



Graduation Project

Final Draft

ENGLISH PROGRAMS IMMERSION IN PUBLIC PRIMARY SCHOOLS AT JEDDAH

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Table of Contents

Content	Page No.
Abstract	2
Introduction	2,3
Literature review	3,4
Significance of Research	5
Research Questions	5
Research Methodology	5
Ethical Considerations	5
Limitations of the study	6
Expected Results	6
References	6
Appendix	6, 7,8

Abstract

As we transition into the modern age of globalization, it has become evident that successful careers begin with mastering English as a second language. Proficiency in English plays an essential role in ensuring effective communication in multiethnic environments. Realizing this, government organizations, private companies, and educational institutions demand achieving minimum English proficiency levels as a condition of admission. This research addresses teaching English at the early stages of a child's age in order to achieve the best results. In addition to conducting surveys and interviews, relevant literature was reviewed to establish the need for a second language and explore the most effective methods to acquire it.

Introduction

Whether high school graduates start pursuing higher education levels, through universities or vocational colleges, or attempt transition into the work environment in pursuit of livelihood, they often find themselves having to pass English language tests as a pre-requisite. Even though a reasonable number of students show acceptable proficiency levels in reading and writing, the majority face significant difficulty in demonstrating basic speaking skills. Many stumble during the tests and start mumbling. To overcome the challenge of passing prerequisite English tests, many students enroll themselves in long programs offered by various institutes. At a minimum, they would undergo crash courses after graduating high school and prior to submitting their applications for various jobs or education programs. Students when they graduate from high school and brought to the University or to work are tested to determine their level of the English language. Some find them proficient English language skills in writing, reading and more. But less skilled miss it is to talk. We find that he does not speak fluent and smarts and bumbling. And it needs a crash course to master the language. And in my opinion the best solution to this problem teaching them the language early age. I do not mean learning all the skills at one-time writing, reading, speaking and listening. But I mean to speak only skill.

By English classroom a daily at school .

by watching a video of a 10 or 15 minutes in English and discuss it with the kids, read a short story and discussed, or display cards contain simple pictures and talk about them and connect them to our daily lives. This method will be very easy for a child to learn and like the first language. When the child reaches his first year starts repeating certain words.

After that echoes some short sentences.

Until the fifth year, we find that he does not know, but the skill of listening and speaking.

After going to the School begins to learn to read and write. So we feel that the first language easy.

And any other language if we learned the same way will be easier.

Literature Review

It is noteworthy to mention that language skills are also useful for people who do not need to travel. Police officers, teachers, nurses, business owners and many others will find that learning a second language very useful in various daily activities within modern communities that have become increasingly multiethnic.

Experts agree that the best stage for a person to acquire a second language is at his/her early years. Children are at their highest linguistic learning curve and they are less reluctant practice the new language and make mistakes. Daily language training sessions at a very young age are extremely effective in teaching a second language. Unfortunately, many parents lack the necessary skills or simply can not avail the time for the training sessions. Therefore, schools would naturally serve as the best venue for delivering the necessary training sessions to the children in an effective manner. Moreover, children usually learn faster when they are in groups within the same age range. Based on this, many European nations are increasing language immersion programs in elementary schools. To increase the benefit, children are also being taught the content of other subjects, such as math and science in the second language.

Successful language immersion programs for young children imitate the natural phases a child passes through as he acquires his native language. In examining this process we notice that the child begins by exploring his ability to produce a variety of sounds before learning any words. He, later on, starts repeating some simple words (i.e. one or syllables) that he picks up from people around him. As his ability to pronounce words improve with continuous practice, he moves on to forming short sentences. The sentences gradually get longer and more complex. By the age of 5 or 6, the child would have excellent listening and speaking skills, which make a good stage to start learning reading and writing. Despite the time involved in this process and continuous effort to practice, the child usually passes through all stage with ease do to the natural progression.

In a similar manner, the immersion of a second language may start through frequent sessions that gradually increase in complexity. A leading professional on teaching English to children, Joanne Blackmore, address teaching methods in an article on this subject. She says “Establish a routine for your English time at home. It

is better to have short, frequent sessions than long, infrequent ones. Fifteen minutes is enough for very young children. You can gradually make sessions longer as your child gets older and their concentration span increases. Keep the activities short and varied in order to hold your child's attention. Try to do certain activities at the same time every day. Children feel more comfortable and confident when they know what to expect. For example, you could play an English game every day after school, or read an English story with your children before bedtime. If you have space at home, you can create an English corner where you keep anything connected to English, for example, books, games, DVDs or things that your children have made. Repetition is essential – children often need to hear words and phrases many times before they feel ready to produce them themselves." blackmore, j. (2016).

In addition to various teaching techniques, tools and methods, a general comprehension of the child's limitations and abilities are essential for the success of the program. The parent/instructor must be patient to allow for the child to slowly absorb the new sounds, words, and phrases. In an article on wikihow.com titled "How Your Children a Second Language" this key factor is addressed. The following is an excerpt from the article:

"Learn to be patient with the child. The very first thing in teaching a child how to learn something is lowering you down to the child's age. In short, your understanding mentality should be of that age of the child. Children's brains are fairly different to adult brains - not just in size but also in processing. So when teaching a child, take it slow. It is tempting to just jump right in and try to teach them big phrases and ask them to recite them back to you. This is called mimicking. All the child is really doing is just repeating what you have said without knowing what it means." wikiHow. (2016).

Significance of Research

This research establishes the necessity to learn English as a second language in order to cope with the needs of globalization. It touches on the struggle of high school graduates to pass required English language tests before exploring ways to address the concern. Emphasis is made on early starts in learning a second language and immersion programs in primary schools is proposed a solution to the problem.

Research Questions

- What is the effect of adding English conversation classes on developing communication skills for primary public school students in Jeddah?

Research Methodology

To address the presented problem and explore various considerations, this research involved conducting various face to face interviews with mothers of children from various age ranges. In addition, surveys were conducted to gauge the need, level of satisfaction with existing programs as well as the desire to learn English. The results of both the surveys and interviews were analyzed in conjunction with reviewing existing literature to arrive at the recommended way forward.

Ethical Considerations

This research is a personal effort and references are made to credited sources. The names and details of survey and interview participants are not declared to maintain their promised privacy.

Limitations of the study

This study limited to girls in a range of 3 to 20 years. The survey and interviews were also confined to Jeddah district. Although the impact of immersion programs could be globalized to all schools, only primary public schools were considered during the course of this research.

Expected Results

The research will establish the necessity for learning English as a second language for a prosperous future. It will review the current difficulties in acquiring the required English skills. Based on the results of the interviews, surveys as well as the literature review, it is expected to deliver a practical and cost-effective solution to the problem. The proposed solution is to be implemented in public elementary schools in Jeddah area.

References

- blackmore, j. (2016). *How to start teaching kids English at home*. [online] Learn English Kids | British Council. Available at: <http://learnenglishkids.britishcouncil.org/en/helping-your-child/how-start-teaching-kids-english-home> [Accessed 12 Dec. 2016].
- wikiHow. (2016). *How to Teach Your Children a Second Language*. [online] Available at: <http://www.wikihow.com/Teach-Your-Children-a-Second-Language> [Accessed 12 Dec. 2016].

Appendix

Interview Questions for Mothers of children ages 5-10 years:

- How old is your child?
- Is she/he keen on understanding and learning English?
- Would you agree to commence English training for your child at an early age?
- In your opinion, what is the optimum age for children to learn English as a second language?
- Any thoughts on conducting daily English training sessions as part of the elementary school curriculum?
- Would you agree to have English curriculums initially focus on speaking and listening skills?
- When would it be effective to include reading and writing skills in the curriculum?

Interview with mother's children ages between 10 to 20 years:

- What is your level of education?

- How many children between the ages of 10 to 20 years do you have?
- Do they speak English? How would you rate the level?
- In which specific language skill would you say your child is most deficient?
- Are you satisfied with the current level of English programs offered in public schools? How would you improve them?

The questionnaire used to determine the level of secondary school graduates in English:

1- Can you introduce yourself in English?

- Yes

- No

1- How would you rate your English level?

- Advanced

- Average

- Poor

3- Which language skills do you need to focus on?

- Reading

- Writing

- Speaking

- Listening

- Grammar

- All of them

4- Do you think what public schools offer in terms of English training is satisfactory?

- Yes
- No
- Somewhat

5- Would proficiency in English increase your chances in finding better job opportunities?

- Yes
- No
- Maybe

6- Would you like to develop your English speaking skill?

- Yes
- No