

EXPLORING EFFECTIVE STRATEGIES FOR TEACHING ENGLISH IN PRIMARY SCHOOL SETTINGS

O'rinboyeva Madinaxon Salohiddin qizi

a student of Uzbekistan State World Language University

Supervisor : Rayimaliyeva Yokutkhon

a teacher of Uzbekistan State World Language University

ABSTRACT

Teaching English to young learners poses significant challenges that require the implementation of effective learning methodologies to ensure student engagement and motivation throughout the educational process. The primary objective of this thesis is to identify the teaching strategies employed by a fifth-grade English teacher and to explore the obstacles encountered while teaching English to young learners. The findings revealed that the teacher utilized eight distinct strategies when teaching English, including listen and repeat, listen and do, question and answer, in-pair activities, cooperative learning, and educational games. Additionally, the study identified specific challenges faced by the teacher, namely the lack of teaching resources and a limited understanding of Teaching English to Young Learners (TEYL) strategies. These obstacles stem from the teacher's insufficient knowledge in catering to the needs of young English learners and the scarcity of teaching materials available within the school environment.

KEYWORDS : teaching strategies, primary school, preschool phase, TEYL, language learning

INTRODUCTION

The expansion of globalization has led to a significant evolution in the field of teaching English, with an emphasis on early English education for young learners in Indonesia. This shift is driven by the recognition of English as a key international language, highlighting the importance of English proficiency from an early age. The integration of English education at the elementary level is seen as a critical step in enhancing students' overall language skills and competencies (Nguyen & Terry, 2017; Rusiana & Nuraeningsih, 2016). The growing prevalence of English as a lingua franca further underscores the necessity of teaching English to young learners, facilitating communication across linguistic boundaries (Harmer,



2001). Educating young learners in primary school poses unique challenges compared to teaching adults due to differences in learning characteristics (Pinter, 2011). Commencing English instruction at an early age is imperative as young learners demonstrate exceptional receptivity and enthusiasm for language learning (Mwalongo, 2016; Ratminingsih & Budasi, 2018). Young children exhibit a natural curiosity for new experiences, including language acquisition, and are adept at absorbing new information and cultural nuances. The preschool phase, characterized by high energy levels and active engagement, provides an ideal platform for incorporating physical activities to enhance language learning (Uysal & Yavuz, 2015).

METHODOLOGY

This study employed a descriptive research approach, which aims to characterize and depict a specific phenomenon, focusing on the teaching strategies employed by an English teacher in instructing young learners. To gather data, observations and interviews were utilized as primary methods. The informants selected for this study were English teachers responsible for teaching children at the elementary level in SD Suta Dharma, with the sole English teacher at the school serving as the primary informant. The study's focal point was to examine the strategies implemented by this teacher in teaching English to young learners. Data collection methods involved the use of observation sheets and interview guides. During classroom sessions, the researcher observed and recorded the teaching strategies utilized by the English teacher for young learners, noting the frequency and nature of each strategy employed. Equipped with a camera and notebook, the researcher documented the teaching process to capture essential information effectively.

Interviews were conducted using a semi-structured interview guide, designed to extract detailed information from the English teacher. These interviews aimed to gather insights regarding the strategies employed, their frequencies, and the challenges faced by the teacher when teaching English to young learners. The qualitative data collected through observations and interviews provided a comprehensive understanding of the teaching practices and dynamics within the classroom setting.

RESULTS AND DISCUSSION

The initial research inquiry revolves around the methodologies employed by teachers in instructing English to young learners. This query can be addressed by



analyzing the outcomes of classroom observations and teacher interviews. The study revealed a spectrum of strategies utilized by teachers for teaching English to young learners, including Listen and Repeat, Listen and Do, Question and Answer, Guided Writing, In Pair, Cooperative Learning, and Games. Among these, the most frequently employed strategies were Listen and Repeat, Listen and Do, and Question and Answer, as detailed below.

Strategies used in teaching English for young learners

- Listen and Repeat: This technique focuses on vocabulary acquisition, where students mimic their teacher directly to facilitate understanding and memorization of words.
- Listen and Do: In this activity, the teacher provides instructions or commands to the students, who then listen attentively and perform the given tasks accordingly.
- Question and Answer: Teachers pose questions to the students, who respond by completing sentences or providing correct answers based on the instructions given.

Listen and Repeat, Listen and Do, and Question and Answer strategies are commonly utilized to reinforce learning materials through repetitive practice. Chain drills are often employed to facilitate interactive question and answer sessions among students. This technique promotes active participation and language practice among all students in the classroom, enhancing comprehension and spoken proficiency.

Guided writing is another significant strategy focused on developing students' writing skills. In this approach, teachers guide students through the writing process by providing examples and working closely with small groups to compose texts. This method helps students grasp writing concepts and refine their writing abilities through guided practice and mentorship.

The next strategy implemented in teaching English for young learners in primary schools is cooperative learning. This approach places students at the center of the learning process, emphasizing collaboration and problem-solving. Cooperative learning involves students working together to address specific challenges, fostering a sense of unity and shared responsibility for academic success. Researchers advocate for the benefits of cooperative learning, as it promotes a collective mindset among students, enhancing academic performance and overall engagement in the educational process.



Studies by Pan and Wu (2013) have highlighted the suitability of cooperative learning for young learners, emphasizing its positive impact on student motivation and learning outcomes. In comparison to traditional teaching methods, cooperative strategies have been shown to significantly boost student motivation in areas such as interest, dedication, self-efficacy, and extrinsic motivation.

These strategies align with the development of the four language skills - listening, speaking, reading, and writing. For listening skills, activities such as listen and repeat and listen and do are utilized, where students repeat words and follow instructions given by the teacher. In speaking practice, question and answer sessions encourage spontaneous interaction among students. Reading skills are honed through guided writing exercises, while cooperative strategies enhance reading comprehension and writing proficiency.

In cooperative learning environments, students can work collaboratively to find information, share insights, and provide peer feedback, thereby strengthening their language skills and social competencies. By engaging in group activities, students not only enhance their academic capabilities but also cultivate important interpersonal skills, as noted by Altun (2015).

Additionally, games are integrated into the teaching methodology to motivate student participation and create a dynamic and interactive learning atmosphere. Games serve as engaging tools to reinforce language concepts, promote active learning, and inject an element of fun into the educational process, enhancing student engagement and retention of language skills.

CONCLUSION

The teacher in this study employed various strategies such as Listen and Repeat, Listen and Do, Question and Answer, In Pair, Cooperative Learning, Guided Written Activities, and Games. Among these, the most frequently used approaches were Listen and Repeat, Listen and Do, and Question and Answer. It was noted that while the teacher acknowledged the existence of teaching strategies for young learners, there was a tendency to rely on familiar or mixed strategies. This adaptation often depended on the teacher's judgment of what would best suit the fifth-grade students and their abilities. The teacher's efforts included preparing materials, offering clear explanations, assigning homework, and revisiting previous lessons regularly to ensure understanding.



Despite these efforts, the strategies employed did not effectively engage the children in the learning process due to the teacher's limited knowledge of teaching young learners. The teacher lacked formal training in teaching English to young students, highlighting the importance of educators being creative in designing engaging learning experiences through suitable strategies. Teachers with insufficient knowledge and experience in teaching young learners should recognize the significance of creating an enjoyable and interactive learning environment that caters to the needs and interests of the students.

REFERENCES

1. <https://doi.org/10.1002/tesq.148>Perspectives. TESOL Quarterly, 4, 738–762.
<https://doi.org/10.1002/tesq.148>
2. Gilakjani, A. P., & Ahmadi, M. R. (2011). A Study of Factors Affecting EFL Learners' English Listening Comprehension and the Strategies improvement. Journal of Language Teaching and Research, 2(5), 977–988.
<https://doi.org/10.4304/jltr.2.5.977-988>
3. Habibi, A., & Sofwan, M. (2015). Teachers of English for Young Learners : An Analysis on Their English Proficiency and Profile. English Education Study Program-National Semina, 1–7.
4. http://www.academia.edu/download/46527698/EESPRON_HABIBI__SOFWAN.pdf
5. Harmer, J. (2001). The Practice of English Language teaching. Longman.
6. Horng, J., Hong, J., Chanlin, L., Chang, S., & Chu, H. (2005). Creative teachers and creative teaching strategies. International Journal of Consumer Studies, 4, 352–358. <https://doi.org/10.1111/j.1470-6431.2005.00445.x>
7. Husein, R. (2014). A Profile of Exemplary Teachers of English for Young Learners at The Elementary School. Jurnal Pendidikan Humaniora, 2(4), 311–321.
8. <http://journal.um.ac.id/index.php/jph/article/view/4473>
9. Intarapanich, C. (2013). Teaching Methods , Approaches and Strategies Found in EFL Classrooms : A Case Study in Lao PDR. Procedia - Social and Behavioral Sciences, 88, 306–311.
10. <https://doi.org/10.1016/j.sbspro.2013.08.510>
11. Jeffrey, B., & Craft, A. (2004). Teaching creatively and teaching for creativity : distinctions and relationships Teaching creatively and teaching for creativity : distinctions and relationships. Educational Studies, 30(1), 77–87.



12. <https://doi.org/10.1080/0305569032000159750>

13. Juhana. (2014). Teaching English to Young Learners : Some Points to be Considered. Asian Journal of Education and E-Learning (ISSN:, 2(1), 43–46.

14. <https://pdfs.semanticscholar.org/9bc5/f0b55ac3314d17871075503b82e057eced4a.pdf>.

15. Juriah. (2015). Implementing Controlled Composition to Improve Vocabulary Mastery of EFL Students.

