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International

Professional Research Thesis

Titled

*The Role of Modern Educational Strategies in Enhancing
English Language Skills among Primary Stage Students.*

Researcher

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Supervisor signature

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Acknowledgments and Dedication

To the soul of my dear father,

*Who was my support and my refuge, the first to believe in my dream
before he could see it fulfilled.*

*He taught me that knowledge is a mission, that diligence is a path, and
that self-belief is the beginning of every success.*

*His body has departed, yet his legacy lives on in my heart, in every step I
take toward what I always aspired to achieve with his support and
prayers.*

*May God have mercy on you, Father, and may this work be a continuous
charity in the scale of your good deeds.*

SUMMARY

The contemporary world is witnessing rapid development across all domains of life, and this development has been clearly reflected in the educational system. Education is no longer based on traditional methods that rely on rote instruction and memorization; rather, it has come to focus on developing learners' competencies and skills, and preparing them to interact positively with the demands of the modern era. The teaching of English is among the most prominent educational fields affected by this development, given the language's significance as a global medium of communication, science, and technology.

The primary school stage holds special importance in English language teaching, as it is the foundation upon which language skills are built in subsequent educational stages. At this stage, positive or negative attitudes toward language learning are formed, and foundational skills in listening, speaking, reading, and writing take shape. This necessitates the adoption of instructional strategies that are appropriate to the learners' characteristics and their psychological and cognitive needs. With the emergence of modern teaching strategies — such as active learning, cooperative learning, project-based learning, the use of educational technology, and play-based learning — it has become possible to present English in more engaging and interactive ways. These approaches place

the learner at the center of the educational process and contribute to developing their various language skills and increasing their motivation to learn, compared to traditional methods that may lead to low participation and weak achievement. On this basis, the present study aims to identify the role of modern teaching strategies in developing the foundational English language skills of primary school students, thereby contributing to the development of the educational process and providing findings and recommendations that can be used to improve English language curricula and teaching methods in line with contemporary requirements.

Research Problem.

English is one of the most important global languages in the modern era. It has become a primary means of communication among peoples and an essential tool for accessing scientific and technological knowledge, making its instruction an urgent necessity from the earliest educational stages. The primary school stage is of particular importance in English language teaching, as it is the stage at which the foundational bases of language skills are formed and learners' orientations toward language learning — whether positive or negative — are determined.

Despite the growing interest in teaching English at the primary level, educational reality indicates a clear weakness in the level of basic English language skills among many pupils, particularly in listening and speaking skills, as well as deficiencies in reading and writing skills among a number of them. This weakness manifests in limited oral communication ability, a restricted linguistic vocabulary, poor reading comprehension, and an inability to use the language in real-life situations — all of which negatively impact academic achievement in subsequent stages.

A number of educational studies have highlighted that among the most prominent causes of this weakness is the continued reliance on traditional teaching methods that place the teacher at the center of the educational

process, and which are based on direct explanation, memorization, and rote learning, offering limited opportunities for pupils' actual participation in the classroom. These methods also fail to account for individual differences among learners, and are ill-suited to the developmental nature of primary school students, who are naturally inclined to learn through activity, interaction, play, and hands-on practice.

In light of modern pedagogical trends, a range of modern teaching strategies has emerged that seeks to develop the educational process by placing the learner as the core of learning and fostering their thinking and communication skills. Among these strategies are: active learning, cooperative learning, project-based learning, play-based learning, and the use of educational technology. Numerous research studies have confirmed that employing these strategies in English language teaching significantly contributes to developing various language skills, increasing pupils' motivation toward learning, and improving levels of academic achievement.

Despite what previous studies have demonstrated regarding the effectiveness of modern teaching strategies, actual practice within many primary school classrooms reveals weak application of these strategies, or their use in a partial and unstructured manner, thereby reducing their

positive impact on the development of pupils' English language skills. There is also a need for further studies that scientifically and systematically examine the role of modern teaching strategies in developing English language skills at the primary stage, in light of the nature of this stage and the characteristics of its learners. From this, the problem of the current study crystallizes in the existence of a gap between modern pedagogical orientations — which affirm the importance of using modern teaching strategies in English language instruction — and the applied reality within primary school classrooms. This calls for a study of the role of these strategies in developing the English language skills of primary school students, and for identifying the extent of their effectiveness in improving language learning outcomes compared to traditional methods.

Significance of the Study:

The significance of the current study is defined by the importance of the subject it addresses, which relates to the role of modern teaching strategies in developing the English language skills of primary school students — a stage considered the cornerstone in the formation of language skills and educational orientations among learners. This study comes in the context of the rapid changes occurring in the educational field, and the pressing need to develop English language teaching methods in line with contemporary requirements and the characteristics of learners in the early educational stages.

First: Theoretical Significance.

The theoretical significance of this study stems from its contribution to enriching the educational literature related to English language teaching as a foreign language at the primary stage. It does so by shedding light on the concept of modern teaching strategies, their theoretical foundations, their various types, and their relationship to developing the core English language skills — namely listening, speaking, reading, and writing. The study also contributes to clarifying the role these strategies play in improving the learning process and making the learner an active and positively participating element in building linguistic knowledge. The

study seeks to link modern teaching strategies with a number of contemporary educational theories, such as Constructivism — which emphasizes the learner's role in constructing knowledge based on prior experience — Social Learning Theory — which highlights the importance of interaction and cooperation among learners — and Active Learning Theories — which focus on learning through practice and activity. This linkage constitutes a scholarly contribution that helps clarify the intellectual foundations upon which modern teaching strategies are based in English language instruction. The theoretical significance of the study also lies in its contribution to bridging a research gap related to the scarcity of Arabic studies that have examined in depth the role of modern teaching strategies in developing the English language skills of primary school students, compared to foreign studies in this field. As such, the findings of this study can serve as a scholarly reference for researchers and scholars in the field of curricula and English language teaching methods, and contribute to directing future research that addresses other educational stages or specific language skills.

Second. Practical Significance.

The practical significance of this study is evident in the potential to draw on its findings to develop English language teaching methods at the primary stage, by directing teachers toward the importance of employing

modern teaching strategies in the classroom, given their positive impact on developing pupils' language skills, increasing their motivation toward learning, and improving the level of interaction and participation within the educational context.

The study's findings can also contribute to helping English language supervisors and teachers select instructional strategies appropriate to the nature of the primary stage, design educational activities characterized by diversity and engagement, account for individual differences among pupils, and assist them in using English in authentic educational and real-life contexts. These efforts are directly reflected in improving academic achievement levels and reducing language skill deficiency problems experienced by some pupils.

The study acquires additional practical significance through the possibility of drawing on its findings to develop English language curricula. Curriculum planners and developers can rely on the study's findings and recommendations when preparing or modifying curriculum content, in a way that achieves integration among educational objectives, curriculum content, modern teaching strategies, and diverse assessment methods.

The study also contributes to supporting pre-service English language teacher preparation programs and in-service training programs, by emphasizing the necessity of training teachers to use modern teaching strategies, developing their skills in employing educational technology, and designing educational activities based on active and cooperative learning. This helps raise the professional competence of the teacher and improve the quality of their performance within the classroom.

Third. Educational and Social Significance.

The educational and social significance of this study lies in its role in improving the quality of English language teaching at the primary stage, with a positive impact on learners' linguistic and communicative level, qualifying them to cope with the demands of subsequent educational stages. The study also contributes to fostering positive attitudes among pupils toward learning English, and reducing feelings of anxiety or aversion that may be associated with learning it in the early stages. At the societal level, the study contributes to supporting efforts aimed at preparing a generation capable of communicating in foreign languages, engaging with other cultures, and keeping pace with scientific and technological developments — thereby serving the goals of comprehensive development in society. The study's findings can also contribute to directing educational decision-makers toward the

importance of adopting modern teaching strategies as a fundamental approach to developing English language teaching at the primary stage.

Study Objectives.

The current study aims, in general, to identify the role of modern teaching strategies in developing the English language skills of primary school students, and to reveal the extent of their effectiveness in improving the level of pupils' linguistic performance, in light of educational development requirements and modern trends in foreign language teaching.

First: General Objectives of the Study:

The current study seeks to achieve the following general objectives:

1. To identify the current state of employing modern teaching strategies in English language instruction at the primary stage.
2. To reveal the level of basic English language skills among primary school students.
3. To determine the effect of using modern teaching strategies on developing the basic English language skills of primary school students.
4. To compare the effectiveness of modern teaching strategies and traditional methods in English language instruction.
5. To provide scientific and practical recommendations that contribute to developing English language instruction at the primary stage in light of the study's findings.

Second. Procedural Objectives of the Study (Linked to Research Instruments):

The current study seeks to achieve a set of procedural objectives, each of which is linked to one of the research instruments, as follows:

1. To identify the degree to which English language teachers employ modern teaching strategies at the primary stage (through a questionnaire directed at English language teachers).
2. To determine the most widely used modern teaching strategies in English language instruction at the primary stage (through analysis of teachers' responses on the questionnaire and the classroom observation checklist).
3. To identify the level of basic English language skills (listening — speaking — reading — writing) among primary school students (through administration of an achievement test in English language skills).
4. To reveal statistically significant differences in the level of English language skills among primary school students attributable to teaching method (through comparison of the achievement test results between the experimental and control groups).

5. To measure the effect of using modern teaching strategies on developing listening skills among primary school students (through analysis of the listening skill component of the achievement test).

6. To measure the effect of using modern teaching strategies on developing speaking skills among primary school students (through an oral performance observation checklist).

7. To measure the effect of using modern teaching strategies on developing reading skills among primary school students (through the results of the reading skill test).

8. To measure the effect of using modern teaching strategies on developing writing skills among primary school students (through the writing test and the written performance evaluation checklist).

9. To identify the attitudes of primary school students toward learning English in light of the use of modern teaching strategies (through the attitudes scale toward English language learning).

10. To identify the opinions of English language teachers regarding the effectiveness of modern teaching strategies in English language instruction (through the open-ended section of the questionnaire).

Based on the foregoing objectives, the current study seeks to answer a set of questions that will be presented in the following section.

Study Hypotheses and Research Questions.

Research Questions.

Drawing from the research problem and in light of its objectives, the current study seeks to answer the following main research question:

What is the role of modern teaching strategies in developing the English language skills of primary school students?

The following sub-questions branch from this main question:

1. What is the current state of English language teachers' employment of modern teaching strategies at the primary stage?
2. What are the most widely used modern teaching strategies in English language instruction at the primary stage from the teachers' perspective?
3. What is the level of basic English language skills (listening, speaking, reading, writing) among primary school students?
4. Are there statistically significant differences in the level of English language skills among primary school students attributable to the teaching method (modern teaching strategies / traditional methods)?
5. What is the effect of using modern teaching strategies on developing the listening skill among primary school students?
6. What is the effect of using modern teaching strategies on developing the speaking skill among primary school students?

7. What is the effect of using modern teaching strategies on developing the reading skill among primary school students?
8. What is the effect of using modern teaching strategies on developing the writing skill among primary school students?
9. What are the attitudes of primary school students toward learning English in light of the use of modern teaching strategies?
10. What are the opinions of English language teachers regarding the effectiveness of modern teaching strategies in English language instruction at the primary stage?

Study Hypotheses.

In light of the research problem, its objectives, its questions, and drawing on the relevant educational literature and prior studies, the current study seeks to verify the validity of the following hypotheses:

First: The Main Hypothesis of the Study.

There is a statistically significant effect of using modern teaching strategies on developing the English language skills of primary school students.

Second. Sub-Hypotheses of the Study:

- 1. There are statistically significant differences between the mean scores of students in the experimental and control groups on the achievement test of English language skills, in favor of the experimental group.*
- 2. There are statistically significant differences between the mean scores of students in the experimental and control groups in the listening skill, in favor of students in the experimental group.*
- 3. There are statistically significant differences between the mean scores of students in the experimental and control groups in the speaking skill, in favor of students in the experimental group.*
- 4. There are statistically significant differences between the mean scores of students in the experimental and control groups in the reading skill, in favor of students in the experimental group.*
- 5. There are statistically significant differences between the mean scores of students in the experimental and control groups in the writing skill, in favor of students in the experimental group.*
- 6. There is a statistically significant effect of using modern teaching strategies on improving the overall linguistic performance level of primary school students.*

7. *There are statistically significant differences in the attitudes of primary school students toward learning English attributable to the use of modern teaching strategies, in favor of the experimental group.*

8. *There is a statistically significant correlational relationship between the degree of employing modern teaching strategies and the level of English language skills among primary school students.*

9. *There are statistically significant differences in the level of English language skills among primary school students attributable to differences in the teaching methods used.*

10. *There are statistically significant differences in the opinions of English language teachers regarding the effectiveness of modern teaching strategies in English language instruction at the primary stage.*

Study Methodology:

The current study relied on the descriptive-analytical method and the quasi-experimental method, in accordance with the nature of the study and its objectives, which seek to identify the role of modern teaching strategies in developing the English language skills of primary school students, reveal the extent of their effectiveness in improving the level of linguistic performance, and describe the current state of employing these strategies in the educational field.

First: The Descriptive-Analytical Method.

The study used the descriptive-analytical method with the aim of describing and analyzing the current state of using modern teaching strategies in English language instruction at the primary stage, identifying the level of students' basic English language skills, and ascertaining the opinions and attitudes of English language teachers toward employing these strategies in the classroom.

The descriptive-analytical method was employed in:

- Analyzing the relevant educational literature and prior studies related to modern teaching strategies and English language teaching at the primary stage.

- *Describing the current state of using modern teaching strategies through English language teachers' responses to the study questionnaire.*
- *Determining the level of basic English language skills among primary school students prior to the implementation of the experiment.*
- *Analyzing students' attitudes toward learning English in light of the use of modern teaching strategies.*

This method is considered appropriate to the nature of the study, as it allows for the collection of quantitative data, description, and scientific analysis that helps in interpreting educational phenomena related to English language teaching at the primary stage.

Second: The Quasi-Experimental Method.

The study used the quasi-experimental method to verify the effectiveness of modern teaching strategies in developing the English language skills of primary school students, through the application of an experimental design based on two groups:

- An experimental group taught using modern teaching strategies.
- A control group taught using traditional methods.

This method was applied to measure the effect of the independent variable — represented by modern teaching strategies — on the dependent variable, which is the basic English language skills (listening, speaking, reading, writing).

The quasi-experimental method is considered appropriate for this study, as it allows for measuring the differences between the experimental and control groups, and confirming the existence of statistically significant differences attributable to the use of modern teaching strategies, while maintaining relative control over the variables affecting the educational environment.

Third. Study Design.

The study adopted a quasi-experimental design based on pre- and post-measurement of both the experimental and control groups, according to the following steps:

- 1. Administering the pre-test of English language skills to students in both groups to ensure their equivalence.*
- 2. Teaching the English language content to the experimental group using modern teaching strategies, while the same content was taught to the control group using traditional methods.*

3. *Administering the post-test of English language skills after the conclusion of the experimental period.*

4. *Comparing the results of both groups to analyze the effect of modern teaching strategies on developing English language skills.*

Fourth. Study Instruments and Their Relationship to the Methodology.

In alignment with the study's methodology, a set of research instruments was used that serves its objectives and questions, consisting of:

- *A questionnaire directed at English language teachers to identify the current state of employing modern teaching strategies.*
- *An achievement test to measure the basic English language skills of students.*
- *An observation checklist to measure speaking skills and oral performance.*
- *A scale of students' attitudes toward learning English.*

These instruments were selected in a manner that is appropriate to the nature of the methodology used, and that achieves integration between the descriptive and experimental aspects of the study.

Fifth. Statistical Methods.

The study data were analyzed using appropriate statistical methods, such as arithmetic means, standard deviations, the independent-samples t-test, and correlation coefficients. This was done to verify the validity of the study's hypotheses and answer its questions in light of the field data that were collected.

Study Scope and Limitations.

The findings of the current study are determined by a set of delimitations that were adhered to when conducting the research, in a manner consistent with the nature of the study, its objectives, and the methodology used. These delimitations can be presented as follows:

Geographical Scope. *The current study was limited to a number of primary schools, where schools representing an appropriate educational environment for applying modern teaching strategies in English language instruction were selected. The determination of these geographical limits is attributed to research and organizational considerations, represented by the availability of educational resources, the feasibility of applying the study instruments, and the cooperation of school administrations and teachers in implementing the research procedures.*

The selection of primary schools as the geographical scope of the study is consistent with the nature of the research problem — which focuses on developing the English language skills of primary school students — and with the study's objectives, which seek to identify the effectiveness of modern teaching strategies specifically at this educational stage. Accordingly, the study's findings are interpreted within the educational environment in which they were applied, and may not be generalized to other educational stages except within the limits permitted by the characteristics of those stages.

Temporal Scope. The study was conducted during a specific period of the academic year. Research procedures included the administration of pre-measurements, implementation of the educational experiment using modern teaching strategies, and then the administration of post-measurements for the study instruments. This time period was selected to ensure sufficient time for applying modern teaching strategies within the classroom and measuring their effect on developing the English language skills of primary school students.

The determination of the temporal scope of the study is linked to the requirements of the academic year plan, the nature of the prescribed English language curriculum content, and to ensuring the regularity of instruction without conflict with examination periods or official holidays.

Furthermore, establishing a clear temporal framework for the study contributes to controlling the influential variables and enhances the accuracy of the findings reached.

Accordingly, the study's findings reflect the effect of modern teaching strategies on developing the English language skills of primary school students during the time period in which the study was applied. These findings do not necessarily extend to other time periods in which educational or organizational circumstances may differ.

Conclusion.

The current study addressed a contemporary educational topic represented by the role of modern teaching strategies in developing the English language skills of primary school students, in light of modern pedagogical transformations that have affirmed the importance of developing teaching methods and moving from traditional rote-based methods to interactive teaching strategies that place the learner at the center of the educational process.

The study sought to address an existing educational problem, represented by the weakness in basic English language skills among a number of primary school students, and the consequent negative effects that extend to subsequent educational stages. The study proceeded from a main question regarding the extent of the effectiveness of modern teaching strategies in developing these skills, from which branched a number of questions and hypotheses that were addressed and analyzed within an organized methodological framework.

To achieve the study's objectives, a comprehensive theoretical framework was constructed that addressed the concept of modern teaching strategies, their types, educational and theoretical foundations, characteristics, and role in developing the educational process. The basic

English language skills and the characteristics of their acquisition among primary school students were also addressed, highlighting the importance of this stage in building the linguistic foundation of learners. This theoretical framework contributed to providing a solid scientific base from which the study proceeded in its applied dimension.

The study relied on the descriptive-analytical method and the quasi-experimental method, in accordance with the nature of the problem and the study's objectives. The descriptive method allowed for the analysis of educational literature and prior studies, and the description of the current state of English language instruction, while the quasi-experimental method allowed for verifying the effectiveness of modern teaching strategies in developing English language skills through the application of an educational experiment on two groups: experimental and control.

The study instruments were also carefully prepared, including an achievement test to measure basic English language skills, an observation checklist to measure oral linguistic performance, and a questionnaire directed at English language teachers to identify their opinions and attitudes toward the use of modern teaching strategies. Validity, reliability, and suitability for the study's objectives and the characteristics of the sample were taken into account in the preparation of these

instruments, with the complete versions to be presented in the appendices of the thesis.

The procedures for implementing the educational experiment demonstrated the study's adherence to organized methodological steps, beginning with prior preparation, through the implementation of the experiment in a real educational environment, and concluding with the administration of pre- and post-measurements and the collection of data necessary for statistical analysis. This organization contributed to enhancing the credibility of the study's findings.

In light of the foregoing, this study represents a scholarly and educational contribution to the field of English language teaching at the primary stage. It confirmed the importance of employing modern teaching strategies as an effective approach to developing language skills, improving the level of pupils' linguistic performance, and increasing their motivation toward learning English. This conclusion paves the way for the presentation and analysis of the study's findings in light of the theoretical framework and prior studies, in preparation for drawing appropriate recommendations and proposals.

Results.

This section aims to present the study's findings reached in light of analysis of the data collected using the study instruments, in order to answer the study's questions, verify the validity of its hypotheses, and identify the effect of using modern teaching strategies on developing the English language skills of primary school students.

The presentation of findings was organized according to the sequence of the study's questions and hypotheses, relying on appropriate statistical methods for data analysis.

First. Study Findings Related to the Research Questions:

1. Findings of the First Question:

What is the current state of English language teachers' employment of modern teaching strategies at the primary stage?

The results of English language teachers' responses to the questionnaire revealed variation in the degree of employing modern teaching strategies within the classroom. The results indicated that some teachers employ these strategies to a moderate degree, while reliance on traditional methods remains apparent among a number of teachers. The results also showed that strategies such as active learning and cooperative learning

are used to a greater degree compared to other strategies such as project-based learning or the use of educational technology.

2. Findings of the Second Question:

What is the level of basic English language skills among primary school students?

The results of the pre-achievement test showed that the level of basic English language skills among primary school students was relatively low, particularly in speaking and listening skills, compared to reading and writing skills. These findings indicate an actual need to develop English language teaching methods and to use modern teaching strategies that contribute to improving the level of pupils' linguistic performance.

Second: Study Findings Related to the Hypotheses:

1. Findings of the First Hypothesis:

There are statistically significant differences between the mean scores of students in the experimental and control groups on the achievement test of English language skills, in favor of the experimental group.

The results of the statistical analysis showed the existence of statistically significant differences between the mean scores of students in the experimental and control groups in the post-application of the English language skills achievement test. These differences were in favor of

students in the experimental group, indicating the effectiveness of modern teaching strategies in developing English language skills compared to traditional methods.

2. Findings of the Second Hypothesis:

There are statistically significant differences between the mean scores of students in the experimental and control groups in the listening skill, in favor of the experimental group.

The results of the statistical analysis indicated the existence of statistically significant differences in favor of the experimental group in the listening skill, reflecting the impact of interactive activities, the use of audio media, and the communicative situations provided by modern teaching strategies.

3. Findings of the Third Hypothesis.

There are statistically significant differences between the mean scores of students in the experimental and control groups in the speaking skill, in favor of the experimental group.

The results showed a notable improvement in the level of speaking skill among students in the experimental group compared to students in the control group. This confirms the role of modern teaching strategies — such as cooperative learning and role-playing — in increasing

opportunities for language practice and building students' self-confidence.

4. Findings of the Fourth Hypothesis.

There are statistically significant differences between the mean scores of students in the experimental and control groups in the reading skill, in favor of the experimental group.

The results revealed statistically significant differences in favor of the experimental group in the reading skill, indicating the effectiveness of interactive reading activities that relied on comprehension and analysis, rather than mere mechanical reading.

5. Findings of the Fifth Hypothesis.

There are statistically significant differences between the mean scores of students in the experimental and control groups in the writing skill, in favor of the experimental group.

The results of the statistical analysis showed the existence of statistically significant differences in favor of the experimental group in the writing skill, reflecting the impact of activity-based and project-based learning on improving students' capacity for written expression.

6. Findings of the Sixth Hypothesis.

There is a statistically significant effect of using modern teaching strategies on improving the overall linguistic performance level of primary school students.

The results indicated the existence of a statistically significant positive effect of using modern teaching strategies on improving the overall level of English language skills among primary school students, confirming the effectiveness of these strategies in developing language skills in an integrated manner.

Third. Study Findings Related to Teachers' and Students' Attitudes.

The results of the teachers' questionnaire revealed positive attitudes toward the use of modern teaching strategies in English language instruction. Most teachers indicated that these strategies contribute to increasing pupils' motivation toward learning and improving their level of interaction within the classroom, despite the existence of some obstacles related to limited time or large class sizes.

The oral linguistic performance observations also showed a clear improvement in the level of participation among students in the experimental group, and their ability to use English with greater confidence compared to students in the control group.

Summary of Study Findings.

The study's findings generally indicate the effectiveness of modern teaching strategies in developing the basic English language skills of primary school students. These strategies contributed to improving the level of linguistic performance, increasing interaction within the classroom, and forming positive attitudes toward learning English, compared to traditional teaching methods.

Recommendations.

In light of the study's findings regarding the effectiveness of modern teaching strategies in developing the English language skills of primary school students, and what has been revealed regarding strengths and obstacles in the reality of implementation, the study recommends a set of educational, instructional, and research recommendations, as follows:

First, Educational and Instructional Recommendations:

- 1. The need to expand the employment of modern teaching strategies in English language instruction at the primary stage, given their positive impact on developing listening, speaking, reading, and writing skills, and improving the overall level of pupils' linguistic performance.*
- 2. Attention to providing a supportive classroom learning environment based on interaction and dialogue, encouraging pupils to use English without fear of making mistakes, thereby contributing to building self-confidence and increasing motivation toward learning.*
- 3. Taking into account the characteristics of the primary stage when planning and implementing English language lessons, through reliance on interactive activities, play-based learning, and group work, in a manner appropriate to the nature and psychological and cognitive needs of pupils.*

4. Achieving integration among the four English language skills during instruction, and avoiding a focus on one skill in isolation from the others, thereby contributing to building balanced linguistic competence among pupils.

Second: Recommendations for Teachers:

1. Training English language teachers in how to effectively employ modern teaching strategies within the classroom, through specialized training programs and workshops.

2. Encouraging teachers to diversify teaching methods and educational activities, in a manner that accounts for individual differences among pupils and provides equal opportunities for learning and participation.

3. Using diverse assessment methods that are not limited to written tests, but also include observation, performance-based assessment, and continuous assessment, to measure pupils' progress in various language skills.

4. Making use of educational technology and multimedia in English language instruction, contributing to improving listening and pronunciation skills and increasing the engagement of the educational process.

Third. Recommendations for Curriculum Developers and Educational Administration.

1. Reviewing English language curricula at the primary stage to ensure the inclusion of educational activities based on modern teaching strategies, supporting active and interactive learning.

2. Providing the capabilities and educational means necessary for applying modern teaching strategies within schools, such as audio-visual aids and appropriate digital tools.

3. Reducing classroom density as much as possible, allowing teachers to apply modern strategies more effectively and providing pupils with greater opportunities for participation.

4. Supporting the trend toward developing assessment methods in line with modern teaching strategies, focusing on measuring the actual linguistic performance of pupils.

Fourth. Research Recommendations and Future Studies.

1. Conducting future studies examining the effectiveness of other modern teaching strategies in developing English language skills at different educational stages.

2. Studying the effect of using modern teaching strategies on developing a single language skill in depth, such as the speaking or writing skill, at the primary stage.
3. Conducting comparative studies among different modern teaching strategies to determine which are most effective in English language teaching.
4. Studying the obstacles facing English language teachers in applying modern teaching strategies, and proposing practical solutions to overcome them.

The reviewer:

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