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Section of English



Topic

*The Effective Method Used To Teach And Learn
English At Primary Schools In Naama Province*

Dissertation Submitted to the Department of English as a Partial Fulfilment of
the requirement for the degree of Master in Linguistics

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Dedication

Above all, thanks to ALLAH who guided me on the right path.

*I dedicate this modest work which is the fruit of all my years of
study:*

*To my sun who fought for me "my mother " kADDOUR
Karima .*

*To my lunar who supported me in all stages of my life
KADDOUR Belkacem*

*To my lovely sisters, Nour El houda , kadidja ,Riham
,Yasmine and Amani .*

To my dear brothers, Abd el Hamid and Adb el moamen

*To all my friends, who encouraged me to complete this work,
kharwla , Nardjess ,Marwa ,youssra and Fatima zohra .*

*my dear partner (Ahlam CHAOUAKI) And I thank her for
her cooperation with me .*

*Finally I would like to express my deep and sincere gratitude to
my research supervisor Dr. Benhaddi for giving me the
opportunity to do research and providing invaluable guidance
throughout this research. It was an honour to work and study
under his guidance*

Ferdous

First and foremost , Al hamdolilah and thanks to Allah for his showers of blessing throughout my research work to complet for research successfully . This study is dedicated to my parent I am extremely grateful them for their love ,prayers,caring and sacrifice for educating and preparing me for my future . I am extending my heartfelt to my husband Zineeddine I'm extending my thanks to my second family to my husband's parents also I expres my thanks to my sisters and brothers (Djamel , kamel , Fatima, Amina , Zina , Amel Zakaria , Djaafar , Mohamed , Meriem , Fatima , Samia) I'm very much thankful my best friend (Amel Hamlet) and my dear partner (kaddour Ferdous) And I thank her for her cooperation with me .

Ahlam

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A special 'thank you goes to the three interviewees teachers Mrs,FATIMA ,Mrs FATIHA and Mr,ADEL MOHAMED Kaci.

Abstract

Modern societies nowadays are aware of the importance of foreign languages teaching and learning. This research is an exploratory study that aims to select the effective methods used to teach English at primary school in Naama, it focuses on teaching English at primary schools in Algeria, the importance of teaching English as a foreign language in primary schools and the suggestions on the effective methods and strategies used to teach for a successful implementation of English in the primary school in Algeria . It allows us to evaluate the importance of teaching English in primary school and shed light on what the teacher and learners focus on in the classroom and the role of each one (teacher/ learners) . We collected data with questionnaires, interviews and classroom observation in order to find the most effective method used to teach ,the result have shown that flash card is the effective methods used to teach in our case study .

Table of contents

<i>Dedication</i>	I
<i>Acknowledgements</i>	III
Abstract	IV
Table of contents	V
List of Abbreviations	VIII
List of tables	IX
List of Pie-Charts	IX
General Introduction	1
Chapter 01: Theoretical part	5
Introduction	5
Section one	5
1.2 What is a foreign language	5
1.3 Teaching English at primary schools in Algeria.....	6
1.4 The importance of teaching English at primary school	6
1.5 The main strategies used to teach	7
1.6 Teacher centered VS students centered	9
1.7 Project based learning	10
1.8 Steps to a project based learning.....	11
a- Explore the issue.....	11
b- State what is known.....	11
c- Define the issue.....	11
d- Research the knowledge	11
e- Investigate solution	11
f- Support the chosen solution	11
g- Review the performance	11
Section two	12
1.9 VARK learning style	12
1.10 VARK Multimodal learning	12
1.11 The four modalities of VARK	13
1.10.1 Visual (V)	14
1.10.2 Auditory (A)	14
1.10.3 Reading /writing (R)	14

1.10.4 Kinesthetic (k).....	14
1.11 The two types of VARK modality	15
1.11.1 VARK type one	15
1.11.2 VARK types two.....	15
Conclusion	15
Chapter 02: Research methodology	18
Introduction.....	18
Section one.....	18
2.1 Research paradigm.....	18
2.2 Sample Population	18
2.3 Research instruments	19
2.4 The main methods/ strategies used to teach English in primary schools.....	19
2.4.1 Sing a song method.....	19
2.4.2 Using flashcards method.....	21
2.4.3 The group work strategy	22
2.4.4 Play a role method	23
Section two.....	25
2.5 The questionnaire.....	25
2.6 The interview	25
2.7 The classroom observation	26
2.8 Pilot study	27
Conclusion	27
Chapter 03: Data Analysis phase	29
Introduction.....	29
Section one.....	29
3.1 The analysis of the pupils Questionnaire	29
3.1.1 Section One.....	30
3.1.2 Section 02	37
3.2 Teachers' Interview Analysis	42
3.3 The Analysis of the classroom observation	45
Section two.....	45
3.4 Results Interpretation	45
Conclusions.....	47

General Conclusion.....	49
References.....	52
Appendix.....	57

List of Abbreviations

FL: Foreign language

PPLS: pupils

PS: Primary school

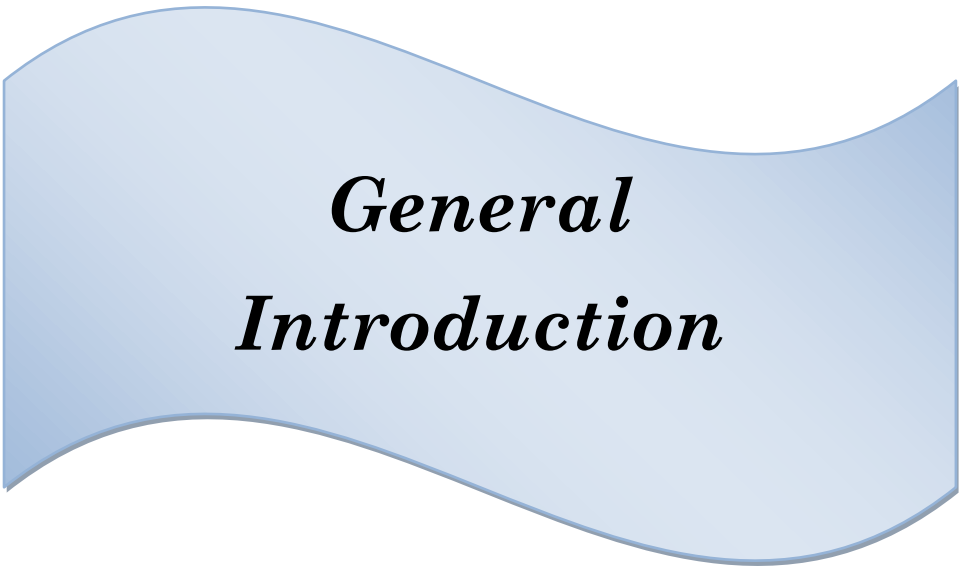
SPSS: Statistical Package for the Social Sciences

List of tables

Table 2.1: Lesson plan (A)	20
Table 2.2: Lesson plan (B).....	21
Table 2.3: Lesson plan (C).....	23
Table 2.4: Lesson plan (D)	24
Table 3.5: Pupils gender	30
Table 3.6: The pupils' age	31
Table 3.7: The English language	32
Table 3.8: ease of English.....	33
Table 3.9: The English teacher	34
Table 3.10: The ability to understand the lessons.....	35
Table 3.11: The difficulties of learning English	36
Table 3.12: The favorite lesson.....	37
Table 3.13: The difficult lesson	38
Table 3.14: The unit.....	39
Table 3.15: The use of the English outside the classroom.....	40
Table 3.16: the effective method	41

List of Pie-Charts

Pie-Chart 3.1: Pupils gender	30
Pie-Chart 3.2: The pupil's age	31
Pie-Chart 3.3: The English language	32
Pie-Chart 3.4: ease of English.....	33
Pie-Chart 3.5: The English teacher	34
Pie-Chart 3.6: The ability to understand the lessons	35
Pie-Chart 3.7: The difficulties of learning English.....	36
Pie-Chart 3.8: The favorite lesson	37
Pie-Chart 3.9: The difficult lesson.....	38
Pie-Chart 3.10: The unit.....	39
Pie-Chart 3.11: The use of the English outside the classroom	40
Pie-Chart 3.12: The effective method.....	41



*General
Introduction*

General Introduction

General Introduction

Learning English has become obligatory for Pupils who have returned to school in primary schools for the academic year 2022/2023. There has been a radical change in primary schools, as they have included English as a second foreign language alongside French. On September 21, the decision was officially implemented. This decision was welcomed by many teachers, Pupils and parents in general, but it raised fear among others Due to the young age of the Pupils and the large number of subjects taught to the third year (N =03) PS Pupils. Learning a foreign language at this early age, contrary to what some people think is an obstacle, is very useful because the child at this age is a blank page, his mind is clean, and his memory is strong. Thus, the teacher has the biggest role in simplifying this language and explaining it in an easy and fast way, by using several strategies and methods .Different teachers have different teaching styles and some of language learning maybe more effective for some learners hand others. Learners should experiment with different learning methods to find what works best for them. The teachers can try using a variety of strategies for examples, using flashcards method, sing a song method, play a role method, using visual aids as well as the group work method. In this research we seek to identify the most useful method or the most effective methods that help the teacher to teach the language and help the Pupils to learn the English language program. The main objectives of this research is to describe the teaching and learning process at primary school in Naama province to apply the most educational methods on schooling, discuss the importance of teaching English as foreign language in primary school in Algeria and mention the effective methods and strategies to teach this language to young learners.

2. Statement of the Problem

Foreign language learning is defined as the process of learning another language other than the native language of a particular country. However, such foreign learning does not solely entail the mastery of grammar and vocabulary, but also the use of language in it cultural context. Consequently, foreign language learning has witnessed many controversial views as concerns its influence on the Pupils' identities. For instance, Toohey (2000) suggested that learners' identities are negotiated, constructed, and shaped while learning a language, while Block (2007) argued that “the foreign language (FL) context provides few opportunities for the emergence of significant new subject positions mediated by the target language (TL)” (p.)

General Introduction

This research aims to find solutions and suggestions that help answer this question :

What are the main educational methods that should the teacher of primary school used to make the teaching process more successful and effective to the pupils at this age ?

3. Research questions

A: how to select a teaching method to apply it in the Algerian primary school?

B: what should the teacher take in consideration while teaching English to the pupils at this age?

4. Research hypothesis:

A: maybe there are several methods and tools used to teach and learn a foreign languages .for example the flashcards method to attract the attention of the Pupils.

B: may be each pupil have a way or a method that helps him to learn a new language and it become different from one to another because of the pupils mentalities , the absorption capacities , and as well as the title of the lesson .such as the flashcards method .

5. The sample of population:

The sample used in this research is composed of sixty (N=60) pupils in the third year of primary school studying in the school year 2022 /2023 ,and three primary school teachers (FATIMA 1990),(FATIHA 1992) and (Adel Kaci mohamed).The first sample of sixty pupils (N=60) was randomly selected representing about one fifth ($\frac{1}{5}=20\%$) of the whole population. Moreover, the Pupils were asked to answer the questionnaire.

The second sample consists of three (N=03) of 3erth year PS teachers. They are selected randomly to share their perceptions and viewpoints as well as their experiences of teaching.

6. Research instruments:

The research instruments used in this investigation are classroom observation, to describe what actually happened during the session .The questionnaire given to the pupils to know their point views about learning English in this scholar year in general and the main strategies that helped them to understand the lessons. Moreover, the

General Introduction

interview is also used in this research in order to find out the main effective methods used in teaching English to the third (N=03) year PS.

7. Structure of the Study

The study at hand consists of three (N =03) chapters; the first is theoretical is divided into two (N r02) sections the first (N =01) section defines the English language teaching in Algeria and the second (N =02) present the VARK learning style .the second chapter (N =02)also divided into two (N =02) sections witch talks about the methodology adopted in this investigation while the third(N =03) one is the analytical part is divided into two (N =02) sections the first one present the data collected from each research instrument, while the second (N = 02) give a general conclusion and Summary of the research findings.



Chapitre 01 :
Theoretical part

Chapter 01: Theoretical part

Introduction

Language is a systematic means of communication by the use of sounds, it's a communication by words of mouth and a system for communicating ideas and feelings using sounds, signs or marks. It's something specific to humans. Language remains potentially a communicative medium capable of expressing ideas and concepts as well as feelings, moods and attitudes.

Section one

This section is concerned with teaching English as well as the importance of it as a foreign language in Algerian primary schools.

1.1 English language learning

Saussure says that language is an arbitrary system of signs constituted of the signifier and signified, in other words language is first a system based on no logic or reason and secondly, the system covers both objects and expressions used for objects. In other words Bloomfield's definition of language focuses on the utterances produced by all the members of the community and hence overlooks writings. While Noam Chomsky says that language is the inherent capability of native speakers to understand and form grammatical sentences.

Among the most spoken languages in the world is **English** that means the language that originated in Britain in the early medieval period. It's the first language of over 400 million people worldwide, in fact it is often referred to as a « global language » in addition it is the world's most widely used language in international business and telecommunications, newspaper and book publishing, political and scientific publishing.

As we say there are over 400 million native speakers of English and over one billion more people speak it as a second language. English is taught at school as a foreign language in hundreds of countries all over the world because of its importance in the world, despite the importance of the mother tongue in every country.

1.2 What is a foreign language

To define 'foreign language' we say that it is any language that is not native to a particular region or person, many countries have more than one official language or contain more than one language, there are more than 6000 languages

in use around the globe. The schools around the world encourage Pupils to study at least one foreign language; there is evidence that people learn languages more readily as children than they can in later life.

Teaching foreign language to children also enhance problem solving skills that they can use in other situations.

1.3 Teaching English at primary schools in Algeria

Due to of the English language around the world and it's contribution to the development of speaking and learning skills, Algerian specialists have included English as a second foreign language (along with French) in the national educational program in the primary schools after it was only in middle and secondary schools.

The Algerian president 'Abdel Madjid Tebboun' has instructed that teaching English starts at primary school level for the first time in the country's history. The president had ordered the adoption of the English language starting from the primary stage, following intense study by experts and specialists

On the other hand ,the parents of Pupils and the teachers of the English language welcomed the decision of the authorities which now puts French and English on the same level most of the Algerian Pupils and even their parents are becoming more conscious of its importance as an international language with excellence., despite the fact that it doesn't particularly play an important role in the national and social life of the Algerian people because it's not one of the historical components of the Algerian cultural identity, but this did not prevent the Algerian political and educational authorities from rehabilitating the status of this language. Because of the technical and economic exchange around the world, the English language now occupies a better position in the Algerian education system of primary schools.

1.4 The importance of teaching English at primary school

The idea of teaching English in primary school is important because it helps children's to develop literacy skills and to foster a love of learning, it's essential for pupils to be able to understand and communicate in English, in addition it's the most widely spoken language in the world so, it is useful for pupils to learn it in order to be able to communicate with people from other countries.

When children learn earlier, they may have more advantage to improve their abilities, language can be acquired easier in the age range of two years up to early teens (Brown 2000), (Moreover Ryan 2004) emphasis that the early age thoroughly should be used for language training.

There are many reasons to teaching English in primary classrooms, first, is the belief that « the younger the better »the idea that young children are intrinsically better language learners and will therefore become more proficient more quickly. Next, is that in an increasingly globalized world ,so is important to awaken children's interests in other peoples and countries at a time when they are open and respective .

Learning a foreign language train the brain, improves memory and allows children's to develop their cognitive and learning skills at an age when it is easier to assimilate a new concepts and words easily.

The study of the English language during the first cycle of education because young children are slower at learning languages than adolescents learners in all aspects of language.

English learning continues even in middle and secondary schools but generally it's not enough the pupils must be supported by teaching this language in the primary school.

The teaching of English at primary level is typically focused on developing basic communication skills such as listening, speaking, reading and writing in many cases, the goal is to provide the pupils with a solid formulation in the English language so that they can build upon this knowledge as they progress through their education. Paradis (2004) and Johnstone (2009) mention several advantages to starting to learn English at an earlier age. They state that children have a great spirit in learning language especially the sound system. Teaching English to children at the primary level is an excellent way to learn, they benefit from English because it facilitates the completion of their language skills because it's used so frequently in daily life .

1.5 The main strategies used to teach

Teaching strategies play an important role in classroom instruction, without the use of a strategy, teachers would be aimlessly projecting information that doesn't connect with learners or engage them.

This strategies help learners participate, connect and add excitement to the content being delivered. These strategies are the car to which teachers drive their instruction to reach their pupils educational needs. These methods deal with the teaching preparation of English lessons in the school including curriculum, document, and teachers' professional development and pupils seat arrangements. Teaching strategies are the techniques that a teacher will use to support their pupils through the learning process. A teacher will choose the teaching strategy most suitable to the topic being studied, in one lesson teacher may use many different strategies with different end goals.

The most effective way to teach English to children is to firstly determine the learning method that best suits the child ,there are a number of ways to teach children to learn in English ,some children respond very well to the phonics approach and learn to read through sounding out individual words, second way « singing » is an excellent method for kids to learn vocabulary, words ordered and correct pronunciation, Something about the rhythm and the music really helps pupils retain a lot of information that is quickly lost when the same information is simple spoken or read . Pupils respond well to any activity that contains rhyming words so it can teach both vocabulary and pronunciation in rhymes such as « ABC'S song » to learn alphabets, « head, shoulders, knees and toes » to learn the body and face parts ... etc.

Speaking and listening in English are generally the most enjoyable skills and the easiest for children to learn for example short presentation in the classroom about topics of interest to the individual child is a great way to get a shy pupil talking ,it's motivate the child to find English words about the topic ,in the other hand writing is the most difficult English skill to acquire for kids ,so it's a good idea to encourage them to write simple recounts about their lives every day ,if they combine writing with art, the activity is usually a lot more fun for them.

Writing about family and drawing pictures of family members at the same time can be very engaging for most children

pupils learn well when they are having fun ,using visual aids wherever possible such as pictures, real world objects ,graphs data show ... this will help pupils better to understand the meanings of new things ,words and phrases.

Working in group helps pupils to strengthen team members, as it works to improve social and communication skills such as listening and speaking, it contributes

to teaching pupils how to express their ideas and opinions with confidence and respect within the team. Furthermore « break up solitary sessions with games » childhood education without games is like chicken wings without seasoning or sauce. Games are especially effective teaching method for young learners because children are able to learn without realizing it, active games let them expel some bottled up energy and quiet ones challenge and require concentration, as well the teacher should repeat the previous lesson in every class because repetition is a key in English learning for young learners. Class duration is only one hour or less, so one hour in one day kids can forget a lot of things that's why the teacher should repeat the previous lessons every day.

Reading is a key skill for learner, teachers can help pupils improve their reading skills by providing interestingly and challenging texts helping them to identify key words and phrases.

1.6 Teacher centered VS students centered

« Teaching method » refer to a wide range of principle, pedagogy and classroom management strategies used in teaching. Teaching methodology can be grouped into two main approaches « teacher_centered and student_cenetred approache »

The use of traditional methods has received criticism for not creating an environment in the classroom to develop critical thinking and problem solving skills . For that reason there has been a shift from teacher centered to students centered in classroom instruction

Teacher-centered approach refers to communication of knowledge to students in a learning environment in which the teacher has the primary responsibility (Mascolo 2009) students put all of their focus on the teacher.

The teacher is responsible for presenting knowledge to students who are expected to passively receive it; this approach encourages the communication between the teacher and student. It allows students to learn on their own as result the become more independent and learn to make their own decisions. In this approach the full control lies in the hand of the teacher while students stay quiet.

One of the benefits of teacher centered approach is that since the teacher is conducting all the activities, there is no chance of missing any important material or content, he must answer the questions of all the students. This approach becomes easy

to achieve academic goals. However in students centered approach, teacher and students play an equally active role in the learning process. It allows students to ask questions and consider what they want to get from the material in regard to their learning goals. They are encouraged to research questions, find information and solve problems. It provides a learning setting to the students in which they construct their skills and understanding.

Mart (2013) state that « passionate teachers knows that it is their role to encourage students for an active learning and concern themselves with promoting students intellectual and moral development.

There is a similarity between teacher centered and student centered approach

- both teacher centered and student centered use these methods in the classroom to improve the students learning process
- In both approaches, the education are conducted under the supervision of the learner and the knowledge is imparted effectively.

Since the two approaches are important ,but the use of students centered approach has been favored in the classroom the role of teacher for effective learning is essential, this approach eliminates the child's resistance and makes him feel confident ,it enhance cooperation learn cooperation ,develops problem solving and decision making skills.

1.7 Project based learning

Project based learning is a method of teaching in which pupils learn by actively engaging in real world and personally meaningful projects , classrooms are organized the pupils to work together on real world topics or problems, consequently pupils develop deep content information and knowledge as well as critical thinking, creativity and communication skills. they need to use higher order thinking skills and learn to work as a team , they learn about a subject by working for an extended period of time to respond to a complex question or problem. It's help pupils to learn deeply and develop their skills it has many advantages for learners, these include:

- Make pupils more likely to retain what they have learned.
- It can help them to develop 21 st century skills such as critical thinking, problem solving and collaboration.

- Project based learning is a good way to engage learners in learning and prepare them for success in real world.
- Project based learning can be used in any subject area .
- Is adaptable to any grade level.
- It engage all learners including English language learners and pupils with special needs.

However in project based learning the role of the teacher shift from content deliver to facilitator /project manager ,learners work more independently through the project based learning process, while the teacher providing support only when needed.

1.8 Steps to a project based learning

a- Explore the issue

Collect the important information; learn new concepts, principles and skills about the proposed topic.

b- State what is known

The group of pupils or even the individual pupil list what they already know about the topic.

c- Define the issue

Frame the problem in a content of what is already known and information the pupils expect to learn.

d- Research the knowledge

Find resources and information that will help create a compelling argument.

e- Investigate solution

Formulate a list of possible actions and solutions to the problem, test potential hypothesis.

f- Support the chosen solution

Support the conclusion with relevant information.

g- Review the performance

Improving the problem solving skills, pupils must evaluate their performance and plan improvement for the next problem.

Project based learning aims to build pupils creative capacity to work through difficult or ill- structure problems in a small teams ,it contain pupils designing developing and constructing hand on solution to a problem.

Section two

The following section defines the VARK learning style, and the main types of the learning styles.

1.9 VARK learning style

VAR model is one of the most popular style of learning, it was developed by Neil Fleming in 1987, he was a teacher and education specialist during his time at Lincoln University. It was designed to help pupils and others learn more about their individual learning preferences. Neil is careful to point out that many learners will respond to more than one style. After several time of classroom observation he developed a questionnaire that helped determine the learning preferences of an individual that is mean how an individual likes to learn and gain new information to choose the most suitable Medium through which they want to new information. The learners can discover how they can learn well by analyzing the percentage assigned to the various learning styles.

The acronym ‘VAR’ stand for **V**isual, **A**ural, **R**ead and **k**inesthetic, these are the four types of learning style. It’s a successful model as it promotes learning and can be adapted to various settings, when learning opportunities that cater to their needs are presented to the learners. They learn better when they realize they are doing well.

The power of VAR is that pupils and teachers understand in intuitively and seems to fit best practices; it provides a useful way therefore to begin a discussion about learning styles.

The VAR model acknowledges that pupils have different approaches to how they process information referred to as « preferred learning modes ».

1.10 VAR Multimodal learning

Humans brain processes information in a unique way ,each human brain have a unique anatomy similar to finger prints, if every one store information differently the teacher should use a multimodal learning which allows to process the same information easily.

Teaching a concept using Visual, auditory , reading writing and kinesthetic methods is called multimodal learning ,to improve teaching quality by matching content distribution with the best mode of learning from the pupils it improves the speed and efficiency of learning when exposed to multiple modes of learning.

pupils can learn the lessons very deeply and quickly and remember the concepts for a longer time; it is based on the VARK model to make pupils benefit from a mix of learning style.

Multimodal learning creates an existing learning environment which leads to increased engagement from the pupils; it's extremely effective at improving the quality of the teaching process.

Multimodal learning is a teaching using multiple modes (channel of information), it denotes a combination of Visual, auditory, reading / writing and kinesthetic senses in delivering learning for better understanding by learners. Its keeps learners engaged incorporating multiple methodologies enable learners to absorb and retain content despite their learning styles. It's also allows learners to apply the teaching to real life situations. According to Gordon Kelly academic success center, pupils exposed to multiple learning styles can learn quicker, deeper and retain more of what they learned.

Life is frequently multimodal, the instances when exceptionally one style is used are highly rare, any population seems to be multimodal learners, they prefer different formats graphs, maps, diagrams, interesting layouts....

Multimodal style is highly significant for an educator to identify and consider the individual learning styles of pupils as the agreement between teaching tactics and learners. So multimodal learning is very effective for improving the teaching process quality and increasing pupils productivity.

1.11 The four modalities of VARK

Fleming and Mills suggested four modalities that seemed to reflect the experiences of the learners and teachers; these are **Visual (V) Aural (A) Read (R) and Kinesthetic (K)**

1.10.1 Visual (V)

Visual learning Involves learning by seeing it encompasses anything's that can invoke Visual senses among learners such as photos, videos, graphics and more.

Visual learners have good visual memory, when a whiteboard is used to draw diagrams with meaningful symbols for the relationship between different things that will be helpful for those with a visual preference. Visual learners understand and retain information best by seeing, individuals that learn in this way tend a pay attention to detail and body language and imagines situations in their mind.

1.10.2 Auditory (A)

Aural learners learn well by hearing information, they work well in group settings where vocal collaboration is present and may enjoy reading aloud to themselves they tend to get a great deal out of lectures and are good at remembering things they are told . The aural preference includes talking out loud as well as talking to oneself.

These types of learners benefits from being able to listen to audio transcriptions of their assignments instead of having to read in a course, they often use music as a way of understanding information (sing to remember what they learn).

1.10.3 Reading /writing (R)

These types of learners prefer to take information that is displayed as words and texts they would be the ones talking notes in class and drawing things to remember content better.

They prefer taking notes and reading them to understand the information and fit in with the conventional, school though study methods of reading textbooks and writing notes . This type of learning is the most traditional of the four and may be included as a part of text based training content; readers and writers enjoy making lists while learning, reading from textbooks and reading definitions. This approach is focused on reading the material and writing down the essential points.

1.10.4 Kinesthetic (k)

This types of learners learn best through hands on learning opportunities, learners who have this learning style may become distracted because of the need to move on to be active in the classroom. It involves learning through activity.

The kinesthetic mode is usually used in conjunction with other learning modes such as visual and auditory to provide an in depth learning modes such as live demonstrations, site visits and multimedia presentation to keep them engaged and motivated Learners who prefer this mode are connected to reality.

1.11 The two types of VARK modality

1.11.1 VARK type one

Those who are flexible in their communication preferences and who switch from mode to mode depending on what they are working with, they choose a single mode to suit the occasion or situation, if they have to deal with legalities they will apply their read /write preference. If they are to watch the demonstration of a technique they will be expressing their kinesthetic preference.

1.11.2 VARK types two

There are those who are not satisfied until they have had input in all of their preferred modes they take longer to gather information from each mode. They have a deeper and broader understanding.

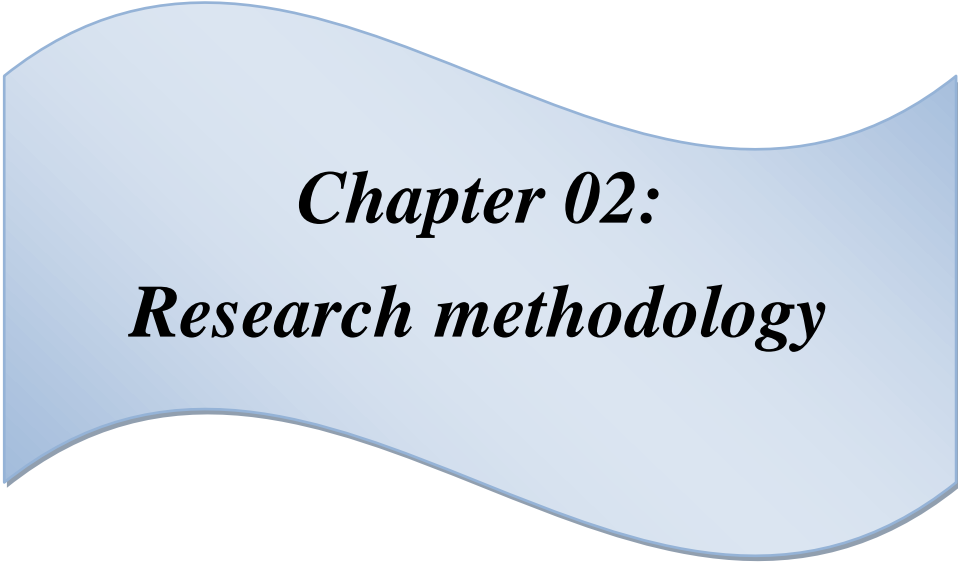
This type of learners may be seen as procrastinator or slow delivers but some may be merely gathering all the information before acting and their decisions making and learning may be better because of that breadth of understanding .

Conclusion

These days it is important to take into account the education in children especially in our case teaching English to children ,there are many different features to bear in mind to teach 3to children such as strategies, methods and the way teachers need to act with these little human being ,in addition English for young 3in an essential part of child's education and one of the most essential skills to have in the modern world It is important to focused on teaching English in a fun ,simple and entertaining way to ensure that it is appreciated and understood by the younger generation.

Teaching English to children can be a difficult and time consuming process ,but with the right combination of patience and guidance, they can become proficien in English in no time . So it is very important to work with what children themselves enjoy.

Today the Algerian government finally success with the decision to teach English in primary school with a simplified and purposeful program as the first experience this year.



Chapter 02:
Research methodology

Chapter 02: Research methodology**Introduction**

This chapter includes the research methodology used in this research .and explains the various steps conducted in order to collect data. It consists of two sections, the first section illustrates the methodology adopted to conduct this piece of work ,gives information about the target population and the research paradigm of this piece. The second section concerned the research instruments and the different tools that were used.

Section one

The first section in this chapter defines the research paradigm, the sample population, the research instruments used in this research and some different lesson plans.

2.1 Research paradigm

Both qualitative and quantitative research methods are vital for obtaining results from surveys but through following different procedures. That is, each research method has its unique way to gather and analyze data. A qualitative research method seeks to observe, describe, and understand certain phenomena in natural settings. In contrast, a quantitative research method seeks to collect numerical data using statistics to generalize the results (Daniel, 2012).

Mixed methods research is a methodology for conducting research that involves collecting, analyzing, and integrating quantitative and qualitative research in a single study or a longitudinal program of inquiry. The purpose of this form of research is that both qualitative and quantitative research, in combination, provide a better understanding of a research problem or issue than either research approach alone (John W.Gresswell,ph .D university of Nebraska Lincoln March ,2007) Based on those definitions, in this piece the mixed method or in other word the multi-methodology is used as a combination of methods the quantitative and the qualitative method while mixing between the two (N =02) in order to describe.

2.2 Sample Population

Population is the entire group that you want to draw conclusions about. While a sample is the specific group that you will collect data from. The size of the sample is

always less than the total size of the population. It is quite difficult to study the whole population.

The sample used in this research is composed of sixty (N=60) pupils in the third year of primary school studying in the school year 2022 /2023 ,and three primary school teachers (FATIMA 1990),(FATIHA 1992) and (Adel Kaci mohamed).The first sample of sixty pupils (N=60) was randomly selected representing about one fifth ($\frac{1}{5}=20\%$) of the whole population. Moreover, the pupils were asked to answer the questionnaire.

The second sample consists of three (N=03) of 3erd year PS teachers. They are selected randomly to share their perceptions and viewpoints as well as their experiences of teaching.

2.3 Research instruments

The research instruments used in this investigation are classroom observation, to describe what actually happened during the session .The questionnaire given to the pupils to know their point views about learning English in this scholar year in general and the main strategies that helped them to understand the lessons. Moreover, the interview is also used in this research in order to find out the main effectives methods used in teaching English to the third (N=03) year PS.

2.4 The main methods/ strategies used to teach English in primary schools.

2.4.1 Sing a song method

Songs can be used as a valuable teaching and learning tool. Using gongs in the classroom make the pupil's enjoyable .This method can help the learners improve their listening skills and pronunciation but most importantly the songs should be clear in order to make them understand the message of the song.

Rivers (1966) points out that "Speaking does not of itself constitute communication unless what is said is comprehended by another person"(p.196).Communication, accordingly, is not achieved unless a speaker is understood by a listener; this view highlights the pivotal role of listening. In vein with the aforementioned importance of listening, Mendelsohn (1994) views that listening accounts for 40-50% of communication, with speaking at 25-30%, reading at 11-16%, and writing at 9%.

- **Lesson plan (A)**
 - Level : 3erd year PS
 - Unit 05 : My pets
 - Lesson 01 :I sing and have fun/ I listen and repeat
 - Section 02 ; my pets body parts
 - Lesson focus: pet's body parts (fin/ feather/ bill/ taill) Adjectives (small/ big)and (long / short)
 - Learning objectives: by the end of the lesson the pupils will be able to name / identify pet's body parts and describe them using (small /big /short/ long)
 - Materials: white board / amplifier/ textbook

Table 2.1: Lesson plan (A)

Time	Frame work	Procedure
<ul style="list-style-type: none"> ● 10min 	<ul style="list-style-type: none"> ● Warm up 	<ul style="list-style-type: none"> ● I greets her ppls and welcome them. ● _a song related to pets .
<ul style="list-style-type: none"> ● 15min 	<ul style="list-style-type: none"> ● Pre-listening 	<ul style="list-style-type: none"> ● Draw the missing body parts: ● _draws A cat without a tail and asks her ppls which part is missing then she invites one ppl to draw it on board . ● _I draw another cat with a long tail and small body and ask her ppls to compare between the two to display (big / small)(long / short)Adjectives.

<ul style="list-style-type: none"> • 10min 	<ul style="list-style-type: none"> • Pre-listening 	<ul style="list-style-type: none"> • I posts pets body parts on the board and name them (ppls ,Repeat with the teacher) • _ listening to the song again and repeat with her the pets body parts and explain to them the main key words in the song .
<ul style="list-style-type: none"> • 10min 	<ul style="list-style-type: none"> • Post-listening 	<ul style="list-style-type: none"> • deals with activities 04 '05 page 46

2.4.2 Using flashcards method

Teachers can easily and quickly explain lessons and the new terms, materials and work out complex and incomprehensible situations due to the use of Flashcards during the explanation of the lesson.

Flashcards are a very good tool for memory retention and it improves language skills, the ability to analyse, memorize and enrich vocabulary.

➤ Lesson plan (B)

- Level: 3erd year PS
- Unit 06 : My fancy birthday
- Lesson 02: I read and discover
- Section 01:Party invitation
- Lesson focus: Phonics letter (e)and sound /e/
- Learning objectives: By the end of the lesson the pupils will be able to discover some words that contains letter (e)and sound /e/
- Materials :Flashcards/ white board.

Table 2.2: Lesson plan (B)

Time	Framework	Procedures
	<ul style="list-style-type: none"> • Warm up 	<ul style="list-style-type: none"> • Teacher greets her ppls than a quick reminder of the previous lesson
	<ul style="list-style-type: none"> • Pre-listening 	<ul style="list-style-type: none"> • Teacher posting the following flashcards on the bord. • Ten ,red ,pen • Teacher says Ten red pen and ppls repeat after her individually
	<ul style="list-style-type: none"> • Pre-listening 	<ul style="list-style-type: none"> • The teacher says /e/ is a vowel • The teacher deals with activity 02 page 58 with the ppls.
<ul style="list-style-type: none"> • 10min 	<ul style="list-style-type: none"> • Post-listening 	<ul style="list-style-type: none"> • PPls Deal with activity 05 page 59

2.4.3 The group work strategy

Group work or cooperative learning is a method of instruction that refers to a learning experience in which pupils work together on the same task or a project. It can be an effective method to motivate people, encourage active learning and develop a better understanding of them. Group work can help build a positive and engaging learning community through peer learning. Improving 21th century skills such as : self-regulation and self-reflection.

➤ Lesson plan (C)

- Level : 3erd year PS
- Unit 05 : My pets
- Lesson 03 : I read and discover
- Section 01:My pets

- Lesson focus: Act story asking and answering about having a pets
- Learning objectives: by the end of the lesson the pupils will be able to name the pets and know their shapes
- Materials: white board / textbook

Table 2.3: Lesson plan (C)

Time	Framework	Procedures
• 10min	Warm-up	<ul style="list-style-type: none"> • Teacher greets her ppls than a quick reminder of the previous lesson
• 05 min	Pre-listening	<ul style="list-style-type: none"> • Teacher post the pets flashcards
• 15 min	During listening	<ul style="list-style-type: none"> • The teacher says the name of the pets • PPLS repeat with the teacher • The teacher divides the pupils into groups.
• 15 min	Post-listening	<ul style="list-style-type: none"> • Teacher deals with project page

2.4.4 Play a role method

Role playing in a strategy in which pupils do and say dialogues while pretending to be someone else in a particular situation.

It allows PPLS to explore realistic situations by interacting with other pupils in a managed way .It forces pupils to explore themselves in a situation, it can motivate PPLS in a fun way and enhance their communication skills.

Lesson plan Role play is a very useful technique which encourages pupils to practice the language and face their weaknesses such as: fear, anxiety, shyness and stress...etc.

➤ Lesson paln (D)

- Level : 3erd year PS
- Unit 05 : My pets
- Lesson 04: I play a role
- Section 01:My pets
- Lesson focus: Act story asking and answering about having a pets
- Learning objectives: by the end of the lesson the pupils will be able to asking and answering about having a pets
- Materials: white board / textbook

Table 2.4: Lesson plan (D)

Time	Framework	Procedures
<ul style="list-style-type: none"> • 05 min 		<ul style="list-style-type: none"> • Teacher greets her ppls than a quick reminder of the previous lesson
<ul style="list-style-type: none"> • 20min 	<ul style="list-style-type: none"> • Presentation 	<ul style="list-style-type: none"> • The teacher post a dog flashcards on the bord • Teacher says: I have a dog • Ask her ppls have you got a pet ? And the ppls answer individually which pet they have • Teacher divides the question into two questions _do You Have pets? _ what do you have as a pet ?
<ul style="list-style-type: none"> • 10min 	Practice	<ul style="list-style-type: none"> • Teacher invites a pupils to the board and asks him if he or she got a pet then the ppl answer
<ul style="list-style-type: none"> • 10min 	Pre-listening	<ul style="list-style-type: none"> • The teacher invites two ppls to act a story • Ppl 01 : Have you got a pet? • Ppl 02 : yes • Ppl 01 : what is it • Ppl 02 : it is a cat

Section two

When we come to the case of this research several data collection tools were used. The first data collection method in the research is the questionnaire for the 3rd year PS.

2.5 The questionnaire

A questionnaire is a data collection tool that researchers use to collect data from a specific group. Brown (2001, cited in Dornyei, 2003) defines questionnaires as any written tool that contains a series of questions and statements which the respondents answer either using their own words, or choosing from the answers they are provided with.

Dornyei (2003) asserts that the questionnaire is the most used data collection tool in social sciences and that researcher's use in statistical works. The structure of the questionnaire was divided into two sections including N=12 questions. The questionnaire is structured that contains both close-ended questions and open-ended questions to have a variation of answers. The majority of questions were close-ended questions because it is their first experience that is why they cannot express themselves and their ideas freely.

The questionnaire was distributed to pupils of the third (N=03) year PS (AL Haider SLIMAN PS) IN EL BIODH city. The majority of pupils are collaborative and helpful. The questionnaire seeks to identify the main useful, successful methods that helped them to understand their lessons well.

2.6 The interview

The interview seems to be another important means in this research to collect data from individuals through conversations. An interview is a qualitative great research method that relies on asking questions in order to collect data. This conversation between two (N =02) or more peoples That involves asking open-ended questions by the interviewer and guides the interview whereas the interviewee answers the questions and follows the interviewer's lead .it allow the researchers to gather a rich information about the topic .the interviews allow the interviewee to explain and express themselves and their ideas freely . There are many types of interviews the first one is:

- ✓ The structured interview: have predetermined questions asked in a predetermined order.
- ✓ The unstructured interview: are more free following.
- ✓ The semi-structured interview: fall in between.

The interview was planned for the PS English teachers in the school year 2022/2023. That aimed at three (N =03) teachers who were located in Naama province. The two (N =02) teachers (FATIMA 1990) and (FATIHA 1992) are from El biodh city, while (Adel Kaci mohamed) is from Mecheria city.

The face to face interview was not possible for the same reason that is why we try to contact them through (the telephone and the social media) due to the time constraints.

2.7 The classroom observation

Classroom Observation or the learning walks is a formal or informal observation of teaching while it is taking place in Classroom in the learning environment for a shorter or a longer period of time.

The observation method provides the opportunity to monitor or assess a process or situation and document evidence of what is seen and heard . There are four (N =04) types of observations:

- The structured observation
- The unstructured observation
- Overt observation
- The participants observation

Is the third (N =03) research instrument that is used in this investigation.

The observation is a qualitative research method that is used to answer the research question based on what the researcher observes where the participants ongoing behavior in a natural situation in order to gather sensitive information.

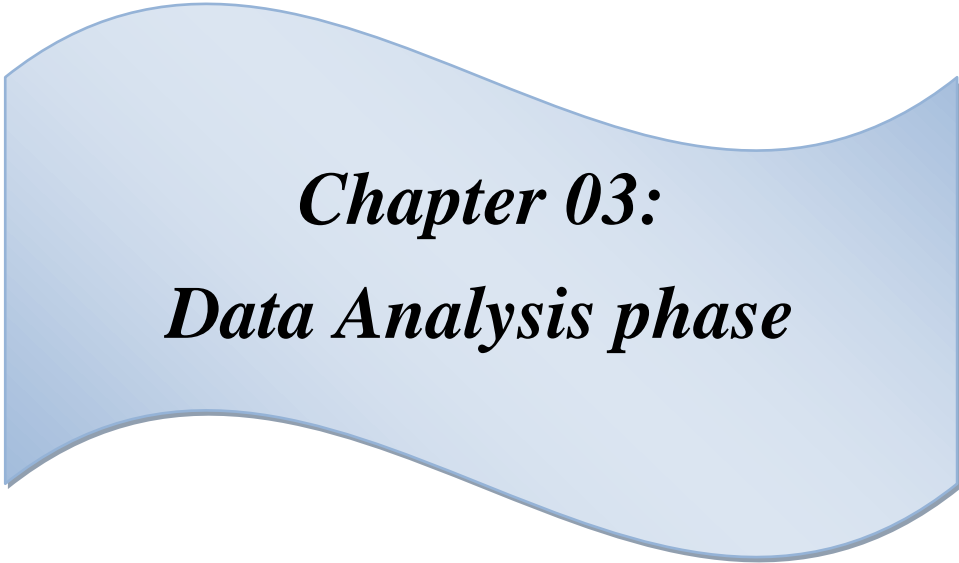
The classroom observation of this investigation started from the twenty-three (N =23) April to the first (N =01) juin it takes a long time.

2.8 Pilot study

Pilot studies provide valuable insights of the research design and its instruments. The Pre-testing of a particular research tool is vital to assure its feasibility. Hence, as a start, the research underwent a pilot study to avoid any ambiguity with regards to the questionnaires' questions. According to Teijlingen and Hundley (2001), piloting the study is a necessary step to identify potential flaws and make necessary modifications. Therefore, the relevant a questionnaire was distributed to five (N =05) pupils. Then, these learners were interviewed about the difficulties they faced while responding to the survey questionnaire. Considering their suggestions and the obtained findings, some questions were modified and clarified as an attempt to achieve the feasibility and the effectiveness of the questionnaire. For instance, some questions were simplified through examples and some repeated questions were removed. Indeed, the procedures involved in this pilot study provided a better understanding of how to implement the questionnaire and how to strengthen its practical weaknesses.

Conclusion

This chapter, however, focuses on the practical part of the study. It seeks to define the research instruments and the population. Moreover it continues some lesson plans in which several methods are used.



Chapter 03:
Data Analysis phase

Chapter 03: Data Analysis phase**Introduction**

Data analysis is a crucial phase that comes right after the data was collected. In order to gain a comprehensive insight of the research, two types of analyses were employed: qualitative and quantitative data analysis. In short “qualitative analysis making sense of data in terms of the participants” definitions of the situation, noting patterns, themes, categories, and regularities' '. Cohen et al (2007: 461). In other words, qualitative data analysis provides detailed description of the collected data in the form of texts, it helps to make inferences and draw conclusions in order to provide more explanations of the results, whereas, quantitative data analysis relies on the use of descriptive statistics of the results through numerical data (percentages, frequencies, and graphic representations).

This chapter presents the analysis of the data collected from the questionnaire, the interview as well as from the classroom observation. It also answers the research questions and provides a solution to the stated problem.

Section one

This section presents the analysis of the data collected from the questionnaire, the interview as well as from the classroom observation. It also answers the research questions and provides a solution to the stated problem.

3.1 The analysis of the pupils Questionnaire

The questionnaire was analyzed by the Statistical Package for the Social Sciences (SPSS) software program.

SPSS is software that is mainly used in Social Sciences to analyze quantitative data collected from the closed-ended questions. In the present study, it is used to analyze and present the outcomes of the closed-ended questions of the questionnaire. In fact, the obtained results can be presented in a range variety of means such as: graphs, tables, and charts.

3.1.1 Section One

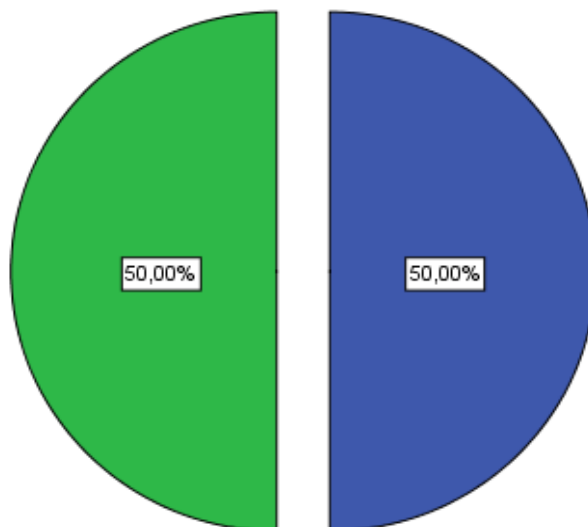
Background Information/ General information about learning English in 3rd year PS.

❖ Q1: What is your gender?

Table 3.5: Pupils gender

options	participants	percentage
Male	30	50,0
female	30	50,0
Total	60	100,0

■ Male
■ female



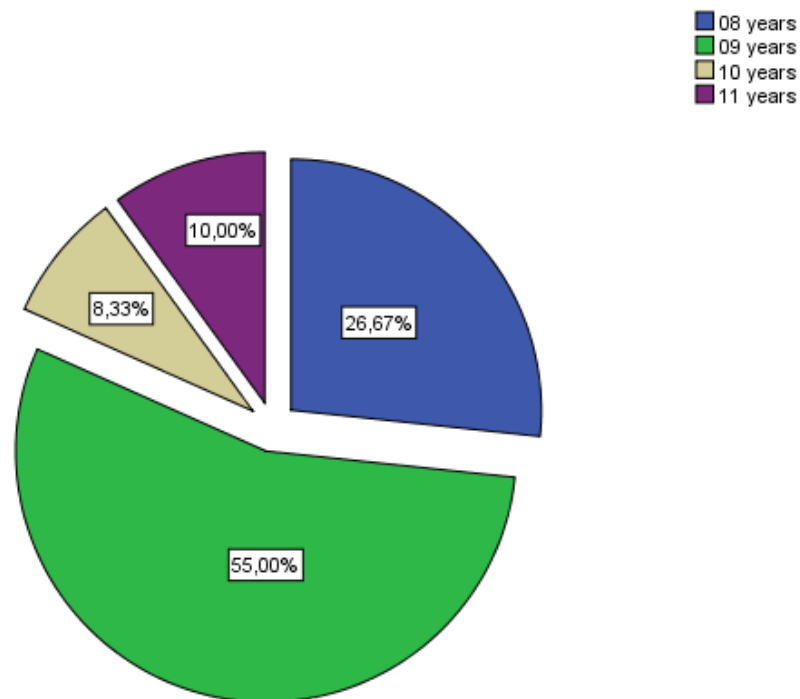
Pie-Chart 3.1: Pupils gender

The question 01 aimed to study the personal information of the participants , the Pie-Chart 1 indicates that (50 %) of pupils who filled in the questionnaire were male and the female were also(50 %).

❖ Q2: what is your age?

Table 3.6: The pupils' age

options	participants	percentage
08 years	16	26,7
09 years	33	55,0
10 years	5	8,3
11 years	6	10,0
Total	60	100,0



Pie-Chart 3.2: The pupil's age

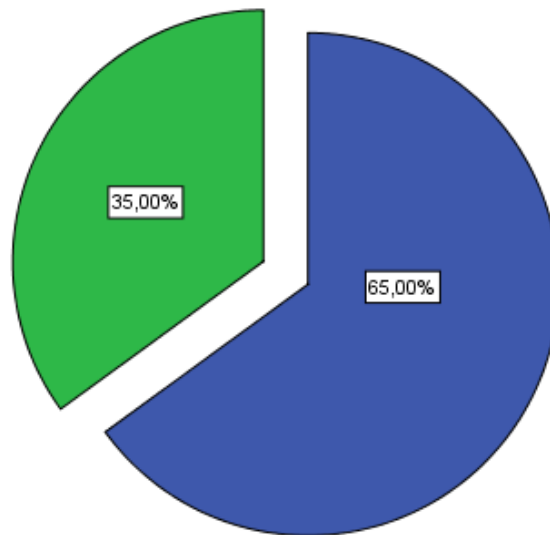
The age of the participants who have taken part of this investigation are between eight (N =08) and eleven (N = 11) years old (08 _ 11 years old) (55%)have 09 years old , (26,67%) are at an early age 08 years old , (10%)of them have 11 years old while small percentage indicates the 10 years old .

❖ Q3: Did you like the English language?

Table 3.7: The English language

options	participants	percentage
Valide yes	39	65,0
no	21	35,0
Total	60	100,0

■ yes
■ no



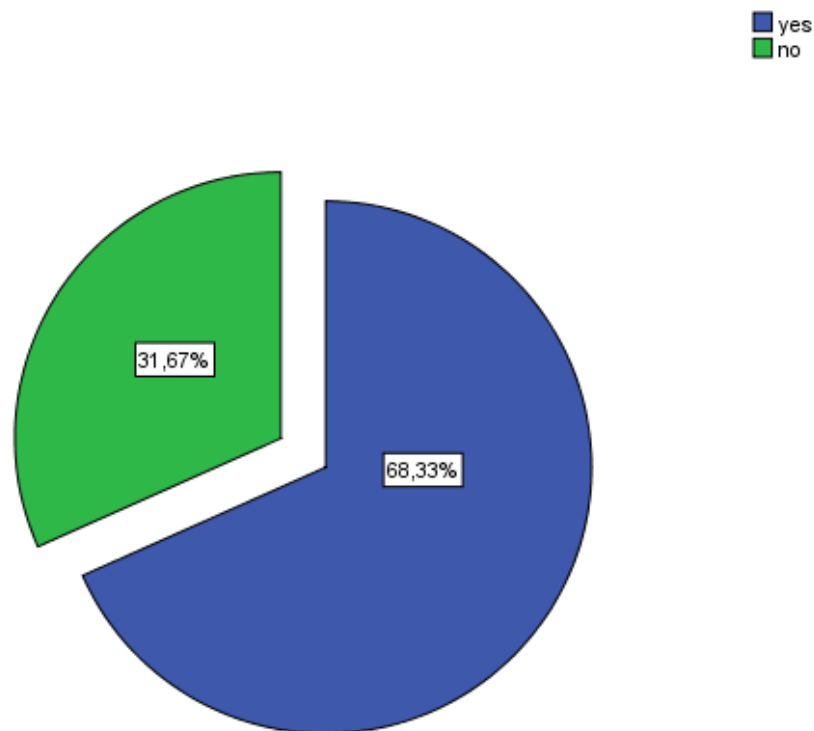
Pie-Chart 3.3: The English language

The question "did you like the English language?" Aimed to take a comprehensive view about learning English at this age .The results of this question are (35.00%) of the total Pupils say that they didn't like it while (65,00 %) say that yes we like it.

❖ Q4 : Is it easy ?

Table 3.8: ease of English

options		participants	percentage
Valide	yes	41	68,3
	no	19	31,7
Total		60	100,0



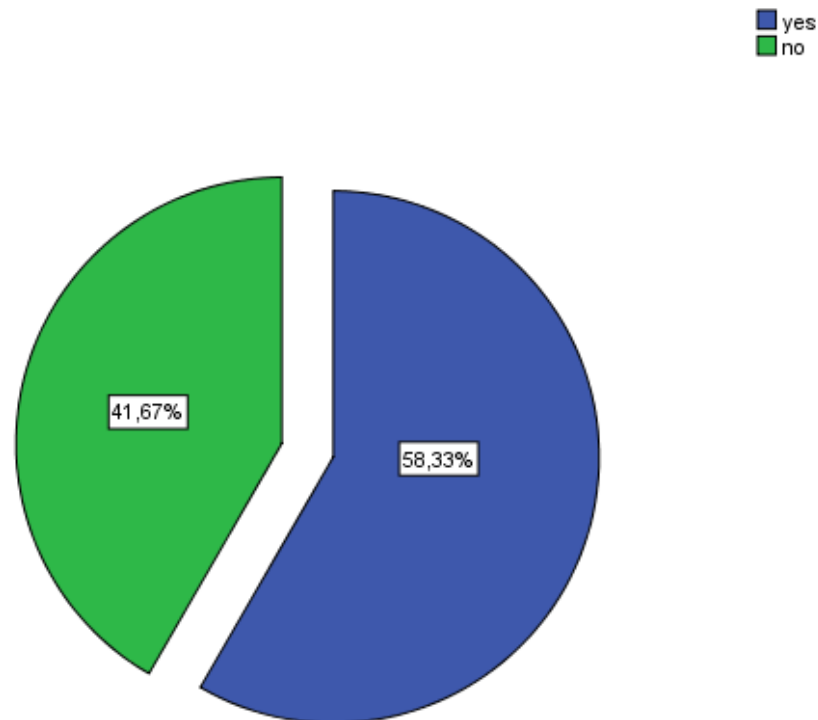
Pie-Chart 3.4: ease of English

The aim of this question is to find out whether the English language program is accessible to all the pupils or not. According to the Pie-Chart 4. Most of the pupils found it easy by (68, 33%) and (31, 67) found it more complex.

❖ Q5: Do you love your teacher?

Table 3.9: The English teacher

options		participants	percentage
Valide	yes	35	58,3
	no	25	41,7
	Total	60	100,0



Pie-Chart 3.5: The English teacher

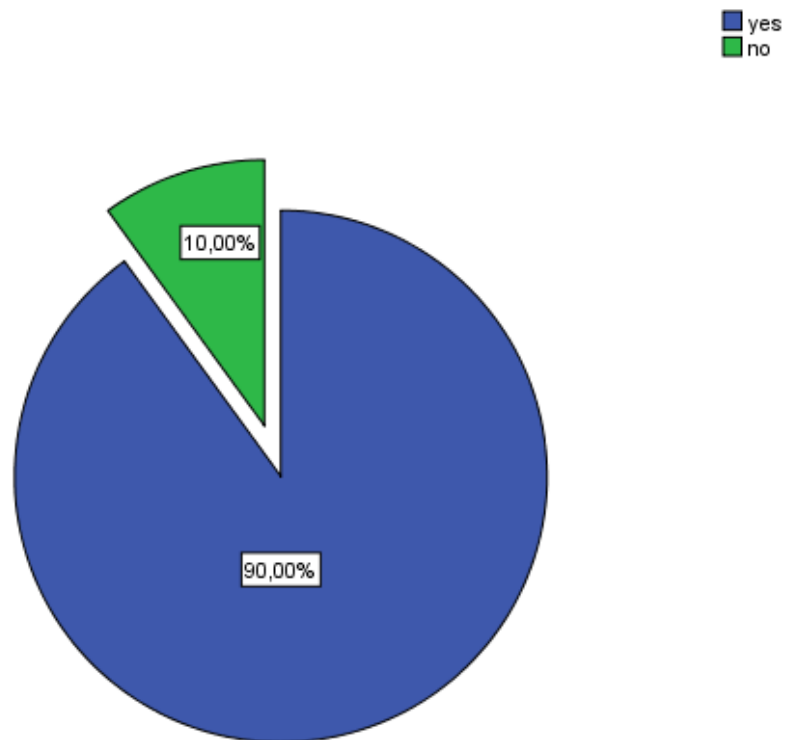
There is no doubt that teacher's relationship with the Ppls is reflected in their academic achievements. Therefore, if the pupil loves the teacher he /she will undoubtedly love the session and vice versa.

That is why this question was noticed in this questionnaire. The diagram 05 indicated that (58, 33%) from the whole sample liked their English teacher, whereas the (41, 67) unfortunately did not like the teacher.

❖ Q6: Do you understand your lesson's explanation?

Table 3.10: The ability to understand the lessons

options	participants	percentage
yes	54	90,0
no	6	10,0
Total	60	100,0



Pie-Chart 3.6: The ability to understand the lessons

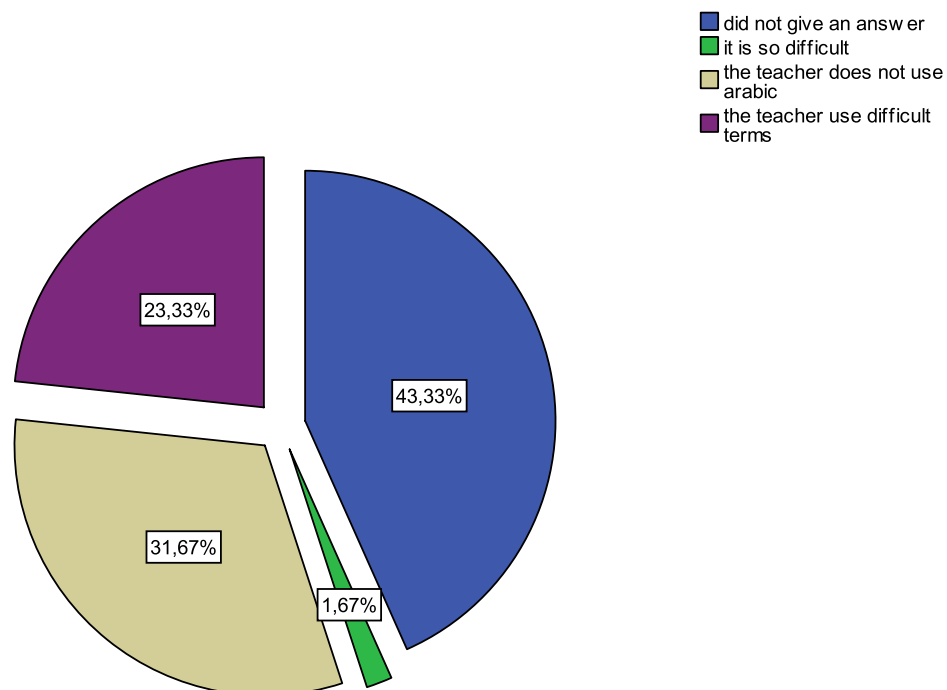
In order to select the main effective method to teach and learn English at 3erđ year PS .First, it is necessary to find out whether the pupils understand their lessons well or not. The majority of the ppl by (90,00%) can understand their lessons while (10,00%) from them cannot .

❖ Q7: What are the main difficulties you find in your English lessons?

- You may answer in Arabic

Table 3.11: The difficulties of learning English

options	participants	percentage
did not give an answer	26	43,3
it is so difficult	1	1,7
the teacher does not use Arabic	19	31,7
the teacher use difficult terms	14	23,3
Total	60	100,0



Pie-Chart 3.7: The difficulties of learning English

To determine the effectiveness of the main methods used in teaching English, the question of what are the main difficulties that they encountered must be asked. (1,67%) say that it is so difficult, (31,67%) say that the teacher does not use the Arabic language. (23,33%) says that the teacher uses difficult terms. While the majority by (43,33%) did not give an answer.

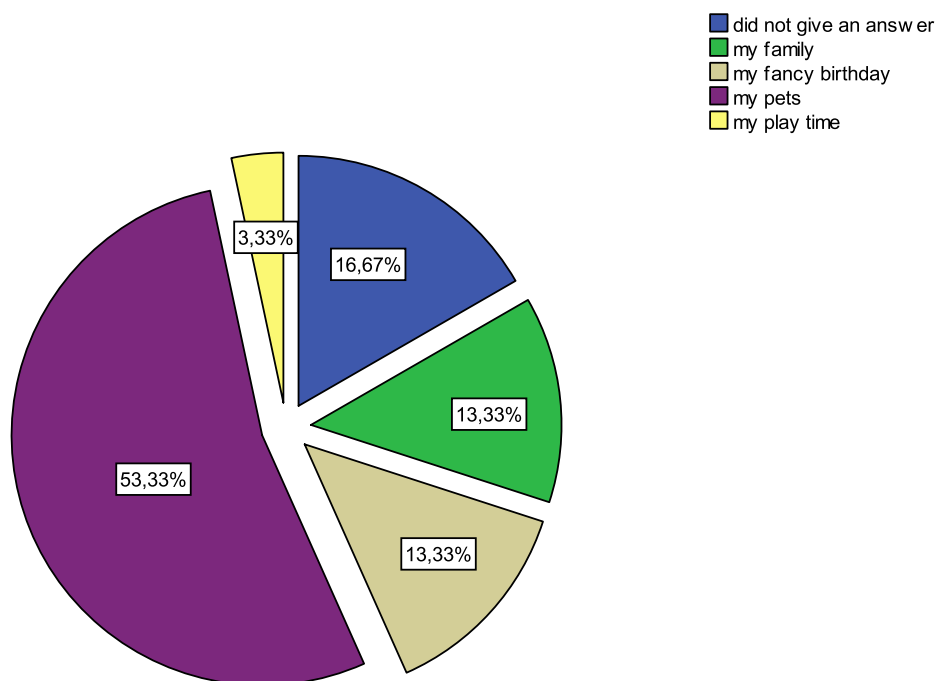
3.1.2 Section 02

The favorite lessons and the most effective Methods.

❖ Q8: what is your favorite lesson this year?

Table 3.12: The favorite lesson

options	participants	percentage
did not give an answer	10	16,7
my family	8	13,3
my fancy birthday	8	13,3
my pets	32	53,3
my play time	2	3,3
Total	60	100,0



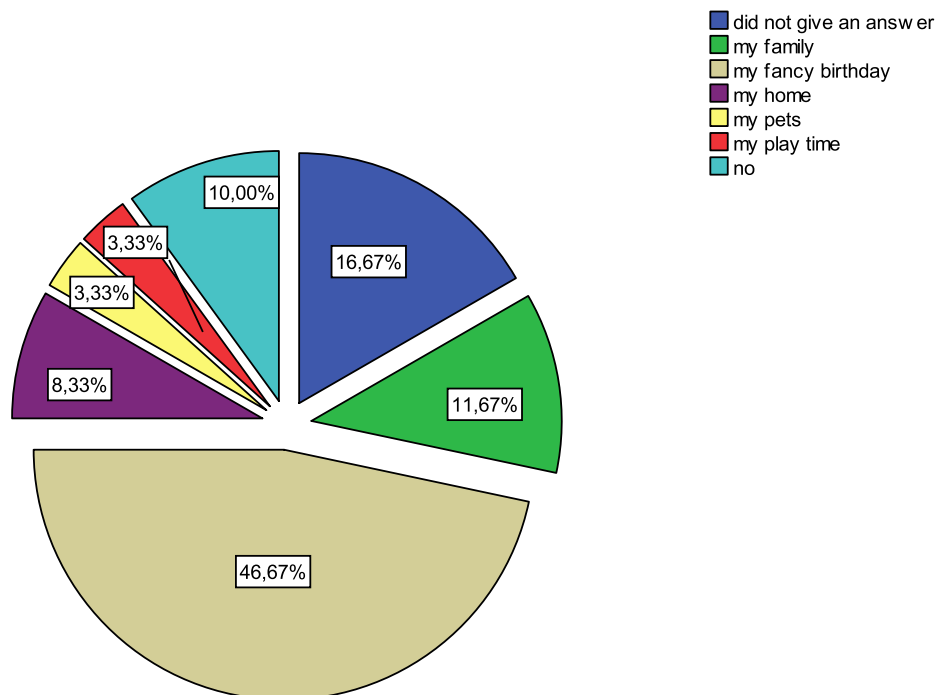
Pie-Chart 3.8: The favorite lesson

Love of the lesson relates to the pupils understanding of the lesson and confirms the effectiveness of the method used in explaining it. That why this question was used in this questionnaire. (13,3%) choose my family ,the (13,3 %) also says my fancy birthday, (53,3 %) choose the lesson of the pets the last percentage(3,3 %) choose my play time lesson . While the (16,7 %) did not answer .as it noticed in the diagram 08.

❖ Q9: what is the most difficult lesson that you can't understand it till now?

Table 3.13: The difficult lesson

options	participants	percentage
did not give an answer	10	16,7
my family	7	11,7
my fancy birthday	28	46,7
my home	5	8,3
my pets	2	3,3
my play time	2	3,3
no	6	10,0
Total	60	100,0



Pie-Chart 3.9: The difficult lesson

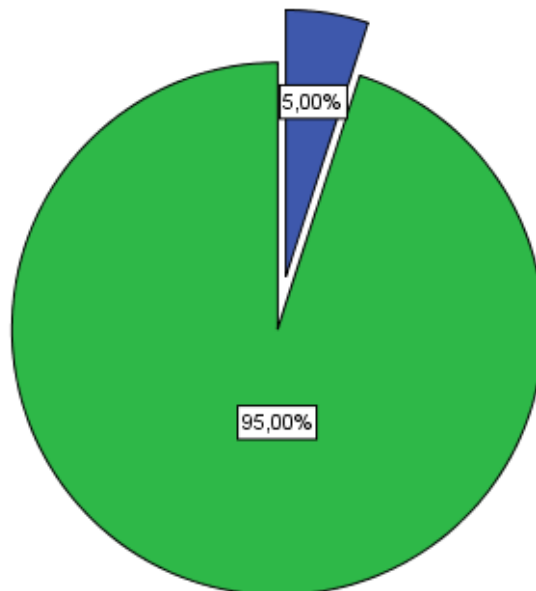
The difficulty of the lesson affects the pupils understanding of new terms and vocabulary that why this question was included in the questionnaire. The diagram 09 show that the most of them choose the lesson of my fancy birthday by (46,67%), (3,33%) choose my pets .

❖ Q10: what is the unit that we have done together?

Table 3.14: The unit

options	participants	percentage
fancy birthday	3	5,0
pets	57	95,0
Total	60	100,0

■ fancy birthday
■ pets



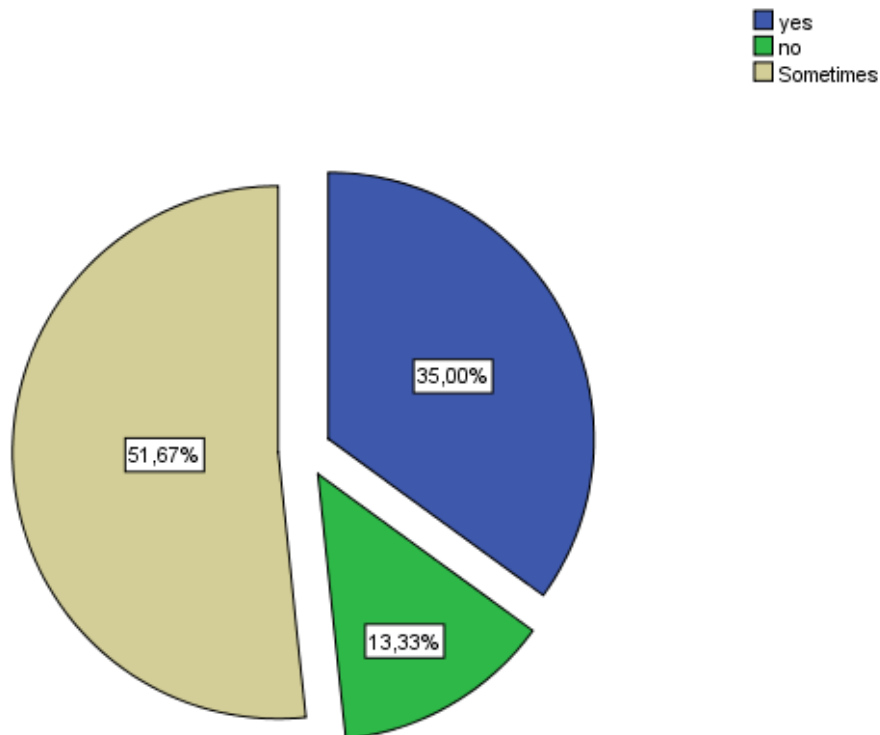
Pie-Chart 3.10: The unit

To confirm whether there is an effect of the diversity of teaching methods on the pupils remember of his lessons, we used this question while the majority of pupils are selected the right by (95%) answer there are a percentage of (05%) are selected another unit which is My fancy birthday unit .

- ❖ Q11: Did you use the English language during ure conversation with your friends?

Table 3.15: The use of the English outside the classroom

options	participants	percentage
yes	21	35,0
no	8	13,3
Sometimes	31	51,7
Total	60	100,0



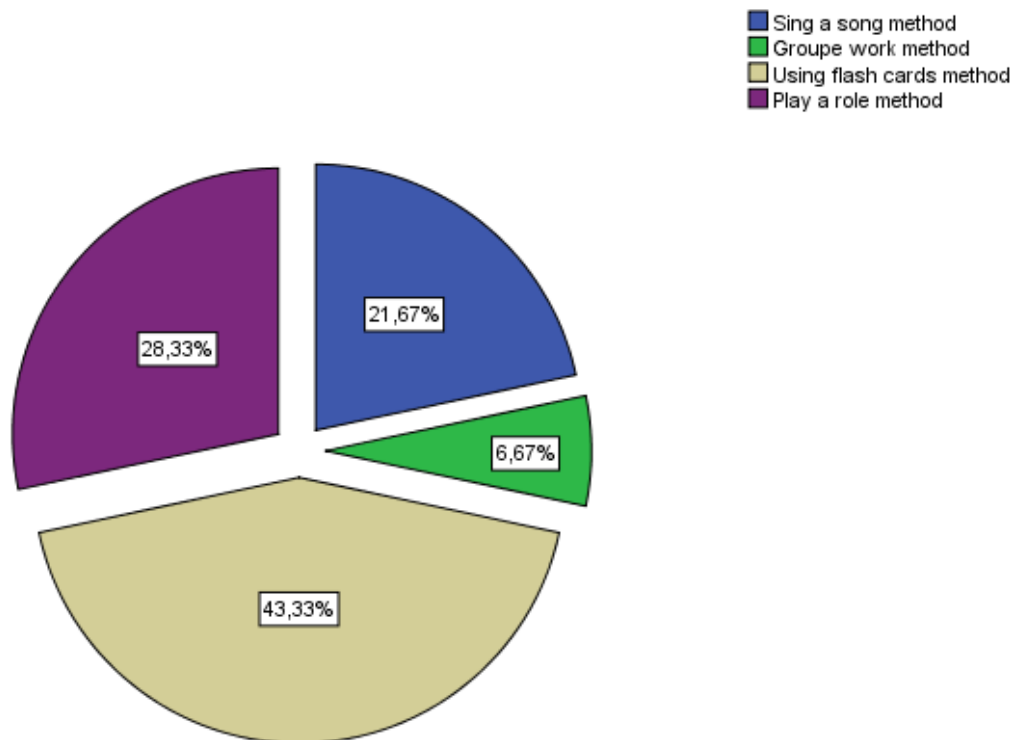
Pie-Chart 3.11: The use of the English outside the classroom

When a pupil loves the language, he strives to apply it outside the classroom this question tries to find out if the English affects the pupils or not. Most of them say sometimes by (51, 67 %) from them, Considerable percentage (35, 00%) say yes we use it. While (13, 33%) say no, we don't use it.

❖ Q12: which method do you prefer from the list?

Table 3.16: the effective method

options	participants	percentage
Sing a song method	13	21,7
Group work method	4	6,7
Using flash cards method	26	43,3
Play a role method	17	28,3
Total	60	100,0



Pie-Chart 3.12: The effective method

This is the most questions that confirm the validity of our hypothesis in choosing the ideal method in teaching foreign language. The majority select the using flashcards method (43,33%), (21,7 %) select the sing a song method .while (28,3 %) choose play a role method . Whereas a few of them select the group work method.

3.2 Teachers' Interview Analysis

- **Q 01: what is your educational degree?**

The question aimed to study the respondent's educational background. The results of this question show that most PS teachers in Naama province have a licence degree. The three (N =03) interviewees have the same educational degree .because in the Algerian educational system the PS English teachers must have at least the licence degree.

- **Q 02: How many years have you been teaching English?**

This question seeks to identify a teacher's experience by years. The two teachers (FATIMA 1999) and (FATIHA 1992) have the same answer, that is their first teaching experience .While (Adel Kaci Mohamed) has an experience of fifth years (N =05).

- **Q 03: Do you think that experience comes with years of teaching?**

The three (N = 03) interviewees have agreed that experience comes with years of teaching in which several aspects of the teaching process can be improved.

- **Q 04: why did you choose teaching? Is it a satisfying job?**

The question aimed to measure the PS English teacher's satisfaction with their job the answers were very positive toward the profession of teaching .All of them stated that they loved teaching and the act of giving to the ppls. (Adel Kaci Mohamad) added that it's his childhood dream, and it's a great job for him.

- **Q 05: is teaching a challenge?**

The previous question showed the positive relationship between teachers and their job .While this question revealed how demanding this job can be . The three (N =03) teachers considered teaching is a challenging job. (Adel Kaci Mohamad) says that life equals challenge, we live for challenges and teaching is one of them of course.

- **Q 06: Why should our kids study English?**

In order to identify The reason to teach English in PS with having the priority over other languages. The question was asked. As a result the teachers have the same point of view:

(FATIMA 1990) says that because it is the international language we must study it at PS level for our kids to rich their own information. And (FATIHA 1992) confirmed that the English language is a global language used all over the world. Also it is mean of communication also it is the language of science so because of that our kids should

study this language. While (Adel Kaci Mohamad) have the same idea of the two (N =02) teachers that because it's a global language, a language of science.

- **Q 07: What are the challenges that an English teacher may face in the primary school?**

The question seeks to identify the common difficulties faced by teachers of 3erdyearPS, to identify ways to reduce these difficulties, and to propose solutions. All of them stated that they have several problems such as the large number of ppls in the classroom, difficulties to manage the classroom, and the lack of materials. But the most important point is that time is the big problem which could face them. They need more than forty-five (N =45) minutes to explain the lesson well.

- **Q 08: How should we teach foreign languages in primary school?**

According to the three (N =03) interviewees teaching English we should teach it by using different strategies. (FATIMA 1990)and (FATIHA 1992) have the same point idea that using different tools make the learning process fun while (Adel Kaci Mohamad) suggests that at this age the ppls learn through simple methods.

- **Q 09: What teaching materials should be used in primary school?**

The aim of this question is to find out the main tools that help the teacher to teach English in PS were the interviewee Count different tools are: the flashcards, data-show, speakers, the textbooks, and the white board of course.

- **Q 10: How do you think language teaching at primary level should be organized?**

E.g. what time of day? How many lessons a week? Length of language activities?

The teacher's answers are some suggestions .It aim to improve the educational system .which is:

- _it must have more time since 1h 30 min a week isn't enough, morning time should be a good time with the use of quiz and play games
- _ reduce the number of ppls in each classroom.

- **Q 11: What teaching method do you prefer in language teaching? Which one is more effective to our pupils? And why?**

This Question is the most important one in the interview because it aims to select which method can help the teacher to teach English in PS.

(FATIMA 19990), (FATIHA 1992)and (Adel Kaci Mohamed) They emphasized that there are several methods used in teaching, but the method that helped them in teaching most of the lessons and was effective with a large group of pupils is **using flashcards**

method. The most of pupils like this method it can simplify the lesson also Because it attracts your attention and keeps all their focus with the teacher on the lesson, especially if it is colored.

- **Q 12: What skills and knowledge do you think a teacher should have to teach effectively?**

when asked about the skills and knowledge necessary to teach effectively The two(N =02)interviewees (FATIMA 1990 ,and Adel Kaci Mohamad) say that the successful teacher should make a balance between all the four (N =04) skills (Reading, listening, speaking and writing).while (FATIHA 1992) says that we should focus on listening and speaking because the two (N r02) are mentioned in the ministry syllabus.

- **Q 13: how do you see the future of teaching English in 3erd year?**

in order to seek out the Teacher's point views about teaching English to the 3rd year PS ppls we asks this question . (Adel Kaci Mohamad) think that English will be totally replacing French as a 1st foreign lge and the good results this year are the evidence. (FATIMA 1990)

See that teaching English in 3ps it can develop more. While (FATIHA 1992) answers that future of teaching English in 3erd year PS should being modified.

- **Q 14: do you think that it is a successful project?**

(FATIMA 1990) says:"14- yes I think that it is a successful project because our kids can get information's and learn how to speak English well". Based on their answer, teaching English to the third year PS ppls is a successful project.

- **Q 15: Through your experience, how can you advise me (as a preserves teacher.)**

(Adel Kaci Mohamad) says to us pupils of PS are white sheets to write whatever you want i hope u 'll join it soon inchallah.

(FATIMA 1990) says:" through my experience I advise you to be a professional and honest teacher and make pupils like your children because pupils if they like you automatically they love the language (English) try to make your effort"

(FATIHA 1992) says:" you have a successful teaching future try to choose the teaching job. And I wish you all the best»

3.3 The Analysis of the classroom observation

During our attendance for the first session she warmly welcomed us, and helped us .so after a conversation with the teacher before the start of our experiment, she told us that the pupils are mostly understand their lessons even if she repeat it to them more than one time .At the beginning the teacher introduced us to the pupils and we had moments of discussion together to get to know each other. After that, we took a step back to keep a certain distance with the group observed. Our only goal was to observe and take notes on what was happening in the class, in order to understand, observe and select which method can help the learners in their lesson's explanation and help the teacher in the explanation of lessons for her ppls. During the third session we asked the teacher to give us the opportunity to apply several methods during the explanation of the lessons . She give us the chance to teach the ppls more than six sessions (N =06) and she tried to supervised the way we taught them and directed us most of the time. We deliberately used a variety of methods during the sessions to determine the method that most helps pupils understand the lesson in an easy and simple way. During all the English teaching sessions we observed, we managed to take photos for the ppls during using those methods . From this period of observation we selected many points that can help us to find out a solution and some answers for our research question .the most important point is that the ppls learning depends on the way the teacher explains the lesson and the method that is used to teach .

Section two

The following section contains the results collected from those research instruments and a small conclusion.

3.4 Results Interpretation

The most important results that we collected from the research instruments are :

- The teacher's relationship with the pupils has a positive or negative effect on the pupils love for his lessons. The selection of the questionnaire questions was not random, but was deliberate. When you return to Appendix, you will find that each question is related to the question that follows it, for example, the third, fourth, and fifth question. We concluded that the results of the answers in almost every question indicate the same percentages. Therefore, the teacher's love endears the pupils in the subject and makes it easier for him Learn it.

- During these sessions the teacher can adapt the work according to the level of the pupils and choose the topics that attract their attention (social and sports) and thus give them confidence in their white paper to improve their level. In addition, teachers should intensify these activities in the form of homework assessment.
- The way teachers behave and teach plays a big role in making the pupils like or hate the material, so teachers need less authority and more with their pupils.
- Diversity in teaching methods positively affects the extent of ppls interaction with the teacher.
- Each ppl has a specific method that helps him understand the lessons well .some of them attract his attention with pictures and some of them attract by dialogues and play roles .
- The teacher's love for the profession affects the extent of his giving and patience to perform his duties to the fullest in various creative ways.
- The nature of the lesson requires the teacher to determine the appropriate and effective way to explain and simplify the lesson. Each method differs from the other.
- Putting yourself in the pupils shoes helps you determine the most important way to help them understand the lesson well.
- Education requires you to show your human side while explaining the lesson and not to be superior to the pupil because it is just an empty container that you can fill with everything that is useful and useful for them. And the use of several fun ways during the explanation helps to make the pupil love the subject and try to understand his lessons
- Education requires that you be a patient person who loves the profession in order to be creative in it.
- The early age of children and their pure memory help pupil to master several foreign languages in a short time, contrary to what most parents think is a great pressure exerted on the pupil.
- Giving pupils a kind of freedom in expressing their ideas speeds up the pupils understanding of the lesson, such as dialogue methods, games and songs, all of which add interest in the classroom and help pupils not get bored of learning new terms and learning them in more effective and fun ways at the same time.

- Teachers emphasize that the approach followed in teaching English lacks several points, the most important of which is the lack of time. They indicate that most lessons need more than forty-five minutes due to the difficulty of terminology and the lack of auxiliary tools.

Conclusions

This chapter encases the procedures pursued round the study. It establishes a complete description of the analysis of the classroom observation, questionnaire and the interview besides it presents the statistical results interpretation of this research. Many results have been obtained in this chapter. It has been found that the main effective Method used in teaching and learning English language is the flashcards method. Based on these findings, there is no doubt that the teacher's explanation's method affects the pupils' instruction.

In conclusion, we can say that the hypothesis has improved. The effective method or strategy used to teach and learn English to the 3rd year PS ppls is using flashcards because it attracts their attention and keeps all their focus on the lesson, especially if it is colored.



Conclusion

General Conclusion

General Conclusion

Based on the research findings and discussions, as we mentioned in the first ,Algeria decided to add a second foreign language (English) in the third class of the primary school after a long and a wide studies about the curriculum, programs and the teaching methods to see if it will succeed or not by looking at what are the most important strategies to make this decision success , we find that it's important to teach English as a foreign language at primary school because it develop the basic communication skills such as listening, speaking and reading .After this we confirm the idea « the younger the better » because when they learned in an early age they will become more proficient more quickly . We shed light on the role of the teacher and pupils in the classroom, and make a difference between the learning strategies and methods where used in this situation, as we have already mentioned some methods and strategies that used by the teacher such as (group activity, make the lesson as song, flash card and play role). First, in our questionnaire we select 60 pupils at « Haidar Sliman primary school », it contain 12 questions about the methods or ways that helps those pupils to understand their lessons in the classroom, through this questionnaire we use it to confirm our hypothesis in order to select the effective method or strategies that help the teachers to teach English to the pupils in this early age . After this we move to the interview which included 15 ended questions in order to solve our research problem .we use another research instrument which is the classroom observation to discover an observe to the real situation of the participants during different sessions ,it help us to answer our research question either by confirming our hypotheses or refusing it.

After all these studies, we find that the effective one of the methods that we suggested at the first step of our research in the hypothesis, the most useful one is using the flash card method. Based on the research this strategy is an effective way to be implemented in teaching English to young learners to help them to have a good English learning experience

At the end we conclude that the data collected from those tools are confirmed our hypotheses either by the pupils answers or the teacher suggestions Moreover by our classroom observation.



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Appendix

Appendix

Appendix

Appendix (A): My pupil's questionnaire

Your willingness to fill in this questionnaire will provide us with the necessary data .this questionnaire intends to study the situation of teaching and learning English in 3rd year PS in Naama province, and to find out the main effectives methods that can be simplified the learning process at this age so please try to answer this questions

Section One: Background Information/ General information about learning English in 3rd year PS.

1. What is your gender?

a) Male

b) female

2. What is your age:

1) 08 years

2) 09 years

3) 10 years

3. Did you like the English language?

• Yes

• No

4.is it easy?

• Yes

• No

5.. Do you love your teacher ?

• Yes

• No

6. Did you understand your lessons's explanation?

• Yes

• No

Appendix

7.. What are the main difficulties you find in your English lessons?

_you may answer in Arabic

.....

- Yes
- No

Section 02: The favorite lessons and the most effective Methods.

8. What is your favorite lesson in this year?

.....

9. What is the most difficult lesson that you can't understand it till now?

.....

10. What is the unit that we have done together?

- My fancy birthday
- My pets
- My home

11. Do you use English in your family and friends?

- Yes
- No
- Sometimes

12 .Which method do you prefer from the list?

- Sing a song method
- Group work method
- Using flash cards method
- Play a role method

Thanks a lot for your cooperation

Appendix

Appendix (B): The interview questions

- 1- What is your educational degree?
- 2- How many years have you been teaching English?
- 3- Do you think that experience comes with years of teaching?
- 4- Why did you choose teaching? Is it a satisfying job?
- 5-Is teaching a challenge?
- 6-Why should our kids study English?
- 7-What are the challenges that an English teacher may face in the primary school?
- 8-How should we teach foreign languages in primary school?
- 9-What teaching materials should be used in primary school?
- 10- How do you think language teaching at primary level should be organised?
E.g. what time of day? How many lessons a week? Length of language activities?
- 11- What teaching method do you prefer in language teaching which one is more effective to our Pupils? And why?
- 12- What skills and knowledge do you think a teacher should have to teach effectively?
- 13-how do you see the future of teaching English in 3erd year PS?
- 14-do you think that it is a successful project?
- 15-Through your experience, how can you advise me (as a preserves teacher?)

ـ خلاصة

تدرك المجتمعات الحديثة في الوقت الحاضر أهمية تعليم اللغات الأجنبية وتعلمها. هذا البحث عبارة عن دراسة استكشافية تهدف إلى تحديد الأساليب الفعالة المستخدمة في تدريس اللغة الإنجليزية بالمدرسة الابتدائية في ولاية النعامة ، ويركز على تدريس اللغة الإنجليزية في المدارس الابتدائية بالجزائر ، وأهمية تدريس اللغة الإنجليزية كلغة أجنبية في المدارس الابتدائية ، ومقترحات بشأن الفاعلية. الأساليب والاستراتيجيات المستخدمة في التدريس من أجل التطبيق الناجح للغة الإنجليزية في المدرسة الابتدائية في الجزائر. يتيح الحصول عليها تقييم أهمية تدريس اللغة الإنجليزية في المدرسة الابتدائية وإلقاء الضوء على ما يركز عليها المعلم والمتعلمون في الفصل الدراسي ودور كل منهم (المعلم / المتعلمين). نقوم بجمع البيانات من خلال الاستبيان والمقابلات والملاحظة الصفية من أجل العثور على الطريقة الأكثر فاعلية المستخدمة في التدريس ، وقد أظهرت النتيجة أن بطاقة المصورة هي الطريقة الفعالة المستخدمة للتدريس في دراسة الحالة الخاصة بنا.

Summary

Modern societies nowadays are aware of the importance of foreign languages teaching and learning. This research is an exploratory study that aims to select the effective methods used to teach English at primary school in Naama, it focuses on teaching English at primary schools in Algeria, the importance of teaching English as a foreign language in primary schools and the suggestions on the effective methods and strategies used to teach for a successful implementation of English in the primary school in Algeria . It allows us to evaluate the importance of teaching English in primary school and shed light on what the teacher and learners focus on in the classroom and the role of each one (teacher/ learners) . We collected data with questionnaires, interviews and classroom observation in order to find the most effective method used to teach ,the result have shown that flash card is the effective methods used to teach in our case study .

Résumé

Les sociétés modernes sont aujourd'hui conscientes de l'importance de l'enseignement et de l'apprentissage des langues étrangères. Cette recherche est une étude exploratoire qui vise pour sélectionner les méthodes efficaces utilisées pour enseigner l'anglais à l'école primaire à Naama, elle se concentre sur l'enseignement de l'anglais dans les écoles primaires en Algérie, l'importance de l'enseignement de l'anglais comme langue étrangère dans les écoles primaires et les suggestions sur l'efficacité Méthodes et stratégies utilisées pour enseigner pour une implantation réussie de l'anglais à l'école primaire en Algérie. Il permet d'évaluer l'importance de l'enseignement de l'anglais à l'école primaire et de mettre en lumière ce sur quoi l'enseignant et les apprenants se concentrent en classe et le rôle de chacun (enseignant/apprenants). Nous collectons des données avec des questionnaires, des entretiens et des observations en classe afin de trouver la méthode la plus efficace utilisée pour enseigner, le résultat a montré que la carte flash est la méthode efficace utilisée pour enseigner dans notre étude de cas.