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.....Teaching through Tale: Perceptions of Primary School EFL Teachers on Story based Learning for Stimulating Emotional Intelligence, Imagination, and Language Development among Young Learners.....

للطالب(ة): بن حمة هناء سندس

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DEPARTMENT OF ENGLISH

Teaching through tales: Perceptions of Primary EFL Teachers on Story-Based Learning for Stimulating Emotional Intelligence, Imagination and Language Development among Young Learners

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Dedication

To my late grandmother, kheira, who would have been so happy for me, just as she always was whenever I achieved academic success.

May ALLAH have mercy on her and make paradise her abode.

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Abstract

This research project aims, in broad terms, to investigate how story-based approaches are implemented and positioned in the Algerian primary EFL settings, as a purposive sample of EFL teachers (n = 11) from several Ministry schools around Algeria provided their own perceptions about narratives as a suitable source for teaching young EFL learners. Building upon previous studies about story-based teaching for children, a primary assumption underlying this dissertation is to view narrative intervention as a learning process that embodies language familiarity, emotional engagement, imagination support, and spontaneous language use. In this regard, it is perceived that primary EFL teachers, who are expected to guide, communicate, and share their knowledge, would reconsider story-based learning in nurturing young learners' emotional intelligence and imagination development. Another related objective is examining teachers' mediation in relation to story-based learning, interpreting carefully their observations on class response and classroom practices according to the official curriculum instructions. From this standpoint, a primary concern in this study is to construct a comprehensive account of how teacher classroom practices connected with institutional instructions are influencing young learners' emotional, imaginative, and cognitive engagement. To this end, data were collected and analyzed using quantitative and qualitative measurements, which included basic descriptive statistics of questionnaire results and content analysis of curriculum. Questionnaire results demonstrated, to some degree, participants' positive perceptions on story-based approaches for young EFL learners. Further critical analyses of qualitative data signified how participation could suggest emotional and imaginative responses, critical thinking, and early reader response behavior. Interestingly, theoretical frameworks also indicated how certain changes in attitudes occurred mostly through narrative exposure, inviting a transaction between the learner and the story. Finally, thematic analysis of combined data sources revealed three central themes, which reflected the affective value of stories, their linguistic benefits, and the classroom constraints that shape their use.

Keywords: Story-based approaches; young EFL learners; emotional intelligence; imagination development; teacher mediation; cognitive engagement; critical thinking.

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List of Acronyms and Abbreviations

- **EFL** English as a Foreign Language.
- **EI** Emotional Intelligence.
- **ELT** English Language Teaching.
- **EQ** Emotional Quotient.
- **ESI** Emotional and Social Intelligence.
- **IQ** Intelligence Quotient.
- **L1** First Language.
- **LAD** Language Aquisition Device**.**

General introduction

In education, communication forms a cycle of transmission and receiving. However, for novice English language learners, this cycle falters due to their underdeveloped cognitive abilities, making communication particularly limited. This challenge emerges specifically in Algerian primary schools' Foreign Language classrooms, where young learners were once unable to describe themselves well in a Second Language as it was obviously challenging for non-native speakers knowing no other language but Arabic. Through generations; first with the French language, then English disengagement continued. This appears in Al Hosni's (2014) study on speaking difficulties among young EFL learners, where she found that students struggled to construct sentences for their ideas, noting that : "we do not know how to say it", despite teachers' constant teaching of grammar and vocabulary lessons. While the system of teaching relied heavily on strict approaches that prioritized rote memorization and grammatical rules over genuine communication (Ghouali and Haddam Bouabdallah, 2024), this strategy presisted remarkably.

As years passed, however, ELT transformed rapidally. A new generation of open-minded teachers took responsibility, switching from traditional methods into authentic interaction through the use of certain pedagogical strategies such as songs and games, this potentially helped reduce tension within the EFL classroom, making them less teacher-centered and encouraging young learners to speak up; a process that aligns well with Krashen's affective filter hypothesis (1982), where he emphasizes that anxiety blocks language input.

Authentic interaction was consistently supported through praise and encouragement rather than dismissal or harsh criticism, which Ellis and Brewster (2014) highlighted as essential factors for stimulating young learners' confidence, and for reducing classroom anxiety. Consequently, learners are confortable, curious, and less constrained by teachers’ authority or language difficulty.

EFL primary school instruction demonstrated positive progress recently, yet remained limited to surface-level language learning goals without addressing other insights such as cultural values, social context, emotional expression, perspectives, identity, and human connections. These aspects are overlooked focusing solely on learner cognitive abilities such as mastering alphabet and grammatical structures.

These limitations often result in non-layered meaning, lack of emotional connection, and support for imagination. In this context, Cameron (2001) noted that novice EFL learners require learning that makes sense to them emotionally and socially. Learning a language must therefore be considered a psychological journey for young learners to chart their identity and transform

programmed thinking into creativity. Consequently, using tales in language classrooms is significant in order to balance grammar drills with stories for holistic development (Slattery and Willis, 2003). Given young EFL learners' limited English language proficiency, teacher mediation becomes essential to guide them toward constructing meaning through imagination and language familiarity.

This research paper aims in general terms to investigate whether storytelling-based learning as a pedagogical means for EFL instruction would enhance young Algerian learners' emotional awareness, imagination, and English language acquisition. In particular, it seeks to examine current instructional methods employed in Algerian primary EFL classrooms to encourage learner engagement. To this end, a comprehensive account of young learners' emotional engagement as well as their imaginative development shown during classroom instruction are targeted.

To serve these objectives, two research questions were formulated as follows:

- How do primary school EFL teachers perceive integration of story-based learning and reader-oriented pedagogy in fostering young learners' emotional intelligence and imagination?
- How do EFL teachers in primary education mediate and facilitate story-based learning to support young learners' emotional and imaginative engagement?

From this standpoint, two hypotheses were suggested :

- Primary school EFL teachers perceive integration of story-based learning and reader-oriented pedagogy as beneficial for fostering young learners' emotional and imagination development.
- Primary school EFL teachers who provide supportive mediation in story-based learning are likely to note higher participation among young learners than in traditional classroom contexts.

This study carries importance for Algerian EFL educational instruction and young learners' psychological development as it offers three key major contributions as follows :

- It first demonstrates how fictional short stories would reduce anxiety and stimulate motivation, thus nurturing emotion and imagination in young learners, and addresing significance of employing supportive and humanistic teaching methods.
- It also connects literature and psychology thus suggesting pedagogical strategies for use in EFL primary school contexts.
- Finally, it advances theoretical understanding of young EFL learners' emotional and imagination development, an area of research that is often overlooked in traditional cognitive-based theory.

This thesis paper is organized into Three chapters as follows :

Chapter one aims to establish theoretical structure for emotional intelligence and imagination in Algerian EFL classrooms. It reviews existing research from multiple perspectives in order to

identify the study's direction. Key concepts such as literature and language learning, pedagogy for young learners, reader response theory, and teacher mediation are explored as foundational elements. Theoretical frameworks address emotional intelligence, imagination development, and language acquisition principles overlooked in current Algerian EFL instruction. Pedagogical practices and challenges in Algerian EFL classroom settings highlight how mechanical drills block emotional and imaginative engagement. Empirical findings demonstrate effectiveness of story-based instruction for stimulating emotional engagement, imaginative support, and potential language familiarity. Teacher-guided strategy use, including for example scaffolding, role modeling, and narrative construction are also explored. This chapter closes with identification of critical research gaps in Algerian EFL primary school pedagogy.

Chapter two presents the research methodology used in this study. A mixed-methods approach, combining both qualitative and quantitative methods, was adopted in order to gain a deeper understanding of the research problem and classroom practices. Data were collected through document analysis of Algerian primary school EFL curriculum and a semi-structured questionnaire administered to primary EFL teachers (n =11), selected through purposive and convenience sampling based on their teaching experience, relevance to the study context, and accessibility. The chapter also outlines research design, instruments, procedures, and ethical considerations followed during data collection. Finally, it explains the framework used for analyzing collected data, which combines descriptive statistical analysis for quantitative data and thematic analysis for qualitative responses, in order to explore teachers' perceptions, classroom practices, and the impact of story-based learning on emotional engagement, imagination development, and language acquisition.

Chapter three, aims to present findings from this mixed-methods study, which sought to investigate teacher perceptions of story-based learning and its role in mediating emotional engagement, imagination development, and language learning in primary EFL settings. Data collected through a semi-structured questionnaire administered to primary EFL teachers are presented first, using descriptive statistics for numeric data. Findings obtained from thematic analysis of curriculum content are presented next. In this chapter, discussion of significant research findings are organized according to research questions, and discussed in terms of teacher beliefs, classroom practices, and curriculum positioning of narratives within the official curriculum, highlighting both opportunities and constraints in the use of story-based learning in primary EFL education. At the end of this chapter, pedagogical implications are suggested, in order to bridge current educational gap between curriculum expectations and classroom realities, and support a more meaningful integration of story-based approaches in EFL instruction.

Chapter One:

Review of Related Literature

1.1 Introduction

This chapter reviews current and existing research drawing on multiple perspectives regarding story-based learning in order to establish theoretical and pedagogical structure for this study. It first explores core foundational concepts underlying literature, reader response, and teacher mediation in EFL learning. In section 1.3, theoretical framework guiding this dissertation is presented. Section 1.4 examines traditional pedagogical practices and challenges in Algerian EFL classroom contexts. This chapter also provides a detailed commentary of empirical evidence on stytelling pedagogical effectiveness, and role of teacher mediation.

Finally, this chapter also highlights potential limitations in existing literature. It particularly adresses lack of scholarly attention on significant constructs such as storytelling, teacher scaffolding, imagination development, emotional intelligence, and spontaneous language use altogether among young EFL learners in Algerian primary school classroom settings.

1.2 Conceptual Foundations

This section introduces main conceptual foundations, connecting literature with language learning and young learners' pedagogy, as well as reader-response theory to mediated teaching techniques.

1.2.1 Language Learning Through Literature

Literature, defined as artfully crafted narrative texts (Collie and Slater, 1987), goes beyond mere books to spark a psychological journey. Its depth appears through textual craftsmanship, authorial purpose, embedded morals, and multifaceted layers that engage readers emotionally and intellectually. Far beyond reading pleasure, literature functions as a pedagogical technique transforming passive reading into active meaning-making.

While literature offers rich content flow, language learning demands direct instruction. This includes comprehension, deliberate learning, orthographic mastery, and syntactic construction (Nation, 2001). Bridging these two domains, narratives immerse learners in meaningful input just as structured learning supports language proficiency. As Lazar (1993) stated: " literary texts are thus seen as a resource-one among many different types of text-which provide stimulating language activities "(p. 27). This study synthesizes literature's capacity to transform mechanical exercises into engaging language practice.

1.2.2 Pedagogy for Young EFL Learners

Scientific research has demonstrated that young learners exhibit heightened neuroplasticity i.e. one's brain has the ability to reorganize itself by forming new neural connections, which peaks during crtitical developmental stages (Müller, 2011). This cognitive receptivity, rather than a mere gift, represents a neurodevelopmental advantage that facilitates rapid pattern recognition and phonological processing (Birdsong, 2006).

In Piaget's cognitive development theory (1936), the preoperational stage (ages 2-7) is characterized by behaviors such as imitation, symbolic play, and verbal evocation of events, which facilitate effective language learning. Unlike adults, young learners display superior long-term retention of second language structures during this stage (Baddeley, 2007). Teaching methods must therefore account for these developmental differences, as they require distinct pedagogical approaches (Mclaughlin, 1984), given that adults possess greater meta-linguistic awareness, while young learners achieve stronger performance through implicit learning methods (Paradis, 2004).

This developmental receptivity can be nurtured through constant exposure to suitable narrative texts (Pinter, 2011), where literature serves as immersion, triggering symbolic literary competence via linked event sequences. According to Krashen (1982), comprehensive input outperforms mechanical drills by presenting language within predictable event structures that learners follow intuitively. This highlights stories effectiveness in developing processing abilities in young learners. When this skill peaks, it mirrors L1 acquisition (Krashen, 1982), making narrative pedagogy ideal for young EFL contexts.

1.2.3 Reader-Response Theory

Louise Rosenblatt (1938) argued that text and its content are not complete without reader's interpretation. This means that, there is a relationship between text and interpretation of each individual who engages with it. Based on this idea, meaning is not fixed but changes constantly. This variation appears through each reader or listener, as meaning differs according to analytical thinking, which is influenced due to factors such as age, gender, personality, and individual experience (Rosenblatt, 1978). For example, a book about war may be read by two different individuals. The first is an older man who experienced war in his youth, witnessed blood, sadness, loss, and pain, and later lived to see peace. However, his heart still remembers how life was before peace. He will read the book with a heavy heart, showing deeper engagement and reflection, and understanding every word within its pages. On the other hand, a young child may listen to the same story, perhaps told by that grandfather. The child will hear about the war and its end, focusing mainly on the heroes and how they achieved peace. While not fully perceive the pain, as have not experienced it. Instead, will feel happy about the victory described in the story and may even dream of becoming a hero one day to protect the country or loved ones. However,

this dream may change over the years. Through this example, it becomes clear that meaning is shaped by the reader or the listener.

Although this theory is mainly associated with reading, it cannot be denied that listening and interpretation are also part of reader-response elements. This perspective can be observed in everyday life, as well as among young learners, who are often assumed not to have fully developed critical thinking skills that allow interpretation. However, this ability is not entirely absent but rather can be developed over time through their understanding of behaviors and situations. As Vygotsky (1978) stated : " in a child of preschool age, action is initially dominant over meaning and is incompletely understood " (pp. 92-104).

1.2.4 Teacher Mediation

Cambridge University Press (2022) defines mediation as a mode of communication that creates bridges and helps construct or convey meaning, that is, actions maintained by an agent in order to fill a gap or help understanding better due to sociocultural differences or language difficulty. In classroom settings, the teacher plays an important role in conveying meaning, especially for young learners who cannot understand fully a new language, this require use of a third language, translation, or other teaching methods such as storytelling through use of gestures, facial expressions, tone of voice, and emotional variation i.e. shifting from sadness to excitement, learners understand meanings they may not be able to access independently.

Through teacher mediation and engaging content like stories, many skills are developed such as interpretation, critical thinking, understanding body language, listening skills, and concentration. Thus, mediation is a form of interaction and production where perspective is shifted to new meaning with or for others (North et al., 2022).

1.3 Theoretical Framework

Theoretical frameworks are presented below, in which this study is constructed, linking story-based learning to Algerian primary EFL settings.

1.3.1 Emotional Intelligence

The concept of emotional intelligence (EI), also known as emotional quotient (EQ), emerged as a critical focal point in academic research and non academic practical applications. It draws attention to individuals' abilities in perceiving, understanding, and managing emotion i.e. being self-aware across various life domains such as social relationships. Emotional intelligence was first formulated by psychologists Peter Salovey and John D. Mayer from Yale University and the University of New

Hampshire, who viewed emotions as organized psychological reactions within several sub-systems such as perception, facilitation, understanding, and management, which are triggered by internal or external events that guide thinking and actions (Salovey & Mayer, 1990).

Psychologist Daniel Goleman (1995) introduced a theory, whereby he argued that emotional intelligence surpasses IQ; measured by standardized tests assessing human intelligence across domains like problem-solving abilities, consequently gaining several scholars' attention. Many theories and models subsequently developed, identifying EI's traits alongside cognitive processing abilities. That is, acknowledging emotional intelligence as a set of skills. Goleman's assumption on EI and IQ was later supported by Bar-On (1997), whose prominent ESI model contributed to developing the fundamental pillars, emphasizing emotional intelligence's potential for navigating personal and interpersonal situations effectively in daily life.

The notion of intelligence encompassing multiple areas served as the starting point for incorporating interpersonal intelligence i.e. understanding others' emotions and motivations and intra-personal intelligence i.e self-awareness and emotional self-regulation (Gardner, 1983). Furthermore, Petrides (2001) reconceptualized emotional intelligenge as a trait-based model in literature, where several components are categorized within individuals' personality variations, as opposed to mental abilities or competencies. Petrides's model also included adaptability and resilience as key traits. During the early developmental phase, these characteristics remain largely underdeveloped. According to Saarni (1999), young children are seen as a limited group unable to regulate their emotions or adapt to societal contexts.

Goleman (1995), on the other side emphasized the flexible nature of emotional capacities when it comes to teaching and developing them. This malleability i.e. ability to easily change into a new shape or influenced by certain external interventions, creates unique opportunities for young learners, who unlike any other group of learners, require careful and flexible tutoring due to their personal traits. Early intervention is thus particularly effective during developmental progression (Brackett et al., 2011). It is believed that in early psychological development stages, the sequence of emotions is triggered one way or another (Appleyard, 1991), regardless of personality or background. Learners respond with different reactions, marking pillars of emotional intelligence where awareness of surroundings is heightened.

Researchers affirmed that no medium attracts young learners' emotional processing more powerfully than stories. Appleyard (1991) highlighted role of stories in developing better understanding of emotions and relationships. Accordingly, a suitable exposure to gentle, short stories creates deep connection, demonstrating an early sign of emotional intelligence known as narrative empathy (Kidd and Castano, 2013), which creates a shared recognition of characters' emotional states.

1.3.2 Imagination Development

Imagination as a broadly construed term indicates one's ability to invent mental images, whether from memory or experience. It is the engine for non-existing simulations where new ideas are brought or created. Many perspectives on imagination exist, reflecting its multifaceted role in human development. For instance, in philosophy, Aristotle (4th century BCE) described it as the bridge between perception and rational thought, while Immanuel Kant (1781) considered it as necessary for gaining knowledge. David Hume (1739) named it a weaker copy of sensory experiences, whereas Spinoza (1677) viewed imagination as both a source of error and a means of visualization.

Later modern research expanded this concept, highlighting its operation in imaginative dynamics and psychological reformulation as Vygotsky (1930, pp. 25-26) argued that:

> Imagination constitutes a complex process impossible to fully describe without extended psychological analysis, where old and new experiences determine present and future creations. While recognized as such a multifaceted operation, it proves fair to divide its progress from initial influence or inspiration, to reworking existing mental material, and into critical stages of association-merging impressions acquired through perception and dissociation-breaking complex wholes into individual parts, with the latter emerging as a necessary condition for all subsequent imaginative operations. Dissociation itself embodies a process of change, as the traces of external impressions move, change, live, and die, guaranteeing transformation under imagination's influence.

This manifests specifically in children's imaginative processes. Vygotsky (1930, p. 20) illustrates how this happens through exaggeration of experience elements, vividly reflected in fairy tale imagery that mirrors their internal emotional states. To be creative means to imagine. Fictional stories offer children raw imagination that sparks intense curiosity, making creativity possible. As Csikszentmihalyi (1996, p.166) observed, "Children cannot be creative, but all creative adults were once children", this shows that creative inventions do not come from nothing. Fiction exaggerate reality, break apart familiar elements, and rebuild new worlds, channeling curiosity into imaginative growth.

1.3.3 Language Acquisition

Language plays a crucial role in society, as its importance lies in ability of individuals to communicate and understand each other. According to Chomsky's (1965) LAD theory, humans are born with an innate ability that enables language learning. This could be seen in early childhood, where language is acquired naturally then mastered over time (Piaget, 1952).

During early stages of cognitive development, acquiring skills such as language and other abilities is relatively easier. And while early childhood offers natural advantages for language acquisition, it occurs consciously in later situations throughout life. Yet, this depends on methods aligned with an individual's personality. For example, some people are faster in acquiring language through social communication, while others become more proficient through reading and their attachment to books. Some develop language proficiency through writing and journaling, while others may prefer watching programs and podcasts due to their more introverted personalities. This reveals diversity of intelligence in human beings, manifesting knowlege through varied approaches (Gardner, 1983).

Learning a new language for young learners, On the other hand, is usually easier than adults due to their developmental phase abilities like rapid growth and change. Because of these differences, what may be suitable for adults, such as communicating or living in a foreign language environment and trying to adapt quickly, may be difficult for children due to their shy nature and difficulty expressing themselves well (Krashen, 1982). Despite these early advantages, it is better to acknowledge limitations when instructing a foreign language to young learners. This does not mean that listening to isolated words without context will help them adapt. Thus, a more effective method that may be efficient is to implement story-based learning, using tales on events and characters that reflect society and individuals (Collie and Slater, 1987). Listening to read alouds of a story book would also help learners be familiar with a foreign language, as Vygotsky (1978) states, "speech not only accompanies practical activity but also plays a specific role in carrying it out." (p. 25).

This pattern of language familiarization is similar to how infants utter their first words, then form words, short phrases, and longer sentences over time, as we often see them looking at their mother or father stating something like 'say mama' or 'say papa'. Even though they do not understand their exact meaning, they say 'mama' or 'papa' avoiding the first word 'say'. This raises many questions about one's ability to understand language without being able to speak it, and showing significance of listening for young learners, until spontaneous use of language begins to appear, with simpler grammatical forms acquired early while others emerge later (Krashen, 1982). At that point, second language acquisition may occur naturally.

1.4 Traditional EFL Pedagogical Practices and Challenges

In Algerian EFL classroom contexts, certain methods remain dominant than others, as focus is mainly on grammar and vocabulary, which prioritize rule memorization and isolated word pronounciation over communicative competence. This approach results in structural knowledge without conversational interaction or emotional engagement.

Teacher-centered classrooms prevent young EFL learners from classroom interaction. Often, hours are spent on translating complex sentences, which leave learners with little confidence to speak or connect with one another in order to employ language genuinely. The dynamic of a teacher standing at the front, delivering lectures, and dictating answers while young learners are passively receiving information creates a psychological barrier that could block language learning like low motivation and anxiety, previously examined in Krashen's affective filter hypothesis (1982). For young primary learners, learning language happens through active exploration, discovery, experimenting, and making mistakes (Piaget, 1962). Constant pressure to pronounce a foreign word perfectly or produce correct answers reduce language usage and limit learning in an EFL classroom.

English language instruction is often disconnected through employment of textbook structures where single words are listed in isolation, rather than offering authentic stories to read or narrative texts in natural contexts. Consequently, learners are unable to implement language in engaging, memorable situations that would build both language skills and positive emotional connections. Researchers and educators (e.g., Tihal, 2025; Ghosen, 2002) acknowledged these flaws in teaching, encouraging inclusion of short stories in primary schools. However, although some teachers might occasionally employ communicative tasks, efforts remain inconsistent due to diverse reactions. This ongoing gap between language learning research and Algerian classroom practice shows a need for implementing modern teaching pedagogies. Narrative stories unlike textbooks and fragmented sentences offer emotionally rich contexts that develop emotional intelligence, awaken imagination, and encourage spontaneous language use among young EFL learners.

1.5 Pedagogical Effectiveness of Story-Based Learning

This section presents the pedagogical value of story-based learning in EFL contexts, reviewing the different benefits of storytelling in particular for young learners' effective engagement compared to mechanical classroom practices.

1.5.1 Empirical Evidence on Story-Based Learning

Empirical studies on story-based learning effectiveness for young learners are presented as follows :

- Cognitive gains i.e. young learners remember vocabulary much better through stories rather than rote memorization of word lists. A more natural and enjoyable exposure creates effortless long-term memory, while stressful or repetitive drills produce poor retention. Ellis and Brewster (2014), for example confirmed this through implementation of story-based activities with young learners, noting significant oral confidence and memory.

- Affective gains i.e. when teaching English as a foreign language, story-based pedagogy allows maintenance of motivation for longer than traditional mechanical methods as young learners are gradually interested and actively engaged over time. It is believed that proper motivation leads to success (Brown, 2000), since learners do better when motivated (Gardner, 2006). A study conducted in China (Duan and Sun, 2018) investigated how using stories in ELT affected primary school learners' motivation to learn the target language. This study demonstrated that participants were highly motivated when learning English through story teaching practice.
- Creative gains i.e. story-based instruction through guided mediation such as translation, explanation, and retelling also helps young EFL learners picture story characters, setting, and events. It also enables easy access to meaning because learners are encouraged to predict what would happen next, which in turn is suggested to support visualization and imagination. Expressive storytelling, through gestures or facial expressions, can also help young learners recognize feelings such as empathy and personal reactions, making them more aware of their emotions.
- Cultural Identity gains i.e. narratives in EFL classrooms may also function as a cultural bridge. When young learners encounter Algerian folktales in English language, they will be able to recognize familiar content in another form. By linking target-language input with elements of their own background knowledge, their sense of connection to a story is reinforced. From a cultural studies perspective, stories serve as a valuable means to examine norms, values, and customs of a society, thus enabling exploration of how societies make sense of the world through language and narratives (Berrarbi and Bahous, 2018).

1.5.2 Teacher Modeling and Classroom Engagement

When a teacher shows passion for reading stories, it is usually reflected in his or her classroom. In that case, a love of books and literature can be spread in a learning environment, as storytelling becomes more pleasant and enjoyable for young learners. Gambrell (2011) notes that learners' interest grows when a teacher reads in a natural and interesting manner.

Creating a reading corner inside the classroom can also help in building a strong connection between learners and stories. During storytelling activities, a teacher for example can close the book for a moment, and retell the story differently using a natural tone. Also, encouraging young learners' active expression of their opinions, guesses, and predictions of story events or character behavior can also make them think more deeply and shows early reader-response elements. Teacher praise instead of harsh criticism also works perfectly for stimulating learner engagement. Small rewards such as short story books enhance motivation. Also offering another chance to respond differently after a wrong answer is also highly rewarding and can also reduce classroom anxiety.

1.6 Limitations in Existing Literature

This study is justified by several issues that remain underexplored in existing literature. First, few empirical studies have examined storytelling in Algerian primary EFL classrooms, where traditional grammar-based pedagogy is still dominant. In addition, prior research concentrated mostly on older learners, while primary settings received less attention. Similarly, no study appears to have brought together literature and pedagogy in a systematic way for young EFL learners. Existing research also seems to treat storytelling in a limited way, without fully combining teachers scaffolding techniques with story-based instruction. Moreover, many studies focus mainly on linguistic gains and give less attention to imagination development, emotional intelligence, and spontaneous language use altogether. For these particular reasons, the present study explores tale mediation among Algerian primary EFL young learners.

1.7 Conclusion

This chapter has presented major theoretical and pedagogical foundations underlying this dissertation. It examined literature and its relationship to language learning, pedagogy for young learners, emotional intelligence, imagination, and language acquisition as inter-connected dimensions as well as teacher modeling and storytelling to enhance cognitive, motivational, creative, and cultural aspects. It also showed that Algerian EFL classrooms still need better alternatives to fulfill limitations of grammar-based language instruction. The literature review suggests that storytelling can be used effectively in language teaching. Most importantly, no previous research seems to have brought all these elements together for investigation among Algerian EFL primary school learners. The chapter that follows presents methodology used to address this gap.

Chapter two:

Research Methodology

2.1 Introduction

The following chapter introduces methodology used in the construction and writing up of this thesis. Its purpose is to present the research design, study participants and sampling criteria, empirical instruments and research procedure employed during data collection. It also provides a detailed summary of data analyses framework in order to explore role of story-based learning in primary EFL classes, drawing particular attention on teacher perception, classroom practice, emotional engagement, imagination development, and language acquisition.

2.2 Participants and Sampling Criteria

Participants in this study consisted of twenty primary EFL teachers; sixteen were females and four were males whose ages ranged from under thirty to fifty years old, from different regions across Algeria, namely Sidi Bel Abbes, Tlemcen, Oran, Jijel, Batna, Saida, Constantine, Tizi Ouzou, Ain Defla, Blida, Bab Ezzouar, and Algiers. However, it is important to note that after selection criteria were applied, a sample size of eleven only was retained for final data analysis in order to achieve in-depth understanding (Palinkas et al., 2013).

In this study, Purposive and convenience sampling were taken into consideration when selecting participants. Purposive sampling, also known as judgment sampling, involves deliberate selection of study subjects who possess certain characteristics and experience relevant to research objectives of an empirical investigation. In addition, convenience sampling or accidental sampling takes into account several factors such as accessibility and willingness to voluntarily take part in a research project (Etikan, Musa, and Alkassim, 2016).

Participants in this current study were first selected purposively, as they were all EFL teachers working in public primary schools with more than three years teaching experience with young learners across third, fourth, and fifth primary grades. They were also deliberately selected due to their familiarity with young learners' progression from their first encounter with English across primary school grades. Another particularly important criterion is that a teacher with at least three years of teaching experience can provide relevant insight into classroom practices and story-based learning pedagogy.

Consequently, although this research is concerned with young learners in primary EFL education, children were not directly used as a source of data due to need for parental consent. Also, children at this level may find it difficult to respond to abstract concepts such as emotional intelligence, imagination development, or language acquisition. For this reason, teachers were more appropriate in order to examine how story-based learning is employed in primary EFL instruction.

Participants in this study were also selected through convenience due to easy accessibility and willing to take part in this project.

2.3 Research Design

This study employed a mixed-methods approach to investigate effectiveness of story-based learning narratives in supporting emotional engagement, imagination development, and language acquisition in young EFL learners. Combining quantitative and qualitative data collected through document analysis and a semi-structured questionnaire administered to primary EFL teachers enabled further examination of how stories are represented in official primary EFL curriculum.

2.4 Research Instrumentation and Data Collection Procedure

This study employed two major methods for collecting necessary data i.e. document analysis and a semi-structured questionnaire. First, document analysis examined Ministry of National Education's primary Education syllabus produced in 2023-2024, in order to identify how story-based learning is represented. Curriculum documentation was obtained from an EFL primary teacher. It consituted examination of oral/written comprehension and prduction activities, presentation of simple or familiar vocabulary and grammatical structures, or else how language is taught.

In addition, a semi-structured questionnaire was administered to primary EFL teachers via online platforms such as Facebook in order to explore their perceptions regarding use of story-based learning in Algerian primary classrooms. Questionnaire items were constructed based on research questions and study objectives as well as Dörnyei's (2003) influential review on how to structure a questionnaire in Second Language Research. It was further divided into four sections in order to collect background information on study participants, structured response on classroom practices, teacher perceptions on story-based learning, and overall observation of young learners' behavior in class.

Ethical considerations were also taken into account during data collection and maintenance due to its personal and sensitive nature. First, participants were informed about research objectives and what questionnaire data sought to discover. They knew that participation in this project is entirely voluntary. They were also assured confidentiality and safety of personal information. Furthermore, participants were not pressured to respond immediately, rather they were given sufficient time given their word load, responsibilities, and busy schedules. To maintain credibility, questionnaire data were left unchanged throughout data collection and analysis.

2.5 Data Analyses Framework

Data collected during this study were analyzed according to nature of research instruments. Curriculum documentation was read carefully, with particular attention to table of contents in order to identify presence of story-based learning e.g. short stories, literary texts, or any other form of

narrative content as well as instructional methods employed to teach English as a Foreign Language across different levels for young learners in Algerian primary schools. Analysis also examined how contextualized language learning is developed through story incorporation within classroom settings.

Questionnaire data were examined in relation to each section and what it highlighted. Closed-ended items were presented using simple descriptive statistics through frequencies and percentages, while open-ended answers were reviewed qualitatively and categorized thematically based on recurring ideas and common viewpoints. Consequently, combining quantitative and qualitative interpretation of research findings allowed connecting official curriculum content and real classroom experience as perceived in primary EFL education.

2.6 Conclusion

To conclude, a detailed overview of methodology adopted in this study has been presented. The chapter outlined the mixed-methods design employed to explore effectiveness of story-based learning in Algerian primary EFL classes, particularly in relation to emotional intelligence, imagination development, and language acquisition among young learners. It also examined sampling criteria used to select study participants, who were both accessible and had sufficient experience to offer relevant insight into classroom practices and story-based learning. Procedure for collecting data in order to meet ethical research considerations combined curriculum document analysis and a semi-structured questionnaire administered to primary school teachers. Framework for interpreting research findings was also reviewed in detail.

Overall, methodological choices made in this study were intended to ensure that the present investigation remained coherent, relevant, and appropriate to achieve research objectives and answer its formulated questions. The next chapter will present findings obtained from curriculum data and teacher responses to questionnaire items.

Chapter Three:

Presentation and Discussion of Research Findings

3.1 Introduction

This chapter presents findings from a mixed-methods study which aimed to examine teacher perceptions of story-based learning, and how they would mediate story-based activities in primary EFL classrooms to stimulate young learners' emotional intelligence, imagination, and English language learning. In this chapter, research questions and study objectives are addressed based on analysis of semi-structured questionnaire data obtained from primary school EFL teachers and document analysis of Algerian primary schooling EFL curriculum produced in 2023-2024. Questionnaire findings are presented first, and organized based on research questions, using descriptive statistics for numeric data and thematic analysis for open-ended data. Curriculum findings, which highlight narrative content gaps are presented next. Research findings are discussed next, and pedagogical implications for EFL classroom instruction are suggested.

3.2 Presentation of Research Findings

Drawing on questionnaire data and curriculum analysis, a clear view is provided on how short stories are understood and utilized in EFL primary classrooms, revealing teacher beliefs, pedagogical implementation, and official positioning of narratives within the curriculum.

3.2.1 Questionnaire Findings

Findings obtained from teacher questionnaire are presented and organized into four major sections in what follows.

3.2.1.1 Participant Background Information

Participants in this study consisting ten females and one male aged between thirty and fifty years old, taught grades from 3rd to 5th level, managing 4 to 8 classes daily, noting progression from basic oral vocabulary (Grade 3) to short texts (Grade 5). While these details are not central to this research, demographic information provided valuable context for understanding teachers' contributions to young learners' educational progress.

Response	Frequency	Percentage
Remember first experience	11	100%
Methods remembered		
School formal lessons	6	58%
Speaking practice	2	17%
Songs/stories/videos	3	25%

Table 3.1 teacher's Early English Learning Instruction recall.

As shown in table 3.1 above, all 11 teachers (100%) recalled their first experience with English as a foreign language, and learned mainly through formal school lessons (50%), speaking practice

(17%), and songs, stories, or videos whether they be educational or entertaining (25%). Although current findings may not be generalizable, it is suggest that early English language exposure remain memorable.

3.2.1.2 Teacher Perceptions

Table 3.2 below shows that the majority of participants (72.7%) viewed story-based methods positively for primary school EFL classroom environments, agreeing that they are suitable for young learners. Notably, 63.6% of teachers recognized emotional engagement of young learners when exposed to short stories, while 81.8% see great benefits of story-based teaching when it comes to supporting imagination and vocabulary retention, also encouraging participation in class. However, respondent 6 disagreed, noting that 'young learners are not native speakers and may struggle with comprehension', while neutral respondents (18.2%) preferred songs and games. This indicates teachers' belief in story-based instruction potential for emotional and imaginative engagement.

Option / Statement	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Agree-Strongy Agree
Suitable for young learners	1(9.1%)	7(63.6%)	2(18.2%)	1(9.1%)	0(0%)	8(72.7%)
Emotional engagement	0(0%)	7(63.6%)	4(36.4%)	0(0%)	0(0%)	7(63.6%)
Imagination support	5(45.5%)	4(36.4%)	2(18.2%)	0(0%)	0(0%)	9(81.8%)
Vocabulary retention	4(36.4%)	5(45.5%)	2(18.2%)	0(0%)	0(0%)	9(81.8%)
Class participation	1(9.1%)	8(72.7%)	2(18.2%)	0(0%)	0(0%)	9(81.8%)

Table 3.2 Teacher Views on Story-Based Instruction.

3.2.1.3 Teacher Observations

In table 3.3, change in participation is noticed by 63.6% of teachers when methods differ, especially when it comes to shy and introverted learners. Respondent 7, for example explained that inroverted learners tend to participate more when teaching pedagogy shifts to supportive techniques such as think-pair-share or low-pressure group activities that create psychological safety, thus lowering anxiety and building confidence over time. Also, while 27.3% of teachers see this change sometimes only, 9.1% don't at all pinning this lack of participation on learner' s rigid personality (respondent 11). Similarly, 63.6% of teachers observed that stories stimulate reaction in the classroom, whether it is interest (respondent 9), confidence (respondent 1), or some other emotional or intellectual reaction (respondent 7), while the remaining 36.4% did not. Another data revealed on individual production of full English understandable sentence, 72.7% say that some young learners can produce a full sentence independently, while 18.2% of teachers said that most can, and 9.1% noted that very few are able to do so. From these mixed observations, responsiveness to stories exists, and although young

learners seem to produce full sentences in English without any help, others seem to require teachers' guidance.

Observation	Yes	Sometimes	No
Participation changes according to method	7(63.6%)	3(27.3%)	1(9.1%)
Stories affect class response	7(63.6%)	-	4(36.4%)
Individual production of a full sentence in English			
Some can	8(72.7%)	-	-
Most can	2(18.2%)	-	-
Very few	1(9.1%)	-	-

Table 3.3 Teacher Observations of Young Learners' Response.

3.2.1.4 Classroom Practices

Findings in Table 3.4 (see below) show that 63.6% of teachers use short stories in primary EFL classrooms. Among them, 36.4% use them sometimes, while 27.3% reported using stories rarely or often, and 9.1% use them very often. The teachers who do not use stories explained several barriers, such as lack of time which is only 45 minutes per lesson (respondent 6 and respondent 8), as well as the need to follow didactic guide set by the Ministry of Education as respondent 2 claimed. Although stories are viewed as a support in teaching English to primary learners (respondent 9), and extremly beneficial (respondent 1), other methods are used more frequently, like pictures and visuals, which are used by 72.7% of teachers, also songs (18.2%) and dialogues (9.1%). Overall, story-based learning appears useful as it spark curiosity (respondent 4), helps memorization of words (respondent 2), but it also requires considerable time, planning, and effort (respondent 6).

Practice	Frequency	Percentages
Use short stories	7	63.6%
Options		
Rarely	3	27.3%
Sometimes	4	36.4%
Often	3	27.3%
Very often	1	9.1%
Methods used		
Pictures/visuals	8	72.7%
Songs	2	18.2%
Dialogues	1	9.1%

Table 3.4 Story Use and Teaching Methods in Primary EFL Classes.

3.2.2 Curriculum Findings

In what follows, curriculum findings are presented.

3.2.2.1 Overview of Curriculum Content

Algerian primary school English teaching curriculum is designed to help young learners develop their ability to use English in simple, everyday situations (p. 9 for 3rd and 4th levels). This focus is clearly explained in didactic guides prepared for teaching English as a foreign language across the three primary levels. The didactic guides (pp. 3–12 for 3rd and 4th levels; pp. 5–20 for 5th level) serve as a useful reference for teachers, providing practical advice on young learners' characteristics, different learning styles, classroom management, lesson planning, and assessment.

The curriculum supports active participation, learner interaction, and pair/group activities, while also focusing on the development of listening, speaking, reading, and writing skills (p. 13, 5th level guide), as it is built around four main domains, namely oral comprehension, oral production, written comprehension, and written production.

3.2.2.2 Curriculum Structure

Level	Sessions	Sequences	Main Focus	Main Goals
3rd year	24	1-Family & Friends. 2-School. 3- Home. 4- Playtime. 5- Pets. 6- Birthday.	Family relationships, classroom objects, colors, school subjects, days, house rooms, toys, pets, party objects	Oral interaction in everyday situations, basic reading, simple writing and handwriting.
4th year	36	1-Family and Friends. 2-School. 3-Fun Time & Games. 4-Food & Health. 5-Animals.	Family, friends, school, games, foods, body parts, and animals	Oral interaction in everyday situations, reading, simple writing and handwriting.
5th year	48	1-Jobs, Occupations, and Hobbies. 2-Hometown / City /Village : Amenities, Directions and Signs. 3- Holidays and Travelling.	Common jobs, occupations, hobbies, Amenities, and holiday destinations	Short oral comprehension, basic reading, and production of very short written messages.

Table 3.5 Algerian Primary EFL Curriculum by Level: Sessions, Sequences, Main Focus, and Goals.

Data presented in Table 3.5 above is adapted from official English as a Foreign Language curriculum planning for Algerian primary school levels (Year 3, Year 4, and Year 5). The third-year sequences mainly focus on naming elements from learners' immediate environment, such as family

members, school subjects, classroom objects, and free-time activities. The fourth-year sequences cover more everyday topics, including school facilities, games, food and health, and animals. In the fifth year, the sequences focus more on identifying and describing jobs, occupations, hobbies, amenities, and holiday destinations. Each level aims to achieve different learning objectives. The third year emphasises oral interaction in everyday situations, basic reading, and simple writing and handwriting skills. The fourth year continues developing oral interaction while also improving reading and writing abilities. The fifth year focuses on short oral comprehension, basic reading, and the production of very short written messages. Overall, the table shows that the curriculum across the three levels is centred on familiar everyday situations and functional language use, with attention to basic literacy.

3.2.2.3 Teaching Resources

Position	Year 3	Year 4	Year 5
1st	Videos	Videos	Videos
2nd	Songs	Songs	Songs
3rd	Cartoons	Cartoons	Cartoons
4th	Posters	Posters	Posters
5th	Pictures	Pictures	Pictures
6th	Short stories	short texts and stories	Very short texts and stories
7th	Other resources	Other resources	Other resources

Table 3.6 Positioning of Teaching Resources and Materials used in Algerian Primary EFL Classrooms across Grades Three, Four, and Five.

Table 3.6 shows that the official curriculum in across the three primary levels suggests resources for teaching English as a foreign language to young learners, as the materials seem to be positioned similarly, with audiovisual aids like videos, songs, posters, and pictures. While short stories and short texts seem to rank sixth, as an optional material of support. These findings showcase the prioritization of other supportive materials in teaching, with stories remaining at the bottom of the planning during the three years of primary educational experience.

3.2.2.4 Narrative Elements

The official curriculum of primary education recommends narrative elements to teach young EFL learners as shown in table 3.7 below. However, the approximate word count is limited to 15–30 words in the third level, 30–40 words in the fourth level, and no more than 40 words in the fifth level. The type of short texts and stories is focused on everyday situations, with a dialogue-based style that repeats the same words and patterns related to the sequences' topics and grammatical rules.

Pedagogically, this supports vocabulary and linguistic development, but it is sufficiently focused on these aspects, with limited space left for opening up to other dimensions of learning.

Level	Type of Short Texts and Stories	Approximate Word Count
3rd year	Everyday-situational, Dialogue-based, Repititive style.	15-30 words
4th year	Topic-focused, Dialogue-based, Descriptive with Repititive style.	30-40 words
5th year	Grammar-focused, Topic-related.	≤ 40 words

Table 3.7 Type and Approximate Word Count of Short Texts and Stories across Levels.

Taken together, these findings address research question one illustrating how teachers and curriculum perceive and frame story-based learning in primary school EFL education. They also provide foundation for answering research question two highlighting classroom practices and teacher mediation strategies that may support or constrain use of narratives in order to stimulate emotional and imaginative impact. In what follows, these patterns and their pedagogical implications are discussed in further detail.

3.3 Discussion of Findings

This section discusses findings obtained from questionnaire and the curriculum document data in order to answer research questions and address study objectives outlined in the general introduction. Data showed that Algerian primary school EFL teachers perceive potential of story-based learning instruction for supporting emotional awareness, imagination, and language development of young learner. Similarly, official curriculum and current classroom practices tend to employ stories as an optional resource among other teaching materials. Furthermore, it also explores how these findings relate to educational gap existing between cognitive mechanical instruction and basic need for emotional and imaginative support for young learners. Research hypotheses concerning story-based learning and teachers' mediation are also revisited.

3.3.1 Answering Research Question One: Teacher Perceptions on story-based learning and Reader-Oriented Pedagogy

This section aims to answer research question one which investigated how primary school EFL teachers perceived integration of story-based learning and reader-oriented theory in fostering young learners' emotional engagement and imagination. Also, hypothesis one about whether story-based learning would foster young learners' critical engagement is tested in order to highlight existing gap between these pedagogical outcomes and curriculum content.

Teachers' early English language experiences seem to be remembered well, with most reporting that they first learned through formal lessons in school, while others recalled songs, videos, stories, or speaking practice. Although this information is not central to this study and cannot predict how other EFL learners will remember their own experiences in the future, it can still support the first research question, showing several important angles. First, it suggests that early exposure to a foreign language may leave a lasting impression, which implies that initial EFL experiences for young learners should be designed to be both memorable and meaningful. While some studies have shown that both forms of learning e.g., rote learning and meaningful learning support recall of key concepts and details to a similar extent (Saeed, Farrokhi, and Zohrabi, 2025).

Second, the fact that stories were remembered as part of teachers' first English learning experiences indicates that story-based learning may be recognized as a valuable method for teaching English effectively. Building on Bruner's narrative theory, González Monteagudo (2011) emphasizes that stories "connect the past, the present and the future, and they link past experiences with what may be yet to come" (p. 298). In this sense, early learning experiences can shape how teachers later view different methods, and they support the idea that story-based learning may have a place in English language teaching.

Teachers' perceptions on major benefits of story-based learning in primary school settings such as suitability (72.7%), emotional engagement (63.6%), imagination development (81.8%), vocabulary retention (81.8%), and participation (81.8%) align with Read (2020)'s view of stories as a contextual language learning tool that integrates emotional reactions and flows naturally towards creativity. This positive attitude highlights significance of stories for supporting cognitive and affective engagement of young learners, extending beyond simple pedagogical comprehension (Harashchuck, 2025).

However, analysis of curriculum data revealed that communicative teaching is highlighted as a guide for teachers to follow, encouraging oral expression in classes. Yet, Algerian primary school curriculum underestimates story-based learning's ability to convey life contexts e.g., family, friends, and additional aspects such as interaction within a sustained narrative context. Furthermore, curriculum analysis pointed to the position supporting materials occupy in the list of teaching resources, with stories ranked low, highlights an existing gap in which EFL teachers are restricted to following certain materials deemed most suitable for teaching young learners.

Moreover, findings related to teachers' observations of young learners have shown that when stories are implemented, class response is affected, 63.6% of teachers reported that narrative elements, when used as a listening activity, seem to spark learners' interest and motivate them to give correct answers, predict, relate, and connect. These kinds of reactions to listening through the teacher's transmission (the original reader) of the author's intention (story, moral, events, characters) make young learners' role active when trying to construct meaning, through constant anticipation about what comes next or how the story will end, and through filling gaps or blanks (Iser, 1978). Additionally, young learners' prior knowledge or experiences at home or with friends affect how they fill these gaps, and gender could also play a part in the kinds of expectations formed. Louise Rosenblatt's transactional model (1978-1994) emphasizes the relation between reader and text. Throughout analysis of the questionnaire's open-ended responses, EFL teachers act as the initial reader who constructs meaning and then creates opportunities for young learners to enter their aesthetic transaction, evoking critical thinking through emotional responses and imaginative visualization of characters and events without requiring independent reading skills. This mediated reader-response environment, where the teacher's role is crucial, is explored in the next part.

3.3.2 Answering Research Question Two: Teachers' Mediation of Story-Based Learning

To understand how EFL teachers mediate story-related learning, the second research question asked: How do primary EFL teachers mediate and facilitate story-based learning to support young learners' emotional and imaginative engagement? Relevant findings from teachers' responses and curriculum analysis were connected and interpreted to examine hypothesis two that suggests teacher mediation of story-based lessons increases learner participation compared with traditional instruction. Questionnaire data revealed critical findings discussed in further detail below.

First, while 72.7% of teachers reported that some young learners can independently produce fully understandable sentences in English, and 18.2% noted that most learners can do so, 9.1% observed that very few learners achieve this level of production. This variation indicates that not all young learners can participate equally without teacher support, leading to the idea of the necessity to constant teacher intervention through scaffolding techniques and supporting materials. Such mediation extends beyond supporting sentence production, it encompasses presenting stories in engaging ways that support emotions and imagination development among young learners.

Previous data confirmed that participation varies according to each teaching method, implementing that stories might as well affect class response when presented in a simple, suitable way for young learners' interest. Curriculum analysis complements these findings by revealing structural constraints on story-based mediation.

The official Algerian primary EFL curriculum limits narrative content to everyday situations presented through dialogue-based, repetitive styles with a maximum word count of 40 words (Table 3.7). This restriction demonstrates that even when narrative intervention exists, it is kept within specific conditions that focus on expected aspects or concepts designed to support vocabulary and grammar with casual and temporal relations linking them. Read (2020) noted that "stories open children to new ideas and engage them as thinkers with issues that are relevant and real" (p.26). This shows how young EFL learners learn English through an expected vocabulary, centered on rote memorization that reduce their ability to use words flexibly in situations different from those studied.

Another look into data reveals institutional limitations such as lack of time (45 minutes) and the dominance of other methods (pictures/visuals/songs) that seem to be used more frequently than narratives elements such as dialogues, where stories are barely used for several sessions. This lack of story usage reveals a fundamental disconnect between teachers' positive perceptions of short stories for young learners' emotional and imaginative development and institutional expectations. The limitations of the story-based approach may therefore hinder the full pedagogical and psychological impact stories are capable of providing. White (1980) argues that "the absence of narratives or the refusal of their capacities is an absence or refusal of meaning itself" (p. 6). This existing gap in practice echoes the pressure faced by EFL teachers, who are required to complete the entire syllabus and prepare young learners for standardized examinations within limited timeframes. As a result, literary texts and story-based approaches are frequently underused due to logistical and curriculum demands (Calafato, 2018). These findings illuminate a paradox that is, although teachers utilize stories as optional supplementary resources to enhance vocabulary and communication skills and through encouraging participation, the communicative teaching style embodied in the curriculum fails to engage all young learners equally, particularly shy or introverted children.

However, teachers observed that when shy or introverted learners are encouraged to work in groups using supportive methods such as think-pair-share within story-based activities, notable changes occur. This observation does not necessarily means reduced anxiety and increased speaking confidence only, but it can also suggest on the possibility of being emotionally engaged through relating story events or characters to personal life experiences. Crucially, participation in this context should not be measured solely as an indicator of lowered anxiety or overall confidence gains. Rather, it reflects an affective investment in the narrative. Green and Brock's (2000) narrative transportation theory explains this emotional connection, suggesting that narratives function as a "mimicry of experience" (p. 702) and serve as "vehicles for all attitude change" (p. 703) thereby creating an idea that stories engage learners beyond mere behavioral participation or social pressure to speak. Thus, participation mediated through stories should be understood not primarily through confidence building or anxiety reduction, but through the power of narratives to engage young learners

emotionally and imaginatively. Fu et al. (2014) conducted a study where they noted that EFL teachers actively mediated participation activities by guiding young learners to examine the story title and cover pictures, make predictions about characters and events through questioning and question answering, while sharing their background knowledge (p. 13). Such prediction strategies actively develop an imaginative engagement grounded in learners' identities.

The present study extends and integrates these findings illustrating how, in the Algerian primary context, Teacher mediation is the key factor that enables story-based learning to reach its emotional and imaginative potential, even when institutional constraints exist. Egan (1986) argues that," conventional educational approaches direct their focus and implications for practice toward things young children tend to do least well, while significantly neglecting what they can do best " (p. 3). This represents a major concern because such implications affect both curriculum content i.e. what is taught and teaching methods i.e. how it is taught.

3.4 Pedagogical Implications

Findings from this mixed-methods study reveal a significant gap between teachers' positive perceptions of story-based approaches for young EFL learners and the limited use of narratives in the official Algerian primary EFL curriculum. Although Teachers view stories as more than mere support for vocabulary and grammar, current curriculum restrict its usage to simple communicative abilities rather than recognizing their role in developing language familiarity, emotional growth, and imagination. Teachers' classroom practices therefore reflect both institutional constraints they are required to follow and their kind of mediation that focuses on linguistic gains only. A closer look into the findings also show variation in teachers' approaches, especially when dealing with shy or introverted young EFL learners, where the use of certain methods could not affect this specific group. Thus, it is important to reconsider some pedagogical implications for ELT in order to bridge the disconnect between teachers' beliefs and institutional practices. The following recommendations are aligned with established story-based teaching frameworks and are designed to work within existing constraints (45-minute lessons, Ministry didactic guides, syllabus completion pressures).

3.4.1 Curriculum Reform

The official Algerian primary EFL curriculum is designed to contain topics that focus mainly on simple comprehension and production of words, as learners are expected to name and identify common concepts about family, friends, school, animals, hobbies, etc. These activities are organized into sequences of 24 sessions in Grade 3, 36 sessions in Grade 4, and 48 sessions in Grade 5 (table 3.5). Methods differ slightly each year, for example progressing from basic vocabulary understanding to decoding skills and then to simple reading and writing. Yet, the curriculum still reflects old drill-based approaches that focus mostly on memorization. According to Krashen (2004), vocabulary exercises reveal a significant gap between two types of young learners. The first one who is familiar

with books and usually know most of the 20 target words in advance, where matching, fill-in-the-blank, and sentence-writing tasks are relatively easy, leading to high grades with little study and acceptable grades with no study. In contrast, those lacking early book exposure recognize far fewer words, so the same skill-building exercises and tests become overwhelming, that even with intense efforts, results remain low. Krashen (2004) argues that, "direct language instruction for these children may be nothing more than a test that they fail"(p. 38).

Therefore, suggesting to include at least one different sequence per level that does not follow the usual pattern can be beneficial, where the focus shifts to reading aloud and getting familiar with the target language only.

These dedicated reading sequences (the final sequence each year or every third sequence), might be implemented once learners acquire foundational vocabulary in earlier sessions, enabling engagement without causing frustration or cognitive overload. Such reading-focused sessions might serve multiple purposes like language familiarity, pronunciation, listening skills, concentration, and extended decoding abilities.

3.4.2 Curriculum Content

Current texts suggested by the curriculum represent vocabulary and grammar rules, serving as optional teaching material of around 40 words maximum. These texts are limited to repetitive, sequence-focused dialogues (Table 3.7), prioritizing communicative competences, yet unable affective and cultural engagement.

The curriculum should therefore expand narrative content beyond everyday situational, dialogue-based texts and include Common folktales in English such as Little Red Riding Hood, Jack and the Beanstalk, and Hansel and Gretel. As Pennington (2009) argues, "The story is thus part of a set of literacy practices that operate within a culture as a means of establishing understandings and identity. Young children are helped to come to terms with the world ‘out there’ by absorbing the stories which have surrounded them from birth " (p. 6). Incorporating such common folktales does not only connect cultural experiences together, but also offers several pedagogical benefits:

- Context familiarity: Learners already know the story plots, characters, and moral lessons from home or previous exposure (cartoons or plays). This reduces cognitive anxiety and allows them to focus on language acquisition rather than meaning construction.
- Emotional engagement: By seeing a story they already know represented in English learning materials, their emotional reactions are stimulated, whether it is interest, confidence, or connection.
- Imagination support: Folktales often contain fantastical elements like magic or animals that speak, which activate imagination. Through common folktales, learners will be able to recognize English language structures and experience the story events more than once in a different way.

3.4.3 Teacher Mediation

Once the previous recommendations are taken into account, teachers should adopt a three-reading mediation approach. As the initial readers, the presentation of stories to young learners is a crucial point for enabling everyone, particularly shy or introverted learners, to engage in class affectively and participate more within a psychologically safe environment. Therefore, this three-reading approach aligned with Carol Read's (2020) 101 Tips for Teaching Primary Children, encourages teachers to avoid retelling the story in the same way where it feels repetitive, as they are organized as follows:

- First reading: The teacher reads the story aloud in a slow, expressive voice, and gestures, allowing learners to hear the rhythm and the flow of connected English discourse without the pressure of understanding any word yet.
- Second reading: Re-reading the story, aims for a degree of comprehension, through translating the main events into learners' first language. This step acknowledges that young EFL learners may not understand all vocabulary or grammatical structures. Thus, it is suggested to pause and clarify, explain, or check learners' understanding and follow up through simple questions about certain characters' emotional states. Concerns about young learners not being native speakers are addressed by adapting such scaffolding rather than avoiding stories altogether.
- Third reading: Retelling the story in simple English, using this time audiovisual aids (e.g., pictures, videos, puppets). And while the current curriculum treats videos and pictures as alternatives to narratives for teaching vocabulary and grammatical rules (Table 3.6), this reading strategy integrates them into story teaching only.

3.4.4 Encouraging Participation

It is important for teachers to scaffold young learners' initial responses. As Carol Read (2020) emphasizes that, "various invitations to participation, e.g. making predictions about story events, characters or endings, increase responses in English" (p. 28). Therefore, praising and accepting different answers, even when wrong, reduces anxiety and the pressure to speak up. As later correction, without spoiling the pleasure, enable learners to acquire new knowledge and apply it in the next reading session (Gambrell, 1996).

The proposed strategies and recommendations above acknowledge the institutional constraints highlighted in the findings, as they are not intended to replace existing classroom practices, but to work alongside current methods. The three-reading approach can be distributed across multiple sessions from the reading-focused sequence (e.g. one type of reading per session). Common folktales can be shorter (e.g. 30–60 words) to fit time limits. While Participation scaffolding does not require additional materials or time, but only shifts in teacher's interaction style.

3.5 Conclusion

Throughout this chapter, findings from the semi-structured questionnaire and the thematic analysis of the official primary EFL curriculum were presented. Questionnaire results revealed teachers' positive perceptions of stories in fostering young learners' emotional engagement, imaginative development, and vocabulary retention. However, current classroom practices remain constrained by several instructional factors. Curriculum analysis further showed that although narrative elements are present, their use is limited. In addition, the semi-structured questionnaire enabled teachers to report classroom interactions and young learners' responses, such as participation, reflecting variation in mediation. Findings from both sources were later combined to answer the two research questions guiding this study. Interpretation of the findings relied on empirical evidences and theoretical frameworks on story-based learning, which helped test the two hypotheses. It was shown that EFL teachers value stories and recognize their emotional and imaginative potential, yet the current primary curriculum restricts their use. This chapter therefore highlighted the need for more supportive pedagogical practices in primary settings, where story-based approaches are not hindered by traditional drills. The next part of this dissertation provides the general conclusion, followed by the limitations and suggestions for future research.

General conclusion

Learning a foreign language has often been identified as a process of memorizing vocabulary, learning grammatical rules, obtaining good marks, and progressing from one educational grade to another. Although such objectives are necessary within formal educational settings, they do not always guarantee a meaningful experience with language. For many young EFL learners, English learning becomes associated primarily with tests, homeworks, exercises, and academic performance rather than curiosity or personal interest. Yet, language learning, particularly during childhood, has been proven to go beyond mastery of isolated linguistic forms, and includes psychological dimensions. It is from this concern that the present dissertation emerged, seeking to explore whether story-based learning could offer a more meaningful approach to English language teaching within the Algerian primary school context.

Drawing on theoretical perspectives from language learning, literature for young learners, supportive mediation, and reader-oriented pedagogy, this study investigated primary EFL teachers' perceptions of story-based learning and its possible contribution to emotional intelligence, imagination development, and spontaneous language use among young learners. It also sought to examine how teachers mediate narratives in classroom settings and how stories are positioned within the official Algerian primary EFL curriculum. Relevant to this study, was an underlying assumption that stories are more than supplementary teaching materials and may provide young learners with opportunities that goes beyond language mastery.

Viewed from this perspective, the study attempted to contribute to existing literature concerning the place of narratives in foreign language contexts, with particular attention to the relationship between stories, learner engagement, and teacher mediation. It was assumed that story-based learning connects with young learners emotionally and imaginatively, while supportive teacher mediation would enhance learners' participation and support their critical engagement.

Considering findings from previous studies, this research project aimed, in general terms, to document how stories are seen and utilized, as a purposive sample of EFL experienced Teachers (n=11) from different ministry schools across Algeria revealed an appreciation of story-based learning. Findings shown that most participants recognized stories as suitable material for young learners and associated them with emotional engagement, imagination development, vocabulary support, and classroom participation. Findings also reported that stories frequently stimulate learners' interest and encourage responses that extend beyond simple change of behavior. However, thematic analysis of the official Algerian primary EFL curriculum revealed a significant gap; although narrative elements are present throughout the three primary educational levels, they occupy a relatively limited position within the curriculum, and are largely treated as supporting resources for

presenting vocabulary and grammatical structures, as they remain short, repetitive, and strongly linked to specific linguistic objectives. Consequently, the broader developmental potential of stories are not recognized. The findings also highlighted the importance of a teacher mediation to story-based approaches for achieving those potentials, concluding that through guided reading, young learners would be able to participate equally and engage positively with narratives. Thus, the effectiveness of story-based learning depends not only on their presence, but also on the manner in which they are mediated and presented to learners.

Building upon these findings, the present study suggested giving a sufficiant space for stories within the primary EFL curriculum, incorporating familiar folktales for example, and adopting a three-reading mediation approach that combines listening with comprehension, supported by audiovisuals. Such recommendations aim to bridge the gap between the recognized educational value of stories and their limited implementation in classroom practices.

Nevertheless, the present study contains several limitations. Relying primarily on teachers' perceptions did not directly investigate young learners' own experiences with story-based learning. In addition to this, the study did not include longitudinal classroom observation capable of tracing young EFL learners' emotional, imaginative, and linguistic development over time, as well as The broad geographical scope of the investigation that limited opportunities for conducting in-depth classroom observations within individual school contexts. As a result, the findings were interpreted within these methodological boundaries. For these reasons, future research may focus more directly on young learners through classroom observation, interviews, and learner-centred methods of data collection. Future investigations may also examine one specific dimension of story-based learning, whether emotional intelligence, imagination development, or language acquisition, over a longer period of time. Similarly, longitudinal studies conducted with same learners from primary years to middle school for example may provide a deeper understanding of how narratives influence EFL learners throughout their early educational experience.

In general, analysis of data provided insight into the relationship between stories, learner engagement, and language learning in Algerian primary EFL classrooms. In this study, stories are viewed as more than just supplementary tools for teaching vocabulary and grammar, but rather as meaningful pedagogical resources capable of engaging young learners emotionally, imaginatively, and linguistically at the same time. Although institutional constraints continue to limit their implementation, teachers generally recognize their educational value and benefits for young learners' development. By moving beyond traditional mechanical view of language learning and connecting literature, psychology, and pedagogy, it may become possible to transform language learning to a meaningful, memorable, and enjoyable experiance for young EFL learners.

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Appendices

Appendix A: Teacher Questionnaire

This questionnaire is for academic research on primary school English as a foreign language teachers' perceptions and classroom practices regarding the use of short stories in Algerian primary classes. Your responses are greatly appreciated, as they will remain confidential and will be used for research purposes only.

Section 1: Background information

Gender

- Male.
- Female.

Age

- Under 30.
- 30-50.
- 50 and above.

Do you remember how you first learned English?

- Yes.
- No.

If yes, how did you first learn English?

- At school through formal lessons.
- Through songs, stories, or videos.
- Through private tutoring.
- Through translation and grammar explanation.
- Through speaking practice.

Other : _____

Years of teaching experience*

Short answer_____

What grade(s) do you currently teach English as a foreign language?*

Short answer_____

How many classes do you teach?*

Short answer_____

Could you briefly describe the differences in English level between the grades you teach?*

Paragraph_____

Section 2: Classroom practices

Do you use short stories in your English lessons?*

- Yes.
- No.

If no, please explain why.*

Paragraph _____

If yes, how often do you use short stories?*

- Rarely.
- Sometimes.
- Often.
- Very often.

How do you usually use short stories in class?*

- As a reading activity.
- As a listening activity.
- As a speaking activity.
- As a vocabulary activity.

- As a warm-up activity.

Other : _____

Which of the following do you use most often with young learners?*

- Vocabulary presentation.
- Songs.
- Dialogues.
- Translation.
- Speaking practice.
- Pictures or visuals.
- Reading aloud.
- Short stories.

Do your pupils usually need visual support to understand new English words?*

- Yes.
- No.
- Sometimes.

Section 3: Teacher perceptions

To what extent do you agree that short stories are suitable for primary EFL learners?*

- Strongly agree.
- Agree.
- Neutral.
- Disagree.
- Strongly disagree.

If you disagree, please explain why. *

Paragraph_____

To what extent do you agree that short stories support pupils'
emotional engagement? *

- Strongly agree.

- Agree.
- Neutral.
- Disagree.
- Strongly disagree.

To what extent do you agree that short stories support pupils' imagination? *

- Strongly agree.
- Agree.
- Neutral.
- Disagree.
- Strongly disagree.

To what extent do you agree that short stories help pupils remember English vocabulary? *

- Strongly agree.
- Agree.
- Neutral.
- Disagree.
- Strongly Disagree.

To what extent do you agree that short stories encourage pupils to participate more in class? *

- Strongly agree.
- Agree.
- Neutral.
- Disagree.
- Strongly Disagree.

Section 4: Learner response from teacher observation

How would you describe most of your pupils in class?*

- Mostly shy/introverted.
- Mostly active/extroverted.

- A mix of both.
- It depends on the activity.

Do shy/introverted pupils change their participation when the teaching approach changes? *

- Yes.
- No.
- Sometimes.

If no or sometimes, please explain how. *

Paragraph_____

Do you think that short-story activities can affect pupils' response in class? *

- Yes.
- No.

If yes, please explain how. *

Paragraph_____

Do you think pupils can make a full English sentence on their own without your help? *

- Yes, most of them can.
- Some of them can.
- Very few can.
- No, they usually need help.

In your opinion, what are the main benefits of short stories for young EFL learners in terms of emotional engagement, imagination, and language development? *

Paragraph_____

Appendix B : Curriculum Guide

Presentation

In line with the goals of introducing English in Primary Education, it is of primary importance to align the syllabus with teaching/learning and assessment to ensure that we are providing learners-future citizens- with quality education.

The didactic guide is a reference document. It is developed by the National Education Board. It is aligned with the Competency-Based Approach. It is a valuable tool which complements the syllabus. It is exclusively designed to facilitate the implementation of the syllabi of key stage 1 (the 3rd and the 4th year Primary Education) and to avoid the dilution of information. It also aims to help the practitioners to implement the content of the syllabi in the classroom practice in terms of what the learners should know and what they are able to do.

The purpose of this document is also to make the syllabi components readable, accessible, usable and transferable. The presentation of key stage1 Syllabi will get practitioners acquainted with the notions of **competences**, **cross-curricular competences**, **components of the competences**, **domains**, **the resources** and the **cross-curricular resources**.

A thorough reading of this document will help practitioners understand the framing of the syllabi. In addition, this guide is meant to unify understanding of key concepts related to **pedagogy, didactics, assessment**, **the characteristics of young learners** and the **strategies** through which they learn English effectively in Primary Education. It includes **teaching/ learning principles**. This guide is also based on **principles and considerations** related to teaching/learning English to young learners.

General Orientation

1. Children Growth

A number of thinkers and theorists have described how children develop and change. Piaget suggested that children go through four different stages. They start at the ***sensori-motor stage*** from birth until about age 2**,** and then proceed through ***the preoperational stage*** between 2 and 7. From the age ***of 7 to 11***, they pass through ***the concrete-operational stage*** to finally reach the ***formal operational stage*** from 12years old through adulthood. According to Piaget, children in ***the concrete-operational stage*** begin to think logically about concrete events and to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example. Thinking becomes more logical and organized, but still very concrete. They start using inductive logic, or reasoning from specific information to a general principle. At this point in development, they tend to struggle with abstract and hypothetical concepts.

Lev Vygotsky, on the other hand, argued that ***social interaction*** is crucial in the child development and the role of the knower or what he called the 'More Knowledgeable Other' who provides guidance to help a child who has entered the **Zone of Proximal Development (ZPD)** where they are ready to learn new things**.** For Vygotsky, ***learning is a social process.***

Abraham Maslow on his turn developed the theory of human needs and introduced his concept of a hierarchy of needs for the first time in 1943. According to this theory, human beings are motivated by their needs. They are born with an innate desire for self-actualization- the fulfillment of one's talents and potentialities. Yet, in order to attain that ultimate goal, some basic needs must be achieved. In a pyramid like structure, Maslow mentioned the five key necessities (from bottom to top: ***Physiological needs, Safety, Social needs, Esteem, Self-actualization***) required for a child's development and evolution. He argued that if some needs are not satisfied, human beings may be unable to move forward and fulfill the needs in higher levels.

Like Maslow, Erik Erikson's theory of development entails that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. According to him, each stage builds on the preceding one and paves the way for the following period of development. During each stage, individuals experience a psychological crisis that might affect the personality's development either positively or

negatively. Successful completion of each stage results in acquiring psychological strengths that will serve individuals for the rest of their lives. However, if they fail, they will not develop the essential skills needed for a strong sense of self. Children from 5 to 12 years old are in ***stage 4: Industry Vs. Inferiority***. During this stage, children may start comparing themselves to others and also their families to other families. When they succeed, they will feel industrious. However, if they have repeated negative experiences, they may develop feelings of inferiority. So, they should be helped to find areas where they can do well and shine.

2. Characteristics of Young Learners

Young children, especially those up to the ages of nine and ten, learn differently from older children, adolescents and adults in the following ways:

- ☺ They ***respond to meaning*** even if they don't understand individual words.



- ☺ They often ***learn indirectly*** rather than directly-that is they take the information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught. ***They rely on spoken words and the physical world to convey meaning.***



- ☺ Their understanding comes not just from explanation, but also from what they ***see and hear,*** and crucially, have a chance to ***touch*** and interact with. They are as well able to work and learn from others.
- ☺ They find abstract concepts such as grammar rules difficult to grasp. They ***learn better through concrete things*** rather than abstract concepts.



- ☺ They generally ***display enthusiasm*** for learning and a ***curiosity*** about the world around them.
- ☺ They have a need for individual ***attention*** and ***approval*** from the teacher. They respond well to ***praising***.
- ☺ They are keen to ***talk about themselves*** and respond well to learning that uses themselves and ***their own lives*** as main topics in the classroom.



☺ They have a ***limited attention span***; unless activities are extremely engaging, they can get easily bored, losing interest after ten minutes or so. They ***enjoy learning through playing and working together.***



☺ They ***ask questions*** all the time. They are very ***active and imaginative***.

☺ They ***enjoy imitating*** and are ***skilfull in listening*** accurately and ***mimicking*** what they have heard.

(J. Harmer. 2007, The Practice of English Language Teaching, England: Pearson Education Limited)

3. Learning/ Perceptual Styles :

Learning/ Perceptual Styles refer to how a person learns, remembers and understands best. The basic types of learning styles are ***visual, auditory , kinaesthetic and tactile (VAKT)***.

👁**Visual** : learners who get information best by ***seeing*** it.



- 📖 ***Visual verbal learners*** like to see information in the form of words or written language.
- 🖧 ***Visual non-verbal learners*** like to see information in graphic form (charts, tables, graphs, pictures, symbols or graphic organizers.

👂**Auditory:** learners who get new information best by ***listening*** and hearing. These learners work well in ***group settings where vocal collaboration is present and may enjoy reading aloud*** to themselves, too.



🚶**Kinesthetic**: learners who get new information best by ***doing or moving.*** Kinesthetic learners are hands-on and thrive when ***engaging all of their senses during course work***.



✋**Tactile:** learners who get new information best by touching and manipulating objects.



❖ **What teaching strategies are good for different learning/perceptual styles?**

Visual:

Visual verbal:

- **Write instructions**, questions and answers on the blackboard.
- Let learners **read silently.**
- **Give learners an example** of finished assignments so that they can see what they should do.

Visual non verbal:

- **Show** assignments, activities or tasks so learners can see what to do.
- **Use visual aids** like diagrams, pictures, charts, graphic organizers to represent information.
- **Introduce new words** and ideas using examples, images ...

Auditory:

- **Read** instructions for activities, tests and homework assignments aloud.
- **Describe** the information on charts, graphs or diagrams.
- Ask learners to work in **small groups** to discuss problems or answers.
- Let learners **ask and answer** questions during lessons or presentations.
- Give an **oral** summary of important ideas from lessons or readings.
- Let learners **present and listen** to presentations.

Kinesthetic & Tactile:

- Use **role plays** and simulations.
- Let learners work with **models or different materials.**
- **Visit places** connected with the topic.
- **Organize group or pair work** that requires learners to stand up and move around the classroom.



Some activities are good for more than ***one perceptual style***: ***flash cards*** are both ***visual and tactile***. If students ***repeat*** the words while reading it is both ***auditory and kinesthetic.***

Classroom Guidelines

Before we tackle learning in details, we should create conducive teaching/learning atmosphere. Teaching English as a foreign language to young learners requires a good deal of **preparation**, **effective organization** and **good management** so as to enable teachers monitor individual as well as groups of learners. Engagement and fun are also key features to setting firm basis for young learners' education. Part of the positive learning experience calls for the following aspects:

Print rich environment

Right from the first days at school, learners should see age appropriate books and reading materials, colourful pictures, posters and wall charts. One way to involve learners and encourage them to learn is to display their works.



The organization of the classroom

The classroom should be organized in a way that facilitates the teaching/learning process and fosters interaction between learners. The teaching/learning process could be achieved through class-presentation, or pair and small group work which promote collaboration and exchange of ideas and experience. Teachers need to choose the arrangement that is suitable to the lesson, to the classroom and to whether the furniture is movable.



Establishing rules and routines

This ensures a positive learning experience because learners will acquire habits that make work easy for both teachers and learners and thus achieve the learning objectives and the instructional goals. So, right from the beginning of the year, teachers should discuss the classroom with the learners along with the consequences of good behaviors and misbehaviors. The teacher may post these rules on the classroom walls.



Classroom language



Establishing rules and routines goes hand in hand with adopting simple and everyday language. This might include useful phrases or expressions like greeting and saying good bye, asking for permission, thanking, apologizing, saying one's name, age, asking questions when they don't understand, etc.

Span of attention



The young learners' span of attention varies according to their age. Children generally have a short attention span. Some specialists say if a child can focus for only five minutes, that is age appropriate. Others say that children aged between 8 and 10 have a span of attention that varies from 16 to 30 minutes. However, some children may fall outside of that spectrum. Consequently, teachers should make sure there is a variety of activities, i.e., changing activity every ten minutes or so, to cater for different learning styles and to avoid boredom.

Instruction giving:



The instruction should be simple, brief and accurate. Teachers should explain, demonstrate illustrate the instructions, and check their understanding. Young learners do not learn simply by being told what to do. In addition, teachers are advised to pause after they give any instruction, i.e. a wait time/think time is necessary for learners. It is also essential to monitor learners' work and provide them with enough time to carry out the activities.

Teaching strategies



Teachers are expected to bring to their classes a wide range of age appropriate **learning strategies** to make learning fun and effective like using audio visuals aids (songs, videos, realia, pictures, diagrams, etc...), games, role plays, drilling in chorus and individually, cooperative learning, etc.

Inclusive education



All pupils even those with special needs have the right to an education that is appropriate to their needs. The aims of education for pupils with special needs are the same as for the other pupils. They are granted full access to education so as they can pursue their dreams and contribute to the development of the community.



Tips for Teaching Children

Helpful Tips

- ***Praise and encourage*** children for trying and when successful.
- **Praise** with ***words and through gestures***.
- Try to ***link*** lessons with children's ***experiences*** and everyday life.
- Use ***group or paired work*** so that children can learn from their classmates.
- ***Read*** out what you have written on the board.
- ***Face the class*** when speaking.
- Speak ***clearly*** and loudly but don't shout.
- Try to ***ensure children*** practice their skills using different materials, for example, reading words on flashcards, writing words, reading words in books.
- ***Check*** the children's ***understanding*** before moving on to a new topic.
- Encourage children to watch and ***listen to their peers***.
- Make sure you have the ***class attention*** when teaching.
- Encourage the child to use a pointer or their finger when reading to help them keep their place.

Framing of the Syllabus

It is worth introducing the terminology related to the components of Primary Education Syllabus to facilitate its readability.

The syllabus consists of two main parts: the **exit profile** and a **description** of the syllabus content.

A. **The exit profile**:

1. **The global competence**: defines concisely what is expected from learners and what they are able to do, according to their age, needs and immediate environment, at the end of the year, the key stage or the cycle to ensure the vertical coherence in the curriculum.

2. ***Values:*** The purpose of education is to transmit the values that a society has chosen for itself.

   -Values common to all its members: political and social, cultural and spiritual whose objective is to consolidate the national unity.

   -Individual values: emotional and moral values, aesthetic values and humanist values opening onto the universal.

   According to the Orientation Law, the missions of school in terms of spiritual and civic values are:

   1.Assertion of the Algerian personality and consolidation of the unity of the nation through the promotion and preservation of the national values.

   2.Training on citizenship, promoting and developing human resources;

   3.Openness to the world;

   4.Reaffirmation of the principle of democratization.

   Each discipline, according to its own vocation, takes in charge a specific and preferential way, or in a complementary way, the values which underlie the aims of the education system.

3. Cross-Curricular Competences:

The cross-curricular competences complement each other and are of four different types: **intellectual**, **methodological**, ***communicative and personal and social.*** Furthermore, learning situations very often draw on these competences synchronously.

a- Intellectual: refers to the basic competences (using information, exercising critical thinking, solving problems and using creativity) that can be mobilised as resources in the development of competences.

b- Methodological: is the combination of skills and procedural knowledge that are mobilized to solve problem situations, to adapt procedures to the resolution of specific situations, or to develop new procedures to solve new situations.

c- Communicative: concerns all areas of communication, expression and verbal and non-verbal interaction. Languages and the various conventional languages are considered to support the development of communicative competences.

d- ***Personal and social:*** these are all the integrative skills that can mobilise the individual and/or collective resources of a group to carry out a project.

B. Domains: There are four domains: **oral comprehension, oral production, written comprehension** and **written production.**

C. Target competences: There are four target competences. They serve the ***global competence.*** Each one is composed of three components***: knowledge, skills*** and ***attitudes.***

D. Resources: They are of two types:

1- Linguistic resources: they include ***key vocabulary*** and ***lexis, grammar and pronunciation.***

2- Cross-curricular resources: They are segments of each of the cross-curricular competences, **intellectual**, **methodological**, ***communicative and personal and social,*** used in interaction with each other to contribute to the structure of the learner's skills and attitudes in a certain learning situation or for specific instructional purposes.

Year 5 is the culmination of the Primary School Education and marks its end. On the other hand, it paves the way to the Middle School Education. And with the didactic guide of year 5 P.S, the National Education Board carries on its work and efforts to make the syllabus of year 5readable and understandable so as to help practitioners implement it in an easy and smooth way.

In year 5, the primary school learners ***deepen their basic learning*** as they have been studying English for two years. However, they move slowly and steadily towards the comprehension of oral and written messages using some skills. In addition to this, they start their first steps into the writing skill.

General Orientation

1. Children Growth

A number of thinkers and theorists have described how children develop and change. Piaget suggested that children go through four different stages. They start at the ***sensori-motor stage*** from birth until about age 2**,** and then proceed through ***the preoperational stage*** between 2 and 7. From the age ***of 7 to 11***, they pass through ***the concrete-operational stage*** to finally reach the ***formal operational stage*** from 12years old through adulthood. According to Piaget, children in ***the concrete-operational stage*** begin to think logically about concrete events and to understand the concept of conservation; that the amount of liquid in a short, wide cup is equal to that in a tall, skinny glass, for example. Thinking becomes more logical and organized, but still very concrete. They start using inductive logic, or reasoning from specific information to a general principle. At this point in development, they tend to struggle with abstract and hypothetical concepts.

Lev Vygotsky, on the other hand, argued that ***social interaction*** is crucial in the child development and the role of the knower or what he called the 'More Knowledgeable Other' who provides guidance to help a child who has entered the **Zone of Proximal Development(ZPD)** where they are ready to learn new things**.** For Vygotsky, ***learning is a social process.***

Abraham Maslow on his turn developed the theory of human needs and introduced his concept of a hierarchy of needs for the first time in 1943. According to this theory, human beings are motivated by their needs. They are born with an innate desire for self-actualization-the fulfilment of one's talents and potentialities. Yet, in order to attain that ultimate goal,

some basic needs must be achieved. In a pyramid like structure, Maslow mentioned the five key necessities (from bottom to top: ***Physiological needs, Safety, Social needs, Esteem, Self-actualization***) required for a child's development and evolution. He argued that if some needs are not satisfied, human beings may be unable to move forward and fulfill the needs in higher levels.

Like Maslow, Erik Erikson's theory of development entails that personality develops in a predetermined order through eight stages of psychosocial development, from infancy to adulthood. According to him, each stage builds on the preceding one and paves the way for the following period of development. During each stage, individuals experience a psychological crisis that might affect the personality's development either positively or negatively. Successful completion of each stage results in acquiring psychological strengths that will serve individuals for the rest of their lives. However, if they fail, they will not develop the essential skills needed for a strong sense of self. Children from 5 to 12 years old are in ***stage 4: Industry Vs. Inferiority***. During this stage, children may start comparing themselves to others and also their families to other families. When they succeed, they will feel industrious. However, if they have repeated negative experiences, they may develop feelings of inferiority. So, they should be helped to find areas where they can do well and shine.

2. Characteristics of Young Learners

In addition to the characteristics mentioned in the didactic guide of years 3 and 4, and as children are growing up, their physical and personality features undergo changes.

- Children start undergoing various physiological and physical changes. A change in behaviours results from developmental changes such as excessive movement and talking.
- They are less egocentric but still have a tendency to relate new ideas to themselves and their surroundings. They are more concerned about themselves then others.
- They differ in their familiarity with language. However, they should be treated alike and with equity (without favouring those who know some English at the expense of those who do not).
- They achieve better learning and a sound understanding of abstract concepts through the use of different aids and illustrations (graphics, data, maps, slides...).

- They need to be trained in thinking, discovering relationships between things and classifying them.
- They are eager to update information from different means and media.
- They need to be provided with the ethics of talk, dialogue and techniques of dealing with others.
- They should be trained to be an actor in the group, distinguish right from wrong by highlighting values (like: honesty, integrity, honesty), and organize their time.
- Children develop their cognitive skill and employ vocabulary in different contexts.

3. Learning/Perceptual Styles :

Learning/ Perceptual Styles refer to how a person learns, remembers and understands best. The basic types of learning styles are ***visual, auditory, kinaesthetic and tactile (VAKT)***.



👁**Visual**: learners who get information best by ***seeing*** it.

- 🕮 ***Visual verbal learners*** like to see information in the form of words or written language.
- 🖧 ***Visual non-verbal learners*** like to see information in graphic form (charts, tables, graphs, pictures, symbols or graphic organizers.



👂 **Auditory:** earners who get new information best by ***listening*** and hearing. These learners work well in ***group settings where vocal collaboration is present and may enjoy reading aloud*** to themselves, too.



🚶 **Kinaesthetic**: learners who get new information best by ***doing or moving.*** Kinaesthetic learners are hands-on and thrive when ***engaging all of their senses during course work***.



✋**Tactile:** learners who get new information best by touching and manipulating objects.

❖ **What teaching strategies are good for different learning/perceptual styles?**

Visual:

Visual verbal:

- **Write instructions**, questions and answers on the blackboard.
- Let learners **read silently.**
- **Give learners an example** of finished assignments so that they can see what they should do.

Visual non-verbal:

- **Show** assignments, activities or tasks so learners can see what to do.
- **Use visual aids** like diagrams, pictures, charts, graphic organizers to represent information.
- **Introduce new words** and ideas using examples, images ...

Auditory:

- **Read** instructions for activities, tests and homework assignments aloud.
- **Describe** the information on charts, graphs or diagrams.
- Ask learners to work in **small groups** to discuss problems or answers.
- Let learners **ask and answer** questions during lessons or presentations.
- Give an **oral** summary of important ideas from lessons or readings.
- Let learners **present and listen** to presentations.

Kinaesthetic& Tactile:

- Use **role plays** and simulations.
- Let learners work with **models or different materials.**
- **Visit places** connected with the topic.
- **Organize group or pair work** that requires learners to stand up and move around the classroom.



Some activities are good for more than ***one perceptual style***: ***flash cards*** are both ***visual and tactile***. If students ***repeat*** the words while reading it is both ***auditory and kinaesthetic.***

4. Classroom Management

Teachers play various roles in a typical classroom, but surely one of the most important is that of ***classroom manager***. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behaviour, chaos becomes the norm.

Classroom management is a set of skills and techniques used by teachers to organize work in class and keep learners engaged, attentive, and focused. When carried out effectively, classroom management strategies enhance learning, reduce disruptive behaviours and create conducive learning atmosphere. Generally, teachers who demonstrate strong classroom-management skills are more effective and successful.

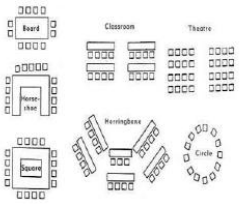
There is a wide range of classroom management skills and techniques. At this stage, the focus is on the ones below.

a. Planning work



Planning work is essential for successful teaching. When planning, teachers think about the lessons' objective(s), the most appropriate activities for young learners, time they take, materials they need and the interaction patterns. They also consider how single lessons fit in the sequence, the connection among them and how they allow for the attainment of the goals of the syllabus. That's why, it is better to prepare a ***sequence of lessons*** which develops atopic or language area over a period of time, rather than single lessons. This sequence of lessons gives the bigger image of what teachers are expected to do or achieve with learners.

b. Varying the seating arrangements



Modifying the ***physical arrangements*** is a principle that governs the teaching of English as a foreign language. It facilitates the teachers' work in class and impacts how they instruct learners and how learners interact with one another and with their teachers. In language classes, learners enjoy ***flexible seating arrangements*** because they alter the traditional setup and create a change in the routines from time to time. In addition, whatever the seating arrangement

is-***roundtable***, ***horseshoe***, **semicircle or pods, etc**, it widens the opportunities for children to participate and share knowledge, experiences, and skills. **"**The physical configuration of a classroom is more than an organizational or stylistic choice by the instructor. In-person classroom seating arrangements affect student learning, motivation, participation, and teacher-student and student-student relationships.**"** (Fernandes, Huang & Rinaldo 2011).

c. Encouraging participation



Participation implies short exchanges between teachers and learners or within small groups of learners for specific purposes. Participation, be it qualitative or quantitative, shows ***the readiness of learners to be part in the teaching-learning process***. It means as well that learners are taking risks and making errors as part of the learning process which enables them to develop their communication skills. That's why; teachers need to cultivate ***convenient and supportive atmosphere*** where the error is accepted and indicates that learners are progressing towards the lesson objectives or the instruction goals. Teachers should ***explain the rules***, ***set clear expectations*** right from the beginning and make participation a ***collective responsibility***: the class is a tightly-knit group. Teachers need as well to deem their ***position in the classroom***. Moving away from the front of the classroom to the back or the sides promotes participation. ***Monitoring*** the learners' work and helping the learners who are struggling have a positive impact on participation and make it effective.

d. Providing Feedback



Feedback is all information given to someone about their performance, or their learning, their skills or attitudes. In the classroom, feedback is a two way communication, i.e. teachers give feedback to learners and learners give feedback to teachers. "Basically, feedback is information about how we are doing in our efforts to reach a goal" (Grant Wiggins, 2012). In his book Visible Learning by John Hattie, 2012, he described feedback as "information about how we are doing in our efforts to reach a goal".

Since teachers are ***monitoring*** the learners' progress towards clearly set objectives, their feedback must be ***effective***. It is ***ongoing:*** it gives lots of opportunities to learners to develop and progress. It guides them from the beginning (where they are, what to work on) to the end (to achieve the objective).

Effective feedback is:

- **Targeted and purposeful**: It provides learners with information on what they did well and what they can improve, in line with the stated objectives or goals. Targeted and purposeful feedback is based on learners' performance and activities. It is direct and focuses on improvement.
- **Clear and meaningful**: Feedback is clear and meaningful when teachers use ***age appropriate words*** that mean something to learners, i.e. learners should know ***what to do*** with the feedback according to the teachers' instructions. As a result, learners are given the chance to put feedback into practice and apply it.
- **Timing of the feedback**: Feedback could be ***immediate*** or ***delayed*** depending on the stage of the lesson and whether the objective is ***fluency*** or ***accuracy***. Immediate or real time feedback is an instant response to the learners' answers; it helps learners correct their mistakes, increase engagement and gain an insight into language. Delayed feedback is given after the completion of the task. According to Kehrer, Kelley, and Heffernan (2013), "Immediate feedback helps to correct misconceptions in student learning as soon as the student makes a mistake. However, when students receive delayed or zero feedback, they might reinforce misconceptions by making the same mistake several times without being corrected."
- In conclusion, teachers should know when to give feedback, how and why. For that purpose, they can implement the concept of a ***feedback sandwich*** to guide your feedback: Compliment, correct, compliment.

e. Classroom Rapport



It is about building a good ***rapport*** with learners based on ***mutual respect***. It also entails having a positive impact on learners and influencing their attitudes, and sometimes their whole life. This type of relationship is

created once teachers identify their learners' ***interests, preferences, background and learning styles.***

The classroom is a place where learners spend most of their time. So, they should feel ***secure, supported and motivated.*** A key technique for creating this kind of atmosphere is to be a good ***behavior manager***. Teachers have to set ***clear rules*** right from the beginning. Humour is an important factor to build bonds with children; it creates a ***stress free teaching-learning environment.***

f. Maintaining discipline



The purpose of discipline is to create a positive community. The best way to deal with discipline is to have a good lesson preparation in which a step by step work is planned, and in which teachers and learners' tasks are clearly set in advance. The more detailed a lesson plan is, the better it is because 'idleness is the root of all evil'. The second way to create discipline is to set ***clear rules*** right from the beginning. The rules of behaviour should be explained to all learners who may be involved in writing them. ***Equity*** is a key element to avoiding misbehaviour.

Being a good class manager may be related to a concept called ***"withitness"*** (with-it-ness). ***"Withitness"*** is a term created by Kounin to describe ***'the teacher's awareness of what is going on in all parts of the classroom at all times'*** *or* ***'the ability to perceive the needs of learners with accuracy and care'***. It is commonly referred to this as "***having eyes in the back of the head***".

Classroom Guidelines

In year 5 P.S, young learners start developing some skills such as listening, speaking, reading and writing. As writing in a foreign language is necessary, learners take their first steps in acquiring that skill alongside grammar which is integrated in an implicit way. However, they continue dealing with phonemic awareness and studying phonics implicitly.

A. Teaching Listening:



Listening is a receptive skill. It has the priority to be developed because no one can say a word before listening to it. To become skilled in language, learners need to master this skill**.** It involves a conscious and dynamic activity of receiving a stream of sound to construct meaning. These sounds make words, expressions and sentences which, together, convey meaning and vehicle an oral message. It is an active skill since it entails understanding a message and responding to it appropriately.

Listening has been given various definitions but they all converge. In the opinion of Chastain (1971) "Listening is the ability to understand native speech at normal speed". Morley (1972) said "Listening involves auditory discrimination, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning".

Challenges:

- Pronunciation, accent, and unfamiliar vocabulary can interfere with comprehension.
- Background noise can interfere with the clarity of the message.
- There are often no gaps between words, and learners have to make sense out of a stream of sound. In other words, they have to decide how to cut up that stream of sound into meaningful chunks, words expressions and sentences.
- Length and speed of listening texts can make listening passages difficult. Learners can't stop or go back as they do with a written text. If they stop paying attention for even a few seconds, they may miss something important.
- Learners feel they have to understand every word.

Suggested Solutions:

- Make sure all the ***conditions are favourable for the listening session***; all distracters, like noise and movement, should be removed. Learners should be sitting comfortably and paying attention.
- It is important ***to prepare*** learners for the listening text and tasks. The teacher ensures that learners ***understand the instruction*** and consequently ***what is expected*** from them, ***the purpose*** of the listening, what and ***how*** to do the task.
- Teachers should help their learners develop the necessary ***skills of listening comprehension***, like listening for the main ideas. The ***strategy takes precedence over the answer.***
- Teachers should provide students with ***an age and topic appropriate input***. Besides, the input must be authentic or semi-authentic to help learners understand the natural speech uttered by native speakers. This will ultimately prepare them for speaking.
- Teaching ***implicitly the phonological features*** -such as phonemes, intonation and stress- used in the text is important; it facilitates the decoding and prepares learners for speaking.
- Teachers should use different ***means*** to reinforce oral messages, such as body language, facial expressions, gestures, mimes or acting out, pictures, realia and puppets.
- The teacher's ***voice must be audible*** and the speaking speed must not exceed the learners' listening abilities.
- Teachers should encourage learners to ***anticipate*** what they are going to hear using the situation, visual aids or songs.
- They should allow for ***more than one listening*** providing opportunities for the learners who were not able to do the task and gear it up for success.
- After learners give answers, teachers should ***motivate them to listen again*** so as to check their answers by themselves.
- Finally, teachers should ***praise learners*** and appreciate their involvement.

B. Teaching Speaking:



It is a productive skill. It involves producing a meaningful message which blends various components: grammar, vocabulary, pronunciation and fluency. "Speaking is a complex cognitive active use of language to express meaning" (Cameron, 2001). According to J. Harmer, "It requires the language users to speak fluently, to be able to pronounce phonemes correctly, to use appropriate stress and intonation patterns, and to speak in connected speech" (Harmer, 2007).

As stated by Bailey (2005), "There are three principles that govern the teaching of English speaking to young learners. These include ***offering a topic for discussion***, ***facilitating student interaction*** through group or pair work, and ***modifying physical arrangements*** to facilitate speaking practice".

Harmer (2001:87) said that there are 3 reasons for teaching speaking: **(1)** speaking tasks give ***rehearsal opportunities***. **(2)** Speaking tasks where students are trying to use all and any language they know provides ***feedback*** for both teacher and students in the teaching process **(3)** good speaking activities can and should be highly ***motivating*** and ensure ***engagement***.

In order to develop the learners' speaking ability, teachers should know that learners come from different backgrounds. They also have different ***background knowledge***, ***different levels of motivation***, different ***expectations*** and ***learning styles***. Teachers are addressing ***mixed ability classes***. Consequently, they need to choose strategies and a variety of ***listening tasks*** that take into account both the ***program's goals*** and the ***developmental stages of learners***.

Besides, listening and speaking are two sides of the same coin. They cannot be separated as the young learners' linguistic input in English consists of words, expressions or phrases and sentences in addition to nonverbal language. Hence, listening prepares for speaking.

Listening tasks should focus on ***retaining chunks***, ***discriminating sounds***, ***reduced forms***, ***word boundaries*** and ***recognizing word order patterns***. They should include as well ***understanding speech at different speeds*** of delivery –this depends on the learners' age- and ***detecting sentence components*** *(*this latter is not tackled in year 5*)*.

Challenges :

- Young learners are reluctant or reticent to participate in speaking activities because they are ***ashamed or worried*** to make mistakes in front of an audience.
- Speaking activities ***require thinking and speaking simultaneously*** which is quite demanding.
- Some ***learners may dominate*** the conversation giving a few opportunities for others to speak.
- Some learners tend to use their ***mother tongue*** because they feel more comfortable with that and think that utilizing a foreign language with mates is unnatural.

Suggested Solutions:

- When planning lessons, teachers should anticipate the problem of reluctance and think ahead. They are ***prompters*** when learners face difficulties in pronouncing words and arranging sentences, a ***resource*** by providing videos, audios, pictures, songs, etc.
- Creating a ***safe and supportive atmosphere*** is vital in speaking sessions. Learners are more likely to participate when they are not afraid to make mistakes, or when they are not embarrassed, or when their efforts are acknowledged and their answers are welcome.
- Allowing for ***pair and group work*** may help learner gain confidence and enhance their speaking abilities.
- For some reticent learners, it is stressful not to know when they will be asked to participate. So, teachers should create or agree with learners on ***a participation plan***.
- Participation should be ***appreciated*** and learners should be ***praised,*** especially the reluctant ones.
- Teachers should ensure ***topics are rooted in the syllabus***.

C. Teaching Reading Comprehension:



It is essential to recognize that there are key components of reading comprehension before undertaking the task of teaching it. Teachers target five major skills in reading: ***phonemic awareness, phonics, vocabulary, fluency and comprehension.***

In year 5P. S, teachers continue dealing with ***phonemic awareness, phonics.*** As far as ***vocabulary*** is concerned, learners gain and develop their own vocabulary stock through the different and various topics they study. Similarly, they are working towards achieving ***fluency***. In addition, they engage in some ***comprehension skills***: reading for the general idea and some explicit specific information in context.

Challenges

- Learners have different levels and different learning styles.
- Embarrassment, shyness and reluctance are issues that most teachers face.
- Some learners may lack vocabulary which is necessary for oral and written expressions.
- Young learners are full of energy and get easily bored and distracted. Consequently, teachers suffer from a lack of attention.
- Retaining information is another problem teachers deal with.

Suggested Solutions

- It is advisable to start the year by ***assessing the learners' reading ability***: the ability to use ***prerequisites*** such as the ***decoding strategies***. This allows teachers to determine their actual level in reading to decide on the learning strategies that work best for each learner or for each group of learners.
- Teachers should implement reading strategies such as ***reading the same text multiple times***, ***reading in chunks*** (phrase or expressions) and ***partner reading***. This will increase participation in the activity, and improve ***pronunciation***, ***intonation***, ***fluency*** and ***confidence.***
- Using ***visual aids*** ensures comprehension of difficult concepts and the acquisition of more vocabularies and chunks.
- Implementing ***reading for pleasure*** (stories, tales, etc.) is important. Struggling readers could be supported with audio books. This should be used in conjunction with the focus on ***phonics teaching*** to improve reading accuracy.
- A child's maximum attention span is roughly two to three times their age. Teachers should know their learners' interests. They respond better if learning is associated with fun games and ludic activities.

- ⓘ To increase the learning ***retention***, teachers should ***interest and motivate*** learners, ***repeat*** the learning materials: the more they practice, the more they retain and ***connect*** content to the learners' ***real life:*** they make sense of learning when it is associated with their real life.
- ⓘ Teachers should always check the learners' understanding to help them retain information, improve their skill. Assessment is an on-going process.

D. Teaching Writing



Writing is a productive skill. It involves producing language and communicating a message using words, chunks, expressions and sentences. Writing also involves using writing sub-skills: some are related to ***accuracy*** and others to ***communicating ideas***. "Writing is a multiplex activity" as claimed by Ling (2016).

In year 3, learners used the ***features of writing correctly*** (sizing, spacing and alignment).In year 4, they ***completed a form*** using ***correct handwriting***(joined handwriting). In year 5 P.S, teachers are going to consolidate the previous skills and build on them. The focus is on some writing sub-skills that are related to ***accuracy***: ***writing legibly, using capitalization and punctuating appropriately, and using syntax (right word order and subject verb agreement) in addition to spelling words correctly.***

The writing skill is a continuum. It starts with **writing for literacy,** followed by **writing for reinforcement** and ends up with **writing for communication.**



① **Writing for literacy** involves recognizing and forming letters then combining them into words.



② **Writing for reinforcement** includes different techniques such as: copying words, sentences and texts, filling in blanks, writing captions or labels for pictures, changing texts grammatically, and taking dictation.



③ **Writing for communication** is a stage that ***primary school learners do not deal with***. This last phase comprises expressing ideas accurately, organizing ideas into recognizable written forms and writing well.

Challenges

- Learners lack knowledge of the ***writing mechanics***: ***capitalization, punctuation, spelling, word order and subject- verb agreement.***
- They may lack ***vocabulary*** which is a basic component of a successful writing.
- Teachers deal with ***mixed ability classes*** and ***different learning styles***.
- ***Time constraints*** and the pressure to achieve the target competence.
- Teachers might face difficulties in engaging and involving learners.

Suggested Solutions

- The key measure to overcome these issues is to ***plan*** work, ***monitor*** learners' work and ***evaluate*** it.
- ***All the sessions and every activity are conducive to writing***.
- ***Listening activities help learners to acquire new vocabulary***.
- ***Reading comprehension sessions prepare learners for writing.*** Learners read texts and get acquainted with the writing mechanics in context.
- Implementing ***reading for pleasure,*** through either audio books or paper books (stories, tales, etc.) is important.
- ***Dictation and grammar activities through games improve the learners' writing sub-skills*** (spelling, word order, capitalization and punctuation).
- ***Promoting writing as a cooperative activity at the beginning of the process is essential and necessary to teaching-learning writing***. Learners take advantage of the presence of mates; they learn from one another. And, they benefit from the teacher's feedback during the learning phase.
- ***Individual writing,*** on the other hand, ***is necessary to assess the learners' writing ability*** and to determine whether they are progressing towards both the skill acquisition and the target competence.
- ***The writing sessions are recursive,*** i.e. learners learn to write in groups and then they write individually, in every section.

E. Teaching Grammar



Each language has a distinct set of grammar rules. These rules dictate how different types of words are used and in what order. In English, ***grammar*** comprises ***word order***(syntax), ***tenses*** and different ***word classes***. Grammar serves supports and facilitates both oral and written communication.

Challenges :

- Teaching ***grammatical concepts*** to young learners is arduous because they ***cannot address abstract concepts yet***.
- Young learners ***process language*** differently: they identify meaning through ***action***, in ***interaction***, and ***with intention.***
- They may have a limited amount of ***vocabulary*** at their disposal.
- ***Analysing language*** for children is challenging.

Suggested Solutions:

- Children learn best by ***playing, singing, and using language in real situations and for fun***, **NOT** by explanation.
- Teaching-learning grammar is better learned ***implicitly without recourse to terminology***.
- Teachers should include ***fun activities and games***. This allows for engagement and avoids boredom and non-involvement.
- Teachers provide lots of meaningful practice, recycling, and guidance in attending to language form.