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## The modern strategies of teaching and their effect on the role of the teacher and the students at primary school

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### ABSTRACT

This study had two main purposes. The first one was to investigate the strategies used to teach English to primary students. the second is to find out the relationship between the teacher and the students inside the class. Data were collected qualitatively. First the researcher conducted class room observation and then interview 5 primary teachers of English. Results showed that old style of teaching, lack of motivation, teacher centered classes among others, hindered the teaching learning procedure of English. Results also revealed a wide range of motives that could lead to difficulties in learning English. The research come up with some possible results to help teachers to conduct better classes. Moreover, this research will help the students to progress their English language by practicing more in the learning process. Also the results impulse the teachers to explore more techniques and methods on teaching English.

Key words: Teaching and learning, Strategies, English, primary, difficulties.

الأساليب الحديثة للتدريس وتأثيرها على دور المعلم والطالبة في المرحلة الابتدائية

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المخلص:

لدي هذه الدراسة هدفان رئيسيان. الهدف الأول ان تقوم بالتحقيق في الأساليب المستخدمة لتدريس اللغة الإنجليزية لطلاب الابتدائي. الهدف الثاني هو ان تكتشف العلاقة

التي تربط المعلم بالطالب داخل الفصل. ولقد تم جمع المعلومات بشكل نوعي. أولاً، قام الباحث بملاحظة الفصل ومن ثم قام بإجراء مقابلات مع خمسة من معلمين الابتدائي للغة الإنجليزية. أظهرت النتائج ان طرق التعليم التقليدية، وضعف التشجيع، وسيطرة المعلم علي الفصل، وغيرها الكثير اعاقت العملية التعليمية للغة الإنجليزية. أظهرت النتائج أيضا الكثير من المؤثرات التي يمكنها ان تعيق تعليم اللغة الإنجليزية. قد اوجد البحث بعض النتائج المحتملة لمساعدة المعلمين لتقديم حصص أفضل. علاوة على ذلك، سيقوم هذا البحث بمساعدة الطلاب لكي يطورو من لغتهم الإنجليزية وذلك عن طريق التدريب المكثف في العملية التعليمية. أيضا تدفع النتائج المعلمين لكي يكتشفوا طرق وأساليب جديدة لتدريس اللغة الإنجليزية.

الكلمات الرئيسية: العملية التعليمية، الأساليب، اللغة الإنجليزية، الابتدائي، الصعوبات.

## 1. Introduction

It is vital to grow skills for knowledge acquisition quicker and better as we live in a time that is rich in information and resources to acquire knowledge. Teaching is a complex relationship between teachers and students therefore it requires a complex skills and attitudes of teachers to cope. Historically it is known that teaching is based on the information of teachers to plan and develop learning and it is about the content to be taught to students. Teaching traditional school pay less attention to the learning content and to the students who learns that content. Additionally, learning procedure based on verbal learning without emerging that learning into real live and work of the students. Teaching is an intellectual, practical and moral activity. Effective teaching is an outcome of positive feelings so a good teacher should understand the emotions, desires, internal thoughts of students and also discuss and advise them.

In modern teaching methods students get the content, gain skills and develop as individuals by new means of teaching techniques. Access and use of different learning resources in the classroom will avoid the routine way of learning and provide learning opportunities for students. Teachers use educational supply to enrich their materials and approaches to inspire and encourage the attainment

of knowledge, developing skills, and attitudes that gradually lead to mastery of key competencies.

## **2. Research Problem**

At Primary level, teachers as well as students face obstacles in learning English with the new learning techniques and methods. This issue expressed by many students and teachers which prevent from learning English the better way as required. Modern teaching methods are found to help both students and teachers to adopt learning English yet with existing problems they both could not conduct good English classes. Primary schools at Zawia city have hindrances in the process of learning English. Thus, this research is conducted to find solutions to help the both of the teachers and students overcome their problems with learning English.

## **3. Objectives of the Study**

This study aims at investigating the new methods of teaching and learning English at primary level. Also, it shades light on their effect on the role of the teachers as well as students at school. Drawing on the preceding studies, the purposes of the research is to examine the difficulties that face teachers when teach English language at primary school in Zawia. Another goal is to provide the assistance teachers need in upgrading the learning process. Thus, the results may add to our understanding various teaching approaches and how teachers govern their own classes.

## **4. Research Questions**

This research tries to answer the following question:

Q1- What are the new teaching and learning methods and their effect on the teachers and students at primary school?

## **5. Significance of the Study**

This research is significant because it can evolve the learning process of English language at primary school. The outcomes will be attained from this study help teachers to teach English in a modern way and cope the new learning procedures conducted for better learning. It also will help teachers to enjoy teaching and make their job easier and fun. Moreover, students will find learning more interesting as well as educational for better English competence.

Furthermore, this study may help other researcher to do further studies in the field.

## 6. Literature review

Teaching children the English language at school with their new curriculum of 21 century techniques need special trainings and methods to deliver. The teacher is the one who should distinguish at the same time generate a range of teaching strategies to respond to the needs, interests, encouragements, attitudes, experiences and requirements of students in the classroom. (Aina,J Kola, Olanipekun, S,Sunday, Garuba, I,Ayinde) stated that "We could measure an effective teacher by his or her instructional delivery; the way he or she uses assessment to measure students' learning; his or her interaction with students' learning environment and the personal qualities of the teacher".(2015,89)

The pace of technological revolution and development of educational society can change the old-style role of the teacher and the students. Traditionally, the teacher used to be the source of information for the students. At present, some students are more knowledgeable than the teachers. Furthermore, teachers find themselves in a place where they are no longer the principle source for delivery of information due to technology. In the new revolution of knowledge, the source of information has shifted from one source to a different source. This has a general influence on the growth of learning abilities among the children. There is a need to facilitate training for teacher both at the pre service and in service level. Nilay Ranjan Naimur Rahman, (2016).

In the teaching process, it is vital that the teacher is confident in the abilities and potentials students. Motivation helps Students learn easier and better and also when they evaluated the level of proficiency of their learning. In this way students will be more encouraged to create standard, take responsibility for the manner, style and their chances for learning. Leslie S. Kaplan and William A. Owings, (2001) assured that Increasingly research approves that capable teachers are the vital link between public aspirations for high-quality schooling and student achievement.

It is very important that teaching be founded on the principle of involving the work of the school with everyday life. This means to put the students in a real life framework, where his knowledge will find fulfillment in real life conditions and difficulties. Learning should be realized as a process that belongs directly to them, as something that belongs to them to shape and improve it. Every modern society is interested to form capable and responsible citizens. Citizens who will lead the nationwide procedures and mankind standards in universal society. This will be achieved with realization of respect for human rights and liberties in general, and with recognition and realization of adolescents' rights in particular. (Dr. Prof. Ass. Fatmir Vadahi. Mr. sc. Dritan Ceka. Mr. sc. Anila Jaku., 2015)

Effective educations give serious respect to pupil voice There is strong proof that giving serious consideration to pupil voice can create highly effective pedagogy. Hearing is listening to what pupils have to say as part of the process of learning and teaching. In recent years, there is an increasing attention has been given to the issues involved in, and the potential benefits that come from, consulting pupils about this process. Students involvement in educational decision-making, and listening to their experiences as learners are essential first steps in developing education. (Chris Husbands and Jo Pearce,2012)

The modern teaching strategies among others inspire and allow the student to be more active in the learning process, pay attention to the needs, interests of students, grow creativity and individuality for students to learn, develop students' responsibility for achievements to highlight the needs, insertion of students actively etc.

Modern teaching requires the active presence of students, individual and group skills, develops structural skills and work such as the division of responsibilities, finding the right facts, instructive placement, teacher contact students etc. Founded on contemporary teaching approaches concluded that important characteristic of student`s success in learning is precisely the partnership between teachers and learners who finds himself appreciated several approaches and communicating techniques that constitute its content where one program that stimulates communication is developing critical thinking in learning.

Planning and organization of learning needs more than old-style planning of teaching hours. Planning lessons should always be based on the achievement of learning outcomes to key competencies, according to the potential and interests that students face. Moreover, when planning teachers should put in mind individual variations of the different ways of learning communication and their reports in class. Teachers should help students to participate in class when learning new situation and engage them in active mode. It is hard to talk about perfect mastery of teaching, nonetheless based on the content of the work of teachers and in our experience we could say a good lesson must essentially contain some main elements.

Lesson planning should have clear achievable objectives.

Students are given the chance to establish their work

Lessons should increase students interest etc.

Planning and organization of learning is ultimate to master teaching that is involved in the practical work of teachers in the classroom. Planning is a group of procedure which are: preparation, learning management, classroom climate, evaluation of student progress, reflection on teaching and judgement etc. Teaching is creating a situation where, using certain methods and materials that promote student development in a certain direction. Thus, teaching comprises three phases: planning, execution and evaluation. (Jesús Carlos-Guzmán,2016:328).

There are many opinions today to measure the mastery of teachers. When the teacher select teaching approaches based on previous understanding and abilities of students, they should bring success to students. This does not mean that we should hesitate to use new systems and methods. Although personal favorites affect the procedural choices, the teacher continually pursues opportunities to further develop teaching skills. Muhammad U. Farooq (2015) and Dunia Abu-Munshar (2016) found out in their researches that despite the fact that teachers show keen interest in change and eager to implement new techniques they are not optimistic as they face problems and challenges in the classroom, such as overcrowded classes, students' low level of proficiency, time constraints, etc. They believe that they can truly benefit from using modern teaching

methods in their classrooms only if only by overcoming these troubles.

Moreover, teachers recognized that their students' poor presentation to task difficulty, students' skill, students' drive and interest. However, they did not read beyond the facts, like identifying students learning needs and planning for distinguished instruction based on individual student's presentation. (Tesfaye Getinet Kibret, 2016:1)

Teaching and learning are central perceptions and activities in achieving educational goals and objectives. The historical development that teaching and learning have undergone faced many changes. These modifications reflected both in the overall organizational structure, and in the essential features of teaching delivery of the various stages of the process of teaching. Fauzi Miftakh, (2018), stated in his research that language and education are terms that have correlation. language and learning are fundamentally connected notions. Intercultural language learning is not just about how to teach a language, but also it includes newer and better ways to connect languages to other learning parts.

contemporary learning has reached the highest level of progress in terms of the process of recognition and learning, shapes and instructive strategies, organizing actions and functional development of forms and other actions of the teaching work. Learning and teaching procedure are an educational interactive activity which is planned and organized with implementing the aims and tasks of learning. Learning process takes place under the guidance of teaching and full interactive engagement of students. As structured process, teaching is an activity which achieved through sets of tasks and certain goals. We mainly say teaching is two models: (Dr. Prof. Ass. Fatmir Vadahi. Mr. sc. Dritan Ceka. Mr. sc. Anila Jaku., 2015)

1. Direct teaching where the main objective is to focus on quick accomplishment of mastery of facts, rules and the development of habits for them. The content of the course is separated into small stages that easily absorbed and the learning progression is supervised by teachers.

2. Indirect teaching. Teaching through questions that guides students leads them to realize and generalize, by assessing their

responses. Teaching as interpersonal interactions, is the process of teaching directed by the teacher, who plans and organizes the development of the teaching process and learning. Teaching as a rational process of organizing educational activity takes place on the necessities for the transmission and acquisition of human experience. Educational process is summarized and ordered the contents of the plan and the syllabus, the development of professional skills and positive attitudes of students.

## **7. Research Methodology**

The researcher used qualitative method. In this study, two instruments are used: observations and interviews with the teachers. The observation is conducted first to confirm the existent of the problem. Then, the teachers' interviews are used to collect more information about the study. The researcher attended 10 classes of English language for the observation to different teachers. Also, 5 teachers of English were asked in the interview. The results are examined and discussed, and the conclusion and recommendations are gained accordingly.

### **7.1.1 The class Room Observation**

The researcher attended 10 classes at primary school in Zawia. The researcher wanted to collect full vision on the learning procedure and the way of communication between the teachers and the students. the observations pave the way for the researcher to see the relation between the teachers and students as well as the knowledge amount given in the classes. Likewise, the observations spotted light on the syllabus, teaching techniques and strategies and the interaction between the teachers with the students inside the class.

### **7.1.2The Teachers` Interview**

The researcher communicated with the teachers face to face and online to conduct the questionnaire. Teachers were asked about their role at the classes and about the obstacles they face when teaching English to kids. The researcher expected to attain support method from teachers' responses in their background information about teaching English language at primary schools.



## 8. Research Design

The strategy of conducting English classes at primary school has been the same for years. The class was taught using the traditional technique. The students attended classes, homework assignments, and regular exams. The students' roles in the classes are passive as the teacher explain the lesson. Students rarely contribute and the teacher is the one who has the knowledge. Therefore, some of the teachers tried to apply new methods to teach the classes yet still time was not enough to conduct such classes. The researcher conducted the class room observation with different teachers of English. Moreover, the interview later used to collect more information to help both the students to learn better English and for the teacher to conduct a fruitful class.

## 9. Discussion

This study discusses the modern approaches of teaching and their effect on the role of the teacher and the students at primary school. Based on the results of the study, the researcher notices that almost both teachers and student had problems in teaching and learning English language. These difficulties designate that teachers do not have acceptable strategies of conducting English classes, and this is due to several reasons. The discussion of the research conclusions below proves the difficulties of teachers in teaching English and the students' low performance in English. Moreover, the outcomes of the teachers` interview reveal the obstacles that faces teachers when teach English classes.

### 9.1 Result of the Class Room Observation

In this section, the researcher attended 10 classes to different teachers of English. The observation dedicated to notice the potential factors obstructing both of the teachers and the students of conducting fruitful English classes. The researcher found that teachers did not pay attention to important details such as the organization of the class. Students are sitting in pairs but not actually working in pairs. Even these details look small ones but they affect the technique of teaching and are basics to engage students in the lesson. The results established that most of the teachers did not say any objectives about the lesson that they were presenting to the students. They just started teaching

and did not use the book or the board which were a disaster since the students did not know what was going on and what kind of lesson they were taking. In one class the teacher explained some purposes but still needed improvements since they could not grab the students' attention. These small details if used properly can draw the students' curiosity for learning.

The results confirmed that teachers did not connect the previous lesson with the new ones. Linkage between lessons by reviewing classes help the students remember and make a change in their minds of the whole subject. Also, reviewing helps students to understand the new lessons. Results assumed that teachers neglected reviewing as in six classes observed the teachers did really review previous class to start a new one. In most of the classes the teachers looked like they did not plan for their lessons. Teachers should arrange their resources since students might ask questions about the subject. Lesson plan helps teachers to reach their goals as well as make the class more fun and fruitful. All of the previous results are similar to Bashir et.al, (2011) who agreed that teachers' old fashion technique of teaching could be problematic since it could increase the students' insufficiency in communication. She recommended that teachers should utilize English as a means of instruction as well as advance the interactive methods while teaching. Furthermore, teachers required to be well skilled and know the duties of their jobs. In other words, they should be geared with the key reasons affecting the instructive procedures of foreign language.

Opening of the class can increase students' desire in learning but The data analysis gave a clear image to the class beginning which was not very attractive to most of the students. It is mentioned before that the teacher did not write or say the objectives. Results showed that in 10 classes observed needed developments in ways of lead in activity, objectives of the lesson as well as the organization of students inside the class. Old fashion of teaching and routine can destroy the class environment and make it gloomy and annoying. The formality and boring styles were very clear in most of the classes observed which were very quiet, passive and hard to pass the time. This result goes along with Muzammila (2013) who advised teachers to Use a

number of teaching approaches and techniques that can expand the communicating ability of students.

### **9.2 Result of the Teachers` Interviews**

Teachers were asked in the interview some questions about the difficulties that they face when teach English to primary school kids. One teacher said "students' low proficiency in English make English classes very hard to teach". Another teacher said that "it is so challenging for students to participate as they most of the time did not know the answer of the teachers' questions". This goes along with Sundmark (2012) who said that teachers should be more serious about their evaluation of the students and needed to enhance a positive classroom atmosphere so students can participate freely. Most of the teachers agreed that students find it difficult to comprehend and communicate with the teacher at the class as English is a foreign language for them.

The researchers asked the teachers what are the techniques they use for teach English. one teacher said "the techniques used by any teacher is chosen according to kind of lesson and the level of their students". Some other teacher said that if it is a grammar class he introduces the lesson by explaining the lesson on the board. Then, he gives the students practices about the lesson and asks them to answer them on the board. It sounds like a very old technique and not really effective methods to teach English to primary students. this goes along with Dr. Prof. Ass. Fatmir Vadahi. Mr. sc. Dritan Ceka. Mr. sc. Anila Jaku., (2015) who stated that learning procedure takes place under the control of teaching and full interactive engagement of students. Teaching is an activity which achieved through sets of tasks and certain goals.

Most of the teachers agreed that teaching new vocabulary, stories can be more fun yet two teachers said they write the new words on the board and read the story without engaging the students in any way. Moreover, teachers find it hard to teach primary students as they are a bit noisy and said old fashion way of teaching is the only way to control the class and deliver the lesson.

## 10. conclusion

As a result, teaching and learning are two main routes underlying together. They are both important processes and difficult. Modern Education is a complex connection between students and Teachers. For years has controlled the traditional teaching and now the teachers` roles have changed in the modern teaching which is student centered learning. Using modern teaching techniques will lead to an efficient and successful teaching and learning process. This research is an effort to study the strategies of teaching and the role of the teacher inside the class as well as the role of the students in such classes at primary school. The study came up with some findings and here are some of the main problems:

1. The unitize of teaching techniques allows students to develop critical thinking, as modern teaching methods develops through demonstration etc.
2. The teacher's role has changed from an authoritarian character to a cooperative personality, facilitator and helpful advisory
3. The teachers should improve environmental conditions for learning.
4. Constant training for all teachers are needed to improve their techniques in conducting English classes.

## 11. Recommendations

light of the outcomes described in this study, the researcher would like to give some recommendations and instructions to both the teachers and the students to overcome difficulties learning process.

1. It is highly recommended that teachers of English to primary students should pay more attention to motivate their students to interfere in the learning process rather than to listen to what is said.
2. It is also recommended to adopt new methods of teaching and to use different techniques with different subjects in English.

## 12. Appendix

### 12.1 Class Room Observation

School \_\_\_\_\_

Date of Observation \_\_\_\_\_

Class \_\_\_\_\_

Teacher: \_\_\_\_\_

### Organization

- 1. How many students are there in the class?  
*10 or more 20 or more 30 or more 40 or more*
- 2. Are objectives stated clearly at the beginning of the class?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding*  
.....
- 3. Are objectives for the class given verbally, written, or not at all?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding*  
.....
- 4. Does the instructor review prior class material to prepare students for the content to be covered?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding*  
.....
- 5. Does the instructor appear well-prepared for class?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*  
.....

**Presentation**

- 6. Did the opening gain the class' attention? Did it establish rapport?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*  
.....
- 7. Did the opening outline the topic and purpose of the lesson?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*  
.....
- 8. Does the instructor use the board to explain the lesson?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*  
.....
- 9. Do films, websites, and other audiovisual materials have a clear purpose?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*  
.....

10. Are the materials given related to the lesson?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding*  
*N/A*

11. Were explanations clear to students?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding*  
*N/A*

12. Are students AND teacher interested and enthusiastic?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding*  
*N/A*

13. Does instructor not embarrass or belittle students in any way?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*

**Variety of instructional activities**

14. Is the atmosphere of the classroom participative?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding*  
*N/A*

15. Does timing of classroom activities consider attention spans?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding*  
*N/A*

16. Does instructor encourage students to participate and work in group?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding*  
*N/A*

17. Does instructor help quieter students interact with other?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding*  
*N/A*

18. Does instructor vary the activities to include different types of students?  
*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*

19. Does the instructor use instructions neither too formal nor too casual?

*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*

20. Is the instructor paying attention to cues of boredom, confusion?

*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*

21. Does the instructor provide students opportunity to mention problems/concerns with the class, either verbally or in writing?

*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*

**Learning difficulties**

22. Does the instructor show favoritism?

*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*

23. Does one group/student dominate discussion and hinder others' participation?

*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*

24. Does the instructor define unfamiliar terms, concepts, and principles?

*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*

25. Does the instructor encourage student discussion?

*Not Demonstrated Needs Improvement Satisfactory Outstanding N/A*

**Strengths and Weaknesses**

26. What were the instructor's major strengths as demonstrated in this observation?

*(E.g. met curriculum, use of comparisons & contrasts, positive feedback, opportunity provided for student questions)*

27. What were the instructor's major weaknesses as demonstrated in this observation?

*(E.g. unable to answer student questions, overall topic knowledge, relevance of examples, etc.)*

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