

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research



Mouloud Mammeri University of Tizi-Ouzou



Faculty of Letters and Languages

Department of English

**A Dissertation Submitted in Partial Fulfilment of the Requirement for the English
Master's Degree**

DOMAIN :Foreign Languages

FIELD :English Language

SPECIALITY :Foreign Language Didactics

TITLE

**Facilitating EFL Learning Process and Constraints
Facing in Teaching English to Primary School Pupils: An
Analysis of the Teachers' Views and Practices.**

Presented by:

Mr.Meziani MohSaïd
Mr.Djebbara Rachid

Supervised by:

Dr. LADJALI Djamila

Board of Examiners :

-Chair: Mr.ZERKA Hakim, MAA, Mouloud Mammeri University of Tizi-Ouzou

-Supervisor: Djamila LADJALI, MCB, Mouloud Mammeri University Of Tizi-Ouzou

-Ms.MOUISSI Nariame, MAB, Mouloud Mammeri University of Tizi-Ouzou

Graduated on: 04/07/2025

Academic year: 2024/2025

Dedications

We dedicate this work to all those who have been our
sources of strength and encouragement;

To our parents, sisters and brothers To our friends and dear
classmates.

To our teachers who helped us during our studies as a source
of inspiration and hope.

Acknowledgements

All praise to Allah, who guided us to this; and we would never have been guided if Allah had not guided us.

We would like to express our deep and sincere gratitude to our supervisor Dr. Ladjali Djamila for her help and guidance.

Special thanks to Mr. Aouine Akli, Dr. Ammour Camila for their help, care and motivation.

We would like to thank the jury members as well, for accepting to read and evaluate our study. Their comments will definitely be taken into consideration and will surely enhance the credibility of the study.

Our sincere appreciation also goes to everyone who has encouraged and supported us in our research endeavours.

Abstract

The study aims at analyzing the views and perspectives of the teacher and the way they transmit knowledge to young learners. Our goal is to overview the teachers' perspectives. This work centres around two major theories of two theorists; Noam Chomsky's and Jean Piaget's theories of language acquisition, which focus on knowledge construction through the environment and an innate capacity to acquire a language, respectively. The data was gathered through a distribution of a questionnaire to English primary school teachers and through a classroom observation in a primary school. The work was conducted with four primary school English teachers and a class of 5th year pupils. Via this research, we found that modern methods of teaching are crucial to enhance nowadays young English learners, such as using cartoons and data show. This work is important, because it gives a new branch to the learning process and seeks to enhance pupils' EFL assimilation.

Key words:

Assimilation, Acquisition, Process, Methods, Learners.

List of Abbreviations

FL	L1
EFL	English as a Foreign Language
CBA	Competency-Based Approach
CLT	Communicative Language Teaching
LAD	Language Acquisition Device

List of tables	Contents	Pages
Table 1	Teacher's Number	31
Table 2	Teacher's Age	32
Table 3	Teacher's Experience	33
Table 4	Teacher's Education	34
Table 5	Strategies of English Language Assimilation	36
Table 6	The Effectiveness of Primary School Textbook	37
Table 7	Classroom Work Activities	38
Table 8	Materials and Technological Restriction	39
Table 9	Materials of EFL Classes Assimilation	40

List of figures

Figures	Title	Page
Figure 1	Teacher's Number	32
Figure 2	Teacher's Age	33
Figure 3	Teacher's Experience	34
Figure 4	Teacher's Education	35
Figure 5	Strategies for Effective English Language Assimilation	36
Figure 6	Effectiveness of English Primary School Textbook	37
Figure 7	Materials and Technological Restrictions	38
Figure 8	Materials and Technological Restriction	39
Figure 9	Materials of EFL Classes Assimilation	40

Content

Dedication	
Acknowledgements	
Abstract	
List of Abbreviations	
List of figures	
Research Background	1
Statement of the Problem	1
Aim and Objectives	2
Research Questions and hypotheses.....	2
Research Techniques and Methodology	3
Structure of the Dissertation.....	3

Chapter I : Review of the literature

Introduction	5
1. Teachers' teaching process	5
1.2.Competency-Based Approach (CBA)	6
1.3.Communicative Language Teaching (CLT)	6
2.Learners' knowledge assimilation:	6
2.1. The Effect of cartoons, games, songs, flashcards and data show on learners' assimilation process.....	6
3.Theoretical framework of Piaget's (1923) and Chomsky's (1957) theories of Language Acquisition	7
3.1.Piaget's (1923) Theory of Language Acquisition	7
3.1.1. Piaget's four stages of cognitive development	7
3.2. Chomsky's (1957) Theory of Language Acquisition.....	7
3.2.1. Language Acquisition Device (LAD).....	8

4. Historical background and status of English language:	8
4.1 English as a global language:	8
4.2 Reasons of dominance of English:	9
4.2.1 The British Empire:	9
4.2.2 Industrial revolution:	9
4.2.3 American economy, political and technological leadership:	10
4.2.4. Advertising:	10
5 English as a language of science:	10
6 English as the most taught foreign language:	10
7. Teaching English as a foreign language in Algerian classroom	11
8. Historical overview of introducing English language in Algerian primary schools	11
9. The position of the English Language in Algeria	13
10. Strategies of teaching English in primary schools	14
11. The Effectiveness of Teaching Strategies	14
12. Types of learning strategies for young learners:	15
12.1. Teaching plan	15
12.2. Creativity	15
12.3. Behavior factor	15
12.4. Technology in the classroom	15
12.5. Using games and graphic organizer	16
13. Methods of teaching English to the pupils in primary schools:	16
13.1. The grammatical Translation method:	16
13.2. The direct method:	16
13.3. The Audio-Lingual Method:	17
13.4. The communicative language method:	17
14. The importance of teaching and learning language in primary schools	18
15. Factors that influence English Language Acquisition	19

15.1.Age	19
15.2.Psychology	20
15.3.Anxiety	20
15.4.Motivation	20
15.5.The environment (society):.....	20
Conclusion.....	22

Chapter II : Methodology design

Introduction	25
1.The Quantitative Method Approach	25
2.Procedure of data collection	25
2.1. Participants:	255
2.2. The questionnaire:	26
2.3. Classroom Observation:	26
3.1. Research method:	26
3.2. Research design:	26
3.3. Research setting:.....	27
Conclusion.....	27

Chapter III : Presentation of the findings

Introduction	28
1.1.Teachers' Questionnaire	28
1.2Description of the Questionnaire.....	28
1.2.1Analysis of the questionnaire:	28
1.2.2 General information on –Teacher's Gender, Age, experience and qualifications:	28
2. Results of the Pupils' Classroom Observation.....	39
2.1. The use of Games, Songs, Cartoons, Flashcards and Data Show within the classroom ...	39
3.Summary of the results:.....	39

Conclusion.....	40
-----------------	----

Chapter IV : Discussion of findings

Introduction	41
--------------------	----

1. Discussion of the Teachers' Questionnaire.....	41
---	----

2. Teachers' teaching process in relation to Competency-Based Approach	41
--	----

3. Teachers' teaching process in relation to Communicative Language Teaching	42
--	----

4. Discussion of the Classroom Observation.....	42
---	----

Conclusion.....	43
-----------------	----

General Conclusion	44
--------------------------	----

Reference list

Appendices

General Introduction

Research Background

The research is empirically conducted around the field of English language teaching. It is centred around instructors' language provision and learners' language assimilation, the interaction between teachers and their pupils, in terms of teaching methods, motivating techniques and learning process enhancement. (Mukhlash Abrar, 2016) in its research entitled: Teaching English Problems: An analysis of EFL primary school teachers in Kuala Tungkal mentions that, teachers of this primary school seek motivation for their learners, time, resources and material, as well as to deal with the overcrowded classes. This study neglected the way knowledge has to be provided and the right techniques that should be accompanied with to develop learners' assimilation. Another study of Ya-Chen Su (2006) entitled: EFL Teachers Perceptions of English Language policy at the elementary level in Taiwan revealed that EFL teacher had to plan their English classes with the constraints on a large number of students with mixed levels of proficiency and limited teaching hours and resources. This work has to put emphasis on students' constraints. The study was conducted on a class of 5th year pupils and four English primary school teachers of Boukhalifa New Primary School at Tizi Ouzou province.

Statement of the Problem

This research is a study that is centred around assimilation, learning process and knowledge provision. Langley & Simon (1981) define learning as any process that modifies a system (like an individual's information processing) to improve its subsequent performance. This concept is a kind of chain of information development that enhances according to techniques of teaching and knowledge assimilation. Jean Piaget (1923) emphasized on the term assimilation as adding information or experiences into existing structures of knowledge or schemas. Teaching is intimate contact between a more mature personality and a less mature one which designed to further the education of the latter". Morrison (1934), Dewey (1934).

According to Rezig (2011), Algeria is considered as a country with multilingual diversity which makes it more open to learning new languages. However, due to political and historical reasons English is still lagging behind French; although the educational reform in 1993 introduced English in primary school, pupils still found it difficult to choose between learning French or English. Some schools validated the reform, some rejected it, due to some parents who like French rather English.

Moreover, Jackson stated about teaching that it is a face to face encounter between two or more persons, one of whom (teacher) intends to effect certain changes in the other participants (students). Thus, Teachers can face serious problems and can encounter obstacles in the process of

teaching that needs to be eased, and that is through methods, techniques, and modern teaching approaches.

Furthermore, Brown (2005) stated that language is a system of arbitrary, conventionalized, vocal, written or gestural symbols that enable members of a given community to communicate intelligibly with one another. It means that language combines between symbols with written forms and gestures with vocal sounds which enable to understand the purpose of the interlocutor. Currently English has dominated the context of foreign language learning and teaching and its acquisition can guarantee the availability of opportunities to be recognized as the language of science and technology (Seargeant and Erling, 2011; Ammon 2001). So, English is a globally used language that is widely used in media, technology, and recent scientific research.

Teaching English in primary school level differ from teaching the language in the other levels of education, the difference combine teaching components, among other program, learning environment and teaching content. The EFL instructors in primary schools may encounter more challenges according to some policies. An increasing demand for English learning and teaching innovation is remarkable in the different levels of education. Hence, the Ministry of Education announced a new English curriculum for primary school pupils, which focused on communicative teaching instruction.

The introduction of the English language to the field of teaching process in primary schools not only reinforces linguistic basic skills but also enhance culturally and economically in the globalised level. This transition from classical curriculum, English was introduced in the elementary level, which enable pupils to get access to important basics related to the teaching and learning processes.

English as a primary school curriculum has previously encountered difficulties from parental perspectives. This issue has led to adopt English language teaching from early years. Furthermore, it seeks to determine the major reasons for their aid related to teaching English at this specific level. Hence, the study aims at facilitating EFL learning process and constraints facing in teaching English to primary school pupils, as well as analyzing the teacher's views and practices.

Aim and Objectives

Our aim is to overview the perspectives of the teachers, their way of teaching and transmission of knowledge to the pupils. The objectives of this research are to analyze the teachers' perspectives as well as analyzing the tasks provided by them.

Research Questions and Hypotheses

Question 1)- How to facilitate the pupils' assimilation of the English language ?

Question 2) - How to provide nowadays students innovative ways of teaching that would make the pupils engaged to the interactive classroom courses?

Question 3) - What are the main constraints that English primary school teachers are facing?

Hypothesis 1) - Primary school pupils need creative and innovative ways to easily assimilate the English language.

Hypothesis 2) - Teachers need guidance to transmit knowledge with modern methods and techniques for nowadays generation.

Research Techniques and Methodology

This study is conducted using the quantitative method for data collection and data analysis, as the problem of this study demands this approach. Therefore, two data collection tools were involved; a questionnaire was administered to four English primary school teachers at Boukhalfa New Primary school of Tizi Ouzou Province. It contains 10 questions that aim at understanding the teachers' views and constraints regarding their teaching experience. Then, a classroom observation for the 5th year pupils was held. It seeks to analyze the pupils' learning process to try to develop it and find solutions to enhance their knowledge assimilation and facilitate their learning of this newly implemented language.

Structure of the Dissertation

This dissertation follows the traditional model that includes a 'General Introduction', four chapters, and a 'General Conclusion'. The first chapter deals with the 'Review of the Literature'. It reviews what has been done in relation to the topic regarding the theoretical concepts as well as the theoretical framework. The second one is entitled 'Methodology Design'. It presents the data collection materials and data analysis materials, which consist of a questionnaire designed for Primary school teachers and a classroom observation with the classroom of 5th year pupils. The third chapter is named 'Presentation of the findings' and as the name suggests, it contains the results gathered from the questionnaire and the observation done among the pupils. Then, the fourth chapter got to do with the 'Discussion of the findings'. It gives answers to the research questions and it whether confirms or refutes the hypotheses. At the end is the 'General Conclusion'. It summarizes the major points of the research.

Significance of the study

We believe that this study is important, because it seeks to improve the pupils' knowledge assimilation as well as getting a clear view on teachers' way of knowledge transmission to facilitate EFL learning process and reduce the constraints facing in the English language of Algerian primary schools. The significance lies in various aspects:

- Understanding the main challenges faced by EFL teachers in teaching English to pupils in primary schools can participate in the development of the quality of language instruction. Hence, facilitating the teachers' teaching process, by identifying the difficulties faced by EFL teachers. This can develop teachers' skills and knowledge as well as enhancing assessment through practical activities. This can lead to the development of strategies to create interactive and engaging lessons for the young learners.
- Improving learners' assimilation is an important step in this study, as pupils need to get more engaged, motivated and participating during lessons, and that is through interactive and modern strategies and materials, such as videos, games, cartoons and sometimes translation method for further explanations. Whereas for the materials, we can mention the use of datashows, laptops and other adequate technological tools.

*Chapter One:
Review of the
Literature*

Introduction

This chapter is considered as a theoretical part that is devoted to the works related to methods and techniques used by previous authors in relation to our study, it is a theoretical part that is devoted to the works that can help to support the ideologies and methods of English primary school instructors, and so for the pupils to give them the needs that would make them engaged and motivated. It emphasizes the concepts of language assimilation and language provision. The chapter revolves around seven parts. The first one is concerned with teachers' teaching process. Thus, it explains the different ways primary school teachers provide knowledge to nowadays young generation of English learners.

On the other hand, the second one is concerned with pupils' knowledge assimilation. It analyses the means by which pupils learn English and acquire it. Whereas, the third part focuses on two major theories that the research is based on; Piaget's theory of language acquisition (1923) and Chomsky's (1957) theory of language acquisition. After that, the fourth part is concerned with teaching English as a foreign language in Algerian classroom. The next one will give a flashback that overviews English in Algeria; Historical overview of introducing English language in Algerian primary schools. Then a brief discussion of the importance of teaching and learning language in primary schools. The sixth gives strategies of teaching English in primary schools. Whereas for the last part, factors and challenges that influence English language Acquisition will be mentioned.

1. Teachers' Teaching Process

The knowledge provided from instructors to their young learners varies from each other, each having his own perspective, ideas, methods and techniques. Knowledge is "Information given meaning and integrated with other contents of understanding" (Bates, 2005). This implies that instructors have different teaching process approaches. It also implies that teachers use different assimilating strategies.

Knowledge can be provided through activities that can test the knowledge acquired by the learners to check their understanding, such as filling the gap activity or dialogues between pupils. Another means is examples which can be significantly helpful to grasp a concrete idea regarding the courses' program, then after explanations, the teacher seeks to test the understanding of his pupils with activities that develop their learning process.

1.2. Competency-Based Approach (CBA)

Competency-Based Approach focuses on the skills and knowledge of learners, rejecting the traditional way of grades and marks, and applies knowledge in real-world contexts. Thus, pupils demonstrate their understanding through concrete participation skills. Therefore, classrooms would be more flexible and engaged. Furthermore, this approach is learner-centred, it emphasizes learning outcomes and puts competences into practice. Its goal is to teach language in connection to its environment where it is used.

1.3. Communicative Language Teaching (CLT)

This is another approach that teachers preferred to use to provide knowledge. It aims at teaching through interaction and communication, focusing on developing learners' communicative skills. Therefore, this method promotes interaction among pupils and this is an important point, because this is the upcoming young learners of English users from the basis of language education in Algeria that is going to be built upon, so developing communicative skills is essential to enrich vocabulary for instance as well as articulation proficiency, which is a recurrent problem among the young learners. According to Larsen-Freeman (2003), CLT emphasizes interaction and real-world communication. Also, Canale & Swain (1980) stated that Communicative Language Teaching prioritizes the development of communicative competence, including the ability to use language effectively in various social contexts.

2. Learners' Knowledge Assimilation:

Language can be acquired via various means. Young learners tend to like interactive and exciting materials to get engaged and motivated, especially nowadays generation who are obsessed with television and smartphones watching all kinds of cartoons.

2.1. The Effect of Cartoons, Games, Songs, Flashcards and Data Show on Learners' Assimilation Process

Young learners have the tendency to feel excited watching through screens, whether on phone or television. The materials mentioned earlier are believed to be effective for pupils to get engaged and motivated during classroom lessons, this shows that they can develop their vocabulary knowledge. Moreover, pupils will be able to enhance their mastery of the language skills.

3. Theoretical Framework of Piaget's (1923) and Chomsky's (1957) Theories of Language Acquisition

3.1. Piaget's (1923) Theory of Language Acquisition

Jean Piaget is a famous developing psychologist known with his view towards language as a reflection of cognitive development and a cognitive development and a cognitive progress theory. Piaget's theory has a significant impact in understanding of language acquisition with children, he argues that language development is linked to a child's overall cognitive development.(Piaget,1952).

It is a theory in which Piaget explains the relation between language acquisition and a child's cognitive development. He believed that children constantly construct knowledge through their interaction with their environment. Piaget opined that cognitive development is a major source to acquire a given language.

3.1.1. Piaget's Four Stages of Cognitive Development

Piaget divided cognitive development into four main steps, helping children to grow their knowledge.

These four steps consist of:

- 1)-Sensorimotor: Birth to 2 years. In this stage, children learn about their environment via their senses and motor activities.
- 2)-Preoperational: Ages 2 to 7.A stage in which a child frequently uses his mental abstractions, learning about organising things for instance.
- 3)-Concrete operational: Ages 7 to 11. In this stage ,children develop the ability to think logically about concrete objects and events ,they can classify and ordering objects .Thus, language becomes more sophisticated with children in using complex sentences.
- 4)-Formal operational: Ages 12 and up. Children become more hypocritical and think about things they encounter in life, deducing reasons as well as conclusions.

3.2. Chomsky's (1957) Theory of Language Acquisition

It is a theory in which Chomsky claims that children are born with an innate capacity to acquire a given language. He argues that people are born with a special device that enables them to learn a language. Thus Chomsky sees that children, with this capacity that they are born with, can easily get to learn any language.

3.2.1. Language Acquisition Device (LAD)

A theory by Noam Chomsky, holding that humans have an organ that is concerned with language acquisition and production. It allows children to obtain syntactic structure and rules of their mother tongue. Thus, Chomsky argued that language Acquisition Device (LAD) contains core grammatical principles shared by all human languages which cover fundamental concepts to make distinction between different parts of speech (nouns, verbs, word order, and how phrases and sentences are structured).

Furthermore, this focus on innate knowledge shifts the emphasis in language acquisition, highlighting that children learn language not solely through exposure and reinforcement but through a complex interplay between their biological predisposition and the linguistic environment they experience. (Lemetyinen, 2023).

4. Historical Background and Status of English Language

4.1. English as a Global Language

The English language is the most commonly used language worldwide, with growing significance attention. Over seven hundred and fifty millions people use it as a second language and about three hundred and seventy millions a first language worldwide .In about seventy nations, English is either the official language with special status in the majority of countries English is widely regarded as a global language. Its instruction and learning is required in all nations, ether in private schools, colleges, or other educational institutions. English is used in every industry, including technology, business, education, medicine and tourism. In addition, the use of common language by speakers whose mother tongues are different is referred to as lingua franca.

The sentence English as lingua Franca (ELF) has become popular in recent years to describe communications in English amongst speakers of various first and mother tongues. Firth (1996,201) described EFL as “contact language between persons who share neither a common native tongue nor a common (national) culture, and for whom English is the chosen foreign language of communication. Furthermore, English as a global language has brought about significant implications and challenges for individuals, communities and societies around the world. On the one hand, English has facilitated communication and interaction across linguistic and culture barriers and has opened up opportunities for education, employment and cultural exchange.

On the other hand, it has raised concerns about linguistic diversity, cultural identity, and power relations. Moreover, the key implication of English as a global language is its impact on linguistic diversity. Several languages have faced marginalization or extinction as English has been more frequently employed as a medium of worldwide communication. This has prompted cause

for preservation and development of linguistic variety, particularly in multi lingual setting where English is one of several languages spoken.(Phillipson,2003) English as a global language has far reaching ramifications and problems for individuals, communities, and society worldwide. To address these issues, a critical and thoughtful approaches to the use of teaching of English as a global language is required, as well as a commitment to encouraging linguistic and cultural diversity and fairness.

4.2. Reasons of Dominance of English

The influence power and dominance of English was primarily based on political and military factors, mainly only the hegemony of the British empire and its expansion in the 19 th century, followed by the emergence of the united states of America as a superpower in the world, later the role of English as the language of the scientific, industrial, financial and economic revolutions further increased its influence.

4.2.1. The British Empire

Britain was the largest and the most powerful empire in the world for two centuries; from Canada to India, from Australia to Nigeria and from the Carinnean to south Africa. Great Britain held colonies in every continent. In the colonized countries, English was considered as the language of elite ,the acquisition of English Language was the primary condition of education to people and the future academic and financial success came to depend mainly on their English language ability. (Phillipson,1992).In addition, when the British nation became separated after the World War II, several colonized countries got their independence they got influenced by the English Language. Consequently “English being selected as an official or national language by leaders who were themselves the products of colonial education”. (Phillipson,1992.182).

4.2.2. Industrial Revolution

After the British colonization, the industrial revolution contributed in the expansion of English. It was a period of scientific and technological development, which was characterized by the large scale manufacturing and production machinery. An important development raised in transportation and communication, including the steamship automobile, airplane, telegraph, and radio. These technological changes made possible a tremendous increased use of natural resources and the mass production of manufactured goods.

4.2.3. American Economy, Political and Technological Leadership

The United States of America by the end of the 19th and early 20th centuries emerged as an economic and political superpower after dissolution of the Soviet Union in 1991. Then, America has a hand in politics, economy and culture around the world. This contributed in the spreading English specifically after World War II, Americans business started doing trade all over the world. In addition, the computer revolution began all over the world; English language also dominated technology, basically due to the invention of the internet which was in the USA. According to the linguist and researcher (David Graddol, 2012), English has proved its dominance as the language of the internet, where 80 percent of the words electronically stored information in English.

4.2.4. Advertising

The use of advertisement in publication widely spread in the industrialized countries; due to the fact that people were interested using it all over the world in multinational markets to sell their products in this way. (David Crystal, 2003) claimed that he could see many signs, advertisements, and menus written in English when travelling to a foreign country. In USA the international market grew; the media spread to all parts of the world, and became one of the most noticeable global manifestations of English language use.

5. English as a Language of Science

English language remained the primary form of communication among scientists, and its influence in the, global scientific community has continued to increase ever since. Consequently, many languages failed to adopt the evolution of discoveries. Most scientific research around the world is published in a single English language. Moreover, scientists and scholars are most likely to publish their works in English in order to gain influence and wide audience acceptance. The researcher Kunju Hwang at the university of Leeds wrote: The reason that non-native English speaking scientists have to use English, at a cost of extra time, and effort, is closely related to their continued efforts to be recognized as having internationally compatible quality and gain the highest possible reputation.

6. English as The Most Taught Foreign Language

English as a foreign language (EFL) is typically taught in nations where the majority of people do not speak or use English regularly. The Collins dictionary of 2003 defines a second language as a language that a person learns after their mother tongue, while a foreign language is a language that is spoken in a nation other than their own. This helps people understand the differences between the two terms. English is the most taught foreign language in the world since it is being taught as a second or a foreign language in the majority of countries due to its increasing

strength and influence. Crystal (2003,P.5) stated that “English is now the language most widely taught as a foreign language in over 100 countries. Such as China, Russia, Germany, Spain, Egypt and Brazil”. Thus, in most countries emerges as the main foreign language to be encountered in schools.

In Asia, the majority of Europe, Africa and the Arab world, demand for ELT has increased significantly. In the US, UK and other nations, hundreds of thousands of non-native speakers are studying English. Governments worldwide are now required to invest resources and funds to the study of English as a foreign or second language, and individuals must invest time and efforts to learn it due to its rise as a global and dominating language. For instance, English is taught as a second or foreign language in the majority of European nations, including state and public schools. As a result, English is given particularly priority to Europe.

According to Berns (2007), nonetheless English serves as a language of greater communication and has emerged as the most widely used medium of communication among speakers of different European language and dialects, making it useful as a second language. This demonstrates that people in Europe understand the value and practicality of learning English and that doing so will help them both socially and professionally.

7. Teaching English as a Foreign language in Algerian Classroom

English as a foreign language (EFL) is introduced to the complementary and secondary level of Algerian school to take part in the official program as a historical path way of language policy in Algeria. Besides, the fundamental, theoretical and practical basis in teaching French the post colonial heritage which belongs to the Algerian linguistic diversity in teaching language strategies.

8. Historical Overview of Introducing English Language in Algerian Primary Schools

English is taught as a foreign language in Algerian primary schools starting from the age of eight with the objective of introducing students to the language and developing their language skills. According to Bellalem (2012), the prominence of English language in Algeria was notable before 1980 when the country experienced significant socioeconomic growth fuelled by its substantial.

In 1972, The Algerian Ministry of education took a crucial step by introducing English as a second foreign language (Bellalem,2012) .English became a mandatory subject across the curriculum ,starting from the eighth grade of middle school .To meet the demand of English

teachers ,the government heavily relied on foreign (EFL) teachers from various countries including Pakistan, India, Eastern European countries, the United Kingdom ,and the United States of America(Bouhadiba,2006).

The introducing of English in Primary schools followed a bottom-up approach ,allowing parents and students to choose between French and English as their first foreign language .However, the number selecting English was minimal resulting in the continued dominance of French (Benrabah,2014).French speakers in Algeria believed that English didn't pose a significance challenge to French, while Arabic speakers accused them of deliberately undermining the project due to Algeria's political and economic dependence on France.

Starting from 1993, a new process has been appeared to promote the foreign languages teaching in an early age by giving the opportunity to primary school pupils to choose between French and English as a compulsory foreign language. The program was experienced only in some primary schools and this suggestion was not really put into practice and the experience was failed to a certain extent, then stopped because the majority of parents preferred French rather than English.

The Algerian present Abdelaziz Bouteflika highlighted the pragmatic considerations influencing educational reforms, affirming that spending a decade studying pure sciences in Arabic was inefficient compared to English instruction, due to scientific subjects containing terminological concepts and technological words which are taught in French. New inventions, modern sophisticated materials and objects involve the implementation of English language within Algerian schools begging from the young hood level in primary schools.

A significant shift has been pointed by the announcement of the Algerian President Abdelmadjid Tebboune in language policy concerning the important transition from teaching French to English as a second language in 2022 academic year. This transition was faced with various mix of support in Algerian Society .This last decision and substantial move requires a need for well equipped and competent teachers in educational staff to assure the success of language acquisition by the Algerian pupils.

In fact, introducing English in primary schools carries significant advantages and performances, in the meantime, enhancing English knowledge and proficiency through the learning process and offering advantages in a globalized mind, leading to explore a new thinking and multi-cultural background. Thus, to attain the targeted results, some challenges impose the well planning

programs, competent teachers, reassure allocations and further strategic implementation by the Algerian government.

9. The Position of The English Language in Algeria

Algeria is one out of many countries where it is required to teach English as a FL. It is primarily taught in schools as a subject of instruction. In other words, English has been positioned as a second FL after French (Slimani,2016).However, the use of English in Algeria is growing on a regular basis ,particularly among the young generation especially with the rise of social media and the internet. As (Marouf and Moulay 2017,P.23) stated, one can not consider himself as part of this globalizing world, unless he masters two skills: English and computer.

In addition, it is crucial to assess how much English might be needed in everyone's future career, not to mention that more people are becoming aware of the benefits of learning English in the modern Era of remarkable technological advancements. Even sectors that have long been dominated by French are on verge shifting in favour of English (Ouahniche et Al .2017).Moreover, all fields such as economy and industry trade are in vulnerable growth creating new demands and requirements for using English as a language of science and technology, which could be due to its widespread use in these fields around the world (Benmoussat,2015).

This means that English is going to be more important and recognized in different fields, and it will gradually replace French to become the primary language used in education and administration. Furthermore, in order to enhance English communicative skills in our country and prepare the upcoming generations to take part in this new globalizing world, Algeria is calling for making adjustments to its national education system, with a particular emphasis on introducing English language teaching at the elementary school level. As far as second language education is concerned, the earlier is better.

Moreover, the teaching of English in Algeria faces several challenges, such as the shortage of qualified English teachers. The majority of English teachers in Algeria are not native speakers of the language and may not have the necessary training to teach it effectively .This has led to a situation where many Algerian pupils are not able to achieve a high level of proficiency in English.

Pedagogically speaking, English is not considered as an official language in Algeria (Benrabah,2005);rather it is viewed as a second foreign language, following by French which is the foreign language, classical Arabic and Berber, Which are the national languages. Since 2003. The school of Algeria has known an introduction of educational reform. English was first implemented

to the first year of middle school and continued for seven years, covering three years in the high school for all streams ,four years in the middle school (Benrabah,2005), and mostly recent, the third grade in primary school (2002).

10. Strategies of Teaching English in Primary Schools

A strategy is defined as a series of actions that are designed to be a common approach to reach these goals. It is intended to make the learning process more dynamic through teaching and learning activities. Thus, the teacher has to develop the lesson plan and has the responsibility to devise tactics for efficient and effective learning activities. This process is referred to as a teaching approach. (Crystal.D,1997).

Teaching strategies are the strategies that can be implemented independently or collaboratively. These strategies must cater to the requirements of both the learners and the teacher, and ought to be fitting for the learners necessities and capabilities (Picard, 2004). They are also ‘‘the approaches that can be used across curricular areas to support the learning of students (Herrel and Jordan, 2004).

Moreover, learning is most meaningful for the pupils when they participate and immerse themselves in the educational journey. Numerous researchers have indicated that classrooms that are positive and dynamic, success among learners. As cited in (Constantino, 1999) teachers and educators created teaching strategies and involvement in the classroom that lead to good English learning.

11. The Effectiveness of Teaching Strategies

The most important principles for an effective teaching strategy is to ensure a comprehensive understanding of fundamental concepts, even if it means covering less content and emphasizing the development of general skills such as collaboration, communication and critical thinking to meet students’ future needs. Thus, addressing misunderstanding and challenging student belief with providing a variety of engaging learning tasks, including discussions to promote meaningful learning. Furthermore, motivating pupils through personal enthusiasm; and creating interesting, enjoyable and active classroom experiences.

In addition, designing the curriculum to align with future students’ requirements, including Objects, concepts, learning activities and assessments. Hence, thoroughly planning each lesson while remaining flexible to make necessary adjustments based on class feedback. Then assuring

the assessment tasks are authentic and aligned with the desired learning outcomes for the discipline or profession. (Devlin & Samarawickrema, 2010).

12. Types of Learning Strategies for Young Learners

Some of the teaching strategies should be suitable for the pupils' necessity and capabilities to facilitate the assimilation and learning process of the youngsters:

12.1. Teaching plan: It serves as guidance for teachers according to the needs to assure the effectiveness of teaching methods. This enables them to create suitable learning tasks and evaluate the progress of the pupils. A well as planned lesson increases the sense of confidence and likelihood of a fruitful learning experience. Then, an effective lesson plan enhances the teachers to attain learning goals.

12.2. Creativity: teacher preparation programs should emphasize the importance and advantages of creative teaching, and teachers play a crucial role in enhancing creativity with pupils. Furthermore, creative teaching should also be incorporated into instruction by cultivating positive attitudes towards creativity and integrating it into their teaching to benefit both students and themselves. Moreover, it is crucial to convey the idea that creativity is not just about generating ideas but rather a process that yields practical and beneficial outcomes and language results. Hence, to change the mind-set of those with innate talents, it is vital to differentiate between artistic and everyday creativity. (Taylor and Francis,Ltd,2001,p.220).

12.3. Behaviour factor: From monitoring conduct to resolving clashes, the printouts and articles provided here will assist you in regulating classroom setting guidelines and integrating efficient conduct techniques in the classroom .It allows the teacher to discover recommendations for managing behaviour and interventions that can reduce its impact on other students. They are especially beneficial resources for discussions with parents about their child's conduct. For instance, incident report, decision making sheet, rules, consequences, rewards list and awards. certificates, and Notes for the classroom (Dr. John& W.Maag,2003).

12.4. Technology in the classroom: In the current educational landscape, a majority of pupils possess computer proficiency and regularly employ laptops and other digital devices .The incorporation of digital technology can effectively elevate both teaching and learning experiences.

Digital technology can be utilized within the classroom setting: Use of computers in the classrooms and digital microphone in the classroom, use of mobile devices with the high speed internet facilitate learning process. Moreover, allowing the pupils to teach in class necessitates adequate preparation and a profound grasp of the course material and teachers have the option of

assigning this task individually or dividing learners into groups. The objective of this approach is to encourage learners easily to seek knowledge and share it with peers.

12.5. Using games and graphic organizer: Teachers can use games in class where they ask pupils about different fruits and vegetable names. Thus, teachers can make pupils play a game of graphic orders to build intelligence and refresh memory. They will gain confidence and be motivated in class, knowing that everything they learn is connected to the world around them.

In addition, graphic organizers such as pie charts and Venn diagrams are an excellent method to usually present data. When you instruct your students to make one they must use their visual comprehension skills. This will also help support them in forming links and comprehending resemblances. Thus, it is an advantage for pupils of all ages to categorize, clarify, or condense information and teachers assist students in developing knowledge by investigating the correlating concepts within classroom. (Terri Siguenza, 2005).

13. Methods of Teaching English to the Pupils in Primary Schools

13.1. The Grammatical Translation Method

The grammar translation method (GTM) traditionally emphasizes on grammar rule, translation and vocabulary memorization. In this approach, instruction is mostly directed by the teacher leaving limited opportunities for pupils interaction. Pupils primarily engage receptive tasks, asking questions for clarification when necessary rather than producing the target language.

Moreover, GMT supposed that studying the target language's grammar would enhance students understanding of their own native language. While the Grammar Translation Method (GTM) has historical significance, its reliance on rote learning and lack of emphasis on communicative skills have lead to criticism and the development of more interactive language teaching methodology. (Larsen Freeman as cited in Rahman, 2001).

13.2. The Direct Method

The direct method is a method of teaching a foreign language through discussion, conversation and reading the language itself without translation or use of learner's native tongue, and also without study of formal grammar. This method helps the learners to enjoy the language. So, learners starts using the language without fear, its main purpose is to develop the student's communicative abilities and fluency. (Mart, 2013, P.182) (Richards & Rodger, 1986) summarized the principle of the natural method as follows: grammar is taught inductively. Its main focus was on the exclusive use of the target language in the classroom, it emphasizes on communicative skill (listening and speaking).

The focus on the lessons is on good pronunciation, often introducing learners to phonetic symbols before they see standard writing examples. However, the direct method is not an easy methodology to use in a classroom situation. It requires small classes and high student's motivation. In the artificial environment of a classroom, it is difficult to generate natural situations of understanding and guarantee sufficient practice for everyone. So, it fits private schools rather than public ones. In addition, it requires teachers who are native speakers. (Richard & Rodgers, 1986, P.10).

13.3. The Audio-Lingual Method

The Audio lingual method (ALM) is an oral –based foreign language teaching approach rooted in behaviourist psychology (Larsen-Freeman, 2003). Unlike methods that prioritize vocabulary acquisition in communicative situations, ALM focuses on internalizing grammatical patterns. It emphasizes the formation of new language habits through repetitive drills and dialogues aiming to overcome interference from learner's native languages. Moreover, the primary objective of ALM is communicative competence (Krashen and Terrel, 1983). To achieve this, teachers promote overlearning of the target language, so, learners can use it automatically rather than relying on conscious thought processes. In addition, the key features of the audio lingua Method (ALM) include:

- Native speaker interference errors are seen as stemming from existing language habits and are to be avoided (Littlewood,1981).
- Habit formation: language learning is viewed as analogous to other skills, driven by stimulus, response, and reinforcement (Larsen-Freeman,2003).
- Inductive approach: grammar rules are not explicitly taught but induced from patterns in spoken language (Afraa, 2003).
- Focus on spoken language: Priorities listening, speaking, and the oral presentation of language patterns over reading and writing (Afraa, 2003)

13.4. The Communicative Language Method

The communicative language teaching (CLT) method emphasizes interaction and real world communication as both the means and the ultimate goal of language learning (Larsen Freeman, 2003). Different from traditional grammar–based-Approach, CLT prioritizes the development of communicative competence, while going beyond grammatical accuracy and including the ability to use language effectively in various social contexts (Canale & Swain,1980).

In addition, class activities in CLT often involve role plays, simulations, discussions and problem-solving tasks, encouraging students to use the target language functionally and collaborator (Littlewood,1981).This method aims to equip learners with the skills they need to navigate authentic communication situations and participate confidently in the target language community. Furthermore, the communicative language teaching encompasses a set of principles about language teaching goals, learner process, classroom activities, and roles within the classroom. Thus, it focuses on communicative competence. In contrast to grammatical competence which emphasizes knowledge of linguistics structures communicative competence stresses the ability to use language appropriately in diverse contexts.

14. The Importance of Teaching and Learning Language in Primary Schools

The basic advantage of learning a foreign language very early contributes to enhancing the four skills; reading, writing, listening and speaking .These skills lead the learner to progress and develop a creativity in the process of foreign language learning such as memory, high attention and critical thinking. In addition, (Bialystok and Hakuta, 1999) stated that; it is tempting to believe that children are better at second language learning than adults because their brains are specifically organized to learn language, whereas those of adults are not, this is the explanation of the critical period hypothesis. The evidence for it comes from several sources in formal observation irrefutably show children to be more successful than adults in mastering a second language.

Empirical studies confirm this pattern by demonstrating performance differences between children and adult learners on various tasks and measures.(P.176). Also, Lenneberg (1964) states that until approaching the age of transition (puberty) the human brain is relatively easier to absorb something physiologically. Thus, providing convenience and adaptation for children in language acquisition. Additionally, introducing foreign language education during the early stages of schooling leads to better communicative skills .Thus, through language children can be interconnected ,share experiences and can improve intellectually ,namely in the context of developing their language, knowledge and skills (Maric,2017).

According to the critical period hypothesis ,young children assimilate languages more quickly and effectively, It explores the biological relationship between age and the capacity for language acquisition .Then, people who begin learning a foreign language relatively young in life, typically have a better level of skill than those who start later in life. In addition, most people have an aged –related reduction in their ability to pay attention and remember things, and this process can sometimes give rise to dementia or Alzheimer disease.

According to Lynne Cameron in his book *Teaching Languages to Young Learners* (2001); children are often more enthusiastic and live as learners. They want to please the teacher more than their peer groups, and they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Moreover, young learners have still the ability of telling their actions, heard or seen “play with language in teaching foreign language for young learners introduce them about meaning must come first :if children do not understand the spoken language, they cannot learn about it” (Cameron,2001,P.36).Then, young learners’ mind is spontaneous, joyful, innocent at the first stage of their learning life, making their educational environment more exciting and attractive, they have unforgettable memories of their learning and enjoy studies.

So, it has been proven that young learners have better opportunities of having a good accent when they learn a new language ,they feel more comfortable when they perform in front of the class without being shy of making mistakes, the younger the child is, the easier it makes things simpler for him to learn a new language .

15. Factors that Influence English Language Acquisition

Teaching English as a foreign language to primary school pupils is a complicated process impacted by some elements such as; age, psychology, pedagogy and environment (society). These aspects are essential for English teachers who want to provide successful and interesting language sessions for their pupils.

15.1. Age: English is the most spoken language in the world; it is the dominating language of international communication. Children must acquire English as a foreign language (EFL) from an early age as an important factor in the learning and teaching of (EFL).Moreover, research has shown that age plays a crucial role in the learning of a second language. The key time hypothesis (CPH) proposes that there is a key time for language development that ends around puberty (Lenneberg, 1967) .After this point language acquisition becomes more difficult and less successful. Then, young children are better at acquiring a new language than all children and adults.

In addition, young children require a different approach to language learning than other older children and adults. Young children have shorter attendance spans, so lessons need to be shorter and more interactive (Murray,2012). The use of songs ,games and other fun activities can help to keep young children engaged in the learning process.

Thus, the young children have an advantage in language learning because their brains are still developing. They have a stronger ability to learn a new knowledge, and are more flexible to change (Skehan, 1998).This means that youngsters can acquire a new language faster and more easily than adults. The younger the child, the easier it is for them to learn a new language.

15.2. Psychology: Psychology has an increasingly important role in determining ELF teaching approaches in recent years. Teachers are required to manage the psychological principles that have been studied and supported by psychological researchers. According to (Mazran,2003), establishing clear expectations and roles is crucial for creating a positive learning environment. This includes communication, behavioural expectations, creativity and creating a positive classroom culture where pupils feel respected and supported. Positive reinforcement has also been found to be effective on shaping desired behaviours, as noted by (Heward,2013).

15.3. Anxiety: According to Horwitz & Al (1986), language anxiety is a feeling of tension, and apprehension that arises from the feeling of inadequacy when using a foreign language. In the classroom, this anxiety can be exacerbated by fears of making mistakes, being criticized ,or not understanding the content, as noted by Macintyre's & Gardner (1991).To help pupils cope with language anxiety, teachers can create a welcoming and inclusive environment in the classroom, as suggested by Arnold and Brown (1999).

This includes building rapport with pupils, fostering positive relationships and providing opportunities for practice and feedback. Positive feedback and reinforcement has been found to be effective in reducing anxiety and improving motivation, as noted by Dornyei (1999).By utilizing these strategies, teachers can help EFL learners overcome language anxiety and create a mere productive environment.

15.4. Motivation: Motivational strategies are another approach for enhancing motivation in the classroom. Dornyei (2001) outlined numerous ways that instructors might use to inspire pupils, including giving pupils a feeling of autonomy, building a sense of community in the classroom, and employing various sorts of rewards and incentives to promote involvement. The statics can assist pupils in developing a sense of ownership of their owning process and increasing their intrinsic drive to study.

15.5. The environment (society): Aside from interests and talents, there is also an educational environment and material availability. The social environment of the child, particularly his or her parents, is one of the most important factors that can influence EFL teaching. Parents might influence EFL instruction to children through their views about the English language. If parents see English as a required language that will give their children greater possibilities in the future, they are more likely to encourage their children to study it and provide them with the appropriate resources.

In contrast, if parents do not respect the English language or see it as a burden, they may not prioritize their children's language acquisition or give them the required assistance. (Wesche,1994).

In addition, society can affect EFL teaching to children through cultural attitudes towards language learning. Some cultures may place a higher value on multilingualism and encourage children to learn multiple languages from a young age. Whereas, other cultures may view language as a burden and prioritize the learning of other subjects such as mathematics or science. These cultural attitudes can affect the level of support that children receive from their families and the important that they place on language learning. (Grosjen,2010).

Furthermore, the socioeconomic background of the parents can influence the EFL teaching process. Children from wealthy families are more likely to have access to resources such as private tutor, language learning applications, and educational materials that can help them to improve their language learning. Children from lower-income homes may not have access to those tools and may struggle to stay with their classmates in terms of language development. (Choi & Lee, 2018).

So, the views of parents regarding the English language, as well as their socioeconomic status, might affect the amount of support for their children's language development. Cultures' views regarding language acquisition can also influence how much significance youngsters place on language learning. Then, EFL teachers must be aware of their variables and collaborate with parents to provide helpful and stimulating learning goals and prosper in a globalized environment. Challenges in teaching English at primary schools: Teaching and learning English at primary schools present a unique set of challenges one major obstacle lies in teacher qualifications and training.

Some primary schools teachers may not have extensive English proficiency or expert training in methodologies for instructing young learners (Alshumaikhani & Amp; Hassan, 2008).This limitations can obstruct their ability to establish effective learning environment and deliver engaging lessons. Students in primary schools arrive with varying levels of English exposure and diverse learning styles. Limited prior exposure or lack of confidence in using English can obstruct active participation; their limited attention spans and diverse cognitive capabilities also necessitate educators to adjust teaching methods to meet the needs of each student individually (HcDounough & Amp; Shaw, 2018, as cited in Garton & Amp; Copland, 2018).

Furthermore, English language instructors need some materials to present the lesson in an appropriate manner. The teacher requires a few particular resources that are related to teaching

language by “anything used by teachers or learners to facilitate the learning of a language. The teaching materials needs such as; the boards, text books, dictionaries, pictures and images, overhead projector, English short stories, headphones...etc are among the materials used in language instruction. Such as a resource must be used by the English language instructor during the lecture as a support in explaining lessons. The instructor can easily deliver the lesson which facilitates the teaching-learning process.

In addition, teaching English in primary schools requires a different approach compared to adult instruction, and several challenges arise from both internal and external factors; internal factors include pedagogy, motivation and identity. A primary challenge related to internal factors in insuring pedagogical competence, particularly in the effective implementation of teaching strategies. Further, sustaining student motivation presents an added difficulty since children have diverse motivations for studying English In consistence assessment of student progress can further contribute to demotivation. This particularly negative as a lack of motivation can make it difficult for teacher to engage students and involve them in activities.(Cahyati & Amp; Madya,2018) So, teaching English to young learners in primary schools comes with various challenges, including teacher preparedness, different student needs.

Thus, by investing in specialized teacher training, implementing differentiated instruction strategies, and encourage parental involvement, these obstacles can be effectively addressed such a comprehensive approach can cover the way a more engaging and effective English language learning experience for young learners.

Conclusion

The introduction of English into Algerian primary schools represents a significant shift I the field of education system, including communication skills access to global resources, and increasing cultural understanding, the success of this new shift depends on the development of well structured and engaging lesson plans, comprehensive training and adequate learning materials and ongoing support for teachers. This research should focus on evaluating the effectiveness of deferent teaching methodologies, monitoring student progress and language acquisition, in meanwhile identifying areas of improvement .Moreover, it’s important to remind that effective language teaching depends also on the school syllabus and on the ability of the teacher to play diverse roles and the use of different techniques. The inclusion of English at the Algerian primary schools present many challenges for EFL teachers when it comes to authentic teaching ,dealing with pupils difficulties to learn a foreign language.

To conclude, the introduction of English into Algerian primary schools represents a significant shift in the study of educational system, including communication skills and global

resources. The new shift depends on the development of structured lesson plans, adequate learning materials and suitable support from teachers. this research should evaluate the efficiency of different teaching methodologies in language acquisition. Moreover, it is important to remind that effective language teaching also depends on the ability of the teachers to play diverse roles and the use of different techniques. The inclusion of English within Algerian primary schools presents many challenges for EFL, dealing with pupils' difficulties to learn foreign language.

Chapter Two:

Methodology Design

Introduction

This chapter is a practical phase that is devoted to analyze the teachers' constraints and explore pupils learning process. It emphasizes the best method of English language assimilation and the main constraints and challenges faced by teachers to the process of Learning EFL in Algerian primary schools, it includes the analysis of data that has been gathered through the use of a Questionnaire's responses and an interview. Besides, it highlights the interpretation of the responses and the results that have been achieved.

In more clear words, this chapter attempts to identify views and perceptions of instructors in English language learning process and the constraints faced in teaching English for pupils in Algerian primary schools.

1. The Quantitative Method Approach

This chapter is considered as an empirical phase in this study that links all the previous points together. In this research's method, we opted for the quantitative data analysis. It includes the practical work that took place in the Boukhalfa New Primary School. It includes the analysis of data that has been gathered through the use of Questionnaire of the responses and a structured interview.

2. Procedure of Data Collection

The data will be collected through a classroom observation from a class of 5th year pupils, and through a questionnaire that will be distributed to English primary school teachers. The classroom observation will be focused on the teacher's work throughout the lesson; the activities held, motivation techniques, pupils participation...etc. On the other hand for the questions, it will be distributed to the pupils, which will be simple, easy and short sized specially designed for primary school level.

2.1. Participants

We have opted for a questionnaire that will be distributed to primary school teachers of English, and for a classroom observation that is focused on the pupils as data collection tool. The questionnaire is distributed to four teachers to see their perspectives, preferences and ways of providing their knowledge and guide them towards the most suitable methods and techniques, whereas the classroom observation aimed at analyzing pupils' difficulties regarding their assimilation of the language to facilitate the English language assimilation through innovative and creative ways.

2.2. The Questionnaire

According to Creswell, “A questionnaire is a form used in a survey. Design that participants in a study complete and return to the researcher” (2012,p.382). Thus, the participants are free with their answers.

2.3. Classroom Observation

Wragg describes classroom observation as a process where the observer sits in on classroom sessions, records teacher and student actions, and then discusses the observations with the teacher. (1999). Also, Bailey defines classroom observation as the purposeful examination of teaching and/or learning events through systematic data collection and analysis. (2001). So, this step is essential, as it gathers important data that can facilitate, suggest and enhance productivity and assimilation efficiency regarding pupils' learning process.

3.1. Research Method

This research demands a quantitative/ descriptive method to collect and gather data via a questionnaire. To do that, the questionnaire will be randomly given to English teachers of primary schools of Tizi Ouzou province. The primary goal of the current research project is to examine the instructors' teaching methods examples to ease English language learning and constraints of teaching English language within Algerian primary schools.

Using this type of analysis, numerical measures have been taken, included in tables as well as diagrams, this procedure gives more information to the study, enhancing authenticity to the research besides participants' interpretation, meaning and visual representation of the collected data regarding the subject.

3.2. Research Design

This work opted for a type of study that uses quantitative data analysis, focusing on the utilization of numbers. The benefits of quantitative research are multiple. For example, it makes it possible to measure the theories of how the problem takes place, test the research hypothesis and allows to generate the research finding (Konfeld,2010).Jonson and Onwuegbuzie (2004) claimed that quantitative data gives strength and belief, removing other variables' influence.

3.3. Research Setting

The process of data collection of this study will be gathered at the primary school of Tizi Ouzou Province, precisely Boukhalfa New Primary school on May the 8th 2025 at 11:30.

Conclusion

This part of the research emphasizes the whole procedure of data collection and data analysis. The first point described the quantitative method approach. Then, it has highlighted the data collection tools which are composed of a questionnaire distributed to English primary school teachers in Boukhalfa New primary school of Tizi Ouzou province, and a classroom observation in the same school and province, in which we analysed the pupils' situation regarding assimilation, participation and motivation to improve their acquisition skills and facilitate both their learning process and their teachers' one.

Chapter three:
Presentation of the Findings

Introduction

This chapter deals with the presentation of the findings obtained from the questionnaire and classroom observation. It is divided into two parts: The first one deals with the presentation of the findings of the teachers' questionnaire, conducted with four English primary school instructors, aiming at gathering data regarding their ways of teaching, preferences and constraints. On the other hand, the second one deals with classroom observation, in which pupils would be under analysis seeking for ways to facilitate their language acquisition and enhance classroom engagement. It dealt with a classroom of 5th year pupils of Boukhalfa New primary school at Tizi Ouzou province.

1.1. Teachers' Questionnaire

1.2. Description of the Questionnaire

This study is set to explore the main methods, techniques and the difficulties that EFL teachers encounter in teaching primary school pupils. The questionnaire is composed of diverse questions that aim at understanding the teaching process of English primary school instructors.

The participants were asked to give a feedback regarding their profile, strategies, classroom work efficiency (individual, pair, group), and teaching instruments, as well as language proficiency assessment. The respondents' reflections describe what they experienced during their EFL teachings in primary school.

1.2.1. Analysis of the Questionnaire:

1.2.2. General Information on Teachers' Age, Experience and Qualifications:

Table 1 : Teacher's Number

Teachers	Number
/	4

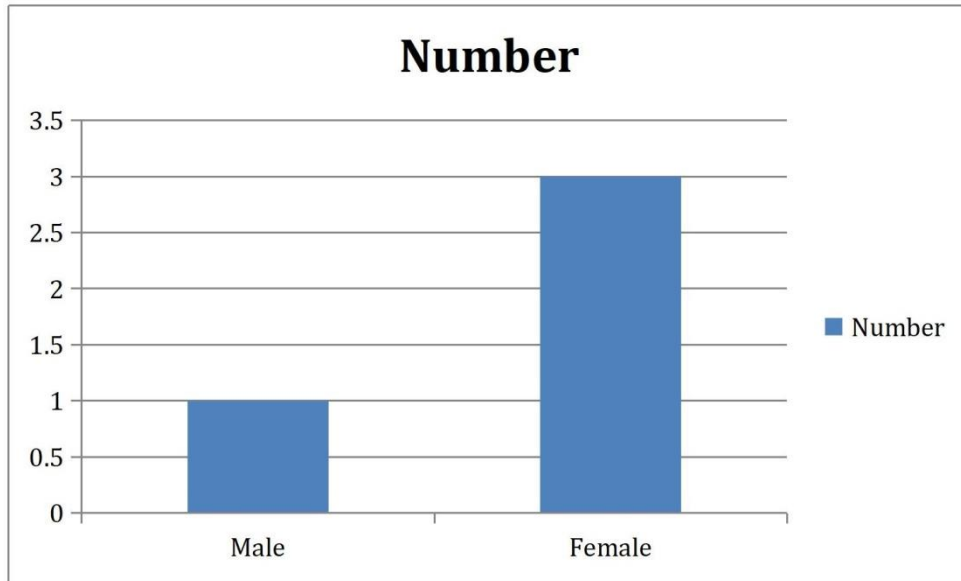


Figure 1: Teacher's Number

Out of the four respondents as shown in this figure, were asked and invited to respond to our practical questions.

Table 2: Teacher's Age

Age	Number
Under 25	0
Between 25-30	3
Above 30	1

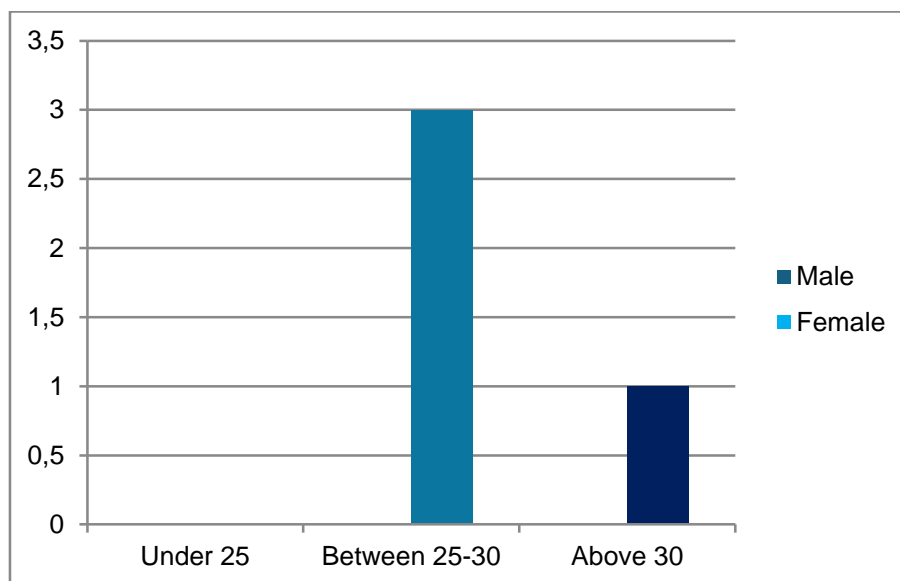


Figure 2: Teacher's Age

The figure implies that 2 of the female encountered teachers were between 25 and 30 years of age. Whereas, one male teacher was above 30.

Table 3: Teacher's Experience

Years of experience	Male	Female
Less than 2 years	0	0
From 2 to 5 years	1	0
More than 5 years	0	3

Table three states that one male teacher has an experience of two to five years, and three of the remaining female teachers had an experience that exceeded five years, which means that they are professionals and experienced teachers. Hence, it is clear that there is a gap of experience in the primary school level of teaching, some of them taught English for more than five years, while one of them taught only for a year.

So, This diversity of experience would create a dynamic teaching process that can enhance and develop both the teaching and learning processes, such as substitute teachers who can offer adaptability in navigating different teaching environments.

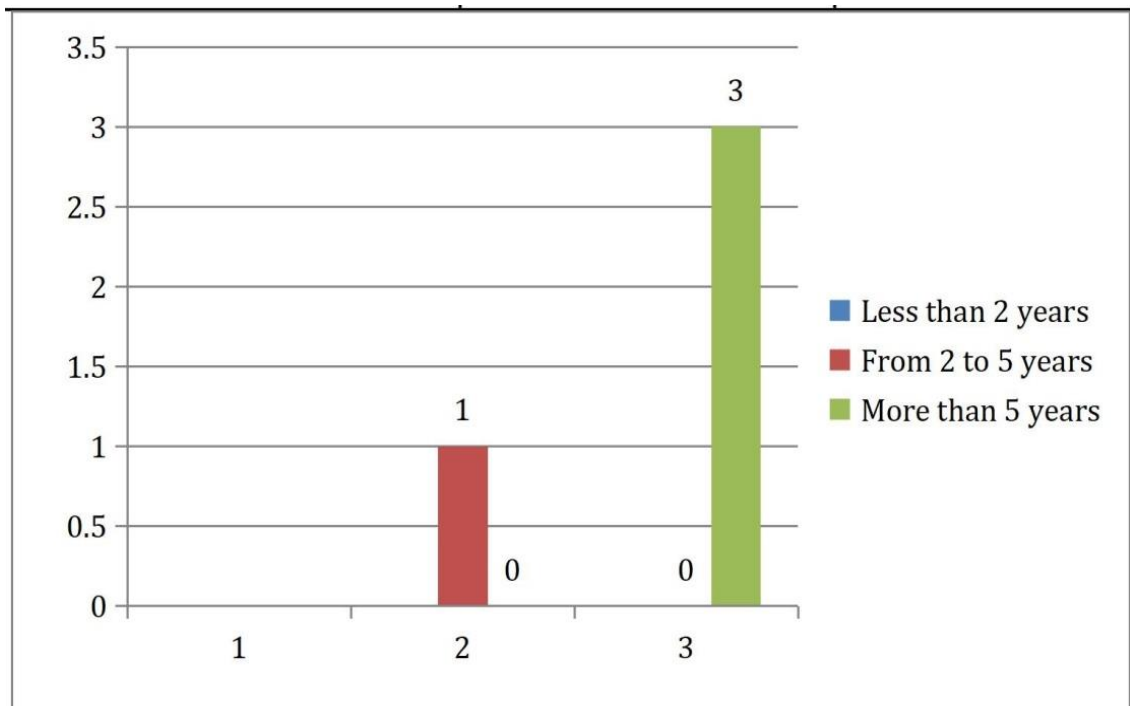


Figure 3: Teacher's Experience

Table 4: Teacher's Qualification

Choices	License	Master	Doctorate
Male teacher	1	0	0
Female Teacher	3	0	0

Figure four (4) shows that one male teacher holds a license degree, and three of the female teachers hold license degree as well. This means that all of the teachers' educational qualifications meet the degree of license. Whereas, no master or doctorate degree teachers were encountered within primary school classrooms.

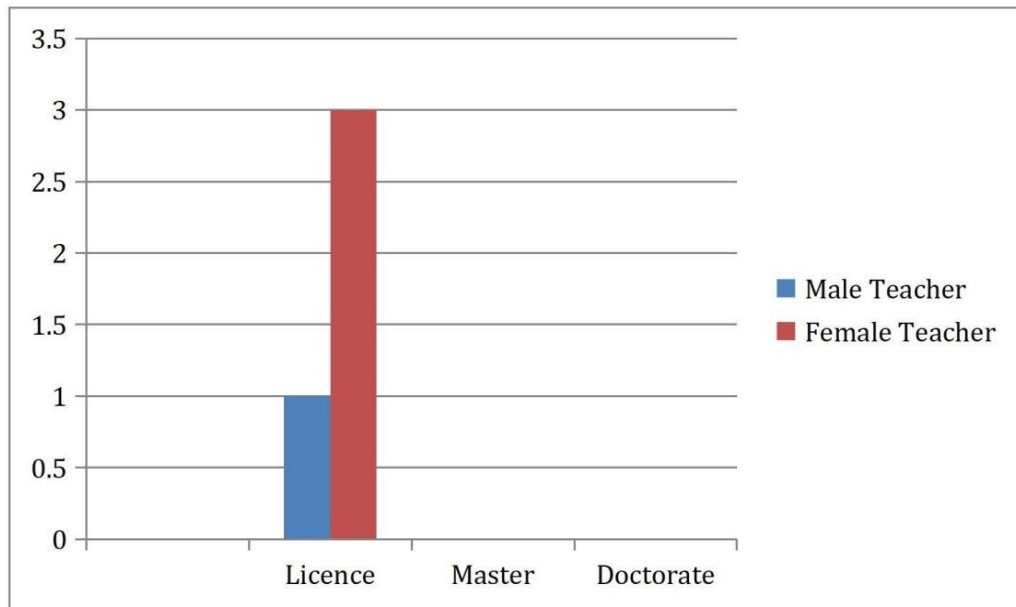


Figure 4: Teacher's Qualification

2. Concrete teaching methods and the main constraints encountered by EFL instructors Teaching Primary Schools Pupils.

Q1: Which teaching methods do you prefer to facilitate English language assimilation within primary schools ?

Four teachers use Competency-based Approach, which focuses on knowledge, as well as the skills of pupils, contradicting the old way of grades, and the communicative language approach that teaches via communication and interaction to develop learner's communicative skills. Additionally, the teachers use games, songs, pictures, flashcards, videos and cartoons to increase the focus on visual aids within the classroom. Moreover, Three teachers use repetition and translation activities as active learning techniques.

Q2: Which of the following strategies do you think is the most appropriate for effective English language assimilation to your learners?

- Games and songs
- Flashcards and cartoons
- Data show

Table 5: Strategies for Effective Assimilation

Strategies	Number of teachers
Games and songs	3
Flashcards and cartoons	3
Data show	1

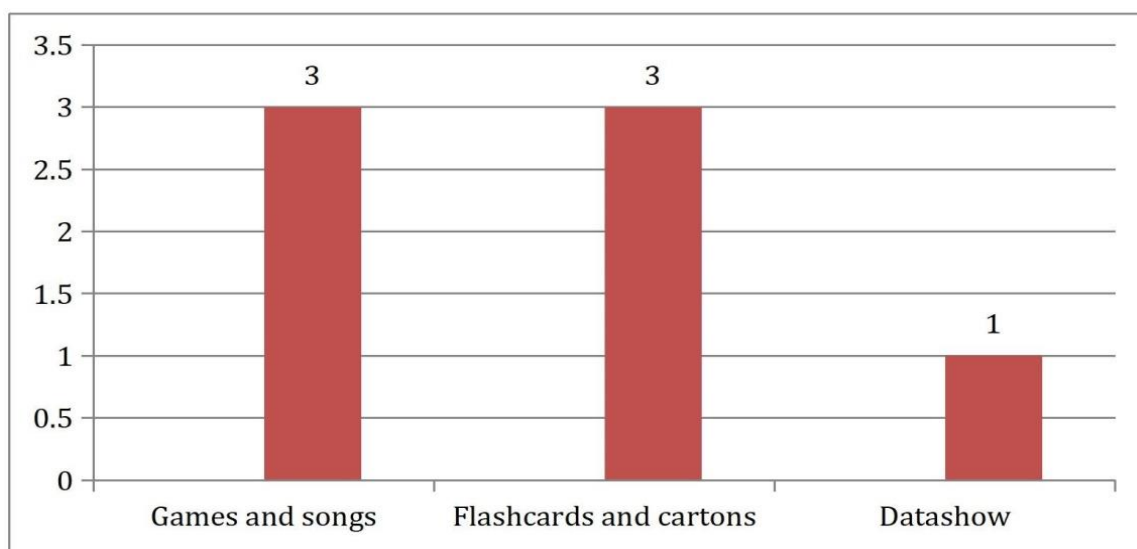


Figure 5: Materials for Effective English Language Assimilation

From the figure above, we deduced that three out of the four teachers use games and songs as their main teaching strategies besides flashcards and cartoons, making learning easier, as well as creating a supportive and encouraging learning environment where children feel comfortable making mistakes and asking questions. Whereas, one teacher used data show. Thus, it depends on the availability of teaching means.

Q3: Do you think the textbook quality of the official program improve the learning outcome for young learners ? If yes, why ?

Table 6: Effectiveness of English Primary school Textbook

Choices	Teachers
Yes	3
No	1

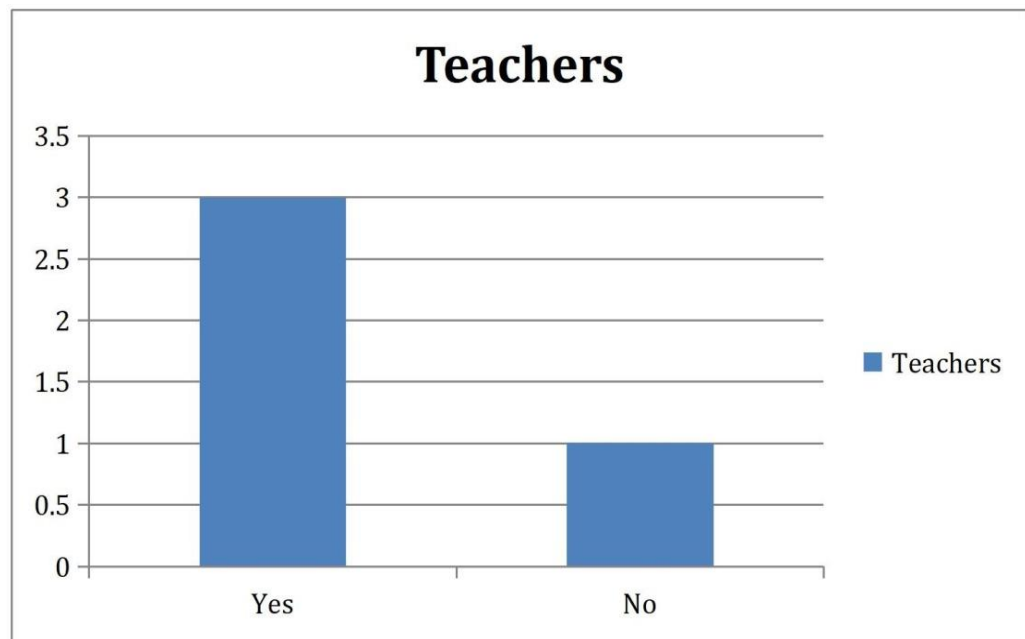


Figure 6: Effectiveness of English Primary School Textbook

Through figure 6, we found that three teachers express a common opinion regarding the English textbook, finding it effective and practical, while one teacher believes that it needs more modifications regarding the English textbook syllabus, with additional details to facilitate lesson planning. Therefore, we deduce that textbooks are used most of the time to facilitate learners' assimilation of the English language. Furthermore, teaching the English textbook to children is an essential teaching step. Also, the one teacher responded that the textbook aims fit the needs of the learners.

Q4 : Which type of classroom work do you consider the most effective to improve learners listening and speaking skills?

Individually ?

Pair Work?

Group Work ?

Table 7: Classroom work activities

Choices	Teachers
Individually	1
Pair Group	3
Group Work	3

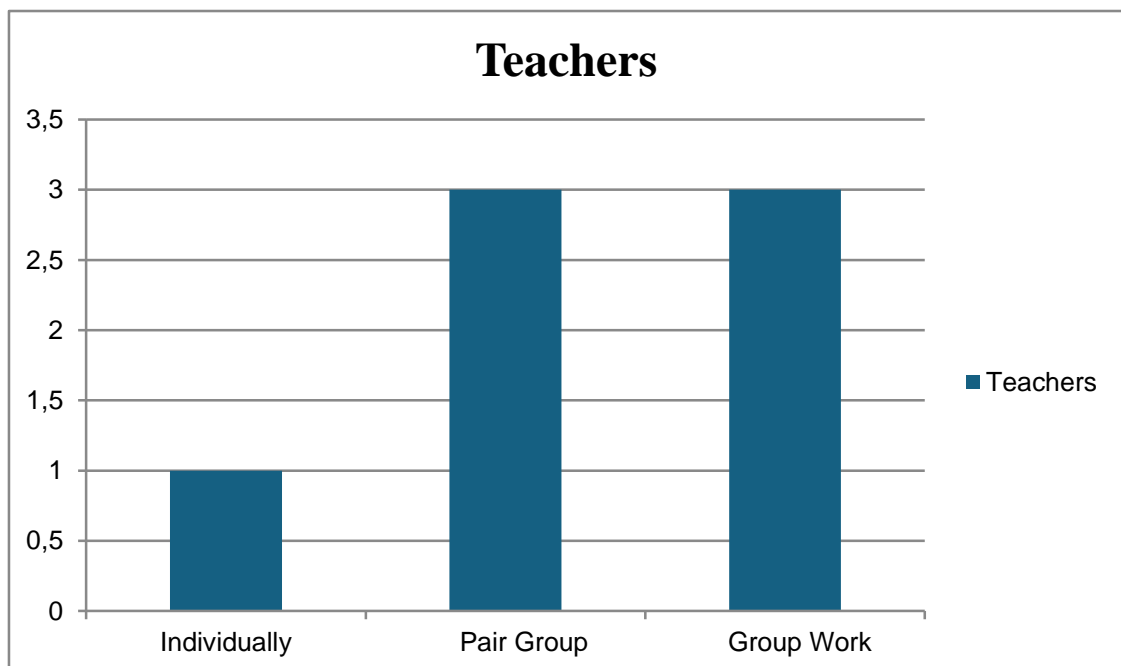


Figure 7: Classroom Organisation

According to the figure above, three out of the four teachers stated that pair work and group work are effective for listening and speaking skills, as these strategies enhance classroom participation and engagement, reducing shyness among learners. On the other hand, one teacher opined that individual would be an effective classroom work as well, which develops individual skills and self-confidence, thus developing assessment.

Q5: Do you think that the lack of materials and technological resources affect your teaching and learning processes ?

Table 8: Materials and Technological Restrictions

Choices	Teachers
Yes	3
No	1

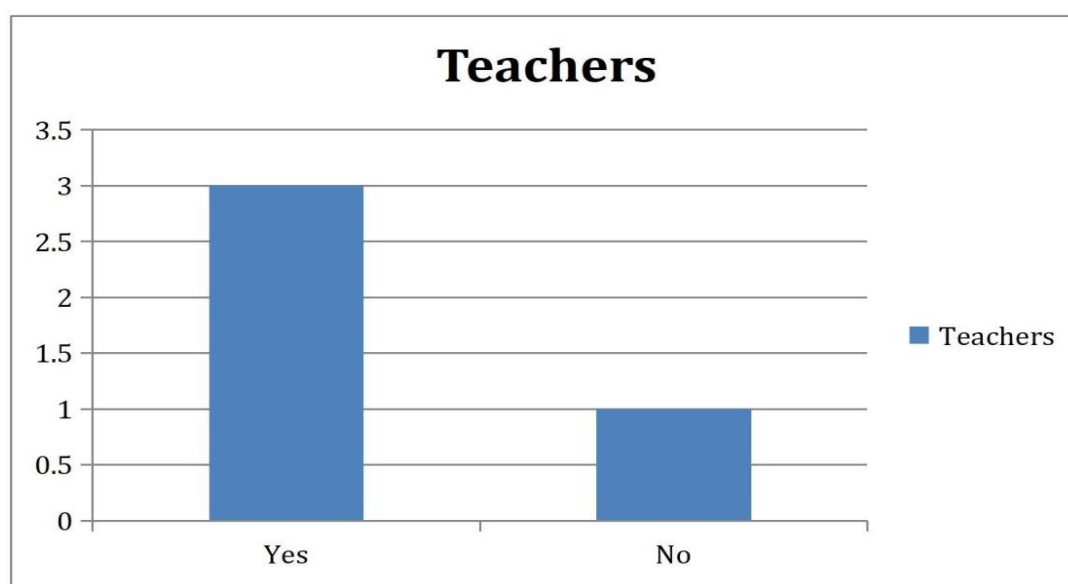


Figure 8: Materials and Technological Restrictions

The three teachers emphasized on the importance of materials and technological resources in the teaching and learning processes. These means significantly enhance learning experience, giving more opportunities for the learner to get better and motivated to develop both his listening and speaking skills. Also, visual aids are crucial for lesson objectives as they facilitate assimilation. Moreover, these resources play an important role in maintaining learner’s engagement and motivation through the lessons .Furthermore, these materials introduce for learners a new subject,

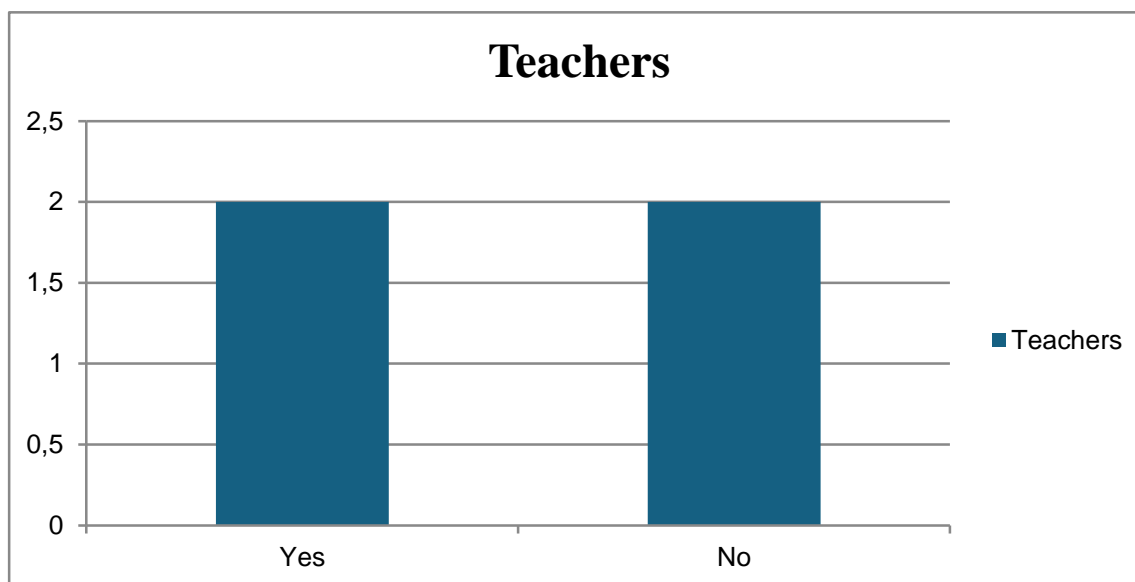
making complex topics more accessible. Overall, these materials and technological resources significantly facilitate the explanation of information benefitting both teachers and pupils. On the other hand, one teacher stated that some technological resources are not efficient all the time, since it could create laziness and dependence for some pupils.

Q6: What kind of materials do you use to facilitate EFL classes assimilation ?

Four teachers have been using textbooks designed for young learners as their main resource. Also, videos and picture books to make interactive and exciting courses for the young learners. Moreover, English primary school teachers use textbooks most of the time ,but also materials like videos and real life objects to make lessons fun and easy to understand. Furthermore, the four teachers in addition to that, use projectors and smartphones as well to help with learning, giving more emphasis with them if needed. They also opined that this variety in materials usage creates.

Table 9: Materials of EFL Classes Assimilation

Choices	Teachers
Yes	2
No	2



**Q7:How do you assess the language proficiency of your primary school pupils?
Are there any difficulties that could limit your ability to do so ?**

Three teachers stated that homework and classroom activities significantly improve the language proficiency. In addition, lack of time is a major difficulty mentioned, that could limit skill acquisition. Moreover, the fourth teacher motioned the overcrowded classrooms, which makes it nearly impossible to adequately overall the skills required for language proficiency. In addition, two teachers stated that pupils may encounter difficulties in the basic skills such as listening and speaking, having difficulties with pupils pronounce. Hence, pupils are being exposed to lots of new vocabulary. Meanwhile, teachers claim that young learners encounter obstacles while pronouncing some words. Also, the two teachers claimed that learning English at an early age has positive aspects the kids, as it gives opportunities for the future, giving possibility to deal with a variety of languages.

Teaching English within primary schools presents serious challenges. Then, dealing with time management turns into a real problem, teacher's claim that the restricted time and the insufficient hours as a real struggle to complete the lessons. Also, the Overcrowded classrooms increase noise, making it hard to achieve the lessons' plan. Further, there is Interference within the native language and the target language while explaining the classroom lessons, precisely in the case of translating difficult words to another langue to ease the explanation of courses to the young learners. In addition, the lesson's plan which is limited to 45 minutes, may not fit the requirements of fifth year pupils to fully assimilate the language. Language barriers also burdens communication efficiency. Then, not taking pupils' levels into consideration would decrease motivation.

Q8: In your opinion, what is the impact of introducing the English language in Algerian primary schools ?

There were two teachers that added this question to the topic of challenges which pupils could face to learn the English language at an early age. They stated that one of the significant fears is that if children are subjected to multiple languages at once, they may struggle to learn them all. Thus, this might result in an incapacity to comprehend and articulate using two languages. Also, they are concerned that this will stuff their brains and learning will become harder. Moreover, another point parents mention is that it is difficult to find good teachers and materials to fully instruct young learners. They wonder whether the English lessons in classroom. Furthermore, the

teachers often see the integration of English language in Algerian primary schools can develop language acquisition skills for the young learners, with advantages including increased opportunities. Additionally, teachers imply for the significance of English proficiency for both academic and professional purposes. Overall, the responses reflect the perceived advantages of early English education in Algerian elementary school, meanwhile, acknowledging some challenges for the implementation of English language.

Q9: Do you think integrating cartoons in explaining lessons would be an effective idea to get the pupils more interested and motivated ?

Figure 9 shows equality in the use of cartoons as teaching strategies, as all of the four teachers had positive reviews, opining that integrating cartoons would be an interesting idea to motivate the pupils and make lessons exciting. The young learners like to see animation stuff and get excited in the presence of such means.

2. Results of the Pupils' Classroom Observation

We noticed that the young learners like to acquire knowledge through means, as they get excited and motivated to figure out what is next and what it is about, trying to solve the present activity. Therefore, the deduction was that the more instructors use materials the more pupils get interactive and engaged. Thus, the use of games, cartoons, songs, flashcards and data show had positive results, as well as organizing group work that enhances pupils' participation within the classroom.

2.1. The use of Games, Songs, Cartoons, Flashcards and Data Show within the classroom

According to our study, the use of these methods enhance pupils' participation and engagement within the classroom, we strongly recommend them as they increase communication among learners, making them engaged during lessons, contrary to the traditional way of teaching that makes them uncomfortable to get involved, as there is no material to interact with. Whereas, using the materials mentioned before, they feel relaxed and excited to take part in courses.

3. Summary of the results:

This section of the research reviews the major findings of the questionnaire of the teachers and classroom observation. This part focuses on how the processes of teaching and learning are being manipulated by English primary school teachers in order to give for Algeria a fresh start

through modern techniques and strategies employed for the present learners. Thus, based on their own assessment, we have the overall impressions of the perceived advantages, disadvantages and areas for improvement in early English education. Teachers' knowledge provision styles largely differ, as well as the approaches and strategies. Nevertheless, the diversity prompts to raise a doubt about usual training for English primary school level of instruction. The variety in instructional materials signifies classroom flexibility.

In addition, multiple teaching materials enhance creativity within classrooms. Moreover, child-centered strategies such as games and storytelling are beneficial. The variety of perspectives regarding the English textbook implies for the need of a possible revision. A practical and interactive approach to language education is crucial for a proficient teaching process.

Finally, Algerian primary schools have the potential to promote a more engaging, effective environment for early English language acquisition. Hence, they can develop pupils' assimilation by equipping them with adequate communicative skills within Algerian primary schools.

According to the classroom observation, child-centered practices like playing games and narrating stories are effective in diverse learning environments. Thus, we recommend instructors to give priority to communication and vocabulary development, implying for a more effective/interactive method that is based on the previous strategies.

Conclusion

This chapter is dedicated to analyze the teacher's questionnaire and the pupils' classroom observation. It highlights the further points on the methods and techniques used by primary school instructors. Hence, it dealt with the limitations and constraints. It seeks improvements by selecting adequate methods and techniques. In the meantime, looking for recommendations for a better English instruction quality to develop pupils' learning process and facilitate language acquisition.

Chapter four:
Discussion of the Findings

Introduction

This part of the research discusses the findings of the chapter early mentioned, it is composed of two parts. The first one is devoted to the interpretation of the findings of the teachers' questionnaire in relation to Competency-Based Approach and Communicative Language Teaching, which opt for skills and knowledge of learners, and teaching through communication and interaction, respectively. Whereas, the second part is devoted to the interpretation of the findings of the classroom observation regarding the effect of cartoons, games, songs, flashcards, and data show on learners' assimilation process. Moreover, this chapter is set to answer the study's questions mentioned in the general introduction as well as to justify the hypotheses if they are confirmed or rejected.

1. Discussion of the Teachers' Questionnaire

The questionnaire is the first data collection tool that this research presented. It was administered to four English primary school instructors at Boukhalfa New Primary School of Tizi Ouzou province. The questions were meant to derive answers regarding teachers' techniques, preferred methods, constraints, and classroom activities. So, it helped to answer the research questions and whether to confirm or refute the study's hypotheses. Find below details regarding the results of the questionnaire.

The results appeared after the teachers' answers were basically similar, showing that most of them have the same perspectives and views about the teaching process, even though we noticed a slight difference in the way they provide knowledge, depending on materials and experience. Thus, there were some instructors who claimed that lack of materials lead them to shift their techniques and method, therefore it sometimes depends on the availability of teaching material.

Additionally, lack of time, the increasing number of pupils and the growth of language taught number seemed to be worrying teachers. Therefore, adding more instructors for English primary schools is an essential step to deal with the number of learners as well as to ease and facilitate the multilingual issue. Also, time management is a crucial factor to transmit knowledge in a right way, thus in order to do so, a precise and sufficient time should be taken.

2. Teachers' Teaching Process in Relation to Competency-Based Approach

Through our analysis of the teachers' questionnaire, we deduced that teachers have some inclinations towards learners' skills and disliking the grades system of the traditional way of

teaching. In addition, they also tend to use modern materials to effectively provide knowledge for their pupils and. Hence, teachers like engaging lessons and interactive learners, opposing the traditional way. Therefore, CBA was the nearest and most suitable method for their ideologies and perspectives, focusing on the skills and knowledge of learners. As this method deals with the pupils' skills and their knowledge.

3. Teachers' Teaching Process in Relation to Communicative Language Teaching

Via the questionnaire's analysis data, we found that the instructors are likely using the CLT approach, as they get positive results when they opt for group work. Teachers like to see their young learners interactive and communicative. Therefore, their aim and CLT's goal have something in common which is concentrating on enhancing learners' communicative skills and make them interactive. As Canale & Swain (1980) stated, Communicative Language Teaching prioritizes the development of communicative competence, including the ability to use language effectively in various social contexts.

4. Discussion of the Classroom Observation

The classroom observation is the other tool from which we collected data that this research presented. It is centred around 5th year English primary school pupils' in-class participation, motivation and constraints. It analyses the classroom as a whole. This step is another means to confirm or refute the hypotheses of the introduction as well as responses for the advanced questions of the research. Moreover, the results revealed that young learners respond to interaction. Thus, using teaching materials such as data show, cartoons...etc, can be important to get them involved in courses, and feel relaxed to communicate with their teacher. Therefore, this implies that these means facilitate and develop learners' learning process especially for these young learners that is influenced by screens, games and cartoons. Also, instructors' creativity is crucial for nowadays pupils' motivation and engagement. So, their creativity has to be shown through the use of the previous mentioned materials, as they are triggers to these young learners' acquisition of knowledge Using body language.

The classroom observation showed that it is complicated for the instructors to provide the pupils with the essential teaching materials, as the teachers may lack some teaching aids or teaching media.

The observation revealed that pupils had a hard time trying to pronounce the words the right way; articulating sounds. Pupils struggle to choose the appropriate words in order to create a coherent sentence. Hence, we also noticed that pupils face some problems regarding expressing and comprehending words. Another issue that is recurrent among young learners is that they get shy and find it hard to participate in the classroom. Another seen issue is dealing with disruptive behavior, which is a serious concern for both the teacher and the pupils who try to understand the courses.

As for the teacher's behavior that we noticed, his words were wise, without showing anger or feelings, calling the learners by their names, helping them with repeated explanations, using mother tongue and giving a chance to ask questions.

Among the difficulties that we saw during the classroom observation were the control of the large number of pupils, managing their needs and make sure that they comprehend the course.

Conclusion

This chapter discussed the main results retrieved from the questionnaire and the observation conducted with English primary school teachers and 5th year pupils, respectively, done to respond to the introduction's questions and hypotheses. The first part dealt with the teachers' questionnaire findings. Whereas for the second part, it had to do with the classroom observation's results, the two parts discussed the main points of these tools. The questionnaire relied on the link between CBA and CLT regarding instructors' teaching process. Thus, CBA focuses on learners' skills and knowledge, whereas CLT deals with interaction enhancement and communicative skills, and this perfectly links with teachers' teaching process, as their knowledge transmission consists of providing activities to test their pupils' understanding as well as increasing their participation within the classroom. On the other hand, the classroom observation gave recommendations for the teachers to facilitate and enhance knowledge assimilation and gave important analysis regarding the pupils' work within the classroom.

Furthermore, practices like playing games and narrating stories are significantly effective. So, communication and vocabulary would be developed. Thus, the hypotheses are confirmed. Young learners get engaged and more motivated in the presence of interactive teaching materials, and teachers approved positive reviews regarding the use of these means, and that its usage is essential for the present generation. Furthermore, the traditional method were proven to be less relevant, the teachers inclinations were towards modern approaches, towards creativity.

General Conclusion

General Conclusion

The process of introducing the English language into Algerian primary schools has an important role in the official program of the national institution. Then, our research seeks to facilitate the learning process of the English language in the Algerian primary schools through an analysis of the teachers' perceptions and assessment. The research covers two parts: the theoretical part which attempts to provide a basic background about the study. The practical part aims at collecting teachers' responses about the topic, and a classroom observation. These data collection instruments will serve as analysis to be discussed in order to answer the research questions, and approve the hypotheses.

The first chapter reviews the previous works that have a connection with our research, a theoretical part devoted to works that are compatible with our ideas, aiming at facilitating the English language assimilation for pupils. It deals with the historical background of English; such the emergence of English and its development as a global language to the transition to the official status in Algeria. The second chapter highlights the teaching of EFL in the Algerian primary schools. Hence; it reviews the fifth year curriculum. Thus, some approaches and techniques of teaching a foreign language to primary school pupils.

The second chapter is the practical phase of the study, it analysed the teachers' constraints and explored pupils' learning process. Whereas for the third chapter, it provided the results of the teachers' questionnaire and classroom observation. The fourth and last part discussed the findings of the previously mentioned chapter, answered the research questions and confirmed the hypotheses of the introduction.

English brought at the Algerian primary school phase dealt with specific modern methods and techniques to develop its acquisition at the young age level. In contrast, teaching English at primary schools present some limitations, the official books and large classes point to a large number of problems that cause such anxiety for both teachers and pupils, as well as the lack of technological resources and adequate materials that pose serious problems that should be resolved by official institutions. This field of the English language teaching process within Algerian English primary schools needs for a variety of pedagogical changes.

Thus, giving more opportunities to classroom participation, and encouraging pupils' classroom engagement. Furthermore, English language learning process implies for ongoing assessment and pedagogical implications in teaching practices.

To conclude, learning English in primary schools is essential for global communication and access to information. Thus, it enhances career opportunities and investment in a pupil's future success, since it starts by learning it from the primary school level.

Limitations of the Study

As any study, the present investigation faced a number of limitations which prevented it from realizing the expected objectives. One of the main constraints was the lack of some books and documents in internet sources; the majority of the essential resources were either available or not free. Furthermore, there were numerous restrictions and difficulties due to the structure of the Algerian educational system, in which instructors are generally assigned to a variety of primary schools; this resulted in multiple challenges such as administrating the questionnaire. This issue exposed few diverse teachers' perceptions reflected in the research. Moreover, this low rate of response was due to difficulties like the lack of time. Also, many required books and journal articles had to be paid to fully be able to access.

Suggestions and Recommendations

The purpose of our research was to determine adequate approaches and methods being used by primary school English teachers facing the process of teaching young learners, as well as difficulties that may encounter pupils in that stage and primary school level. Then, in order to overcome such situation, it is beneficial for teachers to take into consideration the following useful suggestions:

Adding extra sessions per week and decreasing the number of pupils in each class would be a beneficial step in permitting teachers to effectively manage the class, and enhance classroom engagement.

The key element to make teaching and learning processes more effective is to create a suitable learning environment for both teachers and pupils, and that is through interactive technological materials and making drastic changes to the official textbooks. In addition, develop the teacher-student interaction within EFL classrooms.

Offer appropriate tasks and activities to support and allow pupils to effectively acquire efficient English language skills.

Parents should get involved in educational policies reforms with concrete discussions. Hence, through meetings, and collaborations with their children's teachers, and have a talk regarding different concerns and choices. Meanwhile, significant influence in educational decisions has to be taken into consideration. As well as the matters faced during lessons.

The program should be regularly evaluated by the official institutions to ensure an efficient and effective curriculum. Also, frequent evaluation of the English language curriculum is essential to meet pupils' requirements. Thus, we recommend a flexible curriculum to adapt the educational teaching standards.

The ministry of education should review the implementation of English in elementary school besides French.

Parents must create advantageous learning environment for the kids to efficiently assimilate the English language. Also, motivation should be taken into consideration to create positive attitudes among learners to enhance the learning process.

Assessment should be reconsidered to offer proper support, allowing for adequate acquirement of language skills for pupils.

Explore diverse teaching approaches, methods and classroom strategies approved to be efficient within elementary level classrooms.

Evaluate the proficiency of training programs, and the official academic courses to enhance teachers' skills, and adequate resources to facilitate EFL instruction.

Primary schools should consider using more often technological means and visual aids. Explore the role of technological tools to decrease the primary school teachers' constraints. Also, explore some language learning apps and online platforms that can reinforce educational practices and language acquisition.

Reference list

Reference List

- Benmoussat,S.(2015). Globalisation, language planning and the future prospect of English in Algeria. *Journal of translation and languages*,vol.14(1),pp.7-12.
- Benrabah,M (2005) .The language planning situation in Algeria. *Current issues in language planning*,6(4),379-502.
- Bellalen,F .(2008) .An exploration of foreign language, Master's thesis: University of London.
- Bialystock,E.,& Hakuta ,K .(1999). Counfouded age :linguistic and cognitive factors in age differences for second language acquisition. In D .Birdsong(Eds.) , second language acquisition and the critical period hypothesis ,(1st ed .,p.176).New Jersey, United States of America :Lawrence Erlbaum Associates.
- Bouhadiba,F. (2006,June), understanding culture in FL learning. (Conference presentation). Retrieved from: [https:// www.asjp.cerist.dz/en/article/39096](https://www.asjp.cerist.dz/en/article/39096) .
- Brown, H. D. (2007). Principles of language learning and teaching (5th ed.). Pearson Longman. Retrieved from: <https://smartlib.umri.ac.id/assets/uploads/files/af2ff-language-teaching-principles-1-.pdf>
- Cameron,L (2001) teaching language to young learners. Cambridge: Cambridge University Press.
- Canal,M.,& Swain ,M .(1980) .Theoretical bases of communicative approaches to second language teaching and testing *Applied Linguistics*,1 (1),1-47.
- Cristal,D.(1997) .English as a global language,U.K:Cambridge University Press.
- Cristal, D.(2003). English as a global language (2ndEd). Cambridge University Press. Retrieved from:[https://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/Englishas a global language-David Crystal.pdf](https://culturaldiplomacy.org/academy/pdf/research/books/nation_branding/Englishas_a_global_language-David_Crystal.pdf).
- Krashen,S.D.,& Terrell ,T.D (1983).The natural approach :*Language acquisition in the classroom*,p10-13.Oxford.Pergamon.
- Horwitz ,K., Horwitz ,M.B.,& Cope .Foreigh Language Classroom Anxiety. *Modern Language Journal*,70(2),125-132.
- Lemetyinen ,H.(2023).Language Acquisition Theory .Simplypsychology .Retrieved from: <http://www.simplypsychology.org/Piaget.html>
- Larsen -Freeman ,D (2003) .*Techniques and Principles in Language Teaching* .(3ed) Oxford University Press. Retrieved from: <Https://acasearch.wordpress.com/wpcontent/Techniques-in-Language-Teaching.pdf>
- Lenneberg,E (1967) .Biological Foundations of Languages. Newyork:Wiley.

- Murai, D. (2012). *Teaching English to young learners*. Oxford: Oxford University Press.
- Mazrani, R.J., & Mazrano, J.S. (2003). The key to classroom management. *Educational leadership*, 61(1), 6-13
- Marouf, N., & Moulay, T. (2017, Avril). English in the Algerian primary schools between necessity and contingency. 11-30.
- Ouahniche, G., Bediaf, A., & Beddiaf, A. (2017). Reflections on the linguistic landscape and the prospects of English language teaching in Algeria. *International journal of language and linguistics*, vol. 5 (3-1), pp. 15-23.
- Piaget, J. (1952). *The origins of intelligence in children*. International Universities Press (RANK1). Retrieved from: <http://rb.gy/hd6cht>
- Picard, C. (2004) *Strategies for Effective Teaching in the Twenty-First Century*.
- Skehan, P. (1998). *A cognitive approach to language learning*. Oxford: Oxford University Press.
- Slimani, S. (2016). Teaching English as a foreign language in Algeria. *Revue des sciences humaines: Université Mohamed khider Biskra*. (44), pp 33-44.
- Bates (2005). Knowledge is “ Information given meaning and integrated with other contents of understanding ”. Retrieved from: www.tlu.ee.
- Digital Games, Songs and Flashcards and their Effects on Vocabulary Knowledge of Iranian Pre-schoolers. January (2018) *International Journal of English Studies* 5(4):156-171.
- The Effectiveness of Children YouTube Songs and Flashcard Games to Teach Vocabulary to Kindergarten Pupils. December (2021) *English Education Journal* 11(4):528-538
DOI:10.15294/eej.v11i1.48838.
- Piaget, J. (1923) *Theory and the Stages of Cognitive Development*. Retrieved from: <https://www.gowriensw.com.au/thought-leadership/piaget-theory>.
- Piaget, J. (1923) *Theory and the Stages of Cognitive Development*. Retrieved from: <https://positivepsychology.com/piaget-stages-theory/>
- Piaget, J. (1923) *Stages: 4 Stages of Cognitive Development & Theory* 3 May 2021 by Alicia Nortje, Ph.D. Scientifically reviewed by Melissa Madson, Ph.D. Retrieved from: https://link.springer.com/rwe/10.1007/978-1-4419-1698-3_348
- Language Acquisition Device & Universal Grammar*. A presentation by Dhanya Vijay. P.V. Retrieved from: <https://www.slideshare.net/slideshow/lad-81383607/81383607>
- Chomsky, N. (1957). *Communicative Language Teaching (CLT) – Communicative Approach*.

[October 6, 2017]. Retrieved from:

<https://k4gblog.wordpress.com/2017/10/06/communicative-language-teaching-cltcommunicative-approach/>

Needs Analysis for Esp Course Development for Undergraduate. IntanSintaDewiRahayu. (2016). Engineering Students Universitas Pendidikan: Indonesiarepository.upi.edu perpustakaan.upi.edu. Retrieved from:

https://repository.upi.edu/26325/6/S_ING_1200124_Chapter3.pdf

Classroom Observation in Second Language Classrooms: Bridging the gap between theory and practice for pre-service and in-service teachers of Greek as an L2. (2020) CLIL Journal of Innovation and Research in Plurilingual and Pluricultural Education, 3(2), 15-36. Retrieved from: <https://doi.org/10.5565/rev/clil.45lakovou,M>.

Creswell, “ A questionnaire is a form used in a survey. Design that participants in a study complete and return to the researcher”(2012,p.382).IntanSintaDewiRahayu, 2016 Needs

Analysis for Esp Course Development for Undergraduate Engineering Students. Universitas Pendidikan Indonesia | repository.upi.edu perpustakaan.upi.edu. Retrieved from:

<https://repository.upi.edu>

Herward (2013) The Impact of Positive Reinforcement on Student Behaviour by DepEd Tambayan. Retrieved from:

<https://depedtambayan.net/impact-positive-reinforcement-student-behavior>.

Herrel and Jordan (2004) Effective Teaching Strategies for English Language Learners April 2005 Bilingual Research Journal 29(1):209-221 DOI:10.1080/15235882.2005.10162832.

Retrieved from:

https://www.researchgate.net/publication/232969922_Effective_Teaching_Strategies_for_English_Language_Learners.

Taylor & Francis (2001) Taylor & Francis. Creativity Research Journal is an academic journal published by Taylor & Francis. The journal publishes majorly in the area(s): Creativity & Divergent thinking. It has an ISSN identifier of 1040-0419. Over the lifetime, 1415 publications have been published receiving 68729 citations. Retrieved from: <https://scispace.com/journals/creativity-research-journal-38y50hb2>

Delvin and Samarawickrema (2010) The criteria of effective teaching in a changing higher education context. Retrieved from: <https://www.researchgate.net/publication/232956431>.

David Crystal (1997) on Lesson Planning. Retrieved from:

<https://www.scribd.com/presentation/338941549/language-planning>

Dr.John&W.Maag (2003). Persistent Issues in Behavioural Theory and Practice January 2014.

DOI:10.4135/9781446282236.n19 In book: Handbook of Special Education (pp.281-298)Edition:

2ndChapter: Persistent Issues in Behavioural Theory and Practice Publisher: Sage Editors: L. Florian. Retrieved from:

https://www.researchgate.net/publication/260264832_Persistent_Issues_in_Behavioral_Theory_and_Practice.

Dörnyei,Z 2001. Motivational strategies in the language classroom. Cambridge: Cambridge University Press.

Dörnyei,Z (1994).Motivation and motivating in language classroom. Modern Language Journal,78(3), 273-284.

Arnold,J., & Brown ,H.D.(1999).A map of the terrain. In J .Arnold (ED),Affect in language learning (pp 1-24) .Cambridge University Press.

Marič (2017). Developing Linguistic Knowledge and Language Use Across Adolescence January 2008

DOI:10.1002/9780470757833.ch17 In book: Blackwell Handbook of Language Development (pp.347 - 367). Retrieved from:

https://www.researchgate.net/publication/229619385_Developing_Linguistic_Knowledge_and_Language_Use_Across_Adolescence.

Grosen (2010). Attitudes and Perceptions Toward Authorized Deception: A Pilot Comparison of Healthy Controls and Fibromyalgia Patients Open Access Susan J Goo, RN, MSN ,Eleni Frangos, PhD , Emily A Richards, BS , Marta Ceko, PhD , Brenda L Justement, RN , Patrick Korb, RN , Brian T Walitt, MD , Luana Colloca, MD, PhD , M Catherine Bushnell, PhD Author Notes Pain Medicine, Volume 21, Issue 4, April 2020, Pages 794–802. <https://doi.org/10.1093/pm/pnz081>. Published: 22 April 2019. Retrieved from:

<https://academic.oup.com/painmedicine/article/21/4/794/5476284>.

Rezig, N. (2011). Teaching English in Algeria and educational reforms: An overview on the factors entailing students failure in learning foreign languages at university. *Procedia - Social and Behavioral Sciences*. Retrieved from:

<https://doi.org/10.1016/j.sbspro.2011.11.370>

Appendices

Appendix 1:

Questionnaire for teachers

This questionnaire is designed as part of our research that was administered at Boukhalfa New Primary School. It aims at examining some methods and techniques used by primary school teachers to define some difficulties and constraints faced by EFL teachers and pupils of primary school level of education. We would be appreciated if you could answer the following questions .In any case, all information of your concrete answers you provide is fully confidential and will be used for academic research.

Section one:

Personal and professional information.

1-Gender:

Male

Female

2-Age:

Under 25

25-30

Over 30

3-Experience:

Less than two years

Two to 5 years

More than 5 years

4-Academic degree:

License

Master

Doctorate

Section two:

Concrete teaching methods and the main constraints encountered by EFL instructors Teaching Primary Schools Pupils.

Q1: Which teaching methods do you prefer to facilitate English language assimilation within primary schools?

.....
.....?

Q2: Which of the following strategies do you think is the most appropriate for effective English language assimilation to your children?

Games and songs

Flashcards and cartoons

Data show

Q3: Do you think the textbook quality of the official program (language, instructional method, illustrations, content...etc) improve the learning outcome for young learners ?If yes ,why?

Yes

No

Q4: Which type of classroom work do you consider the most effective to improve learners listening and speaking skills?

Individually ?

Pair Work ?

Group Work ?

Q5: Do you think that the lack of adequate instrumental materials and technological resources affect your teaching and learning assimilation? If yes, how?

Yes No

Q6: What kind of materials do you use to facilitate EFL classes assimilation?

.....
.....?

Q7: How do you assess the language proficiency of your primary school pupils? Are there any constraints that limit your ability to do so?

.....
.....?

Q8:In your opinion, which are the main constraints that have an impact in teaching and learning English assimilation in primary schools?

.....
.....?

Q9: Do you think integrating cartoons in explaining lessons would be an effective idea to get the pupils more interested, motivated and attached? Could you elaborate?

.....?

Appendix 2:

Observation checklist

Variables to be observed	Not at all	Partially	Fully
<ul style="list-style-type: none">-Using body language.-Using maternal language.-Calling children by their name.-Helping pupils with repeated explanations.-Asking questions to test the children.-Giving pupils the chance to ask questions.-Sometimes lack of concentration.-Their children with some difficulties to words comprehension.-Maximum participation from the pupils.-Great interest for the lesson by the pupils.			

Résumé

L'assimilation d'une langue aux apprenants est un rôle important pour les enseignants. Cette préoccupation nécessite des méthodes et des techniques adaptées. Ce domaine exige des principes généraux et des stratégies pédagogiques à appliquer en classe, notamment pour les enseignants d'anglais langue étrangère. De plus, il est crucial de choisir la méthode la plus adaptée pour l'enseigner à ces jeunes apprenants, sur lesquels le pays s'appuiera pour construire son avenir, afin de faciliter l'assimilation des connaissances par les élèves du primaire. Cependant, lors de l'apprentissage, les professeurs d'anglais du primaire ont tendance à enseigner les bases de la langue. Le niveau d'assimilation de la langue étrangère est ainsi mesuré en assistant et en observant les approches et techniques pédagogiques utilisées par les enseignants, ainsi que la participation des élèves et les interactions entre enseignants et apprenants. L'objectif de l'étude est de vérifier si les approches pédagogiques sont efficaces ou non, ainsi que si les approches pédagogiques fonctionnent, et comment les apprenants du primaire assimilent et choisissent l'anglais comme langue étrangère, en recherchant les meilleures méthodes qui peuvent aider et soutenir ces futures jeunes utilisateurs d'anglais en Algérie.