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**Educational Strategies for Teaching English as Foreign Language at Primary
School: Teachers practices and difficulties.**

**A Dissertation Submitted in Partial Fulfillment of Requirements for the Degree of
Master in Language and Culture**

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Dedication

In The name of God, The most gracious, The most merciful. And May the blessings and peace of Allah be upon the most honored of messengers our master Muhammed and upon all his family and companions.

I dedicate this work to my dearest people on my heart to my parents Rachid, Saliha who are tired for me to be in this place today. To my brother Nasro and his wife Marwa and the new born, and to my sisters Amira and Lilia and her husband Mounir and their children Anass, Jassmine and Nael Who gave me all the love and support, I wish everyone success and happiness in his life, as well as to my future husband and my friend and my partner in this work Ilhem Bouzekri, I love you all and wish each of you a beautiful life full of happiness.

Rayane

Dedication

I dedicate my success to me

and my father and mother, the apple of my eye, may God protect them

for me

And I did not fall because the support was my brother all my success

is for you

.FARES.

And the beautiful and pure soul AISSA

All my sitters, girls, RABAB, MARIAMA FOUZIA, WASSILA, Dalel

To my brother's wives Amina, Bouthaina.

And my friend. Rayane Sid. My partner

To everyone who helped me and contributed to my success

عزيزتكم الهام الان خريجة

Acknowledgment

I thank Allah, the almighty God, for providing me with strength and patience to finish this work. We praise him and glorify him as he ought to be praised and glorified.

We deeply appreciate Mrs.Ouchene Nour, our supervisor, for agreeing to supervise us in spite of all of her personal and professional commitments.

This is also a big thank for her constant understanding and support, her helpful and helpful suggestions, her presence during difficult times, her support of an objective evaluation, and her belief in us from the beginning of my academic career ‘My best wishes are with her for both her personal and professional development.

For their time and effort in reading the research, the members of the jury are: (The Prisedent.Dr.Blemaki Asma) and (The Examiner Dr.Agoun Imane).

To all who have contributed in realizing this work thank you so much.

Abstract

This research aims at investigating the importance of effective educational strategies in promoting language acquisition in these early years according to teachers' attitudes. In addition, this research addresses the practical challenges and difficulties teachers may face when implementing these strategies. To collect data a questionnaire and interview were used, a teachers' questionnaire was distributed to 35 primary teachers and pupils' interview that was answered by 30 students from both 3rd and 4th years. And both quantitative and qualitative methods were used. Henceforth, the findings showed that for the teachers, most of the methods like, games, songs, pictures, using simple words to explain the lessons, play role, they practiced were suitable for children to learn the language, and they faced few difficulties due to the difference in the level of the students and the time as well, because it was not enough for them to teach the language. As for the students, they faced some confusion between the French and English languages and some difficulties in pronouncing the language. However, they learn it quickly and acquire new vocabulary every day. Also, this research aims to contribute to the field by providing practical guidance and recommendations for teachers, enabling them to create optimal language learning experiences for young students.

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List of Abbreviation

EFL: English Foreign Language

CBLT: Competency Based Language Teaching

CBE: Competency Based Education

TBLL: Task Based Language Learning

TBL: Task Based Learning

1. Background of the study:

The English language is considered one of the most important languages in the world, as it has become the most widely used language at the present time, as it is spoken by millions of people around the world across different regions. Communication in the English language has become very important in all fields and also important in many professions such as education, as it has become based on this contemporary language.

Many countries have recognized this trend and integrated English language education into their primary school curricula to prepare students for success in today's interconnected world. Teaching English as a foreign language (EFL) to young learners presents unique challenges as they are still developing their native language skills.

Algeria it is one of those countries, the government has taken steps to integrate English into the educational system, starting at the primary level. This initiative aims to provide a strong foundation for students, develop their English language skills and enhance their understanding of it.

The introduction of English language teaching in primary schools in Algeria is a recent development, and more research is still needed to understand its impact and effectiveness. This study aims to explore the importance of teaching English at the primary school level, the challenges and opportunities of integrating English into the curriculum, and the impact of early English instruction on students' language proficiency and academic outcomes.

Thus, the global importance of the English language makes its inclusion in primary education essential to prepare students for success in an interconnected world. Algeria's efforts to integrate English into the education system demonstrate a commitment to providing students with the language skills required to succeed in a competitive global environment. Further research in this area will help improve English language instruction in primary schools and improve student learning outcomes.

2. Rationale of the study:

The rationale for choosing this subject is that the teaching of English in Algeria is a new subject; it is based on the recognition of the importance of English as a world language and the need for Algerian students to be proficient English to be able to keep pace with the development of the world. By starting to learn English at an early age, students can develop efficient language skills that will serve them well in the future. This study will contribute to the existing literature on English language teaching in Algeria and provide insight into best practices for integrating English into the primary school curriculum.

3. Research aim and objectives:

This research aims to study and determine the effective strategies and methods for teaching English as foreign language at primary school, while focusing on their educational and cognitive development and teacher's practices and difficulties. It attempts also to investigate teacher's practices and difficulties. To find out pupil's difficulties in learning English.

4. Research questions and Hypothesis:

Q1: What are the challenges that can face teachers during teaching English language at primary school level?

H1: Teachers face many difficulties especially in managing diverse student abilities and creating the appropriate lesson plans.

Q2: Which effective methods can primary teachers use to teach English?

H2: They can use Communicative language teaching.

Q3: What practices teachers use during teaching English language to primary school level?

H3: They use games, songs, and storytelling.

5. Research Methodology and design:

This research is a descriptive study in which we adopt a mixed-method approach, combining qualitative and quantitative data collection methods. The population of this study was the primary English teachers at Khenchela Province; So the case study consists of 35 teachers; who are chosen randomly in order to shed light on the strategies that used by the teachers to teach English to pupils and discover the challenges they may face during their teaching process.

6. Data collection tools:

The questionnaire consists of 3 sections. In the first section there are 4 questions it was about Background information or we can say personal information about the teachers and their gender, age, qualification, and how many years they have in teaching the English language. The second section it is about Teachers practices and the method techniques that they use in the classroom, this section consists of 9 close ended questions with strongly agree, agree, neutral, disagree, strongly disagree answers. The third section it is about difficulties that teachers face during teaching the language to primary school students it consists of 5 open ended questions, were 35 random teachers from khenchela will answer the questions.

The interview is a supporting tool, is in the Arabic language due to the students inability to understand or speak the English language consists of 8 questions about how they learn the English language inside the classroom and the methods that teachers use while teaching the language and the difficulties that face them during learning the language, were 30 students choses randomly from both 3rd year and 4th year will answer the questions.

7. Limitation:

The study about Educational strategies for teaching English as foreign languages at primary school: Teachers' practices and difficulties education has limitations. First, the study should be limited by number of participants because we can find some difficulties with large population. Additionally, Short-term focus, the study may only assess the immediate effects without considering the long term impact. Moreover, these limitations highlight the

importance of conducting an inclusive research in the field of early language education for children.

8. The structure of the thesis:

The thesis is divided into two main parts, the theoretical part and the practical part. The theoretical part consists of 2 chapters; the first chapter provides an overview of different methods used in teaching English as a foreign language (EFL). It covers historical approaches as well as modern innovations, highlighting the changes in language pedagogy due to economic, cultural, and technological advancements. The second chapter focuses on the importance of early EFL education in children's linguistic and cognitive development. It explores effective strategies such as storytelling, roleplaying, and gamification, emphasizing the acquisition of language skills and the development of creativity, critical thinking, and socio-emotional abilities.

In the practical part, there are two sections the first section talks about the analyses of teachers' questionnaire by analysing each question separately, with the aim of discovering the methods that teachers use while teaching English language at primary school students and the difficulties they face during the sessions. And the second section talks about the analyses of students interview which every question has his own analysis with his own results, with the aim of exploring the methods that teachers use while teaching them the language and the challenges and difficulties they face while learning.

Chapter One:
Methods in Teaching English as a
Foreign Language

Introduction:

In light of the changes made in language pedagogy and teaching methods, in the 21st century, which are reinforced by economic, cultural, and technological progress along with globalization, several approaches and methods of language teaching have appeared, each of which has represented itself as the best approach or method. This first chapter is dedicated to exploring teaching methods, starting with an exploration of the historical evolution of teaching methods, traversing the epochs from ancient methodologies to contemporary ones. Moving on to dissecting traditional paradigms such as the Grammar Translation and Audio-lingual methods alongside modern approaches like Task-Based Learning and Cooperative Learning. Then, concluding the chapter with a juxtaposition of modern innovations against traditional methodologies.

1. The Evolution of Foreign Language Teaching:

In adult language acquisition research, the term foreign language is used in a sense of the acquisition of a second language which is foreign to a country. For a long time, foreign languages were taught like dead languages, i.e. Latin or Greek. The aim was to help students to read and translate well known texts of foreign literature. So teaching was based on reading and translation. With the appearance of audio-lingual approach and the development of the means of communication (mainly the telephone), the need to communicate orally has also developed. Therefore, foreign language learning strategies have changed since the traditional approached to language teaching did not satisfy the new requirements of the school teaching modes. The traditional methods advocated the learning by heart of grammatical rules and vocabulary lists. Besides, they also taught a language which was very far removed from the language of everyday (Bhatia, 2006).

Ahamefula et al. (2014) noted that after World War II, language teaching benefited more systematically from the contribution of sciences like psychology, cybernetics, sociology, anthropology, etc. In the field of foreign language learning/teaching, there has been a large number of approaches contradicting or completing one another, the most popular ones being: the transformational generative approach, the audio lingual approach, the traditional grammar approach and other approaches like: the oral approach, the notional functional approach, the

situational approach, the audiovisual approach , but this latter are either inherent in the first set of approaches or are no more than alternative labels for the same approaches (Ahamefula et al., 2014).

According to Peterson et al. (2018), this spectrum of approaches can be explained in different ways, either it is due to the teachers' dissatisfaction with other approaches in the pedagogical market still thriving or the need to introduce innovation into classroom environment, the idea being change is either necessary to make education evolve, or perfection is still a target in methodology , even if the later view belongs to the domain of utopia (Peterson et al., 2018).

2. Traditional Teaching Methods:

Commencing their investigation into language teaching methodologies, Kuznetsova (2015) discussed the conventional approach, often referred to as traditional teaching, which remains prevalent in many educational institutions. This method of instruction harks back to older practices, characterized by rote learning and recitation. To exemplify: students would sit quietly as each took turns reciting lesson materials, expected to memorize the content. Following this, assessments, either written or oral, were administered, known as Assignment Study Recitation Tests. This structured approach rewarded students for their diligence but also effectively utilized class time and maintained discipline through clear rules to manage students' behavior (Kuznetsova, 2015).

Building upon this, these traditional methods, rooted in long-standing educational customs, were facilitated by teachers who imparted knowledge and enforced behavioral standards. In this framework, instruction relied heavily on the use of chalk and blackboard, with teachers illustrating concepts by writing key points on the board for students to note down. After the lecture, students would review and commit their notes to memory, with the primary aim of passing their exams (Kuznetsova, 2015).

3.1 Grammar Translation Method:

Dating back to the 19th century, this approach stands as one of the oldest in language pedagogy. In line with the tradition of instructing classical languages like Greek, Latin, and Sanskrit, this method prioritizes memorization and repetitive learning. Indeed, learners

commit to memory the various forms of nouns and verbs in the target language and engage in translation exercises between their native language (L1) and the target language (L2). Thereby, the speaking proficiency in the foreign language is given minimal attention, with the focus heavily skewed towards reading and written comprehension (Bhatia, 2006).

At its inception, the grammar-translation method aimed to simplify language instruction by introducing one or two new grammar concepts alongside a concise vocabulary list in each lesson, followed by translation exercises. However, over time, the method became increasingly convoluted. The pressure of exams, with their unpredictable translation passages laden with intricate linguistic details, led teachers to include an abundance of material in their lessons, fearing anything might appear on exams. Consequently, textbooks grew denser with more complex grammar rules, extensive lists of exceptions, obscure vocabulary, and increasingly absurd exercises, such as the famous parody: "The pen of my aunt is in the garden of the Dutchman." Parodied over many years (Howatt, 2006).

Recognizing these shortcomings, various individuals proposed reforms, including Claude Marcel's advocacy for a 'reading first' approach in his work "Language as a means of mental culture" (1853), and François Gouin's suggestion that language lessons should revolve around a 'series' of sequential actions, as outlined in "The art of teaching and studying languages" (1880). However, these ideas failed to gain significant traction. What was truly needed was a new methodology grounded in both theory and practicality (Howatt, 2006), which emerged with the advent of the Reform Movement, as detailed in works like Howatt and Smith (2002).

3.2 Audio-lingual method:

According to experts in the field of academic language instruction, linguists have demonstrated that there exists no universally superior method applicable to all learners across all contexts. Towards the end of the 19th century, the direct method surfaced preceding the Audio-Lingual method within the educational reform movement. This approach, often referred to as the Berlitz method, involved adult learners being trained predominantly through immersive language experiences, with emphasis placed on listening and speaking. The term

"Audio-Lingual" is etymologically derived from Latin, wherein "audiere" signifies listening and "lingua" denotes language or speech, reflecting the method's core principle of language acquisition through auditory comprehension and verbal expression (Rustamova & Musurmonova, 2021).

The inception of the Audio-Lingual method into educational curricula post-World War I aimed to facilitate the teaching of modern languages, fulfilling both practical and pedagogical objectives. By providing continuous exposure to a foreign language in instructional settings and encouraging mimicry of the teacher, students gradually developed an intuitive grasp of the language's structure and discovered its grammatical patterns through inductive learning. Concurrently, the United States also saw the development of the Audio-Lingual method, spurred by the urgent need for language specialists, particularly in less commonly taught languages such as Japanese and Chinese. Consequently, language teaching programs were established, notably during the military's directives in the early 1940s, marking the genesis of novel pedagogical approaches (Rustamova & Musurmonova, 2021).

Initially dubbed the Army Method, this instructional technique was grounded in linguistic theory and behavioral psychology, heralding a paradigm shift in language education. Notable proponents of this methodology included Giorgio Shenker, advocating guided self-learning with the Shenker method in Italy, and Robin Callen, creator of the Callen method. Larsen-Freeman (2000, p. 47-50 as cited in Rustamova & Musurmonova, 2021) provides detailed descriptions of common techniques synonymous with the Audio-Lingual method, encompassing practices such as dialog memorization, backward buildup drills, repetition drills, chain drills, and various substitution drills, among others.

Scholarly studies underscore the efficacy of the Audio-Lingual method in enhancing oral proficiency (Setiawan, 2011 as cited in Rustamova & Musurmonova, 2021), promoting focused attention through audio materials and its positive impact on speaking skills. Listening activities within this framework typically involve four stages: hearing, understanding, evaluating, and responding, facilitating comprehensive language acquisition (Greene & Petty, 1971 as cited in Rustamova & Musurmonova, 2021).

Characteristics distinctive to the Audio-Lingual method, as outlined by Murcia (1991, p. 6 as cited in Rustamova & Musurmonova, 2021), include the prioritization of dialogues at the outset of lessons, reliance on mimicry and memorization for habit formation, early emphasis on pronunciation, sequential presentation of grammatical structures, and meticulous error prevention. Additionally, minimal vocabulary is introduced initially, with an

emphasis on controlled language manipulation devoid of contextual significance. Teachers are expected to possess proficiency in the structures and vocabulary they impart, given the method's reliance on meticulously structured learning activities and materials. So it is rooted in linguistics and psychology, thus it stresses the importance of tailoring instructional methodologies to individual learners, rejecting the notion of a one-size-fits-all approach.

3.3 Direct Method:

The emergence of the Direct Method stemmed from a rejection of the grammar translation method. Hence the grammar translation method's inefficacy in fostering communicative competence in students led to the rise in popularity of the Direct Method. Central to the Direct Method is the strict adherence to the principle of prohibiting translation between languages. Instead, meaning is conveyed directly in the target language through demonstrations and visual aids, without resorting to the use of the students' native language (Diller, 1978 as cited in Lena, 2010).

Indeed, its core premise rested on the idea that learners of a foreign language should engage directly with the target language without relying on translation. In this approach, English is exclusively taught using English, emphasizing discussion, conversation, and reading in the second language. Thus, translation and the study of foreign grammar are avoided. So, initial language instruction involves associating words with objects or pictures, or through practical demonstrations. Therefore, this approach is termed "natural", learners are expected to acquire their second language in a manner akin to how they acquired their first language (Zaree, 2000: 87 as cited in Hussein, 2015).

The Direct Method emphasizes communication and correct pronunciation in language learning, with a focus on real-life situations rather than abstract structures. Classroom interaction is conducted solely in the target language, with grammar taught inductively and an emphasis on everyday vocabulary. New concepts are introduced orally to reinforce listening, speaking, reading, and writing skills. Dynamic classroom activities, such as reading aloud and interactive exercises, center around thematic topics like United States geography (Freeman, 2011 as cited in Hussein, 2015).

The Direct Method represents a departure from the Grammar Translation Method and offers several advantages. Firstly, it prioritizes language acquisition through immersive demonstrations and contextual conversations, akin to acquiring one's mother tongue. This

approach eliminates the distinction between active and passive vocabularies, ensuring learners grasp language for both comprehension and expression. Moreover, it adheres to sound educational principles by introducing specific concepts before generalizations and emphasizing practical application. Its emphasis on spoken language appeals to learners seeking real communication skills, and it pioneers the teaching of vocabulary through real-life experiences (Lena, 2010).

However, drawbacks include misconceptions about second language acquisition mirroring first language acquisition and concerns about the applicability of first language learning processes to later-stage second language learning. Additionally, challenges arise from the rejection of printed materials and the lack of structured presentation. Despite these limitations, the Direct Method lays the groundwork for more communicative and orally focused language teaching approaches (Lena, 2010).

4. Modern Teaching Methods:

Over time, there has been a notable shift in instructional approaches. We have witnessed the emergence of various modern teaching techniques, facilitated by the integration of technology and innovative instructional approaches, leading to a revolution in the education sector. In fact, contemporary teaching methods have replaced memorization and traditional recitation with interactive techniques, yielding evident results. Unlike traditional methods, current teaching approaches acknowledge and accommodate students' varying levels of understanding, presenting a distinctly different perspective on teaching and learning (Lalwani, 2022).

In contrast to traditional teaching approaches, modern methodologies prioritize student-centered learning. According to Jim Scrivener, the teacher's role is to facilitate learning by engaging students in activities that allow them to work at their own pace, participate actively, and interact with the material. Similarly, Broughton emphasizes that students are best motivated when language learning is perceived as communicative and contextually relevant, with the teacher guiding them towards greater proficiency. In this framework, students play an active role in their learning process, while the teacher serves as a facilitator rather than an authority figure (Boumová, 2008).

So basically there is a strong emphasis on communication and meaningful interaction, as advocated by scholars such as Scrivener and Richards. This approach, often

termed the Communicative Language approach, prioritizes the effective conveyance of meaning and the development of communicative competence. However, perspectives on the objectives of language learning vary, with Broughton and others arguing for a broader aim of cultural understanding. Consequently, teaching methods have evolved to focus on teaching the skills needed for authentic communication, rather than just grammatical competence. With this regard, Ronald V. White reinforces the importance of speech and connected text in the classroom, advocating for contextualized language learning and skill development rather than rote memorization of grammar rules and vocabulary (Boumová, 2008).

4.1 Total physical response:

TPR, developed by James Asher, a psychology professor at San Jose State University, prioritizes listening skill as the foundation of language learning, gradually progressing to production. Rooted in parent-child interaction analogies, the method include teachers giving commands verbally, to which students are supposed to respond by acting out physically. So, the teacher's commands are followed by students' physical responses, aligning with the psychomotor association principle (Abdul-Kareem, n.d.).

Additionally, the method emphasizes the use of the target language exclusively, focusing on action-based response before speech production. Therefore, TPR's efficacy lies in its ability to engage learners and facilitate meaningful language acquisition through immersive, stress-free, and enjoyable activities. However, while beneficial for early stages of language teaching, complex language teaching may pose challenges (Abdul-Kareem, n.d.).

The method's principles bring to the fore the importance of gestures, comprehension before production, imperatives for directing behavior, and correction in an unobtrusive manner. It prioritizes oral over written language, encourages error tolerance, and fosters a fun learning environment to enhance motivation and engagement (Harmer, 2007).

The techniques and strategies used in (TPR) method reflects the active nature of language learning within this method. Hence, learning occurs through observation and physical performance of actions, with imperatives effectively directing student behavior. Spoken language takes precedence over written language, and students gradually begin to speak as they feel ready, with correction introduced over time as they advance in proficiency (Larsen-Freeman, 2000; Mirhassani, 2003 as cited in Abdul-Kareem, n.d.).

4.2 Lexical approach:

In recent times, there has been a surge in interest regarding the lexical approach as an alternative method for second language instruction, diverging from traditional grammar-focused approaches. Hence, this approach prioritizes the development of learners' lexical proficiency, encompassing words and word combinations. It posits that language acquisition involves understanding and using lexical phrases as cohesive units or "chunks", laying the groundwork for perceiving language patterns typically associated with grammar (Lewis, 1993, as cited in Torres Ramírez, 2012).

Psycholinguistically, this approach involves the ability to comprehend and produce lexical phrases as cohesive units, or "chunks," without analysis. Recent research on spoken fluency supports the incorporation of automaticity and formulaic language expressions into classroom instruction (Torres Ramírez, 2012).

The instruction highlights the commonly used fixed expressions in spoken language, like "I'm sorry," "I didn't mean to make you jump," or "That will never happen to me," rather than generating original sentences (Lewis, 1997a, p. 212 as cited in Moudraia, 2001). Michael Lewis (1993), credited with introducing the term "lexical approach," argues that lexis constitutes the core of language, challenging the prevalent belief that grammar is its foundation and mastery of grammatical rules is necessary for effective communication. The central principle of the lexical approach asserts that "*language comprises grammaticalized lexis, not lexicalized grammar,*" advocating for lexis to be a key organizing principle in syllabus design focused on meaning (Moudraia, 2001).

Zimmerman (1997, p. 17 as cited in Moudraia, 2001) contends that the work of Sinclair, Nattinger, DeCarrico, and Lewis marks a pivotal theoretical and pedagogical departure from previous approaches. Firstly, their assertions have sparked a renewed interest in the central role of precise language description. Secondly, they challenge conventional perspectives on word boundaries, highlighting the importance of language learners recognizing and utilizing lexical and collocational patterns. Of particular significance is the fundamental proposition that language production does not adhere to syntactic rules but instead involves recalling larger units of phrases from memory. However, integrating a lexical approach into the classroom does not necessitate drastic methodological shifts; rather, it requires a shift in the teacher's perspective. Crucially, language activities aligned with a

lexical approach should focus on authentic language usage and on enhancing learners' understanding of the lexical aspects of language (Moudraia, 2001).

4.3 The silent way:

The Silent Way, conceived by Caleb Gattegno in the early 1970s, emphasizes learner discovery, physical objects, and problem-solving as key to language learning. The teacher's silence is pivotal, aiming to prompt active language production by learners. Language presentation follows a structural sequence, with grammar rules inferred inductively. Cuisenaire rods are used as visual aids, with new language elements introduced sparingly. Learners incorporate these elements progressively into their communication. For instance, after introducing pronouns like "me," learners extend usage to include "her" or "him" as needed. Critics view the teacher's minimal intervention as aloof, hindering real communication beyond basic language structures. However, elements of Silent Way persist in modern teaching practices, such as reducing teacher talk time and utilizing creative tools like Cuisenaire rods. The approach's emphasis on problem-solving has influenced Task-based Learning and pronunciation teaching (Richards & Rodgers, 1986).

Critics of the Silent Way often highlight its perceived harshness, as learners may feel isolated and communication opportunities are limited in such classrooms. Additionally, the minimal intervention by teachers in this method may jeopardize the learning process itself. The materials used, such as rods and charts, may not cover all language aspects adequately, necessitating the introduction of additional resources. However, the Silent Way offers advantages, particularly in promoting learning through problem-solving, which enhances creativity, discovery, intelligence, and long-term memory retention. The teacher's indirect role underscores the learner's central role in understanding and testing language hypotheses, emphasizing that teaching should serve learning (Richards & Rodgers, 1986).

4.4 Competency Based Language Teaching approach:

Competency-based language teaching (CBLT) emerged as an application of competency-based education (CBE) principles to language instruction, gaining momentum by the late 1970s. This approach, often termed the "outcomes" approach, gained popularity for its adaptability across various social contexts, particularly in adult education for practical use in

professional environments. Unlike traditional methods, which prioritize knowledge acquisition, CBLT focuses on learners' demonstrated competencies and practical language requirements. This shift underscores a redefined role for both teachers and learners, with learners taking a more active role in their learning journey (Bentamra, 2015).

That is to say that in Competency-Based language teaching (CBLT), the focus is on teaching language skills and competencies that are directly applicable to real-world situations. It starts by identifying specific competencies that learners need to acquire and structuring instruction around these competencies. Teachers begin by assessing learners' needs to tailor their instruction accordingly, ensuring that lessons are designed to help learners achieve specific competency-based objectives. So, the lesson objectives are framed as competency statements, reflecting the outcomes expected from learners' performance. Then, instruction is often structured to emphasize practical language use, communication skills, and task-based activities that simulate real-life situations. Also, continuous assessment and feedback are integral parts of CBLT, allowing teachers to monitor learners' progress and adjust instruction as needed (Bellour, 2017).

4.5 Task-Based Language Learning:

In task-based language learning (TBLL), the learning process revolves around engaging in a series of activities that lead to the successful completion of tasks. Unlike traditional methods that focus on memorizing language items out of context, TBLL emphasizes using language to address authentic, real-world needs. Learners work towards accomplishing tasks, allowing them to immediately apply language skills in practical situations, thereby ensuring authentic learning experiences (TANDEM, 2019).

Additionally, in TBLL, language is not predetermined and provided to learners; instead, it emerges from learners' interactions with the facilitator to meet the demands of the tasks and activities. Therefore, this approach encourages learners to actively explore their existing knowledge, employing deduction and independent language analysis to fully engage with the situation. For instance, in the concrete example of preparing a meal, participants collaborate to plan and execute tasks related to food preparation, thereby activating language relevant to the theme. So through prioritizing communication motivation, TBLL emphasizes fluency over the pressure to produce flawless utterances, fostering a natural language acquisition process. So the exposure to the target language occurs in authentic contexts, with

materials selected and adapted from authentic sources rather than being specifically prepared for language instruction (TANDEM, 2019).

Despite the merits of task-based learning (TBL), its implementation presents challenges, particularly regarding language expansion for students. Indeed, without teacher support, students may only enhance existing language skills, neglecting to acquire new vocabulary independently. While varying student pairings can help address this issue, stronger students still require guidance from the teacher. Furthermore, the learning process in TBL extends beyond task completion; post-task evaluation is essential for fostering students' self-awareness and consolidating their learning experiences. Failure to conduct thorough post-task evaluations undermines the effectiveness of a significant portion of the TBL process (TANDEM, 2019).

5. Modern vs traditional methods of teaching foreign languages:

As previously stated language teaching methods have evolved over time, reflecting shifts in educational philosophy and pedagogical theory. Traditional and modern approaches represent contrasting paradigms in language instruction, each with its own aims, philosophies, and procedures.

Starting with traditional language teaching, epitomized by the grammar-translation method, emphasizes the memorization of grammatical rules and vocabulary. Broughton et al. assert that this approach reduces language learning to discrete components, isolating grammar and vocabulary from communicative contexts. The teacher assumes a dominant role, delivering explanations and examples, while students passively receive information. Grammar instruction revolves around rote memorization and repetitive practice, focusing on building a repertoire of grammatically correct sentences. Similarly, vocabulary acquisition occurs through translation exercises, with limited attention to speaking and listening skills. However, criticisms of this approach highlight its failure to develop communicative competence and neglect of essential language skills (Alessa & Hussein, 2023).

In contrast, modern language teaching methods prioritize communicative competence and student-centered learning. Scrivener describes this shift as a move towards involving students in the learning process rather than simply transmitting knowledge. Within this framework, grammar instruction emphasizes meaningful communication, with a focus on usage rather than rote memorization. Vocabulary acquisition occurs within authentic contexts,

fostering practical language use. Furthermore, modern methods prioritize the development of all language skills, including speaking, listening, reading, and writing, through interactive activities and authentic tasks (Lalwani, 2022).

So, comparing traditional and modern methodologies reveals fundamental differences in their philosophies and approaches. Traditional methods prioritize grammatical accuracy and vocabulary knowledge, often at the expense of communicative proficiency and practical language use. In contrast, modern approaches prioritize communication and active student participation, aiming to develop all language skills within authentic contexts. Therefore, while traditional methods may provide structured frameworks and efficient means of explanation, they are criticized for their limited effectiveness in fostering communicative competence and real-life language use (Boumová, 2008) .

Conclusion:

In conclusion, this chapter has provided an overview of various EFL teaching methods, spanning from historical approaches to modern innovations. It has highlighted the evolution of language pedagogy amidst economic, cultural, and technological advancements. Moving forward, the next chapter will focus specifically on teaching methods tailored for teaching EFL in primary schools, emphasizing approaches suitable for children and age-appropriate pedagogical strategies designed to enhance language acquisition and proficiency among young learners.

Chapter Two:
EFL Teaching Methods
for
Early Language Education

Introduction:

Early language education shapes the child's linguistic and cognitive development. Among the various languages taught in primary schools, English as a Foreign Language (EFL) stands out as one of the most widely taught languages globally. In this chapter, we discuss the importance of early EFL education in primary schools and explore various strategies employed to enhance language learning outcomes. Specifically, we review three effective strategies: storytelling, roleplaying, and gamification. These strategies not only foster language acquisition but also cultivate creativity, critical thinking, and socio-emotional skills in young learners.

1. Learning English at an Early Age:

The English language has gained an important status on a global level. The use of English has spread all over the world that it is very rare to find a country, which does not teach English as a second or foreign language in the primary level. In average, in Europe, around half of primary school pupils around the EU are studying a foreign language, which is in many cases English. Mandatory lessons in a foreign language usually begin at the end of primary school or at the beginning of secondary school. In 2016, many countries such as Romania, Spain, and Austria, initiated mandatory foreign language learning before the age of eight, i.e. at the beginning of primary school, and in certain countries, it also starts in pre-primary education. Recently, Cyprus and Poland implemented a provision that makes language-learning compulsory for all pre-primary-school pupils (Benzouche & Taibi, 2023).

The critical period for language acquisition spans from early postnatal life to puberty, beyond which achieving full linguistic mastery becomes increasingly challenging (Penfield & Robert, 2014 as cited in Benzouche & Taibi, 2023). Within the realm of language acquisition, the acquisition and learning processes of children have been subjects of vigorous debate among linguists. Typically classified as young learners, children aged 6-12, in the primary stages of schooling, represent a pivotal demographic for English language education. Initiating English instruction during this developmental stage capitalizes on a period of heightened neural plasticity, facilitating more effective language acquisition. This natural

propensity for language acquisition among children is deeply ingrained within their developmental trajectory (Zacharias, 2010 as cited in Benziouche & Taibi, 2023).

Numerous studies within the field of second language acquisition stress the important role of age in language proficiency. Individuals exposed to English during early childhood consistently demonstrate superior linguistic abilities compared to adults. In fact, in primary school settings, children exhibit diverse learning preferences, often gravitating towards play-based learning activities as a complement to formal instruction. Utilizing tangible objects for exploration and experimentation fosters problem-solving skills, enriching the learning experience (Yellas & Belalta, 2016).

Despite the innate progression of language development in children, their linguistic growth heavily relies on the guidance of caregivers and teachers. Qualified teachers equipped with appropriate pedagogical knowledge play an important in facilitating language acquisition among young learners (Bland & Al, 2015). Employing a diverse array of instructional tools, including visuals, meaningful contexts, interactive activities, songs, and technology, enhances the learning process, making it both enjoyable and efficacious for young learners (Yellas & Belalta, 2016).

In Algeria, the establishment of bilingual secondary schools has proven successful and is transitioning from higher school levels to lower ones, demonstrating effectiveness across various educational tiers. This achievement has prompted calls from parents and educational institutions alike to implement bilingual education at the primary level. Despite substantial resistance, particularly regarding concerns that English instruction may hinder Arabic language development, research from other countries suggests that bilingual education does not adversely affect the mother tongue. However, there is a need to validate this assertion within the Algerian context.

A major point of contention in early foreign language education revolves around the optimal starting age. While the belief that earlier is better persists among laypeople, consensus on this matter remains elusive. Moreover, terminology in this debate lacks clarity, with European policy defining an early start at the beginning of primary education (typically age 4 or 5), while research, particularly from Spain, considers 8 years old as early. Nonetheless, many advocates for early foreign language education in Algeria, including schools and parents, opt to commence English instruction in the first grade.

2. Benefits of Early Foreign Languages Learning:

Advantages of early acquisition of a second language include various domains, including cognitive, linguistic, personal, academic, and societal aspects. Firstly, contrary to concerns about potential interference with the mother tongue language development, research indicates that bilingualism enhances overall verbal proficiency and cognitive abilities. In fact, children exposed to a second language from an early age demonstrate superior problem-solving skills, spatial relations, and creativity. Additionally, they exhibit enhanced memory, planning, and multitasking abilities, as their brains are trained to process salient information efficiently (Amelia, 2016).

From a linguistic perspective, young learners possess innate flexibility that facilitates native-like fluency acquisition. Unlike adults who often struggle with grammar rules and drills, children naturally absorb the sounds and structures of a second language. Moreover, early exposure enables them to develop accurate pronunciation, unlike older learners who may struggle with foreign accents.

On a personal level, bilingualism broadens individuals' access to communication and resources, fostering cultural appreciation and understanding. It also offers a competitive advantage in the job market by expanding employment opportunities.

Academically, second language acquisition correlates positively with overall academic achievement. Studies demonstrate that bilingual students outperform their monolingual counterparts in various subjects and standardized tests, suggesting a positive relationship between foreign language proficiency and academic success.

Finally, bilingualism and multilingualism contribute to societal benefits such as economic competitiveness, cultural diversity promotion, and effective communication in various professional fields. Individuals fluent in multiple languages play crucial roles in international trade, diplomacy, healthcare, education, and law enforcement, enhancing societal cohesion and global engagement. Thus, investing in language education early on can yield long-term benefits for both individuals and society as a whole.

2.1 Effective Approaches to Teaching Children Second Language Acquisition:

Amelia (2016) presents some effective strategies for teaching children second language acquisition, including mainly the advancement of natural immersion experiences and structured learning environments.

3. Natural Language Immersion: Learning in Everyday Contexts:

It goes without saying that a conducive environment for second language acquisition mirrors the natural setting of native language learning. This entails experiencing language in the context of daily life activities, where children engage with objects, situations, and events. An illustrative scenario involves a young child relocating to a foreign country with her family, where she learns the local language organically through interactions with native-speaking peers. For instance, a 5-year-old from New York moving to Tokyo may swiftly grasp Japanese through play with local children, achieving native-like proficiency within a short timeframe. This process underscores the remarkable adaptability of young learners and their innate ability to assimilate new languages seamlessly (Stenberg, 2001 as cited in Amelia, 2016).

In such instances, children are often readily embraced by their peers and adults alike, as language plays a less pivotal role in social interaction during early childhood. The phenomenon of "parallel play," where children engage in independent activities alongside others, typifies this stage. Also, it is noteworthy that parents can play a great role in fostering second language learning even before formal schooling begins, by exposing children to elements of the target language through interactions with caregivers or family members. Through imitation, children learn to articulate sounds and words, laying the foundation for language acquisition (Benchanaa, 2020).

3.2 Structured Learning in Classroom Settings:

Alternatively, structured language learning can occur within classroom environments, such as multilingual preschools or language-focused programs. Positive experiences with a second language early on can enhance children's receptivity to further language acquisition. Throughout their academic journey, parents can instill the value of

bilingualism by fostering an interest in other languages and cultures. This can be achieved through diverse cultural experiences, such as inviting speakers of other languages into the home, attending multicultural events, and providing access to multilingual materials like books and videos (Benchanaa, 2020).

Additionally, participation in foreign language camps or international exchange programs offers golden opportunities for immersive language experiences. For parents seeking formal language instruction in elementary schools, exploring existing programs within the school district or considering private language classes may be viable options. Despite potential challenges in accessing language programs, various resources exist to support parents and teachers in establishing language learning initiatives within their communities (Amelia, 2016).

4. Strategies of Teaching English to Primary School Students:

Preparing young minds to learn English requires considerable time and creativity. Children pose a unique educational challenge due to their status as complete beginners in language acquisition. Therefore, teachers must exercise caution in their approach to engaging and involving children in the learning process. Establishing a strong foundation for their future education demands active participation and enjoyment. According to Hashemi and Azizinezhad (2011), to effectively capture children's attention and sustain their interest, instructional methods should incorporate movement and sensory experiences. Therefore, teachers should utilize additional resources such as colorful visuals, toys, puppets, images, or tangible objects to enhance the learning environment (Chaimae & Atika, 2023).

In the same line, it is crucial to recognize that regardless of their age, young learners are still children, characterized by short attention spans and limited concentration abilities. Therefore, utilizing songs and gestures can be highly effective with students of this age group. One strategy to aid in language retention is to create songs corresponding to different parts of the day, such as a morning song that incorporates activities like waking up, brushing teeth, and eating breakfast (Chaimae & Atika, 2023).

Additionally, integrating songs into lessons can help students practice speaking in a less intimidating manner than traditional speaking exercises. Employing gestures for various words can also facilitate vocabulary retention among students. It is recommended that teachers select gestures that they are comfortable with and can consistently incorporate

throughout the course. As noted by Harmer (2001) as cited in Hashemi and Azizinezhad (2011), young learners have distinct learning needs compared to adults, as they easily become bored and lose interest quickly. Therefore, teachers should employ engaging activities such as music, stories, games, or personally crafted activities to maintain student engagement and motivation (Chaimae & Atika, 2023).

4.1 Play-based Approaches: Gamification

Gamification refers to the integration of game mechanics or design elements, such as points, levels, and badges, into non-game contexts to enhance learner engagement. Effective gamification strategies have the potential to captivate individuals and motivate them to modify behavior, develop skills, or tackle problems more effectively (Li & Liu, 2022).

Primarily, gamification renders learning more appealing and interactive by allowing learners to create engaging, entertaining, and educational content, thereby fostering engagement during educational sessions. Notably, contemporary learners, particularly those accustomed to digital technology, tend to appreciate lessons incorporating gameplay that involves interaction with peers or educators. Consequently, gamification can foster active human engagement while enriching learning experiences through interactive role-play and competitive elements (Cimcim, 2008).

In the realm of English language education, gamification holds promise for enhancing task enjoyment, the learning process, and overall satisfaction among both teachers and students. By integrating gaming elements, teachers can effectively attain educational objectives, with students typically responding positively to feedback. Furthermore, gamification facilitates rapid knowledge retention and acquisition of new concepts, offering a rewarding learning experience. It also provides opportunities for learners to apply acquired knowledge to practical scenarios, thereby reinforcing skills and experiences (Li & Liu, 2022).

For non-native English-speaking primary school students, gamified English instruction can influence behavior and emotions positively. Motivated students may engage in physical activities instead of remaining sedentary, while a fondness for games can stimulate curiosity and enthusiasm (Li & Liu, 2022).

However, challenges exist within gamified classrooms, particularly concerning the diverse personalities of. Extroverted learners may readily embrace gamified activities,

relishing leadership roles and competitive elements, whereas introverted students may exhibit resistance and discomfort, particularly in group settings. Furthermore, misalignment between teaching objectives and game activities may diminish learning efficiency and satisfaction. Additionally, students with poor concentration may struggle to remain focused amidst gamified distractions (Cimcim, 2008).

Moreover, the design and implementation of gamified teaching demand significant resources and time investment from teachers. Indeed, teachers must undertake extensive preparatory work and consider associated costs, necessitating careful evaluation of the feasibility and necessity of gamified approaches (Li & Liu, 2022).

4.2 Storytelling and Literature Integration:

Children's interest in books begins at a young age, with stories, tales, and songs playing crucial roles in fostering their fascination with language and literacy skills. Reading books to children not only supports their language development but also stands as a fundamental method for promoting literacy. Stories, particularly those used in primary school education, stimulate creativity, broaden children's perspectives, and offer varied life experiences (Merchant & Thomas, 2013; Cohrssen et al., 2016; Turla, 2015 as cited in Bartan, 2020).

In addition to enhancing visual perception and aesthetic values, stories facilitate the acquisition of new words and meaningful information, fostering understanding of cause-and-effect relationships (Merchant & Thomas, 2013; Walsh & Blewitt, 2006; Alpöge, 2003 as cited in as cited in Bartan, 2020). Reading activities during school years encourage exploration of children's inner worlds, nurture creativity, and enhance problem-solving abilities. However, merely reading text is insufficient for engaging students with books; the manner in which stories are conveyed to them is crucial .

Over time, storytelling methods have evolved, encompassing various techniques such as storytelling with books, flannel board cards, puppets, story cards, television strips, digital stories, and verbal storytelling. These methods cater to different learning styles and preferences, offering diverse experiences to children. Therefore, selecting appropriate storytelling methods and materials is essential for ensuring effective engagement and learning.

Moreover, the timing and environment for storytelling significantly influence the educational process, particularly in language activities during preschool education. However, despite the importance of storytelling in preschool education, there is a scarcity of studies focusing on the methods used in book reading activities. Existing research primarily investigates the effects of individual storytelling methods rather than examining the overall approaches employed by preschool teachers (Bartan, 2020).

4.3 Roleplaying:

Role-play is an effective technique utilized in classrooms, particularly for enhancing students' speaking skills by engaging them in real-life communication scenarios. This method helps alleviate students' apprehensions as they work in groups and select roles they feel comfortable with, thereby encouraging them to practice speaking and improve communication skills (Byrne, 1986 as cited in Bouaziz, 2015). According to the Cambridge International Dictionary of English, role-play involves acting out different behaviors or assuming the identities of various individuals in response to new situations, commonly employed in training, language learning, and psychotherapy contexts (Gow, 1993 as cited in Bouaziz, 2015). Furthermore, role-play tasks often entail specific communicative objectives, such as negotiating, problem-solving, or obtaining information (Bouaziz, 2015)

There are two main types of role-play activities: scripted and unscripted. Scripted role-play involves interpreting dialogue or reading text, aiming to convey language items effectively. Conversely, unscripted role-play, also known as free or improvisational role-play, does not rely on predetermined text, allowing learners to decide language use and conversation development (Byrne, 1986 as cited in Bouaziz, 2015). Preparation is essential for successful role-play activities, involving selecting teaching materials, creating dialogs, practicing role plays, modifying situations and dialogs, and evaluating comprehension (Huang, 2008 as cited in Bouaziz , 2015).

The significance of role-play in language teaching is widely acknowledged, as it provides valuable spoken language practice, simulates real-world language use, encourages students to assume different roles, and fosters an enjoyable learning atmosphere (Rogers & Evans, 2008; Tobn & Lendrum, 1995 Huang, 2008 as cited in Bouaziz , 2015). Role-play enables students to develop essential communication and social skills while offering a creative and engaging approach to language learning.

With this regard, social learning models highlight the importance of cooperative behavior in stimulating students both socially and intellectually, with role-playing being one such method where learners actively engage in assuming certain roles. Through enjoyable play activities, children seek to explore and gain experiences. Lunandi describes role-playing as a form of teaching that diverges from traditional methods, emphasizing practical field experience. In role-playing games, players embody fictional characters and collaborate to create a narrative, with actions determined by the characters' traits and governed by game rules (Jaya , 2017).

By the same token, Santrock suggests that role-playing is a pleasurable activity that allows individuals to immerse themselves in an interactive game to aid in understanding concepts. Role-playing involves children pretending to be someone else and engaging in daily activities consistent with the roles they portray, often focusing on scenarios relevant to their lives. Also, Hurlock characterizes role-playing as an active form of play where children behave and speak as if they possess attributes different from their own (Jaya , 2017).

5. Challenges of Teaching EFL in primary Schools:

In addition to the advantages associated with early foreign language acquisition in children, there are several challenges that warrant attention. One such challenge pertains to sustainability, particularly during transitions between educational stages, such as from playgroup or kindergarten to elementary school, and from elementary school to junior high school. This sustainability aspect encompasses both the continuity of learning materials and the effectiveness of instructional strategies. Therefore, it is essential to carefully map out learning materials to avoid unnecessary redundancies, and to strike a suitable balance in the presentation of materials across different educational levels. Failure to meet these criteria has the potential to diminish students' interest and motivation for learning as they progress. (Chanifa, Redjeki, & Dayati, 2020)

Another challenge involves the expansion of curriculum content, resulting in increased learning demands on students and teaching responsibilities for teachers. When introducing foreign languages to young learners, it's important to ensure that English lessons are not perceived merely as supplementary to core subjects, and any extraneous motivations, such as promotional incentives, should be minimized whenever possible (Chanifa, Redjeki, & Dayati, 2020).

Conclusion:

In conclusion, this chapter highlights the significance of early English as a foreign language (EFL) education in shaping children's linguistic and cognitive development. Through exploring effective strategies such as storytelling, roleplaying, and gamification, we have emphasized not only the importance of language acquisition but also the cultivation of essential skills like creativity, critical thinking, and socio-emotional development. However, it's crucial to acknowledge the challenges that teachers may face in implementing these strategies effectively. Nevertheless, it serves as a precursor to the practical phase of our study which will be discussed with details in the following chapter.

Chapter Three:
Analyses of questionnaire and
interview

Chapter 3: Data analysis

1. Analysis of Teachers Questionnaire:

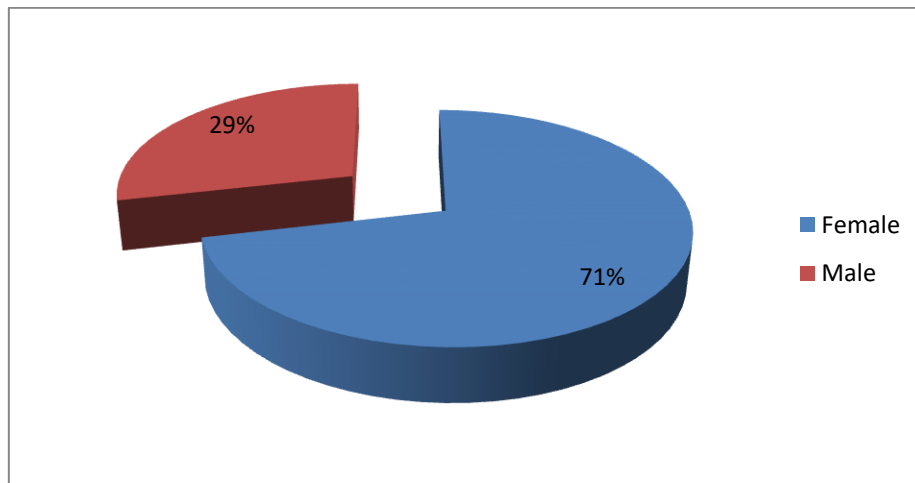
The questionnaire was distributed to 35 English language teachers of primary schools at khenchela, and their answers were as follows:

Section one: Background Information:

Item 01: Gender

Answer	Frequency	Percentage
Female	25	71%
Male	10	29%
Total	35	100%

Figure 01: Teachers Gender.



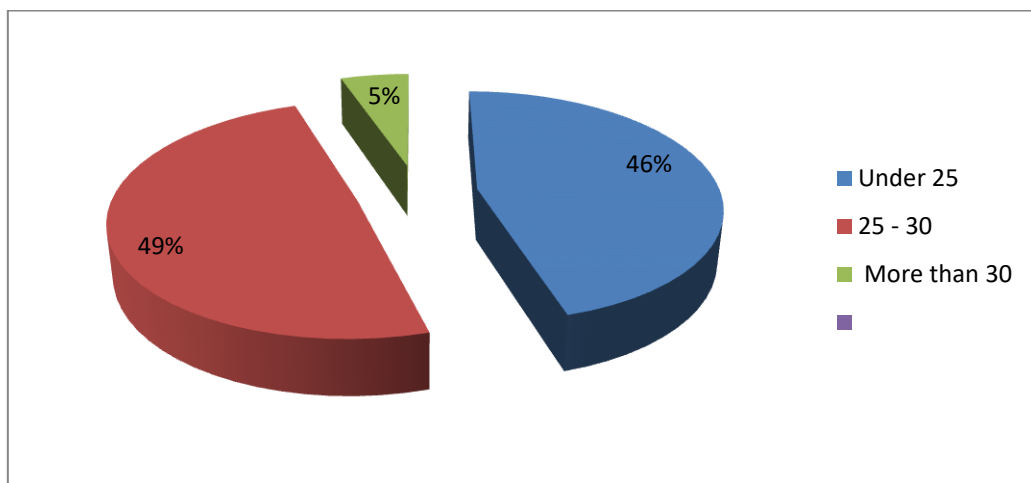
The results indicate that the majority of the participants were female. Female teachers represent (71%) of the sample of the English Language Teachers at primary school at Khenchela. Male teachers are representing only (29%). There is a slight excess of females over males because there are more English teachers females in khenchela.

Item 02: Age

Teachers Age

Answer	Frequency	Percentage
Under 25	16	46%
25 – 30	17	49%
More than 30 years old	2	5%
Total	35	100%

Figure 02: Teachers age.



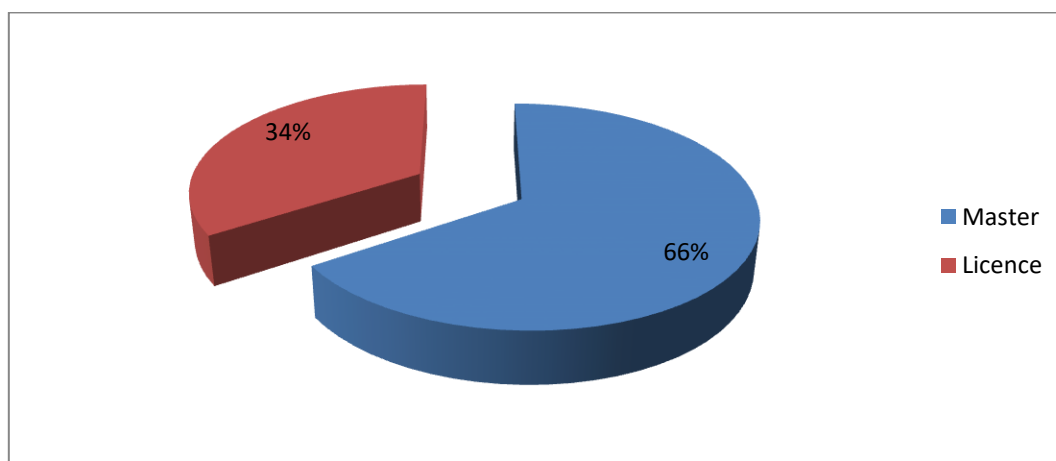
The purpose of asking this question is to determine which generation belongs. And according to the table, we have under 25 years 16 participants which means (46%) and between 25 and 30 years 17 participants which means (49%) and more than 30 years we have just 2 participants which is (5%). And this means that most teachers of English at primary school in khenchela are between 20 and 30 years old.

Item 03: What is your qualification?

Teacher's qualification

Answer	Frequency	Percentage
Licence	23	66%
Master	12	34%
Total	35	100%

Figure 03: Teachers qualification.



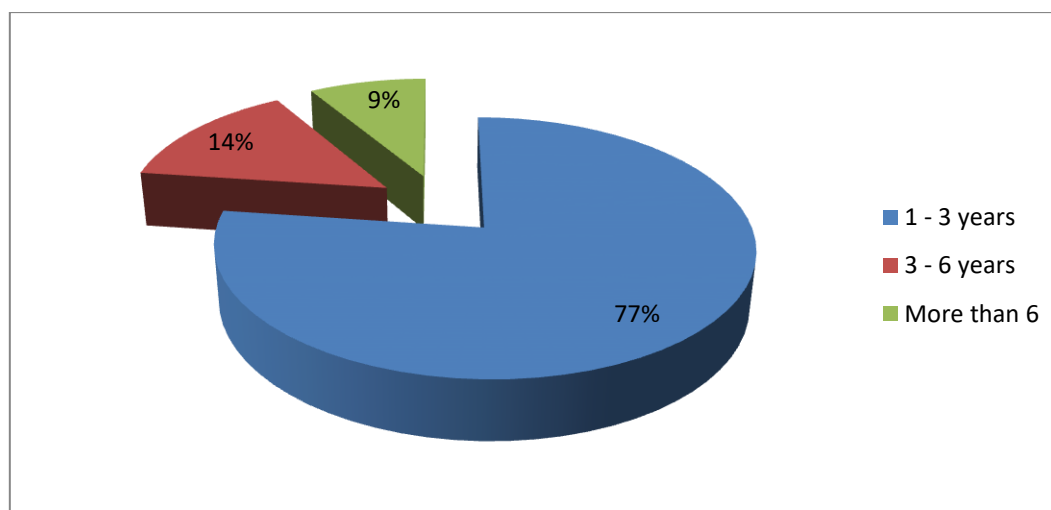
The question about the qualification is to know the qualification and the academic level of each teacher to determine the capabilities of each of them in teaching the English language at primary school. And we see that the majority of them have the Master's degree with (66%) and just 12 participants they have Licence degree with (34%) .And this means that despite the difference in the academic level both they can teaching the language.

Item 04: How long have you been teaching English?

The number of years of experience of teachers

Answer	Frequency	Percentage
1 – 3 years	27	77%
3 – 6 years	5	14%
More than 6 years	3	9%
Total	35	100%

Figure 04: The number of years of experience of teachers.



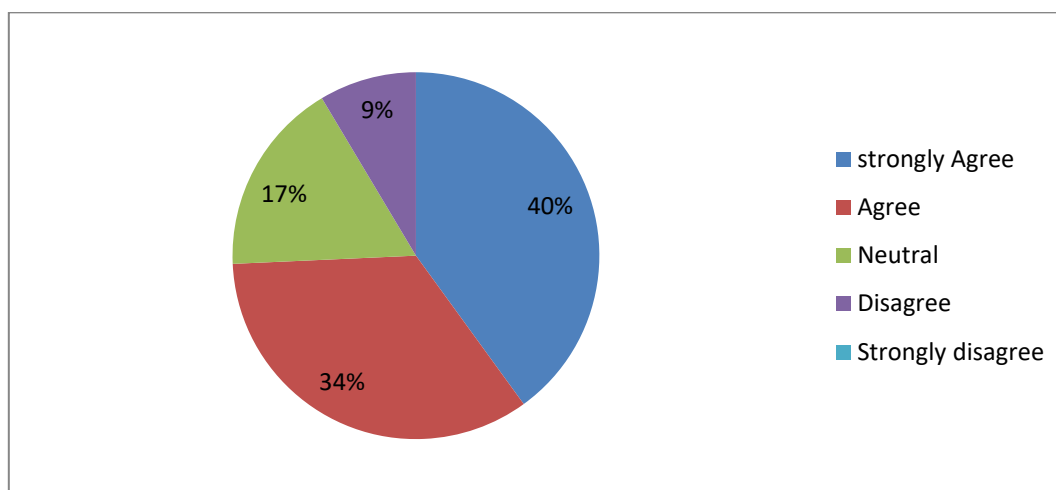
The purpose of this question how long have you been teaching English? Is to know how many years of experience each teacher has. According to the table we have 27 participants which (77%) of the participants are have between 1 and 3 years of experience, and 5 participants (14%) are have between 3to 6 years of experience, and just 3 participants (9%) they have more than 6 years of experience. So, we can say that the majority of teachers they have short Period of experience, which makes them beginner teachers, unlike the 3 participants, where they have a long period of experience, which makes them more proficient in the profession and the language.

Section two: Teachers practices:

Item 01: Tailoring lessons to match students proficiency levels is beneficial for learning and acquisition the language.

Answers	Frequency	Percentage
Strongly agree	14	40%
Agree	12	34%
Neutral	6	17%
Disagree	3	9%
Strongly disagree	0	0
Total	35	100%

Figure 05: Tailoring lessons to match students proficiency levels is beneficial for learning and acquisition the language.

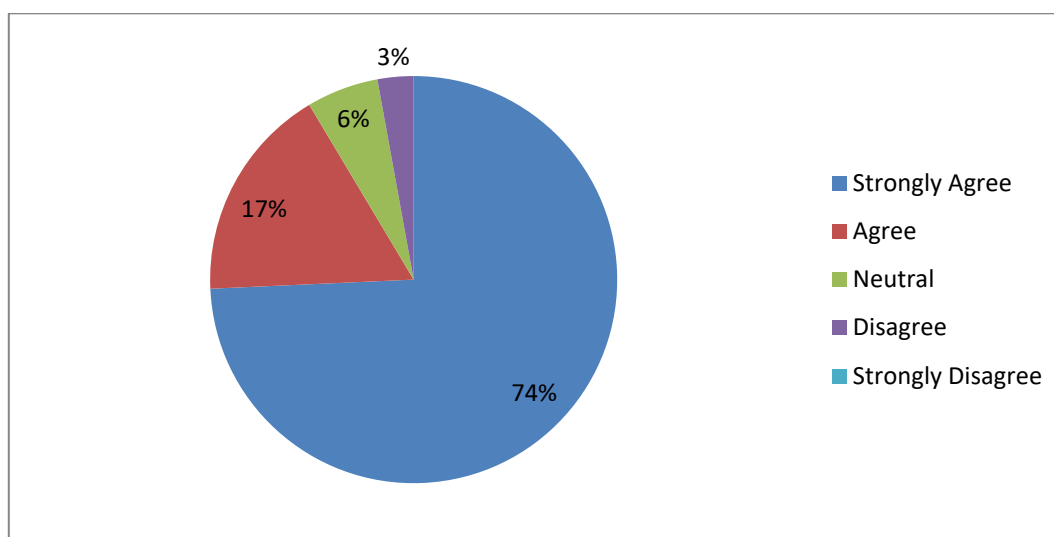


As shown the question number 1, Tailoring lessons to match students proficiency levels is beneficial for learning and acquisition the language, Almost teachers answers were between Strongly agree and agree which (40%) of them were strongly agree and (34%) of them were agree, and (17%) of them answered with neutral, but just (9%) are answered with disagree which means 3 participants they are not agreed with that. And 0 of them were answered with strongly disagree.

Item 2: Using simple words to explain lessons make it easier for students to understand them.

Answers	Frequency	Percentage
Strongly agree	26	74%
Agree	6	17%
Neutral	2	6%
Disagree	1	3%
Strongly disagree	0	0
Total	35	100%

Figure 06: Using simple words to explain lessons make it easier for students to understand them.

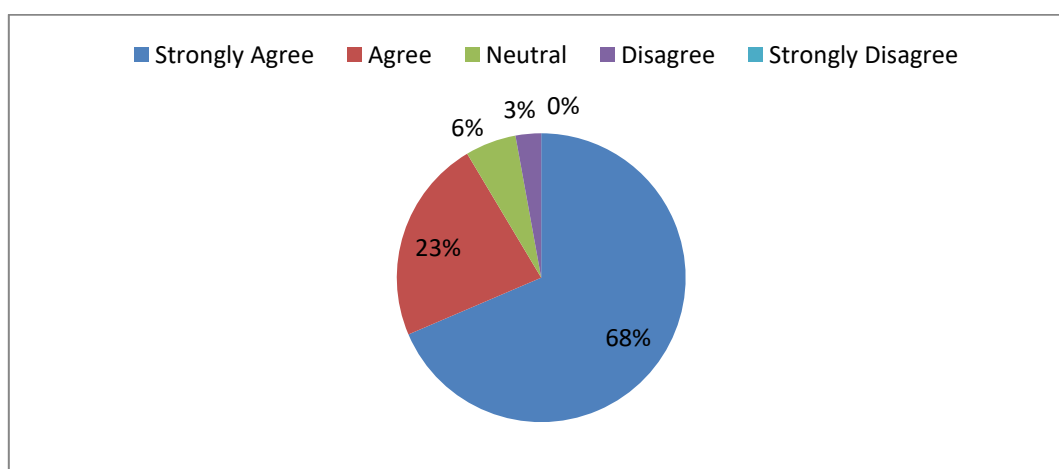


When teachers were asked about using simple words to explain lessons make it easier for students to understand them. We found 26 of the participants which is (74%) of the whole participants they answer with strongly agree which means the majority of the participants were agreed with this question, and (17%) of the participants were just agree, (6%) of them were answered with neutral, while 1 participant answered with disagree. And 0 were answered with strongly disagree.

Item 03: Encouraging students to asking question in the classroom during lessons is effective for language acquisition.

Answers	Frequency	Percentage
Strongly agree	24	68%
Agree	8	23%
Neutral	2	6%
Disagree	1	3%
Strongly disagree	0	0
Total	35	100%

Figure 07: Encouraging students to asking question in the classroom during lessons is effective for language acquisition.

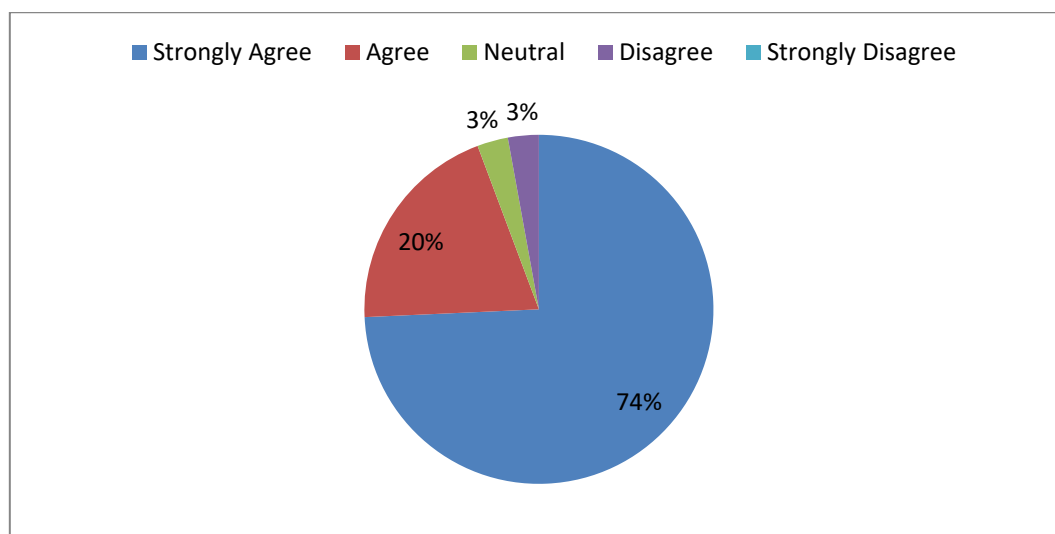


From the data collected the majority of the teachers; 24 of the whole participants they answered with strongly agree and 8 of them answered with agree, which means (68%) are strongly agree and (23%) agree, therefore, the question of Encouraging students to asking question in the classroom during lessons is effective for language acquisition. is effective in the teaching profession. While (6%) and (3%) were have another point, because 2 participants they answered with neutral, and just 1 answered with disagree and 0 participant answered with strongly disagree.

Item 04: Using varying activities and exercises in the classroom can greatly aid students in acquiring the language effectively.

Answers	Frequency	Percentage
Strongly agree	26	74%
Agree	7	20%
Neutral	1	3%
Disagree	1	3%
Strongly disagree	1	0
Total	35	100%

Figure 08: Using varying activities and exercises in the classroom can greatly aid students in acquiring the language effectively.

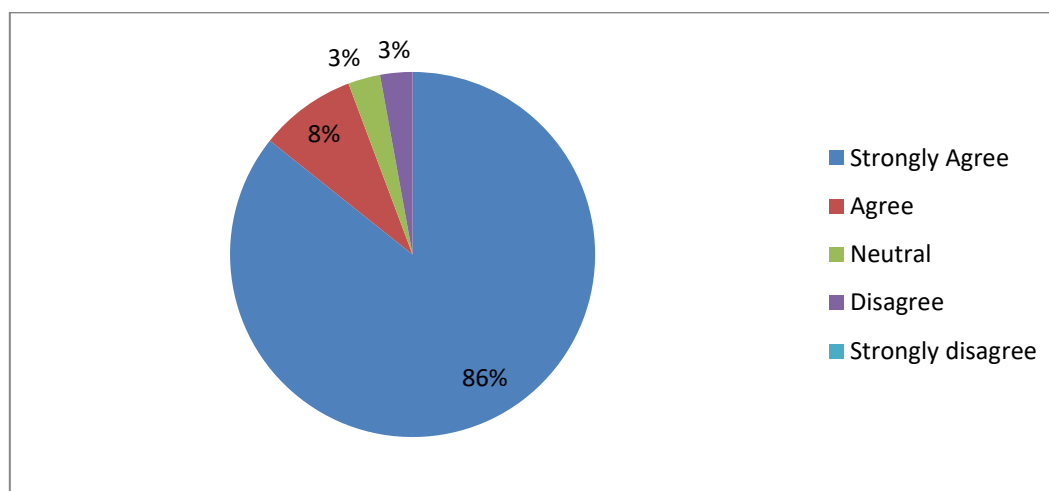


When teachers asked about Using varying activities and exercises in the classroom can greatly aid students in acquiring the language effectively, we can see that the majority of them answered with strongly agree with (74%) which means 26 participants, while (20%) are answered with agree so 7 participants are also agreed with this question, also we have (3%) answered with neutral and the other (3%) answered with disagree but 0 participants answered with strongly disagree.

Item 05: Using pictures and stickers facilitates the process of memorizing the names of objects.

Answers	Frequency	Percentage
Strongly agree	30	86%
Agree	3	8%
Neutral	1	3%
Disagree	1	3%
Strongly disagree	0	0
Total	35	100%

Figure 09: Using pictures and stickers facilitates the process of memorizing the names of objects.

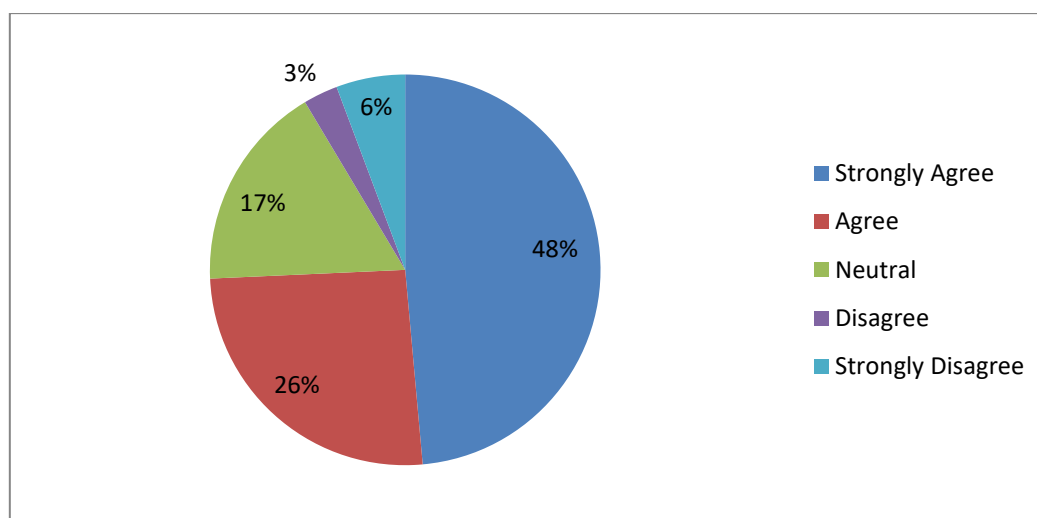


The question Using pictures and stickers facilitates the process of memorizing the names of objects aims to know if this method it is effective in teaching process, and we can see the most teachers answers are strongly agree with (86%) so, 30 participants are strongly agree with that and it's a huge percentage, while, 3 of them answered with agree with (8%) and (3%) answered with neutral and the other (3%) answered with disagree which means 1 participant answered with neutral and the other one is not agree with that, and last point we have no strongly disagree because 0 participant answered with that.

Item 06: Using songs is an appropriate way to embed lessons in the mind.

Answers	Frequency	Percentage
Strongly agree	17	48%
Agree	9	26%
Neutral	6	17%
Disagree	1	3%
Strongly disagree	2	6%
Total	35	100%

Figure 10: Using songs is an appropriate way to embed lessons in the mind.

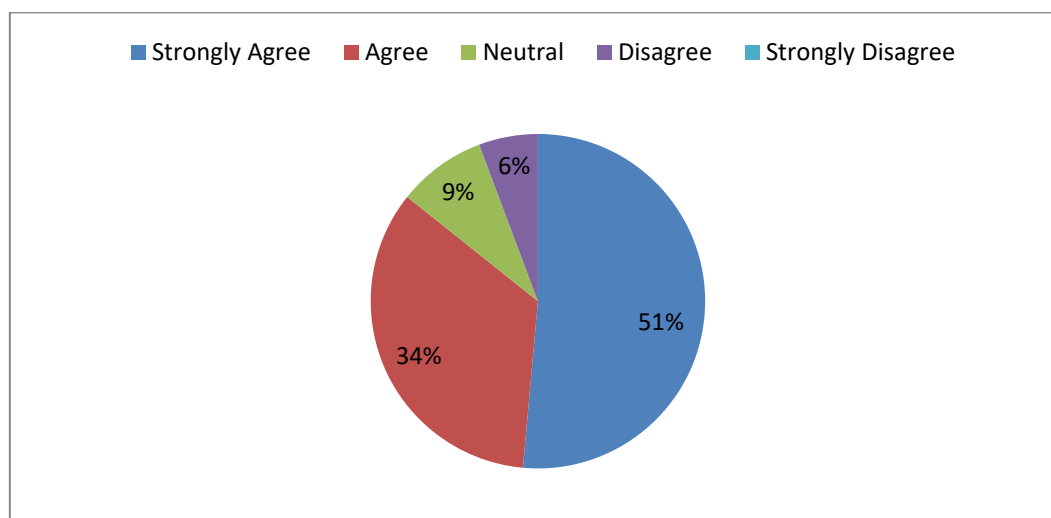


When teachers asked about using songs is an appropriate way to embed lessons in the mind. We found (48%) of them they answered with strongly agree which is 17 participants are strongly agree with that, therefore, 9 participants are agree which is (26%), and 6 participants answered with neutral, while (3%) and (6%) of the participants they see this questions is not effective and 1 answered with disagree and the last 2 participants answered with strongly disagree.

Item 07: Incorporating music and videos can assist children in improving their pronunciation skills.

Answers	Frequency	Percentage
Strongly agree	18	51%
Agree	12	34%
Neutral	3	9%
Disagree	2	6%
Strongly disagree	0	0
Total	35	100%

Figure 11: Incorporating music and videos can assist children in improving their pronunciation skills.

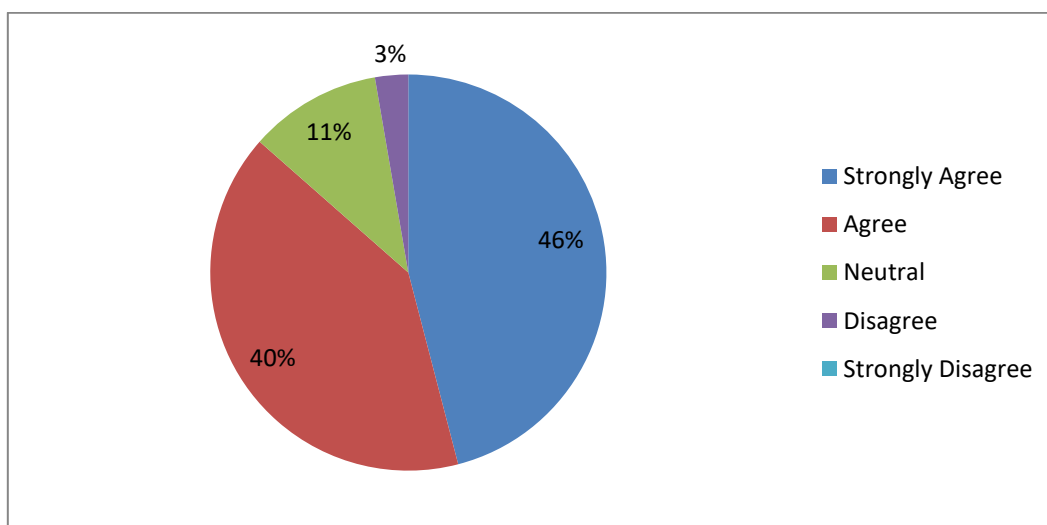


The purpose of the question Incorporating music and videos can assist children in improving their pronunciation skills is to confirm if those methods are effective to improving the children pronunciation or no, but the results shows that (51%) of the teachers are answered with strongly agree which is 18 participants, and 12 participant answered with agree this means (34%) of the whole participants, and (9%) of them they say it is neutral, but 2 participants are not agree with that which is (6%) of the participants, and 0 of them are strongly disagree.

Item 08: Providing a feedback on students work can help students build confidence in speaking the language.

Answers	Frequency	Percentage
Strongly agree	16	46%
Agree	14	40%
Neutral	4	11%
Disagree	1	3%
Strongly disagree	0	0
Total	35	100%

Figure 12: Providing a feedback on students work can help students build confidence in speaking the language.

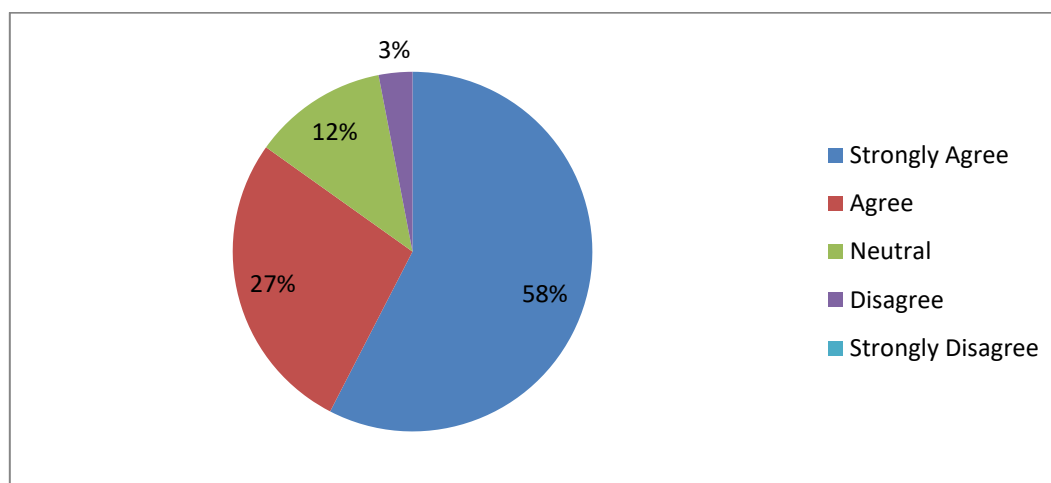


Question number 8 was addressed to check whether providing a feedback on students work can help students build confidence in speaking the language or not, and the results shows that (46%) of the participants are strongly agree and (40%) of them are agree so the majority of them they responds with strongly agree and agree which means this question may be effective in teaching process, 4 participants which is (11%) they answered with neutral, but just 1 participant not agree with that and have another point, and 0 participant not agree.

Item 09: Parental motivation plays a crucial role in supporting students to learn English.

Answers	Frequency	Percentage
Strongly agree	20	58%
Agree	10	27%
Neutral	4	12%
Disagree	1	3%
Strongly disagree	0	0
Total	35	100%

Figure 13: Parental motivation plays a crucial role in supporting students to learn English.



This question aims to certify the parental motivation whether it is important for the children to support them to learning the English language or it is not important and the results shows that, as we can see 20 of the participants are strongly agree and 10 of them are agree so, the majority of the teachers agree with this idea and they see it important for the children with (58%) strongly agree and (27%) are agree, while (12%) answered with neutral and just (3%) of the participants answered with disagree which means 1 participant not agree, and 0 participant strongly agree.

Section 3: Teachers challenges and difficulties:

Item 01: What difficulties do teachers face while teaching English to students?

Difficulties teachers face:

Total	Answers
28,6%	Difficulty in understanding new terms.
28,6%	Lack of motivation and the fear of trying and making mistakes.
20%	Mixing English and French Languages especially pronunciation the letters.
14,3%	Lack of materials.
5,7%	Lack of time 1h or 45mn it is not enough.
2,8%	Teaching writing is more difficult than pronunciation.
100%	

This Question is the first question in this section and is an open ended question aims to discover the difficulties that teachers face while teaching English language to students of primary school, The results shows that (28,6%) of the teachers they have difficulty with students in understanding new terms. Also (28,6%) of the students have lack of motivation and the fear of trying and making mistakes. (20%) of the students are mixing English and French languages especially pronunciation the letters. (14,3%) of teachers are have not the enough materials to teach the language, and (5,7%) of them they face lack of time because 1h or 45mn it is not enough to make all the students understand the lessons, and we have also (2,8%) of them they see teaching writing is more difficult than pronunciation.

Item 02: How does the teacher deal with different Levels of students?

Total	Answers
37%	The teacher should use different techniques in teaching to make the lessons easier for everyone.
26%	Teachers should use simple words and expressions to explain the lessons.
20%	By repeating until all the students get the information and never work only with the smart, using simple language according to their age.
11%	Through group works in tutorial sessions, using simple language to exploitation and encourage them to learn English language.
6%	Extra classes for those who are less proficient.
100%	

In each question, we find a variety of teachers answers, especially this question how does the teacher deal with different levels of students? The results show that (37%) of the teachers they can deal with the different levels of students by using different techniques in teaching to make the lessons easier for everyone. (26%) of them they use simple words and expressions to explain the lessons. Also we have (20%) of the teachers they repeating until all the students get the information and never work only with the smart, and using language according to their age. (11%) they see working through groups in tutorial sessions, and using language to exploitation and encourages them to learn English language. And the remaining percentage it is (6%) which means that (6%) of the teachers are seeing extra classes for those who are less proficient is an effective technique to deal with students of different level.

Item 03: Is your training beneficial?

Total	Answers
62,9%	Yes.
31,4%	Not that much.
5,7%	No.
100%	

The purpose of this question is to distinguish if the Teachers training if is beneficial or not, and we found (62,9%) of the teachers answers it is yes, so, they find it beneficial, but (31,4%) of them they find it not that much, sometimes is beneficial and other time is not and the remaining (5,7%) of the answers it is no, so, they find it not beneficial and It is a small percentage because the majority of the answers it is yes and not that much.

Item04: The Textbooks are they helpful and suitable for you and the student?

Total	Answers
14,3%	Yes, of course.
28,6%	Sometimes
57,1%	No.
100%	

When teachers asked about the textbooks are helpful and suitable for them and for the students, the majority of answers it was (57,1%) no and (28,6%) sometimes, and Just (14,3%) yes.

Item 05: How teachers motivate students to speak English?

Total	Answers
25,7%	Try motivating students by appealing to their interests, incorporating fun activities and technology, and promoting out-of-the-classroom language learning activities.
22,9%	Before you ask direct questions to students you have to motivate them by calling their names , ask them to repeat after you , don't correct them too much just let them speak , praise them with some words like: Excellent, Good job .
22,9%	By creating suitable context: stories, pictures and acting out by the teachers themselves.
20%	By watching films and listening music, reading books.
8,5%	Through rewards.
100%	

The goal of this question is to know how teachers motivate students to speak the English language. As shown (25,7%) of the answers of the teachers they motivate students by appealing to their interests, incorporating fun activities and technology, and promoting out-of-classroom language learning activities. (22,9%) of them they find before you ask direct questions to students you have to motivate them by calling their names, ask them to repeat after you, don't correct them too much just let them speak, praise them with some words like: Excellent and Good job is an effective method to motivate them to speak. Also (22,9%) of the answers it was by creating suitable context: stories; pictures; and acting out by the teachers themselves. (20%) of them are answered with by watching films and listening music, reading book. And the remaining percentage it was (8,5%) through rewards. All those techniques are effective for teachers to motivate students to speak but the majority of teachers find the 4th answers are more effective for the students.

Discussion of the results:

These questionnaires provided us with the opportunity to learn more about methods that teachers use while teaching English language to primary school also to know the difficulties that it faces them during teaching the language to beginner students. Through the teachers answers we find that Teachers are tailoring lessons to match students' proficiency levels because it is beneficial for learning and acquisition the language and they using simple words to explain lessons to make it easy for the students to understand it. Also they encouraging students to asking question in the classroom during lessons because it is effective for the acquisition and they use also varying activities and exercises, pictures and stickers during the lessons it greatly aid them, in addition to using songs, music, videos to improving their pronunciation skills. Teachers agree for providing a feedback on students work for the purpose of help students to build confidence in speaking the language, and they also agree for the parental motivation because it plays a crucial role in supporting students to learn English.

When teachers asked about the challenges and the difficulties we find a multiple answers for each question, firstly, when they asking about their difficulties we see that student facing a difficulty in understanding the new terms because the language it is new for them, the students also have a lack of motivation and they fear of trying and making mistakes , they mixing between the English and French language, but a few teachers are having another difficulties such as lack of materials and lack of time 1h or 45min it is not enough for them. Teachers they deal with different levels of students, with using different techniques in teaching to make the lessons easier for everyone. They using also a simple words and expressions to explain the lessons, they also repeating until all the students get the information and they never work only with the smart students they focus more on the other ones, but small percentage of them they said the extra classes for those who are less proficient is the most appropriate solution.

Secondly, The results shows majority of teachers are said the training is beneficial and few of them they see it not beneficial, in addition to the textbooks are not helping them , just few of the teachers they said is helping them during teaching the language. Thirdly, when teachers asked about the last question how they can motivate students to speak the language they answer; by appealing their interests, incorporating fun activities and technology, and promoting out of classroom language learning activities. Before asking direct questions to students they motivate them by calling their names, asking them to repeat after them and

praise them with words like: Excellent, good job. By creating a suitable context: stories, pictures, and acting out by the teachers themselves. By watching films and listening to music and reading books, and through rewards but few teachers are agree with the last two ideas.

Limitation of the study:

In this study there were some obstacles and limitation that face the data collection process. The most important obstacle that faced the research process was it difficult for us to meet every teacher and ask him all the questions, so it was easy for us to put it in Facebook page and it was specific to teachers of the English language for the primary school in khenchela, where 35 of the teachers answered the questions. So it did not take a much time and many efforts. In addition to the numbers of female teachers that exceeds the number of male teachers because for the whole number of the teachers of English we find the number of female exceed the number of male teachers. The limitation of the study it was the questionnaire was specific to teachers of English language only in khenchela, and the questionnaire was not that long to make sure that all the participants answer it.

Recommendation and suggestions:

From this study we can say, teachers are obliged to use different methods and techniques in teaching the English language to students such as using games song, play roles, pictures and many others, to make sure that every student are understand their lessons. In addition to using simple words that make the language clear for them, and try to motivate them by using words like very good and good job or with small gifts to motivate them to learn more the language.

2. Analysis of the students' interview:

The interview was with 3rd and 4th year primary school students in the Arabic language due to their lack of understanding the language. 18 students from 3rd year and 12 students from 4th year.

Item 01: which language is easier for you, English or French? And why?

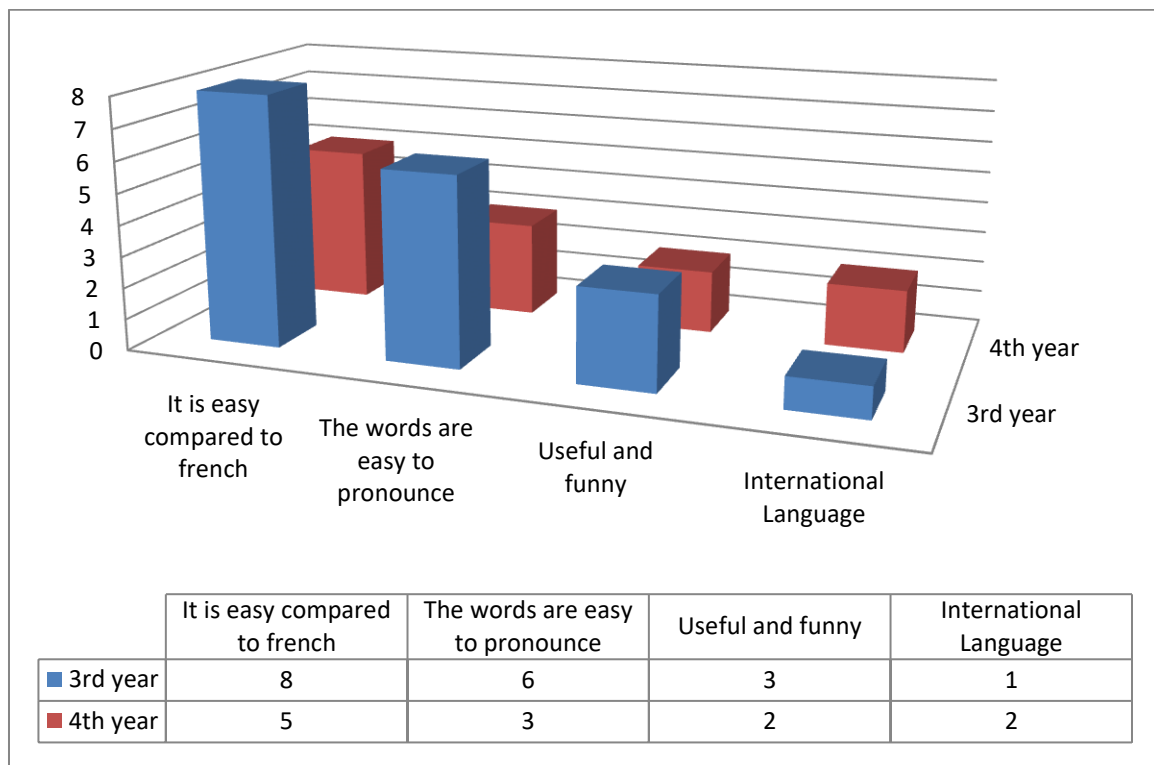


Figure 14: which language is easier for you, English or French.

We started the interview with the question: Which language is easier for you, English or French? And why? With the aim of finding out which of the two languages is easier for them. As shown, when asking about this question we find all the answers it was the English language it is the easiest one. But why it is easy? Here we find the difference, as the answers are multiple, About 8 students from 3rd year answers with it is easy compared to French but 5 students from 4th year are answered with that. Also 6 participants from 3rd y and 3 from 4th y are answered with the words are easy to pronounce. 3 And 2 from 3rd and 4th year they said it is useful and funny and 1, 2 participants from 3rd and 4th y they said it is international language.

Item 02: What are some words you know in English?

We have some participants are answered about this question and their answers it was:

Israa 3rd year student: she said I know some words like dog, cat, car, eyes, and canary.

Chahed 3rd year student: Teacher, school, hello, book, pen.

Khadidja 3rd year student: kitchen, bathroom, dinner room, father, mother, sister.

Izak 3rd year student: Colours, pen, teacher, paper.

Raid 4th year student: Water, drink, horse, hand.

Iyad 4th year student: Father, mother, grandmother, grandfather, horses

The purpose of this question to know the words that students have learned while learning the English language.

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Item 03: What is your favourite class in English language classes? Reading, writing, listening, speaking?

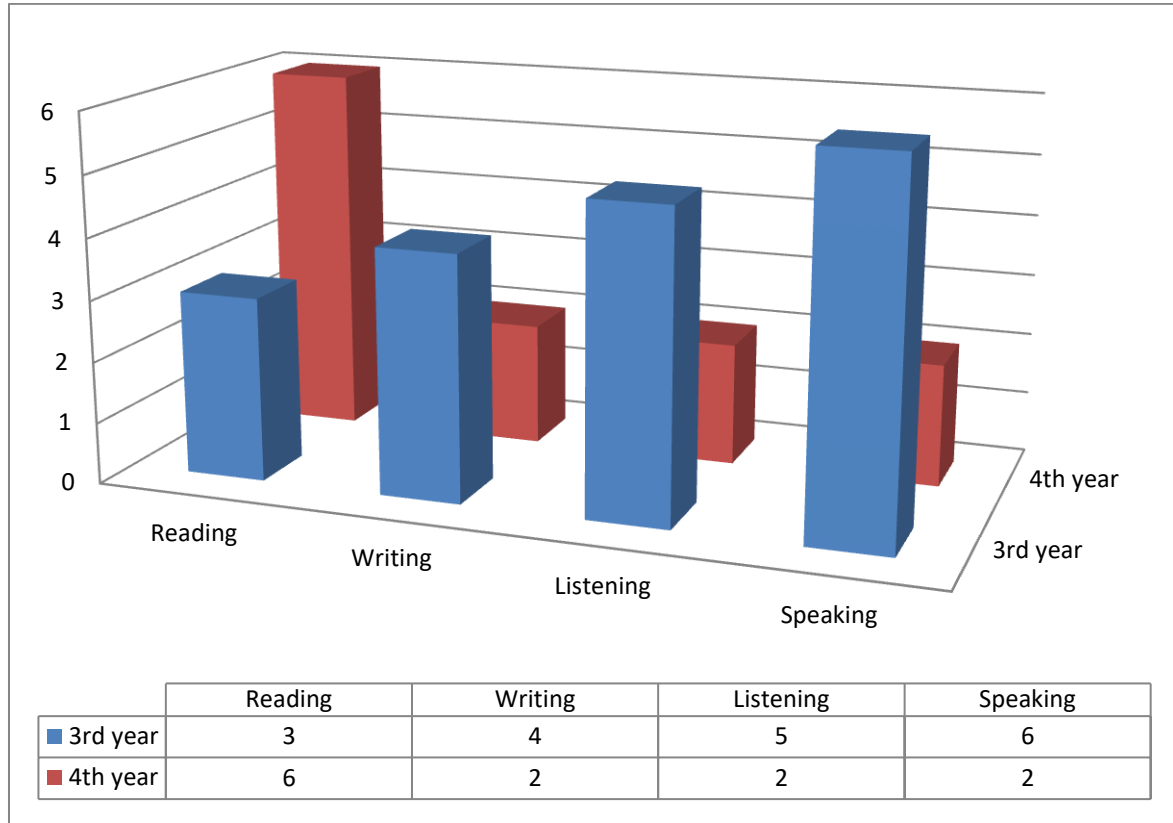


Figure 15: What is your favourite class in English language classes.

When the students were asked about what is your favourite class in English language classes? Reading, writing, listening, speaking? We have a multiple answers, 3 students from 3rd year and 6 students from 4th year are answered with reading, 4 , 2 participants from 3rd and 4th year are said writing, Listening 5 from 3rd year and 2 from 4th year are answered with that, and the last one was speaking and it was found 6 participants from 3rd year and 2 participants from 4th year at primary school.

Item 04: Can you learn a new word a day in English?

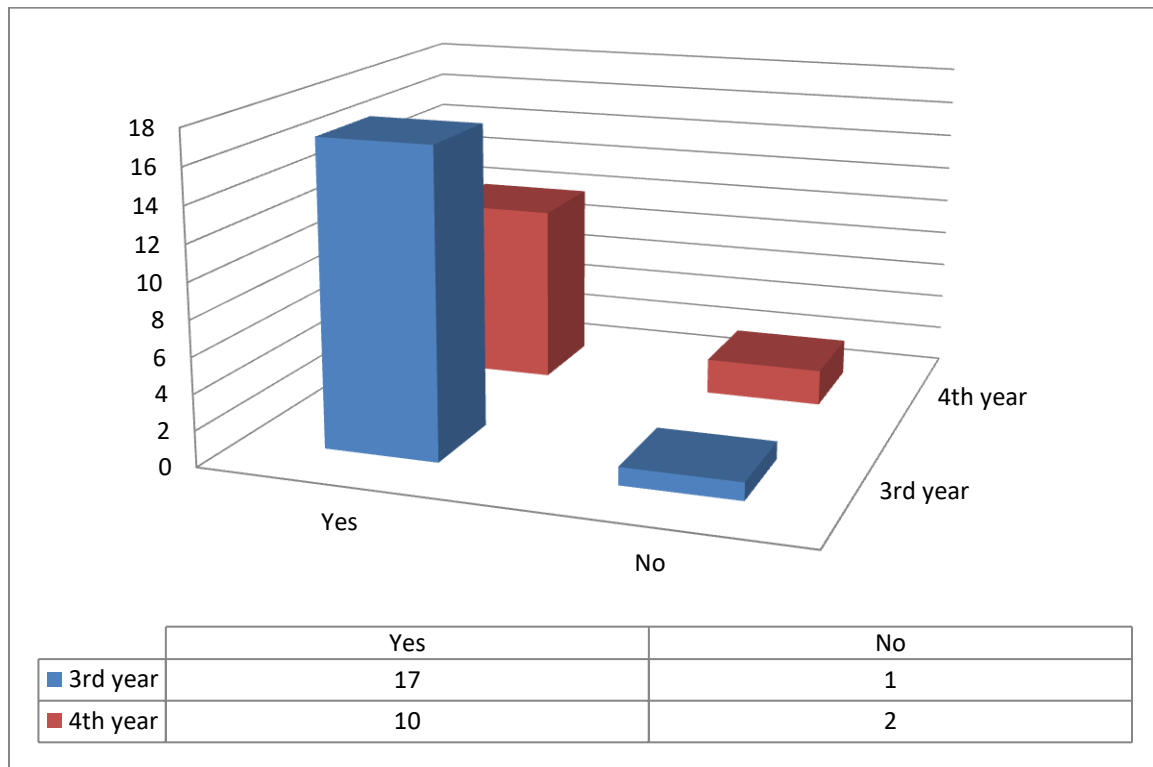


Figure 16: Can you learn a new word a day in English.

The question number 04 was addressed to check whether English students can learn a new word a day in English or no, but the results shows that the majority of the answers are yes 17 participants from 3rd year and 10 participants from 4th year are answered with it, in contrast we have 1 answer with no from 3rd year and 2 answers with no from 4th year.

Item 05: Does your teacher use interesting methods to teach?

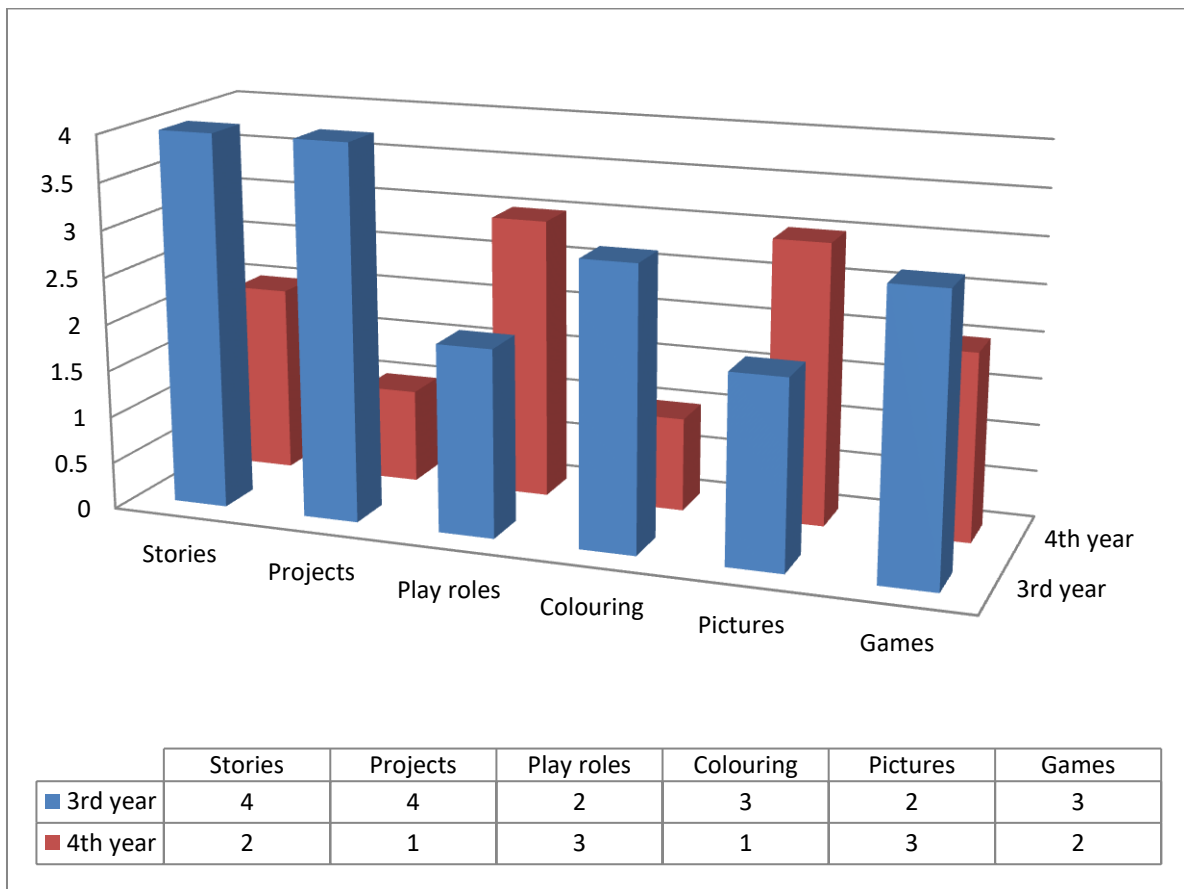


Figure 17: Does your teacher use interesting methods to teach.

The result shows that teachers are using a multiple methods in teaching the English language to students. As we have 4 students from 3rd year are answered with stories also 2 students from 4th year have the same answer. While 4 participants from 3rd y answers with projects and just one participate from 4th y answer with it also. Play roles it is answer of 2 participants from 3rd y and 3 participants from 4th y. Colouring 3students from 3rd y answered with it while just one student from 4th y said that they use it. Using pictures, we have 2 and 3 answers from 3rd and 4th year. Finally we have Games, it is the answer of 3 participants from 3rd year and 2 participants from 4th year.

Item 06: When you do not understand something in the lesson, do you tell your teacher about it and does he explain it again to you?

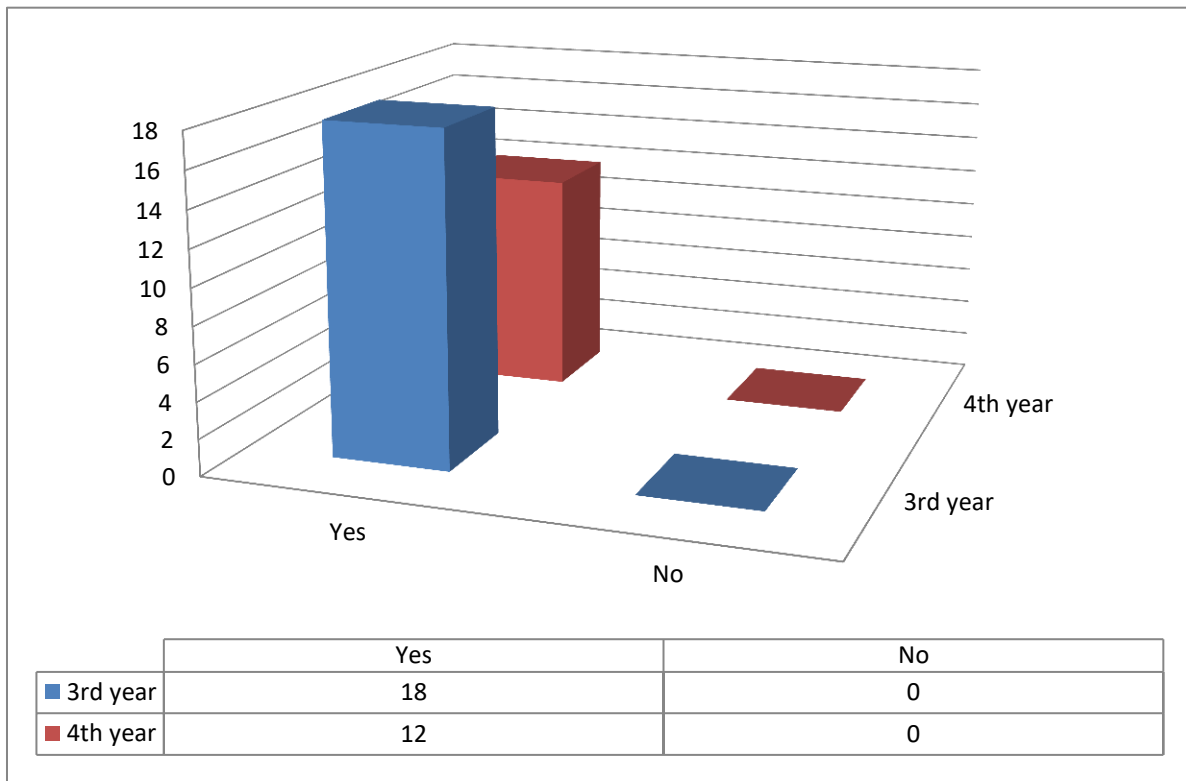


Figure 18: When you do not understand something in the lesson, do you tell your teacher about it and does he explain it again to you.

The aim of this question is to discover were teachers are making sure that all their students understand the lessons and if they do not understand the lesson do their teachers explain the lessons again for them. The results shows that all the participants are answered with yes which means 18 students answer with yes from 3rd year and 12 students answer with yes from 4th year.

Item 07: What difficulties did you encounter in learning the language?

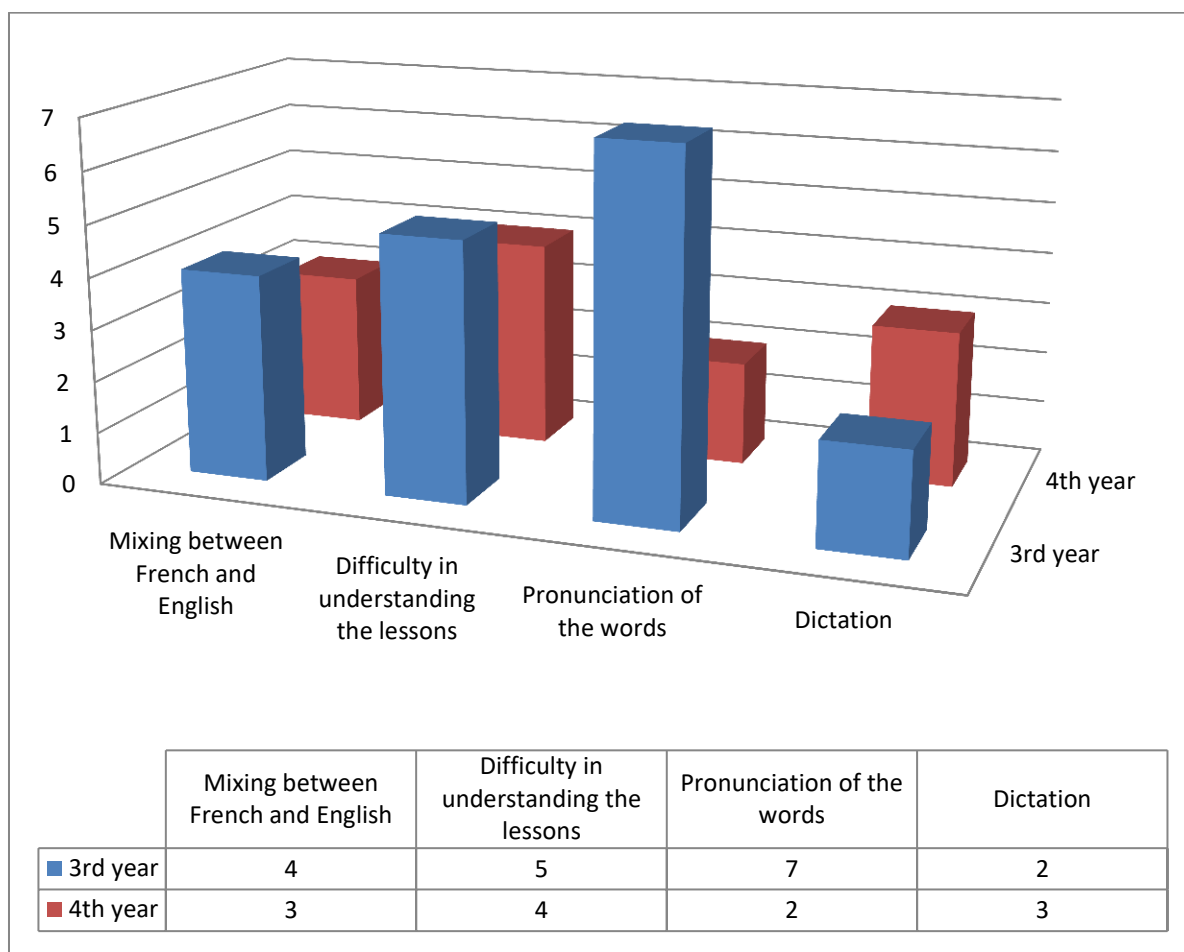


Figure 19: What difficulties did you encounter in learning the language.

As shown students are facing a lot of difficulties during learning English language. We have 4 students from 3rd year and 3 students from 4th year are mixing between French and English language. 5 and 4 students from 3rd and 4th year are having difficulty in understanding the lessons. 7 of the participants of the 3rd year are facing difficulty in pronunciation of the words and 2 from 4th year. In addition to 2 students from 3rd year and 3 students from 4th year are having difficulty in dictation.

Item 08: Have you ever had any confusion between the French and English languages?

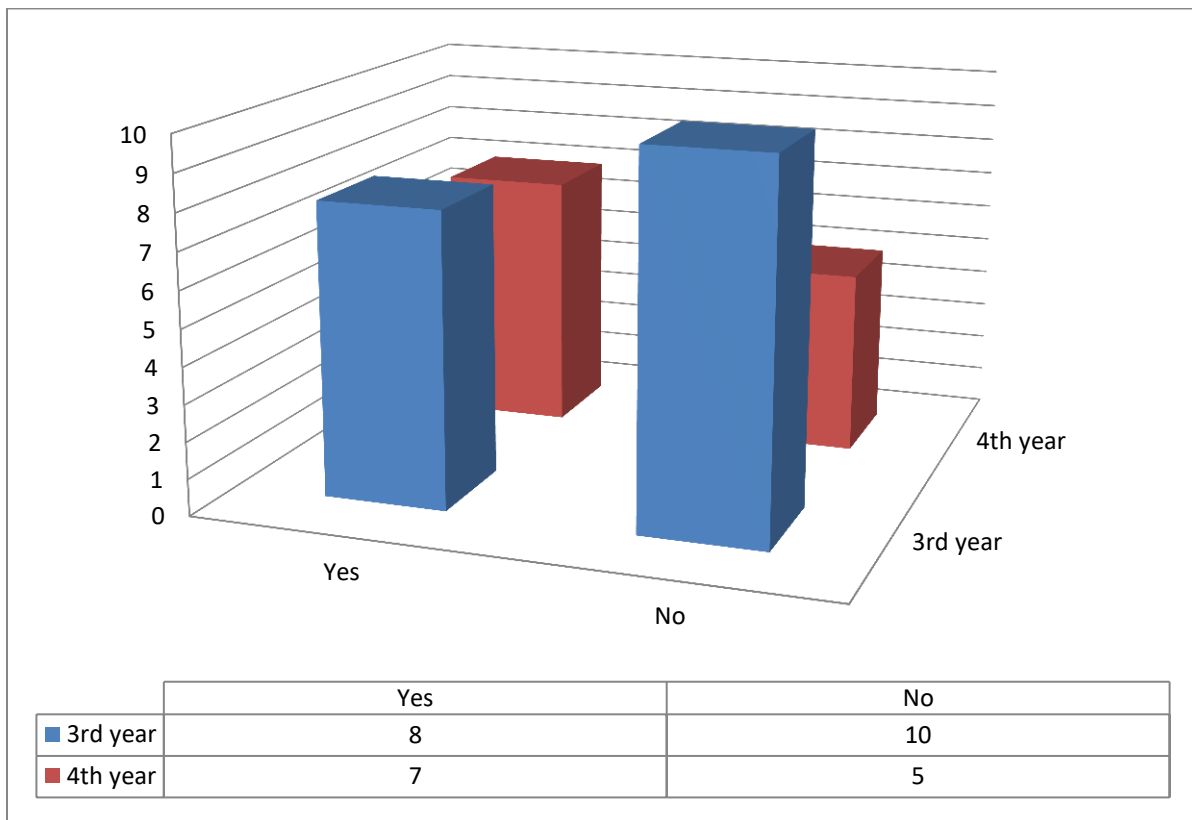


Figure 20: Have you ever had any confusion between the French and English languages.

In this question we found 9 of the students from 3rd year are having confusion between the French and English languages And 7 student from 4th year and the remaining students they have no confusion between them.

Discussion of the results:

The interview was with students in the third and the fourth years of primary school Allawi Ahmed khenchela, were we asked a group of questions, and the student answers were varied. When they asked about which language is easier the English language or the French majority of their answers it was the English language for many reasons: it is easy compared to French and the words are easy to pronounce, it I useful and funny, and it is international language, and all those were the answers of the students for the question why you chose the English language. Second, when they asked about the words they know all of them they say words that they had learned in the classroom like father, mother, hello, pen, colours and many others and for this question we can notice that students acquire the language more in the classroom. Also when they asked about which class it is your favourite class in the English language, reading, writing, listening, speaking, The 3rd year answers it was the opposite of the 4th year answers, and it was reading in the first class then writing listening and speaking and for the 4th years they were opposite of that because 4th year learners it is not their first time that learning the language and 3rd year they learn it for the first time. And most of the students they have the ability to learn a new word a day in English which makes them more proficient in the language. In the end, they asked about the methods that their teachers use during lessons we notice that every teachers have method differ from the others, such as: telling stories, play roles, making projects, colouring, using pictures and games for both years. And when every student not understands something in the lesson they tell the teacher about it to explain it again.

Most of the students were facing difficulties during learning the English language like: mixing between the English and French languages and difficulty in understanding the lessons, some problems in pronunciation the words and dictation. But when asked about mixing between the languages English and French we notice that 3rd year students are less participants that have this problem but the 4th year students are more having this problem due to the words are similar in writing and pronunciation.

Limitation of the study:

The interview as we know was with students of the third and fourth years of primary school Allawi ahmad khenchela, were we took samples from two sections of the 3rd year and

just one section from the 4th year, And The selection was random, we did not choose the smartest ones, we choose all the levels. During this study, we faced obstacles, which were it was difficult for us to ask all the questions to each individual and this took us a lot of time and effort.

The limits of our research were that the interview was in the Arabic language and not with the English language due to the lack of understanding of the language, and their inability to answer with it. And it was limited by easy question they can simply answer it according to their age.

Recommendation and suggestions:

From this study and the results that we got we can say, The students must also contribute during the teachers explanation of the lesson, and their participation involves asking question, answering the exercises, asking teacher if he can repeat the lesson if the student not understand it, also, they must do their homework, and learn new words at home, and prepare for their lessons. Parents also, should motivate their children and supporting them in learning the language by buying them the card game with focusing on the words it should be with the English language and many other games that help them in the process of learning and acquiring the language.

General conclusion

Educational strategies of teaching English as a foreign language at Primary School level is a complex and challenging field this piece of study demonstrate and determine the effective strategies and different methods of teaching English as foreign language at Primary School while focusing on the practices and the difficulties faced by teacher.

This research is divided into two parts the theoretical chapter and the Practical chapter .The first chapter provides an overview of various EFL teaching methods. Spanning from historical approaches to modern innovations. It has highlighted the evolution of language pedagogy amidst economic, cultural, and technological advancements. The second chapter highlights the significance of early English as a foreign language (EFL) education in shaping children's linguistic and cognitive development. Through exploring effective strategies such as storytelling, roleplaying, and gamification, we have emphasized not only the importance of language acquisition but also the cultivation of essential skills like creativity, critical thinking, and socio-emotional development.

The practical part we have the questionnaire and the interview. The questionnaires was answerd by 35 random teacher in khenchela, provided us with the opportunity to learn more about techniques that teachers use while teaching English language to primary school like tailoring lessons to match students proficiency levels, using simple words to explain the lessons and using varying activities and exercises, pictures and stickers during lessons, in addition to song music and videos to make the lessons easier for them. Also to know the difficulties that it faces them during teaching the language to beginner students such as lack of materials and time not enough for them, lack of students motivation which make them fear of trying and making mistakes, mixing between the English and French language. The interview was with students in the third and the fourth years of primary school from Allawi Ahmed School Khenchela, were we asked a group of questions about how they learn the language and the difficulties that may face them, and the student's answers were varied.

At the end this research highlights the importance of using effective teaching strategies in elementary education to teach English as a foreign language in primary school. By using these techniques, teachers can significantly improve students' language acquisition and overall progress. Although difficulties may arise in advance, it is essential that teachers embrace these methods and constantly seek solutions to overcome challenges. In this way, we can establish a solid foundation for language learning and give young learners the skills to

thrive in an ever-changing world. Thank you for allowing me to participate in your research adventure, and I hope you experience further success in all your future endeavours.

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Appendices:

Appendix A: Teachers Questionnaire

Appendix B: Students Interview

Appendix C: Students interview (the original)

Appendix D: Audio recordings for students' interview

Appendix E: Projects done by students and some pictures of the class

Appendix A:

Teachers Questionnaire

Dear Teachers,

We are master's students, we have a research about Educational strategies for teaching English as foreign language at primary school: Teachers practices and difficulties and this questionnaire is part of our work, so, please can you help us to answering those questions and thank you so much for your collaboration with us.

Section One: Background information: Please tick the right answer.

1_ What is your gender?

a_ Male

b_ Female

2_ How old are you?

a_ Under 25

b_ 25 – 30

c_ More than 30years old

3_ What is your qualification?

a_ Licence

b_ Master

4_ How long have you been teaching English?

a_ 1 – 3 years

b_ 3 – 6 years

c_ More than 6 years

Section Two: Teachers practices:

Please tick the right answer.

1_ Tailoring lessons to match students proficiency levels is beneficial for learning and acquisition the language.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

2_ Using simple words to explain lessons make it easier for students to understand them.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

3_ Encouraging students to asking question in the classroom during lessons is effective for language acquisition.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

4_ Using varying activities and exercises in the classroom can greatly aid students in acquiring the language effectively.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

5_ Using pictures and stickers facilitates the process of memorizing the names of objects.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

6_ Using songs is an appropriate way to embed lessons in the mind.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

7_ Incorporating music and videos can assist children in improving their pronunciation skills.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

8_ Providing a feedback on students work can help students build confidence in speaking the language.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

9_ Parental motivation plays a crucial role in supporting students to learn English.

Strongly agree

Agree

Neutral

Disagree

Strongly disagree

Section 3: Teachers Challenges and difficulties:

Please answer those questions.

1_ What difficulties do teachers face while teaching English to students?

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2_ What difficulties students face while learning English language?

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3_ How does the teacher deal with different Levels of students?

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4_ Is your training beneficial?

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5_ The Textbooks are they helpful and suitable for you and the student?

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6_ How teachers motivate students to speak English?

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Thank you for your collaboration

Appendix B:

The Interview: In English language:

- 1_ Which language is easier for you, English or French? And why?
- 2_ What are some words you know in English?
- 3_ What is your favourite class in English language classes? Reading, writing, listening, speaking?
- 4_ Can you learn new word a day?
- 5_ Does your teacher use interesting methods to teach?
- 6_ When you do not understand something in the lesson, do you tell your teacher about it and does he explain it again to you?
- 7_ What difficulties did you encounter in learning the language?
- 8_ Have you ever had confusion between the French and English languages?

Appendix C:

The Interview: (the original)

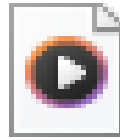
- 1_ ماهي اللغة السهلة بالنسبة لك الانجليزية ام اللغة الفرنسية؟
- 2_ ماهي بعض الكلمات التي تعرفها باللغة الانجليزية؟
- 3_ ماهي الفقرة المفضلة لديك في حصص اللغة الانجليزية؟
(القراءة ام الكتابة السمع ام التحدث؟)
- 4_ هل يمكنك تعلم كلمة جديدة باليوم باللغة الانجليزية؟
- 5_ هل يستخدم استاذك طرق ممتعة للتدريس؟
- 6_ عندما لاتفهم شيئاً في الدرس هل تخبر استاذك عنه وهل يعيد لك الشرح؟
- 7_ ماهي الصعوبات التي واجهتها في تعلم اللغة؟
- 8_ هل حدث لك خلط بين اللغتين؟

Appendix D:

Audio recordings for students' interview



israa.aac



chahed.aac



Sedik.aac



Nour.aac



eyad.aac



aroua.aac



zeineb.aac



khadidja.aac



kadhi.aac



mouhamed.aac

Appendix E: Project done by students and some pictures of the class





Résumé

Cette recherche vise à étudier l'importance de stratégies éducatives efficaces dans promouvoir l'acquisition du langage dans ces premières années en fonction des attitudes des enseignants. Dans De plus, cette recherche aborde les défis et difficultés pratiques que les enseignants peuvent rencontrer. lors de la mise en œuvre de ces stratégies. Pour collecter les données, un questionnaire et un entretien ont été utilisés, un questionnaire destiné aux enseignants a été distribué à 35 enseignants du primaire et un entretien avec les élèves a été réalisé. auxquels ont répondu 30 étudiants de 3ème et 4ème années. Et à la fois quantitatif et qualitatif méthodes ont été utilisées. Désormais, les résultats montrent que pour les enseignants, la plupart des méthodes telles que des jeux, des chansons, des images, l'utilisation de mots simples pour expliquer les leçons, jouer un rôle, ils pratiquaient étaient adaptés aux enfants pour apprendre la langue, et ils rencontraient peu de difficultés à cause de la différence de niveau des élèves et de temps aussi, car ce n'était pas assez pour qu'ils puissent enseigner la langue. Quant aux étudiants, ils ont été confrontés à une certaine confusion entre les langues française et anglaise et quelques difficultés à prononcer la langue. Cependant, ils l'apprennent rapidement et acquièrent chaque jour un nouveau vocabulaire. Aussi, cette recherche vise à contribuer au domaine en fournissant des conseils pratiques et des recommandations pour enseignants, leur permettant de créer des expériences d'apprentissage des langues optimales pour les jeunes étudiants.

المخلص

يهدف هذا البحث إلى التعرف على أهمية الاستراتيجيات التعليمية الفعالة في تعزيز اكتساب اللغة في هذه السنوات الأولى من وجهة نظر اتجاهات المعلمين. بالإضافة إلى ذلك، يتناول هذا البحث التحديات والصعوبات العملية التي قد يواجهها المعلمون عند تنفيذ هذه الاستراتيجيات. ولجمع البيانات تم استخدام استبيان ومقابلة، وتم توزيع استبيان المعلمين على 35 معلماً ابتدائياً ومقابلة تلاميذ أجاب عليها 30 طالباً من السنتين الثالثة والرابعة. وتم استخدام كل من الأساليب الكمية والنوعية. ومن ثم أظهرت النتائج أنه بالنسبة للمعلمين، فإن معظم الأساليب مثل الألعاب والأغاني والصور واستخدام الكلمات البسيطة لشرح الدروس ولعب الأدوار التي مارسوها كانت مناسبة للأطفال لتعلم اللغة، ولم يواجهوا سوى القليل من الصعوبات بسبب اختلاف مستوى الطلاب والوقت أيضاً، لأنه لم يكن كافياً لهم لتدريس اللغة. أما الطلاب فقد واجهوا بعض الخلط بين اللغتين الفرنسية والإنجليزية وبعض الصعوبات في نطق اللغة. ومع ذلك، فإنهم يتعلمونها بسرعة ويكتسبون مفردات جديدة كل يوم. كما يهدف هذا البحث إلى المساهمة في هذا المجال من خلال تقديم إرشادات وتوصيات عملية للمعلمين، وتمكينهم من خلق تجارب تعلم اللغة الأمثل للطلاب الصغار.