

# **THE ENTHUSIASM OF THE NAIVE:** **playful language learning in a formal** **setting**

MEASURING ENGLISH LEXICAL PROGRESS IN YOUNG  
LEARNERS AFTER A 5 WEEKS' TRAINING

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*'Man interposes a network of words between the world and himself, and thereby becomes the master of the world.'*

*Georges Gusdorf*

I solemnly declare that I have written this Master's Thesis entitled 'The Enthusiasm Of The Naive: measuring English lexical progress in young learners after a 5 weeks' training', myself.

I am aware of the rules on plagiarism, and have therefore ensured that these have been applied in this Master's Thesis.

Sandra Roelandt

May 2021

Word Count: 8727

## ABSTRACT

Children have an amazing ability to learn language. The present study therefore focused on the English lexical progress in young learners age 7. An intervention of 5 weeks tried to determine if an early start is effective. To that end, English vocabulary learning was investigated in a group of 25 participants in the formal setting of their classroom. In a side experiment 5 participants' lexical progress was monitored by means of the PPVT-IV test before and after the group intervention.

Concerning the group task, it was found that the children showed no speaking anxiety and were more and more fluent. This result suggests that young learners are ready for much more cognitively complex language material than what was offered.

Concerning the side experiment entailing 5 participants, it was affirmed that the playful intervention was fruitful with respect to lexical acquisition. The test subject with the lowest prior score displayed the most progress post intervention. The testee with the overall highest scores, still demonstrated considerable progress during the post intervention test. From the present study it is clear that firstly, there is an unmet need for young learners to foreign language learning in a formal setting from early age on. Especially since 41% of them personally state that they *want* to learn English in the classroom. Secondly, the present study provides evidence -be it on a limited scale – that children as from 7 years are open to foreign language learning in a formal setting.

**Key words:** young learners – foreign language learning – incidental learning – formal setting – lexical progress - English

Kinderen bezitten een groot vermogen om taal te verwerven. Deze studie onderzocht de verwerving van Engelse woordenschat bij jonge leerders met een leeftijd van 7 jaar. Een interventie van 5 weken zou verduidelijken of een vroege start effectief is. Hiertoe werd het aanleren van woordenschat bestudeerd met 25 deelnemers in de formele opstelling van hun eigen leslokaal. In een gelijktijdig, tweede experiment werd de vooruitgang van Engelse woordenschat gemeten voor en na de groepsinterventie bij 5 participanten door middel van de PPVT-IV test.

Uit de groepstaak bleek dat de kinderen geen spreekangst vertoonden en zeer vloeiend waren. Dit resultaat kan erop wijzen dat de leerders klaar zijn voor cognitief complexer leer materiaal dan wat werd aangeboden.

Het nevenexperiment toonde aan dat de speelse interventie een positieve invloed had op de woordenschatverwerving. Het test subject met de laagste score voor de interventie, bleek het meeste vooruitgang geboekt te hebben na interventie. Het test subject met de hoogste scores had nog steeds progressie gemaakt na de post-interventiemeting. De huidige studie toont aan dat er enerzijds een nood is aan lessen vreemdetaalverwerving voor jonge kinderen in een formele setting en dit al op jonge leeftijd. Vooral omdat niet minder dan 41% van de geteste kinderen zelf aangeeft Engels te willen leren in de klas. Anderzijds brengt deze studie -in een zekere mate- het bewijs dat kinderen vanaf 7 jaar openstaan en klaar zijn voor vreemdetaalverwerving in een de formele klascontext.

**Key words:** jonge leeders – vreemdetaalverwerving – informele taalverwerving – formele setting – woordenschatprogressie - Engels

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# TABLE OF CONTENTS

<b>ACKNOWLEDGEMENTS.....</b>	<b>7</b>
<b>TABLE OF CONTENTS .....</b>	<b>8</b>
<b>1 INTRODUCTION.....</b>	<b>9</b>
1.1 ENGLISH PROFICIENCY IN YOUNG CHILDREN .....	9
1.2 ACQUISITION OF ENGLISH: INCIDENTAL VERSUS INTENTIONAL LEARNING .....	9
1.3 ENGLISH AS THE GLOBAL <i>LINGUA FRANCA</i> .....	12
1.4 THE OBJECTIVES AND THE MOTIVATION OF THIS STUDY .....	13
<b>2 STUDY DESIGN .....</b>	<b>16</b>
2.1 RESEARCH QUESTIONS & HYPOTHESES.....	16
2.2 METHOD: PREPARATORY WORK, PARTICIPANTS, INSTRUMENTS, PROCEDURE .....	17
2.2.1 PREPARATORY WORK – PRELIMINARY SCENARIO.....	17
2.2.2 PROCEDURE.....	17
<b>3 RESULTS.....</b>	<b>20</b>
3.1 FINDINGS ON THE PRIOR VOCABULARY KNOWLEDGE OF ENGLISH .....	20
3.2 FINDINGS ON THE PRIOR VOCABULARY KNOWLEDGE & TESTEES’ PROFILES .....	22
3.2.1 PROFILE OVERVIEW .....	22
3.2.2 FINDINGS ON THE PROFILE .....	22
3.3 FINDINGS WITH REGARD TO SPEAKING ANXIETY & MOTIVATION TOWARDS FOREIGN LANGUAGE LEARNING .....	23
3.4 FINDINGS ON THE ENGLISH VOCABULARY POST-TEST.....	24
3.4.1 SCORES ON THE TARGET WORDS FROM THE PPVT-IV TEST USED DURING THE INTERVENTION	24
3.4.2 PROGRESS RAW SCORES PPVT-IV TEST VS. PROGRESS TARGET WORDS FROM INTERVENTION	25
<b>4 DISCUSSION .....</b>	<b>27</b>
<b>5 CONCLUSION .....</b>	<b>29</b>
<b>6 WORKS CITED .....</b>	<b>31</b>
<b>7 ANNEXES .....</b>	<b>34</b>



# 1 INTRODUCTION

## 1.1 ENGLISH PROFICIENCY IN YOUNG CHILDREN

Children have an amazing ability to learn language. In a world that is increasingly more multilingual, language education is crucial for mutual understanding and efficient communication between people who speak a different language (Garcia & Flores 2012). English is part of our lives and even young children are already positively receptive to this language. According to Berns “English plays a special role in the European context because it is the most frequently used language of communication in interactions between two Europeans or a European and another speaker of English – whether a native or non-native speaker – from anywhere in the world” (2007, p. 2). Since 2019, the Belgian school system offers English in the curriculum as from the age of 12. Nonetheless, even young children already have a passive knowledge of English. Most likely this is due to the omnipresence of English in today’s society which gives young learners many opportunities to pick up the language in an informal manner (De Wilde et al. 2020, p. 4). The aim of the present study therefore is to initiate a first step towards a construct of shifting the passive acquisition of English as a foreign language into an active ‘learning concept’. More specifically it will examine how these young learners experience the difference between implicit learning (incidental) and explicit (intentional) learning (de Bot et al 2005:9). The experiment will focus on the learning progression of English words by means of authentic material. Prosic-Santovac (2016) already stated that regular school textbooks often “fail to cater for the genuine interests of children and to invoke motivation for learning” (1). Section 1.2 will elaborate on studies showing the effects of out-of-school exposure as opposed to formal learning on children’s foreign language acquisition. Section 1.3 will focus on studies looking into the importance of English as a *Lingua Franca* and shed a light on the unmet need of being offered to learn English from early age on in the curriculum (Omzendbrief BaO/2017 03/07/2017-Vlaanderen).

## 1.2 ACQUISITION OF ENGLISH: INCIDENTAL VERSUS INTENTIONAL LEARNING

Much of the language attitude in Flanders is due to the influence of mass media and the entertainment industry. According to Lindgren & Muñoz (2013) the major sources of exposure are the internet, commercials, movies and music. Furthermore, said investigators found that this type of exposure seemed beneficial with regard to ‘vocabulary’ acquisition. Especially when children of 10-11 years old were exposed to watching subtitled films, which cognitively speaking is a complex

activity. Lindgren & Muñoz (2013) also claim that “The foreign language (FL) is processed with support from the pictures at the same time as the corresponding L1 on subtitles” (p.4), this has a positive effect on the children’s acquisition of vocabulary. Additionally, they refer to the study by d’Ydewalle & De Bruycker (2007) who posited “Thus, what may seem a passive activity is really a cognitively complex and highly active process”. In 2019, De Wilde et al. examined the level of English proficiency through out-of-school exposure in 780 children age 10-12. They found that interactive and multimodal types of input such as gaming, use of social media and speaking not only involve language production, but equally enhance the children’s overall English language level (1).

In a study focusing on coursebooks used in Greek primary schools (6-7 years old children), Alexiou et al. (2019) confirm that it is useful to offer learners a mix of highly frequent words next to a set of less frequent lexical items (p. 34). Interestingly, they also argue that the books they studied, presented “a prevalence of visual modality activities” (p. 27). This proves that visual and auditory stimuli can be considered effective tools in foreign language learning.

As De Wilde et al (2020) already stated, Malcolm, Hodgkinson, and Colley (2003) distinguish four aspects to determine the level of formality in which the learning takes place. They confirm that “formal learning is structured by a teacher” (p. 1) whereas “informal learning arises from everyday activities”. Furthermore, De Wilde et al (2020) argue that “The location and setting refer to the fact that formal teaching takes place in a formal setting (usually a classroom), at pre-set times and following a set curriculum”.

The design of the present study resembles the methodology used by Goossens et al. (2014). In said study 65 Dutch boys and 57 girls with a mean age of 9.18 participated in an experiment on the retrieval of 15 Dutch target words and their English equivalent. These words were presented to the children in a school-setting by means of a PowerPoint presentation and a booklet with exercises. The fifteen words were introduced with a picture and a definition (e.g. *A pile in the garden with vegetable, fruit and garden waste, is called a compost pile*). Goossens et al. (2014) used two types of method. One of the two methods consisted of the experimenter reading aloud the story (in which the target words were embedded), the definitions of the words within the context of the story and the pointing at the illustrations shown on a screen. The aim of the above study was to investigate whether retrieval practice can enhance primary school vocabulary learning. The findings suggest that retrieval practice is more effective than pure restudy or

elaborative restudy. The researchers nevertheless state that “additional research is needed to further explore the retrieval practice effect in primary school vocabulary learning” (p. 182).

From the above, it should be noted that many studies elaborating on implicit and explicit learning confirm that some input is always necessary. Laufer & Hulstijn (2001) for example postulate that implicit learning is “acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operations”. Explicit learning then becomes a more conscious operation “where the individual makes and tests hypotheses in a search for structure (qtd. from N. Ellis 1994a:1-2)”. Concerning vocabulary learning, Ellis (1994b, 1994c) propounds “that the perceptual aspects of new words, i.e. acquiring their phonetic and phonological features, are learned implicitly as a result of frequent exposure.” To conclude, Lauren & Hulstijn (2001) define incidental learning a more general term and in an educational context, it can be referred to as “learning without an intent to learn”. Hence, the aspect of presence or absence of an upcoming test, is crucial. Therefore, the authors further claim that “explicit learning can occur both intentionally and incidentally (p. 10-11).”

Consequently, “with regard to empirical study of intentional vocabulary learning, it is hard to find out which factors are responsible for vocabulary retention as researchers have no control over what people do when they decide to commit words to memory (p.11)”.

As a result, in controlled experiments -such as in the study design of the thesis under scrutiny- aiming to contribute to pedagogy, it is not unusual to opt for an incidental design. It is nevertheless necessary to provide a prior vocabulary knowledge test and a posttest to measure progress. To that end, the Peabody Picture Vocabulary Test IV proves a useful instrument. Many studies have already proven that multilingualism contributes to learning an additional language. Initiatives such as CLIL (Content and Language Integrated Learning) in Flanders and ‘Enseignement d’Immersion’ in the Walloon Region, demonstrate how this approach leads to long-term success. CLIL is an umbrella term for a methodological approach to improve learner’s foreign language through various topics in the curriculum. Subjects such as History or Geography can be taught in a second or in a foreign language, depending on the school’s preference. CLIL thus serves a dual-focused aim: learning content while simultaneously learning a foreign language (Coyle, Hood & Marsh, 2010). According to Coyle et al. (2008 p. 543-562) this type of lesson can be successful if it interweaves the aspects of the 4Cs framework: Content, Communication, Culture and Cognition. *Content* is considered as the acquisition of knowledge, skills and understanding. *Communication* is the principle of “learning to use language and using language to learn”. *Cognition* can be seen as the challenge of learning. To Coyle (2005) *Culture* is the ultimate goal to promote international

awareness (Coyle 2005, Coyle et al. 2020). Van de Craen et. al (2007) have proven that CLIL has a positive impact on e.g. “Knowledge of the second/foreign language” and “Attitudes and motivation”. Yet results with CLIL-education differ and strongly depend on “individual variation, teacher characteristics and intra-interpersonal variation and abilities” (Van de Craen et al., 2007). Nevertheless, learners benefit from increased metalinguistic awareness in CLIL (Surmont, Struys, Van den Noort & Van de Craen, 2016).

As for the present study it is worth mentioning that according to Zarobe & Catalan (2009) “CLIL students also seem to have a better performance in receptive vocabulary tests”.

The present study will be conducted in Flanders and will thus not further elaborate in detail on the ‘immersion system’ implemented in the Walloon region.

### 1.3 ENGLISH AS THE GLOBAL *LINGUA FRANCA*

English is the *Lingua Franca* of today’s world. Many studies amongst which Lindgren & Muñoz (2013) and De Wilde et al. (2020) showed that the popularity of English in media and gaming plays a major role in the daily exposure to English in young children. Regarding Flanders, English has become much more than a second or a third language. Its traditional role as a foreign language was shaped into a global phenomenon of “English as a FL or international language” (Xu & Van de Poel, 2011, p. 274). According to Statistiek Vlaanderen 9.3% of people living in the Flemish Region did not have the Belgian nationality in January 2020. In the year 2000 this was merely 4.9%.

[https://www.statistiekvlaanderen.be/nl/bevolking-naar-nationaliteit#bijna\\_1\\_op\\_10\\_heeft\\_buitenlandse\\_nationaliteit](https://www.statistiekvlaanderen.be/nl/bevolking-naar-nationaliteit#bijna_1_op_10_heeft_buitenlandse_nationaliteit)

An increase of 5% in 20 years’ time leads us to believe that multiculturalism entails multilingualism. Therefore, it is important to have a linguistic common ground as Jenkins (2009) asserts “English as a lingua franca” which refers to a communication context where it is “the common language of choice among speakers who come from different linguacultural backgrounds (p. 200).” Moreover, English by far is the most prevalent language for intercultural communication and should therefore be considered an asset from early age on (Hülmbauer 2008 pp. 25-36).

“English is the largest of human tongues, with several times the vocabulary of the second largest language - this alone made it inevitable that English would eventually become, as it did, the lingua franca of this planet, for it is thereby the richest and most flexible - despite its barbaric accretions . . . or, I should say, because of its barbaric accretions. English swallows up anything that comes its way, makes English out of it.” Heinlein R. A. (1961).

## 1.4 THE OBJECTIVES AND THE MOTIVATION OF THIS STUDY

The objectives of this study are multifold. Firstly, I would like to investigate how enthusiasm can lead to *active* learning in young children. Attitude and motivation play a major role (De Wilde et al. 2020). De Wilde et al. (2020) equally mention Housen et al. (2001) who hypothesized that “Indeed, one of the complaints in Belgian education is that students are more motivated to learn English than one of the other languages (p. 10)”.

Secondly, the intervention of the present study will help the participating learners to upgrade their incidental knowledge. Thirdly, since the environment chosen for the present experiment will be a classroom setting, the pupils will consider the experiment serious enough to participate to it in a scholarly manner. With regard to the method, a study from Taiwan indicates that apps and games are valid materials to acquire vocabulary, it is my firm belief that this is not the proper approach in a school-setting. The results would be far too informal to be considered conclusive. Chen et al. argue that learners “...e.g. need to plan their goals, monitor their progress, evaluate their results themselves by using the application.” Furthermore Chen et al. literally confirm “The findings of this study reveal that the application-driven model is helpful to facilitate the student flow experience.....but does not contribute to learning performance (Chen pp.78-81)”. The ‘Aanbevelingen Talenrapport’ written by Hooft et al. (2018) for the Steunpunt Onderwijs (SONO) stipulates the unmet need of early foreign language learning. In this respect, the researchers in this report address several interesting points of consideration. They set forth e.g. that within language lessons it is effective to focus on meaningful and functional communication, functional language lessons should elaborate on grammar, vocabulary or phonology. Equally, they raise some compelling questions with regard to the thesis under scrutiny. They confirm that in Flanders foreign language education starts late in the curriculum. Most pupils only start learning a second language at the age of ten. Hooft et al. (2018) are not aware of any considerable research evidence for the hypothesis that an early start is more effective. They conclude that until now there is no significant groundwork on which type of educational intervention works better with young learners v-à-v more mature learners. In the theoretical investigations available, it is posited that an early start means more contact hours, and this may be an advantage. In many other studies it was found that the impact of cognates was the strongest predictor in the development of foreign language proficiency in young learners. Naive young learners tend to guess the meaning of the words based on analogies with their L1 (De Wilde et al. 2020; Muñoz et al. 2018, Puimège et al. 2019). In contrast Hooft et al. (2018) state that the type of instruction should be carefully

considered. The manner of instruction is to be adapted to the learners' cognitive skills and limitations. To this end, it is necessary to take into account the young learner's prior knowledge. Furthermore, they are affirmative that there is empirical evidence stating there is no interference between the language of instruction (L1) and an additional language. Nonetheless, they refer to a claim made by Dixon et al. (2012) that older pupils are better equipped from a cognitive perspective to acquire language. This claim was contested and could not be underbuilt by empirical evidence (Singleton 2005). Hooft et al. (2018) define that factors such as motivation and affiliation are key for successful language learning. The quality of the instruction may be more important than time and age.

The study design of the present research project may be regarded as a blend of the above-mentioned research. The experiment will be processed in the formal setting of a classroom, at pre-set times and will assess lexical progress by making use of visual and auditory stimuli.

The procedure in this research project will be steered by a teacher-trainee Master student/experimenter with no formal authority over the pupils.

The quantitative data in this study will be limited to a group test with 25 subjects and an individual test on 5 test subjects selected from the group, in a renowned school in the city center of the town of Aalst. The aim is to work with 'naive'/de novo children in the second year of primary school. Naive is to be considered as children who can already read and write but who have had no prior foreign language instruction.

Even though the present thesis and its experiment is limited in terms of number of test subjects, its assets lie elsewhere. The selection of the participants for example, was intentional. Reading and writing skills suffice to conduct the experiment. This scarce set of skills will prevent the participants from being biased, which will enable the process of acquisition to pass in a rather organic manner. The pupils will not be forced to exercise for grades and therefore I believe they will be open to the suggestions offered, throughout the whole experiment (Denies et al. 2015 pp. 22-24). The intervention will take place with a class group consisting of children with diverse cultural backgrounds. Aalst is one of the fastest growing cities in Belgium with just under 300.000 inhabitants (stadsmonitor.vlaanderen\_rapport\_aalst). Sint-Jozefscollege offers high-end education with a focus on inclusion and multiculturalism, to a range of nationalities. The questionnaires show that many pupils are already familiar with other languages besides Dutch L1.

The qualitative research will consist of presenting 49 pictures from *the Ladybird Series* by Mervyn Benford during the first 3 sessions. During sessions 4 and 5, pictures from the Peabody Picture Vocabulary Test were additionally used in order to keep the pupils focused and challenged.

The investigation was done in the testees' proper class-room. Sessions were conducted for 5 weeks, during one class hour. No grades were assigned during this experiment. According to the dual-channel model a visual support combined with a sound stimulus in the form of a correct pronunciation of the word by the interviewer (Reid 2015) will be offered.

## 2 STUDY DESIGN

### 2.1 RESEARCH QUESTIONS & HYPOTHESES

The goal of this study is to look into the *lexical* learning gains of children age 7 to 8 in the formal setting of a classroom. Yet the testing is conducted in a playful manner.

The experiment proper will be organized by means of the dual-channel assumption by Mayer (2009) which dictates that “humans possess separate channels for processing visual and auditory information (p. 63)”. The design of the study can therefore be considered in line with the multimedia principle that “People learn better from words and pictures than from words alone” (Mayer, p.223).

The research questions of the thesis under scrutiny thus are:

- (1) How much prior knowledge do pupils of 7-8 years possess in EFL before the intervention?
- (2) How much vocabulary progress have these pupils acquired after five weeks of training in the formal setting of their classroom?
- (3) How did lexical knowledge in EFL evolve between pre- and post-test scores after the intervention?

As no considerable research of playful language learning in a formal setting involving young learners has been conducted to date, it is unsure what to expect of the outcome of the study.

Therefore, it is assumed with regard to vocabulary progress:

- That, the participants will already possess some English vocabulary knowledge from incidental learning (De Wilde et al. 2019);
- That, the participants will make progress during the experiment (Goossens et al. 2014).



## 2.2 METHOD: PREPARATORY WORK, PARTICIPANTS, INSTRUMENTS, PROCEDURE

### 2.2.1 PREPARATORY WORK – PRELIMINARY SCENARIO

The hand-out in Annex 1 was a detailed scenario provided to the participating school before the start of the research project. It contains practical information such as the Informed Consent Form and a Profile Questionnaire per pupil. It was confirmed by the school that none of the participating children of the selected class and class group speaks English.

It is important to mention that the Teacher-Trainee experimenter spoke English throughout the whole experiment.

### 2.2.2 PROCEDURE

#### PRIOR KNOWLEDGE

The Peabody Picture Vocabulary Test 4 (PPVT<sup>TM</sup>-4), form A (Dunn & Dunn, 2007) has been the gold standard for testing receptive Standard American English vocabulary for nearly half a century. The prior knowledge test was administered to 5 pupils, who were carefully selected by the teacher, in order to measure their receptive vocabulary knowledge prior to intervention. Three boys and two girls took the PPVT-IV test. They were selected on the following basis: Boy A and Girl M are excellent students, Boy M is less proficient in language, Girl Z is insecure, and Boy Ad is an average student.

The test was organized in a separate quiet room. The first 7 sets were tested, the equivalent to the age range of 2 until 8 years old with a total of 84 items. The post-test was done in the exact same manner, aiming to measure lexical progress compared to the prior knowledge test.

#### STUDY

As the teacher would only allow the experiment to take place with the whole class group, twenty-five children age 7-8 were trained in English vocabulary during an intervention of 5 weeks. Consequently, only the five selected pupils mentioned above, were tested on an individual basis with a link to their personal profile. Testees were unaware of teacher-trainee's knowledge of Dutch and from the footage taken during the experiment, it is revealed that the testees also answer in English as a result of the immersive character of the sessions.

#### SESSIONS 1, 2 and 3 – *The Ladybird Series*: words and pictures

Sessions 1, 2 and 3 involved a PowerPoint-presentation presented on a large screen at the front of the class showing 49 pictures from *The Ladybird Series*.

The following words were displayed in this exact but random chosen order: *lion, pie, violin, flag, spoon, stamp, swing, clock, crayons, drum, chair, brush, blankets, snail, smoke, skeleton, slippers, shells, scarf, presents, plate, grapes, gloves, frog, thimble, tractor, twig, ink, bib, cinema, dish, fish, hinge, kilt, milk, pig, river, sink, witch, zip, icicles, bicycle, diver, file, kite, miner, rifle, tiger, giraffes.*

The testing was recorded by camera and conducted as follows:

Firstly, the tester foretold every word and the 25 testees were asked to repeat aloud in group.

This exercise was repeated two to three times in order for every testee to have a chance to repeat several words. Secondly, the investigator asked every testee in turn to repeat a word individually.

This exercise was repeated two to three times.

In a third instance, the testees were asked if they could *guess* the word belonging to a picture. The experimenter showed each of the 49 pictures while pointing at a testee who then answered.

At this point, pupils received direct corrective feedback on their pronunciation by means of a recast. No speaking anxiety was seen. The footage showed a similar observation.

#### SESSIONS 4 and 5 –pictures from the *Peabody Picture Vocabulary Test IV*

As from the fourth session the experiment was conducted with fresh vocabulary in order to keep the children focused and challenged. There was a pause of 4 weeks between sessions 3 and 4. A new set of words was selected from the PPVT-IV and was enlarged to 78 pictures. It is important to mention that 21 words were retrieved from the post test. The following pictures were consecutively displayed: *dog, boy, girl, flower, ball, bed, donut, comb, spoon, fish, glass, hand, foot, cow, sheep, duck, horse, wheel, banana, shoe, teddy bear, bee, cup, umbrella, elephant, kite, bus, mouth, eyes, ear, nose, pencil, guitar, drum, frog, crocodile, yellow, blue, red, carrot, thumb, knee, zip, fly, spider, trumpet, football, fire, smoke, castle, house, mouse, penguin, presents, feather, neck, scissors, stamp, newspaper, coffee, egg, cactus, tree, car, tractor, cat, violin, guitar, flag, file, flamingo, pineapple, grapes, flower, eagle, fish tank, frog, boat.*

The testing was recorded by camera and conducted in the exact same manner as sessions 1 to 3.

## PARTICIPANTS

The participating children in this study are pupils in the 2<sup>nd</sup> year of primary school. Dutch is their language of instruction and they have never before been exposed to foreign language learning at school. Moreover, none of the pupils speaks English as a second language. A mix of different nationalities follow the educational programme offered by Sint-Jozefcollege. The group of partakers in this study is consequently quite diverse. Each participant filled in a questionnaire (see annex). These questionnaires were filled in personally by the test subjects and gather general, as well as language specific information. There is no risk of bias by the parents with respect to the reporting of foreign language knowledge. The context of the class group can be considered intact. As the experiment is conducted as a group task, only general conclusions will be made on a group level. The profiles of the five test subjects involved in prior and posttest, however, will be linked to the results of the Peabody test and should give more exact data on lexical progress.

## PROFILE OF THE CLASS: overview

Number of pupils: 25 - Number of boys: 16 - Number of girls: 9

Median age: 7 years old (16 pupils of 7 years old – 7 pupils of 8 years old – 2 pupils of 9 years old).

Country of birth: twenty-two pupils are Belgian, two pupils are from The Netherlands, one pupil is from Syria.

Language spoken at home:

- Dutch only: 10
- French only: 1
- Dutch & French: 3
- Dutch & other: 6
- Dutch & dialect: 1
- other only: 4

To conclude: 40% of the pupils speak Dutch L1 only at home, 40% of the pupils speak Dutch L1 or L2 and an additional language L1 or L2 at home, 20% only speak one language at home, other than Dutch.

Out-of-school exposure to English, mainly through:

- Music: 48%
- Games: 56%

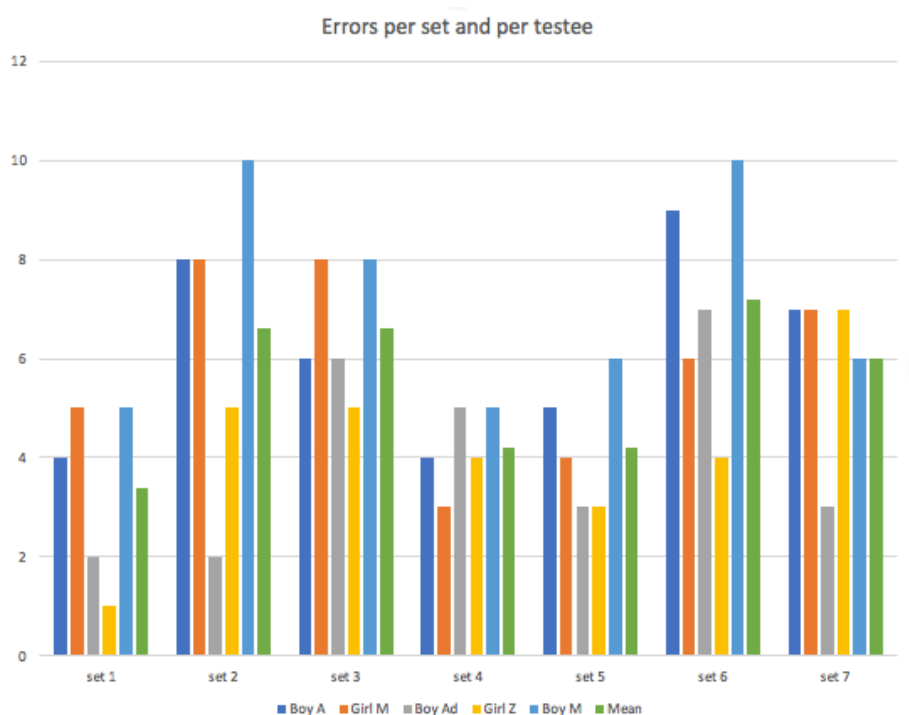
Motivation towards future foreign language learning:

- English: 41,38%
- French: 31,03%
- Dutch: 10,34%

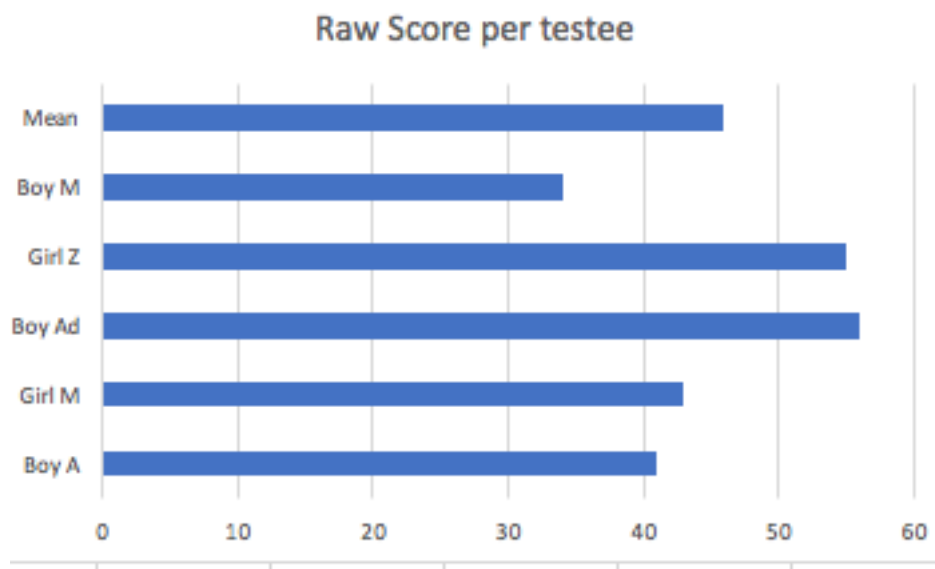
### 3 RESULTS

#### 3.1 FINDINGS ON THE PRIOR VOCABULARY KNOWLEDGE OF ENGLISH

The Peabody Picture Vocabulary Test IV was used to measure any prior knowledge of the target language already present in the young learner. The test was conducted on three boys and two girls age 7. They were named Boy A, Girl M, Girl Z, Boy Ad and Boy M for investigational purposes. The sets used were 1 to 7, corresponding to the age range up to 8 and including 84 lexical items. The prior knowledge test was administered on March 5, two months from the post-test which was scheduled on May 7. The graph from the prior vocabulary knowledge test below, shows the average results for the testees by number of errors per set. In terms of number of errors per set, the graph shows the lowest number of errors for every testee on sets 1, 4 and 5. It is striking that the pupils score many errors on sets 2 and 6 whereas for set 7 Boy Ad scores an extremely low number of errors. With regard to the testees, Boy A and Girl M perform an identical score on sets 2 and 7. Concerning number of errors, Boy Ad and Girl Z made the least errors. When taking a closer look at lexical items, every testee picked the right answer to the following words: foot, bus, cookie, tunnel and chef. This set of words were answered incorrectly by every testee: chimney, square, fence, furry and belt. The present study will however not further elaborate on the details of prior knowledge but look into *lexical progress*.



The Raw Score per testee shows that boy Ad obtained the highest score (56), and boy M the lowest score (34).



These numbers definitely indicate that each of the 5 participants already know a considerable number of English words, probably due to incidental learning. It is remarkable however to observe how much difference is nevertheless present in the quantity of the amount of vocabulary at such an early age as 7. The young learners' scores vary between 34 and 56, which is a deviation of >50% between the highest and the lowest scoring testee.

## 3.2 FINDINGS ON THE PRIOR VOCABULARY KNOWLEDGE & TESTEES' PROFILES

### 3.2.1 PROFILE OVERVIEW

TESTEE	Age	Country of birth	Language at home	English programmes	Listening to English music	Gaming in English	Motivation language learning	Raw Score
Boy A	7	Belgium	Dutch only	NO	YES	NO	English	41
Girl M	7	Belgium	Dutch + 1	YES, The Simpsons	YES	NO	French, English, German	43
Girl Z	8	Belgium	Dutch only	NO	YES	NO	Spanish	55
Boy Ad	8	Belgium	Other language	YES	NO	NO	French	56
Boy M	7	Belgium	Dutch only	NO	NO	NO	French	34

### 3.2.2 FINDINGS ON THE PROFILE

#### General findings:

- Three of the five testees only speak Dutch at home and do not watch English programmes.
- One testee speaks an additional language at home, watches English tv and listens to English music.
- None of the testees plays English computer games.

#### Findings per test subject:

- The testee showing the highest result (56) in terms of prior vocabulary knowledge does not speak Dutch at home and is motivated to learn French in school. The teacher confirmed that he is an average student.
- The testee with the second highest result (55) only speaks Dutch at home, does not watch English programmes and would like to learn Spanish in school. By the teacher it was confirmed that this pupil is rather insecure.

- The testee showing the lowest score (34) does not watch English programmes, does not listen to English music and would prefer learning French in school. This pupil is considered non-proficient in language skills by his teacher.
- The testees showing the 'average' scores are regarded as top students within their class group.

Preliminary conclusion on prior vocabulary knowledge:

The comparison of the testees' profiles and their raw scores on the PPVT-IV test reveal incidental English vocabulary knowledge in children through contact with the English language outside the school environment (De Wilde et al. 2020; Lindgren & Muñoz's 2013). However, it is striking that none of these five testees already came into contact with English gaming, whereas 56% of the pupils of the class group already have experience with gaming in English.

### 3.3 FINDINGS WITH REGARD TO SPEAKING ANXIETY & MOTIVATION TOWARDS FOREIGN LANGUAGE LEARNING

The experiment is conducted in a class group of 25 pupils. From the footage and the findings by a second observer, it is confirmed that overall the children showed an acceptable pronunciation of the words in English and no test subject showed speaking anxiety. None of the children has any link with the English language at home. However, 40% of the children speak an additional language at home and receive instruction in Dutch. From the questionnaires we moreover learn that 48% of the children listen to English music and 56% state they play games in English. This may be an indicator towards English language learning motivation, especially since the questionnaires reveal that 41% of the children feel themselves a 'need' to learn English in school. Furthermore, from observations during the experiment and from the footage in weeks 1, 2 and 4, it is clear that the testees are extremely eager to perform the test with fresh vocabulary material. The images show test subjects who are engaged in the exercise and during the 'reading aloud' task every pupil participates enthusiastically. With regard to the individual task where the experimenter points at a testee, a positive evolution was observed between the first round of practice and the last, in terms of making the link between the visual and the word. The observer equally observed that the children's pace and fluency of speaking increased by the end of each session. Equal findings were noticed during the *guessing* rounds. Whereas during the first time of rehearsal, some pupils still hesitated, others could fill them in. It can be stated that by the end of sessions 3 and 5, every word presented, was guessed by the testee pointed at, without any hesitation.

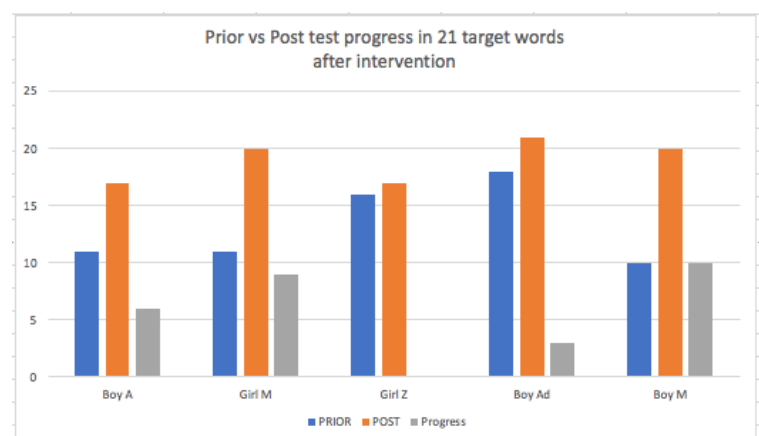
### 3.4 FINDINGS ON THE ENGLISH VOCABULARY POST-TEST

#### 3.4.1 SCORES ON THE TARGET WORDS FROM THE PPVT-IV TEST USED DURING THE INTERVENTION

The five weeks of classical training involved 49 target words in sessions 1 to 3 and an additional 78 target words in sessions 4 and 5. During the five weeks the following 21 items from the Peabody Test, were studied, as part of the total amount of target words:

*violin, spoon, drum, dog, flower, ball, foot, duck, banana, shoe, cup, mouth, pencil, red, carrot, fly, fire, castle, penguin, cactus, flamingo.*

The following scores were measured before and after the intervention:



Findings per test subject:

	PRIOR	POST	Progress
Boy A	11	17	6
Girl M	11	20	9
Girl Z	16	17	1
Boy Ad	18	21	3
Boy M	10	20	10

- On average the testees acquired 5.6 words of the 21 items used during the intervention, between pre and post-test, with the highest progress of 10 words in Boy M and the lowest progress of 1 in Girl Z.



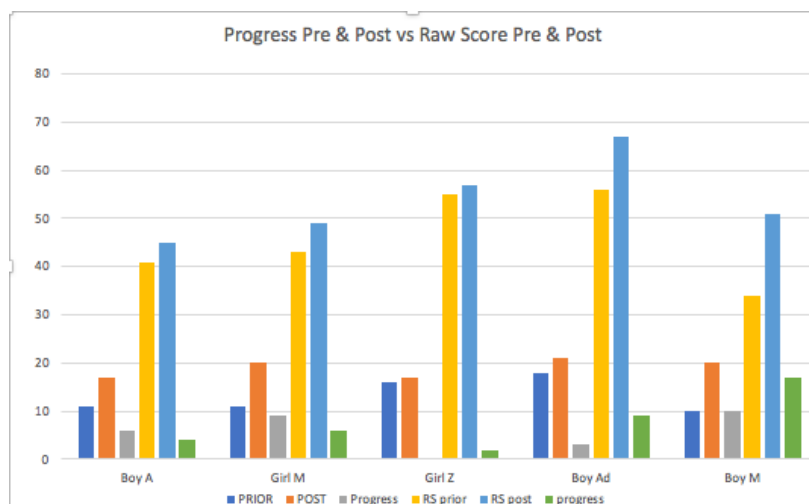
- The testee Boy M with the lowest score in the prior vocabulary knowledge test, made the most progress with 10 words which represents a 50% learning gain.
- The testees Boy Ad and Girl Z who demonstrated the highest and second highest result on the prior vocabulary test, made slight progress by respectively 3 and 1 words.
- The testees Girl M and Boy M show identical results on the post-test.
- The testee Boy Ad, who demonstrated the highest score on all the previous tests, scores 100% on the 21 words from the intervention.

Preliminary conclusion on vocabulary progress:

From the above findings, we can conclude that the testees improved on average by 5.6 words on a set of 21 words that were studied during the intervention of 5 weeks. This represents a learning gain of 26% of new English words.

**3.4.2 PROGRESS RAW SCORES PPVT-IV TEST VS. PROGRESS TARGET WORDS FROM INTERVENTION**

	PRIOR	POST	Progress	RS prior	RS post	Progress
Boy A	11	17	6	41	45	4
Girl M	11	20	9	43	49	6
Girl Z	16	17	1	55	57	2
Boy Ad	18	21	3	56	67	9
Boy M	10	20	10	34	51	17



General findings progress raw score pre and post PPVT-IV:

- On average the testees acquired 7.6 words extra of the 84 items, between pre and post test which reveals a learning gain of 9%.
- The testee Boy M with the lowest score in the prior vocabulary knowledge test, made the most progress with 17 words which equals a 50% learning gain. An identical learning gain as in the set of 21 target words from the intervention.
- The testees Boy A and Girl Z demonstrate the least progress with respectively 10% and 4% learning gain.
- The testee Boy Ad who demonstrated the highest score on all the previous tests, scores 9 words more than in the prior vocabulary test which represents a learning gain by 20%. He still shows the highest result on the Peabody post-test.

Findings per test subject on PPVT-IV progress and 21 items from the intervention:

- Boy A displays a slightly higher progress on the 21 items from the intervention than from the PPVT-IV.
- Girl M exhibits far more progress in the 21 items from the intervention with a score of 20/21 words in the post-test.
- Girl Z overall shows the least progress as well in the 21 items from the intervention as in the PPVT-IV.
- Boy Ad exhibits overall significant progress with a 100% score on the 21 items studied during the intervention and again with the highest score on the PPVT-IV.
- Boy M reveals the highest learning gain with a score of 20/21 words of the items from the intervention and a similar learning gain measured by the PPVT-IV, that is 50%.

Preliminary conclusion on post vocabulary knowledge:

From the above findings we can assume that with regard to the 84 items from the PPVT-IV vocabulary test, lexical progress was made by each testee. Individual results however fluctuate between 4% and 50%, with an average of 9%. The 21 items studied during the intervention are part of the word set of 84 words and must be included in the result of the PPVT-IV post-test, given the learning gain of 26% new vocabulary representing on average 5.6 words.

## 4 DISCUSSION

The present study was designed to examine to what extent relatively young learners actively acquire English vocabulary after a five weeks' training in their own classroom. None of the learners had had prior formal language instruction.

Many of the previous studies with regard to English language learning were conducted either in a primary school classroom setting by the teacher (Goossens et al. 2014), or in an out-of-school setting by independent examiners (De Wilde et al. 2020).

The aim of this study was to have young learners acquire English vocabulary on a playful basis, surrounded by their peers. To that end, a group experiment was conducted and recorded on camera involving 25 participants on the following basis:

- A set of 49 words from the *Ladybird Series* during sessions 1 to 3 of the intervention.
- A set of 78 words from the PPVT-IV vocabulary test during sessions 4 and 5.

From this group task we can undoubtedly assume that children were motivated by the playful setting of 'learning' English. From the footage it is obvious that pupils show no speaking anxiety and present an acceptable level of pronunciation. They also made a recast every time it was asked. Even if there is no way of linking the children's profile to their performance due to practical arrangements, the experimenter and the second observer saw the testees evolve during the sessions. More specifically, where pupils still hesitated during a first practice round, they repeated within fractions of seconds as from a second repetition which indicates at least a progress in fluency. Even though it is not possible to provide conclusive measurements with regard to lexical acquisition by the group of 25, progress was certainly noticed with respect to response time and fluency.

Simultaneously with the group task, an experiment on an individual basis was conducted with 5 participants belonging to the class group: Boy A, Girl M, Girl Z, Boy Ad and Boy M were selected by their teacher because of their varying profile as can be found under the section 'procedure'.

The following data was measured and linked to every testee's profile:

- The PPVT-IV pre-and post test (receptive vocabulary knowledge).
- A set of 21 words belonging to the PPVT-IV vocabulary test and used in the intervention.

Firstly, a prior vocabulary knowledge test was done by the Peabody Picture Vocabulary Test 4 (Dunn & Dunn 2007) before the start of the intervention. With regard to the pupils' profile, it was striking that- even if the class group attests 56% acquaintance with English computer gaming - none of the individual participants had already come into contact with English computer games.

The testee with the highest score (56), Boy Ad, does not speak Dutch at home and is motivated to learn French. The testee with the lowest score (34) only speaks Dutch at home but is not exposed to English entertainment outside school.

Secondly, the progress on the set of 21 target words used from the PPVT-IV was closely monitored to bring useful information. On average testees acquired 5.6 more words between the prior test and the post test. Scores however vary significantly between 1 and 10. Testee Boy Ad who showed the highest scores, scores a 100% on the 21 words after intervention.

The above results may lead to contradictory findings. The testees showed an average progress after the intervention by 26%. The individual scores again vary between 1 and 10. By juxtaposing these scores next to every testee's profile, we can conclude that Boy M is considered the least proficient language learner but displays the most progress. Girl Z who is defined as "insecure" by the teacher shows only small progress between pre and post test scores on the 21 items. Her final score is even lower than the final score of Boy M (17 versus 20).

Thirdly, once the intervention was finished, the PPVT-IV post test was performed on the 5 participants. In general, the learners on average acquired 7.6 new words after the short intervention. Again, Boy M, considered the least proficient in language learning and showing the lowest scores on the prior vocabulary knowledge test, clearly made the most progress in the post test: from a raw score of 34 to a raw score of 51, a learning gain by 17 new words. Boy Ad still demonstrates considerable progress on the raw score by 9 items, with a total of 67 out of 84 items. The above findings confirm the importance of vocabulary in language learning. Yet from the present study we can state that for the non-proficient learner the intervention clearly made a difference in terms of number of lexical items acquired. The PPVT-IV-prior vocabulary test already revealed the existence of high scores, 34 items minimum, with an additional average progress of 7.6 new lexical items after the intervention.

The study design used in the present study affirms that *learning language in a playful manner*, is fruitful with respect to lexical acquisition. Exposure to the target language in out-of-school settings is still crucial and was confirmed through the children's questionnaires. Moreover, 41% of the testees confirms their willingness to learn English in school. Profound testing on skills other than receptive vocabulary knowledge and oral repetition is necessary to provide more conclusive answers to the research questions.

## 5 CONCLUSION

The present study shows that English must be omnipresent in today's society. Much of this language attitude is due to the influence of mass media and the entertainment industry (Lindgren & Muñoz 2013). Lauren & Hulstijn (2001) define incidental learning a more general term and in an educational context, it can be referred to as "learning without an intent to learn". As a result, in controlled experiments -such as in the study design of the thesis under scrutiny- aiming to contribute to pedagogy, it is not unusual to opt for an incidental design, since informal language learning can lead to large learning gains (De Wilde et al. 2020). The testees' profile questionnaires confirm that 56% of the children are exposed to gaming in English, out-of-school.

This thesis tries to provide an answer if it is possible to measure English lexical progress in young learners -with no prior foreign language instruction history- after an intervention in a formal setting. During this intervention it was confirmed that pupils of 7-8 years already possess a considerable amount of incidental English vocabulary prior to any instruction.

With regard to the progress of the group of 25 participants it nevertheless can undoubtedly be confirmed that children were enthusiastic and cooperative. From observations during the experiment and from the footage in weeks 1, 2 and 4, it is clear that the testees are extremely eager to perform the test with fresh vocabulary material. Once the words could be repeated autonomously testees showed no more hesitation during repetition and were more and more fluent. Therefore, for future research, it is important to carefully consider the work form and the proficiency level of the material offered. As De Wilde et al. 2020 already argued, further investigation should consider using intervention and test models measuring overall language ability. In the present study, the pupil/testee who was considered the least apt in language learning presented the most progress. The pupil/testee who is considered an average student, proves the best language learner from the prior knowledge test, during the intervention and ends with excellent post-test results. Even within the limited test group, this is a solid indication that no matter the prior knowledge of the pupil, he/she can still demonstrate considerable learning gains after a short intervention. A scarce set of reading and writing skills at the age of 7 suffices to orally process a total number of 127 English lexical items during a class group experiment.

The findings concerning the 5 participants involved in the PPVT-IV test signal more conclusive results on vocabulary progress especially on the 21 items used during the intervention. These items can be considered as new to the test subjects. The testee with the lowest prior score displays

the most progress whereas the testee with the overall highest scores, made good progress until the last test.

The present study anyhow proves that there is an unmet need for young learners to language learning in a formal setting. However, the input and the work form are crucial in order to keep the children challenged. The fluency of their performance during the group task suggests that they are open to much more cognitively complex material than what was offered. Moreover, more skills than receptive vocabulary knowledge could be tested to bring more conclusive data on vocabulary learning gains. Especially, since 41% of the children state that they *want* to learn English in the classroom. *Motivation* is a key factor in foreign language learning and any authentic exposure in a formal setting should carefully consider cognitive skills with regard to the construct of the intervention (Hooft et al. 2018). From the present study it is evident that children as from 7 years are ready and open to foreign language learning in a formal setting.

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## 7 ANNEXES



### **DRAAIBOEK EMPIRISCHE STUDIE**

## **THE ENTHUSIASM OF THE NAIVE: informal language learning in a formal setting**

ENGLISH VOCABULARY PROGRESS IN FLEMISH (NATIVE)  
SPEAKING CHILDREN AGE 7 TO 8, AFTER A 6 WEEKS' TRAINING

**Sandra Roelandt**

Student number: ...

Supervisor: Dr. Vanessa De Wilde

A short dissertation Master of Teaching (9SP) submitted to Ghent University in partial fulfillment of the requirements for the degree of Master of Teaching in Languages

Academic year: 2020 – 2021, Master of Teaching



## **DRAAIBOEK EMPIRISCHE STUDIE GEVOERD IN HET SINT- JOZEFSCOLLEGE, PONTSTRAAT TE AALST**

### **INHOUD:**

1. Opzet studie – introductie
2. Contactpersonen Sint-Jozefcollege
  
3. Formele documenten
  - 3.1 Informed Consent Passief – toestemmingsformulier ouders
  - 3.2 Profiel leerling: vragenlijst contact Engels
  
4. Peabody Pre-Test: voorkennis-test Engels
  - 4.1 Uitleg Peabody-test
  - 4.2 Slides Peabody-test (selectie o.b.v. effectief testmateriaal qua inhoud)
  
4. Testmateriaal
  - 4.1 Slides + geschreven woord
  - 4.2 Document Iconiciteits-test
  
5. Chronologisch verloop van de studie

## 1. Opzet studie – introductie – gebaseerd op de thesis-introductie

"Children build their vocabulary from an early age by listening and talking. Long before they can read or write, they have stored up a vast memory of words as *sounds*." (Benford et al. 1976, Butterfield 2018). Despite the fact that even young children already have a passive knowledge of English in their daily communication, the Belgian school system only offers English in the curriculum as from the age of 14. In my opinion however, English is too omnipresent in today's society to ignore the unmet need of being allowed to learn it from early age on. Often Dutch equivalent words lack (e.g. 'computer'), or terms like 'headhunter' or 'brainstorm' have no valuable alternative. Swear words like 'shit' are heard several times a day and with regard to expressions as 'in the mood' the connotation has too much stylistic value to be replaced (Tien Redenen 1987). Much of the language attitude in Flanders is due to the influence of mass media and the entertainment industry. English is part of our lives and even young children are already positively receptive to this language. As Blackledge et al already put it: "...moving between languages is natural" (2010: 206).

Based on the above, the work plan would consist of finding a way of shifting the passive acquisition of English into an active 'learning concept'. Furthermore, it will be investigated to which level this can be taken; i.e. how much vocabulary can be reproduced and how complex are the reproduced words? How much attention is paid to a correct pronunciation after how much time? To what level can the acquired skills be pushed (reading/writing skills)? Moreover, the level of motivation (e.g. from 1 very interested, 2 intermediate to 3 uninterested) of the pupils will be marked along the different phases. In other words: how do they experience the difference between implicit learning (incidental) and explicit (intentional) learning (de Bot et al 2005:9) and; how do they perform in the end (e.g. ranging from fast repetition and accurate pronunciation to slow and totally unacceptable pronunciation)?

The objectives of this research proposal are multifold. Firstly, I would like to prove that young children are enthusiastic and open towards the English language. They consider it 'fancy'. Therefore, secondly, they will be eager to acquire it through active learning. It will help them upgrade their incidental knowledge. Thirdly, since the environment will be a classroom setting, the pupils will consider the experiment serious enough to participate to it in a scholarly manner; i.e. do the best they can. In fourth instance, the interviewees have never before been exposed to foreign language learning at school. Their enthusiasm and 'hunger for more', will demonstrate the unmet need that exists today. Eventually this should lead to 'success experiences' and, depending on the findings, this study entails the greater goal to have the educational system in Belgium implement English as the *lingua franca* and offer it to children from early age on.

## 2. Contactpersonen Sint-Jozefscollege



# SINT-JOZEFSCOLLEGE AALST Basisschool Pontstraat

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- Zorgcoördinator Mevrouw Sanne Vonck - [Sanne.vonck@sicaalst.be](mailto:Sanne.vonck@sicaalst.be) - 053/60 58 67



**INFORMED CONSENT**

**Onderzoek**

Naam: Sandra Roelandt

Onderwerp: Engelse woordenschat-progressie tijdens een training van 6 weken à rato van 1 lesuur per week

*"In het kader van onze masterproef doen wij onderzoek naar vreemdetaalverwerving in het Engels bij kinderen. Voor deze studie zullen we klassikaal werken met de leerlingen van het 2<sup>de</sup> leerjaar van de school van uw kind. Uw kind zal gedurende maximum 6 reguliere lessen deelnemen aan het onderzoek. Tijdens deze uren zal er gewerkt worden rond Engelse woordenschatverwerving. Concreet zal uw kind zal uw kind beeldmateriaal te zien krijgen waarbij de lector zal vragen om het getoonde voorwerp in het Engels na te zeggen. De vooruitgang van de klas en elke individuele leerling (anoniem) zal hierbij gemeten worden. Tevens zal gepeild worden naar de kennis van het geschreven woord dat telkens naast het beeld geprojecteerd zal worden d.m.v. een lijstje met beeld en woord. De opdrachten zullen door de leerkracht goed uitgelegd en gekaderd worden. De opzet van het experiment is informeel te noemen, ook al vindt het plaats tijdens de lessen."*

Ik, ondergetekende, ..... ouder/voogd van  
....., geef hierbij mijn kind de toestemming  
om deel te nemen aan een onderzoek voor een masterproef in de educatieve master Taal-  
en letterkunde van de Universiteit. Ik verklaar dat ik

- (1) de uitleg over de aard van de vragen en de taken die tijdens dit onderzoek zullen worden aangeboden, heb gekregen en dat mij de mogelijkheid werd geboden om bijkomende informatie te verkrijgen;
- (2) volledig uit vrije wil mijn kind laat deelnemen aan het wetenschappelijk onderzoek;
- (3) de toestemming geef aan de onderzoekers om de resultaten op vertrouwelijke wijze te bewaren en te verwerken en anoniem te rapporteren;
- (4) op de hoogte ben van de mogelijkheid om de deelname van mijn kind aan het onderzoek op ieder moment stop te zetten en dit zonder opgave van redenen;
- (5) weet dat niet deelnemen of de deelname van mijn kind aan het onderzoek stopzetten op geen enkele manier negatieve gevolgen heeft voor mijn kind.
- (6) weet dat ik op aanvraag een samenvatting van de onderzoeksbevindingen kan krijgen nadat de studie is afgerond en de resultaten bekend zijn;
- (7) geef toestemming dat de data van mijn kind gebruikt worden voor verder analyse door andere onderzoekers na volledige anonimisering;
- (8) Tijdens het onderzoek zullen opnames gebeuren; deze worden na verwerking vernietigd.
- (9) weet dat UGent de verantwoordelijke eenheid is m.b.t. persoonsgegevens verzameld tijdens het onderzoek. Ik weet dat de data protection officer me meer informatie kan verschaffen over de bescherming van de persoonlijke informatie van mijn kind. Contact: Hanne Elsen ([privacy@ugent.be](mailto:privacy@ugent.be)).

Gelezen en goedgekeurd op ..... (datum),

Handtekening van de ouder/voogd van het kind .....

Naam van de verantwoordelijke onderzoeker: Sandra Roelandt

### 3.2 Vragenlijst profiel leerling (bijlage 2 toegevoegd)



**THE ENTHUSIASM OF THE NAIVE:**  
Informal learning in a formal setting  
ENGLISH VOCABULARY PROGRESS IN BELGIAN  
(NATIVE) SPEAKING CHILDREN AGE 7 TO 8, AFTER A 6 WEEKS' TRAINING

Sandra Roelandt- Academic year: 2020 – 2021, Master of Teaching



Vragenlijst profiel kinderen

Gebaseerd op [https://www.jeugdmonitor.vlaanderen.be/site/vragenlijst\\_kinderen.pdf](https://www.jeugdmonitor.vlaanderen.be/site/vragenlijst_kinderen.pdf)

#### ALGEMEEN

- Ik ben een meisje  
 Ik ben een jongen

Leeftijd:

In welk land ben jij geboren: .....

Heb je broers of zussen? Ik heb  broers Ik heb  zussen

Wat vind je leuk om te doen in je vrije tijd? .....

Welk vak vind je het leukst op school? .....

Wat doe je het liefst tijdens de speeltijd? .....

#### TAALGERICHT

- Ik spreek thuis Nederlands met mijn ouders  
 Ik spreek thuis dialect met mijn ouders  
 Ik spreek thuis Frans met mijn ouders  
 Ik spreek thuis een andere taal met mijn ouders. Zo ja welke .....

Welke taal zou je graag willen leren? .....

Wil je graag Engels leren?  spreken  schrijven  luisteren  lezen ?

Kijk je naar Engelse programma's?  Ja  Neen

Zo ja, welke .....

Hoeveel keer per week   Elke dag

Wat is je favoriete Engelse film, tekenfilm of programma? .....

Hoeveel keer per week   Elke dag

Zing je wel eens een liedje in het Engels?  Ja  Neen

Met je vrienden?  Ja  Neen

Op school?  Ja  Neen

Hoeveel keer per week   Elke dag

Speel je computerspelletjes in het Engels?  Ja  Neen

Hoeveel keer per week   Elke dag



#### 4. Peabody Pre-Test: voorkennis-test Engels



Peabody Picture Vocabulary Test, Fourth Edition

Lloyd M. Dunn, PhD

Douglas M. Dunn, PhD

##### 4.1 Uitleg Peabody-test

De Peabody Picture Vocabulary Test, waarvan de editie 2007 bekend staat als de PPVT-IV, is een ongetimede test van de receptieve woordenschat voor Standard American English. Het is bedoeld om een snelle inschatting te geven van de receptieve woordenschat van de testpersoon. Deze wordt gemeten door het begrip van gesproken woorden. Woordbegrip vertoont een hoge samenhang met begrijpend lezen en is een goede voorspeller van de algemene taalvaardigheid. De PPVT-IV bevat testplaten met telkens 4 afbeeldingen (zie afbeeldingen hieronder). De proefpersoon kiest de juiste afbeelding bij een mondeling aangeboden woord door de onderzoeker. Het betreft dus een meerkeuzetest.

##### Doelgroep:

De test is bedoeld voor kinderen en volwassenen in de leeftijd van 2;3 t/m 90 jaar met Nederlands als eerste taal. Voor deze onderzoeksgroep is de test genormeerd ((Dunn et al., 2005; Schlichting & Meijenders, 2006).

##### Doelstelling:

Het testen van receptieve kennis van de woordenschat. In het geval van deze studie: de voorkennis die reeds aanwezig zou zijn bij de leerlingen van het tweede leerjaar met betrekking tot de Engelse taal.

##### Taalaspect:

Woordenschat; begrip van *gesproken* woorden.

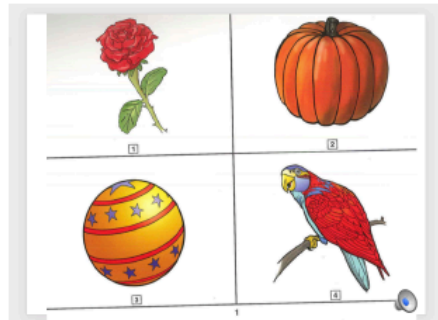
##### Scoring, Betrouwbaarheid en Validiteit:

De Peabody Picture Vocabulary tekst die gebruikt wordt, is algemeen gangbaar als een betrouwbaar en valide testinstrument. De ruwe scores kunnen worden omgezet in standaardscores, percentielscores en betrouwbaarheidsintervallen. Voor deze studie zal het interessant zijn om de scores van de pre-test en de post-test te vergelijken op eventuele vooruitgang.

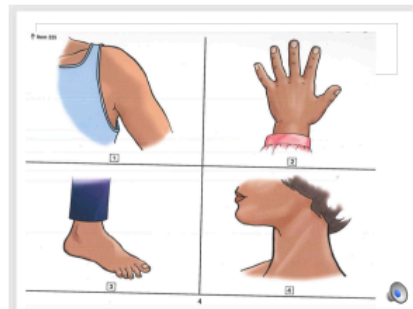


#### 4.2 Slides Peabody-test.

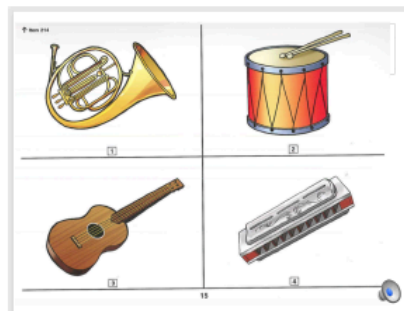
Het onderzoek zal klassikaal gevoerd worden. Voor de pre- en posttest zal door de zorgcoördinator in samenspraak met de leerkrachten van het 2<sup>de</sup> leerjaar B een steekproef-groepje test-leerlingen samengesteld worden. Hieronder vinden jullie een paar voorbeelden van de slides die gebruikt zullen worden. Het betreft 7 SETS van 10 afbeeldingen.



Het woordje 'ball' wordt uitgesproken.



Het woordje 'foot' wordt uitgesproken.



Het woordje 'drum' wordt uitgesproken.

De scores worden als volgt bijgehouden:

SCOREblad

▼ Start Ages 2:6-3:11						SET 1						
1.	ball	1	2	3	4	E						
2.	dog	1	2	3	4	E						
3.	spoon	1	2	3	4	E						
4.	foot	1	2	3	4	E						
5.	duck	1	2	3	4	E						
6.	banana	1	2	3	4	E						
7.	shoe	1	2	3	4	E						
8.	cup	1	2	3	4	E						
9.	eating	1	2	3	4	E						
10.	bus	1	2	3	4	E						
11.	flower	1	2	3	4	E						
12.	mouth	1	2	3	4	E						
						Number of Errors						

▼ Start Age 4						SET 2						
13.	pencil	1	2	3	4	E						
14.	cookie	1	2	3	4	E						
15.	drum	1	2	3	4	E						
16.	turtle	1	2	3	4	E						
17.	red	1	2	3	4	E						
18.	jumping	1	2	3	4	E						
19.	carrot	1	2	3	4	E						
20.	reading	1	2	3	4	E						
21.	toe	1	2	3	4	E						
22.	belt	1	2	3	4	E						
23.	fly	1	2	3	4	E						
24.	painting	1	2	3	4	E						
						Number of Errors						

Aanduiding op scoreblad per woordje

an oblique line through the E, as shown below.

Example:

▼ Start Ages 2:6-3:11						SET 1					
1.	ball	1	2	3	4	E					
2.	dog	1	2	3	4	E					
3.	spoon	1	2	3	4	E					
4.	foot	1	2	3	4	E					

\* For each set, record the number of errors in the box labeled "Number of Errors."

**Calculating the Total Number of Errors**

Transfer the number of errors per set to the boxes below and add up the total errors. Be sure to use the lowest Basal Set and the Highest Ceiling Set. See Chapter 2 of the manual for further details.

Set 1	Set 2	Set 3
Set 4	Set 5	Set 6
Set 7	Set 8	Set 9
Set 10	Set 11	Set 12
Set 13	Set 14	Set 15
Set 16		
Set 17	Set 18	Set 19
Total Errors (From Basal Set and Ceiling Set)		
<input type="text"/>		

**Calculating the Raw Score**

Record the number of the Ceiling Item, which is the last item in the Ceiling Set. For example, if the examinee's Highest Ceiling Set was Set 6, the Ceiling Item would be 72. Subtract from the Ceiling Item the total number of errors made by the examinee (from the Basal Set through the Ceiling Set). The result is the Raw Score. See Chapter 2 of the manual for further details.

Ceiling Item	<input type="text"/>
Total Errors	<input type="text"/>

## 5 Chronologisch verloop van de studie

Klas van de studie: het leerjaar 2B met leerkrachten Machteld De Wit en Fiona De Bolle.  
De studie zal klassikaal gebeuren met alle 25 leerlingen.

### Profiel leerlingen via vragenlijst (zie 3.2):

Deze vragenlijst wordt door de leerkrachten ingevuld bezorgd aan Sandra Roelandt ten laatste een week voor aanvang van de studie. Ook de leerlingen van wie de ouders geen toestemming krijgen, zullen dit expliciet kunnen aangeven (zie 3.1). De beslissing om aan de ouders toestemming te vragen ligt geheel bij de directie Mevrouw Daphné Collijs.

Het is wellicht belangrijk om aan de leerlingen te laten weten dat deze testen niet gescoord zullen worden voor hun rapport. Zo zullen ze meer open staan om op een spontane manier mee te werken.

### Pre-test – meten van de voorkennis met de Peabody Vocabulary Test (zie punt 4)

Een week voor aanvang van de studie wordt door middel van een selectie beelden uit de Peabody-vocabulary test voor Engels een meting gedaan naar de voorkennis van de leerlingen met betrekking tot de taal Engels. Dit betreft enkel de receptieve vaardigheden. Deze resultaten worden nadien in kaart gebracht.

### Post-test – meten van de progressie met de Peabody Vocabulary Test (zie punt 4)

Een week na aanvang van de studie wordt door middel van een selectie beelden van de test op zich een bijkomende meting gedaan naar de progressie van de leerlingen. De gegevens van de pre-test, de test en de post-test worden dan samen in kaart gebracht.

### De test

- 1) De test bestaat uit visueel materiaal (zie afbeeldingen hieronder) waarbij een beeld van een dagelijks voorwerp gekoppeld wordt aan een geschreven woord.  
In totaal zullen 50 verschillende beelden aan de leerlingen klassikaal getoond worden gedurende de 6 geplande lessen.
- 2) De researcher spreekt elk woord uit en de leerlingen herhalen dit woord eerst klassikaal. Hiervan wordt een score bijgehouden (rubric 1 nog aan te maken). Hier worden dus zowel de receptieve (luisteren) als de productieve (spreken) vaardigheden getest.
- 3) Meteen daarna wordt elke leerling individueel gevraagd om dit woord te herhalen nadat de researcher het woord voorzegt. Hiervan wordt ook een score (anoniem) bijgehouden (rubric 2 nog aan te maken). Zelfde principe als 2)
- 4) Na elke sessie wordt aan de leerlingen een matching-blad voorgelegd (zie afbeeldingen hieronder) waarbij de leerlingen via associatie aanduiden welk beeld bij welk woord past. Dit betreft de iconiteits-test. Deze test meet in hoeverre de leerlingen een beeld kunnen linken aan een geschreven woord.
- 5) Het onderzoek neemt plaats tussen maandag 22 februari 2021 en vrijdag 02 april 2021 telkens op dezelfde dag en hetzelfde tijdstip. Dit dient nog definitief te worden vastgelegd in samenspraak met de school en de leerkrachten van klas 2B.
- 6) De testdagen zullen als volgt zijn (nog vast te leggen): /datum A/ /datum2/, /datum3/, /datum4/, /datum5/, /datum6/

Afbeeldingen die via slides klassikaal getoond zullen worden: elke week zal een set van 50 slides getoond worden. Deze blijven onveranderd gedurende de 6 weken van het onderzoek.

