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**Exploring Pupils 'Abilities and Skills to Learn English at the Primary School**

**Case of: 3<sup>rd</sup> Year Pupils at Derbal Abd El Kader and Khantach A'mhamed**

**Primary Schools -Tissemsilt-**

A Dissertation Submitted in Partial Fulfilment of the Requirements for the degree of

Master's in Didactics

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### **Dedication 1**

This work is wholeheartedly dedicated to my beloved parents, who filled me up with love, care, hope and encouragement. I would like to thank them for their sacrifices and for being always beside me.

I also dedicate this work to my lovely sister Hayet who supports me in every step in my life. To my brothers Abd El Hak and Abd ElMalek

Special thanks go to my friend Sarah who shared with me this work.

To all my friends.

To all whom I love.

***Ikram Nour El Imane***

## **Dedication 2**

First and Foremost, I would like to dedicate this work to my family, my parents who supported and encouraged me throughout these years, I am truly grateful for that.

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### **Abstract**

Due to the undeniable position of the English language in the world, many countries encourage teaching this language to young learners. Hence, Algeria took a good step and integrates it at the third year primary stage. In this respect, this study aims to scrutinize third year primary school EFL pupils „abilities and skills in learning English at this level since they struggle with some difficulties that hinder their learning process. The researchers conducted this study through a structured interview with 7 EFL teachers from different schools in Tissemsilt and conducted classroom observation with 79 pupils from Derbal Abd El Kader and Khantach A'mhamed primary schools in Tissemsilt District based on qualitative and quantitative methods for data analysis. The findings revealed that pupils face some difficulties in learning English such as following the features of handwriting and vocabulary retention. Besides, the results revealed that they overlap English with French. Hence, despite these difficulties, pupils showed great willingness and skills to learn English. On this basis, teachers should adopt new strategies and methods, as they must act autonomously to facilitate pupils“ learning.

**Keywords:** Abilities, EFL Pupils, English, Learning difficulties, Primary school, skills

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### List of Abbreviation and Acronyms

<b>EFL</b>	English as a foreign language
<b>CLT</b>	Communicative language teaching
<b>PPP</b>	Presentation, Practice, Production
<b>TTT</b>	Test, Teach, Test
<b>TM</b>	Teacher's material
<b>TB</b>	Teacher's Textbook

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## **GENERAL INTRODUCTION**

### **General Introduction**

The English language is the most dominating language as it is the language of science and development as well as of research. Therefore, Algeria is one of the countries that pay a tremendous concern for the teaching of English. As a result, it is implemented currently in the primary stage specifically at third year grade. Many scholars consider young learners as skillful and able to learn languages at younger ages. Besides, many theories and studies supported the idea that young learners learn a foreign language at an early age.

There are many reasons that contributed to the failure of introducing English in the past; one of these reasons is that Algerian politicians and educationalists used to think that French was needed to the country for national and international communication. Secondly, the objective behind the implementation was not purely for pedagogical aims, but rather for political ones. Lastly, there were not obvious planning for the teaching of English in elementary schools which was the main reason to the this failure. The motivation behind carrying out this study is the current concern that Algeria gives to the teaching of English language to young learners in the primary school.

For third primary school learners, the English language leaning could be a challenging task for both teachers and learners. Some pedagogical issues can arise such as learners' age, pupils' readiness to learn two foreign languages at once, the material selection, the teachers' preparedness, and the type of the included activities. Therefore, this study attempts to explore pupils' abilities and skills to learn English as it provides strategies that teachers may utilize to reduce the inquires that pupils struggle with in learning this language.

More importantly, this study scrutinizes the difficulties that pupils encounter in learning English language. It aims to identify the skills and abilities that pupils possess in order to learn English. Moreover, to investigate the syllabus' suitability for pupils and the kind of strategies that teachers adopt to facilitate pupils' obstacles. In this regard, to meet the objectives, the following questions are formulated:

1. What are the English language learning difficulties faced by 3<sup>rd</sup> year primary school pupils?
2. What kind of strategies do EFL teachers use to overcome these learning difficulties?

3. Can primary school pupils learn two Foreign Languages (English and French) at the same level?

To answer the research questions, the following hypotheses are proposed:

1. Pupils may face some difficulties in reading, pronunciation and speaking, writing, and vocabulary retention
2. Teachers may use different strategies such as realia, gestures, flashcards, and other means to get pupils comprehend.
3. It is hard for an eight-year old primary school learner to learn two foreign languages at the same level.

The present research opted for two tools for data collection namely a structured observation with 79 pupils from two schools in Tissemsilt and a structured interview with 7 EFL teachers pupils from different schools based on mixed methods for data analysis.

This dissertation consists of three chapters:

Chapter one outlines the theoretical framework and previous studies. It provides insights about the importance of English language and example of countries that teach it in primary levels .More importantly, it illustrates the skills of English language. For chapter two, it stands for the third year primary school syllabus and textbook, the teacher's guide, and provides an overview regarding the language used, vocabulary, skills that the textbook focus on, and the activities and their instructions. Chapter three, which is about the practical section, it discusses the research objectives and methodology employed in this study. Besides, the analysis and Interpretation of the findings. Essentially, recommendations for further improvements.

## **CHAPTER ONE**

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### **An Overview about the English Language Teaching**

**Chapter one: An Overview about the English Language Teaching**

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### 1.1 Introduction

This chapter stresses the crucial status of English as a global language since it is being spoken and taught in the majority of countries particular in primary level. Thus, the characteristics of young learners with their abilities, skills, and competencies that will be transferred out of the classroom to learn a foreign language. The latter highlights the theories of language acquisition: behaviourism, cognitivist, and innateness.

More importantly, this chapter provides definitions and illustrations of language four skills as they are the key element that learners need to acquire in order to learn a language successfully, that is to say that learning the strategies of reading skill so that comprehension is attained, as well as the components of speaking skill including grammar, vocabulary, pronunciation, fluency, and accuracy. Furthermore, writing processes that help in a way or another in producing a meaningful product as the same thing goes with listening skill.

### 1.2 The Emergence of the English Language

English is one of the most ordinary and common languages nowadays. According to Essberger (2019) it appeared during the fifth century (AD) when the Germanic tribes: Angles, Saxons and Jutes settled in Britain and cross the North Sea, which is currently known by northern Germany and Denmark. These three tribes pushed out north and west most of original Celtic speaking inhabitants into Ireland, wales and Scotland.

At that period, the different dialects of the invaders mixed which resulted the appearance of new language called old English. Hence English is derived from an old English word „,„Englisc““. Thereafter, in the fourteenth century (AD) a Norman duke named William the conqueror invaded England where he brought the French language with the Normans; this period witnessed a kind of linguistic division; the upper class such as royal count, ruling classes and businessmen used French language while the lower class used English language which became dominant in Britain again, but English was not used separately, it was rather mixed with some French words which resulted a new language called Middle English.

Moreover, in the sixteenth century (AD) the first spread of English outside the borders of England began especially with the development of political and economic relations between England and the surrounding people. In the nineteenth century (AD) modern English appeared

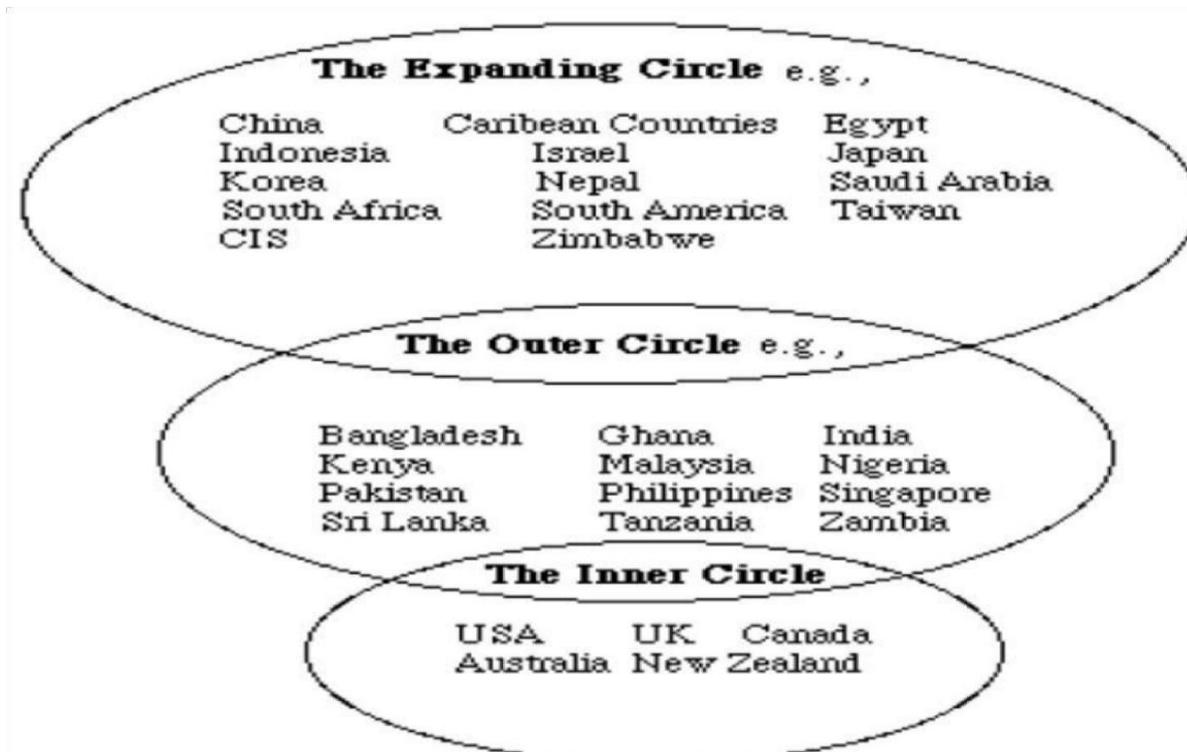
and according to Paul & Bhattacharya (n.d), it witnesses a widespread growth as Mohamadaid & Rasheed (2019) assert that now it is the language most used all over the world

### **1.3 The Status of English in the World**

In the entire world and among many languages, English has successfully placed an important position and shifts from an international to a global language. It is the most widely spoken language by the majority of people in different countries. Paul & Bhattacharya (n.d) state that there are approximately about 330 to 360 million people who are using English as a mother tongue language.

According to Rintaingrun (2015) (as cited in Putra, 2002) English is the first language in five countries; U.S, U.K, Australia, Canada, Ireland and New Zealand, as Paul & Bhattacharya (n.d) mention that the number of English natives in the previous mentioned countries is as follows: 285 million in US, 60 million in UK, 25.1 million in Australia, 19 million in Canada, and 4.8 million in both New Zealand and Ireland. In addition, there are about 470 million to 01 billion who are using English as a second language. Due to the use of English language in many countries, Kachuru (1992) (as cited in Lee & Jun 2016) classified the former into three circles: The inner circle, the outer circle, and the expanding circle.

Figure 1.1

*Kachuru's Three Concentric Circles Model of English Language*

Reprinted from Young-hun Lee & Ki-suk Jun (2016, p.340)

The inner circle includes countries that are using English as a native language such as US and UK where English is prevailing in government. The outer circle represents countries that are using English as a second language: India, Nigeria and Ghana. Besides, McKay (2002) (as cited in „Teaching English to Young“) states that English serves a crucial role in education, government, literature, and culture in the mentioned countries.

Nevertheless, Lee & Jun (2016) add that countries live in the expanding circle mainly Egypt, China, Japan do not hold historical or governmental importance to English, yet classify it as a lingua franca.

#### 1.4 The Importance of English as a Global Language

Rao (2019) states that English language is a part parcel of almost all fields : medicine and pharmacy, engineering, higher education, scientific research, scientific publication,

entertainment, travel and tourism, film industry, international trade, and technology, and other literal fields as philosophy, literature, law, linguistics and others.

According to Nishanthi (2018) English is very important in education since the majority of countries teach pupils and motivate them to learn it as a second language. In other countries even though it is not their official language, it is the language used in science, engineering and higher education curriculum. In addition, he also mentions that universities and institutes used English in scientific research. Accordingly, at the level of university, many subjects are taught in English for the sake of making international students understand those subjects and get accessible easily.

Eventually, Nishanthi states that English is an international online communication tool between people around the world and it is the dominant language of internet, press, media, and computer. Scientists find that there are at least one newspaper in English where English is not their mother tongue language. Not only that, he also mentions that 80 % of sites are created in English and according to Education first report, 52 % of web visitors browse in this language, as Balla (2016) maintains that 70 % of e-mails are exchanged in English. She terminates that it is the language of sports and music while 60 % of radio programs are transmitted in this language.

Besides, Gohil (2013) states that books, magazines, and newspapers written in English are available in many countries, as it is reported that 95 % of science citation index articles are in English. The latter is considered as the travel language; although language differ from country to another but English facilitates traveling around the globe since it is spoken and understood widely (Llysonova, 2020). The last mentioned language is a needed skill to get a job since it is a necessary request for the majority of governments and private jobs, adding to that many organizations and global companies manage their business in English as Airbus, Renault, Samsung, and Microsoft (Nishanthi, 2018)

Moreover, Gohil (2013) says that English is considered by the international treaty as the official language for aeronautical and Martine communication. According to Rao (2019) it is the official language of international organizations as UNESCO, UNICEF, ILO, and BRICS. All in all, English occupies the state of global commerce by connecting the east, the west, the north, and the south.

### 1.5 The English Language Skills

Boutin (2004) (as cited in Sabri Sideklit, n.d, p.3) said that “*the term skill has a long history in the field of education*”. In the past, the term skill was used to represent behaviours that can be observed and which required professionalism, and the focus was on improving the behaviour. On the other hand, the term skill focuses on the mind and what is understood from the word is improving language in the education process.

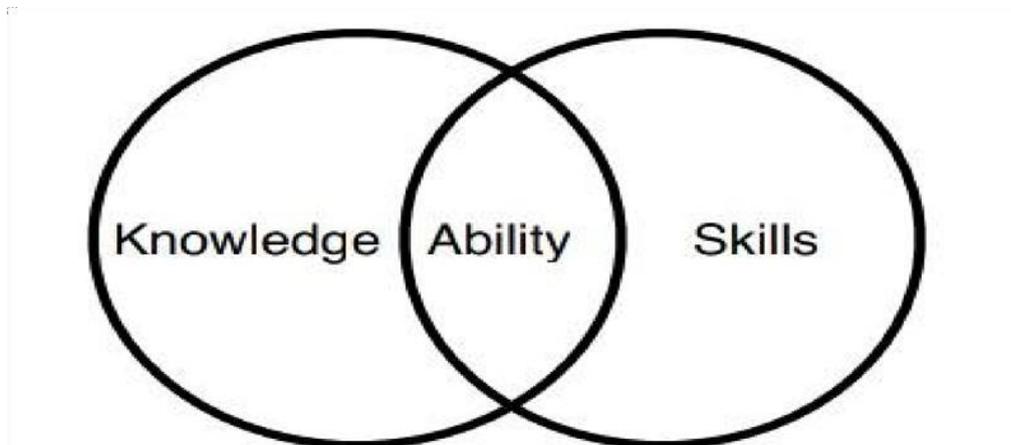
Quesse (2007) (as cited in Sideklit, n.d) replies that skill is different from behaviour. The former is performed actively and consciously through using cognitive and physical efforts. It is also an active process that a person develops relying on tangible practices rather than teaching theory. However, behaviour is a response to a stimulus.

In the other hand, skill is the individual's ability to engage in an activity with the interference of some components: knowing which is the knowledge is needed to perform a skill, then taking action, which refers to activating mental process like thinking, questioning, ordering, problem solving, and evaluating. More importantly, the last component is performing a task; the latter is when the task is performed using all cognitive resources as well as using the experience that is gained in real situation so that a skill develops.

“Skill is the ability of an individual to put into action the knowledge he/she has in order to achieve the intended goals” (Kassema, 2016, as cited in Kassema, 2019, p.8). Hence, Kassema (2019) found that knowledge is the theoretical part whereas skill is the practical one. In this prospect, a person who possess knowledge does not mean he/she is skilful, yet someone who is skilful is knowledgeable. More importantly, when skill and knowledge are combined, they produce ability.

**Figure 1.2**

*Knowledge, Skill and Ability Intersection.*



Reprinted from (Jacob Joseph Kassem, 2019, p.16)

The above figure describes the correlation that combines knowledge, ability, and skills, which means that before skills are required, individuals should have knowledge to put in into practice to acquire certain skill. Other words, an individual who possess skill and knowledge he is be able to do many things.

### **1.5.1 The Listening Skill**

According to Rubin (1994) (as cited in Ben khetta, 2021) listening is a process of understanding what the speaker produced orally. In addition, Nunan (2001) (as cited in Ben khetta, 2021) defines listening as the activity of decoding sounds in order to understand the meaning to be conveyed by the speaker.

According to Tyagi (2013), there are five stages of listening skill and they are as follows:

- *Receiving*: It is the focus on what the speaker is saying, this stage occurs when the listener start filtering out other sources and isolating the receiving message from incoming stimulus. Receiving is limited to the earsince it is the most important tool for hearing.
- *Understanding*: It is about understanding what is heard through analyzing the stimuli in order to have successful communication. Basically, The listener have

to understand the meaning that the speaker wants to convey as the brain is the primary tool in the former.

- *Remembering*: In listening, the process of remembering is very important. When the listener remembers what he heard, it means that he received a message, interpreted it, and stored it in his mind with his other information. When listening, attention and memory are selective. What is remembered by the brain can be different from what is seen or heard.
- *Evaluating*: The one who evaluates is only the good listener. The content is analysed whether it is wrong, right, and logical and so on. Each person evaluates according to his knowledge and his experiences in life, this is why there are different opinions.
- *Responding*: This last stage requires the listener to give a reaction to what is heard so that the speaker confirms that the message is delivered, and it is the only means that determines the degree of success in conveying the words to be communicated.

### 1.5.2 The Speaking Skill

According to Cameron (2001) (as cited in Bafadal et al., 2019) speaking is the use of language actively to express the meaning intended to be communicated to others. Accordingly, it is the activity of producing language for communicating with others, which shows linguistic competence of persons. Chaney (1998) (as cited in Shrouf, n.d) mentions that speaking is a process of using verbal and non-verbal symbols in different context for the reason of constructing and sharing meaning with others. Besides, (Brown, 1994; Burns & Joyce 1997, as cited in Shrouf, n.d) argue that speaking is the interaction between speaker and listener to construct meaning which involves both producing and receiving information. Adding to that (Echard & Kenay, 1981; Florez, 1999; Howarth, 2001, as cited in Abd El Fatah Torky, 2006) mention that speaking can be defined as a two-side operation that includes true communication of ideas and information. More importantly teaching speaking is crucial for learners to know how to use the language as well as improve communication for expressing themselves effectively.

According to Harmer (2007) (as cited in Herdinatara, 2017) speaking is a complex skill, which includes grammar, vocabulary, pronunciation, fluency, and accuracy. Mainly,

grammar is a crucial aspect in speaking since it helps in avoiding errors and arranging correct sentences while communicating. Besides, vocabulary is useful for choosing suitable dictions for the conversation for people cannot speak or express ideas without having enough vocabulary. Indeed, according to Redmond & Vrchota (2007) (as cited in Ben khetta, 2021) pronunciation is producing words in an understood, clear and accepted way, so that when speaking, people should be aware about how they are producing language.

Adding to that, fluency matters when having a situation of communication; it is represented in reasonably fast speed while speaking with small pauses, which means that the speaker does not spend much time choosing words. Additionally, when speaking, accuracy should be taken into consideration viz the speaker has to produce clear and comprehensible utterance that can be unambiguously understood by listeners (Ben khetta, 2021).

### **1.5.3 The Reading Skill**

Reading is considered as a fundamental skill that learners need to acquire to learn a language. In other words, Harmer (1988) said that engaging learners in reading is vital and considered as the teacher's job. Besides, there are many reasons for why students read; they may read for pleasure, for study as well as for their careers.

Accordingly, Reading is a process of self-discovery as readers get in touch with written materials via using cognitive and Meta Cognitive efforts in order to form new knowledge (Hellyer & kalayci, 2012; Robinson & Sherwood ,2001, as cited in Kaya, 2015)

Similarly, Kaya (2015) remarks that reading is used to be seen as a passive skill, but in fact it is not since it requires readers to practice some strategies to reach comprehension. Among these strategies are skimming and scanning. Firstly, (“Reading skill, 2012”) skimming is a strategy that readers use to get an overview of the text as a whole as it does not concentrate on understanding each single word. However, scanning in the other hand, is utilized to search for particular information rather than reading the entire text through looking at titles, headings, and table of contents to decide whether to read that piece or not.

Furthermore, Harmer (1998) adds that scanning and skimming are likely depends on the type of text that is supposed to be read, and what learners want to gain from that text .Thus, readers can scan a computer manual to look for a particular information that they need

to use their machine, or they skim a newspaper to get a general overview about what is going on.

Similarly, Kaya (2015) conducted a study on Turkish (EFL) students who are not trained in reading skills so that they face difficulties in comprehension. The latter resulted in unsatisfactory marks. Basically, if learners were trained in reading skills, they would not face these difficulties and low writing ability.

#### 1.5.4 The Writing Skill

Grabe (2009) & Ahm (2014) (as cited in Habibi et al., 2015) writing is considered as a complex skill for non-native speakers since they are less exposed to English as native speakers. Other words, Ibrahim (2006) (as cited in Habibi et al., 2015) responds that writing is difficult for both native and non-native speakers since writers have to take into account: the content, purpose, vocabulary, spelling, audience ... Additionally, Brown (2001) (as cited in Helmie & Salimah, 2019) claim that writing is a behaviour that can be learnt, but not all people can write since it is a process that is demands efforts and conscious.

There are some stages that a writer follows to produce a piece of writing. In fact, (Harmer, 2004) suggested four strategies for the writing process:

- *Planning*: Harmer (2004) states that before engaging in writing, skilful writers opt for an outline for their assignment. In this context, experienced writers can approach writing through three different ways namely: extending notes, taking notes, or simply process the former mentally in their heads. More importantly, writers have to take into consideration the purpose of their writing as well as the language they utilize and the relevance of content to be transmitted. Nevertheless, proficient writers think about their readers as they affect the selection of language whether it is formal or informal.
- *Drafting*: is the first piece of writing that the writer begins with to produce the final version of a text.
- *Editing*: When writers are done with their drafts, they check the written piece in terms of the clarity of ideas, ambiguity and confusion. At this stage, writers may change the form of words or write new introduction. Hence, proficient writers concentrate on the general meaning and grammatical accuracy.

- *Final version:* This is the last step in the writing process that is ready to be presented to the audience. Basically, the first draft and the final one are different since many changes occur along the process so that a different content will be produced.

The process of writing is recursive, that is to say that writers plan, draft, and edit, yet they often replan, redraft, and reedit to get to the final version. Therefore, Harmer (2004) proposed the process wheel. The process wheel below indicates the different directions that writers can follow to produce their final product.

**Figure 1.3**

*The Process Wheel*



Reprinted from Jermy Harmer (2004, p.6)

The above figure illustrates the process wheel that is proposed by Harmer, which indicates the steps that the writer go through to reach a piece of writing. Indeed, the writer may, replan, redraft, and reedit to produce the final text. This process is called recursive, as it requires the reader to go in many directions while writing

### 1.5.5 Grammar

Grammar is a system of meaningful structures and patterns that are govern particular pragmatic constraints. According to „,OED“ (2021) (as cited in Bechéy, 2021, p.1) grammar is about changing words' structures into sentences. Other words, Crystal (2012) (as cited in

Melon & Conzález, 2017) said that grammar is about how sentences are made and the way meaning is expressed. Accordingly, within the development of Communicative Language Teaching (CLT) focus shifts from form to meaning through communicative activities as Thornburg (1999) declares that this sentence, 2680239 we are at home right now please leave a message after the beef, that is, this sentence is grammatically correct , but it has no meaning.

There is a hot debate concerning which approach is appropriate in grammar teaching. Therefore, some studies are in favour of the deductive approach whereas others are with the inductive approach. Additionally, according to Benitez-Correa et al., (2019) (as cited in Kunene & Mthethwa, 2020) whether grammar taught deductively or inductively is one of the unanswered questions concerning effective language learning.

According to Widodi (2006) (as cited in Kunene & Mhethwa, 2020) the deductive approach moves from general presentation of rules to specific. The latter starts with the presentation of rules right from the beginning then examples are provided. Thus, in the deductive approach lessons are explained using the (PPP) model, which means presentation, practice, produce; the teacher presents the rules then students practice the application of these rules. More importantly, students produce their own examples (Thornburg, 1999, as cited in Kunene & Mhethwa, 2020).

Nevertheless, according to Widodi (2006) (as cited in Bouaicha, 2015) the deductive approach saves time as it goes straight to the point so that the grammatical rules are explicitly presented. Besides, the rules are simple and allow learners to comprehend from examples. In other words, according to Pajunen (2007) (as cited in Bouaicha, 2015) the Inductive approach moves from specific to general through practiced examples following a (TTT) model: Test, Teach, Test again which means that test whether learners are able to understand the rules ,then the rules are taught and tested again (Aslan, 2016, as cited in Kunene & Mthethwa, 2020).

This approach is called rule discovery for it includes the use of examples to improve learners' comprehension and give them that opportunity to deduce the rule. Nevertheless, Widido (2006) (as cited in Bouaicha, 2015) the inductive approach helps learners exploit

their cognitive capabilities in an autonomous way. Hence, students are active participants instead of only receiving input.

### 1.5.6 Vocabulary

Vocabulary is a key component and the central of any language, which means that language is formulated through vocabulary that the speaker already knows (Nation, 2008) (as cited in Izzah (2015). Besides, Bintz (2011) (as cited in Utami, 2015) states that the term vocabulary means the necessary words that a person must know in order to communicate effectively.

According to Izzah (2015) vocabulary is meaningful word or list that speakers know and use in order to communicate individually or in groups as Diamond & Gutlohn (2018) (as cited in Purnamasari, 2021) define it as the number of meaningful words or sentences used in speaking, reading, writing. Similarly, both Alqahtni (2015); Bizgu (2020) (as cited in Purnamasari, 2021) refer to vocabulary as words learned in learning foreign language for having an effective communication. As well as, it is essential in learning English since it combined the four skills, viz that pupils should have good vocabulary in order to master language skills (Utami, 2015).

Similarly, Izzah (2015) mentions that vocabulary is vital in every language since it helps the speaker convey the idea, express feelings and a desire, as well as he added that it enables him to communicate with others through language. Similarly, Rupley, Logan & Nichols (1999) (as cited in Sedita, 2005, p.1) says that *„,„vocabulary is the glue that holds stories, ideas and content together ... making comprehension accessible for children ““*.

Equally, Harmer (2002) (as cited in Izzah, 2015) supports this idea and confirms that vocabulary is the key of communication and without it nothing can be conveyed, Besides, Cameron (2001) (as cited in Alqahtni, 2015) says that vocabulary is one of the main element that helps learners in acquiring a language as Oxford (1990) (as cited in Alqahtni, 2015, p.23) sympathizes that vocabulary is *„,„ by far the most sizeable and unmanageable components in the learning of any language““*.

## 1.6 Teaching English to Young Learners

There are different views concerning the best time to start learning English language, and the view that young learners learn faster than old learners do is not still as Singleton &

Ratan (2004) (as cited in Flyman Matson & Norrby, 2013, p.226) said *“It is no longer possible to accept the view that younger learners are in all respects and at every stage of learning superior to older learners”*. However, many countries in the world are teaching English language to young learners.

Precisely, Madya & Primadinna (2018) state that teaching English in primary schools means teaching learners aged between 6 to 12 years old, they are considered as young learners since they are active than adults ;they like to move and play as well as are creative and have a retentive memory , the latter would make the learning of English easier for them. More importantly, teachers should take into consideration their learners’ needs and interests.

Besides, they add that young learners have special characteristics that contribute effectively in learning a foreign language; they are good at social skills and like to make physical movements. Nevertheless, singing songs, role-playing, storytelling help in a way or another pupils learn English language efficiently, and activities such as playing games are extremely engaging. In this prospect, Goffman (2006) (as cited in Ginali (2014) said that: *„,games are actions that build the world”*. On the other hand, classroom should be coloured and bright with Windows, as young learners prefer all what is coloured (Harmer, 2007, as cited in „,Didactic Guide of English for 3rd Year”). More importantly, Ginali said that teachers should be well educated in didactics and psychopedagogy.

There are many countries that teach English in the primary levels. For example, Saudi Arabia: according to Al Jarf (2022) since 2003 Saudi Arabia Ministry of education started teaching English at public schools from sixth grade, then in 2004 from the fifth grade, and on May 02, 2011 the teaching of English changed to fourth grade. Additinally, in 2022 it is from first grade.

A study conducted by Aslan (2016) (as cited in Al Jarf, 2022) compared primary school foreign language programm of Turkey,Germany, and Netherlands in terms of objectives, content, as well as English is taught, the system of evaluation. This study indicates that Turkish primary school program is more convinient, for the program of Germany and Netherlands give teachers much freedom in planning lessons, however in Turkey, the English curriculum has a detailed content, also teachers are abide that curriculum. In addition,in

Mexican public primary schools, the recent national English program is to prepare students for 21 century by equipping them with digital abilities .

Another example is China; since 2001, the Chinese Ministry of education had a great concern in improving the development of English language, therefore , they made this language compulsory from the primary level in some cities in China (“Ministry of Education”, 2007 as cited in Kaduhr & Fujiswa, 2009). However, in recent years, English has been introduced in many cities across China. The teaching of English begin by grade 3, from primary three to six, students are offered three English lessons per week with 40 minutes per lesson (Yue, 2016).

Additionally, visitations to some elementary school grades in two urban cities Beijing and Dalian, where observations made about the teaching of English language at three schools which ranged from grades 3-6. It was observed that teachers used the oral method which is based on a style called (PPP). It is revealed that in all English classrooms, only English is used which means that the teachers teach English in English.

For (“How English is Taught””, 2020) Germany in the other hand pays a tremendous attention to the teaching of English language as it is the most frequently taught foreign language (FL). They begin teaching it at grade 2, The latter is taught based on minimum explanation from the teacher and devoting maximum number of hours for independent work .

A study conducted by Aslan (2016) (as cited in Al Jarf, 2022) compared the primary school foreign language program of Turkey, Germany, and Netherlands in terms of goals ,content, as well as the way English is taught ,and the system of evaluation. It indicated that the Turkish primary school program is more convenient , for the program of Germany, Netherlands give teachers much freedom in planning lessons, however in Turkey, the English curriculum has a detailed content, also teachers are abide by that curriculum. In addition to that, in Mexican public primary schools, the recent national English program is to prepare students for 21 century by equipping them with digital abilities.

### **1.7 Theories of Language Acquisition**

Human being have an ability to do many things, one of the important is acquiring certain language. According to “Scholarly Community Encyclopaedia” (2022) language

acquisition is the process of human brain to acquire an ability to learn and understand a language. In other words, when a person acquire a language, he will be capable to use it to communicate effectively, comprehend and produce meaningful words and sentences. Similarly, Tomasello (2008) (as cited in Samkange 2015) upholds that language acquisition is the activity of individuals in developing the ability to produce, perceive and the use of words in order to communicate.

Learning a foreign or second language is a complicated process since there are several elements that affect learners' language learning. Besides, a classroom may include learners with the same age and intelligence, whereas, the outcomes of their learning may differ. In fact, many scholars claim that along with cognitive, psychological elements pin the other hand play a dominant role in the acquisition of second or foreign language. Moreover, Krashen (2009) (as cited in Sari & Pelayaran, 2020) said that learning and acquisition are different of each other for acquisition is a subconscious process that requires learners to be conscious that they are using the language, yet, they are not aware that they are acquiring a language. However, learning is a conscious process by learners in order to get knowledge and skills in both foreign and second language acquisition.

Over years scholars suggested variety of language acquisition theories, the most important are behaviourism theory by Skinner, cognitivist theory by Piaget and innateness theory by Chomsky.

### **1.7.1 Skinner's Theory of Language Acquisition (1957)**

According to Weiten (2004) (as cited in Samkange, 2015) Skinner has long argued that environmental factors are important to govern language acquisition and development. Skinner also emphasized the role of imitation in language acquisition, as he sees that for children, language learning is completely similar to all their ways of learning different life skills. According to him, language acquisition is a link between stimulus and response to environmental conditions.

According to Lefton (1991) (as cited in Samkange, 2015), he emphasized about positive reinforcement, which includes rewarding correct utterance. Ambridge and Lieven (2011) (as cited in Samkange, 2015) note that positive reinforcement with correct utterance help and lead the child to realize the value of communicative words and sentences. Operant

conditioning is important for language acquisition and development. Weiten (2004) (as cited in Samkange, 2015) states that Skinner explains in his theory how the child imitates the speech, behaviours, and patterns of older children and adults. Through this imitation, he learns grammar and how to build correct sentences.

Indeed, tradition helps the child to acquire language by making it from the family and the teacher in particular. The very role of the teacher is to make sure that the child imitates correct language free from errors.

### **1.7.2 Piaget's Theory of Language Acquisition (1923)**

Ninguran (2017) states that Jean Piaget was very much concerned about how thought is born in a child's mind and how it helps him acquire language. The most important thing Jean discussed is how the child builds knowledge. Then he suggested that the development of intellect begins with the child before he acquires any language.

Besides, Piaget (1923) believes that children play an active role in the process of learning and acquiring a language. They get to know the world adapt to reality and interpret it. He even likened them to little scientists because they also carry out experiments and observations when learning. Jean (1923) believes that the cognitive psychological aspect has an vital impact on the development of the child's language according to what is called the principle of cognitive theory, that means that when children's intelligence is combined with their initiative to express themselves through the parents' language, this helps them to acquire their language in a way that is in line with their cognitive development.

Moreover, Piaget's theory does not only help teachers comprehend how children's perception develops cognitively, but it also enhances understanding of factors that develop a child's language acquisition.

### **1.7.3 Chomsky's Theory of Language Acquisition (1957)**

Wen (2013) states that Noam Chomsky point of view is that language acquisition is innate and natural which means that children born having a set of rules about language in their minds this is known as Universal Grammar. Similarly, universal grammar is language basis, because children do not copy language they hear from adults simply, they deduce rules, which they will use to, produces new phrases.

More importantly, Children do not learn and acquire a repertoire of phrases or sayings as some behaviourists think; in contrary, they learn rules, which generate to them an infinity's number of new sentences. More importantly, Grammar of any language is very complicated and without universal grammar, children will not be able to understand the language. When children master grammar, they are guided with innate knowledge of universal grammar (Chomsky 1986 as cited in Wen 2013).

Accordingly, he claims that when the child begins to acquire a language, he listens to his parents, and then he identify the type of language he is dealing with.

Finally, he determines the type of correct grammatical rules. This is what is known as setting parameters. That is to say, when a child is born he has a number of different hypotheses, and then matches them with what happens around him. Thus, the child knows intuitively that there are nouns and verbs and so on, and that there are a number of possibilities to form a sentence. Hence, by universal grammar he will know how to use those nouns and verbs to form a correct and meaningful phrase. Chomsky concludes that the child does not study language, but acquires it naturally.

### **1.8 Ability and Competence**

Pal (2021) defines ability as a talent, power and skill to do something, other words it is being capable and competent physically, mentally and morally to do activities. Human ability is innate from birth and by practicing, it could be acquired, otherwise the natural one is supreme than the acquired .As mentioned above human ability is something natural so it is obviously linked to cognitive mind. According to Robinson (2012) cognitive ability is an aspect of mental functions that includes remembering, memorizing, focusing attention... . Furthermore, Vitello et al., (2021) define Competence as the capacity to apply context suitable knowledge, skills and psychological factors to well perform in particular fields. According to Chomsky (1965) (as cited in Schneider 2019) competence is an inherited cognitive system which includes knowledge and beliefs, and based on language achievements so as, it is developed in what is called early childhood. For white (1959) (as cited in Schneider, 2019) the term competence is the capability of living organisms for the reason to interact effectively in the environment in which they live in.

Besides, Acworth & Saxton (1990) (as cited in Schneider, 2019) argue that it is not easy to distinguish whether competency is an act and a personal characteristic or actions outcomes. Mainly, in America there is the term competency and competence in Britain.; according to Mitchelmore and Rouley (2010) (as cited in Schneider, 2019) competence is a set of personnel characteristics that facilitate what is called over performance , while competency is defined as a behavioural performance that any person can demonstrate.

Apart from that, the constructivist approach which focuses on the teaching of competencies (National de santé publique du Québec (2011) (as cited in Sideklit, 2018) was adopted since the 1980s, it defines learning as an active construction of knowledge in the mind. Besides, these competencies are selected according to students' needs through a student-centered approach, and then transferred to daily life and occupational life. Therefore, this approach castrates on changing the passive role of the students to an active one through active participation, communication ,questioning ... .More importantly, applying in real life situations so that it renders a permanent skill .

### **1.9 Conclusion**

Since English plays a dominant position in different fields especially education, many countries are seeking to teach it to young learners since they are active and motivated to learn language ,,,"*the younger, the better*"". Additionally, the skill based approach focuses on transferring the learnt competencies into real life situations. In the other hands, when the four skills of language are well improved, learners are more likely to master certain language.

## **CHAPTER TWO**

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### **Teaching English for 3<sup>rd</sup> Year Primary School Learners**

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## 2.1 Introduction

In the previous years the idea of implementing English language in the Algerian primary schools were just a suggestion, However, recently, Algeria pays much attention to the teaching of English language. As a result, this year, it announced the implementing of this language in the primary stage namely third grade.

The chapter at hands sheds light on the syllabus as well as the textbook of third year primary school, that is to say that the researcher seeks to get an overview of the textbook regarding the topics discussed , time allocation ,and the skills that are delivered to pupils; listening , speaking , reading , handwriting . More importantly, how learning is planned following this structure: I sing and have fun , I listen and repeat , I read and discover ,I read and write , I sing and have fun ,and the last one I play roles. Besides, this chapter investigates how activities and games are set and presented to pupils as it provides some useful insights about the former.

## 2.2 The Third Year EFL Teaching Guide

According to "Didactic Guide of English "(2022)Teachers' guide is considered as a support that is meant particularly for teachers to help them practise the content in order to produce a good teaching and learning attchievemts.Hence, Cunningsworth & Jude (1991) claim that teachers'guides are of paramount importance that targeted to teachers who have no experience. Therefore, this material can help in fulfilling an effective teaching since it provides teachers with useful guidelines for instance teaching procedures, the objective of the lesson and so fourth. In this prospect, teachers' guide, is also known as teachers' material (TM) and teachers' book (TB) that is defined as a set of materials that are made by experts and handed to teachers to give them an idea about how to communicate the objectives that learners need to fullfil (Abu Al-Maali & Siddiek, 2022).

In the other side, Harmer (2007) (as cited in Ranjha et al., 2019) says that teachers' guide is a manual that includes ideas as well as guidelines regarding the organization of instructions in the classroom. Furthermore, Siddiek & Abu Al Maali (2022) claim that supervision and training courses can help novice teachers and offer them practical knowledge that they apply during their courses, however supervisors may not be available all times,

therefore here comes the vital role of teachers' guide, hence this is what Richards (2020) (as cited in Siddiek & Abu Al Maali, 2022,p.2) explained in the following Quote :

*„„A good teacher“s book lays out the basic principles of the course book and the recommended procedures for using the book. As such is it a guide for teachers, particularly novice teachers who may have little teacher training or classroom experience. It is like the instruction manual that comes with a new car. Once you are familiar with the car you won“t need to consult the manual “““ very often. However with a course book the situation is a little different, since books are used in many different contexts and the information in the teacher“s book is likely to be very general and may need to be adapted to match the specific school context”*

(Richards, 2020, as cited in Siddiek & Abu Al Maali, 2022, p.2)

This means that teachers“ book should be updated and used in different context so that it meets teachers“ needs. He notes that Teachers“ manual should offer deductive ways for presenting instructions. More importantly, the values that pupils need to learn have to be strongly linked with Teachers“belifs. In other words, UNICEF is considered as one of world biggest providers of quality education. The latter provides pupils with educational materials, school -based and activities based are one of the important projects of this organization ;this project is a manual presented mainly for teachers to assist them in planning and providing pupils with an effective teaching in the classroom

Hollenweger et al., (2018) (as cited in Siddiek & Abu Al Maali, 2022) state that the teachers“guide aims at motivating teachers in order to become practitioners. The former relays on practice since it provides teachers with a set of activities that can be applied in the classroom. The very hope is that the activities and examples in the textbook creat that competition among teachers to work on other activities and share them with their colleagues. More importantly, she adds that this book show teachers the purpose and the way activities and examples should be applied rather than only telling them to implement particular method. Nevertheless, Cunningsworth & kusel (1991) (as cited in Ranjha et al., 2019) say that there are four functions in the guide :

- It enhances Teachers' comprehension concerning the structure of materials
- Teachers' book provides guidelines about how materials should be implemented
- It offers lingo -cultural information

Didactic guide for third year primary education of Algeria is considered as a helpful tool for teachers to rely on in implementing the strategies and methods that can be by no means help them. English language is studied two times a week in a duration of 45min. Indeed, setting objectives for lessons are of a great importance in paving the way to pupils in order to communicate effectively using the lexis learnt in lessons.

Table 2.1

*Topics and Communicative Objectives*

Topics	Communicative Objectives
<b><i>ME, MY FAMILY AND MY FRIENDS</i></b>	<ul style="list-style-type: none"> <li>-Greeting people/Leave taking</li> <li>-Introducing oneself, family, friends</li> <li>-Saying numbers</li> <li>-Asking about age and place of residence</li> </ul>
<b><i>MY SCHOOL</i></b>	<ul style="list-style-type: none"> <li>-Naming school objects</li> <li>-Naming colours</li> <li>-Asking about and locating school objects</li> <li>-Naming days of the week</li> <li>-Asking about school timetable</li> </ul>
<b><i>MY HOME</i></b>	<ul style="list-style-type: none"> <li>-Naming rooms</li> <li>-Asking about their location</li> <li>-Locating people inside a house</li> <li>-Following instructions</li> </ul>
<b><i>MY PLYTIME</i></b>	<ul style="list-style-type: none"> <li>-Naming and asking about favorite toys</li> <li>-Identifying toys</li> <li>Asking about colours</li> </ul>
<b><i>MY PETS</i></b>	<ul style="list-style-type: none"> <li>-Naming pets</li> <li>-Describing pets: identifying their size and parts</li> <li>-Asking and giving information about pets</li> </ul>
<b><i>MY FANCY BIRTHDAY</i></b>	<ul style="list-style-type: none"> <li>-Naming objects and foods related to birthday celebration</li> <li>-Naming different face parts</li> <li>-Expressing offers and thanks</li> <li>-Responding to offers and thanks</li> <li>-Expressing wishes, feelings and emotions</li> <li>-Following instructions</li> </ul>

Reprinted from Didactic of English guide for 3rd year primary education (2022,p.8), by Ministry of education.

The above table indicates the topics that are included in the curriculum of third year primary school and their communicative objectives. According to the “Annual Allotment” (2022) the topic of the first Unit is about me , my family and my friends . Therefore , the very aim of this unit is enabling pupils introducing themselves and greating people through using greeting words: Hello ,Hi. More importantly, pupils will be able to learn some lexics related to family members : grandfather,father, mother,sister. Additionally, the second unit is about” my school “ pupils are able to name school objects and colours for instance what is this? What colour is it?. Furthermore, pupils can locate school objects using the prepositions in -on -under . In other words,pupils learn about time table (Arabic, History...as well ask and answer about them . The very aim of the third objective is that pupils are able to name rooms as well as asking about their location through using the adverbs of place “opposite to ,next to

In the third unit learners can learn names of rooms as well as ask about their location. Nevertheless, the fourth unit is about playtime where the learner aquire new vocabulary about games as well as they will be able to ask and answer about their favorite toy and its colour. Additionally, the fifth unit is about pets, the objective of this unit is to enable pupils name pets and learn about them.

To conclude, the aim of the last unit “my fancy birthday “ is expressing feelings as sadness, happiness... and learn about parties and part of the face : cakes, candle, juice, plate, fork, knife, spoon, eyes, nose ... . Essentially, respond to offers and thanks using thanking words like thank you and my pleasure. Mainly, pupils will be able to ask and answer about a party time .

### **2.2.1 Sequence and Section Planning**

All textbooks include sequences that give an idea to both teachers and learners about the framing of syllabus, essentially the content that will be dealt with. In the other hand, the section consists of components of sessions, viz that each session deals with a lesson that has attain certain objectives.

**Table 2.2***The Learning Sequence*

Unit 1,2 and 3	Pause	Unit 1,2 and 3	Pause
6 sections	Assesment, Remediation & Standarazation.	6 sections	Assesment, Remediation & Standarazation.
18 hours		18 hours	

Reprinted from Didactic of English guide for 3rd year primary education (2002,p.9), by Ministry of education.

This table illustrates the learning sequence in the 3rd year primary syllabus that consist of 06 units, in each unit there are 2 main sections .After the end of each 3 units, there are 3 hours as a pause phase for Assesment, Remediation and Standarazation as it is shown in the below table (Didactic Guide of English for 3rd Year Primary Education, 2022).

Table 2.3

*Section Framing*

<b>Section</b>	Session 1 45mn	Lesson	🎵 I Sing and Have Fun	10 mn
		Lesson	👂 I Listen and Repeat	35mn
	Session 2 45mn	Lesson	📖 I Read and Discover	45mn
	Session 3 45mn	Lesson	✍️ I Read and Write	35mn
		Lesson	🎵 I Sing and Have Fun	10mn
	Session 4 45mn	Lesson	🎭 I Play Roles	45mn

Reprinted from Didactic of English guide for 3rd year primary education

(2002,p.9), by Ministry of education.

The above table explains the components of a section, which includes 4 sessions of 45 minutes; at the end of each session, there are one or two objectives that should be achieved by a set of activities. The four sessions are divided as follows: I Sing and Have Fun, I Listen and Repeat for the 1<sup>st</sup> session, I Read and discover for the 2<sup>nd</sup> session. The 3<sup>rd</sup> session includes I Read, Write, I Sing, and Have Fun, while the 4<sup>th</sup> session includes I Play Roles.

*A/ I Sing and Have fun:* *I sing and Have Fun* is the beginning of the section, it takes 10 minutes. The use of songs as a tool for teaching children foreign language is very crucial and effective since children are very lively and enthusiastic at this young age, Songs will help them by creating an atmosphere of fun and enjoyment, which motivate them to learn. As well as, this tool helps learners in improving their listening, speaking and pronunciation skill. It is also effective for learning and memorizing new vocabulary Murfey (1992) (as cited in ,,,Didactic Guide of English for 3rd Year Primary Education”, 2022).

According to Bourke (2006) (as cited in Pejic & Dzanic, 2016) the syllabus of young 2<sup>nd</sup> language learners should consists of songs, while Pejic & Dzanic (2016) state that they

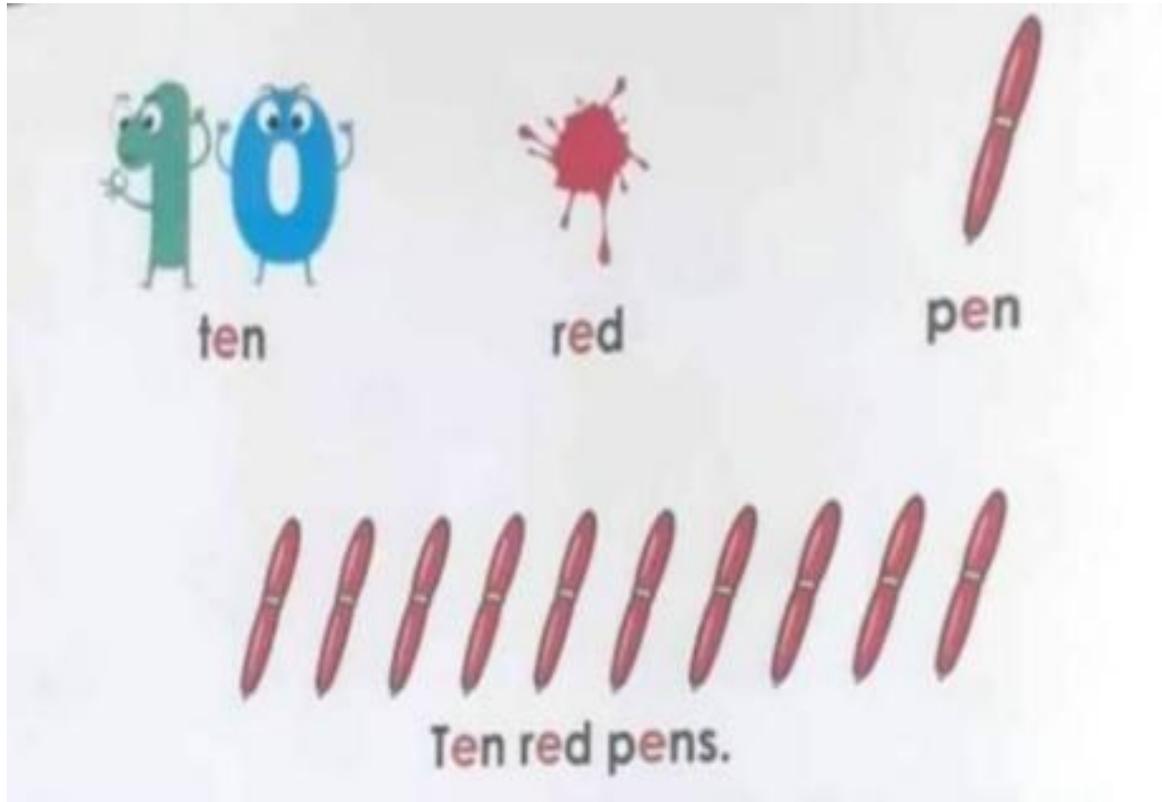
are the most successful tool that help to create a natural, worry-free atmosphere for learners because they make them comfortable and excited to learn. They also considered as a source for good pronunciation and intonation. Otherwise, when teachers use songs, they should be aware to use the ones that are suitable for learner's level of English and their interests as it should fit the curriculum as an example in 3<sup>rd</sup> year primary school level in Algeria the 1<sup>st</sup> unit is „Me, my Family and my Friends“ so the song used can be probably about naming family members. Hence, it is important that the song to be related to what they studied.

***B/ I Listen and Repeat:*** This part takes 35 minutes, the teacher here choose a suitable flashcards, pictures, short texts or dialogues for pupils to be able to practice different items of language like colours, clothes, animals as it paves the way to vocabulary retention etc... („Didactic Guide of English for 3rd Year Primary Education“, 2022).

According to Pribilová (2006) the main point in teaching vocabulary is the selection of words that are going to be presented .It is preferably to move from concrete words to abstract ones .

Also, fluency should be given importance , the latter means that how often the words are used by the learner .In this regard, pupils should be taught vocabulary that is familiar to them and can last in their memory. Generally, textbooks present vocabulary according to topics that are targeted to be taught for instance, if the theme is animals, then words like naming animals , what they eat are expected. In each unit, vocabulary is presented and accompanied with pictures and images in the form of I listen and show then I listen and repeat (Pribilová, 2006).

Figure 2.1

*Listen and Repeat*

Retrieved from 3rd Primary School Textbook “My book of English” (p.58) by Tamrabet & Chennai, 2022. The National Office of School Publications.

The figure above represents an example about phonics task which is about the sound /e/, this task includes words that are pronounced the same; pen, red, ten .The teacher read, pronounce clearly and emphasize on the letter (e) than ask the learners to repeat in order to well pronounce the sound

Figure 2.2

*I Listen and Show*

Retrieved from 3rd Primary School Textbook “*My book of English*” (p.38) by Tamrabet &Chennai,2022. The National Office of School Publications.

The above figure is taken from the unit “my play time” which demonstrates the presentation of new vocabulary that is delivered to learners in form of listening and showing, then they listen again and repeat .

According to Tice (2004) (as cited in Aini et al., 2020) the exercise of repeating is called drill repetition, which means that learners listen to the model provided by the teacher and repeat what they already heard. Similarly, Gu (2003) (as cited in AltaHab, 2018) argues

that drill repetition is very important while learning vocabulary, other words Milton (2009) (as cited in Altalhab, 2018) says that „multiple repetition helps learners stay in the memory after learning“, while Rodrigues & Sadoski (2000) (as cited in Altalhab, 2018) assert that oral repetition is a key for vocabulary retention.

***C/ I Read and discover*** :This session takes 45 minutes, the whole session is for reading for it is an important skill that needs a learning journey. In this age range, reading can be acquired and developed through having fun and word games. (“Didactic Guide of English for 3rd Year Primary Education” 2022).

At the level of third year, while reading, teachers give more importance to phonics. According to Adams (1994) (as cited Liu, n.d) phonics is the activity of teaching reading depending on alphabetical system. Other words, it is an activity based mainly on teaching the relation between letters, letters’ combination and their pronunciation. Similarly, the term phonics is a way of teaching English learners how to read and write this language. It includes teaching the way to connect a sound with letter or a group of letters, as an example the sound /k/ can be pronounced c, k, ck or Ch. (Liu, n.d)

***D/ I Read and Write***: This part takes 35 minutes, it is known that handwriting is important, but before the learner acquire handwriting, first, he needs to match English spoken sounds with letters and identify these individual units of sounds. Additionally, reading skill is a collective and joint learning activity since the reader do not just read, however „reading like a writer“ (Smith ,1994, as cited in Hsu, n.d, p.5) that is to say that reading is being performed when the reader go into the text with the ideas, organization of words, phrases and meaning of the text’s writer.

According to (“Didactic Guide of English for 3rd Year Primary Education” 2022) learners acquire handwriting through two main stages:

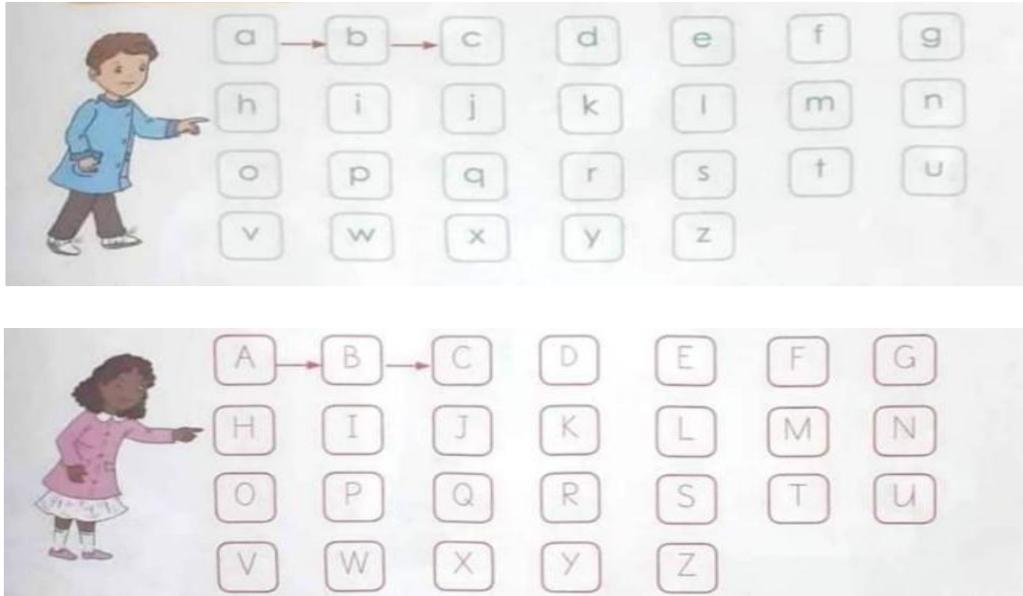
***Single letters and number formation***: At this level pupils are good at handling a pen or a pencil to write. Thus, the best way that helps to acquire handwriting is using tripod grip and developing gross and fine motor skills. Ziviani (1983) (as cited in Selin, 2003) defines tripod grip as the use of the thumb, index and middle fingers to hold a pen and they function together for a well-performed movement to write.

- ***To joined Letters Handwriting***: After the motor fine skills of learners develop, they make them more precise in making other version of letters and copies since they

this will help them to increase speedy, legible, and a fluid style of writing.

**Figure 2.3**

*Copy The Small and Capital letters*



Retrieved from from „,My book of English““ (p.17) by Tamrabet & Chennai,2022. The National Office of School Publications.

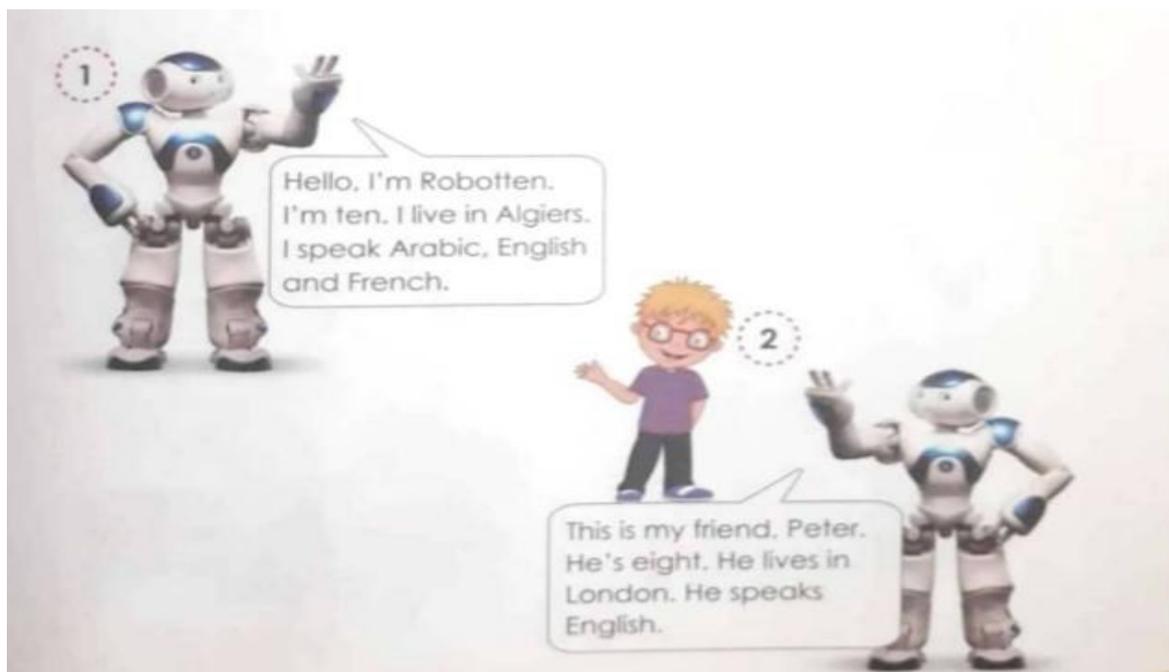
As mentioned in the figure, instead of teaching the letters according to their alphabetical order; A, B, C, D..., they are taught in groups and families for they have specific starting point while the activity of pushing and pulling the pen's direction reach a certain point, this helps to limit reversing of letters as b and d. Adding to that, it is important for learners to know the features of letters while writing; sizing, spacing and alignment in order to have a good handwriting style. In this step, learners start with lower case letters then capital letters and this will facilitate transition from a single letter formation to joined letter handwriting.

- *To joined letter handwriting:* After motor fine skills of learners develop, they make them more precise in making other versions of letters and copies and since they already know how to write lower case letters, they can join letters to write easily and this will helps them increase a speedy, legible and fluid style of writing.

- *I Play Roles*: This part takes 45 minutes, it is a form of drama which means that the activity of imitating a different character and do the same, this activity is a training exercise in which learners take the role of another person in order to use language authentically in a similar situation to their life as an example introducing oneself, greeting.... Learners chose either reading and performing or playing out the dialogue.

**Figure 2.4**

*Listen, Read and do the same with your friend*



Retrieved from from „,My book of English““ (p.15) by Tamrabet & Chennai, 2022. The National Office of School Publications.

The figure above is an example of a role-play, in this task learners act a short dialogue as it is then they do the same with their friends.

### 2.3 The 3<sup>rd</sup> Year Primary School EFL Textbook “*My Book of English*”

The textbook is a pedagogical tool used in teaching learning process (Nabi & Oualmi, 2018) and according to Derghal (2019) it is one of the most common material used in this process, as it is the standard in each school program. It is a published printed material used in both teaching and learning and it can be used in schools or any educational institution (Sari, 2019), while Hutchinson & Torres (1994) (as cited in Topalov & Bojanic, 2016) argue that it is the universal tool used in teaching.

Accordingly, „Oxford Advanced Learner’s Dictionary“ (as cited in Topalov & Bojanic, 2016) mentions that it is a book used in schools and colleges to teach specific subjects. Similarly, Buckingham (1958) (as cited in Triyanto, 2016) agrees that it is a learning tool used in schools and universities to support learning process or any field study. Besides, Arba’ati (2015, p.1) said that „textbooks are books which are designed to be used in the class accurately compiled and prepared by the experts or experts of the field and compiled with appropriate teaching tool“ while Bacon (1935) (as cited in Triyanto, 2016) goes a long way with the idea that the textbook is designed by experts for supporting teaching learning activity.

More importantly, the course book is essential in the classroom, Cortazzi & Jin (1999) (as cited in Topalov & Bojanic (2016) refer to the textbook as a teacher, map, resource, trainer and an authority for teacher as it provides learners with needed information in grammar and vocabulary, as map because it demonstrates a cultural and linguistic outline as a structured programme while it provides help to learners and teachers in order to follow the same steps of the previous lesson. More importantly, textbook is seen as a resource for it includes materials and activities to teachers from which they can choose from them. Besides, it is considered as a trainer for novice teachers who need valuable instructions, guidance and support since this helps them to gain confidence. The textbook is viewed as an authority for its validity and reliability because it is written by authorized experts and by common and crucial publishers or ministers of education.

The 3<sup>rd</sup> year primary school textbook of English is entitled “*My Book of English*” that is designed for third year pupils. The latter includes 6 units that cover different topics which are interactive and related to pupils’ interests. It is designed by Tamrabet and Chennai. This book covers lessons related to vocabulary, grammar, phonics, and handwriting. More importantly, activities accompanied with pictures to make it easier for pupils to understand well. It adopts a communicative approach that allows learners to be able to communicate in real life situations as it focuses on improving two important skills which are listening and speaking.

Accordingly, Diyarni (2006) states that it is believed that exposure to English language should be done through exposing students to verbal expressions. Among the language skills, the skill that pupils get most benefit of is the listening skill; they comprehend the material

through listening, learn pronunciation .As a result, listening skill render an important skill in teaching English to young learners.

In other words, Paul (2003) (as cited in Diyarni, 2006) suggestes several guidelines that teachers can take into account in order to make learners able to speak regarding introducing and practicing in a meaningful way for instance games ...as well as presenting the new items in relation to the previous ones so that pupils can grasp them well as it is critical that the focus should be on the form of questions of the new items for example they may learn who is it ? before or along with it is a cat and so fourth .More importantly, give them chances to speak out in front of their classmates .

A good textbook is considered the students source of knowledge, and one of the main roles of a textbook is to motivate learners to learn autonomously (Skraba, 2005, as cited in Mihans & Grmek, 2020) . Accordingly, Cigler (1997) (as cited in Mihans & Grmek, 2020 ) says that the textbook design should be attractive in order to promote students learnability. More importantly, the language should be appropriate as well as the content of a good textbook is the one that includes clear messages that enable students to learn in a comprehensive manner.

**Figure 2.5**

***Presentation My Book of English***



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Reprinted from My Book of English(p.6) by Tamrabet &Chennai, 2022, The National Office of School Publication.

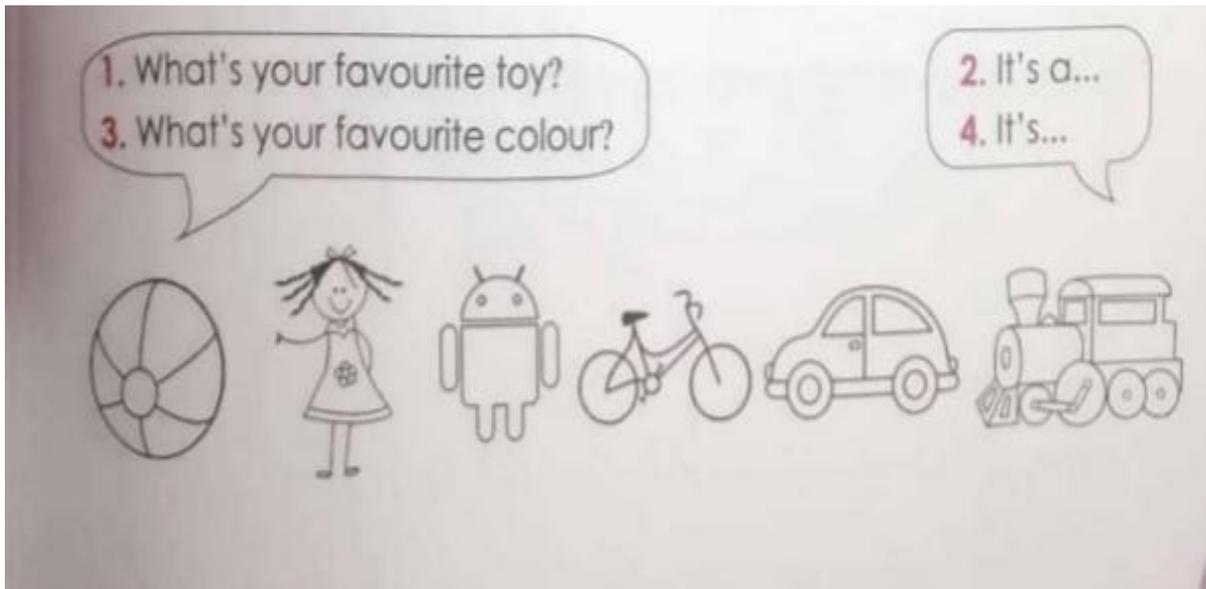
The above figure illustrates the topics that are designed for third year primary school pupils , in each unit pupils learn lexics related to the unit , then they practise what they have learnt through activities.

### **2.3.1 Prescribed Activities for 3rd year EFL Learners**

According to Roth (1999) (as cited in Hang, 2017) in the learning activity children's natural way of learning is playing so they cannot learn and study seriously all the time. Therefore, in order to avoid children's boredom while learning, teachers should modify their way of teaching from time to time by using games (Hang, 2017). Then, Harfield (1999) (as cited in Hang, 2017) asserts that games should be added as an integral element in any language syllabus not just as an activity of fun.

According to Houghton et al., (2013) (as cited in Zirawaga et al., 2017) games can be defined as a kind of playing that includes special roles in which the participants should be followed. By 'fun and games' I mean all those activities that we loosely think of as involving play and enjoyment. Singing, clapping hands, chanting rhymes, solving puzzles, drawing, colouring, model-making, games." (Rixon, 1995, as cited in Pribilová, 2006). Thus, activities are considered as an enjoyable strategies in engaging learners , especially young learners. Activities included in the textbook are : drawing , colouring ,matching ,Ask and answer, gap filling , games... .Mainly, In each unit ,there is what is called my picture game that is used to help pupils practice the learned vocabulary .

*Draw your favorite toy and colour it with your favorite colour .Ask and answer*



Retrieved from from My book of English (p.39) by Tamrabet &Chennai,2022, The National Office of School Publications.

This figure demonstrates an activity in which pupils select their favorite toy from the given ones and draw it in their copybooks, then colour it with their favorite colour. Lastly, they act like a dialogue asking and answering about their favorite toy and colour

### 2.3.1.1 My Pictionary

Pictionary is a game is that can engage students in learning vocabulary, this game helps in improving students' imagination as students are asked to draw pictures based on the words that are given by the teacher. More importantly,it involves those who are not taking part and motivate them to study as Harmer & ley (2019) (as cited in Purba et al., 2022) Point that pictionary can be used to enable students interact in an active way before their peers .Thus, pictionary aid students understand the functions of words as well as practice vocabulary. Similarly, Thorbury (2002) (as cited Purba et al., 2022) said that pictionary game is an activity in which students act in group where each team individual becomes a painter .The former has been used in previous research investigating its efficiency in enhancing students' vocabulary .

Figure 2.7

**My Pictionary**

*Draw or stick the pictures in your copybook*



Reprinted from My Book of English(p.62) by Tamrabet &Chennai,2022, The National Office of School Publications

The above figure is a pictionary from the sixth unit “my fancy birthday.in this game , pupils are going to draw pictures and stick them in their copybooks . The pictures are related to the given words in order to practice the vocabulary related to the unit.

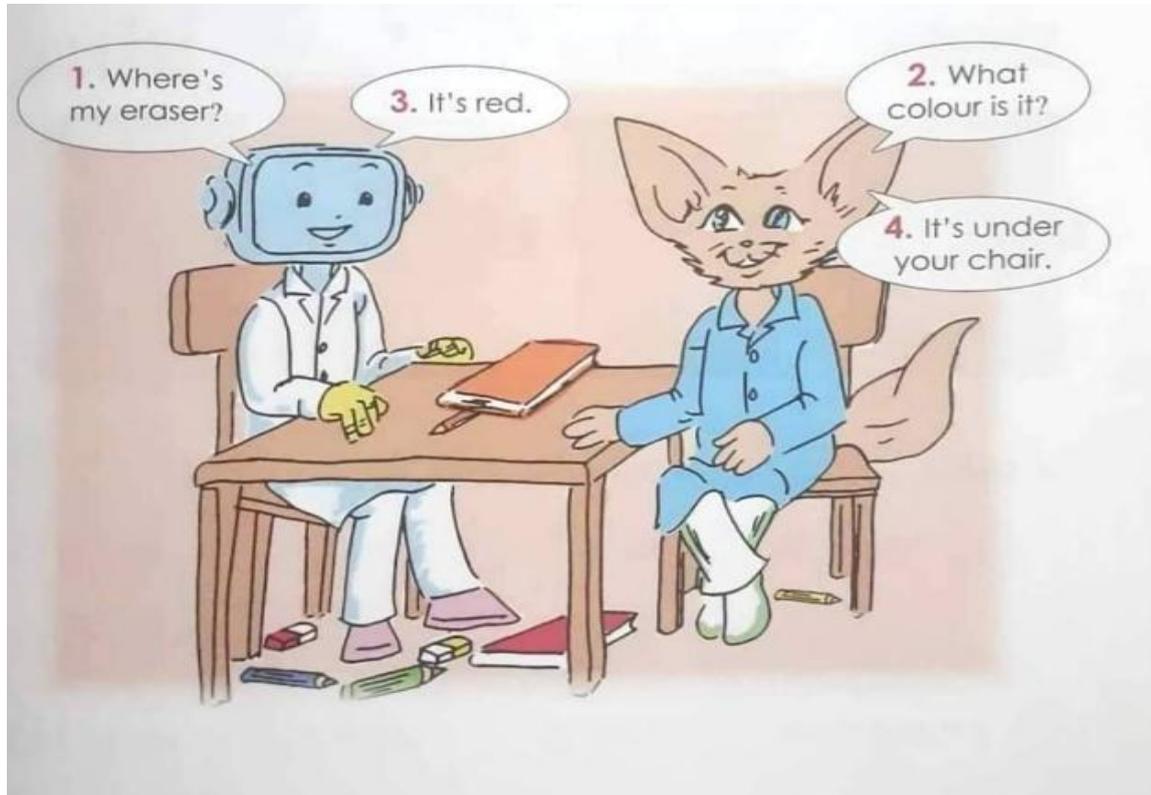
**2.3.1.2 Grammar**

Each unit covers different grammar aspects related to the topics and pupils 'needs . examples of these grammar rules are as follows: the imperative (school commands), pronouns (I, you, he, she), prepositions of location: in, on, under as well as yes/no questions, there is /there are, adverbs of place opposite/next to ... and so fourth. Furthermore, grammar

in the third year primary school textbook is taught implicitly along with vocabulary, that is to say that there is no lesson called grammar, yet, it is along with vocabulary.

**Figure 2.8**

*Hide ,Seek and find.Play the game with your friends.*



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This figure explains that grammar is taught in an implicit manner meaning that pupils practise grammar based on what they have studied in lexis without being conscious that they are dealing with grammar.

### 2.4 Conclusion

The current chapter illustrates that listening and speaking are given much importance rather than reading and handwriting since they help pupils in vocabulary retention.

Therefore, the teacher utilizes the vocabulary gained to teaching them grammar in an implicit manner meaning that grammar is taught along with vocabulary. Other words ,at the end of each unit, pictorial game is used to help pupils practise the vocabulary taught. Topics

in „My Book of English ““adopt a communicative approach where pupils achieve certain objectives that enable them communicate in an appropriate way.

## **Chapter Three**

# **Research Methodology and Data Analysis**

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### **3.1 Introduction**

This chapter is the practical part that required the researcher to investigate pupils' abilities and skills and the difficulties that they encounter. Through the use of two instruments, namely classroom observation targeted to pupils and interview with teachers. The chapter at hand illustrates the rationale behind using the former. Essentially, it deals with the analysis and interpretation of the obtained data from the classroom observation and teacher' interview as well as the discussion of the main finding of this study.

It ends by providing suggestions and recommendations concerning the strategies that should be implemented to reduce pupils difficulties.in brief, the very aim of this chapter is to highlight the objective of the study and confirm or disconfirm the hypothesis. More importantly, answer the research questions.

### **3.2 Research Aim**

Nowdays, English language is spoken and taught in the most of countries in the world since it is the language of science and development. Therefore, in some countries it is taught as a second language while in others as a foreign language. In the other hand, Algeria gives more interests to the teaching of this language, consequently English is implemented as a foreign language in the primary stage. The very aim of this study is to investigate pupils' abilities and skills in learning English at the level of third year grade school in general and the syllabus suitability regarding the form and the content since it is made in a short period of time in particular.

### **3.3 Research Methodology**

Interpretivism approach originates from social action theory, which claimed to comprehend individuals' actions, it is likely to look for motives behind their actions as the very essence of this approach is to understand the lives of individuals as well as figure out the reasons that make them act the way they do (“Interpretivism: Meaning, Positivism; Example” (2013). Thus, in this study, the researcher adopts an interpretivism approach in order to gain an understanding of pupils' abilities and skills to learn English in the primary level, as it is mostly used in qualitative research.

To investigate the issue, the researcher used qualitative and quantitative methods to collect and analyse data in the form of ethnography design that is required from the

**Chapter three:****Research Methodology and Data Analysis**

researcher to be involved in the community through participant observation, and teachers' interview. Therefore, the researcher in this study used participant observation to examine the difficulties that pupils faced in learning English as well as teachers' strategies to overcome them. To figure out whether pupils are skilful and able to learn English, and the textbook efficiency in the learning process, the researcher used an interview for teachers to meet the objectives.

This research is conducted in the form of case study. It includes two types of samples that used a probability strategy which is based on a random selection of participants. Thus, the sample was composed of 79 pupils from two different schools namely Derbal Abd El Kader and Khantach A'`mhamed Primary schools in order to vary and understand more about the participant. The study used a structured interview with 7 EFL teachers from different schools at the district of Tissemsilt to explore more the problem being investigated.

### **3.4 Data Collection Tools and Participants**

The research at hand collected data from two tools, a classroom observation devoted to third-year primary School pupils and a structured interview with EFL teachers.

#### **3.4.1 Classroom Observation**

Observation is a tool used for collecting data by monitoring behaviour, an event or the characteristics of physical notions in their natural setting (,,U.S. Department of Health and Human Services", 2018). While Kumar (2022) refers to observation as a technique to observe and describe the behaviour of a subject, it involves a simple watching of certain phenomena until gaining some ideas. Moreover, Sproul (1988) (as cited in Kumar, 2002) defines observation as a data collection tools are done by a trained person who observes a matter or phenomenon as well as record information about the characteristics of this phenomenon. Furthermore, according Marshall & Rossman (n.d) (as cited in Mahawar, n.d) this method is a systematic description of events and behaviours in a particular environment that was chosen for conducting the study. Adding to that, according to ,,U.S. Department of Health and Human Services" (2018) observation can be either overt in which the researcher informs the Participants that they are being observed or covert in which they do not know that they are taking part in this observation as the observer here is concealed.

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The overt one is much better because when the participants do not know that they are being observed, they act more naturally without pretending their behaviour, however, the researcher need to use overt observation because concealing may cause ethical problems that obstacle his research.

Moreover, there is also direct and indirect observation; the direct one is when the observer watches interactions, processes and behaviours at the same time they are occurring as an example watching a teacher in a classroom teaching his lesson. While the indirect one is when the observer observes the results of these interactions, processes or behaviours as an example calculating the amount of plate waste left by students in school cafeterias to find out whether they like and accept the new food.

More importantly, observation is a suitable method to collect data when researchers are observing a subject that already occurs as well as enables them to directly see what people are doing instead of relying on what they say they did.

The objective of using classroom observation in this study is to observe pupils' motivation, performance, and behaviour in the classroom while learning English. As well as to observe the difficulties that hinder their ability while learning. The investigators tried to observe some elements in the form of structured observation, the researcher devoted six sessions to the former that include the following items:

- Pupils' motivation, interaction willingness to learn English at this level.
- Pupils' readiness; whether teachers prepare learners psychologically before start teaching them.
- Difficulties faced by pupils in learning English regarding listening, speaking, reading, writing, pronunciation, and vocabulary.
- Teachers' Strategies to overcome these learning difficulties.
- vocabulary retention; concerning pupils' ability to retrieve previous vocabulary that have been learnt.
- Teachers and learners' use of the textbook in which teachers utilize it in implementing the described activities and learners response to the textbook.
- Overlapping English and French vocabulary, handwriting and pronunciation .

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The researchers, acting as a participant observers, asked the pupils about the difficulties they struggle with in learning English, whereas, they did not understand the question, they just said that they do not face any obstacles. Thus, the investigators tried to simplify the question by writing some difficulties on the board in the form of elements, and then explained them to pupils who finally started answering and recognizing.

**3.4.2 Teachers' Interview**

According to Easwaramoorthy & Zarinpouch (2006) the interview is a conversation to collect data about a specific topic, it involves an interviewer who asks questions and an interviewee who responds to those questions. This conversation can be done either face-to-face or via telephone or even via the internet. As Fox (2009) refers to the interview as an important data-gathering technique, which involves verbal communication between a researcher and a participant, this technique, is generally used in survey designs and exploratory and descriptive studies.

They add that there are three main types of interviewing: Structured Interview, Unstructured Interview, and Semi-Structured Interview. More importantly, they confirm that the interview is a suitable method when there is a need to gather information on people's opinions, experience and thoughts. The aim behind using this too is to learn more about pupils' abilities and skills to learn English at the primary level through teachers' ; opinion as well as to know the difficulties they face while learning. In particular, it is also used to identify strategies that teachers use to facilitate these difficulties as well as their opinions about the English syllabus and suggest recommendations that may help in the study.

Our interview is designed for 7 EFL teachers from different primary schools. It includes 11 questions mainly about the textbook syllabus and pupils difficulties in the four skills. Essentially, the strategies used by teachers to make the learning of English easier for pupils. Moreover, the type of the interview was structured and direct.

**3.5 Analysis of Classroom Observation Results**

This table shows pupils' difficulties that the researcher figure out during the observation sessions, as well as other difficulties detected:

Chapter three:  
Table 3.1

Research Methodology and Data Analysis

*Pupils 'Difficulties in Learning English*

Elements	Difficulties
<b>Listening</b>	Pupils encounter some difficulties in listening that appeared when the teacher asked them to listen to a certain song; the majority do not recognize what it is about even though the song was about what they already studied. Then the teacher asks them to learn it by heart at home, however, only five pupils did so.
<b>Reading</b>	Almost the pupils find difficulties in reading phonics as example they do not differentiate between the sound /p/ and /b/; they said pizza instead of pizza. Another example words with the sound /ae/ as cat and bag, pupils pronounce it as /Λ/.
<b>Writing</b>	Learners struggled in handwriting; they did not know how to follow standardizations and features while writing.
<b>Vocabulary</b>	Most of the pupils hardly remember the vocabulary taught in the previous session.
<b>Pronunciation</b>	During the observation session, the researcher observed that the teacher mispronounce some words like they said : /pɪ:viəz/ instead of /pɪ:viəs/ /lʊ:k/ instead of /lʊk/ /pɑʃ/ instead of /pʊʃ/ As a result, pupils pick up this wrong pronunciation.
<b>Understanding teacher' instructions and explanation</b>	Most pupils do not understand their teachers' instructions. For instance, they did not understand when the teacher asked them to close their copybooks. Moreover, they are unable to understand what the lesson is about.

**Chapter three:****Research Methodology and Data Analysis**

The above table illustrates the difficulties that pupils have in learning English in terms of listening, reading, writing, vocabulary, pronunciation as well as in understanding teachers' instructions and explanations. Regarding the listening skill, pupils do not understand the words included in the song even though they dealt with before and repeated them several times. Besides, some pupils struggle with reading phonics; they mix some sounds like /p/ with /b/. Furthermore, pupils mispronounce some words for teachers pronounced them in a wrong way. Concerning writing, pupils find difficulties in standardizations and features of letters. The majority of them do not understand the instructions given by their teachers .

**Item 1: Pupils' Readiness Before the lesson**

Despite the fact that pupils' readiness for studying is vital before starting the lesson however, teachers did not give it much importance because the time allocated for the session is only 45 min which was not enough for teachers even to finish the lesson.

**Item 2: Pupils Rememberance and Teachers' Strategies to overcome the learning difficulties**

At the beginning of each lesson , teachers asked pupils about the previous lesson, some learners do remember, however, others find it difficult to retrieve until the teacher help them using multiple strategies. For instance flashcards , drills , drawings , use of Arabic ...etc . As an example when they did not remember the unit of my home the teacher drew on the board a picture of a house , pupils directly recognize what the unit is about. Another example, in the lesson of naming rooms teachers used flashcards in order to get pupils ,retention. More importantly,almost sessions, teachers focus on drill repetition.

**Item 3: English and French Overlapping**

From time to time , pupils overlap English with French, for example they said madam instead of saying miss , la date instead of saying the date .Oui instead of saying yes . Furthermore, the researcher wrote the following alphabets on the board O, E ,U , k , J, W, Y ,H and asked learners to pronounce them ,it resulted that some pupils pronounce them in French.

## Chapter three:

## Research Methodology and Data Analysis

**Item 4: Teachers and pupils' use of the textbook**

Teachers rely on the textbook when presenting a new unit in order to show the pupils some pictures related to the new vocabulary .Besides , pupils use the textbook when they are given a task to do whether in the classroom or at home . Accordingly, teachers gave pupils tasks to do at home where they write about their homes following an example given in the textbook

**3.6 Analysis of Teachers' Interview**

The purpose of this section is to present and analyse teachers' interviews. The data were collected through a structured interview consisting of 11 questions in different forms.

## Chapter three:

## Research Methodology and Data Analysis

Table 3.2

*Teachers' Schools*

Interviewees	Age	Schools
Interviewee 1	35 years old	-Derbal Abd El Kader -Serbouh Mohamed -Meddahi Said
Interviewee 2	38 years old	-khentach M'hamed -Gharechair Kouidar -Mekebret Tayeb
Interviewee 3	38 years old	-El djazair -Agoune Zerrouk -Touda Mimouna
Interviewee 4	24 years old	-El Ikhwa Marmouchi -Touaibi Belkacem -Hassiba
Interviewee 5	34 years old	-Bourass Belkecem -Menad M'hamed -Negaz Mohamed -Alibey Mohamed
Interviewee 6	40 years old	-20 August -Belaid Mohamed
Interviewee 7	35 years old	-Ben Badis -Malek Ben Nabi -Boundedjar Halima

## Chapter three:

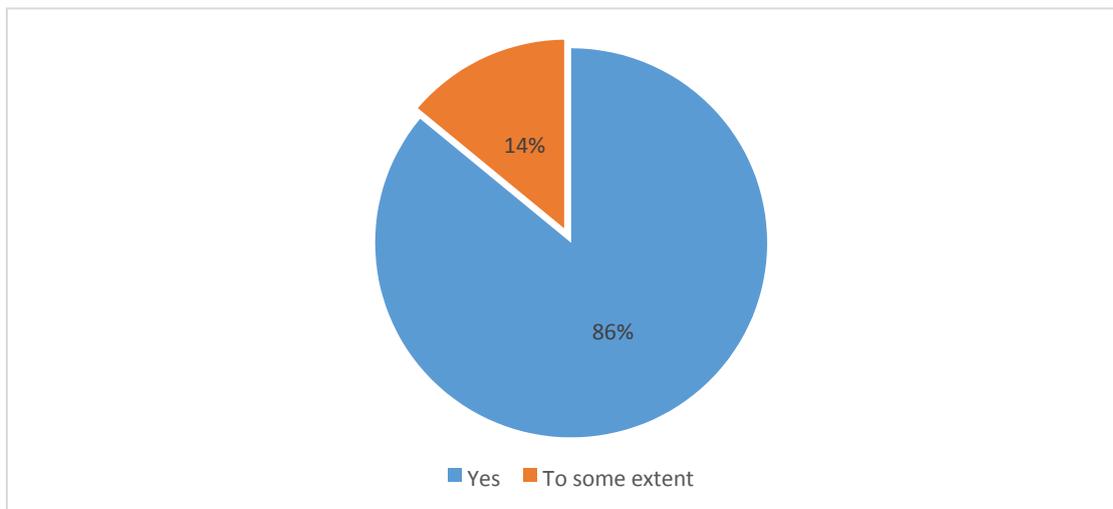
## Research Methodology and Data Analysis

This table illustrates interviewees that were part of the study and schools they work in; each teacher teaches in two or more than two primary schools, for they have to teach at least 12 hours while the session of English is only 45 minutes twice per week which is insufficient.

**Item 1 :** According to your short experience how would you describe pupils ability in learning

Most of teachers agree that pupils have this ability of learning English which appeared in their performance in the exams. They mention that pupils like English and are so motivated as it seems easy to learn, whereas, one interviewer said that it is so difficult for pupils to learn English.

**Item 2 :** Is the curriculum suitable ?

**Graph 3.1***Curriculum Suitability*

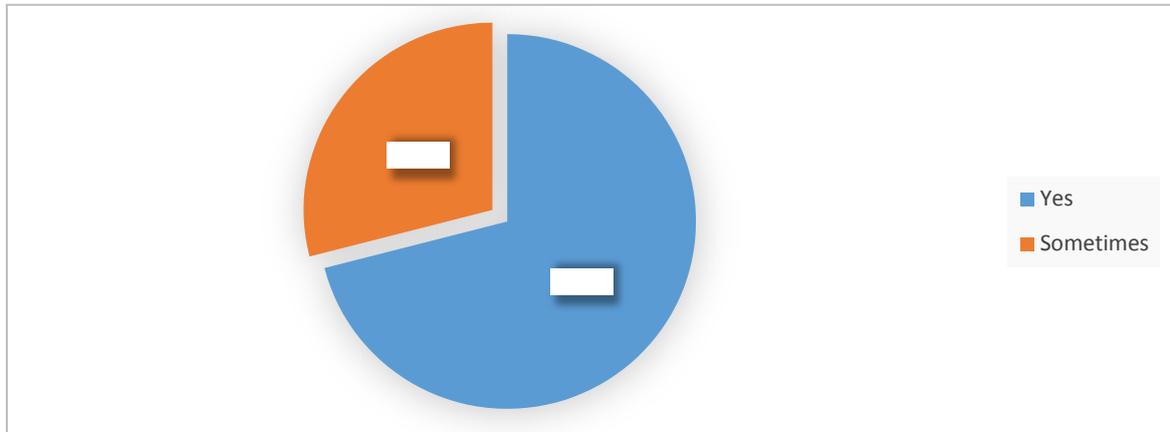
The results presented in this graph shows that 86% of teachers see that the curriculum is suitable for learners since it meets their interests as it includes easy language with topics that are related to their daily life, whereas, 14% think that the curriculum is somehow difficult at the level of vocabulary which pupils may not need or grasp at this level.

**Item 3:** Does the guide provide you with real help?

**Chapter three:  
Graph 3.2**

**Research Methodology and Data Analysis**

*Guide Effectiveness*

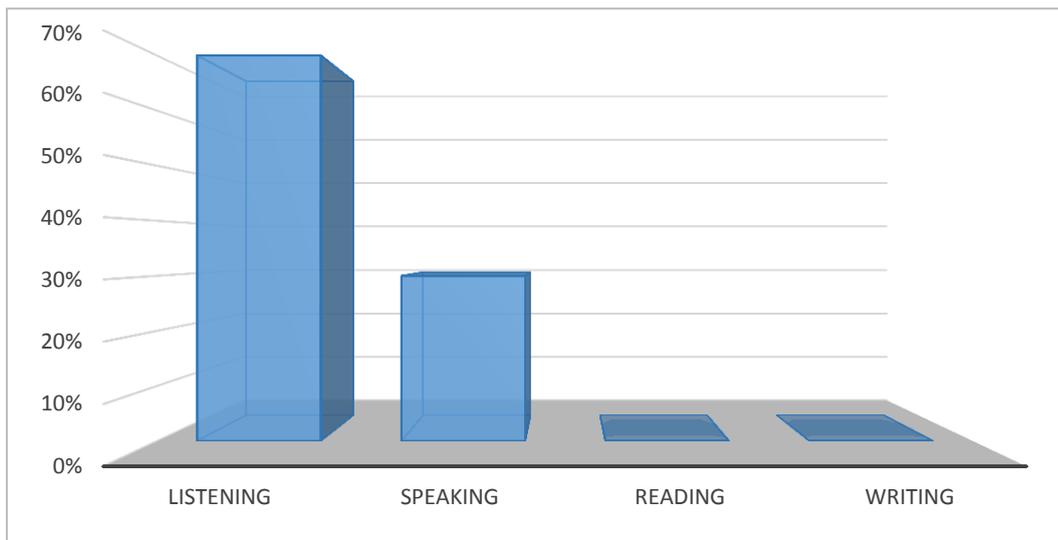


This graph demonstrates that 71% of teachers see that that the Didactic Guide is very helpful for them and they mention that they cannot plan a lesson without it, since it guides the teaching and learning process. Otherwise, 29% see that it does not provide them with all what they need.

**Item 4:** Among the language skills, which one is most preferred by pupils ?

**Graph 3.3**

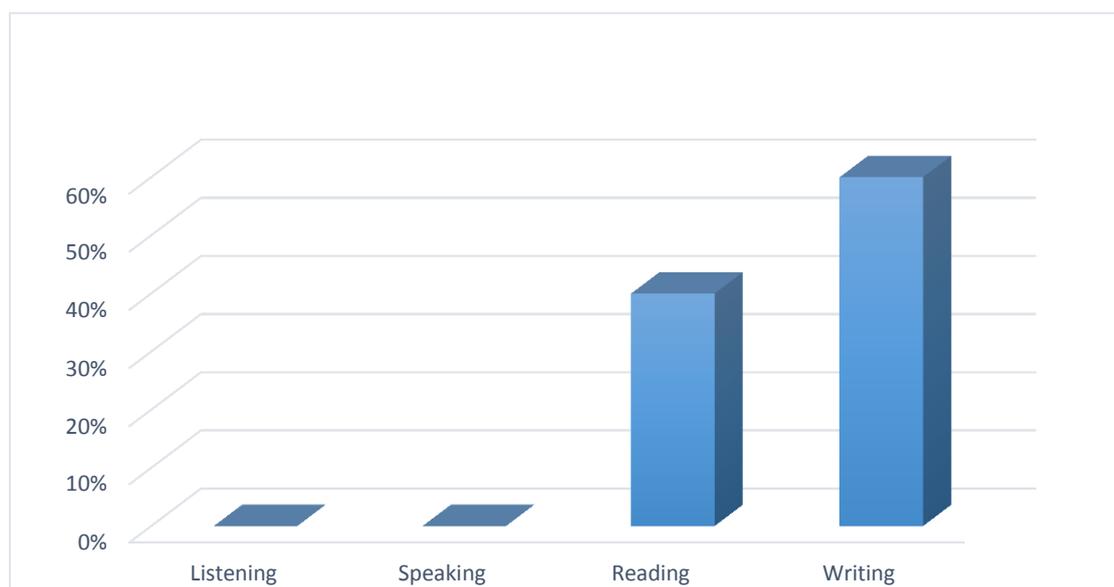
*Pupils' Preferred skills*



**Chapter three:****Research Methodology and Data Analysis**

The results presented in the graph above illustrate that the most preferred skill by pupils is listening with 70%; teachers mention that in the curriculum they based on listening skill, as it is their first contact with the language. Then the rest 30% is for speaking ; teachers say that pupils like to speak and repeat. Thus, they give it importance since one of the objectives is enabling pupils express themselves in English by the end of the year.

**Item 5:** In which skill pupils encounter difficulties?

**Graph 3.4*****Difficult Skills for Pupils***

According to teachers „point of view writing is the most difficult skill for pupils with 60% and 40% is for the reading skill. Teachers say that when writing pupils find difficulties in the standarazation and features while in reading they cannot read yet, as they find phonics and sound difficult at this early level.

**Item 6: How do you act to facilitate these difficulties**

Teachers see that training is the best strategy in order to facilitate pupil’s difficulties in learning; they mentioned that to make reading and pouncing easier they ask them to repeat the letter or the word more than once. For writing, they train pupils through making them practicing the handwriting either by writing their names several times or by writing some words in the class copybook. In the other hand. Some interviewees use a lined blackboard in order to explain how the handwriting is done as well as the standrazation and features of letters and words while

**Chapter three:****Research Methodology and Data Analysis**

others encourage their pupils, they say that by encouraging pupils and rewarding them, they will overcome the obstacles and be more motivated to learn.

**Item 7: How do you see the English textbook? Is it suitable for learners? Are there any deficiencies?**

**Table 3.3***Textbook Suitability*

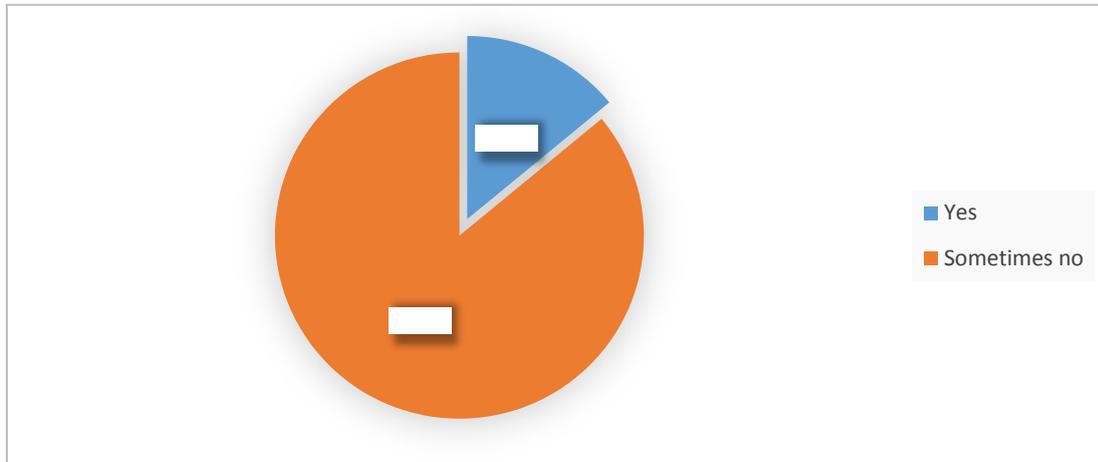
Suitable	Somehow unsuitable
43%	57%

The table above represents teachers' opinion about the suitability of the English textbook, 43% say that it suitable for the level of learners for it includes interesting and attractive content, and pictures with easy activities, while 57% of them see that it is somehow unsuitable, they find it unattractive and so heavy since it include 6 units with boring activities that demotivate pupils' desire for learning, as well as they mention that this course book do not cover all the objectives of teaching-learning activity.

**Item 8:** Do you implement all the prescribe activities in the textbook?

The results showed that all the teachers do not implement all the activities and strategies that are included in the textbook, because they see that some activities are difficult and do not meet pupil's level so they adapt their own activities and tasks that they see it more suitable for pupils, level.

**Item 9:** Can pupils deal with the textbook smoothly and effectively?

**Chapter three:  
Graph 3.5****Research Methodology and Data Analysis***Pupil's Responsivness to the Textbook*

The graph above represents that 14% of teachers say that pupils can deal with the textbook smoothly without any obstacle, while 86% assert that without teachers' help pupils cannot use the textbook. They add that there are some tasks which demand the use of scripts as well as unclear activities that need teachers, explanations and clarifications.

**Item 10 :** What kind of strategies do you use to overcome their learning difficulties ?

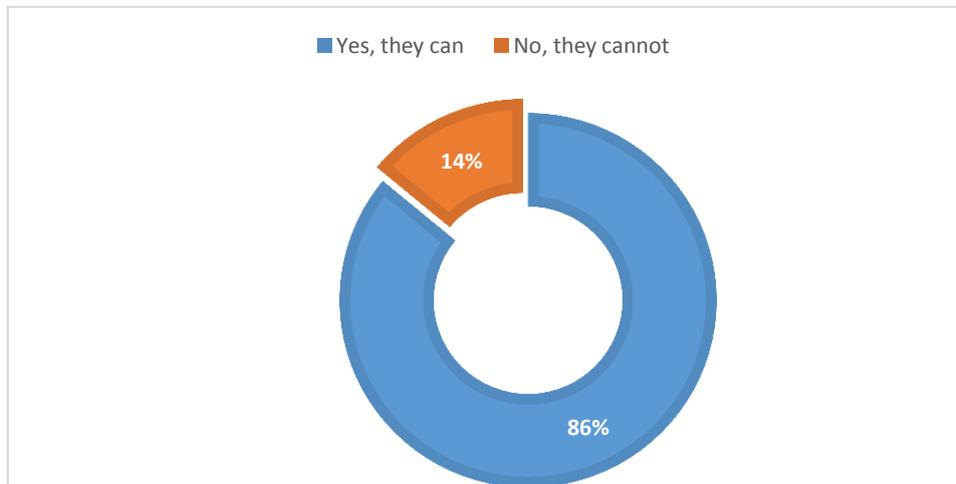
Teachers use different strategies to overcome pupils' difficulties ; most of them use visual aids for instance songs, audios, flashcards, and toys which are very useful since pupils like learning through visual and touchable materials. While other teachers support that assessment is suitable to help pupils overcome their challenges. Moreover, few of them say that they just give them hints when pupils do not remember. In the other hand, some interviews focus on drilling and repeating more than once. The rest interviewees mention that they do focus more on using body language when their pupil do not understand.

**Item 11:** Do you think that an eight-year-old learner can learn two foreign languages at the same level?

**Chapter three:**  
**Graph 3.6:**

**Research Methodology and Data Analysis**

*Pupils 'Ability to learn two Foreign Languages at the Same Level*



This graph presents that 86% of teachers think that the majority of pupils can learn English along with French even though they overlap the two languages as they considered something positive because pupils are conscious about that and correct themselves .

### **3.7 Interpretation and Discussion of the Main Findings**

This study investigates the difficulties that pupils face in learning English ,it aims at exploring their abilities and skills in learning this language .Thus, the results obtained from the classroom observation revealed that pupils encounter some difficulties at the level of writing skill, speaking ,and listening. Besides, difficulties in vocabulary retention and understanding Teachers'explanation and instructions. Concerning the writing skill, pupils struggle with standardization and features of letters ; how many lines should be left up and down the letter.

Regarding vocabulary Retention difficulties, the results showed that pupils easily forget what is taught in the previous session, this because they learn many items in one session. Further, pupils'answers indicated that face some obstacles in listening and speaking skills as they find it challenging when they listen to a song or speak out words and sentences .That's to say that teachers themselves mispronounce some words so that pupils get a wrong prononciation and it renders difficult to correct or distinguish the right and wrong prononciation.

**Chapter three:****Research Methodology and Data Analysis**

About understanding teachers' explanation and instructions , sometimes pupils do not understand teachers' explanation or instructions because they are not familiar yet with vocabulary and so fourth. The data collected from teacher's interview and classroom observation indicated that teachers use some strategies to making learning easier and overcome pupils 'difficulties .

Concerning difficulties in the writing skill , teachers focus on training wether by giving pupils words and ask them to write in their copybooks or through drawing a lined space and explain to pupils how letters and words should be written following certain features . Moreover , some teachers help their learners by encouraging or rewarding.

Accordingly, to reduce these obstacles in general , teachers use multiple materials like visual aids as they are considered effective strategies that enable pupils to maintain understanding of the subject matter . Moreover, teachers get use of gesters and body language when pupils do not grasp the instructions well.

Additionally, drills in the other hand are used to help learners overcome difficulties wether in listening , speaking ,or vocabulary. The results of teachers' interview concerning the textbook sutibility indicated that The textbook does not convey all what pupils' needs since it includes a heavy program with some unclear activities that may require the use of scripts. It also revealed that the textbook is more theoratical and not attractive in therns of form and pictures.

Essentially, the classroom observation and Teachers' interview detected that despite the fact that pupils learn English with French , they are able to study two foreign languages at the same level as when they overlap the two language , they directly recognize that and correct themselves.

In short , the results of this findings answered the research questions about the difficulties that pupils struggle with in learning English and teachers' strategies to overcome them . Furthermore, they also confirm the hypotheses of this study except the one which illustrates that it is so difficult for an eight year learner to learn two foreign languages at the same level.

**Chapter three:****Research Methodology and Data Analysis****3.8 Recommendation and Suggestions**

Chanifa et al.,(2020) said that there are some benefits of learning a foreign language at an early age, that to say that children who learn who learn foreign language at this age , their mental flexibility is higher as well as they are excellent when it comes to concept formation concerning natural phenomenon. More importantly, through learning a foreign language earlier , children get acquainted and have this ability of analysing what is around them Besides, according to Peacock (2001) (as cited in Chanifa et al.,2020) when children learn a foreign or second language at an early age, they find it easier to master this language. Based on the findings of this research, we give the following recommendations and suggestions:

**3.8.1 Expanding the Teaching Hours of English Language**

Further, more attention should be given to the time allocated to the teaching of English language, for 1h30 a week is considered not enough by teachers. Thus, it is recommended that expanding the teaching hours at least four times a week so that it will be easier for teachers teach without pressure. The former requires from them to deliver the content in an comprehensive way instead of only finishing the program.

**3.8.2 Improving the syllabus and the Textbook**

We think that the program is heavy to an eight year pupils. Therefore, it should be minimized and focused only on what pupils need as the same thing goes to the textbook. Further modifications should be done concerning the design and content. .For the design , it should be appealing with good quality pictures . Concerning the content, it should be accompanied with scripts so that pupils will be able to do activities at home because most activities that are related to listening skill require the use of scripts. It is better to include short dialogues and songs for pupils to memorize and act them out to improve the speaking skill, as the same thing goes for the reading skill , the textbook should include short stories that include short sentences in order to make reading more enjoying for pupils.

**3.8.2.1 Strategies to Teaching Writing**

In this early level of learning English it would be better if teachers give more awareness to the writing skill and train pupils how to acquire and develop their handwriting by teaching them how to form letters and words using their hands by following handwriting

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features and standarazation. There are some strategies that teachers can follow to well teach pupils good and readable handwriting as:

- The use of coloured pencils for it increase pupils „desire to learn and master the handwriting.
- Hold the pen with the child to help him controlling it.
- The use of tracing technique in which the teacher write letters or words in a form of dots and ask the pupil to connect them ; this technique help him to get used to handwriting. Research revealed that tracing is an activity that help pupils aquire handwriting through recognizing the form of a letter , the size .More importantly, the formation (Wistrom, 2011, as cited in Smith et al.,2013).

**3.8.2.2 Strategies for Vocabulary Retention**

Besides the use of flashcards , drills , to teaching vocabulary and helping pupils to remember what is already learnt ; a word wall is a collection of words that sticked on the board .Then , the teacher motivates learners to bring sticky notes with pictures and practice remembering them ( Craves et al,2008, as cited in Djoub, 2021). Essentially, in each session, teachers should ask pupils to say outload the sticked words on the wall.

Designing a copybook that is targeted only to vocabulary is an essential technique that teachers and educators should think about to better achievement and remembrances of new words .this book should include activities of colouring and drawings as pupils like this type of tasks .for instance , matching the picture with its appreciate words and so on .

**3.8.3 Pupils“ Readiness and Motivation**

It is very crucial that the teachers create an appropriate and stimulating atmosphere for pupils before start teaching them. Mainly, schools always refer to learning and learning should be enjoyable ; this does not mean that the learning activity should turns into play away from seriousness, rather it means allocating just 5 minutes for pupils“readinees in order to make them psychologically ready to study as well as to make them excited. Pupils „readiness helps to engage learners to be active in the learning process as it is closely to early childhood education since they are very enthusiastic to learn in their first school years and learning in their minds is always linked to play, fun and joy.

As it is known, the majority of teachers do not care about that, all they do after entering the classroom is writing the date and the title of the lesson directly, even they may not write

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the title at all. Thus, they need to give more importance to pupil's readiness. Adding to that, according to Arguilar & Kim (2019) (as cited in Chorrojprasert, 2020) mention that „,,recent research and various studies““ emphasize that the educational interventions work much better when pupils „readiness is used as it helps in increasing learners“abilities and skills as well as including those with learning difficulties and language issues.

There are many ways for pupil's readiness as:

- Create a comfortable atmosphere through choosing suitable seating arrangement, which makes all the student involved.
- Motivate pupils either by playing, a song, game or telling a story.
- Give them roles and responsibilities to do in the classroom.
- Ask them how they are doing and how they how did they spend the day or last week.
- Provide them with psychological support by listening to their issues and problems.
- Show your high expectation for them.

### 3.9 Conclusion

The analysis of teachers' interview and the classroom observation reveals that pupils have some difficulties regarding understanding teacher' explanations and instructions because sometimes pupils do not understand what their teacher is saying. Besides, they encounter difficulties in listening and speaking in which they mispronounce some words and unable to produce correct sounds. Additionally, they struggle mostly in handwriting mainly following features and standarazations of writing as they find obstacles in remembering previous vocabulary.

In this regard , this emerial section attempted to provide in depth interpretation of the findings and gave some strategies for EFL teachers in order to implement so that pupils' difficulties are overcome for instance: visual aids for listening, drills and repetition for speaking and vocabulary retention ,and lined black board for reducing handwriting challenges...etc..

# **General Conclusion**

### General Conclusion

The teaching of English language takes high concern in the primary level since many countries have already introduced it as a subject in primary schools. Besides, the goal behind teaching this language to primary school pupils is to provide them with a solid foundation in English in which they can build upon this knowledge, as they develop through education.

This research aimed to explore pupils „abilities and skills in learning English at the third year primary level. Mainly, to figure out the syllabus appropriateness regarding the suitability of the content to learners“ age and abilities and the difficulties that face them in this process. More, this study tried to highlight the techniques that teachers can utilize in order to help learners overcome their English learning deficiencies.

The obtained results indicates that pupils have this ability of learning English at this level even though they face some obstacles namely such vocabulary retention, features of handwriting, reading phonics, and overlapping English with French. The findings of this research confirm the previous studies that investigate the ability of learners to learn a foreign language at younger age. In brief, despite the difficulties that learners challenge, learners are able to learn English.

Further the outcomes showed the importance of the following instructional techniques that can be useful for EFL pupils.

- Realia (visual aids)
- Drills and repetition
- Appropriate assessment techniques
- Tasks and training
- Encouragement and motivation
- Lined blackboard for handwriting

The study at hand may be considered as an addition in the field of education especially for the primary stage. We aspire it can help the educational community to make the appropriate decision concerning teaching English at the third year grade. Essentially, it aims at making significant contribution in the field of EFL teaching and learning. It intends to help teachers, practitioners, and high-level authorities in bringing about further evaluation and adaptation to the content .

More importantly, it is our wish that this study can set a ground and pave the way for researchers and students to undertake similar studies to obtain more evidence about teaching English in the Algerian primary school. In this respect, educationalists, didacticisms, applied linguists, inspectors, teachers, and parents should be involved in further studies in this area.

The study had some limitations .First , it was difficult to access English teachers as they are few in number and teach in more than two schools. Therefore, it was challenging to schedule interviews. Second , the researcher was unable to collect data from pupils through using interview because of time constraints. These limitations may affect the research findings.

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## **Appendices**

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# Appendix A

## Classroom Observation Items

**Item 1.** Pupils' motivation and Interaction in learning English

**Item 2.** Pupils' readiness to study

**Item 3.** Difficulties faced by pupils in learning English regarding listening,  
speaking, reading, writing, pronunciation, and vocabulary

**Item 4.** Teachers' Strategies to Overcome the learning difficulties

**Item 5.** vocabulary retention

**Item 6.** Teachers and learners use of the textbook

**Item 7.** English and French overlapping

## Appendix B

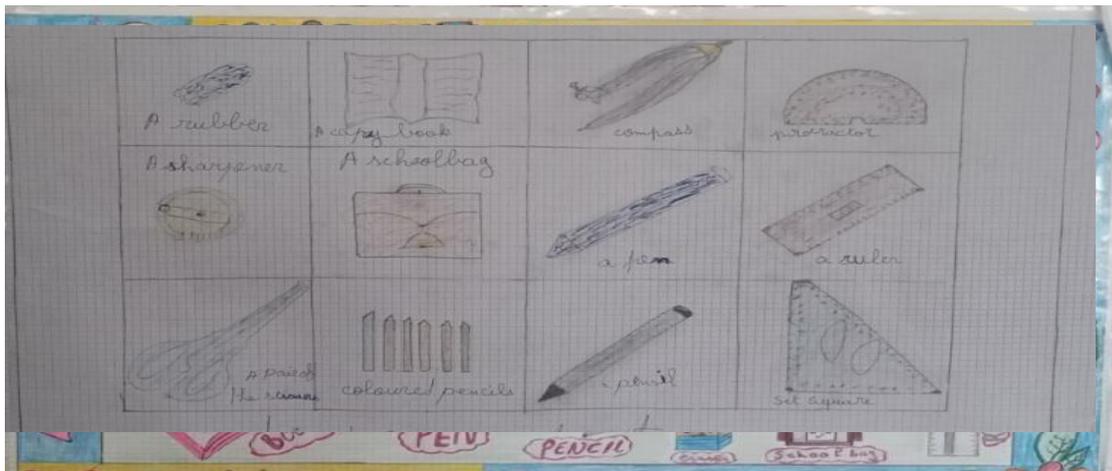
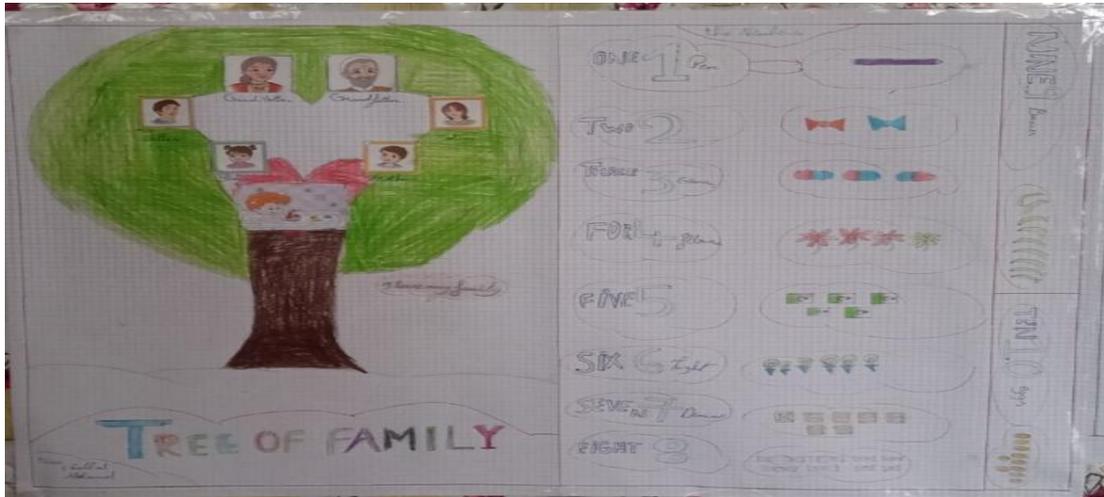
### Teachers' Interview

1. According to your short experience how would you describe pupils ability in learning
2. Is the curriculum suitable ?
3. Does the guide provide you with real help ?
4. Among the language skills, which one is most preferred by pupils?
5. In which skill pupils encounter difficulties?
6. How do you act to facilitate these difficulties
7. : How do you see the English textbook? Is it suitable for learners? Are there any deficiencies?
8. Do you implement all the prescribe activities in the textbook?
9. : Can pupils deal with the textbook smoothly and effectively?
10. What kind of strategies do you use to overcome their learning difficulties ?
11. Do you think that an eight year old learner can learn two foreign languages at the same level?



# Appendix C

## Pupils' Projects



### ملخص

تستهدف هذه الدراسة التحقيق في قدرات ومهارات التلاميذ الذين يدرسون اللغة الانجليزية كلغة اجنبية في الطور الابتدائي تحديدا في السنة الثالثة في مدرستين مختلفتين في مقاطعة تيسمسيلت. حيث كشفت نتائج هذا البحث انه على الرغم من ان التلاميذ في هذا المستوى يواجهون بعض الصعوبات مثل صعوبات في الكتابة وتذكر المفردات الا انهم لديهم القدرة و المهارة و الرغبة في تعلم اللغة الانجليزية. إضافة الى اعتماد استراتيجيات جديدة لجعل تعلم هذه اللغة أكثر فهما و متعة. كذلك العمل على تحسين و تكييف الكتاب المدرسي.

**الكلمات المفتاحية:** القدرات، المهارات، تلاميذ اللغة الانجليزية، الطور الابتدائي، الانجليزية، الصعوبات

### Rèsumè

Cet ètude vise a ètudier les capacités et les compétences des èlèves de ALE à apprendre la langue Anglaise au niveau primaire en troisième annèe, notamment dans deux ècoles diffèrentes dans le district de Tissemsilt. Les résultats de cette investigation rèvèlent que même si les èlèves de ce niveau ont des difficultés à apprendre l'anglais , par exemple des difficultés d'écriture et de rétention de vocabulaire, ils sont compétents et ont cette capacité à l'apprendre. De plus, des nouvelles stratégies devraient ètre adoptées afin de rendre l'apprentissage de cette langue plus compréhensible et amusante. Par ailleurs une amélioration au manuel scolaire.

**Mots-clès:** Les capacités, Les Compétences, Des èlèves de ALE, Niveau Primaire, La langue Anglaise, Les Difficultés

### Summary

The study at hands seeks to investigate EFL pupils' abilities and skills to learn English in the primary school at third year grade namely in two different schools at the district of Tissemsilt. The finding of this investigation detect that eventhough pupils at this level struggle with some difficulties in learning English for instance difficulties in handwriting and vocabulary retention, they are skilful and have this ability to learn English as well as willing to learn. Further, new strategies should be adopted in order to make the learning of this language more comprehensible and enjoyable. Besides that, further adaptation to the textbook.

**Keywords:** Abilities, Skills, EFL Pupils, Primary School, English, Difficulties