

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
Abdelhafid Boussouf University Center - Mila



Institute of Letters and Languages
Department of Foreign Languages
Section: English

**Teachers' Perceptions towards Teaching English through Competency
Based Approach for Third Year Primary School Pupils**

The Case Study of English Teachers at Mila Primary Schools

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

Presented by:

- 1) Assila KETMANE
- 2) Wided BENAMARA

Supervisor:

Dr. Amina AGGOUNE

Board of Examiners:

Chairman: Dr. Houda Kabout

Supervisor: Dr. Amina AGGOUNE

Examiner : Dr. Yamina Benane

2023/2024

Dedication 1

I dedicate this dissertation to my family, whose unwavering love and support,

To my honourable parents,

My dear siblings,

To my husband and children,

To my dear friends

Thank you for your endless encouragement and for always believing in me.

Dedication 2

Firstly, I want to thank God for helping me succeed and giving me the patience and ability to finish this work. I dedicate this achievement to my family and myself, recognizing all the hard work and sacrifices I have put in. I feel really proud because it marks the end of a lot of effort and dedication. Finally, I can proudly say, "I am graduated."

Acknowledgments

Firstly, we would like to thank Allah almighty for giving us strength and capability to accomplish this modest work.

Our sincere gratitude extends to our revered teacher and supervisor, **Dr. Amina AGGOUNE**, for the time and effort she invested in correcting and refining this endeavour. We have been truly privileged to be under her guidance, learning from her how to be dedicated students. We wish her success in attaining her professional and personal goals.

We extend a special thanks to the examiner and the chairman for dedicating their time and effort to evaluating and assessing our dissertation.

Finally, we would also like to express our gratitude to every individual who directly or indirectly contributed to this work.

Abstract

The educational landscape in Algeria has undergone significant reforms, including introducing English as a new language in primary school curricula, alongside adopting the competency-based approach as a learner-centered pedagogical model. The integration of English language curricula in Algerian primary schools aims to equip the new generation with proficiency in this globally prevalent language. The present study aims at investigating the teachers' perceptions about the competency-based approach in teaching English for primary schools learners, and shedding light on the most common challenges that teachers encounter during the teaching process. In order to achieve these aims, the study employs a mixed-model approach consisting of a teachers' questionnaire and a classroom observation during the implementation of this approach and its principles in classroom practices. The research was conducted with a sample of 42 EFL teachers at Mila. The obtained results reveal that while most teachers demonstrated a theoretical understanding of the competency-based approach and its principles, they faced significant challenges in effectively applying them in practical classroom settings. At the end of this work, some pedagogical recommendations are suggested for a better implementation of the competency-based approach and its principles in teaching EFL for primary school learners.

Keywords: Competency-based approach, challenges, EFL teachers' perceptions, teaching English as a foreign language.

List of Abbreviations

CBA: Competency-Based Approach

CBLT: Competency Based Language Teaching

EFL: English as a Foreign Language

FL: Foreign Language

ICTs: Information and Communication Technologies

Q: Question

%: Percentage

List of Figures

Figure 1 Teachers' Academic Degree	54
Figure 2 Teachers' Experiences in Teaching English	55
Figure 3 Number of pupils in each class.....	Error! Bookmark not defined.
Figure 4 Number of schools in charge.....	56
Figure 5 The use of CBA in the classroom.....	57
Figure 6 The role that the teacher plays when teaching using the CBA.....	57
Figure 7The availability of teaching materials	Error! Bookmark not defined.
Figure 8 Assess whether the existing textbooks meet the needs of children	60
Figure 9 Teachers' view towards the most appropriate strategies for effective English language teaching to young learners.....	Error! Bookmark not defined.
Figure 10 Knowledge of Competency-Based Approach Principles among EFL Teachers	Error! Bookmark not defined.
Figure 11 The adequacy of the CBA to enhance pupils' English language competencies	Error! Bookmark not defined.
Figure 12 Teachers' view towards the application of the CBA in their classroom.....	Error!
Bookmark not defined.	
Figure 13 Teachers' view towards the sufficient proficiency among teachers to effectively to implement the CBA to teach English to young learners.....	Error! Bookmark not defined.
Figure 14 Training received by teachers, specifically for the implementation of the CBA	Error! Bookmark not defined.
Figure 15 Teachers' experience of teaching English to young learners implementing the CBA principals.....	Error! Bookmark not defined.

Figure 16 The main challenges of teaching English to young learners through the CBA 70

Table of Contents

Dedication 1	1
Dedication 2	2
Acknowledgments	3
Abstract	4
List of Abbreviations	5
List of Figures	6
Table of Contents	7

General Introduction

1. Background of the Study	12
2. Statement of the Problem	13
3. Aims of the Study	14
4. Research Questions	14
5. Research Methodology	14
6. Structure of the Study	15

Chapter One: Theoretical Part

Introduction	16
--------------------	----

1.1 Section One: Competency Based Approach

1.1.1 Definition of Approach, Method and Technique	16
--	----

1.1.2 Approaches in Language Teaching.....	18
1.1.2.1. The Grammar Translation Method.....	18
1.1.2.2. The Direct Method.....	19
1.1.2.3. The Audio-lingual Method.....	20
1.1.2.4. The Communicative Language Teaching (CLT)	21
1.1.3 Competency Based Approach.....	22
1.1.4 Background of Competency Based Approach.....	23
1.1.5 Characteristics of Competency-Based Approach	25
1.1.6 Principles of the Competency-Based Approach	26
1.1.6.1 Principles Relating to the Learner	27
1.1.6.2 Principles Relating to the Teacher	27
1.1.7 Elements of Competency-Based Approach	28
1.1.8 Advantages of Competency Based Approach.....	29
1.1.9 Disadvantages of Competency Based Approach	30

1.2. Section Tow: English language Teaching in Algerian Primary Schools

1.2.1 Definition of English as a Foreign Language	32
1.2.2 Activities of Teaching English to Young Learners.....	32
1.2.2.1. Songs	32
1.2.2.2 Chants	34
1.2.2.3 Puppets	34

1.2.2.4 Flashcards	35
1.2.2.5 Game	35
1.2.3 Teaching Materials in EFL Classroom	36
1.2.3.1 Textbook	36
1.2.3.2 Information Communication Technologies	37
1.2.3.3 Language Laboratories	38
1.2.3.4 Authentic Materials	38
1.2.4 Factors Influencing Learning/Teaching English as a Foreign Language	39
1.2.4.1 Age	39
1.2.4.2 Social Factor	39
1.2.4.3 Psychological Factor	41
1.2.4.4 Pedagogical Factors	41
1.2.4.5 Economic Factor	42
1.2.5 Benefits of Early English language Learning	43
1.2.5.1 Early Start	43
1.2.5.2 Primary School Environment	44
1.2.5.3 Learning Cultures	44
1.2.5.4 Attitudes towards Language Learning	45
1.2.5.5 The Child's Cognitive Development	45

1.2.5.6 Later Performance	45
1.2.6 Challenges of Teaching English as a Foreign Language	45
1.2.6.1 Lack of Training	45
1.2.6.2 Crowded Class	46
1.2.6.3 Limited Access to Resources	46
1.2.6.4 Linguistic Problems	47
1.2.6.5 Lack of Environment	47
1.2.7 Teacher's Role in Competency Based Approach	48
1.2.7.1 As a Controller	48
1.2.7.2 As a Prompter	48
1.2.7.3 As a Resource	48
1.2.7.4 As an Assessor	48
1.2.7.5 As an Organizer	49
1.2.7.6 As a Participant	49
1.2.7.7 As a Tutor	49
1.2.8 Learners' Role in Competency Based Approach.....	49
Conclusion	50

Chapter Two: Practical Part

Introduction.....	52
-------------------	----

2.1 Section One: Teachers' Questionnaire

2.1.1 Population and Sample	53
2.1.2 Administration of the Teachers' Questionnaire.....	53
2.1.3 Description of the Teachers' Questionnaire	53
2.1.4 Analysis and Interpretation of the Results	54
2.1.5 Discussion of the Results	73

2.2 Section Two: Observation

2.2.1 Administration of the Classroom Observation	75
2.2.2 Description of the Observation	76
2.2.3 Classroom Observation Analysis.....	77
2.2.4 Discussion of the results	78
2.2.5 Limitations of the Study.....	80
2.2.6 Implications and Recommendations	81
Conclusion	82
General Conclusion.....	83

References

Appendices

ملخص

Résumé

General Introduction

1. Background of the Study

The growing increase in approaches and methods is a prominent characteristic of second and foreign language teaching. In a bid to find more efficient and effective ways of teaching languages, there have been inventions of new classroom practices and approaches to designing language programs and material (Richard and Rodgers, 1986) The teaching of English has known many approaches among which: the Grammar Translation Method, the Direct Method, the Audiolingual Method, the Communicative Language Teaching (henceforth CLT) and the Competency Based Language Teaching (henceforth CBLT).

The Competency-Based Approach (CBA) has been introduced in Algerian primary schools to enhance the teaching of EFL. This approach shifts the focus from traditional rote learning to developing practical, real-world language skills, emphasizing communicative competence, learner-centered, and outcome-oriented education. It aims to foster students' ability to use English effectively in real-life situations, rather than merely memorizing grammar rules and vocabulary.

While the CBA holds promise for improving English language education, its implementation in Algerian Primary Schools face challenges, particularly due to a limited understanding of EFL teachers' perspectives and experiences. Teachers play a pivotal role in the success of educational reforms, and their attitudes, perceived difficulties, and level of preparedness can significantly impact the effectiveness of the CBA's implementation.

This study focuses on primary schools in Mila, Algeria, with the aim of exploring EFL teachers' perceptions of the CBA. It seeks to investigate the challenges they encounter, the effectiveness of the teaching strategies and materials employed, and the adequacy of their

training and proficiency in this approach. The research endeavors to provide valuable insights and recommendations to enhance the implementation of the CBA, ultimately leading to improved English language education in Algerian primary schools. The findings will contribute to the broader understanding of effective language teaching methodologies and support on-going efforts to improve educational practices.

2. Statement of the Problem

Traditional language teaching approaches centered around grammar rules and vocabulary memorization have long been criticized for their inability to cultivate practical communication skills in learners. In contrast, the CBA represents a progressive shift, emphasizing the development of functional language abilities that enable learners to engage in authentic real-world interactions. Based on meaningful tasks and contexts that mirror real language use, the CBA holds the potential to produce proficient communicators rather than linguistic knowledge repositories.

Despite the theoretical advantages of the CBA over conventional approaches, its recent adoption for English language instruction in Algerian primary schools has not been accompanied by a comprehensive examination of how EFL teachers perceive and experience this approach. Effective implementation of the CBA is depend on teachers' ability to successfully integrate it into their pedagogical practices, yet the challenges they face and the extent to which the approach aligns with their instructional realities remain unexplored. Without insights into teachers' perspectives and the obstacles they encounter, efforts to employ the CBA for enhancing English language education in Algerian primary schools may be hinder. Therefore, this study seeks to investigate EFL teachers' perceptions of utilizing the CBA for teaching English, identify the barriers they confront during its implementation, assess the current state of the approach's application, and generate recommendations to optimize its integration within the Algerian educational context.

3. Aims of the Study

This research sheds light on EFL teachers' perceptions towards teaching English through the CBA in primary schools at Mila province. Likewise, it aims at identifying the problems and challenges experienced by those teachers after the implementation of this approach, and suggests possible solutions to these difficulties.

4. Research Questions

The present study attempts to answer the following questions:

1. What are the perceptions of primary schools' EFL teachers about teaching English language through CBA?
2. Which teaching strategies and materials do primary schools' EFL teachers consider effective of the CBA to English language instruction?
3. Do EFL teachers have the sufficient proficiency and training to effectively implement the CBA?
4. What are the challenges that primary schools' EFL teachers encounter during implementing the CBA in their classrooms?

5. Research Methodology

To answer the research questions and reach the aims of this study, a qualitative research was adopted. Thus, a mixed method study was suitable to explore EFL teachers' perceptions towards teaching English through the CBA in Algerian primary schools. This involves administering a questionnaire to forty-one primary school teachers; In addition, a

classroom observation is conducted in CHAIBI Lakhdar primary school at Mila. The purpose of this observation was to identify to what extent CBA is implemented in English classroom, and describe the difficulties which they faced in their practical teaching endeavours, to observe the fact in its natural context.

6. Structure of the Study

The present research is made up of two interconnected chapters, starting with a general introduction and ending with a general conclusion. The first chapter is devoted to the theoretical part, which is divided into two sections; the first section focuses, from one hand, on the CBA: it identifies approaches in language teaching, overview of the historical background of CBA, its definitions, characteristics, principals, elements, and disadvantages. From the other hand, it highlights the role of the teacher and learner in the classroom. The second section sheds lights on teaching English language to young learners in Algerian primary schools, its definition as a FL, activities, benefits, challenges, and factors that may influence teaching and learning EFL. However, the second chapter is the practical part of the study. It contains the full description of the research methodology beside the analyses and discussion of the collected data of both questionnaire and observations for the intention of answering the research questions and achieving the aim of the study.

Chapter One: Theoretical Part

Introduction

The idea of teaching language using CBA has gained popularity as an alternative to conventional techniques that place a strong emphasis on memorizing of vocabulary and grammar rules. With this method, the emphasis is shifted from acquiring theoretical knowledge to developing measurable, practical competencies that let students communicate effectively in everyday settings.

The present chapter is divided into two main sections. The first one deals with the CBA its historical background, definition, characteristics, principals, elements and disadvantages; moreover, it also sheds light on different traditional teaching and learning approaches and reveals the role of the teacher and learner in the classroom. From the other hand the second section of this chapter copes with the teaching EFL to young learners in Algerian primary schools, its definition, activities, benefits, challenges, and factors that may influence the teaching and learning process.

1.1 Section One: Competency Based Approach

1.1.1 Definition of Approach, Method and Technique

Many people cannot differentiate between approach, method, and technique and they consider it as one concept but each term has its own meaning. The three terms are defined in Richards and Schmidt (2002, p. 30) as "Different theories about the nature of language and how languages are learned (The approach) imply different ways of teaching language (The

method), and different methods makes use of different kinds of classroom activity (The technique)".

Furthermore, Anthony (1963, p. 63), characterizes an approach as "a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught..." (as cited in Richards & Rodgers, 2014, p. 19). Richard and Rodgers (2014) elaborate that an approach articulates the fundamental beliefs and assumptions concerning language and its acquisition. Besides, Brown (2000), Davies and Pearse (2009) align with this perspective, highlighting an approach's theoretical grounding and its implications for instructional settings. Thus, an approach, while abstract, informs both the underlying principles and their practical application in a learning environment, as Brown (2002) emphasizes the dynamic nature of pedagogical approaches.

In contrast, a method, as Davies and Pearse (2009) clarify, serves as a practical implementation of an approach, delineating the structured application of its principles. Anthony (1963) also defines a method as "an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach (as cited in Richards & Rodgers, 2001, p. 19). Davies and Pearse (2009) underscore the method's connection to elements like syllabus, learning activities, and teaching techniques, while Harmer (2001) emphasizes its role in guiding both instructional activities and the respective roles of teachers and learners in the classroom.

Due to the close resemblance in interpreting both an approach and a method, and their essentially being two aspects of the same concept, it's common for individuals to use these terms interchangeably. Similarly, Anthony (1963) defines a technique as specific strategies or tactics employed in the classroom to achieve immediate instructional objectives, stressing

their alignment with the overarching method and underlying approach. Consistency and relevance, as Anthony suggests, are crucial in employing techniques effectively within the instructional framework delineated by the method and approach (Richards & Rodgers, 2014).

1.1.2 Approaches in Language Teaching

A variety of approaches have emerged for teaching and learning a FL: the grammar translation method, the direct method, the communicative language teaching and the audio-lingual method.

1.1.2.1. The Grammar Translation Method. It emerged as a prominent teaching approach in the 19th century. The supporters of this method argued that the primary reason for learning a FL was to gain the ability to read literary works originally written in that language. Additionally, they believed studying a new language would provide learners with enhanced mental discipline and intellectual growth. (Asi et al, 2015). Unlike viewing language for daily communication, this method treated it as an academic subject to be studied. As described by Richards and Rodgers (1986), the Grammar Translation Method was widely viewed as an approach to language study that involved in-depth examination and analysis of the grammatical rules. This understanding of the grammar system was then applied by learners to translate sentences and passages both from their native language into the target FL, and vice versa.

Mastering grammar was seen as the foundation for translation abilities. The primary emphasis was on cultivating reading and writing abilities, while listening and speaking skills received minimal attention. Grammar was taught in a deductive manner, introducing the rules first and then providing examples to illustrate them. The vocabulary taught was exclusively derived from the reading passages used in the course. Students learned new words through

bilingual word lists matching the FL terms to their native equivalents, studying dictionary definitions, and rote memorization practices (Austin J.D., 2008). Students had to commit to memory vocabulary lists matching target language terms with their native language equivalents, as well as grammatical rules.

In contexts where English is learned as a FL, translation serves as a valuable tool and technique (Ellis, 1992). With the grammar translation method, students learned grammar rules and vocabulary by finding translation equivalents between the target language and their native language. Comprehension was demonstrated by translating passages from the target language into the students' mother tongue. Supporters considered this approach advantageous. The Grammar Translation Method has been deemed beneficial for second language learners as it enhances vocabulary, expands the repertoire of literary devices, fosters interpretative skills, and facilitates the simulation of proficient writers, as translation necessitates attention to details often overlooked by casual readers (Hell, 2009 cited in Mart, 2013). However, criticisms included the teacher being the sole authority figure while students remained passive, limited student participation and interaction, and requiring memorizing extensive lists of grammar rules and vocabulary words that had little practical use. (Asi et al, 2015).

1.1.2.2. The Direct Method. Language educators in Europe grew dissatisfied with the limited practicality of the Grammar Translation Method for everyday communication toward the late 19th century, prompting a quest for a more scientific approach to language instruction. This led to the development of the Direct Method, grounded in the belief that, akin to first language acquisition, complete immersion in the target language facilitates rapid communication progress (Richard & Rodgers, 1986). In this method, teachers are tasked with providing contextual support predominantly in the target language, emphasizing

communication as the primary goal of language learning. Instruction begins with listening and speaking, followed by inductive grammar learning focused on commonly used spoken language forms. Teachers prioritize demonstration over explanation or translation to establish direct associations between language forms and meanings, utilizing immediate classroom objects to aid comprehension (Lestari & Rahmi, 2011). Vocabulary acquisition occurs naturally through sentence construction, aided by realia, pictures, or pantomime to grasp language points or vocabulary items. Students are encouraged to engage in extensive speaking, with the classroom incorporating conversational activities like dialogue, role play, debates, and question-answer exercises for real-context language use opportunities. However, as William L. (2013) points out, a major flaw of the direct method is the assumption that second language acquisition should mirror the first, disregarding the inherent differences between the two contexts.

1.1.2.3. The Audio-lingual Method. It emerged due to the heightened focus on FL instruction in the United States during the 1950s. Its aim, according to Harmer (2001), is to enable learners to achieve conversational proficiency in a FL. In this method, teachers are tasked with providing students with a native-like model for imitation to facilitate habit formation in language learning. Repetition is a key, as frequent repetition strengthens habits and enhances learning. New vocabulary and structures are introduced through dialogues, providing context for learning. Students engage in drills such as repetition, substitution, transformation, and question-answer exercises based on dialogue patterns. Visual aids, as noted by Richard and Rodgers (1986), are effective tools in teaching vocabulary. The Audio-lingual Method enables language instruction for large groups of learners. However, the method's heavy reliance on teacher-led activities, particularly endless pattern practices, often resulted in student boredom and a lack of active participation in the classroom (Allen et al.,

1972). Criticism has also been directed at the method's synthesis of behaviourism and structural linguistics.

1.1.2.4. The Communicative Language Teaching (CLT). The Communicative Language Teaching (CLT) approach views interaction as both the means and ultimate goal of learning a new language, as described by Daisy (2012). According to Richards and Rodgers (2001), this approach aims to make communicative competence the primary objective, while developing teaching procedures for the four language skills - reading, writing, listening, and speaking - that acknowledge the interdependent nature of language and communication. Since its emergence in the early 1970s, CLT has been regarded as the most effective theoretical model for teaching English. Within this approach, Richards and Rodgers highlight that language conveys not only functional meaning but also social meaning. As a result, learning linguistic forms and understanding their communicative functions and social implications are equally crucial for language learners. Littlewood (1981) emphasizes that learners must be able to associate linguistic forms with appropriate non-linguistic knowledge to grasp the intended functional meaning of the speaker.

A distinguishing feature of CLT, noted by Littlewood (1981), is its emphasis on both the functional and structural aspects of language. This approach is grounded in Hymes's (1966) concept of communicative competence, which extends Chomsky's (1965) notions of linguistic competence and performance. Hymes posited that grammatical competence alone is insufficient for learners to use language appropriately within a given cultural and social context. Furthermore, Howatt (1984) stated that CLT "stresses the importance of providing learners with opportunities to use English for communicative purposes and attempts to integrate such activities into a wider program of language teaching." Within this approach, both instructional and learning goals are centered around communication, as language does

not exist without a social context. Consequently, language teaching and learning should occur within meaningful contexts that facilitate the development of communicative competence. This emphasis has become widespread in global language education.

Moreover, in CLT, the teacher acts as a facilitator and guide, tailoring instruction to learners' needs and encouraging their active involvement (Breen & Candlin, 1980). Learners, in turn, play a role in negotiating their learning process, contributing to and benefiting from a collaborative learning environment (Breen & Candlin, 1980). CLT classrooms often lack formal textbooks, emphasize interaction among students, and utilize instructional materials like games, role-plays, and real-life resources to promote communication. Errors are viewed as natural and part of the learning process, with selective error correction and an emphasis on fluency over accuracy. Savignon (1972), however, argues against the sequential mastery of individual skills, advocating for immediate communicative practice from the outset of instruction.

1.1.3 Competency Based Approach

Competency Based Approach is a methodology that emphasizes measurable and practical knowledge, skills, and abilities. It involves educators structuring their teachings around concepts aimed at fostering deeper and broader comprehension (Chelli, 2010). Additionally, Richards and Rodgers (2001) describe it as an educational paradigm concentrating on the outcomes or achievements of learning within language programs. The CBA focuses on what learners are expected to demonstrate rather than solely on theoretical knowledge acquisition. Similarly, Savage (1993) characterizes CBA as a practical educational approach that prioritizes essential life skills and assesses proficiency based on learners' real-life performance.

Furthermore, Scheck (1978) argues that CBA is outcome-based instruction adaptable to evolving student, teacher, and community needs. Essentially, competencies denote students' capacity to apply fundamental and advanced skills in everyday life scenarios. Thus, CBA revolves around predefined outcomes derived from analyzing tasks commonly encountered by students in real-life situations.

In essence, this novel approach aims to enhance students' competencies to address challenges in their daily lives and empower them to transfer learned skills to various life contexts. Consequently, CBA seeks to bridge the gap between school and real-life settings, facilitating learners' autonomy and competence in society. Implementing CBA is a crucial concern in the Algerian education system, particularly given that many educators, especially novices, lack familiarity with its principles. Therefore, clarifying this approach is relevant. Various scholars, such as Richards and Rodgers (2002), define this educational shift as focusing on learning outcomes in language programs, emphasizing what learners are expected to do with the language rather than just how they learn it. This emphasis on outputs rather than inputs is central to the competency-based perspective (Richards & Rodgers, 2002). Additionally, the U.S. Office of Education (1978) views CBA as a functional approach assessing life skills based on learner performance (Savage, 1993, as cited in Kathleen, 2006).

In conclusion, CBA aims to cultivate learners' competencies to navigate challenges in their daily lives and facilitate the transfer of learned skills to different life contexts, ultimately empowering learners to become competent members of society.

1.1.4 Background of Competency Based Approach

While historical documentation on the origins of the CBA is limited, some suggest its theoretical underpinnings are rooted in behaviorist models of human psychology. This

perspective posits that the CBA revolves around drawing conclusions about competency based on observable performance (Chelli, 2010). Additionally, its initial conceptualization can be linked to Taylor's (1947) scientific management theory, which sought to systematize workplace practices, with Taylor being one of the first to conceptualize and test the CBA. However, it is believed that the CBA was initially employed in the military sector in the late 1960s in the United States before being adapted into professional educational programs. Subsequently, it was integrated into vocational training initiatives in the United Kingdom and Germany during the 1970s, and later applied to vocational training and professional skills accreditation in Australia during the 1990s (Bowden, 1993).

The roots of competence-based curriculum stretch back to the early 1970s with the emergence of competence-based education in the United States. (Richard & Rogers, 2001). This educational paradigm defines learning objectives with precise, measurable descriptions of knowledge, skills, and students' behaviors are expected to acquire by the end of their studies. Subsequently, this approach expanded to European nations like the United Kingdom and Germany during the 1980s (Wolf, 2001).

The competency-based approach, as described by Richards and Rodgers (2001), aligns with interactive and functional perspectives on language learning. It advocates for setting learning goals with precise, measurable descriptions of knowledge, skills, and behaviors expected of learners upon completing a course. Likewise, Bowden (2004) emphasizes the importance of defining outcomes explicitly and precisely as prerequisites for a successful career. The emphasis on observable behaviors finds its roots in the origins of CBA, drawing from industrial and business models that specified outcomes in terms of behavioral objectives, as noted by Tuxworth (1990). Richards (2006) highlights the widespread reliance on the competency-based model in work-related and survival-oriented language teaching to impart the basic skills needed for everyday survival situations.

The aim of the Competency-Based Approach is to equip learners with the ability to apply their school learning in everyday life. Competent learners should be capable of solving real-life problems by applying their acquired knowledge. The ultimate objective is to foster self-reliance and critical thinking among learners. This goal can only be attained through a specialized teaching method where teachers refrain from providing ready-made solutions to learners. CBA emphasizes the practical application of language skills rather than theoretical knowledge about language. The curriculum, syllabus, teaching methods, and assessment methods are designed to foster the development of competencies rather than focusing solely on language knowledge.

1.1.5 Characteristics of Competency-Based Approach

The primary characteristic of CBA is its emphasis on learning and student activities (learner-centred) rather than the teacher's role. It is a socio-constructivist approach that trains students to construct their own knowledge for application in daily life. Auerbach (1986) outlines key features of implementing CBA syllabus:

1.1.5.1. Focus on Functional Competence in Society. Competency-based approach aims to empower students to become autonomous individuals capable of meeting societal demands.

1.1.5.2. Emphasis on Life Skills. Instead of teaching language in isolation, CBA teaches language as a tool for communication in real-world tasks.

1.1.5.3 .Task-Oriented Approach. CBA prioritizes clear behaviors over mere knowledge or language analysis skills.

1.1.5.4 . Explicitly Defined Outcomes. Both learners and teachers recognize and determine the desired outcomes.

1.1.5.5 . Continuous Assessment. Learners are evaluated before and after instruction to track skill acquisition, with learning continuing until mastery is demonstrated.

1.1.5.6 . Individualized, Student-Centered. Instruction. Instruction is tailored to individual learners' progress rather than being time-based, focusing on meeting individual requirements based on content, level, and pace. Additionally, according to the ELT Articles (2008), CBA is characterized by:

1.1.5.7 . Action-Oriented Learning. CBA directs learning towards acquiring practical skills embedded in functions, enabling learners to effectively use a FL in real-life situations.

1.1.5.8 . Problem-Solving Approach. Learners are placed in situations that challenge their problem-solving abilities, promoting learning through practical application.

1.1.5.9 . Social Constructivist Perspective. Learning is viewed as occurring through social interaction, with an emphasis on learners constructing their own knowledge for everyday use.

1.1.5.10. Learner-Centered Approach. The CBA prioritizes the role of learners over teachers, focusing on empowering learners in their educational journey.

1.1.6 Principles of the Competency-Based Approach

Based on the characteristics mentioned earlier, the principles of CBA can be divided into two categories: those pertaining to learners and those involving teachers. The introduction to CBA in the English language Teaching (ELT) Articles (2009) delineates the following principles:

1.1.6.1 Principles Relating to the Learner. They are as follows:

- Learners should exhibit motivation and creativity.
- Learners perceive each other as valuable resources and seek assistance from peers.
- Learners have the autonomy to make decisions regarding homework and subject matter.
- Learners take the initiative to ask questions and provide answers.
- Learners actively use English in the classroom, with minimal dominance from the teacher.
- Learners are capable of summarizing information obtained through research.
- Learners are aware of strategies to enhance their learning.
- Learners view errors as opportunities for learning and are unafraid to make them.
- Learners collaborate to foster a sense of camaraderie and mutual learning.

1.1.6.2 Principles Relating to the Teacher. These principles are:

- The teacher allocates time for learners to engage in critical thinking.
- The teacher encourages learners to conclude language patterns and rules independently.
- The teacher employs a variety of activities to accommodate diverse learning styles.
- The teacher prompts learners to explain their thought process rather than merely providing answers.
- The teacher designs tasks, monitors progress, and intervenes when necessary without disrupting the learning process.

1.1.7 Elements of Competency-Based Approach

Competency-Based Approach comprises four components as follows:

- Assessment of learner needs,
- Selection of competencies,
- Targeted instruction, and
- Evaluation of competency achievement.

Within a competency-based approach, learners continue receiving instruction and practice opportunities until they can demonstrate proficiency and mastery of each defined competency. Assessment is criterion-referenced, meaning there is clear performance criteria outlined for each competency that learners must meet. The focus is on evaluating whether learners can successfully carry out tasks and skills related to the competency, rather than just assessing their theoretical knowledge about the subject matter. Learners are measured against the performance standards for each competency, not compared against other learners.

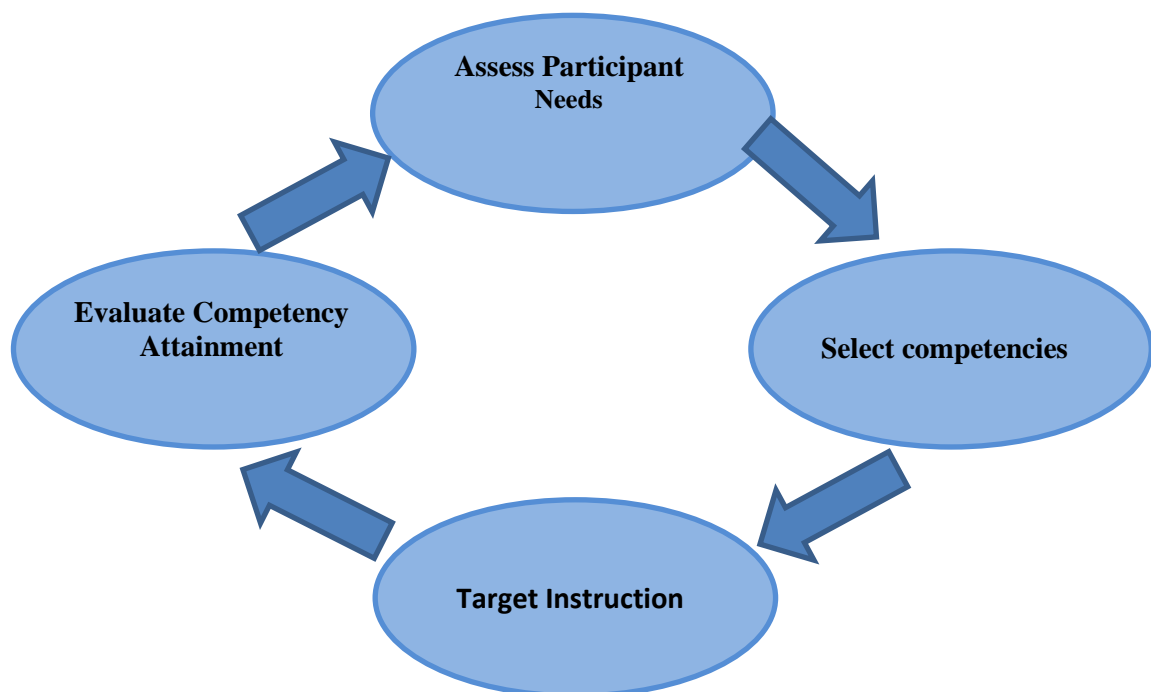


Figure 1 Elements of the CBA (Weddel, 2006)

The figure illustrates the CBA as a cyclical process where the four key components are interconnected rather than independent steps. It begins by assessing the needs of the students. Then it progresses to selecting the specific competencies expected to be developed. After that comes determining the instructional content and activities targeted at those selected competencies. The cycle continues by evaluating the extent to which students have attained mastery of each competency. Upon evaluation, the cycle loops back to reassessing student needs, which restarts the iterative cycle again through needs assessment, competency selection, aligned instruction planning, and competency evaluation (Nkwetisama, 2012). The circular depiction represents the on-going, recursive nature of revisiting each component within the CBA framework.

1.1.8 Advantages of Competency Based Approach

Utilizing a competency-based approach in teaching English yields numerous advantages that enhance learners' enthusiasm and commitment. Firstly, learners perceive the language and skills they acquire as pertinent and valuable to their needs. This perception is reinforced when they can employ English to express themselves and exchange ideas, fostering feelings of accomplishment and a desire to further their learning. Actively involving learners in their educational journey further bolsters motivation, as it sustains their interest and cultivates self-confidence (Khaleel et al., 2014).

Furthermore, competency-based teaching benefits educators by reducing their authoritative role and emphasizing facilitation. Teachers tailor learning experiences to meet learners' interests and requirements, fostering active engagement. By structuring tasks that necessitate learners' use of English, instructors gain opportunities to evaluate their understanding and proficiency as communicators, enabling them to design lessons that enhance their competence.

Establishing a learner-centered, competency-based classroom alleviates the pressure on teachers to constantly direct attention. Increased learner involvement diminishes the need for teachers to dominate discussions, fostering a more interactive and balanced learning environment.

In such classrooms, teachers often feel liberated, empowered, and encouraged to explore creative teaching methods that resonate with both themselves and their students, provided the primary focus remains on enhancing English proficiency.

Enhancing competency in English empowers learners to articulate themselves effectively, engage in meaningful communication, and participate confidently in the global community. Moreover, by actively participating in their English language learning journey, students cultivate problem-solving skills essential for their future roles as global citizens.

While the competency-based approach to teaching English shares similarities with communicative teaching, it extends beyond by ensuring learners can apply their acquired skills and knowledge to real-world contexts.

1.1.9 Disadvantages of Competency Based Approach

Critics of Content-Based Language Teaching (CBLT) argue that it assumes certain power dynamics and social structures, potentially reinforcing existing social roles and hierarchies. Similarly, Richards and Rodgers (2001) criticize CBLT for being too prescriptive, prioritizing behavior and performance over critical thinking skills, resembling traditional education models that transmit knowledge and skills based on the values of the dominant socioeconomic group. Moreover, the emphasis on observable behavior in CBLT is seen as rigid, obstructing critical thinking by prioritizing visible outcomes over the nuanced aspects of learning. This approach overlooks the dynamic and creative nature of language and

teaching, potentially stifling creativity and innovation. Language learning is inherently dynamic and unpredictable, not simply a linear acquisition of isolated forms.

Another critique is that, despite claiming to be student-centered, CBLT often restricts students' control by gathering extensive information before instruction and specifying standardized competency lists. To be genuinely learner-centered, CBLT should identify needs collaboratively, based on trust and experience, rather than as a prerequisite for instruction. Corder (1967, as cited in Auerbach, 1986) argues that only through classroom interaction can a syllabus truly meet the needs of learners.

Cultural differences pose another challenge, as CBLT often assumes a homogenous cultural perspective. Without proper training and support, teachers may revert to traditional teaching roles, as noted by Sullivan (1995). Auerbach (1986), citing Tollefson (1986), argues that there are inadequate methods to develop competencies for most programs, and many areas within these programs are challenging to implement. Critics, including McKay (2007, as cited in Khaleel and Mahshad, 2014), believe that standards are driven by administrative and political motives, promoting individualism and competition, which many teachers find intrusive. Additionally, Brindley (1998) suggests that conflicting goals among policymakers, administrators, and practitioners undermine the validity of standards, further complicating the implementation of CBLT.

In summary, these critiques underscore the need for a more adaptable and inclusive approach to language teaching that prioritizes critical thinking, cultural awareness, and genuine learner engagement

1.2. Section Two: English language Teaching in Algerian Primary Schools

1.2.1 Definition of English as a Foreign Language

English as a FL is the term used to describe the study of English by non-native speakers in countries where English is not the dominant language. This is not to be confused with English as a Second Language also called English as an Additional Language which is the practice of learning English in a predominantly English-speaking country. English as a second or FL is the use of English by speakers with different native languages, often with students whose native language is not English and are learning to speak and write English, commonly among students. Language education for people learning English may be known as EFL, English as a second language, English for speakers of other languages, English as an additional language, or English as a new language, which refers to the practice of studying English in a country where it is not the dominant language. These programs, especially English as a second language, are usually an academic subject, course, or program designed to teach English to students who are not yet proficient in the language. While some people only refer to learning in an English-speaking country, learning this language can also entail learning in a non-English speaking or non-native nation. Because English is the world's "Lingua Franca" (a common language that's used to bridge together speakers of other languages), non-native speakers are learning EFL in order to take advantage of the benefits which come with it.

1.2.2 Activities of Teaching English to Young Learners

1.2.2.1. Songs They are a potent and nearly limitless source of English vocabulary, much like songs themselves. For Algerian classes that employ the audio language approach, these serve as a fundamental teaching instrument. Sung exercises comprise the tunes. The song is more engaging for kids because the practice form is integrated into it. Due to their ease of recall and extended retention by kids, songs are far superior to standard activities (Cant & Superfine, 1997). Songs about almost every subject taught in English classes in Algeria. Typically, every song has choreography to aid in children's comprehension of the lyrics and enjoyment of singing. Using songs as a teaching tool is a very successful way to instruct kids. They impart idioms, vocabulary, and pronunciation lessons. The best example is Super Simple Songs, which is a collection of thematically grouped songs that make up a ready-to-use program. Here are the lyrics to one of the songs:

A little pumpkin smiles, smiles. (Lift a finger and smile!)

A little pumpkin smiles, smiles.

A little pumpkin smiles, smiles.

A little pumpkin is happy. (Smile and put your fingers to your cheeks.)

Two little pumpkins sulk, sulk. (Pulls up two fingers, then frowns and looks down.) Two little pumpkins pout, pout.

Two little gourds frowning, frowning.

Two little pumpkins are grumpy. (He crosses his arms and frowns.)

Three little gourds yawn, yawn. (Raise up three fingers, then cover your mouth with your hand while yawning.)

Three little gourds yawn, yawn.

Three little gourds yawn, yawn.

Three little gourds are sleeping. (He stretches and yawns as if falling asleep.)

Four little gourds cry, cry. (Hold up four fingers and pretend to wipe a tear from your eye.)

Four gourds cry, cry.

Four little gourds cry, cry.

Four little gourds are sad. (Wipe the tears from your eyes with both hands.)

Five little pumpkins laugh, laugh. (Pull up five fingers, then hold your stomach in a mock laugh.)

Five little pumpkins are laughing, laughing.

Five little pumpkins are laughing, laughing.

Play five little pumpkins. (Run into the room!)

Each song is usually choreographed to help children understand the lyrics and have fun singing. Songs as a teaching technique is a very effective way to teach children. They teach pronunciation, vocabulary and idioms

1.2.2.2 Chants Similar to songs, songs are a unique kind of workout. The lines rhyme frequently and have a beat. The chants are sometimes just choreographed, but they can also be categorized into themes. Chants and songs differ primarily in that chants concentrate on "producing" or pronouncing English sounds. This is an illustration of one of them:

Hickory-dickory dock

Mouse running to clock

Clock shows

Mouse descending

Hickory-dickory dock

(Cant and Superfine, 1997)

This classic song was picked because it demonstrates how it may be utilized to instruct young listeners. For instance, the above can be used to illustrate what "up" and "down" signify. By saying this, kids can practice pronouncing certain English sounds, like "r." Songs are nearly as simple to learn as songs because of their rhyme scheme. The kids are better able to remember the lexical items because they have memorized the songs.

1.2.2.3 Puppets Young children have short attention spans, as previously noted (Harmer, 2003), hence all creative teaching techniques are appreciated. One such method is the use of puppets. Stories, songs, chants, role-playing, and pair work all incorporate them. Using puppets to communicate or engage in brief discussions with the kids, educators can tell them anything they want. In contrast to simply talking to the puppets, this type of dialogue stimulates children's imaginations and makes them feel more at ease conversing with the doll in English. It is also more intriguing and engaging for the kids (Reilly & Ward, 2003). In order to grasp what is being taught in class, they also pay closer attention while they listen. Kids find it interesting and enjoyable to converse in English with the doll since it is unique in the classroom. It's not necessary for the teacher to create the puppets in order to educate with them; students can also create the puppets and teach expressions like "draw," "cut," "paste," etc. (Cant & Superfine, 1997).

1.2.2.4 Flashcards. Introducing vocabulary is the primary function of flashcards. The teacher needs a ton of vibrant flashcards that cover every topic on the syllabus while working with young students. Before kids perform the songs, they can be used to introduce song vocabulary. They can also be used for a variety of exercises, like memory games, guessing the name of an object on a card, describing its color, etc. Because they are affordable and simple to create, index cards are also a helpful tool. Hence, teachers can either make their own flashcards or just buy them. They are helpful since they enable the teacher to demonstrate nearly all of the language that YL teaches. (Cant & Superfine, 1997)

It takes imagination and drive to work with kids. In addition to the approaches and strategies mentioned above, children like a variety of energetic pursuits, including running, walking, clapping, yelling, and dancing (Brown, 2007).

1.2.2.5 Game. Among all the techniques described, games are the happiest by far. Additionally, this fact renders them really successful since kids completely concentrate on having fun and forget they are learning. Put differently, games establish a constructive learning environment and an efficient environment for learning (Cant & Superfine, 1997). Games in multiple phases are equally essential of the instruction. They are useful for:

- At the start of the lesson, warm up.
- Overview of the subject.
- Review of the vocabulary terms.
- kind of task where students must study and acquire grammar and vocabulary components.
- At the conclusion of the lesson, calm down.

These are a few crucial standards:

- Language should be incorporated into games.
- Their meaning and goal ought to be apparent.
- It ought to be possible for all kids to take part.
- Playing and installing games should be quick and simple.
- Children ought to enjoy it. (Cant & Superfine, 1997)

1.2.3 Teaching Materials in EFL Classroom

In EFL classrooms, teaching materials play a crucial role in facilitating effective learning experiences. Tomlinson (1998, p.2) argues that “materials are used to refer to anything which is used by the teachers or the learners to facilitate the learning of a language.” Examples of such materials include textbooks and Information Communication Technologies, which teachers employ to enhance the learning process for students and to

deliver lessons in a structured, suitable, and comprehensible manner within the classroom setting.

1.2.3.1 Textbook. It serves as the primary educational resource for learners of all ages, with particular significance for young learners. It holds a vital position in guiding every child's educational journey. Oxford Advanced Learner's Dictionary described it as "a book that teaches a particular subject and that is used especially in schools and colleges" (OALD, 2000, p. 1238). Graves (2000, p.175) further characterizes the textbook as a standard reference for formal study and a tool for teaching and learning. Similarly, Sheldon (1988) contends that "textbooks offer considerable benefits for both learners and educators" (p.237). Moreover Cunningsworth (1995, p. 7) outlines the various roles of textbooks as follows:

- A helpful tool for independent learning and personal study.
- An important source of material for teaching (both written and spoken).
- A repository of ideas and exercises for student practice and interaction.
- A reference tool for students.
- A support for inexperienced teachers to build confidence and implement new teaching methods.

1.2.3.2 Information Communication Technologies. The widespread of technology has paved the way for the increasing adoption of ICTs as a new tools in the domain of teaching EFL. ICTs encompass the technological devices and resources utilized for communicating, generating, distributing, and managing information (Yunus, Nordin, Salehi, Sun, & Embi, 2013). Information and communication technology represents a valuable instructional aid, offering numerous advantageous effects on the teaching and learning of English for young learners. These benefits can be summarised as follows:

- Increased Motivation and Engagement through the use of multimedia, games, animations, and interactive activities and creates an enjoyable and captivating learning environment
- Personalized and Self-Paced Learning Opportunities and enables learners to progress at their own pace, enhancing understanding and skill development
- Easy access to Authentic Language Resources and provide a rich and diverse language learning experience

1.2.3.3 Language Laboratories. They play a crucial role in fostering an environment conducive to language learning and equipping learners with essential linguistic skills, as highlighted by Devi and Yadav (2019). These dedicated facilities facilitate learning through the utilization of audio and visual media. According to Devi and Yadav, language laboratories serve multiple objectives and functions:

- Developing linguistic competence by promoting accurate pronunciation and articulation.
- Enhancing discourse competence to enable learners to produce contextually appropriate and coherent speech.
- Cultivating strategic competence for spoken language, enabling learners to employ a range of communication strategies across various contexts.

1.2.3.4 Authentic Materials. Morrow (1977, as cited in Gilmore, 2007, p. 98) defines authentic materials as "a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort," indicating that these materials were not specifically created for classroom use. The incorporation of authentic materials in language instruction offers numerous advantages. Sweet (1899) highlighted the merits of authentic texts, stating: "Great advantage of natural, idiomatic texts over artificial 'methods' or 'series' is that they do justice to every feature of the language. The artificial systems, on the other hand, tend to cause incessant repetition of certain grammatical

constructions, certain elements of the vocabulary, certain combinations of words to the almost total exclusion of others which are equally, or perhaps even more, essential" (Sweet, 1899, p. 177). He emphasizes the comprehensive representation of language features in authentic materials, in contrast to the repetitive and limited scope of artificial materials.

1.2.4 Factors Influencing Learning/Teaching English as a Foreign Language

There are several factors that can affect learning a FL, which are: the learners' age, social, psychological, pedagogical, and economic:

1.2.4.1 Age. Language learning and teaching are complex processes influenced by a multitude of factors, both internal and external. In the context of EFL classrooms, these factors can be broadly categorized into social, psychological, pedagogical and economic factors.

Various theories emphasize the advantages of early language exposure, promoting the idea that "the younger, the better" when it comes to language learning. This view is grounded in the concept of a "critical period," which suggests that children have an optimal window during their developmental years when language acquisition occurs more rapidly and efficiently (Sad, 2010). Consequently, late introduction to a language like English is often cited as a significant contributing factor to the challenges faced in mastering it (Iddou-Derraz, 2009). Children who lack exposure to English from an early age tend to encounter greater difficulties in learning and acquiring the language proficiently.

The rationale behind this belief stems from the heightened neuroplasticity of the young brain, which enables children to more readily absorb and internalize the nuances of a new linguistic system. Furthermore, their natural curiosity, lack of inhibition, and uninhibited

imitation skills facilitate the effortless acquisition of unfamiliar sounds, vocabulary, and grammatical structures. In contrast, late learners may grapple with deeply ingrained habits and patterns from their native language, potentially hindering their ability to attain native-like proficiency in the target language.

1.2.4.2 Social Factor. There is a widely held belief that attitudes and perceptions towards the target language, its culture, and its speakers exert a significant influence on motivation. There are various researchers such as Gardner (1985), Puchta (1990), and Brown (2000) have consistently highlighted in their studies that success in second language learning is contingent upon the learner's attitudes. According to Brown (2000), positive attitudes among second language learners can yield substantial benefits, whereas negative attitudes can lead to a decline in motivation. Furthermore, Puchta (1990) asserts that supportive and positive beliefs held by learners can aid in overcoming challenges and sustaining motivation, while negative or unrealistic beliefs can result in decreased motivation, frustration, and even anxiety (as cited in Hosseini, 2013, p. 65). This suggests that learners with a positive attitude are more likely to attain success, while those with negative attitudes may face greater challenges. However, some researchers, such as Larsen-Freeman and Long (1991), have argued that there is no direct relationship between language learning and attitudes, implying that positive or negative attitudes do not necessarily dictate success or failure in language acquisition.

In the Algerian context, it is evident that students are significantly influenced by their parents, who are considered a crucial source of both positive and negative attitudes. If parents hold positive attitudes, they are more likely to encourage and motivate their children to learn the target language. Conversely, if they have negative attitudes towards a specific language, it can demotivate their children (Iddou-Derraz, 2009). In this regard, Spolsky (1969, p. 237)

wrote: "In a typical language learning situation, there are a number of people whose attitudes to each other can be significant: the learner, the teacher, the learner's peers and parents, and the speaker of the language. Each relationship might be well shown to be a factor controlling the learner's motivation to acquire the language" (as cited in Iddou-Derraz, 2009, p. 13). This highlights that in the context of language learning, the relationships among individuals, including the teacher, the learner, and the learner's parents, play an important role in shaping and influencing the learner's motivation to acquire the language.

1.2.4.3 Psychological Factor. The psychological aspect is considered crucial in the process of learning a language. A significant number of researchers have explored the influence of negative emotions, especially anxiety, on the learning of FLs. According to Spielberger (1983), anxiety is a subjective experience of tension, apprehension, nervousness, and worry, accompanied by the activation of the autonomic nervous system (as cited in Andrea, 2022). When anxiety manifests in the classroom, it is referred to as "FLs Classroom Anxiety" (FLCA). This type of anxiety originates from intricate feelings, comprehension, and behaviors related to language learning (Horwitz et al. 1986). Scholars have identified two categories of classroom anxiety, as stated by Scovel (1978): facilitating anxiety, which encourages learners to confront new learning tasks and prepares them emotionally for approval behavior, and debilitating anxiety, which prompts learners to avoid new learning tasks and stimulates avoidance behavior (cited in Larsen-freeman and Long, 1991, p 187).

Furthermore, numerous studies have shown that anxiety affects an individual's performance in language learning, meaning that higher levels of language anxiety are linked to lower levels of language achievement in the classroom. Anxious learners often struggle with role-play activities, forget previously learned material, are less likely to answer questions, and participate less than their non-anxious counterparts (Horwitz et al., 1986). Additionally, anxious students generally exhibit passive learning behaviors and display a lack

of interest in learning. To address this, teachers can employ strategies to increase student engagement and motivation in the classroom, such as fostering trust, encouraging students to take risks, normalizing mistakes, using personalized greetings, and refocusing students' attention (Lattanze, 2023).

1.2.4.4 Pedagogical Factors. Pedagogy, which encompasses the teaching philosophies, methods, and strategies used by educators, plays a pivotal role in shaping the effectiveness and outcomes of language acquisition. The pedagogical approaches adopted by language teachers significantly impact learners' motivation, engagement, and ultimate proficiency in the target language. Effective pedagogy considers students' diverse needs, backgrounds, and learning styles to create an immersive, interactive, and supportive environment.

According to Iddou-Derraz (2009), the pedagogical factors that can hinder language learning include:

1. Lack of training for teachers and insufficient availability of English post-graduate teachers.
2. Large class sizes and inadequate time allocated for English language learning.
3. Late start age for learning English, with many scholars believing that beginning at 11-13 years old is delayed.
4. Absence of essential resources such as books, audiovisual materials, computers, and other materials that could facilitate and enhance the learning process.

While psychological and social factors primarily affect the learner's ability, pedagogical factors impact both the learner and the teacher, emphasizing the importance of addressing these issues to create an effective and supportive language learning environment.

1.2.4.5 Economic Factor. Beyond the factors mentioned previously, economic status plays a key role in affecting students' academic achievement. Various aspects of economic

status are involved, such as parents' financial resources. Families with adequate or high incomes can provide their children with necessary learning materials and support, facilitating an environment conducive to improved performance and effective learning processes. That means, being financially secure can contribute to feeling mentally and economically satisfied, which often leads to better outcomes in learning endeavors. As Hill, Lansford, Dodge, Bates, and Pettit (2004) state that a learner's performance is a product of their mental and economic contentment with a particular pursuit, and when one is mentally and economically satisfied, it typically manifests as positive performance across domains.

Furthermore, parental occupation, a component of socioeconomic status, may influence students' learning experiences. Researchers suggest that students whose parents hold professional occupations tend to perform better academically compared to those whose parents have lower-skilled jobs. Since a parent's occupation reflects the educational attainment required to obtain that position (Gachathi, 1976). Additionally, Borodovsky and Godgarter (2010) argue that children learn initially from their home environment, especially their families. Thus, if parents use English regularly in their professional communications, their child's English proficiency is likely to be enhanced.

In addition to financial resources and occupational factors, parental education significantly impacts learners' achievements. Having educated family members, particularly parents, can create a supportive home atmosphere that encourages active engagement in the learning process and academic pursuits.

1.2.5 Benefits of Early English language Learning

Early FL learning is crucial for proficiency, supported by Miliani (2000, p.24), Carroll (1969), and Lightbown and Spada (1993), who emphasize the significance of time in language acquisition, particularly in formal educational settings. Starting language learning

early in education ensures greater language practice opportunities, leading to higher proficiency levels.

1.2.5.1 Early Start. Starting language learning early is crucial for achieving high proficiency levels. Researchers such as Miliani (2000), Carroll (1969), and Lightbown and Spada (1993) emphasize that early exposure provides more practice opportunities, leading to higher proficiency.

1.2.5.2 Primary School Environment. Beginning language education at the elementary level allows more immersion time. Studies like Burstall (1974) found that children who start learning before adolescence are more likely to achieve native-like pronunciation. Holman (1994) supports this, noting that the optimal period for language acquisition is before age ten.

1.2.5.3 Learning Cultures. Learning a foreign language early offers insights into different cultures and fosters an appreciation for diversity. Curtain and Pesola (1988) highlight that young children are especially receptive to new information and cultural understanding, broadening their horizons and engagement with diverse worldviews.

1.2.5.4 Attitudes towards Language Learning. Children's beliefs about language learning are shaped by internal and external factors. Spolsky (1989) notes that success fosters positive attitudes while failure can reinforce negative ones. Early exposure helps

children experience successes, nurturing a "can-do" mindset and fostering enthusiasm and confidence.

1.2.5.5 The Child's Cognitive Development. Young brains are naturally inclined towards language acquisition. Piaget (1956) proposed that children use language as a vital tool for interaction and development. Brumfit (1991) argued that language shapes thinking, learning, and understanding. Learning a foreign language enhances cognitive skills like attention, memory, critical thinking, and problem-solving.

1.2.5.6 Later Performance. Early language learning provides academic benefits and cognitive advantages. A study from University College London (2004) found that early learners have denser grey matter, essential for information processing. Winslow (1997) suggested that early learners store linguistic capacity in the same brain region as their native language, highlighting the cognitive and academic benefits of early language education.

1.2.6 Challenges of Teaching English as a Foreign Language

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

1.2.6.1 Lack of Training. A Professional training program can offer numerous benefits for both teachers and learners, in order to enhance the teaching process quality and effectiveness, teachers must take training courses in order to improve the practical language skills of teachers and teaching methods. However, many things sometimes cause teacher skills to be lacking and this lack of employment can be attributed to a number of factors. These include wages, working conditions, lack of support, lack of independence, and

curricular changes. For these reasons, the lack of teachers will inevitably lead to the deterioration of educational standards. (Nunan, as cited in Xayat, 2021)

One of the issues that English language instructors face is that "the packed homerooms and the effect of such a condition can influence educating and learning" (Emery; 2012,np). Sometimes the class size is small, the student population is large, the walls between classrooms are weak, and the noise will disturb other classrooms. In addition to many problems related to teaching large classes, such as "lack of desks and fixed chairs that are difficult to move; students sit close to each other, and it is imperative that the teaching and learning process requires a comfortable and enjoyable atmosphere, otherwise teachers may not be able to meet students' needs and achieve learning goals (Nurkamto, 2003; Beckrand Westrup, 2000).

1.2.6.2 Crowded Class. The second challenge that can face an English teacher is "overcrowded classrooms and the effects of such conditions can affect teaching and learning" (Emery, 2012). Crowded classroom leads to discipline conflicts. More students offer more opportunities for personality issues, stress, and basic behavior that is disruptive. Even a good teacher struggle to keep their classrooms organized and will often spend more time trying to manage his class than he do teaching. (May 2018). A positive atmosphere is essential, otherwise teachers may not be able to meet student needs and achieve learning goals (Nurkamto, 2003; Beckrand & Westrup, as cited in Xayat, 2021). One of the issues that English language instructors face is the packed homerooms and the effect of such a condition can influence educating and learning (Emery; 2012). Sometimes the class size is small, the student population is large, the walls between classrooms are weak, and the noise will disturb other classrooms. In addition to many problems related to teaching large classes, such as "lack of desks and fixed chairs that are difficult to move; students sit close to each other, and

it is imperative that the teaching and learning process requires a comfortable and enjoyable atmosphere, otherwise teachers may not be able to meet students' needs and achieve learning goals (Nurkamto, 2003; Beckrand & Westrup, 2000).

1.2.6.3 Limited Access to Resources. Availability of materials plays an important role and should be provided as soon as possible. Otherwise, teachers cannot teach effectively. They urgently need learning resources. (Xayat, 2021) dispute the different types of educational resources that help teachers teach better. Teachers may find themselves without these resources at all, or find themselves in a situation where they are in limited supply or are not functioning properly. This lack of equipment prevents teachers from embodying effective teaching processes (Fatiroro, 2015; Nurkamto, 2003). Therefore, availability of materials plays an important role and should be provided as soon as possible. Otherwise, teachers cannot teach effectively. They urgently need learning resources (Xayat, 2021).

1.2.6.4 Linguistic Problems. The process of acquiring a language distinct from a language to another, The acquisition of our native language is distinct of second language, and third language are distinct from one another. Each language learning experience shows unique challenges and dynamic, it can be affected by several factors such as age, cognitive development, cultural background, and prior linguistic knowledge. When they speak their native language, they can automatically say it, and absorbs it from the people around them before they learn the words and phrases, but when learning a second language, learn vocabulary is needed. First, try translating the second language into the native language. It's a complex language (TEFL Certified Graduate Ying, 2019).

1.2.6.5 Lack of Environment. One of the most common difficulties is the severe lack of opportunities to practice the language outside the school setting. This challenge makes learning process harder. Students do not need or will speak a second language after returning

home, as what they learn in school cannot be used in their daily lives. Also, they do not practice second language with their families, and are used to think and speak with their mother tongue. (Xayat, 2021) .

1.2.7 Teacher's Role in Competency Based Approach

Introducing English language in the primary school requires that teachers be prepared to face this challenge, as they must be more flexible, willing and adapted to the children's learning needs, with the aim of creating a purposeful learning environment. The teacher will be required to be more than just a person who stands in front of the students and teaching.

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

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

1.2.7.3 As a Resource. Teachers are a kind of walking resource center, providing assistance when needed or providing learners with the language they are lacking in carrying out communicative activities. You need to be ready to talk when (and only when) you need to. As a resource, teachers can guide learners in their own use of available resources, such as

the Internet. There is no need to feed the learner as it has the disadvantage of making the learner dependent on the teacher. (Kaur, 2019)

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

1.2.7.5 As an Organizer. Perhaps the most difficult and important role a teacher has to play. The success of many activities depends on good organization and on students knowing exactly what they need to do next. In this role, providing direction is as important as setting the activity. The organizer can also act as a demonstrator. This role also allows teachers to participate and interact with learners. Teachers are also responsible for starting and ending activities cleanly and providing content-relevant feedback. (Kaur, 2019)

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

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

1.2.8 Learners' Role in Competency Based Approach

The competency-based approach focuses on the learner's role rather than the teacher's role. The learner is the central element in the classroom, learning through a series of activities facilitated by the teacher. Learners in this approach are characterized as active individuals who can take initiative to develop themselves and conduct self-assessment in order to become successful learners capable of facing real-life problems. According to the Algerian Partnership Schools Programs (2005), learners are most effective at obtaining and retaining language knowledge when the subject matter aligns with their personal interests and they take an active role in the learning process. This involves learners finding personal meaning and relevance in the topics, engaging in collaborative learning activities with their peers, and making connections between the classroom material and their experiences in the world beyond the classroom setting (p.4).

Chelli (2010, p.80) claims that this program is developed based on social constructivism principles, where students are responsible for their own learning. She states that:

the learner should go through a process of personal appropriation, questioning his own convictions. This leads the learner to revise his prior knowledge and its scope to compare his own representations with those of his classmates, to search for information and validate it through consulting various sources of documentation and people in possession of information.

Conclusion

Briefly to conclude, teaching EFL to young learners through the Competency-Based Approach in Algerian primary schools presents numerous opportunities as well as challenges.

To ensure the success of this instructional endeavor, it is crucial to provide adequate human and material resources. By investigating the perspectives of EFL teachers, who are key stakeholders in this process, the findings will offer the Ministry of Education invaluable insights into teacher readiness, gaps to be addressed, and potential leverage points to capitalize on when implementing policy changes. Understanding teacher perceptions and anticipating their support or resistance can aid in planning more realistic and phased education reforms.

Chapter Two: Practical Part

Introduction

In contrast to the theoretical focus of the first chapter, the current chapter deals with the practical aspects of the research. Its primary purpose is to present and analyse the collected data to address the research problem, answer key questions, and achieve the study's objectives. The research methodology involves the use of a questionnaire and a classroom observation as essential tools for data collection from teachers. The questionnaire aims to elicit the views and practices of EFL teachers' perceptions regarding teaching English through the CBA in Algerian primary schools, reveals the extent to which CBA is implemented, and identify the problems and challenges experienced by them. Concurrently, a classroom observation will allow us to gain a comprehensive understanding of teachers' practices in the classroom, capturing detailed information about classroom events, teaching methods, using materials, and learners' responses.

The current chapter presents the research methodology employed in this study, including the techniques used for data collection, analysis, and interpretation of results from the two research instruments. The conclusion of the chapter will address any limitations, provide additional recommendations, and offer instructional insights based on the findings.

2.1 Section One: Teachers' Questionnaire

2.1.1 Population and Sample

The research focused on uncovering the perspectives and views of EFL teachers in primary schools at Mila towards the implementation of the CBA in their instructional practices. A total of 70 EFL teachers were initially targeted to participate in the study through a questionnaire. However, only 42 primary school teachers actively contributed to the research. This sample was selected randomly to ensure a diverse representation of teachers in the study. The questionnaire was distributed online using email as a convenient and efficient method to reach and collect responses from the participants. This approach allowed for a broader reach and facilitated data collection from teachers in the primary school setting in Mila.

2.1.2 Administration of the Teachers' Questionnaire

The teachers' questionnaire has been designed to exploring the viewpoints of EFL teachers on adopting the CBA in their classrooms. With the purpose of identifying the challenges they encounter while teaching young learners and to gather possible suggestions on how to overcome these obstacles. It has been administered to 42 teachers who teach in primary schools at Mila.

2.1.3 Description of the Teachers' Questionnaire

The teachers' questionnaire consists of 19 questions divided into four sections.

Section One: Background Information (Q1-Q4)

The first section aims at exploring general personal and professional information related to the participants: their highest academic qualification, their experience in teaching the English language, details about the number of schools and students under their instruction.

Section Two: The Implementation of the CB (5-10)

In the second section, the questions collectively aim to explore the practices, teaching strategies, instructional materials, and professional training necessary for the successful implementation of the CBA in teaching English language at the primary school level.

Section Three: EFL Teachers' Perceptions towards Teaching English through the CBA (11-15)

Section three aims to obtain perspectives from EFL teachers specifically concerning the application of the CBA in teaching English to young learners in Algerian primary schools.

Section Four: Challenges and Suggestions (16-19)

This section aims to identify the obstacles teachers encounter when adopting and applying the CBA. Furthermore, it seeks to gather teachers' proposed solutions and comprehensive recommendations to effectively address the challenges they face in implementing the CBA.

2.1.4 Analysis and Interpretation of the Results

Section One: Background Information

Q1. What is your academic degree?

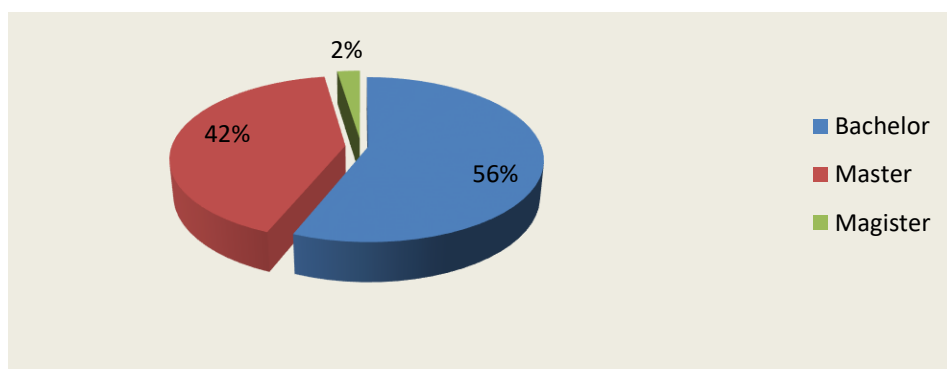


Figure 1 *Teachers' Academic Degree*

This question is devoted to identify the academic degree of the questioned teachers. As shown in figure 1, there is 56 % of the respondents hold bachelor degree, while 42 % declared that they hold master degree. Only 2 % hold magister degree. The outcomes show that more than half of the teachers have licence degree. The Ministry of Education required a licence's degree to teach in Algerian primary schools, the percentage of teachers who have obtained a master's degree is the surplus of graduates of high schools for middle and secondary school teachers who were assigned to the primary stage.

Q2. How long have you been teaching English?

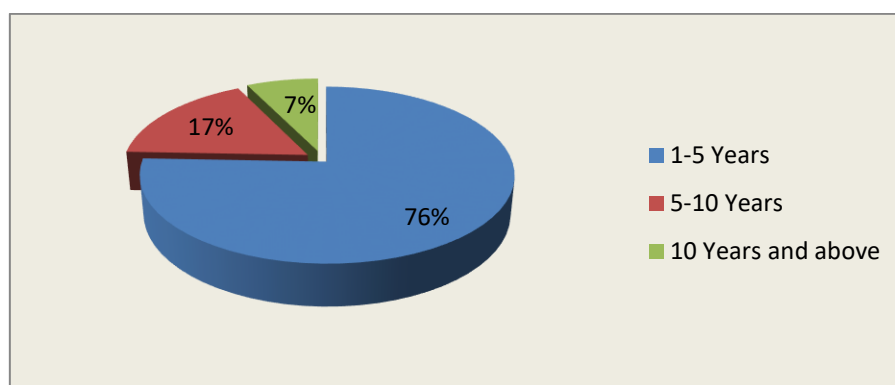


Figure 2 *Teachers' Experiences in Teaching English*

The purpose behind this question is to recognize the teachers' experiences in teaching English. The results indicate that 76 % of the teachers have taught English for less than five years, 17 % of them claimed that they teach English for five to ten years whilst 7 % of the teachers have experience in teaching that lasted more than ten years. The findings show that the questioned teachers have an experience in teaching English that allows them to provide us with concrete information to reach the aim of the research.

Q3. How many pupils do you typically have in each class?

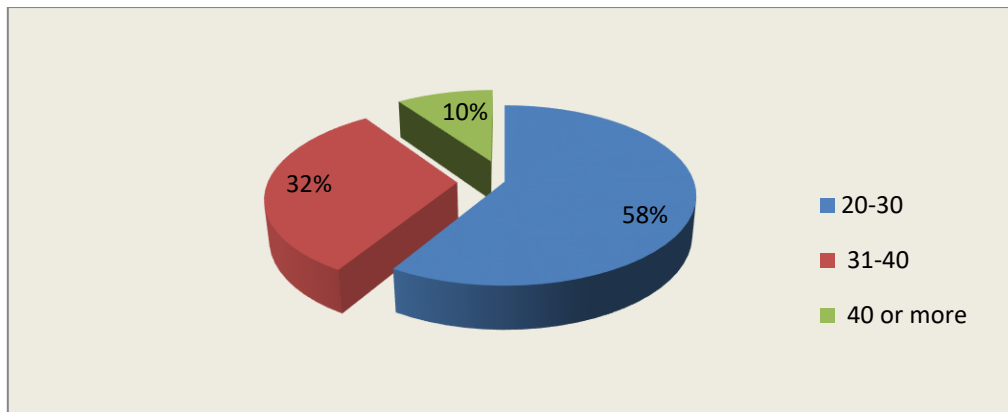


Figure 3 *Number of pupils in each class*

The aim of this question is to measure the class sizes they typically encounter in their English language classes. As illustrated in the pie chart, 58% of teachers reported having between 20 to 30 pupils in each of their English classes. Additionally, 32% of teachers indicated class sizes ranging from 31 to 40 students. However, 10% of teachers stated that they have 40 or more pupils in their English classes. While classes of 20 to 30 students may be considered manageable for language instruction, classes beyond 30 students can pose significant challenges in providing personalized attention, facilitating active participation, and effectively managing the classroom environment.

Q4: How many schools are you teaching in?

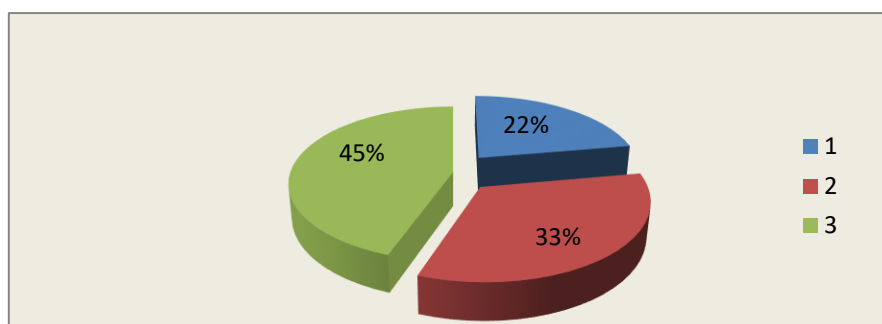


Figure 4 *Number of schools in charge*

This question seeks to indicate how many schools teachers are in charge of, the figure proved that 45% teach in 3 primary schools. Whilst 33% work with 2 primary schools and 22% in control with just a primary school, the variances in the number of primary schools

where English teachers teach are due to the necessity of fulfilling the required teaching hours, which is the reason behind that these teachers work across multiple primary schools.

Section Two: The Implementation of the CBA

Q5. How often do you use CBA in your classroom?

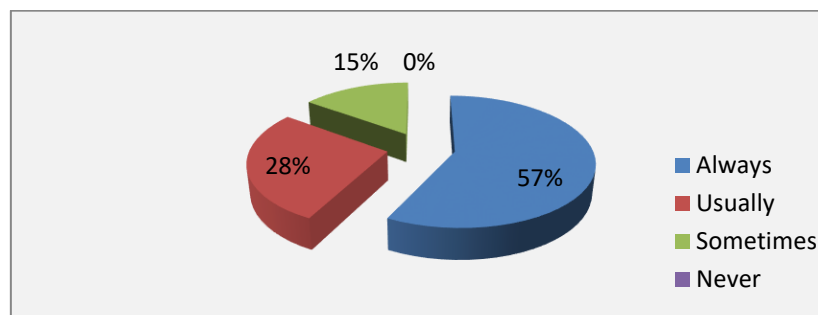


Figure 5 *The use of CBA in the classroom*

The question was to explore how often the teachers use the CBA principals in their classroom. The pie chart clearly illustrates that 57% of teachers always utilize the CBA principles, representing the highest percentage. 28% of teachers usually incorporate these principles, while 15% sometimes apply them. Notably, 0% never employs the CBA principles in their teaching practices. The data clearly demonstrates that the vast majority of teachers consistently or partially integrate the CBA principles in their classroom.

Q6. What is the role that you play when you teach using the CBA? (You may choose more than one option)

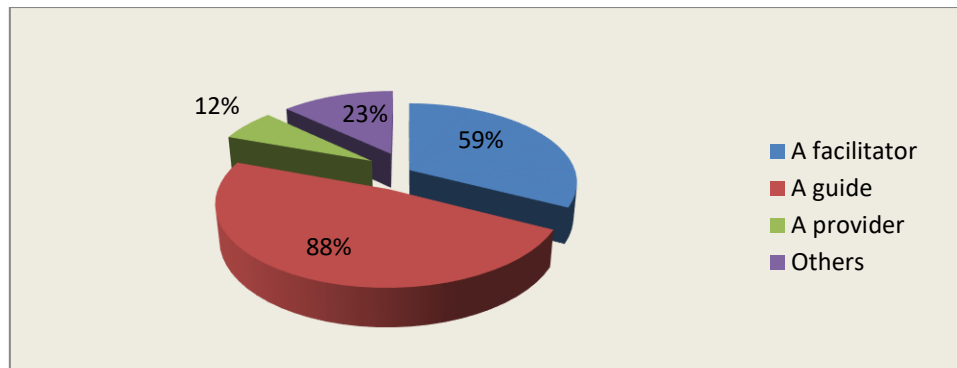


Figure 6 *The role that the teacher plays when teaching using the CBA*

The question aims to reveal the teacher's role within the context of CBA, emphasizing its learner-centered nature. The data shows that 88% of respondents identify as guides, indicating this is the most common role associated with CBA teaching. These teachers believe that learners develop their own skills and competencies, so they assist students in applying their knowledge to solve problems and work together to identify and correct mistakes. Additionally, 59% of respondents see themselves as facilitators, focusing on creating an enabling environment and providing guidance to support students in acquiring and demonstrating competencies, rather than being the sole source of knowledge. Only 12% of teachers consider their primary role to be providers, likely due to the necessity of offering resources and guidance, but the main emphasis remains on facilitation and guidance rather than direct content delivery. Furthermore, 24% of respondents noted that teachers can adopt various roles, such as partners in the learning process, monitors, or prompters, to foster motivation in the classroom. Overall, the teachers surveyed understand the roles they should fulfil under the CBA framework.

Please, explain the role briefly

The main ideas expressed by the teachers regarding to the previous question were as follow:

- In the learner-centered approach, the teacher acts as a guide.
- Teachers are crucial to the success of the CBA by offering effective and meaningful feedback, identifying areas for improvement, and using assessments to continually enhance the teaching and learning process.
- I strive to be as inductive as possible, resorting to providing information only as a last measure.
- In the learner-centered method, the teacher's role is to facilitate student learning rather than direct it.
- Teachers significantly impact the success of CBA by not only giving valuable feedback but also pinpointing areas needing improvement
- I focus on guiding students to discover information themselves, only stepping in to provide direct information when absolutely necessary.
- In a learner-centered environment, the teacher supports and guides students in their learning journey.

Q7. Which teaching materials do you need when you teach utilising the CBA?

Teaching materials should be utilized when implementing the CBA.

The purpose of this question was to uncover the materials and resources that EFL teachers should utilize when implementing the CBA. According to the responses, teachers recognize the importance of incorporating a diverse range of materials to enhance student engagement, promote enthusiasm, and facilitate effective learning. According to them, the following materials are necessary:

Storybooks, toys, posters and Flashcards, Interactive whiteboards, laptops and online resources, Data show Audio-visual aids, tablet, Speakers, realia.

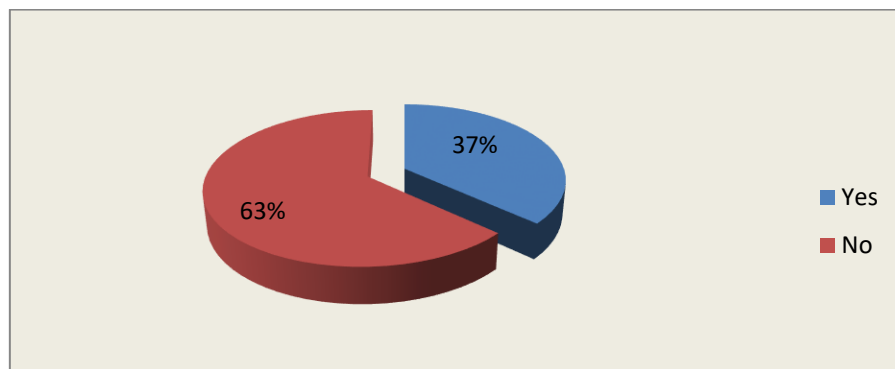
Q8. Are these materials available?

Figure 7 *The availability of teaching materials*

The question is structured to measure the availability of teaching material among primary schools, 63 % of informants reported that essential teaching materials are lacking in Algerian primary schools, in contrast, 37% indicated that these resources are available; there is a notable deficiency in providing basic learning tools and resources required for effective implementation of the CBA in Algerian primary schools. That can pose significant challenges for teachers attempting to implement the CBA which emphasizes learner-centered activities.

Q9. Does the existing textbooks meet the children' needs?

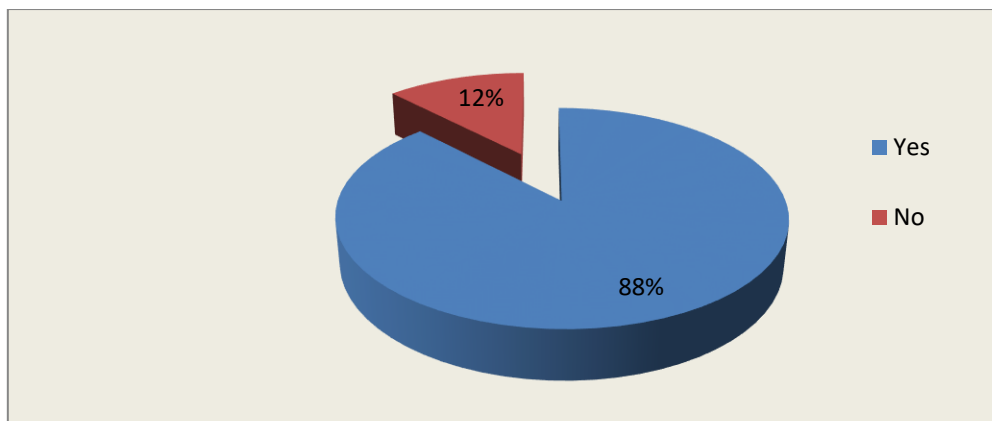


Figure 8 *Assess whether the existing textbooks meet the needs of children*

This question seeks to assess whether the existing textbooks meet the needs of children in the context of English language learning. According to the data, the majority of informants with 88% argued that the current content is perceived as suitable and aligned with children's needs. However, a noticeable 12% responded (No), suggesting that there is a segment that finds the existing content inadequate or lacking in addressing the specific needs of young English language learners.

Please justify your answer?

The teachers' responses aimed to justify whether the current content meets the learners' needs by considering various factors and criteria. Their feedback included:

- Timing discussions are necessary even if the content is deemed acceptable.
- The content aligns with children's interests and is easy to comprehend.
- The success of the content depends on the teacher's implementation, influencing students' attitudes towards the language.
- The content is suitable for learners' needs, addressing daily concerns and introducing basic language skills.

- It focuses on real-life situations, vocabulary acquisition, and reading basics for beginners.
- The content is designed to engage students in communicative contexts, fostering curiosity, creativity, and learning.
- Suggestions for improvement include focusing on essential chapters for effective communication and enhancing the textbook.
- There is a need for a requirement analysis to determine students' actual needs, especially at a young age.
- The program is comprehensive, covering what children require for real-life situations.
- English is introduced in an engaging manner, connecting grammar and vocabulary to children's experiences.
- Adequate time allocation is crucial for achieving learning objectives effectively.
- While some find the content satisfactory, others believe there is room for enhancement.
- The content is straightforward and tailored to children's level of understanding.

Q10. When using the CBA, which of the following strategies do you think is the most appropriate for effective English teaching to young learners? (You may choose more than one option)

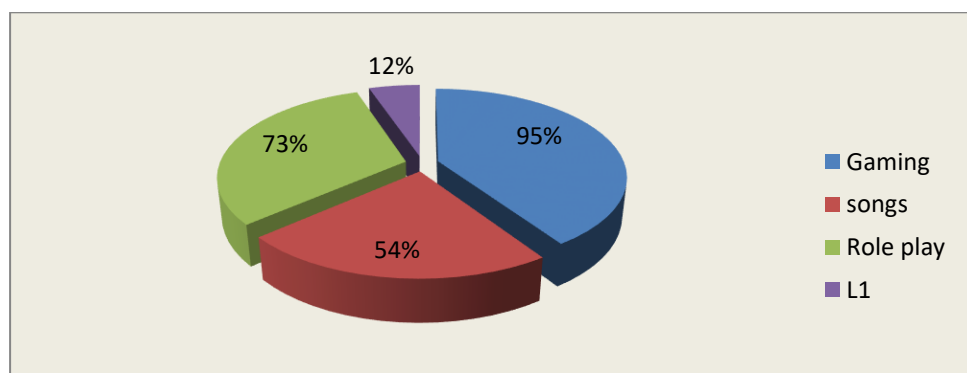


Figure 9 *Teachers' view towards the most appropriate strategies for effective English language teaching to young learners*

The aim of this question is to understand teachers' views on the most appropriate strategies for effective English language teaching to young learners within the CBA framework. The majority of respondents perceive gaming (95%) and role-play (73%) as the most effective strategies. Additionally, 54% of respondents consider the use of songs as appropriate. Notably, only 12% of respondents believe in using the students' first language (L1), suggesting a preference for maximizing English language exposure and immersion. Overall, teachers believe that highly interactive, engaging, and playful methodologies like games, role-plays, and songs are the most effective for teaching English to young learners.

Section Three: EFL Teachers' Perceptions towards Teaching English through the CBA

Q11. Do you know the principles of The Competency-Based Approach (CBA) ?

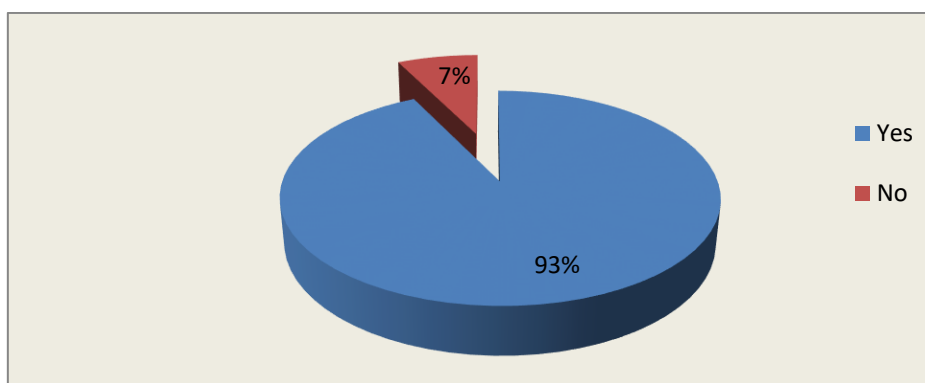


Figure 10 *Knowledge of Competency-Based Approach Principles among EFL Teachers*

This question seeks information about the Knowledge of CBA Principles among EFL teachers, Based on the pie chart shown in the image, 93% responded "Yes" and 7% responded "No" to the question, suggesting a lack of knowledge or understanding of this approach. Overall, the results demonstrate a strong awareness of the CBA principles among

the surveyed EFL teachers. This approach focuses on developing specific competencies and skills rather than just transmitting knowledge, appears to be widely recognized and embraced by the majority of respondents.

Q12. In your opinion, is the use of the CBA adequate for enhancing your pupils' English language competences?

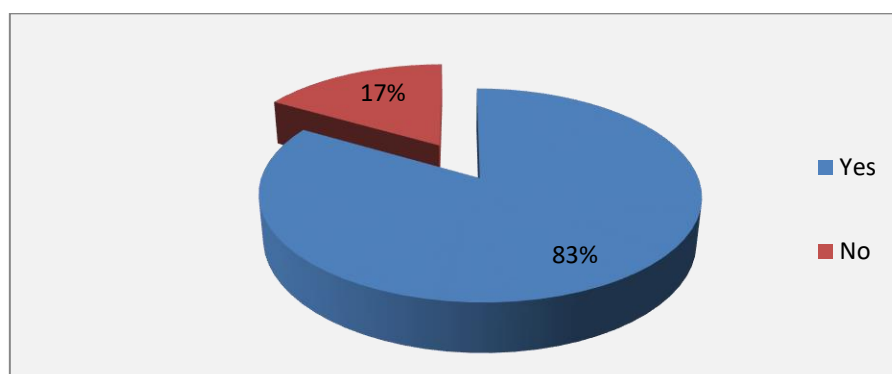


Figure 11 *The adequacy of the CBA to enhance pupils' English language competencies*

This question aimed to determine if the implementation of the Competency-Based Approach (CBA) in teaching English is adequate for improving pupils' competencies. According to the statistical analysis, 83% of the teachers participating in the study expressed confidence that employing the CBA in teaching English is indeed sufficient to enhance their pupils' competencies. However, 17% of respondents expressed reservations, suggesting that

they do not believe the implementation of the CBA in teaching English adequately improves their pupils' competencies.

Q13. Do you think it is possible to apply the CBA in your classrooms?

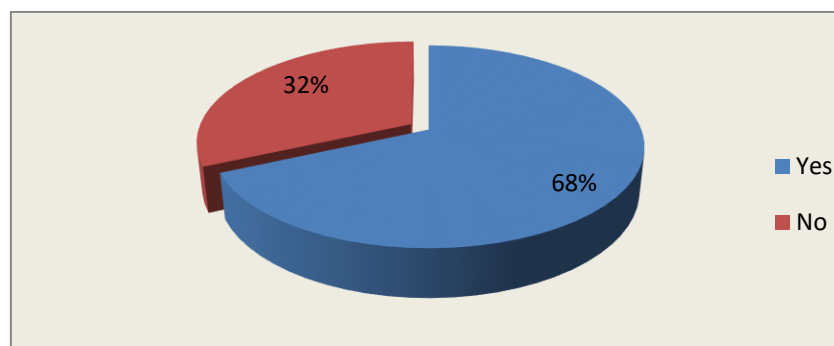


Figure 12 Teachers' view towards the application of the CBA in their classroom

Question 13 is designed for the sake of knowing the possibility to apply the CBA in their classroom. As it is shown in figure 11 the most of the informants 68% confirmed they apply the CBA in their classroom, while 32 % of them disconfirmed it.

Please justify your answer

The teachers' responses regarding their perception of the Competency-Based Approach (CBA) as an effective methodology for implementation in their classrooms are as follows:

- Implementing CBA is feasible in smaller class sizes.
- Emphasis on learners demonstrating acquired competencies by the end of sessions.
- Encouraging problem-solving skills in children.
- Utilizing interactive teaching methods and student involvement, such as games.
- Some teachers are unfamiliar with the CBA approach.
- Young learners benefit from tangible learning experiences.
- Teachers act as facilitators or monitors in the learning process.
- Adapting to new methods due to evolving educational requirements.

- CBA allows learners to apply knowledge and skills in real-life scenarios.
- Challenges arise in crowded classrooms, requiring significant teacher support.
- Learner-centered activities, problem-solving, and real-life application are key principles of CBA.
- CBA motivates learners to take an active role in their education.
- Considering students' language proficiency levels is essential.
- Despite challenges, implementing CBA is seen as achievable.
- CBA is effective in small classes, promoting learner autonomy and self-directed learning.
- Encouraging students to take responsibility for their learning and be autonomous learners.

Q14. Do you think there is sufficient proficiency among teachers to effectively implement the CBA to teach English to young learners?

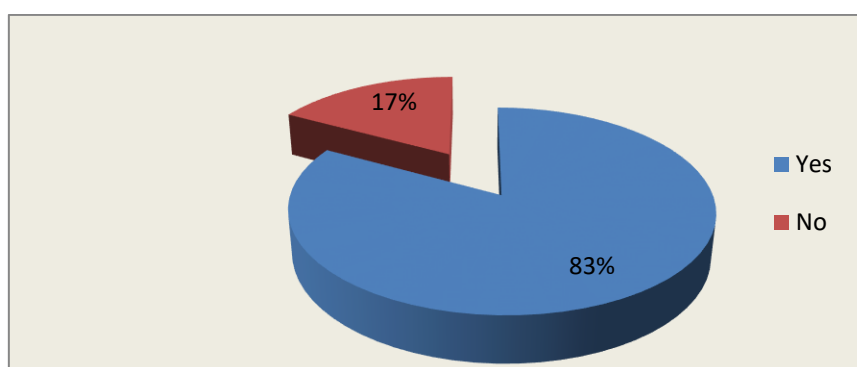


Figure 13 *Teachers' view towards the sufficient proficiency among teachers to effectively to implement the CBA to teach English to young learners*

The aim behind this question seems to be assessing the overall perception or confidence in the teachers' readiness and ability to effectively apply the CBA principals to teach English to young learners, the majority, 83% of respondents, viewed that teachers have adequate proficiency to implement this type of English teaching approach, while a smaller percentage of 17% did not believe teachers currently have sufficient proficiency for it.

They are potential factors like teachers' own grade, years of experience, school resources, etc. could be influencing whether they view proficiency as sufficient or lacking.

If not, which improvements do you suggest?

The teachers provided the following suggestions to enhance the language learning process if current practices are deemed ineffective:

- Teachers who lack fluency should make efforts to improve their language proficiency.
- Continuous training for primary teachers throughout the year is essential, as a two-week training period may not be sufficient, especially for those who graduated a long time ago.
- Increasing study time and reducing the number of sections for teachers is necessary to effectively train a large number of students. Additionally, providing pedagogical resources for teaching is crucial.

Q15. Have you received training specifically for the implementation of the CBA?

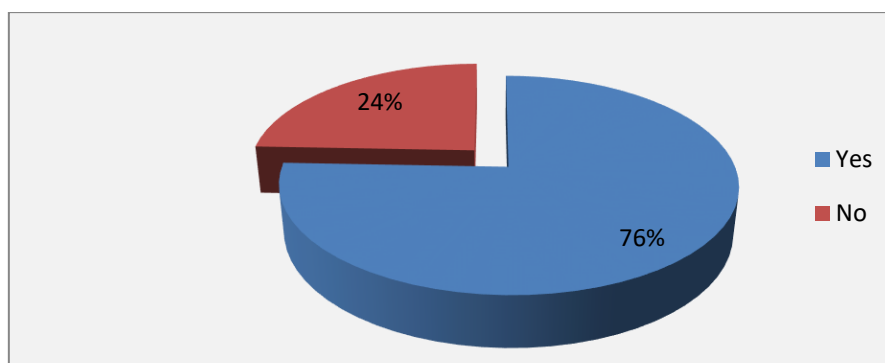


Figure 14 Training received by teachers, specifically for the implementation of the CBA

This question aims to understand if the teacher training programs adequately cover competencies needed to apply the CBA to teach YL , or more training opportunities are needed, the majority of teachers which representing 76% have received training for implementing the CBA, in contrast 24% they have not received any specific training.

key points emphasized in the training

The teachers' responses regarding the main points focused on during language teaching training are as follows:

- Understanding the psychology of young learners.
- Implementing teaching strategies that cater to multiple intelligences.
- Learning how to teach young learners using the CBA principles.
- Addressing learners' daily concerns, cultural aspects, and classroom management.
- Exploring learning styles, active learning, and lesson planning components.
- Emphasizing classroom management strategies, lesson plans, and demo lessons.
- Adopting suitable strategies based on learners' levels.
- Improving teaching skills for English as a Second Language (ESL).
- Simplifying learning through good treatment and play.
- Providing feedback, using visual aids, gestures, and peer correction in teaching.
- Expressing challenges with theoretical training that may not directly address classroom realities.
- Stressing the significance of classroom management and didactics in effective teaching practices.

Section Four: Challenges and Suggestions

Q16. How would you describe your experience of teaching English to young learners through the CBA?

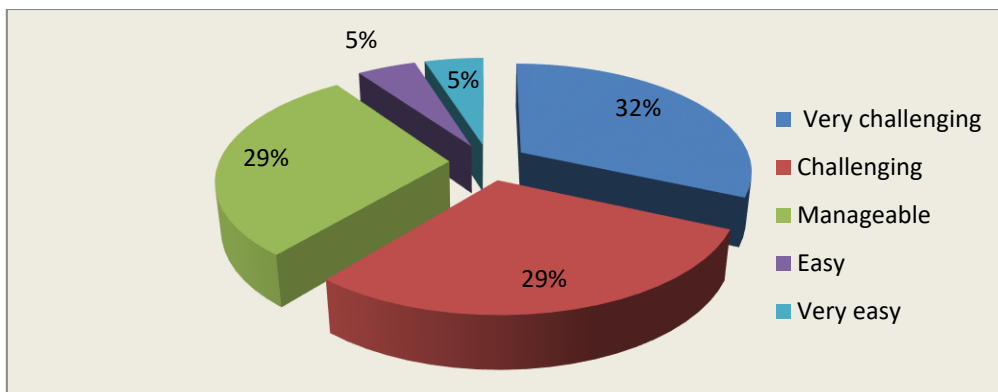


Figure 15 *Teachers' experience of teaching English to young learners*

implementing the CBA principals

The question is structured to know how EFL teachers describe their experience of teaching young learners using the CBA. The figure above shows that 32 % of the questioned teachers found their experience very challenging, the two equally sized slices, at 29% each, represent the percentages of teachers who found the experience challenging and manageable, respectively. 5% perceived teaching English to young learners as easy, whilst, 5% corresponds to those who considered the experience very easy. These findings affirm that the majority of teachers 61% found teaching English to young learners through the CBA, to be either very challenging or challenging, which highlighting the complexities and difficulties associated with this task.

Please explain

The teachers' experiences and observations about teaching English to young learners, along with the challenges they face and the successes they achieve, are reflected in the following data:

- Challenges arise from large class sizes and the introduction of a new language.

- Teaching English using the CBA is both manageable and challenging, requiring effective teaching methods.
- Making learning enjoyable and fun is key to achieving objectives.
- Building a connection with young learners, creating engaging lessons, and witnessing their progress bring fulfillment.
- Teachers often need to prepare their materials, gather resources, and adapt to crowded classrooms with limited time.
- Implement the CBA effectively to teach young learners requires entering their hearts before their minds, emphasizing the importance of building relationships and understanding their world.
- Motivating young learners to learn English is crucial for their progress.
- Managing numerous groups of students can be exhausting and limit the implementation of the CBA.
- Success in teaching English using CBA depends on the teacher's ability to adapt and overcome challenges within limited time constraints.

Q17. According to you, what are the main challenges in teaching English to young learners through the CBA? (You may choose more than one option)

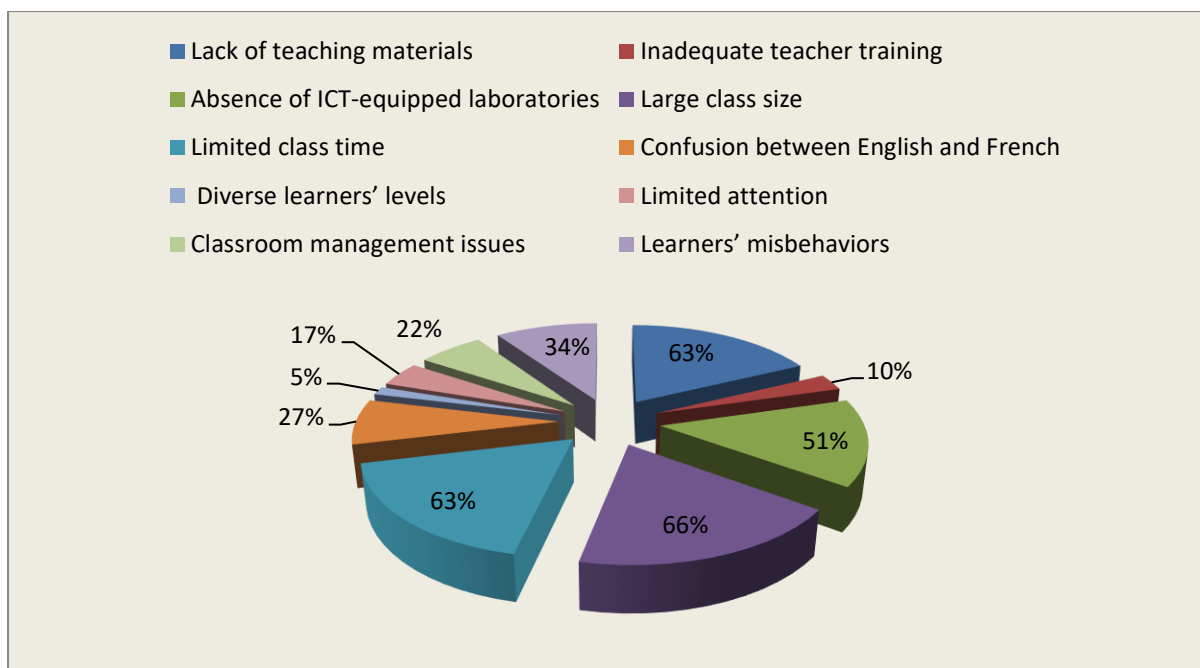


Figure 16 *The main challenges of teaching English to young learners through the CBA*

This question designed to investigate teachers' difficulties and challenges that are encountered in teaching English in primary schools using the CBA. As the figure demonstrates 63% represents the challenge of lack of teaching materials. The second challenge, at 66%, is the inadequate training as another prominent issue. Absence of ICT-equipped laboratories accounts for 51% of the challenges. Large class size (34%) and limited class time (22%) are also identified as difficulties. Other problems are mentioned include confusion between English and French (27%), limited attention (17%), diverse learners' levels (10%), classroom management issues (5%), and learners' misbehaviors (5%).

Overall, the data highlights that the lack of teaching materials, inadequate teacher training, and the absence of technology-equipped laboratories are perceived as the most significant challenges faced by teachers when utilising the CBA to teach English to young learners. Class size, time constraints, language confusion, and learner-related factors also contribute to the difficulties encountered in this educational context.

Q18. What would you suggest as possible solutions to the difficulties that you have faced?

Teachers' suggestions as possible solutions to the difficulties that you have faced:

The main suggestions and solutions proposed by the teachers to address the challenges of teaching English to young children in Algerian primary schools are:

- Providing adequate resources and materials for effective teaching, such as projectors, speakers, and ICT-equipped laboratories.
- Reducing class sizes to ensure a manageable number of students, with recommendations ranging from 20 to 26 learners per class.
- Increasing the allocated time for English lessons to allow for more effective instruction and practice.
- Improving the availability and quality of teaching materials, including reliable textbooks and realia.
- Offering continuous training and support for teachers to enhance their English language proficiency and teaching skills.
- Separating the learning of French and English to avoid confusion.
- Encouraging open-mindedness, creativity, and problem-solving among teachers to adapt to the challenges.
- Recommending systemic changes, such as building more schools and allocating more resources to the education system, to support English language teaching in primary schools.
- Emphasizing the importance of teachers taking responsibility for their students' learning and actively seeking solutions to overcome challenges.

Q19. If you have any suggestions to the research topic, please feel free to add any comments that are relevant to the above questions.

- Teaching English in primary schools using the CBA, is an enjoyable experience, and the teachers hope the government provides more support for it in the future.
- Children are not confused between English and French, and they gradually recognize the differences between the two languages. The topic of clothes is particularly interesting for children.
- Teachers should stay current with the latest developments in the field by engaging in continuous professional development, attending training, online courses, and seminars.
- Primary school teachers need well-trained inspectors who are specifically equipped to support and guide them.
- Primary school teachers should be respected for their efforts, as the success of English language teaching in primary schools is largely due to the teachers' dedication and hard work.

These additional comments highlight the teachers' enthusiasm for the research topic, their desire for more support and resources, and the importance of continuous professional development and respect for primary school teachers in ensuring the success of English language teaching in Algerian primary schools.

2.1.5 Discussion of the Results

The purpose of the teachers' questionnaire is to explore the perceptions of EFL teachers in regarding the implementation of the CBA to teach English in Algerian primary schools. Analysis of the responses from teachers reveals that a majority of them hold a licence degree and possess teaching experience in English, which indicates their ability to provide us with concrete and valid information concerning our research. From another side a notable number of teachers have less than 5 years of experience teaching English, which

means that they are novice teachers. Thus, their limited practical experience may pose challenges in effectively implementing the CBA.

Based on the gathered data, there are a positive perceptions and a unanimous acknowledgment among EFL teachers towards the implementation of the CBA to teach English in primary schools. Also we can assume that the majority of teachers consistently or partially integrate the CBA principles in their classrooms. They understand their roles as guides, facilitators, and partners in the learning process, aligning with the learner-centered approach. Furthermore, these findings demonstrate the agreements of teachers concerning the importance of engaging and interactive teaching strategies, such as games, role-play, and songs, for teaching English to young learners, which aligne with the CBA principals.

While a majority of teachers have received training specifically for the implementation of the CBA, there is a need for ongoing professional development and support. The training should address practical classroom realities, classroom management strategies, and the effective use of teaching materials and resources.

It is also worth noting that the answers obtained shed light on a various challenges faced by EFL teachers and associated with implementing the CBA, including lack of teaching materials, inadequate training, large class sizes, limited class time, language interference, and learner-related factors such as limited attention and diverse levels. Teachers suggest solutions such as providing adequate resources, reducing class sizes, increasing lesson durations, offering continuous professional development, and fostering creativity and problem-solving skills to address these challenges effectively.

2.2 Section Two: Observation

2.2.1 Administration of the Classroom Observation

A classroom observation was selected as a second data collection method for the research, as it is well-suited to the study's objectives. The purpose of these classroom observations is to evaluate the degree to which the Competency-Based Approach is truly being implemented in third-year primary school classrooms in Algeria. As non-participant

observers, the observers were positioned at the back of the classroom to unobtrusively observe the teaching and learning process. To systematically collect data, an observation checklist was utilized while concurrently taking detailed notes throughout the observation period.

The classroom observation was conducted across four 45-minute sessions with a third-year class, allowing for comprehensive data collection and validation of findings. The observations took place from April 15th to April 30th, 2024, in CHAIBI Lakhdar primary school in Mila. Specifically, the first session was held on April 15th, the second on April 17th, the third on April 22th, and the final session on April 24th.

2.2.2 Description of the Observation

Classroom observation data were collected through the use of a self-designed observation checklist. The checklist comprised 18 variables organized into four main sections, with a fifth section dedicated to recording additional notes and comments.

The first section focused on teaching strategies and materials employed, aiming to evaluate the appropriateness and sufficiency of resources utilized for implementing the CBA. Specifically, it assessed whether the materials used, such as textbooks, visuals, and realia, aligned with CBA principles. Moreover, it examined the teaching strategies adopted, including the consistent use of the English language, the integration of the pupils' native language (Arabic) for clarification and support, incorporation of body language and gestures to facilitate understanding, and the inclusion of interactive activities like games, songs, stories, and role-plays to promote communicative competence.

The second section, titled "Classroom Management and Support," comprised five variables aimed at observing the teacher's strategies for creating a helpful learning

environment. These variables included assessing whether the teacher provided assistance when needed, demonstrated patience with learners exhibiting challenging behaviors or comprehension difficulties, employed motivational techniques, addressed pupils by name, and moved around the classroom to monitor and support pupils effectively.

The third section focused on "Learner Engagement and Participation," consisting of variables that evaluated the extent to which pupils were actively involved in the learning process. Specifically, it examined whether the teacher asked questions to gauge learners' understanding, provided opportunities for student-student interaction and communication related to the lesson content, ensured equal involvement of all learners during activities, and facilitated maximum participation from the entire class.

The fourth section addressed "Challenges and Concerns" that may arise during English language instruction in primary school settings. The variables in this section aimed to identify instances of lack of concentration among learners, excessive anxiety or fear associated with public speaking, instances of code-switching or mixing between French and English, and the impact of large class sizes on the teaching-learning process.

The fifth and final section of the observation checklist was dedicated to recording any "Additional Observations and Comments".

2.2.3 Classroom Observation Analysis

In this study, classroom observations were conducted using checklists to document the teaching practices of English teachers in primary schools. The results of these observations are reported as follows:

During the observations, it was noted that the teacher consistently employed a range of instructional tools to facilitate learning. These included textbooks, visuals, and realia (real-life objects). However, a lack of information technological communication devices (ICTs) was observed, with the teacher sometimes using her own smartphone and laptop. The use of language was balanced, with the teacher utilizing both English and the pupils' native language. This allowed for effective clarification and enhanced understanding. Non-verbal communication, such as body language and gestures, was also incorporated to further facilitate comprehension. Additionally, the lessons were enriched with interactive activities designed to promote engagement and communicative competence. These activities included games, songs, and role-playing. Notably, the teacher actively participated alongside the pupils during these interactive sessions, modelling appropriate language use and fostering a collaborative learning environment.

The observations revealed that the teacher consistently provided support and assistance to pupils whenever needed. The teacher demonstrated patience and a supportive attitude, even when pupils exhibited challenging behaviors or faced comprehension difficulties. Furthermore, the teacher employed strategies to create a positive learning environment, such as addressing pupils by their names and moving sometimes around the classroom. The learners were engaged and curious to discover the new language during the enjoyable lesson.

During the classroom observations, it was evident that the teacher always asked questions to assess pupils' understanding and comprehension of the lesson content. Opportunities were provided for learner-learner interaction and communication related to the topic being covered. The teacher made efforts to involve all pupils equally in the lesson

activities, ensuring fair participation. Additionally, the teacher guided the learners toward achieving the lesson objectives through active facilitation.

From the classroom observations, one of the most significant challenges and concerns identified was the lack of concentration among some pupils. However, it is notable that most pupils appeared motivated and engaged during the lessons. Another aspect observed was the occasional mixing or code-switching between French and English by the pupils. Furthermore, the observations highlighted the potential impact of large class sizes on the teaching-learning process.

2.2.4 Discussion of the results

The classroom observations provided valuable insights into the implementation of the CBA in third-year primary school classrooms in Algeria. The findings suggest that the teacher effectively employed various strategies and resources aligned with the principles of CBA.

One key aspect of CBA implementation observed was the use of authentic materials and resources, such as textbooks, visuals, and realia (real-life objects), to facilitate language learning in meaningful and relevant contexts. However, the lack of Information and Communication Technology (ICT) resources was noted as a limitation, potentially hindering the integration of modern technologies into the language learning process, which is an essential component of CBA.

The teacher's balanced use of English and the learners' native language (Arabic) for clarification and support aligns with the CBA principle of scaffolding and providing appropriate language assistance to learners. Additionally, the incorporation of non-verbal communication strategies, such as body language and gestures, further supports the CBA's

emphasis on developing communicative competence through various modes of communication.

The integration of interactive activities, including games, songs, and role-playing, directly aligns with the CBA's focus on active learning and learner engagement. These activities not only promote communicative competence but also foster collaborative learning, which is a key tenet of CBA. The teacher's active participation alongside the learners during these activities further reinforces the CBA's emphasis on the teacher's role as a facilitator and co-constructor of knowledge.

Moreover, Effective classroom management and support strategies observed, such as providing assistance when needed, demonstrating patience, addressing learners by name, and moving around the classroom, contribute to creating a positive and supportive learning environment, which is crucial for the successful implementation of CBA.

The teacher's efforts to actively engage learners, assess their understanding through questioning, and provide opportunities for peer-to-peer interaction align with the CBA's emphasis on learner-centered approaches and the development of communicative competence through meaningful interaction and communication.

While the observations revealed various strengths in CBA implementation, challenges such as lack of concentration among some learners, language interference (code-switching between French and English), and the potential impact of large class sizes on the teaching-learning process were identified. Addressing these challenges could further enhance the effective implementation of CBA in the primary school setting.

Overall, the classroom observations suggest an admirable effort by the teacher to implement the principles of the Competency-Based Approach in their English language

instruction. The use of authentic materials, interactive activities, balanced language support, effective classroom management strategies, and active learner engagement align with the core tenets of CBA. However, addressing resource limitations, language interference, and class size challenges could further optimize the implementation of this approach in primary school classrooms.

2.2.5 Limitations of the Study

Like any study conducted by a novice researcher, the current research encountered several challenges that hindered achieving the desired results. Firstly, the lack of resources (articles, books, etc.) addressing the issues of teaching EFL in Algerian primary schools through the competency-based approach made it difficult to gather sufficient information.

Furthermore, during the practical phase of the study, the initial intention was to collect data from a large sample of teachers. However, unfortunately there were some obstacles in finding a large number of available EFL teachers in primary schools in Mila to respond to the questionnaire. This unavailability stemmed from the fact that one teacher often teaches in multiple primary schools, affecting their availability to participate in the study. After receiving responses from a few teachers, we converted the questionnaire into an online form and sent it to EFL teachers. While some responded, not all did. Moreover, some participants neglected to answer certain questions in the questionnaire.

Finally, challenges were encountered in finding more than one primary schools whose principal would grant permission for classroom observation procedures, so we were unable to attend as many sessions as planned. This study could have been more comprehensive if the aforementioned limitations were not present.

2.2.6 Implications and Recommendations

This study did not fully explore all aspects of the CBA. Rather, it concentrated on investigating the perspectives of EFL teachers regarding the implementation of the CBA in Algerian primary schools. Despite this limited scope, it is hoped that this work will contribute to improving EFL teaching through the CBA in Algeria.

Moreover, the outcome of this research indicates that teachers have positive perceptions toward the use of CBA to teach English language in Algerian primary schools. The following are some recommendations and suggestions for the effective implementation of English language teaching in Algerian primary schools:

1. Education ministry is recommended to provide comprehensive initial and on-going professional development focused on CBA principles and practices.
2. Education ministry is recommended to align the curriculum with clearly defined competencies, offer adaptable teaching materials, and equip schools with necessary teaching aids, technology, and learning materials.
3. Education ministry is recommended to organize extracurricular activities such as English clubs and drama groups to provide additional opportunities for students to practice and develop their language skills.
4. Teachers are recommended to work collaboratively and challenge the learners.
5. Teachers are recommended to be a long life learner and focus on self-study.
6. Teachers are recommended to ask for help from knowledgeable people when they struggle.
7. Teachers are recommended to participate in workshops as a presenters; so effective for their skill development.
8. Teachers are recommended to strike limits in language use.

9. Teachers are recommended to facilitate an environment where learners can actively discover rules and patterns through exploration, allowing them to learn from their own errors and misconceptions.
10. Teachers are recommended to prioritize providing opportunities for communicative practice in the classroom, engaging activities and interactive methods like: games, songs, and storytelling.
11. Teachers are recommended to involve age appropriate materials related to real life contexts familiar to learners.

Conclusion

The present chapter aimed to present, analyze, and discuss the findings derived from the extensive data collected through a questionnaire administered to EFL teachers in primary schools at Mila. In addition to a classroom observation conducted across four 45-minute sessions with a third-year class in CHAIBI Lakhdar primary school, allowing for comprehensive data collection and validation of findings. The results have mainly shed light on the EFL teachers' perspectives regarding the implementation of the CBA in teaching English in Algerian primary schools. Through these insights, the results suggest an admirable effort by the teachers to implement the principles of the CBA in their English language classrooms, the use of authentic materials, interactive activities, balanced language support, effective classroom management strategies, and active learner engagement align with the core principles of the CBA.

Furthermore the gathered data revealed significant challenges that EFL teachers face when implementing the CBA during the teaching/learning process due to various factors, including a lack of teaching materials, inadequate training, large class sizes, limited class time, language interference, and learner-related factors such as limited attention and diverse

levels. It emphasizes the need for support and guidance in these areas, such as providing adequate resources, reducing class sizes, increasing lesson durations, offering continuous professional development, and fostering creativity and problem-solving skills to address these challenges effectively.

By addressing these issues, the implementation of the CBA can be enhanced, ultimately leading to improved English language education in Algerian primary schools and aligning with the principles of communicative language teaching and learner-centered approaches.

General Conclusion

The dominance of the English language globally cannot be denied; it is widely used across scientific, technological, and entertainment fields. The ability to speak English can aid academic and career advancement. However, truly mastering English opens up countless opportunities. Therefore, incorporating English language instruction into primary schools curricula presents a valuable opportunity for the younger generation. Nevertheless, to fully reap the benefits of this curricular change and ensure its successful implementation, sufficient human and material resources must be provided. Hence, as a modest contribution, this study explores the viewpoints of EFL teachers regarding the application of the CBA and the extent

to which it is effectively implemented in teaching English to young learners in Algerian primary schools.

The theoretical foundation comprises two sections. The first provided foundational knowledge by reviewing major language teaching approaches and methods, before delving into a detailed examination of the CBA's historical origins, definitional scope, core components, guiding objectives, principles, advantages, and disadvantages. The second theoretical section offered a comprehensive overview of English language Teaching as a FL, including its definition, activities, benefits, challenges, factors influencing the teaching of English, and the roles of teachers and learners in the teaching/learning process. Following this theoretical grounding, the practical portion of the research employed two data collection instruments: a questionnaire for teachers and classroom observations conducted for the 3rd grade at CHAIBI Lakhdar Primary School over a two-week period. The questionnaire was responded from 42 primary school English teachers in Mila. The analysis of the gathered data from these two tools revealed that while most teachers demonstrated a sound conceptual understanding of the CBA's theoretical underpinnings, they faced significant challenges in effectively applying them in practical classroom settings. Consequently, it is imperative for the Ministry of Education to take suitable decisions to overcome these difficulties.

References

- Anthony, E. M. (1963). Approach, method and technique. *English Language Teaching*.
- Auerbach, E. R. (1986). Competency-based ESL: One step forward or two steps back? *TESOL Quarterly*, 20(3), 411-430.
- Biolobrzeka, M. (2006). *Facilitating outcomes based learning and teaching: A guide for trainers and FET college lecturers*. Limpopo Department of Education: SAIDE.
- Bowden, J. A. (2004). Competency-based education: Neither panacea nor pariah. Retrieved from <http://cm.htc.ac.ac/events/archive/tend/018bowden.html>
- Brown, H. D. (2000). *Principles of language learning and teaching* (4th ed.). Pearson Education.
- Bruce, A. (2014). Teaching and learning in competency-based education. In *The Fifth International Conference on e-Learning (eLearning-2014)*, 22-23 September 2014, Belgrade, Serbia. Universal Learning Systems.
- Brumfit, C., Moon, J., & Tongue, R. (1991). *Teaching English to children*. HarperCollins.
- Burstall, C., Jamieson, M., Cohen, S., & Hargreaves, M. (1974). *Primary French in the balance*. NFER Publishing Co.
- Cant, A., & Superfine, W. (1997). *Richmond developing resources for primary*. Richmond Publishing.

Carroll, J. B. (1969). Psychological and educational research into second language teaching to young children. In H. H. Stern (Ed.), *Languages and the young school child*. Oxford University Press.

Chelli, S. (2010, January). The competency-based approach in Algeria: A necessity in the era of globalization. *Revue de la Faculté des Lettres et Sciences Sociales*, 6, 55-58.

Curtain, H., & Pesola, C. A. (1988). *Language and children: Making the match: Foreign language instruction in the elementary school*. Addison-Wesley Publishing Company.

Davies, P., & Pearse, E. (2000). *Success in English teaching*. Oxford University Press.

Docking, R. (1994). Competency-based curricula - The big picture. *Prospect*, 9(2), 8-17.

ELT articles. (2009). Introducing the CBA.

Griffith, P., & Lim, H. (2014). Introduction to competency-based language teaching. *Mextesol Journal*, 38(2), 1-8.

Harmer, J. (2000). *How to teach English*. Longman.

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Longman.

Holman, J. R. (1994, January). Learning a language. *Better Homes and Gardens' Power Glide*, 41-43.

How can learning English as a foreign language benefit you? (n.d.). Retrieved from <https://www.uopeople.edu/blog/english-as-a-foreign-language>

English as a second or foreign language. (n.d.). In Wikipedia. Retrieved from https://en.wikipedia.org/wiki/English_as_a_second_or_foreign_language

ThoughtCo. (n.d.). English as a foreign language (EFL). Retrieved from <https://www.thoughtco.com/english-as-a-foreign-language-efl-1690597>

Jones, E. A., & Voorhees, R. A. (2002). *Report of the National Postsecondary Education Cooperative Working Group on Competency-Based Initiatives in Postsecondary Education* (NPEC Report).

Lightbown, P., & Spada, N. (1993). *How languages are learned*. Oxford University Press.

Littlewood, W. (1981). *Communicative language teaching*. Cambridge University Press.

Miliani, M. (2000). Teaching English in a multicultural context: The Algerian case. *Mediterranean Journal of Educational Studies*, 6(1), 13-29.

Mrowicki, L. (1986). Project work competency-based curriculum. In J. C. Richards & T. Rodgers (Eds.), *Approaches and methods in language teaching*. Northwest Educational Cooperative.

Piaget, J. (1956). *Psychology and pedagogy*. Denoel/Gonthier.

Reilly, V., Ward, S. M., & Maley, A. (2003). *Very young learners*. Oxford University Press.

Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge University Press.

Richards, J. C., & Richard, S. (2002). *Longman dictionary of language teaching and applied linguistics*.

Richards, J. C., & Rodgers, T. (2001). *Approaches and methods in language teaching* (2nd ed.). Cambridge University Press.

Richards, J. C., & Rodgers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge Language Teaching Library.

Robinson, R. J. (1998). *Brain and early behaviour*. Academic Press.

Spolsky, B. (1989). *Conditions for second language learning*. Oxford University Press.

Weddel, K. S. (2006). *Competency-based education and content standards*. Northern Colorado Literacy Resource Center.

Winslow, R. (1997, July). How language is stored in brain depends on age. *The Wall Street Journal*. (Summary of Distinct Cortical Area Associated With Native and Second Languages, *Nature*, 388).

Appendices

Appendix A

Teachers' Questionnaire

Dear Teacher,

This questionnaire is a part of a research work carried out in the framework of the Master degree in Didactics of Foreign Languages. It aims at Investigating EFL teachers' perceptions regarding the implementation of the competency based approach (CBA) in teaching English in Algerian primary schools. We would be very grateful if you could answer this following questionnaire.

Please, tick (√) the choice that corresponds to your answer or make full statement when necessary.

Section One: Background Information

1. What is your academic degree?

a) Licence b) Master c) Magister

2. How long have you been teaching English?

a) 1-5 years b) 5-10 years c) More

3. How many pupils do you typically have in each English class?

a) 20-30 b) 31-40 c) 40 or more

4. How many schools are you in charge?

a) 2 b) 3 c) 4

Section Two: The Implementation of the CBA

5. How often do you use CBA in your classroom?

- a) Always
- b) Usually
- c) Sometimes
- d) Never

6. What is the role that you play when you teach using the CBA? (You may choose more than one option)

- a) A facilitator
- b) A guide
- c) A provider
- d) Others

Please, explain the role briefly

7. Which teaching materials do you need when you teach utilising the CBA?

.....

8. Are these materials available?

- a) Yes
- b) No

9. Does the existing textbook meet the children' needs?

- a) Yes
- b) No

Please justify your answer

10. When using the CBA, which of the following strategies do you think is the most appropriate for effective English teaching to young learners? (You may choose more than one option)

- a) Gaming
- b) Songs
- c) Role play
- d) Using L1
- e) Others

If others, please specify

Section Three: EFL Teachers' Perceptions towards Teaching English through the CBA

11. Do you know the principles of The Competency-Based Approach (CBA)?

- a) Yes b) No

12. In your opinion, is the use of the CBA adequate for enhancing your pupils' English language competences?

- a) Yes b) No

13. Do you think it is possible to apply the CBA in your classrooms?

- a) Yes b) No

Please justify your answer

14. Do you think there is sufficient proficiency among teachers to effectively implement the CBA to teach English to young learners?

- a) Yes b) No

15. Have you received training specifically for the implementation of the CBA?

- a) Yes b) No

If yes, please mention key points emphasized in the training

Section Four: Challenges and Suggestions

16. How would you describe your experience of teaching English to young learners through the CBA?

- a) Very challenging b) Challenging c) Manageable
d) Easy e) Very easy

Please explain:.....

17. According to you, what are the main challenges in teaching English to young learners through the CBA? (You may choose more than one option)

- a) Lack of teaching materials b) Inadequate teacher training

- | | | | |
|---|--------------------------|---|--------------------------|
| c) Absence of ICT-equipped laboratories | <input type="checkbox"/> | d) Large class size | <input type="checkbox"/> |
| e) Limited class time | <input type="checkbox"/> | f) Confusion between English and French | <input type="checkbox"/> |
| g) Diverse learners' levels | <input type="checkbox"/> | h) Limited attention | <input type="checkbox"/> |
| i) Classroom management issues | <input type="checkbox"/> | k) Learners' misbehaviors | <input type="checkbox"/> |

18. What would you suggest as possible solutions to the difficulties that you have faced?

.....

19. If you have any suggestions to the research topic, please feel free to add any comments that are relevant to the above questions.

.....

Thank you for your cooperation

Appendix B

Observation Checklist

Date: Time of the session: Grade Level:

Number of Pupils: Lesson name:

Variables to be observed	Notes		
	Rarely	Sometimes	Always
<p>1. Teaching Strategies and Materials Appropriate and sufficient materials are used (e.g., textbooks, visuals, realia) Teacher's use of FL (English) Use of students' native language (L1) for support or clarification Use of body language and gestures Integration of games, songs, stories and role-play activities</p> <p>2. Classroom Management and Support Helping pupils when needed Teacher's patience with learners Motivating and supporting learners Calling children by their names Moving around the classroom</p> <p>3. Student Engagement and Participation Asking questions to assess understanding Opportunities for student interaction and communication Involving all pupils in the lesson equally Maximum participation observed</p> <p>4. Challenges and Concerns Lack of concentration observed Extensive anxiety and fear of public speaking Mixing between French and English Large class size</p>			

5. Additional Observations and Comments:

ملخص

شهد المشهد التعليمي في الجزائر إصلاحات كبيرة، بما في ذلك إدخال اللغة الإنجليزية كلغة جديدة في مناهج المدارس الابتدائية، إلى جانب اعتماد النهج القائم على الكفاءة كنموذج تربوي يركز على المتعلم. يهدف دمج مناهج اللغة الإنجليزية في المدارس الابتدائية الجزائرية إلى تأهيل الجيل الجديد لإتقان هذه اللغة المنتشرة عالمياً. تبحث هذه الدراسة في تصورات معلمي اللغة الإنجليزية كلغة أجنبية فيما يتعلق بتنفيذ في تدريس اللغة الإنجليزية. ويسعى إلى الكشف عن مدى قيام المعلمين بدمج مبادئ الأقسام، وتحديد الصعوبات التي يواجهونها أثناء عملية تطبيق هذا النهج. كما يقدم اقتراحات للتغلب على هذه التحديات. تم إجراء البحث على عينة مكونة من 42 معلمًا للغة الإنجليزية كلغة أجنبية في منطقة ميلة. تم جمع البيانات من خلال الجمع بين الاستبيان والملاحظة الصفية. وكشفت النتائج أنه على الرغم من أن معظم المعلمين أظهروا فهمًا نظريًا سليمًا لمبادئ، إلا أنهم واجهوا تحديات كبيرة في تطبيقها بفعالية في الفصول الدراسية العملية.

الكلمات المفتاحية: تدريس اللغة الإنجليزية كلغة أجنبية، المنهج المبني على الكفاءة، تصورات معلمي اللغة الإنجليزية كلغة أجنبية، التحديات، مدرسة شايبى لخضر الابتدائية.

Résumé

Dans le cadre des réformes éducatives menées en Algérie, l'enseignement de l'anglais a récemment été introduit dans les programmes des écoles primaires, parallèlement à l'adoption de l'approche basée sur les compétences (ABC) comme approche centrée sur l'apprenant. L'intégration des programmes d'enseignement de la langue anglaise dans les écoles primaires algériennes était pour objectif de permettre à la nouvelle génération d'acquérir la maîtrise de cette langue devenue incontournable à l'échelle mondiale. Cette étude explore les perceptions des enseignants d'anglais langue étrangère (EFL) concernant la mise en œuvre de l'ABC dans l'enseignement de l'anglais. Il cherche à révéler dans quelle mesure les enseignants utilisent les principes de l'ABC dans leurs classes et à identifier les défis auxquels ils sont confrontés lors de leur mise en œuvre, tout en fournissant des suggestions pour surmonter ces défis. La recherche a été menée auprès d'un échantillon de 42 enseignants d'EFL à Mila. Les données ont été collectées grâce à une combinaison d'un questionnaire et une observation en classe. Les résultats ont révélé que même si la plupart des enseignants ont démontré une bonne compréhension théorique des principes de l'ABC, ils ont rencontré des difficultés importantes pour les appliquer efficacement dans des contextes pratiques en classe.

Mots clés : Enseignement de l'anglais comme une langue étrangère, approche par compétences (CBA), perceptions des enseignants d'EFL, défis, école primaire de CHAIBI Lakhdar.