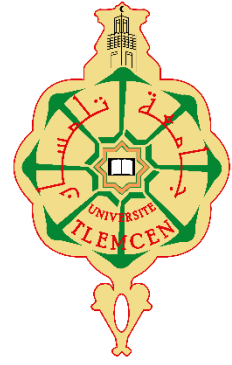
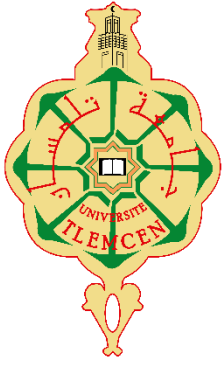


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Ministry of Higher Education and Scientific Research  
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# The Importance of Teaching Listening and Speaking in the Algerian Primary schools

The case of Bouazza Kouider primary school, Tlemcen

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Dissertation Submitted to the Department of English in Partial Fulfilment of the  
Requirements for the Degree of Master in Linguistics

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## Dedications

*This dissertation is dedicated to my family, whose love, support, and encouragement have been the driving force behind my academic journey. To my parents, siblings, your unwavering belief in me has been my source of strength and inspiration.*

*Thank you for your love and sacrifices.*

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## **Abstract**

This study aims to investigate the teaching of listening and speaking skills in Algerian primary schools, on the light of the recent implementation of English in primary level. Listening and speaking are considered as crucial skills in initial language acquisition. However, despite their importance, these skills are often not focused in classroom because of some academic challenges. The research undergoes a mixed-methods approach, in which the researcher relied on a questionnaire distributed to 50 English teachers, as well as qualitative data obtained from interviews with five teachers, and an observation. The objective is to inspect how listening and speaking are implemented in the English course, recognize key difficulties that face teachers, then, to explore the methods and strategies used. Results reveal that listening and speaking activities are not adequately focused on, and teachers often face difficulties because of lack of training, adequate materials, and overcrowded classrooms. Even with these hindrances, teachers value the importance of oral skills and put efforts to find strategies. The study suggests that good choice of materials and methods can have a great impact on oral communication to enhance a communicative and learner-centered approach to English language teaching in Algerian primary schools.

**Key words:** Listening, speaking, oral skills, English teaching, primary education, Algeria, EFL

# **General Introduction**

## ***General Introduction***

In recent years, the Algerian educational system has witnessed major reforms to enhance the quality of teaching foreign languages. As part of these reforms, English has been introduced at the primary school level, regarding its global status and its role as a dominating standard of communication. The recent integration of English in Algerian primary school seeks to grant young learners a solid foundation to improve their aptitude. Among the four essential language skills, listening and speaking are principally critical during the early phases of language learning, as they promote instant communication and set the groundwork for further development in reading and writing.

However, the effective teaching of listening and speaking skills in Algerian primary schools remains a considerable challenge. The current English curriculum may not place sufficient emphasis on oral communication, and many teachers report difficulties in implementing communicative language teaching approaches. Factors such as inadequate teacher training, limited access to teaching resources, overcrowded classrooms, and a lack of exposure to authentic English input contribute to these difficulties. These challenges can hinder the development of learners' oral proficiency and, consequently, their overall language acquisition.

In regard to the growing importance of English in global and local contexts, it is essential to understand how listening and speaking are currently taught in Algerian primary schools, what obstacles teachers face, and what methods are used to overcome them. This study, therefore, seeks to investigate the integration of oral skills in the course, the strategies used by teachers, the challenges they encounter, and the suggestions for language teaching at the primary level.

The present research aims at examining how listening and speaking skills are integrated in the English curriculum of Algerian primary schools and what challenges teachers face in teaching them. It also seeks to identify the strategies and techniques employed by primary school teachers to develop pupils' oral competence and assess the impact of these skills on learners' overall language proficiency.

Based on that, the research tries to provide a clearer understanding of the current state of oral skills approaches in Algerian primary schools. The findings are expected to contribute to the improvement of teaching, curriculum development, and the implementation of more effective teacher training programs. Ultimately, this study aims to promote a more balanced

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approach to English language teaching that supports young learners in becoming confident and competent users of English.

The aforementioned aim gives rise to the following research questions:

1. To what extent are listening and speaking skills integrated into the English curriculum of Algerian primary schools?
2. What are the main challenges teachers face when teaching listening and speaking skills at the primary level in Algeria?
3. What strategies and techniques do Algerian primary school teachers use to develop students' listening and speaking abilities?

The following hypotheses were put forward to carry out the investigation:

1. Listening and speaking skills are not sufficiently emphasized in the current English language curriculum of Algerian primary schools.
2. Teachers face significant challenges, such as lack of training, inadequate resources, and large class sizes, which hinder the effective teaching of oral skills.
3. The use of interactive and communicative activities (e.g., songs, storytelling, role-playing) enhances the development of listening and speaking skills among primary school pupils.

It is worth mentioning that the research used a mixed method, including the collection and analysis of both quantitative and qualitative data, to assure the validity and credibility of the current study.

This inquiry is divided into three chapters. The first chapter, entitled "The Importance of Listening and Speaking in Language Acquisition," reviews key theories and highlights the role of oral skills in language learning.

The second chapter outlines the research methodology, including the context of English teaching in Algerian primary schools, the research design, data collection tools, and the limitations faced during the study.

The third chapter presents and interprets the research findings using charts and graphs, discusses how oral skills are taught, the challenges encountered by teachers and learners, and the strategies used. The study is entailed by recommendations, general conclusion, and suggestions for future research.

**Chapter One:**  
**Literature Review**

## *Chapter One: Literature Review*

### **1.1. Introduction**

The role of listening and speaking in early language developments a fundamental aspect of a child's cognitive, social, and emotional growth. Among the essential language skills, listening and speaking are the first to emerge and play a critical role in early childhood development. These oral skills serve as the foundation upon which literacy and later academic success are built. This chapter explores the significance of listening and speaking in early language development, the ways in which they interact, and the implications for education.

### **1.2 Historical Development of English Language Teaching**

Algeria's colonial and post-independence linguistic policies have a significant impact on the history of English language teaching in the nation (Benrabah, 2007). However, by the late 1970s and 1980s, English began to gain importance due to globalization and the need for international communication, leading to its gradual introduction as a foreign language in secondary and higher education (Bouhania, 2015).

A major turning point was the educational reform of 2002, which introduced English at the middle school level and placed a strong emphasis on communicative and learner-centered methods (Mami, 2013). Despite these advancements, French continues to be the most widely used foreign language in Algeria, particularly in technical and scientific domains, which has impacted English's standing and growth (Benrabah, 2007). English has become increasingly recognized as a global lingua franca in recent years, which has led to attempts to introduce it earlier, including experimental programs in certain primary schools (Mokhtari, 2019). The growth of English language instruction in Algeria is still hampered by issues like a shortage of qualified teachers, a lack of funding, and opposition from Francophone elites (Chouaib, 2019).

### **1.3. Educational Implications**

Algeria's approach to English language instruction has changed dramatically, especially as the nation looks to adopt international teaching practices (Benrabah, 2014). Recent reforms and pilot programs have attempted to introduce English earlier in the educational system, including primary schools, despite the fact that it was traditionally taught at the middle school level (Mokhtari, 2019).

## *Chapter One: Literature Review*

These programs are part of a larger national initiative to improve access to scientific and technological knowledge, where English is the primary language, and to give students international communication skills (Bouhania, 2015). Through interactive exercises and exposure to real-world language, the Ministry of National Education has placed a strong emphasis on communicative approaches in the curriculum with the goal of improving students' speaking and listening skills (Mami, 2013). Large class sizes, a lack of teaching resources, and inadequate teacher preparation are some of the challenges that frequently impede the success of these implementations and reduce the efficacy of oral language instruction (Chouaib, 2019). Additionally, a lack of professional development in contemporary pedagogy means that many teachers continue to use grammar-focused, traditional methods, which impedes the development of communicative competence (Ghazali, 2016).

Implementing English instruction in the multilingual Algerian context also necessitates consideration for the linguistic backgrounds of the students and the incorporation of culturally appropriate material to enhance speaking and listening abilities (Benrabah, 2007). Thus, even though English is being used in more classrooms, pedagogical, logistical, and sociolinguistic issues must be resolved if oral communication skills are to be improved (Mokhtari, 2019).

### **1.4. The Importance of Listening in Language Acquisition**

The first step in learning a language is listening. Children are mainly exposed to language through auditory input from birth. They are able to internalize the sounds, rhythms, and patterns of their native language as a result of this passive exposure. Children acquire language through social interaction and listening to more proficient language users, according to Vygotsky's sociocultural theory (Vygotsky, 1978).

The development of listening skills is particularly difficult in Algeria, where English is taught as a foreign language (EFL). According to research, both top-down processing, using context and prior knowledge to interpret meaning, and bottom-up processing, decoding sounds, words, and grammatical structures, are necessary for effective listening comprehension (Vandergrift, 2007). Most people agree that the first step in learning a language is listening (Rost, 2011). The development of listening skills is particularly difficult in Algeria, where English is taught as a foreign language (EFL). According to research, both top-down processing—using context and prior knowledge to interpret meaning—and bottom-up processing—decoding sounds, words, and grammatical structures—are necessary for effective listening comprehension (Vandergrift, 2007).

## *Chapter One: Literature Review*

### **1.5. The Importance of speaking in Language Acquisition**

Speaking is a productive skill that requires both linguistic competence (knowledge of vocabulary, grammar, and pronunciation) and communicative competence (ability to use language appropriately in social contexts) (Canale & Swain, 1980). In Algerian primary schools, students often struggle with speaking due to:

**Affective factors:** Anxiety and fear of making mistakes (Krashen, 1982).

**Linguistic interference:** Influence of Arabic and French phonology on English pronunciation (Bouhadjar, 2015).

**Limited practice opportunities:** Classroom activities rarely focus on meaningful communication (Taleb, 2021).

The "language acquisition support system" (LASS), in which caregivers play a crucial role by promoting and scaffolding children's speech through dialogue, questions, and feedback, was highlighted by Bruner (1983). Through this interaction, kids can test their language-related theories and fix mistakes, improving their linguistic proficiency.

### **1.6. Interdependence of Listening and Speaking**

Listening and speaking are deeply interconnected skills. Effective speaking is largely dependent on effective listening. Children learn to respond appropriately in conversation by understanding what is being said to them. Likewise, speaking enhances listening as it allows children to actively engage with language and receive feedback. The interplay between these skills is evident in the development of pragmatic competence, the ability to use language effectively and appropriately in various social situations. For instance, turn-taking, topic maintenance, and the use of polite expressions are all learned through active participation in oral communication.

### **1.7. The interrelationship between listening and speaking skills.**

In the majority of communicative situations, speaking and listening are interdependent language skills that work in connection (Brown, 2001). Listening is a prerequisite for meaningful interaction because effective spoken communication depends on one's capacity to understand what others are saying (Rost, 2011). Speaking, in turn, gives students the chance to actively interact with the language and solidify the information they have learned through listening (Bygate, 1987). There is a positive relationship between the two skills since they both

## ***Chapter One: Literature Review***

rely on comparable cognitive functions like memory, attention, and language prediction (Field, 2008). Studies have indicated a strong correlation between increased speaking fluency and improved listening comprehension, particularly in second language acquisition (Goh, 2000). Furthermore, a smooth transition between speaking and listening is essential for conversational skills like topic management and turn-taking (Burns & Joyce, 1997).

### **1.8. Challenges in Teaching Listening and Speaking in Primary Schools**

Teachers in Algeria face numerous challenges when teaching listening and speaking skills due to limited resources and large class sizes (Bouزيد, 2015). Many classrooms lack audio-visual materials and technological tools necessary for developing authentic listening and speaking activities (Benmoussat, 2003). Additionally, the dominance of grammar-based instruction and exam-oriented curricula leaves little room for communicative practice (Zemir, 2014).

Teachers often struggle with insufficient training in communicative language teaching methods, which hinders their ability to effectively foster oral interaction (Boulahia, 2019). Students' low motivation and anxiety when speaking English also pose significant obstacles, particularly in rural or under-resourced schools (Guemide&Benachaiba, 2012). The limited exposure to English outside the classroom further restricts learners' opportunities to practice listening and speaking in real contexts (Mami, 2013).

#### **1.8.1 The lack of resources and infrastructure for teaching speaking and listening.**

The teaching of listening and speaking in Algerian schools is significantly hindered by a persistent lack of resources and infrastructure (Benmoussat, 2003). Most classrooms are not equipped with essential audio-visual aids such as CD players, language labs, or multimedia projectors necessary for developing oral skills (Guemide&Benachaiba, 2012).

This technological deficiency prevents teachers from exposing learners to authentic listening materials and interactive speaking tasks (Zemir, 2014). Overcrowded classrooms and insufficient space further limit opportunities for pair work or group discussions, which are vital for communicative practice (Bouزيد, 2015).

### **1.9. Students' and teachers' attitudes toward listening and speaking activities.**

## ***Chapter One: Literature Review***

Both teachers and students in the Algerian EFL context frequently acknowledge the value of speaking and listening, but these abilities are not always given priority in the classroom (Zemir, 2014). Because of their lack of confidence, fear of making mistakes, and limited exposure to English outside of the classroom, many students consider speaking to be the most difficult skill (Bourouba, 2020) .

Despite its fundamental role in language acquisition, listening is often underestimated by students, who view it as passive and less significant than reading or writing (Guebli, 2013). Despite being aware of the importance of oral communication skills, teachers frequently concentrate more on grammar and written assignments because of curriculum restrictions and exam-focused instruction (Boulahia, 2019). Furthermore, a lot of educators say they feel unprepared to teach speaking and listening skills, particularly in the absence of training and relevant resources (Benmoussat, 2003) .

The adoption of communicative language teaching techniques in Algerian classrooms is hampered by these attitudes, which are influenced by institutional pressures and resource constraints (Guettal, 2008).

### **1.10. Pedagogical Approaches and Methods for Teaching Listening and Speaking**

In Algeria, the implementation of Communicative Language Teaching (CLT) has aimed to improve learners' oral competencies, especially listening and speaking (Benmoussat, 2003). CLT encourages interaction and authentic communication, which helps Algerian learners practice real-life language use and develop fluency (Zemir, 2014). Teachers adopting CLT techniques often use group work, role plays, and dialogues to engage students in speaking tasks that build confidence and spontaneity (Boulahia, 2019). Listening skills are also enhanced through exposure to authentic audio materials and interactive listening tasks that demand active comprehension (Guebli, 2013).

Despite its benefits, the impact of CLT in Algeria is limited by factors such as insufficient training, overcrowded classrooms, and lack of resources (Guettal, 2008). When effectively applied, CLT fosters a more student-centered environment that motivates learners to participate actively in oral communication (Bourouba, 2020).

### **1.11. The role of the teacher in creating interactive listening and speaking environments.**

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Both teachers and students in the Algerian EFL context frequently acknowledge the value of speaking and listening, but these abilities are not always given priority in the classroom (Zemir, 2014). Because of their lack of confidence, fear of making mistakes, and limited exposure to English outside of the classroom, many students consider speaking to be the most difficult skill (Bourouba, 2020).

In the Algerian EFL context, the teacher is essential in creating a dynamic atmosphere that helps students improve their speaking and listening abilities (Benmoussat, 2003). It is anticipated that Algerian educators will abandon the conventional teacher-centered methods in favor of learner-centered strategies that encourage oral interaction and communication (Zemir, 2014). Teachers encourage students to actively participate in speaking tasks through role plays, group projects, and pair exercises, which helps students become more fluent and confident (Boulahia, 2019).

Teachers frequently use recordings, videos, and live interaction to expose students to real-world language use in order to promote listening development (Guebli, 2013). Large class sizes, a lack of communication skills training, and limited access to audio-visual resources are some of the obstacles that many teachers still face in spite of these efforts (Guettal, 2008). Even with these limitations, motivated educators can still design interactive oral environments that greatly improve language acquisition (Bourouba, 2020).

### **1.12. The integration of listening and speaking in the classroom setting**

In Algeria, the integration of listening and speaking skills is crucial for enhancing learners' communicative competence, as both skills are essential for effective communication in English (Benmoussat, 2003). Teachers in Algerian classrooms often use interactive tasks, such as role plays and group discussions, to engage students in both listening and speaking activities, which facilitates the development of fluency and comprehension (Zemir, 2014).

By using authentic audio materials, such as recordings, podcasts, and dialogues, Algerian teachers encourage students to actively listen and then respond, fostering real-time language use (Boulahia, 2019). This integration of skills allows learners to practice listening for meaning while simultaneously producing spoken language in context, making learning more relevant and engaging (Guebli, 2013).

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However, despite its benefits, the implementation of integrated listening and speaking activities in Algeria is often constrained by large class sizes, lack of resources, and limited teacher training in communicative approaches (Guettal, 2008).

Nonetheless, when effectively implemented, the integration of listening and speaking can significantly improve learners' language proficiency and confidence (Bourouba, 2020).

### **1.12.1. Technological Tools for Enhancing Listening and Speaking**

Learners' capacity to process and comprehend spoken language in a variety of contexts is greatly improved when multimedia resources are used in listening comprehension (Hedge, 2000). Videos, podcasts, and interactive software are examples of multimedia tools that give students access to real-world listening materials that expose them to a range of accents, speech rates, and cultural contexts (Canning-Wilson, 2000). By mimicking real-life scenarios where students must comprehend spoken language in dynamic, interactive settings, these resources increase the interest and significance of listening practice (Mayer, 2005).

By giving the spoken words more context, the incorporation of visual components like subtitles, images, and animations aids in comprehension (Vandergrift, 2007). Because they make learning more fun and less repetitive, multimedia resources have also been found to boost learner motivation (Meskill, 2005). By enabling students to review listening exercises and monitor their progress outside of the classroom, multimedia promotes independent learning (Chapelle, 2003).

Multimedia resources are becoming more and more acknowledged in Algerian primary schools as useful instruments for improving listening comprehension in English language instruction (Benmoussat, 2003).

Songs, movies, and animated tales are examples of audio-visual resources that encourage young learners to interact more actively with spoken English, which enhances the enjoyment and significance of listening assignments (Zemir, 2014). These resources give students exposure to natural speech patterns, intonation, and pronunciation—all of which are frequently absent from traditional textbook-based instruction (Boulahia, 2019).

Teachers in Algeria have reported that using multimedia in the classroom improves learners' attention span and motivation, especially when teaching large, mixed-ability classes

## *Chapter One: Literature Review*

(Guebli, 2013). Moreover, multimedia provides visual context that supports understanding of spoken input, which is especially helpful for beginners and young learners (Bourouba, 2020).

Despite its benefits, the effective use of multimedia in Algerian primary schools is sometimes limited by a lack of equipment, internet access, and teacher training.

### **1.12.2. Group activities and collaborative learning as effective strategies for teaching speaking and listening.**

Group activities and collaborative learning are highly effective strategies for teaching speaking and listening, as they create opportunities for learners to engage in authentic communication with peers (Dörnyei & Murphey, 2003).

- Through **group discussions** and **role-plays**, students can practice language in context, improving their fluency and comprehension while negotiating meaning with others (Swain, 2000).
- Collaborative learning also promotes **peer feedback**, which helps learners develop critical thinking and self-reflection skills, enhancing both their speaking and listening abilities (Topping, 2009).
- Research shows that **collaborative tasks** encourage more language use, as students are motivated to express their ideas and understand others in a supportive environment (Johnson & Johnson, 1999).
- Group activities foster **social interaction**, which is essential for developing the communicative competence needed for effective listening and speaking (Vygotsky, 1978).

These activities also create a lower-anxiety learning atmosphere, enabling students to feel more comfortable taking risks with their language use (Ellis, 2003).

### **1.12.3. Classroom management techniques for encouraging active listening and speaking.**

Effective classroom management is crucial for encouraging active listening and speaking in primary school settings (Emmer & Sabornie, 2015).

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One essential technique is **clear and consistent expectations**, where teachers establish rules for listening attentively and speaking respectfully, which helps students understand the behaviour expected during lessons (Marzano, 2007).

- **Active participation** strategies, such as asking open-ended questions and giving students time to think before responding, encourage students to listen carefully and speak more thoughtfully (Kagan, 1994).
- Teachers can also use **positive reinforcement**, such as praise or rewards, to motivate students to engage actively in listening and speaking tasks, reinforcing desired behaviors (Skinner, 1953).
- **Classroom routines**, like signal systems for quieting down or taking turns, help maintain an orderly environment, making it easier for students to focus on listening and speaking (Jones & Jones, 2012). Incorporating **group work** and **pair activities** also fosters peer interaction, creating opportunities for students to practice speaking and listening in a less formal, more supportive setting (Gillies, 2016).

### **1.13. Challenges faced by learners with different linguistic backgrounds**

When learning to speak and listen in a new language, learners from different linguistic backgrounds frequently encounter unique difficulties (Cummins, 2000). One significant problem is interference from the first language (L1), which can impact speaking tasks' grammar, intonation, and pronunciation (Odlin, 1989). Accurately distinguishing and producing specific sounds may be hampered by phonological differences between the learners' native language and the target language (Flege, 1995) .

Additionally, learners might be less exposed to the target language outside of the classroom, which would limit their chances of developing real-world speaking and listening skills (Ellis, 2003). Peer interaction in the target language can be more challenging in multilingual classrooms due to limited mutual intelligibility between students' home languages (Garcia & Kleifgen, 2010) .

Oral participation is frequently difficult for students who are not proficient in the language of instruction, which has an impact on their general academic engagement (Thomas & Collier, 2002) .

Cultural differences also come into play because students may come from educational systems that place more emphasis on listening and silence than on talking, which makes them reluctant to express themselves verbally (Norton, 2000) .

## ***Chapter One: Literature Review***

Differentiated and culturally sensitive instruction that makes room for students from a range of linguistic backgrounds to enhance the learning process is necessary to support these learners (Gay, 2010).

### **1.14. Previous Studies on Listening and Speaking in Algeria**

Several studies have examined English language teaching (ELT) in Algeria:

- Bouhadjar (2015) found that Algerian students struggle with pronunciation due to interference from Arabic and French phonetics.
- Mazari (2019) highlighted the absence of speaking assessments in national exams, leading teachers to neglect oral practice.
- Taleb (2021) recommended integrating technology (e.g., language labs, YouTube videos) to enhance listening skills.

#### **1.14.1. Best Practices for Teaching Listening and Speaking:**

Research suggests several effective strategies:

- Using songs and games to make learning engaging (Cameron, 2001).
- Pair/group work to increase speaking opportunities (Ur, 2012).
- Listening to varied accents to improve comprehension (Field, 2008).

#### **1.14.2. Gaps in Existing Research:**

While studies on ELT in Algeria exist, few focus specifically on primary schools. More research is needed on:

- The impact of teacher training reforms.
- The role of parental involvement in oral skill development.
- Digital tools (e.g., apps, podcasts) for enhancing listening/speaking.

### **1.15. Conclusion**

This chapter reviewed the theoretical background and key concepts related to the teaching of listening and speaking skills in foreign language learning, particularly at the primary school level. It emphasized the importance of oral skills as the foundation for communicative competence and highlighted effective strategies, although their implementation in Algerian classrooms remains limited due to curriculum constraints, lack of teacher training, and insufficient resources. The gap between theory and practice points to the need for pedagogical reform .

## *Chapter One: Literature Review*

**Chapter Two:**  
**Research Methodology**

## *Chapter Two: Research Methodology*

### **2.1. Introduction**

This chapter outlines the research methodology adopted to investigate the teaching of listening and speaking skills in Algerian primary schools. It presents the context of English language teaching in these schools, mentioning related problems such as curriculum design, teacher awareness, and classroom conditions that influence the research. Then, the chapter details the research design, explaining the nature of the methodology used to carry out the present study.

Finally, the chapter discusses the limitations faced during the research, such as time constraints and limited access to schools. This methodology framework aims to ensure the research is systematic, reliable, and capable of providing changes to the teaching of listening and speaking skills in Algerian primary education.

### **2.2. Background of the study**

In response to educational improvements, English has been recently introduced in Algerian primary schools. Listening and speaking skills are vital at this stage, as they represent a solid basis for effective communication and further language development. However, their teaching remains challenging because of curriculum limitations, lack of teacher training, large class sizes, and insufficient resources. Although interactive methods like songs and role-plays are known to be effective, they are not widely implemented.

### **2.3. Statement of the problem**

In spite of the introduction of English as a subject in Algerian primary schools, it remains in its testing phase. Oral communication skills are crucial for young learners' language development, but there is a concern that these skills are not adequately focused in the current curriculum. Teachers often face multiple constraints, such as lack of training, limited teaching materials, and large class sizes, that surely limit their ability to develop oral competence in the classroom. Additionally, different strategies can enhance listening and speaking abilities, their integration in the Algerian context are still under process. Therefore, this study seeks to explore the extent to which listening and speaking skills are integrated in the English program in Algerian primary schools, the challenges teachers face, and the methods they use.

### **2.4. Research Questions and Hypotheses**

## ***Chapter Two: Research Methodology***

The main research questions raised are as follows:

1. To what extent are listening and speaking skills integrated into the English curriculum of Algerian primary schools?
2. What are the main challenges teachers face when teaching listening and speaking skills at the primary level in Algeria?
3. What strategies and techniques do Algerian primary school teachers use to develop students' listening and speaking abilities?

The research questions are designed to investigate how listening and speaking skills are taught in Algerian primary schools, to identify the main challenges teachers face in developing these skills, and to explore the impact of oral skill development on young learners' overall language acquisition.

Based on the previous research questions, the following hypotheses are suggested:

1. Listening and speaking skills are not sufficiently emphasized in the current English language curriculum of Algerian primary schools.
2. Teachers face significant challenges, such as lack of training, inadequate resources, and large class sizes, which hinder the effective teaching of oral skills.
3. The use of interactive and communicative activities (e.g., songs, storytelling, role-playing) enhances the development of listening and speaking skills among primary school pupils.

These hypotheses are formulated to guide the investigation by providing possible answers to the research questions and offering insights that may lead to practical solutions for improving the teaching of listening and speaking skills in Algerian primary schools.

### **2.5. Objective of the study**

The prime objective of this research is to examine how listening and speaking skills are taught in Algerian primary schools, the challenges teachers face in developing these oral skills, and their impact on young learners' overall language acquisition. It also seeks to analyze the strategies used by teachers to overcome obstacles and promote effective oral communication in the classroom. and speaking, offering insights that can inform future improvements in English language teaching at the primary level, specifically aims to:

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- To evaluate how listening and speaking skills are currently taught in Algerian primary schools and identify gaps in their integration within the curriculum.
- To explore the main challenges teachers face in teaching oral skills and suggest possible ways to address these obstacles.
- To examine the strategies and classroom activities teachers use to develop learners' listening and speaking abilities, highlighting effective practices.

### **2.6. Research design**

Research design refers to the overall plan or strategy devised by a researcher to systematically investigate a particular research problem or question. It encompasses the framework and structure guiding the collection, analysis, and interpretation of data. According to Creswell (2014), research design involves decisions about the type of study, the research methods employed, the sampling strategy, and the overall organization of the study, all aimed at achieving the research objectives effectively.

The researcher collects data through questionnaires to gather information about teachers' practices with oral communication activities in the classroom. In addition, interviews are conducted to provide deeper understanding to the methods used to teach listening and speaking, as well as the challenges faced. The study involved a sample of 50 primary school teachers. The collected data of the questionnaire is analyzed using descriptive statistics to ensure accuracy and clarity in presenting the findings, whereas the interview are analyzed qualitatively in order to achieve triangulation of the findings.

### **2.7. Research instrument**

There is a variety of data collection tools used to carry out a research, Blaxter et al. (2006) claims that: "All research involves the collection and analysis of data, whether through reading, observation measurement, asking questions, .... The data collected during and for research may, however, vary considerably in their characteristics (p. 153).

This study used a mixed-methods approach to collect data on the teaching of listening and speaking skills in Algerian primary schools. The research instruments employed include a questionnaire, interviews and peer observation to support a comprehensive case study

#### **2.7.1. The Questionnaire**

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Questionnaires are used in social research to collect large entities of quantitative datasets in short periods of time. From the many definitions which have been provided by scholars, questionnaires have been commonly defined as a research instrument for collecting data. According to Birmingham and Wilkinson, (2003) questionnaires are “usually inexpensive to administer; very little training is needed to develop them; and they can be easily and quickly analyzed once completed” (p. 8).

The questionnaire was administered to 50 participants to collect quantitative data on their perceptions and experiences related to the teaching of listening and speaking skills in the primary English classroom.

### **2.7.2. The interview**

An interview in research is a structured or semi-structured conversation between a researcher and a participant, designed to gather in-depth information, insights, and perspectives on a particular topic. This method allows the researcher to explore distinctions, clarify responses, and obtain a richer understanding of the participant's experiences or opinions. As defined by Creswell (2014), an interview is a purposeful dialogue in which the researcher actively engages with the participant to elicit valuable qualitative data for the study.

The interview was conducted with five primary school English teachers through open-ended questions, the interview explored how these teachers manage their classrooms, interact with students, and implement strategies aimed at enhancing oral language mastery. Teachers were also encouraged to share their views on curriculum effectiveness, resource availability, and the practical challenges they face in teaching listening and speaking. The interviews provided qualitative data that complemented the findings from questionnaires, allowing for a more comprehensive understanding of oral skills instruction in the Algerian primary school context.

### **2.7.3. The Observation**

Observation is a useful research tool that involves watching what happens in real-life situations to better understand behavior and interaction. As Cohen, Manion, and Morrison (2007) explain, observation allows researchers to gather direct, first-hand information by simply watching people in their natural setting, in this case, the classroom. In educational research, it helps reveal things that teachers or students might not mention in interviews or questionnaires.

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In this study, classroom observation was used to see how listening and speaking skills are actually taught in Algerian primary schools. It gave the researcher a chance to notice how teachers deliver oral activities and how pupils respond, participate, and interact during English lessons.

A structured observation checklist was used during six sessions. The checklist looked at different aspects of both speaking and listening, such as how well students could follow oral instructions, express ideas, pronounce words, and take part in conversations. It also helped track the methods teachers used, like group work, songs, repetition, or using visual aids, to encourage pupils to speak and listen actively.

What the researcher saw in class gave important information that added depth to what teachers said in interviews and questionnaires. These observations helped confirm patterns and gave a fuller picture of the real challenges and efforts in developing oral language skills. Overall, this tool played a key role in understanding what is happening inside the classroom and how listening and speaking are being approached in practice.

### **2.8. Sampling**

Sampling is a crucial in any research study, as it ensures that the selected participants represent the larger population, allowing the researcher to generalize findings. In this study, the sample was selected to represent the truths of English language instruction at the primary school level in Algeria.

The research sample consisted of pupils from three different grade levels within Algerian primary schools. This mixture of levels was intentionally chosen to provide a more comprehensive perspective on how listening and speaking skills are introduced, practiced, and developed.

In addition to the pupils, the sample included 50 primary school English teachers who were surveyed through a questionnaire and five teachers who were interviewed for in-depth qualitative perceptions. These teachers were selected based on their active involvement in teaching English at the primary level and their willingness to contribute to the study.

To avoid bias, a simple random sampling technique was applied when selecting both pupils and teachers. This method gave each participant an equal chance of being included in the study, accordingly, enhancing the reliability of the data.

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### **2.9. Limitations of the study**

Despite the careful design and implementation of this study, several limitations must be acknowledged, as they may have influenced the scope, depth, or generalizability of the findings:

**Time Constraints:** The academic calendar and availability of teachers.

**Geographical Scope:** The study was limited to number of schools within a specific region. As a result, findings should be interpreted within this localized context.

**Different Pupil Levels:** Although a mixture of three primary school levels was included, differences in age, cognitive development, and language exposure may have influenced students' responses and participation in listening and speaking tasks, making it difficult to apply the same criteria in all groups.

**Resource Availability:** Some teachers lacked access to basic teaching aids, such as audio materials or visual supports, which limited their ability to implement listening and speaking activities effectively.

**Participant Willingness and Honesty:** As in any research relying limited tools like questionnaires and interviews, the accuracy of responses depends on the honesty, motivation, and interpretation of participants, which cannot be fully controlled.

### **2.10. Research Ethics**

When conducting a social investigation, it is crucial for the researcher to maintain objectivity while reporting observed facts. According to Babbie (2012), individuals engaged in social science research must be aware of the shared principles among researchers regarding proper and improper conduct in scientific inquiry. The present study adhered to the following guidelines:

- Thorough and objective descriptions of results.
- Respondents' identities remained anonymous as they were not required to provide personal information.
- The administration of questionnaires and interviews ensured that the researcher did not hinder respondents' freedom to express their viewpoints.

### **2.11. Conclusion:**

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This chapter presented the methodological framework of the current study, which investigates the importance of teaching listening and speaking skills in Algerian primary schools. The chapter clearly stated the research questions, hypotheses, and objectives, which aim to explore how listening and speaking are integrated into the English curriculum, the challenges teachers face, and the strategies they use to promote oral language competence. The upcoming chapter will analyse field data to assess how oral skills are actually taught in Algerian primary schools

## **Chapter Three:**

# **Data Analysis and Recommendations**

## Chapter Three: Data Analysis and Recommendations

### 3.1 Introduction

This chapter analyses and discusses the major findings of the data collected from the tools used in the research field, following different analysis methods and techniques and interpreted in charts for discussion purposes, The chapter is divided into three main parts; the first part represents the results of the questionnaire addressed to 50 primary school English teachers enrolled in different Algerian schools. While the second part examines the interview conducted with five (05) teachers on day to day in class natural interactions with learners during lectures and activities, then analyzing the observation checklist that aimed at several speaking and listening criteria. The main focus of the chapter is to apply the above-mentioned instruments in answering the questions of the current inquiry that investigates “*Teaching Listening and Speaking at Primary School*”.

### 3.2 Research Methodology

The prime research process undertaken in the present investigation is the mixed methods approach; whereby both qualitative and quantitative data gathering tools are used. On the one hand, teachers' questionnaire is used as the quantitative data instruments; on the other hand, the interview is mainly used as the qualitative instrument, additionally, the researcher observed the young learners and their behaviors during English classes.

### 3.3 Questionnaire Results Analysis

#### Q1- What is your gender?

According to the results, the majority of the respondents were females, with 38 respondents (76%) identifying as female, and 12 males (24%). This suggests that teaching English at the primary school level in Algeria is a predominantly female profession.

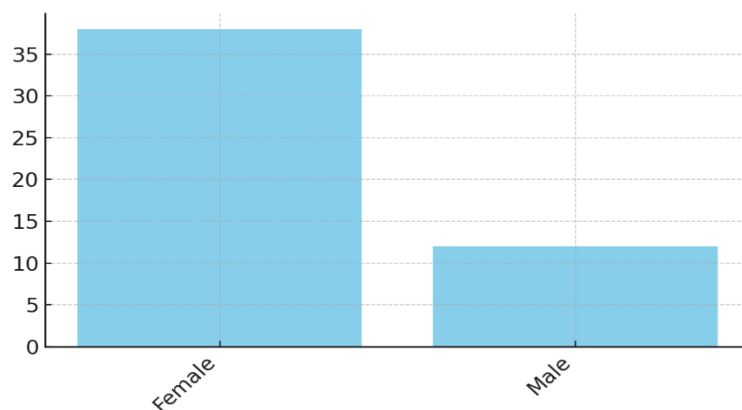


Figure 1: Teachers' Gender

**Q2- How many years have you been teaching English at primary schools?**

As far as years of experience are concerned, the majority reported having between one and three years of teaching experience. Specifically, 30 respondents (60%) indicated having 3 years of experience, 12 respondents (24%) mentioned 2 years, and 8 respondents (16%) reported teaching for only one year. This data implies that most teachers participating in the survey are relatively early in their teaching careers, definitely reflecting the recent introduction of English at the primary level in Algeria.

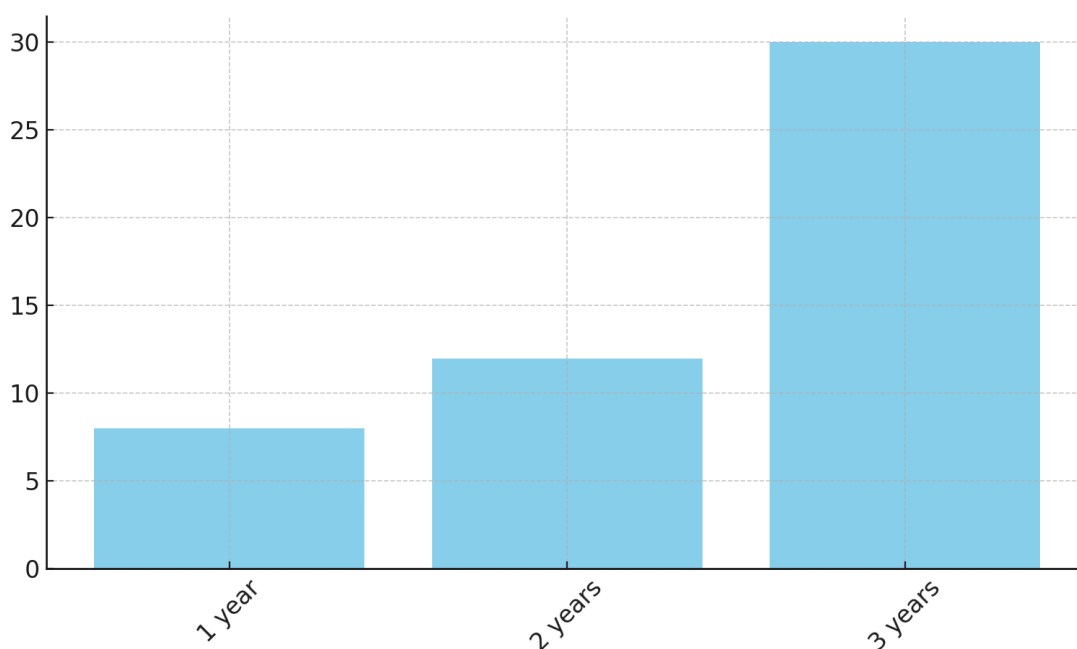
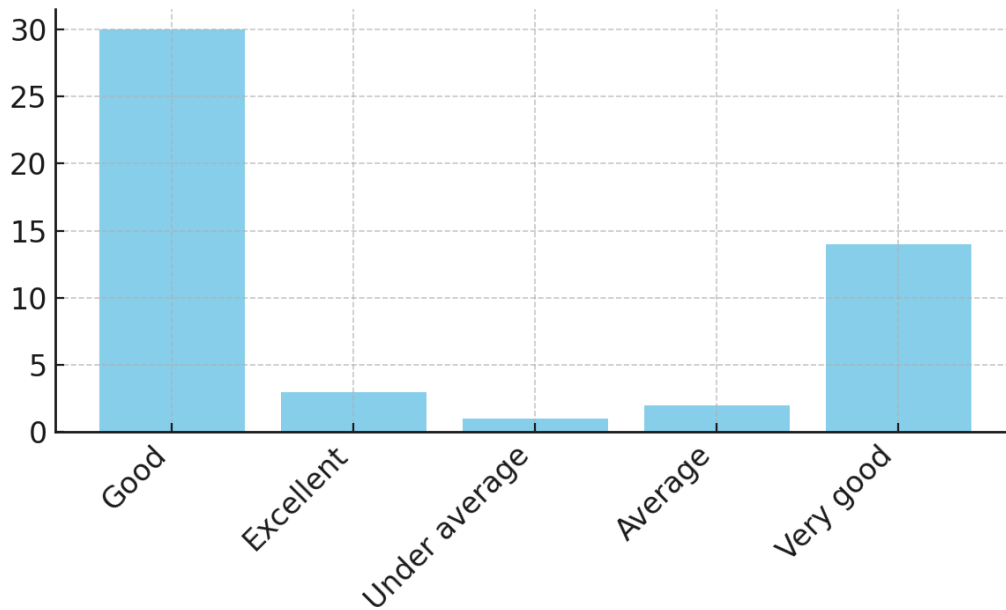


Figure 2: Teachers' Years of Experience

**Q3- How would you assess your learners' level in English**

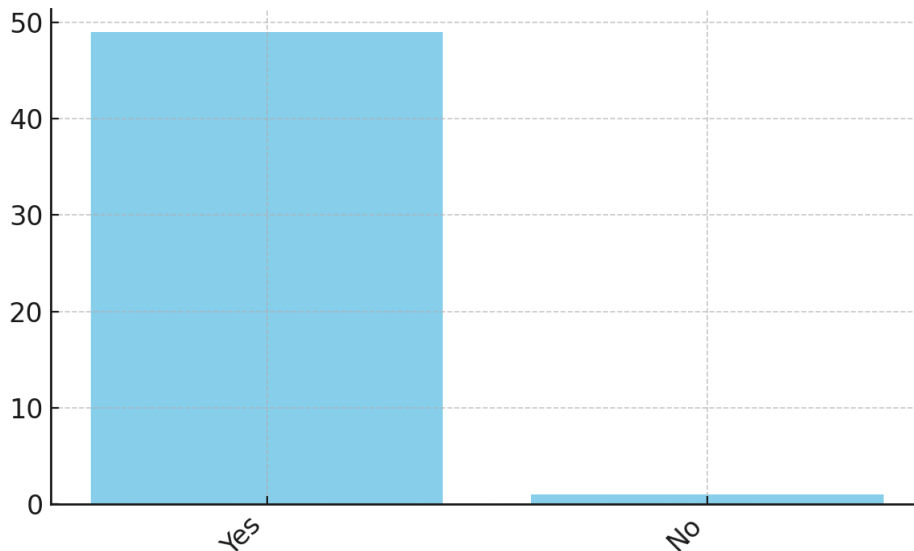
Responses revealed that 30 respondents (60%) assessed their learners' English level as "Good," while 14 respondents (28%) considered it as very good, and other 3 respondents (6%) rated it as "Excellent." 2 respondents (4%) felt the level was "Average." Whereas only one respondent (2%) said that their learners' level was "under average". Overall, the data indicates that teachers generally perceive their learners to have a positive or strong command of English for their educational level.



**Figure 3: Teachers' opinions on learners' level in English**

**Q4. Do you feel that your learners enjoy learning English language?**

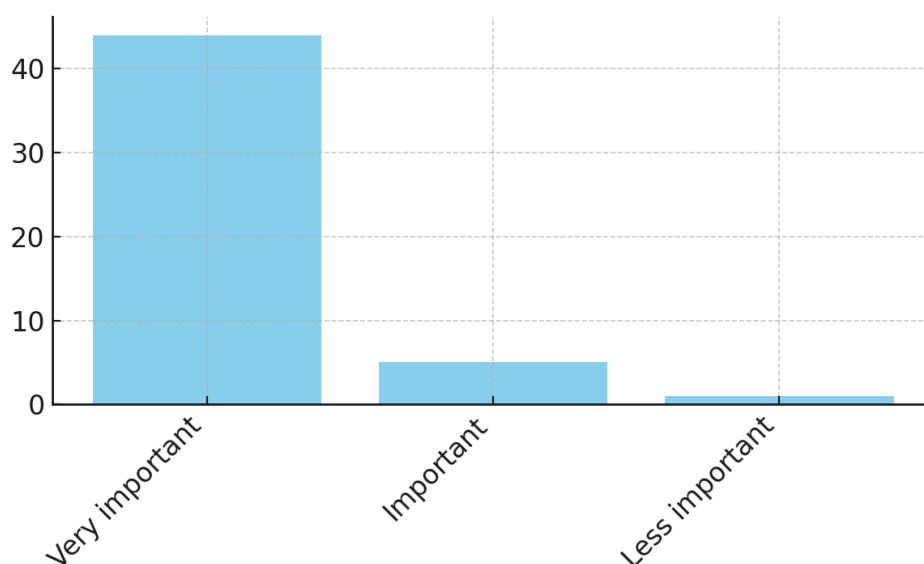
Results from the above question indicate that all respondents (100%) selected "Yes", agreeing that their young learners do enjoy learning English language, this result indicates a strong positive attitude among primary school educators as represented in the graph below.



**Figure 4: Learners' enjoyment of learning English**

**Q5. Do you believe listening and speaking skills are important in English language development?**

The question aimed at the teachers' belief towards the importance of listening and speaking skills in English language development. The majority of teachers rated it as "Very Important," with 44 respondents (88%) expressing this view, while 5 respondents (10%) rated it as "Important." While the remaining 1 respondent (2%) said that it was less important. This highlights the strong recognition among teachers of the essential role listening and speaking skills play in early language learning.



**Figure 5: Importance of listening and speaking skills in English language development**

**Q6- Do you agree that providing different listening materials such as songs, scripts, dialogues make the learning process more engaging for learners?**

The question above sought to identify teachers' points of view concerning the mixture the materials provided to make the learning process more engaging and interesting. Results show that the majority of teachers do believe that providing different materials is helpful, where 41 respondents (82%) strongly agreed, meanwhile the remaining 9 (18%) only agreed.

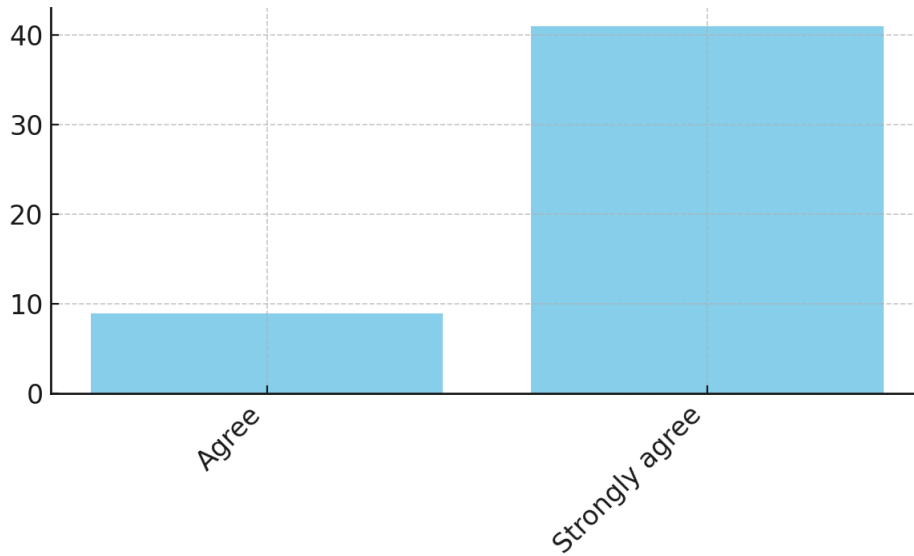


Figure 6: The mixture the materials provided

**Q7. How often do you incorporate listening activities such as audio scripts in your lessons?**

When it comes to including listening activities such as listening scripts, 25 teachers (50%) said that they sometimes include audio scripts in their lessons, and 21 (42%) indicated that they frequently include them, and only 4 (8%) stated that they rarely integrate the use of audio scripts.

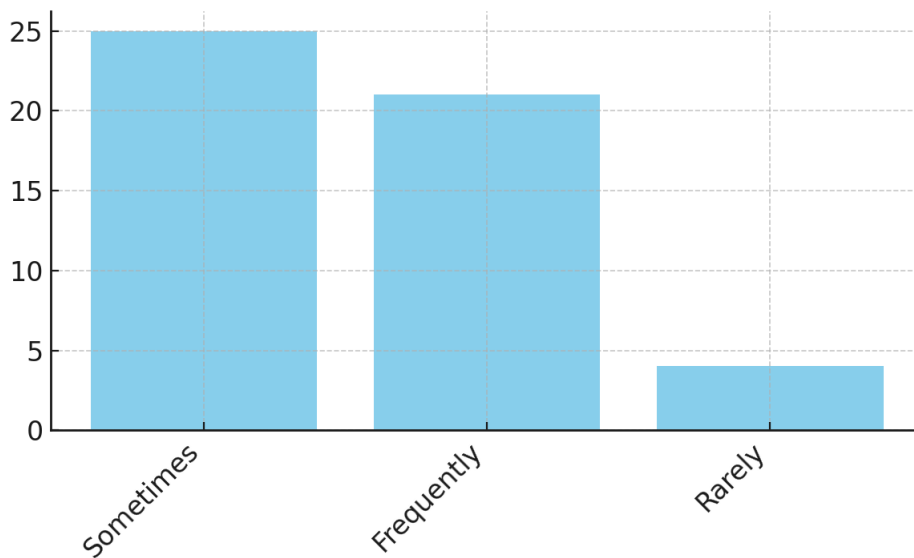
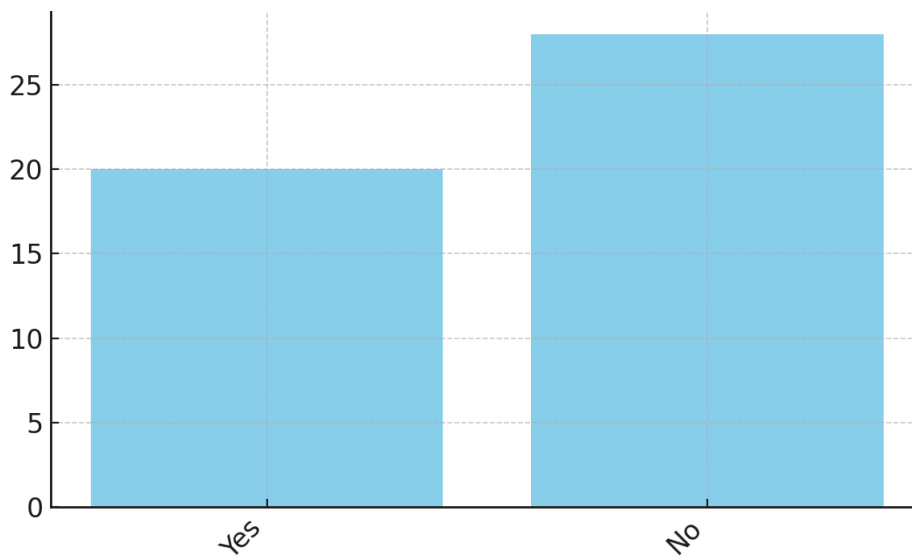


Figure 7: Including listening activities

**Q8. Do your learners encounter difficulties in understanding spoken language at their age level?**

The question aimed to know if primary school learners encounter difficulties in understanding the spoken language in class. 20 tutors (40%) said yes, while the 30 others (60%) stated a negative response. Surely, that depends on the level of complexity of the language used in class and to what extent the learners are familiar with the language.



**Figure 8: Difficulties in understanding the spoken language in class**

**If yes please mention them?**

The following answers represent some of the teachers' arguments:

- Difficult vocabulary;
- Because it's a new language for them;
- Lack of vocabularies is the prominent issue. Also they have psychological barriers. They always feel shy to practice English;
- Not all of them but they need some visual aids;
- They can't understand hard words;
- Difficulties in understanding new words: 1 response (6%)
- In scripts and some dialogues;
- In session " I listen and interact " The teacher deals with a listening passage of about 30 words. learners are unable to understand the meaning or get the gist from the text;

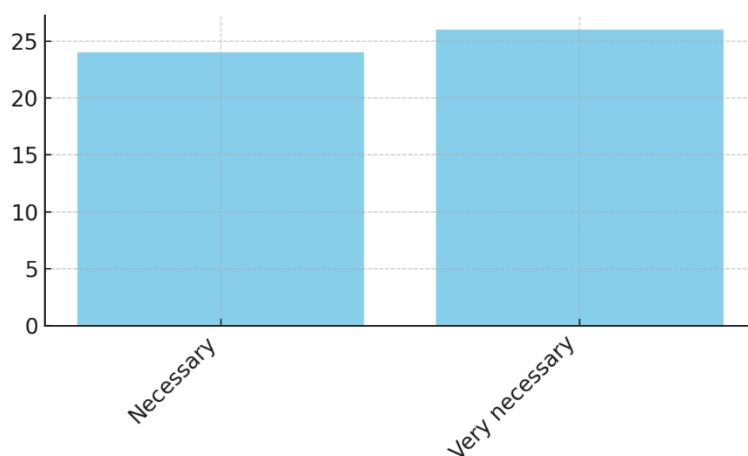
### Chapter Three: Data Analysis and Recommendations

- Not all of them;
- Level mixed abilities, new language for them, new vocabulary;
- They encounter difficulties in understanding new vocabularies and sentences, but by using TPR it makes it easier for them to understand;

Accordingly, Teachers mentioned various difficulties including learners' limited vocabulary, pronunciation challenges, and lack of concentration. These issues suggest that teaching listening skills at the primary level requires targeted strategies to maintain engagement and build foundational comprehension abilities

#### **Q9. How important do you believe it is to check comprehension after listening exercises?**

The results show that all respondents view checking comprehension after listening exercises as important, with 48% saying it is "Necessary" and 52% saying it is "Very necessary." This indicates a strong agreement on its value in reinforcing understanding and ensuring effective learning.



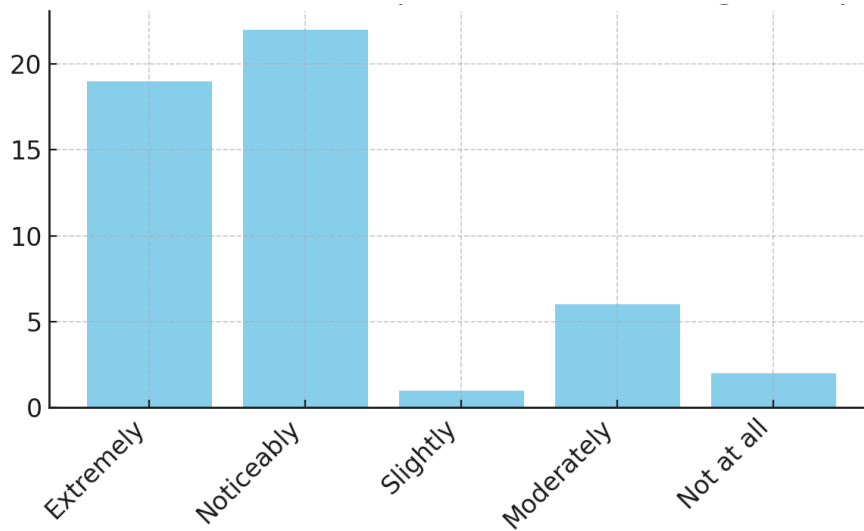
**Figure 9: checking comprehension after listening exercises**

#### **Q10. To what extent do you think that learners will improve their listening and speaking skills with regular practice?**

The responses to Question 10 show that most participants believe regular practice significantly improves listening and speaking skills. A combined 82% of respondents selected "Extremely" (38%) or "Noticeably" (44%), indicating strong confidence in the effectiveness of consistent practice. Only a small fraction saw limited benefit, with 2% selecting "Slightly,"

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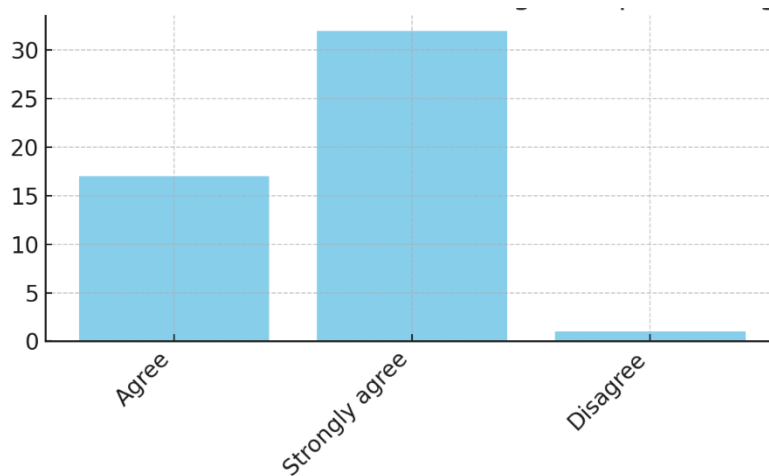
12% "Moderately," and 4% "Not at all." Overall, the data reflects a clear belief in the positive impact of regular practice on language skills.



**Figure 10: learners' improvement of listening and speaking with practice**

**Q11. Do you agree that learners benefit from listening to improve language comprehension?**

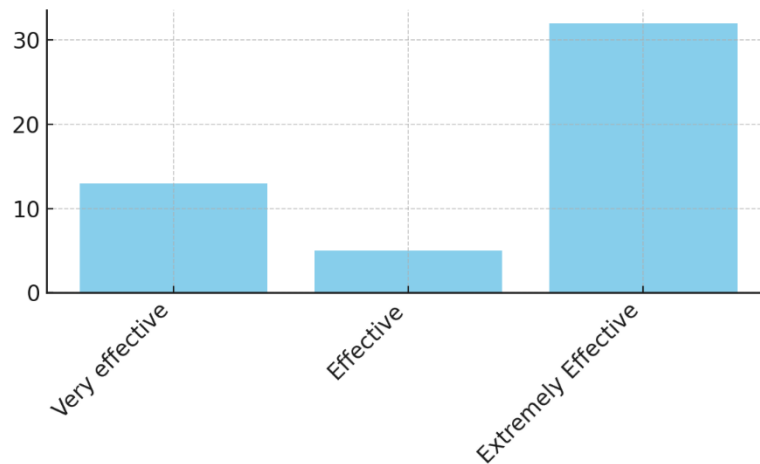
The results for Question 11 indicate overwhelming agreement that listening helps improve language comprehension. A total of 98% of respondents either "Agree" (34%) or "Strongly agree" (64%) with the statement, while only 2% "Disagree." This highlights the perceived importance of listening as a key skill in language acquisition and comprehension development.



**Figure 11: The benefit of listening to improve language comprehension**

**Q12. Do you think that listening skills are effective for improving speaking skills?**

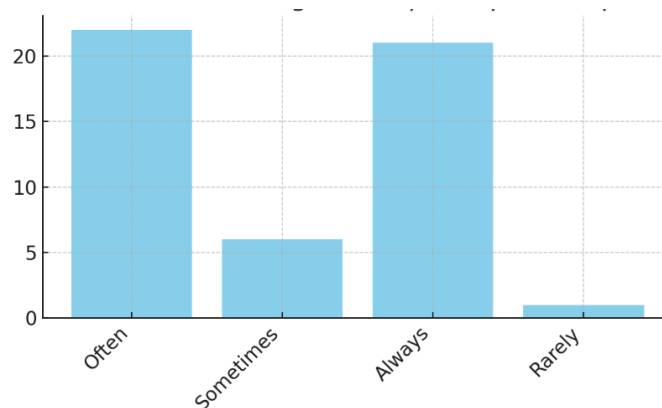
The responses to Question 12 show strong support for the idea that listening skills enhance speaking abilities. A majority of respondents (64%) rated listening as "Extremely effective," followed by 26% who said "Very effective," and 10% who said "Effective." This agreement highlights the close relationship between listening and speaking in language development.



**Figure 12: The effectiveness of listening skills for improving speaking skills**

**Q13. How often do your learners show willingness to participate in speaking during the course?**

The results from Question 13 indicate that most learners are generally willing to participate in speaking activities during the course. A combined 86% of respondents reported that learners participate "Often" (44%) or "Always" (42%), while only a small portion said "Sometimes" (12%) or "Rarely" (2%). This suggests a high level of learner engagement in speaking tasks.

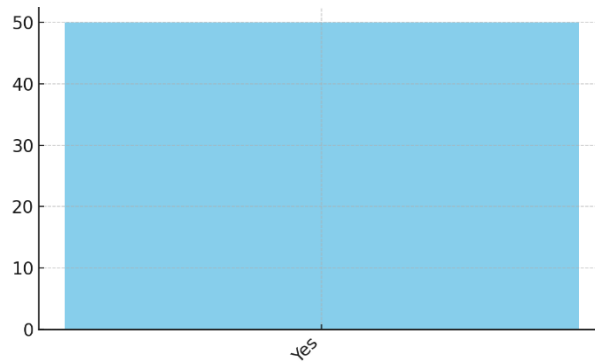


**Figure 13: learners' willingness to participate in speaking during the course**

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**Q14. Do you encourage your learners to speak in front of the class?**

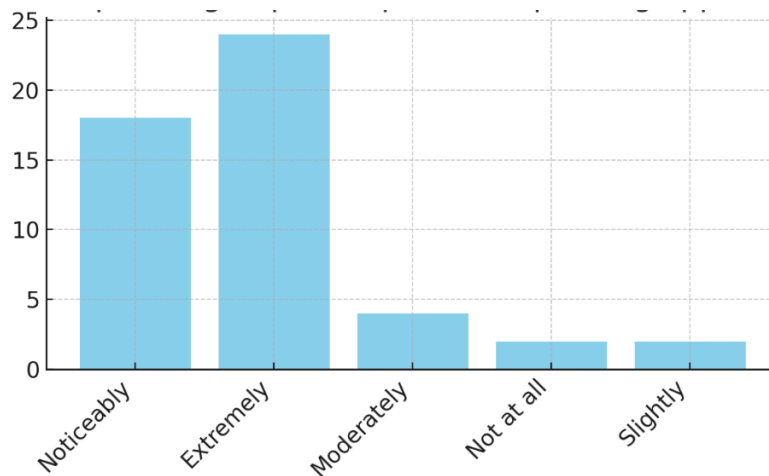
The response to Question 14 shows total agreement, with 100% of participants stating that they encourage learners to speak in front of the class. This reflects a strong commitment among educators to promoting oral communication and building learners' confidence through classroom speaking opportunities.



**Figure 14: Encouraging learners to speak in front of the class**

**Q15. To what extent does pair or group work promote speaking opportunities among learners?**

The responses to Question 15 show that most participants believe pair or group work significantly promotes speaking opportunities. A combined 84% rated its impact as either "Extremely" (48%) or "Noticeably" (36%). Only a small percentage saw limited or no benefit, with 8% selecting "Moderately" and 4% choosing "Slightly" or "Not at all." This indicates a strong belief in the effectiveness of collaborative activities for encouraging spoken interaction.

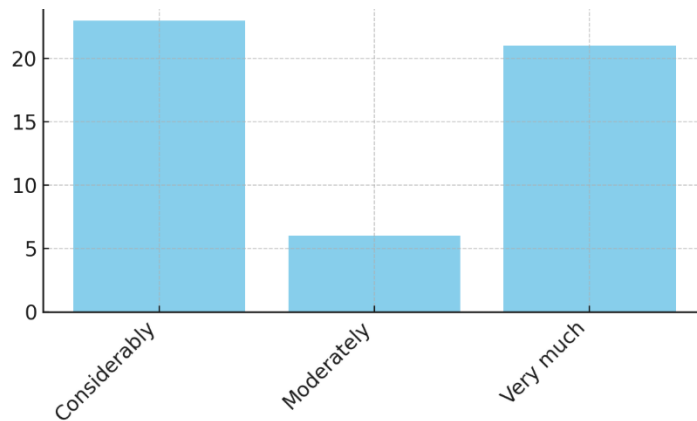


**Figure 15: Including pair or group work to promote speaking opportunities**

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**Q16. How much learners are more engaged in speaking exercises?**

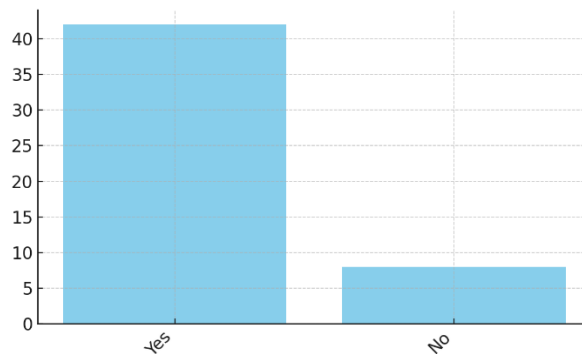
The responses to Question 16 show that learners are highly engaged in speaking exercises. Specifically, 23 respondents (46%) said learners are "Considerably" engaged, 21 respondents (42%) said "Very much," and 6 respondents (12%) said "Moderately." This means 44 out of 50 participants (88%) view learner engagement in speaking activities as strong, highlighting their effectiveness in maintaining student interest and participation.



**Figure 16: learners' engagement in speaking exercises**

**Q17. Do you correct learners' pronunciation errors and fluency during speaking activities?**

Out of 50 respondents, 42 (84%) correct learners' pronunciation and fluency during speaking activities to improve accuracy and build confidence, while 8 (16%) prioritize fluency and avoid interrupting the flow with corrections. This shows that most instructors focus on real-time feedback, while a smaller group favors a more relaxed approach to encourage natural communication.



**Figure 17: correcting learners' pronunciation errors and fluency during speaking activities**

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**Q18. What are the most common challenges learners face in speaking? Provide a brief explanation:**

The most common challenges learners face in speaking include:

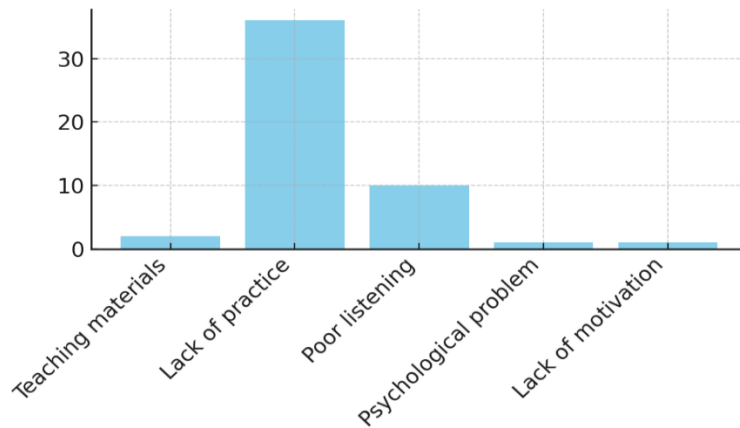
1. **Pronunciation difficulties** – Many learners struggle with correctly pronouncing words, which affects their ability to communicate clearly (mentioned in 11 responses, 22%).
2. **Lack of vocabulary** – Limited vocabulary makes it hard for learners to express themselves effectively (appears in 7 responses, 14%).
3. **Fear of making mistakes** – Learners often hesitate to speak due to a fear of errors and judgment (mentioned in 5 responses, 10%).
4. **Sentence formation** – Difficulty in constructing grammatically correct and complete sentences is common (mentioned in 4 responses, 8%).
5. **Lack of confidence** – Many learners experience shyness or a lack of confidence, which hinders their speaking (appears in 3 responses, 6%).
6. **Native language Interference (linguistic transfer)**– The influence of learners' first language (e.g., French or Arabic) can lead to mistakes (mentioned in 3 responses, 6%).
7. **Fluency issues** – Struggles with maintaining smooth and continuous speech were also noted (appears in 2 responses, 4%).

Other challenges include difficulty in asking questions, understanding native accents, and limited practice. These challenges are often interconnected, as a lack of practice and vocabulary limits fluency and pronunciation, while psychological barriers like fear and shyness also play significant roles.

**Q19. Do you believe that learners' weaknesses in speaking are due to one of the given choices**

Out of 50 responses, 36 (72%) believe learners' weaknesses in speaking are due to a lack of practice, while 10 (20%) attribute it to poor listening skills. Only 2 (4%) mentioned teaching materials, and the remaining 2 (4%) each cited psychological issues and lack of motivation. This suggests that regular practice and improved listening are key to addressing speaking weaknesses.

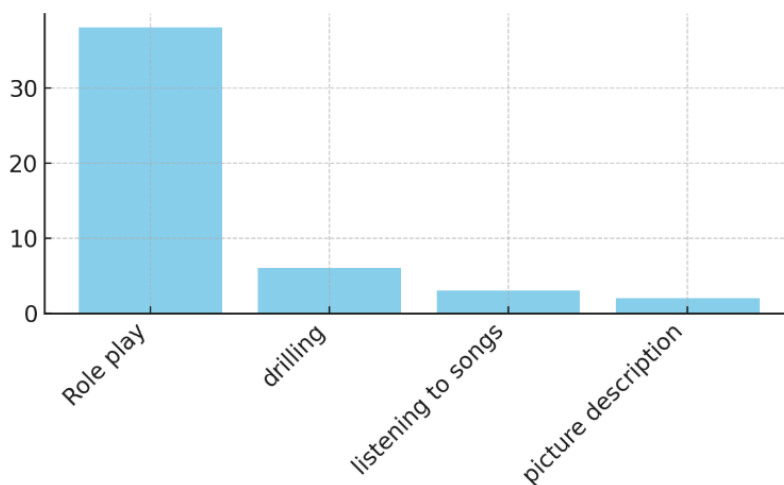
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**Figure 18: Opinions on learners' weaknesses in speaking**

**Q20. What kind of activity is more effective to enhance learners' speaking?**

Out of 50 responses, 38 (78%) believe that **role play** is the most effective activity for enhancing learners' speaking skills. **Drilling** was mentioned by 6 respondents (12%), and both **listening to songs** and **picture description** were each cited by 3 respondents (6%). This highlights that interactive activities like role play are considered the most impactful for improving speaking.



**Figure 19: kinds of effective of activities in enhancing learners' speaking**

**Q21. If you have further suggestions or comments concerning “Teaching Listening and Speaking in Primary School”, please indicate them.**

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The responses to the question on improving “*Teaching Listening and Speaking in Primary School*” highlight several key suggestions:

1. **Time and Practice** – Many respondents emphasized the need for more time and extra sessions for listening and speaking (14 responses, 28%). Several noted that more practice and longer sessions would lead to better results.
2. **Interactive Activities** – Activities like **role plays, songs, games, and picture descriptions** were frequently recommended (9 responses, 18%) as engaging ways to improve speaking skills.
3. **Teaching Materials and Visual Aids** – The use of **flashcards, videos, and other visual aids** was highlighted by several respondents to enhance understanding and make lessons more interactive (8 responses, 16%).
4. **Comfortable Learning Environment** – Suggestions also focused on creating a **supportive, non-judgmental environment** where learners feel comfortable and encouraged to speak without fear of making mistakes (6 responses, 12%).
5. **Phonics and Listening Skills** – Some responses pointed to the importance of **phonics awareness** and **listening skills** to help learners with pronunciation and comprehension (3 responses, 6%).
6. **Classroom Conditions** – A few responses addressed the need for **less crowded classrooms** and better classroom tools to enhance the learning experience (4 responses, 8%).

Other suggestions included parental involvement, using TPR (Total Physical Response), and focusing on creating a fun and engaging atmosphere to motivate learners.

#### **3.4. General Interpretation of the teachers’ questionnaire**

The findings of the questionnaire indicate that teaching English at the primary school level in Algeria is a relatively recent and female-dominated profession, with most teachers having between one and three years of experience. Despite the limited experience, teachers assess their learners' English proficiency positively, with the majority describing it as "Good" or "Excellent." This points to effective early teaching efforts and learner enthusiasm.

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Listening and speaking skills are recognized as highly important by all respondents, and while teachers strive to prioritize both equally, they face notable challenges, including limited class time, large class sizes, learners' limited vocabulary, and shyness. Teachers heavily rely on audio materials, especially songs, which they find effective in engaging learners and enhancing language acquisition.

Assessment practices lean toward continuous and formative methods rather than formal evaluations, reflecting an adaptive approach to young learners' needs. However, difficulties such as subjectivity in assessing oral skills and a lack of adequate, engaging teaching materials persist. Teachers have expressed a strong demand for practical, hands-on training programs and more instructional time to enhance the development of listening and speaking skills.

Overall, while the initiative to teach English at the primary level in Algeria has had positive early outcomes, systemic improvements are needed. These include better teacher training, more suitable teaching resources, extended lesson time, and smaller class sizes to foster a more supportive environment for effective language learning.

#### **3.5. Teachers' interview analysis**

##### **1\_ Can you describe the importance of teaching listening and speaking skills in primary education based on your experience?**

The teachers strongly believe that listening and speaking are foundational skills for young learners. They emphasized that listening helps learners acquire new vocabulary while speaking allows them to use the language confidently. They view these skills as central to building communication abilities, critical thinking, and effective self-expression. According to them, teaching these skills early supports academic success and helps children become better communicators in all areas of life.

##### **2\_ Do you think Algerian primary pupils are motivated to speak English? why or why not?**

They observed that Algerian primary pupils are generally motivated to speak English, especially when learning is connected to songs, cartoons, games, and interactive classroom

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activities. They noted that students enjoy using English and often feel proud when they speak it. Some teachers attributed this motivation to modern teaching strategies and the perception of English as an important global language. They also highlighted the role of teachers' enthusiasm and creative methods in sustaining learners' interest.

#### **3\_What kind of training or professional development have you received for teaching listening and speaking?**

Their experiences with professional development were mixed. While some received academic training and attended workshops—occasionally through programs like the British Council—others noted that they received minimal guidance beyond what was shared by inspectors or during seminars. They expressed a need for more structured and consistent training specifically focused on practical methods for teaching listening and speaking to young learners.

#### **4\_How do you encourage active listening among learners during classroom discussions or activities?**

They use various strategies to promote active listening, such as songs, vocabulary repetition, summarization activities, group discussions, and role-playing. Many of them also encourage eye contact, paraphrasing, and follow-up questioning. They believe in creating interactive learning environments where learners are required to listen attentively and respond thoughtfully, which, in turn, builds communication and comprehension skills.

#### **5\_What specific techniques, strategies or activities do you use to improve listening in young learners?**

They rely on a mix of activities to improve listening, including phonemic awareness tasks, call-and-response drills, storytelling, TPR (Total Physical Response), and visual aids. They prioritize making listening enjoyable and interactive. They also maintain eye contact, avoid interrupting learners, and use body language and questioning techniques to support comprehension and active engagement.

#### **6\_What challenges have you encountered while teaching listening and speaking skills to primary learners and how do you overcome them?**

They encounter several challenges such as limited vocabulary, lack of concentration, shyness, fear of mistakes, and crowded classrooms. Some also noted the overuse of mother

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tongue. To address these issues, they use repetition, encouragement, translations, rewards, and engaging activities like role plays. They emphasize creating a supportive classroom environment that promotes participation and builds learners' confidence in using English.

#### **7\_ Do you use technology to teach listening and speaking? if so, how?**

They use technology when possible, including speakers, PCs, videos, and digital recordings, to create more engaging and authentic language experiences. Some integrate songs and multimedia for listening practice. However, they also pointed out that not all schools have access to adequate technology, so they often rely on basic tools or their own voices. Despite these limitations, they recognize the value of technology in enhancing language instruction.

#### **8\_ What difficulties do learners commonly face in listening tasks?**

They noted that learners struggle with new vocabulary, fast speech, unfamiliar accents, and general comprehension. Learners may also forget content or misinterpret messages due to a lack of contextual knowledge. Teachers acknowledged that these challenges often arise at the beginning of new sequences or topics and can hinder learners' ability to respond effectively to listening tasks.

#### **9\_ How do you assess and monitor progress in listening and speaking skills among your learners?**

They use both informal and formal assessment techniques. These include repetition exercises, vocabulary recall, role plays, quizzes, group discussions, and observation. Some design tasks that reflect real-world listening situations to monitor comprehension and interaction skills. They aim to give immediate feedback and encourage ongoing improvement through varied activities.

#### **10\_ To what extent does the curriculum support the development of listening and speaking skills?**

They generally agree that the curriculum provides a foundation for developing listening and speaking skills, especially through sessions like "I listen and repeat" and role-playing.

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However, they believe that the curriculum often requires teachers to add supplementary activities to fully support immersive communication. They value the inclusion of phonics, vocabulary building, and grammar in context, but still see room for more practical, real-life speaking opportunities.

#### **11\_what role does collaborative learning play in developing these skills?**

They see collaborative learning as essential to developing oral skills. Through group work and peer interaction, learners practice speaking in real-life contexts, listen actively to each other, and develop critical thinking. They believe that collaboration supports social and emotional learning while enhancing communication. It also helps learners become more engaged and less afraid of making mistakes.

#### **12\_In your opinion, how does the classroom environment influence the development of listening and speaking abilities in learners?**

They highlighted that a positive classroom environment greatly influences listening and speaking development. A safe, welcoming space encourages learners to express themselves and take risks in using English. Factors such as class size, learner personality, and mutual respect impact learners' ability to listen attentively and speak confidently. They strive to create environments where learners feel valued and free to communicate.

#### **13\_How does the home language or multilingual background of young learners affect their listening and speaking?**

They acknowledged that multilingual backgrounds can offer benefits such as enhanced listening sensitivity and cognitive flexibility. However, they also noted challenges—like confusion between English and French and limited practice at home, especially when parents do not speak English. Learners sometimes mix languages, which can affect clarity and confidence in speaking. Still, they see multilingualism as a generally enriching factor when properly supported.

#### **14\_Do you think that the implementation of English language in primary school has been successful in Algeria? why?**

They view the introduction of English in Algerian primary schools as largely successful. Learners are eager and excited to learn, and many prefer English to other foreign

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languages. Although it's a recent initiative, they acknowledge that it's too early to fully assess long-term success, but initial outcomes are promising.

#### **15\_What improvements or changes would you suggest to better support listening and speaking instruction in primary schools**

They recommend several changes to strengthen listening and speaking instruction. These include allocating more time in the curriculum, reducing class sizes, providing updated teaching tools and materials, and offering more professional development. They would also like to see more use of visual and audio supports, greater emphasis on peer interaction, and increased integration of technology. In their view, systemic improvements would help create better conditions for teaching oral skills effectively.

#### **3.6. Interpretation of the interviews' results**

The interviews revealed a strong agreement among teachers on the importance of listening and speaking skills in primary education. They consider these skills as the core foundation for communication, language development, and cognitive growth. Teachers believe that early mastery of listening and speaking supports learners' academic progress and enhances their confidence, critical thinking, and social interaction.

Most teachers agree that Algerian primary pupils are motivated to learn and speak English, driven by exposure to songs, media, and the increasing cultural relevance of the language. They attribute this motivation to both external factors (like the global status of English) and internal classroom dynamics, such as engaging teaching methods and enthusiastic instruction.

To encourage active listening, teachers employ group work, role plays, visual aids, and questioning techniques. They believe that interactive activities and a safe, supportive classroom environment are critical in maintaining learner engagement and promoting oral language use. However, they also face challenges including large class sizes, lack of resources, limited vocabulary, shyness, and short attention spans among learners.

Technological tools are used when available, with digital recordings, videos, and songs being the most common aids. Still, limited access to proper equipment in some schools hinders optimal integration. Teachers assess listening and speaking through observation, repetition tasks, quizzes, and role-playing exercises. They aim to provide ongoing feedback and structure assessments to reflect real-life communication.

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While the national curriculum includes activities that support listening and speaking, teachers feel it often requires additional materials and creative teaching approaches to be truly effective. Collaborative learning and peer interaction are viewed as essential strategies for developing these skills, as they foster authentic language use in a low-pressure setting.

Home language backgrounds present both opportunities and challenges. Multilingual learners may benefit from enhanced auditory sensitivity, but may also struggle with language interference or lack of English use outside school. Teachers consider the implementation of English in primary education to be largely successful so far, although still in early stages. Learners are enthusiastic and increasingly capable, which gives teachers hope for long-term success.

Finally, teachers recommend improvements such as better training, smaller class sizes, more instructional time for oral skills, and increased access to teaching materials and technology. These suggestions reflect their commitment to fostering communicative competence and ensuring a richer language-learning experience for their pupils.

#### **3.7 Observation Checklist Analysis**

The classroom observations conducted over six sessions provided valuable awareness of the current state of listening and speaking instruction. The findings indicate that while learners demonstrate some foundational oral skills, significant challenges occur in developing full communicative competence.

In terms of listening skills, pupils generally showed good comprehension of the main ideas in spoken discourse and were able to follow oral instructions. They listened attentively during vocabulary explanations and frequently asked questions about unfamiliar words, reflecting a positive level of motivation and curiosity. Moreover, they successfully used contextual and visual signs to support their understanding, often relying more on memorization and imagery than on grammatical knowledge.

However, pupils struggled with more complex listening tasks, particularly in recognizing tone, intention. This suggests a limited exposure to authentic English input and insufficient practice with natural spoken interactions.

Concerning speaking skills, learners were able to participate in simple conversations, particularly when using structured or familiar expressions. They could begin and end

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conversations and follow the expected format of basic communicative tasks. In more guided discussions, some learners showed active engagement depending on the topic.

Despite these strengths, most pupils faced difficulties in expressing ideas fluently and clearly. They lacked confidence in making a conversation, showed frequent grammatical errors, and had a limited vocabulary. Their pronunciation and intonation were consistently weak, which affected the clarity and effectiveness of their spoken communication. Additionally, learners demonstrated minimal use of communicative strategies, often relying on repetitive or memorized structures instead of adapting their speech to new situations.

Overall, the observation data suggest that while pupils possess the foundational skills necessary for oral communication, they require more structured support, authentic exposure, and consistent oral practice to enhance their fluency, accuracy, and confidence in English. The following table summarizes the observation checklist that are fully included in Appendix

<b>Skill Area</b>	<b>Strengths Observed</b>	<b>Challenges Noted</b>
<b>Listening Comprehension</b>	- Good understanding of main ideas- Follows oral instructions- Asks about new words	- Difficulty identifying tone and speaker intention- Needs support with detail
<b>Basic Speaking Skills</b>	- Can start/close simple conversations- Follows task structure- Participates when guided	- Low confidence- Limited vocabulary- Difficulty maintaining conversations
<b>Fluency &amp; Expression</b>	- Some engagement in discussions	- Weak fluency- Inaccurate grammar- Disconnected ideas
<b>Pronunciation &amp; Intonation</b>	- Occasional improvement seen with support	- Poor intonation control- Mispronunciations
<b>Vocabulary &amp; Grammar</b>	- Use of simple, memorized expressions	- Lack of grammatical accuracy- Limited word choice
<b>Communicative Strategies</b>	- Use of repetition and visual signs	- Few adaptive strategies- Heavy reliance on memorized phrases

### **3.8. Recommendations**

The findings from the questionnaire and interviews, reveal both the promise and challenges of teaching English—especially listening and speaking—at the primary level in Algeria. While learner motivation is high, teachers face issues like limited experience, lack of

### *Chapter Three: Data Analysis and Recommendations*

resources, and time constraints. The following recommendations aim to address these challenges and improve oral language instruction:

#### **1. Improve Teacher Training and Support**

Implement structured, ongoing professional development programs focusing on teaching listening and speaking. Workshops should include use of audio-visual aids, interactive methodologies (e.g., role plays, TPR), and assessment techniques.

#### **2. Enhance Instructional Time for Oral Skills**

Increase weekly hours dedicated to English instruction, with specific segments for oral communication. Allow for flexible curriculum planning to integrate more speaking and listening tasks.

#### **3. Improve Availability and Quality of Teaching Materials**

Distribute high-quality, age-appropriate resources including audio scripts, flashcards, videos, and phonics charts. Develop a centralized platform for teachers to access and share resources.

#### **4. Focus on Listening to Build Speaking Skills**

Prioritize listening activities (stories, dialogues, songs) as a natural pathway to speaking fluency. Include comprehension checks to reinforce understanding and link listening to oral practice.

#### **5. Integrate Technology in Teaching Practices**

Equip classrooms with basic tech (speakers, projectors, audio players) and train teachers to use free tools like YouTube and phonics apps to enrich lessons.

#### **6. Promote Learner Autonomy and Participation**

Build on this by integrating structured speaking routines (e.g., “morning talks,” peer interviews), encouraging peer feedback, and assigning small speaking tasks in every lesson.

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### **7. Review and Adapt Curriculum Objectives**

Revise curriculum to include explicit goals for listening and speaking, suggest time allocations, and include sample activities. Allow flexibility for local adaptation.

### **3.9. Conclusion**

The results indicate that teachers show a clear understanding of the significance of the oral skills to improve language development among learners. However, several challenges hinder the ideal implementation of effective teaching, including insufficient training, limited instructional time, large class sizes, and inadequate teaching materials.

The positive assessment of learners' English levels despite these obstacles is promising and highlights the dedication and creativity of teachers in adapting to a new educational context. To further support this positive view, educational authorities should prioritize investment in teacher training programs, time dedicated to English class, develop more effective teaching aids, and reducing class sizes.

## **General conclusion**

## *General Conclusion*

This dissertation explored the importance of teaching listening and speaking skills in Algerian primary schools, particularly in light of the growing emphasis on English as a global language and its recent introduction into the Algerian primary education curriculum. The study aimed to examine the extent to which oral skills are integrated into the current English language curriculum, the challenges faced by teachers, and the strategies and techniques employed to enhance pupils' oral competence. A mixed-methods approach was adopted to collect both quantitative and qualitative data, thereby ensuring a comprehensive and reliable investigation of the issue.

The findings of this study clearly demonstrate that listening and speaking skills, though vital for early language acquisition and communicative competence, are not sufficiently emphasized in Algerian primary classrooms. The curriculum remains largely text-based, often prioritizing vocabulary memorization and grammatical accuracy over real communicative interaction. Teachers reported numerous challenges in implementing effective oral skills instruction, including insufficient training in communicative teaching methods, lack of authentic listening materials, limited technological tools, large class sizes, and a shortage of classroom time dedicated to oral activities. These structural and pedagogical barriers hinder the development of pupils' listening and speaking abilities and negatively affect their overall language proficiency.

Despite these constraints, the study also revealed encouraging signs. Many teachers expressed a strong awareness of the importance of listening and speaking skills and demonstrated efforts, although limited, to incorporate interactive, learner-centered activities such as storytelling, role-playing, songs, and dialogues. Pupils responded positively to these methods, showing increased motivation and engagement when oral activities were used in the classroom. This indicates that, even in resource-constrained environments, oral language development can be significantly improved through thoughtful pedagogical choices and small-scale innovations.

The study further validated all four research hypotheses. First, the research confirmed that listening and speaking skills are not sufficiently emphasized in the current English curriculum. Second, teachers indeed face significant challenges, including limited training, insufficient resources, and overcrowded classrooms, which severely restrict their ability to implement oral-focused instruction. Third, interactive and communicative techniques such as

### *General Conclusion*

songs, role-play, and storytelling were shown to be effective in enhancing students' oral performance, though their use remains infrequent due to practical limitations. Finally, the fourth hypothesis was also confirmed, as both teachers and students recognize the critical role of oral skills in successful language learning, even if they are not consistently practiced in the classroom.

These findings have important implications for the future of English language education in Algeria. If young learners are to become confident and competent English users, oral skills must be given equal if not greater attention than other language domains during the early stages of instruction. This calls for a re-evaluation of the curriculum to ensure it explicitly prioritizes speaking and listening through realistic, communicative activities. It also requires investment in teacher training programs that equip educators with the knowledge and confidence to implement oral-based methodologies. Moreover, the provision of accessible, low-cost, and contextually appropriate teaching materials, especially authentic audio and visual aids, is essential to support classroom practice.

The study's findings contribute to the broader discourse on English as a Foreign Language (EFL) instruction in developing contexts, particularly in primary education where learners' cognitive flexibility and natural feeling toward spoken interaction make them ideal candidates for communicative approaches. It also highlights the gap between educational policy and classroom reality, emphasizing the need for better alignment between curriculum objectives, teacher preparedness, and institutional support.

### **Suggestions for Further Research**

While this study offers valuable insights into the current state of oral skills instruction in Algerian primary schools, it also opens the door to several areas for further exploration:

**Longitudinal Studies:** Future research could track pupils' oral language development over time to assess the long-term impact of early exposure to listening and speaking activities on overall English proficiency.

**Technology Integration:** More research is needed on the role of mobile applications, videos, audio books, and digital platforms in supporting oral skills development, especially in under-resourced schools.

### *General Conclusion*

**Curriculum Evaluation Studies:** Further analysis of the national English curriculum for primary education is needed to determine how well it supports the development of oral skills and whether it aligns with international standards in communicative language teaching.

By pursuing these directions, future studies can deepen our understanding of how to effectively teach English oral skills in Algerian primary schools and contribute to the advancement of more communicative, inclusive, and learner-centered language education in the country.

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# **Appendix**

## Appendix

### Appendix A: The teachers' questionnaire

5/26/25, 8:40 PM

Teacher's Questionnaire

## Teacher's Questionnaire

This questionnaire aims to collect information for a Master's Degree titled "**Teaching Listening and Speaking at Primary School**". Therefore, you are kindly requested to answer the following questions. Your answers are invaluable to the success of this research.

Please be assured that your answers will remain anonymous and will be used solely for academic purposes.

Thank you for your time and cooperation.

\* Indicates required question

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### General Information

1. **Q1- What is your gender?**

*Mark only one oval.*

- Male  
 Female

2. **Q2- How many years have you been teaching English at primary schools?**

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3. **Q3- How would you assess your learner's level in English**

*Mark only one oval.*

- Excellent  
 Very good  
 Good  
 Average  
 Under average

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## Appendix

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Teacher's Questionnaire

4. **Q4. Do you feel that your learners enjoy learning English language?**

*Mark only one oval.*

Yes

No

5. **Q5. Do you believe listening and speaking skills are important in English language development?**

*Mark only one oval.*

Very important

Important

Less important

Unimportant

### **Listening skills in EFL classroom**

6. **Q6- Do you agree that providing different listening materials such as songs, scripts, dialogues make the learning process more engaging for learners?**

*Mark only one oval.*

Strongly agree

Agree

Disagree

Strongly disagree

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Teacher's Questionnaire

7. **Q7. How often do you incorporate listening activities such as audio scripts in your lessons?**

*Mark only one oval.*

- Frequently  
 Sometimes  
 Rarely  
 Never

8. **Q8. Do your learners encounter difficulties in understanding spoken language at their age level?**

*Mark only one oval.*

- Yes  
 No

9. If yes please mention them?

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## Appendix

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Teacher's Questionnaire

10. **Q9. How necessary do you think that checking comprehension after listening exercises?**

*Mark only one oval.*

- Very necessary  
 Necessary  
 Less necessary  
 Unnecessary

11. **Q10. To what extent do you think that learners will improve their listening and speaking skills with regular practice?**

*Mark only one oval.*

- Extremely  
 Noticeably  
 Moderately  
 Slightly  
 Not at all

12. **Q11. Do you agree that learners benefit from listening to improve language comprehension?**

*Mark only one oval.*

- Strongly agree  
 Agree  
 Disagree  
 Strongly Disagree

## Appendix

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Teacher's Questionnaire

13. **Q12. Do you think that listening skills are effective for improving speaking skills?**

*Mark only one oval.*

- Extremely Effective  
 Very effective  
 Effective  
 Less effective

14. **Q13. How often your learners show willingness to participate in speaking during the course?**

*Mark only one oval.*

- Always  
 Often  
 Sometimes  
 Rarely  
 Never

15. **Q14. Do you encourage your learners to speak in front of the class ?**

*Mark only one oval.*

- Yes  
 No

## Appendix

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Teacher's Questionnaire

16. **Q15. To what extent does pair or group work promote speaking opportunities among learners?**

*Mark only one oval.*

- Extremely  
 Noticeably  
 Moderately  
 Slightly  
 Not at all

17. **Q16. How much learners are more engaged in speaking exercises?**

*Mark only one oval.*

- Very much  
 Considerably  
 Moderately  
 slightly  
 Not at all

18. **Q17. Do you correct learners' pronunciation errors and fluency during speaking activities?**

*Mark only one oval.*

- Yes  
 No

## Appendix

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Teacher's Questionnaire

19. **Q18. What are the most common challenges learners face in speaking?** Provide a brief explanation:

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20. **Q19. Do you think that learners' weaknesses in speaking are due to**

*Mark only one oval.*

- Lack of practice
- Poor listening
- Teaching materials
- Psychological problem
- Lack of motivation

21. **Q20. What kind of activity is more effective to enhance learner's speaking?**

*Mark only one oval.*

- Role play
- drilling
- listening to songs
- picture description

## Appendix

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Teacher's Questionnaire

22. **Q21. If you have further suggestions or comments concerning “Teaching Listening and Speaking in Primary School”, please indicate them.** \*

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**Thank you so much**

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## Appendix

### Appendix B: The teachers Interview

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Interview for teachers

#### Interview for teachers

It aims at exploring your views about teaching listening and speaking in primary school.  
Thank you for your time and collaboration.

- 1\_ Can you describe the importance of teaching listening and speaking skills in primary education based on your experience ?

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- 2\_ Do you think Algerian primary pupils are motivated to speak English? why or why not?

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- 3\_ What kind of training or professional development have you received for teaching listening and speaking ?

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## *Appendix*

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Interview for teachers

4. 4\_How do you encourage active listening among learners during classroom discussions or activities ?

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5. 5\_What specific techniques, strategies or activities do you use to improve listening in young learners?

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6. 6\_What challenges have you encountered while teaching listening and speaking skills to primary learners and how do you overcome them?

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7. 7\_Do you use technology to teach listening and speaking ? if so, how?

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## Appendix

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Interview for teachers

8. 8\_What difficulties do learners commonly face in listening tasks ?

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9. 9\_How do you assess and monitor progress in listening and speaking skills among your learners ?

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10. 10\_To what extent does the curriculum support the development of listening and speaking skills?

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11. 11\_what role does collaborative learning play in developing these skills ?

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Interview for teachers

12. 12\_In your opinion,how does the classroom environment influence the development of listening and speaking abilities in learners?

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13. 13\_How does the home language or multilingual background of young learners affect their listening and speaking ?

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14. 14\_Do you think that the implementation of English language in primary school has been successful in Algeria? why ?

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## *Appendix*

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Interview for teachers

15. 15\_What improvements or changes would you suggest to better support listening and speaking instruction in primary schools?

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## Appendix

### Appendix C: The Observation Checklist

Session	1	2	3	4	5	6	Observation
1. learners can structure and manage discourse in terms of thematic organization.	fair	fair	fair	Good	Fair	fair	Logic is not s among pupils few of them t succeed.
2. learners can structure and manage discourse in terms of coherence and cohesion.	Good	Good	good	Good	Fair	fair	Teacher supp them
3. learners can structure and manage discourse in terms of logical ordering.	Fair	Good	Good	Fair	Fair	Fair	Few of them do it, the rest unable.
4. learners can structure and manage discourse in terms of style and register.	Fair	Poor	Poor	Poor	Fair	Fair	They are unab do it.
5. learners can structure and manage discourse in terms of rhetorical effectiveness.	Fair	Fair	Poor	Poor	Fair	good	Not achieval
6. learners can use simple techniques to start, maintain or close a conversation.	Good	Good	Good	Good	Good	Good	Simple and di sentences a helpful for lea
7. learners can develop an argument systematically with appropriate highlighting of significant points and relevant supporting detail.	Poor	Poor	Poor	Fair	Fair	Poor	Much supp needed
8. learners can follow the conventional structure of the communicative task concerned when communicating their ideas.	Good	Good	Good	Good	Good	Good	The majority them succee
9. learners can link a series of shorter, discrete simple elements into a connected, linear sequence of points.	Good	Good	Good	Good	Good	Good	Many of the achieve it
10. learners ask the teacher or peers about the meaning of unknown words.	Yes	Yes	Yes	Yes	no	no	Pupils are cur about new le
11. learners listen carefully to the teacher when they are explaining new words.	Yes	Yes	Yes	Yes	Yes	Yes	Motivation h them to inter with their tea
12. learners use schematic and contextual knowledge before the grammatical one to achieve meaning.	Yes	Yes	Yes	Yes	Yes	Yes	Memorization visual aids h them to unders items
13. learners use different strategies in order to achieve communicative efficiency.	No	No	No	No	No	yes	They rely on same speech v slight memorizati

*Appendix*

<b>14.</b> learners can understand the main idea of spoken discourse.	Good	Good	Good	Good	Good	Good	They are able to understand it.
<b>15.</b> learners can identify supporting details in a conversation.	Good	Good	Good	Good	Good	Good	Generally, they can manage to understand it.
<b>16.</b> learners can follow oral instructions and respond appropriately.	Good	Good	Good	fair	fair	fair	Good understanding of instructions with short answers.
<b>17.</b> learners can distinguish different tones and intentions in spoken language.	poor	poor	poor	poor	fair	fair	They lack a clear spoken pattern like intonation and tones.
<b>18.</b> learners can comprehend and respond to questions accurately.	good	good	good	fair	fair	fair	Most of them can understand the motif of the question but they face barriers to form sentences correctly.
<b>19.</b> learners can express their ideas clearly and fluently.	poor	poor	fair	fair	fair	fair	Need more support and engagement.
<b>20.</b> learners can participate actively in discussions.	fair	Fair	good	good	good	good	It depends on the topic.
<b>21.</b> learners can pronounce words correctly and use proper intonation.	poor	poor	poor	fair	fair	fair	More support needed to correct pronunciation and intonation.
<b>22.</b> learners can use appropriate vocabulary and grammar in speaking.	Poor	poor	fair	fair	poor	good	The majority of them do not acquire enough words to form sentences and they lack grammatical patterns to structure their sentences correctly.
<b>23.</b> learners can sustain a conversation on familiar topics.	fair	Fair	good	fair	Good	fair	Learners do not have the ability to express themselves. They lack self-confidence to do so. Very few of them they can interact with the teacher.

## Summary

This study investigates the teaching of listening and speaking skills in Algerian primary schools following the recent introduction of English at this level. As essential components of early language learning, these oral skills are often underdeveloped due to curriculum limitations, insufficient teacher training, and lack of resources. Using a mixed-methods approach, the research combines data from teacher questionnaires, interviews, and an observation to explore how oral skills are taught, the challenges faced, and the strategies used. Results indicate limited integration of listening and speaking activities and highlight the need for improved training, resource support, and curriculum reform. The study calls for a more communicative, learner-centered approach to enhance oral proficiency and support English language development in young learners.

## Résumé

Cette étude examine l'enseignement des compétences orales, l'écoute et l'expression orale, dans les écoles primaires algériennes, suite à l'introduction récente de l'anglais à ce niveau. Bien qu'essentielles dans l'apprentissage précoce des langues, ces compétences sont souvent peu développées en raison des limites du programme, du manque de formation des enseignants et du déficit en ressources pédagogiques. Adoptant une approche méthodologique mixte, la recherche s'appuie sur des questionnaires adressés aux enseignants, des entretiens en classe, et des observations pour analyser les pratiques pédagogiques, les difficultés rencontrées et les stratégies employées. Les résultats révèlent une intégration limitée des activités orales et soulignent la nécessité d'une meilleure formation, d'un appui en ressources et d'une réforme curriculaire. L'étude préconise une approche plus communicative et centrée sur l'apprenant afin de renforcer la compétence orale et de soutenir le développement de la langue anglaise chez les jeunes apprenants.

## ملخص

تتناول هذه الدراسة تعليم مهارتي الانصات والتحدث في المدارس الابتدائية الجزائرية، وذلك بعد إدراج اللغة الإنجليزية مؤخرًا في هذا المستوى التعليمي. وعلى الرغم من أهمية هاتين المهارتين في المراحل الأولى من تعلم اللغة، إلا أنه غالبًا ما يتم إهمالهما بسبب قيود المناهج، ونقص تكوين الأساتذة، وقلة الموارد التعليمية. اعتمدت الدراسة على منهجية مختلطة، من خلال استخدام الاستبيانات الموجهة للمعلمين، والمقابلات، بالإضافة إلى الملاحظة، من أجل تحليل كيفية تعليم المهارات الشفوية، والصعوبات التي يواجهها المعلمون، والاستراتيجيات المتبعة. وقد أظهرت النتائج ضعف إدماج الأنشطة المتعلقة بالانصات والتحدث، مما يبرز الحاجة إلى تحسين التكوين، وتوفير الموارد، وإصلاح المناهج. وتدعو الدراسة إلى اعتماد منهج تعليمي أكثر تواصلًا ويركز على المتعلم، لتعزيز الكفاءة الشفوية ودعم تعلم اللغة الإنجليزية لدى المتعلمين في المرحلة الابتدائية.