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Title

**Investigating Primary School Pupils' Engagement in Learning English
as a Foreign Language**

The Case Study of Third Year Pupils at Barkat Abd Errahmane Primary
School in Biskra, Algeria

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I, **Chahrazed KHIDER** solemnly declare that the dissertation titled "**Investigation Primary School Pupils' Engagement in Learning English as a Foreign Lnguage**" submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

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Dedication

I dedicate this work to my dear parents, who have been a constant source of support and love throughout this journey.

They have stood by my side through both triumphs and setbacks. Thank you for being always there for me.

I also extend my heartfelt appreciation to my sister ASMA,
whose unwavering support has meant the world to me.

Additionally, I hold a special place in my heart for my nieces Zina & Ilias, as they bring immense joy and love into my life.

To my two exceptional brothers Mahdi & Souhaib,

I am grateful for their unique bond and companionship. Their presence has made my life richer.

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Abstract

The implementation of teaching English as a foreign language to third-year primary school pupils by the Algerian government is indeed a commendable initiative with far-reaching benefits. This current study aims to delve into the learners' engagement in learning English as a foreign language, as well as investigate the perceptions and challenges faced by both EFL teachers and learners. To accomplish this objective, an exploratory qualitative research design was employed to address the research questions at hand. Two data gathering tools were utilized for this purpose. Firstly, a semi-structured interview was conducted with three primary school teachers to gain insights into their experiences and perspectives. Secondly, a classroom observation was carried out to monitor the behavior and engagement of the third-year pupils at Barkat Abd Errahmane Primary School. The collected data, particularly the findings derived from the thematic analysis of the teachers' interviews, shed light on the difficulties faced by teachers in teaching English as a foreign language. One significant challenge highlighted by the teachers was the lack of prior training that would equip them with the necessary skills and strategies to effectively deliver English language instruction. Furthermore, the pupils' low reading comprehension posed an additional hurdle for teachers to overcome. These findings underscore the importance of providing appropriate training and support for teachers in order to enhance the effectiveness of teaching English as a foreign language. By addressing the identified challenges and providing teachers with the necessary tools and strategies, the Algerian government can contribute to the improvement of English language education in primary schools, ultimately benefiting the learners and fostering their language skills, opportunities, and intercultural understanding.

Key words : English as a foreign language, learners' engagement, challenges.

List of Abbreviations

CLT : The Communication Language Teaching

CBA : Competency Based Approach

TEYL : Teaching English for Young Learners

ICT : Information and Communication Technology

PPU : Prresentation, Practice, and Use

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GENERAL INTRODUCTION

General Introduction

In an increasingly interconnected world, proficiency in English has become a sought-after skill by companies and organizations. Hence, there is a growing demand for employees who can communicate effectively in English. Introducing English education in primary schools provides students with the opportunity to cultivate the language skills necessary for success in the global economy. Moreover, teaching English at an early age also facilitates students' understanding of diverse cultures. As globalization progresses, it is crucial for students to be exposed to different cultures and perspectives. By incorporating English education in primary schools, students can not only acquire language proficiency but also develop the cultural competence required to thrive in the global economy. While English has traditionally been taught as a subject in middle and high schools in Algeria, starting this academic year, it has been officially integrated into the primary school curriculum.

1. Statement of the Problem

People in Algeria have become more interested in improving their foreign language education. English as a foreign language has more interest for them. Despite, the existence of teaching English in Middle and High School in the Algerian educational system, a need has been noticed in its implementation in primary schools. This need emerges because children today are confronted with a new era of science and technology, that uses English as language of science. The Algerian educational system has already introduced English as a second language at the primary school in the 1900's. However, the experience did not last for a long time. Now, the Algerian government developed and identified it as L2 again in the curricula of primary stage.

2. Research Questions

1. To what extent do primary school learners engage in learning English as a foreign language ?
2. What are the teachers' perspectives and challenges that are encountered by primary school teachers ?

3. Research Aims

1. Investigating pupils' engagement in learning English as a foreign language.
2. Identifying teachers' perceptions and challenges in teaching English as a foreign language.

4. Research Methodology

This study used a qualitative exploratory design. This method is mainly used when there is an attempt to discover a problem, phenomenon or situation. In the case of this investigation, it seeks to explore primary school pupils responses toward the English language as a foreign language.

4.1. Population

This study was conducted with third year pupils at Abd Errahmane Barkat primary school in Biskra. In addition to three primary school teachers were involved in this study.

4.2. Sample

The sample included three groups of third year primary school. In each group, there were 30 of pupils. There were both female (43) and male (46) learners whose age was around 8 to 10 years old. As regards teachers, it was impossible to have more than three teachers because one teacher was in charge of two or three schools.

5. Significance of the Study

The Algerians have a belief that the younger is better in language learning. Now it become real with the application of teaching English in the Algerian primary schools. As a result, the significance of this study lays in the attempt to investigate the process of learning English for young learners, because of the importance of that period in learners' life (critical period theory). This study will uncover a rich field which other studies will consider as a main source.

5. Data Collection Tools

6.1.1.1. Observation Check-List

This tool is used to gather information about pupils' engagement and teachers perspectives towards learning and teaching English in the primary school. The classroom observation sheet is one of the most important research tools, in which the researcher immerses himself in a research setting and systematically observes dimensions of that setting, events, and pupils' engagement.

6.1.1.2. Teacher's Interview

An interview is a qualitative research method that involves asking questions to collect data. Interviews involve two or more people, one of whom is the interviewer asking questions. This study used the semi structured interview. Teachers were asked to answer few questions about their perceptions and pupils' engagement to this new foreign language.

7. Structure of the Dissertation

This study is divided into three chapters, the first two chapters constitute the theoretical part. The first chapter was devoted to present an overview about the status of English and its importance in the world. The primary focus of this chapter is to present a comprehensive overview of the status and significance of English globally. Furthermore, it explores the

integration of English within the Algerian educational system, delves into various teaching approaches employed in language instruction, and addresses the common challenges faced when teaching English as a foreign language. The second chapter was devoted to explain the learners individual differences and the teacher role in the classroom. This chapter focuses on the crucial aspects of learner engagement, individual differences among students, and the vital role of the teacher in creating an effective learning environment. It explores the significance of active participation in the classroom, recognizes the diverse characteristics and needs of learners, and highlights the responsibilities of the teacher in facilitating a productive learning experience. The Third chapter is the field analysis, it is devoted to analys the collected data gained from the observation and the interview. This chapter presents a comprehensive analysis of the data collected through observations and interviews conducted in the field. It focuses on analyzing the gathered information to gain insights into various aspects of the research topic. The data analysis serves as a foundation for drawing meaningful conclusions and informing future recommendations.

CHAPTER ONE

Introduction

English is now the property of nearly every culture in the world because it enhances the ability of people to communicate and exchange ideas across borders. It is the official language of many, if not all, countries. It is also widely spoken in many other countries, and English is the language of science and technology. Many technical terms are based on English words, and journals not published in English are not widely read and thought to be underappreciated. Moreover, proficiency of English is essential in the academic world. This chapter provides a comprehensive overview of the theoretical points relevant to the study. First, it will discuss the importance of English and its role in a globalized world. In addition, this chapter will shed light on the history of English education in Algeria and highlights the major factors that have influenced the development of English education in the country. As the chapter progresses, readers will gain a deeper understanding of the theoretical background of English language teaching and the different approaches that can be used to effectively teach English.

1.1. English as a Global Language

The effectiveness of English as a world language is an important argument. While most Westerners find the Chinese writing system difficult to understand, the Roman alphabet is easily learned by Chinese and other groups. It is already the most widely used alphabet in the world. A Roman alphabet is shared by a variety of seemingly unrelated languages, such as English (which has Germanic and French roots) and Spanish (which derives from Vulgar Latin).

English is the most widely used artificially constructed language among native speakers today. It appears to be more widely used in global commerce than Esperanto and has become a lingua franca (a common language spoken by people with different native tongues). English

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is so widely spoken that many non-native speakers find themselves needing to learn it in order to continue their business. English is spoken by approximately 375 million people born in the United Kingdom, United States, Canada, Australia, and other countries. However, non-native speakers are estimated to be over 1 billion. (P.GOHI, 2013)

Today English is widely spoken as it is widely used in television, movies and music. Hollywood's global influence has greatly contributed to the international popularity of English. It is also the dominant language on the Internet. Websites in other languages often have English translations. The rule of the British Empire and American popular culture have all contributed to the spread of the English language around the world. (P.GOHIL, 2013)

Perhaps the existence of English as a global language of commerce is a byproduct of imperialism..However, English has become an international language that overcomes cultural and language barriers. Hopefully one day English will be able to remove all communication barriers in the world. (P.GOHI, 2013)

Also as Crystal (2003) said about the future of English that after a while, every account of British social history begins to feel repetitive. Under each heading, the narrative identifies a key area of modern society, places it in historical perspective, and discusses how it uses or depends on English today. The overwhelming impression after such an exercise would be that the language is alive and well and its global future is assured. (crystal, 2003)

1.2. The Importance of Teaching English as a Foreign Language

Today, English is considered the most important international language in technology, education, aviation, global business and international diplomacy. It is the most commonly used language in international communication today. People all over the world use it to send and receive messages. Today, among all the languages of the world, English deserves to be

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considered the language of the world. It is the second most spoken language in the world after Chinese. It is also a common means of communication between people in different countries (Verghese, C.P. 1989 :1). As such, it is considered a unique language for global communication in the 21st century. Most people who speak English today are not English and were not born in English-speaking countries. English is designed to not only get people's attention, but to reach people's hearts and heads. As mentioned above, the number of people who speak English as a second or foreign language is increasing year by year due to the increasing importance of this language as an international language and lingua franca. (Slimani, 2016)

Today's English reflects many centuries of evolution. According to Baugh and Cable (1978 : 1), the Renaissance, the development of England as a maritime power, the expansion of the British Empire, and the growth of commerce and industry, as well as science and literature, all contributed to the English language becoming what it is today. In short, the English language reflects the English people's political, social, and cultural history throughout its development. (Slimani, 2016)

Thus, the existence of modern mass media and international trade has made it possible to establish international organizations and organize events on a global scale has multiple official languages. In fact, most of the time English is one of the official languages and also the most commonly used language. (Slimani, 2016)

1.3. Teaching English as a Foreign Language at Primary Schools

Teaching English in primary schools involves instructing students between the ages of 6 and 12, who are commonly referred to as young learners . Due to their young age, these students come to class with varying levels of English proficiency. Some may possess

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excellent English skills, while others may have no prior knowledge of the language whatsoever. This diversity in English proficiency leads to differences in students' motivation to learn the language. Some find English easy and enjoyable, while others perceive it as challenging and tedious. Additionally, students who exhibit a high level of interest in English require appropriate lesson experiences, while those who lack interest need additional motivation and support to realize that learning English can be exciting and fun. Thus, if schools possess suitable resources like English books, media, and competent teachers, they can effectively facilitate and support students in their English language learning endeavors. (Madya, 2019)

Teaching English in primary schools serves two main objectives : interaction and socialization. Interaction aims to assist children in acquiring and utilizing information, such as learning spelling, developing physical skills like cutting and handwriting, and acquiring more advanced abilities like reading. On the other hand, socialization aims to help children recognize and engage with a broader society, allowing them to interact and collaborate with their peers. This is achieved through various activities in the classroom, such as working in pairs, playing games, singing songs, and similar exercises. (Madya, 2019)

Furthermore, the effective acquisition of a language by young learners heavily relies on a supportive environment. Their language learning is facilitated through experiential and activity-based approaches. This implies that they learn more easily by exploring their own backgrounds and skills, as they directly engage with them. As previously mentioned, children are also inclined towards physical movements, making enjoyable activities like playing games, singing songs, storytelling, role-playing, and similar exercises highly recommended for helping young learners rapidly grasp the target language. Additional enjoyable learning

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activities suggested by other references include "Get together activities, spider mobile, the giant potato story, learning diaries, matching," and many more. (Madya, 2019)

1.3.1. Language Acquisition

Language acquisition is the process by which children become fluent in their mother tongue (Varshney, 2003). While the ability to learn and understand languages is genetically inherited, the specific languages children speak are culturally and environmentally inherited. Children around the world are learning their mother tongue without a tutor. One child exposed to an English-speaking community begins to become fluent in English, while another child exposed to an Indonesian-speaking community begins to become fluent in Indonesian. Acquiring a language therefore appears to be different in nature from acquiring other skills such as swimming, dancing and gymnastics. Mother tongue acquisition is significantly less affected by intellectual disability than acquisition of other intellectual skills. Unless raised in linguistic isolation, every normal human child learns one or more of her languages and acquires the basics of that language from a relatively young age. (Safitri, 2020)

According to Chomsky (2009) Language acquisition is a matter of relatively fixed capacity growth and maturation under appropriate external conditions. The form of language acquisition and acquired language use are determined primarily by internal factors. The basic identity of all human languages and the fact that "people are the same everywhere" enable children to learn any language. Moreover, the functions of language competence become optimal during certain "critical periods" of intelligence development. Moreover, the term "language acquisition" is usually used unqualified for the process leading to knowledge of the mother tongue. Acquisition of a foreign language may proceed in completely different ways depending on whether or not it was learned systematically at school. In fact, as we have seen, the acquisition of mother tongue past the "critical age" for language acquisition may differ

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from the acquisition of mother tongue by normal children for neurophysiological reasons. (Lions, as cited in Safitri, 2020)

However, language acquisition in Algeria is influenced by the country's linguistic diversity and historical background. Algeria is a multilingual country, Arabic is the official language, especially Algerian Arabic has some variations when compared to standard Arabic. In Algeria, language acquisition begins with mastering either the mother tongue, usually Algerian Arabic, or the Berber language spoken in the indigenous community. Children learn these languages through immersion in their families and communities.

1.3.2. Language Learning

Language learning is the result of being taught the rules of the language directly. Learning a language is not an age-appropriate activity for young children because it requires the learner to be consciously aware of the new language and to be able to communicate that knowledge. Language learners usually have a basic knowledge of the grammar of their first language that they have learned. They understand intonation differences, word sounds, grammatically correct order of words in sentences, and know that words have multiple meanings. (Limacher, n.d.)

In Algeria, second language acquisition is primarily focused on the most important foreign language, French. The French language has a strong presence in the country due to its historical links with France and the continued use of the French language in various fields such as education, administration and media.

Foreign language learning in Algeria is primarily focused on learning French and English, with French being more common due to historical and cultural ties. However, due to the global importance of English, learning English is also becoming more and more important.

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English as a foreign language is usually introduced in middle schools and universities. Our English classes focus on developing communication skills such as listening, speaking, reading and writing, as well as vocabulary and grammar.

1.4. The History of English in Algeria

It was widely accepted that Arabization in Algeria had failed completely for many reasons. As a result, around 2002, the Algerian government reconsidered its policy, making French the first compulsory foreign language from the second year, and hiring 1,500 new French teachers (Benrabah, 2007). The first step in popularizing English was the establishment of the British Inspector General in 1969 (Mize, 1978). At the time, the Ministry of Education said there was a shortage of English teachers, and brought some teachers from abroad, and immediately began recruiting and training Algerian teachers. Since the 1980s, Algeria has expanded its economic markets to Western countries, primarily the United Kingdom and the United States, which have invested in Algeria's oil and gas industry. Therefore, there is an increasing need for intensive integration of this language. As a result, many reforms were made. Regarding teacher training and extension of class hours. In addition, other English departments were opened at the university during that period. (Kouicem, 2019)

In 1993, a new reform law was passed to improve foreign language teaching in the 4th grade, allowing students to choose French or English as a compulsory foreign language. At that time, the government knew that English was the international language for her to become a member of the international community, so she tried to spread the English language. (Kouicem, 2019)

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However, contrary to the government's intentions, most parents preferred French to English, claiming that French is widely spoken in Algeria and may struggle to learn a language that does not get the recognition it deserves. Since then, Algeria has initiated a series of changes aimed at realizing the new role that English can play in this complex linguistic situation. French has been reintroduced as the first foreign language, English was removed from elementary school to the 7th grade. (Kouicem, 2019)

Today, the most obvious statement is that English is the world language because it is spoken by nearly every politician in the world. English signs are everywhere. In hotels, restaurants, streets. The expected result of a language becoming a world language is that it no longer belongs to anyone, but to everyone who learns it. (Crystal as cited in Kouicem, 2019)

Due to globalization, Algeria's policy aims to reintroduce English language education in all primary schools, to be open to technology and to keep up with the evolution of the world.

1.5. Language Teaching Approaches

1.5.1. Grammar Translation Method

Grammar translation method is an approach to language teaching that focuses primarily on the explicit teaching of grammatical rules and the translation of sentences between the target language and the native language of the learner. This traditional method is widely used in language teaching, especially in teaching classical languages such as Latin and Greek, but also in teaching modern languages. (Betti, 2015)

Brown (1994) attempts to explain why grammatical translation methods are still used in many countries around the world, and cites three main reasons.

1. This method requires little expertise from the learner.

2. Grammar rules and translation tests can be easily created and objectively evaluated.
3. Many standardized foreign language tests still do not aim to test communicative competence, so students have little incentive to pursue similar grammar, translation, and other writing exercises further. (Betti, 2015)

1.5.2. The Direct Method

The direct method helps students understand the language and makes it easier to speak. A language that relies on communicating with each other using sentences rather than words that help students learn the former language (Viator 1882). A direct way to influence the target language as the best guide for teaching classroom skills, detailed information and communicative language. Always arouse interest and enthusiasm for foreign language knowledge through direct method activities. When teachers use the direct method, students' communication skills improve, so they can easily understand. (Nadia Batool, 2017)

A direct approach which criticize the teachers for speaking native ability (Richards and Rogers, 2007). Accomplishing the direct method affects a teacher's ability to do something well or effectively. Students do not have the opportunity to learn language skills unless their teachers practice this native speaker skill.

1.5.3. Communicative Language Teaching Approach

Communicative language teaching is defined as an approach to teaching a second or foreign language that focuses on learner interaction, either as a means of learning the target language or as the ultimate goal. Interaction here means any activity in which two or more parties interact. CLT also refers to a communicative approach to teaching a second or foreign language. Arguably, in many countries it is considered the most effective approach that focuses on learners' communicative competence (Kaisheng, 2007). (Gustiani)

1.5.3.1. Characteristics of CLT Approaches

There are several features of CLT in language teaching classes. They are syllabus , classroom activities, tasks and materials , teacher and student Roles.

1.5.3.1.1. Syllabus

A syllabus is an outline of a plan that is accomplished in a good educational process. A curriculum that incorporates the CLT approach provides language teachers with space to develop learning materials and activities in lesson plans about the target language. As quoted in Qinghong (2009), Van EK (1980) in his CLT approach in the format of his curriculum he lists six basic features, providing and retrieving factual information ; (2) express and understand intellectual attitudes ; (3) express and explore emotional attitudes ; (4) express and identify ethical attitudes ; (5) Get things done. (6) Sociability. All of these curriculum features create CLT in language teaching through a variety of implementations based on specific role forms in specific situations. (Gustiani, n.d)

1.5.3.2. Classroom Activities

There are many communicative activities that can be applied to CLT, but typical CLT communicative activities that facilitate interaction among target language learners in the classroom include group discussions, simulations, and role-plays. First, discussions can be done in pairs, groups, or the whole class. Students' cooperation and communication skills are enhanced through activities in pairs, groups, or whole classes. Second, the simulation provides learners with real-life situations in the classroom, allowing them to stimulate the real world when using the target language. Third, role-playing is similar to simulation. The difference is that role-playing games can use assumed identities to impersonate others. Because communication requires cultural engagement, communicating in different social

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contexts and in different social roles gives target language learners the opportunity to learn about the socio-culture of the target language. (Gustiani, n.d)

1.5.3.3. Tasks and Materials

A communicative task gives the target language learner an opportunity to express and use the target language. Using student communication materials places learners in an environment where the language used corresponds to real life contexts, times and situations. Richards and Rogers (1986) argue that there are three types of materials that bring his CLT approach to language teaching :

- Authentic materials bring into the classroom what learners cannot learn from the outside world, making natural language accessible to learners in a variety of situations.
- Task-based materials provide target language learners with opportunities to use the target language in specific roles.
- Text-based material provides a description of a topic, task analysis, or practice situation in communication between users of the target language. (Gustiani, n.d)

1.5.4. Competency-based Approach

Competence-based approach (CBA) as introduced Richards and Rodgers (2001) Adhere to interactive and functional perspectives of language learning. It supports determination of learning objectives in the form of measurable and accurate descriptions of the knowledge, skills and behavior expected of learners at the end of the course. Similarly, Bowden (2004) argues that determining outcomes in a clear and concise manner is a prerequisite for career success. The emphasis on observable behavior goes back to the origin of CBA. As Tuxworth (1990) noted, CBA relied on industry and business models to specify outcomes in terms of behavioral goals. Similarly, Richards (2006) believes that work-related survival-oriented

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language teaching relies heavily on competency-based models to teach students the basic skills needed for everyday survival situations. increase. For Docking (1994) the CBA is not the concept of expertise, ability. The focus shifts from what students know about the language to what they can do with it. A focus on competencies or learning outcomes underpins curriculum frameworks and specifications, teaching strategies, assessment, and reporting. (Bader & Hamada, 2015, p. 02)

Weddel (2006) summarizes the different stages of CBA education. The first is the assessment of the learner's needs, and the second is the selection of competencies that should be translated into concrete and measurable actions. Third, the determination of target orders, the content is based on learning objectives, and ability. Last but not least, in competencies assessment, the learner continues learning until the competency is mastered. Ratings should be based on the following criteria: each competency should have clear performance criteria, and learners should be judged on how well they complete the task, not on how proficient they are in the language. (Bader & Hamada, 2015)

Therefore, CBA emphasizes what the learner can do with the language rather than what the learner knows about the language. The syllabus, teaching strategies and assessment tools are aimed at skill development, not language skills. Within this framework, Aurebach (1986) lists eight main characteristics of CBA.

1. Focus on functioning well in society : It is intended that students become autonomous individuals capable of coping with the demands of the world.
2. Focus on life skills : rather than teaching language in isolation, CBA teaches language as a function of communication on specific tasks. Students are given the exact skills they need for the situations in which they work.

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3. Task or performance oriented : the decisive factor is what the student can achieve through the lesson. Emphasis is placed on demonstrable actions rather than the ability to talk about knowledge, language and skills.
4. Modularized lesson : goals are divided into focused sub-goals to give both teachers and students a clear sense of progress.
5. The result was previously specified : results are publicly available, known and accepted by both learners and teachers. These are designated against behavioral goals so students know exactly what behavior is expected of them.
6. Ongoing and Continuous Evaluation : students are pre-tested to determine what skills they are lacking, and post-tested after teaching those skills. If you do not reach your desired proficiency level, you will continue to work towards your goals and will be tested again. Program evaluation is based on test results and is therefore considered objectively quantifiable.
7. Demonstrate mastery of performance goals : instead of a traditional paper-and-pencil test, assessments are based on the ability to demonstrate predetermined behaviors.
8. Individual student-centered lessons : goals are defined according to individual needs in terms of situation, level and pace. Previous knowledge and experience are taken into consideration when creating the curriculum. Lessons are not time based. Students learn at their own pace, focusing only on areas where they lack proficiency. (Bader & Hamada, 2015)

1.6. Learning Theories

1.6.1. Behaviorism

Behaviorism is primarily concerned with observable and measurable aspects of human behavior. Behaviorist learning theories, in defining behavior, emphasize behavioral changes resulting from the association of learners' stimuli and responses. Behavior is controlled by stimuli. Individuals choose one response over another based on preconditioning and the psychological impulses present at the time of action. (Brown, 2015)

Using behavioral theory in the classroom is beneficial for both students and teachers. A major premise of changing behavior is that most behaviors are learned. Unrewarded behavior is eliminated. Consistently ignoring unwanted behavior goes a long way in eliminating it. Behavioral learning theory is not only important for achieving desired behavior in general education. Special educators have classroom behavior change plans that they can implement for their students. These plans ensure these students' success in and out of school. (Brown, 2015)

1.6.2. Cognitivism

Cognitivist theory focused on what lies between stimulus and response, trying to understand the mental processes that behaviorists rejected. If behaviorism treated organisms as black boxes, cognitive theory recognized the importance of the mind in understanding the material to which organisms are presented. Cognitive learning theories are concerned with mental processes that act on stimuli and intervene to determine whether a response has occurred and, if so, what kind of response has occurred. Behaviorists believed that these mental processes could not be studied because they were neither observable nor measurable. However, despite its very strong influence on psychology and pedagogy, behaviorism has not been able to eliminate mental states and terms such as "thinking," "imagining," and

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“conceptualizing.” Cognitivists argued that these processes constitute human learning and determine our thoughts and actions and therefore need to be studied. The main difference between behaviorist and cognitivist learning theories is their emphasis on what happens between the stimulus or input and the resulting action. Cognitivists were interested in models. It explores the mental structures and processes that occur in the mind to explain behavior. (Harasim, 2017)

1.6.3. Constructivism

Jean Piaget and Lev Semyonovich Vygotsky are widely regarded as the most influential developmental psychologists of the 20th century. Their work on cognitive development formed the basis of constructivist learning theory. Constructivist theory assumes that people develop knowledge through active participation in learning. However, Piaget (1970, 1977) states that cognitive development is a product of the mind achieved through observation and experimentation. Vygotsky (1978), on the other hand, sees cognitive development as a social process, achieved through interaction with other knowledgeable members of a community's culture. Piaget describes his work as "cognitive" constructivism. Piaget's theory contains two main elements “Age” and “Level”. He believes that these factors help predict what learners can and cannot understand at different ages and stages. Piaget's theory of cognitive development states that people need to "construct" their knowledge through past personal experiences in order to create mental images, thus automatically understanding and using the information they are given. Therefore, the primary role of teachers in constructivist settings should be to provide frameworks, challenges and supports that motivate or encourage learners to create their own knowledge through personal experience. (Lunenburg & Ornstein, as cited by (Golder, 2018))

1.7. Assesment of English Language Learning in Primary Schools

Assessing the performance of young learners is certainly a complex and sensitive issue. Various factors must be carefully considered to ensure accurate and meaningful evaluation results. (Puskas, 2017)

1.7.1. Formative Assessment

This is a type of assessment intended to provide information about teaching and learning behavior. For example, after listening practice, the teacher assesses the student's comprehension and changes the plan to practice more before moving on to speaking practice. As Printer concludes, formative assessment is about informing and improving instruction (Printer 2006:132). It is process-oriented and its main purpose is to diagnose the developmental state of learners. (Puskas, 2017)

1.7.2. Summative Assessment

It assesses learning at the end of a unit, semester, year, or course. It is product oriented. Its main purpose is to determine the achievement achieved at the end of the unit. Often associated with issuing certificates. Singh and Crandall said summative assessment could take the form of teacher-developed tests or tests offered in the curriculum, or standardized tests developed by educational authorities to measure students' levels of English. It can also take the form of a test, he points out. standards and expectations. (Puskas, 2017)

1.8. Bloom's Taxonomy

1.8.1. The Original

A classification system known as Bloom's taxonomy is used to define and classify different stages of human thinking, learning and understanding. It features a hierarchical framework that categorizes learning objectives according to their complexity, from basic

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information and understanding to more advanced assessment and creativity. (Bloom's Taxonomy, n.d)

This approach was designed to encourage higher thinking in the classroom. Bloom's taxonomy involves examining and evaluating concepts, methods, procedures, and principles rather than simply memorizing facts. Despite some objections, Bloom's taxonomy is still widely used in education today. It is used by educational institutions to improve their curricula, exams and teaching strategies. This framework was created by American psychiatrist Benjamin He Bloom, who has made significant contributions to education, talent development, and learning excellence. His team included Mr. Walter Hill, Mr. Edward Furst, Mr. Max Inglehart, and Mr. Kraswall David, who contributed to the Bloom classification process. (Bloom's Taxonomy, n.d)

The goal of educators using the Bloom taxonomy is to encourage higher-order thinking in students by building lower-level cognitive skills. Behavioral and cognitive learning results are provided to illustrate how Bloom's taxonomy can be integrated into broader educational goals and policies. (Bloom's Taxonomy, n.d)

1.8.1.1. Knowledge : The recal of information

This is the lowest level of classification. Questions are only asked to test whether the student has gleaned certain information from the lesson. Definitions, naming dates, names of people, and so on, are all examples of knowledge-type questions. This may also include knowledge of the main idea being conveyed. (Cullinane, 2009)

1.8.1.2. Comprehension: The translation, interpretation or extrapolation of knowledge

Comprehension is probably the most valued intellectual ability in schools. At the comprehension level, students do more than simply recall facts. Instead, they will be able to

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make sense of the information. At this level, you can interpret facts and express them in your own words. For example; students can not only do this name each part of the cell, but also understand the function of each part. (Cullinane, 2009)

1.8.1.3. Application : The application of knowledge to a new situation

Students must apply and utilize the knowledge they have learned. They may be asked to use information learned in class to solve problems, find workable solutions, or use diagrams to illustrate ideas and concepts. (Cullinane, 2009)

1.8.1.4. Analysis: Break down knowledge into parts and show relationships among the parts.

At this level, students need to go beyond knowledge and application to actually recognize patterns that can be used to analyze problems. It is the breaking down of ideas and materials into their constituent parts. Therefore, the relationship between each part is investigated and distinguished. For example, the question "What are the dietary needs of a lactose intolerant person ?" asks students to analyze the dietary needs of the person and draw conclusions based on that analysis. (Cullinane, 2009)

1.8.1.5. Synthesis

Bring together parts (elements, components) of knowledge to form a whole and build relationships for new situations.

At this level, students are required to use the given facts to develop new theories or make predictions. You can combine and use knowledge from multiple subject areas before you get results. For example, when students are asked to invent new products or games, they are asked to synthesize new ideas. (Cullinane, 2009)

1.8.1.6. Evaluation

Judgements about the value of material and methods for given purposes.

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This assessment is considered the highest level of cognitive thinking. This is a complex process that involves a combination of all other goals. Students are asked to evaluate information and draw conclusions such as its value or discuss the strengths and weaknesses of the information they have. Create review questions when using words such as "selected", "judged", "discussed", and "recommended". (Cullinane, 2009)

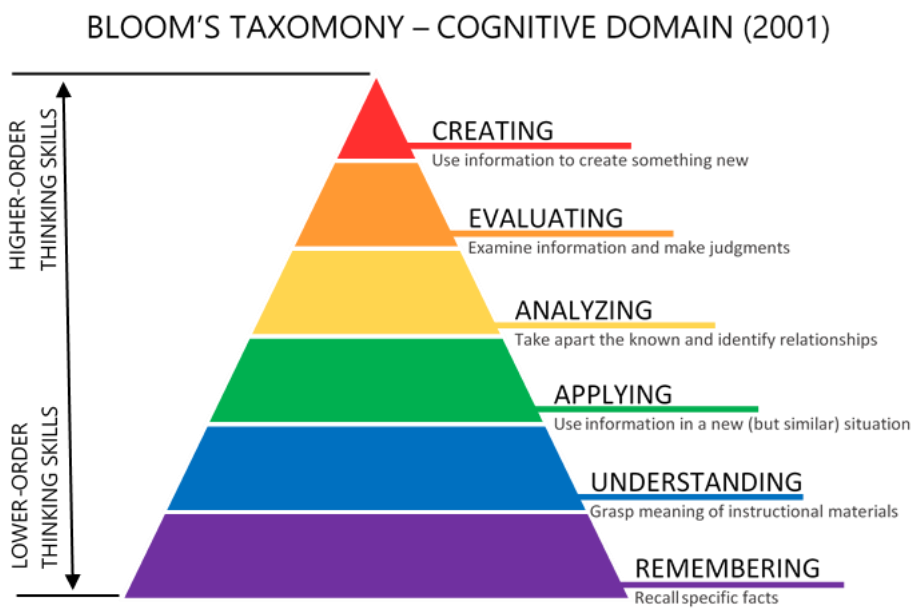


Figure 1 Bloom's Taxonomy by Alison Cullinane (2009, p :02)

In summary At the knowledge level, learners memorize information. At the comprehension level, understanding is demonstrated by interpreting or explaining concepts. Application is the application of knowledge to real situations. Analysis requires breaking down information and examining connections. Synthesis is creating something new or generating an original idea. Finally, evaluation involves making judgments or evaluations based on criteria. This taxonomy helps educators design learning experiences that move from lower-order thinking skills to higher-order thinking skills. Using this framework, teachers can create goals,

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activities, and assessments that encourage deeper understanding, critical thinking, problem-solving, and creativity in their students. (Cullinane, 2009)

1.8.2. The Revised

1.8.2.1. Remembering

Recognizing and recalling knowledge from memory. Remembering is to make or recall definitions, facts, lists, or use memory to recite previously learned information. (Wilson, 2016)

1.8.2.2. Understanding :

constructing meaning from various types of functions, such as textual and graphic messages, and performing activities such as interpretation, illustration, classification, summarization, and derivation; Compare or explain. (Wilson, 2016)

1.8.2.3. Applying

To apply or utilize a method by putting it into practice. This pertains to any actions or implementations related to the use of a specific approach. It also encompasses scenarios where the knowledge gained from a particular product is employed, such as utilizing models, delivering presentations, conducting interviews, or engaging in simulations. (Wilson, 2016)

1.8.2.4. Analysing

Break down materials and concepts into parts and determine how the parts relate to each other or to the overall structure and purpose. This function includes not only the ability to distinguish components and parts, but also the mental act of distinguishing, organizing and matching. When someone is analyzing, you can explain this mental function by creating a spreadsheet, questionnaire, chart, graph, or graph. (Wilson, 2016)

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1.8.2.5. Evaluating

Judging based on standards and criteria by examining and criticizing. Criticisms, recommendations, and reports are some of the products you can create to illustrate your evaluation process. In modern taxonomies, evaluation is done before creation. This is because it is often a necessary part of the pre-act before creating something. (Wilson, 2016)

1.8.2.6. Creating

Assemble elements to form a coherent or functional whole. Reorganize the elements into new patterns or structures by generating, planning, or producing. When creating, users need to combine parts in new ways or combine parts into new and different things to create new shapes and products. This process is the most difficult mental function in the new taxonomy. (Wilson, 2016)

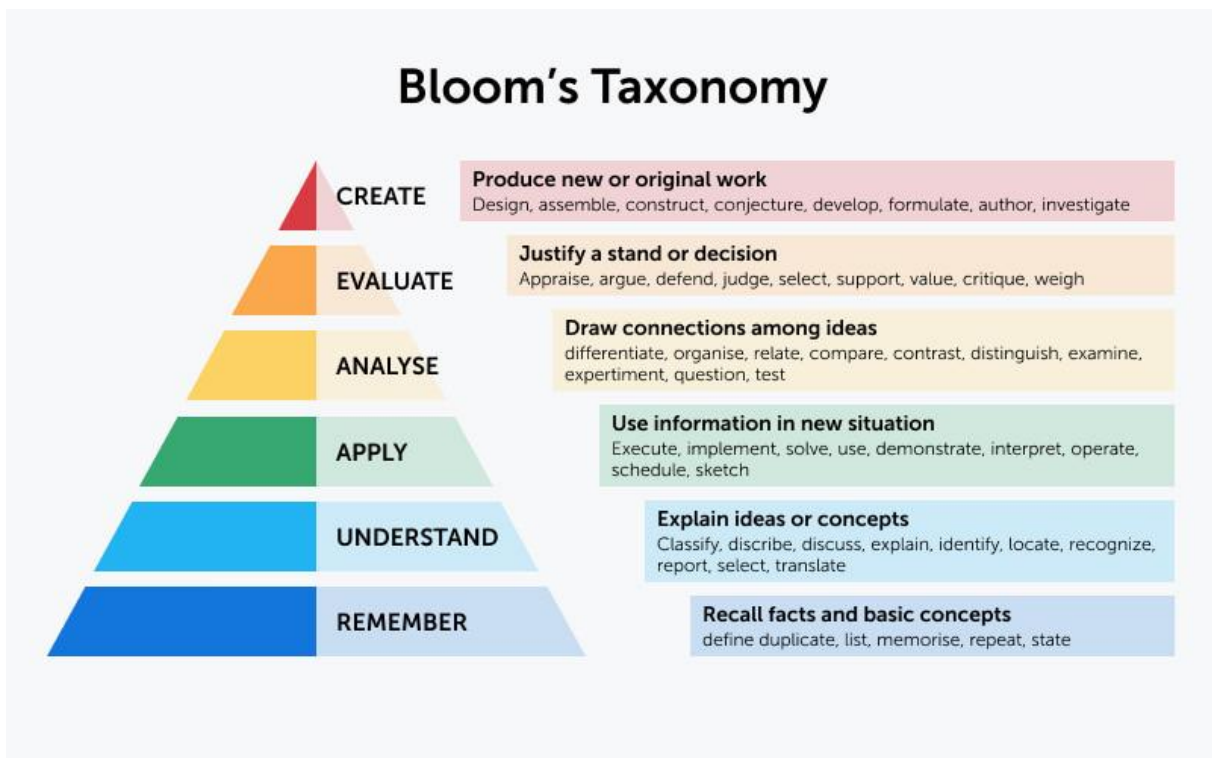


Figure 2 Revised Bloom's Taxonomy by Leslie Owen Wilson (2016, p :03)

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The importance of Bloom's Taxonomy theory lies in its ability to guide educators in creating meaningful and effective learning experiences for students. However, Using Bloom's taxonomy, educators can encourage higher-level thinking in students, foster deeper understanding, and develop essential skills that prepare them for college and beyond.

1.9. Challenges of Teaching English as a Foreign Language

In general, teaching English may sound like any other teaching. School teachers typically face many challenges in different ways both inside and outside the classroom (Songbatumis; 2017.np). These challenges are as follows :

1.9.1. Severe Lack of Training

Before starting classes, teachers should take theoretical and practical courses to strengthen their English. A teacher training course aimed at improving teachers' English skills and teaching methods. However, there are many reasons that sometimes lead to teacher skills deficits, and this employment deficit can be attributed to many factors. These include wages, working conditions, lack of support, lack of Includes changes. For these reasons, teacher shortages inevitably lead to lower education standards (Nunan, as cited in Xayat, 2021)

1.9.2. Crowded Class

One of the problems facing English teachers is that "overcrowded classrooms and the effects of such conditions can affect teaching and learning" (Emery; 2012, np). Class sizes are small, there are many students, the walls between classrooms are weak, and noise can interfere with other classrooms. In addition to the many problems associated with teaching large classes, "there are no hard-to-move tables and fixed chairs. A positive atmosphere is essential, otherwise teachers may not be able to meet student needs and achieve learning goals (Nurkamto. Beckrand Westrup, as cited in Xayat, 2021).

1.9.3. Limited Access to Resources

There are many different types of educational resources that help teachers teach better. Examples of resources commonly available to English teachers include: WiFi, projectors, copiers, textbooks, whiteboards, computers, other technology (such as CD players), art supplies, and educational posters.

Teachers may find themselves without these resources at all, or find themselves in a situation where they are in limited supply or are not functioning properly. This lack of equipment prevents teachers from embodying effective teaching processes (Fatiroro, 2015; Nurkamto, 2003). (Pande) 2013 states that "Language can only be understood by him practicing all four skills: listening, speaking, reading and writing" (p. 417). Therefore, availability of materials plays an important role and should be provided as soon as possible. Otherwise, teachers cannot teach effectively. They urgently need learning resources. (Xayat, 2021)

1.9.4. Linguistic Problems

It is widely recognized that the processes involved in learning a first language, second language, and third language are distinct from one another. Each language learning experience presents unique challenges and dynamics, influenced by various factors such as age, cognitive development, cultural background, and prior linguistic knowledge. When they speak their native language, they can automatically say it, and acquire it from the people around them before they learn the words and phrases, but when learning a second language, inevitably learn vocabulary. First, try translating the second language into the native language. It's a complex language (TEFL Certified Graduate Ying, 2019).

Furthermore, a study by, (ITTT - International TEFL and TESOL Training, 2019), identified some of the most common language problems:

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1.9.4.1. Lack of environment

One of the researchers who graduated (TEFL certified Ying S.) pointed out the difficulty of learning English. Students do not need or will speak a second language after returning home, as what they learn in school cannot be used in their daily lives. Also, they do not practice second language with their families, and are used to think and speak with their mother tongue. (Xayat, 2021)

1.9.4.2. Grammar

Because of the different language systems, grammar can be the biggest obstacle for English learners, and literal translations are generally wrong. English contains many tenses in addition to singular and plural forms, not all of which are in learners' native language. So when students try to speak English, they may also try to translate their native language into English at the same time. They have to get used to the formulas. It takes a certain amount of time to understand and leads to disjointed conversations. This also explains why it is easier to write than to speak. (Xayat, 2021)

1.9.4.3. Pronunciation

Some students have trouble understanding words spoken by native English speakers. Their reading and writing are perfectly fine, but they already know the words. The main reason for this is that native speakers speak so quickly that regional accents can differ significantly from what is experienced in a classroom setting. (Xayat, 2021)

1.9.4.4. Low confidence

Students who speak English well but lack the confidence to express their abilities may be afraid of making mistakes or being laughed at. In this case, the teacher must act wisely and try to encourage the students and restore their self-confidence. (Xayat, 2021)

Conclusion

In conclusion, this chapter underscores the significant role of English as a foreign language in academic contexts. English language instruction has attained a vital position within the educational system, with its incorporation in primary schools. This integration reflects the recognition of English as a necessary skill for learners to navigate the globalized world. Moreover, the chapter emphasizes the diverse teaching approaches implemented to effectively engage learners.

CHAPTER TWO

Introduction

In fact, learning English as a foreign language can be difficult for both learners and teachers. Both learners and teachers play an important role in creating a positive and effective learning environment. Teachers build good relationships with their students to build trust and respect and encourage learners to explore, ask questions and take risks in the language learning process. Teachers provide guidance, support and feedback to help learners improve their language skills and reach their goals. Learners should take responsibility for their progress by being actively engaged in class, completing assignments, practicing outside of class, and seeking help when needed. This chapter will focus on primary school learners' engagement in learning English as a foreign language. It will first introduce Maslow's Hierarchy of Human Needs to help teachers better understand students' needs before guiding them. It will also mention the importance of recognizing the individual differences of learners and highlights the typical roles and challenges teachers may encounter when teaching young learners.

2.1. Learners' Engagement

Learners engagement is a multifaceted concept that can be defined in various ways. According to Skinner, Kindermann, and Furrer (2009), learners engagement refers to the level of students' involvement and connection with the educational process, including their participation in activities, alignment with values, interactions with people, pursuit of goals, and sense of belonging. Another definition proposed by Jonathan and Torres (2017) suggests that student engagement involves meaningful involvement throughout the learning environment. Teachers, learners, and administrators commonly perceive learners engagement as observable behaviors such as active participation, willingness, and motivation to engage in

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the learning process (Research and Policy Recommendation Unit, National Commission for Further and Higher Education). (Osama Mahmoud Mekki, n.d)

Also engagement is defined as "the quality of effort that students make in pedagogically meaningful activities that directly contribute to desired outcomes" and relates to "the effort that an educational institution makes to adopt effective teaching practices". (Kuh et al, as cited in Christine Hardy, n.d)

2.1.1. Learners' Engagement Strategies

Learners' engagement strategies refer to different techniques used by teachers to actively engage and motivate learners in the learning process. These strategies are designed to increase student participation, attention and interest and promote a positive and interactive learning environment. Learner engagement strategies include a wide range of activities, methodologies and teaching techniques aimed at capturing students' attention, encouraging active participation and developing intrinsic motivation for learning. As Bender (2017) present some tips to increase learners engagement :

1. Have meaningful conversations : If students aren't enthusiastic, stop the lesson and ask why. Talk to them about what they might be more interested in and let them know you're willing to try out the activities they suggest.
2. Turn on some music : Sometimes, quiet background music can motivate you. However, be sure to consider the impact of background music on each student. For some students, noise is just a distraction.
3. Create collaborative learning that fosters relationships : Learners are often more involved in collaborative situations than in individual situations.

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4. Use movement to actively shape learning : High-energy activities always seem to improve memory compared to more passive types of learning activities. Therefore, teachers need to create learning environments that boost energy.
5. Focus on clear goals : Teachers should identify specific key questions or lesson objectives and emphasize their importance to students.
6. Use an activating task : Having a short and interesting activity at the beginning of the lesson helps students to actively engage with the content. Competitive activities and interesting short video clips make the content even more interesting.
7. Summarizing the work at the end : Wrapping up is a great final activity to do at the end of a lesson. During her five minutes at the end of class, she discusses the summary with her students, which strengthens their retention of the content.

Teachers should certainly apply some or most of these teaching tips, but again, these are not specific teaching strategies designed to increase student engagement. In contrast to simple teaching tips, strategies in this context are more complex teaching techniques that are more likely to encourage student participation. Planning and executing strategies takes time and can require major changes to long-standing classroom practices. Strategies for increasing student participation depend on how lessons are organized and how teachers encourage students to take personal responsibility for their learning. Alternatively, some strategies include learning and using new teaching tools that incorporate the latest teaching technology in the classroom. (Bender, 2017)

2.1.2. Learner' Engagement Types

Learner engagement refers to active and meaningful participation in the learning process. This goes beyond mere participation and includes elements such as attention, interest, motivation

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and emotional connection to the learning experience. Enthusiastic learners are fully invested in their learning and demonstrate enthusiasm, curiosity, and a willingness to explore and understand new concepts. (Fraumeni, 2019)

Fredricks et al. (2004) identify three types of engagement :

2.1.2.1. Behavioral Engagement :

This includes enabling students to comply with community norms and participate in activities. Behavioral engagement includes visible pupils' behavior and behavior throughout the classroom experience. What matters is their commitment, adherence to rules, and completion of tasks. Students demonstrate behavioral participation by actively participating in learning activities, following lesson protocols, and completing assignments. This aspect of engagement is essential as it contributes to a productive and informative learning environment. (Fraumeni, 2019)

2.1.2.2. Emotional Engagement :

This includes student emotions such as interest, boredom, happiness, sadness, and fear. Learners emotional engagement refers to the level of emotional connection, interest and investment that students bring to their learning experience. Focus on the emotional or emotional aspects of student engagement. When students engage emotionally, they develop positive emotions, intrinsic motivation, and a sense of personal relevance to learning. (Fraumeni, 2019)

2.1.2.3. Cognitive Engagement :

This is closely related to motivation, and to a student's willingness and ability to engage in different strategies for self-directed learning. Learner cognitive engagement refers to the extent to which a pupil is actively and mentally involved in the learning process. It focuses on

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their thinking, reasoning, and problem-solving skills. When students engage cognitively, they actively process information, make connections, and apply critical thinking skills. (Fraumeni, 2019)

2.2. Maslow's Hierarchy of Human Needs

Maslow's Hierarchy of Human Needs is a theory of motivation in psychology that encompasses a five-level model of human needs, often represented as hierarchical levels within a pyramid. Needs lower in the hierarchy must be met before an individual can serve needs higher up. Starting at the bottom of the hierarchy, the needs are : physiological, safety, love and belongingness, esteem and self-actualization. (Mcleod, 2018)

The original five-level need hierarchy model includes:

2.2.1. Psychological :

These are the biological essential for human survival. Air, food, drink, shelter, clothing, warmth, sleep. The human body cannot function optimally if these needs are not met. Maslow considered physiological needs to be the most important. Until those needs are met, all other needs are secondary. (Mcleod, 2018)

2.2.2. Safety needs :

They are about protection from elements such as ; security, order, law, stability, freedom from fear. (Mcleod, 2018)

2.2.3. Love and belongingness needs :

After physiological and safety needs are met, the third level of human needs are social needs, which include a sense of belonging. Interpersonal needs motivate behavior. Examples include friendship, intimacy, trust and acceptance, receiving and giving affection and love. Belonging, being part of a group (family, friends, **work**). (Mcleod, 2018)

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2.2.4. Esteem needs :

Maslow divided them into two categories: (1) self-esteem (dignity, achievement, proficiency, independence); and (2) desire for trust and respect from others. Maslow pointed out that the need for respect and status is of paramount importance to children and young people, and takes precedence over true self-esteem and dignity. (Mcleod, 2018)

2.2.5. Self-actualization needs :

Recognizing individual potential, seeking self-actualization, and striving for personal growth and peak experience. The desire to "be all I can be" (Maslow, as cited in Mcleod, 2018)

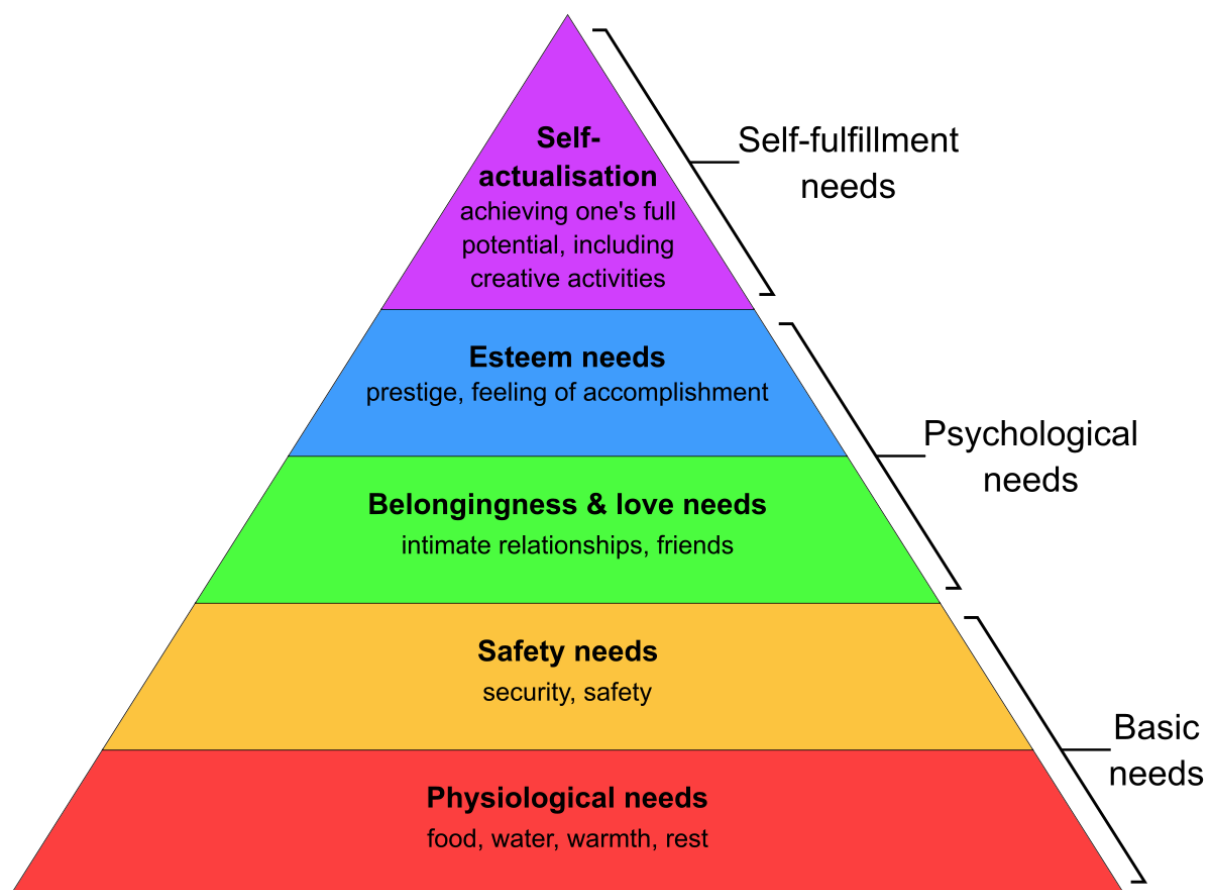


Figure 3 Maslow's hierarchy of human needs by Saul Mcleod (2018, p : 01)

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Human motivation is influenced by a hierarchical arrangement of needs. These needs are organized in a way that prioritizes more basic needs, which must be partially fulfilled before higher-level needs become prominent. This hierarchy of needs is not fixed and can vary based on external factors or individual variations. It is important to note that most behaviors are driven by multiple basic needs simultaneously, rather than being solely determined by a single need. (Mcleod, 2018)

2.3. Learner's Individual Differences

All over the world, students of all ages are learning to speak English, but they have very different reasons for wanting to learn it. Of course, there are students who study only English as part of their elementary and middle school curriculum, but there are also students who learn the language as a kind of choice. Sometimes we want to treat all students more or less equally, regardless of the reason for learning or the environment in which learning takes place. There are obvious differences not only in age and level, but also in individual skills, knowledge and preferences. (Harmer, 1988)

2.3.1. Age

Children are often more successful at learning a second language than adults. Children typically learn all sorts of things at the same time, so they draw information from what is going on around them rather than just focusing on what they are being taught. Not only seeing, hearing, and feeling, but understanding is as important as the teacher's explanation. Even abstractions such as grammar rules are less effective to younger learners. However, it has also been found that children respond well to a teacher's individualized attention and usually appreciate the teacher's approval. (Harmer, 1988)

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Children tend to respond well to activities that focus on their lives and experiences. But children's attention often extends to their willingness to stay grounded in short-duration activities. When discussing young learners, it is important to consider the changes taking place within this diverse and diverse age group. For example, Gùl Keskil and Pasa Tevfik Cephe note that *"while pupils who are 10 and 11 years old like games, puzzles and songs most, those who are 12 and 13 years old like activities built around dialogues, question and answer activities and matching exercises most"* (2001: 61).

Various theorists describe how children develop and through what age groups and stages. Piaget proposed that children should start at the sensorimotor level, go through the intuition level and the concrete action level, and finally reach the formal action level where abstraction is increasingly possible. Vygotsky (n.d) describes the role of the "intellectual" in providing a place for developmental social interaction and "helping children enter the zone of proximal development and be ready to learn new things. Eric Erikson and Abraham Maslow found that development is closely related to a child's self-confidence and self-esteem, and Ruben Feuerstein and Vygotsky (n.d) intellectuals found that children's cognitive structure is infinitely modifiable with the help of modifiers. (Harmer, 1988)

2.3.2. Gender

Females and males are equal human beings, but they have different physical and mental characteristics. They are said to behave differently in their daily activities and think differently. (Zid, 2022)

It is said that the way we learn language is different because the way we think is so closely related to the use of language. Here the question is asked: does gender (biological) or gender (social) have a significant impact on how students learn languages? In many studies,

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females are more successful at language learning (L1/L2) than males has been confirmed for example that female:

- Have better verbal abilities than males (Baron-Cohen, 2003).
- Show greater integrative motivation and more positive attitudes toward L2, and tend to adopt a wider range of learning strategies (Oxford, Nyikos & Ehrman, 1988).
- Learn to speak faster than men and learn foreign languages better and faster than males (Zhuanglin, 1989).
- Have higher articulatory and motor skills (Kimura, 1992).

2.3.3. Intelligence

According to Ellis (1985), intelligence is "the general ability that determines how well a person acquires various verbal and non-verbal skills". A number of studies highlight the impact of intelligence on SLA and its ability to predict SLA rates and success in formal language teaching. For example, Bogaards (1996) states that many studies have shown a positive correlation between intelligence and foreign language learning. (Zid, 2022)

2.3.4. Aptitude

Ellis (1985) defines aptitude as "a specific ability related to language learning, measured in classroom learner units". Skehan (1989) considers competence to be consistently related to L2 success. Saville-Troike (2006) supports the hypothesis of specialized talent for language learning. TOEFL and IELTS are examples of language proficiency tests used to assess the English aptitude of second language learners. (Zid, 2022)

Carroll (1963), together with Sapon, developed the Modern Language Aptitude Test (MLAT), which predicts foreign language learning success, offering four skills that make up aptitude :

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- phonemic coding ability (distinguish and encode foreign sounds)
- Grammatical sensitivity (recognizing the function of words in sentences)
- Inductive language learning ability (derive or induce rules from patterns)
- Memorization and learning (remembering words in association with each other phrases in L1 and L2)

Skehan (1989) further concludes that language learning ability is "not quite distinct from, but far from the same as, the general cognitive ability represented by intelligence tests". Success in learning can only be predicted. I cannot explain the reason for this. (Zid, 2022)

2.3.5. Motivation

Gardner and Lambert (1972) define motivation as "the overall goal or orientation of the learner". To Gardner view (1985) motivation equals effort plus desire to achieve goal plus attitudes. Saville-Troike (2006) argues that motivation is the second strongest predictor of second language success (after proficiency). Gardner and Lambert (1972) distinguish two types of motivation :

Integrative : learners are interested in a second language in order to integrate and become part of the target community/culture. Here the learner wants to act like the target community. (Zid, 2022)

Instrumental : learners learn languages for functional reasons. Use the second language skills to advance your career, improve social status, meet educational requirements, or get a better job. (Zid, 2022)

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2.3.6. Personality

Personality has been described as a set of traits that characterize an individual. Research on SLAs suggests that there is a definite relationship between personality and SLA. As a result, people tend to choose and do what they feel comfortable with and improve the skills they are given. Personality includes the following main factors :

2.3.6.1. Extroversion vs. Introversion

In SLA research, it is widely believed that extroverted learners learn faster and are more successful than introverted learners because of their learning-enhancing traits. Extroverts are sociable (avoid loneliness), impulsive, risk-taking, and extroverted. They are said to receive energy from the outside. This is a trait that explains why extroverts prefer to take initiative and work in groups. This means that the level of interaction and communication is enhanced due to frequent exposure to the target language (input). However, many research studies contradict the expected relationship between measures of sociability and chattiness and L2 acquisition capacity. (Zid, 2022)

Introverts, on the other hand, are more concerned with their inner world of ideas and tend to engage in solitary activities. They are designed to expend energy through interaction with others. Therefore, in order to recharge their batteries and regain their centrality, they seek long periods of quiet solitude to contemplate and understand their interactions. They are quiet, shy and reserved. For some researchers, they are better learners (perfectionists) than extroverts in terms of systematic study. (Zid, 2022)

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2.3.7. Learning styles

Each learner has his own unique learning styles. This means that individuals have distinct preferences and approaches to acquiring knowledge and understanding. Learning styles refer to the diverse ways in which learners process and comprehend information.

2.3.7.1. Visual Vs. Verbal

Visual learners have a preference for mental imagery and tend to comprehend information best when presented visually, such as diagrams and videos. On the other hand, verbal learners acquire information more effectively through verbal explanations, whether they are spoken or written (Ldpride, n.d. ; Felder, as cited in Awla ; 2014)

2.3.7.2. Auditory

Auditory learners acquire information through auditory channels, such as engaging in verbal discussions and actively listening to speech. They comprehend meaning by focusing on the pitch, tone, and speed of the speaker's voice. These learners find it beneficial to read text aloud and may not rely as heavily on written information (Ldpride, as cited in Awla, 2014)

2.3.7.3. Kinaesthetic :

Kinaesthetic learners have a preference for physical movement and hands-on engagement with tangible objects. They derive enjoyment from taking regular breaks and actively moving around the learning environment. (Oxford, as cited in Awla, 2014)

2.3.8. Learning Strategies

Learning strategies refer to specific techniques, methods, or approaches that learners use to improve their learning process, comprehend new information, and retain knowledge. These strategies may vary depending on individual learning styles and preferences.

2.3.8.1. Cognitive Strategies :

These strategies focus on how learners process and understand information. They include techniques such as summarizing, note-taking, organizing information, making connections, and using mnemonic devices. (RIFQI, 2017)

2.3.8.2. Behavioral Strategies :

Learners prefer using these strategies to ask others for help, trial and error, or ask for written direction. This type of learning relates to how students acquire self-determination, which can come from themselves or from others. In some cases, students are required to share their thoughts. Finding other sources of information is important to improve student learning. (RIFQI, 2017)

2.3.8.3. Self-Regulating Strategies :

Self-regulated learning combines academic skills and self-discipline to facilitate learning and motivate students (Glynn, Aultman, and Owens, 2005, p. 112). This is important for students to improve their management skills. Otherwise, students may become less motivated and fail academically. (RIFQI, 2017)

2.4. Characteristics of good language learner

In referring to the characteristics of good language learners, it describes qualities or characteristics that contribute to language learning effectiveness and success. These traits include various personal traits, attitudes, and behaviors that facilitate learning and mastering a new language. According to Thompson (2005) good language learners are the ones to

- Find their own approaches and strategies to learn.
- Organize information about languages.

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- Demonstrate creativity in their language learning journey.
- Use their own resources and find strategies to practice using the language inside and outside the classroom.
- Learn to live with uncertainty and develop strategies for understanding the target language without trying to understand every word. (Thompson, 2005)

Clearly, "good language learners" are not a homogeneous group. Each person brings his own personality, his needs and desires for the experience, all of which the teacher needs to consider when planning a lesson. It is basically a dance and requires both partners to be familiar with the steps. If the learners did something like this, it would mean that they are motivated, take risks, including making mistakes, inferring meaning, and openly accepting feedback, are aware of their sensory and cognitive learning styles, and are able to learn effectively and efficiently. (Thompson, 2005)

2.5. Teachers' Role

The role of a teacher is diverse and depends on the level of education, subject matter and educational context. Teachers are typically responsible for designing and delivering educational content, evaluating student learning and progress, providing feedback and support, and creating a positive and inclusive learning environment.

2.5.1. As a controller :

Teachers take full responsibility for their class, what their students do, say, and how they say it. Teachers assume this role when new languages are introduced and precise reproduction and training techniques are required. (Kaur, 2019)

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2.5.2. As a prompter :

Teachers encourage student participation and make suggestions on how students can proceed with activities. Teachers should help students only when necessary. When a learner is literally speechless, the prompter can encourage the student with a discreet nudge. Students sometimes get lost or do not know how to proceed. A prompter can prompt on this point, but always has a supporting effect. (Kaur, 2019)

2.5.3. As a resource :

Teachers are a kind of walking resource center, providing assistance when needed or providing learners with the language they are lacking in carrying out communicative activities. You need to be ready to talk when (and only when) you need to. As a resource, teachers can guide learners in their own use of available resources, such as the Internet. There is no need to feed the learner as it has the disadvantage of making the learner dependent on the teacher. (Kaur, 2019)

2.5.4. As an assessor :

Teachers take this role to review student and grades. The Feedback and corrections are organized and implemented. There are various methods of grading learners. The reviewer role gives teachers the opportunity to correct learners. However, lack of attention and support can backfire on a student's self-esteem and confidence in learning the target language. (Kaur, 2019)

2.5.5. As an organizer :

Perhaps the most difficult and important role a teacher has to play. The success of many activities depends on good organization and on students knowing exactly what they need to

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do next. In this role, providing direction is as important as setting the activity. The organizer can also act as a demonstrator. This role also allows teachers to participate and interact with learners. Teachers are also responsible for starting and ending activities cleanly and providing content-relevant feedback. (Kaur, 2019)

2.5.6. As a participant :

This role improves class atmosphere when teachers participate in activities. However, in doing so, you run the risk of the teacher dominating the activity. This is where teachers can bring their lessons to life. By stepping back and not being the center of attention, teachers can interact with learners without being overwhelmed. (Kaur, 2019)

2.5.7. As a tutor :

Teachers act as coaches while students participate in project work and self-study. Teachers provide advice and guidance, helping students clarify ideas and limit assignments. This role is a great way to give students individualized attention. Teachers can also customize courses to meet the specific needs of their students. However, it also causes the student to become overly dependent on, or used to, the teacher, the method or teaching style. (Kaur, 2019)

2.6. Teaching Materials

Materials means the materials used by teachers to support and enhance the learning experience of students. It can contain various elements such as textbooks, workbooks, handouts, videos, presentations, online resources, interactive whiteboard activities. (Harmer, 2015)

- *Textbook* : textbooks are the most commonly used teaching materials in many classrooms. It offers a structured methodological approach to presenting the problem.

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- *Workbook* : workbooks provide exercises and activities to help students practice what they learn from the textbook.
- *Handouts* : handouts are used to supplement the textbook, providing additional information and exercises to help students understand the material.
- *Visual aids* : visual aids such as charts, diagrams, graphs, and photographs help students understand complex ideas and concepts.
- *Audio and video resources* : audio and video resources such as podcasts, recordings, and instructional videos can be used to provide additional learning opportunities for students.
- *Interactive whiteboard activity* : interactive whiteboards enable teachers to create dynamic and engaging activities that enable students to learn through hands-on, interactive experiences.
- *Web source* : Online resources such as educational websites and digital libraries provide students with a wealth of information and interactive activities.

Teaching materials play an important role in supporting effective teaching and learning, helping teachers present information in a clear and engaging way, and providing opportunities for students to practice and apply what they have learned. (Harmer, 2015)

2.7. Teachers' Perceptions about Teaching English as a Foreign Language in Primary Schools

Teachers are an integral part of ensuring the effectiveness of foreign language teaching. This has a great impact on creating the optimal learning environment and help guide students through the process of learning a new language. Subject knowledge, teaching strategies, and

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interpersonal skills have a significant impact on a student's language development and overall language learning success.

According to Perret (2018) this study wanted to explore this area in more detail and compared two countries, India and Slovenia. The two countries differ in many ways. Therefore, it would be interesting to know to what extent teachers' perceptions of teaching differ or are related. (Perret, 2018)

The present study attempted to shed light on the perceptions of primary school teachers of this study of English in two countries, namely India and Slovenia. We believe that these findings can help teachers, teacher educators and course planners in evaluating current FL teaching and learning contexts, and in designing future courses for teachers of foreign languages. The results have shown some of the differences between the two groups of surveyed teachers, mostly in the choice of a teaching profession, which most of the Slovenian teachers chose because they like children (coinciding with the previous research done by Garton et al., 2011), and most Indian teachers chose it because it is a respectable job. The fact that Slovenian teachers' reasons for choosing a teaching profession are of an intrinsic nature and the surveyed Indian teachers' reasons are extrinsic can be related to the other results of the survey, namely the differences in activities they use in their teaching, the choice of the language skills they wish to develop in their learners and the factors they believe would improve their own teaching.

However, there are also some similarities between the Indian and Slovenian teachers' perceptions of FL teaching that have surfaced from the study, for example in choosing speaking, listening and vocabulary as the most important skills that their pupils need to develop in FL learning, which again relates to the opinions of other teachers worldwide (Garton et al., 2011). Slovenian and Indian teachers also agreed that improving access to

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resources is an important factor to improve foreign language learning and teaching in their own countries. (Perret, 2018)

Another study that was held by N. P. R. Listyariani, L. P. Artini, and N. N. Padmadewi (2016) its purpose was to to investigate teachers' perceptions of teaching English to young learners and the implementation of English teaching in public elementary schools in the Jembrana district.

The result is as follow : The conclusions can be drawn from the analysis performed. The most common category of Teaching English to Young Learners components is Strong, followed by Neutral. This indicates that the teachers had a strong awareness of TEYL components. Teachers said that ``young learners are curious'', ``young learners actively construct meaning from their own experiences'', ``visual instruction'', ``contextual instruction'', ``influence on students'', and so on. They tended to have strong perceptual categories related to elements of TEYL. "Achievements in many ways". On the other hand, another teacher had a neutral perception of TEYL concept. "Young learners have very short attention spans and get bored quickly." "Young learners focus on the immediate here and now." "Teaching through activity." "Enjoyable learning environment." For their concepts to be meaningful, they need to be successfully practiced in the classroom. (N. P. R. Listyariani, 2016)

2.8. Challenges of Teaching Young Learners English as a Foreign Language

Teaching young learners is rewarding, but it also comes with its own challenges. Below are some common problems teachers may face when teaching young learners :

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2.8.1. Attention duration : younger learners have shorter attention spans than older students, so they can have difficulty staying focused in class.

2.8.2. Language barrier : young learners may not be proficient in the language of instruction, which can make it difficult for them to understand and participate in classes.

2.8.3. Class management : young learners have difficulty following rules and routines, which can lead to classroom chaos and misbehavior.

2.8.4. Different learning styles : young learners have different learning styles, making it difficult to design lessons that meet everyone's needs.

2.8.5. Parent participation : parents may have different expectations for their child's education, which can lead to conflicts with teachers' teaching methods.

2.8.6. Lack of prior knowledge : younger learners may lack prior knowledge of the topic and may have difficulty grasping new concepts.

2.8.7. Development differences : young learners are at different stages of development and teachers need to be aware of these differences when designing lessons and assessments.

(Aukerman, 2019)

Conclusion

In conclusion, this chapter has focused on two important aspects of language learning. Learner engagement and individual differences among learners. The purpose of this chapter was to emphasize the importance of learner engagement in language teaching and to explore different approaches and strategies that can be used to promote active student participation and motivation. This chapter also emphasized the importance of recognizing and considering

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the different characteristics and needs of individual learners. It emphasized the role of the teacher as a facilitator in creating an inclusive and supportive learning environment, taking into account different learning styles, abilities and backgrounds. By understanding and recognizing learner engagement and individual differences, teachers can improve the overall learning experience and promote student academic success.

CHAPTER THREE

INVESTIGATING PRIMARY SCHOOL PUPILS' ENGAGEMENT IN LEARNING EFL

Introduction

Teaching English to young learners can be a challenging but rewarding experience. However, teaching English to young learners requires patience, creativity, and a deep understanding of how young learners are. By creating a positive and supportive learning environment and using age appropriate materials and activities, teachers can help their learners to develop language skills and love of learning. This chapter will cover the research methodology used in this study and explain the different steps taken to collect the data, analyze them, and then arrive at the results. Furthermore, it will explain the results and their relationship to the research questions, and research objectives.

3.1. Research Methodology

This research is an exploratory research design. The primary goal of exploratory research is to gain insights, identify patterns, and generate initial hypotheses and research questions. Qualitative methods such as interviews, focus groups, observations, and case studies are often used. These methods allow researchers to collect detailed and extensive data, allowing them to explore different perspectives and gain new insights. Exploratory research is characterized by flexibility and openness. This allows researchers to adapt their approach based on new insights and new information. This type of research design is especially useful when investigating complex or relatively unexplored topics, as it provides a basis for subsequent research.

3.1.1. Research Approach

The research approach is qualitative. The research aimed at collecting and analyzing non-numerical data in order to gain a deeper understanding of phenomena and explore their underlying meanings and experiences. Qualitative research focuses on capturing the richness

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and complexity of human experiences, perspectives and social interactions. It aims to provide an in-depth and differentiated understanding of the research topic by investigating the personal and contextual factors that shape behaviors, beliefs and attitudes.

3.1.3. Population and Sampling

3.1.3.1. Population

Since the study is concerned with the implementation of English to third year pupils at Abd Errahmane Barkat primary school in Biskra, Algeria was selected as the suitable place to investigate the teachers and pupils behavior. Primary school pupils are the population and the main focus in this study for many reasons :

1. The critical period hypothesis : The theory holds that the optimal age to learn a language is between the ages of 2 years and adolescence, and the population falls within the theory.
2. The spread of learning English among children.

3.1.3.2. Sampling

The sample in this study was selected for research purposes. The observation of the study was for three classes of third year primary school at Abd Errahmane Barkat in Biskra. The selection of this category was based on the consideration of learning English for the first time.

3.1.4. Data Collection Tools

This research use two data collection :

3.1.4.1. Classroom Observation

Classroom observation is a method of collecting data and gaining insight into teaching and learning practices by directly observing the classroom environment. This involves

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systematic observation and documentation of various aspects of the classroom, such as teacher-student interaction, student engagement, teaching strategies, class management, and the overall atmosphere of learning.

3.1.4.1.1. Observation Checklist

An observational checklist is a tool used in research or evaluation to systematically record and document certain behaviors, events, or aspects of a situation or phenomenon. It aims to help observers collect data by providing a structured list of items observed and recorded during observation.

3.1.4.1.1. Aim and Structure

The observations were divided into three parts to obtain a comprehensive picture of different aspects of the primary school learning environment. In the first part, the researcher looked at the whole learning environment of an elementary school. These include the physical setup of the classroom and the availability of resources such as books. The second part focused on observing the teacher during the teaching process in the classroom. The researcher carefully observed teachers' teaching strategies, teaching techniques, and teaching management skills. In the final part, the researcher observed students' behavior in the classroom and their reaction to learning English. The researcher put emphasis on pupils' interaction, participation, attention, and engagement.

3.1.4.1.2. Administration

This observation focused on learners' behavior in the classroom during English learning activities. The researcher has attended six sessions to gain insight into student behavior and engagement in learning English.

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3.1.4.2. Teachers' Interview

The interview was conducted with three primary school teachers to explore and understand the participants' point of view, collect detailed stories, and gain insight into their thoughts and actions. The interviewer ask open-ended questions and allowed participants to provide detailed answers and describe their experiences.

3.1.4.2.1. Aim and Structure

The interview was conducted according to a semi-structured format. So, while there was a set of pre-set questions, the interviewer also had the option to drill down further or ask follow-up questions based on the participant's responses. Semi-structured interviews strike a balance between structure and flexibility, providing a framework for the interview while allowing for open discussion and the opportunity to explore specific areas of interest.

3.1.4.2.2. Administration

The interview were conducted with three third-grade elementary school teachers. The purpose of the interviews was to gather information and insights from these teachers about their experiences, perspectives and practices on specific topics and research focuses.

3.1.5. Data Analysis Procedures

In this exploratory study, the thematic analysis is the most appropriate method for analyzing the qualitative data obtained from the interview. Thematic analysis is a systematic approach to organizing and interpreting qualitative data such as opinions, reactions, and behaviors into meaningful categories or themes. The interviews was conducted using semi-structured questions, allowing participants to obtain detailed answers. The qualitative data collected through this interview was primarily in text form and consist of narratives, descriptions and explanations provided by teachers.

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3.2. Data Analysis and Results Interpretation

3.2.1. Observation Check-list Results and Interpretation

This observation is for the pupils in particular, and teacher in general.

3.2.1.1. Observing the learning environment

Learning Environment	Observer's Notes
Physical : Classroom organization	Were colorful classrooms with animal and alphabet painting. Two lacks the organization of the desks. Only one class has space for their activities.
Psychological : building trust with students.	The school teachers were standing in front of the door and welcoming the students.
Emotional : freedom to express their emotions.	They were free to say what they feel and think freely.

Table 1 Learning Environment

Discussion : The learning environment turned out to be good, with the exception of one classroom that looked messy. Vibrant and artistic classrooms were decorated with paintings. Teachers warmly welcomed students at the entrance of the school, creating an open atmosphere and encouraging students to freely express their thoughts and ideas.

3.2.1.2. Observing teacher's behavior in classroom

Observing teacher's behavior	Observer's note
Organization : classroom, objectives, lesson preparation.	The lesson was organized according to the syllabus.

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	The classrooms were in a mess except one classroom.
Presentation : Maintain eye contact, uses clear voice, and easy language.	He maintains the eye contact with the learners when explaining the lesson. Also his voice when he is explaining is clear and loud. Uses an easy language.
Teaching material : books, copy books, videos, audios... etc.	They have the books, and write the lesson on their copybooks, The teacher in the end of each session plays a video of the alphabet, and the pupils repeat after the song in the video.

Table 2 Teacher's Observation

Discussion : The lessons were carried out according to the curriculum structure as planned. However, with the exception of one classroom, the other two classrooms were in complete disorder. The teacher maintained eye contact with the learners throughout the lessons to ensure effective communication. Also, the teacher's voice was clear and easy for the students to hear. The teacher used plain language to make it easy to understand. The pupils took a book and wrote the lesson on their notebooks. At the end of each session, the teacher played the alphabet video and the students repeated the song from the video and actively engaged with the material.

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3.2.1.3. Pupils Observation

Learner's behavior observation	Observer's note
Attendance	The learners were attending their classes regularly, and looked motivated about the session.
Participation	The learners were participating during the activities, but they did not discuss or ask questions about the lesson.
Engagement	Not all the time, they were moving from their places. The teacher was trying to control them, but they were not responding.
Motivation	They were motivated in the class, participated with the teacher, but they faced a difficulty in understanding the activities.

Table 3 Pupils' Observation

Discussion : The students attended regularly and seemed to be highly motivated during class. They actively participated in the activities, but did not engage in class discussions or questions. Occasionally, some students were observed to move around the classroom despite the teacher's attempts to maintain control. The students actively participated with the teacher, but had difficulty understanding the activities presented.

3.2.1.4. Summary of Findings

Creating a positive learning environment is very important for young learners because it makes them feel comfortable and allows them to express their thoughts and

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feelings freely. It is equally important that teachers have a clear understanding of their role in the classroom. By understanding the needs of students before teaching, teachers can respond effectively to individual needs and create an environment in which students are actively involved in the learning process. By creating a supportive and motivating environment, teachers can foster a love of learning and help young learners reach their full potential.

On the positive side, the students were highly motivated to learn the new language and were able to pronounce the words correctly. However, the fact that they do not understand the meaning of the words indicates that there may be a flaw on the teacher's part. Understanding the meaning of words is an important aspect of language learning, and teachers should focus on promoting comprehension alongside pronunciation.

Additionally, students have been observed to be influenced by their second language, French, in spelling certain alphabets and words. This suggests that there may be an obstacle due to previous language learning experience. Teachers should be aware of these potential challenges and address them by providing clear explanations, lexical descriptions and context to help students understand the intended meaning of words in the target language.

3.2.2. Teachers' Interview Results and Interpretations

Item.01. Teachers' Experience

Teacher 01 : Yes, I did. I taught in secondary school, high school, and at university.

Teacher 02 : Yes, I did for five years.

Teacher 03 : No, it is my first experience.

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Among the three teachers, two of them have previous teaching experience, while one teacher is teaching for the first time. All three teachers hold a teaching license, indicating that they have undergone formal education and training in the field of teaching.

Educational experience plays an important role in improving the teaching and learning process. This enables teachers to be more effective educators, providing learners with quality education that supports their growth and development.

Item.02. Learners Opinion

Teacher 01 : Yes, they do. They are excited to learn more about it.

Teacher 02 : Yes, they do.

Teacher 03 : Yes, of course they like it.

All three teachers observed that their learners were enthusiastic and enjoyed learning English. They show a positive attitude towards learning English and actively engaged in class activities. Teachers noticed that pupils showed enthusiasm for learning English. They enjoy participating in discussions, asking questions, and practicing their language skills and they were cognitively and emotionally engaged.

For optimal learning outcomes, it is important that pupils have strong motivation and enthusiasm for the language they are learning. When pupils have a high level of motivation and enthusiasm, they actively engage in the learning process and have a positive impact on their ability to acquire language skills effectively.

Item.03. Learners' difficulties in Lessons

Teacher 01 : Letters, syllables, and word spelling.

Teacher 02 : They have difficulty with word spelling.

Teacher 03 : Spelling the words, and sounds.

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The three teachers noticed that their learners were having difficulty with English spelling and writing. They find it difficult to spell words correctly and to express their thoughts in written language. Teachers find that learners often make spelling errors, such as misaligning letters, misspelling words, and difficulty applying spelling rules.

The teacher's responsibility in the classroom includes recognizing the challenges and areas of difficulty faced by their learners, in order to provide assistance and find appropriate solutions to address these issues.

Item.04. Teaching Materials

Teacher 01 : I use flashcards, audios, and short dialogues

Teacher 02 : The material used are ; data show, pictures, flashcards.

Teacher 03 : The materials used in my teaching are flashcards, videos, games, and dialogue.

The three teachers often use different materials to improve their pupils' spelling skills. Flashcards, videos, audios, and dialogues are among their most frequently used resources in teaching practice. Teachers use flashcards as visual aids to help learners match the correct spelling of words with the corresponding pictures. Teachers incorporate videos and audio into lessons to introduce learners to real English and provide audio models for correct pronunciation and spelling. Furthermore, teachers emphasize using dialogue as a tool to improve spelling skills. Through conversational activities such as role-plays, pair work, and group discussions, learners have the opportunity to practice spelling words in context.

By incorporating these materials into their teaching approach, teachers aim to create a multi-sensory learning experience that accommodates different learning styles. Offering

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visual, audio, and interactive stimulation, these resources help learners reinforce their spelling patterns, expand their vocabulary, and improve their overall English writing skills.

Item.05. Effective Teacher Qualities

Teacher 01 : The teacher should be proficient in didactics, planning and organizing lessons.

Teacher 02 : An effective teacher should be a good listener , love his job, enjoy what he does, active, determined, disciplined, consistent, make interesting lessons , create a healthy environment, have a wide knowledge, master his subject, and encourage his pupils.

Teacher 03 : The effective teacher should be patient with his learners, responsible toward his job, and must have skills in communication.

The first teacher response underscored the importance of teacher competence in the areas of instruction, lesson planning and organization. These skills enable teachers to create engaging and effective learning experiences that facilitate pupils progress and facilitate language acquisition success.

The second teacher response is consistent with the belief that effective teachers possess several qualities and attributes that contribute to their success in the classroom. Good listeners Effective teachers actively listen to their learners and show genuine interest in their thoughts, ideas, and concerns. Good teachers love what they do and show real passion for teaching. Active and Purposeful Competent teachers actively participate in the teaching process. Overall, the second teacher must be a good listener, passionate about teaching, proactive, goal-oriented, he emphasizes the importance of being disciplined, consistent, creative, knowledgeable and collaborative.

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The third teacher response emphasizes several important qualities and skills that are crucial for a competent teacher to possess. The response specifically highlights perseverance, responsibility, and communication skills as key attributes.

- **Perseverance** : Perseverance refers to the ability to persist in the face of challenges and setbacks. A competent teacher understands that teaching can be demanding and requires dedication and resilience. They are committed to continuously improving their teaching methods and strategies, and they remain determined to support their students' learning, even when faced with difficulties.
- **Responsibility** : Responsibility is an essential quality for a competent teacher. They take their role seriously and recognize the impact they have on their students' education and development. They demonstrate a strong sense of accountability, ensuring that they are well-prepared, organized, and responsive to their students' needs. They also take responsibility for creating a safe and inclusive learning environment.
- **Communication Skills**: Effective communication skills are vital for a competent teacher. They need to be able to convey information and instructions clearly and effectively, ensuring that students understand the content being taught. Additionally, good communication skills enable teachers to build positive relationships with students, colleagues, and parents/guardians. They listen actively, provide constructive feedback, and encourage open dialogue in the classroom.

By possessing these qualities and skills, a competent teacher can create a supportive and engaging learning environment that promotes students' growth and success. It is important for teachers to be aware of the essential qualities they should possess in order to effectively teach a language.

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Item.06. Pupils' Achievement Evaluation

Teacher 01 : I use formative assessment. Each lesson I evaluated through activities.

Teacher 02 : I evaluate the lessons that I taught through assessment at the end of each session.

Teacher 03 : Did not answer.

Both teachers use formative assessment to assess learners at the end of each lesson. They use activities and assessments to assess the lesson results and monitor learners progress. Both teachers use formative assessment that includes continuous assessment and feedback throughout the learning process. By assessing learners at the end of each lesson, you can gather valuable information about the learners' understanding and adjust the lessons accordingly. Teacher one and two use a variety of activities as assessment tools to measure teaching success. These activities can be designed to assess different aspects of learning such as comprehension, application, critical thinking and problem-solving skills. The teacher's objective is to assess the learning outcomes achieved by learners using these activities. By analyzing the results, they can identify areas of strength and areas that need further enhancement or clarification. Combining formative assessment and using activities as assessment tools enables teachers to gather ongoing feedback, understand student progress, and make informed instructional decisions. This approach enables continuous improvement and supports learner growth throughout the learning process.

This question aimed to inquire about the evaluation methods employed by the teachers and their perspectives on alternative assessment approaches.

Item.07. Strategies for learners Engagement

Teacher 01 : I try to tell them to watch movies, listen to English music to learn their meanings.

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Teacher 02 : To motivate the learners I use ICT, and sometimes I give them rewards.

Teacher 03 : Did not answer.

The first teacher's approach in motivating learners to study English is to encourage them to work with authentic English teaching materials such as movies and music. The teacher's approach recognizes the importance of incorporating authentic materials into language learning, capitalizing on learners' interests, and providing opportunities for meaningful engagement. By suggesting movies and music, teachers encourage learners to explore the language beyond the classroom, facilitating a more holistic and immersive learning experience.

The second teacher uses two strategies to motivate learners by using ICT (Information and Communication Technology) and provide incentives such as prizes. Using ICT, the teacher integrates her ICT tools and resources into her English lessons and motivates her learners. This may include the use of interactive multimedia content, online platforms, educational apps, or other digital resources that make learning more engaging and interactive for learners. By offering prizes as an additional motivational strategy, teachers reward pupils. These awards act as motivation for students to actively participate and engage in English learning activities. Awards may be given for achievement, improvement and excellence in assignments and assessments. The second teacher tries to create an engaging and motivating learning environment by using ICT tools and providing incentives in the form of prizes. The integration of technology and the provision of rewards are intended to stimulate pupils' interest, active participation and enthusiasm for learning English.

The crucial aspect lies in the strategies employed by teachers to foster pupils motivation and enhance their engagement in the learning process. This question was asked to inquire the teachers different strategies.

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Item.08. Challenges of Teaching Young Learners

Teacher 01 : They are not ready for the new language. They lack the focus in the classroom.

Teacher 02 : The challenges that I faced while teaching are : difficulties in writing and speaking (productive skills).

Teacher 03 : The problem is not in the young learners, but I face problems with the programme that is suggested to teach third year primary schools, and the timing of the sessions.

The first teacher identified two challenges in teaching young learners. Reluctance to learn a new language and limited ability to concentrate in the classroom. Young learners can have difficulty adjusting to a new language. They may have no prior knowledge or experience with the language, which can make it difficult for them to grasp and understand new concepts. Younger learners tend to have shorter attention spans than older learners. It can be difficult to keep students attentive and engaged during class. Addressing these challenges requires the use of effective teaching strategies designed specifically for young learners. This may include incorporating interactive and hands-on activities, using visual aids, incorporating games and songs, and providing a supportive and engaging classroom environment. Teachers help young learners overcome these challenges and enhance their language-learning experience by tailoring their teaching methods to the pupils' motivation and limited attention span.

The second teacher identified difficulty in writing and speaking (productive skill) as a challenge in teaching young learners. Young learners may encounter challenges in improving their writing skills. They may have difficulty forming letters, spelling words correctly, and structuring sentences and paragraphs. Writing requires fine motor and cognitive coordination, which young learners can take time to develop. Speaking a new language fluently and

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confidently can be a challenge for young learners. They may have difficulty with pronunciation, vocabulary recall, and consistent expression of their thoughts and ideas. To meet these challenges, teachers can implement strategies focused on developing age-appropriate, engaging writing and speaking skills. This may include activities such as guided writing exercises, storytelling, role-playing, and opportunities for verbal communication in pairs or small groups. By providing adequate practice, providing scaffolding, and creating a supportive learning environment, teachers can help young learners meet these challenges and develop productive language skills.

The third teacher identified two challenges in teaching young learners. Proposed program and meeting timing issues. Teachers have expressed difficulty or concern about the programs recommended for teaching English to third graders. This may mean that the program may not be well adapted to the specific needs and requirements of learners. The teacher said that there was a problem with the timing of the lesson. This could be due to lack of time for English classes or scheduling conflicts that affect the continuity of classes. To address these challenges, teachers may need to report concerns to the appropriate authorities or seek assistance with proposed program changes or adjustments to class times. By collaborating with colleagues and school leaders, we can find solutions that better meet the needs of young learners and create a more beneficial learning environment. By addressing program-related issues and ensuring proper timing, the teacher can increase the effectiveness of teaching English to her third grade pupils.

When teachers begin instructing young learners, they inevitably confront distinct challenges that are specific to their teaching experience with this age group. Each teacher has his own challenges that he faces while teaching young learners for the first time.

Item.09. Help Learners to Understand the Lessons

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Teacher 01 : By evaluation, try to introduce the lesson, and asking questions.

Teacher 02 : It depends to the lesson if it is reading or listening I use Pdf lesson steps if it is grammar I use PPU steps.

Teacher 03 : By recalling previous lessons, presentation by using visual things and real object.

The first teacher explains the steps he use to help learners understand the lesson: He uses assessment as a step to assess a learner's prior knowledge and understanding of the subject matter. The teacher emphasizes the importance of introducing the lesson to the learner. This step includes providing an outline or background for the lesson, setting clear learning goals, and establishing a foundation for new concepts and skills to cover. Teachers use questions as a strategy to actively engage learners in lessons and stimulate thinking. These steps work together to improve learners' understanding and engagement with the course material. Through the assessment of prior knowledge, the introduction of effective lessons, and the use of questioning techniques, teachers help learners understand and retain the new concepts and skills being taught. This approach helps create a more interactive and learner-centered classroom environment.

The second teacher describes an approach to help learners understand the lesson based on the type of lesson being taught. For lessons that include reading or listening practice, the teacher uses a PDF Lesson. This indicates that the teacher has provided the material in a PDF format. This may include reading sentences, listening practice, comprehension questions, or audio recordings. Teachers use a PPU steps when teaching grammar. PPU stands for "Presentation, Practice, Use" and is a popular approach in language teaching. This approach usually introduces new grammatical concepts, gives the learner opportunities to practice applying those concepts, and ultimately enables the learner to apply the grammatical rules to

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meaningful, real-world contexts and situations. The purpose is that to provide appropriate materials and activities that address different aspects of language learning such as reading, listening and grammar by adapting teaching strategies to each type of lesson. This customized approach is tailored to the specific learning needs of each lesson, helping learners better understand and engage with the lesson content.

The third teacher explains his approach to helping learners understand the lesson. The teacher mentions the importance of reviewing and summarizing previous lessons. This strategy encourages learners to revisit and deepen what they have previously learned and ensures that they build on their existing knowledge and build connections between different concepts and topics. Teachers emphasize the use of visual aids and objects in teaching lessons. Visual elements include, for example, charts, diagrams, images, and videos that help explain and clarify the content being communicated. This teacher aims to create a dynamic and engaging learning environment using a combination of repetition, visual aids and real objects. This approach helps learners connect new information with what they already know, improves comprehension through visual support, and provides concrete examples that make the lesson content more comprehensible and meaningful.

This question aimed to explore the various approaches employed by each teacher to ensure that their learners have a thorough understanding of the lessons. The goal was to uncover the different methods and strategies utilized by the teachers to confirm comprehension among their students.

Item.10. Supporting Learners with grasp New Language

Teacher 01 : Trying to motivate them about the English language learning.

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Teacher 02 : Concerning the students who struggle to grasp new language. I vary the tasks and the activities until I reach their level and their needs.

Teacher 03 : Did not answer.

The first teacher emphasized an approach to helping learners understand a new language, that is, motivating them to learn English. Motivation plays an important role in language learning as it can positively influence a learner's effort, perseverance and overall language skills. By emphasizing the importance of motivation, the first teachers found that motivated learners were more likely to actively participate in language activities, practice regularly, and ultimately improve their language skills. It is worth to note that while the answers focus on the importance of motivation, teachers may use different strategies and techniques to increase motivation, such as: by incorporate interesting and relevant learning materials, use interactive and engaging teaching methods, provide opportunities for meaningful communication, and recognize and celebrate learner achievement.

The second teachers recognize that not all learners can grasp a new language at the same pace and with the same ease. In response, they take a flexible approach and vary tasks and activities. This means adapting the complexity, difficulty and format of tasks and activities to the needs and proficiency level of individual learners. By offering a variety of assignments and activities, teachers help learners who are struggling to understand a new language engage with materials and exercises that better suit their abilities. This approach promotes a more inclusive learning environment where all learners can participate and learn at their own pace. It is important to note that the second teacher approach is learner-centered and responsive to individual needs. By adapting tasks and activities, we aim to provide appropriate challenges and support to enable learners with difficulties to acquire language skills effectively over time.

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The question aimed to explore the methods and strategies teachers use to facilitate language learning. This involves a range of techniques like interactive activities, vocabulary drills, cultural immersion, and individualized instruction. The goal is to understand how these methods effectively engage students and promote successful language acquisition.

Conclusion

The purpose of this chapter was to analyze students' responses and attitudes to learning English in primary school, with a particular focus on understanding students' engagement, motivation and overall reaction to the language learning process. In addition, this chapter tried to identify the challenges faced by teachers in teaching English in primary schools. This chapter aimed to develop a comprehensive understanding of the dynamics and complexities of teaching English in primary school by exploring both student responses and teacher challenges. The results may contribute to the development of strategies, interventions and pedagogical approaches that better meet the needs of learners and teachers in this context and ultimately improve the quality of English language teaching in primary schools.

General Conclusion

Due to the increasing importance of English as an international language, Algeria has introduced English education for elementary school students, especially third year pupils. The aim is to introduce young learners to English at an early stage and provide a solid foundation for their future language development.

By introducing English in primary schools, Algeria recognizes the need for its citizens to acquire English skills in order to participate in a globalized world. Knowledge of English opens up opportunities for communication, education, travel and employment in Algeria and abroad. The introduction of English as a foreign language in primary school involves incorporating English teaching into the regular curriculum for young learners. This process includes various aspects such as curriculum design, teaching materials, teaching methods, and assessment practices.

The first chapter of this study provided a thorough introduction to the theoretical aspects that underpin the topic. It started by highlighting the importance of the English language in the globalized world, emphasizing its role as a means of effective communication across cultures. Furthermore, the chapter provided the historical context of English education in Algeria, tracing its development and examining the factors that have influenced its growth within the country's educational system.

As the chapter progressed, readers were presented with an exploration of the theoretical foundations of English language teaching. This included an examination of different approaches and methodologies that can be employed to enhance English language instruction. By delving into these theoretical aspects, readers were equipped with a deeper understanding

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of the underlying principles and strategies that can facilitate effective teaching and learning of the English language.

The primary focus of the second chapter was on primary school learners' engagement in the process of learning English as a foreign language. Maslow's Hierarchy of Human Needs was introduced as a framework to aid teachers in gaining a deeper understanding of the needs of their students before providing guidance and support. Additionally, the chapter emphasized the significance of acknowledging the individual differences among learners and shed light on the various roles and challenges that teachers typically faced when instructing young learners. By exploring these topics, the chapter aimed to provide valuable insights and strategies for fostering effective English language learning experiences in primary school settings.

The third chapter of the study encompassed a comprehensive overview of the research methodology utilized in this study. It delved into the specific steps that were undertaken to gather, analyze, and interpret the collected data. Furthermore, it offered a detailed explanation of the obtained results and their direct correlation to the research questions and objectives that guided the study. By providing a thorough exploration of the research methodology, this chapter aimed to ensure transparency, reliability, and validity in the study's findings, thereby contributing to the overall scholarly understanding of the topic.

The purpose of the interviews was to gather insights from three teachers involved in teaching EFL in elementary schools. All three teachers had teaching licenses, two of them already have teaching experience and one teacher was teaching young learners for the first time. The purpose of the interviews was to understand teachers' perceptions of teaching English in this context and to explore the main challenges teachers face with young learners and suggested solutions.

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By interviewing these teachers, this study sought to gain valuable insight into the unique experiences, strategies and approaches used in teaching English to young learners for the first time. The focus was not only on identifying the challenges faced, but also on understanding the solutions proposed by teachers to address these challenges. This interview provided a platform for teachers to share insights, practical advice, and innovative approaches to addressing the specific needs and characteristics of young learners. This valuable information can be used to improve the effectiveness of English teaching to elementary school students and contribute to an overall improvement in the language learning experience in the classroom.

Pedagogical Implications and Recommendations

After analyzing this study, it is clear that primary school teachers in Algeria would greatly benefit from additional preparatory and professional development programs. These training programs are designed to improve your knowledge and skills to effectively teach English as a foreign language. Preparatory training programs can be designed to provide prospective teachers with the knowledge and skills they need before they enter the classroom. These programs should include comprehensive coursework on language acquisition theory, effective teaching strategies, lesson planning, and material development. In-service training programs, on the other hand, can be offered to current teachers who are already working in the field. These programs should be designed to address the specific needs identified in the study, to improve teachers' English skills, broaden their understanding of language teaching methods, and provide resources and tools to create engaging and interactive learning environments.

Research Implications

- The lack of time for English classes or scheduling conflicts that affect the continuity of classes.
- Teacher may implement strategies focused on developing age-appropriate, engaging writing and speaking skills.
- Collaborating with colleagues and school leaders, which can find solutions that better meet the needs of young learners.
- Reporting concerns to the appropriate authorities or seek assistance with proposed programme changes.

Research Recommendations

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- Providing adequate practice, scaffolding, and creating a supportive learning environment.
- Adapting the specific needs and requirements of learners.
- Creating a more beneficial learning environment.
- Addressing program-related issues and ensuring proper timing.
- Adapting teaching strategies to each type of lesson.
- Emphasizing the use of visual aids and objects in teaching lessons.
- Emphasizing the importance of motivation.
- Adapting the complexity, difficulty and format of tasks and activities to the needs and proficiency level of individual learners.
- Adapting tasks and activities, to provide appropriate challenges and support to enable learners with difficulties to acquire language skills effectively over time.

Limitation of the Study

This study possesses certain limitations. The data collection methods employed in this research involved observing the learners and conducting interviews with the teachers. However, one of the challenges encountered was the difficulty in accessing the teachers due to the educational system in Algeria, where each teacher is responsible for teaching in multiple schools. Consequently, reaching and scheduling interviews with the teachers proved to be challenging.

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Appendices

Teachers' Interview

In this interview we aim to gather information about pupils and teachers' reaction toward the implementation of English in primary schools as a foreign language. Its goal is to understand the challenges that the teachers face in teaching young learners a new language. It also explores the teachers' attitudes and opinions about teaching English in an early age.

This interview is a direct question for the teachers about their experiences, it is also a semi-structured questionnaire with open-ended questions. However, to take into consideration that all the information collected in this study will be private. Your responses will be kept anonymous, and your personal information will not be disclosed to anyone. Thank you for your considering participation in this study. Your opinion and suggestions are greatly appreciated.

1. Do you have any experience before with teaching English? For how long?

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2. Do students like learning English?

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.....

3. Thinking about content. What part do learners have difficulty with learning ?

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4. What are the materials used in your teaching ?

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5. What qualities do you think an effective teacher should have ?

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6. How do you evaluate the lessons you are teaching ? What would you do differently ?

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7. Which strategies do you use to motivate your learners ?

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8. What challenges do you face in teaching young learners ?

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9. What steps do you take to ensure your students understand the lesson ?

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.....

10. How do you support students who may be struggling to grasp new language ?

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.....

.....

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Observation Observation

Date _____

School _____

Teacher's Name _____

Lesson _____

Observer _____

Time _____

Number of students present :

Strengths observed :

Suggestions for improvement :

Overall impression of teaching effectiveness :

Learning Environment	Observer's Notes
Physical : Colorful classroom, organized desks, space designed for learners activities.	

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Psychological : Building trust with pupils, creating a safe space that feels welcoming.	
Emotional : freedom to express their emotions, supporting learners' emotional needs.	

Observing Teacher's Behavior	Observer's Notes
Organization : Lesson, classroom, objectives, preparation of the lessons.	
Prasentation : Establishes online courses, maintain eye contact, uses clear voice, and easy language.	
Teaching Material : books, copybooks, videos, audio..etc.	

Learners' Reaction Observation	Observer's Notes

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Attendance : do the learners attend to the session regularly, and motivated about it	
Participation : do they try to participate, discuss , and ask questions.	
Engagement : Do pupils engaged in the session ?	
Motivation : Are the pupils motivated in English class ?	

GENERAL CONCLUSION

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By introducing English in primary schools, Algeria recognizes the need for its citizens to acquire English skills in order to participate in a globalized world. Knowledge of English opens up opportunities for communication, education, travel and employment in Algeria and abroad. The introduction of English as a foreign language in primary school involves incorporating English teaching into the regular curriculum for young learners. This process includes various aspects such as curriculum design, teaching materials, teaching methods, and assessment practices.

The first chapter of this study provided a thorough introduction to the theoretical aspects that underpin the topic. It started by highlighting the importance of the English language in the globalized world, emphasizing its role as a means of effective communication across cultures. Furthermore, the chapter provided the historical context of English education in Algeria, tracing its development and examining the factors that have influenced its growth within the country's educational system.

As the chapter progressed, readers were presented with an exploration of the theoretical foundations of English language teaching. This included an examination of different approaches and methodologies that can be employed to enhance English language instruction. By delving into these theoretical aspects, readers were equipped with a deeper understanding

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of the underlying principles and strategies that can facilitate effective teaching and learning of the English language.

The primary focus of the second chapter was on primary school learners' engagement in the process of learning English as a foreign language. Maslow's Hierarchy of Human Needs was introduced as a framework to aid teachers in gaining a deeper understanding of the needs of their students before providing guidance and support. Additionally, the chapter emphasized the significance of acknowledging the individual differences among learners and shed light on the various roles and challenges that teachers typically faced when instructing young learners. By exploring these topics, the chapter aimed to provide valuable insights and strategies for fostering effective English language learning experiences in primary school settings.

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By interviewing these teachers, this study sought to gain valuable insight into the unique experiences, strategies and approaches used in teaching English to young learners for the first time. The focus was not only on identifying the challenges faced, but also on understanding the solutions proposed by teachers to address these challenges. This interview provided a platform for teachers to share insights, practical advice, and innovative approaches to addressing the specific needs and characteristics of young learners. This valuable information can be used to improve the effectiveness of English teaching to elementary school students and contribute to an overall improvement in the language learning experience in the classroom.

Pedagogical Implications and Recommendations

After analyzing this study, it is clear that primary school teachers in Algeria would greatly benefit from additional preparatory and professional development programs. These training programs are designed to improve your knowledge and skills to effectively teach English as a foreign language. Preparatory training programs can be designed to provide prospective teachers with the knowledge and skills they need before they enter the classroom. These programs should include comprehensive coursework on language acquisition theory, effective teaching strategies, lesson planning, and material development. In-service training programs, on the other hand, can be offered to current teachers who are already working in the field. These programs should be designed to address the specific needs identified in the study, to improve teachers' English skills, broaden their understanding of language teaching methods, and provide resources and tools to create engaging and interactive learning environments.

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Research Implications

- The lack of time for English classes or scheduling conflicts that affect the continuity of classes.
- Teacher may implement strategies focused on developing age-appropriate, engaging writing and speaking skills.
- Collaborating with colleagues and school leaders, which can find solutions that better meet the needs of young learners.
- Reporting concerns to the appropriate authorities or seek assistance with proposed programme changes.

Research Recommendations

- Providing adequate practice, scaffolding, and creating a supportive learning environment.
- Adapting the specific needs and requirements of learners.
- Creating a more beneficial learning environment.
- Addressing program-related issues and ensuring proper timing.
- Adapting teaching strategies to each type of lesson.
- Emphasizing the use of visual aids and objects in teaching lessons.
- Emphasizing the importance of motivation.
- Adapting the complexity, difficulty and format of tasks and activities to the needs and proficiency level of individual learners.
- Adapting tasks and activities, to provide appropriate challenges and support to enable learners with difficulties to acquire language skills effectively over time.

Limitation of the Study

This study possesses certain limitations. The data collection methods employed in this research involved observing the learners and conducting interviews with the teachers. However, one of the challenges encountered was the difficulty in accessing the teachers due to the educational system in Algeria, where each teacher is responsible for teaching in multiple schools. Consequently, reaching and scheduling interviews with the teachers proved to be challenging.

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APPENDICES

Appendices

Teachers' Interview

In this interview we aims to gather information about pupils and teachers reaction toward the implentation of English in primary schools as a foreign language. Its goal is to understand the challenges that the teachers face in teaching young learners a new language. It also explore the teachers attitudes and openions about teaching English in an early age.

This interview is a direct question for the teachers about their experiences, it is also a semi-structured questionnaire with an open ended questions. However, to take into consideration that all the information collected in this study will be private. Your responses will be kept anonymous, and your personal information will not be disclosed to anyone . Thank you for your considering participation in this study. Your openion and suggestions are greatly appreciated.

1. Do you have any experience before with teaching English ?. For how long ?.

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.....

2. Do students like learning English ?

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3. Thinking about content. What part do learners have difficulty with learning ?

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4. What are the materials used in your teaching ?

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5. What qualities do you think an effective teacher should have ?

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6. How do you evaluate the lessons you are teaching ? What would you do differently ?

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7. Which strategies do you use to motivate your learners ?

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8. What challenges do you face in teaching young learners ?

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.....

9. What steps do you take to ensure your students understand the lesson ?

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10. How do you support students who may be struggling to grasp new language ?

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.....

.....

Observation Observation

Date _____

School _____

Teacher's Name _____

Lesson _____

Observer _____

Time _____

Number of students present :

Strengths observed :

Suggestions for improvement :

Overall impression of teaching effectiveness :

Learning Environment	Observer's Notes
Physical : Colorful classroom, organized desks, space designed for learners activities.	
Psychological : Building trust with pupils, creating a safe space that feels welcoming.	

<p>Emotional : freedom to express their emotions, supporting learners' emotional needs.</p>	
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Observing Teacher's Behavior	Observer's Notes
<p>Organization : Lesson, classroom, objectives, preparation of the lessons.</p>	
<p>Prasentation : Establishes online courses, maintain eye contact, uses clear voice, and easy language.</p>	
<p>Teaching Material : books, copybooks, videos, audio..etc.</p>	

Learners' Reaction Observation	Observer's Notes
<p>Attendance : do the learners attend to the session regularly, and motivated about it</p>	
<p>Participation : do they try to participate, discuss , and ask questions.</p>	

Engagement : Do pupils engaged in the session ?	
Motivation : Are the pupils motivated in English class ?	

ملخص

ان قرار الحكومة الجزائرية بإضافة مادة اللغة الإنجليزية لتلاميذ السنة الثالثة ابتدائي يعد قرار مهم للنمو الأكاديمي و الشخصي للتلاميذ. لأنه يزود التلاميذ بمهارات لغوية قيمة ويوسع آفاقهم المستقبلية. هذه الدراسة الحالية تهدف الى استكشاف مشاركة التلاميذ في تعلم اللغة الإنجليزية كلغة اجنبية وروية التحديات التي يواجهها المعلمين اثناء تجربتهم. للإجابة على أسئلة البحث تم استخدام تصميم بحثي استكشافي حيث في هذا النوع من البحث استخدمت اداتين لجمع البيانات. أولا أجريت مقابلة مع ثلاثة معلمين من المدرسة الابتدائية للاستفادة من تجاربهم و آرائهم. ثانيا تم اجراء مراقبة لسلوك ومشاركة التلاميذ لثلاثة صفوف في مدرسة بركات عبد الرحمان الابتدائية ببسكرة. أظهرت النتائج المستمدة من مقابلة المعلمين انهم واجهوا صعوبات وتحديات بسبب نقص التدريب المسبق الذي بدوره يزود المعلمين بمهارات و استراتيجيات اللازمة لتقديم تعليم فعال للغة الإنجليزية. بالإضافة الى ذلك يشكل نقص الفهم والقراءة لدى التلاميذ عقبة إضافية امام المعلمين بالرغم من ان التلاميذ متحمسين و مندفعين لتعلم اللغة الإنجليزية. تؤكد هذه النتائج على أهمية توفير التدريب المناسب والدعم اللازم للمعلمين لتعزيز فعالية تدريس اللغة الإنجليزية. حيث يمكن للحكومة الجزائرية أن تساهم في تحسين تعليم اللغة الإنجليزية في المدارس الابتدائية، وبالتالي تعود بالفائدة على المتعلمين من خلال تعزيز مهاراتهم اللغوية وتوفير فرص للمستقبل وتعزيز التفاهم بين الثقافات.