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A Comparative Enquiry between Textbook and AI Applications for Teaching English to Primary School Pupils: The Case of 4th Year pupils at Abdelhamid Ben Badis Primary School in Metlili-Ghardaia

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Dedication

First and foremost, I would like to express my sincere thanks to Allah Almighty for granting me the strength and ability to complete this research project.

I would also like to express my deepest gratitude to my father and mother, who have accompanied me on this journey with love and dedication, never hesitating for a moment to support me and help my dreams come true. You are the best parents; I love you.

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Dedication

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Abstract

This study presents a comparison between utilizing textbooks and AI applications for Teaching English as a Foreign Language (EFL) to Algerian primary school pupils. The study focuses on the hybrid method approach employing two particular applications: Perchance AI Text Generator to improve creative writing and sentence development, and ELSA Speak to enhance pronunciation and speaking abilities. During a 3-week intervention session, a mixed-methods strategy was used with grade 4 pupils from Ben Badis Primary School in Metlili. A questionnaire was administered to thirty EFL primary school teachers and classroom observations were conducted, utilizing a rubric-based assessment. The results showed that pupils' pronunciation accuracy, speaking confidence, writing creativity, motivation, and classroom engagement had all significantly improved. Despite several technological difficulties, teachers expressed a positive perception of the hybrid approach, stressing its potential to make courses more engaging and productive. The study concludes that the quality of EFL instruction in Algerian primary schools can be effectively improved by a well-balanced blend of traditional textbooks with AI applications. It suggests using this hybrid method in conjunction with the required technology assistance and teacher training.

Keywords: Hybrid Approach, textbooks, AI applications, ELSA Speak, primary education

List of Abbreviations

AI: Artificial Intelligence

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

L2: Second Language

NLP: Natural Language Processing

TBLT: Task-Based Language Teaching

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GeneralIntroduction

GENERALINTRODUCTION

1- BackgroundoftheStudy

Many countries, like Algeria, adopted English as a Foreign Language (EFL) in primary education due to globalization and how important ofEnglish as an international language. Young learners between the ages of five and twelve have distinctive traits including short attentionspans, innate curiosity, and an aptitude for learning through play, movement, and physical activities. These characteristics require unique teaching strategies that are very different from those applied to older students.

In primary EFL courses, traditional textbooks have traditionally been the dominant resource since they provide organized content and systematic skill development. Artificial Intelligence(AI) applications, ontheother hand, are becoming potenttoolsthatoffer interactive, personalized and attractive learning experiences due to the quick development of technology. These resources can improve young learners' motivation and language acquisition while addressing individual variances. (Phillips, 199; Pinter, 2006).

Large class sizes, a lack ofresources, limited teacher preparation, and the disconnect between old methodsand the demands of21st-centurylearnersare some ofthe issues that continue despite efforts to generalize English instruction in Algerian primary schools. This study compares traditional textbooks and AI applications and investigates the fundamentals of teaching EFL to younger students.

2- Rationale

Our rationale behind choosing this topic is to highlight the advantages and disadvantages of the two basic EFL teaching resources—traditional textbooks and AI applications—in the Algerian educational setting. Also, it looks into how a well-balanced mix of both might enhance the quality of English language instruction and promote young learners' overall development.

3- Statement of the Problem

Textbooks offer regularity and structure, but they frequently lack involvement and modification, particularly when it comes to speaking skills development. AI applications, on the other hand, provide difficulties like the digital divide, technical problems, and excessive screen time, but they also provide engagement and instant feedback. Teachers in Algerian primary schools have to figure out how best to integrate these resources to meet the developmental needs of young children.

This dissertation attempts to investigate the following main question:

Can the success of teaching EFL to primary school students in Algeria be improved by a well-balanced blend of traditional textbooks and AI applications?

4- Research Question

1. What are the advantages, disadvantages, and characteristics of using AI applications and conventional textbooks in elementary EFL instruction?
2. How can EFL activities for elementary school pupils successfully integrate textbooks and AI applications?

3. What difficulties do learners and teachers face while utilizing these materials in the setting of Algerian primary schools?

5- Hypotheses

For the main question of this study, it is hypothesized that a thoughtful integration of traditional textbooks and AI applications can maximize the strengths of both resources and lead to more effective and engaging EFL teaching for young learners.

For the sub-questions, the suggested hypotheses are as follows:

1. While AI applications excel in personalization, engagement, and instant response, traditional textbooks offer structure and stability.
2. The psychological, linguistic, and environmental demands of early learners will be better met by a mixed approach that uses both resources.
3. When applying AI tools, Algerian primary school teachers and learners will encounter traditional facilities, training, and resource problems.

6- Research Objectives

The goal of this study is to investigate the theoretical foundations of teaching EFL to primary school pupils. Additionally, it makes an effort to emphasize the features and possibilities of both conventional textbooks and AI applications. In order to boost the standard of elementary EFL instruction, the study also aims to offer recommendations that are appropriate for Algerian educational realities and practical methods of integrating both resources.

7- Methodology

The mixed-methods approach used in this study combines both theoretical and practical Aspects. Throughout the inquiry, a descriptive-comparative and empirical approaches are employed. The Theoreticalliteratureonteaching EFLto young students, conventionaltextbooks, and AI Applications is carefully reviewed and assessed in the first two chapters. The thirdchapter uses pertinent research, field observations, and real-world examples to analyze the state of EFL Instruction in Algerian Primary School.

TodescribehowteachersusetextbooksinactualEFL lessons;classroomobservationwas doneduringthepracticalphase.Duringtheresearcher'steaching internship attheprimaryschool "AbdelHamid Ben Badis" in Metlili, Ghardaia, an experimental intervention went next. Thirty-threefourth-yearprimarypupilsparticipatedinthetrial.Tocreateahybridteachingstyle,twoAI applications were used together with the textbook: Perchance AI Text Generator (which generates stories and Writing prompts) and ELSA Speak (which helps with pronunciation and speaking practice).

This approach, which combines theoretical and practical aspects, has enabled us to Comparetraditionaltextbook-basedinstructionwithtechnology-enhancedlessons,evaluatetheir Respectiveadvantagesanddisadvantages,andofferevidence-basedrecommendationstailoredto the conditions prevailing in elementary schools.

8- LimitationoftheStudy

This study has certain limitations despite the insightful information obtained. Due to time and financial limitations, the research primarily uses theoretical comparison and secondarydata.Theproposedhybridmodelwasnotputintopracticeorsubjectedto

General Introduction

Thorough empirical testing. Furthermore, some applications may change after this work is finished due to rapid expansion of AI tools.

9- Structure of the Dissertation

There are three chapters in this dissertation. The theoretical basis of teaching English to young children are presented in the first chapter, along with definitions, elements, significance, teaching methods, exercises, difficulties, and attitudes.

The features, benefits, problems, and integration opportunities of traditional textbooks and AI apps in elementary EFL instruction are compared in the second chapter.

The third chapter looks at the actual state of EFL instruction in Algerian primary schools, highlights particular difficulties, and makes useful suggestions for a successful outcome.

10- Definition of Terms

Young Learners: Children between the ages of 5 and 12 who are studying English in a formal school setting (primary education).

Textbooks: Textbooks offer consistency, systematic progression, and a real reference that young learners can interact with physically, which is especially helpful for children at the Concrete operational stage of development (Tomlinson, 2011; Richards, 2001). They function as the center of the language program by providing structured syllabi, linguistic input, graded Exercises, visual aids, assessment tools, and teacher support materials.

AI Applications: Digital tools and platforms that make use of AI technology, including adaptive methods, machine learning, natural language processing (NLP), and automatic speech recognition (ASR). Personalized learning routes, real-time feedback, game play, interactive activities, and advanced tutoring systems catered to the needs of young learners are all provided by these programs. Examples include chatbots, adaptive gamified platforms like Duolingo Kids, and voice recognition applications like ELSA Speak (Baker, 2019; Huang et al., 2022; Pokrivcakova. 2019).

ChapterOne

1.1 Introduction

Young learners, who are typically classified as primary school students between the ages of Five and twelve, are very different from older learners. They have shorter attention spans, a natural curiosity, and a strong preference for learning through play, movement, and sensory Experiences over abstract analysis (Bühger, 2022; Summer & Phillips, 1993). Therefore, holistic, interesting, and developmentally appropriate EFL education is necessary for Success at this level. The theoretical and practical underpinnings of teaching EFL to elementary School pupils are presented in this chapter. Key concepts are defined, the main elements of Instruction are outlined, the significance of early EFL education is discussed, its connections to Child development are explored, the teaching process and activity types are described, major Challenges are examined, and the attitudes of teachers and students are addressed along with Pertinent theoretical approaches.

1.2 Teaching (EFL) Young Learners: An Overview

In educational settings where English is not the language of daily communication or the larger community, like in Algeria and the majority of Arab countries, teaching English as a Foreign Language (EFL) to young learners entails the methodical and structured introduction of English (Brewster et al., 2002; Cameron, 2001). In contrast, learners of English as a Second Language (ESL) have more experience outside of the classroom.

Children in the primary stage who are still developing their literacy and cognitive skills in their first language (L1) are known as young learners. Instead of using formal rules, they acquire Languages instinctively and holistically through actual experiences, repetition, visuals, and Meaningful context (Phillips, 1993; Pinter, 2006). These academics contend that rather than Concentrating only on language accuracy, EFL instruction for this age group emphasizes

Developing good attitudes, motivation, and fundamental communicative competence through

Enjoyable, engaging, and low-stress activities.

1.2 ComponentsofEFLTeachingforPrimarySchool

1.2.1 VocabularyBuilding

The starting point of early language development is vocabulary. High-frequency, tangible, and thematically appropriate terms (family, animals, colors, food, and school objects) that relate to their immediate environment should be the focus of instruction for young learners. Flashcards, realia (actual items), games, songs, chanting, storytelling, and Total Physical Response (TPR) are all Useful techniques (Crandall, 2014; Shin & Phillips 1993). When added to visual aids, repetition in relevant situations improves retention and helps kids connect words to ideas and experiences.

1.2.2 GrammarBasics

It is better to introduce grammar implicitly at the elementary level as opposed to explicitly Explaining rules. Teachers should avoid complex metalanguage, which can overwhelm young Minds, and instead concentrate on meaningful use and pattern recognition. Children naturally Choose up grammatical patterns through repeated exposure in stories, songs, routines, and games (e.g., “This is a book,” “I have a...” (Cameron, 2001; Pinter, 2006).

1.2.3 ListeningandSpeakingSkills

Since listening is the basis for speaking, it is frequently the first ability to be developed. Before production, comprehension is developed through exercises including songs, stories, Instructions, and short conversations. Through low-pressure, supportive practice such as role-Paying, pair work, and repetition, speaking eventually develops. Developing oral confidence requires a secure setting that lowers fear (Cameron, 2001; Summer & Böhger, 2022).

1.2.4 Reading and Writing Fundamentals

Pre-literacy exercises, such as phonemic awareness, letter recognition, and visual words through picture books and large volumes, are the first steps in teaching reading and writing. Tracing, copying, and marking are the first steps in writing before creating basic sentences. Overall literacy development is supported by a balanced, integrated strategy that connects the four abilities (Bland, 2018; Halliwell 2004).

1.3 Importance of EFL in Primary Education

Children's natural ability to acquire languages is enhanced by early exposure to English, Especially when it comes to implicit learning, pronunciation, and intonation. It offers many Benefits, such as improved future academic and career chances, increased cultural understanding, and improved cognitive ability (memory, problem-solving, and language awareness) (Cameron, 2001; Pinter, 2006; Copland et al., 2014). English instruction in elementary schools is in line with National strategies in Algeria that promote multilingualism and global competitiveness (Naila, 2025; Raoud, 2025). However, studies consistently show that enough exposure time and excellent Training are more important than starting age alone.

1.4 Relationship between EFL Skills and Child Development

When used properly, EFL instruction promotes a child's overall development. Cognitively, it Improves creativity, flexibility, and management skills. Successful communication experiences Improve peer engagement, empathy, and self-confidence on a social and emotional level. When carefully incorporated, it can also strengthen reading abilities in the first language. This is Consistent with Vygotsky's focus on social interaction and scaffolding in the Zone of Proximal Development and Piaget's theory of cognitive development (concrete operational stage)

(Cameron, 2001; Phillips, 1993; Summer & Böhger, 2022). Overload is avoided and the child's General development is enhanced by balanced education.

1.5 TheEFLTeachingProcessforYoungLearners

EFL instruction for young students is learner-centered, dynamic, and cyclical. These stages are often followed: (1) Practice through controlled, supervised exercises and games; (2) Productionin more independent, meaningful tasks; (3) Continuous Assessment and Reflection through formative approaches; and (4) Exposure to rich, understandable input through stories, images,and reality. By establishing routines, sending scaffolding, personalizing instruction based on Individual needs, and providing positive, encouraging feedback, teachers act as facilitators and Role models (Pinter, 2006; Brewster et al., 2002; Summer & Běger, 2022).

1.6 TypesofEFLActivitiesin PrimarySchool

1.6.1 Play-BasedLearning

Games, puppets, role-playing, and movement are examples of play-based activities that lower the affective filter, make information clear, and complement children's innate learning style (Krashen, 1982; Phillips, 1993).

Creativity

Open-endedplayencouragesoutsidetheboxthinking,imagination,invention&flexibility

BrainSkills

Playsupportsplanning,goal-setting,focusandadaptabilityskills.

LanguageSkills

Playencouragesconversationalturn-taking,negotiation,newwords&expressionofideas.

Social-EmotionalRegulation

Guidedplayfostersself-regulation,resilience,empathy&problemsolving.

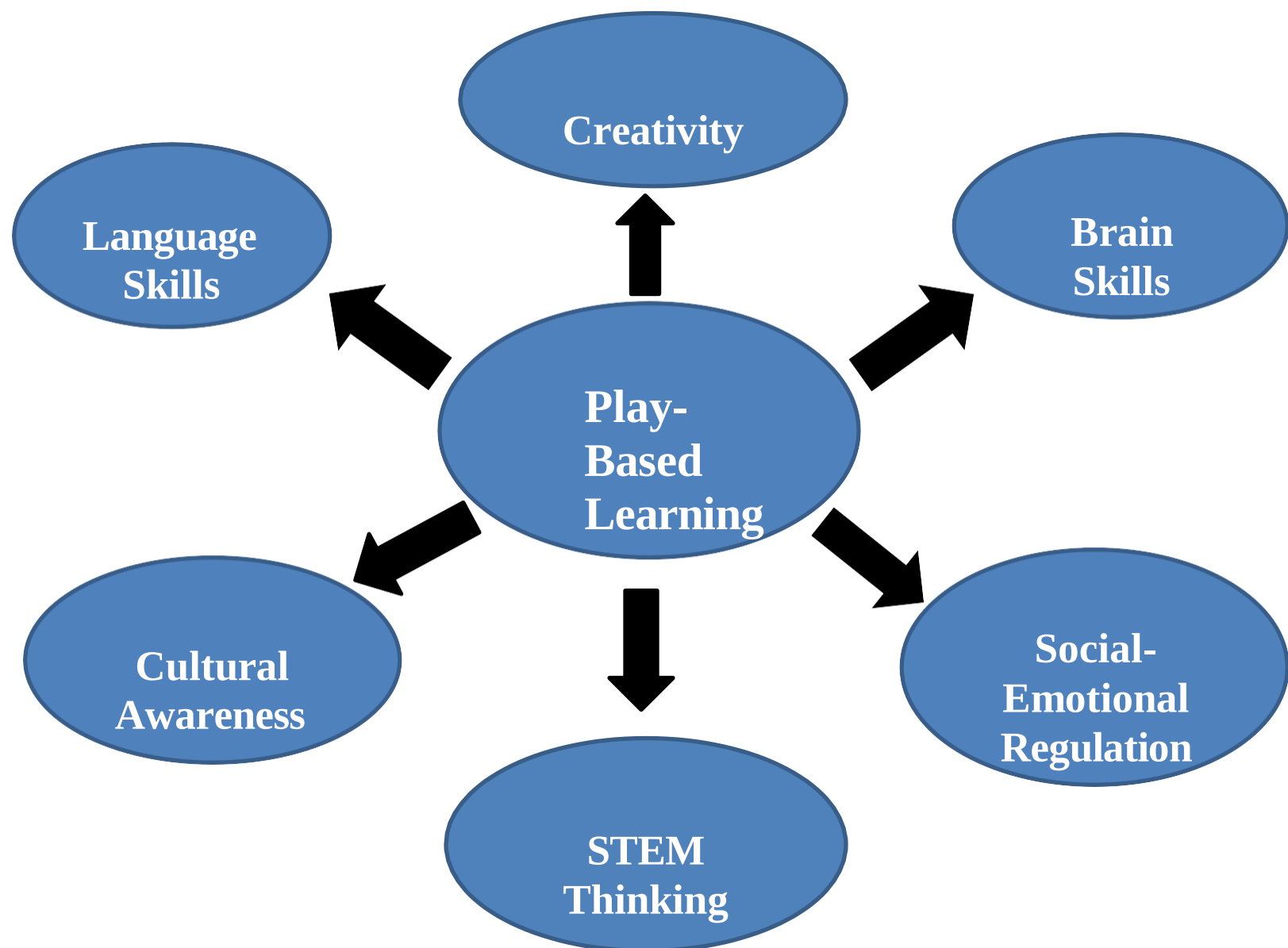
STEMThinking

Playencourageschildrentobuild,explore,experimentandquestiontheworldaroundthem.

CulturalAwareness

Playfostersinclusivityandunderstandingofdiversity.

Figure1.1ImportantBenefitsofPlay-BasedLearning
(Krashen,1982)



1.6.2 Story-Based Activities

One of the most effective and captivating methods for teaching young students English as a foreign language is through story-based exercises. They provide language in a relevant, Entertaining, and contextualized manner by using stories as a primary teaching technique. For Children between the ages of 5 and 11 who are naturally drawn to narrative, imagination, and emotional connection, stories offer a rich supply of useful information and give a realistic Setting for language use. A variety of activities fall under the umbrella of story-based learning, Such role-playing using stories, dramatic play, speaking by the teacher, listening to stories, Reading picture books, writing stories, and creating basic narrative endings. These exercises naturally and comprehensively combine the four language abilities of speaking, listening, Reading, and writing. Children are exposed to rich vocabulary, natural grammatical structures, Pronunciation patterns, and cultural factors in a fun setting through storytelling. Also, stories help Young children acquire linguistic patterns without making an effort, foster oral output, improve Listening comprehension, and spark their imagination. Additionally, they foster a collaborative Learning environment that encourages motivation and emotional engagement.

Cameron (2001) asserts that stories are especially beneficial for young students because they offer significant language input, foster the growth of linguistic and mental skills, and establish a dynamic and stress-free learning environment. She highlights that stories use context, Repetition, and emotional connection—all crucial components of early language acquisition—to Help kids understand the new language (Cameron, 2001, pp. 158-172). In actuality, teachers can start with teacher-led storytelling using gestures and images, progress to Guided retelling, and then engage in more imaginative activities like acting out the story or Coming up with different endings. Children can transition from receptive skills (listening) to

Productive abilities (speaking and writing) in a helpful manner thanks to this progressive Evolution. Because they require few resources, can be modified for large classes, and appeal to Children's innate love of fantasy and imagination while addressing the psychological and Linguistic difficulties of learning a foreign language, story-based activities are particularly Beneficial in the Algerian primary context.

1.6.3 Interactive Games

Interactive games are essential for teaching English to young learners because they make Language practice fun and engaging. They offer meaning repetition, support active engagement, and foster a low-stress environment that encourages young children's natural language Acquisition. Quality games support the development of all four language skills, especially Speaking and listening, while keeping kid's limited focus through competition and fun. These Activities foster active engagement, meaningful repetition, and a low-stress atmosphere that Facilitates children's natural language acquisition. Through competition and excitement, well-Designed games preserve children's short attention spans while promoting the development of all four language abilities, especially speaking and listening.

Games can be divided into three categories: digital games, traditional classroom games like Bingo, matching pairs, memory games, and role-playing games, and physical games like Simon Says and board races. These games help students develop not only their language skills but also their cognitive abilities like problem-solving, quick thinking, and memory. They also encourage Healthy competition and teamwork, which helps their confidence as well as their capacity to Speak in English. They foster not just language proficiency but also cognitive abilities like Memory, problem-solving, and fast thinking. Additionally, games encourage positive competition and teamwork, which boost students' self-assurance and readiness to speak English.

Interactive games are very beneficial, according to Shin and Crandall (2014), because they give kids frequent exposure to the target language in real situations, boost learner motivation, and let them use language for practical purposes rather than just exercises.

1.6.4 Group and Pair Work

In primary EFL classrooms, group and pair work are crucial cooperative learning strategies because they change the focus of the classroom from teacher-centered to learner-centered, providing young students with more opportunities to practice speaking and listening in a supportive and less difficult environment. While group work encourages larger collaborative tasks like projects, oral communication, games, and problem-solving activities, group work promotes social skills like taking turns, negotiating meaning, helping others, and respecting different opinions. By changing the focus of the classroom from teacher-centered to learner-centered, these activities provide young kids with additional chances to practice speaking and listening in a safe and encouraging environment.

Children participate in role-plays, interviews, information-gap exercises, and clear conversations through pair work, all of which aid in the development of communication competence. Conversely, group work promotes more extensive cooperative tasks like projects, games, storytelling, and problem-solving exercises. Both tactics encourage social skills like taking turns, negotiating meaning, lending a hand to others, and accepting differing viewpoints.

According to Halliwell (2004), group and pair work are highly effective in primary English Classes because they create a friendly and secure environment where children feel safe to experiment with the new language and learn from one another through meaningful interaction. These activities are especially helpful for young learners because they reduce individual pressure, increase speaking time for each student, and allow weaker learners to benefit from stronger peers (scaffolding). They also gradually help learners develop their autonomy and confidence.

Additionally, they support the gradual growth of students' independence and self-assurance. Halliwell (2004) asserts that group and pair work are very successful in elementary English Lessons because they foster a welcoming and safe atmosphere where kids feel comfortable Experimenting with the language and gaining knowledge from one another by means of genuine Conversation.

1.7 Challenges Faced by Primary School EFL Learners and Teachers

1.7.1 Psychological Barriers: Attention Span and Motivation

Short attention spans and erratic motivation are characteristics of young students in Primary school. Children between the ages of five and eleven usually only pay attention to an Activity for 5 to 10 minutes before losing interest, according to Phillips (1993). In order to maintain involvement, teachers must often switch up their activities and include games, Movement, and visual stimuli. In addition to learning a foreign language can put a lot of Emotional strain on one. According to Krashen's (1982) Affective Filter Hypothesis, low Motivation and high stress levels increase the affective filter, which limits language acquisition. Students are reluctant to speak up when they are afraid of making mistakes or be ashamed in Front of their peers.

Pinter (2006) confirms this reality by stating:

Young language learners are often inhibited by the fear of making mistakes in front of their classmates. This fear can be so strong that some children prefer to remain silent other than risk being laughed at or corrected publicly. This psychological barrier is one of the biggest challenges in developing speaking skills at primary level. Creating a safe, encouraging atmosphere where risk-taking is rewarded is therefore essential for successful oral language development. P:45

Young children are more sensitive to the emotional mood of the classroom, as reported by Cameron (2001). Their self-confidence and long-term motivation can be swiftly undermined by unfavorable experiences like comparison with more skilled peers or criticism.

According to Cameron(2001):

For young learners, the emotionalclimateofthe classroomisextremelyimportant.Theyare stilldevelopingtheirownself-concept andareparticularlyvulnerabletocriticismand failure. Ifa child feelsthat heorshe isnotdoingwellorisbeingcomparedunfavorablywithothers,this canleadtoanxiety,withdrawalandreluctanceto participateinspeakingactivities.Teachers need to create a supportive, low-anxietyenvironment where mistakes are seen as a natural part of learning rather than something to be ashamed of.P:32

Largeclassnumbers,fewspeakingopportunities, andtheexpectationtodowellina foreign Languagefroma youngageallcontributetothesepsychologicalhurdles intheAlgerianprimary Environment (Chahinez, 2023). Asaresult, many studentstakeapassivestanceor refrain from participating at all, which blocks the growth of their communication skills.

1.7.2 LinguisticBarriers:Age-AppropriateLanguageAcquisition

Learning English as a foreign language presents substantial linguistic problems for young Learners, primarily because they are exposed to a whole different linguistic system while still developing their original language, Arabic. Children in primary school have significant Challenges due to the significant differences between Arabic and English in pronunciation, Syntax, grammar, and writing direction.

Negative transmission or interference from the mother language (L1) is another significant Linguistic barrier. Sentence structures, writing norms, and sound systems differ between Arabic and English. Arabic, for instance, has a whole distinct script orientation, lacks the /p/ sound, and sometimes has a different subject-verb-object order. Brewster (2002) state:

Young EFL learners constantly make comparisons between their mother tongue and the new Language. When the two languages are very different, as is the case with Arabic and English, Learners experience more linguistic interference. This manifests in pronunciation difficulties, grammatical errors, and challenges in vocabulary retention. Teachers must be aware of these Differences and provide plenty of contrastive activities and models to help children distinguish between the two systems. (Brewster , 2002, p. 87)

The handful of English sessions offered each week and the nearly total lack of exposure to English outside of school exacerbate these linguistic hurdles in Algerian primary schools. Because of this, even after years of study, many students still have trouble with basic pronunciation, sentence construction, and vocabulary recall (Nakla, 2025; Chahinez, 2023).

1.7.3 Environmental Barriers: Classroom Resources and Parental Involvement

One of the biggest challenges to EFL instruction in Algerian elementary schools is the Environment. These obstacles include packed classrooms, a dearth of instructional resources and Technology, an absence of weekly teaching hours, and low parental involvement. Hedge (2000) explains the impact of the physical and material environment:

The quality of the physical environment and the availability of resources have a profound effect on the success of language learning, especially with young learners. In many schools, teachers are faced with large classes of forty or more pupils, very few visual aids, almost no access to audio or digital materials, and limited space for movement and group activities. These conditions make it extremely difficult to implement the kind of active, playful and multisensory methodology that Young children need in order to learn a foreign language effectively. (Hedge, 2000, p. 278)

Garton and Copland (2019), in their research on global challenges in primary EFL, state:

Environmental factors such as large class sizes, lack of appropriate materials, inadequate teacher Training, and low parental engagement continue to be major barriers in many countries. These Conditions limit opportunities for interaction, practice, and differentiation — all of which are Essential for successful language learning at the primary level. Without addressing these systemic Issues, the gap between policy aspirations and classroom reality will remain wide. (Garton & Copland, 2019, p. 215)

These environmental obstacles are especially difficult in the context of basic education in Algeria. Due to a variety of socioeconomic and educational issues, the majority of classes are overcrowded, there are few teaching resources, and parental involvement in English learning is often low.

1.8 Attitude toward EFL Teaching Methods in Primary School

1.8.1 Definition of Attitudes in EFL Methodology

One of the most significant affective elements influencing the process of learning a foreign language, particularly for younger learners, is attitudes. The term "attitudes" in the Context of EFL methodology refers to the general sentiments, convictions, and inclinations that Both students and instructors have regarding the English language itself, the teaching strategies, The activities in the classroom, and the entire learning process.

Attitudes are not just simple opinions; they are complex psychological states that combine Three main interconnected components:

The Cognitive Component: This includes the beliefs and thoughts learners have about English, Such as whether they see it as an important, useful, difficult, or enjoyable subject.

The Affective Component: This relates to the emotional reactions and feelings toward English learning, such as excitement, confidence, boredom, anxiety, or fear of making mistakes.

The Behavioral Component: This refers to the actual actions and tendencies that result from

The previous two components, such as willingness to participate in speaking activities, eagerness to do homework, or avoidance of English lessons.

Since young children are still developing their opinions about school subjects, attitudes are especially important in primary education. Young learners frequently evaluate the entire language based on whether the lessons are enjoyable, clear, and rewarding or difficult and dull, in contrast to older pupils who are able to distance their emotions from the subject. While a negative attitude might result in resistance, minimal engagement, and long-term indifference in the language, a positive attitude toward English at this early stage can foster great drive and openness to learning.

The passion of the teacher, the diversity and appeal of the activities, the use of games and technology, the difficulty of the tasks and the overall classroom atmosphere all influence opinions toward EFL teaching methods in Algerian primary schools. Children are more engaged and learn more efficiently when they appreciate the way English is provided. On the other side, negative attitudes are frequently produced by traditional rote learning techniques or activities that are excessively challenging or boring. Since attitudes have an impact on both immediate learning outcomes and learners' future intention to continue studying English in middle and secondary school, it is crucial to comprehend their nature.

1.8.2 Factors Influencing Teachers' and Learners' Attitudes

Teachers' and students' opinions regarding EFL instruction in elementary schools are influenced by a number of important elements. These elements can be roughly divided into three groups, according to Pinter (2006): contextual or environmental factors, learner-related factors, and teacher-related factors. Teacher's degree of training, experience, energy, and confidence in applying different teaching techniques are all considered teacher-related variables. Positive attitudes are more common among educators who are properly trained and feel comfortable

Using contemporary techniques like technology, games, and storytelling. However, teachers who don't have enough training or who are uncomfortable using new techniques frequently adopt Unfavorable or hesitant attitudes, which can have a direct impact on the classroom environment.

According to Garton and Copland (2019):

Attitudes of teachers and young learners toward EFL teaching methods are shaped by a complex interaction of three major sets of factors. Teacher-related factors such as professional training, personal enthusiasm and confidence in using creative methods largely determine how positively teachers approach their teaching. Learner-related factors, including age, personality, confidence, and fear of making mistakes, greatly influence children's motivation and willingness to participate. Contextual and environmental factors such as class size, resource availability, teaching hours, school infrastructure, and parental support also play a crucial role in creating the conditions that either encourage or hinder the development of positive attitudes. (p. 4)

Factors pertaining to learners are equally significant. Age, personality, prior learning Experiences, perceived success or failure, and fear of making mistakes all have a significant Impact on young learners' attitudes. While kids who find the lessons challenging, tedious, or Unpleasant tend to lose enthusiasm and exhibit negative attitudes, kids who feel accomplished and like the activities typically acquire positive attitudes toward English.

Environmental and contextual elements are also very important. These include the size of the class, the availability of instructional materials, the number of English classes per week, the Infrastructure of the school, administrative assistance, and the degree of parental involvement. Large class numbers, scarce resources, and short weekly teaching hours in Algerian primary Schools frequently lead to difficulties that have a detrimental effect on the attitudes of both Instructors and students.

According to Pinter (2006), these elements interact with one another rather than operating independently. For instance, by developing interesting courses, a skilled and motivated teacher might lessen the detrimental impacts of big class sizes and scarce resources. In a similar vein, when students succeed and enjoy themselves in the classroom, their positive attitudes can inspire Teachers to keep employing successful strategies. Since attitudes are dynamic, it is crucial to comprehend these affecting elements. Both instructors and young students can cultivate more favorable attitudes toward EFL teaching techniques with the correct situations, assistance, and Instructional techniques, which eventually result in improved learning outcomes.

1.9 Conclusion

The key concepts of teaching English to elementary school pupils have been covered in this Chapter. Understanding the developmental traits of young learners, integrating language skills through interesting and age-appropriate activities, and taking steps to address psychological, Linguistic, and environmental difficulties are all necessary for successful EFL instruction at this level. Effective implementation depends on instructors and students developing positive attitudes Based on solid theoretical foundations. The next chapter will explore useful teaching strategies, Activity planning, and particular approaches needed for elementary EFL classes.

ChapterTwo

Chapter Tow

Comparative Analysis of Textbook and AI Application in EFL Teaching

2.1 Introduction

In today's educational scene, the use of traditional textbook and advanced AI Apps to Teach English as a foreign Language (EFL) to primary school pupils represents a Significant Change toward more effective and engaging learning experiences.

Textbooks have long been the foundation of structured language training, providing Systematic method to developing basic abilities in vocabulary, grammar, listening, and writing. However, as Rao (2019) point out, mastering speaking skills in EFL is especially difficult due to the Spontaneous nature of sentence generation, which requires learners to generate language in real Time while retaining fluency and precise pronunciation.

This problem is exacerbated in primary school, as young students frequently have Short attention spans, different levels of motivation, and diverse developmental demands.

Despite their value in consistency and accessibility, traditional textbooks might not always provide the individualized attention needed to successfully overcome these obstacles. Although they offer a uniform curriculum, they may not be able to accommodate individual student variances, such as different rates of acquisition or Particular pronunciation challenges. Thankfully, the development of AI tools has Transformed EFL instruction in elementary schools by producing immersive and Interactive environments that meet these demands.

“Integrating information and communication technology (ICT) in language Learning enables Students to interact and Immerse themselves in the language, regardless of location or access to Traditional Classroom settings, “according to Hidayatullah (2024) (P.19). AI application that Provide Real-time feedback, gamification, and personalization-like adaptive platform and Speech recognition tools-make learning more effective and interesting for young children.

In order to overcome common obstacles in elementary EFL education, such as psychological barriers like poor motivation, linguistic problems like age-appropriate Language acquisition, and environmental concerns like inadequate resources, textbooks and AI application are essential (White, 2007). This chapter offers a thorough comparison of these two resources, examining their definition, traits, theoretical underpinning, and Useful aspects. It explores how they might be used in pre-learning and EFL activities, Both before and after learning, while balancing their Benefits (such as textbooks tangibility with AI’s involvement) and drawbacks (like textbooks’ rigidity and AI’s technological Problems).

It also at how students and teachers feel about these resources and how comparative research May help improve EFL techniques, especially in settings with little resources like Algerian primary schools. Teachers can promote a balanced approach that Improve language proficiency, Autonomy, and general child development by combining the advantages of both.

2.2 Overview of Traditional Textbooks in Primary EFL Education

For many years, the foundation of English language instruction in elementary schools has been and continues to be traditional textbooks. They serve as the key teaching resource that

Provides structure, continuity, and systematic advancement in language learning. Textbooks are carefully prepared resources with a logical flow that provide marked information appropriate for Young learners' developmental stage. They usually consist of reading passages, writing tasks, Listening and speaking exercises, vocabulary introduction, grammatical presentation, and Assessment instruments. Textbooks serve as the official curriculum in Algerian elementary Education and guarantee consistency among all schools. Tomlinson (2011) describes the Importance of textbooks as follows:

The language program's visible core is its textbooks. They serve as the foundation for the Classes' content, the skills to be taught, the texts to be read, and the tasks to be completed. A well-written textbook provides young students with stability, consistency, and a clear feeling of Progression—all of which are critical for developing confidence in a foreign language.

(Tomlinson, 2011, p. 21)

The tangibility and accessibility of classic textbooks is one of their biggest advantages. Textbooks don't need electricity, an internet connection, or pricey gadgets like digital tools do. They can be utilized outside, at home, or even in the school. Because of this, they are especially useful in settings like many Algerian primary schools that have low-quality technological Infrastructure. But despite these benefits, classic textbooks are not without their detractors. They frequently take a "one-size-fits-all" approach and are inflexible, making it difficult to adapt to the various learning styles, interests, and skill levels of individual students. Children who are digital Natives may find the activities boring or repetitive after they are printed, since the information cannot be promptly updated. Both sides are highlighted by Richards (2001):

Although textbooks give teachers a clear structure and cut down on preparation time, they can also stifle innovation and lack to address students' urgent needs and interests.

Using textbooks as a resource rather than a script is a difficulty for today's educators. (Richards, 2001)

Anyway, because of their structure, dependability, and accessibility, classic textbooks continue to be a vital resource in initial EFL instruction. However, in order to better fulfill the Demands of young learners in the twenty-first century, they must be supplemented with more Interactive and personalized resources, such AI applications, in the quickly evolving educational Landscape of today.

2.2.1 Definition and characteristics of EFL textbooks

An organized instructional book or series created for a particular course level that serves as the foundation for language learning is called an EFL textbook. It offers practice exercises, Assessment tools, linguistic input, and a syllabus (Tomlinson, 2011). These Textbook are aesthetically pleasing, age-appropriate, and frequently come with materials Like teacher guides, Worksheets, and audio CDs in elementary school setting. According to Richards (2001), text- books serve as the “visible heart” of the language program, providing young students with a concrete reference that they can physically interact with. This is especially helpful for kids who learn Best by doing.

To sustain interest, the modules are clearly organized into topics that are pertinent to children’s lives, such as family, animals, or everyday activities. To make learning Accessible and in Line with developmental stages where visual aids improve Comprehension, they use vibrant Drawings and straightforward narratives (Chou, 2010).

2.2.2 Theoretical Foundation of Textbook-Based Learning

Communicative language teaching (CLT), task-based language teaching (TBLT), and Content-based instruction are all incorporated into textbook-based learning in primary EFL. These methods place a strong emphasis on contextualized language use, balanced Skill development, and organized growth. For example, CLT encourages real-life

Communication, which textbooks support with conversation and role-plays designed for Younger students (Richards & Rodgers, 2014). Textbooks offer sequential exercises that Scaffold learning from simple to Complicated, and TBLT promotes task completion to construct language naturally (Willis, 1996). According to Vygotsky's (1978) zone of proximal development, textbooks provide Children with systematic exposure to vocabulary, grammar, and abilities while also providing guided Guidance to help them fill in knowledge gaps. By cutting down on Preparation time and encouraging uniformity within classrooms, this foundation helps Teachers, particularly those with less Training (Cunningsworth, 1995).

2.3 Features of EFL Textbook for Primary School

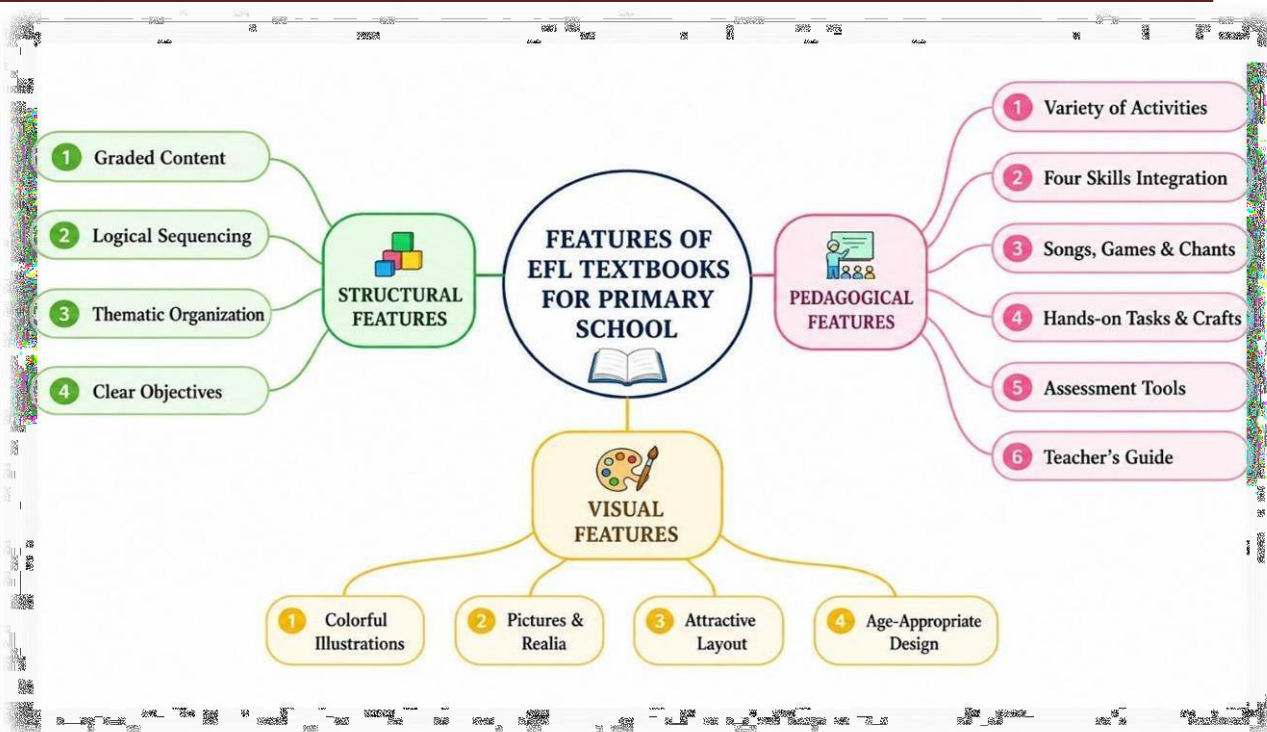
Conventional EFL textbooks for elementary school students have a number of unique Characteristics that make them especially appropriate for younger students. These elements are thoughtfully designed to complement the linguistic, emotional, and cognitive growth of kids between the ages of 6 and 10. Structured and graded content is the most noticeable feature. Language things are presented in textbooks in a logical order, generally developing from basic to more complex structures. Young learners gain confidence and a strong sense of accomplishment from this methodical approach. The learning process is made interesting and inspiring by the fact that every unit typically centers around a major theme that is pertinent to children's lives (such as Family, school, animals, food, or daily routines). The broad use of visual aids is another important aspect. Primary textbooks are full of colourful pictures, diagrams, comedy acts, and Pictures. These images are essential for helping kids learn new words, improving understanding, and holding their interest. Pictures and realia help young learners acquire message without heavily depending on translation because they are still developing their literacy skills.

A wide range of age-appropriate activities are also included in textbooks, including games, Crafts, coloring pages, brief dialogues, songs, chants, and matching exercises. These exercises are intended to foster active engagement and creativity in addition to the development of the four Language abilities (speaking, listening, reading, and writing). Additionally, the majority of Primary textbooks include extra worksheets, teacher's aids, answer keys, and audio recordings. Teachers who may have little training or experience instructing young students in English will find this material very helpful. Richards (2001) summarizes the value of these features effectively:

"There is much more to a quality elementary textbook than just a list of language activities. It is a professionally created educational program that includes language input, eye-catching graphics, a variety of activities, and clear pedagogical instruction. It provides chances for creativity and individual participation while also giving young learners security through predictable routines". (Richards, 2001, p. 15)

Textbooks have drawbacks despite these advantages. Individual variances in learning speed, Interests, or skills are difficult to accommodate in their fixed material. They cannot be swiftly modified to reflect new pedagogical trends or current events once they are published.

Figure 2.1: Main Features of Traditional EFL Textbooks for Primary School Learners
(Richards, 2001)



2.3.1 Structured Content and Exercises

The four skills—listening, speaking, reading, and writing—are covered in a well-organized Series of lessons with defined learning objectives, increasing difficulty, and Balanced coverage. This framework helps professors maintain uniformity across Classrooms and provides students with a road map. For instance, units frequently expand on themes, beginning with the introduction of vocabulary and moving on to the Application of grammar through tasks like basic dialogues, matching, and filling in gaps (Tomlinson, 2011). Children acquire incremental mastery Thanks to this kind of Organizing, which lessens overwhelm and boosts self-esteem.

2.3.2 Visual Aids and Illustrations

Young learners' interest is sustained and vocabulary learning is supported by the concrete Representation of abstract topics provided by vibrant visuals, cartoons, and

Realia. According to Piaget's (1951) stages of cognitive development, visual aids are beneficial for primary school students. In addition to improving understanding, illustrations make learning enjoyable and promote participation in tasks like categorizing images or describing situations (Garton & Copland, 2018).

2.3.3 Teacher-Guided Activities

In addition to providing material, primary EFL textbooks are made to help teachers—especially those with little experience—deliver engaging lessons. These exercises are ideal for young learners in the Algerian environment since they are designed to be teacher-led while progressively encouraging student engagement. Answer keys, comprehensive instructor scripts, step-by-step instructions, and recommendations for classroom management are frequently found in textbooks. Teachers can more effectively plan group projects, pair work, and whole-class activities with this assistance.

Typical teacher-led exercises consist of:

- Simple conversations and role-plays.
- Songs and song supported by routine actions.
- Repetition exercises and guided storytelling.
- TPR (Total Physical Response) exercises and structured games.

These exercises give the instructor the opportunity to demonstrate proper language use, offer prompt correction, and keep control of the lesson's tempo—all crucial when working with students who have short attention spans. Richards (2001) emphasizes the importance of this feature by stating:

"A quality textbook serves as a teacher's silent collaborator. In addition to content, it offers teachers—especially those who are new to teaching—a clear framework and helpful advice". (p.2)

In Algerian primary schools, where many EFL teachers may have severe workloads or little specialized training in teaching young learners, this teacher support is very beneficial. Teachers can ensure stability among lessons and still have the freedom to change activities based on the needs and responses of their students by according to the curriculum's standards. Additionally, by transferring students from highly supported practice to more autonomous Language usage, teacher-guided exercises in textbooks enhance scaffolding, an idea based on Vygotsky's Zone of Proximal Development.

2.4 Overview of AI Applications in Primary EFL Education

The field of EFL teaching is quickly changing due to artificial intelligence (AI) technology, especially at the primary level. AI apps provide dynamic, adaptive, and highly interactive Learning environments that respond to the unique requirements, hobbies, and pace of young Learners, in contrast to traditional resources. These resources are particularly helpful in Addressing major issues in primary EFL, like the requirement for quick, open-minded feedback, Short periods of focus, and little speaking practice. Adaptive learning platforms, gamified apps, Chatbots, intelligent tutoring systems, automatic speech recognition (ASR) tools (like ELSA Speak), and AI-powered content generators are examples of AI uses in EFL. These technologies create specific instruction techniques that are challenge for standard textbooks to give by using Machine learning, natural language processing (NLP), and affective computing.

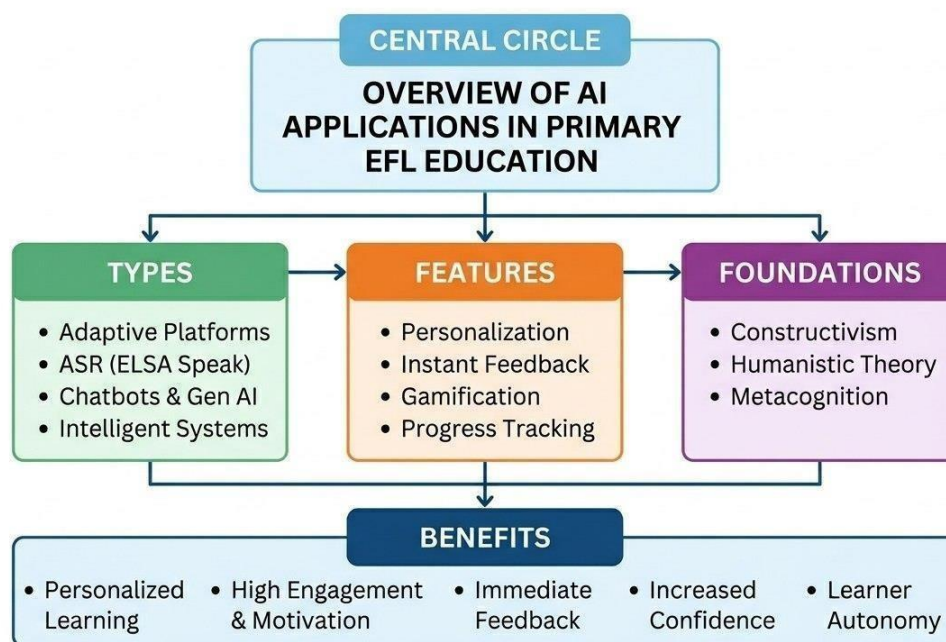
Garcia Lopez (2025), in a systematic review of AI use in EFL and English Language Teaching, provides a comprehensive overview:

Artificial intelligence presents EL and EFL students an abundance of benefits, such as: a personalized and specific learning experience; appropriate and prompt feedback; rich learning resources; an engaging learning atmosphere that stimulates students' interest; and engagement and motivation that boost student autonomy, self-esteem, and a capacity to

Share information. As a result, it can be concluded that AI is a useful tool for teaching English in 21st-century classrooms since it meets the various demands of young students by providing individualized support that instantly adjusts to their emotional and cognitive states. (Garcia Lopez, 2025, p.125)

This all-encompassing viewpoint emphasizes the huge potential of AI applications in addressing the educational and developmental needs of young EFL learners. AI solutions enhance the shortcomings of traditional textbooks by offering individualized interaction and real-time Modification, resulting in a more effective and interesting learning environment that is suited to the needs of elementary school students.

Figure 2.2: Benefits of AI Applications in teaching at primary school (Garcia Lopez 2025)



2.4.1 Definition of AI Applications and AI-Mediated Tools

AI applications in language education are digital tools and platforms that help teaching and Learning by simulating human intelligence using powerful computer algorithms. Machine Learning, natural language processing (NLP), automatic voice recognition (ASR), adaptive Methods, and generative systems that can speak with students in real time are some of these Technologies. AI-mediated tools include a broad range of applications in the context of primary EFL education, including chatbots for conversational practice, intelligent systems for teaching, Adaptive learning platforms (like Duolingo Kids), speech recognition software (like ELSA Speak), and generative AI tools for creating specific stories, conversations, and exercises. With Captivating interfaces, gamification components, and visual feedback appropriate for young Learners between the ages of 6 to 11 years old, these products are made to be kid-friendly.

Al-Twijri and Alghizzi (2024) offer the following comprehensive definition:

"In order to develop algorithms that replicate human thought processes, artificial intelligence (AI) is a branch of study centered on solving cognitive problems like to those resolved by human intelligence. It seeks to comprehend the various facets and systems of human intelligence. AI aims to mimic human cognitive capacities in real-world situations, making it possible to simulate particular talents like speech recognition. In order to solve issues and reach conclusions, these cognitive talents are subsequently transformed into computational formulas. AI applications in EFL change conventional teaching methods by providing more individualized, effective, and dynamic learning opportunities. With the use of AI-powered tools, students may practice conversations, get immediate feedback, and customize content to suit their unique learning preferences. Adaptive learning platforms are made possible by AI, which evaluates students' progress and modifies content type and complexity accordingly".

(Al-Twijri & Alghizzi, 2024, pp. 2-3)

This concept highlights that AI is a transforming tool that may model key features of human Teaching, especially personalization and fast feedback, which are frequently difficult to do in significant traditional schools in Algeria.

2.4.2 Theoretical Foundations of AI in Young Learner Education

AI is consistent with constructivist theory, which holds that students actively create Knowledge with the help of adaptive scaffolding (National University, 2025). Additionally, it is based on metacognitive theory, which emphasizes preparation, Observation, and assessment (Wenden, 1995; Benson, 2011). Through just-in-time help and gamified motivation, AI complements Vygotsky's (1978) zone of proximal Development for young learners, lowering cognitive load with instant feedback (Zeng & Zhang, 2024). The application of AI is further supported by humanistic theory, which Emphasizes learner-centered strategies that take into account personal needs and self-actualization (Zheng, 2024). By enabling children to establish objectives and reflect. AI Promotes autonomy and is consistent with self-directed and self-regulated learning (Zimmerman, 1998).

2.5 Features of AI Applications for Primary EFL

AI programs are very useful for teaching English to younger students because of their special and advanced qualities. By providing interactivity, adaptability, and engagement catered to the cognitive, emotional, and linguistic needs of primary school students (ages 6–10), these characteristics overcome many of the problems of traditional textbooks. Kir (2025), in a study on the key features of AI applications in foreign language teaching, explains:

"The development of critical language skills, such as pronunciation, vocabulary acquisition, and communicative competence, has been significantly aided by the use of AI into language education. AI applications are distinguished by their capacity to offer gamified elements, real-time engagement, adaptive learning routes, and individualized feedback. These tools build immersive and inspiring environments by utilizing technology like machine learning, speech recognition, and natural language processing. Child-friendly interfaces, multimedia integration, progress tracking, and the ability to automatically modify content complexity based on student performance make AI apps stand out for young learners. In addition to boosting student interest and engagement, these qualities also lessen anxiety, especially when it comes to speaking abilities, freeing up teachers to concentrate more on facilitation rather than tedious assignments". (p. 45 of Kir, 2025)

This quotation emphasizes how AI capabilities may transform elementary EFL situations, especially in places like Algerian schools where resources and individual attention are limited.

2.5.1 Interactive and Adaptive Learning Tools

The capacity of AI programs to offer highly interactive and adaptive learning experiences is one of their most important benefits in primary EFL instruction. AI technologies flexibly adapt to each learner's unique pace, competence level, performance, and learning style, in contrast to Traditional textbooks that provide static content. They are particularly useful for young students with varying skill levels and short attention spans because of this real-time adaptability.

VO(2025), in a study on transforming language learning through AI adaptive systems, states:

"Through interactive tutoring, computerized tests, and adaptive learning, artificial intelligence (AI) has transformed language instruction. These solutions use AI-driven algorithms to enable self-directed learning outside of typical classroom settings, instantly deliver feedback, and dynamically modify learning content based on individual progress. Adaptive platforms automatically modify the degree of difficulty, the order of tasks, and the kinds of exercises to suit the needs of every student by constantly recording their reactions. With interactive interfaces, multimedia components, and instant support, this tailored approach is especially helpful for young learners because it sustains motivation, lowers frustration, and offers an exciting, game-

Like environment. These resources not only aid in the development of the four language skills but also promote student independence and self-assurance, particularly in speaking and listening exercises where young children frequently experience anxiety". (p. 3 of Vo, 2025)

This compelling explanation demonstrates how interactive and adaptive AI tools provide a truly personalized learning experience that traditional textbooks cannot match, thereby addressing the fundamental issues that Algerian primary school students face, such as large class sizes, few Speaking opportunities, and varying proficiency levels. These tools include, for instance:

- Adaptive platforms that modify lesson difficulty in real time include Duolingo Kids.
- ELSA Speak offers interactive pronunciation practice with speech recognition.

2.5.2 Gamification and Multimedia Elements

AI apps largely rely on gamification and rich multimedia components to overcome young Learners' short attention spans and their demand for enjoyable and engaging activities. Incorporating game design elements like points, badges, leaderboards, levels, incentives, and Challenges into the educational process is known as gamification. These elements, when paired with multimedia (animations, songs, movies, sounds, and interactive graphics), turn learning English into an engaging, motivating experience that suits primary school students' natural Learning preferences. Wu (2026), in a study on AI-driven gamification for primary school English vocabulary learning, explains:

"AI-driven gamified learning environments provide creative ways to teach vocabulary in elementary English due to the quick development of AI technology in education. These environments combine adaptive algorithms that customize the learning process with game mechanics like points, badges, streaks, levels, and instant rewards. Gamification fosters an interesting, low-stress environment for young learners that maintains motivation and promotes repeated practice. Multimedia components that improve comprehension and recall include vibrant animations, interactive narratives, audio feedback, and visual progress markers. By enabling kids to track their own improvement through gamified dashboards and accomplishments, these

Features not only boost learner engagement and participation but also aid in the development of metacognitive techniques". (P. 4 of Wu, 2026)

Typical instances consist of:

- Apps such as Duolingo Kids have reward systems, badges, and points.
- Interactive narratives and animated characters.
- Sound effects and audio-visual feedback.
- Achievement unlocks and progress bars.

These components greatly increase time on task and willingness to speak by making language practice feel more like play than study.

2.5.3 Personalized Feedback and Progress Tracking

The capacity of AI programs to offer quick, tailored feedback and ongoing progress tracking is one of their most potent characteristics in core EFL instruction. AI systems may evaluate a Child's pronunciation, vocabulary use, grammar, and even writing in real time and provide tailored recommendations, in contrast to traditional textbooks that provide delayed or generic Feedback. Because it lets each child learn at their own pace, this feature is very helpful for young Learners. The AI algorithm determines strengths and weaknesses and modifies the degree of Difficulty appropriately. For instance, the program can offer focused workouts and visual Feedback to a student who has trouble with the "th" sound until progress is observed.

Additionally, AI tools provide parents and instructors with comprehensive progress reports that demonstrate how various skills have improved over time. This helps teachers better understand each learner's needs and prepare more successful sessions.

Huan et al. (2022) emphasize the importance of this feature in their study:

"One of the biggest benefits of AI in language acquisition is personalized feedback. AI programs assist young students in identifying their mistakes, lowering irritation, and boosting confidence

By providing prompt and targeted corrections. Additionally, constant progress tracking makes it easier for teachers to keep an eye on students' progress and offer prompt assistance—something that is frequently challenging in large, traditional classes". (Huang et al., 2022)

AI applications are a potent supplement to traditional textbooks in elementary EFL settings. Because of this feature, which turns the learning process from a one-size-fits-all approach into a completely learner-centered method.

2.6 Incorporating Textbooks and AI Applications into EFL Activities

When both AI apps and conventional textbooks are cleverly incorporated into a hybrid teaching style, their full potential becomes apparent. Effective EFL teachers employ them in a complementary manner rather than as rival resources to give young students a rich, well-rounded, and captivating educational experience. Three primary stages of the learning process can be used to carefully arrange this integration.

2.6.1 Pre-Learning Phase

Activating students' past knowledge, sparking their attention, and getting them ready for the current lesson are the key objectives of the pre-learning phase. By systematically and clearly explaining the primary concept, important terminology, and learning objectives, the manual acts as the cornerstone. AI applications can also be employed to enhance the interactivity and motivation of this stage. For instance, the instructor can use AI technologies like picture generators or basic chatbots to preview and pique students' attention before beginning a unit from the textbook. Students are more motivated and somewhat familiar with the material when they start the session because of this combination (Tomlinson, 2011).

2.6.2 During-Learning Phase

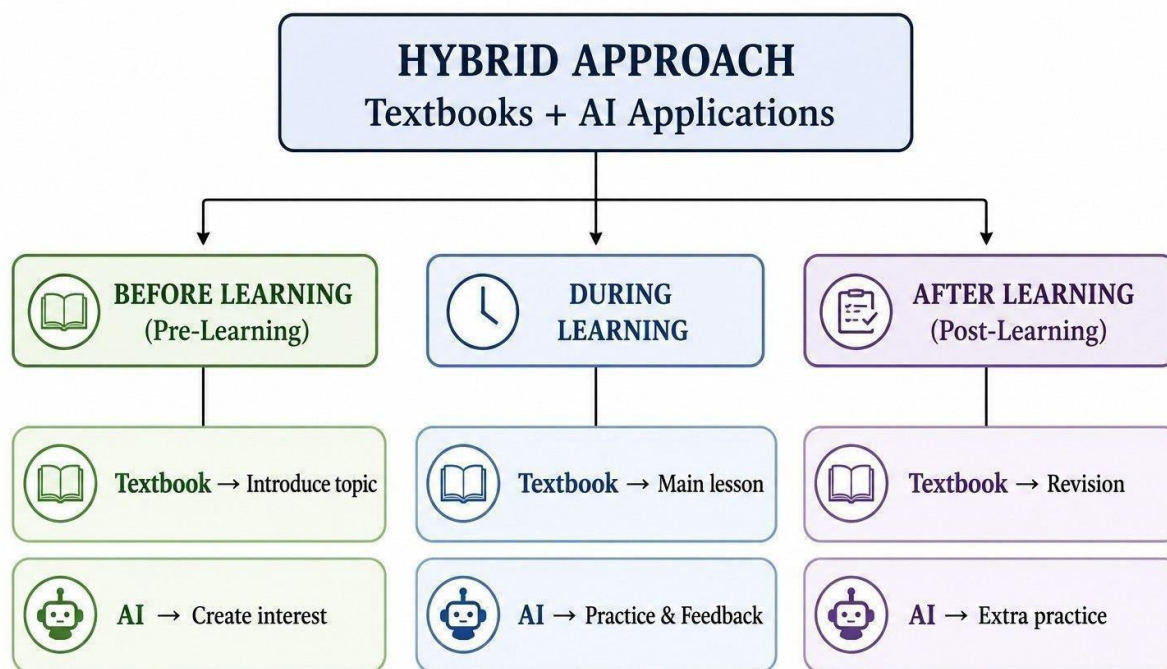
Actual teaching and learning take place during this crucial stage. In this case, the lesson's organized framework is provided by the textbook, and interactive practice and personalization are provided by AI applications. Textbook exercises like listening to a conversation, reading a brief Passage, or picking up new terminology could constitute the first part of a normal class. Students use AI technologies for more in-depth practice after they have mastered the fundamentals. For Example, students can utilize Perchance AI to create their own sentences and stories, or they can Practice speaking using ELSA Speak for immediate pronunciation feedback after studying a Dialogue in the textbook. Learning becomes more engaging and differentiated instruction is made Possible by this combination. While AI offers interactivity and instant feedback, the textbook Guarantees curriculum coverage (Huang et al., 2022).

2.6.3 Post-Learning Phase

The emphasis switches to knowledge extension, reinforcement, and consolidation during the post-learning stage. Homework, assessments, and revision activities are all done using the Textbook. AI programs, meanwhile, offer more customized practice based on the requirements of the learner. At home, students can use Perchance AI to make unit-related stories or ELSA Speak to practice pronunciation. This stage encourages learner autonomy and expands learning outside of the classroom.

In conclusion, careful preparation is necessary for the effective integration of textbooks and AI applications. When intelligently combined, AI applications offer interactivity, personalization, and instant feedback, while textbooks supply the required structure and curriculum alignment. For young EFL learners, this well-balanced hybrid method produces a more productive, inspiring, and inclusive learning environment (Tomlinson, 2011; Huang et al., 2022).

Figure 2.3: Hybrid Integration of Textbooks and AI Applications in EFL Activities
(Adapted from Tomlinson, 2011)



2.7 Advantages of Textbooks vs. AI Applications in EFL Development

A comparison of AI applications and conventional textbooks reveals that each has special Advantages that can help with fundamental EFL instruction. Teachers are better able to plan Classes when they are aware of these benefits.

2.7.1 Textbooks: Consistency, Tangibility, and Low-Tech Accessibility

In elementary education, traditional textbooks still have significant benefits. Both teachers and Students can follow a logical growth of language skills because of their uniformity and clear Framework. In large educational institutions where consistency among schools is necessary, this is especially beneficial. Additionally, textbooks are substantial and trustworthy. All students, Regardless of their financial circumstances, can use them because they don't require devices,

Energy or the internet. At-home lesson review, note-taking, and material revisits are all simple for students. Textbooks also assist in reducing excessive screen usage, which is a growing problem for educators and parents. Copland (2019) states:

"Because they provide structure, continuity, and a sense of security for both teachers and young students, textbooks continue to be an essential tool in the teaching of first languages. They offer a solid base that facilitates uniform learning across classrooms in settings with restricted access to technology". (Copland, 2019)

2.7.2 AI Applications: Engagement, Interactivity, and Customization

Applications of AI offer significant benefits that overcome many of the drawbacks of conventional techniques. Their high level of involvement and participation is their most prominent strength. AI tools draw kids in and make learning English more fun using games, animations, prizes, and adaptable challenges. Instant response and personalization are two more important benefits. AI technologies can instantly improve grammar, vocabulary, and pronunciation while also modifying the task level to each kid's level of proficiency. This lessens frustration and enables young learners to advance at their own speed. By enabling students to practice on their own and monitor their own development through thorough reports, AI applications help promote learner autonomy.

Li & Wang (2023) highlight this advantage in their research:

"By supplying personalized educational modes and instant feedback, solutions powered by AI seriously boost learner motivation and engagement. This tailored assistance helps young EFL learners become more confident in their language use and improves their speaking and listening abilities more quickly". (Li & Wang, 2023)

2.8 Challenges of Integrating Textbooks and AI Applications in Primary EFL

Although the hybrid approach has many advantages, there are a number of difficulties in combining traditional textbooks with AI applications. For implementation to be successful, these Challenges must be understood and resolved, particularly in the context of Algerian primary Education.

2.8.1 Textbooks: Rigidity and Lack of Adaptability

The inflexibility of traditional textbooks is frequently criticized. Once published, the Information is set in stone and cannot be readily altered to accommodate the demands, varying Skill levels, or current interests of specific students. Teachers find it challenging to differentiate Education in big and varied classrooms because of this "one-size-fits-all" approach.

2.8.2 AI Applications: Technical Issues, Digital Divide, and Screen Time Concerns

Significant practical obstacles confront AI tools, especially technical ones like erratic internet, a shortage of devices, and technical issues. These problems restrict the efficient adoption of AI Technologies in many Algerian schools, particularly in rural areas. Furthermore, because not every student has equal access to technology at home, the digital gap leads to inequity. Another Major issue for the growth and well-being of young students is excessive screen usage.

2.8.3 Common Challenges: Cost, Training, and Integration Balance

High expenses (particularly for AI subscriptions), the requirement for continuous teacher Training, and the difficulty of striking an appropriate balance between traditional and digital Methods are all issues that both resources have in common.

Selwyn(2023) addresses these integration challenges in his recent work:

"It is extremely difficult to incorporate AI technologies into present educational institutions. Inadequate infrastructure, a lack of digital capabilities, and the challenge of effectively integrating new AI technologies with old textbooks are common challenges faced by educators.

The claimed advantages of AI may go mostly not met without adequate training, technical

Strategic planning, physical investment, and extensive teacher professional development Programs are necessary to overcome these obstacles.

2.9 Learners' and Teachers' Attitudes toward Textbooks and AI Applications in EFL

For any educational innovation to be successful, attitudes are essential. The views of both Teachers and students toward traditional textbooks and AI apps have a big impact on learning Results, motivation, and engagement in primary EFL instruction. The good and negative attitudes Seen in practice are examined in this section.

2.9.1 Positive Attitudes

The merging of textbooks and AI applications is seen favorably by many educators and Students. Teachers frequently value textbooks because they give them confidence and cut down on preparation time by offering structure, obvious progression, and curriculum conformity. They also appreciate AI applications that boost student engagement, motivation, and involvement. Because AI technologies are engaging, entertaining, and game-like, young learners typically have Very positive attitudes toward them. When compared to traditional methods alone, features like tailored activities, colorful animations, and instant feedback make English courses more fun. When using AI tools like ELSA Speak to practice speaking, many students report feeling more Confident because they can repeat exercises in private without worrying about making mistakes in front of the class.

2.9.2 Negative Attitudes

There are some negative views despite the benefits. Many educators worry that an over-reliance on technology may reduce human interaction and damage basic competencies. Some are concerned about increasing screen time, technical issues, and the extra effort needed to

Incorporate new tools with the official textbook. When using AI tools, some students—particularly those with very limited access to technology—may experience anxiety or frustration. Some people might favor classic textbooks due to their familiarity, ease of use without Technology, and ability to work offline at home.

Li and Wang (2024) summarize these mixed attitudes in their study:

"Due to technical difficulties, digital inequalities, and worries about striking a balance between traditional and digital resources, some elementary school instructors and children are still wary of AI technologies, despite the fact that many of them embrace its individualized and engaging features. Addressing these attitudes through appropriate training and gradual integration is crucial for successful adoption". (Li & Wang, 2024)

Teachers' digital competency, school resources, and children's contact with technology all influence attitudes in the Algerian primary environment. In general, most people like a well-rounded hybrid strategy that blends the dependability of textbooks with the inspiring potential of AI applications.

2.10 The Role of Comparative Enquiry in Optimizing EFL Teaching Methods

In order to make well-informed decisions on the best tools and methods for teaching English in primary schools, educators and legislators rely heavily on comparative inquiry. Researchers and educators can determine the advantages and disadvantages of each tool and determine how they can work best together by methodically contrasting AI applications with conventional Textbooks.

This kind of comparison study does more than just enumerate benefits and drawbacks. It aids in creating a well-balanced hybrid model that incorporates the interactivity, customisation, and Motivation offered by AI apps while utilizing the structure and dependability of textbooks. In Situations like Algeria, where educational resources are scarce and choices must be realistic and Practical, this kind of inquiry is particularly crucial. Evidence-based instruction also benefits

From comparative research. Teachers can make decisions based on actual research regarding what works best for young learners in terms of motivation, language acquisition, and skill development. Rather than depending on their own tastes or broad trends, this strategy promotes ongoing development of curriculum and instructional strategies. Comparative inquiry also aids in addressing significant issues like the digital divide, the need for teacher training, and the best ways to include technology without sacrificing the advantages of conventional resources. It encourages the creation of precise rules and regulations for educational institutions and ministries.

Comparative inquiry is essentially a useful technique that enhances EFL instruction by encouraging a careful, balanced, and context-appropriate combination of textbooks and AI applications. It is not merely an academic exercise. In the end, this results in improved learning outcomes and more favorable attitudes among educators and young students.

2.11 Conclusion

A thorough comparison of AI applications and conventional textbooks for teaching English as a foreign language (EFL) to elementary school pupils has been provided in this chapter. It is evident from analyzing their definitions, traits, theoretical underpinnings, features, benefits, difficulties, and useful integration techniques that both resources are highly valuable, yet each has drawbacks when utilized alone. Because of their structure, consistency, tangibility, and low-tech accessibility, traditional textbooks continue to serve a crucial role. They offer a dependable framework that guarantees curriculum coverage and assists educators and students, particularly in settings like many Algerian primary schools with inadequate technology infrastructure. However, AI systems offer significant benefits in terms of student engagement, interactivity, customisation, and instant feedback. Young students have new opportunity to practice speaking and creative writing in engaging and customized ways thanks to tools like ELSA Speak and Perchance AI Text Generator.

The chapter has also emphasized that the best course of action is to take a well-balanced Hybrid strategy rather than using AI alone or in place of textbooks. Textbooks and AI apps work best together when they are carefully incorporated throughout the pre-learning, during-learning, and post-learning stages. While AI tools offer dynamism, personalization, and immediate Assistance, textbooks offer the essential structure and methodical growth. Many of the present issues in primary EFL education, such as short attention spans, inconsistent skill levels, constrained classroom time, and low motivation, may be resolved by this combination. However, a number of challenges must be overcome for this hybrid approach to be implemented successfully, including those related to technical infrastructure, teacher preparation, cost, the digital divide, and strike the right balance between traditional and digital resources. As this Chapter discusses, comparative inquiry is essential in helping educators and policymakers make more sensible and effective choices. One possible approach to raising the standard of EFL Instruction in Algerian elementary schools is the combination of traditional textbooks and AI apps. Teachers can better fulfill the developmental requirements of young learners in the twenty-First century by leveraging the qualities of both resources to create a richer, more interesting, and more successful learning environment. In addition to improving language proficiency, this well-Rounded method fosters increased learner autonomy and good attitudes toward learning English.

The following chapter will examine the practical application of this blended model through a Field study conducted at an Algerian elementary school, presenting real-world data and Recommendations based on actual classroom experiences.

ChapterThree

ChapterThree

DataAnalysisandRecommendation

3.1 Introduction

This chapter presents the practical part of the study. After reviewing the theoretical foundations in Chapter One and the comparative analysis between traditional textbooks and AI applications in Chapter Two, this chapter aims to test these theoretical insights through a field investigation conducted in Algerian primary schools. The study focused on integrating ELSASpeak (for improving pronunciation and speaking skills) and Perchance AI Text Generator (perchance.org/ai-text-generator) (for generating creative texts and stories) alongside traditional textbooks.

Special questionnaires were designed to measure the effectiveness of these two applications from the perspectives of both pupils and teachers. The chapter includes research methodology, data collection tools, data analysis, discussion of findings, and practical recommendations.

3.2 ResearchMethodology

3.2.1 ResearchDesign

The study adopted mixed-methods descriptive -experimental design, combining quantitative Data (questionnaires and pre/post observations) with qualitative data (open-ended comments and Classroom observations). The intervention lasted three weeks and was conducted with pupils of Grade 4 (fourth year primary school) in an Algerian primary school. Two specific AI applications were used: ELSASpeak (for improving pronunciation and correct articulation of English sounds)

And Perchance AI Text Generator (for helping pupils produce simple sentences and short texts).

These applications were integrated with activities from the official textbook. A pre-observation was carried out before the intervention to assess the pupils' initial level in Pronunciation and sentence production. After three weeks of regular use (four lessons), a post-Observation was conducted. The results showed a noticeable improvement in the pupils' ability to pronounce letters and words with correct articulation, as well as in their capacity to produce grammatically acceptable and meaningful sentences. Furthermore, a very positive interaction was observed from the pupils when using these applications for the first time.

They demonstrated high levels of motivation, enthusiasm, and active engagement during the Lessons. The teachers involved in the study also expressed positive feedback. They reported that these tools helped them teach pronunciation and creative writing more effectively, saved them Time in providing individual feedback, and believed that the integration of such applications would greatly support their teaching practices in the future.

This descriptive-experimental design, combining traditional textbook lessons with targeted AI Intervention over three weeks, allowed the researcher to observe the practical effects of the Hybrid approach in a real classroom environment and provided valuable insights for the data Analysis stage.

3.2.2 Population and Sample

The sample consisted of 33 primary school pupils (Grades 4, aged 8-9 years) and 30 EFL Teachers from primary school "AbdelHamid BenBadis" in Metlilia of Ghardaia. The sample was purposively selected to ensure diversity in proficiency levels.

3.3 Research Tools

3.3.1 Questionnaire

Due to some administrative that prevented the researcher from staying for a long Period in one specific school, the questionnaire was distributed to a wide sample. A structured

Questionnaire consisting of 15 questions was administered to 30 EFL primary school teachers from several different primary schools in the region. The questionnaire was designed to gather Teachers' views and experiences regarding the integration of ELSA Speak and Perchance AI Text Generator with traditional textbooks. It addressed key aspects such as teachers' familiarity with the applications, frequency of use, perceived effectiveness in improving pronunciation and Creative writing, impact on pupils' motivation, main advantages and challenges faced, and their Overall evaluation of the hybrid approach. This tool provided important insights into the practical Realities, opportunities, and difficulties of implementing AI tools in real Algerian primary school Settings.

3.3.2 Rubric-Based Observation

During the three-week intervention, a rubric-based classroom observation was conducted in Order to evaluate pupils' performance while integrating traditional textbooks with ELSA Speak and Perchance AI Text Generator in EFL lessons. The observation focused on several aspects Related to language development, classroom interaction, and learner motivation. The rubric Assessed pupils according to six main criteria: participation and engagement, pronunciation Improvement, speaking confidence, creativity in writing activities, interaction and collaboration, and motivation during lessons.

Table 3.1: Rubric-Based Classroom Observation

Criteria	Excellent	Good	Average	Poor
Participation and Engagement	Participates actively in all activities and shows high enthusiasm	Participates regularly with good attention	Participates sometimes but loses focus easily	Rarely participates and shows little interest
Pronunciation Improvement	Pronunciation is clear and noticeably improved	Minor pronunciation mistakes	Several pronunciation difficulties remain	Pronunciation problems strongly affect communication
Speaking Confidence	Speaks confidently without hesitation	Speaks with slight hesitation	Hesitates frequently during speaking	Avoids speaking activities
Creativity in Writing Activities	Produces original and creative ideas using AI support	Produces understandable ideas with some creativity	Limited creativity and simple expressions	Unable to generate meaningful ideas
Interaction and Collaboration	Cooperates effectively with classmates during tasks	Works well with others most of the time	Limited interaction with peers	Refuses or avoids collaboration
Motivation and Enthusiasm	Shows strong motivation during AI and textbook activities	Generally motivated during lessons	Motivation changes during activities	Appears bored or uninterested

Table 3.2: Results of Rubric-Based Classroom Observation

Criteria	Excellent	Good	Average	Poor	Mean Score
Participation and Engagement	18 (54.5%)	11 (33.3%)	4 (12.1%)	0 (0%)	3.42
Pronunciation Improvement	16 (48.5%)	13 (39.4%)	4 (12.1%)	0 (0%)	3.36
Speaking Confidence	15 (45.5%)	14 (42.4%)	3 (9.1%)	1 (3.0%)	3.30
Creativity in Writing Activities	14 (42.4%)	12 (36.4%)	6 (18.2%)	1 (3.0%)	3.18
Interaction and Collaboration	17 (51.5%)	11 (33.3%)	5 (15.2%)	0 (0%)	3.36
Motivation and Enthusiasm	20 (60.6%)	10 (30.3%)	3 (9.1%)	0 (0%)	3.52

Overall Average Score: 3.36/4.00

(N=33 Pupils)

(The results of the rubric-based observation indicate a generally positive performance among the 33 Grade 4 pupils after the three-week intervention. The highest scores were recorded in Motivation and Enthusiasm (Mean = 3.52) and Participation and Engagement (Mean = 3.42), showing that the integration of ELSA Speak and Perchance AI Text Generator significantly increased pupils' interest and active involvement in EFL lessons. Pronunciation and Interaction also showed strong improvement. Only a very small number of pupils remained in the "Poor" or "Average" categories across all criteria.)

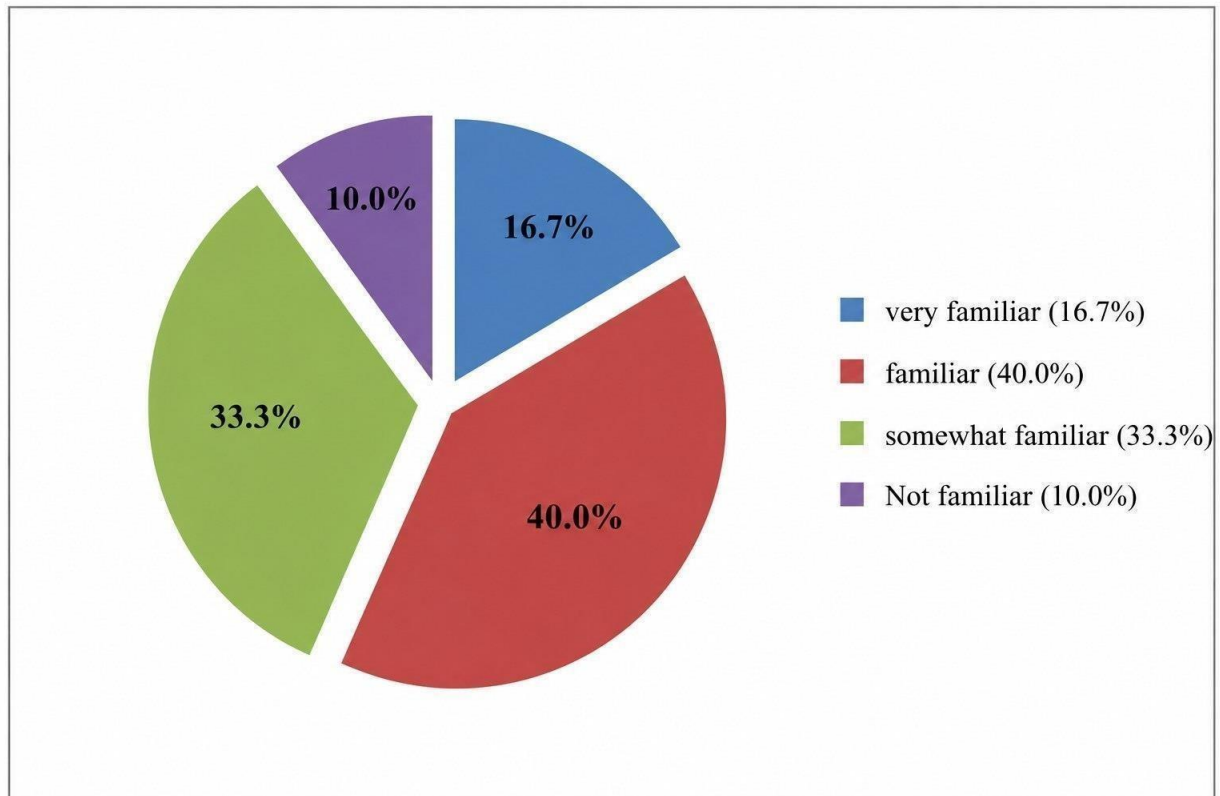
The classroom observations revealed that the integration of AI applications with textbook-Based activities positively influenced pupils' behavior and learning outcomes. Most pupils Demonstrated higher levels of engagement and participation compared to traditional textbook-Only lessons. The use of ELSA Speak particularly increased pupils' willingness to practice speaking activities because the application provided immediate pronunciation feedback in a Supportive and motivating environment. Moreover, pupils appeared more confident while Speaking English during pair work and oral classroom activities. Many learners who were previously hesitant became more active and willing to communicate after repeated use of the application. Regarding writing activities, Perchance AI Text Generator encouraged pupils to create short stories, dialogues, and simple descriptive texts creatively. Pupils showed excitement while generating ideas and vocabulary with the help of the AI tool, which reduced fear of making Mistakes and made writing activities more enjoyable. The observation also indicated noticeable Improvement in collaboration and interaction among pupils. Group tasks combining textbooks and AI applications promoted teamwork and increased classroom communication.

Therefore, the rubric-based observation confirmed that the hybrid approach combining Traditional textbooks with AI applications contributed significantly to improving pupils' Motivation, engagement, speaking confidence, pronunciation, and creativity in EFL learning.

3.4 Data Analysis

Section one: Teachers' Background Info

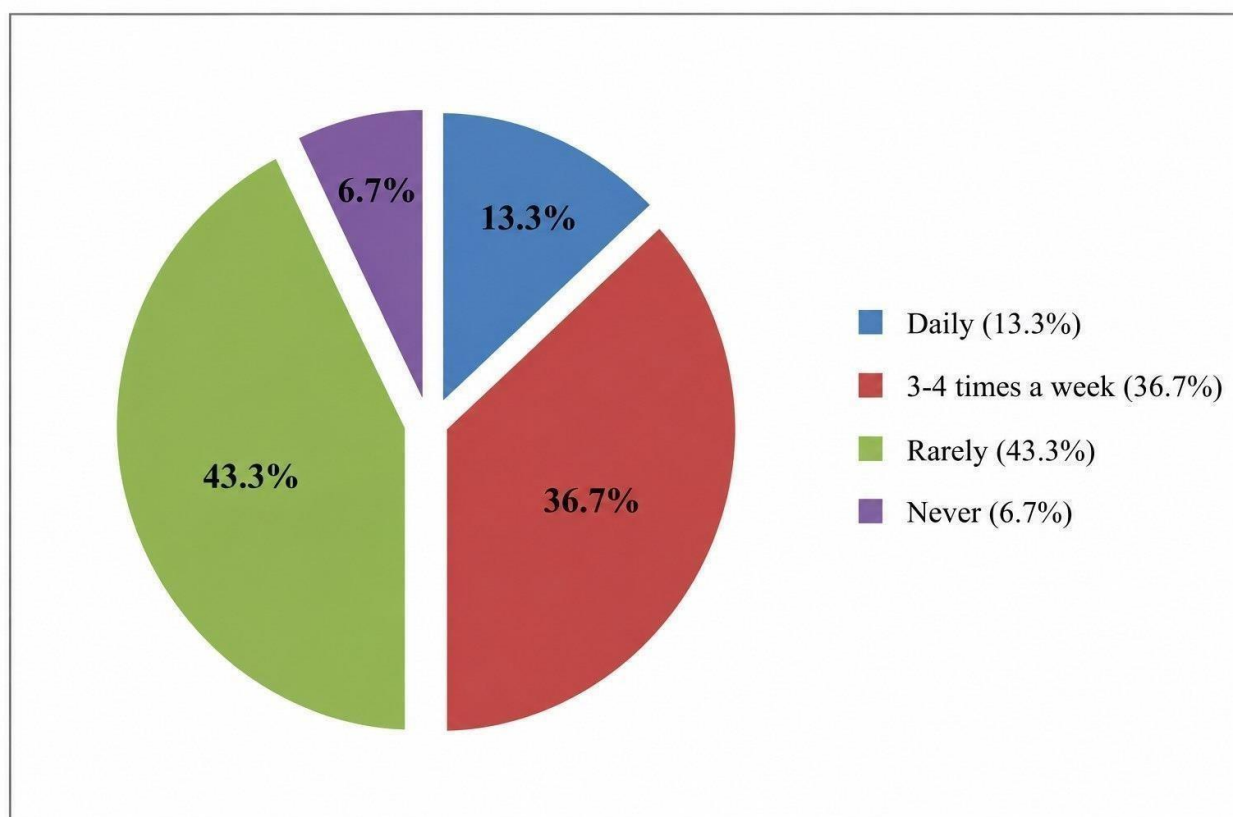
Item one: How familiar are you with ELSA Speak and Perchance AI Text Generator?

PieChart3.1:Howfamiliar areyouwithELSASpeakandPerchanceAITextGenerator?

The data reveal that 40% (N=12) of the surveyed teachers are "Familiar" with ELSASpeak and Perchance AI, while 16.7% (N=5) claim to be "Very familiar". On the other hand, 33.3% (N=10) are only "Somewhat familiar", and a small minority of 10% (N=3) reported no prior familiarity. This indicates that more than half of the participants (56.7%) possess a solid baseline knowledge of these specific AI utilities, which reflects the growing awareness of digital integration among primary school EFL practitioners.

Item 02: How often do you use AI applications in your English classes?

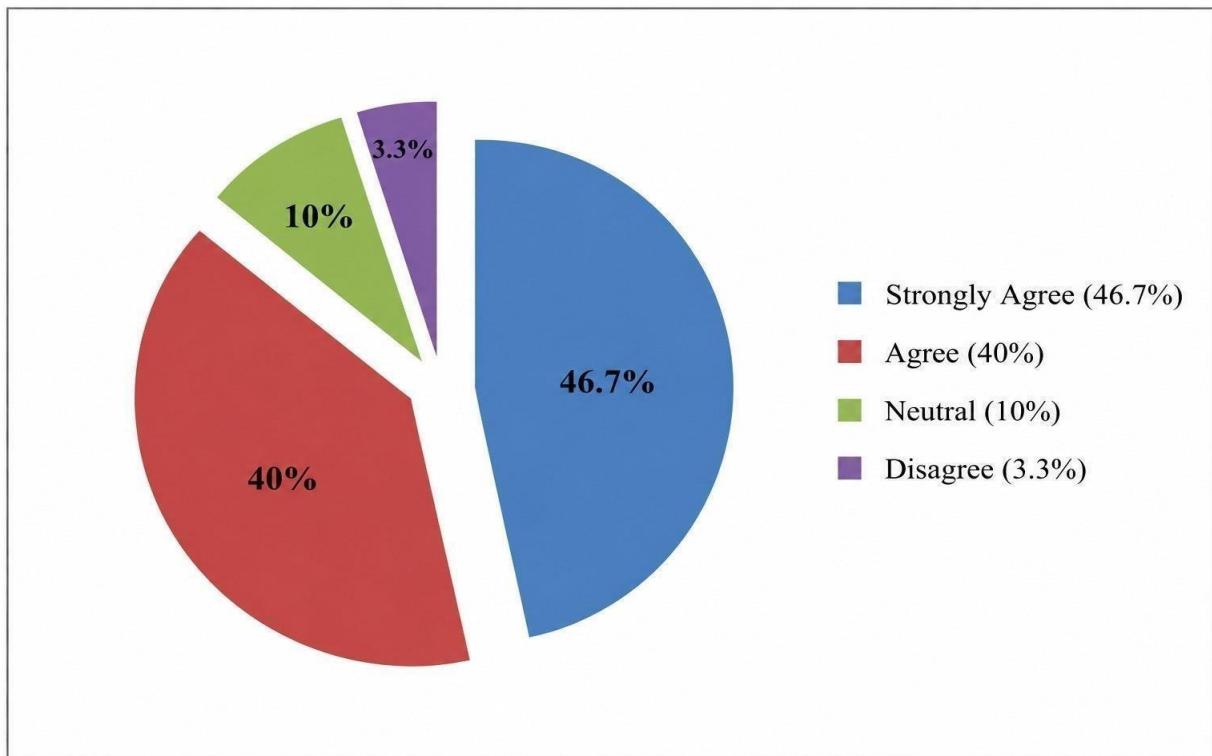
Pie Chart 3.2: How often do you use AI applications in your English classes?



Regarding the frequency of classroom integration, 43.3% (N=13) of the respondents stated they "Rarely" implement AI tools, followed by 36.7% (N=11) who use them "3–4 times a week". Only 13.3% (N=4) embed them "Daily", whereas 6.7% (N=2) have "Never" utilized them. These Statistics suggest that while familiarity is relatively high, regular and systematic Integration Remains limited. This gap could be attributed to environmental constraints or a lack of structured Pedagogical frameworks.

Section two: Teachers' Perceptions on Pedagogical Benefits

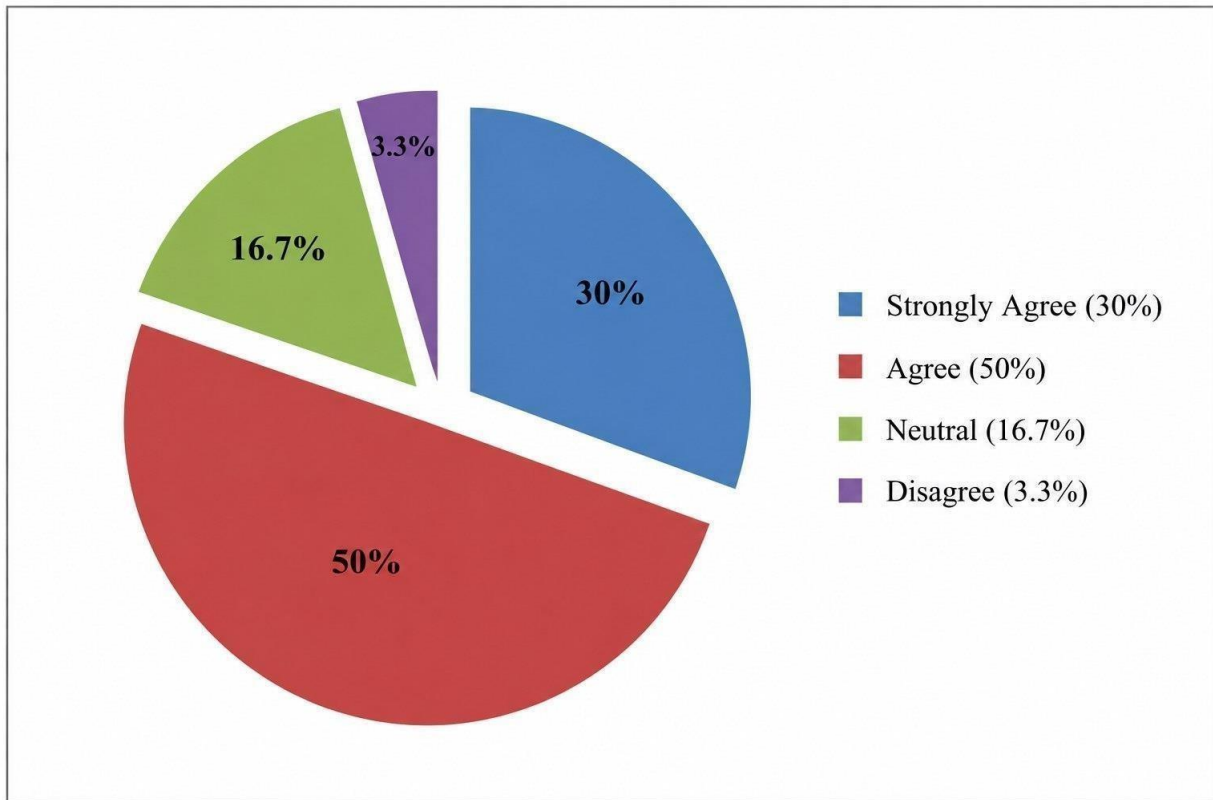
Item one: ELSA Speak helps improve pupils' pronunciation effectively.

PieChart3.3:ELSA Speakhelpsimprovepupils'pronunciationeffectively.

The overwhelming majority of participants expressed positive views regarding the efficacy of ELSA Speak in enhancing pronunciation. Specifically, 46.7% "Strongly Agree" and 40% "Agree" with this statement. In contrast, 10% remained "Neutral" and only 3.3% "Disagreed". This strongly implies that teachers recognize the value of AI-driven speech recognition software as a powerful tool for developing primary school learners' phonetic competence.

Item02:PerchanceAITextGeneratormakeswritingactivities morecreativeandenjoyable.

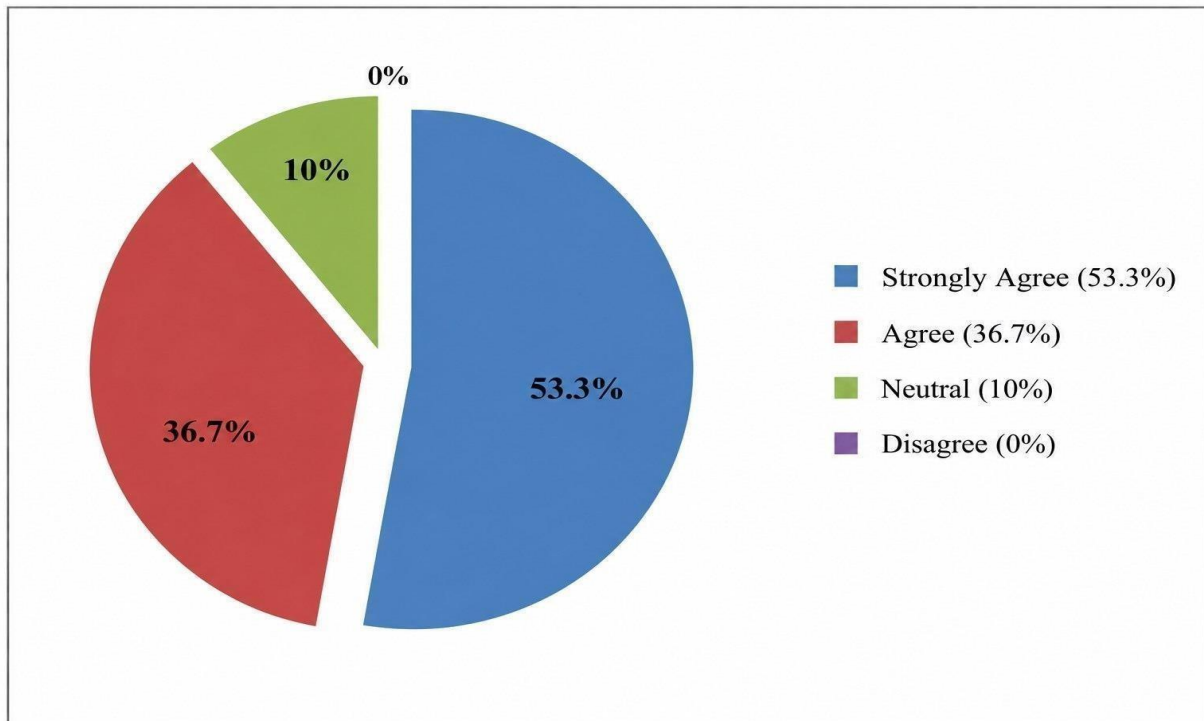
PieChart3.4:PerchanceAITextGeneratormakeswritingactivities morecreativeandenjoyable.



When asked about the role of Perchance AI in writing classes, 50% of the teachers "Agree" and 30% "Strongly Agree" that it fosters creativity and enjoyment. Meanwhile, 16.7% chose a "Neutral" stance, and 3.3% "Disagreed". These findings show that teachers view AI text Generators as beneficial instruments to break the monotony of traditional composition, thereby Unlocking young learners' creative writing potential.

Item03: The hybrid approach(Textbook+AItools) is moreeffective thanusing thetextbook alone.

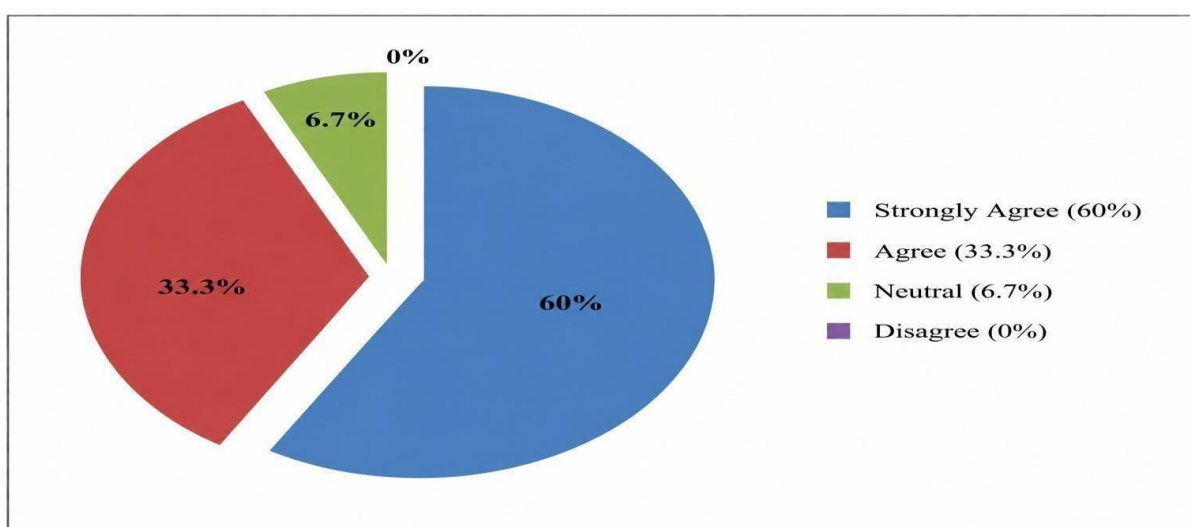
PieChart3.5:The hybrid approach(Textbook+AItools) is moreeffective thanusing thetextbook alone.



The core inquiry of this study yields highly favorable results; 53.3% of the sample "Strongly Agree" and 36.7% "Agree" that combining traditional textbooks with AI tools is superior to Relying solely on the textbook. Only 10% were "Neutral", and none of the teachers disagreed. This consensus underscores an urgent pedagogical shift towards a blended/hybrid curriculum where digital assets complement printed materials rather than replace them.

Item04:Usingthese AItoolsincreasespupils'motivationandparticipationinclassroom.

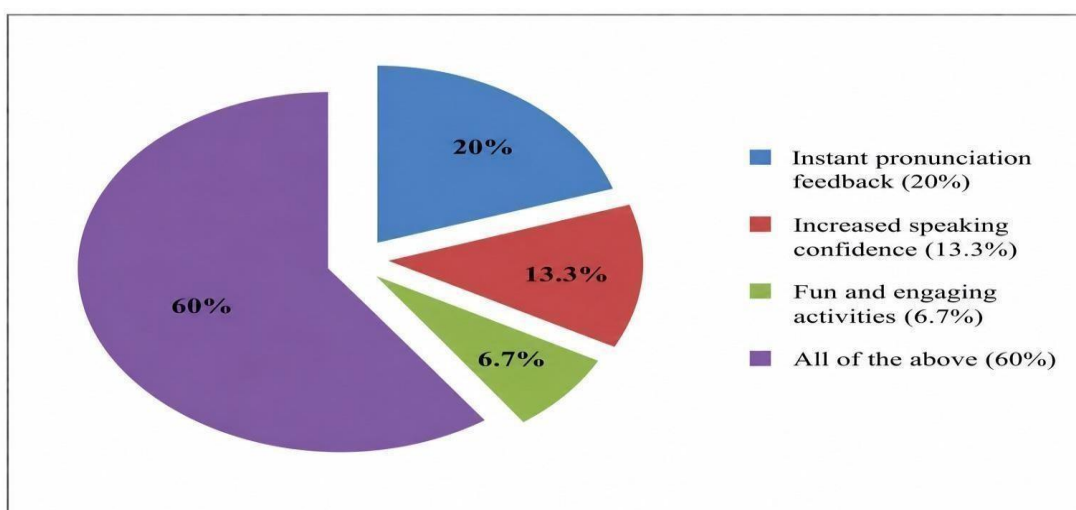
PieChart 3.6:Usingthese AItoolsincreasespupils'motivationandparticipationinclassroom



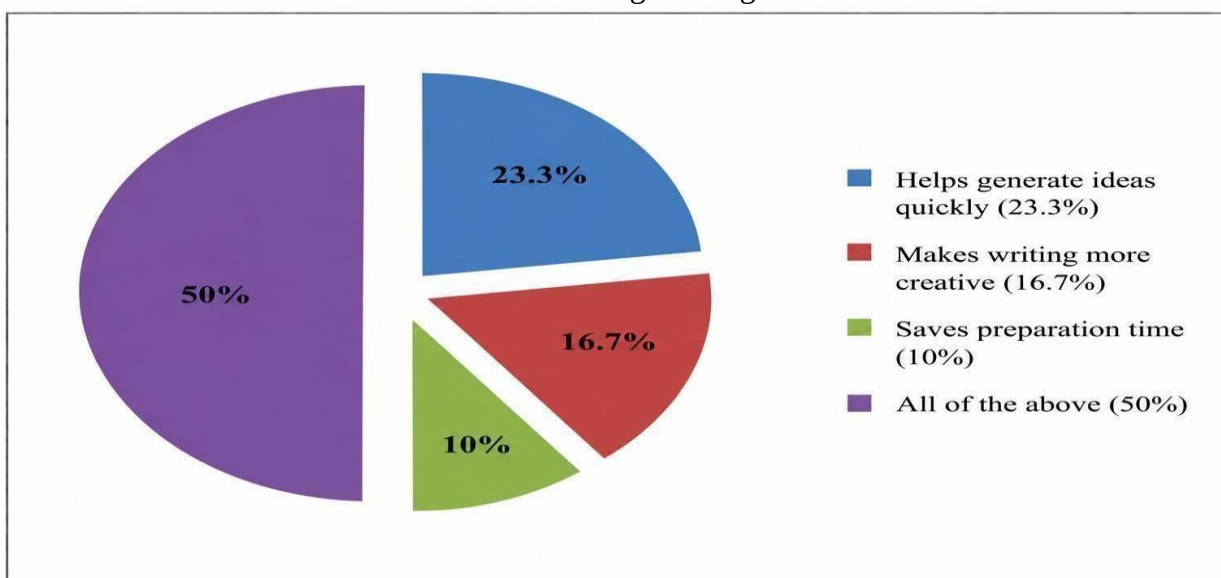
Student engagement is a vital factor in primary education. The data displays that 60% of Respondents "Strongly Agree" and 33.3% "Agree" that these AI platforms enhance motivation and classroom interaction. A mere 6.7% remained "Neutral". This indicates that the interactive, Game-like nature of apps like ELSA Speak resonates deeply with young learners' psychological Traits, prompting more active participation.

Item05: What is the main advantage of using ELSA Speak?

PieChart3.7: What is the main advantage of using ELSA Speak?



When identifying the primary asset of ELSA Speak, the majority of teachers (60%, N=18) Selected "All of the above", recognizing that it simultaneously provides instant feedback, builds Speaking confidence, and offers engaging activities. The remaining teachers distributed their Choices between "Instant pronunciation feedback" (20%, N=6), "Increased speaking confidence" (13.3%, N=4), and "Fun activities" (6.7%, N=2). This proves that the app's pedagogical value lies in its multi-faceted contribution to oral skill acquisition.

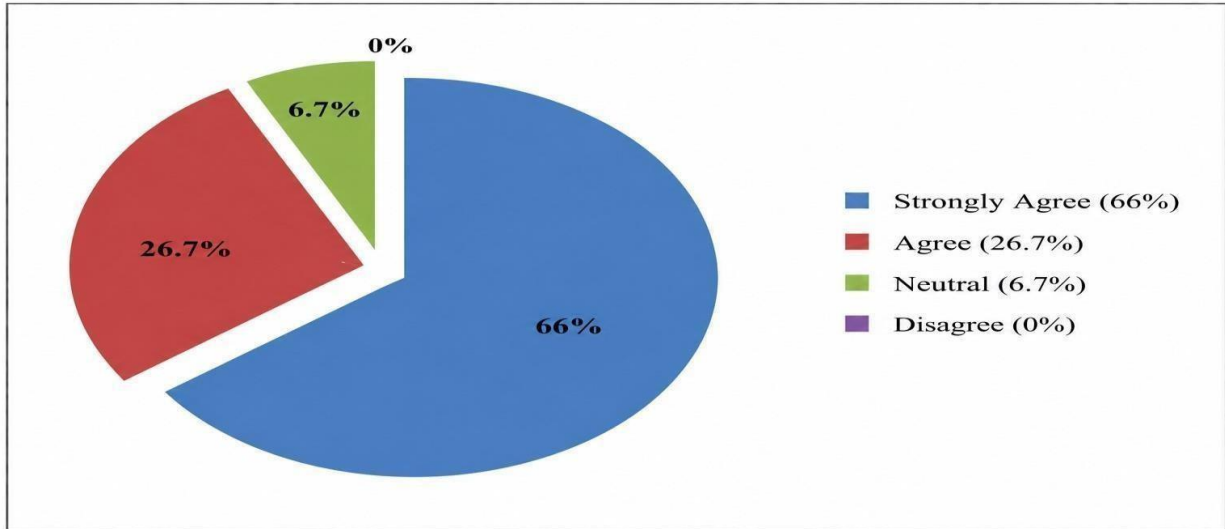
Item06: WhatisthemainadvantageofusingPerchanceAITextGenerator?**PieChart3.8:**WhatisthemainadvantageofusingPerchanceAITextGenerator?

Similarly, for Perchance AI, 50% (N=15) of the sample agreed that "All of the above" Advantages apply (generating ideas quickly, increasing creativity, and saving prep time). Others Focused on specific traits: 23.3% (N=7) highlighted creativity, 16.7% (N=5) pointed out rapid idea generation and 10% (N=3) prioritized saving preparation time. Consequently, teachers value Perchance AI not only for enhancing learner output but also for reducing the administrative Burden on instructors.

Sectionthree: ChallengesandNominations

Itemone: Technical problems (internet, devices...) are the most challenge when using these tools.

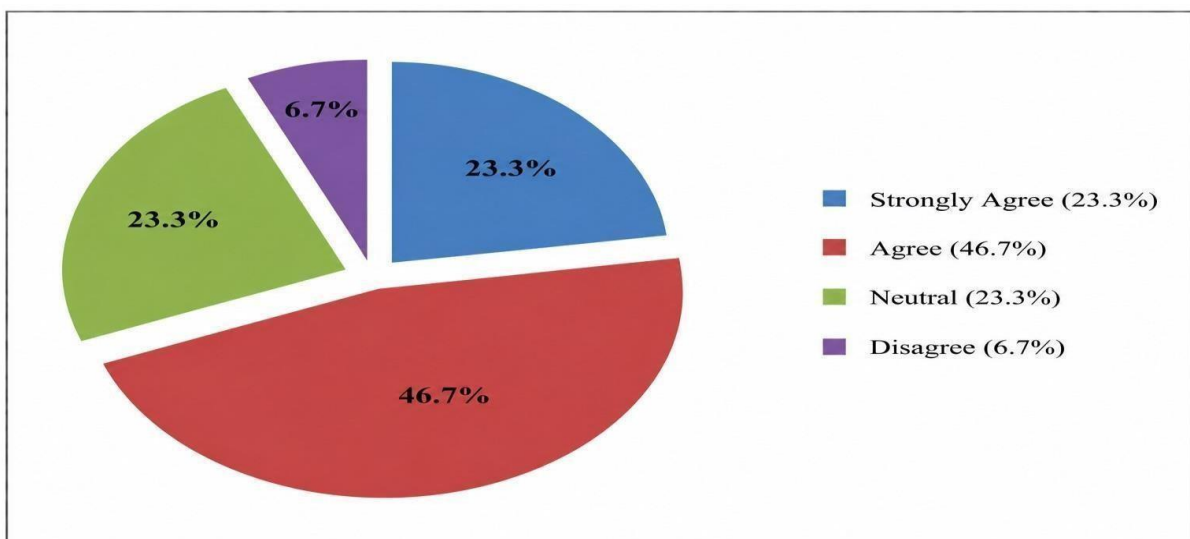
PieChart3.9: Technical problems(internet,devices...)arethemost challengewhenusingthese tools.



Infrastructure poses a major obstacle. A striking 66.7% of teachers “strongly agreed” and 26.7% “agreed” that technical issues represent the biggest obstacle. Only 6.7% were “neutral.” This statistical weight confirms that the success of implementing a blended approach depends heavily on school infrastructure, internet connectivity, and the availability of devices.

Item02: These AI tools help save time when correcting pupils’ work.

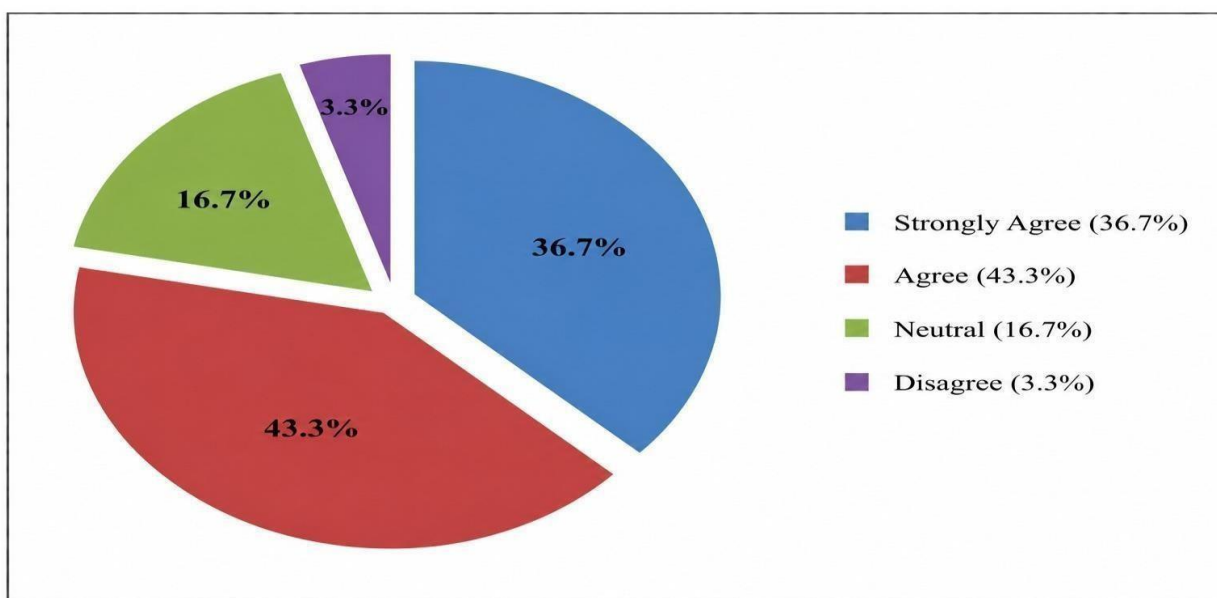
PieChart3.10: These AI tools help save time when correcting pupils’ work.



Regarding the reduction of workload, 46.7% of teachers “agreed” and 23.3% “strongly agreed” That artificial intelligence facilitates the grading process and saves time. In contrast, 23.3% remained “neutral” and 6.7% “disagreed.” This discrepancy suggests that although AI-powered automated grading provides support, many elementary school teachers still prefer to grade young Students’ work manually to ensure accuracy.

Item03: Pupils with different proficiency levels benefit from these AI tools.

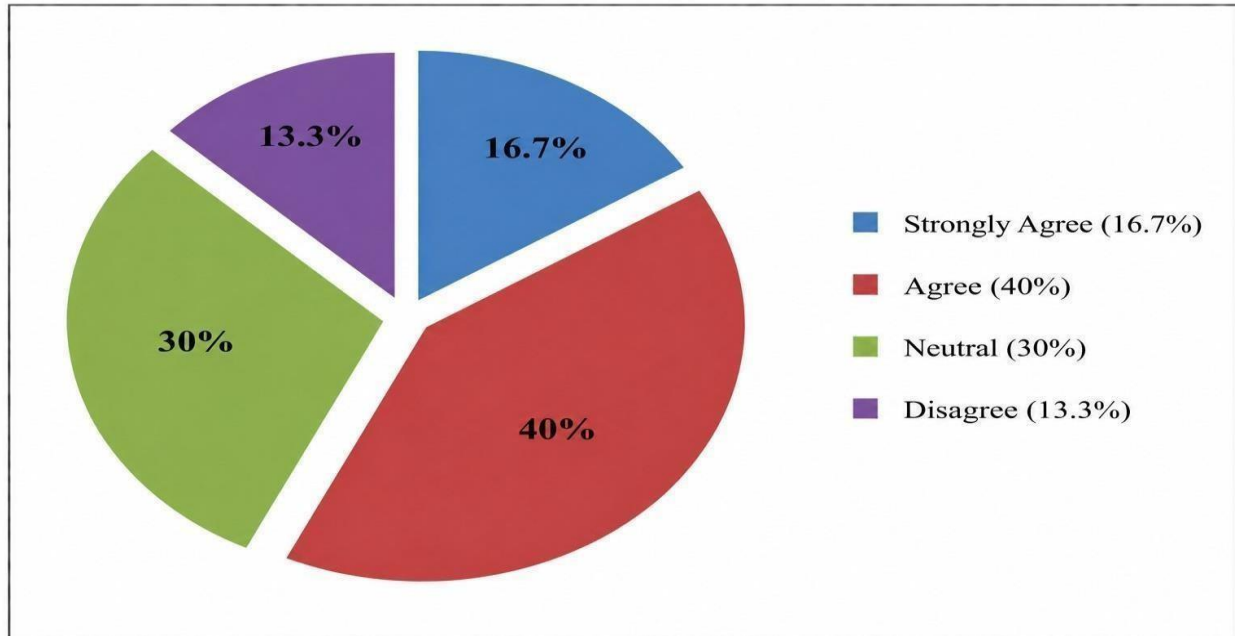
Pie Chart 3.11: Pupils with different proficiency levels benefit from these AI tools.



With regard to mixed-ability classrooms, 43.3% of participants “agreed” and 36.7% “strongly agreed” that AI promotes differentiated learning. Meanwhile, 16.7% were “neutral” and 3.3% “Disagreed.” This suggests that the adaptive nature of AI supports both low-achieving students (Through remediation) and high-achieving students (through enrichment), making it an excellent Tool for inclusive ESL environments in elementary schools.

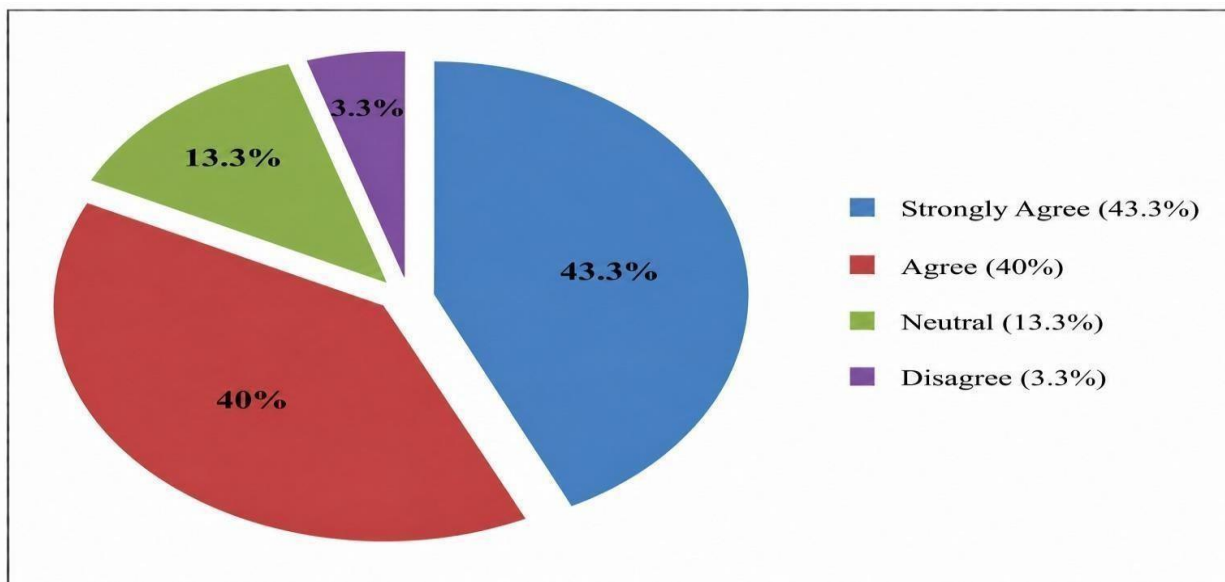
Item04: These AI tools help develop learner autonomy among primary school pupils.

Pie Chart 3.12: These AI tools help develop learner autonomy among primary school pupils.



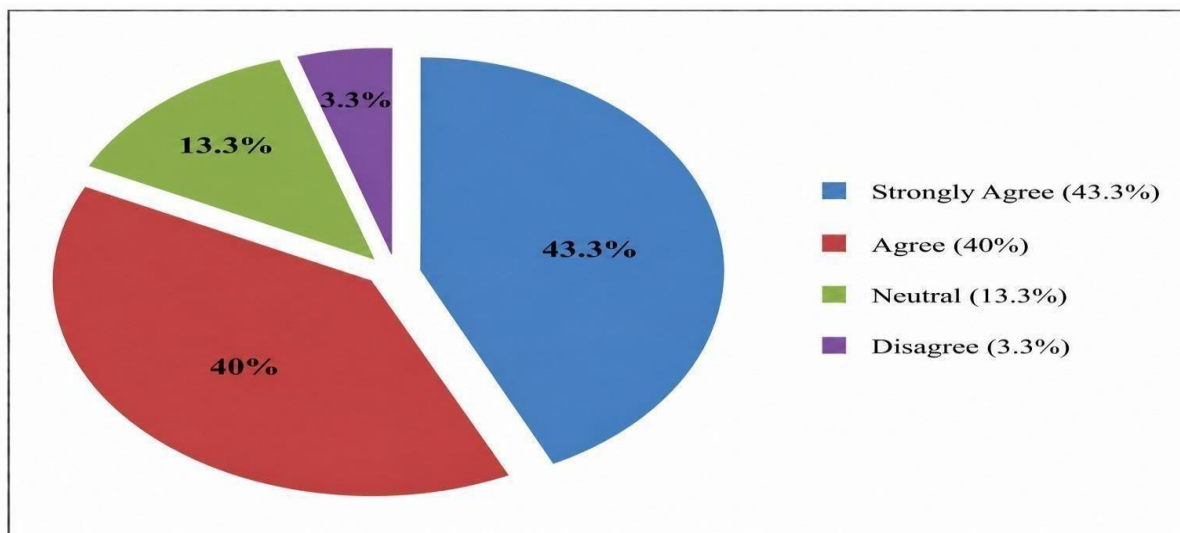
The results regarding learner autonomy are fairly balanced; 40% “agreed” and 16.7% “strongly agreed.” However, a significant 30% took a “neutral” stance, while 13.3% “disagreed.” This hesitation makes sense from an educational perspective; elementary school children are developmentally dependent on others and need teacher support, meaning that complete learner Autonomy cannot be easily achieved at this early stage despite the assistance of artificial Intelligence.

Item05: Recommending the regular use of ELSA Speak and Perchance AI with textbooks.

PieChart 3.13:RecommendingtheregularuseofELSASpeakandPerchanceAIwithtextbooks.

Regarding the call for curriculum reform, 43.3% “strongly agreed” and 40% “agreed” that these platforms should be incorporated into standard textbooks. Only 13.3% were “neutral” and 3.3% “disagreed.” This reflects teachers’ willingness to support the integration of artificial Intelligence into the formal primary education sector in Algeria.

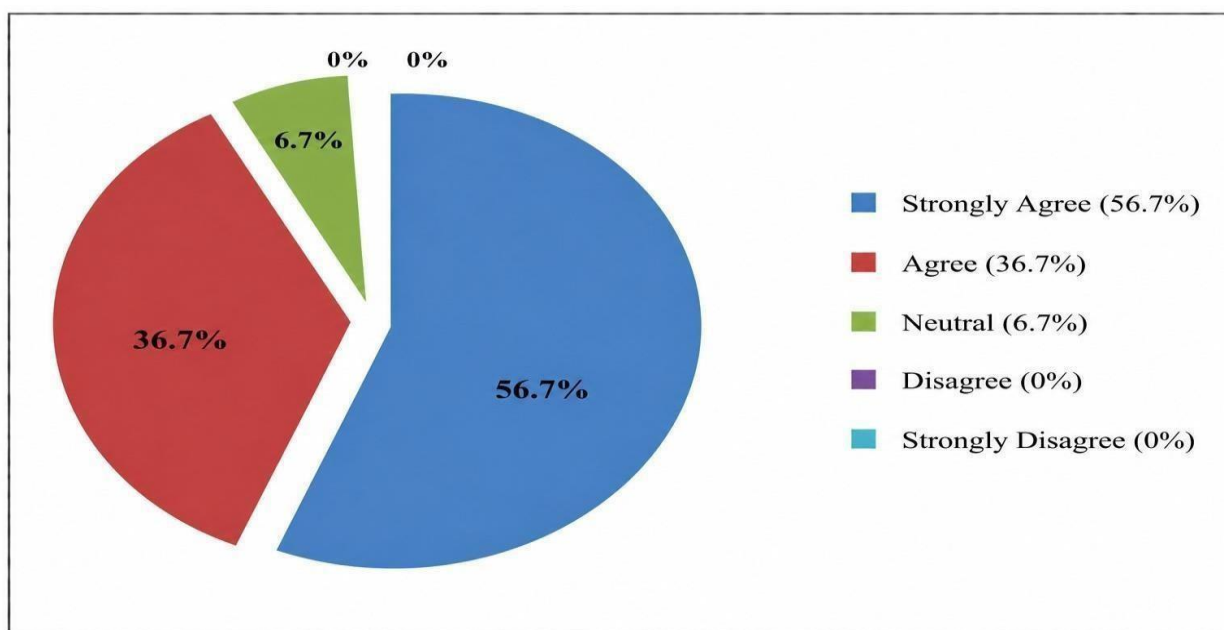
Item06: Training is necessary for teachers to use these AI tools effectively.

PieChart3.14: Training is necessary for teachers to use these AI tools effectively.

Training emerged as an absolute necessity, with 73.3% “strongly agreeing” and 23.3% “Agreeing.” Only 3.3% expressed “neutrality.” This overwhelming percentage (96.6% in total) Indicates that teachers feel unprepared to manage digital classrooms, making professional Development workshops a prerequisite for any initiative in the field of educational technology.

. **Item07:**Integrating AI applicationswithtraditionaltextbookshasapositive impact onprimary EFL teaching.

PieChart3.15:Integrating AI applicationswithtraditionaltextbookshasapositive impact onprimary EFLteaching.



In response to the final question of the questionnaire, 56.7% “strongly agreed” and 36.7% “Agreed” that the blended approach has a very positive impact on the teaching of English as a foreign language at the elementary level. The remaining 6.7% remained neutral, and no negative Responses were recorded. This final result conclusively confirms the research hypothesis and Demonstrates that integrating artificial intelligence with standard textbooks revitalizes English Language education in elementary schools.

3.5 DiscussionofFinding

The resultsofthisstudy, whichwere derived fromthe questionnaire, classroomobservations, and rubric-based evaluation, offer compelling proof of the efficacy of combining ELSA Speak and Perchance AI Text Generator with conventional textbooks in elementary EFL instruction. After just three weeks of intervention, students' pronunciation accuracy and sentence generation considerably improved, confirming that AI appscangreatlyimprove fundamentallanguage skills when linked with textbook exercises. Because ELSA Speak provided instant feedback, students wereabletocontinuouslyself-correctinalow-stresssetting,whichwasverybeneficialin

Helping them enunciate English sounds correctly. This supports the notion that repeated, Customized practice is very beneficial to young learners. Additionally, one of the mostSignificant results is the students' high levels of enthusiasmand engagement whenutilizing these Programs forthe first time. Even timid and reluctant students were motivated to participate more actively because of the tools' gamified and interactive features, which turned regular teachings into fun experiences. This rise in confidence and readiness to talk is a significant Accomplishment, particularly in the Algerian primary setting where students frequently stay Silent during English classes. Developing creative writing abilities was another benefit of using Perchance AI Text Generator. When creating brief texts and dialogues, students shown more Determination and inventiveness, which enabled them to progress from mechanical sentence Writing to more meaningful language output. The questionnaire's results showed that teachershad a generally favorable opinion ofthe hybrid method. The majorityofeducators said that these Resources save time when making corrections and offer helpfulassistance when teaching writing and speech.

Additionally, they said that they would be open to adopting these programs in the future as long as technical problems are fixed and appropriate training is provided. The study did, however, also point up certain difficulties. Adequate infrastructure and scaffolding are necessary for successful integration, especially in the early stages, as evidenced by technical issues such as limited devices and unstable internet, as well as certain students' inability to grasp English instructions when using Perchance AI.

Overall, the results of this field study show that the quality of EFL instruction in Algerian primary schools can be greatly enhanced by a carefully thought-out hybrid approach that combines conventional textbooks with AI programs (ELSA Speak and Perchance AI Text Generator). It improves students' drive, self-assurance, and independence in addition to their language proficiency.

3.6 Recommendation

The following suggestions are put forth to improve the integration of AI apps with conventional textbooks in elementary EFL instruction in due to the field research findings:

3.6.1 For Teachers

Integrate ELSA Speak regularly (at least twice a week) for pronunciation practice, especially at the beginning of each lesson. Use Perchance AI Text Generator to support creative writing activities linked to the textbook units, encouraging pupils to produce short stories or dialogues starting with simple guided tasks. When introducing AI tools for the first time, then gradually move to more independent activities.

Provide clear instructions in both Arabic and English when using AI applications to reduce confusion among pupils.

3.6.2 ForLearnersandParents

EncouragepupilstopracticewithELSASpeak for10–15minutesdailyat home to improve pronunciation.Parentsshould supervise and support their children when using Perchance AI Text Generator to create English texts related to school lessons. Pupils should be motivated to view mistakes as a naturalpart of learning, especiallywhen receiving instant feedback from AI tools.

3.6.3 ForEducationalInstitutionsandPolicymakers

Equipschoolswiththenecessarytechnologicalinfrastructure(tablets,stable internet connection, etc. Organize regular training workshops for elementary school EFL teachers on how to effectively integrate the “Elsa Speak” and “Perchance AI” programs with the official textbook. Incorporatethe blended approach (textbook + AI) into the national curriculum, guidelines for English language education at the elementary level. Allocate additionalweekly hours for English language classes to allow sufficient time for both textbook activities and AI practice.

3.6.4 ForFutureResearch

- Conduct alongitudinalstudyspanning anentireacademic year to measure the long-termeffects of this blended approach on students’ language proficiency. -
- Expand the scopeofthe researchto include more schools inruraland urban areastocompareresultsacrossdifferent contexts.
- Examinetheimpactofother AI tools(suchasDuolingo, ChatGPT for Kids, orGoogle’s Gemini) when integrated with textbooks. Explorethe impact ofthe blendedmodelonother language skills (reading and listening).

3.7 Limitations and Suggestions for Further Studies

This study has certain limitations that should be noted, just like any other research. First, the three-week duration of the intervention makes it difficult to assess long-term impacts on Language acquisition. Second, because only a small number of primary schools with Grade 4 Students participated in the study, the sample size is small and the findings could not be entirely Applicable to all Algerian regions or primary school levels. Third, the smoothness of certain Classes was impacted by technological issues including erratic internet connections and a small Number of devices. Additionally, when employing Perchance AI Text Generator, several Students initially had trouble understanding English instructions, necessitating further Clarification from the teacher. In addition to such limitations, the study offered valuable data about the hybrid strategy in real-life classroom situations.

Ideas for additional research:

To evaluate the long-term effects of incorporating the "Elsa Speak" and "Perchance AI" programs with textbooks, conduct a longitudinal research lasting at least a full academic year.

Extend the study's scope to encompass primary school grades 3 and 5, and compare the findings in urban and rural settings.

Examine different AI techniques' efficacy and contrast them with the existing uses.

Examine how the mixed approach affects other language abilities like reading and listening.

Examine how this method affects students' attitudes toward learning English over time as well as their overall academic performance.

3.8 Conclusion

The field investigation conducted in this study confirmed that integrating ELSA Speak and Perchance AI Text Generator with traditional textbooks represents a promising and effective Approach for teaching English in Algerian primary schools. The noticeable improvement in Pupils' pronunciation, sentence production, motivation, and confidence after onlythree weeks of Intervention demonstrates the positive impact of this hybrid model.

The positive interaction observed from both pupils and teachers indicates that AI applications can make English lessons more engaging and less stressful while maintaining the structure and Curriculum alignment provided by traditional textbooks.

This research supports the idea that a balanced hybrid approach can address many of the current Challenges in primary EFL teaching, such as low motivation, pronunciation difficulties, and Limited speaking practice. With proper infrastructure, teacher training, and pedagogical planning, this model has great potential to improve the quality of English language education in Algerian Primary schools.

General Conclusion

General Conclusion

In summary, this study examined the principles and difficulties of teaching English as a foreign language (EFL) to Algerian primary school pupils. The study demonstrated the advantages and disadvantages of both conventional textbooks and AI-powered applications through a thorough theoretical analysis and a hands-on field examination.

By analyzing the essential elements of EFL instruction for young students, the significance of early English instruction, and the numerous psychological, linguistic, and environmental difficulties that both teachers and students encounter, Chapter One established the theoretical foundation. A thorough comparison of traditional textbooks and AI applications was presented in Chapter Two. It was shown that while textbooks provide structure, consistency, and low-tech accessibility, AI tools like ELSA Speak and Perchance AI Text Generator are superior in terms of interactivity, personalization, instant feedback, and learner engagement.

These theoretical discoveries were validated by the field experiment in Chapter Three. While Perchance AI Text Generator increased originality and excitement in writing assignments, the incorporation of ELSA Speak greatly improved students' pronunciation and speaking confidence. The most successful model for basic EFL classrooms is the hybrid method, which combines traditional textbooks with AI apps and garnered the greatest satisfaction rates from both teachers and students.

General Recommendations

In light of the findings, it is strongly recommended that primary school EFL teachers adopt a balanced hybrid model by systematically integrating AI tools with the official textbook. In particular, ELSA Speak should be used regularly to improve pronunciation and speaking confidence, while Perchance AI Text Generator can be employed to foster creativity and sentence production. Furthermore, educational authorities and school administrations are urged to invest in the necessary technological infrastructure, including stable internet access and adequate devices, and to organize ongoing training programs for teachers to ensure effective implementation of these tools. At the same time, greater parental involvement is needed to support children's home practice with these applications.

Finally, future researchers are encouraged to carry out longitudinal studies on a larger scale across different regions of Algeria in order to assess the long-term impact of this hybrid approach on pupils' language proficiency and academic development.

Such a well-integrated approach has the potential to modernize English language education in Algerian primary schools and better prepare young learners for the demands of the twenty-first century.

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Appendices

Appendix A

Teachers' Questionnaire

Dear teachers',

This questionnaire is part of a Master's research study on the use of artificial intelligence applications in teaching English in Algerian primary schools. Your participation is highly appreciated. All responses will remain confidential and used only for academic purposes.

The Questions

1. How familiar are you with ELSA Speak and Perchance AI Text Generator?
 - a) Very familiar
 - b) Familiar
 - c) Somewhat familiar
 - d) Not familiar

2. How often do you use AI applications in your English classes?
 - a) Daily.
 - b) 3–4 times a week.
 - c) Rarely.
 - d) Never.

3. ELSA Speak helps improve pupils' pronunciation effectively.
 - a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree

4. Perchance AI Text Generator makes writing activities more creative and enjoyable.
 - a) Strongly agree
 - b) Agree
 - c) Neutral
 - d) Disagree

5. The hybrid approach (Textbook + AI tools) is more effective than using the textbook alone.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral
 - d) Disagree

6. Using these AI tools increases pupils' motivation and participation in classroom.
 - a) Strongly Agree
 - b) Agree
 - c) Neutral

d) Disagree

7. What is the main advantage of using ELSA Speak?

- a) Instant pronunciation feedback
- b) Increased speaking confidence
- c) Fun and engaging activities
- d) All of the above

8. What is the main advantage of using Perchance AI Text Generator?

- a) Helps generate ideas quickly
- b) Makes writing more creative
- c) Saves preparation time
- d) All of the above

9. Technical problems (internet, devices...) are most challenging when using these tools.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree

10. These AI tools help save time when correcting pupils' work.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree

11. Pupils with different proficiency levels benefit from these AI tools.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree

12. These AI tools help develop learner autonomy among primary school pupils.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree

13. I would recommend using ELSA Speak and Perchance AI regularly with textbooks.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree

14. Training is necessary for teachers to use these AI tools effectively.

- a) Strongly Agree
- b) Agree
- c) Neutral

d) Disagree

15. Integrating AI applications with traditional textbook has a positive impact on primary EFL teaching.

- a) Strongly Agree
- b) Agree
- c) Neutral
- d) Disagree
- e) Strongly Disagree

Thank you for your time

Appendix B

Rubric for Classroom Observation

Rubric-Based Classroom Observation Tool Title: Evaluation of Pupils' Performance in EFL Lessons Using Hybrid Approach (Textbook + AI Applications)

Note: This rubric was used to assess 33 pupils of Grade 4 during the three-week intervention.

Criteria	Excellent	Good	Average	Poor	Mean Score
Participation and Engagement					
Pronunciation Improvement					
Speaking Confidence					
Creativity in Writing Activities					
Interaction and Collaboration					

Motivation and Enthusiasm					
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OverallAverageScoreachieved:..../ 4.00

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