Challenging in Implementing Learning Strategies at Primary Schools in Libya: an Analytical study

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Abstract:

This study aims to enable pupils at certain Azzawia school , understand the subjects by their own strategy of learning also, examine the main problems that faced the teachers using learning strategies. The study is restricted to the most frequent problems encountering the pupils understanding via their own way of learning. More precisely, the concentration be on the usage of the learning strategies, since they are considered very problematic. The study takes place in place in Zameet School at Azawia City , during the fall 2024. The sample of the study are 50 pupils in the 5th year of primary school.

Three main instruments, pilot study, pre and post tests and a suggestion course that is, the researcher used a pilot study as well to confirm the existence of the problem. The students were divided into two groups, experimental and control. The pretest was conducted to evaluate the students' learning strategies, whereas the posttest was to check the students' improvement after the suggested course that the researcher implemented.

The pretest marks were compared to the posttest marks for both groups. The students written products were then analyzed by using error analysis approach in order to review the most frequent errors in using learning strategies. The findings confirmed the hypothesis that the pupils at Zawia City faced difficulties in the performance and usage knowledge of learning strategies.

تحديات تطبيق استراتيجيات التعلم في المدارس الابتدائية الليبية : دراسة تحليلية

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ملخص البحت

تهدف هذه الدراسة إلى تمكين التلاميذ في بعض مدارس الزاوية من فهم المواد الدراسية من خلال استراتيجياتهم الخاصة في التعلم، وكذلك دراسة المشكلات الرئيسية التي واجهت المعلمين الذين يستخدمون استراتيجيات التعلم. تقتصر الدراسة على المشكلات الأكثر شيوعًا التي تواجه التلاميذ في الفهم من خلال طريقتهم الخاصة في التعلم. وبشكل أكثر دقة، سيكون التركيز على استخدام استراتيجيات التعلم. أجريت هده الدراسة في مدرسة زعميط بمدينة الزاوية، خلال فصل الخريف 2024. عينة الدراسة هي 50 تلميذًا في السنة الخامسة من المدرسة الابتدائية. ثم استخدام تلات ادوات لتجميع البيانات وهي: دراسة استطلاعية، واختبارات قبل وبعد المقرر مقترح. تم تقسيم الطلاب إلى مجموعتين، تجريبية وضابطة. تم إجراء اختبار قبل المقرر المقترح لتقييم استراتيجيات التعلم لدى الطلاب، بينما كان الاختبار التانى بعد المقرر المقترح للتحقق من تحسن الطلاب بعد المقرر الذي طبقه الباحث. تمت مقارنة درجات الاختبارين لكلا المجموعتين. تم بعد ذلك تحليل البيانات للطلاب باستخدام أسلوب تحليل الأخطاء من أجل مراجعة الأخطاء

الأكثر شيوعًا في استخدام استراتيجيات التعلم. وأكدت النتائج صحة الفرضية القائلة بأن الطلبة في المرحلة الابتدائية بمدينة الزاوية يواجهون صعوبات في الأداء واستخدام معرفة استراتيجيات التعلم.

Introduction

Learning Skills advisors fulfill a specialized pedagogical role by instructing students in meta-learning strategies the process of learning how to learn rather than delivering subject specific content or discrete skill sets. Drawing upon referral data provided by Accessibility Advisors, Learning Skills Advisors design tailored intervention sequences aimed at cultivating and refining individualized learning methodologies. These structured sessions are conducted through sustained, regularly scheduled engagements across the academic term. A learning strategy constitutes a cognitively embedded framework through which learners systematically organize and deploy skill sets to optimize knowledge acquisition and task performance, transcending both academic and non-academic domains (Schumaker & Deshler, 1992). Theoretical Underpinnings and Applications, Learning strategy instruction operationalizes active learning paradigms by equipping students with meta strategic competencies. This pedagogical approach emphasizes:

1. Strategic Planning: Formulating evidence-based study plans for assessments.

2. Metacognitive Monitoring: Real-time evaluation of content comprehension.

3. Material Synthesis: Systematic clarification and integration of learning resources.

4. Performance Evaluation: Critical appraisal of output quality.

Such self-regulated learning mechanisms constitute the cornerstone of lifelong academic success, encompassing:

Goal-setting protocols , self-instructional techniques and self-regulatory monitoring systems , (Graham, Harris, & Reid, 1992).

In another meaning, learning strategy is an individual's way of organizing and using a particular set of skills in order to learn content or accomplish other tasks more effectively and efficiently in school as well as in non-academic settings (Schumaker & Deshler, 1992)

Statement of the Problem

Libyan schools at Azzawia city, encounter problems concentrate in learning strategies. Most of these problems are related to lack of using and neglecting the learning strategies, and lack of feedback. The problem under investigation in this study is inadequate the importance of using learning strategies.

Research Questions

This study tries to answer the following questions:

Q1. Are the teachers use multiple types of learning strategies?

Q2- Is the performance of the pupils butter after the intensive course or not?

Objectives

•The main objective of this study is to enable pupils at certain Azzawia schools , understand the subjects by their own strategy of learning.

•Examine the main problems that faced the teachers using learning strategies,

Significance of the Study

Using the strategies of learning are significant for the pupils to achieve a number of goals such as:

•Organizing and consolidating knowledge,

•Enhancing learning processes,

The hypotheses

There will be statistically significant differences among students in their performance on the post-test better than do in the pre-test .

Delimitations and Limitations

The study is restricted to the most frequent problems encountering the pupils' learning with their own strategy .. The study takes place in Zameet School at Azawia City , during the fall 2024. The sample of the study are 50 pupils in the 5th year of primary school.

LITRETURE REVIEW

Introduction

Education and learning are fundamental to human development, extending beyond formal settings to encompass lifelong activities. Learning is a continuous and dynamic process that occurs in various contexts, driven by both intrinsic and extrinsic factors. This section explores the theoretical foundations of learning, emphasizing the role of individual differences and learning styles in shaping effective educational strategies**.**

The Child as Subject and Object of Teaching

In the teaching-learning process, the child serves as both the subject and the object. The core of this process lies in the learner's active engagement and comprehension, which are critical for achieving educational objectives. Effective learning is not a finite or quantifiable activity but an ongoing journey that evolves with the learner's abilities and motivations (Güfüng & S., 2013).

The Role of Learning Styles

Learning styles refer to the preferred methods by which individuals absorb, organize, and process information. There is no universally "correct" learning style; each approach has unique strengths and limitations. When learners identify and leverage their optimal learning style, the process becomes more efficient and effective. Educators play a pivotal role in recognizing these styles to foster active and meaningful learning experiences.

A consistent and tailored learning style is a cornerstone of academic success, enabling students to navigate information with greater ease. By aligning instructional strategies with learners' preferences, educators can enhance comprehension, retention, and overall educational outcomes.

Learning Models:

Visual, Auditory, and Kinesthetic Approaches

To enhance student achievement, educators can employ a multimodal learning model that integrates visual (Involves processing information through images, diagrams, and spatial organization and ideal for learners who benefit from charts, graphs, and written instructions) auditory (Focuses on listening and verbal communication, such as lectures, discussions, and audio recordings and effective for students who retain information better through spoken explanations) kinesthetic (Emphasizes hands-on activities, movement, and physical engagement and suited for learners who excel through experimentation, role-playing, and tactile experiences) and reading /writing strategies (Centers on text-based interaction (e.g., reading manuals, writing summaries, note-taking).This approach optimizes the four primary learning modalities, allowing students to engage with material in ways that align with their cognitive preferences. By combining these methods, instructors create an inclusive learning environment that caters to diverse student needs, thereby improving comprehension and retention.

Balancing and Applying Learning Styles

While all students possess these learning modalities, their development is often uneven, with individuals naturally favoring one style over others. However, a well-structured learning model ensures that each modality is nurtured, allowing students to:

Engage with varied instructional methods, strengthen weaker modalities through targeted practice ,maximize learning efficiency by leveraging their dominant style, Learning Achievement and Conscious Effort. Academic achievement reflects the outcomes of structured learning activities. Since learning is an intentional process aimed at fulfilling cognitive and developmental needs, adopting a multimodal approach ensures that students remain motivated and actively involved in their education.

METHODOLOGY

Research Design

This study presents the research methods that the researcher used to collect the data. Research methods can be defined as all those methods/techniques that are used for conducting a research (Kothari, 2004; p. 7). This study presents also a description of the participants who took part in the study. Moreover, it explains the instruments that were used to collect the data and which included a three tools pilot study, two writing tests and a course that to test the pupils learning before and after the suggested course. Finally, the study ends with the analysis of the data which was obtained from the tests.

Participants

They were a number of 50 pupils of the 5th grade in the primary school at Azzawiya City, Zameet School They were mixed gender and were chosen randomly. They were involved in this study

because they are expected to master different topics in English Subject by this they need to use the learning strategies.

Methods of Data Collection

For data collection, the researcher first used a pilot study in order to gather primary data for the study and two tests were conducted to collect the data, the first test which include whole the number of the students (50 students) and this is the control group ; the second test conducted for the experimental group which include 25 students that chosen from the control group after the suggestion course.

Pilot Study

In this phase, the researcher collected some of the students' previous tests and checked their using in learning strategies . This step was useful in two ways. Firstly, it confirmed the existence of the problem. Secondly, it provided the researcher with a background of how to prepare the test.

The pre- test:

This test was conducted with the students in order to assess their knowledge about the using learning strategies and to check the pupils' understanding.

The test took three forms:

•   Firstly, the students were required to see /uttering some pictures of the flags of certain countries as shown in the 5th mandatory book

•   Secondly, there was a completion question.

•   Besides, the students were asked to audio the same words of the countries and the colors of their flags, and some exercises.

The suggestion course:

Learn the pupils how to act and communicate with the teachers and the learning process via his /her suitable way of learning strategies that by using pictures to the pupils that prefer visual learning **,** use recorder device to the auditory learning , using excising to the kinesthetic learning, or by taking notes that using reading and writing notes.

The post-test:

This test was conducted with the students in order to assess their knowledge about the using learning strategies and to check the pupils' understanding after the suggestion course.
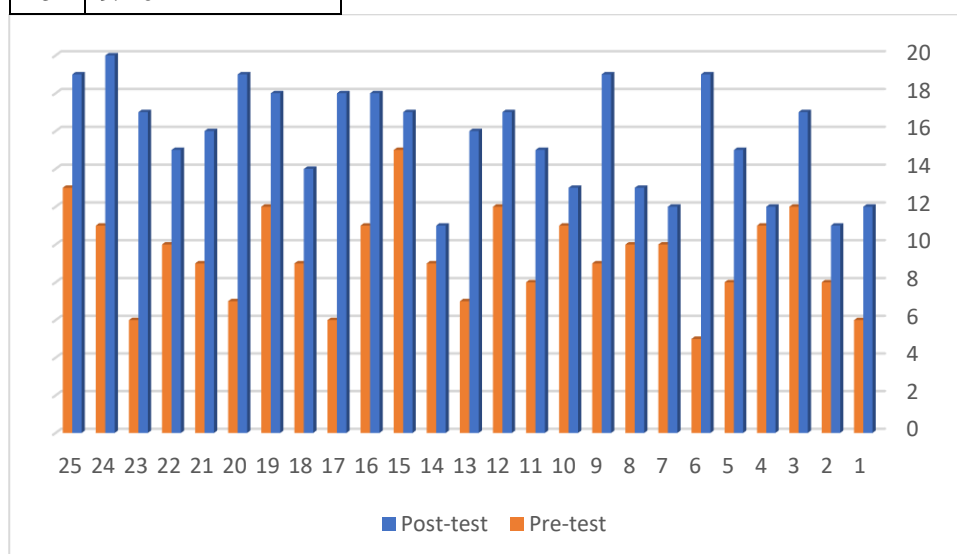
Data Analysis

The type of the results that were obtained through the analysis of the test was quantitative. Quantitative data are data that can be quantified and expressed as numbers. Examples of quantitative data are scores on achievement tests, number of hours of study, or weight of a subject. These data may be represented by ordinal, interval or ratio scales and lends themselves to most statistical manipulation (Mcleod, 2008).

Analysis of the Tests

The tables below present the marks of the two tests that the researcher administered to the groups. The first table shows the nominal numbers of the students and the students' marks in the pre-test for the control group, the second table shows the marks of the experimental group in pre and post-test which after the suggestion course . The researcher with the help of some teachers in the school, graded the papers and the total mark was 20

NO	Experimental Group	
	Pre-test	Post-test
1	6/20	12/20
2	8/20	11/20
3	12/20	17/20
4	11/20	12/20
5	8/20	15/20
6	5/20	19/20
7	10/20	12/20
8	10/20	13/20
9	9/20	19/20
10	11/20	13/20
11	8/20	15/20
12	12/20	17/20
13	7/20	16/20
14	9/20	11/20
15	15/20	17/20
16	11/20	18/20
17	6/20	18/20
18	9/20	14/20
19	12/20	18/20
20	7/20	19/20
21	9/20	16/20
22	10/20	15/20
23	6/20	17/20
24	11/20	20/20
25	13/20	19/20

NO	Control Group Pretest
1	10/20
2	5/20
3	11/20
4	7/20
5	7/20
6	13/20
7	4/20
8	7/20
9	7/20
10	6/20
11	8/20
12	9/20
13	8/20
14	9/20
15	7/20
16	13/20
17	11/20
18	5/20
19	7/20
20	8/20
21	10/20
22	10/20
23	8/20
24	7/20
25	9/20

Discussion of the Tests Results

This sections presents the results of the test with reference to the hypotheses of the study. The results of the pre-test and the post-test for both groups was as follows:

There will be statistically significant differences among students in their performance on the test.

The results of the test revealed that the performance of the students in the pre-test was significant difference between the performance of students of the post-test. The highest score that two students in the group has obtained was 13 out of 20, the lowest score in the post test was 12 out of 20 and the highest score was 20 out of 20 that means the pupils need to guide and encourage them to know and choose their suitable learning strategies.

The overall results of the test show that the most frequent learning strategies that the students want to use are neglected . The teachers just use the reading and writing strategy and neglect the kinesthetic visual and the audio strategy.

Findings of the Study

The findings of the study revealed that pupils in Zameet School at Azzawiah city faced difficulties in their understanding resulting from insufficient knowledge of the learning strategies.

Recommendations

There are a number of recommendations for teachers of English at the primary schools and at Zameet School at Azzawiah city:

1. Particular considerations should be given to the teaching as well as in learning strategies .
2. Teaching of using learning strategies is better be explicitly.
3. To give the students background about learning strategies via the four stander types of learning not just the words but also English sentence structures .
4. It would be appropriate for the teacher to provide remedial instruction and intensive exercises tailored to help the pupils discover their own type of learning and develop it.
5. It is essential to direct pupils to get into the habit of reading words and sentences using ones type of learning as a whole rather than focusing on the meaning of individual words.

Conclusion

This study focus on a comprehensive coverage of learning strategies theoretically and practically. That is, to reflect and give enough opportunity for pupils to know the differences and similarities in using the four types and using certain devices .We have worked to clarify all aspects and areas related to the correct understanding of this topic theoretically and practically.

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