter presents a detailed analysis and interpretation of data gathered through a mixed-method design. The research included observations of EFL classrooms and responses to tailored questionnaires administered to both fourth-grade pupils and their teachers at a primary school. The data underwent qualitative and quantitative analyses to provide a comprehensive understanding of the EFL learning experience. Moreover, the analysis of the collected data revealed a range of perceptions and attitudes towards EFL learning. Teachers expressed concerns about the adequacy of resources and the effectiveness of current instructional methods but also acknowledged the potential for pedagogical improvements and the benefits of tailored support for learners. Pupils, on the other hand, demonstrated a positive attitude towards learning English, reflecting their eagerness to engage with the language despite the challenges they encountered. Furthermore, the classroom observation and questionnaires confirm the hypothesis that fourth-year EFL learners in primary schools in M'sila face significant challenges that hinder their progress in acquiring English. Despite strengths in engaging language activities and adaptive teaching methods, issues such as inadequate resources, large class sizes, and frequent interruptions affect lesson continuity and assessments. Teachers struggle with managing diverse needs, motivating students, and dealing with limited materials and parental support. While pupils enjoy learning English and see its long-term benefits, they need more confidence-building and collaborative activities. These findings highlight the need for better resources, collaborative learning, teacher training, and increased parental involvement to enhance the teaching and learning experience.

In conclusion, by identifying critical areas for intervention and support, thereby enhancing instructional practices and addressing the specific needs of primary-level pupils and teachers this research aims to enhance the effectiveness of EFL programs and ultimately improve the English language learning and teaching experience for primary school pupils.

# **GENERAL CONCLUSION**

### GENERAL CONCLUSION

This dissertation investigates the specific challenges and opportunities encountered by EFL learners and teachers in Algerian primary schools, with a particular focus on fourth-grade pupils. The primary aim of the research is to identify significant obstacles and advantageous conditions within this educational context and propose strategies to enhance the effectiveness of EFL instruction.

The study centers on understanding the unique dynamics of EFL education in Algeria, a country with a rich linguistic heritage. The research specifically addresses the following questions: What are the main challenges faced by fourth-grade EFL pupils and their teachers in M'sila primary schools? What opportunities exist to improve EFL instruction in this context? How can the findings inform future educational practices and policies?

The dissertation is systematically divided into two main chapters followed by a comprehensive conclusion. Each chapter addresses different facets of the research, ensuring a thorough exploration of the topic.

Chapter One provides an extensive review of the existing literature on early language acquisition theories and their application to EFL pedagogy, particularly within Algeria's bilingual educational environment. It delves into prominent theories such as the Critical Period Hypothesis, which posits that there is an optimal window for language learning, and cognitive theory, which examines how mental processes influence language acquisition. This chapter also explores curriculum design and instructional methodologies tailored to facilitate effective EFL learning among young Algerian learners. By grounding the research in these established theories, the chapter lays a strong foundation for understanding the unique dynamics of EFL education in Algeria.

Chapter Two outlines the research methodology, encompassing the mixed-method design that combines both quantitative and qualitative approaches. It details the use of nonparticipant classroom observations and questionnaires distributed to fourth-grade pupils and their teachers in M'sila's primary schools. This methodological approach ensures a comprehensive data collection process that captures a wide range of insights.

The findings of the study highlight several critical challenges, such as the scarcity of resources and inadequate classroom materials, which hinder effective EFL instruction. Conversely, the research identifies opportunities, including the implementation of collaborative and interactive learning strategies that can significantly enhance the learning experience. The chapter integrates quantitative data from the questionnaires with qualitative observations, providing a rich and detailed analysis of the EFL learning environment.

## GENERAL CONCLUSION

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The discussion interprets these findings in relation to the research questions, emphasizing key insights such as the necessity for better teaching materials and the positive effects of interactive teaching methods. These findings underscore the importance of adapting teaching practices to meet the specific needs of fourth-grade EFL learners in Algeria. Additionally, the discussion considers the broader implications of these findings for EFL pedagogy, offering practical recommendations for educational improvements.

The research acknowledges several challenges and limitations encountered during the study, including methodological constraints and practical difficulties in data collection. These limitations are discussed to provide a balanced view of the study's findings and their implications, ensuring that the conclusions drawn are well-grounded and considerate of the study's scope.

In conclusion, this dissertation summarizes the main findings, reflecting on the study's contributions to the field of EFL education, and suggesting directions for future research. The study emphasizes the importance of addressing the identified challenges, such as inadequate resources, while leveraging opportunities like collaborative learning strategies to enhance EFL instruction for Algerian primary school pupils. By adhering to a logical progression of ideas, the dissertation provides valuable insights into the complexities of EFL education in Algeria and proposes practical recommendations for future educational practices and research.

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# **APPENDICES**

**Appendix (A)**

**Pupils Questionnaire**

Section One: Personal information.

1. Gender :

- Male
- Female

2. Age: (Choose one)

- 8-9 years old
- 9-10 years old
- +10 years old

Section Two: **Attitudes Towards English Language Learning.**

**1. How do you find learning English? (you can choose more than one)**

- Easy
- Difficult
- Interesting
- Boring
- Other

**2. How often do you have English sessions?**

- Once a week
- Twice a week
- three times a week

**3. Which of the following aspects of learning English do you find most enjoyable?**

**(Choose one)**

- Grammar exercises
  - Reading stories and poems
  - Speaking in-class activities
  - Listening to songs and movies
  - A mix of them
- .....

**4. How often do you feel comfortable speaking English in class: (Choose one)**

- Always
- Sometimes

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Rarely

Never

**5. What areas are you hoping to improve your English language skills? (Choose one)**

To be able to speak English fluently in conversations

To understand English better when reading and listening

To learn more advanced grammar and vocabulary

To feel more confident speaking English in public

Other (please specify)

### **Section Three: Challenges and Difficulties**

**1. What specific areas do you struggle in? (you can choose more than one )**

grammar

vocabulary

pronunciation

I struggle with all areas equally

None of these

**2. How often do you feel supported by your teacher when learning English? (Choose one)**

Always

Sometimes

Rarely

Never

**3. How often do you feel supported by your classmates when learning English? (Choose one)**

Always

Sometimes

Rarely

Never

### **Section Four: Learning Preferences**

**1. What types of activities do you like to do during English lessons? (you can choose more than one )**

Games

songs

Role-playing

skits

Reading stories

## APPENDICES

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- Reading poems
- Writing dialogues
- Writing paragraphs
- Listening to stories
- news reports
- Other (please specify)

**2. How does your teacher usually explain new words in English class? (you can choose more than one)**

- Using your native language (L1)
- English
- Using pictures, diagrams, or other visual aids
- Using flashcards
- Using the whiteboard
- Other (please specify)

**3. How often does the teacher use the Arabic language?**

- Always
- Sometimes
- Rarely
- Never

**4. How do you prefer learning in the classroom? (Choose one).**

- Alone
- With a partner
- In a group

**5. What are the English language learning resources or materials that you find helpful or enjoyable to use? (you can choose more than one)**

- Textbooks and worksheets
- Online games and apps
- Audiobooks and podcasts
- Movies and TV shows with subtitles
- English books and magazines
- Other (please specify)

**6. Do your parents help you out with English at home?**

- Yes
- No

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**7. How do you think learning English will help you in the future? (you can choose more than one)**

- Talk to new friends from other countries
- find a job
- Understand movies, songs, and games in English
- Travel and communicate with people when you go abroad
- Other (please write your answer below)

### **Section five: Suggestions and recommendations**

**1. What key factor do you believe would make learning English easier?**

.....

.....

.....

.....

Appendix (B)

استبيان التلاميذ

عزيزي التلميذ، نحن نقدر مساعدتك في بحثنا بعنوان " التحقيق في الصعوبات والفرص التي يواجهها معلمو وتلاميذ السنة الرابعة ابتدائي " عن طريق الإجابة على الأسئلة التالية. يمكنك الإجابة عن طريق اختيار الخيار الذي يعكس رأيك بشكل أفضل (عن طريق وضع علامة X ) أو عن طريق كتابة إجابتك مباشرة. ستبقى إجاباتك سرية وستستخدم فقط لأغراض البحث.

القسم الأول: المعلومات الشخصية

1. الجنس

ذكر

انثى

2. العمر: (اختر واحداً)

8-9 سنوات

9-10 سنوات

أكبر من 10 سنوات

القسم الثاني: المواقف تجاه تعلم اللغة الإنجليزية.

1. كيف تجد تعلم اللغة الإنجليزية بشكل عام؟ (يمكنك اختيار أكثر من واحد)

سهل

صعب

ممتع

ممل

آخر (الرجاء التحديد)

2. كم مرة في الأسبوع تدرس اللغة الإنجليزية؟

1 مرة

2 مرات

3 مرات

3. أي من جوانب تعلم اللغة الإنجليزية تجدها ممتعة؟ (اختر واحدة)

تمارين القواعد

قراءة القصص والأشعار

الأنشطة الشفهية في الصف

الاستماع إلى الأغاني والأفلام

آخر (الرجاء التحديد)

4. هل تشعر بالراحة عند التحدث بالإنجليزية في الصف؟

دائماً

أحياناً

نادراً

أبداً

5. ما هي أهدافك لتحسين مهاراتك في اللغة الإنجليزية؟ (اختر واحدة)

أن تكون قادراً على التحدث بالإنجليزية بطلاقة في المحادثات

فهم اللغة الإنجليزية بشكل أفضل عند القراءة والاستماع

تعلم قواعد اللغة والمفردات الصعبة

الشعور بالثقة أكثر عند التحدث بالإنجليزية مع الآخرين

آخر (الرجاء التحديد)

القسم الثالث: التحديات والصعوبات

1. هل هناك مجالات محددة تعاني فيها؟ (يمكنك اختيار أكثر من واحد)

قواعد اللغة

المفردات

النطق

لا، أعاني من كل المجالات بالتساوي

لا شيء من هذا

2. هل تشعر بدعم معلمك عند تعلم اللغة الإنجليزية؟

دائماً

أحياناً

نادراً

أبداً

3. هل تشعر بالدعم من زملائك في الصف عند تعلم اللغة الإنجليزية؟

دائماً

أحياناً

نادراً

أبداً

القسم الرابع: تفضيلات التعلم

1. أي أنواع من الأنشطة أو المواد تفضل القيام بها خلال دروس اللغة الإنجليزية؟ (يمكنك اختيار

أكثر من خيار واحد)

- ألعاب
- أغاني
- تمثيل
- مشاهد
- قراءة قصص
- قصائد
- كتابة حوارات
- كتابة فقرات
- الاستماع إلى قصص
- تقارير الأخبار
- آخر (الرجاء التحديد)

2. كيف يشرح معلمك الكلمات الجديدة في حصة اللغة الإنجليزية؟ (يمكنك اختيار أكثر من خيار واحد)

- باستخدام اللغة العربية
- باللغة الإنجليزية فقط
- باستخدام الصور، الرسوم التوضيحية، أو وسائل بصرية أخرى
- باستخدام البطاقات التعليمية
- باستخدام السبورة البيضاء
- آخر (الرجاء التحديد)

3. كم مرة يستخدم معلمك اللغة العربية؟

- دائماً
- أحياناً
- نادراً
- أبداً

4. هل تفضل العمل في القسم؟ (اختر واحداً).

- وحيداً

- مع شريك  
 في مجموعة
5. هل هناك مصادر أو مواد تعلم لغة الإنجليزية تجدها مفيدة أو ممتعة لاستخدامها؟ (يمكنك اختيار أكثر من خيار واحد)
- الكتب الدراسية وأوراق العمل  
 ألعاب وتطبيقات على الإنترنت  
 الكتب والمدونات الصوتية  
 الأفلام والبرامج التلفزيونية مع الترجمة  
 الكتب والمجلات باللغة الإنجليزية  
 آخر (الرجاء التحديد)

6. هل يساعدك والديك أو أولياء أمورك في البيت على تعلم اللغة الإنجليزية؟

نعم

لا

7. كيف تعتقد أن تعلم اللغة الإنجليزية سيساعدك في المستقبل؟ (يمكنك اختيار أكثر من خيار واحد)

التحدث مع أصدقاء جدد من دول أخرى

العثور على وظيفة

فهم الأفلام والأغاني والألعاب باللغة الإنجليزية

التواصل مع الناس عند السفر إلى الخارج

آخر (يرجى كتابة إجابتك أدناه)

القسم الخامس: الاقتراحات والتوصيات

1 إذا كنت تستطيع التفكير في شيء واحد لجعل تعلم اللغة الإنجليزية أسهل ماذا سيكون

يرجى توضيح إجابتك هنا:

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### Appendix (C)

#### Teachers' questionnaire

Dear teachers, This questionnaire is designed for a master's degree dissertation and is part of a study that aims to investigate the challenges and opportunities faced by EFL learners and teachers at the primary school level The case of 4<sup>th</sup> grade. You are kindly requested to answer the following questions. Please tick ( × ) the appropriate box (es) or make full statements if necessary. Please note that your responses are dealt with confidentiality and are used only for research purposes. We appreciate your cooperation and the time devoted to answering this questionnaire.

Thank you.

#### Section One: Personal and Professional Information

1. **Age: (Choose one)**

- a. 20-29
- b. 30-39
- c. 40-49
- d. +50

2. **Gender: (Choose one)**

- a. Male
- b. Female

3. **Years of teaching experience: (Choose one)**

- a. 0-3 years
- b. 4-7 years
- c. 8-10 years
- d. 10+ years

4. **Educational background: (Choose one)**

- a. Bachelor's degree in English
- b. Teacher's higher college degree in English
- c. Master's degree in English
- d. Other (please specify)

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#### Section Two: Experience with Teaching English as a Foreign Language (EFL)

1. How long have you been teaching English to primary school students? (choose one)

- a. 0\_4
- b. 5\_10

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- c. 10 +
2. Have you received any specific training in teaching English to young learners? (Yes/No)
- Yes
  - No
3. Choose the three most effective methodologies for fourth-year English language learners ( you can choose more than one )
- Communicative approach
  - Grammar-translation method
  - Task-based learning
  - Project-based learning
  - Total Physical Response (TPR)
  - Other (please specify)

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### Section Three: Challenges in EFL Instruction

1. What do you perceive as the most significant challenges in teaching English to fourth-year students? (you can choose more than one)
- Differentiating instruction for students with mixed abilities
  - Managing diverse learning styles
  - Motivating students
  - Limited resources
  - Lack of parental support
  - Other (please specify)
2. How often do adapt your teaching strategies to accommodate the early stage of your language acquisition? (you can choose more than one)
- Always
  - Sometimes
  - Never
  - Depends (please specify)

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3. How satisfied are you with the support and resources available to you for addressing the needs of fourth-year English language learners?

.....

.....

.....

**Section Four: Classroom Practices.**

1. How often do you use the following strategies to create a supportive and inclusive environment?

Strategy	Never	Rarely	Sometimes	Often	Always
Using students' names					
Encouraging collaboration					
Meeting different learners' needs					
Providing opportunities for student choice					
Scaffolding learning					

other (please specify)

.....

2. Rank on a scale of 1 to 5 ( 1 the most effective to 5 the least effective) the following activities/approaches from most to least effective for building students' confidence in speaking and understanding English

- a. Games and role-plays
- b. Singing and chanting
- c. Storytelling
- d. Group discussions
- e. Pair work
- f. Other (please specify)

3. How do you assess the progress and language development of your fourth-year students in English? (you can choose more than one)

- a. Formal assessments (e.g., tests, quizzes)
- b. Informal observations
- c. Student self-reflection
- d. Portfolios
- e. Other (please specify)

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4. How often do you collaborate with colleagues or seek support to improve your teaching practice in EFL instruction? (Never, rarely, sometimes, often, always)
- Never
  - Rarely
  - sometimes
  - often
  - always
5. Please rate the usefulness of the following resources for enhancing your effectiveness as an EFL teacher for fourth-year students: (1-5 scale, where 1 is not useful and 5 is very useful)
- a. Online workshops and webinars
  - b. Professional development courses
  - c. Mentoring programs
  - d. Collaboration with colleagues
  - e. Educational resources (e.g., books, articles)
  - f. Other (please specify)

### **Section Five: suggestions and recommendations**

#### **1. What resources or support would you find most helpful in enhancing your teaching effectiveness and student engagement?**

.....

.....

.....

.....

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### Appendix (D)

#### Checklist for Classroom Observation

Name of the school \_\_\_\_\_ Grade/section \_\_\_\_\_

Date of observation \_\_\_\_\_ starting time \_\_\_\_\_ Ending time \_\_\_\_\_

The teacher observed \_\_\_\_\_ Subject \_\_\_\_\_

Lesson Topic \_\_\_\_\_ Observer \_\_\_\_\_

Co-observer \_\_\_\_\_

Theme	Teacher Checklist	Tick	Time
Effective Strategies for Enhancing Language Skills in 4th Graders.	- Addresses 4 <sup>th</sup> graders pronunciation, vocabulary		
	- Creates a supportive & engaging environment		
Adequacy of resources and materials	- Differentiates instruction & utilizes resources effectively		
	- Uses age-appropriate & engaging methods (games, songs, etc.)		
	-Using the textbook		
	- Integrates technology thoughtfully & scaffolds learning effectively		
Effectiveness of Assessment Practices	- Selects & adapts materials to student level & interests		
	- Provides clear instructions & feedback		
	- Uses varied assessment methods (observations, oral, simple writing)		
	- Provides formative feedback & assesses individual progress		
Application of third-grade prior knowledge	- Modifies assessments for accessibility & inclusivity		
	- Acknowledges transition & its impact on expectations/learning		
	- Adjust methods/materials to match increased complexity/demands		
classroom time management	- Provides scaffolding & support to navigate new challenges		
	Successfully dividing tasks and activities throughout the session		
	finishing the lesson and ensuring its objectives are met		

Student Checklist	Tick	Time
- Actively engages, communicates needs, & uses resources		
- Collaborates effectively & demonstrates progress		

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- Responds positively to methods & resources, and utilizes them effectively		
- Actively participates & demonstrates understanding		
- Understands assessment purpose & participates actively		
- Utilizes feedback for improvement & feels confident & motivated		
- Demonstrates awareness of increased expectations/challenges		
- Utilizes previous skills/knowledge to tackle new learning demands		
- Adapts to new methods/resources effectively		
Comprehending the lesson entirely by the end of the session		

## المخلص:

ضمن المشهد الديناميكي للتعليم الابتدائي، يشكل تعزيز اكتساب اللغة الإنجليزية كلغة أجنبية لمتعلمي المدارس الابتدائية تحدياً متعدد الجوانب. إذ تبحث هذه الدراسة في التحديات والفرص التي يواجهها تلاميذ الصف الرابع وأساتذتهم في المدارس الإبتدائية بولاية المسيلة (الجزائر) انموذجاً، بهدف تحسين تعليم اللغة الإنجليزية. للتعامل مع أسئلة وأهداف البحث، اعتمد الباحثون منهجاً استكشافياً وصفيّاً، معتمدين الملاحظة في الفصول الدراسية والاستبيانات لجمع البيانات. حيث شملت الدراسة ما مجموعه 70 متعلماً من الصف الرابع و20 أستاذاً للغة الإنجليزية، تم اختيارهم من خلال العينة العشوائية البسيطة. لقد أظهرت النتائج الرئيسية للدراسة أن متعلمي الصف الرابع لديهم نظرة إيجابية بشكل عام نحو تعلم اللغة الإنجليزية، على الرغم من الصعوبات التي واجهتهم في تطوير ثقتهم على التحدث حيث هناك ميل واضح نحو الأنشطة التفاعلية المتعددة الوسائط، مما يشير إلى التوجه نحو أساليب أكثر جاذبية في عملية التدريس، ويظهر اهتمام الأولياء كعامل حيوي لدعم تعلم اللغة الإنجليزية خارج الفصل الدراسي. تفضل غالبية التلاميذ بيئات التعلم التعاوني، بما أن غالبية المتعلمين تفضل بيئات التعلم التعاوني والأساليب التعليمية التفاعلية والجماعية. ومع ذلك قد تؤثر القيود في بيئة الفصل وتوفر الموارد في تطبيق هذه النتائج على نطاق واسع. وبالرغم من هذه التحديات، فإن البحث يقدم رؤى واعدة حول المواقف الإيجابية، الصعوبات، واستعداد كل من الأساتذة والمتعلمين نحو تعلم اللغة الإنجليزية كلغة أجنبية. تؤكد الدراسة على ضرورة وجود استراتيجيات تعليمية مبتكرة تدمج الوسائط المتعددة التفاعلية والتعلم التعاوني لمعالجة التحديات المحددة. تتضمن تداعيات هذه النتائج توصيات للتطوير المهني المستمر للمعلمين لدعم متعلمي اللغة الإنجليزية كلغة أجنبية.

**الكلمات المفتاحية:** متعلمي الصف الرابع، أساتذة الصف الرابع، التحديات، الفرص