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

Branch: English

EFL Needs in Early Language Learning:

A Needs Analysis Approach for Children at an Early Age in Different

Algerian Institutions

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

Presented by: **Supervisor:**
Naila MEFTAH   Dr. Fouzia BENNACER

Board of Examiners:

Chairwoman: Dr. Souad ALLILI
Supervisor: Dr. Fouzia BENNACER
Examiner: Dr. Maha LOUNIS

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Dedication

In the Name of Allah, The Most Merciful, The Most Compassionate.

Praise to ALLAH for his guidance, strength, power of mind, protection, and for blessing me with good health.

"It is not about leaving the A but reaching the B" (Wiscatt).

*This profound statement, from one of my most revered teachers who imparted a valuable life lesson, resonates deeply with me because as I reflect on my journey, I am reminded of my words: "**Now, not sticking in the mud, showing things with every breath I draw… I risk my neck against the straw**" (Last 22, Naila MEFTAH). It is with this spirit, I dedicate this work to **myself**.*

*Words cannot fully express my gratitude and indebtedness to **my mother**, whose love and devotion have been my allies against all the constraints throughout this research. I am also deeply thankful to the most precious people in my heart: **my father**, my sisters **Oumeima, Choubeila**, **and Khaoula**, and my angels **Layane**, **Maissane**, **Abd-El Mouiz**, and **Jana**, as well as my brother **Mohammed Ibrahim**, who have provided me with the greatest motivation to move forward.*

I am grateful to all my friends for their advice and encouragement in completing this study.

*I extend my heartfelt thanks to my supervisor, **Dr. Fouzia BENNACER**, and to all the teachers who have been a source of inspiration and hope.*

Lastly, this piece is dedicated to all those who strive for knowledge.

***Naila MEFTAH**

Acknowledgements

This humble work marks the end of an arduous yet insightful journey in scientific research. This dissertation presents a unique opportunity to pay tribute to my supervisor, Dr. Fouzia BENNACER. I am profoundly grateful for her unwavering support; her steadfast belief in my capabilities and academic potential encouraged me to persevere even during my lowest moments. Her wisdom, patience, stimulating suggestions, and encouragement provided me with the energy to achieve what at times seemed to be an unattainable goal. I would like to thank her for her invaluable advice and guidance throughout this study.

I am equally thankful to the board of examiners, Dr. Souad ALLILI and Dr. Maha LOUNIS, who kindly agreed to examine and evaluate my dissertation for their constructive feedback and essential suggestions that enhanced the quality of my work, and to all the teachers who contributed to my education and instruction.

I want to express my sincere appreciation to my interviewees for their great willingness to participate, which helped in conducting this research, and for their effort during the interview.

Abstract

Needs analysis is a distinct and necessary phase in preparing courses, materials, and curricula, as well as being one of the cornerstones of foreign language education programs. Given the important status of children as major stakeholders in their English as a Foreign Language curriculum, the primary aim of this dissertation is to explore the main early EFL learning needs by conducting a needs analysis approach of EFL in different Algerian institutions. Moreover, the current research analyzes teachers' perceptions of the challenges in teaching EFL to young children to propose recommendations for designing an effective EFL framework of a syllabus that offers learning objectives and sample activities for young learners. In the context of this study, four main research questions were raised: (1) What are the EFL learning challenges, preferences, and necessities of children at an early age in Algerian institutions? (2) What are the factors that may influence young learners' language acquisition in the Algerian context? (3) What teaching methods, materials, and resources do teachers feel would best address young EFL learners' needs? In response to the questions, a descriptive method is opted for. To obtain the necessary data, a semi-structured interview was conducted with ten English teachers at Algerian institutions in Mila, Jijel, and Constantine, and two document reviews were done on two educational books. The major research findings revealed that children in Algeria have unique English language needs, focusing on vocabulary, fluency, and motivation, shaped by their cultural and educational backgrounds. Importantly, this study recommends a child-centered EFL curriculum for pedagogy and future research, which can foster better language skills and promote fairness in early education across the country.

Keywords: Needs Analysis, English as a Foreign Language, Early EFL learning, Curriculum, Materials.

List of Abbreviations

CNP: Communicative Needs Processor

CPH: Critical Period Hypothesis

DLS: Daily Life and School Subjects

EAP: English for Academic Purposes

EFL: English as a Foreign Language

EOP: English for Occupational Purposes

ESP: English for Specific Purposes

FV: Family Vocabulary

L1: First Language

NA: Needs Analysis

PI: Personal Identity

PNA: Pedagogic Needs Analysis

PS: Phonics Skills

PSA: Present Situation Analysis

Q: Question

SDT: Self-Determination Theory

SLA: Second Language Acquisition

TSA: Target Situation Analysis

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General Introduction

1. Background to Study

Teaching English as a foreign language in the early years has become prevalent in response to contemporary trends of English as a global language. Although perspectives and practices in early childhood education vary between cultures, there is a general recognition of the value and importance of EFL learning and care for the child from birth to the official school entry age. In many countries, including Algeria, English has become an essential part of the curriculum, with schools introducing it as a foreign language at the primary level because children will be equipped with the basic language skills to participate in a globalized world, where English is the language of communication, business, and education (Gholami & Ghorbani, 2018).

Research in early EFL acquisition has explained that children have an advanced capability to learn languages better and faster than older learners due to their neuroplasticity (Snow, 2010). For Bialystok (2001), the early stages of EFL learning are marked by emotional, cognitive, and social development, which can significantly impact the child's language proficiency and academic success in the coming educational levels. Hence, during this period, infants develop language learning styles and strategies that shape their engagement with the language and the learning environment (Ellis, 2015).

In evaluating the children's distinct English as a Foreign Language (EFL) needs, the term "needs analysis" is encountered. In the preliminary phases of English for Specific Purposes (ESP) during the 1960s and early 1970s, needs analysis primarily concentrated on assessing learners' communicative requirements and the methodologies for achieving targeted pedagogical objectives. Today, the significance of needs analysis is much more complex; it aims to gather information about the learners and define the target situation and learning environment. It identifies "general and specific language needs that can be addressed in

developing goals, objectives, and content in a language program" (Richards & Rodgers, 1986, p. 156). Importantly, the data collated from a needs analysis helps in determining what knowledge to be covered in an EFL curriculum (Alderson & Scott, 1992; Coleman, 1992; Mackay & Bosquet, 1981; Palmer, 1992), what should be changed or adjusted (Snow & Brinton, 1988), and what materials to be developed. As Brown (1995) assumed, needs must be stated in terms of goals and objectives which, in turn, can serve as the basis for developing courses, materials, teaching activities, and evaluation strategies.

In this context, several studies have independently explored either needs analysis or evaluation concerning young learners' English language acquisition (Gardener & Winslow, 1983; Richterich, 1983; Long, 2005; Seedhouse, 1995; West, 1994; Watanabe, 2006). Sunengsih and Fahrurrozi (2015), for example, conducted a needs analysis at Azkia Integrated Islamic Primary Schools, revealing the importance of introducing English early, integrating it into daily routines, emphasizing vocabulary, using thematic content, and employing varied teaching tools. Similarly, Surtikanti (2019) developed learning materials through a systematic process grounded in needs analysis. These studies reflect a growing emphasis on understanding students' needs, particularly concerning their motivation in learning English.

Little research has compared students' needs with evaluation across different school levels in the EFL context. Furthermore, in the course of curriculum development and improvement, young students have often been overlooked despite their status as the major stakeholders (Long, 2005; Watanabe, 2006) and the emphasis on the learner-centered approach placed in the curriculum (Ministry of Education, 2015b). To address these gaps, a study by Hwang et al (2019) aimed to offer productive directions for improving the current English curriculum in Korea by comparing the perceived needs of elementary school students as current curriculum-takers and evaluation from high school students as curriculum-

completers through needs analysis and evaluation surveys. Results gained from a needs assessment survey targeting 68 elementary school students (current curriculum-takers) and an evaluation survey targeting 27 high school students (curriculum-completers) in the Korean EFL context showed similarities between students' needs and evaluation regarding the ideal time for starting English education and time allotments. However, significant gaps were found between the two groups in several domains related to their specific goals of learning English. The findings provided useful insight into curriculum development and improvement for seeking educational effectiveness in EFL settings. This study also provided helpful resources for conducting needs and evaluation analyses.

Ulum Ö. G. (2020) conducted a study that implemented a deficiency analysis to have a deep understanding of the EFL needs of deaf children who do not have EFL courses in their Turkish school program. Based upon a phenomenological research design, a semi-structured interview was administered to a class teacher, a parent, and an administrator at a state school for the deaf in Turkey. The results of the study suggested that EFL is not included in the school curriculum designed for them. The required precautions should be taken accordingly. Thus, authorities must take firm precautions to foster the quality of education for disabled children. Needs analysis is the most fundamental step in preparing courses, materials, and curricula, as well as being one of the cornerstones of foreign language education programs.

2. Statement of the Problem

Early English as a Foreign Language (EFL) learning has gained considerable attention within educational systems worldwide, including Algeria, where the English language is introduced at the primary school and kindergarten levels. This focus is attributed to its potential to enhance cognitive development and linguistic proficiency from an early age. Despite its widespread integration into curricula, research on the specific language learning needs of young learners in EFL classrooms is still limited. While needs analysis has been a

vital area of research in adult education in the Algerian EFL context, it has received, comparatively, less attention in child language acquisition. This is often due to the assumption that children are not mature enough and unable to express their own learning needs (Lee & Villacorta, 2017; Nam, 2005).

3. Aim of the Study

The present study aims to shed light on children's learning needs, preferences, and challenges by conducting a needs analysis of EFL learners in early education in different Algerian institutions. In other words, the study at hand is an attempt to find out children's needs regarding English learning through obtaining a comprehensive view of students` interests, necessities, and difficulties in learning as well as the main social, cultural, and affective factors that influence the child's educational level at an early age. What is more, the current research analyzes teachers' perceptions of the challenges in teaching EFL to young children to propose recommendations for designing an effective EFL framework of a syllabus that offers learning objectives and sample activities for young learners.

4. Research Questions

The study at hand seeks to answer the following questions:

1. What are the EFL learning challenges, preferences, and necessities of children at an early age in Algerian institutions?

2. What are the factors that may influence young learners' language acquisition in the Algerian context?

3. What teaching methods, materials, and resources do teachers feel would best address young EFL learners' needs?

5. Research Methodology

In order to reach the objectives of this research and answer the questions raised, two qualitative data collection tools will be used. A semi-structured interview is conducted with English language teachers at different educational institutions in Algeria. In line with this, a document review is done on both an electronic book entitled "English for Everyone Junior: Beginner's Course" (2020), an entry-level English course designed specifically for children and "My book of English" (2022), which is a structured educational resource developed for third-year Primary school learners in Algeria. Furthermore, the data gathered from both research means will be compared and contrasted with the intent of gathering different information. The design was selected to guarantee that the data gathered about the issue under study is more relevant and reliable.

6. Structure of the Dissertation

This dissertation is made up of two chapters. The first chapter constitutes the theoretical part of the research, while the second one is devoted to the fieldwork. The first chapter is further divided into three sections. To start with, the first offers theoretical foundation into the first variable by exploring key concepts in needs analysis, including its definitions, classifications, and historical evolution, followed by an examination of young learners' cognitive, psychological, and sociocultural needs, supported by developmental and language acquisition theories such as Piaget's cognitive development theory and Krashen's hypotheses. It also addresses the role of culture, family, and the learning environment in shaping EFL experiences.

In turn, the second chapter is practical and describes the fieldwork of the present research in three sections. It sets out the research means implemented, the adopted research design, which includes interviews with ten EFL teachers and document analysis of two textbooks, the process of data collection, and the analysis and interpretation of the main

findings through thematic and framework analysis, exploring learner profiles, linguistic challenges, motivational patterns, preferred activities, teaching strategies, and institutional support. It ends with mentioning the study's major limitations, in addition to a variety of pedagogical recommendations and some suggestions for further research.

Chapter One: Children's EFL Learning Needs

Introduction

Needs analysis, also referred to as needs assessment, is recognized as a key first step in the process of designing any language course. Gaining an understanding of the learners' needs is essential for developing effective language instruction programs. The first section of this chapter presents a general overview of needs analysis by tackling certain important related elements. First, it begins with tracing the needs analysis historical background, providing a brief overview of its origins. Then, the second part defines the term needs as well as its classification. The section, then, reviews the different definitions of needs analysis in addition to its significance. It further uncovers the various steps, techniques, and approaches employed to investigate learners' needs. Following this, the second section concentrates on the cognitive, psychological, and sociocultural needs of children, emphasizing their developmental stages and the influence these have on their language acquisition. It sheds light on theories like Piaget's cognitive development theory and Self-Determination Theory, as well as the significance of a child's social environment and family support. Section three shifts the focus to early second language acquisition, exploring why young learners are more active at acquiring foreign languages compared to adults. It addresses the Critical Period Hypothesis and discusses various language acquisition theories, including Behaviorism, Acculturation, Sociocultural Theory, and Krashen's Natural Order Hypothesis. It highlights how these theories inform an understanding of second language acquisition and how to create an environment that optimizes early language learning. Together, these sections provide a comprehensive exploration of the factors that influence young learners' EFL needs and the theories behind early language acquisition, significantly offering valuable insights for designing effective language curricula.

Section One: An Overview of Needs Analysis

1.1.1. Definition of Needs

The term 'needs' is not as straightforward as it appears, yet it refers to motivation, wants, weaknesses, demands, and requirements (Brindley, 1984, p.28). The term needs seems ambiguous (Richterich,1983). It has been presented differently by many scholars and institutions. According to the language-centered approach, it is regarded as the "ability to comprehend and produce" a number of the target linguistic features. Brindley (1989, p.65) referred to needs as "The gap between what is and what should be", meaning this concept is considered a line between the current and the target or desired situation. Furthermore, Widdowson (1981) argued that needs are what the learners have in the present state and what they expect to have at the end of the course (Juan, 2014, p.13). In short, there is no agreement on the definition of needs; it has more than one interpretation, and the main source of this ambiguity is the existence of different concepts related to needs, such as necessities and requirements (West 1994, p.3). Hence, needs can be used to refer to learners' learning wants, preferences, necessities, and lacks.

1.1.2. **Types of Needs**

Understanding the various types of needs in the educational context is crucial for creating effective learning programs. Scholars have explored and categorized, depending on their perspectives, needs types in terms of three primary dichotomies into: target needs and learning needs, objective and subjective needs, and situation needs and language needs.

Hutchinson and Waters (1987, pp.54-63) categorized needs into target needs and learning needs. Target needs are the abilities that learners must demonstrate in the target situation, encompassing necessities, lacks, and wants. Necessities are the essential knowledge a learner must have to function effectively. Lacks represent the gap between the learner's

current knowledge and future necessities. Wants are subjective perceptions of what learners believe they need (Nation, 2000). In other words, they are learners' subjective image of their needs related to themselves and the environment. In contrast, learning needs bridge the gap between lacks and necessities. They are viewed as a linking line between the learners' lacks and necessities, i.e., how the learners get from their starting point to their destination. Questions such as "How were the learners?", "Where should the ESP course take place?" and "When should the ESP course take place?" are crucial for determining learning needs (Hutchinson and Waters, 1987, p.60). They are viewed as criteria to determine learners' learning needs.

Brindley (1989) differentiated between objective and subjective needs. Objective needs are determined before the course begins based on observable and factual information about learners, such as age, gender, real-life language use situations, proficiency level, and learning obstacles (Jaun, 2014, p.13; Brown, 1995, p. 40). Subjective needs are derived from learners' psycho-affective and cognitive factors, including personality, confidence, attitudes, learning desires, expectations, and strategies. These needs are more complex and less observable than objective needs (Brindley, 1989).

Brown (1995) examined needs from two distinct perspectives: situation needs and language needs. On the one hand, situation needs are associated with the psychological, social, physical, and environmental contexts in which learning occurs. These factors influence how learners interact with and absorb new information. On the other hand, language needs encompass the target linguistic behaviors that learners must acquire. This includes all relevant information about the second language system that the learner should master (Brown, 1995, p.40). Furthermore, it refers to the target linguistic behaviors that learners must acquire.

Understanding the various types of needs-target and learning needs, objective and subjective needs, and situation and language needs-provides a nuanced approach to tailoring educational experiences

1.1.3. Definition of Needs Analysis

Needs Analysis (NA) (also known as needs assessment) is a distinct and necessary phase in planning and carrying out educational programs and courses. It is used to gather data about learners' needs, focusing on the study of their past and present desires, as well as their unrecognized constraints (Richards, 2001; Brown, 1995). It is considered a crucial stage in designing educational programs, as it helps identify learners' goals, gaps, and contextual constraints

A NA in language classrooms is viewed as a systematic collection and analysis of both the objective and subjective information about learners to define "general and specific language needs that can be addressed in developing goals, objectives, and content in a language program" (Richards & Rodgers, 1986, p. 156). This information can guide course designers and teachers in setting the specific objectives and the content of the curriculum, as well as helping them select relevant tasks, materials, and activities to fulfill the established goals. Hutchinson and Waters (1987) defined needs analysis by distinguishing between target needs, i.e., what the learner needs to learn, and wants, which refer to the image the learner has of his needs based on himself and his environment. Dudley-Evans & St. John (1998) stated that "needs analysis is the process of establishing the what and the how of a course" (121). For that, NA answers the following questions: Why is language needed? How will learners use it? When will the language be used? What are the content areas to be included? With whom will the learners use the language? Where will the language be used?

According to the above, NA in EFL learning and teaching can be defined as investigating and analyzing the criteria related to learners' English learning performance over a certain time and place.

As far as the ESP course restrictions are concerned, Strevens (Richards,2001) pointed out that NA confines ESP courses to specific content covering distinct basic language skills; vocabulary, grammar forms, and language functions; themes or topics, and communicative needs. Ellis and Johnson (1994) stated that the analysis of needs is a method of obtaining a detailed description of a learner's needs or a group of learners' needs. Several criteria are considered, among which the specific purposes for language use, the kind of language to be used, the starting level, and the target level to be achieved are cited. During the past few years, needs analysis has been widely applied in different fields to teach English for general, specific, and occupational purposes. Information can be obtained from a range of different people, such as company staff, trainers, and the learners themselves. Definitions varied from one expert to another as they saw NA from different points of view. In general, needs analysis covers a series of processes to reveal what the learners' needs and wants are, which are later used to arrange specific material in ESP, English for occupational purposes (EOP), or English for academic purposes (EAP).

1.1.4. Origins of Needs Analysis

The concept of 'needs analysis' in language teaching and learning was introduced first by Michael West in the early 1920s. He viewed needs as what learners must do with a foreign language in real-world situations and how they can learn it during training (West, 1994, p.1). After West, this concept received little attention until the 1970s. Initially, needs analysis had value on EOP only, but later it expanded to more recent areas at that time, which are EAP or ESP (Hutchinson and Waters, 1987, p.50).

Then, recognizing the importance of needs analysis, the Council of Europe Modern Language Projects in the 1970s felt that successful language learning does not result only from mastering linguistic features, but from determining, specifically, what learners need to do with the foreign language. As a result, the focus has shifted and needs analysis has been emphasized in ESP classes and neglected in general English classrooms (Hutchinson and Waters, 1987). Moreover, Munby's comprehensive model (1978) underscored the crucial importance of needs analysis in designing any ESP course, as it is a key element in modern ESP surveys (West, 1994, p.2). Nowadays, the task of needs analysis is much more complex; it aims to collect information about the learners and define the target situation and environment of studying ESP.

1.1.5. The Importance of Needs Analysis

Many studies shed light on the significance of needs analysis in the area of foreign and/or second language teaching and learning. First, it helps in understanding learners' language needs, setting goals, designing materials, and developing instructional methods and instruments. Jack Richards (1992) recognized its role in course development, helping to define essential objectives and content that address the needs of potential learners to determine which group is most in need of more training in particular areas of language. According to West (1994), NA allows course planners to discover learners' differences and preferences (Barghamadi, 2020, p.3). Thus, NA occurred "to know learners as people, as language users, and as language learners; to understand how language and skills learning can be maximized for a given group of learners" (Dudley-Evans & St. John, 1998, p.126). That is to say, NA aids in identifying the gap between what learners can do with the language and what they will be able to perform to change the learning direction they feel is important. Therefore, NA has a critical role in language teaching and learning that is crucial in program design and adjustment, as well as in fostering better learning experiences.

1.1.6. Approaches to Needs Analysis

There are multiple approaches to how to conduct a needs analysis. Nonetheless, Jordan (1997) and Dudley Evans and St John (1998) considered the following approaches as the most cardinal.

1.1.6.1. Target Situation Analysis. Target Situation Analysis (TSA) refers to what students need to be able to do (Robinson, 1991, p. 196)**.** In other words, NA is about the learner's needs by the end of a language course. However, it is often claimed by most ESP specialists that Munby is the foremost seminal thinker on Target Situation Analysis (Li, 2014, p. 1870)**.** Munby was the first to present a systematic approach to TSA and introduced the Communicative Needs Processor (CNP), which is probably the most famous approach to TSA. As Hutchinson and Waters (1987, p. 54) argued:

"With the development of the CNP, it seemed as if ESP had come of age. The machinery for identifying the needs of any group of learners had been provided: all the course designers had to do was to operate it."

In CNP, an account is taken of "the variables that affect communication needs by organizing them as parameters in a dynamic relationship to each other" (Songhori, 2008, p. 5). These parameters may be used in determining the target language needs of any group of learners (Hutchinson & Waters, 1987, p. 54). It is shaped by some questions related to key communication variables (topic, participants, medium, etc.), which can be used to demonstrate the target language needs of any learner. Moreover, through processing the variables of Munby's model, a clear and precise image of different communication needs can be realized (Songhori, 2008, pp. 6-7). Munby's model, in short, consists of eight elements (participants, context of situation, setting, interaction, instrumentality, communicative skills, target language skills).

Nevertheless, a variety of linguists analyzed Munby's model and criticized it. Jordan (1997) suggested that, in the needs analysis process, the constraints should be the initial step; however, Munby viewed that constraints should be taken into consideration after (Khalid, 2016, p.41). Otherwise, Hutchinson and Waters (1987) believed that designers cannot make a profile for each student based on the Munby model because it is time-consuming (Songhori, 2008, p.9).

1.1.6.2. Present Situation Analysis. Present situation analysis may be posited as a complement to target situation analysis (Robinson, 1991; Jordan, 1997). If the target situation analysis tries to uncover what the learners are expected to be like at the end of the language course, present situation analysis attempts to identify what they are like at the beginning of it.

The term present situation analysis (PSA) was first declared by Richterich and Chanecerel in 1980 (Li, 2014, p.1870). For Robinson (1991), it seeks to identify how the learners' level is at the beginning of their language course, trying to indicate their strengths and weaknesses, skills, and learning experiences (Elsaid Mohammed & Nur, 2018, p.53). it reflects their primary level in the initial stage of the language learning process.

According to Jordan (1997), needs are collected from three basic areas: the learners themselves, the language learning institution, and the learners' space of performance (Li,2014,1869-1874). In this approach, the sources of information are the students themselves, the teaching establishment, and the user institution, e.g., the workplace. The PSA can be carried out using established placement tests. However, the background information, e.g., years of learning English, level of education, etc., about learners can provide enough information about their present abilities, which can, thus, be predicted to some extent.

1.1.6.3. Pedagogic Needs Analysis. "Pedagogic needs analysis" (PNA) is an essential approach in education, introduced by West (1998) as an umbrella term that encompasses several critical aspects of needs analysis (NA). It should gather data about learners and their learning environment. It includes strategy analysis, means analysis, and deficiency analysis.

First, Strategy analysis refers to learners' beliefs regarding their learning styles and strategies (Khalid, 2016, p.42). This approach shifts the focus of needs analysis from what learners need to learn to how they prefer to learn (West, 1994, p.10). Hence, NA, in this case, focuses on learners' perceptions of their learning experience. According to Allwright (1982), by investigating learners' preferred strategies and styles of learning, educators can gain insights into their conceptions of learning and teaching (Songhori, 2008, p. 4). This analysis emphasizes the importance of understanding learners' perceptions of their learning experience to tailor educational programs that align with their preferences.

Second, means analysis involves gathering information about the environment in which the course will be conducted (Dudley-Evans and St. John, 1998,125). This analysis helps course planners adapt language courses to the cultural and social environment in which they will take place. According to Swales (1989), five factors linked to the learning environment should be considered by course designers: classroom culture, EAP staff, pilot target situation analysis, status of service operations, and the study of change agents (West, 1994). By understanding these factors, educators can create favorable conditions for successful course implementation.

Last but not least, deficiency analysis identifies the gap between what learners know in the present situation and what they need to know or achieve by the end of the course. This analysis shapes the basis of the language syllabus by providing data about the gap between the current level and the target extralinguistic level, mastery of general English, language skills, and learning strategies (Jordan, 1997). Additionally, deficiency analysis investigates

whether learners can perform tasks in the target language that they cannot do in their first language. By addressing these deficiencies, educators can ensure that learners achieve the desired learning outcomes.

1.1.7. **Administering Needs Analysis**

According to Nation and Macalister (2010), needs analysis (NA) may take place **before** a language class to guide initial planning, **during** instruction to make real-time adjustments, or **after** the program to evaluate its effectiveness and inform future curriculum development.

A priori NA involves collecting data from the available time and resources, such as learners, teachers, and stakeholders, to determine the knowledge, skills, and attitudes that learners need to acquire to achieve their goals for a planned program of instruction. It is a long-term planning process that allows for establishing clear and achievable learning objectives of appropriate content and materials for EFL instruction. Teachers can choose authentic materials, such as articles, videos, and podcasts, that reflect learners' interests and language needs.

In some circumstances, long-term planning is not enough. In this case, NA has to be conducted as a part of the course delivery. NA during the class helps teachers differentiate instruction to meet the diverse needs of learners. Therefore, the ability to analyze and respond to these evolving needs in real-time is crucial for ensuring appropriate instructional strategies. When teachers are attuned to the needs of their Ls, they can make timely adjustments to their teaching methods, content delivery, and classroom interactions, thereby enhancing the overall learning experience.

Needs may be collected after the course is finished. By examining students' performance, feedback, and engagement after a lesson or a course, educators gain a more comprehensive view of learners' needs. The information collected is then analyzed to identify

areas where students may have struggled, excelled, or required additional support to evaluate and revise the program.

1.1.8. Conducting Needs Analysis

1.1.8.1. Sources. Dudley-Evans and St John (1998, p.132) stressed the use of multiple tools and sources of data collection to deal with the complexity of learners' needs. The main sources of NA are as follows: learners – people working or studying in the field – ex-students – documents relevant to the field – clients – employers, colleagues – ESP research in the field. Jordan (1997, p. 29) believed that the stakeholders (that is, all those who are directly or indirectly concerned with English training (Dudley-Evans and St John, 1998, p.130)) in needs analysis are the student, the course designer, the teacher, the employer/sponsor, and the target situation.

1.1.8.2. Steps in the Needs Analysis Process. Like the different needs analysis approaches, some scholars developed steps for needs assessment. The basic steps focused on making decisions, gathering information, and using it, as mentioned in the table below:

Table 1.1

Steps of the NA process

Schutz & Derwing (1981, p.35)	Jordan (1997, p.23)	Graves (2000, p.100)	Brown (2009, pp.266-277).
1. Defining the aim 2. Specifying the target population 3. Deciding on the Parameters of Investigation 4. Selecting the information-gathering	1. Identifying the purpose 2. Deciding on the population 3. Deciding upon an approach 4. Acknowledging constraints/limitations	1. Decide what information to gather and why 2. Decide on the best way to gather it: when, how, and whom 3. Collecting data	**Getting ready to do NA** 1. Define the purpose of NA 2. Delimit the student population 3. Decide upon approach(es) and

tool 5. Collecting data 6. Analyzing results 7. Interpreting results 8. Critique the project	5. Selecting methods of collecting data 6. Collecting data 7. Analyzing and interpreting results 8. Determining objectives 9. Implementing decisions (i.e., decide upon syllabus, content Materials, methods) 10. Evaluating procedures and results	4. Interpreting the data 5. Acting on the data 6. Assessing the effect and effectiveness of the action 7. (Back to Step 1)	syllabus(es) 4. Recognize constraints 5. Select data collection procedures **Conducting research** 6. Collect data 7. Analyze data 8. Interpret results **Using NA results** 9. Determine objectives (assessments, materials, teaching strategies) 10. Evaluate and report on NA project

As seen in the above step-by-step procedure table, Schutz and Derwing (1981, p.35) assumed following eight steps in the NA process, "which could seem to constitute an absolute minimum for any needs assessment effort worthy of the name"; Jordan (1997, p. 23) argued for ten steps, while Graves (2000, p.100) listed seven steps. Brown (2009) claimed that he combined Schutz and Derwing's (1981) eight steps, Jordan's ten steps (1997, p. 23), and Graves's seven steps (2000, p.100) and developed three general steps with some subcategories. This process, for him, typically consists of ten successive steps for NA.

1.1.8.3. Methods for Needs Analysis. For Ibrahim (2017, p.3), "There is a common agreement on the variety of the methods used to collect data in NA." The most well-known tools for NA include questionnaires, interviews, meetings, observations, and document analysis.

Questionnaires are widely viewed as the primary tool for gathering data while conducting needs analysis. As assumed by Brown (2001), a questionnaire is a written instrument that presents respondents with a series of open/closed-ended questions or statements, to which they respond by either writing out their answers or selecting a suitable one from the options provided (Dornyei, 2003, p.6). This definition highlights that questionnaires serve as an organized means of collecting information on specific issues. Furthermore, Dornyei (2003) pointed out that one of the biggest advantages of using questionnaires is their ability to gather a lot of data quickly, which saves time, effort, and money. However, he also mentions some downsides. Responses can sometimes be too simple or shallow; there's a risk of getting answers from participants who aren't reliable or motivated, and there's not much opportunity to correct any mistakes respondents might make. Most importantly, all questionnaires should be piloted before they are used on a large scale, and the results should be examined using statistical techniques. They are recommended as one among several methods for obtaining information rather than the only one applied (Dudley-Evans & St. John, 1998, p.133).

Interviews and meetings are two critical tools. Interviews, on the one hand, are another method for investigating learners' needs in NA. Brown (1995, p. 49) described interviews as a relatively open-ended type of data collection instrument. Additionally, he emphasized that interviews may be utilized to gather information orally in a systematic manner. He identified three methods for conducting interviews, namely: individual Interview which involves face-to-face interaction between the interviewer and the interviewee, group interviewing format

can be conducted in a meeting setting or groups, and telephone interviewing which is conducted over the phone, this method is advantageous as it saves time and maintains confidentiality (Brown, 1997, p.110).On the other hand, Meetings represent an additional method for collecting information in NA. Brown (2016, p.75) distinguished meetings from interviews by noting that interviews include one person asking questions while others respond. In contrast, meetings foster a collaborative environment where participants engage in discussions, ask questions, and provide answers. These interactive formats allow for a more comprehensive exploration of needs and perspectives among learners.

Observation involves observing the behaviors of individuals (Brown, 1995, p. 48). It is another effective tool for gathering data about learners in NA. Brown (2016, pp. 73-74) categorizes observation into several types: personal records, participant observation, non-participant observation, and inventories. Most observations are used for the Target Situation Analysis (TSA), but it may also be useful for the PSA of a particular individual or a group of individuals if English is a medium of communication (Frendo, 2005, p. 27).

Document analysis or document review is a systematic research method for reviewing or evaluating documents that have been used for many years. This method consists of analyzing various types of documents—both printed and electronic (computer-based and Internet-transmitted) material, including books, newspaper articles, academic journal articles, and institutional reports. Any document containing text is a potential source for qualitative analysis (Patton, 2015). Document is a term used to refer to a wide variety of material, including visual sources, such as photographs, video, and film (Merriam & Tisdell, 2016). Like documents consisting of texts, those that consist of visual material can be a source for qualitative analysis (Flick, 2018). Document analysis can provide valuable insights by examining existing documents such as textbooks, curriculum guides, policy documents, and learners' written work. This method allows educators to identify patterns, themes, and gaps in

the educational material and learners' performance. This type of qualitative studies is often designed to uncover meanings in the data (Merriam & Tisdell, 2016). It can also be conducted at the descriptive level, rather than focusing on interpreting latent meaning, the researcher looks for explicit meaning in the document.

Section Two: Early EFL Cognitive, Psychological, and Sociocultural Needs

Teaching young learners is a very demanding and challenging experience because of the variety of children's needs. To meet and satisfy them, one has to be aware of how they think, understand the world, and perform in different situations. Vander Zanden et al. (2007, p.7) pointed out that educators need to be aware that what happens in any one area is derived largely from what occurs in others; in other words, young learners' needs are derived from many interrelated factors. To see what influences a preschool child's learning, one needs to take a closer look at their cognitive, linguistic, sociocultural, and psychological development.

1.2.1. Cognitive Needs

To understand how children learn a foreign language, cognitive psychologists have dealt with the framework of the human mind, presenting insight into their cognitive development and mental processing abilities. Piaget's theory of cognitive development outlines the stages children pass through as they build knowledge. Additionally, essential cognitive functions support young learners in processing and retaining new language input effectively.

1.2.1.1. Piaget's Theory of Cognitive Development. Jean Piaget's Theory of Cognitive Development outlines how a child's cognition progresses through various developmental stages, ultimately achieving higher intellectual skills by relying on significant factors, as highlighted by Birch and Malim (2002, p 37). Piaget [1896-1980] viewed cognitive development as a sequential process where each stage is distinct and must be completed before reaching the next. He proposed four stages: the sensory-motor stage (birth to 18 months), the preoperational stage (18 months to 7 years), the concrete operational stage (7 to 11 years), and the formal operational stage (from approximately 11 years to the rest of life). Piaget introduced child-centered learning, asserting that children acquire knowledge differently from adults, necessitating a teaching focus on the child. He believed that while learning should be teacher or parent-directed, children should have autonomy over their learning experiences. The educator's role is to create an environment that allows children to explore, experiment, ask questions, and learn actively. Contrary to the idea that children passively absorb knowledge, Piaget emphasized active participation and involvement, viewing children as "little scientists" who learn through doing and applying their abilities. A key aspect of his theory is learning from mistakes and using authentic materials, with an emphasis on reasoning and logical thinking. Piaget argued that incorrect answers are valuable as they provide opportunities for deeper understanding. By solving problems with real materials and discussing incorrect answers, children can gain significant insights (Slavin, 1994).

1.2.1.2. Attention, Focus, and Working Memory. A child's EFL learning requires holding and manipulating information in the working memory. Children with better working memory capacities can process and produce more complex language patterns. Moreover, infants under the age of 5 or 6 years old are usually unable to use memorizing strategies. It seems that children at this stage are not obliged to undertake some actions to enhance their memorization. Memorization as a process in the early stages of childhood is involuntary in terms of the three main processes, i.e., encoding, storage, and retrieval (Matczak,2003, p.95). They are carried out in parallel with other activities and do not require specific events. The first level of voluntary memorization appears in the second half of the kindergarten period (4-5 years) and concerns the retrieval process only, where children may notice a need for the reuse of previously encoded information. Matczak (2003) further added that voluntary encoding happens, but it is accompanied by storage based on repetition. Vasta et al. (1995) noted that repetition seems to be a simple strategy, which appears as one of the first strategies used by 6 and 7-year-old children. (p.325)

Sustained attention and focused learning skills are essential for infants to attend and internalize FL knowledge. Children with stronger attention skills are more likely to notice and imitate the correct language forms. Kagan (1970) explained what directs the child's attention. He stated that infants younger than three months attend to objects, including contour and movement (Vasta et al. 1995, p.258). He assumed that during the period from 3 to 12 months, they pay attention to things that seem impressive or have not been experienced yet. From 12 months onwards, they focus on events that formulate hypotheses or expectations based on their background knowledge and experiences.

1.2.2. Basic Psychological Needs

Learning a second or foreign language is a complex process influenced by multiple individual factors such as age, autonomy, intelligence, cognitive style, attitude, motivation,

and personality, which are considered critical in language development (Dörnyei, 2005). In particular, **Self-Determination Theory** emphasizes that when learning environments support autonomy, competence, and relatedness, children are more likely to develop self-regulatory skills that enhance their motivation, engagement, and overall learning experience (Deci & Ryan, 2000).

1.2.2.1. Self-Determination Theory. Self-determination theory (SDT), in the field of human psychology, discusses the basic psychological needs of humans of all ages that influence task engagement and learning performance. It explains that people feel motivated when they function spontaneously in a natural way; however, some socio-psychological conditions increase their motivation or vice versa (Ryan & Deci, 2000). In this regard, human basic psychological needs are divided into three types, which are: autonomy, competence, and relatedness. In a supportive learning environment, they are related to the learners' task involvement and learning outcomes (Niemiec & Ryan, 2009). The need for autonomy refers to the feeling of self-reliance and ownership of one's actions (Ariani, 2019; Wang et al., 2019). Learners' decision-making in the choice of learning activities, strategies, and styles determines their self-determination (Ariani, 2019). The need for competence is the belief in one's capability to fulfill a task with an expected output in a learning situation (Deci & Ryan, 2000). The need for relatedness includes the urge to feel connected, accepted, and respected by others during the same learning experience (Baumeister & Leary, 1995). The fulfillment of children's basic psychological needs may enhance their learning goals and efforts. Research findings suggest that learners whose autonomy, competence, and relatedness are supported in the classroom increase their learning activities, enjoy completing tasks, and are more interested in accomplishing tasks that are less interesting for others (Niemiec & Ryan, 2009).

1.2.2.2. Self-regulation.   Self-regulation or self-control is one of the child's most impressive achievements. Self-control means that the child is conscious of the parameters that are set by the environment and knows how to adjust his/her behavior to fit them (Vaughn et al. 1984). In the early stages, children's behaviors are externally controlled by parents, and in the course of growing up, parents' control is transformed into inner self-control by themselves. Schneider-Rosen and Wenz-Gross (1990) mentioned that a two-year-old child is still under outer control, trying to respond to parents. At the age of three years, the child's self-control occurs for the first time when he/she tries to do things and fix problems by himself/herself (Bullock and Lütkenhaus 1990). The final stage takes place when the child starts controlling his/her behavior in terms of thoughts rather than speech (7- 12 years) (Vasta et al. 1995, p. 538)

1.2.3. Sociocultural Needs

It is generally believed that the course of early foreign language learning is shaped by the sociocultural framework surrounding young learners, particularly during their developmental stages. As noted by Vygotsky (1978), learning is a socially mediated process, and young children acquire language more effectively through meaningful interaction within their social environment. Learning a language such as English can be particularly challenging for children from diverse cultural backgrounds, as sociocultural factors significantly influence their motivation, behavior, and language acquisition abilities. According to Pinter (2011), a child's cultural connection to learning plays a key role in how they perceive and engage with a new language, which is never learned in isolation. Social interaction with peers, teachers, and adults is essential for effective acquisition. Furthermore, Lightbown and Spada (2013) emphasized the importance of parental support, exposure to the target language at home, and culturally responsive practices in creating a motivating and successful learning environment for young learners.

1.2.3.1. Cultural Connection to Learning. When learning a foreign language, it is essential to understand the cultural context of that language to truly master it. For children, language learning is engaging and meaningful when it is connected to reality. Root (2014) viewed that integrating cultural elements into language instruction allows learners to develop a more comprehensive comprehension of the language's use and usage in different social situations. The role of culture in the child's language learning is often overlooked, but it is an important aspect of language acquisition that can greatly foster an effective learning experience and result in a more comprehensive understanding of a variety of linguistic features. The need to include relevant cultural materials in the ongoing process of the child's learning can make the second language feel more real and exciting. Materials, such as Newspapers and latest events podcasts, social media, TV shows and series, radio programs, songs, traditions, food, festivals, etc. to improve their language skills and provide them with insight into the culture and history of the country however if the learning environment is not rich in cultural references, and there is a lack of engaging external stimuli, then children fail to achieve a complete understanding, not just of the language but also how it reflects the culture of the target language (Luo, 2014; Hua and Li, 2015). If there is no understanding of how the target language reflects the target culture, there is a greater potential for errors, social mistakes, and the potential of communication barriers, and misunderstandings, as Forman (2014) and Ahmed (2014) noted.

1.2.3.2. Social Interaction Needs. The Learning process is an integrative social activity, as viewed by Vygotsky (Vygotsky, 1978; Johnson, 2004). When children interact, they respond to one another and acquire knowledge through a process of sharing experience and information, through collaboration, discussion, and involvement. Collaboration in the classroom would lead to a knowledge-building process. In the case of the EFL classroom, Swain (2000) viewed that a collaborative approach, where there is equal input and involvement from teachers and students, encourages the activation of both social and cognitive processes, which lead to the development of effective target language. Moreover, language learning interaction in EFL classes takes different forms, namely: group work, the use of digital mediums, and teacher-guided activities, as well as the more traditional teaching strategy of initiated question and answer or repetition (Rido et al, 2014). Hence, interaction, according to Yashima et al (2016) and Peterson (2012), may provide the child with increased self-reliance and choice about the content and style of the interactions, interest and motivation, engagement, and the potential for active negotiation, collaboration, and cooperation. From a sociocultural interpretation, this means that the content for interactions should have cultural and social value as well as a reflection of the child's social reality if engagement and motivation are to occur because they may better learn by engaging with peers, imitating others' actions, and practicing language in real social contexts.

1.2.3.3. Family Involvement and Parental Support. Children's learning at an early age is often shaped by the support they receive at home through family involvement and parental support.

A child's linguistic system is significantly associated with his/her family background. "The family is an important background to the linguistic development of a student's English language" (Graceful Onovughe, 2012, p. 158). This shows a connection to Urie Bronfenbrenner's Ecological System theory (1979), which states that one must understand

the context in which the child lives and interacts. For him, four social systems are connected to shape the children's growth and learning. These systems are often correlated. The figure below represents a set of systems that increase the child's ability to pick up a foreign language.

Figure 1.1

Nested Model of Ecological Systems
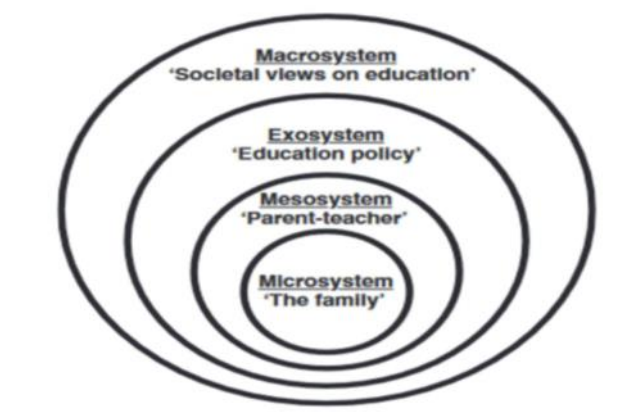
.(Neal & Neal, 2013, p. 725)

The child's language learning process begins at home with the family and continues through school, interactions with peers, and eventually expands to the broader community. Among these, the family or home environment plays a necessary role in influencing children's language development.

Parental engagement is generally considered to be the initial factor that supports EFL learners' language development (Xuesong, 2006). Chen and Harris (2009) pointed out that parents' understanding of their kids helps in language acquisition. Additionally, the cognitive and emotional support children receive at home from their parents can raise the possibility of better academic results (He et al., 2015; Necsoi et al., 2013). Furthermore, it is found that parents' assistance with their children related to language homework increases their motivation and interest in developing EFL skills, i.e., parents help them to deal with errors,

obstacles, and setbacks, which aid in developing their cognitive abilities, learning strategies, independent learning, and reinforcing the foreign language.

Section Three: Early English as a Foreign Language Education and Development

1.3.1. Early Language Learning

It is argued that individuals who start learning a foreign language very early in their lives generally acquire a higher level of EFL skills than those who begin at a later age. Children are effortless second language learners and far superior to adults in their eventual success (Brown, 2001). Furthermore, the brain of a child is designed to absorb new information unconsciously. Bialystok and Hakuta (1999, p.176) pointed out that:

> children are better second language learners than adults because their brains are specifically organized to learn language, whereas those of adults are not. This is the explanation of the critical period hypothesis. The evidence for it comes from several sources. Informal observation irrefutably shows children to be more successful than adults in mastering a second language. Empirical studies confirmed this pattern by demonstrating performance differences between children and adult learners on various tasks and measures.

The Critical Period Hypothesis (CPH) explains that a person has a best period for language acquisition to reach a native-like proficiency so rapidly. This period typically starts at around age two till 13 years, which is explained from the perspective of neurophysiology (Lenneberg, 1970). During this period, the human brain is both flexible and elastic; the language function in the brain has not moved laterally to the left hemisphere, and the entire brain is involved in language learning. Therefore, it can easily and naturally absorb new language information at this stage.

1.3.2. Early-Learning Environment

A learning environment refers to the place where learning takes place, and where children are inspired by their surroundings and feel safe and supported in their quest for information. What works well for one learner may not give the best working conditions for another, so effective learning environments tend to differ from one person to another. Five features may help in creating teaching-learning environments for children. For Brown (2001), intellectual development, attention, Authenticity-meaningful language span Sensory input, and Affective factors may shape a child's teaching-learning situation.

One important aspect is intellectual development. Since children up to the age of about eleven are still in an intellectual stage of what Piaget called "concrete operations," it is essential to create settings that support their cognitive growth. Another key factor is attention span. Teaching children requires a variety of activities to keep them interested and attentive. Classrooms should be lively and colorful, with flexible desk arrangements that allow for movement and physical expression when needed. Additionally, the sensory input plays a key role as well. Activities should cover visual and auditory modes, which are usually sufficient and impressive for children in a classroom setting. Affective factors are also critical; children are often innovative in language forms but face many obstacles. They are extremely sensitive, especially to their peers, and their egos are still being shaped. Teachers need to help them overcome potential barriers to learning and encourage them to laugh together at the various mistakes they make. Lastly, Authentic, meaningful language is essential for children, as they are always focused on what they can do with new information. They are less willing to engage with language that does not offer concrete rewards for them.

Learning environments are required to be peaceful and well-organized atmospheres that support all young children's engagement. They should contain spaces for learning, belonging,

and playing, including age-appropriate equipment, materials, and resources to fit children's

interests and personality traits.

1.3.3. Second Language Acquisition Theories

1.3.3.1. Behaviorism. Behaviorism is rooted in the works of J.B. Watson and developed by B.F. Skinner in the 1940s and 1970s emphasized learning as a process of habit formation through observable stimuli and responses. It posits that humans learn primarily through imitation, practice through a series of stimulus and response chains, and operant conditioning, and reinforcement (Demirezen, 1998, pp.135-140). In this framework, children acquire language by imitating the sounds and patterns they hear, receiving positive reinforcement in the form of praise or successful communication from their environment, which encourages further practice and acquisition. The environment provides a stimulus, while the learner responds. Furthermore**,** the theory suggests that effective language learning occurs through repeated stimulus-response associations, where the learning environment plays a fundamental role in shaping behaviors (Lightbown & Spada, 2006). Children continue to imitate and practice sounds and patterns until they form exact language use habits. Learning is seen as a change in the students' behavior, with the teacher controlling the stimulus and learning environment, and as they are encouraged by reinforcement in the form of the attention they receive from parents, siblings, and relatives to change the desired destination. However, critics argued that behaviorism does not adequately account for the internal cognitive processes involved in language learning, as exemplified by children making errors despite receiving correct input (Chomsky, 1959, pp. 26-58). Despite these criticisms, behaviorism has significantly influenced language teaching methods, particularly the Audio-lingual Method, which relies on repetitive practice and drills (Rivera, 2015). Overall, the behaviorist perspective views language acquisition as a result of conditioning and environmental influence, emphasizing the importance of observable changes in behavior as indicators of learning.

1.3.3.2. Acculturation. It is an environmental-oriented theory proposed by Schumann (1978) in his famous longitudinal investigation of some syntactic aspects with six learners (2 children,2 adolescents, and 2 adults). Schumann used quantitative questionnaires and observations of the spontaneous conversations of the six learners for ten months. He found out that "the subject who acquired the least amount of English was the one who was the most socially and psychologically distant from the TL group" (p. 34). For him, SLA results from acculturation, which is "the social and psychological integration of the learner with the target language (TL) group" (p. 29). The acculturation model argues that learners will succeed in SLA if there are fewer social and psychological distances between them and the second language interlocutors**.**

1.3.3.3. Sociocultural Theory. Sociocultural theory, or 'cultural-historical psychology, is a theory that regards social interaction as the core of the communication and learning process. Its origin is derived from the sociological and economic writings of Marx and Engels in the eighteenth and nineteenth centuries. The theory emerged from the work of the Russian psychologist Lev Vygotsky (1978). One of the outstanding features of sociocultural theory is considering learning as social, where meaning is derived through language use within the social context. Contrary to the followers of cognitive theories who believed in mediation between stimulus and response, Vygotsky's theory investigates the context of the behavior or the social situation where the action occurs. It claims that language learning is a socially mediated process. Mediation is a fundamental principle, and language is a cultural aspect that mediates social and psychological activities. As highlighted by Mitchell and Myles (2004), "From a social-cultural perspective, children's early language learning arises from processes of meaning-making in collaborative activity with other members of a given culture" (p. 200). The basic assumption in Vygotsky's theory is the idea that psychological structures do not exist in the individual's mind; rather, they are formed as a result of interaction with more knowledgeable others (MKO) in the social context. In other words, the emergence of mental functions depends on social interaction. One of the main concepts of Vygotsky's theory is "scaffolding", which is explained as the support the learner gets from another person or resource (e.g., teachers, books, relatives, classmates) and which allows him or her to perform a learning task.

1.3.3.4. Natural order hypothesis. Krashen (1985) introduced Monitor Theory. The theory has been introduced in simple language to be recognized by many teachers in various situations, and exemplified by real classroom practices (Abukhattala, 2013). It consists of five main hypotheses: The acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. Among all the hypotheses of the Input Theory, the most fundamental and well-known one is the Acquisition-Learning Distinction. Unlike many earlier theories related to language learning and acquisition, Krashen proposed that there is a predictable "natural order" in the process of language acquisition (Lichtman & VanPatten, 2021).

According to the Natural Order Hypothesis, individuals acquire language structures in a specific natural order (Krashen,1982). This theory holds that learners acquire grammatical structures in a predictable, "natural order" that is unaffected by the learners' age, first language (L1) input, or environmental factors. According to Krashen, the Natural Order Hypothesis does not ensure that a syllabus is created in this sequence. In reality, there are reasons for not teaching any grammatical sequence if teachers aim to assist pupils in developing a given level of language proficiency.

The natural Order Hypothesis also explains errors and mistakes made by learners. When they have not completely mastered knowledge, students make errors or developmental mistakes (Abukhattala, 2013, pp.128-131). According to the theory, they can use the input they have acquired at that stage to adjust their utterances and correct the mistakes appearing in their output. Therefore, it implies that mistakes will always occur during the students' acquisition process.

1.3.3.5. Interaction Hypothesis. The interaction hypothesis is another attempt to explain second language acquisition (SLA). It posits that interaction, especially with more proficient speakers, is vital for SLA, as it fosters language skills through negotiation and clarification. It is presented by Hatch (1978) and Long (1981), who did not welcome Krashen's Input Hypothesis. Both Hatch and Long considered that input alone is not sufficient to explain SLA. For Hatch, "One learns how to do conversation, one learns how to interact verbally, and out of this interaction syntactic structures are developed" (p. 404). She disagreed that learners first learn structures and then use them in situations. She considered the reverse possibility. Hence, Long (1981) assumed that in genuine communication between native and non-native speakers, there are more modifications in interaction than in the input presented by the native speaker (pp.259-278). He did not reject the positive role of modified input but claimed that adjustments in interactions are naturally found in a successful learning environment. Long (1996) suggested that negotiation of meaning, especially meaning that triggers interactional modifications by native or more competent interlocutors, fosters SLA because it links the input, internal learner capacities, attention, and productive output (pp. 451-452).

Conclusion

Needs analysis as an initial step for any course design helps the researchers uncover and analyze learners' present level and desired abilities. Furthermore, it provides an inclusive framework that aids in collecting information about their cognitive, psychological, and sociocultural needs that will be used in designing relevant EFL programs. However, needs analysis is considered a complicated task, and thus it requires the collaboration of all people related to educational institutions, such as teachers and learners.

Chapter Two: Analyzing Early EFL Needs

Introduction

Unlike the initial chapter, which addresses diverse ideas and theoretical views of the issue under investigation, this chapter is devoted to the practical part of this research. It represents the fieldwork conducted to collect the required information to answer the research questions and reach the study aims. Further, this chapter aims to describe the study design, presenting the participants, research tools, data collection methods, and the gathered data and its interpretation.

To uncover the EFL learning needs at an early age in Algeria, a post-language class needs analysis approach was conducted following Brown's (2009, pp.266-277) proposed steps by adopting a qualitative research approach in nature with an exploratory purpose. This method has been opted for because it "has traditionally been seen as an effective way of exploring new, uncharted areas" (Dornyei, 2007, p. 39). The researcher chose that research design because a qualitative exploratory study provides a detailed analysis of data gathered from a small sample. The data was mostly from document reviews and interview answers, which means that the form of data that the researcher got was in the form of arguments, not numeric. Therefore, the research design used has flexibility in interpreting the data and drawing the conclusion as it "gives voices to participants, and it probes issues that lie beneath the surface of presenting behaviors and actions" (Cohen et al.,2018, p.288). Finally, answers to the previous research questions will be obtained, and suggestions for further research will be provided based on the analysis and the interpretation of the findings obtained.

Section One: The Teacher's Interview

2.1.1. Population and Sampling

After the tools were designed, access negotiated, and participants recruited, the actual data for the study could be gathered. To get information for this research, the researcher used

purposive sampling. That is to say, the participants have not been picked randomly. The sample was selected due to the criteria that they were private and primary school teachers who were competent and able to reflect their views and were willing to participate after piloting a questionnaire. In this vein, the research study covered ten participants, five private school teachers and five primary school teachers from different institutions in Mila, Jijel, and Constantine for the academic year 2024/2025. The table below shows details about the interviewees

Table 2.1

The Number of Prticipants from Each Wilaya

	Mila	**Jijel**	**Constatine**	**Total**
Private School Teachers	1	2	2	5
Primary School Teachers	3	1	1	5

The reason behind choosing this sample is that teachers are knowledgeable people regarding the language. Also, it is important to know teachers' perceptions towards this new implementation and to give voice to the voiceless, which will help decision-makers take the right steps about early English language learning.

2.1.2. Description of the Teacher Interview

The teacher interview (Appendix A) consists of thirty-three (33) open-ended questions, which are classified according to the needs of the current study into six sections with prompts and probes whenever needed during the interview process. Part one concerns the participating teachers' background information, covering their qualifications and teaching experience, which may account for their views. Part two aims to explore teachers' attitudes about early-age children's needs, wants, and challenges in EFL learning. Part three features eleven

questions for teachers to explain and report about their teaching materials and resources. Part four enquires about early English teaching materials and strategies in four questions. Section five collects data about children's early learning assessment and feedback, where five questions were asked. Lastly, the interview ends with an open question for further suggestions or comments.

2.1.3. Administration of the Teacher Interview

To delve into the experiences and viewpoints of the participants, semi-structured interviews were held. According to Yin (2002), interviews constitute the principal source that has the potential to shed light on human actions. Interviews had a semi-structured nature, which, despite necessitating some questions designed beforehand to direct the conversation, provided a free environment where the participants were spurred to further elaborate on certain topics (Dörnyei, 2007). The interviews were conducted after 5 months of teaching to guarantee reliable data. The data was collected in January and February 2025 so that the sample would be able to provide enough information after 5 months of teaching. The teachers were informed that their responses would greatly influence the analysis of our study and would provide incredible help in analyzing the findings. To limit "environmental hazards" (Easton et al., 2000, p.705) that might distract the interviewees (Bouacha,2021), like outside noise, the interviews took place in quiet meeting rooms that were allocated by the teachers. The interviews were conducted in the schools at a time and date that were convenient to the teachers, and the data obtained from the teachers' interviews were recorded through audio recording equipment to obtain the original conversation with the teachers and to allow the researcher control, manage, and analyze the information in a good way. Therefore, field notes were taken. All teachers used English, although they had the choice to use their mother tongue (Arabic) for additional information.

2.1.4. Piloting the Research Tool

Piloting (or pretesting) the research instruments before conducting the main study is necessary, as it helps researchers identify the weaknesses of the tools and provides them with suggestions from participants to enhance their survey methods. According to Cohen et al. (2007, p. 341), piloting the questionnaires serves several functions, such as checking the clarity of the questionnaire items, instructions, and layout; gaining feedback on the validity of the questionnaire items, the operationalization of the constructs, and the purposes of the research; eliminating ambiguities or difficulties in wording; receiving feedback on the type of question and its format; and identifying commonly misunderstood or non-completed items.

The teachers' interview was first a questionnaire (Appendix D) that was piloted in January 2025. The questionnaire was sent to four teachers, who later participated in the main study, to determine whether the items were clear and free from mistakes. As a result of the feedback provided by the participants, very few changes were made to the format of some items, so the questionnaire was transformed into a semi-structured interview.

2.1.5. Analysis and Interpretation of the Teacher Interview

2.1.5.1. Learner Age Range and Exposure.

Q1, **Q2** and **Q3.**

Table 2.2

Age Range of Learners and Years of Teaching English in Private and Primary Schools

School Type	Age Range of Learners	Years of Teaching English
Private Schools	7–15 years	1–4 years
Primary Schools	4–17 years	2–6 years

As shown in the table, most learners across both school types are generally between 7 and 10 years old, with notable outliers reaching as young as 4 and as old as 17 in primary settings. The exposure to English varies from one year to over three years. Hence, teachers in private schools, specifically, tend to report earlier introduction to English, sometimes beginning before formal primary education through informal or preparatory courses, unlike primary school teachers, who reported that English is commonly introduced in the third grade, often with no prior exposure.

This disparity illustrates a potential inequity in EFL exposure. Learners in private schools may benefit from an enriched language environment and earlier phonological and lexical acquisition. However, "While the late introduction of English in primary schools may present initial challenges, young learners still can develop both fluency and accuracy over time. Confidence in language use is influenced by several factors, including teaching quality, exposure, and individual learner differences, not solely the age of initial instruction. These results suggest a need for curriculum alignment in the early language curricula in public education.

2.1.5.2. Language Skills Difficulties

Q4

Table 2.3

Difficulties in EFL Learning Skills

Skill	Private (%)	Primary (%)	Total (%)
Speaking	80%	60%	70%
Listening	60%	60%	60%
Reading	40%	60%	50%
Writing	40%	80%	60%

Speaking and writing are the most challenging skills. Most teachers (70%) declared that speaking is the most challenging skill across both contexts, with private school teachers highlighting pronunciation and sentence construction issues. Primary school teachers emphasized difficulties in writing, particularly with spelling and sentence structure. Listening was consistently problematic because of the speech rate and the unfamiliar vocabulary at the early learning stage. Reading challenges are more prevalent in primary schools, often linked to limited vocabulary, lack of practice, and weaknesses in expression skills among children.

The higher obstacle exists with productive language skills (speaking and writing), suggesting insufficient communicative practice and limited language modeling. Private school learners may benefit more from oral activities, while primary school learners receive more scaffolding in writing instruction. These results underscore the need for balanced skill development through diverse tasks.

2.1.5.3. Engaging Activities

Q5

Table 2.4

The Most Engaging Activities of Children

Activity Type	Frequency (%)
Games	100%
Songs	80%
Role Plays	80%
Storytelling	60%

All teachers emphasized that games were the most engaging and effective tool. (80%) Of the interviewees agreed that songs and role plays were valued for developing

pronunciation and building confidence. Private school teachers leaned more toward performance-based activities like role playing, while primary teachers preferred storytelling and group-based tasks.

These preferences reflect both developmental needs and engagement strategies. Gamified learning facilitates vocabulary retention and active participation, while songs enhance auditory processing and rhythmic fluency. However, the variations in activity selections are influenced by class size: smaller class sizes in private schools allow for more individualized, performance-oriented tasks such as role-plays, whereas larger public classes are addressed through practical, group-focused tasks, for instance, storytelling. This underscores the necessity of adapting instructional strategies not only to meet the learner preferences but also to consider classroom realities to maintain motivation and effectiveness.

2.1.5.4. Engaging Themes

Q6

Table 2.5

The Most Engaging Themes for Children

Theme	Mention Frequency (%)
Animals	80%
Sports	70%
Technology	60%
Fantasy/Cartoons	30%

The interviewees agreed that animals and sports topped the list of engaging themes, with teachers noting that boys favored sports-related content, while girls gravitated toward

animals and fantasy. Technology was also effective, and (60%) of respondents confirmed that.

Content relevance directly impacts learner attention and participation. Teachers agreed that technology-themed content effectively meets students' interests and promotes language acquisition. By embedding English instruction within familiar, exciting themes, teachers create more opportunities for incidental vocabulary acquisition and meaningful communication.

2.1.5.5. Focus on Language Forms

Q7

(100%) of teachers emphasized vocabulary acquisition over grammar at early stages. For them, grammar was taught implicitly or in simplified forms (e.g., sentence starters like "I like" and "She has").

The fact that all teachers prioritized vocabulary acquisition over grammar at the early stages implies that young learners benefit more from developing a strong word base before interacting with complex language rules. This ensures that for children to communicate effectively, they must first learn and use simple words. Sentence starters like "I like..." or "She has..." are examples of implicit or simplified grammar introductions that help children acquire structures naturally through practice rather than through explicit teaching. This illustrates an approach to language instruction that is communicative and age-appropriate, prioritizing usage and comprehension over formal rule learning.

2.1.5.6. Linguistic Barriers

Q8

Aim: To uncover linguistic features affecting student learning and their influence on EFL acquisition.

Table 2.6

Learner's Linguistic Challenges

Linguistic Challenge	Frequency (%)
Pronunciation	80%
Sentence Structure	60%
Phrasal Verbs	20%
Semantic Nuances	10%

As shown above, pronunciation was the most significant barrier to young learners' oral communication skills and may reflect limited exposure to native-like models or insufficient phonetic instruction in current curricula. Sentence structure was the second most frequently mentioned challenge, with (60%) of teachers noting difficulties. In contrast, phrasal verbs (20%) and semantic nuances (10%) were less frequently identified as major obstacles.

The findings suggest that pronunciation and sentence structure require targeted instructional attention, particularly through phonics-based approaches and scaffolded sentence construction activities. Meanwhile, the relatively lower emphasis on phrasal verbs and semantic nuances indicates that these may be more appropriate for later stages of language learning.

2.1.5.7. Cultural Understanding

Q9, **Q10** and **Q11.**

(80%) Of teachers confirmed that learners relate English to their own culture, often comparing and contrasting values, while 70% believed understanding English-speaking cultures enhances learning by providing context for language use.

These insights reinforce the idea that language learning is deeply intertwined with cultural understanding and emphasize the importance of integrating cultural content into EFL instruction to foster both linguistic and intercultural competence, which can significantly enrich the EFL learning experience.

2.1.5.8. Motivation Type

Q12

Table 2.7

Motivation Type Observed in Both Institutions

Motivation Type	Private (%)	Primary (%)	Total (%)
Intrinsic	60%	60%	60%
External Rewards	100%	100%	100%

All teachers viewed external rewards like stickers, praise, and chocolate to be crucial in all contexts, especially for younger children. However, just (60%) of them have seen that intrinsic motivation is what pushes them towards achieving a higher stage of EFL development.

The contrast between the general reliance on extrinsic rewards and the more selective emergence of intrinsic motivation points to a need for pedagogical strategies that gradually shift learners from extrinsic to intrinsic forms of motivation, since it is a kind of reinforcement that helps in initiating engagement and maintaining classroom participation. This may foster curiosity, autonomy, and a sense of personal relevance in language learning tasks.

2.1.5.9. Common Challenges

Q13

Table 2.8

The Common Learning Challenges

Challenge	% of Teachers Mentioning
Vocabulary Retention	80%
Listening Comprehension	60%
Pronunciation	70%

As shown in the table, the majority of teachers (80 %) from both institutions noticed that vocabulary retention is the main obstacle faced by children. (70%) of the participants considered pronunciation as another learning obstacle, and (60%) noted listening comprehension as the other challenge that may hinder EFL learning at an early age.

2.1.5.10. Use of Teaching Materials and Textbooks

Q14, **Q15**, and **Q16**.

Table 2.9

Teaching Materials and Resources

Resource/Tool	Usage (%)
Flashcards	80%
Videos/Technology	90%
Authentic Materials	60%
Textbook Reliance	40% rely, 60% adapt

The majority of teachers (60%) reported adapting textbook content with visual and auditory aids. Flashcards are more prevalent in primary settings, whereas private school teachers relied more on technology-based tools and online resources, so (80%) of the participants used flashcards, whereas (90%) relied on Videos/Technology. (60%) of teachers from both contexts found that authentic materials such as songs, short stories, and realia are praised for the cultural and linguistic value they imply.

This reliance on diverse materials explains the importance of differentiation and inclusive pedagogy. Private institutions seem more resourced and technology-integrated, enabling a richer language environment. Primary schools, while resourceful, may benefit from increased access to digital tools and professional development in material adaptation.

2.1.5.11. Peer Interaction & Extracurriculars

Q22, **Q23,** and **Q21**.

The findings indicate that (80%) of the interviewed teachers advocated group work and peer interaction to foster learners' speaking skills and collaboration, highlighting the role of social interaction in language acquisition. Additionally, (50%) emphasized the importance of extracurricular activities, particularly music and drama clubs, as effective means of promoting English use in meaningful and engaging contexts.

2.1.5.12. Instructional Strategies

Q24, **Q25**, **Q26,** and **Q27**.

Table 2.10

The Teaching Strategies Used in Both Situations

Strategy Used	% of Teachers
Games & Songs	100%
Repetition & Mnemonics	90%
Flashcards & Visual Aids	80%
Contextualized Content	60%

All teachers prioritized interactive methods, with games and songs as a common denominator. Repetition and mnemonics helped (90%) of teachers solidify new lexical items, especially in lower primary grades. (80%) Of teachers reported using technology-enhanced repetition tools such as flashcards, apps, and educational videos.

The active, enjoyable learning emphasis aligns with cognitive development theory (Jean Piaget,1936) and supports early language acquisition. Repetitive and contextual methods are particularly effective in encoding and retrieving vocabulary. The differences in implementing the various strategies reflect disparities in institutional resources.

2.1.5.13. Assessment Types and Feedback

Q28, **Q29**, **Q30**, **Q31** and **Q32**.

Table 2.11

Methods of Assessment and Feedback

Method	% Usage
Informal Assessment	90%
Formal Tests	70%
Positive Feedback	100%
Constructive Feedback	80%

(90%) Of teachers overwhelmingly favored informal assessments such as participation tracking, verbal questioning, and quick checks. Formal quizzes were limited due to learners' age and test anxiety, as (70%) of the interviewees agreed. All the participants emphasized positive reinforcement; however, (80%) of them used constructive feedback to guide the learners' improvement.

These practices exemplify the most effective pedagogical approaches for young learners, emphasizing motivation and emotional security. Informal assessments facilitate the personalization of instruction, while praise and corrective feedback achieve optimal results when delivered with empathy encouragement.

2.1.5.14. Institutional and Pedagogical Support

Q33

Teachers from both private and primary schools proposed recommendations to enhance the early EFL learning experience. Their suggestions highlight the need for a systemic approach to early EFL education, one that integrates teacher empowerment, curriculum flexibility, cultural relevance, and child-centered methodologies. These suggestions primarily centered around three key points.

As a first point, teachers focused on the inclusion of authentic and age-appropriate instructional materials. They agreed on the importance of integrating more culturally-based and appropriate resources into the curriculum, including the use of visual aids, songs, realia, and interactive tools that suit children's interests and their developmental cognitive levels.

Secondly, they highlighted the importance of extracurricular exposure to EFL for children. Several teachers, particularly from private institutions, noted the advantages of integrating English into extracurricular activities such as drama clubs, storytelling sessions, gaming sessions, speaking corners, and singing competitions. These tasks were considered as opportunities for reinforcing language in motivating environments that encourage spontaneous use and enjoyment of EFL learning.

Lastly, teachers recommended enhanced professional training and the inclusion of technology in EFL curricula. Teachers, particularly those from public primary schools, expressed a need for additional training in implementing technology and adapting modern EFL methods for young learners. There was a call for more workshops, access to digital platforms, and institutional support for incorporating ICT (Information and Communication Technology) into lessons. The need for teachers' training is particularly significant. It highlights a disparity in access to professional development opportunities between private and public institutions. While private school teachers often already utilize technology-

enhanced tools, many primary school educators feel underprepared or under-resourced in this regard. Bridging this gap would not only empower teachers but also enhance learner outcomes.

These insights reflect a growing awareness among teachers of the nature of early EFL pedagogy in Algeria. The emphasis on authentic materials indicates a pedagogical shift toward content that reflects successful real-life communication. Moreover, the desire to extend learning beyond the classroom via extracurriculars implies an understanding of the importance of incidental EFL acquisition that occurs naturally during enjoyable, motivational, and interesting experiences.

Section Two: Document Analysis

2.2.1. Population and Sampling

In addition to the interviews, the researcher used document analysis of "My Book of English" (Appendix B) and "English for Everyone Junior: Beginner's Course" (Appendix C) as another means to cross-check the findings obtained from the interviews concerning early EFL learning needs in the different Algerian educational institutions.

The selection of the two documents for analysis was guided by both purposeful sampling and practical feasibility. These two materials were chosen because they represent distinct yet complementary contexts: the former is a locally prescribed public primary school textbook in Algeria, while the latter is an internationally designed resource widely recognized for early EFL instruction. Analyzing both allows for a comparative perspective on how young learners' needs are addressed across different educational settings. Moreover, focusing on two documents allows for a thorough application of Framework and Thematic Analysis without compromising analytical rigor. This approach supports an exploration of pedagogical strategies, language content, and learner engagement features relevant to the research objectives.

2.2.2. Document Analysis Description

Alongside the interview, the researcher incorporated document analysis to validate the findings related to children's needs in EFL learning. This analysis aims to systematically examine the books' content, methodologies, and underlying themes that promote early EFL acquisition. Mills (2006) emphasized that there are essential epistemological foundations that underlie qualitative document analysis, addressing fundamental questions: why the research is undertaken and how it will be executed, including various proposed analysis options. The methods of document analysis are linked to specific epistemological theories. Strategies such as discourse analysis, framework analysis, thematic analysis, narrative analysis, content analysis, and grounded theory are significant dimensions of the qualitative research methods. Considering the length of each document and the need for thorough analysis, the researcher limited the selection to only two documents. The first one is titled "My Book of English" is a structured educational resource developed for third-year primary school learners in Algeria. The 61-page textbook is divided into six thematic units, each designed to progressively build upon students' English language skills. Similarly, "English for Everyone Junior: Beginner's Course" is an entry-level English course tailored for children. this book is part of the "English for Everyone" series and comprises 26 structured units, 22 thematic and 4 review units, along with additional grammar, handwriting, and pronunciation guides, aiming to facilitate English language acquisition through a focus on vocabulary, grammar, and practical tasks. To meet the goals of this study, Framework Analysis and Thematic Analysis are used as the primary approaches for reviewing the selected documents, with modifications made to meet the study's objectives. Below is a table summarizing the key differences between Framework Analysis and Thematic Analysis.

Table 2.12

The Key Differences between Framework Analysis and Thematic Analysis

Aspect	Framework Analysis	Thematic Analysis
Definition	A systematic method for analyzing qualitative data through a step-by-step process	A pattern recognition process where emerging themes become the categories for analysis.
Data Collection	Data is collected first, and analysis may occur after data collection or during it.	Data is reviewed through careful re-reading and coding to disclose themes from the content.
Process Structure	Five-step process: Familiarization, Identifying a Thematic Framework, Indexing, Charting, and Mapping/Interpretation.	A more flexible, less structured approach. The researcher focuses on coding and categorizing data based on its characteristics.
Stage 1: Familiarization	The researcher reviews the document (e.g., interviews, books, apps) and becomes familiar with key ideas and themes.	Involves a more focused re-reading and review of data, with a focus on identifying subtle meanings and themes.
Stage 2: Identifying Themes	Emerging themes are identified by allowing data to dictate the themes, based on the initial notes.	Themes are constructed from patterns in the data, with the use of predefined codes in some cases.

Stage 3: Indexing	Data is indexed using a numerical system and annotated with references to themes.	Coding is carried out based on the characteristics of the data to disclose relevant themes.
Stage 4: Charting	Data is arranged into charts based on the identified themes and sub-themes, maintaining clarity in the data's context.	/
Stage 5: Mapping/Interpretation	Data is analyzed and interpreted to identify key features, concepts, and associations, often using schematic diagrams.	Themes serve to integrate data across different methods, but there's no formal "mapping" stage as in framework analysis.
Applicability	Suitable for interdisciplinary and collaborative projects.	Can be applied to various research questions beyond individual experiences.

2.2.3. Conducting Document Analysis

The document analysis process involved a systematic approach that integrates elements from both the framework and thematic Analysis to provide a comprehensive understanding of the data. Initially, the researcher engaged in familiarization with the collected documents to identify key themes and issues. As the researcher sifted through the data, he applied coding to extract significant segments, which were then categorized into thematic frameworks. This iterative process allowed for both the emergence of new themes and the organization of existing data into charts, facilitating clearer interpretation. By systematically mapping the relationships and characteristics within the texts, the researcher generated insightful findings, ensuring the analysis is both rigorous and meaningful. This combination enhances the credibility and depth of the study at hand.

2.2.4. Analysis and Interpretation of the Documents' Analysis

2.2.4.1. Analysis of "My Book of English" "My Book of English" (2022) is authored by Lounis Tamrabet (The project's head and a curriculum designer), Abdelfetah Chenni (A teacher trainer and material writer), and is a structured educational resource developed for third-year Primary school learners in Algeria. It is published by the Republic of Algeria, Ministry of National Education, National Office of School Publications. The document consists of 61 pages, and it is divided into 6 main thematic units that progressively build upon several lessons, which are:

- My First English Class (page 6)
- Me, My Family and My Friends (page 8)
- My School (page 19)
- My Home (page 30)
- My Pets (page 45)
- My Playtime (page 38)

The document can be categorized in terms of aspects that reflect the content of the book, as shown in the following table.

Table 2.13

The Content Description of " My book of English"

The aspect	Description
Basic Vocabulary	Everyday life lexis, including family, school, and common actions (e.g., listen, run, read, draw).
Phonemic Awareness	Activities are designed to enhance phonetic understanding and recognition of the English alphabet.
Interactive Tasks	Engaging activities that incorporate the four language skills

To review the book, several steps are considered. The first step of the book review is about familiarizing the key thematic areas. Upon examining the book, the following table identifies thematic areas that emerge.

Table 2.14

Familiarization with Key Thematic Areas

Thematic areas	Description and analysis
Family and Relationships	The book presents vocabulary related to family members, helping students to express personal relationships. This theme is foundational as it links the child to his social environment.
Daily Life and School Routines	The content contains lessons on school subjects (e.g., math, Arabic, and science), enabling contextual vocabulary usage.
Personal Identity and Preferences	Tasks motivate children to express their favorite toys and colors, promoting self-expression and confidence in EFL usage.
Phonics and Vocabulary Development	The inclusion of phonetic tasks throughout the units helps in developing foundational reading skills while also reinforcing vocabulary acquisition.

To systematically analyze the document, coding was applied to identify essential themes. The following table describes an example of the coding application with examples from the book.

Table 2.15

Essential Themes (Codes) In "My Book of English"

Codes (Themes)	Description of the code	Example from the book
Family Vocabulary (FV):	Tasks that include familial items	Matching Activities (family terms with images)
Daily Life and School Subjects (DLS):	Instructional content related to subjects and daily activities	The Lesson 'days of the week' with school subjects (e.g., "When do you have English?").
Personal Identity (PI)	Prompts for personal information sharing and personal engagement	"What's your favorite toy?"
Phonics Skills (PS)	Phonetic training and activities that help with sound recognition	Tasks requiring students to sound out letters.

The next step for reviewing the book is through thematic mapping, the interrelations between the themes are highlighted in the following figure.

Figure 2.1

The Relation Between Themes of the Book

| (FV ↔ PI): | The introduction of family vocabulary directly feeds into discussions about students' personal lives, allowing for a practical application of language in their context |

| DLS ↔ PI: | Lessons on daily routines assist in developing students' self-awareness and their ability toarticulate their experiences in English, thus reinforcing their personal issues. |

| PS ↔ FV/DLS : | The phonics component systematically supports vocabulary retention by enabling students to decode unfamiliar words, which is integral to both family vocabulary and school subjects. |

The last step involves interpreting the data, which is analyzed and interpreted to identify key features, concepts, and associations as mentioned in the following table.

Table 2.16

Interpretation of the Main Analysis of "My Book of English"

The Book's Focus	Interpretation
Spiral Learning:	Topics are revisited from various angles: **A. Vocabulary Development** It focuses on introducing vocabulary through visual aids and context-based learning scenarios (e.g., My Family and My Friends).

	B. Grammar Instruction
	Dedicated sections for grammar rules, offered through explanations and exercises.
	C. Listening and Speaking Skills
	tasks are designed to enhance listening comprehension through matching games and speaking tasks.
	D. Reading and Writing Skills
	It consists of tasks that aim at developing reading and writing capacities (e.g., filling in blanks with the correct words).
Cultural Relevance and Social Interaction	The book incorporates characters and themes that reflect a cultural and social context related to young learners in Algeria.
Review and Assessment	The book includes review sections to help ensure learning, facilitating periodic assessments of understanding.
Student-Centered Tasks	Many activities in the book promote opinion formation, collaboration, and inquiry-based learning to trigger learners' motivation and for an active learning experience.

The analysis of "My Book of English" reveals a thoughtfully constructed educational resource that aims at developing early EFL skills among primary school students in Algeria. The strategic use of thematic integration not only enriches the learning experience but also

produces an effective environment for language acquisition. The coding and mapping processes demonstrate the interconnectedness of family, daily life, personal identity, and phonics, suggesting a comprehensive framework that underscores the importance of contextualized learning in language education.

2.2.4.2. Analysis "English for Everyone Junior: Beginner's Course". The document entitled "English for Everyone Junior: Beginner's Course" was authored by Thomas Booth, Ben Ffrancon Davies, Susannah Reed, and Professor Susan Barduhn. It was published in the United States by DK Publishing in the year 2020. It is regarded as an entry-level English course designed specifically for children, focusing on vocabulary, grammar, and practical tasks to help in English language acquisition. It is a part of the "English for Everyone" series, which aims to provide educational resources for English language learners. It includes 26 structured units divided into:

- 22 thematic units

- 4 review units

- Additional grammar, handwriting, and pronunciation guides

The document can be categorized in terms of aspects that reflect the content of the book, as shown in the following table.

Table 2.17

Books Content Description

Aspect	Description
Basic Vocabulary	Daily vocabulary includes school, home, family, animals, and toys.
Phonemic Awareness	Integrated in listening and speaking tasks; supported by audio.

| Interactive Tasks | Includes repetition, matching, fill-in-the-blank, songs, drawing, and speaking activities. |

To review the book, several steps are considered. The first step of the book review is about familiarizing the key thematic areas. Upon examining the book, the following table identifies thematic areas that emerge.

Table 2.18

Familiarization and Initial Observations of Key Thematic Areas in "English for Everyone Junior: Beginner's Course"

Thematic Area	Description and Analysis
Family and Relationships	Learners explore family terms and relationships (e.g., mom, dad, cousin), with visual and contextual reinforcement and real-life contexts (home, school, market, park)
Daily Life and School Routines	Vocabulary and grammar contextualized in lessons about school objects, routines, days of the week, and classroom actions.
Personal Identity and Preferences	Tasks encourage self-expression (e.g., "My favorite animal is a penguin" and "Write about your family") and affirm identity through personal prompts.
Phonics and Vocabulary Development	Supported through songs, audio practice, rhyming tasks, and visual cues that imply a child-centered design to reinforce language acquisition.

To systematically analyze the document, coding was applied to identify essential themes. The following table describes an example of the coding application with examples from the book.

Table 2.19

Identifying Themes (Thematic Coding) with an Example of Coding Application from "

English for Everyone Junior: Beginner's Course"

Codes (Themes)	Description	Example from the Book
(FV)	Vocabulary and activities about family relations.	Match pictures to "mom," "dad," "cousin" (Unit 6)"
(DLS)	Lessons include daily routines, classroom roles, and school items	"What do you do at school?" (Unit 2–3) "At School", "My Home", "At the Park", "My Room", "On the Farm"
(PI)	Encourages learners to talk about themselves and express their emotions and feelings.	"My name is...", "I am eight." (Unit 1 & 8) "At the Fair", "How Are You?", "I'm Happy/Sad/Excited"
(PS)	Phonetic awareness through repetition and audio, which reflects the audio-supported tasks and listening-based comprehension.	"Listen and repeat: d-o-l-l" (Various Units)

Grammar Awareness	Dedicated grammar explanations and structured reinforcement	Various Units
Literacy & Writing Skills	Handwriting guide, alphabet learning, crosswords, and spelling tasks	Various Units
Interactive Learning	Songs, coloring, matching, and speaking prompts	Various Units

The last step involves interpreting the data, which is analyzed and interpreted to identify key features, concepts, and associations as mentioned in the following table.

Table 2.20

Interpreting Patterns (Mapping & Interpretation)

The book's Focus	Interpretation
Spiral Learning	**A.** The reintroduction of vocabulary and grammar in varied contexts: For example, the vocabulary from Unit 1 ("My Friends") reappears in later units like "My Family" and "Our Pets", aiding children to reuse the language built on previously learned structures. **B.** Increasing complexity gradually, like Numbers, which were first taught simply (1–10), then extended to higher numbers (11–20) in a different context. Similarly, learners start with single-word identification, then move to full sentence construction, and eventually questions and short dialogues, which facilitates the process of SLA **C.** Reinforcement through multimodal learning, where every unit includes listening, speaking, reading, and writing components that recycle previous content through songs, role plays, drawing, and matching activities to support the child's language progress.
Cultural Relevance and Social	Characters (e.g., Maria, Ben, Andy) that are diverse and relatable and are present in different settings like schools, parks, markets, and homes reflect a child's real-world experience, which encourages empathy via role-play

Interaction	and descriptions of feelings and preferences.
	Additionally, some characters, settings (e.g., the fair, food market), and everyday vocabulary reflect Western lifestyles, suggesting the need for cultural adaptation if used in non-Western contexts.
Review and Assessment	The four review units (e.g., "This is Me", "Where I Live") allow for knowledge recap and personalized writing to ensure the skill development. An assessment is embedded through matching, drawing, labeling, and sentence creation.
Student-Centered Tasks	• Many tasks involve personal responses and choices (e.g., "What's your favorite toy?") that aim to boost the learner's autonomy and creativity. • Encouraging group singing, games, and discussions helps in fostering communication and collaboration skills, learners' engagement, and emotional connection, as effective learning for young children.

The "English for Everyone Junior: Beginner's Course" book is a well-structured resource for young learners, providing a comprehensive introduction to the EFL. Its thematic organization allows for a focused approach to vocabulary and grammar, while the engaging visual aids and audio support enhance the overall early learning experience. However, the course's effectiveness may be hindered by its potential oversimplification of complex concepts and limited cultural representation. In terms of pedagogical effectiveness, the course aligns with SLA theories that emphasize the importance of context, interaction, and multi-

sensory learning. The integration of characters and relatable scenarios fosters a sense of connection, which is necessary for children. However, educators should be aware of the limitations and consider adapting the material with additional resources that provide a broader cultural context and deeper grammatical understanding. Generally, while the course offers significant advantages in terms of structure and engagement, educators and parents need to keep aware of its limitations and adjust their teaching strategies accordingly to ensure a well-rounded language learning experience for children.

Section Three: Section Three: Discussion and Recommendations

2.3.1. Discussion of Results

This work focused on exploring and identifying the EFL learning needs of young learners in various Algerian institutions, covering interests, necessities, and difficulties in language learning, as well as the main social, cultural, and affective factors that may shape children's language growth. Upon analyzing the semi-structured interviews with EFL teachers and conducting a document analysis of two pedagogical - "My Book of English" and "English for Everyone Junior"- the results demonstrated four main points, namely: the main early English learning needs, the learning difficulties, preferences, and requirements, the influencing factors in the Algerian EFL context, and the effective teaching methods, materials, and resources.

This study underscored the essential early EFL learning needs. The findings concluded that vocabulary acquisition is the most fundamental need among young EFL learners. Teachers stressed the importance of building a strong lexical basis before mastering more grammar rules. In both educational settings, students responded favorably to context-associated vocabulary, supported by visual aids and realia. The second major need identified was oral language development. Due to the limited English exposure in learners' real lives, speaking and listening skills require special attention. Children need structured and enjoyable

opportunities to engage in oral communication, guided pronunciation, and active listening tasks that foster their comprehension and confidence. Additionally, the document reviews reaffirmed these findings, with the two textbooks prioritizing vocabulary and oral comprehension through theme-led instruction. Notably, "English for Everyone Junior" strongly emphasized phonics and auditory input, aligning with children's desires for distinct sound-letter correspondence and practice in speaking.

The diverse learning challenges, preferences, and necessities were similarly defined. The challenges reported by teachers were consistent across both institutions. Learners faced significant problems with productive skills, particularly speaking and writing. Pronunciation difficulties, weak sentence construction skills, and spelling errors were prevalent. These issues were often linked to the lack of regular English exposure outside the classroom and the influence of L1 (Arabic). Concerning the preferences, learners were most interested in tasks such as games, songs, and storytelling. These interactive and engaging activities align with young learners' cognitive and affective developmental stages, as supported by constructivist and socio-cultural theories. Children preferred themes that were commonly known and culturally significant, like animals, family, food, sports, and technology. These topics also enhance vocabulary acquisition and motivate students to engage more actively in their learning experience. Moreover, the comparison of the two books confirmed that effective EFL materials for children should include visual support, repetition, and personalization. Review exercises, pronunciation charts, and relevant contexts improved the textbooks' usability and alignment with children's learning needs.

Furthermore, several external and internal factors were identified as influencing language acquisition in the Algerian EFL context. Socially, unequal access to English among public and private school students created differing starting points. While private students often started learning English early through preparatory programs, public primary students

typically started learning English at age 8 or later, with minimal exposure at home. Culturally, learners often preferred to connect and compare English content to their own culture. Children made immediate comparisons between English and Arabic cultural concepts, which not only ensured retention but also fostered cross-cultural awareness. Affectively, learners' motivation was driven by both extrinsic (stickers, praise, chocolate) and intrinsic (curiosity, interest in songs or cartoons) factors. Teacher encouragement of a positive classroom atmosphere played an important role in building learners' self-esteem and willingness to take linguistic risks. In addition, the technological availability and teacher training were also significant. Private institutions were better equipped with digital materials and trained teachers, while public school teachers struggled with both limited resources and professional development opportunities.

Student-focused and interactive pedagogical strategies were preferred by all participants. Songs, role-plays, games, and repetition exercises were popular among learners and proved to be pedagogically effective. Learners' attention was not only maintained through these activities but also provided effective practice opportunities for language skills. Regarding materials, teachers preferred a combination of textbook content used in parallel with complementary resources, such as flashcards, digital photos, and realia. Using authentic materials (e.g., real menus, English music, environmental print) was crucial in making the learning experience relevant and engaging. In terms of resources, both the interview feedback and textbook analysis emphasized the need for carefully constructed syllabi that integrate listening and speaking with visual and cultural support. Textbooks should feature diverse and cyclical content that develops language gradually while maintaining learners' attention and interest.

Overall, the findings highlighted the multifaceted nature of young learners' EFL needs in the Algerian context. Vocabulary acquisition, oral fluency, and motivational engagement

were identified as the highest priorities, shaped by cognitive, cultural, and institutional factors. Consistent preferences for interactive, game-like, and topic-related content were expressed.

2.3.2. Limitations of the Study

Despite the efforts to produce the best possible dissertation, the study has, by no means, its inevitable limitations and shortcomings which should be acknowledged. The prominent difficulties include the following:

- The lack of previous studies relevant to this research topic, in turn, made the discussion of the study's findings challenging for the researcher.

- The time and availability of the teachers who took part in this research were among the main challenges when collecting data for this study.

- One last limitation is the fact that this study only focused on two main documents to be analyzed due to the given the amount of time available and the number of pages required, yet instead of randomly selecting a few samples and doing a detailed analysis the researcher opted for the choice of the two documents only and, thoroughly, analyzed to lend more credibility to the findings

2.3.3. Recommendations

Based on the research findings, several recommendations can be made to support Algerian children's English language learning:

- There is a need for more studies to investigate the students` needs regarding early EFL learning.

- Children's needs should be revealed and determined before establishing a language course.

- The development of an integrated EFL curriculum that addresses the linguistic, affective, and cultural needs of learners while providing teachers with methodological flexibility to accommodate diverse educational settings. Such a framework would not only enhance language achievement but would also contribute to more equitable early education across Algerian institutions

- Cultural sensitivity, embrace and celebrate the linguistic diversity of Algerian children, recognizing the significance of their native language backgrounds. Creating a culturally sensitive and inclusive learning environment fosters a positive attitude towards foreign language learning.

- Professional development for educators provides professional training opportunities for teachers to enhance their understanding of EFL development in multilingual settings. Teachers must be selected carefully concerning their qualifications and experience in the field of teaching. Equipping educators with knowledge and strategies to support diverse language learners can significantly impact their language acquisition journey.

- Encouraging collaboration between educators, speech therapists, parents, and policymakers to design a comprehensive support system for children's language development. Collaboration fosters a holistic approach to language instruction, ensuring that children receive consistent and targeted support.

- Algerian EFL instruction must adopt a child-centered approach supported by motivating materials, trained teachers, and context-responsive syllabi.

- Targeted instructional strategies: Develop targeted instructional strategies that address the specific challenges observed in Algerian children. Teachers should focus on phonemic awareness exercises, pronunciation practice, and activities that promote accurate sound production

- Curriculum adaptation, consider adapting the current English language curriculum to incorporate activities that specifically address EFL learning challenges and learners' preferences. Customizing the curriculum to meet the needs of diverse language learners can optimize language development outcomes

- Longitudinal studies should be conducted to track the progress of Algerian children's English language acquisition over time. Long-term research provides deeper insights into the development of EFL and allows for the evaluation of the effectiveness of instructional interventions.

This academic work can serve as a reference for educators, policymakers, stakeholders, and curriculum developers seeking to improve language learning methodologies and materials for young learners. It can contribute to a supportive and enriching learning environment for Algerian children, enabling them to navigate their English language acquisition journey with confidence and success. Future studies could focus on the practical implementation of these recommendations in schools and their effectiveness in achieving language learning outcomes.

Conclusion

All along this chapter, which is concerned with the practical part of this study, the presented data attempted to answer the research questions and touched upon early EFL learning needs in different Algerian educational institutions. The analysis of the teachers' interviews and the documents' reviews revealed the nature of young learners' EFL needs in the Algerian educational institutions that are shaped by cognitive, cultural, and institutional dimensions. The chapter discussed the results as it would contribute to a successful early learning experience; It recommended the results as a reference for educators and curriculum developers to enhance early EFL learning methodologies, materials, and resources.

Furthermore, the current chapter highlighted the limitations of the study from the researcher's perspective.

General Conclusion

The current research work was undertaken with an attempt to identify and analyze the English language learning needs, preferences, and challenges of young learners in Algerian institutions. Grounded on the principles of needs analysis, this research adopted a qualitative exploratory approach to offer a detailed understanding of early EFL education, incorporating both theoretical insights and empirical evidence from fieldwork after conducting semi-structured interviews with ten teachers from different educational institutions in Mila, Jijel, and Constantine, and reviewing two documents.

The findings implied that children's engagement with English is highly influenced by interactive game-based activities, culturally relevant themes, and external rewards. However, long-term development in language learning depends more on the development of intrinsic motivation, contextualized instruction, and early exposure to the foreign language. Teachers identified pronunciation, sentence structure, and vocabulary retention as key linguistic obstacles, while also emphasizing the importance of cognitive development stages, sociocultural background, and family support. The research highlights a gap in equitable access to quality resources between private and public primary schools, especially regarding the use of technology and professional training. Significantly, this study advocated a child-centered, culturally sensitive, and needs-based early EFL curriculum. By aligning instructional materials, teaching strategies, and assessment methods with children's developmental stages and contextual realities, educators can build both the effectiveness and inclusivity of early English language education in Algeria.

The recommendations presented aim to guide policymakers, curriculum developers, and educators toward a more inclusive and responsive framework for early English language education in Algeria, thereby supporting young learners in becoming competent and confident English users from an early age. Nevertheless, it is worth mentioning that this study

is of limited scope and its results can probably be open to discussion and critique, which allows future researchers to consider conducting further research in the same area of investigation.

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Appendices

Appendix A

Semi-Structured Interview for EFL Teachers

Introduction:

Thank you for agreeing and taking the time to participate in this interview as part of the requirements for a master's degree. This discussion aims to explore and identify children's main EFL learning needs at an early age. Your insights, experiences, and contributions as a primary/private school teacher will help the researcher better understand the children's lacks, wants, and necessities in EFL learning.

Section One: Background Information

1. What is the age range of your learners?

2. How long have you been teaching English?

3. How long have your learners been exposed to English, and what kind of progress have you observed over time?

Section Two: Children's Needs, Wants, and Challenges

4. Are there any language skills (reading, writing, listening, speaking) that your students struggle with and need your support with? Can you explain why you think these skills are challenging for them?

5. Which activities (games, storytelling, songs, role plays, etc.) engage your learners the most? Why do you think they enjoy these activities?

6. Have you observed any specific themes, such as sports, animals, or technology, that seem to particularly engage your students? Could you share some examples?

7. What specific language forms (grammar, vocabulary) do you focus on with your learners at this stage, and why are these important for their development?

8. Are there any specific linguistic features, such as sentence structures or pronunciation, that influence how your students learn English? What are these aspects?

9. How would you describe your learners' understanding of their culture? Does this influence their learning of English?

10. How important is it for your learners to understand the culture of English-speaking countries when they are learning the language? Could you elaborate on your thoughts?

11. Can you share any cultural elements (from either their own or English-speaking cultures) that affect how your students learn English?

12. In your experience, what drives your students to engage with and learn English? Is it intrinsic motivation, external rewards, or something else?

13. What particular challenges have you noticed in your students' learning of English? For example, do they struggle with vocabulary, listening comprehension, or pronunciation?

Section Three: Teaching Materials and Resources

14. Could you describe the materials you use to teach English? How do they support your learners' needs?

15. How frequently do you refer to the textbook in your lessons? Do you find it essential for your teaching?

   - When using the textbook, do you modify or adapt it in any way to better suit your learners? Could you provide some examples?

16. Do you incorporate technology into your lessons? How often do you use tools like educational apps or websites, and how do they benefit your learners?

17. Do your students react to using technology in class? Do they find it helpful, and are they generally comfortable with it?

18. Are there any activities or tasks (**cultural-based tasks)** that you incorporate into your lessons and help students connect with both their culture and other cultures?

19. What is their reaction when they learn about or discuss aspects of their culture in English class?

20. How do your students respond to learning about cultures different from their own? Are they curious or do they face challenges?

21. Do you encourage peer interaction in your classroom? How do your students work together or support each other during lessons?

22. Are there any additional resources or support structures that would help your students in their language learning journey?

23. Do your learners participate in any extracurricular activities? How do these activities support or complement their English learning

Section Four: Teaching Methods and Strategies

24. What methods or strategies do you use to maintain your students' motivation and enthusiasm for learning English?

25. What strategies do you use to help your learners remember new linguistic features?

   ▪ Are there any specific techniques you use to help your learners retain new vocabulary, grammar, or other language features? Could you share your tips

26. From your perspective, what are the most effective ways your learners prefer to practice their English skills? How do you incorporate these methods into your lessons?

27. How do your learners overcome the difficulties they face in learning English? Are there strategies they seem to favor?

Section Five: Assessment and Feedback

28. What methods do you use to assess the progress of your students? Do you prefer formal assessments or more informal ways of tracking their learning?

29. Can you describe the types of feedback you give your learners (positive, constructive, etc.)? How does it help them improve?

30. How do your students respond to the feedback you provide? Are they receptive to it, and do they make use of it?

31. How do your students feel about quizzes and tests? Do they view them as helpful or stressful?

32. Do you use any kind of reward to motivate your learners? If so, how does this impact their engagement or performance?

Section Six: Further Suggestions

33. Do you have any additional insights, comments, or suggestions about how children's needs can be better addressed in English as a Foreign Language (EFL) learning?

Closing:

Thank you so much for sharing your thoughts today. Your feedback is greatly appreciated and will contribute to the understanding of children's needs in EFL learning.

Appendix B

https://eddirasa.com/wp-content/uploads/2022/09/book-english-3ap.pdf

Appendix C

https://dokumen.pub/english-for-everyone-junior-beginners-course-dk-english-for-everyone-junior-1465492305-9781465492302.html
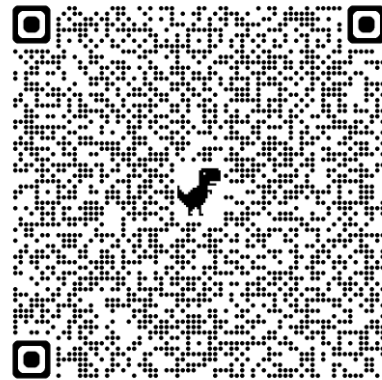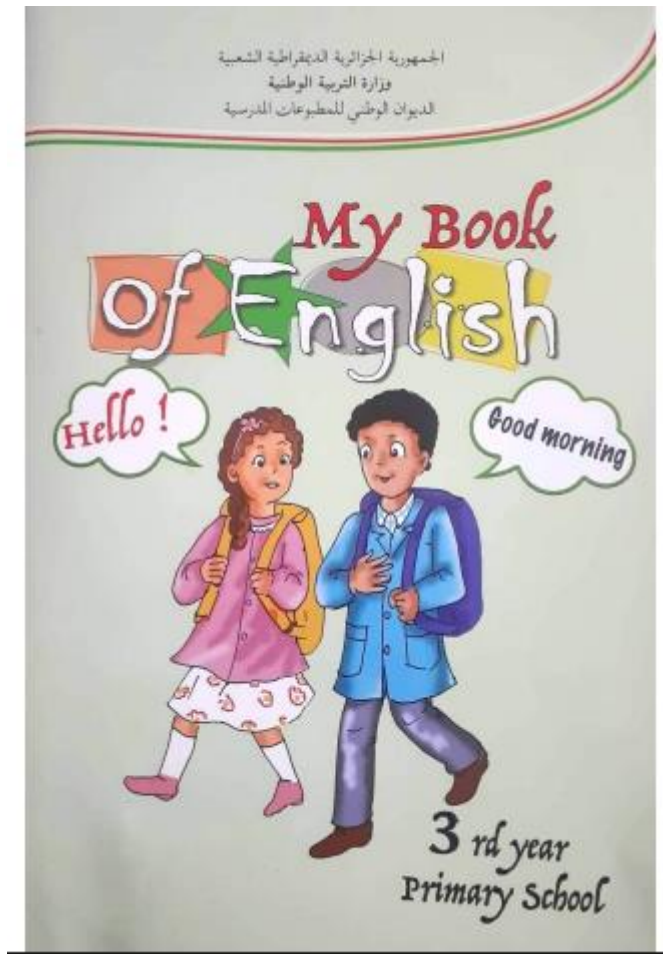
Appendix D

The Piloted Teachers' Questionnaire

Dear teacher,

Thank you for agreeing and taking the time to participate in this questionnaire.

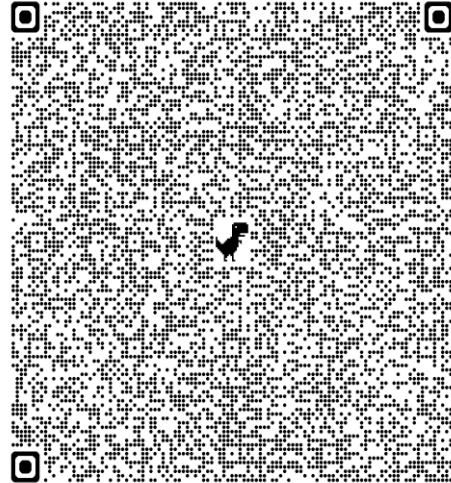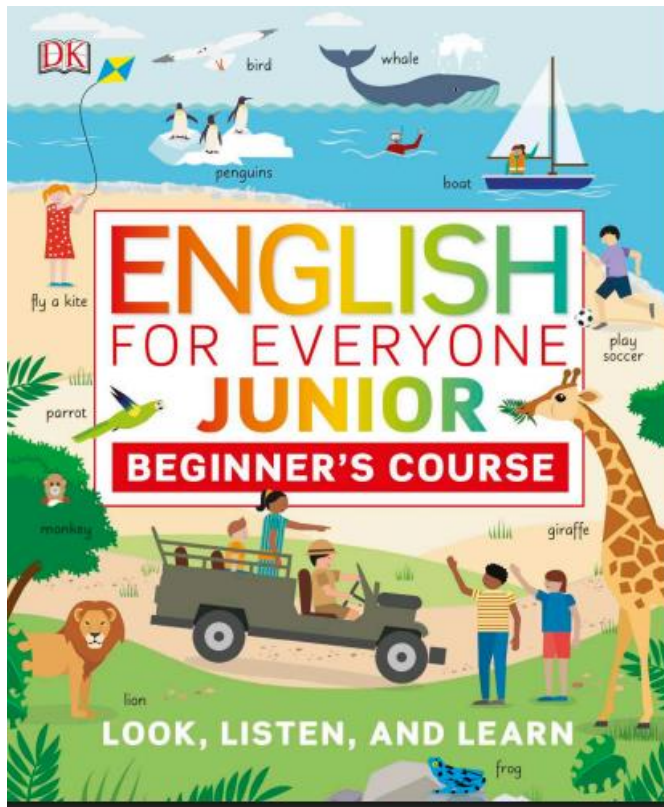This study is conducted as a part of the requirements for the fulfillment of Master two degree. It seeks to explore and identify children's main English as a Foreign Language (EFL) learning needs at an early age in different educational institutions. Your valuable insights and professional experiences will help the researcher to better understand the child's lacks, wants, and necessities in EFL learning.

Please take a moment to answer all the questions honestly. Your responses will be solely used and interpreted for academic purposes.

Section One: Background Information

1. What is your function?

1. A kindergarten teacher □

2. A primary school teacher □

2. What is the age range of your learners?

…………………………………………………………………………………

3. How long have you been teaching English?

…………………………………………………………………………………

How long have your learners been learning English?

………………………………………………………………………………….

Section Two: Children's Needs, Wants and Challenges

1. What language skills do your learners find difficult and need your support more?

1. Reading□   2. Writing□   3. Listening□   4. Speaking□

2. Which learning activities do your learners enjoy the most in EFL learning?

1.Games□   2. Story Telling□   3. Songs and Rhymes□

4. Visual Aids□   5. Role Plays□   6. Others□

If others, please specify.

……………………………………………………………………………………………………

   3. What themes are your learners interested in?

1. Sports□   2. Animals□   3. Technology□   4. Others□

 If others, please mention them.

……………………………………………………………………………………………………

   4. What language forms do they need at this age?

……………………………………………………………………………………………………

   5. What linguistic aspects may shape the child's EFL learning?

 ……………………………………………………………………………………………………

   6. Are they familiar with their own culture?

      Yes □   No□

   7. Do they need to be familiar with the English culture? Please justify your answer

      Yes □   No□

   ……………………………………………………………………………………………………

   Are there any specific cultural features that influence their EFL learning? Please justify

   your answer

      Yes □   No□

……………………………………………………………………………………………………

   8. What motivates them to learn English?

……………………………………………………………………………………………………

   9. What specific challenges do they face in learning EFL?

1. Vocabulary Acquisition□   2. Listening Comprehension□   3. Reading□

4. Writing □   5. Pronunciation□   6. Others□

If others, please list them.

…………………………………………………………………………………

Section Three: Teaching Materials and Resources:

1. What teaching materials do you use?

………………………………………………………………………………………

2. How frequently do you use the textbook?

1. Never□   2. Rarely□   3. Sometimes□   4. Often□   5. Always□

3. If you use the textbook, do you use it with or without adaptation?

………………………………………………………………………………………

4. How frequently do you use technology (apps, websites, educational platforms…) in your class?

1. Never□   2. Rarely□   3. Sometimes□   4. Often□   5. Always□

5. If you use technology in your classes, are learners interested and comfortable with using it in learning and practicing English?

Yes □   No□

6. What cultural-based tasks do you use in your class?

………………………………………………………………………………………

7. How do your learners react to learning about their own culture?

………………………………………………………………………………………

8. How do your learners react to learning about another culture?

………………………………………………………………………………………

9. Do your learners interact with each other in the English class activities?

   Yes □   No□

If yes, how do you encourage peer support?

……

10. What additional support or resources do your learners need in their EFL learning journey? Please, explain

……

11. In your opinion, what extracurricular activities do your learners engage in?

……

Section Four: Teaching Methods and Strategies:

1. How do you keep them motivated to learn English?

……

2. What strategies do you use to help them remember new linguistic features?

……

What methods do your learners find most effective for practicing English? Please explain.

……

3. What strategies do your learners welcome to overcome their language learning barriers?

……

Section Five: Assessment and Feedback

1. How do you assess your learners' progress in English?

……

2. What kind of feedback(positive/negative) do you use? Please, explain

……

3. How do they react to your feedback?

……

4. How do they react to quizzes and tests?

……

5. Do you give any rewards? Please, justify your answer

Yes □   No□

………

Section Six: Further Suggestions

Please share any additional insights, comments, or suggestions you have regarding children's

needs in EFL learning.

………

Your valuable contribution is greatly appreciated.

Thank you

ملخص

تحليل الاحتياجات هو مرحلة متميزة وضرورية في إعداد الدورات والمواد والمناهج الدراسية، فضلاً عن كونه أحد الركائز الأساسية في برامج تعليم اللغات الأجنبية. نظرًا للمكانة المهمة للأطفال كأصحاب مصلحة رئيسيين في منهجهم لتعليم اللغة الإنجليزية كلغة أجنبية، فإن الهدف الرئيسي من هذه الرسالة هو استكشاف الاحتياجات الأساسية لتعلم اللغة الإنجليزية كلغة أجنبية في المراحل المبكرة من خلال إجراء تحليل احتياجات لتعليم اللغة الإنجليزية كلغة أجنبية في مؤسسات جزائرية مختلفة. علاوة على ذلك، تحلل الدراسة الحالية تصورات المعلمين حول التحديات في تدريس اللغة الإنجليزية كلغة أجنبية للأطفال الصغار لتقديم توصيات لتصميم إطار فعال للمنهج الدراسي الذي يقدم أهداف تعلم وأنشطة نموذجية للمتعلمين الصغار في سياق هذه الدراسة، تم طرح أربعة أسئلة بحثية رئيسية (1) ما هي الاحتياجات الرئيسية لتعلم اللغة الإنجليزية للأطفال في سن مبكرة في المؤسسات الجزائرية؟ (2) ما هي التحديات والتفضيلات والضرورات في تعلم اللغة الإنجليزية كلغة أجنبية للأطفال في سن مبكرة؟ (3) ما هي العوامل التي قد تؤثر على اكتساب اللغة لدى المتعلمين الصغار في السياق الجزائري؟ (4) ما هي طرق التدريس والمواد والموارد التي يشعر المعلمون أنها ستلبي احتياجات المتعلمين الصغار للغة الإنجليزية كلغة أجنبية بشكل أفضل؟ ردًا على الأسئلة، تم اختيار طريقة وصفية. للحصول على البيانات اللازمة، تم إجراء مقابلة شبه منظمة مع عشرة معلمين للغة الإنجليزية في المؤسسات الجزائرية في ميلة، جيجل، وقسنطينة، وتمت مراجعتان للوثائق على الكتب التعليمية. تكشف النتائج الرئيسية للبحث أن الأطفال في الجزائر لديهم احتياجات فريدة في تعلم اللغة الإنجليزية، تركز على المفردات والطلاقة والدافعية، والتي تتشكل من ثقافتهم وخلفياتهم التعليمية. من المهم أن توصي هذه الدراسة بمنهج تعليم اللغة الإنجليزية كلغة أجنبية يركز على الطفل للتربية والبحث المستقبلي، مما يمكن أن يعزز مهارات اللغة بشكل أفضل ويعزز العدالة في التعليم المبكر في جميع أنحاء البلاد.

الكلمات المفتاحية: تحليل الاحتياجات، اللغة الإنجليزية كلغة أجنبية، تعلم اللغة الإنجليزية كلغة أجنبية في سن مبكرة، المنهج، المواد

Résumé

L'analyse des besoins est une phase distincte et nécessaire dans la préparation des cours, des matériaux et des programmes, ainsi qu'étant l'un des piliers des programmes d'enseignement des langues étrangères. Étant donné le statut important des enfants en tant que principaux acteurs de leur programme d'anglais langue étrangère, l'objectif principal de cette dissertation est donc d'explorer les principaux besoins d'apprentissage précoce de l'anglais langue étrangère en menant une analyse des besoins de l'anglais langue étrangère dans différentes institutions algériennes. De plus, la recherche actuelle analyse les perceptions des enseignants sur les défis de l'enseignement de l'anglais langue étrangère (EFL) aux jeunes enfants afin de proposer des recommandations pour concevoir un cadre EFL efficace d'un programme qui offre des objectifs d'apprentissage et des activités types pour les jeunes apprenants. Dans le cadre de cette étude, quatre principales questions de recherche ont été soulevées : (1) Quels sont les principaux besoins d'apprentissage de la langue anglaise des enfants en bas âge dans les institutions algériennes ? (2) Quels sont les défis, préférences et besoins en matière d'apprentissage de l'anglais langue étrangère chez les enfants en bas âge ? (3) Quels sont les facteurs qui peuvent influencer l'acquisition de la langue chez les jeunes apprenants dans le contexte algérien ? (4) Quelles méthodes d'enseignement, quels matériaux et quelles ressources les enseignants estiment-ils répondre le mieux aux besoins des jeunes apprenants d'anglais langue étrangère ? En réponse aux questions, une méthode descriptive a été choisie. Pour obtenir les données nécessaires, une entrevue semi-structurée a été menée avec dix enseignants d'anglais dans des établissements algériens à Mila, Jijel et Constantine, et deux examens de documents ont été administrés à des livres éducatifs. Les principales conclusions de la recherche révèlent que les enfants en Algérie ont des besoins uniques en matière de langue anglaise, axés sur le vocabulaire, la fluidité et la motivation, façonnés par leur culture et leurs parcours éducatifs. Il est important de noter que cette étude recommande un

programme d'anglais langue étrangère centré sur l'enfant pour la futurepédagogie et recherches, ce qui peut favoriser de meilleures compétences linguistiques et promouvoir l'équité dans l'éducation précoce à travers le pays.

Mots-clés: Analyse des besoins, anglais langue étrangère, apprentissage précoce de l'anglais langue étrangère, programme, matériaux