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Teaching EFL to Young Children: with Reference to Private Primary Schools

Magister Thesis submitted in fulfilment of the requirements for the Degree of Magister
in Educational Psychology

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DEDICATION

To my mother for her unfailing support and prayers,

To my father for his permanent encouragement,

To my daughters, Hanane and Ghizlène, for their love and patience,

*To my husband, Tewfik, I owe my deepest gratitude and respect for his
encouragement, understanding and gentle wisdom.*

To my brothers and my sister Faiza,

To my parents-in-law, brothers-in-law and sisters-in-law,

To my nieces and nephews,

May they remember this work as the result of perseverance and hope.

Thank you.

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ABSTRACT

The teaching of English as a foreign language is now in many places in the world expanding into primary schools. In our country private primary schools are offering such an opportunity to their pupils on the big request of parents, on the premise that those children will need the language of science and technology which will open the door for many opportunities in their future careers.

The current study, a total of four chapters, examines the EFL teaching process to young children at a private primary school. In fact, the teaching of young learners who are at the same time true beginners requires an understanding of children and knowledge appropriate for the subject group. In order to provide an adequate teaching, teachers should take in consideration many factors that are directly related to children, namely, their age, level, physical and cognitive development and interests. Bearing all this in mind, this work is an attempt to provide necessary information about EFL teaching to primary school children. In fact, it is an attempt to find out the appropriate methodology for the young beginners which would be helpful in designing activities suitable to children. Being knowledgeable in the related field is of great help in selecting techniques that fit the learners' nature. For this purpose, this work is presented through four chapters.

The first chapter deals with child development and language learning, starting from first language acquisition to foreign language learning. Focus is at the level of primary setting and then on private primary school where the current study takes place.

The second chapter is an attempt to argue about the benefits of an early start to foreign language learning. These benefits are interrelated to the importance of EFL to the country as well as to the child.

In the third chapter, one tries to find out the methodology that fits the age of the young beginners and their interests. It is through the implementation of four methods in



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groups from the same grade (third year pupils). A test comparison between the obtained results and come up

at an answer of the present study.

The fourth chapter is devoted to some suggestions and recommendations that can be helpful for an effective foreign language teaching to young children. It concerns mainly the teacher, the techniques to be applied, the Eclectic Method, the textbook, the classroom atmosphere, and assessment.

CONTENTS

DECLARATION
DEDICATION
ACKNOWLEDGEMENTS
ABSTRACT
CONTENTS.....
LIST OF TABLES
LIST OF FIGURES

GENERAL INTRODUCTION

CHAPTER ONE: CHILD DEVELOPMENT AND LANGUAGES.....

1.1 Introduction.....
1.2 Status of English in Algeria
1.3 Foreign languages at the elementary school
1.4 The child at public elementary school
1.5 Private primary schools.....
1.6 Child development and language learning.....
 1.6.1 First language acquisition
 1.6.2 School and language learning
 1.6.3 Piaget’s cognitive theory and child language learning
1.7 Conclusion

CHAPTER TWO: AN EARLY START TO EFL LEARNING.....

2.1 Introduction.....
2.2 The foreign language to the country
2.3 The benefits of learning a foreign language to the child
 2.3.1 Early start.....

	33
	34
2.3.4 Attitudes towards the language learning	36
2.3.5 The child’s cognitive development	37
2.3.6 Later performance	39
2.3.7 Skills in own language	41
2.4 Conclusion.....	42
 CHAPTER THREE: EXPERIMENTAL PHASE	 44
 3.1 Introduction	 44
3.2 Educational setting	44
3.3 Pupils’ background	46
3.4 The choice of the methods	47
3.4.1 The Direct Method.....	48
3.4.2 The Audio-Lingual Method.....	48
3.4.3 Total Physical Response.....	49
3.4.4 The Eclectic Method	50
3.5 Research methodology.....	51
3.6 The implementation phase	53
3.6.1 Group 1 (The Direct Method).....	54
3.6.2 Group 2 (The Audio-Lingual Method)	55
3.6.3 Group 3 (Total Physical Response)	56
3.6.4 Group 4 (The Eclectic Method).....	57
3.7 Pupils’ test.....	58
3.8 Observation of the learning groups	59
3.8.1 Group 1.....	59
3.8.2 Group 2.....	61
3.8.3 Group 3.....	62
3.8.4 Group 4.....	64
3.9 Test’s results and analysis.....	65
3.9.1 The Direct Method.....	65
3.9.2 The Audio-Lingual Method.....	66



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3.9.5 Comparison.....	68
3.10 Conclusion	69
3.9.5 Comparison.....	70
3.10 Conclusion	73
CHAPTER FOUR: SUGGESTIONS AND RECOMMENDATIONS	75
4.1 Introduction.....	75
4.2 The teacher	75
4.3 The choice of techniques.....	77
4.4 Eclecticism	82
4.5 The classroom atmosphere.....	83
4.5.1 Games.....	85
4.5.2 Songs.....	86
4.5.3 Stories.....	87
4.6 The textbook.....	89
4.7 Assessment.....	91
4.8 Conclusion.....	92
GENERAL CONCLUSION.....	94
BIBLIOGRAPHY.....	98
APPENDICES	
Appendix 1: Questionnaire	109
Appendix 2: Lessons using different methods.....	110
Appendix 3: Song.....	117
Appendix 4: Test.....	119



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OF TABLES

Table 1.1 Bloom’s Taxonomy.....	22
Table 3.1 The Direct Method.....	65
Table 3.2 The Audio- Lingual Method.....	67
Table 3.3 Total Physical Response.....	68
Table 3.4 The Eclectic Method.....	69
Table 3.5 Comparison.....	71




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OF FIGURES

Figure 3.1 The Direct Method.....	66
Figure 3.2 The Audio-Lingual Method.....	67
Figure 3.3 Total Physical Response	69
Figure 3.4 The Eclectic Method	70
Figure 3.5 Methods' Comparison.....	72
Figure 3.6 Methods' Comparison in Percentage.....	73



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GENERAL INTRODUCTION

GENERAL INTRODUCTION

During the last decade, new efforts have aimed at improving foreign language education in our country. English as a foreign language has also witnessed a great interest. Indeed, teaching EFL requires urgent initiatives because of the evolution of the world scientifically and economically. Thus, this change implies to question again the educational system concerning the second foreign language in Algeria: English.

Furthermore, children today are entering a new era of science and technology, as English is acknowledged to be the language of science, it might help them to be actually involved. Indeed, the teaching of English as a foreign language is now a subject in most private primary schools. The implementation of English has brought along the need to establish clear objectives that are different to the ones traditionally assigned to intermediate or secondary schools. The teaching of EFL there is often based on the formal aspects of the language, that is grammar.

The fields of didactics and educational psychology have dealt with the teaching of young children taking into consideration the age factor beside other factors such as classroom atmosphere, cognitive development of the child, and the methodology to teach appropriately young children.

Moreover, teaching young children is actually different from teaching adolescents or adults as they have peculiar physical and behavioural characteristics, as well as styles of learning. The teaching is an exacting task where many aspects should be kept in mind concerning the young learners such as age, material, interest, level, intelligence, time, and physical conditions in the classroom as well as classroom atmosphere.

ing of EFL to primary school children is different from ways. First, the target language is a mere addition to the school curriculum. The second point is that it cannot be practiced in any other place except the classroom. That is, the children have no direct contact with the target language outside the classroom. This what makes the difference between an ESL and an EFL context. In an ESL situation, there is a need to use English in an authentic setting for a communicative purpose within the community where the language is used in many places. Such setting provides and promotes opportunities for language use. In contrast, an EFL setting is where English is learned in the classroom for a limited period of time per week. Thus, from such differences, one deals with the teaching matter about the way the young children might be taught, and how meaningful learning can be achieved so that it can respond to the individual needs of all the children.

The main issue to be raised in the present work is under the following research questions:

- What to teach the young beginners and how?
- Can any method satisfy the need of the young learners?

One thinks that the EFL teaching might start with vocabulary and some grammar since the young beginners do not have any knowledge of the target language. Yet, comprehension of the provided items may be promoted before any other skill. Besides, work on pronunciation and speaking might be possible. In terms of the methodology, one thinks that there could not be a specific method to be adopted. Yet, the main focus is to find out the method that could fit primarily the age as well as the interests of the young learners, on the one hand. And a method that could provide learning similar to the learning of their mother tongue, on the other hand. In other words, one believes that it is rather a set of techniques than a specific approach or method, and a variety of activities where the majority if not all children would be involved in the learning process.

Dealing with the methodology of research, it is mainly through observation. Children are carefully and closely watched so that it can provide the information one needs to build. One can learn about children by carefully watching them, listening to them and

listening can, then, help in the understanding of what g. Getting to know children provides information to be an effective decision-maker in the classroom; namely in selecting materials, planning, activities and techniques within the classroom that address their cognitive, emotional, and physical and language development. The criteria that constitute the grid of observation concern the understanding and learning new vocabulary and grammar, spelling, and in terms of speaking, concern will be on pronunciation, proficiency and accuracy. On the other hand, interest is also focused on which skills are most developed in each method. Later on a test is given in order to evaluate principally the different methods, to compare between them and to find out where the results would be higher. The test at this stage is to complement the information gathered through the observation during the learning/ teaching process. Moreover, the test allows to see which method could meet the children's cognitive and language development. Thus, by assessing the young learners one might come at a possible answer about methodology to respond to the individual needs of the children.

Speaking about the expected answers, one thinks that each method applied in the classroom would give satisfactory results. Yet, with the Eclectic Method, the results might be more satisfactory. Indeed, one expects pupils to respond more positively when a variety of techniques is provided. Besides, when teaching is based on how children learn, it can lead to an effective learning. Teaching, then, would not be limited to one or two methods but to a combination of techniques that fit the age of the learners.

The present work is divided into four chapters:

The first chapter gives a general view of EFL and its status in our country. Next, it speaks about the several changes foreign languages have undergone in the educational system concerning the elementary school. It then deals with the learning at the level of primary school; namely private primary school where the present work is concerned with. Learning is a process that takes time. It is also an individual process. Pupils learn in different ways; the experience within the classroom confirms this everyday. In addition, educators talk about learning differences, whether by the name of learning styles, cognitive style or psychological style. When young learners come in the context of learning, they bring with them their own individual approach and interests to the learning situation. This

style of learning. In other words, emphasis is put on the
is for them. What kind of problems they can face.
Further, the chapter puts light on children development and the process of learning. When
the child steps into school he has already acquired his mother tongue, details about that type
of learning are given, and then learning at the level of school is dealt with.

Age has often been a major factor in the foreign language teaching, and over the
years various hypotheses have been proposed. A number of empirical studies have been
designed to investigate the question of optimal age to learn EFL The second chapter is
devoted to the benefits of starting to learn the foreign language early- Early in this context
refers to the national system where the language is introduced at intermediate school.
Benefits are related to the importance of English to the country for its external contact
beside the importance of the language for the child himself.

Teachers and parents recognise more and more the importance of children starting to
learn EFL early. However, the issue on effective methods of teaching young children is still
under empirical investigation. The third chapter describes an EFL teaching under different
methods implemented with the same grade young learners (third year pupils) so that the
physical, cognitive, emotional parameters would be the same. Yet, the pupils will be divided
into four groups and taught under the different methods: The Direct Method, The Audio-
Lingual Method, The Total Physical Response and The Eclectic Method. Comparing pupils'
feedback will be achieved through constant observation. Afterwards, a test is given to find
out how the individuals would react to the different methods and which of these methods
would satisfy more their interests.

For choosing an effective EFL teaching for young learners, it is important that it
enables the teacher to create an environment in class that would bring the language to
children and would enable them to start learning the foreign language as naturally as
possible. Thus, in the final chapter some suggestions and recommendations are proposed in
order to provide an adequate teaching to the young beginners that would help them learn the
target language. Suggestion will concern the teacher who plays the greatest role in the
teaching of children, the choice of techniques, the textbook, the classroom atmosphere as
well as assessment.

CHAPTER ONE

CHILD DEVELOPMENT AND LANGUAGES

- 1.1 Introduction
- 1.2 Status of English in the Algeria
- 1.3 Foreign languages at the elementary school
- 1.4 The child at public elementary school
- 1.5 Private primary schools
- 1.6 Child development and language learning
 - 1.6.1 First language acquisition
 - 1.6.2 School and language learning
 - 1.6.3 Piaget's cognitive theory and children's language learning
- 1.7 Conclusion

CHAPTER ONE

CHILD DEVELOPMENT AND LANGUAGES

1.1 Introduction

The present chapter will first deal with the status of English in Algeria and its position along with the other existing languages. It will then move to the setting of the present work: the elementary school dealing with foreign languages at elementary education at public schools and then the emergence of the private ones. Focus will be on the different changes and reforms that occurred at this level in terms of the introduction of foreign languages. As the teaching of children requires first an understanding of these children, the chapter will provide the child process of learning and development, starting from the mother tongue and its acquisition, and further to the process of language learning at school. Consideration is put on the contribution of the field of educational psychology and its sub-disciplines in the children learning process. Thus, the chapter will end by Piaget's theory on which many schools seem to base their teaching since the theory deals mainly with children development.

1.2 Status of English in Algeria

Kachru (1988) suggested that the spread of English has taken place along three concentric circles. The first inner circle contains countries where the language is the official language such as Australia, The United States, The United Kingdom, Ireland and others (with 350 to 450 million speakers). The second outer circle, with an equivalent number of speakers, contains the former English colonies such as Singapore, India and over 500 other countries where English is used in the government, media and education. In the third expanding circle, with a greater number of speakers (Crandall 2003), English is a priority in foreign language study because of its importance as an international language. Algeria falls in this circle. In fact, in the Algerian society, English has the position of the second foreign language after French. This latter has long been part of the Algerian repertoire due to the long period of colonization. Classical Arabic is the official language. Yet, it is not actually considered as the population's first language, what is referred to as L_1 . Actually, L_1 refers to the daily spoken language which implies the different

namely Berber and spoken Arabic. This latter differs from a more independence, Algerians were in touch with various foreign languages during the several colonial periods, such as Spanish, Turkish and French. Thus, L₁ has often been affected by the use of some terms borrowed from those different languages.

During colonization and a few years later, French used to be used in schools and administration. Afterwards, the language started to decrease and politicians declared classical Arabic as the official language and the medium of instruction and French as a foreign language. Yet, French still holds an interesting place within the Algerian society because of historical facts that cannot be changed overnight. In addition, English seems to take more advantage in our country. This is because it has become the first global language and its study for different purposes is growing all over the world. According to Crystal (1997), a language can receive the status of a global language when it is recognized in every country as a language with a special role. Crystal specified that an international language can become a global one in a way that in countries, where there are few native speakers of this language, it is taught as a foreign one at school. Indeed, in many countries throughout the world, English has been given a priority in foreign language teaching although it is not an official language. Algeria is no exception; public schools are required to study English as a foreign language. In fact,

“Many countries where English is not the mother tongue, it is the most commonly taught foreign language.”

(Harrison 1974: 13)

Thus, English in Algeria does not give much room to the other foreign languages such as Spanish, German, Italian or Russian.

Moreover, many Algerians are more and more conscious of the English language valuable functions in their life, for their jobs-the case of many companies such as SONATRACH, SONELGAZ, UNILEVER ...; as well as for their studies especially at university where the majority of up-to-date documentation is in English. In fact, English tends to be important in terms of necessity and individual needs. Indeed, more people are getting aware of learning the foreign language in this era of tremendous technological achievements. Besides, the appraisal of how much English they might need in their future career is important, namely with the establishment

and whose conditions for getting a job require a mastery of conditions for the job. On the other hand, for people aiming at working abroad, many companies use TOEIC (Test Of English for International Companies) to evaluate their employee's English competence.

1.3 Foreign languages at the elementary school

The long period of French colonization has left an important impact on the Algerian society as well as the educational system. Indeed, the French language has always coexisted with the Arabic one. In fact, from independence till the 1970s, French used to be the medium of instruction at primary school (and the other educational institutions). The language was introduced from the second year of primary school. It was the language that was mostly used in the country. Afterwards, the process of arabization emerged and politicians and pro-Arabic language claimed that classical Arabic should be given much more importance in the schooling system. Thus, since 1979 Arabic has become the medium of instruction, and the only one for the three first years at primary education. The aim was to provide the young children with a pure national identity and get them free from the colonial language influence. Thus, in 1979-1980 French was considered as a foreign language and was introduced from the fourth year within the emergence of Foundation School (l'Ecole Fondamentale). According to Benramdane (2004:121), the objectives of the Algerian school since 1965 and mainly through the transition to Foundation School have been developed for a teaching of a simple, oral and basic language, and the main objective has been to achieve the language of the child's milieu. In addition, the target has also been to prepare the child for the learning journey appropriately; it was posited by the Ministry of Education:

“It is a question of preparing the young students (...) the objective is not the acquisition of knowledge but also preparing them for life through the acquisition of the savoir-faire and the savoir-être.”¹

(Ministry of Education, 1975)

¹ The translation is mine. The original version: “Il s’agit de préparer les jeunes (...) L’objectif n’est pas l’acquisition d’un savoir mais aussi la préparation à la vie par l’acquisition de savoir-faire et de savoir-être.”

on one language, Classical Arabic, did not lead to better language as hoped by the Institution). The causes of the former failure are numerous. Classical Arabic was itself ‘somehow’ a foreign, but surely a new language for the child. Indeed, when the child goes to school he has already acquired his mother tongue and the grammar that generates it. So, he is faced to a dilemma of language use. That is, he is confused between his language of communication and the language used in the classroom. Furthermore, French in Algeria is widely used and it is sometimes the means of communication within some families, and is often surrounding the child in his everyday life namely, via satellite dish channels, radio, and newspapers. Therefore, French is regarded as the second language of the country. Although, it has been politically considered as a foreign language, it remains part of the Algerian linguistic repertoire and

“This heritage is a characteristic of the country not chosen freely, but an integral part of the identity of Algerians”.

(Miliani 2000: 16)

Reforms on foreign languages introduction at the level of elementary school have been recurrent. In 1993, elementary schools witnessed the introduction of another foreign language-English in the fourth year. It might be another way to end the French influence. In addition such a decision was made by the Ministry of Education trying to cope with the swelling tide of enthusiasm for English within the world on the stipulation that learning the foreign language could fit the transfer of technology into the country. The privilege given to the foreign language was to form potential language users. That is, the EFL teaching at that level was in fact an attempt to bridge the gap between the actual level of students and the objectives of the target language teaching mainly the communicative competence as stated in the Pedagogical Instructions:

“The ultimate objective of language learning is communicative competence i.e.; appropriate, meaningful, spontaneous, grammatically acceptable and reasonably fluent linguistic interchange, both orally and in writing.”

(Inspectorate of English 1984: 3)

at has been achieved or not is another matter. However, choice with French. 15% of the population chose English, yet some wilayas such as Saida and Tizi-Ouzou never chose it. Before the language was introduced, teachers were trained in technological institute of training (ITE)² for two years and besides the usual training they were taught the psychology of the child and an introduction to handwriting (K.E.S. Bereksi 2006).³

On the other hand, the process of Arabization beside the implementation of EFL as a choice or instead of French was to put an end to the hegemony of the colonial language, yet, as Miliani (2000) argued that *“Language planning cannot proceed by elimination or rejection.”* (Miliani 2000: 15)

According to Miliani, language planning was then political and a matter of individual decisions rather than obeying also educational objectives or criteria. He also thinks that the introduction of English as a first foreign language was not actually successful in terms of choice, which reflected the gap between the educational decisions and the expectations of the people. Indeed, in 1995-1996, there were 3197 pupils who registered in classes of English as a first foreign language, and 834 in 1997-1998. Three years after the decision, in 1996, the number of registered pupils choosing English was much lower than that of pupils opting for French: 60.000 registered over four years against 2 million pupils respectively (Miliani 2000: 23). Thus, the experience witnessed an end and French gained its initial place as the first foreign language at elementary schools. Moreover, since 2004-2005 it has been introduced in the second year of primary school. Thus, it is acknowledged that French cannot be excluded from the elementary curriculum. Besides, the language has always been present in the child daily life and before going to school, he acquires some -though limited- knowledge of this language. Nevertheless, decisions for its implementation are still debatable, it is taught in the third year of primary school; however, any official decision was published before.

² Institut Technique de l’Education.

³ K.E.S.Bereksi is a former dean of College of Arts (University of Oran), and former Inspector of English.

School is the second home of the child. The elementary school pupil aged six to twelve is expected to be ready to venture from the shelter of family life and begin interaction with society. In fact, since independence, schooling has been compulsory at the age of six. The young child should spend a number of hours sitting quietly at tables while the teacher teaches, or working independently and silently on assigned tasks. In the classroom, different subjects are taught with primary emphasis on reading, and learning by heart; along with maths. Besides, at this stage, the pupil learns how to write alphabet letters, differentiate between them, read and write short sentences, and some verses of the Koran. All this is learned through classical Arabic which is the medium of instruction. Moreover, children's activities are teacher-initiated and directed. That is, young children receive information from teachers passively. Much of their time, they are restrained from communicating with their classmates. Teachers tend to spend considerable amounts of time trying to control disruptive behaviour that results in the same way at the same time, regardless of their development needs.

On the other hand, few pupils may have benefited from pre-school instruction. In the pre-school classroom, young children of five of age are prepared to tackle the first year of elementary school. That is, they are provided with basic knowledge of how to draw different lines, write letters of the alphabet, and numbers. Colouring activities are also enhanced. Concerning language learning, classical Arabic is also taught mainly through songs, Koranic verses and prayers. Pre-schooling, thus, aims at developing children's knowledge and skills. Unfortunately, not all children can have this opportunity due to the lack of pre-school classes. Only some nursery schools have recently started to provide limited knowledge such as colouring, songs and games. Some private nursery schools offer pre-schooling at the express demands of parents.

1.5 Private primary schools

Recently, the country has witnessed the emergence of several private schools. Twenty-six are registered in the Algerian territory and three in the wilaya of Oran (El Watan 2005, No 25755). There is a constant talk, among parents, about the failure of public schools; they believe that schools need to be reformed. They prefer a better education for their children, claiming that public schools do not ensure the hoped future for their children in terms of level and mastery of

economic and social transformations that continually occur. Among the economic transformations, parents prefer schools which are designed to prepare their children for jobs where sophisticated technology is applied, and the mastery of foreign languages is required. On the other hand, among the social transformations is the enormous pressure on both parents and children. Parents are working harder and longer hours; very often there is little support to their children. These latter are not allowed to play outdoors because of safety concerns, and are enrolled in such places where there are extra activities to keep them safe and busy until parents collect them. As a result, the skills, attitudes, and understanding they need to develop are learned- in school. Initially, mothers whose jobs do not allow them to spend enough time with their children seek for places where their children are kept, and besides, places that could provide knowledge which satisfy their needs as children. Indeed, some private nursery schools could answer these demands and provided young children with pre-schooling. Furthermore, private elementary schools offer extra-activities and teaching such as computing and EFL teaching.

In addition, parents claim that their children deserve an education that develops their intelligence and abilities to succeed. On the other hand, they deserve educators who consider not only what they teach, but how they teach and how they treat their children. In fact, in addition to economic and social changes, new scientific research on the child and child development has also influenced education and the awareness of parents.

1.6 Child development and language learning

Effective teaching approaches are based on an understanding of the complex social, emotional, physical and cognitive development of children and the way they learn. In fact, when the child reaches school, he has already built the mechanisms of language. He expresses himself in his mother tongue, and then at school, he is faced with another type of language learning.

1.6.1 First language acquisition

In his early years and from the age of four the child has acquired his first language naturally without formal instruction. Piaget (1956), Chomsky (1965), and Vygotsky (1962), agreed that the child acquires his mother tongue naturally without being aware of his intellectual

basics of his or her first language(s) from his or her family. Essential for further learning as L_1 can be the base of thinking and have a central role in education. In fact, developing the ability to use the first language is a milestone in every child's life. According to Vygotsky (1962), when a child is acquiring language, he or she constructs his or her own linguistic knowledge in order to become engaged in a social communication. Thus, that language acquisition shapes how a child becomes a member of a society.

Moreover, children in the early years acquire knowledge in ways that are different from the way older children learn. They learn through direct encounters with their environment and not through formal academic processes. An understanding of the way young children acquire their language can be explained through the study of McGlothin (1997) on young children. He claimed that the process of language learning (learning here refers to the learning to speak) can be divided into two parts: the first part deals with how the new language comes to the learner. That is, the language environment that surrounds the child. The second part deals with how the child comes to the new language. It is concerned with the strategies used to increase language skills. In other words, strategies the child uses to help him learn his mother tongue (McGlothin 1997).

- The child's language environment:

According to the study, ten features of the child's language environment have been selected. They are important for the child and are often missing from the language environment of the adult learner. They are summarized as follows:

1. There is no direct pressure to learn: In fact, no pressure is brought to bear upon the child as he acquires his language. There are no tests and no grades. And there is no standard that the child must meet in order to be approved by his parents.
2. There is no time- limit for learning: All the time the child needs to learn the language is available. There is no given period of time in which the child must learn or fail.
3. There is no way of escaping into a different language: There is no possibility of escaping to another language that the child already knows. It just cannot happen.

y grammar or vocabulary: The language the child hears is not sequenced by textbooks. No one decides when he is ready to hear a new word or a new construction.

5. There are lots of repetitions. His life contains repetitions and language around him reflects this: The child does not go from a unit or a chapter to the next, because daily life is full of repetition.

6. Both the language and the world are new: Thus, his learning of the new language coincides with the discovery of the world, and the curiosity that he has toward the world becomes a powerful force in his language acquisition.

7. All the language is spoken in the context of the surrounding world: The new language is not a translation of something he already understands in another language. Besides, the language that he hears is related directly to the world around him.

8. The language is all around. The child has often native speakers of the language speaking to him: The child has lots of opportunities to listen to the new language around him. Some children have more languages around them than others. Yet, opportunities to hear the new language around them are still present.

9. The child has many opportunities for using the language to communicate to those around him: the language environment of a child gives him many opportunities to speak the new language and be understood. Thus, he can get the reinforcement that his words deserve.

10. Much of the language is simplified to the level of understanding of the child. It is tailor-made for the child: When a person speaks to a young child, he does his best to get across his meaning in language that the child can understand. Because the child can communicate through his actions what he understands. Thus, the possible problems of communication can be quickly detected and solved.

mentioned above, when acquiring his mother language, the time he needs. This helps him to have the motivation to carry on words learning. Besides, he is surrounded only by the language and cannot escape to another one. He does not have to study from any textbook; he is directly helped from his parents.

- The child's learning strategies:

As it was mentioned above, there is more to a child's language acquisition process than his language environment. It concerns how the child comes to the new language, i.e. the strategies he uses in acquiring his language. These strategies are summarized by McGlothin (1997) in the following points:

1. The child is not interested in language for its own sake: In fact, a child does not focus in the things that are not to be played with. Language at this stage is of secondary importance. To a child, the value of measurable language is measured by its ability to help him enjoy his primary interests. If he does not use the grammar and vocabulary properly and yet gets the response he wants, he feels as if he has been completely successful.
2. The child is not disturbed by the language he does not understand: when he hears something he does not understand, it does not really disturb him. This is related to the fact that language is not the centre of his attention.
3. A child enjoys the repetitive events of his life, and uses this enjoyment to help him learn: These repetitive events give the child a sense of security and order, and as he begins to understand the order in the events of his life, he also begins to understand the order of the language that is associated with those events.
4. A child uses his primary interests to help him learn: The child focuses his attention on what can capture his attention. And thus, the language associated with his object of interest is the most important, and all the rest of the language is temporarily secondary.
5. A child directs his attention to things that are easy to understand: He thinks about people and things around him. And these things can be easily given a name. The words at the

verbs start to appear and then some adjectives. But the ; that are easy to grasp from the context.

6. The child possesses a natural desire to call an object by its name: Indeed, this natural desire helps him to learn the language. He feels joy when he succeeds to point at an object and names it. He does not think it is stupid to say something that others consider obvious.

7. A child uses his natural desire to participate in the life around him to help him learn the language: He wants to imitate the others around him, and when that includes language, he wants to speak it too. He tries saying things that he does not understand. He has noticed that a certain word or phrase is always used in a given situation, so he tries to use it too.

8. A child adds words to his speaking vocabulary more easily if he already knows how to pronounce them, for instance ‘mother and grandmother’; in other words, he can attach a new meaning to a sound sequence that he already knows more easily than he can learn both a new meaning and a new sound sequence.

9. A child immediately uses language, and his success in communication builds confidence: He does not try to store up his knowledge to use it later on. He applies it in context as soon as he can. And every time he uses a piece of language successfully, it is reinforced in his mind and his confidence grows. This confidence helps him to carry on using the language more.

10. A child brings tremendous ingenuity to the task of learning: He is not inhibited by what others might think. He does not have the feeling of failure. He just goes on trying. His ingenuity lies in the associations he makes between objects and words.

These points concerning the strategies the child uses during his first language acquisition can be reviewed when teaching a foreign language.

Furthermore, Krashen stated: “*Language acquisition is a subconscious process*” and according to him, it is more associated with the “*spontaneous process of rule internalization.*” (1982: 10). Similarly, Ellis refers to acquisition as absorbing a language by way of “exposure.” (1994: 6).

mother tongue; the child is not aware of the process which is, at exposure; namely at home-on TV, radio, and in the neighbourhood he lives in. Although his mother tongue is sometimes different from the language used on TV, yet the family in the early years has the biggest influence on the child's language. Later on, he begins making some discrimination.

Moreover, and according to the study cited above (by McGlothin 1997), before learning to speak the mother tongue, listening and understanding precede. Then, the first attempts for communication start by gestures; that is a non verbal communication. Afterwards, his speech tends to be more verbal. A child first seems to use language for superficial social interaction, but at some point, this language becomes the structure of his thinking. In addition, according to Vygotsky (1962), once the child realizes that everything has a name, each new object presents the child with a new situation and he solves the problem by naming the object. When he lacks the word of the new object, he refers to adults. The early word meanings thus acquired will be the beginning of concept formation. Vygotsky stated:

"... a problem must arise that cannot be solved otherwise than through the formation of new concepts."

(Vygotsky 1962: 55)

Thus, when reaching school age, the child has already besides his first language the ability to use his intellectual abilities in other fields.

1.6.2 School and language learning

When the child goes to school, he is faced with an extremely new situation and a new setting. It is no longer the learning like at home nor acquiring knowledge subconsciously. It is rather through formal instruction that he is going to follow. In other words, the school child is expected to undergo a life-long journey at school. Britton pointed out:

"School learning must both build upon the learning of infancy and foster something that will continue and evolve throughout adult life."

(Britton 1970: 129)

At school the child is expected to learn how to read and write his mother tongue. Yet, it is not the case in our country since the language used at school is different from that the child speaks. Thus, language learning starts from the first day at school. So what is learning for children? In fact, learning is taken as a natural process. The understanding of how individuals learn is not as simple. The existence of numerous theories of learning attest to the complexity of this process. In *Educational Psychology: An Introduction*, Belkin and Gray claimed:

“Learning implies a change in the individual as a result of some intervention. It may be viewed as an outcome or a result.”

(Belkin and Gray 1977: 211)

While this idea reflects a behaviourist view, for it equates learning to an outcome. In fact, the concern here is observable indicators that learning is taking place. The focus, then, is on observable human behaviour. Learning is defined as a sequence of stimulus and response actions. According to Skinner (1968), voluntary or automatic behaviour is either strengthened or weakened by the immediate reward or punishment. Accordingly, Belkin and Gray stated:

“The learning principle behind operant conditioning is that new learning occurs as a result of positive reinforcement, and old patterns are abandoned as a result of negative reinforcement.”

(Belkin and Gray 1977: 59)

In addition, Skinner (1968) believed that more complex learning would be achieved by the process of contingencies and reinforcement, he claimed:

“Teaching is the arrangement of contingencies and reinforcements of reinforcement under which students learn.”

(Skinner 1968: 64)

These theoretical principles have long been applied to learning environments. An examination of the traditional teaching approaches used for years would reveal the powerful

learning. An example of this is the concept of direct knowledge to the students either directly or through the arrangement of Skinner's proposed contingencies. Besides, the use of exams to measure observable behaviours of learning, the use of rewards and punishments in our school systems, especially elementary schools are further examples.

Furthermore, Gagne and Biggs (1974) combined the principles of learning cited above with cognitive theory of leaning named '*Information Processing*'. The focus of the latter theory was of the internal processing that occurred during a learning moment: when the information is processed with the senses, it is either processed into the short term memory or it is lost. If this information is used and practiced it is only then put into long term memory. According to Gagne and Biggs, the design of instruction should be undertaken with suitable attention to the conditions under which learning occurs. With reference to the learner, learning conditions are both external and internal. These conditions are in turn dependent upon what is being learned (Gagne and Biggs 1974: 14). In fact, this theory created another view of the way humans learn; it focused on the motivation and ability of learners to construct learning for themselves. Thus, it considered that the teacher-centred and directed learning should be transferred to the learner, and that all humans have the ability to construct knowledge in their own minds through a process of discovery and problem-solving. (www.coe.edu.construct).

On the other hand, Piaget (1956) observed human development as progressive stages of cognitive development. His four stages, which start at infancy and progress to adulthood deal with the cognitive abilities necessary at each stage to construct meaning. Thus, the focus on the mental process that concerns learning gave emergence to cognitive learning theory. Cognitive psychology is one of the major approaches within psychology, and which focus on the importance of the internal feedback.

Considering how the process of learning has been viewed, there are in return, a variety of perspectives about how to improve the teaching/ learning process. Bloom (1956) developed the Taxonomy of Cognitive Domain as a way to classify the variety of educational objectives what has been referred to as Bloom's Taxonomy. In fact, educational goals and objectives are arranged in a hierarchy from less to more complex. This is the main idea of the taxonomy and what



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w. The table below presents the taxonomy with some well as example objectives:

Table 1.1: Bloom's Taxonomy⁴

⁴ Adopted from <http://itc.utk.edu/jklittle/edsmt521/cognitive.html>

nts can know about the topic or subject at any level.

On the other hand, another theory equated with cognitive psychology is Information-Processing theory. In fact, Vygotsky (1962) thought that the person's cognitive development was directly related to his social development. The culture he lives in influences his social and cognitive development. Bruner (1966) viewed learning as an ongoing process of developing a cognitive structure for representing and interacting with new information.

In the light of what has been said, learning remains a complex process that has to be regarded carefully when teaching. Moreover, when children are in the setting of learning other considerations are examined. Age is one factor that has an impact on learning. In fact, from the early years of elementary school, children are confronted to language learning that is different from his first language acquisition.

1.6.3 Piaget's cognitive theory and child's language learning

One of the most influential researches in child's development is Piaget's theory. It has contributed to understanding of how children learn and develop. According to Piaget (1956) a child learns by discrete stages related to age and that he is a significant agent in the process. In fact, there are four major stages that mark children's cognitive development:

(a) The sensorimotor stage (infancy-birth to roughly two years): in this period children learn to operate physically by interacting with the environment. At this stage, intelligence is demonstrated through motor activity without the use of symbols. Knowledge of the world is limited. Physical development allows the child to begin developing new intellectual abilities. Some language abilities are developed at the end of this stage.

(b) The pre-operational stage (Toddler and early childhood- roughly two years to six or seven years): in this stage, children learn to internally represent static states at a one-dimensional level. In this period, intelligence is demonstrated through the use of symbols,

ory and imagination are developed, but thinking is done in
anner. Egocentric thinking predominates.

(c) The concrete operational stage (elementary and pre-adolescence-roughly six or seven to eleven or twelve years): in this period,

“They become able to manipulate mentally their internal representations.”

(Siegler 1991)⁵

At this stage, intelligence is demonstrated through logical and systematic manipulations of symbols related to concrete objects. Operational thinking develops and egocentric thought diminishes.

(d) The formal operational stage (adolescence and adulthood-roughly eleven or twelve years onward): in this stage, children are capable of mental operations in a reversible way. According to Inhelder and Piaget:

*“Each one has his own ideas (and usually he believes they are his own)
which liberate him from childhood and allow him to place himself as the
equal of adults.”*

(Inhelder & Piaget, 1958, pp. 340-341)

In this last period, intelligence is demonstrated through the logical use of symbols related to abstract concepts. Children or adolescents are capable of mental operations in a reversible way. Besides, early in the period, there is return to egocentric thought.

The target population in the current work ranges in age from eight to nine years old, which falls in the third stage of cognitive development. Children at this stage become able to master many concepts and are able to think logically. Children during this period are limited by the lack of abstract thinking which they develop in the formal operational stage. Understanding cognitive development can help arrange appropriate lessons and learning environment.

⁵ When a reference is given without a page, it is an electronic reference, not taken directly from a book or an article.



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This chapter was an attempt to explain the position English holds in our society and its importance for the people in different fields, namely in their studies and jobs. Then, a review of foreign languages at the elementary school concluding that, although English is important, French remains the first foreign language taught at the primary level because it is an integral part of the linguistic repertoire in our country. Yet, on big request some private primary schools are implementing English as a second foreign language. This is the concern of this work. Nevertheless, before dealing with it deeply, this chapter put light on child cognitive development and learning strategies. Indeed, when the child moves from his family environment and steps into the school, he has already acquired knowledge of his mother tongue and then at school he is faced with a new kind of learning. In fact, when acquiring his first language, there is no pressure on the child or time limit for learning. He has all the time he needs to internalize new concepts around him, besides; the surrounding environment helps because it provides the child with endless opportunities to hear the new language around him and consequently opportunities to use the language to communicate. On the other hand, when faced to learning at the level of school, the child is able to use his intellectual abilities in other fields. Nevertheless, at school it is no more learning unconsciously and conditions of learning are different.

CHAPTER TWO

AN EARLY START TO EFL LEARNING

- 2.1 Introduction
- 2.2 The foreign language to the country
- 2.3 The benefits of learning a foreign language to the child
 - 2.3.1 Early start
 - 2.3.2 Primary school environment
 - 2.3.3 Cultural barriers
 - 2.3.4 Attitudes towards the language learning
 - 2.3.5 The child's cognitive development
 - 2.3.6 Later performance
 - 2.3.7 Skills in own language
- 2.4 Conclusion

APTER TWO

AN EARLY START TO EFL LEARNING

2.1 Introduction

The idea of introducing foreign languages in the elementary schools has been the concern of many countries all over the world. Age has often been the main factor of an early foreign language teaching. In the case of China, English is first introduced in primary 3 (9 years old), in the UK, according to the national curriculum, foreign languages are taught at the higher grade of elementary school (11 years old). In Germany, foreign languages start from grade 5. In some countries, foreign languages are introduced by the age of 8, and others in the upper elementary grades. In many cases, a second foreign language is offered or required in the elementary level. (US Department of Education, 2002). Nevertheless, in Algeria, EFL is not taught until 13 (at intermediate school). Yet, many private schools are requiring the EFL teaching at their level. Studies produced by educational planners worldwide with regards to the benefits of introducing a foreign language –in particular English to primary school children reveals the rationale behind teaching the foreign language at the elementary level. The benefits will be highlighted in this chapter and are divided into two main parts: benefits that are connected with the position of the language in our country, and the benefits that concern the nature and needs of children.

2.2 The foreign language to the country

Recent economic and scientific world events have underscored the need to increase understanding of scientific discoveries and to improve communication. The role fell to English because it is very important from the political, economical and commercial point of view. Indeed, it is the language of business, science and technology. Thus, learning such a language is the target of any country aiming at progress, and our country is no exception. Indeed, although English has the position of the second foreign language after French as seen in chapter one, it has witnessed more interest since it is important for external contact. Our economy needs more

language – English. In fact, the Ministry of Education is teaching and seeks help from native experts. Indeed, in 2005, there was a study day on English teaching within the context of a collaboration with the American Embassy. This latter was asked to offer help with their techniques, experience and knowledge.

Beginning to learn the foreign language young might add some weight to the importance of the language for external communication, and can be more effective for meeting the national needs in economy, business, and politics. An early start could contribute to encouraging children to learn foreign languages as a subject of compulsory education. And, as with any subject, the more years a child can devote to learning the foreign language, the more competent he or she might become. In fact, a member of the Toronto Board of Education (1994) argued that exposure to international languages in elementary school constitutes an important part of up-to-date educational system. He maintained that the learning of a second or third language has positive social and economic benefits (In www.cal.org/resources.html).

In addition, Carroll (1969) argued that time is an important variable in language learning on the basis of measured achievement in formal educational settings which indicated that the most important variable in the language learning is time. Similarly, according to Burstall et al (1974), the achievement of skills in a foreign language is a function of time spent in formal study of that language. Furthermore, Lightbown and Spada (1993) claimed that younger learners in formal setting in the target language usually have more time to devote to learning the language, and they often have more opportunity.

In the light of what has been mentioned above, learning a foreign language early can develop a lifelong ability to communicate with more people. In addition, the benefits to the country are many. Fluent citizens in foreign languages, namely English, enhance competitiveness abroad, improve international communication, and maintain political interests. Therefore, it would answer the country's needs.

Foreign language to the child

The second consideration centres on how learning the foreign language at an early age can benefit the individual child, as Miliani claimed:

“The early introduction of foreign languages is of utmost importance”.

(Miliani 2000: 24)

He carried on expanding Lambert and Weinrich’s view (1974) that it is admitted that the introduction of languages parallel to Arabic improves the learner’s intellectual capacities (through the verbal and non-verbal), his mental flexibility (increased efficiency of thought), his building of concepts (to create meaning and develop his own idiosyncratic views about the world), his intellectual gains (other people’s cultures will look less alien and the understanding of the other less problematic). It can improve his mastery of the mother tongue when in contact with another language. (Lambert and Weinrich 1974, quoted in Miliani 2000: 24). These benefits are going to be dealt with in the following points:

2.3.1 Early start

When the decision whether to teach a foreign language or not is debated, parents, some educationists start from the premise that age has more weight than other factors. The idea of ‘younger is better’ is claimed. This question has been examined through different surveys and researches. Studies carried out by Burstall et al (1974) have shown, and experience has supported that children who learn a language before the beginning of adolescence are more likely to have native-like pronunciation. A number of experts (Penfield and Roberts 1959, Birdsong 2001) attribute this proficiency to physiological changes that occur in the maturing brain as a child enters puberty.

An early start can be beneficial because children are keen and naturally receptive to the learning of foreign languages. Before puberty, they are willing to mime pronunciation without inhibition and self-consciousness of older learners. Young children have natural curiosity and a greater capacity to acquire new vocabulary and ideas. Indeed, studies in developmental psycholinguistics showed that the young child possesses a big brain plasticity which favours his

. According to Penfield and Roberts, a child's brain is adult, and before the age of 9

“A child is a specialist in learning to speak; he can learn 2-3 languages as easily as one. However, for the purpose of learning languages, the brain progressively becomes stiff and rigid during the age span of 9-12.”

(Penfield and Roberts 1959)

Penfield suggested that the child's brain plasticity makes for superior ability especially in acquiring units of language. Thus, he recommended the teaching of a foreign language at an early age in school. Sharing the same point of view, Lenneberg (1967), based on studies applied to the physical development of the child's brain and in the field of neurophysiology, argued that biological factors determine the innate process that of language acquisition, and which is between the age of 2 to puberty. This period of age is called Critical Period. Birdsong defined it as

“The period of time during which an organism displays a heightened sensitivity to certain environmental stimuli, typically, there is an abrupt onset...followed by a gradual offset, or decline which is asymptotic.”

(Birdsong 2001)

In fact, Lenneberg believed that after lateralization- the process by which the two sides of the brain develop specialized functions, the brain loses plasticity. Thus, he claimed that lateralization of the language function is normally completed at puberty, which can make learning a language for adolescent more difficult. He suggested that if no language is learned before then, it could not be learned in a normal and fully functional sense. He stated:

“There is a limited developmental period during which it is supposed to acquire a language...to normal, native-like levels.”

(Birdsong 1989)

l that Piaget's cognitive stage of formal operation basis that language learning decreases at the end of the Critical Period. Lamendella (1977) emphasized that language learning might be more efficient during early childhood. And Bornstein (1989) stated that the degree of sensitivity remains constant over the course of the critical period. Further, Pinker (1994) described the age effect in language attainment, he pointed out:

"...Acquisition of a normal language is guaranteed for children up to age of six, is steadily compromised from then until shortly after puberty, and is rare thereafter."

(Pinker 1994: 293)

In addition, Nash explained that the ability to learn a second language is highest between birth and the age of six, and the possibility to learn the language is still high in the years of elementary school, he suggested

"It is clear that foreign language should be taught in the elementary school, if not before."

(Nash 1997)

Further researchers investigated the question of starting to learn a foreign language at an early age, a more recent study of Birdsong and Mollis (2001), combined with study of Johnson and Newport (1989); on the effect of age and the attainment of the language proficiency, showed that earlier learners achieved more proficiency than adults. Birdsong pointed out:

"... age entails a loss of ability to learn a second language. It is clear that the sensitivity decline persists over the age spectrum: it is more a case of progressive losing than eventual loss. L2 learning appears to involve not a single monolithic faculty, but distinct neural and cognitive components with differential susceptibilities to the effects of age."

(Birdsong 2002: 38)

ited above, the number of theoretical perspectives and individual researches agree that there is potential advantage to an early start of foreign language learning. However, this does not exclude the possibility that later learners may achieve success in the foreign language learning. In fact, some studies have shown success among adults, and claim that when compared to children, adults are quicker in learning new vocabulary and other items of language. Yet, Krashen, Long and Scarcella (1979) argued that although:

“...adults initially acquire the second language faster than young children [...] child second language acquirers will usually be superior in terms of ultimate attainment.”

(Krashen et al 1979: 574)

So, according to these authors, even if adults can be faster in terms of learning new language knowledge, younger learners have the advantage of long run and eventual language achievement including superior pronunciation skills when compared to learners who began their language learning later in life. Thus, suggestion to start the learning earlier is encouraged, Holman (1994) stressed the advantage of learning foreign languages as early as possible. She cited benefits in other area of studies, as well as neurobiological research that strongly suggested that the best time to learn a second or third language is before age ten (Holman 1994, pp 41-42).

2.3.2 Primary school environment

Children spend most of their school years in an elementary school class- 6 years compared to intermediate school- 4 years or secondary school-3 years. They feel more in a secure and familiar environment with the other children whom they know well. This can provide them with greater confidence to participate in the foreign language learning in front of their classmates. In fact, elementary school is viewed by children as their second shelter. It is there where they start the process of learning of all subjects; they spend the whole day with the same people which can develop the ease of learning the foreign language. Nevertheless, EFL in our country is first introduced in the first year of intermediate school; the setting is new for the older pupil as well as the classmates and the language. Thus, he may develop a certain

he foreign language learning. And consequently, the

In addition, starting from the elementary setting would increase the number of years in which the foreign language can be learned at school.

“When schooled...in the second language, students in the 8-12 year range ...may be the most advantaged learners of school skills in the second language.”

(www.cal.org/resources.html)

Indeed, older learners have less time to make up years of academic instruction. Learners may take much more years to achieve English proficiency, bearing in mind that the language is learned only in academic settings. That is, the student practises what he learns only inside the classroom; this if he actually participates.

On the other hand, if young children acquire first language and learn to speak over a number of years, how can the number of years devoted to a foreign language be too limited? In a survey of a commission in Education (1987), it was stated that achieving proficiency in a language takes from four to six years and suggested that foreign language learning should start in the elementary school (Curtain and Pesola 1988: 3). Thus, language learning requires more time and consequently more years to gain proficiency.

2.3.3 Cultural barriers

Through language teaching there is a transmission of cultural information, be it implicitly or explicitly. In fact, behind each language there is a specific culture that reflects and specifies the people speaking that language. Thus, students of the foreign language have access to this opportunity to discover the others. The study of a foreign language provides the tool for penetrating the barrier of a single language and a single culture. It opens the door to other cultures and helps the child discover, understand and appreciate peoples from other countries and might even communicate with them.

Foreign language learning are lasting and substantial for understanding of native users of the foreign language and get closer to them and their culture. In fact, language learning cannot be limited to the knowledge of words or grammar:

“The study of language-any language- is therefore the study of everything that pertains to human nature, as humans understand it.”

(in www.mass.doc.edu/foreign.1999/core)

According to Curtain and Pesola (1988) early start to learn a foreign language can be beneficial for such understanding. They claimed that:

“Children are in the progress of moving from egocentricity to reciprocity, and information introduced before the age of 10 is eagerly received because at this age (8-10) are at a maximum of openness to people and situations different from their own experience”

(Curtain and Pesola 1988: 4)

Thus, opening for them a new window can help them understand what is beyond their near world and step into the unknown through the foreign language. With this expansion, children will have the freedom to explore the wealth of values and perceptions of the world; they will not be restricted to any narrow view of life or one limited set of beliefs. Indeed, children learn first about home, family and then school. That is, their immediate environment where they grow up is a narrowly nationalistic environment; they are not helped to know the rest of the world. An early start to learning the foreign language can help to redress the balance because:

“It has been argued that children’s ability to see the world from someone’s point of view is greater when they are younger.”

(www.british.council)

This would be beneficial before prejudices have been deeply rooted. At elementary school, it is possible to broaden their horizons and develop awareness of their own language and

er, learning the foreign language at elementary level can
children's mind⁶. Thus, learning the foreign language at
an early start can help break the cultural barriers which are sustained through prejudices.

In addition, when examining differences and similarities between one's culture and the foreign language culture, it is sometimes difficult to be friend with people who appear different. So, children need extra encouragement to develop relationships with people outside their inner circle, to help them develop respect for people who do not share the same principles and conditions and therefore, encourage tolerance towards people from other cultures. Hence, the foreign language learning has helped not only in breaking the barriers but further in building bridges.

Furthermore, while developing foreign language skills and some familiarization with foreign language and discourse features, learners are assisted to increase their cultural knowledge. Indeed, when learning common terms and phrases, and familiar everyday life activities, the level of understanding is deepened through a comparison between the own language and culture and the foreign ones. Redmond and Hoag pointed out:

“Children who begin foreign language study at a young age have the opportunity to gain understanding of the culture where the language is spoken at a period in their personal and academic development that can enrich and enhance the learning process for many years.”

(Redmond and Hoag 2003: 1186)

Thus, learning a foreign language at an early age might provide the child with opportunities for better understanding of the unknown people and culture using that language, and therefore can help in developing their cultural awareness.

2.3.4 Attitudes towards the language learning

⁶ One can mention a situation within class between two pupils arguing about whose English it is. One of them believed that English is the property of England (citing examples of other languages: French in France, Spanish in Spain..., whereas the other pupil stated that English is also spoken in USA. They carried on arguing then the former pupil concluded that in USA they can speak “any other language” but not English. (may be because she did not like Americans)

old strong beliefs about the nature of the language they
the process of its learning. All this can influence their
foreign language learning. Indeed, as stated by Breen:

“In the classroom context, the perceptions, beliefs, attitudes (...) that students bring with them to the learning situation have been recognized as a significant contributory factor in the learning process and ultimate success.”

(Breen 2001)

In the classroom, children may come with certain beliefs which are by products of internal as well as external factors. Identifying these beliefs on language learning is helpful to provide them with opportunities and conditions to help them in the process of the language learning and consequently to be more engaged.

In fact, an early introduction to language learning may provide children with the opportunity to experience a new success. Indeed, by showing that the language learning can be possible, and by giving pupils the opportunity to participate, early learning can encourage a ‘can do’ attitude to the foreign language. This would give the children the confidence to learn the language and therefore to be able to succeed. This can develop a greater enthusiasm, anticipation and positive attitudes to the foreign language learning and foreign cultures. It is argued that success in anything boosts self-confidence which would consequently encourage stepping in a life-long language learning. (www.british council). According to Spolsky, attitudes are influenced by achievement, and that

“In case of low initial motivation and poor achievement, negative attitudes would be reinforced; that students who do well will have better attitudes.”

(Spolsky 1989: 159)

On the other hand, attitudes can result from individual beliefs. In this respect Spolsky added:

From learning situation, there are attitudes
of at least a stereotype of the other language
culture.”

(Spolsky 1989: 158)

Thus, as already mentioned in the previous sub-title, early exposure to the foreign language can help understand the foreign language people, their culture, and consequently develop other attitudes that were previously installed at the young child. Additionally, when these prejudices are corrected at an early foreign language learning, the child would be more ready to venture in the learning process.

2.3.5 The child's cognitive development

Language learning leads to the development of fundamental processes of thinking. This can largely be explained through Piaget's work (1956) which deals with cognition in children as it has been explained in the previous chapter (cf. chapter one). According to Piaget (1956), the child is born with an innate curiosity to interact with and understand his or her world. Thus, it is through interaction with the other that the child constructs his or her development. On the other hand, Vygotsky believed that:

*“At a certain point language transforms the way in which children think,
learn and understand.”*

(Brumfit et al 1991: 3)

Indeed, interpretations of brain development research have led to the belief that the young brain will be predisposed to acquiring languages as mentioned above, and further studies on the relationship between learning a second or a foreign language early and cognitive ability concluded that fundamental skills are enhanced by the foreign language. In this respect, Curtain stated:

*“Foreign language appears to enhance cognitive development and basic
skill performance in children.”*

(Curtain 1994: 2)

concluded that early foreign language learning provides both cognitive and social cultural benefits; it helps the child to develop his mental flexibility because he is faced to new situations. In this sense, Fuchen argued that

“Foreign language study necessitates the acquisition of new learning strategies because it is foreign; basic to preparation for a changing world is the development of abilities to meet new challenges.”

(Fuchsen 1989: 6)

The idea that exposure to what is new to the child, and therefore foreign can lead to cognitive change. This was the principle for Piaget to establish the different stages within the development of the child. Indeed, Piaget believed that the cognitive development occurs when the child encounters a new idea or experience that does not fit in his or her field of understanding. The cognitive conflict enhances a new thinking. Thus, foreign language learning can enhance the cognitive and psychological development in young children because of the conflict that such learning presents.

In addition, learning a foreign language can also show positive effects on memory and listening skills. While the ability to communicate in a different language is developed, children can also learn to see that language learning is a process and can discover that there are different ways to express themselves.

2.3.6 Later performance

In addition to developing the child basic skills of thinking and enlarging his view, early foreign language learning can enhance a lifelong ability to communicate with more people. Other benefits can be derived from the early learning including later language performance as well as school achievement.

Many research reports and studies have provided information on the benefits of early foreign language learning and the language achievement, as well as the correlation between the amount of time devoted to the language study and the language proficiency that students attain.

8) children who begin learning a foreign language in each learning for a number of years, have a better chance of developing a higher level of that language proficiency than students whose foreign language learning begins after the elementary school years do;

“When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness.”

(Curtain and Pesola 1988: 3)

Along the same lines, Ellis suggested that young learner has the benefits of many years of schooling in which he can explore this new language; he pointed out:

“The number of years’ exposure contributes greatly to the overall communicative fluency on the learners.”

(Ellis quoted in Nunan 1999)

Thus, it is acknowledged that it takes a long time to gain proficiency in a language, particularly when it is learned in a school setting. Therefore, the earlier students start, the higher the level they are likely to achieve.

Besides reaching higher levels of language proficiency, according to Marcos (1998) other benefits may include improved overall school performance and superior problem-solving skills. In fact, other research has shown that early exposure to a second language increases divergent thinking strategies, helping not only in language –related tasks, but also in areas such Maths. Children learning foreign language early can have different ways to look at a problem and that there is more than one solution. (www.torsair.com). Along the same lines, Rafferty demonstrated in his research (in USA) that third, fourth and fifth graders studying a foreign language showed significantly higher scores on the 1985 Basic Skills Language Art Test when compared to a similar group of non participants. In addition, by the fifth grade the math scores of language students were also higher than those of non language students.

Furthermore, in its 1992 report, the College Bound Seniors Entrance Examination Board (USA) reported that students who averaged four or more years of foreign language study-starting at an early age scored higher on the verbal section than those who had studied four or

tion, the average mathematics score for individuals who
n language study was identical to the average of those
who had studied four years of mathematics. (www.torsair.com).

In addition, Garfinkel (1991) concluded in his research that elementary school pupils of average academic ability showed improved reading achievement after participation in a voluntary school Foreign Language in the Elementary School (FLES) programme.

In the light of what has been mentioned above, an early learning of a foreign language has much more advantages and it has been argued that students who learn a foreign language in the elementary grades may demonstrate academic gains in other areas of the curriculum (Robinson 1998). Indeed, in 2004, a study by University College London (UCL) examined the brains of 105 who could speak more than one language. The study found that people who learned a second or foreign language when younger had denser grey matter than those who learned one later. Grey matter is the part of the brain where information is processed.

2.3.7 Skills in own language

In addition to the benefits cited above, the advantages of the early learning of a foreign language can include better skills in one's own mother tongue. Some linguists claim that learning a foreign language is a good way to improve children's command of their own language, they say that

“Study of another language reinforces understanding of grammar and of the small details of language-sounds, rhythms, intonation.”

(www.british council, 2002)

While pupils are learning the grammatical structure of another language, stronger language skills in their own language are achieved through comparison. Besides expanding their knowledge of cultures through the foreign language learning, from the early language learning, pupils can compare and contrast the two languages as different elements are presented.

about how their own language works as compared to how
more, Eugene Saviano stated:

“the person who has never comprehended, spoken, read or written a language other than his mother tongue has little or no perspective on his own language.”

(www.thememoryhole.org)

Thus, learning the foreign language can help the child to understand notions in his own language and enhance some skills such as reading and writing. In fact, reading and writing processes are similar for first and second language and vice versa (www.nnell.org). In this way, early start to foreign language learning can influence literacy skills in both first and foreign language.

On the other hand, studies on the brain and language learning revealed that the capacity to speak another language is stored in different areas of the brain. According to Winslow (1997) children who learn a foreign language store the capacity, together with their native language, in one sector of the brain. However, adult language learners store each new language learned in a separate area. This finding helped to explain why children who learn languages develop the ability to speak both with native proficiency. This can support the argument that foreign languages can be taught from elementary school as argued by Winslow.

2.4 Conclusion

In this chapter, one has attempted to sum up the main benefits that sustain an early start for learning foreign languages at elementary school. Early foreign language is desirable for several reasons: it increases the number of years in which the language can be learned at school, young children are able to learn a foreign language and may attain some language skills, namely pronunciation. Beside culturally, cognitively, and communicatively, early learning can bestow other benefits on the learners; children can discover that learning another language can be within their capacity which would strengthen positive attitudes towards the foreign language learning. On the other hand, it can develop insight in their own language and culture, and therefore help them look beyond their customary borders; and have access to the foreign culture which would improve the understanding of both the native language and the foreign one.



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stages that an early learning may bring, it is important to learning depends also on the way in which an early start is implemented, on the conditions and the methods, and not on the age factor alone. This is going to be dealt with in the subsequent chapter.

APTER THREE

EXPERIMENTAL PHASE

- 3.1 Introduction
- 3.2 Educational setting
- 3.3 Pupils' background
- 3.4 The choice of the methods
 - 3.4.1 The Direct Method
 - 3.4.2 The Audio-Lingual Method
 - 3.4.3 Total Physical Response
 - 3.4.4 The Eclectic Method
- 3.5 Research methodology
- 3.6 The implementation phase
 - 3.6.1 Group 1 (The Direct Method)
 - 3.6.2 Group 2 (The Audio-Lingual Method)
 - 3.6.3 Group 3 (Total Physical Response)
 - 3.6.4 Group 4 (The Eclectic Method)
- 3.7 Pupils' test
- 3.8 Observation of the learning groups
 - 3.8.1 Group 1
 - 3.8.2 Group 2
 - 3.8.3 Group 3
 - 3.8.4 Group 4
- 3.9 Test's results and analysis
 - 3.9.1 The Direct Method
 - 3.9.2 The Audio-Lingual Method
 - 3.9.4 Total Physical Response
 - 3.9.4 The Eclectic Method
 - 3.9.5 Comparison
- 3.10 Conclusion

EXPERIMENTAL PHASE

3.1 Introduction

The previous chapter argued about the benefits of an early start of EFL learning, yet the language teaching cannot be based just on the age factor, other considerations are also so important namely, a teaching methodology that fits the age of the learners as well as their interests. For this purpose this chapter will provide a comprehensive description of the research methodology experimented in the current study. First, it describes the educational setting of the study as well as the participants since they are directly concerned. In fact, one cannot deal with the learning/teaching matter without considering the elements that contribute to it. Next, details of the methodology are described including the steps of the present research, the selection of the methods being used, their definitions, and then their implementation in class followed by the test. The chapter will then move to the results and their analysis in order to find out the appropriate method in EFL teaching to the primary school children. This study is in fact introduced to answer the research questions cited in the general introduction, they are restated here for ease of reading:

- What to teach young beginners and how should EFL teaching be?
- Can any method satisfy young learners?

3.2 Educational setting

English as a foreign language, in our country, was mandated by the Ministry of Education (2002-2003) to start in the seventh year of schooling which corresponds to the first year of intermediate school. However, many private elementary schools offer English teaching to their pupils, generally from the second year in some schools or from the third grades in others.

In the case of the present work, English is implemented in this private school from the third year; pupils usually receive a two hour-English class per week. There is no official curriculum to include the language as a subject along with the others; yet, pupils actually

in their school program (even English). Moreover, as a result of the financial and economic practice for some parents to send their children to private elementary schools. In addition, they seek for a better education for them.

In fact, in the private primary school where the present study takes place, the policy is to enhance languages from the early years. Indeed, before schooling, the child can start at the age of three in what is known as cycle one, which in fact represents years of nursery. This is a three-year period: from the age of three to six. In the first two years, the child is helped to discover another world different from his home; how to respect the others and communicate with them. In other words, he learns progressively the rules of a common life. This implies work on oral language. In addition, the child at this step learns how to use a brush for painting and how to handle a pen to draw lines, curves and loops which will become letters and numbers later. Counting and colouring are also developed. Yet, emphasis is primarily on oral language through games of words and songs. In the third year of this cycle, the school offers the child of five a preschool programme. At this step, the child is prepared for the programme of the first year of compulsory school, which is important to pave the way for the school learning. The child is taught handwriting, holding a copybook, the days, the seasons, the colours. Besides, he learns to recognize and differentiate between the natural places: forests, desert, mountains, and urban places such as the market, the districts... In addition, all what has just been cited is in Arabic as well as in French, that is, French is also introduced early claiming to develop the linguistic potentialities the child possesses. Indeed, some children in this setting are already predisposed to learn French as their parents interact with them in both languages-mother tongue and French. As already mentioned in chapter one, French is a second language in the society. It is surrounding the child everyday, at home, in TV children programs through the satellite dish.

The second cycle of the private school includes the first three years of elementary school where the child carries on the learning process of languages beside other subjects. Classical Arabic and French are developed but respecting the number of hours for Arabic as stated by the Ministry. That is, sessions for French instruction are offered in short time compared to Classical Arabic. At this level, the child can construct short and simple sentences. The last cycle includes the last three years in the setting, language skills are also enhanced in the studied languages including the four skills: listening, speaking, reading and writing.

Before going proceeding to decision-taking: i.e., which method or technique to apply, what to teach and how, it is important to have an idea about one's pupils since they are directly involved in the learning process. That is, to know their needs, interests and knowledge because

“Planning objectives without first assessing the needs and abilities of the learners is a risky procedure that often leads to inappropriate, irrelevant or unnecessary teaching.”

(Giusti & Hogg 1973)

One started the experimental protocol by choosing a given population, the 24 pupils of the third year of the elementary level were chosen. They are about 8 years old. Thus, they fall in the third stage in Piaget's theory of cognitive development: the concrete operational stage (see chapter one). This step is characterized by the acquired ability to perform simple logical operations. That is, during this stage children begin to reason logically, and organize thoughts coherently. Yet, they can only think about actual physical objects, they cannot handle abstract reasoning. (Piaget 1965).

The pupils have been divided into 4 groups. The selection was based on the following criteria:

- a. Age: third year school pupils were targeted in the present work.
- b. Sex: both male and female pupils were included and in a balanced ratio; 4 girls and two boys in each group. They were randomly selected from the list.
- c. Socio-cultural background: the pupils are almost from the same socio-cultural background according to the questionnaire given to the parents (see appendix 1). In addition, pupils have both literate parents and at least a graduate parent. It is important to consider the parents' education because when parents have an understanding of EFL objectives, they can provide a supportive atmosphere for the pupils outside classroom. Besides, the notions of good or bad are defined by what is approved or disapproved by the family, above all the parents. Thus, parents can influence their children's attitudes towards EFL learning.

Before dealing further with the research methodology, one had to deal with the selection of the methods. Actually, the choice of the methods depended largely on the learners, their age, their nature and other factors. Meanwhile, the selection of these methods has not been done very easily. First, because of the great number of EFL teaching methods. Then, in our country, the teaching of EFL is not usual in the elementary settings. Nevertheless, the selection has been carried out on the basis of the following criteria (although some other methods may correspond to these criteria, one has limited the number to four, besides the limited number of the case study participants):

- Pupils' age: that is the possibility to apply the principles of these methods with 8 year children. These principles are going to be dealt with when each method is defined and then implemented.
- Pupils' level: the participants are true beginners in the target language; the foreign language is actually new for them. There is no direct contact with it and it is studied only inside the school within limited time. Applied linguists have frequently stressed the importance of drawing on both the learners' experience and knowledge when designing methods and materials (Widdowson 1979, Cook 1983).
- The shift from what Nunan (1988) refers to as a shift from teacher-centred practice to learner-centred pedagogy where more recognition is given to learners in the teaching process. Learners are allowed to participate while the teacher is providing information. Besides, they are to use their own imagination. They can even be familiar and participate in the identification of the educational objectives as seen in Bloom's taxonomy (cf. chapter one).

3.4.1 The Direct Method

The first short-listed method was the Direct Method. The Direct Method is not a recent method, yet, it is still used until nowadays. In fact it emerged as an opposition to its previous method: The Grammar Translation Method, which as its name shows, it refers to a teaching

of the mother tongue and emphasis on grammar and d The Natural Method focuses on the oral skills. The basic premise of the method is that the target language learning should be more like first language. The method includes lots of oral interaction, spontaneous use of the target language, no translation between the first and the foreign language, and grammar rules are not taught explicitly, they are acquired through practice: no explicit teaching of grammar. Vocabulary is presented through realia: demonstration, objects, or pictures. The Direct Method is also based on situations or topics, not only on linguistic structures.

3.4.2 The Audio-Lingual Method

It was also known as The Oral Approach, and Aural-oral Method. It is like The Direct Method concerning the emphasis on oral skills. Brooks (1964) argued that language is “*primarily what is spoken and secondarily what is written.*”

(quoted in Richards & Rogers 1994: 49)

In fact, The Audio-Lingual Method emerged to meet the militaries’ need for foreign language proficiency in listening and speaking skills during and after World War II. The method is directly linked to Behaviourism lead by Skinner (cf chapter one, p. 20). The elements of the target language are taught through drilling, repetition and habit- formation. For the method reinforcement is important to help the learners respond correctly to stimuli. According to Skinner (1957) and Brown (1980), emphasis on repetition necessitated emphasis on accuracy, claiming that repetition of errors would lead to the fixed acquisition. That is, he formation of bad habits. Vocabulary is presented within context and grammatical structures are taught through drills. In addition, imitation and memorization are major principles within the method. Hence, emphasis on oral skills delay the teaching of writing and reading. Moulton (1961) claimed that

“Language is speech not writing, a language is a set of habits. Teach the language not about a language, a language is what its native speakers say, not what someone thinks they ought to say.”

(quoted in Richards & Rogers 1994: 49)

organized by grammatical structures and presented through dialogues. The teacher focuses on accurately mimicking the pronunciation and grammatical structures in these dialogues. Hence, grammar rules are not explained in an explicit way.

3.4.3 Total Physical Response

Known as TPR, it was popularised in the 1960s and 1970s by James Asher. The TPR was also called The Comprehensive Approach. This means that emphasis is put primarily on understanding sentences in the target language before speaking. TPR is based on the principle that learning should follow the same steps of learning the mother tongue. That is, learners learn new vocabulary and grammatical features in the same manner that the child acquires his or her first language. Based on Piaget's work (cf. chapter one), Asher (1977) argued that mother tongue learning is through motor skills. He explained that understanding and speaking are located in different areas in the brain. Talking comes from 'Broca's' area in the left brain whereas understanding or comprehension takes place in 'Wernicke's' area in the right brain. The principle of the method is that understanding should occur before speaking. In this sense, all language input is internalised through a silent period; production then emerges gradually.

In a TPR classroom, teaching the target language is through physical activities. That is, the teacher models actions that the learners mimic as they hear vocabulary words and commands in the target language thus, for each vocabulary word or phrase occurs a particular action so that there is a permanent association between the brain and the muscles. Thereby, the use of the imperative is dominant, Asher stated:

“Most of the grammatical structure of the target language and hundreds of vocabulary items can be learned from the skilful use of the imperative.”

(Asher 1977: 4)

Besides, the target language is presented in wholes not in single lexical items. On the other hand, the method also draws principles from the humanistic psychology concerning the affective factors in language learning. In fact, TPR aims at reducing the stress learners feel in the learning process.

As defined in Oxford dictionary, eclectic refers to what is “not restricted to one source of ideas, but choosing from or using a wide range”. Concerning methodology of foreign language teaching, Eclecticism means selecting and choosing what seems best of various methods, as opposed to using only one method. It was also termed The Complete Method, as proposed by Palmer (1922). According to Palmer, The Complete Method is not a compromise between two antagonist approaches, but it incorporates what is valuable in any method of teaching and “refuses to recognize any conflict”, it takes what seems good and rejects what seems bad. Palmer stated:

“The Complete Method will embody every type of teaching except bad teaching, and every process of learning except defective learning.”

(Palmer 1922)

A similar attitude expressed by Girard (1986) who claimed that an eclectic teacher aims to achieve the maximum benefit from the methods and techniques at his or her disposal.

3.5 Research methodology

As already mentioned, the case study participants have been divided randomly from the list into four groups-each group included the same number of pupils (6), making a balance ratio in terms of sex: 4 girls and 2 boys in each group.

For the purpose of obtaining data that will help to answer the main questions of this research, the present experimental protocol has been devised as a two-phase process. The first phase of the research consists of the implementation of different methods in class. Each group will be taught under a method as follows: The Direct Method for the first group, The Audio-Lingual Method to the second group, the third group under Total Physical Response (TPR) and the fourth group under The Eclectic Method. Besides, observation during the lessons will follow from our part.

common test which will be given to all groups in order to results will be compared to find out which method will give higher outcomes.

- Methodology for phase I: Observation

This step included observation on the lessons under the different methods, Kerlinger pointed out

“observation means looking at people and listening to them talk, one can infer the meaning, characteristics, motivation, feeling and intentions of others on the basis of observations”.

(Kerlinger 1986)

Observation at this stage helps to provide qualitative data through the case study observation data. The motivation of going through observation comes from the fact that it helps understanding the pupils, their learning, their reactions towards the methods, and all what cannot be measured. Kaplan and Maxwell (1994) argue that the goal of understanding a phenomenon from the point of view of the participants and its particular social and institutional context can be achieved through observation.

Nevertheless, in the present study, one will observe the pupils in terms of some criteria. Yet, one cannot afford to cover all the aspects of the four skills of the target language. Thereby, one claims to evoke the aspects of learning that concern mainly the productive skills. These latter may help more in the observation step as well as in the test. Thus, the following criteria will constitute the observation grid:

- Vocabulary: the vocabulary items will be presented in the specific method to each group. At the end of each lesson, the pupils will be given an exercise concerning this criterion and where they are expected to supply answers.

is applied to this criterion, as for vocabulary just
e given a task where they are expected to use the
grammatical point explained in the lesson.

- Pronunciation: it concerns the way the pupil utter words or phrases, whether when speaking or when reading aloud. It depends on the methods.
- Proficiency: this criterion is directly linked to the pupils' utterances when speaking. Focus of observation goes principally on whether the message of their sentences or questions is conveyed. In other words, it concerns the connection between their speech and the meaning.
- Accuracy: this criterion deals also with pupils' speaking. However, this is concerned with the correctness of the pupils' performance.
- Spelling: at the end of the lesson pupils will be asked to write some words through dictation. Observation deals with the way pupils write the words already taught in the lessons.

As mentioned above, limitation on criteria to be observed has been made. These criteria will be evaluated. Yet, in this stage another criterion will be observed which cannot be evaluated. It concerns the pupils' reaction towards the methods.

- Methodology for phase II: Test

This stage involves a test. Through pupils' performance, the results will help to complement the observations. The test is a tool of a 'summative evaluation' type. A summative evaluation uses numeric scores or letter grades to assess learners' achievement in order to see how well the groups performed. It includes looking at the quality of the results obtained. The objective is to examine the outcomes of each group and consequently the methods. Indeed, at this stage this evaluation helps to provide feedback about the methods that have been implemented. In fact, the same test will be given to the four groups so that the pupils' output will be compared. Besides, the same criteria dealt with during the observation will be evaluated. The objective is to

Specific to the methods have been met, and to find out the results. On the other hand, to find out which difficulties can the pupils encounter during the EFL learning process. One will seek to establish what results will be obtainable in terms of direct improvements in pupils' foreign language ability. Thus, comparisons between the obtained results of the methods will follow. That is, the pupils' performance and grades in the target language will be compared in order to answer the research questions. Understanding of the numerical data is important at this stage. Indeed, qualitative data is crucial in explaining what lies beyond the numbers obtained.

3.6 The implementation phase

In fact, all the groups will have a lesson dealing with the same theme: "Parts of the body" providing the same parts and the same grammatical feature-the possessive adjectives 'His' and 'Her'. This will help in the sense that all groups will have the same input. However, because of the pupils' age and level, and limited time, the lesson will include the parts of the head: hair/ eyes/ ears/ nose/ mouth. The remaining parts will be presented later in a song (see appendix 3); it includes some parts already taught in the lesson and new ones. Before the presentation of the lesson, each group is explained what they are expected to do through the method. In fact, the lesson will proceed through three steps in the following way:

- Step 1:

It consists of presenting the new vocabulary items as well as the grammatical feature in a clear context to get across their meanings. This is carried out in a variety of techniques specific to each method.

- Step 2:

At this stage, pupils are asked to complete a kind of controlled practice. They are helped to use the target language correctly and become more familiar with it.

- Step 3:

The pupils at this stage are expected to move to production. They are given activities and tasks where they have to produce the target language items presented in the previous steps. The step also includes the same type of exercises for the groups.

Step 1: The lesson was presented through a short passage which included two paragraphs, each paragraph described a clown of different sex (see appendix 2, p.111), and two big pictures representing the clowns were placed on the board in order to use them when explaining. Pupils were asked to read in turns a sentence from the passage. The part of the picture the sentence described was pointed to after each pupil had read his or her sentence; the new words were explained in the target language through the pictures and realia: examples from the classroom were added. Then, questions were asked to which pupils tried to answer. The question and answer session included the new vocabulary items; for instance, pointing at a picture and asking “is this her mouth? / is it big? /what colour is it? What colour are her eyes?”. The objective of this step was to make a direct link between the new items and the target language.

Afterwards, in the second step, pupils were asked to pose questions and their classmates tried to answer, when mistakes occurred, they were corrected immediately but not directly by the teacher, that is, pupils found the correction by themselves. The objective here was to make pupils communicate in the target language through the questions and answers.

In the last step, pupils were given exercises and activities which included the use of vocabulary and grammar use. The aim was to check pupils’ comprehension and retention of what had been taught. The first exercise involved a picture of a face which pupils were expected to label its parts. Then, another exercise of gap filling was given which concerned the grammatical structure of the lesson (see appendix 2, p. 111).

3.6.2 Group 2 (The Audio-Lingual Method)

This lesson was presented through a dialogue between two friends who were at the circus. The names used were taken from the first language since the pupils at this level are not very familiar with foreign names (see appendix 2, p 112). In the first step the dialogue was presented and the pupils were expected to listen to the whole of it. Then, they were asked to repeat each line after a given model. They repeated the same line several times before they moved to the next one. When the pupils repeated the whole dialogue several times, they were given the role of the boy in the dialogue while the girl’s lines were provided. Next, the roles were switched. Afterwards, the

half gets to say on their own either the boy or the girl's. In this dialogue, the boys were asked to take the boy's part whereas all the girls took the girl's part of the dialogue. A chain drill followed and individual repetitions.

The next step was the major step of the lesson. Drills continued, but not as simple repetitions as in the previous step, they were through substitutions in which pupils were expected to repeat a sentence from the dialogue and replace a word with a proposed cue, this latter was illustrated either by a picture, a drawing or realia (an example from the classroom). Then, drills on the grammatical structure followed. Praise after correct answer was expressed. The objective of the method was to form new habits in the target language so that the learners could use it automatically without stopping to think.

In the last step, pupils were given 2 exercises where they had to supply answers. The first exercise consisted in labelling a picture with the parts presented previously, and the second exercise was a gap filling dealing with the grammatical point of the lesson (see appendix 2, p 112).

3.6.3 Group 3 (TPR)

First, pupils were told in their first language that commands would be given in the target language, that they had just to listen and see, and then perform. Therefore, in the first step two pupils: a boy and a girl were chosen for the purpose of the lesson in terms of the grammatical structure.

In fact, there were 5 commands (see appendix 2, p 113). They were presented through physical performance. The first command was repeated with its corresponding action for several times before moving to the next one which was presented in the same way. Subsequently, a command was presented after another and every time a new one was added, the preceding command was reformed. In addition, changes on the order of the commands also occurred until all the commands were presented. The objective in this step was to activate the pupils' memory.

who were observing the performances, were asked to they were helped and then were asked to. However, when confusions occurred on a command, it was performed again as in step one. The objective at this stage was to develop the pupils' understanding before they were asked to speak or write.

In the last step, the pupils were expected to utter the commands. In fact, each pupil was asked to give the commands already taught to his or her classmates so that they performed them. At the end, the commands were written on the board, when each command was written, it was performed again. The pupils were then asked to copy them on their copybooks. Exercises followed just as in the previous groups. Exercise one where the young learners were expected to label a picture. And in exercise two, the pupils were expected to supply answers with the grammatical structure of the lesson (see appendix 2, p. 113).

3.6.4 Group 4 (The Eclectic Method)

In the first step, pictures of each part were placed on the board. The group was asked to listen to each part and repeat it for several times before moving to the next one. Continuing in the same manner until all the parts were presented. Then, giving commands in which the taught items were included (see appendix 2, p. 14). Each command was explained as in TPR and then performed by the pupils. Abstract words were translated providing examples from the classroom. Afterwards, the grammatical feature was presented through a short passage written on the board supplied with corresponding pictures (cf. the same appendix). Each sentence was read whereas the group was listening, when coming at the grammatical point, it was stressed and at the same time the referred picture was pointed at. Questions followed and the pupils were expected to give answers. Next, they were asked to draw the pictures with the passage on their copybooks.

In the next step, a drawing was put on the board and the group was expected to label the part pointed at orally, each time a part was labelled, it was written on the drawing and pupils were asked to spell it orally. Spelling repetition occurred several times. The objective was to develop a right spelling of the taught items. Then, another session of questions took place.

In the last step, pupils asked questions to their classmates who, in turn tried to supply answers. And then, they tried to give some commands to be performed. Afterwards, the same

allowed. That is, an exercise of labelling a picture, and giving the grammar point.

3.7 Pupils' test

In fact, there are two factors that are important for test quality, namely test validity and test reliability. The former concerns the appropriateness of the test for the target language as well as for the pupils being tested. The latter is linked to test validity. In other words valid tests are reliable; however, a reliable test is not necessarily valid. Test reliability pertains to the accuracy and consistency of the test scores. In this respect, the test at this level is complementary to the constant observation during the methods' implementation. It is added as a tool of assessment in order to assess the groups as well as the methods, and consequently, to answer the questions of the present research. Nevertheless, for the purpose of test validity and reliability, the same test was given to all the groups so that comparison of the results can be possible. Moreover, the same criteria cited above in the observation grid were evaluated. Thereby, the groups were asked to answer a set of exercises under the same conditions of learning. That is, as a natural extension of the learning activities. They were informed that their papers were not going to be graded or marked in order to decrease their anxiety because

“Young learners are notoriously poor test-takers...The younger the child being evaluated, assessed or tested, the more errors are made...and the greater the risk of assigning false labels to them.”

(Katz 1997)

Indeed, in this test the criteria are assessed separately, not as in usual tests where marks of each exercise are added to get the final mark.

In fact, the test included three exercises (see appendix 4) and as already mentioned, and to add more emphasis to validity, focus was on the productive skills. In the first exercise, the pupils were asked to label a picture of a body with the vocabulary items taught in the lesson. The criteria assessed through this exercise concerned vocabulary and spelling. The second exercise also dealt with vocabulary but in a reverse manner from the previous exercise. That is, from verbal to non-verbal. Yet, for more reliability, it is important to mention that the first exercise was given, and

as collected and then the remaining exercises were added answers from exercise 2. The last exercise involved two pictures-of a boy and a girl. Sentences were given; each one referred to a specific picture. Pupils were expected to read the sentences and colour the right part of the pictures. The aim of this exercise was to evaluate the criterion concerning the grammatical structure dealt with in the lesson.

Since the methods implemented dealt mainly with speaking, an oral test was needed. It was through two different pictures (of a boy and a girl). Pupils were asked to say what they could see. The remaining criteria were concerned. That is, pronunciation, proficiency and accuracy.

On the other hand, for the purpose of objectivity, two teachers of the target language were chosen in order to evaluate the criteria. Thereby, the average of their grades was taken as a reference on which the analysis and interpretation were going to be based on. The evaluation grid would be on the basis that every criterion was evaluated through a scale from 0 to 10. The score 0 referred to a total difficulty in the criterion whereas the score of 10 meant a total absence of difficulty in that criterion.

3.8 Observation of the learning groups

3.8.1 Group 1

Before dealing with the criteria in details, observation goes on the first step of the lesson. In fact, when pupils were asked to read the passage, they all faced difficulties. That is, they could utter some familiar words but when they arrived at new ones, hesitation occurred; some waited for help whereas others simply read the words in French pronunciation, for example mouth, clown and small were pronounced /muθ/, /klu:n/ and /smæl/ respectively.

On the other hand, when they understood an item that was explained in the target language, they immediately translated it to their L₁ although they were all the time reminded not to use any other language. In addition, when the group was asked if there were any questions about an item in the passage, no one did. However, when they wanted to confirm their word understanding, they said it in Arabic or French. Thus, although the method aims at making

they kept comparing the languages and used translation. It was not actually clear for everyone, some pupils asked for the meaning (not in the target language).

Furthermore, dealing with vocabulary criterion, when the group was given the task to use the taught vocabulary, the majority gave satisfactory answers. That is they could label the picture with the appropriate parts.

Concerning grammar, the same thing was observed. When the task to fill in the gaps with the appropriate possessive adjective was given, the big majority supplied correct answers. However, in terms of pronunciation, when asked to read the sentences to which the group supplied the grammatical items, the same false pronunciation occurred on the words read at the beginning in step one. Although correction occurred, some pupils seemed to stick to the first pronunciation.

Meanwhile, when the pupils asked questions to each others in step two, proficiency can be said to be attained to some extent. Indeed, some questions were understood and then could be answered. Examples of this can be cited: “is it hair short?”/ “is it a nose small?”/ “is a hair blue?”/ “her hair is long?”/ “what colour is hair?”. In addition, when the questions were corrected just as the method suggests without providing the correct sentence directly but by giving the pupils a choice or repeating the wrong sentence in an interrogative way; some pupils managed to correct themselves or their classmates. Indeed, some questions were given such as: “is her hair long?”/ “are his eyes big?”. Thus, accuracy seemed to be achieved if pupils were sustained and helped, otherwise not all pupils succeeded in using the grammatical feature appropriately when speaking although the majority supplied correct answers in the written exercise.

Concerning spelling, most pupils if not all seemed to have difficulties writing correct words. In fact, when asked to label the picture, they gave correct answers yet a wrong spelling.

One can conclude that the pupils liked the fact to speak in the target language although in the beginning, when they were told that the entire lesson was going to be explained in the target language and that they were not allowed to use their L₁, they feared not to understand; yet, they

1, although from their part some use of the mother tongue and as posited by Miliani:

“It (The Direct Method) makes great demands on the professionalism, gifts, experience, energy and spontaneity of the teacher to solve pedagogical problems: only resourceful highly intelligent students benefit from the method. It is time-consuming because translation as a saving-time technique is never used.”

(Miliani 2003: 56)

Indeed, some pupils felt relaxed at the end of the lesson from the constant repetitions and some of them expressed the fact that they felt tired and that they spoke a lot.

3.8.2 Group 2

The lesson applied to this group included a dialogue to be memorized through repetition in the first step. Yet, when pupils were asked to perform it as the method suggests, they could not. Only few of them managed to go further in lines but not to the end of the whole dialogue. Moreover, when the class was asked to repeat, some pupils simply did not, and some pupils even asked to be given the written dialogue as a support so that they could read what they repeated.

Concerning vocabulary, all pupils could recognize the parts taught in the first step of the lesson. Thus, there were not difficulties on this criterion. In terms of grammar, when the group was asked to fill in the gaps with the possessive adjectives seen in the first part of the lesson, some pupils gave correct answers whereas others completely inverted the grammatical feature. Speaking about pronunciation, the group attained a good one for the taught items, although one or two pupils pronounced /θ/ of mouth /f/, but, soon corrected themselves through repetition.

Concerning proficiency, when the pupils were asked to supply answers orally through substitution drills, at first, they all hesitated to answer, then few tried to. Then, when a correct answer was given and praise followed, they participated more. Yet, the criterion was not actually satisfactory since the pupils did not convey always a meaning through their answers; they only

est through praise which encouraged them to participate
ne incorrect. Thus, in terms of accuracy, correct sentences
were very rare, confusion occurred very often although the majority answered correctly in the fill
in the gap exercise about the grammatical structure.

Spelling also was not at all satisfactory. In fact, few pupils wrote one or two items correctly otherwise, spelling words depended directly on the way they pronounced them; for example they wrote: ‘mowf, irs, her, aiyz, and nowz’ for ‘mouth, ears, hair, eyes, and nose’ respectively.

One shall conclude with the reaction of the pupils towards the lesson. In fact, the group was tired at the end of the lesson. They confessed it and claimed that they spoke too much. Indeed, it made them tired of speaking without actually reaching the aim of the method which is developing the speaking skill. It seemed too much asking and beyond their ability to keep following mainly through the drill session. However, they liked the fact of being praised- every time a pupil was praised he or she turned to her classmates and told them that she received a ‘very good’ for instance.

3.8.3 Group 3

In this lesson all pupils could be seen if they were involved since it was through actions and physical responses. Dealing with vocabulary, when the group was expected to perform the commands, it was successful for the majority of the group. If a pupil confused, he immediately corrected when he saw his friends pointing the right part, or some of them shouted the part whether in the target language or its translation. Yet, in the third step, all pupils could recognize the vocabulary items taught in the first step and supply correct answers in the first exercise. However, mistakes of spelling occurred for the majority of the group.

In terms of grammatical performance, confusion occurred in the second step when pupils where asked to perform the commands they heard. The majority focused on vocabulary: the parts being taught more than the grammatical point: “his or her”. Meanwhile, when correction was made through performing the commands for several times, in step three much less confusion was found. If it occurred by a pupil, his classmates shouted at him repeating the grammatical item

times in L_1 , thus correction was immediately done. answers they supplied were correct.

As for pronunciation, when asked to read the sentences they filled with the grammar point, the majority could pronounce the words properly; the same remark was made when they gave commands.

Proficiency criterion was more or less satisfactory, some pupils could remember the commands used in the lesson. They even used their curiosity and imagination which led to invent their own commands such as “tap his head / tap her cheeks” but they did not give them in the target language: they asked how they could give them in the target language. However, when some pupils forgot the command they performed it and their classmates helped by giving the corresponding command.

Speaking about accuracy, the pupils rarely used the grammatical feature when giving the commands, or simply omitted it for instance: “touch the mouth, touch your nose” but rarely “touch his nose”. On the other hand, spelling was not satisfactory, most pupils could not write the words properly.

Finally, the entire group enjoyed the lesson because they were allowed to leave their seats and move. For them it was not something usual in a formal setting where they were expected to sit and learn. During the lesson, all the pupils were involved even those who were shy could participate with their classmates. The pupils expressed the idea that this lesson seemed as a game.

3.8.4 Group 4

This lesson involved a variety of techniques including those used for the previous groups. Concerning vocabulary, all the pupils were able to supply correct answers and recognize the different parts being taught. When asked to perform the commands in the beginning, some pupils hesitated to show the right part, yet after correction and repetition, they could overcome their doubt.

ls also gave correct answers in the fill-in-the-gap exercise. and the grammatical feature were understood, the learners translated them and some of them compared them with their second language. Therefore, their inductive discovery was confirmed and repeated orally in their first language.

In terms of pronunciation, it was attained to some extent, when asked to read the sentences to which they supplied the answers, the words were properly uttered. Yet, some confused /θ/ with /f/ in mouth. However, they were corrected through repeating the word for several times after explaining that the sound existed in their first language, examples of the sound in words in L₁ were given.

Speaking about proficiency, in the questions/ answers session, the pupils managed to ask questions in a meaningful way. That is their questions were clear and thus could be answered, examples of this can be “is his eyes big? / is his a short hair?”. Meanwhile, accuracy was not achieved. Although the young learners could pose questions, correct ones were very rare as in “is hair her long?” then the same pupil asked “is his ears small?”. Thereby, applying what they knew was not always evident.

On the other hand, the pupils managed to write correct words, only one of them made mistakes in some items such as ‘haire and aers’ for ‘hair and ears’ respectively.

Concluding with the young learners’ reaction towards the lesson and hence to the method, it could be seen that they liked the fact to say something in the target language, and they liked more the fact of receiving praise. In addition, they enjoyed leaving their seats and moving round the classroom.

3.9 Test’s results and analysis

3.9.1 The Direct Method (group 1)

The results of the test in this group were higher in grammar. The entire group had satisfactory scores in this criterion varying from 5 to 8. Almost the same average was found concerning vocabulary. Meanwhile, proficiency average was barely medium. Yet, the lowest

riterion. The criteria averages are represented in the table

below:

pupils	vocabulary	grammar	pronunciation	proficiency	accuracy	spelling
p ⁷ 1	7	7	5	6	4	5
p 2	7	5	4	2	2	5
p 3	6	8	3	6	3	4
p 4	5	7	5	6	5	4
p 5	6	6	4	5	2	3
p 6	6	8	3	5	2	2
average	6,17	6,83	4,00	5,00	3,00	3,83

Table 3.1: The Direct Method

Although, focus in this method is vocabulary over grammar, results showed that grammar has been attained as successfully as vocabulary. Whereas focus on pronunciation aiming at enhancing this criterion, through this method, did not actually lead to the hoped attainment. Indeed, the average obtained in the criterion was not really satisfactory as represented in the following figure. The figure, in fact, represents the criteria achievement in the test:

⁷ P= Pupil.

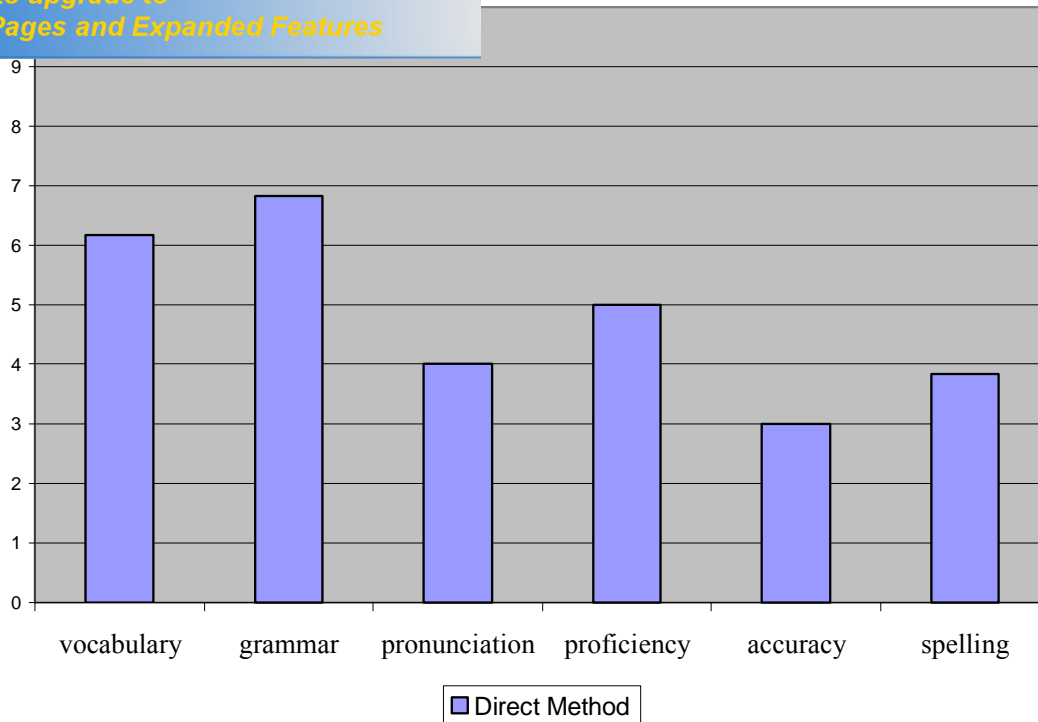


Figure 3.1: The Direct Method

Concerning accuracy, it is the lowest average scored in the test (cf. Figure 3.1). From the observation during the lesson under this method, it can be said that when the pupils were assisted, they managed to give some correct sentences. Yet, in the test, correct sentences were very rare.

3.9.2 The Audio-Lingual Method

The group test's results under this method showed that vocabulary criterion was the highest compared to the other criteria, followed by pronunciation and then grammar, this is clearly represented in figure 3.2. In fact, the three criteria can be said to be achieved. On the other hand, although this method puts emphasis on grammar, this latter average was just medium. Meanwhile, proficiency average was low compared to the objective aimed at- when putting too much emphasis on speaking, although some pupils could reach a positive average in the criterion as shown in Table 3.2.

	vocabulary	grammar	pronunciation	proficiency	accuracy	spelling
p 7	6	6	5	5	2	3
p 8	3	2	7	2	1	4
p 9	7	6	6	3	3	2
p 10	7	5	6	4	2	5
p 11	6	4	5	3	2	2
p 12	7	7	6	6	5	4
average	6,00	5,00	5,83	3,83	2,50	3,33

Table 3.2: The Audio-Lingual Method

Concerning accuracy, it had the lowest average just followed by spelling. Both represented low results in the group (cf. Figure 3.2). In fact, all the criteria averages are represented in the following figure for a clear representation:

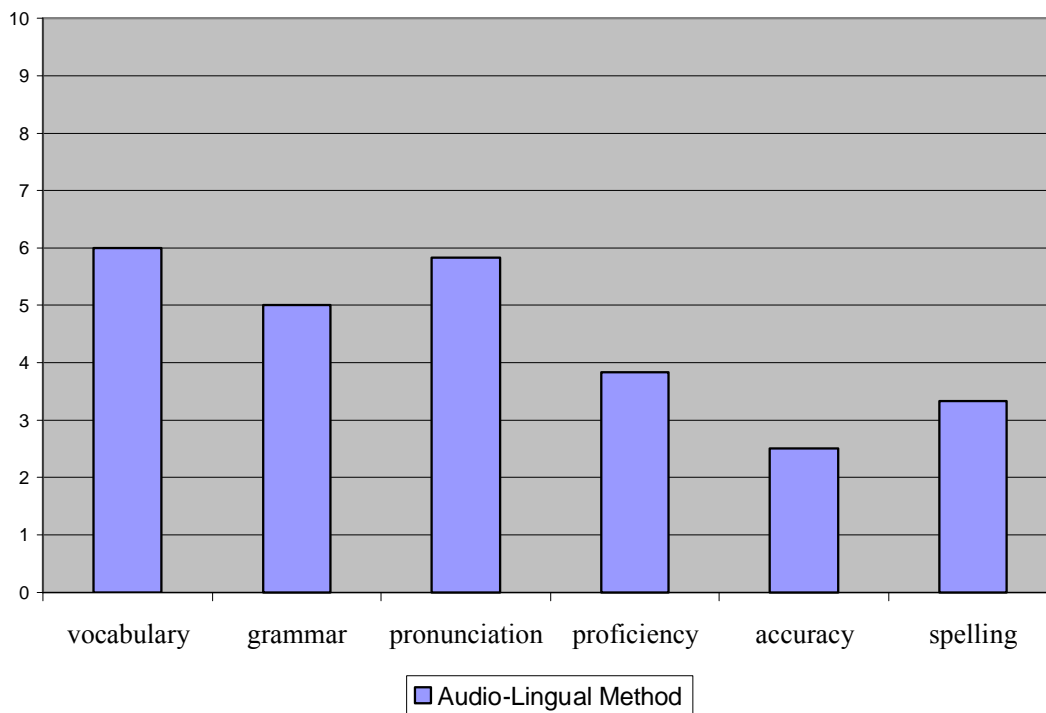


Figure 3.2: The Audio-Lingual Method

(TPR)

In this method, the averages were higher in both vocabulary and grammar. All pupils had positive scores in these two criteria; this is clearly seen in Table 3.3. Pronunciation’s average was nearly medium; most of the pupils could hardly utter the words with the right pronunciation. However, most pupils encountered difficulties in terms of proficiency, accuracy and spelling; the averages in these criteria were actually low. Indeed, any pupil managed to spell the items already taught correctly although they seemed familiar to them. In this respect, work on spelling is still needed to improve this criterion.

pupils	vocabulary	grammar	pronunciation	proficiency	accuracy	spelling
p 13	6	8	4	2	2	3
p 14	7	6	5	4	2	1
p 15	8	8	4	3	2	4
p 16	7	7	5	5	3	2
p 17	8	7	6	2	2	3
p 18	7	7	4	4	3	2
average	7,17	7,17	4,67	3,33	2,33	2,50

Table 3.3: Total Physical Response (TPR)

Furthermore, the results can be said to respect the objectives of the method. That is, understanding before speaking, and spoken language over the written one. This can be clearly seen in Figure 3.3. Indeed, accuracy and spelling achievements were much lower than vocabulary and grammar attainment. In other words, the children seemed to have acquired the taught items of vocabulary and the grammatical point of the lesson but to come to a successful use of them was still out of reach. Yet, the group attainment in terms of pronunciation was hardly medium. The following histogram shows clearly the difference between the criteria attainment within this group where vocabulary and grammar achievement went much beyond the remaining criteria. These latter were even under the average as opposed to the former ones.

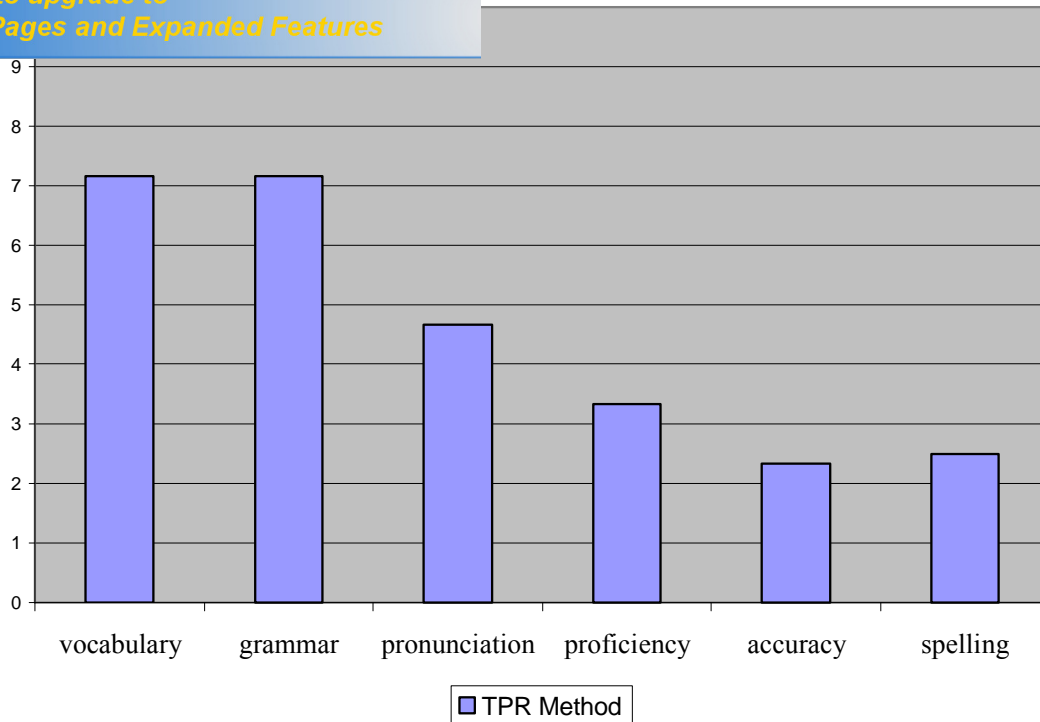


Figure 3.3: Total Physical Response

3.9.4 The Eclectic Method

Most pupils of the group under this method achieved positive results. As Table 3.4 shows, all pupils had satisfactory results in terms of vocabulary, grammar and pronunciation. The scores of proficiency and spelling were about the average. However, most pupils still had difficulties concerning accuracy. The table below gives in details the scores obtained:

pupils	vocabulary	grammar	pronunciation	proficiency	accuracy	spelling
p 19	8	7	6	5	4	5
p 20	8	6	7	6	4	4
p 21	7	8	6	7	5	6
p 22	6	8	7	6	4	5
p 23	7	5	5	5	3	5
p 24	8	7	6	6	4	6
average	7,33	6,83	6,17	5,83	4,00	5,17

Table 3.4: The Eclectic Method

es set through this method, namely to enhance as much
 ned. This can be seen through Figure 3.4 which represents
 the criteria achievement of the group. It can be seen that vocabulary and grammar achievements
 were still higher in this group. Besides, pronunciation and proficiency averages were over the
 medium which seems to be a good beginning for the children. However, accuracy was the only
 criterion which was not achieved successfully; its average was under the medium.

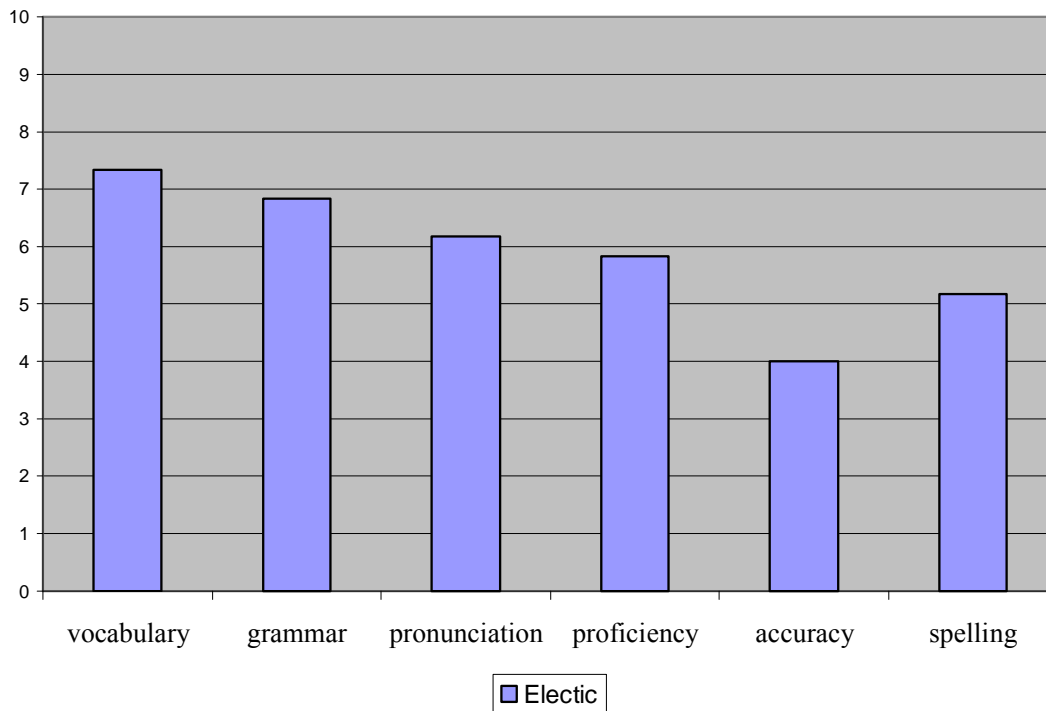


Figure 3.4: The Eclectic Method

3.9.5 Comparison

When comparing the groups' averages of the different methods (cf. Table 3.5), it can be
 seen that the Eclectic Method led to the highest average and consequently to a positive
 percentage 58,90%. The percentages in Table 3.5 were based on the row total representing the
 rate of success of each group regarding the method. Thereby, The Direct Method scored about a
 medium average 48,10%. Meanwhile, The Audio-Lingual and The Total Physical Response
 Method had nearly the same rate of success- 44,20% and 45,30% respectively.

	pronunciation	proficiency	accuracy	spelling	average	R,S %		
Direct	6,17	6,83	4,00	5,00	3,00	3,83	4,81	47,50
Audio-Lingual	6,00	5,00	5,83	3,83	2,50	3,33	4,42	43,30
TPR	7,17	7,17	4,67	3,33	2,33	2,50	4,53	44,70
Eclectic	7,33	6,83	6,17	5,83	4,00	5,17	5,89	58,30

Table 3.5: Comparison

Comparison of the criteria results of each method is represented in Figure 3.5 which can provide a better understanding of the results obtained. Starting with vocabulary, it can be said that all the groups performed well in it; yet, The Eclectic and TPR were better. This leads to the conclusion that vocabulary can be learned through The Direct Method and The Audio-Lingual techniques, using pictures and realia. However, it is better when the physical response is added.

Concerning grammar, the majority of the methods witnessed a high average. Yet, in The Audio-Lingual Method, the average of the group was just medium. Thus, grammar teaching through drills does not always lead to a good attainment. However, in terms of pronunciation, the method scored a higher success just as The Eclectic one. Meanwhile, The Direct Method witnessed the lowest degree. This method in return, gave a medium average in proficiency, yet higher compared to The Audio-Lingual or TPR. The criterion was best achieved through The Eclectic Method.

Dealing with accuracy, all the groups did not attain the average. Yet, The Eclectic followed by The Direct Method gave better scores than The Audio-Lingual followed by TPR. Regarding spelling, the highest score was in The Eclectic Method, still it was just medium. However, the remaining methods scored low averages. The following figure represents the comparison of the criteria achievements:

Comparison

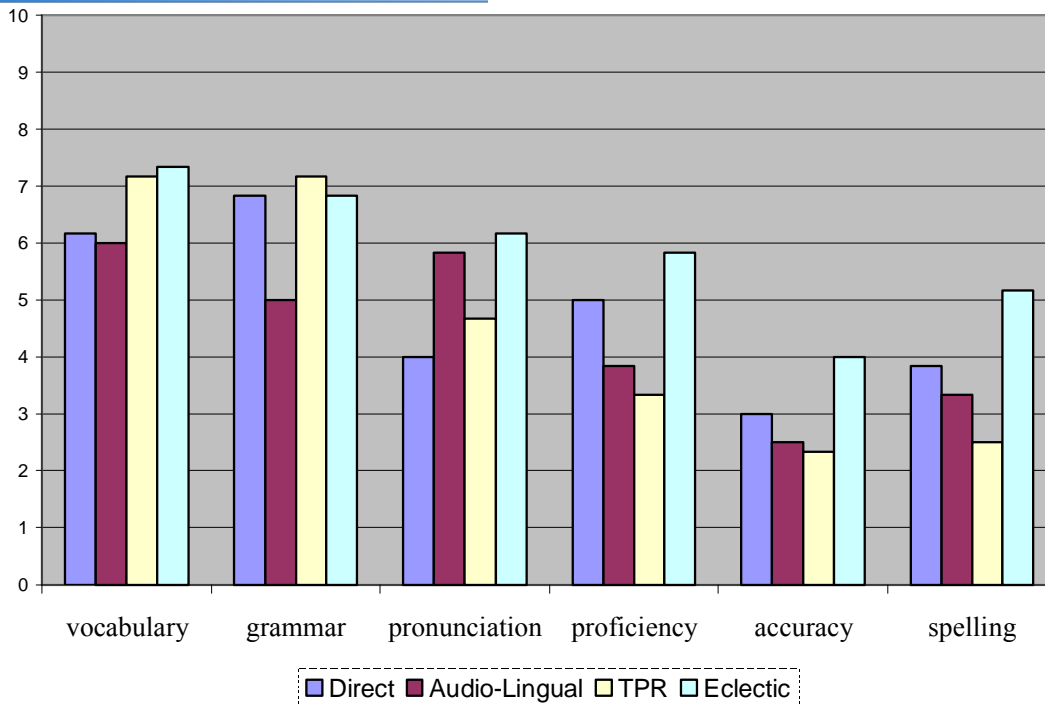


Figure 3.5: Methods' Comparison

One shall conclude with a representation of the results through a pie chart (cf. Figure 3.6), the percentages of the methods obtained are all adding to 100%. Thus, it can be seen that The Eclectic Method heads all the remaining methods with 31%. Meanwhile the percentages of the other methods are nearly the same with 24%, 23% and 22% for The Direct Method, TPR and The Audio-Lingual respectively. In fact, these three last methods could develop some limited criteria among the six criteria being dealt with in the present research. However, The Eclectic Method with its variety of techniques could enhance more criteria and therefore is the method that answers more the pupils' interests. The difference in percentages can be clearly seen between this method and the remaining ones. Thus, to answer the principle questions of the current study, it is clearly observed that through the Eclectic Method, EFL teaching to young children is more satisfactory to develop more skills. Indeed, it can fit a greater number of pupils with their differences in learning. Besides, teaching vocabulary and grammar are the more possible. Speaking showed that it can be enhanced but in a limited way. That is, accuracy cannot be much hoped. Yet, comprehension should precede speaking.

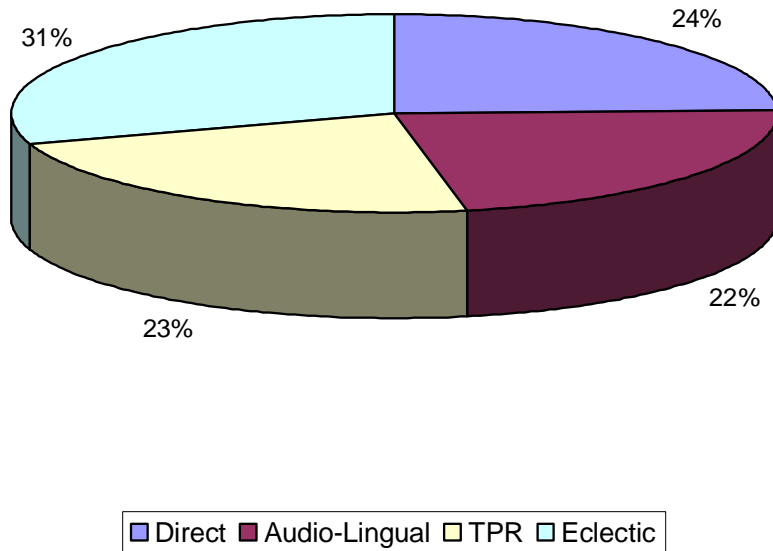


Figure 3.6: Method’s Comparison in Percentage (%)

3.10 Conclusion

Throughout this chapter, an attempt has been carried out to answer the research questions of the present work dealing with the methodology of EFL teaching to elementary school children. Through the implementation of the cited methods, it has been remarked that teaching vocabulary and grammar are the most possible; the young beginners do not have any knowledge of the target language, thus, vocabulary is considered as the building blocks of the sentences they will form, and grammar is what helps them build those sentences. This latter, in fact, can be taught implicitly, yet some grammatical structures can be checked later explicitly. However, hope to get the children produce correct sentences is still poor at this level. Besides, there is a possibility to enhance speaking but it is better if understanding precedes it. Although accuracy is hardly achieved, proficiency can be possible. Children try more when they are sustained and above all praised. On the other hand, each method can develop one or two criteria through its specific techniques. Yet, the combination of these techniques has demonstrated that it leads to better results. A variety of techniques reaches more learners and therefore leads to better results.



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CHAPTER FOUR

SUGGESTIONS AND RECOMMENDATIONS

- 4.1 Introduction
- 4.2 The teacher
- 4.3 The choice of techniques
- 4.4 Eclecticism
- 4.5 The classroom atmosphere
 - 4.5.1 Games
 - 4.5.2 Songs
 - 4.5.3 Stories
- 4.6 The textbook
- 4.7 Assessment
- 4.8 Conclusion

SUGGESTIONS AND RECOMMENDATIONS

4.1 Introduction

When the child goes to school, he has already acquired his mother tongue, which is actually different from the national language –Classical Arabic. This latter is learnt from the first year of instruction. Then, French is introduced as a first foreign language. Thereby, English may have the position of the fourth or sometimes even the fifth foreign language. Therefore, if one argues to introduce it at the elementary level, it should be in a way that it would not overload the young child. Besides, from the present study, and throughout this chapter, some recommendations and suggestions are provided which can be helpful in the EFL teaching to young children. In fact, the previous chapters dealt with an early start of EFL learning and the methodology of its teaching, yet, this chapter puts light on what can help to get an effective teaching and focuses on the other factors that can contribute to successful language learning starting from the important role of the teacher and then dealing with the techniques, appropriate for children, the classroom atmosphere, the textbook and assessment. Consideration is put mainly on the age of the learners and their interests when dealing with such factors.

4.2 The teacher

The teacher has an important role in EFL teaching in general. He has been called ‘the orchestra conductor’, ‘the performer’ and then ‘the facilitator’ of learning. Indeed, the foreign language teacher has a serious responsibility, especially when teaching young children. He helps them be prepared for the future. Moreover, teaching children is not at all the same as teaching adolescents or adults as they have some peculiar physical and behavioural characteristics. Children need much more care; in parallel the teacher needs more patience. In addition, he should be aware of how children grow so that he can provide instruction that supports their intellectual, social and personal development. The

the classroom. He should be firm and know how to manage the classroom while avoiding to be strict or rigid which may demotivate the pupils. On the other hand, the teacher has a big empathy towards children, so, he should know how to use it by having a good behaviour. That is, to be fair, humble and above all avoid having favourites, and tries to give worth to each pupil. He should serve as a model demonstrating appropriate behaviours.

Moreover, the teacher has to show enthusiasm because children can feel the excitement. He should let his learners know that he cares about their success by supporting and encouraging them, and avoid criticizing, intimidating or punishing them. Furthermore, he should care about the learning process itself, bearing in mind the learners' profile, choosing what interests and avoid what bores them; awakening and developing their curiosity through attractive topics because

“The children’s curiosity is making teaching so much easier and so much more satisfying.”

(Yaverbaum 1997)

Dealing with the foreign language learning/ teaching process, and based on the study done in chapter three, it has been concluded that the EFL teacher should be patient and positive with young beginners. In fact, young children in particular need more time than adults to make a mental transition between processes. This mental transition is a prerequisite to successful physical transition. Therefore, they should be given sufficient time which would help to make a smooth shift from an activity to another, especially when directives are given in the target language. This would not rush them and consequently avoid their feeling of being lost.

In addition, the teacher should give pupils adequate time to answer specific questions. The young beginners will have to translate mentally the questions into their native language, formulate a response, and then mentally translate their response back to English. This takes time; however, sometimes they give the answers in their first language. Then, again the teacher should be patient because the children cannot be expected to speak and think in the foreign language overnight. Thereby, even beginners

can communicate something in the target language, ally accurate (this was clearly detected in chapter 3).

Yet, praise is a great encouragement to them. In fact, when an infant starts to speak, no matter whether he makes a mistake or not, the most important thing, which seems satisfying for him and those who surround him, is when he conveys a message (cf. chapter 1); praise encourages him to keep trying. The same principle should occur with the foreign language young learners. Children are overjoyed to receive a praise word or phrase when they perform well. They feel a greater sense of accomplishment when they realize that their performance was worth sharing with their classmates. Thus, the teacher should often praise especially after correction; this reassures the young learners and makes them believe they have some potential even when a mistake has been made. And whenever possible, the teacher can avoid giving poor grades when pupils have displayed good effort.

Last but not least, the teacher should remember that the goal of the foreign language teaching is the pupils' learning, and this learning is a process that might take more time than what he expects. Thus, he should allow young learners a chance to improve their performance by correcting errors; for instance using correct spelling next to misspelled words, re-testing at a later date and so on.

4.3 The choice of techniques

The choice of using a method not another, a technique not another is primarily up to the teacher because he is in direct contact with his learners. Stern suggests that

“Language teachers can be said to regard themselves as practical people and not as theorists.”

(Stern 1983)

Before the teacher decides on the instructional techniques to use, he should bear in mind that children learn differently, and should care about their difficulties during the language teaching / learning process so that he can adapt his techniques to their needs. In fact, the teacher is an essential link between learners and their difficulties, and the

help them. There is no beginner of the new foreign learning. On the other hand, some pupils take more time to learn than others. Thus, the teacher is the only person on stage who can apply the appropriate techniques in his classroom because what can work for certain learners is not necessarily true for others. In addition, and as Piaget (1964) stated:

“A child ability to learn certain concepts is related to the child’s stage of cognitive development.”

(Piaget 1964)

According to Piaget, in order to influence children’s thinking, it is important to understand and step in their world, and consider their level of intellectual development. This is a deserving view as far as teaching EFL in the elementary school is concerned. Therefore, the children of the present study who fall in the concrete operational stage as claimed in Piaget’s theory on the child cognitive development (cf. chapter 1), still like colouring, drawing, pictures, and games, thus, the following techniques can be suggested in the EFL teaching:

- Visual aids

According to Piaget (1962), young children receive more concrete input. This is another important thing which makes the teaching of young learners different from that of adults. Using flash cards, pictures that can be drawn on the blackboard or cut from magazines, real objects (realia) and actions (with mime and gestures) help the pupils in the comprehension skill and make the learning more natural and alive. The present study has proved this as seen in the previous chapter, where children could achieve satisfactory results especially in vocabulary and grammar through the use of visual aids and actions. Indeed, the use of pictures is useful in explaining and describing actions, for instance ‘get up at 6.00’, ‘go to school’ and so on, pictures are useful for the pupils to understand these actions more easily. Using visuals are very helpful for them to understand especially vocabulary and grammar. In addition, authentic materials can be effectively used in the EFL classroom; they can complement the English classes and create a more positive attitude towards the language learning. Choosing

...e appropriate for the young learners' level; including menu, for instance, can be used for prices and food, which allow a continuous revision of what has been taught besides a feeling of real life situation. Thereby, authentic materials can be effective to give the pupils the opportunity to practice the target language, help them gain confidence in the language ability, expose them to real situations, and help them develop their ability to find information. Thus, when used effectively, they help bring the real world into the classroom and enliven the EFL classroom. Exposing the young learners to real situations generates a deeper understanding and interest in the topic.

- Role-plays

The shift towards communicative approach gives importance to communicative tasks where the pupils can be directly involved in the target language- in understanding and producing. According to Gerngross and Puchta:

“Communicative approach puts great emphasis on listening, which implies an active will to try to understand others.”

(Gerngross and Puchta 1984: 98)

When the pupils try to speak, role-plays can be useful. In fact, role plays are meaningful activities and can be interesting and suit the young children's needs. The pupils need to use the target language to communicate meaning and test their knowledge by speaking. The goal is to learn how they make themselves understood in the target language. When doing role plays, pupils are matched with each other, and pupils who have understood would help those who find some difficulties. In fact, children can teach each other; this was clearly seen during the present study. This is helpful even for the teacher because children can sometimes explain facts to their classmates in simpler statements. In role plays pupils are given new roles to perform in a given situation. Thus, they are actively involved in the learning, not merely passive listeners. Indeed, once children have internalized the phonology, morphology and syntax of the target language, the

ons where they can actually use that knowledge.

“The goal of education is not to increase the amount of knowledge, but to create the possibilities for the child to invent and discover...teaching means creating situations where structures which may be assimilated at nothing other than a verbal level.”

(Piaget 1964: 3)

Indeed, role plays provide the young learners with some basic interpersonal communication skills such as greeting, introducing oneself, and talking simply about topics in their daily lives at school. The pupils can be given for example a different identity card, the characteristics of new situations, and then be asked to introduce themselves with that new identity. Role-plays are important because they provide pupils with opportunities to communicate in different social contexts. Indeed, such activities help them develop certain proficiency in the foreign language. In this sense, Nunan (1988) states that in communicative activities more importance is given to meaning rather than form. Conveying message is a milestone to the young learners, this does not mean to neglect grammar, but when enhancing communication in the classroom errors concerning grammar should be tolerated because:

“...even if we further know all the rules of the grammarians, we shall find ourselves unable in actual practice to get very far in stringing our words together.”

(in www.gabrielatos.com)

On the other hand, through role plays, the pupils will learn some new useful expressions such as “what does ... mean?” / “How do you spell...?” which are practical in communication, pupils use grammatical features in such expressions

them, that is, they can internalize grammar without
s.⁸ In this sense Diller stated:

“Children can use tools before they learn the names of these tools.”

(Diller 1978)

So, learning such expressions in a meaningful situation will contribute to building of the basis of the pupils’ practical communicative competence. The class becomes more interesting when it aims at enhancing communicative skills; children enjoy when they feel able to produce something in the target language. In fact, through role plays, pupils can build their vocabulary and gain confidence in the language learning. They also learn that they are active participants especially when their participation is valued, praised and encouraged.

- Tape-recorder

It is important for children to develop an ear to authentic English speech. The tape-recorder can help to enhance a good pronunciation right from the beginning. Pupils can listen and repeat, or listen to a passage and read silently at the same time. Moreover, more attention is paid to the importance of relax and recreation in the EFL classroom. Thus, when pupils listen to songs from the tape-recorder, more pleasure is added. Besides, pupils can listen to the songs with the right rhythm. The tape recorder cannot be said to be fundamental in the EFL teaching but it can be used in an effective way so that it adds more flavour to the classroom, it can be used for example to record pupils when they are speaking and then they listen to themselves trying to find out their mistakes. They try to correct themselves or their classmates and when they succeed in this they can feel more pleasure for the language learning. This would attract more their attention and bring more enthusiasm in the classroom.

- Copying

⁸ It has been noticed that the pupils of the present study could apply some expressions for example “how do you spell...?” in different situations. That is without dealing with this grammatical feature some managed to apply it more successfully than some grammatical features that have been dealt with.

ique to practise handwriting, punctuation, and also useful to avoid spelling mistakes. Children at this stage still find difficulties to spell words correctly. However, when copying simple words or sentences from the blackboard, the teacher should write letters very clearly so that pupils do not confuse them. Unlike adults, children cannot differentiate letters according to their position in words, they have not yet acquired this ability and

“Any divergence from the basic shape of letters can be confusing for young beginners.”

(Opal Dunn 1992: 57)

Yet, copying should be done with a purpose not to bore the pupils. For instance, a pupil copies a list of food to buy at the supermarket and gives it to a friend to be read. He can after create his own list and draw the list of food that his friend tries to write appropriately so that it can be read when given to another pupil, this can help avoid mistakes of spelling. Thus, copying would be done carefully as a meaningful activity.

4.4 Eclecticism

In fact, it has been shown in chapter 3 that the Eclectic Method proved to give satisfactory results in most of the criteria that have been observed and tested (cf. chapter 3, pp, 72- 73). Thus, it can be said that the teacher in EFL teaching should not be restricted to one or two methods or techniques, but should use a variety of them by selecting what seems good from other methods to meet his learners’ needs, and taking in consideration their age and learning nature. Being eclectic will help the teacher solve difficulties of learning. Parlell and Hamilton pointed out:

“The problem defines the methods used and vice versa.”

(Parlell & Hamilton 1983: 150)

Hence, the way a method is used affects directly the quality of language teaching and consequently of learning. On the other hand, the teaching should be based on an

nique, so the teacher should adapt a set of different abilities of his young learners. Being aware of these differences, he can effectively remedy the weaknesses. Furthermore, an eclectic attitude provides flexibility and brings innovation into the classroom. Innovative techniques maintain pupils' interest and improve opportunities to learn. Consequently, the teacher will not be restricted to follow just the textbook. Novelty boosts more motivation. The reasons of implementing an eclectic methodology are summarized in the following points as adopted from Gabrielatos, 1996):

- Safety: the use a variety of ideas and procedures from different existing approaches and methods will increase the chance of learning taking place.
- Interest: teachers need to use different techniques to hold the learners attention.
- Diversity: different learning/ teaching contexts require different methodologies.
- Flexibility: Awareness of a range of available techniques will help teachers exploit materials better and manage unexpected situations.
- Inevitability: informed teaching is bound to be eclectic.

4.5 The classroom atmosphere

In the foreign language classroom the aim should not be limited only to help the young pupils to acquire knowledge but also have the pleasure and the interest to learn the language. Indeed, young children learn their first language over a number of years without any pressure (cf. chapter 1, p. 14). In fact, when acquiring their mother tongue, there is no time limit for learning, they have all time they need. There is no barrier to stop them and they are helped by their surrounding environment. Thus, there is no anxiety which helps them carry on the learning. Besides, with the shift towards learner-centred and humanistic approaches, affective considerations have been of vital importance in foreign language teaching. Thereby, when children come to an EFL setting there should be a similar atmosphere; although providing the same atmosphere cannot actually be

the target language. Yet, enhancing confidence and
advisable. According to Krashen (1988) when students
feel relaxed and confident, language learning is maximized. Thus, the young children
should be helped to learn the foreign language in an anxiety-reduced environment. Marsh
pointed out:

*“The low level of stress also enhances fluency, invites
participation and increases motivation.”*

(Marsh in www.tprstorytelling.com)

Building a good relationship with the pupils is one of the most important elements
in creating a good language learning environment. Indeed, the importance of establishing
a good, trusting relationship with pupils and maintaining it will have an influence on how
to teach. The foundation of an effective foreign language teaching to young children is
through establishing trust, confidence and providing a relaxed atmosphere and on top of
this comes the suitable techniques. TPR techniques (as seen in chapter 3) could help the
learners acquire vocabulary and grammar better and in a relaxed atmosphere. Moreover,
Diane-Larsen Freeman also claimed that:

“If anxiety is reduced, the students’ self-confidence is boosted.”

(Diane-Larsen Freeman 2000: 107)

Self-confidence is very important for the young children to carry on the foreign
language learning. Thus creating a relaxed atmosphere is paramount for young learners. It
would develop their motivation and secure them. Thereby, the EFL classroom should be
a pleasant place for children to be relaxed to learn. This will effectively help them learn
by conducting educational activities without pressure of time or stress. This can be
achieved through fun play activity; games, songs and stories which will bring more
success and joy into the teaching/ learning process.

4.5.1 Games:

Children at this stage still love playing games; they are full of energy and
imagination. According to Perron, it is through games and physical activities that the child

through painting and drawing the manipulation of a pen. To engage the children with what is interesting and attractive. In this respect, games should be part of the teaching/ learning process. In addition, games are popular with all ages especially with children and it is not advisable to push children into formal book-based learning all the time, otherwise they become de-motivated and may be even bored. Thornton claimed:

“...fun and games are a must in the English language classroom because they are intrinsically motivating for children and again because they are part of a child’s natural world: the ‘here and now’ of a child’s life.”

(Thornton 2001: 12)

A really funny game can wake them up and bring laughter into the classroom. Furthermore, games can imply mental or physical involvement, or both. Children will enjoy moving around; they find it difficult to sit still in rows of tables- they have a lot of energy and are not actually good at sitting for long periods. Ur pointed out:

“Children in general learn well when they are active and when action is channelled into an enjoyable game, they are often willing to invest considerable time and effort in playing it.”

(Ur 1996)

Thus, the young learners can use their energy within the learning process and feel totally involved in the lessons. Movements and games when linked to the target language help the child to remember the language, and at the same time enjoy its learning. Indeed, games make learning fun, and pupils will pay more attention because they are enjoying themselves and become more willing participants. In addition, games can be a good way for revision. Pupils can revise the vocabulary and grammar already dealt with in the lessons: the pupils get to use the target language during the game. Furthermore, the policy of encouragement and rewarding in games allow all pupils, including the less good ones, to gain confidence, this helps stimulate the good pupils while encouraging the slower ones. Philips pointed out:

language teaching help students to see learning English enjoyable and rewarding. Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good loser.”

(Philips 2001:79)

Thereby, a teacher who brings relaxation to his learners contributes significantly to develop a warm, supportive classroom atmosphere. In fact, there is a wide range of games and play activities which should have a purpose and fit the learning situation; games can be selected depending on the types such as vocabulary games, structure games, spelling games, communicative games...etc. Here are some useful games which have proved successful and enjoyable within the present study: Hangman, the tail is head, Bingo, counting games, Jack says, words from words.

4.5.2 Songs

Music can be useful in relaxing the class and changing the atmosphere for the better. Young children at the elementary school still love chants and songs. Songs allow them to relax and at the same time to learn in a pleasant atmosphere. Indeed, songs can be an effective way in teaching children. They can be integrated in the target language teaching as seen in chapter 3 (where the remaining parts of the body were presented in a song). They add more pleasure to the foreign language learning. Singing in English for many pupils is more natural than speaking in English. Besides, songs can provide pupils with new vocabulary, grammar and pronunciation practice. However, it has been argued that

“Children have a natural musical taste and that play is the only activity that they take seriously.”

(Cakir in [www.ESL Links](http://www.ESL-Links.com) articles)

Hence, the foreign language teacher should not let song practice or any other activity seem like work. He should keep it spontaneous. This will attract their attention and foster their interest on the language learning. Like games, songs make the language learning

class into an enjoyable place for children; spending time
elements would bore children. In fact, songs are good
practice to enhance some skills namely; speaking and listening. Here are some songs which
can be used for children at the elementary level: “Old Mc Donald had a farm”, “How are
you?”, “The Happy Hippo”, “The zoo song”, “the family song”, “Heads and shoulders”.

4.5.3 Stories

Children who are in the language classroom are not just language pupils; they are
after all people who still love stories. In fact, stories can be added in the foreign language
teaching as Bettelheim (1978) claimed:

*“Stories are an effective tool for early language teaching.
They meet the emotional, cognitive and psychological
demands of children.”*

(Bettelheim 1978)

Furthermore, stories can be a good way to reinforce language and allow pupils to
pick up new vocabulary in a meaningful context. Ample evidence suggests that children
learn a large proportion of the L1 vocabulary incidentally from reading and listening
(TESL-EJ 2003). Besides, pupils can practice the acquired vocabulary that has been
presented. And since the young learners are unlikely to be good language users, the
teacher should provide a classroom environment that will stimulate thought while
cultivating language skills. Stories contribute to establishing such an environment.
Moreover, stories offer a new image of the world, Mallan suggests:

*“If we accept the premise that narrative is a child’s main
mode of making meaning about the world, storytelling can be
a powerful force in language teaching.”*

(Mallan 1991)

Yet, the selection of stories should fit the age of the learners as well as their level.
In the present situation, easy and short stories can be used with simplified grammar: the

present, for example. A suitable story might include a range of action words is important in the sense that they allow the young learners to respond both mentally and physically; as mentioned in chapter 3, children's physical involvement facilitates comprehension, giving children the opportunity to identify with the story characters. This will bring fun to the classroom. Some examples of stories which can be used for the young children are: "Goldilocks and the three bears", "the Golden swan", "Little Red Riding Hood".

Furthermore, to create a relaxed atmosphere, the teacher can change the setting of the classroom from the permanent appearance of chairs and tables in rows. He can let more space in the middle so that the pupils can move easily. On the other hand, he can create what Kramsch called a 'cultural island' by sticking maps and pictures related to the target language in order to build up a mental image about the foreign language culture. The classroom needs to be designed at the child's eye level. There should be interesting pictures and objects to stimulate the young learners visually and tactically. As teachers and researchers, there must be recognition that children have specific socioemotional needs that older learners do not have (Elicker & Fortner-Wood, 1995; Lally, 1995). These socioemotional needs are facilitated in the EFL classroom through play activities, as cited above, namely games, songs, stories and every situation where the child is allowed to explore new knowledge. Here lies a very important key to effective children teaching.

4.6 The textbook

When a child opens a book, the first thing that attracts his attention is pictures. Therefore, the textbook should be big, full of clear pictures and attractive colours which can help the young learners associate the image to the words. Indeed, pictures often facilitate the understanding of the text meaning in a book. In this respect, Piaget (1962) argued that pictures attract the child and enhance his interest in learning, he stated:

"The acquisition of a good language level helps in the organization of information...the young child chooses what attracts more his sight...the elements found in a picture."

(Piaget 1962)

should provide manageable texts or passages in order to offer the young learners practice in letter-sound correspondences they have been taught, as well as reinforce the decoding skill of words. Furthermore, controlling the reading level of materials offers more redundancy for high-frequency words, word patterns, and vocabulary, which many researchers suggest can lead to improved fluency in reading (O'Connor et al 2002). Passages in the textbook allow the learners to decode the text and enhance the reading skill. According to Chard et al (2002) fluency in reading appears to develop more quickly if deliberate attention is given to setting criteria and adjusting the difficulty level of text as young readers progress. When the young learners manage to recognize the words already taught, they are able to decode them in the passage and consequently have more opportunity to develop a reading proficiency. Fountas & Pinnell (1999) argue that when children read books at appropriate levels, they are able to apply the strategies they are acquiring; learners will focus on words and content as well. This is important for the young beginners, when they feel able to read something in the new language, that feeling of 'a can do' fosters their willing to carry on the language learning.

On the other hand, the texts should be decodable for children, according to Mesmer (2001); a text is considered docodable when it includes features such as word regularity, frequency, complexity, and lesson-to-text match. Thus, a text is recommended to have a predictable structure that includes patterns of rhyming, repeated words, or cumulative episodes. In fact, the textbook can be based on an interesting story. This will attract the children to follow the events carefully, and make them eager to know the end. Thus, their linguistic knowledge will be developed beside comprehension and reading abilities. Young and Bowers (1995) advocate providing struggling readers with text chunked in words or phrases is a means of improving fluency and comprehension. In fact, the textbook can be a tool for children to practice reading in a meaningful context. In this sense, Tan and Nicholson (1997) posited that practice in reading single words and practice in reading words in context have both been found to increase reading rate for new passages containing the practiced words.

In the light of has been mentioned, the EFL textbook should be colourful and include attractive stories illustrated with pictures. Besides, it should also be plenty of

learners' age. Nevertheless, textbooks may be a starting point to base all his teaching on them because they are also predictable and easily memorized. Therefore, the children can become bored with their textbooks. The teacher should use them along with other materials and show the young learners that the foreign language learning is not limited to the use of their books but can be through a variety of activities. That is, completing every language exercise and covering every page in the book get frustrated; the teacher should keep changing techniques and activities to make the EFL teaching interesting in the eyes of the young beginners. Children do not like routines, and unpredictable activities foster their curiosity. In addition, the young learners do not always learn according to the language schedule. Some pupils learn more rapidly, others may struggle to learn the same unit. If the schedule says pupils should master a skill in a limited time, but in the class, it may take longer, it is then more important to learn the skill rather than finish the schedule on time. Thus, the teacher has to remember to teach pupils, not the textbook; and that the textbook is a tool and a means to an end, not an end itself.

4.7 Assessment

One cannot deal with EFL teaching and its methodology without speaking about assessment. Assessing young learners helps the teacher evaluate his pupils' progress as well as the effectiveness of the method. It can also help the pupils know about their own progress which can foster their motivation. However, assessment of young learners should be in a tension-free atmosphere to fit the methodology used during the teaching process, and should avoid anxiety in them. Above all, it should be an integral part of the teaching process used to find out difficulties on the part of the learners, not an independent activity that aims at judging the pupils. Huerta-Garcias pointed out:

“What is the ultimate goal of evaluation but to give us the knowledge to be able to reflect upon, discuss, and assist a student's journey through the learning process.”

(Huerta-Garcias 1995)


The early stages should be on comprehension skill and physical performance. Then, when the young learners have acquired some language skills, the traditional pen and pencil assessment can be applied, yet, written activities are better understood when they include pictures to help pupils. Besides the oral assessment can also be possible but the teacher should be patient concerning the results, Allright (1996) stated:

“The fact that what has been taught is not always learned does not mean that the effect of teachers and learners has been wasted. In fact, unanticipated outcomes may sometimes be as valuable as those which are anticipated.”

(Allright 1986)

4.8 Conclusion

An effective foreign language teaching for young children is not limited to the age factor alone, or to the appropriate methodology but to other factors which are also so important and are complementary. This chapter was in fact an attempt to deal with some of these factors namely the teacher, the classroom atmosphere, the use of different techniques and assessing correctly. Indeed, the teacher of EFL for children has an important role to play, and a serious responsibility because children need more care; the teacher has also to be careful when selecting materials and applying techniques which should fit the learner's nature and characteristics. In addition, children at this age still love play, games, songs and stories. Thus, EFL teaching should include these play activities in order to bring more enthusiasm and relax into the classroom. A successful classroom is the one in which children feel pleased and learn effectively. Whether they are in city schools, suburban schools, public or private schools, successful classrooms have common characteristics in terms of the consideration given to the learners and the foreign language learning itself. The language learning should be active- children are doers and they enjoy better when learning is linked to activities, and when it is varied; providing varied learning addresses different styles, and a variety of techniques is helpful to address more learners.



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GENERAL CONCLUSION

L CONCLUSION

The importance of EFL continues to increase while more and more individuals have highly specific reasons for improving the foreign language skills; it is no more learning just for pleasure or prestige. Indeed, our surrounding world undergoes constant changes. Hence, our life depends on educational learning which enables us to adjust ourselves to the changing situations. Learners of the globalized era must be competent in the use of more than one language. In other words, they must be fluent in their mother tongue and also have a good command of foreign languages mainly English which is the language that facilitates communication with the international community since the world is interconnected economically and scientifically. They must be able to use new technologies such as the computer and the internet which are gateways for access to the world outside. Thus, although French remains the first foreign language in our society because of historical facts, English holds an important place and is actually a need for many citizens. This has led recently to the introduction of EFL in the first year of intermediate school; however, private primary schools offer its teaching to the young pupils in their institutions on the big demands of parents. This is the concern of the current study.

Nevertheless, it is worth reminding that English has the fourth or fifth position as a foreign language in our society. Besides, when the child reaches school he or she has acquired his or her mother tongue, and learning at school is actually different from acquiring the first language. An understanding of that acquisition and the child development is important for any other language implementation.

On the other hand, when the decision whether to introduce the foreign language in primary schools is debated, age may have more weight than other factors, indeed, an early start may bring benefits to the country as well as to the child. In fact, learning English is the target of any country aiming at progress and scientific development. Besides, an early learning might bestow some benefits on the young learners. It improves the child's intellectual capacities and his mental flexibility. An early introduction to the

to provide children with a new experience of success towards the language and its learning. It also develops an insight in the foreign culture. However, putting too much faith on the age factor alone to bring spectacular results should be avoided. In the light of the current study, it has been concluded that the methodology of teaching is also important. Any specific method has its advantages as well as disadvantages; the children of the study could achieve some positive results in some criteria under the different methods implemented in the classroom. Yet, The Eclectic Method proved to have better and higher scores in more criteria. Besides, it has been remarked that the vocabulary and grammar teaching is recommended, work on pronunciation can also be possible, however, speaking can be enhanced in terms of proficiency but accuracy remains far to be achieved by the young beginners. Thus, patience on the part of the teacher is recommended. Still, one has been pleased that the EFL teaching to young children has proved feasible, workable and even successful. The young learners who were also true beginners in the foreign language could take part in the process.

On the other hand, the key to teaching young children is to remind that their teaching is actually different from the teaching of adolescents or adults; if the foreign language is within a suitable environment, and the teaching is carried out through appropriate techniques, the hope to improve results is higher. Indeed, along with the age factor and the appropriate methodology there are other conditions which contribute to a successful learning. With young learners, teachers should step in the world of children. Thus, the teaching should be in harmony with the learners' nature, offering the appropriate conditions that fit their age; namely, the teacher's patience, the classroom atmosphere and play activities. Indeed, the foreign language learning cannot be limited simply to the age or the methodology, but also to the consideration of the learners and their characteristics, and the language learning itself. Whether, it is in a public school or a private one, a successful language classroom is the one where children feel pleased, motivated and above all involved in that language learning; songs, stories, games and funny activities proved to bring a relaxed atmosphere to the classroom. In fact, young learners will learn better when they feel secure, pleased and when the activities provide them with an enjoyable learning atmosphere. Such learning will be, therefore, easier and



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it on. Thus, the teacher will feel the reward and the



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APPENDICES



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Appendix 1

Questionnaire



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E AUX PARENTS D'ELEVES

Ce questionnaire a été élaboré dans le cadre d'une recherche scientifique. Nous vous prions de bien vouloir répondre en toute objectivité. Nous vous garantissons l'anonymat et que vos réponses ne seront utilisées que pour la recherche. Merci de votre coopération.

Nom de l'élève :

Garçon Fille

Date de naissance de votre enfant :

Niveau d'instruction du père :

Niveau d'instruction de la mère :

Profession du père :

Profession de la mère :

Maîtrise des langues des parents :

Arabe Français Anglais Autres (lesquelles ?).....

En quelle langue est l'interaction a la maison avec votre enfant ?

.....

Etes-vous d'accord pour l'initiation de la langue anglaise au primaire ? oui non

Pourquoi?.....

.....

.....

.....



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Appendix 2

Lessons using different methods



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Using The Direct Method

This is Jo. His mouth is big. It's orange.
His hair is short. It's blue.

This is Lola. Her mouth is small. It's red.
Her hair is long. It's purple.

- Exercise 1: write the names

- Exercise 2: Write 'his' or 'her'

Yasmine →eyes are green.

Aymen →hair is short.

Nadia →nose is small.

Sanaâ →hair is black.

Hakim →mouth is big.

Ikram →ears are small.

The Audio-Lingual Method

Anis: Hello, Hanane.

Hanane: Hello, Anis.

Anis: Wow! Look at that clown. His hair is blue!

Hanane: Yes, and his mouth is big.

Anis: And look at that clown. Her hair is long.

Hanane: and her nose is red.

- Exercise 1: Write the names.

- Exercise 2: Write 'his' or 'her'.

Anis →mouth is big.

Hayem →hair is long.

Hanane →ears are small.

Nabil →hair is black.

Sarah →eyes are big.

Tadj →ears are small.

Total Physical Response

- The commands:

Touch his nose
Touch her hair
Touch her ears
Touch his mouth
Touch her eyes

- Exercise 1: Write the names

- Exercise 2: write 'his' or 'her'

Celina→.....eyes are brown.

Inès→.....hair is short.

Mehdi→.....mouth is big.

Loubna→.....hair is long.

Sirine→.....nose is small.

Farouk→.....ears are small.



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n using The Eclectic Method

- Commands:

Touch your hair
Touch your ears
Touch your nose
Open your mouth
Close your eyes

- Passage (the pictures are bigger and placed on the board)

This is Jo. His mouth is big. It's orange.
His hair is short. It's blue.

This is Lola. Her mouth is small. It's red.
Her hair is long. It's purple.



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- Exercise 2: write 'his' or 'her'

Ghizlène→.....hair is long.


Mounir→.....ears are small.

Dounia→.....eyes are blue.

Bouchra→.....mouth is big.

Sofiane→.....hair is short.

Fadia→.....nose is small.



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Appendix 3

Song



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Head and shoulders

Head and shoulders,
Knees and toes,
Knees and toes,

Head and shoulders,
Knees and toes,
Knees and toes,

And eyes and ears,
And mouth and nose,
Head and shoulders,
Knees and toes,
Knees and toes.

Adapted from Pupil's Book, *New Parade 1*.



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Appendix4

Test