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**Teaching the Reading Skill through the Kusoma
Look-Listen-Think Approach**

The case of pre-schooling children

A thesis submitted in partial fulfilment of the requirements for the obtention of a Master degree in Linguistics

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Dedication

This study is wholeheartedly dedicated to all those who supported me.

Firstly, I dedicate this work to my wonderful mother, who always encouraged me to do my best and follow my dreams, and to my father for his words of encouragement.

Additionally, this paper is dedicated to my lovely sisters; Silya, Elissia and Djamila for sharing every moment of our lives with each other.

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I would like to thank my partner Nihad, and my sweet friends Chahinez, Sheryfa and Fatima.

Fazia.

Dedication

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Abstract

Reading has always been questionable in terms of how to learn to read. Basically, traditional reading techniques like reading with being aware of the alphabet and sound system was satisfactory for many readers, however for not all of them (dyslexic children). Many researches pointed at the importance of phonetic decoding in the process of reading. Yet, the purpose of this paper is to introduce and test a recent method called “Kusoma” in order to change the usual learning system, which involves the rejection of the phonetic decoding method. Kusoma is tested on 13 pre-schooling children during four weeks in Kindergaten Aigue Marine (private school). The data obtained during this period was analysed using mixed method. The results showed that the children were able to raise their level in terms of reading in both languages in only four weeks. Considering the results obtained that can be an opening for more researches in order to inspire the educational system can reconsider the methods that are used for teaching the reading skill and rely on Kusoma instead.

Key words: Early reading, kusoma, phonetic decoding, pre-schooling, reading.

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List of Abbreviations

ESF: Enabling Support Foundation.

FMRI: Functional Magnetic Resonance Imaging.

LLT: Look Listen Think.

P: Participant.

Std: Standard Deviation.

Definition of Terms

Reading: Reading is defined as the fact of constructing meaning from the written form of words and messages (Day & Bamford, 1998, p.12).

Phonetic Decoding: is a way of teaching the reading skill with a high stress of acquiring letter sound correspondence and how to use that for word's spelling (Harris & Hodges, 1995).

Kusoma L. L .T Approach: is a learning method which emphasize on whole word reading and postponing the alphabet until the child can read. (Zenhausern, 1990).

General Introduction

Introduction

Reading is defined as a complex undertaking and an impressive achievement (Afflerbach, Pearson, & Paris, 2008, p.364). Linguistically, reading is defined as decoding of the written symbols into spoken language and meaning usually included but it is not necessary. Moreover, Goodman stated that reading is a complex process that the reader reconstructs, to some degree, a message encoded in graphic language, thus, teaching the reading skill has always been a challenge for parents and teachers (Maxwell, 1974, p. 5) This is why they always look for appropriate methods that help the children how to acquire the effective reading skill for the purpose of being fluent and accurate readers. Looking for a method of teaching and learning reading leads to a great debate.

Learners have always been taught foreign languages at early age either at school or at home. The Algerian primary schools, for instance have long involved teaching foreign languages as French language (public schools), English language is also taught in some private schools. Teaching young learners is very sensitive; the teachers have an important role to play in order to increase the equality of foreign language education (Karimkhanlooei & Seifiniya, 2015, p.770)

In many new techniques of teaching, the meaning is derived from auditory comprehension, according to Zenhausern (1990), children in such methods, derive the meaning of the word from its sound, in virtual, they have transcript the form of the word they hear which seem to be successful method and help them with techniques for future decoding (p.16). Reading has been taught by phonetic decoding, which involves starting with letters and their sounds in order to pronounce the word. This method, however, does not show progress when using it. Dyslexic children or reading disabled are those readers who cannot decode the letters when it comes to reading they are

struggling. It may seem very normal and spontaneous however, this reading disabled have not the capacity to read.

This disability interested many researchers that wanted to look more about it in order to help poor readers. Zenhausern suggested in 2018 a new method for teaching the reading skill which is called Kusoma, this one is based on LOOK-LISTEN-THINK approach .This method is for learning reading through whole word, in other words, the teacher will use flashcards with words that they are familiar with . The choice of words is very important, it should not be selected randomly and used, the children will after memorize the words after repeating them.

This recent approach is principally rejecting the traditional one which used phonetic decoding. This latter is based on teaching the alphabet system, i.e.: children have to be aware of the letters they are learning separately and their sounds but does not teach them meaning. However, Kusoma makes an association with the written word and its meaning (whole word). When the child starts learning to read, he does not need to learn letter by letter. Phonetic decoding, in contrast, doesn't help him if he is not aware of the meaning of what he learns, at some point it blocks and makes him lost in learning the different letters and their diversity of sounds. In whole, phonetic decoding starts with letters and their sounds to be able to pronounce the word, Kusoma begins with meaning. The meaning here is the understanding of spoken words as words like mother, food and toy, those are understood by a baby.

This paper highlights on a new method for teaching/learning to read, this one can change many views through the data collected and analysed, for the purpose of answering the suggested hypothesis.

1. Source of Inspiration

Diverse studies are conducted about the methods of how to teach reading skill as (Andrews, Kaliski & Zenhausern, 1989). This research is inspired from the gaps found in those methods as phonetic decoding. Children start learning to read at early age, and traditionally, they are taught to decode, but this is the problem, later teachers will no more ask to read with the same instructions ; they instead encourage speed reading. Their disability of reading, despite that they were taught the way of how each letter sounds has inspired us to look deeper about the reasons why they are still struggling. We have also noticed that the used method was not satisfactory for all readers, mainly the category of poor readers. This observation motivated us to think about any other alternatives. The choice of the topic was inspired from the works of Zenhausern, and suggested by the supervisor of this thesis as part of their longitudinal collaborative work.

2. Statement of the Problem

For many years, teachers have used and are still using “Phonetic Decoding” as the only method of teaching the reading skill. It is based on being aware of the alphabetical system, i.e., teaching reading letter by letter. It is true that this method guaranties success for certain learners, yet, not all. Many children cannot read using this method; they struggle to decode words, even though they are free of visual and mental issues; this category of children is referred to “dyslexic”.

3. Research Questions

The present study attempts to answer these following questions

- a) How phonetic decoding does affects the reading skill?
- b) Can Kusoma Look-Listen-Think approach be the alternative method for teaching reading?

4. Hypothesis

We advocated a new method called “Kusoma” which is based on LOOK-LISTEN-THINK Approach. In this study, Kusoma will prove that it is the appropriate method of teaching the reading skill.

5. Aim of the Study

The reason behind this study is to highlight on that phonetic decoding is not as necessary as the whole world perceives. In other words, teachers should reconsider the concept of phonetic decoding through introducing Kusoma method, which is going to be tested in order to prove its efficiency as new method of teaching the reading skill. The study also aims to facilitate the teaching and learning process.

6. Methods and Procedures

In this study, an experimental research design was adopted to collect data. In order to demonstrate the relationship between the variables we used mixed methods (quantitative and qualitative methods) for the purpose of getting the most faithful and reliable data that we could find, and to be able to generalise our findings.

Our plan for this study is to start with an observation, pre-test and post-test. Various tools and materials were used in the experiment: flashcards, video recording, note taking and pictures that helped us to collect our data.

7. Population and Sample

For the achievement of this study, we selected a population of 23 kids aged 5 years old, in the Aigue Marine Kindergaten of Bejaia, because Bejaia citizens are bilingual, that is a good criterion for our research since French and Arabic languages have been used. For the sample, the 13 children are involved in this study because they already have the needed background knowledge.

8. Significance of the Study

By conducting such an experiment, we will facilitate learning reading skill for both the teacher and the learner. This study will be beneficial not only for teachers but also for parents and more importantly for children.

By the end of this research, we will be able to raise teachers and educators' awareness, through our findings, towards the importance of Kusoma, as a convenient and alternative method for teaching reading.

9. The Organisation of the Work

The present research is divided into two main chapters. The first one is a theoretical overview of our variables and key concepts. This chapter includes three sections: the first one is about reading, the second one is about phonetic decoding and learning disabilities (dyslexia). The last one is for introducing Kusoma method (Look-Listen-Think Approach). The second chapter is dedicated for the practical part, which constitutes of three sections: the first one is for the description of the study, the second one is about the results and discussion, the final one is for the limitations of the study, implications and for suggestions for further research.

Chapter one: Theoretical Overview

Introduction

This chapter contains a general overview of our variables and key terms. It is further divided into three sections. In the first section, we focus more on the reading skill, and the approaches involved in the process of reading. Section two turns the lights on phonetic decoding and introduces dyslexia as a learning disability. The last section is the part in which in we present Kusoma LOOK-LISTEN-THINK approach of reading and compare it with Phonetic decoding.

Section One: The Reading Skill: Overview

1. An Overview of Reading

Language has two main different types of skills, the micro-skills that refer to grammar, pronunciation, vocabulary, and spelling. The macro-skills are the four basic language skills; they are listening, speaking, reading and writing. These macro-skills are interrelated in terms of the mode of communication (oral or written), and the direction of communication (receptive or productive of the message). Speaking (oral mode) and writing are the productive skills. However, listening and reading are the receptive skills. Listening and speaking are strongly related to each other, as it confirmed by Temple and Gillet, in the 80s, by claiming that "Listening cannot be separated from the expression aspects of oral communication .It is impossible to "teach listening "separately from speaking, or to set aside a portion of the instructional time for listening instruction and ignore it the rest of the time ..." (Aydogan, 2014, p. 673). The reading skill is defined in different ways by numerous researches as Huey and Gates.

2. Definition of Reading

People may understand what reading really means, but they fail in finding words to define it. Huey, in his writings (1968), noted that analysing reading is describing complicated function of the human brain. Gates, in his turn, gave a close definition to Huey's one claiming that reading is a complex organization of patterns of higher mental processes that can and should embrace all kinds of thinking, evaluating, judging, imagining, reasoning and problem solving (Huey, 1968).

In 1985, *Becoming a Nation of Readers (BNR)*, defined reading as the process of constructing meaning from written texts, and is also a complex skill requiring the coordination of a number of interrelated sources of information (Frankel, Becker, Rowe & Pearson, 2016,p. 7)

3. Approaches to Learning to Read

Searching for the best method to teach reading in primary schools and infant classrooms has always created debates and reading wars that occurred due to public concerns. Before the 1850s, educators applied the alphabetic method through the approach of practice and drill in which children had to be aware of the alphabet letters. In these following lines, we will learn more about the different method applied for the known purpose.

According to Slover (1957), The ABC method that is used by Greek and Romans, it is considered as the first one used to teach reading and the one that lasted for a long time. It is based on teaching letters to the children, then they start to form syllables by the combination of letters, after that they build words from syllables that they have learnt, and finally words into sentences. For a better and fast learning of the alphabet letters, Greeks tend to use different ways to help the pupil struggling “at the alphabet stage, for instance, a father purchased twenty five slaves for his son and each slave beard a name of a letter. Another device to facilitate the process, was to make the child play with ivory letters , this was suggested by a famous Roman philosopher named Quintilian , who has also warned about teaching reading in a fast way ,he explained the real fact under this by claiming that" You will hardly believe how much reading is delayed but undue haste. If the child attempts more than his powers allow, the inevitable result is hesitation, interruption and repetition .The mistakes that he makes merely lead him to lose confidence in what he already knows. Reading must, therefore, first be sure, then connected while it must be kept slow for a considerable time until practice brings speed unaccompanied by error” (Slover, 1957, p. 413).

Slover (1957) also talked about the gingerbread method, which is well-known during the nineteenth century, it was when a child knew a letter which is made of gingerbread, and he was then permitted to eat it. Thus, this will make leaning the alphabet easier, and usually it took three weeks.

She also reported a brief description of the teaching process that was given by Braxton Craven in 1849, in which he explained as first step, that the children had to be taught about the various sounds that each letter of the alphabet they have learnt represents. According to his declaration, it would be better let the learners practice on learning the written letters on the blackboard separately. The following step is to teach pronunciation by rule. Once they became able to pronounce monosyllables, at this level they need to be taught to read them in easy sentences, same with two or more syllables. Finally, a great importance should be given to teach children to read correctly, in order to avoid making them fall in wrong reading habits, teachers, for instance, had to care about tones, stops...etc. Various materials and means utilized for learning/teaching reading. At the top of these materials was "The Horn Book" (Back in 1450), which was popular in both America and England until the beginning of the nineteenth century. Another tool called "The New England Primer", an extremely famous textbook which was first printed in 1690 by Benjamin Harris. This manual was a combination of the study of the alphabet letter with Bible reading. Each letter was accompanied by religious phrase illustrated with a woodcut. (Slover, 1957, p.414)

Slover (1957) also claimed that Jansenists were using the phonic method instead of the alphabetical one, around 1790. The phonic method is based on spelling words by producing the sounds which formed them. It focuses on teaching children the existing relationship between written graphemes. And phonemes, in other words between the written letters and the spoken sounds, and thus this will help children to figure out words automatically and independently. However later, learning to read through phonic has been criticized by its being dull, less effective and time consuming.

4. Language Learning in the Pre-school

Language learning may be viewed differently in three important theories. The nativist's theory is where Chomsky believed in Language Acquisition Device with which we are born, but acquiring language ends at a certain period of a child's life (puberty) claimed Lennenberg. Empiricists- behaviourists' theory argues that a child is learning language by imitation (Skinner), but cognivists' theory (combination of nativist and empiricist); Jerome Bruner, Jean Piaget, Lev Vygotsky, Sapir - Whorf, holds that cognition precedes the language development. Piaget (1967) raised developmental stage theory which represents the nature of knowledge that is acquired, constructed and used by humans gradually. Furthermore, in 1986, Vygotsky explained the close connection between language developments and thought. (Maja & Sindik, 2014).

Three modes of representation were suggested in 1966, by Bruner, in his study of the development of children, it involves; enactive (action-based), iconic (image-based) and symbolic (language - based) representations. He also approved on the importance of social interactions in the development of cognition in general and language in particular. In 1921 and 1956, Sapir and Whorf hypothesised two main principles; the first one is Linguistic determinism which is that our thinking is determined by language, and the second one, is linguistic relatively which involves the concept that the people speaking different languages are perceiving and thinking about the world differently. (Maja & Sindik, 2014).

Educators uphold study of a foreign language but only if the mastering level of the native language is taken into consideration.. Ushinskii added that children need to learn to speak their own language to a certain degree before teaching them a foreign language (Maja & Sindik, 2014).

Recently, there is a big interest in second language learning for early childhood-age children. Thus, some educators and parents are uninterested in that thinking that learning a second language

is taking much of their energy (Billak, 2013). Contrary to the others, they support second language learning at this age in which they believe it is the opportunity for learning a new language

5. Introducing the Phonetic Decoding

Ehri and Share argued that the first step in learning to read is to master the phonological recoding. Phonetic decoding is the ability to make an association of letters with their corresponding sounds to create words. However, before learning to decode, there is the need of knowledge the alphabet (Schaars, Segers & Verthoeven, 2007, p. 141). Children need to acquire knowledge and the awareness of the alphabetic principle before teaching them phonics because they build on one another (Cardenas, 2009). It is not true to say that phonics- based on that each letter has a sound; however, letters represents many different sounds, the letter “g”, for instance, can be voiced palatal stop (go), as a voiced palatal glide (gem); also it can be non-pronounced as in the word “gnat”. However, it can be none of these cases such as in both words “rough” and “ring” (Rystram, 1965, p. 206). Adams (1990) added that children should understand that all the letters of the English alphabet is worth learning because they each represent sounds that occur in spoken words (Cardenas, 2009).

6. Language and Learning Disabilities

The term learning disability was firstly used by S.A Kirk in 1962 (Ames, 1983, p. 20) in the first edition of his textbook “Educating Exceptional Children”, in which he claimed that a learning disability refers to a retardation, disorder, or delayed development in one or more of the processes of speech, language, reading, spelling, writing, or arithmetic resulting from a possible cerebral dysfunction and/or emotional or behavioral disturbance and not from mental retardation, sensory deprivation, or cultural or instructional factors” (p. 263). This definition was used at the 1963 meeting when the Association for Children with Learning Disabilities as called now The Learning Disabilities Association of America was formed.

7. Dyslexia

Dyslexia is an expected difficulty in the reading skill for those having not only intelligence but also motivation (Shaywitz et al., 2002, p. 101) .(Ferrer, Shaywitz, Holahan, Marchione & Shaywitz, 2015, p. 93) assumes that reading disability is in relation to cognitive ability , education or a professional status . Research estimated that 5%to 17% school –age kids having dyslexia(Ferrer et al., 2015, p. 93) The major idea of dyslexia is that poor readers cannot interpret and decode the printed word and letters, in other words while attempting to read they cannot pronounce the written word even if they already know it .” Dyslexia refers to persistent literacy learning difficulties , especially difficulties in word recognition , spelling , and phonological recoding , where phonological recoding is the ability to translate letters and letter patterns into phonological forms ” (Tunmer, Greaney. 2010, p. 231).

8. Brain and Dyslexia

When speaking about dyslexia, it is important to understand how the human brain is functioning.

According to Dr. Robert Zenhausen’s paper (1990) the two hemispheres of the brain; the left hemisphere and the right hemisphere, are different .Each of them has its own cognitive process which is different from the other one. From this, phrenology refers to the fact that the left hemisphere is responsible on expressive speech, and phonetic representation (rhyming between the words).It has the capacity to convert a word to an auditory form. This hemisphere is more logic, inductive, analytic, controlled and verbal. But when it comes to the right hemisphere, we can learn that it handles the spatial perception, and pictorial process. The right hemisphere is synthetic, emotional, deductive, intuitive and abstract.

The two hemispheres have different types of processing; the left hemisphere has a sequential system which means it goes through an organized and ordered system, while the right one has a

parallel system. Since Language is sequent than the left hemisphere is responsible on speech production, it means language is based on order to get the meaning as the left hemisphere.

Many researches relate dyslexia to hemispheric a dysfunction in brain system. DR Sally Shaywitz author of “overcoming dyslexia” is neuroscientists who conducted several studies in order to understand how the brain works for dyslexic people. Shyawitz used Functional Magnetic Resonance Imaging (fMRI), which allows to image children and adults as they try to read without using radiation or any injection .Their major purpose was to localize and identify which brain systems are used during reading process (for adults and children). They started first by adults (good and poor) readers; for the good ones they used three major systems on the left side .for poor readers they found under activation of two the regions in the back of the brain .

(Shaywitz & Shaywitz, 2007, p. 20) explained trough the studies on functional brain imaging, how the brain work when reading. On the left hemisphere, there are three neural systems for reading, in Broca’s area there is an anterior system in the region of the inferior frontal gurus as the responsible of articulation and word analysis (the systems are activated) .The second one resides in the parieto-temporal region that serves word analysis, while the third one is for the rapid, and automatic identification of words (word form), that is found in the occipito-temporal region. Now this is the neurobiology of reading, but learning to read is another issue.

Section Two: Kusoma : An approach to Reading**1. Defining Kusoma**

“Early reading” or what Zenhausern calls Kusoma, is a reading technique which was introduced by Zenhausern and developed in the Enabling Support Foundation in 2017. The initial idea of this reading strategy is based on the rule of “postponing the alphabet until the child can read”, and emphasising more on meaning rather than it is used to be when using phonetic decoding. Kusoma approach or “LOOK-LISTEN-THINK“ approach, does not start with individual sounds (phonics) i.e., to teach the word as a complete word, not using the alphabetic system. It starts with meaning as the basics of teaching reading for young children. He believes that phonetic decoding was not the best method as it seems for mainly dyslexics “Extensive drilling in phonetic skills has led to an emphasis on teaching to weakness, rather than strength. The imbalance is reflected in reading curricula and standardized tests that stress phonetic decoding at the expense of comprehension. Phonetic decoding is a means to the end of comprehension; it has become an end itself.” (Zenhausern, 1990)

Zenhausern believes that Kusoma is bringing many changes; every change is not only transformational but also innovative. One of the changes; is to teach reading through meaning rather than sound. Let’s consider his example: “if we show the printed word “cat” at the same time, the child will learn reading and listening simultaneously”. Zenhausern considers phonetic decoding as time consuming (Zenhausern.R, Online Direct communication, February 16,2021) ; a baby crawling in the floor knows the meaning of words that are spoken before he may say them, so why it takes 5 years to learn the meaning of the written words! i.e., if he can understand the spoken word, so he can also understand the printed version of it, “the written word has an advantage since it is relatively permanent compared to a fleeting spoken word” (Idri, 2021).

2. Historical Overview of Kusoma

Before Kusoma was introduced, similar ideas existed, according to the German teacher Gedike, that man needed to begin with the whole and then study the parts .He also claimed that learning to read letter by letter is neither necessary nor useful to begin with; however learning to read through whole -word makes learning useful and pleasure on which he gave a great importance (Groff, 1977, p. 325)

A new approach which was the starting point of Kusoma which is Direct Access Method. It was able to attend comprehension without the need of phonetic decoding (Zenhausern, 1990). This method was tested by Maxwell and Zenhausern (1983) on children “at- risk” after 25 half-hour session, they could increase the level of children. The Direct access method is for Zenhausern, a revolutionary one which emphasis on the meaning of the written word which should not be derived from the sound of that word, and any procedures that do not involve the grapheme to phoneme representation is accepted in the direct access method .He added that the main focus of that method is comprehension rather than word –for- word decoding. (Andrews, Kaliski & Zenhausern, 1989).

Enabling support foundation developed early reading strategy which was tested and is still in different African countries as Uganda, where the results demonstrated its effectiveness

Zenhausern named his method later on in May 2017 Kusoma. In 2018, Kusoma was tested in Kenya and Uganda, where they used it for 4 months and demonstrated progress, the children could read 3 sentences paragraph (Idri, 2021 a) , and results were also positive for Algerian Kindergarten children after one month of using Kusoma (Idri,2021 b).

3. Teaching Reading through Kusoma

Traditionally, we have been teaching the reading skill through phonics, (letter by letter). Robert Zenhausern (1989) considers phonetic decoding as the worst mistake in education. He instead developed an alternative which encourages early reading.

Teaching the reading skill using Kusoma involves an emphasis on meaning, it connects the written word to meaning. As a proof given by Zenhausern, a child can understand what he hears, so there is a connection between what he hears and that word. Kusoma goes with the same logic, the child connects the printed word to meaning ,explains Zenhausern.R (online communication, February 16, 2021) , considering that listening , speaking , reading and writing are parallel forms of language , so if the child can do one of them he can do the other ; in simple words : if the child can listen and speak , he can read and write . This new approach LOOK- LISTEN –THINK associates meaning to hearing and seeing the printed form of that word.

4. Kusoma vs Phonetic Decoding

We cannot deny that phonetic decoding leads to reach reading skill, children have been taught letters first, then later combine those letters and sounds to have words then sentences. About 20% of children cannot read using this method; they are dyslexics, as Zenhausern advocated in the 80s. Shaywitz directs many researches in order to understand more about the brain and how it works in dyslexics , her results were always related to a dysfunction on the left angular gyrus which is responsible on converting the mental activity into speech (see Shyawitz ‘s work : The brain and dyslexia .what brain imaging can do and can’t tell us about reading difficulties) This what pushes researchers as Zenhausern .R (Online Direct Communication, February 16, 2021) to end up that the problem in dyslexics is with phonetic decoding itself. Phonetic decoding is still used to teach dyslexic people, we expect them to decode and read rapidly even though we know that the first and main issue of reading disabled is decoding!! Advocated Zenhausern.R (Online Direct Communication March 5, 2021).

Children before even school knew already words and their meaning, they knew for example what does mother, father, cat, dog ... is referring to. once at school it takes them about 5 years to know that the word "cat" is referring to what they already know before , Zenhausern.R (Online Direct Communication, March 20, 2021), claims that when using phonetic decoding we tend to take much time in order to convert the meaning to printed items , however we can directly show the written words when teaching them , they can directly pick how the word is written at the same time they can later memorize how the word cat is written and write it .He says that when child associates meaning with a word , not it's sound , it encourages thinking before speaking and helps for better speed in reading (Idri, 2021 ,a)

The alternative suggested by Zenhausern is the kusoma LOOK-LISTEN-THINK approach, which teaches the reading skill in a logical way. The way we were teaching the reading skill is not only unhelpful but also handicap them (Idri, 2021, a). i.e., when we choose to teach the reading skill through phonics, reading speed is encouraged later; the child from beginning is taught to read and decode in slow way, then after years they will be asked and encouraged to read rapidly in order to achieve fluency which is contradictory! It is like we ask them to forget what they have been learning (Idri, 2021, a,).

Kusoma has been used and still used in Africa, which is showing success; the results showed not only progress in reading but in the reading speed also (Idri, 2021 ,a) . Education 21 believes in that this method develops not only reading but also listening and writing. Zenhausern.R (Online Direct Communication, March 20, 2021)

Conclusion

The main purpose of this chapter is to be able to highlight the language reading skill and the major approaches to it, moreover we have attempted to review literature about phonetic decoding and its impact on the reading skill. The last point was to introduce Kusoma as new reading approach and its main definitions. Finally, the goal of this whole chapter is bring the important points that are going to clarify more our variables.

Chapter Two: Methodology and Results

Introduction

The current study aims at testing the two variables, teaching the reading skill (dependent variable) through Kusoma Look-Listen-Think approach (independent variable). In addition, we have tried in the precedent chapter to review the theoretical key terms that are related to the major concepts of the work in order to gain insight about the research variables aims. This following chapter is a detailed description of the methodological part, the research design, population and sample and all the tools that are used in this research. Three major sections: the first one is a description of the study, whereas the second section is presenting the findings and discussion of results. The last section comprises limitations of the study and some implications for future research.

Section One: Methodology**1. Description of the Research Setting**

Massa School is the only representative of Enabling Support Foundation to develop Education- 21 programmes and use Kusoma in Algeria. Massa School agreed on behalf ESF with Aigue Marine Kindergarten to test this method after having the agreement of the Department of English at University of Bejaia.

Aigue Marine is a private kindergarten in Bejaia city (Boulevard, Krim Belkacem, Souk Elfelah, Bejaia 06000). The kindergarten holds kids from 3 months to 5 years old, with three infant dormitory and 5 classes. These classes are divided into three, for kindergarten kids aged from 2 to 4 years, and the other two are for the pre-school level, they include kids aged of 5 years old. Different schedules have been made for each level since they do not have the same capacities and knowledge. The kindergarten has also designed a space to play by respecting the schedule of each class.

2. Participants

The population of the study consists of pre-school children of the Aigue Marine kindergarten (private school) in Bejaia during the academic year 2020-2021. The choice of this population was related to the fact that in this school, children are learning both Arabic and French language, therefore it is convenient for us to test Kusoma, LOOK-LISTEN-THINK approach.

23 children is the total number of the population, it is divided into two groups, one consists of 13 kids and the other one has 10 kids. The selection of this population was taken according to the learner's age (5 years old), and their level; since this study is based on teaching the reading skill for young learners, and being initiated to reading at that age.

Our sample represents 56, 52% of the population, that makes 46, 15% females and 53, 84% males. The selection of this sample was taken because of the large number (13) comparing to the other group (10), so that our findings can be generalized.

3. Research Design and Methods

In this research, we adopted an experimental and observatory design study that aims for testing both variables; enhancing reading (dependent) and Kusoma, the LOOK-LISTEN-THINK approach (independent). Qualitative and quantitative methods (mixed methods) are applied to be able to test the suggested reading method, consequently to reach the most reliable data. In quantitative method, numbers and graphs are used .It's used to put theories and assumptions to the test or confirm them .This form of study can be utilized to come up with generalizable facts about the subject. The qualitative research, however, qualitative research method helps for better questioning and probing. Therefore, it is based on the responses of respondents given by the interviewer/researcher.

4. Research Tools

We were able to achieve in doing observation before conducting and starting the test in order to take into consideration all things that would be important , then after a test and post test to examine how successful is our hypothesis, we used recording videos, flashcards, pictures, and note taking as the tools to collect as much data as possible.

5. Data Collection Procedures

This study was conducted during the academic year 2020-2021, at the Aigue Marine private kindergarten in Bejaia, Algeria. For data collection, we relied on different procedures; observation, pre-test and post-test on 13 learners.

The observation started from April 04th 2021 until April 06th 2021. It is an important step in order to make the children familiar with us, and let them feel comfortable with our presence during their learning process. At this stage, we aim for observing the level and interaction of the

learners, and their teachers' strategies that they use all along the process of teaching the reading skill. In addition, it helps us to understand the attitudes of both Arabic and French languages teachers. Then, a pre-test done on April 06th 2021, and all the learners participated in order to see how far their teacher's techniques could be successful to teach them reading at that age, and to be able to compare their level before and after applying Kusoma. The pre-test was about selecting six (6) words (three Arabic words and three French words), which are based on letters that they have been already taught. This enabled us to know whether phonetic decoding helped them for early reading. Right after making the pre-test, we began the Kusoma test which lasted until April, 6th 2021. The method was based on teaching the reading skill through the LOOK-LISTEN-THINK approach, under the framework designed by Zenhausern (The Language Art Guide). To end up the study, a post-test was achieved on April, 27th 2021 to April, 29th 2021. Its aim is to compare the final findings to the initial ones, and for collecting the data needed to be able to end up with a conclusion that can prove the success of the method.

6. Data Analysis Procedures

To analyse the data obtained from the pre-test, test (teaching reading through Kusoma), and post-test, we opted for the use of the SPSS software version 20 and Excel 10 format. We then interpreted the data through descriptive statistics.

Table 1

The List of Words

French Words	Arabic Words
Mon frère-ma sœur-lapin	الأرنب-أختي-أخي
Carotte-singe-banane	الموز-القرد-الجزر
Bleu- papa-mon chat	قطي-أبي-زرقاء
J'aime- cartable-malade	مريض-محافظة-أحب
Beau-maman-mange	أكلت-أمي-جميل
Matin-joue- petit	صغير-العب-الصباح
L'eau-je- neige	الثلج-أنا-الماء
Bois- dents-bois	أفرش-أسنان-أشرب
Ecris-ciel-stylo	قلم- سماء- كتب

Conjonctions: French (Le, la, avec, de, mon, ma, et), Arabic (في, مع)

Note: “est” has no exact equivalent in Arabic, thus it has been taught for the need to be used in French sentences.

7. Description of the Lessons

For the research study, we planned 2 days (April,4th and April 5th 2021) of observation 9 lessons for teaching words (from April,6th 2021 to April 18th 2021) In addition, 5 lessons to teach sentence (from April 19th 2021 to April 26th 2021), and from (April,27th 2021 to April,29th 2021 were devoted to make post-tests of both words and sentences. The Arabic sessions were scheduled in the morning from 10:30 a.m. to 11.30 a.m. and from 12p.m to 13 p.m. for French sessions (the first lesson started at 8 a.m. in the morning), the whole is 32 hours .

To identify whether the learner can or cannot read using this method, we were following the instructions of Zenhausern through the “**Language Arts Guide**”, and we were all along the

application in contact with him via whatsUp. The method is based on Look-Listen-Think Approach, thus the instructions are as follow

- ✓ The student looks at a word.
- ✓ The teacher says the word
- ✓ The child thinks about the word about 2 seconds.
- ✓ The teacher says the word.
- ✓ The student says the word.

To evaluate, you show all the words to the students then you do as follow

- ✓ Say a word and have the child point.
- ✓ Point to a word and have the child say it.
- ✓ If the student can either point or say the words, move on. If not, have another trial.
- ✓ If the student can point to but not say the word, the student may be a slow reader/dyslexic.
- ✓ If the student can say the word but not point to it, only **15%** of dyslexics fall in this category and little are known.

In the same guide we have also respected these steps in order to teach sentences:

- ✓ Copy a sentence in view using word cards.
- ✓ Write a sentence from memory.
- ✓ They use the word cards to make sentences the teacher says.

and to evaluate them they use the word cards to create their own sentences.

- ✓ The first lesson (**April, 6th 2021**) was for the pre-test and teaching these Arabic words "أخي,أختي,الأرنب" and their equivalent in French "**lapin ,sœur ,frère**".
- ✓ The second lesson (**April, 7th 2021**) was for teaching these Arabic words "الموز", "القرود", "الجزر" and their equivalent "**banane, singe, carotte**"

- ✓ The third lesson (April, 8th 2021) was for teaching these Arabic words "قطي, زرقاء, أبي" and their equivalent in French " chat, papa, bleu".
- ✓ The fourth lesson (April, 11th 2021) was for teaching these Arabic words "أحب, محفظة, مريض" and their equivalent in French " malade, cartable , j'aime".
- ✓ The fifth lesson (April, 12th 2021) was for teaching these Arabic words "أكلت", أمي, "جميل" and their equivalent in French " mange, maman, beau".
- ✓ The sixth lesson (April, 13th 2021) was for teaching these Arabic words "الصباح, ألعاب, صغير" and their equivalent in French " petit, joue, matin".
- ✓ The seventh lesson (April, 14th 2021) was for teaching these Arabic words " أنا, الثلج, الماء " , and their equivalent in French " neige, moi, l'eau " .
- ✓ The eighth lesson (April, 15th 2021) was for teaching these Arabic words "أنظف, أسناني, أشرب" and their equivalent in French " bois, dents, brosse".
- ✓ The ninth lesson (April, 18th 2021) was for teaching these Arabic words "كتب, سماء, قلم" and equivalent in French " stylo, ciel, écris".

The lessons of sentences were organized and achieved in this way:

- ✓ The first lesson (April, 19th 2021) was for teaching this Arabic sentence "ألعب مع أختي" and its equivalent "je joue avec ma sœur".
- ✓ The second lesson (April, 20th 2021) was for teaching this Arabic sentence "أشرب الماء" and its equivalent in French " je bois de l'eau. "
- ✓ The third lesson (April, 21st 2021) was for teaching this Arabic sentence "أحب أمي وأبي" and its equivalent in French " j'aime maman et papa " .
- ✓ The fourth lesson (April, 25th 2021) was for teaching this Arabic sentence "قطي صغير" and its equivalent in French "mon chat est petit".
- ✓ The fifth lesson (April, 26th 2021) was for teaching this Arabic sentence "محفظة أخي زرقاء" and its equivalent in French " le cartable de mon frère est petit".

The remaining days, we organised them as follow:

- ✓ **April, 27th 2021**, was for post- test day one of words.
- ✓ **April, 28th 2021**, was for post- test day two of words.
- ✓ **April, 29th 2021**, was for post -test of sentences.

Section Two: Results and the Discussion**1. Pilot Study /Observation**

Before introducing Kusoma and its application, it is important to make an observation to highlight a number of points. The textbooks used in learning, teachers' techniques and strategies, kids' proficiency, their participation and interaction. We devoted the first two sessions (the 4th and 5th of April 2021) for observation. Starting from the textbooks of both languages, we noticed that the activities and instructions were all guiding to phonetic decoding ; for instance, some textbook activities are giving instructions to separate the word into small units" letters" in order to help the learners to read it "easily" which was not the case . The same remarks were observed in the method used by both teachers, who use the same method of cutting the word into letters to teach any word. When it comes to practice, teachers use the board to spell the word but not as a unit but divided into letters, if we take the following Arabic example: the word "bee" is written originally as following "نحلة", however the teacher writes each letter separately "ن_ح_ل_ة" then he asked the learners to write the letters and not the word as a whole. The important thing that we noticed is that not all the children succeeded to remember all the letters that they have already studied. Moreover even if they could remember and read a word, they do not systematically know its meaning. For learners, they were active and full of energy especially in the morning they like activities that make them have some fun as painting, they participate and have a good interaction between their teachers and classmates, but once they are asked to read or write, they find difficulties and look as terrified of letters. In this group of 13 learners, there are only 3 of them who were dominants for being more active and the ones who could easily remember the letters and read the words they were learning than the others who need repetition from the teacher.

The writing process is not really different:

- ✓ The teacher writes the letter that they have already learnt.
- ✓ He provides them a word with familiar letters, written separately.

- ✓ The learners use blackboards, and attempt to rewrite the word as a whole unit.
- ✓ The teacher erases the word on the board, and asks his learners to rewrite it on their blackboards.

It is at this level that one can clearly see the results of teaching through phonetic decoding, mistakes such mirror writing, and the confuse between letters as “m” and “n” "ح" "خ" "ت" "ث" etc .

2. Pre-test

The following table indicates the results that are found during the pretest

Table 2

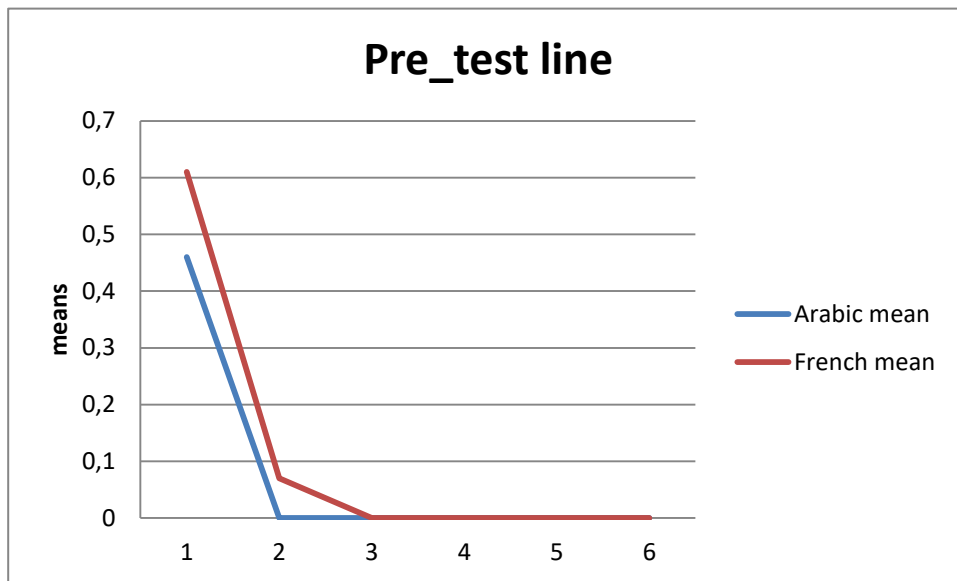
Pretest Results

	N	Mean	Std. Deviation
one_arabic_word	13	,4615	,51887
one_french_word	13	,6154	,50637
two_arabic_word	13	,0000	,00000
two_french_words	13	,0769	,27735
three_arabic_words	13	,0000	,00000
three_french_words	13	,0000	,00000
four_arabic_words	13	,0000	,00000
four_french_words	13	,0000	,00000
five_arabic_words	13	,0000	,00000
five_french_words	13	,0000	,00000
six_arabic_words	13	,0000	,00000
six_french_words	13	,0000	,00000
Valid N (listwise)	13		

Table2 exposes the results of the pretest. It clearly shows that the results are very low; the mean number of whole words goes from **0** to **0, 61** and the std. deviation from **0,51** to **0, 27**. The findings reveal that few children read from one to two words, yet all children were not able to read from three to six words which explains the std. deviation of **0**.

Figure 1

Pre-test Line



The lines above show the pretest results that are interpreted; the blue line refers to the Arabic mean results while the red one is for the French mean results.

3. Results of Lessons/Words

3.1. Lesson One

The first lesson was for teaching these following words: "أخي, أختي, الأرنب" and their equivalent in French "lapin ,sœur ,frère.

Table 3

Lesson One

	N	Mean	Std. Deviation
-first_arabic_session	13	2,3077	,85485
first_french_session	13	2,3077	,85485
Valid N (listwise)	13		

This table represents the mean of the correctly pronounced words and the standard deviation of the first day of Arabic and French sessions. **2,30** is the mean of both Arabic and French sessions, which is an interesting number despite being the first lessons. The standard deviation of both lessons is **0.85**; which is large and far from the mean, i.e. it shows that the marks of students in lesson one are not approximate to the mean; there is a variation of marks: **1/2/3** as the examples in the Arabic session as found in: Participant **1**: one word/ Participant **6**: three words/ Participant **12**: two words.

3.2. Lesson Two

The second lesson was for teaching these following words: "الموز", "القرد", "الجزر" and their equivalent "banane, singe, carotte".

Table 4

Lesson Two

	N	Mean	Std. Deviation
second_arabic_session	13	2,6154	,50637
second_french_session	12	2,9167	,28868
Valid N (listwise)	12		

Table 4 represents the mean and standard deviation of the second day. The mean of the Arabic session is **2,61** with the large std.deviation of **0.50**. For the French session we have 2,91 as the mean number, and the std deviation was low with the number **0,28** which demonstrates that the marks of French are close compared to the std .deviation of Arabic session. These results indicate a low difference in both sessions compared to the first one, which is due to their feeling of joy toward the method, and this was helpful to have a good interaction when applying the method.

3.3. Lesson Three

The third lesson was for teaching these following words: "قطي, زرقاء, أبي" and their equivalent in French " **chat, papa, bleu**".

Table 5

Lesson Three

	N	Mean	Std. Deviation
third_arabic_session	13	2,8462	,37553
third_french_session	13	2,9231	,27735
Valid N (listwise)	13		

The table of the third lesson shows that **2,84** is the mean of Arabic session , and **0,37** indicates a low std.deviation that makes the data point close to the mean . The French session had the mean of **2,92** and the std. Deviation is **0, 27**. These statistics denote a low number of the mean in both sessions, whereas the std.deviation is closer to the mean than in the previous lesson. At this stage, we notice a slight improvement in the number of the mean of the words that are correctly pronounced by the learners, and std.deviation for better in both sessions.

3.4. Lesson Four

The fourth lesson was for teaching these following words: "أحب, محفظة, مريض" and their equivalent in French " **malade, cartable , j'aime**".

Table 6*Lesson Four*

	N	Mean	Std. Deviation
Arabic_Session	10	2,8000	,42164
French_Session	10	3,0000	,00000
Valid N (listwise)	10		

In the fourth lesson, the mean of Arabic session is **2, 80** and the std. deviation is **0,42** . The mean of French session is **3** and the std. deviation is **0** since all the students that were present have provided correct responses.

3.5. Lesson Five

The fifth lesson was for teaching these following words: "جميل", "أمي", "أكلت", and their equivalent in French "**mange, maman, beau**".

Table 7*Lesson Five*

	N	Mean	Std. Deviation
Arabic_Session	13	2,6154	,65044
French_Session	13	2,9231	,27735
Valid N (listwise)	013		

The fifth lesson resulted the mean of **2, 61** and the std. deviation as **0,65** in the Arabic session, and an outcome of **2, 92** as a mean and **0, 27** as the std. deviation in the French session. The results slightly decreased which was affected by the absentees of the participants (**p2, p3, p8**) in the fourth lesson.

3.6. Lesson Six

The sixth lesson was for teaching these following words: "الصباح,ألعب,صغير" and their equivalent in French " **petit, joue, matin**".

Table 8

Lesson Six

	N	Mean	Std. Deviation
Arabic_Session	12	3,0000	,00000
French_Session	12	2,9167	,28868
Valid N (listwise)	12		

The sixth session , all the students during Arabic lesson got the appropriate answers, thus the mean number is **3** ,and **0** was the std. deviation, whereas in French session , the mean is **2,91** which is closed to the one of the previous session , and with a low std. deviation of **0,28** .

3.7. Lesson Seven

The seventh lesson was for teaching these following words: "أنا, الثلج, الماء" , and their equivalent in French " **neige, moi, l'eau** ".

Table 9*Lesson Seven*

	N	Mean	Std. Deviation
Arabic_Session	13	2,7692	,43853
French_Session	12	2,8333	,38925
Valid N (listwise)	12		

2,83 is the mean of Arabic lesson and **0,43** as std. deviation ,we can see a fall in the results for both languages, which is related to the fact that the group had a sport session (the effort is weak during this lesson) ; the mean was **2,83** and the std. deviation was **0,38**.

3.8. Lesson Eight

The eighth lesson was for teaching these following words: "أنظف,أسناني,أشرب" and their equivalent in French " **bois, dents, brosse**".

Table 10*Lesson Eight*

	N	Mean	Std. Deviation
Arabic_Session	12	2,9167	,28868
French_Session	12	2,8333	,38925
Valid N (listwise)	12		

In this lesson the table demonstrates an increase in the results ; **2,91** as the mean and **0,28** as std. deviation of the Arabic session ,while in the French session the mean was **2,83** and the std. deviation of **0,38** which is closer to the mean comparing to the seventh lesson.

3.9. Lesson Nine

The last lesson was for teaching these following words: "كتب, سماء, قلم" and equivalent in French " stylo, ciel, écris".

Table 11

Lesson Nine

	N	Mean	Std. Deviation
Arabic_Session	13	3,0000	,00000
French_Session	13	3,0000	,00000
Valid N (listwise)	13		

The last session has demonstrated satisfactory results that all the students were able to provide good answers since the mean of both sessions is **3** and the std. deviation was **0** as, shown in the table above.

Figure 2

Line of Arabic and French word learning

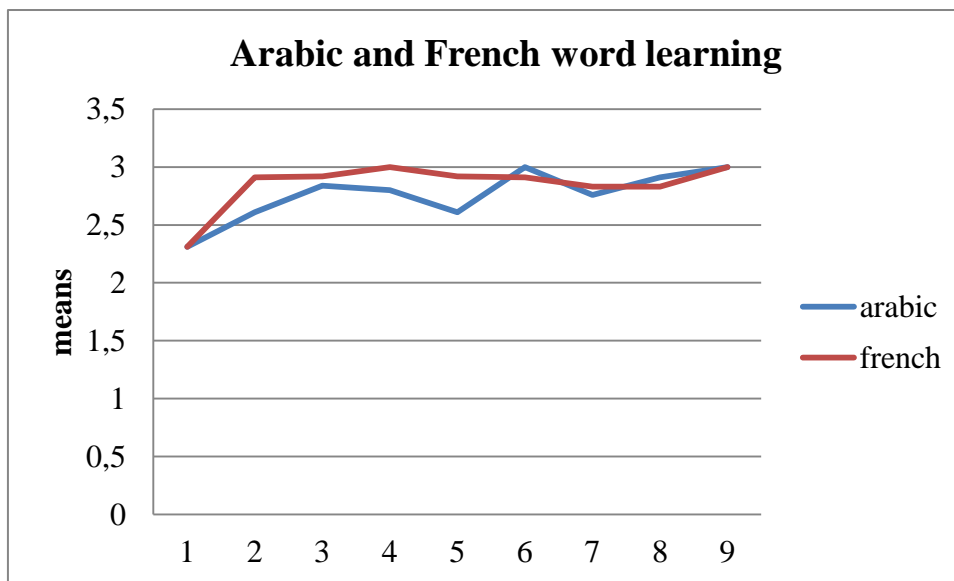


Figure 2: The line demonstrates the process of teaching the Arabic and French words during the nine lessons of words teaching. The blue line represents the development of Arabic sessions while the red one refers to the French sessions .Both lines start at the mean number of 2 and 2.5, and end at the mean number of 3.

4. Result of Sentences

Table 12

Lesson of Sentences

	N	Mean	Std.Deviation
sentence1_arabic	11	1,0000	,00000
sentence1_french	11	1,0000	,00000
sentence2_arabic	10	1,0000	,00000
sentence2_french	10	1,0000	,00000
sentence3_arabic	12	,8333	,38925
sentence3_french	12	,9167	,28868
sentence4_arabic	11	1,0000	,00000
sentence4_french	11	1,0000	,00000
sentence5_arabic	11	1,0000	,00000
sentence5_french	11	1,0000	,00000
Valid N (listwise)	9		

Table 12 represents the five days lessons of sentences results. Looking at the results, we can directly remark that the mean number **1** is repeated in the majority of lessons, the only interpretation of that is all learners that have attended scored the complete mark, i.e. all learners were able to organise and read the sentences, this what explains the std. deviation of **0** which refers to marks that are identical. In the third Arabic and French lesson we can consider a slight decrease in the mean number and increase in the std. deviation, which reflects the absentees of the days before of some participants (p1,p3,p8).

Figure 3

Line of Arabic and French Sentence Learning

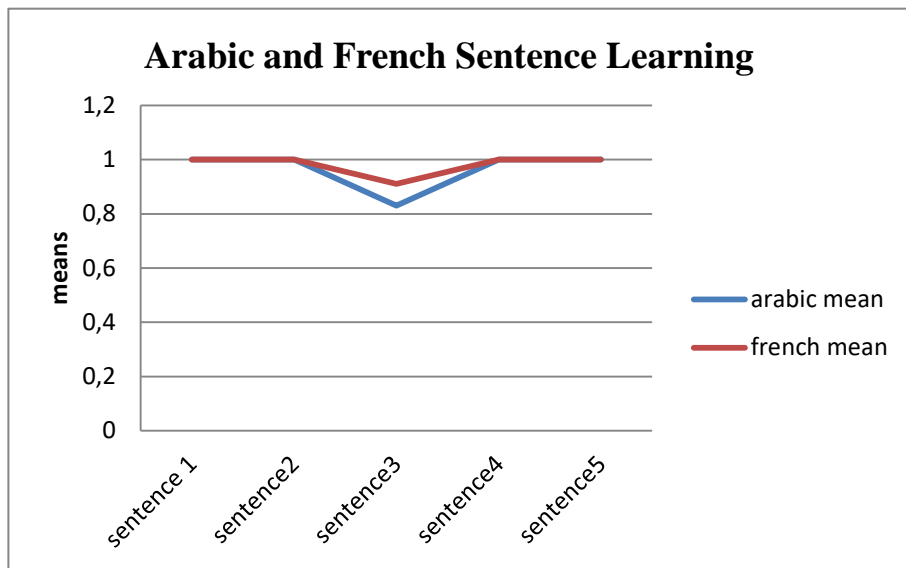


Figure 3: In the lines above in which Arabic sessions of teaching sentences are represented in blue line, and the French ones in red line. The mean number of both languages of each session is mainly approximate to each other.

5. Post-test Words

Table 13*Results of Post-test Words*

	N	Mean
less_than10	1	,0000
from10_15	1	,0000
from15_20	1	,0000
from20_25	1	1,0000
from25_30	1	1,0000
from30_35	1	,0000
from35_40	1	2,0000
from40_45	1	3,0000
from45_50	1	1,0000
from50_55	1	5,0000
Valid N (listwise)	1	

The table interprets the outcomes of the words post-test. The results indicate that:

- ✓ No learner has scored from **0-20** words that make the mean **0**.
- ✓ Only one learner has scored from **20-25** with a mean number of 1; this makes **7.69%**.
- ✓ Only one learner has scored from **25-30** with a mean number of 1; this makes **7.69%**.
- ✓ No scores from **30-35**, the mean is **0**.
- ✓ Two learners scored for the category **35-40**. It results **2** as the number mean; this makes **15.38%**.

- ✓ Three learners scored for the category **40-45**. It results in **3** as the number mean; this makes **23.07%**.
- ✓ One learner scored for the category **45-50**, which results in 1 as the number mean; this represents **7.69%**.
- ✓ Five learners have scored for the last category **50-55** it indicates its mean number of **5**; this makes **38.46%**.

Figure 4

Words Post-test

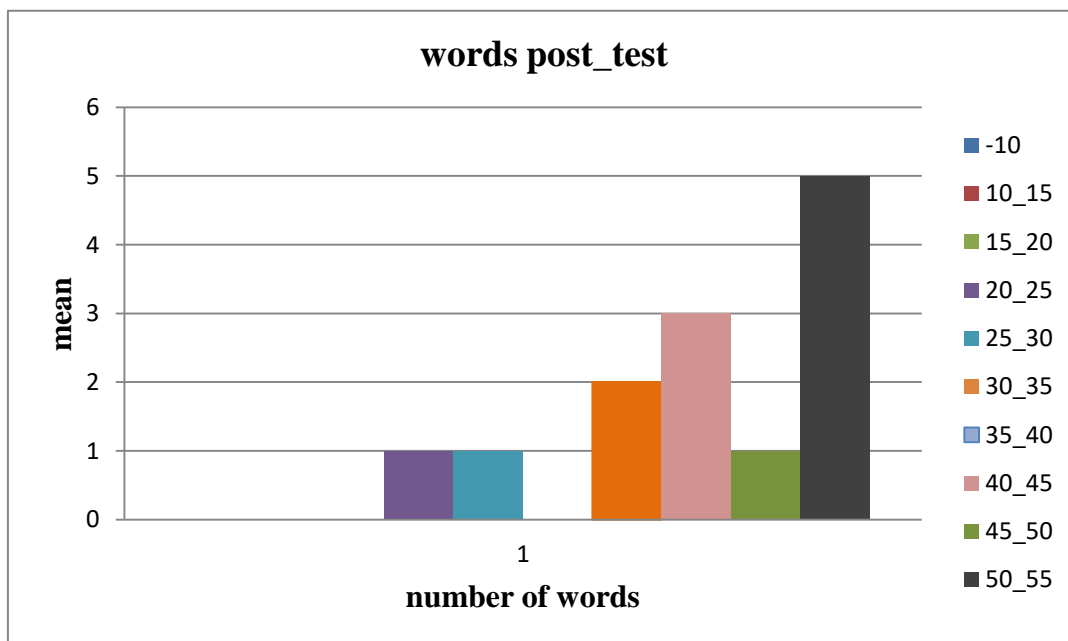


Figure 4: In this figure, the number of words is represented in form of bar charts. The outcomes show that the highest mean number is 5; it refers to the category of 50_55 words that is indicated in black bar.

6. Post-test /Sentences

Table 14

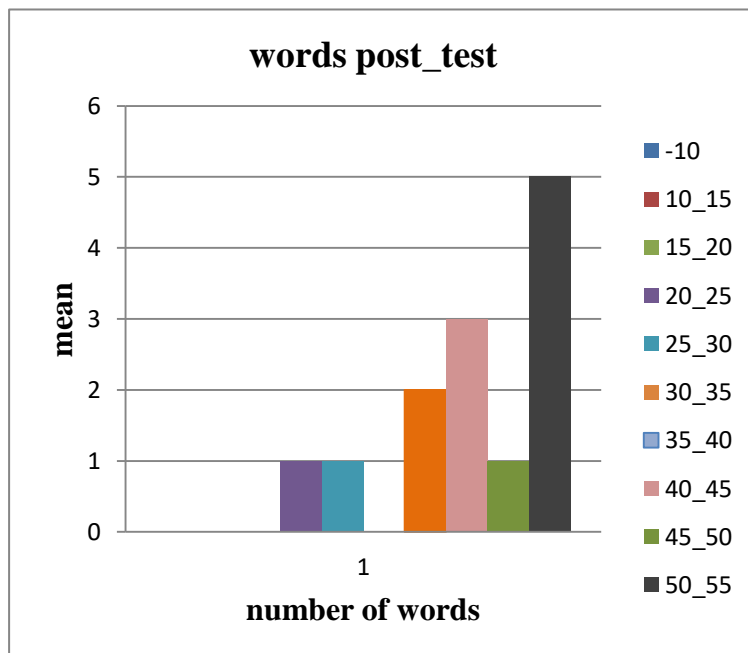
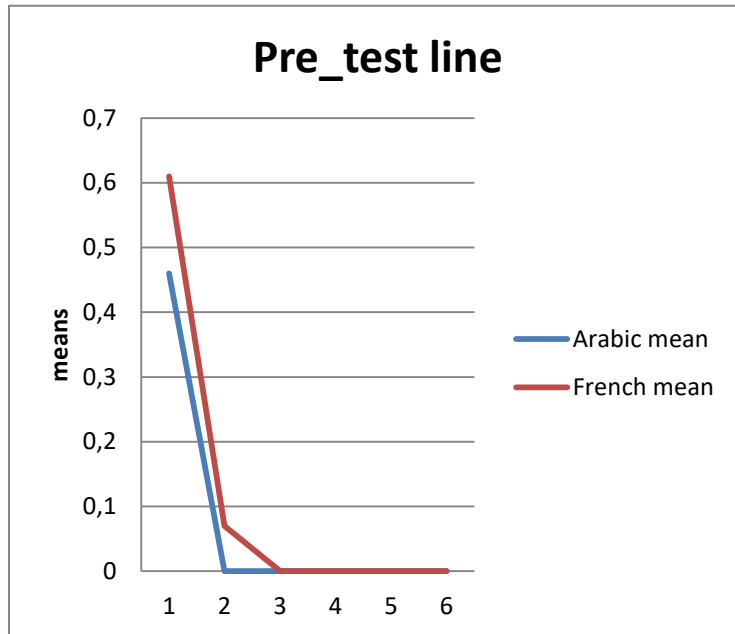
Sentences Post-test

	N	Mean	Std. Deviation
sentenc1_ar	13	,8462	,37553
sentence1_fr	13	,9231	,27735
sentence2_ar	13	,8462	,37553
sentence2_fr	13	,9231	,27735
sentence3_ar	13	,8462	,27735
sentence3_fr	13	,9231	,27735
sentence4_ar	13	,9231	,27735
sentence4_fr	13	,9231	,27735
sentence5_ar	13	,9231	,37553
sentence5_fr	13	1,0000	,00000
Valid N (listwise)	13		

The numbers of this table show the results of the test of sentences. The results indicate the mean number, which goes from **0,84** to **1**, and the std. deviation from **0,37** to **1**.

Figure5:

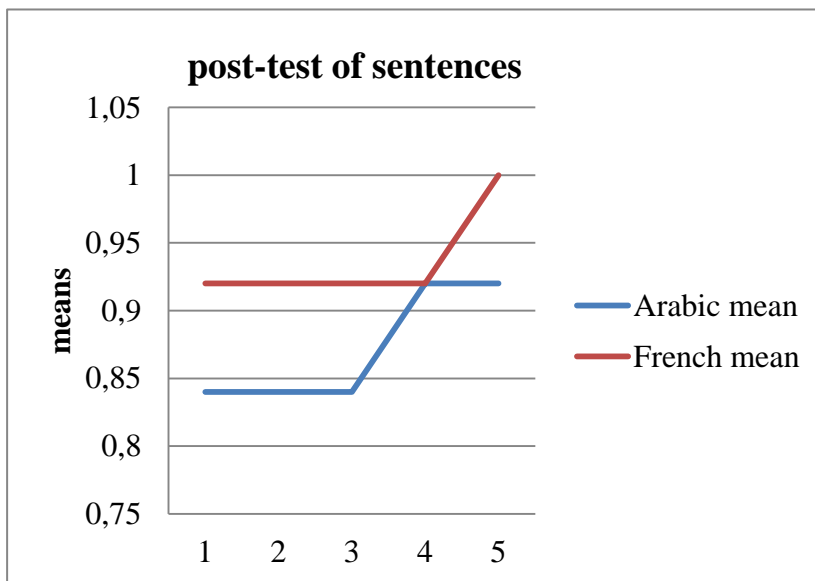
Pre-test/Post-test Comparaison



These diagrams represent the results of both pre-test and post-test words. If we consider the lines of both languages, the mean number of correctly pronounced words ranges from 0 to 0,6 , knowing that the method used here is phonetic decoding. In contrast, the pre-test of correctly pronounced words taught using Kusoma Look-Listen-Think approach reveals that 5 is the highest mean number of over 50 words has been correctly pronounced. It shows a remarkable evolution comparing the use of phonetic decoding and Kusoma method.

Figure 6

Post-test of Sentences



In figure 5, the blue line refers to the Arabic mean and the red one to the French mean. From the first to the third Arabic sessions, the line is stable then increases in the fourth session, in the last session the mean is stable at 0.92 . From the first to the fourth French sessions the mean number is stable at 0.92, then increase in the last session to the mean of 1.

7. Discussion

For many years, despite the negative side of phonetic decoding teaching method (Zenhausern, Online Commuaction April 11,2021) , the educationalists, schools, and decision makers are still using this method, as the Algerian educational system.

The analysis of our data supports that the theory of Kusoma LOOK-LISTEN-THINK has proven to be successful. We can summarise the findings that clearly demonstrate how the level of the learners has increased right from the first day of applying the method regarding the fact that we had only four weeks (32 hours) to achieve the test of teaching **55** words;**27** Arabic words and **28** French words .When it comes to compare the mean number between the pre-test and post-test, the results are much satisfactory for the improvement of the reading level, as shown in the pre-test findings, the mean number ranges from **0** to **0,61** whereas the number has increased to **2.30** in the first lesson and to **3** for the last one.

The only interpretation that could be given to our outcomes is that it meets our expectations, supports our hypothesis, and provides with an answer of our research questions; whether using Kusoma method can raise good readers. The main conclusion that can be derived according to our results is that Kusoma method can be an alternative technique for teaching reading, therefore they contradict the claims of Ehri in 2005 (Schaars, Segers & Verthoeven, 2007, p. 141), that mastering the phonological reading is the first step in learning to read , and advocate the claims of Zenhausern (2021) of postponing the alphabet until the child can read.

The findings of the first study in Algeria are consistent with earlier studies that have been conducted and are now being tested in several African nations such as Kenya and Uganda. The difference that should be mentioned is that previous researches has focused on applying Kusoma only for teaching reading in one language (English language), while we

have launched the method for a bilingual purpose using the two languages; Arabic and French languages.

Section Three: Limitations, Implication and Suggestions for Further Research**1. Limitations**

As every researcher has some limitations, we also can cite some important obstacles that we faced during our study. The major one is generalisability, in terms of the outcomes that we had objected to, our sample is small. This is due to the pandemic situation of Covid-19, and classes are limited in number. Teaching kids at age of needs more efforts and importantly time which was not the case. The schedule of the school obliged us to have only one hour for each session, one in the morning (Arabic session), and the other one in the afternoon (the French session). This prevented us to do the sessions simultaneously. However, in some days (lesson five and seven), we took less than one hour because they did have much activities which took much of their energy before our sessions. Another factor that affected our study findings is the absentees of certain learners which was out of our control; for instance p1, p3, p8, and p12 who did not complete the post-test .We need to mention the lack of references of Kusoma method, rare to found .

2. Implications

“I really like this method, I found it more practical”, this was one of the teachers witnesses about the Kusoma method LOOK-LISTEN-THINK Approach. During the application of Kusoma, The teachers are the ones who can see the students’ level of growth over time and how far a teaching method can go; they can also admit that their teaching strategies have gaps that they previously could not perceive; in other words, they compared the effectiveness of our method of theirs.

Teachers as well as parents always struggle with their learners and kids to get their continuous attention while learning. Children get bored easily, and this is the fact of phonetic decoding as Bumstead (1840-1850) claimed that “In teaching reading, the general practice has been to begin with the alphabet and drill the child upon the letters ...until he is

supposed to have acquired them. This method, so irksome and vexatious to both teacher and scholar is now giving place to another, which experience has proved to be more philosophical, intelligent, pleasant, and rapid. It is that of beginning with familiar and easy words instead of letters” (Solver, 1957, p. 414). Kusoma LOOK-LISTEN-THINK Approach in which we teach familiar spoken words , this method brings joy and fun to the kids, they are motivated to learn more comparing their teacher’s one.

Parents in general and Algerian ones in particular introduce the alphabetical system to their kids before they enter to school, while they could do better.

- ✓ Parents could convert familiar spoken words into their printed form using flashcards:

Whenever a child learn or ask about something’s name, parents could easily write the word and explain its meaning, in this way the child will have more interest in learning all what is new in a joyful way. This technique will allow the child to have an advanced level in reading, also spelling and writing.

- ✓ The educational system has to integrate Kusoma method in pre-schools and first grades classes :

This step will come up with good results that would increase and raise the child’s ability of early reading.

To sum up, these are still suggestions that hopefully will be discussed and realised through the joint programme MASSASchool-ESF.

3. Suggestions for Further Research

To investigate more about early reading (Kusoma) and related variables, further research should involve different scopes. We may suggest some; as Kusoma teaches reading, writing is also included; if the child can read a word then he can also write it (Zenhausern.R, online direct communication, April 11, 2021). Thus, future studies may investigate further about teaching the writing skill through Kusoma for young learners. Another investigation could emphasise and relate Kusoma with dyslexic children, who are marginalised in some way once learning through phonetic decoding.

Finally, since our research is the first in testing Kusoma in bilingual context in the world, we propose to see more studies on the method with its use on foreign language learning in which learners have no background of it, for example; English language in Algerian pre-schools which will be challenging.

Conclusion

In this chapter, we have provided the results of this study, and were able to conclude that Kusoma can be the alternative of phonetic decoding, that is going to help the educational system, and then we ended up with some suggestions for further research.

General Conclusion

General Conclusion

In this study, we have attempted to teach reading skill through Kusoma method based on Look-Listen-Think approach, taking the case of pre-schooling kids at Aigue Marine Private Kindergarten, Bejaia, Algeria. It all started by believing in this method as a revolutionary one, that can make the educational system not only in Algeria but universally, reconsider their method of teaching the reading skill.

The objective behind conducting such research is to bring a new method which is already mentioned that aims to teach reading in a way that prevents falling in learning disability as “dyslexia”. Its rejection of the use of phonetic decoding as first step towards learning to read, thinking that it refers to as the main cause of having “disabled readers”.

This paper consists of two main chapters. Before starting the first theoretical chapter, a general introduction was the entry to it. We have presented three main sections for the organisation of the theoretical background of our work. The second chapter was also divided into three sections including the research design, findings of the study and discussion, and finally limitations, implications and suggestions.

For our study, we applied the mixed methods; both of quantitative and qualitative methods of data collection. It was based on an observation, a pre-test, test (Applying Kusoma, the Look-Listen-Think approach and a post-test.

The data obtained from the observation, pre-test, test and post-test were analysed in order to get the results we aimed for. Thus, the findings of this study clearly answered to our research questions that Kusoma LOOK-LISTEN-THINK can be an alternative method of teaching reading skill, and also with it a good reader can be raised.

Our work enabled us to understand the learners who struggle in reading “dyslexics”; it helped us to see how they were always been ignored and treated in a wrong way.

Finally, the important conclusion based on our findings can sum up the whole paper, by the success of Kusoma (LLT Approach) in just during four weeks of its application. It is great evidence that this method works.

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Appendix 1:

Observation

1. Observing the textbooks; Arabic and French languages.
2. Observing the teachers and learners, through the following checklist:

- The teacher is relying on textbooks.
- The teacher is not relying on textbooks.
- The teacher interacts with his learners.
- The teacher is not interacting with his learners.
- The teacher is teaching through phonetic decoding.
- The teacher is not teaching through phonetic decoding.
- The learners are participating during the lessons.
- The learners are not participating during the lessons.
- The learners can read words through phonetic decoding.
- The learners cannot read words through phonetic decoding.
- The learners can write correctly letters and words through phonetic decoding.
- The learners can write correctly letters and words through phonetic decoding.

Appendix 2:

Pre-test

- The learners can read these Arabic words: "الأحد, المنزل, أميرة".
- The learners cannot read these French words: "princesse, maison, dimanche" .
- The learners can write these Arabic words: "الأحد, المنزل, أميرة" .
- The learners cannot write these French words "princesse, maison, dimanche" .

Appendix 3:

Test

a) Test of Words:

- The learner can point to the Arabic word.
- The learner cannot point to the Arabic word.
- The learner can point to the French word.
- The learner cannot point to the French word.
- The learner can say the Arabic word.
- The learner cannot say the Arabic word.
- The learner can say the French word.
- The learner cannot say the French word.

b) Test of Sentences:

- The learner can put the Arabic sentence in order.
- The learner cannot put the Arabic sentence in order.
- The learner can put the French sentence in order.
- The learner cannot put the French sentence in order.
- The learner can read the Arabic sentence.
- The learner cannot read the Arabic sentence.
- The learner can read the French sentence.
- The learner cannot read the French sentence.

Appendix 4:

Post-test

a) Post-test of Words

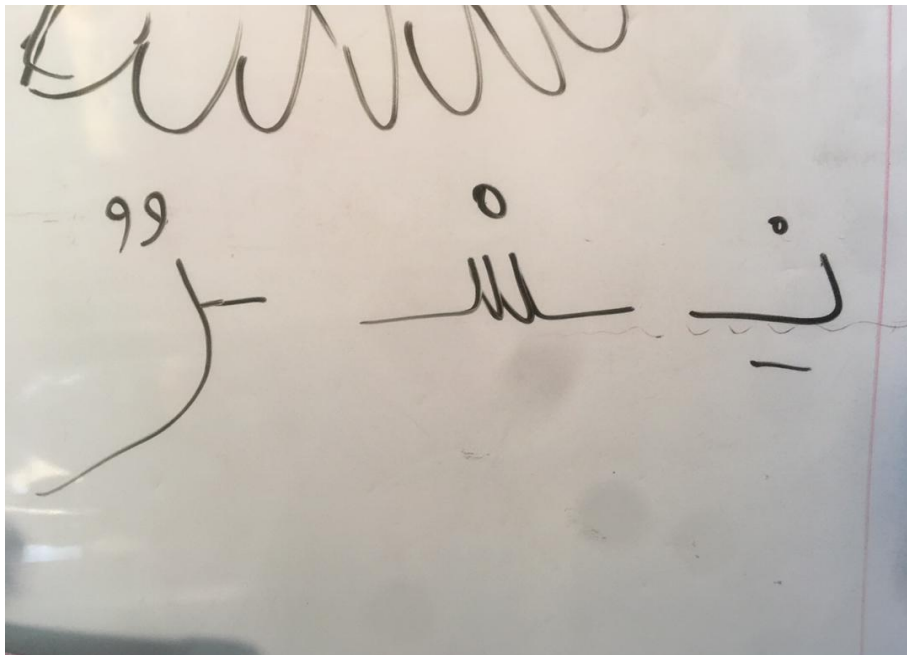
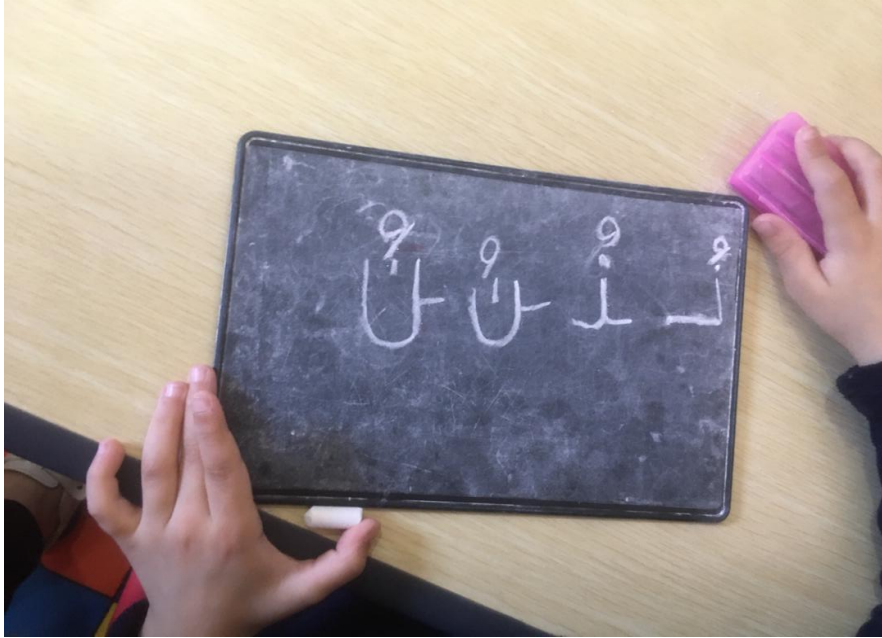
- The learner can remember the Arabic word.
- The learner cannot remember the Arabic word.
- The learner can remember the French word.
- The learner cannot remember the French word.

b) Post-test of Sentences

- The learner can make the Arabic sentence.
- The learner cannot make the Arabic sentence.
- The learner can make the French sentence.
- The learner cannot make the French sentence.


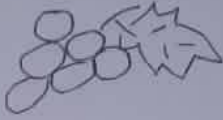




Appendix 5:

Sample Pictures



أَنْظِفُ

أَسْنَانِي

		
<u>أَنْظِفُ - 2</u>	أَسْنَانِي
		


Le petit a est une voyelle nasale.

Je prononce le son E

Technique : Quand je prononce le son E, regarde ce que font mes lèvres, ma langue se cache dans ma bouche, et mes dents s'ouvrent un peu. Tout comme moi !


JE LIS DES MOTS

Répète ces mots lentement et à voix haute, ensuite colorie la case où tu entends le son E : au début, au milieu ou à la fin du mot.




Heure

--	--



Cœur

--	--




Feu


--	--

ENTENDS LE SON E


À quel moment tu entends le son E dans les mots suivants : Œufs, queue, bleu, œil ? Entoure le grand E si tu l'entends en premier, le petit e si tu l'entends en dernier.




E	e
---	---



E	e
---	---



E	e
---	---




E	e
---	---

48


5 حروف

الأهداف :- تراجع الحروف المشوشة سابقا
- يستعمل المهارات المكتسبة
- تحب كتابت.


لاحظ الصور ثم رتب الحروف المشوشة لتكون كلمة صحيحة.




ث	ل
ج	



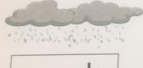
ل	ر
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م	ل
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ح	م
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ط	ر
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ع	ش
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ر	ز
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