

## **Chapter 1: Introduction and Overview**

### **1.1 Introduction**

The aim of this research is to conduct a critical review of TEFL (Teaching English as a Foreign Language) as an effective method of teaching English in a multi-lingual environment. This involved critiquing the course content as well as implementing the teaching techniques of TEFL in an experimental classroom of groups of students from different ethnical backgrounds whose mother tongue is not English.

English as a Foreign Language (EFL) classes generally consist of small groups, in order for the teacher to provide undivided and personal attention to the individual learners. Thus the groups used in this study consist of four to twelve subjects. The Researcher is a qualified EFL educator and aimed to utilise this qualification to make an in-depth study of EFL techniques and whether it can be effective in a multi-lingual classroom. The study was divided into three case studies to supply a variety of results to the research. The first was conducted at the Hochschule Aalen in Germany.

Ten percent of Aalen's student-body consists of foreign students from over fifty countries (HTW-Aalen, <http://www.htw-aalen.de/international>). The Researcher formed part of the Student Exchange group which embodies subjects from several European

countries as well as Korea, China, Argentina, Chile, Peru, Malaysia among several others.

The Researcher acquired several exchange students as well as German students that took part in interactive English sessions and observations. The subjects are all from different countries, different genders and aged between twenty-four and thirty years.

German is the sole official language of the Federal Republic of Germany deeming English a foreign language (Lewis, 2009). German students were utilised in this study along with several international students due to the available study opportunity provided to the Researcher at the Hochschule Aalen in Germany and the availability of German as well as international students at the university that desired to improve their English skills.

The second and third studies were conducted at the Educare centre in Stuttgart. Educare is an educational care centre for children aged between one and thirteen years. All classes, exercises and activities offered by Educare are performed bilingually with one German and an English teacher assigned to each group.

The Researcher acted as an English teacher at two groups: the *Adler* group (kindergarten) and the *Papageien* group (nursery) for the duration of the study. The second study's subject pool consisted of twenty-one subjects, which were divided into smaller groups for observation and interactive sessions. The subjects were between the ages of four to six years. The third study, which was conducted in the same manner as the first and second studies, consisted of ten subjects between the ages of one and three years.

Subjects were utilised at the University of Aalen and Educare to supply the study with a quantitative sample of subjects concerning age, gender and nationality. Intensive case studies were conducted separately with these respective age groups in order to offer qualitative results to the research.

Methodologies used in this research were literature reviews, internet research, questionnaires, observations, interviews and formative assessment opportunities given to subjects. The popular methodologies, according to the Researcher were case studies that consisted of observations, interviews and questionnaires as well as internet research. These were the most promising methods of acquiring international and English data due to the venues of the case studies. Most libraries, articles and books found during the research period were primarily available in German.

These methodologies aided in answering the above-mentioned questions. The duration of the case studies was from the 1<sup>st</sup> of March 2009 until the 29<sup>th</sup> of October 2010. The total duration of the research spanned from the 11<sup>th</sup> of January 2009 until the 15<sup>th</sup> of December 2010.

The expected outcome of this research is a definitive distinction in the subjects' ability to acquire English by means of TEFL methods.

In addition it is the aspiration of this research that the findings may contribute in the future development and improvement in teaching a second or foreign language to subjects, whether English or any

other foreign language in the higher educational institutions of The Central University of Technology, Free State and Hochschule Aalen as well as Educare.

A further aim of this study is to act as a point of departure for the Researcher's further studies in designing a proposed curriculum of teaching English as a foreign language by implementing the findings of this study and patently bringing forth improvements in English classes, either as a second language or a foreign language. The principal aim hereof is to improve the teaching of a foreign language.

## 1.2 Importance of Topic

The Research questions implemented in this study carry significance in the importance of this research topic. These questions are:

- 1. Do the TEFL teaching techniques differ from those in traditional English classrooms?*
- 2. If this is the case, how do these techniques differ?*
- 3. Do the subjects benefit from TEFL, or may/can they benefit?*
- 4. And do teachers benefit by using TEFL techniques in the classroom?*

The interest in the differences between the teaching techniques used in TEFL and traditional English classrooms, is part of long debated issues in language education. The findings of this research might serve as insight to the public, language subjects, language teachers, language programmes and language institutions such as The Central University of Technology, Free State, the Hochschule Aalen and Educare.

The importance of the topic stems from its area of focus and purpose. The study's focus is placed on the differences between TEFL methods and methods used in traditional English classes and the possible benefits proposed to EFL learners and teachers.

The dissertation's primary purpose is to examine whether TEFL methods offer wider and improved possibilities and imperatives of language acquisition to its subjects, as well as teachers. The dissertation derives greater primary importance upon consideration of the effectiveness of TEFL in multi-lingual classrooms.

### **1.3 Field Research Problems**

The subjects used in the first study consisted of groups of at least four to twelve university subjects, all registered at the Hochschule Aalen in Germany. The group consisted of subjects from different ages, nationalities and gender. Due to the fact that EFL classes have a propensity to consist of small groups, in order for the teacher to provide quality and undivided attention to the learners, the groups used in this study were encouraged to consist of groups of at least four to a maximum of twelve subjects.

This case study consisted of three parts of informative sessions. Thus, a new sample of subjects was recruited after five months or a semester, in order to obtain varied results by employing a quantitative approach. In addition, a qualitative approach was utilised by employing a small number of subjects in each sample group, as well as conducting personal interviews with each subject.

## Chapter 2: TEFL: Teaching English as a Foreign Language

### 2.1 Introduction

The following chapter is dedicated to discuss the importance English possesses in society as well as explaining the concept of Teaching English as a Foreign Language. Later, the teaching methods incorporated in EFL shall be examined with an additional discussion of differences between traditional English classes and TEFL classes.

#### 2.1.1 English in Society

According to Graddol (1997: 58), English is the *lingua franca* of the world. Fromkin, Rodman and Hyams (2007: 433), state that when the inhabitants of a multi-lingual region desire social or commercial communication, one language is commonly agreed upon. This language is known as the *lingua franca*.

Graddol is of opinion that the position of English has arisen from a particular history like no other language can (1997: 58). There are, however, many more Chinese speakers than native English speakers, but Chinese is spoken little outside of Chinese communities, making English the most widespread language in the world (Kitao, 1996). English is listed as the official or second official language in forty five countries.



English is the language most often studied as a foreign language in the European Union (by eighty-nine percent of schoolchildren), followed by French (thirty-two percent), German (eighteen percent), and Spanish (eight percent). In the European Union (EU), a large fraction of the population reports to be able to converse to some extent in English (The European Commission - Eurobarometer, 2006, <http://ec.europa.eu>).

Among non-English speaking European countries, a large percentage of the population claimed (2006) to be able to converse in English; in the Netherlands (eighty-seven percent), Sweden (eighty-five percent), Denmark (eighty-three percent), Luxembourg (sixty-six percent), Finland (sixty percent), Slovenia (fifty-six percent), Austria (fifty-three percent), Belgium (fifty-two percent). Norway and Iceland also have a large majority of competent English-speakers (The European Commission - Eurobarometer, 2006).

Kitao is of opinion that English plays a major role in international business, diplomacy, and science and the professions. For example, a Brazilian and a Taiwanese businessman are likely to use English to communicate, because according to Kitao, English is known as the business *lingua franca* of the world (Kitao, 1996).

In Germany, English is a second language, but it is necessary for daily life. This could be a reason because English is the major language of news and information in the world. Kitao states that English is the language of business and government even in some

countries where English is a minority language. It is the language of maritime communication and international air traffic control. It is furthermore used even for internal air traffic control in countries where it is not a native language. American popular culture - primarily movies and music - carries the English language throughout the world (Kitao, 1996).

This clearly contributes to the need for people to learn English to advance them in the corporate world. In addition, Kitao (1996) is of opinion that, one reason that subjects provide for learning English is to understand songs, movies and books imported from the United States of America and Britain.

To conclude the importance English carries in society, Roland J. Breton, a geolinguist from the University of Paris states it best: "The spread of English may be seen as a positive development which saves resources and makes cultural exchange easier. After all, it might be said, the advance of English is not aimed at killing off local languages but is simply a means of reaching a wider audience. A person makes a mark through his or her ability to use the most useful language or languages. And over several generations, the most useful language eliminates the others" (In: De Guzman, 2007).

### **2.1.2 The Concept of TEFL**

Subsequent to mentioning the importance of English in society and the corporate world, English classes act as a medium to which acquiring English skills are possible. TEFL claims to simply be the new and improved modern version of catering to those needs. EFL is learned either to pass exams as a necessary part of one's education, or for career progression while working for an organisation or business with an international focus. EFL may be part of the state school curriculum in countries where English has no special status; it may also be supplemented by lessons paid for privately. However, TEFL is aimed at those wanting to teach English to clients and prospective subjects who wish to learn English as a second or foreign language (<http://teflonline.com>).

Another vantage point of EFL is to gather a glimpse of the methods and teachings thereof, this is known as TEFL. The TEFL course to EFL trainers consists (as collected from TEFL's lesson curriculum) of twelve chapters varying from teacher-student relationship, class management to teaching grammar and lesson planning (<http://teflonline.com>).

The course only offers a six month window to complete the programme and to reach a total of one hundred and fifty hours. According to Teflonline, the allowed time frame is sufficient to acquire all the necessary information needed to be able to teach English as a foreign language to students whose mother tongue is

not English (<http://teflonline.com>). At the conclusion of each chapter, accompanied with video tutorials, module exams are taken. The mark to pass each module is seventy percent. Every member of the TEFL course has a personal tutor that assists him/her throughout the entire course, to aid in any uncertainties, or for general assistance. This is to ensure that prospective EFL teachers have all the necessary aids and materials to their disposal.

The Researcher has completed this TEFL program by BridgeTEFL and has successfully attained a TEFL certificate to teach English as a foreign language. Personal insight can be given on the duration and standard of this course.

The Researcher is of opinion that the major components of English learning such as, grammar, concord, vocabulary and sentence structure, phonology, productive/receptive language skills are thoroughly explained in the TEFL course. Additional factors every EFL teacher should bear in mind are, *inter alia* classroom management, lesson planning, the role of the teacher and student, cultural awareness, error correction, assisting the student in learning, how to manage group exercises and teaching aids. The Researcher is also of opinion, considering the sum of literature and exercises that have to be completed; the TEFL course offers an ample amount of time for all the course modules to be completed.

As mentioned in this research, English is a widespread and important language in the modern world. It is utilised from international academic conferences to news reports to popular

music lyrics. It is used not only for communication between native speakers and non-native speakers of English but also between non-native speakers.

The Researcher agrees with Kitao (1996) that, even though English does not have the greatest number of speakers in the world, it is the most widely used language in the world, and it will be used by more people in the future, making EFL a significant element in our futures (Kitao, 1996).

To enable this, various non-English speakers around the world join EFL classes to aid them in the process of learning English. EFL classes offer these subjects an affordable option to learn English in a shorter amount of time than in a traditional English school classroom. EFL teachers are also qualified in noticing typical errors and unpleasantness such as students' unwillingness to part-take in activities due to shyness etcetera, found in a traditional school classroom. According to theory, the EFL teacher is a professional, multi-tasking, educator, whose primary focus when completing the TEFL course, is to educate him/her in the needs of the subjects in the classroom and techniques on improving the subjects' learning abilities. A main priority in EFL education is increasing the Student Talking Time (STT), while decreasing the use of Teacher Talking Time (TTT) during class; the teacher is merely seen as an observer, facilitator and assistant to the student (<http://iteslj.org>).

This is done by allowing the classroom to be more student-centred - increased student participation in classes - and permitting the subjects to share control in how they learn considering each

individual is aware of the strength and weakness of his/her own abilities.

Furthermore, EFL classes exercise lesson planning, classroom management, specific traits of a successful teacher, how to use visual and audio equipment to enhance learning to create effective and fair tests and also a brief introductory into the English language and an update on English grammar. EFL teachers are educated on adapting to a new culture and country and teaching English to an EFL class.

Adding this knowledge along with testing the students' understanding of the discussed work, it is clear that TEFL is a applicable and efficient method of training teachers to proficiently teach English to non-English speakers.

Lastly, TEFL offers beneficial factors to EFL teachers as well. Such benefits can be the positive reactions to the teaching methods from the students. The students' reactions can increase the teacher's motivation. This in turn causes the lecturer to return this positive effect on to the students. This action can then incite self-confidence with the students during STT. This cycle can be seen as a self-enhancing process that is caused by incorporating EFL teaching methods into a lesson.

## 2.2 TEFL Methods and Strategies

In this chapter EFL teaching methods and tools shall be illustrated and further explained.

The first EFL tool, Metacognition is defined by Flavell (1979) as:

“...the experiences and knowledge we have about our own cognitive processes”

(In: Perfect and Schwartz, 2002: 1).

Metacognition is thinking about thinking, a powerful tool for effective teaching and learning and it is an integral part of EFL teaching. By linking metacognition into his/her teaching strategies, the EFL teacher can prepare and plan for each class. This is done by selecting and using specific and applicable learning strategies. The teacher can then monitor the strategy use, orchestrate various techniques and then finally evaluate those strategies in the lesson plan (<http://teflonline.com>).

Many educators believe children and adults from non-English-speaking backgrounds will learn English best through structured immersion, where they have ESL or EFL classes and content-based instruction in English (McLaughlin, 1992).

Teachers know that subjects learn in different ways; the experience in the classroom confirms this every day. In addition, well-accepted theories and extensive research illustrate and document learning

differences. Most educators can talk about learning differences, whether by the name of learning styles, cognitive styles, psychological type, or multiple intelligences. Learners bring their own individual approach, talents and interests to the learning situation. It is a vital role of EFL to nurture and enhance these unique learning abilities of the subjects in order to secure successful language acquisition (McLaughlin, 1992).

The EFL teacher prepares and plans for each class by informing the subjects about the aims and expected outcomes for the class, the goal for the exercises, and the reason for pair work and group activities etcetera. The lecturer then goes on to select and use learning strategies by teaching the subjects different methods of learning. For example, showing them note taking strategy, outline practicing and chart forms.

The EFL teacher monitors strategy use by discussing with the subjects which note taking strategy they prefer and why and what they find challenging about the other methods. The EFL teacher orchestrates various strategies by applying two strategies into the lesson. Those strategies are meant to complement each other and improve the learning process.

For example, in vocabulary development, BridgeTEFL (<http://bridgetefl.com>), believe that the application of multiple strategies for vocabulary acquisition is beneficial in accelerating the learning of a word and increasing the length of time for retaining a word. If a learner practices the strategy of writing all new vocabulary down, categorising it, defining it, using it in a sentence, reading the



word frequently, associating some imagery with the word, hearing it and orally using it in context, the learner may benefit more than a learner who practiced only one of those strategies.

Finally by evaluating strategy use and learning, EFL teachers remind the learners to evaluate their strategies for learning. To aid in evaluation, quizzes are given that are based on content that was learned with a conscious strategy, or through several different learning strategies, and by letting subjects consider the outcome of the different strategies and what works best for them.

The EFL teacher thus, by teaching and practicing metacognitive skills in the classroom, can enable the subjects to achieve higher learning by supplying them with tools to make conscious decisions about their learning process.

A few distinct characteristics of EFL teachers are that they present new language in context through visual or role-play situations. EFL teachers never ask questions unless they have taught the subjects how to answer those questions and they learn to anticipate problems. EFL teachers also praise subjects when they get questions right, but they do not patronise them. Additionally, the EFL teacher never abandons a topic when subjects do not understand, instead they return to the work, review it, and incorporate it into other lessons until the subjects understand.

Another characteristic of TEFL concerning grammar is the use of exercise drills.

A typical TEFL exercise drill for example repetition, would look like the following:

Teacher: "He's sleeping."

Subjects: "He's sleeping."

Teacher: "She's sleeping."

Subjects: "She's sleeping."

Teacher: "Great!"

The EFL teacher can then continue until satisfied with the subjects' understanding and pronunciation. Another step in this exercise is to add more differentiation, by adding a drill with 'wh' questions like "with", "who", "why". This can be used in addition to the yes/no questions. The teacher continues the exercise and asks with a series of pictures shown to the subjects to elicit the responses that the teacher wants: "Is he sleeping?"

Subjects: "Yes, he's sleeping."

Teacher: "Is he sleeping?"

Subjects: "No, he isn't sleeping."

Teacher: "What's he doing?"

Subjects: "He's reading."

Teacher: "That's right"

Teacher: "What's she doing?"

Subjects: "She's reading."

Teacher: "Very good!"

EFL teachers are aware of potential errors and have a strategy to correct them; they use visual aids to help comprehension and stimulate interest and always aim to keep it interesting by planning on several activities in each class. Finally an EFL teacher always follows each lesson with CCQ's to verify learning and the subjects' comprehension of the work discussed (<http://teflonline.com>).

It is clear that in any class of subjects; at least one may be able to explain something about the vocabulary, grammar points or give examples to some extent. Thus, the EFL teacher always begins by determining what they know. The teacher cannot elicit information the students do not know, and if no one responds to a question, the teacher knows when to explain or clarify the point.

EFL teachers are encouraged to do additional research on alternative methods of teaching, so they can be able to conclude what will work for them and the subjects in the classroom in terms of technique, approach and philosophy.

A few distinct methods are, however conducted in EFL classes:

*The Direct Method* was the first method that permitted no translation in class and in which there was a total de-emphasis of grammar in the second language classroom (Richards & Rogers, 1986: 11). The emphasis is placed on STT. All of this resulted from teachers who were, by the end of the late 1800s, frustrated by the restrictions of the Grammar Translation Method in terms of its inability to create communicative capability in subjects. Therefore they began to

experiment with new ways of teaching language. (Renshaw, 2007). These teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. Subjects learn the Second Language (L2) as naturally as a child would and responses to teachers' questions are supposed to be automatic and instinctive.

In short: the Direct Method states that foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language.

Renshaw states that the Direct Method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated subjects could study new languages and not need to travel far in order to try them out and apply them communicatively (Renshaw, 2007).

One of the most famous advocates of the Direct Method was the German Charles Berlitz, whose schools and Berlitz Method are situated globally (<http://berlitz.de>). Christopher Macchini, the Assistant Director of Training and Quality at Berlitz in Stuttgart, Germany states, that the Berlitz Method is a slight deviation of the Direct Method, with Berlitz adding their personal signature to the teaching technique. All newly employed language teachers are trained in the method before commencing to teach classes at Berlitz. EFL teachers focus on the *teacher talking time* (TTT) and always ensure that it does not dominate in the lesson. The lecturers are educated in allowing *student talking time* (STT) to dominate the

class. TTT can be seen as a negative in class because it can restrict and demotivate the students to actively take part in discussions and verbal exercises.

However, there are situations where a teacher's speaking in class is justified and beneficial as during clarification and explanation, giving directions, checking comprehension, giving examples, etcetera. Nevertheless, once the trainer has explained the aim of the lesson, it is priority to allow the students to be dynamic and actively involved in the proceedings of the lesson.

Echoing is usually subsequent to TTT, attracting the EFL teacher's attention during class. When subjects answer a question, the EFL teacher does not repeat the response because the educator may then only encourage the other subjects to listen to the lecturer rather than to each other. In applying this method EFL teachers allow subjects enough time to think and respond in the lesson. In doing so, students accept co-responsibility for their own learning.

*Communicative Language Teaching (CLT)*, perhaps the most popular approach today, emphasizes the language learners' ability to communicate functions, such as making requests, accepting offers, describing, and expressing preferences (<http://teflonline.com>).

“The Communicative approach does a lot to expand on the goal of creating communicative competence compared to earlier methods that professed the same objective. Teaching students how to *use*

the language is considered to be at least as important as learning the language itself” (Brown, 1994:77)

This approach is used in both traditional school classrooms and the EFL classroom. However, in EFL classrooms, CLT stresses learning language through task assignment and problem solving and is less concerned with accuracy than with fluency, whereas in a traditional school classroom, more emphasis is placed on grammatical accuracy than verbal fluency.

By the mid-eighties, the industry of language teaching was maturing in its growth and moving towards the concept of a broad approach to language teaching. A reason could be that the subjects needed this approach to include assorted methods of teaching English, various types of teachers and the needs of individual classrooms and subjects themselves (Renshaw, 2007).

It would be fair to say that if there is a universal approach to teaching language that has become the accepted norm in the field of TEFL, it would have to be the CLT.

Like the earlier Direct Method, CLT does not stress teaching grammar in isolation. However, unlike the Direct Method, painstaking error correction is deemphasised, since learners are believed to develop fluency through communicating in their new language and not by analyzing it (Lewis & Hill, 1981: 70-120).

Special to the EFL classroom is, *Total Physical Response* (TPR). Gouin (Asher, 1982: 27) aimed at devising a method of language

teaching that profited from the way children naturally learn their first language.

He did so through the transformation of perceptions into conceptions and then the expression of those conceptions using language. This approach to language acquisition was called *Series Method*.

In the 1960s, James Asher began experimenting with a method he called Total Physical Response, and its basic premise had a lot in common with that of Gouin's (Asher, 1982: 27). According to Renshaw (2007), the method owes a lot to some basic principles of language acquisition in young learners, most notably that the process involves a substantial amount of listening and comprehension in combination with various physical responses for example, smiling, reaching, grabbing, looking, etcetera - well before learners begin to use the language orally (Renshaw, 2007).

The Researcher is of opinion that TPR also focuses on the ideas that learning should be as entertaining and stress-free as possible. Moreover it should be dynamic through the use of accompanying physical activity like acting out the language rather than just learning it.

*The Silent Way*, like TPR, is a Humanistic Approach to second language acquisition. According to McLoad (2007), Humanistic Approach is a term in psychology relating to an approach which studies the whole person and the uniqueness of each individual. EFL teachers incorporate these Humanistic Approaches in teaching

by taking subjects' emotions into consideration, as well as reasoning to learn language. The Silent Way places focus on STT.

The "silent" teacher conducts class with the smallest possible oral input, allowing subjects to actually teach as well as learn by doing so – a main focus in EFL education. Caleb Gattegno founded The Silent Way as a method for language learning in the early 70s (Renshaw, 2007).

Some of Gattegno's basic theories of the Silent Way were that "teaching should be subordinated to learning" (Gattegno, 1976: 13) and "the teacher works with the student; the student works on the language" (Larsen-Freeman, 1986: 65). Additionally, this can be explained as The Silent Way attempts for the students to become highly independent and experimental learners. Making errors is a natural part of the process and a key learning device, as it is a sign that students are testing out their hypotheses and arriving at various conclusions about the language through a trial and error style approach (Renshaw, 2007). The teacher tries to facilitate activities whereby the students discover for themselves the conceptual rules governing the language, rather than imitating or memorizing them. Brown expresses this as being a process whereby "students construct conceptual hierarchies of their *own* which are a product of the time they have invested" (1994:63).

Additionally, Gattegno is of opinion that the "Silent Way" is the best teaching method because it allows the teacher to test what the students have actually produced for themselves, by themselves, and



within the time spent in contact with the challenges of a new language and with their teacher (Gattegno, 1976: 165).

The Researcher is of opinion that language learning is usually seen as a problem solving activity to be engaged in by the subjects both independently and as a group, and the teacher needs to stay clear in the process as much as possible.

*Suggestopedia* is another of the Humanistic Approaches. It emphasizes the learning environment. Music, yoga and meditation are used to aid relaxation in the subjects. Teflonline states that proponents claim that when subjects are in a relaxed state, it allows them to become as open to suggestion as children are to a new language, aiding rapid learning (<http://teflonline.com>). According to Larsen-Freeman, in the late 70s, a Bulgarian psychologist by the name of Georgi Lozanov introduced the argument that subjects naturally set up psychological barriers to learning - based on fears that they will be unable to perform and are limited in terms of their ability to learn (Larsen-Freeman, 1986: 73).

Lozanov then developed a language learning method that focused on "desuggestion" of the limitations learners think they have, and providing the sort of relaxed state of mind that would facilitate the retention of material to its maximum potential (Renshaw, 2007).

According to Teflonline, the use of soft baroque music is popularly used in most schools and kindergartens to relax the subjects. Also,

some subjects use baroque music when studying, hoping it will stimulate their cognitive senses. In addition to classical music, soft comfortable chairs and dim lighting in the classroom are also used (<http://teflonline.com>).

EFL teachers pose *Concept Check Questions* (CCQ's) to subjects to evaluate the extent to which the subjects understand the work. By employing these techniques, the EFL teacher assures that the subjects have internalised the idea of what they have just learned and can use it properly.

An example of CCQ's for lexical concepts when an EFL teacher taught the subjects the word "borrow" is,

Teacher: "Where can people borrow money?"

Student: "People can borrow money from a bank."

Teacher: "Very good. And what does the bank do?"

Student: "The bank lends money."

Teacher: "Very good. So, who lends money?"

Student: "Banks do"

Teacher: "And who borrows money?"

Student: "People borrow money."

Teacher: "Why do people borrow money?"

Student: "People borrow money to buy cars, houses and other expensive things."

EFL teachers are trained to deal with negative emotions in the classroom, and by way of avoiding subjects feeling embarrassed and be put on the spot, the teacher incorporates a lot of group exercises and pair work. Also, EFL teachers are trained to professionally deal with subjects' mistakes and to motivate them to do better the next time (<http://teflonline.com>).

According to BridgeTEFL, EFL techniques used in the EFL classroom; aim at developing both sides of the subjects' brain, by allowing all five their senses (or as many as possible) to be involved in the learning process (<http://bridgetefl.com>).

For example, the subjects hear the word and the pronunciation from the EFL teacher, they see the word written on the board and they write the word down themselves, the teacher brings realia - actual objects used in classrooms - applicable to what they are learning, so the subjects can touch, see and even taste the objects related to what they are learning.

Lastly, concerning the "Gender and Age" section in the Findings chapters of the three case studies, the differences in language learning between males and females require explanation.

The differences in gender concerning learning have often been part of a world-wide debate. Most specialists claim that females learn faster and more efficiently than males (*Science Daily*, 2008).

Researchers from Northwestern University and the University of Haifa show both that areas of the brain associated with language

work harder in girls than in boys during language tasks, and that boys and girls rely on different parts of the brain when performing these tasks (In: *Science Daily* and Burman, Booth & Bitan, 2008).

"Our findings -- which suggest that language processing is more sensory in boys and more abstract in girls -- could have major implications for teaching children and even provide support for advocates of single sex classrooms," said Douglas D. Burman, research associate in Northwestern's Roxelyn and Richard Pepper Department of Communication Sciences and Disorders (*Science Daily*, 2008).

According to *Science Daily* (2008), these researchers used functional Magnetic Resonance Imaging (fMRI), to measure brain activity in thirty-one boys and in thirty-one girls aged nine to fifteen as they performed spelling and writing language tasks.

The researchers found that girls still showed significantly greater activation in language areas of the brain than boys. The information in the tasks reached to girls' language areas of the brain - areas associated with abstract thinking. And their performance accuracy correlated with the degree of activation in some of these language areas (In: *Science Daily* and Burma, Booth & Bitan, 2008).

Three chapters dedicated to gender issues experienced in the three case studies shall be discussed under each respective chapter.

## **2.3 Known Differences between TEFL and Traditional English Classes**

### **2.3.1 Introduction**

The interest in the differences between the teaching techniques used in EFL and traditional English classrooms, are part of long debated issues in language education (<http://teflonline.com>). It is the aim of this research paper that the outcome will assist in the search for a solution to these matters.

The demand for English has spread worldwide, and many subjects have to be able to communicate in English for jobs or, to attend a college or university in an English speaking country. Thus, teaching speaking and listening skills is what the teacher will most likely be hired to teach as a native or expert speaker of English because most local teachers do not always have the speaking skills that an English native speaker might have.

Many EFL subjects have taken English as a foreign language in mainstream schools or private language institutes where they have experienced a variety of teaching methodologies before they entered the EFL classroom. Some of them will have a foundation in the language, but limited listening and speaking skills.

### 2.3.2 Teaching Methods

According to Fromkin, Rodman and Hyams (2007: 351), second or foreign language teaching falls into two broad categories:

- the Synthetic approach and
- the Analytical approach

The Synthetic approach covers the grammatical, lexical and phonological areas etcetera of the L2. The Synthetic approach is akin to that of the Grammar Translation where students study lists of vocabulary and grammatical rules. The Grammar Translation method is found in traditional classrooms where the teacher instructs in the L1 and the L2 is only used when reading translated passages aloud. No real exercise or exposure is experienced with the L2.

Contradicting the Synthetic method is the Analytical approach where, instead of placing the focus on rules or parts of the L2, the method focuses on the instructor selecting topics or tasks that are appropriate to the needs and interests of the learner (Fromkin, Rodman and Hyams. 2007: 351).

“Currently, one of the most widely practices Analytic approaches is content-based instruction, in which the focus is on making the language meaningful and on getting the student to communicate in

the target language” (Fromkin, Rodman and Hyams. 2007: 351 - 352).

The above statement by Fromkin, Rodman and Hyams (2007), refers to the teaching focus of TEFL. EFL educators aim to encourage the students to express their opinions and interests on assorted topics and to be actively involved in all class discussions. “Grammatical rules are taught on an as-needed basis, and the fluency takes precedence over grammatical accuracy” (Fromkin, Rodman and Hyams. 2007: 352).

In short: TEFL focuses on increasing the STT, while decreasing the use of TTT during lessons.

Due to previous experiences, the Researcher believes that students may complete a programme in Grammar Translation methodology with good mastery of grammar and vocabulary but are usually unable to speak or respond to the simplest spoken sentences.

This is where TEFL aims to be different; the teacher is merely seen as an observer and facilitator to the subjects. The EFL educators aspire to let their classrooms be more student-run. They achieve this through group activities and incorporating the L2 into everyday situations and experiences (<http://teflonline.com>).

A unique characteristic of EFL is Communicative Language Teaching (CLT). CLT emphasizes the language learners’ ability to communicate functions. Additionally, CLT stresses learning language through task assignment and problem solving and is less

concerned with accuracy than with fluency, whereas in a traditional school classroom, more emphasis is placed on grammatical accuracy than verbal fluency.

According to Renshaw (2007) the Communicative Language Learning method does not just attempt to teach students how to use another language communicatively, it also tries to encourage the students to take increasingly more responsibility for their own learning, and to "learn about their learning". This means that EFL teachers must pay attention to the balance between fluency - the ability to speak quickly and smoothly without much thought - and accuracy – the ability to speak in a grammatically correct manner. Tension often exists between fluency and accuracy where too much desire or struggle for accuracy denies a student fluency in English. On the other hand, too much emphasis on fluency can result in incomprehensible language that follows no rules at all.

It is clear that the main difference between learning a foreign language in a traditional school classroom and the EFL classroom is the emphasis put on obtaining written grammatical accuracy and verbal fluency. EFL classrooms focus mainly on the latter and have a wide variety of teaching methods to do so, which have been mentioned earlier in this paper. By way of executing these teaching methods, EFL teachers aspire to increase student participation in classes, by decreasing the TTT. By doing so, they aim to make way of the traditional method of teaching in lecture mode, where communication is mainly a one-way street. This method is still



practised in a large number of traditional school classrooms, by explaining the grammar and structure of the language.

Today's EFL teacher, being far more knowledgeable in how people learn languages, knows that people learn by *doing*. Another problem with the lecture method is that it does not integrate verification of learning into the lesson, whereas EFL incorporates CCQ (<http://teflonline.com>).

### **2.3.3 Error Correction**

Learning a language is equated with habit formation, but natural language is always the focus. It is stated that teachers should correct mistakes as they occur with praise which is used to reinforce correct usage of the language (Ferris, 2002: 61).

An issue of concern for every EFL teacher is *when* and *how* to correct subjects' errors in the EFL classroom is. The EFL method incorporates listing for errors and makes a general review of them at the end of the activity segment or encouraging peer correction (Ferris, 2002: 62).

Whereas it is more common in traditional English classes that the teacher, when hearing an error - speaks the corrected statement or the teacher corrects the student personally. EFL teachers are refrained from using this method, if at all, for fear of embarrassing the student or to prevent a potential lack in participation in future class exercises.

### **2.3.4 The classroom**

Another point that can be discussed is the classroom itself. The language classroom whether, in a school, university or EFL classroom can be defined as a setting where the target language is taught as a subject (<http://eflonline.com>). In this sense it includes both foreign language classrooms for example, French classes in South Africa or English classes in Germany and second language classrooms where the learners have no or minimal contact with the target language outside the language classroom, for example, ESL classes in a francophone area of Canada.

Another crucial aspect to be considered in a classroom is the emotions of the students. Krashen's Affective Filter Hypothesis is another concept that has found broad acceptance with both researchers and EFL instructors. This theory suggests that an individual's emotions can directly interfere or assist in the learning of a new language (Krashen, 1981: 103). According to Krashen, learning a new language is different from learning other subjects, because it requires public practice (Krashen, 1981: 103).

According to O'Toole, Stinson and Moore (2009: 64), speaking out in a new language can result in anxiety, embarrassment, or anger. Anxiety is often related to a sense of threat to the learner's self-concept in the learning situation, for example if a learner fears being ridiculed for a mistake. Anxiety, along with other negative

emotions can create a filter that blocks the learner's ability to process new or difficult words.

This large number of subjects can increase anxiety and embarrassment for a student speaking in class. The number of subjects is only one factor, friends, peer-groups, etcetera can all play a role in subjects not taking part in the lesson. Also, as mentioned, the majority of subjects mainly attend that class due to it being mandatory and they do not necessarily have a desire to attend the class and learn.

Contradictory to traditional English classes, EFL classrooms aim to submit the minimum productive number of subjects per class. This allows the EFL teacher to focus personal attention on each student. This can create a better relationship between the subjects and the teacher, making the subjects more comfortable to talk and take part in class. Also, the subjects in an EFL classroom are mostly strangers from different cultures, who are all attending the class for a common goal and are usually all mainly at the same level of fluency.

EFL classrooms are fully engaging, non-threatening, and affirming of a child's native language and cultural heritage and have a direct effect on the student's ability to learn by increasing motivation and encouraging risk taking (<http://teflonline.com>).

### **2.3.5 The Roles of the Teacher and the Student**

According to Corder (1977) the role relationships between teacher and student can influence learning in a classroom. In the case of traditional approaches to language teaching, where the target language is perceived primarily as an object to be mastered by learning about its formal properties, the teacher typically acts in the role of a knower or informer and the learner as an information seeker (In: Ellis, 2007).

In the case of innovative approaches for example, communicative language teaching, where the emphasis is on the use of the target language in social behaviour a number of different role relationships are possible. This is dependent on whether the participants are playing at talk, as in role-play activities, or have a real-life purpose for communicating, as in information gap activities. In this situation the teacher can act as the Producer or Referee and the learner can take on the role of Actor or Player (<http://teflonline.com>).

However, Corder (1977) noted that even informal learning inside the classroom may differ from that found in natural settings (In: Ellis, 2007).

As noted earlier, classroom learners often fail to develop much functional language ability, which may reflect the predominance of the Knower or Information seeker role set in classrooms.

According to the TEFL course, the following characteristics define a good teacher and are what is used to train teachers before qualifying as an EFL teacher (<http://teflonline.com>):

According to BridgeTEFL ([bridgetefl.com](http://bridgetefl.com)) each EFL teacher must own:

- Sympathy and empathy:
- Understanding the learners' goals, and the difficulties with learning and communicating in a foreign language.
- Imagination:
- Interesting lessons that provide a variety of topics and exercises
- Patience:
- Classroom organization
- Teaching organization
- Punctuality,
- Awareness of subjects' needs.
- Flexibility
- A genuine interest in teaching and in the subjects, approachability
- Professionalism
- Knowledge of the topic and others.
- Confidence,
- Open-mindedness
- Encouragement of independence

Detailed chapters are also provided on the following qualities every EFL teacher must possess:

- Good classroom management skills
- Encouragement and praise
- Cultural awareness
- Reflection on what works and what doesn't work
- Implementing change and preparation
- Time management skills.

Apart from possessing these qualities, the EFL teacher should portray various roles in the classroom. As mentioned, language classes were traditionally taught in lecture mode explaining the grammar and structure of the language.

EFL teachers know that their subjects learn best by *doing* instead of *sitting at their desks* and receiving information from the front of the class. EFL teachers also use CCQ's whereas the lecture does not integrate verification of learning into the lesson. In traditional classes the teacher is the only one that speaks in the classroom. This is where the EFL teacher takes on his/her first role as the Explainer or Lecturer.

Following this, the EFL teacher also portrays the Counsellor or the Enabler role. The objective of this role is to make the learners independent of the teacher and practice self-learning. Teachers can show learners how to use self-access centres such as media labs, and encourage subjects that learning never stops.

EFL teachers encourage and teach active learning, to encourage students to always question, analyse, and organise the newly learned information. There is less control and overt organising and self-access centres in schools are an important part of this.

The Enabler role is also vital, because individual subjects have individual needs and problems in learning; the teacher constantly reviews what is effective for the learner and enables the learners to take initiative in and ownership or responsibility for their own learning and to fill in the gaps that are not being filled in a traditional classroom setting.

Finally the EFL teacher holds the Organisational role. The lecturer uses a variety of techniques and materials that help subjects learn actively. The teacher who adopts the organiser approach explains when something is needed, but doesn't rely solely on explanations. The teacher aims at getting the learners actively involved in using the language. The teacher is in , but seeks opportunities for the learners to practice and develop their language skills.

Skuttnab-Kangas (2000) noted that foreign language classroom settings are characterized by varying degrees of success. In countries where the learners' first language does not function as a *lingua franca*, the teachers are usually well-qualified and the language curricula are well designed, for example, the Nordic countries and the Netherlands. High levels of proficiency are often achieved in these areas (In: Ellis, 2007).

In such countries, learners may also have contact to some exposure to the target language outside the classroom for example, through television viewing. Ultimately, success in learning a language in a foreign language classroom may depend on to what extent the learners observe the language playing a role in whatever identity they wish to construct for themselves (Ellis, 2007).

In traditional school classes this might not be the case, considering that attending school is seen as enforced for most children. They do not have much input in the choice of subjects presented to them, even in some schools it is obligatory to take a third language in secondary school.

This might lead to assumptions that the subjects merely took up a foreign language in school or university because it is part of the curriculum, whereas in the EFL classroom, each student is there voluntarily for various reasons; one might be to secure opportunities in a future career or to enter a university in an English speaking country, etcetera.

This may lead to success in the classroom because each student sees English playing a vital or large role in their futures and the identities or roles they wish to create for themselves.



## **Chapter 3: Research Methodology**

### **3.1 Introduction**

This chapter aims to provide an overview of the methodological approaches and research design selected for application to a critical review of TEFL (teaching English as a foreign language) as an effective method of teaching English in a multi-lingual environment.

In light of the possible differences between EFL classes and traditional English classes, the study investigated whether EFL methods offer wider and improved possibilities and imperatives of language acquisition to its students, as well as teachers.

This task was executed in order to implement the findings of this study and to patently bring forth improvements in English classes, either as a second language or a foreign language. Additionally, as previously mentioned, this dissertation aspires to contribute in the future development and improvement in teaching a second or foreign language to subjects, in the educational institutions of The Central University of Technology, Free State and the Hochschule Aalen and Educcare.

A qualitative approach has been utilized in the methodology of this research.

## **3.2 Research Background**

Below the hypotheses, questions, objectives, design and methodology of the research shall be discussed.

### **3.2.1 Research Hypotheses**

Research hypotheses are the specific testable statements made about the independent and dependent variables in the study. The literature review utilised in this study has given background material that justifies this study's hypotheses that are to be proven. The three hypotheses of this study are:

1. There is a definitive distinction in the subjects' ability to acquire English by means of EFL methods.
2. EFL is an effective method of teaching English in a multi-lingual environment.
3. TEFL teaching techniques differ from those in traditional English classrooms.

### **3.2.2 Research Questions**

Based on the above-mentioned hypotheses, the following research questions were formulated to be answered in this dissertation. Research questions mainly consist of issues that the study wishes to solve or attribute to. In order to prove the hypotheses, the research questions that need to be answered by this study are:

- Do the TEFL teaching techniques differ from those in traditional English classrooms?
- If this is the case, how do these techniques differ?
- Do the subjects benefit from TEFL, or may/can they benefit?
- And do teachers benefit by using TEFL techniques in the classroom?

### **3.2.3 Research Objectives**

Research objectives refer to the aims and goals that the Researcher wishes to attain through or by means of the research.

There are two main goals attached to this study. The object of this research is:

1. To perform a literature review of TEFL in order examine TEFL and the advantages or disadvantages it holds to students
2. To conduct a practical case study of TEFL in order to evaluate, implement and test the alleged success of various EFL techniques used to teach subjects English as a foreign language.

### 3.3 Research Design and Methodology

William M.K. Trochim (2006) states that research design provides the glue that holds the research project together. A design is used to structure the research, to show how all of the major parts of the research project - the samples or groups, measures, treatments or programs, and methods of assignment - work together in an attempt to address the central research question.

The methodologies used in this research were:

- Case studies
- Interviews
- Observations
- Literature reviews
- Formative assessments
- Questionnaires and Interviews

According to the online Miriam Webster English dictionary (2009), “research” and “methodology” are defined as follow:

Research is:

1. “a careful or diligent search
2. studious inquiry or examination; especially: investigation or experimentation aimed at the discovery and interpretation of facts, revision of accepted theories or laws in the light of

new facts, or practical application of such new or revised theories or laws.

3. the collecting of information about a particular subject.”

While methodology can be classified as (2009):

1. “the analysis of the principles of methods, rules, and postulates employed by a discipline”.
2. the systematic study of methods that are, can be, or have been applied within a discipline”
3. a particular procedure or set of procedures.”

(<http://www.merriam-webster.com/dictionary>).

The methodology used in the research will be explained in the following chapter. The main form of methodology utilised in this research was that of case studies seeing that a main aim of this dissertation is to incorporate TEFL methods in to a multi-lingual classroom. In order to achieve this, the Researcher acquired subjects to part-take in EFL classes while she made notes and observations.

Rather than using samples and following a rigid protocol to examine a limited number of variables, case study methods involve an in-depth, longitudinal examination of a single instance or event: a case. They provide a systematic way of looking at events, collecting data, analyzing information, and reporting the results. As a result the Researcher may gain a sharpened understanding of why the instance happened as it did, and what might become important to

look at more extensively in future research. Case studies lend themselves to both generating and testing hypotheses (Flyvbjerg, 2006: 219-245).

Case studies are particularly useful in depicting a holistic portrayal of a client's experiences and results regarding a programme. For example, to evaluate the effectiveness of a programme's processes, including its strengths and weaknesses, evaluators might develop cases studies on the programme's successes and failures (Flyvbjerg, 2006: 219-245).

Case studies are used to organize a wide range of information about a case and then analyze the contents by seeking patterns and themes in the data and by further analysis through cross comparison with other cases. A case can be individuals, programmes, or any unit, depending on what the program evaluators want to examine through in-depth analysis and comparison.

Stake (1995) and Yin (1994) identified at least five sources of evidence in case studies. The following is not an ordered list, but reflects the research of both Yin and Stake (Umit, 2005: 4):

- Documents
- Archival records
- Interviews
- Direct observation
- Participant-observation

Documents can be topical sources and articles, memoranda, agendas, administrative documents, newspaper articles, or any document that is relevant to the study (Umit, 2005: 4).

According to Yin (1994) and Stake (1995), “documents are communications between parties in the study, the Researcher being a vicarious observer” (Umit, 2005: 4). This belongs to the TEFL approach and both methods were used by the Researcher in the conducting and analysing of this study.

Archival documents can be photographs; individual items of correspondence; service records, diaries; multiple drafts and manuscripts of documents which later make their way into print; organizational records, maps; posters or broadsides; lists of names, printed ephemera such as programs, schedules, catalogues, visiting cards, tickets, or brochures; survey data etcetera.

The Researcher incorporated interviews in the second case study due to the fact that the subjects were too young for formative assessments at the end of the study. Yin (1994) and Stake (1995) are of the opinion that interviews are one of the most important sources of case study information (Umit, 2005: 4).

The Researcher made use of the focused interview method. This method is used in a situation where the respondent is interviewed for a short period of time, usually answering set questions.

This technique is often used to confirm data collected from another source (Umit, 2005: 4).



Observations were made of the first, second and third case studies. Yin (1994) and Stake (1995) state that direct observation occurs when a field visit is conducted during the case study (Umit, 2005: 5). It could be as simple as casual data collection activities, or formal protocols to measure and record behaviours. This technique is useful for providing additional information about the topic being studied. Direct observation was included in this study by means of the Researcher being in the class room, supplying the subjects with the necessary tasks and then stepping back to observe the subjects in their ways and methods of undertaking the information assignments given to them. Participant-observation makes the Researcher an active participant in the events being studied.

This often occurs in studies of neighbourhoods or groups. The Researcher also plays the role of educator in the classroom, therefore being placed in the case field to set out and explain the lesson and be available and helpful if required. Thus the Researcher was found directly inside the case field being an active participant, as well as being a silent outside observer. This was done to enhance the range of the observations.

Additionally, literary research regarding teaching methods, teaching of English and TEFL was made and included in Chapter 2 of this dissertation.

At the end of each case study a final test was written by the subjects as well as an oral test to verify whether their language skills have improved by means of the EFL classes. In conclusion, each subject

answered a questionnaire regarding their experiences, opinions and testimonies that concern the EFL classes and which teaching technique they preferred and the reasons thereof.

Concerning the younger subjects in the second and third case study, the Researcher spent seven to twelve days observing the subjects and their language use before commencing the study. Also, the Researcher observed the subjects' current English knowledge. Since written tests could not be conducted with this age group, the orientation time was used to determine the areas of grammar and vocabulary the classes should focus on. During this period it was also preliminary concluded which EFL techniques to use. Seeing that the Researcher was housed with another teacher, dates for interactive English sessions were limited and had to correspond with the subjects' already existing schedule.

These sessions were presented according to the techniques and methods suggested by EFL and focused on the areas of complexity according to the Researcher's observations. Activities that were exercised in the case study consisted of audio, videos, flashcards, books, realia, and games. The subjects were observed during the sessions to determine their reaction and cooperation to the EFL teaching techniques.

After three to six months a final interview in the form of an oral test to verify whether their language skills have improved by means of the EFL classes. The test was mainly executed by means of CCQ's.

### **3.3.1 Qualitative Sampling**

When selecting a sample for a qualitative survey, a different set of priorities must be considered. Each qualitative survey that is conducted is almost similar to an individual scientific research. Sample size is not necessarily important, rather the establishment of observable patterns in the data.

According to Patton (1987: 58), the sample should be large enough to be credible, given the purpose of evaluation, but small enough to permit adequate depth and detail for each case or unit in the sample.

Kuzel (1992) and Morse (1989) were of the opinion that qualitative samples tend to be purposive, rather than random (In: Miles and Huberman, 1994: 27) According to Maxwell (1996: 70) and Edwards and Skinner (2009: 208) purposive sampling, or criterion-based selection, bases the selection of study settings and participants on features and characteristics that can enable the Researcher to gather in-depth information on the areas of research interest. According to Maxwell (1996: 70) this form of sampling is therefore purposeful and strategic with considerations of convenience and ease of access to study situations and participants given only secondary importance.

Since qualitative research is not focused on statistical significance, there is no requirement that samples are of a sufficient scale to achieve this (Richie, Lewis and Elam, 2003: 83). Sample sizes need

to be kept reasonably small, in order to do justice to the rich evidence provided by qualitative studies and to make best use of the resources available for intensive research (Ritchie and Lewis and Elam, 2003: 83-84).

Three separate case studies were conducted during the research.

The subjects used in the first study consisted of groups of five students, all registered at Hochschule Aalen in Germany. The subject pool consisted of subjects from different nationalities, gender and were ages between twenty-four to thirty years.

A new sample of subjects for the second case study *infra* from different age groups was recruited after four months from a different institution, in order to obtain more assorted results.

The second study was conducted at the Kindertagesstaetten in Stuttgart, namely Educcare. The subject pool consisted of twenty-one subjects between the age groups of four to six years. The third study was also conducted at Educcare; the study pool consisted of ten subjects aged between one and three years.

### **3.3.2 Qualitative Data Collection**

The Researcher utilised methodologies like literature reviews, internet research, questionnaires, observations, interviews and formative assessment.

The main methods used in accumulating data during this study were:

- Case study and observations.  
The Researcher made notes and recordings of the reactions and participation of each subject during case studies as well as their demeanour during verbal and group exercises.
- Interviews and questionnaires.  
Personal interviews were conducted with and questionnaires were supplied to each subject and thereafter evaluated by the researcher.

The questionnaires consisted of short questions regarding their experiences, opinions and testimonies that concern the EFL classes and whether they would prefer EFL classes in the future. The full questionnaire concept sheets can be found in Addendum A.

The Researcher conducted three separate case studies with different case subjects and incorporated the findings from those investigations into this research accordingly.

The first case study started on April 2009 until July 2009. Placement assessments were taken by the subjects of the first case study. The results presented by the placement assessments written by the subjects concluded the approach used in the case study, depending on the subjects' language abilities as beginner, advanced beginner, intermediate, advanced or near fluent.

After concluding the placement of the subjects' language skills, the Researcher decided on two classes a week, each lasting one hour. The subjects were observed and notes were made during the classes to determine their reaction and cooperation to the EFL teaching techniques.

A final assessment was written by the subjects as well as an oral assessment to verify whether their language skills have improved by means of the EFL classes. In conclusion, each subject answered a questionnaire regarding their experiences, opinions and testimonies that concern the EFL classes and which teaching technique they preferred and the reasons thereof.

The second case study was executed from February 2010 until May 2010. The third case study commenced on June 2010 and lasted until August 2010.

The second and third case subjects however, deemed a different approach to data collection better suited their ages. Aiding to this, an entire section exists in TEFL providing EFL teachers with the necessary tools for appropriate and successful conduct towards children and young people. The Researcher utilised these methods in the second and third case studies accordingly.

Questionnaires or placement assessments were not given to the subjects of the second or third case studies due to their respective ages. Instead, the Researcher conducted observations as well casual interactions with one to more subjects at a time in order to conclude the subjects' English language skills. Additionally, an oral test consisting of CCQ's were conducted with the subjects in the place of a formative assessment.

Considering the second and third case subjects could not participate in questionnaires or assessments and due to the fact the intensity of the lessons were less than the first case study, the Researcher increased the total number of sessions per week in order to maintain qualitative sampling in the research.

An additional approach to data collection during the study was by incorporating the following into each interactive session:

- English magazines and books,
- flashcards,
- English CD's of conversations or music, video's,
- interactive media activities

- various games

These games are:

- vocabulary bingo,
- phone call interviews,
- news broadcasting,
- match the words

Apart from their educational value, those games furthermore allow the Researcher to note change or improvement in the subjects' reactions to learning and recalling the material. Therefore the games are to some extent a valid substitute where written tests could not be obtained.

Following observations and interviews at the end of the study, conclusions were made that limitations experienced in the study varied from the subject's willingness to participate in exercises or lessons to busy schedules such as examinations or project deadlines.

Information retrieved through these methods was used in relevance to the topic. The information aided in determining if the TEFL techniques improved their language skills.



### **3.3.3 Qualitative Data Analyses**

According to Patton (1987: 144), the process of bringing order to data and organizing it into patterns, categories and basic descriptive units is called analysis. As further meaning and significance are attached to the analysis, descriptive patterns are explained and relationships, as well as linkages among the descriptive dimensions are revealed. This is further defined as interpretation

For the purpose of this thesis, the initial step was to conduct the so called, Within Case Analysis. Within Case Analysis typically involves detailed write-ups for each case.

These write-ups are often simply pure descriptions, but they are central to generate insight, since they aid researchers to cope early in the analysis process, given the typically insurmountable volume of data that they will face (Eisenhardt, 1989: 540). The advantages of this method are that it allows for the unique features of each case to emerge, before trying to generalise patterns.

## **Chapter 4: First Case Study: Presentation of Results**

### **4.1 Introduction**

At the Hochschule Aalen, the Researcher accumulated a subject pool of five students to participate in the first phase of this research's case study. The five subjects all originate from different cultural backgrounds and countries: Chile, Spain, Greece and Germany. The subjects were all students at the university in Aalen, who formed part of the Student Exchange program the university offers for international partner universities (including The Central University of Technology, Free State).

### **4.2 Discussion**

To widen the basis for this research paper, the Researcher conducted three separate case studies with case subjects of different ages and incorporated the findings from those investigations into this research accordingly.

The first phase of the research's case study enclosed a time schedule starting from the 2<sup>nd</sup> of March until the 31<sup>st</sup> of August 2009.

## Work plan including time table of first leg of case study

Table 1: First Case Study: Time Schedule

January - February 2009	Preparation of proposal + literature review
March 2009	Preparation of First Case Study
April - September 2009	First Case study + observations
September 2009	Editing draft

Placement tests were supplied to the first case subjects in order to verify their current English knowledge. The placement test was conducted on the 1<sup>st</sup> of April 2009. After the conclusion of the study, questionnaires were given to the subjects regarding previous English experiences and their view of the EFL classes. The questionnaires were issued on the 25<sup>th</sup> of August 2009. Following, were two tests to determine the subjects' English knowledge increased and improved by means of the EFL classes. The first test was a formal written assessment that was conducted on the 28<sup>th</sup> of August 2009. The second test was an oral test that was executed on the 31<sup>st</sup> of August 2009.

## **4.3**

## **Findings**

The main priority of the Researcher during this case study was to adequately intricate the EFL methods in every lesson plan. Notes were made of the success of these methods.

The findings thereof are discussed in this chapter as well as the subjects' reactions and participation to these methods. Furthermore the demeanour of the students during verbal and group exercises was recorded and is discussed in the following pages.

For the first case study, the Researcher made use of an informal setting in her living room, where media such as a television, radio and computer were available and the subjects were seated at a large desk. The Researcher and the subjects were of the opinion that the setting was successful due to the Researcher-subject relationship, the age group of the subjects and the accessibility. The venue was near to the involved subjects' homes and the venue created a relaxed atmosphere

### **4.3.1**

### **Study Sample Size**

The fact that EFL classes request small groups of subjects to allow the EFL teacher to focus sufficient personal attention on each subject was successfully proved in the first case study. The Researcher could pay attention to each subject's questions and could spend more time aiding them in specific problem areas.

Smaller EFL groups normally also create a better relationship between the subjects and the teacher, making the subjects more comfortable to talk and take part in class activities. Each subject's demeanour was relaxed and improved after each session as they became more comfortable with the informal surroundings and they became acquainted with the other subjects. The subjects could also interact with all the other subjects in the groups easier, than if in a bigger group.

The size of the groups also played in favour of the teacher-student relationship, because the Researcher could spend sufficient personal attention to each subject. The Researcher could also learn to know each subject and not only their learning style, but also their personalities and preferences.

Due to the fact that the number of subjects was limited in the group, they seemed to feel more at ease and could also befriend the other subjects in the group, making it easier for them to part-take in activities.

This assisted the Researcher to implement EFL methods accordingly to the subjects' preferences and could therefore improve interest and participation in each session. The subjects were more accessible to learning and activities, due to the comfortable relationship shared with the Researcher and *vice versa*.

### 4.3.2 Teaching Methods

A balance of the most popular EFL methods was largely incorporated into each class session. Those were:

- TPR,
- Silent Way,
- Suggestopedia,
- CLT,
- Direct Method,
- CCQ's

Due to the fact these methods were new and exciting to the subjects, they were openly greeted and utilised by the subjects.

The first of the integrated methods was Total Physical Response (TPR). As previously mentioned, TPR is a dynamic teaching approach, where the subjects respond to instructions and then tell stories with fitting physical responses. For example, miming the meaning of the language. The subjects in this research found TPR to be an entertaining interactivity to express themselves physically where the words (in this case of a foreign language) would fail them. TPR also improved each student's confidence in group activities, which in turn, enhanced their participation and overall understanding of the content discussed in the activity.

The Silent Way is special to EFL, where teachers take into consideration subjects' feelings, as well as reasoning to learn language. The Silent Way focuses on the subjects doing the majority of the speaking, which was earlier defined as STT. Silent Way was a vital method in this study. It was proven that even after a full day of lessons at the University of Aalen which may have caused fatigue and stress; the subjects were still capable to attain to new information, when it was delivered in the right method. This was achieved through creating a productive and yet relaxed environment for the subjects by evading the traditional method of standing in front the classroom and dominating TTT.

The Researcher took on the role of a silent instructor and allowed the subjects to acquire control by leading the discussions, uncovering the main focus of each session and asking and answering each other's questions. The Researcher was merely seen as an observer and assistant to the subjects.

Through observation during the English sessions, the subjects appeared to be very susceptible to The Silent Way approach and utilised it successfully in class exercises. The reason thereof is that the students found the approach enjoyable.

The Researcher merely explained the objective of the class, the group exercise and the goal thereof. The subjects were eager to part-take and the majority of the group exercises were student-run, with the Researcher observing and, in certain instances, the Researcher also participated alongside the subjects.

According to the questionnaires, The Silent Way enhanced each subject's participation in the lesson, due to the "feeling of being in control" and simply not just processing information given to them by the instructor.

Suggestopedia emphasises the learning environment. Music, yoga and meditation are utilised to aid relaxation in the subjects. As previously mentioned, the Researcher used her own living room as the classroom. Through the setting outside of traditional classrooms it was possible to create a tranquil atmosphere. This was done by the aid of music and the general setting of the room. Before the lesson started, the subjects were in a relaxed state instead of mental and physical stress. Due to the positive results during the lessons, suggestopedia can be confirmed as a successful addition to teaching.

Considering the time allowed for each case study, it was a high priority of the research to focus on language fluency, rather than accuracy. Each of the subjects aspired to be understood in English and was less concerned with their written and spoken accuracy. Due to this important fact, the subjects took part in assignments concerning everyday situations and possibilities to enhance their English fluency.



Example situations are:

Scenario one: The Researcher supplied each subject with a short grocery list with items in English. As a group exercise they went shopping and asking for assistance in English.

Scenario two: The Researcher planned a treasure hunt. Acting as the guides, the students had to either use English directional phrases previously learned, or by using TPR.

The phenomena of CCQ's have been previously explained in detail. The Researcher deemed CCQ's a vital part of each study. CCQ's can be seen as conclusion of a lesson; the summary of whether the lessons which included EFL techniques have been thriving in teaching English. CCQ's proficiently aided the Researcher in concluding whether each lesson was successful or whether certain areas needed to be further investigated.

### **4.3.3**

### **Culture**

Adler (1997: 15) has synthesized many definitions of culture and defines it as “something that is shared by all or almost all members of some social group; something that the older members of the group try to pass on to the younger member, such as in the case of morals, laws and customs that shapes behaviour, or structures one's perception of the world”.

Adler's description of culture is a typical textbook definition, the Researcher, however agrees with Levo-Henriksson (1994) that culture tends to cover the everyday way of life, as well as myths and value systems of society.

Roos (In: Livonen, Sonnenwald and Parma, 1998) sees culture as a system of lifestyles and as a common dominator for lifestyles. Lifestyles are a possible way to outline one's life within the framework of culture.

Lifestyles usually reveal culture as a vast and firm unity, consistent and compatible in our lives. It affects all our actions and reactions, as well as language learning. Certain cultures have similarities to the L2 while others who do not, face a larger obstacle to acquire a language, as well as its accompanied culture. Language is a part of culture. If no similarities can be found between the L2 and the L1, the subjects usually have more difficulty in learning the L2. This was the case with the Greek subject in the study. A vast number of English words are of Greek decent; however the language structures and pronunciation present differences.

There are differences in cultures with respect to how people see a person's relationship to other people. In some cultures, people are individualist and use personal characteristics and achievements to define themselves and value individual welfare. In other cultures people are group-oriented and define themselves as members of groups, which can be clans or communities. In these cultures people consider common goals and the groups' welfare most important (Adler, 1997: 15).

This was experienced with the Spanish-speaking subjects in the first case study. The origin of the Spanish speakers in the group ranged from Chile, Spain to Peru. Interestingly, these Spanish native speakers congregated together to form a supportive group during the sessions. They found likenesses among each other, due to the mutual denominator of their mother tongue.

Also, there are similarities found in words of certain languages. As two words of different languages have similar pronunciation and similar meanings, these words are called *cognates*. This is especially found in Roman languages, such as German, Spanish, Italian and of course English. The cognates found in these languages aid subjects to grasp vocabulary and their meaning. Thus, cognates play an important role in learning.

Examples of cognates in Spanish and English are: *abandon* – *abandoner*, *absolutely* – *absolutamente*, *patience* – *paciencia*, *horrendous* – *horrendo* etcetera, have the same meaning in English. Or the German words: *blond*, *elegant*, *gold*, *intelligent*, *modern*, *normal*, *warm*, and *wild* have the same meaning and spelling as in English.

The Greek subject experienced greater difficulty with pronunciation and finding similarities between the L2 and L1. The subject found help in pronunciation by means of additional repetition drills. This was done by repeating the vocabulary after the Researcher during each session.

#### **4.3.4 Gender and Age**

Despite previously quoted research on differences between male and female subjects concerning learning, no noticeable differences between the male and female subjects were present during the first case study. Both genders showed equal success in language acquisition, proving that gender played no role in this particular study. However, the number of subjects in the first study did not provide a broad enough basis to supply fixed findings and establish definite differences between male and female subjects concerning language acquisition.

Additionally it was noted that in the first case study no “gender communities” were formed where female and male subjects formed groups as was the case in the second study. The seating arrangements and interaction among the subjects were diverse and circulated regardless age and gender.

#### **4.3.5 Group Participation**

As stated before, TEFL firmly supports group participation in language learning, seeing that the teacher is mainly seen as a facilitator to the learning process.

There was a large prospect that the subjects would be unwilling to participate in the lessons, seeing that the subjects aged between nineteen and twenty-six, had a full curriculum to attend and participated in the international student social activities presented at the University.

The Researcher took preventive measures in the means of choosing the EFL methods to utilise in each session, once they were revealed after previous sessions. These methods were:

- TPR,
- Silent Way,
- Suggestopedia,
- CLT,
- Direct Method,
- CCQ's

The above-mentioned were also deemed the most popular methods by the subjects, seeing that the standard attendance was high and positive feedback was given during the final interviews and questionnaires.

Furthermore not only the attendance rate is an important part of the participation. The participation during the classes and in group work must be regarded as even more important.

There are several factors to be considered concerning group work. If these factors are executed harmoniously, then effective group work is resultant. It is common to believe that if these factors do not

agree, unsuccessful group work and language is inevitable. Nation (1989) set the groundwork for group work and language learning. He is of the opinion that the factors for good group work are:

1. the learning goals of the group work
2. the task
3. the way the information is distributed
4. the seating arrangement
5. and the social relationship between the group members.

All of the subjects were willing participants in the research and all shared a common desire of improving their English skills. The Researcher explicitly explained the aim of each lesson and exercise to the subjects before each class commenced.

The group work was achieved successfully concerning the first factor presented by Nation (1989).

Secondly, the Researcher explained the task ahead, as well as teaching methods were introduced, explained and executed. Also, the Researcher was available for any questions concerning uncertainty about work discussed.

Regarding Nation's (1989) third factor it can be stated that the Researcher distributed the information about the main goal and task of each session as effectively as possible. All necessary information and exercises for the upcoming lesson were first distributed in advance by email and the students were asked to bring printouts if applicable. The aim and task of the lesson were then laid out in the

beginning of the lesson and furthermore every student was asked to write those on top of their lessons worksheets. Additionally, the Researcher posed several questions to the subjects to ensure full comprehension of the tasks.

Concerning Nation's (1989) fourth factor, the sessions took place at the Researcher's home, ensuring a relaxed and neutral environment. The subjects were seated at a large round table, deliberately alternating between more and less active members. The round table also equipped them with easy access to one another and a clear view of the Researcher.

Lastly, the fifth factor needs mentioning. All of the subjects, including the Researcher, formed part of the Student Exchange group at the University of Aalen. Together they participated in social events throughout the semester. This gave rise to a relaxed and comfortable atmosphere in the sessions. For this reason it is valid to state that the subjects were well acquainted with each other, as well as with the Researcher.

As a result to the TEFL methods and the implemented Nation's factors, the subjects turned to one another for support. Participation was large when acting in groups. It is to say that the subjects acted as a support system, supplying each other with encouragement and reassurance.

It can be concluded that through EFL methods the motivation and participation levels in students can successfully be raised.

#### 4.4

#### Conclusion

Despite the mentioned difficulties in the participation, five subjects took part in the first case study that was exercised in Aalen. This number deemed successful, as EFL methods aim to keep sample sizes reasonably small, in order to do justice to the rich evidence provided by qualitative studies and to make best use of the resources available for intensive research.

All the subjects were enthusiastic and active in group exercises. The subjects showed comparable knowledge of English which in turns improved group exercises. The subjects were relaxed and friendly, interacted with one another and interacted comfortably with the Researcher.

It was clear from the observations made and final written and oral tests, that the subjects benefitted from the EFL methods. They found them easily understandable, easy to practice and helpful to memorise vocabulary and grammar.

The Researcher benefitted from the EFL methods as well. The methods were welcomed enthusiastically by the subjects, which in turn made the Researcher feel more motivated and self-confident.



The most successful teaching methods deducted from the first case study, according the Researcher was CLT.

Combined with questionnaires, it can be stated that the most successful teaching method according the subjects was CLT. The subjects enjoyed role playing and acting out “real” scenarios in which to use the new vocabulary.

This can be understood for the reasons that the subjects participated in the study with the goal of acquiring or improving their English abilities. They aspired to be understood in English and were less concerned with their written and spoken accuracy. The subjects enjoyed the realism of CLT, involving everyday occurrences into a lesson and training them how to deal with such situations.

The least successful method, according to the Researcher accompanied by the subjects, was TPR. The subjects responded to the method at first, however after a few repetitions, a lack in participation appeared. The Researcher believes the reason to be that TPR tends to show most success with younger subjects where they can jump, run and make use of physical explanations.

This research has found that each of the five subjects in the first case study, benefitted from the EFL methods utilised in the study.

Their speaking and understanding abilities improved in comparison to their knowledge when the study commenced three months prior. These improvements were established by the formal written and oral assessments supplied to the subjects at the end of the study.

## Chapter 5: Second Case Study: Presentation of Results

### 5.1 Introduction

The second study was conducted at the Educcare branch “Die Zaunkönige” in Stuttgart. The study pool consisted of twenty-one children between the age group of four to six years old. Educcare is an educational and care centre for children ages between one and thirteen years. All classes, exercises and activities offered by Educcare are performed bilingually with one German and one English teacher assigned to each group. The Researcher acted as an English teacher at the Adler group where the case study was performed on twenty-one subjects divided into smaller groups, each between four and twelve children.

In comparison with the first case study, certain differences have to be considered:

- The length of the session with the subjects was shorter, seeing that the subjects were younger in age and had more limited attention spans.
- The lessons were conducted in addition to the normal schedule of the subjects. For this reason the timetable of the study had to be more flexible.

## 5.2

## Discussion

The execution of the second case study required a different approach towards the case subjects than the first study. In the first case study, the subjects received questionnaires to determine their language abilities. However, concerning the second case subjects, the Researcher had to implement methods fitted to young learners. As explained in detail in the previous chapters, an entire section exists in TEFL providing EFL teachers with the necessary tools for appropriate and successful conduct towards children and young people.

In order to determine the language skills of the subjects, the Researcher conducted structured interactions with one to more subjects at a time. Using evaluation sheets the Researcher was able to classify the subjects' L2 knowledge to incorporate the necessary methods and preparation for the case study.

In the following the time schedule of the second case study is illustrated. It enclosed a time frame starting from the 2<sup>nd</sup> of November 2009 until the 31<sup>st</sup> of March 2010.

## Work plan including time table of second case study

Table 2: Second Case Study: Time Schedule

October 2009	Preparation of second case study
November - April 2010	Second case study + observations
April 2010	Editing draft

Since the Researcher was employed by Educcare in the Adler group to conduct the case study, the subjects were observed and notes were made during and after classes to determine and record their reaction and cooperation to the EFL teaching techniques.

The study took place Mondays to Thursdays and each session with the groupings lasted twenty minutes, twice a day. Whereas, the total amount of time spent daily with the Adler group lasted four hours. This schedule was deemed the most appropriate regarding the subjects' attention spans and need for breaks, as well as their already existing schedule with Educcare.

The focus group was not subject to questionnaires or a written test, however, a short oral placement test was conducted with individuals as well as small groups in order to determine their existing English knowledge. The placement test exercised on the second case subjects is an abstract of the test in Addendum C. The placement test was conducted on the 2<sup>nd</sup> of November 2009. A final evaluation to test the subjects' improvement was conducted in the form of a CCQ evaluation. This final evaluation took place on the 31<sup>st</sup> of March 2010. The CCQ sheet is attached as Addendum F.

### **5.3 Findings**

The main concern of the Researcher during the second case study was to adequately integrate the EFL methods in every lesson plan as successfully as possible. This would deem a different approach than the first study, due to the age difference between the two subject pools. The subjects in the second case study are classified as preschool children and have not yet been exposed to a rigorous learning environment, such as their primary school predecessor. The Researcher had to implement the fitting EFL teaching methods and modify the intensity and time spent on the different techniques.

Notes were made of the success of these methods and findings thereof are discussed in this chapter. The subjects' reactions and participation to these methods shall also be described, as well as their demeanour during verbal and group exercises.

The Researcher measured the subjects' responses to the TEFL methods to determine possible improvements in the subjects' verbal and comprehension abilities. The Researcher did not focus on reading or writing abilities, as the subjects were not yet of age to possess these language abilities/skills.

Unlike the first case study, the second study took place at the Educare premises in fully equipped day-care classrooms. Since the setting provided a wide variety of usable objects, educational toys and day to day articles, as well as media access, the location could be rendered as appropriate to house the case study. Furthermore the subjects were familiar with their surroundings and had an already existing schedule.

As this study was conducted on younger subjects, a few specialities should be pointed out concerning the learning abilities of children. This will be done in the third case study with McLaughlin's Myths and further common misconceptions (1992).

Naturally, commonly used phrases and words were faster acquired by the subjects, seeing that these are spoken and heard in everyday. Some of these frequently used words and phrases are listed below, as well as which were utilised by the Researcher and the German teacher as well as those used by the subjects.

## Simple phrases:

Examples of spoken simple phrases used by both the Researcher and the subjects are:

Table 3: Second Case study: Simple spoken phrases

Come here	Can you help me?
Eat your food	Can I have more please?
Be quiet	I am tired/ I am not tired
Don't do that	I am hungry/ I am not hungry
Clean-up time	Sit down
Stand up	That is very nice
Can you give me that, please?	I don't like that/ I like that
You have to be quiet.	Can I have water, please?

More complex sentences can vary from “Go to the bathroom and brush your teeth. Do not throw your shoes around, pick them up please. Please line up in two’s in front of the door” etcetera.

The scale presented below was used as a measuring tool for the findings during the second and third case study.



## Scale of Fluency

Table 4: Scale of fluency in language ability

5		Very well
4		Well
3		Sufficient
2		Poor
1		Very poor

## Understanding L2:

Table 5: Second Case Study: Understanding English

Words		3 - 4
Simple phrases		3 - 4
Sentences		2

## Usage:

Table 6: Second Case Study: Using English

Words		4
Simple phrases		3
Sentences		2

**Copy words (mimic):**

Table 7: Second Case Study: Mimicking English

Words	4 – 5
Simple phrases	4 – 5
Sentences	3 - 4

The subjects presented often broken sentences, even if mimicking the Researcher's speech. This can be deducted from the fact that most of the subjects learned English as either a second or third language.

Additionally, incomplete German sentences are often found with the subjects. It is the belief of the Researcher that no subject can successfully acquire a second language if the L1 is not sufficiently obtained first.

### 5.3.2 Study Sample Size

The fact that EFL classes are preferably small groups of subjects to allow the EFL teacher to focus personal attention on each student was proven in the first case study. The Researcher could focus on each student's questions and could spend more time aiding them in specific problem areas. Smaller EFL groups also create a better relationship between the subjects and the teacher, creating a more comfortable atmosphere where the subjects talk more comfortably and take part in class.

The size of the group used in the second case study exceeded the first group by far. Since the Adler group in which the study took place consisted of twenty-one subjects, the group was divided into smaller entities for all the lessons and exercises. This deemed the correct choice, due to their short attention spans and the play and lunch-break schedules of the group.

Taking into consideration that the study had to be conducted according to the existing schedule of the school and group, the atmosphere of the study was rather informal. The subjects experienced the study premises no different than from their normal kindergarten. The twenty-one subjects scatter into personal groups, two to six subjects, throughout the length of the day and the Researcher approached each of these groups separately.

The size of the groupings also played in favour of the teacher-student relationship. The Researcher could spend adequate personal attention to each subject; the teacher could also familiarise with each student and not only become acquainted with their learning style, but also their personalities and preferences. This deemed important, because the second case study found that children tend to participate in activities they either enjoy, or when they favour the person involved. The subjects were more accessible to learning and activities due to the comfortable relationship they had with the Researcher.

Instead of agreeing on weekly English classes presented by the Researcher, she was employed by Educcare in the Adler and Papageien groups to conduct the case studies. The subjects were observed and notes were made during and after classes to determine their reaction and cooperation to the EFL teaching techniques. The study took place from Mondays to Thursdays and each session lasted between three to four hours. This schedule was deemed the most appropriate regarding the subjects' attention spans and need for breaks, as well as their already existing schedule with Educcare.

### **5.3.3 Teaching Methods**

Suggestopedia was largely incorporated into the second and third case studies. Suggestopedia emphasizes the learning environment for example using music, yoga and meditation. These are used to aid relaxation in the subjects whereas in traditional English classrooms this method would most likely not be incorporated. This research has found that Suggestopedia is most successfully used with younger learners. Children are often more willing to being educated while dancing and singing English songs and playing games. When expressions are used explicitly in such activities, the children are more likely to make connections between the words, their meanings and the accompanying actions.

CLT, the concept of focusing rather on language fluency than accuracy, was the main aspiration of the Researcher in the second

case study. The subjects were involved in task assignments and problem solving to gather and maintain their attention and also create interest in the correct English usage for every task.

Another EFL technique favoured in the second case study was CCQ's. This technique successfully ensured the level to which the subjects understood what was said and taught. The Researcher often incorporated CCQ's on later stages in the day in an appropriate situation, which deemed similar to the session exercised prior.

When activities seemed too complicated as with TPR, where the subjects have to act on instructions and then tell the stories with appropriate physical responses, the subjects often switched back to the L1 to make participation easier. Hence, this method can be rendered unsuccessful for TEFL to subjects of this age group.

A further technique that showed only little educational value on the younger subjects was The Silent Method. Since the L2 use of the subjects was not yet at a full communicative level, no conversation or full task could be achieved, without the active participation and guidance of the Researcher or switching of the L2 into L1. The eagerness to fulfil an exercise overshadowed the main task of speaking in the L2. Instead, the subjects preferred to participate in activities where the TTT was dominant.

The most successful teaching methods deducted from the second case study, according the Researcher were Suggestopedia and

CCQ's. After personal interviews and observational studies, it can be stated that the most successful teaching method, according to the subjects, was Suggestopedia.

#### **5.3.4 Culture**

McLaughlin (1992) believes that in an educational environment, behaviours such as paying attention and persisting at tasks, are valued. Due to cultural differences, some subjects may find the interpersonal setting of the educational culture difficult. If the teacher is unaware of such cultural differences, their expectations and interactions with these subjects may be influenced.

McLaughlin suggests that effective instruction for subjects from culturally diverse backgrounds require varied instructional activities that consider their diversity of experience. Many important educational innovations in current practice have resulted from teachers adapting instruction for subjects from culturally diverse backgrounds. Teachers need to recognize that experiences in the home and home culture may affect the child's values, patterns of language usage, and interpersonal style. Children are likely to be more responsive to a teacher who affirms the values of the home culture.

This was predominantly the case in the second study. However, many subjects derived from different cultures and incorporating each individual culture deemed complex. Fortunately, the subjects all

reside in Germany and have adapted to the culture and language. All the subjects speak German as either their mother tongue or are bilingual with German as one of the languages. Therefore implementing the home culture into the sessions was no difficult feat, seeing that each group at Educcare is equipped with a full-time German instructor.

Unfortunately concerning TEFL, no findings could thereafter be deducted from the cultural diversity of the subject in the second case study. The multilingual concept however, was still given to the different mother tongues of the subjects.

### **5.3.5 Gender and Age**

As previously mentioned, the differences in language learning between men and women have always been a topic that enjoyed attention. This research has cited specialists claim that females learn faster and more efficiently than males.

The first case study did not concur to this notion; however the female subjects from the second case study presented results that coincide with these mentioned scientists.

The female subjects showed a more keen interest in acquiring new English vocabulary than the males. In most cases, the female subjects would approach the Researcher with questions and explanations of certain vocabulary.

The girls in the second case study presented a long-lasting memory of newly acquired expressions and would incorporate these in everyday speech when conversing with the Researcher. The female subjects also utilized the acquired vocabulary on a regular basis in their free time. While this was not the case regarding their male counterparts.

Additionally it was observed that the twenty-one case subjects presented tendencies to scatter into personal groups, two to six subjects and mostly gender-orientated, throughout the length of the day. The male subjects did not coincide well among each other during the interactive session, unlike the female subjects.

The age difference between the subjects was not vast. The four year old subjects presented similar results and acquisition, as the six year old subjects. It can be concluded that age differences in the group did not play a role in language acquisition in the second case study.

Compared to the first case study, the second case subjects' absolute increase of spoken language was relatively low. During the five month study the subjects broadened their vocabulary with several new words and phrases, whereas the first study showed higher results in both cases.

Judged by all the study subjects' relative language levels, the increase in L2 in the second case study was by far more successful. During the time of the study the subjects quadrupled their language knowledge in phrases, grammar and vocabulary. The subjects of the first study only doubled their L2 knowledge in the same amount of



time. Since the lessons in the second case study were shorter than in the first case study, but took place on more occasions, the total amount of lectured time is about equivalent and the results are thereafter comparable.

### **5.3.6 Group Participation**

Some children are more accustomed to learning from peers than from adults. Cared for and taught by older siblings or cousins, they learn to be quiet in the presence of adults and have little interaction with them. In school, they are likely to pay more attention to what their peers are doing than to what the teacher is saying (McLaughlin, 1992).

McLaughlin (1992) goes further in stating that individual children normally also react to school differently and learn differently within groups. Some children are outgoing and sociable and learn the second language quickly. They do not care about making mistakes, but use limited resources to generate input from native speakers. Other children are shy and quiet. They learn by listening and watching.

Nonetheless, research (Genesee, 1988: 98), shows that both types of learners can be successful second language learners.

McLaughlin's statement (1992) can be supported on concerning the second case study. These two social groups are found in the

community. The majority of the subject pool fell in the category of subjects who do not care about mistakes and are outgoing and sociable. This was to the study's advantage in incorporating the TEFL technique which mostly relies on participation of the subjects in some form.

## **5.4 Conclusion**

This research included the age groups young adults and children, while the second case study consisted mainly of three to six year old subjects.

The second case subjects showed an increase in their language knowledge after the conclusion of the observation. Their understanding and usage of English has significantly increased in the final stages of the study, as the subjects became more comfortable with the Researcher and the EFL techniques.

The Researcher is, however, of the opinion that the L2 can be acquired as a base language at such a young age, but fluency cannot be expected. Children usually first need to be nearly fluent in the mother tongue, in order to successfully obtain another language fluently.

The most popular methods according to the Researcher were:

- Suggestopedia
- CLT

The children were amused by music, games and activities and in turn this made them more susceptible to learning new vocabulary which was connected to the current activity.

Concerning CLT, the subjects placed more emphasis on learning new vocabulary when it involved realistic and current events in their lives. The subjects responded to these lessons with questions and further references were made to the learned vocabulary up to weeks after the lesson.

No questionnaires or evaluation sheets were supplied to the subjects in order to determine the most popular method. However, the Researcher made notes of their reactions and participation in each method.

According to these notes, the Researcher can deduct that the most popular method according to the subjects was Suggestopedia. This concurs with the above-mentioned opinion of the Researcher.

The subjects attached the notion of “fun” to the learning process whenever a factor such as music was involved. The atmosphere was either calmer or more energetic – depending on the aim of the lesson – and the students were usually interested in the lesson, because the element of entertainment was incorporated in the session.

The least successful methods utilised in the second study were

- The Silent Way
- TPR.

The subjects were currently still acquiring their L1, and did not possess enough knowledge of the L2 to be able to part-take in the lessons without the aid of the Researcher.

Finally, TPR involves a substantial amount of listening and understanding the L2 in order to act the instructions given by the Researcher.

## **Chapter 6: Third Case Study: Presentation of Results**

### **6.1 Introduction**

To achieve a wider variety of subjects, the Researcher chose to conduct a third study at the Nursery at Educcare. The Kinderkrippe consisted of ten subjects aged between one and three years. The duration of this study was five months.

As in the second case study, all classes, exercises and activities offered are performed bilingually with one German and one English teacher. The Researcher acted as the English teacher at Papageien group where the case study was performed.

In comparison with the first and second case studies certain differences shall be pointed out in the following discussion:

- As the attention span of the subjects at this young age does not allow long classes, short learning blocks were defined and scattered throughout the days of the children.
- Constructive group work was not feasible with the one to three year olds, so each subject was approached individually or maximum of two at a time.
- The lessons were conducted in addition to the normal schedule of the subjects. For this reason the timetable of the study had to be as flexible as in the first study.

## 6.2

## Discussion

Due to the fact that the subjects were even younger than in the second case study, the approach of the Researcher had again to be fitted to the circumstances. The subjects in the third case study are classified as babies and toddlers. Therefore the EFL techniques implemented here were similar to those for educating young learners, but with even more simplified methods. Fortunately, as previously mentioned, an entire section exists in TEFL providing EFL teachers with the necessary tools for suitable and successful conduct towards children and young people.

Similar to the second case study, no questionnaires or placement tests were given to the subjects of the third case study due to their respective ages. Instead, the Researcher conducted structured interactions with one to two subjects at a time. Using CCQ the Researcher was so able to classify the subjects' knowledge to a sufficient degree for the study.

The evaluation took place on the 20<sup>th</sup> of August 2010 with individuals as well as small groups. The third case study and observations commenced on the 1<sup>st</sup> of June and lasted until the 28<sup>th</sup> of October 2010.

## Work plan including time table third case study

Table 8: Third Case Study: Time Schedule

May 2010	Preparation of third case study
June – October 2010	Third case study and observations
November 2010	Drafting report and editing

The subjects were observed and notes were made during and after classes to determine their reaction and cooperation to the EFL teaching techniques. The study took place on Mondays to Thursdays and each session lasted around fifteen minutes per subject for a total of three hours per day.

Due to the small ages of the third case subjects, they were not exposed to placement test, questionnaires or final assessments. The third case study was not subjected to placement tests, due to the existing lack of L1 fluency. A final oral assessment was exercised with the third case subjects by means of repetition drills and monitoring their reactions and responses to the L2 over the period of the study.

## **6.3 Findings**

The findings discovered during the third case study shall be discussed in the following sections.

### **6.3.1 McLaughlin's Myths and Misconceptions**

Before the start of the second and third case studies the Researcher had the impression that children learn languages faster than adults and that they are more susceptible to language acquisition. However, concluding the three case studies, the Researcher disagrees with that notion. This shall be discussed further in the dissertation.

According to McLaughlin (1992), there are five myths regarding children and learning English:

1. "Children learn second languages quicker and easier than adults."
2. "The younger the child, the more skilled in acquiring a second language s/he is."
3. "The more time subjects spend in a second language context, the quicker they learn the language."
4. "Children have acquired an L2 once they can speak it".
5. "All children learn an L2 in the same way".



Concerning the first myth, Lenneberg (1967), believes that “young learners’ have more flexible brains, which makes it easier for them to learn a language” (In: Geese, 1988: 97). Moreover, according to Newport (1990: 18 - 21), there are current researchers and scientists who argue that psychological and social factors favour child learners by means of different rates of L2 acquisition.

Additionally, McLaughlin (1992) states that a child does not have to learn as much as an adult to achieve communicative competence. A child's constructions are shorter and simpler, and vocabulary is smaller.

Opposing these views are Snow and Hoefnagel-Hoehle (1978: 1114 - 1118) who state that comparing adults and children when learning English, there have been consistent demonstrations that adolescents and adults perform better than young children under controlled conditions (In: McLaughlin, 1992). Additionally, according to Baker and Prys Jones (1997: 658), many adolescents and adults can become proficient and accomplished when learning a second language. They are of the opinion that, “older children and adults learn a language more efficiently and quickly”. For example, a 15 year old or a 40 year old learning Spanish as a second language will have superior intellectual processing skills than a 5 year old learning Spanish (Baker and Prys Jones, 1997: 658). They believe that teenagers and adults require less time to acquire a second language.

In order to account for the hypothesis that children acquire language quicker than adults, Penfield and Roberts (1959, cited in Genesee, 1988: 98) placed emphasis on neural plasticity, which is the capacity of a young child's brain to flexibly transfer a function from one area to another (Scovel, 1988: 128 and Larsen-Freeman and Long, 1991: 164). Lenneberg (1967, cited in Genesee, 1988: 98) then developed this concept by suggesting the lateralization of brain functions. Applied to L2 acquisition, this hypothesis states that L2 competence becomes increasingly difficult to achieve some time around or after puberty (Brown, 1994: 52-53). The research findings, however, have not yet been conclusive: Long (1990), for instance, presents a number of findings in support of this hypothesis not only in phonology but also in morphology and syntax. These findings are also supported by Skehan (1998: 222-235). However, Genesee (1988: 100-103) provides contradictory findings from studies such as in one case where older learners achieved higher levels of L2 proficiency than younger learners, at least in the initial stage of their learning (Hadley, 2002: 37-48).

Nevertheless, people still tend to believe that children learn better and faster than adults. Hence, although it appears that the child learns quicker than the adult, research results typically indicate that adult and adolescent learners perform better. The Researcher had to undertake and consider the implications of these various views, when she completed the first study with adults and once she commenced with the second and third case studies with young children.

The Researcher commenced the two case studies at Educare with the expectation that learning a second language is as difficult for a child as it is for an adult. Currently, however, the Researcher is of opinion that it may be even more difficult for young children, since they do not have access to various memorising techniques and other strategies that more experienced learners use in acquiring vocabulary and in learning grammatical rules. Also, most adults join a language school out of free will to learn the language, whereas for children it is obligatory to attend school.

Children would rather take part in recreational activities than educational learning sessions, while adults in language schools attend with the main goal of acquiring the language.

The second myth that McLaughlin states is, “the younger the child, the more skilled in acquiring an L2.”

Contradicting this statement is Krashen, Scarcella and Long. They argue that the earlier children start to learn a second language, the more successful they will be in acquiring that language (1979: 573 - 582). However a different research was conducted at a British school, of the children who learned French and the findings showed that the older children were better at learning the language (Stern, Burstall, & Harley, 1975). The Researcher is also of the opinion that the older subjects from the second case study showed a higher understanding and tolerance for the L2, than those of the younger subjects in the third case study.

However, there is one factor that carries weight concerning younger learners learning a L2 better and that is accents. Research has found that children, who learn a language early in life, may develop a more native-like accent (Oyama, 1976: 261 - 284). During the second case study, the Researcher also noticed that the subjects found it easier to copy the Researcher's accent when speaking. Also, the subjects found it easy to recall that accent when repeating the spoken word or phrase a few days later. This was however, not the case with the first case subjects, who already had an existing English accent in their spoken English.

The above cited research does not however, mean that early exposure to an L2 is detrimental. McLaughlin (1992), states that an early start for foreign language learners makes "a long sequence of instruction leading to potential communicative proficiency possible and enables children to view second language learning and related cultural insights as normal and integral".

McLaughlin (1992) warns EFL teachers not to have unrealistic expectations of their EFL learners. "Research suggests that older subjects will show quicker gains, though younger children may have an advantage in pronunciation".

Concerning the third case study, differences were experienced between one and two year olds in understanding their L1. Children usually start to understand phrases in their mother tongue at the ages of four to ten months (<http://teflonline.com>).

Undoubtedly, beginning language instruction in Kindergarten provides children more exposure to the language than beginning in preschool, but exposure in itself does not predict language acquisition.

McLaughlin goes on to mention myth three, “the more time subjects spend in a second language context, the quicker they learn the language.”

Additionally, Krashen, Scarcella and Long (1979: 573 – 582) state that acquirers who begin natural exposure to second languages during childhood, generally achieve higher second language proficiency than those beginning as adults.

Other sources, however, indicate that this increased exposure to English does not necessarily speed up the acquisition of English. Over the length of the programme, children in bilingual classes, with exposure to the home language and to English, acquire English language skills equivalent to those acquired by children who have been in English-only programs (Cummins, 1981; Ramirez, Yuen and Ramey, 1991).

Researchers also suggest that although oral communication skills in a second language may be acquired within two or three years, it may take four to six years to acquire the level of proficiency needed for understanding the language in its academic uses (Collier, 1989: 509 - 531; Cummins, 1981).

Since TEFL primarily aims to provide sufficient knowledge to communicate in the L2, this myth can be seen as scientifically proven for the TEFL methods.

Additionally, given that there was no possibility during the studies to prove or reject this myth by more or less exposure of the subjects to a full English environment this myth can not be agreed or disagreed on regarding this research.

The fourth myth states, “children have acquired an L2 once they can speak it”.

The Researcher has come into contact with several teachers who assume that children who can converse comfortably in English, are in full control of the language. Yet for kindergarten-aged children proficiency in face-to-face communication does not imply proficiency in the more complex classroom activities that are present in preschool.

According to this research, the subjects’ English vocabulary increased. They could use and construct own sentences, one could say they can speak the L2. This however, does not mean they have acquired the L2 fully. They did not understand everything the Researcher said, or what they heard from age-appropriate songs and movies, even though such comprehension is standard in mother tongue at this age. The subjects have only acquired a fixed set of

words and phrases, but they do not yet possess full comprehension of the L2.

Lastly, the final myth involves the statement that, “all children learn an L2 in the same way”.

The majority of educators the Researcher came into contact with deem this statement false, seeing that each student is an individual, with individual needs and individual learning methods and abilities. This is no different concerning preschool children, even though they are still at a young age of discovering their own capabilities.

Through observations during the second case study, the Researcher can state that no two children think alike, process information alike, respond to a question or a problem alike. Additionally, it was previously mentioned that males and females possess different cognitive processes. The above statement of individuality is also coherent with the case subjects.

It was also clear from the notes and observations made during the case study, that the subjects expressed themselves uniquely and unequally. Each had responses and reactions distinctive to their personalities. For example, one female subject is a quick witted and curious girl and her reaction to new methods was criticised and questioned, whereas, another male subject is enthusiastic and adventurous and welcomed each EFL method with curiosity and eagerness. There were a few subjects that understood certain

factors similarly, however, individual and rather different feedback was provided from each subject.

In conclusion to the above-mentioned, the Researcher cannot concur with McLaughlin by means of the findings made from the second and third studies.

### 6.3.2 Understanding and usage of L2

The subjects in this case study were aged between one and three years. None of the subjects were English native tongues, nor did they receive any English exposure at home.

Following, five fluency scales in English shall be presented and discussed in regard with the third case study subjects' L2 acquisition.

#### Scale of Fluency

Table 9: Third case study: fluency scale

5	Very well
4	Well
3	Sufficient
2	Poor
1	Very poor



## Understanding L1 (German)

### Simple Phrases:

Table 10: Third case study: understanding L1

1 year	2 - 3
2 years	4
3 years	Admittable for kindergarten and understand almost fluently.

## Understanding L2 (English)

Findings during this research have established that the subjects rather act on impulse or on a specific utterances for example, “ah-ah”, meaning “no”, than on what is actually said.

For example, the teacher says to a subject, “Luise. No, don’t do that!” when she is doing something she knows she should not do. She would tend to respond to the harsh sound of “No!” rather than the actual spoken sentence.

Another example: a subject is drawing with a crayon on the table. The subjects often responds to the Researcher’s command of “No Allisa!” rather than “Alissa, do not do that!” or “No Alissa, do not draw on the table!”

The subjects tend to infer their own meaning to the selected utterances they hear or understand rather than listening to the entire spoken sentence and act accordingly.

In a third example that was experienced during the third case study, subject 1 is playing with a toy. Subject 2 apprehends the toy and the Researcher says “No Charlotta played with it first. Give it back.” Subject 2 did not comprehend all that was said, but merely made a connection with “no” and “Charlotta” and the subject’s own knowledge that Charlotta had played with the toy first and therefore infers that the teachers wants her to return the toy to the second subject.

These examples support the Researcher’s notion that the subjects normally do not understand the individual words used in the sentence, but they merely infer a meaning to what is said by using logic. This coheres with Chomsky’s (1965: 3) notion that “linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech-communication, who know it is (the speech community’s) language perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of this language in actual performance”. Here, Chomsky separates 'competence,' an idealised capability, from the production of actual utterances, 'performance' (Valenzuela 1998).

Additionally, competence, being an ideal, is located as a psychological or mental property or function (Valenzuela, 1998). Valenzuela is of opinion that this is in contrast to performance, which refers to an actual event.

This definition of linguistic competence has come to be associated with a rigid and narrowly defined concept of grammatical competence.

In this case, the subjects connected their logic or instinct that tells them that what they are doing is wrong with the teacher's comment of "no".

Additionally, during the course of the third case study, the Researcher required the assistance of the German teacher to translate in order for the subjects to successfully comprehend what was said.

Below two tables illustrate results found during the third case study regarding simple phrases and sentences in the L2. The levels refer again to the scale of fluency mentioned earlier in his chapter.

### Simple Phrases:

Table 11: Third case study: Understanding simple phrases

1 year		1 – 2
2 years		2 - 3
3 years		3

## Sentences:

Table 12: Third case study: Understanding sentences

1 year		0 – 1
2 years		1 – 2
3 years		2 – 3

Most teachers believe that once their students start to use English by single words or expressions, that they are good on their way to acquire the L2 (<http://teflonline.com>). This is not always the case however. The majority of students copy what the teacher says. This action is mostly a hollow act and the students may most likely not remember the copied words or their meaning

However, being able to copy a teacher's words accompanied with the accent is also no failed feat. As previously mentioned children usually are more inclined to copy an accent successfully than an older student. Below a table is presented to illustrate concerning the subjects' abilities to copy not only the word, but also the accent of the Researcher during the case study.

## Usage of the L2 (English)

### Copy Words:

Table 13: Third case study: Mimicking L2

1 year	1
2 years	3 - 4
3 years	3 - 4

The subjects did not use the L2 of own will they merely copied what the Researcher said. The subjects also did not remember copied words or re-use them freely. The Researcher is of opinion that the subjects were still in the process of acquiring their L1 and were less motivated to start with a foreign language.

### 6.3.3

### Study Sample Size

The thoroughly explained aim of TEFL to use small groups of subjects was successfully exercise in the third case study as well. The Researcher could pay personal attention to each subject's questions and could spend more time aiding them in specific problem areas. It was previously mentioned that smaller EFL groups tend to create stronger bonds between the subjects and the teacher, making them more comfortable to talk and take part in class. The size of the group used in the third case study exceeded the first group, but was smaller than the second, due to the higher attention needs younger children have.

The Papageien group consisted of ten subjects. Taking into consideration that the existing schedule of the Kindergarten had to fit to the study, the subjects experienced the study premises no different than from their normal kindergarten just as the second case study. Whereas the subjects in the second case study tend to form groups of two to five subjects, the third case study's subjects were inclined to pair up in groups of two or act individually.

This could be explained, due to observations made during the study, that older children tend to be more social and their social groups, therefore tend to exceed those of younger children.

The size of the groupings played in favour of the teacher-student relationship. Seeing that the Researcher had to spend personal attention to each subject, and she could also familiarise with each student by not only becoming acquainted with their learning style but also their personalities and preferences.

This, just as the second case study, was important, because the third case study found that children tend to participate in activities they either enjoy, or when they favour the person involved. This resulted in the subjects being more open to learning activities due to the comfortable relationship they had with the Researcher.

### **6.3.4 Teaching Methods**

Suggestopedia, similar to the first and second case study, was largely incorporated into the third case study. Suggestopedia is used as before to aid in creating a relaxing atmosphere for the subjects. Moreover this research has discovered that the subjects responded and remembered English songs better than spoken phrases. This is believed due to the music's rhythm. The subjects are able to dance and play with the music and associate the English words with actual meanings and so find it easier to recall the words.

Concurring with the second case study in the third study the "Silent Teacher" was less utilised, due to the young ages of the subjects. The Researcher could not assist the subjects silently because the subjects were not capable of leading conversations in the L2 by themselves. The subjects in the third case study were too young to be merely assisted in learning English. Their cognitive skills are yet to be fully developed and therefore required a "hands-on" approach in acquiring the language. This was exercised by use of repetition. The Researcher started with common words such as "please", "thank you", "help" and "more". This was often repeated throughout the study sessions.

For example, whenever a subject wanted a second serving of lunch they would be required to use "more please" when asking and "thank you" once receiving.

### **6.3.5 Culture**

Culture has been discussed at the previous two case studies, but did not play an important role in the third study. The subjects were too young for any significant differences in culture to be noticed by the Researcher.

### **6.3.6 Gender and Age**

The findings concerning age have been incorporated into the chapter 6.3.2 combined with their understanding and usage of the L2

Gender did not show any significance in the third study. The subjects' ages hindered them from noticing any significant differences in gender in their respective groups and therefore acted submissively towards this social factor.

## **6.4 Conclusion**

This research included the age groups which showed a high diversity in learning abilities, learning commitment and previous exposure to English. The subjects in the third case study were aged between one and three years and are classified as toddlers. They were at present still in a physical as well as a cognitive developing phase in their lives. They were also still familiarising themselves with their L1. This adheres to the Researcher's opinion of L1 acquisition



or partial acquisition should be completed before an L2 can be acquired.

The subjects of the third case study are not cognitively developed to acquire an entire L2, even if it takes place in a supportive setting. The third case subjects scarcely acquired any L2 vocabulary. Simple phrases were only mastered by the older subjects who were already on their way to enter Kindergarten and that only after strenuous repetition over the full period of the study.

In an earlier chapter, McLaughlin's myths about children and L2 acquisition were discussed. This study disagrees with the first myth. The findings from the first case study showed higher L2 acquisition than the second and the third study combined. Additionally, as shown in the second case study, children do not necessarily learn faster than adults and, in fact, adults may learn more efficiently as shown in the first case study.

Additionally, the Researcher and the study findings disagree with the second myth. The myth states that the younger the child, the more skilled in acquiring a second language s/he is. The older subjects from the second case study showed a higher understanding and tolerance for the L2 than those of the younger subjects in the third case study.

Concerning the third myth that declares the more time subjects spend in a second language context, the quicker they learn the language, the study's findings is divided in to two conclusions.

Firstly: the myth presents credibility concerning EFL techniques. As previously mentioned, several educators believe that children who are raised in a linguistically structured environment like EFL classes show signs of faster L2 acquisition than other students who are not exposed to an L2 rich environment.

Secondly this myth is not relevant to this study. Given that no possibilities were available during the studies to prove or disprove McLaughlin's third myth through exposing the subjects to an English environment, the Researcher cannot agree or disagree with the myth.

Regarding the final two myths from McLaughlin, this dissertation disagrees with both statements.

The fourth myth states that children have acquired an L2 once they can speak it. The subjects in the first and second case studies acquired several phrases and vocabulary during the case studies. However, once the subjects were required to engage in full conversations with the Researcher that did not include the studied vocabulary, they stuck to short incomplete sentences.

The fifth and final myth declared that all children learn an L2 in the same way. Notes and observations during the second and third study showed that the different personalities and learning abilities of the subjects were present during the study. No two subjects showed exact reactions and responses to the methods or the L2.

The second case subjects showed an increase in their language knowledge after the conclusion of the case study; however such success was not experienced with the third study. The third case subjects' understanding and usage of English did not significantly increase over the span of the observational study, to the same degree as the subjects from the second study. The subjects from the second case study showed an increased knowledge as they became more comfortable with the Researcher and the EFL techniques. This was also not the case with the third case subjects. As the subject's relationship developed with the Researcher, they merely reacted with proximity enhancements such as physical embraces etcetera. A closer relationship with the Researcher did not enhance their ability to improve their language capabilities this could only occur through their own individual leaning abilities and linguistic capabilities.

Through the findings of the study, it can be concluded that the most popular TEFL method according to the Researcher was

- The Direct Method
- Suggestopedia.

The Direct Method deemed successful by means of exposing the subjects to the L2 and then often implementing repetition drills so that the subjects could practice pronouncing the words and familiarising themselves with the sound and its meaning.

Suggestopedia was positively welcomed due to the fact that the children were entertained by music, games and activities. They

showed a tendency to remember words from the songs and games and made a faster connection to them when the Researcher used them in the repetition drills.

Similar to the second case study, the third case subjects did not receive questionnaires or evaluation sheets in order to determine the most popular methods.

The least successful methods in the third study was:

- The Silent Way
- TPR

Concerning The Silent Way, the subjects from the second and third case studies were both still in the process of acquiring their L1, and did not possess enough knowledge of the L2 to be able to part-take in the lessons without the aid of the Researcher.

TPR was unsuccessful due to the fact that it requires listening and understanding of the target language. The third cases subjects did not yet fully possess those abilities in their L1.

Gender, age and culture possessed no validity in this study concerning the third case study's subjects.

The subjects' ages were too small to distinguish between these social factors concerning language acquisition.

## **Chapter 7: Conclusion**

### **7.1 Introduction**

After discussing the outcome of the single case studies in the previous chapters, the following the findings shall be put in a discourse together.

Further the questions and hypotheses that the Researcher set up are mirrored against the actual findings and thereafter the aims and aspirations of this dissertation shall be commented. At final the contribution of the research will be laid out.

### **7.2 Conclusion of the Case Studies**

The research has found that the first case subjects acquired the L2 most effectively. According to the questionnaires and personal interviews preceding the observational case studies, the first case subjects did possess prior knowledge of English.

The first study subjects also showed a higher interest and appreciation of learning the L2, than the other two case groups. This could be due to their life experience in which they have encountered the importance of English in society, whereas the younger subjects of the second and third case studies were sheltered from much of the world by their parents.

The most successful teaching methods deducted from the first case study, according the Researcher were CLT and CCQ's. After personal interviews and questionnaires, it can be stated that the most successful teaching method, according the subjects, was CLT.

The Researcher believes that the first case study's subjects acquired the L2 easier, due to the match of the EFL methods their respective ages. The EFL techniques are simple to comprehend, but require active participation from the subjects which requires a certain maturity and understanding of learning techniques that could not be found in preschool children.

The second and third case subjects are categorised as children, whose interests rather lie in recreational activities than in the educational, which can clearly be deducted from their preferred EFL methods and learning success. This is a factor that has to be taken into consideration when teaching to younger subjects.

However, the second case subjects did acquire impressive acquisition over the measured period of the case study. They could understand complex sentences, use expressions and construct own sentences in comparison to prior the four months, where they knew the basics such as "hello" and "goodbye".

The most successful teaching method deducted from the second case study, according the Researcher was Suggestopedia which was also proven by the personal interviews with the subjects.

The least success concerning an increase of English knowledge during the research was experienced with the third case study. The subjects were not able to comprehend sentences in L1 let alone understanding of the L2.

However, only small vocabulary was acquired in this study. The subjects did not utilise the L2, but familiarised themselves with a few words such as “Please”; “Thank you”; “Drink water”; “Go inside”; “Eat your food” etcetera.

On the other hand the outcome for TEFL was more significant.

It can be stated now that there is an age boundary for starting TEFL methods regarding children. Before the subject can understand and be understood in the L1, EFL classes in a L2 is futile.

After the conclusion of the case studies in this research, it can be deducted that EFL subjects must be at least four to five years old and able to communicate in the L1

The most successful teaching EFL method experienced by the third case study subjects was Suggestopedia and repetition drills. Children are usually more willing to dance and sing in an educational environment than older students. English songs, games and expressions are used explicitly in such activities and the children make connections between the words, their meanings and the accompanying actions.

This research has discovered that, after observation of the Kinderkrippe at Educcare, the subjects responded and remembered English songs better than spoken phrases. This is believed to be



caused by the accompanied rhythm to the music. The subjects are able to dance and play with the music and associate the English words with fun and find it easier to recall those words.

After this research, it can clearly be stated, that the subjects' English knowledge have visibly increased by means of EFL teaching and learning techniques.

This research has found that TEFL techniques are more successful than any other alternative, because it not only caters for the student's needs (to learn a language, sufficient breaks, interesting methods etcetera), but it also caters for their interests. This statement can be supported by the fact that the Researcher introduced EFL methods during the case studies. However all three subject groups have been previously exposed to alternative English training through various methods.

The first case subjects stated in the questionnaires that they all previously attended language schools and/or received English classes in high school and university. Also stating in the questionnaire, they mentioned that the teaching methods in those classes differed from the techniques utilised in the case study. Similar to the first case subjects, the second and third case subjects from Educcare have their own resident English teachers who each utilise their own personal teaching methods.

### 7.3 Final Conclusion and Outcome

The aim of this research was to investigate the three key points of the research title:

1. *A critical review of TEFL as*
2. *an effective method of teaching English in a*
3. *multi-lingual environment.*

To achieve the first aim of the research a thorough literature research was conducted and the outcome presented in the earlier chapters. It was pointed out that TEFL provides the means and methods to successfully teach English to non-native speakers.

To determine the second key point of the research title the described TEFL methods have been implemented in case studies and their specific value to teaching English as a foreign language have been commented on in full detail at the end of the each case study

The three case studies conducted throughout the course of this research included a total of fifteen months and thirty-six subjects of different ages, ethnicities and genders. The subjects originated from non-English speaking countries like, Germany, France, Spain, Hungary, Romania, Greece, Iran, Morocco, Peru and Chile, whilst their ages varied between one to twenty-six years.

Concerning this variety of subjects used in the research the multi-lingual factor is in fact incorporated in this study.

An essential aim of this research paper was to prove the hypotheses mentioned in the first Chapter.

- H1: There is a definitive distinction in the subjects' ability to acquire English by means of EFL methods.
- H2: EFL is an effective method of teaching English in a multi-lingual environment.
- H3: TEFL teaching techniques differ from those in traditional English classrooms.

In order to provide testable basis the hypotheses were turned into a set of research questions, which were answered throughout this paper:

1. *Do the TEFL teaching techniques differ from those in traditional English classrooms?*
2. *If this is the case, how do these techniques differ?*
3. *Do the subjects benefit from TEFL, or may/can they benefit?*
4. *And do teachers benefit by using TEFL techniques in the classroom?*

While the theoretical approach of the questions was intensively examined in Chapter 2, the questions 3 and 4 were proven by means of the case studies.

It was clarified that TEFL methods do differ from the traditional English classes. The subjects in this research presented a

perceptible increase in language acquisition by means of the EFL methods incorporated in the interactive sessions. Additionally, the questionnaires, personal interviews and formative assessments proved that the subjects had a clearer understanding of English grammar and vocabulary, after the observational studies in comparison to any prior language lessons.

The TEFL teaching methods integrated into this research was successfully greeted and utilised by all the subjects, regardless of age, gender or ethnicity. The TEFL methods created settings for subjects of different genders and nationalities to mingle and work together to acquire English. It is thus proven by this research that EFL methods can be incorporated into a multi-lingual environment.

In the research, it could be proven that Students benefit from EFL. The teachers involve the students in the lesson and teachings, making them feel involved in the course of the lesson. This creates a feeling of self-accomplishment and also awakens an eagerness to improve in learning. It was achieved by various TEFL methods, namely Silent Teacher, CLT and the Direct Method.

It has to be pointed out as well though that not all age groups responded to these methods in the same way. Particularly the case studies with younger subjects. They requested a higher need for leadership in the lessons and therefore a higher level of TTT.

According to the final placement test, which was conducted in various forms prior to and after each study, the subjects increased

their language knowledge in comparison to their former English education on a significant scale.

It could furthermore be concluded that the teacher benefits from EFL. The first advantage for EFL teachers is more freedom in lesson planning. Due to the fact that EFL focuses on increasing the STT in classrooms, the teacher's responsibility shifts from a leading to an assisting role.

Additionally, due to the positive reaction from the students concerning the teaching methods, the teacher's motivation rises. This is followed by the teacher provoking self-confidence in the students when teaching, which again leads to a positive effect on the students. This cycle leads to better results in learning the target language.

Incorporating EFL teaching methods into a lesson realises the main objective of every language teacher: to successfully assist students in acquiring the target language.

The dissertation's primary purpose to examine whether TEFL methods offer wider and improved possibilities and imperatives of language acquisition to its subjects, as well as teachers, was successfully achieved.

The final results presented by this research have successfully investigated and proved that TEFL is an effective method of teaching English in a multi-lingual environment.

## **7.4 Contribution to the Research**

The aspiration of this research was achieved that the results may contribute in the future development and improvement in teaching a second or foreign language.

The educational institutions which formed part in this research may utilise and incorporate these results to improve their language education by means of TEFL. The findings allow the institutions to compare existing methods to the most effective ones mentioned in this dissertation.

The further aim of this research to form the basis for the Researcher's future investigations concerning the improvement of EFL methods and lesson planning was reached as well. This paper can be used as a guideline of which areas of TEFL can be improved and how TEFL can successfully be used to provide lesson plans for all age classes.

## **7.5 Shortcomings of the Research**

The major shortcoming of this research is the size of the case studies. For representative and repeatable results, higher numbers of subjects and multiple repeating of lessons on different sample groups would have been necessary in order to fully determine the success of the teaching methods. Due to the fixed time schedule and limited subject-resources it was not feasible to conduct multiple studies with similar age groups.

Bigger sample groups on the other hand can oppose the TEFL guideline to teach only small numbers of students at a time. Additionally bigger groups would have rendered the research occupation of the teacher during classes impossible.

Another shortcoming of the case studies is the duration of the studies. Implications of changing teaching methods are said to show long term relevancy, whilst here each case study was only pursued over four to five months, before final conclusions had to be drawn. Given that the research formed part of a degree thesis, the framework did not allow longer timetables for each study. Seeing that case studies of different ages were the focus point of this dissertation, releasing an entire case study in favour of longer study timeframes was not desirable.

As a result to the limited number of subjects and the timetables, a further shortcoming of the case study is the lack of potential gender specific influences.

It is assumed that on a longer timescale gender specific notions might apply. Due to the rather short timeframe of each case study, such notions could not be identified in this dissertation. The Researcher suggests a supplementary study should be conducted in order to determine whether gender plays a role in EFL classes.

Another shortcoming experienced during the research was the age of the sources and the research material. In view of the fact that the base of education and teaching English still remains the same throughout the years and no opposing opinions to the mentioned sources have been published until present, the material utilised in this paper still remains valid.

The last limitation to mention is the use of internet resources. Due to the location where the dissertation was drafted, a short supply of English literature was available to the Researcher. The majority of literature was found in German. Seeing that the cited internet sources utilised, provide liability through identifiable authors and their verifiable statements, this cannot be held as an argument against this research dissertation.



## **7.6 Recommendations**

For future research, it is recommended to use a bigger set of samples to conduct case studies and to conduct the study over a longer period of time. A study pool of one hundred subjects should be sufficient, yet manageable to provide a statistical overview over the language learning improvement of the subjects. A timeframe of two scholar semesters is an imaginable timetable to conduct valid findings.

It is advisable to use one group in the subject pool as a reference group which is taught with traditional English methods, for example the Grammar Translation Method, while the remaining groups are educated in the EFL methods. To achieve comparable results, the same placement tests should be conducted prior to and after the study to all the case subjects.

Additionally, by implementing the above-mentioned techniques, the researcher can approach a regular school to pose as the study sample in the study. By implementing EFL methods and lesson plans into the regular school's teaching syllabus, the researcher can monitor the progress of the lessons and the subjects' responses and participation. A reference group should also be utilised when utilising this approach.

Combined with the drafting of a preliminary lesson plan, the implementations of the results of this study in a regular school

curriculum could aspire to become an example for a future dissertation.

Groups implementing the TEFL method, are advised to widen and adjust the teaching methods for young learners. Even though recommendations are made to teach young subjects by TEFL-trainers, so far insufficient care is offered for the special needs of young learners. Those learners possess limited communicative skills in English and their knowledge of learning and teaching methodology, like group work and self dependent study, has not yet evolved.

The Researcher is under the impression that EFL subjects, to be able to part-take in EFL classes, require a minimum understanding of English to follow the instructions and explanations of the exercises and methods. Otherwise it is necessary to switch to the L1 to perform these explanations. By combining regular code switching between the L2 and the L1 and the necessary leadership and guidance that is required by young learners (the silent teacher method being abdicated), the similarities to traditional English classes are unavoidable and the distinct borders between traditional English classes and EFL classes fade.

## References

Asher, J. 1982. *Learning another Language through Actions: The Complete Teacher's Guide Book*. (2nd ed): 27. Los Gatos: California: Sky Oaks Productions.

Atherton, J.S. 2010. *Learning and Teaching; Piaget's developmental theory*.

Available at: <http://www.learningandteaching.info/learning/piaget.htm>

Accessed on: July 9, 2010.

Adler, N.J. 1997. *International dimensions of organizational behaviour*. (3rd ed): 15. Cincinnati: South-Western College Publishing.

Berlitz International Incorporated. 2010. *The Berlitz-method*.

Available at: [www.berlitz.de](http://www.berlitz.de)

Accessed on: February 13, 2010.

Brown, H. 1994. *Teaching by Principles: An Interactive Approach to Language Pedagogy*: 52-53, 63, 77. New Jersey: Prentice Hall.

Baker, C., Prys Jones, S. 1997. *Encyclopedia of bilingualism and bilingual education, Volume 1997*: 658. Multilingual Matters LTD.

Beebe, L.M. (ed.) 1988. *Issues in Second Language Acquisition*: 81 – 112. Boston: Heinle & Heinle Publishers.

Burman, D.D., Booth, J.R., and Bitan, T. 2008. *Sex Differences in Neural Processing of Language among Children*.

In: *Neuropsychologia* Volume 46, Issue 5.

Available at:

<http://dx.doi.org/10.1016/j.neuropsychologia.2007.12.021>.

Accessed on: July 14, 2010.

Cummins, J. 1980. *The cross-lingual dimensions of language proficiency: Implications for bilingual education and the optimal age issue*. In: *TESOL Quarterly*, 14: 175 – 187.

Cummins, J. 1981. *The role of primary language development in promoting educational success for language minority students. In Schooling and language minority students: A theoretical framework: 3 – 49.* Los Angeles: California State University: Evaluation, Dissemination, and Assessment Centre

Collier, V. 1989. *How long: A synthesis of research on academic achievement in a second language.*  
In: TESOL Quarterly, 23: 509-537.

Corder, S. P. 1977. *Language teaching and learning: A social encounter.* In: Ellis. R. 2007. *Educational Settings and Second Language Learning.*

De Guzman. S.S. 2007. *Do you realize the importance of English in the world today?* In: Newsflash, Online newspaper: April 30, 2007.  
Available at: <http://www.newsflash.org>  
Accessed on: April 21, 2009.

Die Bundesrecht. 2010. *Hochschule*  
Available at: <http://bundesrecht.juris.de/hrg/index.html>.  
Accessed on: August 6, 2010.

Edwards, A., Skinner, J. 2009. *Qualitative Research in Sport Management.* 208. Oxford: Butterworth-Heinemann.

Ellis. R. 2007. *Educational Settings and Second Language Learning.*  
In: Asian EFL Journal, Article 1, Volume 9, Issue 4. Shanghai: Shanghai International Studies University.  
Available at: <http://www.asian-efl-journal.com>  
Accessed on May 26, 2009.

Eisenhardt, K. M. 1989. *Building Theories from Case Study Research.* The Academy of Management Review, Vol. 14, No. 4: 540.

The European Commission. 2006. *A survey: Europeans and Languages, Eurobarometer 63.4.* Fieldwork: May – June 2005. Publication online: September 2005.  
Available at: [http://ec.europa.eu/public\\_opinion/archives/ebs/ebs\\_237.en.pdf](http://ec.europa.eu/public_opinion/archives/ebs/ebs_237.en.pdf)  
Accessed on: July 27, 2009.

Ferris, D.R. 2002. *Treatment of Error.* 61 – 61. Michigan: University of Michigan Press.

- Flyvbjerg, B. 2006. *Five Misunderstandings about Case-Study Research, in Qualitative Inquiry*, vol.12, no.2: 219-245. Los Angeles: Sage Publications. Also available online. Available at: <http://online.sagepub.com> and <http://flyvbjerg.plan.aau.dk/Publications2006/0604FIVEMISPUBL2006.pdf>  
Accessed on: March 23, 2009.
- Fromkin, V., Rodman, R., Hyams, N. 2007. *An Introduction to Language*: 346 – 433. Boston: Thomson and Wadsworth.
- Gattegno, C. 1976. *The common sense of teaching foreign languages*: 13, 165. New York: Educational Solutions.
- Geese, F. 1988. *Neuropsychology and Second Language Acquisition*: 97. In: Beebe, L. M. 1988. (ed.): 81 – 112.
- Graddol, D. 1997. *The Future of English?* The British Council: 58. Available at: <http://www.britishcouncil.org/de/learning-elt-future.pdf>. Accessed on: April 13, 2009.
- Hadley, H. 2002. *Reviewing First and Second Language Acquisition: A Comparison between Young and Adult Learners*. In: Niigata Studies in Foreign Languages and Cultures. No. 8: 37-48.
- Hochschule Aalen (HTW-Aalen). 2010. *International students*. Available at: <http://www.htw-aalen.de>  
Accessed on: October 18, 2010.
- Iivonen, J., Sonnenwald, D.H., and Parma, M in collaboration with Evelyn Poole-Kober (Department of Information Studies University of Oulu). 1998. *Analyzing and Understanding Cultural Differences: Experiences from Education in Library and Information Studies*. 64th IFLA General Conference. August 16 - 21, 1998. Available at: <http://arizona.openrepository.com/arizona>  
Accessed on: December 8, 2010.
- Kitao, K. 1996. *Why Do We Teach English?* In: The Internet TESL Journal, Vol. II, No. 4, April 1996. Kyoto: Doshisha University. Available from: <http://aitech.ac.jp/~iteslj>  
Accessed on: May 23, 2009.
- Krashen, S., Scarcella, R., and Long, M, H. (eds.), 1979, *Child-Adult Differences in Second Language Acquisition*. In: TESOL Quarterly, 3: 573 – 582.

Krashen, S.D. 1981. *Second Language Acquisition and Second Language Learning*: 103. New York: Pergamon Press.

Larsen-Freeman, D. 1986. *Techniques and Principles in Language Teaching* (2nd ed.): 65, 73. Oxford: Oxford University Press.

Larsen-Freeman, D and Long. M, H. 1991. *An Introduction to Second Language Acquisition Research (Applied Linguistic and Language Study)*: 164. Essex: Pearson Education Limited.

Leo Dictionary. 2010. *Kindergrippe*. Sauerlach: LEO GmbH.  
Available at: <http://dict.leo.org/>  
Accessed on: 12 October 2010.

Lenneberg, E. H. 1967. *The biological foundations of language*: New York: Wiley Publications.

Levo-Henriksson, R. 1994. *Eyes upon wings - culture in Finnish and U.S. television news*. Unpublished Doctoral Dissertation. Helsinki, Hakapaino. In: livonen, J., Sonnenwald, D.H., and Parma, M. 1998. *Analyzing and Understanding Cultural Differences: Experiences from Education in Library and Information Studies*.

Lewis, M. (ed.), 2009, *Ethnologue: Languages of the World*. (16<sup>th</sup> ed). Dallas: SIL International.  
Available at: <http://www.ethnologue.com>  
Accessed on: June 29, 2009.

Lewis. M., and Hill. J. 1981. *Practical Techniques for Language Teaching*: 70-120. Sussex: Language Teaching Publications.

Lozanov, G., and Gateva, E. 1988. *The foreign language teacher's suggestopedic manual*. Montreaux: Gordon and Breach Science Publishers.

Macchini, C. Assistant Director: Training and Quality. *Berlitz in Stuttgart, Germany*. Personal Interview. August 6, 2009.

Maxwell, J.A. 1996. *Qualitative research design: an iterative approach*: 70. Thousand Oaks: Sage Publications.

- McLaughlin, B. 1992. *Myths on Younger Learners*. Washington DC: ERIC Clearinghouse on Languages and Linguistics.  
Available at: <http://www.language-learning-advisor.com/age-and-language-learning.html#mythsandmisconceptions>  
Accessed on: July 14, 2010.
- Miles, M. B., and Huberman, A. M. 1994. *Qualitative data analysis: A source book for new methods* (2nd ed.): 27. Thousand Oaks: Sage Publications.
- Nation, P. 1989. *Group Work and Language Learning*. In: English Teacher Forum.  
Available at: <http://www.victoria.ac.nz/lals/staff/Publications/paul-nation/1989-Group-work.pdf>  
Accessed on: July 8, 2010.
- Newport, E.L. 1990. *Maturational constraints on language learning*. In: *Cognitive Science*, 14: 18 -21.  
Available at: <http://pages.pomona.edu/~rt004747/lgcs123read/Newport90.pdf>  
Accessed on: July 12, 2010.
- O'Toole, J., Stinson, M., and Moore, T. 2009. *Drama and curriculum: a giant at the door*: Volume 6 of Landscapes: the Arts, Aesthetics, and Education: 64. New York :Springer.
- Oxford Dictionary 1996. *Vocabulary*. University Press Southern Africa. Cape Town. (4<sup>th</sup> Ed.): 500.
- Oxford Advanced Learner's Dictionary. 2005. *Kindergarten*. New York: Oxford University Press.
- Oyama, S. 1976. *A sensitive period for the acquisition of non-native phonological system*. In: *Journal of Psycholinguistic Research*, 5: 261 – 284.
- Patton, M.Q. 1987. *How to Use Qualitative Methods in Evaluation*: 58, 144. California: Sage Publications.
- Perfect, T, J., Schwartz, B, L. 2002. *Applied Metacognition: 1*. Cambridge, University of Cambridge.

- Ramirez, J.D., Yuen, S.D., and Ramey, D.R. 1991. *Longitudinal study of structured English immersion strategy, early-exit and late-exit transitional bilingual education programs for language minority children. Final Report*. In: Volumes 1 & 2. San Mateo: Aguirre International. In: Iivonen, J., Sonnenwald, D.H., and Parma, M. 1998. *Analyzing and Understanding Cultural Differences: Experiences from Education in Library and Information Studies*.
- Renshaw, J.D. 2007. *Teaching methodology*. Available at: [Onlinenglish.net](http://Onlinenglish.net) or [Englishraven.com](http://Englishraven.com)  
Accessed on: February 13, 2010.
- Richards, J.C., and Rogers, T.S. 1986. *Approaches and Methods in Language Teaching*: 11. Cambridge: Cambridge University Press.
- Ritchie, J., Lewis, J. (Eds.) 2003. *Qualitative Research Practice. A Guide for Social Science Students and Researchers*: 83 -84. Thousand Oaks: Sage Publications.
- Ritchie, J., Lewis, J., Elam, G. (eds.). 2003. *Qualitative research practice: a guide for social science students and researchers*: 83-84. Thousand Oaks: Sage Publications.
- Roos, J. P., 1986. *Elämäntapateoria ja suomalainen elämäntapa*. In Kymmenen esseetä elämäntavasta. Lahti: Yleisradio.
- ScienceDaily. 2008. *Boys' And Girls' Brains Are Different: Gender Differences In Language Appear Biological*: March 5, 2008. Available at: <http://www.sciencedaily.com>  
Accessed on: July 14, 2010.
- Skuttnab-Kangas, T. 2000. *Linguistic genocide in education – or worldwide diversity in human rights?* New Jersey: Lawrence Erlbaum.
- Snow, C. E., and Hoefnagel-Hoehle, M. 1978. *The critical period for language acquisition: Evidence from second language learning*. In: *Child Development*, 49: 1114 – 1118.
- Stake, R.E. 1995. *The Art of Case Research*:52 – 53. Thousand Oaks: Sage Publications.
- Stern, H. H., Burstall, C., and Harley, B. 1975. *French from age eight or eleven?* Toronto, Ontario Institute for Studies in Education. In: McLaughlin. 1992. *Myths on Younger Learners*.



TEFL. 2010. *What is TEFL?*

Available at: <http://www.teflcourse.net/what-is-tefl>

Accessed on: July 25, 2009.

The Merriam-Webster Dictionary. 2009. *Methodology*. Springfield: Merriam-Webster Incorporated.

Available at: <http://www.merriam-webster.com/dictionary/methodology>

Accessed on: December 14, 2009.

The Merriam-Webster Dictionary. 2009. *Research*. Springfield: Merriam-Webster Incorporated

Available at: <http://www.merriam-webster.com/dictionary/methodology>

Accessed on: April 9, 2010.

TOEFL Services Educational Testing Service. 2010. *Test of English as a Foreign Language*. New Jersey: Princeton

Available at: <http://www.ets.org/toefl/contact>

Accessed on: July 25, 2009.

Trochim, W.M.K. 2006. *Research Methods: The Concise Knowledge Base, 1e*.

Available at: <http://www.socialresearchmethods.net/kb/design.php>

Accessed on: March 23, 2009.

Umit, H. 2005. *Case Studies*. `administration et de gestion Louvain-la-neuve Belgique. Methodologie de la recherch . En sciences de gestion: 4.

Available at: [http://christophe.benavent.free.fr/IMG/pdf/CaseStudy\\_UCL\\_2005.pdf](http://christophe.benavent.free.fr/IMG/pdf/CaseStudy_UCL_2005.pdf)

Accessed on: November 2, 2010.

Valenzuela, J. S. 1998. *The social construction of language competence: Language socialization in three bilingual kindergartens*. Unpublished doctoral dissertation. University of Colorado at Boulder.

Available at: <http://www.unm.edu>

Accessed on 23 November 2010.

Yin, R.K. 1994. *Case Study Research: Design and methods* (2<sup>nd</sup> ed.). Beverly Hills, California: Sage Publishing.

## **ADDENDUM A**

### **QUESTIONNAIRE**

This Questionnaire aims to verify any improvement in language abilities.

This interview is to be completed only by students.

The purpose of the questionnaire is to determine experiences and testimonies that concern the EFL classes and which teaching technique is preferred and the reasons thereof.

Be assured that all responses will remain anonymous and you will not be identified in any way.

Thank you most sincerely for your time and effort. The results will aid the Researcher in the critical review of TEFL as an effective method of teaching English in a multi-lingual environment.

J. Meyer

Tell No: 0176 77 55 1894

Email address: jumemeyer@gmail.com

## ADDENDUM A

### **Questionnaire**

#### **for the summer term 2009 EFL language class**

Please provide information for the following questions:

1. How many years of English did you study prior to this course?

---

---

---

2. How many different English teachers did you have during that time?

---

---

---

3. Did you experience a difference between the English classes you previously had (excluding this class)?

---

---

---

4. If yes, please specify.

---

---

---

5. Do you feel that these English classes are different from your previous language classes? Please explain.

---

---

---

6. Was there a specific exercise that increasingly helped you improve your abilities? Please explain.

---

---

7. Where there specific exercises that you preferred?

---

---

---

8. Do you feel that you have improved your language abilities in the past five months? Please clarify.

---

---

---

Please give some additional information:

9. Your age

---

---

10. Country of origin

---

---

11. Mother tongue

---

---

12. Please list your spoken languages. Also indicate level of fluency on a Scale of 1 to 5.

<b>1</b>	Beginner	Start to learn single words and their meaning.
<b>2</b>	Advance Beginner	Able to understand and use sentences.
<b>3</b>	Intermediate	Able to make yourself understood clearly. Able to understand and use more complex sentences.
<b>4</b>	Advance	Able to part-take in everyday discussions with ease. Able to use complex expressions and idioms.
<b>5</b>	Fluent	Able to speak the language without any mistakes in any situation.

---



---



---

## ADDENDUM B

### **Questionnaire** **for the summer term 2009 EFL language class** **(with explanatory comments)**

Please provide information for the following questions:

1. How many years of English did you study prior to this course?  
*To determine the subjects' former experience with teaching methods*
2. How many different English teachers did you have during that time?  
*To specify question 1.*
3. Did you experience a difference between the English classes you previously had (excluding this class)?
4. If yes, please specify.

5. Do you feel that these English classes are different from your previous language classes? Please explain.  
*Question 3, 4 and 5 are to determine whether the subject previously experienced EFL methods*
  
6. Was there a specific exercise that increasingly helped you improve your abilities? Please explain.  
*To receive input for further improvement of EFL methods and mark the success of certain exercises.*
  
7. Where there specific exercises that you preferred?  
*To specify the results of question 8 and to determine the most popular EFL method among the case subjects.*
  
8. Do you feel that you have improved your language abilities in the past six months? Please clarify.  
*To conclude the overall success of EFL methods according to the subjects.*

Please give some additional information:

9. Your age  
*For statistical reasons*



10. Country of origin

*To determine level of exposure of English as a daily used language before*

11. Mother tongue

*Different cultural backgrounds have different challenges in learning English due to grammatical similarities. These different mother tongues need to be approached individually to be able to find the best way of teaching English.*

Please list your spoken languages. Also indicate level of fluency on a Scale of 1 to 5.

1	Beginner	Start to learn single words and their meaning.
2	Advance Beginner	Able to understand and use sentences.
3	Intermediate	Able to make yourself understood clearly. Able to understand and use more complex sentences.
4	Advance	Able to part-take in everyday discussions with ease. Able to use complex expressions and idioms.
5	Fluent	Able to speak the language without any mistakes in any situation.

*To establish how perceivable the subjects are to learning new languages.*

## ADDENDUM C

### PLACEMENT TESTS

This placement test is designed to analyse your current English knowledge and determine which level of English you would be best suited for this EFL course.

*Please mark (✓) the correct answer.*

1. My friend\_\_\_to the gym every day.

- go
- goes
- went

2. Judy\_\_\_very smart.

- are
- is
- were

3. Luke\_\_\_in Chile las week

- were
- was
- has

4. How\_\_\_are you?

- long
- high
- tall

5. Sally\_\_\_agree with her father

- don't
- haven't
- doesn't

6. I hope John will arrive\_\_\_time today!

- at
- on
- by

7. \_\_\_\_\_some more coffee?

- Would you like
- Do you like
- You'd like

8. Last year my family\_\_\_to Paris.

- go
- goes
- went

9. My family and\_\_\_\_\_speak every day.

- I
- me
- my

10. Susan\_\_\_like the weather yesterday.

- didn't
- doesn't
- haven't

11. The President\_\_\_for an hour

- speak
- spoke
- speaking

12. I\_\_\_in Germany last Spring.

- was
- were
- has

13. Jack\_\_\_never seen the Eiffel Tower.

- haven't
- hadn't
- has

14. The Spanish soccer team\_\_\_against the Brazilians last night.

- losing
- lost
- lose

15. If Harry were younger, he\_\_\_exercise more.

- Will
- were
- would

16. I wish I \_\_\_ see the Northern Lights.

- could
- will
- would

17. When Sarah arrived at the house, Jonas \_\_\_\_\_

- had already left
- has already left
- already left

18. Whose jacket is this? It is \_\_\_\_\_

- mine
- my
- I

19. Lucy forgot \_\_\_\_\_ the plants this mornings.

- watering
- to water
- to watering

20. A: What will you give her as a gift? B: I don't know. I \_\_\_\_\_ her flowers.

- would buy
- will buy
- might buy

21. That job offer was too for Karen to turn \_\_\_\_\_.

- away
- off
- down

22. Not only\_\_\_\_\_yesterday, but it also snowed.

- did it rain
- rained
- did it rained

23. Karla was offered the job\_\_\_\_having poor qualifications

- nevertheless
- despite
- even though

24. She was thought\_\_\_\_\_disease in Taiwan

- to catch
- catching
- to have caught

25. There's no point\_\_\_\_crying over spilt milk.

- on
- with
- in

30. Rarely\_\_ fish.

- do I eat
- I eat
- I have eaten

31. It's alright, we\_\_\_\_\_hurry. We have enough time.

- mustn't
- needn't
- shouldn't

## ADDENDUM D

### Final Written Test

Please mark (✓) the correct answer. For example:

Sandra \_\_\_\_ the answer.

- |                                     |             |
|-------------------------------------|-------------|
| <input type="checkbox"/>            | never know  |
| <input checked="" type="checkbox"/> | never knows |
| <input type="checkbox"/>            | knows never |

### Section 1 – Vocabulary and General grammar

1. I would like to go ..... for my holiday next year.

- |                          |         |
|--------------------------|---------|
| <input type="checkbox"/> | abroad  |
| <input type="checkbox"/> | outside |
| <input type="checkbox"/> | foreign |

2. When I told him about it, he\_\_\_\_\_

- just laughed
- had just laughed
- was just laughing

3. Please ask\_\_\_\_come in.

- him
- him to
- to him to

4. Is\_\_\_\_\_than his father?

- Patrick latter
- taller Patrick
- Patrick more tall

5. Do you think it will rain tomorrow? I don't think\_\_\_\_\_.

- that
- it
- so



6. I don't like rollercoaster's and my friend doesn't\_\_\_\_

- as well
- either
- neither

7. You\_\_\_\_be quiet in the library.

- want
- must
- need

8. I locked the front door,\_\_\_\_I?

- doesn't
- didn't
- hadn't

9. Is she a friend of\_\_\_\_?

- your
- yours
- your's

10. Jake is\_\_\_\_than Terry.

- smarter
- more smart
- more smarter

11. I\_\_\_\_ on holiday last year.

- hadn't go
- didn't go
- haven't been

12. \_\_\_\_book is this? It's Jared's.

- Whose
- Which
- What

12. There isn't a good restaurant\_\_\_\_in the city!

- anywhere
- somewhere
- nowhere

13. I \_\_\_ working when my wife called.

- was still
- were still
- still was

14. I'm going to go for a swim \_\_\_ it's still nice weather.

- so
- while
- for

15. I am too busy \_\_\_ call her now.

- for
- to
- that

17. There wasn't anything interesting on the news, \_\_\_\_\_

- were there?
- was there?
- wasn't there?

## Section 2 - Tenses

18. *She has gone* is an example of\_\_\_\_\_

- |                          |                       |
|--------------------------|-----------------------|
| <input type="checkbox"/> | Present Perfect Tense |
| <input type="checkbox"/> | Past Tense            |
| <input type="checkbox"/> | Past Perfect Tense    |

19. *Sarah is working today* is an example of\_\_\_\_\_

- |                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Simple Present Tense     |
| <input type="checkbox"/> | Present Continuous Tense |
| <input type="checkbox"/> | Future Continuous Tense  |

20. *Miranda had studied Spanish before she went to Madrid* is an example of\_\_\_\_\_

- |                          |                       |
|--------------------------|-----------------------|
| <input type="checkbox"/> | Present Perfect Tense |
| <input type="checkbox"/> | Past Perfect Tense    |
| <input type="checkbox"/> | Past Tense            |

21. *We're going to my grandparents this weekend* is an example of \_\_\_\_\_

- Future Tense
- Future Continuous Tense
- Present Perfect

### Section 3 – Pronouns, Nouns, Adverbs and Ajectives

22. Interesting as it was, we didn't enjoy it much. *Interesting* is \_\_\_\_\_?

- an adjective
- an adverb
- a noun

23. The news was saddening. *Saddening* is \_\_\_\_\_?

- an adverb
- an adjective
- a pronoun

24. At practice today, I ran like the wind. *Like the wind* is \_\_\_\_\_?

- an adjective
- an adverb
- a noun

25. She likes to dance to Hip Hop. *She* is \_\_\_\_\_?

- an adjective
- a pronoun
- an adverb

26. My adore kittens! *Kittens* is an example of \_\_\_\_\_?

- a pronoun
- a noun
- an adverb

## Section 4 – Free Writing

You are a tour guide of Berlin. You and your group of 20 tourists are on a tour through the city as you explain where some of the tourist and scenic spots are. Write a dialogue of at least **30 lines** between you and the tourists as you travel through the city. ( You can use your current experience of the Exchange Group trip to Berlin in May earlier this year to help you).

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---





## **ADDENDUM E**

### **ORAL EVALUATION**

This is an example sheet to assist the Researcher in the final oral evaluation.

#### **Personal information**

Name:           What are your full names?  
  
                      (How do you pronounce it?)

Age:             How old are you?  
  
                      When is your birthday?

#### **Subject's home town / village**

Name:           What is the name of your home town (pronounce it in  
                      the English way)?  
                      Where is the town located?  
                      Is it near to the capital city or any big cities?

- Location: Is it inland or by the coast?
- Specialty: Is your town well-known for something (for example, a building or a type of food)?  
What is the most interesting part of your town?
- Geography: Is it in a flat, hilly or mountainous area?  
Does it have a river?
- Size: Is it a large or small town?  
What is the population?
- Type: Do you live in a city centre, a suburb, a town, a village, or in the countryside?
- Industry: What are the main industries?  
What kinds of jobs do people do in your town?
- Environment: Is it clean or polluted?  
Is it quiet or noisy?  
Are there many parks and other green areas?
- Opinion: Do you like living there?  
Are there many things to do?
- Comparison: If you are not living in your home town now, what are the main differences between your current town and your home town?

## **Your family**

Size: Do you have a large or small family?

Brothers: Do you have any brothers or sisters?  
Are they older or younger than you?

Parents: Do you live with your parents?  
What do they do?

Pets: Do you have any pets?

## **Your work or study**

Now: Are you working or studying at the moment?  
Can you tell me something about yourself?

Previous: What were you doing before you started your current  
work or studies?

English: Why are you studying English?  
Where are you studying?  
How long have you been studying English?

## **Leisure**

Hobbies:           What do you like doing in your spare time?  
Do you have any hobbies?

Music:             What kind of music do you like?

Sports:            Do you like sports?

Holidays:         How do you like to spend your holidays?

Reading:          Do you enjoy reading?

Films:             What sort of films do you like to watch?  
What is your favourite film?

## **Future plans**

Job:                What sort of job would you like to do in the future?

Future life:       What do you think you will be doing after 5 or 10  
years?

Country:          Do you want to live in your home country or abroad?

## **ADDENDUM F**

### **EFL LESSON PLAN FOR FIRST CASE SUBJECTS**

**Date**

5/28/09

**Class Level**

Low- intermediate

**Length of Lesson**

1 hour

**Lesson Type & Subject:**

Vocabulary about types of weather & writing (worksheet) & speaking (group work).

**Materials Needed:**

TV, recording of global weather forecast Worksheet with world weather map and grammar questions, flashcards, Pictionary game with word cards of weather symbols and pencils.

### **Lesson Objective:**

Students identify weather vocabulary from images on flash cards, TV recording and worksheet. Students use vocabulary in group exercise. Identification is verbal and non-verbal (pointing, drawing, and matching).

### **Assumptions:**

Students know a good amount of related words (sunny, thunder showers) but not all the advanced vocabulary (precipitation).

### **Anticipated Problems & Solutions:**

Problem 1 – Resistance to drawing in game (worksheet).

Solution 1 – Model the game well; name winner of game “King/Queen of the day”.

Problem 2 – Pronunciation of some weather vocabulary.

Solution 2 – Pronunciation drill.

Problem 3 – Confusion with “Lightning”; “Thunder” & “Thunderbolt”

Solution 3 – Explain difference (lightning is flash of light followed by the sound of thunder), show image of each phenomenon with explanation.

Problem 4 – Not sufficient knowledge of world geography

Solution 4 – Each continent is named on the map & teacher should indicate to students where each continent is along with its name.

### **STRATEGY 1:**

#### **Interaction Patterns & Timing:**

T>S & S>T - 10 min.

#### **Purpose of Procedure:**

To pre-teach necessary vocabulary; to interest students; to connect word with picture and object for clearer meaning; to practice new vocabulary with guidance & question forms before weather forecast is played.

**Presentation/Pre-teach:** Show flash cards with pictures of different weather phenomena. Elicit the names and explain each. Then model some basic sentences. “Thunder is loud/scary”. “The wind is cold/strong”. “Lightning is bright”. The students repeat and/or make up their own sentences. Ask students to talk about the type of weather they have in their country.

## **STRATEGY 2**

### **Interaction Patterns & Time:**

T>S & S>T & S>S – 40 min.

### **Purpose of Procedure:**

To confirm new vocabulary through listening for weather terms on recording and to identify symbols on the weather forecast.

### **Practice:**

1. Teacher asks questions to test knowledge of new vocabulary and the level of understanding of the recording: “Where on the map will it rain tomorrow?” “Will Argentina be sunny or will it snow tomorrow?” “Where in Africa will it be 40 degrees Celcius?”
2. Teacher passes out worksheets.
3. In pairs, students complete worksheet by grouping all the new vocabulary in sections (“Good weather” Bad weather”).
4. Students compare answers by speaking: “thunder is bad weather.”

## **STRATEGY 3**

### **Interaction Patterns & Timing:**

S>S - 10 min

**Purpose of procedure:**

Students use new vocabulary in independent speaking in group work and reinforce previous learning.

**Production:**

1. Teacher assigns pairs. Ask students to talk about the type of weather they have in their country (it doesn't snow in Australia, but it does in China), assign pairs from different countries. What weather do you have in July? "Does it snow? Is it hot? What is the normal temperature?" What kind of weather is wet? "Students asks other students questions. Students will report to the whole group later. Notes are already noted on board.
2. Teacher elicits &/or explains rules for Pictionary. (Teams draw word cards. Take turns drawing. First team to guess word from drawing gets point).
3. Teacher elicits &/or explains rules for answering the map on the worksheet. Students answer question 3 on the worksheet in pairs. Match the correct vocabulary with the appropriate symbol. One student asks the other student what the weather is like in Europe tomorrow. Student checks the symbols on map and answers. Students give answers by speaking: "Europe is sunny tomorrow." Also student ask what the temperatures will be for different countries.
4. Teacher asks pairs to explain the weather forecast for different continents or countries and they report back to the whole class. (If corrections are needed, teacher should hold them until the end of the report.)

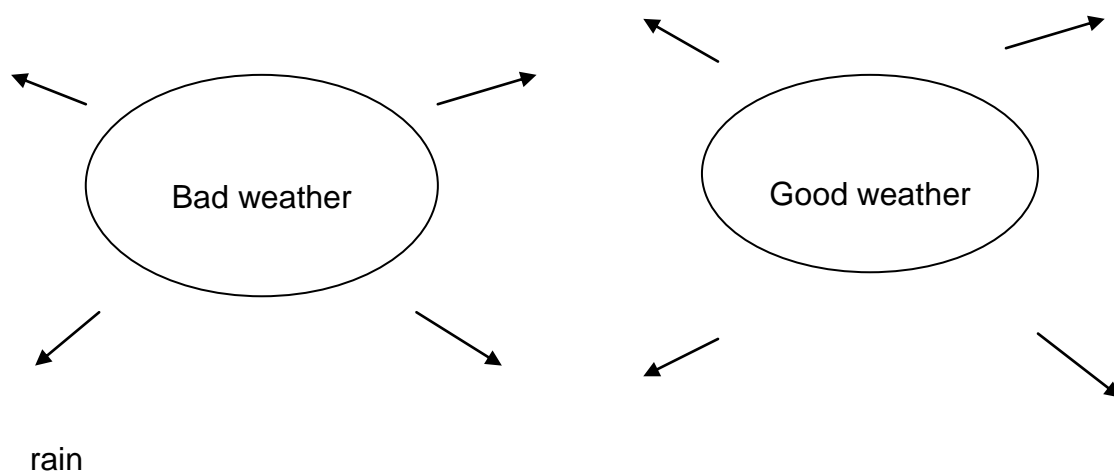


## Worksheet

### Weather

1) Sort out the weather words in groups:

Example: Rain – bad weather



rain	snow	wind	thunderbolt	thunder
hot	frost	lightning	cold	hail
Cloudy	ice	clear	misty	humid
sunny	cool	breeze	mild	dry

2) Draw the symbol:

Example: Cold - C

1. Sunny \_\_\_\_\_

5. Wind \_\_\_\_\_

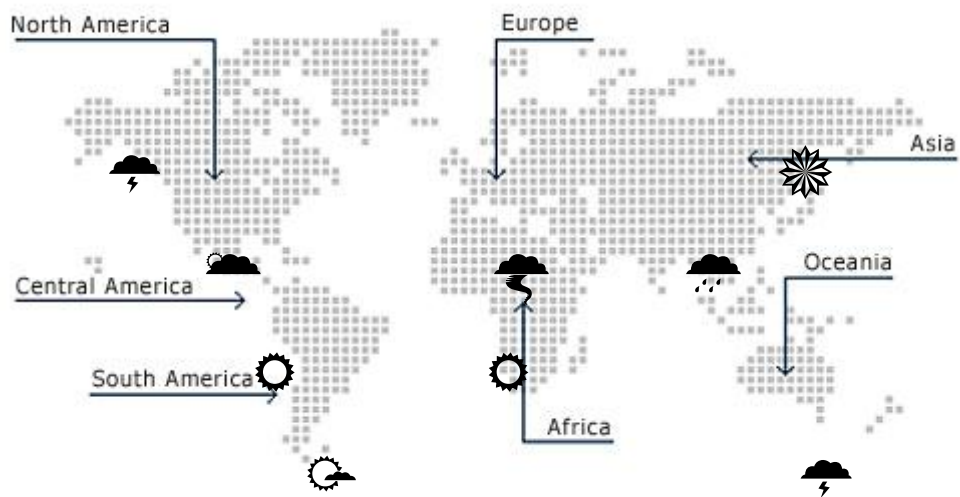
2. Rain \_\_\_\_\_

6. Snow \_\_\_\_\_

3. Cloudy \_\_\_\_\_

7. Thunder \_\_\_\_\_

4. Hot \_\_\_\_\_



## ADDENDUM G

### CCQ EVALUATION FOR THE SECOND CASE SUBJECTS

The second case subjects did not receive any questionnaires or written assessments. Instead a CCQ test was issued.

**Teacher:** Where can you buy food?

Students: At the store.

**Teacher:** Very good. What can you buy at the store?

Students: Food.

**Teacher:** Are there other things you can buy at the store?

Students: Yes. You can buy clothes and books.

**Teacher:** Good. What can you do at the store?

Students: Buy food, clothes and books.

**Teacher:** Very good.

**Teacher (shows a picture of a mother and her daughter and son):** Who is Suzie's brother?

Students: Jack is Suzie's brother.

**Teacher:** Who is Jack's sister?

Students: Suzie is Jack's sister.

**Teacher:** Who is the mother of Suzie?

Students: Mary is the mother of Suzie.

**Teacher:** Very good. Does Jack have a mother?

Students: Yes. Mary is the mother of Jack.

**Teacher:** Who is sister of Mary's son?

Students: Suzie.

**Teacher:** And she is what of Mary?

Students: Suzie is the daughter of Mary.

**Teacher:** I am your teacher. Who are you?

Student 1: I am Loni.

**Teacher:** If I am your teacher, what are you?

Student 1: The student.

**Teacher:** What do I teach you?

Student: English.

**Teacher:** If I teach, Loni English, then what am I?

Student: The teacher.

**Teacher:** What does the teacher teach?

Student: English.

**Teacher:** What does Loni learn from the teacher:

Student: English.

**Teacher (shows a picture of an eagle):** What animal is this?

Students: It's an eagle.

**Teacher:** Good. What type of animal is an eagle?

Students: A bird.

**Teacher (shows picture of a snake):** What animal is this?

Students: It's a snake.

**Teacher:** Yes. What do eagles eat?

Students: Snakes.

**Teacher:** Very good. What type of animal is a snake?

Students: A reptile.

**Teacher:** (shows picture of a frog). What animal is this?

Students: A frog.

**Teacher:** Very good. What eats frogs?

Students: Snakes.

**Teacher:** And what eats snakes?

Students: Eagles.

**Teacher:** Very good. What do frogs eat?

Students: Flies.

**Teacher:** Yes. What eats flies?

Students: Frogs.

**Teacher:** And frogs are eaten by?

Students: Snakes.

**Teacher:** What bird eats snakes?

Students: An eagle.

**Teacher:** What eats reptiles?

Students: Birds.

**Teacher (shows a picture of a girl walking):** What is the girl doing?

Students: She is walking.

**Teacher:** Where is she going?

Students (indicate on picture): To the bakery.

**Teacher:** Where did she come from?

Students: From the bank.

**Teacher:** What did she do at the bank?

Students (point to picture): She got money.

Teacher: Where do you get money?

Students: From the bank.

**Teacher:** Why do you need money?

Students: To buy things.

**Teacher:** What can you get from the bakery?

Students: Bread.

**Teacher:** How do you buy bread?

Students: With money?

**Teacher:** Where do you get money?

Students: From the bank.

**Teacher:** Very good.