

University of Az-zawia



Faculty of Arts

Postgraduate Studies & Training

Department of English Language

Az-zawia – Libya

**English Language Teaching Strategies in Libyan Basic Education Schools: What
Should be versus What is Actually There**

A Dissertation Submitted in Partial Fulfilment for the Requirements of the MA
Degree in Applied Linguistics

Submitted by

Hasna Dow Sultan

Supervised by

Prof. Masoud Aboulgasim Ghouma

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Abstract

The study aimed at investigating the strategies that Libyan EFL teachers at primary schools use in their classes and to what extent these strategies go in hand with the '21st century English for Libya' textbooks, which are used for the first six years of basic education.

The research methodology followed to collect the required data was a mixed research approach. Structured observations were held with (12) EFL primary school teachers, and semi-structured interviews were conducted with (6) English teachers from different basic schools in El-Ajelat city. Descriptive statistics were used to analyse the quantitative data, whereas the thematic analysis method was used to analyse the qualitative data.

The findings of the study revealed that the participants, as a whole, used the strategies required for the target textbooks and used many other teaching strategies. However, each of the participants used only some of the needed strategies. Moreover, it has been noticed that some of these strategies were more frequently used than the others and that strategies use in general was rather low. Teachers seemed not aware of the 21st-century skills. In addition, some teachers recognized the significance of some strategies, but they admitted the fact that they do not use them. This might be due to the lack of the necessary equipment, or the lack of theoretical knowledge of teaching strategies.

The researcher recommends training programs for primary school teachers to familiarize them with the new curriculum. Furthermore, more research is suggested to compare different contexts such as public and private schools, and to examine teachers' attitudes towards 21st-century skills.

Declaration

I hereby declare that I am the sole author of this dissertation titled:

English Language Teaching Strategies in Libyan Basic Education Schools: What Should
be Versus What is Actually There

I also declare that this work has not been published or submitted elsewhere. Any literature or work done by others and cited within this dissertation has given due acknowledgement and listed in the reference section.

Signature

Date

Dedication

I dedicate my dissertation work to my family. A special feeling of gratitude goes to my lovely parents, husband, and children for their support and endless encouragement throughout my study journey.

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All the praise is due to Allah, who helped, guided and gave me the ability to do this work.

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List of Abbreviations

EFL	English as a Foreign Language
PB	Pupil's Book
AB	Activity Book
TB	Teacher's Book
L1	First Language
L2	Second Language
ZPD	Zone of Proximal Development
TPR	Total Physical Response
SPS	Saskatoon Public Schools
CLT	Communicative language teaching

CHAPTER ONE

INTRODUCTION

1. Introduction

This chapter includes the background of the study and details about the ‘21st Century English for Libya’ primary textbooks. It also describes the statement of the problem, the aims, the significance of the study and the research questions. In addition, a brief methodology of the study and the overview of the dissertation are presented.

1.1. Background of the Study

Learning foreign languages as early as possible became a trend nowadays. Libya is one of the countries that have commenced teaching English to basic education students. In 2006 /2007, English was introduced to the 5th basic education class and the forthcoming classes. In the school year 2018/2019, English was introduced to 1st, 2nd, 3rd, and 4th basic education classes too. Since autumn semester 2018/2019, English courses have been introduced to all basic education classes in Libyan schools. (Hamed and Fadhil, 2019).

Teaching a foreign language, particularly for children, is not an easy task. Children's attention span is limited and they cannot study alone. It is insufficient to set up the curriculum; it is also necessary to think of teaching methods as well as the appropriate strategies that suit children's level and abilities. Doing so can enhance their progress and achieve the required goal. Young students, 4-11 years old, are usually taught many important skills by their teachers. Finding the appropriate teaching method and strategy that encourage learning and create a comfortable educational setting is essential for teaching such children (Lipoff, 2018).

According to Collins English dictionary (2019), the term "strategy", was derived from the Greek word *stratēgia* 'function of a general', and it means a general plan or group of plans for achieving a goal. Sit (2017) defined teaching strategies as the activities that teachers use to facilitate learning. These teaching strategies were divided by Saskatoon Public Schools (SPS) (2014) into (5) families, which are:

- 1- Experiential Learning: it is a learner– centred strategy, it depends on experiences as a primary source of instruction for students and includes activities such as, field trips, games, narratives, etc.
- 2- Direct Instruction: it is a teacher-centred strategy, such as, lectures, drills & practices, structured overviews and others.
- 3- Indirect Instruction: it is a learner-centred strategy where the role of the teacher alters from lecture to facilitator, such as problem solving, case studies, inquiry, concept mapping and reflective discussion.
- 4- Interactive Instruction: it relies on discussion to facilitate learning so the students can learn from their peers, such as debates, brainstorming, roleplaying and others.
- 5- Independent Study: it aims to the development of personal attitudes and values required for learning such as, computer-assisted instruction, journals, reports and research projects.

In 2000s, Libyan English language textbooks in basic education and high schools were developed by the Libyan Ministry of Education. They were based on communicative language teaching (CLT) principles, and meant to replace the previous ones that aimed mainly to teach grammar and reading (Alorebi and Carey,2017). The new English textbooks (English for Libya) were based on communicative language teaching and task-based language teaching approaches. These approaches stress the significance of communicative competence (Hamed & Fadhil, 2019) by which learners can use the language in real-life situations and communicate effectively as well (Sekiziyivu and Mugimu, 2017). In 2018, a new series of English textbooks, which is called 21st Century English for Libya, was introduced. These textbooks are based on the integrated approach to teaching, where a general English syllabus is combined with skills such as study skills, collaboration skills, communication skills, critical thinking skills and problem-solving skills. Furthermore, the new English textbooks include stimulating activities such as; pair work, puzzles, stories, games, songs and dialogue practice. These activities provide opportunities to practise English. (Orafi et al. 2021). This integrated approach aims to provide learners with a true language environment in which they can develop their language skills in a meaningful context (Wan, 1996).

The integrated curriculum entails the use of strategies such as cooperative work, brainstorming, hands-on experience, problem-solving tasks, and display of visual objects (ibid). Before introducing the current curriculum, Alorebi and Carey (2017) stated that the teachers failed to develop the communicative abilities at primary and high school levels. Accordingly, the current study compared the teaching strategies that are used by EFL teachers for teaching basic education students with those that should be used to achieve the aims of this curriculum.

‘21st Century English for Libya’ Primary Textbooks

All these textbooks consist of (8) units and they are supported by workbooks. Moreover, these books contain a wide range of materials that address the four language skills of reading, listening, writing and speaking. A variety of grammar, vocabulary and pronunciation activities are used to support these skills (Ghazalla & Alghanimi, 2021).

❖ Components of the English Primary curriculum

According to primary Teacher's Books (2019), the English primary course consists of:

- Pupil's Book (PB)
- Activity Book (AB)
- Teacher's Book (TB)
- Teacher's Resources
- A website with a range of resources for teacher support: www.englishforlibya.com (Teacher's Book, 2019: 4).

Pupil's Book (PB)

The Pupil's Book (PB) of all primary levels is divided into eight units, each with eight lessons. Whereas the Pupil's Book introduces the lessons, the Activity Book presents several activities to support those lessons. The PB provides fundamental language skills and activities via its large, colourful illustrations, songs, rhymes, listening to stories, and speaking exercises. Furthermore, a specific topic is the focus of each unit. The topics are of kids' interest and immediate surroundings, which helps contextualizing vocabulary sets.

Activity Book (AB)

Primary 1-2

In the Activity Book, pupils improve and practice their pre-writing and literacy skills. Developing early writing, spelling, word recognition, and pre-reading skills involves first learning step to recognize the alphabets, and writing the letters and numbers.

Primary 3

Pupils gradually improve and practice literacy, reading and writing skills in the Activity Book. Moreover, the AB reuses the language from the pupil's book.

Primary 4-5

Pupils continue to work on their literacy skills in the Activity Book. Reading and writing skills are practised and developed further in the AB, which also reuses language from the PB.

Primary 6

Pupils keep honing their literacy skills in the AB, which offers additional opportunities for language skill development and reusing grammar and vocabulary from the PB.

Teacher's Book

This book was written to provide teachers with the most assistance possible. It includes thorough lesson notes, scripts for the listening exercises, extra activities which are extension and support, homework suggestions, and language games. Additionally, there is an audio file that offers examples of how to pronounce the letter and digraph sounds as well as the course's essential vocabulary and language. Furthermore, the method for teaching sounds and form of the letters or digraphs to be introduced in each lesson is outlined in detail in the lesson notes.

Teacher's Resources

Teachers of all primary levels (1 to 6) are supported with:

- Teacher's Book
- Audio

Additional resources for teachers of the primary levels from 1 to 5 include:

- Picture/word cards.
- Colour cards.
- Poster 1: alphabet and lowercase
- Poster 2: colours and numbers
- Poster 3: alphabet, lower and upper case, and
- Poster 4: house, furniture, and family scene

The audio as a teaching resource for teachers

The audio offers a wide range of recorded content, including songs, dialogues, stories, look-listen-say activities, rhymes, instructions, and descriptions. Pupils are encouraged to use non-verbal cues to demonstrate their understanding, such as matching, circling, ticking, pointing, and performing actions. Pupils can hear the English language's natural stress and rhyming patterns through the recorded materials. Also, the audio tracks serve as an accurate guide for speaking exercises and a helpful pronunciation reference (Teacher's Book, 2019).

❖ Aims of 21st Century English for Libya Primary textbooks

1. Engage pupils in learning the language so that they enjoy it and want to continue learning it.
2. Give pupils the confidence to participate.
3. Provide pupils with opportunities to communicate in English
4. Make pupils aware of situations that the English language is used in (Teacher's Book, 2019: 6).

1.2. Statement of the Problem

As an EFL teacher and a parent, I have noticed that many Libyan EFL children do not make progress in learning English. Moreover, many grade1 teachers introduce only the alphabet and some words during their course, despite the fact that the curriculum includes conversations, rhymes, stories, songs, and many other activities too. Targeting only such items and not sticking to the required strategies for such an approach can be one of the reasons that underlie Libyan students' low progress towards approaching English native-like competence.

1.3. Aims of the Study

This study aims to:

1. Identify the strategies that English teachers use in their primary classes.
2. Find out to what extent the strategies that EFL teachers use correspond with the strategies that should be used.

1.4. Research Questions

In order to achieve the purpose of this study, the research aims to answer the following questions:

- 1- What teaching strategies do EFL teachers in primary classes use when implementing the current curriculum?
- 2- To what extent do EFL teachers implement the strategies required for this curriculum?

1.5. Significance of the Study

This study was to highlight the difference between the strategies that should be used for teaching Libyan primary classes and what is actually there. Such highlighting can raise teachers, and administrators' awareness to the need for applying the appropriate strategies for the curriculum being implemented. The findings are also expected to

reinforce teaching process as well as to serve as guidelines for English teachers to enhance teaching and learning processes.

1.6. Research Methodology

The methodology followed in this research was a mixed methods approach, in which quantitative and qualitative methods were used. Structured observations and semi-structured interviews were conducted to collect data. The observations were held to find out about teachers' practices whereas the semi-structured interviews conducted with EFL teachers to gain in-depth information about these practices. The study was conducted in El-Ajelat primary schools. The participants in semi-structured interviews were primary school teachers who were of different age and experience. The gained data were transcribed, managed, coded and analysed (see 4.1 and 4.2).

1.7. Overview of the Study

This dissertation includes five chapters. They are organized as follows:

- Chapter One: It introduces a general background of the study and includes details about the '21st Century English for Libya' primary textbooks. Moreover, it explains the statement of the problem, the aims of the study and the research questions that needed to be answered. It also describes the significance and the methodology of the study.
- Chapter Two: It is devoted to the literature review. It introduces information about teaching strategies such as; definitions, significance and types. Moreover, it addresses some concepts related to young learners and provides a set of teaching strategies derived from '21st Century English for Libya' primary Teacher's Books. This chapter also includes information about 21st-century skills and the integrative approach. Finally, some previous studies that have dealt with such issue, are also offered in this chapter.
- Chapter Three: It describes the methodology of the research, the instruments used in collecting the data and the sample of the study. It also demonstrates the pilot

study and the validity and reliability of data collection tools. Procedures of data collection and ethical considerations in the study are also included in this chapter.

- Chapter Four: It presents the results of the quantitative and qualitative data in addition to the steps of data analysis. Furthermore, It discusses the main findings of the study
- Chapter Five: It contains a conclusion of the whole study, in addition to limitations of the study, recommendations and possible opportunities for further research study.

CHAPTER TWO

LITERATURE REVIEW

1. Introduction

This chapter aims at providing an overview about teaching strategies and about the ‘21st Century English for Libya’ primary curriculum. Strategy, in general, and teaching strategy definitions that have been introduced by some scholars are discussed. The importance and types of teaching strategies are presented. Some concepts related to teaching English to young learners are also provided. It also addresses the 21st century skills, the integrated approach and some previous studies that have examined this topic from different aspects. Furthermore, it provides the set of teaching strategies used in the ‘21st century English for Libya’ primary textbooks.

2.1. The Meaning of a Strategy

The term ‘strategy’, according to Collins English dictionary (2019), is a plan or group of plans meant to accomplish something, typically over a lengthy period of time. The strategy according to this dictionary was derived from the Greek word *stratēgia* 'function of a general' which is equivalent to *stratēgós* which means military commander, general (*strat(ós)* army + *ēgós* to lead). Over time, the word strategy moved from Greek to French and to English; although the spelling of the word has changed, its meaning is still the same (Nadar, 2016). Freedman (2017:91) stated that during the 1770s the word strategy was limited to discussing military affairs in Europe, and it remained dominated by the military character until the 20th century, when this word became widely used in all human fields, from sports to business.

The concept of strategy is used at two levels; namely, the macro level and the micro level. The macro level is linked with the intermediate level and the micro level is closely related to learning pedagogy, training theory and practice (Al-Banna & Abdul Aziz 2014).

2.2. Teaching Strategy

For a long time, teaching strategies have been a major area of interest in second language teaching research. Gipps et al. (2002) described teaching as a complicated, multifaceted activity with no set guidelines rather than that the instructor should teach and the learner should learn. In addition, they believed that through the successful strategies used via expert teachers, this multifaceted activity will be more comprehensible. Scholars described teaching strategies in different ways. For instance, according to Alberta (2002:67), teaching strategies are techniques used by teachers to help learners become independent, strategic learners. These strategies become learning strategies when students independently choose the best ones and use them successfully to complete tasks or achieve objectives. Herrell and Jordan (2004, as cited in Zohud, 2015:7) stated that teaching strategies are "the approaches that can be used across curricular areas to support the learning of students". Sit (2017) defined teaching strategies as the activities that teachers use to facilitate learning. Sarode (2018:58) defined teaching strategies as "methods used to help students learn the desired course contents and be able to develop achievable goals in the future". According to Maiko (2018:15), the teaching strategy "is the way in which a teacher chooses to explain or teach the material to students so they can learn the material or grasp the concept in class". Kuamr (2022:507) stated that "teaching strategy is a careful plan of teaching activities to be undertaken which ensures effective teaching and learning". From the previous definitions, it might be concluded that despite the different descriptions of teaching strategy, its primary purpose is to facilitate the teaching and learning process.

In the current research, the researcher considers teaching strategies as a plan of teaching activities to be undertaken which not only ensures effective teaching and learning, but also makes the learning process more fun and engaging. Moreover, it contributes in providing pupils with the appropriate 21st century skills. The researcher uses the Libyan primary teacher's books as a guide for deriving the imposed strategies.

2.2.1. The importance of Teaching Strategies

Effective teaching requires effective teaching strategies. According to Alberta Learning (2002:67), teaching strategies encourage pupils, maintain attention span, organize and simplify knowledge, and track and assess learning. Furthermore, a successful teaching strategy encourages students to challenge their beliefs and pushes them to learn (Sarode, 2018). Maiko (2018:15) mentioned that the type and regular application and integration of strategies are key factors in developing successful language learning.

2.2.2. Types of Teaching Strategies

In the process of teaching a language, numerous and different teaching strategies can be used (Al-Banna & Abdul Aziz, 2014). The teaching strategies were divided by Saskatoon Public Schools (SPS) (2014) into the following (5) families:

1- **Experiential Learning:** It is a learner-centred method that relies on experiences or the actual world as the main teaching tool for pupils. The most significant elements of the event should be analysed, and students should apply the experience's guiding principles to new situations. These strategies include field trips, games, stories, simulations, observations, model-building, and survey experiments.

2- **Direct Instruction:** It is a teacher-centred method used to communicate information and help students develop abilities that require following a set of steps. Direct teaching strategies are simple to include in other teaching strategies. For instance, lectures, exercises, didactic questions, performances, structured, sophisticated organizers, computer, and contrast.

3- **Indirect Instruction:** It is a learner-centred method that takes into account students' interests and level of curiosity about a subject. Students are actively engaged in observation, inquiry, inference, and hypothesis development. As a result, the teacher's position changes from lecturer to facilitator and/or resource person, such as problem-solving, concept mapping, case studies, research, and reflective discussion.

4- Interactive Instruction: It uses conversation to aid learning. Students are urged to pick up knowledge from both their peers and their teacher. Students using interactive techniques must apply observation, listening, interpersonal, and intervention skills as they interact with the subject matter, such as discussions, roleplaying, brainstorming, think-pair-share, cooperative learning, jigsaw puzzles, and problem-solving.

5- Independent Study: It consists of a range of instructional strategies that emphasize the growth of personal attitudes and values essential to learning, including initiative, self-reliance, and a desire to better oneself. Group-based activities are one type of independent study strategy that can be started by either the student or the teacher, such as journals, reports, computer-assisted learning, and research projects.

On the other hand, Herrell and Jordan (2012) cited in (Thamarana & Narayana, 2015) provided the following (5) categories of strategies for teaching and learning the English language, according to their objectives, purpose and nature:

- 1- Strategies to encourage active involvement: There are many strategies which can be used to promote active involvement in learning the English language for achieving sufficient linguistic competence and performance, such as preview/review, visual scaffolding, group interactions, cooperative learning, learning centres and cultural studies.
- 2- Strategies for literacy development: These strategies are useful to develop language literacy, such as read-aloud, guided reading, imaging, cohesion links, repetition, cloze, etc. Each of these strategies helps to develop a particular skill. For example, reading skills can be developed by the use of strategies like reading aloud and guided reading, whereas cohesion links are a suitable strategy for developing writing and speaking skills.
- 3- Strategies for content instruction: Some of these strategies such as learning strategy instruction, integrated curriculum projects, attribute charting, gist, tutorials and micro selection, are very useful in English language classrooms. These strategies are beneficial for content instruction and help students in acquiring language skills.

4- Technology strategies for English learners: These strategies are based on technology for language learning, such as multimedia presentations which involve various media such as audio and video equipment and wiki (an educational web) strategy. These strategies in addition to their ability to support the development of reading, writing and vocabulary for learners, make learning easier and interesting (Herrell and Jordan, 2012 cited in Thamarana & Narayana, 2015).

Some researchers divided teaching strategies into (2) types: traditional and non-traditional strategies (Nabors et al, 2012 cited in Zohud, 2015). The traditional strategies are expository approaches (teacher-based approach) such as; lecturing, teacher demonstrations and dictation (Maiko 2018), whereas, the Non-traditional strategies, which are also known as active learning strategies (Zohud, 2015), are heuristic techniques (student-based approach) such as; discussion, group work, debates and speeches, dramatization, and question and answer (Maiko 2018).

Racoma (2013) reported that the strategies as well as the content used in teaching children languages differ from those of adults; for example, it is not recommended to teach children the grammar of a language.

2.3. Teaching English to Young Learners

The unique characteristics of teaching English to young learners are based on their psychophysiology at that age where children are unable to control how they see and interpret a thing. Also, the focus of pupils is attracted to bright items. As long as they are engaged in the action, they can stay focused. Consequently, the three concepts of role-playing, communicative approaches, and total physical involvement constitute the foundation of the basic ways of teaching EFL to young learners (Tolstinkhina & Stakanova, 2014). Pinter (2011) cited in (Wulandari et al., 2020) stated that teaching young learners in primary schools is a difficult duty, since their qualities differ from those of adult learners. Additionally, Pinter (2017 cited in Azitoni, 2020) identified two key ways to help kids learn the language; the first is through play and exploration, and the second is by offering them chances to engage with others. Teachers can use several strategies with young children, such as asking questions, singing songs, playing word games, and describing other people's attire (Azitoni, 2020). Moreover, if a calm, natural

setting is offered in the language lesson, students are more motivated and learn more effectively (Ara, 2009). Nunan (2010) stated that according to Asher's principle of second language acquisition, teachers should place more emphasis on comprehension than production at the early stages of second language instruction. The teachers should also abide by the 'here and now rule', which indicates that all language should be related to things that are physically presented, and they should offer input to students by having them follow instructions.

According to many scholars and the Libyan first stage of basic education Teacher's Books (2019), children have different characteristics which affect their learning. These characteristics include:

- Emotional Characteristics

Typically, young learners love to talk about themselves and are receptive to learning that uses their own lives and experiences as the major topics in the class. They also require individualized care and affirmation in order to learn (Harne, 2007 cited in Paratama & Awaliyah, 2016). Additionally, young learners often enjoy school and their teachers, and they respond favourably to praise from their teachers (Teacher's Book, 2019)

- Physical Characteristics

Although young learners are typically active and lively, their concentration span is very short, also they get weary and distracted easily. In addition, they learn at different paces (Teacher's Book, 2019). Baker and Westrup (2003) pointed out that young learners are often keen and curious and tend to learn through their five senses – sight, taste, smell, touch and hearing. Therefore, elementary school pupils require more physical education and engaging activities including games, quizzes, drawings, colouring, and sports (Priskinia et al.,2020).

- Educational Characteristics

Pupils typically need challenge and they learn best through doing things which they enjoy. The interesting activities and realistic objectives positively affect their learning in addition to the redundancy, in which language is being recycled constantly (Teacher's Book, 2019).

- Linguistic Characteristics

Pupils are often good at pronunciation and the barriers they have are usually low. They require speaking, making mistakes, clarification and using their own language. However, they might require some time to develop language independently (Teacher's Book, 2019). Baker and Westrup (2003) consider young learners good mimics, where children are able to imitate sounds and intonation well. Baker and Westrup believe that the special characteristics of children enable them to be good learners of a new language.

Ekas (2016) debated that in the 21st century, modern students require various types of support and guidance from their teachers in order to succeed academically in a school, in addition to developing appropriate skills. Otherwise, they will be badly affected both academically and personally.

2.4. The 21st-century skills

The 21st-century skills are the abilities that will allow young people to live and work successfully in modern society (Teacher's Book, 2019). According to Kaufman (2013) the call for 21st-century skills is not new; defining diverse educational goals with the intent to focus on student needs and reflect a better, more relevant education is something that has developed over time. These skills are grouped into three categories; learning and innovation skills (critical thinking and problem solving, communications and collaboration, creativity and innovation), digital literacy skills (information literacy, media literacy, information and communication technologies literacy), and career and life skills (flexibility and adaptability, initiative and self-direction, social and cross-cultural interaction, productivity and accountability, leadership and responsibility) Finegold and Notabartolo (2008) cited in Erdem (2019). The most common 21st-century skills, as stated by Stauffer (2022), are the four C's, critical thinking (finding solutions for

problems), creativity (thinking outside the box), collaboration (working with others), and communication (talking to others), which are also known as learning skills. Stauffer mentioned that many instructors are aware of these skills because they are essential for all occupations.

The term "21st-century learning", according to Cox (2016), is used to refer to a set of skills that students must master, including critical thinking, problem-solving and digital literacy. Cox also stated that others describe it as the capacity to cooperate, communicate and exhibit abilities that will ultimately aid students in finding their way in the future. In 2018, a new series of English textbooks which is called '21st Century English for Libya' was introduced. These textbooks are based on the integrated approach to teaching, where a general English syllabus is combined with skills such as study skills, collaboration skills, communication skills, critical thinking skills and problem-solving skills (Orafi et al., 2021).

2.5. The Integrative Approach

Alaye (2019:29) describes the integrative language teaching approach as "a whole language approach or multi-skill syllabus". Alaye also stated, in this approach, learners are taught the fundamental language skills (listening, speaking, reading and writing) concurrently. So that lessons are constructed on the integration of language skills, in which dealing with a particular skill to perform an activity, demands the use of other language skills. For example, in a reading task, while a teacher gives the instructions orally in English, students have to use their listening ability to grasp the task. Thereafter, they may need to debate their readings, thus they have to use their speaking and listening skills beside other related skills, such as pronunciation, syntax and social usage. Moreover, the teacher may ask them to write a summary of what they have understood, then students have to employ their writing skills to accomplish the task (Khosiyono, 2021).

This integrated approach aims to provide learners with a true language environment in which they can develop their language skills in a meaningful context. This approach emphasizes the significance of meaning for learning a second language, in addition to the use of an authentic environment which is regarded as the trigger for

meaning-based second language learning. Furthermore, this approach stresses the importance of students' prior knowledge in learning a second language, where the new materials will be more familiar to students, and that improves students' level of understanding. The integrated approach entails students having lots of opportunities to interact in the second language, whether student-student or teacher-student interaction. Topics and activities of lessons need to be pertinent and motivating to the students. Furthermore, grammatical rules are taught implicitly; after students manage to communicate in a meaningful context, they learn the grammatical rules based on what they have produced (Wan, 1996). The integrated approach assists students in developing knowledge through real-world experience, making language more pertinent and learning more meaningful. In addition, the students feel less restricted and strange in the classroom setting while using the integrated approach. Therefore, this approach is a more useful way to help students improve their language skills (Simon, 2021).

2.5.1. The Role of Teachers in the Integrated Approach

The integrative approach, according to Shanghais (2012 cited in Alaye, 2019), entails shifting the role of the teacher from a dominator to a director (providing the students with clear instructions), a manager and an organizer (organising different types of activities which suit learners' needs and affect their learning positively), and a motivator (motivates them to engage in the classroom activities and create appropriate situations). In addition, to make the lesson active, the teacher needs to be a facilitator, a monitor, a guider of learners' activities and a counsellor. Shanghais (ibid) stated that the primary function of the teacher in the classroom is thought to be a manager and an organizer. Furthermore, teachers are essential in developing a real-world learning environment that is relevant and engaging for the students, another responsibility of teachers is to foster an environment where mistakes are accepted as a necessary part of learning. Also, teachers provide comprehensible input to help their students understand the learning materials. The use of visuals (pictures, photos, charts, graphs and demonstrations), hands-on activities, frequent comprehension checks, activating prior knowledge, body language, cooperating groups, paraphrasing and other strategies can help make input more understandable (Wan, 1996).

Wright (1991:51) classified the role of teachers in the classroom into (2) major roles:

1. "To create the conditions under which learning can take place: the social side of teaching".
2. "To impact, by a variety of means, knowledge to their learners: the task-oriented side of teaching".

To give students a sense of a real-world context in the classroom, English teachers should place a focus on teaching language as it occurs in everyday living through activity-based situations. The textbook can also be used to help students improve their language skills by using a variety of teaching strategies (Simon, 2021).

2.6. Teaching Strategies Used in ‘21st Century English for Libya’ Primary Textbooks

Effective strategies for teaching English to young learners must help achieving high comprehensible input, scaffolding, and low stress environment (Bryson, 2014). The following strategies are derived from the Libyan first and second stage of basic education Teacher's Books (2019). According to the teacher's books, these strategies are not only making the course engaging but also helping in developing their skills. In addition, these strategies are classified into the following four categories:

1. Strategies used for cooperative learning
2. Strategies used for assisting learning and teaching
3. Strategies used for practice inside the language classroom
4. Strategies related to the psychological side of students.

2.6.1. Strategies used for Cooperative Learning

This category includes techniques of interaction that teachers use for cooperative learning. Balkcom (1992) defined cooperative learning as an effective teaching strategy in which small groups of learners, each with varying degrees of aptitude, engage in a range of learning activities to deepen their comprehension of a subject. The use of a cooperative learning strategy enhances academic achievement, increases the enthusiasm and self-confidence of students, develops critical thinking skills and encourages peer

group learning and positive relations among learners (Balkcom 1992, Al-Banna & Abdul Aziz 2014).

Cooperative learning, according to Dansereau (2014), refers to this type of student interaction that emphasizes equal participation in the learning process rather than a fixed teacher/learner role, and students can enhance their acquisition of academic knowledge and skills by interacting with each other.

- **Pair Work (PW)**

Pair work is an effective strategy for collaborative learning, enriching and promoting meaningful interaction between learners and increasing their language production (Pushpanathan & Satheesh, 2017), and “One way of providing learners with more practice in using the L2 is to assign them to work in small groups or pairs” (Storch & Aldosari, 2013: 32). Kopinska and Azkarai (2020) found that getting children work in pairs raises their motivation and decreases their anxiety levels. Ahmadian and Tajabadi (2017) indicated the advantages of giving students an opportunity to collaborate with their peers. For example, different learners often have various ZPDs for the same target language form. This will require varying levels of assistance (Aljaafreh & Lantolf, 1994, cited in Ahmadian and Tajabadi, 2017). As they indicated, this can be accomplished by giving the dominant learner the position of an instructor and developing a sense of self-appreciation and self-worth in the novice peer. Furthermore, even young learners in the beginning stages of foreign language acquisition can offer varied levels of help to one another. This collaborative group work can be advantageous in EFL settings when practicing the taught language outside of the classroom context is almost important (ibid). The English primary textbooks contain a lot of real-life pair work activities, such as talking about family, routines and time, and school subjects. Preparation is essential for these activities, in which the students can make a good attempt when their teacher asks them to work in pairs. In addition, the teachers should be keen to encourage the students to use English while working in group and pair activities (Teachers’ Book, 2019).

- **Group Work (GW)**

Grouping students into pairs and groups for games and controlled practice is advised by the standard procedures, where activities in groups and pairs promote cooperation, comparison, and sharing (Teacher's Book, 2019). Group work is a teaching strategy used in classrooms to improve student learning. Working in groups has several advantages since it enables students of all academic levels to learn from one another as well as to hear and compare various viewpoints, ideas, and thoughts. In addition, it is very beneficial for English language learners (Lee, 2014). Moreira (2020:7) stated that group work plays an essential role in collaborative learning. Alfares (2017) found that Language learners have seen that group-based learning (GW) benefits their academic learning, learning motivation, and knowledge acquisition. In addition, he found that group work fosters interactions that are natural and realistic, where students have good reasons to listen to and support one another. Further, group work improves students' comprehension (Bryson, 2014).

2.6.2. Strategies used for Assisting Learning and Teaching Process

This category includes a kind of materials that EFL teachers use to facilitate learning and teaching process. Frimpong (2021) stated that teaching and learning materials are essential for facilitating children's learning, as they provide visual explanation and enhance understanding. Without them, the teaching and learning process will be limited.

- **Using Recorded Materials**

Recorded materials are helpful in the acquisition of second languages. The use of recorded materials in language classes is crucial for effective teaching, where they are one of the instructional materials utilized in teaching. These materials include audio cassettes that are complemented by books that have activities for pupils (Bastola, 2018). The use of digital audio recording provides a fun atmosphere for the students to begin speaking in English once they have received exposure to the listening resources (Wijayani, 2010). Children are encouraged to participate in the audio by matching, circling, pointing, and doing activities. Children have the chance to hear English spoken

with its natural stress and rhythm through the recorded materials. They act as a helpful pronunciation guide and accurate model for speaking exercises (Teacher's Book, 2019).

▪ **Teaching with Games and Movements**

The use of games and play in the early language classroom is considered an effective strategy for giving understandable input with a lowered affective filter and authentic opportunities to generate meaning (Bryson,2014). Games and fun activities are essential for teaching English as a foreign language, motivating students to master the language quickly. They also foster cooperation (Kamola et al., 2023). Matching, puzzles, problems, and other enjoyable and practical games can be utilized as a teaching strategy for several linguistic areas (Nedaa, 2015). The appropriate teaching strategies should be chosen by teachers to suit the needs of young learners. Since children love to play and have fun, games can be useful teaching aids to teach vocabulary and help students remember the meanings of new words. Young learners will be aware and stimulated by adding physical movement to activities (Bakhsh, 2016). In addition, games are used in the classroom to motivate pupils and help them develop their critical thinking skills (Pratama & Awaliyah, 2016).

Total Physical Response (TPR) represents one of the most popular and successful methods to use movement (Zainollah, 2016) developed by James Asher. Asher's method is based on two ideas from first language acquisition. The first is that the child receives a large amount of understandable input before starting to speak. Second, there is a lot of physical manipulation with early input (Asher, 1968 cited in Nunan, 2011). Nunan added that because TPR places a strong emphasis on input and physical activity, and the absence of any formal grammar instruction, has proven to be effective for teaching younger students (Nunan, 2011). In TPR, physical action or movement is linked to certain words, phrases, directives, or circumstances. Children are far better at comprehending knowledge than they are at producing it (Teacher's Book, 2019).

▪ **Teaching with Songs and Rhymes**

Songs and rhymes play a significant role in Libyan's primary grades 1,2,3,4,5 and 6 of 21st Century English's curriculum (Teacher's Book, 2019). Jarvis (2012) defined

songs and rhymes as popular teaching strategies at the primary levels and may be quite important in fostering children's interest in learning foreign languages. Ara (2009) stated that songs, rhymes and games are considered ones of the fun activities, which are required in engaging young students in language learning and guarantee a stress-free environment. They are also excellent teaching tools for language instructors to employ with young students due to their plethora of advantages. In addition to their role as crucial strategies in developing listening skills (Sevik, 2012) and spoken language skills for young students (Iroegbu & Ifedayo, 2020). Furthermore, Sevik (2012) described songs as being essential to teaching ESL/EFL to young students. He sees that the most important benefits of using songs in a language classroom are that songs are (1) essential to basic training, (2) establish a comfortable and authentic classroom atmosphere, (3) offer possibilities for practice and repetition, (4) offer chances to employ actual language and (5) offer purposeful and pleasant language instruction. Sevik (ibid) stated that when songs are combined with TPR, which involves movements similar to a game, their impact and efficacy are increased.

The Teachers' Books (2019) provide a basic procedure for using the strategies of songs and rhymes. The best method for introducing songs to young students is through a three-stage procedure: pre-teaching, while teaching and post-teaching (Sevik, 2012). Before playing the song and rhyme, teachers have to get kids ready for what they will hear. This can be done through explaining the pictures on the page and illustrating some of the new vocabularies with them. In the second stage, teachers have to permit their students to listen to the song and rhyme many times. In the first listening, the students are only required to mime with the teacher or indicate the pictures. In the second listening, the students repeat and practice the first part of the song or rhyme. In the third listening, the teacher encourages the students to practice the whole song or rhyme. Moreover, the teachers have to be sure to incorporate the song or rhyme into several lessons, sometimes with the recording and other times with them (Teacher's Book, 2019). Furthermore, the students are not required to learn every word right away. The emphasis should be on fun, with special attention to rhyme and rhythm (ibid).

▪ **Teaching with Stories**

Storytelling is both a classic strategy and a contemporary tool for teaching and developing children in both native and second language acquisition. Moreover, it aids in the memorization of new words through repetition, stimulating interest, and making a fun activity. Therefore, it should be of interest to every educational institution, from curriculum designers to teachers (Isik, 2016). In 21st-century English for Libya, the stories in all primary levels are meant to promote the practice of in-depth, enjoyable storytelling listening. The stories offer excellent opportunities for contextualizing previously presented language as well as valuable listening exercises. After hearing the story multiple times, the recommended technique involves asking the students to participate in the words. Additionally, this offers beneficial speaking practice (Teacher's Book, 2019). Teaching with storytelling is a pedagogical strategy that enables students to learn vocabulary in an enjoyable, natural, and exciting way, and this strategy becomes more effective when using with other instruments such as flashcards, songs, etc. (Centeno et al, 2021). González (2010) stated that in addition to the use of storytelling, in the L2 classroom to foster positive learning contexts and offer relevant and understandable input, it improves the cognitive and language skills of children. They learn how to comprehend spoken language and use critical thinking skills. Also, students can enhance their memory, learn about cultural values that are different from their own, and learn to predict and infer. Furthermore, the use of stories in the language teaching process can develop creativity, imagination and self-express skills of children. Students can speak a foreign language in a creative way by combining the facts and knowledge they acquire by stories (ibid).

Here are some recommendations, for using storytelling, provided by the primary Teacher's Book (2019):

- 1- Describe the photos. Ask your students to name any recognizable faces and things.
- 2- Have the students listen to the audio and look at the photos as you play the audio.
To make the message of the story clearer, mime and use motions while reading it

- aloud. (If you chose to read by yourself, ensure that you listen to the recording several times).
- 3- Obtain the response to any questions you have posed, but notify them about it. repeat playing the recording with pauses when required so that all parties may find a solution.
 - 4- Enlist the aid of your students as you narrate the story.
 - 5- Retell the stories in subsequent lessons. You should narrate the story while making deliberate errors, in order to promote the students' comprehension.

▪ **Teaching with Using Charts**

A wall chart is a useful teaching and learning tool for vocabulary. The use of wall charts has various advantages; it can be helpful to introduce new language in a way that appeals to primary students. Furthermore, increasing exposure to the words enables children to learn vocabulary more quickly (Azizah, 2016). It is a good idea to post commonly used classroom language on the wall if the English subject is held in the same classroom. Teachers can put helpful phrases on signs; such as: Could you repeat that for me, please? How do you pronounce...? Can you lend me a pen? ..etc. , in addition to students' drawings to encourage them (Teacher's Book, 2019). When choosing a suitable wall chart, there are some things to consider such as; Appeal, relevance, recognition, size and clarity (Brown,1994 cited in Azizah, 2016). Patria et al. (2020) stated that wall charts were required to enable the students to memorize English vocabulary better. This medium was also functional to help the students understand the meaning of English words that they learned. According to the results of their research, the students' attitude towards the teaching-learning process improved since the wall charts increased their interest in learning English vocabulary. Amirali (2019) talked about the effects of a type of chars, which is anchor chart, and defined it as a strategy for teaching in the classroom, that communicate instructions and crucial messages without using verbal instructions. He stated that anchor chart can also be used as a strategy for classroom management and to teach manners and values. Furthermore, he stated that students with special needs can benefit academically from the anchor chart strategy since it is helpful for visual learners. These charts can be kept in the classroom for the duration of the semester and utilised as

a transitional tool between curriculum sections or chapters. Additionally, these charts can also be posted on a wall so that students can access them on their own for review or further study (ibid).

- **Teaching with Using Flashcards**

Flashcards are cards that include a word, many words, a number, or a picture that are used in the classroom by the teacher and students to assist students learn and retain new words. Due to its advantages, it is seen as a helpful strategy. The use of flashcards in the classroom improves pupils' mastery of the English vocabulary (Andalas, 2019). Harisanty et al. (2020) pointed out that flashcards are an example of a play-based learning tool. It is used to help students increase their information literacy. The benefits of playing a flashcard game include enhancing language skills, enhancing the capacity to create stories, remembering and memorising information, analysing a problem, improving vocabulary, increasing self-confidence, developing clear and effective communication, and enhancing creativity skills. According to Haycraft (1978) as cited in Andalas (2019), there are two types of flashcards: word flashcards and picture flashcards. Word flashcards are cards with printed words; the words of a phrase can be represented by word flashcards. They can either be fixed to the board or distributed to the class or individual pupils, who can then arrange them properly. Word flashcards can be used to practise structure as well. Picture flashcards can be used as triggers for other activities or for teaching, practising, and reviewing vocabulary. Because it will stimulate students' interest, the images or illustrations on the card should be eye-catching, entertaining, and large enough for the entire class to see. The use of word cards according to Diaz (2016) is a strategy that helps students increase their vocabulary. Based on the results of his research, he highly supported the use of word cards in beginner classes and stated that this strategy should be required in basic English courses since it is inexpensive, successful, efficient, and simple to use. In addition, It can be used as an effective and alternative device for the traditional strategy (translation) in a vocabulary learning process and avoiding spending time on the board drawing, and it can be introduced by playing games (Priskinia et al. 2020). There are different procedures language teachers can use for introducing picture/word cards in order to recognize not only words but also

short phrases and sentences, as sentences with word cards help draw attention to grammatical details like word order (Teacher's Book, 2019).

2.6.3. Strategies used for Practices inside the Language Classroom

This category includes materials that teachers use as practices inside the language classroom. Classroom practises are the teaching and learning activities and interaction processes that take place within a classroom system and allow for the contextualization of the content that is taught and learned (Li & Oliveira, 2015). Classroom practises have the largest impact on student learning outcomes because the classroom is where students and teachers interact, and decisions made in this setting have the most influence on student learning outcomes (Wenglinsky, 2001).

▪ Role-Play

Role-play is a good example of an active learning and teaching strategy. When planned properly and carried out correctly, it can contain the advantageous aspects of enjoying learning and assimilation of information (Erturk, 2015). When children have the chance to work independently, have learning relationships with peers, and improve their sense of competence in role-play. This raises students' motivation and engagement and provides a useful environment for fostering critical thinking among elementary pupils (Rashid & Qaisar, 2017). In addition, it develops their communication skills ((Afdillah, 2015 cited in Alabsi, 2016). Alabsi added that students' enthusiasm, self-confidence, and empathy are all increased through role play, which involves them in activities that make their learning more realistic and assist them in applying it to real-world situations.

In all primary levels, according to the Primary Teachers' Books (2019), there are many 'real life' tasks available, including discussing family, time and routine, and school disciplines. Short conversations and question-and-answer exchanges serve as practice for these tasks. Students have more time to establish a command of how to speak English when they have the chance to practice such activities.

The following is a general tip for question-and-answer exchanges provided by Primary Teacher's Books, (2019)

- Pronounce the prompt phrases from the students' materials.

- Repeat activities in class to practice.
- Split the class into two groups and practice the exchange using picture or word cards as prompts.
- Use open-class pairs to practice then train in pairs.
- Recognize that mistakes will be made.
- Pair practice should only require a little amount of time.

The following is a basic technique for profiting from conversations:

- Talk about the events depicted in the photo.
- Have the students follow the photos while you play the audio.
- Ask several follow-up questions to ensure comprehension.
- Have the students repeat the audio line by line.
- Pick some students to act out the conversation.
- In pairs, role-play the conversation (ibid).

▪ **Discussion**

Discussion is a teaching strategy that involves a collaborative exchange of ideas between a teacher and students or among students with the aim of advancing students' comprehension, learning, and problem-solving skills (Wilkinson, 2009). The Libyan primary textbooks include many activities which encourage discussion such as talking about pictures and talking about the unit topics. Teachers should exploit any chance to use discussion to benefit from students' interest in a topic. In addition, motivating students to speak about the content as much as they can in English (Teacher's Book, 2019). Lestari et al. (2019) stated that the use of this strategy increases the speaking skills of students and stimulates their critical thinking skills since it contains questioning and inquiry technique. Besides, it develops students' creativity (Anderson & Krathwohl, 2001; Bligh, 2000 cited in Cashin, 2011) and communication skills as they learn to express their thoughts succinctly and clearly (Cashin, 2011).

▪ **Demonstration**

Demonstrations as a teaching strategy are performed or given using instructional tools like models, graphs, blackboards, and other visual aids. It frequently happens when

students struggle to relate theories to real-world situations or when they are unable to comprehend how ideas are applied (Aqsam, 2020). When putting up an exercise, use as much English as you can; if describing in English is too hard, demonstrate to the students how to accomplish something (Teacher's Book, 2019). This teaching strategy helps students imagine the content they will learn. Also, their ability to communicate in English improves as a result of use and exposure (Weheli & Nyquist, 2003 cited in Lestari, 2016).

▪ **Error Correction**

An error correction is a tool for helping language learners to learn a second or foreign language. The majority of language scholars consider error correction as a type of feedback. There are some techniques for providing good error corrections, involving;

- Allow the pupils to fix their own errors with the aid of their teacher (self-correction).
- Allow a fellow pupil in the classroom to fix the error (peer correction) (Khansir & Pakdel, 2018, Amara,2018). Amara (ibid) added one more technique, which is (teacher-correction).

Error correction is part of learning (Simon, 2021:194). Khansir and Pakdel (2018) stated that it is crucial to correct errors if the goal is to learn the target language. Correction as a language learning strategy depends on the amount of time, practice, interest, and participation of both the teacher and the learner in the target language. When language learners who are making errors are able to rectify them on their own, error correction is completely successful (ibid). However, teachers should avoid overcorrecting or focusing solely on using the right words. The teacher's responsibility is to encourage the students' efforts, correct them when needed and understand that learners will make mistakes (Teacher's Book, 2019). According to Bakan et al. (2020), there are different techniques of error correction, including; verbal, nonverbal and written error correction. In addition, each technique includes various types such as explicit and implicit error correction. the authors believed that when it comes to error correction, there is no secret recipe; the skill of error correction cannot be taught during teacher training. Each teacher must come up with his/her own optimal technique, after knowing the students and determining what works best for them.

2.6.4 Strategies Related to the Psychological Side of Students

This category includes a kind of material that is related to psychology. The daily activities of people are influenced by a variety of factors, including psychology which often determines the success and failure they encounter in any task (Beharu, 2018). Therefore, recognising the significance of young children's social and emotional development has become a main concern in early childhood education (Shoshani & Slone, 2017).

- **Praise**

One of the many reinforcements used in behaviourism to try and modify students' behaviour in a classroom setting is praise, which is a strategy that is employed frequently throughout the course of each day (Lahr, 2017). "Teachers regularly use praise as an instructional strategy to increase the occurrence of children's positive social and academic behaviour" Maureen et al. (2009:18). Bartholomew (1993) stated that the goal of giving pupils praise is to identify or demonstrate an interest in them, to encourage them, to express what we see in their behaviour, and to assess their performance. Teachers must always praise their students, regardless of what they are doing or how fast or slow they are learning, and use corrections sparingly. The students need a lot of help and encouragement at this phase in their study of the English language. Further, they also need to realize that making mistakes is perfectly acceptable (Teacher's Book, 2019).

2.7. Previous Studies

Many researchers have conducted studies to find out the teaching strategies that EFL teachers use in their primary classes and the extent of using appropriate strategies. For example, Piller and Skillings (2005) undertook a study to investigate the teaching strategies utilized by primary classes teachers at one school in New Delhi, India, as well as their behaviours, lesson plans, and expectations for learning. The study provides knowledge of strategies for teaching pupils, whose first language is not English, in reading and writing in English. Through observation, interviews, digital photo journaling, and the collection of artifacts, data were collected. The findings showed the strategies that are implemented and were effective in teaching young learners are demonstration, choral drill, look and say, pictorial illustration, verbal illustration, association, questioning, narration and read and say.

Moreover, Pratama and Awaliyah (2016) conducted a study to explore what strategies teachers use for teaching speaking to young learners. The study conducted in the elementary schools in Purwakarta. An observation, a semi-structured interview, and a written document were used for collecting the data. the participants of the study were the students who are in grade four. The period of observation was six meetings and the interview conducted with the students for in-depth information. The findings revealed that the strategies which used by teachers were role play, watching videos, jazz chant, digital storytelling, games, and repetition.

Omar (2018) conducted a study that was limited to investigating the strategies EFL teachers use in teaching reading comprehension to basic education pupils in Sirte, Libya. The data collected through qualitative and quantitative methods. Questionnaires distributed to 26 English teachers to answer, and observations conducted in three different basic education schools in Sirte. The findings revealed that the strategies teachers use in teaching reading comprehension are teaching of new vocabulary, answering the comprehension questions and reading aloud.

Furthermore, Lestari et al. (2019) carried out a study which investigated English teaching strategies implemented for young learners in terms of teaching planning, teaching implementation, and teaching assessment. The case study was conducted on grade 5 of an international primary school in Surakarta. The methods used for data collection were observation, interview, and document analysis. The results showed that the teaching strategies in terms of the teaching implementation were sixteen strategies. Those were icebreaking, recalling memory, brainstorming, discussion, game, listen and read, listen and match, draw and write, write a paragraph, filling the blank, vocabulary writing, concluding material, reading time, police of English, English camp, and assembly. The researchers stated that the teaching strategies that used were successful in raising student engagement, comprehension, ease of memorization, interest, and motivation.

Walandari et al., (2020) conducted a descriptive research study to identify the strategies of teaching that are employed by an English teacher in teaching English for young learners in SD Suta Dharma, Indonesia. A classroom observation and a semi-structured interview were used as methods for data collection. The findings showed that

the strategies applied by the teacher in teaching English were listen and repeat, listen and do, question and answer, in-pair, cooperative learning, guided writing and games. The researchers argued that the strategies used by the teacher were not able to involve young learners in the learning process.

Another study was conducted by Louka (2020) which aimed at investigating the vocabulary strategies used by Libyan teachers at primary schools and to what extent EFL Libyan teachers use the effective strategies for teaching vocabulary in their classes. The study was conducted in Alharsha/ Zawia primary schools. A mixed research approach was used for collecting the required data. The findings revealed that the teachers weakly used the appropriate vocabulary strategies and only few certain strategies were highly used. The findings also revealed that all the teachers were aware of the importance of using appropriate strategies and techniques for teaching young learners the English language.

Oktavia et al., (2022) conducted a study to investigate the challenges met by English teachers in teaching English language skills to young learners and the strategies that were implemented by the teachers in solving the challenges. The study was qualitative research conducted in three different elementary schools in Jambi. Open-ended questionnaire and depth interviews were the methods for data collection. According to the findings, there were four strategies implemented by English teachers in teaching English language skills to young learners including playing games, using songs, providing a lot of practices, and memorizing.

Nabi and Djegham (2023) conducted a study to examine the teaching strategies used by English teachers in primary schools in Algeria. The quantitative research approach was used in the study. A survey questionnaire was distributed to Algerian primary school teachers to examine their perceptions, preferences, and current practices in teaching strategies. The findings show that teachers in Algerian primary schools use a wide range of teaching strategies, including traditional teacher-centred approaches, in addition to more learner-centred and interactive methods.

From the above review, it can be seen many studies have investigated the strategies used for teaching English language primary classes. However, up to researcher's knowledge, there seems to be very little research aimed to identify the extent

of using the needed strategies. Therefore, the purpose of this study is to compare the implemented strategies with required ones.

2.8. Summary of the Chapter

The unique characteristics of children entail using teaching strategies that are appropriate for their age. This chapter provided a general review of teaching strategies in addition to teaching English to young learners, and which also addressed some unique characteristics of children. Furthermore, this chapter highlighted the ‘21st century English for Libya’ primary textbooks. Thus, it explained 21st-century skills, the integrated approach, and a set of teaching strategies that must be used for teaching this curriculum. These strategies were derived from the English Primary Teacher’s Books (2019). Finally, some previous studies that are related to this topic were also discussed.

CHAPTER THREE

METHODOLOGY

3. Introduction

This chapter is comprised of (7) sections. It starts with explaining the research methodology used in this study. Then, it describes the tools of data collection and the sample of the study. Moreover, it includes demonstration of the pilot study and the validity and reliability of data collection tools. Procedures of data collection and ethical considerations in the study are also dealt with in this chapter.

3.1. Research Design

A mixed research approach was used to investigate the difference between the strategies that should be used for teaching Libyan primary classes and what is actually there. Using both quantitative and qualitative methods is a powerful technique that facilitates validation of data through cross verification from two or more sources (Dornyei, 2007). Sieber (1973, cited in Axinn and Pearce, 2006:28) stated that “using multiple data collection methods usually provides a more comprehensive set of evidence for assessment, often raising the possibility that questions introduced by the use of one method can be answered by data collected with another method”. In this regard, the researcher used a structured observation and a semi-structured interview as methods of data collection.

3.2. Instruments of Data Collection

An observation was used to find out the strategies that English teachers use in their primary classes as well as the extent of using these strategies. Moreover, a semi-structured interview was conducted with EFL teachers to gain in-depth information about these practices.

3.2.1. Classroom Observation

An observation is a systematic and meaningful way of watching and listening to an interaction as it happens. It is used to gather the necessary data when the researcher is more interested in people's behaviour than in their impressions (Kumar, 2011). There are several distinct benefits of using observation as a research method. Foster (2006) stated that observational data are more accurate since the researcher directly collects the necessary information without having to rely on others' potentially inaccurate retroactive or anticipatory accounts. Additionally, the observer may be able to notice things that the participants cannot. Moreover, observational data can be a helpful way to verify information from other sources.

Observation methods can be categorized into two techniques; structured and unstructured observations. The structured observation is often used in a systematic description, and the researcher has to develop, in advance, a set of an observational categories. Thus, he or she can focus on certain aspects of behaviours. The unstructured observation is considered flexible where a researcher does not have a predetermined set of categories of behaviours. It is often used in exploratory research (Kumar, 2022). The type of observation implemented in the current study is structured observation. It is one of the most common instruments for data collection in quantitative research (Kumar, 2011). The observation schedule used in this study included a checklist in order to collect specific data about teachers' practices inside the language classrooms (see appendix 1). According to Taylor et al., (2006), checklists are frequently used to carry out structured observations, as they are a common form of structured observation. An observer can systematically record the presence or absence of a certain behaviour or situation using a predetermined checklist. Furthermore, in terms of types, this method was non-participant observation i.e. the researcher does not participate in the activities; instead, s/he watches, follows and records them as they are performed (Kumar, 2011). The gained data from the observation were analysed and presented into a table (see 4.1).

3.2.2. Teachers' Interview

An interview is a frequent technique for gathering information from people (Kumar, 2011:137). The interview methods are categorized into several types. The most common types are structured, unstructured and semi-structured interviews. The structured interview includes a series of questions and boxes to be ticked with the interviewees' responses. This type is used frequently in market research. The unstructured interview is also called in-depth interview. In this type of interview, the interviewees are free to talk about what they think important, with little directional influence from the researcher (Dawson, 2007). The semi-structured interview according to Tavakoli (2012:579) is "an interview in which the researcher has a clearer idea about the questions that are to be asked but is not necessarily concerned about the exact wording, or the order in which they are to be asked". He also added that a semi-structured interview can be a checklist of a particular topic or a list of questions. Dornyei (2007) stated this type of interview consists of a series of pre-planned, directed, and open-ended questions to prompt the interviewee to expand on a certain issue. In the current study, the implemented type was the semi-structured interview. It included a list of questions which allows the interviewees to express their thoughts and add more details about which strategies they use and which they do not. The interview consisted of (7) open-ended questions in order to elicit a thorough information about the strategies EFL teachers use in the basic classrooms and the extent of using modern teaching strategies from different perspectives. A sample of the interview questions is attached in (appendix 2). The collected data from the semi-structured interviews were transcribed and analysed thematically (see 4.2).

3.3. Sampling

The group of participants that the researcher actually examines in an empirical study is called the sample (Dorney, 2007:96). Similarly, the term 'sampling' as defined by Gay and Airasian (2003:101) is "the process of selecting a number of participants for a study in such a way that they represent the large group from which they were selected". The population of this study are the EFL teachers who teach at the Libyan basic education schools. The participants are EFL teachers who teach the primary classes in El

Ajelat city. Choosing a sample can be done in a variety of ways, and primarily there are two different types: probability samples and purposive samples (Dawson, 2007). In probability samples, also known as random samples, the researcher can generalize the results and every member of the research population has a specific chance of being chosen, whereas, in purposive samples the goal is not generalizing the results. In addition, the possibility of one person being included in the sample cannot be identified (ibid). In the current study, techniques of both the probability and the purposive samples were employed to meet the goal of the study.

At El Ajelat city, there are two municipalities; each municipality has its own Educational Inspectorate. Probability sampling technique was used to select a random sample of schools from each municipality. The schools which were selected from Al Jadeeda municipality are: Ashaheed Omar Al Mokhtar, Mosab Ben Omeir, Al Jadeeda, Al Markazeya, Geel Attawra, Dahret Ben Khaled. The schools which were selected from El Ajelat municipality are: Shohada El-Ajelat, El-Ajelat Al Jonobeya, Al Jihad, Fatima Azzahra. By using the random sample, the results obtained from this study can be generalized.

Because each selected school includes the primary classes from 1st to 6th, in which there may be more than one teacher who teaches these classes, it was rather difficult to determine the sample in advance. Therefore, the purposive sampling technique was used to select the teachers to be observed and interviewed. This technique is called 'quota sample'. Consequently, only those language teachers present at the same time and place as the researcher have a chance to select them (Dawson, 2007). Taking into account including all primary classes of each municipality in the research.

3.4. Pilot Study

The purpose of this pilot study was to help the researcher see whether the selected data collection instruments were well structured, suitable, and clear or not. Bell (1993:84) stated that "All data-gathering instruments should be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and to enable you to remove any items which do not yield usable data". The research instruments were a structured observation and a semi-structured interview.

3.4.1. Structured Observation

This instrument included a checklist that contains the teaching strategies, which were driven from primary teacher's books, in addition to some empty cells for any additional strategies used by the teachers. The researcher piloted the observation method in (2) basic education schools in El Ajelat city, through observing two EFL teachers who teach primary classes. The classes which were observed are grades 3 and 5. The observation were conducted twice with each teacher. The teachers were very cooperative; they did not oppose to be observed. Although, at the beginning they were embarrassed, later, they felt more comfortable when the researcher explained to them that the aim of the observation is only to collect data in order to answer the research questions. Based on this pilot study, as a researcher, I see that the observation was an appropriate method for collecting data since it enabled me to watch and hear, by myself, the practices which were used by teachers inside the classroom. Moreover, the items of the observation schedule were clear and it was easy to mark the implemented strategies. One item was added to the schedule. This item is 'teaching with the use of the first language', as the teachers observed were using the first language as a strategy to facilitate learning.

3.4.2. Semi-Structured Interview

In addition to the observation, the researcher piloted the semi-structured interview with the same teachers who had been observed. The interview schedule aimed to gather detailed information about the practices that teachers use in their primary classes. Based on the feedback obtained from the pilot interviews, the researcher noticed that some questions should be added to the interview schedule to be ready for collecting the actual data in this study. These questions are "Have you received any in-service training program about teaching 21st century curriculum for children?", and "What other strategies do you believe are effective for children but you did not use them? Why did not you use them?".

3.5. Validity and Reliability of the research Tools.

Both validity and reliability are crucial terms in the research domain. According to Cohen et al. (2007:134), the term 'validity' is "the touchstone of all types of educational

research”, and it was defined by Kothari (2004:73) as “the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure”. However, the term reliability as defined by Creswell (2014:141) is “ the consistency of the measurement procedures that enable achieving consistent, stable and accurate results”. Kumar (2011:168) believes that “if a research tool is consistent and stable, thereby predictable and accurate, it is said to be reliable”.

Accordingly, in order to achieve the validity and reliability of the research instruments, the researcher followed some procedures before collecting the research data. First, both schedules of observation and interview were checked by the supervisor and they were edited according to his feedback. Next, both the observation and the semi-structured interview were piloted in two elementary schools (see 3.4 section). Since it enables the researcher to verify whether the intended data were in fact gathered or not, the validity and reliability of the research data collection tools were improved through piloting (Dornyei, 2007). Finally, to increase validity and reliability measures, the schedules were also sent to many universities instructors to check them. Unfortunately, only two instructors provided their feedback. No major issues were discovered and no changes were made to the research tools.

3.6. Procedure of Data Collection

In order to start data collection, the researcher, listed the schools available in both municipalities. This step enabled the researcher to select a random sample of schools from each municipality. After that, the researcher obtained an approval letter, for visiting the schools and conducting the observations, from the Education Inspectorate in both municipalities (Al-Ajelat and Al jadeeda). On February 13, 2023, the researcher started visiting the schools to collect data. The participants were selected purposively (see section 3.3). (12) teachers from different basic schools participated in this study. Most participants were observed twice. Three teachers were observed once, because they had only one English class on the day of observation and were absent on the second observation (background information of the conducted observations are attached in appendix 3). The researcher interviewed (6) of those teachers who were observed. The interviews were conducted directly after the observations with those who had time to be

interviewed. These interviews were conducted in the Arabic language, to make it easy for teachers to participate and provide sufficient information. After taking permission beforehand, all interviews were recorded. On March 2, 2023, the researcher finished conducting the structured observations and the semi-structured interviews.

3.7. Ethical Considerations

Research ethics ensure no harm to respondents during investigation (Dornyei, 2007). Consequently, many issues were taken into consideration throughout conducting the observation and the interview in order to guarantee consent and confidentiality. All the participants were asked to take a part in this study and they were free to accept or reject. The researcher explained to them that their participation is voluntary and it is highly appreciated and significant for the integrity of the study. Moreover, they were informed with the research purpose, beside some other issues which are related to the analysis and findings process, in which their names and personal information will not be disclosed. During collecting the data, the researcher behaved respectfully with the participants and she asked them for permission to record the interviews. Treating the interviewee with respect is one of the ways that helps establishing rapport (Dawsen, 2007). Finally, to ensure participants' privacy, all obtained data were securely saved in order to be used only for the aims of the study.

3.8. Summary of the Chapter

This chapter presented an overview of the adopted methodology. A mixed research approach was used to collect the required data. Structured observations were held, as a quantitative method, with 12 EFL teachers from different basic education schools in El-Ajelat city, whereas the qualitative method was represented in semi-structured interviews conducted with 6 teachers. The observation contained a schedule of teaching strategies to check their use and frequency. The interview consisted of 7 open-ended questions to gather in-depth information about teachers' practices. Both instruments were piloted then checked by the supervisor and two university instructors.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSION

4. Introduction

In this chapter, the obtained data are organised, described and analysed in order to address the research questions (see 1.4). As mentioned before, mixed research methods were used in this study, a structured observation for quantitative data, and a semi-structured interview for qualitative data. The chapter includes three sections. It starts with analysing the observation data. The Microsoft Excel was used to analyse the quantitative data. The second section aims at analysing the qualitative data. The thematic analysis method was used to analyse the data. Moreover, the findings of the study were discussed in the third section.

4.1. Analysis of the Observation

The obtained data through the structured observation were organized and presented in tables. “Tables are an effective way to present a lot of information in a small space.” (Beins, 2012:77). In order to find out about each target item that has been used by the observed teachers, four tables were designed. Furthermore, the results were addressed descriptively.

Table (1) shows the sum of each strategy used by the observed teachers.

Teaching Strategies	Teachers 1-6	Teachers 7-12	Sum of each target item
Pair Work	2	0	2
Group Work	0	0	0
Using recorded Materials	1	0	1
Teaching with Games & movements	5	3	8
Teaching with Songs & Rhymes	1	3	4
Teaching with Stories	0	0	0
Teaching with Using Charts	0	0	0
Teaching with Using Flashcards	0	0	0
Role-Play	0	0	0
Discussion	5	3	8
Demonstration	11	11	22
Error Correction	6	9	15

Praise	8	11	19
Teaching with using L1	15	14	29

The results shown in the last column revealed that the strategies of group work, teaching with stories, teaching with charts, teaching with flashcards and role-play have not been used by any of the 12 teachers. The recorded materials have only been used once. The pair work strategy has been used two times. The strategy of teaching with songs and rhymes has been used 4 times. Teaching with games and movements and the discussion strategy were noticed that they have been used 8 times. The error correction has been used 15 times. In addition, teachers have used praise as a teaching strategy 19 times. The demonstration has been used 22 times. The largest sum of the used teaching strategies was to the strategy teaching with using L1, which has been used 29 times.

Table (2) shows number of times for using the strategies by the first six teachers.

The teacher	Number of times
1	13
2	6
3	6
4	10
5	7
6	12

It has been noticed that the teachers' use of the teaching strategies varied in terms of the number and type of the strategies used. Teacher 1 used the strategies 13 times which were 2 for pair work, 2 for teaching with games and movements, 2 for demonstration, 2 related to error correction, 3 in the form of praise, and 2 by using L1. Teacher 2 used the strategies only 6 times which were 1 for discussion, 2 for demonstration, 1 for praise, and she used the L1 2 times. Similarly, teacher 3 used the strategies 6 times. The difference is in the type of the strategies used, which were 1 for discussion, 1 for error correction, 1 for praise, and 3 for using L1. Teacher 4 used the strategies 10 times. She used the discussion 2 times, the demonstration 2 times, the error correction and the praise only 1 time, while the L1 was used 4 times. Teacher 5 used the strategies 7 times. The recorded materials, discussion, error correction and praise were used 1 time each, while teaching using L1 was used 3 times. Teacher 6 used the strategies 12 times which were 3 for teaching with games and movements, 1 for teaching with

songs and rhymes, 5 for demonstration, 1 related to error correction, 1 for praise as well as 1 for teaching using L1.

Table (3) shows the second six teachers' use of the strategies.

The teacher	Number of times
7	8
8	9
9	6
10	8
11	6
12	17

Furthermore, teacher 7 used the strategies 8 times. They were as follows; the discussion was used 1 time, the demonstration 3 times, and the praise and the L1 were used 2 times. Teacher 8 used the strategies 9 times. The demonstration was used 1 time, the error correction was used 3 times, the praise was used 3 times too, and the teaching using L1 was used 2 times. In addition, the strategies were used 6 times by teacher 9. They were 1 for demonstration, 1 related to praise, and 4 for teaching using L1. Teacher 10 used the strategies 8 times. While the demonstration and the praise were used 1 time each, the error correction and the teaching using L1 were used 3 times each. Moreover, teacher 11 used the strategies 6 times which were 1 for discussion, 2 for demonstration, 1 for error correction, and 2 for teaching using L1. In contrast, teacher 12 used the strategies 17 times. They were as follows; 3 for teaching with games and movements, 3 for teaching with songs and rhymes, 1 related to the discussion, 3 for demonstration, 2 in the form of error correction, 4 for praising students, and 1 for teaching with using L1.

Table (3) summarises the frequency of practices used by the teachers in implementing each strategy.

Teaching Strategies	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	Each point Sum
Pair Work	2	0	0	0	0	0	0	0	0	0	0	0	2
Group Work	0	0	0	0	0	0	0	0	0	0	0	0	0
Using recorded Materials	0	0	0	0	1	0	0	0	0	0	0	0	1
Teaching with Games & movements	2	0	0	0	0	3	0	0	0	0	0	3	8
Teaching with Songs and Rhymes	0	0	0	0	0	1	0	0	0	0	0	3	4
Teaching with Stories	0	0	0	0	0	0	0	0	0	0	0	0	0
Teaching with Using Charts	0	0	0	0	0	0	0	0	0	0	0	0	0
Teaching with Using Flashcards	0	0	0	0	0	0	0	0	0	0	0	0	0
Role-Play	0	0	0	0	0	0	0	0	0	0	0	0	0
Discussion	0	1	1	2	1	0	1	0	0	0	1	1	8
Demonstration	2	2	0	2	0	5	3	1	1	1	2	3	22
Error Correction	2	0	1	1	1	1	0	3	0	3	1	2	15
Praise	3	1	1	1	1	1	2	3	1	1	0	4	19
Teaching with using L1	2	2	3	4	3	1	2	2	4	3	2	1	29
	13	6	6	10	7	12	8	9	6	8	6	17	Each teacher sum

Table 3: Sum of the Used Teaching Strategies

4.2. Analysis of the Interview

The type of data obtained from the interview is qualitative. The qualitative data were first transcribed and translated, as the interviews were conducted in Arabic. Then, they were collected in one file to facilitate analysis and analysed according to themes which were prepared in advance. The thematic analysis method is one of the types used to analyse qualitative data in which data is analysed by themes (Dawson, 2007).

The results are presented according to the following themes:

- Receiving in-service training program
- Knowledge about the 21st-century skills
- Teachers' attitudes towards the importance of teaching strategies
- The teaching strategies used

- Other teaching strategies used
- The extent of using teaching strategies
- Strategies believed by teachers to be effective.

4.2.1. Receiving In-service Training Program

Among 6 teachers who teach different primary classes in various basic schools, only teacher 1 responded, *“Yes, I received an in-service program, and it was very useful for me.”* The answer of the other 5 teachers was *“No”*. Teacher 2 said, *“I did not hear that there was a training program for teachers. If I had heard of that, I would attend”*.

4.2.2. Teachers' Knowledge of the 21st-Century Skills

The teachers seemed not aware of the 21st-century skills. Two teachers did not answer, and they just said *“I do not know”*. Moreover, the answers of other four teachers were far from the 21st skills, for example, teacher 2 said, *“There are many skills, including speaking and I consider speaking skill is difficult for children because English is an additional subject not fundamental for the elementary stage. The other skills such as listening and grammar, since the latter helps students to form sentences so that they can speak.”* Teacher 3 thought that 21st skills were what was included in the textbook, she said, *“What is included in the textbook such as drawing, writing letters and daily life practices, for example, school, home, parts of the body and family. ... If the student learned what is included and the teacher gave it with all honesty, the result would be excellent. ... Likewise, from my point of view as an old teacher, the young learner must learn to write words. I believe that writing is very necessary.”* Teacher 1 who attended the in-serve program did not mention these skills, but stated rules for dealing with young learners. She answered, *“For children, we must follow a basic rule which is they only write at advanced stages, and learning should depend on activities and games in which they play the games that they can benefit from it.”*

4.2.3. Teachers' Attitudes towards the Importance of Teaching Strategies

All the interviewed teachers agreed to the significance of using teaching strategies, and they provided various reasons to support their answers. Being more explicit and precise, two teachers (3,4) stated that using strategies for teaching facilitates understanding and memorization. Teacher 3 said, *“It helps students to understand. When students see the things in front of them, this will facilitate their memorization and understanding.”* Similarly, teacher 4 answered, *“It helps students to understand and helps in conveying information to students in an easier way.”* Teacher 1 said, *“It is very important because it makes the learning process easier and more interesting”*. In contrast, teachers 2 and 5 have different opinions. Teacher 2 said, *“I consider it crucial because it develops them as students and me as a teacher ...”*. Teacher 5 answered, *“Yes, of course because when a teacher explains the lesson, some students do not pay attention. Thus, it is necessary to focus on such students ...”*. Teacher 6 mentioned that it is important for children in order to learn, especially with the 1st and 2nd grades.

4.2.4. The Teaching Strategies Used

According to the obtained data, five teachers (1,2,3,4,6) stated that they use pair work as a strategy for teaching. Likewise, five teachers (1,2,3,4,5) said that they use the group work strategy. Three teachers (1,3,4) mentioned that they use recorded materials. Four teachers (3,4,5,6) pointed out that they use the strategy of teaching with stories. Five teachers (1,3,4,5,6) declared that they use songs and rhymes in class. Only two teachers (1,4) mentioned that they use flashcards for teaching in their primary classes. All the interviewed teachers said that they use games and movements, charts, role-play, discussion, demonstration, error correction, praise and students' first language (Arabic).

4.2.5. Other Teaching Strategies Used

The teachers provided various answers according to their way of teaching. Teacher 1 mentioned *“punishment”* as a strategy for teaching, by saying, *“I sometimes punish my students for not memorizing or for keeping calm in class”*. In addition, teachers 2 and 4 stated that they teach the grammar of the language explicitly and they

consider it as a strategy for assisting students to learn the language. ‘Writing on the board’ was also considered as a strategy by teachers 3 and 4. Furthermore, teachers 2 and 3 mentioned that they use ‘repetition’ to help their students learn the language. Teacher 2 added "teaching with using L1". Teacher 5 said, *“Usually at the end of the lesson, I give them some new words and ask them to look them up. These words may be from the book or from outside the book. In my opinion, this helps them learn to search.”*, while teacher 6 did not mention something different. She only said, *“The most strategy that I use is the songs.”*

4.2.6. The Extent of Using Teaching Strategies

The analysis of the obtained data revealed that there is a variation in the extent to which the teaching strategies were used as well as a variation in the teachers’ use of each strategy. For the pair work strategy, the majority of teachers declared that its use inside the class is little. Teachers 3 and 6 said, *“Not much”*, and teacher 2 said, *“Rarely”*. In the same vein, teachers 4 and 5 indicated that they only use it in conversation. Only teacher 1 stated that she uses it more in revision and some tasks.

Similarly, the group work strategy seemed to be not used a lot. Teacher 6 mentioned that she does not use it at all. Teacher 5 declared that she uses it rarely. Teacher 3 stated that she uses it mostly with grades from the third and above, but with the first and second grades, she uses it very little. Teacher 1 said, *“I used it a lot, but from the beginning of the second semester I did not use it, because dividing seats into groups causes a problem for the next subject’s teacher.”* However, teachers 2 and 4 mentioned that they use it sometimes.

In the same regard, the extent of the use of recorded materials inside language classrooms is various, although the overall use is little. As an illustration, teachers 2 and 6 said that they do not use it at all. Teacher 2 said, *“I do not use it because I do not have neither CDs nor devices.”* Teacher 3 uses it rarely, while Teacher 1 stated, *“I use it sometimes, especially with the first grade in presenting the alphabet.”* On the contrary, the teacher 4 said, *“I use it often and from my effort.”*

For the strategy of teaching with games and movements, three teachers (1,3,6) said that they use it a lot in their language classrooms, while three teachers (2,4,5) stated that their use of this strategy ranges between rarely and sometimes.

With regard to the teaching stories and rhymes, teachers 1 and 2 declared that they do not use them. Teacher 1 said, *“I do not use it because I do not have the required CDs.”*, whereas, teachers 3 and 6 mentioned that they use it a lot and they do not abide only by the textbook songs. Teachers 4 and 5 said that they, *“only use it when there is a song in the lesson”*.

For the teaching with stories strategy, teacher 2 said, *“I do not use it”*, and teacher 6 uses it *‘rarely’*, while teachers 1 and 4 *‘sometimes’* use it, and teachers 3 and 5 use it *“whenever it is found”*.

Furthermore, the extent of using the teaching with charts strategy was as follows; three teachers (2,3 and 5) did not use it. Teacher 2 said *“I did not use it but I asked my students to bring charts”*, while teachers 1, 4 and 6 stated that they *‘sometimes’* use it.

With regard to the teaching with flashcards strategy, the majority of teachers do not use it. While teachers 2 and 3 stated that they did not use it at all, teacher 4 said, *“I used it only once”*. Teacher 6 said, *“I used it at the beginning of the year, but now I use drawing on the board”*.

Similarly, the use of the role-play strategy is *“not much”*. That is what was said by the majority of the teachers. Teacher 5, for example, said, *“Not much, because time is not sufficient”*. Teacher 6 declared, *“I did not use it because I still in the alphabet, and I did not enter the lessons of the book”*. However, only teacher 1 stated that she uses it whenever it is found.

For the discussion strategy, three teachers (1, 4 and 5) stated that they use it sometimes, and the teachers 2, 3 and 6 said that they use it a lot. However, some teachers seemed to implement it using the Arabic language. Teacher 2 mentioned, *“I use it a lot with students ... to know what they know and what they do not know. I use it by using L1”*.

Similarly, most of the teachers said that they use the demonstration strategy between sometimes to a lot during a class. Teacher 5 said, *“I sometimes use it when the target thing is available, but I sometimes use the L1 for demonstration”*.

Concerning correcting students' errors, all the teachers stated that they use it a lot. Teacher 5 added, *"I use it most while writing, so that I correct any mistake in their notebooks"*.

For the praise strategy, teachers 1 and 6 said, *"I use it a lot"*. Teachers 2,3,4 and 5 said, *"sometimes"* and they mentioned that they sometimes use the L1 to praise their students. Teacher 2, for instance, said, *"I use it, but not always. For the students who always answer, I do not repeat it with them so that the other students do not frustrate, whereas, for the middle-level students, I praise them when answering even if by using the L1"*. Teacher 5 said, *"Yes, I use it, but not always in English"*.

Finally, the extent of using the L1 for teaching, according to the interviewees' responses was between 'sometimes' and 'a lot'.

4.2.7. Strategies Believed by Teachers to be Effective

The data gained from the interviewees revealed that some teachers share the same belief, which is the importance of using recorded materials in language classes. In this regard, teacher 3 argued that it is necessary to provide the required CDs since the textbooks contain audio recordings. Similarly, teacher '6' answered, *"Audio recordings for children to hear"* is considered an effective strategy for teaching. She said, *"I do not use them because the CDs are not available."* Teacher 3 had the same belief, but she added 'using data show'. However, not only the CDs which are not available for language teachers but also the listening devices which are required to operate the CDs. As teacher 2 responded, *"Using Record Materials and Data Show so that students can listen as well as look at the things in front of them. Automatically students will change for the better. I cannot use them because they are not available in the school and I cannot buy them with my efforts."*

In addition, the analysis of the obtained data showed that 2 teachers believe that teaching will be more effective when not abiding by classroom seats. Teacher 1 confirmed the importance of games and movements strategy, and she said, *"Playing and movement outside the seats or the classroom, for example, sitting on the floor and writing words and letters with different colours as well as writing on the sand."* According to her response, she does not use this strategy for two reasons; the limited time of the class and

the place which is not suitable for doing such activities. Teacher 5 also believed that students will learn better when they are outside the classroom, but that causes a problem for other classrooms' teachers. She answered, "*Teaching outside the classroom. I used it once, and the students responded greatly. However, the administration prevented me from using it again, because it caused inconvenience to other classes.*" Teacher 6 went further by arguing that each student must have a personal computer to use inside the classroom. It is an effective way for the teaching/learning process from her point of view.

4.3. Discussion

In this section, the findings of the study are discussed with reference to the research questions and reflections on the following areas: the teaching strategies that are used to teach English in Libyan basic education classes, and the extent of implementing the strategies required for this curriculum.

4.3.1. Research Question One

The first findings that are discussed relate to the first research question, which is "What teaching strategies do EFL teachers in primary classes use when implementing the current curriculum?"

A structured observation and a semi-structured interview were used to answer this question. The observation was used to investigate the strategies that English teachers use in their primary classes as well as the extent of using these strategies whereas the semi-structured interview was conducted to gain in-depth information about these strategies.

The results of both instruments were not quite consistent. According to the observations' results, the teaching strategies that are used by EFL teachers in their primary classes were; *pair work, using recorded materials, teaching with games and movements, teaching with songs and rhymes, discussion, demonstration, error correction, praise and teaching with using LI*. On the other hand, the teaching strategies revealed by the semi-structured interviews were; *pair work, group work, using recorded materials, teaching with games & movements, teaching with songs and rhymes, teaching with*

stories, teaching with using charts, teaching with using flashcards, role-play, discussion, demonstration, error correction and praise.

The strategies revealed by the interviews are in agreement with the strategies that are derived from the Libyan basic education Teacher's Books (2019). In addition, based on the interviews' results, further strategies were used by the teachers. These strategies were *teaching with using LI, punishment, teaching grammar, Writing on the board, repetition and asking students to search the meaning of some new words in their homes.*

The reason behind this inconsistency between the observation and interview results can be related to the extent of using these strategies. The results of questions 4 and 6 in the interview revealed that the teachers used teaching strategies in various extents. According to these results, strategies such as; *pair work, group work, using recorded materials, teaching with games & movements, teaching with songs and rhymes, teaching with stories, teaching with using charts, teaching with using flashcards, and role-play* were poorly used. Accordingly, this little use of these strategies explains the lack of some of them in the observation results.

The obtained findings revealed that some of the implemented teaching strategies, demonstration, using flashcards, teaching with stories, discussion, are in line with the strategies revealed by Piller and Skillings (2005) which were; demonstration, choral drill, look and say, pictorial_illustration, verbal illustration, association, questioning, narration, and read and say. In addition, the strategies pair work, group work, teaching with games and movement are in line with some of the strategies revealed by Walandari et al. (2020), which were; listen and repeat, listen and do, question and answer, in-pair, cooperative learning, guided writing and games. Moreover, there is agreement between some of the revealed strategies, teaching with games and movement, teaching with songs and rhymes, with the results obtained by Oktavia et al. (2022) which were playing games, using songs, providing a lot of practices, and memorizing.

4.3.2. Research Question Two

The second group of findings that are discussed relate to the second research question, which is “To what extent do EFL teachers implement the strategies required for this curriculum?”

According to the Teacher’s Books, the teaching strategies that should be used when implementing the ‘21st century English for Libya’ primary books are *pair work, group work, using recorded materials, teaching with games & movements, teaching with songs and rhymes, teaching with stories, teaching with using charts, teaching with using flashcards, role-play, discussion, demonstration, error correction and praise.*

The findings obtained from the observations and interviews revealed that EFL teachers in El-Ajelat city schools used various teaching strategies with different frequency; some of them were used more than others. The strategies which were used a little, were *pair work, group work, using record materials, teaching with games and movements, teaching with songs and rhymes, teaching with stories, teaching with charts, teaching with flashcards and role-play.* These strategies are intended to lead to engaging and effective teaching. This is because using these strategies encourage cooperative learning, provide authentic materials, facilitate learning as well as improve the appropriate skills of young learners. The problem is that these strategies were used poorly by the teachers according to the research results. The strategies of *group work, teaching with stories, teaching with charts, teaching with flashcards and role-play* were not used at all as was revealed by the observation results, and the strategies of *pair work and using recorded materials* were used by only 1 teacher, the strategy of *teaching with songs and rhymes* was used by 2 teachers, and the strategy of *teaching with games and movements* was used by only 3 teachers among 12 teachers. This low use of the previous strategies contrasts with the significant role that these strategies play in Libya's primary grades 1, 2, 3, 4, 5 and 6 of the 21st Century English curriculum. Furthermore, these results indicate two issues; the first issue is that many language teachers lack theoretical knowledge of teaching strategies. The second issue is that most teachers in this study use fewer learner-centred strategies according to the classification of types of strategies offered by Saskatoon Public Schools (SPS) (2014). The student-based approach, is a non-

traditional strategy type according to the classification of teaching strategies provided by some researchers (Zohud, 2015). This indicates that many language teachers do not concentrate on using modern strategies with their students. This conclusion is in contrast with Nabi and Djegham (2023) findings, who found that teachers in Algerian primary schools use a wide range of teaching strategies, including more learner-centred approaches and interactive methods.

In contrast, the findings revealed that certain strategies were used a lot among the participants in this study. These strategies were; *discussion, demonstration, error Correction, praise* and *teaching using L1*. The first four strategies are required for effective teaching, and recommended by the primary Teacher's Books (2019). This is because each of them has its advantages such as promoting students' learning, improving their skills and maintaining the target language use inside the classrooms (see 2.6). However, it is worth mentioning that some of these strategies were achieved by the use of the strategy *teaching with using L1* as it was mentioned by the interviewed teachers. For example, teacher 2 mentioned that she uses the Arabic language for discussion. Teacher 5 said, "*I sometimes use the L1 for demonstration*". Teachers 2, 3, 4 and 5 mentioned that they sometimes use the L1 to praise their students. This is in contrast with the aim of the course which is using English as much as possible (Teacher's Book, 2019). This conclusion is in line with Louka's (2020) findings which showed little use of the appropriate vocabulary strategies and high use of only a few certain strategies by EFL teacher.

In addition, the interview findings revealed that the interviewed teachers were not aware of the 21st century skills. This conclusion is in contrast with Stauffer (2022) who mentioned that many instructors are aware of these skills because they are essential for all occupations. This lack of awareness could be explained by another finding of the interview which revealed that 5 of 6 teachers did not receive any in-serve training program. It can be concluded that the training programs are very significant. Therefore, EFL teachers need to receive appropriate training programs to be aware of all concepts that are related to this new curriculum.

Although all the interviewed teachers had positive attitudes towards the importance of teaching strategies, the findings revealed that the participants used less strategies. This contrasts with the integrated approach which entails the use of strategies such as cooperative work, problem-solving tasks, display of visual objects (Wan, 1996).

In addition, the interview findings revealed that 3 teachers believe in the importance of using recorded materials in language classes, but they do not use them. The reason, based on the teachers' responses, is due to the lack of CDs and the listening devices.

Moreover, two teachers believe in the importance of games and movements strategy, but they rarely use it. They see that applying such strategy can be achieved better outside the classroom or when not abiding by classroom seats. This conclusion does not go in line with Pratama & Awaliyah s' (2016) argument that games are used in the classroom to motivate pupils and help them develop their critical thinking skills. Bryson (2014) also believed that games and play can be used as an effective strategy in a classroom for giving understandable input with a lowered affective filter and authentic opportunities to generate meaning.

Finally, two inferences can be made from the previous discussion; the first inference is that EFL teachers use all the strategies required for the '21st Century English for Libya' curriculum, but the extent of implementing these strategies in language primary classrooms is little. The second inference is that the teachers failed to develop communicative abilities at primary and high school levels (Alorebi and Carey (2017). The previous findings can explain this failure which can be due to either teachers' lack of knowledge about these strategies or the lack of the equipment required for the new curriculum.

4.3. Summary of the Chapter

This section included the analysis of the obtained data through structured observations and semi-structured interviews. Although both instruments complement each other, their data were analysed in separate sections. The first section comprised analysing the quantitative data. A table was designed to introduce the obtained data. The table included information about each target item that has been used by the observed

teachers. In addition, the findings were addressed in a descriptive manner. The second section comprised the analysis of the qualitative data. The thematic analysis method was used to analyse the data. In addition, the gained findings were discussed with reference to the research questions.

CHAPTER FIVE

CONCLUSION

5. Introduction

This chapter includes a conclusion of the whole study. In addition, limitations of the study, recommendations and possible opportunities for further research study are also provided.

5.1. Conclusion

This study aimed to investigate the strategies that EFL teachers use in their Libyan basic classes in addition to identifying the extent of using the required strategies for the primary 21st-century English for Libya curriculum. A mixed-methods approach was used to obtain the data, including structured observations and semi-structured interviews with the English primary teachers, in (9) different basic schools in El-Ajelat city. The findings revealed that the teaching strategies used by EFL teachers are, *pair work, group work, using recorded materials, teaching with games & movements, teaching with songs and rhymes, teaching with stories, teaching with using charts, teaching with using flashcards, role-play, discussion, demonstration, error correction, praise, teaching with using L1, punishment, teaching grammar, writing on the board, repetition and asking students to search for the meaning of some new words in their homes*. Some of these strategies were used little, and some others were used much. Moreover, teachers seemed not aware of the 21st-century skills. Some teachers recognized the significance of some strategies, but they admitted that they do not use them. This can be attributed to the lack of the necessary equipment, and/or the lack of theoretical knowledge of teaching strategies. To conclude, EFL teachers, as a whole, use all the strategies required for the current curriculum, but the extent of implementing these strategies in language primary classrooms is low due to several factors.

5.3. Limitations of The Study

The current study had some limitations. First of all, using purposive technique for selecting the participants of the study prevents the findings to be generalized. The choice of this type was to ensure that there is no neutrality and no prior arrangement for observations in order to obtain real data. Moreover, because of the nature of the selected technique (quota sample), in which the selected EFL teachers are in the same place and time as the researcher, all the participating teachers were females. Another limitation is that some participants were observed only once. This is because they did not attend their classes the day which we arranged for observation.

5.4. Classroom Implications and Recommendations

Highlighting the variance between the strategies used in Libya primary classes and those required for teaching the target textbooks, in this, study can motivate EFL teachers to use the required strategies for the textbooks they use. The findings confirm that introducing a good and new curriculum is not sufficient to achieve the required competence since teachers are not aware of the importance of the strategies presented in the textbook and they tend to implement their own strategies. Furthermore, this study underlined teachers' attitudes about the 21st century skills and the problems that might have prevented the teachers from using the appropriate teaching strategies. Consequently, based on the findings obtained from this study, the following recommendations are given:

1. The Libyan Ministry of Education must provide training programs to familiarize primary school teachers with all concepts related to the new curriculum and how to deal with young learners.
2. Administrations are recommended to continue implementing the training programs, so that teachers become accustomed to applying non-traditional strategies and quit using traditional ones.
3. Announcing the training programs in schools, so that all language teachers can know their time; and attendance must be compulsory.

4. Teachers require support from schools as well as from the government by providing the necessary equipment and resources to facilitate learning English.

5.5. Suggestions for Further Research

Teaching children a new language is a wide and interesting field. Based on the findings of the current study, some research is suggested to be conducted.

- Further research can be conducted to compare the teaching strategies which are used in public schools and private schools.
- Research is also suggested to investigate the teaching strategies which are used in urban cities such as Tripoli.
- Researchers can investigate teachers' attitudes towards the 21st century skills and to what extent they have been achieved among primary students.

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Appendix 1: Observation Schedule

Identification Data

Name of the School: _____ . Topic: _____ .

Class: _____ . Date: _____ .

No.	Teaching Strategies	Frequency					
1.	Pair Work						
2.	Group Work						
3.	Using recorded Materials						
4.	Teaching with Games & movements						
5.	Teaching with Songs and Rhymes						
6.	Teaching with Stories						
7.	Teaching with Using Charts						
8.	Teaching with Using Flashcards						
9.	Role-Play						
10.	Discussion						
11.	Demonstration						
12.	Error Correction						
13.	Praise						
14.	Teaching with using L1						

Appendix 2: Interview Schedule

- 1- Have you received any in-service training program about teaching 21st century curriculum for children?
- 2- Could you tell me what you know about 21st century skills?
- 3- Do you think that using strategies for teaching is a crucial thing? If yes, why? If no, why?
- 4- Which of the following strategies do you use in order to assist your students to learn English? (the interviewee will be provided with a list of the strategies that are mentioned in the research)
- 5- What other strategies do you use in the classroom in order to stimulate your students to use the language?
- 6- To what extent do you implement these strategies in your language class?
- 7- What other strategies do you believe are effective for children but you did not use them? Why did not you use them?

Appendix 3: Background Information of the observations

Municipality	School Name	Participated Teachers	Observed Classes	Students Number	Lesson's Topic
Al Jadeeda	Ashaheed Omar Al Mokhtar	1 teacher	1 st	22	Alphabet (Letter M)
			2 nd	18	What is in your bedroom
	Mosab Ben Omeir	1 teacher	5 th	25	The past simple tense
	Al Jadeeda Al Markazeya	2 teachers	5 th	30	Let's Sing
				25	Check my understanding
					Check my understanding
	Geel Attawra	1 teacher	4 th	12	On the Train
			6 th	7	Let's Cook
	Dahret Ben Khaled	1 teacher	1 st	30	Parts of the Body
			3 rd	9	Days of the Week
El Ajelat	Shohada El-Ajelat	3 teachers	1 st	10	My House
			3 rd	9	My Day
			4 th	15	Places to see
			5 th	15	What can you count What do you like?
	Al-Ajelat Al Jonobeya	1 teacher	3 rd	30	Are you healthy?
	Al Jihad	1 teacher	2 nd	6	My Day
	Fatima Azzahra	1 teacher	1 st	30	Alphabet (Letter T)
					Alphabet (Letter T)