

*Ministry of Higher Education and Scientific Research*

*University of Ain Temouchent – Belhadj Bouchaib*



**Faculty of Letters, and Foreign Languages and Social Sciences**

**Department of Letters and English Language**

**Exploring Primary School EFL Teachers Teaching Strategies**

**The case of Third Year Primary Teachers of (Didi kadour and kloucha tayeb  
Ibrahim Ben jiry, Benchorfi Fatima, Bouchikhi Kouider, Haddouch Ali and Akid  
Othman primary schools)**

**An Extended Essay Submitted as Partial Fulfillment for the Requirements of a Master's  
Degree in Didactics and Applied language**

**Submitted by:**

**Ms. Soraya Khellafi**

**Supervised by:**

**Dr. Rym ALLAL-Ayhan**

**Board of Examiners:**

**Chairman: Dr. Kheira Hadi**

University of Belhadj Bouchaib.

**Supervisor: Dr. Rym Allal-Ayhan**

University of Belhadj Bouchaib.

**Examiner: Dr. Assia Bouzid**

University of Belhadj Bouchaib.

**September 2024**

## **DEDICATIONS**

In the name of Allah, the Most Compassionate, the Most Merciful.

I dedicate this research work to my family.

All members of my family, To «my parents the guiding light of my existence, thank you for being my unwavering source of strength, love, and support.

To my dear sisters “IMANE” “CHAHRAZED” and my dear brothers “DJIHED” “SIDAHMED” I will always be grateful for having you in my life.

Also, special thanks to all my friends,for their support and motivation to help me complete this work.

**Khellafi Soraya**

## ACKNOWLEDGEMENTS

All praise is due to Allah. I begin to thank Allah, who gave me the strength to finish this modest work. It is by His grace and guidance.

I want to express my special thanks to my supervisor **Dr. Rym Allal-Ayhan**. for her time, smart remarks and advice and for her presence during the completion of the research work.

I appreciate the time she invested in reviewing my work. I am grateful for the opportunity to have worked under her supervision. I wish her the best in her personal and professional life.

I am also deeply thankful to my jury members, **Dr. Kheira Hadi** and **Dr. Assi Bouzid** for the honor they give me to reviewing and evaluating my work Their remarkable comments will help improve this research.

## **ABSTRACT**

This dissertation investigates the teaching strategies employed by English teachers in primary schools in Ain Temouchent, Focusing specifically on third-year pupils. The primary objective is to explore teachers' thoughts, beliefs, and attitudes towards teaching strategies that foster optimal learning outcomes for this age group, as well as how these strategies can be implemented effectively. A comprehensive literature review provides insights into the educational landscape in Ain Temouchent, Highlighting the challenges teachers face and their impact on students' academic development. Utilizing a mixed-methods approach, the study collects both qualitative and quantitative data through surveys of primary school teachers, Assessing their perceptions, Preferences, and current practices regarding teaching strategies. The findings reveal that teachers employ a diverse array of methods, Blending traditional teacher-centered approaches with more learner-centered and interactive strategies. This work is justified as it addresses a critical need for effective teaching practices in early education, aiming to improve student engagement and achievement.

# TABLE OF CONTENTS

<b>Dedications .....</b>	<b>I</b>
<b>Acknowledgements .....</b>	<b>II</b>
<b>Abstract .....</b>	<b>III</b>
<b>Table of Contents.....</b>	<b>IV</b>
<b>List of Figures.....</b>	<b>VII</b>
<b>List of Tables .....</b>	<b>VIII</b>
<b>General Introduction .....</b>	<b>10</b>
<b>Chapter One: Literature Review.....</b>	<b>16</b>
1.1.Introduction .....	17
1.2.Foreign Language Teaching in Algeria.....	17
1.3. Definition of EFL.....	18
1.3.1 .EFL in Algeria .....	19
1.4.ELT in Algeria .....	21
1.4 -1 ELT in Primary School .....	22
1.5. EFL Teaching Objectives.....	24
1.6. EFL Teaching Materials.....	25
1.6.1. Authentic Materials.....	25
1.6.2. Non-Authentic Materials.....	26
1.6.3. Functions of EFL Materials .....	27
1.7. English Teaching Strategies .....	28
1.7.1. Designing Teaching Strategies .....	30
1.7.2. Foreign Language Teaching Strategies.....	31

1.7.3. EFL Teaching Strategies.....	31
1.7.4. Characteristics of Teaching Strategies.....	33
1.7.5. Types of Teaching Strategies Among kids Learners .....	34
1.8.Conclusion.....	40
<b>Chapter Two: Research Methodology.....</b>	<b>41</b>
2.1.Introduction .....	422
2.2.Research Methodology .....	422
2.3.Research Approaches .....	43
2.4.Research Method.....	43
2.5.Research Design .....	44
2.6.Research Population and Sampling: .....	45
2.7. Research instruments .....	45
2.8.Setting.....	46
2.9.Conclusion.....	46
<b>Chapter Three Data Collection and Analysis.....</b>	<b>49</b>
3.1.Introduction .....	50
3.2.Data Analysis And Discussion of the Questionnaire .....	50
3.3. Summary of the Findings.....	62
3.4 Pedagogical Implication and Recommendations.....	63
3.5Limitations of the Study.....	64
3.5.1. Time Limitations.....	64
3.5.2. Limitations Due to Teacher Non-Participation.....	64
3.6.Conclusion.....	65
<b>General Conclusion.....</b>	<b>67</b>

References.....	69
Appendices.....	73

## LIST OF FIGURES

<b>Figure 3-1: GENDER.....</b>	<b>49</b>
<b>Figure3-2: Qualification.....</b>	<b>50</b>
<b>Figure 3-3 :Type of institution graduated from.....</b>	<b>51</b>
<b>Figure3-4 :experince .....</b>	<b>52</b>
<b>Figure3 -5 :The variety of strategies .....</b>	<b>53</b>
<b>Figure3 -6 :Teaching strategies are helpful in class and very beneficial for third year primary school. ....</b>	<b>54</b>
<b>Figure 3-7 :Noticeable differences exist between learners in terms of their learning styles and strategies.....</b>	<b>55</b>
<b>Figure3-8 :Third year primary school have different skills in learning .....</b>	<b>56</b>
<b>Figure 3-9 :Third year primary school ' active skills (speaking and writing) are best developed in class.....</b>	<b>57</b>
<b>Figure 3-10: Third year primary school ' passive skills (listening and reading) are best developed in class.....</b>	<b>58</b>
<b>Figure 3-11 :Learning teaching strategies through practical experience .....</b>	<b>59</b>
<b>Figure 3-12 :Teaching strategies through academic formation.....</b>	<b>60</b>

## LIST OF TABLES

<b>Table 3-1</b> :Gender.....	49
<b>Table 3-2</b> :Qualification .....	50
<b>Table 3-3</b> :Type of institution graduated from .....	51
<b>Table 3-4</b> :Experience .....	52
<b>Table 3-5</b> : The variety of strategies.....	53
<b>Table 3-6</b> :Teaching strategies are helpful in class and very beneficial forthird year primary school .....	54
<b>Table 3-7</b> :Noticeable differences exist between learners in terms of their learning styles and strategies.....	55
<b>Table 3-8</b> :Third year primary school have different skills in learning.....	56
<b>Table 3-9</b> :Third year primary school ' active skills (speaking and writing) are best developed in class.....	57
<b>Table 3-10</b> :Third year primary school ' passive skills (listening and reading) are best developed in class.....	58
<b>Table 3-11</b> :learning teaching strategies through practical experience .....	59
<b>Table 3-12</b> :Teaching strategies through academic formation .....	60

# **GENERAL INTRODUCTION**

### 1- Research Background

The future of any nation is heavily dependent on the role of education, and the initial stage of primary education serves as a cornerstone for a child's academic path. The primary education system in Algeria strives to establish a strong foundation for third year primary school pupils, imparting crucial skills and knowledge. To accomplish this, it is imperative to employ effective teaching strategies, especially when it comes to English as a foreign language (EFL) instruction.

Teaching the English language is a multifarious task, and there are several factors, which contribute to the effectiveness of pedagogical practices. These factors include the learners' individual backgrounds, learning styles, and proficiency levels. Effective Teaching is the teaching that includes the cultivation of thinking skills, stimulating interest in the subject, and motivating students to learn (Weimer, 2013). In order to improve teaching strategies, it is imperative for educators to investigate various methods implemented by English teachers to determine which techniques are most effective in promoting language acquisition.

Teaching strategies are crucial in determining the success of education, as they shape the way learners learn and aid in their intellectual development. Teaching strategies should be used in the teaching process to motivate learners to produce creative thinking. over the years researchers have explored various teaching strategies designed to enhance student engagement, improve knowledge acquisition, and improving overall academic success. it is important that a lecture as a teaching method should meet learners educational needs to effectively involve them in their learning.

Teaching strategies have undergone a significant evolution that has been shaped by various factors. These include advancements in educational theory, changes in curriculum standards, and the emergence of new technology. As a result, Traditional teaching methods, which were heavily relied on lectures. Have declined the historical evolution of teaching strategies serves as a crucial foundation for comprehending the underlying rationale behind modern-day educational practices.

The teaching strategies employed by primary schools are undergoing a transformation, shifting from conventional teacher-centric models to more student-centric methodologies. Incorporating student-based tactics such as inquiry-based learning, cooperative learning, and

project-based learning can elevate student engagement, critical thinking abilities, and overall learning outcomes.

The impact of successful teaching strategies for learners' academic accomplishments, motivation, and overall learning experiences is profound. Creating an environment that meets the diverse needs and learning styles of students can be achieved by teachers who implement effective strategies for inclusivity and stimulation

Improving the quality of English language education depends heavily on understanding the teaching strategies used by English teachers. This requires an examination of the various strategies employed, their efficacy, and the contextual factors that impact their implementation. The research conducted in this study delves into the teaching strategies used by EFL teachers 3 in primary schools. This investigation highlights the importance of these strategies and their influence on the academic performance of third year primary school pupils.

### **2- Statement of the Problem**

The development of effective teaching strategies in primary schools plays a vital role in improving the academic outcomes and learning experience of kids' students. Because according to Zhang & Yu (1996) teaching strategies are the teaching program plans, and teaching implementation measures adopted to complete teaching goals and adapt to learners' needs in specific teaching situations. However, the present educational climate presents numerous obstacles that require a thorough examination of the execution and influence of different teaching techniques. Despite the availability of various teaching strategies, there is still a deficiency in comprehending their effectiveness, relevance, and suitability for primary school environments.

As educational reforms and pedagogical research continue to progress at a rapid pace, it becomes necessary to regularly evaluate and improve teaching strategies. This ensures that these strategies meet the evolving needs of learners and align with contemporary educational objectives of teachers. Brookfield (1995) mentioned that successful teachers learn and apply a number of instructional strategies, teach at the right pace, regularly check learners' involvement and understanding, and concentrate on the topic and objectives.

This thorough investigation of teaching strategies in primary schools can provide valuable insights into effective methods for engaging and motivating third year primary school pupils, promoting active participation, and nurturing creativity. To address this need, a systematic exploration of teaching strategies in primary schools is proposed. This inquiry will include a

comprehensive review of current practices, an evaluation of their effectiveness in different contexts, an examination of the challenges faced by educators in implementing these strategies, and the identification of the factors that contribute to successful implementations and improved learners outcomes

### **1- Research questions**

The present study seeks to find answers to the following questions:

What are the most effective teaching strategies used by primary school teachers to teach English for third year primary school pupils?

To what extent are primary school teachers aware of the importance of teaching and learning strategies?

### **2- Research Hypotheses**

In the light of the a forementioned questions, the following hypotheses is formulated:

1. Teachers might be aware of what teaching strategies are and have a good experience with using them. Moreover, using one teaching strategy during the lessons might not enough to deliver the accurate message effectively. Yet, in order to master the perfection of lessons' delivery, teachers may use different teaching strategies at once.
2. Primary school teachers possess varying levels of awareness regarding the importance of teaching and learning strategies, with a significant portion demonstrating a strong understanding of their impact on student outcomes, while others may lack comprehensive knowledge and application of these strategies.

### **3- Research Objectives**

Some specific objectives have been established to guide this research. These objectives are as follows:

1. To investigate teachers' awareness of various teaching strategies.
2. To explore the effective language teaching strategies to use with third year primary school in Ain Temouchent.

### **4- Significance of the Study**

With the significance of English language proficiency magnified in today's increasingly globalized world, the role of primary education in laying the foundation for learners' linguistic development is fundamental. This study aims to investigate and explore the teaching strategies utilized by primary school EFL teachers. Understanding the methods of EFL teachers at this critical stage is essential for improving language-learning outcomes and enhancing future pedagogical practices. The importance of this study lies in its potential to provide valuable insights and recommendations for the field of EFL education. This study investigates the teaching strategies used by primary school EFL instructors with the goal of enhancing language learning outcomes and overall EFL education quality in primary schools. It is hoped that this research will be advantageous to EFL educators and researchers alike who seek to refine their teaching strategies.

### **5- Aim of the Study**

The aim of this research is to evaluate and analyse the efficiency of different teaching strategies in enhancing primary school pupils' learning results, particularly examining the teaching strategies employed by primary school EFL educators in Ain Temouchent.

The main goal is to investigate a variety of instructional strategies and methods that educators use and their influence on student involvement, drive, and academic success. Through an assessment of the efficacy of teaching strategies, this research aims to aid in the advancement of teaching techniques and the maximization of learning opportunities for primary school pupils.

### **6- Research Methodology**

This part comprises four subsections; the present study's research design, the participants involved in the study, research instrument, and the outline of the dissertation.

#### **a. Research Design**

The current investigation employs a quantitative research method with a descriptive design to procure the necessary data, as the quantitative method is necessary to achieve the research goals. The aim for employing a quantitative method lies in its efficacy and capacity to provide a comprehensive comprehension of the research quandary, surpassing the capabilities of either approach in isolation. Furthermore, breaking the routine of quantitative method use.

### **b. Research Participants**

The present research took place at multiple primary schools of Ain Temouchent. It lasted throughout the second semester of the academic year 2023/2024.

The population of this study is 68 teachers. From this population, a nonrandom sampling was opted for studying the answers of 16 teachers of them. This kind of sampling is used to avoid the high risk of sampling bias which limits the generalizability of findings which may be considered as a threat to external validity.

### **c. Data Collection Tools**

Data to explore teachers' perception and experience with using different teaching strategies were gathered using a structured questionnaire, subdivided into 3 main sections,

The objective of implementing the mono method is to provide teachers with a solitary tool to scrutinize meticulously instead of several insignificant ones, and to grant the opportunity for a comprehensive comprehension of a research subject. In our instance, utilizing a lone instrument was evidently adequate for examining this investigation, relying on the sincerity and expertise of teachers. Consequently, it serves as an adequate approach to enhance the soundness and meticulousness of research (Thien, 2009), guarantee consistency, and attain more significant perceptions into the circumstance. It is anticipated that the aforementioned technique of data collection will facilitate in obtaining accurate outcomes, thereby substantiating the hypotheses.

## **7- Structure of the Dissertation**

This research study is divided into three main chapters. The first chapter focuses on the theoretical aspects and is divided into two main areas of research. The first part aims to provide an overview of teaching approaches employed for instructing the English language, with a particular emphasis on third year primary school pupils. The first section commences with a concise introduction to the position of foreign languages in Algeria, with a specific emphasis on English language instruction for third year primary school pupils. Furthermore, this segment examines the attributes of third year primary school pupils from the viewpoints of various linguists.

The second part of the first chapter delves deeper into the concept of strategies for teaching English in greater detail. It commences by presenting a synopsis of language

## General Introduction

---

acquisition strategies in general. It subsequently scrutinizes tactics for acquiring a foreign language, particularly those pertaining to English instruction. Additionally, this section deliberates on the features and varieties of teaching approaches that are appropriate for juvenile students and culminates by expounding upon the fundamentals of efficacious English language teaching strategies.

The second chapter details the methodology used in this research. describes the methodology employed in the study, including the design of research tools, sampling techniques, and data gathering methods. It explains how the tools were developed and the procedures followed to collect the necessary data.

The third chapter presents the research findings offering an in depth analysis and discussion of the results obtained along with Pedagogical Implication and recommendations, study's limitations for further research.

**CHAPTER ONE**

**LITERATURE**

**REVIEW**

## **1.1. Introduction**

The English language holds significant importance as a foreign language in Algeria, with its relevance for personal and professional growth increasingly recognized. It plays a crucial role in furnishing third year primary school pupils with fundamental language skills and fostering their ability to communicate effectively in English. The primary schools in Algeria have incorporated it into their curriculum. Consequently, there is a growing emphasis on enhancing the quality of English language teaching in primary schools through teacher training and the provision of modern resources. By prioritizing English language education, Algeria aims to equip its teachers and kids learners with the necessary skills to succeed.

The following Chapter explores foreign languages and EFL in Algeria, providing definitions and objectives of EFL along with materials. Additionally, it will delve into English teaching strategies, focusing on the characteristics of teaching strategies suitable for primary learners.

## **1.2. Foreign Language Teaching in Algeria**

foreign language is when English language education is taught in an environment where it does not have the status of a second language in a particular country.

In the case of Algeria, these languages include French, English, German, Spanish, and some other languages acquired for personal benefits. Throughout its history, Algeria has developed a multifaceted linguistic system due to numerous invasions. The country's diverse composition has provided a veritable sociolinguistic research environment, characterized by a fascinating diglossic, bilingual, and multilingual environment.

The pervasive influence of globalization has elevated English's status to the forefront of international discourse English is the most taught foreign language. Though Algeria's native tongue is Arabic, French a vestige of colonialism has long held sway as the dominant foreign language. Recently, however, English has been rapidly gaining ground, posing a serious challenge to French. The status of French as a foreign language in Algeria is somewhat ambiguous, given its distinctive position. While it is acknowledged as such, it cannot be categorized solely as a foreign language. Consequently, Algerians now experience both a synergistic and competitive relationship between the two languages. Furthermore, in Algerian society, English holds the position of the second foreign language after French. The latter has

long been part of the Algerian repertoire due to the long period of colonization. Classical Arabic is the official language. Yet, it is not actually considered as the population's first language, which is referred to as L1 (refers to first language). Actually, L1 refers to the daily spoken language which implies the different regional dialects within the country or mother tongue. English, as a foreign language, seems to take more advantage in Algeria. This is because it has become the first global language and its study for different purposes is growing all over the world.

According to Crystal (1997), a language can receive the status of a global language when it is recognized in every country as a language with a special role. Crystal (1997) specified that an international language can become a global one in a way that in countries where there are few native speakers of this language, it is taught as a foreign one at school. Indeed, in many countries throughout the world, English has been given a priority in foreign language teaching although it is not an official language. Algeria is no exception; public schools are required to study English as a foreign language.

### **1.2.1. Definition of EFL**

EFL refers to "English as a foreign language English as foreign language refers to language that is non-English speaking country. It is a language unfamiliar to the native population of the country and needs to be acquired and employed for purposes beyond those of native communication language. According to Harrison (1974), in many countries where English is not the mother tongue.

- English as foreign language refers to any language that is not classified as belonging to the linguistic profile of a country,
- EFL Refers to the learning and teaching of the English language in non-English speaking environment where English is not the primary language of communication.

The process of teaching English to people whose first language is not English is known as TEFL, or teaching English as a foreign language. Learners who are studying English as a second language must become proficient in four language skills: speaking, reading, writing, and listening. Each of these abilities is essential to the process of learning a language overall. Let's investigate these abilities further:

**Listening:**

Understanding spoken English requires good listening abilities. It is important to expose students to a variety of listening sources, including lectures, dialogues, and audio recordings. To increase their comprehension, they should practice listening to speakers with various accents, intonations, and speech patterns.

**Speaking:**

Speaking abilities include the capacity for efficient English communication. Learners require opportunities to converse, practice speaking in various settings, and communicate their ideas and opinions. By regularly practicing and receiving feedback, they should concentrate on enhancing their pronunciation, fluency, and accuracy.

**Reading:**

Understanding written English is a need for reading proficiency. The ability to understand various texts, such as articles, stories, and academic materials, should be cultivated by learners. They ought to practice reading for various objectives, such as information, enjoyment, or certain duties. A key component of reading skill development is vocabulary development and reading speed improvement.

**Writing:**

The ability to express ideas and thoughts in writing is a necessary skill. Students should practice writing many sorts of writing, such as essays, emails, reports, and creative pieces, in order to improve their writing abilities. If they want to effectively communicate their message in writing, they should pay attention to grammar, language usage, organization, and coherence.

To effectively teach English as a foreign language, instructors should incorporate a balanced approach that addresses all four skills. Engaging learners in interactive activities, group discussions, role-plays, and language games can promote active participation and enhance language acquisition.

**1.2.2. EFL in Algeria**

If a language is primarily studied within a classroom and not commonly spoken in the surrounding community, it is deemed foreign. According to Gebhard (2006), EFL can be

defined as the study of English by people who live in places in which English is not used as a means of first language communication.

He also pointed out that in such an environment, students rarely have the opportunity to communicate in English outside of the classroom. Harmer (2007) provides a comparable definition, describing EFL as the instruction of English to students who are actively pursuing its mastery. Individuals who either reside in English-speaking countries or partake in brief English language courses frequently hail from the United States, Britain, Australia, Canada, Ireland, or New Zealand. A third definition is suggested by Camenson (2007) who indicated that EFL students may live in a country where their own language is primarily spoken for communication and that these students may be required to learn English for their academic studies, for traveling activities to an English-speaking country, or for business purposes. He also further stated that EFL students only spend a few hours per week studying English, have little exposure to English outside the classroom, have little opportunity to practice their newly acquired language skills and have a native background in the classroom Camenson (2007).

Recognizing the significance of English as a global language in today's interconnected world, curriculum developers in Algeria have thoughtfully included English as a foreign language in their national education plan alongside French. This acknowledgment of the language's international importance stands as a notable step forward towards preparing Algerian students for success in a global society. President Abdelmadjid Tebboune of Algeria has taken a significant stride in promoting English as the preferred second language in the country's education system. On the 19th of June 2022, President Abdelmadjid Tebboune declared that English will now be taught to primary school pupils, marking a new era in Algerian education. "French is a spoil of war... while English is the language of research and science, and it must be taught and given more attention," President Tebboune said at a news conference on July 30 (Riad Mazzouzi, 2022. AL-FANAR MEDIA: Algeria's Latest Step toward English in Education Poses Logistical Challenges).

Many academic professors, such as the Algerian linguist Rachid Ben Aissa, emphasized that the promotion of English language education in Algeria is a scientific need primarily for its scientific and international status. The improvement of its level of access is based on a comprehensive structured plan that takes into account specialized scientific and forward-looking studies. In their conversation with the Algerian newspaper Bassar, they also presented

a collection of academic data that reflects the reality of dealing with English in Algeria's system of higher education and training and ways of upgrading it to employ it in various fields.

They also spoke about the challenges of training in this language, particularly with regard to documentary wealth and available references, and whether it meets the needs of students and researchers in the field of higher education and scientific research development policies and plans require university students and researchers to deal with English in innovation, which has become an imperative of the day to keep abreast of its latest developments and innovations (Fatima Tahi, n.d. El Bassar: The reality and challenges of English in our educational system).

### **1.3. ELT in Algeria**

Since the independence in 1962, Algeria has been trying to establish an educational system that effectively meets the nation's needs across various sectors. In response to the scientific and economic challenges posed by a globalized world, Algeria has increasingly integrated the English language into multiple domains. The government has initiated key reforms aimed at enhancing the quality of educators, revising the pedagogical framework, and introducing targeted measures to support scientific research. (Habib)

Algerian educators have experimented with various methods and approaches in teaching the English language. Among the primary approaches employed in English Language Teaching (ELT) are the Structuralist Approach, the Communicative Approach, and the Competency-based Approach.

After 1990, the Algerian government implemented a new policy regarding foreign language education, placing greater emphasis on English across all educational levels. Until 2004, students of English as a Foreign Language (EFL) studied the language from the eighth grade in middle school through the third year of secondary school. However, during this period, the results of English language teaching and learning fell short of expectations, due to a combination of pedagogical, economic, political, and social factors. Additionally, Algerian students showed little interest in learning English, prioritizing scientific subjects instead. The EFL textbooks were often unengaging, containing lengthy and tedious topics. Furthermore, many English teachers did not adhere to the syllabus provided by the Ministry of Education, opting to teach in their own way. These issues collectively led to subpar outcomes.

At the beginning of the year 2000, Algeria embarked on sweeping educational reforms, significantly increasing its investment in education. As part of these reforms, English Language Teaching (ELT) received heightened attention, with numerous measures taken to position English as a viable alternative to French as a foreign language. This shift was driven by both new national policies and the growing global prominence of English. Since 2004, under these educational reforms, students have begun learning English from the first grade in middle school, culminating in seven years of study by the time they sit for their baccalaureate (final) exam.

#### **1.4. ELT in Primary School**

In Algeria, there has been a growing interest in teaching English to third year primary school pupils, driven by parents, teachers, and stakeholders in response to global economic and scientific developments. Algerian children need to engage with this evolving world, and mastering the English language is seen as the key to achieving this (Benosmane, 2006). Recently, English instruction has been introduced at the primary school level, beginning in the 3rd grade. President Tebboune announced that English would be incorporated into the primary school curriculum starting in September 2023. Justifying this decision, he echoed the words of renowned Algerian writer Kateb Yacine, who famously called French a "war trophy." President Tebboune emphasized, "The French language is a 'war trophy,' but English is an international language."

The decision to introduce English in primary schools starting in 2023 sparked significant reactions from educators, politicians, and especially teachers. Teachers, with their expertise and classroom experience, play a crucial role in shaping the curriculum, and their input is essential during the planning stages of any educational reform (Richards, 2001; Rowan, 1998; Tosi & Hammer, 1985). As Beane and Apple (2007) emphasize, "teachers have a right to have their voices heard in creating the curriculum" (p.20). However, in Algeria's educational system, this is often not the case. Changes that lack teachers' approval and adaptation tend not to endure. While many scholars agree that introducing English is a positive step that will make global opportunities more accessible to Algerians, there is widespread concern about the rapid pace of the decision. As prominent sociologist Kadri (2023), author of numerous books on education in Algeria, noted, "Schooling is a long-term endeavor, requiring planning over 20 or 30 years." He and several teachers' unions argue that this decision should have been more carefully discussed and thought through (p.10).

The Ministry of Education has followed the President's directives without broader consultation. Just days before the start of the school year, they introduced a textbook for third-year primary pupils . According to Krashen (2017), children can only effectively learn a second language through comprehensible input. However, in Algeria, the textbook merely covers the basics of English, such as the alphabet and simple dialogues tailored to everyday situations in Algeria. Additionally, in some regions, new teachers face significant challenges, often having to travel between five or more primary schools to fulfill their teaching duties.

Moreover, learners' needs can vary greatly from one individual to another, but these needs can be identified through needs analysis. For third year primary school pupils , it is often challenging to pinpoint their exact needs, but it is possible to assess the learning environment and determine what is most suitable for their level. Richard's model (2001) highlights the importance of conducting a situation analysis in addition to needs analysis before planning the program's goals and learning outcomes. Once these goals are established and the syllabus is designed, strategies for enhancing teaching are explored. It is crucial to consider factors related to the institution, teachers, and learners. For example, when analyzing institutional factors in the process of developing a language curriculum, it is important to assess whether the institution is physically equipped to implement the curriculum and whether the teachers are professionally prepared to execute the planned curriculum effectively.

The subsequent step involves selecting and preparing the necessary materials. Finally, the curriculum is evaluated. However, it is important to note that evaluation is not confined to the end of the process; it is an ongoing activity integrated throughout all stages. In fact, all the steps in Richards' model should be approached in a holistic manner (Cincioğlu, 2014), as teachers play a key role in identifying and addressing any issues or gaps within the curriculum (Richards, 2001).

Teachers are the primary stakeholders in the curriculum development process, as they are responsible for delivering the planned curriculum (Johnson, 1989, cited in Segovia & Hardison, 2009). Richards (2001) in his book *Providing for Effective Teaching* emphasizes that institutions must provide the necessary training for teachers to effectively plan and implement a new curriculum. Without this support, teachers may struggle to promote and integrate curricular innovations. This raises questions about whether Algeria has considered these

essential steps in its decision to introduce English in primary schools and whether this initiative will be successful.

### **1.5. EFL Teaching Objectives**

The objectives of an EFL course are comprehensive, aiming to develop proficiency in reading, listening, speaking, and writing skills. The course emphasizes the importance of receptive skills (reading and listening) before moving on to productive skills (speaking and writing). True acquisition of language elements occurs when students can actively use them to communicate meaning.

In terms of listening skills, the goal is to understand spoken English from various sources, including the teacher, classmates, and audio materials, in order to actively participate in class and develop communication abilities. Speaking objectives include using learned material to communicate, participating in class activities, and expressing thoughts orally. Pre-speaking activities and communicative exercises are suggested techniques for achieving these objectives.

Writing is considered the most demanding skill and is aimed at enabling students to effectively convey their thoughts and messages. Grammar, vocabulary, and pronunciation are also key components of the course. Pronunciation instruction focuses on pragmatic concerns, ensuring students are understood. Grammar is integrated into functional and communicative approaches, presented cyclically in different contexts.

The goals of the EFL program include refining listening skills through activities such as listening to cassettes and actively engaging in class discussions. Students are expected to understand both the teacher and their peers in various conversational settings. To ensure a clear understanding of grammar principles, students should be able to both contextualize and decontextualize them. This involves synthesizing and evaluating formal elements of English through drills, using either inductive or deductive methods, to achieve structural accuracy.

Another goal is the development of a robust vocabulary. The instruction manual recommends teaching and learning words in context, fostering the ability to infer and speculate on the meanings of unknown words based on context. Various tasks, including cloze exercises, word-in-context activities, and the use of real-life items, are suggested to evaluate and enhance vocabulary learning. It is emphasized that students should not only understand new language but also be able to use it appropriately. Methods such as word games, riddles, and presentations

of synonyms and antonyms are suggested for reaching this goal. Additionally, students are encouraged to practice their vocabulary by engaging in conversations with others and writing essays.

## **1.6. EFL Teaching Materials**

In the realm of second/foreign language acquisition and learning, it would be inaccurate to suggest that materials are entirely overlooked in educational research. The language acquisition process, whether acquiring or learning a language, relies on two types of teaching materials: authentic and non-authentic materials.

### **1.6.1. Authentic Materials**

Authentic materials have been defined diversely by scholars:

- Ur (1996) defines authentic materials in the context of genuine student responses to assignments and real-world reading.
- Peacock (1997) suggests that authentic resources are created with a specific social goal within the language community.
- Sanderson (1999) emphasizes the value of using unedited resources in the classroom for ESL students.
- Herrington and Oliver (2000) introduce the concept of "authentic learning," which prepares students for real-world challenges.
- Richards and Schmidt (2002) focus on audio and video recordings of spontaneously produced native speaker dialogue.
- Hitler (2005) posits that authentic resources are authored by native English speakers for other native English speakers.
- Harmer (2007b) states that authentic materials reflect the natural language used by native or proficient speakers.
- Scrivener (2011) describes "authentic exposure" and "authentic output" as exposure to language as it is naturally used and students' use of language in various contexts.

Together, these definitions encompass real-life reading, socially beneficial materials, unaltered resources, preparation for real-world situations, natural language use by native speakers, texts for native English speakers, language without concessions, and exposure to and use of language in genuine contexts.

### **1.6.2. Non-authentic Materials**

Educational resources play a crucial role in helping students learn and enhancing the learning process. Instruction, the root of the term "instructional," is described by Heinich et al. (2002, p.7-8) as "...an arrangement of information and environment to facilitate learning" (p.7-8). This encompasses not only the physical learning environment but also the media, tools, and technologies used to disseminate knowledge and direct student learning.

Non-authentic materials are deliberately designed to serve various teaching goals, whether specialized or general. They can be delivered in various formats, such as writing, audio and video cassettes, and conversational recordings. In essence, they aim to replicate the actual use of the target language.

The intentional selection of language, contexts, and characters to meet communicative, structural, or behavioral needs characterizes such materials. Consequently, the language-related topics incorporated in this type of content are meticulously chosen and tailored to the learners' requirements. Grammar, vocabulary, rhythm, intonation, and speech delivery are among the streamlined features. Consequently, many students find it challenging to function in situations where they are expected to comprehend and speak the target language in real-life scenarios. Many English learners, for example, encounter difficulties understanding native speakers in natural, everyday contexts. However, the value of non-authentic materials should not be entirely dismissed. They are highly beneficial in the initial stages of foreign language instruction as a precursor to the use of authentic materials. This is because students should not tackle authentic content until they are adequately prepared to do so. These types of materials typically exhibit the following characteristics:

- Simulation: They present simulated scenarios and responses that, in some cases, effectively mirror real-life situations.
- Appropriateness: They are carefully crafted to align with the learners' age, motivation, and comprehension level.

- Simplicity: Language elements, including structures, vocabulary, rhythm, intonation, and delivery speed, are simplified.
- Limitation: They are constrained in terms of language complexity, content depth, and length.
- Suitability: They are appropriate for the instructional setting.

(Segni, L, 2009)

### **1.6.3. Functions of EFL Materials**

EFL materials typically serve two purposes. First, they provide knowledge and facts about English, the social background, and culture from which communication arises and receives a significant portion of its meaning and value. In this view, EFL materials must be authentic in their communication with and understanding of the outside world. Second, EFL materials must foster learning. They do this by providing learners with assignments and activities that test their skills. Therefore, **EFL materials should:**

- Be based on the needs and interests of the students, challenging them at the appropriate level of difficulty while reflecting authentic real-world language use.
- Be engaging, novel, significant, and helpful, introducing both spoken and written standard forms.

#### **EFL materials serve three specific purposes:**

1. Teaching English to students in non-English departments, such as job seekers and professionals (engineers, technicians, pilots, doctors, tourism practitioners, etc.).
2. Teaching English on a special subject, rather than about the subject.
3. Teaching specific forms used in the special subject.

EFL instructors, if not all, use a textbook or course book. Some may stick to a single textbook and follow its instructions strictly, while others may use a variety of books, adapting them as needed and supplementing them with additional resources. Therefore, depending on how teachers use EFL materials (textbooks), they may serve various purposes for the teachers.

### 1.7. English Teaching Strategies

Teaching English from an early age is considered the core of early language education. This form of education includes certain characteristics that encompass the child's age, cognitive, social, and emotional development in the context of learning. Teachers play a crucial role in teaching-learning activities. Teachers have a direct impact on the students' success in learning English. Therefore, English teachers should know the best strategies to be implemented to teach English. This includes strategies to reduce the obstacles they experience in the teaching process.

In its widest sense, teaching refers to the procedure by which an educator guides a student or a group of students to a higher level of knowledge or ability (Nilsen and Albertalli, 2002). Instruction is described as engaging learners to assist them in comprehending and implementing their information, ideas, and procedures. This procedure encompasses design, content selection, delivery, evaluation, and reflection. Instruction entails engaging students in the learning process, and as a result, involving students in the active creation of knowledge. A teacher must comprehend not just the subject matter but also how learners learn and how to make them active participants. Therefore, effective instruction necessitates a commitment to systematically understanding learning. The aim of instruction is to transform students from passive recipients of other people's knowledge into active creators of their own and other people's knowledge.

A strategy is defined as a method, scheme, or sequence that is deliberately planned to achieve educational objectives (Deep Trance, n.d.). It involves a series of actions that are designed to be a common approach to reach these goals. Therefore, the strategy is intended to make the learning process more dynamic through teaching and learning activities. It has been demonstrated that the strategy is an interconnected system with teaching and learning activities, consisting of teachers, students, and resources. Each component has a specific role to play in the teaching and learning process. Once the teacher has developed the lesson plan, it is their responsibility to devise tactics for efficient and effective teaching and learning activities. This process is referred to as a teaching approach (Dafid, 2011). Brown (2000, p.113) stated that strategies are particular approaches to a dilemma or job, ways of achieving a specific goal, and planned schemes for managing and manipulating certain data. Iskandar Wassid and Sunendar (2011, p.6) explain teaching methods as habitual and effective actions employed by a teacher to ensure successful, engaging learning. This definition emphasizes the observable nature of the action, although it may also encompass unobservable cognitive measures.

Teaching Strategies are the strategies that teachers can implement independently or collaboratively. These strategies must cater to the requirements of both the learners and the teacher and ought to be fitting for the learners' necessities and capacities. They are also "the approaches that can be used across curricular areas to support the learning of students" (Herrell and Jordan, 2004: p.5). Therefore, Shuell (1986) states:

"If students are to learn desired outcomes in a reasonably effective manner, then the teacher's fundamental task is to get students to engage in learning activities that are likely to result in their achieving those outcomes. It is helpful to remember that what the student does is actually more important in determining what is learned than what the teacher does" (Shuell, 1986, p.429)

Teachers of English ought to enhance their teaching strategies to encourage pupils so that they will be more active and engaged in the learning process; they will learn the language better than others (Hismanoglu, 2000; McCombs and Whistler, 1997). Learning is most meaningful for the pupils when they participate and immerse themselves in the educational journey. Numerous researchers have indicated that classrooms that are both positive and dynamic lead to greater academic success among learners. As cited in (Constantino, 1999), teachers and educators created teaching strategies to use in the classroom for teaching a language to increase students' engagement and involvement in the classroom that lead to good English learning.

Lawton defines teaching strategies as a generalized plan for a lesson(s) which includes structured desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy. Teaching strategies pertain to the tactics employed to assist learners in acquiring the intended subject matter and have the capacity to establish realistic objectives in the upcoming times. Recognize the diverse learning techniques at hand in order to formulate an appropriate plan of action for the designated targets (studylectures.com). This emphasizes the significance of devising and executing efficient training methods to aid in language acquisition. Instructors of language ought to take into consideration the distinctive requirements of the pupils, establish feasible goals, and utilize a range of approaches to assist learners in effectively acquiring the desired language.

According to Sarjana and Mardiana (2017, p.151), a teaching strategy refers to comprehensive plans for delivering lessons, which encompass the organization of the classroom, the objectives of the lesson, and the techniques required to execute the approach

effectively. It is imperative that English teachers master these strategies to ensure that students comprehend and utilize the lesson optimally. According to Issac (2010), teaching strategies refer to the conduct of the teacher demonstrated in the classroom. This can also be referred to as the enhancement of the teaching strategies, providing appropriate incentives for prompt reactions, practicing the acquired reactions, augmenting the reactions through supplementary activities, and other stimuli.

### **1.7.1. Designing Teaching Strategies**

Carrying out a teaching task fundamentally involves a series or system of choices made by the teacher to link the crucial components of their job and devise the optimal resolution in light of the educational situation again.

The individual who imparts knowledge should discover a logical and fitting equation to blend systems, processes, skills, resources, and structures of management that result in a supreme utilization of the capabilities of the educated individuals (Neacșu, 1990, p. 219-220).

The selection of training methods based on the subject being trained is referred to as the teaching strategy. It is widely recognized that it is the primary instrument in the development of educational design (Ștefan, 2003; Reiser & Dempsey, 2011; & Regeluth, 2013).

The teaching strategy leads to a didactic approach to teaching and learning, merging and arranging the most efficient techniques, resources, and manners of assembling the learners (Cerghit, 2006). These components, incorporated within the functional frameworks, rely on a holistic perspective and are intended to guarantee a dynamic and innovative acquisition of information while streamlining the educational procedure. The concept of "strategy" functions at the macro, meso-, and micro-levels (The macro level is the highest and most general level of analysis and planning. The meso level, which is situated between the macro and micro levels, concentrates on more precise aspects of teaching and learning. The micro level, on the other hand, is the most detailed and specific level of analysis and implementation, focusing on the actual day-to-day practices and interactions that take place within the classroom.) With the last level intricately connected to educational methods, instruction principles, and practical exercises. Implementing a plan implies embracing a set of instructions for execution and linking it to a specific overall approach of corporate education and learning circumstances, the utilization of particular techniques and resources. It is important to note that in actuality, we employ hybrid and amalgamated plans, based on the goals, the level of the team we are dealing with, the topics addressed, and other tactics.

It is commonly known that trainers have ample liberty to create their own work by developing diagrams, useful tables, or even mental blueprints that can enhance their aptitude to make informed decisions and efficiently utilize a range of techniques, equipment, and other training materials (Iurea, Neacsu, Safta & Suditu, 2011; Keegan, 2013). For instance, teachers have the ability to generate diagrams to clarify the structure of sentences, rules of grammar, or connections between vocabulary terms. To give an example, a teacher could design a diagram that exhibits the various components of language and how they are related in a sentence. This graphical depiction assists learners in comprehending the basics of language and enhances their communication abilities. Past occurrences have also demonstrated that every pedagogical endeavor is distinct due to the amalgamation of elements and connections that shape it. Thus, ongoing adjustments to preconceived tactics can enhance precision and yield favorable outcomes.

### **1.7.2. Foreign language teaching strategies**

The teaching of a non-native language in an environment where it is not commonly spoken is known as foreign language teaching. There is often a distinct distinction made between "foreign" and "second" language acquisition. The latter implies that the learner is living in an environment where the language being acquired is spoken. Within the research field, the term "second language acquisition" (SLA) encompasses foreign language education and explores the human ability to learn languages other than their first language once it has been acquired. The scholarly investigation into acquiring a non-native language involves the fields of psychology, linguistics, language education, pedagogy, neurobiology, sociology, and anthropology. Research into innovative teaching and learning methods has led to a better understanding of effective language instruction strategies and environments designed to enhance English language proficiency and achievement.

### **1.7.3. EFL teaching strategies**

The 21st century is often regarded as the era of the English language. It is taught in educational schools and institutions worldwide to enhance students' proficiency. One of these countries is Algeria. English in Algeria is used to be taught as a foreign language, starting from middle schools to the baccalaureate. Yet, in 2023, English started to be taught in primary schools, third year.

Educating individuals in English as a non-native language is a multifaceted undertaking that poses challenges not only for pupils but also for Algerian teachers. English is regarded therefore as the most challenging topic. In the last two decades, the teaching process changed from teacher-centered learning to learner-centered approaches. The perspective conveyed in the statement indicates a conviction held by educators that due to the intricate nature of acquiring English as a second language, coupled with the students' restricted independence, it is imperative to adopt a teacher-focused methodology. This methodology entails the teacher taking an active role in elucidating and directing the learning process to facilitate the students in acquiring English proficiently.

The academic progress, drive, and motivation of third year primary school pupils to learn English are impacted by the pedagogical and incentive strategies employed by teachers within the confines of the classroom. Any change in the teachers' strategies causes changes in the students' involvement and achievement. L2 learning strategies are specific behaviors or thought processes that teachers use to enhance students' L2 learning.

Herrell and Jordan (1997) stated that it is crucial for English teachers to acknowledge significant approaches in which they must modify their teachings and evaluations to cater to the distinct requirements of English learners. Familiarizing oneself with the fundamental assistance necessary for mastering English in the classroom setting is imperative. Students can attain a comprehensive grasp of language and content provided they are given appropriate scaffolding and evaluated in a manner that allows them to showcase their understanding and knowledge.

In order to teach English effectively, there are several components that must be considered. The process of teaching English requires the implementation of specific techniques, methodologies, and tactics. As Jordan and Herrell (1997) have pointed out, it is crucial for English teachers to be familiar with various teaching strategies that can help them cater to the unique needs of their students. Teachers must comprehend the fundamental support that is required for English language acquisition within the classroom setting. If English learners are given proper scaffolding and assessed using methods that enable them to showcase their understanding and knowledge, they can comprehensively acquire both language and content.

Teaching English to third year primary school pupils is a unique experience as it involves dealing with learners who possess distinctive traits such as self-absorption, creativity, self-centeredness, experiential learning, short attention spans, and an eagerness to learn new things.

The primary objective of teaching is to impart knowledge that would equip students with the necessary skills to set and accomplish their academic goals. In order to achieve this, effective teaching strategies must be employed to identify the most suitable learning methods that will best serve the target group. Balachandran (2015), in Sukma (2017), claimed that some factors influence teaching strategies. Those elements are related to the teacher, student, surroundings, and the lesson. When it comes to academic success, a few critical components come to mind. These include the ability to effectively source information, maintain classroom control, and tailor teaching to the variety of learning styles present. Equally important are the elements that pertain to the students themselves.

To facilitate effective language acquisition, a conducive learning environment and a competent teacher who can adeptly handle the diverse learning profiles and characteristics of the learners are crucial. Moreover, leveraging these attributes and energy by providing engaging activities such as singing, playing games, and storytelling can foster easy language acquisition since children tend to be highly active during their day.

#### **1.7.4. Characteristics of Teaching Strategies**

As mentioned previously, teaching methods propose an approach to teaching that can be used in various situations. It is crucial to highlight their fundamental characteristics: they possess a normative quality that is not as rigid as a rule; they are a dynamic aspect of teaching situations, characterized by internal flexibility and adaptability.

The general approach to teaching outlined by educational methods can be "tailored" and customized according to the events and circumstances of the training. Methods largely reflect the teaching style of the instructor, their creativity, and personality; they play a structuring and modeling role to connect learning situations where learners are placed and to activate their psychological learning mechanisms. The components of the method (techniques, resources, and organizational forms of work) establish a system, creating connections between them, as well as relationships and interdependence.

A teaching strategy consists of a set of operations, steps, and rules adapted to different teaching sequences. Each decision made during the process signifies a transition to the next sequence, using the information gathered in the previous stage. It is important to note that these strategies have a probabilistic nature, implying that even if a particular teaching method is

scientifically grounded and adapted to the psychological resources of the participants, it cannot guarantee the success of the training process due to the influence of numerous variables. These strategies engage students in specific learning situations, streamline and adapt the training content to their individual personalities, and establish an optimal framework for interactions between the different components of the training process.

### **1.7.5. Types of Teaching Strategies Among third year primary school pupils**

Teachers have the option to utilize strategies independently or collaboratively. These tactics should be tailored to meet the requirements of the school administrator and educator, and should be suitable for the students' necessities and capabilities (Picard, 2004). Furthermore, they are "the methods that can be employed in various academic domains to facilitate the education of pupils" (Herrell and Jordan, 2004, p. 5). Some of the teaching strategies that teachers use in the classroom are as follows:

- **Planning:**

A teaching plan serves as a guide for teachers on what topics pupils need to comprehend and how to effectively teach them during class time. This enables instructors to create suitable learning tasks and devise methods to evaluate student progress. Crafting a well-structured lesson plan for every session boosts confidence and increases the likelihood of a fruitful learning experience for your students. An effective lesson plan involves the integration of three main elements: Learning Goals, Learning Tasks, and Evaluation Techniques to gauge pupils' comprehension. It is important to note that a successful class is not solely based on the lesson plan, but on the exchange of knowledge between the instructor and learners.

- **Reward:**

Reward systems are a practical strategy to commemorate academic success and positive student conduct. Employing incentives in the classrooms serves as an external drive for learners, motivating them to actively engage in academic and social learning activities (Hoffman, Huff, Patterson & Nietfield, 2009). Nonetheless, it is crucial to acknowledge that these recognition systems must be unbiased and consistent, providing learners with the impetus to thrive (Mansor, et al., 2012). It is recommended to establish a continuous acknowledgment

system that abides by the classroom regulations, privileges, and obligations (Hoffman, et al., 2009; Mansor, et al., 2012).

- **Creativity:**

Teachers' education plays a crucial role in enhancing creativity in teaching. Specifically, teacher preparation programs should emphasize the importance and advantages of creative teaching. Apart from lesson planning, creative teaching should also be incorporated into instruction. Moreover, the belief that creativity is a mere "bonus" for teachers with innate creative talent should be eliminated, starting from teacher preparation courses. By cultivating positive attitudes towards creativity, educators can integrate it into their teaching to benefit both students and themselves. All teachers, regardless of their experience level, can reap the rewards of more manageable classrooms when students are engaged. It is crucial to convey the idea that creativity is not just about generating ideas or an "extra" but rather a process that yields practical and beneficial outcomes, i.e., language learning results. To change the mindset of those who think that creative teaching is only achievable by those with innate talent, it is vital to differentiate between artistic and everyday creativity, as Ivcevic (2007) suggests (Taylor & Francis, Ltd, 2011, p. 220).

- **Visualization:**

Visualizing refers to our ability to create pictures in our heads based on text we read or words we hear. Since the beginning of human existence, the use of visual imagery has proven to be a powerful means of conveying concepts whether they are abstract or concrete. According to Presmeg: "visualization is an aid to understanding, and one can therefore speak about visualizing a concept or a problem. To visualize a problem means to understand the problem in terms of a visual (mental) image hence the visualization process is one that involves visual imagery, with or without a diagram, as an essential part of the method of solution" (Presmeg, 1992). On the other hand, it is important to acknowledge that modern-day students are inclined towards visual learning. Therefore, it is advisable to impart knowledge through visual aids along with the active learning approach (Gangwer, 2015). Visual aids like storytelling can be used as a means to assist educators in making informed decisions about the content, teaching methods, and the nature of tasks. Additionally, visualization enables us to perceive the imperceptible, and we should strive to 'see' not only what is visible but also what remains hidden (Arcavi, 2003). The correlation between graphics and information enhances the learning

experience and provides opportunities for the practical application of the concepts taught (Janitor & al., 2010).

- **Cooperative Language Learning:**

Cooperative learning, also called small-group learning, is a pedagogical technique that promotes both academic knowledge and social abilities among students. Familiarizing yourself with collaborative learning can facilitate the development of a favorable social environment in your classroom. It occurs when learners collaborate in small groups to attain a shared objective. This approach is suitable for elementary schools. By engaging in open dialogues, students can gain knowledge from one another. Additionally, motivation is a likely outcome of this approach. It also leads to greater accomplishments, stronger bonds between students, and more genuine experiences. There are seven types of cooperative learning strategies: Focused lists, Short papers, Sentence completion, Numbered assignments, Collective quizzing, Jigsaw pieces, and interviewing classmates. It also plays a significant role in enhancing the learning-teaching process and can prove advantageous across various levels and domains. When it comes to language learning, cooperative learning has proven to be highly effective in producing skilled language learners. It fosters peer interaction, enabling EFL learners to grasp essential concepts and perspectives. In small groups, third year primary school pupils tend to express themselves with greater confidence. Moreover, observing their peers' interactions serves as a role model for them and instills a sense of competition and emulation. Additionally, altering their role within a team helps break the monotony and routine, allowing them to acquire numerous skills as a reporter, recorder, team leader, or material manager. (Adapted from Colorín Colorado, 2020).

- **Inquiry-Based Instruction:**

Its main objective is to move learners from a state of general inquisitiveness to one where they engage in critical analysis and comprehension. Teachers need to foster an environment where students feel comfortable asking questions and receive support throughout the investigative process. It's important to know when to begin and how to structure inquiry activities, using techniques like guided research, document analysis, and Q&A sessions. Inquiry-based learning can take various forms like group projects, case studies, research projects, fieldwork (particularly in science lessons), and tailored exercises. Regardless of the

strategy, the aim is to enable students to develop their own problem-solving strategies for open-ended questions (Ram S. Lamba, 2015).

- **Technology in the Classroom:**

In the current educational landscape, a majority of pupils possess computer proficiency and regularly employ laptops and other digital devices. The incorporation of digital technology can effectively elevate both teaching and learning experiences. It therefore becomes the obligation of educational establishments to integrate technology into their classrooms and laboratories. The following are examples of digital technology that can be used within the classroom setting: use of computers in the classrooms, creating class websites and blogs (students and teachers blog), use of digital microphones in the classroom, use of mobile devices with high-speed internet facilities, use of smart interactive whiteboards, use of online media or online study tools, offering a variety of communication and sharing methods, flipped classrooms, and other technologies. Computers, laptops, and tablets can allow to enhance the lesson plans with online educational activities.

- **Differentiation:**

It involves adapting the way we instruct and approach subjects to cater to the requirements of a diverse set of learners. It encompasses altering substance, procedures, and outcomes to enable individuals to comprehend the subject matter better and develop the necessary skills and ability to perform. The fundamental concept is that the key educational objectives - ensuring that all pupils grasp essential knowledge, concepts, and skills - remain consistent for each student, but educators may use distinct teaching techniques to assist learners in achieving those goals (Great Schools Partnership, 2013). It is frequently utilized when collaborating with groups that include individuals with distinct needs, starting knowledge, and skills.

- **Behavior Management:**

From monitoring conduct to resolving clashes, the printouts and articles provided here will assist you in regulating classroom decorum. Peruse the suggestions and guidance of experienced educators on setting guidelines and integrating efficient conduct management techniques in the classroom allows the teacher to discover recommendations for managing unruly behavior and interventions that can reduce its impact on other students. They are especially beneficial resources for discussions with parents about their child's conduct. For

example: Incident Report, Decision Making Sheet, Rules, Consequences, and Rewards List, and Awards, Certificates, and Notes for the Classroom (Dr. John W. Maag, 2003).

- **Professional Development:**

It refers to the ongoing learning efforts undertaken by teachers to enhance their skills and ultimately improve student outcomes. Such learning can occur in a structured or unstructured environment, including conferences, courses, seminars, retreats, workshops, independent research, peer learning initiatives, or informal conversations with colleagues. Teacher professional development can occur at various levels, including district-wide, school-wide, or even at the individual classroom level (Adey, 2004).

- **Let the Pupils Teach:**

The strategies linked to learning activities are a suggestion only. As teachers know their students learning styles and needs they can select alternative strategies or adapt those suggested to deliver the content. For example: a think-pair-share can easily be adapted for students to use when sorting out information or reflection on their learning at the end of an activity. (J Appl Adv Res 2018). The primary objective of this approach is to encourage learners to showcase their knowledge and share it with their peers.

- **Trying Graphic Organizers:**

Graphic organizers such as pie charts and Venn diagrams are an excellent method to visually present data. When you instruct your students to make one, they must use their visual comprehension skills. This will also aid them in forming links and comprehending resemblances and disparities. They are advantageous educational aids for pupils of all ages to categorize, clarify, or condense intricate information they assist students in developing knowledge by investigating the correlations between concepts. Organizers created by educators are valuable support to facilitate student learning (Terri Siqueza, 2005).

- **Self-directed Learning Strategies:**

It is described as a teaching strategy where learners, aided by an instructor or mentor, determine the material to be taught and the way it will be presented. Pupils take charge and accountability for their own learning by selecting particular activities that pique their interest, whether through experiential or lecture-based instruction, resulting in a more organic and

desirable understanding of a subject. The principle of self-directed learning can be employed individually or in a group context, but the fundamental premise of the theory centers on learners assuming responsibility for their own learning and acknowledging the significance of a topic based on their own interests. It further clarifies that students are enrolling in a curriculum that demands them to assume a considerable amount of accountability and resourcefulness in their education.

The aim is to familiarize them with this approach and provide them with opportunities to hone their abilities in self-guided learning. As Malcolm S. Knowles (1975) explains in his book *Self-Directed Learning*, the design for the session consists of four activities: (a) development of a cognitive map; (b) a relationship-building exercise; (c) a proactive reading exercise, and (d) an exercise in utilization of peer resources. (Malcolm S. Knowles, 1975, p. 42).

- **Principles of Effective Teaching Strategy:**

Devlin and Samarawickrema (2010) proposed ten principles for an effective teaching strategy. These principles include:

1. Emphasizing the development of general skills such as collaboration, communication, and critical thinking to meet students' future needs.
2. Ensuring a comprehensive understanding of fundamental concepts, even if it means covering less content.
3. Establishing the relevance of the material by incorporating real-life, up-to-date, and/or local examples, and linking theory to practice.
4. Addressing misunderstandings and challenging student beliefs. Providing a variety of engaging learning tasks, including discussions, to promote meaningful learning.
5. Cultivating genuine and supportive relationships within individual students to encourage interaction.
6. Motivating students through personal enthusiasm and creating interesting, enjoyable, and active classroom experiences.
7. Designing the curriculum to align with future student requirements, including objectives, concepts, learning activities, and assessments.
8. Thoroughly planning each lesson while remaining flexible to make necessary adjustments based on in-class feedback.

9. Ensuring that assessment tasks are authentic and aligned with the desired learning outcomes for the discipline or profession (Devlin & Samarawickrema, 2010, pp. 113-114).

### **1.8. Conclusion:**

The incorporation of English as a Foreign Language (EFL) education into the primary school curriculum marks a significant step forward in equipping third year primary school with essential language skills for personal and professional growth. As Algeria recognizes the increasing importance of English proficiency in a globalized world, efforts to enhance the quality of English language teaching in primary schools are paramount.

Through teacher training initiatives and the provision of modern resources, Algeria aims to empower its educators to deliver effective EFL instruction tailored to the unique needs of their students. By prioritizing English language education, Algeria demonstrates its commitment to preparing its youth to navigate an interconnected world with confidence and proficiency.

Moving forward, ongoing professional development and a commitment to employing diverse and effective teaching strategies will be essential in ensuring the success of primary school EFL education in Algeria. By continuously adapting teaching methods to meet the evolving needs of learners, educators can create engaging and enriching classroom experiences that foster linguistic development and communication skills.

Ultimately, the investment in EFL education in primary schools reflects a broader commitment to providing students with the tools and opportunities they need to thrive in an increasingly interconnected and competitive global landscape. Through collaborative efforts between educators, policymakers, and stakeholders, Algeria can continue to elevate the standard of English language education and empower its youth to succeed in a diverse and dynamic world

**CHAPTER TWO:  
RESEARCH  
METHODOLOGY**

## 2.1. Introduction

This chapter describes the research methodology used in the study, which employed a mixed-methods approach. By integrating both qualitative and quantitative research techniques, the study aimed to develop a comprehensive understanding of the experiences, methods, and strategies of EFL teachers teaching in third year primary school. Data were collected through a questionnaire administered to EFL teachers and observations in special education classrooms, with EFL teachers. The purpose of this chapter is to clarify the research process and connect the theoretical framework with practical applications.

## 2.2. Research Methodology

Methodology is the study of the scientific approach to conducting research, providing a systematic way to address research problems through a series of logical steps. It helps to understand not only the results of scientific inquiries but also the underlying processes involved. The goal of methodology is to define and analyze various methods, highlight their limitations and resources, and clarify their assumptions and implications (Sridhar, 2008). Thoughtful consideration of research methodology is crucial for ensuring the credibility of both the research process and its findings.

## 2.3. Research Approaches

These research approaches collectively contribute to a robust exploration of EFL teaching practices in third-year primary school settings.

### a) Mixed-Methods Approach

This approach combines both qualitative and quantitative research techniques, allowing for a more comprehensive understanding of the research topic. It integrates numerical data with descriptive insights, enhancing the depth and breadth of findings.

### b) Qualitative Research

This component focuses on gathering in-depth insights into the experiences, methods, and strategies of EFL teachers. Qualitative data can be collected through open-ended survey questions, and classroom observations, providing context and rich descriptions of teaching practices.

### c) Quantitative Research

This aspect involves the collection and analysis of numerical data through structured questionnaires. The quantitative approach allows for statistical analysis, helping to identify trends and patterns in the teaching strategies employed by EFL teachers.

### **2.4. Research Method:**

Given that this study focuses on exploring the teaching strategies employed by primary school English language teachers when instructing third-year pupils, a quantitative research approach is employed. This method is preferred due to its effectiveness in providing a comprehensive understanding of the research problem (Cresswell, 2009). The quantitative approach is particularly suitable for this study, as it allows for the examination of measurable variables and facilitates hypotheses formulation (Creswell & Creswell, 2017).

The research involves non-experimental quantitative methodologies, primarily utilizing surveys to gather data on respondents' viewpoints (Babbie, 1990). By employing structured questionnaires, this study aims to capture a wide range of perspectives from teachers regarding their instructional strategies. The use of surveys enables the collection of large volumes of data efficiently, which can be statistically analyzed to identify trends, patterns, and correlations.

Furthermore, the quantitative method allows for the formulation of clear hypotheses that can be tested through the data collected. This approach enhances the validity of the findings, as it provides a basis for making generalizations about the teaching strategies used in primary education. Additionally, by employing statistical analysis, the study can quantify relationships between variables, such as the effectiveness of specific teaching strategies and student engagement or performance.

Ultimately, the quantitative research design not only aids in answering the primary research questions but also contributes to the broader field of educational research by providing empirical evidence on the practices of English language teachers in primary schools. This data-driven approach supports informed decision-making and can lead to improved teaching strategies and outcomes in the classroom.

### **2.5. Research Design:**

A descriptive design is deemed fitting for this research. Descriptive research, as defined by Arkunto (2007), is specifically designed to collect information on trends within a particular field, without any intervention or control (p. 234). This approach allows researchers to provide a detailed account of the current state of things, offering valuable insights into the phenomena being studied.

In this study, a non-experimental design was employed because the researcher had no intention of manipulating any variables or subjects, which is typically the objective of experimental quantitative methods (Muijs, 2011). This lack of manipulation is crucial, as it ensures that the findings reflect the natural behaviors and attitudes of participants rather than being influenced by external interventions.

The choice of a quantitative research design further enhances the reliability and validity of the study. Quantitative methods are particularly useful for studying the relationships between variables, allowing researchers to express these relationships through statistical analysis (Grand Canyon University [GCU], n.d.; Patten, 2014). By employing statistical techniques, the research can identify patterns, correlations, and trends that may exist among the data collected.

Descriptive research also serves as a foundational tool for further studies, as it can help formulate hypotheses for future experimental research. By thoroughly documenting the current teaching strategies and perceptions of primary school English language teachers, this study can lay the groundwork for subsequent investigations that may seek to test the effectiveness of specific strategies or explore their impact on student outcomes.

Ultimately, the descriptive design not only facilitates a comprehensive understanding of the subject matter but also contributes to the broader field of educational research. By systematically documenting and analyzing the experiences of teachers, this study aims to provide insights that can inform educational practices and policies, helping to improve teaching and learning in primary education.

## 2.6. Research Population and Sampling:

The present research took place at multiple primary schools throughout Ain Temouchnet. It lasted throughout the second semester of the academic year 2023/2024 .

According to Creswell (2012, p. 142), a populace refers to a cluster of people who possess identical attributes. The population of this study was the third-year primary school EFL teachers, institutions of Ain temouchent, Algeria.

When selecting the sample, the investigators use either probability or non-probability sampling techniques (Creswell, 2012). For this study, the non-probability sampling method was used. Non-probability sampling is a subjective technique for choosing population units. Unlike probability sampling, non-probability sampling does not ensure that all members of the population have an equal opportunity to participate in the study. It is particularly useful for preliminary research, such as conducting pilot surveys on a smaller scale than what was initially planned.

## 2.7. Research instruments:

An instrument is a tool for measuring, observation or recording data (Creswell, 2012). Creswell also pointed out that researchers use tools to measure performance, evaluate personal abilities, observe behavior, and develop people's psychological image or question aster.

This query contains one main measurement instrument which is the questionnaire. To gather quantitative data,. Questionnaires are considered to be one of the most potent methods of data collection. "Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers." (Brown, 2001, p. 6). The questionnaire used in this study comprises 12 closed-ended items. Such as gender, grade ,years of experience ,educational background (degree ,certifications) .And the teaching strategy evaluation, The objective of this survey is to explore and identify the styles and strategies used by primary school teachers of English in terms of teaching the foreign language EFL in the most effective way and determine the context

Also , creating a research instrument can involve various basic outline as data analysis plans i,e compare effectiveness rating across different demographics e,g gender ,years of experience.

### **2.7.Setting:**

This research was conducted at Primary Schools of Ain Temouchent(Didi kadour and kloucha tayeb Ibrahim Ben jiryo,Benchorfi Fatima,Bouchikhi Kouider ,Haddouch Ali and Akid Othman primary schools),where the study was conducted to Explore the Primary School EFL Teachers Teaching Strategies. The data collection involved distributing questionnaires to the EFL teachers, focusing on their experiences and attitudes toward using these strategies for third-year primary school pupils. The research setting is essential as it provides a practical context for examining the teaching strategies used by EFL teachers.

### **2.8.Conclusion:**

This chapter details the research methodology employed in this study, emphasizing a mixed-methods approach that integrates both qualitative and quantitative techniques to provide a comprehensive understanding of the subject matter. By combining these two methodologies, the research aims to capture a richer, more nuanced picture of the experiences and strategies utilized by English as a Foreign Language (EFL) teachers working with third-year primary pupils.

Data collection involved the use of structured questionnaires alongside classroom observations. The questionnaires were designed to gather quantitative data regarding teachers' pedagogical practices, perceptions, and the challenges they face in their teaching environments. Meanwhile, classroom observations provided qualitative insights into the real-time instructional strategies and interactions between teachers and pupils, allowing for a deeper exploration of the classroom dynamics that influence language acquisition.

A descriptive research design was deliberately selected for this study. This approach allows for the collection of comprehensive data without manipulating any variables, ensuring that the findings reflect the actual practices and experiences of the EFL teachers in their natural settings. This design is particularly useful for generating detailed descriptions of the current state of EFL instruction, which can serve as a foundation for further research and development in the field.

Non-probability sampling was employed to select a representative group of EFL teachers from Ain Temouchent. This method was chosen due to its practicality and the specific context of the study, enabling the researcher to focus on teachers who are directly engaged in EFL

instruction for primary pupils. The questionnaire was the primary instrument for data collection, as it facilitated the gathering of standardized responses that could be quantitatively analyzed.

The overarching aim of this study is to illuminate the various pedagogical approaches used in primary EFL education. By analyzing the data collected, the research seeks to uncover effective strategies that can enhance language instruction, thereby improving the overall learning experiences of young learners. Additionally, the findings are intended to provide valuable insights for educators, policymakers, and curriculum developers, offering practical recommendations that can contribute to the advancement of EFL teaching methodologies in primary education.

Through this mixed-methods approach, the study aspires not only to document current practices but also to foster a deeper understanding of the factors that contribute to successful language learning among young pupils. The integration of both qualitative and quantitative data is expected to enrich the discussion around EFL education, leading to actionable insights that can inform future pedagogical practices and research initiatives in this vital area of education.

**CHAPTER THREE**  
**DATA**  
**COLLECTION AND**  
**ANALYSIS**

### 3.1.Introduction

This chapter outlines the practical research carried out as part of a study examining the teaching strategies of EFL teachers in third-year primary schools. The study utilized a mixed-methods approach, which included a questionnaire for EFL teachers and classroom observations of students during EFL lessons, along with discussions with teachers about the challenges they encountered. The findings from this research aimed to enhance the understanding of current practices and challenges in EFL teaching, ultimately guiding the creation of more effective support and strategies within regular educational settings.

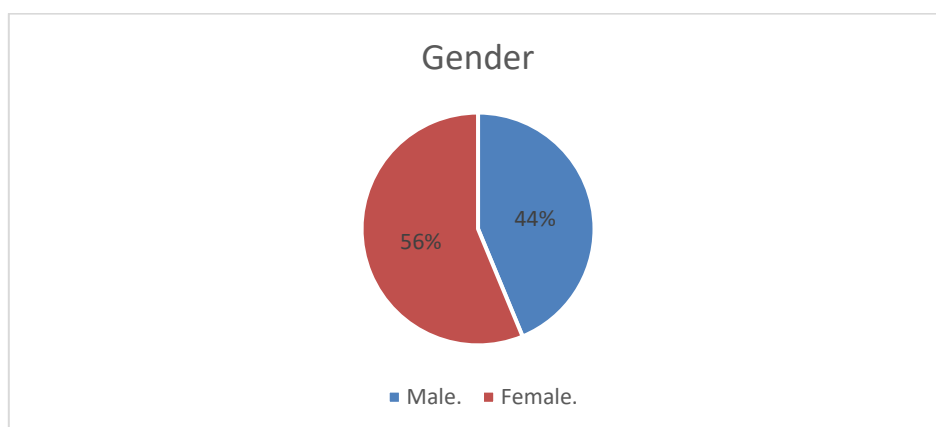
### 3.2.Data Analysis and Discussion of the Questionnaire

This part aimed to analyze and discuss the data were collected through the questionnaire administered to EFL teachers regarding their teaching strategies in the 3rd year of primary school in Ain Temouchent.

- **A question was posed to identify the gender of the participants, and based on their responses, they were presented in the table below:**

**Table 3-1 gender**

<b>Gendre</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
<b>Number</b>	07	09	16
<b>Percentage %</b>	44	56	100



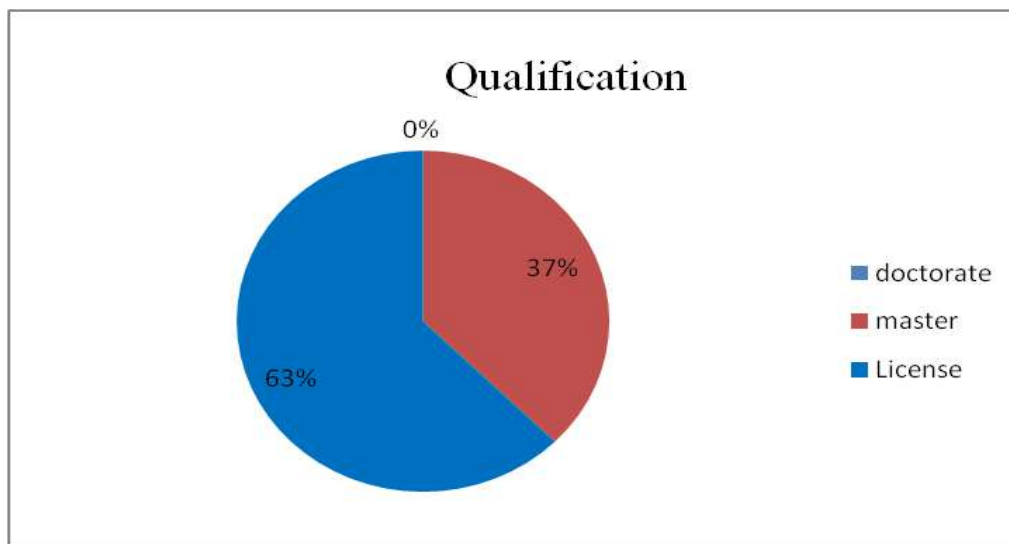
**Figure 3.1: GENDER**

The data show that there are 9 female participants and 7 male participants. This analysis indicates that the number of female participants is greater than the number of male participants in the studied sample.

- A question was posed to determine the qualifications of the participants, and their responses were displayed in the table below:

**Table 3- 1 Qualification**

Qualification	License	master	doctorate
Number	10	06	00
Percentage %	62	37	00



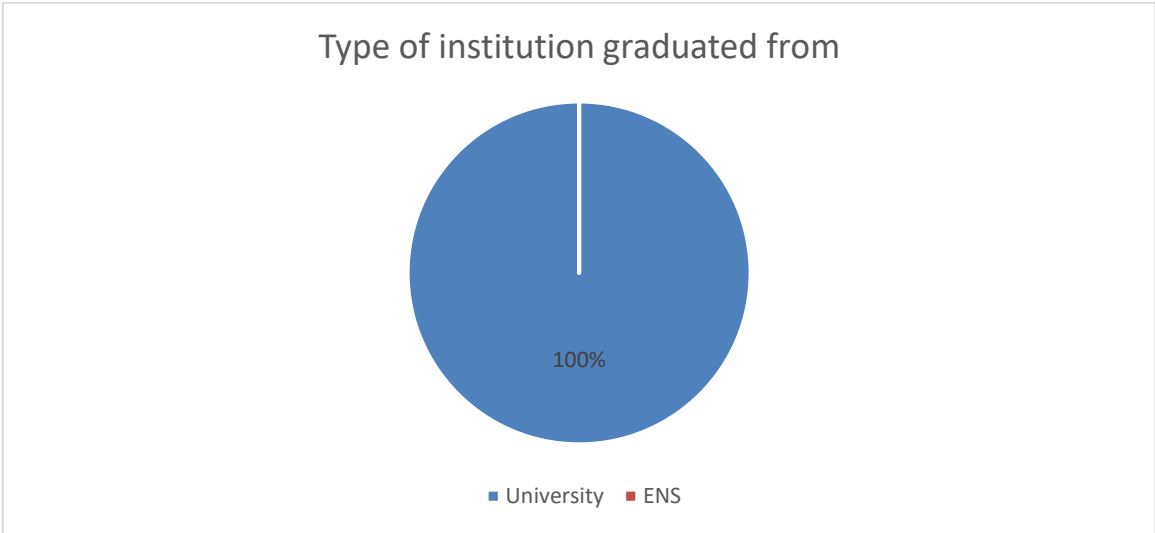
**Figure3.2 : Qualification**

The data show that there are 6 participants with a Master's degree, while 10 participants have a Bachelor's degree. There were no participants with a Doctorate degree. This analysis indicates that the overwhelming majority of participants have a Bachelor's degree, with fewer having a Master's degree, and none of them having a Doctorate degree. The majority of Bachelor's degrees among participants is due to their accessibility, common job requirements, and the desire to enter the workforce sooner.

- The question was posed to determine the type of educational institution from which the participants graduated, and based on their responses, they were displayed in the table below.

**Table2-3 Type of institution graduated from**

Type of institution graduated from	University	ENS
Number	16	00
Percentage %	100	00



**Figure3.3 : Type of institution graduated from**

The data show that all participants (16 of them) graduated from university. This analysis indicates that all participants graduated from university, without anyone graduating from a high school.

- The question asked participants about their years of experience teaching English, and based on their responses, the data was presented in the table below:

Table 3-3 experience

How many years have you been teaching English	[1-5]	[5-11]
Number	12	04
Percentage %	75	25

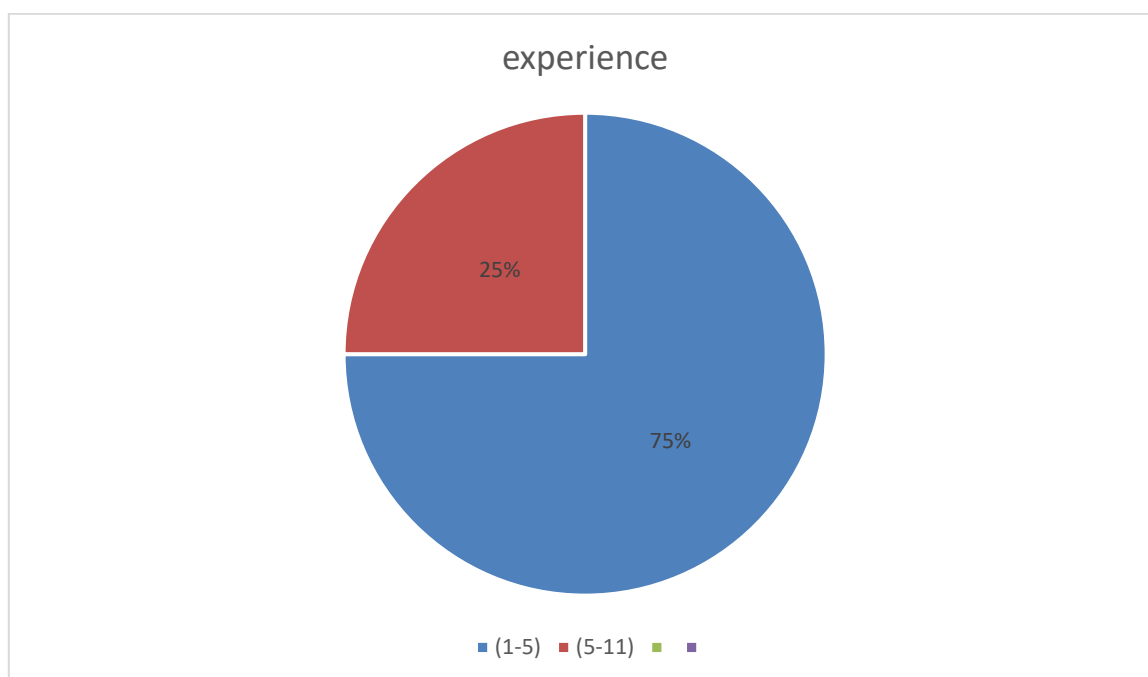


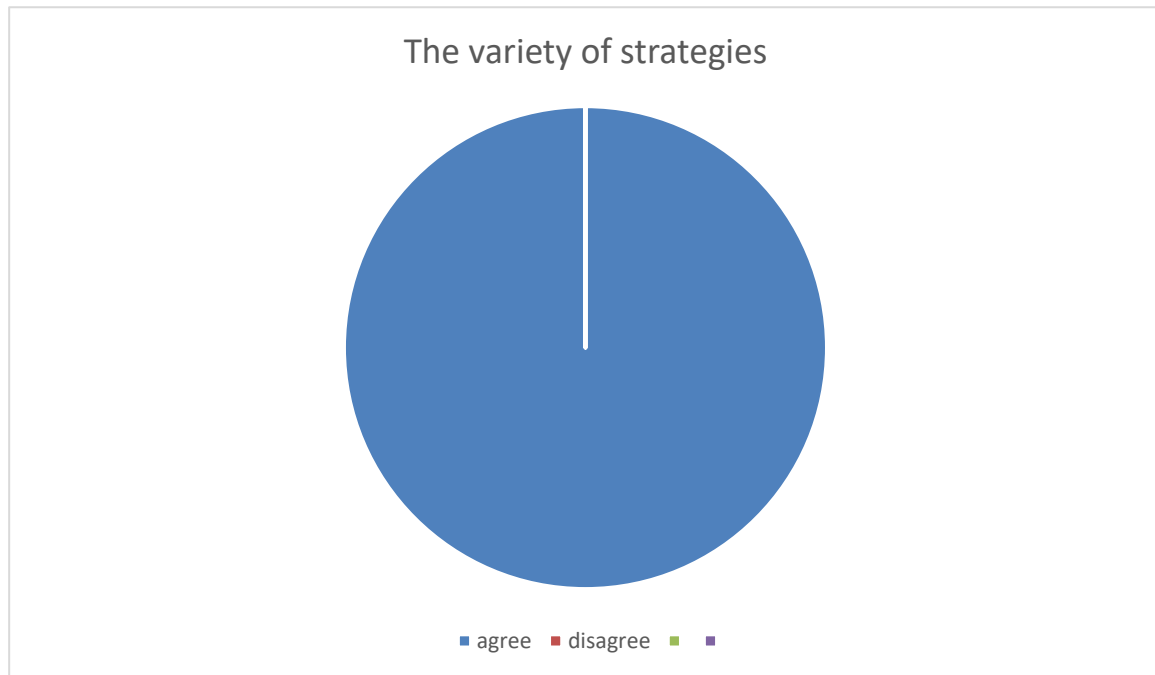
Figure3.4: Experince

The data show that 12 participants have teaching experience between 1 and 5 years, while 4 participants have teaching experience between 5 and 11 years. This analysis indicates that the majority of participants have teaching experience ranging from 1 to 5 years, while a few participants have longer experience ranging from 5 to 11 years. the data highlights a prevalent trend towards shorter term engagement among english teachers in the sample.

- **The question posed for this table might be: "do you think primary school teachers have different strategies ?" with the options "No" and "Yes" for participants to choose from. If yes, what are these strategies .**

**Table 3- 4 The variety of strategies**

The variety of strategies	Yes	No
<b>Number</b>	16	00
<b>Percentage %</b>	100	00

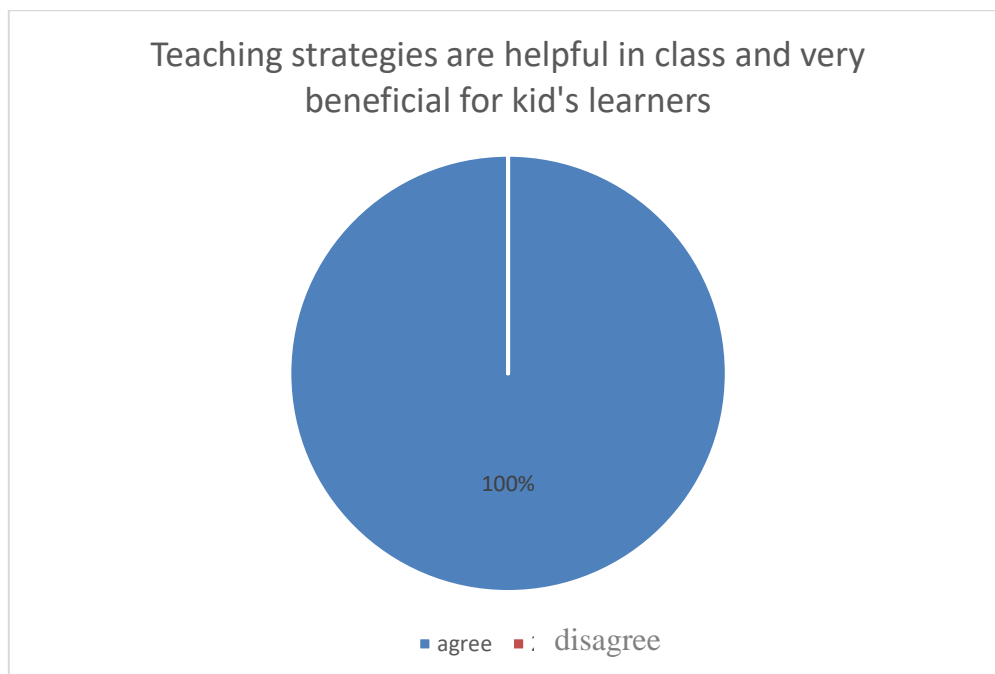
**Figure 3. 5 : The variety of strategies**

The figure notice that all participants (16 of them) agreed that they are fully aware of what teaching styles and strategies are. This analysis indicates complete consensus among participants that they are fully aware of what teaching styles and strategies are. They agreed that they have different strategies to cater to the diverse needs of their kids. Some of this strategies like cooperative learning , visual aids , education games ....

- **A question related to this table could be: "Do you believe that teaching strategies are helpful in class and very beneficial for third year primary school pupils?" with response options "Disagree" and "Agree."**

**Table 3.5 :Teaching strategies are helpful in class and very beneficial for kid's learners**

Teaching strategies are helpful in class and very beneficial for third year primary school pupils	agree	disagree
<b>Number</b>	16	00
<b>Percentage %</b>	100	00



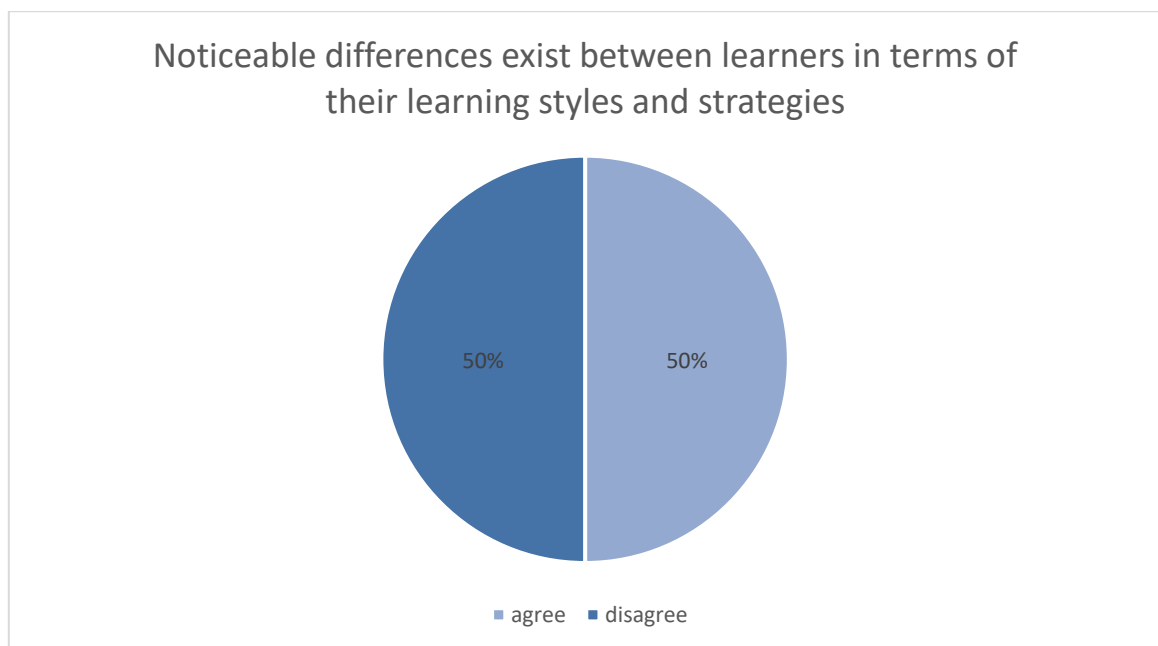
**Figure 3. 6:Teaching strategies are helpful in class and very beneficial for third year primary school pupils**

The data indicates that all participants (16 of them) agreed that teaching strategies are helpful in class and very beneficial for kids' learners. There were no participants who disagreed with this opinion. This analysis demonstrates complete consensus among participants that teaching strategies are highly beneficial in class and bring significant advantages to kids' learners.

- A suitable question for this table might be: "Do you think noticeable differences exist between learners in terms of their learning styles and strategies?" with response options "Disagree" and "Agree."

**Table 3.7: Noticeable differences exist between learners in terms of their learning styles and strategies**

Noticeable differences exist between learners in terms of their learning styles and strategies	agree	disagree
Number	08	08
Percentage %	50	50



**Figure 3.7 : Noticeable differences exist between learners in terms of their learning styles and strategies**

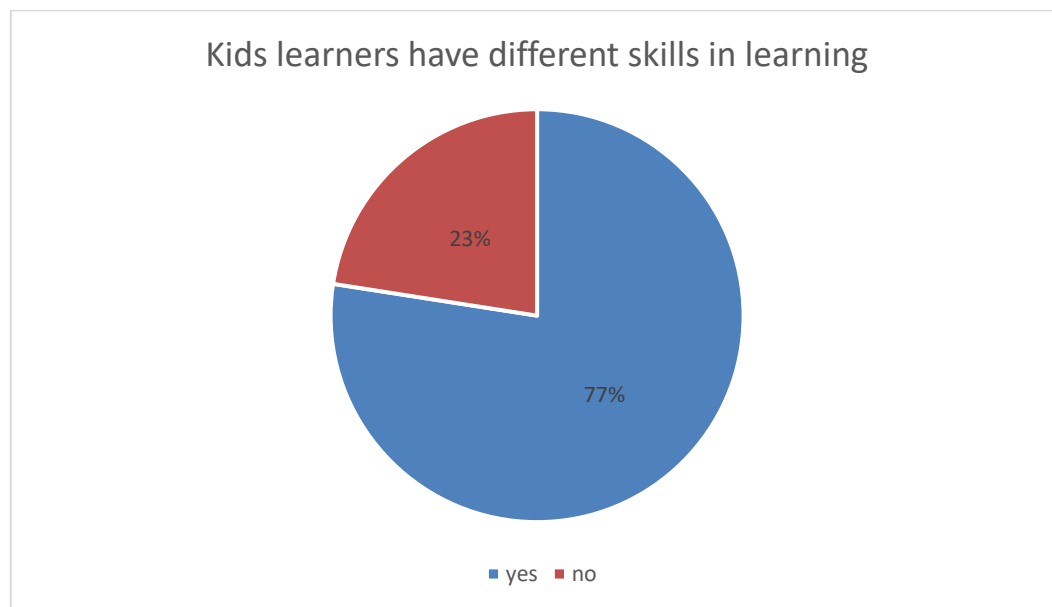
The data show an equal number of participants (8 in each category) both agreeing and disagreeing regarding the noticeable differences between learners in terms of their learning styles and strategies. This means there is an approximate even split between those who perceive noticeable differences and those who do not. This analysis indicates an approximately equal

division among participants regarding the existence of noticeable differences between learners in terms of their learning styles and strategies.

- A question for this table could be: "Do you believe that third year primary school pupils have different skills in learning?" with response options "No" and "Yes."

**Table 3-8 Third year primary school pupils have different skills in learning**

Third year primary school pupils have different skills in learning	Yes	No
Number	11	05
Percentage %	77	23



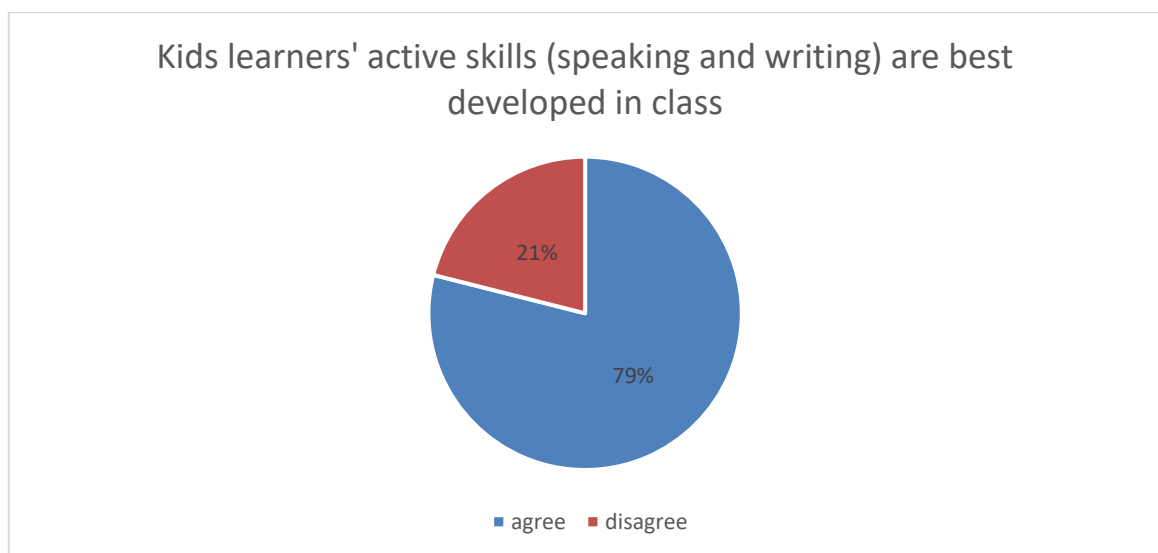
**Figure3.8 :Third year primary school pupils have different skills in learning**

The table indicates that a significant number of participants (11 of them) agreed that third year primary school pupils had different skills in learning. Conversely, a smaller number of participants (5 of them) disagreed, believing that kids learners did not have different skills in learning. This analysis demonstrates a greater consensus among participants that kids' learners had different skills in learning. However, a few participants who held a different opinion, indicating diversity in views on the extent of variability in kids learners' skills in learning.

- A question related to this table could be: "Where do you believe third year primary school pupils' active skills (speaking and writing) are best developed?" with response options "Disagree" and "Agree."

**Table 3. 9: Third year primary school pupils active skills (speaking and writing) are best developed in class**

Third year primary school pupils active skills (speaking and writing) are best developed in class	agree	disagree
<b>Number</b>	12	04
<b>Percentage %</b>	79	21



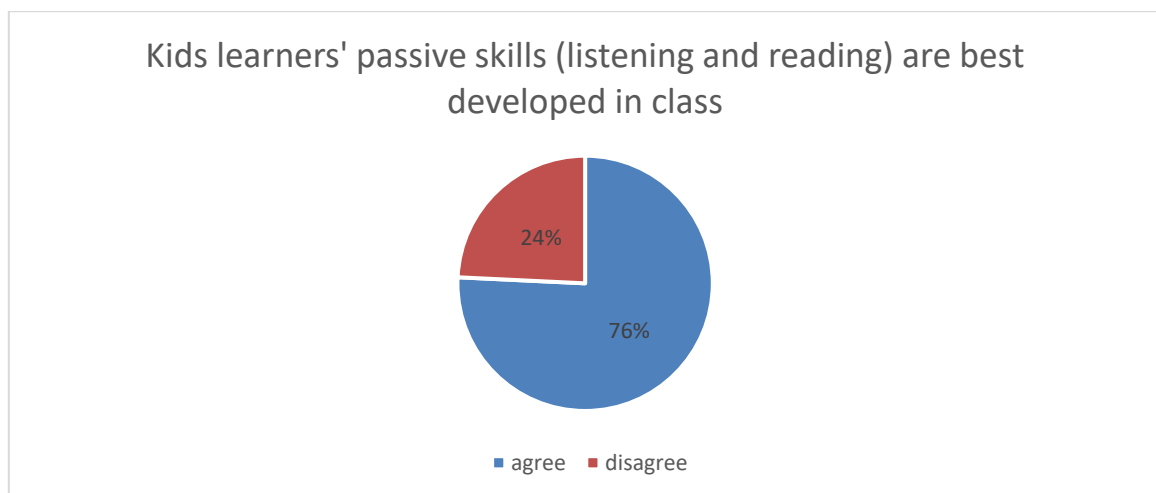
**Figure 1.9 : third year primary school pupils active skills (speaking and writing) are best developed in class**

The data show that a large number of participants (12 of them) agreed that the active skills of third year primary school pupils (speaking and writing) are best developed in class. Conversely, a small number of participants (4 of them) disagreed, believing that these skills are not best developed in class. This analysis indicated a greater consensus among participants that the active skills of third year primary school pupils are best developed in class. However, the small number of participants who hold a different opinion suggests diversity in views on how to develop these skills in a classroom environment.

- A suitable question for this table could be: "In your opinion, where are third year primary school pupils passive skills (listening and reading) best developed?" with response options "Agree" and "Disagree."

**Table 3-10 Third year primary school pupils passive skills (listening and reading) are best developed in class**

Third year primary school pupils passive skills (listening and reading) are best developed in class	agree	disagree
<b>Number</b>	10	06
<b>Percentage %</b>	76	24



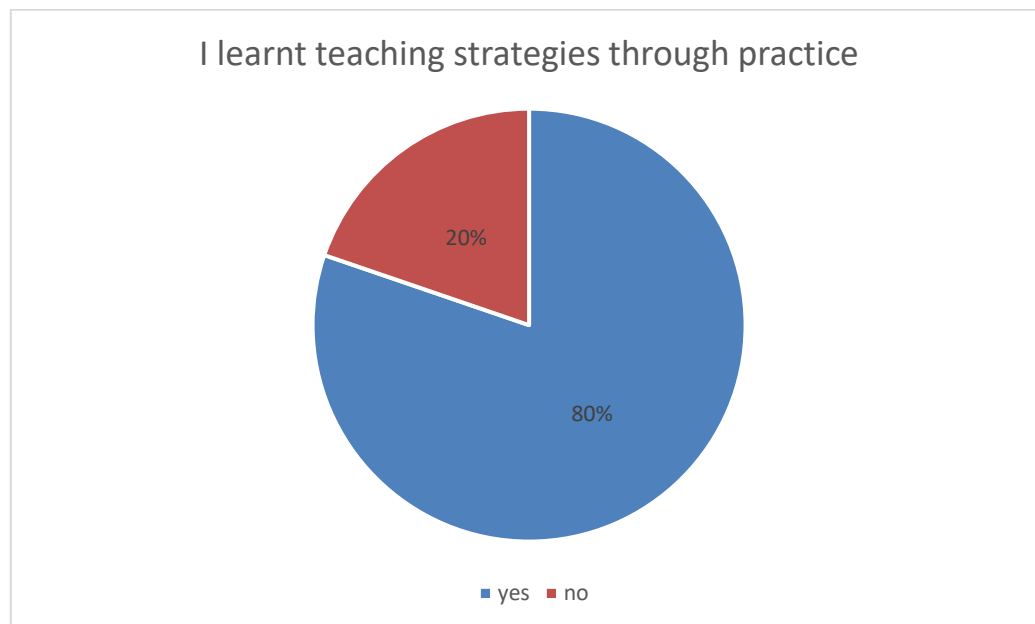
**Figure 3.10 :Third year primary school pupils passive skills (listening and reading) are best developed in class**

The table indicates that a significant number of participants (10 of them) agreed that passive skills of third year primary school pupils (listening and reading) are better developed in class. In contrast, a smaller number of participants (6 of them) disagreed, believing that these skills are not best developed in class. This analysis demonstrates a greater consensus among participants that third year primary school pupils' passive skills are best developed in class. However, the presence of a few participants who hold a different opinion indicates diversity in perspectives on how to develop these skills in a classroom environment.

- A question that corresponds to this table could be: "Did you learn teaching strategies primarily through practical experience?" with response options "Yes" and "No."

**Table 3.11: Learning teaching strategies through practical experience**

I learnt teaching strategies through practice	Yes	No
Number	13	03
Percentage %	80	20



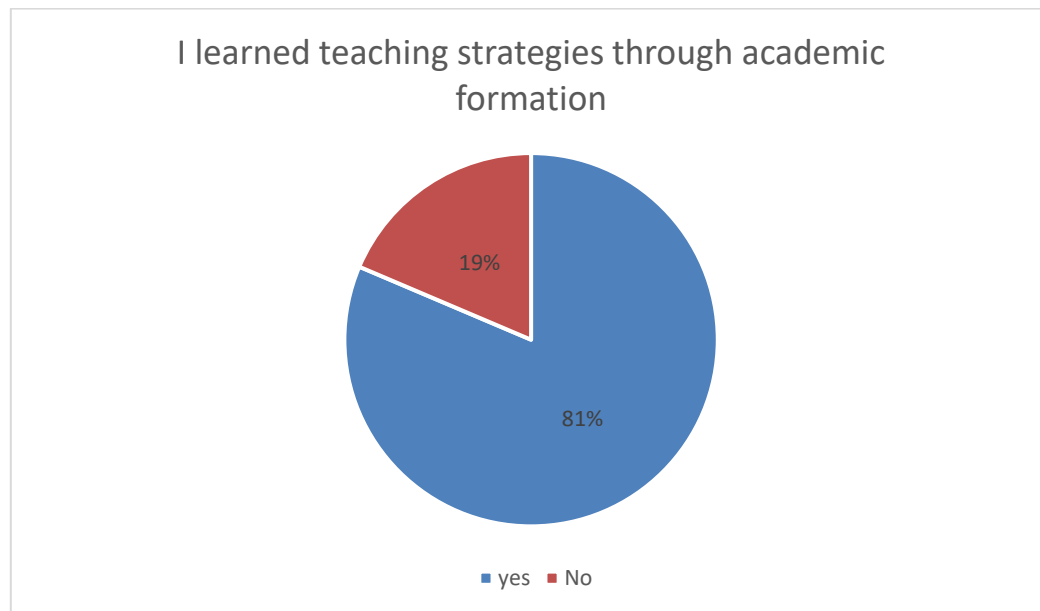
**Figure 3.11 : Learning teaching strategies through practical experience**

The table presents the results of a survey on how individuals learn teaching strategies. According to the results, 13 participants confirmed that they learned the strategies through hands-on experience, while there were 3 participants who did not learn in the same way. This highlights the importance of practical experience in developing teaching skills, as the majority of individuals who learned through practice were significant. However, the number of the minority who did not learn in the same way indicates diversity in learning preferences and the necessity of accommodating this diversity in educational environments.

- question for this table could be: "Did you acquire teaching strategies through academic education?" with response options "Yes" and "No."

**Table3- 12 Teaching strategies through academic formation**

I learned teaching strategies through academic formation	Yes	No
Number	14	02
Percentage %	81	19



**Figure 3.12: Teaching strategies through academic formation**

A significant proportion of participants (14 of them) indicate that they acquired teaching strategies through academic formation, suggesting that training courses or academic programs were a primary source of their learning. Conversely, the very small number of participants who did not learn through academic formation (2 of them) suggests that there are individuals who acquired teaching strategies through practical experiences or non-traditional learning sources.

This analysis reflects the importance of academic education in developing teaching skills, as it provides knowledge and modern techniques in the field of education through academic programs. However, the small number of individuals who did not learn through academic

formation also demonstrates the value of practical learning experiences and exploring diverse learning sources to develop teaching skills.

### **The most effective teaching strategies used by primary school teachers.**

Through data analysis, It appears that the most effective teaching strategies utilized by primary school teachers are diverse and adaptable to the varied needs of students. The analysis indicates that teachers are fully aware of teaching styles and strategies, and unanimously agree that these strategies are highly beneficial in the classroom and greatly advantageous for children's learners. Furthermore, the analysis suggests a diversity of opinions regarding the implementation of these strategies, as while some believe they significantly enhance the learning process, others express doubts about their maximum effectiveness. Nevertheless, there remains a general consensus on the importance of teaching strategies in stimulating learning and enhancing the learning experience for students in primary schools.

### **3.3. Summary of the Findings:**

The following section provides a summary of the primary discoveries made throughout the course of the study.

After reviewing the responses of varied primary school 16 teachers throughout Ain Temouchent , it is evident that third-year English teachers possess a satisfactory understanding of teaching strategies. Furthermore, the teachers are able to employ one or more strategies to manage their classrooms, demonstrating a reasonable level of control over both the learning environment and their learners. One possible explanation for why primary school English teachers are knowledgeable about implementing diverse teaching strategies in the classroom with third year primary school pupils is that they may have either enriched their background through academic programs provided by the government or acquired prior knowledge from their university education.

The variance and contrast in responses among educators suggest that they were not taught the same information in the same manner, alternatively, the teaching methodologies and approaches employed by each teacher led to divergent outcomes.

Based on feedback received from teachers, it is important to highlight that some teachers have limited familiarity with certain teaching strategies such as differentiation, the use of

graphic organizers, and the strategy of letting third year primary school pupils teach in class. As a result, they may choose not to implement them or may be hesitant due to a lack of information. Despite this, 75.7% of teachers who participated in the study acknowledge the advantages of utilizing teaching strategies for the benefit of third year primary school pupils. They believe that such strategies are conducive to a successful instructional journey and can aid in enhancing the learning experience for kid's learners.

### **3.4. Pedagogical Implication and Recommendations:**

The effectiveness of this research is to explore primary school teachers' teaching strategies. Research on teaching strategies in primary schools highlights the importance of implementing differentiated instruction to meet the diverse learning needs of learners. Differentiated instruction recognizes that learners have different backgrounds, abilities, learning styles, and interests and aims to address these differences to promote effective learning outcomes. By incorporating differentiated instruction into the elementary school curriculum, educators can create a more inclusive and engaging learning environment.

As the main aim of this research is that teachers need to adopt a flexible strategy or more than one strategy in their teaching practice. They should strive to understand each learner's unique strengths and challenges and adjust their instructional strategies accordingly. This may involve tailoring content, processes and learning products to the needs of individual learners, allowing them to progress at their own pace. One way to cater to diverse learning styles and

abilities is by using different instructional materials, providing varying levels of support, and offering alternative assessment methods; teachers can implement these strategies to ensure inclusivity in the classroom.

One pedagogical consequence that arises is the significance of encouraging learner enthusiasm and engagement through interactive and experiential learning. Third year pupils at the primary level are naturally inquisitive and dynamic learners who benefit from environments that allow for exploration, cooperation, and experimentation. To cultivate active participation and fervor in the classroom, instructors can integrate a range of practices such as cooperative learning, project-based learning, and educational technology. Through these means, teachers can promote relevant and purposeful learning experiences that stimulate interest and facilitate comprehensive comprehension of complex concepts. In primary school classrooms, it is

important to promote collaborative and cooperative learning strategies as a means of encouraging teamwork and mutual learning.

Research suggests that learners benefit from working together and learning from their peers. Teachers can facilitate collaborative activities such as group projects, peer tutoring, or discussions, where learners can actively engage with one another and learn from different perspectives. These activities promote social skills, critical thinking, and problem-solving abilities, while also fostering a positive classroom environment.

Furthermore, ongoing assessment and feedback play a crucial role in effective teaching strategies. Teachers should employ formative assessment techniques to gather information about learners' progress and understanding throughout the learning process. This allows teachers to identify individual strengths and areas for improvement, enabling them to adjust their instructions accordingly. Frequent and timely feedback to students helps them understand their learning goals, track their progress, and make necessary adjustments to their own learning strategies.

As this research belongs to the field of Language teaching and spots light on the teaching strategies implemented by primary school teachers, its findings confirm most of what other related studies raised. Hence, calling for further research on primary English language teachers' role and young learners' needs as they constitute the most important phase in the process of planning for effective learning. This study recommends for studies about raising both teachers' awareness about different teaching strategies and their effects on success in EFL learning. It also suggests for experimental studies examining the effectiveness of strategy training on learners' achievements. In conclusion, this research on teaching strategies in primary schools emphasizes the significance of implementing differentiated instruction, fostering student engagement, promoting collaboration, and utilizing ongoing assessment and feedback. By incorporating these pedagogical implications into their teaching practices, educators can create a supportive and inclusive learning environment that caters to the diverse needs of primary school students, ultimately facilitating their academic growth and development.

### **3.5. Limitations of the Study:**

In research, limitations serve as barriers that prevent us from fully exploring a topic. These obstacles may stem from various factors, such as having an inadequate number of

participants, the chosen research methods, or the approach to data analysis. It is essential to acknowledge and discuss these limitations to gain a clearer understanding of my findings. In this study, I faced a several limitations, including:

### **3.5.1. Time Limitations:**

The study's timeframe was limited, as research is often carried out within a brief duration. This constraint affected the data collection methods that could be employed, which may hinder the broader applicability of the results.

### **3.5.2. Limitations Due to Teacher Non-Participation:**

One limitation of the study is that some teachers refused to participate, which may lead to a biased representation of teaching strategies and experiences. This non-participation can limit the diversity of perspectives and insights, potentially affecting the overall validity and reliability of the findings.

### **3.6. Conclusion:**

this chapter has provided a comprehensive exploration into the language teaching strategies employed by third-year primary school teachers, with a focus on their effectiveness and adaptability to students' diverse needs. Through a meticulous examination of the theoretical framework and research design, this study has shed light on the intricacies of teaching strategies in primary education settings.

The findings of the data analysis reveal a nuanced understanding among primary school teachers regarding the significance of teaching strategies in fostering an enriching learning environment. While there is a consensus on the overall benefits of these strategies, there exist differing perspectives on their optimal implementation and effectiveness. Nonetheless, it is evident that primary school teachers are cognizant of the importance of employing diverse and adaptable teaching strategies to cater to the individual learning styles and needs of their students.

Moving forward, further research and collaboration within the educational community are warranted to refine and enhance the implementation of teaching strategies in primary school settings. By continuing to explore innovative approaches and sharing best practices, educators

can collectively contribute to the ongoing improvement of teaching effectiveness and student learning outcomes in primary education.

Overall, this chapter underscores the critical role of teaching strategies in shaping the learning experience of students in primary schools and highlights the importance of ongoing professional development and collaboration among educators to maximize their impact. Through a concerted effort to prioritize effective teaching practices, primary school teachers can empower their students to thrive academically and achieve their full potential.

# **GENERAL CONCLUSION**

## General Conclusion

---

### **General Conclusion:**

Employing diverse teaching strategies in the classroom for imparting English language skills to third year primary school pupils is the key to enhancing the quality of language education. One of the primary objectives of the scholars therefore is to formulate innovative teaching strategies. The current investigation is based on the objective of facilitating third year primary school pupils of English as a foreign language to effectively converse and express themselves in any given circumstance. The main aim was to highlight the use of teaching strategies in language learning among third year primary school pupils. Consequently, one research method was opted to fulfill the intended objectives; a structured questionnaire divided into three sections helped in the process of gathering data, thus obtaining a full comprehension of first, how teachers perceive the matter studied within this research paper, second, their practice of different teaching strategies and problem faced in their classroom and third, their consciousness of the importance of teaching English in different ways. The results approve the hypotheses of the research in that a slight difference between teachers' perception and experience with teaching strategies, the questionnaire's results transpired an intermediate level of teachers' agreement about using different strategies at once, which in turn supports the hypotheses of our research. In general, the results displayed that teachers must use not only one single strategy to teach. Different strategies must yet be used at once combined together, to work for one another.

## **REFERENCES**

### REFERENCES

Ahmad, S. R. (2016). Importance of English communication skills. *International Journal of Applied Research*, 2(3), 478- 480.

BENOSMANE, N. (2006). *Teaching EFL to Young Children: with Reference to Private Primary Schools* (Doctoral dissertation, Université d'Oran2 Mohamed ben Ahmed). *The Routledge Handbook of Educational Linguistics*. Royaume-Uni: Taylor & Francis

Bojovic, M. (2006). *Teaching Foreign Language for Specific Purposes: Teacher Development*. ResearchGate. <https://doi.org/10.13140/2.1.4011.4566>

Brown, H. D. (2004). *Teaching by Principles an Interactive Approach to Language Pedagogy*. New York. Longman.

Brown, H.D. 2000. *Principles of Language Learning and Teaching*. Language and language e-learning. Longman. Retrieved from <https://books.google.com.my/books?id=8vPtAAAAMAAJ>

Cameron, L. (2001). *Teaching Language to Young Learners*. Cambridge: Cambridge University Press.

Cheesma, K. (November 12, 2005) *Methods of Engaging Students at the Start of Class: Encouraging Students to be Involved in their Own Learning*. Presented at the SCST Sessions, Chicago.

Cincioğlu, A. (2014). Why to Involve Teachers in the Process of Language Curriculum Development? *Turkophone*,1 (1), 26-39. Retrieved from <https://dergipark.org.tr/en/pub/turkophone/issue/18997/200512>

Corrigan, P. (2013) *To lecture or not to lecture?* Atlantic. <https://www.theatlantic.com/education/archive/2013/12/to-lecture-or-not-to-lecture/282585/>

Crystal, D. (1997). *English as a global language*, U.K. : Cambridge University Press. Dewaele et al. (2018). *Foreign language enjoyment and anxiety: The effect of teacher and learner variables*. <https://eprints.bbk.ac.uk/policies.html>

## References

---

Dörnyei, Z., & AL-HOORIE, A. H. (2017). The motivational foundation of learning languages other than Global English: Theoretical issues and research directions. *The Modern Language Journal*, 101(3), 455-468.

Education\_South. (2020). Teaching English in Algeria. De Educatione Meridie. <https://varlyproject.blog/teaching-english-in-algeria/>

Feradepi, D. (2019). Classroom Activities Based on Multiple Intelligence Theory in English Language Teaching 2013 Curriculum for Seventh Grade. *JALL (Journal of Applied Linguistics and Literacy)*. 3 (2), 133-143.

Gebhard, J.G. (2006). Teaching English as a foreign or second language: A teacher self-development and methodology guide. Michigan: University of Michigan Press.

GS, X., GN, K., & Duisenov, N. (2021). USING METHODS IN TEACHING FOREIGN LANGUAGES. ResearchGate.

Habib, Madani. *The English Language Teaching in Algeria*. Tiaret/ Algeria: Ibn Khaldoun University of Tiaret/ Algeria Faculty of Letters and Foreign Languages Department of English, 2017.

Habib, Madani. *The English Language Teaching in Algeria*. Tiaret/ Algeria: Ibn Khaldoun University of Tiaret/ Algeria Faculty of Letters and Foreign Languages Department of English, 2017.

Harmer, J. (2001). *The practice of language teaching* . Third edition England: Pearson Education.

Hattie, J. and Gregory C. R. Yates (2014). *Visible Learning and the Science of How We Learn*. U.k. : Routledge.

Hilmer, C. L. (1999). A case study of teaching strategies associated with different formats for core French. <https://tspace.library.utoronto.ca/handle/1807/14364>

[https://www.researchgate.net/publication/351131154\\_USING\\_METHODS\\_IN\\_TEACHING\\_FOREIGN\\_LANGUAGES](https://www.researchgate.net/publication/351131154_USING_METHODS_IN_TEACHING_FOREIGN_LANGUAGES)

Inquiry, Valuing, and Decision-making. Boston: Addison-Wesley Publishing Company. Le Donné, N., P. Fraser et G. Bousquet (2016), « Teaching Strategies for Instructional Quality: Insights from the TALIS-PISA Link Data », Documents de travail de l'OCDE sur l'éducation,

## References

---

Jambi University | Institutional Repository (UNJA | IR) - Repository Unja. (n.d.).<https://repository.unja.ac.id/>

James A. Banks and Ambrose A. Clegg (1973). *Teaching Strategies for the Social Studies*:

Manseur, R. (2020). *Introducing the English Language in the Algerian Primary Schools: Teachers, Parents and Pupils' Attitudes*. University of Tlemcen. URL: <http://dspace.univ-tlemcen.dz/handle/112/16018>

Mohareb, E., & Mohareb, E. (2022b). *Algeria's Latest Step Toward English in Education Poses Logistical Challenges*. Al-Fanar Media. <https://www.al-fanarmedia.org/2022/08/algerias-latest-step-toward-english-in-education-poses-logistical-challenges/>

n° 148, Éditions OCDE, Paris, <https://doi.org/10.1787/5jln1hlsr0lr-en>.

O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle.

Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Heinle & Heinle

Picard, C. (2004) *Strategies for Effective Teaching in the Twenty-First Century*. Louisiana Department of Education, Louisiana Teacher Assistance and Assessment Program. Retrieved in 15th of May, 2014 from: <http://files.eric.ed>.

Reasons Why Young Kids Should Learn English. (2015). Attained on 2 December 2018, Retrieved from <http://www.helendoron.com/30-reasons-why-young-kids-should-learn-english/>

Richards, J. C. (2001). *Curriculum Development in Language Teaching*. Cambridge University Press.

# **APPENDICES**

## Appendices

---

### Teachers' Questionnaires

The purpose of this questionnaire is to identify the styles and strategies used by primary school' teachers of English in terms of teaching the foreign language in the most effective way as it is adopted in the Algerian education system among primary schools.

**Please tick (√) in the suitable box or make full answers to express your view.**

1. Gender:

- a. a male                       b.female

2. Qualification:

- a. License;     b. Master;     c.Doctorate;

3. Type of institution graduated from:

- a. University                       b. ENS

4. How many years have you been teaching English?

.....

5- do you think primary school teachers have strategies? If yes what are these strategies? .

- a. Yes

- b. No

6- Teaching strategies are helpful in class and very beneficial for third year primary pupils.

- a. Agree

- b. Disagree

7- Noticeable differences exist between learners in terms of their learning styles and strategies.

## Appendices

---

a. Agree

b. Disagree

8- third year primary school pupils have different skills in learning.

a. Yes

b. No

9- third year primary school pupils active skills (Speaking and Writing) are best developed in class.

a. Agree

b. Disagree

10- third year primary school pupils passive skills (Listening and Reading) are best developed in class.

a. Agree

b. Disagree

11- I learnt teaching strategies through practice.

a. Yes

b. No

12- I learned teaching strategies through academic formation.

a. Yes

b. No

## **RESUME**

Cette thèse examine les stratégies d'enseignement utilisées par les enseignants d'anglais dans les écoles primaires à Ain Temouchent, en se concentrant spécifiquement sur les élèves de troisième année. L'objectif principal est d'explorer les pensées, croyances et attitudes des enseignants envers les stratégies d'enseignement qui favorisent des résultats d'apprentissage optimaux pour ce groupe d'âge, ainsi que la manière dont ces stratégies peuvent être mises en œuvre efficacement. Une revue de littérature exhaustive fournit des aperçus sur le paysage éducatif à Ain Temouchent, mettant en lumière les défis auxquels les enseignants sont confrontés et leur impact sur le développement académique des élèves. En utilisant une approche mixte, l'étude collecte des données qualitatives et quantitatives à travers des enquêtes auprès des enseignants des écoles primaires, évaluant leurs perceptions, préférences et pratiques actuelles concernant les stratégies d'enseignement. Les résultats révèlent que les enseignants emploient une variété de méthodes, mêlant des approches traditionnelles centrées sur l'enseignant à des stratégies plus centrées sur l'apprenant et interactives. Ce travail est justifié car il répond à un besoin critique de pratiques d'enseignement efficaces dans l'éducation précoce, visant à améliorer l'engagement et les performances des élèves.

## المخلص

تتناول هذه الرسالة استراتيجيات التدريس المستخدمة من قبل معلمي اللغة الإنجليزية في المدارس الابتدائية في الجزائر بعين تموشنت، مع التركيز بشكل خاص على طلاب السنة الثالثة. الهدف الرئيسي هو استكشاف أفكار المعلمين ومعتقداتهم ومواقفهم تجاه استراتيجيات التدريس التي تعزز النتائج التعليمية الأمثل لهذه الفئة العمرية، بالإضافة إلى كيفية تنفيذ هذه الاستراتيجيات بفعالية، بحيث يتم إجراء مراجعة شاملة للأدبيات لتوفير رؤى حول الوضع التعليمي الحالي في عين تموشنت، مع تسليط الضوء على التحديات التي يواجهها المعلمون وتأثيرها المحتمل على التطور الأكاديمي للمتعلمين الصغار. باستخدام نهج مختلط، تجمع الدراسة بين البيانات النوعية والكمية من خلال توزيع استبيانات لمعلمي المدارس الابتدائية، لتقييم تصوراتهم وتفضيلاتهم وممارساتهم الحالية فيما يتعلق باستراتيجيات التدريس تكشف النتائج أن معلمي المدارس الابتدائية في عين تموشنت يستخدمون مجموعة متنوعة من الأساليب، حيث يمزجون بين الأساليب التقليدية التي تركز على المعلم مع استراتيجيات أكثر تركيزًا على المتعلم والتفاعلية. على الرغم من أن نتائج الاستبانة تشير إلى الاعتماد النسبي على الأساليب التقليدية، فإنها تكشف أيضًا عن التحديات التي يواجهها المعلمون في تنفيذ استراتيجيات مبتكرة، لأنه يتناول حاجة ملحة لممارسات تدريس فعالة في التعليم المبكر، ويهدف إلى تحسين مشاركة الطلاب وإنجازاتهم.