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**Exploring EFL Teachers' Attitudes towards the Integration of Fantasy
Literature in EFL Primary School Classes**

Case Study: Primary School Teachers

University of Laghouat Department of English Language

A dissertation submitted in partial fulfilment of the requirements for the degree of master's in
literature and civilization

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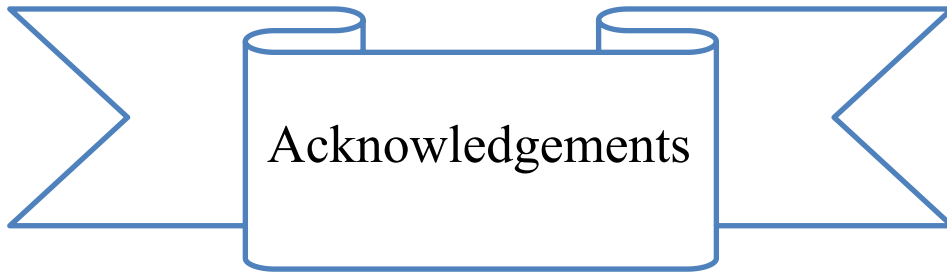
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We would like to dedicate this work to our beloved parents for their unconditional support throughout our lives .

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Abstract

The study aims to identify how the fantasy genre can revolutionize the EFL learning process for children as it fosters interest, learning, and accomplishment. The participants of the study are 23 EFL primary school teachers from different regions in Algeria. The aim of the study is to explore EFL teachers' views towards using this literary genre in EFL primary school classrooms. For this purpose, qualitative research design was chosen by means of questionnaires and structured interviews. The findings revealed that teachers perceive the use of fantasies in primary school classrooms as a beneficial teaching tool because it motivates learners to learn and this in turn make their lessons more enjoyable as compared to the traditional methods of teaching. In addition, teachers believe that the use of literary texts in fantasy literature enriches learners' understanding of the literary works and enhances their motivation to learn. Also, teachers view that the use of this literary genre can help learners to acquire vocabulary, and at the same time develop language skills, cultural awareness, critical thinking creativity and socio emotional outcomes. These results call for more research that seeks to investigate how fantasy literature can be effectively integrated in primary EFL learning environments, developing teacher training programs, and exploring the impact of specific literary genres such as fairy tales or epic fantasy. Additionally, research should explore the processes of developing teachers' qualifications, learners' outcomes, and perform cultural and cross-analysis to offer ample insights into various educational aspects.

List of Abbreviations

EFL: English as a Foreign Language

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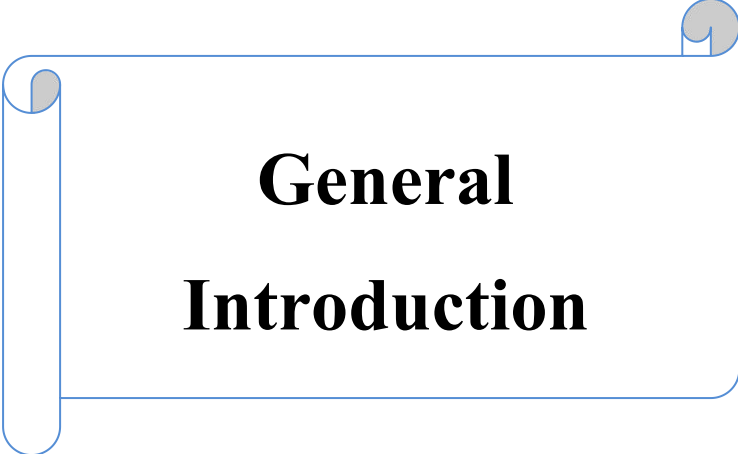
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General Introduction

Background of the Study

The use of fiction literature in EFL primary school classes is a debatable concern. Classroom settings trigger stress among teachers with high expectations of promoting modern approaches to teaching. Fantasy literature, including novels and imaginative elements offers a special chance for language acquisition and further evolution among young learners (Ghosn,2013). Fiction literature stimulates creativity, critical thinking, and language proficiency of learners of all ages (Gamble and Hunter, 2000; Rosenblatt, 2008). For primary school learners whose cognitive and linguistic abilities are still developing, exposure to fantasy literature can contribute to enhanced interaction and motivation in learning English. Hence by familiarizing the learners with the relativity of the stories and other fictional discourses, teachers can develop an environment that would foster language use. The perceived advantage of having fiction literature in EFL primary school classes present certain challenges. Thus, it is appreciable to know teachers' views of the usage. In the area of fiction, literature might help to shed light on the practical usability and efficiency of integrating it into EFL classrooms since teachers' views influence it in the possible success of such innovations in school curriculum (Smith, 2022). Therefore, the current study seeks to understand the EFL primary school teachers' views that will be done through assessing the beliefs, interests and experiences of the teachers to determine the prospects and constraints towards incorporating fiction literature in primary school EFL classrooms. This was done through a qualitative investigation, which includes questionnaires and individual interviews. Finally, this research contributes to the wider debate on innovative approaches to EFL teaching in primary school classrooms and provides practical recommendations for teachers, curriculum developers and policy-makers interested in enriching language learning experiences through the use of fiction literature.

The Rationale

With the increasing revelation of the multiple approaches of teaching to enhance the linguistic development of young learners in primary classes, this section is an attempt to explain techniques that advocate for the use of fantasy literature in EFL classes. In this discussion, several important arguments have been outlined to explain the reasons why it is important to illuminate this research that contributes to developing primary teaching methods as it relates to today's educational environments. With various reasons in mind, the teachers' perception survey of the current study was based on the implementation of fiction literature in

EFL lessons for primary grade levels. This section therefore seeks to explain the general premise of this essential survey in today's educational environment.

The committee believes that fiction literature plays a role in guiding learners' attention and offering attention-getting as well as interesting short stories or novels that could boost motivation for language acquisition. This way, the eager and active involvement of the learner in the learning process enhances the interaction during class activities which in turn enhances achievement of language learning outcomes. Research shows that probably voluntary incorporation of children's favorite literature into the curriculum can enhance learners' learning. As a result, when it comes to promoting the interest level among the learners, it is relevant to consider the teachers' perceptions regarding the effects of fiction literature on learners.

Thus, fantasy literature can be a useful tool for developing one's creativity and encouraging the critical approach among learners, as they work through different concepts and consider various situations. Some of the past studies have revealed that literature can help in enhancing the cognitive aspect of a child and can help in providing first ideas in-depth thinking.

Fantasy literature can be useful in learning vocabulary since watching interesting stories and comprehending the flow of the plot, viewers can acquire new words and forms of sentences naturally.

Altogether, fiction literature allows the creation of a common language for all learners, and it can be used to ensure every learner's presence and activity in the classroom, develop linguistic competencies, and engage all learners. The target of this literature genre correlates with present-day educational objectives of the development of creativity and thinking skills and such opinions of teachers can streamline the methods of teaching to embrace nowadays educational paradigms. However, it is also important to stress that some practical difficulties can be associated with the actual organization of the process of reading fiction literature in the classroom, which means that teachers have to be provided with effective training and professional development to use this approach successfully. Therefore, it is important to undertake this particular study with a view of identifying the teachers' perceived values concerning the application of fiction literature in light of classroom education for learners in the elementary EFL learning context; the ideas that one gets in this manner help in enhancing learners' language acquisition processes, and their education in general.

Statement of the Problem

The integration of fantasy literature in teaching English is highly acclaimed as a best practice for improving language performance and promoting interest among learners (Johnson, 2019; Brown, 2020). As a genre that is closely linked with motivating individual imagination, fantasy literature can assist in expanding children's vocabulary, and enhancing their comprehension skills and their critical thinking abilities. Current research on fantasy literature in EFL primary instruction shows its potential to promote linguistic skills, motivation and cognitive development. However, teachers' attitudes towards the application of fantasy literature in EFL primary school classes have not been investigated enough. Also, there is a need to review primary school EFL teachers' attitudes towards incorporating this literary genre into classroom practice. Hence, this study seeks to bridge this by examining EFL teachers' attitudes towards integrating fantasy literature into primary school classrooms.

Objectives of the study

By understanding EFL teachers' views, this study seeks to uncover insights that can inform the development of effective teaching strategies, thereby enhancing the language learning experiences of young learners through the use of engaging and imaginative literary works. This study is to explore and analyse the views of EFL teachers on integrating fantasy literature into primary school classes. Specifically, this research aims to:

1. Investigate how EFL teachers perceive the educational value of fantasy literature in primary school classes
2. Identify the factors influencing teachers' views towards using this genre in their teaching practices.
3. Exploring how EFL teachers perceive fantasy literature's impact on learners' motivation, language acquisition, and comprehension skills compared to traditional teaching methods.

Given these objectives, the study attempts to answer the following questions:

Research Questions

The first research main question is:

- 1) What are EFL teachers' views towards using fantasy literature in primary school classrooms ?

The following are the sub-questions of this study:

- a. How do EFL teachers perceive the role of incorporating fantasy literature in language learning ?
- b. Do EFL teachers believe that fantasy literature can promote cultural awareness and empathy among primary EFL learners?
- c. In what ways do EFL teachers think fantasy literature can impact learners’

motivation, language acquisition and comprehension skills compared to traditional language teaching methods?

Hypotheses of the Study

The following hypotheses are developed and tend to be explored in this study .These hypotheses focus on the impact of adopting the fantasy literature as a helping instrument in EFL primary classes .Over and above this fictional literature engagement in ameliorating learners’ educational, cognitive, social, emotional and personal development. Here are they :

Hypothesis 1

EFL teachers have a generally positive view towards using fantasy literature in primary school classrooms, recognizing its potential to engage learners and enhance their language learning experience.

Hypothesis 2

EFL teachers perceive the incorporation of fantasy literature in language learning as a valuable tool that can stimulate learners’ imagination, enhance their linguistic creativity, and provide a more enjoyable learning environment.

Hypothesis 3

EFL teachers believe that fantasy literature can significantly promote cultural awareness and empathy among primary EFL learners by exposing them to diverse cultures, values, and perspectives through storytelling.

Hypothesis 4

EFL teachers think that fantasy literature can positively impact learners' motivation, language acquisition, and comprehension skills more effectively compared to traditional language teaching methods by making learning more engaging, relatable, and contextually rich.

The Literature Review

The integration of fiction literature into EFL teaching in primary schools is an exciting way of teaching the language. This literature review shall discuss various previous studies on the topic, to establish the gains and pains anticipated by educators as well as the gaps in the studies. As this topic is still new in the perspective of Algerian primary education, it will be helpful to have insights into the global trends responding to our context.

A recent study on the use of fiction literature has proved that it develops language comprehension by facilitating the use of learners' imagination besides improving the desire to achieve a well understanding of the content. The literature by Sénéchal & LeFevre (2002) and Elley (1991) established that the storyline did contribute towards the enhancement of vocabulary acquisition as well as comprehension of words used. This is in agreement with Huckin & Coady (1999) noted that context plays a very vital role in terms of vocabulary acquisition. They found that fictional literature was very rich in offer and the contextual clues from reading fiction were very helpful in understanding the new vocabulary being learned.

The reading of fictional texts has been affirmed as a significant source in early childhood education in enhancing imagination and creativity. Thus, further empirical research is required to determine the concrete processes and theoretical foundations underlying this connection.

The objective of this literary review is to summarize the existing research that is relevant to the role of the fantasy genre in the development of imagination and creativity in early childhood to help with the development of the later chapters in this thesis.

Literature in early childhood education has been widely explored, and the analyses of literature have demonstrated the ways through which it can facilitate the mental, psychological, and social development of children in the early stages of their development. Hetland & Winner (2004) stated that fantasy literature encourages young children to use their imagination and creativity. The study by Galda & Pellegrini (2000) gives basic information

on how fantasy worlds and magical creatures will enhance children's imagination. According to Trellis (2006), fantasy stories in particular are just as important in contributing to the cognitive growth of children. Pellegrini (2009) supports this view by stating that it can be done through hard-coded references to fantasy worlds, magical creatures, and stories that challenge the child to engage their creativity, think outside the box, and explore the possibilities of life. Nikolaeva (2014) has also highlighted that humanity is enriched by reading fiction to learn the creatively painted worlds and viewpoints which, being an EFL teacher in a multicultural classroom, she found to be rather helpful. Collie and Slater (1987) have argued that by reading literature, including fiction, learners can get acquainted with the cultural aspects of English as a tool of communication, which would improve their cultural literacy.

Rosenblatt (1995) observed that literature as an interpretative kind of text enables learners to eulogize their ideas, making them think to come up with their creation of texts. According to Lewis (2022), the fantasy genre promotes creativity and writing skills in learners by engaging with them through fantasy narrations.

Lazar (1993) stated that among the stresses that teachers experience is the tight nature of the curriculum that offers little opportunity for the inclusion of forms of texts other than factual ones, with fiction falling under this category. Fiction literature, as described by Duff and Maley (2012), can be challenging for teachers to integrate in light of the mentioned language learning outcomes and hence reluctance to do so.

According to Nunan (1999), the factors that influenced the use of literature and the ability of teachers to incorporate it into the teaching process involve the types of resources available and the professional development accordingly. Thus, such texts are vital in the teaching-learning process and teachers have to be provided with suitable fiction texts and training in utilizing them. Nunan further posited that due to inadequate training which may be put in place to prepare the social studies teachers in handling fiction literature, the teachers may stand vulnerable when constrained to handle various tasks such as handling learners' elaborations or the management of their explanations as well as handling abstract and general topics for discussions.

Both Povey (1967) and Short (1997) pointed out significant problems with using fiction literature for all learners; Povey claimed that young or less able learners may well be

frustrated rather than engaged by fiction, because of the language and fiction concepts that are used or exposed to by learners.

Ghosn (2020) established that fiction literature improves language among young learners as it offers fresh context, knowing full well that learners should be encouraged to adopt broad reading. Lee and Pulido (2021) also pointed out that narratives containing fictional concepts contribute to the learner's motivation and interest in learning the English language and ultimately learn better with enthusiasm and in turn retain what has been taught.

Santoro, Choo, and Piper (2021) examined how learners develop cultural capital and how fiction literature assists them in understanding cultural differences around the world and accepting diversity. Park and Kim (2022) established that fun-based fantasy novels are normally characterized by aspects like justice, courage, and friendship that appeal to the young learners' conscience.

Meyer and Schmid (2022) pointed out the social benefit of fiction literature inculcating critical thinking skills in learners which requires them to dissect intricate themes and characters. Smith and Patterson (2023) elaborated on their personal experience of how their learners benefit from creative writing assignments in fiction.

Rodríguez and Carrasco (2020) have established that many educational systems allow for the limited inclusion of fiction literature in strict curricula since it is not seen as directly related to the mastery of standard linguistic goals. Another issue identified by Thompson (2021) was how teachers feel the need to stick to a bundled curriculum which hinders their opportunities for creative and interesting lessons like teaching fiction literature class.

Nguyen and Pham (2020) reported that the restriction of having poor-quality fiction books and inadequate teacher training is the major challenge to the proper incorporation of fiction literature in EFL classes. According to Brown and White (2021), courses and future professional developments should equip teachers with solution strategies for the possibility of using fiction literary works.

Ahmed and Zaid (2021) noted that when learners are exposed to fiction literature, the influence of varying abilities and understanding of comprehending the language may pose a linguistic and conceptual barrier to learners of English. Martínez and Lopez (2022) argued that scaffolding techniques are needed because learners encounter many complexities of

fictional texts and if these are adequately supported and facilitated in class, then more will be understood.

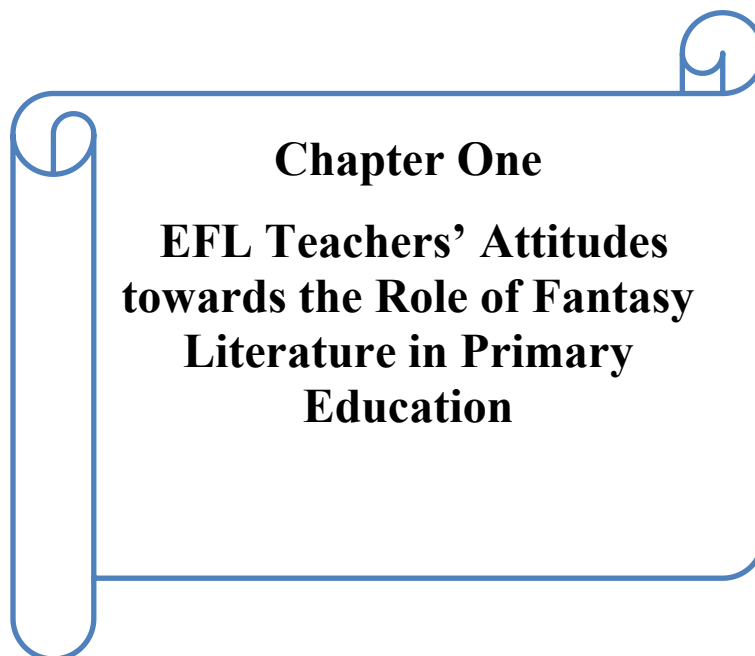
There is still weak evidence of how teachers in Algeria can apply fiction literature effectively. The research aims to find suitable teaching approaches to apply during the incorporation of fictional texts in language teaching, conforming to the educational policies as well as available resources. Limited literature research has been conducted to establish the impacts of using fiction literature in enhancing the learners' language development and other related performance. Longitudinal studies may shed light on how durable the effects of fiction literature on language development are. Most past studies have mainly focused on early adulthood and high or secondary school learners, yet there is a need to undertake more research regarding the effects of the reading of fiction literature on other age groups, such as early childhood and primary school learners. Exploring how precise genres contribute to the development of learners at various ages can expand literature's educative value. Overall, the review depicts how the use of fiction literature in different EFL teaching areas can be useful in creating participation, introducing the learners to diverse cultures, and assisting with the development of critical thinking. However, there are still many areas of concern in teachers' self-conceptions and actual experiences in non-Western countries, with emphasis on Algeria. Filling these gaps can offer beneficial information and help enhance the understanding of appropriate teaching methods for incorporating fiction literature in Algerian primary schools for EFL teachers and learners.

Research Methodology

To test the above mentioned hypotheses and fill the gaps in the prior studies, the researchers employed a qualitative research approach through the use of questionnaires and structured interviews. First, general preconceptions, views, and knowledge about the use of fiction literature in EFL primary school classes were obtained through qualitative questionnaires. Secondly, individual interviews were administered to gather detailed insights from the participants, allowing for a broader range of data on their experiences and views. Thirdly, thematic analysis techniques were used to analyse the data gathered from the interviews and questionnaires in order to identify patterns, themes, and insights, enhancing the understanding of the results related to the conclusions made from integrating fiction literacy into elementary EFL classes.

Thesis structure

This study is comprised of two main chapters, a theoretical and a practical one. The first chapter reviews related literature on EFL teachers' views towards the integration of fantasy literature in the EFL primary classroom, covering details including the role of fantasy literature in an EFL classroom, focusing on motivation and engagement among young learners, it also discusses pedagogical approaches for integrating literature in EFL classrooms, and the other presents the methodology employed in the study. The second chapter deals with methodology design and main tools on which this research depends and the core of this research: the findings of the study based on the teachers' knowledge of the utilization of fantasy literature within EFL primary class. The last chapter offers a detailed analysis of the data collected through questionnaires filled out by participants and insights from structured interviews.



Chapter One
EFL Teachers' Attitudes
towards the Role of Fantasy
Literature in Primary
Education

Introduction

This chapter deals with reviewing the existing research on EFL teachers' views towards incorporating fantasy literature in primary school classes. It begins with defining fantasy literature and then discussing its characteristics. It also covers the role of fantasy literature in EFL classrooms, along with fairy tale conventions, as well as, emphasizing on the pedagogical approaches of integrating fantasy literature in EFL classrooms. Additionally, it sheds light on EFL teachers views towards the use of fantasy literature and previous research on the use of this literary genre.

1. Fantasy Literature

Fantasy literature is a genre of fiction that incorporates elements of magic, the supernatural, or an imaginary world with well-defined rules that involves usually a great adventure. Among such sub-genres of fantasy High, with its focus on entirely invented worlds and the struggle between good and evil, and fairy tales with such characters as fairies, goblins, witches, etc. are to be mentioned (Mendlesohn 2020 and James, Zipes 2021). Some of the factors explained in fantasy narratives are magic, heroes, mythical creatures, and quests and they circulate the young readers' creativity, teach them good moral principles, give them a chance to escape from the real world, and show them examples of how they can empower themselves (Nikolajeva 2020 ;Butler 2021). Fantasy books have always been popular among children as these books whisk kids away to worlds where imagination is not a limitation and life lessons are hidden in interesting plots and characters. (Butler 2021).

2. Characteristics of fantasy literature

Fantasy literature includes a rich, imaginative genre that has captivated readers of all ages for centuries. This genre has several distinctive features that distinguish it from other forms of literature, in particular in its attractiveness and potential educational benefits when integrated into EFL primary school classes. The following are the main characteristics of fiction literature:

2.1. Imaginative and Otherworldly Settings

In fantasy literature, complicated patterns are created through the invitation extended to the reader to be immersed in fantastic worlds or worlds that are different from the real ones. Such settings are obvious as magical kingdoms and enchanted forests but are also possible in

future dystopia and mythical ones. For example, the series ‘Harry Potter’ by J. K. Rowling brings the readers to the magical world of witches and wizards including contemporary Great Britain but still real; ‘The Lord of the Ring’ by J. R. R. Tolkien is based on Middle-earth. (Tolkien 2021).

2.2. Presence of Magical Elements and Supernatural Forces

All aspects of magic, mythological creatures and supernatural events are closely related to the concept of fantasy. The heroes usually represent the main aspects of a typical Western or Eastern fairy tale and often depict dragons, unicorns, elves and wizards possessing supernatural or at least unusual powers beyond human imagination. All these elements also enhance the excitement and mystery, which somehow hints to readers about the reality of possibilities beyond the limits of normal life. (Attebery 2023).

2.3. Epic Quests and Heroic Journeys

It is crucial to note that the hero's journey or epic quest, when the heroes go on a journey that changes them, remains an important theme in most fantasy novels. The tasks set are often associated with the destruction of large obstacles, the fight against frightening enemies, and the learning of personal values and virtues. Such novels allow readers to develop social experiences associated with stories of courage, perseverance and moral dilemmas (Mendlesohn and James 2020).

2.4. Rich Symbolism and Allegory

Literature, in particular, the fantasy genre includes allegorical images and contains a hidden agenda, which can be interpreted as moral or philosophical truths. For example, the magical world of Narnia in the C. S. Lewis Chronicles Of Narnia series is a central element of the narrative that tells the question of faith, redemption and other aspects of light and darkness. (Lewis 2022).

2.5. Exploring Fantasy and Creativity

The works of creating a fantasy field and depicting fantastic characters are beloved elements of fantasies. It does this by presenting readers with what is beyond the traditional norms of everyday life and making them consider different perspectives while broadening their imagination and arousing their curiosity about the world. (Butler 2021).

2.6. The possibility of escape and emotional involvement

Fantasy literature offers readers a world or an opportunity to free themselves from the realities of everyday life and plunge into a world where magic exists. By getting to know the characters and the paths they follow, readers learn how to be empathetic, build their hard skin, and get an insight into the world. (Nikolajeva 2020).

2.7. Diverse sub-genres and narrative styles

Concerning fantastic works with many subcategories such as high fantasy, urban fantasy, magical realism and fairy tales, which have different approaches in terms of writing and thinking. This diversity means that there is a very wide subtlety of possible storytelling options that can interest and connect readers of different types. (Zipes 2021).

3. The role of Fantasy literature in EFL classrooms

Using fiction particularly helps teach young learners in the EFL classes since it provides them with an avenue to learn more as outlined in the previous studies. Thus, this section explores the significance of using fiction literature in the teaching-learning practice and adopting it in the EFL program based on the understanding of various sources that propound its importance for language learning.

Smith(2018) identifies and explains factors that influence motivation and participation among young learners. The prose content differs greatly in terms of being more imaginative and catchy than scholarly texts and enables fiction literature to capture the young learner more than text-based content. Literary fiction is a crucial method that has always been encouraged to support motivation and young learners' engagement. For instance, it was established that when fiction narratives are used in language teaching and learning, learners paid more attention in classroom sessions and their interest in learning activities was also high hence a healthy learning environment. Lest (2020) corroborate Jimma (2020) believing that fiction literature leads to independence and motivation, and has a therapeutic effect on learners. Thus, due to the bright exposure of learners to interesting worlds and characters, fairy tales wake up the interest to read and foster continual activity-based learning. Fiction literature, as a rule, contains a great number of various words and various concrete structures, which means that learners are always able to expand their circle of information concerning certain words and

phrases and the contexts in which they function. Fantasy literature makes the learners invent more on the intended language to utter and also boosts the wealth of words and structures in the EFL learners. Johnson et al.(2020) stressed the sufficient aspects of fiction literature as it plays a role in promoting the language development of the learners and sharpens their creativity. Also, such a focus of learners' attention to the stories under discussion stirs up their creativity and lets them practice the use of language inventively to increase their language proficiency and language-rich expression. Elley's (1989) study also shows the best effects of intensive reading on the improvement of vocabulary and language comprehension. Therefore, by comprehending fiction literature, learners enrich the variety of their language experience and develop components of language that are crucial to the effective use of a foreign language.

Escapism and play are two of the psychological functions that explain how people are capable of using a book as a mechanism for managing the emotions and pressure built daily. When young learners are involved in learning the fun aspect of their lives ought to be considered. The Fantasy line of literature is useful in delivering a means of providing relief to the day-to-day pressure exerted on readers and engaging in play (Smith 2020). The possibility of the escape and play contributing to the character of learners who read fantasy can therefore be useful psychologically. Brown (2019) supports his argument on the effectiveness of reading in developing thought processes, and language skills by describing the role of fictional worlds. Carlsen (2020) agrees with this opinion, noting that in choosing fantasies, readers are immersed in the activity and obtain pleasure from it. Guessing is also a way of escaping from stress and contributes to the formation of an emotional and creative personality. According to Bruno Bettelheim, fairy tales elaborate on the psychological advantage of symbolic narration when it comes to children's emotional as well as experiential issues (Bettelheim, 2010). Giving more attention to psychological landmarks of fiction revealed teachers' views to its potential use in creating a positive classroom climate and improving learners' well-being.

Fantasy literature is a reflection of the different legends and cultures of the world making it easy for learners to learn the World Literary Heritage. The incorporation of different fiction literature in the EFL classes will be of great help in the development of culture among the learners (Lee and Wong, 2021). Cross-cultural learning occurs when learners engage with various fantasy worlds that reflect different cultures and their values, hence helping learners appreciate the existence of cultural differences. As Lee Wong pointed out in 2021, the failure to incorporate different cultures into language learning is one of the primary challenges

affecting learners' culturally responsive outlook. In other words, as a result of such programs based on the traditions of various peoples, learners improve their knowledge of different cultures and thus learn to appreciate diversity. Apart from enhancing learners learning in an atmosphere that will make them enjoy learning the languages, this approach will also assist in the development of the learners and make them have respect for other cultures of the world. According to Nodelman and Reimer (2003), cultural exchange for the improvement of inter-cultural understanding is central to comparative studies across different literature. Therefore, EFL teachers ensure that cultural diversity is incorporated as part of the curriculum by generating cultural discussions.

Novels and other fiction works used in EFL classes can also improve the student's critical thinking skills and their general analyses of the novels. According to Thomas (2003), characters, the storyline, and simple lessons in fairy tales can help facilitate higher thinking skills. Moreover, fictional works can promote learners' self-identification and development of their feelings and experiences therefore, personal development comes as a result of reading fiction literature (Slettan, 2018). The incorporation of fiction literature can help in the enhancement of inter-cultural competence as the learners interface with the various cultures and different values and heritage (Belkis and Hamitouche, 2023).

Thereby, the use of fiction literature in primary EFL classes enhances motivation, increases language proficiency, has psychological effects, and contributes to raising cultural sensitivity. From this approach to teachers' plans, one may emerge with knowledge of how fictional literature supports the instructional value in the classroom enhancing learners' language learning. First, by recognizing these multiple benefits, it will be easier for the teachers to value the function of fiction literature in building somehow lively, effective, and culturally diverse educational settings for EFL learners. (Belkis and Hamitouche, 2023).

4. Fairy Tale Conventions

Educators have a wide choice of genres, still, fairy tales maintain their charm for children, and here arises the question. We can consider a fairy tale to be some kind of fiction where everything that may occur in real life is replaced by elements that do not exist in reality – princes, enchantments, animals that can talk, etc. However, as seems to be the case with most fairy tales, these stories can involve traditional frightening stories, which may convey the beliefs and realities of the target demographic (Bottigheimer, 2010). To get more information on the differences together with folk tales and all the subgroups of fairy-tales one may turn to

the work of Bottigheimer (2010). Fairy tales help children to learn the norms, practices, and values of society and, therefore, be prepared for functioning in society and realize that there might be some problems that they will encounter during their communication with their peers. Before embarking on the main analyses, it is important to distinguish between fairy tales and poetry. While it is true that some fairy tales are written in the poetic word and call for poetic justice by using rhymes and having a structure of poetry, the concern here is still confined to the prose form of fairy tales. The use of children's poetry in the EFL context has been explored recently (Simon, 2019) in the context of Korea. Many famous fairy tales, for instance, Little Red Riding Hood have been represented in poetic narratives for children. Yet the fairy tales referred to in this connection are more intractably associated with the structured standpoints of short stories in having a marked beginning, middle, and end. As previously described, the analysed fairy tales shape the flow of the reader's life due to the narrative patterns. Certainly one of the most striking features is the cast of fairy tales, representatives of which can be met in distant countries or the magical kingdom. These characters and their traits are quite primary with clear outlines which help in tracing through the character's actions (Massi & Adriana, 2001). When characters of the fairy tale act and speak stereo-typically learners' understanding deepens. When identifying a malevolent queen learners may expect further malevolent acts or events. There is no intricacy deeply rooted in the plot or a character's mind that could leave a learner perplexed when proceeding through the text. Also, learners will be able to examine and compare characters' actions more easily in such fairy tales because the given characters' roles are rather simple from the point of view of the principal aspects of their behavior (Wright, 1996, as cited in Massi & Adriana, 2001). It could mean that there will be more stimulating discussions in the class to understand complex characters' behaviors rather than their personalities. The learners' language is unlikely to prepare them for the task of evaluating the actions of sophisticated characters. A popular narrative pattern is to present the main character struggling, receiving adversities and consequences, and, therefore, overcoming the adversities (Masoni, 2018). This is not the case, as many residents asserted, but it is typical for fairy-tale patterns to be replicated in other media, such as comic books, television, and film. These events are realistic and logically related; the events that happen to each character are the consequences of his or her actions, which helps readers comprehend the situations. That is why, the structure of story development assists in understanding and memorizing the passages with unaccustomed words and the usage of texts with random structures may hinder it considerably. Finally, the concise nature of fairy tales sets them apart from other forms of literature, which would help when teaching and maintaining the

engagement of learners, especially with contemporary features such as smart devices. Thus, regardless of controversy over the ability to use fairy tales in language classes, it is necessary to know that a vast number of popular fairy tales nowadays were never intended for children; instead, they were adapted for different ages throughout the centuries. This adaptation process, described as “contamination” by Talley (2016), concerned retelling the original tales in forms that looked more structured, just as Disney or others have done, to ensure more people would be interested in reading them. Thus, such altered stories can be considered useful for language acquisition starting from the Beginner level up to the Advanced one, even though some learners may have some concerns or suspicions regarding the fairy tales in a new language at the beginning. Apart from the conventional aspects of fairy tales, two key benefits stand out for language learners: the extent of cultural experience acquired through the evaluation of stories across diverse linguistic backgrounds and the amount of linguistic benefits obtained from the textual analysis. Thus, considering the approaches highlighting the analysis of extra-linguistic elements along with the actual linguistics-focused ‘butchery’ of the text as the cornerstone of the argumentation, educators can deliver a powerful and captivating argument to the educational decision-makers concerning the necessity of integrating fairy tales into language curricula.

5. Pedagogical approaches for Integrating Literature in EFL classroom

Regarding the teaching approaches used in EFL classrooms, learners aid educators develop methods and strategies to help learners achieve language proficiency as well as making it relevant and enjoyable. The use of fantasy literature in EFL education is a complex process that can be managed in various ways, each with its advantages and fulfilling different aspects of the foreign language acquisition process. Three prominent approaches that significantly contribute to the holistic development of language learners are the cultural approach, the language approach, and the personal growth approach. The cultural approach focuses on how literature can enhance people's understanding of different cultures. The language approach benefits from using literary works as sources of meaningful language that can help improve language proficiency. The personal growth approach aims to identify the impact literature has on a student's personality and emotions.

Understanding these approaches and their practical applications helps teachers improve the quality of their teaching and comply with the material presented. This leads to the discovery of new interests and a better understanding of language usage worldwide. Integration of

literary works not only improves linguistic competence but also helps facilitate communication in a globalized society.

5.1. Cultural Approach

This study demonstrates how culture is amalgamated in the learning of literature in EFL classroom imbues literature with a right an inculcate object culture in an environment it is cultured from. This endeavor presupposes the purpose of furthering the student's cross-cultural empathy with the help of expanding authors' appeal to learners' culturally sensitive side, as well as increasing learners' culturally attuned approach to the context explored in literature. (Kramsch, 1993).

5.2. Language Approach

The language approach emphasizes the kind of tenacity that is experienced in language learning that is fostered by literature for EFL learners. Thus, it is possible to point out that literary texts are Language Input, which describes the further usage of language and words and the formation of the grammatical structure and patterns of the speech. (Long & Richards, 1987).

5.3. Personal Growth Approach

Personal development theory insists that literature has the capability of positively influencing the well-being of learners, this is a very important assumption. Many pedagogical processes use this approach based on the assumption that readers must confront ideas to investigate and navigate their selves, feelings, and lives. This means to enhance the interest in literary works that are taught and to relate them to the learners 'real-life experiences. (Rosenblatt, 1994)

To illustrate, the integration of literature in the mentioned classroom of EFL through the three highlighted pedagogical approaches offers harmonious and differential advantages. Out of the two the cultural approach enhances the learners' intercultural experience and helps them expand their options. The choice of the language approach focuses on literature as one of the sources of direct language introduction, which is vital in language acquisition. On equal measure, the concept of personal development fosters the valence and cognition of learners, effectively supporting and easing the educational process. Teachers can help develop a multi-culturally diverse environment that can enhance language mastery as well as mold the

characters of the learners positively. About the current educational goals, this multi-pronged approach is quite holistic in its approach towards cultivating learners and molding them into responsible global citizens. (Rosenblatt, 1994; Long & Richards, 1987; Kramsch, 1993)

6. Teachers' Attitudes towards the use of Fantasy Literature in the Classroom

The use of fantasy literature in EFL teaching to elementary school learners was discussed since it is a kind of fiction defined by the teachers' creative and innovative narrative use, and this caused a wide range of reactions among teachers. Regarding the teachers' perceived roles and responsibilities of such books in class, the teachers hold divergent views based on perceived educational values, class relationships and cultural factors. Thus, this paper seeks to discover these views through research conducted in the recent past to analyse the current general view of the education system.

6.1. Examining Teachers' Attitudes on using Literature in EFL Instruction

Literature integration in the teaching of English has been a significant focus of interest in enacted curriculum research as it relates to teachers' views and practices. Published literature, from the period of the year 2020 to 2024, offers an in-depth analysis of teachers' different perspectives on the role of literature in language learning contexts. For example, Borg (2020), and Lazăr (2021) explaining the idea of using literature argue that literature helps in the Learning of language as well as enhances word knowledge and grammar competence among learners with enhanced cultural understanding. Nevertheless, the use of fantasy literature in the teaching and learning of languages does draw mixed views from teachers (Borg, 2020). As in the present case, some educators have argued that it is easy to assert that, when it comes to the conversation of fantasy literature in the classroom, it is an easy job for the educators while others have it otherwise. These are as follows; The learners might have a restricted command of the language or language limitations that hinder comprehension of the content and ideas presented by the instructors (Richards and Renandya, 2002).

6.2 Factors Influencing Teachers' Attitudes towards Integrating Fantasy Literature in EFL Classrooms

The usage of fiction literature in the classroom can be limited by teachers' beliefs for several reasons. According to Maley and Peachey (2010), teachers' educational experiences, teacher training programs, and knowledge and views about the purpose of literature in language learning have a critical influence on the teachers' stance. Also, textbooks in teaching practice and institutional standards inevitably shape the degree to which literature is incorporated into language curricula (Tomlinson, 2011). Other factors include time limitations and the perceived relevance of literature in learners' language learning objectives which also act as influential determinants of the sort of attitude teachers hold (Lazăr 2021). Furthermore, teachers' confidence level regarding choosing the right kind of literature text, the ability to cater to the needs of the learner in the class, and thereby the modification and enhancement of the learners' Comprehension and analysis skills play a significant role in influencing the willingness of the teachers to incorporate the literature into the EFL classroom instruction (Richards and Renandya, 2002).

6.3 The positive and negative effects of Fantasy Literature

When it comes to implementing fiction literature in EFL contexts, it is necessary to recognize several advantages including motivating learners to participate and recognizing the challenges it brings. This section summarizes positive and negative views about what teachers experienced in this regard, including challenges around text readability and the curriculum, the approach and content of excluded texts, and assessment challenges.

6.3.1 Positive Effects:

In contrast with the objections concerning the works of fantasy literature, the enthusiasts of fantasy literature acknowledge the benefits of such texts and argue that participation and motivation, language, and cultural exposure could be enhanced. These views are further elaborated as follows: Many teachers are aware of the fact that the use of fiction literature helps in encouraging learners and even motivating them. Imaginative story readings put much interest among young learners as they become more encouraged in reading and doing class activities. The learners who would participate in the intervention are expected to increase their appreciation of learning English to improve their language skills (Maley and Peachey, 2010). As everyone knows, the reading of fantasy literature enables learners to develop their

knowledge of various words and phrasings. This kind of exposure allows them to enhance their language mastery in a way that is not possible with textbooks. The proponents of fiction literature claim that learners need to read fictional texts so that they can understand and memorize new terms and grammatical constructions in context, that is, within certain situations (Tomlinson, 2011). Often, such literature is covered with elements of different cultures; this helps to expand the learners' vision and develop a more cosmopolitan outlook. Teachers value this aspect since it assists the learners in valuing cultural differences in society as the world turns into a global village (Lazăr, 2021).

6.3.2 Negative Effects:

Despite all the positive views towards the fantasy genre, there are negative views including curriculum limitations and assessment difficulties. These negative views encompass various concerns and criticisms as follows. Some teachers are worried about the kind of language used in fiction, specifically the extremely hard language some books contain. There is likely to be frustration among youths learning EFL due to the overwhelming general issues involved in vocabulary as well as probable difficulties in telling stories. When it comes to working on these texts to render them more comprehensible for young learner, having less potential and extensor as a result of simplification could be a big drawback (Richards and Renandya, 2002). After analysing the curriculum of many EFL programs, it is evident that there is little time for fiction literature. Teaching competence can also be largely challenging due to institutional requirements that require teachers to remain committed to standard curricula that target certain language competencies. This is likely to be viewed as a shift from standard education and an approach that is likely to be resisted due to its failure to achieve the core objectives of teaching (Borg, 2020). Given that fiction literature facilitates the understanding and progress of learners, evaluating their comprehension when using such books can still be daunting compared to the use of standard texts. The subjectivity of interpretation and the emphasis on the creative aspect could easily be incompatible with objective rating based on testing, which is a traditional method used in EFL education to quite an extent.

6.4. Challenges and Best Practices for Incorporating Fantasy Literature in Teacher Practice

Despite all these advantages, several challenges are encountered by teachers towards the use of fiction literature in their practices. Among the studied concerns, there are several

significant issues to mention: First, it is difficult to select the proper texts, which ability meet the learners' language and cultural comprehension levels (Borg, 2020). Second, it points out that teachers have to focus on the learners' reading and analytical comprehension skills development, especially while working with critical fiction (Maley & Peachey, 2010). Lastly, inculcating general literature to fulfill different needs/interests of learners and at the same time aligning it within curricular demands and expectations can be a big challenge for e Teachers (Tomlinson, 2011). Based on current research, it is argued that usable knowledge about the practices of marrying the practice of EFL teaching with literature requires enhancing opportunities for professional growth of the teachers with pedagogy skills and orientations (Richards & Renandya, 2002). He also encourages the collective work of the teacher and Kovbasa and new technologies in the interaction with learners and in teaching, for example, literature seminars and project activities to increase awareness and active readership of learners (Lazăr, 2021).

7. Previous research on the use of fantasy literature in EFL classroom

The existing research on the use of fantasy literature in EFL classes has been discussed in this case from several different angles with emphasis laid more on the pedagogy factor improving the language acquisition process. It is important to stress that in many works of fiction literature, which comprise the focus of the education process in Primary Education Institutions, there is evidence of fictional contexts. After analysing several studies, several points noted; learners' interest in the actual and potential features and benefits of language.

The process of incorporating elements of fantasy literature in EFL primary school classrooms has attracted considerable attention in the last few years (Khatib & Rahimi, 2012). As tutors work to ensure their learners master the languages used in a subject including the English language, adopting literary genres that engage young learners is useful (Paran, 2008). Taking into consideration the fact that many Disney stories are fanciful and impressive from the point of view of cultural references that refer to elements in the stories which reflect the values, traditions, and societal norms of a particular culture, the use of such literature in teaching and learning language can be very effective in developing language comprehension and especially interest in reading among primary school children (Paran, 2008). This chapter intends to present views of EFL teachers about the use of fantasy in their teaching practices, looking at the potential of integrating this approach in primary school classrooms, and the potential challenges of implementing this teaching tool in EFL primary school classrooms.

It is widely believed that literature can be effectively used in the teaching and learning process of a language (Paran, 2008). According to Krashen (1982) literature forms a good source of comprehensible input. By definition, comprehensible input intently underscores the principle that the material to be taught to the language learner must be at the learners' grasp level. Krashen in 1982 states that this concept is the key in acquiring the language. Thus, the use of fantasy literature has the potential to develop cognitive and linguistic abilities because this literary genre is incredibly rich in terms of linguistic variation. It stimulates learners' critical thinking and problem-solving skills, it also stimulates their imagination which in turn makes the learning process exciting and fulfilling. This is a very useful intrinsic motivation, i.e., engaging in an activity for its inherent satisfaction rather than for some separable consequence. This will help learners to fully engage in the language and, thus, exercising their whole language development, their wide-ranging vocabulary and their grammatical usage (Khatib & Rahimi, 2012).

More importantly, fantasy literature poses certain merits wherein the majority of the works involve lessons and messages that learners of a young age can easily apprehend and appreciate. The main idea of the series is on the symbol, and such fabulous characters can be helpful for the teaching-learning process as they evoke the desire to ask questions about something. For example, plotting may be used to develop the reading skill by enhancing the learners' understanding through analysing the structure and sequence of events in a story, creating a story may be used in writing to enable learners to come up with stories they have in their imagination. Moreover, there is an opportunity to develop speaking and listening skills in the context of the learners' discussions and dramatic performances of selected scenes from the books (Paran, 2008).

In light of this, it is important to note that certain challenges are likely to be encountered when using fantasy literature in an EFL classroom. The teachers may sometimes find it challenging to choose age-appropriate books that are suitable for learners in terms of language complexity for example. Furthermore, there may be cultural issues, as some of the fantasy literature works may include some form of inappropriate content which might be incompatible with the learners' culture. These issues notably call for defining elements of the learning-teaching process that qualify teaching materials to be coherent and stimulating for learners. (Krashen, 1982).

The integration of fantasy literature into English language teaching has been explored extensively in the literature. Although there are challenges associated with this approach, such as ensuring age-appropriate content and maintaining student engagement, these challenges can be outweighed by the advantages of using fantasy literature to teach English. Research by Khatib and Rahimi (2012) indicated that literature sensitized learners, particularly in the areas of fantasy, leading to better understanding and thinking skills. Additionally, literature in the fantasy format can help learners gain cultural and social sensitivity to other cultures and ways of thinking within them (Paran, 2008). The promotion of intercultural understanding is especially relevant in the current globalized society; hence, language learning is increasingly associated with promoting intercultural sensitivity.

According to García-Sánchez and Luján-García (2021), teaching and learning via the use of fiction literature in class is especially fruitful, particularly in cases where English is taught as a foreign language. On the same note, these researchers have posited that since fiction literature entails elaborate and rich language structures and complex characters then it creates a good avenue for language learning. The worlds depicted in literary works can inspire and stimulate learners' creativeness, and enhance the effectiveness of the language learning process.

A study by Khodabandeh and Soleimani (2017) established the factors that determine EFL teachers regarding the use of fiction literature. The study identified several variables that affect self-efficacy concerning teaching fiction literature such as the teacher's teaching philosophy, past experiences with fiction stimuli, and the perceived relevance of the curriculum. Teachers who said that fiction literature benefited the learners in their education identified student interest and general interest in reading as the key assets of fiction. Another example referring to the problems of integrating fiction literature in EFL curricula is the one mentioned by Sung and Ahn in 2019, where significant difficulties are described about culture and the problem of matching fiction narratives with curriculum level of difficulty. The use of literature in classrooms can be challenging for teachers and this is chiefly due to the following challenges; Teachers struggle to select proper texts in the correct culture match which is acceptable by educational standards. However, this type of literature may be characterized by a large number of purely fictional factors, which in some cases can create the impression of a less scientific work as compared to a more traditional work.

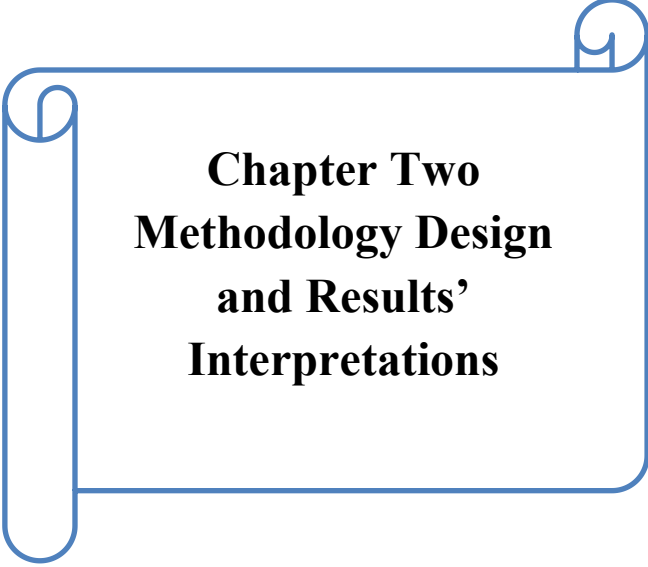
Further, Nikolaeva's (2020) and Vasquez's (2018) research indicates that the use of elements of fiction aids in EFL teaching and learning. These studies propose that interactive comprehension in fiction literature can enhance learners' language proficiency in terms of, overall word understanding and the quality of the narrative. While being in fairy tales, learners demonstrate a higher interest in the reading process and, therefore, the desire to speak in class. Therefore, according to these findings, several researchers suggest the implementation of focused professional development of teachers and the creation of specific instructional materials to enhance the use of fictional prose. Park and Kim (2022) state that notification of a set of fictional texts and how to use them in education can be a 'recipe' for enhancing teachers' skills and confidence when learners are in Los Angeles. Altogether, it is suggested that curriculum designers should also embrace the prospect of integrating more fiction literature in the sources intended for differentiated reading and learning.

From the cited related literature research, it can be deduced that there has been a call for the incorporation of fiction literature in EFL classes. Most of studies highlighted the usefulness of the genre in capturing the attention of the learners and improving their various language abilities. Nevertheless, potential issues such as cultural significance and the necessity to integrate curriculum to fully realize its potential are to be discussed. Essentially, the concept of using fiction literature in the process of teaching English to foreign learners is proved by the data confirming the stimulating impact of fiction literature on learners and their linguistic development. Therefore, the implementation of fiction literature in EFL classes can be considered a worthy strategy for developing creativity and imagination and, at the same time, improving language learning at once. It is important, however, to overcome problems such as cultural importance and the necessity for correlation of curricula with others; necessary training and the choice of suitable texts can help to surmount these problems.

Conclusion

This chapter has explored existing literature that extensively discusses the benefits and drawbacks of using fiction literature as a teaching tool in EFL settings. However, this research specifically focuses on the primary education system in select regions of Algeria. There is a notable scarcity of studies examining teachers' viewpoints in non-Western contexts, particularly regarding how integrating fiction literature impacts language skills, cultural sensitivity, and critical thinking among Algerian primary school students. Therefore,

surveying Algerian teachers on their experiences with incorporating fiction literature could uncover unique cultural and educational insights specific to the nation and its educators.



**Chapter Two
Methodology Design
and Results'
Interpretations**

Introduction

This study investigates teachers' attitudes on integrating fantasy literature into EFL primary school classrooms through a qualitative research design. This method proves effective in having richer details as to the teachers' involvement and views regarding the use of fiction literature in education. As an advantage based on flexibility and adaptability research questionnaires and structured interviews allow for the emergence of new themes and contexts. The data collected is analysed using thematic analysis to uncover patterns and insights into teachers' beliefs and practices. This methodology ensures a comprehensive understanding of the benefits and challenges of incorporating fiction into EFL instruction.

Section one: Methodology Design

This section details the methods of data collection, data analysis, and interpretation used in the current study. It starts by describing the research design and the data collection instruments. The chapter then illuminates the selection of participants, procedures of data analysis and highlights the ethical procedures used to reach the research objectives.

1. The Research Design

This research study aims to identify the views of teachers on the integration of fiction literature in EFL primary school classrooms using a qualitative research design. The purpose of using this research design is to gain detailed insights about the investigated topic (Creswell and Poth, 2016) Additionally, qualitative research design has several advantages as stated below:

1. **Depth of understanding:** Exploratory research information-gathering technique can be used to obtain information that describes participant's past experiences and current views of the research questions and issues as in the case of the current study of teachers. The reasoning lies in the fact that such depth is crucial for regarding the specific approach teachers have towards the totality of educational implications of the fiction literature alongside the factors that shape their views. (Merriam and Tisdell, 2015).
2. **Flexibility and adaptability:** However, qualitative research is more liberal with data gathering and assessment; the researcher can change focus from one theme to another

following the findings or patterns that arise from the research being conducted. It is convenient to use such flexibility to analyse the context of the practices and teaching situations that are under investigation.

3. Contextual sensitivity: In fact, the qualitative research approach is suitable for explaining the contextual factors that define teachers' relations and feelings. This examination of the contextual sensitivity is crucial to define the obstacles and the potential whilst including the EFL fiction literature, in terms of primary school education. (Patton, 2002).

2. Data collection instruments

The data collection process in this study includes two main components:

2.1. Questionnaires

The questionnaires used in this study comprised of a series of questions that were designed to elicit analytical responses from participants by way of qualitative questions to gain insights about their views and their impressions on using fiction literature in the teaching-learning processes.

2.2. Structured Interviews

In addition to the questionnaires, structured interviews were also used to gather further insights that complement the questionnaire's findings. These interviews enable the respondents to share detailed information about their views towards using fantasy literature in their classrooms.

3. Participants and Sampling

The research employs a voluntary sample selection, twenty expertise elementary school teachers including 7 males and 13 females out of different Algerian regions in a digital FACEBOOK group, who have had interest in integrating fiction literature into their classes in addition to three other primary school Algerian teachers from Laghouat province, for the interview questions. This way clearly showing that participants possess sufficient experience to be of help in giving their views about the obtained research questions.

4. Data analysis procedures

The data collected from the questionnaires and the interviews are analysed through thematic analysis to determine patterns, themes, and findings. The data analysis process follows several steps:

1. **Data Familiarization:** This stage involves reading through the questionnaire and interview transcripts several times to get familiarized with the content and to generate first impressions.
2. **Generating Initial Codes:** In this stage, codes are identified according to the research questions, like teachers' concerns, beliefs, and difficulties regarding teaching fantasy literature.
3. **Searching for Themes:** In this stage, the frequencies of used codes are compared with other different theoretical frequencies and the related themes are grouped.
4. **Reviewing Themes:** To this end, the identified themes were compared to what was coded as well as the total information gathered and analysed.
5. **Defining and Naming Themes:** this process involves clearly stating what each theme represents. This requires articulating our understanding of the theme and identifying how it benefits us in comprehending the data.

Thematic analysis is useful when handling qualitative data as it offers insights into the complex nature of teachers' views on the topic of fantasy literature and children's education. (Braun & Clarke, 2006).

Ethical Considerations

In selecting research topics involving people, particularly teachers, it is essential to follow principles that ensure participants are not jeopardized. This section addresses the ethical issues concerning a study on facilitating teachers' beliefs about fiction literature in primary classes of English as a foreign language.

Informed consent as a necessary prerequisite of ethical practice should be derived from all the participants. All the participants of the study were given specific details on the nature, procedures involved in the study potential risks and benefits they are likely to encounter before they could partake in the study. All teachers involved in this study have signed written

consent to portray their understanding that they are not forced to participate in this study and if they wish, they can pull out without having to face any consequences.

Confidentiality and anonymity were maintained by identifying participants and using numbers instead of names, with data accessible only to the research team. To reduce discomfort, interview questions were designed to avoid infringing on teachers' professional and personal space. Respect for participants included non-exploitation, voluntary informed consent, and valuing their views in the study results.

Transparency and honesty were upheld in all communications, ensuring professional integrity and truthfulness about the research goals, procedures, and consequences, followed by disclosure of the study results.

While preparing this thesis, we found Grammarly useful in checking and correcting grammatical errors. Moreover, the clarity of this work's language structure was supported by the involvement of the ChatGPT. While we sought assistance to improve clarity and coherence, the information provided and the ideas expounded are entirely our own. We copied the original paragraphs and refined them through feedback to ensure the final output accurately represents our work and thoughts.

Section Two: Results' Interpretations

This section presents the findings from the exploration exercises conducted through questionnaires and interviews with Algerian English primary school teachers. These findings are interpreted against the backdrop of previous research and the theoretical framework outlined in the literature review chapter. The section analyses and discusses real data to draw potential conclusions, addressing the research questions and assessing whether the outcomes support the initial hypotheses. Additionally, it offers a general conclusion, future research suggestions, and contributions to the education system. This section is divided into two parts: the first presents numerical data from learners' closed-ended questions and discusses teachers' responses to open-ended questions. The second part includes data from EFL teachers' responses to questionnaires and interviews..

1. Presentation of the Questionnaire Results

The following explanations provide a narrative overview of each question based on the qualitative questionnaire providing a narrative overview of each question with its aim.

Section 1: Demographic Information

Question 1: What is your age range?

Age	20-30	31-40	41-50
Number	13	6	1

Table 1 Teachers' Age Range

The majority of respondents are within the 20-30 age bracket, which defines a rather young audience with some individuals from the elder generations. This question is intended to study the age distribution as people’s age may impact their teaching experience, the approach utilized in a class, or the background of various literary genres.

Question 3: Where are you from originally?

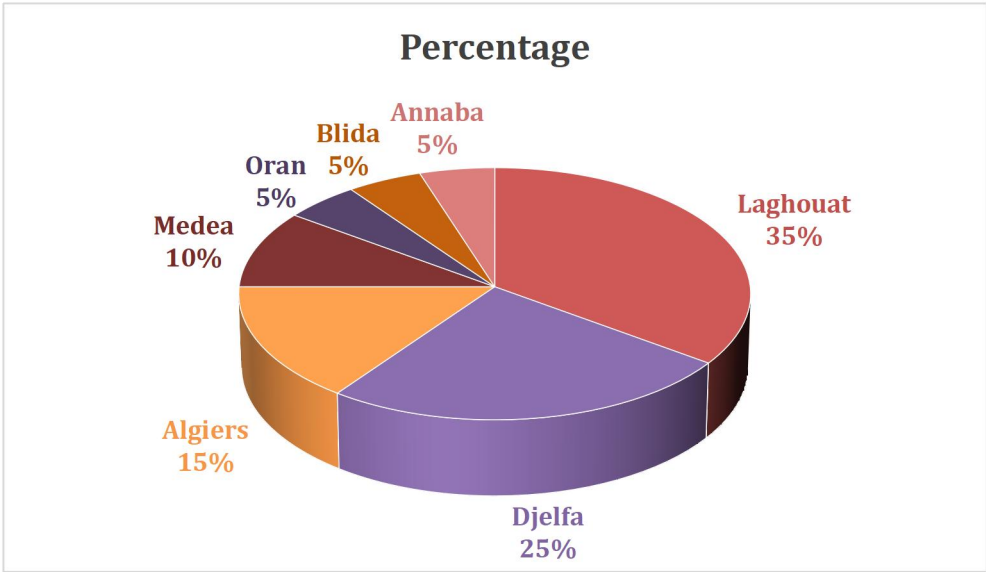


Figure 2 Geographical Distribution of Teachers' Places of Origin

The participants hail from different regions throughout Algeria, reflecting a wide geographical spread. This geographical diversity among respondents is critical to understanding regional differences that may affect teaching practices or preferences in educational content.

Question 4: How many years of experience do you have teaching English as a Foreign Language (EFL) in primary school? What are your highest grade levels taught?

Teachers have broad experience in English as a foreign language, focusing mainly on younger primary school grades such as 3 and 4, and some have also taught at the middle and high school levels. This question concerns the experience of teaching respondents English as a foreign language at the primary school level, providing a context about their experience and possession in this area.

Section 2: Perspectives on Fantasy Literature

Question 1: Are you familiar with the concept of fantasy literature? If yes, please briefly explain what do you know about it.

Participants have a fairly good knowledge of the subject of study, define fantasy literature as a genre that entails the use of factors such as magic, creatures and worlds that do not exist in real life. They appreciate what it can offer in terms of sharing the reader with its children's audience, while others appreciate its ability to teach such values in a fairytale-type environment. This question is designed at determining whether the respondents are familiar with fiction literature to determine their opinion about the potential of the genre in education that follows in the subsequent questions of the survey.

Question 2: In what ways do you think fantasy literature can be a beneficial tool in teaching EFL to primary school students?

Participants believe that the use of fiction literature in language learning can be effective and fun, sparking creativity, improving vocabulary acquisition, fostering critical thinking, and encouraging empathy. They noted its ability to process different learning styles and the ability to take into account all four skills that make language learning more meaningful. This question focuses on primary school teachers' views on educational aspects whether EFL primary school classes should include fiction literature and should draw answers to the perceived positive effects of language use, creativity, and motivation.

Section 3: Integration of Fantasy Literature in Curriculum

Question 1: Have you ever used fantasy literature in your EFL classes? If yes, please briefly describe your experience with integrating fantasy literature in your classes.

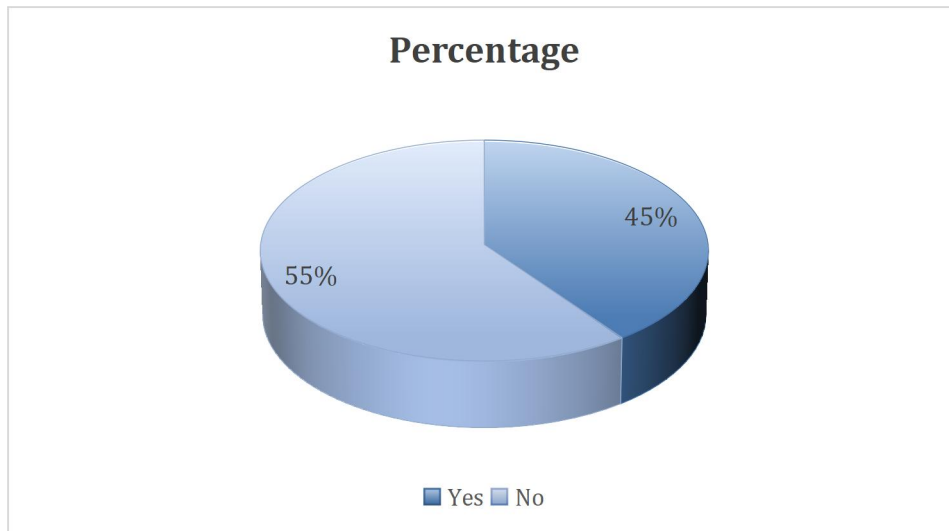


Figure 3 Percentage of Teachers Using Fantasy Literature in EFL Classes

As illustrated above, It shows that 55% of respondents have never used fiction literature before in EFL primary school classes, meanwhile, only 45 % have dealt with fiction literature in their classrooms. Some have used fantasy literature like "Harry Potter" or "Charlie and the Chocolate Factory" successfully, others express interest but have not yet implemented it. Positive experiences include increased learners' involvement, the invaluable role of vocabulary enhancement, and more crucially, the employment of creative contexts to teach lessons effectively. This question probes the respondents' knowledge by asking if they have real-life experience with the application of children's fantasy literature in EFL classes. Their responses provide information regarding the difficulties of implementation, positive results, and future learners' achievements and engagements.

Question 2: What are your expected challenges in integrating fantasy literature into the EFL primary school curriculum?

Participants' expectations of difficulty in implementing fantasy literature in the context of the primary educational system include the lack of resource availability; intercultural, and language barriers; and opposition from key agents, such as school administrations or parents who may not see the instructional value of the material. The teachers also pointed out that

adequate preparation during training on the educational literature and teaching facilities should be observed. This question is to bring to light the possible challenges that teachers may come across when integrating fiction literature, into their EFL primary curricula. This question also aids in establishing factors such as constraints, like limited resources which slow down the process of innovation. They noted that this would interfere with their cultural relevance such as restriction or specific education needs.

Section 4: Final Thoughts

Question 1: Do you perceive that integrating fantasy literature in EFL primary school classes can effectively contribute to the development of students' educational, cognitive, and socio-emotional outcomes?

It is important to note that the feedback of the participants is almost unanimous on the application of fiction literature in the primary school classroom. It is considered that the implementation of the fantasy genre elements in literature may contribute to enhancing the acquisition of a foreign language and help in developing the emotional intelligence, creativity, and critical thinking, as well as, enhance the idea of empathy. They regard it as an object that can enrich practices to teach English to young learners to make it more interesting. This question aims to identify views on the increased incorporation of fantasy literature in EFL primary school learning. This will help in assessing perceived benefits in education, cognitive, and socio-emotional development domains.

Section 5: Training and Support

Question: What are your thoughts on participating in professional development workshops on training sessions focused on incorporating fantasy literature into EFL teaching?

Given that many of today's employees are interested in professional development workshops, especially in the field of fiction literature, there are possible links between the two. The participants support the idea of participating in these workshops to obtain specific curricula, lessons, and materials for integrating fiction literature into the educational curriculum. Such workshops are perceived as ways to develop new approaches to the management of EFL class, the ability to find ways to attract the attention of students, and improve learning outcomes. This question measures the concern of teachers about their

professional development concerning fiction literature. The purpose is to assess their potential in improving their approach to teaching through workshops that will determine their abilities to apply this type in EFL classes.

2. Presentation of the Structured Interview Results

The researchers prepared six open-ended questions for interviewing English teachers in the primary stage. The full six questions tend to be illuminating regarding their perspectives on integrating fantasy literature into EFL primary school classes; And on the views of teachers towards incorporating imaginative texts in language learning.

1. What kind of texts do you currently use in your primary EFL classes? Can you provide some examples?

In the EFL primary education, teachers apply many tools and strategies to support the learning process and attention. These include educational texts focused on practical topics such as daily routine, family dialogues, stories with moral lessons. Moreover, the use of written, audio and visual texts, such as stories about animals, is also useful for engaging students and introducing new words. The aim of this question was to determine the effectiveness of current educational materials and practices in promoting language acquisition and participation in the initial EFL classes.

2. How satisfied are you with the current texts being used? Do you believe they effectively engage the students and enhance their language skills?

Participants express mixed levels of satisfaction with the current educational material. Recognizing its usefulness in building vocabulary and grammar skills, there is a consensus on the need for improvement in terms of maintaining learner engagement and its relevance to learner interests. Practical texts, especially those on everyday topics such as household items, are referred to as accessible and interesting for students. This question was designed to capture the level of satisfaction of the participants and to also find out whether there is a need to better current teaching-aiding materials used in teaching EFL to learners in primary classes.

3. What do you think are the potential benefits of integrating fantasy literature into the EFL curriculum for primary students?

There is widespread recognition among educators of the benefits of integrating fantasy literature into primary EFL education. Teachers appreciate fantasy literature because it

educates students about the chosen topic through an engaging storyline, helps enhance creativity, critical thinking skills, and promotes the basics of empathy and emotional intelligence. This question sought to identify the possibilities of implementing fantasy literature in the primary EFL curriculum to improve language and general learning abilities.

4. How would you integrate fantasy literature into your teaching methods? Can you describe any specific activities or lessons you would use?

According to teachers, various strategies for effectively integrating fiction literature into the initial EFL classes have been proposed include; activity-based features such as narrative writing for evaluating the extent of imagination of the learners or dramatic play, painting or art works, story telling, creative writing, dramatic play education, and vocabulary exercises. Among others, these strategies aimed at reinforcing the lessons to communicate, entertain, help in the process of learning the language, and develop the ability to think critically. This question involves what methods should be taken to introduce fiction literature into EFL primary education to ensure effective participation, language acquisition as well as problem-solving skills.

5. How do you think fantasy literature compares with the current texts in terms of language complexity, cultural relevance, and engagement?

Based on teachers' interviews, fantasy literature is characterized by creativity that set the genre apart from other forms of literature. There are other associated benefits such as the complexity of the language used, while it can be challenging, it can also be helpful when appropriately scaffold, issues that are of interest to every community. In addition fantasy literature addresses universal themes that resonate across different cultures, the creation of interest in stories, and the potential of developing early moral skills and exploration of universal feelings through stories. This question is designed in an attempt to explore what makes fantasy literature unique and whether it is beneficial for primary EFL education.

6. What kind of support or resources would you need to effectively integrate fantasy literature into your curriculum?

When applying fiction literature in basic EFL teaching, teachers emphasize the need to use properly selected age-appropriate children's fiction literature, educational facilitation methodology including the use of handouts such as comprehension verification questions, vocabulary activities, informational resources such as audio works, photos and videos, as well

as a supportive classroom environment where children can be allowed to participate and respond to books. Other factors reported by respondents and in specific genres of literature studies as important for successful integration include cooperation with other teachers, professional development training, and parental involvement. This question was supposed to find out what is needed most to integrate fiction literature well into the basic EFL curriculum in a way that would fully engage learners and achieve meaningful learning.

3. Interpretation of the Questionnaire Results

This part is an analysis of thematic responses to a digital self-administered questionnaire that was administered to 20 primary school teachers among them 7 teachers from the province of Laghouat and the remaining are all over Algeria, which were selected based on the teachers' knowledge of the subject. The data connects research questions, hypotheses, and existing literature with the study findings to decipher its results.

Section 1: Demographic Information

The demographic data helped to identify the participant's teaching experience, educational background, and the context of teaching, which is vital for the comprehension of their approach to fiction literature inclusion in EFL class. Among the participants, the majority of them were EFL teachers with different years of teaching experience and different levels of acquaintance with fiction Literature.

Question 1: What is your age range?

Younger teachers (20-30 years) may be easily adaptable and motivated towards new teaching aids and learning resources like fantasy literature; they are aware of the newly developed teaching strategies. It is also a stage when major creativity is combined with expertise in managing a class, as teachers are considered guides to other teachers; this is among teachers between the ages of 31-40 years. There is only one participant belonging to the 41-50 year age bracket, and no participants in the 50+ age category, which means that the sample did not capture many voices from seasoned teachers.

Question 3: Where are you from originally?

- Laghouat: 7 respondents

- Blida: 1 respondent

- Algiers: 3 respondents
- Djelfa: 5 respondents
- Annaba: 1 respondent
- Médéa: 2 respondents
- Oran: 1 respondent

Question 4: How many years of experience do you have teaching English as a Foreign Language in primary school? And what are your highest grade levels taught?

Teachers' responses are different teaching experiences, as seen, from one year to twelve, with others having up to 12 years' experience. In general, the majority of teachers mentioned that they work with 3rd or 4th grade; however, some teachers work with students of various grades: middle and secondary, and some of them teach communicative levels from A1 to C2.

Diverse Geographic Representation

As can be deduced from the results of the survey, the teachers who responded to the questionnaires had different years of EFL teaching experience, particularly in primary school. The majority of them are those teaching the third or fourth grade, although some teachers teach at the communication levels from level A1 to C2.

The life narratives of the teachers in different phases of their careers also demonstrate flexibility; more in the sense of readiness to adopt new methods in teaching, majoring in using fantasy literature to teach language. These experiences demonstrate that things such as teachers' classes, gender, as well as their teaching practice, can determine effective EFL instruction in primary schools adopting fantasy literature. These characteristics make it possible to set purposeful and realistic imaginations in language lessons and the information provided adds to how imaginative texts should fit into the language learning environment.

Professional Development and Adaptability

Teachers in the field have emphasized the importance of flexibility, regardless of the grade level they teach. Being flexible can help improve their ability to adopt new teaching methods, especially when positive test results show their effectiveness. For instance, they may use fantasy literature to address the needs of low-achieving learners.

Section 2: Perspectives on Fantasy Literature

Question 1: Are you familiar with the concept of fantasy literature? If yes, please briefly explain what do you know about it.

The interpretation of results concerning how familiar the teachers are with fantasy literature testifies to the variety of comprehending the corresponding concepts.

Familiarity with Fantasy Literature

The responses yielded by many teachers showed them having a good understanding of fantasy literature. Respondents indicate these educators understand fantasy literature as a literary category involving magical and supernatural events and milieu and fabulous worlds. Most of the time, they pointed to the existence of strange creatures, mythology characters, and adventurous quests, and thus, they seemed to understand well what was required of the genre. For example, one of the teachers defined fantasy as books with “supernatural events, magical scenes, and visuals and worlds created from the imagination,” while another defined fantasy as having “books with magical features, invented worlds, and mythological characters.”

Educational Contexts and Applications

Some of the teachers highlighted their views of the concept of fantasy literature by relating it to the educational practices for instance the use of fantasy in entertaining children. Some responses suggested that fantasy stories make children engage more in their imaginations and can be good for children’s short stories or bedtime stories. For instance, one of the teachers said, “I can name some for taking time to ease the silence or even before taking a nap.” These responses imply that fantasy literature benefits both the imaginative and pragmatic aspects of classrooms and young learners’ educational experiences in terms of cultivating enjoyable, efficient reading and storytelling.

Personal Connection and Enthusiasm

Some questions revealed that teachers have a favourite form of reading and it proved to be the fantasy form. For instance, one of the teachers said, “Yes, I understand the meaning of fantasy very well; you see, I usually read fantasy books, and it is my favourite genre”. This personal interest is usually a conversion of the richness of themes that are likely to be put across by the particular genre, and ability to tell moral stories.

Curiosity and Limited Familiarity

Few of the teachers claimed to have had only a slight acquaintance with the fantasy literary genre but were receptive to being enlightened more on the contents of that genre of literature. Some responses that echo this inclusion are participants number 11 and 19. Another teacher said, "Actually, it's my first time hearing about it, but it seems like a good thing", which shows that the teachers interviewed have not ruled out pursuing the genre further. It may further illustrate the perceived levels of knowledge among educators and the possibilities of development in this field.

Lack of Familiarity

Some of the teachers seemed to have minimal knowledge of fantasy literature as some of them even confessed. This theme is well exemplified by the kinds of responses such as participant number 20 where one of the teachers bluntly said, "No, I am not familiar with fantasy literature." Such responses depict the actual problem that exists within teachers, which indicates the need to offer resources and support to assist teachers in the use of fantasy literature in their teaching.

Question 2: In what ways do you think fantasy literature can be a beneficial tool in teaching English as a Foreign Language (EFL) to primary school students?

The application of fantasy literature has received high acclaim in EFL teaching to primary school learners. Therefore, in this research, the parts that require measurement are the views of primary school teachers towards the benefits of fantasy literature in EFL learning. As it is shown in the responses some ideas are paramount that will exemplify different possibilities of using fantasy literature for the enhancement of language learning and students' involvement.

Engagement and Motivation

The fantasy books were described by primary school teachers, who told and involved EFL students and used to explain the motivation to learn. This element is very important to maintain the young learners' attention and interest in the task and the language being taught.

Vocabulary and language Skills Development

This is according to the teachers who supported the use of fantasy literature as a way of building up the capacity of the learners' vocabulary as they come across several ways of

presenting contents and themes in a detailed manner within the realms of fantasy. Through this exposure, students can facilitate their language skills and acquire knowledge in context.

Creativity and Imagination

The fiction features were observed to promote creativity and were seen to lead those students out of the conventional approaches to language learning. This aspect makes the learner pay more attention to the language and thus increases the cultivation of other mental skills.

Cultural Awareness and Critical Thinking

Teachers agreed that expectations of the multicultural aspects of such a stereotyped genre contribute to the enrichment of students' cultural experiences and the development of their critical thinking skills while comparing different cultures. as seen in the works of: (Sénéchal & LeFevre, 2002, Hetland & Winner, 2004, and Elley, 1991). Also, it has been determined that the use of fantasy literature has positive effects on the development of cultural understanding, and a learner's ability to think critically which has been shown in the literature review in the research of: (Galda & Pellegrini, 2000; Pellegrini, 2009; Meyer & Schmid, 2022).

Interactive and Holistic Learning

This kind of literature is commodious to classroom learning processes since it provides for different interactions and comprehensive learning strategies such as role play, dramatization, and creative writing. This approach proves richer and hence adds to the accomplishment of the general goals for learning the language.

Emotional and Ethical Development

The element of feelings and virtue was also observed to contribute towards the learner's academic affective and ethical education since they understand various values to be important and also get to grasp the social aspect of ethical and moral lessons via characters.

Section 3: Integration of Fantasy Literature in Curriculum

Question 1: Have you ever used fantasy literature in your EFL classes? If yes, please briefly describe your experience with integrating fantasy literature into your classes.

Experiences with Integrating Fantasy Literature

The use of fantasy literature in EFL classrooms and how teachers perceive and practice it is still a diverse agenda. More than half of the respondents reported that they have never implemented fantasy literature in their classes, although 55% of the teachers want to use the literary genre in future classes. For instance, in the study, 6 respondents pointed out that they have not used fantasy literature but expressed their interest in using it or planning to use it at some point. Some of the participants' comments included: "No, for me it does not appeal to me; however, I like the idea," (participant10) and, "No, but I'm interested in trying it" (participant 14).

Several respondents reported the incorporation of fantasy literature, and the impact has been largely positive. Students have shown more developed creativity and language skills, and in general, teachers have noticed an improvement in students' engagement. For instance, one of the teachers said, "Yes, it enabled my pupils to settle as well as attempt to learn the new terms and vocabulary without asking" (participant 6). Another teacher who supported the use of popular social imagination narratives suggested, "I used 'Harry Potter' in class saying that it is interesting and students eagerly read" (participant12). Similarly, employing 'Charlie and the Chocolate Factory' was mentioned as a very fun and motivating method for making my students engaged and motivated (participant16).

Observations revealed that the teachers interactively engaged the students by using visual aids and even writing on the blackboard. Finally, one respondent said, "I used the story of the rabbit and the turtle. And I provided visual aids, as well as some personal effort with a little bit of acting as well" (participant 5). One of the respondents mentioned that lessons taught using the books belonged to the fantasy genre, and when answering the question of what the method helped them to discover regarding children's capabilities she said the following: "It helped me discover many things about children's abilities... they love pictures and love to pretend and imagine things" (participant 3).

Question 2: What are your expected challenges in integrating fantasy literature into the EFL primary school curriculum?

The challenges that arise when implementing fantasy literature into EFL primary school education as deduced by teachers include: Time limitations as well as, the adequate resources needed in the integration process. Also, using words and concepts that are not familiar to the

cultural background of primary school learners. Other considerations that can hinder the implementation of fantasy genre includes; school authorities that frown upon it, and parents who do not see much merit in reading fiction. Teachers also express difficulty in selecting suitable materials that are accessible to young learners.

Additionally, teachers emphasize the critical need for pre-service and in-service education to effectively teach fantasy literature. These issues are evident too according to many researchers with special regard to teachers: the paucity of quality fiction books, improper training, and restrictions emanating from standard learning structures (Nunan, 1999; Lazar, 1993; Nguyen & Pham, 2020). Nonetheless, the literature reveals that it is effective to use fiction literature in enhancing language learning motivation, interest, and understanding (Ghosn, 2020; Lee & Pulido, 2021; Smith & Patterson, 2023). Also, fiction literature may contribute to the enhancement of cultural competence, demand for critical reasoning, and language acquisition (Santoro et al., 2021; Park & Kim, 2022; Martínez & López, 2022).

Despite the significant interest and positive attitude towards incorporating fantasy literature classes, teachers foresee obstacles including the limited availability of materials, language barriers, cultural bias, lack of support from stakeholders, and the necessity for proper training and teaching aids.

Section 4: Final Thoughts

Question 1: Do you perceive that integrating fantasy literature in EFL primary school classes can effectively contribute to the development of students' educational, cognitive, and socio-emotional outcomes?

Educational Benefits

Some of the respondents extend that through reading the books in the genre, one can learn a good vocabulary or even master a foreign language. They observe that authentic-sounding narratives offer learners a native language input that contains a good lexical field, grammatical patterns, and idiomatic phrases. It also allows learners to grasp the rules and regulations of language much easier and retain this knowledge for a longer period.

Language Skills

It is also encouraging to hear from several teachers their thoughts on the usefulness of fantasy literature in expanding learners' lexicon and vocabulary and improving their grammar and reading skills.

Cultural Awareness

According to the teachers, one of the advantages of reading dreamlike books is the opportunity to expand the learners' knowledge about other cultures and approaches to life.

Cognitive Development

Many of the respondents agree with the fact that reading fantasy literature works helps develop different logical, creative, and critical thinking abilities. They suggest the educational value of reconstructing plots and characters in works of fantasy literature in fostering critical thinking. As the also mentioned that fantasy stories enhance creativity and imaginative ideas in teaching and learning so that learners can transcend conventional thinking patterns.

Socio-emotional Outcomes

As noted by several teachers, fantasy literature fosters socio-emotional development since it entails learners' exposure to various scenarios and elicitation of emotions, such as:

- ✓ Emotional Intelligence: Teachers also note that the sequence of events in fantasy stories' affective agendas provides children with tangible ways of dealing with their feelings.
- ✓ Empathy and Self-Esteem: Concerning this, respondents observe that readers may develop empathy for characters in fantasy literature and may feel confident.

Pedagogical Considerations

Some teachers' questionnaires show how the teacher might face difficulties when using fantasy literature in class. These difficulties including:

- ✓ Appropriateness of Content: Selectivity is recommended on the choice of topics in order not to include materials that should not be viewed.

Theoretical Support

Some of the teachers use educational theories as the basis of their views. Some of the teachers include, for example, Jean Piaget, who said that children of a young age learn by utilizing imagination, which simply means that children of that age should read fantasy books as it suits their age well.

In general, the data points to EFL primary school teachers' agreement on the benefits of using fantasy literature in their classrooms for the learners' improved education, and cognitive and socio-emotional functioning. The descriptions underline the variety of the positive outcomes of reading fantasy literature within language development and critical thinking, creativity, empathy, and self-estimation. But at the same time, the resource selection issues and their applicability to the learner's developmental level are noted as crucial points. This broad perspective for asserting the value of the fairy tale in the general education of the primary school learner is yet another proof of the usefulness of fantasy literature in formal learning.

Section 5: Training and Support

Question 1: What are your thoughts on participating in professional development workshops or training sessions focused on incorporating fantasy literature into EFL teaching? Please explain your interest level and what you hope to gain from such sessions.

The results show a significant concern among EFL primary school teachers for professional development workshops to enhance their teaching specialities, particularly in incorporating fantasy literature. These workshops generate immense passion among many teachers, especially in engaging learners dynamically with fantasy literature. Several respondents indicate their high or very high interest, as they believe learners' motivation and foreign language learning can be significantly enhanced through higher-level fantasy literature. For example, one teacher states, "I am highly interested in participating in these workshops because fantasy literature can make learning English more engaging for students" (participant1). Another teacher says, "I am very interested because I believe that incorporating fantasy literature can greatly enhance students' imagination and interest in learning English" (participant 3).

There is also a moderate interest among some teachers, who are keen to improve their approaches but desire tangible gains, hence their interest in programs offering specific bonuses. Three respondents seek a broader perspective on implementing fantasy literature in learning institutions to enhance their teaching without compromising syllabi standards. One teacher remarks, "I have a moderate interest in these workshops as I'm looking for new ways to enhance my teaching methods. I hope to learn about the specific benefits of fantasy literature and how to incorporate it effectively into my curriculum" (participant 2).

Several teachers exhibit interest and fresh thinking regarding these workshops. Four respondents acknowledge that initial exposure to the fantasy genre in class might be limited but express a willingness to explore its advantages and new successful teaching methods. For instance, one teacher notes, "I am curious about these workshops, as I have not explored fantasy literature much in my teaching. I hope to understand how it can be used to develop language skills and engage students in a fun and meaningful way" (participant 4).

On the other hand, some teachers question the applicability of fantasy literature in teaching EFL. A respondent, participant 15, questions the realism of using fantasy literature in EFL, seeking concrete instances and outcomes demonstrating its impact on language proficiency, learners' interest, and engagement. Another respondent (participant 6) shows slight interest, viewing the workshops as a possible source of diverse approaches to learner learning and maintaining interest.

Expectations from the workshops can be inferred from the responses. Many teachers desire to acquire useful techniques, ideas, and materials to enhance learner interest in the classroom. Nine teachers propose lesson plans focusing on fantasy literature to improve language skills and make learning more enjoyable. One teacher says, "I'd like to learn ways of teaching that are unique and instructions on how to make interesting lessons and motivate the students to learn and speak better English." Another adds, "I also wish to acquire strategies and tools that I will implement in the classroom" (participant 3).

Many teachers hope to use fantasy literature to build learners' word knowledge, syntactical and reading skills, and creative and analytical skills. This sentiment is shared by five respondents, who express a desire to learn how to choose appropriate texts and develop activities that enhance cognitive skills. For example, one teacher comments, "I think that reading fairy tales assists in the growth of students' thinking capabilities to be creative

thinkers, and as a teacher, I would like to know how to use these stories as tools to get at this" (Interviewee participant 11).

Additionally, many teachers seek strategies for integrating creativity with the state curriculum and learning outcomes. Three teachers emphasize exploring how to incorporate fantasy literature into the educational process to enhance children's interest in reading and language development. One teacher says, "I expect to learn ways in which the sustainability of creative content could be managed together with the achievement of learning objectives" (participant 17).

While there are many common aspects between the previous literature and the research findings, there appear distinct points of difference that depict in the existing literature where the lack of quality fantasy literature and appropriate training for teachers (Nunan, 1999; Lazar, 1993; Nguyen & Pham, 2020). These boundaries can make it hard to use the literature-based teaching methods effectively. Algerian EFL surveyed teachers reflected these aspects, there is a noticeable lack of high-quality fantasy literature. This highlights a consistent problem across different educational settings: The lack of appropriate materials for primary school learners and limited opportunities for professional growth.

4. Interpretation of the Structured Interview Results

This study qualitatively explores how fantasy literature is used in EFL primary school classes. It aims to understand teachers' knowledge on the issue. The study used qualitative methods and included three primary school teachers through interviews in addition to the questionnaires, expanding the research horizon.

In addition to the main major key themes identified from the questionnaire results are: engagement and motivation, vocabulary and language development, creativity and imagination, cultural sensitivity, critical thinking skills, learning through Interactions, and emotion and ethical sense. Interviews identified additional sub-themes: the practicality of texts, classroom management strategies, pedagogical approaches, learner engagement techniques, cultural sensitivity, and professional development needs. This part combines interviews to overview the advantages, difficulties, and possibilities of using fantasy literature in teaching EFL primary school, highlighting its effects on learners' creativity and imagination regarding language learning.

1. What kind of texts do you currently use in your primary EFL classes? Can you provide some examples?

Primary EFL teachers stated that they rely mainly on textbooks available at school. A 35-year-old teacher with more than four years of teaching experience gave an example about the herbivores and carnivores lesson given through a short text titled At the Zoo (a copied text page 90) is taken from the fourth yearbook of elementary school that also consists of some texts, dialogues, and songs. For the third year, they have only songs and a few small dialogues. Participant 2, with 2 years of teaching experience, shares multiple paragraphs of about three sentences about everyday life experiences, school and family dialogues, and simple moral short stories to create vocabulary and improve comprehension abilities. The third respondent: a teacher with more than 4 years of teaching experience reported that she frequently uses written, audio, and visual texts including stories about friends to support learners and at the same time, introduce new words in the classroom.

2. How satisfied are you with the current texts being used? Do you believe they effectively engage the students and enhance their language skills?

Some felt that the current texts were satisfactory while others disagreed adding that there was more that could be done. To a certain degree, participant 1 signalled that they are useful, yet they may be often rather dull in the classrooms, which causes difficulties with classroom management. For instance, he sometimes accompanies the texts with songs and efforts that will help him to capture the learners' attention. Participant 2 is quite satisfied though she agrees that they could increase the levels of participation more; as she also noted that while the texts presented appropriate word options for vocabulary and grammar, moderate satisfaction could be achieved. Participant 3 describes the texts as enjoyable and easy for learners, particularly those that bring relativity knowledge, terms, and the daily used words to their life.

3. What do you think are the potential benefits of integrating fantasy literature into the EFL curriculum for primary students?

Each of the participants sees numerous merits in blending fantasy literature into an EFL course. Participant 1 reveals that by being rich in vocabulary and syntactic contents, fantasy literature can improve language skills as well as promote empathy, moral values, and critical thinking. Participant 2 holds the view that while arousing young learners' curiosity about life,

fantasy literature expands their vocabulary range and triggers creativity. According to Participant 3, gripping plots and imaginative settings of fictional stories are capable of highly motivating learners while broadening their lexicon, and encouraging creative thought and emotional intelligence.

4. How would you integrate fantasy literature into your teaching methods? Can you describe any specific activities or lessons you would use?

Teachers propose different interactive and innovative ways of incorporating fantasy books into teaching EFL. While learners play out scenes from a book or act out parts from a story; arts-and-crafts projects that connect with fantasies; and character dress-up days are some examples given by Participant 1. Read-aloud sessions; role-playing; creative writing activities; discussion circles; and vocabulary-building exercises are all part of the second participant's suggestions. Reading age-appropriate fantasy stories aloud with visuals for comprehension purposes; doing flashcard vocabulary exercises; and leading group discussions around specific themes are the third participant's recommendations along with organizing creative writing and role-playing activities involving class members.

5. How do you think fantasy literature compares with the current texts in terms of language complexity, cultural relevance, and engagement?

Participants claim that fantasy literature is a unique combination of the complexity of language, cultural relevance, and engagement. The first respondent mentions the rich vocabulary and imaginative situations presented by fantasy literature which can enable learners to achieve higher levels of language use and creativity. Participant number 2 observes that the present texts do not measure up to fantasy literature in terms of its complex use of language and universal themes. The third teacher submits that this motivates them as interesting plots and elements of magic can make learning more enjoyable.

6. What kind of support or resources would you need to effectively integrate fantasy literature into your curriculum?

The study involved primary school teachers, and selected from them several priorities that we consider as key demands for preparedness in pre-service teacher training about fantasy literature in schools. They focus on topics like how one needs to be careful when choosing books with concepts that would upset the children of their appropriate age, how there should be adequate supplementary handling materials like comedies, questions about the book, and

vocabulary passages, and items like electric or tape-recorded stories and pictures. They also stress the importance of schools being linked with workshops to acquire the teacher's proficiency to develop the institute partnership between the teacher and to include the parent in teaching activities. Besides, they advocate for the acquisition of various and comprehensive printed and digital proficiency level fantasy books to be purchased including audio books for comprehending supporting listening.

5. The sub-themes Derived from the Results

These sub-themes give an elaborate breakdown of specific advantages and strategies for integrating fantasy literature into primary EFL classes based on interview results.

5.1. Classroom Behaviour and Management

Sometimes, present-day textbooks can cause feelings of boredom as well as a lack of involvement that interrupts classroom management. For example, Participant 1 stated how she used songs to regain control over her class, where they could be interactive again. This makes fantasy literature a possible means of holding learners' attention and reducing noise in classrooms.

5.2. Vocabulary And Grammar Base

The vocabulary and grammar foundation is catered for in the current texts. This is good for basic language skills development according to Participant 2 but he also added that they should be more engaging. In addition, given its rich and varied language, fantasy literature would be more dynamic in enhancing vocabulary than these texts.

5.3. Practicality And Everyday Life Matters

Practical knowledge about everyday things like household items forms the bulk of materials used by Instructor 3 among other participants. Though this practical approach is handy, it may have some limitations too. Hence, fantasy literature can provide new word usage contexts increasing the understanding and application of language by learners thereby complementing this.

5.4. Creativity and Imaginative Activities

Teachers use imaginative activities such as songs and stories about animals to make the lessons more exciting. But these can be pushed further. This kind of literature opens up more imaginative activities that include arts and crafts projects, creating fantasy maps, and acting out story scenes among others as suggested by Participant 1

5.5. Empathy and Moral Lessons

Participant 3 emphasized the value of stories that provide wisdom and moral lessons in his submission. learners' emotional growth can be facilitated through complex characters and moral dilemmas found in fantasy literature. The genre allows learners to develop a sense of empathy towards others as well as understand differences in perspectives and values.

5.6. Interactive Learning Methods

Current teaching methods consist of songs, dialogues, and short stories among other things aimed at capturing attention from learners. Teachers suggest incorporating more direct dramatizations with fantasies like; role-playing, storytelling, group discussions, etc. These activities relate well with learners' preferences for project-based learning hence, throwing more support behind Language abilities and classroom participation.

5.7. Support and Resources

There are diverse materials needed by teachers to incorporate fantasy literature. Participant 1 suggested the relevance of age-appropriate stories and additional teaching aids like practising new vocabulary and exercises that test the children's understanding of the stories. Conversely, Participant 2 laid much emphasis on professional development quality and interaction with other teachers. Finally Participant 3 mentioned the importance of having a large number of options for fantasy literature in printed books and those in electronic form such as audio-books.

6. Connecting the Study Findings with the Research Questions and the Objectives of the Study

The purpose of this research study was to identify and synthesize EFL teachers' views regarding how the teaching of fantasy literature can be enhanced and incorporated into

primary school classes. The study seeks to provide information that could assist in creating effective teaching methods, hence, improving young learners' language learning experiences through the use of captivating imaginative works. In particular, this research seeks to find out EFL teachers' views about adding fantasy literature as an educational tool to their curricula, determining how they perceive the impact of this particular literary genre on learners' motivation, language learning and understanding abilities compared to traditional teaching methods.

To comprehensively explore this aim, the following research questions were posed and have been answered through the results:

Research Question 1 What are EFL teachers' views towards using fantasy literature in primary school classrooms?

The results demonstrate that most EFL teachers have a positive attitude towards using fantasy literature in primary school classrooms. Many teachers mentioned that the fantastical stories help learners become more engaged and motivated; they are interesting because they are full of imagination and enchantment. For instance, according to some reports by teachers, fantasy books can make English learning more interesting thus helping to motivate learners to study the language. This directly relates to the first research question by providing insights into the generally favourable views of EFL teachers towards the use of fantasy literature in their teaching practices.

Research Question 2: How do EFL teachers perceive the role of incorporating fantasy literature in language learning?

From the above analysis and synthesis, it can be seen that EFL teachers have the following views regarding the introduction of fantasy literature in EFL primary classes: There are various benefits of reading fantasy as a code; teachers aptly pointed out that this genre enhances vocabulary, language, ideas, critical thinking, and creativity among learners. The clues from some of the teachers' annotations indicate that they encourage the use of rich vocabularies and distinct words within the materials, exciting plots and characters that are inherent in lonely fantasy books enable children to upgrade their attacks. The above also confirms the assertion made by the teachers that literature, particularly fantasy, is essential for language learning.

Research Question 3: Do EFL teachers believe that fantasy literature can promote cultural awareness and empathy among primary EFL learners?

This research work indicated that a large number of EFL teachers have a perception that readership of fantasy literature supports the emergence of cultural understanding and emotional concern midst primary EFL learners. Teachers stated that in making choices and aiming for progression fantasy stories include culturally different characters and places, which help learners to become more tolerant. From the respondents' point of view, learners may gain insight into characters in a fantasy world, and this assists with the child's socio-emotional development. This directly answers the third research question, which is to determine what teachers consider the role fantasy literature can play in enhancing cultural sensitivity and understanding.

Research Question 4: In what ways do EFL teachers think fantasy literature can impact learners' motivation, language acquisition, and comprehension skills compared to traditional language teaching methods?

According to the interviewed teachers, learners' motivation, language, and comprehension improved when reading fantasy literature compared to the language teaching methods. They observed the fantasy tales stating that as the plot is intense and the settings are created, learners are highly motivated and learning becomes fun. Moreover, respondents pointed out such positive effects of the genre as improvement in the student's vocabulary and syntactical use of the language, development of creativity, and critical mind. These observations directly respond to the fourth research question, proving that teachers are confident in the ability of fantasy literature to contribute to the improvement of various language learning aspects to a much higher extent than non-fiction techniques suggested.

All in all, the research results obtained in this study are in harmony with the stipulated objectives and the research questions. According to the results of this study, it can be concluded that EFL teachers still regard fantasy literature as an effective and helpful means of addressing learners' learning needs and promoting their socio-emotional development. They appreciate the fact that the application of the genre can enhance learners' interests and thus learning, has an impact on the development of language competencies, and fosters cultural sensitivity. However, teachers also admit to some difficulties in choosing the right texts and using them effectively as well as saying that they often encounter difficulties with selecting

the right intellectual values and adopting them to practical use in classrooms; as a result, the questions of professional development on the issue as well as the availability of proper resources seem to be crucial. Even these insights may help in designing proper strategies of teaching based on the positive aspects of fantasy literature in the learning processes of young EFL learners.

7. Checking the hypotheses

As earlier hinted, the study bears a lot of support for the hypotheses that were developed in this research concerning the effects of using fantasy literature in teaching EFL, in primary classes. Particularly, Hypothesis 1, which would concern general views of EFL teachers towards employing fantasy literature in primary school classrooms, has not been contradicted by the answers heard from the participants. Reaction towards the elements of fantasy literature was positive and teachers revealed interest in using elements of fantasy literature in their instructions pointing out that the texts would greatly assist in captivating the learners' attention and also improving general language learning.

Hypothesis 2, which proposed that EFL teachers consider the use of fantasy literature in their classroom practice as a useful procedure to motivate learners' imagination and foster language creativity, was confirmed. The findings also supported the hypothesis by teachers who confirmed that materials in the context of fantasy literature offer learners a pleasant atmosphere and develop their imagination during the lessons.

Thirdly, Hypothesis 3, positing that EFL teachers who participated in the study inherently hold the view that reading fantasy literature can foster cultural sensitivity and perspective-taking amongst primary EFL learners, received legitimacy from this study participants. The result proved correct by indicating that, teachers understood that fantasy literature can make learners learn about other cultures, values, and even views, a realization of which strengthens the hypothesis.

Last, but not least, the fourth hypothesis that EFL teachers believe that reading fantasy books enhances learners' motivation, first and second language accentuation, and comprehension in contrast to traditional methods of teaching was determined as correct. Teachers pointed to such advantages of fantasy literature as the practical focus of the learners and their ability to learn and understand how language works, because, for example, teachers

noted that fantasy literature can motivate learners better than the direct application of drills, which learners find less interesting as a rule.

Conclusively, from the results of the study, it can be argued that the development hypotheses established are quite in harmony with the EFL teachers' general perception, as they view the incorporation of fantasy literature as quite effective in the improvement and diversification of language learning in the lower grades of primary schools.

8. Implications for Fantasy Literature Integration

The implications of this study for EFL teaching and learning shed light on the following. First, to add to the existing knowledge base of human resources by giving an insight towards the beliefs held by the participants, Algerian EFL teachers specifically on the implementation of fiction literature in the language learning process. From the results of the current research, a set of positive results can be identified regarding the use of fiction literature including the development of language competence and cultural sensitivity of learners as well as the motivation of students in the classroom. The information gained is of great benefit to practitioners, especially to teachers who aspire to improve their practice, lessons or curriculum design. Further, the presented results point to possible future studies such as, the influence of the integration of fiction literature on the use of language in a long context, and the effectiveness of various teaching methods.

9. Limitations of the Study

Given that, the findings of this study provide in depth-comprehension of Algerian EFL teachers' views on using fantasy literature in teaching. Conversely, the research is limited by certain factors that may influence the consistency and the scope of the study. These limitations include; the small sampling, the qualitative approach exclusively being used, besides, the study dependability on self-reported data, such as interviews and questionnaires, which may introduce subjective biases.

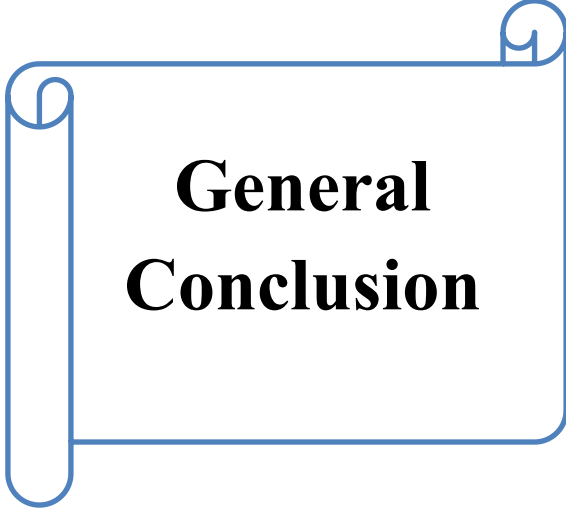
10. Future Recommendations

The following recommendations are developed to better understand the teaching of fantasy literature in EFL classes, and to improve the classroom practices of both teachers and learners. We recommend for future researchers in this field, to expand their sample, and entail EFL teachers from varied regions or countries to get deeper insights into incorporating fantasy

literature in primary school curricula. As it would also be beneficial to conduct an experimental study; introducing fantasy literature to primary school learners along with using developing teacher training programs. More studies can establish how the existing fiction stories can be taught to help learners based on their requirements or the environment in which they belong. To determine the efficacy, it is recommended to establish the effectiveness of the other categories or genres namely science fiction and historical fiction in enhancing EFL instruction and exploring the impact of specific literary genres such as fairy tales or epic fantasy. Conduct literature research to ascertain further assistance required for teaching training programs for incorporating fantasy literature in EFL classrooms.

Conclusion

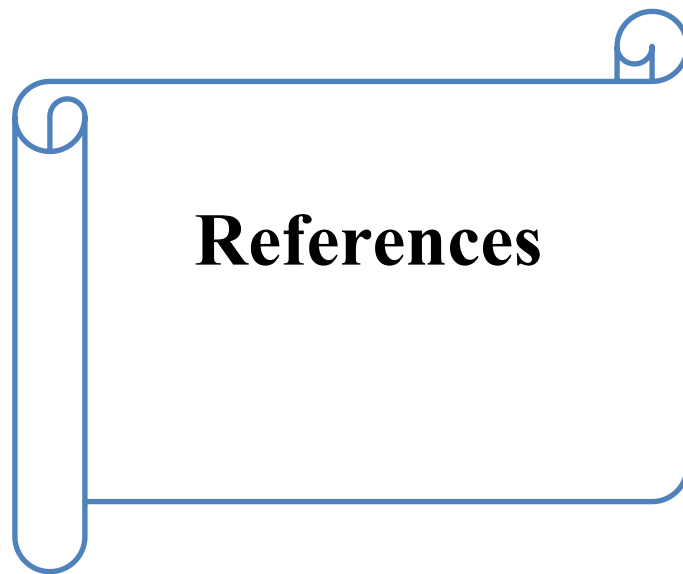
This chapter outlined the methods used in this study. Initially, it provided an overview of the research methodology aimed at a dual objective: presenting arguments for selecting a particular research design and clarifying the process systematically. This chapter also details the main steps believed to benefit the study, starting with the research approach, which is a simply analytical methodology. This includes using questionnaires and interviews for data collection and the arithmetic mean method for measurement to exclude confounding variables. In conclusion, the findings highlighted several benefits and potential issues corresponding to this strategy, alongside the research limitations. The sources of bias identified in the study were also recognized, such as limited sample size and research method. Nevertheless, it is important to consider some of the limitations of the study and point out that the results of this research bring important insights to better understand how Algerian EFL teachers perceive the integration of fantasy literature in their classrooms. In light of these findings, the following recommendations/remedies should be implemented in the subsequent research: Future research should try to overcome the aforementioned limitations and expand the understanding of the benefits of using fiction literature in EFL primary education in Algeria.



**General
Conclusion**

General Conclusion

This thesis aims to enhance the learning of English by understanding Algerian EFL primary teachers' views on integrating fantasy literature as an educational medium in EFL primary school teaching settings. When it comes to the challenges that learners display when studying English, fantasy literature is looked at as being more appealing and effective compared to the general dull lecture styles in the English class. The study acknowledges the role of EFL teachers, who use the lecture technique to introduce their EFL learners to the fantasy genre. It is a theoretical and practical subject, which means that all that theory proposes in this subject must be practically implemented. The theoretical section primarily focuses on providing additional information about the research variables: it started by defining the fantasy genre and giving its characteristics the implementation of fantasy literature in the primary class, and the dependent variable is about the participants' views of integrating fantasy literature in EFL primary classes. It addresses the challenges that teachers face when teaching literature, methods of teaching literature, previous literature review of the challenges and methods, exploitation of real resources, and impact of fantasy fiction in education. The practical component combines the research approach adopted as well as the findings, analysis, and implications of the results. The data collection instruments used in this research involve both interviews and questionnaires that are directly administered to teachers. The study's target population is elementary instructors. The issues that be focused on are instructors' views towards the use of fantasy literature as a teaching tool that improves learning outcomes and increases learners' vocabulary in English classes. The findings indicate that fantasy literature is the most preferable and effective literary genre for helping EFL young learners understand English classes. It significantly increases their interest and desire to study, resulting in better marks and a deeper understanding of the subjects taught. The work proves that using elements and analysis of the fantastic genres in study is more effective than conventional methods and helps achieve the best results in learning. The research points out that adopting fantasy literature as a learning aid is beneficial as it harnesses the abilities of learners to better their grades in English classes. Thus, it is reasonable to claim that incorporating the elements of fantasy literature helps significantly in increasing learners' achievement in the English class. The findings have supported the premises of the research study. In addition, the researchers acknowledge that, among the many teaching aids available, fantasy literature is the best tool to raise the achievement of learners in their English lessons. Recommendations include developing new tasks, introducing elements of play, and showing learners how to use fantasy literature to enhance their understanding of any aspect of the English subject.



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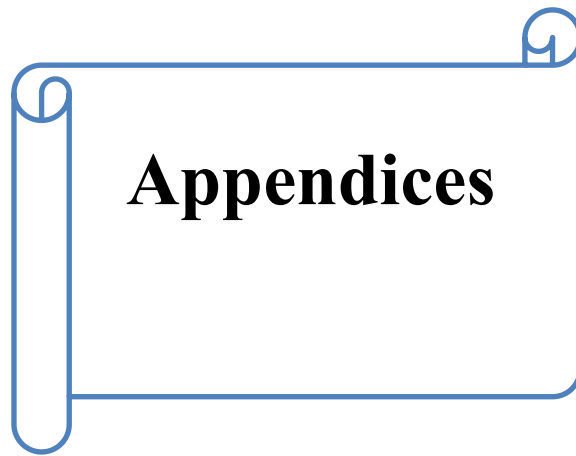
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Appendices

Appendix 1

Information sheet and informed consent

Title of the research: Exploring EFL Teachers' Views towards The Integration of Fantasy Literature in EFL Primary School Classes.

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• Introduction

We kindly request your assistance in providing insights into the integrating of fantasy literature in EFL primary school classes. Please take your time to thoroughly read the following information.

Purpose of the Study

By understanding EFL teachers' views, this study seeks to uncover insights that can inform the development of effective teaching strategies, thereby enhancing the language learning experiences of young learners through the use of engaging and imaginative literary works. This study is to explore and analyse EFL teachers' views on integrating fantasy literature into primary school classes. Specifically, this research aims to:

1. Investigate how EFL teachers perceive the educational value of fantasy literature in primary school classes.
2. Identify the factors influencing teachers' views towards using this genre in their teaching practices.
3. Exploring how EFL teachers perceive fantasy literature's impact on learners' motivation, language acquisition, and comprehension skills compared to traditional teaching methods.

• Subject participation

You are kindly invited to participate in the above-mentioned research by answering this digital questionnaire (Google form). When you participate in this study, you will be provided with an opportunity to share your experiences and viewpoints on how integrating fantasy literature in EFL primary school classes can enhance language learning and engagement among young learners. This process will approximately take from 10 to 15 minutes of your time.

• Potential risk and discomfort

When sharing your personal experiences and views regarding the integration of fantasy literature in EFL primary school classes, you may feel some discomfort or concern about your names being identified. However, rest assured that your identity will be protected by using pseudonyms of your choice.

• Potential benefits

By participating in the sharing of experience and views on the implementation of fantasy genre in EFL primary school setting, we are able to gain ideas and insights on best practices in teaching and match the strategies to engage learners. This knowledge can help to improve learners' educational achievements as they develop a greater appreciation for different aspects of literature and contexts. In the long run, it enhances the interaction between learners supports the formation of culturally sensitive learning communities, and essentially improves the advancement of culturally diverse education cross-culturally, thus facilitating societal welfare.

• Confidentiality

We will ensure that your information will be kept confidential, and no identifying details. Your names will be separated from your words when reporting and analysing data. Rest assured that your responses will remain completely anonymous.

- **Voluntary participation and authorization**

Your participation in this study is entirely voluntary. Your decision will have no effect on the consequences, or benefits to which you are entitled.

- **Withdrawal from the study and\ or withdrawal of authorization**

If you choose to take part in this study, please be aware that you have the option to withdraw from participation at any point. However, once data analysis has commenced, we kindly request that you refrain from withdrawing because we might not be able to replace you at that time of research.

- **Cost \ Reimbursements**

There is no cost for participating in this study. Moreover, there won't be any reimbursement provided for your engagement.

I voluntarily agree to participate in this research

Yes / No

Appendix 2

Teachers' Questionnaire

Thank you for participating in this survey. Your feedback will contribute to understanding teachers' views on the integration of fantasy literature in EFL (English as a Foreign Language) primary school classes. Please answer the following questions honestly and to the best of your ability.

Section 1: Demographic Information

1. What is your age range?

- 20-30 years

- 31-40 years

- 41-50 years

- 51-60 years

- Over 60 years

2. Where are you from originally?

1.4. How many years of experience do you have teaching English as a Foreign Language (EFL) in primary school? And what are your highest grade levels taught ?

.....
.....
.....

Section 2: Perspectives on Fantasy Literature

1. Are you familiar with the concept of fantasy literature? If yes, please briefly explain what do you know about it?

.....
.....
.....

2. In what ways do you think fantasy literature can be a beneficial tool in teaching English as a Foreign Language to primary school students?

.....
.....
.....

Section 3: Integration of Fantasy Literature in Curriculum

1. Have you ever used fantasy literature in your EFL classes? If yes briefly describe your experience with integrating fantasy literature in your classes.

.....
.....
.....

2. What are your expected challenges in integrating fantasy literature into the EFL primary school curriculum?

.....
.....
.....

Section 4: Final Thoughts

1. Do you perceive that integrating fantasy literature in EFL primary school classes can effectively contribute to the development of students' educational, cognitive, and socio-emotional outcomes?

.....
.....
.....

Section 5: Training and Support

1. Would you be interested in professional development workshops or training sessions on incorporating fantasy literature into EFL teaching? Please explain you interest level and what you hope to gain from such sessions?

.....
.....
.....

Thank you for taking the time to complete this questionnaire. Your responses will contribute significantly to our understanding of EFL teachers' views on this important topic.

Appendix 3

A Sample of the Questionnaire Answers

Section 1: Demographic Information

1. What is your age range? - 20-30 years.
2. Where are you from originally? Laghouat
3. How many years of experience do you have teaching English as a Foreign Language (EFL) in primary school? And what are your highest grade levels taught ?

I have one year of experience in teaching English as a foreign language in primary school and the highest level that I ever taught is third year pupils.

Section 2: Perspectives on Fantasy Literature

1. Are you familiar with the concept of fantasy literature? If yes, please briefly explain what do you know about it?

Yes I do. So it's like dealing with life reality from an unfamiliar vision which means that there is doubt in the world of the novel whether it belongs to reality or rejects it and at the same time it is a creative out of the ordinary treatment of living reality

2. In what ways do you think fantasy literature can be a beneficial tool in teaching English as a Foreign Language to primary school students? it make English learning fun for kids.

Section 3: Integration of Fantasy Literature in Curriculum

1. Have you ever used fantasy literature in your EFL classes? If yes briefly describe your experience with integrating fantasy literature in your classes.

Yes of course I did since I teach elementary students they highly need fantasy literature in my opinion so it would make the learning process more fun and effective. For example the story of the rabbit and the turtle offered the students valuable life lessons and during that they also learn new vocabularies. All that while having fun and looking at the pictures of the animals.

2. What are your expected challenges in integrating fantasy literature into the EFL primary school curriculum?

Inadequate learning facilities, few and outdated textbooks, low language skills.

Section 4: Final Thoughts

1. Do you perceive that integrating fantasy literature in EFL primary school classes can effectively contribute to the development of students' educational, cognitive, and socio-emotional outcomes?

Indeed, when students in primary EFL school classes are exposed to fantasy literature, several benefits in their educational, cognitive, and socio-emotional domains can be accrued. It can lead to independence, appropriate, and interest and may have a therapeutic value. Moreover, it may help the improvement of language, culture, and critical thinking and also is a way of gaining empathy as well as building self-esteem. Yes, in previous discussions, I mentioned that according to Piaget on children's development children that age use imagination to pretend they are the heroes of cartoons and that is how they develop well the fantasy and it will be a tool for that.

Section 5: Training and Support

1. Would you be interested in professional development workshops or training sessions on incorporating fantasy literature into EFL teaching? Please explain your interest level and what you hope to gain from such sessions?

I am curious about these workshops as I have not explored fantasy literature much in my teaching. I hope to understand how it can be used to develop language skills and engage students in a fun and meaningful way.

Appendix 4

Interview Questions

In order to carry out our Master research in didactics of English literature on The integration of Fantasy Literature in EFL Primary Education, you are kindly invited to give hand through answering the following questions:

1. What kind of texts do you currently use in your primary EFL classes? Can you provide some examples?

.....
.....

2. How satisfied are you with the current texts being used? Do you believe they effectively engage the students and enhance their language skills?

.....
.....

3. What do you think are the potential benefits of integrating fantasy literature into the EFL curriculum for primary students?

.....
.....

4. How would you integrate fantasy literature into your teaching methods? Can you describe any specific activities or lessons you would use?

.....
.....

5. How do you think fantasy literature compares with the current texts in terms of language complexity, cultural relevance, and engagement?

.....
.....

6. What kind of support or resources would you need to effectively integrate fantasy literature into your curriculum?

.....
.....

Appendix 5

The Interviewees EFL Primary School Teachers' Responses

Participant 1 (More than 4 years of experience English primary school teacher)

1. What kind of texts do you currently use in your primary EFL classes? Can you provide some examples?

I usually follow the educational texts written in the fourth primary school yearbook which are basic texts about (carnivores and herbivores zoo animals p90) and some dialogues and songs. Whereas in the third year, they don't have those texts, the only thing they have are songs and only one or two small dialogues about colours etc.

2. How satisfied are you with the current texts being used? Do you believe they effectively engage the students and enhance their language skills?

I found them useful sometimes and boring at other times when I lose control of my class especially when learners feel bored they start making noise that's why I turn on my PC and directly give them a song to sing with me to make them more interactive and sometimes we study only quarter an hour and the rest of the time we leave it for the activities, so that I could control my class and the learners will fully focus all the time with me. While those texts are beneficial in terms of language acquisition they are not in terms of one-hour focus so I prefer to give them short stories to listen to, or activities to perform.

3. What do you think are the potential benefits of integrating fantasy literature into the EFL curriculum for primary students?

Fantasy literature can be of great use to teachers of primary school children, as it contributes to the mastering of the language material with the help of using great lexical and syntactic density with interesting subject matters. This is because, with the help of the setting, conflicts in the storyline enable the students to develop empathy, moral values, and collaborative and critical thinking skills. In any case, engaging interest can be achieved in fantasy stories, yet students' interest is not always fully aroused. To increase the benefits, it is necessary to select various and appropriate for the age level books, and also include activities that correlate the literature sources with the student's life. All in all, fantasy literature has to be incorporated into the primary curriculum as just one of the types of literature with the focus on various activities. Usually, primary school learners like to act rather than write or read.

4. How would you integrate fantasy literature into your teaching methods? Can you describe any specific activities or lessons you would use?

To address this, if I were to teach fantasy literature to students of a low-ability group in a primary school, especially non-native English speakers, I'd create interactive activities that cater to their love for performance-based learning. For example, I would read such passages where the students recreate the fairy tale scenes as storybook theatre, speaking in English. Also, I would use decorated arts and crafts projects which are to do with the themes of fantasy,

such as making a magical animal or drawing a map of a mythical world. All these activities help develop language development as well as revolving in creativity, confidence and even emotional intelligence. Some ideas are using the concept of storybook theatre where the learners are grouped to develop fantasy, coming up with various ways via which the students can develop fantasy creatures as they practice the use of fantasy words, creating a series of maps that the students can use to enhance their language skills as well as a character dress up day to foster use of English communication in imaginative abilities.

5. How do you think fantasy literature compares with the current texts in terms of language complexity, cultural relevance, and engagement?

The comparison of fantasies with current texts indicates that fantasy literature all, in all, meets the criteria of language complexity and is more culturally relevant in engaging students. The use of a vigorous number of figures of speech and the inventive ideas allows learners exercise their language abilities, whilst generating their interest. In terms of cultural relevance, issues of myth, legend and varied cultural aspects constitute a field that fantasy literature allows the participant to possibly investigate. In terms of engagement, the imaginative aspects appeal to the children and promote a positive experience with story-telling leading to the development of social skills and critical thinking.

6. What kind of support or resources would you need to effectively integrate fantasy literature into your curriculum?

To effectively integrate fantasy stories and works in my class, I would need a range of texts or resources to assist me in the teaching of fantasy literature. Firstly, considering specific aspects of developing children's imagination, which is entirely correct, the child needs age-appropriate fantasy books with comprehensible language and interesting storylines. For the novitiate students, extra content such as comprehension questions, vocabulary matches, and writing activities that are particular to the texts would assist in nurturing additional understanding and engagement. Incorporating multimedia which may include; audio clips or the use of visuals would be helpful to supplement the understanding of these young ones, and also give them a feel of the imaginary worlds they get to create. In addition to the promotion of a classroom atmosphere that would allow learners to freely express and share their opinions as well as interpretations of the literary texts would be potential for creating a sound background for such integration.

Participant 2 (Two years of experience primary school EFL teacher)

1. What kind of texts do you currently use in your primary EFL classes? Can you provide some examples?

I adopted texts like short paragraphs containing simple ideas on daily life experiences, dialogues for practice, and simple stories. For instance, texts include the ones in presenting routine, conversations revolving around school and family, and some short narratives with proverbs. These texts are to facilitate expansion of vocabulary, reading and speaking ability and they make the learning concepts relatable for young learners.

2. How satisfied are you with the current texts being used? Do you believe they effectively engage the students and enhance their language skills?

The current texts are quite adequate in terms of palette and roughly correspond to a little ground of interesting: the vocabulary and grammar are good, the actual texts are less so, though. Some texts appear to interest students more and improve their language mastery better than others, though not coincidentally.

3. What do you think are the potential benefits of integrating fantasy literature into the EFL curriculum for primary students?

Most fiction literature can engage young readers, enhance language learning and creative thinking as well as contribute to cognition related to a wide range of knowledge with the help of creating pictures and thoughts.

4. How would you integrate fantasy literature into your teaching methods? Can you describe any specific activities or lessons you would use?

To teach the readers of fantasy literature, I would employ read a loud strategy, writing, drama, discussion and vocabulary activities all in an attempt of making the lessons creative and fun.

5. How do you think fantasy literature compares with the current texts in terms of language complexity, cultural relevance, and engagement?

Fantasy literature provides more high language use, more universal ideas rather than culturally related, and better results by using their imageries than any contemporary texts.

6. What kind of support or resources would you need to effectively integrate fantasy literature into your curriculum?

To incorporate fantasy literature into the classroom, I would require age-appropriate fantasy books for the students, training that enlightens me on how best to implement this, other teaching and learning resources, and cooperation of other teachers, and parents.

Participant 3 (More than 4 years of experience primary school English teacher)

1. What kind of texts do you currently use in your primary EFL classes? Can you provide some examples?

In primary classes this selection of written and audio texts as well as pictures is most effective for the acquisition of the second language. Talking animal stories appear especially beneficial because they offer entertainment and hold learners' attention while teaching them new words and grammar patterns are also fun and carry valuable lessons.

2. How satisfied are you with the current texts being used? Do you believe they effectively engage the students and enhance their language skills?

It is probably fun and easy for them, though I noticed that at the fourth grade was where they would challenge themselves more than the other grades. For instance, the description of what the house has like furniture and rooms among others so that they would have an approximate knowledge of what their house has and how they can describe it.

3. What do you think are the potential benefits of integrating fantasy literature into the EFL curriculum for primary students?

There are several benefits to using fairy tales in the EFL curriculum for primary children that can make a huge difference in the learning process. This in turn is backed by the fact that mysterious and creative twists in the plot, and the places that exist usually within the confines of a fantasy book, as well as magic itself can help to motivate the learners more in terms of reading as they would look forward to a more exciting time when reading as compared to usual text. This genre enables the learners to read and listen to many different words, which is very essential in extending their vocabulary as they understand more. However, these stories provoke both creative and fantastic ideas and, therefore, train imagination; Also, such stories help learners in developing empathy and understand emotions and moral lessons, increasing the level of morals and behaviours among them.

4. How would you integrate fantasy literature into your teaching methods? Can you describe any specific activities or lessons you would use?

To include fantasy literature into my teaching techniques, I would first choose intriguing and age-appropriate fantasy stories, such as a reduced version of "The Lion, the Witch, and the Wardrobe." I would read the narrative aloud as students followed along with their copies, using colourful visuals to enhance comprehension. Activities might include vocabulary exercises using flashcards and matching games to reinforce new terms. To improve critical thinking skills, I would lead group discussions regarding the characters' decisions and the moral teachings of the stories. Creative writing tasks would allow learners to construct their own fantasy stories or alternative endings to the story. Role-playing sequences from the story would aid in strengthening speaking and listening abilities, whilst creative projects, such as painting favourite characters or situations.

5. How do you think fantasy literature compares with the current texts in terms of language complexity, cultural relevance, and engagement?

Including realistic texts that depict real-life situations when teaching about the house and its various parts helps the learner introduce practical and familiar vocabulary which is beneficial for their daily use. Additionally, including fantasy literature can provide interesting material that captures the learners' interest in the language. Some learners are right-brain thinkers and imaginative and enjoy creative activities such as acting out a zoo storyline where they pretend to be animals and wear masks. This makes the language learning process enjoyable, helping to avoid labelling the language as boring or unpleasant. It also improves their vocabulary. Another beneficial activity is having learners enjoy a puppet show based on a fantasy literature piece. This allows them to express themselves in English as they voice the characters, making them feel comfortable and not under pressure. This encourages free discussion and learning, helping them exercise their speaking skills and develop dialogues, ultimately improving their fluency and collaborative teamwork.

6. What kind of support or resources would you need to effectively integrate fantasy literature into your curriculum?

To effectively include fantasy literature in the curriculum, I would need a range of tools and assistance, including access to a varied selection of age-appropriate fantasy works in both print and digital versions to accommodate different reading levels. Audio versions of these stories would be ideal for listening activities.

ملخص

يهدف هذا البحث إلى تقييم طريقة استخدام الخيال في تدريس اللغة الإنجليزية على مستوى المدرسة الابتدائية. تركز الدراسة على كيف وماذا يفكر المعلمون المتمرسون في فعالية تدريس اللغة الإنجليزية من خلال الأدب الخيالي ، باعتباره ابتكارا في العملية التعليمية ، مما يسمح بنقل التعلم الأدبي للطلاب وتحسين أدائهم في دروس اللغة الإنجليزية. استندت الدراسة إلى المنهج التحليلي النوعي الذي تم من خلاله الحصول على البيانات بفضل استبيان مغلق تم تطويره ذاتيا تم توزيعه على عشرين مدرسا للغة الإنجليزية في المدارس الابتدائية بالجزائر بشكل عشوائي بالإضافة إلى ذلك ، تمت مقابلة ثلاثة مدرسي لغة إنجليزية من نفس المستوى بشكل فردي باستخدام مقابلة مفتوحة. تشير هذه الحالة إلى وجود علاقة مباشرة بين الأدب الخيالي المدمج في تدريس اللغة الإنجليزية كلغة أجنبية وفعاليتها في تحفيز الطلاب وزيادة الفهم العام للنص وموضوعه من أجل تحسين الأداء الأكاديمي للطلاب في دروسهم في اللغة الإنجليزية.

Résumé

Cette recherche vise à évaluer la méthode d'utilisation de la fiction dans l'enseignement de la langue Anglaise au niveau de l'école primaire. L'étude porte sur comment et ce que les enseignants expérimentés pensent de l'efficacité de l'enseignement de l'anglais à travers la littérature de fiction, en tant qu'innovation dans le processus éducatif, permettant le transfert de l'apprentissage littéraire aux élèves et améliorant leurs performances dans les cours d'anglais. L'étude s'est appuyée sur l'approche analytique qualitative dans laquelle les données ont été obtenues grâce à un questionnaire fermé auto-développé qui a été distribué à vingt enseignants d'anglais dans les écoles primaires en Algérie au hasard. De plus, trois enseignants d'anglais du même niveau ont été interrogés individuellement à l'aide d'un entretien ouvert. Ce cas indique qu'il existe une relation directe entre la Littérature de fiction intégrée à l'Enseignement de l'anglais comme Langue étrangère et son efficacité à motiver les élèves et à accroître la compréhension globale du texte et de son sujet afin d'améliorer les performances académiques des élèves dans leurs cours d'anglais.