

People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research University of Mohamed Boudiaf –  
M'sila  
Faculty of Letters and Languages Department of English



## Exploring Primary School EFL Teachers' Language Teaching Strategies

The Case of Third year Algerian English Primary School Teachers

Dissertation Submitted to the Department of English in partial fulfilment of the  
Requirements for the Degree of Master

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2022 / 2023

## **Declaration**

We hereby solemnly declare that the work we are going to present in this dissertation entitled “An exploration into Primary School EFL Teachers' Language Teaching Strategies: The case of third year primary school teachers.” the case of third year Algerian primary school teachers to the limits of our knowledge, has not been submitted before to any other institution or university or degree and all sources that we have used and quoted from have been indicated by means of complete references. This work is to be carried out and completed at Mohamed Boudiaf University M’sila, Algeria.

M’sila, June 2023

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Signature

NABI Aicha

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Signature

Djegham Zouweyna

## **Dedication**

In the name of Allah, the most beneficent, the most merciful.

To my beloved father, 'Mr. NABI AbdelAziz', may your soul rest in peace.

To my warrior, my mother, 'MIMOUNE Nacira' the one who sacrificed her life for us

To my siblings, my soldiers; I dedicate my dissertation work to all of you. I dedicate my dissertation work to everyone of you.

## **Aicha NABI**

First and foremost, I thank God who gave me the strength and ability to finish this modest work.

I dedicate this work to the most caring woman, to my warrior in the hard times, to the one who sacrificed everything for me and still, the one who taught me to believe in myself and chase my dreams, the one who never saved an effort to see me happy.

To my wonderful mother, "Fatih Bourezg". If I ever fought for success, it is to make YOU proud and today I know you are.

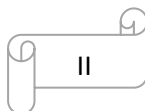
To my father "Ahmed Djegham"

To my beloved sister and nieces who supported me throughout my life and encouraged me to do my best.

To my dearest brothers and brother-in-law who supported and trusted me unconditionally.

To my little niece and nephew, may I see you thrive in this world.

## **Zouweyna Djegham**



## **Acknowledgments**

We would like to express our deep and sincere gratitude to our research's supervisor,

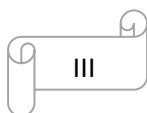
Chawki BOUNAAS, for his help and guidance,

And a special thanks goes to Dr. Nassima AMIROUCHE, Dr. Bachir SAHED and

Ms. Selma BEKKAI for their help, caring and motivation.

We would like to thank the members of the jury also; for accepting to read and evaluate our study, their comments will definitely be taken into consideration and surely will enhance the credibility of the study.

Our heartfelt appreciation also goes out to everyone who has supported and encouraged us in our research endeavors, both directly and indirectly.



## **Abstract**

This dissertation examines the teaching strategies used by English teachers in primary schools in Algeria, with a particular emphasis on the context of young learners; the case study of third year primary school pupils. The main purpose is to investigate teachers' thoughts, beliefs and attitudes towards teaching strategies that promote optimal learning outcomes for this age group, and how can teachers apply them; whether individually or combined. A thorough literature review is conducted to provide insights into the current educational situation in Algeria, highlighting the difficulties teachers face and their potential impact on the academic development of young learners. The study employs a quantitative research methodology. Algerian primary school teachers are given a survey questionnaire to examine their perceptions, preferences, and current practices in teaching strategies. The results show that teachers in Algerian primary schools use a wide range of teaching strategies, including traditional teacher-centered approaches as well as more learner-centered and interactive methods. The survey results indicate a relatively high reliance on all teaching strategies, and a diverse use of multiple teaching strategies.

### **Keywords:**

Teaching strategies; primary school teachers; young learners.

## List of abbreviations

L1: First Language

IC: Intercultural Competence

FLE: Foreign Language Environment

UNICEF: United Nations International Children's Emergency Fund

LLS: Language Learning Strategies

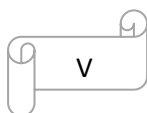
SLA: Second Language Acquisition

CAPT: Committee on Academic Programs and Teaching

Q: Question

Ste: Statement

X: The Mean



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## Chapter One

### An Overview of English as a Foreign language’s teaching strategies used with young learners

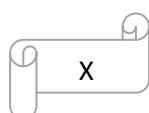
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## **General Introduction**

# 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 young learners, 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 that 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 efficacious 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 (Taba et al., 1964). Throughout time, educators and researchers have investigated different teaching strategies to enhance student involvement, increase knowledge acquisition, and improve overall academic performance. Corrigan (2013) emphasized that a lecture as a strategy of teaching should meet students' educational needs in order to engage 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. Traditional teaching methods, which were heavily reliant on lectures, have gradually given way to more interactive and learner-centered

pedagogy. This shift is motivated by the need to cultivate critical thinking, problem-solving skills, and a lifelong passion for learning. The context of 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 in Algeria 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, as claimed by Christensen et al (1991) “To teach is to engage learners in learning”. It is essential to tackle the challenges that Algerian primary schools face, such as limited resources and inadequate teacher training, while taking advantage of opportunities for improvement to ensure the successful implementation. By prioritizing effective teaching strategies, Algeria can cultivate a dynamic and comprehensive primary education system that empowers its young learners for future success. McCombs and Miller (2006) state: “learner-centered approaches orient themselves continually toward what individual learners need to learn regarding their backgrounds and abilities”. 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 utilized 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 utilized by EFL teachers

in primary schools throughout Algeria. This investigation highlights the importance of these strategies and their influence on the academic performance of young learners.

## **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 young 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 young learners, 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.

### **3. Research Questions**

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

1. Are primary school teachers aware of different teaching strategies?
2. What are the most effective teaching strategies used by primary school teachers to teach English for young learners?

### **4. Research Hypothesis**

In the light of the aforementioned questions, the following hypothesis 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.

### **5. 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 young learners.

## **6. 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 throughout Algeria. 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 utilized 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.

## **7. 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 Algeria.

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.

## 8. Literature Review

Numerous studies have been conducted to explore and investigate different teaching strategies and their role and contribution in the path of EFL teaching.

Banks and Ambrose A. Clegg (1973) offer a comprehensive exploration of teaching strategies applicable to the field of social studies. The authors delve into a variety of teaching strategies tailored to different subfields within the discipline, including direct instruction, cooperative learning, inquiry-based learning, and role-playing. Their book emphasizes the importance of inclusivity in the classroom, tackling cultural relevance and equity issues, and designing effective social studies lessons. The authors provide valuable insights and guidance on creating engaging and interactive learning experiences, although the book's 1973 publication date means that it may not include extensive coverage of technology integration in social studies instruction, as technology has advanced significantly since then. Nevertheless, the book's traditional teaching strategies remain relevant today.

Tiffini Banks (2008) examined in a research the foreign language learning difficulties and teaching strategies. This research also examined effective strategies that other teachers have used to conquer FL learning difficulties. The research suggested that teachers multi-sensory approaches and strategies for students to master the target language.

In 2012, Rosenshine conducted a study entitled "Principles of Instruction". Through his research, Rosenshine highlights strategies that place explicit instruction, proper scaffolding, and frequent practice as crucial components in effective teaching. Rosenshine emphasizes the significance of teachers being thoroughly acquainted with these teaching strategies and their successful implementation in the classroom. The most effective teachers ensured that their students efficiently acquired, rehearsed, and connected background knowledge by providing a good deal of instructional support (Rosenshine, 2012).

In a similar work, John Hattie and Gregory C. R. Yates (2014) conducted research that explores the scientific and research-based foundations behind effective instructional and learning techniques. In this book, Hattie expands on his previous work on visible learning, which entails identifying the factors that have the most significant impact on learners. To provide insights into what works in education, the book combines the results of various meta-analyses and research studies. Hattie and Yates delve into different aspects of teaching and learning, such as classroom climate, feedback, instructional practices, and student engagement. They emphasize the criticality of using various teaching techniques and their role in successful teaching. The book, "Visible Learning and the Science of How We Learn," strives to bridge the divide between educational research and practice. It presents a comprehensive summary of effective teaching strategies, urging educators to scrutinize their instructional methods and make informed decisions based on the evidence presented. Their book is an essential resource for educators, researchers, and individuals who seek to enhance educational outcomes.

Chaidir Malik et al (2020) made a research that aimed at investigating the EFL teachers' teaching strategies in teaching English in Indonesia. The objective of the research was exploring the teaching strategies and procedures applied by English language teachers Kampung Inggris Pare, Kediri, Indonesia. Based on the results, it has been found that the teaching strategies for vocabulary employed by ELT teachers in KIP, Kediri were rote learning, flash card exchange, drawing games, guessing game, miming game and topical discussion.

Through learner-oriented education, students can develop the skills they need to learn, progress, and address significant problems that are relevant to themselves and others. The book, Nyman et al (2021), offers a guide for educators to bring joy into the learning experience by adapting successful in-classroom strategies to virtual instruction. It contains valuable insights for teachers who are teaching remotely or incorporating digital activities into traditional classroom settings. Nyman et al delve into various effective methods for students to interact,

communicate, and collaborate, such as engaging in discussions about current events, sharing personal anecdotes, and creating visual boards and digital stories. Additionally, the book includes an updated glossary of digital tools to help navigate the ever-evolving educational landscape in today's classroom.

The work of Bryan Goodwin et al (2022), has been an inspiration to countless educators seeking to refine their teaching methods. The book's streamlined approach centers around 14 effective instructional strategies that have been proven to promote deep, lasting, and meaningful learning. These strategies include visualizations, concrete examples, structured problem solving, and others. The book is presented within a framework that emphasizes instructional planning and is aligned with how the brain learns. All of the strategies are complementary and effective.

In conclusion, this literature review has examined the existing research on teaching strategies and their impact on student learning outcomes, with a specific focus on the need for further investigation. While the reviewed studies provide valuable insights into effective teaching strategies, it is evident that these previous studies are not yet sufficient to fully understand the integration of teaching strategies in classrooms of young learners such as primary school pupils. Moreover, the majority of the reviewed literature has primarily focused on the impact of individual teaching strategies in isolation. While this existing body of research explores multiple teaching strategies and the potential benefits of combining all of them.

## **9. 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 throughout Algeria. It lasted throughout the second semester of the academic year 2022/2023.

The population of this study is about above 5000 teachers. From this population, a non-random sampling was opted for studying the answers of 70 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 hypothesis.

## **10. Structure of the Dissertation**

This study is divided into two main chapters. The first chapter focuses on the theoretical aspects and is divided into three main areas of research. The second chapter is dedicated to the fieldwork.

In the first chapter, the first part provides an overview of teaching approaches employed for instructing the English language in Algeria, with a particular emphasis on young students. 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 young students. Furthermore, this segment examines the attributes of young learners 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 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 is also divided into two sections. The first section 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 subsequent section of chapter two centers on scrutinizing the data collected from the questionnaire distributed among the educators. The process entails scrutinizing quantitative data to comprehend the teachers' outlooks. The quantitative analysis assists in identifying regularities and tendencies, and facilitates a comprehensive comprehension of the teachers' viewpoints and encounters on English teaching strategies.

# **Chapter One**

## **An Overview of English Language Teaching**

### **Strategies Used with Young Learners**

## **Introduction**

English language has a significant standing as a foreign language in Algeria, with its importance for personal and professional growth increasingly acknowledged. In order to make English language instruction accessible at a young age, primary schools in Algeria have implemented it into their curriculum. In light of this, there is now an emphasis on improving the quality of English language teaching in primary schools through teacher training and the provision of modern resources. By prioritizing English language education, Algeria hopes to provide its teachers and young learners with the necessary competencies to succeed in an ever-globalizing world.

The significance of EFL education cannot be overstated as it is crucial in providing young learners with fundamental language skills and promoting their capacity to communicate effectively in English. As learners in their early years of education begin their journey of learning a new language, it is essential to utilize teaching techniques that are suitable for their individual requirements, capabilities, and level of growth. In order to be effective, educators must be attuned to the unique needs of their pupils, keeping a close eye on their progress and adapting their teaching methods to suit each individual. In primary school EFL classrooms, this requires ongoing professional development and regular self-reflection, as teachers strive to implement a range of diverse and effective teaching strategies.

The following section delves into foreign languages and EFL in Algeria. It will also discuss foreign language teaching with a particular focus on foreign language teachers and learners. Additionally, this chapter will delve into the characteristics of primary school learners and strategies employed in English language instruction.

### **1.2. Foreign Languages in Algeria**

Foreign language refers to any language that is not classified as belonging to the linguistic profile of a country. It is a language that is unfamiliar to the native popularity of the country and

needs to be acquired and employed for purposes beyond those of native communication language. That would be, in the case of Algeria, French, English, German and Spanish and some other languages that are learned and acquired for personal benefits. Throughout its history, Algeria has developed a multifaceted linguistic system due to numerous invasions. The country's diverse composition provided a veritable sociolinguistic research, characterized by a fascinating diaglossic, bilingual, and multilingual environment.

The pervasive influence of globalization has elevated English's stature to the forefront of international discourse. According to Harrison (1974) many countries where English is not the mother tongue, it is the most commonly 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 categorised solely as a foreign language. Consequently, Algerians now experience both a synergistic and competitive relationship between the two languages. Furthermore, in the Algerian society, English has the position of the second foreign language after French. This 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, what is referred to as L1. Actually, L1 refers to the daily spoken language which implies the different regional dialects within the country. 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. Crystel (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.

### **1.3. 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 a 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 travelling 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 newlyacquired 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 acknowledgement 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 19<sup>th</sup> of June 2022, President Abdelmadjid Tebboune declared that English will now be taught to primary school students, 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 forwardlooking 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 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).

#### **1.4. Teaching Foreign Languages**

Teaching a non-native language outside of its common spoken environment is known as foreign language teaching. Given the trend towards globalization, it has become essential to

acquire proficiency in foreign languages. Accordingly, the acquisition of foreign language skills has been recognized as a vital aspect of personal development. One communication tool that plays an important and necessary role in global competition is the mastery of foreign languages (Ahmad, 2016, Dörnyei, Z, & Al-Horiee, 2017).

Language teaching has experienced numerous curricular innovations in response to the importance of providing students with opportunities to acquire and practice the foreign language in contextualized and meaningful language communicative tasks at all stages of the foreign language acquisition process. Increasingly, language educators contend that foreign language learning should increase students' intercultural competence (IC) which would allow them to see relationships between different cultures, mediate across these cultures, and critically analyse cultures including their own (Chapelle, 2010). Language teachers have now recognized their role in eliciting culture learning in their classrooms and ways to access that learning (Moloney & Harbon, 2010).

Language teaching is influenced by ideas on the nature of language (language theories) and the learning conditions that make learners to acquire the language (learning theories). Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching methods. A method that is based on the assumption that we learn another language as a child learns his native language (L1) will differ from one based on the assumption that learning a foreign language is not the same as learning a mother tongue ( Bambang Setiyadi, 2020).

#### **1.4.1. Foreign Language Teachers**

The role of the teacher in the foreign language classroom is to pass the linguistic information to students, spread the knowledge of linguistics systems and teach about FL culture. In addition, the teachers are in charge of managing the emotional tenor of the classroom, creating a positive atmosphere in the FL group, establishing strong social connections among peers and,

ideally, teaching with joy, optimism and passion (Dewaele et al., 2018). Thus, it is reasonable to believe that the psychological well-being of teachers provides the basis for their emotional and personal investment in teaching. As it has been already mentioned, FL teachers, their teaching practices, and the variety of teaching techniques they use, the support they express to their students their positive appreciation and positive attitude to learners might all be perceived as one of the lynchpins of FLE experienced by students (Li, Jiang. & Dewaele, 2018).

### **1.5. Teaching Foreign Languages to Young Learners**

When it comes to foreign language education, it has been suggested that pupils at the elementary level should be taught foreign languages as a part of their local curriculum. The government, as the representative of the nation, bears the responsibility of providing early childhood education. There are several key factors that highlight the importance of learning a foreign language at a young age. For one, children have an easier time mastering language due to their malleable maturation process. Lenneberg (1964) states that until approaching the age of transition (puberty) the human brain is relatively easier to absorb something physiologically, thus providing convenience and adaptation for children in language acquisition. Additionally, introducing foreign language education during the early stages of schooling leads to better communicative skills. International experience, including that of European countries, shows that early language education has always been a priority. Through language, children can be interconnected, share experiences, and can improve intellectually, namely in the context of developing their language knowledge and skills (Marić, 2017).

Children learn differently than adults. They tend to be drawn to games that can balance formal lessons at school. Learning by experimenting, exploring, and using objects to create may also improve your child's problem-solving skills. Plus, you can learn social skills by playing together.

The academic progress, drive and motivation of young learners 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 (Bernaus, Wilson and Gardner, 2009).

Teachers should select strategies which can be used to engage students to learn in different language domains (Wandberg & Rohwer, 2010). Selecting an appropriate strategy to teach children is a challenging job. It is imperative to choose the strategies thoughtfully to ensure maximum contribution to the learning process of young students. Whenever children are involved in learning, discovering novel concepts, and comprehending the fundamental principles of the subject, they acquire knowledge in a profound and significant manner that can be applied to different aspects of their lives. The succeeding details in this section describe some techniques that can be employed to improve the learning experience of primary school pupils.

When learning is active, students do most of the work. They use their brains, study ideas, solve problems, and apply what they learn. Active learning is fast paced, fun, supportive, and personally engaging (Silberman, 1996, p. 9)

The acquisition of knowledge demands that students are actively engaged in the learning process, which can be achieved by implementing effective teaching strategies. Teachers may employ diverse tactics in the classroom to impart knowledge to students. Conducting, for instance, pair discussions can help teachers better comprehend students' conduct and their involvement in the learning process. Furthermore, interactions between students and between teachers and students are crucial for enhancing engagement and consolidating learning. To elicit responses from students, teachers may also employ targeted questioning as a vital teaching strategy. By asking personal questions, teachers can encourage positive participation among students. It is the responsibility of teachers to oversee the activities of students in the classroom (Kumar, 2007).

## **1.6. Achieving High Effectiveness in Foreign Language Teaching**

After conducting several scientific and practical studies, it has been concluded by numerous professors and scientists that the most effective method for teaching foreign languages is through the use of innovative technologies. The use of technology not only facilitates the development of language but also ensures the formation of communication skills for students (Kulieva et al., 2019). A change within the educational system that aims to enhance the process, outcomes, and overall experience of learning is known as pedagogical innovation.

The use of technology in the pedagogical process has become imperative with their incurrence in different areas of knowledge such as pedagogy, psychology, and didactic teaching (Lazar, 2015). Innovative pedagogical technologies in foreign language teaching are aimed at cultivating students' creative and systematic thinking, as well as their ability to express unconventional ideas through various creative assignments. It is an attempt to fulfill the demand for new technologies by applying latest knowledge to novel production factors, and innovation is the inevitable outcome of such endeavours. Additionally, slide shows and video demonstrations have shown to be helpful tools in aiding students to comprehend the lesson faster and more easily. Students tend to mimic the speech of those in the video.

A recent large-scale survey by Canning-Wilson (2000) reveals that the students like learning language through the use of video, which is often used to mean quite different things in language teaching. Compared to conventional methods of education, this particular system empowers pupils to express themselves individually, enhances their academic capabilities, generates secured outcomes, and enables them to differentiate between education and teaching. Using modern technology in teaching foreign languages is a method that maintains the equilibrium between knowledge, skills, and competencies despite any changes that may arise. In the contextual part, technology has long been searched and evident in the literature for foreign language development (Roby, 2013).

## **1.7. Characteristics of primary school learners:**

According to the critical period hypothesis, a child learns or acquires any language from birth until puberty, the period in which his linguistic, cognitive, and social abilities are mature enough. Learning a second language reaches its highest peak at a young age.

Young learners are aged between 6 and 10 years old. This term usually refers to learners who have not yet become adults, as we call them pupils. This group of learners have different aspects of their personality, mental, social, emotional, physical and cognitive aspects. The term young learners entered into popular culture at the start of the 1990s. By the age of seven or eight, a child is considered a young learner. Or when they move on to secondary school before age eleven (UNICEF DATA, 2023). However, it was stated that this is not always applicable in different parts of the world, with some regions using a different definition. For instance, in Algeria the learners generally learn English in the first grade for middle school, and there is an issue that the subject will be added into primary schools as well.

Young learners learning a language are ideal. Adults and adolescents are different than younger learners when it comes to learning a new language.

### **1.7.1. The characteristics of young learners according to Lynne (2001):**

According to Lynne Cameron in his book *Teaching Languages to Young Learners* (2001):

Children are often more enthusiastic and livelier as learners. They want to please, the teacher rather than their peer group. They will have a go at an activity, even when they don't quite understand why, or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult (p. 1).

Lynne notes that children tend to be more spontaneously enthusiastic when learning a language. They also want to satisfy and obtain the attention of the teacher instead of their peers. At times, these individuals may become confused about the reason or mechanism for their actions. As a result, they typically lose interest more quickly and struggle to focus on tasks they find challenging. Children don't find grammar discussion easy to talk about. They often seem less embarrassed than adults when learning a new language. This lack of inhibition helps them develop a more native-sounding accent. In fact, Scott and Ytreberg (1993, p. 2-4) state that young learners exhibit certain traits:

“Some characteristics of young learners are they know that the world is governed by rules; they use language skills before they are aware of them, they are very logical, have short attention and concentration span, love to play and learn best when they are enjoying themselves, very enthusiastic and positive learners. They ask questions all the time, rely on the spoken word as well as the physical word to convey and understand meaning, they are able to work with others and learn from others...”

The mind of children, therefore, as learners has many characteristics. One of them is a high imagination about what they thought or saw. As learners, they can demonstrate what they have done or heard. And also, how they behave or play when they are old. Because when children love to learn, they feel happy and confident — when they pretend to understand or understand in their own terms. Additionally, their short attention span and focus negatively affect their ability to process information in school. However, young learners have still the ability of telling their actions, heard or seen. “Play with language in teaching foreign language for young learners introduce them about meaning, and it is the first stage in learning language. It means learners must know about spoken language first because meaning must come first: if children do not understand the spoken language, they cannot learn about it” (Cameron, 2001, p. 36). Young learners' world is spontaneous, joyful, innocent, and the first stage of their learning life. Making

up their educational environment more exciting, attractive and active, they can have unforgettable memories of their learning and enjoy their studies.

### **1.7.2. The characteristics of young learners according to Clark (1990)**

Clark stated, furthermore, that children develop conceptually at the very beginning of the process. They develop their way of thinking from the concrete to the abstract. Children have no real linguistics, unlike the adult learners who already have a specific purpose in language learning, for example to get a better job, children rarely have such needs in learning a foreign language. They learn subject to what the schools offer them. Second, children are still developing. They develop joint skills such as turn talks and the use of body language. Third, young children are very self-centered. They tend to unravel around themselves. And fourth, children get bored easily. Children have no choice but to go to school. The lack of choices means that the classroom activities need to be as interesting and engaging as possible by setting up the interesting activities.

### **1.7.3. The characteristics of young learners according to Halliwell (1992, p. 3-5)**

Children have vivid imaginations, children's words are filled with imagination and fantasy, and there's more to them than just joy. They take great joy in finding and creating fun in what they do. Children frequently learn indirectly rather than directly. Children already have great skills in dealing with limited linguistic creativity. They are already very good at translating meanings with no necessity for understanding the individual words (p. 35).

### **1.7.4. The characteristics of young learners according to Scott and Ytreberg (1990)**

Scott and Ytreberg stated that learners who are young learn in ways that differ from how adults learn. They are drawn to activities that can supplement regular school instruction therefore they tend to talk about what they are doing, what they are intending to do, and what they have done or heard. Children have the ability to plan activities, argue for something and tell you why they think or what they think. They tend to use their vivid imagination to make logical reasoning.

He adds that young learners also use a wide range of intonation patterns in their mother tongue. The ability of understanding direct human interaction exists as well in their brains. They know that the world is governed by rules and understand situations more quickly than they understand the language used. Moreover, they use skills long before they are aware of it. Young children love to play and learn best when they are enjoying themselves.

## **2. 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 include the child's age, cognitive, social and emotional development in the context of learning.

Teachers became the key in teaching-learning activities. Teachers had a relation to the students' success in learning English. So, the English teachers should know the best strategies should be implemented to teach English. It included the strategies to reduce the obstacles that they experienced in the teaching process.

### **2.1. Language teaching strategies**

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. As a result, 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. Iskandarwassid 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 (Picard, 2004). 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 (Costantino, 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 a good English learning.

Lawton defines teaching strategies as a generalized plan for a lesson(s) which include structure 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 the 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 in the desired language.

According to Sarjan 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.

## **2.2. 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.

### **2.3. 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 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.

#### **2.4. 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 (Sorour, 2009; Al-Mutawa, 1997). In the last two decades the teaching process changed from teacher-centered learning to learners-centered approaches (Committee on Academic Programs and Teaching (CAPT). stated that:

Teachers held the view that the teacher-centered learning methodology would not be effectively implemented in class teaching English as a foreign language due to the inherent complexity of the subject matter. It proved challenging for the pupils to acquire English autonomously as it was not their primary language. The learners, particularly those in the seventh or ninth grades, continued to rely on the teachers' explanations (p. 5). 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 young learners 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 (Bernaus, Wilson and Gardner, 2009). 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 exhibit their comprehension and expertise.

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 Herrel (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 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 (kahyati & Madya, 2019). 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 (kahyati and Madya, 2019).

## **2.5. Characteristics of Teaching Strategies**

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

The general teaching approach outlined by educational methods can be "tailored" and customized to the training events and circumstances. The methods largely reflect the instructor's teaching style, creativity, and personality; they have a structuring and modeling role to connect the learning situations where learners are placed and to activate their psychological mechanisms

of learning; the components of the method (techniques, resources, and organizational forms of work) establish a system, establishing the connection between them, even interrelations and interdependence.

A teaching strategy consists of a set of operations, steps, and rules that are tailored to different teaching sequences. Each decision made during the process signifies a transition to the subsequent sequence, utilizing the information gathered in the preceding step. It is important to note that these strategies are distinct from the chosen methodology or fundamental teaching method, as the latter focuses on the training process as a whole rather than individual sequences. Furthermore, these strategies hold a probabilistic nature, implying that while a particular teaching method may be scientifically grounded and suitable for 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, rationalize and adapt the training content to their individual personalities, and establish an optimal framework for interactions among various components of the training process (Ionescu & Radu, 2001, 184-185).

## **2.6. Types of Teaching Strategies among young learners**

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:

**2.6.1. 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.

**2.6.2. Reward:** reward systems are a practical strategy to commemorate academic success and positive student conduct. Employing incentives in the classroom 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).

**2.6.3. 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).

**2.6.4. 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).

**2.6.5. 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, young learners 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)

**2.6.6. 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).

**2.6.7. 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 utilized within the classroom setting: use of computers in the classrooms. Creating class websites and blogs (students and teachers blog), use of digital microphone 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.

**2.6.8. 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.

**2.6.9. 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).

**2.6.10. 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, p. 2004)

**2.6.11. Let the pupils teach:** allowing the pupils to teach in class necessitates adequate preparation and a profound grasp of the course material. Teachers have the option of assigning this task individually or dividing learners into groups. The primary objective of this approach is to encourage learners to showcase their knowledge and share it with their peers. To assist children in preparing for this task, teachers can provide a rubric that outlines the grading criteria. They could award points based on lesson duration, readiness, and originality. The weightage of each section will vary depending on the project and preferences. Some teachers also permit the class to grade a portion of the assignment ([www.classcraft.com](http://www.classcraft.com)).

**2.6.12. Encourage learning from experience:** the most valuable teachings frequently occur beyond the confines of the classroom. Immersing oneself in the real world can provide children with fresh perspectives and aid in developing a more comprehensive comprehension of what is taught in class. An exemplary instance of experiential learning is examining the various fish species in a local pond. First, the class would review the types of fish and their contributions to the surrounding environment. Subsequently, the class would visit the nearby pond for a hands-on experience. They would search for the different fish species discussed earlier in class and observe their roles in the environment. Field trips of this nature provide students with invaluable real-life experiences. Moreover, teachers can use games in class where they ask pupils to taste

something for example and name the taste sweet, sour, salty or other tastes. Another example in the lesson of learning different food names, teachers can make pupils play a game of blind guessing where they taste food covering their eyes and guess it. They will gain confidence and be motivated in class, knowing that everything they learn is connected to the world around them. (www.classcraft.com).

**2.6.13. 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 an advantageous educational aid 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).

**2.6.14. 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 that 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).

## **2.7. The 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 with 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).

**Chapter Two**  
**Methodology, Data analysis, Results, and**  
**Discussion.**

## **Introduction**

This chapter is exclusively devoted to the field research of this investigation. The concept that encapsulated the central notion of this study is an exploration into primary school teachers' language, teaching strategies: the case of third-year primary school teachers. The initial section focuses on the framework of the theoretical basis concerning the essential subject matter of this work.

The subsequent section is committed to furnish a description of research design, sampling techniques, and procedures that have been followed in this research paper, in addition to a description of how data is collected, tools used, and the type of samples occupied in this research.

### **2.1. Research Method and Design**

Given that this study is focused on exploring the teaching strategies employed by primary school English language teachers when instructing third-year pupils, a descriptive design is deemed fitting. Descriptive research, as defined by Arkunto (2007), is designed to collect information on trends within a particular field, without any intervention or control (p. 234).

To gather the necessary data, this research employs a quantitative research approach. This method is preferred due to its efficacy in offering a comprehensive understanding of the research problem (Cresswell,2009). The quantitative approach tends to primarily fit this study where relatable variables in questions, and formulating hypotheses are prevalent (Creswell & Creswell, 2017).

This research involved non-experimental quantitative methodologies. A survey is a nonexperimental, descriptive research method and is best suited to collect viewpoints of respondents (Babbie, 1990). The non-experimental design was utilized because the researcher had no intent to manipulate any of the variables or subjects, as that is the objective of

experimental quantitative methods (Muijs, 2011). Quantitative methods used to study the relationship between variables express variable relationships through statistical analysis (Grand Canyon University [GCU], n.d.; Patten, 2014).

## **2.2. Research Population and Sampling:**

The present research took place at multiple primary schools throughout Algeria. It lasted throughout the second semester of the academic year 2022/2023.

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 M'Sila, 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.

Creswell (2012) stated that a minimum of 30 participants is necessary when using the descriptive method to establish a relationship. In accordance with this premise, the researchers opted for a random selection of 70 teachers from a larger population of 80 teachers.

Over half of the surveyed individuals, precisely 54.3%, had been teaching the English language for a period that ranged from a year to four years. The remaining 45.7% of the participants had been imparting their English language expertise for more than four years.

### **2.3. 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, an online questionnaire was employed as a tool of investigation. 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 25 closed-ended items. 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 in the most effective way as it is adopted in the Algerian education system among primary schools.

In order to ensure the consistency of the instrumentation and ensure results are similar over time. Creswell and Creswell (2017) stress the necessity to measure the internal consistency of the instruments along with correlations with test-retest procedures in addition to ensuring administration consistency of variable outcomes and scoring. For internal reliability, the significance of the correlation coefficient specifies the existence of a linear relationship and if the outcomes are statistically significant between the two continuous variables, by indicating the direction and strength of the relationship (McCall, 2018). Cronbach's alpha reliability coefficient indicates internal consistency of the scale items and the degree of intercorrelations, with an acceptable alpha of 0.91 or higher.

## **2.4. Description of the Research Instrument**

### *The description of the questionnaire*

The questionnaire, designed from scratch and examined by 05 experts from the English department in M'sila University, contains twenty-five (25) items divided into three sections. The first section is devoted to investigate teachers' personal information and language achievement. The second section is designed to investigate teachers' perception of teaching styles and strategies towards primary schools' learners. Moreover, the third section is dedicated to teachers' experience with teaching styles and strategies towards primary schools' learners. These sections are as follows:

#### **Section One: Personal Information.**

The main aim of this section is to obtain data about the teachers' background collectively. Q1, Q2, and Q3 is concerned with gender, qualification and the type of institution graduated from. While Q4 is concerned with the timeframe of teaching English by these teachers.

#### **Section Two: Teachers' perception.**

In this section, the main aim is to inspect teachers' perception of teaching styles and strategies towards primary schools' learners. In particular, Ste1 is concerned with being aware of the notion of teaching strategies and styles. Ste2 investigates the fact whether teaching strategies are helpful and beneficial for young learners or not. In addition, in Ste3 researchers aim to know whether there are differences between learners in terms of their learning styles and strategies. Whereas Ste4, Ste5, and Ste6 seek to know whether young learners have different skills in learning and whether young learners' active or passive skills are best developed in class.

### **Section Three: Teachers' Experience.**

This section involves fifteen items. It is devoted to investigate teachers' experience with teaching styles and strategies towards primary schools' learners.

Both Ste1 and Ste2 look to see how teachers learned teaching strategies whether through practice or academic formation. While from Ste3 to Ste15 seek to know which teaching strategies are used by teachers in the classroom.

#### **2.4.2. Piloting the Research Instrument:**

In research protocol, a pilot study is the primary step and is typically a smaller study. It serves to aid in the organization and adaptation of the main study by testing the validity and reliability of research instruments. This data helps modify and develop the study goals.

It is crucial to ensure that instrument items are feasible and instructions are clear, and that participants understand them. Additionally, the time required to answer research questions is measured. While pilot studies do not guarantee study success, Teijlingen and Hundley (2001) suggest that performing them increases the likelihood of success.

Moreover, five (05) teachers, i.e. 15 different primary schools in M'sila, since one teacher is teaching in 3 different primary schools, were chosen purposefully to answer the questionnaire for the purpose of piloting. This kind of sampling is used to gain detailed knowledge about teaching strategies among young learners' and its effect on developing kids' knowledge of English effectively.

##### **2.4.2.1. Validity of instrument**

In the development of measurement tools, ensuring validity is crucial. Validity comes in several types, each tailored to ensure that a measurement tool accurately measures what it intends to. These types include content, face, construct, and criterion validity. Their purpose is

to provide a reliable means of measurement, ensuring that the results can be applied to real-world settings.

This study assesses content validity, which measures the extent to which an evaluation accurately reflects the subject matter being tested. According to Rusticus (2014), an instrument's significance lies in its relevance and representation of the specific construct it intends to assess.

An online 5-point likert scale questionnaire was designed by us from scratch to conduct this research study.

To ensure the content validity of the questionnaire, EFL experts from the English department reviewed its items prior to distribution during the pilot stage. Five participants in a pilot study were asked to convey how much the work is ace and content valid for future research.

### ***Measuring Reliability***

In this inquiry, investigators choose to utilize Cronbach's alpha. This is a statistical measure of the internal reliability of a gauge, which demonstrates how much each item in a scale is related to one another within the same scale. Its numerical values vary between 0 and 1.

- Alpha 0.7 high internal consistency.
- Alpha 0.5 low internal consistency.
- Alpha 0 there is something wrong within the input.

Its formula is written as [bellow](#):

$$\alpha = \frac{k}{k - 1} \left( 1 - \frac{\sum V_i}{V_t} \right)$$

- $\sum Vi$  is the sum of the items' variance.
- $Vt$  is variance of the total scores.
- $K$  is the number of items.

In this research, Cronbach's alpha ( $\alpha$ ) of the questionnaire equals 0,91 which means that there is an excellent internal consistency , thus the questions' item correlates with each other in the same scale.

<b>ITEMS IN SECTION 2 AND 3</b>	25
<b>ALPHA</b>	<b>0.916</b>

#### **2.4.3. Administration of the Research Instrument:**

After conducting the pilot study, the perception questionnaire was submitted to Algerian primary school teachers, online; with a population of 75. This was to eliminate batch and age variation. The sample was chosen randomly and virtually submitted via link using both Gmail, Telegram, and Facebook messenger.

Seventy answers were accepted, yet, 05 answers were excluded because of the emptiness of the sheets. In order to keep our data reliable, we, therefore rejected the empty and repeated answers.

#### **2.4.4. Procedures:**

To attain the aims of this inquiry, a sequence of measures were carried out. To verify the dependability and usefulness of the techniques, a preliminary investigation was executed. This entailed presenting a set of questions on teachers' views and understanding to a limited number

of respondents. This stage was critical in confirming the comprehensibility, absence of vagueness, and promptness of the questionnaire items.

The information for this research was predominantly amassed by means of a survey. Consequently, the data gathering procedure comprised of a solitary phase, which will be elaborated in the forthcoming passages.

At this step, the teacher receives a structured questionnaire and thirty (30) minutes have been allotted to complete its three parts. Each section will be analyzed quantitatively using descriptive statistics, i.e., percentage, mean, difficulty index, and standard deviation. The results will be presented in the form of tables and graphs.

#### **2.4.5. Statistical Tools for Data Analysis:**

In order to evaluate and utilize the scrutinized data, the average, most frequent value, and middle value, difference between the highest and lowest scores, and the amount of variation from the mean were employed. The explanatory figures and charts were utilized to ease the depiction of the findings derived from the data analysis (Scherman, 2007). All required assessments were conducted, and the graphical illustrations were generated as per the prescribed methods. The statistical software, EXCEL 2013, was utilized for this purpose.

In order to make things clear, a series of definitions is provided as following:

- **The mean  $\bar{x}$**  is the sum of all scores divided by the number of scores. The formula for the mean is:

$$\text{Mean, } \bar{x} = \frac{\sum x}{n}$$

- $\Sigma$  = means “add up”
- $x$  = “all of the  $x$ -values”
- $n$  = means “the number of items in the sample”.

- **Variance** measures the dispersion of data and provides insight into how closely individual observations are grouped around the mean value. The population variance can be determined using the following formula:

$$\sigma^2 = \frac{\sum (X_i - X)^2}{N}$$

- $\sigma^2$  is the population variance.
- $X$  is the population mean.
- $X_i$  is the  $i^{\text{th}}$  element of the population.

- The variance of a sample is defined by slightly different formula:

$$s^2 = \frac{\sum (X_i - X)^2}{n - 1}$$

- Where  $s^2$  is the sample variance.
- $n-1$  is known as the degrees of freedom.

- **The standard deviation** pertains to the metric employed to measure the degree of diversity or the extent to which figures are dispersed. The formula to calculate the standard

$$s = \sqrt{\left( \frac{\sum [X_i - x]^2}{n - 1} \right)}$$

deviation is:

- In order to establish the minimum and the maximum length of the 5-point Likert type scale, the range is computed by deducting 1 from 5 (resulting in 4) and then dividing it by 5, which is the highest value on the scale ( $4 \div 5 = 0.80$ ). Subsequently, the number one, which represents the minimum value on the scale, is included to establish the maximum value of the cell. The dimensions of the cells are determined below:

- From 1 to 1.80 represents (Strongly Agree).
- From 1.81 until 2.60 represents (Agree).

- From 2.61 until 3.40 represents (Neutral).
- From 3:41 until 4:20 represents (Disagree).
- From 4:21 until 5:00 represents (Strongly Disagree).

## 2.5. Data Analysis and Interpretation of Results

### 2.5.1. Data Analysis, Results, and Discussion of Primary School Teachers' Teaching Strategies Questionnaire

#### *Section One: Personal Information:*

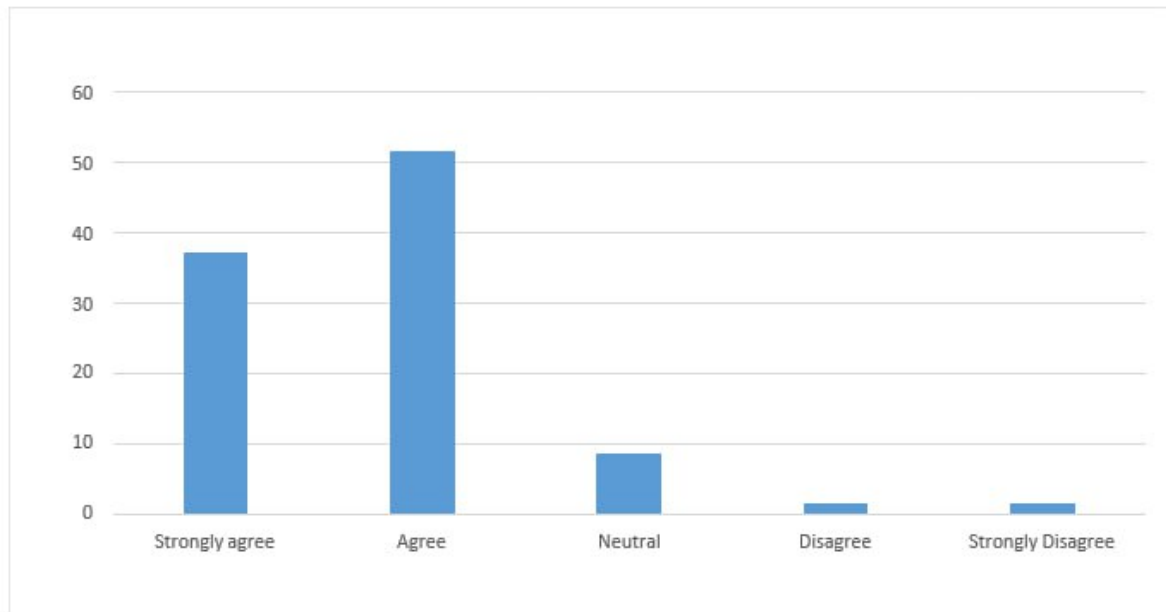
**Table (1): Distribution of the Research Population.**

<b>Variable</b>	<b>Classification</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Male	16	22.85%
	Female	54	77.14%
<b>Qualification</b>	Bachelor	53	75.7%
	Master's degree	17	24.3%
<b>Institution of Graduation</b>	University	67	95.7%
	ENS	3	4.3%
<b>Teaching Experience</b>	One year	40	57.1%
	2 – 4 years	8	11.4%
	More than 4 years	22	31.4%
<b>Total</b>			<b>100%</b>

*Section 2: Teacher's Perceptions of teaching styles and strategies towards primary schools' learners*

**Figure. 1.1**

*Teachers' awareness of teaching styles and strategies.*



Through responses to item 1 in the second section of the questionnaire concerned with whether primary school teachers are fully aware of the notion of teaching styles and strategies.

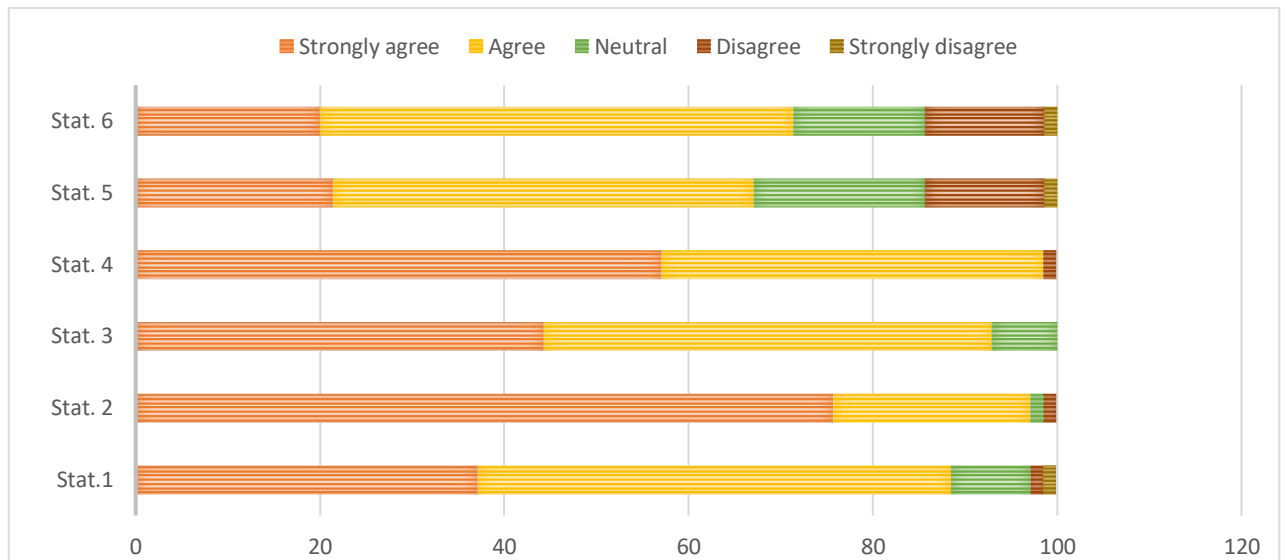
**Interpreting:** The findings suggest that a significant number of third-year primary school English teachers possess a solid awareness of effective teaching strategies and possess strong educational qualifications. This knowledge empowers them to command both the subject matter and classroom. Those teachers have received training on teaching strategies for primary school English teachers or studied such subjects as a module in their university coursework.

**Table (2)***Teachers Perceptions of teaching styles and strategies towards primary schools' learners*

<b>Statement</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1. I am fully aware of what teaching styles and Strategies are.	<b>1.79</b>	<b>0.778</b>	<b>37.1%</b>	<b>51.4%</b>	<b>8.6%</b>	<b>1.4%</b>	<b>1.4%</b>
2. Teaching strategies are helpful in class and very beneficial for young learners.	<b>1.29</b>	<b>0.568</b>	<b>75.7%</b>	<b>21.4%</b>	<b>1.4%</b>	<b>1.4%</b>	<b>0%</b>
3. There are noticeable differences exist between learners in terms of their learning styles and strategies.	<b>1.63</b>	<b>0.618</b>	<b>44.3%</b>	<b>48.6%</b>	<b>7.1%</b>	<b>0%</b>	<b>0%</b>
4. Young learners have different skills in learning	<b>1.46</b>	<b>0.582</b>	<b>57.1%</b>	<b>41.4%</b>	<b>0%</b>	<b>1.4%</b>	<b>0%</b>
5. Young learners' active skills (Speaking and Writing) are best developed in class.	<b>2.24</b>	<b>0.970</b>	<b>21.4%</b>	<b>45.7%</b>	<b>18.6%</b>	<b>12.9%</b>	<b>1.4%</b>
6. Young learners' passive skills (Listening and Reading) are best developed in class.	<b>2.27</b>	<b>0.992</b>	<b>20.0%</b>	<b>51.4%</b>	<b>14.3%</b>	<b>12.9%</b>	<b>1.4%</b>

Figure. 1.2

*Teachers' total perception of teaching strategies used with young learners.*



Responses to the second section in the questionnaire concerned with teachers' perceptions of teaching styles and strategies towards primary schools' learners

**Interpretation:** data and remarks extract from table 2 and figure 1.2 illustrate a very clear vision of how Algerian primary school teachers perceive what the teaching strategies are in their teaching journey and their understanding of which exact skills young learners use to acquire languages.

The mean calculated between 1.79 and 2.27 concerning statements 1, 5 and 6 which demonstrates a strong agreement on the statements. The mean calculated between 1.46 and 1.63 for statements number 3 and 4 which explains most of the sample kept neutral. However there is a general disagreement concerning statement 2 with a means of 1.29.

The statistics detailed show general correspondence of agreement concerning if primary school teachers are fully aware of the notion of teaching styles and strategies. 1.4% strongly disagreed in addition to 1.4% who disagreed, 8.6% remained neutral where those who agree represent 51.4% with 37.1% who strongly agreed on the statement.

Statement number 2, 75.5 percent of the sample showed a strong agreement on the idea that teaching strategies are helpful in class and very beneficial for young learners, 21.4% agreed on this statement and an average of 1.4% remained neutral. Only 1.4% disagreed, in addition to 0.0% of strong disagreement.

While in next statement 3, 48.6 % of the sample showed a disagreement and 44.3% of agreement with the idea that there are noticeable differences existing between learners in terms of their learning styles and strategies. While 7.1% remained neutral. The sample showed 0 percent of disagreement and strong disagreement on the statement. When teachers were asked whether young students have different skills in learning. Only 1.4% disagreed. In contrast 57.1% strongly agreed on the stated proclamation and 41.4% also generally agreed.

Statement number 5, 45.7% of the sample agreed with the idea that young learners' active skills meaning writing and speaking are best developed in class, and 21.4 percent showed a general agreement. An average of 18.6% remained neutral and 12.9% disagreed on this statement while 1.4% strongly disagreed on the statement.

The last statement concerning the idea that young learners' passive skills which are listening and reading are best developed in class, 20.0 % strongly agreed and 51.4% strongly agreed whilst 14.3% stayed neutral. At the other end of the scale, 12.9 percent correspond disagreed and 1.4% strongly disagreed on the last statement.

***Section 3: Teachers' experience with teaching styles and strategies towards primary schools' learners***

**Table 3.**

*Teachers' experience with teaching strategies*

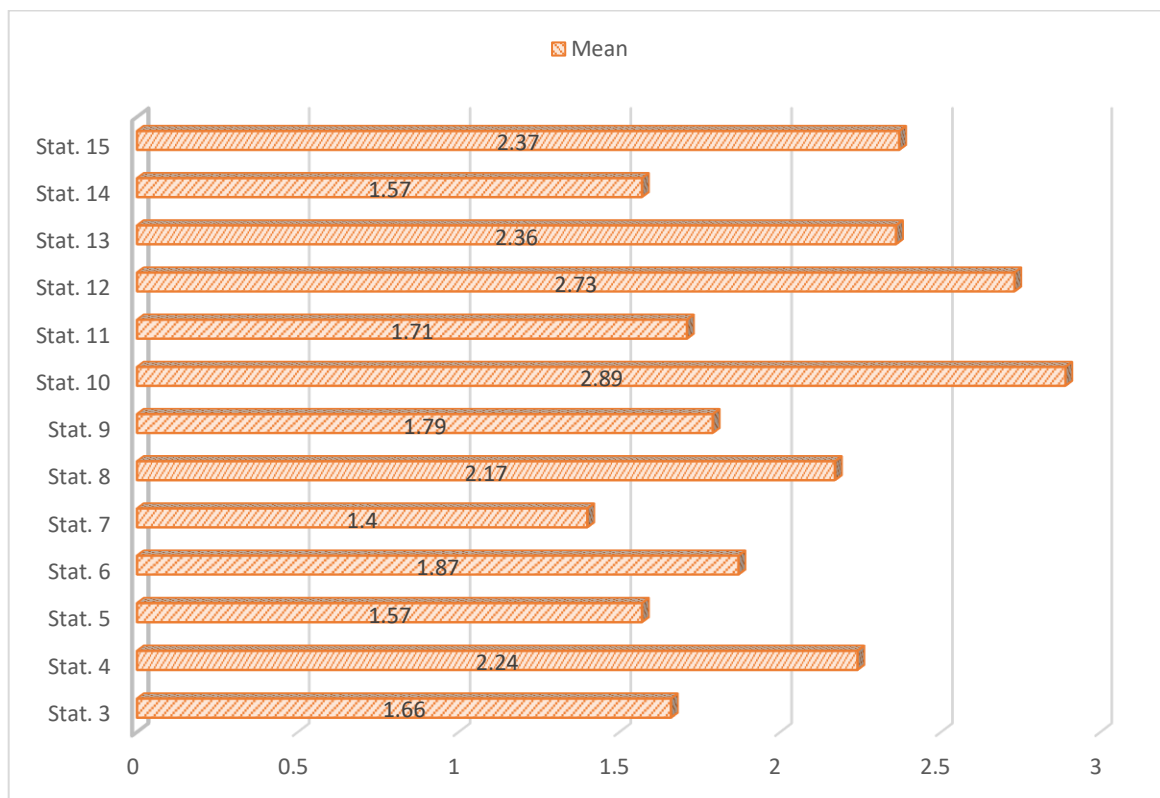
<b>Statement</b>	<b>Mean</b>	<b>Std. Dev</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
1. I learned teaching strategies through practice.	<b>1.83</b>	<b>0.816</b>	<b>37.1%</b>	<b>48.6%</b>	<b>8.6%</b>	<b>5.7%</b>	<b>0%</b>
2. I learned teaching strategies through academic formation.	<b>2.06</b>	<b>0.832</b>	<b>24.3%</b>	<b>52.9%</b>	<b>15.7%</b>	<b>7.1%</b>	<b>0%</b>
3. I use planning as a teaching strategy in class. (For example. preparing a lesson plan.)	<b>1.66</b>	<b>0.899</b>	<b>52.9%</b>	<b>37.1%</b>	<b>2.9%</b>	<b>5.7%</b>	<b>1.4%</b>
4. I use rewards as a teaching strategy in class. (For example. allow pupils to use the teacher's chair.)	<b>2.24</b>	<b>1.028</b>	<b>28.6%</b>	<b>31.4%</b>	<b>28.6%</b>	<b>10.0%</b>	<b>1.4%</b>
5. I use creativity as a teaching strategy in class. (For example, Brainstorming.)	<b>1.57</b>	<b>0.650</b>	<b>51.4%</b>	<b>40.0%</b>	<b>8.6%</b>	<b>0%</b>	<b>0%</b>
6. I use visualization in the classroom. (For example, you may ask students to draw a house.)	<b>1.87</b>	<b>0.779</b>	<b>31.4%</b>	<b>54.3%</b>	<b>11.4%</b>	<b>1.4%</b>	<b>1.4%</b>
7. I use cooperative learning in class. (For example, plays.)							

	<b>1.40</b>	<b>0.522</b>	<b>61.4%</b>	<b>37.1%</b>	<b>1.4%</b>	<b>0%</b>	<b>0%</b>
8. The strategy of inquiry-based instruction is what I use in class. (For example, giving them projects to do.)	<b>2.17</b>	<b>0.932</b>	<b>24.3%</b>	<b>44.3%</b>	<b>22.9%</b>	<b>7.1%</b>	<b>1.4%</b>
9. I use technology in the classroom. (For example, using computers.)	<b>1.79</b>	<b>0.866</b>	<b>44.3%</b>	<b>38.6%</b>	<b>11.4%</b>	<b>5.7%</b>	<b>0%</b>
10. I use behavior management in the classroom. (For example, using punishments or nonverbal communication.)	<b>2.89</b>	<b>1.057</b>	<b>8.6%</b>	<b>31.4%</b>	<b>27.1%</b>	<b>28.6%</b>	<b>4.3%</b>
11. I use professional development in the classroom. (For example, setting goals for each session.)	<b>1.71</b>	<b>0.801</b>	<b>45.7%</b>	<b>41.4%</b>	<b>8.6%</b>	<b>4.3%</b>	<b>0%</b>
12. I let the students teach in class.	<b>2.73</b>	<b>0.977</b>	<b>10.0%</b>	<b>34.3%</b>	<b>28.6%</b>	<b>27.1%</b>	<b>0%</b>
13. I use graphic organizers in class. (For example, writing rules on paintable graphic organizers, triangles, diagrams...)	<b>2.36</b>	<b>0.817</b>	<b>15.7%</b>	<b>38.6%</b>	<b>40.0%</b>	<b>5.7%</b>	<b>0%</b>
14. I use self-directed learning as a teaching strategy. (For example, using -matching-tasks.)	<b>1.57</b>	<b>0.627</b>	<b>48.6%</b>	<b>47.1%</b>	<b>2.9%</b>	<b>1.4%</b>	<b>0%</b>

15. I use differentiation as a teaching strategy in class. (For example, preparing summaries of the given texts.)	2.37	0.802	12.9%	44.3%	35.7%	7.1%	0%
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**Figure 2.1.**

*The mean of primary school teachers' experience with teaching strategies.*



The mean of primary school teachers' experience with teaching strategies through responses to the third section of the questionnaire

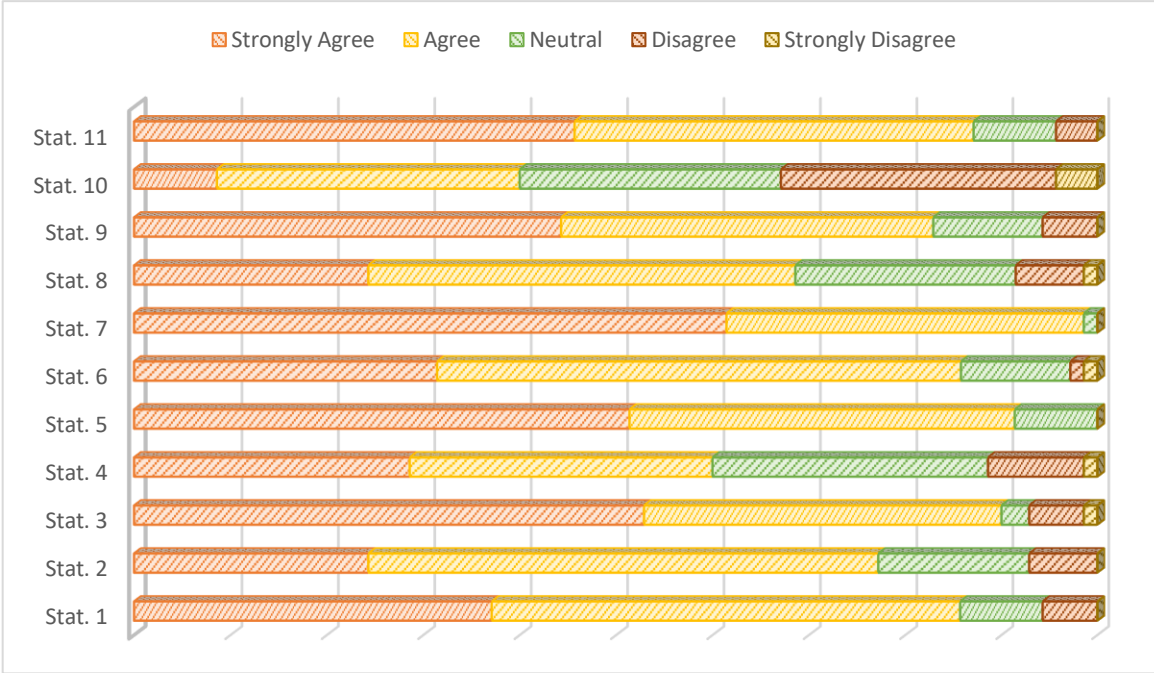
**Interpretation:** data and remarks extract from table 11 and figure 11 illustrate a very clear vision of how Algerian primary school teachers perceive what the teaching strategies are in their teaching journey and their understanding of which exact skills young learners use to acquire languages.

The mean calculated between 2.73 and 2.89 concerning statements 10, 12, and 13 which

demonstrates a strong agreement on the statements. The mean calculated between 2.06 and 2.17 for statements number 2 and 8 which explains most of the sample kept neutral. However there is a general disagreement concerning statement number 7 with a means of 1.40.

**Figure 2.2.**

*Teachers' total experience and use of teaching strategies.*



Responses to the third section of the questionnaire about teachers' experience with teaching styles and strategies towards primary schools' learners

Table 10 and graph 18 illustrated more detailed data of teachers' experience with teaching styles and strategies towards primary school students. It manifests general agreement teachers have learned teaching strategies through practice with a percentage of 48.6%. In addition, 37.1% showed a strong agreement on the statement. While 8.6% of the sample choose to be neutral. On the other hand, 5.7 percent of the sample disagreed on the statement.

It could be seen in statement number 2 responses, concerning whether primary school teachers learned teaching strategies through an academic formation. Teachers with a rate of

52.9% confined with a general agreement and 24.3% with a strong agreement. Whilst an average of 15.7% choose to be neutral. In contrast, a rate of 7.1% provided that they disagree on the statement.

Regarding the different teaching strategies employed by teachers, there was a different range of teachers' feedback. There was a general correspondence on using planning as a teaching strategy in class (for example preparing a lesson plan). 54.9% showed a strong agreement and 37.1% showed an agreement on the statement. While 2.9% of the sample remained neutral, 5.7% disagreed and only 1.4% strongly disagreed.

According to 61.4% of the teachers, there was a strong agreement on using cooperative learning in class. Another 37.1% agreed with the statement while 1.4% remained neutral.

In statement number 4, it was indicated that 28.6% agree and 41.4% strongly agree on the idea of using reward as a teaching strategy in class (for example allowing students to use the teacher's chair). In contrast, 10.0% disagreed and 1.4% strongly disagreed on the statement. In addition, an average of 28.6% remained neutral.

In the next statement 6, a rate of 54.3% agreed on using visualization as a teaching strategy in class and other 31.4% strongly agreed. Whilst 11.4 remained neutral. There was a strong disagreement concerning the statement with an average of 1.4%. When teachers were asked whether they use the inquiry-based instruction as a strategy in teaching. Only 7.1% disagreed and 22.9% remained neutral. In contrast 44.3% generally agreed on the stated proclamation and 24.3% also strongly agreed

statement number 10, 28.6 percent of the sample disagreed with the idea of using behavior management in the classroom for example using punishment and non-verbal communication. 27.1% remained neutral and an average of 31.4% agreed on this statement while 8.6% strongly agreed on the statement.

In the statement number 12, a rate of 34.3% seems to agree and 10.0% strongly agree on the idea of letting students teach in the classroom. While 27.1% disagreed on the statement, 28.6% remained neutral.

In the last statement of this section, only 7.1% of the sample disagreed on the use of differentiation as a teaching strategy in the classroom. Where 44.3% generally agreed on using that strategy in teaching. However, 35.7 percent of the sample remained neutral.

## **2.6. Discussion of the findings:**

This section will present the gathered results in connection with the research queries. Through this discussion, the queries will be addressed, and the findings will be incorporated with relevant literature research.

To delve into the language teaching strategies employed by primary school English teachers, it is crucial to explore their awareness of these strategies. Evaluating teachers' comprehension of these strategies reveals their advantages and potential usefulness in the teaching process, while also acknowledging the diversity of learners and their individual learning styles and strategies. Schumaker and Deshler (1992) note that a learning strategy is the individual's way of organizing and using a particular set of skills, in order to learn content, or to accomplish other tasks more effectively in school as well as in non-academic settings. Weinstein and Mayer (1986), Mayer (1988) , O'Malley and Chamot (1990) agreed on describing them as any thought or behavior a learner manifests in order to process information including decoding, storing, and learning language. The knowledge that teachers have about different types of learners and their learning styles and strategies helps teachers to gain a deeper understanding of their learners' skills, leading to positive development within the classroom. The study at hand investigates not only teachers' awareness of various teaching strategies, but also their experience with implementing these strategies.

From the findings of the online questionnaire that was intended to explore primary school English teachers' language teaching strategies, it was found that most of primary school teachers of English have learned teaching strategies through an academic formation more than through practice. It is due to the fact that the government decided to prepare those teachers before the teaching process through an academic formation that would enrich their background of teaching. Primary school teachers of English in M'sila took part in two academic formations that took place between 10 and 19 September of the year 2022 and another one between 25

March and 9 April of the year 2023. These academic formations provided essential skills, knowledge, and hands-on teaching experience. It is ideal for recent graduates and non-experienced teachers as it helps them develop personally and professionally.

Every teaching process requires a strategy to be adapted in order to achieve the main purpose of teaching. Oxford (1982) asserts that factors such as degree of awareness, stage of learning, task requirements, teacher expectations, age, and sex, nationality, learning style, personality traits, motivation level and the purpose behind learning the language have an impact on the selection of these strategies. It is found that most of primary school teachers of English use behavior management and differentiation. Good and proper behavior management is the key to a language learning class. Behavior management is a continuous process since the teacher cannot use only one approach to manage the learner's behavior effectively. Most researchers point out that behavior management is the major concern for experienced as well as beginning teachers (Little & Akin-Little, 2008; Rosas, 2009; Unal & Unal, 2009). In fact, it was pointed out that lack of behavior management, or poor classroom management is a cause for some teachers to burnout or leaves the field (Little & Akin-Little, 2008; Rosas, 2009). During this process, teachers also prefer to adopt differentiation as a strategy too. Differentiation is a way to modify instruction to meet learners' individual needs. Teachers may differentiate process, content, resources or the learning environment. Simultaneously, it is noted that as differentiation is not just a teaching strategy but also an innovative way of thinking about teaching and learning (Tomlinson, 2009)

A flexible grouping and ongoing assessment can make differentiation one of the most successful instructional strategies. According to the findings, it is also found that most teachers agreed on using the strategy of inquiry-based instruction. According to X. Fazio, W. Melville, A. Bartley, and D. Jones (2008), the effectiveness of teachers in implementing inquiry-based instruction is contingent upon their experience with the method and their capacity to

contemplate the potential integration of inquiry activities into their lectures. Teachers also have a strong agreement on letting learners teach in class. This means they agree and support the idea of engaging learners to have real world connections through exploration and high-level question. Applying this strategy encourages learners to improve their communication skills in addition to helping them to reach a high level of thinking, planning, and confidence.

There is a good agreement too on the strategy of rewarding because teachers know that learners will show interest and raise their participation in the everyday classroom tasks and responsibilities. The utilization of rewarding as a teaching strategy is to encourage learners to exhibit positive conduct and put in greater effort towards achieving that reward or receiving commendation. Acknowledging and compensating 'good' behavior enables learners to easily replicate it (Suleiman, 2009 and Teacher Praise, 2012). This method appears to be well received by both teachers and pupils, as it has been observed to yield advantageous outcomes in terms of academic performance.

The less used strategies according to the findings are creativity, visualization, and planning. These strategies seem so different but they have a strong relationship with each other. If one of them is ignored, the process of teaching would lack the interaction between the learning environment, both physical and social, the attitudes and attributes of both teachers and learners and a clear problem-solving process which produces a perceptible product. Not only were these strategies less used but there are others like technology and graphic design. As both are very important in the teaching process but as a result, they're the most ignored.

These strategies provide learners with easy-access information, accelerated learning, and fun opportunities to practice what have been taught and learned. Finally, participants provided that they have less use of professional development in the classroom. This would result in a bad influence on the environment in the classroom because professional development is a continuous process of reflection, learning and action to further a teacher's knowledge and skills,

leading to enhance teaching practices that positively impact on learners' learning. (Rubin, 1987; O'Malley and Chamot, 1990; Cohen, 1990) assert that teaching strategies are crucial tools for developing both communicative and linguistic competences.

## **2.7. Conclusion**

Employing diverse teaching strategies in the classroom for imparting English language skills to juvenile 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 young learners 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 young learners. 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 hypothesis 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 hypothesis 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.

## 2.8. 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 70 teachers throughout Algeria, 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 young learners 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 young learners 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 young learners. They believe that such strategies are conducive to a successful instructional journey and can aid in enhancing the learning experience for young learners.

## **2.9. 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. Young learners 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.

### **2.10. Limitations of the Study**

In our attempt to investigate the use of teaching strategies among young learners, the results were not entirely satisfactory due to many problems we have encountered that we will mention:

1. The limited span of time, the results of this study would have been much better if it was conducted in more than a number of months, the limited span of time can affect the results positively or negatively.

2. Many teachers were not cooperative to answer the questionnaire, since many of them didn't respond to their email, DM sent privately, yet some set of the sample was not cooperative in the questionnaire, they presented a neutral attitude.

3. The difficulty of obtaining the original sources and not many libraries have good books, have intensified to constitute one of the obstacles in carrying out this study.

4. When working on the piloting study some teachers in the English department were not cooperative when we needed their help for the instrument analysis and correction.

5. The time where researchers start to work on the investigation part, Ramadan and holidays were an absolute hindrance, the process of gathering data stopped and meeting the sample of piloting was not possible as a consequence of the holidays.

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## Appendices

### Appendix 01: Teacher's Questionnaire

## Appendix 01

### 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.**

#### Section One: Personal Information

1. Gender:
  - a. a male
  - b. female
2. Qualification:
  - a. License;
  - b. Magister;
  - c. Master's Degree;
3. Type of institution graduated from:
  - a. University
  - b. ENS
4. How many years have you been teaching English?  
.....

#### Section Two: Teacher's Perceptions of teaching styles and strategies towards primary schools' learners

- 1- I am fully aware of what teaching styles and strategies are.
  - a. Strongly agree
  - b. Agree
  - c. Neutral

- d. Disagree
- e. Strongly disagree

2- Teaching strategies are helpful in class and very beneficial for young learners.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

3- Noticeable differences exist between learners in terms of their learning styles

and strategies.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

4- Young learners have different skills in learning.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

5- Young learners' active skills (Speaking and Writing) are best developed in class.

- a. Strongly agree

- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

6- Young learners' passive skills (Listening and Reading) are best developed in class.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

**Section Three: Teachers' experience with teaching styles and strategies towards primary schools' learners**

1- I learnt teaching strategies through practice.

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

2- I learned teaching strategies through academic formation.

- a. Strongly agree
- b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

3- I use planning as a teaching strategy class. (For example. preparing a lesson plan.)

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

4- I use reward as a teaching strategy in class. (For example. allow pupils to use the teacher's chair.)

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

5- I use creativity as a teaching strategy in class. (For example, Brainstorming.)

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

6- I use visualization in the classroom. (For example, you may ask students to draw a house.)

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

7- I use cooperative learning in class. (For example, plays.)

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

8- The strategy of inquiry-based instruction is what I use in class. (For example, giving them projects to do.)

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

9- I use technology in the classroom. (For example, using computers.)

- a. Strongly agree
- b. Agree
- c. Neutral

d. Disagree

e. Strongly disagree

10- I use behavior management in the classroom. (For example, using punishments or nonverbal communication.)

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

11- I use professional development in the classroom. (For example, setting goals for each session.)

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

12- I let the students teach in class.

a. Strongly agree

b. Agree

c. Neutral

d. Disagree

e. Strongly disagree

13- I use graphic organizers in class. (For example, writing rules on paintable graphic organizers, triangles, diagrams...)

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

14- I use self-directed learning as a teaching strategy. (For example, using - matching- tasks.)

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

15- I use differentiation as a teaching strategy in class. (For example, preparing summaries of the given texts.)

- a. Strongly agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly disagree

## Résumé

Cette dissertation examine les stratégies d'enseignement utilisées par les enseignants d'anglais dans les écoles primaires en Algérie, en mettant l'accent particulièrement sur le contexte des jeunes élèves, à travers une étude de cas portant sur des élèves de troisième année du primaire. L'objectif principal est d'étudier les pensées, les croyances et les attitudes des enseignants vis-à-vis des stratégies d'enseignement qui favorisent des résultats d'apprentissage optimaux pour ce groupe d'âge, et comment les enseignants peuvent les appliquer, individuellement ou combinées. Une revue de littérature approfondie est réalisée pour fournir des perspectives sur la situation éducative actuelle en Algérie, en mettant en évidence les difficultés auxquelles les enseignants sont confrontés et leur impact potentiel sur le développement académique des jeunes apprenants. L'étude utilise une méthodologie de recherche mixte, qui combine à la fois des techniques de collecte de données qualitatives et quantitatives. Les enseignants des écoles primaires d'un échantillon diversifié reçoivent un questionnaire d'enquête afin d'examiner leurs perceptions, leurs préférences et leurs pratiques actuelles en matière de stratégies d'enseignement. Les résultats montrent que les enseignants des écoles primaires algériennes utilisent un large éventail de stratégies d'enseignement, comprenant à la fois des approches traditionnelles centrées sur l'enseignant et des méthodes plus centrées sur l'apprenant et interactives.

## المخلص

تتناول هذه الرسالة استراتيجيات التدريس المستخدمة من قبل معلمي اللغة الإنجليزية في المدارس الابتدائية في الجزائر، مع التركيز بشكل خاص على سياق الطلاب الصغار؛ حالة دراسية لطلاب السنة الثالثة من المدرسة الابتدائية. الغرض الرئيسي هو التحقيق في أفكار ومعتقدات واتجاهات المعلمين تجاه استراتيجيات التدريس التي تعزز النتائج التعليمية الأمثل لهذه الفئة العمرية، وكيف يمكن للمعلمين تطبيقها، سواء بشكل فردي أو مجتمعة. يتم إجراء مراجعة شاملة للأدبيات لتوفير رؤى حول الوضع التعليمي الحالي في الجزائر، مع التركيز على الصعوبات التي يواجهها المعلمون وتأثيرها المحتمل على التطور الأكاديمي للمتعلمين الصغار. يستخدم الدراسة منهجية البحث المختلطة، التي تجمع بين تقنيات جمع البيانات الكمية والنوعية. يتم توزيع استبيان على معلمي المدارس الابتدائية من عينة متنوعة لفحص ادراكهم وتفضيلاتهم وممارستهم الحالية في استراتيجيات التدريس. تظهر النتائج أن معلمي المدارس الابتدائية في الجزائر يستخدمون مجموعة واسعة من استراتيجيات التدريس، بما في ذلك الأساليب التقليدية المركزة على المعلم وكذلك الأساليب التي تركز على المتعلم والتفاعلية أكثر. على الرغم من أن نتائج الاستبيان تشير إلى الاعتماد النسبي على الأساليب التقليدية، فإنها تكشف أيضاً عن التحديات التي يواجهها المعلمون في تنفيذ استراتيجيات مبتكرة، مثل الموارد المحدودة وحجم الفصول الكبير وفرص التطوير المهني المحدودة.