

DIFFERENT STROKES FOR LITTLE FOLKS – THE NEED FOR A DIFFERENT METHODOLOGY FOR PRIMARY ENGLISH EDUCATION IN BANGLADESH

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ABSTRACT

Bangladesh's need to be a part of the global community has manifested itself in the government's implementing compulsory English learning at various levels of education. However, writing samples of tertiary level Bangladeshi students show that even after twelve years of English learning, students' proficiency of English is far below the required standards to study abroad or in English medium universities in the country. Local experts believe that the main reason for the students' low proficiency lies in the wrong method of teaching English at the primary level. The fact is, although theoretically, children learn a language quicker than adults, wrong methods of teaching can bring in an opposite result. In Bangladesh, students are not getting benefited from compulsory primary English education as the effects of wrong learning at this level are preventing their English language development even at the later stages. Therefore, it is high time to change the existing methodology for teaching English at the primary level. This paper focuses on the problems in the existing method of teaching English at the primary level, shows some effective ways of teaching English at this level and finally suggests some policy level changes to make English education really fruitful in Bangladesh.

"I very glad, when I got Sec: 04 ENG 105. ENG 105 mean that Bussiness English. It is necessary to every Bussiness study student. I like Sec 04 because in before take this Course I heart Sec 04 inustactor is well to teach."

"Everyone have an individual dream of his or her own. To make an identy, to know knew things, to get knowledge of surroundings. People wants to study"

These are writing samples of students who are studying at different public and private universities in Bangladesh. Though unfortunate, this is the English language proficiency of most of the students in Bangladesh after completing twelve years of compulsory English education at the primary, secondary and higher secondary levels. Instead of good results in the secondary and higher secondary exams, most of the students with the mainstream education background belong to a very poor level of English language proficiency when they are at the tertiary level. As a result, they have to struggle to cope with the courses they need to pursue in English and cannot think of going abroad for education because of their low proficiency in English.

This picture is really frustrating and not expected from those with twelve years of compulsory English education. In an article titled "English Language Teaching in Bangladesh: Problems and Prospects," Arifa Rahman mentions that according to language experts, 1000 contact hours for English learning is enough to get a good hold of the language and if our students learn English from class viii to class xii they get the same amount of time. Therefore, since they start learning English from class one, they are getting almost double the amount of contact hours and their proficiency level should be lot better (1988). Therefore the obvious question is, why despite spending more than enough time required for English learning students have such a poor level of proficiency.

If we look back to the history of English education since independence in 1971, it was not very positive for almost two decades as English teaching and learning was not given proper importance because of the dominance of Bangla as the official language of Bangladesh. However, due to great demand for English globally and the need to be at par with the modern world, the importance of English language was realized afterwards and a lot of changes took place at the policy level to improve

English education in Bangladesh. One of the great changes that took place was in 1992 when the ministry of education in Bangladesh made English compulsory from class one following a global trend of lowering the age of language learning in many countries. The reason behind the trend could be the belief of many language experts that childhood is the best time for language learning as children can pick up language earlier than adults.

This paper first throws light on the problems in the existing method of teaching English at the primary level under the national curriculum and then suggests ideal method(s) of teaching English at this level. It does this by showing how fun activities like songs, rhymes, games and stories can be very effective ways of teaching English to young learners and how these can be incorporated in our primary English classes. Some suggestions for policy level changes are also made to make this goal achievable.

Theories of early language learning

One of the theories that support early language learning is the critical period hypothesis. According to this, there is a biologically specified period of life when language can be acquired more easily and after that period of time, language becomes more and more difficult to acquire. According to researchers like Lenneberg (1967) and Bickerton (1981) who advocate the critical period, before it and after it certain abilities decrease. They argue that second language acquisition reaches a critical stage during puberty, after which people generally do not learn a second language.

Another linguist Thomas Scovel (1969) linked lateralization and second language acquisition. He suggested that because children's brain is flexible just before puberty, they easily acquire not only their first language but also a second language. And because of lateralization, it becomes difficult for people to easily acquire a good command of a second language, or at least to acquire it along with a pronunciation that is almost native.

Another neuro-linguistic research focused on the role of the right hemisphere's contribution to language learning and that this happens when children learn a second language early, i.e., within their critical age (Oblor, 1981).

In a book by Curtain and Dahlberg, Dr. Susan

Curtiss, a UCLA Linguistics professor's opinion is that

The power to learn a language is so great in the young that it doesn't seem to matter how many languages you seem to throw their way...They can learn as many spoken language as you allow them to hear systematically and regularly at the same time. Children just have this capacity. Their brain is ripe to do this (2004).

In order to follow the global trend in support of early language learning, in Bangladesh English was made compulsory from the primary level, and a good level of English learning objective was targeted for English education right from the primary level.

Objective of primary English curriculum

According to the latest primary curriculum of National Curriculum and Textbook Board (NCTB), after completion of class v, students should be able to exchange greetings and farewells, make introductions, ask and answer questions in English, give instructions, make requests, take part in conversations on topics related to their daily life and describe what they see in their environment.

As for writing, they should be able to use punctuation marks, capital letters, and write words, phrases and sentences correctly in order to form simple short compositions and to write simple letters (NCTB, p.139).

As if the objective of primary English education is not ambitious enough, students in Bangladesh encounter even higher learning objectives to learn English at secondary and higher secondary levels before they come to the tertiary level.

Objective of Secondary level English curriculum

According to NCTB, upon completion of class x, students should be able to give a series of instructions and commands, initiate and participate in conversations at an appropriately advanced level on a variety of topics, express opinions clearly and logically, participate actively in debates, speak intelligibly and fluently in clear, correct English appropriate to the situation (137-38).

In the case of writing, students should be able to demonstrate imagination and creativity in

appropriate written forms, fill in forms (such as job applications, etc.) and prepare a curriculum vitae, all the while planning and organizing these tasks efficiently so as to communicate ideas clearly, accurately and with relevance to the topic, using cohesive devices like linking words and reference words appropriately, and using different punctuation and logical devices appropriately.

Objective of Higher Secondary English curriculum

Although the general objective of the higher secondary level is the same as it is for the secondary level, its main objective is stated as:

English should be recognized as an essential work-oriented skill that is needed if the employment, development and educational needs of the country are to be met successfully at a higher level. Increased communicative competence in English, therefore, constitutes a vital skill for students at this higher secondary stage whether they leave college to take up an appropriate vocation or continue their studies up to degree level. English should, therefore, be taught as something to be used rather than as something to be talked about. (NCTB 136).

A close look at the primary curriculum objective suggests that may be it was thought that students would achieve the basic language skills at the primary level as children are quick language learners and could improve their skills more at secondary and higher secondary levels.

But the writing samples of the tertiary level students provide some basic questions: What proficiency level are they actually in? How is the curriculum objective reflected in their actual level of proficiency? What is the reason for such poor proficiency after learning English for twelve years?

There is no doubt that in the total system of English education under the national curriculum, something has gone very wrong which is creating so much discrepancy between the objective and the outcome. If we start looking for the reasons for the discrepancies, we should first find out the learning outcomes at the primary level English education.

Here, it is necessary to discuss some reports on the English proficiency of students at the primary level.

According to the objective of primary English education students should be able to speak, read and write in simple English after they complete class v. However according to the Education Watch Report 2000, out of all the competencies that were targeted at the end of class v, less than one-tenth of the students achieved basic reading, writing and listening competencies in English (16).

The following table illustrates this.

Table: 1
Achievement in language skills in Bangla and English of fifth grade students in primary schools
(Percentages of enrolled students achieving pass scores in listening, reading and writing skills survey test)

Student Groups	Bangla	English
School type		
Government	35.7	7.3
Registered Non-govt.	34.6	9.3
Non-forma	43.2	21.2
By residence		
Urban	46.5	15.8
Rural	34.5	7.8
By gender		
Girls	10.6	10.6
Boys	39.8	8.0
All students	36.5	9.4

(Source: Education Watch Report Vol. I, 2000)

The 2000 issue of Education Watch Report shows the results of a writing test conducted on students of class v. Figure 1 below illustrates what happened when these students were asked to describe a picture in five sentences. It was seen that over thirty-five percent of the students did not answer at all while another thirty-five percent could not write a complete sentence (17).

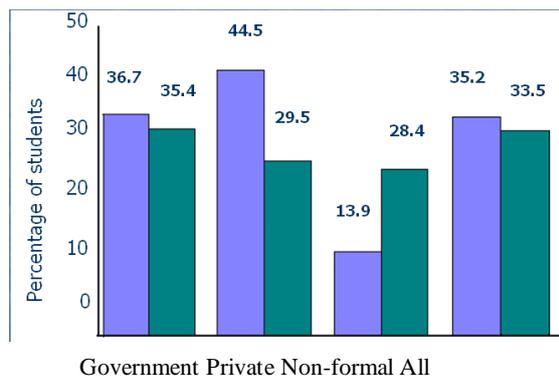


Figure 1: Figure showing percentage of students in different types of primary schools who did not attempt or complete a sentence in English.

From the above-mentioned reports it is quite clear that there is a huge difference between the objective of the primary level English curriculum and the real English skills of the learners. However, if the theories supporting early language learning had worked, students would not be left with this level of proficiency after completing this level. Is it because while deciding the English learning objective for the primary level, only the advantages of early learning were considered? May be it was not considered that making an objective for the primary level English curriculum is not the only prerequisite for a successful language learning outcome. The quality of classroom teaching, appropriate method and materials are also some of the equally important requirements to assure successful learning outcomes. In fact, the most important necessity for primary English education is to implement a suitable teaching method/technique that is different from the teaching methods used at the other stages since children do not learn a foreign language like adults and wrong learning could be even more dangerous than learning at a later age. It may seem that none of these issues was given any importance while planning the curriculum.

What prevents children from learning a language?

1. Discomfort, boredom or pressure in the language class.
2. Difficulty in understanding the theoretical concepts of grammar rules of a language.
3. Excessive correction by the teacher. (“The child as a learner”, Alan S. McKenzie, James Shipton & Isela Shipton)

How children learn better in the language class

1. Through intensive exposure to the second language.
2. By using all their senses and getting fully involved.
3. By observing and copying, doing things, watching and listening.
4. Through exploring, experimenting, making mistakes and checking their understanding by repetition.
5. They feel motivated if the language class provides a stress free environment (ibid.).

In Bangladesh, the reason behind poor level of English proficiency of the students could be the reason of absence of the above preconditions for a successful English education at the primary level. It

is quite possible that a lot of wrong practice is still going on which is preventing our children from learning English and also influencing their development at the later stages.

To understand the true nature of classroom teaching in primary schools that follow the national curriculum, a research was done in two primary schools in both rural and urban areas in Bangladesh. One of the schools, **Zigatala Government Primary School** is located in Dhaka and the other, **Nabinagar Government Primary School**, in Narayanganj.

Research Method

A multiple methodological approach such as class observation, interview of teachers and a writing test were used in order to generate data to answer the basic questions of the research -whether we are providing our children with all the preconditions for successful English learning outcome and whether the learning objectives set by the curriculum are met by the students.

Class Observation

Structured observation of the classroom is an important tool in educational research. This technique records what goes in the classroom- how the teachers behave, what activities he/she initiates, how the students behave and how they carry out the tasks they are asked to perform. It was decided that everything that took place in the classroom would be written down. In this way the classroom behavior of both teachers and students were recorded.

Ten classes were observed at the above mentioned government primary schools in Bangladesh- in order to examine the existing method – whether it is appropriate for children or not - whether it is disturbing or helping children to learn English.

Unfortunately the classes observed did not provide a different picture from the earlier reports mentioned in this paper. Below is a summary of findings from the class observation.

- Teachers gave all instructions in Bangla.
- Reading was mainly done by the teacher who explained the Bangla meaning to the students.
- Words were taught from the textbook only and no attempt was made in using the words in context.
- Most of the teachers were using wrong English.

- Students were not involved in any engaging activity to practice English for any kind of communication.
- Students were encouraged to memorize questions and answers given by the teacher.
- No attempt was made to involve children in any enjoyable activity where they could practice English with fun.

Interview

Qualitative interview has become increasingly popular in education research. It is convenient to do and provides very useful data. Ten teachers from both primary schools were interviewed in order to elicit information about their opinions, problems, and limitations in teaching English at this level. The interviews with the teachers were informal and spontaneous.

From interviews with the teachers in those schools, it came out that the goal of the English classes are totally examination oriented since all the questions for the exams in each class is set by a central authority for every school in a locality. This is the main reason why teachers are only concerned about good grades for their students in the exams and they teach them with that goal in mind by letting them memorize the items of the question papers.

Most of the teachers are not aware of the fact that students are not learning the language properly because of this over-emphasis on memorization. When asked about the proficiency level of the students teachers also confessed that after completion of the primary level, students cannot say anything in English other than some memorized items. About the students' writing level, the same information came from the teachers that their students could not write anything on their own without memorizing.

Writing Test

Tests and testing have a long history in education research. Tests provide researchers with a powerful tool for collecting and supplying objective and useful data. There are a variety of tests in education research. An important such test is the writing assessment test which is used to monitor the skills or performance of students in language learning.

In this research -a writing test was taken to collect the samples of students in grade five to see the real outcome of this method of teaching. Some example sentences that the students wrote are given below:

'I like to zoo, beacas it is very interesting. I like to Tiger, snake, Elefand, Laion, Horse'

'If I get a chance to visit Dhaka. I go to Daka Tiger, Lion, monkis, Camet, bird,deer, Duck, Huce. I am very interyestin becouge'

These samples are a natural outcome of the kind of teaching students received in their English classes. The present scenario at the primary level English education shows that a lot of the elements that stop children from learning a language are dominating classroom teaching, and there is almost no practice to get students involved with the lesson to help them learn better. Therefore the objective of the curriculum does not even achieve half of the success after the primary level.

Therefore it is obvious that if we want to see a better level of English proficiency from the students, the total approach to teaching English at the primary level needs to be changed because no benefits are forth-coming from the present practice of English teaching.

First of all, In order to get the maximum benefit from the primary English education there is no alternative to introducing different methods of teaching, as children's approach to learning a language is far more complicated than it is for adults. Children's language learning can be effective only if it is done appropriately. The curriculum and materials need to be more motivating and better suited to their cognitive and linguistic levels taking account of their unique instincts and preferred way of learning. It is imperative that young learners be exposed to the kind of lessons that ensure some of the following characteristics ("Teaching English to Young Learners: the challenges and the benefits", J. Moon)

- activity based
- based on 'here and now'
- contextualized
- focused on communication rather than form
- multi-sensory
- play and fun oriented
- socially oriented
- content based
- with a strong oral emphasis
- plenty of teacher support and scaffolding
- content chosen on the basis of children's cognitive level
- some age appropriate language awareness/ noticing activities (ibid)

Because of their inherent characteristics it is very difficult to teach children through traditional ways of instruction. The reason is children do not understand the importance of learning a language; they do not have any instrumental motivation behind learning English. Therefore in order to use their natural ability to learn a language we can only provide suitable atmosphere in the class so that they learn English without any conscious effort.

One of the recent approaches in primary English language teaching methods is "The theory of multiple intelligences". The theory suggests several ways to facilitate effective learning.

The theory of multiple intelligences was first developed by Dr. Howard Gardner, professor of education at Harvard University in 1983. The theory says that the traditional idea of intelligence based on IQ testing is too inadequate to judge human talent. It suggests eight different intelligences to account for a wider range of potential in children and adults. These intelligences are:

- linguistic Intelligence
- Logical-mathematical intelligence
- Spatial intelligence
- Bodily- kinesthetic intelligence
- Musical Intelligence
- Interpersonal intelligence
- Intrapersonal Intelligence
- Naturalist intelligence ("Multiple Intelligences", T. Armstrong)

The theory of multiple intelligences suggests a major transformation in the way of teaching. It suggests teaching in variety of ways using music, art activities, role play, multimedia, field trips and much more. Therefore, if teachers face problem teaching students in the traditional linguistic or logical ways of instruction, the different philosophy of education suggested by the theory of multiple intelligences might help teachers present their materials some other ways for more effective learning. If a teacher uses this theory for whatever he/she is teaching can connect that with:

- Words (linguistic intelligence)
- Numbers or logic (logical- mathematical intelligence)
- Pictures (spatial intelligence)
- Music (musical intelligences)
- Self reflection (intrapersonal intelligence)

- A physical experience (bodily-kinesthetic intelligence)
- A social experience (interpersonal intelligence)
- An experience in the natural world. (naturalist intelligence) (ibid)

For its effective application in teaching, the theory of multiple intelligences has gained the interest of many educators all over the world and hundreds of schools are presently using its philosophy to redesign the method they teach children with. (ibid)

Among the eight ways of teaching and learning styles offered by the theory of multiple intelligences, some of them go very well with the characteristics of the young learners. Therefore the theory of multiple intelligences could be applied to design the English language lessons for children because the knowledge and application of the multiple intelligences will help teachers ensure adequate variety in the activities they use so that utmost learning potential of the children can be utilized ("Integrating Multiple Intelligences in ESL/EFL Classrooms", G.Bas)

According to Multiple intelligences theory, songs, rhymes, games, and stories are some very effective tools to be used in children's class to exploit their innate capability to learn a language. The following sections illustrate how this happens.

Suggestions for changing the method

In order to get the maximum benefit from the primary English education there is no alternative to introducing more interesting activities to get children involved with the lessons. Even though Songs, rhymes, games, and stories are some very useful tools to be used in children's class to utilize their great ability to learn a language, and are to a certain extent included in the curriculum, unfortunately they are not used appropriately, if at all.

The following sections illustrate how Songs, rhymes, games, and stories if used effectively can be used in the children's classroom to greatly exploit their natural ability to learn a language:

Songs and Rhymes

Children have a natural taste for music. Because they learn a lot of songs in their mother tongue, at a very early age, it is a medium that children are very

comfortable with. Songs and rhymes can add variety to the class because of the following reasons:

- Children have an inherent attraction for music.
- Music and rhymes are enjoyable for children and they learn a language very naturally if they enjoy what they are doing in the class (“Musical activities for young learners of EFL”, A. Cakir).
- Through songs and rhymes it is much easier for children to imitate and remember language than words which are just 'spoken'.
- A song or a rhyme can be used very effectively to teach children the sounds, rhythm and the intonation pattern of the language and to reinforce structures and vocabulary.
- Songs contain words and expressions of high frequency and offer repetition. (ibid.)

Thus songs and rhymes hide the seriousness of lessons providing fun in the classroom when actually students are working with the language. Moreover, as the uses of songs and rhymes are flexible enough to be used at any stage of the class they can be used as a presentation tool, as a practice exercise or as a production activity (“Integrating Multiple Intelligences in ESL/EFL Classrooms”, G.Bas)

Games

Just like songs and rhymes, games also provide wonderful atmosphere in the children’s language class. It is widely documented that English language games improve learning, and with children, they are one of the most effective classroom tools. Some of the benefits of games are the following:

- According to Shelly A. Vernon in her website www.teachingenglishgames.com, since games make learning fun, children willingly participate and pay more attention because they are enjoying themselves.
- Playing a game has a purpose and an outcome. In order to play, students have to say things. Therefore they have a reason to communicate and this makes them want to know and learn more.
- In addition to this they know that if they do not pay attention, they will not be able to play the game well and they will let their team down so they make more effort to join in and learn as much as possible (ibid.).

- The physical movement involved in some of the games also helps keep children stimulated and alert.
- “As long as no one is forced to participate, competition can be positive and encourage player discovery, examination and learning” (ibid.).

Though children want to play games only for fun, teachers need to make sure that whatever is done in the class is for teaching and learning purposes and use games to develop students’ linguistic awareness. For example students can create games on basis of a story book or song they have read or listened to. Children can be put into groups to develop a new game in different groups. They can also join another group and learn the game and return to their own group to teach the game (“Integrating Multiple Intelligences in ESL/EFL Classrooms”, G.Bas)

In short, if used properly by the teacher, games are excellent ways whereby children have fun and at the same time acquire a language.

Stories

The importance of using stories as language teaching tool is unquestionable throughout the world. Using this device is a way to creating an acquisition rich environment and ideal learning conditions which provide “comprehensible input’ or a language little beyond a child’s current level of competence” (Brewster, Ellis and Girard, 2003; Krashen, 1981). Stories can offer the introduction to the foreign language because of its context familiar to the child. (“Multiple Intelligences”, T. Armstrong)

Stories can be used in children’s language class to provide variety of learning activities, for example:

- Vocabulary tasks can be generated.
- Speaking / listening are enhanced (through dialogues, songs, poems etc.)
- Student participation is maximized.
- Writing can be initiated .For example if students are asked to re-write the story in their own way. Values & morals can be taught.
- Students are introduced to new cultures and customs through stories all over the world.
- New ideas are generated for classroom activities.

Most importantly stories develop children's learning strategies such as listening for general meaning, predicting, and guessing meaning. (ibid) As children are familiar with most of the stories and can relate those to their life, their involvement is more than what they have with most other materials used in their language classroom.

Implementation of the New Approach

This research shows that students are not taught using appropriate English teaching methods at the primary level and that is why no benefit arises from the compulsory English education in Bangladesh. However, if the level of English proficiency at the primary level has to be improved, a thorough change needs to be brought in the total approach of teaching at the primary level.

To make English learning more effective, it is important to decide how we can incorporate these above-mentioned elements into our existing syllabus. However, the question is would it be realistic to think about such changes of the existing practice considering the socio-economic condition in Bangladesh as it would also require change in different other factors related to primary English education like teachers, syllabi, materials, course books, assessment systems etc. ?

Most importantly teachers' quality has to be given the highest priority because of many reasons. First of all teachers at the primary level need very good English language skills because they provide the major language input for children who may not have any exposure outside the classroom. Next, a good interaction skill is also important for them in order to use methods most suitable for children. They should also have the flexibility to be able to fine-tune their language to the children's level. Moreover they need an understanding of how children learn a foreign language and suitable strategies for teaching English so as to create interest of the children in learning English. Finally it is essential for them to have knowledge of children's cognitive, linguistic and emotional development as these have great influence on their foreign language learning. ("Teaching English to Young Learners: the challenges and the benefits", J. Moon)

Early language learning needs such teachers who are able to make every single lesson enjoyable with their own unique style. A successful language lesson depends on the teacher who can go beyond

the traditional rules by his/her individual art of teaching, thus providing students with a carefree and happy learning atmosphere. And without proper training and good academic background, no one can provide proper teaching.

Dr. Arifa Rahman in one of her articles titled 'Teacher Training or Teacher Education' suggests a 'holistic approach' to teacher education. She emphasizes on continuous development of the teachers through both 'pre-service' and 'in-service training' in order to create teachers who can confidently take decisions and handle every change regarding teaching according to the needs of different situations and in this way continue to develop their art of teaching (2001). Therefore, in each primary school in Bangladesh if one specially trained teacher can be provided along with required materials, who in turn can train their fellow teachers, a remarkable change can take place in English teaching.

Another factor that needs to be addressed is that, because of low salaries, most of the good teachers leave as soon as they get a better chance elsewhere. The monthly salary they get at the beginning of their career is less than one hundred U.S. Dollars – quite inadequate for a decent living. Therefore the salary structure must be improved and other facilities increased to attract good teachers.

Also, no change will be noticed unless there is proper coordination among the factors related to this restructuring such as infrastructure, teacher training and emolument. And all this only needs proper planning and combined effort.

Now the question is are we ready to put so much of effort in order to ensure proper learning at the primary level? If not, then why do we need the primary English education in Bangladesh if no benefit is coming from the compulsory primary English education? Therefore however unrealistic it might sound we have to decide on one point whether we need primary English or not. If we want to continue with compulsory primary education we have to bring in necessary changes required at this level. If we do not, we should perhaps consider stopping teaching English at the primary level.

However, if we decide to keep English education at the primary level we have to take a realistic approach to implement necessary requirements for

its success. It can be started initially as a pilot project, rather than rushing into a large scale expansion to see how it works, as it would be disastrous if sufficient trained teachers and materials cannot be provided to every school in the country. Professional ELT expert organizations like BELTA can approach NCTB with a detailed proposal to start such a pilot project in selected primary schools of the country both in rural and urban areas. If the proposal is accepted by the syllabus committee, NCTB could seek support from the government for providing the prerequisites for the project. Proper professional support from the government specifically the education ministry is needed to guide the implementation ensuring that schools, teachers, and supervisors receive adequate curricular guidelines with clear objectives and expected outcomes. Moreover sample materials, ideas on the type of methodology suitable to use at primary level, and guidelines on appropriate assessment techniques should also be ensured in order to guarantee that all children receive the highest quality of teaching and assessment. ("Teaching English to Young Learners: the challenges and the benefits", J. Moon). If the education ministry decides to go forward with the pilot project, a material development committee comprising of a group of ELT experts, representatives of the ministry and NCTB may prepare the material for the project. The project may be run for two years initially, after which another review committee will assess its outcomes regarding its practicality and whether to continue it throughout the country permanently or not and also to modify the project according to the assessment if necessary.

Conclusion

It is true that there are many challenges ahead in introducing a successful English education at the primary level in Bangladesh, at the same time it cannot be denied that there are also manifold benefits if the programme is successfully implemented. There is no doubt that it is easier said than done and many programmes and projects in Bangladesh regarding English education did not see their expected goal. Still, though challenging, it is not impossible if proper planning can be made. At present the Bangladesh government is spending a lot of money on different projects regarding the improvement of English education. Therefore, it would not be really impractical or unattainable if we start implementing the above mentioned

changes on a small scale and gradually expand it to the whole country. Then without a doubt our young learners will be able to learn English effectively and at the same time acquire the necessary skills that will allow them to build upon what they have learnt in the early stages and eventually become, if not proficient, at least passable users of English.

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