



**People's Democratic Republic of Algeria**

**Ministry of Higher Education and Scientific Research**

**University of ChadliBenDjedid – El Tarf**

**Faculty of Letters and Languages**

**Department of English**

**Enhancing English Language Proficiency among Young  
Learners in Algerian Primary Schools: Strategies and  
Adaptation**

Dissertation Submitted in Partial Fulfilment of the Requirements for the Master's Degree in  
“Didactics of English”

**Presented By: GHANES.Narimen**

**Supervised By:Dr.OUIS.Hanane**

**SENNAOUI.Kamilia**

**Board of Examiners**

**Chairperson: Mrs. BOUSSAHA.Samira MAB**

**ChadliBendjedidUniversity**

**Supervisor:Dr.OUIS.Hanane**

**MCB**

**ChadliBendjedid University**

**Examiner: Dr. MEFTAH.Asma**

**MAB**

**ChadliBendjedid University**

**Academic Year 2023/2024**

## **DECLARATION OF AUTHENTICITY**

I declare that this research study entitled " Enhancing English Language Proficiency among Young Learners in Algerian Primary Schools : Strategies and Adaptation ", supervised by Dr. OUIS Hanane in the academic year (2023, 2024), and submitted to the department of English at ChadliBenjedid University, El-Taref, Candidate for the Master's degree, has not been published before. Except for the quotations and definitions from various sources that are clearly stated, this dissertation was written entirely in our own style and words. I know that plagiarism is unethical and forbidden. We accept complete responsibility for our work.

**Signature**

**Date:**

**GHANES Narimen**

**23/06/2024**

**SENNAOUI Kamilia**

## Acknowledgements

First and foremost, praise is to Allah, the Cherisher and Sustainers of the worlds, who has provided me with the strength and patience to accomplish this work.

My grateful thanks and sincere appreciation are devoted to my dearest supervisor

**Dr. OUIS Hanane** for her inestimable guidance, continuous support, insightful suggestions, respect, patience, and mostly for her constructive comments and valuable advice throughout the process of writing this dissertation. We wish that we have much more words that can articulate our heartfelt thanks. Thank you for shouldering this work. Special thanks do also go to our examiners, Mrs. BOUSSAHA. Samira and Dr. MEFTEH Asmawho did us the honor of reading and evaluating this piece of work. We are very grateful to them for their beneficial guidance in improving our thesis. A heartfelt gratitude to all of our teachers in the English department for their considerable efforts and assistance during all these five years. We owe special debt of gratitude to **Sahbi Mohammed** headmaster, teachers and Pupils for their cooperation that enlightened our research study with successful results.

Finally, we share sincere gratitude to all and everyone who in their way encouraged this work.

Thank you very much, everyone!

## *Dedications*

*We gratefully dedicate this dissertation to our parents, our siblings and their spouses, and everyone who supported us through the ups and downs during our thesis writing. We also extend our sincere thanks to Dr. OUIShanane and all our university teachers. We appreciate your patience and guidance in helping us learn this amazing language.*

# Table of Contents

	<b>Page</b>
Acknowledgments.....	i
Dedication.....	ii
Table of Contents.....	iii
List of Tables.....	vii
List of Figures.....	viii
List of Abbreviations.....	ix
Abstract.....	x
المخلص.....	xi

## **Chapter One: Introductory Chapter**

Introduction.....	1
Statement of Problem.....	2
The Aims of the Study.....	2
The Research Questions.....	3
The Research Hypotheses.....	3
The Significance of the Study.....	4
Structure of the Dissertation.....	4
Conclusion.....	

## **Chapter Two: Literature Review**

Introduction.....	6
-------------------	---

<b>Section One:</b> .....	<b>6</b>
---------------------------	----------

<b>Section Two:</b> .....	<b>14</b>
---------------------------	-----------

### **Chapter Three: Method**

Introduction.....	23
-------------------	----

Research Design.....	23
----------------------	----

The Method.....	23
-----------------	----

The Settings & Population.....	24
--------------------------------	----

Data Gathering Instruments and Procedures.....	25
--	----

Observation.....	25
------------------	----

Conclusion.....	29
-----------------	----

### **Chapter Four: Results**

Teachers Classroom Observation Analysis.....	30
--	----

Teachers Questionnaire results.....	33
-------------------------------------	----

Summary of Major Findings.....	50
--------------------------------	----

### **Chapter Five: Discussion**

Introduction.....	51
-------------------	----

Implication from the Research Findings for Teachers.....	51
--	----

Discussion of the Hypotheses and Research Questions .....	55
---	----

Limitations of the Study.....	55
-------------------------------	----

Recommendations.....	56
Suggestions for Further Research.....	57
General Conclusion.....	58
<b>REFERENCES.....</b>	<b>60</b>
<b>Appendices.....</b>	
<b>Appendix A .....</b>	<b>IX</b>
<b>Appendix B .....</b>	<b>X</b>

## LIST OF FIGURES and TABLES

Figure 1.1 : Instruments used by the teacher inside the classroom.....	31
Figure 1.2 : Pupils projects at the end of each unit.....	32
Figure 2.1 : English Language Proficiency.....	40
Figure 2.2 : Most Effective Teaching Strategies for Young Learners.....	41
Figure 2.3 : The Current English Program.....	42
Figure 2.4 : Lesson Planning.....	43
Figure 2.5 : Teaching Strategies to Fit the New English Language Curriculum.....	44
Figures 2.6 : Approaches for English Language Learning.....	45
Figures 2.7 : Different Types of Teaching Materials.....	46
Figures 2.8 : Classroom Activities.....	48
Figures 2.9 : Supporting Young Learners' Development.....	48
Figure 2.10 : Strategies in Managing Classroom Environment.....	50
Table 1.1 : Teachers' highest level of education.....	34
Table 1.2 : Gender Distribution.....	35
Table 1.3 : Age Distribution.....	36
Table 1.4 : Years of experience.....	37
Table 1.5 : Contribution to effective Classroom Classes.....	37

## ABSTRACT

The global dominance of English as a language of communication (lingua franca) has prompted many developing countries, including Algeria, to integrate English language instruction into their primary school curriculum. This shift aims to equip young learners with the necessary skills to navigate the increasingly interconnected world. However, effectively implementing such programs presents unique challenges. Studies suggest that teacher training, access to appropriate resources, and adapting methodologies to suit young learners' cognitive development are crucial factors for successful English language acquisition at the primary level. For instance, research by Larsen-Freeman (2003) highlights the importance of teachers having a strong understanding of child development and employing age-appropriate teaching methods to cater to young learners' specific learning styles and cognitive abilities. Additionally, access to engaging and culturally relevant resources can significantly enhance student motivation and language acquisition. This study explores the strategies and adaptations employed by Algerian primary school teachers to enhance English language proficiency among young learners. Employing a mixed-methods approach, the research involved observing one teacher's practices and distributing questionnaires to ten teachers from various primary schools in El TAREF, Algeria. The findings revealed that while teachers hold positive views on the introduction of English and its benefits for young learners, they also face significant challenges such as a lack of teaching materials, limited class time, and large class sizes. The research suggests that improvements and considerations are necessary in the current English language teaching program for Algerian primary schools to maximize student benefits.

**Keywords:** Teachers strategies, Teaching English to Young Learners (TEYL ), Algerian Primary Schools, Teachers Challenges.

## الملخص

قد دفعت الهيمنة العالمية للغة الإنكليزية كلغة من لغات الاتصال (اللغة المشتركة) العديد من البلدان النامية، بما فيها الجزائر، إلى إدماج تعليم اللغة الإنكليزية في مناهجها الدراسية الابتدائية، ويهدف هذا التحول إلى تزويد المتعلمين الشباب بالمهارات اللازمة للتنقل في العالم المتزايد الترابط. بيد أن التنفيذ الفعال لهذه البرامج يطرح تحديات فريدة، وتشير الدراسات إلى أن تدريب المعلمين، والحصول على الموارد المناسبة، وتكييف المنهجيات لتلائم التطور المعرفي للتلاميذ الشباب، هي عوامل حاسمة للنجاح في اكتساب اللغة الإنكليزية في المرحلة الابتدائية، فعلى سبيل المثال : تسلط البحوث التي أجراها مركز لارسن فريمان (2003) الضوء على أهمية أن يكون لدى المعلمين فهم قوي لنماء الطفل واستخدام أساليب تعليمية تتناسب مع العمر لتلبية احتياجات التلاميذ من أساليب التعلم والقدرات المعرفية الخاصة بهم، وبالإضافة إلى ذلك، يمكن أن يؤدي الوصول إلى الموارد القائمة على المشاركة والملائمة ثقافياً إلى زيادة تحفيز الطلاب واكتسابهم لغوياً إلى حد كبير، وتستكشف هذه الدراسة الاستراتيجيات والتعديلات التي يستخدمها مدرسو المدارس الابتدائية الجزائرية لتعزيز إتقان اللغة الإنكليزية لدى المتعلمين الشباب واستحدثت البحث نهجاً منهجياً مختلفاً، وشمل مراقبة ممارسات أحد المدرسين وتوزيع استبيانات على عشرة مدرسين من مختلف المدارس الابتدائية في الطارف، الجزائر وكشفت النتائج أنه في حين أن المدرسين لديهم آراء إيجابية بشأن إدخال اللغة الإنكليزية وفوائدها بالنسبة للشباب المتعلمين، فإنهم يواجهون أيضاً تحديات كبيرة مثل الافتقار إلى المواد التعليمية، وضيق الوقت الدراسي، وضخامة حجم الفصول الدراسية وتشير البحوث إلى أن التحسينات والاعتبارات ضرورية في البرنامج الحالي لتعليم اللغة الإنكليزية للمدارس الابتدائية الجزائرية من أجل زيادة فوائد الطلاب إلى أقصى حد.

**الكلمات المفتاحية:** استراتيجيات المعلمين، تدريس اللغة الإنكليزية لمدرسي الشباب، المدارس الابتدائية الجزائرية، تحديات المدرسين.

## **List of Abbreviations**

**EFL** : English Foreign Language

**CLT** : Communicative Language Teaching

**MSA** : Modern Standard Arabic

**CA** : Classical Arabic

**AA** : Algerian Arabic

**TM** : Time Management

**ICTs** : Information and Communication Technologies

**APS** : Algerian Primary Schools

**YO** : Years Old

**TEYL**: Teaching English to Young Learners

## **Chapter One**

### **Introductory Chapter to the Research Problem**

#### **Introduction**

English proficiency is increasingly important, functioning as the global language of communication in education, business, and international relations. As Crystal (2003) points out, it's spoken and taught in over 118 countries and serves as the official language of 53 countries. Phillipson (2008) suggested that “when a language such as English is defined as a lingua franca, it generally seems to imply that the language is a neutral instrument for ‘international’ communication between speakers who do not share a mother tongue”(p.143). Recognizing this, Algeria has begun emphasizing English language learning in primary schools. Early exposure to English offers significant advantages for young learners, who are more receptive to acquiring new languages. To make this process engaging and effective, teachers can incorporate videos, songs, and interactive games that cater to diverse learning styles. This approach not only captures their interest but also aids in better retention of vocabulary and grammar. These activities encourage students to use English creatively and contextually. Also, adapting the curriculum to include a variety of teaching strategies and materials can cater to the diverse learning needs of learners, ensuring that schools are equipped with the necessary technological tools and resources can greatly enhance the teaching and learning of English. By implementing several strategies and adaptations, Algerian primary schools can create a robust framework for enhancing English language proficiency among young learners. This not only prepares young learners for future academic

and professional opportunities but also contributes to their overall cognitive and cultural development.

### **Statement of the Problem**

The increasing importance of English language proficiency in a globalized world creates a challenge for Algerian primary schools. While President Tebboune's decision to introduce English in 2022 marked a positive step, current methods may not be sufficient to equip young learners with the necessary skills. Despite the growing recognition of English as crucial for future success, many Algerian primary school graduates lack functional proficiency such as schools at El Tarf :Debbous El Ayachi, SagbiMouhammed, KeddacheTaher, RekkabBachir,... . This gap can be attributed to traditional teaching approaches and limited resources. The lack of engaging and immersive learning experiences hinders students' ability to use English in real-world situations. Additionally, teacher training and support play a critical role in fostering effective learning environments.

### **The Aims of the Study**

In the dynamic landscape of a globalized world, the ability to communicate effectively in English has become an essential skill for young learners. However, Algerian primary education currently faces challenges in equipping pupils with the necessary English language proficiency. To address this gap, this research aims to identify effective teaching strategies and adaptations specifically suited to the Algerian primary school context. By exploring innovative approaches and tailoring them to the unique needs of young learners, this research seeks to enhance English language learning experiences and ultimately improve the overall proficiency of Algerian primary school graduates.

## **The Research Questions**

In order to achieve the above mentioned aims, the study raises the following research questions:

**Q1:** How do EFL teachers in Algerian primary schools perceive the challenges of teaching English to young learners?

**Q2:** What are the most effective EFL teaching strategies specifically suited to promote young learners' English language ability in Algerian primary schools?

## **The Research Hypothesis**

By exploring these hypotheses, this research aims to provide valuable insights into the perceptions of EFL teachers and the efficacy of various teaching strategies, ultimately contributing to the improvement of English language education in primary schools:

**H1:** EFL teachers in Algerian primary schools hold generally positive views towards the integration of English language education, believing it can equip students with valuable skills for future academic and professional success.

**H2:** EFL teachers in Algerian primary schools perceive interactive and communicative teaching strategies, such as group activities, games, and role plays, as more effective in promoting student engagement and knowledge retention compared to traditional methods.

## **The Significance of the Study**

This research holds significant value for improving English language education in Algerian primary schools. As a pioneering study in this field, it has the potential to pave the way for further investigations. By uncovering valuable insights from teachers with initial experience implementing the new curriculum, this research will raise awareness among teachers and legislators. It will shed light on the challenges and opportunities of teaching English at this crucial stage. Furthermore, by identifying effective teaching strategies, this study can equip teachers with evidence-based practices to enhance student engagement, comprehension, and ultimately, English language proficiency. This, in turn, can empower Algerian primary school graduates to thrive in a globalized world.

## **The structure of the study**

This dissertation is divided into Five chapters. The first chapter provides the introductory chapter. The second chapter is the theoretical framework. It is comprised of two sections. The first section presents a literature review that examines the sociolinguistic situation in Algeria and the challenges of implementing English language teaching in Algerian primary schools. The second section discusses strategies and adaptations for teaching English to young learners in Algerian primary schools.

The third chapter, discusses the research methodology. The fourth chapter, the core of the dissertation, focuses on the practical part of the study, it discusses data analysis, and interpretation of the results obtained from both the questionnaire and the observation.

Finally, the fifth chapter, the dissertation concludes with a discussion of the results, a summary of the findings, and suggestions and recommendations for different strategies in teaching English to young learners in primary schools.

## **Conclusion**

In conclusion, this chapter has outlined the research aim, the research questions guiding the investigation, and the hypotheses formulated to test the research questions. We have also discussed the significance of this study and the overall structure of the dissertation.

## **Chapter Two**

### **Literature review about Teaching English to Young Learners**

#### **in Algerian Primary Schools**

##### **Introduction**

This chapter delves into the existing literature relevant to teaching English to young learners in Algerian primary schools. Divided into two main sections, it provides a foundation for understanding the context and exploring effective teaching strategies. The first section offers a general overview of the Algerian linguistic situation. By examining relevant research, it describes the various languages spoken in Algeria and their roles in education. This exploration sheds light on potential challenges faced by young learners encountering a third language like English, particularly considering the dominance of Arabic dialects and French.

The second section directly addresses the study's aim. It examines established strategies for teaching English to young learners, including engaging methods like songs, role-playing, games, flashcards, and pictures. Additionally, it explores the benefits of focusing on Communicative Language Teaching (CLT) and fostering communication practice within the classroom. Finally, the section delves into the curriculum framework and discusses both formative and summative assessment techniques for effective evaluation of student learning.

#### **Section one: The Sociolinguistic Situation in Algeria**

The linguistic situation in Algeria is complex to define because multiple dialects are in use nowadays. According to Trudgill (1992:23), a dialect is a “variety of language which differs grammatically, phonologically and lexically from other varieties and which is

associated with particular social class or status group". Many countries around the world have more than one language and Algeria is not an exception; Algeria also is a melting pot of languages due to its historical background of diverse invasions, leading to various linguistic communities. In fact, Algeria encompasses several languages; with Arabic, Tamazight and French being the primary ones.

## **1.1 Arabic**

Arabic is the dominant language in Algeria, holding the primary position in the country's linguistic landscape. It exists in two main forms: Modern Standard Arabic and Colloquial Arabic, also known as dialectal Arabic.

### **1.2 Modern Standard Arabic (MSA)**

MSA is rooted in Classical Arabic, the language of the Quran and early literature, but it developed a more simplified form in the 19th century during a cultural revival (Benrabeh, 2007).

Some scholars used Classical Arabic and Modern standard Arabic interchangeably, while others emphasize the difference between them. Talking about this variance; the difference between MSA and CA are relatively small, and the main difference appears at the levels of stylistics and vocabulary ( Djennane, 2016). Within the same sense, Fleish (1964) said " Classical Arabic has the prestige, an immense prestige which is multiplied by two because it is twofold : the prestige of great a language of culture (...) and the prestige of being the language of the Quran " (p.3).

MSA, also known as *Alfus'ha* in Arabic, is the variety of Arabic which was retained as the official language in all Arab countries, and as a common language.

### 1.3 Vernacular Arabic

Every Arab nation is known for having a specific dialect or multiple dialects that are commonly used for daily informal communication. Vernaculars are spoken varieties of Arabic language, in contrast to classical Arabic and MSA. Algerian dialect also known as "Daridja" or "Derdja" is the dialectical Arabic spoken in Algiers and its periphery. This dialect is the mother tongue of Algerian people. It is not used in schools, television or newspapers, which usually use standard Arabic or French, but is more likely, heard in songs if not just heard in Algerian homes and on the street.

Algerian dialectics considered as first language of the Algerians since it is spoken by the vast majority (80% to 85%) of the population.

### 1.4 Tamazight

While Arabic is the official language, Tamazight was recognized as a national language in 2016. Tamazight, also known as Berber, is an Afro-Asiatic language spoken by various indigenous Berber populations across North Africa, particularly in countries like Algeria, Tunisia, Morocco, Libya, and so on. Tamazight, a Berber language spoken in Algeria, has distinct varieties across different regions. These include Kabyle (Taqbaylit), Chaoui (Tacawit), Touareg (Tamasheq/Tamahaq), and Mzabi (Tumzabt). Takbaylit is spoken by Kabylis (El Aissati, 1993, p.92). It is located in the northern part of Algeria: Bouira, Bejaia... Tacawit is spoken in the Aurès region in eastern Algeria: Batna... Tamasheq or Tamahaq is spoken by the Touareg people, primarily in the southern regions of Algeria: Tamanrasset, Ilizi... Tumzabt, on the other hand, is concentrated in the city of Ghardaia. The question of Berber was raised during the colonization era. Tamazight was used as a tool of

division by the French, which is a reason why Berbers rejected the implementation of Arabization soon after independence (Silverstein, 2004).

### 1.5 French

The French occupation since 1830 has had a profound impact on Algerian society, particularly in making the linguistic situation more complex. Lasting for over a century, at 132 years, French colonialism left a significant mark. As Miliani (2000) describes it, the French language became for Algerians "**a complex legacy**" (p. 13). This heritage is a characteristic of the country not chosen freely, but rather an integral part of the identity of Algerians. French, in all its uses administration, schools and everyday life would become the dominant language, as declared by the Duke of Rovigo:

*"On the one hand to replace Arabic by French; on the other hand, to alter indirectly the culture by an insidious and systematic alienation of the spiritual places of knowledge – because the great majority of the mosques gave also the teaching of Arabic and, for some, the scientific knowledge of the epoch."*Rovigo p.37

Today, French holds a controversial position in Algeria. Though officially designated a foreign language, it remains a significant part of the country's linguistic repertoire. For many years after colonization and even into the early post-colonial period, French served as the dominant language for instruction, administration, and media, extending even to everyday communication. However, in 1963, Algeria embarked on a policy of Arabization to reclaim its cultural identity. This strategic move aimed to elevate Arabic and ensure its widespread use across the nation.

Following independence, the Algerian government embarked on a process of Arabization, aiming to diminish the presence of the French language and any remnants of colonial influence. However, the task proved difficult, as a significant portion of the Algerians continued to use French in their daily interactions, even those with limited proficiency. Despite large-scale Arabization efforts, French still enjoys a prestigious position in Algerian society. It continues to fulfill important functions: in higher education, technology, sciences, and the media (Djennane, 2016). Additionally, certain expressions and terms ingrained in Algerian discourse are only fully comprehensible in French, highlighting the deep entrenchment of the language. For instance, words like "**Déjà**" (already) carry specific nuances uniquely understood within the French language, along with numerous other examples in similar contexts such as **/Kuzina/** for cuisine ... and many other words borrowed from French and are still used.

## **2.1 The Global Reach of English in the Educational system**

English remains not only an international means of communication but also a global language, spoken by approximately 508 million native speakers. As Newsweek aptly stated in 1982, "The sun regularly sets on the Union Jack these days but never on the English Language...has it replaced French in the world of diplomacy and German in the field of science." In today's globalizing world, mastering two things is crucial: English and computing. As Burchfield noted, "Any literate, educated person on the face of the globe is deprived if he does not know English."

### **2.1.2 English in the Algerian Educational System**

The status and teaching of English within the Algerian educational framework have undergone significant transformations, influenced by the country's social, political, and economic shifts across different periods. English's role as a subject has notably evolved before

and after independence. During French colonization, English was taught as a primary foreign language alongside Arabic, or more exactly Algerian Arabic, and introduced in first at the middle school. Once pupils reached university they would have spent eight years studying English language.

### **2.1.3 Unlocking a Global Language: The Advantages of Early English Education**

As discussed previously, English has become the global language of the twenty-first century. The number of people speaking it is increasing day by day; its global influence is undeniable. The growing interest in English as a second language makes it spoken by more than 1.5 billion people around the world (Crystal, 2003). Consequently, due to its escalating power and influence, the majority of countries worldwide include English as a second language in their educational curricula, making it the most commonly taught foreign language globally. There is a specific time in life to acquire language; it stretches from early postnatal life to puberty. If language acquisition does not occur by this period, some aspects of language can be learned but full mastery of the language cannot be achieved (Penefield & Robert, 2014). The acquisition and learning of language in children have generated significant debate and diverse perspectives among linguists. Children aged between 6-12 are typically considered young learners, being in the primary stages of schooling. Therefore, English instruction in primary schools is primarily aimed at learners aged 6-10. Learning English as a second language is considered most effective when it starts in primary school because at that age an area of the brain goes through a period of intense growth, making language acquisition easier (Gordon, 2007). So, it can be said that children learn languages easily because it is part of their natural development (Zacharias, 2010).

## 2.2 Challenges in Teaching English in Algerian Primary Schools

The text references a study by Kouicem.kh (2019) that highlights several obstacles hindering the effective teaching of English in Algerian primary schools. These challenges can be categorized as:

- **Historical and Political :**

- **Legacy of French:** French, the language of the colonial era, remains dominant in Algerian society due to continued political reinforcement.

- **Prioritization of French:** Policymakers prioritize French as the primary foreign language, neglecting the global importance of English (the lingua franca).

- **Pedagogical and Technological:**

- **Limited Resources:** There's a lack of essential learning materials like audiovisual aids, books, journals, and magazines.

- Large Class Sizes:** Overcrowded classrooms make it difficult for teachers to provide individualized attention.

- Time Constraints:** Limited class time restricts the depth and variety of English language instruction.

- **Underutilization of Technology:** The integration of Information and Communication Technologies (ICTs) in English language teaching is lacking.

### **2.2.1 The Role of Audiovisual Materials in Algerian Primary School Language**

#### **Programs:**

A lack of audiovisual materials is a common challenge in Algerian primary schools. These resources, such as videos, audio recordings, songs, and multimedia tools, are essential for language learning, especially for young learners acquiring a new language. The absence of these resources can make it difficult for teachers to create dynamic and engaging lessons that cater to diverse learning styles and interests.

### **2.2.2 Overcrowded Classes**

Large class sizes make it difficult for teachers to provide individualized attention to each student, hindering effective language instruction. Limited interaction time between teachers and students can impede language practice and feedback, ultimately impacting students' language acquisition.

### **2.2.3 Time Constraints**

Time constraints are a major challenge for teachers. In Teacher 1's experience, the 30-minute sessions are not sufficient for students to absorb the given information, as it takes time for a child's mind to acquire new words. Teacher 2 shares this concern, explaining that time is one of the biggest obstacles faced while teaching in primary schools.

### **2.2.4 Lack of Technology Integration**

The lack of ICT infrastructure in many Algerian primary schools, such as computers, internet connectivity, and multimedia resources, impedes the integration of ICT-based English teaching methods. English language software, applications, and online resources may primarily be available in languages other than Arabic or French, the languages of instruction in Algerian schools. This language barrier can hinder students' comprehension and

engagement with ICT-based English learning materials. Both teachers and students may lack proficiency in effectively using ICT tools and resources for language learning. Without adequate training and support, teachers may struggle to incorporate technology into their teaching practices, ultimately affecting the quality of English language instruction.

## **Section two: Strategies and adaptation in Teaching English in Primary Schools**

### **A. Strategies**

#### **1.1 Flashcards and pictures**

Flashcards are a versatile tool which can enhance various aspects of English language learning for young learners. They can improve vocabulary acquisition by introducing and reinforcing new words, helping them build their vocabulary. Flashcards with words and corresponding images also enhance reading and spelling abilities. Additionally, the repetitive nature of flashcards activities can help students commit language concepts to memory.

Pictures are also powerful tools for enhancing English language proficiency among young learners. Pictures can be used in various ways to support vocabulary development, comprehension, background knowledge, and sentence structures. They help young learners better understand the meaning of new vocabulary words and phrases by acting as visual aids. Pictures also stimulate imagination and creativity, and can help students practice using English in a meaningful context by describing and discussing them.

## 1.2 One to Two Audios:

Audios play a significant role in enhancing listening skills and overall language development when teaching English proficiency among young learners in Algerian primary schools. Audio recordings are a valuable tool for :

**- Enhancing listening comprehension:** Audio exposes learners to natural speech patterns and pronunciation, improving their ability to understand spoken English.

**-Promoting engaged learning and fluency development:** Engaging audio content can capture students' attention and encourage them to participate actively. By listening and practicing speaking in response to the audio, they develop fluency.

**-Improving accent and speaking styles:** Exposure to diverse audio samples helps young learners develop proper pronunciation and speaking styles.

**-Expanding vocabulary:** Audio recordings often introduce new vocabulary in context, making it easier for young learners to understand and retain.

**-Effective Use of Audio in Teaching:** Young learners are often more receptive to auditory learning approaches. Therefore, incorporating audio recordings into the teaching process can be an effective way to engage them and support their language development.

### **Alignment with Communicative Language Teaching (CLT) :**

The use of audio recordings aligns with the principles of CLT. CLT emphasizes providing learners with opportunities to use the language in real-life contexts. By incorporating audio recordings, teachers can create authentic and engaging learning environments that prepare young learners for real-world communication.

### **1.3 Songs and Videos:**

Songs and videos provide a powerful tool for language learning, especially for young learners. They offer a dynamic and engaging way to introduce and reinforce vocabulary, grammar, and language concepts.

By singing and watching videos, students are exposed to the natural rhythm and flow of spoken English, helping them develop better pronunciation and intonation. Additionally, songs often use repetitive language and catchy lyrics, which can increase learners' vocabulary. Videos can also influence their speaking style and improve their ability to have conversations related to specific subjects in their curriculum. Finally, watching videos and listening to songs can enhance listening and speaking skills by helping learners comprehend spoken language.

### **1.4 role play:**

Role play activities allow beginners to practice using English in real-life scenarios. By taking on different characters and situations, young learners develop conversational skills. Boosting confidence through acting out scenarios in a safe and supportive environment can help young learners feel more confident in using the language.

### **1.5 Games:**

Incorporating games into the English language learning process can be highly effective for young learners. Games motivate and engage students; the competitive and interactive nature of games can make learning English more enjoyable. Also, games can be designed to target specific language skills such as vocabulary, grammar, and reading comprehension. In addition, games can create a relaxed and fun atmosphere.

Examples of different games in teaching English language proficiency among young learners:

Word search or crossword puzzles and what's missing game (for the letters): Here, the teacher provides pictures of objects and the words, makes the students see the words for 1 minute, then turns around. The pupils memorize the words and guess what the missing letter is. Also the game of Roll the ball activity to practice ask/answer questions.

-Sutton-Smith: "But for children, play is really the work of childhood."

-Friedrich Froebel: "But for children, play is serious learning."

-Rogers.F claimed: "Play is often talked about as if it were a relief from serious learning".

### **1-6 Communicative Language Teaching (CLT):**

Communicative language teaching (CLT) is an effective approach for enhancing English language proficiency in young learners. It emphasizes the development of communicative competence through interactive and meaningful activities. Here are some key strategies for implementing CLT with young learners.

The key differences between pair work, group work, and real-life communication practice for young learners are: First, pair work allows young learners to actively participate and practice speaking with a partner in a safer environment. This develops students' confidence and the ability to communicate more effectively through individual practice. Second, group work may present a challenge in ensuring all students participate actively. Finally, real-life communication practice replicates authentic situations where students creatively exchange new information and ideas.

These strategies not only enhance language skills but also promote active learning, social interaction, and confidence among students. By incorporating these strategies into their teaching practices, teachers can create a more enjoyable and effective learning environment.

## **B. Adaptation**

### **2.1. Curriculum for Teaching English Language to Young Learners**

A curriculum is a structured plan outlining what students will learn and how they will learn it. Within an educational institution or a specific course, it encompasses the goals, objectives, and content, teaching methods, and assessment strategies that guide the teaching and learning process. In the context of teaching English language proficiency among young learners, the curriculum specifically outlines the language skills, content, themes, teaching methods, and assessment criteria tailored to the needs and abilities of young students. It serves as a roadmap for teachers, ensuring a comprehensive and effective learning experience that helps students achieve language proficiency and academic success.

#### **2.2.1 Components of a Curriculum for Young Learners**

**Language Skills:** The curriculum should clearly define the specific language skills students will develop, such as listening, speaking, reading, and writing. It should also specify the expected level of proficiency in each skill for these young learners.

**Content and Themes:** The curriculum should incorporate engaging and relevant content and themes for young learners. This could include topics related to family, friends, school, and community, along with cultural and social issues.

**Teaching Methods:** The curriculum should outline the teaching methods and strategies used to deliver the language lessons. This could include techniques like storytelling, role-playing, and games to create a dynamic learning environment.

**Assessment and Evaluation:** The curriculum should define the methods and criteria for assessing student progress and evaluating the effectiveness of the teaching program. This ensures continuous improvement and addresses individual student needs.

### **2.2.2 The Importance of a Relevant Curriculum**

As Heidi Hayes Jacobs aptly states, "What year are you preparing your students for, 1973 or 1995? Can you honestly say that your school's curriculum and the program you use are preparing your students for 2015 or 2020? Are you even preparing them for today?" A well-designed curriculum is crucial for ensuring that students are equipped with the necessary skills and knowledge to succeed in the ever-evolving world. By providing a clear and comprehensive curriculum, teachers can empower young learners to acquire language proficiency and prepare them for future academic success.

### **2-3 Types of assessment in teaching English language among young learners in primary schools**

Teaching English language proficiency among young learners in primary schools is a crucial aspect of education. Teachers can utilize a variety of assessment tools to gauge students' progress and understanding of the language. Standardized tests, quizzes, project-based assessments, task-based assessments, and portfolio assessments are all effective strategies.

Quizzes are typically shorter and more informal than standardized tests and assess students' knowledge of specific language skills or topics. They can check understanding of new vocabulary, grammar rules, or reading comprehension, and assess students' ability to apply these skills in writing or speaking tasks.

Project-based assessments offer a more comprehensive and engaging way to evaluate proficiency. Students are given a task or project requiring them to use their English language skills, such as writing a short story, creating a presentation, or designing a poster. This allows teachers to assess students' ability to use language in context, as well as their critical thinking and creativity.

Task-based assessments, similar to project-based ones, typically involve a specific task or activity students must complete. This could be writing a letter to a pen pal, participating in a role-play, or completing a problem-solving activity. These assessments allow teachers to gauge students' ability to use language in context and apply skills to real-life situations.

Portfolio assessments provide a more holistic approach. Students are given a collection of tasks or activities completed over time, designed to assess language skills in different contexts like writing, speaking, and listening. Portfolio assessments allow teachers to track students' progress and development over time, as well as their ability to use language in various contexts.

In conclusion, teachers have a variety of assessment tools at their disposal to gauge English language proficiency among young learners in primary schools. Standardized tests, quizzes, project-based, task-based, and portfolio assessments are all effective methods for evaluating students' language skills and understanding. By using a combination of these tools, teachers can gain a comprehensive picture of students' strengths and weaknesses and tailor their instruction accordingly.

## **2.4 formative VS summative assessment**

Summative and formative assessments are two distinct types of assessment that serve different purposes in the learning process. Summative assessment is used to evaluate student learning at the end of an instructional period, such as a unit, course, or program. It is often high-stakes and heavily weighted, such as a final exam, project, or paper. The goal of summative assessment is to measure how much a student has learned compared to some standard or benchmark. It provides a summary of what students have learned and achieved.

In contrast, formative assessment is used to monitor student learning and provide ongoing feedback to both students and teachers. It occurs throughout a class or course and aims to identify misconceptions, struggles, and learning gaps so that adjustments can be made to improve student achievement of learning objectives. Formative assessments are often low-stakes, such as in-class discussions, clicker questions, weekly quizzes, or homework assignments. They allow students to experiment, make mistakes, and learn.

## **2.5 Adapting Summative Assessments**

Young learners thrive in learning environments that prioritize real-life scenarios and engaging activities. Summative assessments can be made more meaningful by incorporating visual aids like images and videos, helping children associate new concepts with visual cues. Hands-on activities should also be included, allowing them to apply their knowledge and skills in practical ways. Feedback and reflection are crucial for young learners. Summative assessments should provide constructive feedback, while formative assessments should offer continuous support and opportunities for reflection to keep them on track. Real-time monitoring through formative assessments allows for early identification of misconceptions and learning gaps, ensuring a more effective and engaging learning experience.

## Conclusion

Primary school teachers and learners in Algeria face various challenges, particularly those related to the language barrier created by the use of the official language of instruction instead of the mother tongue, especially for young learners. Teachers must adapt their teaching strategies to accommodate different language proficiencies and provide support for students who are not fluent in the language of instruction. Adapting teaching strategies is crucial for addressing these challenges. Strategies like using interactive and hands-on activities, visual aids, real-life scenarios, and ongoing feedback can help engage young learners and support their language development. For identifying language-related issues early on and adjusting instruction accordingly, formative assessments that provide continuous feedback and monitor progress in real-time are particularly beneficial.

## **Chapter Three**

### **Methodology**

#### **Introduction**

The literature reviewed in the previous chapter identified some empirical research on strategies and adaptations used by EFL teachers to enhance English language proficiency among young learners in Algeria. This study aims to explore Algerian EFL teachers' views and practices regarding English language instruction in primary schools.

This chapter presents an exploratory research project conducted in El-Tarf primary schools. It outlines the research methodology, detailing the steps taken in data collection. The chapter first discusses the research questions and design, followed by a description of the research setting and the sample chosen for data collection. Additionally, it explains the design of the research tools, the data analysis procedures, and examines the research findings' reliability.

#### **The Research Design**

This study employed a mixed-methods design, combining observation and questionnaires. Observations typically involve qualitative research approaches, focusing on direct observation and interpretation of behaviors. Questionnaires, with both open-ended and close-ended questions, contribute quantitative data suitable for statistical analysis. Mixed-methods research, as defined by Creswell (2011, p. 119), involves collecting, analyzing, and integrating both qualitative and quantitative data within a single study or multiphase program.

Johnson, Onwuegbuzie, and Turner (2007) stated that mixed methods research "is generally speaking, an approach to knowledge that attempts to consider multiple viewpoints, perspectives, positions, and standpoints." This approach extends, rather than replaces, quantitative and qualitative methods, which remain valuable tools (Johnson & Onwuegbuzie, 2004). Leedy & Ormrod (2001) rightly point out that research is more than simply gathering information, documenting facts, or rummaging for data.

This exploratory study investigates Algerian primary school teachers' perceptions of strategies and adaptations for enhancing young learners' English language proficiency. The researchers chose a mixed-methods design due to the anticipated data format: a combination of arguments and numerical responses from the questionnaires. This design offers flexibility in interpreting the data and drawing conclusions. As Cohen et al. (2018, p. 288) explain, mixed methods "give voice to participants and probe issues that lie beneath the surface of presenting behaviors and actions." The research aims to describe and explore teachers' classroom strategies and adaptations, making a descriptive research design appropriate.

### **Research Setting and Participants**

Marshall and Rossman (2011) emphasized the importance of selecting an appropriate research site to ensure data quality. This study was conducted in El-Tarf primary schools during the academic year 2023/2024. To gain access, the researchers visited all the principals and explained the research project, including how anonymity and confidentiality of both schools and participants would be ensured. The principals willingly agreed to participate.

The target population for this study consisted of **TEN** teachers from El-Tarf primary schools. A convenience sample of all 10 schools was selected, representing the entire population (100%). Among the participating teachers, two were male and eight were female.

## **Data Gathering Instruments and Procedures**

Data collection tools are the most essential part of research, as the primary function of research is to gather data (Sugiyono, 2005). Since this study aims to identify teachers' most effective strategies, adaptations, and practices, an exploratory approach was chosen. Designing a questionnaire and conducting observations were determined to be the most appropriate tools to achieve this goal and answer the research questions.

Observation is a data collection tool, as highlighted by Tavakoli (2013), where researchers immerse themselves in a research setting and systematically observe its dimensions, interactions, and relationships. This method is considered to yield more objective data as it gathers evidence from participants' actions rather than their reported experiences (Dornyei, 2007).

### **Observation**

This study used classroom observations followed by questionnaires distributed to English teachers to explore English practices in primary schools. There are three types of observation: structured, unstructured, and semi-structured. Structured observation follows a predetermined list of observations. Unstructured observation allows the researcher to observe what is happening first and then decide on its significance. Semi-structured observation, which was adopted in this study, is based on some planning but allows for flexibility in gathering data. As Robson and McCartan (2016, p. 322) point out, it provides valuable insights into the natural learning context and offers "considerable freedom in what information is gathered and how it is recorded."

### **Design of classroom observation**

The purpose of conducting classroom observation is to gain an in-depth understanding of a teacher's practices within the classroom. To carry out a semi-structured observation, a pre-designed schedule allows for taking valid notes during and after the session. This protocol (see Appendix A ) enabled the gathering of detailed information about teachers' strategies and adaptations inside the classroom to enhance English language proficiency among young learners. It also allowed for observing young learners' engagement with the used strategies.

### **Questionnaire**

Questionnaires are valuable tools for efficiently gathering data from a large number of respondents. They are used in various fields, including marketing, social sciences, healthcare, and education. According to Creswell (2012, 382), a questionnaire is a survey design where participants fill out and return it to the researcher. There are two main types of questions used in questionnaires: open-ended and closed-ended. Open-ended questions allow respondents to answer in their own words, providing richer and more detailed information. Closed-ended questions offer predefined answer choices, such as multiple-choice, yes/no, or rating scales, making data analysis easier. The researchers distributed the questionnaire to teachers in different primary schools in El Tarf to answer pre-prepared questions. The questionnaire consisted of 18 questions, a mix of open-ended and closed-ended, divided into four sections. Through the questionnaires, the researchers aimed to gather data.

### **Open-ended questions**

Open-ended questions are a vital tool in qualitative research, providing depth and context that enrich the understanding of complex issues and human experiences. John W. Creswell, in his book "Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research," discusses open-ended questions as a way to gather

qualitative data. He emphasizes that they allow respondents to provide their own answers without being restricted by predefined options, leading to richer and more detailed responses. This type of questioning is essential for exploring complex issues, gaining deeper insights into participants' thoughts and feelings, and uncovering new perspectives that the researcher might not have considered. By allowing respondents to express their thoughts freely, open-ended questions provide rich, qualitative data (Patton, 2002). This makes them essential for exploring complex issues and understanding the deeper context of respondents' experiences (Merriam, 2009).

### **Closed-ended questions**

Closed-ended questions limit respondents' answers to predefined choices, streamlining data collection and analysis. They are ideal for quantitative research due to their efficiency and ability to generate standardized data. These questions simplify the response process and reduce data analysis complexity, making them particularly valuable in large-scale surveys where consistent and reliable responses are crucial. Researchers like Fowler (2009) and DeVellis emphasize their role in creating reliable and valid measurement tools like scales and questionnaires. Closed-ended questions come in various formats, including yes/no, multiple-choice, rating scales (numerical or ordinal), Likert scales (agreement/disagreement), and dichotomous questions (two answer choices).

### **Questionnaire Description**

The teachers' questionnaire (see Appendix B ) consisted of four sections. The first section focused on personal information, including the participating teachers' educational background, gender, age range, and teaching experience, which might influence their views. The second section aimed to explore teachers' opinions on teaching English to young learners and the challenges they face in finding the best teaching strategies and assessing their

effectiveness in achieving the course goals and objectives. The third section included questions about the program to understand and report on the learners' needs. The fourth section inquired about English in primary school and how to support young learners' English language development. Since the participants were English language teachers, translating the questionnaire into Arabic was unnecessary.

### **Conducting the Classroom Observation**

After explaining the research topic, the teacher became motivated and expressed willingness to participate, as this was a new experience for them. The researchers conducted observations at Sahbi Mohamed Primary School in El Tarf. The headmaster and the teacher granted permission to observe her class. Due to time and budgetary constraints, only one observation session was possible. This particular school was chosen for several reasons: familiarity with the area allowed for easier access and rapport building, the teacher utilized diverse materials and effective teaching strategies, and its close proximity minimized travel costs.

The teacher was informed about the study's purpose through an information sheet. Researchers then scheduled a mutually agreeable time to observe a specific class. The observation lasted for a single 45-minute session and was recorded visually using a phone camera. To minimize the "obtrusive researcher effect" (Dörnyei, 2007, p.190), the researchers positioned themselves at the back of the classroom. Detailed field notes were taken to supplement the recorded data. These notes captured the flow of the teacher's practices and classroom strategies. Further insights were gained through informal post-lesson discussions with the teacher, which provided specific details about their practices and helped make sense of the data collected. Sauro (2015) argued for four types of observation: participant, overt, covert, and complete observer. According to Cohen et al. (2018), there are two main

observation modes: participant and non-participant. The choice depends on the research focus. Since this study aimed to explore teachers' strategies, adaptations, and practices without interference, the researchers adopted a non-participant observer role. They remained quiet, taking pictures of events unfolding naturally without disrupting the teaching and learning process. Additionally, a positive rapport was built with the teacher by reminding them of the research goals and assuring anonymity. The researchers constantly emphasized that their presence solely served research purposes and did not reflect on the teacher's professional standing.

### **Conducting the Questionnaire**

In May 2024, researchers distributed a questionnaire to ten English teachers across various El Tarf elementary schools. Due to a shortage of teachers, many of whom work at multiple schools, the selection wasn't limited to a single institution. The researchers visited ten different primary schools and administered the questionnaire directly to the teachers. While some educators completed and returned the questionnaire promptly, others required follow-up visits. The busy schedule of exams limited some teachers' time, resulting in them taking four to five days to finish.

### **Conclusion**

This chapter provides a detailed description of the methodological principles and approaches that guided this study, aiming to explore teachers' perceptions, strategies, and adaptation towards English language instruction in Algerian primary schools. It begins by outlining the data collection procedures, covering the selection and access of research sites, the chosen sampling strategy, participant recruitment, and the implementation of research instruments. The chapter then explains the stages of data collection chosen to analyze the data and obtain accurate results.

## Chapter Four

### Results

#### Introduction

This chapter explores strategies and adaptations for enhancing English language proficiency among young learners in Algerian primary schools. The analysis is based on questionnaires and observations conducted during the 2023/2024 academic year with ten English teachers from various El Tarf primary schools who participated in the research.

#### Teachers classroom observation analysis

This study utilizes observation to examine the strategies and adaptations employed by teachers in El Tarf primary schools. The observed results are as follows:

- **Teachers' Strategies**

The teacher employed various methods and strategies to explain different topics. William and Burden (2003) emphasize that the strategies teachers use are crucial factors contributing to successful language learning.

The classroom observation began with the teacher greeting her students and inquiring about the date. She then instructed them to open their notebooks and write the date alongside her.

**Extract:**

**Teacher: "What is the date today?"**

**Pupils: "Todayis ..././2024"**

Following this, the students were questioned about the previous lesson's topic (phonics/the difference between "**this**" and "**these**"). The teacher then transitioned to the new lesson within the unit on "**Animals.**"

Through this approach, students learned animal names, writing, question answering, and reordering. Brown (2011) suggests that young children at the beginning levels have "short attention spans" or limited immediate interest, which can wane when presented with lessons perceived as boring or difficult. Therefore, a teacher's role is to make lessons interesting, lively, and fun to actively engage students (Paul, 2003). In this instance, the English teacher utilized English materials to keep students engaged in learning the language.

The figures below illustrate some of the tools the teacher employed to engage young learners with the lesson and capture their attention.



**Figure 1.1: Instruments used by the teacher inside the classroom**

As shown in Figure 1.1, many pupils seem excited to learn English. This is likely because the teachers use engaging materials, such as pictures and flashcards, which make the lessons easy to understand. Additionally, students complete projects at the end of each unit, allowing them to demonstrate their understanding of the content.



**Figure 1.2: Pupils projects at the end of each unit**

- **Use of illustrations**

The use of illustrations facilitates the learning process for young learners. It helps them enhance their comprehension skills by encouraging them to decode words, make predictions, and draw connections between the visual and textual information.

Teachers can utilize various types of illustrations during lectures, including pictures, flashcards, and even diagrams or short texts.

**Extract :**

**Extract : 4PS**

**Teacher: "Who can tell me the name of this animal in this picture? "**

**Pupil 1 :Dog**

**Pupil 2 :Dog**

In this example, the teacher uses a picture to prompt students to recall the names of animals they learned about during the lecture. As evident, most of the class successfully remembered and provided the correct answer.

## Teachers questionnaire Results

During May 2024, within school hours, questionnaires were distributed to 10 English teachers in primary schools. The questionnaires focused on the teachers' experiences in teaching English to young learners, and their responses were then discussed. Based on the teachers' answers, the following sections emerged:

1-Personal Information

2-Teachers' Opinions on Teaching English to Young Learners

3-The English Language Program in Primary Schools

4-Supporting Young Learners' English Language Development

- **Section ONE : Personal information**

In this section, respondents answered questions to reveal their highest level of education, gender, age range, and years of experience. They also discussed how their experience contributes to effective classroom practice and its impact on teaching English to young learners. Additionally, they explored the source of their motivation to become an English teacher in primary school.

### **Item 01: Teachers' highest level of education**

- a) Licence
- b) Master's degree
- c) Doctorate

This question aims to assess respondents' self-evaluation of their English learning levels.

**Table 1.1 : Teachers' highest level of education**

<b>Level</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>Licence</b>	07	70%
<b>Master'sDegree</b>	03	30%
<b>Doctorate</b>	00	00%
<b>Total</b>	10	100%

According to Table 1.1, the most common educational level among the respondents was a Bachelor's degree (Licence), with 7 out of 10 respondents (70%) reporting this as their highest qualification. Master's degrees were held by 3 respondents (30%), while none of the respondents reported having a Doctorate.

#### **Item 02: Respondents' gender**

This question reveals teachers' gender.

**Table 1.2 : Gender distribution**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>Male</b>	02	20%
<b>Female</b>	08	80%
<b>Total</b>	10	100%

The current question is a dual-choice one about the gender of the respondents. As shown in Table 1.2, out of the 10 respondents, 2 are male and 8 are female. Reflecting this, Table 1.2 also indicates a significantly higher percentage of females compared to males.

Specifically, 80% of the respondents are female and 20% are male, all of whom are English teachers in primary schools

The apparent reason for the higher number of female teachers is likely due to the lower number of males interested in the profession. Teaching requires tasks like lesson preparation, classroom presence, guiding students, and assessing their work, which may not appeal to as many males.

**Item 03 : Age range**

- a) 20-30 Years Old
- b) 31-40 Years Old
- c) 41-50 Years Old
- d) 51 and above

**Table 1.3 : Age distribution**

Age	Frequency	Percentage %
<b>20-30 YO</b>	04	40%
<b>31-40 YO</b>	04	40%
<b>41-50 YO</b>	02	40%
<b>50 and above</b>	00	00%
<b>Total</b>	10	100%

From Table 1.3, we can see that there seems to be a balance between the teachers' age ranges of 20-30 years old (YO) and 31-40 YO. The range was divided into four categories. Four respondents answered in the first category (20-30 YO), representing 40% of the sample. Similarly, four respondents answered in the second category (31-40 YO), also representing

40%. Only two teachers responded in the third category (41-50 YO), and none responded in the last category (51 YO and above). Therefore, the results suggest that these respondents are relatively young.

#### Item 04 : Years of experience

**Table 1.4 : Years of experience**

<b>Years of Experience</b>	<b>Frequency</b>	<b>Percentage %</b>
<b>Lessthan 1 year</b>	01	10%
<b>1-2 Years</b>	07	70%
<b>3-5 Years</b>	02	20%
<b>More than 5 years</b>	00	00%
<b>Total</b>	10	100%

The results in table 1.4 above show that the majority of teachers, 7 teachers (70%), have been teaching English in primary schools between 1-2 years. 2 of them have experience of 3-5 years (20%). And one teacher has less than 1 year (10%). However, none of them have more than 5 years of experience in teaching English to young learners in primary schools. The results show that the teachers' years of experience in teaching English in primary schools do not exceed 3-5 years, because English is a new language in Algerian primary schools. It was added just in July 2022.

**Item 05 : Contribution of experience to effective classroom classes****Table 1.5 : Contribution to effective classroom classes**

	<b>Frequency</b>	<b>Percentage %</b>
<b>Yes</b>	<b>10</b>	<b>100 %</b>
<b>No</b>	<b>0</b>	<b>0 %</b>
<b>Total</b>	<b>10</b>	<b>100 %</b>

The results show that the experience plays a great role in contributing effective classroom practice. 100% of the respondents answered that teaching experience contribute to effective classroom practice. Experience has impacted the teaching of english to young learners in different ways according to the results.

The answers of the respondents means that experience makes teaching easier and more comfortable over time, and improving English education in Algeria requires future planning, reflecting on past practices, and providing recommendations.

According to some of the respondents the causes that motivates them to become an English teacher in primary schools was the ability of young learners to receive information and they learn easily, others answered that they love to deal with young learners and that it was a dream since years.

**Item 06 : Teachers' opinions on teaching English to young learners**

Mastering the English language can be achieved by starting teaching this language from an early age. It can be difficult to teach young learners, because they are more active and curious to learn something new. As the impact of that, the teacher should be more active and

creative in teaching their pupils. The questionnaire excerpts below to show the teachers' perceptions about the overall experience teaching English to young learners. Some teachers answered that it is an easy experience and others said that it is difficult because of the responsibility.

The majority of the results turned around the huge responsibility of teaching young learners and that it is a challenging profession, in the other hand, other teachers find it wonderful experience and it creates a strong and deep relationship that leads to the success of the classes, and makes it more enjoyable. 1 of the respondents finds it nice but the lack of materials and crowded classes is an obstacle. i.e the huge number of learners in one class creates some difficulties.

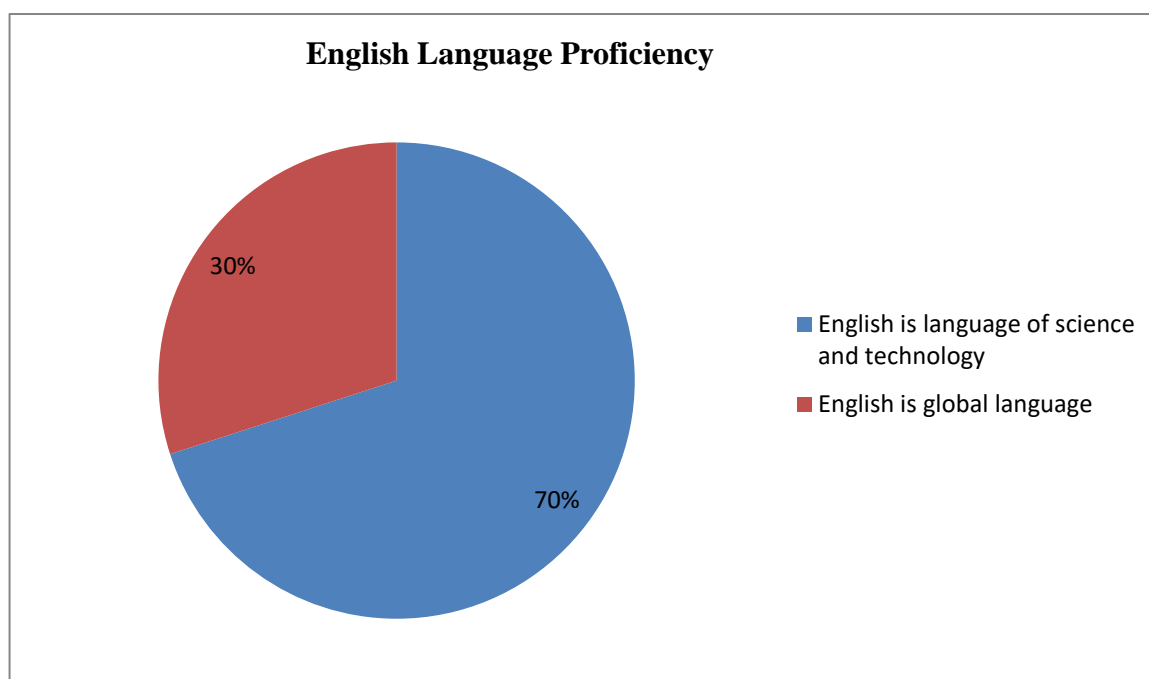
#### **Item 07: Challenges facing teachers' while teaching English in primary schools**

According to the results, teaching English to young learners often presents challenges and difficulties for teachers. These challenges can come from various sources ; the learners, the school, or the teachers themselves, and can significantly impact the teaching and learning process. Based on the answers of the teachers about the questionnaire, it seems there are several challenges they are facing with young learners. Here are the key points from the answers: teachers said they face struggle with French accent and learners are not revising their lessons adequately. Also, while the learner may comprehend the material, they seem to struggle with active participation and response; this suggests a gap between their receptive and productive language skills. Other teachers mentioned that they face a struggle with materials, i.e. there is a big lack of materials in Algerian primary schools and they need to teach with advanced materials especially they are teaching new language to young learners. To address these challenges effectively, teachers can engage their young learners in interactive activities that require active participation and response to reinforce learning and improve

retention. Also, encourage the consistent use of the target language during sessions to minimize reliance on their French language and enhance language acquisition in addition to the appropriate use of materials in appropriate sessions.

### **Item 08: English language proficiency**

The importance of English language proficiency among young learners in Algeria cannot be overstated. English is not only the language of science and technology but also a global language that holds immense significance for the future. As the primary language of international communication.

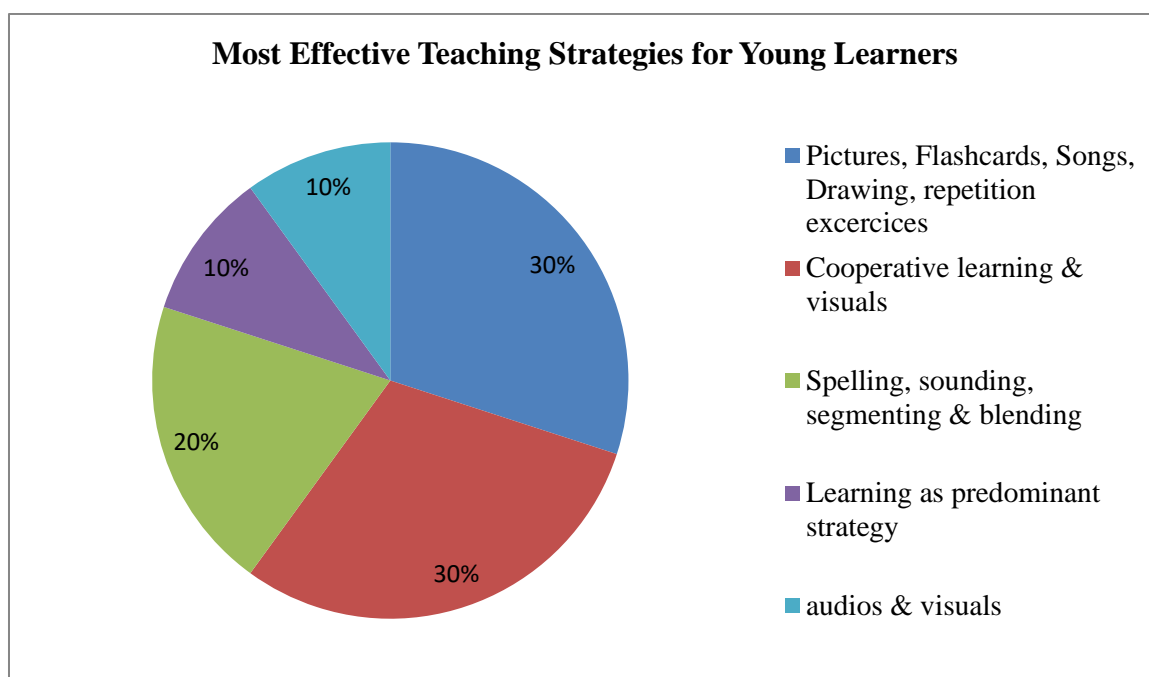


**Figure 2.1 : English Language Proficiency**

According to figure 2.1; The answers of teachers were going around the following point; most of them (70%) 7 teachers mentioned that English language proficiency is crucial for young learners in Algeria as it serves the language of science and technology and it is the language of the world and the most widely spoken language. The Other 3 teachers (30%) stated that English is a global language, it offers young learners in Algeria the advantage of

connecting with people from diverse cultures and backgrounds, fostering a deeper understanding of the world and preparing them for a future where cross-cultural communication is key. Factors such as child age, family income, parental education, and participation in cultural heritage activities are predictors of English proficiency among young learners in Algeria, highlighting the importance of addressing these variables to support their language development. The results emphasize the significance of English language proficiency for young learners in Algeria, as it provides them with access to global opportunities.

#### Item 09 : Teaching strategies that are most effective for young learners

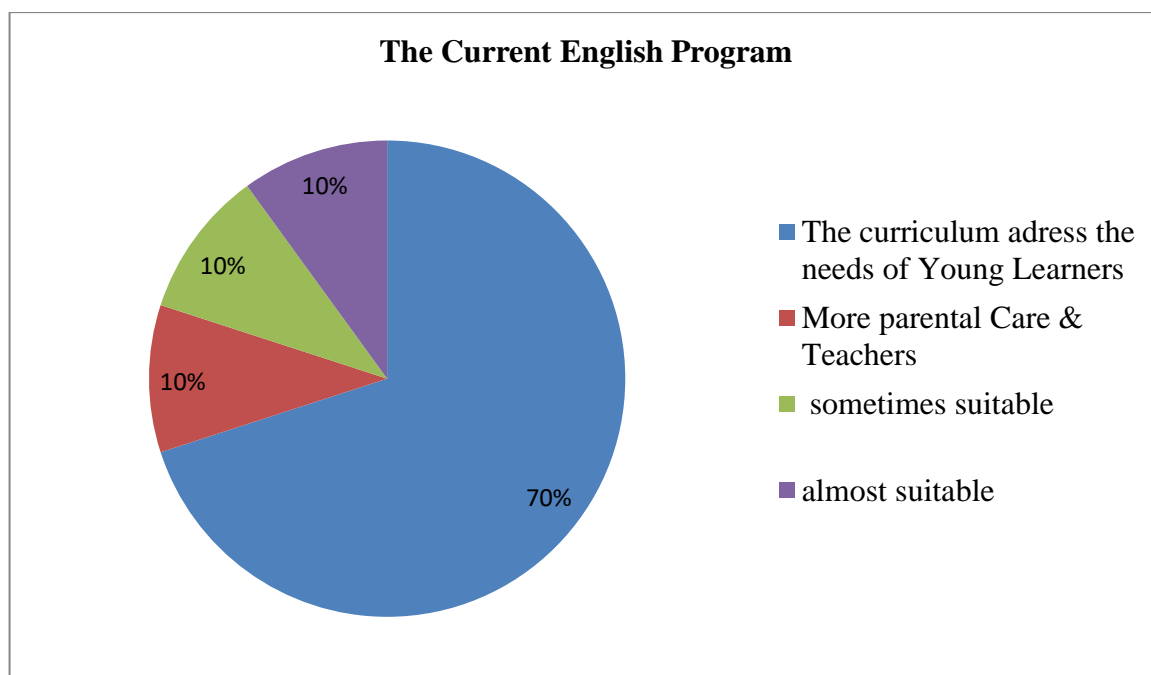


**Figure 2.2 : Most Effective Teaching Strategies for Young Learners**

According to figure 2.2; Out of 10 questionnaires distributed to 10 teachers regarding the effective strategies on teaching English to young learners; 3 teachers (30%) shared their perspectives on teaching strategies so they support using pictures, flashcards, songs, drawing and repetition exercises where the teacher pronounces words and learners repeat. 3 other

teachers (30%), highlighted cooperative learning and visuals because it encourages young learners to work together and make efforts. Two teachers (20%) focused on specific instructional techniques related to language development, mentioning : spelling, sounding, segmenting, and blending. Other one teacher (10%), highlighted active learning as predominant strategy, emphasizing its effectiveness in making young learners more active and engaged in the learning process. One teacher (10%) answered using audios and visual aids like watching videos and listening to audio of " magic word " can positively impact young learners. In addition to incorporating games and fun activities is vital for teaching English as a foreign language to young learners.

#### Item 10 : The current English program

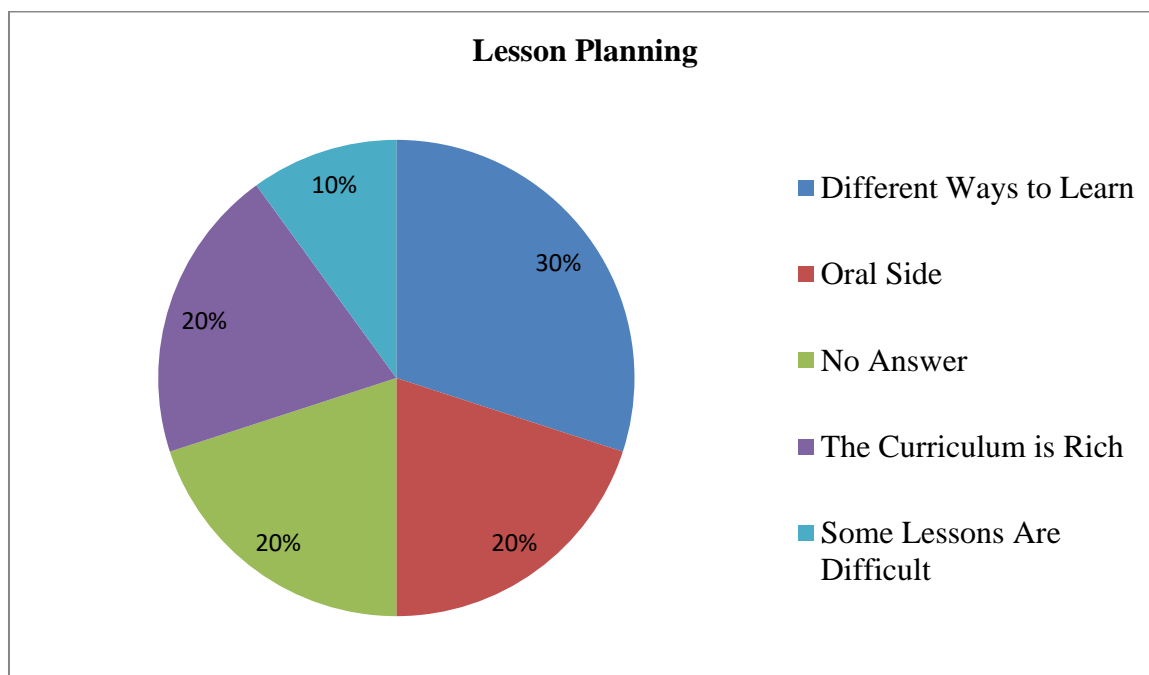


**Figures 2.3 : The Current English Program**

According to the data gathered from the questionnaires the majority of respondents (70%) answered by yes, the current English Language curriculum adequately address the needs of young learners. Other data collected from 1 respondents (10%) answered they need

intentions and more care from their parents and teachers must teach the language as a tool not as a subject. A different answer from 1 other teacher (10%) which is Sometimes the curriculum addresses the needs of young learners. 1 last teacher (10%) stated that it is almost suitable.

### Item 11 : Lesson planning

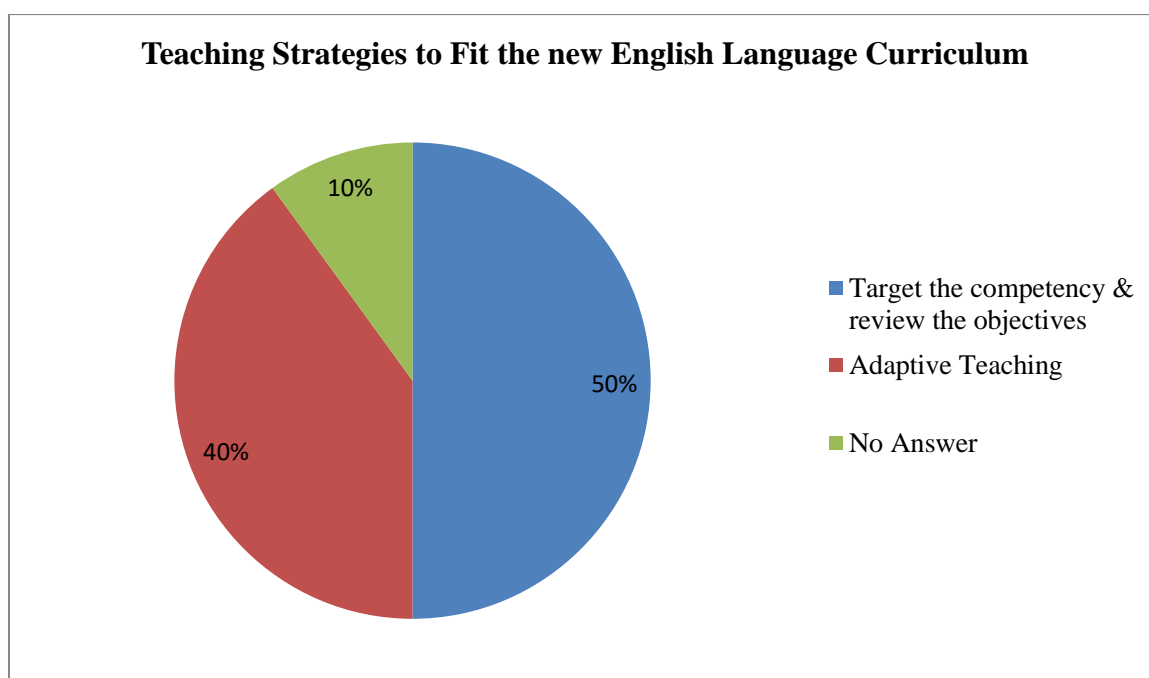


**Figure 2.4 : Lesson Planning**

The teachers faced many difficulties in implementing the curriculum as it is revealed from the questionnaires. Overall, according to the data collected the curriculum is lacking somehow, 3 teachers (30%) recommended to give students different ways to learn, such as : respect time, create a variety of activities, offer different projects in class (work in pair or in group). They need more effective ways to learn the language for examples; Videos, pictures and games. (20%) 2 respondents answered that the curriculum depends on the oral side in a way and children tend to link the meaning to writing form and it focuses on the oral communication which is the skill of delivering and receiving both oral and written messages.

Implementing lessons that are not suitable with the level of young learners, it could be considered as a difficulty for the teacher. . (20%) of participants, Two teachers did not provide an answer. The last teacher (20%) participant stated that the curriculum is rich and fit their age. (10%) of respondents, one teacher mentioned that there are some lessons such as phonics session is somehow difficult for 4PS learners.

**Item 12:**



**Figure 2.5 : Teaching Strategies to Fit The New English Language Curriculum**

This question indicates the process and strategies that the teacher use to modify their lessons plan to fit the new English Language curriculum. According to the data collected, 5 teachers ( 50%) stated focusing on the partial goals to achieve the target competency in the allocatedTime, review the objectives and the learning outcomes and identify any changes.

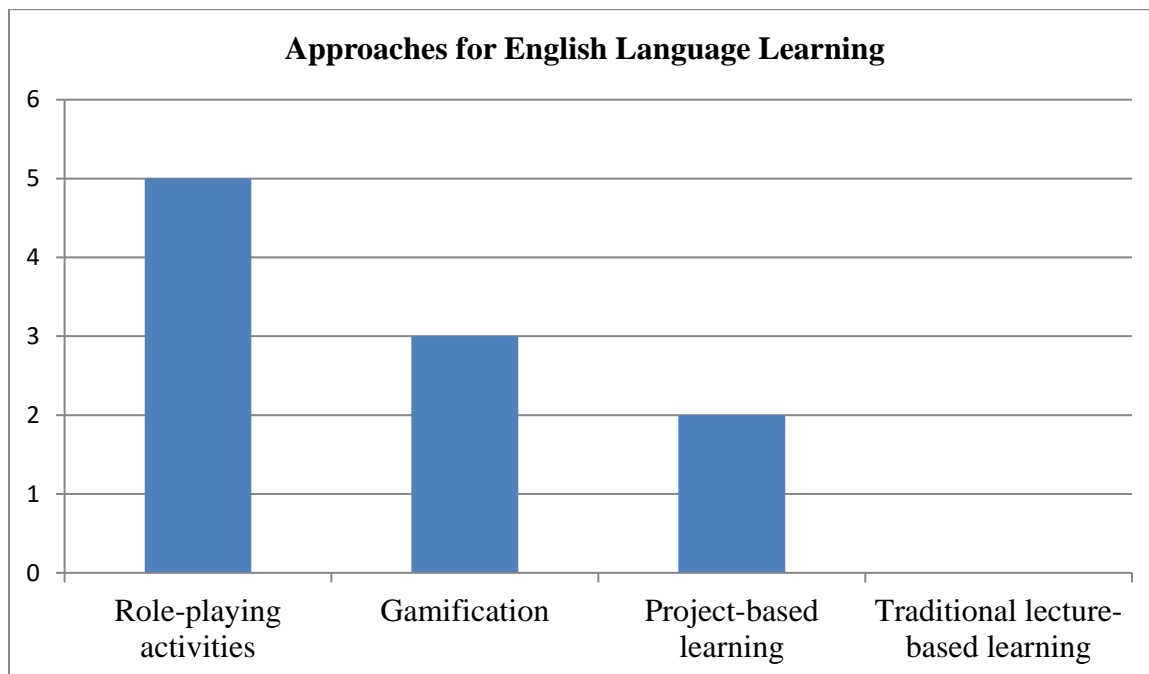
In addition, 4 participants (40%) answered that with adaptive teaching the teachers plan for the whole class, then teachers make changes to the resources, so that all learners achieve the same goal. The last teacher (10%) did not answer.

These findings highlight the importance of individualizing lesson plans, adapting resources and ensuring alignment with student's needs and learning levels to effectively implement the new English language curriculum.

**Item 13 :**

This question indicate the most suitable teaching approaches for English Language learning in primary schools :

- a. Traditional lecture-based learning
- b. Gamification (using games to teach concepts)
- c. Role-playing activities
- d. project-based learning (learning through projects)



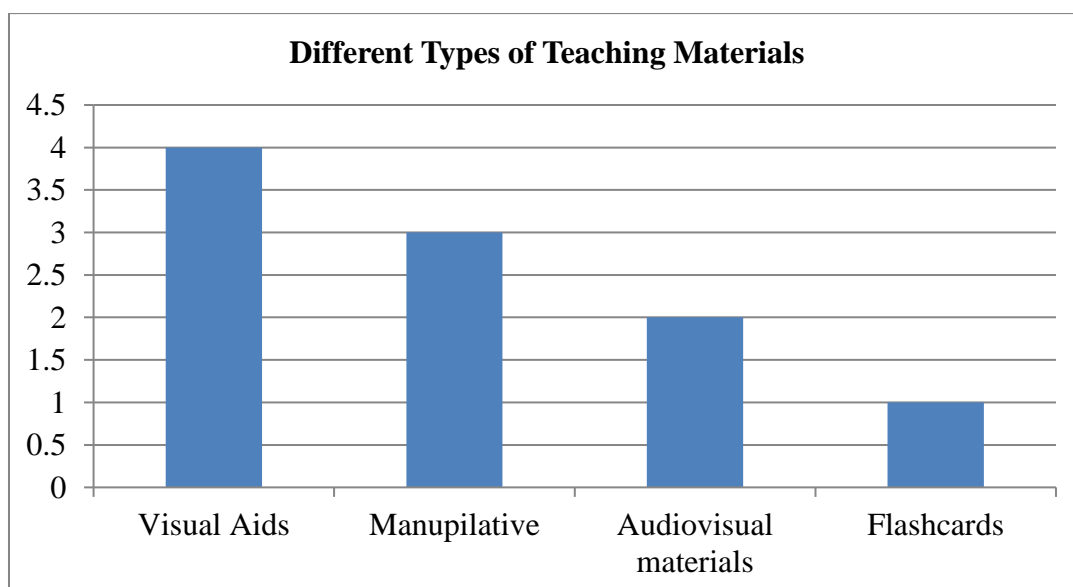
**Figure 2.6 : Approaches for English Language Learning**

Based on the results from the figure 2.1, the collected data the majority of participants 5 (50%) have chosen Role-playing activities and 3 (30%) selected Gamification (using games to teach concepts) in addition to that 2 teachers (20%) selected the project-based learning (learning through projects). However, none of them have chosen Traditional lecture-based learning.

**Item 14 :**

This question aims to identify different types of teaching materials and the most beneficial one for young learners in English Language Lessons.

- a. Flashcards
- b. Manipulative ( tangible objects used for learning )
- c. Visual aids ( pictures, charts, diagrams )
- d. Audiovisual materials( videos, songs)
- e. other( please specify)



**Figures 2.7 : Different Types of Teaching Materials**

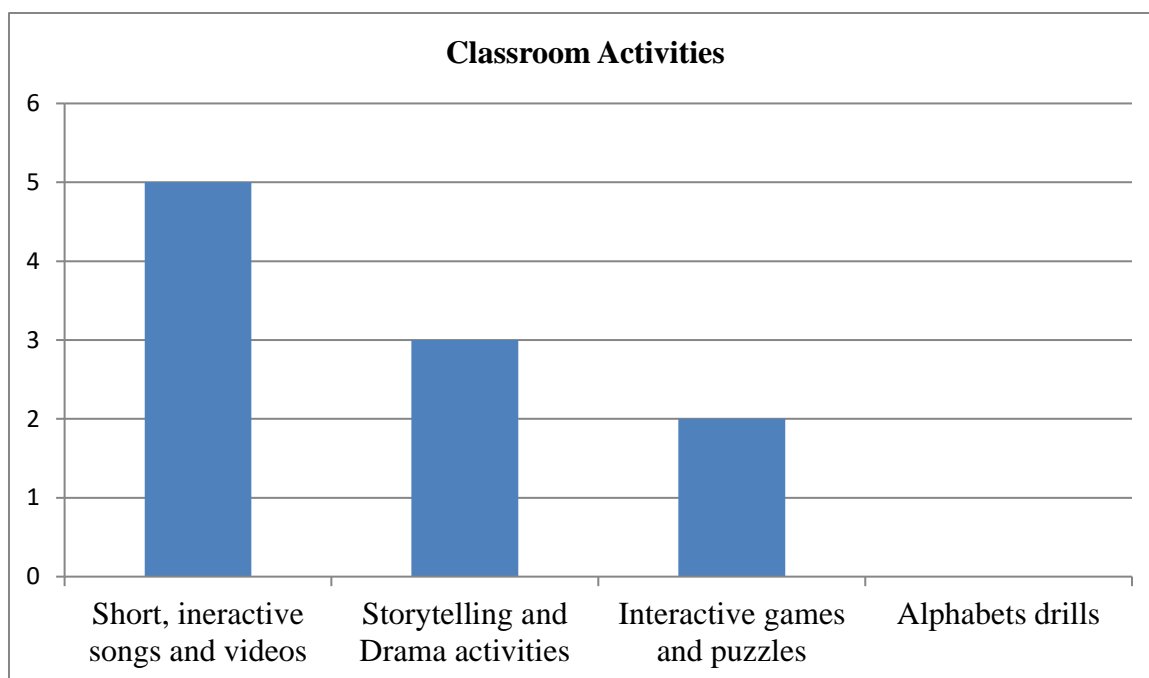
The figure 2.2 indicates The fact that teaching English Language to young learners does not always run smoothly, there are many types of teaching materials that teachers use and the most beneficial one for them related to this theme , 4 respondents (40%) found that visual aids (pictures, charts, diagrams) is the best teaching material to learn English Language for young learners. Furthermore, from different teachers of primary schools perceptions, 3 teachers (30%) selected : the manipulative (tangible objects used for learning). Additionally, 2 (20%) of participants have chosen : Audiovisual materials (Videos, Songs). The last teachers ( 10%) of teachers selected : Flashcards.

As a result, according to the explanation above it showed that the majority of participants use Visual aids (pictures, charts, diagrams).

**Item 15 :**

Classroom activities are an essential tool for teaching English to young learners because it makes the learning process meaningful, fun and communication. TheycreatesuccessfulLanguage acquisition.

- a. short, interactive songs and videos
- b. Alphabets drills ( writing and reciting )
- c. Storytelling and drama activities
- d. Interactive games and puzzle

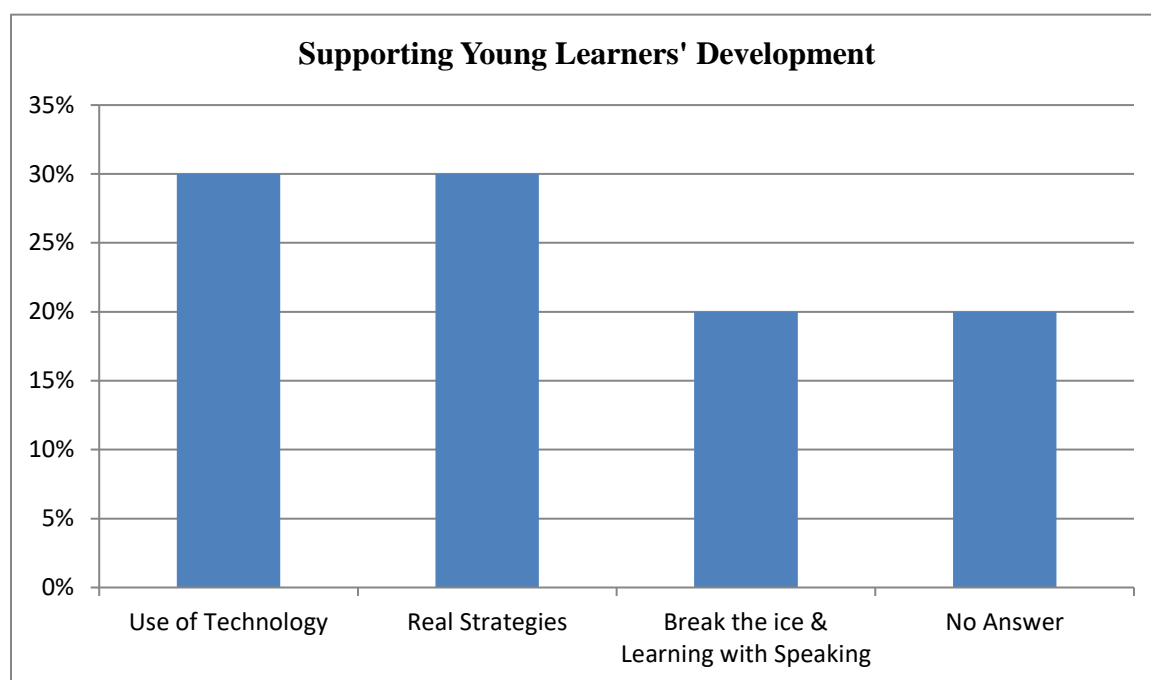


**Figure 2.8 : Classroom Activities**

Thus, according to figure 2.3, 5 teachers (50%) of participants selected the short, Interactive Songs and Videos and 3 of them ( 30%) have chosen Interactive Games and Puzzles. 2 teachers (20%) selected the Story Telling and Drama Activities. None of them answered Alphabet drills (0%).

According to the data collected from the answers explained that the majority of participants dealt with Short , Interactive Songs and Videos, they found them the most effective classroom activities in helping young learners acquire English Language skills.

### Item 16 : Supporting Young Learner's Development



**Figure 2.9 : Supporting Young Learners' Development**

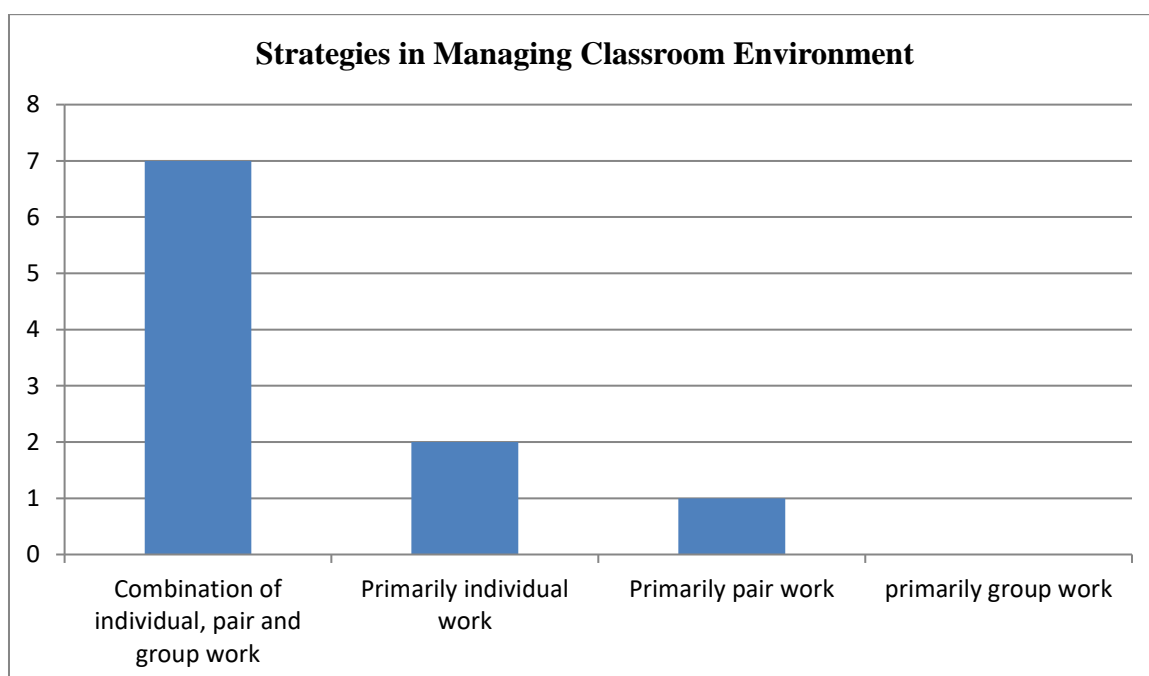
This question pertains to strategies and methods used to enhance English language proficiency among young learners in primary schools. Effective techniques may include strategies like; listen and repeat, listen and do, ask and answer 30% of participants declared that the use of technology, the total immersion i.e. create an English rich environment inside the classroom, audios and videos are most effective in promoting young learners' English Language proficiency in primary school, helping them to improve their speaking skills and useful tools in the learning of vocabulary. 3 teachers (30%) of teachers stated that the effective technique is : interaction by playing roles, read and enjoy(4PS) learners study through games. 2 teachers, 20% of participants answered that Break the ice is the best technique, practice speaking English regularly whether with native speakers or language partners, don't be afraid to make mistakes, it's all parts of the learning process.. The last 2 participants (20%) did not provide an answer to this question.

According to the results of the collected data 30% of participants prefer the use of technology in supporting young learners' English development and the other 30% of teachers like to teach with real strategies. However, 20% of participants support learning with speaking and break the ice and the last (20%) of teachers did not answer.

**Item 17 :**

This question tends to optimize English Language learning for young learners, it is important to create a welcoming structures and engaging classroom environment and these are some strategies below

- a. Primarily individual work
- b. primarily pair work
- c. primarily group work
- d. a combination of individual , pair and group work



**Figure 2.10 : Strategies in Managing Classroom Environment**

As a result, the majority of participants 70% selected the Combination of individual, Pair and group work .Whereas 20% of teachers have chosen the primarily individual work and the last one selected the primarily par work. And none of them selected primarily group work (0%).

### **Summary of Major Findings**

The discussion on " Enhancing English Language Proficiency among Young Learners in Algerian Primary Schools: Strategies and Adaptation " has provided valuable insights into the challenges and effective strategies for teaching English to young learners in Algeria. By employing a range of teaching strategies, materials, and activities, and creating a supportive learning environment, teachers can help young learners develop their English language skills and prepare them for success in an increasingly globalized world.

## **Chapter Five**

### **Discussion**

#### **Introduction**

This final chapter focuses on two key areas: funding and findings. It first discusses the funding that was essential for investigating and evaluating the hypotheses, as well as addressing the research questions. Then, it delves into the study's findings, shedding light on the outcomes and their implications. The chapter also acknowledges the limitations encountered during the research process, recognizing the challenges faced by the researchers. Finally, it concludes with recommendations for the Ministry of Education, teachers, learners, and future research in this area, offering practical insights for all stakeholders.

Hilda (1962) explained the curriculum as, all curricula, no matter what their particular design, are composed of certain elements, a curriculum usually contains a statement of aims and of specific objectives ;it indicates some selection and organization of content ;it includes a program of evaluation of the outcomes. " The curriculum is all of the experience that individual learners have in a program of education whose purpose is to achieve broad goals and related specific objectives , which is planned in terms of a framework of theory and research or past and present professional practice " Taba (1962 , p.75).

#### **Implication of the research findings**

- **Teachers Classroom Observation**

This classroom observation in an El Tarf primary school offers valuable insights into teaching strategies for young English learners. The teacher's use of greetings, reviewing past lessons, and transitioning smoothly to new topics suggests a well-structured learning

environment. However, a more comprehensive assessment of its effectiveness requires analyzing pupils engagement throughout the lesson, not just from a single snapshot. Observing participation levels, focus, and the overall classroom atmosphere would provide a richer picture.

The observation also highlights the teacher's use of pictures and flashcards, which aligns with best practices for young learners with limited attention spans (Brown, 2011). To deepen our understanding, further research could explore the specific types of visuals used (e.g., real pictures, cartoons, diagrams) and analyze their impact on pupils learning outcomes.

Additionally, the observation mentions pupils 'projects at the end of each unit. Analyzing these projects can offer valuable insights into pupils' progress and the effectiveness of the teaching approach. By delving deeper into these key observation points and pursuing further research opportunities, this initial classroom observation can significantly contribute to our understanding of effective teaching practices for young English learners in El Tarf primary schools. This knowledge can inform future teacher training programs and curriculum development, ensuring optimal learning experiences for young learners.

- **Teachers questionnaire**

This analysis explores the findings from a questionnaire distributed to TEN English teachers in El Tarf primary schools. The questionnaire focused on their experiences and perspectives on teaching English to young learners. The majority of respondents possess a Bachelor's degree (70%), with some holding a Master's degree (30%). None reported having a Doctorate.

The teacher body is predominantly female (80%), with a relatively young age range (40% between 20-30 years old, 40% between 31-40 years old). Years of experience teaching

English in primary schools are limited, with the majority having 1-2 years (70%). This aligns with the recent introduction of English in Algerian primary schools (July 2022).

Teachers reported various motivations for becoming English teachers, including the ability of young learners to acquire information easily, a love for working with young children, and a lifelong dream. While some teachers find it easy, many acknowledge the challenges of teaching young learners, including their high energy levels, short attention spans, and the need for creative and active teaching methods. Most agree that English language proficiency is crucial for young learners, opening doors to science, technology, and global communication.

A key challenge is the lack of appropriate materials, highlighting the need for resources tailored to young learners.

The survey reveals a variety of effective strategies used by teachers, including: Visual aids (pictures, charts, diagrams), Flashcards, Games and activities, Songs and videos, Technology integration (limited data) .....etc

Notably, a combination of individual, pair, and group work is seen as most beneficial. This allows for personalized learning while fostering collaboration and communication skills.

The majority (70%) believe the current curriculum somewhat addresses the needs of young learners. However, some suggest improvements such as focusing on practical applications and catering to different learning styles.

Interestingly, some teachers mentioned a need for parental involvement and a shift from viewing English as a subject to a tool for communication.

Modifying lesson plans to fit the curriculum is a key practice for teachers, with a focus on individualization and adapting resources to student levels.

Overall, the survey highlights the dedication of teachers in El Tarf primary schools to providing effective English language instruction to young learners. It also identifies areas for improvement, such as:

**Teacher Training and Resources:** Providing more training on teaching young learners and developing access to age-appropriate materials.

**Curriculum Development:** Refining the curriculum to incorporate best practices, practical applications, and address the needs of diverse learners.

**Parental Involvement:** Encouraging collaboration with parents to support young learners' English language development outside the classroom.

This research, titled "Enhancing English Language Proficiency among Young Learners in Algerian Primary Schools: Strategies and Adaptation," highlights the vital role English proficiency plays in various aspects of life, including science, technology, international communication, business, and diplomacy. Teachers utilize diverse strategies to explain topics, such as beginning lessons with greetings, incorporating engaging activities, and employing English-language materials. However, they face challenges both internally, such as limited teacher qualifications and student motivation, and externally, such as restricted time allotments and inadequate school facilities.

Effective teaching strategies involve the use of visuals, active learning methods, role-playing activities, and a variety of teaching materials. Role-playing emerged as the most preferred teaching approach, followed by gamification and project-based learning. Visual aids were identified as the most beneficial teaching material, with manipulative, audiovisual materials, and flashcards following suit. Short, interactive songs and videos were considered the most effective classroom activities, followed by storytelling, drama activities, and interactive games and puzzles.

Strategies to enhance English proficiency include utilizing technology, fostering a welcoming classroom environment ("breaking the ice"), practicing speaking, and implementing practical techniques. A combination of individual, pair, and group work is identified as the most effective strategy for optimizing English language learning, catering to various learning styles and promoting engagement and interaction.

### **Discussion of the Hypotheses**

This research investigates the efficacy of integrating English language education in Algerian primary schools and explores teachers' preferred teaching methods. Hypothesis 1 suggests that EFL teachers hold positive views towards this integration. The questionnaire results support this, with most teachers acknowledging the importance of English proficiency for future success in science, technology, and global communication. Hypothesis 2 delves into teaching strategies, proposing that teachers favor interactive methods over traditional ones. Observations of teachers using greetings, reviewing past lessons, and transitioning smoothly align with this. Additionally, the questionnaire data reveals a preference for strategies like games, songs, role-playing, and project-based learning, suggesting teachers see these as more engaging and effective for young learners compared to traditional lecture-based methods. By examining teacher perspectives and instructional practices, this research can provide valuable insights to improve English language education in Algerian primary schools.

### **The Limitations of the Study**

This study encountered a few limitations. Time constraints and deadlines restricted the number of teachers we could survey. Ideally, a larger sample size from Algerian primary schools would provide more reliable results. Additionally, limited teacher availability meant we could only include ten participants, which cannot represent the full spectrum of Algerian

EFL teachers and their classroom practices. Due to time limitations and logistical considerations, expanding the survey to other cities or countries was not feasible.

## **Recommendations and Suggestions**

Based on the findings from our research on "Enhancing English Language Proficiency among Young Learners in Algerian Primary Schools: Strategies and Adaptation," the following recommendations are provided:

- Incorporate a variety of active learning methods, such as role-playing activities, gamification, and project-based learning, to create a dynamic and interactive learning environment for young learners.
- Emphasize the use of a range of visual aids, manipulative, audiovisual materials, and flashcards to support student learning and cater to different learning styles.
- Prioritize practical classroom activities such as short interactive songs/videos, storytelling, drama activities, and engaging games and puzzles to capture the attention of young learners and promote language acquisition.
- Implement a combination of individual, pair, and group work to optimize English language learning, allowing for various learning styles and fostering engagement and interaction among young learners.
- Develop strategies to overcome internal challenges such as limited teacher qualifications and student motivation, as well as external challenges like limited time.
- Adapt teaching practices to the Algerian context by incorporating authentic materials and real-life scenarios that are relevant to young learners' experiences and interests.
- Design a comprehensive curriculum that outlines specific language skills, content, and themes relevant to young learners, as well as specifies teaching methods and strategies to be employed.

## Suggestions for further research studies

The researcher put forth the following recommendations based on the findings of the study:

**1- Themed Learning Weeks:** Dedicate a week to a specific theme (e.g., food, animals, and colors) and incorporate role-playing activities like restaurant play or creating a classroom zoo.

**2-Interactive Whiteboards/Apps:** Utilize interactive whiteboards or language learning apps for gamified activities like vocabulary quizzes or completing short dialogues.

**3-Project-Based Learning with Cultural Exchange:** Partner with a school in an English-speaking country for a project where students collaborate on presentations or videos about their cultures.

**4-Learning Stations:** Set up stations with different activities like creating flashcards with visuals, singing along to English songs, or acting out short stories in pairs.

**5-Local Craft Integration:** Incorporate traditional Algerian crafts into lessons. Students can create vocabulary flashcards or labels for their crafts using English words.

**6-Community Guest Speakers:** Invite local shopkeepers or professionals to speak in English about their jobs, sparking real-life scenario discussions.

**7-Dual-Language Curriculum Development:** Collaborate with Arabic language teachers to create a curriculum that bridges the two languages, highlighting similarities and differences.

## General Conclusion

This study delves into the complexities of teaching English to young learners in Algerian primary schools. It acknowledges the challenges posed by the country's sociolinguistic situation, where multiple dialects and languages coexist, particularly the ongoing influence of French stemming from historical and political factors like French colonialism.

Despite these challenges, the study proposes various strategies for effective language learning. These include utilizing songs, role-playing activities, games, flashcards, and pictures, all within the framework of communicative language teaching (CLT) with a focus on communication practice. The study also emphasizes the importance of employing diverse assessment tools to gauge students' English language proficiency.

To ensure effective learning, the study recommends a comprehensive curriculum that outlines specific language skills, content, and themes relevant to young learners. It underscores the need for teachers to tailor their teaching methods to the Algerian context by incorporating authentic materials and real-life scenarios.

This study utilized a mixed-methods approach to investigate the perceptions, strategies, and practices of Algerian EFL teachers in primary schools. Its aim was to explore teachers' views on teaching English to young learners and identify the most effective instructional strategies. Conducted during the 2023-2024 academic year in El Tarf primary schools, the research involved 10 English teachers from various schools. Data collection involved semi-structured classroom observations and a questionnaire with open-ended and closed-ended questions. The observations provided detailed notes on teachers' techniques and students' reactions, while the questionnaire covered topics such as teachers' backgrounds, challenges faced, learners' needs, and methods for supporting English language development. The study's

findings offer valuable insights into the strategies and adaptations employed by teachers to enhance English language proficiency among young learners in Algerian primary schools.

## References

- Benrabah, M. (2007). *The language planning situation in Algeria*. Multilingual Matters.
- Brown, H. Douglass (2011). *Teaching by Principles : An Interactive Approach to Language Pedagogy*. New Jersey : Prentice Hall Regents.
- Crystal, D. (2003). *English as a Global Language*. (2nd ed). Cambridge: Cambridge university Press.
- Creswell, J. W. (2011). *Designing and Conducting Mixed Methods Research*. (2nd ed). Thousand Oaks, CA: SAGE Publications.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research Methods in Education*. Routledge.
- Djennane, T. (2016). *Language Planning and Education Issues in Algerian Higher studies : Attitudes Towards Arabic and French in Scientific streams, Tlemcen University (Doctoral Dissertation, University AboubakerBelkaid)*.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Oxford University Press.
- El Aissati, A. *Berber in Morocco and Algeria : Revival or Decay ?* All a Review 10, 88-109, 1993.
- Fleish, H. (1964). *Arabic Language and Literature*. Routledge.
- Gordon, T. (2007). *Teaching Young Children a Second Language*. *Journal of Educational Psychology*, 99(2), 251-264.
- Johnson, R. B., & Onwuegbuzie, A. J. (2004). *Mixed methods research: A research paradigm whose time has come*. *Educational Researcher*, 33(7), 14-26.

Kouicem, K. (2019). *Exploring English in Education Policy in Algeria: Obstacles to its Promotion*. *Ichkalat Journal*, 8(4), 573-592.

Miliani, M. (2000). *Teaching English in a Multilingual Context: The Algerian Case*. *Mediterranean Studies*, vol.6 (1), pp.13-29.

Paul, D. (2003). *Teaching English to Children in Asia*. Hongkong ; Longman Asia ELT.

Sugiyono.(2005). *Memahami Penelitian Kualitatif*. Bandung: Alfabeta.

Trudgill, P. (1992). *Sociolinguistics : An Introduction to Language and Society*. Penguin Books.

Tavakoli, H. (2013). *A Dictionary of Research Methodology and Statistics in Applied Linguistics*. Rahnama Press.

William, M., & Burden, R. L. (2003). *Psychology for Language teachers : A Social constructivist Approach*. Cambridge : Cambridge University Press.

## Appendices

### Appendix A



وزارة التعليم العالي والبحث العلمي  
جامعة الشاذلي بن جديد - الطارف -  
كلية الأدب واللغات الأجنبية



السيد رئيس قسم اللغة الإنجليزية

الى السيد مدير المؤسسة الابتدائية

مهي محمد

توجيه

يشرفني أن أوجه إليكم الطالبتين غناس نريمان و سيناوي كاميليا المسجلتين في السنة الثانية ماستر لغة انجليزية بالسنة الجامعية 2023-2024 تخصص تعليمية اللغات الأجنبية من اجل جمع معلومات تساعدنا في إتمام دراسة حول موضوع تعليم اللغة الانجليزية في الطور الابتدائي.  
يرجى منكم تقديم المساعدة الممكنة في حدود أغراض البحث العلمي.

تقبلوا مني سيدي فائق الاحترام والتقدير.

رئيس القسم

جامعة الشاذلي بن جديد - الطارف  
رئيسة قسم اللغة الإنجليزية وآدابها  
كلية الآداب واللغات الأجنبية  
فايزة محمد



## **Appendix B**

This questionnaire aims to understand teachers' experiences and perspectives on teaching English to young learners in Algerian primary schools. Your responses will be crucial in identifying effective strategies and adaptations to improve English language proficiency among young learners.

### **Section One : Personal Information :**

#### **1. What is your highest level of education ?**

- a. Licence
- b. Master's Degree
- c. Doctorate

#### **2. What is your gender ?**

- a. Male
- b. Female

#### **3. What is your age range ?**

- a. 20-30 years old
- b. 31-40 years old
- c. 41-50 years old
- d. 51 years old and above

#### **4. How many years of experience do you have teaching English in primary schools ?**

- a. Less than 1 year
- b. 1-2 years
- c. 3-5 years
- d. More than 5 years

**5. In your opinion, does teaching experience contribute to effective classroom practice ?**

- a. Yes
- b. No

**If you answered yes to question 5, please elaborate on how experience has impacted your teaching of English to young learners.**

.....  
 .....

- **What motivated you to become an English teacher in primary school ?**

.....  
 .....

**Section Two : Teachers' Opinions on Teaching English to young Learners :**

**7. Please describe your overall experience teaching English to young learners.**

.....  
 .....

**8. What are the biggest challenges you face when teaching English in primary school ?**

.....  
 .....

**9. Why do you believe English language proficiency is important for young learners in Algeria ?**

.....  
 .....

**10. What teaching strategies do you find most effective for young learners ?**

**Why ?**

.....

.....

**Section Three : The English Language Program in Primary Schools :**

**11. In your opinion, does the current English language curriculum adequately address the needs of young learners ?**

.....

.....

**12. Please justify your answer to question 11. If the curriculum is lacking, what adjustments would you recommend ?**

.....

.....

**13. How do you adapt your lesson planning to fit the new English language curriculum ?**

.....

.....

**14. Which of the following teaching approaches do you consider most suitable for English language learning in primary schools ? Please Explain your reasoning.**

- a. Traditional lecture-based learning
- b. Gamification (using games to teach concepts)
- c. Role-playing activities
- d. Project-based learning (learning through projects)

**15. What types of teaching materials do you find most beneficial for young learners in your English language lessons ?**

- a. Flashcards
- b. Manipulatives (tangible objects used for learning)
- c. Visual aids (pictures, charts, diagrams)
- d. Audiovisual materials (videos, songs)
- e. Other (Please specify)

.....

.....

**16. In your experience, which classroom activities are most effective in helping young learners acquire English language skills ?**

- a. Short , interactive songs and videos .
- b. Alphabet drills (writing and reciting)
- c. Storytelling and drama activities
- d. Interactive games and puzzles

**Section Four : Supporting Young Learners' English Language Development :**

**17. What specific techniques do you find most effective in promoting young learners' English language proficiency in primary school ?**

.....

.....

**18. How do you manage your classroom environment to optimize English language learning for young learners ?**

- a. Primarily individual work
- b. Primarily pair work
- c. Primarily group work

- d. A combination of individual, pair, and group work

Thank you for your valuable participation !