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Investigating the Impact of Teaching Children Bilingually on Improving Their Oral Performance: A Case Study

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree
of Master of Arts in Linguistics at the University of Bejaia

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Dedication

This thesis is dedicated to

The memory of my late father, who cannot see my thesis.

My precious mother to whom I wish happiness and a long life, she is the source of my success.

My adorable brothers and sisters without forgetting their children and their husbands.

My beloved husband and his family for their helps.

My friends without any exceptions.

My classmates.

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Abstract

Bilingual education of children is a sensitive issue, which requires well-trained educators who are specialized in the field. The present study aims to investigate how raising children bilingually could improve their oral performance. To reach our objectives, we have opted for a descriptive qualitative method. Additionally, two data collection tools were used to get results which are observing both the educator and children; in addition to an interview with the educator. To explore our topic, we chosen six children in CLE (Centre de Langue Etrangère) which is a private school in Bejaia city (Algeria). In this school, children receive a bilingual education. Our sample is composed of six children who have rich linguistic repertoire. That is to say, they speak Kabyle, Arabic, French and English. Our results revealed that bilingual children are highly motivated, interact with each other, and switch to other languages in their speech. That is to say, raising children bilingually has positive impact on improving children's oral performance and it develops their communicative competence.

Key Words: Bilingual Education, Children Education, Communicative Competence, Speaking Skill.

Table of Contents

Dedication	i
Acknowledgements	ii
Abstract	iii
Table of Content	iv
List of Abbreviations	vi
List of Tables	vii
List of Figures	ix
Definition of Key Terms	x

General Introduction

1. Statement of the Problem	01
2. Questions of the Study.....	02
3. Hypothesis of the Study	02
4. Purpose of the Study.....	02
5. Significance of the Study	02
6. Organization of the Study	03

Chapter One Theoretical Background

Introduction	03
Section One: Children's Bilingual Education	03
1. Introducing Bilingualism	03
2. Bilingual Education	05
3. Children's Learning and Teaching	07
4. The Effectiveness of Bilingual Education	10
5. Approaches in Bilingual Education	12
Section Two: Oral Performance	13
1. Introducing Communicative Competence	13
2. Definitions of SpeakingSkill	19
3. Oral Performance and Language Acquisition	21
4. Pre-elementaryBilingual Curriculum	26
5. Theories of Second Language Acquisition	30

Section Three: Review of Some Related Studies.....	32
Conclusion	34

Chapter Two
Research Methods, Analysis, and Discussion of the Findings

Introduction	34
Section One: Methods & Study Design	34
1. Methods & Study Design	34
2. Population & Sample of the Study	35
3. Instruments of the Study	36
4. Data Analysis Procedures	37
Section Two: Analysis & Discussion of the Findings	37
1. Analysis & Discussion of the Observation	37
2. Analysis & Discussion of the Interview	71
Section Three: Conclusions, Limitations, and Suggestions for Further Research	78
1. Conclusions of the Study	78
2. Limitations of the Study	79
3. Suggestions for Further Research	80
Conclusion	80

General Conclusion

References	82
Appendices	87
Abstract in French (Résumé)	100

List of Abbreviations

CEF: Common European Framework

CLE: Centre de Langue Etrangères

EFL: English as Foreign Language

ESL: English as Second Language

IBE: Immersion Bilingual Program

L1: First Language

L2: Second Language

MBE: Maintenance Bilingual Program

SLA: Second Language Acquisition

TBE: Transitional Bilingual Program

List of Tables

Table 01: Myths and facts about bilingualism.....	09
Table 02: Essential areas of learning 7-8 years old.....	30
Table 03: Describing children.....	38
Table 04: Child One performance in first lesson.....	42
Table 05: Child Two performance in first lesson.....	43
Table 06: Child Three performance in first lesson.....	44
Table 07: Child four performance in first lesson.....	44
Table 08: Child Five performance in first lesson.....	45
Table 09: Child Six performance in first lesson.....	46
Table 10: Child One performance in second lesson.....	47
Table 11: Child Two performance's in second lesson.....	48
Table 12: Child Three performance in second lesson.....	48
Table 13: Child four performance in second lesson.....	49
Table 14: Child Five performance in second lesson.....	50
Table 15: Child Six performance in second lesson.....	50
Table 16: Child One performance in third lesson	53
Table 17: Child Two performance in third lesson	53
Table 18: Child Three performance in third lesson.....	54

Table19: Child four performance in third lesson	54
Table 20: Child Five performance in third lesson	55
Table 21: Child Six performance in third lesson	56
Table 22: Children’s performance in fourth lesson.....	58
Table 23: Children performance in fifth and sixth lessons.....	62
Table 24: Educator’s observation.....	65

List of Figures

Figure 01: Canale and Swain (1980) model of communicative competence.....	16
Figure 02: Language knowledge of Bachman and Palmer (1996), model of communicative competence.....	17
Figure 03: Common European Framework (2001) model of communicative competence.....	18

Definition of Key Terms

Bilingual Education: it is described as situations where two languages are used in school. It is applied in schools where there are bilingual children and schools which promote bilingualism (Baker, 2010, p. 58).

Children Education: education in general is a formal and informal process of teaching and learning used to develop a person's knowledge, skills, attitudes and understanding in a certain area or domain (Richards & Schmidt, 2010, p. 189). Besides, children education is the process of teaching children.

Communicative Competence: the notion of communicative competence was introduced by Dell Hymes in the 1960s to emphasize that the knowledge of grammatical rules is not sufficient for speaking a language and for communicating. However, there are shared beliefs in societies that make good communication (Rickheit, Strohner, & Vorweg, 2008, p. 15).

Speaking Skill: it is considered as the core skill in language learning which learners generally want to be able to do. It requires the oral production of language (Elspeth, 2005, p. 55).

General Introduction

Communication is part of social interaction. On the one hand, it includes exchanging ideas and information between one person or more (Richards & Schmidt, 2010, p. 97), making presentations, expressing ideas and feelings, taking parts in meetings and using language in social situations. Besides, communication can be either spoken or written. In other hand, bilingualism is a language situation, which means speaking two languages. It can be also defined as a property of an individual and a speech community. According to Trask (2007), bilingualism is the ability to speak two languages, and it is often seen as crucial and remarkable achievement. Besides, he added that children who are raised bilingually are more sociable, expressive and good communicators comparing to other children who speak just one language. (pp. 31-32). Hence, this present study examines the impact of raising children bilingually on improving their oral performance.

1. Statement of the Problem

Communicating with others requires possessing language either spoken or written. However, each person differs from others in the number of languages he masters and uses. Someone who has more than one language has more opportunities to communicate with others. Many children all over the world are raised bilingually which means their parents expose them to two languages at home and they received bilingual education at school. However, other children do not have such opportunities; they are raised only monolingually. In this perspective, this study is an attempt to examine how bilingualism can improve children's oral performance.

2. Questions of the Study

The present study is conducted to seek answers for the following questions:

- Do bilingual children communicate effectively comparing to children who speak just one language?
- Which impact has bilingual education on children's oral performance?

3. Hypothesis of the Study

We hypothesize that:

If parents raise their children bilingually; then, their children will improve their oral performance and become good communicators

4. Purpose of the Study

The aim behind conducting this research is to explore the impact of raising children bilingually on their oral performance. Moreover, to show how bilingual children communicate. Furthermore, to have better understanding about bilingual children in general. Ultimately, our curiosity leads us to conduct research to investigate which impact bilingualism has on children's oral performance.

5. Significance of the Study

We think that our research topic is important because it deals with one of the most important issues in society since it is conducted to examine the impact of exposing children to two languages on developing their oral performance. Moreover, it provides others with a wide vision of how children use languages they possess. Ultimately, it may inspire other researchers to conduct future studies that are related to this field of bilingual education.

6. Organization of the Study

The present thesis is made up of two main chapters. The first chapter deals with theoretical background related to our variables and the second chapter deals with the field work. Moreover, chapter one consists of three sections: section one is related to children's bilingual education in which definitions, types and characteristics of bilingual education are provided. Moreover, second section deals with theory related to oral performance. The third section within the first chapter is about some selected studies that are conducted in this field. In the other hand, chapter two is divided into three sections. Section one is about description of methods and study design. Moreover, section two deals with discussion and analysis of our findings. Lastly, section three is about conclusions, limitations, and suggestions for further research.

Chapter One

Theoretical Background

The first chapter is devoted to the theoretical background of our study. This chapter itself is divided into three sections. The first section is about children's bilingual education and the second one is about oral performance. Moreover, the third section is about some reviewed related studies to our topic.

Section One: Children's Bilingual Education

In this section we focus on introducing bilingualism and its different types. Furthermore, we move to define bilingual education by explaining how children learn a language. Moreover, we identify the effectiveness of bilingual education. Ultimately, we provide the different approaches to bilingual education.

1. Introducing Bilingualism

1.1. Definition of Bilingualism

The term bilingualism is defined differently in the literature. Many definitions and conceptions can be associated with bilingualism. Among the many different definitions we select Steiner (2008) who defined bilingualism as the ability to speak, read, write or even understand more than one language (p 3). On the other hand, “bilingualism is a speech situation where an individual or community controls two (or more) languages; less usually called polyglottism (though the term polyglot for someone who speaks several languages is common enough contrasting with monoglot)” (Crystal, 1999, p. 37). On other words, bilingualism is considered as the ability to use two or more languages and sometimes it is called polyglottism which means to speak many languages and it is the opposite of monolingualism. According to Richards & Schmidt (2002), Bilingualism is the ability to use a two languages perfectly, either by individual or by group of speakers such as inhabitants of particular region. It is considered as the norm in the majority of the countries in the world (p. 52).

From the above definitions we can define bilingualism as the ability to use and speak two languages or more fluently either by an individual or by members of community and the level of proficiency can be different in those two languages.

1.2. Types of bilingualism

The traditional types of bilingualism are given by Weinreich 1953 (as cited in Moradi, 2014, p. 108). He points out the three main types of bilingualism. He made this distinction according to how meaning is stored in mind.

- **Compound Bilinguals:** refers to people who have learnt two languages in the same environment. Those languages do not have a separate system in mind; this means to have one semantic system for words that you use in both languages (L1 and L2).
- **Coordinate Bilinguals:** means that people have learnt two languages not in the same but different environment. The two languages are stored separately; they have a different semantic system.
- **Subordinate Bilinguals:** it is concerned with people who have learnt a second language and they cannot understand it without referring to their first language. In this type, the process of understanding words in second language is done by translating words to the first language. There is only one system in mind first language in addition to second language (Weinreich 1953 as Cited in Moradi, 2014, P.108).

2. Bilingual Education

2.1. Defining Bilingual Education

The concept bilingual education can be divided into two words “Bilingual” and “Education”.

2.1.1. What does the word “bilingual” mean?

Bilingual is a complex word that is composed of two entries, the prefix “bi” and the root “lingual”. According to Merriam Webster Online dictionary (2018):

- **Bi:** two, coming or occurring every two.
- **Lingual:** related to the tongue, produced by the tongue.

2.1.2. What is the meaning of “Education”?

The Cambridge Advanced Learner’s Online Dictionary (2018) offered the following definitions:

- To educate means to teach someone at a school; to give people information about something so that they understand it better.
- Education refers to the process of teaching and learning in school or college, or the knowledge that you get from it.

2.1.3 What does the phrase “Bilingual Education” stands for?

According to Hong (2010), bilingual education is the use of two languages as mediums of instructions with the aim of languages proficiency of both languages (p.01). Alternatively, Feinberg (2002, p.01) claims that Bilingual Education is an umbrella term which is applied to various forms of language instruction that may include diverse combinations of components first- or second language use, subjects and it is applied to programs that maybe monolingual. Thus, Bilingual education is a broad term that to refer to the use of two languages to teach some contents and the languages themselves.

2.2. Variables Related to Bilingual Education

Feinberg (2002) pointed out variables that are related to bilingual education. Examples of those variables include students, teachers and languages characteristics; each one of them has its own dimension.

2.2.1. Students characteristics

- Ages and levels of the participating students.
- Native language of participating students, including similarities and differences that exist between their native and target language.
- Students’ ability to speak a third language.
- Origin, race and ethnicity of the participating students (Feinberg, 2002, p. 02).

2. 2.2. Teacher characteristics

- Availability of appropriately and well-trained teachers.
- Availability of teachers with sufficient levels of competence in program languages.
- Ability to have access to instructional materials in program languages.
- Whether teachers are familiar with the languages and cultures of participating students in the program.
- The extent to which native speakers of the target language can be represented in the program (Feinberg, 2002, p. 03).

2.2.3. Language characteristics

- Similarities and differences that exist between the academic version of the target language and non academic version that is used by students.
- Opportunities where students can communicate with native speakers of the target language in different settings.
- The extent to which target language is used by the media and supported by institutions in community.
- The fact that students have different linguistics repertoire.
- Situations where bilingualism plays an important role in economy and society (Feinberg, 2002, p. 03).

3. Children's Learning

3.1. How Children learn Language?

O'Grady (2007) points out five elements in which children learn language. He claims that it is so important for parents to know how their children learn language as follows:

- **It starts early:**

Children start to listen to a language even before they are born, they can hear to a speech in the womb. After their birth, children prefer their mother's voice among others' female voices, and they are able to recognize that a sentence in English does not sound similar to a sentence in French (O'Grady, 2007).

- **It happens fast**

Children learn language quickly and without doing any efforts, especially between the age two and six. They have the ability to learn 10 words per day. By the age six, children will have the average of words around 14,000. After the age six, children start to learn new words faster; they learn the average of 20 new words per day (O'Grady, 2007).

- **Not two children do it the same way**

Not all children learn language in the same way, some children are better at pronouncing words clearly. By the age 18 months; children start to produce short, clearly articulated, one-word utterances. However, other children produce their first language at the age of 10 months or even earlier. These are just the some steps that lead to the same destination (O'Grady, 2007).

- **Mistakes are good**

When children start learning a language they make many mistakes. Children can say "goed" instead of saying "went" or "eated" for "ate". It is not possible to hear to a three year old child without making errors. Mistakes in children arise as a normal part of the language acquisition process and with time those mistakes will disappear (O'Grady, 2007).

- **It is not how it is said but what is said**

It is so important to help your children in the process of learning language. Correcting mistakes directly and using baby talk with them do not faster their learning. Children need to hear to the language that they are going to use. That is to say, children take part in conversations so they can develop their speaking (O’Grady, 2007).

3.2. Exposing Children to a Second Language

Learning a language is something crucial for human beings. Children are naturally curious and active to learn language (Moon, 2004, p. 07). Exposing children to second languages is very important, because no one can learn a language without being exposed to it. “Children must be exposed to a language in order to acquire it” (Rowland, 2014, p. 18).Alternatively, children who are exposed to two languages from birth, they will view both of them as natural means of communication (King & Mackey, 2007). They added that it is never too early for your baby to start learning another language and learning second milestones at about the same time as monolingual children. In other words, children are born with the ability to learn multiple languages they can learn them at the same time. Accordingly, it is up to parents to choose a second language to their child and expose him to that language.

3.3. Myths and Facts about Learning two Languages

There are many myths that make parents so confused; they do not know whether exposing their child to multiple languages is helpful to them or it is the opposite. Steiner (2008) summarizes some myths and facts related to learning two languages.

Myths	Facts
If a child is not very intelligent, then he cannot become bilingual.	A baby's brain is naturally made to learn multiple languages.
A child will become "confused" and mix languages if he learns more than one language.	Mixing is natural step in learning multiple languages.
If a child does not speak English by kindergarten, she will, she will have difficulty in school and difficulty in learning to read.	A child can adapt and learn languages well beyond 5years of age.
Bilingualism leads to language delay.	There is no scientific research that shows that bilingualism leads to language delay.
A parent must be fluent in more than one language to raise her child bilingual.	Monolingual parents can raise their child bilingually.
Children just absorb language passively.	The brain requires a rich and stimulating environment for a person to become fluent speaker.

Table 01: Myths and Facts about Bilingualism (Steiner, 2008, p. 18).

4. Effectiveness of Bilingual Education

Huerta (2015) draws on our attention the following benefits of Bilingual Education

- Bilingual Education can strengthen the executive function of the brain: both words of the two languages are acquired at the same time. Besides, when a child hears a new word his brain matches it to the existing knowledge in the mind. Hence, the process of

switching back and forth words requires executive functions in the brain (Huerta, 2015).

- Bilingual Education changes the shape and function of certain regions of the brain: there are two regions that are responsible for the speech; Broca's area in the left that deals with speech production, and Wernicke's area which is concerned with the processing of meaning. Many researches that are conducted in the field find that monolingual and bilingual speakers use the Wernicke's area whatever the language is being spoken, but the use of Broca's area by bilingual speakers differs from monolinguals (Huerta, 2015).
- Bilingual children are better at dealing with conflicts management: bilingual speakers are good at resolving conflicts, answering to tasks rapidly and resist to some diseases such as Alzheimer (Huerta, 2015)
- Bilingual Education makes kids more adaptable and flexible in a changing environment: it allows children to learn rules and new information and adapt easily to new environment (Huerta, 2015).
- Children who are learning second and third languages have good memory and they are cognitively creative comparing to monolingual children (Huerta, 2015).
- Speaking second language gives the child more global perspective: children learning foreign languages can interact and understand other's culture and what happens in the world (Huerta, 2015).
- Kids who learns a second language at a young age can develop pronunciation proficiencies that looks like native speakers: when a child is encouraged to learn another language he will develop his pronunciation, and develop native form of intonation (Huerta, 2015).

5. Approaches in Bilingual Education

Bilingual Education consists of many approaches. For instance:

a) Transitional Bilingual Education (TBE)

An educational approach that is used in Bilingual Education, it focuses on teaching children contents in their native language. For instance, Spanish, French, Arabic; and then the child will receive instruction in second language so that the skills that he has learnt in his first language can transfer them easily to second language. Singh (2008) explains this point as follows:

“Transitional bilingual education (TBE), one of several instructional approaches used in the education of English language learners since 1968, uses both students’ native language and English for content instruction, along with instruction in English as a Second Language (ESL), either as part of the classroom program or as pull-out instruction.”(p. 854)

To make things clear, within this program, the content is provided in child’s native language to ensure their understanding; then, the teacher will shift to use English as language of instruction. Besides, children are taught in their native language until they have acquired enough English; then, students are transitioned to instructions that are only in English.

b) Maintenance Bilingual Education (MBE)

In maintenance Bilingual Education programs, children receive instruction through the medium of both languages, typically beginning with instruction in the native language only. (King & Mackey, 2007, p.154). In other words, this program aims at maintaining learner’s native language in addition to learning second language. Children are going to maintain their native language and develop their English.

C) Two-Way or (Dual Language program) Immersion Bilingual Education (IBE)

Dual Language bilingual schools contain a mixture of language majority and language minority students (Baker, 2001, p. 213). Accordingly, this program emphasizes on helping children who do not speak English to learn it, and to help those who speak English to learn another language; learners are put together in one setting and the instruction is done in both languages.

Section Two: Oral performance

The present section is about oral performance. First, we introduce the concept of communicative competence including its three models. Moreover, we define speaking skill; then, we move to oral performance and language acquisition. Furthermore, we shift to speak about pre-elementary bilingual curriculum. Lastly, we deal with theories of second language acquisition.

1. Introducing Communicative Competence

The concept of communicative competence come to existence in the late of the 1960s as a reaction to Chomsky's view of "competence", which is a linguistic code and a set of rules. It is knowledge of grammar and vocabulary (Smith, 1999, p. 28) ,Hence. Dell Hymes (1960) redefined Chomsky's concept of "competence" by including social variables. In this context, Drid (2016) claims:

"An important innovation in sociolinguistics research was the redefinition of the notion competence. The notion competence was reformulated by the American linguist and anthropologist Dell Hymes in the late 1960s as a reaction to Chomsky's view. The shift occurred as a result of including social variables in describing language." (p.38).

Moreover, some utterances can be considered to be linguistically correct, but when including a social context, those utterances become inappropriate in some situations. For instance, when we consider the following examples:

Example 01:

{ Give me your pen!
Can you give me your pen, please!

These two sentences can be used to ask for a pen, which means they hold the same meaning. However, they can be used in different situations. That is to say, context will determine which sentence to use to ask for a pen. Accordingly, sociolinguistically speaking, it is acceptable to say to our close friend “Give me your pen!” because we know each other and we have close a relationship. However, asking for a pen from someone we do not know using the same sentence we have used with our friend can be considered as an impolite behavior. Thus, will understand it as an order. It would be better to ask him by saying “Can you give me your pen please!”.

Example 02:

{ Hi
Good morning sir.

In the second example, the two utterances are correct. That is to say, they have the same meaning (i.e. greeting). Similarly to the first example, they are linguistically correct. However, when including the social context which is the environment in which the meaning is exchanged (Richards & Schmidt, 2010, p. 534), those utterances become inappropriate. We say “Good morning sir” to people we do not know or those we encounter for the first time, but

it is needless to say it in this way to people we know instead we can simply say “Hi”. So, social variables have a great importance in achieving a successful communication. To make it explicitly, communicative competence is an important element which leads to successful communication, since it involves linguistic competence and sociolinguistic context.

1.1 Models of Communicative Competence

After the redefinition of Chomsky’s “competence” by Dell Hymes (1960), three models appeared to explain this concept. The model of Canale and Swain (1980), the model of Bachman and Palmer (1990) and the description of components of communicative language competence in the Common European Framework (CEF) (2001). Accordingly, Bagaric and Djigunovic (2007) the three models of communicative competence are follows:

1.1.1 Model of Canale and Swain (1980)

At the most basic level, the model proposed by Canale and Swain (1980) consists of three components: grammatical, sociolinguistic and strategic competence. In its latest version, another component was added to this model named discourse competence.

- Grammatical Competence: It is similar to Chomsky’s “Competence”, which is the mastery of linguistic code, including vocabulary, morphology, syntax, semantics, phonetics and orthography. This component enables speakers to understand literal meaning of words. It is purely linguistic (Bagaric & Djigunovic, 2007).
- Sociolinguistic Competence: It deals with appropriateness of language use in a variety of social situations. It involves rules of speaking and conventions about sociolinguistic and sociocultural conventions (Bagaric & Djigunovic, 2007).
- Discourse Competence: It deals with rules that combine both meaning and form of language to achieve meaningful unity of spoken or written texts. The unity achieved by both cohesion and coherence. Cohesion is achieved by the use of cohesion devices

(pronouns, conjunctions, synonyms, etc.) Coherence also should be fulfilled. In other words, the knowledge of constructing meaningful stretches of language (Bagaric & Djigunovic, 2007).

- **Strategic Competence:** It refers to the ability of knowing verbal and non-verbal strategies that are used to compensate breakdown in communication. These strategies include paraphrasing, circumlocution, repetition, and avoidance of words (Bagaric & Djigunovic, 2007).

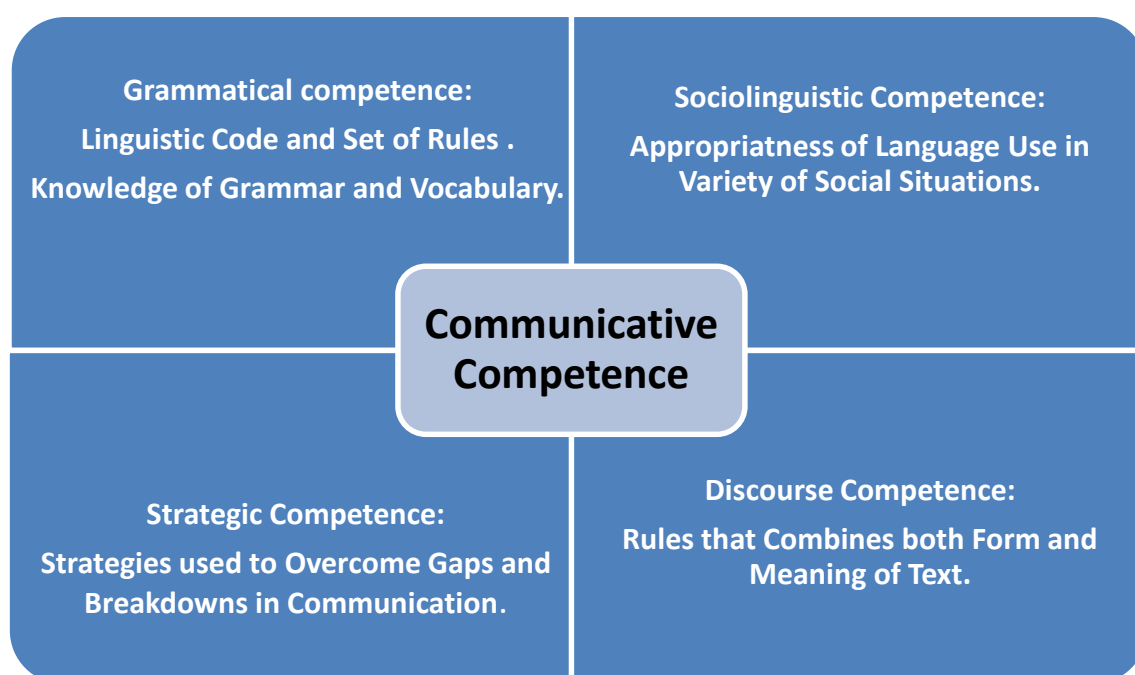


Figure 01: Canale and Swain (1980) Model of Communicative Competence.

1.1.2 Bachman and Palmer's Model (1996)

Bachman and Palmer (1996) model is composed of two areas of language which are " *language of knowledge*" and " *strategic competence*". First, Language of knowledge consists of two main components: organizational knowledge and pragmatic knowledge. These two components complement each other in achieving communicatively effective language use. Furthermore, organizational knowledge enables the production of grammatically correct

sentences and the general organization of the spoken or written form of language. It is divided into two sub-components:

- Grammatical knowledge: deals with vocabulary, syntax, phonology and graphology.
- Textual knowledge: deals with cohesion, rhetorical, conversational organization, and imaginative functions (Bagaric & Djigunovic, 2007).

The second component in " Language knowledge" is pragmatic knowledge which refers to the ability of understanding and in context. The latter is also divided into Functional knowledge and Sociolinguistic knowledge.

- Functional knowledge: It enables expressing acceptable language functions and interpreting the illocutionary power of utterances. It includes ideational functions, cultural references and figures of speech (Bagaric & Djigunovic, 2007).
- Sociolinguistic knowledge: It refers to conventions for creating and interpreting language utterances which are appropriate in particular context of language use. This includes dialects, language varieties, registers and idiomatic expressions (Bagaric & Djigunovic, 2007).

To make it clear, the following figure explains the first component (Language knowledge) of Bachman and Palmer (1996) model of communicative competence.

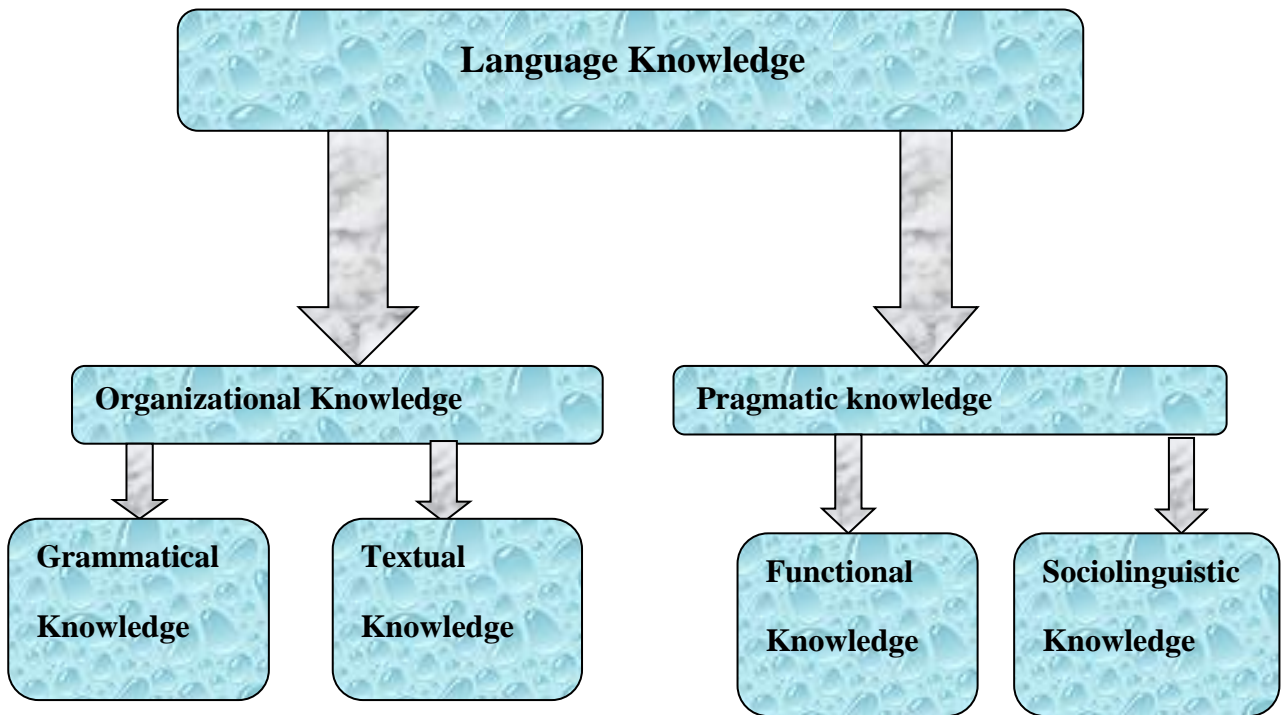


Figure 02: Language Knowledge of Bachman and Palmer (1996) Model of Communicative Competence.

The second area within this model is Strategic competence which is perceived as set of metacognitive functions. It enables language user to set goals (by identifying set of tasks and deciding whether to complete those tasks or not.) Planning is to decide how to use language to communicate successfully expressions (Bagaric & Djigunovic, 2007).

1.1.3 Common European Framework (CEF) (2001)

This model is composed of three components:

- Language competence: the ability to use language to form well structured messages. Is includes lexical, grammatical, semantic, phonological and orthographic competences (Bagaric & Djigunovic, 2007).
- Sociolinguistic competence: the appropriateness use of language in social context (Bagaric & Djigunovic, 2007).
- Pragmatic competence: involves two sub-components discourse competence and functional competence (Bagaric & Djigunovic, 2007)

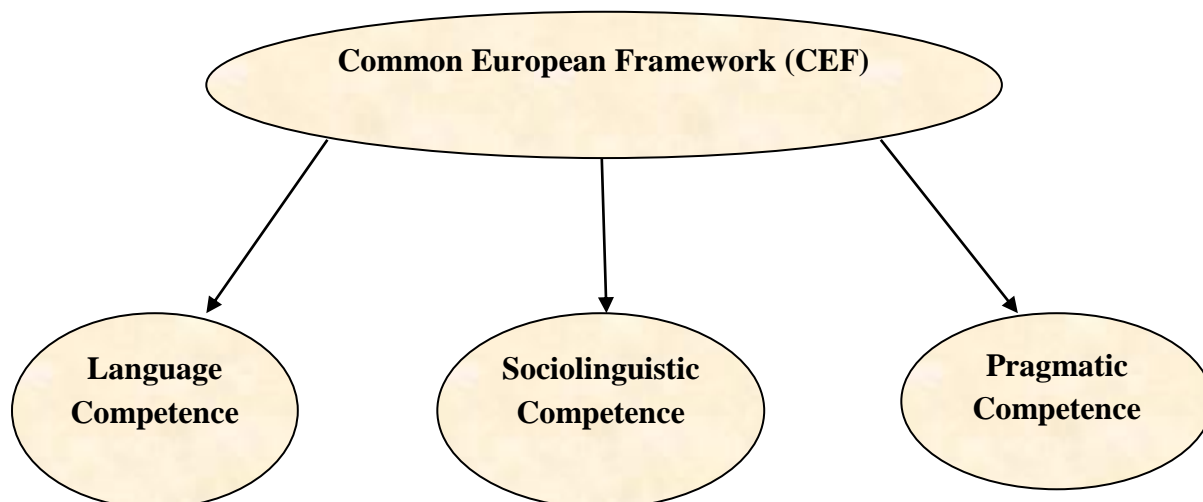


Figure 03: Common European Framework (2001) Model of Communicative Competence.

2. Introducing Speaking Skill

Language is a means of communication, a way of interpreting ideas and thoughts, which is specific to human beings. The latter has four basic skills which are classified into receptive (reading and listening), and to productive skills (writing and speaking). Hence learners should assimilate and be proficient in both productive and receptive skills in order to communicate effectively. At the most basic level, speaking is the most important skill since it requires language production. Furthermore, Ur 1996 (as cited in Kusnierek, 2015) clarifies this point by saying:

“(...)of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important: people who know language are referred to as ‘speakers’ of that language, as if speaking included all others kinds of knowing; and many if not most foreign learners are primarily interested in learning to speak.”(p.75).

Besides, the author of these words emphasizes on the importance of speaking skill, since speaking involves having the knowledge of the language being spoken. In addition,

learners are interested in learning speaking rather learning other skills (Ur 1996 as cited in Kusnierek, 2015, p. 75).

2.1 What is speaking?

Cambridge Online Dictionary (2018) defines speaking as: “*the act of saying words, using voice or having conversation with someone*”. Besides, Oxford Online Learner’s Dictionary (2018) defines speaking as: “the ability to talk to somebody about something; to have conversation with somebody.” Similarly to the previous definitions, Collins Online Dictionary (2018) considers speaking as the ability of giving speeches and talks. Hence, speaking is the act of delivering speech in order to get things done.

2.2 Types of speaking situations:

Bentayeb (2008) identified three types of speaking situations, namely:

- Interactive speaking situation: includes face to face interaction, telephone calls, and conversation. In other hands, there is interaction between speakers.
- Non- interactive speaking situation: refers to situations where there is no interaction such as a speech from radio broadcast where people are supposed just to listen not to interact.
- Partially- interactive speaking situation: it is to give a speech on live for audience, but the audience does not interrupt during the speech (p. 28).

2.3 Top Tips for Developing Speaking Skill:

A good speaker is the one who can use language effectively in different contexts. However, having knowledge of language is not enough, language users are urged to know how to use the knowledge of that language in order to maintain communication and avoid breakdowns.

Accordingly, Sinha (2015, p.02) prepared a poster in which she represents the top tips for developing speaking skill. She suggests the following tips:

- ✓ Be a good listener.
- ✓ Use simple vocabulary.
- ✓ Try to avoid errors, but think about fluency too.
- ✓ Keep developing your intonation.
- ✓ Think of ways to help other people to understand you.
- ✓ Practice fluency.
- ✓ Make eye contact and smile.
- ✓ Use positive body language.

Hence, following these key tips learners will communicate effectively in the target language.

3. Oral Performance and Language Acquisition

3.1 Oral Performance

Language is the main means by which children gain access to the knowledge available to human society as a whole, and to the values of community in which they live (Sealey, 2000, P. 85). In other words, children use language as a means of communication by which they express their ideas, feelings, needs and share messages with others in the society they belong to. However, those needs can be expressed in written or spoken forms of language. At the most basic level, children first speak language before they write it; which means, they acquire first the spoken language before learning to write it. In this sense, language users or learners are in favour of learning the spoken form of language at the first position. The mastery of speaking skill is a priority for many second language or foreign language learners. Consequently, learners often evaluate their success in language learning on the basis of their spoken language (Richards, 2008, p. 19).

3.1.1 Accuracy Vs Fluency

The concepts of accuracy and fluency are clearly defined in applied linguistics. The notion of fluency refers to the ability of speaking spontaneously, being able to express personal experiences or ideas. It refers to a person who is creative in his speech. In other words, if a person uses language creatively this means he is practicing fluency. According to Moon (2004, p. 182), fluency refers to lack of hesitation, pausing and the ability to express one's message effectively. In other words, a fluent speaker focuses on meaning; he can speak about any topic without any hesitation. A good speaker is the one who is fluent. On the other hand, accuracy deals more with mastery of grammatical rules and punctuation and grammatically correct language and it is contrasted with fluency (Moon, 2004, p. 182). All in all, fluency has to do with how language users are good in practicing language. Whereas, accuracy deals with the production of grammatically correct sentences (Crystal, 1999, p. 120).

3.1.2 Situations Where Children are Speak More

According to Dahlgren (2008, p. 72), there are some situations in which children talk more; they are as follows:

- ✓ Waiting few minutes before replying to what they say: it means that we have to give time to children to reflect before answering the questions. The reflection is needed before replying.
- ✓ Look at their face: children like people who look at them when speaking because they feel at ease and they will be confident.
- ✓ Show them that you are listening: it is important for educators to pay attention to what children say, and tell them that they interested on what children say.
- ✓ Talk about topics that children like more: if educators talk to the children about topics they like, this will increase interaction in the classroom.

- ✓ Giving them the opportunity to talk about what they are doing: let children speak about their field of interest such as things they do every day.
- ✓ Use new words: in every session, educators are urged to use new words to enhance children's vocabulary.
- ✓ Repeating new words: educators should help children to use new words they have been exposed earlier in new contexts.
- ✓ Avoid changing topics quickly: when changing topics quickly this may create kind of anxiety (Dahlgren, 2008, p. 72).

3.1.3. Activity-types in Enhancing Oral Performance

Oral performance can be enhanced and fostered through a wide range of activities. According to Richards (2008), different speaking activities such as conversations and group discussions make different types of demands on learners; they require different kinds and levels of preparation and support (p. 39). Educators should select the activities that fit their children's needs and the ones that help them to practice their speaking. Moreover, the activities must elicit and sustain pupils' attention, interests and motivation (Kyriacou, 2007, p.26). In other words, one should select fluency-oriented activities since the focus is given to oral performance, yet without forgetting some accuracy-oriented activities. These are some activities that focus on developing children's oral performance:

- **Story-telling:**

In this activity, educators select a story to tell it for his children. However, [story chosen] should be of high quality in terms of the language used, the quality of the story, illustrations and the links (Smidt, 2008. p.81). After selecting a story, the educator groups children into a circle and sits in the center of the circle. Then, he starts telling them the story using flash cards to demonstrate the main figures of this story;

his body and his facial expressions are also involved for better explanations. After telling the whole story, he will use audiovisual aids such as television or data show to play the story. As a result, children will have mental images about the story they have been exposed to, and they will develop their imagination, creativity and gain necessary vocabulary to use it in their speech.

- **Drama:**

Drama is a good activity. It provides excellent context for language learning (Moon, 2004, p. 08), because children feel free by performing all together. Furthermore, they will enjoy more the story in this way because they will live the story with their feelings and emotions. According to Moon (2004, p. 06), children have great capacity to learn language, when they are enjoying themselves. They are usually absorbed by the activities and want to continue it because they are not aware that they are learning language. Moreover, it will reduce children's negative attitudes such as anxiety.

- **Oral Report:**

It is a useful activity where the educator asks some pairs to report briefly to the whole class what they did, so everyone can compare his experiences with his classmates (Richards, 2008, p. 34). In other words, a child is asked at the beginning of each session to come to the board to face his classmates and his educator to tell them what he did during the whole week, or if he did something special during the weekend; he will report it orally and share it with his classmates. All children will do it; this will help them to develop their oral performance.

- **Debate:**

Creating debates in classroom is very important because it opens the doors for children to express their points of view, create interaction and stand in the position

they believe to be true. Richards (2008, p. 22) claims that when people meet they engage in a small talk and recount recent experiences they which to establish a comfortable zone of interaction with others, the focus is on speakers how they present themselves to each other. Besides, educators who create debates in his class offer the opportunities for children to know how to convince others, to defend their point of view and to know how to engage in communication with others.

- **Cooperative Learning Group:**

Kyriacou (2007, p. 43) asserts that cooperative activities such as small group discussion or collaborative-problem solving enables people to share ideas, to develop the skills involved in cooperative interaction to communicate clearly and to work as a team. In other words, for children who are learning together, this will help them because they will exchange their ideas and have more opportunities to discuss together. Each one exchanges his ideas with his partner and this leads to creativity and critical thinking.

- **Reciting Poems and Songs:**

According to Smidt (2008), for children learning language songs, poems and rhymes provides sound foundation for building up their fluency in a new language (p.81). That is to say, introducing some poems and songs that are purposeful help children to develop their speaking, they will sing all together with the help of their educator.

3.2. Language Acquisition

Acquisition Vs. learning

The process of language acquisition and language learning are the concerns of applied linguists. However, these two processes are different. Krashen (1981) made a clear distinction between them. He refers to acquisition as a process of picking up a language

naturally, which is similar to the way children develop their first language. It is subconscious, informal, effortless, internalizing of implicit rule. When using language people are not aware about rules they focus on communication. It is the result of meaningful naturalistic interaction using the language. However, learning refers to the conscious process that result of knowing about language such as the result of classroom experience with explicit rules (Krashen, 1981, pp.).

4. Pre-elementary Bilingual Curriculum

According to Feinberg (2002, p. 01), the term bilingual education mirrors the ways in which the basic idea of education through two languages are adopted to meet the requirement of each school. In other words, content is introduced to children using two languages as mediums of instruction. However, each school adopts the kind of bilingual program that fits its goals, objectives and even the one that helps children, taking into account the learners' culture and background. These variables are taken into account for designing courses and deciding languages of instruction. For instance, some children use two or more languages at home, especially, those whose parents come from different ethnic groups. In the Algerian context, there are several cases such as a mother who speaks Arabic and a father who speaks Kabyle. The question is which language the child will speak: is it Arabic or Kabyle? Another case, a mother speak Kabyle at the same time she is a teacher of French, meanwhile, a father speaks Arabic and he is teacher of English. This case seems to be ambiguous and complicated from linguistic point of view. That is, which language a child will speak? Since his parent speak four languages, Tamazight, Arabic, French and English. Accordingly, Algeria is a multilingual country where many languages co-exist; if we take the example of "Bejaia", an Algerian wilaya that is situated in the north. People speak Kabyle as their first language (L1), Arabic as second language (L2), and French as foreign language since it is it is taught in schools after L2. However, when we move to other wilayas such as "Oran", people speak

Arabic as their first language, Kabyle as L2 and French as foreign language. With globalization and technology development, people are in need to learn another language which is English since 80% of data are used in English (Crystal, 2001, pp.216). The latter is taught all over the world because it is considered by many to be today's Lingua Franca (European Commission, 2011, p.07). However, each country follows specific curriculum to teach English.

4.1 What to Consider When Designing Curriculum?

Curriculum designers take into account several aspects when preparing a curriculum; these are some aspects that are needed:

- The school's goals: there are many "Languages Schools" all over the world that are in charge of teaching foreign languages. Many schools list a number of education aims in their prospectuses. School curricula should promote the spiritual, moral, cultural, mental and physical development of the pupils at schools (Kyariscou, 2007, p.20). However, each school adopts certain ways and methods with specific goals. For instance, it aims at building young generations that master many languages including English and Chinese.
- Learner's goals: Montero (1979, p. 30) claims that goals are general ends; they are the ultimate behaviours that students will ideally attain. In other words, learners have specific goals in attending school; some want to develop their reading, listening, or to knowing how to communicate in real situations.
- Materials: there is a vast range of resources and materials available for use in the classroom including white board, laptops, power points and CDs (Kyariscou, 2007, p. 51). The use of new technologies when delivering courses, such as data show,

television for watching cartoons or movies, flashcards, pictures and games could facilitate the process of learning.

- Learners' culture and background: it is important for school managers to invite children's parents to be involved in curriculum meetings to check whether schools reflect their children's culture or not (Smidt, 2008, p. 116). Bilingual learners usually have different cultures and background; though, they can share some common points but they differ in many aspects. Hence, it is important to take their culture into account when designing curriculum.
- Languages of instruction: this refers to the languages used for teaching the basic curriculum of educational system (Ball, 2011, p. 13). This has to do with language minority and language majority. That is, educators' selection of the language of instruction depends on the language majority.

4.2 What to teach in Bilingual classes?

In bilingual classes, an educator should teach the four basic skills including listening, speaking, writing and reading. Besides, an educator needs to provide his children with a set of activities that will foster their four skills. In this context, Smidt (2008) claims:

“Bilingual children need to have their language proficiency in all of their languages in terms of the competences outlined above. So this involves going beyond the child's capacity to speak and listen and even beyond the child's abilities to read and write. Language competence must also reflect attitudes and feelings, confidence and the complex analysis of contexts.”(p. 91)

In other words, when teaching speaking, the educator needs to deal with topics that attract children's attention such as fairy tales, feelings and family. Besides, when providing them with topics they like, this will push them to speak and express their ideas and points of view.

Furthermore, he brings them poems, songs, and conversations to listen to and asks them to do some activities such as filling in the gaps in order to grasp some key words. Hence, being exposed to native's speech will enhance their pronunciations and enables them to understand natives. On the other hand, he provides them with colorful handouts, short stories, or any other kind of books which help them to enlarge their imagination, discover other's culture, life style, and enlarge their vocabulary. Ultimately, asks children to write sentences and small paragraph applying the grammatical rules he already explained, and encourage them to use those words they have newly learned. All in all, the educator has to deal with the four skills and teach them in connection to each other, not separately (Smidt, 2008, p. 91).

5.3 Curriculum Framework Sample

The British School of Brussels (BSB) designed a primary school curriculum guide for children. It hosts students from over 70 nations. BSB is made of a primary school (from 1 to 11 years old) and a secondary school (from 11 to 18 years old). It is an international learning community which is British-based curriculum. It provides children with wide range activities that develop in and out classroom children's communication since it has skilled school staff. The latter aims at developing personal, social and emotional side of children. These young learners are offered the opportunity to visit number of local places they are interested in. As a result, Children become open-minded, self confident and able to appreciate different cultures and languages. It offers two different programs for children:

- French as a core subject from 3 to 6 years old.
- Bilingual program (French/English) from 4to 14 years old.

(British Schools of Brussels, 2012)

This example is for year three (7-8 years old), the four skills (reading, writing, listening and speaking) are covered, in addition to grammar. Furthermore, in this year, there is a school journey in which the focus is given on developing social skills and team building.

Reading	Writing	Grammar
Read range of fiction and non-fiction.	Use prefixes and suffixes in spelling.	Use conjunctions and time connectives.
Use dictionaries to check meaning.	Use dictionaries to confirm spelling	Use the present perfect of verbs e.g. has studied.
Prepare plays and poems to perform.	Use varied and rich vocabulary	Introduce speech punctuation.
Check own understanding of reading.	Create simple setting, character and plot	Speaking and Listening
Draw inferences and make predictions.		Give structured descriptions.
Discuss reading with others.		Participate actively in conversations.
		Consider and evaluate different viewpoints.

Table 02: Essential Areas of Learning for 7-8 Years Old (British Schools of Brussels, 2012).

5. Theories of Second Language Acquisition

According to Ellis (2007, p. 3), second language acquisition (SLA) is defined as a way in which people learn a language other than the mother tongue, inside or outside the classroom. They are the languages that are learned subsequent to the mother tongue. In other words, SLA is the process of learning another language. Although the concept is named SLA, yet it can involve a third or fourth language.

5.1. Krashen's Theory of Second Language Acquisition (1982)

Krashen's (1982) theory of SLA has had a large influence on applied linguistics researches and language teaching. From the 1980s onwards, there has been just extensions and reactions to his theory. Krashen's theory consists of five main hypotheses:

- **Acquisition Learning Hypothesis:** for Krashen (1982), there are two distinctive and independent systems for developing second language learning (acquisition and learning). Acquisition refers to subconscious internalizing of implicit rules, and the result of meaningful naturalistic interaction. It happens in informal places (society, daily conversations), which means, it needs a natural context. Whereas, learning refers to a conscious process that results from knowing rules of language. It happens in formal places (school, university), and the focus is on grammar and language form. It needs much time and efforts. Moreover, He argued that learning is less important than acquisition, and fluency in second language is due to what we have acquired not what we have learned. Thus, it is needless to spend our time learning grammar since it will not help us to become fluent. According to Krashen (1982), the learned knowledge cannot be turned into the acquired knowledge. (Krashen, 1982).
- **Natural Order Hypothesis:** Krashen (1982) claims that the acquisition of grammatical rules is predictable; some rules acquired early and before others, while some rules tend to be acquired later on. This order is dependent on children's mother tongue, age and setting. (Krashen, 1982).
- **Monitor Hypothesis:** it explains the relationship between learning and acquisition. Acquisition plays the role of initiating when we communicate in second language. Besides, when we learn consciously there is a voice in our mind that checks, repairs and edits our output. This model focuses on learning. Hence, Krashen (1982) suggests three conditions that make monitor work, they are as follows:

1. Must be sufficient time (working only on formal places).
 2. Focus is on formal not on meaning.
 3. Learners should know the grammatical rules. (Krashen, 1982, pp. 15-16).
- **Input Hypothesis:** In order to learn, learners need comprehensible input, receive things that they can understand.(Krashen, 1982, p. 20).
 - **Affective Filter Hypothesis:** Krashen (1982) explains the affective filters as number of facilitators and variables that cause success in second language acquisition. These variables include motivation, self confidence and low anxiety. The more learners are motivated, confident and relaxed the more affective filter go further. (Krashen, 1982).

Section Three: Review of Some Related Studies

Before tackling our research, we would like to review the most important studies that are conducted in relation to our field of investigation, and show the contributions of the present study to the literature of the subject.

King and Fogl (2006) have conducted a research which is entitled “Raising Bilingual Children: Common Parental Concerns and Current Research”. They showed that parents’ ‘attitudes, beliefs and interactions are important factors that help children to become bilingual. They added that parents’ use of their 1st language is important in providing their children rich linguistic knowledge; they should expose their children to both languages in order to create space to become bilingual. According to them, bilingualism makes their children smarter.

Another related research is done by Pearson (2007). It is entitled “Children with Two Language”. She considered bilingualism as the ability to learn two languages. Moreover, she reported that not every child exposed to bilingual settings become bilingual, but parents who provide their children with adequate input and continual reinforcement guaranteed the ability for their children to become bilingual and to communicate effectively.

Additionally, Taheri and Heidar (2014) have dealt with a research which is about “Investigation of the Effect of Bilingual Education on Language Achievement of Iranian pre-intermediate EFL (English as Foreign Language) learners. They have chosen randomly 40 pre-intermediate EFL learners who were studying at private language institute in Sari. These participants are divided into two groups experimental and control group. The experimental group has access to Bilingual Education in which they deal with science, math and reading. Whereas, the control group has just access to conversations that are assigned by institute curriculum. The results obtained from this research showed that there is difference between the two groups. Experimental group performed better comparing to control group. That is to say, Bilingual Education has significant impact on language achievement of the Iranian pre-intermediate EFL learners.

Similarly, Liberman et al (2016) conducted a research that is entitled “Exposure to Multiple Languages enhances Communication Skills in Infancy”. They argued that multilingual environment could influence effective communication. That is, infants who are exposed to multiple languages in their home environment perform differently from infants who are exposed to their second language in school. They viewed that early exposure to multiple languages is important for learning how to communicate effectively.

Thus, our present study is similar to the previous ones in the following: it deals with children bilingual education, the study of the impact of bilingual on oral performance. However, our study is different for the previous ones in the following: it deals with children who are raised bilingually in the Algerian context, which means they speak both French and Arabic and they seek for improving their English language. Also, the sociolinguistic situation of Algeria is featured by multilingualism.

Conclusion

The first chapter is about theoretical background. It is divided into three sections. In the first section, we spoke about children's Bilingual Education. Moreover, in the second section, we dealt with oral performance. Ultimately, in the third section we gathered studies that are related to our field of investigation.

Chapter Two

Research Methods, Analysis, and Discussion of the Findings

This chapter deals with the analytical part. It is divided into three sections. The first section concerns itself with the description of research method, population, sample and data collection tools. The second section, deals with interpretation and discussion of our findings; and the third section deals with some conclusions, limitations of the study and suggestions for further research.

Section One: Methods & Study Design

This section concerns with the description of our study methods and design. We describe the method we use, our population and our sample. Moreover, we speak about the data collection tools we used to gather our data and the procedures for analyzing those tools.

1. Method and Study Design

The study of children is described as a complex process since it requires detailed attention, observations, and efforts. Children are a special case since they are learning in different ways compared to adult learners. As our present research aims at investigating the impact of raising children bilingually on their oral performance, we seek for a description of how children learn two languages; how they use them simultaneously and which impact

bilingualism has on their oral performance. In addition, we do believe that the descriptive-qualitative method is the suitable for our investigation. That is to say, we focus on describing those young learners as individuals, their attitudes, the way they are performing, and how it affects their development. To sum up, we opt for descriptive-qualitative method in order to get valid results. Moreover, this method will help us to understand deeply the different views and perceptions about bilingual young learners.

2. Population and Sample of the Study

2.1. Population

Many children all over the world are bilingual and this is due to many factors such as immigrations and parents who use different languages with their child. As far as we are concerned, with those children, we selected two private schools in Bejaia city; these two schools are in charge of teaching many languages including French and English. We have chosen Bejaia city for our investigation due to two reasons. Firstly, children in the city have more opportunities to learn different languages, since there are many private schools that teach bilingual children. Secondly, most parents are working as doctors and teachers. This means they are using many languages at home including French, Arabic and English. To investigate our topic, we choose two schools one is named Centre de Langue Étagère (CLE), it has one group of children their age is between 8 to 11 years old. The second school is called Manwork, it has also one group their age is between 5 to 10 years old.

2.2. Sampling

As we have mentioned before, we have dealt with two schools CLE and Manwork. However, working with the whole population is difficult. It requires much time and materials. As a result, we have chosen CLE since it has more children (06children) compared to Manwork school which has only (03children).Our sample is composed of 6 children; there are

3 girls and 3 boys. Their native language is Kabyle. Besides, they master both French and Arabic. Moreover, they come to private school in order to learn English.

3. Instruments of the Study

To collect valid data, we use observation with both children and their educator and interview with their educator.

3.1. Observation

Observation is among the tools used in the present study. It helped us to get in touch directly with our participants. In other words, we observed the children and their teacher. That is to say, the way they behaved in the classroom. Observation guided us to follow their progress, evolution, and the manner of performing in class using two languages. As far as we are concerned with children, observation helped us a lot to obtain very detailed information about children. Moreover, children are not feeling at ease when asking them, so observation is needed and it helped us to get as much information as possible. All in all, observation is among the tools that we use in order to collect valid data. That is to say, to observe both the teacher and children in class.

3.2. Interview

Another tool that we relied on is the educator's interview. It contains questions that are related to children performance, languages used in class, and the program adopted in class. Moreover, the interview is important because it gives more opportunities for researchers to talk with participants individually, and ask them questions face to face. Moreover, the participants have the freedom to express their ideas and their points of view. In our case, the interview is designed for the educator of those bilingual children. We expect that teacher's interview will help us to get more detailed information about children's learning. To sum up,

the interview is an important data collection tool since it helps the researcher to obtain more reliable results.

4. Data Analysis Procedures

The observation grids are concerned with the educator and children in the classroom. The interview is designed to the educator of those children. The latter contains questions related to children's background, culture, languages used at home and the bilingual program adopted in the classroom. All these questions are going to be analysed after getting answers. All in all, the two data collection tools (observation and interview) are analysed and interpreted in the coming sections.

Section Two: Discussion and Analysis of the Findings

1. Analysis and Discussion of the Observation

Introduction

CLE School uses a course book entitled "Everybody up". It is a book designed for children, and it is an American-based culture book. It contains many units which cover broad areas of learning. In other words, topics related to daily life, which enable children to acquire vocabulary needed for their daily communication. Moreover, it tackles the four basic skills; listening, speaking, reading and writing. That is to say, it guides them to know how to listen, speak, read and write. Furthermore, it provides them with wide range of activities that deal with grammar and pronunciation. Unfortunately, we did not have a lot of time to attend to the whole year; we were present just for five sessions. During these five sessions, the teacher dealt with one unit that is entitled "Around Town". The first unit in this course book is entitled "Welcome". It aims at helping children to know how to introduce themselves to their

friends, teacher and classmates. However, when the teacher dealt with this unit we were not able to be with them. Concerning the unit, we were present, it is divided as follow:

Unit 2: Around Town

Lesson one: “Places to go”

Lesson two: “Things to do”

Lesson three: “Story”

Lesson four: “Activities”

Lesson five: “Reviewing”

Lesson six: “Reading”

1.1.Children’s Observation

Children	Age	L1	Languages used in class in addition to English	Purpose of learning English
One	11	Kabyle	French & Arabic	Speak like native speakers
Two	11	Kabyle	French & Kabyle	Communicate effectively
Three	11	Kabyle	Arabic & French	Language used in the world
Four	9	Kabyle	Arabic & French	Wants to travel to USA
Five	8	Kabyle	French & Kabyle	Speaks like natives
Six	11	Kabyle	French & Kabyle	Improves his level in English

Table 03: Describing the Children.

In our first session, the teacher asked children to introduce themselves for us. There are six children, who presented themselves as follows:

Child one:

I am 11 years old. My first language is Kabyle, but I use French and Arabic in class. My purpose from learning English is to speak like native speakers.

Child two:

I am 11 years old. My first language is Kabyle. In case I do not have words in English I use both French and Tamazight in class, so that, others can understand me. I want to learn English in order to communicate effectively.

Child three:

I am 11 years old. My first language is Kabyle too; I use Arabic and French in class. I come to this school to learn English because it is language of the world.

Child four:

I am 9 years old. My first language is Kabyle like my classmates. I use Arabic and Tamazight in the class; I want to learn English because I like the Americans and I want to travel to live there.

Child five:

I am 8 years old. Kabyle is my first language. I use both French and Tamazight in class when I feel that I do not have words in English. I want to speak like natives, for this reason I come to learn English.

Child six:

I am 11 years old. My first language is Kabyle too. However, I use French in addition to my first language in class. I want to learn English in order to improve my level using it.

After hearing to the children describing themselves, we deduced that they share the same first language which is Kabyle. Hence, it is obvious that they share the same culture. In the other hand, child two, five and six use French and Kabyle in class. Whereas, child one, four, and three use Arabic and French. Furthermore, our participants showed different purposes from learning English that are as follows:

- Child one and five: want to speak like native speakers.
- Child two: to communicate effectively.
- Child three: English is the language used in the world.
- Child four: wants to travel to USA.
- Child six: aims at improving his level in English.

1. Describing First Lesson:**Lesson One: “Places to go”**

As we have mentioned before, unit two (Around Town) is divided into five lessons. In these following paragraphs, we describe the five lessons including children’s attitudes. The first lesson is entitled “Places to go”. It contains five activities:

The First Activity is named “Listen, point, and say.” The aim of this activity is to develop the children’s listening, speaking skills and pronunciation.

Procedures:

- Teacher plays the audio and asks his children to keep calm and listen attentively.
- Teacher asks them to repeat the words while listening to audio. Meanwhile, they look to pictures in the book that represent those words.
- Teacher asks each child to pronounce those words without looking to book (Jackson & Sileci, 2011, p. 12).

The Second Activity is named “Listen and find”. The aim of this activity is to introduce new vocabulary and foster listening skill.

Procedures:

- Children are asked to listen again to another audio, but this time they will listen to person who is describing his town.
- They will look to picture in the course book which represents people in town who are doing many things.
- Teacher asks his children to find out in the picture the words he introduces already in the first activity. For instance, movie theatre, supermarket, post office, library. (Jackson & Sileci, 2011, p. 12).

The Third and Fourth activities are named “listen, ask and answer. Then practice”.

The aim of these two activities is to help children to listen; in addition to this, the teacher will teach them how to ask and answer questions. Furthermore, to enable them to practice what they have learned in class. Moreover, there is focus on grammar.

Procedures:

- Teacher writes on the board expressions they need in this activity such as “across from” and “between” and explains its meaning.
- He reads an example from course book using these two grammatical expressions.
- Asks each child to choose one picture from the activity using “across from” and “between” to show directions to their friends (Jackson & Sileci, 2011, p. 13).

The Fifth Activity is entitled “look at. Point, ask, and answer”. The aim of this activity is to push children to speak using what they have acquired from the previous activities.

Procedures:

- Children read the conversation in the yellow box.
- Two students come to the board and try to give example from their own following the structure of the example (Jackson & Sileci, 2011, p. 13).

1.2. Children Performance in the First Lesson:

Child one:

Criteria	Lesson one
Oral performance	Pronounces all the words correctly except one word. Speaks loudly and she/he uses new vocabulary that she/he acquired in the first activity.
Motivation	Very motivated, she/he corrects for her classmates when they mispronounce some words.
Interaction	Interacts with both teacher and her/his classmates.
Participation	Participates in all the activities even in the activities that she/he does not have the answer.

Table 04: Child One Performance in First Lesson.

In our first session, we noticed that child one performed very well. She/he pronounces correctly all the words except one word in the first activity. We can say, she/he is very motivated, from time to time she/he corrects for her/his classmates when they mispronounce some words. Moreover, she/he interacts with her/his educator by asking her/him some questions related to pronunciation. In addition to this, when the educator asks questions she/he raises her/his hand and participates. In the second activity, child one speaks loudly and finds all the words in the pictures. She/he is motivated, interacts with her/his classmates and she/he asks questions. Besides, she/he participates and raises her/his hand. In the third and fourth activities, child one finds difficulties to use “across” and “between” she/he cannot assimilate these two grammatical expressions; she/he asks questions and participates because she/he has not understood this activity. In the last activity, child one comes to the white board; she/he speaks about showing directions and gives real examples. Add to this, she/he uses vocabulary that she/he acquired in the first activity. Yet she/he faces difficulties to use “across from” and “between”. Since she/he has understood, yet she/he asks her/his educator for clarification and explanation of these grammatical expressions.

Child two:

Criteria	Lesson one
Oral Performance	Pronounces all the words correctly and puts stress on the right syllables. Comes to board and speaks with confidence.
Motivation	Very motivated; explains meaning of words and gives their names in French and Arabic.
Interaction	Interacts with educator and her /his classmates.
Participation	Participates in all the activities.

Table 05: Child Two Performance in First Lesson.

In the first activity, child two pronounces all the words correctly and she/he puts stress on the right syllables. She/he is very motivated and explains the meaning of words not only pronouncing them. Furthermore, she/he interacts by asking her educator questions related to consonants that are not pronounced in English. Moreover, she/he raises her/his hand to read words before her/his classmates. In the second activity, child two finds all the objects in the picture after listening to the audio. She/he is very motivated; she/he does not name only the objects in the picture. Yet, she/he gave their synonyms and gave their names using other languages including French and Arabic. Moreover, this child interacts with her/his educator by asking her/him questions related to the activity. Furthermore, she/he participates and clarifies for her/his classmates things that are ambiguous in the activity. Concerning the third and fourth activity, child two faced no difficulties with the use of “across from” and “between”. She/he interacts with her/his classmates and corrects their mistakes. In the last activity, she/he comes to the board and performs very well. All in all, child two is very motivated, she/he participates and asks questions when she /he does not understand something.

Child three:

Criteria	Lesson one
Oral performance	Faces difficulties with pronunciation. Feels anxious and stressed when she comes to the board. Uses French when she feels blocked.
Motivation	Shows great interest to develop her/his pronunciation and listening.
Interaction	Interacts with both educator and classmates.
Participation	Participates in all the activities except in the third and fourth activities which deal with grammar.

Table 06: Child Performance in the First Lesson.

In the first activity, child three faces difficulties with pronunciation, and she cannot pronounce words correctly. Though, child three has not pronounced correctly the words, she/he does not keep silent, instead she/he asks her/his educator about the right way of pronouncing those words. Moreover, she/he interacts with her/his classmates, participates in this activity and shows interest to develop her/his pronunciation. In the second activity, child three finds only some objects in the picture because she/he has problem with listening, she/he cannot follow the audio until the end. We can say that she/he is not practicing listening outside classroom. In the third and fourth activity, the focus is given to grammar. Child three faces difficulties to use “across from” and “among”. She/he does not participate and interact in this activity. In the last activity, child comes to the white board to perform. She/he feels anxious and stressed. Besides, she/he is blocked. Hence, she/he switches to use French.

Child four:

Criteria	Lesson one
Oral performance	Pronounces all the words correctly. Comes to the board and speaks in front of her/his classmates and educator with confidence.
Motivation	Explains to her/ his classmates points they cannot understand.
Interaction	Interacts with both his/her classmates and with her/his educator.
Participation	Participates in all the activities.

Table 07: Child Four Performance in the First Lesson

In the first activity, child four pronounced all the words correctly. He/she is motivated; this shows that he/she is practicing listening outside classroom since listening fosters one’s pronunciation. Besides, Child four participates in this activity and interacts with his/her classmates. In the second activity, this child finds all the objects in the picture; this means that he/she is familiar with this vocabulary. Add to this, he/she interacts with his/her classmates

and participates in this activity. Concerning the third and fourth activity, child four does not face difficulties with the use of grammatical expressions. He/she masters them very well and he/she explains it to his/her classmates. That is to say, he/she is interacting with others and participates in the explanation of the lesson. In the last activity, child four comes to the white board. He/she performs very well and uses both grammatical expressions and vocabulary he/she acquired in the previous activities.

Child five:

Criteria	Lesson one
Oral performance	Pronouncing all the words correctly. Takes time for reflection before speaking.
Motivation	He/she listens to his/her classmates and educator when they speak.
Interaction	Interacts with both educator and his/her classmates.
Participation	Participates in all the activities except third and fourth activities.

Table 08: Child Four Performance in First Lesson.

In the first activity, child four pronounced all the words correctly but he/she takes time to speak. He seems to be as if he is not sure of the right way of pronouncing those words. Child four was motivated because he/she shows interest to listening to his/her classmates when they are pronouncing and interacts with them. In the second activity, he/she finds all the objects in the picture, but as we have already mentioned, he/she takes time to answer. We have noticed that he/she is taking much time for reflection. In the third and fourth activities, child four has a problem with grammar. He/she is not able to use “across from” and “between” correctly. This led her/him to not interact and participate in these activities. Concerning the last activity, child four comes to the white board, yet we noticed that he/she is anxious and stressed. That is to say, he/she does not feel at ease. He/she takes time for

reflection and from time to time he/she gets blocked. Hence, she/he uses French in order to avoid pauses when speaking.

Child six:

Criteria	Lesson one
Oral performance	Pronounced all the words correctly. Speaks in front of his/her educator and classmates without being anxious.
Motivation	Explains meaning of words to her/his classmates.
Interaction	Interacts with both educator and her/his classmates.
Participation	Participates in all the activities.

Table 09: Child Six Performance in First Lesson.

Child six is a very brilliant and motivated child; she/he pronounced all the words correctly. Besides, she/he explains meaning of those words to her/his classmates. She/he asks questions and interacts. In the second activity, child six finds all the objects in the picture quickly. Add to this, she/he pronounces words correctly. Child six is a motivated child who is interacting and participating in classroom. Concerning the third and fourth activity, child six uses those grammatical expressions correctly and constructed well formed sentences. She/he does not have problem with grammar. Hence, she/he participates and interacts in this activity. As child six performed well during the previous activities, she/he comes to the white board and speaks without fear; add to this, she/he is confident and not anxious.

After attending our first session, we have noticed that our learners are very motivated. They show great desire and interest to learn English. Though, they face difficulties in some activities especially those concerned with grammar. Thus, these difficulties push them to interact and ask for more explanation and clarification. In the other hand, these children perform well in front of their classmates and educator and once they get blocked they shift to

other language which is French to make their message understood and avoid pauses in their speech.

1.1.3. Describing Second Lesson

Lesson two: “Things to Do”

Lesson two contains five activities like the first lesson. That is to say, the first activity deals with listening and pronunciation. Whereas, second and third activities are concerned with grammar. Add to this, the fourth activity is about singing. However, the last activity deals with speaking.

1.1.4. Children Performance in Second Lesson

Child one:

Criteria	Lesson two
Oral performance	Good pronunciation of words. Does not get blocked in conversation.
Motivation	Listen carefully to the audio. Respect turn taking in conversation.
Interaction	Interacts with both classmates and her/his educator.
Participation	Participates in all the activities.

Table 10: Child One Performance in Second Lesson.

In the second lesson, child one performed very well in all the activities. She/he does not block when she/he speaks. Add to this, she/he pronounces all the words correctly. In the other hand, this child is very motivated in the sense that she/he listens carefully to the audio and for her/his classmates when speaking and she/he respects turn taking in a conversation. Moreover, child one interacts with both her/his educator and her/his classmates. Furthermore,

this child participates in all the activities and asks questions. We noticed that she/he uses both French and English.

Child two:

Criteria	Lesson two
Oral performance	Speaks with confidence. Good pronunciation of words.
Motivation	Explains for her classmates things they have not understood.
Interaction	Interacts with her educator and her classmates.
Participation	Participates in all the activities.

Table 11: Child Two Performance in Second Lesson.

Child two speaks with confidence in this lesson when she/he comes to the white board she/he feels at ease and pronounces all the words correctly. Moreover, she/he is motivated. In other words, she explains for her classmates what they have not understood. Furthermore, she/he interacts with both her/his classmates and her/his educator; they are all interacting together. Another observation is that child two participates in all the activities and uses both French and English.

Child three:

Criteria	Lesson two
Oral performance	Good pronunciation of words. Speaks with confidence
Motivation	Improves her/his grammar and her/his pronunciation.
Interaction	Interaction with both teacher and her/his classmates.
Participation	Participates in all the activities

Table 12: Child Three Performance in Second Lesson.

Child Three performed well in the second lesson comparing to the first lesson. This time, she/he pronounces words correctly and she/he does not feel anxious. Whereas, in the first lesson, she/he speaks with confidence, but she/he stills uses some words in French when she/he wants to explain her/his point of view or when she/he wants to give examples. Also, we noticed that she/he developed her/his pronunciation and overcomes grammatical difficulties and this show that she/he is motivated. Child three interacts too with her/his classmates and educator which lead her/him to improve her/his proficiency in both English and French. What is special in this child is that she/he participates in all the activities even though she/he has no answers.

Child four:

Criteria	Lesson two
Oral performance	Good pronunciation. No mistakes in her/his speech.
Motivation	Highly motivated
Interaction	Interacts with both Educator and her/his classmates.
Participation	Participates in all the activities.

Table 13: Child Four Performance in Second Lesson.

Child four performs well as she/he did in the first lesson. She/he pronounces words correctly and does not make mistakes in her/his speech. That is to say, she/he is highly motivated. She/he interacts with her/his educator and classmates too. In addition to this, She/he participates in all the activities.

Child five:

Criteria	Lesson two
Oral performance	Good pronunciation. Speaks with confidence.
Motivation	Overcome her/his difficulties when she/he speaks.
Interaction	Interacts with both educator and her/his classmates.
Participation	Participates in all the activities.

Table 14: Child Five Performance in Second Lesson.

Concerning child five, we have seen that she/he faced some difficulties in the first lesson that are related to his way of performing. That is to say, she/he used to make pauses when she/he speaks. In the second lesson, she/he is able to overcome these difficulties, and she/he speaks with confidence and pronounces words correctly.

Child six:

Criteria	Lesson two
Oral performance	Pronounce all the words correctly. Comes to board and speaks without hesitation.
Motivation	Show desire to learn
Interaction	Interacts with both educator and classmates.
Participation	Participates in all the activities.

Table 15: Child Six Performance in Second Lesson.

Child six performs very well; he pronounces correctly and speaks without hesitation. Add to this, she/he is highly motivated since she/he shows great desire to learn English. Moreover, she/he interacts with her/his classmates and educator. Furthermore, She/he participates in all the activities.

1.1.5. Describing Children in Third Lesson

Lesson Three: “story”

Lesson three is about story that is entitled “It is over there!” It contains four activities that are as follows:

Activity One:

This activity is called “talk about the story. Then listen and read the story.” This story is about a man who is lost in the town and he is looking for the post office. Besides, he encountered two friends and he asks them to show him the direction. The aim of this activity is to use grammatical expressions and vocabulary that children acquired in the previous lessons.

Procedures:

- Children are required to talk about the story using their own. That is to say, to talk about what they see in the pictures without reading what is written, to know whether they suffer with lack of vocabulary.
- Children listen to the audio which tells the story.
- Children read what is written in the course book (Jackson & Sileci, 2011, p. 16).

Activity Two:

The second activity within this lesson is entitled “Read and Circle”. It is about comprehension. In other words, it focuses only on comprehension of the story.

Procedures:

- Each child is required to read one sentence and translate it to French.
- Answering by Yes or No and asking them to justify their answers (Jackson & Sileci, 2011, p. 17).

Activity Three:

This activity is named “Sing”. It aims at developing ones listening and pronunciation. It is about listening to a song that is named “It is over there!”

Procedures:

- Read first the song that is written in the book.
- Listening to the audio to check pronunciation.
- Singing all together the song.
- Each child comes to board and sing it alone (Jackson & Sileci, 2011, p. 17).

Activity Four:

The last activity within lesson three is about “Listen and say. Then act”. In this activity the focus is given to listening and speaking.

Procedures:

- Teacher reads the example written in the activity.
- Asks each child to read what is written in the box.
- Children come to the board and perform orally (Jackson & Sileci, 2011, p. 17).

1.1.6. Children Performance in Third Lesson

Child one:

Criteria	Lesson three
Oral performance	Tells the story using her/his own words. Uses French and English. Uses grammatical expressions she/he learned.
Motivation	Highly motivated; using gestures when telling story.

Interaction	Interacts with both educator and her classmates.
Participation	Participates in all the activities.

Table 16: Child One Performance in third Lesson

In our third session with children, the educator has dealt with a lesson which is about story. Child one tells the story using her/his own words. Add to this, she/he includes grammatical expressions she/he learned in the first and second lessons. Yet, from time to time, she/he shifts to use French in her/his speaking. Besides, she/he is highly motivated; she/he uses gestures and body movements when telling the story. Moreover, she/he interacts with both her/his educator and classmates and participates in all the activities

Child two:

Criteria	Lesson three
Oral performance	Tells story using French and English. She does not make grammatical mistakes.
Motivation	Uses vocabulary and grammar she/he acquired in the first and second lesson.
Interaction	Interacts with both educator and her classmates.
Participation	Participates in all the activities.

Table17: Child Two Performance in Third Lesson.

Child two is very brilliant and intelligent; she/he tells the story using two languages French and English. In other words, she/he comes to the white board and shows great confidence in herself/himself. This means that child two is very motivated. Besides, she/he uses in her/his speech vocabulary and grammatical expressions she/he acquired in the previous lessons appropriately. Furthermore, she/he interacts with her/his educator and classmates and participates in all the activities.

Child three:

Criteria	Lesson three
Oral performance	Tells story spontaneously. Good pronunciation.
Motivation	Uses vocabulary and grammar that she/he acquired in previous lessons. Using gestures and shift to other languages.
Interaction	Interaction with educator and classmates.
Participation	Participates in all the activities.

Table 18: Child Three Performance in Third Lesson.

Child Three comes to the white board and speaks spontaneously. She/he pronounces all the words correctly. She/he is very motivated since she/he is using vocabulary and grammar she/he learned in the first and second lesson with success. Add to this, her/his body is involved when speaking. That is to say, she/he uses body movements and gestures to explain for her/his classmates. Similarly, to other children, shifts to use French when speaking. Furthermore, she/he interacts with her/his classmates and educator. Moreover, she/he participates in all the activities.

Child four:

Criteria	Lesson three
Oral performance	Speaks spontaneously and with confidence.
Motivation	Uses the acquired grammar and vocabulary. Uses gestures and shift to other languages.
Interaction	Interacts with educator and classmates.
Participation	Participates in all the activities.

Table 19: Child Four Performance in Third lesson.

Child four communicates effectively; she/he speaks spontaneously and with confidence. She/he uses vocabulary and grammatical expressions she/he acquired in the previous lessons. This child is highly motivated since she/he uses gestures when telling the story and shifts to use French when she/he forgets some words in English. For instance, child four speaks in English suddenly she/he gets blocked. However, she/he does not keep silent instead she/he says the word she/he wants in French and immediately her/his friend translates to English. It is a kind of cooperation between them. Hence, child four interacts with her/his classmates and the educator. In addition to this, she/he participates in all the activities

Child five:

Criteria	Lesson three
Oral performance	Speaks fluently and overcome limitations in speaking.
Motivation	Uses new words in addition to the mastery of grammar.
Interaction	Interacts with educator and learners.
Participation	Participates in all the activities.

Table20: Child Five Performance in Third Lesson.

As we have seen child five in first lesson, she/he faces difficulties with speaking. In other words, she/he takes time to speak and uses many pauses and cannot assimilate some grammatical expressions in lesson one. However, child five improved her/his oral performance; she/he starts to speak fluently and overcome the limitations we mentioned before in her/his speaking. Moreover, she/he uses new words, interacts with her/his classmates and educator. Add to this, she/he participates in all the activities.

Child six:

Criteria	Lesson three
Oral performance	Produces and speaks English as natives.
Motivation	Understands and produces English.
Interaction	Interacts with educator and classmates.
Participation	Participates in all the activities.

Table 21: Child Six Performance in Third Lesson.

Child six speaks English fluently like natives. She/he does not only speak it; however, she/he understands it and produces well structured sentences. We can say that she/he is highly motivated and participates in all the activities and interacts with her/his classmates and educator.

1.1.7. Describing Children in Fourth Lesson**Lesson Four: “Activities”**

In this session, the teacher has dealt with a lesson about reviewing. Lesson four is entitled “activities”. It contains five activities that are described as follows:

Activity One:

It is named “Listen, point and say”. It aims at fostering children’s listening, and speaking skill. Besides, more focus is given to pronunciation.

Procedures:

- Educator plays the audio and asks children to listen to it.
- Children point pictures that correspond to the audio.

- Children will pronounce and describes what they see in a picture (Jackson & Siceli, 2011, p. 18).

Activity Two:

Activity two is about listening, speaking and reading. It is named “Listen and say. Then listen and read”. This activity aims at enhancing children listening, speaking and reading.

Procedures:

- Educator reads and explains some cohesive devices; meanwhile children are listening to him attentively.
- Children repeat those devices just after their educator.
- Again teacher reads what is written in pictures.
- Each child will read what is written in pictures (Jackson & Siceli, 2011, p. 18).

Activity Three:

This activity is named “Read and number”. It contains four statements that are in disorder. In other words, children are required to read the statement and put it in the right and appropriate order.

Procedures:

- Children read statements in order to understand it.
- Educator explains meaning of each statement.
- Children attribute number to each statement basing on the cohesive devices (Jackson & Siceli, 2011, p. 18).

Activity Four:

This activity is a kind of games. It is called “Make Town with your Classmates”. The aim of this activity is to push students to work in groups and enhance their imagination.

Procedures:

- Educator divides children into two groups.
- Each group draws the town in paper.
- Educator will choose group who draw well (Jackson & Siceli, 2011, p. 19).

Activity Five:

The last activity within lesson four is entitled “look at your town, ask and answer”. It aims at putting children in real situations, in the sense that children can use their English outside classroom.

Procedures:

- Children read the example that is written in this activity.
- Two children come to board and make conversation in which one child asks his friend about directions (Jackson & Siceli, 2011, p. 19).

1.1. 8. Children’s Performance in the Fourth Lesson:

Children	Comment
One	Good pronunciation; understands easily and enjoys cooperative working.
Two	Performs well and enjoys working with her classmates.
Three	Pronounce well the words and faces no difficulties in understanding.
Four	Good pronunciation and understands easily cohesive devices.

Five	Speaks and pronounce words in the appropriate manner.
Six	Speaks fluently and good pronunciation of words.

Table 22: Children Performance in Fourth Lesson.

As we can see from the above table, children are highly motivated and they improved their level from one session to another. Our sample speaks English fluently, spontaneously, and pronounces words correctly. Add to this, they did not encounter difficulties when the teacher has introduced cohesive devices. They understand them easily and quickly. Moreover, what attract children in this lesson is the fact that the teacher has grouped them into small groups and asks them to draw their town. They enjoyed this task and are in favour of cooperative working. As usual, these children interact with each other and with their education. As usual, these children interact with each other and with their educator. Moreover, they participate in all the activities.

1.1.9. Describing Fifth and Sixth Lesson

Fifth and Sixth Lesson:

As lesson five and six are the smallest lessons in this unit, the educator has dealt with these two lessons in one session in order to gain time and move to other units in the course book.

Lesson five: “Reviewing”

Lesson five is about “Reviewing”; it is important because it tells educator whether children have understood what he has already explained. This lesson contains three activities as follows:

Activity one:

The first activity is named “I can say these words”. The latter will tell the educator if his learners are able to pronounce those words and if they have acquired the vocabulary which they have been exposed to during lesson one till lesson three.

Procedures:

- Children look at Pictures for few minutes
- The educator chooses one child randomly among those children to say what he sees in the picture (Jackson & Siceli, 2011, p. 20).

Activity two:

This activity is named “I can talk about these topics”. It represents some pictures in which children are supposed to speak about them using their own words.

Procedures:

- Each child chooses one picture to speak about.
- Children come to board and talk in front of his educator and classmates using their own words (Jackson & Siceli, 2011, p. 20).

Activity three:

Activity three is the last one in the lesson five; it is called “I can talk with you”. This activity is about conversation. In other words, it aims at guiding children to communicate effectively in a daily life situation

Procedures:

- Children look to the pictures and read the examples.
- Two children come to board and each one asks the other about direction (Jackson & Siceli, 2011, p. 20).

Lesson six: “Reading”

This lesson is about reading. It contains three activities

Activity one:

This activity is entitled “listen and read”. It is about listening to teacher reading paragraph.

This activity aims at enhancing children’s listening and reading skills.

Procedures:

- Educator reads the paragraph and explains it in English.
- Each child reads paragraph and explains it in French (Jackson & Siceli, 2011, p. 21).

Activity two:

Second activity is about “Reads and answer”. It aims at fostering children reading and writing skills; children are required to comprehend the paragraph in order to answer the questions.

Procedures:

- Children read the paragraph silently.
- They answer questions in a sheet of paper and give it their educator.
- Educator calls out her children’s answers and corrects it all together (Jackson & Siceli, 2011, p. 21).

Activity three:

The last activity within this lesson is named “Listen and number”. This activity focuses on developing listening skills.

Procedures:

- Children look to pictures.
- They listen to the audio carefully.
- Attribute each number to the pictures according to what they have listening (Jackson & Siceli, 2011, p. 21).

1.1.10. Children performance in Fifth and Sixth Lesson

Children	Comment
One	Speaks fluently, pronounces and reads correctly.
Two	Good pronunciation and no mistakes when she reads.
Three	Good performance and masters reading.
Four	Speaks spontaneously and reads without mistakes.
Five	Good speaking and reads correctly.
Six	Masters both speaking and reading.

Table 23: Children Performance in Fifth and Sixth Lesson

In our last observation with children, the educator has dealt with two lessons in one session. One lesson is about reviewing and the second lesson is about reading. Actually, these children show great desire to learn in a sense that they master all what has the teacher explained. In the lesson that was about reviewing, the educator aims at checking whether her learners got what she has explained. As a result, all children have improved their level

including listening, speaking, reading and writing. All in all, our sample is highly motivated, interacts between each other and participates in all the activities.

1.2. Educator's Observation:

The educator is an important element in classroom. He/she plays a significant role and does his/her best to facilitate the process of learning and helps his/her learners. As far as we are concerned with observing children, the educator too takes part and is involved in our research. In our observation two variables are involved the educator and the children. As we have explained and dealt with children observation, in these coming paragraphs, we try to deal with the teacher observation. Our educator's observation is based on the following elements:

➤ **Program adopted:**

It has to do with the languages the educator uses in class. In other words, the languages he/she uses to explain for his/her learners. Since those children are bilingual this means that they use two languages interchangeably. We aim in our observation to know which languages the educator uses with his learners.

➤ **Language of instruction:**

Though the educator is dealing with bilingual children, this does not mean that he/she is using two languages for the same purpose. However, he/she deals with one language for instructing and designing courses and another language for explaining the task.

That is to say, two different languages are used for different purposes in bilingual class. One language is used for instruction (English) and the other language (French) is used for explanation.

➤ **Educator's role:**

The children do not require only teaching them. However, other behaviors and roles are needed in children classes. Children are at the stage of education and learning. So, the teacher takes this point into consideration and varies his/her role in classroom which means he plays the role of the teacher and educator. In our observation, we will seek for the role of the teacher in bilingual class and how does he/she behave with his/her learners.

➤ **Activities:**

The process of teaching and learning involve wide range of activities. These activities have different purposes and aims. Some of these activities aim at developing learners', reading and writing skills, which means language skills in general. However, other activities aim at developing learners listening and speaking skills. Hence, preparing learners to communicate in real situations.

➤ **Materials:**

The success of a course is dependent on the materials that the educator uses in his class. That is to say, some courses require many materials such as audio and audiovisual materials. Traditional materials including chalk and board are not sufficient. However, the educator has to vary and uses multiple materials in his/her class to ensure effective explanation and teaching.

➤ **Homework:**

After explaining the lesson, the educator gives homework to his/her learners to do at home. In other words, he/she attributes to his/her learners some activities to do at home. Thus, learners will revise at home what they did in class and to recognize what they have not understood.

➤ **Feedback:**

Feedback is a kind of classroom interaction, it refers to comment or other information that learners receive from teacher or other person (Richards and Schmidt, 2010, p. 2017). It is teacher reaction for the learners' performance. It is necessary in teaching since it helps learners to perform more and tell them whether they are in the good direction or not.

All in all, our observation is based on the elements that we have cited above. Thus, each element is discussed in the coming paragraphs

Educator's Observation:

Criteria	Comment
Program adopted in class	English-French
Language of instruction	English
Role of Educator	Facilitator, educator and teacher.
Activities	Activities that tackle the four skills
Materials	Audiovisual and audio materials
Homework	Give to children tasks to do at home
Feedback	Positive feedback.

Table 24: Educator's Observation.

Comments:

After attending our five sessions, we noticed the following elements that characterized bilingual children class.

- **Program adopted:**

The educator adopted a program that is based on two languages French and English. That is to say, he/she uses two languages in class that are English and French. The choice was fallen on this program because children want to learn English as a target language and they use more French in class comparing to Kabyle and Arabic. Yet, the educator shifts to use children's native language when he/she feels that his/her learners cannot understand French. Moreover, English is maximized and Kabyle, which is the learner's native language, is minimized. In other words, the educator uses more English in class since the children aim at improving their English. Whereas, their native language is rarely used. In fact, there is one thing which attracted us, it is the fact that the educator does her best to avoid children's native language. As a remedy, he/she puts one box in the middle of the table where children are sitting around. At the beginning, the children use Tamazight in class, but after their educator obliged each child who speaks Tamazight to put money inside the box things are changed. As a result, those children started to forget about using their native language in class and shift to use only French and English. However, if those children do not know how to say word in English or French. They have to raise their hands and ask their educator for permission to use other languages which are Kabyle and Arabic.

- **Language of instruction:**

As we have already mentioned, the program adopted in classroom is based on English and French. However, these two languages are used in different situations. In our bilingual class, English is the target language which means 80% of language is used in English. Accordingly, the content is taught in English and the educator is maximizing the opportunities for her/his learners to speak and use English. Moreover, if the children face difficulties in understanding the instruction in English, an alternative

language is involved which is French. That is to say, the educator uses English as a language of instruction; however, when his/her learners cannot understand it, French will be used and explains what is ambiguous. All in all, the educator uses English as language of instruction, which means asking and ordering her learners to do tasks in English. Yet, if they do not understand, the educator shifts to use French to make his/her messages understood.

- **Role of educator:**

Being teacher of very young learners is not the same as being teacher of adults. That is to say, teacher of children has two main aspects to take into account which are teaching and educating them at the same time. In our case, the educator plays multiple roles. In the first hand, he/she is a teacher, that is to say, she is transmitting knowledge of the English language to her learners. Teaching them key elements that are the building block of English such as vocabulary, way of pronouncing and constructing well formed sentences, how to convey messages using English, and how to communicate effectively in real life situations. All these elements are done by the teacher. However, teacher is an educator too, this means she is not caring about transmitting knowledge and teaching those young learners basic language skills rules, instead we have noticed that this teacher is educating his/her learners. In a sense that he/she tries to change their behaviors that are not appropriate. For instance, when a child is doing mistakes and others are laughing at him, he/she punishes those who are laughing and telling them that mistakes are good and people learn from mistakes. Another role of the teacher is facilitator; he/she facilitates the process of learning. That is to say, if something is ambiguous he/she tries to explain it using other languages. All in all, the teacher of young learners has three main roles: he/she is a teacher, educator, and facilitator at the same time.

- **Activities:**

There are wide range of activities which foster learning English. In our context, the educator uses a course book which is full of activities; these activities are related to the four basic skills. For developing listening skills, she/he deals with activities that are simply named “listen”. The educator is playing the audio and asks children to listen attentively and answer the questions. In the other hand, she/he deals with activities that are related to speaking skills. For instance, she/he puts her learners in real situations and asks them to perform in the board using English. Besides, children are asked to read small paragraphs in order to improve their reading and their pronunciations. Ultimately, the educator gives to her/his children tasks to do which aims at developing their writing skills. These tasks include writing sentences and small paragraphs. All in all, the educator deals with wide range activities in which she/he aims at developing her/his children’s four skills.

- **Materials:**

Materials play an important role in the success of the lessons. The educator selects a kind of materials which help her/him in explaining effectively her/his lessons. Concerning our sample, the educator is working with a course book which is entitled “Everybody up”. This course book is full of colorful pictures and topics that attract children’s attention. In addition to this, the educator uses also audio materials such as CD in order to develop the children’s listening skills. Moreover, audiovisual materials are used by the educator such as television to expose children to cartoons and movies in English. Furthermore, she/he uses white board and marker to write some words on it in order to develop their spelling and their writing skill in general.

- **Homework:**

Explaining lessons in class is not enough. However, additional practice outside classroom is required because learning just English in classroom is insufficient. In our bilingual class, the educator gives to her/his learners tasks to do at home; and once they come back to school, they correct all together. This homework includes activities generally related to speaking. She/he asks two classmates to prepare something about a given topic and asks them to come to the white board and perform orally. This attracts children and seems to enjoy it because they prefer learning cooperatively. Through homeworks, the educator will assess her/his learners and know whether they got what she/he has already explained, if they are using grammatical expressions she/he explained and the new vocabulary she/he provided them.

- **Feedback:**

The last criterion within educator's observation is feedback. It is seen as an important part in classroom interaction. It is done by the educator. She/he asks questions and those children in their turn answer. However, answers are not usually correct. So, if their responses are correct it is good; otherwise, she/he does not deliver a negative feedback, because it will harm children and cause them fear of negative evaluation, anxiety and lack of confidence.

After observing the educator in her/his bilingual class, we noticed that she/he plays an important role in being a successful teacher. She/he is not only teaching, instead, she/he educates them, in the sense that she/he guides her/his children to know how to behave with others and how to maintain successful communication. This educator let learners do mistakes. In other words, she/he convinces them that learning is a result of doing mistakes, which means people who do not do mistakes are not learning. Moreover, laughing at others mistakes is forbidden in her/his class. What matters her/him is to push her/her learners to participate in

all the activities and push the children to interact with each other using English. At the beginning, this seems to be difficult, yet her/his efforts and intelligence helped her/him to deliver courses successfully. Mother language is forbidden in her/his class; she/he encourages every child to minimize it in class, and pushes them to use English.

2. Analysis and Discussion of the Interview:

After observing the children and their educator during five sessions, we use another tool which is interview with the educator of those children in order to have face-to-face communication and get better answers, because we believe that the observation is not enough. The interview contains ten questions that are as follows:

Question one:

How do you find teaching children?

Educator's response:

Actually, teaching in general is difficult because it requires much efforts and energy. However, when dealing with children is much harder and difficult. Add to this, children are beginners and I am not only teaching them; instead, I am educating them, Yet, I can say that they are enjoyable and learn quickly.

Interpretation:

From the educator's answer to the first question, we understand that the process of teaching in general is difficult. Both teaching adult learners and children require many efforts. Yet teaching children is harder comparing to adults. She/he claims that she/he is not only transmitting them knowledge; instead, she/he educates them and guides them to behave and

communicate in real situations using English. She/he adds that, though teaching them is difficult, but she/he enjoys working with them since they are innocent and learn quickly.

Question two:

What are the languages you use in class?

Educator's response:

In my bilingual class, I use French and English. English is used more because it is the target language, but, I use with them French for more explanation. From time to time, I allow them to use their native language when they do not have words in French and English.

Interpretation:

As the educator replies, two languages are used in class which are French and English. She/he uses English as the main language because children come to learn it as the target language. Also, French is used to explain them things that they cannot understand in English. However, mother tongue which is Kabyle is minimized; she/he allows them to use it in case they do not know words in English and French.

Question three:

What makes bilingual children different from monolingual children?

Educator's response:

Bilingual children use at least two languages for communication, whereas monolingual children have only one language to communicate with. In my class, children speak more than two languages. That is to say, I am obliged to use French and English with them. They use two languages interchangeably and maintain conversations easily since they have a rich linguistic repertoire, whereas monolingual use only one language.

Interpretation:

From her/his answer, we understand that bilingual children speak two languages and use them interchangeably. Having two languages is seen as something crucial because it helps them to communicate easily and shift from one language to another without any difficulties. And this is due to the richness of their linguistic repertoire. However, monolingual children have only one language to use and communicate and this language is generally their native language.

Question four:

Does your program rely on children culture?

Educator's answer:

In language classes, culture is important because language is part of culture. Hence, teachers cannot teach language without taking into account its culture. As I am dealing with a course book which American-culture based, we focus more on the American culture since the target language is English. However children's culture is also involved but more focus is given to the target one.

Interpretation:

From the answer of the educator, culture cannot be separated from language. That is to say, teaching language involves taking into account its culture. This educator is dealing with course book that is based on American culture; she/he is focusing more on the target culture in order to make her/his children familiar with culture of language they are learning. Moreover, she claims that the children's culture is not excluded from her program; instead, it is used, but more focus is given to the target one.

Question five:

How parents are involved in bilingual education of their children?

Educator's response:

All the parents of children who are studying in this class, I mean the six children, are workers. Some of them are teachers and others are working as doctors. Besides, they are living in a city. This means that their parents are bilinguals and they raised their children bilingually at home. So, these children come to this school just to improve their level because they have already a background concerning these languages.

Interpretation:

According to the educator, the children's parents are involved in this program. Since those parents are workers and they live in a city this gives them the opportunity to raise their children bilingually. That is, the parents are using two languages or more at home, not only native language. As a result, the children acquired knowledge about these languages so they come to private school in order to improve their level and learn how to communicate effectively.

Question six:

What are the activities you use in class to develop their oral performance?

Educator's response:

I give more focus to develop my children's oral performance, since they want to develop their speaking skill. Concerning the activities, I use the ones that are included in the course book. Generally, asking them to come to the white board and perform orally; this involves them in discussions and conversations.

Interpretation:

There are three main activities that the educator uses in her/his class to foster her/his learners' oral performance. These activities are the ones that are found in the course book. This includes oral reports which mean that children are asked to come to the white board and perform in front of their classmates and educator. They choose a topic and speak about it; this will help them to avoid fear stage and handle easily communication in real life. Add to this, discussions and conversations are also used in order to help them to communicate effectively with others.

Question seven:

What are the areas of learning covered in bilingual education?

Educator's response:

In my bilingual class, the four skills are covered which are listening, speaking, reading and writing. In other words, I provide them with multiple activities that aim at developing their four skills. For instance, playing the audio and asking children to listen to it carefully will help them to be familiar with natives. Besides, putting them into group discussions will foster their speaking. Also, giving them small paragraphs and small texts to read will enhance their reading skill. Ultimately, asking them to write well structured sentences using grammatical expressions that I had explained will develop their writing.

Interpretation:

From this response, we understand that the children are given the opportunities to practice their four skills in class. To make it clear, their educator provides them with activities which aim at fostering all the four skills not focusing on only one among them. She/he uses audio materials for developing their listening skill, putting them into group discussions in order to

push them to speak, asking them to read small texts and designing for them some tasks to develop their writing skill. All in all, the educator provides her/his learners with wide range activities that aim at enhancing and improving their language skills.

Question eight:

Do bilingual children communicate effectively or they encounter difficulties?

Educator's response:

In fact, bilingual children are good communicators; they communicate effectively using two languages. Yet, this does not mean that they are not encountering any difficulties. The fact that they are children and they come to this school to improve their level will justify my answer. They have some problems with grammar and punctuation but with practice and their parents' support, they overcome these limitations and they are still improving their levels. However, these are just some difficulties otherwise they are very motivated, interactive, and they are not anxious when coming to the white board.

Interpretation:

According to the educator, the children are communicating effectively using the two languages, but they face some problems with punctuation and grammar. However, these difficulties started to be overcome due to their parents' support and their practice in class. Besides, they are very motivated, interactive, participating in class and they are not anxious when they speak. Thus, these factors make from the children good communicators.

Question nine:

How does bilingual education affect children as individuals?

Educator's response:

According to my experience in the field of teaching children, bilingual education has positive effect on children. As an example, last year I had a class in which monolingual and bilingual kids are put together. However, I noticed that bilingual children performs better comparing to monolinguals; they answer tasks rapidly, are more intelligent, have good pronunciation, and intonation like natives.

Interpretation:

The educator claims that bilingual education affects children positively. From her/his experience as teacher, bilingual children are good communicators, intelligent, perform well, have pronunciation and intonation which is similar to natives. Whereas, monolingual children do not have such characteristics. All in all, bilingual education has positive effect on children.

Question ten:

Do you face problems in your bilingual class, if yes what are those problems?

Educator's answer:

Actually, I face only one problem which is children's mother tongue interference. They usually shift back to use it when they do not have words in English or French. Since, my objective is to foster their level in English and French.

Interpretation:

The educator faces only one problem which is children native language interference. Since her/his bilingual program based on French and English, she/he aims at developing children's proficiency in both languages (French and English).

Section Three: Conclusions, Limitations, and Suggestions for Further Research

Introduction

This section is divided into three sub-headings. The first is devoted to conclusions in which we state clearly our findings and results. Secondly, we list a number of limitations we encountered during our process of conducting the present research. Ultimately, we provide future researchers with some suggestions for further research.

1. Conclusions of the Study

As we are concerned with bilingual children and their oral performance, we have opted for two data collection tools which are interview with children's educator and observation with both educator and children. As previously mentioned, we attended five sessions in which the educator has dealt with one unit that is classified number two in the course book. During our observation, we noticed that children face some difficulties related to grammar and pronunciation. However, they started to overcome these difficulties and improve their levels. We believe that such difficulties are due to two reasons. Firstly, this unit contains some topics and new words which children are not familiar with. Secondly, children do not feel at ease when seeing someone observing them. After the educator has explained them grammar and the right way of pronunciation, she provided them with necessary vocabulary and set of activities which enhance their four skills and putting more focus on the speaking one. Moreover, these children are very motivated; they show great desire to learn English, interact with each other in the class and with their educator. Besides, they participate in all the activities even they do not have answers, what matter them is just to speak and use their language. Also, they have a good pronunciation and switch to other languages in their speech. So, children are improving their level from one session to another and this is due to their motivation and their linguistic background. Simultaneously, the educator is playing a

significant role in her bilingual class. She is not only teaching them; instead, she is educating them and facilitating the process of transmitting knowledge for her young learners. Besides, she involves them in real life communication, maximizing more opportunities for using the bilingual program which is based on the French and English languages. Furthermore, she encourages her learners to interact and participate by delivering positive feedback. In other words, the child who did mistakes is not punished; instead, he is encouraged to practice more. Accordingly, she helps them until they correct their mistakes and gives them tasks to do at home to ensure their understandings. Concerning the interview, we asked the educator questions related to children's culture, parental involvement in this bilingual program, and her view concerning bilingual and monolingual children. Ultimately, from our sample, we deduce that bilingual children are highly motivated, speak fluently and once they get blocked they shift to other languages.

2. Limitations of the Study

Conducting research requires much time, efforts, and materials. Add to this, there is no research which has no difficulties. That is to say, conducting research is a process which is not free from problems and limitations. In our case, we encountered numerous limitations that are highlighted in this paragraph. In the first hand, time constraint is among the issues we faced. That is to say, it is not enough to investigate such topic in one semester, it is a short period of time. It would be better if we were able to devote more time for our research. In the other hand, there was a lack of resources; we have not found the books we are looking for, especially the one of Weinreich which is entitled "Languages in Contact" in which he dealt with bilingualism. So, we used it as secondary resource. Moreover, our research is based on limited number of participants. That is, we have studied only 06 children and one among their educators. Whereas, it would be better if we have more participants in order to generalize our findings. Additionally, we observed the children just in class and it would be better to observe

them elsewhere to know how they communicate outside classroom. Furthermore, we held the interview just with their educator and we have not access to their parents to get more data. Ultimately, we observed them just for five sessions.

3. Suggestions for Further Research

The present study is conducted to investigate the impact of raising children bilingually on improving their oral performance. Besides, our sample is composed of 06 children who have rich linguistic repertoire. However, we believe that other studies can be investigated in this field. As suggestions, we shed light on the following areas of research:

- We suggest for future researchers to take children into account and conduct studies on their way of learning languages in contrast to adults. Since there is a difference between the ways they acquire language.
- Our observation is done in classroom; it is preferable for other researchers to go beyond this investigation and observe children outside classroom and try to have direct contact with parents for more reliable data.
- Our research is based on bilingual children and their oral performance. However, other investigations can be conducted in the field of bilingualism in relation to other skills including reading, listening and writing.
- Bilingualism and other cognitive aspects such intelligence, memory and perception could be investigated.

To sum up, the suggestions we mentioned above are some topics which have relation with our research. Future researchers can develop them to areas of research in the field of bilingualism.

General conclusion

Bilingualism is seen as linguistic phenomenon in which two languages co-exist. Our concern in the present study is to investigate the impact of raising children bilingually on improving their oral performance. During our investigation, we observed our sample and their educator. Besides, we deduced from the observation that bilingual children are highly motivated, interact with each other, speak spontaneously and use two languages interchangeably. In other words, they switch to use another language in their speech when they get blocked using one language. As a result, they shift to use another language to overcome their limitations and maintain communication. In the other hand, the educator's interview confirmed for us that parents have a great influence on their children. That is to say, parents use two languages with their children at home and they send their children to private schools to improve their children's level because they have already background concerning these two languages. Additionally, from the educator experience in the field of teaching English for children, she claims that bilingual children are good communicators and perform well comparing to monolingual children. Accordingly, our hypothesis is confirmed. That is to say, if parents raise their children bilingually; then, they will improve their oral performance. Ultimately, drawing on our findings we confirm that raising children bilingually has positive impact on their oral performance.

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Appendices

Appendix 01

Observation Grid

School:

Date:

Teacher:

Time:

Session:

Language Focus:

Criteria (children)	Comment
Children's native language. Language used in class Oral performance Motivation Interaction Participation	
Criteria (teacher)	Comment
Program adopted Language of instruction Role of teacher Activities Materials Homework Feedback	

Appendix 02

Teachers' Interview

Dear teachers,

You are kindly invited to take part in our research that is entitled “Investigating the impact of rising children bilingually on improving their oral performance” and answer to our questions in this interview. Your answers will help us in the success of our research. Thank you in advance.

The researcher,

Questions

Q. 1 How do you find teaching children?

Q.2 What are the languages you use in class?

Q.3 What makes bilingual children different from monolingual children?

Q.4 Does your program rely on children's culture?

Q.5 How parents are involved in bilingual education?

Q.6 What are the activities you use in class to develop their oral performance?

Q.7 What are the areas of learning covered in bilingual education?

Q.8 Do bilingual children communicate effectively, or they encounter difficulties?

Q.9 How does bilingual education affect children as individuals?

Q.10 Do you face problems in your bilingual class, if yes what are those problems?

Appendix 03

The Teaching Materials

2 Around Town

Lesson 1 Places to Go

A Listen, point, and say. CD 1 19

					
park	movie theater	supermarket	post office	department store	library

B Listen and find. CD 1 20



12 Unit 2

Appendix 04:

The Teaching Materials


C Listen, ask, and answer. Then practice.  


Where's the **park**?
It's across from the **movie theater**.

Where's = Where is

across from

1.  2.  3. 

4.  5.  6. 

D Listen, ask, and answer. Then practice.  

Where's the **park**?
It's between the **school** and the **movie theater**.


between



E Look at B. Point, ask, and answer. 

Where's the library?
It's across from the post office.

Where's your school?

Lesson 1 **13**



Appendix 05

The Teaching Materials

Lesson 2 Things to Do

A Listen, point, and say. 

					
shop	watch a movie	borrow books	mail letters	buy groceries	kick a ball

B Listen, ask, and answer. Then practice.  

What's

he
she

 doing at the department store? He's

shopping.

She's

He's = He is
She's = She is

shop → shopping watch → watching
borrow → borrowing mail → mailing
buy → buying kick → kicking

1. 	2. 	3. 
4. 	5. 	6. 

Appendix 06

The Teaching Materials

C Listen, ask, and answer. Then practice.

25



What are they doing at the **department store**?
They're **shopping**.

They're = They are



D Sing.

26

What's He Doing?

What's **he** doing at the **movie theater**?

He's **watching a movie** at the **movie theater**.

What are they doing at the **movie theater**?

They're **watching a movie** at the **movie theater**.

she
library
borrowing books

he
post office
mailing letters

E Act, ask, and answer.



What's she doing?

She's kicking a ball.

Where is she?

She's at the park.

What are they doing?



Lesson 2

15

Lesson 3 Story

A Talk about the story. Then listen and read.  

It's Over There!

The man is lost.



Excuse me. Where's the post office?

The post office? It's across from the library.



Where's the library?

Well, it's between the school and the restaurant. It's...



The school?

Yes. The school is across from the supermarket, and that's next to the post office. See?

Well...



The post office? It's over there!

Ah! I see it. Thank you!

Be helpful.


16 Unit 2

Appendix 08

The Teaching Materials

B Read and circle.

- | | | |
|--|-----|----|
| 1. The man is lost. | Yes | No |
| 2. He's going to the supermarket. | Yes | No |
| 3. James and Julie help the man. | Yes | No |
| 4. The post office is next to the library. | Yes | No |

C Sing. 



It's Over There

Excuse me. Where's the post office?

It's over there.

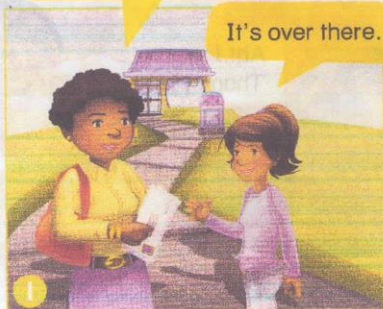
Ah! I see it. I see the post office.

It's over there.

D Listen and say. Then act.  

Excuse me. Where's the post office?

It's over there.



1 post office



2 park




3 school


Where's your school?





Appendix 09


The Teaching Materials


Lesson 4 **Activities** 

A Listen, point, and say. 

1  color

2  cut

3  glue

4  fold

B Listen and say. Then listen and read. 

First, color the house. First → Next → Then → Finally

1. Let's make a town.
First, color the house and buildings.
What colors do you like?

2. Next, cut the paper.
What shapes can you see?

3. Then, fold the paper. Can your house stand?

4. Finally, glue the house.
Great job!

18 Unit 2

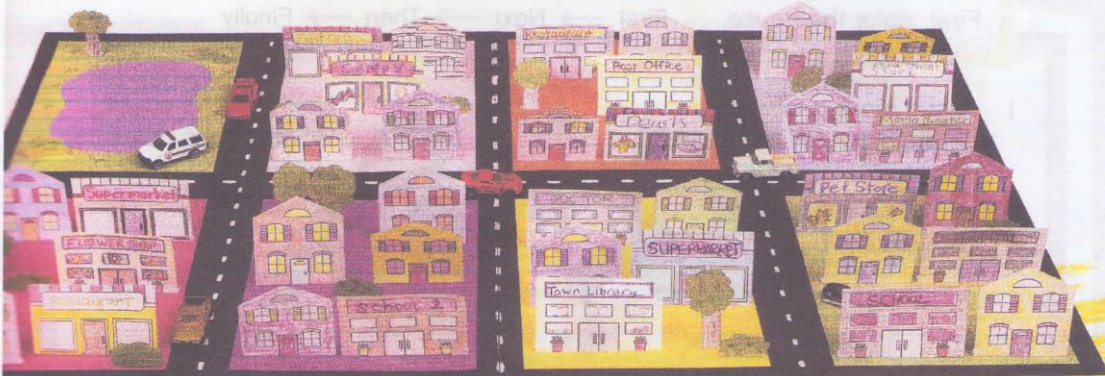
Appendix 10

The Teaching Materials

C Read and number.

1. Then, fold the paper. _____
2. Finally, glue the house. _____
3. First, color the house and buildings. _____
4. Next, cut the paper. _____

D Make a town with your classmates.



E Look at your town. Ask and answer.

Where's the school?

It's across from the library.

The movie theater in my town is next to the supermarket.

Lesson 4

19

Appendix 11

The Teaching Materials

Review 1

A I can say these words.

1.  2.  3.  4.  5.  6. 

7.  8.  9.  10.  11.  12. 

B I can talk about these topics.

1.  snacks

2.  vegetables

3.  cooking

4.  places to go

5.  things to do

6.  activities

C I can talk with you.

1.  What's for breakfast?

2.  It's over there.

20 Review 1

Appendix 12

The Teaching Materials

Reading

A Listen and read. CD 1 32

Movie Day

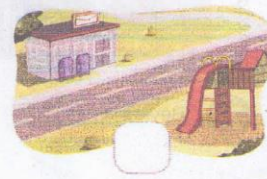
My name is Stephanie.
My friends and I go to the
movie theater on Saturdays.
It's between the library and
the park. We like watching
movies. We eat popcorn,
too. It's fun!



B Read and answer.

1. What is her name? _____
2. Where do they go on Saturdays? _____
3. Where is the movie theater? _____
4. What do they eat? _____

C Listen and number. CD 1 33



Abstract in French (Résumé)

L'éducation des enfants est une responsabilité qui nécessite des éducateurs bien formés et spécialisés dans le domaine .La présente étude vise à étudier l'impact de l'éducation bilingue des enfants sur l'amélioration de leurs performances orales .Pour atteindre nos objectifs, nous avons opté pour une méthode qualitative descriptive. De plus, deux outils de collecte des données sont utilisés pour obtenir des résultats valides, observation de l'éducateur et les enfants, en plus de l'interview avec l'éducateur. Pour explorer notre sujet, nous avons choisi 06 enfants à CLE (Centre de Langue Étrangère), qui une école privé dans la ville de Bejaia (Algérie). Dans cette école, les enfants reçoivent une éducation bilingue. Notre échantillon est composé de six enfants qu'ont un riche répertoire linguistique. C'est-à- dire, ils parlent la langue Kabyle, Arabe, Français et Anglais. Nos résultats ont révélés que les enfants bilingue sont très motivés à interagir entre eux et à utiliser d'autres langues dans leurs discours. C'est-à-dire, élever les enfants bilingues a un impact positif sur l'amélioration de la performance orale des enfants et développe la compétence communicative.