



Mohamed Kheider University of Biskra  
Faculty of Letters and Languages  
Department of Foreign Languages

# MASTER THESIS

Letters and Foreign Languages  
English Language and literature  
Sciences of the language

---

Submitted and Defended by:  
**BETTAYEB Nachoua**

## Title

**The Significance of Critical Period and Second Language  
Acquisition; some Observations on Teaching a Foreign Language  
to Young Learners**

**The Case of BACHA (private School) Young Learners- Biskra**

---

Thesis Submitted to the Department of English Language and literature as Partial Fulfillment  
of the Requirements for the Degree of Master in Sciences of Language

## Board of Examiners

Dr. Saihi hanane	MCA Biskra	President
Dr. YUCEF Laala	MAA Biskra	Supervisor
Mrs. Chenini Abdelhak	MAA Biskra	Examiner

**Academic Year : 2021-2022**

## **Dedication**

I dedicate my dissertation and give special thanks to my loving parents, who have given me the guidance I need. Without their encouragement and support this work would not have been made possible.

To my most beloved brother MAHDI and my amazing sisters DHOUHA, ROUFAIDA,  
LOUDJAIN

Finally, I would like to express my deepest appreciation to my ONLY, My bestie DINA for always being there for my calls, Without her contributions, I would never have been able to finish this research. and all people who helped me and showed me the right path to success.

Thank you.

I love you all

## **Acknowledgments**

First, I would like to express my deepest gratitude to “Almighty Allah” for giving me the strength and the capacity to finish this research work.

I am profoundly indebted to my supervisor Dr. “Lalaa Youcef” for the thoughtful comments and for his support for this project,

I am extremely grateful to all the teachers of Bacha school for their precious time to help me conduct this research

At last my gratitude goes to all the supportive and loving people who have directly or indirectly helped me to fulfil this work.

## **Abstract**

In recent years, age has been considered as the major factor in determining language learners' successful foreign language acquisition, which is correlated to the assumption stated by Critical Period Hypothesis. Most importantly, this assumption might be concluded that language learner can acquire foreign language better at their early age. Additionally, there is still a widespread belief held by many scholars, stating that young children are better at second language acquisition (SLA) than the later starters, Therefore The effect of critical period on second language acquisition is highly controversial. This dissertation aims to address the question of whether teaching English as a second language is better for young learners or not.

Index Terms— Critical Period Hypothesis, second language acquisition, young learner

## **List of Abbreviation and Acronyms:**

**EFL:** English as Foreign Language

**CPH :** Critical period hypothesis

**EYL:** English young learner

**SLA :** Second Language Acquisition

**CP:** Critical period

**L2:** Second language

**%:** Percentage

## List of tables:

Table1. 1 : children aged from 0 to 6 months.....	17
Table1. 2: children aged from 6 to 1 year.....	17
Table1. 3: children aged from 1 to 3 year.....	18
Table1. 4: children aged from 3 to 5 year .....	19
Table1. 5: children aged from 5 to 7 year .....	20
Table3. 1: teachers' gender .....	50
Table3. 2: teachers' age .....	50
Table3. 3: Teachers' Degrees .....	51
Table3. 4: teacher's satisfaction with their job .....	52
Table3. 5: teachers' groups .....	53
Table3. 6: teachers' experience .....	54
Table3. 7: teachers' teaching style .....	58
Table3. 8: teachers' teaching methods .....	60
Table3. 9: the appropriate technique of teaching kids .....	61
Table310: The existence of the critical period .....	62

## **List of Graphs:**

Graph 3.1: Respondents Gender .....	50
Graph 3.2: teachers' age .....	51
Graph 3.3: Teachers' Degrees .....	52
Graph 3.5: teachers' groups .....	54
Graph 3.6: teachers' teaching style.....	58
Graph 3.7: teachers' teaching methods .....	60
Graph 3.8: the appropriate technique of teaching kids .....	61
Graph 3.9: the existence of the critical period.....	62

# Table of contents

Acknowledgments .....	I
Dedication.....	III
abstract .....	IV
List of appendixes:.....	IIV
List of abbreviations :.....	IV
Liste of tables.....	VI
Liste of graphs.....	VII
<b>GENERAL INTRODUCTION</b> .....	I-3
<b>Chapter One: The Significance of Critical Period in Second Language Acquisition</b>	
1. Introduction.....	6
2. Defining Second Language Acquisition.....	6
<b>2.1 definition of language</b> .....	6
2.2. definition of a second language.....	7
2.3. definition of Acquisition .....	7
3. The Significance of Critical Period in Second Language Acquisition.....	8
3.1. The Notion Of Critical Period.....	8
3.2. Critical Period Hypothesis In Second Language Acquisition .....	9
4. Stephen Krashen's Theory of Second Language Acquisition.....	11
4.1. The Acquisition-Learning Hypothesis.....	13
4.2. The Monitor Hypothesis.....	14
4.3. The Natural Order Hypothesis.....	14
4.4. The Input Hypothesis.....	15
4.5. The Affective Filter hypothesis .....	15
5. Stages of Second Language Acquisition .....	16
5.1. Preproduction stage:.....	16
5.2. Early Production Stage :.....	17
5.3. Speech Emergent Stage :.....	18
5.4. Intermediate Fluency Stage :.....	19
5.5. Advanced Fluency State stage :.....	20
Conclusion:.....	21
<b>Chapter Two: Teaching A Foreign Language To Young Learners</b>	
1. Introduction:.....	24
2. Private Primary Schools.....	25
3. Reasons for an Early Start :.....	26
3.1. The Value of English for Education and Employment.....	26
3.2. The Benefits of Early Language Learning.....	27



3.2.1. The Value Of Increased Time.....	28
3.2. 2. The Possibility Of Better Pronunciation And Fluency.....	29
3.2. 3. The Value of Bilingualism: Mental Flexibility .....	29
3.3.Skills In Own Language.....	29
4.The Child's Learning Strategies.....	30
5.Planning for Success in EYL Programs :.....	32
5.1.Effective EYL Program Models .....	33
5.1.1. FLEX programs (foreign language exploratory or experience).....	34
5.1.2.FLES programs (foreign language in the elementary school).....	34
6.The Choice of Techniques.....	36
6.1. Visual aids .....	37
6.2. Role-plays .....	38
6.3. Tape-recorder.....	39
7.Effective techniques for teaching foreign language to young learners.....	40
7.1.Games:.....	41
7.2.Songs :.....	42
7.3.Stories :.....	43
8.Conclusion :.....	44

### **Chapter Three: Data Collection and Analysis**

1. Introduction.....	47
2 . Research Methodology.....	47
2.1. Research Approach.....	47
2.2Research Design.....	47
2.3. Sample population.....	47
2.4. Data Analysis and Procedure.....	48
2.5. Data collection methods.....	48
2.6. Piloting and Validation.....	49
3. Data Analysis and Interpretation of Teachers' Questionnaire .....	50
4. Discussion of main results.....	64
5. Conclusion .....	66
<b>General Conclusion.....</b>	<b>68</b>
<b>References:.....</b>	<b>71</b>
<b>Appendice.....</b>	<b>778</b>
الملخص:.....	85.

# **General Introduction**

## **GENERAL INTRODUCTION:**

### **1.Introduction**

recently Researchers conducted elements that could influence second language learning which are biological factors, mother tongue, intelligence, and last but not least: the age factor .Learning a second language is a long and complex undertaking. as you struggle to reach beyond the confines of your first language and into a new language. and It's a commonly held belief that children learn languages faster That is, a young child is capable of attaining a faultless and effortless mastery of a language in a short lapse of time. In which The more the child is younger .the more he acquire the language better

### **2.Statment of the Problem**

A child's ability to learn reaches its apex in the first years of his life, and the first six years of a child's life is the period known as "the critical period". This is because the average child has a greater mental capacity during this period of time than any other period in his life, because he does not yet know the meaning of fear and trusts his intuition. Recently has been noticed that ageless children started going to school to acquire the second language. It is believed that the child has the highest ability to learn languages, because at this age it is easier to remember words and phrases. Children repeat everything they hear with interest and quickly understand new words.

### **3.The Aim of The Study**

The general purpose of the study is, to see the importance and the effectiveness of teaching English to young learners as a way of enhancing and developing their English.

- More specifically, this study aims to:

1. Raise young learners' awareness about the importance of learning a foreign language at an early age

2. Seek to show the effectiveness and the importance of critical period in second language acquisition.

#### **4. Research Questions**

This work attempts to answer the following questions :

1- What is the benefit of Learning a Foreign Language for Younger Children?

2- what does critical period hypothesis stand for in second language acquisition ?

3- What is the significance of critical period in brain Development and language Learning ?

#### **5. Research Hypotheses**

Based on the above research questions,

RH1: the researcher assumpt that learning English as a foreign language. at a young age has a great global awareness and intercultural competence

RH2: the researcher suppose that Critical period has an effective role in acquiring the second language for young learners .

RH3: the researcher hypothesize that using different strategies in teaching English to young learners can be effective in acquiring the second language .

## **6. The Structure of the Study**

This study is divided into two main parts. The first part is devoted to the literature review. It constitutes of two main chapters while the second one is devoted to the field work and data analysis. The current study comprises three chapters; the first chapter presents an overview about critical period. Moreover, the second chapter provides an overview about teaching foreign language to young learners . In addition, the third chapter (the practical part) is devoted to data collection, analysis,. For more details, the categorization is as follows:

- **Chapter One**

This chapter deals with the significance of critical period in second language acquisition. We tackled its definitions, history. This chapter also shed the light on the different , theories, and stages of second language acquisition.

- **Chapter Two**

This chapter shed the light on the existing of the private primary school for young learners. Also it present the reasons and the benefits of Early Language Learning More importantly, it highlights the Effective techniques and strategies for teaching foreign language to young learners.

- **Chapter three :**

This chapter starts with literature review about the research methodology adopted for this study namely, research approach and research design. Then, it deals with data collection, analysis, and interpretation. It is based on the use the data collection methods (a questionnaire).

**Chapter One :**

**The Significance of Critical  
Period in Second Language  
Acquisition**

# **The Significance of Critical Period in Second Language Acquisition**

## **Chapter One : Significance of Critical Period in Second Language Acquisition**

### **1.1 Introduction**

### **1.2. Defining Second Language Acquisition**

**1.2.1. definition of language**

**1.2.2. definition of second language**

**1.2.3. definition of acquisition**

### **1.3. The Significance of Critical Period in Second Language Acquisition**

**1.3.1. The Notion Of Critical Period**

**1.3.2. Critical Period Hypothesis In Second Language Acquisition**

### **1.4. Stephen Krashen's Theory of Second Language Acquisition**

**1.4.1. The Acquisition-Learning Hypothesis**

**1.4.2. The Monitor Hypothesis**

**1.4.3. The Natural Order Hypothesis**

**1.4.4. The Input Hypothesis**

**1.4.5. The Affective Filter hypothesis**

### **1.5. Stages of Second Language Acquisition**

**1.5.1. Preproduction stage**

**1.5.2. Early Production Stage**

**1.5.3. Speech Emergent Stage**

**1.5.4. Intermediate Fluency Stage**

**5.5. Advanced Fluency State stage**

**Conclusion:**

# **The Significance of Critical Period in Second Language Acquisition**

## **1. Introduction**

Language is a means of communication and it exist for such a long time. It plays an essential role in our social life so it was the subject of different branches of studies. How children learn languages have been observed and studied, and the results of such research studies have been applied to second language Acquisition. It is generally accepted that younger children are better at learning a second language, and most people agree that only children can achieve native-like proficiency in second language acquisition. There must be a reason for success in children language learning either in their first or second language (L1 or L2). Throughout history, there have been many different versions of hypotheses to explain the success in language learning of children. To find the answer to the question of why the younger is better. Despite the fact that there are many possible explanations for the superiority of child L2 learning, the biological perspective of the Critical period seems to have attracted the most attention. The postulation of such a critical period is customarily referred to as the Critical Period Hypothesis (CPH). It will be the contention of this chapter that the implication of the singular form of the expression CPH is called into question by the myriad ways in which the CP for language acquisition is understood. This research examines the actual research on critical period for second language acquisition and sheds light on the on-going academic discussion.

## **1.2. Defining Second Language Acquisition**

### **1.2.1. definition of language**

Language is a system of conventional spoken, manual (signed), or written symbols by means of which human beings, as members of a social group and participants in its culture,



## **The Significance of Critical Period in Second Language Acquisition**

express themselves. The functions of language include communication, the expression of identity, play, imaginative expression, and emotional release.(David Crystal.2021)

### **2.2.definition of second language**

Some learners learn more than one 'second' language. In fact, in many communities it is normal for a person to learn to speak several languages. Despite that, SLA has stuck with 'second language (L2) acquisition' as an all-inclusive term for learning any language after the first. It is common to make a distinction about 'second language acquisition' in which Second language acquisition refers to the learning of another language in a context in which the language is used as a means of wider communication-for example, the learning of English in the United States or the United Kingdom. The assumption is that learners will 'pick up' the language as a result of the everyday communicative situations they experience. (Rod Ellis, 2015.p7)

### **2.3. definition of acquisition**

"Acquisition" is sometimes contrasted with 'learning' on the assumption that these involve different processes (Krashen 1981). Acquisition refer to the incidental process where learners 'pick up' a language without making any conscious effort to master it. Acquisition takes place through communicating in the L2 in a second language context. (Rod Ellis, 2015.p8)

In general, second language acquisition is the acquisition of a second language after the mother tongue or first language acquisition has been established. It is a systematic study of how people learn languages other than their mother tongue. Second language acquisition or SLA is the process of learning another language in addition to the native language. For example, a child who speaks Hindi as his first language begins to learn English when he goes

## **The Significance of Critical Period in Second Language Acquisition**

to school. English is learned in the process of second language acquisition. (Md.Enamul Hoque. 2019)

### **1.3The Significance of Critical Period in Second Language Acquisition**

#### **1.3.1. The Notion Of Critical Period**

Biologists use the term critical period to refer to a stage in an organism's development during which a particular capacity or behavior must be acquired if it is to be acquired at all. A critical period is a "bounded maturational span during which experiential factors interact with biological mechanisms to influence neurocognitive performance as well as behavioral outcomes" (Birdsong 2017). Certain environmental influences or stimuli are deemed necessary for the specific development to take place. Critical period is assumed to be enabled due to the fact that the brain is especially plastic during early development. Enabling neural wiring to form optimal circuits for the development of a particular ability or behavior. The reason why critical periods end is purportedly to facilitate future development. Once neural circuits are fully formed, they become fixed, which serves the purpose of allowing other, more complicated functions to build on the basis of the more basic ones, once the basic ones are consolidated (Cisneros-Franco et al. 2020).

With regard to critical period limits, as Bates et al. (1997) noted some years ago, "the end of the critical period for language in humans has proven . . . difficult to find, with estimates ranging from 1 year of age to adolescence" (p. 85) .Disagreements about the offset of language-readiness date back to the beginnings of the Critical Period Hypothesis. The critical age for Penfield (Penfield and Roberts 1959), the widely acknowledged forerunner of the CPH, was after the age of nine, when the brain was supposed to lose its plasticity, whereas the critical age for Lenneberg (1967), the "father" of the CPH, was puberty, when the process

## **The Significance of Critical Period in Second Language Acquisition**

of assigning language functions to the language-dominant brain-hemisphere was supposed to be complete. . Both Penfield and Lenneberg were researchers who had a strong impact on the idea that language learning capacity is programmed to undergo a sudden and serious decline at a specific point; however, they disagreed as to where exactly this point is located, as do many other researchers who have taken this line. According to some, the critical period for everyone ends even before the age of six. Meisel (2008) suggests that, at least for some aspects of language, the window of opportunity for native like ultimate attainment begins to close as early as 3–4 years of age. Recent developments in critical period research have brought us no closer to an agreed offset point. The two recent, large-scale studies, whose findings have been interpreted by their authors as supportive of the CPH, have determined the age when the critical period closes as 9 years (Dollmann et al. 2020) and 17 years (Hartshorne et al. 2018)—a difference of no less than 8 years.

### **1.3.2. The Critical Period Hypothesis In Second Language Acquisition :**

The critical period hypothesis was first proposed by Penfield and Roberts (1959), who proposed that there is a critical period that lasts until the age of nine. Lenneberg (1967) popularized the concept by claiming that the ability to learn a language spontaneously by simply being exposed to it will fade away at puberty, and that foreign languages must be taught and learned "through a conscious and hard effort" in order to be learned (p . 176). He also asserted that after puberty, it is difficult to get rid of one's foreign accent. Many respected scholars and researchers have backed the Critical Period Hypothesis (CPH) since then, although agreement on the exact offset of the critical period has been difficult to come by. The general period ranges from birth to puberty but different versions of the CPH suggest different onsets and offsets for it. This could be one of the reasons for many researchers to find empirical evidence to falsify the CPH. At first, it seemed that the CPH is a fact that no second language learners can deny, and adult learners have no hope of attaining native-like

## **The Significance of Critical Period in Second Language Acquisition**

proficiency in another language if they start learning it after puberty. Staunch supporters of the strong version of the CPH proposed by Lenneberg (1967) hold the belief that it is impossible for anyone learning another language after puberty to have a native-like language performance, especially a native-like accent. In other words, if one learns a new language after the critical period, he or she can never easily erase his or her foreign accent despite how much effort and talent that person has. Long (1990) claimed that it only takes one late language learner to achieve native-like competency to invalidate the CPH. In a same line, Grosjean (1998) affirmed that L2 learners will never be able to mimic native speakers. According to Birdsong (1999), the CPH appears to be extremely reasonable on the surface and can be used in a variety of situations other than language learning. He was formerly a passionate advocate, but his own study findings caused him to rethink his position on the CPH. Many research studies have been conducted in an attempt to find empirical evidence to prove the strong version of the CHP incorrect, with the goal of identifying successful second language learners who begin learning a second language after puberty but still achieve native-like proficiency. Many people have been identified in this research who could lead native judges to believe that late language learners are native speakers of the target language. According to Singleton (2005), between 1959 and 2003, at least 10 different variants of the CPH were proposed by separate scholars, with offsets varying substantially.

Despite the fact that there are many different versions of the CPH, Hyltenstam and Abrahamsson (2003) found that the majority of conflicts stem from Lenneberg's (1967) original claim regarding the CPH. These two authors explored three key characteristics of the CPH that have been frequently questioned in anti-CPH research. First, the CPH could be questionable when learners who have passed puberty learn a new language and have native-like proficiency from exposure to the target language only. Second, the falsification of the CPH could be confirmed if adult learners' ultimate achievement of language performance is

## **The Significance of Critical Period in Second Language Acquisition**

higher than that of children. Third, the CPH could not be reasonable if old learners are better than younger ones at language learning, and to prove this researchers focus on specific language areas or aspects to test the effectiveness of older and younger learners. Birdsong (1999) indicated that researchers' position on the issue varies tremendously from complete rejection to total acceptance. A large number of research studies have been done to either seek empirical evidence to support or to reject the CPH. The topic has sparked hot debates and the controversy about the issue is not likely to disappear. Lightbown and Spada (1999) stated that the CPH has been challenged from many different perspectives, whereas Birdsong (2004) asserted that a large number of cases of native-likeness have been found in several studies and more native-likeness is found in morphology and syntax but less is found in pronunciation.

Both supporters and opponents of the CPH have paid close attention to a study undertaken by Johnson and Newport (1989), in which they employed a grammaticality judgment exam to assess the CPH in 46 native Korean and Chinese speakers who arrived in the United States between the ages of three and 39, and had lived in the country for three to 26 years at the time of the test. Their statistical study revealed that individuals who arrived early had a distinct and significant advantage over those who arrived late. They observed that test performance was linearly related to age of arrival up to puberty, and that performance after puberty was low but still acceptable .highly variable and unrelated to age of arrival. Their final claim is that a critical period for language acquisition affects second language acquisition. However, replicating Johnson and Newport's research , Birdsong and Molis did not find evidence to support the CPH.

## **The Significance of Critical Period in Second Language Acquisition**

### **1.4. Stephen Krashen's Theory of Second Language Acquisition**

There are five main components of Krashen's theory. Each of the components relates to a different aspect of the language learning process. Bill van patten defined these theories in his book (2014) as follows :

#### **The Monitor Theory and Its Constructs**

Monitor Theory was the first in the field to be broad in scope, attempting to relate and explain a wide range of phenomena in language learning, from the effect of age on SLA to the seemingly uneven effects of instruction. It proposes a language-specific model of language learning, as opposed to behaviorism. Though the actual processes involved in learning are not explained, labeling the Monitor Theory a learning theory may be a bit of an exaggeration. Despite the fact that Krashen's writing does not express it. Monitor Theory seems to be connected to Chomsky's theory of language, which asserts that humans are endowed with a unique faculty for language acquisition According to this viewpoint, much of what we consider linguistic knowledge is part of our biological endowment. In other words, children arrive at the task of language knowing a great deal: all they need is the triggering data in the input for language acquisition to occur. According to Krashen, a similar process occurs in SLA. That is, the processes of a child and a SLA are fundamentally similar. (Bill van patten.2014)

The driving force behind any type of acquisition, according to Monitor Theory, is the comprehension of meaningful messages and the interaction of the linguistic information in those messages with the innate language acquisition faculty. Monitor Theory, according to Krashen, can explain why what is taught is not always learned, why what is learned may not have been taught, and how individual differences among learners and learning contexts are related to the variable outcome of SLA. Monitor Theory is made up of five interconnected

## **The Significance of Critical Period in Second Language Acquisition**

hypotheses. These, in turn, are based on a number of key constructs, or key concepts that can be inferred but are not directly observable.(Bill van patten.2014)

### **1.4.1.The Acquisition-Learning Hypothesis**

The acquisition-learning distinction is perhaps the most important hypothesis in Monitor Theory. Krashen maintains that the theory's constructs of acquisition and learning are two distinct ways of gaining knowledge. Once acquired, this type of knowledge is saved separately. Acquisition occurs naturally and outside of awareness: it occurs spontaneously when learners engage in normal interaction in the L2, where the focus is on meaning, and neither instruction nor the intention to learn is required. According to the theory, learners use acquired unconscious knowledge in spontaneous language use, and Krashen would argue that SLA is similar to first language acquisition in this regard. Learners who are unable to articulate this knowledge are said to operate "by feel" rather than "by rule." (Bill van patten.2014)

Learning, on the other hand, entails acquiring explicit knowledge about language, such as its rules and patterns. It occurs when the L2 is the object of instruction but not necessarily the medium. Obtaining and applying this knowledge are deliberate, conscious, and laborious processes. The most important and contentious aspect of the distinction is that these two knowledge stores—the acquired system and the learned system—can never interact; that is, learned knowledge cannot be converted into acquired knowledge through some kind of practice and become available for spontaneous use. As a result, Monitor Theory is known as a no interface theory. This is why learners may "know" rules; that is, they may be able to articulate them but not use them in spontaneous production. In contrast, a learner may use a structure correctly and spontaneously but be unable to articulate the rule for its use. This phenomenon is all too familiar to both learners and teachers, making the theory intuitively

## **The Significance of Critical Period in Second Language Acquisition**

appealing. As a result, according to Monitor Theory, even if learners formally study grammar rules, they will not be able to apply that knowledge in spontaneous communication because it has not been acquired. As a result, Krashen contends that the effects of formal instruction on SLA, including feedback on errors, are ancillary. Suggesting that such pedagogical approaches should be abandoned in favor of one based on the provision of copious input and the opportunity for meaningful interaction. The acquisition distinction is the central hypothesis in monitor theory.(Bill Van Patten.2014).

### **1.4.2.The Monitor Hypothesis**

Within Monitor Theory, learned knowledge is not terribly useful. Its primary function is editing acquired knowledge during language production. What this means is that learners can draw on this knowledge-Krashen calls this construct the Monitor-when they have sufficient time to consult their rule knowledge, for instance, in an untimed writing assignment. Krashen maintains that this is only likely, however, when, in addition, the task requires the learner to pay attention to accuracy, as would be likely, for example, in a fill-in-the-blank exercise. Since these kinds of activities are relatively unimportant in overall language use and are arguably only language-like behavior, the utility of learned knowledge within Monitor Theory is negligible. It follows that it is not worth spending precious instructional time on developing it, as is typically the case in L2 classrooms.(Bill van patten.2014)

### **1.4.3. The Natural Order Hypothesis**

As previously stated, research in both first and second language acquisition has shown that learners acquire specific forms in sequences, such as the grammatical morphemes -ing, -ed, -s, and others. Furthermore, it appears that they go through predictable stages in their acquisition of grammatical structures like questions, negation, and relative clauses. These



## **The Significance of Critical Period in Second Language Acquisition**

have been taken as evidence for the Natural Order Hypothesis as a whole. This section concludes with a study of the Natural Order. These orders, it was claimed, were independent of instructional sequences or even the complexity of the structures to be learned. For example, while the third person singular -s ending in English is relatively simple, it appears to be difficult for L2 learners. even those with a fair amount of experience These regularities, according to Monitor Theory, occur because all language acquisition is guided by the innate language acquisition faculty.(Bill van patten.2014).

### **1.4.4.The Input Hypothesis**

According to Monitor Theory, humans acquire language in only one way-by understanding messages in the L2 or, as Krashen puts it, by receiving comprehensible input, another central concept in the theory. The Input Hypothesis refers to this aspect of Monitor Theory. Comprehensible input is input that contains language that is slightly above the learner's current level of internalized language. In defining comprehensible input, Krashen introduces two more constructs:  $i$ , which he defines as a learner's current level of proficiency, and  $i+1$ , which is a level just beyond the learner's. Krashen considers input that is  $i+1$  to be the most valuable data for SLA. It is not clear in Monitor Theory exactly what  $i+1$  is, or how either it or  $i$  is identified. In practical terms, however, their precise definitions are unimportant since these levels of input are never isolated from the general input.(Bill van patten.2014)

### **1.4.5.The Affective Filter hypothesis**

Ricardo Edmundo(1998) embodies Krashen's view that a number of 'affective variables' play a facilitative, but non-causal, role in second language acquisition. These variables include: motivation, self-confidence, anxiety and personality traits. Krashen claims that learners with high motivation, self-confidence, a good self-image, a low level of anxiety and extroversion are better equipped for success in second language acquisition. Low

## **The Significance of Critical Period in Second Language Acquisition**

motivation, low self-esteem, anxiety, introversion and inhibition can raise the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition. In other words, when the filter is 'up' it impedes language acquisition. On the other hand, positive affect is necessary, but not sufficient on its own, for acquisition to take place.

### **1.5. Stages of Second Language Acquisition**

According to Jane Hill, Kirsten B. Miller (2013). Anyone who has spent time with a youngster learning their first language knows that it unfolds in stages: first comprehension, then one-word utterances, then two-word sentences, and so on. In some ways, but not all, second-language acquisition is similar to native-language acquisition. The Natural Approach, written by Stephen Krashen and Tracy Terrell in 1983, was the first book to look into these stages of second-language acquisition. Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency are the five stages through which children go when learning a second language, according to the researchers. Jane Hill and Kristen Miller presented stages of second-language acquisition as follows: (Jane Hill, Kirsten B. Miller 2013)

#### **1.5.1. Preproduction stage:**

This stage lasts from zero to six months and it is also known as the silent period. English language learners may have up to 500 words in their receptive vocabulary but they are not yet speaking. Some students will, however, repeat everything you say. They are not really producing language but are parroting. These new learners of English will listen attentively and they may even be able to copy words from the board. They will be able to understand and duplicate gestures and movements to show comprehension. Total Physical Response methods will work well with them. Teachers should focus attention on listening comprehension activities and on building a receptive vocabulary. English language learners at this stage will

## The Significance of Critical Period in Second Language Acquisition

need much repetition of English they will benefit from a "buddy" who speaks their language (Jane Hill, Kirsten B. Miller 2013).

**table 1.children aged from 0 to 6 months**

What can the child do?	Duration	Teacher / Parent Prompts
<ul style="list-style-type: none"> <li>•Has minimal comprehension</li> <li>•Does not verbalize</li> <li>•Nods “Yes” and “No”</li> <li>• Draws and points</li> </ul>	0 – 6 meses	<ul style="list-style-type: none"> <li>• Show me. . .</li> <li>• Circle the. . .</li> <li>• Where is. . . ?</li> <li>• Who has. . . ?</li> </ul>

Source: Classroom instruction that works with English language learners / Jane Hill

and Kirsten B. Miller, Source: Adapted from Krashen and Terrell (1983).

### 1.5.2. Early Production Stage :

Learners continue to add to their receptive language and are more regularly offering one and two-word responses to questions. They are able to identify key words and ideas in the language. Meanwhile, in the early production second language acquisition stage, learners have the ability to produce a limited number of words. They use familiar phrases that may or may not have been memorized. They generally use the present verb tense when communicating. Learners in the early production stage have a vocabulary of about 1000 words. They will use short sentences such as “how are you”. Additionally, s/he may understand short sentences and be able to answer using single words such as, “fine or good”. (Jane Hill ,Kirsten B. Miller. 2013)

## The Significance of Critical Period in Second Language Acquisition

**Table 2: Children aged from 6 months to 1 year**

What can the child do?	Duration	Teacher / Parent Prompts
<ul style="list-style-type: none"> <li>• Produces one- or two-word responses</li> <li>• Has limited comprehension</li> <li>• Participates using keywords and familiar phrases</li> <li>• Uses present-tense verbs</li> </ul>	6m – 1 year	<ul style="list-style-type: none"> <li>• Yes/no questions</li> <li>• Either/or questions</li> <li>• One- or two-word answers</li> <li>• Lists</li> <li>• Labels</li> </ul>

Source: Classroom instruction that works with English language learners / Jane Hill

and Kirsten B. Miller, Source: Adapted from Krashen and Terrell (1983)

### 1.5.3. Speech Emergent Stage :

Learners in this stage can use short sentences and can produce questions. They have also expanded their receptive and expressive vocabulary to roughly 3000 words. They make errors when communicating, but the errors generally do not interfere with comprehension. Learners are more actively balancing their receptive and expressive language. Students can follow the general gist of texts and can identify certain details within those texts. Spontaneous language production is becoming easier, but still may require teacher prompting. The learner engages in more conversations but is conscious of their language learning process. Interpreting happens for a less period of time because language becomes more fluent. However, jokes and idioms are not always understood. (Jane Hill ,Kirsten B. Miller. 2013)

## The Significance of Critical Period in Second Language Acquisition

**Table 3 :Children aged from 1 to 3 years**

What can the child do?	Duration	Teacher / Parent Prompts
Has good comprehension • Can produce simple sentences • Makes grammar and pronunciation errors • Frequently misunderstands jokes	1 – 3 years	• Why. . . ? • How. . . ? • Explain. . . • Phrase or short-sentence answers

Source: Classroom instruction that works with English language learners / Jane Hill

and Kirsten B. Miller, Source: Adapted from Krashen and Terrell (1983)

### 1.5.4. Intermediate Fluency Stage :

During the intermediate fluency stage, a learner communicates and writes using more complex dimensions of language, grammatically, in terms of vocabulary, and in meaning. Their spoken language is increasingly smooth, and they can attend to big ideas and details within a text. These learners use more complex sentences when communicating. They are also able to think in the target language and have a working vocabulary (receptive and expressive) of about 6000 words. . As a result, a student has excellent comprehension skills. In addition, he/she engages in academic learning more independently. (Jane Hill ,Kirsten B. Miller. 2013)

**Table 4: children aged from 3 to 5 years**

What can the child do?	Duration	Teacher / Parent Prompts
• Has excellent comprehension • Makes grammatical errors	3-5 years	• What would happen if. . . ? • Why do you think. . . ?

## The Significance of Critical Period in Second Language Acquisition

Source: Classroom instruction that works with English language learners / Jane Hill and Kirsten B. Miller, Source: Adapted from Krashen and Terrell (1983)

### 1.5.5. Advanced Fluency State stage :

Advanced language learners can navigate with ease a variety of social and academic situations. They are comfortable communicating in the target language. They may have errors in some aspects of language, particularly with less common structures and words. Once a language learner reaches advanced fluency he/she has acquired a near-native level of speech. At this moment, a language learner masters academic language. In addition, language use becomes automatic. To a large degree, these learners resemble students who have been using the target language as a first language. (Jane Hill ,Kirsten B. Miller. 2013)

**Table 5: children aged from 5 to 7 years**

What can the child do?	Duration	Teacher / Parent Prompts
The student has a near-native level of speech.	5-7 years	<ul style="list-style-type: none"><li>• Decide if. . .</li><li>• Retell. . .</li></ul>

Source: Classroom instruction that works with English language learners / Jane Hill and Kirsten B. Miller, Source: Adapted from Krashen and Terrell (1983)

## **The Significance of Critical Period in Second Language Acquisition**

### **Conclusion**

The different versions of CPH are based almost all on the assumption that the variance in child learning capacities and proficiency in the second language are closely related to the “changes in the neural structure of the brain as one gets older” (Bongaerts, 2005, p.265). the Critical Period Hypothesis remains a hotly contested issue in the psycholinguistics of second-language acquisition. Discussions about the impact of empirical findings on the tenability of the CPH generally revolve around the reliability of the data gathered .and such methodological critiques are of course highly desirable. Furthermore, the debate often centres on the question of exactly what version of the CPH is being vindicated or debunked. These versions differ mainly in terms of its scope, specifically with regard to the relevant age span, setting and language area, and the testable predictions they make. But even when the CPH's scope is clearly demarcated and its main prediction is spelt out lucidly, the issue remains to what extent the empirical findings can actually be marshalled in support of the relevant CPH version. As I have shown in this chapter, empirical data have often been taken to support CPH versions predicting that the relationship between age of acquisition and ultimate attainment is related to each other.

**Chapter Two :**  
**Teaching A Foreign**  
**Language To Young**  
**Learners**



# **Teaching A Foreign Language To Young Learners**

## **Chapter Two: Teaching A Foreign Language To Young Learners**

### **2.1.Introduction**

### **2.2. Private Primary Schools**

### **2.3.Reasons for an Early Start**

#### **2.3.1.The Value of English for Education and Employment**

#### **2.3.2.The Benefits of Early Language Learning**

##### **2.3.2.1. The Value Of Increased Time**

##### **2.3.2. 2. The Possibility Of Better Pronunciation And Fluency**

##### **2.3.2. 3. The Value of Bilingualism: Mental Flexibility**

#### **2.3.3.Skills In Own Language**

### **2.4.The Child's Learning Strategies**

### **2.5.Planning for Success in EYL Programs**

#### **2.5.1.Effective EYL Program Models**

##### **2.5.1.1. FLEX programs (foreign language exploratory or experience)**

##### **2.5.1.2.FLES programs (foreign language in the elementary school)**

### **2.6.The Choice of Techniques**

#### **2.6.1. Visual aids**

#### **2.6.2. Role-plays**

#### **2.6.3. Tape-recorder**

### **2.7.Effective techniques for teaching foreign language to young learners**

#### **2.7.1.Games**

#### **2.7.2.Songs**

#### **2.7.3.Stories**

### **Conclusion**

## **Teaching A Foreign Language To Young Learners**

### **2.1. Introduction**

The idea of introducing foreign languages in the elementary schools has been the concern of many countries all over the world. Age has often been the main factor of an early foreign language teaching. In the case of China, English is first introduced in primary 3 (9 years old), in the UK, according to the national curriculum, foreign languages are taught at the higher grade of elementary school (11 years old). In Germany, foreign languages start from grade 5. In some countries, foreign languages are introduced by the age of 8, and others in the upper elementary grades. In many cases, a second foreign language is offered or required in the elementary level. (US Department of Education, 2002). Nevertheless, in Algeria, EFL is not taught until 13 (at intermediate school). Yet, many private schools are requiring the EFL teaching at their level. Studies produced by educational planners worldwide with regards to the benefits of introducing a foreign language -in particular English to primary school children reveals the rationale behind teaching the foreign language at the elementary level. The benefits will be highlighted in this chapter and are divided into two main parts: the benefits that concern the nature and needs of children, and the strategies and techniques that children need in learning a foreign language.

## Teaching A Foreign Language To Young Learners

### 2.2. Private Primary Schools

Recently, the country has witnessed the emergence of several private schools. There is a constant talk, among parents, about the failure of public schools; they believe that schools need to be reformed. They prefer a better education for their children, claiming that public schools do not ensure the hoped future for their children in terms of level and mastery. Parents prefer schools which are designed to prepare their children for jobs where sophisticated technology is applied, and the mastery of foreign languages is required. On the other hand, and among the social transformations is the enormous pressure on both parents and children. Parents are working harder and longer hours; very often there is little support to their children. These latter are not allowed to play outdoors because of safety concerns, and are enrolled in such places where there are extra activities to keep them safe and busy until parents collect them. As a result, the skills, attitudes, and understanding they need to develop are learned- in school. Initially, mothers whose jobs do not allow them to spend enough time with their children seek for places where their children are kept, and besides, places that could provide knowledge which satisfy their needs as children. Indeed, some private nursery schools answers these demands and provides young children with preschooling. Furthermore, private elementary schools offer extra-activities and teaching such as computing and EFL teaching. (Naziha Benosmane. 2006)

In addition, parents claim that their children deserve an education that develops their intelligence and abilities to succeed. On the other hand, they deserve educators who consider not only what they teach, but how they teach and how they treat their children. In fact, in addition to economic and social changes, new scientific research on the child and child development has also influenced education and the awareness of parents.

## **Teaching A Foreign Language To Young Learners**

### **2.3.Reasons for an Early Start :**

Although there are differing viewpoints on the optimal moment to begin English language education, as well as slight discrepancies in student age and program categories, the fact remains that children are learning English at younger ages in most nations. English is a compulsory subject in several nations during the early primary grades. Shin and Crandall (2011) reported that more than half of the nations surveyed have implemented obligatory English language courses by third grade, according to a recent study of EYL teachers from 55 countries throughout the world. Even in countries where parents can pick which foreign language their children will study, English is by far the most popular option. The rising demand for English, combined with parents' assumption that English skills will help their children get a better education and job, has resulted in an increase in the number of EYL programs . There are three major reasons for an early start in English:

- The value of English for education and employment
- The benefits of early language learning
- Skills in own language (Crystal, 2012)

#### **2.3.1.The Value of English for Education and Employment**

Today, an estimated one billion or more people speak some English . The number of people who are studying English increases every year, beginning at younger and younger ages. About 400 million people have learned English as a first or native language and use English on a regular basis .such as the United States, United Kingdom, Ireland, Canada, Australia, or New Zealand, where English is the dominant language of education, government, and other institutions. (Crystal, 2012)

The largest number, estimated at 500 million to a billion English speakers, live in what Kachru calls the “Expanding Circle.” In these countries, such as China, Korea, Turkey, the

## **Teaching A Foreign Language To Young Learners**

United Arab Emirates, Germany, Sweden, Chile, Brazil, or Mexico, English has no official function and opportunities to use English are usually only with those who do not share the same mother tongue. People in these Expanding Circle countries are studying English as a foreign language (EFL) or as an international language (EIL) because of the importance of English as a “lingua franca” or link language (a common language used by people who speak different languages) for business, media and communication, air and sea travel, and science and technology. English is increasingly used as a medium of instruction in higher education, and with international sporting events like the Olympics and the World Cup, English has become a major medium for tourism. (Crystal, 2012)

As English becomes the world’s lingua franca, countries all over the world have adopted English language instruction as part of their education system. Many countries begin at the primary level, and students are studying the language at younger and younger ages). New English-medium universities are being established in many countries to enable students and faculty to study the latest research and textbooks, which are often written in English. This requires students to develop academic English proficiency during their primary and secondary schooling. The global role of English differentiates the teaching of English as an international language from that of other foreign languages. (Jenkins, 2009)

### **2.3.2.The Benefits of Early Language Learning**

A number of language policy documents explicitly state the advantages of early language learning. For example, the European Commission identifies “Better Language Skills” and “favorable attitudes to other languages, people and cultures” as benefits of early language learning, if conditions such as trained teachers and small classes are in place. As Rixon (1999) points out, what matters more than the optimal age are the conditions under which young learner programs are offered. These include conditions outside the classroom

## **Teaching A Foreign Language To Young Learners**

(for example, the social, cultural, and economic value of the language) and inside the classroom. Read (2003) suggests that younger is better when learning is:

- Relevant
- Social
- Belongs to the child
- Has a purpose for the child
- Builds on things the child knows but also challenges the child... ect

In addition, it can create a “sense of achievement” .With these optimal conditions in mind, then, there are a number of reasons for starting language learning early. These include:

### **2.3.2.1. The Value Of Increased Time**

One reason for starting English in the primary grades is the amount of time that children will have to learn the language. As noted above, although some researchers believe that adolescents are more efficient language learners, younger learners simply have more time to learn the language, and time is an important factor in overall attainment , as any adult who has tried to learn another language has discovered. As Curtain and Dahlberg (2010) state, “When language learning begins earlier, it can go on longer and provide more practice and experience, leading ultimately to greater fluency and effectiveness” (p. 428). However, duration is not enough. Intensity also matters. Children need the opportunity to learn English for more than two 30-minute periods a week.(curtain, 2010)

### **2.3.2. 2. The Possibility Of Better Pronunciation And Fluency**

Moreover, some researchers have concluded that young learners are more likely to attain native-like pronunciation , greater confidence in speaking the language, and better oral

## **Teaching A Foreign Language To Young Learners**

proficiency (Harley, 1998). These studies do not refute the possibility that older language learners can achieve native-like pronunciation or proficiency, but they suggest that younger learners may have an advantage. If children begin learning another language before age 11 or 12, and they are given appropriate instruction and input, they “are more likely to acquire English to native levels without an accent” (Pinter, 2006, p. 29).

### **2.3.2. 3. The Value of Bilingualism: Mental Flexibility**

Being bilingual provides many cognitive advantages. When children are only using one of their two (or more) languages, they have access to the other language(s) and to those neural networks (Bialystok, 1999). For young learners, especially, being able to speak another language provides a number of advantages such as mental flexibility, the ability to see a problem from different perspectives. It can also increase a child’s selfawareness. As Marsh (2000) explains, “What we need to realize is that the ability to use different languages, even to a modest extent, can have a positive impact on the youngster’s thinking processes. Being able to see the same phenomenon from different angles, as though looking through different language ‘spectacles’ can have a very interesting impact on our ability to think and understand” (p. 3).

### **2.3.3. Skills In Own Language**

In addition to the benefits cited above, the advantages of the early learning of a foreign language can include better skills in one's own mother tongue. Some linguists claim that learning a foreign language is a good way to improve children's command of their own language, they say that "Study of another language reinforces understanding of grammar and of the small details of language-sounds, rhythms, intonation." (Robinson 1998)

## **Teaching A Foreign Language To Young Learners**

While pupils are learning the grammatical structure of another language, stronger language skills in their own language are achieved through comparison. Besides expanding their knowledge of cultures through the foreign language learning, from the early language learning, pupils can compare and contrast the two languages as different elements are presented. Eugene Saviano stated: "the person who has never comprehended, spoken, language other than his mother tongue has little or no perspective on his own language. Thus, learning the foreign language can help the child to understand notions in his own language and enhance some skills such as reading and writing. In fact, reading and writing processes are similar for first and second language and vice versa. In this way, early start to foreign language learning can influence literacy skills in both first and foreign language. On the other hand, studies on the brain and language learning revealed that the capacity to speak another language is stored in different areas of the brain. According to Winslow (1997) children who learn a foreign language store the capacity, together with their native language, in one sector of the brain. However, adult language learners store each new language learned in a separate area. This finding helped to explain why children who learn languages develop the ability to speak both with native proficiency. This can support the argument that foreign languages can be taught from elementary school as argued by Winslow. (Winslow. 1997)

### **2.4. The Child's Learning Strategies**

It concerns how the child comes to the new language, ie. the strategies he uses in acquiring his language. These strategies are summarized by McGlothin (1997) in the following points:

I. The child is not interested in language for its own sake: In fact, a child does not focus in the things that are not to be played with. Language at this stage is of secondary importance. To a child, the value of measurable language is measured by its ability to help



## **Teaching A Foreign Language To Young Learners**

him enjoy his primary interests. If he does not use the grammar and vocabulary properly and yet gets the response he wants, he feels as if he has been completely successful.

2. The child is not disturbed by the language he does not understand: when he hears something he does not understand, it does not really disturb him. This is related to the fact that language is not the centre of his attention.

3. A child enjoys the repetitive events of his life, and uses this enjoyment to help him learn: These repetitive events give the child a sense of security and order, and as he begins to understand the order in the events of his life, he also begins to understand the order of the language that is associated with those events.

4. A child uses his primary interests to help him learn: The child focuses his attention on what can capture his attention. And thus, the language associated with his object of interest is the most important, and all the rest of the language is temporarily secondary.

5. A child directs his attention to things that are easy to understand: He thinks about people and things around him And these things can be easily given a name.

6. The child possesses a natural desire to call an object by its name: Indeed, this natural desire helps him to learn the language. He feels joy when he succeeds to point at an object and names it. He does not think it is stupid to say something that others consider obvious.

7. A child uses his natural desire to participate in the life around him to help him learn the language: He wants to imitate the others around him, and when that includes language, he wants to speak it too. He tries saying things that he does not understand. He has noticed that a certain word or phrase is always used in a given situation, so he tries to use it too.

## **Teaching A Foreign Language To Young Learners**

8. A child adds words to his speaking vocabulary more easily if he already knows how to pronounce them, for instance 'mother and grandmother'; in other words, he can attach a new meaning to a sound sequence that he already knows more easily than he can learn both a new meaning and a sound sequence.

9. A child immediately uses language, and his success in communication builds confidence: He does not try to store up his knowledge to use it later on. He applies it in context as soon as he can. And every time he uses a piece of language successfully, it is reinforced in his mind and his confidence grows. This confidence helps him to carry on using the language more.

10. A child brings tremendous ingenuity to the task of learning: He is not inhibited by what others might think. He does not have the feeling of failure. He just goes on trying. His ingenuity lies in the associations he makes between objects and words. (Naziha Benosmane. 2006)

### **2.5.Planning for Success in EYL Programs :**

A number of factors can affect the success of an EYL program. As Pinter (2006) points out, these include the status of English in the country or region, the goals of English education, and the motivation for learning English. Perhaps the most important factors are:

- Effective EYL program models
- Appropriately trained EYL teachers
- Culturally appropriate materials
- Continuity of curriculum between primary and secondary English

#### **2.5.1.Effective EYL Program Models**

Although beginning a language in the early grades has numerous advantages, we cannot rely solely on an early start to improve our students' levels of English language

## **Teaching A Foreign Language To Young Learners**

proficiency, nor on the selection of an acceptable program model. Programs that teach English to young learners, as Nunan (1999, p. 3) points out, must be "carefully planned, sufficiently supported and resourced, and closely monitored and assessed." Young learner programs can start in any primary school grade, and the number of classes and hours per week can vary as well. Some programs meet once a week for 20–30 minutes. Others may meet every day for 30 minutes. In still other EYL programs, children are taught subjects such as science or mathematics in English for as much as a full day, every day. With these different

Amounts of time for study and use of English, children's proficiency in English will vary. Children who have 30 minutes of English once or twice a week, Even if they begin at the age of six or seven, they are unlikely to become multilingual by the age of twelve. Those who use English as a medium of instruction for some of their school subjects will develop a considerably stronger command of the language.

EYL programs can take many different forms, each with its own set of goals and objectives, depending on national and local educational policy, available resources, cultural preferences, attitudes toward English and the role of various languages in the country, and the language(s) spoken by children at home. Consider the need for various program models in countries such as India and Kenya, where English becomes the medium of instruction in later grades, and nations such as Japan and Brazil, where English is a foreign or international language. EYL programs that encourage contact, provide engaging activities, and foster good attitudes toward English language learning, regardless of model, are effective. The following are some examples of US program models that have been modified and implemented in other nations. These include:

- FLEX programs
- FLES programs
- Immersion programs

## **Teaching A Foreign Language To Young Learners**

- Dual-language or two-way immersion programs
- Transitional and maintenance bilingual programs

### **2.5.1.1. FLEX programs (foreign language exploratory or experience)**

Children are exposed to a variety of languages and cultures through these programs. In a before- or after-school program, children receive short sessions in which they learn fundamental words or phrases in one or more languages. Music, songs, and storytelling are used to tell the story. They may learn the numbers, colors, and greetings in a foreign language, but they will not be able to communicate in that language. A FLEX program's main purpose is to raise children's awareness of various languages. and, as a result, of their own. The emphasis is on discovering or experiencing new things. Rather than improving their linguistic skills, they should focus on learning new ones (Met, 1991). FLEX Programs can also pique children's curiosity and encourage them to participate. Learn a new language. (Teaching English to Young Learners around the World: An Introduction)

### **2.5.1.2.FLES programs (foreign language in the elementary school)**

Children study one language for up to 45 minutes a day, several times a week, as a regular school topic. A FLES program's purpose is to assist youngsters improve their listening and speaking skills in another language, as well as some other skills. notably in the later primary years, competency in reading and writing the language 4–6th grades Another common purpose is to develop an understanding of various cultures. FLES is a program for learning English as a second language. While there are several different FLES programs, they all have the same expectations. children should study a language for at least two years, preferably throughout primary school. grades. Children can gain some skills in the language if they are exposed to it for a long time. proficiency, as well as build "fundamental language-learning skills" that will aid them in their future endeavors. They are still researching the situation. (Haas, 1998, p. 44).

## **Teaching A Foreign Language To Young Learners**

### **2.5.1.3. Immersion programs**

Children in a total English immersion program study all of their subjects (except their native tongue) in English. They can take half of their topics in their native language and the other half in a foreign language in partial immersion programs. The purpose of these immersion programs is to help children develop effective language skills in another language. (Curtain & Dahlberg, 2010) without loss of the native language. As Harley (1998, pp. 29–30) says, “Studies have shown that immersion students, without detriment to their [first language] and subject matter learning, develop excellent listening and reading comprehension skills,” as well as very strong speaking and writing skills.

### **2.5.1.4. Dual-language or two-way immersion programs**

In dual-language programs (also referred to as two-way bilingual programs), equal (or nearly equal) numbers of children who speak one language (for example, Spanish) and those who speak another language (for example, English) take some of their instruction through each language. Some programs begin with using one language 90 percent of the time in K–1, then gradually move to using each language 50 percent of the time in grades 2–6; others start using 50 percent of each and continue with that distribution throughout the program. The program may involve two teachers, each speaking one of the languages, or one teacher who carefully uses only the required language during each part of the school day. The goal of these programs is additive bilingualism, wherein children become bilingual, bicultural, and biliterate and retain their home or heritage language while they are learning another (Faulkner-Bond et al., 2011).

### **2.5.1.5. Transitional and maintenance bilingual programs**

The purpose of a transitional bilingual program (also known as early-exit) is to assist children in transitioning from their first language to the language of schooling, often after

## **Teaching A Foreign Language To Young Learners**

three years. of bilingual education In their first year, children are given extra instructional time. language, learning to read in that language while concurrently learning the new language language. They are also instructed in main courses in both languages. throughout time, assisting in the establishment of essential concepts in the first language while also preparing for the transition to a new language of instruction in the upper grades This software design does not encourage continuing literacy or local language development after the first years of using a native language It is subtractive in nature, in the sense that it continues to subtract.literacy development and academic learning in the native language is not a goal or

expectation. Unlike transitional bilingual programs, maintenance (also referred to as developmental or late-exit) programs, continue to provide teaching in the first language for several (typically six) years of school. The purpose of a maintenance program is to keep everything running smoothly. The goal of a bilingual program (as the name implies) is to foster deep literacy and academic achievement. while delivering increasing amounts of instruction in the primary language instruction through the second, so that by secondary school, children are capable of making independent decisions. Though they may continue to study their first or heritage language as a subject in high school, they must make the transition to another language. (Teaching English to Young Learners around the World: An Introduction)

### **2.6.The Choice of Techniques**

The choice of using a method not another, a technique not another is primarily up to the teacher because he is in direct contact with his learners. Stern(1983) suggests that "Language teachers can be said to regard themselves as practical people and not as theorists."

Before the teacher decides on the instructional techniques to use, he should bear in mind that children learn differently, and should care about their difficulties during the language teaching / learning process so that he can adapt his techniques to their needs. In fact,

## **Teaching A Foreign Language To Young Learners**

the teacher is an essential link between learners and their difficulties, On the other hand, some pupils take more time to learn than others. Thus, the teacher is the only person on stage who can apply the appropriate techniques in his classroom because what can work for certain learners is not necessarily true for others. In addition, and as Piaget (1964) stated: "A child ability to learn certain concepts is related to the child's stage of cognitive development."

According to Piaget, in order to influence children's thinking, it is important to understand and step in their world, and consider their level of intellectual development. This is a deserving view as far as teaching EFL in the elementary school is concerned (piaget, 1964)

### **2.6.1. Visual aids**

According to Piaget (1962), young children receive more concrete input. This is another important thing which makes the teaching of young learners different from that of adults. Using flash cards, pictures that can be drawn on the blackboard or cut from magazines, real objects (realia) and actions (with mime and gestures) help the pupils in the comprehension skill and make the learning more natural and alive. where children could achieve satisfactory results especially in vocabulary and grammar through the use of visual aids and actions. Indeed, the use of pictures is useful in explaining and describing actions, for instance 'get up at 6:00' 'go to school' and so on, pictures are useful for the pupils to understand these actions more easily. Using visuals are very helpful for them to understand especially vocabulary and grammar. In addition, authentic materials can be effectively used in the EFL classroom, they can complement the English classes and create a more positive attitude towards the language learning.

Thereby, authentic materials can be effective to give the pupils the opportunity to practice the target language, help them gain confidence in the language ability, expose them to real situations, and help them develop their ability to find information. Thus, when used effectively, they help bring the real world into the classroom and enliven the EFL classroom.

## **Teaching A Foreign Language To Young Learners**

Exposing the young learners to real situations generates a deeper understanding and interest in the topic. (Naziha Benosmane. 2006)

### **2. 6.2. Role-plays**

The shift towards communicative approach gives importance to communicative tasks where the pupils can be directly involved in the target language- in understanding and producing. According to Gerngross and Puchta: "Communicative approach puts great emphasis on listening, which implies an active will to try to understand others." (Gerngross and Puchta 1984: 98) .When the pupils try to speak, role-plays can be useful. In fact, role plays are meaning ful activities and can be interesting and suit the young children's needs. The pupils need to use the target language to communicate meaning and test their knowledge by speaking. The goal is to learn how they make themselves understood in the target language. When doing role plays, pupils are matched with each other, and pupils who have understood would help those who find some difficulties. In fact, children can teach each other, this was clearly seen during the present study. This is helpful even for the teacher because children can sometimes explain facts to their classmates in simpler statements. In role plays pupils are given new roles to perform in a given situation. Thus, they are actively involved in the learning, not merely passive listeners. Indeed, once children have internalized the phonology, morphology and syntax of the target language.

Indeed, role plays provide the young learners with some basic interpersonal communication skills such as greeting, introducing oneself, and talking simply about topics in their daily lives at school. The pupils can be given for example a different identity card, the characteristics of new situations, and then be asked to introduce themselves with that new identity. Role-plays are important because they provide pupils with opportunities to communicate in different social contexts. Indeed, such activities help them develop certain proficiency in the foreign Language, In this sense. Nunan (1988) states that in communicative



## **Teaching A Foreign Language To Young Learners**

activities more importance is given to meaning rather than form. Conveying message is a milestone to the young learners, this does not mean to neglect grammar, but when enhancing communication in the classroom errors concerning grammar should be tolerated. (Naziha Benosmane. 2006)

On the other hand, through role plays, the pupils will learn some new useful expressions such as "what does ... mean?" / "How do you spell.. ?" which are practical in communication, pupils use grammatical features in such expressions, in this sense Diller stated : "Children can use tools before they learn the names of these tools" (Diller 1978)

So, learning such expressions in a meaning ful situation will contribute to building of the basis of the pupils' practical communicative competence. The class becomes more interesting when it aims at enhancing communicative skills; children enjoy when they feel able to produce something in the target language. In fact, through role plays, pupils can build their vocabulary and gain confidence in the language learning. They also learn that they are active participants especially when their participation is valued, praised and encouraged.

### **2.6.3. Tape-recorder**

It is important for children to develop an ear to authentic English speech. The tape-recorder can help to enhance a good pronunciation right from the beginning. Pupils can listen and repeat, or listen to a passage and read silently at the same time. Moreover, more attention is paid to the importance relax and recreation in the EFL classroom. Thus, when pupils listen to songs from the tape-recorder, more pleasure is added. Besides, pupils can listen to the songs with the right rhythm. The tape recorder cannot be said to be fundamental in the EFL teaching but it can be used in an effective way so that it adds more flavour to the classroom, it can be used for example to record pupils when they are speaking and then they listen to themselves trying to find out their mistakes. They try to correct themselves or their classmates and when they succeed in this they can feel more pleasure for the language learning This

## **Teaching A Foreign Language To Young Learners**

would attract more their attention and bring more enthusiasm in the classroom.(Naziha Benosmane. 2006)

### **2. 6.4.Copying**

Children at this stage still find difficulties to spell words correctly. However, when copying simple words or sentences from the blackboard, the teacher should write letters very clearly so that pupils do not confuse them. Unlike adults, children cannot differentiate letters according to their position in words, they have not yet acquired this ability and "Any divergence from the basic shape of letters can be confusing for young beginners." (Opal Dunn 1992: 57)

Yet, copying should be done with a purpose not to bore the pupils. For instance, a pupil copies a list of food to buy at the supermarket and gives it to a friend to be read. He can after ereate his own list and draw the list of food that his friend tries to write appropriately so that it can be read when given to another pupil, this can help avoid mistakes of spelling. Thus, copying would be done carefully as a meaning ful activity.

## **2.7.Effective techniques for teaching foreign language to young learners**

Building a good relationship with the pupils is one of the most important elements in creating a good language learning environment. Indeed, the importance of establishing a good, trusting relationship with pupils and maintaining it will have an influence on how to teach The foundation of an effective foreign language teaching to young children through establishing trust, confidence and providing a relaxed atmosphere and on top of this comes the suitable techniques. could help the learners acquire vocabulary and grammar better and in a relaxed atmosphere. Moreover, Diane-Larsen Freeman also claimed that: "If anxiety is reduced, the students' self-confidence is boosted." (Diane-Larsen Freeman 2000: 107)

## **Teaching A Foreign Language To Young Learners**

Thereby, the EFL classroom should be a pleasant place for children to be relaxed to learn, This will effectively help them learn by conducting educational activities without pressure of time or stress. This can be achieved through fun play activity, games, songs and stories which will bring more success and joy into the teaching/ learning process.

### **2.7.1.Games**

Children at this stage still love playing games; they are full of energy and imagination. In this respect, games should be part of the teaching/ learning process. In addition, games are popular with all ages especially with children and it is not advisable to push children into formal book-based learning all the time, otherwise they become demotivated and may be even bored, Thornton claimed: "... fun and games are a must in the English language classroom because they are intrinsically motivating for children and again because they are part of a child's natural world: the 'here and now' of a child's life " (Thornton 2001: 12)

A really funny game can wake them up and bring laughter into the classroom Furthermore, games can imply mental or physical involvement, or both. Children will enjoy moving around; they find it difficult to sit still in rows of tables- they have a lot of energy and are not actually good at sitting for long periods. Ur pointed out: "Children in general learn well when they are active and when action is channelled into an enjoyable game, they are often willing to invest considerable time and effort in playing it. " (Ur 1996)

Thus, the young learners can use their energy within the learning process and feel totally involved in the lessons. Movements and games when linked to the target language help the child to remember the language, and at the same time enjoy its learning. Indeed, games make learning fun, and pupils will pay more attention because they are enjoying themselves and become more willing participants. In addition, games can be a good way for revision Pupils can revise the vocabulary and grammar already dealt with in the lessons: the pupils get

## **Teaching A Foreign Language To Young Learners**

to use the target language during the game. Furthermore, the policy of encouragement and rewarding in games allow all pupils, including the less good ones, to gain confidence, this helps stimulate the good pupils while encouraging the slower ones. Philips pointed out: "language teaching help students to see learning English enjoyable and rewarding Playing games in the classroom develops the ability to co-operate, to compete without being aggressive, and to be a good loser." (philips 2001 :79)

Thereby, a teacher who brings relaxation to his learners contributes significantly to develop aOwarm, supportive classroom atmosphere. In fact, there is a wide range of games and play activities which should have a purpose and fit the learning situation; games can be selected depending on the types such as vocabulary games, structure games, spelling games, communicative games... etc. Here are some useful games which have proved successful and enjoyable within the present study: Hangman, the tail is head, Bingo , counting games, Jack says, words from words .(Naziha Benosmane. 2006)

### **2.7.2.Songs**

Music can be useful in relaxing the class and changing the atmosphere for the better. Young children at the elementary school still love chants and songs Songs allow them to relax and at the same time to learn in a pleasant atmosphere. Indeed, songs can be an effective way in teaching children. They can be integrated in the target language teaching (where the remaining parts of the body where presented song). They add more pleasure to the foreign language learning Singing in English for many pupils is more natural than speaking in English. Besides, songs can provide pupils with new vocabulary, grammar and pronunciation practice. However, it has been argued that Children have a natural musical taste and that play is the only activity that they take seriously. Hence, the foreign language teacher should not let song practice or any other activity seem like work. He should keep it spontaneous. This will attract their attention and foster their interest on the language learning. Like games, songs

## **Teaching A Foreign Language To Young Learners**

make the language learning enjoyable for children. In fact, songs are good practice to enhance some skills namely; speaking and listening. Here are some songs which can be used for children at the elementary level: "Old Me Donald had a farm", "How are you?", "The Happy Hippo", "The zoo song", "the family song", " Heads and shoulders". (naziha, Osmane. 2006)

### **2.7.3.Stories**

Children who are in the language classroom are not just language pupils; they are after all people who still love stories. In fact, stories can be added in the foreign language teaching as Bettelheim (1978) claimed: "Stories are an effective tool for early language teaching. They meet the emotional, cognitive and psychological demands of children "

Furthermore, stories can be a good way to reinforce language and allow pupils to pick up new vocabulary in a meaningful context. Ample evidence suggests that children learn a large proportion of the LI vocabulary incidentally from reading and listening (TESL-EJ 2003). Besides, pupils can practice the acquired vocabulary that has been presented. And since the young learners are unlikely to be good language users, the teacher should provide a classroom environment that will stimulate thought while cultivating language skills. Stories contribute to establishing such an environment. Moreover, stories offer a new image of the world, Mallan suggests: "If we accept the premise that narrative is a child's main mode of making meaning about the world, storytelling can a powerful force in language teaching,"

Yet, the selection of stories should fit the age of the learners as well as their level. In the present situation, easy and short stories can be used with simplified grammar, giving children the opportunity to identify with the story characters. This will bring fun to the classroom. Some examples of stories which can be used for the young children are: "Goldilocks and the three bears", "the Golden swan", "Little Red Riding Hood". (naziha, Osmane. 2006)

## **Teaching A Foreign Language To Young Learners**

### **Conclusion**

Effective foreign language teaching for young children is not limited to the age factor alone, or to the appropriate methodology but to other factors which are also so important and are complementary. This chapter was in fact an attempt to deal with some of these factors namely, the classroom atmosphere, the use of different techniques and assessing correctly. Indeed, the teacher of EFL for children has an important role to play, and a serious responsibility because children need more care; the teacher has also to be careful when selecting materials and applying techniques which should fit the learner's nature and characteristics. In addition, children at this age still love play, games, songs and stories. Thus, EFL teaching should include these play activities in order to bring more enthusiasm and relax into the classroom. A successful classroom is one in which children feel pleased and learn effectively. Whether they are in city schools, suburban schools, public or private schools, successful classrooms have common characteristics in terms of the consideration given to the learners and the foreign language learning itself. The language learning should be active-children are doers and they enjoy better when learning is linked to activities, and when it is varied; providing varied learning addresses different styles, and a variety of techniques is helpful to address more learners.

**Chapter Three**  
**Data Collection and**  
**Analysis**

## **Data Collection and Analysis**

### **Chapter Three: Data Collection and Analysis**

3.1. Introduction

3.2 . Research Methodology

3.2.1. Research Approach

3.2.2Research Design

3.2.3. Sample population

3.2.4. Data Analysis and Procedure

3.2.5. Data collection methods

3. 2.6. Piloting and Validation

3.3. Data Analysis and Interpretation of Teachers' Questionnaire

3.4. Discussion of main results

3.5. Conclusion



## **Data Collection and Analysis**

### **3.1.Introduction**

The present chapter deals with the field work of the study that consists of two parts. The first part deals with the theoretical background of the research methodology of the under investigated study; namely, research approach, research design, population, sampling, and data collection methods. On the other hand, the second part aims to check the effectiveness of teaching english as a technique to develop children languages from EFL teachers' perspective. Furthermore, it presents detailed analysis and interpretation of the gathered data; besides, discussing and synthesizing the findings. In addition, it presents the resulted findings to check the validity of the suggested hypothesis.

### **3.2. Research Methodology for This Study**

#### **3.2.1.The Research Approach**

The present study deals with the role of critical period in acquiring a second language for ageless children. To answer the research questions, the researcher follows the mixed-method, because she deals with both qualitative and quantitative approaches; moreover, it is more suitable and applicable for the nature of our research.

#### **2.2.2.The Research Design(s) / strategy(ies)**

This study opts for a case study (small scale study) because the results will not be generalized. The research design is based on the use of a questionnaire for english teachers who teach young learners which comprises open-ended and close-ended questions to obtain a number of different responses. This tool can be an easy way to get quick results.

#### **2.2.3.The Sample of population :**

To check the validity of the hypothesis and gather some information which help

## **Data Collection and Analysis**

answering some research questions, the population is English teachers of BACHA's school (private school) in Biskra. Those teachers has been selected because they are teaching English for young learners. Among the aforementioned population, the researcher worked with 6 teachers from 10 to get their opinions about the effectiveness of teaching English to ageless children.

### **3.2.4.Data Analysis and Procedure**

The researcher is going to analyze the data through counts, and percentages by using statistics and descriptive analysis with the questionnaire to see teachers' attitudes towards teaching English to young learners.

### **3.2.5.The Data Collection Methods / Tools**

- **Questionnaire**

In this study, the researcher uses the questionnaire, which contains both open-ended, close-ended, and multiple choice questions. This questionnaire aims to identify the difficulties that English young learner's teachers face, their attitudes and methods used towards the children, and whether critical period have a contribution in developing the acquisition of English as their second language. and it was divided into three sections:

#### **Section One: General information (from item 1 to item 6)**

The first section of this questionnaire contains six (6) questions aimed to collect general information about the respondents as: teachers' gender and how did they find teaching ageless children with justifying their answer. Furthermore, the researcher intended to gather teachers' informations about education, groups they teach and if they have a good experience in this filed.

## **Data Collection and Analysis**

### **Section Two: Teaching young learners (From item 7 to item 14)**

The second section includes seven (7) questions focused on techniques of teaching children. At the beginning, the teachers were asked to rate the learners' level of performance. Then, it attempted to collect teachers' point views about the appropriate methods and strategies used in teaching young learners, Also, we asked if they create or adapt worksheets for children. o. Eventually, the last question aimed to ask teachers about their attitudes towards how they keep children from using their L1.

### **Section Three: the critical period (from 15 to 19)**

The third section of the questionnaire consists of six (5) questions, which focused on significance of the critical period. From this section, we aimed to gather teachers' thoughts about which factors they think influence the progress of learning at a young age. it attempted to know whether there is a critical period or not and what are its limits and its effects on acquiring the second language for young learners.

#### **3.2.6. Piloting and Validation**

After designing the first draft of teachers' questionnaire, the researcher pre-used it to verify its validity. Fundamentally, the piloting drafts were submitted hand by hand to six (6) English teachers from our population at BACHA schools' (Biskra). In fact, the main aim of the piloting stage of the questionnaire was to check the questions difficulty, ambiguity, to verify the attractiveness of its layout, and to check if there were any repeated questions. The teachers agreed that the questions were comprehensive, there was no ambiguity, the layout was attractive, and there were no repeated questions. While one female teacher made some beneficial remarks about some words and adverbs that were supposed to be changed or to be added in order to add more precision to the questionnaire. The teacher feedback has been taken in consideration one by one before and while designing the final draft.

## Data Collection and Analysis

### 2.3. Data Analysis and Interpretation of Teachers' Questionnaire :

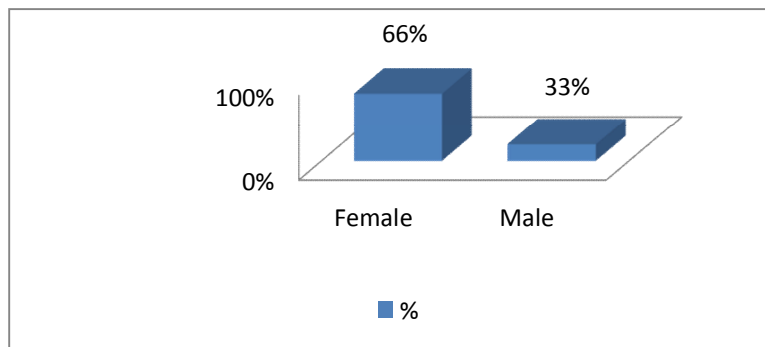
#### Section One: General information (from item 1 to item 6)

**Q 01:** Are you a male or a female?

This item illustrated respondents' gender distribution (Female or male).

**Table 3.1 : teachers' Gender**

Option	Number	%
Male	2	33.3%
Female	4	66.6%
Totale	6	100%



**Graph 1: Respondents Gender**

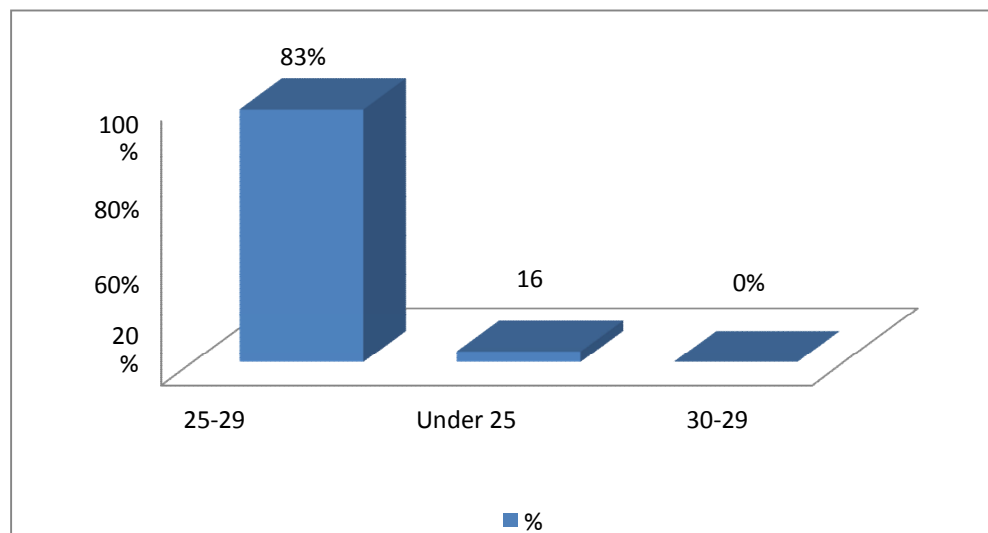
The table 1 demonstrates the distribution of gender in our sample. As it is shown, it presents the number as well as the percentage of females and males. Additionally, it is observable that 4 respondents (66.6%) were females, whereas 2 respondents (33.3%) were males. This clarifies that the majority of our sample are females. This means that females are more interested in teaching English for young learners.

## Data Collection and Analysis

Q2 : How old are you?

**Table 3.2 : teachers' age:**

Option	Number	%
Under 25	1	16.6%
25-29	5	83.3%
30-39	0	0
<b>Total</b>	<b>6</b>	<b>100%</b>



**Graph :02 teachers' age**

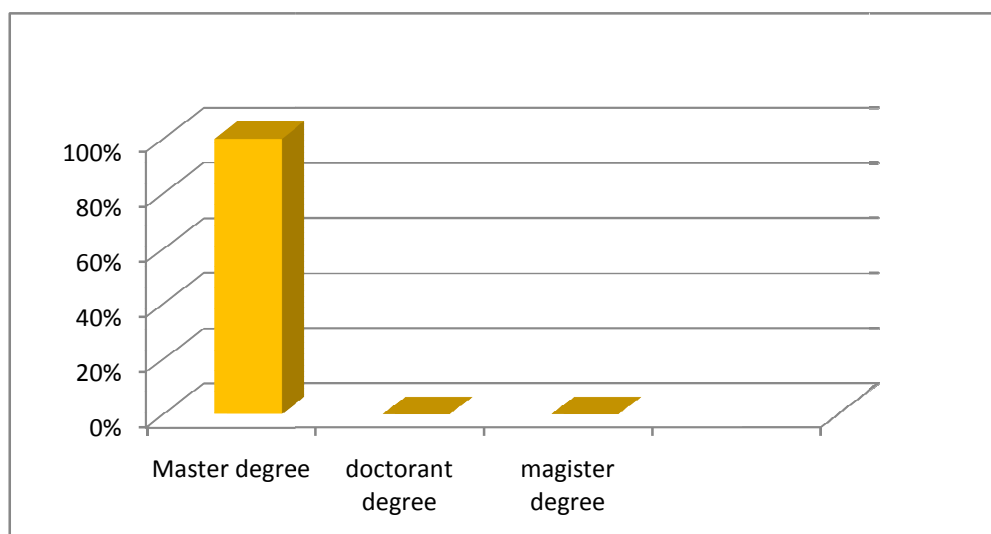
The table above revealed that the majority of respondents are the ones age between 25-29 and the less majority are under age 25 while the age between 29-30 doesn't exist at all, which means that the teachers' aged between 25-29 are the ones more interested and have the ability to deal with young learners' while teach them English.

## Data Collection and Analysis

**Q 3 :** What is the highest level of formal education that you have completed?

**Table 3.3: Teachers' Degrees**

Option	number	Percentage
Doctorate	0	0%
Magister	0	0%
Master	6	100%
Total	0	100%



**Graph:03 Teachers' Degrees**

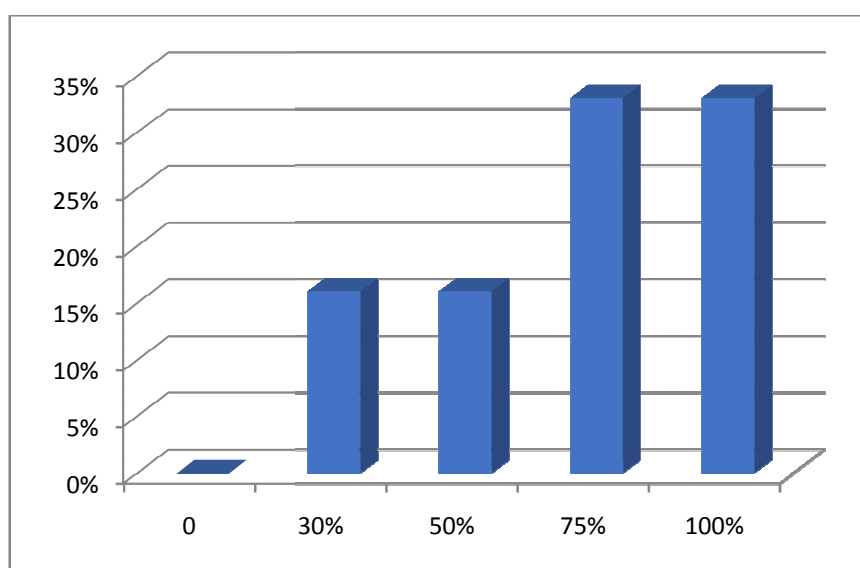
From teachers' responses, it is observed that the 6 teachers' have Master degree with 100%, however, none of them has neither the doctorant degree 0% nor the magister degree

**Q4: are you satisfied with your job?**

**Table 3.4 : teacher's satisfaction with their job**

## Data Collection and Analysis

Options	Number	Percentage
0%	0	0%
30%	1	16%
50%	1	16%
75%	2	33.3%
100%	2	33.3%
<b>Total</b>	<b>6</b>	<b>100%</b>



**Graph : 04 teachers' opinion about their job**

Teachers' responses indicate that two of the total number of the teachers are 100% satisfied in teaching young learners, whereas 2 other teachers are 75% satisfied, while one teacher is only 50% satisfied. However, only 1 teacher who is not satisfied in his job. The

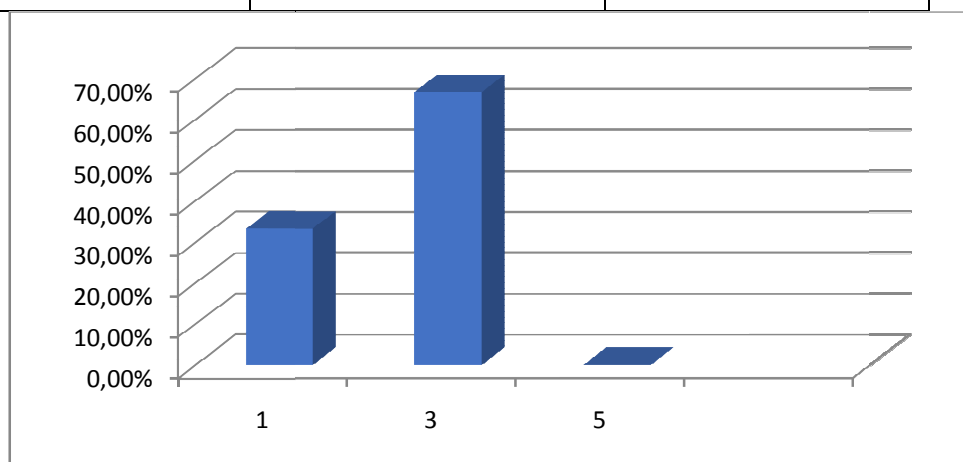
## Data Collection and Analysis

result we get from this graph is that the category aged 25-29 are the ones who can deal and connect with children easily .

**Q 05** : . How many groups you have?

**Table3.5. groups that teachers teach.**

Options	Number	Percentage
1	2	33.33%
3	4	66.67%
5	0	0%
Total	6	100%



**Graph: 05 teachers' groups**

As it is shown in the above table, the highest percentage (66.67%) refer to those who have (3) groups. Nevertheless, a percentage of (33.33%) refers to those who has( 1) group of students, To summarize the yielded data, none of the respondents (0%) have a (5) groups.



## Data Collection and Analysis

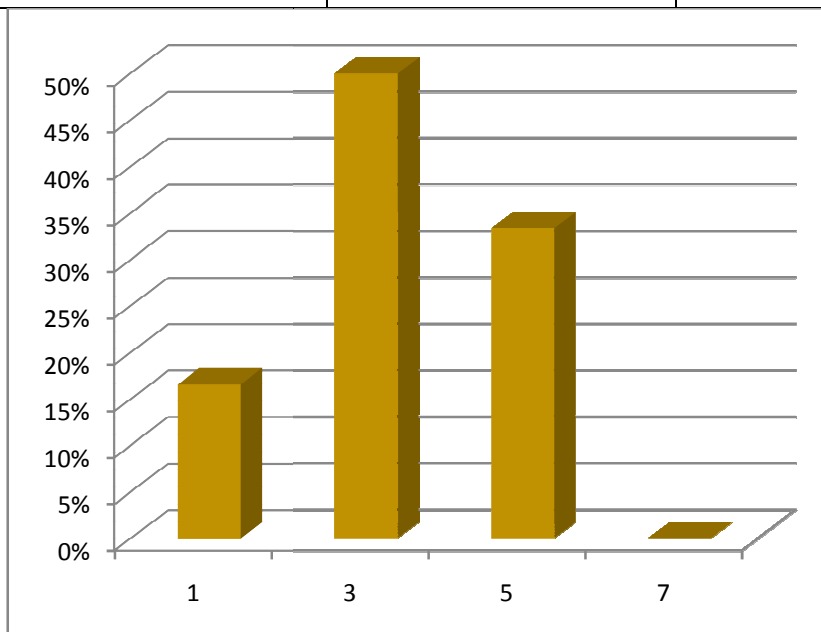
As a result, Biskra's English young learners are not familiar with learning English at an early age, that's why parents should be aware of the ability and the capacity that their own children had at a young age before poverty..

**Q06 :** How long have you worked in this field?

**Table 3.6. teachers' experience :**

From this item, we wanted to have an idea about how long have teachers been teaching EFL at university by giving them choices.

Option	Number	Percentage%
1	1	16.6%
3	3	50%
5	2	33.33%
7	0	0%
Total	6	100%



## **Data Collection and Analysis**

Teachers' responses indicate that their EFL teaching careers are different. (50%) teachers teach EFL from 3 years; whereas, (33.33%) teachers teach EFL from 2 years; whereas, while the rest (16.6%) teachers teach EFL from only 1 years. The variety of teachers' periods in EFL teaching at BACHA's school positive for the researcher, because it guarantees that the next responses will be gathered from teachers with different experiences in teaching EFL for young learners.

### **Section 02 : teaching young learners :**

#### **Q07: rate your child's performance level?**

Through this question, we aimed to have an idea about learners' performance level at bacha's school.

From the responses the researcher get from the teachers' is that: all the teachers agree teachers showed that (5 teachers) the level of their students is average and only one teachers rate their performance as good in which they put efforts towards learning and they are used to english due to their parents.

Since english consider as a 3 foreign language in Algeria, the level of most of the learners is average because young learners are not really intereseted in learning english.

#### **Q8:.In your opinion, What are the principles of an effective teacher?**

From the responses the researcher get , teachers showed the principles of an effective teacher, as (teacher 1) who asserted that the princples are respect and time management, Furthermore, (teacher 2,4,5) pointed that an efective teacher is the one who creates a good Learning environment, focus attention, and connect knowledge, while (teacher 3) claimed that the effective teacher is the one who encourage creative thinking and motivate students by addressing individual strengths and weaknesses. Ultimately, (teacher 6) added that the teacher

## **Data Collection and Analysis**

should put on him self and do the best to get his/her students to love the language before anything else, because their love of th language will make them learn it quickly.

However, all teachers agreed upon the idea that the principles of an effective teacher is make the student love the language sot hey can put more efforts on them selfs to learn new things.

### **Q09: Do you think it is a good idea to start learning English at a very young age?**

From teachers' responses, all the teachers agreed on one idea which is learning the english laguage at an early age is good and helpful to child's development. In which it helps them to be more successful later in life and explore new cultures, in another words english is the universal langugage. It's a fact that english will be necessary for most current jobs and to get by in life, so it's essential to learn from an early age.

The aforementioned responses stimulate the important to start learning at a very young age because anything that starts early, always better and in this time period of age learners will adapt and learn easily and quickly and will progress with time and reach the top level.

### **Q10 : What are the principles of teaching English to young learners?**

From this item, we opened door for teachers to provide us with strategies that can be effective to develop learners, which make them different from other people.

Despite of the different strategies suggested by teachers (1.3.6) such as: group work, design dynamic lessons plans based on students interest, audiovisual materials. it is observable that teachers should deal with students as thinkers not as receivers by making them practice more and train them. More importantly, (teacher 2 and 5,4) mentioned that turning lessons into songs as technique used to develop learners ability to learn, and acquire english better, using games could be an effective method to Break

## **Data Collection and Analysis**

up solitary study sessions. A final point which all the teachers agreed about is role play, since they are still children they like to be having fun so role play is the appropriate technique for those learners.

### **Q 11: how do you get and keep their attention?**

We estimated from this item, we aimed to check how does the teachers keep their learners attention.

As it is illustrated From the teachers responses a considerable number of teachers (teacher 1.4.5) agreed that Tell a story is a great method to get attention. Humans take naturally to stories. Narratives are an evolutionary social tool we use to convey experiences, so we find it far easier to listen and relate to a story than we do a list of facts or statements. Transform anything you can in your lesson into a story format. Use real-life and invented examples, and use illustrative metaphors to prove your points. The more narratives you can weave into your overarching lesson, the more learners will want to pay attention. Otherwise the teacher (2) pointed that the effective way to get the learner's attention is to make them love the language, teacher (6) claimed that using candies or valuable prizes is a workable method to keep them focus in which the one who answer correct get candy or award. While the teacher (3) present a different idea which helps him a lot to keep the learner's attention by changing the teaching method (manipulating) to avoid the routine such as: singing a song together. As a result each one of the teachers has his/her own technique to keep the learners attention.

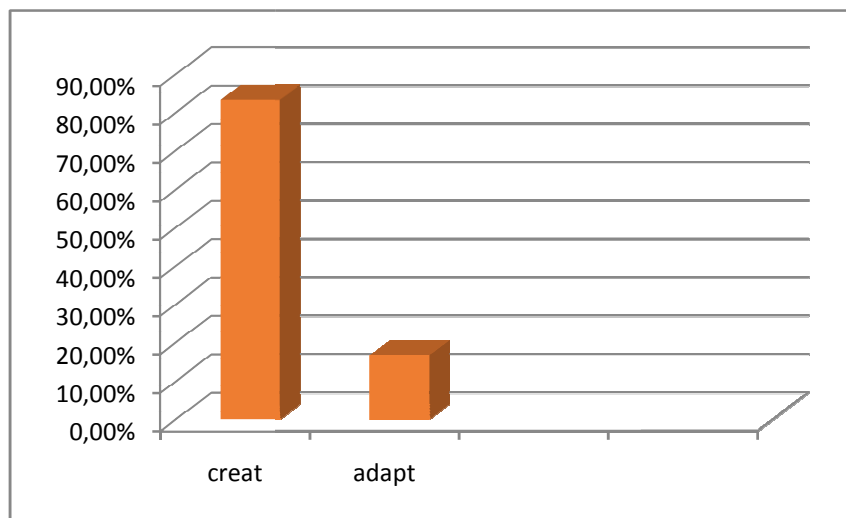
### **Q 12:Do you adapt or creat the worksheets?**

This designed item sought to know which strategy the teachers' used .

## Data Collection and Analysis

**Table 3.12: teachers' teaching style**

Option	Number	Percentage%
Adapt	1	16.6%
Creat	5	83.3%
Total	6	100%



**Graph 7: teachers' teaching style**

As it is clearly observed, 5 respondents that is about (83.3%) applied for creating their own worksheets, while only one respondent (16.6%) who adapts the worksheet. Hence, the majority of teachers creat their worksheet because The more worksheets you develop, use and reflect on, the more you will understand your students, their abilities, preferences and what really works in your class. With good feedback, your worksheets will get better every single time and create a channel of conversation between you and the students.

### **Q 13: how do you stop them from using L1 in class?**

The obtained data from teachers' questionnaire have provided us with wide

## Data Collection and Analysis

range of rich information that is beneficial to answer our question. From teachers' responses teacher (1) claimed that the use of educational games would be helpful, while teacher (2.4) pointed that using techniques such as asking and make them answering simple questions or making them use body language to convey their message instead of using L1, while teacher (3) prefer to keep them talking both L1 and L2 spends 1 min standing up.

To conclude, we can extract that the majority of EFL teachers are familiar with the use of different techniques to avoid the use of L1 with learners. Besides, they believe in the positive effect of the use of English. Furthermore, they are aware of the vital role that English language play nowadays.

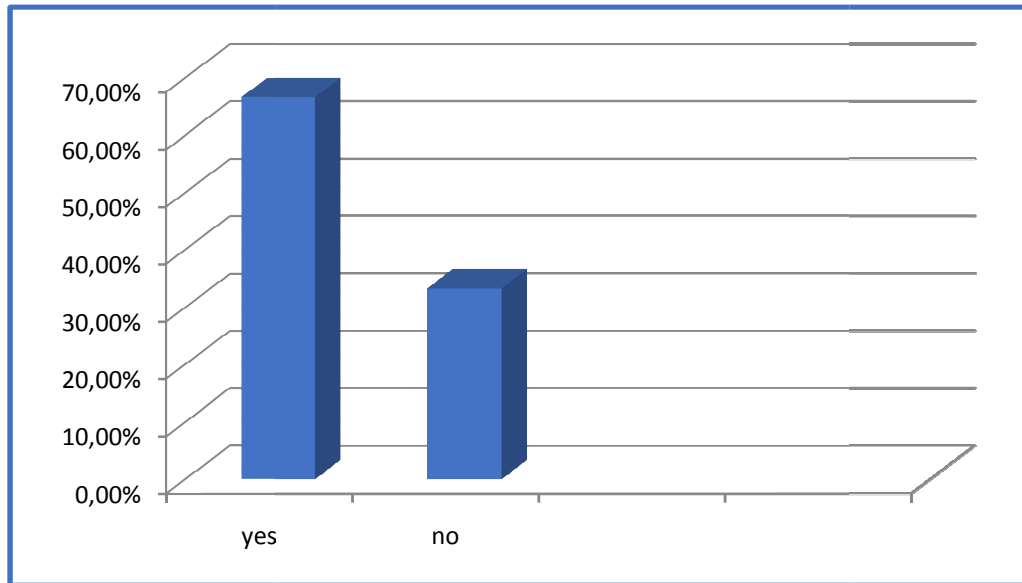
### **Q14: do you give them homeworks?**

This item sought to determine whether teachers do give learners homeworks or not.

**Table 3.14: teachers' teaching methods**

Options	Numbers	Percentage
Yes	4	66.6%
No	2	33.3%
Total	6	100%

## Data Collection and Analysis



**Graph 8 : teachers' teaching methods**

The table above revealed that the majority of respondents (66.6%) gave homeworks to their learners, while, (33.3%) claimed that they did not give homeworks to their learners.

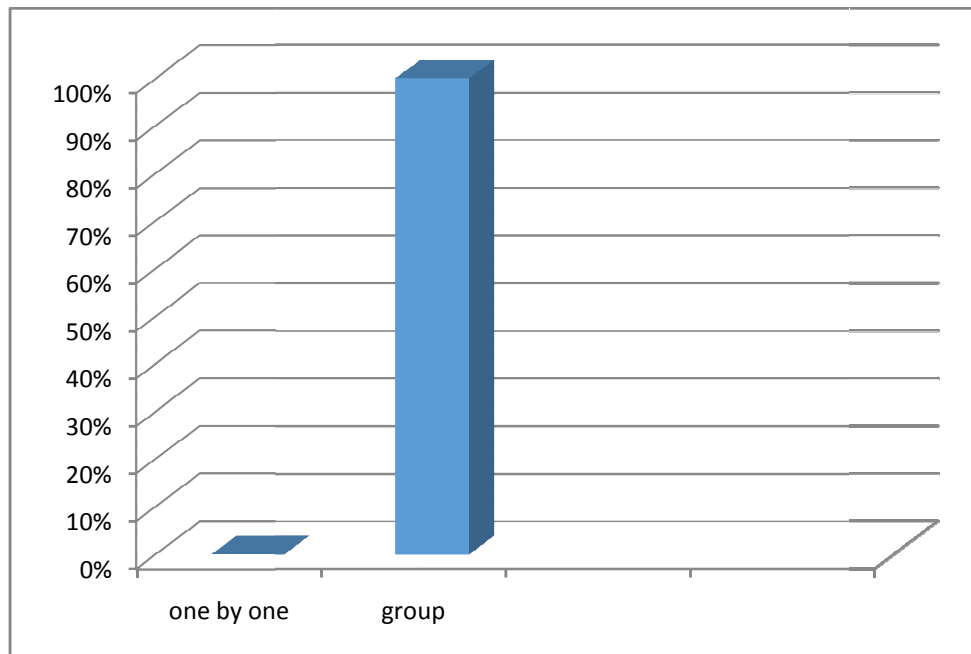
While justifying the choice of “yes” for this question, the respondents whome gave homeworks justified with since we do not use English in our everydays comestri. So they need practice more even at home, while those who said “No” they justified with they still young for homeworks they need simple practices during the class they have mentioned that homework caused physical and emotional stress, and created negative attitudes about learning. So all they need is just to have more fun and get accessible to the language.

## Data Collection and Analysis

**Q 15: .Which one is more useful teaching kids one-to-one or in groups?**

**Table 3.15: the appropriate technique of teaching kids**

Option	Number	Percentage%
One by one	0	0%
Group	6	100%
Total	6	100%



**Graph 09: the appropriate technique of teaching kids**

As it is clearly observed, the 6 respondents that is (100%) applied for teaching learners in groups, while non of the respondents applied for teaching children one by one.

Teachers who applied for “teaching children in groups” justify their answer with children will become better decision-makers, Also learning English in a group, surely will get them more motivated and enthusiastic about learning it. They describe



## Data Collection and Analysis

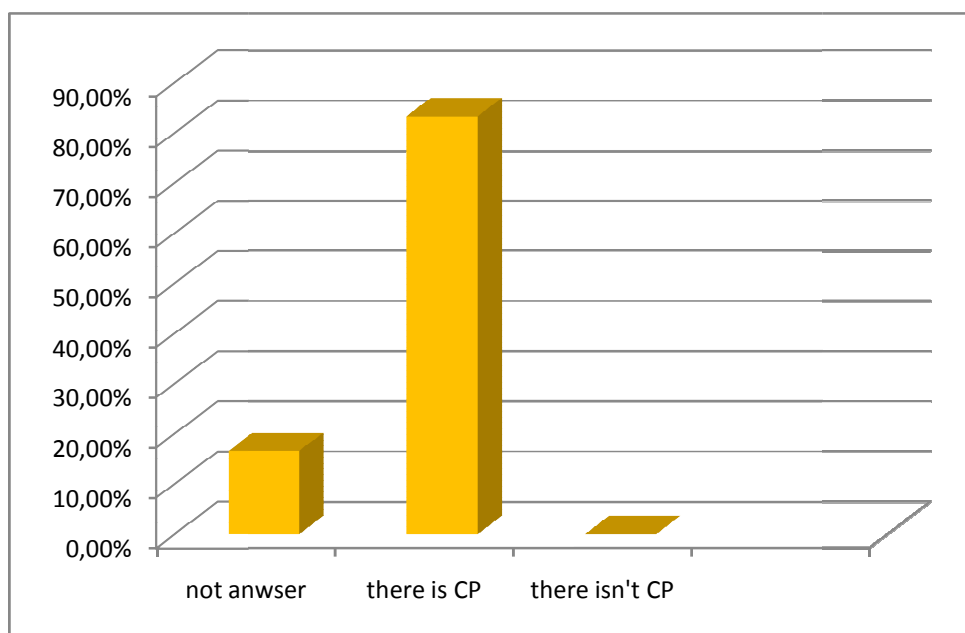
“teaching children one by one” ,that he won’t have the chance to do writing storms, to complete the picture with his partner, share his ideas or understand what is it that makes other children more motivated. So, he is left to face reading alone, writing alone, listening alone and what is worse speaking alone.

### Section 03: critical period

#### Q16: is there a critical period

3.16.Table The existence of the critical period

Option	Number	Percentage%
There is a critical period	5	83.3%
There is not a critical period	0	0%
Not answer	1	16.6%
Total	6	100%



## Data Collection and Analysis

### Graph 10: The existence of the critical period

To sum up the above yielded data, a noticeable percentage (83.3%) confirmed the above answers and justifications by approving that there is a critical period for language development in children. Hence, one of the teachers provide us with an experience had while teaching which :”the sample was 2 children , they were both at the two-word - three-word utterance levels and were making sense in what they were uttering. It was probable that the critical stage/period for these two lies within that time. As playful as they were, each’s vocabulary in English, in particular, is increasing relatively rapidly as at any time I interacted with them, some new items emerge in their utterances. It could be the case that this is the most important period in the acquisition process”. However, (16%) did not answer this question, while none of the respondents (0%) has selected one of the above options individually.

Consequently, children are facilitated in learning a second language, they acquire it easily than adults

### Q17 : . At what age is it easier to acquire the second language?

This item aimed to collect respondents’ opinions about the the appropriate age to acquire the second language for young learners, From teachers’ response , (2) teachers agree that from 6 to 14 is the appropriate age to learn easily, while one teacher (1) claimed that 7 years old is a good age to start learning English as a second language, Besides, another teacher noted that from birth till puberty is the time period in which the child can learn easily, while the rest of teachers didn’t provide me with any answers.

As a result, the first few years of life constitute the time during which language develops readily and that age could be from 5 years old.

## **Data Collection and Analysis**

### **Q 18: what is the capacity children have during that time period**

The response we get from teachers from this item was a great answers in which all the teachers agreed on one reply which is a great capacity children's had during that period of time, a teacher mentioned that from her personal experience, at that age students become more aware and have the ability to acquire easily, and their capacity is beyond adult's capacity.

Consequently, critical period does exist on a period time on our ages, teachers and parents should be more aware about it so their children could be able to acquire more languages.

### **Discussion of the main results**

This research was conducted in order to build a general awareness of the significance of the Critical Period and its impact in second language acquisition for the young learners, as well as to find the most successful traits that improve young learners ' participation and willingness to speak and learn the second language. This section aims to include a summary of the key findings obtained by the use of questionnaires in order to either support or refuse the predetermined hypotheses.

The data gathered shows a major connection between the willingness of learners to learn and acquire language. As it is concluded from the teachers' responses to the questionnaire, most participants see that learning a second language at an early age may have both a positive effect on their performance level in the future.

Most of teachers agree that critical period takes a place in second language acquisition for young learners, and they all believe that it has a great role in their daily life expression because it helps learners understand youtube cartoons for example; however. All teachers

## **Data Collection and Analysis**

confirms that the use of different techniques and strategies will motivate and encourage their students to keep learning in the classroom. They all believe that positive traits and attitudes are sorts of motivation and encouragement for students to bring them with friendly atmosphere and conditions in order to foster their speaking skills and achieve better performance.

## **Data Collection and Analysis**

### **Conclusion**

This chapter was devoted to the field work of the study that consisted of two parts. The first part focused on the theoretical background of the research methodology of the study; namely: research approach, research design, and population, sampling, and data collection methods. The second part aimed to check whether the effect of critical period on the acquisition of the second language for young learners from teachers perspectives. In addition, it dealt with detailed data analysis, interpretation, discussion of findings, and the synthesis of the results

# **General Conclusion**

## General conclusion

The present study aimed to shed light on the effect of critical period on the acquisition of the second language for young learners. Thus, this research attempted to answer all the research questions in addition to the hypotheses validity.

The study comprises three chapters, the two initial chapters was devoted to the theoretical part of the study; whereas, the third chapter shed light on the study framework. Firstly, the first chapter devoted to highlight the significance of critical period on second language acquisition. To be precise, it dealt with a general of CP and SLA (its meaning and notion). Moreover, it presented the theories and stages of second language acquisition.

Secondly, the second chapter provided the essential elements of teaching English to young learners, (reasons, benefits, programs..) and the challenges that face teachers when conducting while dealing with young learners.

Thirdly, the third chapter devoted to the study framework. Initially, this chapter dealt with practical part of the study that presented the research methodology (research approach, research design, population and sampling, and data collection methods). Then, it shifted to data analysis and interpretation in addition to the discussion and summary of the study findings.

To achieve the study aim, researcher dealt with mixed-method. To collect data the researcher based her study on one data collection method which has been administrated to EFL teachers, and a questionnaire, which has been administrated to EFL teachers. teachers of “BACHA” a privet school at Biskra. The sample of the study included 6 teachers.

Accordingly, the obtained results that gathered from the questionnaire proved

## **General conclusion**

that teachers have positive attitudes towards teaching English as a second language to young learners. In other words, they believe that the earlier the learners start to learn the earlier their English will be developed. Moreover, teachers recommended the adoption of the different strategies and technique to evaluate young learners from an early level of learning. Furthermore, the obtained results showed that English young learners level's is average in addition to their lack of practice. In addition, teachers considered teaching young learners is enjoyable because they are dealing with children.

All in all, it can be deduced that teaching English to young learners is a unique challenging experience for teachers, because It is fundamentally essential for children to learn English from a young age in this rapidly globalizing world. English knowledge will help to open many opportunities for them in the future and it will be invaluable in their future careers. However, teaching English to children is not an easy job. But it is also not difficult, if the teacher already know how to do it. It would be a unique experience that is both challenging and fun.



## **General conclusion**

### **Suggestions and recommendations**

From the obtained data, the following seem to be helpful for the teachers:

-It is highly recommended to change the ways of teaching and assigning methods and base them on all students' mental capacities not only on memorization.

-It is highly recommended to teach English and spread its culture among students from early levels due to its effective role for successful EFL learning.

-It is highly recommended for teachers to develop their students' skills through teaching them the basis of the the foreign language .

-It is highly recommended to adopt "songs" and "games" as assigning strategy to develop students' foreign language .

## **Reference List**

Crystal, D. and Robins, . Robert Henry (2021, December 17). language. Encyclopedia Britannica. <https://www.britannica.com/topic/language>.

Ellis, R. (2015). Understanding second language acquisition 2nd Edition-Oxford applied linguistics. Oxford university press.

[https://books.google.dz/books/about/Understanding\\_Second\\_Language\\_Acquisitio.html?id=dZrICgAAQBAJ&redir\\_esc=y](https://books.google.dz/books/about/Understanding_Second_Language_Acquisitio.html?id=dZrICgAAQBAJ&redir_esc=y)

Enamul, hoque. (2017). An Introduction to the Second Language Acquisition, "Language Acquisition (pp.1-23) "

[https://www.researchgate.net/publication/335690866\\_An\\_Introduction\\_to\\_the\\_Second\\_Language\\_Acquisition](https://www.researchgate.net/publication/335690866_An_Introduction_to_the_Second_Language_Acquisition)

Birdsong, David. 2017. Critical periods. In Oxford Bibliographies in Linguistics. Edited by Mark Aronoff. New York: Oxford University Press. Available online: <https://www.oxfordbibliographies.com/view/document/obo-9780199772810/obo-9780199772810-01>

Cisneros-Franco, J. Miguel, Patrice Voss, Maryse E. Thomas, and Etienne de Villers-Sidani. 2020. Critical periods of brain development. Handbook of Clinical Neurology 173: 75–88. <https://doi.org/10.1016/B978-0-444-64150-2.00009-5>

5. Singleton, David, and Justyna Leśniewska. 2021. The Critical Period Hypothesis for L2 Acquisition: An Unfalsifiable Embarrassment? Languages 6: 149. [https://www.researchgate.net/publication/354405251\\_The\\_Critical\\_Period\\_Hypothesis\\_for\\_L2\\_Acquisition\\_An\\_Unfalsifiable\\_Embarrassment](https://www.researchgate.net/publication/354405251_The_Critical_Period_Hypothesis_for_L2_Acquisition_An_Unfalsifiable_Embarrassment)

Bates, Elizabeth, Donna Thal, Doris Trauner, Judi Fenson, Dorothy Aram, Julie Eisele, and Ruth Nass. 1997. From first words to grammar in children with focal brain injury. Developmental Neuropsychology 13: 275–343.

<https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.226.6823&rep=rep1&type=pdf>

Hyltenstam, Kenneth, and Niclas Abrahamsson. 2003. Maturational constraints in SLA. In *The Handbook of Second Language Acquisition*. Edited by Catherine Doughty and Michael H. Long. Malden: Blackwell, pp. 539–88.

[https://eclass.uoa.gr/modules/document/file.php/GS345/Doughty%20%26%20Long%20\(eds\)%20\(2005\).%20The%20Handbook%20of%20Second%20Language%20Acquisition.pdfv](https://eclass.uoa.gr/modules/document/file.php/GS345/Doughty%20%26%20Long%20(eds)%20(2005).%20The%20Handbook%20of%20Second%20Language%20Acquisition.pdfv)

Meisel, Jürgen M. 2008. Child second language acquisition or successive first language acquisition? In *Current Trends in Child Second Language Acquisition. A Generative Perspective*. Edited by Belma Haznedar and Elena Gavrusseva. Amsterdam: John Benjamins, pp. 55–80.

[https://books.google.dz/books?id=fpy0KZxrN2EC&pg=PA79&dq=Child+second+language+acquisition+or+successive+first+language+acquisition?+In+Current+Trends+in+Child+Second+Language+Acquisition&hl=fr&sa=X&ved=2ahUKewjjgJ34\\_p74AhUCxiUKHebMDg0Q6AF6BAgJEAI](https://books.google.dz/books?id=fpy0KZxrN2EC&pg=PA79&dq=Child+second+language+acquisition+or+successive+first+language+acquisition?+In+Current+Trends+in+Child+Second+Language+Acquisition&hl=fr&sa=X&ved=2ahUKewjjgJ34_p74AhUCxiUKHebMDg0Q6AF6BAgJEAI)

Gruyter, Jörg, Irena Kogan, & Dollmann, Jörg. 2020. Speaking Accent-Free in L2 Beyond the Critical Period: The Compensatory Role of Individual Abilities and Opportunity Structures. *Applied Linguistics* 41: 787–809. <https://madoc.bib.uni-mannheim.de/51980/1/amz029.pdf>

Lenneberg, E. H. (1967). *Biological Foundations of Language*. New York, NY: John Wiley. <https://www.worldcat.org/title/biological-foundations-of-language/oclc/557223>

Penfield, W., & Roberts, L. (1959). *Speech and brain mechanisms*. Princeton, NJ: Princeton University Press. [https://books.google.dz/books?id=xrv\\_AwAAQBAJ&lpg=PP1&dq=Speech%20and%20Brain%20Mechanisms&hl=fr&pg=PR14#v=onepage&q=Speech%20and%20Brain%20Mechanisms&f=false](https://books.google.dz/books?id=xrv_AwAAQBAJ&lpg=PP1&dq=Speech%20and%20Brain%20Mechanisms&hl=fr&pg=PR14#v=onepage&q=Speech%20and%20Brain%20Mechanisms&f=false)

Singleton, D. (2005). The Critical Period Hypothesis: A coat of many colours. *International Review of Applied Linguistics in Language Teaching*, 43, 269-285.

[https://www.researchgate.net/publication/240751227\\_The\\_Critical\\_Period\\_Hypothesis\\_A\\_co\\_at\\_of\\_many\\_colours](https://www.researchgate.net/publication/240751227_The_Critical_Period_Hypothesis_A_co_at_of_many_colours)

Grosjean, F. (1998). Studying bilinguals: methodological and conceptual issues. *Bilingualism: Language and Cognition*, 1, 131-149. <https://psycnet.apa.org/doi/10.1017/S136672899800025X>

Hyltenstam, K., & Abrahamsson, N. (2003). Maturation Constraints in SLA. In J. Doughty and H. Long (Eds.), *The Handbook of Second Language Acquisition* (pp. 539-588).

[https://eclass.uoa.gr/modules/document/file.php/GS345/Doughty%20%26%20Long%20\(eds\)%20\(2005\).%20The%20Handbook%20of%20Second%20Language%20Acquisition.pdf](https://eclass.uoa.gr/modules/document/file.php/GS345/Doughty%20%26%20Long%20(eds)%20(2005).%20The%20Handbook%20of%20Second%20Language%20Acquisition.pdf)

Johnson, J. S., & Newport, E. L. (1989). Critical Period Effects in second language learn.g.. influence of maturational state of acquisition of English as a second language. *Cognitive Psychology*, 21, 60-99.

[https://TheCriticalPeriodEffectsInSecondLanguageAcquisitio-7836170%20\(1\).pdf](https://TheCriticalPeriodEffectsInSecondLanguageAcquisitio-7836170%20(1).pdf)

Jasmina, M (2005). Age as a Factor in Second Language Acquisition, p 5-  
<https://books.google.dz/books?id=Nfg0IEoyUkC&pg=PA5&dq=Age+as+a+Factor+in+Second+Language+Acquisition&hl=fr&sa=X&ved=2ahUKEwjZ3LamuZz4AhWmSPEDHTQTDYwQ6AF6BAgDEAI#v=onepage&q=Age%20as%20a%20Factor%20in%20Second%20Language%20Acquisition&f=false>

Bill VanPatten, Jessica Williams (2014). *Theories in Second Language Acquisition: An Introduction* (p 18-27)

<https://books.google.dz/books?id=2Q8hBQAAQBAJ&lpg=PP1&dq=Theories%20in%20Second%20Language%20Acquisition%3A%20An%20Introduction&hl=fr&pg=PA26#v=onepage&q=Theories%20in%20Second%20Language%20Acquisition:%20An%20Introduction&f=false>

Ricardo E. Schütz. (1998). Stephen Krashen's Theory of Second Language Acquisition.

<https://www.sk.com.br/sk-krash-english.html>

Jane.H, (2013).Classroom Instruction that Works with English Language Learners Chapter 2. The Stages of Second Language Acquisition 2<sup>nd</sup> addition . p11-14.

[https://www.education.ne.gov/wpcontent/uploads/2017/07/Nebraska\\_Study\\_Guide\\_for\\_CIT\\_W\\_ELLS\\_final.pdf](https://www.education.ne.gov/wpcontent/uploads/2017/07/Nebraska_Study_Guide_for_CIT_W_ELLS_final.pdf)

Krashen, S., & Terrell, T. (1983). The natural approach: Language acquisition in the classroom. [http://www.sdkrashen.com/content/books/the\\_natural\\_approach.pdf](http://www.sdkrashen.com/content/books/the_natural_approach.pdf)

Rixon, S. (1999). Young learners of English: Some research perspectives. Harlow, UK: Longman.[https://web.edu.hku.hk/f/staff/412/2004\\_Issues-in-teachers-re-interpretation-of-a-task-based-innovation-in-primary-schools.pdf](https://web.edu.hku.hk/f/staff/412/2004_Issues-in-teachers-re-interpretation-of-a-task-based-innovation-in-primary-schools.pdf)

Read, C. (2003). Is younger better? English Teaching Professional, 28(5–7). Available at [http://www.carolread.com/articles/ETp28\\_Carol\\_Read.pdf](http://www.carolread.com/articles/ETp28_Carol_Read.pdf)

Curtain, H., & Dahlberg, C. A. (2010). Languages and children— Making the match: New languages for young learners, 4th ed. New York, NY: Pearson.  
<https://www.pearsonhighered.com/assets/samplechapter/0/1/3/2/0132855216.pdf>

Pinter, A. (2006). Teaching young language learners. Oxford, UK: Oxford University Press.  
[https://www.researchgate.net/publication/257170873\\_Teaching\\_Young\\_Language\\_Learners\\_A\\_Pinter\\_Oxford\\_University\\_Press\\_Oxford\\_2006\\_192\\_pp](https://www.researchgate.net/publication/257170873_Teaching_Young_Language_Learners_A_Pinter_Oxford_University_Press_Oxford_2006_192_pp)

Harley, B. (1998). The outcomes of early and later language learning. In M. Met (Ed.) Critical issues in early second language learning. Glenview, IL: Scott Foresman, Addison-Wesley.  
<https://celebratelanguages.com/PDFeduDocuments/EarlyVSLateStartinFLEdu.pdf>

Bialystok, E. (1999). Cognitive complexity and attentional control in the bilingual mind. Child Development, 70(3), 636–644.  
<https://dialnet.unirioja.es/descarga/articulo/2316380.pdf>

Naziha Benosmane (2006). “Teaching EFL to young children with reference to private primary schools”. <https://theses.univ-oran1.dz/document/TH2367.pdf>

McGLOUTHIN, J. Doug (1997). "A child first steps in language learning". The internet test journal. Vol. III, NO.10, October 1997. <http://iteslj.org/Articles/McGlothlin-ChildLearn.html>

.Piaget, J (1964), (six etudes de psychologie. Genève : Denoel/Gonthier

Diller, D. (1978). The language teaching controversy. Rowely : Newbury house.

<https://files.eric.ed.gov/fulltext/ED277280.pdf>

Larsen Freeman, D. (2000). Teaching and principales in language teaching. Oxford : oxford university press. <https://acasearch.files.wordpress.com/2015/03/techniques-in-language-teaching.pdf>

Thornton, M. ( 2001), young learner's tool kit. Turkey, british council.

(Teaching English to Young Learners around the World: An Introduction)

# Appendices



## Appendix 01: teachers' Piloting Questionnaire

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information.

### Section :01

1. Are you a male or a female?

A. Male

B. Female

2. How old are you?

A. Under 25

B. 25–29

C. 30–39

3. What is the highest level of formal education that you have completed?

.....

4. Are you satisfied with your job?

.....

5. How long have you worked in this field?

.....

6. How many groups you have?

.....  
7. how you describe the child's performance level !

.....  
8. What are the principles of an effective teacher?

.....  
**1.1** 9. Do you think it is a good idea to start learning English at a very young age?

.....  
**Section :02 Teaching young learners**

2. What are the principles of teaching English to young learners?

.....  
3. What is the most appropriate strategy for young learners?

.....  
4. What is your personal method of teaching?

1.2 5.What kind of tasks do you use to teach your learners?

.....  
.....

1.3 6.How do you get and keep their attention?

.....  
.....

1.4 7.Do you adapt the book materials,or creat your own worksheets?

1.5 .....

1.6 8.How do you stop them from using L1 in class? How do you encourage them to speak English?

.....  
.....

1.7 9.How do you keep them under control?

.....

10.Do you give them homeworks !

.....

12.What is the appropriat time for teaching them ?

.....  
.....

1.8 14. Which one is more useful teaching kids one-to-one or in groups?

.....  
.....

**Section : 03 critical period (age)**

According to Birdsong (1999), the CP is a limited period of time when it is possible to acquire a language at natively like levels. In line with this premise, he also pointed out that “once this window of opportunity is passed, however, the ability to learn language declines” .

1. From your teaching experiences Do you believe there is a critical period for language development?

.....

2. If yes, what are its limits and what is the extent of its effects?

.....  
.....

3. At what age is it easier to acquire the second language?

.....

4. What is the capacity children have at this time period?

.....

5. does the language ability inevitably die away after the CP pass

.....  
.....

## Appendix 02: teachers' final Questionnaire

You are being invited to take part in a research study. Before you decide, it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information.

### Section :01 general information

2. Are you a male or a female?

C. Male

D. Female

2. How old are you?

D. Under 25

E. 25–29

F. 30–39

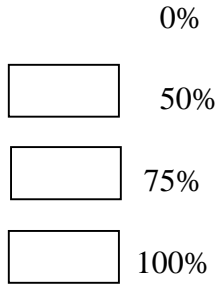
3. What is the highest level of formal education that you have completed?

a- Master

b- magister

c- PHD

4. Are you satisfied with your job?



5. How long have you worked in this field?

1       3       5       7

6. . How many groups do you have?

1       3       5

**Section :02 Teaching young learners**

7. how do you describe the child's performance level !

.....  
 .....

8.In your opinion, What are the principles of an effective teacher?

.....  
 .....

**1.9** 9.Do you think it is a good idea to start learning English at a very young age?

.....  
 .....

2. What are the principles of teaching English to young learners?

.....  
.....

3.What is the most appropriate strategy for young learners?

.....  
.....

1.105.What kind of tasks do you use to teach your learners?

.....  
.....

1.116.How do you get and keep their attention?

.....  
.....

1.127.Do you adapt or create your own worksheets?

1.  Adapt  create

1.148.How do you stop them from using L1 in class? How do you encourage them to speak English?

.....  
.....

10.Do you give them homeworks !

Yes  No

12.What is the appropriate time for teaching them ?

.....  
.....  
1.15 13. Which one is more useful teaching kids:

1  one-to-one  groups?

**Section : 03 critical period (age)**

According to Birdsong (1999), the CP is a limited period of time when it is possible to acquire a language at natively like levels. In line with this premise, he also pointed out that “once this window of opportunity is passed, however, the ability to learn language declines” .

1. From your teaching experiences Do you believe there is a critical period for language development?

Yes  No

2. At what age is it easier to acquire the second language?

.....  
.....

3. What is the capacity children have at this time period?

.....



## الملخص:

في السنوات الأخيرة، تم اعتبار العمر كعامل رئيسي في تحديد اكتساب متعلمي اللغة الناجح للغة الأجنبية، والذي يرتبط بالافتراض المنصوص عليه في فرضية الفترة الحرجة والفرضية العصبية. الأهم من ذلك، يمكن استنتاج هذه الافتراضات بأن متعلم اللغة يمكن أن يكتسب لغة أجنبية بشكل أفضل في سن مبكرة. بالإضافة إلى ذلك، لا يزال هناك اعتقاد شائع لدى العديد من العلماء، يفيد بأن الأطفال الصغار أفضل في اكتساب اللغة الثانية (SLA) من المبتدئين في وقت لاحق، مثل المراهقين أو البالغين. لذلك، سيتم مناقشة ما إذا كان المتعلمون الصغار يتعلمون اللغة الثانية بشكل أفضل أم لا في هذه المقالة.

مصطلحات الفهرس - فرضية الفترة الحرجة ، اكتساب اللغة الثانية ، المتعلم الشاب