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> **Strategies Employed for Teaching English as a Foreign**
>
> **Language in the Primary School Level:**
>
> **The Case of Primary Schools in Bordj Bou Arreridj - Algeria**

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DECLARATION OF ORIGINALITY

We, Benzmam Salsabile, Ouarem Lynda and Traikia Sonia, hereby declare that this master thesis entitled:

Strategies Employed for Teaching English as a Foreign

Language in the Primary School Level:

The Case of Primary Schools in Bordj Bou Arreridj – Algeria

And supervised by Dr. Riadh Boukhetala from the university of Setif 2, is our own work, and to the best of our knowledge, all the sources that we have used and/ or quoted have duly been indicated and acknowledged by complete reference.

DEDICATIONS

I dedicate this work to my splendid parents, who encouraged me to achieve this work. Exceptional gratitude goes to my source of inspiration who supported me and prayed for me, her words of encouragement and push for tenacity still sound in my ears; my beloved grand-mother who passed away a few months ago. To my brother, my relatives, my teachers, and my friends.

Benzmam Salsabile

I dedicate this work to my beloved parents, who have been my source of inspiration and give me strength when I thought of giving up, and who continually provide their moral, spiritual, and emotional support. To my brothers, my sister, relatives, and friends.

Traikia Sonia

This work is dedicated to the source of happiness in this life; my mother and my father.

My husband, my sisters, and my brothers whose support and assistance have been extremely important.

My teachers and my friends.

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ABSTRACT

The present study aims to explore the extent to which EFL teaching strategies are applied in Algerian primary schools as well as the perspectives of teachers and inspectors about the implementation of these strategies for teaching young learners. To conduct this research, a mixed method approach combining the qualitative and quantitative methods (triangulation of methods) to data collection procedures and analysis is adopted. This is done by the use of three (03) data collection instruments. An observation was done with one teacher at Louail El Djoudi primary school in Bordj Bou Arreridj city using a checklist, a questionnaire was submitted online to twenty-four (24) English teachers at primary schools from different country sides in Bordj Bou Arreridj, and a structured interview - with eleven (11) open-ended questions - was conducted with two English language inspectors of primary schools. The findings of the observation and the questionnaire indicated that the teachers attribute importance to the implementation of teaching strategies, but the degree of importance they attribute to each strategy varies from one teacher to another. Concerning the interview, it has revealed that EFL teaching strategies are important in teaching English to young learners, it may lead to creating a clear set of ideas, and goals for pupils. The analysis of the data indicated that the EFL teachers in primary schools are either not aware of all the teaching strategies, or they neglect them when they teach. So, teachers should implement various teaching strategies inside their classrooms to enhance the pupils' needs and help them to improve their language proficiency.

List of Acronyms

BBA: Bordj Bou Arreridj

EFL learners: English as a Foreign Language learners

ESL learners: English as a Second Language learners

FL learners: Foreign Language learners

Q: Question

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General Introduction

General Introduction

1. Rationale of the Study

English has become the most widely spoken and written language in the world today, with an estimated number of 1.5 billion speakers. It has become the language of business, science, technology, and international communication. People must seek the acquisition of this language.

Since it is a tool that can improve one's personal and professional development, teaching English to individuals at a young age should be a primary concern for educational institutions as well as parents.

English as a Foreign Language (EFL) teaching in primary schools plays a significant role in preparing students to become proficient and enabled English speakers, especially in today's globalized world. With the constantly increasing demand for English language skills, teachers are obliged to employ effective teaching strategies to enhance students' English language proficiency. According to Hernandez et al. (2005), young learners have a greater capacity to acquire native-like pronunciation in a foreign language, emphasizing the importance of early exposure to English.

To properly help young learners acquire English and develop their proficiency and fluency in it, educators can employ various useful and at the same time fun strategies and techniques in the EFL classroom setting.

In the Algerian context, even though English is not the official language of the country nor is it the second language, more and more people are intrigued to acquire it for its popularity as the language of science, and for the fact that it plays the role of a lingua franca to a certain extent. English as a foreign language is taught to young Algerian learners in different educational settings: in primary, middle, and secondary schools. However, it is unclear to what extent different language teaching strategies are implemented in the Algerian EFL classroom and what perspectives do language specialists have regarding the use of effective language teaching strategies in the EFL classroom.

Hence, this research is being conducted to try to find out which strategies are used in Algerian primary schools' EFL classrooms and how effective these strategies are, and to explore teachers' and inspectors' views about language teaching strategies and techniques in EFL classrooms.

2. Background of the Study

Numerous studies were conducted regarding teaching strategies and techniques used by EFL teachers to improve their learners' fluency and proficiency, and nearly all of these studies agree on the fact that they can be useful to a great extent and that they achieve the intended goals. Some researchers tried to identify the efficient EFL teaching strategies such as Nunan (2003) who included various EFL teaching strategies such as grammar-translation, audio-lingual, communicative language teaching, task-based language teaching, and content-based language teaching. Others like Keles & Keskin (2018) highlighted the idea of using technology in the EFL classroom. The results of their study suggest that technology can enhance engagement, motivation, and language learning outcomes. Moreover, Al-Kahtani (2019) suggested that project-based learning can enhance engagement, motivation, and speaking skills among EFL learners. The results of his studies showed that project-based learning can serve as an effective strategy for promoting learners' speaking skills, as it provides learners with opportunities to engage in meaningful and authentic communication, collaborate with peers, and receive feedback on their language use.

Research-based on the usefulness of EFL teaching strategies in the classroom did not focus entirely on adult EFL learners. In fact, many researchers explored the effects of using classroom strategies and techniques on young learners' comprehension and better language acquisition outcomes. A study by Smith (2018) investigates the implementation of story-based instruction as a strategy for teaching English language learners, including young learners. The outcome suggests that story-based instruction can develop engagement, motivation, and language learning results. Another study by Alawadh (2021) examines the effectiveness of using games in teaching grammar to young EFL learners. The results suggest that games can enhance engagement, motivation, and language learning outcomes, particularly in terms of grammar acquisition. Furthermore, Al-Rawi (2017) emphasizes the use of songs and rhymes as a strategy for teaching vocabulary to young EFL learners. The findings of these studies indicated that using songs and rhymes to teach vocabulary had a positive effect on young EFL learners' vocabulary acquisition. The learners demonstrated higher levels of engagement and motivation, as well as better retention and recall of the target vocabulary, compared to traditional rote memorization techniques.

3. Statement of the Problem

Based on what has been stated in the background above and knowing that the current school year (2022-2023) is the first year of teaching English as a foreign language to primary school learners, there is a big concern knowing whether Algerian primary school EFL teachers, recruited this year only, employ these strategies in their classrooms. This concern is supported by the fact that the majority –if not all- of those teachers are university graduates i.e. they did not receive extensive training about teaching in general and teaching strategies in particular. In addition to that, this study will also investigate the effectiveness of these strategies mainly because not satisfactory attention has been given to modern English teaching strategies precisely in Algeria. The focus of most studies has been on the best ways to teach EFL young learners English for limited use and more precisely how to write with little interest in the spoken form of the language, making it marginalized despite being a significant part of language proficiency.

4. Aims of the Study

This work aims to:

1) Determine whether Algerian primary school EFL teachers implement EFL teaching strategies in the classroom and if yes;
2) Find out which teaching strategies are used by Algerian primary school EFL teachers in the classroom;
3) Explore teachers' and inspectors' perspectives on the use of EFL teaching strategies at the primary school level.

5. Research Questions

The present study discusses the following questions:

1. To what extent are EFL teaching strategies applied in Algerian primary school EFL classrooms?
2. What are the teachers' and inspectors' perspectives regarding the implementation of EFL teaching strategies in Algerian primary schools?

6. Significance of the Study

Based on the previous research, it can be deduced that teachers of a foreign language use some of the common teaching strategies. Yet, most of these studies were conducted in countries where English is the second language. Therefore, it is expected that this study will at least provide two contributions to the area of EFL classroom teaching strategies and techniques.

This study is meant to identify the common EFL teaching strategies that can be helpful for both EFL learners and teachers in the future. And more importantly, this study investigates the use of EFL teaching strategies and techniques by Algerian EFL teachers who teach English as a foreign language to young learners, and at the same time, it shows the importance of engaging teaching strategies for language development.

7. Research Methodology and Procedures

In order to come to a good grasp of the topic under investigation and to answer the previously asked research questions, an exploratory research design have been adopted with a mixed method approach. The triangulation method of data collection tools and methods that suits our research aims has been achieved. This contributes to the validity and reliability of the obtained results.

Three data collection instruments were used to identify the strategies implemented by the EFL teachers inside the classroom as well as teachers' and inspectors' perspectives about their use. The first instrument was classroom observation. The researchers attended eight (08) sessions in an EFL primary school classroom, making use of a well-designed observation checklist. The researchers observed the implemented teaching strategies by the teacher and noted the accomplished goals. The second instrument used was a questionnaire distributed online to twenty-four (24) BBA primary school teachers. The questionnaire contains three sections. The first section

is devoted to personal information, followed by the second section, which comprises questions related to teaching young learners and the final section is about EFL teaching strategies. The third instrument was an interview conducted with primary school English language inspectors, who are, in fact, middle school inspectors but were charged also to supervise English language teaching/learning at the primary schools. The interview consists of eleven (11) open-ended questions that focus on the teaching of EFL to young learners and the implemented strategies. The interview responses have been conducted in a written form rather than using records and transcribing the paroles.

8. Structure of the Dissertation

This dissertation consists of three chapters. Chapter one presents a literature review and is divided into two sections. The first one takes a larger look into the teaching strategies used by EFL teachers in the classroom. It includes definitions that are related to the topic of EFL teaching strategies in the classroom and discusses the major types of teaching strategies used for FL acquisition. It also reviews the status of the English language and its teaching in the Algerian Educational settings. The second section narrows the lens down to the concept of young learners, the importance of teaching English to young learners, age as a factor in foreign language acquisition, and the techniques and strategies used to teach young learners.

The second chapter describes and justifies the methodology used in investigating the research topic. The third chapter contains an analysis, presentation, and interpretation of the data gathered by using the research design explained in the previous chapter followed by a summary of the main findings. Finally, a general conclusion summarizes the key elements throughout the research process and to a certain extent highlights the significant outcomes of the research.

Chapter One:

Literature Review

Chapter One: Literature Review

Introduction

This chapter reviews the literature related to EFL teaching strategies and teaching English as a foreign language to young learners. It presents the theoretical framework of the study. It provides definitions for some concepts to avoid readers' confusion. Therefore, this chapter is divided into two sections; the first section deals with strategies for teaching English as a foreign language. It includes the definition and types of teaching strategies and presents the status of the English language in Algeria and the Algerian Educational System. Section two is devoted to reviewing and describing the concept of teaching English to Young learners. It includes the definition of 'young learner', the importance of teaching English to young Learners, and the effect of age on language learning. Whereas the last point is about the theoretical framework, on which this research is based. It explains the techniques and strategies implemented by teachers to teach EFL to young learners.

Section One: Strategies for Teaching English as a Foreign Language

1.1.1. Definition of Teaching Strategies

Generally, a teaching strategy is a generalized plan for what the teacher will present in the lesson which includes the structure desired and learner behaviour in terms of the aims of instructions, and an outline of planned tactics necessary to implement the strategy.

Various researchers shed light on defining teaching strategies in different ways. According to Wandberg and Rohwer (2010, p.164), "Teaching strategies refers to the structure, system, methods, techniques, procedures, and process which the teachers use during the lesson with specific instruction". The statement demonstrates that teaching strategies are procedures employed by the teacher to assist students learning.

Moreover, Teaching Strategies can be seen as methods used to facilitate the learning process and help the learners to learn the desired course contents and be able to achieve their objectives in the future. Furthermore, EFL teachers use effective teaching strategies, which suit the learners' needs and styles to develop their abilities. To support this point of view, Herrell and Jordan (2004, p.5) claim that teaching strategies are "The approaches that can be used across curricular areas to support the learning of students".

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To sum up, Costantino (1999) cited in Zohud (2015, p.3) affirms that, "teachers or educators created teaching strategies to use in the classroom for teaching English to increase students' engagement and involvement in the classroom that lead to good English learning". Teachers' use of teaching strategies should support the learning of students for the sake of learning the language better.

1.1.2. Types of Teaching Strategies

It is believed that the teaching process is an important part of an individual's life; it opens the door to getting knowledge and enriching students' minds with a wide range of information. Teachers of English should therefore develop their teaching strategies so that their students will be more active and engaged in the learning process. They will learn the language better than others. As Zohud (2015, p.4) noted, "Students' achievement and motivation in learning English are affected by the educational and motivational strategies that teachers use in the classroom. Any change in the teachers' strategies causes changes in students' involvement and achievement". For that, teachers vary in using these strategies. Researchers divided teaching strategies into traditional and non-traditional strategies; however, other researchers link the teaching strategies with the four language skills reading, writing, listening, and speaking.

Furthermore, traditional strategies are teacher-centred because the teachers talk most of the time, while the students only listen. This means that students are passive learners (Cashin, 2010). This strategy provides a large amount of information in a short time. While non-traditional strategies refer to active learning strategies in which students are active in the learning process and are engaged to learn. (Nabors, Dunn, Atkinson, Hardy, Kuntz, & Herrod, 2012)

Indeed, the teaching process is not just a transmission of information or sharing knowledge, but also it focuses on improving the learners' skills and getting the students' attention in the classroom. So that the students can develop problem-solving skills. Some of these strategies are discussion, group work, lectures, case studies, concept analysis, games, and concept mapping. In the same path, Zohud (2015, pp. 12-13) mentions that the teaching strategies must include the four language skills as follows:

a. Reading strategies: students will be able to comprehend the material and the information that is printed or written, such as letters, numbers, figures, and signs.

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b. Writing strategies: students will be able to communicate with information in written or printed words.

c. Listening strategies: students will be able to understand and comprehend oral language form despite the variety of speakers.

d. Speaking strategies: students will be able to talk, express ideas and say anything in a variety of settings.

In addition, EFL teachers can use other teaching strategies in the classroom to teach English, such as assessment, which helps the learners to choose the way or the domains in which they are going to express their learning by writing, speaking, drawing, or illustrating. In addition, the brainstorming strategy helps in developing the student's creativity and imagination. As well, cooperative learning strategy, which helps in developing students' abilities in group tasks, and discussing different topics in the classroom. (Zohud, 2015 p.13)

To conclude, teachers have to select strategies that can be used to engage students to learn in different language domains and use the strategies that are the most appropriate for meeting the needs of students, and deliver the essential content for resilience and well-being.

1.1.3. Teaching English in the Algerian Context

1.1.3.1. English as a Global Language.

The English language beyond any doubt is the global language of the modern world. It has become the most used language in the world. People speaking this language continue to increase by the day. The number of non-native speakers becomes bigger than the number of native speakers. According to ethnology, English is the most spoken language in the world including native and non-native speakers. According to Crystal (2003), more than 350 million speak English as their first language, and more than 450 million speak it as a second language. It means that the importance of English cannot be ignored and denied by anyone because English is the greatest common language spoken in the world.

English is very important as a foreign language both on the national and international sides and this language is the language of science, technology, diplomacy, and business as well. Neeley (2012, para. 1) noted that English is now the global language of business. It means that English is a very important language for business. It is considered one of the most important business languages. Kachru (1992) says that there has never before been a single language that has spread

as lingua franca over most of the world as English has done this century. The spread of English is as significant in its way as the modern use of computers. Fishman (1977, p.77) as cited in Spolsky (2004) confirmed that English is spread worldwide by saying:

> The traveller returning to the United States from a vacation trip in Africa, Europe, or Asia is often heard to comment that nearly everyone he met seemed to be able to speak some English. To such impressionist accounts of the ubiquity of English as the world language, one might also add the clear Partisan evaluations of its importance as a lingua franca Offered by the promoters of English.

Due to the growing power and influence of English and the necessity of learning this language, most countries around the world teach it as a second language (a language used in everyday life even though it is not the native language) or a foreign language (a language studied but not used much in everyday life). As a result of that, first, English is often used as means of contact between people all over the world who do not have the same native language. Second, English is used as a medium for the communication of information. More than half of the newspapers are published in that language. Third, English is the language of science, computers, travel, and tourism.

Learning English opens up doors to opportunities to travel to other countries. According to Bjornson cited in Blàquez (2019, p.554): "learning a second language and connecting with other cultures can expand your worldwide view, and expanding your worldview can help you gain perspective on your own life and culture". The ability to negotiate meaning with other language speakers and an awareness of a range of cultural norms are now essential requirements for the English language learner.

1.1.3.2. Status of English in the Algerian Educational System

The emergence of English as a dominant language obliged governments around the world to start teaching English as a foreign or as a second language and the Algerian government is no exception. Several aims lead to teaching and learning English in Algeria. First, the Algerian government aims at enhancing those who go abroad to study to use a foreign language. Also, learning English lets people communicate and travel easily. Moreover, according to Algerian directives learning and teaching English in Algeria provide the learners with the language they need to communicate with other people in other countries. Also, by mastering this language people

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will be able to gain more knowledge in any field and gather more information about other countries.

The official languages of Algeria are Arabic and Berber. These two languages are the native languages of over 99% of Algerian people. The educational system in Algeria is divided into four levels, which are: primary, middle, secondary, and higher education. Students are taught in Arabic while French and English are considered foreign languages. French and English are, nowadays, taught from the third year of primary school until the final year of secondary school.

The presence of English in Algeria has been increasing year by year. Starting from 1969, the English language started to be taught in Algeria. During this period the Minister of Education started the training of Algerian teachers because English was a growing language at that time. At the university level, more and more English language departments have been opened since that time to teach this language. In 1989, the Minister of Education announced teaching English in the second year of middle school. From 2006 to 2022, the English language was taught in middle and secondary schools. i.e., four years in middle school and three years in secondary school. In July 2022, Abdelmadjid Tebboune, the Algerian President, in a council of Ministers' meeting announced the inauguration of teaching English starting from the third year of primary school he claimed that "French is a spoil of war but English is an international language".

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Section Two: Teaching English for Young Learners

1.2.1. *Defining the Concept of Young Learners*

Teaching English has recently taken an advance. Surely, teaching the English language to young learners is not a simple exercise. Hence, this motivates people at all levels to learn English as it is considered an international and essential language. Teaching the English language to young learners has become famous. The English language is a familiar language for making connections between people around the world who have unlike languages (Harmer, 2001). The evidence suggests that young children are between 5 to 12 years old. Philips (2002, p.79) defines young learners as "…children from the first year of formal schooling (five to six years old) to eleven or twelve years of age."

We have to acknowledge that the definition of young learners is essentially established from the years passed in the primary stage of education to the shift to other stages. The years of young learners can differ from one country to another. Young age is a very important component to mastering the English language effectively, and teaching young learners is not the same at all compared to adult learners. Thus, young learners' teachers had better recognize all the variety of aspects that are related to them because later on, this influences their learning process.

1.2.2. *The Importance of Teaching English to Young Learners*

When young learners learn the English language at an early age, it will open a door for them to master languages since they have extra time to learn new things. There is no doubt that teaching EFL to young learners is very essential for them, especially at an early age. Thus, we should set up a variety of importance that the English language can bring to the realm of the classroom and students' learning process rather than denying them completely. Teaching young learners ESL is very important because it improves their capacity to better communicate with people in many situations as it is considered to be the most commonly spoken language in the world.

Learning EFL/ESL by young learners at an early age prepares them to be ready to show their skills in their professional development life later on. Besides, teaching children English by making the best use of technological materials such as cartoons and enthusiastic animating videos, is very helpful to make them get a rich vocabulary and pronounce English effectively. On the one hand, if English is traditionally taught to kids, it will be kept in their minds as a boring language and they will be passive. On the other hand, if it is taught in the right way, this will provide them

with a variety of opportunities to be excited, active, and effective communicators. In addition to that, English helps young learners to promote their skills. We have to acknowledge that there are a growing number of methods and strategies to make young learners master the English language fluently such as the use of songs and games, which encourages them to learn English vocabulary in a funny and positive environment.

Furthermore, another importance of teaching EFL/ESL to young learners is cultural diversity. In addition to their mother culture, young learners will be interested to know a different culture of their own. Recent studies (for instance, those about the experience of the country of Rwanda, which transformed in a day and night from French to English after the civil war caused by France, and ten years later, Rwanda got called Dubai Africa) indicated that many countries demonstrated achievements when they included the English Language in primary schools. As well, teaching English to young learners gives them the ability to understand and exchange ideas with other foreign children around the world.

The evidence suggests that learning English at an early age is important because it motivates children to be creative. As a result, EFL teachers must fetch for more practical ways that suit their creativity. Paradis (2004) and Johnstone (2009) indicate that children have a great soul in learning a foreign language, especially the sound system i.e. they tend to say that children will have a smooth capacity to get the sounds and rhythms of the target language. They also feel safe and confident acquiring the language.

1.2.3. *The Effect of Age on Language Learning*

Learners at a young age can learn any language easily. "The younger the better" hypothesis demonstrates that young learners grasp a better and a long extended exposure leads to substantial experience at the end of the learning process (Enever & Moon, 2009). It is believable that age becomes a very important element in language acquisition. Many researchers stated that teaching English at a younger age does not prove that they are successful language learners. However, the kids' motivation paves the way for teachers to teach the English language appropriately.

Children will enjoy learning as long as they are taught in the appropriate or best way. Young learners' teachers have to plan interesting lessons because the former will be eager to get access to new knowledge each time. Since English is started to be taught to young learners in primary schools, this proves the huge development of the target language in Algeria.

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To begin, teaching English in primary school is very effective because it improves the talents of the learners. International studies have exposed that any learner who begins learning any language earlier in his/her life, he/she will gain an excellent level of proficiency than those who begin late (Penfield, 1967; Taylor & Taylor, 1990; and Snow, 1993). In addition, parents send their young learners to learn English in private schools and kindergartens to encourage them to enhance their English proficiency at an early age. One of the reasons for teaching English in primary schools is to enhance the quality of input and output provisions have been supplying (Huda, 1999; Sutarsya, 2004 cited in Sujana, 2011).

Age is a very essential fact that cannot be denied in learning a language. Teaching the language at a younger age is successful because young learners will not fear committing mistakes as adults do. Young learners are more intelligent to learn English. English is not just a means of communication between people but it has other benefits. Enever & Moon (2009, p.6) indicate that English has social and economic importance. Parents think that the capacity to speak English can improve social status, make it easier to gain a job and be a sign of a comfortable life. English can indeed develop the aspects of life. Therefore, the Algerian government tends to include the English language at an early age.

In short, the age factor is the best achievement in learning foreign languages. Young learners' capacity to acquire the language is not the same as adult learners. The important key factor for young learners to be successful is by making them enthusiastic about what they learn. Hence, teachers have to use the most effective materials to raise the learners' motivation. Parents also have to support their children to learn English not by forcing them but by offering them what they need in the matter of acquiring the language effectively.

1.2.4. *Techniques and Strategies Used to Teach Young Learners*

The teaching strategy is meant as a technique or the use of a variety of activities to reach a specific educational objective (Richard and Rodgers, 1986). It is defined as the means that can be utilized by teachers to make learning easy (Klein, 1991). Teachers have to set particular objectives for each lesson or activity. They must use eclectic methods of teaching so that the learners feel interested in learning the language. It is preferable to say that teaching strategies are the procedures and methods applied by teachers to help other teachers to achieve their objectives. Teachers need academic training to be experts in the field or let us say to attain experience. Hence, teaching strategies are very important and must be employed by teachers to make the learning process

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successful and effective. Some strategies are more appropriate than others when it comes to teaching young learners a foreign language.

A prominent goal of this study is to try to identify some of the useful teaching strategies and techniques in an EFL classroom. There are several teaching strategies and techniques that are commonly employed in EFL classrooms for young learners and it is important to refer to some of them.

According to Killen (1996, p.330), the most prominent teaching strategies are:

- **Direct instruction**

Direct instruction is highly organized and teacher-centred. It includes the transmission of pieces of information from the teacher to a student. The teacher is dominant here because learners are still young and they still need someone who instructs them.

- **Discussion**

Discussion can be applied in the realm of the classroom to examine the learners' points of view against those of other learners. The teachers let the learners feel free to express themselves. They have to make the discussions easy so that the learners feel safe giving their ideas.

- **Small-group work**

Small group work is an activity related to the learners. The teacher should lead the groups by monitoring them. The most important thing is their comprehension of the activity. The activities that are involved within small groups are worksheets completion, solving problems, or presenting things that are given.

- **Cooperative Learning**

Cooperative learning can be shown in the collaboration of the learners within the groups or with their partners in pairs. This technique involves group work and collaboration to encourage learners to communicate with and learn from one another.

Santos and Sousa (2020) claimed that cooperative learning is an effective teaching strategy in the EFL classroom, as it encourages active participation and engagement from all learners and can promote a positive learning environment.

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- **Problem-solving**

    Problem-solving is a situation used inside the classroom. Learners had better solve the problems themselves using their own expected insight leading them to get a solution.

- **Research**

    Research can be used by the teacher as a teaching strategy to make the learners autonomous and permit them to search for the pieces of information using their proper method. The learners need books, the Internet, and other sources for their research.

- **Role play**

    Role play is one of the teaching strategies in which the learners deal with problem-solving situations using authentic materials, i.e., real-life situations. Learners do their activities according to what they see outside the classroom.

- **Writing**

    To examine the learners' comprehension, writing is the best way of doing so. It shows the learners' capacity to write or produce a piece of writing with the help of writing. Learners can introduce themselves and also come up with the difficult issues that they face in the classroom.

- **Games**

    According to a study by Smith (2018), incorporating games and play-based activities in language learning can increase motivation, foster social interaction, and enhance language development in young learners. For example, teachers can use board games, Board games can be designed to practice specific language skills, such as vocabulary, grammar, or communication. For example, a board game could involve rolling dice and moving around the board, with each square requiring the player to answer a question or use a specific vocabulary word in a sentence. Word puzzles, such as crosswords, word searches, or jumbles, can help learners practice spelling, word recognition, and understanding of sentence structure. Role-playing games can provide learners with real-life scenarios where they can use language in context. These activities can provide a low-pressure environment where learners can practice language without fear of making mistakes, and where they can interact with their peers in a meaningful way.

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Overall, play-based learning activities provide a more interactive and enjoyable approach to language learning, which can motivate young learners to engage with the material and internalize the language more effectively.

Teaching Strategies are specific ways of teaching by English teachers in primary schools. The reason behind using those kinds of strategies is to enable learners learn the English language successfully. The above strategies develop the learners' critical thinking. Effective teachers support their teaching by using a variety of strategies that are appropriate and suitable for the learning goals and needs of their students.

Conclusion

To sum up, this chapter dealt with the review of literature related to our subject of investigation. First, it introduced the concept of teaching strategies and their different types. Then, it focused on teaching English in the Algerian educational system. In addition, the review tried to shed light on techniques and strategies employed for teaching young learners.

Chapter Two: Research Methodology

Chapter Two: Research Methodology

Introduction

This chapter outlines the research methodology for the dissertation, including the research design, research setting, population and sampling, data collection instruments and procedures, methods of data analysis, ethical considerations, and finally the limitations and delimitations of the study. By providing a comprehensive overview of the research methodology, this chapter aims to ensure that the study is conducted rigorously and systematically, adhering to ethical considerations and producing reliable and valid results.

2.1. Research Design

The research design for this study is exploratory with a mixed-method approach. Exploratory research is appropriate for this study as it seeks to identify and describe the strategies used by English language teachers in Algerian primary schools to teach EFL to young learners. This type of research is useful for gaining a preliminary understanding of the research problem and for generating hypotheses that can be further tested in subsequent research.

The mixed-method approach is also appropriate for this study as it combines quantitative and qualitative data collection and analysis techniques. This approach will allow for a comprehensive understanding of the research problem and will ensure that the findings are nuanced and contextualized. The quantitative data were collected through a questionnaire administered to English language teachers at BBA city primary schools, while the qualitative data were gathered through conducting interviews with English language inspectors in addition to a classroom observation taking place with an English language primary school teacher.

The data collected through the questionnaire were analysed using descriptive statistics. The qualitative data collected through the interviews and observation were analysed using thematic analysis, which involves identifying patterns and themes in the data.

The exploratory research design with a mixed-method approach is appropriate for this study as it allows for a comprehensive understanding of the techniques and strategies used by primary school English teachers to teach young learners. The use of both quantitative and qualitative data collection and analysis techniques would ensure that the findings are robust and reliable.

Chapter Two: Research Methodology

2.2. Research Setting

The research setting for this study is limited to primary schools in Bordj Bou Arreridj (BBA), and was conducted during the second half of the school year 2022-2023. The findings of this study may not be generalizable to other regions or countries. However, the study will provide valuable insights into the strategies employed by English language teachers at primary schools in BBA to teach young learners and may inform future research in this area.

2.3. Population and Sampling

The population for this study consists of all English language teachers at primary schools in the Wilaya of Bordj Bou Arreridj, that are 118 teachers while the sample size is twenty-four (24) teachers. Those were selected through convenience sampling, which is appropriate for this study as it allows for the selection of participants, who are readily available and willing to participate. To ensure that the sample is representative of the population, efforts were made to select English language teachers from a varied range of schools in the region. The sample was diverse in terms of gender, and teaching experience to ensure that the findings of this study are representative.

In addition to English language teachers, two inspectors of English were also participants in the study through purposive sampling. Purposive sampling is appropriate for this study as it allows for the selection of participants who have specific knowledge and expertise relevant to the research question (s). The inspectors of English selected for this study have a background in English language teaching and also a large experience in evaluating English language teachers.

Finally, one English language primary school teacher from Louail El Djoudi primary school was selected for classroom observation. The selection of a single teacher for observation is appropriate for this study as it allows for a detailed and in-depth analysis of the techniques used by an individual teacher in the classroom.

The use of a combination of convenience, purposive, and selective sampling techniques would ensure that the sample is diverse and representative of the population. However, the findings of this study may not be generalizable to other regions.

2.4. Data Collection Procedures

Data for this study were collected through a mixed-method approach, which includes both quantitative and qualitative data collection methods. The data collection procedures for this study have included classroom observation, a questionnaire, and an interview.

First, the classroom observation was conducted from April 09th to May 10th, 2023 at a primary school named Louail El Djoudi in BBA city. The researchers first asked for permission from the primary school director and the teacher, and introduced the main purpose of the current study for them. The researchers observed the same class with the selected English language teacher during that period.

Second, the questionnaire was distributed online using Google Forms site to collect quantitative data from the twenty-four (24) English language teachers selected for this study. It includes a small introduction about the research aims and the confidentiality of the study. The approximate time to answer the questions was about five (5) minutes. The questionnaire enabled the collection of data on the types of strategies used to teach young learners, the effectiveness of these strategies, and the challenges faced by English language teachers in the classroom.

Finally, the inspectors' interview was conducted with two inspectors of English, and it was intended to investigate strategies employed in teaching English at primary schools. The inspectors' opinions were very important in collecting thoughts about how English is being taught at primary schools, and the problems being encountered by teachers in their teaching careers. The interviewees had chosen the appropriate time and date for them to conduct the interview.

All data collection procedures were conducted in compliance with ethical considerations, and all participants were informed of the purpose of the study and their rights as participants in the research. The data collected from the questionnaires, interviews, and observation were analysed using appropriate data analysis methods.

The use of the triangulation method of data collection procedures would allow for a comprehensive understanding of the strategies and techniques used to teach young learners, their effectiveness, and the challenges faced by English language teachers in implementing them in the classroom. The triangulation of data from multiple sources would also enhance the validity and reliability of the findings.

Chapter Two: Research Methodology

2.5. Description of Data Collection Tools

In order to achieve the objectives of this study, and to answer the research questions, we have chosen a classroom observation, a questionnaire, and an interview as tools to gather the data.

2.5.1. Classroom Observation

A checklist was prepared to make the classroom observation more structured. Our checklist (see Appendix A) contains seventeen (17) items to be observed and checked and all of them are related to teaching EFL to young learners in Bordj Bou Arreridj primary schools. The checklist focused on describing how the teacher is making the input comprehensible for pupils, how he/she was improving their concentration and language growth, and the implementation of teaching strategies inside the classroom.

The investigation was carried out in Louail El Djoudi primary school located in the city of BBA. In order to be allowed to do the classroom observation, we had to obtain permission from the head of the school. Due to time limitations and schedules, the total number of the attended sessions was limited to eight (08) sessions, and the duration of each session was forty-five (45) minutes. These observations lasted from April 09 to May 10, 2023.

2.5.2. Teachers' Questionnaire

The questionnaire (see Appendix B) consists of 14 items divided into three sections. It was based on closed-ended questions, open-ended questions in which teachers needed to justify their answers, and multiple-choice questions in which teachers had the opportunity to choose more than one option.

2.5.2.1. Description of the questionnaire

Section One: General Information (item 01- item 03)

The set of questions in this section seeks to identify the teachers' years of teaching experience, names and localization of primary schools they teach in, and the average number of pupils in their classrooms.

Chapter Two: Research Methodology

       Section Two: Teaching English for Young Learners (item 04-item 08)

This section is concerned with gathering data about the Status of English in Algeria and the Importance of Teaching English to young learners (Q4, Q5). Also, materials used to teach young learners and the challenges that teachers faced while teaching young learners.

       Section Three: Techniques and Strategies used to teach English in Primary Schools (item 09- item 14)

This section focuses on knowing the different strategies and techniques used to teach young learners.

2.5.3. *Inspectors' Interview*

A structured interview was conducted on May 13ᵗʰ, 2023. The interview represented another major source of data. It was adopted in this study to achieve triangulation and grant the validity of the research findings. The interview (see Appendix C) consists of eleven (11) open-ended questions, and both interviewees were asked the same questions. The answers were given in written form and sent via e-mail. The inspectors' interview was intended to investigate the strategies employed in teaching English in primary schools as the inspectors' opinions are very important for collecting data about how English is being taught at primary schools and the problems being encountered by teachers in their teaching careers.

2.6. Methods of Data Analysis

For this study, a mixed-method approach was used to analyse the data collected through the questionnaire, the interviews, and the classroom observation. This approach allows for the integration of both quantitative and qualitative data, which would provide a comprehensive understanding of the research problem.

Quantitative data collected through the questionnaire were analysed using Microsoft Excel in which there were descriptive statistics, such as frequencies and percentages, to summarize the responses of the participants. The results were presented in graphs and tables. However, qualitative data collected through the interviews and classroom observation were analysed and presented in the form of paragraphs.

Chapter Two: Research Methodology

The integration of quantitative and qualitative data involves comparing and contrasting the findings from both data sources to identify areas of convergence or divergence. This would provide a more robust and nuanced understanding of the research problem.

Overall, the mixed-method approach to data analysis would provide a comprehensive and in-depth analysis of the strategies and techniques used to teach young learners, their effectiveness, and the challenges faced by English language teachers in implementing them in the classroom.

2.7. Ethical Considerations

In conducting this research, it was important to ensure that ethical considerations are taken into account. The following ethical considerations have been identified:

- Informed consent: the participants in the interview were provided with an informed consent form that outlines the purpose of the study, the data collection procedures, the confidentiality measures, and the rights of the participants. Participants were allowed to ask questions and were required to sign the form before participating in the study.
- Confidentiality: The privacy of the participants was protected throughout the study. The data collected will be kept confidential and will only be accessible to the research team. The data will be stored securely and will be destroyed after the completion of the study.
- Anonymity: The participants will remain anonymous throughout the study. The data collected will not include any identifying information that could be used to link the responses to a specific participant.
- Voluntary participation: Participation in the study was voluntary, and participants were free to withdraw from the study at any time without any consequences.
- No harm: The study will not cause any harm to the participants, and their well-being will be taken into consideration throughout the study.
- Respect for diversity: The research team ensure that all participants were treated with respect and dignity, regardless of their gender, ethnicity, religion, or other demographic characteristics.

Overall, these ethical considerations will be taken into account throughout the study to ensure that the rights and well-being of the participants are protected.

Chapter Two: Research Methodology

Conclusion

  To put all this together, this chapter has presented the research methodology for this study. It has presented the data collection procedures, which consist of classroom observation, teachers' questionnaires, and structured interviews for primary school inspectors. Additionally, it has explained the methods used for the analysis of the collected data. Finally, Ethical considerations that were adhered to.

Chapter Three:
Results and Discussion

Chapter Three: Results and Discussion

3.1. Analysis of the Classroom Observation

Classroom observation was the first research tool used to collect data for this study. The number of attendances was eight (08) with one teacher in one primary school. A checklist designed with three sections presented in a table was used for all the observations.

The results obtained from the observations are presented in the table below which contains the frequency of each item; this will help the researchers to avoid using eight (08) tables to present the results of each observed session.

Table 1: Results of Classroom Observation

Make input comprehensible	Observed		*Employ Teaching Strategies*	Observed	
	Yes	No		Yes	No
Is there Teacher-Learner interaction?	08/08		Direct instruction	05/08	
Does the teacher explain everything to the learners?	05/08		discussion	01/08	
			Small-group work	00/08	
Does the teacher use extra materials than textbooks where appropriate to accompany verbal presentation?	06/08		Brainstorming	00/08	
			Problem-solving	02/08	
			Cooperative learning	08/08	
Does the teacher use activities in class to determine whether pupils understand the lesson?	04/08		Role-Play	01/08	
			Research	00/08	
			Writing	06/08	
Improve concentration and Language growth	Observed		*Other strategies observed*		
	Yes	No			
Does the teacher use a variety of activities to ensure all students are engaged?	08/08		I listen and repeat, I listen and do, I listen and answer, I listen and circle, games, drilling, flashcards, modelling, gestures, ICTs		
Does the teacher provide the learners with daily or weekly tests to evaluate them?	02/08				
Are cooperative and collaborative learning involved in the classroom?	07/08				
Does the teacher requires pupils to be active (e.g., completing a task, applying concepts, engaging in the discussion instead of passively listening)	08/08				

Chapter Three: Results and Discussion

Part One: Make Input Comprehensible

Item 01: Is there a teacher-learner interaction?

All observations (08/08) presented that there was a teacher-learner interaction. Most often, the interactions were teacher-centred; the teacher asked questions related to the lessons, and the learners answered. Constantly, there was an exchange between the teacher and the learners.

Item 02: Does the teacher explain everything to the learners?

In six observations (06/08), it was noticed that the teacher explained everything in the lesson to the learners. This was mostly shown when the pupils had their first contact with an English lesson, and also when they had activities to do. However, when it was a writing session, as noticed in two sessions (02/08), the teacher let the learners write and work alone.

Item 03: Does the teacher use extra materials than textbooks where appropriate to accompany verbal presentation?

Six observations (06/08) showed that the teacher used extra materials in addition to textbooks, such as pictures, flashcards, songs, chants, and videos. However, during the two left sessions (02/08), as they were marked for activities, the teacher relied on the textbook.

Item 04: Does the teacher use activities in class to determine whether pupils understand the lesson?

In four attendances (04/08), it was noticed that the instructor used activities in class to check the pupils' understanding of the lesson; for instance, listening, pronunciation, grammar, and vocabulary activities. Whereas the four other attendances (04/08), the use of activities in the classroom was absent.

Part Two: Improve Concentration and Language Growth

Item 05: Does the teacher use a variety of activities to ensure all students are engaged?

In all observations (08/08) the teacher used a variety of activities to ensure all pupils are engaged. For example, play roles, question and answer, and games.

Chapter Three: Results and Discussion

Item 06: Does the teacher provide the learners with daily or weekly tests to evaluate them?

In one attendance (01/08), the teacher provided the learners with homework to evaluate their understanding of the previous units. During the other seven sessions (07/08), the teacher either evaluates the pupils in the classroom by giving them tasks to answer or did not give activities at all.

Item 07: Are cooperative and collaborative learning involved in the classroom?

The notion of cooperative and collaborative learning involved in the classroom was given an entire importance as shown in all the observed sessions (08/08).

Item 08: Does the teacher require pupils to be active (e.g., completing a task, applying concepts, engaging in the discussion) instead of passively listening?

In all the attended observations (08/08), the teacher required the learners to be active instead of passively listening. The tutor tended to use a variety of activities to let the pupils engage and interact during the lesson.

Part Three: Employ Teaching Strategies

It was observed in all sessions (08/08) that the cooperative teaching strategy was totally implemented. In addition, six attendances (06/08) showed that the teacher implement the writing strategy to enhance pupils' handwriting. Moreover, in five sessions (05/08) the teacher used direct instruction as a teaching strategy. This was deduced in writing and activities sessions. In addition, the problem-solving strategy was included in two sessions (02/08|) where the teacher gave the pupils activities such as crosswords, matching, and filling the gaps. However, it was noticed that discussion and role-play were implemented in one session (01/08). As concerns small-group work, brainstorming, and research strategies the teacher has not made use of them as observed in all attendances (08/08).

Chapter Three: Results and Discussion

Section Four: Other Strategies Observed

During the observation process, it was noticed that the teacher used other strategies out of the classroom observation checklist, which was: I listen and repeat, I listen and do, I listen and answer, I listen and circle, games, drilling, flashcards, modelling, gestures and the use of ICTs.

3.2. Analysis of the Teachers' Questionnaire

Section One: General Information

Q01: Years of Teaching Experience

Table 2: Years of Teaching Experience

Options	Less than 1 year	1-2 years	3-5 years	More than 5 years	Total
Number of Teachers	14	4	1	5	24

Figure 1: Years of Teaching Experience
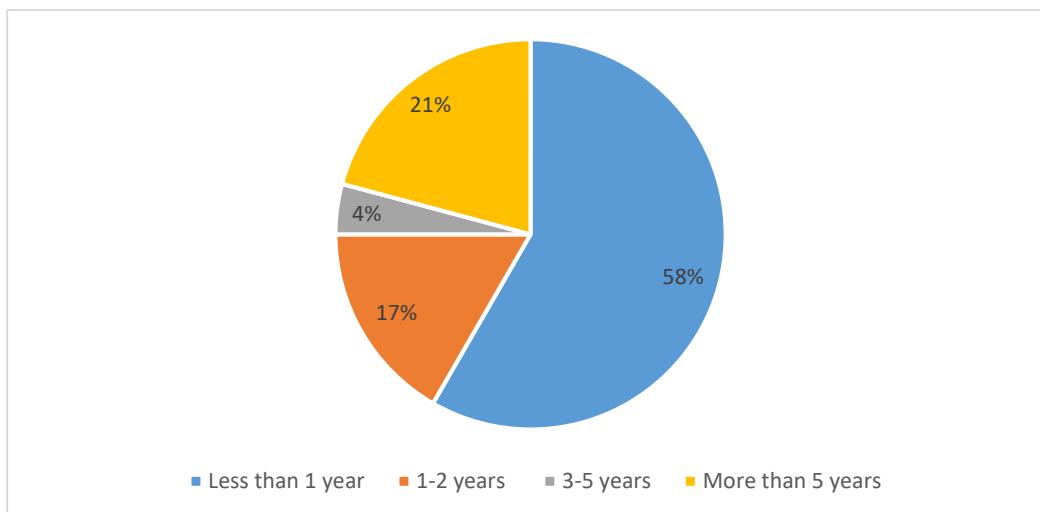
The data shows that the majority of teachers (14 out of 24) have less than 1 year of teaching experience in English. This indicates a relatively young and less experienced teaching population.

Chapter Three: Results and Discussion

Q02: Would you please specify the location of the primary school you teach in?

Table 3: Primary Schools Locations

	BBA City	El Yachir	Ras El Oued	El Ksour	Ouled Dahmane	Sidi Mbarek	El Hammadia	Al Ach	Medjana	Rabta	Khlil
Number of teachers	08	03	03	02	02	01	01	01	01	01	01

Figure 2: Primary Schools Locations
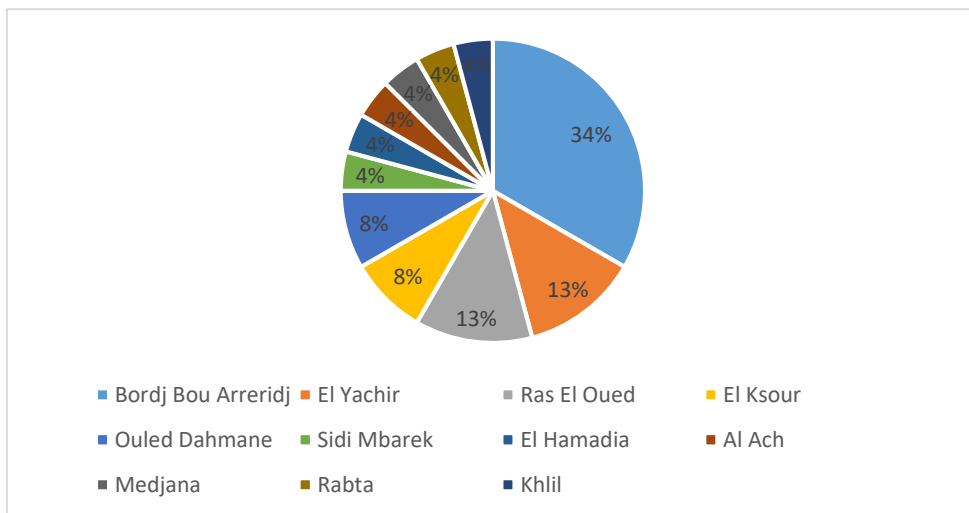
Analysing this data, it is evident that the teacher(s) are distributed across multiple primary schools in various locations. The distribution indicates a diverse teaching experience and exposure to different school environments and communities. It also suggests the importance of teachers' adaptability and flexibility in working with students from different backgrounds and contexts.

Chapter Three: Results and Discussion

Q03: What is the average number of pupils in your classes?

Table 4: Average Number of Pupils in the Classroom

Options	40-46	30-38	Less than 25	Total
Number of Teachers	13	08	03	24
Percentage	54 %	33 %	13 %	100 %

Figure 3: Average Number of Pupils in the Classroom
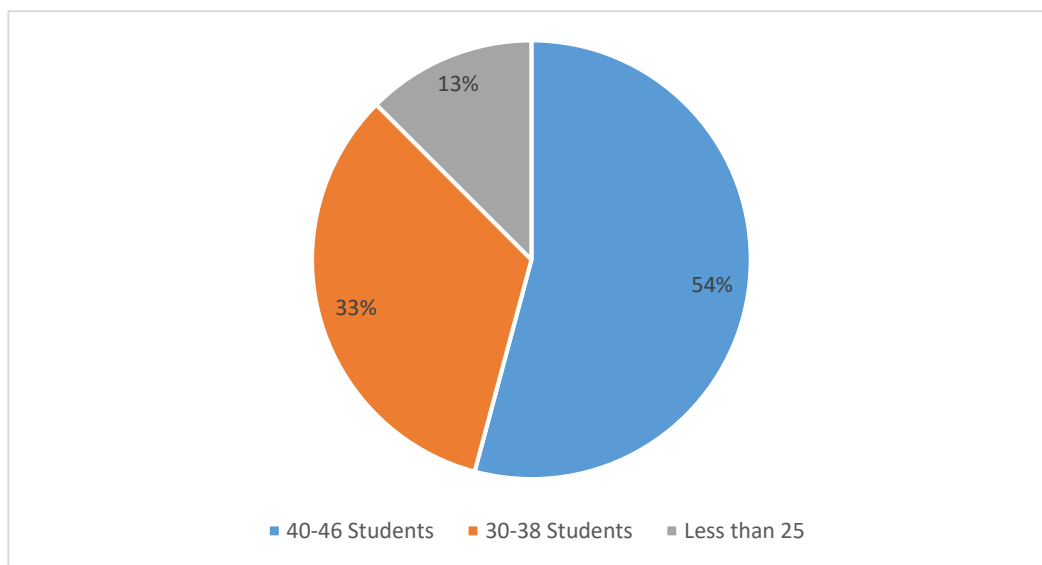
The majority of teachers (13 out of 24) which represents 54% of the sample, reported having an average class size of 40-46 pupils. This suggests that the participating teachers generally have large class sizes, which may present challenges in delivering effective instruction to each student.

Chapter Three: Results and Discussion

Section Two: Teaching English for Young Learners

Q04: How do you see the status of English in Algeria?

Table 5: Status of English in Algeria

Options	Low	Moderate	High	Total
Numbers of Teachers	02	16	06	24
Percentage	8.3 %	66.7 %	25 %	100 %

Figure 4: Status of English in Algeria
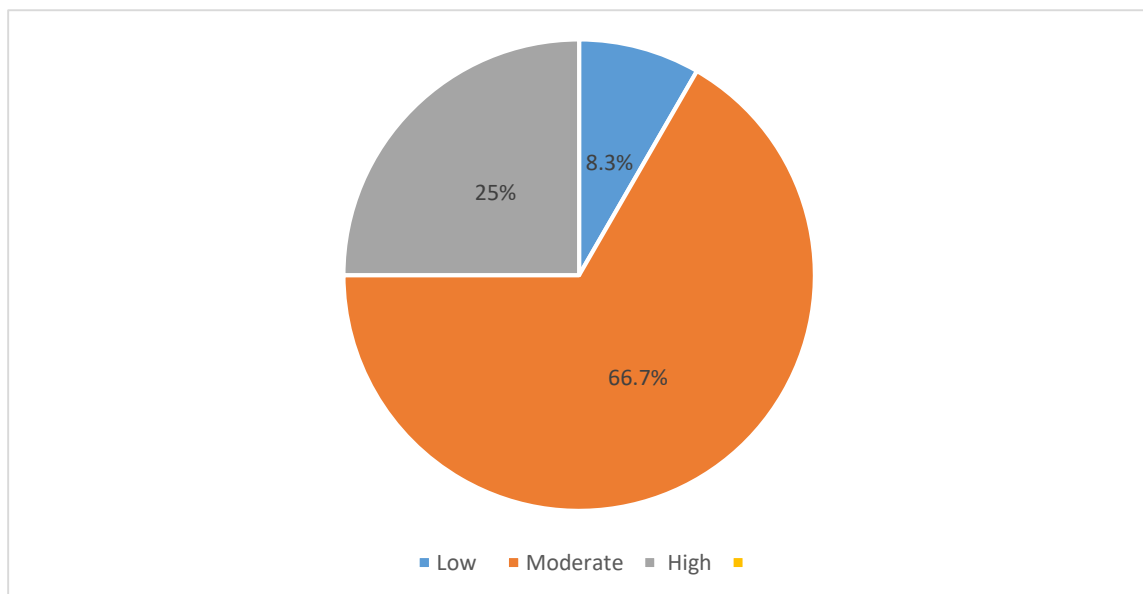
The majority of teachers (16 out of 24) which represents 66.7% perceive the status of the English language in Algeria as moderate, indicating that there is room for improvement. Only a small number of teachers (2 out of 24) which represents 8.33% consider the status of English to be low, suggesting a need for more attention and resources to enhance English language proficiency in the country. Additionally, a considerable number of teachers (6 out of 24) which represents 25% believe that the status of English is high, indicating a positive perception of its importance.

Chapter Three: Results and Discussion

Q05: Do you think teaching English to young learners is important?

Table 6: Importance of Teaching English for Young Learners

Options	yes	No	I am not sure	Total
Number of Teachers	22	00	02	24
percentage	91.7 %	00 %	8.3 %	100 %

Figure 5: Importance of Teaching English for Young Learners
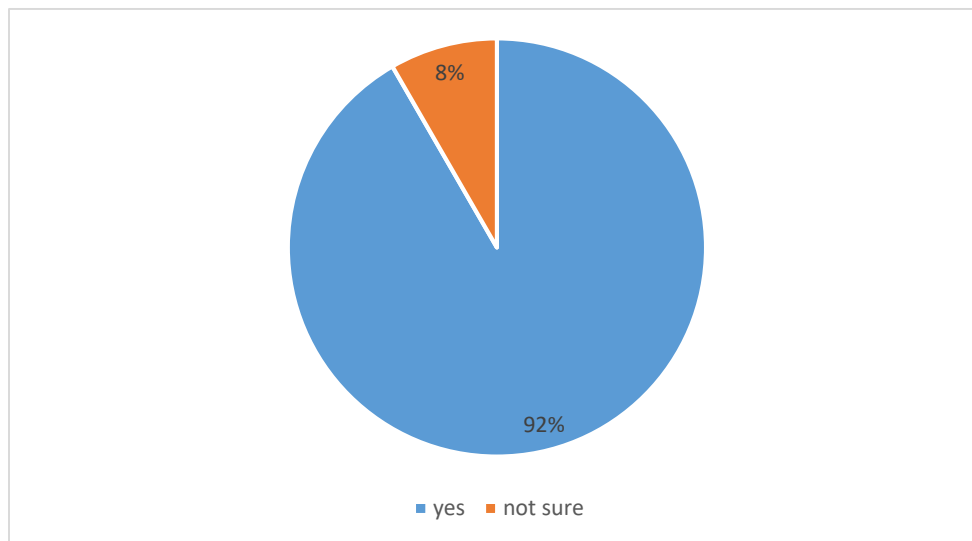
The overwhelming majority of teachers (22 out of 24) which represents 91.7 % strongly believe that teaching English to young learners is important. This indicates a recognition of the value of early language acquisition and the benefits it can bring to the students' future academic and professional endeavours. A small number of teachers (2 out of 24) which represents 8.3 % are unsure about the importance of teaching English to young learners.

Chapter Three: Results and Discussion

Q06: Do you find that your learners are engaged in the lessons and are interested in learning English?

Table 7: Learners' Engagement in the Lessons

Options	Yes	No	I am not sure	Total
Number of Teachers	24	00	00	24
Percentage	100 %	00 %	00 %	100 %

Figure 6: Learners' Engagement in the Lessons
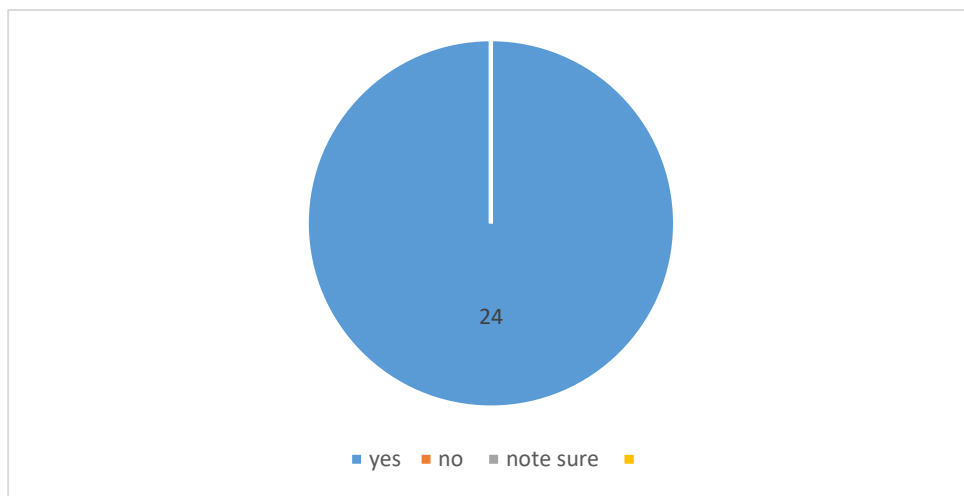
All the teachers (24 out of 24) which represent 100% report that their learners are engaged in the lessons and show interest in learning English. This suggests a positive learning environment and students' enthusiasm for acquiring the language.

Chapter Three: Results and Discussion

Q07: What materials do you often use besides textbooks to engage young learners in English language learning?

Table 8: Materials Used to Teach EFL Young Learners

Options	Number of Teachers	Percentage
Games and Activities	07	21%
Songs and Chants	04	12%
Video Resources	01	4%
Visual-Aids (pictures, charts…)	08	24%
Flashcards	08	24%
All of them	05	15%

Figure 7: Materials Used to Teach EFL Young Learners
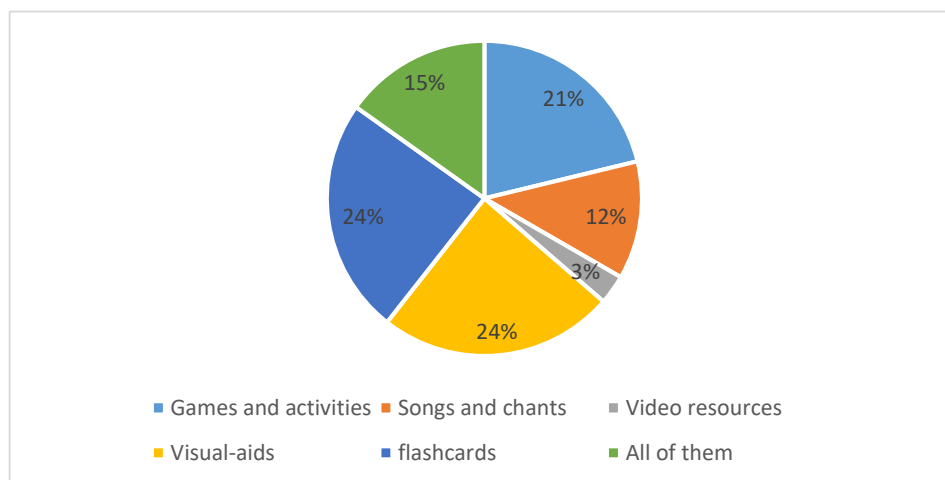
Teachers employ a variety of materials to engage young learners in English language learning. The most frequently used materials include games and activities, visual aids (such as pictures and charts), and flashcards. Some teachers also make use of songs and chants, video resources, and a combination of all the mentioned materials. In addition, a few teachers mentioned the use of supplementary resources like a high/loud speaker, phone applications, and Realia (real-life objects).

Chapter Three: Results and Discussion

Q08: what challenges have you faced while teaching young learners?

Table 9: Challenges Faced by Teachers

Options	Number of Teachers	Percentage
I have not faced any challenges	01	4%
Different language backgrounds	07	26%
Lack of motivation and engagement	01	4%
Behavioural issues	08	31%
Limited attention	01	4%
Limited resources and materials	08	31%

Figure 8: Challenges Faced by Teachers
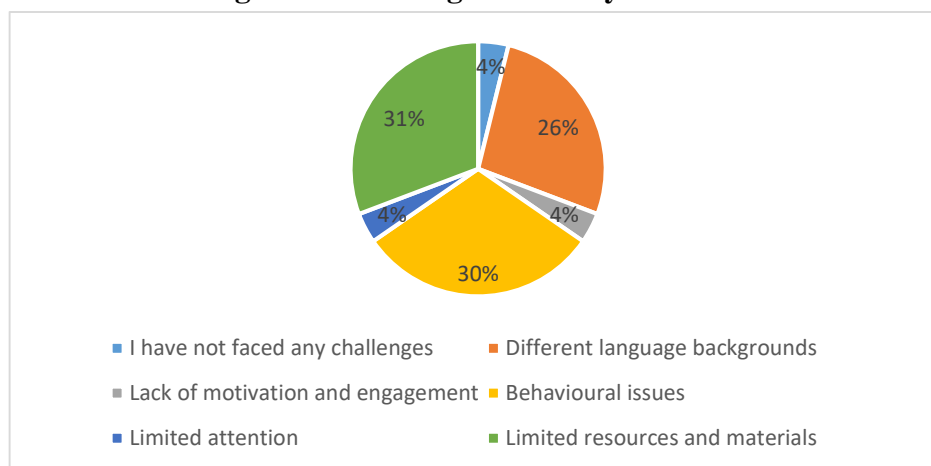
Teachers face various challenges while teaching young learners. The most common challenges reported include different language backgrounds among students, behavioural issues, and limited resources and materials. Other challenges mentioned by teachers include overcrowded classes, limited time for teaching, and unsuitable tables for group work. However, it is worth noting that a small number of teachers (1 out of 24) have not encountered any specific challenges in teaching young learners. In addition, some teachers have mentioned other challenges: overcrowded classes, Limited Time, and Unsuitability of tables for Group-Works.

Chapter Three: Results and Discussion

Section Three: Techniques and Strategies used to Teach English in Primary Schools

Q09: Have you had any kind of training on using different teaching strategies to teach young learners?

Table 10: Teachers' Training About Teaching Strategies

Options	Yes	No	I am not sure	Total
Number of Teachers	23	00	01	24
Percentage	96%	00%	4%	100%

Figure 9: Teachers' Training about Teaching Strategies
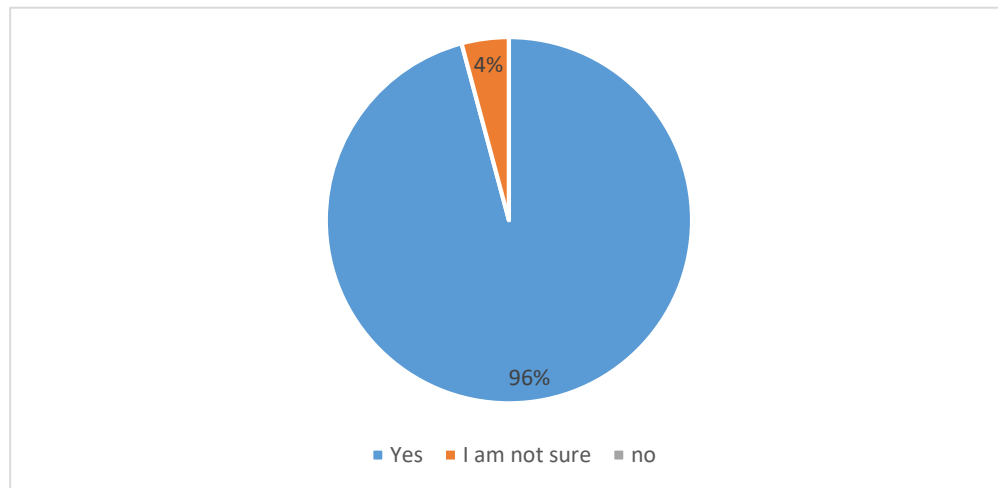
The majority of teachers (23 out of 24) which represents 96% have received training on using different teaching strategies to teach young learners, indicating a level of professional development in this area. Only one teacher is not sure about having received such training.

Chapter Three: Results and Discussion

Q10: Which teaching strategies do you use most often?

Table 11: Teaching Techniques and Strategies

Options	Number of Teachers	Percentage
Direct instruction	06	13%
Small-group work	06	13%
Cooperative learning	04	9%
Role-play	14	31%
writing	03	7%
Brainstorming	06	13%
Problem-solving	04	9%
Discussion	02	5%
Research	00	00%

Figure 10: Teaching Techniques and Strategies
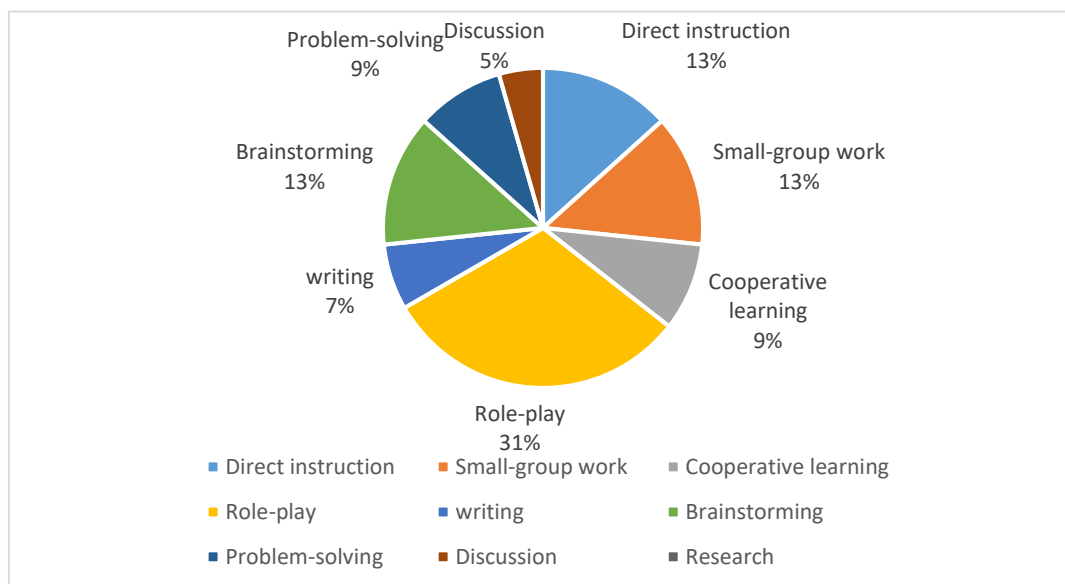
The most frequently used teaching techniques and strategies among the surveyed teachers are role-play, direct instruction, small-group work, and brainstorming. These active learning approaches promote student engagement and participation in the English language classroom.

Chapter Three: Results and Discussion

Q11: Do you think that the use of a variety of teaching strategies is necessary to improve Learners' Language Skills?

Table 12: Necessity of Using a Variety of Teaching Strategies

options	Yes	No	I am not sure	Total
Number of teachers	24	00	00	24
Percentage	100%	00%	00%	100%

Figure 11: Necessity of Using a Variety of Teaching
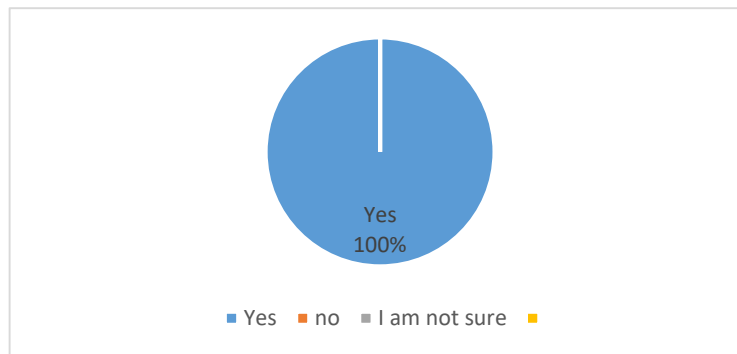
All surveyed teachers agree that the use of a variety of teaching strategies is necessary to improve learners' language skills. This indicates a recognition of the importance of employing diverse techniques to cater to the different learning needs and preferences of students.

Chapter Three: Results and Discussion

Q12: Do teaching strategies and techniques affect positively on pupils' behaviour during the session?

Table 13: Impact of Teaching Strategies on Pupils' Behaviour

Options	Yes	No	Total
Number of Teachers	24	00	24
Percentage	100%	00%	100%

Figure 12: Impact of Teaching Strategies on Pupils' Behavior
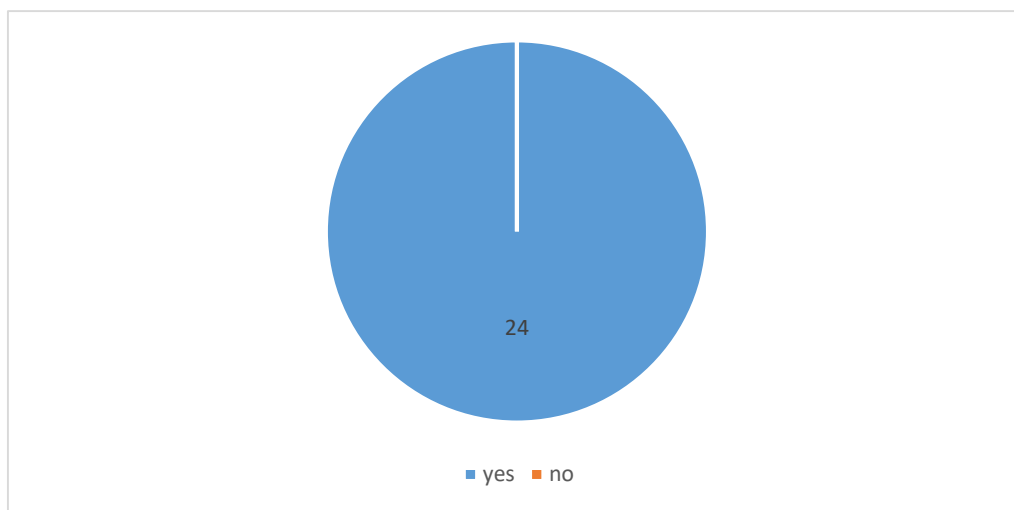
All surveyed teachers believe that teaching strategies and techniques have a positive impact on pupils' behaviour during the session. This suggests that the use of effective instructional methods contributes to creating an engaging and conducive learning environment.

Chapter Three: Results and Discussion

Q13: How effective do you feel the teaching strategies you use are in meeting with the needs of your pupils?

Table 14: Effectiveness of Teaching Strategies in Meeting Pupils Needs

Options	Very Effective	Partially Effective	Not Very Effective	Not at All Effective	Total
Number of Teachers	14	10	00	00	24
Percentage	58%	42%	00%	00%	100%

Figure 13: Effectiveness of Teaching Strategies in Meeting Pupils Needs
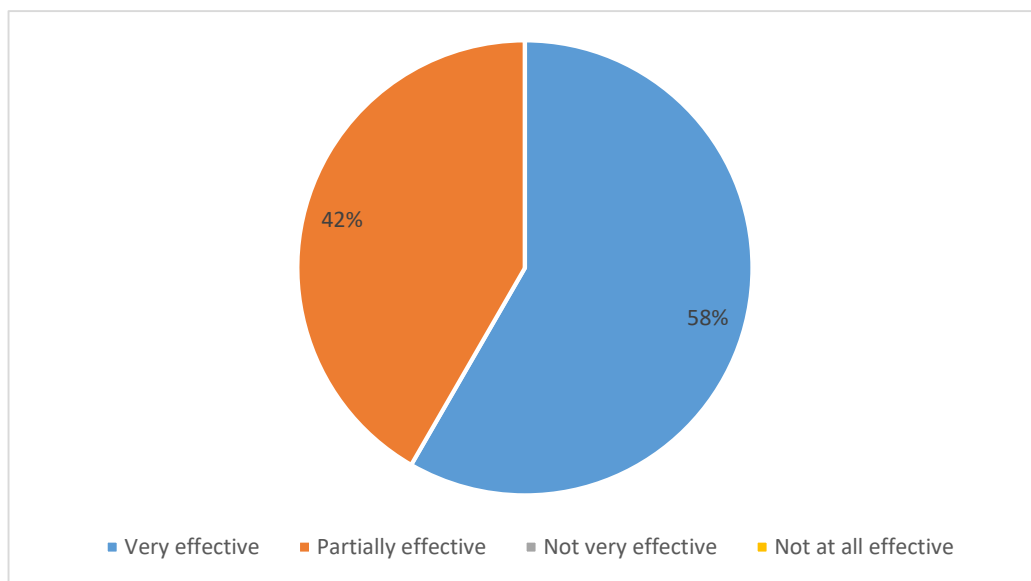
The majority of teachers (14 out of 24) which represents 58% feel that the teaching strategies they use are very effective in meeting the needs of their pupils. Additionally, (10 out of 24) which represents 42% of teachers perceive the strategies as partially effective. This indicates a level of confidence in the employed teaching strategies' ability to address the student's needs.

Chapter Three: Results and Discussion

Q14: What challenges have you faced in Implementing Teaching Strategies in your classroom?

- Fifteen (15) teachers stated that the major problem they faced was crowded classrooms, which did not allow them to apply more techniques.
- Eleven (11) teachers said that they had limited time of teaching which affects their teaching process.
- One of the teachers faced behavioural problems.
- One other teacher had problems with pupils with special needs.
- One teacher had difficulty with pupils' writing and pronunciation.
- Another teacher stated the tough mission of moving from one school to another is also concerned a challenge.
- Three (03) teachers declared a lack of materials and support.
- And three (03) others claimed that they have faced no challenges.

The results showed that the challenges faced by teachers in implementing teaching strategies mostly include overcrowded classes, limited time, and lack of materials. The demanding nature of moving from one school to another also poses challenges. However, despite these obstacles, teachers show a commitment to their profession and a willingness to make the best of the available resources. The teachers' comments reflect the importance of considering learners' needs and providing adequate support to enhance English language teaching in primary schools.

Chapter Three: Results and Discussion

3.3. Analysis of the Inspectors' Interview

Question 01: Can you tell us about your experience in teaching English as a foreign language?

This question aims to know the inspectors' experience in teaching English by giving descriptions concerning students, teaching materials, and classes. The two inspectors affirm that teaching English is not an easy task for teachers and learners. Indeed, teaching English in Algeria is challenging for teachers and learners. Therefore, teachers should use a variety of programs and a series of curricula, which had been designed for different educational objectives. The result shows that there is a low opportunity to practice English inside and outside the classroom due to the huge number of students in the classroom, the lack of motivation, and the poor technological materials provided by the administration like visual aids, computers, and data shows. These factors may affect the educational competencies of learning English.

Question 02: How do you define effective teaching of English to young learners?

This question aims to investigate the inspectors' background knowledge towards the effective teaching of English for young learners. The two inspectors believe that effective teaching is related to the learners' abilities to produce and improve their level in learning English as a foreign language. The findings displayed that effective teaching of English to young learners is totally related to the speaking skill that enable learners to enhance both the listening and speaking of the language. Furthermore, teaching and learning are one process. As a result, the efficiency of teaching young learners is related to various vital factors, which help the students to progress. Also, if the learners show willingness in learning, they will achieve better in learning English. In addition, teachers' training and preparation of the lessons play a fundamental role in effective teaching.

Question 03: What do you believe are the most important skills to possess for a teacher working with young learners?

Both inspectors show a positive attitude toward students' language aspects and skills by motivating them to learn the language components, syntax, lexis, and phonetics. Hence, the aspects of teaching English to young learners require the teachers to be aware of the lack of motivation of the learners in learning the English language. In addition, the teacher-learner interaction is an

Chapter Three: Results and Discussion

effective step toward being skilful in teaching English. Therefore, teachers should have a high level of mastery of the language, fluency in pronunciation, broad diction of knowledge and culture, mastery of syntax, and a wise interpretive mind.

Question 04: What is the toughest aspect of teaching English to young learners today?

Given the fact that this question aimed to investigate the toughest aspect of teaching English to young learners today, the interviewees replied that it is through giving much importance to teaching English to young learners using modern learning (technological materials in the classroom like audio-visual aids). Indeed, the significant skills to possess for a teacher dealing with young learners are to be patient, to have teaching competencies, teaching using modern pedagogical equipment (ICTs), to encourage learners with high self-confidence, and motivate them to learn English.

Question 05: Can you discuss any challenges teachers may encounter while teaching English in primary school?

Question five aims to collect data about the inspectors' views on the main challenges that teachers may encounter during teaching English in primary school. Here, the participants mentioned various challenges that EFL teachers face during the teaching process such as:

- the lack of pedagogical materials in primary schools to explain new words for young,
- the lack of visual aids,
- psychological issues,
- the influence of the mother tongue,
- mixing between languages,
- written domain,
- the length of the syllabus,
- And the insufficient time devoted for the English language subject.

Chapter Three: Results and Discussion

Question 06: What should teachers do to overcome those challenges?

This question is designed to ask the participants to list some proposed solutions to overcome those challenges to encourage their students to learn English. According to the finding, the inspectors mentioned different equipment that should be used in order to overcome these challenges:

- preparing effective lessons,
- using pictures, photos, and ICTs,
- being patient in teaching,
- speaking more with the learners using the English language most of the time,
- using the textbook,
- adding extra time when necessary,
- And keeping hope to carry on the session.

Question 07: How can you ensure that the lessons are age-appropriate and engaging for young learners?

This question asks the inspectors to explain how they know that the lesson prepared is age-appropriate and engaging for young learners. Both inspectors affirm that designing activities and tasks according to the student's age, needs and style is the best way to ensure that the lessons are age appropriate and engaging for young learners. In addition, authentic assessment and evaluation require a given period to make true judgments and measure the learners' skills, attitudes, and check their understanding of the lessons.

Question 08: During the teachers' training, have you discussed the different types of teaching strategies? Could you provide us with examples and a brief explanation?

This question aims to gather information about different types of teaching strategies during teachers' training. The interviewed inspectors answered positively saying that in the training sessions, it was important to explain various teaching strategies that help the young learners to learn the new language easily and effectively. EFL inspectors suggested some teaching strategies that should be used in primary school such as listen and repeat, listen and do, listen and answer, role play, simulate, games, listen and choose, and listen and circle. In addition, teachers can use oral interaction and communication depending on the learning style to reach the learning

Chapter Three: Results and Discussion

objectives, learners' final exit profile, and language skills. These strategies lead to better management of the classroom.

Question 09: How can we be sure that these strategies positively affect the student's understanding?

This question aims to know EFL inspectors' opinions about how teachers can notice that these strategies affect the students' understanding positively. There was unanimity in answering this question; the two inspectors answer positively. The results show that to know the positive effects of implementing those strategies on the students' understanding, here, the step of assessment plays a major role in assessing information about the learners' knowledge, skills, understandings, attitudes, and motivation through using oral comprehension and written comprehension activities or tasks for seeking the betterment and improvement in the learning process.

Question 10: According to your personal experience, what have been some of the strategies used to make the teaching of English to young learners more effective?

This question was designed to collect data about the inspectors' insights proposing some strategies to make the teaching of English to young learners more effective. The EFL inspectors' answers were varied. They suggest different strategies that may help in teaching English effectively. The inspectors' responded by saying that there are different effective strategies, which facilitate the teaching and learning of English for young learners such as using audio-visual aids like presenting songs, games, and watching cartoons in English. These strategies will reinforce listening and speaking skills. Moreover, reading stories is a useful strategy in teaching English to young learners at the primary school in addition to using activities, which require working in groups, i.e. cooperative learning for a useful collaborative class environment.

Chapter Three: Results and Discussion

Question 11: What advice do you have for present and future teachers of English working with young learners to ensure their success?

This question is designed to know what inspectors could advise the present and future teachers of English working with young learners to enhance their success. The interviewees mentioned various effective procedures that should be followed by teachers when teaching English to young learners. Examples include the preparation of effective lessons, good rapport with the learners through building a strong relationship with them (friendship), creativity in designing activities, mastering the subject, self-confidence, love for the job, getting satisfied with all its challenges, encouraging your learners to love the subject, be honest and teaching English is an art so be an artist in your classroom.

Chapter Three: Results and Discussion

3.4. General discussion

3.4.1. Classroom observation

The classroom observations were conducted with one English language primary school teacher. The researchers tried to focus on the implementation of teaching strategies in teaching Algerian EFL young learners. The main results showed that the most used strategies were cooperative learning, direct instruction, and writing strategies while other strategies were less employed during the sessions. The results depicted that young learners seemed to be more active when applying cooperative learning, games, drilling, and flashcards teaching strategies.

3.4.2. Teachers' questionnaire

The questionnaire was submitted online to a sample of 24 English Primary School Teachers at different Primary Schools in BBA. The questionnaire is divided into three sections.

The data obtained from section one reveal that the duration of the teachers' teaching experiences varied, with a significant number having less than one year of experience. This indicates a diverse pool of educators contributing to English language instruction. It indicates also that the respondents teach in different locations in the Wilaya of Bordj Bou Arreridj and the average number of pupils they teach is between 40-46 pupils.

Section two presents the teachers' perceptions about the status of the English Language in Algeria. The majority of teachers rated it as moderate, indicating that there is room for improvement and further development. However, teachers recognized the importance of teaching English to young learners, emphasizing its significance in their education. In the third section, the questionnaire sheds light on the teaching techniques and strategies commonly employed by teachers. Role-play emerged as the most frequently used technique, followed by direct instruction, small-group work, and brainstorming. This highlights the diversity of instructional approaches employed to engage and enhance students' language learning experiences. Teachers expressed the belief that a variety of teaching strategies is necessary to improve learners' language skills, with unanimous agreement on the positive impact of these strategies on students' behaviour during lessons. This highlights the importance of implementing diverse instructional techniques to create an interactive and engaging classroom environment. Although teachers generally found the teaching strategies they used to be effective in meeting the needs of their pupils, some expressed partial effectiveness. This suggests the need for ongoing professional development and support to

Chapter Three: Results and Discussion

further enhance teaching strategies and ensure their alignment with learners' needs. Challenges faced by teachers in implementing teaching strategies were predominantly related to overcrowded classrooms, limited time, and a lack of materials. These obstacles hindered the application of various techniques and called for additional resources and support to overcome them effectively.

In conclusion, the findings of the teachers' questionnaire underscore the dedication and commitment of educators to teaching English to young learners in Algerian primary schools. It highlights the importance of continuous professional development, provision of adequate resources, and support to address the challenges faced in the classroom. By considering the perspectives and experiences of teachers, policymakers and educational stakeholders can work towards improving English language teaching practices and creating an optimal learning environment for young learners.

3.4.3. Inspectors Interview

The interview was conducted with two primary school inspectors of the English language. Based on the analysis of the answers, we interpreted the following:

According to the answers obtained from the first inspector, we can see that in Algeria, teaching English as a foreign language is a challenging task for both teachers and learners due to the lack of learners' motivation and the little opportunity to practice the language. In addition, effective teaching of English to young learners should include the oral domain that enables the learners to be fluent in the language. Moreover, EFL teachers face many challenges in teaching English to young learners such as lack of motivation, large classes, explaining new words, lack of visual aids, psychological issues, the influence of the mother tongue, mixing between languages, and others. Moreover, he suggested some ways to overcome these challenges like preparing effective lessons, using pictures and photos, and adapting the tasks according to the learners' age. Furthermore, he mentioned some teaching strategies that can be used in primary school like: listen and repeat, listen and do, listen and answer, role-playing, simulating, games, listen and choose, listen, and circle. Lastly, the inspector affirmed that good preparation and good rapport with the learners can be a useful step for teachers in teaching English as a foreign language.

The data displayed by the second inspector showed that teachers should use a variety of programs and a series of curricula, which have to be designed for different educational purposes following each era's (political) intentions. In addition, he said that teaching and learning are

considered as one process for which teachers should focus on some vital factors that pave the way for better achievements. Indeed, teaching languages goes beyond the language components, syntax, lexis, and phonetics. Thus, teachers are required to be that skilful for the job, with a high level of mastery of the language; fluency in pronunciation, broad diction of knowledge and culture, mastery of syntax, and a wise interpretive mind …etc. The main challenge that teachers encounter in primary school seems to be that it is a bit of rushing to introduce the English language at this level due to the biological development of the learners, as pupils are still not ready to acquire three languages. Therefore, teachers were exposed to discovering and getting accustomed to some basic technical terminology. The inspector advises the teachers of English at primary school to love the job and get satisfied with all its challenges and also to help the learners love their teachers and the subject as well by being honest.

To sum up, according to the inspectors' interview findings, EFL primary school teachers in Algeria should employ skilful strategies in teaching English to enable learners to improve their level and abilities in learning English as a foreign language. This can be interpreted by their deep need for effective type of strategies in learning. Moreover, teachers should highlight the importance of using modern strategies in developing the learners' target language by raising awareness of it and also stress the teachers' responsibility to design useful tasks when assessing learners. Finally, both inspectors asserted that effective teaching strategies are a positive step for enhancing the teaching of English at Algerian primary schools.

Conclusion

This chapter presented and interpreted the results gathered from the classroom observation, the questionnaire, and the results of the interview, which was conducted with two English primary school inspectors. The findings were reported in tables, graphs, and paragraphs. Then, the analysis was followed by a summary that discusses the main findings.

General Conclusion

General Conclusion

This study aimed to explore the extent to which teaching strategies are used in Algerian primary schools; and the teachers' and inspectors' perceptions of the implementation of teaching strategies for teaching EFL to young learners.

To answer the questions raised in this research, a mixed-method approach was adopted for data collection and analysis and a variety of tools have been used. To answer the first question on the implementation of the teaching techniques and strategies, classroom observation was the main tool relied on to carry out this research using a checklist of different items that are related to the field of study. For the second question, an online questionnaire was administrated to twenty-four (24) English primary school teachers. Besides, a structured interview was conducted with two inspectors for gathering more information to check their perceptions on the implementation of teaching strategies to teach EFL young learners.

The results of the classroom observation showed that the teacher implemented different teaching strategies in teaching EFL young learners. In addition, pupils were active and engaged while implementing games, role play, and cooperative teaching strategies, which reveals the efficacy of such techniques in helping pupils' acquisition of the language.

On the other hand, the data obtained from the questionnaire showed that the majority of the teachers believed that despite of challenges they faced, teaching English to young learners is important and that pupils are interested in EFL learning. The findings confirmed that Algerian primary school English language teachers implemented various teaching strategies in the classroom to engage their learners in the lesson. This helped the learners to acquire and improve their FL skills.

Additionally, the interview results confirmed the results obtained from the teachers' questionnaire. The interviewees claimed that EFL primary school teachers should employ skilful strategies to enhance the level of learners, and asserted that effective teaching strategies are a positive step for teaching English at Algerian primary schools. The findings confirmed that the inspectors' perspectives on the use of EFL teaching strategies at the primary level are completely positive.

General Conclusion

In brief, it can be conducted from this study that EFL teaching strategies are implemented in Algerian primary schools. In addition, the findings revealed that teaching strategies are important in teaching English to young learners. Thus, pupils will develop their language proficiency and improve their skills during the lesson.

General Conclusion

Limitations of the Study

Every research study has limitations, and this study is no exception. The following limitations have been identified:

- Limited sample size: The study involves only 20% of English language teachers at primary schools in the Wilaya of Bordj Bou Arreridj, which may not represent all English language teachers in Bordj Bou Arreridj city, and in Algeria. Additionally, only one primary school teacher from Louail El Djoudi primary school in BBA was observed in the classroom and two out of three inspectors of English were interviewed since the third inspector did not accept to conduct the interview. This small sample size may limit the generalizability of the findings.

- Self-reported data: The data collected through the questionnaire and interviews will be self-reported, which may be subject to biases and inaccuracies.

- Social desirability bias: Participants may provide socially desirable answers instead of their true opinions or behaviours, which could affect the validity of the findings.

- The subjectivity of observation: The observation of one English language primary school teacher may be subjective and influenced by the observers' biases and assumptions.

- Time constraints: The study was conducted within a limited timeframe, which may limit the depth and scope of the study.

- Language proficiency: The study focuses on the strategies employed by teachers to teach English to young learners, but the participants' English proficiency levels and experiences in teaching may vary. This variation in proficiency may affect the validity of the findings.

- External factors: There may be external factors, such as the socio-economic background of the participants or the availability of resources that could influence the findings but are beyond the scope of this study.

Delimitations of the Study

Delimitations refer to the boundaries that the researcher sets for the study. In this study, the following delimitations have been identified:

- English language instruction: This study is limited to the teaching of the English language to young learners in Algerian primary schools. The study does not explore other subjects or languages.

General Conclusion

- Primary school level: The study is limited to English language instruction in primary schools. English teaching techniques and strategies used in middle or secondary schools are beyond the scope of this study.

- Exploratory design: The research design used in this study is exploratory, which means that it is meant to explore and generate ideas rather than test hypotheses. Therefore, the findings should not be taken as conclusive evidence.

- Mixed-method approach: The study employs a mixed-method approach, which combines qualitative and quantitative data collection and analysis techniques. While this approach allows for a more comprehensive understanding of the research question, it may not be suitable for testing specific hypotheses.

- Timeframe: The study was conducted within a specific timeframe, which may limit the depth and scope of the study.

- Participants: The study involves only twenty-four (24) English language teachers for the questionnaire, one teacher at the primary school of Louail El Djoudi for the classroom observation, and two inspectors of English for the interview. Therefore, the findings may not be generalizable to other populations or contexts.

Pedagogical Recommendations:

English is the language of scientific development, mass media and the modern technology, also, an international language of communication, business and information technology. Focusing on these benefits, and based on the research findings, the present study offered some pedagogical recommendations for Algerian policy and EFL Algerian teachers.

- English as the language of the modern technology, should be given more important status in Algeria.

- Algerian government should assign experts who are aware of the importance of English in education section.

- Teachers should vary the different strategies to teach young learners.

- Teachers should adopt certain teaching strategies that could meet young learners' different learning styles.

- Teachers should motivate young learners while teaching the English language.

General Conclusion

- Teachers should ask their pupils if they like the way they are taught with, and allow them to express their opinions about the teaching strategies used in their classes without being punished.

- The Ministry of Education should give more time and more sessions to teaching English in the primary schools.

- The Ministry of Education should prioritize investment in teachers' training in EFL teaching.

- The school administration should provide materials and technical support for teachers.

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Appendices

Appendix (A): Classroom Observation Grid

Teacher: _____	Observer: _____
School: _____	Lesson observed: _____
Grade level: _____	Date: _____
Number of pupils: _____	Time:_____

Make input comprehensible	Observed		Comments / Questions
	Yes	**No**	
Is there Teacher-Learner interaction?			
Does the teacher explain everything to the learners?			
Does the teacher use extra materials than textbooks where appropriate to accompany verbal presentation?			
Does the teacher use activities in class to determine whether pupils understand the lesson?			
Improve concentration and Language growth	Observed		
	Yes	**No**	
Does the teacher use a variety of activities to ensure all students are engaged?			
Does the teacher provide the learners with daily or weekly tests to evaluate them?			
Are cooperative and collaborative learning involved in the classroom?			
Does the teacher requires pupils to be active (e.g., completing a task, applying concepts, engaging in the discussion instead of passively listening)			
Employ Learning Strategies	Observed		**Other strategies observed**
	Yes	**No**	
Direct instruction			
Discussion			
Small-group work			
Brainstorming			
Problem-solving			
Cooperative learning			
Role-Play			
Research			
Writing			

Appendix (B): Teachers' Questionnaire

Dear teacher,

We are Master 2 students of English (option: didactics) at the University of Mohamed El-Bachir El-Ibrahimi, BBA. We are conducting a research about the strategies used in teaching English in primary schools. You are kindly invited to answer a set of questions.

Note: In answering the questionnaire, please mark the appropriate box with a tick or a cross and answer the rest of the questions as fully and as sincerely as you can. What matters is that you answer as honestly as possible.

All answers will be highly confidential and you will not be able to be identified from the information you provide. Please, feel free to contact us for any questions or clarification at the following email addresses: (…)

I. GENERAL INFORMATION

1. **How long have you been teaching English?**

Less than 1 year	
1-2 years	
3-5 years	
More than 5 years	

2. **What is the name (s) of the primary school(s) you teach in? Would you please specify the location?**

....

....

3. **What is the average number of pupils in your classes?**

…...

II. TEACHING ENGLISH FOR YOUNG LEARNERS

4. How do you see the status of the English language in Algeria?

Low	
Moderate	
High	

5. Do you think teaching English for young learners is important?

Yes	
No	
I am not sure	

6. Do you find that your learners are engaged in the lessons and are interested in learning English?

Yes	
No	
I am not sure	

7. What materials do you often use besides textbooks to engage young learners in English language learning?

Games and activities	
Songs and chants	
Video resources	
Visual aids (pictures, charts…)	
flashcards	

Others (please specify): ……………...

……………………………………………………………………………………….

8. **What challenges have you faced while teaching young learners?**

I have not faced any challenges	
Different language backgrounds	
Lack of motivation and engagement	
Behavioural issues	
Limited attention	
Limited resources and materials	

Others (please specify): ……………………………………………………………………….

……………………………………………………………………………………………….

III. **TECHNIQUES AND STRATEGIES USED TO TEACH ENGLISH IN PRIMARY SCHOOLS**

9. **Have you had any kind of training on using different teaching strategies to teach young learners?**

Yes	
No	
I am not sure	

10. **Which teaching techniques and strategies do you use most often?**

Direct instruction	
Small-group work	
Cooperative learning	
Role-play	
writing	
Brainstorming	
Problem-solving	
Discussion	
Research	

Other (please specify): …………………………………………………………………….

……………………………………………………………………………………………..

11. Do you think that the use of a variety of teaching strategies is necessary to improve learners' language skills?

Yes	
No	
I am not sure	

12. Do teaching strategies and techniques affect positively on pupils' behaviour during the session?

Yes	
No	

If No, why? ....

……………………………………………………………………………………………..

13. How effective do you feel the teaching strategies you use are in meeting with the needs of your pupils?

Very effective	
Partially effective	
Not very effective	
Not at all effective	

14. What challenges have you faced in implementing teaching strategies in your classroom?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

■ **If you have any further comments to add, please, feel free to write them below.**

………

………

…………………………………………………………………………………

Appendix (C): Inspectors' Interview Questions

1. Can you tell us about your experience in teaching English as a second language?

2. How do you define effective teaching of English to young learners?

3. What do you believe are the most important skills to possess for a teacher of young learners?

4. What is the toughest aspect of teaching English to young learners today?

5. Can you discuss any challenges teachers may encounter while teaching English in primary school?

6. What should teachers do to overcome those challenges?

7. How can you ensure that the lessons are age-appropriate and engaging for young learners?

8. During the teachers' training, have you discussed the different types of teaching strategies? Could you provide us with examples and a brief explanation?

9. How can we be sure that these strategies positively affect the student's understanding?

10. According to your personal experience, what have been some of the strategies used to make the teaching of English to young learners more effective?

11. What advice do you have for present and future teachers of English working with young learners to ensure their success?

Appendix (D): Transcription of the Inspectors' Interview
INSPECTOR 1

12. Can you tell us about your experience in teaching English as a second language?

-In Algeria, teaching English as a second language is a little bit challenging because the learners don't give much importance to it due to the low coefficient and also the less opportunity to practice it outside the classroom, large classes, class management, and lack of motivation, visual aids, lack of materials and less practice of the learned language.

13. How do you define effective teaching of English to young learners?

-The definition of effective teaching English to young learners is the focus on the oral domain which makes them able to listen and speak correctly the language.

14. What do you believe are the most important skills to possess for a teacher of young learners?

-I believe that the most important skills to possess for a teacher of young learners are patience, mastery of the language, and teaching competencies, they know how to build self-confidence in the learners and how to make learners love it.

15. What is the toughest aspect of teaching English to young learners today?

-The toughest aspect of teaching English to young learners is the lack of motivation of the learners and their parents toward the English language.

16. Can you discuss any challenges teachers may encounter while teaching English in primary school?

- The challenges may teachers encounter while teaching English in Primary school are:

- Large classes.
- Ways of explaining the words
- Lack of visual aids.
- Psychological issues.
- The influence of the mother tongue.
- Mixing between languages
- Written domain.
- the length of syllabus is too long
- Insufficient time devoted to the English subject.

17. What should teachers do to overcome those challenges?

- How to overcome these challenges.

- Prepare your lessons in advance
- Use of flashcards, Picture, Photos, and ICTs
- Use the English language most of the time
- Devote some time to the written domain
- Ask for help from the Guidance Counsellor
- Teach from the book and don't teach the book.
- Add extra time when necessary.

18. How can you ensure that the lessons are age-appropriate and engaging for young learners?

- To ensure that the lessons are age -appropriate and engaging for young learners by Adapting the tasks according to the learners' age.

19. During the teachers' training, have you discussed the different types of teaching strategies? Could you provide us with examples and a brief explanation?

Some teaching strategies that can be used in primary school are:

- Listen and Repeat
- Listen and do
- Listen and answer.
- Role play.
- Simulate
- Games.
- Listen and choose
- Listen and circle.
- Drilling

20. How can we be sure that these strategies positively affect the student's understanding?

-To be sure that these strategies positively affect the student's understanding. We should assess learners using oral comprehension and written comprehension activities or tasks.

21. According to your personal experience, what have been some of the strategies used to make the teaching of English to young learners more effective?

Songs, Games watching cartoons in English, and listening and reading stories.

22. **What advice do you have for present and future teachers of English working with young learners to ensure their success?**

Some pieces of advice to future teachers are:

1- Preparation.

2- Good rapport with the learners.

3- Creativity

4-Mastering the subject.

5- Self-confidence.

6- And be an actor on the stage.

7- Teaching is an art so, be an artist.

8- Always smile and smile.

INSPECTOR 2

1. **Can you tell us about your experience in teaching English as a second language?**

Briefly, as I could, and as far as my modest experience in teaching English as a foreign language (40years) is concerned, I find it not that easy to talk about my own experience but what I can simply say that I had the best experience with full satisfaction, stepping through a variety of programs and a series of curriculum which had been designed for different educational purposes following each era (political) intentions. All in all, the truth now reflects really the pedagogical outcome that we clearly can observe in the heart of the Algerian school: primary, middle school, secondary school, and even higher levels as the specialized institutes and universities; I.e. an Algerian highly qualified staff of English language with satisfactory educational *competences.*

2. **How do you define effective teaching of English to young learners?**

Well, that's a bit difficult task to find out a sharp definition of effective teaching of English to young learners but still to say that teaching and learning are one process. Therefore, the efficiency of teaching young learners depends on some vital factors that pave the for sure serve for better achievements. The Learners' readiness and willingness play undoubtedly a fundamental role in the practice of the foreign language taking into account the finalities of such a pedagogical new process (Learning English)!

Efficiency or effectiveness then, on another hand, relies on the quality of teachers and their basic qualifications (not only official certificates) which means their preparation and the professional pieces of training that can equip them with necessary skills and teaching techniques namely class management, psychological rapport with learners and above all serenity and complete devotion within the noble mission of teaching.

3. **What do you believe are the most important skills to possess for a teacher of young learners?**

Up to what I believe, we cannot exactly limit and shape the most important skills that a teacher of young learners needs to (have/ possess/ master) because teaching a foreign language is totally from teaching mathematics or physics (techno fields).

We all do agree that teaching languages go beyond the language components, syntax, lexis; and phonetics. Literature with its emotional aspect in most times comes to influence the classroom interaction as an apparent human mutuality between teachers and learners.

Thus and certainly, a teacher is required to be that skilful for the job (the mission), with a high level of mastery of the language; fluency in pronunciation, broad diction of knowledge and culture, mastery of syntax, and a wise interpretive mind, etc.

4. **What is the toughest aspect of teaching English to young learners today?**

Concise and precise, the toughest aspect of teaching not only for young learners, is disinterest due to the vast gap between the family and the society on one side and the school on another side! Despite the fact that school nowadays witnesses greater modernizing changes whether at the level of human competencies or at the level of pedagogical equipment (teaching modern materials).

5. **Can you discuss any challenges teachers may encounter while teaching English in primary school?**

The main challenge that teachers may encounter in the primary school seems to be that it is a bit of rushing to introduce the English language at this level due to the biological development of the learners, still not ready to acquire three languages (four languages in some specific areas) at once with the prominent domination of L1 (mother tongue language)!

Without forgetting the lack of didactic materials in primary schools mainly those in the far countryside.

6. What should teachers do to overcome those challenges?

My advice to my colleagues' teachers is just to love their mission, start small, be patient and keep hope to carry on their mission because nothing is given for free!

7. How can you ensure that the lessons are age-appropriate and engaging for young learners?

This kind of (assessment/evaluation) requires a given period to make true judgments. The project is still fresh to be measured or even discussed because more and more it needs a series of indicators that may help the appropriate project assessment.

8. During the teachers' training, have you discussed the different types of teaching strategies? Could you provide us with examples and a brief explanation?

Yes, sure!

The training workshops are intended to help the teachers get acquainted with the learning styles and strategies inspiring different resourceful didactic orientations such as Bloom's taxonomy and... With a priority to the newly implemented procedures that target oral interaction and communication well designed by the famous (CBA) Competency-based approach.

Teachers were exposed to discover and get accustomed to some basic technical terminology:

Learning objectives / Learner's final exit profile / Sequence rubrics/ different skills / Management/ Oral and written domains / V.A.K.T and so on.

9. How can we be sure that these strategies positively affect the student's understanding?

Here, again it happens by the end of the assessment whether oral interaction or written production that we to a given extent evaluate the level of our teaching (the strategies we adopted) and the level of learning efficiency. The final outcome shows off somehow if we should readjust, moderate, regulate or totally change the teaching-learning process seeking betterment and improvement.

10. According to your personal experience, what have been some of the strategies used to make the teaching of English to young learners more effective?

Learning by doing within a collaborative class environment (communication occurs certainly).

11. What advice do you have for present and future teachers of English working with young learners to ensure their success?

My own humble device was and still: **Love** the job and **get satisfied** with all its challenges and **help** your learners love you and love the subject. Just be **honest!**

الملخص

اللغة الإنجليزية هي لغة العالم الحديث. فهي اللغة الأكثر استخداما في العالم، وهي لغة التطور والتكنولوجيا. مما جعل العديد من الدول تسعى لإدراجها ضمن منهاجها الدراسي، من بينها الدولة الجزائرية التي أعلنت حكومتها انطلاقا من السنة الدراسية 2022/2023 سيتم تعليم اللغة الإنجليزية لأقسام السنة الثالثة في المدارس الابتدائية. الغرض من هذه الدراسة هو استكشاف إلى أي مدى يتم تطبيق استراتيجيات تدريس اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية الجزائرية، وكذلك آراء المعلمين والمفتشين حول تطبيق هذه الاستراتيجيات لتعليم الأطفال. هذه المذكرة مقسمة إلى ثلاث (03) فصول رئيسية. من أجل إجراء هذا البحث، تم الاعتماد على نهج مختلط يجمع بين الأساليب النوعية والكمية لجمع البيانات وتحليلها. كما استخدمت ثلاثة (03) وسائل بحث لجمع البيانات: الملاحظة المحايدة مع معلمة اللغة الإنجليزية بابتدائية لوعيل الجودي بولاية برج بوعريريج، وإستبيان تم توزيعه عبر الإنترنت على أربع وعشرون (24) معلما للغة الانجليزية في الابتدائي بمختلف بلديات ولاية برج بوعريريج، بالإضافة إلى إجراء مقابلة من أحد عشر (11) سؤالا مفتوحا مع اثنين (02) من مفتشي اللغة الإنجليزية للطور الابتدائي. أشارت النتائج إلى أن المعلمين يولون أهمية لتطبيق استراتيجيات التدريس ولكن درجة الأهمية تختلف من معلم لآخر. كذلك أظهر التحليل أن معلمي اللغة الإنجليزية إما ليسوا على دراية بجميع استراتيجيات التدريس أو يهملونها فقط ويستعملون الطرق التقليدية. ومنه، ينبغي للمعلمين تطبيق استراتيجيات تعليمية مختلفة في أقسامهم الدراسية لتحسين احتياجات ومهارات الطلاب ومساعدتهم على تحسين كفاءتهم اللغوية.

Résumé

L'anglais est la langue du monde moderne. C'est la langue la plus couramment utilisée dans le monde, la langue de l'évolution et de la technologie. Cela a conduit de nombreux États à chercher à l'inclure dans le programme de leurs enseignements. Parmi eux, l'Etat algérien, dont le gouvernement a annoncé que dès le début de l'année scolaire 2022/2023, l'anglais sera inclus dans l'enseignement primaire pour la troisième année. La présente étude vise à explorer le degré d'application des stratégies d'enseignement de l'anglais langue étrangère (ALE) dans les écoles primaires Algériennes, ainsi que les points de vue des enseignants et des inspecteurs sur la mise en œuvre de ces stratégies pour l'enseignement aux jeunes apprenants. Pour mener à bien cette recherche, une approche méthodologique mixte combinant les méthodes qualitatives et quantitatives de collecte et d'analyse des données a été adoptée. Pour ce faire, trois (03) instruments de collecte de données ont été utilisés. Une observation a été faite avec une enseignante d'anglais de l'école primaire Louail El Djoudi dans la ville de Bordj Bou Arreridj en utilisant une liste de contrôle, un questionnaire a été soumis en ligne à vingt-quatre (24) enseignants d'anglais dans des différentes écoles primaires à Bordj Bou Arreridj, et un entretien structuré – avec onze (11) questions ouvertes – a été mené avec deux inspecteurs d'anglais des écoles primaires. Les résultats indiquent que les enseignants accordent de l'importance à la mise en œuvre des stratégies d'enseignement, mais le degré d'importance qu'ils accordent à chaque stratégie varie d'un enseignant à l'autre. L'analyse des données a aussi montré que les enseignants d'ALE dans les écoles primaires ne connaissent pas toutes les stratégies d'enseignement ou les négligent lorsqu'ils enseignent. Les enseignants devraient donc mettre en œuvre diverses stratégies d'enseignement dans leurs classes afin d'améliorer les besoins et les compétences des élèves et de les aider à améliorer leur maîtrise de la langue.