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**EFL TEACHING IN PRIMARY SCHOOLS: ADVANTAGES
AND SUGGESTIONS; A CASE STUDY OF "C.S LA ROSETTE"
AND "C.S LE TRIDON".**

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DEDICATION

I would like to dedicate this research work to:

* **God the Almighty** who protects me, guides me, and blesses me daily.

* My lovely father **Mathias S. ADJAGBODJOU**. You are unique and I owe much of my personality to you. Your assistance and advice have been a lot for me each time of my existence. May God bless and grant you a long life to reap and enjoy what you sowed !

* My late mother **Justine ODJOU**. You are the female creature through whom God called me into being; but unfortunately, you did not live long to make me enjoy your love. From the depth of your grave, take this as the proof that your efforts were not vain. I love you so much, mother !

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* Eventually, the Honourable Members of the Examining Board in charge of appreciating this work.

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ABBREVIATIONS AND ACRONYMS

Some abbreviations and acronyms are used in this research work:

ESL: English as a Second Language

EFL: English as a Foreign Language

TEFL: Teaching English as a Foreign Language

L 1: First Language

L 2: Target Language

C.S: Complexe Scolaire

INTRODUCTION

INTRODUCTION

Language is an important means of communication and exchange that many people use for various purposes. With regard to the English language, its international supremacy over the other languages is an evidence of its importance in so far as it provides various job opportunities in almost all areas (science, technology, commerce, diplomacy etc.). English appears as the most spoken language in the world after Mandarin Chinese. That is why many people find it desirable and sometimes necessary to learn it as a foreign language. In Benin, English is useful not only for academic purposes but also for daily transactions with Nigeria, and other English speaking countries of the sub-region and outside Africa. Learning English thus becomes a vital necessity in our schools.

Moreover, the world tends today towards a globalisation system which requires that we should work out necessary reforms for our country's development. Those reforms have to do not only with the socio-economic and political systems, but also with the educational system.

Accordingly, New Official Teaching Programs are elaborated for the improvement of teaching in primary schools. Those programs give the possibility of teaching English to children in primary schools. Consequently, the teaching of English has started officially in 1992 by IFESH (International Foundation for Education and Self-Help) in some of the primary schools. In a way, this decision has much motivated the choice of the teaching of English in private primary schools. Indeed, language learning is related to a formal learning situation that is the school setting where the learners are exposed to the rules of language.

When we examine the learning of English language in Benin schools nowadays, we notice that most students usually face difficulties in communicating. This failure in the mastery of the language can be explained by their late start in the learning of this language in the secondary school while their Language Acquisition Device (LAD) has lost some of its natural abilities. That is

what can be understood through this declaration by Theodore HUEBENER, a former director of foreign languages in the board of education of New City, in the preface to *Teaching Children Foreign Languages* by Finocchiaro, M. (1964):

The inadequacy of foreign language teaching in our country heretofore has been due largely to two major weaknesses: too late and too little... The simplest, the most effective way of learning a language is to begin early. The young child's speech organs are flexible; his mind is uninhibited. He takes a natural delight in learning new speech patterns, and he imitates readily. Pedagogically and psychologically, the reasons for teaching young children a foreign language and the culture of the people who speak that language are of the soundest.

In this way, childhood is thought by many researchers to be a target and crucial period when a child responds much more to the learning of other languages in a positive way, and consequently, in many European countries, the early exposure of children to EFL learning has been adopted. However, till now it can be noticed that our government as well as our educational leaders are indifferent to this new trend for, may be they do not find it necessary or they doubt about the advantages of such a reform. That is why this study attempts to check and show the advantages or the positive impact the early exposure of learners to EFL teaching can have on their performance later in secondary school.

To reach my objective, I have organized the study into five different chapters. The first chapter deals with the problem statement, the aim I would like to reach as well as the importance of the study and its limitations; whereas the second one is about the review of the related literature. As for the third and fourth chapters, they are respectively about the methodology of the study and the presentation and analysis of the data found. I have ended the study with a fifth chapter about some recommendations and suggestions.

CHAPTER I: INTRODUCTION
TO THE STUDY

CHAPTER I: INTRODUCTION TO THE STUDY

The first chapter shows the problem which leads me to choose this topic for investigation, the aim I intend to reach, the importance of the study as well as its limitations.

1-1 Problem statement

" EFL teaching in primary schools: advantages and suggestions; a case study of "C.S la ROSETTE" and "C.S le TRIDON" is not a topic chosen at random. In fact, by and large, people learn English language with a variety of different purposes in mind, for example, to travel abroad, to communicate with native speakers, or to read scientific and technical documents etc. Moreover, in every educational system, learners wish to use the language for giving and receiving information, persuading and advising, recommending and denying, and so on. But in our educational system, it is generally noticed that after seven years of English study in secondary school, students still do not have the basic background and skills to reach the different goals mentioned above. One reason likely to explain such a problem is that they are not exposed to the language early, I mean they start learning the language at a time their Language Acquisition Device no longer has all its natural abilities.

1-2 Purpose of the study

The aim of this study is to check whether the early exposure of children to EFL learning has any positive impact on their performance later in secondary school. Moreover, since language is first spoken, and also childhood is generally thought by many researchers to be a target and crucial period when a human being responds much more to the learning of other languages in a positive way, for his or her Language Acquisition Device still has all its natural abilities, the aim

of the study is also to check whether those students who have been exposed to EFL learning in primary school have good speaking and listening skills in the target language for real life communication, as junior secondary school students. To reach this purpose, I have considered the following research questions:

-What is the positive impact of the early exposure of learners to EFL learning on their performance in the first form of secondary school ?

-According to EFL teachers teaching beginner and intermediate students who have been exposed to EFL learning in primary school, do the latter have good speaking and listening skills for real life communication in the target language ?

1-3 Significance of the study

This research work is important since it has tried to check and show the positive impact of the early exposure of children to EFL learning on their performance later in secondary school. As a matter of fact, a focus on this positive impact could bring educational authorities such as TEFL decision-makers and the government to decide on the introduction of EFL teaching in public primary schools. This work is also important for it has tried to check whether students who have been exposed to EFL learning in primary school have good speaking and listening skills for real life communication in the target language, since the main goal that any learner of a given language would like to achieve is the mastery of the language for real life communication; and also children are generally thought to be the best language learners. Educational authorities namely curriculum designers, TEFL decision-makers, and school administrators are concerned by the outcomes of this study in so far as it can lead them to deepen reflections in the field; out of these reflections would result new effective approaches, methods, and techniques conducive to more success in EFL teaching to young learners. Eventually, this study would also offer some suggestions and

recommendations that could help to enhance the practice of EFL teaching to young learners.

1-4 Limitations of the study

This research work has mainly focused on the introduction of English as a Foreign Language in private primary schools, and as a matter of fact, its scope has not been extended to the situation prevailing in public primary schools. Moreover, it is restricted to junior private secondary schools (Form 1, 2, 3 and 4), and is concerned not only with beginners and intermediate students who have been exposed to EFL learning in primary school, but also with their teachers. This means that senior private secondary school students are not concerned with the work.

CHAPTER 2: REVIEW OF THE
RELATED LITERATURE

CHAPTER II: REVIEW OF THE RELATED LITERATURE

This chapter presents information about theories, approaches and techniques developed by researchers in the field of EFL teaching to young learners, and is especially about children's abilities in language acquisition, approaches in teaching with special reference to teachers and children, as well as practical techniques in language teaching.

2-1 CHILDREN'S ABILITIES IN LANGUAGE ACQUISITION

At first, it is good to recall what are meant by language acquisition, first language acquisition, and then second/foreign language acquisition. Language acquisition is one of the central topics, a major field of study among the cognitive sciences that every theory of condition has tried to explain. More explicitly, it is the process by which language capability develops in a human being. As regards first language acquisition on the first hand, it is concerned with the development of language in children; it is something every child does successfully in a matter of a few years and without the need for formal lessons. Second/foreign language acquisition, on the other hand, is defined as the learning and adopting of a language that is not your native language.

In the field of second language teaching and learning, Stephen D. Krashen (1981) in his book: *Second Language Acquisition and Second Language Learning*, wrote that language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interactions in the target language, natural communication in which speakers are concerned, not with the form of their utterances, but with the messages they convey and understand. He adds that a second language can be acquired through a natural learning process, which is learning by contact, direct assimilation, through an environmental process called "Linguistic Immersion". Such a process is based on imitation, repetition and association of different language components,

communications, interactions and other appropriate conditions which enable natural acquisition. Second language is typically concerned with the language system and learning processes themselves where learners acquire a language with little formal training or teaching. The language to be learned is often referred to as the "target language" or "L2", compared to the first language, "L1". Second language acquisition may be abbreviated "SLA", or L2A, for "L2 acquisition."

What about children's abilities in language acquisition ?

It is commonly believed that children have quite a spontaneous nature of learning languages with much less efforts than adults. They are then suited to learn a second or a foreign language. Every child, regardless of his/her social background, has an inborn ability to acquire any language spoken in his/ her environment. A child growing up in Japan, speaks Japanese whereas the same child brought up in California would speak English. If a Chinese young child from his/her early childhood is brought up in a "Fon" linguistic area, he or she will be in the position to speak "Fongbé " as fluently as any Abomey-native child and vice versa. This usually proves to be true with primary school children. When they are exposed to another language, they seem to acquire such a language without great difficulty.

How do children acquire communicative skills so quickly in the target language ?

The way children learn languages has long been debated. Indeed, researches have shown that pre-pubescent children acquire language easily and that early exposure to a second or a foreign language increases a child's capacity to learn the language. More support for this assumption on language acquisition comes from some linguists and psychologists. The latter assume that we inherit an aptitude and a desire which allow us to learn a language rapidly and successfully, with a very strong motivation when we are still young children. Childhood is therefore thought to be a target and crucial period when a human being responds much more to the learning of other languages.

Linguist Eric Lenneberg (1967) for instance defended this crucial period in his book entitled *Biological Foundations of Language*, and asserted that the critical period of language acquisition ends around the age of twelve (12). He claimed that if no language is learned before then, it could never be learned in a normal and fully functional sense. This was called the "Critical period hypothesis." Such an assertion raises the importance of age in the process of language learning in our schools. Obviously, an earlier start in the learning of language is more recommended because when language learning begins earlier, the children know no linguistic barrier, no shyness. And, from word to word, they end up building meaningful sentences.

Both SLA theories and psychology theories agree that children have a neurological advantage in learning languages, and that puberty correlates with a turning point in the ability. They infer that language acquisition occurs exclusively during childhood as brain loses plasticity after a certain age. It then becomes rigid and fixed, and loses the ability for adaptation and reorganization, making language learning difficult. This assumption has been confirmed by psychologist Penfield, W. (1959) in *Speech and Brain Mechanisms*; he says: "*The brain of a young child is much receptive for the development of speech mechanism than adults*". (P.362)

Moreover, cognitive psychologists considered that children start learning foreign languages without an initial affective and cognitive shock. The primary school children aged from five to ten years reach a stage of development when most of them are preoperational and have the desire to discover things and to learn how to feel about things in a given context. In fact, learners of primary schools are in a central position as far as their own learning is concerned. In this regard, learners become the processors of information in meaningful learning situations. The child's use and learning of language is partly determined by mental capacity; and the brain, to a certain extent, plays a more important role in language development.

The process of language acquisition was viewed by other theorists as a biological process of growth and maturation. Chomsky (1965) originally theorized in his book entitled *Aspects of the Theory of Syntax* that children were born with a hard-wired Language Acquisition Device (LAD) in their brains. Like Chomsky, Lenneberg (1967), for example, regarded the years before puberty as a biologically active period for language development.

Concerning the Nativist theories, children were born with an innate propensity for language acquisition, and that this ability makes the task of learning language easier. Nativists view language as a fundamental part of the human genome, as the trait that makes humans human, and its acquisition as a natural part of maturation, no different from dolphins learning to swim or songbirds learning to sing. They argue that if a critical period for language acquisition exists, then language acquisition must be spurred on by the unfolding of the genome during maturation.

The behaviourist theory regarded language development as a matter of imitation, habit formation, conditioning, reinforcement and drill under the influence of the environment. Children would thus seem to be passive, just like what Curtain and Pesola (1994) say: "*They absorb languages effortlessly and are adept imitators of speech sounds*". (P. 69)

Although evidence for a second or a foreign language learning ability declining with age is controversial, a common notion is that children learn a second or a foreign language easily, and older learners rarely achieve fluency. Moreover, Nicaraguans (people of Nicaragua) have also discovered that children past a certain age have difficulty learning any language.

Whatever the situation, three conditions enable every child to acquire a language: aptitude, strong motivation, and the period of time in the environment where the target language is spoken/used. Besides, oral communication must be primarily the starting point for the teaching of any language in classrooms. At the beginning of language learning, children need to listen to the teacher and

progressively they turn words into ideas by trying to reconstruct the teacher's perceptions or intentions they are meant to grasp. Krashen (1985) in his book entitled *The Input Hypothesis: Issues and Implications*, gives a good overview of the listening skill with his input hypothesis. He says: "*The most important factor in the amount of language acquired by a learner is the amount of comprehensible input to which that learner is exposed*" (P. 52). Accordingly, emphasis must be put on listening activities at the beginning with the use of strategies which can give children the opportunities to develop their listening skill.

2-2 Approaches in teaching with special reference to teachers and children

2-2-1 Finocchiaro, M.(1964). *Teaching Children Foreign Languages.*

After a brief review of the advantages of beginning foreign language learning in the elementary school, this book treats the problems which have often prevented school administration and communities from introducing and accepting foreign language programs for primary school children. Solutions proved effective in various school systems in the USA and elsewhere are presented for these problems. Principles of teaching and learning foreign language, derived from current linguistic, psychological and anthropological research are described in succinct terms, followed by a thorough treatment of the application of these principles to the teaching and learning situation within the elementary school. Sufficient details and practical suggestions on procedures are given so that trainee teachers, beginner and experienced teachers assigned for the first time to teach foreign language in primary school can find pertinent help and guidance. Samples are given for Italian, French, Spanish, German, Russian and Hebrew. Realistic and attainable objectives for teaching foreign language at the elementary school level are set forth with provision made for the progressive development of communicative skills at level. Although the author stresses the fundamental importance of listening and speaking skills in the learning of a foreign language, the teaching of reading and writing skills is not neglected.

However, regarding my theme, the limitation of this book is that it treats the case of children with English as the first language and other languages such as French, Spanish, or German as the foreign language whereas we are concerned in this work with Beninese children whose first school language is French, and for whom we are trying to propose English as a foreign language.

2-2-2 Scott, A . W. and Ytreberg, A . L. (1990) *Teaching English to Children.*

Beginning with presenting the current linguistic, psychological and anthropological researches on children from 5 to 10 years old learning English as a foreign language, the authors have derived how best to teach young learners of EFL. The book is full of ideas and activities that can be adapted for use with children of any age and it gives much practical advice on the planning of lesson and the organization of the classroom. It includes:

-Chapters on the four language skills (listening, speaking, reading and writing) with lots of useful games and activities which children will enjoy as they learn these skills.

-Helpful ideas for ways to organize foreign language in primary school lesson and create the right atmosphere for learning. There is also practical advice on what to do when things go wrong.

-Suggestions for classroom equipment which the teachers and their pupils can quickly make themselves to stimulate English learning.

Unlike Finocchiaro's book, *Teaching English to Children* is written for teachers of English as foreign language to young speakers of another language (Norwegian), and has been very useful for this work.

2-3 Practical Techniques in Language Teaching: Songs, games

In recent years, language researchers and practitioners have focused their attention on the use of language to achieve the speaker's objective. This new focus, known as communicative performance, leads language researchers to seek task-oriented activities that engage learners in creative language use. Classroom tasks which have a purpose beyond the production of correct speech, serve as excellent communicative activities. In this field work, we have selected some of them which can best offer learners the opportunity to use freely the language to express what they really want to say in a natural context.

Songs

Songs are the most recreational activity language teachers use to warm up the learners at the beginning of a lesson. Songs can play an important role in every learning situation and every class period to make the classroom's tense atmosphere relaxed, mostly when the pupils are tired or bored. They are most effective when they are an integrated part of the curriculum, selected for their relationship to all the activities and vocabulary in class period. In primary schools, song should be very simple and interesting in both melody and rhythm. The topics for songs should be within the experiences of the children in the class and of real interest to them. Children participate enthusiastically in songs accompanied by actions. In fact, children get quickly the meaning of words with the conjunctions of hand gestures and other verbal cues. Thus, teachers can use songs to reinforce vocabulary words previously learned as the actions help children to remember the words and their meaning. Children, especially at the primary school level, are motivated to participate in song activities, and they often learn the words and melody of the song with little formal teaching.

The teaching of a song will succeed much more if careful guideline is followed. The teacher:

- tells learners what the song is about;
- explains the new vocabulary words;
- sings the song and asks the learners the message it conveys;
- teaches the song line by line;
- uses gestures and / or visual aids to illustrate vocabulary words;
- has the learners repeat each line after him / her;
- introduces musical instruments (and clapping, drums) once the song is mastered.

To avoid wasting time, the teacher may record the song and play it line by line during the teaching phase.

Games

Most of the time, games are used as short warm-up activities or when there is some time left at the end of a lesson. Nowadays, games have been shown to have advantages and effectiveness in learning vocabulary and structures in various ways. Lee, W. R. (1966 p.3) observes that a game should not be regarded as a marginal activity filling in odd moment when the teacher and the class have nothing better to do. Such an assumption points out the importance of games in the acquisition of language. Games ought to be at the heart of teaching foreign languages. They can be used at all stages of the lesson, provided that they are suitable, interesting and well chosen. Games motivate learners, promote communicative performance, and generate fluency. Therefore, the role of games in teaching and learning vocabulary cannot be denied. Vocabulary games bring real world context into the classroom, and enhance learners' use of English in a flexible and communicative way. It goes without saying that games have a great educational value. They are amusing, interesting and they calm down anxiety. Hansen declares in *Languages and Children. Making the Match: Foreign Language Instruction for an Early Start Grades K-8* by Curtain, H. and Pesola, C.A.B. (1994) that: " Games are highly motivating and entertaining, and they can give shy students more opportunity to express their opinions and feelings." (p.118).

With games, children get involved in learning activities; they learn and keep in mind new words more easily and have a chance to review language lessons.

On the whole, the benefits of using games in language learning can be summed up in the following points: Games

- Are learner-centred;
- Promote communicative performance;
- Create a meaningful context for language use;
- Increase learning motivation;
- Reduce learning anxiety;
- Integrate various linguistic skills;
- Encourage creative and spontaneous use of language;
- Construct a cooperative learning environment;
- Foster participatory attitudes of the learners.

*CHAPTER III: METHODOLOGY OF
THE RESEARCH*

CHAPTER III: METHODOLOGY OF THE RESEARCH

This chapter presents information about the research method used in the study, the participants, the research instrument as well as the way the data are collected.

3-1 The research method

The method used in this research is both qualitative and quantitative. The qualitative method is used to get the opinions, the point of views, and the feelings of the participants about some questions related to the introduction of English as a foreign language teaching in primary schools. Concerning the quantitative method, it is used to analyze some data related to the first form students' marks of the second and the third terms at "Complexe Scolaire la ROSETTE".

3-2 Research participants

It will be very difficult to visit every field concerned by this study due to constraints in resources, and to the time available. However, I endeavoured to involve the major part of the participants necessary for the carrying out of this research work. These participants are: EFL teachers teaching beginners and intermediate private secondary school students who have been exposed to EFL learning in primary school, as well as those who are freshly exposed to the language, on the first hand ; and the authorities of the two private schools mentioned above, on the other hand. The reasons that have motivated the selection of this target population are different and relevant. First, for the choice of EFL teachers teaching beginners and intermediate private secondary school students who have been exposed to EFL learning in primary school, as well as those who are freshly exposed to the language, they are the ones in charge of the students daily and thereby, they know their skills in the target language better

than everyone else. For the selection of the authorities of the two schools, they are the ones ruling the schools and as a result, their involvement is of key importance to me to get the first form students' marks. Besides, students are as well considered as participants since they have been involved indirectly through their performance in secondary school. At this level, two categories of students are concerned: those who have experienced the early EFL learning in primary school and the others who are freshly exposed to the language.

3-3 Research Instrument

The instrument used in this research work is especially questionnaire. This questionnaire was addressed to EFL teachers teaching beginners and intermediate private secondary school students who have been exposed to EFL learning in primary school, as well as those who are freshly exposed to the language, to get their opinions about the influence of the early exposure of learners to EFL learning on their performance in junior secondary school. It is made up of five different questions. Moreover, let us mention that apart from the research instrument mentioned above, I could not meet my strong will to attend and observe primary and secondary school English classes, for all the private schools in Porto-Novo and Abomey were already at the end of their academic year.

3-4 Data collection

The data used in this research work were collected in two different towns namely Porto-Novo and Abomey. In fact, many reasons have motivated the choice of those two towns. First, both Porto-Novo and Abomey are capitals of Benin; Porto-Novo is the economic capital whereas Abomey is the historic one. Not only that, I have been living for three years now in Porto-Novo, so I know the city better than other cities and towns I have never been in, and consequently, the

access to data for the carrying out of my research work would be easier. For the choice of Abomey, it is the town where I lived most.

The number of EFL teachers involved in the research work is twenty (20); eleven (11) of whom are in Porto-Novo and nine (9) in Abomey. The reason for selecting such a small number of EFL teachers teaching beginners and intermediate private secondary school students who have been exposed to EFL learning in primary school, as well as those who are freshly exposed to the language, is that they are rare and too difficult to see, and, in a private school where English is taught at the primary level, you can hardly see one to two teachers of that category. Consequently, I was obliged to involve the same category of EFL teachers of other private schools to reach my objective. As regards the authorities taken into account in this research, I can mention the authorities of "Complexe Scolaire la ROSETTE" in Porto-Novo and the authorities of "Complexe Scolaire le TRIDON" in Abomey. Although I did not succeed in getting the marks of the first form students at "Complexe Scolaire le TRIDON", I managed to have the ones of the first form students at "Complexe Scolaire la ROSETTE".

CHAPTER IV: PRESENTATION AND
ANALYSIS OF THE DATA

CHAPTER IV: PRESENTATION AND ANALYSIS OF THE DATA

Three important parts have been developed in this chapter. The first part includes the presentation followed by the analysis of the first form students' marks at "C.S la ROSETTE". The second part focuses on the presentation and analysis of the EFL teachers' responses to the questionnaire they were given; whereas the third and last part deals with the discussion about the different analyses.

4-1 Presentation and analysis of the two terms marks of the first form students at "C.S La ROSETTE".

The first analysis focuses on the first form students' marks at "Complexe Scolaire la ROSETTE" during the second and the third terms (The authorities of the school claimed not to find the marks of the first term). These marks can be seen in Appendix A (p. 44-45).

NB: Throughout this work, some symbols are used. The symbol – is used to indicate the first form students at "C.S La ROSETTE" who have been exposed to EFL learning in primary school; whereas the word "Newcomers" is used for the students who have come freshly to "C.S La ROSETTE" and who have not been exposed to EFL learning in primary school.

* The total number of students in form one in this school, is thirty (30); twelve (12) of whom are newcomers and have not been exposed to EFL learning in primary school, and the remaining eighteen (18) are the ones who have been exposed to EFL learning in primary school. In order to be clear enough in the analysis of the findings, I would like to analyze the marks term per term.

4-1-1 Presentation and analysis of the marks of the second term

* My first analysis regards the percentage of each of the two categories of students who got the pass mark (10) out of the total number of each category of students. The chart below presents such an analysis.

Categories of students	Number of students	Number of students who got the pass mark during the second term	Percentages
Students who have learnt English in primary school	Eighteen 18	Fifteen 15	83.33%
Newcomers	Twelve 12	Eight 08	66.67%

The results of the chart above show that out of the twelve (12) newcomers, eight (8) got at least ten (10) in the second term; that is to say 66.67% of them got the pass mark. The same analysis with the marks of the eighteen (18) students who have learnt English in primary school, shows that fifteen (15) of them got the pass mark; I mean 83.33% of them got the pass mark. The result of this analysis is the proof that the students who have learnt English in primary school have a higher percentage in pass mark than those who are freshly exposed to the language.

* The second analysis focuses on the percentage of each of the two categories of students in the top ten (10) marks of the second term. The chart below presents the top ten (10) marks with the different categories of students who got them.

Number	Categories of students	The top ten (10) marks of the second term.
01	—	19.63
02	—	19.52
03	—	19.50
04	—	19.02
05	—	18.75
06	—	18.44
07	Newcomer	17.88
08	—	17.58
09	—	17
10	—	16.91

As it can be noticed in the chart, nine (9) students out of the eighteen (18) who have learnt English in primary school, belong to the top ten of the class, against only one for those who have not been exposed to EFL learning in primary school. That is to say the top ten students of the class include 90% of the students who have learnt English in primary school and 10% of the newcomers. This result shows that the percentage of the students who have learnt English in primary school in the top ten marks of the class, outstrips the one of the newcomers.

* The third and last analysis is about the percentage of each of the two categories of students in the ten (10) lowest marks of the second term. The chart below presents the ten (10) lowest marks of the second term with the different categories of students who got them.

Number	Categories of students	The ten (10) lowest marks of the second term.
01	–	11.77
02	Newcomer	10.88
03	–	10.66
04	Newcomer	09.72
05	Newcomer	09.55
06	Newcomer	09.22
07	–	06.44
08	–	06.44
09	Newcomer	06.27
10	–	05.33

The results of the chart show that five (5) students from each of the two categories of students got the ten (10) lowest marks as far as the second term is concerned. That is to say the ten (10) lowest marks of the second term include 50% of each of the two categories of students. To further the analysis, a similar work is done with the marks of the third term.

4-1-2 Presentation and analysis of the marks of the third term

Similarly to what is done with the marks of the second term, the first analysis with the marks of the third term regards the percentage of each of the two categories of students who got the pass mark (10) out of the total number of each category of students. The chart below presents such an analysis.

Categories of students	Number of students	Number of students who got the pass mark during the third term	Percentages
Students who have learnt English in primary school	Eighteen 18	Fifteen 15	83.33%
Newcomers	Twelve 12	Five 05	41.67%

From the data of the chart, we can notice that only five (5) out of the twelve (12) newcomers got at least ten (10); in other words, 41.67% of them got the pass mark. Whereas fifteen (15) students out of the eighteen (18) early EFL learners, got at least ten (10), I mean 83.33% of them got the pass mark. This result shows that the percentage of the students who have learnt English in primary school, as far as the number of students who got the pass-mark during the third term is concerned, far outweighs the one of the newcomers.

* The second analysis focuses on the percentage of each of the two categories of students in the top ten (10) marks of the third term. The chart below presents the top ten (10) marks of the third term with the different categories of students who got them.

Number	Categories of students	The top ten 10 marks of the third term.
01	—	19.24
02	—	19.22
03	—	18.94
04	—	17.94
05	—	17.44
06	—	16.83
07	—	16.77

08	—	16.05
09	—	15.94
10	—	15.55

As it can be noticed in the chart above, only the students who have learnt English in primary school belong to the top ten. That is to say none of the twelve (12) newcomers belong to the top ten. The percentage is then of 100% for the students who have learnt English in primary school, against 0% for the beginners.

* As regards the third analysis, it is about the percentage of each of the two categories of students in the ten (10) lowest marks of the third term. The chart below presents the ten (10) lowest marks with the different categories of students who got them.

Number	Categories of students	The ten (10) lowest marks of the third term.
01	Newcomer	09.66
02	Newcomer	09.61
03	Newcomer	09.33
04	Newcomer	08.50
05	Newcomer	08.27
06	Newcomer	07.72
07	—	07.55
08	—	07.44
09	Newcomer	07.05
10	—	05.27

The chart shows that seven (7) out of the twelve (12) newcomers have the ten (10) lowest marks of the third term, against only three (3) for those who have

learnt English in primary school. The percentage of this poor performance is then of 70% for the beginners, against 30% for those who have learnt English in primary school.

The interpretation of all the analyses above about the first form students' marks during the second and the third terms at "C.S La ROSETTE", can lead to the conclusion that the students who have been exposed to EFL learning in primary school have generally a better level in English than the beginners. However, since language is first spoken and children are generally thought to be the best language learners, one can wonder whether the early EFL learners have good speaking and listening skills in the target language for real life communication.

In order to have an answer to that question, I designed a questionnaire made up of five different questions for twenty (20) EFL teachers teaching beginners and intermediate private secondary school students who have been exposed to EFL learning in primary school as well as those who are freshly exposed to the language, since they are the ones in charge of the students daily and thereby, they know their skills in the target language better than everyone else. Their responses to the questionnaire are presented in the following charts.

4-2 Presentation and analysis of EFL teachers' responses to the questionnaire they were given.

* For the first question which consists in making comparison between the students who have been exposed to EFL learning in primary school ("A") and those who are freshly exposed to the language ("B"), in their classes, the teachers' answers are put in the chart below.

Question	Answers	Number of teachers	Percentages
Comparison between the students who have been exposed to EFL learning in primary school ("A") and those who are freshly exposed to the language ("B"), in your classes:	("A") have almost the same level in English as ("B")	3	15%
	("A") have a better level in English than ("B")	17	85%
	("B") have a better level in English than ("A")	00	00%
Total		20	100%

As presented in the chart, seventeen (17) out of twenty (20) EFL teachers confessed that the students who have been exposed to EFL learning in primary school have a better level in English than the beginners. I mean almost all of them 85% made this choice. 15% of them think that the two categories of students have almost the same level in English in their classes; but none of them claimed that the beginners have a better level in English than the other category of students. This result is nothing but a confirmation of the result found with the analysis of the second and the third terms marks of the first form students at "Complexe Scolaire la ROSETTE".

* As for the second question which consists in making comparison between the speaking and listening skills of the students who have been exposed to EFL learning in primary school ("A") and the ones of those who are freshly exposed to the language ("B"), in their classes, their answers are summarized in the chart below.

Question	Answers	Number of teachers	Percentages
Comparison between the speaking and listening skills of the students who have been exposed to EFL learning in primary school ("A") and the ones of those who are freshly exposed to the language ("B") in your classes.	("A") have almost the same speaking and listening skills in English as ("B")	7	35%
	("A") have better speaking and listening skills in English than ("B")	13	65%
	("B") have better speaking and listening skills in English than ("A")	00	00%
Total		20	100

As presented in the chart, 65% of EFL teachers confessed that the early EFL learners have better speaking and listening skills in English than the beginners. 35% of them think that the two categories of students have almost the same speaking and listening skills in English in their classes; but none of them claimed that the beginners have better speaking and listening skills in English than the early EFL learners, in their classes. This result shows that for the majority of EFL teachers the students who have been exposed to EFL learning in primary school have better speaking and listening skills in English than those who are freshly exposed to it.

. * As far as the third question "*What about the speaking and listening skills of the students who have been exposed to EFL learning in primary school ?*" asked to the same teachers, their answers are summarized in the following chart.

Question	Answers	Number of teachers	Percentage
What about the speaking and listening skills of the students who have been exposed to EFL learning in primary school ?	Very good speaking and listening skills	00	00%
	Good speaking and listening skills	00	00%
	Average speaking and listening skills	14	70%
	Poor speaking and listening skills	06	30%
	Total	20	100%

The results of this chart show that none of the EFL teachers who got the questionnaire claimed that the early EFL learners in their classes have very good or good speaking and listening skills. 70% of them think that the early EFL learners in their classes have average speaking and listening skills; and for 30%, they have poor speaking and listening skills. These different answers show that the majority of the students who have been exposed to EFL learning in primary school do not have good speaking and listening skills.

* As regards the fourth question "In case the students who have been exposed to EFL learning in primary school do not have good speaking and listening skills in your classes, what can be, according to you, the causes likely to explain such a problem ?"

Most of those EFL teachers think that generally the students who have been exposed to EFL learning in primary school, do not really learn the language; that is to say the activities they usually perform in primary school classes are non-communicative, and not motivational enough to help them get the necessary background and skills for real life communication. Another cause they raised is about the time (too short: about thirty minutes to one hour of English class a week.) devoted to EFL teaching to young learners in primary schools.

* As far as the fifth and last question "What suggestions can you offer for the solving of such a problem, and what is your opinion about the introduction or not of EFL teaching in public primary schools" ? is concerned, the first suggestion offered by those teachers regards the revision of the curriculum in private primary schools as far as the time devoted to EFL teaching to young learners is concerned. Another suggestion is addressed to EFL primary teachers and concerns the use of communicative, interesting and motivational activities in primary school classes. Some of them also find necessary immersion trips for EFL pupils to experience the language in a country where it is spoken, and improve their speaking and listening skills as well. As for the introduction or not of EFL teaching in public primary schools, all of them find it necessary.

4-3 Discussion

Teaching English as a foreign language to learners at an early age, that is in primary schools in Benin still constitutes an important issue. To some extent, it may actually be thought that this is not yet feasible in so far as there exist many problems in the field, at the secondary level which still wait to be resolved. It can therefore be argued that the introduction of English language will be an exacerbation of the problems in TEFL.

The actual point is that the introduction of English as a foreign language has been an official fact for several years now. While in public primary schools, the implementation of this decision is far from being a reality, in many private schools, students have been undergoing the early EFL learning curriculum.

Focusing on the level of performance of the students in public schools and those in private schools, the evidence is quite clear that there is no comparison. The students in public schools obviously prove a lower performance as compared to their mates in private schools. In fact, the public school students are still struggling to master the basic linguistic abilities in French which is their first

foreign and official language. As for the private schools, many private schools have developed appropriate strategies in order to help children acquire basic skills in English probably because the implementation of this decision is not the same as for all the primary schools at the national level, but actually, many other reasons sustain the possibility of TEFL to children at early age in private schools.

First, most of the students in these private schools, as is the case in "La ROSETTE" and "Le TRIDON", probably come from families with social economic background which allow them to acquire beforehand a considerable level of knowledge in the official language. These children live in a social cultural environment which favours a lot their easy contact with French. Most of them already master the spoken French from home.

In the course of this study, the performances of two categories of students have been considered: the early EFL learners and the new beginners. As it has been shown through the analysis of the first form students' marks at "C.S La ROSETTE", the students who have been exposed to EFL learning in primary school have a better level in English than the beginners. This supremacy could be noticed not only on their academic results, but also in their speaking and listening skills, as confirmed by their own teachers. This fact constitutes a sort of inequality of opportunity towards these newcomers in the schools. As a matter of fact, this inequality evolves in a large scale as far as those in public primary schools are concerned, since as mentioned above most of the children from the primary schools who do not have the equal opportunity will continue at secondary school with zero knowledge in the field. If the government have decided to make EFL learning possible in primary schools at the national level, it would be an injustice to leave things continue just as they are now, where only children from families with considerable financial means can actually have the opportunity to benefit from this early exposure to English language. It is then the responsibility of the educational authorities who have instituted this situation to provide equal opportunities to all children by making this a reality in all primary schools nationwide.

Besides, according to EFL teachers teaching both the early EFL learners and the new beginners in junior secondary schools, although the students who have been exposed to EFL learning in primary school would have a better level in the target language than the newcomers, they would still not have good speaking and listening skills for real life communication. This would be due to the way they have been exposed to the language in primary school: the insufficiency and the inadequacy of the time devoted to the language learning, the carrying out of non-communicative activities, as well as of activities which are not interesting and motivational enough to provoke their eagerness for learning; and eventually the absence of immersion trips for them to English speaking countries. This is equally a relevant information to help the government and the educational leaders be aware of the way TEFL to young learners should be introduced in public primary schools to enhance the learners' mastery of the target language for real life communication, if ever they decide on it. Some recommendations and suggestions for the solving of the problems mentioned above are offered in the following chapter, to help the government, the educational leaders as well as EFL teachers improve the success of children in EFL learning.

CHAPTER V: RECOMMENDATIONS
AND SUGGESTIONS.

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As mentioned in the purpose of this study, the government, the educational leaders, as well as EFL teachers are concerned by the outcomes of this study. The first part about recommendations proposes some guidelines to help the government and the educational leaders improve the success of children in EFL learning, once this new trend will be adopted in public primary schools. The second part about suggestions is to help EFL teachers find interesting and motivational communicative activities to improve TEFL in primary schools.

5-1: RECOMMENDATIONS

In the preface to *Teaching English to Children* by Scott, W. A. and Ytreberg, L.H.(1990), Neville Grant has written:

The teaching of English to young children has become especially important in recent years. One reason for this has been the introduction of primary E.F.L teaching in a number of European countries but it is also a worldwide phenomenon. There is a lot of every good teaching in primary E.F.L classrooms.

I think that this new trend of initiating the primary schools children to a foreign language can also be developed here in our primary schools. Not only do the children in the state primary schools have the same background as those in the private primary schools, but also state school teachers are most of the time better trained than those in the private sector where some unreasonable criteria can intervene in the teachers' recruitment.

5-1-1 Teachers' recruitment

Concerning the public teachers' recruitment for English teaching in primary schools, I think that it is possible to find in our country all the necessary teachers. The majority of the "diplomés sans emploi" or job-seekers have their "baccalaureat" . The "baccalaureat" degree includes already seven years of English course. Then, the job-seekers who succeed in getting at least twelve out of twenty in English in "baccalaureat" exam, can be recruited on the basis of an oral and written test in English.

The selected potential teachers of English can be submitted to a one-year intensive course totally in English. After the little training and conditioning, the primary teachers of English can be given a two to three months vacation in a nearby English speaking country for linguistic immersion and contact with experienced primary teachers of English as a second language (Ghanaian or Nigerian primary teachers of English for instance).

After this linguistic immersion stay, the new teachers, academically talking, would have the necessary background to be sent to public primary schools. One teacher can teach English to all the pupils in one school from primary 3 to primary 6 (CE1 to CM2). However, as they have to do with children, they still need professional training.

5-1-2 Teachers' training and the basic materials

There are many phases the teachers ought to know and follow in order to succeed in their teaching practice: the selection of the topics, the preparation, and finally the presentation. To help teachers know this procedure, the government have to plan seminars to train them. Such a training must be the concern of the pedagogical advisers and the inspectors. So, the training of teachers appears as a central element to foreign language teaching in order to help teachers know the precepts of communicative language teaching. Intensive training seminars will

also help them develop new teaching skills, and insight into elementary school foreign language methodology which will lead to an authentic teaching.

Besides, each school should have its library which should be equipped with appropriate workbooks and mainly updated books for games, songs and storytelling. Games, stories, and songs that build on the children's mother tongues can be collected and adapted to the foreign language setting. These can be very useful as a way of providing context for the practice of the language that will later be used in a genuine communicative situation.

5-1-3 Conception of the Program

In order to decide which type of program to offer, the government must determine the expected educational outcomes of the program. They must think about a program in which functional proficiency in listening, speaking, reading and writing is the goal. For this reason, the type of program appropriate to learners age and grade levels as well as the suitable time that can be devoted to TEFL in primary schools, should be worked out by qualified teachers and planners who know the basics of elementary school foreign language methodology and new approaches. They must try hard to make room for new trends and invest in the achievement of the expected educational outcomes of the program. Such a program can be centred on three main objectives: What is to be learnt ? How is the learning to be undertaken and achieved ? And to what extent are the former appropriate and the latter effective ?

5-1-4 Pupils' selection for linguistic immersion trips

The ideal would be that every primary pupil from CE1 to CM2 be selected for linguistic immersion trips, but due to constraints in resources, especially in financial means, this ideal seems to be impossible. However this utopia doesn't exclude the possibility to try something for the best pupils, since it is the only period when a human being's Language Acquisition Device has all its natural abilities and thereby, it is important to take advantage of it to acquire as many languages as possible.

The policy likely to be adopted should consist then in selecting the best primary pupils on the basis of their academic results especially in English subject and also on the basis of the interest they show in English language. Before that, the government should already negotiate with some English speaking countries' governments such as Nigeria, Ghana, and even South of Africa, USA, Britain etc if possible. I am convinced that in the host countries, learners will socialize and make friends. There, they have no other option than try to speak the language. Back to their country, they will keep their friendship warm by corresponding with their friends through letters or by phoning. The advantage is not only in speaking, but also in writing. So, if we can reach a state where English learning is coupled with such excursions, foreign language learning will stop being a subject among subjects but an interesting experience.

5-2 SUGGESTIONS

It is indispensable to insert motivational and interesting activities in lessons so as to offer learners many opportunities to use the language to express feelings. The activities suggested below may be used by EFL teachers to improve the teaching and learning of English in primary schools.

Activity 1:

Material: a classroom

- Here is a classroom
- Touch the door !/ the window!
- Show the tables and the chairs !
- Open the door !/ shut the window !
- Bring the teacher's chair near the door !
- Put the chair far from the door !
- Take a broom !
- Sweep the floor !/ give the floor a sweep !
- Wipe your bench and your table !
- Now, sit down !

Activity 2:

Materials: a ball - a chair – a bag – a table.

- Here is a ball.
- Take the ball and put it on the table !
- Put the ball under the chair !
- Put your bag in front of Charles !
- Put the bag behind you !

Activity 3:

Material: classroom items

- Show your slate/ your duster !
- Show a piece of chalk/ a blue pen/ a pencil !
- Point at a book/ a text book !
- Draw on your slate/ the blackboard/ paper/ a bird !
- Colour your drawing with a red/ yellow/ green/ blue chalk or pencil !
- Clean your drawing with the duster !
- Put your materials in your backpack !

Activity 4:

Materials: pictures of a girl, a boy, and parts of the body.

- Show a girl/ a boy !

- Touch his/ her head !
- Show his/ her eyes/ nose/ ears/ mouth/ face !
- Open your mouth/ your eyes !
- Close your mouth/ your eyes !
- Show your trunk/ your arms/ your legs/ your foot !
- Show a hand !
- Show your hands/ clap your hands !
- Put your right hand up/ your left hand up !
- Lift a finger/ snap your fingers !
- Stand on your right/ left foot !
- Hop !
- Jump with your feet together !
- Jump about the classroom touching your feet !
- Run out !
- Turn left/ Turn right.

Activity 5:

Materials: tree – dead leaves – schoolyard.

- Show a tree !
- Go under the tree !
- Play under the tree !
- Show the leaves !
- Show a branch !
- Gather the leaves and throw them !

Remarks: This session must be done outside the classroom (schoolyard)

*** Game activities**

-Number games

The children form a circle around a child chosen as "it". That child is blindfolded and stands; the other children are sitting down. Give each child a number, beginning with one. When "it" calls out two of the numbers, the children who have these numbers must trade places immediately and silently. Should their movements be detected by "it", "it" must try to catch one of the children and exchange places. If their movements go undetected and the two reach their new places safely, everyone in the circle claps hands (or calls out a predetermined phrase in the target language), and "it" tries once again by calling two other numbers. Variation: Instead of numbers, use names of animals, colours, foods, or other current vocabulary.

-Guessing the numbers

In pairs facing each other, one pupil traces the shape of the numbers from: 0– 10 by moving his finger only, and the other tries to guess what it is. They repeat the same exercise, only at this time, one person calls out numbers between 0 – 10 and the partner tries to form its shape using his finger.

-Guessing the position / location

The teacher places a number of pens, rulers, and pencils..., etc. in various places on the desk and tells a learner for example:

- Look carefully at the pens, and rulers !
- Now turn round. Where is the red pen ?
- Can you remember ?

-Guessing a word

The teacher has some cards on which some words are written. He / She shows quickly one card to the class and hides it behind the other cards. The pupils tell the word they have just seen.

-Guessing the object

The teacher calls a group of pupils (four or six) to the front, each pupil facing the class with his hands held opened behind. The teacher slips a small object into the hands of each pupil of the group. Each pupil has two minutes to feel the object but cannot see it. Afterwards, each of them guesses the object that he / she has received.

-Colouring the animal

On the chalkboard, draw a large outline of an animal. Have the pupils colour the members of the animal by following the teacher's instructions (example: colour the animal's tail.)

-Draw a person

The teacher calls pupils to go to the chalkboard and draw a man or a woman by following his or her directions. One child may draw the head, another draws the ears...,etc, so that a large number of the pupils participate in the activity.

*** Play activities**

-In my family

In groups of five or six, the pupils tell one another about an important event which happened in their family (a birthday, a great ceremony...etc). Each group then uses the events as the basis for a short dramatization which involves them all.

-Free role-play

Ask each group to prepare a role play relevant to the following situations: buying food, planning a holiday, at the stadium. They then perform the situations.

- Planning a party

A group of children imagine they are friends planning a picnic together. They try to decide where to go and what to do.

- The police man

One pupil imagines he / she is a driver. He calls the other pupils (the passengers) to sit in the car. Another pupil is a police man and arrests them because there is a thief in the car.

CONCLUSION

CONCLUSION

The ability to communicate in a foreign language increases the opportunity to interact with other people and to understand other cultures. As the world becomes increasingly interdependent, it is important to every person to acquire the skills for communication with others and for cross-cultural understanding. This research work has attempted to show the advantages of introducing English as a foreign language teaching in primary schools without forgetting about some guidelines to follow as far as the way it should be introduced in public primary schools to enable the students' mastery of Shakespeare's language for real life communication in secondary schools is concerned.

Besides, the results of this research work show that the students who have been exposed to EFL learning in primary school have generally a better level in English than the beginners. This supremacy could be noticed not only on their academic results, but also in their speaking and listening skills. This gap which exists between those children benefitting from the early exposure to English language and the ones who follow the ordinary curriculum in public primary schools is to some extent the responsibility of the government and the educational leaders, since they are the ones who have officially decided on the introduction of EFL in primary schools, and at the same time, they have not extended this new trend to public primary schools. This is, therefore, a call for the educational authorities and the government to be concerned about this sort of social injustice and take necessary measures to make the teaching of English as a foreign language in all primary schools a reality.

However, as it has been confirmed by their teachers, although the early EFL learners have a better level than the beginners, they still do not have good speaking and listening skills in the target language for real life communication. Some recommendations and suggestions have been offered for the solving of that problem, to help the government and the educational leaders be aware of the way

they will extend EFL teaching to public primary schools to improve the success of children in EFL learning.

I have started the work by the problem which motivates the choice of my topic, the purpose I would like to reach, without neglecting the review of the related literature. I have ended it with some recommendations to help the government settle a successful program for English as a foreign language teaching in the State primary schools, and with some suggestions to help teachers find interesting and motivational activities for real life communication in an enjoyable and relaxed classroom atmosphere.

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APPENDICES

APPENDIX A

The marks of the second and the third terms of the students in form 1 at "Complexe Scolaire la ROSETTE".

Number	Categories of students	Second term marks	Students ranks during the second term	Third term marks	Students ranks during the third term
01	Newcomer	09.22	26th	09.61	22th
02	–	19.02	4th	19.24	1st
03	Newcomer	12.83	17th	11.99	16th
04	Newcomer	09.72	24th	08.50	24th
05	–	14.13	14th	15.55	10th
06	–	16.91	10th	16.77	7th
07	–	10.66	23rd	11.22	19th
08	Newcomer	10.88	22nd	08.27	25th
09	–	18.44	6th	15.94	9th
10	Newcomer	15.72	11th	13.88	13th
11	Newcomer	17.88	7th	12.83	15th
12	–	17.58	8th	15.16	11th
13	Newcomer	15	13th	13.66	14th
14	–	15.63	12th	17.94	4th
15	–	05.33	30th	07.44	28th
16	Newcomer	13.44	16th	10.99	20th
17	–	19.63	1st	18.94	3th
18	–	06.44	27th	07.55	27th
19	Newcomer	06.27	29th	07.05	29th
20	Newcomer	12	20th	09.33	23th
21	–	11.77	21st	14.72	12th
22	–	06.44	28th	05.27	30th

23	—	17	9th	16.83	6th
24	—	13.61	15th	11.88	17th
25	—	18.75	5th	17.44	5th
26	Newcomer	12.16	19th	09.66	21st
27	Newcomer	09.55	25th	07.72	2th
28	—	19.50	3rd	19.22	2nd
29	—	12.22	18th	11.61	18th
30	—	19.52	2nd	16.05	8th

NB: The symbol — is used to indicate the first form students at "C.S La ROSETTE" who have been exposed to EFL learning in primary school; whereas the word "Newcomers" is used for the students who have come freshly to "C.S La ROSETTE" and who have not been exposed to the language in primary school.

APPENDIX B

Questionnaire: This questionnaire is addressed to EFL teachers teaching beginners and intermediate private secondary school students who have been exposed to EFL learning in primary school as well as those who are freshly exposed to the language.

Topic: EFL teaching in primary schools: advantages and suggestions; a case study of "C.S la ROSETTE" and "C.S le TRIDON"

Dear Teachers of English,

This questionnaire is specifically designed to obtain valid information on the above topic. Your response will be of great importance to me, so you are invited to answer the questionnaire as honestly as possible. Put a cross in front of the convenient answers. Thanks for your cooperation.

-School

-Grade level (s) taught:

Form 1..... Form 2..... Form 3..... Form 4

1-Comparison between the students who have been exposed to EFL learning in primary school ("A") and those who are freshly exposed to the language ("B"), in your classes:

-("A") have almost the same level in English as ("B")

-("A") have a better level in English than ("B")

-("B") have a better level in English than ("A")

2- Comparison between the speaking and listening skills of the students who have been exposed to EFL learning in primary school ("A") and the ones of those who are freshly exposed to the language ("B"), in your classes:

-("A") have almost the same speaking and listening skills in English as ("B")
.....

-("A") have better speaking and listening skills in English than ("B")
.....

-("B") have better speaking and listening skills in English than ("A")
.....

3- What about the speaking and listening skills of the students who have been exposed to EFL learning in primary school, in your classes?

- Very good speaking and listening skills

- Good speaking and listening skills.....

- Average speaking and listening skills

- Poor speaking and listening skills.....

4-In case the students who have been exposed to EFL learning in primary school do not have good speaking and listening skills in your classes, what can be, according to you, the causes likely to explain such a problem ?

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5-What suggestions can you offer for the solving of such a problem, and what is your opinion about the introduction or not of EFL teaching in public primary schools ?

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Thank you for having completed this questionnaire!