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Dedications

To…

My mother Fadela

My Father Mohammed

My Husband Fodel

My Siblings: Abdesslam

&

Ismahene

Acknowledgements

Abstract

The present research work aims at shedding light on both of learners' difficulties and strategies when using second language (French) in a primary language classroom at SIBAWAIH school of Tlemcen. The purpose of this work is to provide a better understanding about the main difficulties faced by young learners of French as a second language and help the researchers to come up with pedagogical solutions to overcome such difficulties to enhance the learning process. For this, a case study research was conducted at SIBAWAIH school of TLEMCEN involving 4th primary school learners aged from 09 to 12. A number of sources and research instruments for data collection have been used: class-observation for learners and a semi-structured interview with teachers. The data collection by means was used quantitatively and qualitatively. The research findings show that learners 'main difficulties faced were at the level of written and reading comprehension. In order to defeat these difficulties, teachers set up a plan method based on two large scales , where the focus is on the individual students 'needs and on assignment study recitation test. Finally, the researcher provides some suggestions for further research.

Table of Contents

3. Chapter Three: Data Analysis, Interpretation, and Recommendations

List of tables

List of Figures

List of Acronyms

AA: Algerian Arabic

CA: Classical Arabic

CS: Code Switching

LLS: Language Learning Strategies.

L1: First Language.

L2: Second Language.

MSA: Mother Standard Arabic.

H: High variety.

L: Low variety.

CS: Code Switching.

SLA: Second Language Acquisition.

CLT: Communicative Language Teaching.

ZPD: Zone of Proximal Development.

CC: Communicative Competence.

FL: Foreign Language.

DAP: Data Analysis Procedures.

DC: Discourse Competence.

CSs: Communication Strategies.

General Introduction

General Introduction

Language teaching has experienced numerous teaching innovations in response to the importance of providing students with opportunities to practice a foreign language in contextualized and meaningful language communicative tasks at all stages of the second language process. Consequently, for those who want to expand their knowledge, they are asked to understand and use second language in daily life. To fulfill those needs, many pedagogics emphasizes in their research on teaching methods, teaching strategies, learning styles, anxiety and motivation, in addition to many other aspects which affect the success of L2 teaching and learning. This growing interest proved that factors affecting students' foreign language learning and achievement have been a crucial area for language education.

Learning strategies are set of thoughts, actions that learners use to complete a learning task. Nowadays, enhancing strategies in second or foreign language classroom is one of the teachers 'role, since their mission is to facilitate the learning among their learners and making their thinking process visible. In order to teach a second language (L2) effectively, teachers must take into consideration the needs and biographies of each learner, as a result, they are able to employ methodologies that guide students in using strategies which enhance their L2 learning process. It is widely acknowledged that learning strategies have become one of the main factors that help students to learn second or foreign language successfully (Oxford, 2003). This educational issue has been mainly tackled by researchers as: Kumaravadivelu (2001); Oxford (2003); Herrera and Murry (2011); Herrera, Kavimandan, and Homles (2001), among others; individuals whose findings continually remind teachers of the power of designing, adapting or applying effective teaching methods in order to promote the use or creation of learning strategies that pave the way for learners to take charge of their own development in language learning and consequently increase their autonomous learning.

Some research findings in the role of second language acquisition have proved a greater emphasis on learners in the process of language learning (Gerami, 2011: 1567). While learners received more attention and a more prominent place in research studies on second language learning, so did the engaged strategies and techniques they are

employed to learn the language and overcome its barriers. From among these researchers, language learning strategies have received a particular attention.

The discussion of learning strategy started from the observation during the learning process, one might find that some people can learn every subject or several subjects very quickly and well. On the other hand, some people have difficulties in learning. Therefore, many studies try to find how learners go about learning something, what makes learners successful at learning something, and why some people are more effective at learning than others (Lee, 2010:133-134).

Current research and applications in the field of language teaching and learning have given great importance to investigate the learners' characteristics and the processes followed by learners while learning a new language. Present tendencies in the field of language teaching and learning are influenced by the changing conditions in the modern world. Increasing technological advancements, changing socio-economic boundaries, globalization and speed of communication are all global facts that emphasize the importance of knowing or learning a foreign language.

Language learners use strategies consciously to improve their progress in apprehending, internalizing and using the target language. The strategies are not a single event, but they are creative sequence of actions which a language learner actively uses. In other words, they have an explicit aim in assisting learners in improving the target language.

"the contemporary tendency to eclecticism, that is using variety of methods and approaches in language teaching dogmatic positions of "right" and "wrong," has emphasized the interest in the learner's contribution in the language learning and teaching process, and in the learning strategies that learners employ in the process of learning a language" (Griffits, and Parr, 2001).

The use of appropriate strategies provides learners with responsibility toward their learning. Therefore, if learners use language learning strategies efficiently they can learn by themselves and self-examine their own progress.

Language learning strategies have potential to be extremely important part of second / foreign language teaching and learning, So there is a need to understand what

are language learning strategies and in what manner it is possible to teach them to one learner; and how one learner choices to uses them. Such assumption leads that research on language learning strategies has witnessed profile and vigorous growth, and numerous studies around the world have contributed to both theory and teaching strategies on numerous population (Judge, 2012:38), which explain the growing interest in defining how learners can take charge of their own learning and clarifying how teachers can help students become more autonomous.

During language learning strategies the rate of age is considered as a major aspect that influences the learners' approach of language learning in different ways due to psychological and social differences between the two. According to Brown (2000)

"Nowadays, there is plenty of information regarding studies connected to the first language acquisition and its implications to teaching new language. In the foreign language education context, children appear to be quicker learners while second language learners tend to struggle a bit more. Thus, first language acquisition starts early childhood, but second language acquisition can happen in childhood, early or late, as well as in adulthood" .

The first step in investigating age and acquisition might be to dispel some myths about the relationship between first and second language acquisition.

 Most learning strategy studies with young learners have made use of direct observational techniques that can be seen in the contribution made to understand child psychology. These fine details would be very hard for participants to access through self-report as much of the behavior seen during encounters of interest, for assessing participants' feelings, thoughts and attitudes, and their perceptions of their own behavior.

The status of learning a foreign language is a challenge in the Algerian educational system. The major goal of all foreign language teaching is to give learners the ability to use the target language (French) in an effective way. The present study sheds the light on what hinders the students from learning second language, focusing on the psychological linguistic and social factors. Our case study deals with of 4th primary learners at the SIBAWIAH (ELS) Tlemcen as a sample for the presented research work in order to identify the obstacles faced.

The main purpose of this research work is to find answers to the following questions:

- What are the difficulties faced by learners in understanding second language?

- What are the strategies adopted by teachers in order to enhance the L2 process?

The use of the target language (in our case L2) is one of the main purposes in learning second language. However, not all language learners are able to perform in L2. Most common student 'problems while learning second language are linguistic (e.g.: lack of vocabulary, grammatical mistakes, etc.); psychological (e.g.: anxiety, shyness, lack self-confident, afraid of making mistakes and social difficulties (e.g.: families are not supportive).

Based on the prior studies and researchers' personal experiences the following hypotheses were established to answer the aforementioned questions:

1. Learners face difficulties in terms of written and reading comprehension in understanding second language.

2. Teachers 'rely on a number of strategies to enhance the L2 learning process.

The dissertation is divided into three chapters. The first chapter consists of literature review. Whereby, it splits up into three parts. The first part is an overview about the Algerian sociolinguistic situation. The emphasis will be on the effective motivations that made the French language as a second language in the Algerian case. The second part represents the pedagogical section which provides us with the necessary knowledge concerning theories of learning and instructional strategies. The third part deals with of psychology and reviews the intimate aspects of human behavior, language and perception. The second chapter deals with some theoretical notions concerning the research design and procedures .parallel to this, the third chapter presents the discussions of the main results, data interpretation and the validation or rejection of the formulated hypotheses. Moreover, it attempts to put some recommendations and practical suggestions for teachers to better implement L2 in their teaching.

Chapter one: Literature Review

Chapter One: Literature Review

PART ONE: The Algerian 'Sociolinguistic Profile

1.1. Introduction

People from the Maghreb and especially Algerians have always been in contact with other foreign populations; at different periods of the Algerian history European languages influenced the Algerian languages. It was in particular, the case of Spanish in the West Country. However, French had the greatest influence on Algerians.

The sociolinguistic situation of Algeria is particular. It is the product of history, the history of languages and their development. The presence of many languages created a particular sociolinguistic situation which gave birth to different phenomena such as bilingualism, code switching and borrowing and this situation is due to the French who lasted more than 130years. The French language had a deep influence on Algerians. This is why, the government decided just after independence to restore the Algerian identity by implementing an official process called 'Arabization.'

2.2.The Algerian Socio-Linguistic Profile

It is imperative to stress that the Algerian historical background had a direct influence on its current linguistic situation. The linguistic profile in Algeria is set to be a multiplex one. With four major languages: Algerian Arabic (AA) the native language of majority; Classical or Conventional Arabic (CA) for the official use , French for the teaching of science and knowledge, and Tamazight (Berber), the native language of a considerable minority , 20% according to the national Census.

Among all the varieties, the Kabyle, the Chaoui, the Tamachq and the Mozabi are the most used; they are the principle varieties of Berber.

Algerian Arabic represents one variety of the ones spoken in Algeria. It is divided in different regional varieties allowing inter-comprehension but each region has a specific dialect and accent. However, French language is used in everyday life

Chapter One: Literature Review

interactions. It is the technical language for development. It has a strategic place and it fulfills many social functions.

Classical Arabic on the other hand, is the official language in Algeria which is used only in courts, in most of the media, in mosques, schools, universities, and in many publications. But, even if it is the official language of the country, no one uses it in everyday life conversations. Thus, people in Algeria use two distinct varieties of Arabic according to contextual situations. They use CA in official settings whereas AA and Berber in informal situations such as with friends, at home and in daily life in general.

1.2.1. The Arabic Language

Arabic is a Semitic language that was firstly introduced to Algeria with the arrival of Islamic Conquest .According to the Algerian constitution (1967), Arabic was officially declared as an official language. Now, Algeria defines itself as an Islamic and Arab country. A few years after independence, the country authorities started the process of Arabization for a variety of reasons. Among other to erase the traces of colonization through decreasing the dominance of the French language, and the demand to unite the Algerian nation (Aitsisellami, 2006; Ammour 2012; Boursla, 2015).

Arabic is categorized by the presence of three varieties: Classical Arabic; it is the prestigious language in the hoy Quran which is signified by its high formality and structural complexity. This luxurious variety had dominance for a long period during the Islamic era (Djennane, 2014). Nowadays, Classical Arabic was replaced by modern standardized Arabic (Henceforth, MSA) which is a simplified version of the aforementioned one that emerged as a demand of the modern era. MSA is intuitionally and officially adopted where its use is associated with media, education and literature. One should make the claim that this variety is not a native one for sector in society rather it is acquired through formal education (Borsla, ibid; Megagi ,2016).

Chapter One: Literature Review

The third variety is Algerian Arabic (hereafter, AA) also known as "DARIJA" which is a mixture of borrowed word French , Spanish and Arabis (Benyelles , 2011; Borsla, ibid). The manifestation of AA is varied along regions. The former is a sequent result of a long history of language contact whose use is restricted to informal contexts such as casual conversations in daily life.

1.2.2. The Berber Language

Berber, or as it is locally called Tamazight, is only spoken by 25% of Algerian population (Aitsellemi, 2006). Its major dialect are Kabylian which is spoken by Kabylian northeast of Algeria, Chaoui spoken in Auras and east of Algeria, not to mention, Mazabi, Chalha and Targi in south. It was officially approved as a national language since 2002 (Constitution 2002).

1.2.3. The French Language

French is recognized as one of the remains of colonization. During 132 years of occupation, France inducts all means to eliminate Islamic Arabic Algerian identity

(A mmour, 2012; Sahraoui, 2009). To this purpose, it attempted to integrate French culture through spreading the French language. As its existence is deeply rooted; it has not escaped one's notice that French language has profoundly influences Algerian linguistic situation (Haoues, 2009; Benyelles, 2011). Despite the fact that Algerian authorities adapted the process of Arabization, French language continues its dominance although it has no official status (Meghagi, 2016). Further, it is widely used at both forms written and spoken in urban cities, as it is considered prestigious language among French heritage in Algeria. It is worth mentioning that it is used to teach scientific streams such as Biology, Mathematics, Medicine, and soon and so forth; also, it is formally taught since second year primary school. Moreover, its frequency of use differs from north to south, the former more than the latter due to historical factors.

1.1. Language Contact in Algeria

Chapter One: Literature Review

The study of language in relation to society was mainly concerned with language contact. The latter cross- fertilized a number of phenomena which are overlapping namely code switching, borrowing and diglossia. This aforementioned are widespread among multilingual societies, Algeria is considered as case in point. It is signified by its distinct language situation as a result of co –occurrence of three languages spoken by various sectors in society.

1.2.1 Diglossia in Algeria

Linguists characterized diglossia as the linguistic situation that draw a picture of the Arabic world. In the case of Arabic language a diglossic situation appears from the fracture between the language of everyday spoken Arabic and the MSA. The issue of the two languages spoken side by side hypnotizes several scholars.

The French Arabist, William Marçais (1930) reports in his research on North Africa "La diglossie arabe" that there exist two types of Arabic in this communities: one written in Classical Arabic, which is used in formal publications and educational institutions; however, it is never used in every day conversations, and other one represents the only spoken kind of Arabic used which reflects the cultural heritage of North African communities. Bouamrane (1986:2) translated the original text of " La diglossie arabe " and wrote that: " *The Arabic language appears ... under two perceptibly different aspects : 1) a literacy language so called written Arabic ... or regular, or literal, or classical, the only one that had always and everywhere been written in the past, the only one which still today are written literary or scientific works, newspaper articles judiciary acts, private letters, in a word everything that is written, but which exactly as it is, has perhaps never been spoken anywhere, and which in any case is not spoken now anywhere, and which has ever been written ..., but which everywhere and perhaps for a long time are the only language of conversation in all popular and cultured circles.* " (Marçais ، W., 1930:40)

Ferguson's well - known article "Diglossia" (1959) marks the beginning of Arabic sociolinguistics as a scholarly unit. In the article, Ferguson included the spoken language, thus making a shift away from the philological Arabist tradition oriented

Chapter One: Literature Review

mainly towards the analysis of written texts. According to Ferguson (1959), " diglossia " means that two distinct, varieties of the same language exist side by side in the same community, with two different functions. Ferguson's (1959) work on diglossia in Arabic - speaking communities revealed the existence of a high (H) and low (L) variety of the closely –related languages in the same speech community.

Ferguson attempts to identify the sociolinguistic characteristics of the phenomenon of the Algerian diglossic situation that is highly characterized by the following features:

1. Function

Each variety is used for quite distinct functions, but the high and low varieties complement each other. In Algeria, for instance no one uses H in everyday conversation. H is mostly used in religion, TV, news or education, but this does not prevent people from discussing the subject, the news or the lesson in the low variety.

1. Prestige

Occasionally people admire H variety even if they cannot understand it. Both of CA and F are regarded as superior to dialectal Arabic. Algerians have positive and respectful attitudes for these two languages. The H variety is seen as more logical and better in expressing important thoughts. Nevertheless, the L variety has also its solicitors and is highly valued by some Algerian speakers.

For Ferguson, the H variety is supposed to be written; however, the L variety is only spoken. This is exactly the case in Algeria, since Classical Arabic and French are written languages, and AA and Tamazight varieties are transmitted orally. Because of its sizable body of written literary heritage, the H variety is held high in esteem among the society. However, some people also cherish the oral heritage of the L variety. In the case of Algeria there is a new tendency to use Algerian Arabic in written form, for instance in newspaper caricatures, plays and literary prose, and sometimes in personal letters. This also applies to Tamazight which is generally written in the Latin alphabet Arabic or Tifinagh scripts.

Chapter One: Literature Review

1.2.3 Bilingualism in Algeria

Bilingualism is the standard term for the use of two languages by individual or group of people. The terms bilingual and bilingualism cover a wide range of situations and communities. Thus, bi-in bilingualism implies only two languages and in cases of multilingualism there are more than two languages. Weinreich(1953) defined bilingualism as the alternate use of two languages. In the same year, Haugen suggested that bilingualism begin with the ability to produce complete meaningful utterances in the second language. Similarly, Bouamrane (1986:15) combined several scholars' interpretations and formed the following definition that considers bilingualism as: *"the use by an individual, a group or a nation of two or more languages in all uses to which they put either."*

Individuals may be bilingual to various degrees depending on circumstances of acquisition, opportunities for use of the other language, aptitude and motivation. Myers scotton (2006:3) says that *"being bilingual does not imply complete mastery of two languages."* She illustrates that most children who were exposed at a very young age, to two languages seem to speak them equally well as small children, but do not maintain equality in the two languages later on. (2006: 38)

Algerian who lived during the French colonialism were considered to be active bilinguals because of their ability to speak and understand French. However, children of Algerian immigrants living in France are considered to be passive bilinguals since they cannot communicate in their parents' mother tongue but they understand it.

In Algeria, there are three types of bilinguals:

1. Speakers who maintain excellent proficiency in French and use it in their daily life.
2. Occasional French- speaking people: the individuals who use French in specific situations (formal or informal). These people use French words alternatively in order to explain certain aims such as ordering, insulting, being ironic, or taking decisions.

Chapter One: Literature Review

3. Passive French-speaking people: this category concerns people who understand this language but do not use it fluently.

1.2.4. Code switching in Algeria

The linguistic situation in Algeria is complex as it's embodied in a triangular struggle between Standard Arabic, Algerian Arabic and French. This struggle is a remnant of the French colonization which has worked hard to marginalize and replace standard Arabic with French. The Algerians were forced to use Algerian Arabic in order to maintain their Arabic-Muslim identity. Today, even after 56 year of independence this struggle continuous where it can be found that the Algerian community still depends on the use of words and expressions taken from the French language and added to Arabic in order to communicate.

The coexistence of French, Arabic and Berber in Algeria, led its people to mix the various languages within the same speech. This phenomenon is known as CA. It is widespread among the Algerian population (Cotterell, Rendhuchinatala, Saphra, &Callison – Burch , 2014). They to switch between French and AA, MSA, Berber. In addition, to switch between MSA and AA which more common among students of Arabic literature (Haoues, 2009; Meghaghi, 2016). It is worth noting that the choice of CS differs along regions. More importantly, French – Arabic switch is more frequent in the north than in the south.

1.2.4. Borrowing in Algeria

Heath (2001) defined Borrowing as following *"form that has spread from linguistics situation to another variety."* He further explained that *"it is generally a historical transformed form usually a word that settled comfortably in the target language"*. This phenomenon often confused with CS; the problem does not occur with the terminological level rather at the actual speech of individuals. Early studies pay little or no attention to this issue; it is until Poplack (1980) shaded light on the need for distinction between these two phenomenon (Myer- Scotton , 1992). Unlike CS that occurs to fit actual needs of the speaker, borrowing always goes beyond the

Chapter One: Literature Review

actual needs of the language (Haugen ,1953as cited in Myer – Scotton ibid) . In addition, it is highly recognized that frequency of words or utterances is to maintain it is a matter of CS or just a matter of borrowing (Health , ibid ; Myer- Scotton , ibid) . The aforementioned issue is exemplified in the Algerian context.

Due to historical reasons, a large number of French borrowed words are integrated in AA. The long period of French occupation has deeply affected the Algerian language. A huge number of French words are assimilated to AA at three different layers namely integrated borrowing, non-adopted borrowing and non-conventional borrowing (Haoues , 2009)

a. Integrated Borrowing: it refers to French words adapted to phonological and morphological system of Arabic. This adaptation could be complete or partial. Table 1 provides illustrations

Spoken AA		French		English	
Singular	Plural	Singular	Plural	Singular	Plural
2./bla:sa/	/bla:jas/	Place	places	place	Places
3./ri:gla/	/ri:glat/	Régle	régles	rule	Rulers
4./fila:z/	/fila:za:t/	Village	villages	village	Villages

(Haoues, Ibid 2009).

Table 1.1:   Examples of integrated borrowing from French to Arabic

b. Non- adopted Borrowing: this type occurs when borrowed words stem takes the TL prefix. For example, a French verb is modified to be Arabic like one.

Chapter One: Literature Review

Spoken Algerian Arabic	French	English
1./nesstigra/	Je m'intégre	I fit
/nesstigra:w/	Nous nous intégrons	We fit
2./neprovoki :h/	Je le provoque	I provoke him
/neprovoki :wah/	Nous le provoquons	We provoke him
3./SarZi :tuh/	Je l'ai chargé	I charged
/SarZi :nah/	Nous l'avons chargé	We charged

(Haoues,2009) .

Table 2.1: Examples of non-adopted Borrowing from French to Arabic

c. Non- conventional borrowing: according to this type supervene when a French noun is modified to act as a verb.

Spoken Algerian Arabic	French	English
1./wikandi:t/	J'ai passé le weekend à la cité universitaire	I spent the weekend on the university campus
2./sjasti:t/	J'ai fait siéste	I had a nap
3./gripi:t/	J ai la grippe	I have flu

(Haoues, 2009).

Table 3.1: Examples of non-conventional Borrowing

1.4. Conclusion

The previously mentioned rudiments are the chief elements that mould the current study of the Algerian sociolinguistic profile. The approaches that the researcher reviewed here have given better understanding and knowledge in preparing this review to help in setting up the perceiving parts.

Part Two: The Pedagogical Part

Chapter One: Literature Review

1.1. Introduction

The second part of the thesis represents the overall perspectives of language used to plan and implement one or more instructional strategies. That revel how the content of teaching and learning operates.

1.2. Second /Foreign Language Learning

Language is considered foreign if it is learned largely in the classroom and is not spoken in the society where the teaching occurs. It is the vehicle required for effective human to human interactions and yields a better understanding of one's own language and culture.

Language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language natural communication in which speakers is concerned not with the form of their utterances but with messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition (Brown and Hanlon, 1970; Brown, Cazden and, Bellugi, 1973), but caretakers and native speakers can modify their utterances addressed to acquires to help them understand , and these modifications are taught to help the acquisition process (Snow and Ferguson, 1977). It has been hypothesized that there is a fairly stable order of acquisition of structures in language acquisition, that is one can see clear similarities across acquirers as to which structures tend to be acquired early and which tend to be acquired later (Brown, 1973; Dulay and Brut, 1975). Acquires need not have a conscious awareness of the rules they process, and may self-correct only on the basis of a "feel" for grammatically.

Conscious language learning, on the other hand, is taught to be helped a great deal by error correction and the presentation of the explicit rules (Krashen and seliger , 1975). Error correction it is maintained helps the learner come to the correct mental representation of the linguistic generalization. Whether such feedback has this effect to a significant degree remains an open question (Fanselow; 1977, Long, 1977). No invariant order of learning is claimed, although syllabi implicitly claim that learners

Chapter One: Literature Review

proceed from simple to complex, a sequence that may not be identical to the acquisition sequence.

Form a neuro-linguistic point of view, language acquisition and language learning are processed in two different ways in the brain. During early infancy, language processing – during acquisition – occurs in many areas of the brain. Only over time it gradually becomes concentrated in two areas: the Broca's area, which is situated in the left Fontal cortex and is involved in the production of the patterns in vocal and sign language, and the Wernicke's area in the left temporal cortex that is primary involved in the language comprehension. The broca's area is the one actively involved in language acquisition processes, whereas the Wernicke's area is active in the language learning process.

Second language acquisition (SLA) is the learning of any language in addition to the mother tongue. It refers to one's introduction to a second language after having received native competence in first language (Fromkin, Rodman & Hymes, 2003) . Ellis (1997) argued that the second language is not only the language learned or succeeding one's mother tongue but the third or fourth language is part of the second language acquisition.

Acquiring another or additional languages requires and individual to pass through the same stages as in learning their first language. However, some individuals find it difficult in learning another language especially the adults. It is essential that second language learners receive an enormous amount of exposure to the language for them to learn it (Krashen, 1981). There are some reasons why people learn the second or third language which include expanding their knowledge in communication system, feeling part of the society. Learning the second language requires time, effort and organization in order for the individual to learn the language. One needs to be fluent in the native language also. Generally, learning the mother tongue is not really difficult but rather, the skills in learning other language vary for the individual, their attitudes towards the language and motivation.

Chapter One: Literature Review

Collins cobuild students' dictionary explains that: "your attitude to do something is the way you think and feel about it." Psychological theories on attitudes refer to an evaluative, emotional reaction .i.e. the degree of like or dislike associated with the attitudinal object, comprising three components: affect, cognition, and behavior. How attitudes influences SLA are shown as follows:

1. The acquirers with positive attitudes tend to learn l2 easily and with rapid progress; while those with negative attitudes make slowly progress
2. Attitude decides the commitment. Those who give up halfway are probably passive with lower commitment whose achievement are lower than those positive and persistent learners.
3. Attitude influences the class participation. The students with positive learning attitudes perform actively and can have high grade.

1.2.2. The Synergy between Language Acquisition and language learning.

Language acquisition is set to be the process by which humans acquire the capacity to perceive and comprehend language, as well as to produce and use words and sentences to communicate. However, the learning operation on the other hand, is not communicative. It is the result of direct instruction in the rules of language. It is the conscious knowledge of new language and can talk about that knowledge. (Vigotskys , 2002: 275) points out that scientific concept and professional concept (Mylett, Gluck, 2005: 6) learning differs from spontaneous concept acquiring as foreign and professional (Mylett, Gluck ,2005:6) language learning differs from the native language acquiring that is why he reveals the following types of relationships :

- Between spontaneous concept and mother tongue.
- Between scientific concept and foreign language.
- Between spontaneous and scientific concepts and /or mother tongue and foreign language.

That is as follows:

Chapter One: Literature Review

- Inner and outer conditions of forming spontaneous concept coincide with inner and outer conditions of acquiring mother tongue.
- Inner and outer conditions of developing scientific concept coincide with inner and outer conditions of learning a foreign language.
- Inner and outer conditions of forming spontaneous concept and of acquiring mother tongue are different from inner and outer conditions of developing scientific concept and of learning foreign language

"Scientific concept learning differs spontaneous concept acquiring as foreign language learning differs from native language acquiring. The development of scientific and spontaneous concept is interrelated as foreign language and native languages related to each other "(Vigotskys, 2002:275).

"If the development of the native language begins with free, spontaneous use of speech and is culminated in the conscious realization of linguistic forms and their mastery, then the development of a foreign language begins with conscious realization of language and arbitrary command of it and culminates in spontaneous, free speech. But, between those opposing paths of development, there exists a mutual dependency just as between the development of scientific and spontaneous concepts." (John-Steiner by Robbins ,2007:49).

1.3. The Cognitive Development of Language Learning Theories

CLT is abroad theory used to explain the mental processes and how they are influenced by both internal and external factors in order to produce learning in an individual. The theory is credit to Educational psychologist Jean Piaget. This cognition contains two important types of theories; Piaget's cognitive development and Vygotsky's sociocultural theory.

Chapter One: Literature Review

1.3.1.Piaget's Cognitive Development Theory.

Piaget was the first psychologist to make a systematic study of cognitive development, detailed observational studies of cognition in children, and a serious of simple ingenious tests to reveal different cognitive abilities. He describes how a child constructs a mental model of the world, and disagrees with the idea that intelligence was a fixed trait, and regarded cognitive development as a process which occurs due to biological maturation and environmental experience.

The psychologist describes cognitivism in the stage development of children when they are ready to construct the meaning of things through their own understanding which starts from the simple to complex. However, organization is an important process in cognitive construction, in order the child constructs the meaning of things which make sense to him by organizing or experience. While adaptation, is another key factor for the process that is useful when adding the new information in the thinking system since there is an important additional information. Piaget believed that the process of understanding and change involves two basic functions:

Assimilation is the process of taking one's environment within new information and fitting it into pre-exciting cognitive schemas. To him, this process is integrating external elements into structures of lives or environments. Accommodation is the process of one's environment and new information.

Piaget believed that all children try to strike a balance between assimilation and accommodation which is achieved through a mechanism called "Equilibration" And also, sees that the human brain has been programmed through evolution to bring equilibrium, and to move upwards in a process to equilibrate what is not.

1.3.2.Vygotsky's Sociocultural Theory

The Russian's psychologist developed the sociocultural theory of cognitive development. His main assertion was that children are entrenched in different sociocultural contexts and their cognitive development is advanced through social interaction with more skilled individuals. The child's cognitive skill can be understood

Chapter One: Literature Review

only when they are developmentally analyzed and interpreted. For Vigotsky, cognitive skills are mediated by words, language and forms of discourse which serve as psychological tools for facilitating and transforming mental activity .It means that language is an important tool for children in early childhood in order to plan their activities and solve problems. However, knowledge occurred in environments through the interaction with others collaboratively.

1.3.3.Constructivism.

Constructivism is a new stage derived from the cognitive approach with some differences and progress in education which claims that human are better able to understand the information they have constructed by themselves. According to constructivist theories, learning is a social advancement that involves language, real world situations and collaboration among learners. Which states that the teacher can facilitate and explain the learning operation by using a meaningful information which is acknowledge to the students and give them opportunities to discover and create their own ideas . Its main purpose is to make learners able to discover new information and apply it when they need it.

Piaget explores four sequential stages of the psychological development of the young learner and believes teachers should be cognizant of these stages. During the Sensory-motor stage, (before age of 2) this stage experiences and motor activities dominate. Intelligence is intuitive in natural and knowledge; it is acquired through mental representation during the Preoperational stage (from age 2 to 7). At the concrete Operational stage (from age 7 to11), intelligence is logical, conserved and dependent on concrete references. The formal Operational stage (after 11 year) it when the abstract thinking starts and the learner think about probabilities, associations, and analogies. Piaget's theory is based on discovery, in order to provide an ideal learning environment, he views that children should be allowed to construct knowledge that is meaningful to them.

Chapter One: Literature Review

However, Vygotsky's constructivism is known as social constructivism due to its significance of culture and social context. For (Vygotsky: 1978) the zone of proximal development (ZPD) is defined;

"......the distance between the actual development of a child as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more peers.

He also, suggested that "*Cognitive development is limited to a certain range at a particular age. However, with the help of social interaction such as assistance from a mentor, students can comprehend concepts and schemas that they cannot know on their own. Curriculum specialists and lesson plan builders can use the ZPD as a guidance reference".*
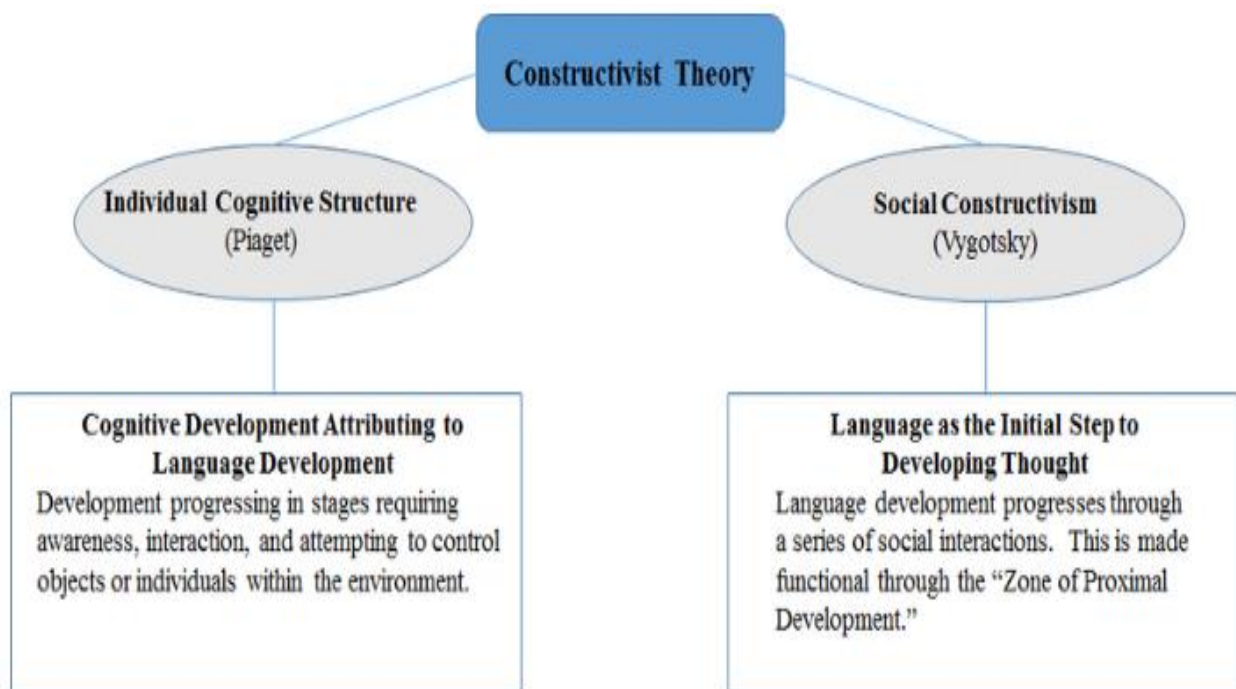

Figure 1.1: Diagram of Piaget and Vygotsky's constructivist theory

1.3.3.1. Social Constructivism.

Social constructivism is as theory of knowledge in sociology and communication theory that examines the knowledge and understanding of the world that are developed jointly by individuals. This theory assumes that understanding, significance, and

Chapter One: Literature Review

meaning are developed in coordination with others. The most important elements in this theory are (a) the assumption that human beings rationalize their experience by creating a model of the social world and the way that it functions and, (b) the belief in language as the most essential system through which humans construct reality (Leeds-Hurwitz, 2009).

Vygotsky (1978) states that cognitive growth occurs first on social level, and then it can occur with within the individual. To make sense of others and construct knowledge of such a social level allow learners to relate themselves to circumstance. (Roth,2000). Roth also states that the roots of individuals 'knowledge are found in their interactions with their surroundings and other people before their knowledge is internalized.

According to Kim (2001) point out that social constructivism is based on specific assumptions about reality, knowledge, and learning. All of the mentioned assumptions is described in detail below:

a. Reality: The first assumption of social of social constructivism is that reality does not exist in advance; instead it is constructed through human activity. Kukla (2000) argues that members of a society or a group together (and not individual) invent the properties of the world or group. Furthermore, social constructivism believes that since reality is not made before invention. It is not something that can be discovered by individuals.

b. Knowledge : Social constructivism represent knowledge as a human product that is socially and culturally constructed (Ernest , 1999 ; Gredler , 1997 ; Part &Floden , 1994 , cited in Kim , 2001) . Individuals can create meaning when they interact with each other and with the environment they live in.

c. Learning: This assumption of Social constructivism stresses that learning is a social process. Learning does not take place only within an individual, nor is it a passively developed by external forces (McMahom , 1997). Social constructivists state that meaningful learning occurs when individuals are engaged in social activities such as interaction and collaboration.

Chapter One: Literature Review

Social constructivist scholars view learning as an active process where learners should learn to discover principles, concepts and facts for themselves, hence they encourage and promote the guesswork and intuitive thinking in learners (Brown 1989; Ackerman 1996). In other words, social constructivist highlights that reality is not something that individuals can discover because it does not pre-exist prior to their social invention of it. Other constructivist scholars agree with this and emphasize that individuals make meanings through the interactions with each other and with the environment they live in.

Moreover, Vygotsky (1978) believes that learning is a continual movement from the current intellectual level to a higher level which more closely approximates the learner's potential. This movement occurs in the zone of proximal development (ZPD) as a result of social interaction. ZPD has been defined by Vygotsky, 1978, p.86)

"The distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adults guidance, or in collaboration with more capable peers".

Vygotsky emphasizes that human mental activity is a particular case of social experience. Thus, an understanding of human thinking and knowledge depends on an understanding of social experience and the force of the cognitive process derives from the social interaction.

1.4. Students-Centered Learning

"Learning is more than just being able to copy and repeat. Knowledge requires an ability to manipulate and transform. With so much previous research showing that learning does not happen drastically with traditional forms of instruction, it should be surprising that teachers are still using this ineffective model for science education." (Halloun & Hestense , 1985; Chickering & Gamson , 1987; prince 2004).

Research has suggested that student's science reasoning skills and conceptual understanding improve more when employing interactive engagement methods in the

Chapter One: Literature Review

classroom (Johnson & Lawson, 1998; Redish & al., 2000), where the learning is student –centered instead of teaching –centered.

1.4.1. Learning Styles versus Learning Strategies.

In general psychology, the term learning styles refers to learners' preferred general approach to learning, which includes the process of absorbing, processing and retraining. In the research area of second language acquisition, the term language learning styles refers to language learners' preferred general approach of language acquisition. Many tests relating to learning styles of second/foreign language learners are taken from general psychology, for example, the student learning style scale (Riechmann & Grasha, 1974), the learning style inventory (Kolb, 1976; 1984), the productivity environmental preference survey (Dunn , Brown , & Bearsall , 1991), in the embedded figures test (Witkin, Oltman, Raskin, & Karp, 1971). There are some that have been specifically designed for second/foreign language research, for example, the Perceptual Learning Style Questionnaire (Reid, 1987); and the learning Channel preference Checklist (O' Brien, 1990). As it is widely believed that language learning acquisition, it has been one of the key foci in the area of second language learning.

" Learning styles refer to the characteristic cognitive , affective and   psychological behaviors that serve as relatively stable indicators of how learners perceive , interact with and respond to the learning environment ... Learning style is a consistent way of functioning , that reflects underlying causes of behavior" .(Keefe , 1979 , p5)

Based on the aforementioned description to learning style, it can be concluded that most educational researchers divide learning styles into four different main aspects, namely cognitive affective, physiological / sensory, and behavioral (Oxford, Hollaway, & Hortin- Murillo, 1992; Wallace & Oxford, 1992; Willing , 1988) .Cognitive learning styles refer to the preferred ways of mental functioning.

However, in studies of good language learners, researchers mentioned lots of various behaviors that they referred to globally as strategies; some managed to

Chapter One: Literature Review

describe strategies more specifically. Learning strategies have been described Wenden & Rubin (cited by Zare, 2012: 163) as *" any sets of operations , steps plans , routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information"*. Oxford cited by Pannak and Chiramanee (2011) defines them as " specific actions taken by learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations, while Ellis defines language learning strategies as "strategies consisting of mental and behavioral activities related to some specific stage in the overall process of language acquisition or language use. It is, indeed, a reflection of what the learner intends to do and the specific actions he can take. She also, prominently, includes how context plays a crucial role in the language learning process.

Learning strategies are conscious actions that that learners use to learn foreign or second language. These strategies are different and dependent on learners 'personality. Different researchers defined them from different points of view. Rubin (as cited in Derakhshan, Tamaskani , and Faribi , 2015: 1238) identified six characteristics of this strategies: 1) strategies refer to specific actions or techniques, they are not characteristics that describe a learners' general approach, 2) some of these actions will be observable and others will not be, 3) strategies are problem oriented. Learners utilize them to facilitate the acquisition, storage, retrieval or use of information. 4) Strategies will be used to refer to language learning behaviors that contribute directly to learning, 5) sometimes strategies may be consciously deployed. For certain learning problems, strategies can become automated and remain below conscious or potentially conscious, 6) strategies are behaviors that amenable to change.

Based on the explanation above, it can be concludes that language learning strategies are specific actions, steps, behaviors or techniques used by students to enhance their own learning and consciously improve their progress in apprehending, internalizing and using the target language.

1.4.2. Building Strategies.

Chapter One: Literature Review

Building communication strategies has become an important element of the communicative competence of a second or foreign language learner needs in order to communicate effectively (Canale & Swain, 1980; Savignon 1983; Bechman ,1990; Celce –Murcia, DÖrnyei & Thurrell, 1995 ; Ahmed &Pawar , 2018) . It was coined in the 1970c; the building strategic competence was part of the competence that foreign language learners needs to develop for communication. It has appeared as an elements in each of the communicative competence models, there has been a debate on what strategic competence includes as some consider learning strategies as a part of CSs, it has remained there as a component of learners' communication competence in all models and refers to the coping strategies that one uses to compensate for insufficiency of linguistic competence.

Communication strategies are often more needed by those learners' who are earlier stages of their language learning as they struggle to get meanings due to their linguistic deficiency. It is for this research that research building communication strategies has been growing up during the last decades and more attention was paid to developing learners' strategic competence as a part of their language learning.

1.4.3. Communicative Competence.

CC is a term coined by Dell Hymes in 1966 in reaction to Naom Chomsky's (1965) notion of "linguistic competence." It is the intuitive functional knowledge and control of the principles of language usage .According to Hymes (1990:11) *"Communicative Competence' is shaped by social life from infancy onwards"*. He further contents that CC does not only involve grammatical competence, which is concerned with the knowledge of grammatical rules, the knowledge of appropriateness. Appropriateness is, moreover, determined by each speech community; it is defined by the shared social and cultural conventions of a particular group of speakers (Bern's, 1990:30).

On the other hand, Halliday (1975) shares a view of the role of language in social life with Hymes except for Halliday it is unnecessary to speak of communicative competence. That is, Halliday (following Chomsky 's notion of competence) believes

Chapter One: Literature Review

that if we are concerned with what the speaker – hearer knows as a distinct from what he can do, and we call this " competence", then competence is communicative competence; there is no other kind (Halliday 1975:92).

Language users' need to use language not only based on linguistic competence, but also appropriately based on communicative competence. This approach does not diminish the importance of learning the grammatical rules of language. In fact, it is one of the four components of CC: linguistic, sociolinguistic, discourse and strategies competence.

1. Linguistic competence it is the knowledge of language code. The grammar component includes the knowledge of sounds, the rules that governs the sound interactions and patterns, the formation by words by means, and the rules that govern combination of words and phrases to structure sentences, and the way meaning is conveyed through language.
2. Sociolinguistic competence it is the knowledge of sociocultural rules of use, in knowing how to respond to language appropriately. The appropriateness depends on the setting of communication, the topic and the relationships among the people communicating …. However, being appropriate depends on knowing what the taboos of the other culture are.
3. Discourse competence that consist on the knowledge of how to produce and comprehend oral or written texts in the modes of speaking / writing and listening / reading respectively. DC deals with how to organize words, phrases in order to create conversations, email messages, newspapers etc.
4. Strategic competence is the ability to recognize and repair communication breakdowns, during or after they occur. These strategies may be requests for repetition, clarification, slow speech, or the usage of gestures, taking turns in conversation etc.

Chapter One: Literature Review

Linguistic
Understanding and using:
- vocabulary
- language conventions (grammar, punctuation and spelling)
- syntax (e.g., sentence structure)

Strategic
Using techniques to:
- overcome language gaps
- plan and assess the effectiveness of communication
- achieve conversational fluency
- modify text for audience and purpose

Communicative Competence
The ability to understand and use language effectively to communicate in authentic social and school environments

Having awareness of:
- social rules of language (e.g., formality, politeness, directness)
- nonverbal behaviours
- cultural references (e.g., idioms, expressions, background knowledge)

Socio-linguistic

Understanding how ideas are connected through:
- patterns of organization
- cohesive and transitional devices

Discourse

Table4.1: Communicative Competence Components

1.5. Teaching Methods and Strategies.

When mismatch starts to appear between the teacher's method of teaching and the learners' styles and strategies of learning, serious problems start appearing in the classroom a state of uninterested for the learner and feeling discouraged about the course which leads to less score in the exams, then; the teacher starts to question about his method of teaching and his students' learning style preferences. Therefore, he starts to think about effective methods and strategies to respond to the students' language learning styles and strategies.

1.5.1. Learners 'Role.

In the teaching methods and strategies, learners are set to be as "empty vessels." In which their primary role is to passively receive the data given by teachers, with the goal of testing and assessment.

Chapter One: Literature Review

1.5.2. Teachers' Role.

The role of the teacher is passive yet very crucial. He is responsible for creating the appropriate learning atmosphere inside the classroom. Also, he plans for the modules of interaction that would be effective to engage students in Hedge Tricia (2006) mentioned the important roles that the teacher;

> *" he can play as controller in eliciting nationality words; as assessor of accuracy as students try to pronounce the words ; as organize in giving instructions of the pair work, initiating it , monitoring it , and organizing feedback; as prompter while students together and as resource if students need help with words and structures during the pair work ".*

1.6. Conclusion

Communicating effectively is the major overall goal of L2/FL learners in different life domains. In this part the researcher discussed the importance of language under the common approaches of learned and acquired, shedding light towards the methods and strategies adopted in constructing a successful learning process.

PART Three: The Psychological part

1.1.Introduction

The discipline of psychology is broadly divisible into two parts: a large profession of practitioners and a smaller but growing science of brain, and social behavior. In the presented part, the researcher will tackle from what child's psychology is composed of, within the major development of educational psychology and the role of both of the two centered teacher and learner.

1.2. Child Psychology

Vygotsky brought much on the psychological research and theory in cognitive development as what is called "the social development theory. His theory consists on the fundamental role of social interaction in the development of cognition (Vygotsky , 1978), as he believed strongly that community plays a central role in "the process of

Chapter One: Literature Review

meaning." Unlike Piaget's notion that children's development must necessary precede their learning, Vygotsky (1978, p, 90) argued:

> *"Learning is a necessary and universal aspect of the process of developing actually organized, specifically human psychological function."*

In other words, social learning tends to come before development. Psychology involves studying the mental functioning and general behaviors of both humans and animals. Social behavior of an individual is explained by exploring the neurological and physiological process. These include emotions, cognitive, perception, motivation, attention and brain functioning within personality. Child psychology is as well stated to be the application of psychological techniques to children where it involves carrying out research on mental states and development of children. The development of child both physically, mentally and emotionally with the help of parent allows the identification of helpful information to any evolving challenges in child's behaviors. This field is a specialized branch of traditional psychology that works with children's development and attitude. It is one of the most commonly studied types of psychology today that covers typically every child from birth to adolescence. There are some areas covered under childhood psychology that includes; milestones, behavior problem, social skill, mental and emotional well-being and development.

A person's childhood is often a very simple yet complicated time, it is also a very influential in his/her life, and most people's childhood will have a huge impact on the type of adult they turn out to be later on.

1.3. Educational Psychology

Educational psychology is one of the most exciting fast growing and dynamic field in psychology today. As Marcia defies it:

> *"It is the branch of psychology focused on the development of effective teaching techniques and assessment of learner's aptitudes and progress".* (Educational Psychology .December , 2011).

Chapter One: Literature Review

It is also defined by Kaplan (1990):

> *"As the applications of psychology to education by focusing on the development. Evaluation and applications of theories and principles of learning and instruction that can enhance lifelong learning.*

Educational psychology is the application of principles and concepts of psychology in the different issues of education such as the development of teaching, learning, motivation, instruction, assessment and others topics which are concerned with the teaching and learning process.

1.3.1. Approaches to Educational Psychology

Educational psychology has passed through a number of changes which made a contribution to the development of this field. From these changes, several approaches are emerged, those which are concerned with educational psychology and its issues. The most famous approaches to educational psychology are, Behaviorism, Cognitive psychology, and Humanism, and each one of these approaches tackles the scoop of the field in a different way, according to its points of view and its principles. However, these approaches are different; they have the same aim in mind which is to help persons to reach their possible achievements, efforts and capacities to develop their level. (Eloff and Eberôhn 388).

1.3.1.1. Positivism

Psychology is grown out of philosophy which is relied on abstract sciences. Its early pioneers neglect the focus on human mental on human mental and try to emphasize on the human behavior with "scientific method." Logical behaviorism is focusing on an experiment which is one of the principles of this approach. This approach believed that knowledge and facts which existed in the real world can be

Chapter One: Literature Review

discovered by the experiment in which has a certain conditions and where hypotheses are tested.

1.3.1.2. Behaviorism

Behaviorism is one of the approaches to psychology which is emerged from the positivism. This approach is concerned with the role of learning in human behaviors. Also, it is a theory of learning which claimed that the learner acquired the behavioral through conditioning. This approach is developed by famous psychologists such as John B. Watson and B .F. Skinner, Thorndike, Pavlov. Behaviorism is dominated for a half from the twentieth century and its principles and techniques are still applied to help humans learn new skills and behaviors (Cherry. 2012).

The Russian Pavlov who dealt with dogs in his study proposed that a certain response is generated by a certain stimulus at the same time which is known as S-R (Stimulus- Response) theory or classical conditioning (William and Burden). Watson was so influenced by classical conditioning as he said that he could make from a group of adults whatever of types he wants. He proposed that wrong behavior was the result of wrong learning rather than ego defense. And that it could be changes by reconditioning. He also emphasized on the role of environment in the development theory.

Skinner and Thorndike were the first to create the phrase 'Operant Conditioning or the idea that behaviors are controlled by the consequence that follows them. "Thorndike laid the foundations for the formulation of the "law of effect": (Eloff and Ebersôhn349).

> *"A living organism will increase behaviors that are followed by positive results, and vice versa – behaviors that are followed by negative results will be decreased.*"

Skinner claimed that the learning was the result of environmental rather than genetic factors. He also emphasized the importance of reinforcement. Skinner believes that positive reinforcing behavior is an effective way to improve and create a new

Chapter One: Literature Review

desired behavior (395). Behaviorist theory thus came to explain learning in terms of operant conditioning (William and Burden). Classical conditioning is linked to the idea of developing involuntary behaviors, while operant conditioning refers to voluntary behaviors (Eloff and Ebersôhn 394). According to Sue et al, behavior is based on classical conditioning which is controlled by stimuli , in operant conditioning reinforcement control behaviors (qtd in Eloff and Ebersôhn 394- 395).

Behaviorism in its focus on the observable behavior neglects the role of the learners to create their worlds and the importance of mental process in the learning process (William and Burden 13). In addition, this approach relies on the work with animals much more than human being. (Eloff and Ebersôhn 395). However, behaviorism denied the importance of the mind; it had a vital influence on education and teaching process. According to Stephen Brookfield, who is a leading adult education theorist, when he wrote in understanding and facilitating adults' learning.

Behaviorism is seen most prominently in contexts where the objectives to be attained are unambiguous, where their attainment can be judged according to commonly agreed upon criteria of successful performance, and where a clear imbalance exists between teachers and learners ' area of expertise. Examples might be learning to give an injection, learning a computer program, learning accountancy procedures, learning to swim, or learning to operate a sophisticated machine ….these examples are all located primarily in the domain of task-oriented, instrumental learning, and it is this domain that fits most easily with the behaviorist approach (qtd in Marcia, 2012).

1.3.1.3. Cognitivism

Unlike behaviorism, cognitivism is focusing on the mental process behind the human behavior. The cognitive approach emphasizes on the mental process of learning which contained how human create and store knowledge and memories in the mind then the process in which people become involved in the learning process (William and Burden). This approach concentrates on internal states as motivation, memory and problem solving.

Chapter One: Literature Review

1.4. Learners 'Role

Students are responsible for managing their learning process. Learners need to become self –reliant and active researchers in this module. They must be motivated and self-regulated to adopt the useful information from the teacher. In general, the learners tend to be more effective and motivated in the teaching earning process.

1.5. Teachers' Role

There is no one role for the teacher in the classroom. He has many roles such as controller, facilitator, prompter, resource, tutor, organizer, and assessor (Harmer 57). In teaching process, teachers try to do the best efforts for conveying the principles of the process to their students.

1.6. Conclusion

In this third part the researcher started with child psychology, and an over view on educational psychology, with its major approaches presented in positivism, which is the roots of behaviorist approach. This survey was followed on the cognitivism in addition to behaviorism, which includes the information processing and constructivist approach. Those approaches help the teachers to be able to understand, predict, and control the students 'behavior and facilitates the choices of teaching. However, those approaches have the same aim in mind which is the explanation of human behavior and its development. To sum up, those approaches have a great contribution to the teaching learning process and education in general.

Chapter Two: Research Design and Procedures

Chapter Two: Research Design and Procedures

2.1. Introduction

This research is aiming at shedding light on factors that influence students 'learning strategies during L2 learning by 4th year primary school learners at the SIBAWAIH ELS at Tlemcen. Thus, this chapter discusses the research approach and also presents the research instruments used in this investigation: class–observation with learners and a semi-structured interview with teachers. Moreover, this chapter highlights the qualitative and qualitative data that aims to gain a better understanding about the main difficulties that are encountered by young learners of French as second language learning.

2.2. Research Design

A research design is a detailed outline of how an investigation will take place, it typically includes how data is to be collected, what instruments will be employed, and how the instruments will be used and the intended means for analyzing data collection. According to Selltiz et al (2012)

> *"A research design is the arrangement of conditions for collection and analysis of data in manner that aims to combine relevance to the research purpose with economy in procedures."*

Therefore, this work is a descriptive research and involves a case study using both qualitative and quantitative methods of data collection (mixed approach). The reason behind selecting the case study research is that this type of research enables the researcher to study, understand and describe the phenomenon in the appropriate contextual setting. As Yin (2003:13) states that "A case study is an empirical study that investigates a contemporary phenomenon in depth and within its real life context". Also, the ability to investigate cases in depth and to employ multiple sources of evidence makes a case study useful tool for descriptive research studies where the focus is on a specific situation or context.

Another main reason for choosing this type is that the case study is one of the most flexible tools in searching the strategies adopted by 4th primary learners in

Chapter Two: Research Design and Procedures

solving communicative problems at the level of writing and speaking comprehension at SIBAWAIH Tlemcen, and it enables collecting data from different sources by using different methods.

The researcher adopted the case study research since it allows for in –depth investigation of the attitudes of both teachers and learners towards using L2 in FL contexts. First, the presented work starts by identifying the learner's problem faced during the learning process. Then, stating hypotheses which serve as a pathway leading to either confirming or informing the research results. Perceiving with the data collection in which the researcher used a class observation with learners, and a semi-structured interview with teachers. The next step is data analysis; the researcher utilized mixed approach (qualitative and quantitative) to analyzing the data.

2.3. Research Approach

In this study, the researcher adopted a mixed approach (quantitative and qualitative approaches), because these two approaches are complementary .i.e. quantitative and qualitative approaches complete each of them in terms of giving strength for the process of this study.

2.3.1. Quantitative Approach

Quantitative research is an empirical research where the data are in the form of numbers and it is concerned with the collection and analysis of data in the numeric form .As Best and Khan (1989:89-90) stated

"Quantitative research consists of those studies in which the data concerned can be analyzed in terms of numbers ….is based more directly on its original plans and its results are more readily analyzed and interpreted".

In a similar context, Creswell (1994) defined quantitative approach as an approach based on testing objective theories among variables, which can be measured in numbers and analyzed using statistical procedures in order to generalize the finding. A quantitative research is based more directly on its original plans and its results are

Chapter Two: Research Design and Procedures

more readily analyzed and interpreted. The researcher adopted the structured interview guide, as a research instrument to collect learners ' difficulties in learning L2 and teachers 'methods in helping them to encompasses their weaknesses . It provides a list of different standardized questions to be explored during the interview process and remains open for the interviewer to enlighten an objective data for learners that might be requisite with regard to pupils' language learning strategies. The interview questions were developed to understand how teachers influences students ' capacity to learn L2, the varying influences factors and the possible remedies to overcome students' reticence to speak the French language inside and outside the classroom .

2.3.2 Qualitative Approach

Creswell (1994) states that qualitative approach is related to the human problems and the data is gathered from the real world setting , and analyzed inductively which enable the researcher to collect reliable data to help for a better understanding of the topic , and offer opportunities for better treatment of the situation .Patton (2002:39) states

> *"Qualitative designers are naturalistic to extent that the researcher takes place in the real world setting and the researcher does not attempt to manipulate the phenomenon on interest."*

Therefore, the researcher attends sessions with (4th primary learners) using a classroom observation in order to gain their empathetic understanding for which reason they are acting throughout the language, as they show an impressive motivation, and his reason behind selecting this kind of research instrument (observational techniques) is to understand child psychology since, it is very difficult to have an assess through self-report due to it invaluable measures in order to demonstrate participant's feelings, thoughts and attitudes. The researcher took into consideration the pupils' psychological status during the learning process and states that this research instrument is a perfect examination of class-atmosphere to help showing the learners' gap while learning a second language (French).

Chapter Two: Research Design and Procedures

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The fact that each type of research has its purposes and limitations .According to Hoepfl (1997), qualitative researchers seek instead illumination, understanding and extrapolation to similar situations and it is more open and responsive to its subject. The researcher urged to use both of them in order to give strengths for the present study. Consequently, the research questions raised will be treated qualitatively and quantitatively. According to Best and Khan (1989:89-90) *"Both types of research are valid and useful. They are not mutually exclusive. It is possible for a single investigation to use both methods"*.

2.4. Data Collection

Data collection is a process based on gathering and measuring information on targeted variables in an established system, which then enables one to answer relevant questions. Data collection enables the researcher to gather data from a variety of sources, and it allows him to answer relevant questions, evaluate outcomes and make predictions about future probabilities and trends. Moreover, it is a complicated and hard task, and it consumes a lot of time.

Various data collection techniques can be used such as: using available information, observing, interviewing (face to –face), administering written questionnaires and focus group discussions (Corlien 2003 qtd in Chaleunvong 2009).

This case study conducted two research instruments with 4th primary-learners at SIBAWIAH Tlemcen. Using two semi-structured interviews with FL teacher, and class observation with learners.

2.4.1. Description of the Field Work

The research work is conducted at SIBAWAIH ELS Tlemcen with 4th primary learners. The school was established in 1955and it is considered as one of the main important schools in the Algerian west for foreign languages learning. The

Chapter Two: Research Design and Procedures

SIBAWAIH is named after "Amrou Ibn Outhman Abou Al Hassan." A giant of syntax, phonetics, lexicography and prosody.

The SIBAWAIH School deals with all grades from primary till high school, and even with people out of the educational system who needs to learn a foreign language for business needs or for travel purposes. The SIBAWAIH school provides language educational help to its young learners according to the primary school context (public school), .i.e. it tries to empower learners' strategies to overcome difficulties faced in public school. Where, the rate of learners is higher more than 36 learners in a class, only those in the first line about 16 of them that perceives with the teacher and the others are playing which is why parents prefer to help their children to empower their writing and reading skills, and thus to enhance their communicative competence by resorting to SIBAWAIH school.

The school philosophy is not just to recruit graduated people but, rather they have two evaluations to pass, the first which is at the level of Tlemcen city .i.e. a sort of an oral test would be set to evaluate their competence, and the second one is and exam at the SIBAWAIH of Oran so that there will be no cheating and the best win. Yet, the school has got an exception with higher potential teachers; they pass through the same stages as others but, when the school needs an extra teacher they are asked to show at the school to replace the absent ones.

2.4.2. Participants' Profiles

The present research selects all the participants from SIBAWAIH school at Tlemcen, The sampling includes 4th primary young learners and of foreign languages.

2.4.3 The Learners' Profiles

It is a homogenous young group, of a 25 learners aged between 9 and 12 years. With a higher percentage of 17 girls and 8 boys. The sample represented works within a 4th year primary class to reveal their strategies used while facing difficulties in learning second language (French).

Chapter Two: Research Design and Procedures

Student/Age	Boys	Girls
9 years	01	07
10 years	02	04
11 years	02	02
12 years	03	04
Total	08	17

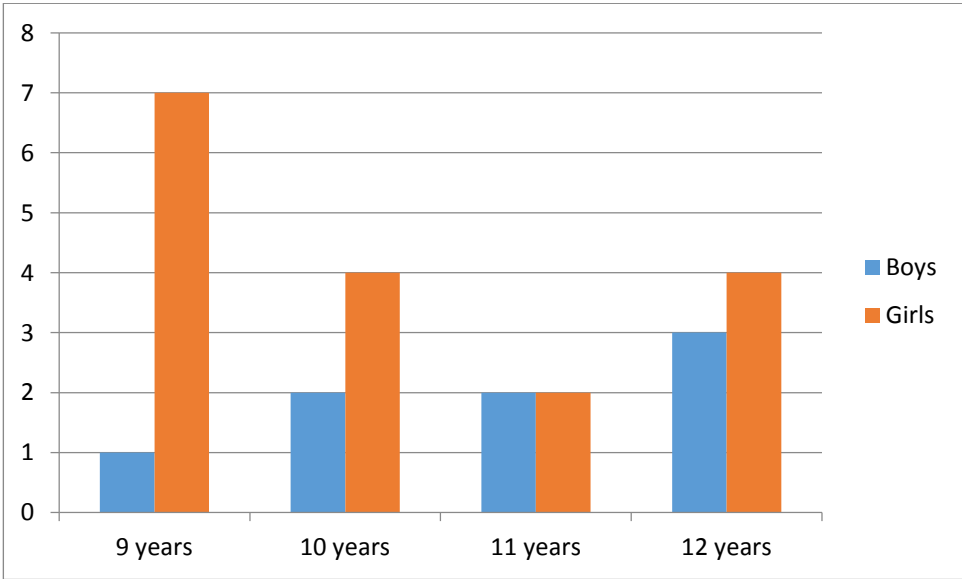**Table 1.2: Sibawaih Learners' age rate.**

Figure 1.2 : SIBAWAIH Learners' Age Graph

2.4.4. Teachers' Profiles

Chapter Two: Research Design and Procedures

The researcher selected (4) FL teachers to do his research. This teachers have an experience between (5 till 15) years of teaching the French language, they taught all level from primary till high school. For the sake of ensuring this research they were requested to respond orally the questions of the structured interview.

2.5. Instruments

In this research, the researcher used two instruments for investigating the research questions and testing the stated hypotheses. As it is mentioned above, two semi- structured interviews were held with teachers and the class observation with 4th primary year learners of foreign languages.

2.5.1. Classroom Observation

Observation is another research tool that helps the researcher to collect data in natural settings "Observational data are attractive as they afford the researcher the opportunity to gather 'live' data from live 'situations. As it is mentioned, the purpose of using classroom observation is to help in examining students 'strategies, and teachers' methods and techniques. This research conducted a non-participant type of observing undertaken at the SIBAWAIH School.

2.5.2. Teachers 'Semi-Structured Interviews

Interview is a data collection technique based on communication and interaction in which the investigator tries to collect relevant information from the interviewee for the purpose of research. In an interview, the interviewer efficiently collects the data from informants (language teachers at SIBAWAIH ELS) by cross-examining them, and he must be very efficient and accurate in order to get the accurate and relevant data.

As it is known, there is three types or format of interviews: the structured interview, the semi-structured interview, and the unstructured interview. Thus, this present research adopted the second type (the semi-structured interview) as a research tool for collecting data. This type includes components from structured and

Chapter Two: Research Design and Procedures

unstructured interviews .It is characterized by its flexibility; the classification of questions can be changed depending on the direction of the interview. Also, it allows the researcher to be more interactive with the informants in order to collect the maximum of relevant data. As Nunan (199: 149) states that *"because of its flexibility, the semi-structured interview has found favor with many researchers"*.

Many researchers adopt the semi-structured interviews in their work, since questions can be prepared ahead of time. This allows the interview to be prepared and appear competent during the interview. The strengths of this instrument are summarized according to Karin Klenke (2016:132):

- The interviewer follows the guide, but he is able to change the order of questions if necessary.

- Semi-structured interviews also allow informants the freedom to express their views in their own terms.

- The interviewer and respondents engage in a formal interview.

- The positive rapport between the interviewer and the interviewee.

- Results in high reliability.

- Addresses and clarifies complex issues.

- Reduces pre-judgment on part of the interviewer. Researcher predetermining what will or will not be discussed due to few predetermined questions.

- This type can provide reliable, comparable qualitative data.

Chapter Two: Research Design and Procedures

The objectives of using this type of research tools in this present work are to answer the research questions that are raised in this study and to test the stated hypotheses.

Type	Description
Structured interview	A set of structured questions are used in this type of interviews, and interviewees are provided with a list of options from which they choose the answer; this type is very similar to questionnaire. Nonetheless, the questions in a structured interview may be arranged in a way that provides a limited range of responses (Mathers, 1998).
Semi-structured interview	Is a set of predetermined open-ended questions in which respondents have a certain freedom in their responses? It allows the interviewer and interviewee to develop thorough discussions of specific topic, for this, Mathers (1998) assumes "Semi-structured interviews are often used when the researcher wants to delve deeply into a topic and to understand thoroughly the answers provided".
Un-structured interview	This type is sometimes referred to as "depth" or "in depth" interviews because it doesn't possess a clear guideline and is considered as an ordinary conversation. Still, some broad questions are asked to the respondent for the purpose of initiating the conversation. In the view of Mathers (1998) "The conversation can go in many directions, and will vary much by the respondent". That is to say, here, the interviewee is likely to be in charge of the interview procedure.

Table 2.2: Types of Interview from (Mathers , 1998)

Chapter Two: Research Design and Procedures

2.5.2.1. Procedures

As it is mentioned, the purpose of using interview is to discover the teachers' methods in providing 4th primary -learners with aid for overcoming their writing and reading difficulties in L2 learning . In addition, questions posed may reveal if teachers' method are progressing their learners' learning level.

The interview was performed at SIBAWAIH ELS Tlemcen, with four (4) foreign language teachers divided into two groups (A) and (B). It consists of (10) questions.

2.6. Data Analysis Process

Data analysis is the practical phase in the stud; it is one of the hardest tasks in making research. Marshell and Rossman (1989:111) define it as;

"Data analysis is the process of bringing order, structure, and meaning to the mass of collected data .It is a messy, ambiguous, time consuming, creative, and fascinating process. It does not proceed in a linear fashion; it is not neat".

There are many purposes for analyzing data:

- Describe and summarize the data.
- Identify relationships between variables.
- Compare variables.
- Forecast outcomes

The researcher analyzed the obtained results that have been collected from a qualitative semi-structured interview with teachers and, from the given findings in a quantitative classroom observation by 4th primary –learners.

Chapter Two: Research Design and Procedures

2.6.1. Qualitative Data Analysis

Qualitative data analysis formulates textual information provided in the form of texts. It relies on the use of the technique of summarizing the content of each responses and classifying answers together according to their content. It seeks to provide a complete, detailed description of the research topic. It is usually more exploratory in nature.

Qualitative data analysis is an inductive processes used to formulate theory or hypotheses. It is more subjective since it describes a problem condition from the point of view of those experiencing it.
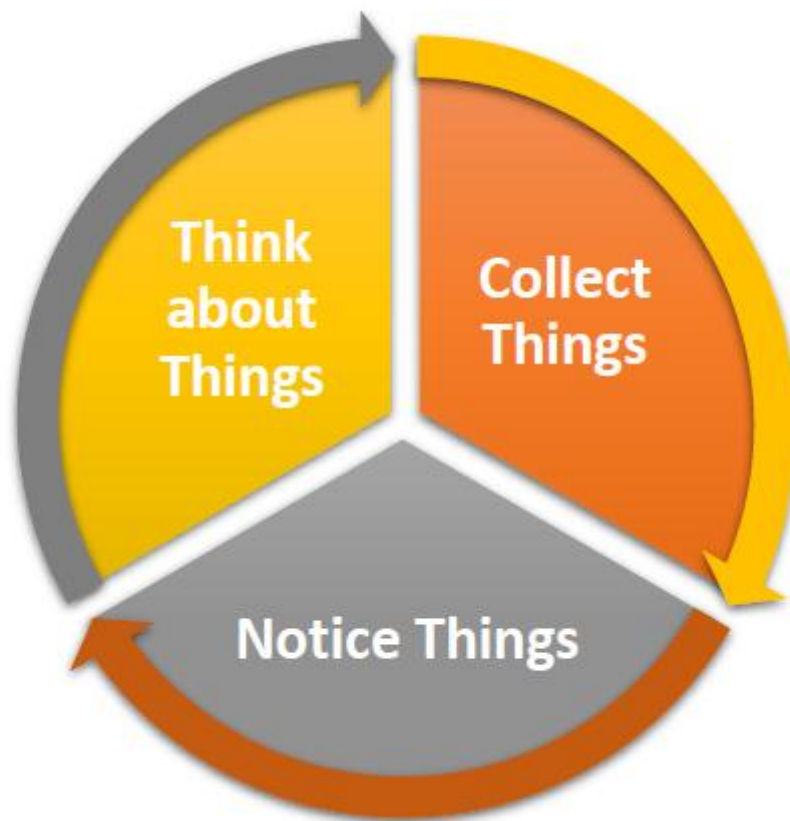

Figure 2.2: **Qualitative Data Analysis Adopted from (Seidel 1998:2)**

Chapter Two: Research Design and Procedures

The diagram shows that the process of data analysis is not linear .It means that parts of this process are iterative and progressive because it is a cycle which keeps the repetition between all parts. In addition, to these characteristics, qualitative data analysis has other features:

*Close interaction with the data.

* Data collection and analysis is simultaneous.

To accomplish the data analysis qualitatively, the researcher requires passing through three main steps adopted from Miles and Huberman (1994):

- Data reduction: It occurs continually throughout the analysis because it is part of it. In data reduction, the researcher selects and simplifies the data.

- Data display: Miles and Huberman regard displays as essential. It refers to the ways of displaying data, there are many different ways of displaying data: a graph, charts, diagrams and anyway that moves the analysis forward is acceptable.

- Drawing and verifying conclusions: It is the last step of this analysis. The well organized and management of data reduction and display help the researcher to draw a clear and efficient conclusion which is drawn in the form of prepositions. Thus, once they have been drawn they should be verified.
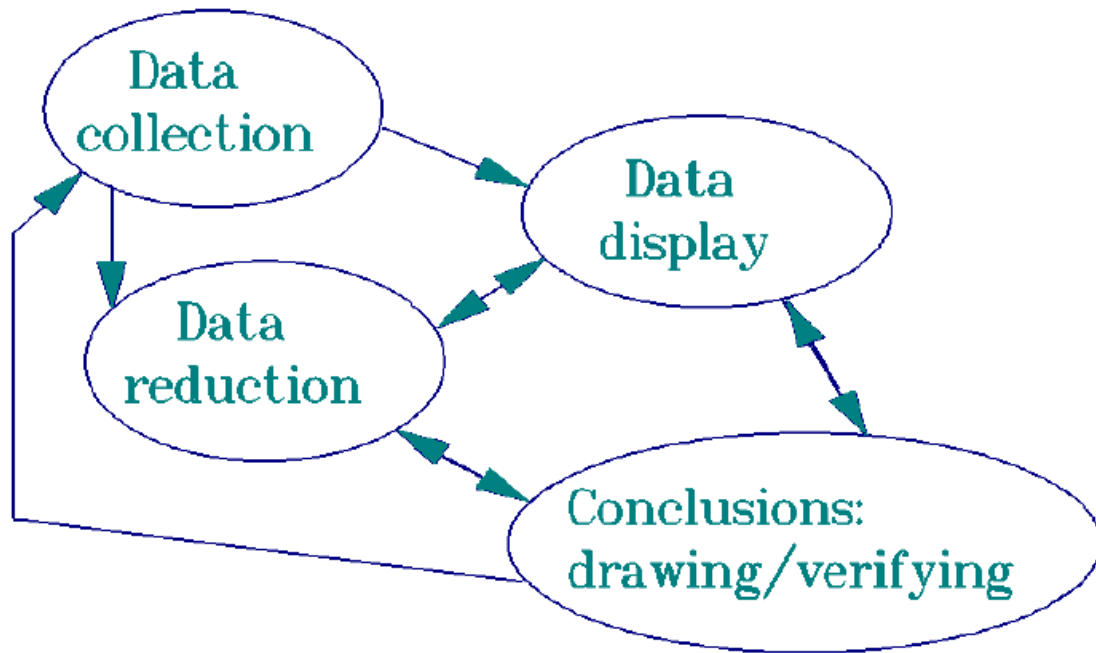
Chapter Two: Research Design and Procedures

Figure 3.2: Process of Qualitative Data Analysis: An Interactive Model adopted from (Miles et al., 1994)

2.6.2. Quantitative Data Analysis

Relying on statistics and statistical techniques, which are employed for the description and analysis of information and transforms them into numerical data. It is deductive process used to test pre-specified concepts, constructs and hypotheses that makes up a theory. Quantitative research provides the researcher a clear picture of what to expect in his research. It seeks precise measurements and analysis of target concepts to answer his inquiry.

2.6. Conclusion

This chapter dealt with the research methodology used to accomplish this work. Also, it presented a clarification behind the selecting case study as a research design. Furthermore, the researcher focused and highlighted   the harmony that existed between approaches and methods used, and the qualitative, quantitative research presented in this work. At the end, data collection and data analysis methods and procedures; besides a description of the participants and the general field work were presented.

Chapter Two: Research Design and Procedures

Chapter Three: Data Analysis, Interpretation, and Recommendations

Chapter Three: Data Analysis, Interpretation, and Recommendations.

3.1. Introduction

Since the present chapter is regarded as the practical part of the work, the researcher will analyze all the data that is collected through the research tools learners' class-observation and teachers' interview). To achieve the reliability and the validity of the findings, the investigator supported the research by using both qualitative and quantitative methods. This chapter will also present the data interpretation, and propose some recommendations that will help learners to enhance their strategies within L2, hence, to promote the teaching learning process.

3.2. Data Analysis

In this part, the researcher will analyze the data collected from the two instruments qualitatively and quantitatively. Consequently, this part is concerned firstly with the analysis of the results obtained from learners 'class-observation, then moving to the results obtained from teachers' interview.

3.2. The Analysis of the Students' class-Observation

The class- observation was undertaken with 4th primary young learners at the SIBAWAIH ELS Tlemcen aged between 09 and 12 years old, in order to evaluate their pupils ' speaking and writing abilities with regard to their educational level and youthful age. Throughout the class the teacher has clarified that she was their second teacher throughout the year.

Through the observation task, one of the school rules is that, pupils are not allow to switch to their mother tongue (Arabic). It is considered as a main point that characterizes this school. Hence, while teaching teachers never let any room of distraction to pupils in order not to lose attention, integrating fun activities which reinforces and builds vocabulary skills that entertain their learning process as; how to make a conversation, or in playing flashcards, identifying animals 'names , season, colors, time within the target language . Teachers 'main target is not to leave time to disconnect from the class. And, indeed that's was the case during the class – evaluation. As observing, there was newly pupil that lately joined the session with

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

low level in language, after only 45 minute from the session in addition to her mates' incentive with teacher ' help, she was able to participate even by scattered words. However, the school 'system is built on the book "ratus et ses amis" Method de lecture (J.et J .Guion 1994,april), with a given activities in grammar, spelling, textbooks and images. Learners show an unimpressive motivation toward learning the French language in class though; they lack performance skills in reading and writing comprehension.

Major strategies followed by learners at the SIBAWAIH School:

1. Picture description task consists on displaying a picture from the book (ratus et sec amis), in which learners are supposed to describe the given image. The sample contained (25) students but only (8) girls with (6) boys that were motivated to participate although, their utterances were in form of brief ideas, and incomplete sentences. Upon this (8) girls one pupil always raised her hand before the teachers' question is over, and she was considered as a big influencer to her mates. However, there are (2) girls and (4) boys that often participates including (3) boys and (2) girls that are all the time discreet, shy and silent.

   Difficulties faced in describing picture:
   - Providing, brief and incomplete sentences.
   - Scattered words.
   - Feeling shy.
   - Not having a broad vocabulary background.

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

Students/gendre	Always -Participants	Often-Participants	Non-Participants
Boys	6	4	3
Girls	8	2	2
Total	14	6	5

Table1.3: **Learners' Rate of Participation in Class.**

Based on table 08 in students 'rate of participation in class at the below that reveals gender's mostly participants divided into boys and girls with a higher participation of female than male inside the class.

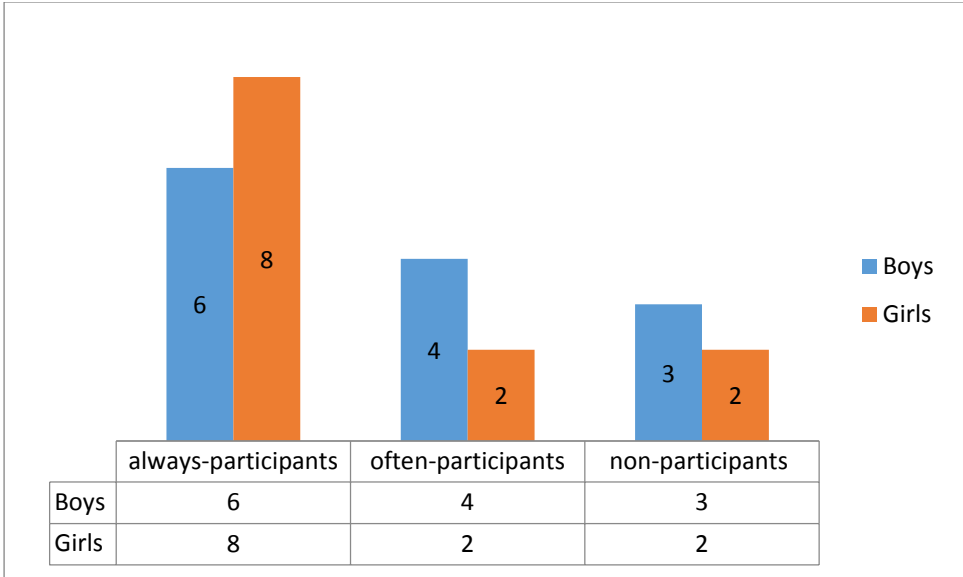|	always-participants	often-participants	non-participants
Boys	6	4	3
Girls	8	2	2

Figure 1.3: **Learners' Class Performance**

2. Textbook task is a continuous practice to the previous one (as presented in the image), the teacher selects one at the time pupils to read the given passage. Though, pupils make several mistakes, they are motivated enough to participate. It is always encouraging for the same rate of (8) girls and (6) boys

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

to participate, and this appeared to attract the non-participants of (3) boys   and (2) girls' attention and stimulate them to engage in the discussions.

Difficulties faced by learners while reading:

- At the level of reading comprehension (spelling mistakes).
- Consumes enormous time in reading a passage.
- Issues with decoding words.
- Difficult to read unfamiliar words.

3. Exercise task, after the reading and picture description was done,   the teacher pursuits with the given activities below the page related to the antecedent tasks from the book by which, pupils show an increasing motivation in practicing the activities with a competition sprit in who will finish the first. However, teachers go rapidly in this face since, they have another list of grammar exercises, each of pupils solves by their own the activity and then collective corrections with teachers 'help would set be set up. During this task pupils are more cheered to show how active and persuasive they are regardless, their week competence in:

- At the level of conjugation.

The class - observation that was undertaken at the SIBAWAIH ELS at Tlemcen with 4th year primary learners. In order to reveal their strategies used while facing difficulties in learning a second language, this case study uses the French language as a target language. The class- observation aimed to record the rate number of participants responding to teachers' methods. The survey displayed of 25 learner.

While observing the 4th year primary pupils at the SIBAWAIH, in how learners' participate using their own strategies. The given table 09 reveals that the ratio of always participants is higher than of others. Which the later demonstrates that with

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

pupils 'strategies and teachers' method, learners are able to show better results during the leaning process.

	always-participants	often-participants	non-participants
Students	14	6	5

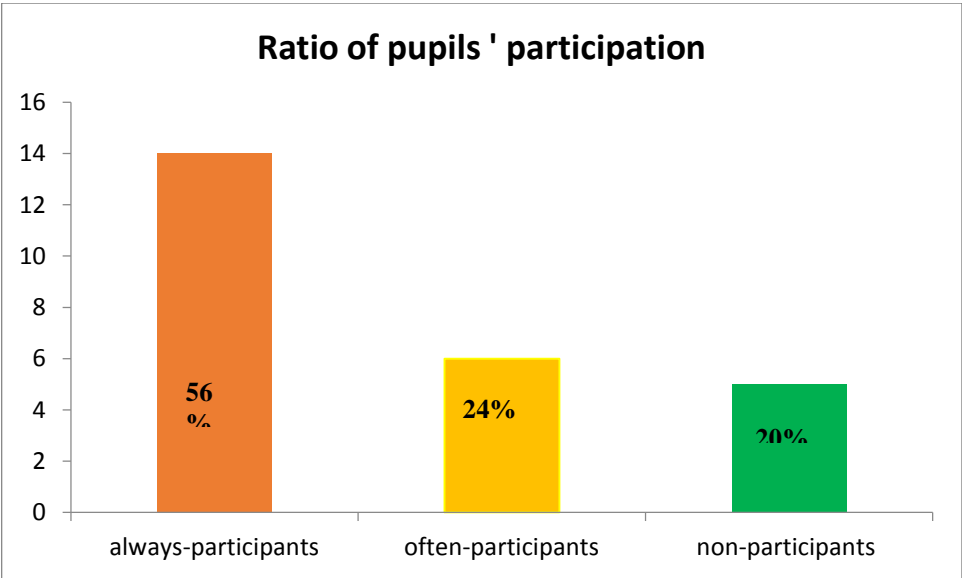**Table 1.3** **: Ratio of class participants**

Figure2.3: Ratio of Learners' Class Participation

3.2.2. Teachers 'Semi-Structured Interviews Analysis

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

During the teaching and learning process, learners face some difficulties that affect their learning stage. This interviews has been organized within two phases, that are introduced at the SIBAWAIH ELS Tlemcen among two teams presented in, teams (A) the current teachers of 4th primary –learners and, team (B) the supervisors dealing with those learners with weaker capacities , they contribute to advice parents no to pass to the upcoming sessions. However, teachers (B) show parents their children 'gap and to provide some suggestions to help them enhance their current level to another degree. For this reason, ten (10) questions were set in the interviews to find out how learners respond to teachers' methods in overcoming their comprehension skills of writing and reading.

Interview Questions	Teachers' Responses
1- How many years have you been teaching French?	-05 years - 07 years
2-Do you follow a particular method of teaching in the classrooms?	Teachers encourage the modern teaching method that reforms the meaning of education taught from a completely different angel .By a focus on the individual learners' needs rather than assuming all students at the same level of understanding, based on using questioning, explaining, demonstration, and collaboration techniques.
3- What is your approach in the teaching process?	Teachers rely on teaching process of the CLT in listening, speaking, writing and reading comprehension .Known by "communicative approach to the teaching

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

	and learning", based on the idea that learning language successfully comes through communication in real meaning.
4- What are the techniques and strategies that you use in daily teaching?	Our teaching techniques and strategies adopted inside the classrooms are based on; the school book "ratus et ses amis", and we attend to introduce technological equipment as in audiovisual aid in order to help enhancing learners' writing and reading communicative problems.
5- In your opinion what is the more appropriate among instruction-centered or learners-centered teaching strategies? And why?	For teachers (A) both of the strategies are useful at the same time since, some situations urge the teacher to use instruct-centered strategies and sometimes they need to follow learners-centered .So, the two teaching strategies are useful and helpful in the educational context.
6- How will your teaching strategy enhance your learners to learn?	We take into account learners 'psychological state by which learners' mental health affects how he/she thinks, feels and act. Learners' psychology influences their learning performance.
7- How do you evaluate your class after teaching?	Teachers focus on after class evaluation by setting 10 minutes at the end of session a quick quiz with prizes 1, 2, and 3.

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

8- What is your point of view about the teachers who do not have knowledge about the theories and strategies of educational psychology, in their teaching process? Could they be successful?	Teachers reveled that those educators not having abroad awareness on the theories and strategies of educational psychology, could never understand the psyche of their learners, and the way human mind processes the information .It set to be a big failure to education and to learners in particular.
9- What is your advice for them?	Having a background on educational psychology is a primary task before teaching, however, teachers has to enrich their brain in this field.
10-What do you think about the use of media to enhance the teaching and learning process?	Teachers consider the use of technology as an important process that should be introduced for creating a new learning environment, that extends the possibly of one-way communication media, such as; movies, documentaries etc..

Table 3.3: Teachers' Interview (team A)

	Teachers 'Responses
1-How many years have you been teaching French Language?	-10 years -15 years
2-Do you follow a particular method of	Teachers opted for the old-fashion

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

teaching in the classrooms?	method of teaching "Chalk and Talk", since this traditional methods are based on the use of repetitions and memorizations of information to teach learners. Based on written tests, oral presentations known by "assignment study recitation test".
3- What is your approach in the teaching process?	Teachers adopt the CLT approach, in which learners are involved in real communication; their natural strategies for language communication will be used. It allows learners to learn to communicate using the TL.
4-What are the techniques and strategies that you use in daily teaching?	Teachers uses the flashcard strategies in order to enhance learners' memory and apply the identification of items, animals, colors, time by entertaining their earning process and referring to the school book "ratus et ses amis".
5- In your opinion what is the more appropriate among instruction-centered or learners-centered teaching strategies? And why?	Teachers claims that it depends on the approach which is adopted, the subject taught and the role of learners. Sometimes in the same course it is needed to use both of them.
6-How will your teaching strategy help your learners to enhance their learning?	Teachers do contribute 50% in their learners' learning but, there not the only important participators in this phase,

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

	since, parents 'interference is set to be the major influence.
7- How do you evaluate your class after teaching?	Teachers evaluate their learners' feedbacks by putting forward some kinds of small group analysis, or by a pop quiz.
8-What is your point of view about the teachers who do not have knowledge about the theories and strategies of educational psychology, in their teaching process? Could they be successful?	Teachers argued that the lack of this filed in terms of teaching may contribute a failure in the teaching mission.
9- What is your advice for the?	For teachers educational psychology adds value to the schooling and learning experience of learners. In which teachers need to back-up their acknowledgements in attending seminars, reading different books on what has been provided in the field …etc.
10- What do you think about the use of media to enhance the teaching and learning process?	Teachers agree on the use of media inside the educational context and views it as, faster, easier, and smother that facilitate learning process.

Table 4.3: Teachers' Interview (team B)

3.3 Data Interpretation

The presented research work was conducted at SIBAWAIH ELS Tlemcen. Using two main instruments, to help collecting major problems faced by with 4th primary learners, using a classroom observation since a self-report cannot report the

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

child s' behavior, psychology, feelings, thoughts and attitudes. In addition, two semi-structured interviews of the same questions were put forward, with the four teachers divided into "team A" the current language teachers of this year and "team B" the supervisors which follows the weaker learners from their early foreign language learning.

This part will shed light on the discussions and interpretations of the main results collected from learner 'class –observation and teachers 'semi-structured interviews regarding the stated hypotheses. Consequently, it will check if those hypotheses are accepted or rejected.

The obtained data from class –observation; specifically in observing learners' rate of participation, in more than 56% of student engaged in class within an active motivation to foreign language learning, while tackling the major three strategies used by learners at the SIBAWAI ELS (picture description, textbook, and activities tasks). That means that the majority of learners have an average French knowledge, so that they can understand teachers' talks and they can build basic French structures but, they face some difficulties to react. Meanwhile, the data gathered from teachers 'semi-structured interviews presented in questions one (1)reveals that the interviewed teachers have a greater experience in teaching French language, so they are capable of using different methods and techniques in order to convey the message to their learners.

First, the aim of the presented work is to reveal the strategies followed by learners in learning second language (L2). Thus, the data gathered from class-observation, mainly, while evaluating difficulties faced by learners in terms of understanding second language learning presented in using strategies to overcome them. Shows, that during this analysis the researcher notices some obstacles that slowed the learning process at the level of reading and writing comprehension, extended in the three major tasks applied by SIBAWIAH School (picture description, textbooks, and activity tasks). Similarly, the obtained results from teachers 'semi-structured interviews, particularly in

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

questions six (6) shown that; learners' psychology impacts their learning process, by determining their achievements. As stated by (B) teachers that they are not the only participants throughout the learning process, thus, parents' interference is set as a major influence in ensuring learners 'successful learning progress, by overcoming their communicative problems (written and reading comprehension). As stated the results above, the first hypothesis is confirmed.

Regarding the second hypothesis stating that teachers rely on a number of strategies to enhance the L2 learning progress. The data analyzed from both semi-structures teachers 'interviews presented in questions four (4), and through the classroom observation, reports that teachers apply on different strategies in helping their learners to attain a progressive level in their L2 reading and writing performance. Using flashcards to enhance their memory, and rely on different identifications of objects with a technological aid, in addition to the school book "ratus et ses amis". Based on the aforementioned results, it helps in reveling that the second hypothesis is confirmed.

3.3 Suggestions and Recommendations

Integrating L2 to help improving the teaching process is among the strategies that are commonly used in order to enhance teaching-learning process. At the end of this work, the researcher becomes more familiar with different situations that L2 should be used in. Besides, he recommends some relevant tips to this context that may help teachers:

- Teachers should encourage the early foreign language learning.

- Teachers should avoid switching to the mother tongue during the class.

- Teachers should be provided with extensive training towards the use of L2 techniques.

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

- Teachers should opt for movie –based instruction to improve the listening and speaking skills within an exposure to the target language directly.

- Teachers should create a suitable teaching atmosphere with instructed activities.

- Teachers should change their pedagogical method as; to try to teach outside the class context (for example in nature.)

- Providing teachers with classroom management Kaizen techniques.

- Learners should be advised at least to use code –switching (French – Arabic) outside classes in order to partly practice the target language.

3.4. Practical Ideas

In this part, the researcher suggests some activities using L2 in order to motivate learners' in enhancing their self-confident, encourage them to participate within the language, and facilitate learning. The activities are as follow:

Activity One: Charades Activity

It is an activity, the researcher integrates the whole class to participate orally and verbally, one student mutely uses body language while the rest of the class tries to guess what he/she is trying to communicate. The aim of this activity is to reinforces

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

the connection between body language and spoken language (enhancing vocabulary skills, and group work).

Activity Two: The Role Play Activity

In this kind of activities, the researcher selects different settings (restaurant, stadium, mall, supermarket…) and asks learners to work in pair. For example, in a restaurant, the menu is written in mother tongue, one learner's plays the role of waiter, and explains using L2. This activity to teach learners some useful items in their authentic context.

Activity Three: The Dubbing Activity

In this activity, the researcher shows his learners a short video speaking their L1. Then he asks them to dub it into target language. Learners are requested to work in groups .The activity takes the form of competition and the best version will be awarded. The aim of this activity is to learn more vocabulary and to build structures through translating. In addition, this activity encourages learners 'participation and learner-learn interaction.

3.6. Conclusion

This chapter shed light on the results collected from both the class-observation and semi-structured interviews. The results shown that teachers help their learners in overcoming L2 difficulties in FL classrooms, and highlighted the learners' strategies by reinforcing their second language learning. In addition, I figured out the main benefits to L2 in the teaching- learning process. Finally, some recommendations and activities were suggested in order to help better use of L2 for both of teachers and learners.

Chapter Three: Data Analysis, Interpretation, Suggestions and Recommendations

General Conclusion

General Conclusion

One of the most important things in language teaching and learning is the awareness of various techniques and strategies used to enhance learners 'capacities and teachers' performance inside the classroom, the researchers are obliged to possess knowledge of how to improve learners' proficiencies in an effective way. For this reason, the aim behind conducting this research was to gain a better understanding about the main difficulties that are faced by young learners of French as a second language and come up with suggestions and recommendations for teachers to enhance their teaching methods, and help learners progress in their communicative competence in FL classrooms at the SIBAWAIH ELS Tlemcen.

Therefore, two research questions were formulated in order to investigate the presented case study of 4th primary - learners at the SIBAWAIH ELS.

- What are the difficulties faced by young learners in understanding second language?

- What are the strategies adopted by teachers in order to enhance the L2 learning process?

This research work was divided into three chapters: the first one dealt with some theoretical aspects related to L2 by analyzing the sociolinguistic profile of L2 learning by 4th primary learners and attempted, to shed light on both of psychological and pedagogical process. In the second chapter, however, the researcher gave a bird's eye view on the research methodology and procedures that help in over passing the main difficulties faced by L2 French learners within their strategies put forward. Ultimately, the third chapter will provide some possible remedies of the research problematic. In this phase, a set of pedagogical activities and recommendations will be suggested for learners in order to help facilitating the foreign language learning more efficiently.

Through conducting this case study and, after the analysis of data gathered from different sources using a set of research instruments (class-observation for learners and

General Conclusion

semi-interviews with teachers). The results have revealed that 4th primary learners at SIBAWAIH ELS Tlemcen have shown that they set up strategies in order to overcome their writing and reading difficulties in return, language teachers responded to their learners' communicative problems (writing and reading comprehension) by providing efficient methods, with a focus on the individual learning and by assignment study recitation tests.

The strategies and methods adopted by 4th primary learners and teachers in the teaching- learning of L2 by analyzing and interpreting the main results collected from learners 'classroom observation and teachers' semi-structured interviews regarding the stated hypothesis that checks whether it valid the given findings or not :

1. Learners face difficulties at the level of writing, speaking and understanding of   L2 comprehension .The first hypothesis is confirmed.

2. Teachers rely on a number of strategies to enhance the L2 process.

Based on what has been aforementioned, the two hypothesis put forward were totally confirmed. The researcher conducted this research in order to provide some basic characteristics like flexibility, appropriacy, efficiency, and economical. More than this the research should minimize bias and maximize the reliability of the data collected and analyzed.

One of the main goal of language education , especially in this century, is to create people far more motivated, engaged, and independent that take the responsibility for their own development in language learning; as a result they are able to become autonomous learners .To do so, L2 educators are motivated to explicitly weave learning strategies. Yet, teachers and school leaders play in the implementation of continuous quality improvement to attain and sustain the effectiveness and efficiency of quality learning.

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Classroom observation

en route pour le ski

Marou, Mina et Belo vont faire du ski
dans une station de sports d'hiver.
Avant de monter dans le wagon,
Marou et Mina souhaitent acheter
des livres et des bonbons au kiosque.
– Attention ! dit Belo. Il faut vous dépêcher.
  Le train va bientôt partir.
– Je vous chronomètre ! dit Ratus
  qui apparaît à une portière.
– Tu vas faire du ski, toi aussi ? demande Belo.
– Non, dit le rat vert, moi je vais visiter
  des usines de fromage à la montagne.

Teachers 'interview

Rubric 1: Teachers' profile

1- How many years have you been teaching French?

Rubric 2: Teachers' attitude toward teaching French

1- Do you follow a particular method of teaching in the classroom?

2- What is your approach in the teaching process?

3- What are the techniques and strategies that you use in daily teaching?

4- In your opinion what is the most appropriate instruction-centered or student-centered teaching strategies? Why?

5- How will your teaching strategy help your students to learn?

6- How do you evaluate your class after teaching?

7- What is your point of view about teachers who do not have knowledge about the theories and strategies of educational psychology, within their teaching process? Could they be successful?

8- What is your advice for them?

9- What do you think about the use of media to enhance the teaching and learning process?

Summary

The research presented in this dissertation investigated educational psychology on fourth primary school learners at the SIBAWIH private center in learning second language (French). In order to determine learners' strategies in learning L2, with teachers' methods in facilitating the teaching process. And, how they respond to their techniques.

La recherche présentée dans cette thèse a étudié la psychologie de l'éducation sur les élèves de quatrième année primaire dans le centre privé à Sibawiah dans le cadre de l'apprentissage d'une deuxième langue. Afin de déterminer les stratégies des apprenants dans l'apprentissage de la langue second, avec des méthodes permettant aux enseignants de faciliter le processus d'enseignement et la maniéré dont ils répondent à leurs techniques.

البحث المقدم في هده الاطروحة حول علم النفس التربوي على المتعلمين لسنة الرابعة ابتدائي في مركز سيبوي الخاص لتعليم لغة ثانية. من اجل تحديد استراتجيات المتعلمين في تسهيل عملية التدريس و كيف يستجيبون لاساليبهم.