

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Abdelhamid Ibn Badis Mostaganem
Faculty of Foreign Languages
Department of English



The strategies Used by Primary School English Teachers in Teaching Third Grade Children

A Dissertation submitted in fulfillment of the Requirements of Master's degree in "Sciences du Language"

Submitted by: Boukhadia Hind

Board of Examiners

Dr. KaidOmar Zohra Latifa	Supervisor	University of Mostaganem
Dr. Maaroufi Soumia	Examiner	University of Mostaganem
Dr. Benyoub Malika	President	University of Mostaganem

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DEDICATIONS

A deep gratitude to the two who supported me my entire life, the two who prayed and believed in me to get to this moment now before it happens.

To my grandpa BASHIR, may he rest in peace, and grandma REKAIA, may God protect her always.

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ABSTRACT

In recent years, there has been a growing interest in understanding the strategies employed by English teachers in teaching young learners. This study aims to investigate the various strategies used by primary teachers to facilitate language learning among third grade children. Based on an observational data collected from two English classes at primary schools, a thematic analysis was conducted. The analysis uncovered several key strategies employed, such as songs, drills, Visual aids, storytelling, games, and realia. Applying these strategies successfully captivated the attention of young students and improved their comprehension and memory retention of concepts, with effectiveness varying according to students' learning preferences, cognitive capacities, and cultural background. These results provide insights into pedagogical strategies that can aid in fostering early language development in young learners.

Key Words: Primary English teachers, Young learners, the strategies used.

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General Introduction

GENERAL INRODUCTION

Today, Algeria is placing significant emphasis on attention towards English as a foreign language in primary school education. The Country has implemented a new, comprehensive English language Curriculum aimed at fostering English proficiency from an early age to prepare students for a path of success in a global world.

Proficiency in English provides Algerian youth with a competitive edge through facilitating international collaboration higher education access, and employment opportunities. Furthermore, it fosters Cross-cultural understanding and allows for the exploration of diverse perspectives.

As Algeria works on diversifying its economy, speaking English becomes a significant advantage by enhancing communication with international partners and expanding economic prospects. As a result, the instruction of English language to young learners holds great significance, particularly within primary educational institutions.

To ensure a gradual transition to English proficiency, Algerian primary school teachers must invest considerable effort in establishing the basics for young English learners. The strategies employed by teachers in this process have a major influence on the linguistic progression of young learners. And by considering that primary school is a pivotal period for language acquisition and development, the efficacy of these strategies affect the learners' linguistic advancements in terms of communication skills and academic success. In this light, this research attempts to investigate the teaching strategies used by Algerian primary school teachers during such a critical stage, which is concerned with the children studying in the third level of primary school education.

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Teaching English in primary schools has been a subject of extensive research, with numerous studies investigating various aspects of language instruction for young learners. Studies have emphasized the importance of applying a communicative approach in English teaching at the primary level, which focuses on utilizing language in genuine situations and fostering substantial communication among learners.

Additionally, research has explored the integration of technology in English education at primary schools, demonstrating its potential as a beneficial tool for language learning by offering engaging opportunities for young learners to enhance their language skills. Furthermore, prior research on teaching English in primary schools has yielded valuable perspectives on effective language instruction for young learners by commencing language instruction at a young age, implementing a communicative approach, offering teachers sufficient training, and integrating technology into language education, primary schools have the capability to establish a nurturing and interaction language learning atmosphere for their learners.

In essence, this research seeks to fill the gap in the existing literature regarding the specific strategies utilized by primary school English teachers in the teaching process of third grade children. By analyzing the instructional techniques, classroom practices, and approaches employed by teachers to promote the development of English language skills in young learners, this study aims to provide valuable insights into the intricacies of early language acquisition in the primary school setting. Moreover, it is expected that the findings of this research will contribute to the advancement of knowledge in the field of early childhood language education and guide practical strategies to enhance the quality of English language instruction for third grade children.

This research attempts to explore and answer the below research questions:

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1. What teaching strategies do primary school English teachers employ to teach third grade children?
2. Do primary school English teachers make a supportive and interesting atmosphere to help third grade children acquire English?

The following hypotheses are suggested to answer the previous questions:

1. From the strategies that primary school English teachers use:
Storytelling, songs, pictures, drills, games etc.
2. Primary school English teachers can create a supportive and interesting atmosphere by providing all children with an opportunity to participate in the activity. To enhance achievement, the teacher can give rewards to the children who participate such as candy, chocolate or a plus mark.

This thesis consists of three chapters. Starting by a general overview of the fundamental aspects of the entire research purpose, including the research gap, research inquiries and hypotheses. Chapter one, comprising the literature review, illuminates prior research works, theories, methodologies and obstacles related to the teaching process of young children. The second chapter delineates the data collection methods, sample characteristics, participant details and tools employed. Finally, the third chapter describes the results and discoveries derived from the analyzed data, concluding with summary with highlights the research findings that address the primary research question.

**1. Chapter one:
Literature review**

1.1. Introduction

Teaching English language to young learners has attracted considerable attention in recent years, owing to the signification of acquiring language skills at an early stage. The purpose of this literature review is to examine the diverse techniques employed by primary school English teachers to facilitate teaching languages skills among children who are in the third level. By comprehending the various methodologies and approaches utilized in language teaching educators can acquire valuable insights into the strategies that foster efficient learning in young learners.

1.2. Theories of language teaching

Language teaching is a multifaceted and fascinating process by which children gain ability to comprehend and express themselves through both verbal and non-verbal symbols. Scholars have extensively examined the progression of language skills in children and proposed distinct theories to explain this phenomenon. The behaviorist theory, the nativist theory, the interactionist theory and the social-pragmatic theory constitute the four main frameworks of language teaching.

Each theory presents distinctive viewpoints on the mechanisms by which children acquire language, emphasizing various factors such as environmental influences, innate capacities, social interactions and pragmatic consideration.

The behaviorist theory of language teaching proposed by B. F. Skinner asserts that language is obtained through a process of stimulus response reinforcement. According to this theory, children acquire language by being exposed to linguistic stimuli in their surrounding and subsequently imitating or repeating the reinforced words and phrases.

Behaviorist theory emphasizes that young children learn their first words through interactions with others, particularly their mothers and those around them, and the process involves the use of role models, as well as activities like rewards, imitation and other positive verbal reinforcement (Florim Ajdini, 2021). Skinner held the conviction that language acquisition is solely influenced by the environment and conditioned learning.

The nativist theory suggests that children have an inherent biological ability to acquire language. Noam Chomsky, a prominent advocate of this theory, proposed that each child is born with a Language Acquisition Device (LAD), a mental mechanism designed specifically for learning language.

"The term «innate» also requires comment. For a first approximation, it means « present at birth ». However, it is customarily used more broadly to denote a characteristic that appears automatically in the course of an organism's development, whether before or after birth. For instance, the number and the organization of human teeth, which develop after birth, can be said to be innate (Jackendoff, 2002, p.72).

Chomsky also highlighted the importance of universal grammar, proposing that specific linguistic principles and structures are ingrained in the human brain. According to the nativist theory, children have a built-in capacity to understand the fundamental rules of language and form original sentences, rather than just imitating what they hear. It is evident that children's understanding of grammar cannot be solely attributed to the language they are exposed to; they are somehow influenced in their comprehension of which structures may be considered grammatical (Taki Flevaris, 2003).

The interactionist theory, also referred to as the social interactionist theory, is a synthesis of the behaviorist and nativist theories. Lev Vygotsky place great emphasis on the cultured and social factors that contribute to language teaching.

From the interactionist perspective, language development occurs through social interaction and collaboration with others. Vygotsky (1978) emphasizes that while biological factors imitate a child's mental development, social and cultural influences play crucial role in shaping higher mental activities like problem solving, logical thinking, memory and attention. Vygotsky introduces the Zone of Proximal Development (ZPD) as a key concept, highlighting the difference between a child's development without adult assistance and their development with support from adults and peers (Alharbi Jamilah, 2023). According to this theory, language teaching relies on social interaction, cultural context and the active participation of the child.

The fourth theory is social-pragmatic theory. Bruner (1983) emphasizes the significance of language utilization for social communication and problem-solving, acknowledging the practical and adaptable aspects of acquiring language. Bruner posits that children acquire language through active engagement in social contexts, enabling them to comprehend their experiences and satisfy their communicative requirements.

The social-pragmatic theory asserts that language development is driven by children's aspiration to engage and communicate effectively with others, rather than simply absorbing grammatical regulations. According to Tomasello (2000), contemporary theories on vocabulary acquisition are largely insufficient in their consideration of the social-pragmatic aspects of language teaching as a whole, and in particular, word learning.

1.3. Previous Studies

Teaching English language to the third grade children is a complex process that necessitates the implementation of efficient instructional strategies, supportive learning environments and collaborative efforts between educators and parents.

According to Kuhl (2004), the early exposure and interaction with language are essential factors in influencing a child's linguistic abilities. Infants possess the capability to distinguish and organize speech sounds from different languages, but this ability decreases with age. Therefore, early language exposure is vital in the development of proficient pronunciation and language processing skills.

Multiple strategies have been established to address the individualized requirements and cognitive preferences of young children. Among these, the Communicative Language Teaching (CLT) strategy stands out as an influential approach, prioritizing genuine and purposeful interaction in the language teaching process (Richards & Rodgers, 2001). This strategy centers on interactive language usage, situational contexts and meaningful communication, offering particular advantages for young learners in their language development.

An additional frequently employed strategy for instructing the English language to children is the Total Physical Response (TRR) technique, which highlighted the utilization of physical movement and action in the process of language teaching (Asher, 1969). TRR proves to be especially efficient when it pertains to young children since it capitalizes on their inherent inclination towards physical interaction and play. Through connecting language with bodily movement, TRR creates a multisensory learning experience that enhances language retention and comprehension in young learners.

Moreover, storytelling not only mesmerizes the children's imagination but also acquaints them with genuine language usage within a narrative framework. According to Egan (1986), the utilization of storytelling and language games has been acknowledged as efficacious techniques for instructing the English language to young learners. Language games also present an entertaining and captivating platform for children to refine their language abilities while relishing the educational experience. Mahmoud claimed: "Learning English through

games offers children a great opportunity to develop speech, language and listening skills." (P.17, 2022)

Leveraging the influence of games on young learners can be a valuable educational strategy in modern pedagogy, as it facilitates engagement with course materials and fosters heightened verbal interaction to enhance vocabulary acquisition in the English language.

1.4. Strategies used to Young Children

Teaching young children requires a unique set of strategies to facilitate their learning and development. The learning atmosphere is essential for successful pedagogy with young children. A positive and simulating environment fosters engagement, motivation and a sense of belonging. And in order to establish such a content, educators should arrange the classroom to encourage experimentation, cooperation and independence. Due to the significance of early childhood in establishing a groundwork for environmental sensitivity, interest and behavior in the future. Early Childhood Environmental Education (ECEE) is perceived as a distinctive type of environmental education that impacts the development of diverse approaches and philosophical beliefs (Ernst & Burcak, 2019).

A well-known strategy for young children which is hands-on activities. Participating in such activities enable them to investigate, test and understand the environment surrounding them. Hands-on activities involve using manipulative, real-life objects and interactive materials to create meaningful learning experiences. For instance, "Drawing a picture while listening" or "Coloring in the clown's clothes while listening", involve the art of drawing or coloring. Different exercises also entail diverse actions, such as ticking or circling and may necessitate some written responses, for example distinguishing between true and false statements (Abduh Amirullah, 2016).

Utilizing technology in the early childhood education setting is another strategy that can be beneficial. The inclusion of technology in the classroom facilitates individualized, interactive and stimulating learning encounters. Tailored educational software and applications developed for young children have the potential to enrich their educational journey and foster digital literary and critical thinking skills. Teachers should be discerning in their choice and implementation of technology resources that are Congruent with the cognitive capacities and developmental requisites of young children, and the activities ought to be designed, interactive, captivating and suitable for the children's age group. Vircks (2017) explained in his research paper "Technology and young children" the importance of intentionality and monitoring when allowing children to use technology. It confirms the need for teachers and parents to ensure that children are benefiting from technology use and to evaluate whether the intended outcomes are being achieved. Vircks also claimed that if children are not making progress by using technology, then a different approach to instruction may be necessary, or the digital tools being used might not be effective for a particular child.

1.5. The Barriers of teaching young Children

English is widely recognized as a global language, but for young children, it can be challenging due to several barriers.

1.5.1. Limited Exposure:

Young children might encounter difficulties in learning English if they do not have enough exposure to the language. Children raised in non-English-speaking environments may struggle to develop proficiency in English, which could result in delays in vocabulary development, understanding sentence structure and overall language fluency.

1.5.2. Cultural and Linguistic Differences:

Children from diverse cultural backgrounds may struggle with English grammar, idiomatic expressions and phonetic variations. Additionally, differences in alphabets, pronunciation and sentence structure can obstruct children's ability to understand and use English.

1.5.3. Lack of Motivation and Engagement:

The lack of motivation or failure to engage in language learning activities can hinder children's progress. Negative experiences, disinterest or boredom may reduce a child's enthusiasm for learning, ultimately leading to slower acquisition and decreased proficiency in the language.

1.5.4. Absence of Learning Resources:

Limited access to resources like books, multimedia and educational tools can restrict children's exposure and obstruct their language development, ultimately affecting their vocabulary expansion and understanding of complex grammatical structures.

1.6. Conclusion

The literature review sheds light on the complexities and significance of investigating the strategies used by primary school English teachers in the teaching third grade children. The examination of language teaching theories underscores the importance of comprehending the cognitive and social mechanisms that underlie language acquisition during early childhood years. Previous investigations have contributed valuable insights regarding teaching strategies for young learners, emphasizing the importance of interaction, meaningful engagement and scaffolding in language teaching. Nevertheless, the literature also highlights various barriers that may impede the teaching process,

including cultural and linguistic differences, environmental factors and the necessity for a supportive language learning environment.

2. Chapter Two: Research Method

2.1. Introduction

While the previous chapter set the background of the present study, this chapter focuses specifically on the research strategies that will be employed to study the language acquisition process of third grade children in primary school English classes, including the sample, the research tools employed to collect data and strategies used to analyze them.

2.2. Research method

The purpose of this study is to examine the strategies utilized by primary school English teachers to teach third grade children. Consequently, a qualitative research method best fits to achieve this aim as it probes into the teaching techniques applied in the EFL classroom.

In order to address the research questions, an observation will be utilized. The first research question involves capturing detailed accounts of the specific techniques, strategies and approaches employed by English teachers in the classroom setting, using notes and detailed information about the observed teachers. The second research question will require conducting a combination of observations in the same classroom to understand how teachers establish an enjoyable environment in their English language lessons for third grade learners.

Finally, in order to examine the strategies employed by English teachers in creating a supportive atmosphere for the language acquisition of third grade children, a classroom observation will be conducted to analyze the reactions and involvement of the young learners. Qualitative data analysis techniques will be utilized to identify recurring patterns and themes within the data, providing a rich and detailed understanding of the strategies employed by primary school English teachers in facilitating language acquisition among third grade children. Additionally, this analysis aims to provide insight into the dynamics of the

classroom, interactions between teachers and students and the strategies employed to foster a supportive and engaging learning environment.

2.3. Research sample/participants

The research sample consists of two English teachers from two different primary schools and their third grade students. The participants included 36 children studying in Koullal Eh-Chikh, El-Hmadna and 39 children studying in Nowar Abdel Kader, El-Hmadna Bourekba. Their ages range between 7 and 9 years old and they were chosen at random, with no consideration given to age, gender, or background knowledge. By creating a diverse sample of both teachers and students, the research aims to capture a holistic view of the strategies used in the English acquisition process for third grade children in primary school settings.

2.4. Research tools

The tool involves a structured observation of four sessions conducted in two primary schools with two English teachers with their students. The sessions will be observed using an observation checklist designed to capture the different aspects of the teaching strategies, classroom interactions and types of learning activities utilized by the teachers.

2.5. Procedure

Data were collected by observing teachers from two primary schools, Koullal El-Chick and Nowar Abdel Kader in El-Hmadna, focusing on the strategies and materials used in the classroom during 8 sessions involving third grade students. The observation consisted of four sessions, each lasting 45 minutes, and the observation sheet was prepared beforehand to facilitate ticking and note-taking. The teachers were informed and asked for their permission before the observation sessions.

2.6. Method of data analysis

A thematic analysis is used to allow the identification of key themes and patterns within the observation. According to Braun and Clarke (2012), thematic analysis (TA) is commonly employed qualitative data analysis technique recognized for its accessibility, flexibility and increasing prevalence. Also proficiency in TA enables qualitative researchers to develop essential skills required for using alternative qualitative data analysis methods.

To conduct thematic analysis, the notes taken during the observation were read through and revisited in its entirety several times. Then the data reviewed and identified as codes related to the strategies used by the teachers. These codes included pictures, games, repetition, storytelling and songs to engage the students and facilitate learning. Once the codes are identified, the last will be organized and categorized into themes such as visual, auditory, kinesthetic, and memory aids. After the data is categorized, it will be verified to ensure that themes reflect the underlying data.

Subsequently, the data will be analyzed by exploring the connection between the different themes and deriving conclusions about what are the strategies used by the primary English teachers.

2.7. Conclusion

This chapter highlights the tool of collecting data about the various strategies used by primary English teachers to teach third grade children. An observation was conducted to observe the various strategies employed by English teachers in assisting third grade students with language acquisition. The chapter also delineates the methodology employed in data analysis to derive results. The subsequent chapter will contain the presentation of these findings and data analysis.

3. Chapter Three: Findings and Analysis

3.1. Introduction

This chapter examines the specific strategies employed by primary English teachers in assisting third grade children in their language acquisition process. It describes the teaching strategies and resources utilized by teachers and assesses its impact on children's learning outcomes. In addition to suggested recommendations on strategies that could benefit young learners but might have been overlooked or underutilized by teachers .

3.2. Description of the findings

Data obtained from classroom observation indicate that drills are the most frequently utilized strategy among the other used strategies. English teachers incorporate drilling into their instructional sessions to assess the retention of previously covered material by students. For instance, the teacher shows various toys to young learners to learn about their type and color. Later, the teacher encourages them to repeat the information multiple times to help them remember.

Many researchers in the field of language teaching have explored the effectiveness of drills as a strategy of teaching young learners. A study conducted by Jonson et al (2017) examined the impact of drills on language learning in young children. The study revealed that children who engaged in repeated language exercises exhibited enhanced performance in vocabulary test and comprehension tasks compared to children who did not engage in such repetitive activities.

Furthermore, the observation demonstrates that apart from drills, teachers employ visual aids that facilitate children in acquiring a greater number of words and comprehending their meanings through the use of pictures. Teacher A displayed four pictures on the board and wrote their names in the corresponding line randomly as follows: "Building", "House", "Garden", and "Doll". Then the

teacher A verbally pronounced the first word while learners identified which picture it represented. Meanwhile, teacher B utilized a different approach to instruct young learners on pronouncing English sounds such as /ai/ and /ei/. Teacher B drew a rope on the board and attached various pictures to it, each accompanied by its name as follows: “Game”, “Cake”, “Bike”, and “Mice”. Then teacher B repeatedly pronounced the first word to prompt the young learners to identify the spoken sound.

One of the main advantages of using pictures to teach English to young children is that they can help make the language more meaningful and memorable, as a research has shown that visual aids can improve retention and recall of information by up to 65% (Lester, 2014).

The data also showed that teachers use interactive strategies as storytelling, songs, and games. Storytelling is a dynamic and engaging way to transmit knowledge and values to young children. Teacher B employed this strategy to educate young children about how words can represent different places. In a brief story, a simple conversation takes place where one friend asks where the other is, the conversation as follows:

- Friend (a): Where are you ?
- Friend (b): Iam in **France** with my family.
- Friend (a): Oh! It is a beautiful country.
- Friend (b): Where are you ?
- Friend (a): Iam in **America** with my brother.
- Friend (b): It is also a wonderful country.

By using this short dialogue from the story, teacher B aimed to teach learners about a part of vocabulary consists of “Countries”. Storytelling demonstrated an evident interest among children, as they were all attentively engaged with

teacher B, striving to interpret the story's message and particularly the brief dialogue.

Games are another strategy used by the two English language teachers. In teacher A's classroom, a game called "Ask and reply" was implemented. In this game, Teacher A allowed each child to choose a friend to converse with. The two children stood in front of everyone holding their favorite toys, initiating a conversation where one child asks about the other's favorite toy and its color as it follows :

- Child (a) : What is your favorite toy ?
- Child (b) : My favorite toy is a (Doll, car, teddy bear, ball etc).
- Child (a) : What is its color ?
- Child (b) : Its color is (Red, yellow, green, brown etc).

Then this dialogue is repeated in reverse roles, in which the child (b) is the first to ask while the child (a) is the one who answers. Additionally, teacher B utilized the game "Draw on my back", where a selected child stood in front of classmates with their back to teacher B; who drew an imaginary letter on the child's back, then asks the child to guess the letter.

Such a strategy has significantly boosted motivation and engagement among children, leading to increased participation in the activity. Moreover, it has strengthened their ability to recall the message of the lesson more effectively.

Using songs as a strategy to capture the attention of children in a classroom setting was exemplified by teacher B during a session titled "Listen and repeat". In this session, the teacher utilized an audio device connected to a computer to play a video of the alphabet song in English (A, B, C, D etc), promoting all the learners to sing along. This practice proved effective in enhancing the memory of young learners and preparing them quickly to grasp vocabulary and grammar in subsequent sessions.

Another instructional technique observed in both classrooms was the use of realia. This strategy was employed by teachers A and B, with teacher A instructing young learners to bring their favorite toys to class, while teacher B assigned children to create a handcrafted model of their favorite toys at home as a graded project. By incorporating tangible objects into their vocabulary lessons, data showed that young learners were able to a connection between the physical object and the corresponding word, leading to enhanced recall and comprehension.

As Brown (2000) claimed: “It takes very special person to be able to teach children effectively” (p.90). Teaching children effectively necessitates distinct qualities that not every teacher possesses. It requires empathy, creativity, sincere love, and patience to choose effective strategies for children’s development.

3.3. Recommendations

Numerous recommendations exist for innovative approaches that can assist teachers in facilitating the learning process of young learners.

One important recommendation for teachers is to utilize technology as a tool to enhance the learning process. Technology can provide children with access to a wide range of resources and information, and can also help to make learning more interactive and engaging. For example, teachers can use educational apps, online videos, and virtual reality simulations to help young learners better understand complex concepts and engage with the material in a more interactive way. An additional suggestion is the implementation of project-based learning as a means for teachers to effectively enhance students learning outcomes.

Project-based learning allows children to directly apply their knowledge to real-world situations, fostering the cultivation of critical thinking, problem-solving,

and collaboration abilities. By integrating such experiences into their teaching strategies, teachers can facilitate a deeper understanding of the subject matter among students, there by equipping them with essential skills for academic and professional achievements in the future.

3.4. Conclusion

The findings and analysis chapter of this research discuss the main results regarding the strategies used by primary English teachers. The research has shown that teachers utilize various strategies such as visual aids, games, songs, drills, and storytelling to engage children and enhance their language skills effectively. Moreover, the chapter offers recommendations for teachers, including the integration of technology and projects based learning. Overall, it is proposed that primary English teachers have a crucial role in supporting the language development of young learners. By implementing creative teaching strategies, teachers can assist children in establishing a solid foundation in English language skills during their formative years.

General Conclusion

In the period leading up to 2024, English was not included in the curriculum of primary schools in Algeria. However, English emerged as a global language relevant in various sectors including business, science, tourism, and education. Consequently, Algeria made the decision to introduce English language instruction at the primary level beginning in 2024, aiming to cultivate a future generation proficient in this international language and dedicated to advancing the country across multiple sectors.

Hence, this study aimed to explore the methodologies employed by primary school English teachers in instructing young learners, commencing from the basic level suitable for children, namely the third grade. Through the collection of qualitative data via observation, the results of a thematic analysis indicated that primary teachers utilize a variety of strategies in a transformative manner to educate young learners in the English language.

Findings showed that children require a combination of strategies to effectively learn English as a secondary language. Teachers employ techniques such as songs, drills, storytelling, games, visual aids, and real-life objects to cultivate a conducive and stimulating learning environment that helps children comprehend and master the fundamentals of grammar, vocabulary, and language development in English language. Additionally, third-grade learners possess the ability to learn languages, such as French language, particularly in a classroom environment that incorporates various tools and strategies implemented by the teacher. This enhances the teaching process, making it more accessible and engaging for young learners.

This study has filled a gap in education by investigating the useful strategies used in primary schools to teach third-grade learners. However, further research may be necessary to explore the strategies required to assist specific learners in acquiring the English language at a young age, as there are instances where

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these strategies may not be beneficial or effective for individuals facing challenges within the educational process.

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Appendices

Appendix 01:

The Observation Sheet

<p>School: Koullal El Chikh, El Hmadna.</p> <p>Teacher's name: Harchi Habiba.</p> <p>Gender: Female</p> <p>L1: The favorite toy</p> <p>Lessons: L2: Four tasks.</p> <p>L3: Three tasks.</p> <p>L4: The test.</p>	<p>Materials: The board, color markers.</p> <p>Level: Third grade.</p> <p>Session's number: (4)</p> <p>Learners' number: 36</p>
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sessions	Date/Hour	Methods							Notes
		repetition	drawing	Story telling	pictures	rewards	games	songs	
S1	Tuesday 20/02/2024 8:00 – 8:45	✓						✓	Each child brought his/her favorite toy with him/her in the classroom.
S2	Sunday 25/02/2024 8:45 – 9:30	✓					✓		Each child brought his/her own slate. Each one have to write his/her own answer of the written task on the board.
S3	Tuesday 27/02/2024 8:00 – 8:45	✓					✓		Each child has his/her own role in answering one question on the board.
S4	Sunday 03/03/2024 8:45 – 9:30								Each child pulls up three papers that contain words they try to pronounce them.

Appendix 02:

The Observation Sheet

<p>School: Nowar Abdel Kader, El Hmadna Bourekba.</p> <p>Teacher's name: Yousfi Bakhta.</p> <p>Gender: Female</p> <p>L1: I play roles.</p> <p>Lessons: L2: Listen and repeat.</p> <p>L3: Read and discover /a/.</p> <p>L4: Read and write.</p>	<p>Materials: The board, color markers, stickers.</p> <p>Level: Third grade.</p> <p>Session's number: (4)</p> <p>Learners' number: 39</p>
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sessions	Date/Hour	Methods							Notes
		repetition	drawing	Story telling	pictures	rewards	games	Songs	
S1	Sunday 25/02/2024 8:00 – 8:45	✓		✓	✓		✓		Phone strategy: WH question: Asking about where are you?
S2	Tuesday 27/02/2024 8:45 – 9:30	✓			✓			✓	The teacher gives them a project to make hand craft of their favorite toy.
S3	Sunday 03/03/2024 8:00 – 8:45				✓				An exercise in the school book page 42 about circling sounds /a/. Writing in copybook.
S4	Tuesday 05/03/2024 8:45 – 9:30	✓			✓		✓		Using the slate and the copybook to write small and capital letters: C, D, A, E, G.