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**An Evaluation of the teaching strategies of English in Primary schools**

**Case of: 4<sup>th</sup> year pupils at Azdin Boumaaraf, El Amir Abed El kader, Ghaoui El Tahr –Khenchela-**

**A Dissertation Submitted to the Faculty of letters and languages, Department Of English, in partial fulfillment of the Requirement for the degree of Master in culture and language**

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## ***Dedecation1***

**In the Name of Allah, Most Gracious, Most Merciful**

This dissertation is dedicated to the wonderful woman in this world

My Mother, you have taught me to fight, to win, enjoy the taste of success, but never to give up

To my brothers mazn, Sami, Osama who advised, helped, and worried about me during the whole  
period of my studies

To my soulmate Hayat

To my best friends Bothina, Karima, Merimee, Abeer, Hana for the help and encouragement

To my supervisor and all my teachers

To all who know me and love me

*Safsaf Maissoune*

## **Dedecation2**

Behind Every Great Daughter is a truly amazing parent.

I would like to dedicate my thesis

To my parents who always treat me like a princess, you will always be my King  
and Queen.

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## **Abstract**

This mixed method study is an investigation of effective teaching strategies of English Language for pupils in Algerian primary schools, for the reason that pupils might find English Difficult to learn especially because they learn with French at the same time, this rely on Convergent method which is the combination of both qualitative and quantitative research Method at the same time .the data were collected through unstructured observation with 90 Pupils in different primary schools, and a structured questionnaire for EFL teachers from p Azdin Boumaaraf, El Amir Abed El kader, Ghaoui El Tahr primary schools in Khenchela .the findings revealed that teachers differ in the use of teaching strategies due to the different learning styles of pupils in the primary stage. Besides, each teacher chooses an effective strategy that is applied in an appropriate way for the pupils' level which reduce the challenges that both the teacher and the learners may face during their academic journey. Also, every strategy has benefits and drawbacks. on this basis, EFL teachers must have knowledge about their learners learning styles and levels to adopt the appropriate strategy for facilitating the educational process.

**Keywords:** English primary school, teaching strategies, EFL teachers, pupils

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# **General introduction**

## General Introduction

The implementation of English language education in Algerian primary schools is a significant step in recognizing the global importance of English language because primary schools are considered as the foundation of the pupils' academic journey and a guide of both individuals and societies. The teaching process must involve creating an interactive and supportive learning environment and employing various effective teaching strategies to accomplish specific teaching/ learning goals, because learners have different skills, abilities, intelligence, motivation, learning styles, and interests. In the words of the American Marvin–Minsky "you don't understand anything until you learn it more than one".

Many scholars defined teaching differently such as Amidon and Hunter (1967) who set that "teaching is an interactive process primarily, involving classroom talk which take place between teacher and pupil and occurs during certain definable activities" (p16). Joyce and Well (1972) defined teaching as " a process by which teacher and students create a shared environment including set of values and beliefs (agreement about what is improvement) which in turn color their view of reality" (p17). Teaching is a necessary component for pupils understanding as long as the teacher uses the appropriate teaching strategies because it can affect the student learning either positively or negatively, as the skillful teacher always modifies, improves and develops the learning strategies and activities like training, conditioning, indoctrination that themselves contain different sub-activities such as explaining, describing, demonstration, exemplifying, guiding in order to develop students' capacities and critical thinking.

However, there are still common challenges faced by teachers of English in primary schools. Ridha Roubhia study on Turkey introduces some challenges including lack of qualified, skilled, and trained teacher, lack of materials and the limited technology access,

large class sizes and pressure to complete the curriculum quickly. Another study highlights that teaching English at primary schools requires a carefully studied educational program that fits the age of pupils.

## **1. Statement of the Problem**

When it comes to teaching English at primary schools, one common problem is how to make it engaging and interactive for young learners. The Algerian pedagogical system has been changed since the year of 2021 in which English became an important language to be taught in primary schools. Thus, the problem to be addressed through this study is to evaluate the strategies and techniques of the English teaching process in the primary cycle. This includes developing the methods and the techniques that is used by teachers in teaching English to young learners in order to help them on acquiring and comprehending the language.

## **2. Research Questions**

This research addresses the following questions

- 1- What are the current teaching strategies used to teach English in Algerian primary schools?
- 2- What are the effective teachings that are used to teach English for primary school pupil in Algeria?
- 3- How are these teaching strategies are used to teach English in Algerian primary school?

## **3. Methodology**

### **3.1. Choice of the Method**

This research will use mixed methods approach which is the combination of both quantitative and qualitative research methods. According to Tashakkori and Teddlie (2008) mixed method research includes " studies that are products of the

pragmatism paradigm and that combine the qualitative and quantitative approach within different phases of the research process" (Tashakkori and Teddlie, 2008, p22). This research relies on convergent method in order to have a comprehensive study to the research question because mixed method provides with in-depth information and understanding of the research topic. Also, it gives reliable, valid, and trusted research outcomes. In addition, it allows to deal with the research questions from multiple points of view and approaches.

## **3.2. Data Gathering Tools**

The methods used for this research are as follows:

**3.2.1. Classroom observation:** the study involves structured observation of both teachers and pupils including their classroom activities and interaction in order to discover the teaching strategies implementation and their impact on learners. We were complete observers without any kind of participation.

**3.2.2. Questionnaires:** the employment of this tool refers to the ability of gathering data directly from teachers and exploring their views regarding their favorite and effective teaching strategies. It is structured questionnaire that includes a combination of open- ended and closed-ended questions. For the former it consists four 04 questions to provide detailed insights and data. Also closed-ended questionnaire which contain eleven 11 Likert scale questions, and each question have five 05 optional response scoping from strongly agree to strongly disagree plus a neutral option.

- Strongly agree
- Agree
- Neither agree nor disagree

- Disagree
- Strongly disagree

#### **4. Sample**

Both of Algerian fourth year pupils and teachers of three primary schools in kenchela, El- Mahmel (Bounezra Boumaaraf, Ghawi El-Tahr, El-Amir Abd El-Kader) is the concern of the study. They are 90 pupils and three 10 teachers, three3 of them were observed. This sample is random and convenient. The fourth-year pupils were selected in the first place because they are an important and critical stage in their academic life, also because they acquired some academic skills that need to be enhanced. Regarding the teachers, they are three female teachers, the reason of selecting them as a sample is their experience in teaching and their ability to create creative and developed teaching strategies. Through studying this sample, recommendations can be formulated for enhancing the quality of teaching strategies in Algerian primary schools.

#### **5. Aim and Significance of the Study**

This study aims to identify each of the current teaching strategies used to teach English in primary schools in Algeria, the effective teaching strategies that can be used to teach English in Algerian primary school. Also, the purpose of this study is to recommend for implementing these effective teaching strategies in Algerian educational system.

#### **6. Structure of the Study**

This research paper is divided into two parts the first chapter contains an introduction, literature review, and a conclusion. The second chapter is the research

practical part that consists an introduction, the data gathering tool teacher questionnaire, and classroom observation, analysis and interpretation of the results.

*Chapter one*

**The REVIEW OF LITERATURE**

## 1.1 Introduction

Recently, there has been a great change in the educational system in Algeria where English language becomes taught at elementary schools. So, in order to equip the next generation of educated and multiskilled individuals for the world, teachers today need to be aware of the proper ways to teach English to young learners as well as the obstacles they might encounter along the way. Primary schools' English instruction depends on both the preparedness of the schools and the competence levels of the pupils. If the schools have an adequate supply of English teachers, media, and textbooks, they will be prepared to teach English. While the ideal time to acquire knowledge is between the ages of 6 and 12 years old. So according to the studies and researches that the researchers have carried out several strategies have emerged this due to the interests on the way of how teachers use different method and how the pupils do they receive information.

## 1.2 The Different Teaching Strategies

Syahputra (2014) in his research "Strategies to teach English as a foreign language" revealed several effective teaching strategies some of them are: complete learning, recitation, and drill.

- **Complete learning:** Method that based on suitable learning. It is used for a certain curriculum that divided into manageable parts of acquiring knowledge and abilities. It can be personalized or socially acquired. where its aim for the learners is to facilitate understanding of English language.

- **Recitation:** It refers to the set of questions that the teacher questioning regarding the content that they have studied in order to gauge their pupil's development this through some patterns by the learners asking and the teacher responds.
- **Drill:** It is a classroom technique to aid memorization. It consists of the repetition of oral patterns, means listening to a model provided by the teacher or learner in order to repeat what is heard this technique promote the acquisition of knowledge and skill through repetitive practice.

Additionally, Lestari (2019), identified and listed a number of efficient methods for learning English as a foreign language, including:

- **Ice breaking:** It is one of the interesting tactics to grab learners' attention it is used by teachers to keep them from getting bored and involve pupils in the English language learning process, this through the use of singing and dancing.
- **Recalling Memory:** It refers to the mental process of retrieval of the information. While it knows as a technique that assists learners in keeping in mind what they have already learnt in previous lesson. the teachers use this strategy to substantially learning in order to know if the pupils forgot or no by testing them.
- **Brain storming:** According to Suyanto (2008) brainstorming is an effective and useful method for improving learner's spontaneous sensitivity. Where teaching the young learners teachers propose a topic and the learners are excited to build ideas around it this promotes engagement in the process of learning by posing questions which relevant to their everyday life.
- **Class Discussion:** It is a process of free viewpoint within classroom. It facilitated by tutors. Where it promotes interactive communication between learners and inspires new ideas, simplify pupils learning from each other, and acquire different views of certain topic.

- **Games:** Technique where the teachers organized cooperative and competitive team-based grammar-related games. Where this kind of strategy that the learners love games like listening to music, watching stories, and discovering new words from each other these exercises clearly raised learners' passion and involvement. while the learners they will not feeling bored or tired, its goal is to make them interactive and motivated.
- **Listen and Read:** Using this method by basing on learners practice their auditory and visual comprehension. This approach is highly effective in teaching in order to master the pronunciation of every word. Also, it makes the learners can better understand the content and the purpose of the written process by employing different vocabulary.
- **Paragraph Writing:** Is a useful and successful teaching strategy where English teachers employ with their pupils, to write a descriptive paragraph on preset subjects after grasping the main content. It helps on the developing skills of learners' proficiency, enhancing their style, and know how they choose appropriate words related to a certain topic.
- **Filling in the Blanks:** By using and adopting the blank-filing method, the learners can improve their understanding of grammar language, as it is used for enhancing the learner's language proficiency. Through blank-filing exercises, pupils will be more creative and interesting especially if the activity is well with the introducing of simple words and clear content.
- **English Camp:** It is useful technique tool for skill development as it provides learners with practical real-world experience. According to research by Wrighting Nisbet and Tindall (2005), this strategy allows the pupils to learn the language in a natural and fun way.

- **Assembly:** Strategy it is used to acquire information it has variety of purposes like helps to build faculty members, or learn new things through pupils' interaction, this in order to change the study routine, where its aim is to make the learners motivated and excited.

Paragae (2023) conducted several innovative strategies that can be used to teach English for young learner. These techniques have positive influence on learners' academic progress and engagement including, creating engaging learning, promoting teamwork, and boosting pupils' participation, assisting learners to retain and comprehend new information, and providing teachers with flexibility. Furthermore, several learning strategies are categorized as innovative learning strategies are namely:

- **Cooperative Learning:** Technique where the learners collaborate in group to complete certain assignment. Where this collaborating allows the learners to effectively share ideas, learn new things, build the engagement and interactive learning (Sajidin together with Ashadi,2021). through cooperative learning pupils develop their skill in different way, will be more excited, learn from each other's knowledge.
- **Problem-based Learning:** This type of guidance is made challenges in the learning process that is emerged in everyday life. As stated by Ayuni and Sunsanti (2018), the application of skill knowledge in real-situation is encouraged by problem-based learning, and to know how to deal with involving of learning process in authentic way needs the learning desire and abilities.
- **Project-based Learning:** It is an approach where the teachers suggests or requests to the learner's projects, products, or tools this by developing learning objective. It requires the learners to use their knowledge, creativity, and abilities

to treat real-world (Aghayani and Hajomohammadi,2019). This method helps the learners to understand what they have studied by the aim of develop their capacities for critical thinking.

Also, Wikihow (2023) mentioned three main strategies for teaching English to novice learners including:

- **Basic Materials Teaching:** Method in teaching where the role of teacher is to guide and facilitate the learning stage thus it encourages the learners to progress things without putting them under pressure. The one way to start teaching a certain new language for young learners firstly by suitable lesson like: the alphabet and numbers.
- **Implementation of Good Habits:** One of the useful ways to assist learners learning is to motivate them to speak English in class during the lesson presentation. It can be effective when the teacher asks pupils to repeat what he said or answer certain question.
- **Fun English Learning:** Through this strategy, teachers can use enjoyable educative tool, picture, visual aids and games, to encourage the learning process. This kind of learning process that makes the learners more motivated and happier during the lesson.

According to the study under the title “Teacher strategies in Teaching English to Young Learners in Private Primary School in Yogyakarta” by Sarly Gustini Pratiwi, Nur Fatimah, and Nur Rifai Akhsan, teachers in private primary schools employ a variety of strategies while instructing kids in English:

- **Cooperative Learning:** Strategy where learners work together in small groups to achieve a common goal or complete task. It promotes active participation, sharing ideas. The method encourages the learners who are not active in order to be more

social. According to Vygotsky as cited in Zainollah (2016), pupils learn through social context with the people who recognize and feel happy with them and this due to their nature.

- **Contextual Approach:** It is a learning that links materials real-word connections of learners. This method helps the pupils to use their knowledge in solving everyday problems. Moreover, pupils prefer real things to imagination that their teachers tell them and the one way for the teachers to teach English to primary school learners is to use materials and stories that already know. (Narges, Imaniya,2017)
- **Expository Strategy:** Is known as direct instruction in which the teachers play role as giver information. Teachers who use expository instruction present the information to their pupils in purposeful way that allows them to easily make connection between different items.

The doctoral research of Adlin Gomez, entitled “Effective teaching strategies according to fifth grade students “, is made to discover learners’ perspectives on the most effective teaching strategies, with a focus on the way of connecting those strategies with individual learning styles. The study revealed that effective learning occurs when the teacher involves a range of teaching strategies while taking into consideration individuals’ different learning styles. According to the study, the enhancement of active learning and classroom efficiency is strongly related to the use of various teaching methods. As professional teachers attempt first to comprehend the different pupils learning styles, then, they adjust their instruction and strategies so that they fit each one, which consequently makes the learner participate and acquire new knowledge during the learning process by using their preferred learning style. This research discusses various effective teaching strategies.

- **The four-block Captor Model:** is based on the notion that all children learn differently, it allows learners to solve unknown words depending on context. The teacher's role is to encourage students to answer and focus on the appropriateness of the proposed word to the sentence's context.
- **The Nifty Thrifty Fifty Methods:** improves the pupils' ability to apply grammar rules and memorize new vocabulary as it is a group of fifty common English words with multi-syllables, roots, prefixes, suffixes, and spelling shifts. The teacher corrects students' mistakes during application.
- **Normative Assessment:** facilitates unified performance evaluations, comparing individuals in the same group and rating them for identifying strengths and weaknesses.

Furthermore, Nailal Maghfiroch published her research in 2010 under the title "English language teaching for seventh grade students with hearing impairments". This study explores the learning techniques that a professional and qualified teacher should employ to teach the English language effectively.

- **The Classical Translation Method:** relies on learning and memorizing grammatical rules, vocabulary, texts translation, and written exercises of both target and native languages. On the contrary of the direct method which emphasizes learning the target language more than the source language, relying on oral interaction and communication rather than grammatical analysis.
- **the Audio-Lingual Method:** is based on behaviorism and relies on dialogues, memorization, presentation, and drills to help learn foreign languages and develop speaking habits.
- **Community Language Learning:** focuses on group-interest learning, with the teacher serving as a facilitator, supporter, and assistant to learners.

- **Suggestopedia:** is a language teaching strategy developed by Georgi Lozmov that integrates background music with new vocabulary to foster language acquisition and provide confidence, relaxation, and motivation for learners. The strategy is divided into three main sections: oral revision of learned vocabulary, presentation and discussion of new vocabulary with their mother tongue equivalents, and a musical session where students listen to baroque music while the teacher reads the new vocabulary simultaneously.
- **The Silent Way:** is a teaching language method based on the principle that the teacher should stay silent during the session and provide feedback or correction only when necessary. This approach encourages learner discovery, independence, and problem-solving with a mostly silent teacher.
- **Total Physical Response:** is a language teaching method created by James Ashen, which links language to physical action. Teachers use physical movements to introduce new vocabulary, give instruction, or ask questions, creating a link between words and actions.
- **Communicative Language Teaching (CLT):** is a set of ideas that includes reflection and a change in the focus of teaching a language, focusing on students' communication about real-life situations using the target language. Activities such as roleplaying, pictures, language games, stories, discussion, educational games, presentations, scrambled sentences, and authentic materials can be applied within this method.
- **Content-based Instruction:** is another language teaching method that creates a context to develop language skills indirectly. It uses different topics and materials, such as literature, history, or sociology, to help students focus on a specific topic and

discuss it using the target language. This method helps develop both the culture and linguistic knowledge associated with the target language.

- **Task-based Language Teaching:** is an effective strategy for teaching foreign languages. It focuses on the task, considering the learning process as a set of communication tasks connected to curriculum objectives. Students engage in interesting, realistic tasks, plan and organize their work individually, in pairs, or in groups, and receive feedback on their performance, results, and problems encountered during the process. This strategy helps develop the learners' skills in communication, critical thinking, and teamwork.

### **1.3 Challenges of Teaching English Language to Young Learners**

Another study that is entitled “Challenges and strategies used by English teachers in Teaching English language skill to young learners” explores the challenges that can face the teachers during the teaching process as follow:

#### **1.3.1 Challenges in Teaching English to Young Learners**

As it is known, to learn a language is not that easy you can face difficulties and challenges. (Moon, 2005). There are obstacles that may young learner struggle with vocabulary acquisition, pronunciation, didn't know the basics and rules, and maybe lack of confidence, this due to their language exposure where the English becomes as the second language to be taught Nunan (2005). The teachers should know the basics because they are dealing with beginners, they also play role in classroom as supporter, motivater, and make the environment joy able for them. Additionally, the challenges in this research include: teaching listening, teaching speaking skill, teaching reading skill, teaching writing skill.

### **1.3.2 Teaching Listening Skill and the Challenges:**

Method of teaching a language is different from one teacher to another, but teachers need to make their learners aware of certain situation and activate them.

During the lesson presentation the teachers should provide to them visual and auditory support or guiding suitable questions for them about what they had heard in order to test their capacities and understanding of the listen process. As it knowing listen skill for young learners is somehow difficult to understand all the context, knowing meaning of every word, or repeating the whole things so it needs continuous flow-up.

### **1.3.3 Teaching Speaking Skill and Challenges:**

According to Nunan (2005), teaching speaking to young learners is through performing some basic utterances mean to facilitate or simplify the speaking skill the teachers may use simple words, simple songs, and simple dialogue during the lesson presentation. While the only way to measure a pupil's proficiency in speaking English if they can recite a few words or when they answer series of questions orally. however, English is not the young learners first language, teachers have faced several difficulties when instructing them in English.

### **1.3.4 Teaching Reading Skill and Challenges:**

Reading is an effective teaching strategy that helps the learners to build their vocabulary. while it has two types. Firstly, reading for a pleasure is when you read a book, article, or simple story because you enjoy it and this what the learners prefers. Secondly, reading for getting information is when you read to gain knowledge or learn about specific topic it could be text book, news article. Its goal to is collect facts and

learn something new also it returns to the method of teaching and what type of reading that the teachers choose and see it appropriate for their learners to facilitate the learning process.

### **1.3.5 The Challenges in Teaching Writing Skill:**

It is hard to motivate the young learners to write certain paragraph about specific topic because they are still in the learning stages that is why pupils face difficulties and have lack of capacities. Researchers introduce two types of writing: academic writing and informal writing. The first includes article, papers, and thesis that consist of formal and structured language, while informal refers to stories, problem of daily life. Furthermore, for the young learners the important thing that they must firstly learn is to know the basics of writing like simple sentences, even a paragraph, words, short expression related to their lesson. Its purpose is to learn these patterns and it is not just for young learners even for adults because they are still suffering in English writing.

### **1.4 English Teachers for Young Learners**

Teachers are the controllers and supervisors in teaching language stages .in order to be a good teacher in classroom should to be act as an: organizer, assessor, prompter, and tutor specially with pupils aged (7-8years old) Hamer (2003). The English teachers discover that pupils can learn through three process resources like auditory, tactile, and visual. These can able the learners to obtain and comprehend easily and the class become more interesting to them.

### **1.5 Conclusion**

Teaching English as a foreign language at primary level paves the way for students to understand the basics of the language including grammar rules and vocabulary, which helps in developing the four skills (reading, writing, speaking, listening) for better understanding, comprehending, and interacting with academic content. All of this is based on the type of the used teaching strategies during the lesson.

According to the previous studies results, it was proven that the implementation of English language teaching strategies plays a major role in the learning process for both teachers and learners. The used strategies can differ from one teacher to another due to their teaching experience, pupils' level, comprehension of learners needs, and the teacher educational background. Hence, the demonstration of various strategies including integrating technology, creating cooperative learning, and using diverse activities (roles play, games, presentation, projects) provide positive classroom environment and effective learning experience for pupils which enhance their understanding for the lesson components, memorizing new vocabulary and rules, also developing their level, skills, and critical thinking.

Despite the use of different strategies, many researches have investigated the challenges that can be faced during the learning and teaching journey, it could be lack of using implied materials, the adopted strategies could not be appropriate or familiar to the learners' level, the teacher lack of experience, pupils acquiring level, lack of time, and the interconnection of both English and French.

To sum up, the previous studies have tackled the subject of using effective teaching strategies for young learners. Whereas our study places the focus on exploring the effective teaching strategies at the Algerian primary schools.



## *CHAPTER TWO*

# **FILEDWORK**

## 2.1 Introduction

Teachers and learners are the most important participants in the learning and teaching stages. Teaching strategies are extremely important for primary school pupils; thus, they are the basis of their academic journey. In this chapter, the focus shifts to the practical analysis of the most useful and helpful teaching method for Algerian primary schools using a combination of two data gathering tools: questionnaires and classroom observation. The identification and effectiveness of these strategies were conducted in three different primary schools. Questionnaires enable the collection of quantitative data, while classroom observation provides qualitative perspectives about both the implementation and effectiveness of these strategies.

## 2.2. Research Design

This study is designed by adopting the mixed Research Methods. Mixed Research studies provide a more comprehensive understanding of research topic. Generally, mixed method is an approach that combines both qualitative and quantitative method in single study it involves collecting and analyzing both numerical data and non-numerical. Huey Chen(2017) defines mixed method as systematic integration of quantitative and qualitative method in single study for purposes of obtaining a fuller picture and deeper understanding of a phenomenon .these two methods can be adapted, altered, or synthesized to fit the research and cost situation of the study (p, 119) According to Tashakkori and Teddlie (2008) mixed method research includes studies that are products of the pragmatism paradigm and that combine the qualitative and quantitative approach within different phases of the research process (Tashakkori and Teddlie, 2008, p22). This research relies on convergent method in order to have a comprehensive study to the research question

because mixed method provides with in-depth information and understanding of the research topic. Also, it gives reliable, valid, and trusted research outcomes. In addition, it allows dealing with the research Questions from multiple points of view and approaches.

### **2.3. Participants**

The research focus is on the Algerian fourth year pupils and teachers of three primary schools in khenchela, El-Mahmel (Bounezra Boumaaraf, Ghawi El-Tahr, El Amir Abd El-Kader) is the concern of the study. They are 100 participants, 90 pupils' and 10 teachers. This sample is random and convenient. The fourth-year pupils were selected in the first place because they are an important and critical stage in their academic life, also because they acquired some academic skills that need to be enhanced. Regarding the teachers, they are three female teachers, the reason of selecting them as a sample is their experience in teaching and their ability to create creative and developed teaching strategies. Through studying this sample, recommendations can be formulated for enhancing the quality of teaching strategies in Algerian primary schools.

### **2.4. Setting**

This study conducted at three different primary schools with different teachers at three different primary schools in Khenchela- Tazoughrat( Boumaaraf Azdin, Al Amir Abed EL Kader, Ghaoui EL Tahar) .In the academic year 2023-2024..the chosen of three schools is for different reason: to see different used strategies, the proficiency of the teachers, learners different level, using of new educative ( technology like games, flash card ,map ...) how the schools provide different resources or materials for their teachers, what the teachers do to facilitate the

learning process for the pupils and make them active during the lesson ,and how much the pupils acquire ,react to learn the English language.The purpose of this study is to explore the effective teaching strategies that are used by different English teacher.

## **2.5. Data Collection Methods**

### **2.5.1 Definition of the Questionnaire**

Questionnaire is a data gathering tool contains lists of questions for collecting information from specific population. Malhotra defined the questionnaires as " set of questions for obtaining information from respondents". (p176) In addition, Hamed (2022) assume that questionnaire is «One of the common devices for collecting information and a form of instruments including a set of questions" (p14). This means the questionnaire is a set of questions that can be open ended, closed ended or a mixture of them given to specific group in order to collect data about specific subject or problem.

### **2.5.2 Significance of the Questionnaire**

One of the most data gathering instruments is questionnaire thus its multiple advantages. First, it provides collecting data in standardized way which facilitates the analysis. Second it helps to reach a large number of people by distributing it via the internet, email, or in person. In addition to the possibility of gaining accurate information rapidly, questionnaire provides the research results with reliability and validity.

### **2.5.3 Description of the Questionnaire**

The opening of the questionnaire is a brief presentation and general overview for the teachers the subject, their answers' important and an expression of gratitude for their assistance. The questionnaire is fifteen (15) questions divided into two sections. The first is closed ended questions that are eleven (11) Likert scale question about the strategies that can enhance the learning process like technology integration, using game, humor, different assessment, using source language classroom environment checking pupils understanding and time dividing. Where the teachers are asked to choose one of the five (05) optional answers that go beyond strongly agree, agree, neutral, disagree, strongly disagree. Whereas section two is (04) open-ended ,the first question invites teachers to share my teaching materials and resources they found it beneficial for pupils .The second question explore the employed strategies that facilitate pupils vocabulary acquisition .The third question the teachers are supposed to state methods and technique that foster learners participation and involvement during learning process the last question is about assessing and evaluating pupils abilities in the fourth skills of English: speaking, writing, listening, and reading. The questionnaire was delivered to 10 teachers.

### **2.5.4 Definition of the Observation**

Anupama (2022) defined observation as" a method of data collection where the information of an object is collected by observation. View mode can be achieved as a full viewer as participant, participant as viewer, or a full participant" p (59). In other word it is an information collecting process concerning a specific subject by relying on the act of noticing, listening, and looking. Whereas, classroom observation take place inside the classroom to observe teacher and pupil's interactions and performances. Hamed (2022) in his article "data collection methods and tools for

research " states that classroom observation is an appropriate technique to evaluate teaching methods in the classes, it can be used when focus group and interviews cannot help to gather data due to the different reasons including times that participants are not aware of the concept, are not able to talk about the concept, or do not prefer to discuss the concept "(p23). Also, Shanjida (2018) in her study under the name "classroom observation –A powerful tool for continuous professional development (CPD) " confirms that classroom observation is "a method of evaluating and recording specific information about what is going on within the classroom ". (p23)

### **2.5.5 Significance of the Observation**

Classroom observation as a data gathering tool is considered as a valuable tool regarding evaluating teaching methods and interaction in the class. First, it helps the observer on noticing, recording, and assessing the observes. Second, by observing, the observer uses various kinds of documents like written or audio-visual documents of the items needed to be observed. Then, the used documentations allow reviewing and analyzing carefully the collected data plus providing details about the quality of classroom teaching methods. (Zhu Ya-nan 2023).

### **2.5.6 Description of the Observation**

The observation checklist started with writing information about data, school level, and duration of teaching. The process was done by observing 90 pupils and three teachers at three different primary schools during the third trimester of academic year 2023-2024. This unstructured observation involves three classes of 4th year pupils taught by three different teachers which are chosen randomly. The observation in each class for two sessions as full observers, each group session consists of (45) minutes in Ramadan and normal days. To explore the implemented

teaching strategies and their impact on learners. The observation is in a form of checklist includes a set of statements under each section. The first section is for observing the teacher preparation. The second section is formulated for observing the presentation of lesson and teaching strategies in the classroom interaction, pupils' feedback about these strategies.

## **2.6 Data Analysis Procedures**

Starting the analysis phase is the core of any research thus it helps the researchers on understanding and making sense of the whole collective data. By analyzing the data, conclusion can be generated within the research filed. Also, it empowers both the validity and reliability of the results because it is protected from the impact of personal biases. According to Hamed Taherdoost (2022) data Analysis is simply "the process of converting the gather data to meaningful information". (p01)

Therefore, thematic analysis is widely used because it depends on the researcher himself on who he concludes the codes, the patterns, the meaning, and the themes of data set. Braun and Clarke (2006) state that thematic analysis "is a method identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your data set in (rich) detail "(p06). This type of Analysis adopts some important phases mentioned by Braun and Clarke (p35) as follows:

### **2.6.1 Researcher Familiarizing with Data**

The research must understand the collected data through repeated reading and writing, also taking notes on the most repeated or missing ideas. This helps the mind to understand and analyze information.

### **2.6.2 Generating Initial Codes**

After understanding the data, the researcher tries to convert it into codes (titles) by collecting data that are relevant to each code. Several cycles of analysis are conducted to extract codes. The given initial codes may be changed as the analysis and coding process continues.

| Data Extract   | Initial code             |
|--|--------------------------|
| 1. Teachers of primary Algerian primary schools adopt effective teaching strategies.                                       | 1.Multiform instruments  |
| 2. They depend on using games, role playing, and songs. Also, evaluating the pupils is very important during the sessions. | 2.Checking understanding |

Table 01: Initial codes.

### 2.6.3 Searching for Themes

After the previous stages the researcher changes the codes into main themes by extracting what is common between them. The theme consists of large number of codes.

### 2.6.4 Reviewing Themes

After turning codes to themes, the phase of reviewing begins including adding, deleting, or moving themes by checking their relevance to both the codes and the data.

### 2.6.5 Defining and naming themes

This stage depends on explaining and clarifying the themes as they are. Table 02:

| N ° | Main themes            |
|-----|------------------------|
| 1   | Lesson plan            |
| 2   | Diverse activities     |
| 3   | Recapitulation         |
| 4   | Motivation             |
| 5   | Mother tongue use      |
| 6   | Checking understanding |
| 7   | Assessing homework     |
| 8   | Illustration           |

Main themes

**Table 02: Main themes**

## 2.6.6 Producing the Report

This is the final stage that consist writing down the results and their interpretation by creating a link between the analysis and the research question.

## 2.7 The Analysis of Observation

In this study, the observation instruments used filed notes and checklists to observe the practices of the teachers in primary school, the results from the thematic analysis were reported as follow:

### 2.7.1.Section One: Observation of Teacher Organization

#### 2.7.1.1 Lesson Plan



motivated and interested during the lesson. By using this technique, we observe that all the pupils participate even though they make mistakes.

Extract

Pupil1: Have you got a pet?

Pupil2: Yes I have

Pupil1: what is it?

Pupil2: it is a cat

Pupil1: what color it is?

Pupil2: it is white

Pupil1: it has long tail or long fin?

Pupil2: long fin

Teacher: you are wrong fin means z3anf and tail is thil so the cat has



*Figure 02: Role play.*

### 2.7.1.3 Recapitulation

It was present in the all (6) observed session, the teachers retell and recapitulate the last lesson before diving into a new one in order to ascertain whether the learners have understood and grasped the lesson or not. Because there are learners that they able to recall some vocabulary from the last session and others are not this maybe they found difficulties to memorize different concepts unless when the teachers help them.

Extract

Teacher: who can tell me what did we learn in the last session?

Pupil 1: healthy food

Pupil 2: healthy food

Pupil 3: fruits

## 2.7.2 Section two observation of the lesson presentation

### 2.7.2.1 Motivation

It was noticed on all the (6) session, at the beginning when the teacher's entre the class pupils welcome their teachers by singing (song of greeting), motivated the learners through the use of different educative materials, participation even they make mistakes, give also a

chance for the learners who have autism, motivate them through cooperative learning in addition to that when a pupil answer correctly they clap for them this make pupil feel happy and proud. So, we can say that the teacher's strategies and classroom environment can create an excited and interesting way in the learning process.

### 2.7.2.2 Mother Tongue Use

It was shown by the collected data, the teachers always employed the source language during teaching process when explain sometimes while giving instruction to make things easier for the learners

.According to Moulili Fatiha(2021) "the use of L1 in foreign language classroom, is to convey the meaning of unknown words, clarify the confusing word, and explain difficult concepts."(p352).During reading class, the teachers used source language extensively ,translating the texts needed for reading to Arabic in order to enhance students' knowledge of each sentence individually .and the topic as a whole .In fact, observation demonstrated that use of mother tongue plays a crucial part in clarifying and explaining incomprehensible words, phrases,sentences,or course components.

Extract

Teacher: today rah n9raw carnivores' animals and herbivores animals  
li homa haywnat akilat al 3ochb WA hyawnat akilat lohom.

Teacher: carnivores' animals like tiger, lion and herbivores animals like  
gazelle, elephant.

## 2.7.3 Section Three: Observation of Interaction

### 2.7.3.1 Checking Understanding

Throughout the (06) sessions, checking understanding was observed. During five sessions, the teachers often asked their pupils about their understanding using both mother tongue and foreign language, or gave them question to answer about the learnt information, but in one session, the teacher did not ask, therefore the learners facial expressions revealed a lack of understanding.

Furthermore, the teacher engages learner's information and memorizing assessments to evaluate their comprehension, such as reviewing them before exams with short quizzes that consists of various exercises about the learnt lessons of the unit.

Extract

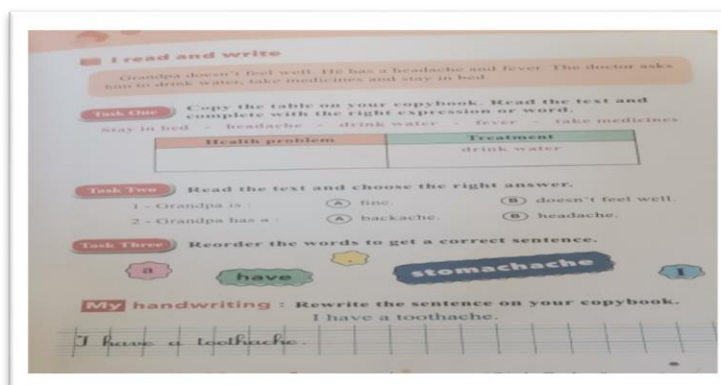
Teacher: Did you get it,  
Fhamto!



*Figure 03: Evaluating pupils*

### 2.7.3.2 Assigning Homework

It was noticeable that the teachers of (3) primary schools rarely give the pupils homework. During the (6) session just two teachers assigned their pupils with two homework's in which they answer exercises of the book and finish their uncompleted writing. According to the extract, the teacher asked his pupils to answer the exercises of health unit from the book. The teacher gave the learners the assignment instruction



using to ensure the whole class understood, what they out to accomplish. Also, the teacher clarified how the correction would be like.

*Figure 04: Assignment*

### 2.7.3.3 Using of Illustration

It became apparent using illustration is an effective teaching strategy to enhance the understanding capacity of young learners .it was clear that students with this type of method in an active manner where they relate the new knowledge to the prior one. By using illustration as a teaching method, the

teacher is already employed various techniques that helps to recall and memorize vocabulary including games, songs, stories, and role playing.

Hajime (2012) state that pictures and illustration are useful for getting learners to predict what is coming next in a lesson. (p 47)



*Figure 05: Used flash cards*

During the observation of the 6session it was noted that on one of the sessions, the lecture did not employ any flash cards, pictures, or video. So, she faced difficulties in getting learners memorize and comprehend the new knowledge.

## **2.8 Discussion of the Observation**

Classroom observation is a valuable tool is used to assess teaching strategies that are provided by the teachers to facilitate the learning process to their learners. So, during the lesson presentation of the three primary schools we noticed that the teachers have different technique to introduce the components of the lesson and the way they explain the content they were prepared with an effective lesson plan that is suitable for them and learners' level, also teachers bring their personal educative tools, picture, flash cards ... They try to provide an active and interest environment for their learners because the teaching environment plays a major role in interaction , participation among the pupils .this new generation of the teachers are differ from the old one, because they pursuit to present all the strategies they know and have learnt in order to know what kind of the strategies is suitable for their learners level by breaking and changing traditional methods and replacing them with fun , stimulating learning environment and helps for developing language skills. Therefore, teachers' evaluation activities are techniques to measure pupils' level of skills and knowledge as well as the success of educational methods. Additionally, there is unavailability and lack of time remain a challenges for the teachers because (45min) is not enough for the teachers to make a balance between introducing the lecture provide multitype of activities, evaluate and correct their mistakes this due to every teachers taught in three different school approximately at the same time and this lead them to lose they energy. even though we saw they do their best to highlight every component for their pupils.

## **2.9 Analysis of the Questionnaire**

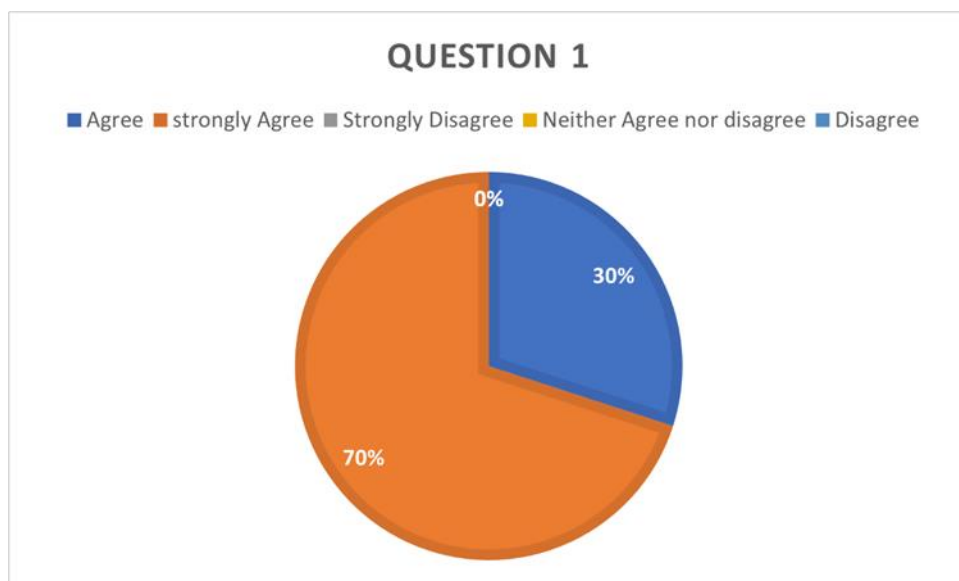
### **2.9.1 Section One**

**Item1- I integrate technology into the lesson presentation to enhance the learning process (visual and multi-media resources).**

| Responses    | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither agree nor disagree |
|--------------|-------|----------------|----------|-------------------|----------------------------|
| Participants | 3     | 7              | 0        | 0                 | 0                          |
| Percentage   | 30%   | 70%            | 0%       | 0%                | 0%                         |

**Table 03: Technology integration**

This table demonstrates that the majority of the teachers (70%) are strongly agree on integrating technology into the lesson presentation. (30%) agree on this, and the rest of the answers were not chosen and the diagram below demonstrates that:



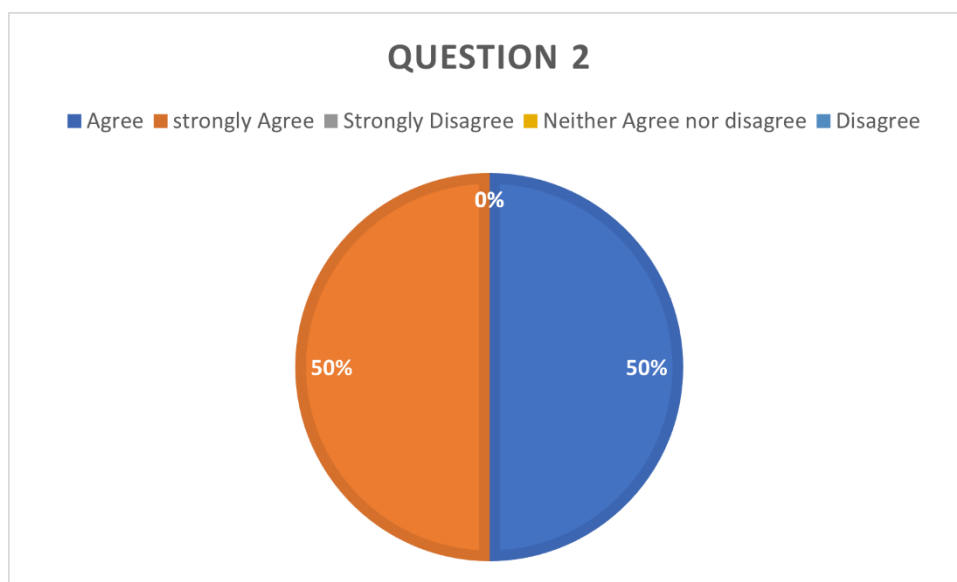
**Figure 06: Technology integration**

**Item2- I use a diversity of activities and games that make learning English enjoyable for learners**

| Responses    | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither agree nor disagree |
|--------------|-------|----------------|----------|-------------------|----------------------------|
| Participants | 5     | 5              | 0        | 0                 | 0                          |
| Percentage   | 50%   | 50%            | 0%       | 0%                | 0%                         |

**Table 04: The use a diversity of activities**

Table 00 shows the following results of teacher s opinions towards the use a diversity of activities and games that make learning English enjoyable for learners.5 participants (50 %) agree on this, and 5 participants state that (50 %) they are strongly agree, the remain options were not selected. And the diagram bellow demonstrates that:



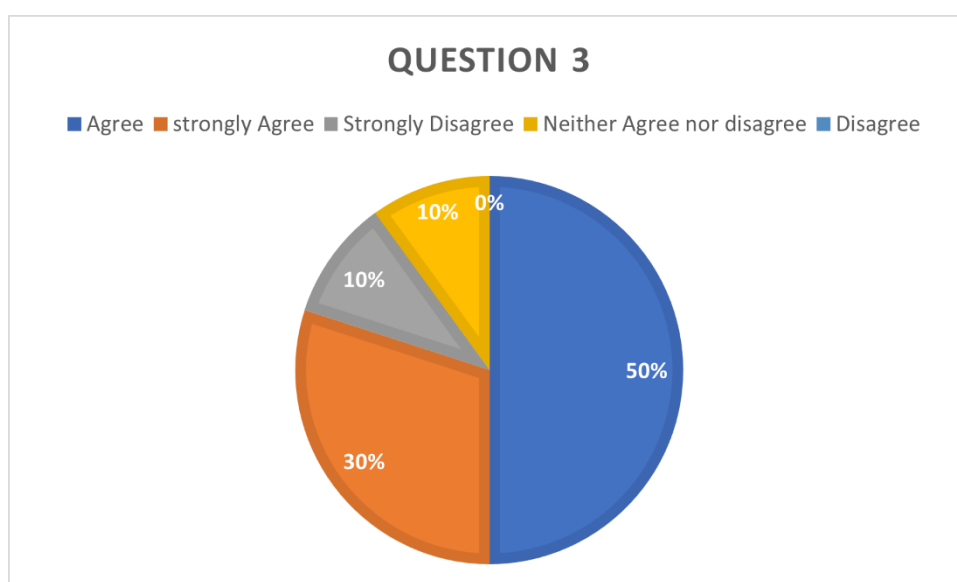
**Figure 07: The use a diversity of activities**

### **Item3- I use multi-types of assessment activities**

| Responses    | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither agree nor disagree |
|--------------|-------|----------------|----------|-------------------|----------------------------|
| Participants | 5     | 3              | 0        | 1                 | 1                          |
| Percentage   | 5%    | 30%            | 0%       | 10%               | 10%                        |

**Table 05: Assessment activities**

The table above says that (50 %) of the questioned teachers declare that they agree on using multi-types of assessment activities, while (10 %) strongly disagree, (30%) were strongly agree, and (10%) neutral. And the diagram bellow demonstrates that:

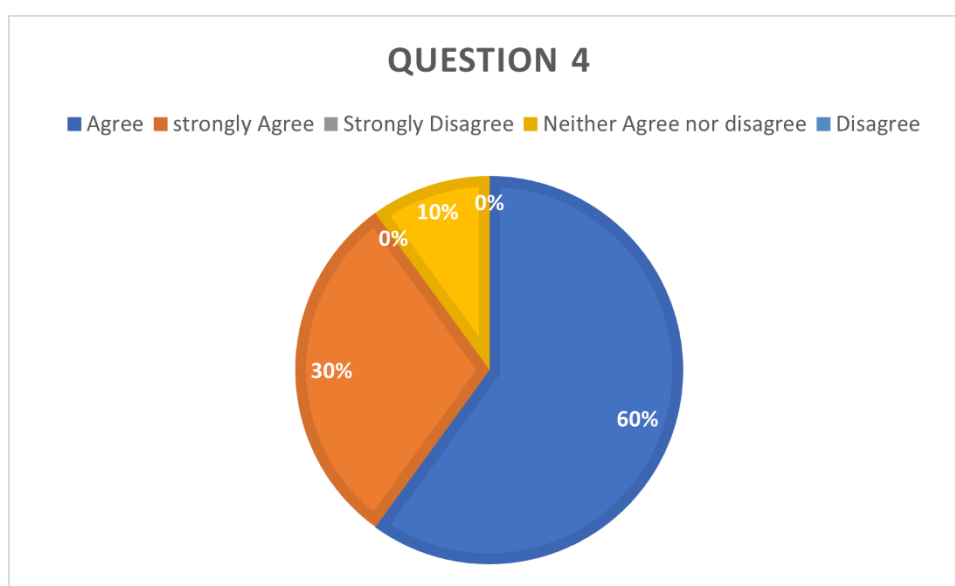


**Figure 08: Assessment activities**

**Item4- When I teach something new in English, I relate it to what pupils already know.**

| Responses    | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither agree nor disagree |
|--------------|-------|----------------|----------|-------------------|----------------------------|
| Participants | 6     | 3              | 0        | 0                 | 1                          |
| Percentage   | 60%   | 30%            | 0%       | 0%                | 10%                        |

**Table 06: Relating prior knowledge with new information**



**Figure 09: Relating prior knowledge with new information**

The results of this question signify that the majority of teachers (60%) agree on relating both the new and prior knowledge during the lesson explanation. While (30%) from them strongly agree. Then, only (10%) were neutral.

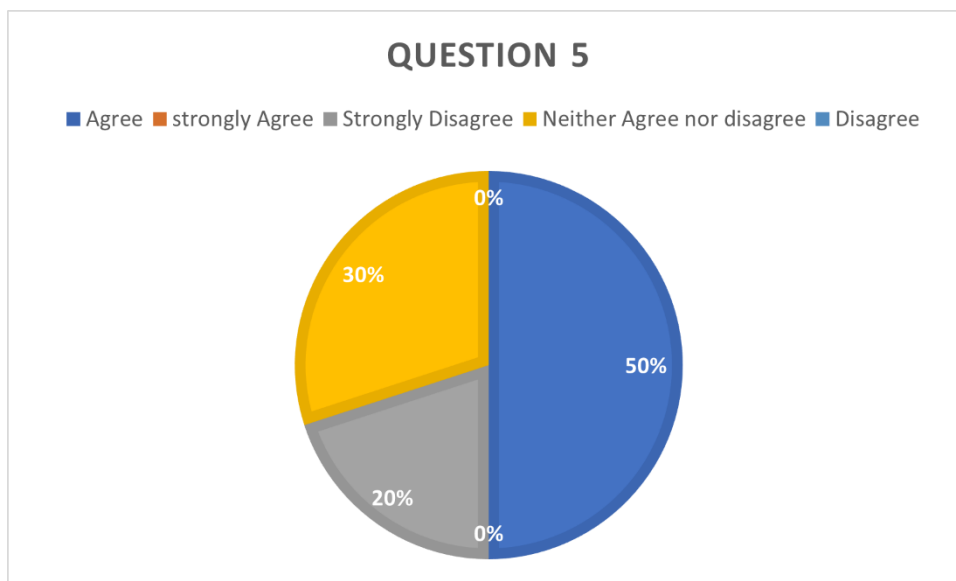
**Item5- I use humor to capture pupil's interest.**

| Responses    | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither agree nor disagree |
|--------------|-------|----------------|----------|-------------------|----------------------------|
| Participants | 5     | 0              | 0        | 2                 | 3                          |

|            |     |    |    |     |     |
|------------|-----|----|----|-----|-----|
| Percentage | 50% | 0% | 0% | 20% | 30% |
|------------|-----|----|----|-----|-----|

**Table 07: Use of humor**

Regarding to this table, (50%) of the whole number of participants chose that they are agree on using humor to capture pupil's interest, and only (20%) strongly disagree on that. While (30%) were neutral. And the diagram bellow demonstrates that:



**Figure 10: Use of humor**

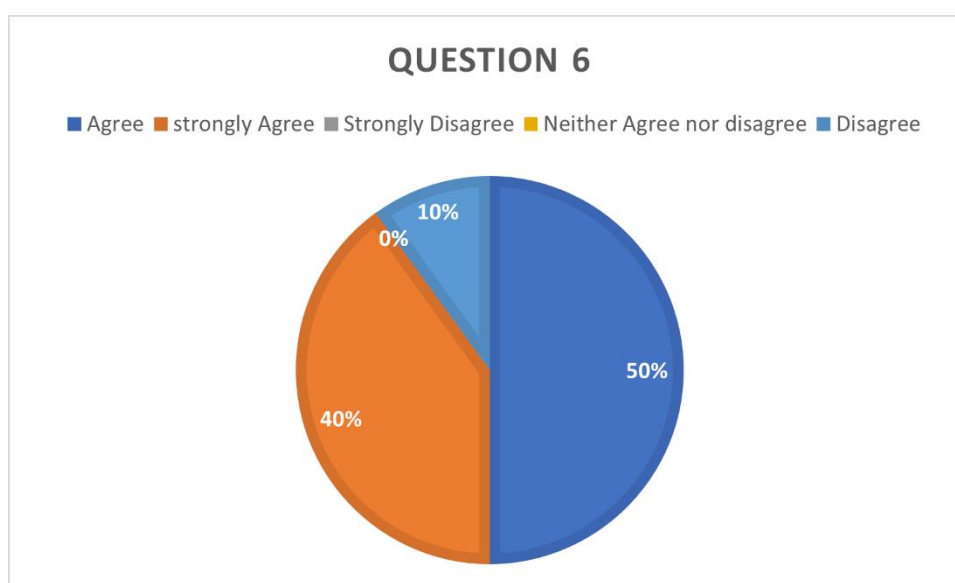
**Item6- I encourage pupils to speak English even when they are afraid of making mistakes**

|           |       |                |          |                   |                   |
|-----------|-------|----------------|----------|-------------------|-------------------|
| Responses | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither Agree nor |
|-----------|-------|----------------|----------|-------------------|-------------------|

|              |     |     |     |    |          |
|--------------|-----|-----|-----|----|----------|
|              |     |     |     |    | disagree |
| Participants | 5   | 4   | 1   | 0  | 0        |
| Persentage   | 50% | 40% | 10% | 0% | 0%       |

**Table 08: Speaking encouragement**

The statistics illustrate in this table shows that (40%) of the teachers strongly agree on encouraging pupils to speak English even they afraid of making mistakes, and (10%) do disagree on that. Where the half of the whole question teachers (50%) indicates that they are agree. And the diagram bellow demonstrates that:

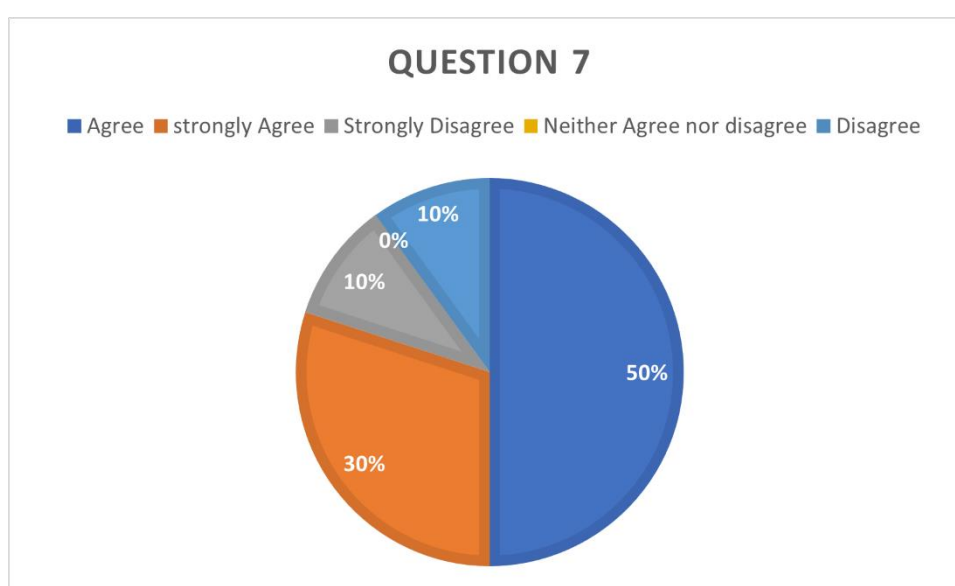


**Figure 11: Speaking encouragement**

**Item7- I pay attention to pupil's English use (speaking and writing) and I correct their mistakes.**

| Responses    | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither agree nor disagree |
|--------------|-------|----------------|----------|-------------------|----------------------------|
| Participants | 5     | 3              | 1        | 0                 | 1                          |
| Percentage   | 50%   | 30%            | 10%      | 0%                | 10%                        |

**Table 09: Correcting pupils mistakes**



**Figure 12: Correcting pupils mistakes**

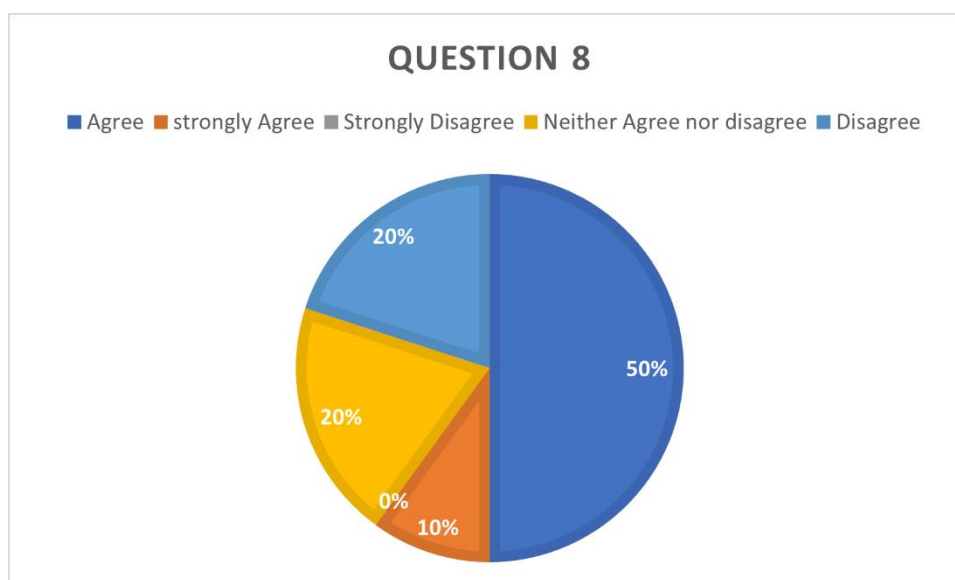
According to the data we note that (10%) of teachers state that they are disagree on paying attention to pupil's English use and correct their mistakes, (30%) of them express their strong agreement. While (50%) were agree, and (10%) neutral.

| Responses    | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither agree nor disagree |
|--------------|-------|----------------|----------|-------------------|----------------------------|
| Participants | 5     | 1              | 2        | 0                 | 2                          |
| Persentage   | 50%   | 10%            | 20%      | 0%                | 20%                        |

**Table 10: Use of source language**

It was noted that (50%) of participants reveal their agreement regarding the use of source language during the lesson explanation, (10%) say that they strongly agree on that. Whereas two groups of the same percentage (20%) agree and neutral concerning the use of mother tongue. And the diagram bellow demonstrates that:

### **Item8- I use source language during the lesson explanation**



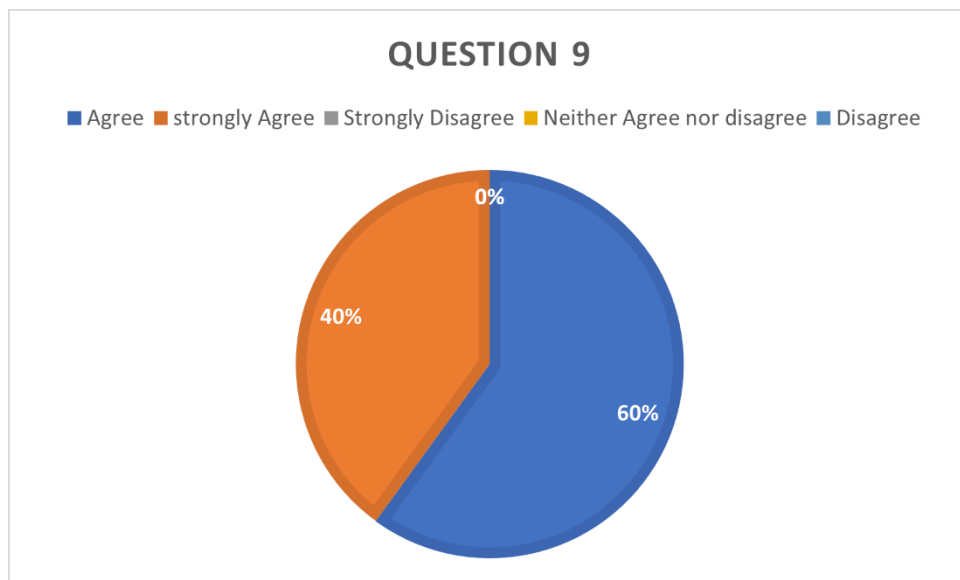
**Figure 13: Use of source language**

**Item9- I provide positive classroom environment**

| Responses    | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither agree nor disagree |
|--------------|-------|----------------|----------|-------------------|----------------------------|
| Participants | 6     | 4              | 0        | 0                 | 0                          |
| Percentage   | 60%   | 40%            | 0%       | 0%                | 0%                         |

**Table 11: positive classroom environment**

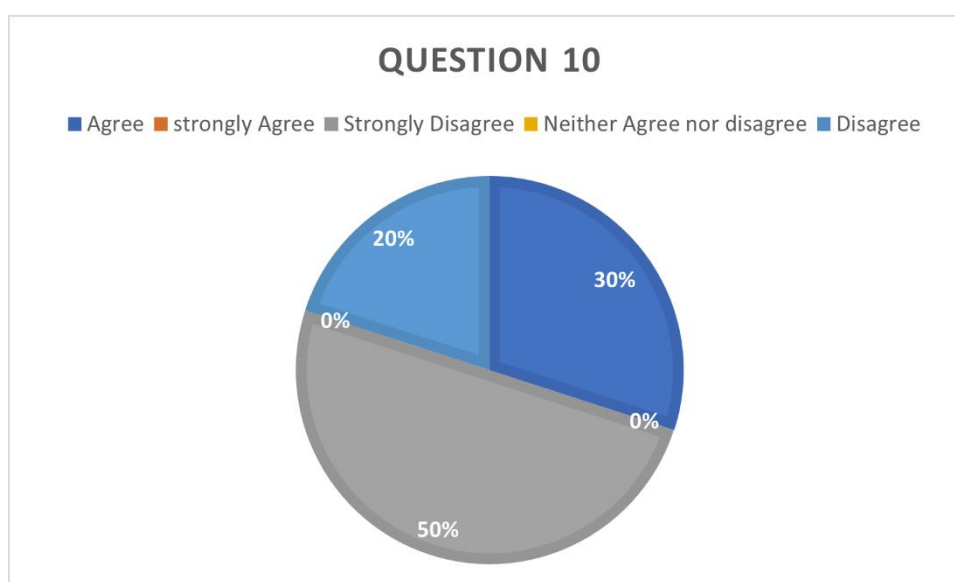
From the teachers' responses on the previous table (60%) agree on providing positive classroom environment. While (40%) confirm that they are strongly agree, and other choices were not chosen. And the diagram bellow demonstrates that:

**Figure 14: positive classroom environment**

**Item10- I think the time of the session (45 min) is sufficient and appropriate to use various teaching and teach the lesson and its elements effectively.**

| Responses    | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither agree nor disagree |
|--------------|-------|----------------|----------|-------------------|----------------------------|
| Participants | 3     | 0              | 2        | 5                 | 0                          |
| Percentage   | 30%   | 0%             | 20%      | 50%               | 0%                         |

**Table 12: Time sufficiency**



**Figure 15: Time sufficiency**

These results point out that half of the teachers (50%) confirm their strongly disagreement on the sufficiency of the session time (45%) min for using

various teaching strategies. But (30%) agree on this. (20%) assume that they are disagree.

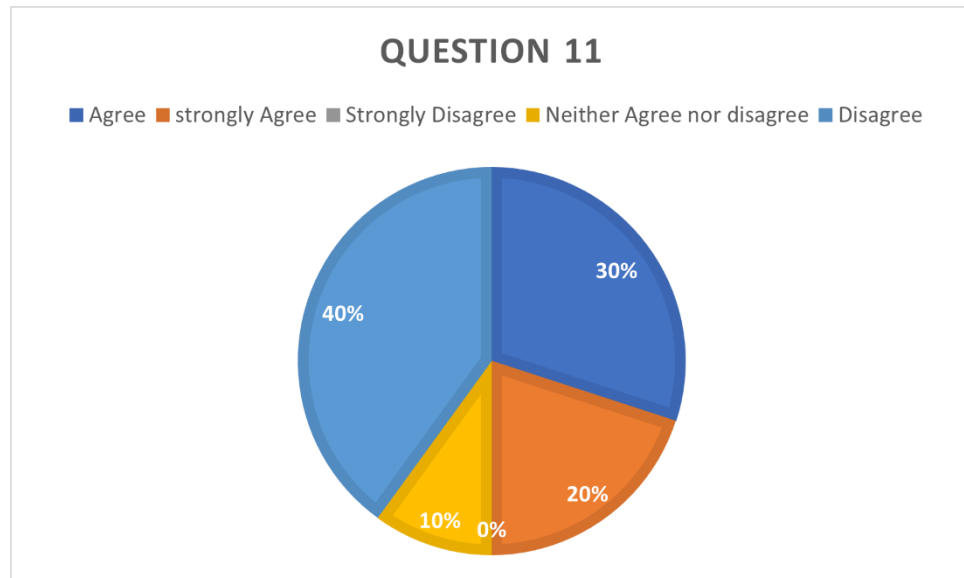
**Item11- I check whether the pupils absorb all the learnt information in one session.**

| Responses    | Agree | Strongly Agree | Disagree | Strongly Disagree | Neither agree nor disagree |
|--------------|-------|----------------|----------|-------------------|----------------------------|
| Participants | 3     | 2              | 4        | 0                 | 1                          |
| Percentage   | 30%   | 20%            | 40%      | 0%                | 10%                        |

**Table 13: *Checking pupils understanding***

From the last table we note that (40%) of the teachers disagree on checking pupils understanding in each session. (20%) Of them were strongly disagree.

While only (30%) opt for agree, and the smallest percentage (10%) state that they are neutral. And the diagram bellow demonstrates that:



***Figure 16: Checking pupils understanding***

### **2.9.1.1 Discussion of Questionnaires Results**

The collection of responses from teachers' questionnaire is very helpful on both the demonstration of the effective teaching strategies for primary school pupils in Algeria, and the justification and factors of each strategy use.

This new generation, known as the artificial intelligence generation, it differs from previous generations in the use of advanced technologies. Thus, its teachings become rooted in memory rather than being just knowledge. The teaching environment plays an important role in interaction and participation among students. Therefore, breaking and changing traditional methods and replacing them with a fun and interactive learning environment helps to develop language skills. Moreover, evaluation activities are a technique to measure students' level of skills and knowledge, as well as the success of the educational methods.

However, unavailability and lack of time remain challenges for certain teachers, to the point that they are unable to assess the student and must conclude the educational program. In other hand, linking acquired knowledge aids in fostering a complete understanding by utilizing prior knowledge and concepts, hence activating memory work and focusing on new knowledge.

The fun aspect is regarded one of the most essential motivating factors throughout the educational class, as it relieves anxiety and disinterest and also captures the students' attention in order to engage in the class. However, providing information in this style can change the student's attention, as well as the connection between the instructor and the student, in addition to accounting for the extra wasted time. It is rare to include this strategy in teaching.

Most teachers used language extensively, due to the desire to facilitate communication in the department by understanding the needs of the students. However, creating a balance between the two languages is necessary in order to develop students' skills at the level of both languages.

One of the challenges facing both teachers and students is the lack of time. The duration of the class in the primary schools is 45 minutes. During the process of teaching a new lesson, the time may not be enough due to the level of the students. If it is low, the explanation requires a longer time, which can extend to two consecutive classes. Or how easy or difficult the lesson is, which may include a practical part that requires an extension of time. The number of students is also one of the reasons. The teacher may need more time to interact with all the students and ensure that they understand the information studied in one class.

To sum up, the interpretation of questionnaires shows the common used strategies that goes with the pupils learning styles. How they implemented during the lesson presentation. Also, it indicates the benefits and drawbacks of these strategies. Nevertheless, there are still many strategies that have an effective role on fostering pupils' understanding and interaction with teacher

## **2.9.2 Section Two**

### **2.9.2.1 Effective Materials for Teaching English**

The teachers use effective instruments for teaching English for young learners where it was presented by all the teachers, all of them answers the statements with Yes by mentioning various materials that are simplifying the learning process.

Extract

Q1-Do you use resources or materials that are more effective for teaching English? If yes, what are they?

Teachers answer: role playing, videos, pictures, songs, flash cards, text books stories.



### 2.9.2.2 Active Participation

In the learning stage the teachers should provide an active participation for their learners, in order to make the classroom environment interesting for them. According to the teachers' statement, they stated several techniques that promote active participation.

Extract

Q3- How can you promote active participation among pupils?

Teachers answer: group discussion, gifts, scenes, giving bonus, games, giving creative projects, use technology (digital tool).

Extract

### 2.9.2.3 The Commonly Used Strategies

The active engagement of pupils in the learning process is a useful teaching method. Each teacher has his specific teaching strategies that help on acquiring new vocabulary. The majority of educators have common choices of strategies that depend on including flash cards, games, mind map, reading, listening, educative songs, cartoons, and spaced repetition technique.

Q2- Do you have specific strategies that help pupils to acquire new vocabulary?

Teacher answers: Yes, giving them letter and asking them to give words begin with this letter, use songs in English, word games, use spaced repetition techniques, writing exercises of the text book, flash cards, map, games.

Extract

Teachers engage strategies that foster the pupils' comprehension and increase their classroom interaction by depending on certain teaching methods like using multi-media (videos, songs...), games, and writing exercises.

Moreover, the aim of diversifying the teaching activities regarding the enhancement of language skills which are strongly related with the acquisition of vocabulary is to cater both the pupils' needs in the classroom and to point on their different learning styles and capacities.

#### **2.9.2.4 English Skills Assessment**

Language skills are the base of communication and learning, due to this, teachers assess pupils reading, writing, speaking, and listening English skills. A range of lecturers embraced many evaluation activities for the learners including dictation exercises, presentation, continuous reading, conversation practice, and use of audio-reading.

Q4- 1How do you assess learners' four skills of English?

Teacher answer: using diverse activities, practice each skill alone to distinguish between them, using concept tests, assessing group work, creating using rubrics, dictating by giving the learners chance to speak about any topic, conversation practice, repetition of words that they already learnt within the new one.

Extract

The teachers gave a chance for pupils to speak about their interest topic, or providing them with a specific topic to discuss. Also, the teacher may use an activity that combine the assessment of two skills such as dictation that combine between writing and listening. Furthermore, assessment activities provide the knowledge of pupils understanding of English language; this means their ability of speaking, writing, reading, and listening in an appropriate manner.



# **General Conclusion**

## **General Conclusion**

This study revealed teachers effective teaching strategies at primary schools in Algeria has a significant role in the learning process and enhancing learner's achievement.

The investigation involved in 3 primary schools "Azdin Boumaaraf, El Amir Abed El kader, Ghaoui El Tahr". The research case study was 4th year pupils, for the Academic year 2023/2024. The collected data of the questionnaires and classroom observation affirm that the teachers have a meaningful role on choosing appropriate strategies and techniques in language learning process which can affect it positively or negatively specially for young learners because they are in the age of acquiring knowledge.

This study aims to exploring Effective teaching strategies used by teachers on teaching English at primary schools. The focus take place on investigating the current used strategies, and which one of them is more effective for pupils' knowledge.

## **Recommendation**

The interpretation shows that the implementation of effective teaching strategies for teaching English primary school pupils is a necessary requirement for pupils' level enhancement and foreign language mastery. Hence, future researches should examine the extent of using various strategies impact on the pace of the lesson using the experimental method for more reliable results, learners understanding, and interaction. Additionally, exploring the difference between the use of cooperative and individual learning regarding pupils' engagement inside the classroom. Also, investigating how cultural differences may affect the implementation of some strategies. Because the teacher is the core of educational cycle, he must be aware of the educational program nature and its contents. This can be a sight for both researchers and students to explore the importance of professional development

programs on teachers' skills and information that allows choosing the appropriate method during the lessons teaching process.

### **Limitation of the Study**

Some problems were encountered at different points while conducting this study. Firstly, time constrains, because it we be very helpful if we had more time to ask large number of teachers to get more reliable results. Second, unavailability of some teachers do not represent all the Algerian EFL teachers. Also having females as the research sample in the study might be considered a limitation because most of the primary schools includes females' English teachers than male teacher. furthermore, we did not have the chance to directly access the training workshops this due to lack of time. Lastly, it was difficult to observe many teachers as a result of their small number because each teacher teaches in three different primary schools.

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# Appendices

## Appendix A

### Teachers' Questionnaire

This questionnaire is a part of a research work that aims to assess the teaching strategies in primary schools. The information you provide will contribute to our research greatly. The gathered data will be anonymous, please give your answers sincerely. Thank you in advance for your help.

Indicate your opinion about each statement by placing an X in the column that best represents your view about the statement.

**5= neither agree nor disagree**

**4 = strongly agree**

**3 = Agree**

**2 = Disagree**

**1 = strongly disagree**

#### Section one

| <b>Statements</b>   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
|---|----------|----------|----------|----------|----------|
| 1. I integrate technology into the lesson presentation to enhance the learning process (visual and multi-media resources) |          |          |          |          |          |
| 2. I use a diversity of activities and games that make learning English enjoyable for learners                            |          |          |          |          |          |
| 3. I use multi-types of assessment activities?  |          |          |          |          |          |
| 4. When I teach something new in English, I relate it to what pupil's already know  |          |          |          |          |          |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| 5.I use humor to capture pupil's interest  |  |  |  |  |  |
| 6.I encourage pupils to speak English even when they are afraid of making mistakes   |  |  |  |  |  |
| 7.I pay attention to pupil's English use (speaking and writing) and I correct their mistakes   |  |  |  |  |  |
| 8.I use source language during the lesson explanation  |  |  |  |  |  |
| 9.I provide positive classroom environment   |  |  |  |  |  |
| 10. I think the time of the session (45 min) is sufficient and appropriate to use various teaching strategies and teach the lesson and its elements effectively. |  |  |  |  |  |
| 11. I check whether the pupils absorb all the learnt information in one session.   |  |  |  |  |  |

Section Two

1. Do you use resources or materials that are more effective for teaching English? If yes, what are they?

.....

2. Do you have a specific strategy that help pupils to acquire new vocabulary?

.....

3. How can you promote active participation among pupils?

.....

4. How do you assess learners' four skills of English?

.....



## Appendix B

### Classroom Observation

Date:

School:

Level:

Duration of teaching:

|                     |  | Yes | No |
|---------------------|--|-----|----|
| <b>Organization</b> | Teacher is prepared with an effective lesson plan and means of assessment.                                   |     |    |
|                     | Provide different materials and resources at an appropriate level for students.                              |     |    |
|                     | Contextualized lesson relate todays lesson with previous one.  |     |    |
|                     | The pace of the lesson is appropriate.   |     |    |
|                     | Lesson components are presented in logical order.  |     |    |
|                     | Used well exercises that suits to both the purpose of the lesson and pupils different levels.                |     |    |
|                     | Motivate learners at the beginning of the session.   |     |    |
|                     | Give a clear explanation of the lesson's points.   |     |    |
|                     | Presented the lesson using both visual and auditory aids (pictures, videos, diagrams, symbols, real objects, |     |    |

|                     |   |  |  |
|---------------------|---|--|--|
| <b>Presentation</b> | and computer animation).  |  |  |
|                     | Employs written spoken and singed body language during lesson's presentation.   |  |  |
|                     | Depending on real-world learning to make the lesson clarified and memorable by giving real life experience as examples. |  |  |
|                     | Give an appropriate period of time to answer the assignments and to clarify their difficulties.                         |  |  |
|                     | Teacher act as authority or faciator.   |  |  |
|                     | Driving session into suitable periods of time that fits each of the lesson components (flexibility).                    |  |  |
|                     | New or difficult vocabulary are written up and clarified.   |  |  |
|                     | Encourage class discussion and group works (cooperative learning environment).  |  |  |
|                     | Use various teaching methods including games, songs, stories, humor, role, playing, and white boards.                   |  |  |
|                     | Using mind map to connect, organize notes and information to make them memorable.                                       |  |  |
|                     | Using mother tongue during the explanation.   |  |  |
|                     | Pupils can hear and see the teacher.  |  |  |
|                     | Give homework at the end of the session to re-test the pupil's understanding of the lesson.                             |  |  |

|                    |   |  |  |
|--------------------|---|--|--|
| <b>Interaction</b> | Checking pupil's understanding of both lesson content and any instruction given by the teacher.                             |  |  |
|                    | The question asked by the teacher suits the pupil's level of understanding.   |  |  |
|                    | Provide pupils with a period of time to think and discuss before answering the question.                                    |  |  |
|                    | The teacher encourage pupil's question and listen to them carefully.  |  |  |
|                    | Require equal participation in the classroom.<br>(Everyone have a chance to be involved and participate during the lesson). |  |  |
|                    | Require supportive sentences to interact with pupils and motivate them in order to make the lesson more interesting.        |  |  |
|                    | Teacher depends on giving rewards (stickers, sweets, and educative gifts) to motivate learner to participate more.          |  |  |
|                    | Pupils give their feedback and opinions of the lesson presentation at the end of the session.                               |  |  |
|                    | Correcting pupil's errors directly on the spot or after finishing answering.  |  |  |

## Appendix C

République Algérienne Démocratique Et Populaire  
Ministre de l'enseignement supérieur  
Et de la recherche scientifique  
Université abbès khenchela  
Faculté des lettres et des langues  
Département langue et littérature

الجمهورية الجزائرية الديمقراطية الشعبية  
وزارة التعليم العالي والبحث العلمي  
جامعة عباس لغرور خنشلة  
كلية الآداب واللغات  
قسم الآداب واللغة الانجليزية  
رقم: ...../ج ع ل خ لله أ ل ي ل ا ع /2023

خنشلة في : 2023/11/27

إلى السيد : مدير المدرسة الابتدائية غاوي الطاهر

**الموضوع: طلب ترخيص بإجراء تربص ميداني**

تحية طيبة وبعد:

نرجو من سيادتكم الترخيص للطالبين:

- سيف حياة المولودة(ة): بتاريخ 13/03/2001 المحمل خنشلة  
رقم التسجيل: 191934056597

- صفصاف ميسون المولودة(ة): بتاريخ 22/01/2001 المحمل خنشلة  
رقم التسجيل : 191934056613

المسجلتين في السنة الثانية ماستر لغة انجليزية بإجراء تربص ميداني بمؤسستكم مع العلم بأن المعنيتين ة تعدان بحثا في في إطار الأعمال المكتملة لشهادة الماستر في الآداب و اللغة الانجليزية.

ونشكركم مسبقا على مساعدتكم، ودمتم أوفياء لخدمة العلم والمعرفة.

تقبلوا منا أسمى عبارات التقدير والاحترام

بروال كمال  
رئيس قسم الآداب واللغة الإنجليزية  
بالتنيابطة

مباردة فخرية



خنشلة في : 2023/11/27

إلى السيد : مدير المدرسة الابتدائية عزالدين  
بومعروف

**الموضوع: طلب ترخيص بإجراء تربص ميداني**

تحية طيبة وبعد:

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رئيس القسم



بروال كمال  
رئيس قسم الآداب واللغة الإنجليزية  
بالنيابة



بوزيان نعيمة  
الموافقة



خنشلة في : 2023/11/27

إلى السيد : مدير المدرسة الابتدائية الأمير عبد  
القادر

الموضوع: طلب ترخيص بإجراء تربص ميداني

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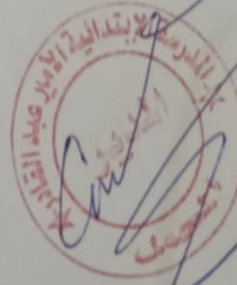
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تقبلوا منا أسمى عبارات التقدير والاحترام



بروال كمال  
رئيس قسم الآداب واللغة الإنجليزية  
بالتياينة



جمال ديار كبر  
مدرسة الأمير عبد القادر

## ملخص

مع بداية السنة الدراسية الجديدة 2023-2024 طرأ تغيير على نظام التعلم الجزائري و ذلك بدمج اللغة الانجليزية في منهج التعليم الابتدائي لتلاميذ الطور الثالث و الرابع و عليه فإن هذا البحث يهدف الى إستكشاف اهم التقنيات و الإستراتيجيات التي يعتمدها اساتذة اللغة الانجليزية من اجل تسهيل عملية التعلم و إكتساب المعارف حيث اعتمدت هذه الدراسة على المنهج المختلط من خلال الملاحظة و طرح مجموعة من الاسئلة للمعرفة اهم التقنيات المستعملة و فوائدها و من اجل هذا تم جمع البيانات و اجراء هذا التحقيق في 3 مدارس ابتدائية مختلفة في ولاية خنشلة (تازوغات) حيث تم تحليل البيانات التي تم جمعها كشفت النتائج و جود استراتيجيات خاصة معتمدة كن قبل الاساتذة خلال تقديم الدرس كما اوضحت الدور الكبير للأساتذة في سير عملية التلقين اللغوي.

## Rèsumè

Avec la rentrée scolaire 2023 -2024 Un changement s'est produit dans le système d'apprentissage algérien avec l'intégration de la langue anglaise dans le programme de l'enseignement primaire pour les élèves de troisième et quatrième année. En conséquence, cette recherche vise à explorer les techniques et stratégies les plus importantes adoptées par les professeurs de langue anglaise afin de faciliter le processus d'apprentissage et acquérir des connaissances, car cette étude était basée sur le programme mixte à travers l'observation et en posant une série de questions pour connaître les techniques les plus importantes utilisées et leurs avantages. À cette fin, des données ont été collectées et cette enquête a été menée. 3 écoles primaires différentes de l'état de Khenchela (Tazougat). Les données recueillies ont été analysées et les résultats ont révélé la présence de stratégies particulières approuvées : Être en avance sur les enseignants lors de la présentation des cours. cours du processus d'endoctrinement linguistique.