

Exploring Teaching Strategies Utilized by Primary School English Language Teachers

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Abstract : Teaching strategies significantly influence the effectiveness of language teaching practices. Macro/micro ELT strategies realize the practicality of language teaching in the classroom, where the teacher and students play together. The study aimed to identify teaching strategies employed by primary English language teachers in EFL classrooms. It also analyzed the alignment of teaching strategies with contemporary language teaching approaches and principles. Moreover, the study evaluated primary English language teachers' perceptions of the challenges and benefits of implementing innovative teaching strategies. The study used a descriptive survey research design with mixed methods approaches and convergent parallel mixed methods of data collection and analysis. Ten primary schools were selected conveniently, including 60 teachers in total. To collect adequate data, classroom observation, questionnaire and document analysis were used. From the analysis of the study, it was found that primary school English language teachers were not teaching English using innovative teaching strategies. Hence, the alignment of their teaching strategies with the principles and syllabus of the English subject was mismatched. Finally, although there were hindrances to employing innovative teaching strategies, teachers' commitment to trying many alternatives was found to be less. As a result, it was concluded that primary school English language teachers were not employing innovative ELT strategies in their EFL classrooms for effective language teaching in Ethiopia.

Keywords : ELT strategies, descriptive survey research design, innovative teaching strategies, primary school English language teachers

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