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**Exploring Primary School EFL Pupils' English
Language Entrance Profile.**
The Case of Third Year Primary School Pupils in M'sila

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Requirements for the Degree of Master in Linguistics**

Candidates

Ms. SAIDI Nacira
Ms. HASSANI Hiba

Supervised by

Dr. CHERIET Imane

Board of Examiners

| | | |
|-----------------------|-------------------------------------|-------------|
| Dr. AMIROUCHE Nassima | Mouhamed Boudiaf University, M'sila | Chairperson |
| Dr. CHERIET Imane | Mouhamed Boudiaf University, M'sila | Supervisor |
| Dr. BOUNAAS Chaouki | Mouhamed Boudiaf University, M'sila | Examiner |

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Dedication

To my loving parents, beloved sisters, dear family members, and loyal friends, whose unwavering support has been the cornerstone of my journey, I dedicate this work.

Nacira

To my father « Ali HASSANI » and
my mother « Fatna BENABDEERAHMANE »

Hiba

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Abstract

The realm of early language acquisition has recently garnered substantial attention due to its importance as a valuable skill worldwide. Consequently, this study delves into a comprehensive exploration of the English language entrance profiles of primary school pupils. To address the research inquiries and meet the outlined objectives, the researchers employed a mixed method descriptive approach, incorporating a standardized test for the evaluation of English language proficiency among second-year primary school pupils. Additionally, two distinct questionnaires were employed; one administered to primary school pupils and the other distributed online to primary school English as a foreign language (EFL) teachers. The study encompassed a participant pool consisting of (50) EFL primary school teachers and (172) second-year primary school pupils in M'sila district. The pupils were selected through the cluster sampling technique. The principal findings of this investigation illuminate that third year primary school pupils exhibit a pronounced inclination and readiness to embark upon English language acquisition. Nevertheless, the outcomes of English language entrance profile tests reveal constraints pertaining to their linguistic pre-requisites and foundational knowledge of the English language. These results also signify that a considerable proportion of pupils lack a firm foundation in English language skills. Nevertheless, despite these less favourable outcomes, both the teachers and pupils questionnaires yield promising insights into the positive attitudes, readiness, and familiarity that pupils manifest in the process of EFL leaning. This underscores the pupils' fervours and eagerness to actively engage in the language acquisition endeavour.

Keywords: *Entrance Profile, Primary School Pupils, Language Proficiency, EFL, Pre-requisites.*

List of Abbreviations

YLS: Young Learners.

YLLs: Young language Learners.

CPH: The Critical Period Hypothesis.

EE: Extramural English.

ECs: Educational Cartoons/ Educational Comics.

EFLL: English as a Foreign Language Learning.

SLA: Second Language Acquisition.

FL: Foreign Language.

EFL: English as a Foreign Language.

LAD: language acquisition device.

L1: first language.

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General Introduction

General Introduction

1. Background of Study

Learning foreign languages (FL) at an early age has emerged as a pervasive global tendency. Over recent decades, the extraordinary outpouring of English language learning has garnered substantial scholarly attention, primarily due to the widespread use of English as a lingua franca. In 2013, a comprehensive survey administered by the British Council unveiled a noteworthy trend across more than 60 countries, wherein policies mandating the integration of English into primary and even kindergarten curricula were implemented (Rixon, 2013).

Furthermore, the significance of English as a foreign language (EFL) education for young learners (YLS) has recently gained increased attention in recent times, owing to its potential to impart a valuable skill to children at an early developmental stage. In a similar vein, Graddol, (2010) posited that the acquisition of English at elementary and, at times, intermediate proficiency levels is increasingly becoming a matter of childhood education worldwide. This educational phase is distinguished by the pliability of young minds and their innate capacity for assimilating information, coupled with a noteworthy flexibility in cognitive aptitudes. These assertions find validation within the literature of various scholars, for instance, Macnamara, (1973) mentions that in conducive environments, young children acquire a second language (SL) with minimal difficulty (as cited in Singleton, 1981). Similarly, Scovel (1996) introduced the term “brain plasticity” as the underlying mechanism driving language acquisition in children (as cited in Brown, 1994). This term primarily alludes to the adaptability of a child's cognitive faculties, facilitating the process of effortless language acquisition. Another noteworthy point pertains to early language instruction of young pupils is that educators have discerned that pupils exhibit pre-existing familiarity with the English language, a phenomenon similarly elucidated in Brown's study (1994), which revealed that young EFL learners exhibit foundational linguistic competencies even prior to

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formal schooling, signifying that exposure to English extends beyond the classroom environment. This foundational understanding is further compounded by their exposure to a significant degree of English language input outside the confines of the educational institutions (Olsson, 2011; Henry, 2013; Sundqvist & Wikstrom, 2015; Sylvén & Sundqvist, 2016). Echoing the sentiments articulated by Simensen (2010), who argues that the “most pressing question from an educational point of view is the discrepancy between the language pupils are exposed to in the media and the society in general, and the language they meet in the educational system” (p. 482), it becomes imperative to identify and comprehend these foundational prerequisites. This recognition holds profound implications for the pedagogical strategies employed when instructing English to primary school pupils.

These remarkable advantages of learning English at an early age in addition to its dominance as a tough contender among all FL, have paved the way for more “English learners to increase in number and decrease in age” (Graddol 2006, pp. 10-11), henceforth, English was integrated in primary school curriculum of most countries across the globe, and more pupils are learning EFL. Algeria, as one of these countries, has to comply with the situation wherein English has permeated various facets of society, obliging its incorporation into educational frameworks.

2. Statement of the Problem

Recently, English has become significantly important in present-day Algeria, which was similarly pointed out by Bouhadiba (2002) where he confirms that “English” in Algeria “has been gaining dominance over several sectors: the oil industry, computing, and scientific and technological documentation”(p.16); and even taught as a second FL besides French in all Algerian middle schools, secondary schools, and universities. Moreover, it was in June 2022 when Algerian President Abdelmadjid TEBBOUNE approved the official inclusion of the

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English language in all Algerian primary schools, emphasizing the significance of English in Algeria (Algerian Press Service, 2022).

Before the government's decision to officially introduce the English language into the curriculum of all Algerian primary schools, the majority of prior investigations have primarily revolved around the theoretical aspects of introducing English into Algerian primary schools. These studies have systematically expounded upon the prospective merits and drawbacks of this endeavour, in addition to providing valuable insights into the attitudes of parents and the perceptions held by teachers regarding this initiative. However, it is worth noting that these inquiries have not afforded due consideration to the perspective of the pupils themselves. Indeed, instructing young learners, particularly those who are true beginners, differs significantly from instructing adolescent or adult learners.

Taking into consideration these contextual factors, the present study departs from the premise that young EFL learners possess pre-existing knowledge of the English language prior to formal classroom instruction, and aims to provide valuable insights into these linguistic prerequisites that they may possess. More specifically, this work is an attempt to make substantial contributions to ensure a facilitative English language teaching and learning practices, via exploring third year primary school pupils' English language entrance profile.

3. Research Questions

This study is attempting to answer the following main question:

- 1- Do third year primary school pupils typically possess prior linguistic knowledge regarding the English language before formal instruction?

The study also seeks to investigate the following sub questions:

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- a. What are the prevailing linguistic characteristics of third year EFL pupils' English language entrance profile?
- b. What extramural sources contribute to the pupils' English language learning?

4. Aims of the Study

The present study is undertaken to achieve the following objectives

- To explore the English language entrance profile of third year primary school students who are engaged in EFL instruction.

- To elucidate the diverse English prerequisites possessed by third year primary school pupils, with the aim of assessing their level of readiness for English language acquisition.

- To examine the potential impact of the extramural educational sources in enriching the pupils' English profile.

5. Significance of the Study

This study is expected to yield significant contributions by elucidating the strengths and weaknesses inherent in the proficiency of third-year primary school pupils, their specific educational requisites, prior knowledge of the English language, and illuminating the varied sources through which they acquire English language skills. This information can be used to design more efficacious curricula and pedagogical practices, custom-tailored to the diverse needs of primary school EFL pupils, and to ascertain the English language proficiency level among primary school pupils and help teachers tailor their English language instructional strategies accordingly.

Moreover, this research endeavour is poised to generate invaluable insights and empirically grounded data that can serve as a foundation for policymakers and educators, and

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increase awareness regarding the English language entrance profiles of primary school pupils, thereby ameliorate the textbook quality to better align with pupils' proficiency levels and formulate better pedagogical strategies to enhance the English language learning and teaching of primary school pupils.

Fundamentally, the envisaged result of this research endeavours to enhance the educational encounters of primary school pupils engaged in the study of English as a second language, ultimately culminating in an advanced level of competence and proficiency in the acquisition of the English language.

6. Research Methodology

The present study aims at exploring primary school EFL pupils' English language entrance profile. To this end, a methodological framework rooted in descriptive mixed method analysis has been adopted, primarily due to its alignment with the outlined research objectives. The data for this inquiry were procured utilizing two research instruments: a standardized test designed to assess the English language competence of second-year EFL primary school pupils, and two questionnaires; one for primary school second grade pupils and another one administered online to primary school English teachers, to collect more reliable data thereby facilitating the attainment of the research's established aims.

The target population are EFL third year primary school pupils at M'sila district. The sample was selected using a cluster sampling methodology, whereby the M'sila district was subdivided into four distinct regions (Magra, Berhoum, Bousaada, and M'sila) from which a random sample was drawn. This resulted in a total of (172) participants of second-year primary school pupils who were selected randomly from among five primary schools, in conjunction with (50) primary school English teachers, also chosen through random selection procedures.

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7. Structure of the Study

This study is structured into two main chapters; each one is further subdivided into sections. The initial chapter is devoted to an extensive review of the relevant literature, encompassing a comprehensive synthesis of prior research studies to facilitate a comprehensive elucidation of the subject matter. The second chapter is dedicated to the practical dimensions of the study and encompasses an in-depth exposition of the research methodology, design, data analysis, findings, and discussion, in order to address the research inquiries and unveil the potential benefits and challenges arising from exploring primary school pupils' English language entrance profile. In conclusion, this chapter concludes by limitations and propose some recommendations for further research.

8. Operational Definitions of Key Terms

8.1. Entrance Profile

In this study, the entrance profile delineates a repertoire of linguistic competencies, including proficiency level, and prior knowledge of primary school pupils before their initiation into formal English language instructional environments. It can encompass factors such as the pupils' previous exposure to the target language, and any formal or informal education they may have had. It serves as a baseline or starting point to understand a learner's language abilities and tailor instructions accordingly.

8.2. Language Proficiency

In an academic context, it refers to the pupil's level of competence and mastery in the English language, encompassing their ability to comprehend, produce, and recognise the target language. It entails a multifaceted assessment of linguistic skills such as basic language

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knowledge and recognition level of pupils. It is indicative of the pupils' knowledge about the target language.

8.3.Third Year Primary School Pupils

In Algeria, third-grade primary school students typically fall within the age range of 7-9 years old. It is worth noting that in this particular stage, the Algerian educational system introduces foreign languages; French and English, as part of the curriculum.

Chapter One
THEORETICAL BACKGROUND

Chapter One : Theoretical Background

Introduction

To lay the foundation for the current study, this chapter rigorously examines the theoretical framework concerning the variables under investigation. The chapter commences with a broad overview of child second language acquisition and subsequently delves into a more specific domain: teaching English as a second language to young learners. Within this scope, it encompasses key aspects pertaining to young language learners, including their defining characteristics, the critical period hypothesis in language acquisition, and the substantial advantages associated with early language instruction. Furthermore, this chapter tackles the various sources contributing to English language acquisition among young learners. Lastly, it addresses the prevailing state of English language education in Algeria and culminates with an exploration of the teaching and learning dynamics within Algerian primary schools.

1.1. Education and Young Learner

1.1.1. The Child's Second Language Acquisition

SLA refers to the intricate process of acquiring a new language beyond the native tongue and a systematic study of how languages are learnt (Hoque, 2017). While SLA research has primarily concentrated on adults, in recent time there has been a growing body of research on the child as a second language learner (Enever, Moon, & Raman, 2009 ; Muñoz, 2006 ; Nicolov, et al., 2007 ;Philip, Oliver, & Mackey, 2008). The focus is increasingly directed towards age as robust milestone that influences SL learning (Singleton, 2003).

One key premise is that the child's SLA significantly differs from adults' SLA. Mackey and Gass (2005) provide a concise portrayal of the reason behind this assertion, which finds its roots in the observation made by Thompson and Jackson (1998). They claimed that

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“second language research must keep in mind that children cannot be treated just like adult research subjects because their capabilities, perspectives, and needs are different” (p.223). Which has been attributed to the child’s innate language factual structure, that helps them to acquire and internalize the system of second language, known as LAD (Language Acquisition Devise) (Chomsky, 2006).

In similar vein, Scovel (1969) attributed the child’s SLA to their “brain plasticity”(cited in Brown, 2006), the later which has been also supported by the CPH (Critical Period Hypothesis). Therefore, this signifies that young children have remarkable ability to acquire languages effortlessly due to their brains’ high adaptability and the natural aptitude for the language learning.

1.1.2. Teaching English to Young Learners

The demand for early foreign language instruction has become a norm, with English language teaching achieving utmost prominence as the core idea of early language education. In this sense, Rixon (2013) states that the ‘enthusiasm for English learning is frequently cascading into early years teaching (p. 13). The reason behind this was the widespread call of the English language learning and its significant importance, correlated to the assumption that “English is now seen as a basic life skill and career enhancer for a child’s future in a globalized world” (as cited in Ellis, 2019).

Over the last decade, something has occurred within the broad field of foreign and second language acquisition. The sheer number of research focusing on foreign and second language learning among young learners has mount (Mayo & Lecumberri, 2003; Nikolov, 2009), and also a large transitional volumes published targeting young EFL learners has been conducted (Enever, 2011), reflecting the significant increase in the demand for English language teaching for young learners.

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There seems to be a widespread belief that younger learners are more successful and efficient than adults in mastering foreign and second language acquisition (Brewster, Ellis & Girard, 2002; Brown, 2000; Garton, et al., 2011; Hall, 2011; Pinter, 2011; Rixon, 2000). Thus, it is referred to childhood as the golden age for language acquisition, as children are born with innate appetite and curiosity for learning (Cameron, 2001).

This was similarly echoed by advocates of the CPH (Lenneberg, 1967; Penfield & Roberts, 1959) , mirroring the benefits that young learners might achieve from early immersion into foreign language instruction, as it improves their pronunciation and fluency, enhanced intercultural competencies, and mental flexibility. That is to say, teaching English to young learners has proven its efficiency and importance in early language education.

1.1.3. Curriculum Development for Young Learners

Curriculum development is one of the crucial requirements in teaching English to young learners. The term curriculum encompasses the material and educational content that is taught within a school, specific program, or course. Pransiska (2016) defined curriculum as “the knowledge and skills students are expected to learn” (p. 252).

Teaching English to young learners differs from teaching English to adults, therefore; a careful thorough planning and preparation is of utmost necessity. Bourke (2006) posits that the explanation of intricate linguistic concepts such as parts of speech, complex grammar, and discourse would not be efficacious. This is because the comprehension of abstract schemas is less prevalent among individuals with immature cognitive faculties compared to adults. Hence, introducing children to L2 requires a set of tangible vocabulary that can be linked to objects that are visible and within their reach Cameron (2001).

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This essential element calls for meticulous planning and caution when devising a well-structured curriculum that is comprehensible and balanced for young EFL learners. Therefore, “educational policy developers should provide effective curriculum development for young learners in order to enhance the learning experience of children” (Garton, Copland, & Brus, 2011, p. 17) taking into account many aspects such as the child’s age, psychology, and culture. Thus, establishing a cohesive curriculum outline in foreign languages would amplify the overall effectiveness of a cumulative programme of provision for young EFL learners.

1.1.4. Characteristics of Young Language Learners

It is undeniable that young learners (YLS) possess a unique set of characteristics that can affect their language learning and acquisition. While some characteristics, like language learning styles, may vary between individual learners, there are other shared characteristics amongst learners of the same age and educational level. Skehan and Foster (1997) argue that “Age is not a fixed characteristic of the learner, but a contextual one, mediated by the age-related factors of cognitive development, socialization, and cultural background, which influence language learning outcomes” (p. 220). Based on the latter point, age is not a determining characteristic in the language learning process but rather it is influenced by other contextual factors; for instance, the YLS’s cognitive development, socio-cultural factors, and educational developmental characteristics.

1.1.4.1. Young Learners’ Cognitive Development

Unlike adult language learners, young language learners tend to learn more effectively experientially. Subsequently, young language learners learn languages through actively participating in activities, by means children learn language through exploration which is the basis for cognitive development (Moon, 2005. p.32). Ellis (2006) also states that children learn languages more easily than adults due to their flexible cognitive abilities.

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Vygotsky (1962) believes that languages are the most significant milestone in children's cognitive development (as cited in Berk & Winsler, 1995, p. 12). Gaudin and Montaminy (2021) supporting this idea, highlight that cognitive development encompasses language development. This involves a child's capacity to communicate, comprehend speech, and express themselves verbally. Additionally, for school-aged children, it extends to mastering reading and writing comprehension, further illustrating the integral relationship between language and cognitive growth. (Gaudin & Montaminy, 2021)

1.1.4.2. Learning Socio-Cultural Factors

In non-English speaking countries; like Algeria, the exposure to the target language “English” can be limited to the classroom settings only. However, for optimal language learning, YLs benefit significantly from interaction and abundant language input. A positive socioeconomic status and higher parental education can play a crucial role in providing young language learners with more interactive language-learning opportunities (Trebets et al, 2021. p. 3-4)

Moreover, learners' cultural backgrounds shape their assumptions and expectations regarding language learning and usage (Kramsh, 1993). Hence, Kramsh (1993) believes that by starting language learning at a young age, potential cultural clashes can be mitigated, allowing for a more seamless integration of language skills and cultural understanding. In this way, fostering interactive learning experiences and considering cultural influences can enhance language acquisition outcomes for young learners in diverse linguistic and cultural contexts.

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1.1.4.3. Educational Developmental Characteristics

Child language learning is an educational developmental process and regardless of the young English language learners' mother tongue, all the learners share a predictable learning process (Kuhn, 2006). To EFL young learners this process can be limited to the classroom setting, thereby limiting exposure to the language. Ghosn (2002) claims that in order to optimize the learning experience for YL in such contexts, it is suggested that conventional course books be replaced with more engaging materials, such as large illustrated storybooks, cards, and songs. These alternative materials have the potential to enhance motivation and willingness to study (Ghosn, 2002).

1.1.5. The Critical Period Hypothesis

It is fascinating how YLs can achieve a more native-fluency in second languages than the adult learners (Hartshorn et al, 2018). Linguists and cognitivists investigated the reasons behind these impressive abilities of early stage language learning or what linguist call a critical period for second and foreign languages acquisition.

The critical period hypothesis as argued by Singleton suggests that the period between early childhood (around two years) and puberty is the most optimal time for acquiring languages and the older learners get the more difficult it will be to achieve a native-like fluency in second and foreign languages (Singleton, 2007). Chomsky (1940), supporting the CPH, states that children are born with an innate language acquisition ability , which he refers to as LAD, he claims that this mechanism diminishes as individuals age making the language learning process more challenging. In summary, some linguists, like Chomsky, support the CPH and emphasize on the importance of early language learning.

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Other linguists suggest that the CPH is not well supported. Krashen (1982) asserts that age may be not the only reliable predictor of second language acquisition, instead the key factors influencing the learning process are the quantity of comprehensible input and the amount of the affective filter (p.43) .To Krashen (1982) the motivation and willingness to study along with the suitable input explain linguists generalization of “Acquirers who begin natural exposure to second languages during childhood generally achieve higher second language proficiency than those beginning as adults.” (Krashen, 1982. p.43)

In conclusion, linguists highlighted the significance of early language learning along with the quantity of comprehensible input and the amount of affective filter.

1.1.6. Age Factor in Second Language Acquisition

In studies that examined the factors affecting foreign and second language learning, most linguists start from the premise that age possesses a greater value than other factors in determining language learners’ progress. Most of age related studies in relation to FL or SLA have centred around the belief that early language learning assures the individual the acquisition of a high level skills, and the young child learns the L2 quickly and easily if compared to older ones (Ellis, 2008; Larson & Freeman,2008; Mayburry & Larck, 2003). In light of this, Bialytok and Hakuta (1999) declared that:

It is tempting to believe that children are better second language learners than adults because their brains are specially organized to learn language, whereas those of adults are not. This is the explanation of the critical period hypothesis. The evidence for it comes from several sources. Informal observation irrefutably shows children to be more successful than adults in mastering a second language. Empirical studies confirm this pattern by demonstrating

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performance differences between children and adult learners on various tasks and measures (p. 176).

Echoing a similar view, Pinker (2008) pointed out that children up to the age of six have a certain assurance of acquiring a language, but this ability gradually diminishes from that point until shortly after puberty, then it becomes rare and uncommon for language acquisition to occur. This widespread belief is partly grounded on research and observations conducted to investigate the impact of age factor on acquiring different aspects of language.

One of these researches is attributed to Gawi (2012) who investigated the effect that age has on learning EFL among Saudi Arabia elementary school learners compared to intermediate school learners in Dawadmi city. He compared the performance of both groups. The following table is retrieved from Gawi (2012, p. 132), it shows the results of the "Independent Sample Test" pertaining to the disparities between Saudi students who commence English language acquisition at ages 5/6 in contrast to those who commence at ages 12/13

Table (01)

Differences in English language acquisition between early and late starters.

| Skills | Age groups | N | Mean | Std. Deviation | T-test | Sig. |
|--------------|-------------|-----|-------|----------------|--------|---------|
| GRAMMAR | 5-6 years | 100 | 7.12 | 2.869 | 4.451 | **0.000 |
| | 12-13 years | 30 | 5.22 | 3.280 | | |
| VOCABULARY | 5-6 years | 100 | 5.63 | 2.819 | 8.775 | **0.000 |
| | 12-13 years | 30 | 3.58 | 1.612 | | |
| CONVERSATION | 5-6 years | 100 | 3.35 | 1.281 | 8.531 | **0.000 |
| | 12-13 years | 30 | 2.15 | 1.250 | | |
| READING | 5-6 years | 100 | 5.20 | 2.046 | -4.664 | **0.000 |
| | 12-13 years | 30 | 7.51 | 2.891 | | |
| WRITING | 5-6 years | 100 | 3.53 | 0.810 | 3.524 | **0.000 |
| | 12-13 years | 30 | 2.47 | 1.106 | | |
| TOTAL | 5-6 years | 100 | 25.84 | 7.588 | 3.928 | **0.000 |
| | 12-13 years | 30 | 21.92 | 6.185 | | |

***significant differences at 0.01 level or less.*

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The results showed that early starters outperformed the later ones in grammar, vocabulary, conversation, and writing. Reading was the only skill where the older scored better, which confirms that age is a significant factor that influences language learners' abilities.

1.1.7. Benefits of Early Language Learning

Numerous research conducted by educational planners worldwide have revealed enormous benefits of early foreign language learning; mainly acquiring a good command of the English language since it is “Overwhelmingly the first choice” (Bruns, Copland, Garton, 2011. p.5) when it comes to foreign language learning, and a vital means of communication in all spheres of life. In this sense, Milliani (2000) claimed that “the early introduction of foreign languages is indeed of utmost importance” (p.24). The rationale behind early foreign language education ,according to Milliani (2000), can be attributed to ensuring learners a better education, employment, and opportunities to acquire a high level of skills; including the learner's intellectual capacities such as cognitive flexibility and increased efficiency of thoughts, the development of his idiosyncratic view about the world, and his intercultural tolerance and gains.

1.1.7.1. Enhancement of Cognitive Development

Language learning can lead to the development of fundamental process of thinking. According to Piaget (1956) the child is born with innate curiosity to interact with the environment, through which he constructs his cognitive development (as cited in Benosmane, 2006). Interpretations of brain development research have centred around the perspective that the child's brain is predisposed to acquiring languages which, in return, enhances his cognitive development. In light of this, a large number of studies has demonstrated that children who become bilingual at an early age through their family or community can have

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advantageous effects on their cognitive capabilities, with a particular emphasis on attention and executive functioning (Bialystok, 1999; Bialystok & Martin, 2004; Carlson & Meltzoff, 2008).

Similarly, Cummins (2000) suggests that bilingual education can have significant advantages for the child's overall growth, cognitive, metacognitive, and other skills. This can potentially boost the child's progress in many cognitive aspects including; memory and attention span, critical thinking and problem solving, multitasking and mental flexibility which leads to easy adaption to new situations. Overall, early foreign language learning can have a positive effect on the child's way of thinking and affords lasting benefits throughout life.

1.1.7.2. Development of Global Awareness and Intercultural Competence

Language is deeply intertwined with culture, and whether explicitly or implicitly culture is transmitted through language learning. The collateral advantages of learning a FL are substantial especially for early starters. According to Curtain and Pesola (1988) "Information introduced before the age of 10 is eagerly received because at this age (8-10) they are at maximum of openness to people and situations different from their own experience" (p.04) (as cited in Benosmane, 2006). This entails that early exposure to a foreign language can help to dispel stereotypes and ethnocentrism, break cultural barrier, and encourage cultural tolerance towards others with a more open and respectful mindset, besides helping them to adapt their language and behaviour to fit different cultural contexts.

This has been supported by Redmond and Hoag (2003) when they assured that early language learning grants the child a chance to develop a deeper comprehension of the cultures associated with that language. This can occur during a crucial stage in both their personal and academic growth, and can greatly enrich their learning experience on the long run.

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Henceforth, learning a foreign language at an early age tends to cultivate a greater cultural sensitivity and empathy, fosters a more inclusive mindset, enhances social skills, and promotes global awareness which are milestones that prepare the child to thrive in an increasingly multicultural world.

1.1.7.3. Enhanced Pronunciation and Language Skills in Both Languages (FL and L1)

Many studies have underscored the significance of EFL on developing pronunciation, in addition to enhanced language skills of the native language. There are several researchers have concluded that “young children have an intuitive grasp of language and they have an ability to be more attuned to the phonological system of the new language compared to adults” (Pinter, 2017. p.37), which might evolve their phonemic awareness.

This increased awareness, which refer to the ability to recognize and manipulate segments of sounds in a language, can transfer to their native language. Henceforth, both the child’s native language and second language literacy skills will improve in parallel (Cummins, 2000). Because children are keen and naturally receptive to mime pronunciation without inhibition and self-consciousness, and this is due to their brain plasticity. Therefore, children exposed to foreign languages before puberty have more chances to “speak a foreign language with a completely native pronunciation” (Ghasemi & Hashemi, 2011).

Another point worth noting is that early interaction with another language can lead to an enhancement of one's command over their native language (Lambert, 1973; Weinrich, 1974), and reinforces a “more sophisticated metalinguistic awareness” (Lightbown & Spada, 2006 p.08) which enable them to reflect on the language itself. Therefore, children would become more conscious of grammar, vocabulary, and pronunciation rules in both foreign and native language, as a result they would be able to identify and correct language inconsistencies through comparing and contrasting both languages. It is worth noting that

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early exposure to foreign language deepens the child's understanding of nuances and literacy of both the foreign language and the native language.

1.1.7.4. Broader Career Pathways

In nowadays globalized world, the value of being able to communicate effectively across different cultures and languages, besides parents' belief that the mastery of the English language skills heightens their children's chances for better academic and employment prospects (Enever and Moon, 2009; Gimenez, 2009), have necessitated the need for early foreign language learning ,mainly, the English language.

Mahu (2012) declares that learning EFL at a young age can open doors for future career, and at the very least, it would definitely promote the chance of being more noticeable against a contender of monolingual background. This denotes that early language learning can be of paramount importance as an asset for the child's future career, because in today's professional landscape, language proficiency is a prerequisite since it provides a competitive edge in the job market. Sectors such as translation, diplomatic services, language technology, tourism, journalism, and international companies are just few examples of fields where language skills are highly valued.

In addition, having the ability to speak FL proficiently can be a starting point for pursuing higher education or focusing on particular aspects of language studies. This can give individuals distinctive knowledge and skills that are highly desired in the job market (Nunan, 2003; Findley and Nathan 1980; Warschauer 2000). Learning foreign languages at a young age can broaden career opportunities by giving people valuable communication skills, making them globally marketable, and giving them a competitive advantage which can open up various paths for their careers.

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1.2. Sources of Young Language Learners' English Learning

1.2.1. Extramural English

Although SLs and FLs are mostly learned in the classroom, it is undeniable that extracurricular activities contribute significantly to accelerating the learning process (Nunan & Richards, 2015). In the case of EFL learners, these activities are called “Extramural English (EE)” or “out of school English” (Sundqvist, 2009, p.1). EE is the linguistic activities that young and adult English language learners engage in outside the formal educational settings.

The realm of opportunities and channels for EE is remarkably vast, encompassing a spectrum ranging from traditional techniques like extensive reading and listening to contemporary digital avenues such as online video gaming and social media platforms that facilitate interaction with native speakers (Sundqvist & Sylvén, 2016. P.7). Benson (2011) claims that the efficacy of these learning resources in influencing the learning process is contingent upon the attitude of the learners towards them, with a direct correlation to the attainment of noteworthy outcomes.

As previously posited, out of school English learning necessitates an autonomous learner, who must actively seek out and engage with the EE opportunities (Benson, 2011). For instance, when considering young language learners (YLL), the process may demand more than just intrinsic motivation. In such cases, Singer (2022) and Benson (2011) highlighted the importance of caregivers and educators' effective involvement in guiding the out of school learning. Singers (2022) suggests that caregivers can play a pivotal role by providing access to in-home or online tutors, and by introducing linguistic stimuli through media such as cartoons, stories, or songs. Additionally, Benson (2011) proposes that educators can also

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contribute by offering guidance and recommendations for extracurricular activities that align with the specific needs of young learners.

Extramural English works on enriching vocabulary and providing authentic English language use opportunities whereas instructed learning provides grammatical features and effective engagement in academic contexts. Given these points, Nunan and Richards (2015, p. 12) assures that out of school English cannot replace the classroom based learning but adds a complement to it.

1.2.2. The Effect of Multimedia as a Source of the English Language Learning

In nowadays world it impossible to overlook the abundant benefits of multimedia since it serves as a powerful medium that transcends traditional forms of communication. The English language learning holds a prominent status due to its significant influence in the media (Enever, 2018; Sundqvist, 2020) and as an integral part of everyday life in many academic and professional fields (Sylvén & Pappa, 2019). In the context of English language learning, multimedia has emerged as a valuable resource, particularly for individuals who have not yet studied English at school such as younger children. Many researches claimed that multimedia resources provide learners with opportunities to expand their vocabulary in meaningful context. Visual aids and interactive exercises allow learners to associate words with images, fostering a deeper understanding and retention of vocabulary (Mayer, 2005).

Additionally, multimedia materials often present language in real-life situations, enabling learners to grasp vocabulary in relevant contexts; which facilitates the transfer of knowledge to practical usage and elevate their familiarity with the English language. This has been supported by Mayer's (2005) cognitive multimedia learning theory which proposes that multimedia enhances the learning process of the human brain. He assures that the combination of words (can be spoken or written) and visuals (any form of graphical imagery

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including illustrations, images, videos, or animations) assures better learning compared to words alone (Mayer, 2005a; 2005b).

It is not surprising that many children have plenty of knowledge of the English vocabulary before onset of formal instruction (Håkansson, 2019); and this is due to the incidental exposure to English via media, you tube songs, undubbed TV, and other sources. Therefore, multimedia might effectively support children in their English language learning, facilitating a smoother transition into formal education.

1.2.3. The Importance of Educational Cartoons in English Language Learning

In classroom or beyond it, educational cartoons (ECs) are a powerful and engaging tool in facilitating the children's language learning process; for instance, a quasi-experimental study in Tanzania of 568 children showed that exposure to the Tanzanian EC "Akili with me" could boost language learning readiness (Borzekowski, 2020, p.59) . Another study in Nigeria of 200 pupils also revealed positive results to the use of EC in teaching English. This study resulted in significant improvements in YL's attitudes towards learning English (Alaba, 2014, p. 81). Through empirical evidence; the latter studies for instance, it is evident that educational cartoons can effectively enrich language acquisition experiences and enhance the overall learning journey for young learners.

At early EFLL levels, young learners may encounter difficulties in comprehending spoken language or effectively employing it for communication. In this context, ECs can provide visual context to help these young learners link the learned vocabulary and its associated meaning or contextual applications. It is also recommended to add subtitle in target language to introduce reading comprehension (Singer, 2022. pp. 337- 338). For example, consider a young learner exposed to a cartoon depicting various animals with their corresponding names. This visual representation not only helps in vocabulary remembering

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but also aids the child associate the animal's appearance with its name in the foreign language. These cartoons can serve as bridge to pave the way for formal language instructions through acknowledging basic vocabulary like colours, emotions, body parts, numbers or even letters , or it can be used as an innovative teaching strategy to create a more engaging and fun learning atmosphere that can attract learners' interest and keep their focus for longer periods.

Finally, educational comics use in teaching languages to young learners is effective, creative and facilitating yet there must be some considerations before use. Parents or educators must take into concern the quality content of cartoons the children are exposed to as while providing comprehensible input, it can also provide cultural ideas and henceforth to avoid cultural shocks cartoons must be chosen in target language suitable to the mother culture.

1.3. The Status of English in Algeria

1.3.1. Algeria as an Expanding Circle of English

The widespread adoption of English as a global language recently has become a remarkable occurrence that has rapidly expanded globally with no other contending languages. Considering oneself as part of this globalizing world requires the proficiency in two areas; English and computing, this has been confirmed by Burchfield (1986) stating that “any literate, educated person on the face of the globe is deprived, if he does not know English” (as cited in Belaidouni, 2021).The significant popularity of English due to the positive effect of globalization, aligned with the labels; “global language” (Crystal, 2003); “international language” (Sharifian, 2009); or “lingua franca” (Jenkins et al, 2018) ,which were associated with the English language, are reasons for its outpouring spread across the globe, closely among 1,75 billion speaker (Beare, 2020). As a result, the whole world becomes more linear, easily sharable, and widely recognizable to all individuals. Considering

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this fact, Modiano (2001) asserts that “English now is a prerequisite for participation in a vast number of activities” (p. 341).

According to Kachru the vast diffusion of this language has occurred in three concentric circles; the inner circle (L1 verities) which signifies the native English speaking countries like the USA and UK where English is predominantly spoken and largely utilized for all social activities by the majority of people; the outer circle (ESL verities) where English use comprises non-native speakers and English serves for institutional official purposes like in Nigeria and India; and the expanding circle (EFL verities) which denotes the introduction of English as a foreign language that has a progressively vital influence on the advancement of the economy and education like in Japan and Saudi Arabia and Algeria (Kachru, 1990; 1992).

Algeria as an expanding circle of English has considered English as a FL that serves academic purposes only, whereas French wield a greater influence since it has long been part of the Algerian repertoire despite its global rank. However, the extensive influence of English in several domains as a by-product of globalization has made it the exclusive medium of science that leads a decline of multilingualism in scholarly publications and urges other competing languages to cease in its favour (Roux, 2014). This in return has paved the way for disputable suggestions that advocate for replacing the French language with English after the Algerian independence in 1962, implying that English would be adapted as a second language of the country (Gordon, 1966, as cited in Benrabah, 2014).

Another point worth noting is that, in addition to the welcoming attitude towards social, cultural, and political issues, Algerians’ focus on learning English began to flourish in 1980s as it was deemed crucial for gaining knowledge and advancing forward (Bouhadiba, 2006), leading for more adoption of the English language among Algerians. Accordingly, Algeria has finally realized the importance of English due to the cultural and social demands of

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people who consider French as a must-be-discarded ancient heritage, economical demands for foreign investments, and its necessity to pave the way for a strengthened generation that needs to keep pace with the scientific and academic progress.

1.3.2. Integrating English in Algerian Primary School

In (1992/1993) school year, there was an attempt to implement English as an alternative to French in Algerian primary schools, 4th grade, although this decision was supported by politicians; society; parents and pupils, results have gone against the expected discourse where only 0.33% of pupils chose to enrol for English; out of 2 million pupils over the years only 60,000 registered (Boukhlef, 2022). After the previous failure, the Algerian government once again declared a deliberate decision of implementing English to primary schools 3rd year grade's curriculum in the school year (2022/2023).

As of September, 2022, the president of Algerian Republic Abdelmadjid TEBBOUNE announced the implementation of English as a second foreign language along with French claiming that “French is a spoil of war, but English is an international tongue” (TEBBOUNE, 2022). This decision came as a response to the modernization and academic needs to adapt with the international language of technology and science “English”. Coping with these immediate curricula changes, with only 2 months in hand, the Ministry of Education has appointed the task to recruit qualified teachers for 20,000 primary schools; it was also assigned to design a suitable course book. It was no easy mission however it was achieved successfully (Echourouk Journal, 2022)

English as the first FL in Algeria has become a demand rather than a wish. It became a priority and a necessity in different pedagogical and social fields in Algeria, as a result a public demand of learning English increased especially amongst parents requesting to add English to the elementary school curricula.

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As a response to the increasing demands, a few days before school begins, the Ministry of Education brought out the new English course book containing only the rudiment of English, basic knowledge that can be used in daily life. The thoroughness of its design remains uncertain, raising questions about whether it was hastily assembled or meticulously developed. No Further information about the textbook release was announced, the Ministry of education refused to answer to answer further questions concerning this release (Boukhlef, 2022).

Given the significance of this decision, a more thorough investigation is needed regarding the educational setting where this instruction will occur. In this context, Messaoud Amraoui, a member of the National Council of the Union of Education and Training Workers, calls for designing teachers' training program that aligns with the teaching specific needs. (Henache, 2022)

English language use is not common amongst Algerians in general and children more specifically. The lack of exposure to this language henceforth may induce some educational problems as pupils are not well acquainted with English. It sure is a challenging task for 8 to 10 years old learners to learn two new foreign languages “French and English” simultaneously still offers various cognitive, cultural and educational benefits. Effectively tackling these challenges requires a well-designed curriculum, qualified teachers, and strong support from both families and the educational system.

Conclusion

The principal objective of this chapter is to furnish a theoretical framework concerning the domain of early language acquisition and the instruction of the English language within the context of Algerian primary schools. The preceding discussions shall serve as a foundational basis for the forthcoming inquiry detailed in the subsequent chapter.

Chapter Two

**RESEARCH METHODOLOGY, FINDINGS AND
DISCUSSION**

Chapter Two : Research Methodology and Discussion

Introduction

Chapter one dealt with the theoretical background and related research on Algerian primary school third graders' English entrance profile; setting the ground to the second chapter, this chapter is devoted to the field work. It introduces the practical part of the research where both the methods and process used to conduct this research are explained; and it consists of two sections. The first section provides a full description of the research methodology and design used wherein the research methods, setting, population and tools followed by the data collection and analyses tools. The second section is concerned with data analyses and interpretations, discussion of the results, limitations of the study, pedagogical implications and recommendations for further research.

2.1. Research Methodology and Design

This section is devoted to explain the research methodology and the steps that were made to collect data, analyse it, discuss it and interpret it. It also describes the methods and approaches that were used to reach the aims and answer the research questions.

2.1.1. The Mixed Method Research Design

As it was detailed in the general introduction, this research aims to investigate the English language proficiency of third-year pupils and elucidate the diverse prerequisites they possess in English language acquisition. Consequently, in order to answer the research questions posed and obtain a more holistic understanding, the current study employs the mixed method design, which is defined by Creswell as the purposeful integration of qualitative and quantitative research methods to achieve the desired empirical product (research results) (2015. p.2). It is characterized by the use of at least one qualitative and one quantitative data collection and analyses tools (Schoonenboom & Johnson, 2017). This method is used to attain a better comprehensive perspective of the pupils' language

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proficiency, attitudes, exposure and experiences. Thus, researchers opted for a descriptive approach to describe and analyse teachers and pupils' perspectives and a mixed method to explore pupils' levels of proficiency.

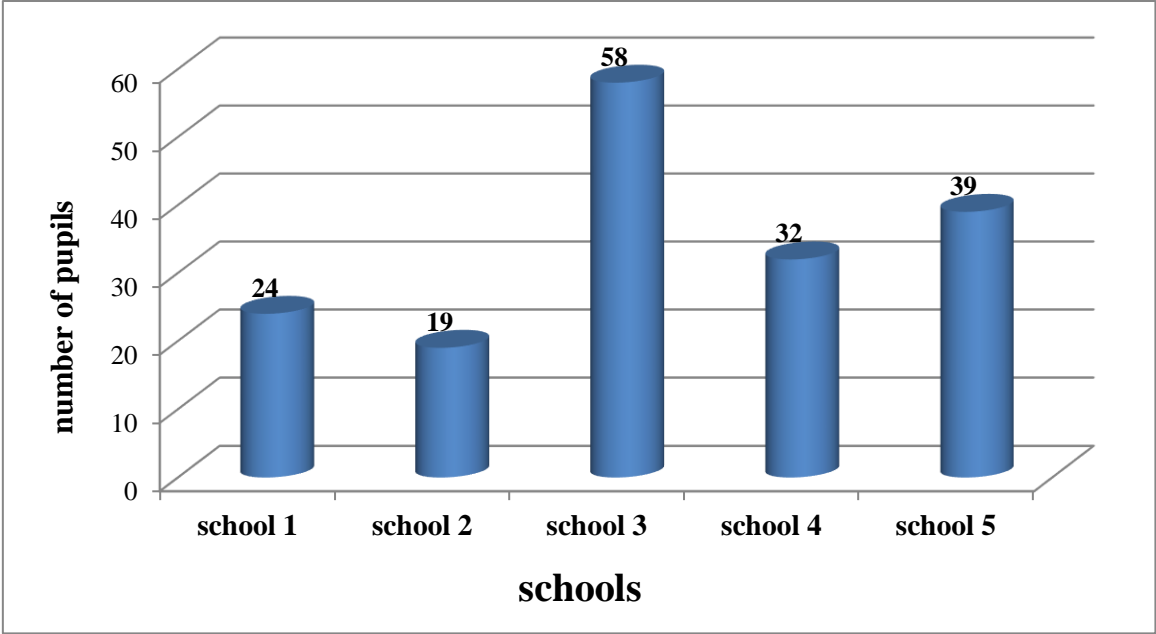
2.1.2. Setting and Population

Since this study is concerned with young EFL learning in Algeria, it took place in five primary schools in the Algerian district M'sila during the last semester of the school year 2022/2023. Primary school second-year graders, which are approximately around 32000 pupils distributed in 682 schools ,according to the Ministry of Education, are the population and the main focus of this study for several reasons but primarily because they are in the immediate phase preceding formal exposure to the English language. Given that the study was conducted during the third school year trimester, the population of this study shifted from the third year graders to second year graders. This shift was necessitated by the prior exposure of third-year students to the English language during the first semester. Additionally, it is assumed that second year graders in the last trimester hold similar cognitive and intellectual characteristics of their year graders as they are about to move to third grade. Further explanation of the reasons behind the selection of this sample is provided in the limitations of the study.

2.1.3. Research Sampling and Sampling Design

The samples in this study are probability samples; they were selected through the cluster sampling technique, which entailed the division of M'sila district into four distinct geographic regions (Magra, Berhoum, Bousaada, and M'sila) from which five schools were subsequently and randomly chosen. Random sampling technique was used to select the participating teachers in the research area that is teaching English for first time to primary school learners. Graph (01) below represents the distribution of pupils from each school

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Graph (01) *The Distribution of Pupils and School Number*

The participating pupils aged of 7 years old were precisely one hundred and seventy two pupils (N=172) and because conducting the research with children only was challenging, the researchers chose to ask the academic experts surrounding young learners, who are more knowledgeable of their needs. Hence fifty (N=50) primary school English teachers, including forty female teachers (N=40) and ten male teachers (N=10), participated to this study.

Table (02) below demonstrates the percentage of female teacher and male teacher respondents along with their years of experience.

Table (02)

Teachers’ Gender Distribution and Years of Experience

| | | Respondents | Percentage (%) |
|---------------------|---------------------|-------------|----------------|
| Gender | Females | 40 | 80 |
| | Males | 10 | 20 |
| Years of Experience | First year teaching | 29 | 58 |

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| | | | |
|--|---------------------------------|----|----|
| | 2-5 years of experience | 15 | 30 |
| | More than 5 years of experience | 6 | 12 |

Table (02) shows that a predominant majority of 58% , comprising 29 instructors, possess limited or no prior experience in this domain, while 15 educators, or 30%, reveal a range of 2 to 5 years of experience, with a notably smaller group of 6 individuals ,covering 12% of the sample size, boasting more than 5 years of teaching EFL experience. These outcomes can be primarily attributed to the abrupt hiring of an extensive cohort of over 5,000 teachers, which has consequently resulted in a majority of instructors with limited or no prior experience in EFL teaching.

2.1.4. Research Tools

To facilitate the investigation aimed at exploring the English language entrance profile of primary school pupils, a triangulation of research instruments were deployed. These instruments consisted of an evaluative test and a questionnaire administered to (172) second-grade primary school students, and an online questionnaire distributed to (50) primary school English language teachers.

2.1.4.1. Pupils’ Test

This test serves the purpose of exploring the English language proficiency levels of primary school pupils prior to formal instruction, assessing the extent of their foundational knowledge in the English language henceforth, it was submitted through five (05) schools to (172) second grade pupils.

The test was adapted from Pearson tests (Smart-Kids Practice Test English Home Language Grade 1 with Answers) and Scribed entrance profile grade 1 (Entrance Test for

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Grade 1) tests; and modified by the researchers to align with the cognitive comprehension abilities of primary school pupils. The whole test comprises 14 items, categorically partitioned into two sections, each carrying a maximum attainable score of 10; thereby the whole test is on 20.

The first section of the test, “Basic English Knowledge”, (**See section 01, Appendix 01**) seeks to appraise pupils' fundamental knowledge of the English language in general, henceforth it includes the following components; English alphabet recitation, numbers from (0-10), days of the week, months of the year, seasons identification. On the other hand, the second section (**See section 02, Appendix 01**) is devoted to the identification of “Pupils’ Recognition”, with a particular focus on their ability to identify and correlate English words with their corresponding visual representations. Accordingly, six categories were presented to the pupils. These categories encompassed visual stimuli consisting of colour representations (white, black, green, blue, red, yellow, pink), depictions of animals (dog, cow, sheep, cat), inanimate objects (flower, sun, pencil, school), familial relations (mother, father, sister, brother, grandmother, grandfather), and anatomical components (ear, mouth, head, arm, eye, nose).

2.1.4.2. Teachers’ Questionnaire

Brown (2001); defined questionnaires as written instruments that afford participants a collection of inquiries for response, either through the transcription of their answers or the selection of responses from pre-existing options. This questionnaire, as a research tool, involves a series of inquiries designed for collecting quantitative data from a diverse group of primary school English language teachers. It seeks to know teachers’ perceptions about the English language entrance profile of primary school pupils and their readiness to learn the English language. The design of this questionnaire was informed by an extensive review of relevant literature, existing tools, and consultations with experts, including the academic

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supervisor and experienced teachers to check its validity and reliability as well as usability. This collaborative approach guided the formulation of the questionnaire, which consisted of (16) items. Among these, (15) items were structured as closed-ended questions, while the last one was open-ended (**See Appendix 02**). The questionnaire was implemented using Google Forms and distributed online, through email and various Facebook and Messenger groups, to a sample of (50) primary school English teachers.

2.1.4.3. Pupils' Questionnaire

Primary school pupils' questionnaire was adopted by the researchers after a thorough examination of literature and previous research tools directed to very young sample of people. It is comprised of a total seven questions, with six of them being structured as closed-ended queries. The seventh question takes the form of statements, where respondents are required to indicate their level of agreement by choosing from options such as “agree”, “disagree”, or “neutral” (**See Appendix 03**). This questionnaire was administered through five schools to a sample of (172) second-grade primary school pupils to assess the extent to which they are ready and familiar with the English language. Furthermore, to obtain dependable data, the researchers personally instructed students in completing the questionnaire. Subsequently, each student was interviewed individually, and the researchers took great care to provide comprehensive explanations for every question to ensure the students' responses would be trustworthy. Obviously, the researchers used the pupils' mother tongue to administer the questionnaire since the pupils have no proficiency yet to enable them to read and respond to the English language written questions.

2.1.5. Pilot Study

“Every aspect of a survey has to be tried out beforehand to make sure that it works as intended” (Oppenheim, 1992, p. 47). In light of this comment, a pilot study was undertaken to enhance the methodological rigor and refine the research instruments employed in this study,

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which comprised a standardized test and a questionnaire administered to primary school pupils, and a questionnaire disseminated to primary school English language teachers. The primary aim of the pilot study was to assess the feasibility and practicality of data collection procedures and to identify and rectify potential issues in the research instruments. The pupils' test and questionnaire were initially administered to 30 pupils; similarly, a teachers' questionnaire distributed to 25 primary school English language teachers, to ensure clarity of instructions, time constraints, and suitability of the test items for the target age group. During the pilot study, feedback from participants was actively solicited to gauge the comprehensibility of the research tools items and to address any ambiguities or difficulties encountered. The information gathered from the pilot study informed subsequent refinements to the test and questionnaires, henceforth, they were modified to fit the target samples.

2.1.6. Statistical Tools of Data Analysis

To acquire the requisite dataset for addressing the research inquiries at hand, the collected data underwent processing through statistical analysis using the Statistical Package for Social Sciences (SPSS) software, version 20 for Microsoft and Microsoft Excel software, version 2007.

Below are the mathematical expressions representing the statistical measures employed within this investigation:

- Mean Calculation Formula: $\text{Mean}(\bar{x}) = \frac{\sum X_i}{n}$

(\bar{x}): represents the mean (average).

($\sum X_i$): signifies the sum of all individual values (X_i).

(n): represents the total number of values (number of participants) in the dataset.

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- Standard Deviation Formula: **Standard deviation (Sd)** = $\sqrt{\frac{(\Sigma X - \bar{x})^2}{n}}$

(Σ): signifies the summation (sum of).

(X): represents individual data points.

(\bar{x}): represents the sample mean value.

(n): represents the total number of values (number of participants) in the dataset.

2.2. Data Analysis and Discussion of Findings

This section reports the analysis of the data gathered from the participants of the study. Therefore, the results obtained from the primary school pupils' test and questionnaire, along with the results obtained from EFL teachers' questionnaire will be presented. The analysis of the findings will start first with the questionnaire of the teachers followed by the questionnaire and test of the pupils. Hence, each question addressed to the teachers and the pupils will be analyzed separately.

2.2.1. Pupils' Test Analysis and Interpretation

2.2.1.1. Overall levels of English beginner proficiency Analysis

After distributing the test and collecting data, the first analysis was conducted on data obtained from students' performance on the overall test. Table (03) below displays descriptive statistics of pupils levels on beginners English language proficiency levels as the whole test.

Table (03)

*Descriptive Statistics of Pupils Levels on Beginners English Language Proficiency Levels
(Whole Test)*

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| | N | Min | Max | Median | Mode | Mean | Std. Dev |
|--------------|----------|------------|------------|---------------|-------------|-------------|-----------------|
| Total scores | 172 | 0,00 | 20,00 | 0,50 | 0,25 | 4,74 | 6,49 |
| Valid N | 172 | | | | | | |

Note: Std.Dev: standard deviation; Min: minimum; Max: maximum; N=sample

The examination of the mean value ($X=4,74$), which represents a low level of proficiency, and the standard deviation value ($SD= 6,49$), which is a bit higher than the mean value indicating a wide dispersion of scores within the sample, besides the mode value ($Mo= 0, 25$), which reveals that the most repeated score is the low score of $0,25$, in addition to the median ($Md=0,5$) which is a very low value indicating that 50% of the pupils scores are below the low score of 0.5 out of a total of $20/20$, confirms that the majority third year primary pupils hold weak levels of English language knowledge.

Further detailed analysis of the frequencies and percentages of scores is conducted to confirm the above findings. Table (04) below represents the distribution of pupils levels intervals.

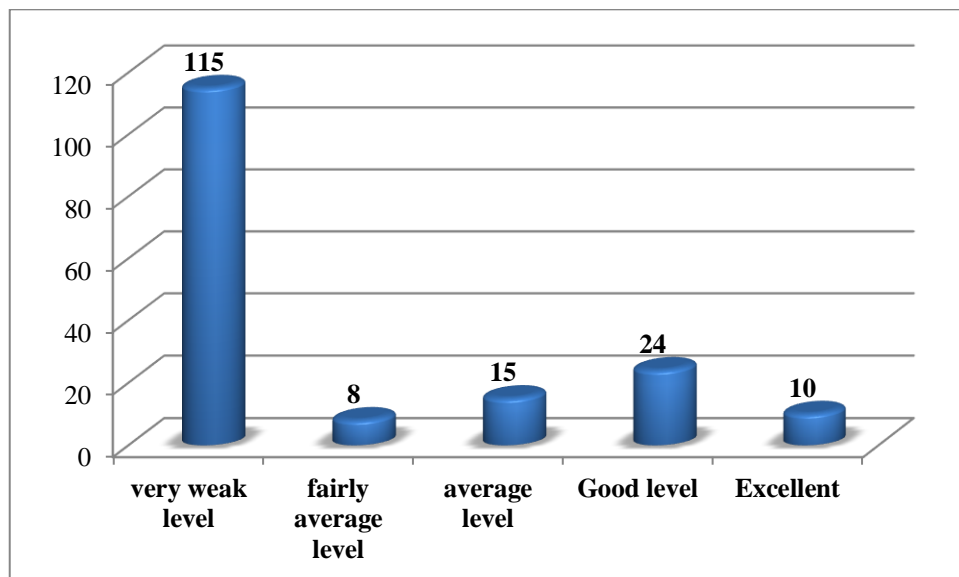
Table (04)

The distribution of pupils English language proficiency levels intervals

| | Frequency | Percentage |
|----------------------|------------------|-------------------|
| Very weak level | 115 | 66,9% |
| Fairly average level | 8 | 4,7% |
| Average level | 15 | 8,7% |
| Good level | 24 | 14,0% |
| Excellent | 10 | 5,8% |
| Total | 172 | 100,0 |

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From Table (04) above it is clear that the majority of pupils (115 pupils, 66.9%) belong to the very weak level interval. The rest of pupils were distributed along the indicated levels only 5.8% of the pupils hold excellent levels of English. This suggests a significant number of students are starting with a limited foundation in English A number of (24) pupils (14%) are good. (4.7%) and (8.7%) are fairly average and average respectively, which means that that some students have reached a basic average level of English competence. Nevertheless, these data confirm the finding revealing that overall level of pupils is very weak. Graph (02) below clearly displays this findings.



Graph (02) Bar Chart of the distribution of pupils English language proficiency levels intervals.

To examine the strengths and weaknesses of the primary school pupils in relation to the English language, the examination was structured to evaluate two specific facets of language competency: namely, “Basic English Knowledge” and “Recognition”. Subsequently, a detailed analysis was undertaken on the outcomes derived from these sections of the examination as follows:

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2.2.1.2. Analysis and Interpretation of Section 01: Basic English Knowledge

Further analysis was conducted to specifically examine the points of strength and weakness of the pupils’ performance in the test. The first section of the test’ data are displayed in Table (05) below.

Table (05)

Descriptive statistics of Pupils Basic English knowledge Levels (1st section of the test)

| | N | Min | MAX | Mean | Std.Dev |
|---------------|----------|------------|------------|-------------|----------------|
| Basic English | 172 | 00 | 10 | 2.2006 | 2.89442 |
| Valid N | 172 | | | | |

The examination of the mean value ($X=2.2006$), which represents a low level of proficiency in Basic English knowledge, and the low value of Std.Dev ($Sd= 2.89442$) indicates that the score intervals are not widely spread, indicating that most scores cluster around the mean, this confirms that the majority of third year primary pupils hold weak levels of basic English language knowledge.

Further detailed analysis of the frequencies of scores is conducted to confirm the above finding. Table (06) represents the distribution of pupils’ levels intervals in the first section.

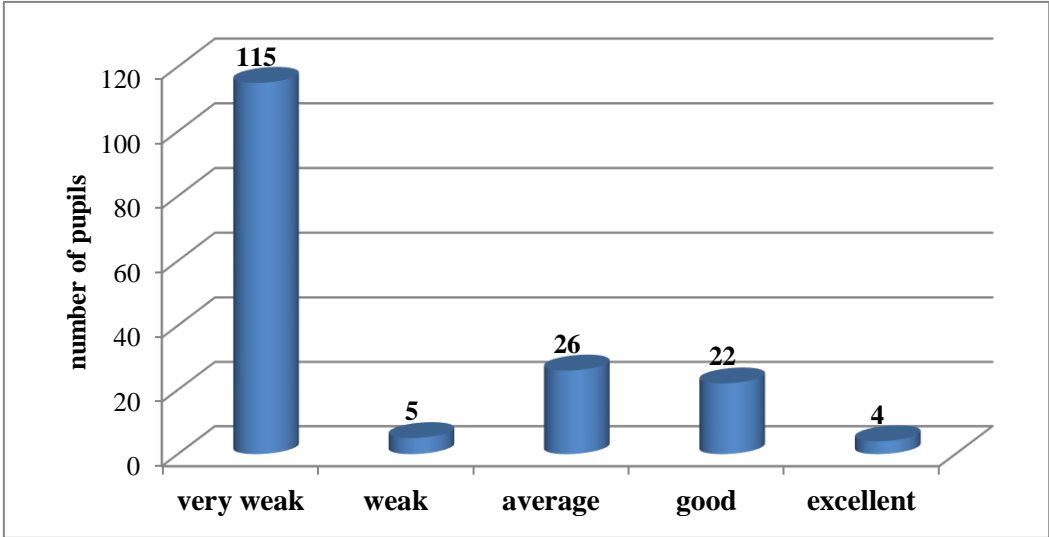
Table (06)

The distribution of pupils English language proficiency levels intervals in Section 1

| | Frequency | Percentage % |
|----------------------|------------------|---------------------|
| Very weak level | 115 | 66.9 |
| Fairly average level | 5 | 2.9 |
| Average level | 26 | 15.1 |
| Good level | 22 | 12.8 |
| Excellent | 4 | 2.3 |
| Total | 172 | 100,0 |

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The data presented in Table (06) above reveals that most students, specifically 115 pupils (equivalent to 66.9% of the total), belong to the very weak basic English proficiency level. The remaining students are distributed across the specified proficiency levels, with only a small percentage, 2.3%, achieving an excellent proficiency level. A total of 22 pupils (12.8%) are categorized as good, 15.1% are rated as average, and a mere 2.9% are classified as weak. These statistics affirm that despite the presence of a noteworthy number of students in the "average" to "excellent" categories, the overall English proficiency level of the student population remains at a "very weak" level. Graph (03) below clearly displays this finding.



Graph (03) Bar chart of the distribution of pupils’ Basic English language proficiency levels intervals (Section 1)

2.2.1.3. Analysis and interpretation of section 02: Pupils’ Recognition

The second section of the test (see section 02, Appendix 01) was designed to explore the recognition level of the pupils. Table (07) below displays descriptive statistics of pupils’ recognition proficiency level.

Table (07)

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Descriptive statistics of pupils' recognition proficiency level

| | N | Min | Max | Mean | Std. Dev |
|-------------|-----|-----|-----|--------|----------|
| Recognition | 172 | 00 | 10 | 2,3523 | 3,72185 |
| Valid N | 172 | | | | |

Note: Std.Dev: standard deviation; Min: minimum; Max: maximum; N=sample

Table (07) above provides a comprehensive overview of the descriptive statistics pertaining to pupils' performance in the recognition section. The analysis of the mean value ($X=2.3523$) reveals a discernible expression of low proficiency levels among the participants. Furthermore, the standard deviation value ($SD=3.72185$), slightly surpassing the mean value, underscores the presence of a substantial dispersion of scores within the sample. This observation implies a marked heterogeneity in student performance, with some achieving notably high scores while others register considerably lower ones. In light of these statistical findings, it is reasonable to conclude that a prevailing deficiency in recognition skills characterizes the majority of pupils.

Subsequent to the aforementioned observations, a more detailed examination of the score frequencies and corresponding percentages is undertaken to validate the above findings. Presented in Table (08) below are the delineated performance level intervals of the recognition section as pertaining to the pupils.

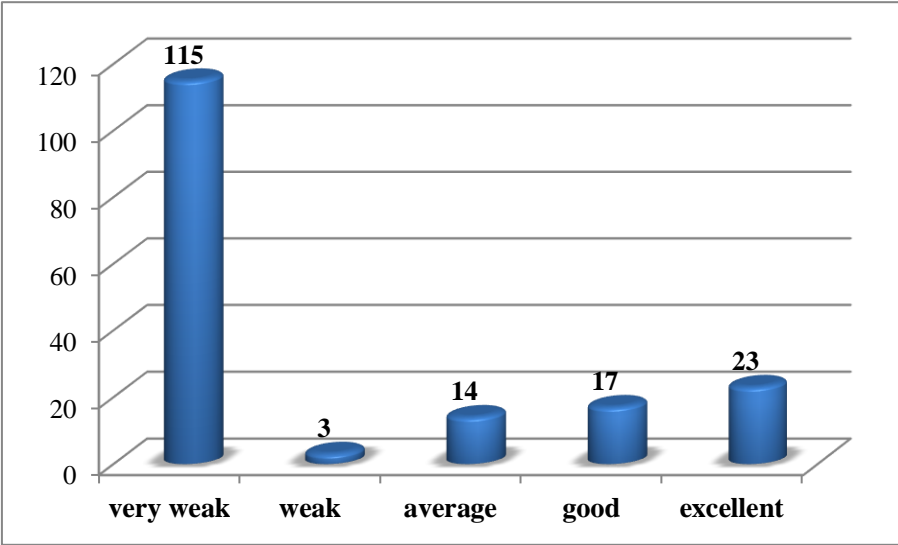
Table (08)

Frequency distribution of pupils' recognition proficiency levels intervals

| | Frequency | Percentage% |
|----------------|-----------|-------------|
| very weak | 115 | 66,9 |
| Fairly Average | 3 | 1,7 |
| Average | 14 | 8,1 |
| Good | 17 | 9,9 |
| Excellent | 23 | 13,4 |
| Total | 172 | 100,0 |

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From tabulated data above it is clear that the largest group of pupils, consisting of (115) pupils or approximately (66.9%) of the sample, falls within the “very weak” level interval. This is a significant majority, indicating that a substantial proportion of the pupils performed inadequately in the recognition section. Conversely, a minimal proportion of the pupils, specifically (1.7%), are categorized within the “weak” level. A total of (14) pupils, constituting (8.1%) of the sample, are classified as “average” in their performance, indicating moderate level of proficiency. Notably, (9.9%) and (13.4%) of the students are classified under the “good” and “excellent” categories, respectively. This denotes that a relatively small, yet noteworthy proportion of pupils demonstrated proficiency levels exceeding the established average. Nevertheless, the overall level of pupils in recognition is very weak. Graph (04) below clearly displays these findings.



Graph (04) Bar Chart of the distribution of pupils’ recognition proficiency levels intervals

2.2.2. Pupils’ Questionnaire Analysis and Interpretation

After collecting data from pupils’ questionnaire, the obtained data was analysed and interpreted. The initial item (01) of primary school pupils’ questionnaire aimed to know

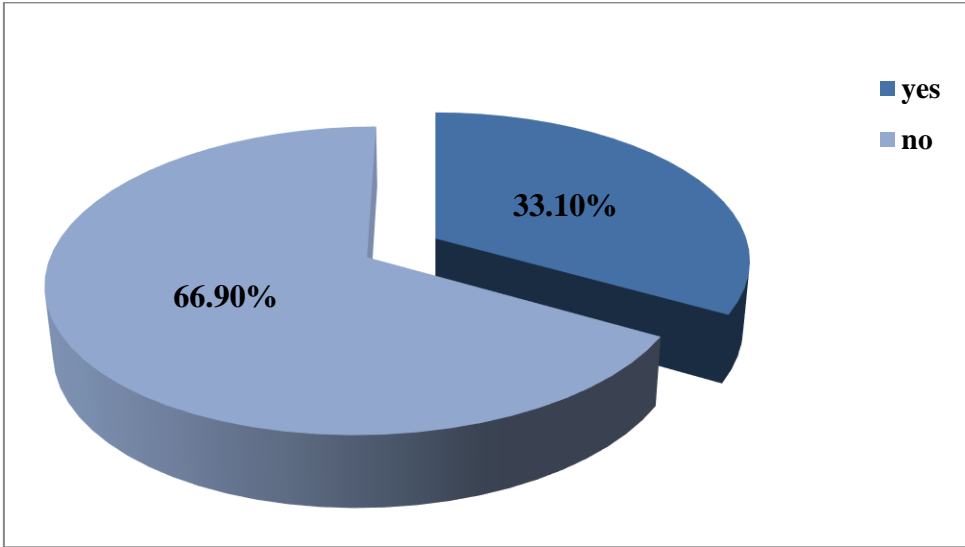
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whether they had prior exposure to learning English or not. Responses are organized in the following Table (09) and Graph (05) below:

Table (09)

Pupils' Prior Knowledge about English

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes | 57 | 33,1 |
| No | 115 | 66,9 |
| Total | 172 | 100 |



Graph (05) *Prior Knowledge about English*

The tabulated data and the Graph (05) above show that out of the total respondents, (57) primary school pupils (33,1%) indicated that they had prior exposure to learning English, while a larger group of (115) respondents (66,9%) had not received any prior English language instruction. This suggests that a significant portion of the primary school pupils

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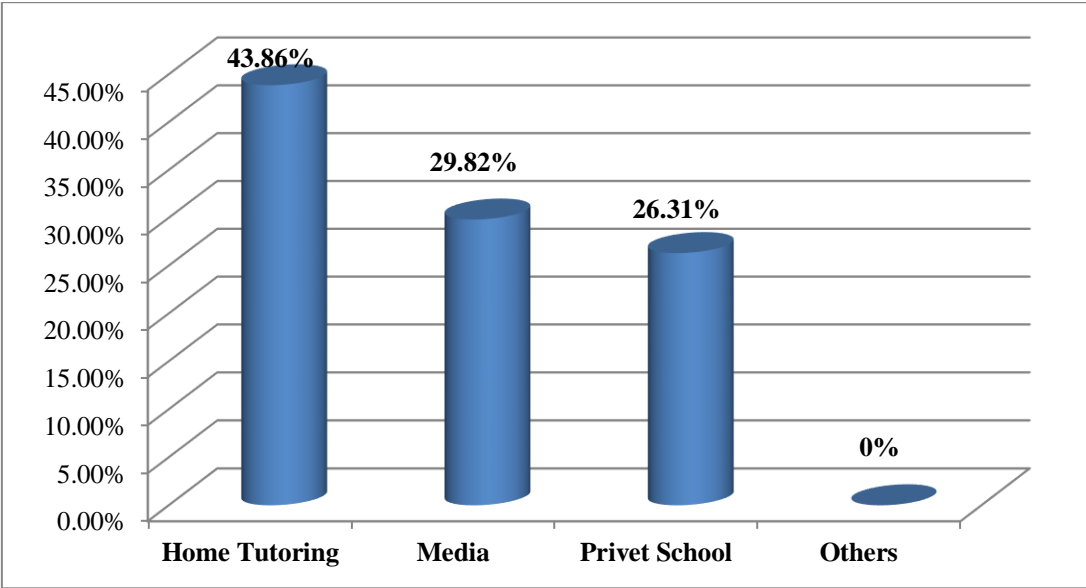
surveyed had not been exposed to English education before entering their current educational context.

The second item (02) was designed for the (57) respondents who answered “Yes” to the initial question, it seeks to inquire about the source of their English learning. Respondents were provided with multiple-choice options for this question. Answers are organized in Table (10) and Graph (06) below:

Table (10)

Sources of Primary School English Learning

| Categories | Frequency | Percentage (%) |
|----------------|-----------|----------------|
| Home tutoring | 25 | 43,86 |
| Private school | 15 | 26,31 |
| Media | 17 | 29,82 |
| Others | 00 | 00 |
| Total | 57 | 100 |



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Graph (06) *Sources of Primary School English Learning*

According to the tabulated data and Graph (06), the (57) pupils who had prior exposure to English learning have acquired their English language skills from various sources. A notable portion of 25 pupils (43, 86%) of those who had learned English before received instruction through “Home Tutoring”. The data also show that a considerable number of primary school pupils, specifically (17) pupils, (29, 82%) learned English through “Media”, which could include television, online resources, or other forms of media. Conversely, a comparatively smaller yet still significant contingent of respondents, numbering (15) pupils (26.31%), opted for “Private School” education to foster their English language skills. Lastly, none of the pupils offered further suggestions in this regard.

Item (03) seeks get an in depth understanding to the pupils Exposure to language via English cartoons, songs and stories. The results of their answers are displayed in the following Table (11) and Graph (07), respectively, below:

Table (11)

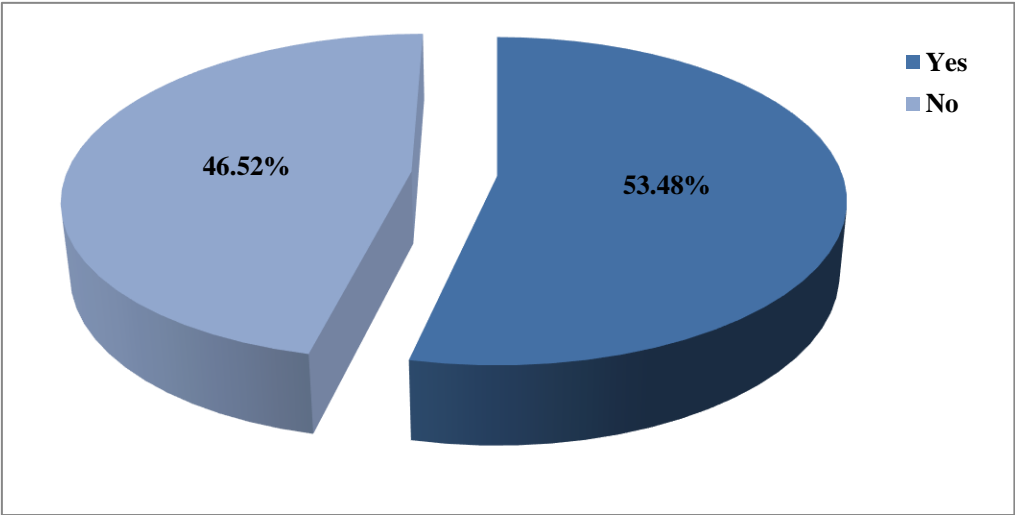
The Exposure to English language via Media

| Statements | Yes | No |
|----------------|-------|-------|
| Pupils | 92 | 80 |
| Percentage (%) | 53.48 | 46.52 |

Question (03) investigates the different sources through which third-year primary school pupils are exposed to Extramural English on a daily basis, including avenues such as English cartoons, songs, or stories. The data presented in Table (11) provides insights into the extent of this exposure among the student population. According to the findings, a significant majority, precisely 53.48% or 92 pupils, have regular exposure to the English language

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through media sources. Contrariwise, 46.52% of pupils do not have any exposure to the English language via media in their daily activities. This indicates that more than half of the students actively engage with English content through mediums such as cartoons, songs, or stories as part of their daily routines. These data is graphically presented in Graph (07) below.



Graph (07) *The Exposure to English language via Media*

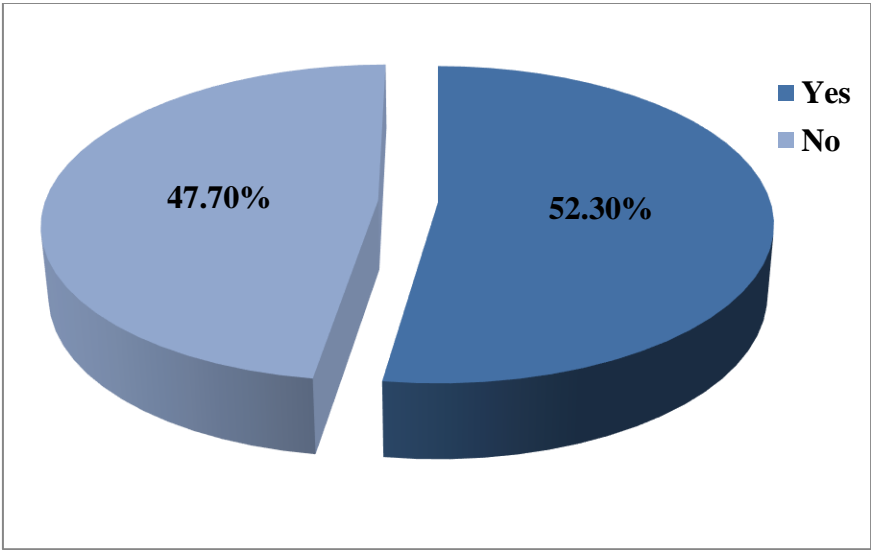
The following item, Item (04), seeks to ascertain whether the primary school pupils have any close relatives who possess proficiency in the English language. The results of their answers are displayed in the following Table (12) and Graph (08), respectively, below:

Table (12)

Primary School Pupils who have English Speaking Relatives

| Options | Frequency | Percentage |
|---------|-----------|------------|
| Yes | 82 | 47,67% |
| No | 90 | 52,33% |
| Total | 172 | 100% |

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Graph (08) *Primary School Pupils who have English Speaking Relatives*

Table (12) and Graph (08) indicate that out of 172 primary school pupils 82 pupils, comprising of (47,7%), responded affirmatively, while 90 pupils, (52,3%) of them answered negatively.

The following item (05) is designed specifically for pupils who answered “Yes” to the previous query, to gather further details about which specific relatives use the English language in their environment, and includes options for “Parents”, “Siblings”, and allows for specifying “Other Relatives”. Further details are shown in Table (13) and Graph (09) below:

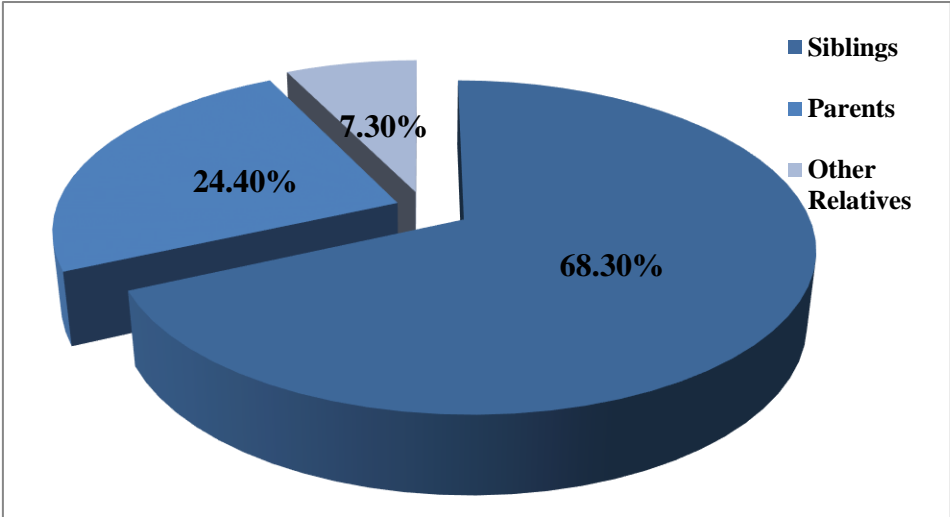
Table (13)

Primary School Pupils’ Relatives who Speak English

| Categories | Frequency | Percentage (%) |
|------------|-----------|----------------|
| Parents | 20 | 24,39 |
| Siblings | 56 | 68,29 |

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| | | |
|-----------------|----|-------|
| Other relatives | 06 | 07,32 |
| Total | 82 | 100 |



Graph(09) Primary School Pupils’ Relatives who Speak English.

Table (13) and Graph (09) show that approximately (24, 4%) of the pupils with English-speaking relatives mentioned “Parents”. This suggests that a portion of the pupils is influenced by their parents’ proficiency in English, which can impact their language development and learning opportunities. Conversely, a significant majority of these pupils (68, 3%) indicated “Siblings” as the primary family members possessing English language skills. Additionally, a minority percentage (07, 3%) of respondents referenced “Other Relatives”, encompassing categories such as cousins, aunts, and grandparents, as individuals within their family members who are proficient in English.

The following item (06) is designed specifically for pupils who answered “Yes” to the forth question, to gather further details about whether these relatives often use English language at home or not .Further details are shown in Table (14) and Graph (10) below:

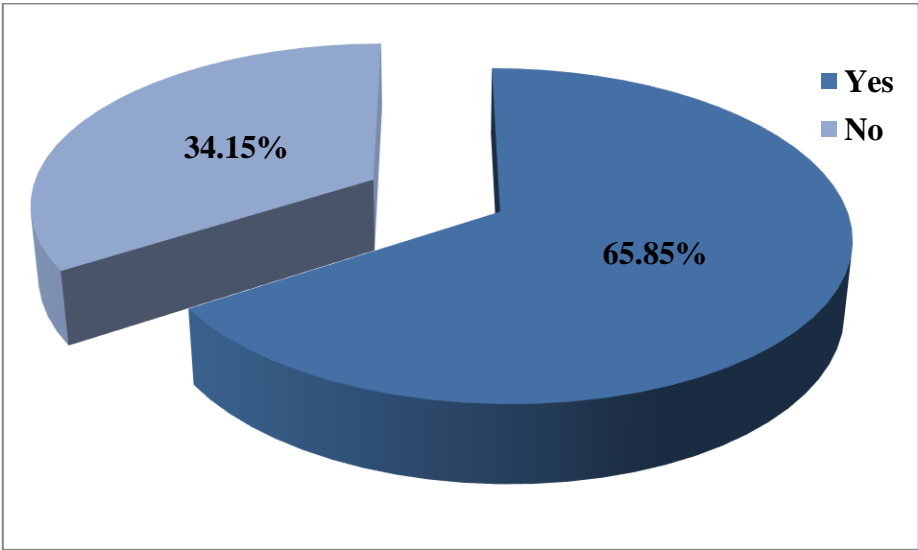
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Table (14)

The role of close relatives in providing English language exposure to third year pupils

| Statements | Yes | No | Total |
|----------------|-------|-------|-------|
| Pupils | 54 | 28 | 82 |
| Percentage (%) | 65.85 | 34.15 | 100 |

The analysis of data from Question (06) serves as an extension of the findings from Question (04). The purpose behind this extension is to gain a deeper understanding of the extent to which close relatives, who are proficient in English, contribute to the pupils' exposure to the language in their home environment. The results, as presented in Table (14), reveal that 65.85%, of the close relatives surrounding the pupils do indeed utilize English on a daily basis within their homes. This observation indicates that a significant portion of these pupils have the advantage of consistent exposure to English through the language practices of their close family members. In contrast 34.15%, of the close relatives do not use English in their daily interactions at home. This implies that there is also a considerable subset of pupils who may not have this linguistic exposure within their immediate family context. These results are presented in the Graph (10) below:



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Graph (10) *The role of close relatives in providing English language exposure to third year pupils*

The following item (07) seeks to investigate the extent of pupils’ interest and willingness to learn English; how often do they use or hear the language in their entourage; and whether they find learning it easy .Further details are shown in Table (15) below.

Table (15)
Descriptive Analysis of Third-Year Students' Attitudes toward English Language Acquisition and Their Linguistic Environment Exposure

| Statements | Agree | Neutral | Disagree |
|--|--------|---------|----------|
| A. I find learning English interesting. | 162 | 00 | 10 |
| | 94.18% | 00% | 5.82% |
| B. I am ready and willing to learn English next year. | 172 | 00 | 00 |
| | 100% | 00% | 00% |
| C. I often hear/use English words in my entourage. | 94 | 01 | 77 |
| | 54.65% | 0.58% | 44.77% |
| D. I find learning English easy | 60 | 93 | 16 |
| | 34.88% | 54.06% | 11.06% |

Table (15) sheds light on the pupils’ perceptions of learning English in the analysis of statements (A), (B) and (D) and the extent of their exposure to the language within their environment in statement (D) analysis.

First, analysis of statement (A) shows a great percentage of 90.18% of pupils, representing 162 individuals, interested in learning English as a second FL in third year primary school. This leaves only 5.82 % or 10 pupils who show no interest in learning

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English. These results reflect a positive attitude on the value of English language proficiency at this stage of their academic journey.

Second, analysis of statement (B) reveals strong readiness and enthusiasm to learn English amongst third year graders. It show that every single pupil, constituting a full 100% of the students sample, is willing and eager about learning English irrespective of any potential factors or obstacles that might be perceived as hindrances.

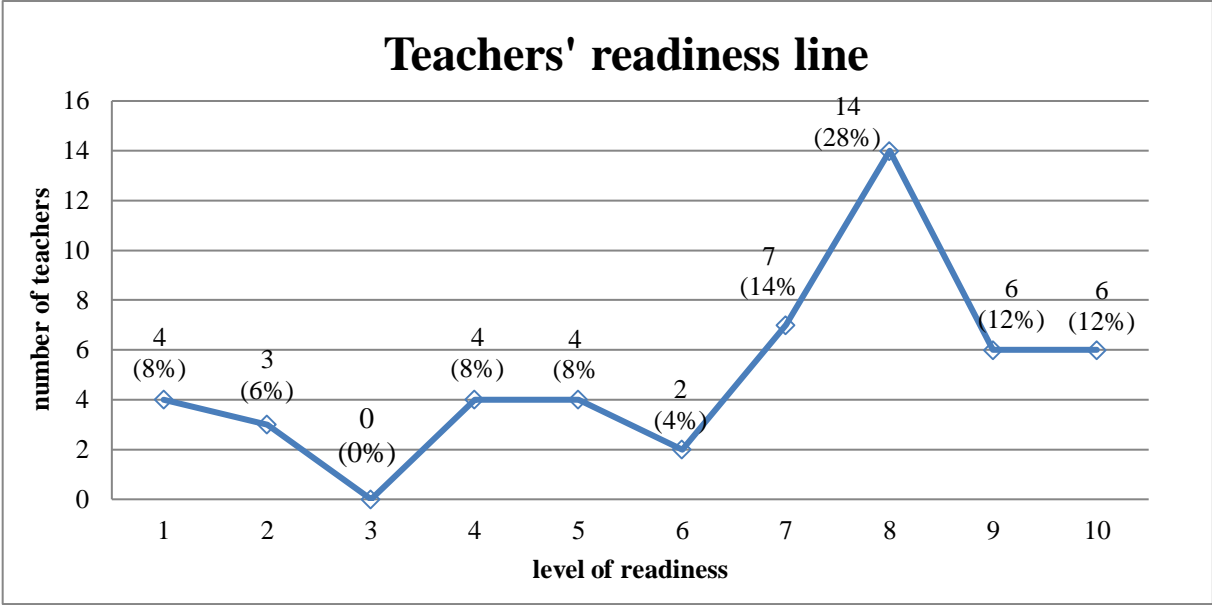
Statement (C) investigates the exposure to English language in out of school settings. Data presented in table (15) reveals that 54.65% of pupils are exposed to English language on daily basis, either through media or interactions with people around them. While 54.65% may represent a good number of 94 pupils, a remarkable 44.77% of pupils, or 77 individuals, have no exposure to English language whatsoever. This lack of exposure may act as an obstacle in the learning process as it means that around half the pupils have no fundamental prerequisites.

Finally statement (D) is of high importance to the current study as it offers insights into the pupils' perceptions regarding the English language learning process. The data presented in Table (15) indicates that 34.88% (60 pupils) of the respondents express a positive view, agreeing that learning English as a second foreign language will be an easy task, while a smaller proportion, 11.06% (19 pupils), holds a contrary belief. Notably, the largest subgroup, comprising the majority at 54.06% (93 pupils), maintains a neutral attitude toward the language learning process.

2.2.3. Teachers' Questionnaire Data Analysis and Interpretation

2.2.3.1. The Professional Background of the Teacher

Item (01) seeks to investigate the teachers' level of readiness to teach young novice English language learners. Further details are shown in Graph (11) below:



Graph (11) *Descriptive Data of the Teachers' Level of Readiness to Teach EFL Young Learners*

This linear chart presents the different levels of instructors' readiness to teach English as a second foreign language to primary school third graders. These data can be divided into 3 distinct levels of readiness. Low level of readiness (1-4): Graph (11) demonstrates a minority of 22% that shows a degree of unpreparedness when it comes to instructing entry-level language learners, totaling of 15 teachers. These data include 14% with a very low level of readiness of only 1/10 and 2/10 representing 7 teachers. It also includes 8%, or 4 teachers, possessing a 4/10 level of readiness. This observed lack of readiness among a subset of teachers may be due to their limited experience in this instructional domain.

Moderate level of readiness (5-7): a mere 26%, signifying 13 teachers, exhibit a moderate level of readiness, with a notable prevalence of 14% in this subset, equivalent to 7 teachers, demonstrating a good level of readiness, rated at 7 out of 10. This is succeeded by 8% and 6% of teachers, demonstrating a moderate level of readiness, rated at 5 out of 10 and 6 out of 10, respectively.

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High level of readiness (8-10): It is evident that, despite a predominant population of inexperienced teachers, a considerable noteworthy still demonstrates a high level of readiness. Specifically, the data illustrates that 52% of the respondents, equivalent to 26 teachers, exhibit a high level of readiness. This high readiness level comprises 12% with a perfect level of 10 out of 10, another 12% with a level of 9 out of 10, and 28% with an 8 out of 10 readiness level, constituting 6, 6, and 14 teachers, respectively.

2.2.3.2. The Significance of Entrance Profile Tests

Item (02) inspects the use of diagnostic tests amongst primary school English teachers. Further details are shown in Table (16) below:

Table (16)

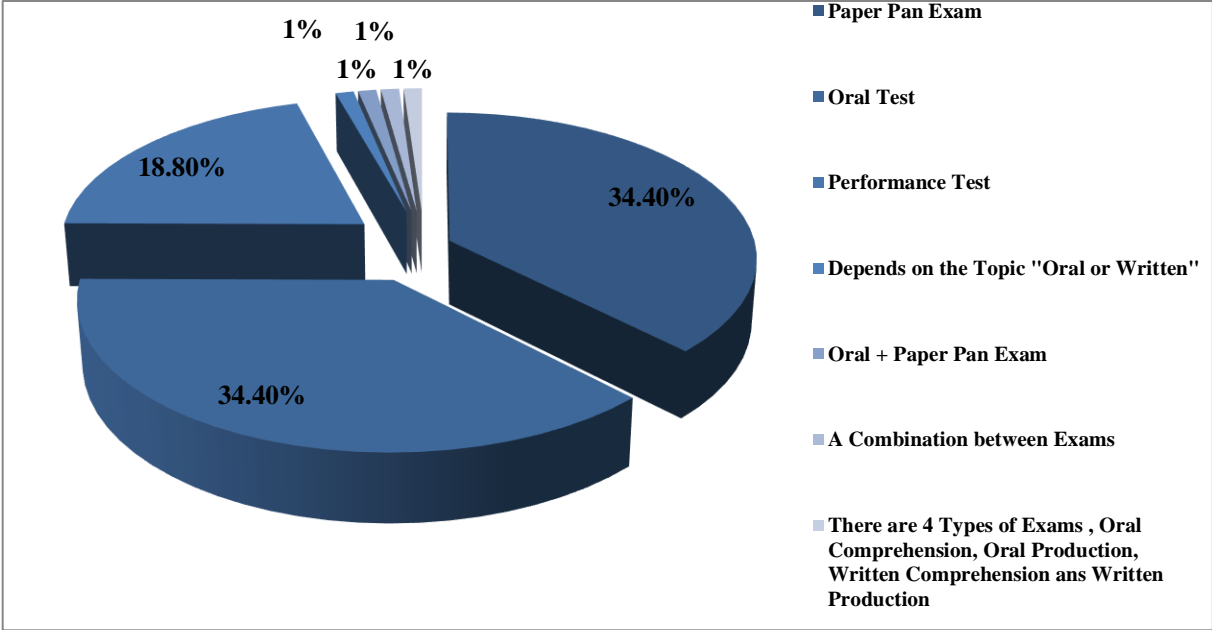
Teachers’ perspectives about conducting an entrance profile test

| Statements | Yes | No |
|----------------|-----|----|
| Respondents | 30 | 20 |
| Percentage (%) | 60 | 40 |

The data above reveals that 60% of teachers utilize diagnostic tests to assess their students' English proficiency, while 40% do not. This question was followed by two clarification questions to comprehend better understanding of the specific types of tests employed by teachers and their perspectives on the importance of conducting diagnostic assessments.

The following item (03) is designed specifically for Teachers who answered “Yes” to the previous query. It aims to study the different diagnostic tests conduct by teachers to reveal the pupils’ entrance profiles. Further details are shown in Graph (12) below:

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Graph (12) *The Variety of Assessment Tools used by teachers*

This pie chart demonstrates the variety of diagnostic tests conducted by teachers, there was a variety of answers. The findings indicate that a group of teachers, around 34.4% of respondents, opt for written tests using pen and paper, and a similar percentage of respondents favor oral tests, which is the most common choice among teachers. Another group of teachers, about 18.8%, prefer performance tests, which can be practical assessment of an individual's abilities compared to traditional written or oral tests. A smaller group of teachers around 12.4% opt for a combination of both oral and written tests.

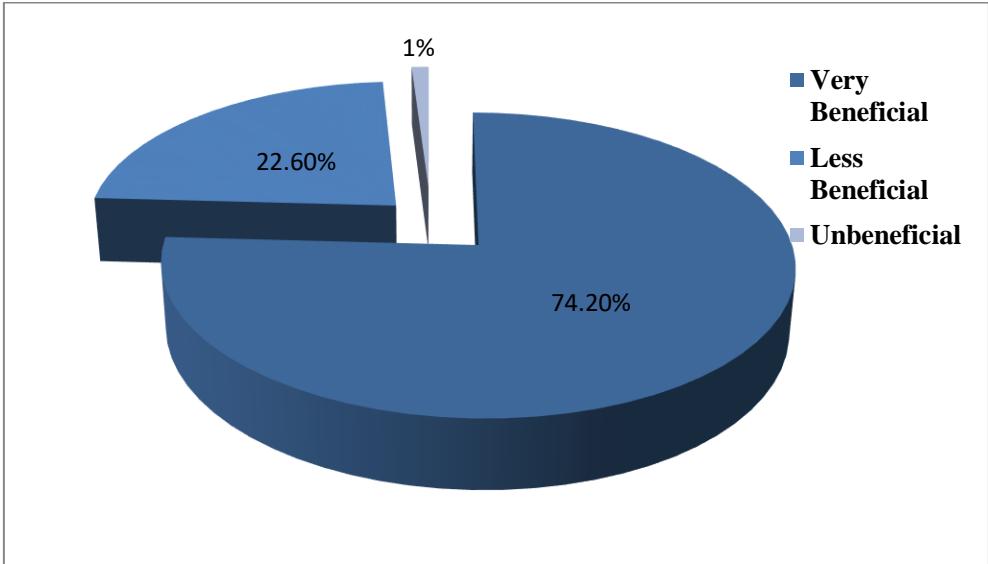
The following item (04) is designed specifically for teachers who answered “No” to the second question. It reveals to what extent teachers think that administrating an English language prerequisites diagnostic test for third year primary school EFL pupils would be beneficial. Further details are shown in Table (17) and Graph (13) below

Table (17)

Teachers’ opinion regarding the importance of administrating a diagnostic test

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| Statements | Respondents |
|-----------------|-------------|
| Very beneficial | 14 |
| Less beneficial | 5 |
| Unbeneficial | 1 |



Graph (13) *The importance of diagnostic tests to teachers*

As demonstrated in Table (17), a significant number of teachers do not administer any entrance profile tests. Consequently, we posed question 6 to explore their perspectives on the potential benefits of conducting English language prerequisites diagnostic tests for third-year primary school EFL students. The accompanying pie chart Graph (13) reveals that despite the absence of diagnostic testing practices among a considerable portion of the surveyed teachers, a majority, specifically 74.2% of them acknowledge the high significance of conducting such tests. Conversely, 22.6% attribute lesser importance to diagnostic tests, while a minority of 3.2% believes them unbeneficial. The following section investigates the primary school pupils as novice EFL learners, in items (05) to (14).

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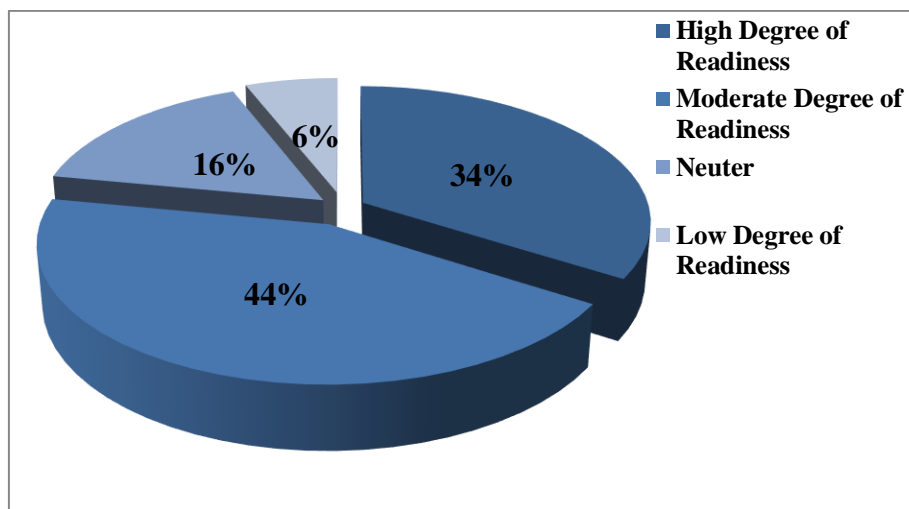
2.2.3.3. Second Year Primary School Graders as Novice EFL Learners

The following item (05) investigates the teachers' perspective on pupils' readiness to learn English. Further details are shown in Table (18) and Graph (14) below

Table (18)

Teachers' perspective on pupils' readiness to learn EFL

| Statements | Respondents | Percentage (%) |
|------------------------------|-------------|----------------|
| High degree of readiness | 17 | 34 |
| Moderate degree of readiness | 22 | 44 |
| Neutral | 8 | 16 |
| Low degree of readiness | 3 | 6 |



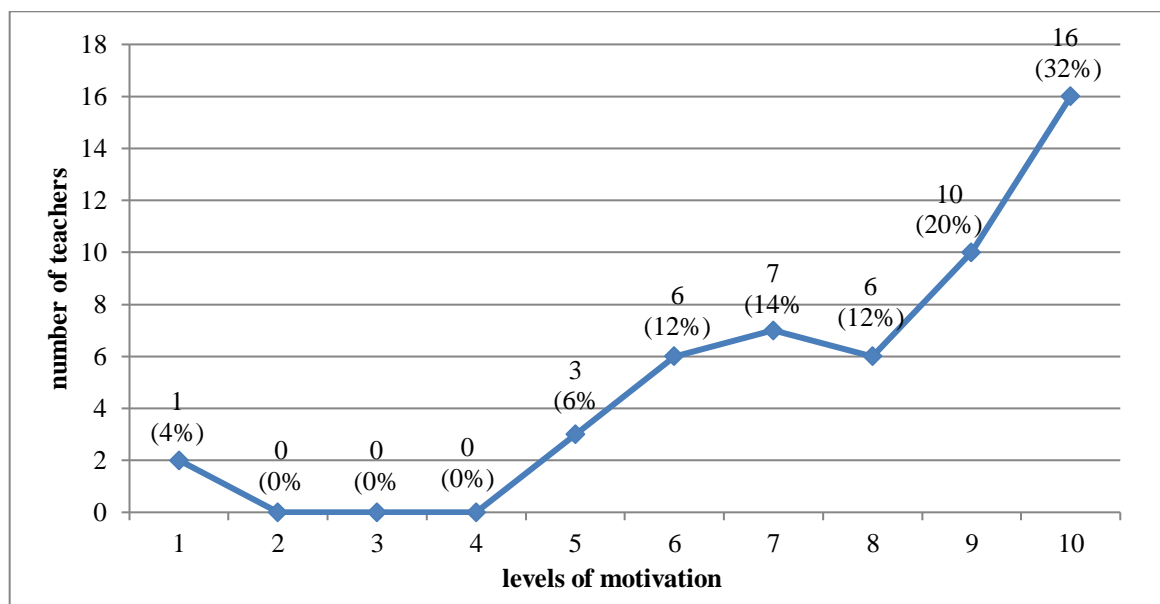
Graph (14) *Teachers' perspective on pupils' readiness to learn EFL*

This question contributes significantly to the present study as it sheds light on the readiness of third-year primary school pupils to learn English as a second foreign language, as perceived by their instructors. It seeks to determine whether these pupils possess the cognitive and educational abilities necessary for English language acquisition. The data, presented in both table and pie chart formats, reveal that 17 teachers strongly believe that the pupils are well-prepared for EFL learning, with an additional 22 teachers considering them moderately

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ready. In contrast, 8 teachers maintain neutral opinions on the pupils' readiness, while 3 teachers express the belief that the pupils are not prepared. In terms of percentages, this breakdown translates to 34% of teachers believing the pupils are highly ready, 44% considering them moderately ready, 16% holding neutral opinions, and only 3% perceiving the pupils as not ready. Ultimately, these findings highlight a majority of 78% of teachers who view these novice language learners as highly prepared and capable of successfully learning English, contrasting with a minimal 3% who hold a contrary perspective.

The following item (06) explores the teachers' perspective on the pupils' motivation to study English. Further details are shown in Graph (15) below:



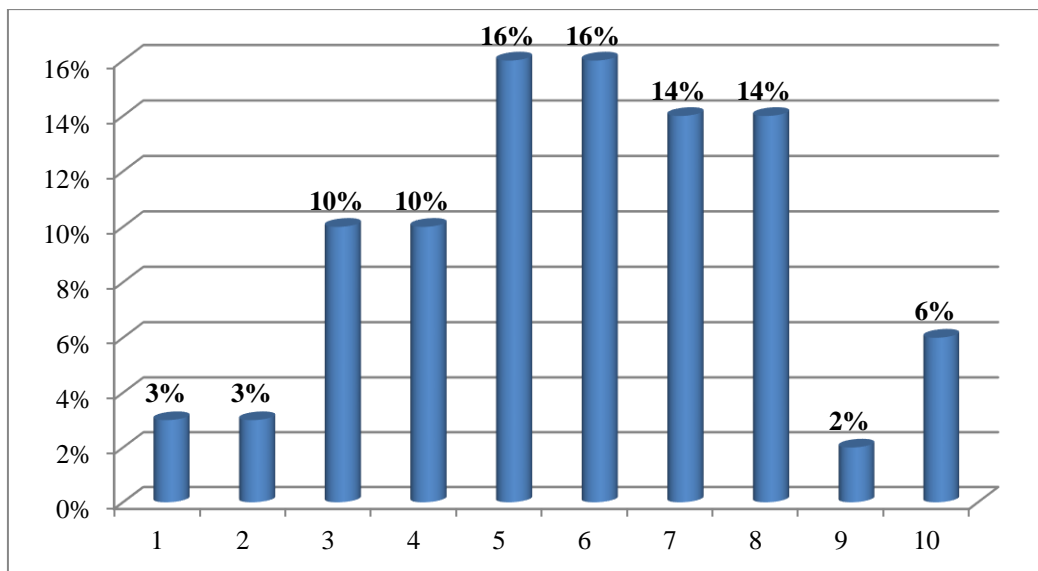
Graph (15) *Third Year Pupils' Motivation towards Learning English.*

The presented linear chart above provides a comprehensive illustration of the various levels of motivation showed by pupils towards learning the English language, as perceived by their instructors. Specifically, it reveals that a significant portion of teachers, constituting 32% or 16 individuals, characterize their students' motivation as exceptionally high, signifying a maximum rating out of 10 on the motivation scale. Furthermore, a substantial majority,

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encompassing 58%, 29 teachers, express the view that their pupils exhibit a high degree of motivation in their English language learning process. In addition to these highly motivated categories, a smaller portion; approximately 6%, or 3 teachers, describe the pupils as displaying a moderate level of motivation; while only 4%, 1 teacher, observes a relatively low level of motivation among the students. Overall, 90% of the teachers surveyed believe that their students are highly motivated to learn English, highlighting a widespread perception of strong student motivation, while only a small minority sees lower enthusiasm for English language learning.

The following item (07) has been devised to evaluate the extent of familiarity and the degree to which primary school pupils are conversant with the English language, as perceived by their educators. This query was formulated in the format of a rating scale, spanning from 01 (indicating unfamiliarity) to 10 (indicating familiarity). The subjoined Graph (16) below illustrates the distribution of responses and their respective proportions across the entire scale.



Graph (16) *Familiarity of Primary School Pupils with the English language.*

As depicted in Graph (16) above, the responses from the participants can be stratified into 03 distinct tiers of familiarity.

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Low Familiarity (scale 1-4): a cumulative cohort of 16 teachers, comprising (32%) of the total respondents, articulated the perspective that primary school pupils possess a limited degree of familiarity with the English language. This categorization encompasses (03) respondents at scale 1, (03) at scale 2, (05) at both scale 3 and scale 4. This observation underscores a noteworthy consensus among teachers regarding the limited degree of English language familiarity among primary school pupils.

Moderate Familiarity (scale 5-7): a larger number of 23 teachers, corresponding to (46%) the whole sample concurred in assessing primary school pupils as moderately familiar with English. (08) Respondents positioned at both scale 5 and scale 6, and (07) at scale 7. This finding indicates the view point held by a majority of teachers that pupils possess a discernible level of familiarity with the language though not to an extensive degree.

High Familiarity (scale 8-10): a minority faction, comprising merely (22%) of teaching cohort, specifically 11 individuals distributed across scale 8, scale 9, and scale 10 (comprising 07, 01, and 03 respondents, respectively), espoused the belief that primary school pupils exhibit a high level of familiarity with the English language. Which implies that a comparatively smaller portion of teachers perceive the pupils to possess a substantial degree of familiarity with the language.

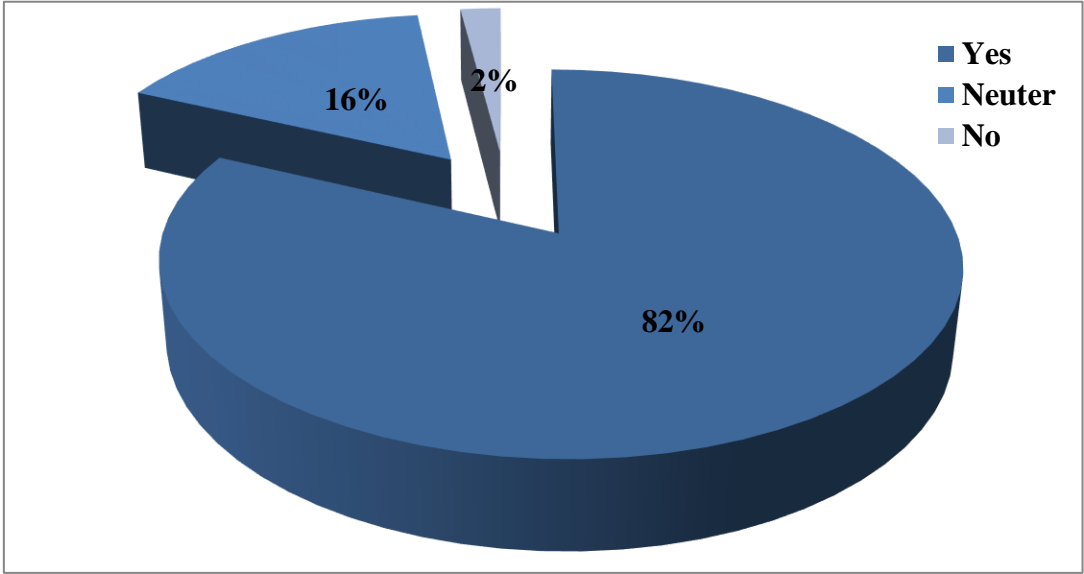
Item (08) was formulated with the objective of assessing teachers' perspectives regarding the suitability of primary school pupils' cognitive abilities for acquiring EFL. The empirical findings are presented in Table (19) and Graph (17) below.

Table (19)

Teachers' Opinions about the Suitability of Primary School Second Graders' Cognitive Abilities to Learn English

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| Statements | Frequency | Percentage (%) |
|------------|-----------|----------------|
| Yes | 41 | 82% |
| Neutral | 08 | 16% |
| No | 01 | 02% |
| Total | 50 | 100% |



Graph (17) *Teachers’ Opinions about the Suitability of Primary School Second Graders’ Cognitive Abilities to Learn English*

The tabulated data as well as the graphical representation above, collectively illuminate that a substantial majority of teachers, amounting to (82%), expressed a belief in the adequacy of these pupils’ cognitive abilities to learn English. In contrast, a mere 2% of respondents held an opposing viewpoint, while the remaining 16% adopted a “Neutral” stance, indicating either uncertainty or a lack of firmly held opinions on this matter.

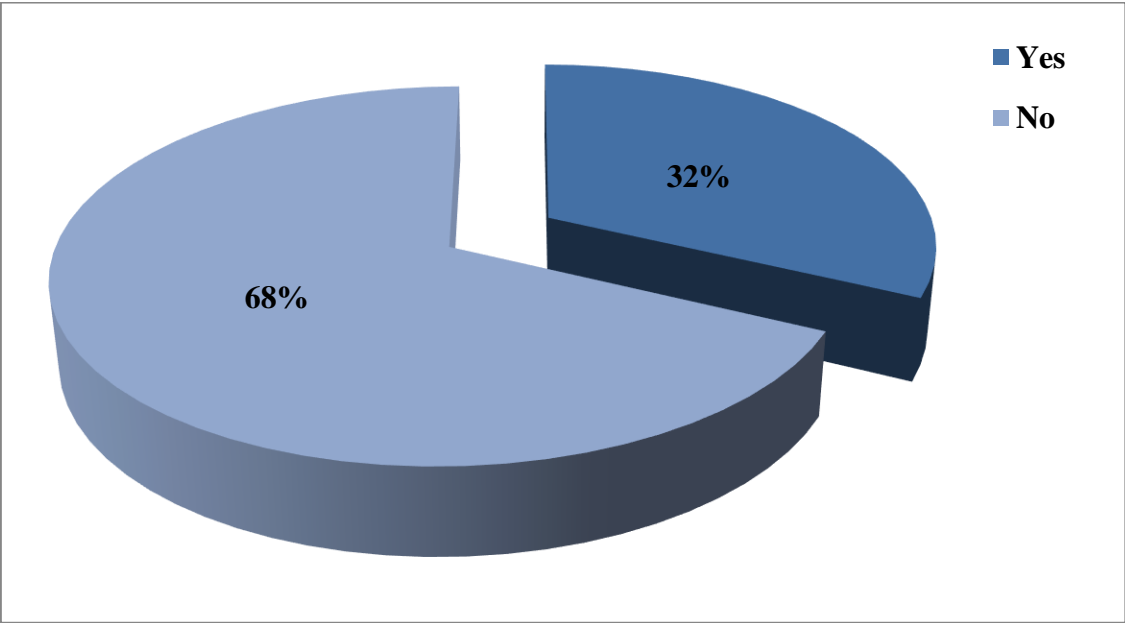
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Item (09) is designed to assess teachers' convictions regarding whether young learners exclusively attain proficiency in the English language within formal educational contexts. The data derived from this inquiry is presented in Table (20) and Graph (18) below for visual reference.

Table (20)

Teachers' Beliefs Regarding Whether Pupils Acquire English Language Exclusively in the Classroom

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes | 16 | 32% |
| No | 34 | 68% |
| Total | 50 | 100% |



Graph (18) *Teachers Beliefs Regarding Whether Pupils Acquire English Language Exclusively in the Classroom*

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An examination of both Table (20) and Graph (18) unequivocally demonstrates that the majority of educators, comprising a substantial proportion of (68%), responded negatively, reflecting their disagreement toward the proposition that language acquisition among young learners is exclusively confined to formal educational environments. Furthermore, it is noteworthy that (32%) of educators provided an affirmative response, indicating their belief that young learners predominantly acquire English proficiency within academic settings.

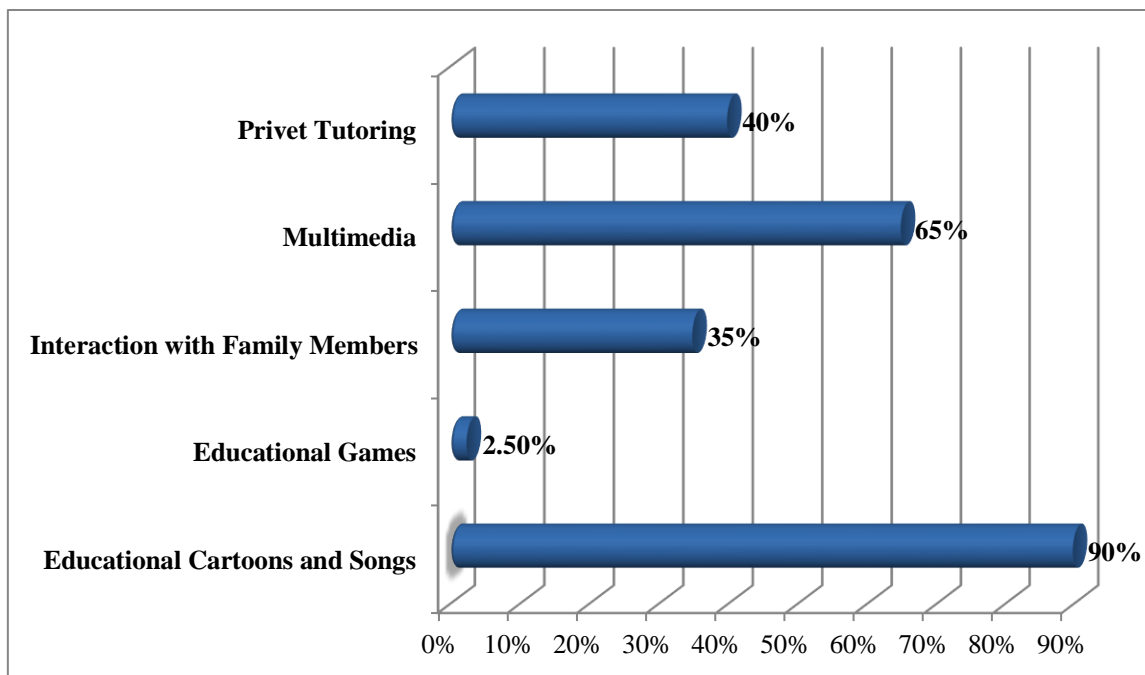
The subsequent item (10) was specifically administered to teachers who responded negatively to the previous query. It was deliberately crafted to elucidate the alternative sources, distinct from formal academic settings, through which primary school pupils may learn English language. The summative presentation of their responses is conveyed in Table (21) and Graph (19).

Table (21)

Extramural Sources of English Learning

| Options | Frequency | Percentage (%) |
|---------------------------------|-----------|----------------|
| Multimedia | 26 | 65% |
| Educational cartoons, songs | 36 | 90% |
| Interaction with family members | 14 | 35% |
| Private tutoring | 16 | 40% |
| Others : (Educational games) | 01 | 2,5% |

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Graph (19) *Extramural Sources of English Learning.*

As elucidated in Graph (19) and Table (21), a significant contingent of teachers, constituting (65%), espoused multimedia as a source from which primary school pupils may derive their linguistic competencies in English. Additionally, the preeminent proportion of teachers, constituting (90%), expressed a predilection for educational cartoons, songs, and stories as salient sources for language learning. Furthermore, albeit with a lesser percentage, (35%) of teachers opted for interaction with family members. In a parallel vein, a noteworthy (40%) of them acknowledged the viability of private tutoring as a potential avenue for English language acquisition among primary school pupils. Notably, respondents were also afforded the option to propose additional sources beyond the provided choices, and a relatively small percentage (2.5%), proffered educational games as a helpful source through which primary school pupils may grasp the English language.

Item (11) sought to discern the perspectives of primary school teachers regarding the aspects of English language acquisition deemed more accessible to pupils. Teachers were

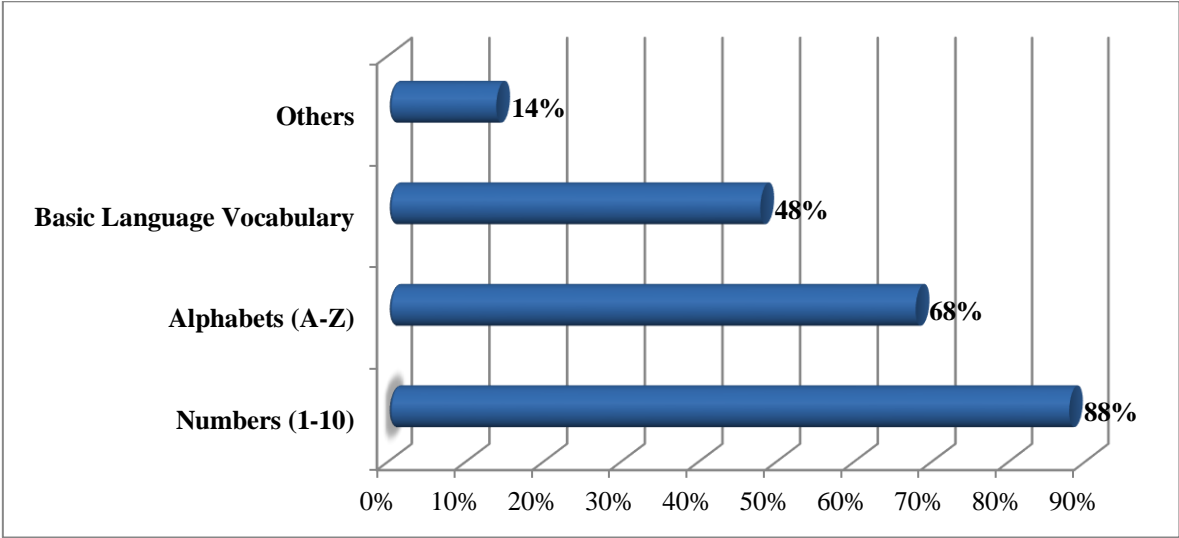
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presented with four predefined choices and the option to suggest supplementary aspects not covered in the provided options. Gathered data were organized in Table (22) and Graph (20):

Table (22)

Teachers’ Perceptions about English Language Aspects that are Easily Acquired by Pupils

| Options | Frequency | Percentage (%) |
|---------------------------|-----------|----------------|
| Numbers from 01-10 | 44 | 88% |
| Alphabets from A-Z | 34 | 68% |
| Basic Language Vocabulary | 24 | 48% |
| Others | 07 | 14% |



Graph (20) *Teachers’ Perceptions about English Language Aspects that are Easily Acquired by Pupils*

According to Table (22) and Graph (20) “Numbers from 01-10” is the most chosen option by teachers (88%) to be the easiest aspect to be acquired by pupils. Simultaneously, “Alphabets from A-Z” seems to be a manageable area of language acquisition for pupils taking (68%). Moreover, nearly half of the teachers, at (48%), perceived basic language

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vocabulary as the easiest aspect to be acquired by pupils. Another point worth noting is that some teachers proposed additional aspects beyond provided options. These included “Songs”, “Tongue Twisters”, “Simple Daily Conversations”, “Pets and Colours”, “School Things and Commends”, and “Days”.

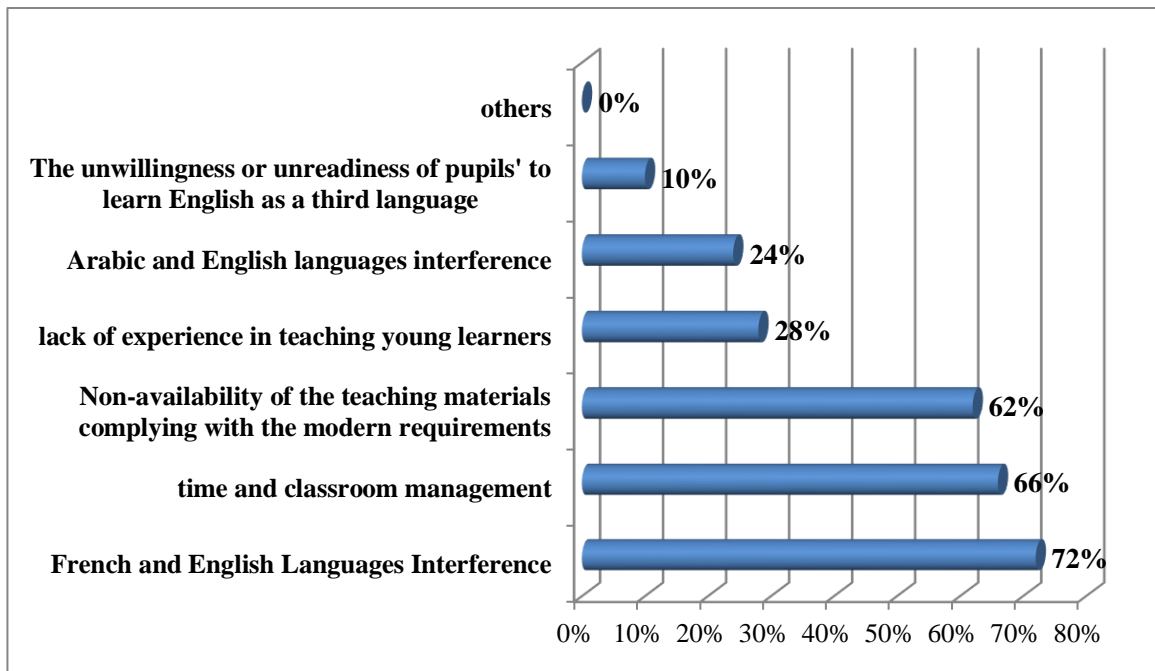
Item (12) offers valuable insights into the challenges that teachers’ face while teaching English to young pupils. Results from this query are presented in Table (23) and Graph (21) below.

Table (23)

Possible Challenges Faced by Teachers when Teaching Primary School Pupils

| Challenges Faced by Teachers: | Frequency | Percentage (%) |
|---|-----------|----------------|
| French and English Language Interference | 36 | 72% |
| Time and Classroom Management | 33 | 66% |
| Non-availability of Teaching Materials Complying with Modern Requirements | 31 | 62% |
| Lack of Experience in Teaching Young Learners | 14 | 28% |
| Arabic and English Language Interference | 12 | 24% |
| Unwillingness or unreadiness of Pupils to Learn English as a Third Language | 05 | 10% |
| Others | 00 | 00% |

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Graph (21) Possible Challenges Faced by Teachers when Teaching Primary School Pupils

Table (23) and Graph (21) above show that “French and English Language Interference” option received the highest percentage of responses (72%) among possible challenges faced by primary school teachers when teaching their pupils. It suggests that a significant number of teachers are grappling with the interference of the French language when teaching English. While not as prevalent as French interference, some teachers still face “Arabic and English Interference” issues, this option received (24%). Moreover “Time and Classroom Management” received substantial responses, accounting for (66%) indicating that managing time and the classroom environment is a significant concern for teachers. Almost a third, (28%), of respondents mentioned “Lack of Experience in Teaching Young Learners” as a difficulty. While (62%) of teachers cited “Non-availability of Teaching Materials Complying with Modern Requirements” as a tiring challenge to teaching English to young learners. Furthermore, smaller percentage of respondents, (10%), selected “Unwillingness or Unreadiness of Pupils to Learn English as a Third Language” as a challenge that might involve overcoming resistance towards teaching English to young learners. Finally, none of the respondents offered any additional options.

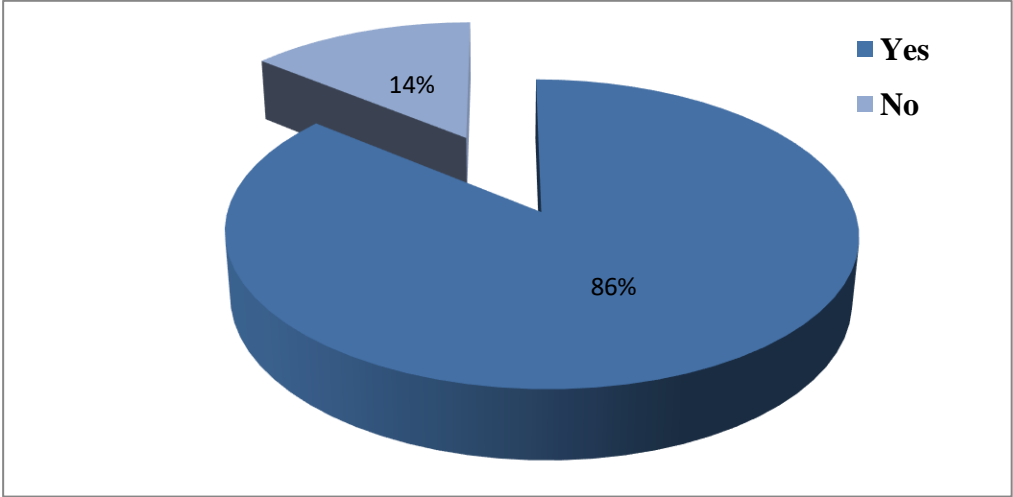
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This item (13) seeks to assess the suitability of primary school English language course-books and whether it effectively caters to the age, needs, and abilities of young learners in terms of language content, instructional techniques, and visual aids. To analyze this question data was tabulated and illustrated in Table (24) and Graph (22) below.

Table (24)

Teacher's Perceptions about the adequacy of the course-book quality for pupils' age and comprehension

| Options | Frequency | Percentage (%) |
|---------|-----------|----------------|
| Yes | 43 | 86 |
| No | 07 | 14 |
| Total | 50 | 100 |



Graph (22) *Teacher's Perceptions about the Adequacy of the Course-Book Quality For Pupils' Age and Comprehension*

The findings in Table (24) and Graph (22) indicate that a substantial majority of teachers (86%) hold the belief that these course-books are well-suited for pupils in the

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primary school age group, aligning with their cognitive capabilities. This substantial agreement among respondents suggests a prevailing sense of contentment or consensus concerning the quality and appropriateness of these educational materials. Nonetheless, it is worth noting that a minority of participants (14%) expressed the viewpoint that these course-books are not adequately tailored to the linguistic, pedagogical methods, and visual requirements of primary school pupils

This item (14) was designed as the only open-ended question within the questionnaire, it is specially directed to those who answered negatively to the previous question, it seeks to identify teachers' perceptions regarding the improvements that can be made to improve primary school curriculum. The responses provided by primary school teachers offer valuable insights into potential areas for improvement in the English language curriculum. These suggestions encompass various aspects, such as visual materials, activities, content selection, number of units, pacing, and teaching aids, all aimed at enhancing the overall quality and effectiveness of the curriculum for primary school pupils. Henceforth, their answers are summarized as follows:

- Enhancing visual materials and developing activity booklets.
- Inadequate inclusion of short stories.
- Critique of dialogue relevance.
- Necessity of an activity book.
- Adjustment of unit numbers and themes: suggestion to omit unit (06) and modify thematic content.
- Requirement for extended time allocations.
- Absence of tangible teaching aids such as actual objects, flash cards, charts, slides, maps, and bulletin boards.

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2.3. Discussion of the Findings

This study aims to shed light on the English language Entrance profile third year primary school graders possess before formal language instruction on the light of English language implementation in Algerian primary schools. This part deals with the discussion of the findings and the relationship that can be found between them, the literature review, and the research questions.

Recently, it was noticed that Algerian children showed more interest in learning English. This heightened interest has been accompanied by a greater degree of language exposure facilitated by various sources, notably the media. Consequently, children gained general English prerequisites which were noticeably used on daily basis. The overall results of this study show that the third year graders are willing and ready to study English yet it also surprisingly revealed that their entrance profiles showed limited knowledge about English and very limited fundamental linguistic prerequisites.

The results of the pupils' Entrance profile test indicate that a substantial 66.9% of Algerian third-year pupils lack essential language prerequisites, while only 19.8% exhibit a good to excellent general level of knowledge. Teachers validate these results, asserting that merely 33.1% of pupils had prior language knowledge. Interestingly, the pupils demonstrate stronger knowledge in recognition skills, with 23.3% achieving good to excellent intervals compared to 15.1% in Basic English proficiency. This discrepancy is attributed to children's innate learning tendencies, as they tend to prioritize meaning over form –syntax- (Moon, 2015).

These findings suggest that a significant proportion of students may lack a strong foundation in English or related language skills, resulting in limited language knowledge. The alignment between teachers' perceptions and assessment outcomes emphasizes the prevalence of pupils with minimal language exposure.

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Despite the negative outcomes in the pupils' language proficiency test, the results of both teachers' and pupils' questionnaires reflect a positive attitude towards English language learning. Notably, 78% of teachers express their belief in the readiness of third-year pupils to embark on their English language learning journey, citing the suitability of the students' cognitive and educational abilities for mastering a second foreign language indeed as proven by Johnson and Newport (1989) that children are biologically programmed to acquire languages, if this capacity is not exercised during childhood it will be weakened by puberty. Furthermore, a majority of teachers believe that the text book is tailored to the learners' age and comprehension needs.

On the other side, all pupils exhibit a positive interest, eagerness, and willingness to engage in English language learning. This enthusiasm is reflected through the pupils' curiosity and active participation during the test.

These contrasting findings between the pupils' test results and the questionnaires raise important considerations. The pupils' demonstrated readiness and enthusiasm hold the potential to strengthen their motivation and foster active engagement in the language learning process. Additionally, the high level of teacher confidence in the pupils' readiness and the textbook's suitability contributes to the creation of a supportive and encouraging language learning environment. Consequently, the absence of prerequisites may not significantly affect the learning process. Language learning can be successfully and rapidly achieved at young ages and can positively result in a more native like fluency (Asher & Garcia, 1969).

In essence, these findings suggest a promising foundation for effective English language learning, underlining the crucial role of positive attitudes and perceptions in motivating and facilitating successful language acquisition.

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Extramural English sources serve as the foundation for language prerequisites among pupils and play a vital role in facilitating the educational learning process (Nunan& Richards, 2015). Findings from pupils' questionnaires reveal diverse out-of-school English learning sources, with 47.67% of pupils having at least one close relative who speaks English. Among these pupils, a substantial 65.85% receive language input through actively engaging in daily interactions or simply via listening. Furthermore, 53.48% of pupils report exposure to English via media, including English cartoons, songs, and stories. This data is reinforced by 54% of teachers who concur that pupils generally possess familiarity with the English language.

The alignment between teacher perception and pupils' reported extramural English sources underscores the significance of these out-of-school influences in the language learning process. It highlights the influential role of families and the educational use of media in shaping language prerequisites.

The study's findings reveal several limitations and challenges in Teaching English as a second foreign language to third year pupils. First and foremost, a significant percentage of teachers in the sample lacked prior teaching experience, amounting to 58% of participants. This finding emphasizes a potential gap in the qualifications and preparedness of educators tasked with instructing novice young language learners. Moreover, it was surprising to discover that 30% of the teachers expressed a level of readiness lower than the average. This highlights the need for ongoing professional development and training programs to reinforce teacher effectiveness and preparedness.

Another limitation pertains to the neglect of diagnostic tests by a substantial number of teachers. Specifically, the data revealed that 60% of teachers do not conduct any form of diagnostic tests to assess the language levels and prerequisites of their pupils. This neglect hinders the ability to tailor instruction to the specific needs and abilities of individual

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learners. Henceforth, more attention should be directed towards the importance of diagnostic evaluation as it leads to timely intervention which is essential for addressing potential challenges, preventing long-term academic obstacles, and ensuring that each child's unique needs are met, along with the mediation necessary for continued development in the future (Lantolf & Poehner,2011; Zhang, 2023).

In addition to teacher-related challenges, the study shed light on obstacles related to language interference and pupil motivation. Teachers reported struggling with language interference, particularly from Arabic as the mother tongue and French as a second foreign language. These linguistic challenges can affect the quality of language instruction and hinder pupils' language development. According to Kecskes (2008), he asserted that the influence of one's native language on the learning of a second or foreign language can result in adverse effects, particularly in terms of grammatical, lexical, and phonological errors in the target language.

Finally, the study uncovered a challenge associated with the availability of teaching materials. Many teachers reported facing the unfortunate issue of non-availability of teaching materials that comply with modern educational requirements. In stating its importance Seven and Engin (2007), argues that teaching materials serve as essential tools to actively engage learners in the educational process, enhancing their interest and motivation in the subjects and lessons. These materials facilitate improved attentiveness, retention, and comprehension of the instructional content. Consequently, educators can cultivate a strong desire for learning, fostering enthusiastic and voluntary participation among all students.

2.4. Limitations of the Study

There were several limitations in the study. First, there were challenges associated with adapting an entrance profile test that would align effectively with the characteristics of

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Algerian primary school pupils. Second, the researchers faced some difficulty with the nature of young learners as the test was time and energy consuming to test each pupil individually. Third, there has been a lack of resources and reliable data. Moreover, there were challenges in assembling the teacher sample. In the context of the study, it was observed that one teacher often had responsibilities for three different schools. This unique circumstance made it somewhat challenging to collect the required sample size of teachers. Finally, researchers were pushed to change the sample from third year grade pupils to second grade due to some circumstances; namely, the time consumed in finding an evaluative test that aligns with the students' age and cognitive level, in addition to the lengthy approval process from the ministry of education; knowing that the school principals did not approve conducting the study without a study certificate document. Therefore the study was postponed until the second trimester, which means that pupils had already begun their studies. Consequently, the researchers had to change the sample to make the second-grade primary school pupils eligible instead of third year grade.

2.5. Recommendations for Further Research

At the end of study, the researchers provided recommendations and suggestions based on the research itself, experience and knowledge of the topic that resulted in recommendations for future research. This study was pupil centered in which researchers investigated pupils' entrance profile and pre-learning settings. Other researches can focus on different angles of the English teaching in primary schools process.

- Future research can be more teacher-centered, and focus on teachers' specific job requirements and teaching needs.
- Future research should also investigate the teaching-learning environment to develop suitable teachers' training program.

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- It is imperative to prioritize studies probing into language interference phenomenon (Arabic, French, and English) and its effects on the pupils' academic achievements.
- Another critical avenue for future research is the development of age-appropriate and engaging English curriculum tailored to the needs and abilities of novice learners.
- Prospective Investigations should focus on the integration of the different modern activities into formal instruction to enhance the teaching-learning process.

2.6. Pedagogical Implications

Based on the findings of the study at hand, several pedagogical implications can be suggested to improve English language instruction for Algerian third year primary school pupils. It can help in :

- Raising teachers' awareness towards conducting pre-instructional assessment to diagnose pupils' language proficiency and foundational prerequisites to identify their specific needs, as it enable teachers to tailor instructions and adapt their teaching methods accordingly.
- Addressing the gap in teachers' qualifications and preparedness; henceforth, It is advisable to invest in ongoing professional development and training programs for teachers . This should include language instruction techniques and methods, classroom management, and strategies to address language interference.
- Directing inspectors towards providing teachers with strategies and resources to address language interference, with specific attention to linguistic influences stemming from Arabic (the mother tongue) and French (the first foreign language), while considering the potential benefits of training in bilingual and multilingual pedagogical methodologies.

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- Promoting the continual utilization of extramural sources, such as media, by pupils for language enhancement, and provide opportunities for them to share their experiences in class.
- Through addressing the issue of the non-availability of teaching materials, this study suggests investing in the development of modern, age appropriate, and culturally relevant English language teaching materials that align with educational requirements.
- Raising awareness towards instituting a system of continuous monitoring and evaluation of English language instruction in Algerian primary schools, which might help identify areas of improvement, and measures progress overtime.

By implementing these recommendations, Algerian primary schools can work toward improving English language instruction and fostering a more solid foundation in English for primary school pupils.

Conclusion

This chapter is dedicated to the comprehensive analysis and interpretation of the data acquired through the research instruments employed. The dataset encompassed the results of a standardized test administered to primary school pupils, as well as the responses from two distinct questionnaires; one directed at second-year primary school pupils and the other administrated to primary school EFL teachers. The data underwent both quantitative and qualitative analyses. The outcomes of this investigation furnish a more nuanced comprehension of the English language proficiency levels of the pupils and their readiness for English language acquisition. Furthermore, it sheds light on the teachers' perceptions concerning the English language entrance profiles of their students. Despite the test results indicating a low level of proficiency and a lack of essential prerequisites among primary school pupils, the responses obtained from both teachers and pupils via the questionnaires

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reflect the students' readiness and enthusiasm to engage in English language learning. This chapter also proffers a series of recommendations and suggestions intended for educators and policymakers, underscoring the significance of the entrance profile as a pivotal factor influencing academic accomplishments.

General Conclusion

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General Conclusion

In this dissertation, the researchers undertake an exploration of the English language entrance profile of third-year primary school pupils. Three research inquiries are delineated with the intention of gathering complementary findings. The primary and main research query delves into whether third-year primary school pupils typically possess linguistic knowledge regarding the English language prior to formal instruction. The second research query seeks to elucidate the prevailing linguistic attributes characterizing the English language entrance profile of third-year EFL pupils. The third inquiry investigates the extramural sources that contribute to these pupils' acquisition of English language skills, extending beyond the conventional educational context.

The present study comprises two comprehensive chapters. The first chapter encompasses a comprehensive review of pertinent literature, while the second chapter is dedicated to the pragmatic framework of the investigation. The theoretical section commences with an overarching exploration of education in relation to young learners, coupled with an in-depth examination of the literature related to children's second language acquisition. This encompasses aspects such as their characteristics, the critical period hypothesis, and the role of age in second language acquisition. Furthermore, the researchers delve into the advantages associated with early language acquisition and investigate various sources that contribute to young language learners' acquisition of English, including multimedia and educational cartoons. Subsequently, the first chapter culminates with a situational analysis and an examination of the status of English in Algeria, particularly its inclusion in Algerian primary schools.

The practical segment of this study is centred on research methodology, findings, and their discussion. The researchers employ a descriptive approach to scrutinize the English language entrance profile of EFL pupils. Accordingly, two primary research instruments are

General Conclusion

selected: a standardized test administered to second-year primary school pupils, designed to assess their proficiency level in the English language before formal instruction, primarily focusing on fundamental language knowledge and recognition of the English language. Additionally, two questionnaires are employed; one directed at second-year primary school pupils to investigate their readiness to study the English language and the sources they may employ for early language acquisition. The other questionnaire is distributed to primary school EFL teachers to glean insights into their perspectives concerning their pupils' motivation, familiarity with English, challenges they may encounter when instructing young learners, and the suitability of textbooks in terms of age-appropriateness and comprehension level.

Upon analysis of the data collected from the questionnaires and the proficiency test, it becomes evident that the overall findings of this study indicate that third-year students exhibit a willingness and readiness to engage in English language learning. Nevertheless, their English language entrance profiles reveal limited knowledge of English and a restricted foundational linguistic competence. The test results suggest that a substantial proportion of pupils lack a solid grounding in English language knowledge. Moreover, the alignment between teachers' perceptions and the outcomes of the proficiency test underscores the pervasiveness of limited language exposure among the pupils. Despite the negative outcomes of the language proficiency test, the results gleaned from both teacher and student questionnaires reflect positive attitudes, readiness, and familiarity with English language learning among the pupils, accentuating their enthusiasm and eagerness to engage in the process. Lastly, the findings from the research instruments unveil a diversity of extramural English language sources that underpin fundamental language prerequisites among pupils. These sources include media, close relatives, and family members, all of which play an influential role in fostering English language acquisition among the pupils.

General Conclusion

In common with customary research endeavours, the present investigation is not devoid of constraints. Firstly, the study encountered obstacles in the process of adapting an entrance profile assessment instrument that could harmoniously align with the specific attributes characterizing primary school students in the Algerian context; besides, a paucity of available resources and the absence of dependable data sources, which posed limitations on the comprehensiveness and robustness of the study. Secondly, the researchers faced some difficulties when testing young learners, as the administration of the test on an individual basis proved to be both time and energy. Lastly, the recruitment of teachers for participation in the study presented challenges, notably the situation wherein a single teacher often bore responsibilities across three distinct schools. Notwithstanding these challenges, the researchers have exerted substantial endeavours to advance the current state of this work. The outcomes of the investigation are anticipated to elevate avenues for further exploration in the domain of early language education within the Algerian context, concurrently fostering awareness regarding the entrance profile's role as a pivotal factor in enhancing the proficiency levels of pupils.

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Appendices

Appendix

Appendix: 01

The Second Year Primary School Pupils' Test

Full Name:.....

Age:

Gender: Female male

SECTION 01: “Basic English Knowledge”(10/10p)

Question 1: Letters

- Recite the English alphabets: **(02p)**

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z.

Question 2: Numbers

- State all the numbers from 0 – 10**(02p)**

0 1 2 3 4 5 6 7 8 9 10.

Question 3: Days

- State the days of the week: **(02)**

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

Question 4: Months

- State the months of the year: **(02p)**

January, February, March, April, May, June, July, August, September, October, November, December.

Question 5: Seasons

- State the four seasons of the year:**(02p)**

Winter, Spring, Summer, Autumn (Fall).

SECTION 02: “RECOGNITION” (10/10)

Question01: Match the following words with the correct picture.

Appendix

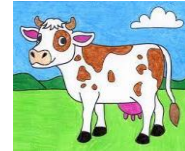
- **Colors:(02p)**



Blue white pink red yellow green black

- **Animals: (02p)**

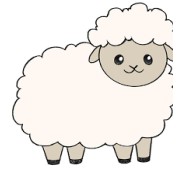
- Dog



- Cat



- Cow



- Sheep



- **Subjects: (02p)**

- Flower



- Sun



- School



- Pencil



Appendix



Question 5: Body Parts (01p)



Appendix

Appendix: 02

Pupils' Questionnaire:

➤ **Please circle the correct answer:**

1. Are you or did you learn English before?

Yes No

2. If yes, where did you learn English?

-Home tutoring - Privet school - Media -Others (.....)

3. Do you watch English cartoons, songs or stories?

Yes No

4. Do you have any close relative who speaks English?

Yes No

5. If yes, who are these relatives?

-Parents -Siblings -other relatives (.....)

6. Do they often use English at home?

Yes No

7. To what extent do you agree with the following statements:

| Statements | Agree | Neutral | Disagree |
|---|-------|---------|----------|
| I find English interesting | | | |
| I am ready and willing to learn English next year | | | |
| I often hear/use English words in my entourage | | | |
| I find learning English easy | | | |

Appendix

Appendix: 03

Teacher's Questionnaire

Dear teachers,

This questionnaire is designed for a master's degree dissertation and part of a study that aims to explore the primary school pupils' entrance profile of English. You are kindly requested to answer the following questions. Please tick (✕) in the appropriate box (es) or make full statements if necessary. Please note that your responses are dealt with confidentially and used only for research purposes. We really appreciate your cooperation and the time devoted to answer this questionnaire.

Thank you in advance.

Please, complete the following items:

Gender: Male Female

1. Years of experience:

- First year teaching
- 2-5 years of experience
- More than 5 years of experience

2. How prepared were you to teach young learners?

Completely Unprepared → (1) - (2) - (3) - (4) - (5) - (6) - (7) - (8) - (9) - (10) → Well Prepared

3. Do you usually conduct any diagnostic tests to measure the pupils' English language prerequisites before the start of the school year?

Yes No

4. If yes, what type of assessment tools do you use?

- Paper –pen exam.
- Oral test.
- Performance test.
- Others.....

5. If no, to what extent do you think administrating an English language prerequisites diagnostic test for third year primary school EFL pupils would be beneficial?

- Very beneficial.

Appendix

- Less beneficial.
- Unbeneficial.

6. How do you describe the pupils' readiness to study English?

- High degree of readiness.
- Moderate degree of readiness.
- Neutral.
- Low degree of readiness.

7. How do you describe the pupils' motivation to learn English?

Unmotivated → (1) - (2) - (3) - (4) - (5) - (6) - (7) - (8) - (9) - (10) → **Highly Motivated**

8. To what extent were the pupils' familiar with the English language?

Unfamiliar → (1) – (2) – (3) – (4) – (5) – (6) – (7) – (8) – (9) – (10) → **Very familiar**

9. Do you find the cognitive abilities of the primary school third year graders suitable to learn English?

- Yes.
- Neutral.
- No.

10. Do you believe that young learners acquire English exclusively in the academic settings "the classroom"?

- Yes.
- No.

11. If no, what are the other extramural sources they are learning English from? (you can choose more than one option)

- Multimedia.
- Educational cartoons, songs or stories.
- Interactions within the family members.
- Private tutoring.
- Others.....

12. What are the English language aspects that tend to be more easily acquired by the pupils? (you can choose more than one option)

- Numbers 0-10.
- Alphabets A-Z.

Appendix

- Basic language vocabulary.
- Others.....

13. What difficulties do you face when teaching English to primary school pupils? (you can choose more than one option)

- French and English languages interference.
- Arabic and English languages interference.
- Time and classroom management.
- Lack of experience in teaching young learners.
- Non-availability of the teaching materials complying with the modern requirements.
- The unwillingness or readiness of pupils to learn English as third language.
- Others.....

14. Do you think that the course-book quality (language, instructional methods, illustrations...etc) is suitable for pupils' age and comprehension level?

Yes

No

15. If no, what kind of improvements that can be made to strengthen the primary schools' English curriculum?

.....

.....

.....

ملخص

جذب مؤخرا اكتساب اللغة في سن مبكرة اهتماما كبيرا و عليه فإن الدراسة التالية تعنى باستكشاف شامل لما يملكه تلاميذ الطور الابتدائي من زاد لغوي فيما يتعلق باللغة الإنجليزية. للإجابة على استفسارات البحث المطروحة وتحقيق أهدافه المحددة، قام الباحثون بإتباع منهج استكشافي وصفي من خلال استخدام تقويم تشخيصي لمستوى اللغة الإنجليزية لتلاميذ الصف الثاني ابتدائي. بالإضافة إلى استخدام استبيانين مختلفين: أحدهما تم توزيعه على تلاميذ الصف الثاني ابتدائي والآخر تم توزيعه عبر الإنترنت على معلمي اللغة الإنجليزية في الطور الابتدائي. شملت الدراسة عينة من المشاركين تتألف من 50 معلما للغة الإنجليزية في الطور الابتدائي، بالإضافة إلى 172 تلميذا في الصف الثاني ابتدائي في منطقة مسيلة والذين تم اختيارهم تبعا لاختيار العينات العشوائية العنقودية. تسلط النتائج الرئيسية للبحث الضوء على أن تلاميذ السنة الثانية ابتدائي يظهرون انحيازاً واستعداداً واضحين للانطلاق في اكتساب اللغة الإنجليزية، ولكن عكس ذلك كشفت نتائج التقويم التشخيصي عن قيود تتعلق بمكتسباتهم القبلية الأساسية عن اللغة الإنجليزية. تشير هذه النتائج أيضا إلى أن نسبة كبيرة من التلاميذ يفتقرون إلى أسس قوية فيما يخص اللغة الإنجليزية. مع ذلك وعلى الرغم من هذه النتائج غير المشجعة، إلا أن استباني التلاميذ والمعلمين على حد سواء يفتح نوافذ واعدة للتفاؤل فيما يتعلق بالمواقف الإيجابية والاستعداد الذي يظهره التلاميذ في تعلم اللغة الإنجليزية. مما يؤكد على حماس التلاميذ واستعدادهم للمشاركة الفعالة في مسعى اكتساب اللغة.

الكلمات المفتاحية: ملف القبول، تلاميذ الطور الابتدائي، إتقان اللغة، تعلم اللغة الانجليزية كلغة أجنبية، المكتسبات اللغوية

القبلية