

**REVUE INTERNATIONALE DE LITTÉRATURE  
ET DE LINGUISTIQUE APPLIQUEES (RILLA)**

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# **RILLA**

**Vol 1, N°11– Août 2020, ISSN 1840 – 6408.**

**Revue annuelle, publiée par :  
L'INSTITUT UNIVERSITAIRE PANAFRICAIN (IUP),**

**Sous la direction du :  
Pr Taofiki KOUMAKPAÏ &  
Pr Julien K. GBAGUIDI**



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# **LIGNE EDITORIALE ET DOMAINES DE RECHERCHE**

## **1. LIGNE EDITORIALE**

La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est une revue scientifique spécialisée en lettres et langues. Les articles que nous y publions peuvent être écrits en français, en anglais, en allemand, en espagnol et en yoruba. Ces articles sont reçus au secrétariat du comité de rédaction de la revue et envoyés en évaluation. Ceux qui ont reçu des avis favorables sont sélectionnés pour une réévaluation par les membres du comité scientifique en raison de leur originalité, des intérêts qu'ils présentent aux plans africain et international et de leur rigueur scientifique. Après les travaux préliminaires du secrétariat, le spécimen du numéro à publier est envoyé au comité scientifique de lecture pour des corrections éventuelles et la vérification de la conformité des articles aux normes de publication de la revue.

Notons que les articles que notre revue publie doivent respecter les normes éditoriales suivantes :

### ➤ **La taille des articles**

Volume : 18 à 20 pages ; interligne : 1,5 ; pas d'écriture (taille) : 12 ; police : Times New Roman.

### ➤ **Ordre logique du texte**

- Un TITRE en caractère d'imprimerie et en gras. Le titre ne doit pas être trop long ;
- Un Résumé fait dans la langue de publication (50 à 200 mots maximum) ;  
Les mots clés (03 à 05 mots) font partie du résumé ;
- Un résumé en anglais ou en français selon la langue d'écriture de l'article. Le second résumé ou abstract est juste la traduction du premier résumé. Il est aussi fait de mots clés exactement comme dans le premier cas ;
- Introduction ;
- Développement ;

Les articulations du développement du texte doivent être titrées et / ou sous titrées ainsi :

#### ➤ Pour le **Titre** de la première section et sous-section

1. Pour le titre de la première section

1.1. Pour le titre de la première sous-section

1.2. Pour le titre de la deuxième sous-section de la première section etc.

#### ➤ Pour le **Titre** de la deuxième section

2. Pour le titre de la deuxième section

2.1. Pour le titre de la première sous-section de la deuxième section

2.2. Pour le titre de la deuxième sous-section de la deuxième section etc.

➤ **Conclusion**

Elle doit être brève et insister sur l'originalité des résultats de la recherche

➤ **Bibliographie**

Les sources consultées et / ou citées doivent figurer dans une rubrique, en fin de texte, intitulé :

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Les rapports et des documents inédits mais d'intérêt scientifique peuvent être cités.

- **La présentation des notes**

- La rédaction n'admet que des notes en bas de page. **Les notes en fin de texte ne sont pas tolérées.**
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- La revue RILLA s'interdit le soulignement.
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La Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) est un instrument au service des chercheurs qui s'intéressent à la publication d'articles et de comptes rendus de recherches approfondies dans les domaines ci-après :

- **lettres** : littératures, grammaire et stylistique des langues française, anglaise, allemande, espagnole et yoruba ;
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- **sujets généraux d'intérêts vitaux** pour le développement des études en lettres et langues françaises, anglaises, allemandes, espagnoles et yoruba.

Au total, la Revue Internationale de Littérature et de Linguistique Appliquées (RILLA) se veut le lieu de rencontre et de dissémination de nouvelles idées et opinions savantes dans les domaines ci-dessus cités.

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La Revue Internationale de Littérature et de Linguistique Appliquée (RILLA), publiée par l'Institut Universitaire Panafricain (IUP), est une revue ouverte aux chercheurs des institutions universitaires de recherche et enseignants-chercheurs des universités, instituts universitaires, centres universitaires et grandes écoles.

L'objectif de cette revue dont nous sommes à la onzième publication est de permettre aux collègues chercheurs et enseignants-chercheurs d'avoir une tribune pour faire connaître leurs travaux de recherche.

Le comité scientifique de lecture de la RILLA est présidé par le Pr Akanni Mamoud IGUE. Ce comité compte sept membres qui sont des Professeurs Titulaires. Aussi voudrions-nous informer les lecteurs de la RILLA, qu'elle devient multilingue avec des articles rédigés aussi bien en français, en anglais, en allemand, en espagnol qu'en yoruba.

**Pr Taofiki KOUMAKPAÏ**

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<b>8</b>	<b>Houévo Diane Blandine YAMBODE</b>	Analysing the Concept of Education in Simon Watson's <i>No Man's Land</i> <b>Pages 254 - 289</b>	Ecole Doctorale Pluridisciplinaire «Espaces, Cultures et Développement » (EDP- ECP) de l'Université d'Abomey-Calavi, Bénin
<b>9</b>	<b>Casmir MEVO</b>	Du titre phare au titre fort, la dynamique de l'art du titre dans la chanson traditionnelle <i>fon</i> et <i>maxi</i> du Bénin  <b>Pages 290 - 317</b>	Laboratoire d'Etudes Africaines et de Recherche sur le Fâ (Larefa), Université d'Abomey-Calavi (République du Bénin) <a href="mailto:casmirmevo@gmail.com">casmirmevo@gmail.com</a>

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# **ANALYSING THE CONCEPT OF EDUCATION IN SIMON WATSON'S *NO MAN'S LAND***

**Houévo Diane Blandine YAMBODE**

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## **ABSTRACT**

From emancipation of George Eliot in U.K, it can be realized that any woman, who could study well, would go further in her life literature because she battled for education through many years. So Education is the scope of this study. The main purpose in undertaking this research work is therefore to find out the problems of education basics for children in British, and the ones of the Republic of Benin for better conditions in future. The second main purpose of this work is to draw the attention of parents on the change of mentality of their children and on how they cope at school in order not to follow the stubborn mates.



**Key words:** children, education, responsibilities, Simon Watson

## **RÉSUMÉ**

De l'émancipation de George Eliot au Royaume-Uni, on peut se rendre compte que toute femme qui pourrait bien étudier pourrait aller plus loin dans sa littérature de vie car elle a lutté pendant de nombreuses années. L'éducation est donc le moteur de cette étude. L'objectif principal de ce travail de recherche est donc de découvrir les problèmes de l'éducation de base des enfants en Grande-Bretagne et ceux de la République du Bénin pour de meilleures conditions à l'avenir. Le deuxième objectif principal de ce travail est d'attirer l'attention des parents sur les changements de mentalité de leurs enfants et comment se comporter à l'école afin de ne pas suivre les camarades têtus.

**Mots-clés:** enfants, éducation, responsabilités, Simon Watson.

## INTRODUCTION

*No man's Land* is a novel written by Simon Watson to present the historical events of settlement of Hamerburgh and its environs in England. Just after the end of the Second World War, British government has preferred the health care of his people living in this area. Much of these environs have a mild tropical climate further made cool and beautiful. Around Wood Hall there is a forest very fertile, appropriate for cultivation and other activities. So, in this city many parents gave good education to kid and milted to the future of the kids because there was land capable to handle many things. In fact, *No man's Land* poses the problem of basic education as the only surest way to free not the elders but also all the children in general. The novel is divided into three parts. Part one deals with the education of Alan, a young boy of fourteen who left school and started going through the area as jobless.

*Poor old Ark!" said Alan. "Getting a bit battered, aren't you? Hey, Ben, do you remember when we spent the night in it and nearly set it alight? " You were*

*frightened, as I remember,” Ben replied.*

*“we’re getting too old for this game anyway,” he added. “Think-in three months time I shall be fourteen, an adult. I shall leave school.*

The second part focuses on Alan since he was called for better working and living conditions in order to take care of his motor-bike and other. Finally, he decided to go to see the campus-manager who gave him a job as under-gardener. “He did his gardening work on Friday, stayed at home on Saturdays and on Sundays spent all his petrol ration on going to Hamerburgh”. Alan had still not heard from Ben and made no new friends. Alan’s education was thereafter funded by his friend Ben who seemed to lose respect for his parent and used to go out when he wants. When Alan’s father confirmed he is always missed at the house, he decided to put him in another kind of school where he no longer goes out; it’s the most progressive and up-to-date establishment in the country, not far from his house.

*When shall I be going?” Alan asked.*

*“very soon,” replied the bald man, “soon*

*after Christmas. You see, it's not like a school with holidays and so on you stay there all the time.' 'And how long do you think I shall be there?' 'Oh! Probably not more than a year. It depends on how you get along!*

For Simon Watson, education was thought to be important for freeing all children in his city and British adopts this kind of system. This system of England for education is one of the best in world. So this means that here the writer succeed in this way of think in his *No Man's Land*. Most of educators in world are able to think in the same way like this author in order to give a brilliant education to the children of their country. The few among them who shared the same idea in Africa were Wole Soyinka and Seidou Badian.

In *No Man's Land*, characters believed in the fact that education came first in life. And for instance when Alan started Doctor School his parents were proud of him in the future. However, I think differently that Alan was not serious at all and this may bring about a big problem for him in the future. That is to say that man cannot

succeed in life without a good basic education. But education which does not aim in need to rob people's from their properties. In *No Man's Land*, Alan's family represented a good example, but Alan did not want to be like them. He decided to choose his way living with General and Mrs. Arbuthnot at Wood Hall, where he used to hide himself.

## **1 RESEARCH METHODOLOGY AND EDUCATION FAILURE IN *NO MAN'S LAND***

### **1.1. Research Methods**

Methodological framework of this research work is based on a qualitative research approach, psychoanalysis and socio-analysis theories. "The methods provide an opportunity to analyze the discussed literary works from various perspectives" and helps to evaluate "basic education for children" issues. So qualitative approach helps me in the analysis of *No Man's Land* to take into account the author's own experience. On the basis of different interpretations, this method helps in

the new production of result about ‘‘Basic Education’’ for children. To justify this, the following extract is selected:

*According to Kelly Griffith (2002), psychoanalytic criticism, also called psychological criticism or Freudian theory, is a vast critical category, which often employs many approaches. In literature, psychoanalytic critics believe that the unconscious mind of the author is revealed in his work.*

Then, psychoanalytic is a vast category which employs approach, this helped me to know how characters Alan, Ben and Jay behaved in the novel and how most of people were treated by the government.

## **1.2. The issue of children’s education in the Novel**

In order to highlight the issue of education in relation with the novel under study, it is found worthy studying some aspects from *No Man’s Land*. The freedom of the boys (Alan and Ben) at the beginning of the novel made them go far from the house. Once again on Alan’s thirteenth birthday, his parents offered him a motor-bike

in order to motivate him but he turned this on a joke and used to go to show himself to his friends. The results here were uncontrolled himself and not take account what his parent told him.

The next Saturday he worked hard at home and on Sunday he was allowed to go to Hamerburgh, in spite of his mother's muttering about dark cold evenings. He went to bed on Saturday night having made his usual preparations for going to Wood Hall. It had become a ritual. He had put his clothes out so as to waste no time finding them when he got up.

Taking the states sentences, we gained that a child must respect his parents if not he or she will regret it in its entire life. Alan did the way he wanted and this is similar to the ways most of Beninese children' react to their parents. One of the African Yoruba proverbs says: "A child who does not respect his or her parents will regret in his or her entire life".

The discussion went on properly between Alan and Mr. Christopher. The following passage is an illustration.

*You want to be a doctor, don't  
you?" "Yes." "Lot of work" "I  
know."*

*Why haven't you been working  
then?"*

It was a gentle question. Alan paused and Mr. Christopher put it simply in one go.

*"You want to be a doctor. You  
know it's hard work but you  
haven't been working".*

The child who will not be a thief in his future life must work hard. Nowadays life is not easy to get what you want you give a good power for it, means work hard is only the key of success. We saw in the upper extract that Alan want to be a doctor but at the same time joking. This is not the real way in life. Education seems to miss for him but his father did best for him.



### **1.3. The failure of children's education in *No Man's Land*.**

At the beginning of the novel especially on page 10, I saw how the boys had had difficulties to pass through the road. As the following extract shows:

*They've seen us on the dunes they won't expect us this way we'll keep behind the bank."* A tributary channel barred their way, but only a small stream flowed sluggishly down it. Clambering out the other side they ran again, the vegetation cleaning the mud from between "Dyke fields is easier," said Alan. "Not so tactical," Ben replied.

The boys failed because they were not aware of the road's state. They didn't master well the basic education on road crossing.

On page 110 of the same novel, it can be noticed how children fail as far as basic education is concerned.

They believed that the only way for the freedom on the school was to escape and come back after.

*I can't you know that, for heaven's sake we're not allowed to leave the place.' 'But there's nothing to stop you walking out. 'this is not a prison,' Mr. Christopher once said to me. 'The garage door is always open.'*

It can also be seen through the above extract that Alan and Jay were not serious. This is due to the fact that Mr. Christopher said that the garage is always open and the boys have the opportunity to go out anyhow. They don't realize that the garage is open for them, but for the lecturers and Administration members. Like many children today, they behave badly; which is not good for their security. A child who is well educated will not have this attitude.

In addition the next extract from *No Man's Land* illustrates children's education failure.

*I say Mr. Christopher stopped and stared at Jay. 'It's not something to do with the old ruin is it? (it was Jay's worst moment.) 'He's not going to come*

*sweeping in at the eleventh hour, is he,’’*  
*Mr. Christopher went on, ‘‘like Robin*  
*Hood doing a last minute rescue bid from*  
*the gallows? But rescue of what? He has*  
*evaded Giant that is certainly an*  
*achievement but as for preventing... it’s*  
*surely impossible?*

Jay was disappointed at last on the game and sweeping for his friends Alan because it was not sure that he will be saved by the Giant. So he released that his mistaking while cope with Alan. This shows how he failed education from his childhood too.

## **2. CHALLENGES AND IMPACTS OF CHILDREN’S EDUCATION FAILURE**

### **2.1 Challenges of Children’s Education.**

Special education teachers have a higher rate of burnout than is found in most other professions. The burnout rate is the result of a number of issues that often culminate in these teachers leaving their jobs. It is estimated that 75 percent of those who teach special needs

to students will leave their job within 10 years of starting. The result of this turnover rate is a shortage of special education teachers and a lack of quality programs for the students they serve. With a special education, teachers may start their career with the intention of helping disabled students become productive members of society, they face several challenges that make the task extremely difficult. The challenges of the special education teacher include:

### **2.1.1 The Widespread Misperception that Teaching is Easy**

Teaching is a uniquely difficult job, one that comes with a set of huge responsibilities; however, many people fail to recognize the teacher's role. The various disabilities of the students with whom special education teacher's work multiplies the job's difficulty. Special education teachers are largely unrecognized and unsupported by the public.

### **2.1.2 Non-Instructional Responsibilities.**

Many teachers are trained and willing to teach but find themselves burdened with responsibilities that

remove them from the classroom. Special education teachers often find themselves being required to go to meetings, conducting assessments and dealing with loads of paperwork.

### **2.1.3 Lack of Support**

*At a time when many large school districts are experiencing high levels of growth, special education teachers are being asked to do more with low salaries. Salaries are being cut in many districts, and there is often very little in the way of technical assistance provided by school administrations.*

### **2.1.4 Dealing with Multiple Disabilities**

A special education teacher's classes may have students with various disabilities. Since each student is a unique case, the teacher must modify their lessons to suit each disabled learner by providing individualized education programs.

### **2.1.5 Handling Death**

Among students in a special education classroom, there are often some with severe chronic illnesses that may

result in death. Handling this is a challenge to which special education teachers will have to adapt.

### **2.1.6 Handling the Problems of an Inclusive Classroom**

The concept of having classrooms that contain both special needs students and students who are developing typically is becoming a popular one. This type of education poses new challenges for a special education teacher. For example, many students who have no disabilities are unaccustomed to dealing with those who do. Teachers in these classes are charged with eliminating cruelty and insensitivity from among their students and ensuring that those with special needs are treated with respect.

### **2.1.7 Professional Isolation.**

The nature of a special education teacher's work is very different from that of traditional teachers; the result of this is that standard classroom teachers may not view them as colleagues. There may be a professional stigma attached to the work of teaching "slow" students. Special

education teachers often work with smaller groups and may focus on skills rather than content, thereby leading to the perception that their work is easier or less important.

#### **2.1.8 Lack of Support from Parents**

Some parents of special needs children are disinterested in the welfare of their children and fail to provide them with adequate care. Alternatively, they may be overly protective. Both can be problematic for the child and for their teacher. Disinterested parents may have no involvement with their child's education or interaction with their teachers, whereas overprotective parents may have unrealistic expectations from the child and the child's teachers. Both attitudes can shape children in negative ways. Parental disinterest may make special needs students be less motivated and parents who are overprotective often diminish their child's confidence and make it harder for them to learn.

### **2.1.9 The Difficulty of Discipline in a Special Needs Classroom**

Disabled children may have behavioral issues including restlessness and moodiness. They may also exhibit problems like a short attention span or an inability to understand what is being taught. Special education teachers have to learn how to deal with these problems as well as how to take appropriate disciplinary measures.

### **2.1.10 Budget Problems**

Across the nation, special education programs are facing increasing enrollment and decreasing budgets. The result is that there are fewer teacher assistants available, which results in a greater workload for special education teachers. They may also face shortages of essential resources and equipment for delivering effective lessons.

Any one of these challenges would make the work of a special education teacher incredibly difficult; as a group, they turn the job into a set of arduous tasks. Unfortunately, the result of the pressures placed on teachers is that the students suffer. Anyone seeking to go into this area of teaching should be aware of what they will



face and have the mental and emotional fortitude to overcome the challenges in order to improve the prospects of their students.

## **2.2. The Impact of Children's Education Failure in *No Man's Land***

*No Man's Land* has been overshadowed by Simon's subsequent novel, yet it was an English novel first published in London. It is a work which deals with the effects of over-population and industrialization, where old people are transformed into urban. The novel interrogated the constrained of some people's to another.

*By that time Giant had made its catch. It had caught Ben first, holding him up to its eye for inspection before putting him gently aside and scooping Jay out of the water of the estuary into which he had tried to escape. It had enjoyed a splash-about in the water after that before the two boys had been collected by army buggy and returned to the village.*

*No Man's Land* showed how boys<sup>5</sup> were caught with the Robot created to clean the area. So the novel contains the seed of a strong conviction that Giant must involve thinking about the hearth of kids on one hand and in other hand about nature. *No Man's Land* makes no claims to resolution of Giant, thinking that art cannot make the contradictions of resolution industrial but art can make changed.

Although 30 years after the Second World War, what I find in Simon's novel is a still-familiar frustration with population as well as an in the creation of Giant selves could be, and how they could live. Writing in the early 1975s out to show the way Hamerburgh emerged through some social violence, *No Man's Land* is a kind of novel necessary for children in order on concentrate to their work in order to get a brilliant future. Yet loss land in purpose of government, and the way changed their school was not in appropriate behave. Simon deployed an important anti-social discourse by making the creation of

Robot. If the creation of Robot was good to the development of city but it is not to attack people.

The tower took the impact, shivering from top to bottom, but stood firm. And there hung the Giant by his trapped left hand as dead and as limp as the fly-catcher that, snaring a foot in the barbed wire, has broken its leg with struggling and now hangs upside down, swayed by the casual wind.

From this extract, we can note how Alan was stubborn still the end of the novel because of it missed education. So this phenomenon is still the same today and even in Benin republic my country, many children by the creation of social media becomes nonsense by their lack of education, they can't respect even their father. Simon's ambition was the creation of Robot should help people not to do bad for them but helped them like some boutiques in Europe nowadays.

### **3. CHILDREN'S EDUCATION TODAY AND PERSPECTIVES**

#### **3.1 Children's Education today and the Real Challenges.**

According to the research made online, the basic problem of British education lies on the fact that there is no common, but a dual system of education, which sustains inequality. In the 1970s the antagonism between supporters of the Grammar Schools and of the Comprehensive Schools split the country. After the almost complete abolition of the tripartite system in favor of an egalitarian system, the more profound dualism between publicly maintained state schools and fee-paying private schools continues to exist in the 90s:

#### **Comprehensive Schools:**

<u>For:</u>	<u>Against:</u>
<ul style="list-style-type: none"><li>• provide social mixture</li></ul>	<ul style="list-style-type: none"><li>• lower academic standard;</li></ul>

<ul style="list-style-type: none"> <li>• provide a greater equality</li> <li>• give more chances to more children;</li> <li>• forge young people capable of dealing with all social</li> </ul>	<p>bad reputation because of truancy and vandalism;</p> <ul style="list-style-type: none"> <li>• Education in spending by authorities on state schools;</li> </ul> <p>too big, but current demographic trends are making schools smaller.</p>
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<sup>26</sup> <http://www.neues->

[gymnasium.de/surf/sen/educational\\_problems.html](http://www.gymnasium.de/surf/sen/educational_problems.html) At

3:55am on 20/01/2020.P/N.

The root of the educational problem in England is the social importance of the private schools, constituting only 6% of all schools. More and more middle-class parents doubt the efficiency of the Comprehensive Schools and try all costs to enroll their children at one of the Public Schools.

## Public Schools:

<u>For:</u>	<u>Against:</u>
<ol style="list-style-type: none"><li>1. high academic standards;</li><li>2. house system (groups of 50 under the care of a housemaster);</li><li>3. carefully selected teachers who studied at "Oxbridge"</li><li>4. a high staff ratio (i.e. small classes);</li></ol>	<ol style="list-style-type: none"><li>1. favor an educational elite;</li><li>2. Are only available to the few whose families (predominantly upper and middle class) can afford it.</li><li>3. are old-fashioned in clinging to traditions (uniforms</li><li>4. favor social isolation from other classes which will be a handicap for the school-boys` later careers;</li></ol>

[http://www.neues-gymnasium.de/surf/sen/educational\\_problems.html](http://www.neues-gymnasium.de/surf/sen/educational_problems.html) At 3:55am on 20/01/2020.P/N.

Private education is generally deemed superior. Traditionally, the ruling classes were recruited from former Public School students. Although the conditions have changed and more emphasis is placed on merit today,

Public School boys still have a big advantage over students from Comprehensive Schools. Educational privilege, social prestige and the "old-boy-network" may help the Public leavers to achieve high positions in all fields of life. The "old school tie, especially that of a Public School, guarantees professional success. Therefore the existence of a separate system of education for the wealthy is an important factor in preserving and perpetuating class distinction in Britain. The educational ideal of equal opportunities for all is not provided by the present educational system.

New problems for the British education system arose through the existence of ethnic groups concentrated in special areas. However, today most ethnic minority children were born in Britain and have the same interests and aspirations as any other child in Britain. In secondary schools, the main ethnic minority language is also often taught. The schools have been encouraged to take into account the ethnic and cultural background of their pupils. So, this study reveals that the British authorities value children's education and they changed the tripartite system in favor of an egalitarian system.

Yet, Benin has abolished school fees in some levels and is carrying out the recommendations of its 2007 Educational Forum. In 1996, the gross primary enrollment rate was 72.5 percent, and the net primary enrollment rate was 59.3 percent. A far greater percentage of boys are enrolled in school than girls: In 1996, the gross primary enrollment rate for boys was 88.4 percent as opposed to 55.7 percent for girls. The net primary enrollment rates were 71.6 percent for boys and 46.2 percent for girls. Primary school attendance rates were unavailable for Benin as of 2001. (While enrollment rates indicate a level of commitment to education, they do not always reflect children's participation in school.)

### **3.2 Contributions for Children Education for a Better Future.**

This part deals with some principles which can help to give a good education for very young children. As teachers and parents, we follow certain principles in our roles. Often though, these principles overlap and all we need to do is recognize and reinforce these areas.



### 3.2.1 Ask (the Right) Questions

Teachers also want their students to reflect on their lessons, but with young children especially, this is a learned skill. Setting aside a few minutes at the end of a lesson to ask children what they liked best, or what helped them, is always a good idea. It is most beneficial when followed up with 'Why?'. For very young children, providing them with pictorial prompts that illustrate feelings – fun, exciting, interesting, easy, hard and boring, etc. – can often help elicit responses. Using crafts or activity books to prompt reactions is also useful. Reflection will later build into self-reflection if the habit is re-enforced; enabling children to recognize the value in the activities we set them. The following extract is an illustration:

*When my sister came out of her class one day shortly after her course started, I asked her, 'What did you do in class today?' She replied, 'I sneezed'. I realized that if I were to get any useful information about what she had done in class, I was*

*going to have to change my line of questioning. Although my sister is only two years old, (and more experienced brother than me would not have asked such a broad question to start with), questioning children at any age about what they have done in class is a natural thing to do. We want to know that they are happy and settled, and that they are learning. Doing this immediately after class is a good strategy, when things are still fresh and you are still in the school environment. Similarly, a child's artwork can provide a prompt for asking questions: 'What (or who) is it?'; 'What colors did you use?'; 'Can you show me how you did it?'; 'Did you like making it?'; 'What other things did you like today?'; 'Who did you play with?'; and so on.*

### **3.2.2 Reinforce Desirable Behavior**

Early-years lessons should contain themes and values that are broadly desirable as opposed to culturally specific. They should include sharing, helping friends, saying sorry and forgiving each other, making amends, accepting each other, team work, taking turns and being polite.

In the classroom, activities can easily be developed to include turn-taking and sharing, and encourage polite and co-operative behavior, but the teacher needs to provide support and encouragement. For parents, letting children talk politely with shop assistants and people in lifts and restaurants is a positive way to keep the context real for them. Also, encouraging positive behavior when playing with friends or asking for something supports the process enormously.

Children don't learn these behaviors automatically, yet they are an essential part of being a well-rounded adult. Starting early and reinforcing this behavior in and out of the classroom will yield positive benefits in the future.

### **3.2.3 Avoid Grading**

This is an aspect of early-years education, which can be difficult for parents from a variety of educational contexts to come to terms with. In many countries, children are graded and measured against their peers just to get into a kindergarten. Yet we would never dream of grading our children at home.

Every child has a range of strengths, but these will not be apparent all at once. The absence of grading means that children can develop their skills and try new ones in a relaxed and natural environment. It also means that teachers can spend more quality time helping children develop those skills without feeling pressure to assign a grade to them.

When planning lessons, we need to take all our learners and their varied needs into account. There will be a range of learning styles and intelligences in any class including kinesthetic learners, who learn best by moving their bodies; read-write learners, who show a preference for information displayed as words; visual learners and aural learners. Most children will have a combination of these things. Learning styles are not set in

stone: as children acquire new skills, so they develop new ways of solving problems and getting the most out of activities. Similarly, at home, providing a range of materials and toys for children lets them experiment with different ways of learning.

### **3.2.4 Praise Strengths, but also Effort**

Giving praise can be tricky. Both parents and teachers naturally want to encourage children and instill a positive sense of achievement, but this often takes the form of quite generic compliments, such as 'well done', or 'good work'. In a classroom, it also tends to be reserved for academic progress. While praise in itself is heartening, it can be much more effective when targeting specifics.

One way to do this is by commenting on the actual thing a child did well, such as sharing, following instructions, helping a friend, giving a correct answer, or singing well. This shows that a teacher or a parent appreciates that particular aspect, and in doing so reinforces it as desirable and provides an example to others.

Another aspect of praise, which is often overlooked, is effort. For young children, this is at least as important as the result. Praising the effort they have made shows that we support them through the full process, and notice their small triumphs. It's important to note that adults don't do things equally well either, but the effort is still appreciated.

### **3.2.5 Develop the Parent-Teacher Relationship**

There are many ways in which the parent-teacher relationship can be mutually beneficial. Parents and teachers can both share valuable insights into a child's personality. Teachers can pass on information about how the child copes with a classroom environment, and additional strengths and skills which they have uncovered through various activities. Teachers can keep parents informed about the syllabus, including themes, which can be easy to reinforce at home. Parents can easily present the theme of helping friends, for example, by introducing a book, cartoon or song on the topic, role-playing with toys, or setting up a play date with another child.

It is most effective when teachers and parents speak to each other face-to-face, but occasionally emailing parents with brief feedback can help maintain the relationship, and encourage a more meaningful exchange of views. Keeping the lines of communication open for queries or information from parents helps make the relationship more equitable, so that the information is not going one way, as often happens.

Finally, one of the most important ways to develop and maintain a good parent-teacher relationship is simply by showing appreciation for each other. If a child sees a parent and teacher thanking each other, the co-operative aspect is reinforced. It is also valuable to have your child thank the teacher, and for a teacher to thank the children for coming.

## **CONCLUSION**

Simon Watson is indeed a great writer. When I consider his wide range of writings in British literature, I realized how deep and interesting the different themes discussed are. Education is as powerful as Nelson Mandela estimates. It can change the destiny of a whole

nation and give to a given group of people at a given time a new way to achieve the greatest initiatives of the world for the well being of their citizens and behold nation.

Discussing the theme of basic education throughout the Novel entitled *No Man's Land* gives me the big opportunity to know better the author and recognize his merit of being a British writer who really understands what his love and attachment towards Europe in general and his country England in particular. I personally think of the author as a realistic writer, who never misses an occasion to express himself through the production of creative works that are novels. I have been very passionate in working on such a novel. The novel is an open door for a better future of children who mastered well the basic education from home and school.

As a matter of fact, this research work has dealt with the theme of failure of basic education for children and its impacts on the future generations throughout the novel *No Man's Land*. The novel is one of Simon's fictional works which recreated his own historical events about basic education in a period when British citizens moved to another era.



Taking into account the reality, the key lesson in this study is that all children should focus in education and be interested in the real challenges in order not to say in the future “if I knew, I would not do it like that. So some goals that link school and community reflect education objectives of character development, respect for elders and established authority, positive attitudes toward work is important for childrens. Finally U.K has a good system of education indeed, and to be relate to their system african educators in the 21<sup>st</sup> century face the challenge of creating multi-purpose systems that preserve the multi-cultural social fabric of each country in a context of national inclusion and unity. For instant benin schools need to build the capacity for economic growth, improvement of living standards. The future stability of most of childrens will likely depend on how effectively these needs are met.

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