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**DEPARTMENT OF ENGLISH**

**Master in**

**Didactics and applied linguistics**

# Working Memory and Second Language Learning and Acquisition

*case of : fifth year French Learners at Mouad Ibn Jbal Primary School*

**Submitted by**

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# Dedication

I would like to dedicate this work to,

My great parents for their support and love,

To my brother and sisters ; Houria , Kheira and Younes ,

To my friends Aicha , Sihem , Suhila ,Lamiya , Fatima ,Nardjes ,Saliha and Hafsa,

To all my family .

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**Abstract**

Working memory is an essential component in many cognitive tasks of everyday life and in learning and acquiring a language since it consists of holding an amount of information in mind. The aim of this study is to test whether working memory has an effect on second language learning and acquisition. To gather data a listening span test was administrated to fifth year primary school pupils aged from 9 to 14 years old. Results show that there is a relation between the capacity of working memory and second language learning and acquisition. The findings from this study indicate that the working memory has a major effect on second language learning and acquisition.

**Key words** working memory, reading span, language learning, language acquisition.

## Table des matières

Language learning and acquisition consist of remembering new words, following instructions, manipulating and retrieving information from the mind, this cognitive tasks are all under the control of working memory. Working memory is where information are stored and manipulated for a brief period of time (Baddeley, 1983, p. 311). It is crucial element to language learning and acquisition, this idea has long been under research and many studies supported the effect of working memory on language learning .

## 1. 1 Motivation

The term working memory has been increasingly used in many fields of cognitive psychology and education as a factor that influences both fields. In this study we wanted to investigate its importance and the different models of working memory and which one is the most effective in second language learning and acquisition, also to distinguish the differences among students in retrieving and recalling information.

## 1. 2 Statement of the Problem

Teachers refer to problems in learning and to students who struggle in classroom as inattentive problems or intelligence and attention problems. The idea of working memory problems or deficits is vague. Teachers have to recognize this difference in order to be able to achieve a successful learning process.

## 1. 3Research Question

Does WM affect second language learning and acquisition?

What is the importance of working memory in second language learning and acquisition?

What is the role of WM in second language learning and acquisition?

## 1. 4 Hypotheses

To answer the research question the following hypotheses were suggested:

Working memory may be a major factor in second language acquisition and learning.

If acquiring and learning a language is a cognitive task then working memory has an effect on it.

Working memory might be considered as an individual difference in second language learning and acquisition.

### 1. 5 Aim of the Study

This study aims to shed the light on working memory problems that face students, to distinguish between the different models of working memory and to incorporate the construct of working memory into second language learning.

### 1. 6 Research Methodology

Data in this study were gathered trough quantitative data collection through a reading span test that was fulfilled to French learners at fifth year primary school.

### 1. 7 Structure of the Study

This paper is a combination of three chapters, the first chapter presents a theoretical part consisting of working memory definition, background, models and its relation to language learning and acquisition, the second chapter is the empirical part, it describes the tool of data collection, the sample, data analysis, results, observation and discussion, the third chapter presents the recommendation and limitation of this study.

## Introduction

The study of working memory has been developing through the last years in order to investigate its severe importance in learning and its contribution to academic achievement or failure. Although many studies have dealt with its different models and their components and its relation with other concepts such as language learning and language acquisition, this review will present the definition, background, function of working memory, major models of working memory and its relation and effect on language learning acquisition and language learning. The focus is on the effect of working memory on second language acquisition and learning

## I. 1 Definition

The term working memory has been defined by many scholars as the system of storage and manipulation of information (Baddeley, 2011, p. 04). It is "a limited capacity processing and storage system that is necessary for carrying out a wide range of tasks" (Baddeley, 2003 as cited in Guo, 2016, p. 1820). It has gained many names, labels and metaphors such as the "box", "place", the "workspace" or the "blackboard" (Miyake &Shah, 1999, P. 02). Working memory is the part of memory that manipulates data rapidly in order to perform everyday tasks such as learning and reasoning (Ferreira et al, 2015,p. 1582). It is "the ability of the brain to retain information for a short period of time and employing it in different cognitive tasks (Dehn, 2008, p.23)" (A. Al. Yamani et al, 2013, p. 741)

## I. 2 Historical Background

The concept of working memory started back at the 1960's when the idea human memory as a whole was questioned by many studies to prove the dissociation of short term memory and long term memory, evidence was conducted from many studies as Miller, 1966, Shallice &Warrington, 1970 which confirmed this dissociation (as cited in Baddeley, 2004,p .01). Then it was clear that memory is composed of two separated components in function when Atkinson & Shiffrin proposed their model1968, the first at that time (Baddeley, 2004, p. 01). This model has encountered problems at many levels which led other researchers to investigate the two components and their function, thereby a new framework was proposed by Craik & Lockhart in 1970 named levels of processing (Baddeley, 1983, p.313) which was later on faced to criticism and enhancement. After that came the work of Baddeley & Hitch 1974 named the multiple component model which indeed presented and investigated the working memory construct (Ahmni, 2017, p.55)

All later models described the human memory and its function; these models will be discussed clearly in a chronological order.

## I. 3 Working Memory Models

### I. 3. 1 Atkinson and Shiffrin's Model

This model was created by Richard Atkinson and Richard Shiffrin in 1968, it is called the multi store model because it proposes that there are three distinct systems of memory; sensory memory, short term memory and long term memory. Although distinct systems, all three work together to form the basis of human memory, it is seen as an information processing model (Mc load, 2007, multi store model of memory, para.01). This model suggests that information enters through sensory memory when being paid attention to then transformed to

short term memory to be encoded to long term memory if information is well rehearsed, and if not information is lost or decayed (Mc load, 2007, multi store model of memory, para.02)

The model has three characteristics, duration, capacity and encoding. Duration which is the period of time information is held in the system. Capacity is the amount of information that can be held in the system and encoding which refers to the processing of information in order to be stored in memory each system is different in term of these characteristics:

**a. Sensory Memory**

Its duration 1\5 to 1\2 seconds and can hold 12 items.

**b. Short Term Memory**

It lasts from 10 to 15 seconds and can hold 7 to 2 items.

**c. Long Term Memory**

Has unlimited duration and unlimited capacity. (Mastin, 2018)

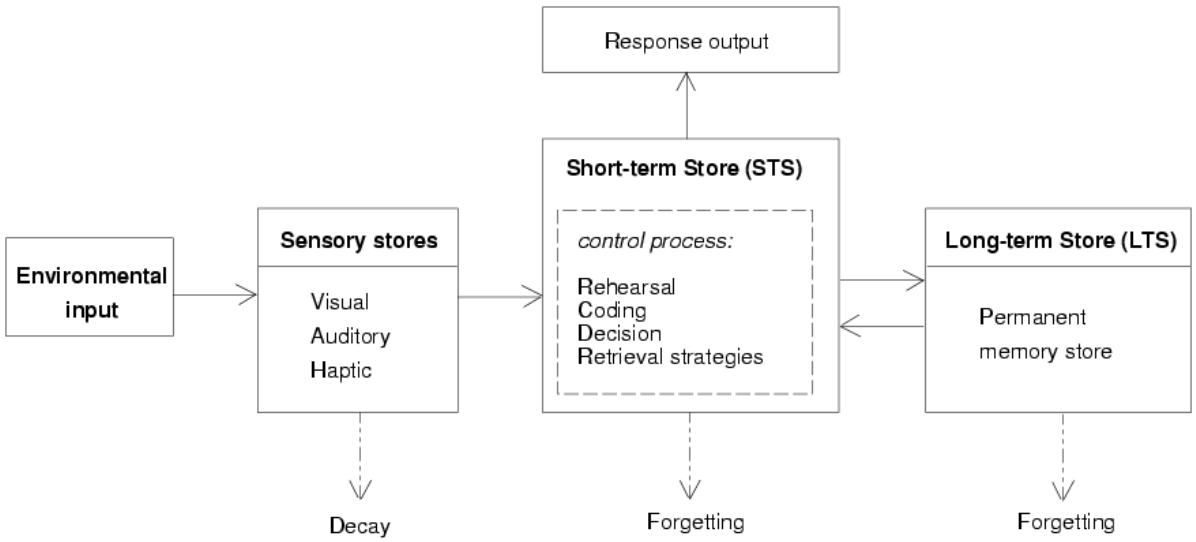


**Figure 1. I**: Atkinson & Shiffrin multistore model Retrieved from being.com.

### I. 3. 2 Problems with This Model

Atkinson &Schifrin model faced some criticism proved by neuropsychological evidence, that is as the model advocates information is processed in a linear way so a deficit or damage in one system would lead to an impairment in another which is not the case in the study of Shallice & Warrington (1970) that reported a patient with deficit of short term memory but also had no impaired long term memory (Baddeley, 1983, p. 313). Also rehearsal is not the only way to retain information and passes it to long term memory but there are other ways such as semantic processing in the study of Craik & Watkins (1973)(Baddeley, 1983, p. 313). This problems of course where the starting point of other studies and the emergence of other models including the next one the levels of processing model by Craik & Lockhart (1972)

### I. 3. 3 Craik & Lockhart Model

The model was created by Robert S. Lockhart and Fergus I. M.Craik in 1972(explorable, levels of processing, Para. 1). The model opposite the former framework of Atkinson and Shiffrin,it proposed that the processing of information does not go through stages of storing, whereas it is a matter of how deep information is processed, in other words, information passes through levels of processing in order to stay in memory or it will decayed, it was the model that changed the view of the memory as stores into different levels of processing (Patel, p. 93). These processes are divided into two levels; shallow processing and deeper processing. Shallow processing have four kinds as follow; structural according to the shape or look of information, phonemic according to sounds of information, graphemic according to the word composition (letters) and orthographic according to the form and shape also. The deeper processing is related to the meaning of information, its Importance and relation to other situation or other information (Explorable, levels of processing, Para. 2), "the meaningfulness extracted from the stimulus rather than in terms of number of analyses performed upon it." (Craik, 1973, p. 48 as cited in McLeod, 2007, Para. 2). So the shallower

processing level proceeds information at a surface level or perceptual processing including physical and sensory characteristics, while the deeper processing is more to focus on the meaning and semantic analysis (Ekumi et al, 2011, p. 334).

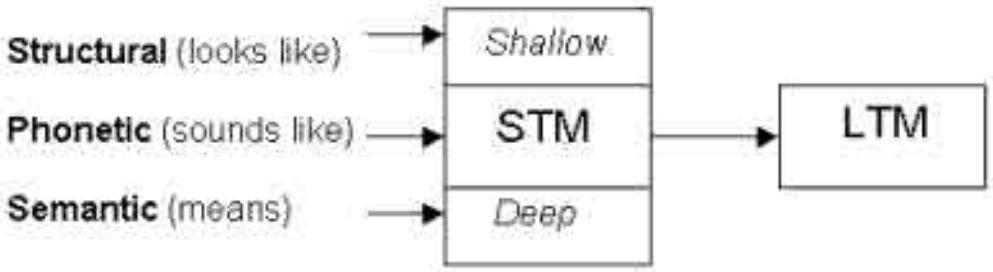


**Figure 2. I**: The process which information undergo to be stored in ling term memory (Saul McLeod , 2007)

### I. 3.4 Problems with this Model

Despite its major contribution to memory research, like other models this model also had some criticism, it was considered that the framework describes more than it explains the process of encoding information (Eysenck, 1990), evidence that deeper processing is the key to retention more than shallower one was not provided (McLeod, 2007, weaknesses).

### I. 3. 5 Baddeley and Hitch Model

The model was first proposed by Alan Baddeley and Graham Hitch 1974 and is called the multicomponent model. It presented that working memory is composed of three functional components or subsystems; phonological loop, visuo-spacial sketchpad and the central executive. Phonological loop deals with auditory information that is what we hear, visuo-spacial sketchpad focuses mainly on visual information and special relations and the central executive monitors both systems and filters information so that irrelevant information is ignored, it priorities some functions over others.(Baddeley ,2008, p. 44). This model proposed

that information does not go to a single storage but each type of information goes to a specific system. All three components serve together at the processing of information during cognitive tasks (Ahami et al, 2017, p. 55).

After that, the model has been contributing in many disciplines such as neuropsychology and neuroimaging which need for the model to be moderated in order to cover all phenomena, so it was reformulated and a new component was added that is the "episodic buffer". (Baddeley, 2000), this fourth component was added to answer the question how is working memory and long term memory working together? How do they interact? The episodic buffer works as a communicating system to bring information from long term memory to working memory, it contributes in combining information from visuo-spacial sketchpad and phonological loop (Baddeley, 2009, p. 56).

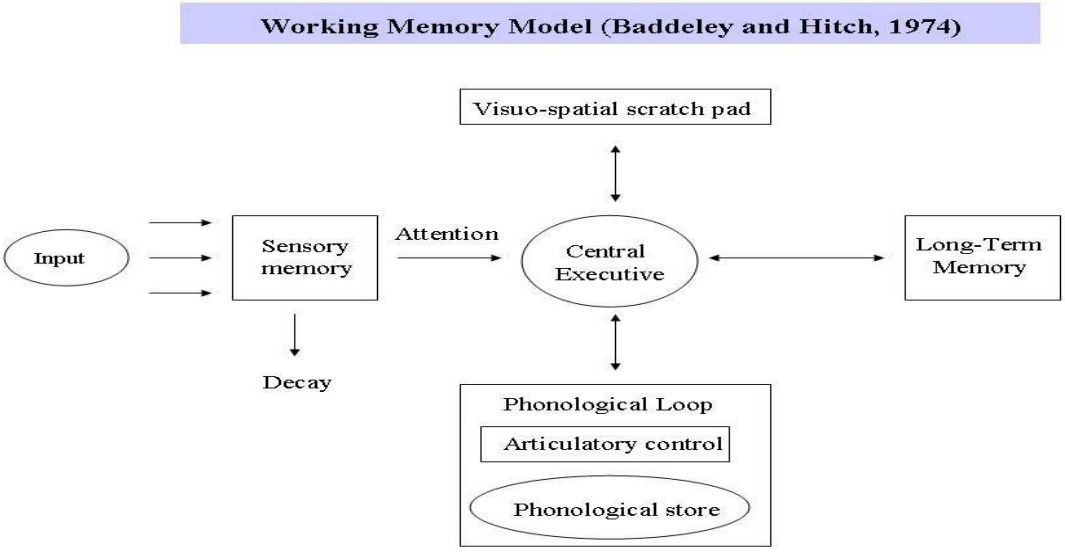


**Figure 3. I**: The Working Memory Model Components (Baddeley and Hitch, 1974) (McLeod, 2012).

## I. 4 Working Memory and Second Language Learning and Acquisition

As it has been demonstrated previously, working memory has an important role in everyday cognitive tasks such as reasoning, language learning and acquisition, Baddeley's model of working memory is the most investigated in this area. The phonological loop and the central executive has an essential role in language production and comprehension and the encoding of verbal phonological information (Hulme, 1996qs cited in Baddeley & Atkins, 1998, p. 547). Baddeley and Hitch multicomponent model has declare clearly the separation between the phonological or verbal and visual information's store. The focus in the studies of working memory and second language acquisition is on the phonological loop and its importance in retaining verbal information as long term representation and on the central executive as the attention element of working memory which help to attend different tasks of language learning and acquisition (Martin & Ellis, 2012, p. 383).

Scholars have built up studies upon the effect of working memory on L1 learning (Zhisheng Wen, 2012, p. 06), researches argue that working memory has an important role in language learning and acquisition processes (Zhisheng Wen, 2012, p. 07). The capacity of working memory determines the differences in learning a language that is people differ in recalling information from long term memory, understanding and retrieving new information while learning and making inference about information (Jared et al, 2013). Gathercole et al (2006) argue that student with low working memory face many learning failures "forgetting instruction, failing to meet combined storage and processing demands, losing track in complex tasks and forgetting from episodic long term memory at high rates"(p. 273 as cited in Davis, Dana. S, 2011, p. 18).

Children with Impaired or poor working memory tend to exhibit some characteristics; Gathercole et al (2008) cited that:

*"Observation of children in the classroom,*

*combined with teacher reports, has highlighted*

*the major signs of a working memory difficulty.*

*These include poor academic progress,*

*difficulties following multi-step instructions,*

*failing to complete common classroom activities*

*that require large amount of information*

*to be held in mind……"*

(As cited in Holmes, working memory and learning difficulties, 2012).

**Conclusion**

The purpose of this review was to review different models of working memory and its relation to language learning and acquisition. It is clear from the research reviewed that working memory has a crucial role in language learning Beside any impairment or poor capacity in working memory results in academic failure. This field of study is very important to diagnose students with poor memory and figure out solutions to help enhance the learning process.

## Introduction

This study aimed at testing the capacity of working memory to investigate its importance and effect on second language learning and acquisition. The reading span test was the choice to measure working memory capacity. This chapter presents description of the sample and the test, how the data was collected and analyzed, observation and the results.

## II. 1 The Sample

Participants in this study were fifth year primary school pupils at Moad Ibn Jabal primary school; the school had two classes of fifth grade each class contains 24 pupils within 9 girls in each. The total number of subjects was 48 aged from 9 to 14 years old. They have studied French language as a second language for three years.

## II. 2 Instrumentation

The listening span test is a test to measure working memory capacity and its relation to language learning and comprehension. It was first published in 1980 by Danman and Carpenter (learning differences in working memory and reading) and was later on adapted in many studies investigating working memory (cognitive fun, the reading span test, Para. 1.) The reading span test is formed of four series of sentences from two to five sentences each series has three trials, series one 2 sentences and three trials, series two 3 sentences and three trials, series three 4 sentences and three trials and the last series 5 sentences and three trials. Pupils are supposed to listen carefully to all number of sentences in a trial and memorize the last word from each to be remembered in the end of the trial.

The listening span test in this study was adapted from the work of Seigneuricet al (2008) named *épreuve de* mémoire *de travail verbal chez l'enfant* (child verbal working memory test) the difference is that in the original work, participants should predict the last word of

each sentence and memorize it to be remembered in the end of the trial, whereas in this work the last word is already written and doesn't have to be predicted, also the way of passing the test was not the same, in the original work the test was passed individually to participants.They also answered it orally. In this work the test was done to the class once and participants presented answers in a written form. The test is in French language (second language) as the aim of study is to test the effect of working memory on second language learning and acquisition.

### II. 3 Data Collection

Before the test, the teacher was familiar with the purpose and the scope of the study, the test was done in the classroom and was divided into two sections to be passed through two sessions. The first part contains the first and second series and the second contains the third and fourth series. Sentences from each series were read out loud one by one by the teacher, participants should memorize the last word of each sentence and write it down on paper in the end of each trial. In the end of each series pupils are informed that the next series will be by one sentence longer than the previous one.

### II. 4 Data Analysis

Scores were counted as follows: word by word score that is each word pupil remembers right from the whole test is considered as a correct answer that is one point for each word.

Trial score that is if the pupil completed the trial by remembering all words in the later it is taken as a correct answer and one point , if he or she doesn't remember one word or more in a trial then the trial is failed.

## II. 5 Results

| | Words remembered from series 1and 2 | Words remembered from series 3 and 4 |
|---|---|---|
| Means | 7.64 | 9.08 |

**Table 1. II**: means from word by word score.

The first table shows the means of words remembered from each sentence, in the first and second series the result was 7.64, in the third and fourth series the means was 9.08. Results for this score were average to good.

| | Series 1 | Series 2 | Series 3 | Series 4 |
|---|---|---|---|---|
| Means | 1.27 | 0.97 | 0.89 | 0.18 |

**Table 2. II**: means from series by series score

The second table shows the means of each series alone, the score was counted according to the number of correct trials, series one scored 1.27, series two 0.97, series three 0.89 and series four 0.18. Results in this score are from high to low from series 1to 4. It seems like the more the number of sentences is added the less pupils have control over remembering the last words from each sentences

| Student N° | Series 1 | Series 2 | Series 3 | Series 4 |
|---|---|---|---|---|
| Low | 17/ (35.41%) | 29/ (60.41%) | 38/ (79.16%) | 43/ (89.58%) |
| High | 10/ (20.38%) | 6/ (12.5%) | 1/ (2.08%) | 1/ (2.08%) |
| Average | 21/ (43.75%) | 13/ (27.08%) | 9/ (18.75%) | 4/ (8.33%) |

**Table 3. II**: means according to categories from each series.

The third table shows the number of students in each category; low, high or average in terms of correct trials in each series. In series one 17pupils (35.41%)are in low category, 10 pupils (20.38%) in high category and 21 pupils (43.75%) in average category, series two 29 pupils (60.41%) in low category, 6 pupils (12.59%) in high category and 13 pupils (27.08%) in average category, series three 38 pupils (79.16%) in low category,1 pupil (2.08%) in high category, 9 pupils (18.75%) in average category, and series four 43 pupils (89.58%) in low category ,1 pupil (2.08%) in high category and 4 pupils (8.33%) in average category,The table also shows that high scores decreased from series one to series four; series one 10 pupils, series two 6 pupils, series three 1pupils and series four 1 pupil.

### II. 6 Observation

During the test some pupils tend to have difficulties in following instructions and understanding them, the teacher had to repeat instructions many times, even though some pupils didn't understand the instructions and that was reflected on the scores. They had difficulty in retaining too many information in mind and this caused them to fail in completing the activity.

### II. 7 Discussion

The main question of this study is whether working memory has an effect on second language learning and acquisition? Other additional questions are is it important in second language learning and acquisition and what is its role in it?, Zhisheng Wen (2012) defined working memory in SLA as: "The limited capacity of multiple mechanisms and processes in the service of complex L2 activities/tasks" p. 10. This capacity is measured in second language studies to investigate working memory relevance in language learning, it is tested according to its component, that is the stress is on the phonological working memory and the executive

working memory as the two components that are responsible for language learning (Wen, 2012, p. 04).

Participants in this study took a listening span test that was adapted from previous work of Seigneuric et al, the test was modified in term of form; the last words in their work were supposed to be figured out and memorized to be recalled where in this study the words are presented, also the test was undertaken in two sessions, participants got familiar with it after the first time.

This study presents a quantitative data that tend to answer the research question. Results from this study show the importance and effect of working memory on second language learning process and acquisition. The scores show that the more the number of sentences and series is added, students tend to lose control over word's recalling, scores decrease from series to series, also most participants are in low category in each series, that shows the relation and impact of working memory and new vocabulary learning and language learning in general. Working memory is considered as a major factor in language learning and acquisition. These two (acquisition and learning) are used interchangeably in the studies of working memory since it impacts both. The reading span test also confirms the multitude of working memory and that it has many components that are responsible in language learning since it test its two important components; the phonological and executive working memory (Wen, 2012, p. 11).

Like it was hypothesized working memory is crucial factor is second language area as it is an important cognitive element in second language learning and acquisition. Working memory is an individual difference in language learning that impacts progress. This difference has to be taken into account in academic field among other factors such as intelligence, ADHD and learning disabilities.

## Conclusion

The results conducted from this work are align with the hypothesis and with previous studies that investigated the same issue and further researches and studies will add more and more to the field of language learning and working memory contribution in it since it has been and will always be a center of interest to cognitivists and psychologists.

## Introduction

By the end of this study it is known that the construct of working memory is important and essential to language learning in order to process and store information and it has an effect on the learning process as a whole. Teachers need to be aware of their students working memory differences and difficulties; these differences may be exhibited in behavior and may also be recognized by tests or checklists. This chapter presents some learners characteristics and recommendation in order to control and reduce these difficulties.

## III. 1 Learners with Working Memory Difficulties

Children in this category always seem inattentive and lost in a world of their own, have limited listening skills and difficulty in getting and processing knowledge (Melbourne child psychology school & school psychology services, "what might I", para.2). The obvious characteristics in classroom are:

● The over load of instructions lead learners to having difficulties in starting an activity that is just asked by the teacher.

● They have difficulty in copying words from the board because they have to carry in their mind many words along with their spelling.

● They prefer to stay low key in classroom when it comes to answering questions, they fear of forgetting parts of the question or answering an already done answer.

● They find it hard to follow instructions, even more difficult, when a task has many instructions they get lost.

● They may misssome information or have troubles in taking down notes because of their limited working memory capacity (Melbourne child psychology & school psychology

services, "what I might", Para. 3-7). Also having difficulty in remaining their places in classroom during activities that require sitting (Gathercole & Alloway, 2008, Gathercole, Alloway, Kirkwood, Elliote, Holmes & Hilton, 2008, Gathercole, Lamont & Alloway, 2006 as cited in Holmes, 2012, p. 08), these behaviors for sure lead to failure in academic process.

### III. 2 Recommendations

Working memory should be introduced to teachers same as to the learners to identify the problems and come with solutions, these following recommendations may help both; teachers and learners in the classroom:

- Identifying learners with working memory difficulties in classroom by observation of some characteristics and behaviors.

- Monitor the learners; when these learners are identified the teacher will have control over them, he/she has to keep in mind not to overload them with information or instructions and gives them the chance to ask for repetition and clarifications.(Gathercole & Alloway, 2007, p. 15).

- Introduce learners to chunking which is grouping information together to be easier to remember, chunking up two items into one in order to remember both (Melbourne child psychology, "what can I", Para. 6).

- Also some educational strategies are very helpful:

Compensatory strategies: it is to present to the learners different approaches and methods to learn that focus on explicit instructions.

Recall strategies: it is to help the student recall prior knowledge by verbal instructions to be later on presented in written form to increase the chances of retaining it in memory.

External aid: These are tools that help the learner's memory and keep them on track with activities in the classroom such as posters and checklists (Houston &paquetbélanger, LD@ school, "educational strategies".

● Incorporate games in activities that have a lot of instructions.

● Always make the learners repeat instructions and what they are doing and will do next orally.

● Break down information, instructions and activities into parts to give learners time to understand and complete them successfully.

● Give different forms of information; verbal, visual and auditory, summarize it and reformulate instructions each time (Canlearn society, 2013, p.9).

● Teachers have to use simple language in explaining instructions and activities.

● Rehearse or practice information many times to be sure it reaches long term memory.

● Teachers should teach learners about the concept of memory in early ages by posters and and pictures so they understand it and would be critical about it (zambo, 2006, as cited in strategies to improve working memory in the classroom, Spencer, 2011, p.14 15 16).

● Motivation is also a key element in learning, by motivating learners and encouraging them to speak their mistakes with no fear this will help them improve in many levels along with working memory.

## Conclusion

Working memory is important in many classroom activities and even outside in everyday life. It is the responsibility of teachers and parents to identify children with working memory problems and help them overcome them in order not to affect their academic success and even in their life.

## General conclusion

The central aim of this study is to test whether the working memory has an effect on second language learning and acquisition. This work aimed at measuring working memory capacity of primary school pupils at Moad Inb Jabal, Dahmouni. Tiaret. In order to unveil this issue, this work starts by presenting historical background of working memory, in addition to chronological development of its models, also the relation and effect of working memory on language learning and acquisition.

In order to ensure the success of the learning process and high learning outcomes, working memory problems and difficulties should be diagnosed and dealt with seriously. Through reviewing literature related to working memory in the area of learning acquisition and learning it is worth mentioning that working memory has always been a subject of research and is considered as a major factor and component in language learning in general.

To conclude, the working memory affects language learning and acquisition in terms of new vocabulary, following instructions and holding as much information in mind. This is why it should be stressed on in education curriculums and programs and should be introduced to teachers and learners in schools.

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The listeing Span Test

Écoutez attentivement les phrases et essayez de vous rappeler le dernier mot de chaque

SERIE DE 2 PHRASES:

ESSAI 1 :

1) On mange de la soupe avec une cuillère

2) sur mon gâteau d'anniversaire, j'ai soufflé les bougies

ESSAI 2 :

1) Pour se faire couper les cheveux, on va chez le coiffeur

2) on se lave les mains avec de l'eau et du savon.

ESSAI 3 :

1) on jette les ordures et les vieux papiers à la poubelle.

2) Quand on voit mal, il faut porter des lunettes.

SERIES DE 3 PHRASES :

ESSAI1 :

1) Quand je vais à l'école, je mets ma trousse dans mon cartable.

2) Pour planter un clou, on se sert d'un marteau.

3) Le chat miaule et le chien aboie.

ESSAI 2

1) L'enfant a de la fièvre, il est malade

2) On va a la pêche pour attraper des poissons

3) Le roi et la reine habitent dans un château.

ESSAI 3 :

1) Le samedi tous les magasins sont fermés

2) Avant de poster la lettre j'ai collé un timbre

3) Après un bain, je m'essuie avec une serviette

SERIE DE 4 PHRASES:

ESSAI 1 :

1) Avant de s'endormir, on éteint la lumière

2) Quand la chambre est en désordre, il faut la ranger.

3) Pour faire un trait bien droit je prends une règle.

4) Quand on veut sentir bon, on se met du parfum.

ESSAI 2 :

1) Pour me lever a l'heure le matin, je mets un réveil

2) Un homme c'est grand, un enfant c'est petit.

3) On mange avec une fourchette et un couteau.

4) A Noël, on accroche des boules sur le sapin.

ESSAI 3 :

1) A la piscine on apprend à nager.

2) Au  tennis, on envoie la balle avec une raquette.

3) J'ai mis un disque pour écouter de la musique

4) Quand il ya le feu, on appelle les pompiers.

SERIE DE 5 PHRASES :

ESSAI 1 :

1) pour couvrir ma tête quand il fait froid, je mets un bonnet.

2) j'avais sommeil, je suis allé me coucher.

3) Les assiettes sont sales, je dois faire la vaisselle

4)1-2-3 -4 sont des chiffres, A-B-C Sont des lettres

5) Quand on s'est cassé la jambe, on marche avec des béquilles.

ESSAI 2 :

1) je découpe du papier avec des ciseaux.

2) Dans un château hanté, il ya des fantômes.

3) On va à l'école pour apprendre à lire et écrire.

4) Dans mon café je mets deux morceaux de sucre.

5) Chez le boucher on achète de la viande

ESSAI 3 :

1) Au supermarché, on va à la caisse pour payer.

2) La nuit on voit la lune, le jour on voit le soleil.

3) Pour savoir l'heure, je regarde sur ma montre.

4) La maitresse écrit avec une craie sur le tableau.

5) Pourriez vous me passer le sel et le poivre.

**The Listening Span Test (English version)**

Listen carfuly to the sentences and try to remembre the last word of each

SERIES OF 2 PHRASES:

TEST 1:

1) We eat soup with a spoon

2) On my birthday cake, I blew out the candles

TEST 2:

1) To get a haircut, we go to the hairdresser

2) Wash your hands with soap and water.

TEST 3:

1) throw garbage and old paper in the trash.

2) When one sees badly, one must wear glasses.

SERIES OF 3 PHRASES:

TEST1:

1) When I go to school, I put my kit in my schoolbag.

2) To plant a nail, a hammer is used.

3) The cat meows and the dog barks.

TEST 2

1) The child has a fever, he is sick

2) We go fishing to catch fish

3) The king and queen live in a castle.

TEST 3:

1) On Saturdays all shops are closed

2) Before posting the letter I stuck a stamp

3) After a bath, I wipe myself with a towel

SERIES OF 4 PHRASES:

TEST 1:

1) Before going to sleep, we turn off the light

2) When the room is out of order, it must be put away.

3) To make a straight line I take a rule.

4) When you want to smell good, you put on perfume.

TEST 2:

1) To get up on time in the morning, I put an alarm clock

2) A man is big, a child is small.

3) We eat with a fork and a knife.

4) At Christmas, we hang balls on the tree.

TEST 3:

1) At the pool you learn to swim.

2) In tennis, we send the ball with a racket.

3) I put a record to listen to music

4) When there is fire, the fire department is called.

SERIES OF 5 PHRASES:

TEST 1:

1) To cover my head when it's cold, I put on a cap.

2) I was sleepy, I went to bed.

3) The plates are dirty, I have to do the dishes

4) 1-2-3 -4 are numbers, A-B-C are letters

5) When we broke our leg, we walk on crutches.

TEST 2:

1) I cut paper with scissors.

2) In a haunted castle, there are ghosts.

3) We go to school to learn to read and write.

4) In my coffee I put two pieces of sugar.

5) At the butcher's shop, we buy meat

TEST 3:

1) At the supermarket, we go to the cashier to pay.

2) At night we see the moon, the day we see the sun.

3) To know the time, I look on my watch.

4) The mistress writes with a chalk on the board.

5) Could you give me salt and pepper