The introduction of English in grade 6 in Tunisia:

A case-study at the classroom level

By

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fulfillment of the requirements of the degree of Master of Arts**

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ABSTRACT

According to Daoud (2001), language policy and planning in Tunisia have been applied to three domains: Arabisation i.e. the endorsement of Modern Standard Arabic as the language of education, administration and communication; the preservation of French as a means to achieve modernization and economic development, and lately, the promotion of English to gain wider access to science, technology and global trade. The aim of this study was to investigate how English was implemented at the 6th grade level, and to evaluate whether or not the policy behind it was working. Applying a case study approach, the implementation of English at the 6th grade of primary school in Tunisia was examined within the classrooms of three teachers. The results of the study suggested that, despite the deficiencies in top-down planning, students were highly motivated to learn and the teachers, despite their differences and the challenges that some of them were facing, were all doing the best they could to help students learn the language. The policy regarding English seemed to be working in the classrooms considered here, although the results cannot be generalized beyond the three classes that were observed. More research needs to be done to investigate the outcomes of this reform over time.

DEDICATION

In memory of my mother, Latifa, who believed in me
and made me the woman I am today

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I Overview

Introduction

Rixon (1992), Shaaban (2001) and Savignon (2002) have observed that “the last two decades have witnessed a marked increase in the teaching of English at the primary level in many countries” (Shaaban 2001, p.16). In Tunisia, the promotion of English, to gain wider access to science, technology and global trade, was an important part of the language policy and planning in the country. The rivalry between English and French as foreign languages in the educational programs and institutions in Tunisia goes back decades.

However, since language planning in Tunisia relies mostly on external funds, France was able to keep the situation under control until a few years ago, when the rivalry between English and French expanded from secondary schools and university to basic school. Basic school in Tunisia is divided into the 6 years of primary school and the three years of college.

Since 1997, English has been taught at the 9th grade of basic school and in 2000, English was introduced in the 3 years of college education: the 7th, 8th and 9th grades.

As the English experience in college seemed to give good results, the government decided to take English further down and make it a third language in the 6th grade of primary school in addition to Arabic and French. Although the pilot work started in the

academic year 2001-2002, it is only this year, 2006-2007, that English has been implemented as a compulsory subject in the 6th grade of primary school.

The purpose of this study is to explore the way English was implemented at the 6th grade of primary school in Tunisia through a case study. The main participants in this study were three teachers who taught English in primary schools in Tunisia. By exploring the way English has been implemented, this study aims at providing some evidence of the success and/or failure of this implementation and investigating the factors that contributed to it.

This thesis investigates the similarities and differences between the three teachers involved in the study and the implications of these similarities and differences for the implementation of English at the 6th grade of primary school and the attitudes of students toward the three languages: Arabic, French and especially English

Research Questions

The main research question in this study is the following:

1- Is the policy to implement English in grade 6 working?

This thesis investigates whether the policy to implement English in grade 6 is *working* or not by looking at:

- The top-down planning made by the government and how it was perceived by grade 6 English teachers, and
- Whether grade 6 students appeared to be learning or not and why, as well as how the teachers were contributing to the students' learning.

Fox (2005) considered teacher development as “an important contributing factor in change” (p.270) and Raya (2001) maintained that teachers are “expected to create

classrooms in which students want to learn the FL [Foreign Language]” (p.28).

Therefore, to be able to see whether the policy is working or not, it is important to look not only at the role the teachers play in the reform (Fox, 2005) but also at the impact they have on their grade 6 students’ willingness to learn English (Raya, 2001).

In answering the main question, and following the advice of Fox (2005) and Raya (2001), I decided to investigate the implementation of the English policy at the classroom level and look specifically at the role teachers were playing in enacting the policy with their students. Therefore, for the purpose of this study, I examined the similarities and differences between three sixth grade classroom teachers of English. I was interested in the teachers’ perceptions of the reform and the ways they contributed to its success (or failure). I was also interested in whether or not their students appeared to be learning English. Consequently, I considered the three following sub-questions:

- 1.1 What did the teachers participating in this study share?
- 1.2 How did they differ?
- 1.3 What are the implications, for the implementation of English in grade 6, of the differences between the three teachers?

Organisation

This thesis is divided into eight chapters. Chapter II examines the language situation in Tunisia and provides the historical context for the emergence of the languages used currently in Tunisia. Chapter III presents the language policy and planning in Tunisia and gives a chronology of the implementation of English in primary school. Chapter IV is a theoretical review of some of the studies conducted in language policy and planning and the role that teachers play in the implementation of these

policies. Chapter V explains the methodology used in this study and gives a description of the participants, the instruments and procedures of data collection and how the collected data were analysed. Chapter VI presents the findings of the study that are discussed in Chapter VII. The last chapter of this thesis, chapter VIII, concludes the study and makes recommendations for future studies.

II Language situation in Tunisia

As Daoud (2001) stated “the language situation in Tunisia has a long history stretching over three millennia that shows both its complexity and dynamism” (p. 5). This chapter will start with a historical overview of the language situation in Tunisia. This overview will enable the reader to understand the current language profile of Tunisia and the factors that influenced and are still influencing the languages of this country.

Although I searched for information about language policy and planning in documents produced within the government and the educational system (public libraries, universities’ libraries, ESP center...) in Tunisia, I was not able to find sources other than Daoud (2001) and Battenburg (1997). It seems that there is a lack of information about the language policy and planning at the international level as well as in-house in Tunisia. Therefore this chapter as well as chapter III will depend mostly on information provided by Daoud (2001) when it comes to the overall language situation and Battenburg (1997) for the French and English languages in Tunisia.

After reviewing the linguistic history of Tunisia, I will look at the current languages used in the educational system and the reforms that Tunisia had witnessed since bilingual education was first introduced in 1875 (Daoud, 2001).

Language profile of Tunisia: Historical Perspective

Daoud (2001) was one of the few to establish a chronology of the historical linguistic landscape in Tunisia since it was documented only occasionally and was not studied thoroughly. The historical overview presented here is based on the information provided by Daoud (2001).

Lybic was the oldest language spoken by Berber, the indigenous people of Tunisia. From 814 to 146 BCE¹, when the Carthaginian Empire was established by Phoenicians, Lybic and Punic were both used in Tunisia. After the destruction of Carthage by the Romans, this bilingualism evolved into Lybic-Latin and from 349-533 CE² Latin became the official language. In 533 CE, the Byzantine Empire introduced the Greek language in Tunisia. With the spread of Islam in North Africa, Arabic was introduced and added to the multilingual linguistic landscape (Berber, Punic, Latin and Greek). The presence of these languages is still found today in the names of many cities and villages in Tunisia.

Since the 11th century, Arabic has been the official language in Tunisia. However, Arabic was influenced by other languages (mainly Spanish and Turkish) of successive invaders and neighbours. The influence of these languages is still reflected in names of families, towns, some vegetables and fruits, crafts and games as well as music and clothing.

In the 19th century, the influence of the European languages began with an Italian community of 90,000 and a French community of 70,000 living in Tunisia. Back then, a lingua franca³ emerged due to the intense trade activity in the Mediterranean basin. This lingua franca was a mixture of French, Spanish, Moorish, Italian, Corsican, Maltese, Berber, Arabic and Turkish. This pidgin⁴ was spoken by merchants and was also used in written legal documents.

¹ BCE: Before Common Era

² CE: Common Era

³ Lingua Franca is a pidgin, a trade language used by numerous language communities around the Mediterranean, to communicate with others whose language they did not speak

⁴ A pidgin is a simplified language that develops as a means of communication between two or more groups who do not share a common language, in situations such as trade. Pidgins usually have no native speakers, but are learned as second languages, and they usually have low prestige with respect to other languages

With the protectorate regime turned into a colonial one in 1881, French became and remained the official language for administration and education in Tunisia even after the country gained independence in 1956. French was so dominant in Tunisia that it became difficult to distinguish it as a second or foreign language (Kefi, 2000, cited in Daoud, 2001). In addition, French remarkably influenced the vocabulary, structure and discourse of both the literary and spoken Arabic in Tunisia (Daoud 2001).

Currently, “the language situation in Tunisia may be characterized as both diaglossic and bilingual” (Daoud, 2001, p.7). When it comes to spoken Arabic also referred to as Tunisian Arabic, although Daoud (2001) talked about diaglossia⁵ by classifying the use of Arabic along a written-spoken continuum, he admitted that Tunisian Arabic “is the only native language in Tunisia” (p.38). Investigating bilingualism, Daoud (2001) looked at the way French is used in Tunisia. In fact, he stated that it is usually mixed with Tunisian Arabic ranging from “code-switching” (French words in Arabic discourse) to “code-mixing” (speech becomes predominantly French). He affirmed that the literacy in French in Tunisia reached 82% among 15 to 25 year-old Tunisians in 2001. Bilingualism is also considered an important issue in the Tunisian educational system where lots of controversies have arisen in the past years (see rivalry between Arabic and French, chapter III, p.13).

Languages in the educational system:

In this section, I will first review language spread in basic school and secondary school separately. Subsequently, I will go over the changes made in the Tunisian educational system and the consequences of the latest reforms.

⁵ "Diaglossia" occurs when a language has a spoken dialect that is different from the one taught in schools and used for formal occasions

From 1958 to 1993, according to Daoud (2001), the organizational structure of the educational system was the following: a six-year primary school cycle, a six year secondary school cycle sanctioned by the French-style baccalaureate followed by a three to five-year university program.

Faced with high dropout rates as early as sixth grade due to “the irrelevance of the curriculum to the student’s career opportunities, the inadequacy of learning materials, poor teacher training, poor teacher preparation and questionable assessment tools” (Daoud 2001, p.12), an educational reform of primary and secondary education was implemented in 1993. The six-year primary school was expanded to nine years of compulsory education (basic school) and the secondary school was reduced to 4 years. Daoud (2001) reported that the curriculum in the grades 1 to 6 of basic education has been completely Arabised (Modern Standard Arabic and not Tunisian Arabic). French is now introduced as a foreign language in the third grade. English, which used to be taught in the fourth grade of secondary school before this reform, has been introduced in the eight and ninth grade of basic school in 1996-1997. In 2000-2001, English has been introduced in the seventh grade. Starting from this year (2006-2007) English is to be taught from the sixth grade of primary school. The language spread in basic school was captured by Daoud (2001) in the following table:

Table 2.1: Language spread in Basic school (Daoud, 2001, p.13)

Hours per week										
Years → Subjects ↓	1	2	3	4	5	6	7	8	9	Language variety used ↓
MSA	11.5	11.5	10.0	10.0	7.0	7.0	5.0	5.0	5.0	MSA
French			9.0	9.5	11.5	11.0	4.5	4.5	5.0	French

Hours per week										
Years → Subjects ↓	1	2	3	4	5	6	7	8	9	Language variety used ↓
English						2.0*	2.0	2.0	2.0	English
Humanities	3.0	3.0	3.5	3.0	4.0	4.5	5.0	5.0	5.0	MSA ⁶ /EA ⁷ /TA ⁸
Math and science	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	5.5	MSA/EA/TA
Other ⁹	2.5	2.5	2.0	2.0	2.0	2.0	6.0	6.0	6.0	MSA/EA/TA/ French
Total	22.5	22.5	30.0	30.0	30.0	30.0	28.0	28.0	28.5	

As table 2.1 indicates, mathematics and science have been Arabised in grade 7, 8 and 9 of basic school. Some of the math and science teachers that I have talked to said that although they had received short training on how to teach these courses in Arabic, they were still facing some difficulties due to the fact that they had been educated in their subjects in French and they seemed to make some basic errors when using Arabic.

Daoud (2001) described this situation as bearing “within it the seeds of a serious language related dilemma that Tunisian educational policy makers will have to face sooner or later as more and more of the younger students who are educated in Arabic reach the tenth year” (p.16). In fact, the dilemma lies in the decision whether to continue teaching maths, science and economics courses in French in secondary school which can cause “serious breakdowns in communication and poor overall achievement” (p.16) or to Arabise these courses and be faced with another dilemma, namely whether Arabisation can be further pushed to the university level.

* This information did not figure in the original table made by Daoud (2001) and was added for the purpose of this study based on legal documents provided by the Ministry of Education and Training.

⁶ MSA: Modern Standard Arabic

⁷ EA: Educational Arabic

⁸ TA: Tunisian Arabic

⁹ 'Other' includes music, art and technological and physical education

Currently, instruction in secondary education is in MSA¹⁰ in the humanities and arts courses, but in French in the experimental sciences, mathematics and economics. The following table summarizes the existing distribution of languages in the secondary schools in Tunisia:

Table 2.2: Language spread in secondary school (Daoud 2001: 14)

<i>Hours per week</i>								
<i>Subjects</i>	<i>Common core</i>				<i>Specialization tracks Years 12-13</i>			
	<i>Year 10</i>	<i>Year 11</i>	<i>Letters</i>	<i>E & M</i>	<i>Math</i>	<i>Exp. Sc.</i>	<i>Tech.</i>	<i>Language variety used</i>
MSA	4.5	4.5	5-4	3-0	3-0	3-0	3-0	MSA
French	3.5	3.5	4-3	3-2	3-2	3-2	3-2	French
English	3.0	3.0	4-3	4-3	3-3	3-3	3-3	English
3 rd foreign language	(2)	(2)	(2)	(2)	(2)	(2)	(2)	Foreign Lang.
Humanities	5.5	5.5	7.5-11 (1.5)	4.5-7	3.5-4 (3)	3.5-4 (3)	3.5-4 (3)	MSA/EA ¹¹
Math and science	8.5	8.5	4.5- (4.5)	4-5 (3)	13.5	14	10 (1.5)	French/TA ¹²
Econ. & Mgmt			9-9					French /TA
Technology							8-8	French/TA
Other	4	4(2)	2(2)	2(2)	2(2)	2(2)	2(2)	MSA, French or FL/EA/TA
Total	29	33	31-27	32-32	32-29	32-29	34-33	

Daoud (2001) said that a student who completes compulsory Arabic, French and English and chooses another language can end up a ‘quadralingual’. Although the fourth language is optional, the other three languages are part of the curriculum and a major component of language policy and planning in Tunisia. Daoud (2001) did not comment

¹⁰ MSA: Modern Standard Arabic

¹¹ EA: Educational Arabic

¹² TA: Tunisian Arabic

on the depth of learning each of the four languages. However, from my own experience, I have studied German for three years in secondary school but I don't speak German because of the lack of practice. In addition, if I had not had English as the medium of instruction in all of my higher education, I am not sure how proficient I could have been in this language. When it comes to Arabic (Modern Standard Arabic) as well as French, the majority of students in Tunisia are proficient in both languages. However, with the Arabisation of the nine years of basic school, the new generations (like my sister and brother) are less proficient in French than the older generations.

After examining the language situation in Tunisia, chapter III will investigate the language policy and planning in Tunisia for the three languages used in the educational system: Arabic, French and English.

III Language Policy and Planning in Tunisia

According to Daoud (2001), Language policy and planning in Tunisia have been applied to three domains: Arabisation i.e. the endorsement of MSA as the language of education, administration and communication; the preservation of French as a means to achieve modernization and economic development, and lately, the promotion of English to gain wider access to science, technology and global trade. In this section, I will review the way these three languages are competing in the Tunisian educational system.

The rivalry between Arabic and French

Although it was difficult to distinguish French as a second or a foreign language in Tunisia for many decades, it seems that this language is still viewed as the privileged foreign language in Tunisia. French language and French cultural value systems are still highly appreciated in Tunisia and used as a symbol of modernity and openness. However, Arabic which was viewed as “closely tied to backwardness and obscurantism” (Daoud, 2001, p.27) seems to have become the predominant language in Tunisia with the spread of MSA in basic and secondary schools. Daoud (2001) captured the ‘war’ between Arabic and French in the educational system and the indecisiveness that characterised the educational linguistic choices since the first educational reform in the following table:

Table 3.1: Chronology of decisions concerning Arabisation in Tunisian schools

(Daoud, 2001, p. 26)

Dates	Decisions/declarations
25 June 1958	First reform of the educational system <ul style="list-style-type: none"> • Closing the Qu'ranic schools and laicization of education • Arabisation of 1st and 2nd years of elementary school (i.e. all subjects taught in Arabic) • Creation of section A, a high school track in which all subjects were taught in Arabic (abandoned in 1964)
September 1969	Reintroduction of French as a subject in 1 st and 2 nd years
March 1970	Mzali, Minister of National Education, declares the government is considering dropping French in 1 st year
October 1971	French dropped in 1 st year
October 1976	<ul style="list-style-type: none"> • French dropped in 2nd year • Arabisation of history and geography in secondary school • Arabisation in final year of secondary school (13th year)
October 1977	<ul style="list-style-type: none"> • Arabisation of 3rd year of elementary school • Mzali declares he is in favour of maintaining French as a subject in years 4-6
September 1979	<ul style="list-style-type: none"> • Arabisation of 4th year • French maintained as a subject, taught 3 hours/week
September 1980	Arabisation of 5 th grade, French maintained as in fourth grade
September 1981	<ul style="list-style-type: none"> • Arabisation of 6th (final) year of elementary school, French maintained as in 4th and 5th grade • Arabisation of 1st year in secondary school (7th year). French maintained as a subject taught 5 hours/week • French also maintained as medium of instruction of mathematics and science subjects
September 1982	Arabisation of 8 th and 9 th years, French maintained in 7 th year
September 1983	<ul style="list-style-type: none"> • Establishing the English medium Ariana Pilot High School • Establishing the French-medium Tunis Pilot High School
June 1986	The President Bourguiba declares the poor achievement in mathematics in elementary and secondary schools due to the lack of proficiency in French
September 1986	Reintroduction of French as subject in 2 nd and 3 rd years of elementary school, taught five hours/week
September 1988	French dropped from 2 nd year
September 1989	<ul style="list-style-type: none"> • French reintroduction in 2nd year • Creation of 5 pilot secondary schools in Tunis, Ariana, Sfax, le Kef and Gafsa where French is the medium of instruction of mathematics, science and technology
September 1993	French dropped from second year
September 1997	<ul style="list-style-type: none"> • Arabisation of mathematics, science and technical in years 7-9 • Pilot schools no longer accept students from 7th year, but from 10th year

Foster (1973) argued that “Tunisians had succeeded in achieving what the French had failed to do, that is to make almost the whole education Francophonic” (cited in Battenburg, 1997, p.282). This success in turning education Francophonic (until 1958) was difficult to reverse and the transition from French to Arabic (starting from 1958) was characterised by uncertainties and indecisiveness that can be clearly seen in table 3.1 (French was dropped and re-introduced many times) as well as in the Arabised version of some courses like mathematics where equations are presented from left to right (following French directionality) whereas the rest of the text is presented in MSA from right to left. This situation was caused by several issues at the level of planning and implementation. Daoud (2001) cited some of these problems which were mainly: the absence of a planning agency in charge of Arabisation, the absence of a systemic follow-up and evaluation of the policy, its implementation and impact in addition to the absence of an appropriate training for teachers who were taught in French and use to teach in French and are now faced with difficulties in using Arabised textbooks. All these problems may have negative impact on the students who are potential victims of such an ill planned transition. My brother and sister studied mathematics and science in Arabic and neither I nor any other member of the family were able to help them because we studied them in French. Many of my brother’s and sister’s classmates ended up dropping from school or repeating at least one of the three years of college.

The reason behind the strong commitment to this transition from French to Arabic, despite the lack of planning and resources, seems to be of political order. According to the current government which has been in power for almost 20 years, the reason for that firm dedication to Arabisation is the achievement of greater independence with regard to the former colonial power. However, Daoud (2001) claimed that “The

strong Arabisation drive in 1999 was widely perceived as a reaction to the criticism of the presidential and parliamentary election campaign leveled by the metropolitan French Media” (p. 30).

Although Arabisation is gaining ground at the expense of French regardless of the reasons that lie behind that, French language is still strong in Tunisia and it is still widely spoken outside educational institutions. However, in addition to Arabic, French seems to face another rival with the spread of English in both business and education.

The rivalry between French and English

Battenburg (1997) explained the challenge to study the issue of English and French competition in Tunisia because, “Tunisian officials as well as representatives of the American, British and French government are often reluctant to admit that such a contest is occurring” (p.282). However, the rivalry between French and English can be seen in the educational institutions and programs in Tunisia where language planning relies mostly on external funds. In fact, according to Battenburg (1997), foreign aid to Tunisia demonstrates how certain governments are trying to influence the language policy resolutions and planning initiatives.

The French-style institutions in Tunisia were and still are benefiting from considerable French financial and academic support which is according to Daoud (2001) significantly higher than the grants provided by the American and British governments.

According to Battenburg (1997), the first institution promoting English in Tunisia was “Institut Bourguiba des Langues Vivantes” (IBLV) established in 1957. Ten years later, two English textbooks series were published in Tunisia to improve English language teaching and “to address the language and cultural backgrounds of Tunisian

students” (Battenburg, 1997, p. 283). According to Daoud (2001), the early eighties were characterised by four major developments in favour of English: the start of the Transfer of Technology Program (a program for training students in Anglophone countries); the establishment of the Ariana Pilot School (teaching mathematics and science in English and using Arabic for the other courses), the creation of the Carthage Institute of Technology (planned as a follow-up institution for Ariana Pilot School) and finally the start of the ESP (English for Specific Purposes) Resource Center Project.

These planning initiatives were driven by the awareness that the Tunisian government started to develop vis-à-vis English. Battenburg (1997) reported some of the reasons that the Tunisian Embassy in Washington proposed in support of the Transfer of Technology Program included: “English is the universal language of communication...English is commonly used for scientific publications...English is necessary for developing financial, economic, commercial and scientific relations with the Arab World...” (p.284)

According to Battenburg (1997), in the same year when Ariana Pilot School was established, a school called Bourguiba Lycee, a bilingual (Arabic and French) and bicultural institution was created. Whereas the former was relying on the modest funding from the British and American governments, the latter was receiving generous grants from the French government which according to Daoud (2001) has always shown concern over any effort to promote English in Tunisia.

Plans for the Carthage Institute of Technology, which was established by a team of Tunisians and Americans and led by the son of the previous President Bourguiba, were suddenly brought to an end in late 1987. Battenburg (1997) speculates that the new President that came to power in the same year might have been unwilling to support a

project led by his predecessor's son. In addition, the termination of Carthage Institute of Technology project is believed to be caused by the significant political and economic pressure (from the French government) to put off this initiative. Subsequently, the Tunisian government put an end to the English language prominence at the Ariana School.

Battenburg (1997) reported one event that he believes contributed to the shift towards more commitment to English. In 1995, the Tunisian President visited South Africa and discovered that the lack of proficiency of the Tunisian advisors and business leaders prevented them from participating in political and economic negotiations. Consequently, new reforms were passed to promote English in Tunisian language planning. Among these reforms, English language instruction started being taught at the eighth year of basic school, a minimum of two years of English became required in all the universities, a new English department was opened at the University of Sfax, and a graduate program in teaching English for specific purposes was established. The decisions concerning the implementation of English in the Tunisian educational system are summarised in the following table:

Table 3.2 Chronology of decisions concerning English in education (Daoud, 2001, p.33)

Dates	Decisions/declarations
1958	First educational reform of national education, English taught for 5 years in 6 year secondary school cycle (age 13+)
Early 1960s	<ul style="list-style-type: none"> • Establishing the <i>IBLV</i>¹³ (1964) • The earliest ESP programmes start in several higher education institutions around the country • Plan to reduce reliance on teachers of English from France (recruitment of Peace Corps volunteers and teachers of different nationalities)
1970	<ul style="list-style-type: none"> • English taught for 4 years in 7-year secondary school cycle (age 15+) • Tunisification of English textbooks (British ODA¹⁴ and Ford Foundation¹⁵ support)

¹³ IBLV: Institut Bourguiba des Langues Vivantes

Dates	Decisions/declarations
1978, 1979	First ESP textbooks introduced in secondary school <ul style="list-style-type: none"> English for Secretaries (October 1978) English for Science and Technology
1981	<ul style="list-style-type: none"> Start of Transfer of Technology Programme (US aid assistance) Start of English broadcasts on radio/TV
September 1983	<ul style="list-style-type: none"> Establishing the Ariana Pilot School Planning the Carthage Institute of Technology Project (1983-87) Establishing the ESP Resource Center at the IBLV (ODA)
September 1989	Ariana Pilot School stops enrolling students to study in English, becomes French-medium <i>Lycee pilote</i>
June 1993	Last graduating class of Ariana Pilot School educated in English
1995	<ul style="list-style-type: none"> President Ben Ali visits South Africa, finds political and economic negotiations hindered because of inadequate English (April) ESP Resource Center becomes a department for the promotion of teaching ESP (December), ODA funding for center ends (July)
1996	<ul style="list-style-type: none"> ESP Resource Center funding resumed through British Partnership Scheme (BPS) till March 1999 English introduced in 8th year of basic education (5th year course cancelled) Three-year BPS programme to train supervisors, teacher trainers and teacher training assistants for secondary school (1996-99) English required in vocational training (1.5-2 years) English generalized gradually in higher education IBLV branches reinvigorated and increased to teach English to the public Establishing the <i>diplome d'etudes supérieures spécialisées</i> (DESS) programme in Applied Linguistics/ ESP at the IBLV (turned DEA, MA equivalent in 1998)
September 1997	English introduced in 9 th year of basic education
1998-2002	Latest reform of the national maitrise (BA equivalent) in English long with other university specialties (goal: employability of graduates)
September 2000	English introduced in 7 th year of basic education
2001	English introduced in 5 th year of basic education*

The growing demand for English has also been motivated by the desire to have direct access to scientific and technological information from original sources, rather than looking for a French translation of the documents. Gradually, French started being seen as, “a handicap in the quest of fast modernization, development and integration in the global community” (Daoud, 2001, p. 31). As a result, English instruction, as table 3.2 indicates, was initiated earlier in basic education and became a requisite subject in higher

¹⁴ British ODA: The British Overseas Aid program that focuses on to two themes: education and good government.

¹⁵ Ford Foundation: it is an American independent nonprofit grant-making organization

* The information in this row did not figure in the original table made by Daoud (2001) and was added for the purpose of this study based on legal documents provided by the Ministry of Education and Training.

education and was offered by the state-owned IBLV¹⁶ to the general public at very reasonable fees.

The table 3.2 captured the decisions concerning English until 2001, when English was introduced at the 5th year of basic education (grade 5 of primary school). The decisions that were taken after 2001 will be discussed in the next section.

As from 2006-2007, English is being taught at the 6th grade of basic school (previously considered the last year of primary school). It is interesting to look at the way English was implemented at the 6th grade and whether this language policy seems to lean more towards success or failure.

The chronology of the implementation of English in Primary Schools

Rixon (1992), Shaaban (2001) and Savignon (2002) reported that there was a considerable increase in the teaching of English at the primary level in many countries in the last two decades. To be able to look at the implementation of English at the 6th grade of Primary Schools in Tunisia, it is important to look at the full picture and how English started as a club at the 5th grade level for piloting reasons, and how it evolved into a compulsory subject at the 6th grade.

Hu (2002) has written extensively about the developments in Secondary-English language teaching in China. She examined the reforms of the Chinese educational system by examining: curriculum reform, content-based English instruction, syllabus development, cultural knowledge and the new textbooks. In this section, I will present an overview of the implementation of English in primary schools in Tunisia on the national

¹⁶ IBLV: Institut Bourguiba des langues vivantes

level by applying Hu's framework adapted to the Tunisian case. Some of my analysis is necessarily limited by the availability of the information

The following is a table summarising the steps followed in the implementation of English in primary schools in Tunisia and how the study of English evolved from a club to a compulsory subject. This table is based on Ministry Reports that were sent to the Regional Direction of Primary and Secondary Education in the city where the study was conducted:

Table 3.3: Chronology of Implementing English in grade 5 and grade 6

Dates	Decisions/Declarations	Details
2002	<p>Report issued by the Ministry of Education and Training, Direction of Academic Programs and Manuals:</p> <p>Introduction of English Club in The 5th and 6th grade of Basic School.</p>	<p>-General objectives: developing students' oral competencies (speaking and listening comprehension), Creating an atmosphere promoting self confidence and the development of cognitive capacities, making the students sensitive to the cultures of English speaking countries...</p> <p>-Approach: Introduction of motivating activities with the students as the centre of the activities and the teacher managing the class, tolerance of errors as part of the learning process, a communicative interactive approach to teaching English, use of pair work/group work</p> <p>-Content and supporting Material: songs, rhymes, stories, dialogues, cartoons, games + use of visual aids: pictures, tables, maps, reel objects</p> <p>-Manual: <i>Big Red Bus</i>, tapes, teacher guide and activity book.</p> <p>-Sessions: Separate short sessions</p> <p>-Groups: English is to be taught in groups of 10 to 15 pupils</p> <p>-Classroom: Equipped with electric plug and a tape recorder</p>
July 24 th , 2003	<p>Report issued by the Minister of Education and Training:</p> <p>Teaching English as a club in the 5th grade in all Basic Schools</p>	<p>-Main objectives: make the students familiar with this foreign language that they can use as a way of communication, teaching the students mostly speaking and listening and to a lesser degree writing, use of animation methods that develops students' personality and self confidence.</p> <p>-Sessions: 2 separate sessions 45 minutes each or 3 separate sessions 30 minutes each</p> <p>-Groups: every class is to be divided to 2 groups if possible</p> <p>- Teachers: English is to be taught by the chosen teachers who were trained to use the animation method.</p> <p>-Assessment: In addition to the ongoing assessment, the teacher should evaluate students' progress and assign a mark that will be counted towards the term average.</p>

Dates	Decisions/Declarations	Details
Sept 30 th , 2003	Ministry of Education and Training: The general inspection of Education	Some secondary school English teachers will be chosen to conduct the training of basic school English teachers in each region. Their role consist of: - Training : conducting training sessions, workshops and demonstration lessons - Follow-up : Visiting the basic school teachers and filling in a follow-up form and send a copy of it to the Regional Direction of Education.
Oct 1 st , 2003	Ministry of Education and Training: Direction of Academic Programs and Manuals Assessment of Students in English Club 5 th grade.	- Oral test : at least two evaluations per student to assess the pronunciation and fluency (marks out of 4) - Listening Test : one collective exam (5 to 10 minutes): students answer in written according to the listening task requirements (Marks out of 4) - Written Test : one collective exam (15 minutes): assess the writing of dictated letters and words, match words with pictures, finishing sentences or questions in short dialogues (mark out of 2) -The sum of the three marks assigned to the three exams is out of 10.
July 24 th , 2004	Ministry of Education and Training	-Teaching English as a club in 5 th grade for all schools. -Expanding the English club to the 6 th grade for the students who studied it at the 5 th Grade.
November 30 th , 2004	Ministry of Education and Training: The Direction of Academic Programs and ongoing Training	-The assessment of English Proficiency at the 6 th Grade according to the same criteria of the 5 th Grade stated in the report of Oct 1 st , 2003
August 24 th , 2005	Ministry of Education and Training: Announcements for the Academic Year 2005-2006	The change of the status of English from a club in the 5 th and 6 th grade to a compulsory subject in the 6 th grade taught two hours a week and for classes that contain more that contain 25 students, they will be divided into two groups.
March 6 th , 2006	Ministry of Education and Training: Announcements for the Academic Year 2006-2007	Continuing teaching English at the 6 th Grade two hours a week. For classes that contain more than 20 students, they will be divided into two groups.

As indicated in the table above, English first started in primary schools as a club. As the club developed into a compulsory subject, the Ministry of Education and Training was debriefing schools and teachers about the changes happening as well as the objectives, the approach, the manuals to be used, the expected teaching conditions and the assessment procedures...

As table 3.3 indicates, the objective for introducing English in grade 5 of primary school was primarily to develop students' oral competencies in a relaxed and motivating atmosphere. Step by step, assessment of pronunciation and fluency was introduced. English club was then expanded to grade 6. Gradually, the status of English changed from a club in grade 5 and 6 to a compulsory subject in grade 6 only.

Although table 3.3 provides an overview from the perspective of ministry documents, it was important to consider this shift in policy as it was experienced by other stakeholders.

According to a teacher trainer, Hedia, who was also a participant in this study, English started in 2001 in some primary schools. In Tunisia, 500 teachers were chosen after passing a test with a score of 18 out of 20. Those teachers had to be French teachers. Each teacher was to choose 15 pupils among the students that were good in French. The rationale behind the choice of French as a criterion for choosing teachers and students was not clear. For the first year of English as a club, the textbook that was used was *Big Red Bus 1* which was a Spanish series developed for non native speakers of English by a grant from The British Council. The term 'English club' was used to emphasize that English was not offered as a course but as a club where the learning took place in an informal setting and the focus was mainly on oral competencies. The assessment was

introduced later when the government was preparing to change the status of English from a club to a compulsory course. In primary and secondary schools in Tunisia, there are many clubs: music club, dance club, chess club and there are also language clubs... The term 'club' has a special meaning in the Tunisian context; it refers to the extra-curricular activities that students engage in. Clubs are seen as a means of entertainment and learning at the same time and as a way of teaching students to socialize with their colleagues in a relaxed atmosphere. Students don't pay for the clubs and attendance is not obligatory. In the case of English club, the principle was the same, the only difference is that not all the students had access to it, only those that had excellent marks in French and the 'English club' was used as a trialing context for a potential academic course.

The 500 teachers that taught English for the year 2001-2002 were the only ones that had the privilege to have a special summer training course in Hammamet (a touristic city in Tunisia). The course was called "The Anglophone Village" where only English was spoken days and evenings. The best teachers in each governorate were sent to Britain for 15 days for training. The following years, primary school English teachers had also had training courses but they were not that sophisticated.

For the second year (2002-2003), more teachers were recruited; the average to pass that time was set to 17 out of 20. English was still taught at the 5th grade only. The following year (2003-2004), English started being taught as a club at the 6th Grade using the *Big Red Bus 2* and a test was added to evaluate students' English proficiency. In 2004-2005, as the number of teachers was getting bigger, a Tunisian book, *My English Club*, was designed for the 5th grade by a general inspector, who was the major coordinator of the English project in Tunisia, in collaboration with other English teachers.

The following year, another Tunisian book, *Welcome Back*, was designed for the 6th grade. Although, as the table indicates, English was supposed to start as a compulsory subject in 2005-2006, in fact, during that academic year, English was ended as a club in the 5th grade and English continued as a club for the 6th grade, using the old material that was already developed. The actual teaching of English as a compulsory subject started formally in the academic year 2006-2007 using a new book called *Prime English* that combined the two previous books *My English Club* and *Welcome Back*. All the books used in this program, since its start, were accompanied by tapes that contained songs and dialogues.

When the teacher trainer was asked about the reasons for implementing English in Primary Schools, she answered:

I think it is first due to the importance of English... all over the world. We have to follow the pace. So if you want people to speak English well, it has to start earlier. Starting English at an earlier age is better and people will retain more. Noticing that many pupils have problems in preparatory schools in English, so they thought maybe by having informal teaching of English in primary school, we help... So the rationale behind implementing English in primary schools in to create favourable ground for learning; it's to make students familiar with the language and to develop maybe positive attitudes toward learning not only English I think but to develop positive attitude towards learning languages and learning in general...

The trainer also commented on the cultural knowledge. As table 3.3 above shows, part of the objective for implementing English in Primary schools was to create a positive attitude towards the cultures of English speaking countries. However, the trainer

commented that this was not really being applied. At this level, the focus was mainly on teaching the language.

IV Theoretical Framework

Most of the studies regarding language policy and planning have revolved around either the linguistic minorities' efforts to preserve their languages in the English-dominant countries (May, 2004; Jones and Martin-Jones, 2004; McCarthy, 2004) or the choice of medium of instruction that post-colonial countries have made after gaining their independence (Tsui, 2004; Pakir, 2004; Gill, 2004; Nical, Somilicz & Secombe, 2004).

Language planning was defined by Kaplan and Baldauf (1997) as:

An activity, most visibly undertaken by government (simply because it involves such massive changes in society), intended to promote systematic linguistic change in some community of speakers (p. xi)

Kaplan and Baldauf (1997) introduced another term “language-in-education planning” that they considered distinct from language planning. Whereas language planning “must penetrate many sectors of society” (p. 122), Language-in-education planning “affects only one sector of the society--the education sector” (p.123) and is considered as a “sub-set” of national language planning. In fact, the role of the education sector is to be aware of the languages that are sought after by the community as well as the functions these languages will play.

Tunisia has a trilingual “language-in-education” policy like the example studied by Fox (2005). Although her study illustrated the implementation of new language policies that specified the lingua franca as the initial medium of instruction in addition to the two languages (English and French) already being taught, the current study will focus on the implementation of English as a third language. As discussed in Chapter III, English has been part of language-in-education policy and planning in Tunisia since 1958

with ups and downs (see Table 3.2, p. 20). The current study focused on the implementation of English at the 6th Grade of primary school in particular.

Whereas many studies (such as Angelov & Marshall, 2006; Wright, 2004) reported about failures of language policies, Fox (2005) presented the success of a language policy over time thanks not only to top-down planning, but also to the government's consideration of "bottom-up" concerns. "Top-down" planning refers to the "people with power and authority who make language related decisions for groups, often with little or no consultation with the ultimate language users" (Kaplan and Baldauf 1997, p.196). Kaplan and Baldauf (1997) have pointed out that:

Language planning is not "language engineering"; it must, ultimately, satisfy the speakers of all languages involved. While language planning solutions must be "sold" to the public through conventional techniques, the basic plan must be bottom-up and must serve the interests of the community or it will not meet the conditions just enunciated for that language plan to survive (p. 309)

Though it is still in the first stages, it will be interesting to see whether the implementation of English language in the 6th Grade of Basic School in Tunisia is a success or a failure and whether it is based on solely a top-down planning or whether, as was the case in Fox (2005), there are other bottom-up implementation conditions that contribute to its success or failure.

Implementation was defined by Berman (1978) as "the carrying of an authoritative decision, i.e., a policy choice" (p.160). Delaney (2002) stated that implementing a policy is the most challenging phase of policymaking. Wang (2006) also reported that the implementation of a language policy "will have certain impact on

teaching practice, which in turn will exert considerable influence on students learning”.
(p.27)

Fox (2005) reported that one of the limitations of her study was the absence of an account for teacher development, which she considered “an important contributing factor in change” (p.270). In fact, Tsui and Toffelson (2004) emphasized the importance of evaluating a language policy by looking at what happens within the classrooms and at “discourse practices with which teachers and students face their daily communicative challenges” (p.293). The aim of the study was to examine the way three English teachers taught English in three primary schools in Tunisia and especially the challenges that they faced.

Kaplan and Baldauf (1997) discussed three problems that can be faced while conducting “language-in-education” planning. These problems are related to the need for teachers “trained in language pedagogy and reasonably fluent in the target language” (p.130). The three problems are the following: the source of teachers, the training of teachers, and the rewards for teachers. The first problem revolves around the choice of teachers that will be assigned the responsibility of teaching the new language. The second problem, as its name implies, deals with the pre-service and in-service training received by the teachers to help them develop and maintain their proficiency in the language being taught. The third problem has to do with the teachers' need to be rewarded for their efforts i.e. need to “be granted a serious status” (p.132) where they will be recognized as “serious scholars teaching serious subject matters” (p.132). The current research is an attempt to study the background and approaches of the three participants, the training

they received and the rewards, if any, that they were expecting for engaging in teaching English to young learners.

Hughes (2001) looked at the differences between teaching adult learners and young learners. Based on those differences, she listed the skills that, according to her, teachers of a foreign language to young learners should have. Below are some of the skills listed in Hughes article:

- The expertise to use, adapt or create the most suitable resources and materials for young language learners.
- The awareness that general learning is also to be encouraged, trained and addressed with young language learners, rather than just a concentration on the target language
- Fluency and expertise in the target language and its use
- The ability to understand the process of teaching/learning with young learners and how it can be managed in a busy classroom
- The expertise to establish and develop a suitable, constructive and valuable assessment and evaluation program for the learners, the teachers and the materials
- The ability to be actor, story teller, singer, caretaker, mentor, friend and praise-giver.
- The ability to use, adapt and create purposeful and meaningful language activities for young learners (p. 23-24)

Investigating the way the three participants in this study taught in their classrooms, it was interesting to look at the skills that they had and the role they played in making the implementation of English, at the 6th grade of Primary Schools in Tunisia, successful or not.

Klein (1993) also discussed how young learners tend to be much more motivated than adults. Klein argued that “children respond enthusiastically to songs and welcome them as a warm up activity” (p.14). He supported this argument by claiming that songs

have the potential of “creating a positive feeling for language learning, awakening interest during the lesson, stimulating students to greater oral participation and breaking the monotony of the day” (p.14). Klein pointed out that the young learners should be “involved both mentally and physically” (p.16). He was against keeping the students in their seats. He recommended that the teacher should make students move and enjoy the activities they are having in order to “reduce anxiety and increase the personal involvement” (p.16) of foreign language learners. Chapter III of the current research mentioned the presence of, in addition to textbooks, tapes that contain songs and dialogues (p.21). As part of the current study, I looked at the way the three teachers were using the material that they had to make learning English more appealing to the 6th grade learners.

According to Shulman (1987), the teaching process begins essentially “with a teacher’s understanding of what is to be learned and how it is to be taught” (p.7). When talking about what good teachers need, Cosh (1999) claimed that teachers need “not only knowledge but enthusiasm, confidence, self-value, and a desire to question, experiment, and grow professionally (p.24). Raya (2001) maintained that teachers are also “expected to create classrooms in which students want to learn the FL [Foreign Language]” (p.28). FL, according to Raya (2001), should be introduced in various ways and “using a variety of media, guiding students to autonomous language use” (p.28). This study looked at the way English as a foreign language was being taught inside the three participants’ classrooms through the investigation of the similarities and differences between the three teachers. Wang (2006) classified the factors affecting teachers’ implementation into external factors (such as: textbooks, teacher training, resource support, etc.) and internal

factors (such as: teachers' beliefs, personal concerns, language learning background, etc.).

Figure 2. Hypothesized theoretical model of factors affecting teachers' implementation.

As the model above shows, Wang (2006) had established a comprehensive list of the factors that affected teachers' implementation in the case of China Tertiary College.

This list suggests the complexity and difficulty of implementing a language policy. In investigating the differences between the three Tunisian teachers, it was interesting to examine the presence of any external or internal factors that seemed to affect the ways the teachers were teaching English at the 6th grade of primary school.

Brophy and Good (1986) indicated that “teacher effectiveness is a matter of definition, and most definitions include success in the socialization of students and in the promotion of their affective and personal development as well as their success in fostering their mastery of formal curricula” (p.328). In fact teachers “make important decisions with consequences for students. In the classroom, they do so behind the doors” (Tanner and Tanner, 1995, cited in Wang, 2006, p. 31). This study was an attempt to go behind the doors to see not only the way the three teachers were teaching, what they shared and how they differed, but also to see whether and how they influenced their students’ attitudes toward English i.e. the implications of the differences between the three teachers.

In Chapter III, the implementation of English in grade 6 of primary school was investigated through the Ministry reports. Looking at the documentation is one way of examining the reform, but as Fox (2005) pointed out, this method does not capture the reform dynamics that can be better seen at the level of the classroom. After reviewing previous work that was undertaken on language policy and planning and teaching young learners, the next chapter will describe the methodology that was used in this thesis to answer the following main research question and sub-questions:

- 1- Is the policy to implement English in grade 6 working?

This thesis examined whether the policy to implement English in grade 6 was working or not by looking at:

- the top-down planning made by the government and the way it is perceived by grade 6 English teachers
- Whether the students were learning or not and why, as well as how the teachers contributed to the students' learning.

Therefore, to be able to see whether the policy was working or not, the following sub-questions looked at not only at the role the teachers played in the reform (Fox, 2005), but also at the impact they had on their grade 6 students' willingness to learn English (Raya, 2001).

1.1 What did the teachers participating in this study share?

1.2 How did they differ?

1.3 What are the implications, for the implementation of English in grade 6, of the differences between the three teachers?

V Methodology

This chapter describes the methodology that was used in this thesis. After discussing why a case study approach was chosen, the participants are presented and described. The next section deals with the instruments that were used in the data collection. Subsequently, the procedures that were followed in collecting the data are presented. Finally the way the data were analysed is discussed.

Overview

This study applied a case study approach in examining the research question. Yin (1984) qualified case studies as “the preferred strategy when “how” and “why” questions are being posed, when the investigator has little control over events, and the focus is on a contemporary phenomenon within some real-life context” (p.13). Case studies were also described by Creswell (1994) as a type of qualitative research in which the researcher “explores a single entity or phenomenon (‘the case’) bounded by time and activity (a program, event, process, institution or social group) and collects detailed information by using a variety of data collection procedures during a sustained period of time” (p.12). The current study applied a case-based research where the implementation of English at the 6th grade in primary school in Tunisia is the phenomenon to be looked at within three sites. In fact, three teachers were observed to construct the case. The aim of this study is to investigate how English was implemented at the 6th grade level and why it could be considered as successful or not. The study took place in one city in Tunisia, the name of which will not be mentioned for reasons of anonymity. The names of schools and participants will remain confidential as well. The research was approved by The Ethics

Review Committee of Carleton University (see Ethics Approval Form in Appendix A p.113).

Participants

The participants in this study were divided into two categories: main participants and secondary participants. The main participants in this study were three primary school teachers, two females and one male, that taught English at the 6th grade in three different schools in different parts of the city where the study was conducted. The participants were given the following pseudonyms, Amani and Alia for the two female participants and Mounir for the male participant.

The participants were chosen by the trainer, Hedia, who was responsible for helping me through my study. They were all in their forties and they had a teaching experience of 16 years or more. They were not chosen according to any specific criteria. The trainer told me that she had three teachers in mind. She called them to ask them if they were willing to participate in this study and the answer was affirmative.

The secondary participants in this study were the trainer, the researcher and the students in the classrooms that were observed. The trainer was previously a secondary school English teacher before she became a trainer, in the city where the research took place, when English was implemented in primary school.

The researcher was also considered as a secondary participant because although I thought that my role would be limited to observing and interviewing, I became part of the classrooms that I observed and I developed a relationship with the participants. Thus, over time, my role shifted from observer to participant-observer.

The students in the classes that I had observed were also considered secondary participants because, although the study did not focus on them, their responses to the questionnaires made a valuable contribution to my understanding of the role the teachers were playing in their classes and the methodologies they were using. All the students that participated in this research were studying in the 6th grade of primary school. None had previously studied English and their ages varied between 11 and 12. The number of students per class was not the same for the three classes observed. In Alia's and Mounir's classes there were 12 students per class, whereas in Amani's class there were 21 students.

Instruments

Classroom observation was defined as “the only way to get information on classroom events, on the reality of program implementation” (Weir and Roberts, 1994, cited in Wang, 2006, p. 114). The observations in this study were conducted according to “the guidelines to classroom observation” established by Weimer (1991). Before observing the class, I asked the teachers what they were planning to do during the session to help me observe better. This was the pre-observation phase. During the classroom observation, I took field notes of the things that I considered as important. Once the lesson was over, I asked the teachers post-observation questions to get some clarification about what I had observed in class. The field notes were taken in English.

Based on the classroom observation, an interview was conducted in relation to questions arising from the observational data. The same interview questions (see Appendix B, p.114) were used with the three teachers but no chronological order was followed. As Oppenheim (1992) suggested, most of the questions were open ended to

allow “the respondents to say what they think and to do so with greater richness and spontaneity” (p.81). In fact, the teachers were encouraged to give more details if they felt like talking more about a specific topic, they were not interrupted even when the answers did not correspond to the question being asked, instead the question was paraphrased and asked again later in the interview. The interview questions were originally written in English, then they were translated to Arabic (Tunisian and standard) during the interview.

The teachers’ answers to the interviews were used to choose some of the interview questions that were asked of the trainer. The other questions were clarification questions about the implementation of English in the 6th grade of primary school in Tunisia (see Appendix C, p.115).

An iriver T30 MP3 player, a digital device with 1GB memory capacity, was used to record the classroom observations as well as the interviews. As soon as a classroom observation or an interview was over, the data was copied to a USB stick as well as a personal laptop as a back up.

The questionnaire (see Appendix E, p.119) that was given to the students was also developed based on the field notes collected during the classroom observations. According to Oppenheim (1992) the questionnaire “has a job to do: its function is measurement” (p.100). Since the scope of the study was not narrow enough back then, the questions in the questionnaire were designed to answer the possible research questions that could be investigated according to the data collected from classroom observations. Two 6th grade students, who were not participants in this study, were asked to answer the questionnaire as a piloting phase to test the degree of difficulty of the questions and how long it took to complete the whole questionnaire. Few changes were

made according to the results of the pilot work. The wordings of the questions were slightly changed to make them easier to understand by the students. All the students that I observed filled in a questionnaire form.

Procedures

The first step in my study was to get permission from the Regional Director of Education in Tunisia to enter three primary schools. Once my file was accepted and permission was granted. He asked the trainer to choose three teachers to be observed. After choosing the three teachers and getting their approval, the Regional Director gave me three letters to give to the directors of the three schools where the teachers taught.

When I first went to see the three teachers, the trainer came with me, introduced me to them and we discussed which classes I would be observing because they were all teaching more than one class/group. Alia and Mounir both taught in groups (i.e. they had one group of 12 students to teach at a time) whereas, Amani taught the whole class (21 students) together. Alia taught one hour twice a week while Mounir and Amani taught once a week for two successive hours. Therefore, I planned my observations accordingly: observing Alia twice a week for one hour, when she taught the same group and observing Amani and Mounir once a week. The classroom observations lasted for almost three months, from September 29 to December 15, 2006. Before starting the classroom observations formally, the teachers, as well as the students, were given a letter and an informed consent form to be read and signed. The teachers gave me the signed consent form right away whereas the students were asked to take it home, to read it with their parents/guardian and to ask their parents/guardian to sign it.

I went to observe Alia's class on Mondays from 9 to 10 am and on Thursdays from 4 to 5 pm. I visited Amani's class every Friday from 8 to 10 am and Mounir's class every Tuesday from 8 to 10 am. A few classes were missed because of holidays (Eid: Oct 23 and 24, national holidays: Nov 6 to Nov 10).

I always sat at the back of the classroom. As soon as the class started, I put my Mp3 player on and I switched it off when the teacher declared the class was over. While I was sitting and observing in the back of the classroom, I took field notes and I wrote down the teacher's errors and mistakes to discuss them with him/her at the end of the session when the students had left the classroom. Making a list of teachers' mistakes was a surprising requirement that was asked of me (by Hedia) in exchange of the opportunity to observe in classrooms.

I asked the three teachers to choose the date for the interview and the questionnaire. The questionnaire was given to students at the end of the term during the English class. I asked the teachers not to help the students as they might influence their responses and I was there to answer any questions the students had. The interview as planned took about 45 minutes. In Amani's and Mounir's class, they devoted one hour of their two hours class for me to give my questionnaire to the students. In Alia's class, the situation was different because she taught for one hour and she did not want the group that I observed to lose a session in comparison to the other group (the other half of the class that I did not observe). Therefore, to accommodate me, she asked the students that were to answer the questionnaire to come to the session of the second group and she taught the whole class together.

Whereas the questionnaires for the three classes were given during the same week after the exams were over and the term was coming to an end, the interviews took place at different stages of the study depending on the teachers' availability. They were all conducted within the three last weeks of the term. All the interviews took place in the schools where the teachers were teaching. Amani's and Alia's interviews were conducted in empty classrooms that were available whereas Mounir's interview was carried out in the School Director's office.

The trainer was also interviewed at the end of the term when she was less busy. The interview took place in her house. Whereas the three teachers were asked the interview questions in Arabic (Tunisian and Standard) and answered in the same language, the trainer's interview was fully conducted in English.

As I was collecting the data for this thesis, I was trying to narrow down the focus of my research. I had noticed that the differences between the three teachers were very salient, and I was interested in studying the impact that these differences had on the students' willingness to learn English. Therefore, I decided to focus my study on comparing and contrasting the three teachers in the attempt to describe the role they were playing in the success or failure of the policy.

Data Analysis

The approach used in analysing the data collected in this case study was an "interpretational analysis", a term that Leedy and Ormord (2001) used to refer to "examining the data for constructs, themes, and patterns that can be used to describe and

explain the phenomenon studied” (p. 158). The following is an explanation of how each source of data was analysed.

Observation refers to “the watching of behavioural patterns of people in certain situations to obtain information about the phenomenon of interest (Johnson and Christensen, 2004, p. 186). The field notes that were taken during the classes that I had observed, together with the interviews data, were analyzed to investigate the behaviour of the teachers in their classrooms and the way they were teaching English.

The interviews that were conducted as part of the study were all recorded with an MP3 player/recorder. The teachers’ recordings were transcribed in Arabic; they were not fully translated except the excerpts that were used in this thesis. Relevant extracts from the trainer’s interview were also transcribed.

Once the transcriptions were done, I listened again for the interviews and read the transcriptions, as well as the field notes that were taken during the classroom observations, to look for repeating patterns that were used in establishing a full description of the three teachers. Accounts of the three teachers were presented in the form of short narrative to reconstruct the participants. Alder and Alder (1994) suggested that case study researchers use a “style of writing that draws the reader so closely into subjects’ worlds that these can be palpably felt” (p.381). The style of writing that was used in this thesis, i.e. short narratives of the teachers’ backgrounds, training, way of teaching, etc. , was meant to draw the reader as close as possible to the participants. The descriptions of the teachers focused on key similarities and differences in order to respond to the overall research question, namely: Is the policy to implement English in grade 6 working?

Once the differences and similarities between the teachers were established, some questionnaire questions, that were thought to be the most relevant to answer the research questions, were chosen. Selected questions from the questionnaire that was given to the students were analysed, the results were counted and percentages were generated for each class. Since the teachers gave me the exams and the marks that students scored, I was able to analyze students' performance across the three classes for purposes of comparison.

Having discussed the methodology used in this thesis, the following chapter will illustrate the findings of the study.

VI Findings

This chapter presents the findings of this study. First, I will discuss Hedia, the trainer, who became a secondary participant in this study. She did not only play a role in introducing me to the teachers and providing me with valuable information for the study, but she was also considered as an authority and a role model by the three teachers. Second, I will discuss myself, the researcher, as a participant-observer. Finally, I will describe the teachers, their way of teaching, and the teaching conditions...for the purpose of relating the findings to the study focus on the implementation of English in grade 6 in the context of Tunisia's language-in-education policy implementation.

Hedia: The trainer

Hedia is a 43-year old woman. She graduated from the University of Letters and Humanities in Mannouba (Tunis) in 1987. Since then, she has taught English in secondary schools. Four years ago, Hedia was asked by her inspector if she was interested in helping him teach courses at the “Centre de Formation Professionnel” in the city where the current study was conducted. Her role consisted in being “animatrice/formatrice” i.e. giving linguistic training to primary school teachers and at the same time teaching them how to use the animation method¹⁷. However, Hedia was still teaching at the secondary school and the workshops that she was conducting were only taking three hours of her teaching time.

¹⁷ Animation method is a term borrowed from French to refer to the method used in teaching English in grade 6 and which was mainly based on games, songs and entertaining activities that encourage the learners to learn in a relaxed atmosphere

The following year, Hedia left her job as a secondary school English teacher.

When I asked Hedia about the way she had become more involved in this experience, she answered:

The inspector went to Tunis. They had a big meeting with other inspectors and they were asked to choose a name for someone for this new project and he had no other name but mine and he gave it and **that's how I was involved or trapped**. I liked the idea first, I've never thought about leaving my class and starting doing any other thing maybe mentoring and that's it (Excerpt 1, Appendix D, p. 116).

Since then, Hedia has devoted her time to this project. In addition to organizing workshops and training sessions, Hedia was visiting the primary school teachers who teach English on a regular basis to see how they were doing and whether they were improving. Hedia referred to this as “follow-up”. Besides, Hedia was also responsible for asking teachers to present demonstration lessons and she helped them whenever they asked for help. According to Hedia, in a demonstration lesson:

A teacher is supposed to have a lesson and I have a group of teachers that come to attend the lesson. Sometimes, we video tape the lesson if we have the facility so that other teachers can see it. Sometimes, if we don't have this luxury, we just attend the lesson and that's it. In the lesson, sometimes I have the teachers choose the lesson they want to work. I just ask them “choose the lesson, try to do it. Try to plan your lesson and have any conception of it. And then with the teacher together we try to have a look at the lesson. If things are all right that's it. If they need any help, I can I try to help them and after the teachers presents his or her lesson. (Excerpt 2, Appendix D, p118).

The demonstration lesson was typically followed by a discussion of the strength and weaknesses of the teacher. The teachers that presented the demonstration lesson were either chosen by Hedia or volunteers. The number of the teachers attending the demonstration lesson depended on the place (city vs. rural areas) and the size of the classroom where the lesson would be conducted. Hedia described demonstration lessons

as very beneficial for the teachers and “the best thing teachers like” (excerpt 2, Appendix D, p.118).

I met Hedia when I went to the Regional Direction of Education to get the permission to observe in primary schools. She was presented to me as the person who was responsible for helping me throughout my observation period. She chose for me the three teachers that were my participants in this study. She also went with me to the three primary schools for my first observation, introduced me to the directors of schools and the teachers, and she explained to me the task that she wanted me to do which consisted of having a list of the teachers’ mistakes as well as some feedback that I could discuss with them at the end of the lesson.

Researcher as a Participant

As a graduate student in the School of Linguistics and Applied Language Studies at Carleton, Ottawa, Canada, I was looking for a good topic for my thesis. When I heard about the implementation of English in Primary Schools in Tunisia and the fact that this initiative was starting the year 2006-2007, I talked to my supervisor who was very enthusiastic about the topic. A few months later, I was taking the plane heading to Tunisia and feeling so excited about the adventure. As soon as I went there, I visited the Regional Director of Education who gave me a permission to enter three primary schools. He introduced me to Hedia who was a former English teacher, and who was working as a trainer for primary school teachers who teach English. The day I went to my first observation I was very nervous as if I were going to have an exam. I did not know what to expect. As I became more familiar with the teachers and the students and I was feeling

less as a stranger sitting at the back of the class, I started enjoying my experience, and I looked forward for each class.

Although I was hoping to just be an observer and a researcher, my relationship with the teachers was unexpectedly altered. As Hedia asked me to correct their mistakes and give them feedback, my role evolved from mere researcher to some sort of mini-inspector. This new role altered my initial role in the study.

However, I was welcome in all the classes especially as I was originally from Tunisia so I could interact with students and teachers in their first language. Besides, the fact that I was coming from Canada, an English speaking country, made me a more interesting person to them. They, teachers as well as students, enjoyed asking me questions about Canada: the culture, the weather and the languages...

I developed a good relationship with all the people that I met, and I was so sad when the experience was coming to an end. After finishing my last observation, I felt frustrated that I was not going to see the teachers and students again. A few weeks later, I headed back to Canada taking with me not only the data that I have collected for my thesis but also all the good moments and the great relationships that I had with my study participants: the trainer, the students and especially the three teachers: Amani, Mounir and Alia.

Teacher 1: Amani

My first meeting with Amani

Amani was the first teacher that I went to visit during my classroom observations in Tunisia. I went there with Hedia. We found Amani waiting for us and she warmly welcomed us in her class. I sat there with Hedia in the last row, overwhelmed with

emotions seeing those students so excited to learn English. They were playing, singing and learning. The teacher made me and Hedia participate in one of the activities. It was a very delightful first observation that made me look forward to the coming ones. I did not have the chance to talk to Amani, because we left at the end of the first hour of the two hour-class.

Presentation of Amani and her background

Amani was originally a technology teacher at the secondary school. She also went to Bourguiba School (a private school of languages) where she learned English for three years. When English started as a club, Amani was very excited because she loves the language and she learned it at Bourguiba School. In addition, Amani had lived for few years in Bahrain where she taught Arabic in an English-medium school. She was practicing her English there with the students and her colleagues.

At the time of the study, it had been five years since Amani started teaching English in primary schools but she also taught an introductory course in technology where students were taught how to use computers. She was studying to become an inspector in technology but she was still hesitant about whether or not she wanted to work in her own field because she had become used to teaching English.

The year 2006-2007, Amani had been caught in a conflict between the School Director and Hedia. The School Director insisted that she teach all the computer science classes because they didn't have another teacher for that and Hedia who wanted her to take all the English classes, because she found her competent. At the end, Amani decided to devote half her teaching time to technology and the other half to English.

Amani's training

After succeeding in the oral exam to become an English teacher in primary schools, Amani went for a 10-day training course in Monastir (a city in Tunisia) that she found very helpful. Since the experience of English Club was just at the beginning, the teachers enjoyed weekly meetings that were according to Amani very valuable and useful.

Description of Amani:

Amani was a teacher in her mid forties. She took teaching very seriously. She told me about the way she prepared her lessons. She did not watch TV or go out with friends or her family during the academic year. For her, the only time to relax was during holidays. She had a dictionary on her computer that helped her with the pronunciation issues. For the games that she used in class, Amani had many books: *Big Red Bus*, her daughter's books when she was studying in Bahrain and other books that she got from Libya. Besides, Amani always searched the internet for anything that could be helpful for her classes. She had lesson plans from different countries of the world. When I asked her if her husband had helped her since he was an English inspector, she answered that she preferred to rely on herself and she only asked for help when she was stuck.

Amani's relationship with her students

In class, Amani was a serious teacher. She liked to keep discipline. She didn't like her students to come late or to be sleepy in class. Amani was the only teacher among the three that I visited who was teaching the whole class together for two successive hours. At the end of the second hour, students usually got tired and became noisy. Once or twice, when students got very noisy, Amani asked some of them to go to the board to

have an oral exam and the class became very quite. I have noticed that although Amani made all her students participate, she has a group of brilliant students that were getting more chances to participate than the rest of the class.

My relationship with Amani

Amani seemed to have a dual personality, the one in class that I described above and the one that I experienced outside her class. Amani as a very nice person with a joyful personality; she was always smiling and friendly. Although during the class, Amani did not consider me present in class; she did not talk to me or look at me, she was very happy to see me coming to her class and at the end of the lesson after the students left the class, she would ask me for feedback and talk to me about her family and her plans. I really enjoyed being in her class because I felt invisible during the lessons and I was happy to meet the other Amani outside the class. When I gave Amani feedback, she appreciated it and she asked me for clarification and she thanked me for giving her advice: “Please tell me if you have any remarks because I like to learn and correct myself” (Oct 20th)

Amani’s relationship with school Director

The school where Amani taught is a very old school that was built during the colonial time . The architecture of the school is different from the modern ones (like the two other schools where the two other teachers taught) and I didn’t have to pass in front of the Director’s office on my way to Amani’s class. The only time I met the director was during my first visit to the school to give him the Regional Director’s permission and to ask him if he would allow me to observe in his school. I did not have the chance to ask

Amani about her relationship with the school Director but I saw her interacting with some administrative workers at the same school and they seemed to like her.

Amani's relationship with her colleagues

Amani had a close friend that taught English in primary school and with whom she shared her experience. During the interview, Amani showed me exercises that she had developed herself and she told me that this year she was going to offer a demonstration lesson. She told me about the remarks of the teachers that attended her demonstration lessons. They said that she only taught computer science which gave her plenty of time that she could devote to preparing material for the English class.

Amani's way of teaching

During my presence in Amani class, I found that she relied a lot on making all her students repeat new words. I had noticed that she followed the textbook lessons and songs. She was using some interesting games but they turned sometimes into chaos because of the number of students. What really drew my attention was the fact that Amani reproduced the exercises of the textbook on a big sheet and put them on the board and asked all the students to do them collectively. When I asked her about the reason she said:

If I tell my students to open their books and do the exercise, some of them will just turn the pages of the book and look at the pictures. However, when I reproduce it in big format and put it on the blackboard then I get all the students to focus and to benefit.

Amani did not want her students to do the exercises before class at home and if she caught some of them with the exercises already finished, she warned them that next time they will be punished. When I asked Amani to tell me her opinion about students using extra-curricular books, she answered:

For me, I don't use extra-curricular books and I don't want my students to use them. As students who are learning English for the first time, I don't want them even to study at home because if they learn to pronounce a word in a wrong way then it will be difficult to change it. I don't want them even to do the exercises at home before we do them together. I want them to revise the lesson after we see it together in class and not before.

During all the observations, I thought that Amani was the kind of teacher that liked to follow the textbook faithfully. I was surprised when, during the interview, she showed me all the handouts, stories and games that she had prepared for her students for the winter term. She explained to me that she was among the first teachers that taught English as a club and for two years they did not have any documents; neither textbooks nor tapes and she had to figure out a way to organize her lessons.

The other thing that I have noticed in Amani's class was that sometimes she shifted completely to Arabic or French; she did not just give a word or an expression but rather she explained a part of the lesson in Arabic or French. When I asked her what she thought about using those two languages to explain a third language she replied:

Yes I do use French and I do use Arabic while teaching English. In the past, when English was taught at the secondary school, teachers were not using Arabic or French to explain and students could not ask about the meaning of every single word. It's normal when it is a new language, students want to know the meaning of everything. I mean after using English and showing them a picture, if they don't understand then the teacher has to explain in French or Arabic.

Teaching circumstances

Amani was teaching English for the whole class during two successive hours.

When I asked her about what she thought of teaching 21 students together. She told me:

I like teaching the whole class because for me when I first teach the lesson, I feel that I can do my best but once I start repeating it, it becomes monotonous and I don't feel excited anymore. And also I feel it is better for the students, they will all learn the same things because if I teach them in groups then a group will say to

the other one: we played this song and you didn't or we played this game and you didn't. I feel when I teach the whole class together it is better for me and for them.

When it came to the length of the session, Amani admitted that her students were getting bored at the end of the two hours and they tended to become noisy. To make the class calm again, Amani introduced a new song or a game. As for her, Amani told me that once she started teaching, she didn't think about anything, she just focused on what she was doing and she could go on for hours. She said that she preferred to have two separate hours but unfortunately it was not possible due to the students' timetable.

Amani seemed rather happy with the classroom that she had because it was a big one but she wished she had a classroom just for herself. She in fact complained about the fact that the class was full of French wall displays that were sometimes misleading her students. On October 13th, she had an activity that consisted of giving the students numbers and they needed to write the corresponding letters to find the hidden word. Since the Alphabet was already displayed on the wall thanks to the French teacher, Amani just put the numbers underneath the letters. A student thought that the "T" which was written in French "9" is a "J" and was so upset to lose the game.

Amani was also hoping that in the future, the school will devote at least one computer for the English class so she wouldn't have to bring her laptop to play the CD songs.

Amani's lesson plan

When I asked Amani about her lesson plan, she did not have an exact answer, she just told me that she first reviewed what the students had seen before then introduced the lesson with a game, a story or a presentation of new words and then the next step depended on the lesson. According to Amani, there should always be a planning for the

lesson but the planning differed from one lesson to the other depending on the theme and the material that she would be using.

Amani's way of evaluating her students

Starting November 3rd, Amani was asking 3 to 4 students per session to come to the board and have an oral test that consisted of singing a song or making a dialogue according to what the students had learned during that session. When I asked Amani about the way she conducted the oral test she answered: "I don't really count the mark that I give during the exam, I mean some students may not do well in the exam and then it will not reflect their real competence. The oral mark that I give is mostly based on the participation in class."

The oral exam was marked out of 8. For the written exam the marks for writing and listening were respectively out of 4 and 8. The overall mark obtained was out of 20.

For the written exam, Amani told me about how difficult it was for her to put an exam together because for the first term, students did not learn lots of things which made the type of exercises that she could give very limited. It took Amani a long time to have an exam that she was finally happy with.

Teacher 2: Mounir

First Meeting with Mounir

The first time I met Mounir was when I went to his class with Hedia (the trainer). In that meeting, Hedia introduced me to Mounir and I explained to him that I would be in his class to observe as part of my thesis. Hedia and I were seated in the back of the classroom, I was taking my field notes and Hedia was filling a report form that she used

every time she went to visit an English classroom. Mounir explained to us that the class was a bit behind and that that was their first English lesson.

Shortly after the lesson started, Hedia stepped in and started correcting students' pronunciation mistakes. She was interacting with the students and asking them to repeat some words and Mounir was completely silent. The students turned to Hedia and the teacher became almost invisible. The same thing repeated throughout the lesson and Hedia was giving Mounir advice while his students were listening. The list of errors, that Hedia had on her report, got longer and longer. The one specific thing that I remember about that day was when Mounir was explaining a song and he gave an Arabic translation of the expression "with sunshiny faces" and he explained it as "the sun was so hot" and Hedia had to correct it. I felt bad for the teacher who was losing credibility in front of his students and for the students who were confused between focusing on what their teacher was saying and the correction that the trainer was providing.

Mounir's background

Mounir was a bilingual primary school teacher in his early forties. He got a baccalaureate in Literature and went to the university to study Theology. He left university after studying there for two years and went for training to become a primary school teacher. He taught French for few years but for the majority of his 16 years of experience at primary school he has taught Arabic. He once told me that he loved English more than French and that Arabic was his favourite subject to teach. When I asked him whether he was planning to continue teaching English he answered "it's a big jump. I mean one needs some change after teaching the same subject for 16 years. I mean, I would love to".

As was the case with all the students of his generation, Mounir started learning English in the fourth year of secondary school (old regime). He also learned English as a secondary subject at the university.

Mounir's training

After succeeding in the exam to become an English teacher at primary school, Mounir went for two training sessions in summer; the duration of each was one week. According to Mounir, this training enabled him to refresh his memory about what he had learned previously in his English classes but what he liked most about the training was the simplicity of the way the information was presented to the prospective teachers.

In addition, there were seminars and meetings that Mounir attended during his two years of teaching English. But what Mounir found most beneficial was the demonstration lessons that teachers were given the chance to attend and discuss. Mounir told me that these demonstration lessons were mostly inspirational when it came to lesson structure and time management (Dec 12th).

Description of Mounir

Mounir was an enthusiastic teacher that seemed to enjoy teaching. Even though he recognized that he had limited proficiency in English and that he was learning with his students, he had always accepted feedback with a smile and tried to provide an explanation: “at the end, I am doing my best; it (English) is not my specialty. This is my second year so it’s a new experience for me” (Oct 10th)

Mounir was taking feedback positively and was using it to make his next lessons better. When I drew his attention to a mistake, he didn’t feel embarrassed; he thanked me and corrected it immediately. When he was hesitating about a word or an activity, he

would come to see me and ask for advice. He was happy by the end of the term to feel that his English was improving: “I feel that my English is improving compared to the beginning of the academic year... You know one learns... Mrs. Hedia told us that we learn with our students” (Dec 5th)

However, Mounir sometimes tried to refer to other people (Mrs. Hedia, Mr. Khalil) to explain why he did something or why he made a mistake:

Mounir: Corrige your mistakes

Researcher: Correct

Mounir: Corrige or correct

Researcher: Correct

Mounir: Mr. Khalil told us “Corrige”

Researcher: Who is Mr. Khalil”

Mounir: The one who is in charge of our training. He helps Mrs. Hedia. Or you know what? May be I did not hear well. May be he said correct and I thought he said corrige (Oct 31st)

Mounir’s relationship with his students

Mounir’s students seemed to enjoy their English class. They could play, sing, and draw while learning. Mounir was very flexible with his students, he listened to them, smiled to their jokes and made jokes himself and asked for their opinion about which song they want to sing at the end of the lesson.

In Mounir’s class, students were curious and they ask Mounir questions such as:

“Why do we pronounce the “i” in nine and big differently?” (Oct 31st)

“What do we call this (eyebrow)” (Dec 5th).

The teacher was answering some questions and for other questions he asked me if I know the answer or he would tell the students that it was not part of the current lesson but he would include it in the next lesson.

Mounir's students were not afraid to speak out. A student once went to the blackboard and corrected a mistake that the teacher made; he changed a small letter at the beginning of a proper noun into a capital letter. Mounir just thanked him.

Some students were innovative and they argued about things that they did not agree with like:

“T: Zidane is French

S: No Sir, he is Algerian (in Arabic)

T: Yeah, but he lives in France.” (Oct 17th)

In another lesson, Mounir asked his students to repeat the verb “listen”. A student said “listen my teacher”, another said “listen my father” (Oct 3rd) [The words “teacher” and “father” were not yet encountered in class].

My relationship with Mounir

My relationship with Mounir was similar to the relationship of a teacher and an inspector. This was most probably due to the fact that when I first came to his class I was with Hedia and she told him that I would be giving him some feedback. In every session, his students stood up and greeted me.

In some sessions, Mounir collected students' copybooks and gave them to me to see them and comment on them. He sometimes explained why he did an activity. He even gave me the exam to review. When students did some activities where they wrote things on their slates, he asked them to show their slates to me after showing them to him.

When I was asking him to fix a date for the interview, he was delaying it and every week, he would tell me: “Sorry I won't be able to do it, I have commitments, can we do it next week” and when I went for my last observation, I told him that it was my

last day with him and if he was not comfortable being interviewed, I can understand that. He asked me whether the interview was about the mistakes that he made in class. When I answered that the interview had nothing to do with that and that it was not meant to be used as an evaluation, he finally accepted to do it.

Mounir's relationship with the School Director

The Director of the school where Mounir was teaching seemed to be a serious man. I met him only three times during my observations. The first time was when I took the Regional Director's permission to his office to ask him if I could observe in his school. He answered with a cold voice: "I need to keep this paper and to call the Regional Direction to check the information".

The second time I saw him was in Mounir's class when he came to ask Mounir why his students were in the yard instead of inside the classroom and Mounir had to explain to him that they needed a break because they had two successive hours of English and by the end of the first hour, they were tired and needed a break. The Director was still standing waiting for more explanation. When Mounir told him that Hedia said that it was a must to give students a break, the Director just left without saying a word.

The third time that I saw the Director and this was the most memorable for me was on the day I interviewed Mounir, we found a vacant classroom and we decided to use it for the interview. The Director sent an employer to tell us that since I was "the school's guest", it would be inappropriate to have my interview in a classroom, I should sit comfortably in the Director's office. Mounir and I moved to the Director's office and I wish we didn't. First, the Director was there and there were lots of teachers, students, parents coming in and out of the office which influenced the quality of the recording and

made it difficult for Mounir to concentrate. Furthermore, the Director was listening to my questions and to Mounir's answers and he was commenting on them giving his opinion and disagreeing with some of what Mounir was saying. To solve this problem, I explained to him that his opinion was very valuable and that I would interview him after finishing with Mounir.

Mounir's relationship with his colleagues

Although I did not discuss with Mounir his relationship with his colleagues that taught in the same school, I have noticed that he seemed to have a good relationship with them. This was based on the conversations between him and some of his colleagues that I've witnessed while I was observing in class. Besides, Mounir seemed to be a peaceful man, when the other English teacher teaching in the same school asked him to develop an exam for all the English classes, he accepted. When I asked Mounir about his relationship with other English teachers outside the school and whether he shares his experience with some of them, he said:

We only meet during training session and demonstration lessons. Unfortunately there are no ways of communication that can enable us to keep in touch more often. I mean if we had more academic meetings where we could discuss and exchange documents, the experience could have been more successful than it is now (Dec 12th)

Mounir's way of teaching

During the whole term, I noticed that Mounir was following the textbook faithfully; he was teaching his students the songs and dialogues according to the order in which they figured in the textbook. To practice what they had learned, Mounir's students were asked to do the textbook exercises in class and they corrected them collectively on the blackboard. On the 5th of December, during the break, I had asked Mounir about what

he thought of the textbook. He answered: “for the 6th grade only and given that it’s the first year they learn English, they have to be really good to be able to work with it and also I find it really long”.

During the interview when I asked Mounir about the textbook again, he answered:

Mounir: The textbook has a number of unities, every unity is divided into three lessons, every lesson is supposed to be taught in one hour. If we do that then we will be able to finish all the unities by the end of the year

Researcher: You don’t find it long?

Mounir: Indeed, it is long but the problem is that we are tied by the number of lessons, many lessons. If there were fewer lessons then we would have been able to do a comprehensive session where we review the 3 lessons of the unit before moving to the next unit and if we had more time, we could even have an evaluative session where we evaluate what the students learned from the previous unit. This way learning will be easier and the results will be better

Despite the fact that Mounir was not happy with the textbook length, when I asked him whether he used or advised his students to use other extra-curricular books, he told me that the textbook had everything that teachers and students needed and they didn’t need any other material.

When it came to the accompanying tape, Mounir thought that the previous tapes were more beneficial for students; they contained the whole lessons whereas the new tape was limited to some songs and rhymes. However, Mounir thought that the tapes that had all the lessons may prevent the teacher from making efforts to prepare for the lesson. He compared the old tapes to “double-sided weapon”.

Mounir thought that the CD contained good exercises and valuable information but it was impossible to use it in schools where the access to computers was limited to the technology teachers.

Besides the textbook and the tape, Mounir tried to bring to class few things like a ball, a rope, a teddy bear that helped him with the class. But most of the time, Mounir

drew pictures on the blackboard and he drew really good pictures and sometimes funny ones to make the students laugh.

Teaching circumstances

In many occasions, Mounir drew my attention to the fact that it was crucial for English teachers to have their own classrooms. It was difficult for me to guess which classroom Mounir would be using because he kept changing classrooms either because there was no electricity and he could not use the tape recorder, or for the reason that another teacher needed the classroom because he had more students and therefore Mounir and his students were moved to a smaller classroom. The classroom where Mounir taught for the majority of time was full of Arabic and French wall displays and Mounir told me that the only empty spot to put some English posters was the roof.

Mounir would love to have a classroom for teaching English where he could use his tape recorder, use wall displays and have at least one computer. The school Director told him that this was out of question because the other teachers would ask for a special classroom and the school was not big enough to fulfill their needs.

Mounir's lesson Plan

When I asked Mounir about the way he structures his lessons, he answered:

The plan is clear. The session is divided into 3 phases, the first phase is the “warming up” (in English) in which I introduce the lesson or a revision of the song or the dialogue of the previous lesson. Afterwards, we have the “presentation” (in English) phase in which I present the new lesson through some visual and audible material and then the “integration” phase during which the students do the exercises on the book and use what they’ve learned

The way that Mounir’s class was carried was always the same following these three steps that figured in the *Teacher Guide*. The only phase that was changing was the

presentation phase because the way of presenting the information slightly differed depending on the lesson.

Mounir's way of evaluating his students

I was observing in his class when Mounir informed me that he would be testing his students' speaking skills. Mounir explained to me that he would ask his students to come one by one to the blackboard and would expect them to sing a song of their choice and he would ask them questions about their age, phone number and other things that they had learned in the previous dialogues. The test was marked out of 4.

For the written exam, Mounir explained to me that he did follow Hedia's recommendations and that he made the marks of the written exam as follows: 2 for the written section and 4 for the listening section. When it came to the degree of difficulty of the exam, Mounir told me that Hedia explained to them that the vocabulary items should be given to the students in the exam and students should not have to guess any words. Mounir thought the exam will take around 30 minutes but the majority of students finished in less than 15 minutes and were impatient to know their marks.

Teacher 3: Alia

My first meeting with Alia

The first time I met Alia was in the Regional Direction of Education. I had received my permission to enter Tunisian classrooms and I was trying to figure out with Hedia (the trainer) which schools I would be visiting when Alia entered the office and started talking to Hedia about the fact that she wanted to teach 24 hours of English per week instead of 12 hours of English and 12 hours of Arabic and she was wondering if

Hedia could intervene to make her wish come true. Hedia introduced us to each other and asked Alia if I could come and observe in her class. Alia appeared to be very excited about the idea.

Presentation of Alia and her background

Alia was a 43 year old woman who had been teaching for 17 years in primary school. She got her baccalaureate in Literature and went to the Faculty of Letters and Humanities in Mannouba to become an English teacher in secondary school. Unfortunately, she had to leave by the second year. Shortly after leaving the university, Alia started training to “animate” in kindergarten and to become a director of a kindergarten afterwards. She started working in a kindergarten in 1987 before deciding to teach Arabic and French in primary school in 1990.

In the beginning, Alia had to teach in the rural areas and she wasn't aware that English clubs had started in the fifth and sixth grade of some of the primary schools in the big cities in Tunisia. In 2001, Alia went to Saudi Arabia and taught there for one year. When she came back to Tunisia in 2002, she heard about the English club and took the test to start teaching English as a club in primary school.

Alia's training

After passing the exam, Alia took two training courses. The first one lasted two weeks and was offered in Sfax (a city in Tunisia), whereas the second course, that lasted two weeks as well, was offered in Bizerte (another city in Tunisia).

Description of Alia

Alia was a very passionate and energetic teacher. As she could not have her own children due to health reasons, she said that she loved all the kids that she was teaching

and she considered them as her own kids. She told me that she spent the majority of her time looking for stuffed toys, writing stories, recording songs from TV, writing her own songs, preparing games...for her favourite class; the English class. Alia described herself as proficient, competent, ambitious and creative.

“I try to make exercises especially that I have the creativity, I mean I can write stories and even songs for my students...”

“I am very ambitious and I like knowledge...”

What was really interesting about Alia was that she asked for feedback but she seemed to be resistant to it. When I corrected her mistakes, she would always say: “Yeah, I know that but it was just a slip of the tongue”

Alia’s relationship with her students

Alia seemed to love what she was doing and her students seemed to enjoy it as well. What I really liked about Alia was that she did not have a favourite or a group of favourite students. In her class, everybody had to participate. For example, she organized the games in a way that every student got the chance to participate at least once.

Alia seemed to have a very good reputation among students when it came to teaching English. When I was there, there were students from other classes that wanted to come and sit in her class. I was there once when a parent came to Alia to ask about how her daughter was doing in class:

Parent: How is Amoula in class?

Alia: She is a good student.

Parent: She loves you so much. Every time she comes back from school, she only talks about Mrs Alia. I asked her if she kissed you and wished you a happy Eid and she told me that there were many students around you and she had to wait to be able to hug you and kiss you.” (Oct 26th)

I was there after the Eid holiday and I witnessed how students gather around Alia to kiss her and hug her. I had also noticed that students were always ahead of time in front of the school waiting for the English class.

My relationship with Alia

I felt very comfortable in Alia's class. I was sitting in the back and enjoying looking at her and her students singing, dancing, playing and having lots of fun. I had a good relationship with her and at the end of the lesson, she would show me the games and stories that she had prepared as well as the new toys that she had bought.

During those conversations, Alia called me "Halloula" which is the nickname for Hela but in class she called me "Madame Hela" and during the first days of my observations I was referred to as "the guest". I felt that my relationship with Alia changed over time and I became part of the class.

"Caillou, a speaking stuffed toy said: "I am happy" and the teacher said: "aren't we happy to have a beautiful and kind guest". (Oct 5th)

Alia was teaching as if I was not there; there were few instances when she mentioned my presence. The first time was the example mentioned above and the second time when she was teaching about countries, she used me as an example: "Madame Hela is from Canada, she is Canadian." (Nov 13th).

Alia's relationship with school Director

When I came to the school for my second observation, the school Director asked me to wait for Alia in his office instead of staying in the yard. Although, I was hoping to stay outside and interact with the students, I couldn't refuse the offer. When Alia finally came, I witnessed a very interesting conversation; the director was telling Alia about the

complaints of the other teachers about the fact that Alia taught her English classes in the technology room which was the only classroom equipped with computers. With an impressive confidence, Alia explained to the director that she was the one who needed it most since the subject that she was teaching required a big classroom and she needed the computers to enable the students to use the CD that came in the course package. The arguments that Alia presented were convincing enough for the Director who agreed with her. Before she left his office, the Director handed a tape recorder to Alia and explained to her that it was a new one that the school bought for her but to avoid problems with the other teachers, he asked her to tell them that she was the one who bought it and he asked her to write her name on it and to keep it in her locker.

Therefore, Alia was having the support of the director. The Director, in another conversation, told me that he thought that Alia had a good methodology and that he did not receive any complaints from the students' parents. On the contrary, some parents asked him if they could move their children to Alia's class.

Alia's relationship with her colleagues

From what she told me, Alia was having some problems with some colleagues that taught other subjects in the same school. According to her, they thought that her method of teaching was not efficient and that she was playing the clown with all the toys that she brought. She told me that they said that her class was lacking discipline since the students barely sat in their seats. The technology teacher that taught in the same classroom always complained about the wall displays that she was using. However, Alia told me that she was in touch with other teachers of English who taught in other schools and who liked her method of teaching and asked her for advice.

Alia's way of teaching:

Alia's class was very active; lots of games, songs, stories and fun. Her teaching was highly participatory; the students were most of the time out of their desks singing and dancing, playing games and enjoying the use of the toys that Alia gave them. For instance, when Alia taught her students names of the animals, she brought a big variety of stuffed animals as well as pictures. The singing activities were never carried out while students were sitting in their desks, Alia made them get together in circles, listen to the tape while she mimed and then asked them to sing along and to use the same mimes that she showed them. In addition to the songs provided in the textbook, Alia taught her students a variety of other songs that she collected from different sources.

In fact, Alia did not follow the units of the textbook provided by the government; she used lots of material that she developed herself or collected from other sources. However, Alia knew the content of the textbook by heart. I remember at the end of one class when I was having a casual conversation with her and she told me "students liked the song "days of the week" and they said we want to learn it. I told them, it's fine but I am not going to give them a handout about days of the week because they have them on page 111 of their textbook" (Oct 30th). There were other instances when Alia would compare what she was working on to what she was supposed to do according to the textbook. When asked whether she followed the units the way they were organized in the textbook, she answered in English "I am not stucked to the topic in order" (p.16). Alia explained that the first thing that she asked the students to do was to read the date. To be able to do so, students needed to know the days of the week that were part of unit 11 or

12 scheduled for the second or third term according to the book. This explained her need to re-organize the units according to her needs and the needs of her students.

For Alia, the material produced by native speakers is much more valuable and useful than the one produced by Tunisians.

Alia: Unfortunately, I was not among the first teachers that taught English in primary schools. They were so lucky because they had foreign material”

Researcher: What kind of books were they using?

Alia: *Big Red Bus 1* and *Big Red Bus 2* and to tell you the truth, I had a look at them and found them very interesting and useful and I am using them now

Researcher: Do you think they are more efficient than the Tunisian books

Alia: Oh Yeah! Much better than the Tunisian books because they give you the steps to follow and even if you are a beginner teacher, if you use them then you will find yourself animating without being conscious that you are doing it. I mean the *Big Red Bus* books are really really really efficient even the tapes that come with them are good because the voices are those of native speakers but for the Tunisian tape, the students that are singing are Tunisian and they make mistakes, especially pronunciation mistakes.

Despite Alia’s dissatisfaction with the Tunisian tape, she made sure that all her students got the tape. Since the textbooks for English in primary schools in Tunisia were changing on a yearly basis so were the accompanying tapes. During the year of the study, the tapes were available almost a month and a half after the beginning of the academic year. Besides, they were produced in very limited quantities. This was not a problem for Alia who asked her students to give her the cost of the tape and she went to different bookshops until she got a tape for everyone in her class including myself.

Besides, the school was providing the English teacher with an extra curricular activity book and a CD entitled *Wee sing* that were produced by native speakers and were given to some schools by the government as well as a dictionary for kids with lots of pictures and colors. Although there were other English teachers in the same school that

could have benefited from this material, Alia seemed to be the only one who was interested in using it.

When it came to practice, Alia told me that she spent lots of time collecting exercises from different books and preparing handouts for her students. Although the themes that she was teaching had related exercises in the textbook, Alia almost never used any of them. At the end of the class, she gave handouts containing song lyrics for the songs that were not in the textbook as well as practice exercises for the lessons that she taught and after two or three sessions, she devoted one session to the correction of the previous exercises.

Alia also used pictures and posters that were given to her by the trainer Hedia who offer them as gifts to some teachers in order to encourage them.

Teaching circumstances

Unlike many English teachers in primary school, Alia had the chance to teach according to the plan that was set by the government and which stated that English classes at the 6th grade of primary schools should be taught in two separate hours, twice a week, and the students of the same class should be divided into two groups taught separately. Alia described herself as lucky for having those favourable conditions since she believed that after one hour of studying English, the students started getting bored and they would no longer learn as much as they did in the first hour. Alia considered teaching groups instead of the whole class as crucial to the identification of the weaknesses of every student and as a significant chance for all the students to participate more and therefore learn more. She explained that if she had to teach the whole class then

the collective activities could turn into chaos which would limit the students' opportunities to learn and the teacher's ability to carry the lesson as planned.

Alia's lesson plan

Alia's English class always started with greetings and the date that she considered as part of the warming-up phase that included the revision of some of the songs that were taught previously. In the presentation phase, which consisted of presenting the lesson of the day, Alia started with a game or a story.

In every session, Alia's lesson was based on a song. The songs that she taught her students were either the ones that were included in the textbook or songs that she got from other sources (*Big Red Bus*, *Wee sing*, MBC3 (kids English Channel)). To be able to learn the song, the students according to Alia needed to understand the vocabulary:

In every session I have a special song, to be able to teach it, I naturally need to explain the song vocabulary before presenting it to the students. To be able to do so, I either integrate it in a game or a story so when the student listens to the song he can recognize the words. Afterwards I use the word cards on which I write the lyrics of the song or the rhyme because after listening to them, students need to see them written. I give those word cards to the students and I ask them to go to the board and say "**I have the word...**" or "**I have the sentence...**" therefore the student will understand and learn the words which will make it easier for him to learn the song.

Alia's way of evaluating her students

When I asked Alia about the criteria she used in assigning oral marks to her students, she answered:

The mark is based on participation in class. I can not specify a day for oral examination and one of the students might be sick or in a bad mood. But when you evaluate students on a daily basis while playing a game or making a dialogue, you will be able to know their weaknesses and their strength and you can help them improve and I don't start another unit unless I am sure that all students are at the same level.

As for the written exam, the exam time was set by the government to be thirty minutes. When talking about the exam, Alia explained to me that exams were different from what they used to be when English was a club in primary schools. She drew my attention to the importance of making the student write in English depending on their level of proficiency whereas in the past, the emphasis was mostly on speaking. For Alia, the exam should be divided in the following way:

You have to have 25% of the exam in a way that the least proficient student in class would be able to do it. Another 50% of the exam is meant for the students with average proficiency that can do up to 75% of the exam. The last 25% of the exam are for the excellent students. This is the way I make my exams in all the languages.

After describing the three teachers and before discussing the patterns of similarities and differences, I will examine the students' responses to the selected questions of the questionnaire (see chapter V, p. 39, for criteria of selection) that I gave them at the end of the term. The investigation of the students' responses to the selected questions will help clarifying the impact the teachers were having on their students' learning.

Summary of Students Responses to the Questionnaire

In this section, the responses to the selected questions are presented in tables. Each table compares the results of the students of the three teachers using percentages. Every table is followed by an interpretation of the results. A detailed account of the students responses is included in Appendix F (p.128).

Question 1: Which one of these subjects do you like most: Ar/Fr/Eng?

Table 6.1: Students' answers to question 1 of the questionnaire

Language	Teacher		
	Amani	Mounir	Alia
Arabic	9%(2)	0%	0%
French	24%(5)	0%	0%
English	57%(12)	100% (12)	100% (12)
Arabic and French	5%(1)	0%	0%
Arabic French and English	5%(1)	0%	0%
Total	100% (21)	100% (12)	100% (12)

In response to the first question of the questionnaire, all Alia's and Mounir's students agreed that English is their favourite subject. However, in Amani's class, students had different preferences. Although the majority of Amani's students chose English as their favourite subject, almost a third of the class had a preference for French, and the rest chose Arabic. Two students in her class were not able to make up their mind on just one subject and they chose two or three.

Question 2: Do you see any difference in the ways these three languages are taught?

Yes or NO. Explain

Table 6.2: Students answers to question 2 of the questionnaire

Response		Teacher		
		Amani	Mounir	Alia
Yes		16 (76%)	8 (67%)	12 (100%)
No		5 (24%)	4(34%)	0
Explanation				
If yes,	in favour of English as a language/class	1(6%)	4 (50%)	4
	in favour of English teacher	4(25%)	0	0
	in favour of both Eng as a language and the Eng teacher	0	4(50%)	0
	in favour of other teachers	3(19%)	0	0
	Subjects are different	5(31%)	0	0
	Teachers are different	3(19%)	0	0
	Favoured activities performed in class	0	0	12
Number of answers in English		0	0	5

In response to the second question, 25% of Amani's students did not notice a difference in the way the three subjects (Arabic, French and English) were taught. Half of those students argued that the teachers were all the same although they taught different languages. The other half stated that the teachers were doing their best to make their students learn regardless of the subject being taught. The rest of the class who saw a

difference in the way the three subjects were taught gave different explanations. Students who argued in favour of the English teacher stated that their teacher was a good teacher that explained the lessons to them in a different way. Those who argued in favour of other teachers all praised their French teacher and his way of teaching which explains the results of table 6.1 (where 24% indicated they liked French as a subject). Half of Amani's students who claimed that the way of teaching the three subjects differed said that the difference was due either to the difference between the subjects or between the teachers.

In Mounir's case, one third of his students did not see a difference in the way the three subjects were taught and they did not give any explanation for it. The other students saw a difference that they attributed either to English as a language/subject (e.g. enjoyable, useful, beautiful, easy, we have fun... (see Appendix F for more details) or both to English as a language and the role of the teacher in making them "love" it (M7* and M9, see Appendix F). Some students also praised their teacher and one of them said that they have "one of the best teachers in school" (M8)

Unlike the two other classes, Alia's students all agreed that the way of teaching English was different from the way of teaching the other subjects. All the students listed the activities that they did in the English class (i.e. drawing, playing, singing, using computers...) and that they apparently did not do in the other classes. One third of the students also mentioned that English was fun. In response to this question, five of Alia's students actually answered in English or wrote a few words in English as part of their

* I used M1 to M12 for Mounir's students, A1 to A12 for Alia's students and Am1 to Am21 for Amani's students. See a full account of the students responses in Appendix F, p.128.

answers which did not happen with regard to the other two classes. One of Alia's Students, answered almost the whole questionnaire in English (see A4 in Appendix F).

Question 4: Do you like English?

I like it very much/I like it a little bit/I don't like it/I don't know.....Why?

Table 6.3: Students' answers to question 4 of the questionnaire

Response		Teacher		
		Amani	Mounir	Alia
I like it very much		18 (86%)	12 (100%)	12 (100%)
I like it a little bit		2 (9%)	0	0
I don't like it		0	0	0
I don't know		1 (5%)	0	0
Explanation				
I like it very much explanations	in favor of English as a language	7 (34%)	10 (84%)	4 (34%)
	in favor of English teacher	3 (14%)	1 (8%)	1 (8%)
	related to actions performed in class	1 (5%)	0	6 (50%)
	related to learning	5 (24%)	0	4 (34%)
	related to activities performed outside class (watching movies, talking with others in Eng...)	2 (9%)	1 (8%)	6 (50%)
I like it a little bit/ I don't know	Failure to understand the language	1 (5%)	N/A	N/A
	No answer	2 (9%)	N/A	N/A

Question 4 was designed to explore whether students liked English or not. In Alia's and Mounir's classes all the answers were affirmative and all the students said that they liked English very much. However, when they were asked to explain why they liked English that much, Alia's students gave different answers from Mounir's students. Many of Alia's students related their love for English not only to the activities that they performed in class (drawing, singing, playing...) but also to activities that they performed outside class mainly watching English movies and cartoons and talking with friends or members of family in English. Some students claimed that they liked English because of the language (exciting, enjoyable, fun...) and also because they felt that they were learning it and were able to "pronounce" it and "understand" it (see Appendix F)

In Mounir's class, more than 80% of the students acknowledged that their love for English was related to the language that they described as a "beautiful", "useful", "enjoyable", "easy", "wonderful subject"... These qualities made students "happy in English class" and one student commented "it is one of the best subjects, we make lots of fun and I think this is what good teaching is all about" (M9, see Appendix F)

In Amani's class two students said that they liked English a little bit and a third student did not know whether he liked it or not. Among those three students, only one gave an explanation. He said "because I don't understand the language" (Am10). The rest of the students in Amani's class affirmed that they liked English very much, but they gave a wide variety of reasons some of them related to English as a language and the efforts of the English teacher to make them learn. About a quarter of the class claimed that they liked English because they were learning, they specified the ways of learning that they liked such as playing, singing, dancing... A student said that the fact that their

teacher made them play during English class made him love the language. He even supported his statement with the proverb “Teach children while they are playing” (Am 12).

Question 5: Do you feel that your English is improving?

Yes/No/ I don't know.....Why?

Table 6.4: Students' answers to question 5 of the questionnaire

Response		Teacher		
		Amani	Mounir	Alia
Yes		17 (80%)	11 (91%)	11 (91%)
No		0	0	0
I don't know		4 (19%)	1 (8%)	1 (8%)
Explanation				
I think it's improving explanations	related to learning	4 (19%)	0	4 (34%)
	related to understanding the lesson	2 (9%)	0	0
	related to understanding outside class	0	0	4 (34%)
	related to teacher's role	4 (19%)	4 (34%)	1 (8%)
	related to students role	8 (38%)	5 (41%)	1 (8%)
	related to English language	1 (5%)	3 (25%)	1 (8%)

In response to question 5, Alia's and Mounir's students had the same results again; the majority said that they felt that their English was improving while one student in each class was not sure whether they had improved or not. The one student in Alia's

class, who responded that he did not know, did not provide an explanation whereas Mounir's student, who indicated he did not know, just said that he was not a good student.

In Mounir's class, more than 40% of the students related their improvement to the roles they played in class and outside: participating (M2, M7), paying attention (M4, M5) and revising at home (M3, M5). A third of Mounir's students claimed that they were improving thanks to the efforts of the teacher which was described as "good", "very talented" and "constantly encouraging his students to improve". One student stated that "my teacher wants to make his students among the best students in the city" (M9). The rest of the students attributed their improvement to the fact that English is an easy language.

In Alia's class, 34% of the students felt that their English was improving because they noticed that learning took place when they compared what they knew at the beginning of the year, almost nothing, to what they could do now in English: speak (A3, A12), understand (A6, A10, A11), and read (A8). About a third of the students that talked about improvement in their English proficiency were able to feel it outside the classroom while watching a movie or talking to a family member in English.

In Amani's class, 80 % of the students noticed an improvement in English whereas the rest did not know whether they improved or not. Among the latter, only one student gave an explanation where he stated that he knew few things and there are other things that he did not know yet. More than 30% of the students attributed their improvement to the efforts they were making in class: participating (Am8, Am20), paying attention in class (Am6, Am7, Am11, Am14, Am15) and understanding the lesson

(Am3, Am4). The rest of the students were divided into two groups. The first group related their improvement to the fact that they felt they were learning, whereas the second group acknowledged the role of the teacher in making them improve.

Question 6: Outside the classroom, how do you try to improve your English proficiency?

Table 6.5: Students' answers to question 6 of the questionnaire

Response		Teacher		
		Amani	Mounir	Alia
I don't do anything		1 (5%)	0	0
Watching TV programs in English		20 (95%)	12 (100%)	12 (100%)
I try to do the exercises in the book before class		7 (34%)	3 (25%)	1 (8%)
I listen to the tape included in the package		10 (48%)	7 (58%)	9 (75%)
I use another book in addition to the textbook		8 (38%)	8 (67%)	5 (42%)
I ask a family member or a friend to help me		9 (43%)	5 (42%)	6 (50%)
Other, specify ...	Dictionary	2 (9%)	1 (8%)	5 (42%)
	Computer (CD, internet...)	1(5%)	0	4 (34%)
	English video tapes/ DVD	1(5%)	2 (16%)	1 (8%)
	I write what I have learned in class	0	2 (16%)	0
	I read stories	1(5%)	0	0

To improve their English proficiency, almost all of the students in the three classes were using English TV programs as a main learning tool.

When it came to listening to the tape included in the package, Alia's students seemed to be the ones that had the highest rate with 75% compared to 58% in Mounir's class and 50% in Amani's class.

In Amani's class, 33% of the students affirmed that they did the exercises in the book before class compared to three students in Mounir's class and only one student in Alia's class. However, it seems that 40 to 60 % of the students in the three classes used extra curricular books.

Students seemed to equally ask for help from a family member or a friend with 50% of respondents in Alia's class who claimed to do so, 42% in Amani's class and 41% in Mounir's class.

More than 41% of Alia's students seemed to use a dictionary, whereas only 2 students in Amani's class and 1 student in Mounir's class mentioned the use of dictionaries.

Alia's students also seemed to have the highest rates (1/3 of the class) of using the computer to improve their English compared to one student in Amani's class. In Mounir's class, no one referred to the use of computers as a way of improving their English. Nevertheless, one or two students in every class brought up the use of English DVDs and Video tapes to help them develop their linguistic abilities.

Using the copybook to write the new words as a strategy to improve their English was only pointed out in the responses of two of Mounir's students. Similarly, reading a story to enhance English proficiency was only mentioned by one student in Amani's class.

After comparing the students responses to the selected questions, the next section will present the exam results, which will be used in the discussion chapter to help identifying whether students are learning or not.

Exam results

At the end of the term, the students had to sit for an exam prepared by their teacher. The exams that were made by the three teachers varied in length and in degree of difficulty, but they were all relevant to what has been taught in class. As they stated in the interviews, the teachers seemed to have different opinions about what should be included in the exam and how the exam should be marked. Whereas Amani and Mounir used the marking scheme proposed by the trainer i.e. the oral exam out of 4, listening out of 4 and writing out of 2, Alia had her own way of marking and she made the oral exam as well as the written exam out of 20.

The results of the exams in the three classes that were observed varied from one class to the other (see Appendix G, p.138for details) but overall, the students seemed to do well in the English exam. Only one student in the three classes did not have a passing mark. The average mark in the three classes was equal to or above 15 out of 20 which is equivalent to 75%.

Having presented the findings of the study in chapter VI, I will discuss them in the next chapter in relation to the research questions to see whether the policy to implement English in grade 6 is working or not.

VII Discussion

This thesis had as its aim to investigate the question: Is the policy to implement English in grade 6 working? To be able to answer this question, I need to discuss my findings (see chapter VI) according to the other research questions. This chapter is divided into four sections. Each section discusses one research question in relation to the results presented on the previous chapter.

What did all the teachers participating in this study share?

Looking at the data presented in chapter VI, the three teachers seemed to be very different from each other. However, a closer look at the teachers made it clear that despite their differences that will be discussed below, Amani, Mounir and Alia did share some key characteristics.

First, the three teachers in this study were from the same age range; they were all in their forties. Second, despite their different backgrounds, they were all primary school teachers before starting to teach English at the sixth grade of primary school. Third, Amani, Mounir and Alia all voluntarily chose to become English teachers. Fourth, they all had to go through the same process to join the program; passing the exam and then attending the training sessions although they went through the process at different times. Fifth, the three teachers had the chance to teach English as a club at least one year before teaching it as a main subject. Sixth, they all valued highly the animated approaches: singing, playing, dancing... even if they were using them to different degrees. Seventh, based on the interviews, Amani, Mounir and Alia all believed in the importance of animation in supporting students learning. Eighth, they all claimed to follow a lesson plan

although they were doing it differently (see the Way of Teaching section for each teacher in chapter VI). Ninth, whether they were chosen to do it or they volunteered, the three teachers that participated in this study all told me that they were planning a demonstration lesson in the winter term. Finally, as stated in chapter VI, Amani, Mounir and Alia were all enthusiastic about what they were doing and they all shared the same objective: helping their students learn English.

How did the teachers differ?

This section examines the teachers in two ways considering first, the external factors and second, the internal factors that affect their teaching and are based on the findings of Chapter IV. The examination of external and internal factors is drawn from Wang (2006) who has developed a “hypothesized theoretical model of factors affecting teachers’ implementation” (p.73) (see Appendix H, p.141).

In this section, I adapt Wang’s model and discuss the factors as continua in order to compare and contrast the role of each factor in affecting each participant. The continua are based on the answers provided by the participants during the interview and which were summarised in Chapter VI.

External Factors

The main factors that are presented in this section are: the administration support and the teaching conditions, the trainer’s support, the class size, the timetables and finally the textbook and other resources. These factors were chosen from the list proposed by Wang (2006) because they were the factors that play the most dominant role in this study.

The administration support/ teaching conditions

Figure 7.1: The administration support continuum

As Figure 7.1 shows, Alia seemed to have the most support from the School Director. He bought her a new tape recorder that could be used exclusively by her and he also fought for her to get the classroom that had the computers although other teachers were asking for it. Alia was the only teacher who did not complain about the classroom. Although the room was a technology room, Alia was using the cabinet to store her teaching material and she was using the walls for her wall displays. In addition, the school provided Alia with the *Wee Sing* book and CD in addition to an English dictionary.

Amani consistently had a big classroom where she taught her English class. In addition, the school provided her with a tape recorder that she could use as well as the *Wee Sing* book and CD. The only two things that Amani wished for were a classroom just for English, so that she can use her own wall displays, and at least one computer in the classroom instead of using her laptop to play the CD songs. Therefore, Amani was placed almost in the middle of the continuum but more towards the least support side because obviously, she did not have as much support as Alia did.

As for Mounir, he seemed to be the teacher who had the least support from the school director. The school did not only fail to provide him with extra material to teach English (*Wee Sing*) but also he had to move from one classroom to the other either because there was no electricity for the tape recorder or because another teacher took the classroom. Besides, during the interview which was conducted in the Director's office, the Director disagreed many times with Mounir. The Director said that he could not provide the English class with a specific classroom and he was wondering why primary school teachers were asked to teach English whereas there were many unemployed secondary school English teachers that deserved the position. It was evident that Mounir did not have the support of the school director.

The trainer's support

Since I had the chance to visit the three teachers with Hedia, the trainer, I saw how she related to the three of them. It seemed that Hedia encouraged Amani's way of teaching. She also liked Alia's animation skills. However, Mounir's lack of experience in teaching English, as well as his lack of English proficiency, made him the least supported teacher by Hedia. This may also be due to the fact that Hedia was the one that taught Alia and Amani during the training sessions and workshops, whereas Mounir was trained in another group led by another trainer. Another reason for Hedia's perception of Mounir's skills may have been due to the fact that he was new to teaching English and Hedia thought that he needed guidance. The way she provided it made it look more like interference than guidance; she intervened many times during the lesson not only to correct students' pronunciation mistakes but also Mounir's mistakes. This interference or guidance did not prevent Mounir from asking to present a demonstration lesson. Hedia

said that Mounir “still have some problems in English but as long as he is willing to learn and he has lots of good ideas and he works hard. He can manage”.

Although Mounir seemed to be the one that had the least support from Hedia, she recognized his willingness to learn and his hard work.

Class Size:

Although Alia and Mounir were very glad that they had to teach one group of students (half of a class) at a time, Amani seemed to enjoy teaching the whole class together. Alia and Mounir thought that students could benefit more when taught in a small group and the teacher could devote time and energy to every student. On the contrary, Amani argued that she did her best when she presented the lesson for the first time and when she did it for a second time it was not the same.

Timetables:

All the teachers who participated in this study recognized that it was better to have two separate hours than two successive hours. Alia was the only one among the three participants that had the chance to teach English for one hour twice a week.

Although both Amani and Mounir noticed that the students got tired by the second hour, they found different solutions. Mounir gave his students a break between the two hours whereas Amani introduced a song or a game at the beginning of the second hour to entertain the students before going back to the lesson.

Textbooks and other resources:

Mounir seemed to be the teacher who was the most faithful to the textbook. His lessons were planned according to the units and activities of the textbook. Although Amani, during the observation, gave the impression that she was also limiting her

teaching material to the textbook, the interview revealed that she was using a wide variety of books that she was planning to utilize starting from winter term. Alia was the only teacher that was limiting her reliance on the textbook and her lessons were planned using multiple resources. Amani and Alia both reported that they used *Big Red Bus*; Amani had it because she taught with it few years ago and Alia borrowed it from Hedia.

Internal Factors

The main factors that are presented in this section are: the language background and English proficiency, teaching experience, teachers' beliefs, time devoted for preparing lessons, reasons for teaching English, commitment to teaching English in the future and finally personal factors. These factors were inspired from Wang's (2006) internal factors and were selected according to the relative differences that were observed in this study.

Language Background/ English proficiency:

Figure 7.2 Language Background/English Proficiency

Alia was the only teacher that had had English as a medium of instruction at the university level. This explained her fluency in English. Amani also had the chance to interact with English-speaking people while she was teaching Arabic in the Middle East.

She also studied English in Bourguiba School for three years. Mounir had not studied English since University when English was offered as a secondary subject, and he had not had the chance to practice his English before teaching it at the primary school level. It should also be acknowledged that Alia and Amani were among the first generation that had to have excellent marks to pass the test (16 out of 20 was the minimal requirement) whereas Mounir had the exam two years ago when English teachers were desperately needed and a minimum average of 10 out of 20 was good enough to pass.

Teaching Experience:

Figure 7.3: Years of experience teaching English in primary schools

Although the three teachers were of the same age range and they approximately had the same number of years of experience, their fields of experience were different. Mounir was primarily an Arabic teacher, Alia was mostly teaching French classes and Amani was teaching technology and she also had some experience teaching Arabic.

From this continuum, we can see that Mounir had the least experience in teaching English, which explains why he had frequent errors in pronunciation and capital letters and a shortage of vocabulary items. He just knew basic vocabulary to keep the lesson going and he used to pronounce French words differently to make them sound as English words. For example: “Devine” for guess and “Corrige” for correct. This lack of

experience was translated into a lack of confidence that made Mounir uncomfortable during the presence of someone more proficient than he such as the trainer or the researcher.

Amani and Alia had both more than four years of experience which explains the fact that they both had a better mastery of English than Mounir. Although Amani started teaching English one year ahead of Alia, the latter had the advantage of studying English for two years at the university level which made her more fluent than Amani. Overall, they were both comfortable teaching English which apparently was not the case for Mounir.

Teachers Beliefs:

Amani seemed to believe that her students should not learn English outside the classroom for fear that they might learn the wrong pronunciation of a word. She even prevented her students from doing exercises at home. She wanted to be their sole source of learning and she believed that she could give them whatever they needed to learn in class. She also believed that it was permissible to use Arabic or French to explain the difficult English words, which was not the case for Alia and Mounir. They thought that this should be the last resort, and the ideal way was to use pictures and mimes to explain the new vocabulary to the students.

Mounir believed that learning English should be enjoyable. He liked to make jokes, listen to his students' jokes, and draw funny pictures. He was not intimidated by a student correcting his (Mounir's) mistakes or another asking a question that Mounir could not answer due to his limited knowledge of English language. He considered the English class a chance for everybody to learn including himself.

During the interview that I had with Alia, she explained to me that she believed that a teacher should give her students the maximum she can give so that students would retain at least a minimum amount. She used to tell her students that they had English inside of them and that her role was to trigger it and their role was to try to get it out.

Alia was watching the same TV programs as her students and she was trying to get their favourite cartoons characters (Elmo, Barney, Caillou...) in stuffed toys and use them in class. According to her, she was doing that because she thought that students learned better when the teacher related the lesson to something that the students loved and that represented a part of their life outside school.

Alia also encouraged her students to produce wall displays containing the alphabet, days of the week or their favourite song because she thought that by getting them involved they would learn more. She even made them read the questions on the handouts although there were lots of new words that they had not yet seen. If a student made a mistake, Alia tried to make the other students correct their classmate before giving the right answer.

Time devoted for preparing lessons

Alia told me that she was always hunting for new stuffed toys. She visited a second hand store every second day to check for new arrivals. She based her lessons on the material that she had. She tape recorded songs from TV. She also wrote her own songs and stories and she spent a lot of time preparing wall displays. Teaching in general and more precisely teaching English represented an important part of her life and preparing for the coming lessons was a daily routine for her.

Amani was devoting lots of time looking on the internet and in books for ideas for her lessons, but she did not use any of them during the fall term and she said that she was saving them for the second term, when her students would be proficient enough to do them. In the fall term, Amani just used the exercises in the book that she reproduced in big format to do them collectively in class.

Mounir prepared the lessons faithfully to reflect the lesson plans provided by the *Teacher Guide*. He did not have any extra-curricular books or material provided by the school to help him develop his lessons. From time to time, he brought to class his kids' toys to use them for a lesson. Sometimes, Mounir made his own drawings to introduce new vocabulary items to his students. Despite his limited resources, Mounir, in every session, had a written lesson plan with the lesson steps, the activities and the time they would take. Mounir explained that he was going to have an inspection for his Arabic classes. This is why he couldn't devote as much time as he wanted for the English classes.

Reasons for teaching English

The participants in this study had different reasons for teaching English. Alia went to the University of Letters and Humanities to become a secondary school English teacher but she had to leave after only two years of the four-year program. Teaching English at primary school was for Alia a dream come true. She was finally able to be an English teacher.

Amani was originally a technology teacher. She decided to teach English in primary school because she had studied English for three years in Bourguiba School and

she loved the English language and she thought it would be interesting to teach something that she loved.

For Mounir, teaching English was just for change. He had been teaching Arabic for about 16 years and since he did not like French very much, he thought that teaching English would be a good way to do something new and exciting.

Commitment to teaching English in the future

Alia seemed to be the one who was the most committed to continue teaching English, and her dream was to devote all her teaching hours for English. At the end of the interview she said: “My wish is to specialize in teaching English. I mean students can really benefit a lot, you know”. Amani was not that sure about whether she wanted to continue teaching English or she preferred to become an inspector in her own field, technology. As for Mounir, he enjoyed teaching English, and he wanted to continue the experience, but he also did not want to sacrifice teaching Arabic.

Personal factors

Unfortunately, I did not get close enough to Mounir to know about the presence of any personal factors that influenced in one way or another his choice of teaching English and the way he was doing it. But what I have noticed is that the relationship that Mounir had with his students looked more like a friendship than a vertical teacher-student relationship.

Alia had told me that the fact that she was not able to have kids, she considered her students as her own kids, and she was doing whatever she could to make the English lesson enjoyable for them. Playing, singing and dancing with her students as well as

reading stories for them seemed to compensate her for the role of the mother that she did not get the chance to experience.

Amani also seemed to have a personal factor that was playing a role in her teaching. As her husband was an Inspector for the English teachers, he was providing her both with the support and help that she needed. The way Amani conducted her class looked like the old teacher-student relationship where the teacher was fully in control and he/she was considered as the sole source of learning.

The following is a figure that summarizes the internal and external factors. It is also inspired from Wang (2006) and modified to suit the findings of this thesis. In fact in Wang's model (see Chapter IV, p.34), the external and the internal factors for the implementation of English in China were both presented in circles of equal sizes. Wang thus suggested that the influences of internal and external factors are equal. In Tunisia, the situation was different. In fact, it seemed that it was the teachers' belief system that dominated. The external factors observed in this study were not equal to the internal factors. For example, the class size for Amani (21 students) might have influenced her way of teaching in a negative way. However, Amani believed that she did her best when delivering the lesson for the first time. This was why she thought that if the class was divided into two groups the second group would not benefit as much as the first group. Mounir did not have access to extra resources but he was satisfied with the textbook and thought that it was all he needed to teach the lessons. Therefore, in the following figure, the internal factors were placed in a circle in the centre whereas the external factors were scattered outside the circle with arrows that indicate that they are interacting with the internal factors in influencing the teachers' way of teaching.

Figure 7.4: The external and internal factors influencing the teachers' way of teaching

What are the implications of the differences between the three teachers?

In this section, the implications of the differences between the teachers are summarized in the tables below. The use of a table makes it easier to see each factor, how its influence varied across the teachers and the implications of the variability on their teaching and the students learning. The first table presents the implications of the external factors whereas the second table illustrates the implications of the internal factors.

Table 7.1: The implications of the external factors

External Factors	Amani	Mounir	Alia	Implications
Administration support/teaching conditions	+	+/-	++	Students in Alia's class could dance and play freely in the class and can also use computers which they enjoyed.
Trainer's support	++	+/-	++	Mounir had some lack of confidence due to the trainer's interference and my presence in class, but this did not prevent him from trying his best in teaching and making his students enjoy the English class.
Class Size	21 (whole class)	12 (group)		Despite the differences, the three teachers were happy with the number of students they had. However, I noticed that in Amani's class some students sitting at the back did not participate as much as the other students. Besides, in her class, the games turned into chaos because of the

External Factors	Amani	Mounir	Alia	Implications
				number of students which was not the case for Alia's and Mounir's classes
Timetables	2 successive hours taught the same day		2 separate hours taught in two different days of the week	The three teachers agreed that teaching English for one hour twice a week was much better than two successive hours taught the same day. In Alia's class, the time went so fast and students were looking forward for the next lesson. In the two other classes students were exhausted and bored after an hour and a half.
Use of textbook	The main tool of teaching		Minimal use of textbook	In Mounir's class as well as in Amani's class, at least for the fall term, students did not have the opportunity to practice or discover anything outside the textbook. In Alia's class students were so excited to be exposed to a variety of new things that the other classes were not experiencing.
Use of other books	<div>Did not use any other books</div> <div>Used <i>Big Red Bus</i> and <i>Wee Sing</i></div>			Alia and Amani agreed that the instructions presented in the teacher's guide part of the Big Red Bus were very beneficial. Mounir said that the current teacher guide is not very detailed and was not very helpful for him except the lesson plan section. (e.g. once Mounir asked his students to do the exercise the wrong way: instead of asking them to circle the odd word, he asked them to circle the numbers because the exercise was in the numbers unit)

Table 7.2: The implications of the internal factors

Internal factors	Amani	Mounir	Alia	Implications
Language background/ English proficiency	3 years in Bourguiba school	Did not study English outside high school and in university as a secondary subject	2 years in the university with English-medium instruction	Alia was the most proficient in English. In the interview, she said full sentences in English which was not the case for the other two teachers. Her Students were the only ones who answered some questions in English in the questionnaire. Mounir was struggling with his lack of proficiency but he was willing to learn. Amani was proficient enough in English to give her students the right pronunciation most of the time.
Teaching Experience	5 years	2 years	4 years	Mounir's lack of English teaching experience made him rely completely on the textbook. Amani and Alia were both familiar with the content and they had materials from previous years of teaching English that they were still using.
Teacher's beliefs	-Ss should not learn outside classroom. -T is the only source of knowledge -Using L1 or L2 to explain an FL is permissible.	-Enjoyable and fun atmosphere in class. -It's Ok when a S corrects a T's mistake -Everybody in there to learn including the T.	-T should give the Ss the maximum so they can retain the minimum. - Ss learn better when the teacher relate the lesson to something that the Ss love. -Ss should be involved in the learning process but participating in wall displays.	The majority of Amani's Students related their learning and improvement to paying attention in class and listening carefully to what the teacher said. Many of Mounir's Ss said that they felt an improvement thanks to the teacher's efforts Alia's Ss measured their improvement with what they can do in English inside and outside the class: speaking, understanding movies and cartoons. Some of them were not afraid of answering the questionnaire in English although they made mistakes.

Internal factors	Amani	Mounir	Alia	Implications
Time devoted for preparing lessons	-looking for new ideas and exercises in books and on the internet	-Preparing lesson plan according to the teacher's guide	-shopping for teaching material -watching children TV programs -Writing songs and stories	During the fall term, Amani did not use any of the material that she showed me so I can not really comment on that. The students in Mounir's class and especially in Alia's class seemed to enjoy more their learning experience.
Reasons for teaching English	Teaching a language that she learned and loved.	Seeking some change after 16 years of teaching the same subject	Making her dream of become an English teacher come true	For Alia teaching English was a dream and she said that her wish is to continue to teach English and English only. This is why she was devoting all her time and efforts to reach her goal. Amani is a dedicated teacher, whether in English or the other course that she was teaching, she took things very seriously and she wanted her students to do the same. For Mounir English is a fun experience to change the routine. His aim is not only to teach English but to learn it too.
Commitment to English in the future	Still hesitant about whether to become a technology inspector or to remain an English teacher	Would like to continue teaching both Arabic and English	Would like to specialize in teaching English	Alia seemed to be the teacher who was most committed to teaching English in the future, she wanted to teach only English and to devote all her time for this subject. Mounir also wished to continue teaching English but not at the expense of his favourite course: Arabic. Although Amani said that she loved English and she wanted to teach it, her future plans are still uncertain because she would have to choose between English and another field that counted a lot for her.
Personal Factors	Her husband was an English Inspector.	N/A	She couldn't have kids and her Ss are her kids and the animation method that was used in English classes was ideal to have a good time with the kids.	Alia had a motherly relationship with her students, she considered the as her own kids. Amani was very serious and she wanted to control the way her students are learning. This may be due to the position of her husband because inspectors are known as serious people that like everything to be organised and planned

Is the policy to implement English in grade 6 working?

In the case of the implementation of English at the 6th grade of primary school in Tunisia, it is evident that there was top-down planning (Kaplan and Baldauf, 1997). First, English became a course in the 6th grade after 4 years of pilot work where English was taught as a club at the 5th grade then the 6th grade and turned progressively into a compulsory subject at the 6th grade. Textbooks and teachers' guides were developed to teach English and they were accompanied by a CD and a tape to support them and to help students and teachers with pronunciation. In addition, the teachers who were to teach English sat for an exam and received a pre-service training for 15 days and in-service training through workshops and demonstration lessons. The government also provided the teachers with a recommended methodology. The Ministry Reports as well as the trainer emphasized the importance of using animation approaches in teaching English to the 6th grade students.

However, the material that was developed for English as a compulsory subject at the 6th grade was criticised by the three teachers in the study. Alia talked about the pronunciation mistakes in the new tape where the songs were sung by Tunisian students as compared to the previous tapes that contained the voices of native speakers. Alia did not like the way the new textbook was organised and used other books (such as *Wee Sing* and *The Big Red Bus*). Amani used the textbook that was offered by the government but for her lesson plan she did not use the *Teacher Guide* that came with the new textbook, she used the *Teacher Guide* of *The Big Red Bus*. Mounir, the only teacher that did not have access to the previous textbooks, used the new one but he was complaining about the number of units and lessons. He thought that it was very difficult to finish the whole

book in one year whereas the book is a combination of two books (*English Club* and *Welcome Back*) that were taught along two years.

The other problem was that the tape was not available until the middle of the term and even then, there were only a few copies in the market. Hedia, the trainer, also told me that in some villages they did not get the textbook because not enough copies were made of fear that the textbook would change the following year. The teachers as well as the trainer agreed that the CD was not that useful because many students did not have computers at home and the classrooms where English was taught did not have computers, except in the case of Alia.

The teachers that were teaching English at the 6th grade were primary school teachers that were taken from other courses to teach English. The Director of the school, where Mounir was teaching, was wondering why the government did not hire unemployed secondary school teachers who had diplomas to teach English. However, the trainer told me that it was done on purpose because they opted for teachers who were familiar with young learners and not very proficient in English rather than linguistically qualified teachers who were not familiar with young learners and their needs.

Klein (1993) stated that the animation approaches can make students very motivated. Despite the fact that these approaches were encouraged in teaching English in primary school, Mounir did not have an appropriate classroom to carry out the activities and games. Similarly, the number of students in Amani's class also prevented her from organising games and activities that most of the time turned into chaos.

Despite the presence of a top-down planning, it seems that there are still lots of areas to improve on to increase the chances of the implementation of English at the 6th grade to succeed.

Nevertheless, looking at the students responses to the questionnaire, it is evident that the majority of students (100% in Alia's and Mounir's class and 57% in Amani's class) considered English as their favourite subject. Many students in the three classes reported that they "loved" English language and that they have fun during the English class. From what has been observed in the three classes, numerous students were eager to learn English and they were trying to improve their English outside the classroom by watching English cartoons, English movies, using dictionaries, doing extra exercises at home...

In addition, almost all the students reported that they felt that their English was improving and they were happy to speak and understand English. Many of the students attributed their improvement to the efforts made by the teachers. Raya (2001) said that teachers are "expected to create classrooms in which students want to learn the FL" (p.28). It seems that indeed, the three teachers created an environment in their classrooms that made the students want to learn using, as the Tunisian government and Klein (1993) recommended, activities that made the students highly motivated: singing, dancing playing... despite some of the challenges that some teachers were facing: class size, timetable challenges, classroom availability...

Most importantly, the students were indeed learning English. Although the results of the exams showed that students were really learning, the most striking evidence of students' learning is the fact that five students in Alia's class tried to answer some

questions of the questionnaire in English. One of those five students did answer the whole questionnaire in English.

Despite some drawbacks in the top-down planning, there were strong bottom-up motivations on the part of the teachers and the students that have made the implementation of English at the 6th grade of primary school in Tunisia a successful reform so far.

VIII Conclusion

Summary of the study

The purpose of this study was to explore whether the implementation of English at the 6th grade of primary school in Tunisia was successful or not by looking at the top-down planning made by the government and the way it was perceived by grade 6 English teachers and by investigating whether the students were learning or not and why, as well as how the teachers contributed to the students' learning.

To answer this main research question, three sub-questions were investigated to look not only at the role the teachers played in the reform (Fox, 2005) but also at the impact they had on their grade 6 students' willingness to learn English (Raya, 2001). The three sub-questions were the following:

- 1.1- What did all the teachers participating in this study share?
- 1.2- How did they differ?
- 1.3- What are the implications, for the implementation of English in grade 6, of the differences between the three teachers?

The research questions were examined through the application of a case study approach which developed descriptions of three teachers teaching English for grade 6 students in Tunisia. The classes of the three teachers were observed for almost three months (a term). During these observations, field notes were collected, interviews with the teachers and a trainer were conducted and questionnaires were given to the students of the three teachers. The findings of this study not only uncovered what the teachers shared but also brought to the surface their differences which were due mainly to external and internal factors. It was noticed that the three teachers had different degrees of support

(from both the administration and the trainer), not all of them had access to extra curricular material, they had different degrees of proficiency in English and they had different beliefs. These differences influenced their methods of teaching and the way their classes were conducted.

Observing the teachers and interviewing them as well as the trainer revealed that there were some deficiencies in the government's top-down planning for the implementation of English at the 6th grade of primary school. These deficiencies consisted mainly of a lengthy textbook, a tape that contained pronunciation mistakes, shortage of computers to use the accompanying CD and the absence of an appropriate space to carry out the animation method. The results of the questionnaire that was filled in by the students and the exams scores revealed that, despite the deficiencies in top-down planning, students were highly motivated to learn and they did report that they were learning. The teachers, despite their differences and the challenges that some of them were facing, were all doing the best they could to help students learn the language.

So, it seems that the government's decision to hire primary school teachers to teach English rather than secondary school English teachers was a wise decision after all. In fact, as a former student in the English department of the Faculty of Letters, I know that the courses offered to become Secondary School English teachers did not include any courses about teaching young learners. Therefore, it seems that choosing primary school teachers to teach English was a good idea, since they are best qualified to understand language learning in terms of the young learners' slow pattern of growth.

Based on the similarities and differences between the three teachers, one would expect the differences to have an impact on the students' willingness to learn English.

However, in the three classes that were observed in this study, the differences in the teachers' beliefs, ways of teaching, proficiency in English, administration support, etc. did not seem to have an impact on the students' motivation to learn English. In fact, Alia and Mounir were placed on the opposite extremes of the support continuum as well as the proficiency continuum and they both had different beliefs and different ways of teaching. Surprisingly, these differences did not have an impact on the students' perception of English and their willingness to learn the language. Alia's and Mounir's students were equally motivated to learn English and they both loved the language and praised the efforts of their teachers. As for Amani, the teacher that the trainer classified as the best teacher, her students did not value English the same way Alia's and Mounir's students did. Therefore, in the case of the three classes observed in this study, there wasn't a single set of skills or beliefs that made a good teacher.

Limitations of the Study

The main limitation of this study is that this study looked at one city in Tunisia and three teachers only. Therefore, the results of this study can not be generalised beyond the three classrooms that I have observed. As I was in Tunisia for only one term, I can not fully evaluate the reform. In order to draw any but tentative conclusions, the reform would need to be evaluated over years. Although I was pleased with the access to stakeholders, there were other stakeholders that I did not get the chance to meet with such as curriculum developers and policy developers. I did not also have access to the parents whose perception of the reform could play a role in its ultimate success or failure.

In addition, the teachers in this study were chosen for me. It would have been better for the purpose of the study to randomly choose the teachers. The fact that the trainer introduced me complicated my initial role as a researcher and suggested that I was somehow an inspector. This created a problem for me because it altered my initial relationship with the teachers.

Using a case study enabled me to say that the policy was working so far in these classrooms, with these teachers and students but the government needs evidence that can only be provided by quantitative results. Longitudinal data would have strengthened the findings of this thesis.

Implications and future research

The results of this study suggest that it would be beneficial to extend this research to different cities of Tunisia and to have findings that can be generalised for the whole country. It would be interesting to do a longitudinal study and look at the development of this implementation over time in order to evaluate whether it is going to achieve the results that the government was hoping for, namely insuring that new generations of Tunisians are more proficient in English.

A cross-sectional quantitative study could investigate whether the reform is working or not on the national level. Some questions from the questionnaire that was used in this study could be chosen and circulated broadly to the students in all the country.

While I was in Tunisia, I collected a considerable amount of data that was not used in this thesis (e.g. COLT grids, material that was developed in the past five years,

the extra resources that teachers were using). This data could be used in another study larger in scope i.e. doctoral research.

Daoud (2001) was almost the only Tunisian scholar who wrote about language policy and planning in Tunisia. However, he did not look at the policy at the classroom level. Therefore, the situation calls for more policy research at the classroom level. Being Tunisian speaking the languages used in Tunisia and doing my research with a Canadian University made me both an insider and an outsider. I think that students in linguistics that have some background about the Tunisian culture should do more work on the language policy in Tunisia and more precisely the implementation of English in primary schools.

Daoud (2001) criticised the way in which the curricula in basic and secondary education as well as higher education in Tunisia are not coordinated; “their cumulative effect is not measurable” (p.35). It will be interesting to see if there will be any changes made in the secondary and higher education levels to meet the changes being made in primary school.

Another point worth studying is comparing how the students that learned English at the 6th grade of primary school perform in the English exam of the Baccalaureate (the exam that students need to pass to get into universities) in comparison to the students who started English at later stages. Given that most of the students that study abroad go to French speaking countries, it will be worth examining whether the introduction of English in primary school will make the students turn to English speaking countries.

Finally, it will be interesting to see how the rivalry between French and English develops with the promotion of English in primary schools and whether English will present a threat to French in the future.

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Appendices

Appendix A: Ethics Approval Form

Office of Research Services
5th Floor, Tory Building
1125 Colonel By Drive
Ottawa, ON K1S 5B6 Canada
Tel: (613) 520-2516
Fax: (613) 520-2521
www.carleton.ca/ors

Ethics Approval Form

This is to certify that the Carleton University Research Ethics Committee has examined the application for ethical approval. The committee found the research project to meet appropriate ethical standards as outlined in the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* and, the *Carleton University Policies and Procedures for the Ethical Conduct of Research*.

X New approval

☐ **Renewal of original approval**

Original date of approval:

Date of approval for change	31 August 2006
Researcher	Hela Barkla Boussabah
Status	M. A. candidate
Department	School of Linguistics and Applied Language Studies
Supervisor	Professor Janna Fox
Title of project	Washback of teaching and learning: The Implementation of English at the 6th grade of primary school in Tunisia

Co-investigators: **X None**

Ethics approval expires on: **31 August 2007**

All researchers are governed by the following conditions:

Changes to the project: Should there be any changes to the project the researcher is required to advise the Carleton University Research Ethics Committee of the changes prior to the continuance of the research.

Adverse events: Should any participant suffer adversely from their participation in the project the researcher is required to report the matter to the Carleton University Research Ethics Committee.

Suspension or termination of approval: Failure to conduct the research in accordance with the principles of the *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* and the *Carleton University Policies and Procedures for the Ethical Conduct of Research* may result in the suspension or termination of the research project.

Leslie J. MacDonald-Hicks
Research Ethics Committee Coordinator
For the Chair of the Carleton University Research Ethics Committee
Prof. Antonio Gualtieri

Appendix B: Teachers' Interview Questions

- 1- Present yourself: Name, age, how long have you been teaching, what course were you initially teaching?
- 2- Where did you learn English? How long have you been teaching it? Have you received any special training? Where? For how long? How useful the training was?
- 3- Do you have any suggestions to make the training better: workshops, colleagues observation, training abroad?
- 4- Can you please compare the course that you were initially teaching and the English course in terms of confidence, way of teaching, workload...?
- 5- Do you feel confident when you teach English?
- 6- Do you share your experience with your colleagues to see if you are on the right track or to get some advice?
- 7- What do you do to improve your English proficiency: reading, watching TV...?
- 8- Do you use any extra-curricular material to support your teaching? Do you try to innovate or do you prefer to stick to what you have seen in the training? Are there any special books, CDs/tapes that you are using in addition to the material provided by the government?
- 9- How do you plan your lesson? Do you set any specific objectives for the lesson? Can I have a copy of a lesson plan?
- 10- Do you follow the order the units are presented in the textbook?
- 11- Do you use the steps presented in the teacher's guide?
- 12- Have you taught English as a club? Is it better as a club or a compulsory subject? Why?
- 13- Have you taught English using the old material? How do you compare it to the new material?
- 14- What do you think of the program overall? The book? The CD? The tape?
- 15- Do you use posters? Why? If yes, where do you get them from?
- 16- Where do you get the extra teaching material from?
- 17- What do you think of the use of songs to teach young learners a new language?
- 18- Is there something else other than songs that can also be beneficial for young learners?
- 19- Do your students have a copybook? Do you ask them to write something on it? Do you assign a mark for it?
- 20- Do you constantly correct errors? Do you correct them as soon as they occur? Why?
- 21- What are the criteria that you use to assess students proficiency: both oral and written exams?

- 22- What do you think of using Arabic or French while teaching English?
- 23- Do you plan to continue teaching English?
- 24- What do you think of the implementation of English at the 6th grade of Primary School?

Appendix C: Trainer's Interview Questions

- 1- Present yourself: name, age, teaching experience, current job?
- 2- How did you get involved in this experience?
- 3- Can you please tell me the chronology of the changes: When English club started? Was there an intention to make it a course later?
- 4- In how many schools English was implemented as club? Percentage if possible.
- 5- What was the process and criteria for recruiting teachers: comparison between 7 years ago and now?
- 6- What are the reasons behind the changes? Why 6th grade and not 5th grade?
- 7- Talk to me about the development of the material used in teaching English? Why is material changing that often?
- 8- Do you think the teachers that are teaching English in Primary Schools are proficient enough to teach it? Do you think it will be better if English was taught by Secondary School teachers who are more proficient?
- 9- What about training? Is it for all the teachers that are supposed to teach English at the 6th grade? What does it consist of? On what is it based? How long does it last? Frequency?
- 10- What do you do to support the training?
- 11- What is a demonstration lesson? How are the teachers chosen? How useful is it?
- 12- Is teaching material available in all the cities and villages
- 13- What do you think of the overall experience?
- 14- Do you think it is heading in the right direction?
- 15- Was English implemented at the expense of Arabic or French?
- 16- What do you think will happen in the future? Do you think English will be taken to earlier stages i.e. 3rd grade like French?

Appendix D: Excerpts of the Trainer's interview

Excerpt 1

Name: Hedia

Age: 43

Teaching experience: I got my degree 1987. I taught for 17 years. I've been out of secondary school 4 years ago. During these 4 years I was devoted to the training of teachers: primary school teachers. I had just one year, my first year I was teaching at school and training at the same time but at the first time it was just training giving language courses in Centre de Formation Professionnel and then we started having a kind of follow up for teachers. We visit them in their classes.

How did you get involved in this experience?

I was asked by my inspector if I wanted to be an animatrice/formatrice with him and I was to leave my class just for three hours and to work in close collaboration with the inspector. I was to help him in training courses and my job was normally just to help him manage workshops and that's it. But the inspector went to Tunis, they had a big meeting with other inspectors and they were asked to choose a name for someone for this new project and he had no other name but mine and he gave it and that's how I was involved or trapped. I liked the idea first, I've never thought about leaving my class and starting doing any other thing maybe mentoring and that's it.

Chronology of the changes:

It started just as piloting for example in Sfax we started with just 35 teachers (500 teachers in all Tunisia). These teachers sat for a test and those who had the best scores from 18 to 20 were chosen so English was to be taught where we have teachers so these 35 teachers had clubs and for clubs, they were really clubs caus attendance was not obligatory, pupils were chosen by the teachers. Normally they were supposed to have pupils who are normally good at French even the teachers there must be some assumption in the ministry's mind even the teachers chosen for the first experience they were teachers who taught French. May be they were thinking of some kind of similarities. Many teachers when they speak of English they likened it to French or they think it's similar. So they started with few teachers 35 teachers in the area of Sfax, they were teachers teaching French and they were to choose 15 pupils from the school, the best pupils in schools and mainly the best in French and they were to start (2001-2002) with the big red bus 1. It is a Spanish series, teaching English for beginners for non native speakers.

500 teachers in Tunisia who passed the test, they had a crush summer course in Hammamet, they've spent 15 days and 80 hour course and they called it the Anglophone village where English was to be spoken all day long and in the evenings and the group was good. They were highly motivated and they had a good training and the best teachers in each district or each governorat were sent to Britain for training, they've spent 15 days, 24 primary school teachers overall. That was the first year, for the second year, there was also another group in Sfax I think 40 teachers and this time we stopped at 17 instead of 18 to get our 40 teachers since the experience was getting wider and the experience

started in the 5th form, just 5th form and then 6th form pupils didn't have English. They study at the 5th form, 6th form no English and then they go to the 7th form to preparatory schools. So the second group they started. It was the same thing and then they decided to make the experience wider. We have another group and the group is getting wider and for that Tunisian book was designed because the first year it was big red bus was a grant from the British council. We used it for one year and then we got big red bus 2 and it was also used and English was now taught at the 6th grade starting from 2002-2003 and then we had another group and because as I told you the number of teachers was getting bigger so a Tunisian book was designed and it was made by the major coordinator of the project in Tunisia Madame Jaouida ben Afia who is a general inspector and she is the person who made this project. She made the book with the collaboration of other teachers (Book: My English Club). But in the third year with this group something was added, it's that there was a test. The name was Club but there was a test that was added. It was supposed that most classes have English and all the pupils who study English sit for a test. And the ministry noticed that not all classes are studying English because of the lack of teachers. We needed some more teachers so another exam was made and this time anyone who passed i.e. anyone who got his 10 was welcome now so we need someone who has a minimum level of English and then the training may do something to those teachers. We started with the third promotion my English club, the following year because that was at the 5th form so a 6th form was added so pupils were to study English at the 6th form and then a book was made which is Welcome Back for the 6th grade. After working with the book for just one year and it was on "yawm el Ilm" every year in Tunisia I don't know it is the 13th or 17th of July. The President gives award to the best pupils in all Tunisia and most of the important decisions in education were made and that year, the president decided that English became compulsory in the 6th form, no more in the 5th form (2005). And because of this decision, it was necessary to think of a new book and we have the last book for the time being "Prime English"

So in 2001 in Sfax we started with 35 teachers and now in 2006 we have about 770 teachers in Sfax. All over Tunisia we have teachers teaching English and all students are studying English now and all pupils have an exam.

Why English was implemented in Primary schools?

I think it is first due to the importance of English nationwide, not nationwide all over the world. We have to follow the pace. So if you want people to speak English well, it has to start earlier. Starting English at an earlier age is better and people will retain more. Noticing that many pupils have problems in preparatory schools in English, so they thought maybe by having informal teaching of English in primary school, we help... So the rationale behind implementing English in primary schools is to create favorable ground for learning; it's to make students familiar with the language and to develop maybe positive attitudes toward learning not only English I think but to develop positive attitude towards learning languages and learning in general. So maybe through the songs and the games, informal teaching... Just to set a favorable ground for learning to develop positive attitude towards learning. The assumption of the program was also to develop positive attitudes toward the culture itself. But from the way I see English taught in

primary schools, culture is not really work done. It is mainly the language that they are teaching.

Excerpt 2

Demonstration lesson

a teacher is supposed to have a lesson and I have a group of teachers that come to attend the lesson. Sometimes, we video tape the lesson if we have the facility so that other teachers can see it. Sometimes, if we don't have this luxury, we just attend the lesson and that's it. In the lesson, sometimes I have the teachers choose the lesson they want to work. I just ask them "choose the lesson, try to do it. Try to plan your lesson and have any conception of it. And then with the teacher together we try to have a look at the lesson. If things are all right that's it. If they need any help, I can I try to help them and after the teachers presents his or her lesson. After the break, we have a discussion of the major steps so we try to find out... (phone call interruption"

Criteria for choosing the teacher for a demonstration lesson: "mainly at the beginning I did not know the teachers. But whenever I visit a teacher and I find that he or she is doing a good job, I ask them if they can do a lesson or they can't and then when I started knowing teachers if I know that someone can manage a lesson I ask him. Sometimes, some teachers volunteer and they say I want to have a lesson. So for these teachers, generally if I have never attended one of their lessons, I try to attend a lesson. If I think that they can manage alone or with little help or with lots of help so it's mainly based on a kind of voluntary work. I prefer that this thing comes from the teachers themselves. So when I see someone wants to make lessons Si Mounir for example he told me I have lots of them every year I make lots of demonstration lessons in Arabic and everybody is happy with me so I got the idea. He is not ... he still have some problems in English but as long as he is willing to learn and he has lots of good ideas and he works hard. He can manage. This is for the choice of the teacher and for the lesson, I generally ask the teacher so I want you t have a lesson. I want the teachers who attend the lesson to learn something on listening, how to deal with listening. How to present a new vocab, How to use teaching aids, how to use pictures, how to introduce or how to sum up... They try to focus on something. And then we have the discussion and the discussion ... sometimes I give teachers a paper on which they like for instance what I liked, what could be improved and what I learned and what I tell the teacher. So they work in group and I have a kind of feedback. Sometimes I just tell the teachers to write anything the feel like telling the teacher and I gather the papers so I have something in English and I have a command on the lesson. So we start by reading what the teachers wrote. Sometimes I don't want to say the things mainly if they are negative so I collect all the papers so it's going to be something anonymous and I read... It depends on the lesson. If I find the lesson was good and lots of good comments, I let the teacher read them ... If I have lots of negative things I take them not to have clashes between teachers. I opt for a discussion strategy depending on the teacher, the lesson, and lots of factors to be taken into account. We never do the same thing the same way.

How many teachers? How do you choose them?

It depends on where we have the lesson. If I have the lesson in remote areas, in rural areas for instance tomorrow I have a lesson in Jbelyana and in Jbelyana there are 25

teachers so in a remote area, it's the people of this area who attend. If we have 16 so we have two lessons and also there is another factor depending on the space of the room. So these are the key factors: How many people can we have in the room when the lesson is going to take place. If they tell you you can have as many teachers as you can I can have 30 or 35 sometimes but if we don't have the space. So it's either the space or the place where we are working on or the number of teachers we have.

What's the usefulness of demonstration lesson?

So the DL is that the teacher will have an example of the things, of the lesson plan, the lesson being performed in front of them so they may have an idea on how to do things. So if it's well done, the teacher will learn something, they will learn lots of things. If it's not good, they will learn at least that they can do better than this and they can get the sense of self confidence which is very important for the teachers. If there are mistakes, I generally collect them. Some mistakes are slips of the tongue. It's the pressure; people in front of you sometimes the lesson is to be videotaped, 30 people or 35 people, headmaster and you want to do well. So sometimes you are tired after lots of preparation, people are tired. So I take them and we try to work on them together so that no teacher if I detect the mistakes of course some mistakes can not be detected but I try to detect as many of them so that the teacher won't go back home with these mistakes because they say if it happened in front of everybody and the person in charge of us did not say anything then it must be correct so I try to pay attention to this part. DLs are very useful for teachers. It's the best thing teachers like

Appendix E: Students' Questionnaire

My School is:

I am: a boy ☐ a girl ☐

My age is:

1- Which one of these subjects do you like most?

- Arabic ☐
- French ☐
- English ☐

Why?.....

2- Do you see any difference in the way these three languages are taught?

- Yes ☐
- No ☐

Explain.....

3- a) Is this the first year you learn English?

- Yes ☐
- No ☐

b) If no, where did you learn it before?

- A club ☐ Specify.....

- I am repeating the 6th grade ☐
- Other ☐ Specify.....

4-Do you like English?

- I like it ☐
- I don't like it ☐
- I don't know ☐

Why?.....

5-Do you feel that your English is improving?

- Yes
- No
- I don't know

Why?.....

6- Outside the classroom, how do you try to improve your English proficiency? Check any that apply.

- I don't do anything ☐

- I watch TV programs in English ☐ Specify.....
.....
- I try to do the exercises in the book beforehand ☐
- I do the exercises in the CD ☐
- I listen to the tape included in the package ☐
- I use another book in addition to the textbook ☐
Specify.....
- I ask a family member or a friend to help me ☐
- Other ☐ Specify.....
.....
.....
.....

7- Do you think it's better if the teacher uses Arabic and/or French to explain the difficult/new English words?

- Yes ☐
- No ☐
- Sometimes ☐

Why?
.....
.....

8-Which activities in English do you like best? (You can choose more than one)

- Games ☐
- Songs ☐
- Rhymes ☐
- Exercises in the textbook ☐
- Role play ☐

- Other ☐ Specify.....

Why?.....

9- What is your favorite song/rhyme if any?

- Look and Say ☐
- Good Morning to you ☐
- The Alphabet song (ABCD...) ☐
- Farmer Brown ☐
- 1 little, 2 little, 3 little elephants ☐
- Other ☐ Specify.....

- I don't like songs and/or rhymes ☐

Why?

10- In which way do you prefer to perform the activities?

- Alone ☐
- In pairs ☐
- In Groups ☐
- All together ☐

Why?.....

11-Which type of activity do you enjoy most?

- Speaking ☐
- Listening ☐
- Writing ☐

- Reading ☐

12- What do you think of the exercises in the book?

- Boring ☐
- Not bad ☐
- Interesting ☐
- Enjoyable ☐
- I don't know ☐

13- a) Do you have an English copybook?

- Yes ☐
- No ☐

b) If yes, what do you write on it? (You can check more than one)

- The date ☐
- The new vocabulary ☐
- The songs/rhymes ☐
- The exercises that we make in class ☐
- The homework ☐
- I stick/draw pictures next to the new words ☐
- Other ☐ Specify.....

.....

14-a) Have you had the chance to have a look at the English CD?

- Yes ☐
- No ☐

b) Where?

.....

c) How many times?

.....

d) How do you find it?

- Not interesting ☐
- Not bad ☐
- Interesting ☐
- Enjoyable ☐
- I don't know ☐

Why?.....

.....

15- a) Have you bought the tape?

- Yes ☐ When?.....
- No ☐
- Not yet but I am planning to buy it. ☐

b) Have you had the chance to listen to it?

- Yes ☐ How often?
.....
- No ☐

c) If yes, how do you find it?

- Not interesting

- Not bad

☐

- Interesting

☐

- Enjoyable

☐

- I don't know

☐

Why?.....

16- What do you think of wall displays (containing the alphabet, numbers, days of the week....)?

- They are not informative and useful

- They make a good decoration

- They are useful

- I don't know

Why?.....

17- Do you like the timing of the English classes?

- Yes

☐

- No

☐

Why?.....

18- If the duration of the English class is to be changed, do you prefer to

- Have fewer sessions but longer ones

☐

- Have more sessions, but shorter in duration

☐

Why?.....

.....

 19- Do you prefer to study English in a class of

- About 10 students ☐
- About 20 students or more ☐
- I don't have any preference ☐

Why?.....

20-Do you think you will ever use English in the future?

- Yes ☐
- No ☐

21-How important do you think English is for your future life?

- Not important ☐
- Somehow important ☐
- important ☐
- Very Important ☐

Why?.....

22-How important do you think French is for your future?

- Not important ☐
- Somehow important ☐
- Important ☐
- Very Important ☐

Why?.....

23-How important do you think Arabic is for your future?

- Not important ☐
- Somehow important ☐
- Important ☐
- Very Important ☐

Why?

Appendix F: Ss responses to selected questions of Questionnaire

Amani's Ss responses:

Questions	Am1	Am2	Am3	Am4	Am5	Am6	Am7	Am8	Am9	Am10	Am11
Q 1: Which one of these subjects do you like most: Ar/Fr/ Eng	Ar and Fr	Fr	Fr	Fr	Eng	Ar	Eng	Ar, Fr and Eng	Eng	Fr	Eng
Q 2: Do you see any difference in the way these three languages are taught? Yes/NO explain	Yes. Because the English teachers explains the lesson to us in an easy way.	Yes. Because our French teacher explains the lesson very well	No. Because all the teachers are trying their best to make us learn	No. Because all the teachers try their best to make us learn	Yes. Because I like English	Yes. Because they are different subjects	No. Because all the teachers are doing their best and I don't think there is a teacher better than the others.	No. All the teachers are the same although they teach different languages	Yes. I think every teacher has his own way and I think Mrs. Amani is a good teacher she corrects our mistakes as well as Mrs. X and Mr Y but Mr.Z he doesn't explain the lesson and I don't feel like I am learning in his class.	Yes. Because our French teacher helps us a lot and gives us good advice inside and outside the French class.	Yes. Because every teacher has his own way of teaching

Q 4: Do you like English? I like it very much/ I like it a little bit/ I don't like it/ I don't know Why?	I like it very much. Because I learn new things thanks to my teacher	I don't know. ø	I like it very much. Because it is easy to learn	I like it very much. Because it is easy and I can learn it very fast	I like it very much. Because it is a new language.	I like it very much. Because this is the first time I learn it	I like it very much. Because I was looking forward to learn it and our teacher makes us participate in class	I like it very much. Because I can understand it	I like it very much. Because it has the activities that I like: songs, games and we make lots of fun as if we are in the 1 st grade.	I like it a little bit. Because I don't understand the language	I like it very much. Because English for me is better than French and Arabic
Q5: Do you feel that your English is improving? Yes/No/ I don't know. Why?	Yes. Because in every session we learn new things and our teacher explains them to us	Yes. Because our English teacher is trying to make us improve.	Yes. Because I understand the lesson	Yes. Because I understand the lessons.	Yes. Because I pay attention in class.	Yes. Because I pay attention to what the teacher is saying.	Yes. Because we have a good teacher and I pay attention in class	Yes. Because I participate in class.	Yes. In every session, I feel that I am learning more	I don't know. Because there are things in English that I know and other things that I don't know	Yes. Because I pay attention in class and I revise my lessons at home.

Questions	Am12	Am13	Am14	Am15	Am16	A17	Am18	Am19	Am 20	A21
Q 1: Which one of these subjects do you like most: Ar/Fr/ Eng	Eng	Eng	Eng	Eng	Ar	Eng	Fr	Eng	Eng	Eng
Q 2: Do you see any difference in the way these three languages are taught? Yes/NO explain	Yes. Because Mrs. Amani, our English teacher, explains the lesson to us and so does the French teacher but Mr. Z does not explain anything.	Yes. Because our English teacher explains to us a lot, she uses mime in explaining the lesson	Yes. I find a difference between the way Arabic and French are taught besides Mr. Z does not explain in depth.	Yes. Because Arabic, French and English are three different subjects and they are taught in different ways	Yes. Because there is a difference between the way French, Arabic and English are taught.	Yes. Because the English teacher explains in a different way from the other teachers	Yes. Because the French teacher explains in a way that makes things easy for us.	No. Because the teachers have a good way of explaining things like Mrs. X and Mr. Y but Mr. Z does not explain the lesson to us.	Yes. Because our English teacher teaches better than the Arabic teacher.	Yes. Because the ways Arabic, French and English are taught are different in terms of the language and the vocabulary

Q 4: Do you like English? I like it very much/ I like it a little bit / I don't like it/ I don't know Why?	I like it very much. Because Mrs. Amani makes us play and sing which makes me love English and as the proverb says: "teach children while they are playing"	I like it very much. Because I like the English language because it is a new subject.	I like it very much. Because I play, dance and sing. This is why I like it.	I like it very much. Because I learn and we have fun.	I like it very much. Because it is the first time I learn English and since the first session, I have liked it.	I like it very much. Because it is a subject where we can play, learn and sing.	I like it a little bit. I don't know	I like it very much. Because it is a developed subject and we learn and sometimes we play and Mrs. Amani is trying to make us learn.	I like it very much. Because I used to love it when I was young and I still love it.	I like it very much. Because the teacher explains to us and we have fun learning rhymes and songs
Q5: Do you feel that your English is improving? Yes/No/ I don't know. Why?	Yes. Because I did not know anything in English and now I started to learn the language, the songs and the letters and everything.	Yes. Because the language is easy and the teacher is good	Yes. Because I follow what the teacher is saying.	Yes. Because I pay attention to the teacher.	I don't know. ø	I don't know. ø	I don't know. ø	Yes. Because I can count in English and I know the rhymes and I can talk to my friends in English	Yes. Because I participate in class and I want myself to be excellent in English.	Yes. Because the English language is good and useful.

Question 6: Outside the classroom, how do you try to improve your English proficiency? Check any that apply.

	Am 1	Am 2	Am 3	Am 4	Am 5	Am 6	Am 7	Am 8	Am 9	Am 10	Am 11	Am 12	Am 13	Am 14	Am 15	Am 16	Am 17	Am 18	Am 19	Am 20	Am 21
I don't do anything											X										
I watch TV programs in English. Specify...	X MBC 3	X Space toon	X MBC 3	X MBC 3	X MBC 3	X MBC 3	X a DVD in Engli	X Space toon	X MBC 3	X English movies		X English movies and	X Space toon	X Space toon	X MBC 3	X Space toon	X Space toon and	X Space toon	X Space toon	X Space toon and	X

							sh					MBC 3					MBC 3			MBC 3	
I try to do the exercises in the book beforehand	x	x						x			x				x			x		x	
I listen to the tape included in the package	x		x	x	x	x	x		x						x					x	x
I use another book in addition to the textbook. Specify...	x		x	x						x		x	x	x						x	
I ask a family member or a friend to help me		x			x	x			x	x		x		x	x			x			
Other. Specify				x the accompanying CD																	x I read stories

Mounir's Ss responses:

Questions	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
Q 1: Which one of these subjects do you like most: Ar/Fr/ Eng	Eng	Eng	Eng	Eng	Eng	Eng.	Eng	Eng	Eng	Eng	Eng	Eng
Q 2: Do you see any difference in the way these three languages are taught? Yes/NO explain	No ø	Yes. Because Eng is useful and enjoyable.	No. ø	No. ø	No. ø	Yes. Because Eng is enjoyable and the way of teaching it is easier.	Yes. Because I feel that the English class is very good thanks to the teacher who makes us love the language and learn without getting bored.	Yes. Because the way of learning Eng is enjoyable and we have one of the best teachers in school.	Yes. Because Eng is an excellent language and we make lots of fun because our teacher makes us love it	Yes. Because Eng is a beautiful and easy language and the teacher is very good.	Yes. Because the way of teaching Eng is different from the other languages and we have fun in the Eng class.	Yes. Because the way of teaching Eng is different. We have fun.
Q 4: Do you like English? I like it very much/ I like it a little bit/ I don't like it/ I don't know Why?	I like it very much. Because I am happy when I am in the English class.	I like it very much. Because it is a beautiful and useful language	I like it very much. Because it is enjoyable and easy.	I like it very much. Because I love it and adore it.	I like it very much. Because I find it easy	I like it very much. Because it is enjoyable	I like it very much. Because it is a very beautiful language and makes me want to learn more	I like it very much. Because it is the first year I learn it and I find it easy and very useful	I like it very much. Because Eng is a wonderful subject, it is one of the best subjects, we make lots of fun and I think this is what good teaching is all about	I like it very much. Because in the future I can talk with my family and some of my friends in English and because it is a very beautiful language.	I like it very much. Because we make fun and the language is funny.	I like it very much. Because I enjoy the language and I love it very much

Q5: Do you feel that your English is improving? Yes/No/ I don't know. Why?	I don't know. Because I am not good	Yes. Because I participate in class and I feel I am improving day after day.	Yes. Because we have a good teacher and I revise it at home.	Yes. Because I pay attention in class.	Yes. Because I pay attention in class and I revise what I've learned when I go back home.	Yes. Because it is very easy	Yes. My participation in class makes me improve.	Yes. Because I am a big fun of this language.	Yes. Because I study hard and my teacher wants to make his students among the best students in the city	Yes. Because our teacher is very talented and he makes us improve.	Yes. Because it is an easy language	Yes. Because the teacher is encouraging us to improve
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Question 6: Outside the classroom, how do you try to improve your English proficiency? Check any that apply.

	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12
I don't do anything												
I watch TV programs in English. Specify...	X Spacetoon	X Spacetoon	X Spacetoon MBC 3 JSC Children ARTeens	X MBC 3	X MBC 3 MBC 4 JSC Children	X Spacetoon and MBC 3	X English Channels for Kids	X Spacetoon	X Spacetoon	X Spacetoon	X Spacetoon	X English cartoons
I try to do the exercises in the book beforehand	X								X	X		
I listen to the tape included in the package	X	X	X	X	X		X	X				

I use another book in addition to the textbook. Specify...	X		X	X	X			X	X		X	X
I ask a family member or a friend to help me			X	X	X	X	X					
Other. Specify		X I have the Harry Potter video tape		X I bought a copybook where I write the new words					X I write what I have learned in class			

Alia's Ss responses:

Questions	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
Q 1: Which one of these subjects do you like most: Ar/Fr/ Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng	Eng
Q 2: Do you see any difference in the way these three languages are taught? Yes/NO explain	Yes. Because in the English class, I sing, draw and play with the computer	Yes. Because the English language is because it has dancing , playing, stories	Yes. Because we have more fun than in the Arabic class and we play, sing and learn the language and our teacher brings teddy bears to the class	Yes. I prefer English Because We draw We play We color We sing sanges We English cartons and Englech film	Yes. Because the English language is fun, we play with computers, we sing, we dance, and I can understand an English movie	Yes. We sing, we play, we write, we draw, we mak a lot of fun. And I can understand English cartoons and movies.	Yes. Because I lean lots of beautiful things and I also learn English songs	Yes. Because I play, I sing, I draw, I learn, I speak, I play with computers to understand the Eng lang. and I learn the Eng lang. to understand movies.	Yes. Because English is a beautiful language. Sing-read. To understand English movies	Yes. Because Eng is a beautiful language. It has lots of we sing-play les compyetir gamse	Yes. Because English is a new language. We draw, read, sing, and I can understand Eng cartoons	Yes. Because there is we play we sing we read and I can understand English cartoons
Q 4: Do you like English? I like it very much/ I like it a little bit/ I don't like it/ I don't know Why?	I like it very much. Because our teacher plays with us and we have dancing and lots of fun	I like it very much. Because I find it exciting, I understand English words	I like it very much. Because we have lots of activities and we play games	I like it very much. I m prefer Englech Because I make a lot fun and we answer questions . We english film. We English carton	I like it very much. Because I understn ad movies and chat with friends on the internet.	I like it very much. Because I like the language and I enjoy it it and I long for the English class to learn and understand the language and be able to talk to an English speaking person and understand him	I like it very much. Because I learn lots of words and I can pronounce it.	I like it very much. Because it has lots of songs, games and activities	I like it very much. Because it has lots of activities and I can understand Eng movies and cartoons.	I like it very much. Because I find it exciting, I learn lots of new words and I can watch English movies.	I like it very much Because it is fun and it makes me understand English cartoons	I like it very much Because it has lots of nice songs and I have fun

Q5: Do you feel that your English is improving? Yes/No/ I don't know. Why?	I don't know. ø	Yes. Because it is easy and fun	Yes. Because I can speak	Yes. Because I M film english and un carton english	Yes. Because I can understand English movies now	Yes. Because I have studied in the summer holidays and I've used books and magazines in English and I have learned new words and I found myself knowing these words in class	Yes. Because I used to know nothing in English	Yes. I can feel it when I read a text in English	Yes. Because the teacher explains every lesson in details	Yes. Because now I can watch an English movie	Yes. Because I couldn't understand a word in English before and now I can	Yes. Because I started talking with my mom and dad in English
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Question 6: Outside the classroom, how do you try to improve your English proficiency? Check any that apply.

	A1	A2	A3	A4	A5	A6	A7	A8	A9	A10	A11	A12
I don't do anything												
I watch TV programs in English. Specify...	X	X MBC3	X Spacetoan MBC3	X Spacetoan MBC 3 JSC Children	X Movies on MBC2 MBC3	X MBC2 MBC3	X MBC 3 ART children	X MBC 3 JSC Children ART Children	X MBC3 Spacetoan ART Children	X MBC 3 Spacetoan	X MBC3	X English movies MBC3 Spacetoan
I try to do the exercises in the book beforehand						X						
I listen to the tape included in the package		X	X		X	X	X	X		X	X	X

I use another book in addition to the textbook.	X		X			X	X					X
I ask a family member or a friend to help me	X		X		X			X			X	X
Other. Specify	X The Internet: English websites for kids	X Dictionary		X Dictionary	X The accompanying CD		X Dictionary	X I have a computer	X I use the computer and I have a dictionary	X English video tapes		X Dictionary

Appendix G: Students Marks

Amani's Ss Marks:

	Speaking/8	Writing/listening/12	Total /20
Am1	6.5	7.5	14
Am2	7	7.5	14.5
Am3	6	7.5	13.5
Am4	7.5	11.5	19
Am5	7	8	15
Am6	6.5	8	14.5
Am7	6.5	9	15.5
Am8	6.5	5	11.5
Am9	8	10.5	18.5
Am10	6.5	7	13.5
Am11	6.5	8	14.5
Am12	6.5	9	15.5
Am13	6.5	7.5	14
Am14	7.5	9	16.5
Am15	6.5	4.5	11
Am16	6	8.5	14.5
Am17	8	8	16
Am18	7	10	17
Am19	8	8.5	16.5
Am20	8	6.5	14.5
Am21	7	8	15
Average			14.97

Mounir's Ss marks

	Speaking /8	Writing/listening /12	Total /20
M1	7	9	16
M2	8	12	20
M3	7	12	19
M4	5	12	17
M5	7	10	17
M6	6	10	16
M7	7	12	19
M8	8	12	20
M9	8	12	20
M10	7	12	19
M11	4	4	8
M12	7	9	16
Average			17.25

Alia's Ss marks

	Speaking /8	Writing/listening /12	Total /20
A1	5.5	10	15.50
A2	6	10.5	16.5
A3	5	6	11.5
A4	6.5	10.75	17.25
A5	6	10.5	16.50
A6	6.25	12	18.25
A7	5	9.5	14.50
A8	6	11.25	17.25
A9	5.5	11.5	17
A10	5.5	11.25	16.75
A11	5.5	11	16.5
A12	5.25	10.25	15.5
Average			15.91