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**Department of English**



**Investigating the Teaching Strategies Effectiveness to Improve EFL  
Learner's Listening and Speaking Skills**

**Case of study: Primary Schools in Tiaret and Tissemsilt as Sample**

**A Dissertation Submitted to the department of English in Partial Fulfillment for  
the Requirements of the Master's Degree in Didactics of Foreign Languages**

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**Dedication 1**

I would like to dedicate this work to the most precious person to my heart: my beloved mother, who supports me, and be always the source of inspiration and hope for me .

to my little princess, Rawan

to my dear brother, Abdelkader

To my dear friend, samah

To myself

***Kheira***

***Dedication***

*I dedicate this work to:*

My parents, who have shown me love ,joy ,and support along this arduous journey This work would not have been achievable without their help and guidance. May Allah bless them

My brother Badreddine and my little sister Iness, for their motivation and encouragement throughout this process

My fiancé for her support during my graduation thesis. Thank you for being my rock and standing by me every step of the way

My friends and my colleagues who believed in me

Thank you!

***Benhlina***

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## List of Abbreviations

**\_EFL:** English As a Foreign Language

**\_ELF:** English Lingua Franca

**\_ICTs:** Information and Communication Technologies

**\_IT:** Information Technology

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### Abstract

Because English is a newly integrated subject in the curriculum, learners, particularly EFL young learners, may face a range of difficulties, regarding its learning. That is why primary school teachers may be binding to search for all possible strategies and techniques that may ensure appropriate lesson contents and a high-quality instruction. The current study aims to investigate the effective strategies that might be implemented by primary school teachers in teaching listening and speaking skills, as well as their utility in boosting learners' levels and assisting teachers to dispense a successful teaching. It adopts a mixed method design combining both quantitative and qualitative methods. A sample of 59 EFL primary school teachers participated in this endeavor, where they answered an online questionnaire. Besides, classroom observations were used during listening and speaking sessions, where a group of learners from Tissemsilt and Tiaret were observed *in situ*. The results revealed that teachers implemented a variety of strategies, such as role-play, games, repetition, songs and integrated ICTs to teach listening and speaking. These strategies have been demonstrated to enhance learners' achievement and level.

**Keywords:** Teaching strategies, listening and speaking skills, English language, FL teachers, EFL young learners, Algerian primary schools

# **General Introduction**

## General Introduction

Globalization of English has had a significant impact on educational institutions worldwide; it is increasingly being taught as a foreign or second language in schools around the world. Many countries have recognised the importance of English proficiency for international communication, business and technology. English in the field of education is seen as a means to enhance individual's employability, access to high education and academic achievements.

In the case of Algeria, English language is foreign language and it is taught as a compulsory course from the middle schools to high schools. Due to the importance of English and its positive impact for young learners, the Algerian government has made efforts to expand the teaching of English in primary level. In 1993, there was an educational reform, where primary school learners have to choose between learning the French or English. It was the first attempt for implementing English in primary school education. Some primary school in Algeria applied the reform then cancelled it, because some parents favoured French over English. In 2022, the government decided to integrate English in primary schools, for the third year, and make it a second language at the same time as French. This decision was promptly applied and learners started learning English subject from the beginning of the school year.

At the level of the primary school education, learners are mainly expected to develop a range of skills that will prepare them for academic success and personal growth, among these skills listening and speaking are the most essential for learners' academic, social and personal development. However, teaching listening and speaking can be challenging for the teachers and the EFL learners too. There has been growing interest in identifying effective strategies for improving learner's listening and speaking skills at the level of the primary school education.

Generally speaking, primary school learners face some difficulties and challenges in learning any new language such as English and French. This may be due to many factors such as the limited exposure to the target language, lack of vocabulary and grammar rules difficulty. To address these hardships, teachers can use multifarious strategies, such as by giving learners more opportunities to listen to authentic documents and interact with native speakers in the target language, by using interactive learning tools like games and visuals to

capture and maintain learners' interests, and by regularly assessing learners to determine where they may need more help. The development of a positive and motivating learning atmosphere is also essential for successful language acquisition. Thus, teachers are supposed to adopt effective strategies and search for the appropriate techniques to teach listening and speaking skills, helping learners communicate competently, acquire knowledge and enhance their level.

Teaching strategies refer to the methods and approaches that educators use to engage students, facilitate learning, and promote academic achievement. Effective teaching strategies are designed to meet the needs of diverse learners and to create a positive and supportive learning environment. Different strategies may be appropriate for different subjects, grade levels, and learning styles. Effective teaching strategies are also adaptable and flexible, allowing teachers to respond to the needs and interests of their learners. It should be designed to promote creativity, and lifelong learning, helping learners to develop the skills and knowledge they need to succeed in the classroom and beyond. For listening and speaking skills, some teaching strategies could be included such as role -plays, storytelling, repetition activities and listening to songs or playing communication games. Incorporating role-play and games, as well as repetition, and other strategies, into English language teaching for young learners can help to make the learning process more enjoyable, engaging, and effective. It can help EFL learners to develop their language skills, as well as their social and emotional skills, setting them up for success both in the classroom and in life.

### **Significance of the Study**

The current research purports itself to shed light on the effective teaching strategies to improve primary school learner's listening and speaking skills. It may work as a credible academic resource and open doors for future researches, educators. It is expected to inspire Algerian novice teachers by suggesting some suitable teaching methods, which can be implemented for the sake of enhancing learners' listening and speaking proficiency. The study's findings may provide valuable insights to educators and policymakers on how to improve the quality of English language teaching in primary schools.

## **Research Questions**

In order to approach this research topic, several research questions should be asked, with special attention paid to various teaching strategies that can be used to enhance primary school English learners' listening and speaking skills. Two such questions are shown below:

1-What appropriate strategies can be implemented in teaching listening and speaking skills?

2- To what extent can these teaching strategies contribute to the development of learners' level of listening and speaking proficiency?

## **Research Hypotheses**

The following hypotheses are suggested as potential answers to the aforementioned research questions:

1\_Several teaching strategies, such as: role-playing, integration of ICTs, storytelling, and repetition technique may positively impact learners' listening and speaking skills.

2\_ The selected teaching strategies may contribute to the development of learner's listening and speaking skills, through providing them with opportunities to practice and improve their language skills in classroom environment, and they can express themselves orally, develop their abilities to understand the spoken language.

## **Research Methodology**

The current research is conducted using a mixed-method approach, combining both qualitative and quantitative data collection and analysis. It involves a sample of primary school learners and teachers who participate in various teaching activities designed to enhance listening and speaking skills. It is conducted in some primary schools in two Wilayas; Tiaret and Tissemsilt. Data are collected through classroom observations and online questionnaire for EFL primary school teachers. These last mentioned instruments seem to be relevant that may test the research hypothesis, answer the question, and reach the aims of the study.



## **Structure of the study**

The current dissertation consists of three different yet complementary chapters, viz, theoretical, methodological and empirical.

The first chapter covers the theoretical framework. It provides the insights drawn from previous researches in connection with different strategies meant to improve primary school learners' listening and speaking skills.

The second chapter is devoted the description of the research design and methodology and the procedures used to gather the required data. It also provides a detailed explanation of the methods and criteria employed in the sampling process. The methods of data collection and analysis are outlined. All in all, these altogether may ensure the scientific rigor and validity, thus providing reliable findings.

Chapter three, also known as the empirical chapter, is where the study's findings are discussed in details. The analysis procedures that are employed to delve deeper into the information collected from the surveys and classroom observations. It provides first numerical and tabular displays of the quantitative information. Personal interpretations are then explored in light of the research questions and hypotheses that came before them. In qualitative research, thematic analysis is used to uncover common threads.

The third phase is to make some recommendations and suggestions with respect to the issue under investigation, viz., teaching strategies to improve primary school English learners' listening and speaking skills..

## **Delimitations**

The present research emphasizes on a specific number of primary school teachers and learners in Tiaret and Tissemsilt. This small sample size may not be representative of a larger number of teachers and learners, thus, the generalizability of the findings to other contexts may be unfeasible.

**Chapter One:  
Literature Review  
Conceptualisation and  
Reframing**

## Chapter one: Literature Review Conceptualisation and Reframing

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## Chapter one: Literature Review Conceptualisation and Reframing

### Introduction

Listening and speaking are regarded as the most important skills that, needed in acquiring any foreign language. To teach and to learn these two abilities is not an easy task, that's why it should always looking for the most appropriate and effective strategies to improve these skills, specifically in the primary stage of learning in other words in primary school. Hence, this chapter is devoted for Conceptualisation and reframing, it will discuss different aspects starting with English language in Algerian primary schools, moving to teaching strategies, then the listening and speaking skills.

### I.1. English as a Global Language

English as a global language has been used by people in world as a first language, and the official language of many countries. There is no country that does not recognise English at least as a foreign language that should be taught in educational institutions.

English is the world's language that is spoken by millions of speakers. Also used in science, navigation, business and technology. The globalization of English refers to the widespread use of this language, according to Tsai and Tollerton (2007), globalization is « *effected by two inseparable meditational tools, Technology and English; proficiencies in these tools, have been referred to as global literacy skills.* », in other words, people who do not utilize technology and could not speak or learn English are classified as illiterate.

Today, English is considered a Lingua Franca ELF, a common language use to communicate between people in all fields. Furthermore, if English is not your native language, you might have a desire to acquire English, because it will make you in contact with more people (Crystal 2003, p3).

In short, the changes that happened in the Second World War resulted in the creation of a language, which has occupied the top most position in every sector especially in academic and education.

### **I.1.1. The Existence of English language in Algeria**

Foreign language teaching and learning is considered as one of the most important signs of development of a given country. Algeria, as well as many countries; witnessed huge modifications concerning foreign language. Therefore, English and due its importance, there have been many initiatives and projects for the promotion of this language in Algerian context.

The presence of English in educational system has always been in Algerian schools, for instance during the colonial period it was taught as the first foreign language. With Arabic language in 1985, was selected as the required subject in the middle school (eighth grade), and was implemented at secondary school in addition in higher education at university level.

### **I.1.2. English in Algerian Primary Schools: 1993-2022**

Due to its status in the world as being a global language used for communication and trade in a globalized economy, English language learning is recognized to be a must nowadays. Algerian government, being aware of this fact, has being making efforts to integrate it in primary school curricula.

#### **I.1.2.1. The Experience of 1993**

The idea of introducing English language education as a foreign language in the primary schools has been the concern of Algerian decision maker, starting from 1993. The Minister of National Education Dr. Ali Benmohamed, integrated English in the fourth grade in the primary schools, where learners had been given the chance to choose between two languages: French and English as a compulsory foreign language (Laib, 1993), This first experience was applied in only few primary pilot schools, but, unfortunately this temptation was doomed to failure. Despite the efforts made by the Algerian government, many challenges stood as roadblocks in front of the implementation of the intended project. To list some of these challenges, we would mention the glaring lack of qualified English language teachers, shortage of adequate teaching materials, as well as other concerns.

### **I.1.2.2. The Official Integration of English in Primary School 2022**

It is becoming more and more common to teach English in primary education schools worldwide and, is gaining popularity throughout many countries, it is reported that EFL has been an elective subject at the primary level in over 50 countries.

The teaching community in Algeria is working extremely hard to make English as a second language in primary level due to its benefits. The current president Abdelmadjid Tabboun, an interview in El Bilad channel, declared that “the first foreign language would be English in Algeria and stated that this language could make us in touch with world,” (EL Bilad, 2019). In recent years, some of teachers and learners’ parents have created a Facebook group in August 2019 that calls for teaching English in all primary schools June 2022, and in order to give this international language a strong position in educational system, the President Tebboun gave the green light in a cabinet meeting for the first time to teach EFL in the primary schools saying that “English is an international language, also the language of science and technology” and announced that this program will begin from the new 2022 2023 school year, the President declared explicitly in his speech, “French language is a spoil of war, but English is an international language.” (Maghribi, 2022) The Minister of National Education Abdel Hakim Belabed confirmed that the English book for the third year of primary education is ready.

The need of learning English in today's globally connected society is just one example of how advocacy groups like this one may help get the word out and get traction on an issue. The Facebook group, providing a space for discussion, may be able to gain support from other parents and educators who share their views by supplying a forum for debate and the dissemination of relevant information.

### **I.1.4. The Objectives behind Teaching English in Primary School**

Despite not being our official or national language, English language plays a significant role in today’s society, people from different ages and genders are trying to learn it, due to its benefits for the learners especially young ones.

Miliani (2000) states that “the early introduction of foreign language is utmost importance “, in general, it may be advantageous for the child to start any foreign language at a young age. It is a common view, that children are better than adults at picking up new

language subconsciously, and in this regard, it is said that foreign language learning and teaching should be started at early age, (Ur, 1996). There are many experiences confirmed that learners will learn more quickly a new language, because they will find it natural, exciting and enjoyable.

Teaching English language in primary education is crucial for future academic career opportunities, because it could help learners in the long term in scientific research for example. For parents, who are concerned about their children's future, may see a value in encouraging them to learn foreign languages such as English at an early age for the sake of ensuring both a levelled proficiency, and certain chance of success in the world society. The ability to speak English can be an asset in the globalized world, where English is often used as a common language for business, diplomacy, and cultural exchange. In fact, proficiency in English can open up opportunities for higher education, employment, and international travel. English is widely spoken and used in many countries around the world, so having a strong command of the language can be an advantage in a variety of contexts.

All in all, encouraging and supporting young learners to learn English at an early age can be considered as a valuable investment for their future success and well-being. Parents and teachers may endow them with the necessary skills and competencies they may need to thrive in a globalized world.

## **I.2. Teaching Strategies: Definition**

A teaching strategy is a broad lesson plan that comprises the framework, the learning objectives, and a description of the planned techniques that will be used to carry out the strategies. Furthermore, Issac (2010) explains that teaching tactics are the teacher's behaviour that is displayed in the classroom, such as the refinement of teaching strategies, providing the right stimulus for prompt responses, practising previously learned responses, boosting responses through additional activities, etc.

The term "strategy" refers to careful preparation for action. The word "method" connotes a structured approach to doing anything. As a result, we interchange the terms "technique" and "process" to refer to a set of procedures one must perform to use any common model taught in the school. Each of these elements stems from a larger and more comprehensive mode.



Teaching strategies refer to the methods, techniques, procedures and processes that a teacher uses during instruction. It is generally recognised that teaching strategies are multidimensional and their effectiveness depends on the context in which they are applied. There is no single strategy that can guarantee better learner's outcomes; however, research has highlighted a number of practices that enable learning among learners (Wayne and Young, 2003).

Strategies in teaching can be defined as the process through which a teacher guides a learner or a group of learners toward a higher level of knowledge or ability is known as teaching, in its broadest sense. (Nilsen and Albertalli, 2002). Teaching is described as actively involving learners in order to facilitate their understanding and application of knowledge, concepts, and methods. This process includes design, content selection, delivery, evaluation, and reflection.

Learners must participate in the learning process in order to be taught, which means they must actively contribute to the formation of knowledge. A teacher needs to be knowledgeable about the subject matter as well as how students learn and how to engage them in the learning process. Hence, a commitment to thoroughly understanding learning is necessary for effective teaching. The purpose of education is to transform learners from being passive consumers of knowledge into active producers of both their own and that of others. A strategy is a plan that contains a series of actions that are created in such a way that they are frequently used to achieve educational objectives, despite the fact that it is also referred to as a technique, plan, or sequence that is carefully developed. As a result, it is said that the method aims to increase learning activity through teaching and learning activities. Teaching strategies are a crucial component of effective teaching, which is a crucial and widespread tool for delivering instruction in accordance with educational aims or objectives. (Beck, 1998). There are many instructional methods, including recitation, debate, explanation, and role play, simulations, autonomous effort, inquiry, and cooperative labor groups, exploration, exercises, debate, etc.

### **I.2.1.Types of Teaching Strategies**

Teaching techniques should take into account the four linguistic aspects, according to some studies (Nabors et al., 2012), while others classified teaching tactics into traditional and

non-traditional strategies, and the following four domains are : reading, writing, speaking, and listening. (Wandberg & Rohwer, 2010)

### **I.2.1.1.Traditional and Non-Traditional Teaching Strategies**

Teaching strategies are mainly categorized into two types, viz., traditional and non-traditional.

#### **I.2.1.1.1Traditional Strategies**

In the traditional teaching strategy, teaching takes place within the four walls of the classroom (in vitro). Here, the teacher is the sole source of knowledge, i. e., a teacher-centered approach that promotes teacher's supremacy in the classroom environment. Furthermore, every aspect of learning goes according to his will, and the learners are merely reduced to passive recipients of that knowledge. Within such strategies, the teacher monopolises all roles, such as the full control over the learning environment, decision-making as regards the teaching methods, and determining course syllabus.

Lecturing is considered a conventional technique since the teachers talk most of the time, while the learners merely listen. Learners are hence passive learners (Cashin, 2010). Because lecturing gives a lot of knowledge in a short amount of time, teachers like to employ it. Moreover, learners favour lectures strategy because they enjoy passive listening and feel at ease. (Dinkelmann, Swenson, & Sims, 2005)

In the traditional strategy of teaching, teachers followed the drill and rote method of memorization. In this method, children learn through repetition and memorization. There is little or no scope for critical thinking.

#### **I.2.1.1.1.Features of Traditional strategies**

This traditional teaching involves that the classroom is teacher-centered, i. e., the teacher is responsible for planning and delivering instruction, and the learners are expected to listen, take notes, and complete assignments. Besides, he who acts more likes information dispensers than guides. He also conducts the classrooms with restrictions. The classroom is typically characterized as putting a greater emphasis on testing and outcomes than on conceptual comprehension; half-and-half technique. In other words, learners are assessed through standardized tests that measure their knowledge and skills against a predetermined set of criteria. Moreover, all learners learn in the same way, and no deferential teaching is

provided for different learning needs, abilities, and interests. It is also characterized by the lack of teamwork and cooperation. To sum up, it can be noticed that traditional teaching strategies give no opportunity to the learners to develop their own competencies to become autonomous.

### **I.2.2.2. Non-Traditional Strategies**

Active learning tactics, in which learners participate in the learning process and are motivated to learn, are referred to as non-teaching strategies. Faulson & Faust, (1998) said that active learning focuses on strengthening learners' skills and raising their attention in the classroom rather than just imparting material. The methods that teachers employ encourage original thought, learners' participation, and the improvement of problem-solving abilities. Discussion, group work, lectures, case studies, concept analysis, games, and concept mapping are a few of the active tactics. If teachers engage learners by active methods like asking questions during the presentation, that lecture technique can also be regarded as non-traditional.

Commonly-known as innovative/modern/blended methods, are the techniques that involve the use of technology, animation, and special effect, or are generally interactive and blended in nature (for example, the use of computers and videos to enhance delivery content).

#### **I.2.2.2.1 Features of non-Traditional Strategies**

By placing the learners at the core of the teaching/learning process, the non-traditional methods of instruction aim at involving learners' participation and understanding. Critical thinking, problem solving, and teamwork are all given a high priority by these methods. Besides the typical conventional classroom setting, the learners engage in project-based learning by applying what they have learned to a real-world challenge. They, in cooperative learning situations, work together in small groups to address learning objectives, disseminate information, and generate new insights. Besides, they engage in inquiry by posing their own questions, conducting their own research, and drawing their own conclusions. In a "flipped classroom", they, first, learn the topic independently through video lectures or assigned reading, and then come together in-class to debate, solve problems, and apply what they have learned. In so doing, they are more likely to learn, think critically, and retain information when they are actively engaged in non-traditional teaching methods. Being in the era of

digitalization and the increasing prevalence of technology, the classrooms can be technology-driven ones.

Within the implementation of the non-traditional strategies, many practices changed, for instance, assessment is continuous and comprehensive, learning is inquiry-based, the curriculum is linked to real-situations, much emphasis is put upon social and life skill building, and values, the enhancement of the collaborative and interactive learning, etc. Although non-traditional methods of instruction may be more effective in the long run, traditional methods may still have their place in the classroom in certain situations.

### **I.2.3.The Importance of Using Strategies in Teaching English**

Many studies have demonstrated the many benefits of teaching tactics. According to Costantino (1999), teachers should employ instructional tactics in the classroom when instructing English. Teaching methods aid comprehension should encourage learners to acquire the language.

A successful teacher knows his learners and what interests and challenges them, According to Tanner, Bottoms, and Bearman (2000), certain teaching methods put students to the test and give them responsibilities in the classroom, which help learners learn English more effectively.

According to Neo (2005), children learn by interacting with one another, hence teachers should employ tactics like group work and pair discussions to accomplish this goal. In the same vein, for Chessman (2005), effective teaching methods boost students' critical thinking skills and motivation to participate in class.

Teaching methods, according to Wilkinson & Jablon (2006), can be used to modify the atmosphere in the classroom and maintain control, student engagement rather than teacher control determines how well students perform since interested students learn more effectively.

In addition, Kumar (2007) asserted that adopting teaching tactics is the only way to get students involved in the learning process and to be active participants in their own language acquisition.

Finally, Hamill and Temin's (2012) teaching methods are crucial because they allow students to express their opinions and assess their learning. Additionally, other techniques, such as questioning pique learners' interests.

The use of efficient instructional strategies has numerous advantages in the classroom practicum. Indeed, these aid learners in achieving their learning objectives. Assessing requirements will help teachers determine which classroom management techniques might be beneficial. Additionally, teachers can conduct more fruitful one-on-one conversations with students to determine how best to assist them. They also boost learners' participation in class. Good teaching techniques can assist teachers in creating engaging class plans and foster a general enthusiasm for the subject. The use of these effective teaching strategies can also aid in building strong bonds with learners. Above all these, teaching techniques will help teachers comprehend how to gauge their students' development, and provide them with pertinent feedbacks in response to their queries.

#### **I.2.4 The Four Language Domains Strategies**

Listening, speaking, reading, and writing are the four language domains. The development and improvement of these language domains requires the use of some specific teaching strategies. As regards the listening strategies, teachers should strive to develop the learners' auditory sense to be able to comprehend the oral form of speech despite the speaker's diversity. Once the receptive ability (auditory) is honed, learners should develop the productive one, i. e., speaking, so as to improve their public speaking abilities and feel comfortable talking to any audience about any topic. (Wandberg & Rohwer, 2010). Besides, reading is an important skill that needs to be developed by providing learners with a range of texts that cater for their level and interest. To be practical, learners should be aware of the different reading strategies such as skimming, scanning, inferring, etc. In so doing, learners can read effectively and comprehend any written material they come across. Thus, they can decipher a variety of written forms, and become proficient readers. The fourth skill is writing. Learners need to develop it so as to communicate their thoughts, ideas and opinions in a written form. The development of such skill relies on some strategies such as the exposure to different genres of writing; essay, paragraph, report and stories to help them understand the structure and organisation of different types of writing. Teachers should also familiarise with other strategies as brainstorming, outlining, drafting, revising and editing. These altogether

help learners plan and organize their ideas and improve their overall quality of their written products.

### **I.3. Teaching Listening and Speaking**

Because of their centrality to everyday communication, the development of listening (aural) and speaking (oral) skills is a crucial component of language instruction, especially for primary school learners. In fact they are the cornerstone for successful communication and academic achievements. Yet, being talents whose development requires time and efforts, teachers should be patient and constantly encourage learners to practice in order to enhance and hone them.

#### **I.3.1 Listening Skills: Definition**

The ability to receive and understand information conveyed orally or nonverbally is what we mean when we talk about listening skills. More than just hearing words, it is an essential part of communicating effectively. Paying close attention to the speaker's words and nonverbal indicators including tone of voice, body language, and facial expressions is essential for active listening. In other words, listening is when a recipient listens to what a speaker is saying and would try to understand and interpret the sent information. Listening gives information to people, so that the latter can develop the necessary cognitive abilities to comprehend and use the appropriate language to respond. With listening, people mend the received information in their minds (cognitively) before they speak to one another or write.

The information which people have received is easier to be retained using listening. According to Richards, (2008) the primary purpose of listening in second language learning is to understand what is being spoken. Meaning that if the listeners are able to capture and understand the main idea and the information that is being given by the speaker, they could start using second language more fluently.

The prospect of listening is to offer the input that could spark off/trigger the improvement of the second language proficiency. The most important motive of listening is to make humans hold social interaction among every different and additionally knowledge spoken discourse. Brown, (2006) has said that listening is a system of constructing and reading the connotation from each verbal and non-verbal input. In conclusion, listening

should cause the improvement of the second language in order that second language learners can build, examine and hold social interplay via their listening ability usage.

Nunan (2003) defines listening as an active, significant method of creating a sense of what we hear. Contrary to the not unusual place perception that listening is a passive ability and additionally it is categorized as a receptive ability; listening is truly a completely energetic ability. When a person listens to something, he does not no longer best attain statistics; however, he moreover reacts to the statistics through touching on or contradicting the brand-new statistics with the existed or prior statistics. Listening is a fundamental ability for exceptional studying processes. It is a lively conduct in evaluation to studying which only a receiving of sound waves is. There are three fundamental steps listening involves hearing, expertise and judging. Listening has principal intentions, which might be to preserve the communicational relation (interactional function) and to impart information (transactional function). The maximum vital elements of which listening consists are the understanding of linguistic structures, the numbers of vowel and consonant phonemes (liaison, elision), rhythm (syllable- timed or stress timed), intonation, earlier understanding, interest and the short- and long-time period memory. (Flohr and Plaesler (2006) .

### **I.3.1.2 .The Importance of Teaching Listening Skills**

Researches show that listening must be the number one ability in gaining knowledge of a new language. There is proof that selling listening comprehension outcomes in increased acquisition of the opposite language capabilities and therefore ends in acquisition of the goal language. It is the best logical that one cannot provide an output (speak) efficiently unless one comprehends the input (listening comprehension).

Listening is the maximum regularly used language ability of the four language capabilities, (Scarcelly & Oxford, 1992). Listening is the primary means by which incoming ideas and information are taken into account. (Devine, 1982). Adults spend in conversation activities 45% listening, 30% speaking, 16% reading, according to (Rivers & Temperly, 1978).

Gilbert (1988) states that scholars from kindergarten via excessive faculty spend 65-90% in their conversation time for listening. Wolvin and Coakley (1988) claim that, in and out of the classroom, listening consumes extra of every day conversation time than other kinds of verbal conversation. Learning pronunciation benefits much from listening

understanding. That is, when learners hear spoken English more often, they become more familiar with and sensitive to its pitch, intonation, emphasis, redundancy, and clusters, Bouach (2010).

Wilson (2008) lists a few additional motivations for listening, including knowledge gathering, enjoyment, assessment, criticism, and unanimity. Another benefit of hearing is that it helps with pronunciation, which enhances speaking ability.

There are plenty of reasons for listening skill teaching. There are five principal motives for listening like to interact in social protocols, to alternate information, to experience oneself, to percentage emotions, and to exert control (Hedge 2000). Besides, Underwood (1989) identifies a set of situations that teachers need to put together their college students for the subsequent situations. First, the cause of interest, i. e., lesson attendance, is to understand the fundamental thoughts and to apprehend the principal information. Second, listening to announcements, news, and weather forecast, the principal aim of listeners is to acquire pertinent information. The fourth is listening to plays, watching TV, or being attentive to a radio for entertainment. The goal of this interest is to amuse oneself. The fifth situation is listening to a person turning in a speech. In this situation, the listener is inquisitive about reviews and attitudes of the speaker. The sixth and last situation is to follow the instructions. The aim of the listener is to carry out the feature successfully.

In sum, attentive listening necessitates the full participation of the listener's cognitive and emotional commitment. It also requires willingness to be fully present in the moment, to put aside distractions and preconceptions, and to give the speaker your full attention and respect.

### **I.3.1.3 Stages of Teaching Listening Skills**

Teaching listening skills normally comprises multiple stages, which might vary depending on the technique adopted by the teacher. According to Underwood, the phases are called pre-listening, while listening and post listening stage.

**A-Pre-Listening stage:** It would not be fair towards learners to draw them straight into the listening without introducing the topic or the type of activity they are going to work on, since in the real life there are not many situations when people are supposed to listen with having no idea what they are going to hear so that is why students should be given a



substantial pre-listening support. This pre-listening support will help them to become more confident and successful. Underwood claims that at the very beginning of the while listening activity, the students should be helped to concentrate on what they are going to hear.

At this point, according to (Rixon), teachers should organize such challenges that will give students reason to even bother listening to the text they are listening too. All of this involves describing the context and providing background information, but do not tell students too much or the entire listening experience will be wasted. At this stage, it can be extremely helpful to ask students to predict missing information or context. Underwood says that

**A- Pre- listening** tasks can include a variety of activities, which can help teachers focus students' minds on the topic by limiting what learners expect to hear and by stimulate previous relevant knowledge and already existing language. Known, including: Teachers providing background information; students read content related to the listening passage; students look at some pictures; discuss the topic or situation in the listening passage; questions and answers for listening; writing exercises for listening; follow all relevant instructions for listening; students think about how to organize listening activities.

**B-While-Listening stage:** This stage, as the name implies, consists of activities performed by learners during the listening passage. The purpose of the activities performed in this stage is to help learners grasp the main idea of the text, so that they have enough information to interpret the text. Teachers should emphasize that at this stage; students should not be concerned with explaining long and difficult questions and then giving complex answers, but should be concerned with demonstrating important information. (Rixon, 1986).

One of the most important functions of listening is to represent the sounds of the target language. This presentation allows learners to develop oral comprehension skills and also serves as a model for their speech

When choosing a listening activity, the teacher considers several criteria. Underwood (1989: 46) shows that effective listening activities help listeners navigate through the listening text and build on the expectations set forth by pre-listening activities. First, they should choose an activity that is both fun and challenging for the 1087 students, because that activity will capture their attention, and they can focus on the listening task. Other criteria that should

be taken into account are keeping the listening activity short enough and trying to do different types of listening exercises, as will be dissatisfied and can get bored if the same activity is repeated repeatedly.

**C-Post-Listening stage:** During the Post-Listening activities, students use their knowledge gained during the previous stage, while-listening stage, for completing the exercises.

There is a number of purposes why to incorporate follow-up activities into the lesson plans. One of them, in my opinion the crucial one, can be checking if the learners understood the listening passage or whether they finished the task successfully.

According to Underwood, another reason for a post-Listening activity can be a reflection on why some students have not been successful or missed some parts of the text. A good activity for finding a solution to this problem can be a discussion about the problematic parts of the listening text; teachers can draw students' attention to various lexical forms or features of the sound system. When dealing with some grammar forms, teachers can find showing the examples of the grammar structures in the listening text extremely useful as this shows their student the natural form and usage. But on the other hand, it would be problematic to deal with the whole text again. Thirdly, during the Post-Listening phase, learners can be given a possibility to think about the attitude of the speaker or speakers since this can be found very difficult by the students. One of the other reasons for incorporating the post-Listening stage is to broaden students' knowledge about specific topics. This could be done by a decision-making or asking them to express their views.

Some activities that can be used during the Post-Listening phase:

- 1- Problem-solving and decision-making tasks - in which students try to find a solution to a problem from a Recording.
- 2- Role play - learners may be asked to try new things they learn.
- 3- Summary - learners may be asked to summarize a story they have heard. This activity may be related to problem solving.
- 4- Writing - learners can be asked to write the end of the story.

<i>skills</i>	
<i>Stages</i>	<i>Listening skills</i>
<ul style="list-style-type: none"> <li>• <i>Pre- Listening</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Didactic support</li> <li>❖ (Flash cards, pics...)</li> <li>❖ Brainstorming</li> <li>❖ Previewing</li> <li>❖ Predicting</li> <li>❖ Guessing</li> <li>❖ Eliciting</li> </ul>
<ul style="list-style-type: none"> <li>• <i>While- Listening</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Top-down(general for the gist)</li> <li>❖ Bottom-up(details/for specific info)</li> <li>❖ Word completion</li> <li>❖ Matching</li> <li>❖ True/false</li> <li>❖ Chart filling</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Post- Listening</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Composition</li> <li>❖ Story telling</li> <li>❖ Sentences</li> <li>❖ Role play</li> <li>❖ Songs</li> <li>❖ Games</li> </ul>

*Table01: Techniques used to teach listening skills ('source')*

## **I.4. Speaking Skills: Definitions**

Speaking is the act of communication with others; express our thoughts, ideas, verbally through the use of language. It takes many forms, including conversation, presentations and speeches ...etc. All the theorists defined Speaking in different ways:

\_Is the way of translating views and emotions, according to Oxford dictionary speaking « is to express opinion, ideas and feelings ...” Louma (2004) states that speaking is a complicated process that involves both sending and getting information through expressions.

Generally, the ability of speaking is the most important of the four abilities: (listening and speaking, reading and writing), in any language as (Bailey and Savage, 1994) say: “*Speaking in a second language or foreign language has often been viewed as the most demanding of four skills.*” It means that learners should master speaking skills, due its importance.

Furthermore, Nunan (1999: 25) argues that speaking requires for students to not only be able to use particular linguistic features, such as grammar, pronunciation or vocabulary, but also to comprehend when, why, and how to use those features in creating a correct language.

### **I.4.1. Types of Speaking Skills**

In order to help learners to get better in speaking, Brown (2004) states that there are types of speaking and categorises them broadly in five kinds, as the following. The first type is known as the imitative speaking. It refers to the capacity to imitate the sounds and rhythms of a language and it usually develops through practiced imitation of a more proficient speaker. Many language instructors recommend beginning their learners, especially for primary school ones, with some form of imitative speaking to help them perfect their pronunciation and fluency. It can help students hone their pronunciation and gain self-assurance before applying their newfound knowledge to more natural and challenging speech situations. Learners may not be adequately ready for the variety and unpredictability of real-world communication if they rely solely on imitative speaking, though. The second type is the intensive speaking skills that refer to the ability to communicate in a focused and detailed manner on a particular topic or subject. This type of speaking requires a higher level of language proficiency and fluency, as well as the ability to organize and articulate ideas coherently.

The development of the intensive speaking skills requires a balance of practice, feedback, and guidance. Teachers can help learners build their confidence and proficiency by providing opportunities for focused speaking practice and by giving constructive feedback on their performance. The third ones are the responsive speaking skills that refer to the ability to listen attentively and provide suitable responses in real-time interaction. Being able to understand and correctly interpret the words of others is just as important as being able to express oneself clearly and eloquently.

Regular practice and feedback are essential for the development of receptive speaking skills (instantaneous responsiveness). Teachers can aid learners in developing their oratory skills by giving them chances to practice in real-world settings, provide constructive feedback about their performance, and prompting introspection about what they did well and where they could do better. The fourth type involves the ability to engage in meaningful and dynamic conversations with others. It requires not only speaking effectively but also listening actively, pertinent questioning, and responding appropriately to others' comments and ideas.

Practice and constructive criticism are essential for the development of conversational fluency. Teachers can aid learners in developing their oratory skills by giving them chances to practice in real-world settings, critiquing their performances, and prompting introspection about what they did well and where they could do better.

The sixth type, i. e., the extensive speaking skills, denotes the ability to speak smoothly and effectively in a variety of settings. To be effective in communication, one must be able to explain oneself clearly while also changing one's vocabulary and tone to suit a variety of contexts and purposes. Indeed, news articles, podcasts, and videos are all examples of authentic materials that can be used to help students practice speaking in a more natural and varied manner. Teachers can facilitate discussion by asking leading questions or providing topical cues. Besides, learners can sharpen their public speaking abilities in a safe, controlled environment by giving presentations. A presentation structure, organization, the use of visual aids and other strategies can all be discussed in detail with teachers.

Learners might greatly benefit from additional practice and constructive feedback to hone their public speaking skills. Students can improve their public speaking abilities with the guidance of their instructors if they are provided with authentic speaking opportunities, constructive feedback, and opportunities for self-reflection.

## **I.4.2. Teaching Speaking Skills**

Teaching speaking is to teach learners to produce sounds patterns, use words and sentences to express ideas. It commonly acknowledged that speaking and writing are active and productive abilities via which learners may show their talents in exhibiting these skills. Teachers ought to be aware of the learning process specific to teaching speaking and should know its five components, including pronunciation, fluency, grammar and comprehension. Pronunciation and comprehension (understanding) are very important part in speaking ability, and fluency is about talking effectively and easily.

Grammatical rules appropriate learning is mainly to understand the rules that govern the sentence structure building. It equips language learners to express themselves clearly and precisely. Learning the rules of a language is essential for making sense of what they are saying and being understood. Thus, teachers should show their learners how to select the suitable vocabularies at the vocabulary phase. From the explanation above, we conclude that teacher plays a vital role in teaching speaking to students, for that he/she should select the appropriate strategies and apply the right methods to help learners in achieving their goals in speaking the target language.

### **I.4.2.1 Stages of Teaching Speaking in Classroom**

There are often multiple phases in a school speech curriculum that work together to provide learners with a safe and encouraging environment in which to practice and improve their speaking abilities. In the classroom, teaching speech entails several stages, including **pre-speaking stage:** or as called pre-communicative stage, it could refer to the preparatory phase, the teacher should introduce the topic, provide relevant vocabulary and activate learners' prior knowledge. In addition, the teacher should simplify the structure that learners are exposed to learn. Generally, this stage is for mind mapping and brainstorming activities which are done before the main speaking activity. Then, comes the while -speaking stage, which is mainly a practical phase or during communicative stage, where the teacher should provide learners with the structured activities that help them to practice the target language in a setting. This stage includes repetition, exercises, debates, role -plays and discussion dialogue. Finally, the process is chained with the post-speaking stage, which is the final step in any speaking lesson. It is devoted to feedback and assessment. The teacher provides comments and feedback to the learners on their speaking skills like pronunciation, grammar

and vocabulary. Furthermore, he is supposed to correct the errors and invite learners to apply these knows and know-how-to-do in new situations and real-life context.

<i>Skills</i>	<i>Speaking skills</i>
<i>Stages</i>	
<ul style="list-style-type: none"> <li>•</li> <li>• <i>Pre-Speaking</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Mind mapping</li> <li>❖ Brainstorming</li> </ul>
<ul style="list-style-type: none"> <li>•</li> <li>• <i>While Speaking</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Discussion</li> <li>❖ Role play</li> <li>❖ Picture description</li> <li>❖ Story telling</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Post Speaking</i></li> </ul>	<ul style="list-style-type: none"> <li>❖ Integrate other skills</li> <li>❖ Take it further</li> </ul>

*Table 2: Techniques used to teach speaking skills*

#### **I.4.3.2. The Importance of Teaching Speaking in Primary Schools**

Speaking is a crucial part of second language learning and teaching. As English is widely used in the world and due its benefits, there is a need for learners to learn the speaking skills effectively, in order to get success in all fields.

Teaching speaking aims to make the learners perform well in different real life situations, furthermore strong speaking can help them in their personal growth through building self-confidence, improving their interpersonal relationships.

The ultimate objective of teaching speaking at the primary stage is to create the best opportunities for young learners' academic and professional career success, because the most important feature that selections in getting jobs depends on the communication skills. Teachers in primary schools can greatly aid their learners in developing their communication abilities by introducing them to exciting and age-appropriate speaking activities.

In conclusion, learners who have strong speaking ability, and who learnt it effectively, will be critical thinkers and successful members of their communities.

## **I.5. Strategies to Teach Listening and Speaking Skills**

To assist learners improve their listening and speaking abilities, teachers are required to use a wide range of methods and approaches. According to Harmer (2007), listening and speaking can take different forms to be taught.

### **1.5.1. Reading Aloud**

Reading aloud is an enjoyable activity, when it is done with conviction and style; it is for the teacher to read aloud to the whole class. This allows learners to hear a clear spoken version of the written text, then they may be extremely enjoyed if the teacher is willing to read with expression and conviction. Teachers can also read or act out dialogues, role-play or invite a colleague into class. This gives learners the opportunity to hear how a speaker they know well (the teacher) would act on in different conversational contexts.

### **A.5.2. Storytelling**

The second strategy, known as **storytelling**, is a powerful tool that teachers represent the ideal for storytelling. In so doing, teachers may provide excellent listening material. At any point in the story, learners may be asked to predict what will happen next, describe characters in the story, or comment on the story in some way. In addition, storytelling is an effective way to improve language proficiency.

### **1.5.3. Interviews**

The third strategy that joins joy and fun are **interviews**. It is one of the most motivating listening activities to enhance primary school learner's listening proficiency. Through face-to-face interviews, they can develop their active listening skills and learn how to ask follow-up questions. Doing so, they can develop their comprehension and retention of



information. By asking questions, learners can contribute in refining the topics discussed, rather than being passive accepting others' questions. In case it is possible, the coming of strangers into the classroom for an interview should be welcomed. This can help learners listen to different speech delivery.

#### **1.5.4. Conversations**

The fourth strategy is the use of **conversations**. The latter can be highly effective strategy to teach listening to primary school learners. Learners can improve their capacity to understand and respond to spoken language through conversations, which provide a natural setting for practicing listening skills in authentic contexts. In order to teach listening skills through conversation to primary school learners, it is essential that learners have ample opportunities to carry on meaningful conversations with their peers. Effectiveness can be ensured via simple and age appropriate topics, turn taking procedure, visual aids use, pair work implementation, and feedback provision.

#### **1.5.5. Play Scripts.**

Another strategy that is no less important than the above mentioned ones, the **play script**. The latter can be a creative and interesting way to teach listening to young kids. Learners can improve their listening, reading, speaking, and critical thinking skills through the use of play scripts, which offer a controlled and engaging learning environment. It is important that when learners are working on plays or scripts they see it as 'real' acting. In other words, teachers need to help them navigate the situations as if they were stage directors, capturing attention with the right emphasis, intonation, and pace. This means that the lines they utter will have real meaning. By having learners practice these things before their final performance, teachers ensure that playing is both a learning activity and language generating. Laura Miccoli has made theatre, a key feature of her work with her adult students. They start with preliminary steps that include relaxation, breathing exercises, and learning to laugh together. In the intermediate stage, they work on elements such as emotions, actions, materialization, gestures, and expressions of crying and laughter. Finally, during's pitch, they wrote the script themselves. She found that using theatre (and having students write about it in their portfolios) promoted and provided a "transformative and liberating learning experience." (Miccoli 2003: 128).

According to Mark Almond (2005.), in addition to the benefits to pronunciation and general language use, drama helps build learners' confidence, contextualize language, and develop empathy of students to other characters, attracting learners to participate. Ownership in problem-solving and appeal to them as “wholesome” people (i.e. incorporating emotional and intellectual traits in their personality). He emphasizes that theatre practices gestures, facial expressions, eye contact and movements, expressions, and tone of voice.

### **1.5.6. Role-play -Dialogue Acting**

When the teacher chooses who will stand in front of the class, he / she must be careful not to choose the shyest learners first. It should work to create the right supportive atmosphere in the classroom, and give learners time to rehearse conversations before being asked to act them out. If teachers can give learners s time to do their conversations, they will get more out of the whole experience.

### **1.5.7. Repetition and its Value**

Repetition has many beneficial effects on learners' learning, particularly at early age when foundational knowledge and skills are being developing. Each encounters with a new word or phrase helps to keep it in the learners' memory. The repetition also has other advantages: it allows learners to improve on what they did before. They might think about how to rephrase things or just get an idea of what it sounds like. When learners repeat the speaking tasks they have done once (or twice), their first attempt is the same as the repetition for the last attempt. Each repetition gives them more confidence because they do not try to say the words the first time when they try to say it in subsequent performances. Weiler (2016) stated that *“Repetition appears to imply that all we do is repeated. It does not make us stop and think about what we need to do in order for that repetition to produce outcomes.”* Therefore, it is preferable for learners to stop believing that repeating something will make them remember it. Instead, they should use language and methods that motivate kids to actively engage in their education and discover the nuances, variations, and patterns in all they are learning. One helpful suggestion might be to train them to pay closer attention to what they hear before repeating things. Work to separate as many components of pronunciation that they can from what they want to improve.

If the teacher asks learners to give a presentation or tell a story, repeating would obviously do the same thing as asking students to write and rewrite their writing. However,

that allows learners to repeat conversational exchanges also work. If learners had had the opportunity to try swapping, they would have done it with much more confidence and fluency the second time around.

However, it is vital to highlight that repetition needs to be matched with other learning processes, such as exploration, creativity, and problem-solving. Too much repetition can get tedious and may actually impair learners' learning. It is also crucial to make sure that repetition is employed in a way that is interesting and meaningful for learners, rather than merely repeating material or activities for the sake of repetition.

### **1.5.8. Large and Small Groups Works**

Large and small groups have varied strengths and weaknesses for learning and collaboration. Small groups encourage individual participation and engagement. The members can ask questions and share their opinions more freely. Smaller groups are better for collaboration and teamwork since each member is more important. Due to direct communication and fewer personnel to coordinate, small groups may do work faster.

On the other hand, large groups can generate more different ideas and opinions. Group members with diverse backgrounds, experiences, and opinions can generate more creative ideas. Large groups can help create social bonds and community. In a lecture or presentation, large groups can also help spread knowledge.

Besides, a major reason some learners shy away from participating in speaking activities is that they find themselves having to speak in front of a large group. One way talk is to make sure, they have the opportunity to talk and interact. This can be a preparatory step for dialogue or discussion. Finally, the group size may be determined by the goals of the activity and the needs of the participants.

## **1.6. The Integration of ICTs in Teaching English**

The integration of Information and Communication Technologies (ICTs) in teaching English can offer many benefits for both teachers and learners. In fact, by leveraging technology, teachers can create more engaging and effective learning experiences for their students, while preparing them for the digital world they will encounter outside of the classroom.

According to Ghavifekr (2015), the term “integration of information and communication technology (ICT) in education” refers to the use of computer-based communication that is incorporated into the regular teaching process in the classroom. Teachers are viewed as the essential players in implementing ICT in their regular classroom settings and training learners for the contemporary digital environment.

In order to achieve the goals of effective teaching and learning in the current environment, it has become necessary for teachers to use and integrate ICTs as a part of their pedagogy. Information and Communication Technologies (ICTs) have become an indispensable part of every aspect of our lives. Therefore, having a thorough comprehension of the principles is crucial for this purpose. Information technology (IT) is the study of or use of electronic devices, particularly computers, for the archiving, processing, and transmission of information. The process of sending, receiving, and exchanging information is known as communication technology. The term “information and communication technologies” (ICTs) refers to a “diverse set of technological tools and resources used to communicate, as well as to create, disseminate, store, and manage information.” computers, the Internet, mobile devices, and other broadcasting technologies (radio and television), and telephony. (Malhotra 2014)

ICT has emerged as one of the answers for attracting and motivating young learners. Because ITC encompasses computers, the Internet, cell phones, radio, video, television, computers, and satellite systems used in a variety of educational contexts. Using ICT in schools and classrooms increases learners' engagement and motivation. (Dewi 2017)

According to Ghedeir, Speaking is critical for English language learners to learn. In this setting, if used correctly, ICT could play a crucial role in increasing learners' speaking proficiency. It is critical to incorporate ICT into the teaching of oral expression because it brings the outside world inside the classroom. The following brief remarks highlight the use of ICTs in oral expression sessions:

- They provide authentic materials in the target language to both teachers and students.
- They encourage learners to improve their public speaking skills.
- They bridge the gap between the target language culture and the teaching and learning process.

Their use may provide a learning environment where motivation is maintained and enhanced. The investigation of the impact of technology use in EFL classrooms has shown that EFL effective activities can be enhanced by means of technology. Learners insisted that they were more motivated and interested in communicating with native speakers from other countries when computers were used in the classroom. (Azmi2017)

ICTs have been demonstrated to have a favourable effect on various areas of scientific education. This is covered in greater detail in the next section

### **1.6.1. Benefits of Using ICTs in Teaching**

The use of Information and Communication Technologies (ICTs) in teaching can offer many benefits, including: enhancing learners' commitment, facilitating access to various sources, easing collaborative work and communication, propping differentiated education, raising teacher's productivity, etc.

According to researches, using ICTs helps learners acquire digital material quickly and effectively.

#### **Assist learners in accessing digital information efficiently and effectively**

ICTs are utilized as a tool for students to identify learning subjects, solve difficulties, and propose answers to the problems in the learning process, according to Brush, Glazewski, and Hew (2008). ICTs facilitate the acquisition of information and aid in the comprehension of academic topics while involving learners in ICT applications.

#### **1.6.1.1. Support Learner-centered and Self-direct Learning**

Encourage learner-centered and independent learning Today's students utilize computers more regularly and purposefully (Castro Sánchez and Alemán 2011). Through accessing, picking, arranging, and interpreting information and data, they develop new knowledge. Students are better equipped to use information and data from many sources and evaluate the value of the learning materials thanks to ICT-based education.

#### **1.6.1.2. Produce a Creative Learning Environment**

Create a stimulating environment for learning According to Chai, Koh, and Tsai(20 More specifically, these e-books might include reading software that includes a reading-aloud interface, activities for enhancing vocabulary, games for improving reading

comprehension and vocabulary acquisition, and more. ICT therefore includes applications that are specifically created to offer creative solutions to a range of learning demands.

#### **1.6.1.3. Encourage Group Learning in a Distance Learning Setting**

According to Koc (2005), students may collaborate, exchange, and communicate via ICT anytime, anywhere. For instance, a teleconferencing classroom could invite students to congregate concurrently for a topic debate e from all around the world. They might have the chance to develop notions, examine ideas, and assess issues. They may assess ICT-based education options further. Along with learning together, students also share a variety of learning experiences with one another in order to express themselves and think back on what they have learned.

#### **1.6.1.4. Give Learners more Chances to Practice Critical (higher-order) Thinking Skills**

ICT, being based on a constructive learning approach, aids learners in concentrating on more difficult topics as opposed to unimportant chores (Levin and Wadmany, 2006). Mc Mahon study revealed the use of ICT during studying and the development of critical thinking abilities were statistically significantly correlated. Longer exposure to ICT environments can help children develop stronger critical thinking abilities. Therefore, it is strongly advocated that schools incorporate technology into all areas of instruction and at all academic levels. Students are able to use technology in these situations to reach greater levels of cognition within particular learning environments.

#### **1.6.1.5. Support Teaching by Making Course Content more Accessible**

Teachers can serve as catalysts for the ICT integration of technology, according to Watts-Taffe & al. (2003). If the motivation, tools, and required technological assistance are, it will be simpler for teachers to construct an ICT class if there are resources available from institutes. These instructors' major duties will be to alter the structure of their courses, design and explain new tasks, and set up the computer lab with the aid of their technology learning specialists or assistants.

In conclusion, ICT gives learners additional time to investigate outside of the mechanics of course content, helping them to comprehend concepts more fully, as noted by Reid (2002). The link between teaching and learning is altered by the usage of ICT. Reid's

research's findings suggest that teachers noted that, when it comes to information technology, the roles of instructor and student can occasionally be reversed. When students can assist teachers with technological difficulties in the classroom thanks to this relationship, their confidence is increased. ICT alters the conventional teacher-centered approach, therefore teachers must be more inventive when modifying and changing their own curriculum.

## **Conclusion**

The foregoing chapter sheds light on the concepts of the topic. In fact, the previous contributions on the topic were emphasized. It reviewed the literature concerning the teaching strategies, the listening and speaking skills, discussed the most appropriate strategies for improving listening and speaking according to the theorists.

**Chapter Two:  
Research Design &  
Methodology**



## Chapter Two: Research Design & Methodology

Introduction .....	<b>Erreur ! Signet non défini.</b>
2.1. Case Study Approach .....	<b>Erreur ! Signet non défini.</b>
2.2. Sampling Technique: Rationale .....	<b>Erreur ! Signet non défini.</b>
2. 3. Research Methodology.....	<b>Erreur ! Signet non défini.</b>
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2. 6. Target Samples .....	<b>Erreur ! Signet non défini.</b>
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2. 8. Participants' Profiles .....	<b>Erreur ! Signet non défini.</b>
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## Chapter Two: Research Design & Methodology

### Introduction

The upcoming chapter aims at describing the overall structure and process whereby this research was conducted, highlighting its diverse signposts. It will initiate with stating the opted-for research design and paradigm, which will be followed by identifying the demographical and spatial aspects of this study; that is, the identification of the participants who took part in this endeavour and the demystification of the loci where this study took place. The elucidation of data collection instruments together with the rationale behind their use will be next known. This chapter will close by an in-depth explanation of data analyses procedures coupled with an account about the noticed limitations. As a reminder, this research aims at ‘Investigating the Effective Teaching Strategies to Improve EFL Learner's Listening and Speaking Skills. Case of study: Primary Schools in Tiaret and Tissemsilt as Sample’

### 2.1. Case Study Approach

Case studies can also be positioned among non-experimental and descriptive designs (Marczyk & al., 2005), as they “strive to portray ‘what it is like’ to be in a particular situation” (Cohen et al, 2000: 182). Our enquiry takes the format of a case study as an approach (Hitchcock & Hughes, 1995; qtd. in Cohen & al., 2000; Marczyk & al., 2005), not as a method for data collection (Cohen & Manion, 1994, qtd. in Bellalem, 2008) because of the following reasons. Case studies are time-and locus-bound. Furthermore, as Hitchcock and Hughes (1995) suggest, they are valuable research approaches especially “when the researcher has little control over events” (qtd. in Cohen & al. 2000: 182). They also provide unique examples of a class, click or a community of real people in authentic contexts, enabling in-depth understanding of events not just abstract theories and principles (Cohen & al., 2000). Conforming to these characteristics, our study was conducted with a limited small group of primary school teachers, learners, and within the confines of particular sites in two cities in Algeria, Tiaret and Tissemsilt aiming at presenting vivid descriptions of the participants’ authentic actions. That said, our involvement within the group as insider rather than outsider researcher could not be evitable. Adopting a more *emic* than *etic* perspective, the incentive was to be closer to the participants’ actions and reactions in the context of their performance.

## 2.2. Sampling Technique: Rationale

According to these facts, the participants were selected on the basis of a somewhat purposive and convenience or opportunity sampling (Cohen et al., 2000; Dörnyei, 2007). Adopting a purposive sampling technique, the researcher simply chooses a group of people who fulfil his purpose (Cohen et al., 2000). Opting for “convenience sampling ... accidental or opportunity sampling ... the researchers simply choose the sample from those to whom she has easy access.” (Cohen & al., 2000: 102). Dörnyei (2007) also defines the former as the most common and largely practical technique to build a sample with those available, and the latter as accidental situations in which the researcher is likely to come across a group who, to some extent, satisfies his research needs.

The rationale for this selection is premised on the fact that being “captive audiences” (Cohen et al, 2007:114) this sample conveniently fulfilled the requirements of our research in terms of purpose, availability at a certain time, easy accessibility and geographical proximity (Gall, Gall & Borg, 2003). Actually, the period of this study and the physical loci where this research was conducted provided somewhat enough time for a face-to-face contact with the participant sample, which would assumingly facilitate the contact. After all, groups of teachers and learners were needed to conduct this research. Nevertheless, it should be admitted that this kind of sampling does not claim relevance of findings to the larger population this particular sample belongs to. The argument can be that albeit empirical, most research in social sciences surprisingly does not employ random sampling (Dörnyei, 2007).

Aligning with qualitative research, purposive and convenience sampling techniques, qualitative researchers’ goal is not generalisation to the whole population; “instead they might seek to describe or explain what is happening within a smaller group of people” (Dawson, 2002: 47).

In line with this claim, there is no intention to generalize our research findings because products may vary according to human and contextual variables. For example, similar results of needs analysis and identical outcomes are logically

Since the upcoming chapter is mainly devoted to research methodology design. It presents the methodology undertaken, the sampling, the investigation instruments, and aims at investigating the effective teaching strategies to improve EFL learner's listening and speaking

skills. This chapter is dedicated to identify the undertaken methodology to conduct the study, the investigation tools and the participants.

### **2. 3. Research Methodology**

There are two different types of data collection and research: qualitative and quantitative. Both provide analysis of data, but differ in approach and type of data collected. Awareness of these approaches can help researchers structure their research and data collection methods. Quantitative research is represented by numbers and graphs. Used to test or confirm a theory or assumption. This type of research can be used to find generalizable facts about a topic, while, qualitative research is expressed in words, used to understand concepts, thoughts, or experiences. This type of research provides in-depth insight into poorly understood topics. The current study adopted both research methods. We select for the use of a mixed approach consisting of qualitative and quantitative methods, in order to reach the objective and answer the question behind the research. The combination of these two types of data means to benefit from both the detailed and contextual understanding of qualitative data and the generalizable and externally valid insights of quantitative data. The strengths of one mitigate the weaknesses of the other. The aim behind using mixed approach is to provide illustrative and survey data. The method for this research includes a triangulation method. Triangulation refers to the use of multiple methods or data sources in qualitative research to develop a comprehensive understanding of phenomena (Patton, 1999). Triangulation is also a qualitative research strategy that tests validity through convergence the information from different sources. Denzin (1978) and Patton (1999) identified four types of triangulation: method triangulation, investigator triangulation, theory triangulation and data source triangulation. It is used to increase the credibility and validity of research finding.

### **2. 4. Research Setting**

The study was carried out in some primary schools in two different cities, viz., Tiaret and Tissemsilt. It was conducted with the collaboration of teachers working at these schools and third year learners. A behavioural observation was done in person through watching the teachers in terms of classroom management, communication skills, and behavioural interactions and learners' behaviour during the English classes. This study took place at these schools, because it can provide an appropriate setting and both teachers and learners accepted

and agreed to participate in this research and got ready to collaborate and help in the process of collecting primary data.

## **2. 5. Case Study**

The case study should provide interesting data and results, and it can be used to analyse a phenomenon. A case study aims to find out as much as possible about a person or group so that the findings can be applied to a wide range of people. Unfortunately, case studies often involve a lot of subjectivity, which makes it difficult to extrapolate results to a wider population. Case studies are also useful in describing, comparing, evaluating, and understanding different aspects of a research problem. Primary schools in Tiaret and Tissemsilt were selected as a case study for this research in order to find out the effective teaching strategies to improve EFL learner's listening and speaking skills.

## **2. 6. Target Samples**

For this study, the survey sample covers 59 EFL primary school teachers from different regions of Algeria. Being put online, the questionnaire respondents' loci cannot be identified, which may mortgage the representativeness of the population as a whole. The probability sampling method was adopted in this case; allowing chance to all persons to take part in the survey. For classroom observations, fifty-five learners, distributed over three classes, have been observed *in situ*.

## **2. 7. Sampling Procedures**

Sampling is a process or technique of choosing a sub-group from a population to participate in the study; it is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected (Ogula, 2005). There are two main types of sampling methods. These include probability and non-probability sampling. As regards the current endeavour, both probability and non-probability sampling methods were opted for. For the survey, probability sampling method was chosen, whereas for the classroom observation non-probability sampling method was used. The participants that were selected for qualitative samples were targeted based on their availability and accessibility.

## **2. 8. Participants' Profiles**

The profiles of the selected samples differ from viewpoints demographic information as age, gender, interests, needs, socioeconomic status, expectations, educational background, subject matter expertise, etc. Yet, learners and their teachers share the same loci. They may also share common educational objectives, cultural background, etc. In fact, gaining insights into the characteristics of different participants, namely learners and teachers can lead to better educational outcomes by allowing for the identification of individual gaps and opportunities and the development of targeted solutions.

### **2. 8. 1. 3<sup>rd</sup> Year Primary School Learners' Profile**

Learners are primary school learners aged between 8 and 9 years old. They are studying English language for the first time. Fifty-five of them were subject to classroom observations. For the first session, the class consists of 21 learners. Regarding the second one, the class group comprises 17 learners. Concerning the third and the last session, 17 learners were observed.

### **2. 8. 2. English Teachers' Profile**

Fifty-nine English teachers (47 females and 12 males) from different primary schools over Algeria participated in the study. Their ages range from 25 to 50 years old. They have been chosen randomly to respond to the questionnaire by investigating their teaching strategies as regards listening and speaking.

## **2. 9. Data Collection Instruments**

Data collection is the process of obtaining, measuring, and analysing reliable data from various relevant sources in order to solve research problems, answer questions, evaluate results, and predict trends and probabilities. This research covers the most commonly used data collection tools; questionnaire and classroom observation.

### **2. 9. 1. Questionnaire**

According to Creswell (2012), questionnaire, is “a form used in a survey design that participants in a study complete and return to the researcher” (p. 382). A questionnaire is one

of the most used research tools. It consists of a set of both open- and close-ended questions presented to the participants (teachers), aiming at providing reliable data that can support the validity of the research either by confirming or disconfirming the hypothesis. The questionnaire was put online to teachers with the aim of obtaining information about effective strategies regarding listening and speaking skills.

### **2. 9.2. Piloting Stage**

Testing the research design, data collection tools, and methods on a subset of participants before rolling out the full survey is an essential aspect of any research method. The piloting phase of a research project is essential since it increases the study's credibility, validity, and dependability. Researchers can boost their chances of getting reliable results from their study by anticipating and fixing problems, refining data gathering methods, and establishing rapport with participants. In response to scientific standards aforementioned, the questionnaire was first submitted to piloting stage. It was handed out to three teachers for the sake of adjusting, adding, deleting, reordering and refining the questions.

### **2. 9. 3. Classroom Observation**

According to Cresswell (2012), there are two types of observation, namely participant observation and non-participant observation. In order to obtain more efficient and reliable results, the observational method was chosen as one of the triangulation tools. These tools help ensure reliable and valuable data. The observation allows the researcher to observe the teachers' behaviour and interactions directly. The main objective behind using a series of classroom observations is to find out how the teacher manages the class and to identify his skills in communicating with the learners. As well as to see how well learners are motivated during English sessions, to check learners' behaviour, and how they interact with the teacher.

## **2. 10. Describing Data Collection Instruments**

To conduct the current endeavour, ensuring the accuracy and reliability of the gleaned data, the following investigation instruments are selected for the purpose. The appropriate choices of the latter secure, in their turn, the validity of the research findings.

### **2. 10. 1. Describing English Teachers' Addressed Questionnaire**

The designed questionnaire for our study consists of 03 sections. The first section is titled "Informants' Personal & Professional Data" and consists of three questions (Q1-Q3) to collect a personal information about the teachers. The second section consists of eleven questions (Q4-Q8) are designed to investigate the teachers' teaching strategies with respect to listening and speaking skills. In the third component is consists with two open-ended questions, which were devoted to gather respondents' suggestions and prospects.

### **2. 10. 2. Classroom Observation Procedures**

A Classroom observation was used as a second qualitative research tool that lasted for 3 weeks divided into three sessions in each selected primary school. In order to collect variable and valid data, fifty-five learners were under observation. The focus more was put on observing the learners' behaviour inside the classroom and noting their interactions with the teachers during listening and speaking sessions. Teachers were observed in terms of classroom management, communication skills, behavioural interactions and particularly the implementation of teaching strategies.

## **2. 11. Data Analysis Procedures**

The procedures for data analysis enable the researcher to coordinate both statistical and descriptive methods, as well as to analyse the responses and make research problem suggestions. "Microsoft Word" is used to examine the collected data and some graphics organizers including tables and graphs were used. To present the statistical data for the questionnaire, graphs and tables were used. As we move on to the observations, the raw data was described in the form of a critical analysis.

## **Conclusion**

The second chapter is dedicated to focus on describing the research design and methodology, and it provides an overview of the main components used to conduct the study such as the methodology adopted, the sample and data collection tools.

This chapter, like a map key, aimed to provide enough information for the reader/future researcher to comprehend the motivation for undertaking this study, with a focus on the questions that served as the spark for this line of academic inquiry.



The study's participants and the historical and geographical setting were also revealed. This chapter outlined the reasoning for combining quantitative and qualitative methods of data collecting and analysis.

***Chapter Three:  
Data Analysis &  
Interpretation***

### **Chapter Three: Data Analysis & Interpretation**

Introduction .....	<b>Erreur ! Signet non défini.</b>
3.1. Teachers' Questionnaire: Description and Aim .....	<b>Erreur ! Signet non défini.</b>
3.2. Classroom Observation .....	<b>Erreur ! Signet non défini.</b>
3.2.1. Classroom Observation One .....	<b>Erreur ! Signet non défini.</b>
3.2.2. Classroom Observation Two .....	<b>Erreur ! Signet non défini.</b>
3.2.3 Classroom Observation Three .....	<b>Erreur ! Signet non défini.</b>
3.3.1 Discussion.....	<b>Erreur ! Signet non défini.</b>
Conclusion.....	<b>Erreur ! Signet non défini.</b>
Suggestions and Recommendations .....	<b>Erreur ! Signet non défini.</b>
Limitations of the Study .....	<b>Erreur ! Signet non défini.</b>
General Conclusion .....	<b>Erreur ! Signet non défini.</b>
Bibliography.....	<b>Erreur ! Signet non défini.</b>
Appendices .....	<b>Erreur ! Signet non défini.</b>
Appendix 1 .....	<b>Erreur ! Signet non défini.</b>

## Chapter Three: Data Analysis & Interpretation

### Introduction

The upcoming chapter is devoted to the practical part of the study. As mentioned previously, this endeavor relies mainly on a mixed research method, viz., an online questionnaire, addressing EFL primary school teachers, and classroom observations, attended in many primary schools. It includes the analysis of the gleaned data that are graphically and numerically represented, and insightfully interpreted. All in all, it generally discusses the findings, provides recommendations and lists some limitations faced during the endeavour.

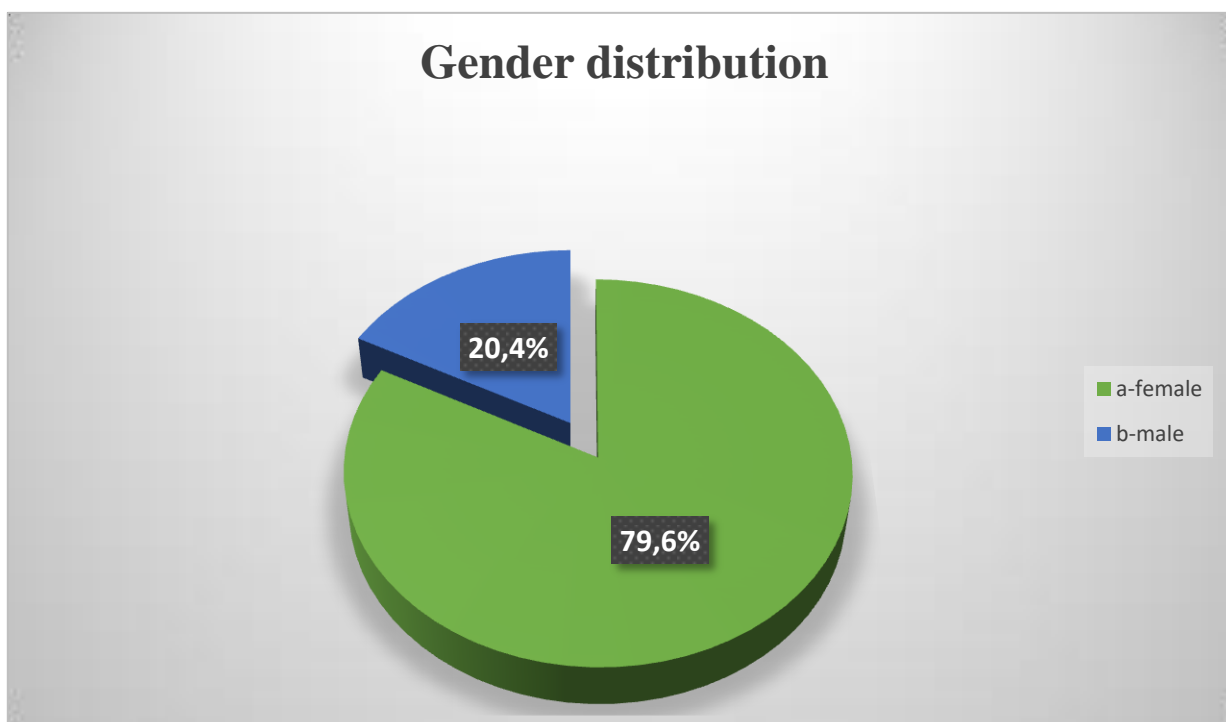
### 3.1. Teachers' Questionnaire: Description and Aim

The questionnaire, being first designed and piloted, was administered to EFL primary school teachers. It consists of three different yet complimentary sections each of which includes a series of open- and close- ended questions. They all converge towards investigating the useful strategies meant to improve learners' listening and speaking skills.

#### *Section one: Personal and Professional Data*

*Question-Item1:* I am .....

Male  female



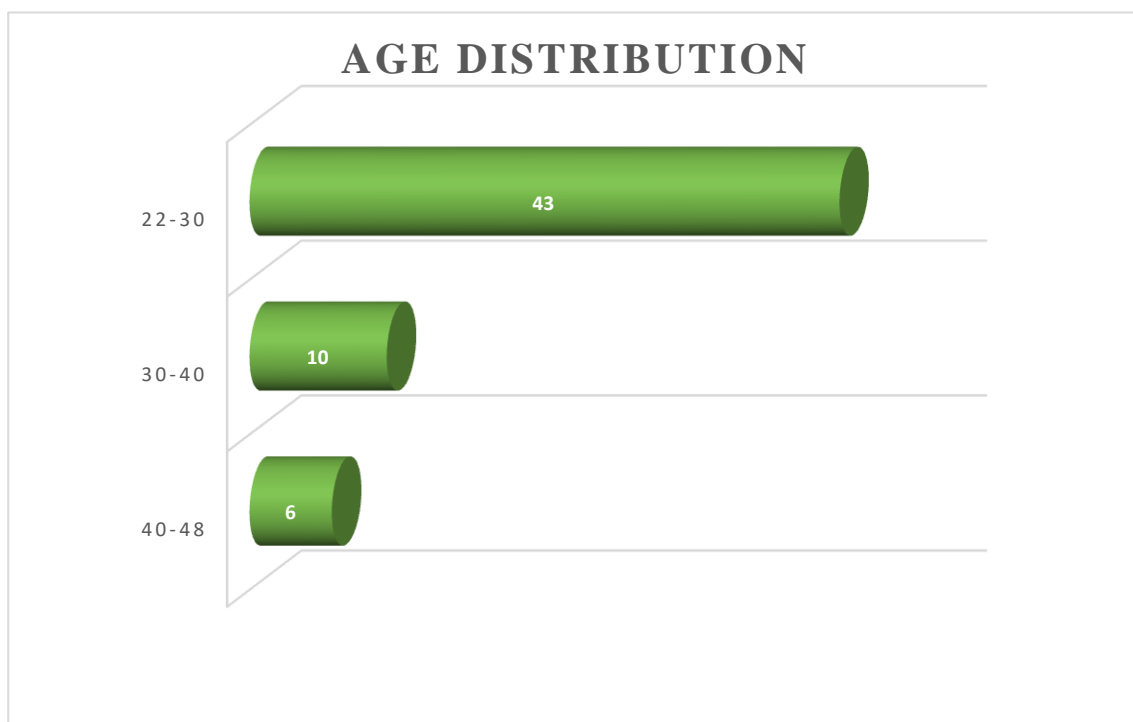
**Figure 01: Gender distribution**

The reaped data (cf. T. 1) demonstrate that the total number of the targeted participants is 54.43, where females represent 79.6% (n= ). Yet, only 11 are males, representing 20, 4%.

Referring to the data above, it can be noticed that the high number of females reveals that the teaching profession is becoming gender-imbalanced in favour of females. The majority of women prefer teaching as the most appropriate job for several reasons. It is widely acknowledged that teachers are often stereotyped as possessing traditionally feminine qualities like empathy, compassion, and tolerance. There is also the long-held belief that female educators naturally evolved from their traditional roles as primary caregivers and educators in the home. It is hardly surprising that there are more women than men in this field, given that societal expectations based on gender stereotypes have persisted for years.

**Question Item 2: Age**

**A- (22 to 30year)    B- (30 to 40year)    C-(40 to 50year)**



**Figure 02: Age distribution**

The data represented in the figure number two reveal that 40 of respondents representing (72%) have an age ranging from 22 to 30. Ten of them (18.2%) are aged between (30\_40) and only five (9.1%) of the target population's age is above 41.

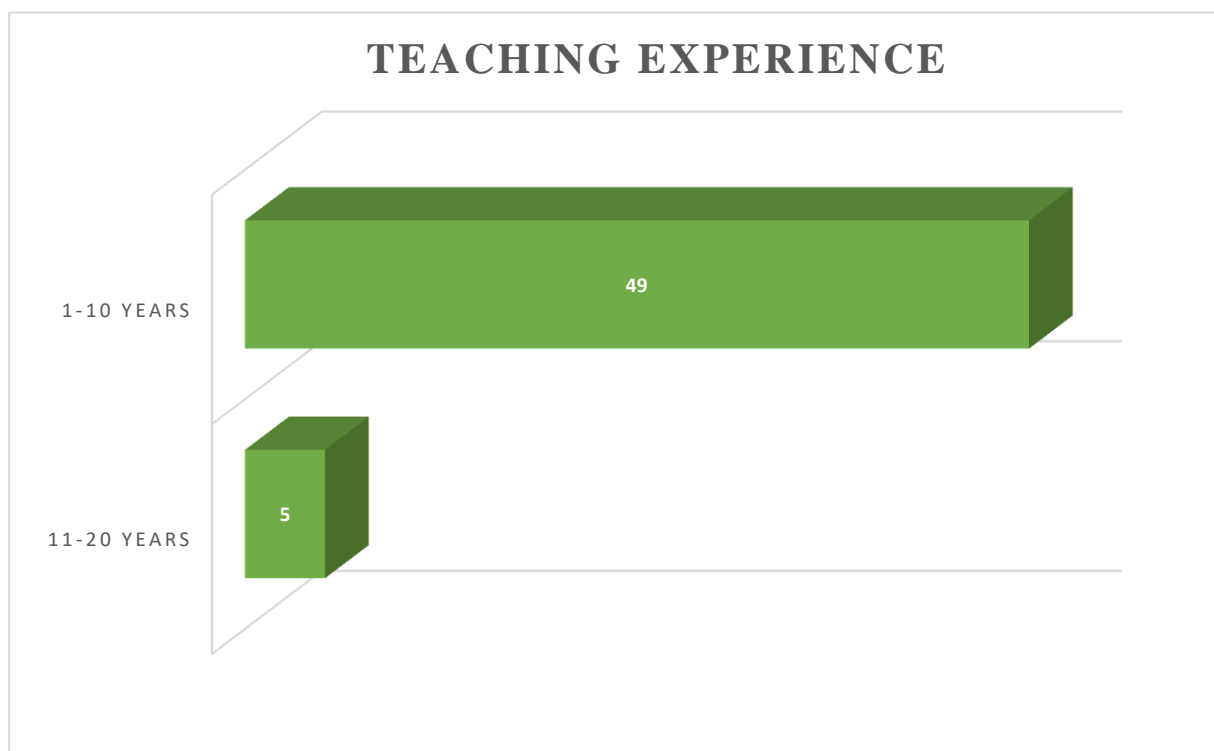
Most people assume that age is the most important aspect when choosing a teacher. Older educators, on the other hand, may have a richer toolbox of strategies, a more in-depth knowledge of the material, and more years of experience. However, due of their experience with modern educational technologies, younger teachers may better grasp the interests and needs of their students. Teachers of any age would benefit greatly from having two things: a love of teaching and a hunger for personal and professional development.

**Question Item 3: How long have you been working as a teacher (Professional experience):**

**1- (1 to 10 years)**

**2- (10 to 20 years)**

**3- (20 to 30 years)**



**Figure03: Teaching experience**

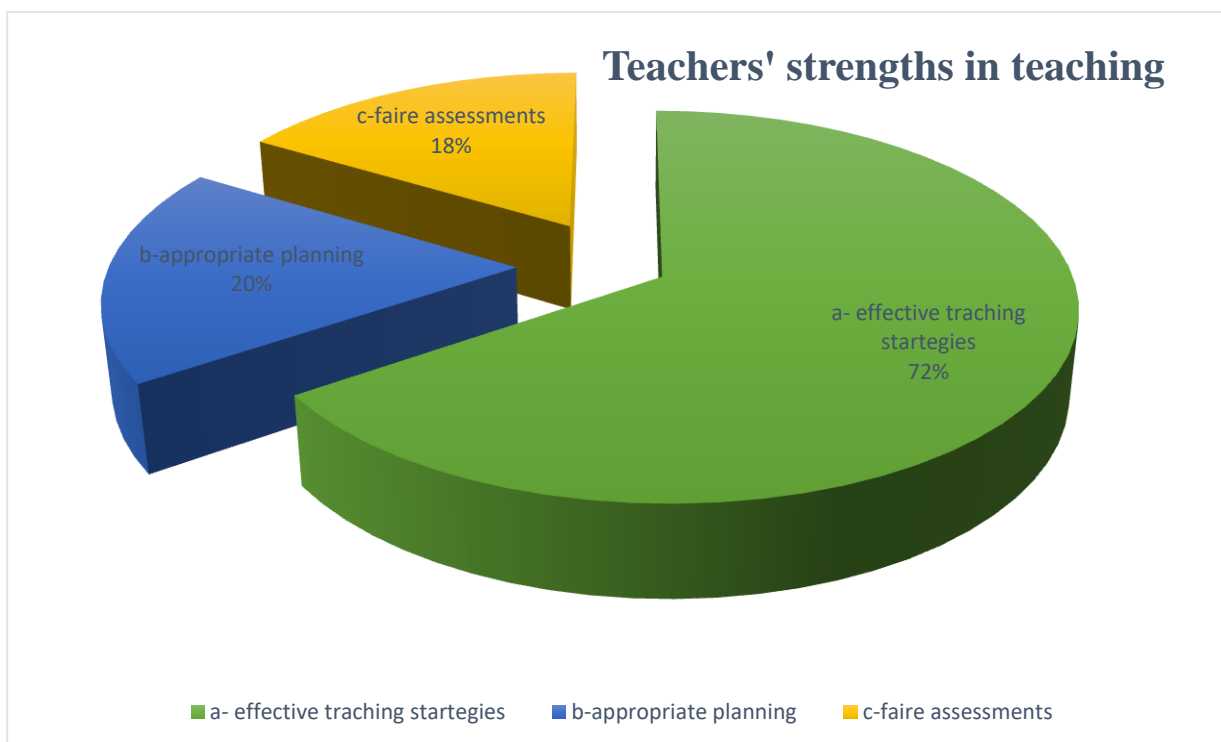
The figure 3 shows that the majority of participant45, representing (90%), are novice teachers; their experience range from (1 year to 10 years). While just 5 of them declared that they have been teaching English more than 10 years (10%).

Having prior experience in the field is crucial. It is no secret that the vast majority of educators have little to no experience in the classroom, and it is important to remember that the ability to succeed during practicum is the result of a lifetime of exposure to and development in relevant abilities.

***Section two: Informants' Perception of the Effective Strategies to Improve Listening and Speaking Skills:***

***Question-Item 4: What do you consider to be your strengths in your teaching practice?***

- a. Effective teaching strategies
- b. Appropriate planning
- C. Fair Assessment



***Figure04:Teachers' strengths in teaching***

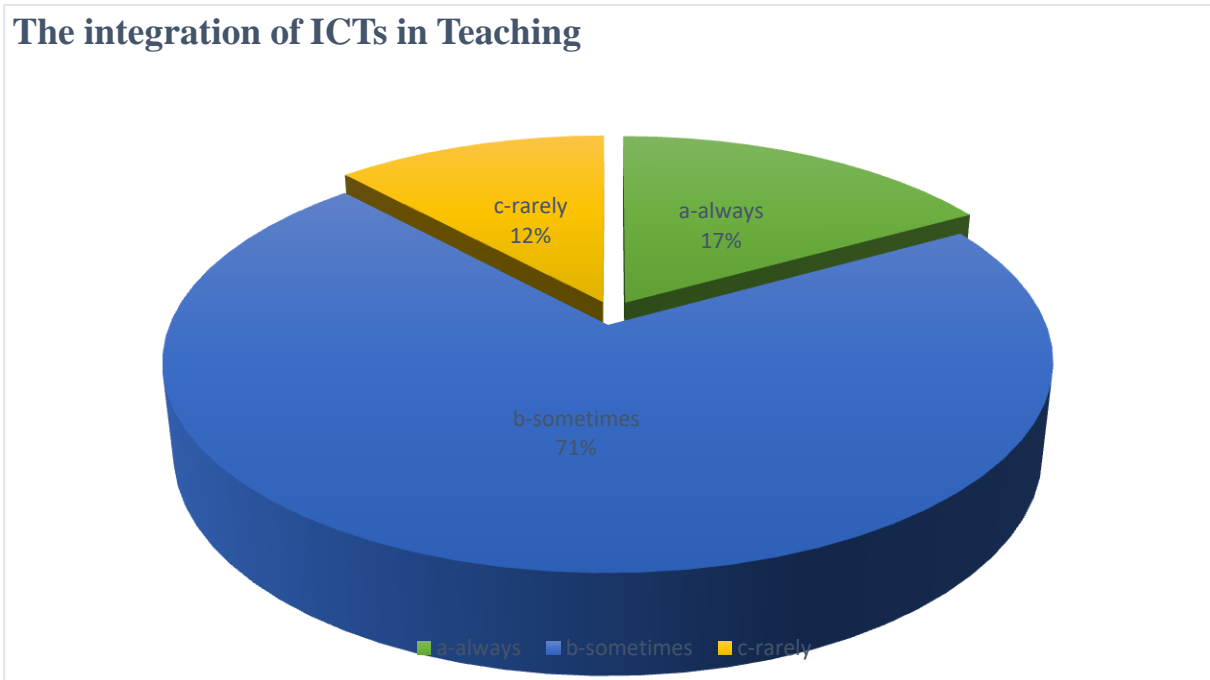
Regarding the question-item 4 in connection with Teachers' strengths, the findings show that 72% of participants preferred to select effective strategies within their class as their strengths of teaching. 20% of teachers voted for good planning, and 18% chose fair assessment.

Teachers of English as a foreign language are essential cogs in the wheel of a robust educational infrastructure. Students' ability to learn is proportional to the quality of the lesson and the means by which it is made available to them. The process of teaching involves various actions taken by the instructor. Teachers use a wide variety of strategies to impart knowledge to their students. They employ numerous methods that allow them to communicate information in a simple fashion so that the learner may readily absorb the elements of the lesson, and in the process, easily accomplish the tasks assigned in a short period of time, depending on the nature of the lesson and its aim. The teachings can only be delivered and accomplished with the help of effective teaching tactics. Many educators believe that effective tactics for instruction are crucial to helping students learn. Others see lesson preparation and evaluation as fundamentals of classroom instruction. In order to better their students' abilities, they place a premium on lesson preparation and evaluation.

***Question Item 5: How often do you integrate ICTs in your classroom practicum?***

- A. Always
- B. sometimes
- C. rarely
- D. never





**Figure05: The integration of ICTs in Teaching**

According to question-item 5, most teachers (71%) confirm that they sometimes resort to ICTs in their classroom practicum. Besides, (n=16.9%) stipulate that they always integrate ICTs in their teaching sessions. Only 12% of them state that they rarely use ICTs.

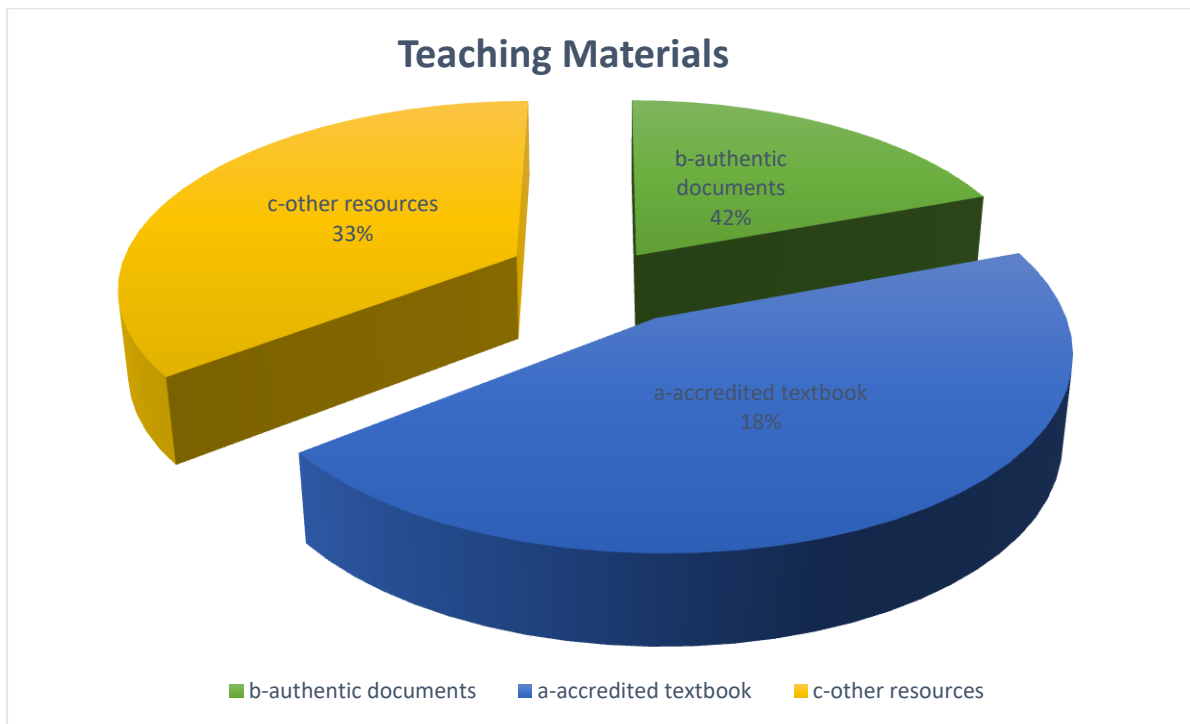
Due to their growing significance in today's society, ICTs are quickly becoming indispensable for educating kids. The foregoing comments, however, show how little attention is actually paid to these cutting-edge forms of communication and information. The use of ICTs does, in fact, make schooling more engaging and stimulating. The use of technological aids like interactive whiteboards, instructional applications, and online learning platforms can make education more interactive and visually appealing for kids. ICTs can also be used to instruct children in the usage of a computer, including the mouse and keyboard, as well as in the ways of digital interfaces and online research. They help kids develop their minds and interact with others. Kids may learn problem-solving and critical-thinking skills from educational games and simulations, while social media and online group projects can help them develop their interpersonal, social, and emotional skills.

**Question Item 6: What do *you rely* the most in your teaching?**

a. Accredited textbook

b. Authentic documents

c. Other resources



**Figure06: Teaching Materials**

The collected data, in connection with the teaching materials, the responses demonstrate that 42% of teachers confirm that they depend much on accredited documents. While, 33% of the teachers chose different sources. The rest of the informants affirm that they resort to authorized texts 18% can be used to teach listening and speaking using.

Effective teaching materials support learning objectives and ensure learners' involvements in the learning process. In fact, they can be summarized as follows:

1. Textbooks and curricular resources provide an organized and comprehensive overview of a subject. Workbooks, study guides, and teacher's manuals augment textbooks.
2. Videos, podcasts, and interactive presentations can enhance learning. These materials help reinforce key concepts, provide examples, or offer alternative perspectives.
3. Manipulative and hands-on materials: Blocks, puzzles, and science kits can help learners visualize abstract concepts.

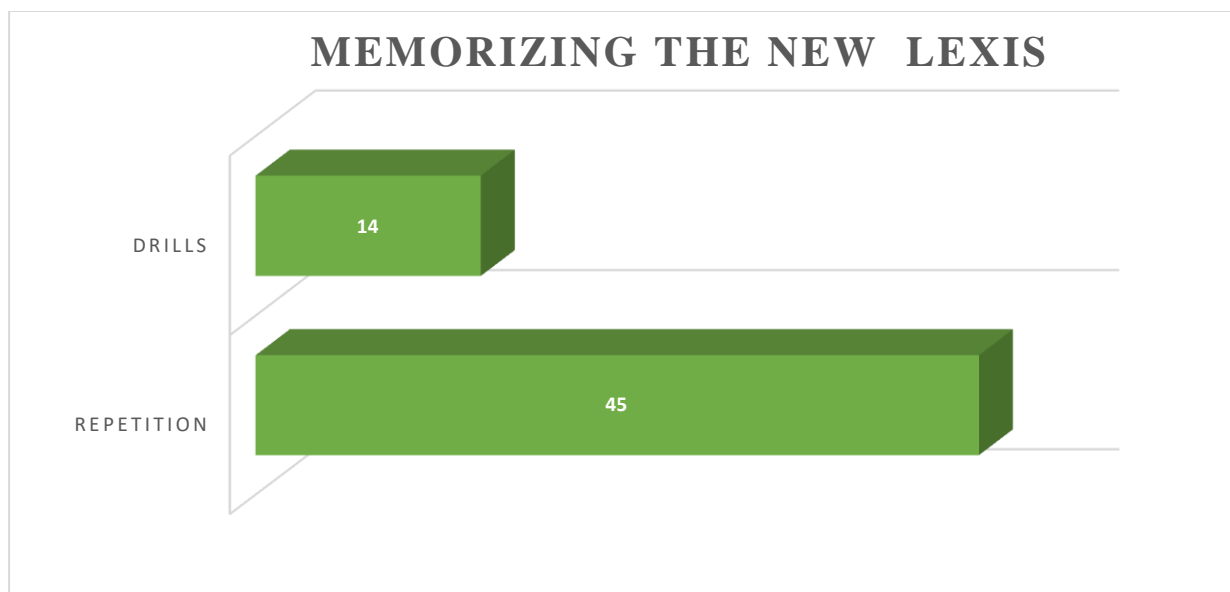
4. Online resources: learners can learn a lot via instructional websites, virtual field trips, and online simulations.
5. Teacher-created materials: Teachers can customize worksheets, exams, and lesson plans to meet learners' needs and learning objectives.

Subject, age, ability, and learning goals determine the best instructional materials. Effective teachers employ several tools to give his/her learners a well-rounded and entertaining education.

***Question Item 7: How do you help learners memorize the new lexical items?***

A-Drills

B-Repetition



***Figure07: Memorizing the new lexis***

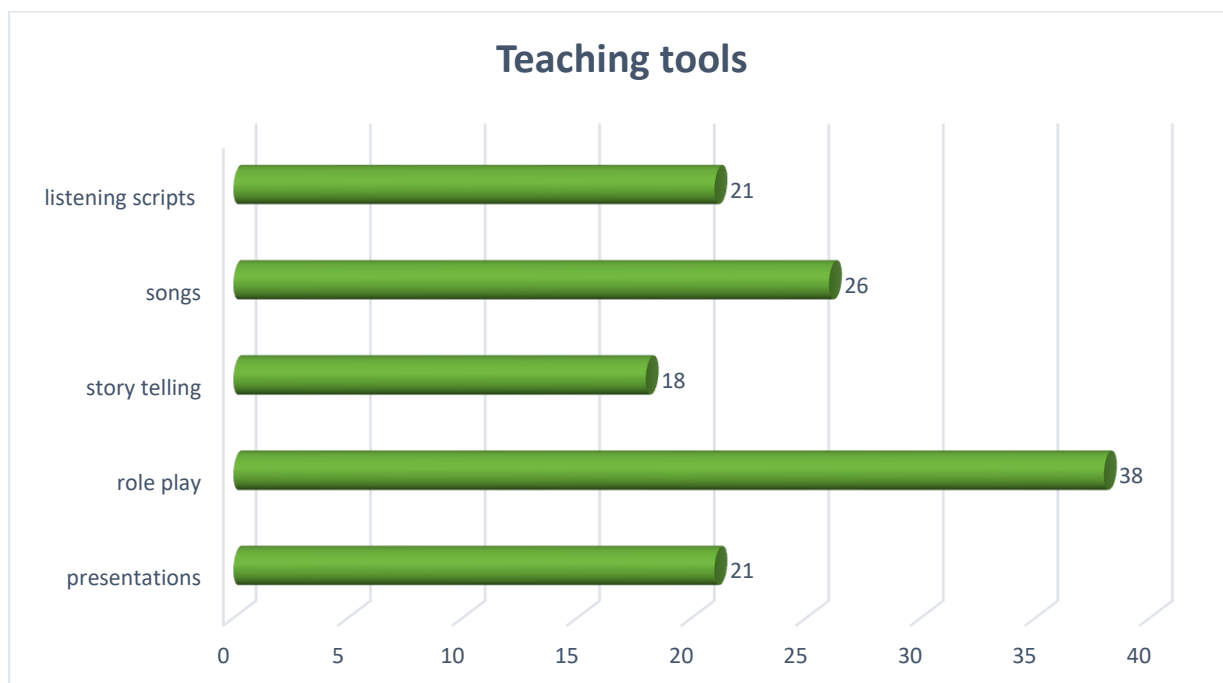
The above bar graph shows that around 76% of teachers emphasized teaching lexis through repetition mode because it is appropriate for young learners in memorizing. Other teachers, approximately 23%, assert that they use drills to help learners memorize new words.

For young learners, mastering a new language can be an enormous challenge, but there are methods that may improve retention. It is effective to use visual aids such as images, sketches, or flashcards to help students visualize the new term in their minds. This could help kids

make a stronger association between the term and its meaning. Using songs rhymes or chants can help make learning new vocabulary more fun for young students. Young students may benefit from engaging in activities like oral and written dialogues and compositions with their teachers in which they use the new vocabulary repeatedly. Fun and effective ways to practice the language you are learning include word matching games and scavenger hunts. This makes it more likely that kids will remember and properly use the new words they have learned. Teachers can help their students improve their language and study skills by using a range of these strategies to increase their students' vocabulary acquisition and retention.

***Question-Item 8: According to you as a teacher, what are the tools that can help learners improve their listening and speaking skills?***

- ✓ Listening scripts
- ✓ Story telling
- ✓ Role play
- ✓ Songs
- ✓ Presentations



***Figure 08: Teaching tools***

The figure above demonstrates that 64% of teachers prioritize the use of role-play as a technique, representing 35%. Some teachers favour the lecture style. The latter option is endorsed by 35% (n= ) for being beneficial to both skills development. Thirty per cent (30%) of the informants prefer story telling instead.

It is important to note that the type of activity and its intended outcome have a significant impact on which ones can be used. For example, role-play is frequently employed to help students develop empathy. In a light-hearted and interesting way, it can inspire them. Young students can benefit greatly from using stories (short ones) as a teaching technique since they encourage a more relaxed and open attitude toward challenges and assignments. Young children's comprehension of the educational process is more organic and fluid when it is provided in the form of a story. Learners can enhance their abilities in hearing, speaking, word recognition, and grammar usage with the aid of listening scripts, which are strongly recommended.

***Question-Item9: In what sense can the native singers' song enhance learners' listening and speaking skills?***

With respect to question-item 9, the following responses are collected:

- Via listening to English songs, listener can improve the pronunciation. In pronunciation, new vocabulary Acquisition.
- Make the learners eager to know the meaning of the songs.
- They will have the ability to learn new terms and lexis Highly When repeating the song: learners will translate the difficult words and memorize it easily, also it make a good pronunciation.
- Listening Songs Equipe learners with new lexis and vocabulary.
- Learners learn the maximum of new words, as well as their right pronunciation within one song without getting bored. Besides, they repeating or singing the song again because they liked it is a speaking practice which advocates their speaking.
- Exposure of learners to native singers' songs raises their motivation to learn and helps them gain bunches of vocabulary easily as well as it reinforces their pronunciation skills. Easy to memorize Authentic language + listening for pleasure Deal with the real language Learn connected speech and improve pronunciation They pull them away from the academic sense when it comes to English itself. Enhance the accent more

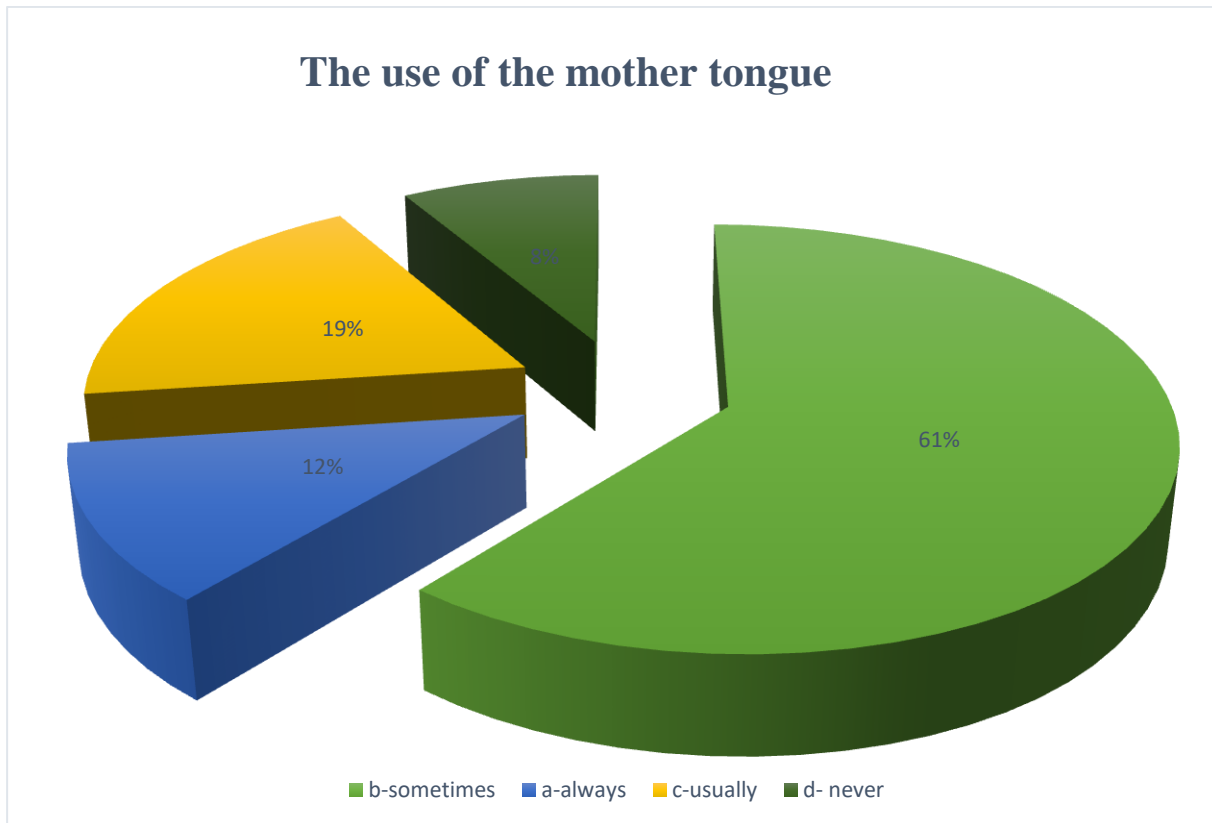
The learner can develop his/her listening and speaking skills through words Catching new words and improving pronunciation Not too much In memorising new vocabulary from the songs It refresh the atmosphere, and warm up the learner To improve their vocabulary The ability to memorize and acquire knowledge.

- Acquiring new terms and mastering their pronunciation.
- They listen to the native language and repeat it as a song so this is fun and they will learn the language and the pronunciation implicitly, the listener can improve the pronunciation because the native speaker will say the correct lyrics.
- I do not believe songs help except those created specifically for the purpose of teaching English they will be able to know the right pronunciation of the words and learn new vocabulary about different fields through repetition by repeating the song each time, it helps them to memorize more words.

Based on the responses above, it is quite evident that the vast majority of educators think their students may learn new vocabulary and acquire proper pronunciation through singing and singing along with songs. In fact, songs, especially the native ones, make a considerable contribution to better pronunciation. The target language's intonation, rhythm, and tone will be internalized more effectively if they listen to and sing along with native vocalists. Ultimately, the values and beliefs of the people who speak the language being studied can be gleaned from these songs.

***Question-Item 10: How often do you use the mother tongue (L1) in your teaching sessions?***

- a. Always
- b. Sometimes
- c. Usually
- d. Never



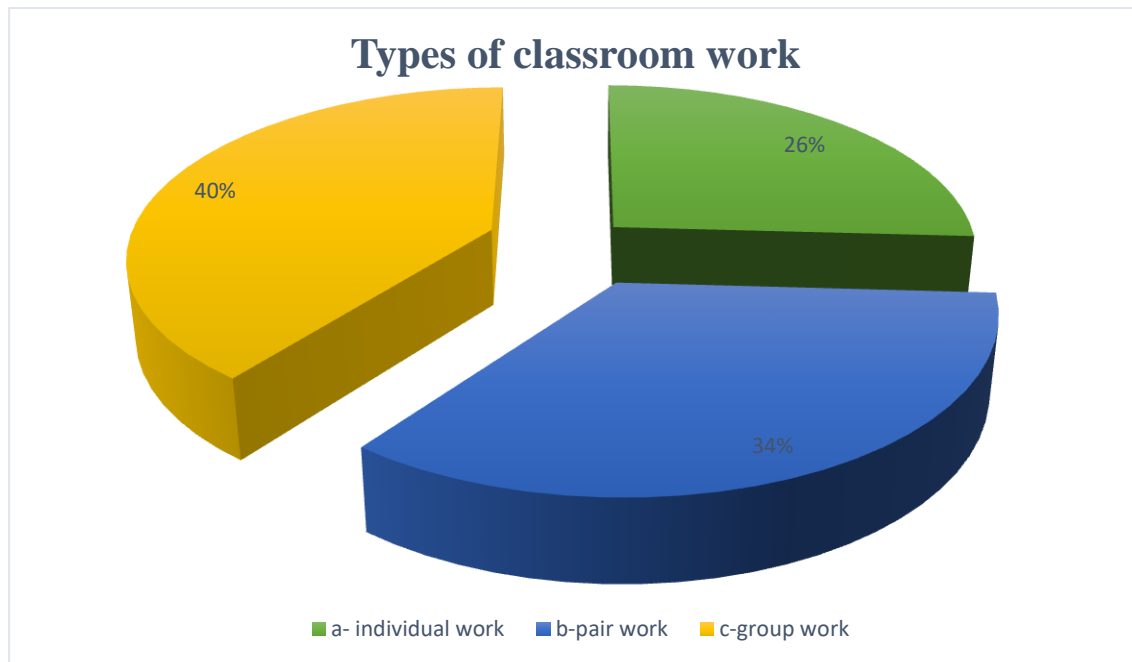
***Figure09: The use of the mother tongue***

In this figure, it is noticed that the majority of teachers (61%) affirm that they sometimes resort to the mother tongue in order to ease the matter for the learners. Others are shared among usual use of mother tongue (19%), always (12%) and never (8%).

There are pros and cons to incorporating the mother tongue into the foreign language classroom. One advantage is that it can facilitate learners' comprehension and processing of intricate ideas and instructions. When explaining grammar and vocabulary rules, giving feedback, or correcting errors, it can be helpful to do so in the learner's native language. However, when learners rely too heavily on their native language, it might impede their progress in learning the target language through listening and speaking. Lack of immersion makes it harder for learners to master the language and utilize it effectively in everyday situations. Therefore, while there are advantages to adopting the mother tongue, educators would be wise to weigh the pros and cons and strike a happy medium between the two approaches.

**Question-Item 11: Which type of classroom work do you consider the most effective to improve learners' listening and speaking skills?**

- a. Individual work
- b. Pair work
- c. Group work



**Figure10: Types of classroom work**

The data in the figure above indicate that forty per cent (40 %) of the participants biased in favour of group work. Whereas pair work gained a percentage of 34.5%. The rest of the participants, i.e., 26% consider individual work as a classroom type to improve learners' speaking and listening skills.

Subject matter, grade level, and preferred pedagogy all play a role in determining the nature of classwork to be implemented. Regarding group-work, there are several upsides to teamwork, including improved problem solving, more opportunities for innovation, higher levels of satisfaction among team members, and more opportunities for professional and personal development. When open communication, mutual regard, and personal disclosure are fostered in a team setting, participants report feeling happier. In addition, team members can benefit from cross training with one another.



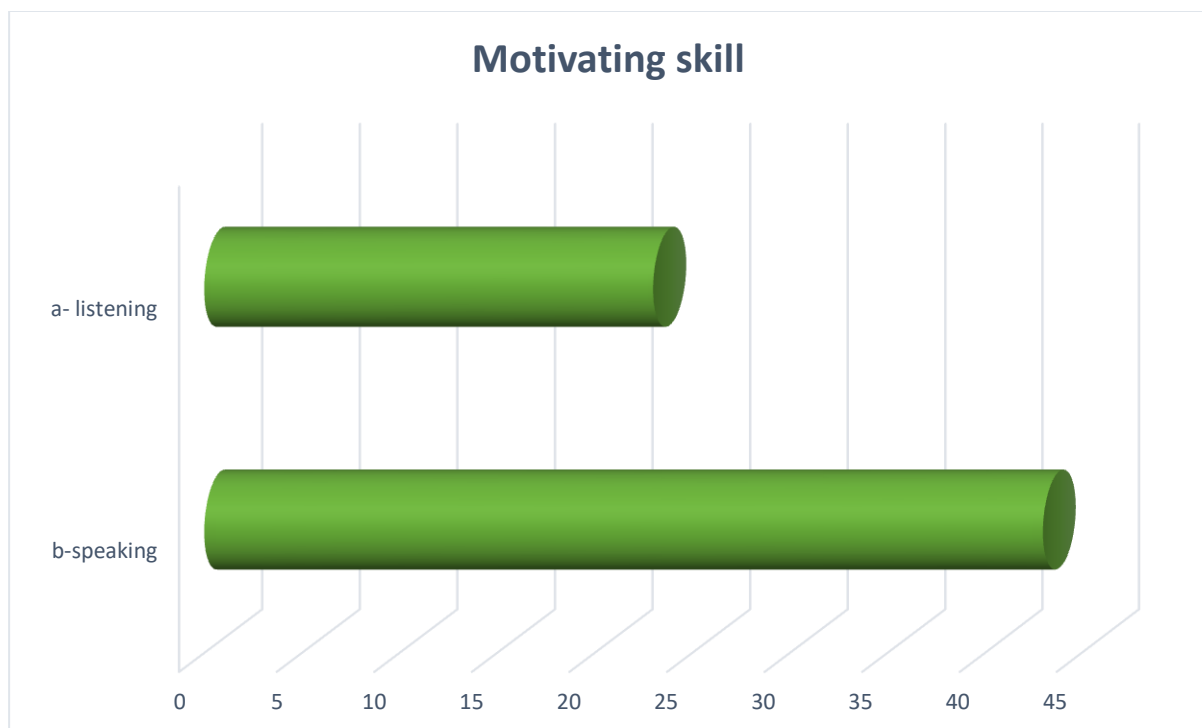
Learners can benefit from more speaking time and self-assurance while working in pairs rather than on individual assignments. An American case study found that ability-based pairing improved learning for the lower-ability learner but had no negative effect on the higher-ability one. By collaborating with others, learners can better understand the topics or ideas they are explaining to their classmates. Group work also allows educators to foster a sense of camaraderie and a spirit of cooperation among learners.

Individual work can increase the learner's drive and assurance, leading to autonomy and self-esteem. In so doing, the academic achievement progress increases, and a deeper recognition of one's own abilities and limitations becomes much more visible. Thus, providing more time for teachers to pursue and focus on other activities and learners' improvement, also, fixing things.

***Question-item 12: Which of the two skills motivates the learners?***

b. Speaking

a. Listening



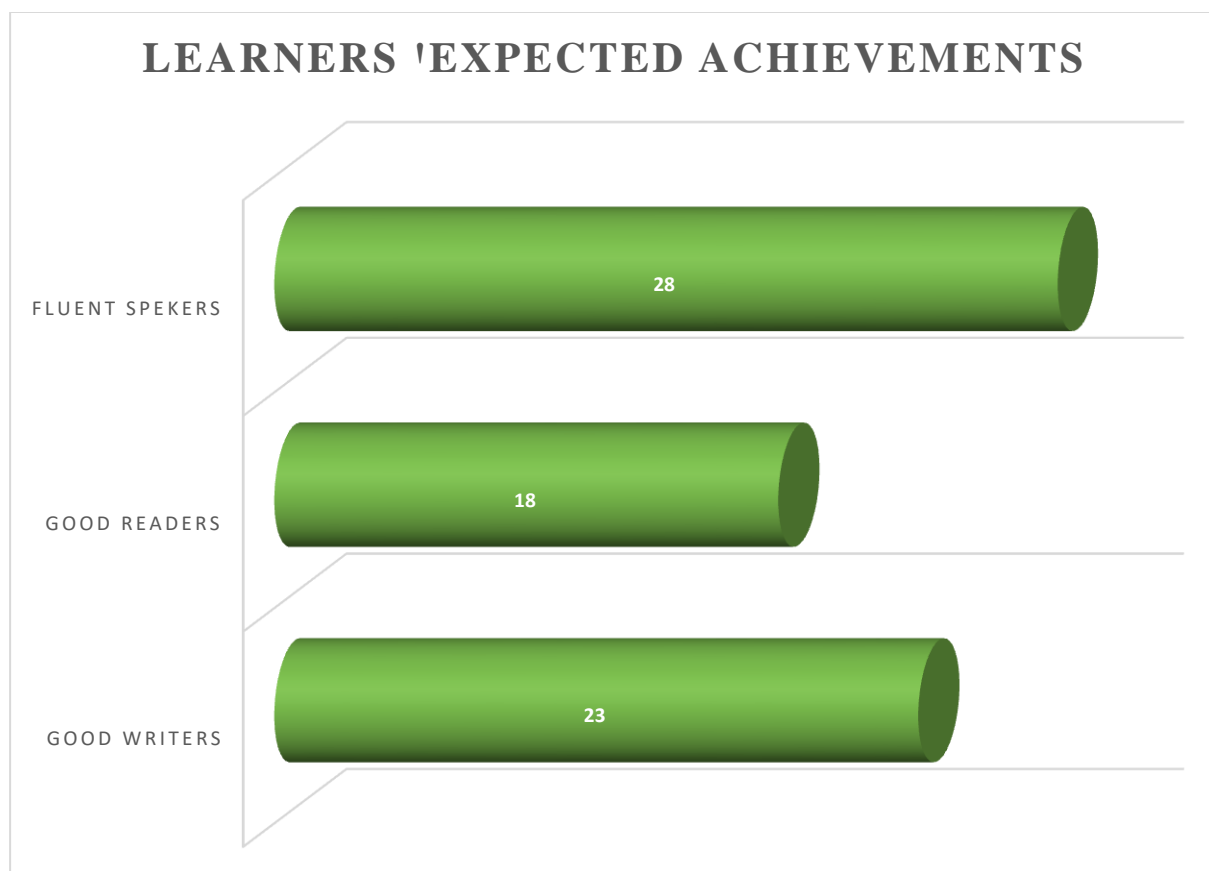
***Figure 11: Learners' Motivating Skills***

According to the responses to this question, speaking is a skill that is more stimulating than listening. When compared to listening, which received a percentage of thirty-nine per cent (n=23). The rest, representing the majority, i.e., 43 teachers, report that speaking is the most motivating skill.

The bias towards speaking at the detriment of the listening skills on the part of these learners might be due a surge of adrenaline from practicing their speaking abilities, which in turn makes them more awake and ready to provide their best performance, motivating these beginners to practice their speaking skills. Additionally, kids, by virtue, tend to speak more than listening.

***Question-item 13: What achievements do you expect on the part of learners by the end of the school year?***

- a) Fluent speakers
- b) Good readers
- c) Good writers



### ***Figure12: Learners' Expected Achievements***

The collected responses as regards question-item 12, indicate that teachers, in charge of the first year English language learners have different expectations. For twenty-eight of them, representing 48.3%, by the end of the academic year, the learner will be able to speak English. Yet eighteen (18=31%) of them expect that learners will be able to read well. For the remaining group, i. e., 23 teachers (33.33%) anticipate that their learners will be good at writing at the end of the school year.

Due to regular use and exposure to the target language in all sessions, it can be predicted that by the end of the school year, the learner will be able to speak the target language well enough. It may be simpler for a learner to communicate clearly, when they engage in frequent communicative activities. . As for writing, the learner can use what he learned from speaking and what he memorized of lexical items to write short sentences. Learners may have difficulty in reading long texts.

### ***Section three: Suggestions and Recommendations***

#### ***Question-item14: How can you help your learners be good listeners and speakers?***

For this question, the participants are solicited to voice out their ideas and opinions about the suitable way (s) they can train their learners to become good listeners and speakers. Here are some of their suggestions:

- ✓ I can make my learners good listeners and speakers by maintaining eye-contact, asking questions, repeating what they say for the sake of correctness
- ✓ , listen for total meaning through listening to audio and through repeating words.
- ✓ By using songs, playing roles.
- ✓ Listening strategies for the gist for details for specific information expose them to native speakers. Involve different tasks such as; storytelling, free discussions, audio scripts, games and motivation motivate them to speak in class to avoid stress and fear and encourage them to make a good conversation.
- ✓ .By exposing them to authentic texts and encouraging them to interact orally.
- ✓ More practise Listening to authentic English materials, role-play and discussion with natives.

- ✓ Keep moving .never hesitate to make mistakes. Let them speak and make mistakes, less correction more positive feedback.
- ✓ Listening to podcasts, reading passages, speaking with their friends and using applications like clubhouse.
- ✓ Bring a enjoyable dialogues and try to use a fun and simple language suits their minds.
- ✓ Choose the script according to the learner's needs. By getting them to listen to audio scripts and answer questions, the way you teach them. By listening to a script, explaining the key words, familiarising the new lexis and oral practise.
- ✓ Reliance on the intensification of spoken comprehension classes and oral expression Using topics that excite them and attract their attention.
- ✓ Make them listening, watching videos, and songs or stories .Having an open mind while conversing with learners be "a good listener". Give clear, simple directions for everyday tasks. Praise good listening. Say what you mean. Be consistent with consequences.
- ✓ Encouraging learners to read aloud together. Play listening games. Practice is the key Reading listening and watch ingredients videos then speaking and practice by involving them into the learning process; allow them to express themselves openly... Songs, role-plays games, reading materials, music and movies.
- ✓ Prepare more than one session for listening / every learner must do a short presentation about what he / she listened to provide transcripts at the end of listening activities to help learners compare what they heard to what was really said. By inviting them to make presentations about different subjects and make debates with their classmates. Also short educational videos can help them in the listening process Through using ICTs and introducing listening scripts;
- ✓ Motivation through teaching methods and techniques.

Teachers can help their learners improve as competent listeners and communicators by stressing the importance of active listening and discouraging more passive approaches. Teachers should include learners' feedback in their course preparations and presentations. When listening to them, teachers should also demonstrate attention, empathy, and patience. This will allow them to tune out distracting ideas, empathize with the speaker, and maintain emotional control while listening. In fact, learners are more likely to learn

effectively when they are provided with a supportive learning environment. Teachers can foster a sympathetic classroom climate by being well-prepared, treating themselves with kindness, and actively reacting to learners' ideas.

Being in the era of digitalization, the fostering of the 21st-century skills like collaborative learning and group work and encouraging the use of technology to merge pedagogy with technology, effective ICT integration in the classroom can aid learners in developing into skilled listeners and communicators. Furthermore, the Technology Acceptance Model (TAM) proposes that the integration of ICT in education can be influenced by learners and teachers' impressions of the technology's utility and simplicity of use. In addition, the Global Perception of ICT in Education indicates that governments have spent money on incorporating ICT into schools to help learners acquire and master modern-day skills.

***Question-item15: suggest the most appropriate strategies:***

The last question of this questionnaire is an open-ended question: which teacher could give their opinion and suggest some teaching strategies to improve learner's listening and speaking skills. (47 answers).

The teacher's suggestions can be summed up as follows:

- ✓ .playing words games (12 teachers)
- ✓ . Repetition and drills or listen to the teacher and repeat after him/her(10 teachers)
- ✓ . Playing role. or dialogue between two or three learners.(9)
- ✓ .Listen to song sand story telling like Disney stories.(8)
- ✓ . Using ICTs like videos and using audio speakers.(6)
- ✓ . Reinforcing learners' interaction in pair and group work. (2).

According to the different collected answers from this question, we can deduce that the majority of teachers agree on using games, playing roles repetition, and listening to songs as the most appropriate strategies for help learners to improve their listening and speaking. Abilities at the primary schools, because learners at this stage preferred learning with games with songs and stories, they could find English language more interesting to learn.

### 3.2. Classroom Observation

Classroom observation is a valuable tool for professional development, and educational researchers to gather data on teaching and learning process in real-time (praxeology). Via which, teachers can get insightful/well-informed ideas about the teaching-learning processes, instructional effectiveness, and areas for improvement. Observations can also provide valuable data for research studies aimed at understanding effective teaching practices and learners' outcomes. Yet, observers are required to maintain objectivity and eschew making assumptions or judgmental opinions based on personal beliefs and biases. In fact, meticulous analysis and interpretation of the gleaned data teachers and researchers can make insightful decisions, and improve teaching practices and learning outcomes. This study need to conduct a series of classroom observations in different primary schools. In addition, observe the most useful teaching strategies by teachers.

#### 3.2.1. Classroom Observation One

<b>Setting</b>	
<b>Location:</b> Tissemsilt	School: Bicha Benhlime Primary School
<b>Class:</b> 3rd Year	Number of learners: 21
<b>Date:</b> Wednesday, 1st February, 2023	1pm -1:45

#### Course (film of the lesson) 01

It was 1.pm when the teacher entered the classroom. She greeted her learners with a warm smile and a friendly “good afternoon”. A common way to start a class, as it helps to create a positive and welcoming atmosphere in the classroom. Very excited and respectful, the learners, in their turn and collectively, saluted her and joined their seats. She wrote the date on the board and started the session with quick revision on the previous lesson.

After that, the teacher drew a house on the board and posted flashcards of rooms inside the house. She showed the learners a doll named *Sara*, and tried to stick the doll each time in different place in the house and named the rooms (living room, kitchen, bedroom, bathroom,) the teacher pronounces the words and learners listen to her and repeat. Next, she starts asking

learners this question: ‘*where is Sara?*’ And the learners answer individually and chorally: *She is in the kitchen.*

In the last ten minutes of the session, the teacher tries to check learners understanding and performance through role-play. She chooses every time two learners to come to the board and act using the doll. Learner 1 holds the doll and posts it randomly inside one of the rooms and learner 2 answers. At the end of the session, the learners were able to memorize and name places in the house.

With reference to this classroom observation, it might be deduced that teacher used the role-play as a teaching technique to improve learner’s speaking skills. By doing so, he provided learners with opportunities to practice listening and speaking in funny, interactive and natural situations. They were motivated to take on different characters and act out scenarios. In fact, it helps learners to develop their lexical repertoire. When they take on different roles, they learn new words that are associated with that role. Besides, it encourages them to use language in context, enabling them to understand how language is used in context and how to use it appropriately. In so doing, the learners’ self-confidence is boosted, and shyness or fear of speaking in public is overcome. Role-play can also promote learners’ creative thinking skills by helping them thinking outside the box, practicing social skills via taking turns, listening and responding. Overall, the implementation of such strategy with beginners is very suitable since it joins business to pleasure, i.e., learning and fun. With consistent practice, role-playing can help children become more confident and proficient speakers and communicators.

### 3.2.2. Classroom Observation Two

<b>Setting</b>	
<b>Location:</b> Tiaret	MaaroufAbdelkader primary school
<b>Class:</b> 3rd Year	Number of learners: 17
<b>Date:</b> Sunday, 16 April, 2023	10 am to 10: 35 (Ramadhan Timing)

### Course (film of the lesson) 02

After greeting the learners, the teacher jotted up the date on the whiteboard and stuck some pictures of pets such as dog, cat, canary and gold fish'. After that, she used her smartphone-loud speaker and played a song related to pets. Learners were all ears, showing their interesting listening to it. They tried to sing the song. The teacher played the audio several times.

Then, he started explaining and naming all the pets on the pictures and for more explanation, he used Arabic language and gestures. The teacher repeated each word for three times and asked learners to repeat after him chorally. Next, he changed the place of pictures making them scrambled, and asked them one by one to say the pet's name while he pointed at the pictures. The teacher did not skimp on helping them whenever necessary. In addition, this just for making sure the learners, by the end of the session, will be able to name and identify pet's names correctly.

\_It was noticed that, in this session, the teacher used the repetition strategy, because each time he asked his learners to listen and repeat the words. The more times they listen to a word and repeat it, the more likely they remember it. Through repetition, teachers can help their learners achieve success in developing listening and speaking abilities. In addition, it is obviously clear that young learners find the lesson more enjoyable with songs, because singing a song can help them develop their language skills, expand their vocabulary and improve their pronunciation. It is common for kids to show a lot of interest in listening to songs. Music has a powerful effect on children and can have many positive benefits. Music can evoke strong emotions in children. They may connect with the lyrics of a song or the melody, which can make them feel happy, sad, or excited. Listening to music is a sensory experience that can engage learners' auditory and kinesthetic senses. They may enjoy the rhythm, beat, or melody of a song and dance or move along with it.

### 3.2.3 Classroom Observation Three

<b>Setting</b>	
<b>Location:</b> Tiaret	Barmati Mohamed primary school
<b>Class:</b> 3rd Year	Number of learners: 17



<b>Date:</b> Thursday, 4 <sup>th</sup> May, 2023	10 am to 10: 35
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### Course (film of the lesson) 03

The teacher starts the session by greeting the class, then, she writes the date, the unit and the lesson, and asks the learners to open their books on pages 52/53.

She starts presenting a new unit entitled « My Fancy Birthday », through a song related to birthday party. The learners are glad, because they are familiar with the song. She posts flashcards of foods and objects of the birthday party on the board like cake, juice, knife, and candle. One by one, she names them and learners, in their turn, repeat chorally. From time to time, the teacher uses Arabic words for more explanation.

At the beginning of the session, she puts a box full of food and objects of birthday on her desk, and each time she takes out an object of the box and asks: *what is it?* Learners answer individually. After that, she asks them to write these new words on their copybooks. Next, she invites them to go outside to the schoolyard to play a game. They welcome the idea. The teacher splits up the class into two teams, boys and girls, then lays the objects of birthday party on the table, and explains the instructions of the game. She starts saying 'cake' (for example), the learner moves towards the table and picks out the right object and name it. It was a funny game that helps the learners remember the vocabulary related to birthday party.

From the observation, it is well noticeable that games and songs are useful teaching strategies to teach young learners a foreign language.

Using playful games in the teaching/learning process can be so effective, because they provide fun and engage learners in practice using language in a communicative/interactive real-life context. Thanks to these playful games, a relaxed and stress free atmosphere for learning.

Playful games can have many benefits for a learner's learning and development. They can support the development their cognitive skills, such as problem solving, memory, attention, retention and creativity. They can also encourage social interactions and help learners develop their social skills, such as communication, cooperation, and empathy. Playful games can provide children with opportunities to express their emotions, learn to manage their feelings,

and develop resilience. Besides, they can promote physical activity and help children develop their motor skills, such as coordination and balance. Playful; games can support language development by providing opportunities for children to practice their vocabulary, grammar, and communication skills. Overall, playful games can be a fun and engaging way for learners to learn and develop important skills. It is important to choose games that are age-appropriate, safe, and encourage learning the foreign language and developing all faculties, viz., visual, kinaesthetic, auditory and tactile.

### **3.3 Discussion and Recommendation**

#### **3.3.1 Discussion**

Effective teaching strategies play a crucial role in helping beginner learners to learn a foreign language. Learning a new language can be a challenging and complex process, and it requires a teacher who is skilled in using a variety of strategies to help learners acquire the language skills they need. Effective teaching strategies are important for learners to learn a foreign language, because they can motivate learners to learn it. When learners are motivated, they are more likely to engage in language learning activities, ask questions, and participate in class discussions. This can help them to learn the language more quickly and effectively. They can also help learners to stay engaged in the language learning process. Language learning can be a long and challenging journey, and learners can easily become bored or discouraged. Thus, the selection of the appropriate teaching strategies can help to keep them engaged and interested in the language, which can improve their learning outcomes. Besides, teacher's know-how as regards planning and tailoring to meet the needs, interests and level of each and every learner is crucial for promoting learners' learning. In fact, every learner is unique, with different learning styles, abilities, and interests. Effective teaching strategies can be adapted to accommodate these differences, which can help learners to learn more effectively. Effective teaching strategies can provide learners with many opportunities to practice using the language. Language learning requires practice, and learners need to have opportunities to use the language in meaningful ways, i. e., time factor is vital in the learning process. Effective teaching strategies can provide learners with these opportunities, which can help them to develop and maximise their language skills more quickly. Teachers' know-how is not limited to language content-based selection but it should go beyond to provide learners with constructive feedback on their language learning progress. De facto, feedback is essential

for learners to understand what they are doing well and what they need to improve. Effective teaching strategies can provide learners with regular feedback that is specific, actionable, and supportive, which can help them to improve their language skills. The materialisation of the expected objectives, viz., development of the listening and speaking skills in our case, can be attained by using a variety of effective teaching strategies.

With reference to the data reaped from the questionnaire that was addressed to primary school teachers, and the classroom observations that were attended with third-year primary school learners, it was possible for the researcher to identify and disclose the adopted strategies in the classroom teaching. It can be said that the most effective strategies to teach listening and speaking skills can be carried out through role-play, songs, games, storytelling and the integration of Information and communication technology (ICTs).

- **Role-play: Aims and Efficiency**

Among the strategies applied in the observed third-year classes, for the sake of promoting learners' listening and speaking skills, role-play for the benefits it provides. Indeed, it ensures active listening, i.e., role-play requires participants to actively listen to each other in order to respond appropriately. By listening carefully to what the other learner is saying, participants can better understand the situation and respond accordingly. This helps improve their listening skills. Additionally, role-play provides an opportunity for learners to practice communicating in different situations and with different people. This can help them develop their communication skills, including their ability to express themselves clearly and effectively. In the same vein, it (role-play) can help learners build confidence in their communication skills. By means of practicing different scenarios, learners can feel more comfortable and relaxed with communicating and responding in multifarious situations. It is also regarded as a suitable strategy for problem-solving situations since it can provide a safe environment for learners to practice advanced skills. Via working through different scenarios, learners can grasp how to detect problems, come up with solutions, and communicate those solutions effectively.

It is obvious that the observed teacher was aware of the effectiveness of role-play strategy and its impact on the development of the listening and speaking skills. Through listening attentively, dramatizing dialogues and communicating with their classmates, they

gradually improve their listening and speaking faculties. In fact, it is a process that endures time.

- **Songs: Aims and Impacts**

Songs can also be effective tools to improve non-native learners' listening and speaking skills. Owing to the wide range of new and unfamiliar words, idioms and expressions encompassed in the playful songs, learners can build-up their lexical repertoire. In so doing and besides broadening their vocabulary, they can improve their processing of the language. The lyrics of songs are likely to stick in kids' memories as they sing along. Doing so, they improve their pronunciation and intonation. Repetition and rehearsal enable them to acquire different sounds and patterns that can help them sound more natural when speaking the language. Listening comprehension can be developed thanks to listening to those lyrics. Through listening, learners, de facto, will develop their ability to recognize and understand different words and phrases. Songs are known to be culture-conveyors, thus, in the long run, they will endow non-native learners with insights into the culture and the social structure (cultural awareness) of the target language. Undoubtedly, by integrating songs into the language learning routine, teachers are providing the learners with a valuable opportunity to learn the target language in an enjoyable and effective way.

- **Games:**

One of the learning strategies that young learners like the most are games, for the fun, entrainment and convenient atmosphere they offer. Indeed, games can provide an immersive and engaging environment where kids can practice their listening, speaking, reading, and writing skills in a natural way, without feeling like they are doing a chore or a boring task.

There are many language learning apps and websites that offer games designed specifically for learning. These games can range from simple vocabulary games to more complex games that require the use of grammar and sentence structure. Some popular language learning games for young learners include Duolingo, Babbel, Rosetta stone, and LinguaLeo.

In addition to using language learning apps and websites, teachers can also create their own language learning games for learners. For example, they can create flashcards with pictures and words in the foreign language, and play memory or

matching games with them. They can also create scavenger hunts where learners have to find objects and describe them in the foreign language.

Games also act as a sort of a powerful magnet for capturing learners' attention and make them participate with vitality and liveliness. They are designed to be engaging, challenging and interactive, which make them natural fit for language learning. Their use in classroom can ensure dynamic and stimulating learning environment, keeping the learners motivated and interested in learning the foreign language. For learners' motivation maintaining, learners can be rewarded for their successful accomplishments. Another benefit of games use is that they can provide low-stress atmosphere where learners can practice their skills without fear of failure and embarrassment. In fact, in so doing, they experiment mistake making and learn how to deal with them without external judgmental opinions, which allows them to gain confidence and courage to take risks through learning.

All in all, using games to learn a foreign language can be a great way for learners to improve their language skills while having fun. However, it is important to remember that games should not be the only method used to learn a language, and that they should be supplemented with other forms of language instruction, such as reading, writing, and conversation practice.

- **Story telling: As an Efficient Language Learning Support**

Storytelling is also known as a method that contributes to the development of listening, writing, speaking, and even reading skills. It develops the four skills in a natural and engaging way. Storytelling can help learners improve their listening skills by exposing them to authentic and engaging narratives in the target language. As learners listen to stories, they can practice their comprehension skills by identifying key vocabulary, understanding the plot, and following the sequence of events. It can also help learners acquire new vocabulary in context, which can make it easier to remember and use in their own speech and writing. By hearing new words and phrases in context, learners can better understand their meanings and usage, and can practice using them in their own stories and conversations. It can also expose learners to different cultural perspectives and traditions, which can help them, develop a deeper understanding and appreciation of the target language and its speakers. Storytelling can also help learners

improve their speaking and writing skills by providing them with a model for organizing and expressing their ideas. As learners listen to and tell stories, they can practice using grammar and sentence structures in context, and can develop their own storytelling skills by creating their own narratives.

Overall, storytelling can be an effective and engaging way to learn a foreign language, as it provides learners with a rich source of input and can help them develop a range of language skills. By using stories in language learning, educators and parents can create a more dynamic, interactive, and memorable learning experience that can help learners develop a deeper understanding and appreciation of the target language and culture.

- **ICTs: As Learning and Teaching Facilitators**

The integration of ICTs in the teaching and learning process is regarded in the current era as one of the most significant facilitators for the advantages they offer to teachers and learners. Thanks to ICTs, teachers can adopt digital tools in order to improve learners' skills by providing additional opportunities to practice outside the classroom. Indeed, meaningful learning via ICTs, teachers can exploit a variety of materials in real life situations. To vary the teaching strategy, save time, and even avoid the hassle of writing on the board, teachers can give exercises and lessons via the wide display screen. This strategy aids in the improvement of learners' abilities by giving them access to authentic movies that encourage them to listen to the English language, memorize a number of terms, and learn how to pronounce sounds correctly.

Yet, these new Information and Communication Technologies (ICTs) should be available at the level of the Algerian primary schools so as to enable both teachers and learners to benefit from the advantages they provide.

- **Repetition**

To memorize numerous words, the successful method is repetition, especially at an early stage of learning. Teachers often repeat new lexical items for the sake of memorization and appropriate pronunciation. Repetition is one of the techniques that can develop the pupil's listening and speaking skills.

Referring to the classroom observations, it was noticed that the repetition was used by the teacher to emphasize both pronunciation and memorization. He pronounced the new words and asked learners to repeat individually and collectively.

To conclude with, the effective strategies investigated in this research dissertation have been proven both theoretically and practically. Thus, the hypotheses are confirmed.

## **Conclusion**

In this foregoing chapter, the collected data analysis and findings are typically presented in a systematic and organized way. This can include the use of tables and graphics to visually represent the data and make it easier for readers to understand. It serves to describe teachers' opinion on how to teach listening and speaking skills to young English learners using effective strategies. The chapter examines and interprets the obtained result. According to the questionnaire and the observation sheet, the most effective strategies appear in role-play, songs, games, storytelling and the integration of ICTs in the classroom teaching. Teachers adopt good strategies in order to improve learners' listening and speaking skills.

## **Suggestions and Recommendations**

Based on the findings of this research study, we might suggest the following recommendations and suggestions for EFL primary school teachers, stakeholders and for the further studies:

1. Children in primary school learn best when they are actively involved in activities that they find interesting and enjoyable. Make learning English fun by using music, games, and other activities.
2. Introduce simple nouns, verbs, adjectives, and adverbs to get a feel for the English language. Help learners visualize word meanings by comparing them to concrete examples.
3. In primary school, it is important to place an emphasis on strengthening learners' listening and speaking abilities. Foster an environment where learners feel comfortable to speaking and listening in English and give them plenty of opportunities to do so.
4. Use a wide range of instructional strategies, including role-playing, storytelling, and group activities, to maintain learners' interest and enthusiasm.
5. Use technology to improve the learning environment. Use educational tools like apps and websites to give learners more time to practice and reinforce what they have learned.

6. Involve parents: Parents may greatly aid their children's progress in learning English by giving them with extra opportunities to do so outside of school. Give parents access to materials and ideas for at-home engagement.
7. Make the classroom more linguistically diverse by employing English in all aspects of daily life and by putting up English-language signage and bulletin boards.
8. Encourage kids to keep studying English by giving them constructive criticism and praise. Acknowledge their efforts and achievements, and give them useful criticism to aid in their development.
9. Do not become frustrated with learners who are having difficulty with the English language. Motivate them to keep trying and provide them further help if they need it.
10. Recognize that the learning experiences of learners may be influenced by their ethnic backgrounds. Help your kids feel like they belong by including cultural activities and references into your sessions.
11. For an efficient educational performance, the number of schools where teachers of English intervene should be reduced.
12. In order for learners as well as teachers in Algeria's primary schools to reap the benefits of ICTs, it is imperative that these tools become widely available to the country's schools.
13. One of the obstacles that teachers and learners face is the low flow of internet, which hinders teaching/ learning process via these new tools.

### **Limitations of the Study**

As any first study by a novice researcher, the present study faced some limitations such as: the sample size appears to be small, (59 teachers), which may have an impact on the generalization of the results, our research could not access all the primary school teachers in Tiaret and Tissemsilt. However, not all the informants responded to our request, most of them did not fill the questionnaire, especially the section that requires detailed justification, suggestions and recommendations. Additionally, the unavailability of research that tackle the issue, because most of the necessary resources were either inaccessible or not free.



# **General conclusion**

## General Conclusion

This research study attempted to investigate teachers' teaching strategies with respect to listening and speaking skills. This study highlighted English's dominant position in the modern world and how its important status compelled many governments to implement language policies and make English the first foreign language in many nations throughout the world. In addition to that, it emphasized the importance of language planning and policy decisions in establishing the status of English language, as well as how this affects foreign language acquisition in many nations, including Algeria.

According to the current study, Algerian English teachers use a variety of strategies, aiming at improving learners' listening and speaking skills. The investigation was carried out in the cities of Tiaret and Tissemsilt with the participation of fifty-nine primary school English teachers who willingly took part via online questionnaire. Fifty-five learners who were subjected to classroom observations in both cities. The findings confirmed the two hypotheses, regarding the selection of the appropriate strategies and the activities facilitating their materialisation. In fact, the questioned and observed teachers confirmed the use of repetition, role-play, storytelling, dialogue dramatization. Etc. Yet, the unavailability of ICTs in Algerian school, at least the ones targeted by questionnaire and classroom observations didn't facilitate their use and exploitation.

The present research demonstrates that an effective teaching of English language, especially, listening and speaking skills requires an INSET sessions to make neophyte teachers aware and well-trained for the subtlety of young learners. Besides, the successfulness of teaching and learning English demands revision of curricula, textbook content and the appropriate means.

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# Appendices

## Appendices

### Appendix 1

#### Teachers' questionnaire

*Dear EFL Teachers, you are kindly asked to answer the following questions.*

*This survey is a part of our study that investigates the effective strategies to improve primary school learners 'listening and speaking skills. Your participation is highly appreciated.*

#### ***Section one: Personal and Professional data:***

##### **1- Age:**

a- (22 to 30year)

b- (30 to 40year)

c- (40 to 50year)

##### **2- Gender:**

1- Male

2- Female

**3- How long have you been working as a teacher (professional experience)?**

1- (1 to 10 years)

2- (10 to 20 years)

3- (20 to 30 years)

***Section two: Informant's perception of the effective strategies to improve listening and speaking skills***

***Question-Item 4: What do you consider to be your strengths in your teaching practice?***

a. Effective teaching strategies

b. Appropriate planning

C. Fair Assessment

***Question Item 5: How often do you integrate ICTs in your classroom practicum?***

A. Always

B. sometimes

C. rarely

D. never

***Question Item 6: What do you rely the most in your teaching?***

a. Accredited textbook

b. Authentic documents

c. Other resources

***Question Item 7: How do you help learners memorize the new lexical items?***

A-Drills

B-Repetition

***Question-Item 8: According to you as a teacher, what are the tools that can help learners improve their listening and speaking skills?***

- ✓ Listening scripts
- ✓ Story telling
- ✓ Role play
- ✓ Songs
- ✓ Presentations

**Question-Item9: In what sense can the native singers' song enhance learners' listening and speaking skills?**

.....

.....

**Question-Item 10: How often do you use the mother tongue (L1) in your teaching sessions?**

- a. Always
- b. Sometimes
- c. Usually
- d. Never

**Question-Item 11: Which type of classroom work do you consider the most effective to improve learners' listening and speaking skills?**

- a. Individual work
- b. Pair work
- c. Group work

**Question-item 12: Which of the two skills motivates the learners?**

- b. Speaking
- a. Listening

**Question-item 13: What achievements do you expect on the part of learners by the end of the school year?**

- a) Fluent speakers
- b) Good readers
- c) Good writers

**Section three: Informants suggestions and recommendations**

1\_ How can you help/ make your learners good listeners and speakers?

.....  
 .....

2\_ suggest the most appropriate strategies

.....

**Appendix 2**

***The teaching strategies used in Speaking and Listening skills (primary school)***

School: .....

Teacher: .....

Class: .....

Date: .....

<b>Strategies</b>	<b>Listening Skills</b>		<b>Speaking Skills</b>	
	<b>Active</b>	<b>Passive</b>	<b>Active</b>	<b>Passive</b>
<i>1. Story telling</i>				
<i>2. Songs (audio)</i>				
<i>3. Role play (acting)</i>				



<i>4. Repetition and Imitation</i>				
<i>5. Integration of ICTS(Data show ...)</i>				
<i>6. Communication games</i>				
<i>7. Preparing home works</i>				

### Summary:

Teachers in Algerian primary schools turn to a set of effective strategies in the class to teach English as a foreign language. With the help of this study, we aimed to look into and analyse the main effective strategies for improving learners' skills in learning English, particularly in speaking and listening, such as instruction via educational music, repetition for memorizing, games, and the use of technology as an efficient approach. Teachers pay great attention to applying the most effective strategies,

### Résumé

Les enseignants ont recours à l'application d'un ensemble de stratégies efficaces au sein du département dans l'enseignement de l'anglais comme langue étrangère dans les écoles primaires algériennes afin de développer les compétences des élèves pour apprendre à écouter et à bien communiquer. Grâce à cette étude, nous avons voulu enquêter et examiner les stratégies efficaces les plus importantes qui aident à développer les compétences des élèves dans l'apprentissage de l'anglais, en particulier dans les compétences d'écoute et de communication. La majorité des enseignants préférant la répétition, les jeux et l'inclusion de technologie comme méthode efficace moderne pour bien développer les compétences. .

### الملخص

يلجأ الاساتذة الى تطبيق مجموعة من الاستراتيجيات الفعالة داخل القسم في تدريس اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية بغرض تطوير مهارات التلاميذ في تعلم الاستماع والتواصل بها بشكل جيد. أردنا من خلال هذه الدراسة التحقيق والتمعن في أهم الاستراتيجيات الفعالة التي تساعد في تطوير مهارات التلاميذ في تعلم اللغة الانجليزية خاصة في مهاراتي الاستماع والتواصل. يفضل المعلمين طرق اخرى مثل التدريب عن طريق المقاطع الموسيقية التعليمية، التكرار من أجل الحفظ، الالعاب، وإدراج التكنولوجيا كطريقة حديثة فعالة في تطوير المهارات بشكل جيد. يعطي الاساتذة اهتمام كبير لتطبيق أهم الاستراتيجيات الفعالة داخل القسم لما لها دور كبير تطوير المكتسبات