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**The Effects of Learning More Than One Foreign Language on
Children's First Language Acquisition and Learning
Case of Primary Schools Children in Tiaret**

**A Dissertation Submitted in Partial Fulfilment of the Requirement for the
Degree of Master in Linguistics**

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Dedication 1

I dedicate this work to my parents, my lovely mother "Mira " and my lovely father "AEK ". Thank you for always being there for me.

I also dedicate this work to my sister, my broyhers, and to my bestfriend "Chahinez" "Ikram" and "Meriem" who has been with me in this work.

To all of you thank you.



Khaldia

Dedication 2

I am dedicating this Work to ALLAH Almighty , Who Made me and gave me strength , ideas , knowledge and wisdom .

I'm incredibly thankful to my loving parents "ABDELKAOUI" and "KHADIDJA" for their words of support and push to be consistent .To my lovely sisters "IMEN" and " IKHLASE" Who have encouraged and Loving me with a special thanks To my cutest Friend "KHALDIA"



Meriem

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Abstract

Learning a foreign language during childhood can have various effects on children's first language development positively or negatively. It's important to note that both language acquisition and language learning can be effective ways of acquiring foreign languages. While language acquisition is most common in early childhood and facilitates native-like fluency, language learning can still lead to high levels of proficiency and communicative competence, even if it may take more effort and time. Therefore, this research attempts to clarify the effects of learning more than one foreign language on children's first language acquisition. Additionally, the central goal of this research is to illustrate the advantages and drawbacks of foreign language on children's development. In order to gather data, a questionnaire was directed to primary schools teachers and an interview for the parents. The findings show that learning foreign languages has a positive effect on children and children have a unique ability to learn foreign languages, and early exposure to a second language can have numerous benefits for their cognitive, linguistic, and socio-cultural development.

Keywords: Children, first language acquisition ,Foreign language, , Language learning,.

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List of Abreviations and Acronyms

FLL:Foreign Language Learning

CBA:Competency Based Aproach

GTM:Grammar-Translation Method

CLT:Communicative Language Teaching

SLA:Second Language Acquisition

L1:Language 1

L2:Language 2

CDS:Child-Directed Speech

GC:Gugenheim Corpus

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General Introduction

General Introduction

Language is an inseparable part of human life, as people can communicate their intentions and goals to others through language. In other words, language is the means of communication that people use to interact with each other. Language functions as a means of communication and is an important tool in children's lives. Language enables children to connect, share experiences and improve intellectually, especially in the context of developing language knowledge and skills (Marić, 2017).

For young children, this is a developmental stage that needs to be nurtured and developed in order to reach their full potential. There is concern that without guidance children's language development will not meet the expectations of parents at home and educators in schools. As social beings, humans are constantly interacting with others. Communicating through language allows children to adapt to your environment. Language is both unique and universal (Gill & Damann, 2015; Chaterjee, 2016). Unique means having properties or characteristics that are not unique to other languages, and universal means having the same characteristics that exist in all languages. Bilingualism is the ability of a person to use or learn two languages.

Kids these days are surrounded by screens, televisions, computers, tablets and phones. These devices, one way or another, help children act, learn new plays, and learn new languages. Many experts believe that learning a language by the age of ten can help children speak it fluently and correctly as an indigenous person. Therefore, the sooner children become familiar with a foreign language, the more fluently the speaker can speak another language. This helps to develop and acquire awareness of other cultures. It also helps improve the knowledge and understanding of the native language, but what about the native language? Is the child well understood by the community school teachers and peers? How has this child progressed in school? What is the best age to learn a foreign language?.

This study tries to investigate introducing foreign languages at an early age and its effects on children's native language acquisition and learning. In This respect it tries to Provide answers to the Following Research questions:

- 1- What are the effects of learning foreign languages on children's first language acquisition ?
- 2- What are the advantages and the drawbacks of learning more than one foreign language for children ?

3- Is it possible for a child to learn two foreign languages along with the first language ?

In order to make a research to find answers to previous main questions the following hypotheses was formulated :

1- Learning foreign languages at an early age affects positively children to develop their abilities in different sides of their lives.

2- The use of foreign language in early childhood does not have a major impact on the adequate acquisition of the mother tongue.

3- The use of foreign language in early childhood have a great impact on the edequate acquisition of the mother tongue.

For teaching the research aims a qualitative and quantitatiative method will be adopted using two research tools ,a questionnaire and an interview , the questionnaire is designed to teachers of primary schools and the interview for parents . This dissertation consists of three main chapters :

The First chapter represents in overview in previous studies about learning foreign languages at an early age as well as the importances of these foreign languages in our today's world. In the second chapter we provide the definitions of language acquisition and the main factors that influence language learning. The last chapter is devoted to the field of research methodology and data analysis in the current view . It contains of an interview And questionnaire to collect data that serves the research from teachers of Tiaret's primary schools and a discussion of the findings.

Chapter One

Foreign Language Learning

During Childhood

Chapter One: Foreign Language Learning During Childhood

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1.1 Introduction

Today, foreign language learning at primary school evolved over time. Learning a new language is rewarding at any age, many samples admit that the ideal time to learn a language is when you're a child. Some scholars emphasise that being a bilingual at a young age may be advantageous, but others think otherwise.

Foreign language learning during childhood has been shown in numerous studies to improve cognitive abilities and academic performance. Because the children's brains are inherently flexible, uniquely hardwired, they can absorb new information quickly and easily and acquire languages easily. So, it is easier for children to learn a foreign language.

Foreign language learning during childhood is a double-edged sword; It has its own advantages and disadvantages. This chapter attempts to clarify the importance of learning a foreign language in childhood and it highlights its benefits and disadvantages.

1.2 Foreign Language Learning during Childhood

A foreign language is difficult to master completely. Early introduction of foreign-language education during childhood is becoming a standard in many countries. Many experts believe that learning the language before the age of ten years allow children to speak correct and fluent as an indigenous person. Therefore, whatever the earlier children become familiar with foreign language, he have better chance to speak proficiency.

According to Dr. Richard Johnston (2002)in a reference study for the Council of Europe, ,*“There is little doubt that in society at large many people feel intuitively that young children possess some inherent advantage in learning languages, and so there is a widespread view that 'the younger = the better'”*.He showed that people start worrying if their kids learn languages at young age, but in fact the younger that they started the best result showed.

Prime Minister Tony Blair (1999) in his speech: *“ Everyone knows that with languages, the earlier you start, the easier they are “* . This view claims that if you want to start

anything, you have to start it from zero. The same as languages, children get excited to new things. Therefore, it is better to introduce to them the languages to learn it easier.

Oyama (1976) in her article 'A Sensitive Period for the Acquisition of a Non-native Phonological System' points out that someone who learns foreign languages at a very early age will pronounce the vocabulary of a foreign language as a native speaker accent. She concluded that age is an important factor to achieve a native like accent. Meanwhile, children will actually improve their fluency because their age still shows flexibility in motor skills.

According to Ghasemi, Hashemi (2011, p. 875), "*the young brain is inherently flexible, uniquely hard-wired to acquire language naturally*". The children at a young age learn naturally, they can absorb the rules of a foreign language intuitively without any problems, because their age still shows flexibility in motor skills. Intonation, gestures, facial expressions, actions and circumstances all help to tell what the unknown words and probably phrases mean. By understanding the message in this way, they start to understand the language. In later life, we all maintain this first source of understanding alongside our knowledge of the language itself. It remains a fundamental part of human communication .

In recent years, foreign language teaching in early childhood has become an important all over the world. There are different opinions put forward in foreign language teaching. According to one view, it is showed that it may be advantageous to start foreign language at an early age. On the other hand, a group of scientists argued that foreign language teaching at an early age would negatively affect the children's cognitive development and that language acquisition processes would slow down due to the disruption in children's mother tongue. Therefore, there are methods of teaching foreign language that help teachers to give the right education for the children.

So according to research, there are lots of advantages of the learning a language at an early age. Nowadays the education of the foreign language should be started early in order to achieve good results.

1.3 Advantages of Foreign Language Learning at Early Ages

It is no secret that learning a foreign language has many benefits. Studies have shown that children who are bilingual have better executive function skills, improved academic performance, and even enhanced cognitive development. In short, teaching your tchild a foreign language is one of the best things you can do for their future success.

According to Krashen et al.,(1979/1982), “*individuals who are exposed to a second language during childhood, achieve higher second language proficiency and native like mastery than those individuals that start during their adolescence and adulthood years*” (p.161). . It means that learning a new language during childhood, makes the child speak fluently and understand that language easily. They will speak it like their native language.

Stewart (2005, p.06)“ *Children who study foreign language tend to develop new perspectives and depth of understanding about the vocabulary and structure of their first language*” . As some parents and educators have observed learning a foreign language reinforces the vocabulary and concepts already known in the first language.

Previous work has shown that bilingual children, compared to their monolingual peers, had better problem-solving and critical thinking skills, more creativity, improved memory, better multi-tasking abilities, and better flexibility of mind.

According to Ghasemi, Hashemi (2011, p. 875)“ *the young brain is inherently flexible, uniquely hard-wired to acquire language naturally*“. The children at a young age learn naturally, they can absorb the sounds, structures, intonation patterns and rules of a foreign language easily.

Moreover, Clyne (1986) claimed that children who learn a foreign language earlier have a better chance of developing met linguistic awareness and can understand and think about their first language functions better than other children. He stated that this early met linguistic awareness also seems to support reading skills. Therefore, Clyne claimed that teaching second languages in schools should be considered as a way to develop children’s potentials.

According to Kecskes, I. (1998), “*intensive and successful foreign language learning (FLL) can have a strong and beneficial influence on the development of L1 skills. FLL helps the internalization of the L1 because linguistic operations based on conscious ways of thinking used in the foreign language can be transferred to L1 activities*“ . If the

child learnt foreign language correctly, it may affect positively on his L1. In this respect, Carson state :

Ultimately, learning a foreign language will improve a child's overall thinking and learning skills in general, making them smarter in many different unrelated areas. Their creativity is highly improved as they are more trained to look at problems from different angles and think outside of the box. This flexible thinking makes them better problem solvers since they can see problems from different perspectives. The better thinking skills developed from learning a foreign language have also been seen through testing scores.

(Carson,2007, p.85)

This means that learning a foreign language during childhood is beneficial. During childhood, the brain is more flexible, and it is easier for one to learn a new language in their younger years. Among many other benefits, teaching children a foreign language makes them more aware of the world around them and can open up opportunities in the future.

Starting foreign language learning at an early age provides an advantage in some children's language skills. For example, listening comprehension benefits when foreign language teaching begins at an earlier age and it states better results overall. Also, pronunciation also benefits in the long run, but this is limited to learning languages in natural contexts and does not apply to school-based learning. Young children learn the grammar structure and rules of the second language more slowly than older children, meaning that although they start language learning earlier, they progress more slowly. The acquisition of general language skills in foreign language learning is not directly related to the time spent on learning.

1.4 Disadvantages of Foreign Language Learning at Early Ages

As we talked about the advantages of foreign language learning. Also, there are disadvantages that effect on the children's development. According to Patton Tabors (2008), kids struggle with understanding the goings-on in the classroom, expressing their needs, and involving themselves in play situations with their peers. However, there are children with limited foreign language proficiency, in that situation the teachers

have to give them special treatments to make them feel socially included and encourage their language.

Some studies suggested that foreign languages should not be learnt at a young age due to the negative effects seen in mother language development. Some studies, it has been showed that learning a language at an early age is not as positive as expected. At this level, it was found that especially teachers did not know what should be taught in the next stage, and did not how foreign language teaching was accoutred to the children at a young age. Cameron (2008), said that the social, cultural, and political issues about foreign language teaching policies at an early age are complex and this affects teaching and learning at the classroom level.

Learning foreign languages have negative impact on children's development. Some researchers believe that after learning a foreign language, the child might start mixing between all the languages s/he knows and might use the words of one language while speaking another one. A lot of researchers and paediatricians say that early language education will give stress to children, and this stress can make children have emotional and behaviour disorder.

If the foreign language effect on the children, there is lack of educational materials that made the child effected. According to Jeong (2000) there are not enough funds, teachers, training programs, and development of teaching methods to teach foreign language to children.

1.5 The Foreign Language Teachers

Teaching is a difficult and responsible task. And every student has the right to get the most effective education. It is important, focusing on those who are responsible for the numerous children and if they are provide the right teaching of foreign languages. This means that the role of the teacher in teaching the children a new language to them is important.

The teacher must knows how to introduce the foreign language to a child and helps him/her to become a successful foreign language learner. Therefore, foreign language teaching is different from teaching other subjects. Teaching foreign languages demands that the teacher has very good competences in the language and some pedagogical capabilities to work with children.

According to Gianni-kas (2011), said that in order for children to become successful language learners, it must be the encouragement the adults around them, starting from their families to their teachers at school. More, Dewaele et al., (2018), said that the teachers are in charge of managing the emotional tenor of the classroom, creating a positive atmosphere in the foreign language group, establishing strong social connections among peers and, ideally, teaching with joy, optimism and passion. The teachers must make a connection between every child in the classroom, so the students do not get bored, the teacher must make new and joyful things to teach a foreign language.

Thompson (2008) posits that effective teachers possess well-built teaching skills and pleasant personalities. He also states that building rapport, choosing interesting activities and tasks, being able to teach, and coming up with appropriate answers to learners' unpredicted questions are some of the characteristics of effective teachers. Farrell (2015), argues that “ effective teachers possess particular characteristics and knowledge such as superior subject matter knowledge, good classroom management skills, good instructional skills and many more diverse behaviors. “(p.3). Therefore, teachers need to be fluent in the foreign languages, and must manage a good classroom.

1.6 Methods of Foreign Language Teaching

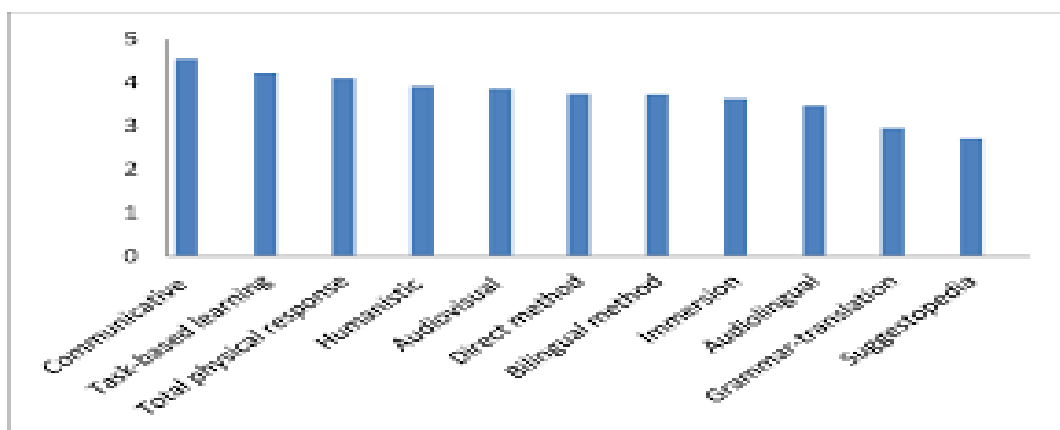
McDonough, Sahw and Masuhara (2012) have investigated research on foreign language teaching and the factors impacting learning and have included the techniques and methods used among the main factors. Consequently, ten basic methods used for foreign language teaching are listed:

- Grammar-Translation Method
- The Direct Method
- Audio-Lingual Method
- Audiovisual Method
- Cognitive Method
- Total Physical Response (TRP)
- The Silent Way

- Suggestopedia Method
- Communicative Method
- Eclectic Method
- . The CBA

Figure 1.1

Methods of Foreign Language Teaching



www.researchgate.net

The figure illustrates the methods of foreign language teaching from the most effective method to the least. The direct method, communicative method, audio-lingual method and the grammar-translation method are the most used methods in teaching foreign languages.

Firstly, the grammar-translation method is the method known to be the most classical and traditional one in the history of language teaching methods and approaches. The GTM focus is on teaching the foreign language (the target language) through the use of the student's mother tongue (the native language) , translation, and the grammar.

After that, the direct method is used in teaching foreign languages, avoids using the learners' native language and uses only the target language. This method is also called the natural method because the mother tongue or second language is learned naturally .Sárosdy et al. (2006) confirm that “ *The Direct Method receives its name from the fact that meaning is to be connected directly with the target language without going through the process of translating into the students’ native language* “(p.12). According to this

method, it should be connected directly with the target language without translation into the native language.

Next, the most popular methods of learning foreign languages. This method (or approach) is the most active for learning a foreign language. The communicative method, led by the linguist Hymes, was developed with the idea of having communication skills as the main point in learning foreign languages. Harmer (2001), defines the communicative approach - or the Communicative Language Teaching (CLT) as « a set of beliefs which deal with not only re-examination of what aspects of language to teach, but also a shift in emphasis in how to teach » (p.84). This approach focuses on learning a language in and outside the classroom through communication rather than just memorizing a series of rules.

Moreover, according to Pollard (2008), *“The communicative approach often refers to speaking activities; however, the other skills can also be practised in a communicative way”* (p.20). Thus, the communicative approach focuses on the involvement of all language skills especially the speaking which is considered as an essential part in practicing communicative activities.

Upcoming, the objective of the audio-lingual method is accurate pronunciation and grammar, the ability to respond quickly and accurately in speech situations and knowledge of sufficient vocabulary to use with grammar patterns. Brooks, one of the language teaching theorists, supported the auditory-linguistic method, argued that language is a behaviour, that learning a language includes how to behave instead of learning how to use grammar, and that this behaviour is best learned by forming appropriate habits.

Finally, the competency based approach (CBA) as stated by Richards and Rodgers (2001) which is an approach to teaching and learning more often used in learning specific skills than abstract learning. This approach allows students to master a specific skills which helps them in their future life. The CBA was originally expanded in the US. Later on, the Ministry of Education of Algeria decided to apply the CBA in the Algerian schools. According to Richards and Rodgers (2001):

Competency-Based Language Teaching is an application of the principles of Competency-Based Education in language teaching. Such

an approach had been widely adopted by the end of the 1970s, particularly as the basis for the design of work-related and survival-oriented language teaching programs for adults.

(Richards and Rodgers, 2001, p.141).

Thus, this method is designed to meet different learning abilities and can lead to an effective student outcomes, and preparing them for the future professions.

1.7 Objectives of Teaching Foreign Languages

In 1975, UNESCO sets objectives that help the students have knowledge more about foreign countries; they can also master the language fluently. This objective has set as follows: *“Mastery of means of written and oral expression, knowledge of literature and culture, development of international understanding, acquisition of technical, scientific and professional terminology, and development of the ability to analyze and structure through interconnection, concepts and relationships”* (p. 223).

Moreover, as for Algeria, it dealt with teaching foreign languages and its objective. According to the article 25, it stated as the following, " The primary school provides the student with (... teaching foreign languages, so that the student can benefit from simple documents drawn up in these languages, learn about foreign civilizations and develop common understanding between people.)"

Thus the educational system has set the objectives that it aims to teach foreign languages in Algeria, which are clearly stated as the following, p.20:

- The Practical objective: The student learns to communicate using the foreign language.
- The cultural objective: the student discovers foreign literatures, civilizations and arts.
- The Educational and Formative Objective: learning a foreign language is the personality of the student by developing his sense of mental. movement and developing his character.
- The Political Objective: knowledge of foreign languages enables the establishment of relations with other peoples, and helps understanding, peace and friendship between them.

1.8 Ways of Acquiring Foreign Languages

Studies have revealed many useful ways for teaching children foreign languages, here are some of them:

1.8.1 Through Stories

Stories can allow the child's learning process to be amusing, entertaining and fulfilling at the same time. According to Martínez (2007), « *stories are one of the best ways for children to not only learn the language but also learn content, cultural aspects, how to solve everyday problems, etc. In addition, storytelling helps students acquire and develop individual reading tastes, skills and creativity* »(52-56). Stories are fun for children, storytelling helps them nurture the child's personality and improve their creative abilities and enhanced knowledge of their and others' culture.

Moreover, according to González (2009), “*Telling stories provides the opportunities for students to speak the foreign language creatively, integrate information and knowledge they learn from other sources, and become more confident in the ability to express themselves spontaneously*” (98). Storytelling allows the child be fluent in the foreign language through reading stories.

In addition Martínez (2007) goes on state that:

Children enjoy listening to stories in their first language and are more likely to transfer that desire when listening to books read in a second language. Therefore, motivation and interest increase. Furthermore, stories are a great way of introducing, practising, revising, and improving pronunciation skills and teaching culture using the target language.

(Martinez, 2007, p.17)

Storytelling can be used to improve grammar and vocabulary but above that it helps improving the pronunciation. Children will be exciting to learn the language. As said by Ioannou-Georgiou & Verdugo (2011):

Stories are windows open to the world. They bring in views about different people, new countries and diverse cultural values, can prepare learners for openness, awareness, tolerance and acceptance towards

other ways of understanding life and stories about different cultures can help integrate children from different migrant backgrounds.

(Ioannou-Georgiou & Verdugo , 2011, p.137)

This expresses that stories help kids learn about different things in life like people, countries and cultures. Moreover, Gómez (2010) expresses that:

Using stories is interesting as children become familiarized with other cultures and social contexts different from their own, the students will understand that there are different viewpoints and so they become more tolerant and finally that they realize that there are other cultures and theirs is not always the best.

Using stories make children interested in learning languages, through stories they become tolerant and excited to learn. Storytelling makes the children more aware about other cultures.

1.8.2 Through Social Media

Today's young generation are obsessed with phones, the internet and social media. Social media is different platforms, among the platforms is Youtube, it is one of the useful tool that help children to learn foreign language so easily, and also it makes them interested to learn new language, how so?.

Obviously, we all know that in YouTube there are videos (it can be music, cartoons, movies...). In case of learning foreign language, there are channels of YouTube that the children can watch videos in form of music of alphabets, numbers, colours, ect in any foreign language, those videos help them master the language easily and talk fluently in it. Among this channels, for example: Coco melon, Rock 'N Learn.

1.8.3 Through Music

Doctor of Philology Irina Karabulatova, Professor of the Department of Foreign Languages of the RUDN University said:

“Music plays a key role in early language acquisition. The processing of music and language occurs in the same area of the brain, and musical and linguistic syntax may be similarly processed. Songs teach linguistic systems such as vocabulary, grammar, and syntax. By studying the texts of words, learners can quickly expand their vocabulary, and chanting phrases can improve their memorization.

Songs can also help students learn paralinguistic and extralinguistic elements, including accents and tones, as well as improve pronunciation and comprehension”

In the digital age, language learning through music has grown more and more common. It's a fun and original approach to learn, and its effectiveness has been scientifically validated. Children who are learning a foreign language with the aid of music have an easier time remembering words, phrases, and sentences in context. When a youngster sings a song in a foreign language, she will instinctively try to mimic the soundss/he hears, which will result in accurately pronouncing the words. This is why music is helpful when learning a language.

1.9 Conclusion

Learning foreign language nowadays become popular and useful. Therefore, early childhood is the best time for language learning. The child is enthusiastic to learn new activities, his brain is flexible. All the positive side of learning foreign language at an early age, but it can affect negatively on the child's development and education.

This chapter, it talked overall about foreign languages during childhood. In addition, in this chapter, we talked about the benefits and disadvantages of foreign languages learning at an early age. The chapter outlined the foreign language teaching and its methods, which we highlighted these methods: the direct method, communicative method, audio-lingual method and the grammar-translation method. We talked also about foreign language teachers and their role. In the end, we added a way which help children to learn foreign language.

Chapter Two

Language Acquisition

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Chapter Two : Language Acquisition

2.1 Introduction

Language is a way of expressing ideas and feelings in the form of signs and symbols. These letters and symbols are used to encode and decode information. Many languages are spoken in the world. The first language a baby learns is its mother tongue. It is the language that a person has heard since birth.

We recognize the fact that learning a language takes time. It's a process, not as fleeting as we've all experienced, whether in a first or second language. Most of us don't remember the effort to learn our native language, but we do remember the effort to learn a foreign language. Understanding the underlying processes is especially beneficial for second language teachers and learners. This helps the teacher's teaching methods and both teachers and learners become more patient and enjoy exploring the new language.

This chapter discusses language acquisition including both First and second language acquisition and the main factors that affects language learning.

2.2 Language Acquisition

Language acquisition is the process whereby Children achieve a fluent control of their native language. According to Varshney (2003), "*Children acquire languages not because they undergo similar conditioning processes, but because they have innate abilities that allow them to acquire a lengthy normal maturation process*"(307). This ability is universal. Children have an innate ability to acquire language. They learn language by exposing them to society and making hypotheses about it unconsciously, which he further modifies to arrive at the model of adult he is most exposed to. The ability to acquire and understand languages is genetically inherited, but the specific language a child speaks is culturally and environmentally inherited.

Children around the world acquire their first language without a tutor, but children exposed to English-speaking communities begin to speak fluent English, while children exposed to Indonesian-speaking communities learn Indonesian. Start using it fluently. Acquiring a language therefore appears to be different in nature from acquiring other skills such as swimming, dancing and gymnastics. The acquisition of a native language is much less likely to be affected by intellectual disability than the acquisition of other

intellectual abilities, and normal human children, unless raised in linguistic isolation, are more likely to Learning or learning a language and learning the basics of the language at a very early age.

Karshen in Schutz (2006), defines language acquisition as the product of subconscious process. It is very similar to how children learn their first language. In other words, language acquisition is generally the process by which a child begins to speak or acquire a first language. A language master is usually unaware that he has mastered the language, but is aware of the fact that he used the language for communication.

According to signeland cocking (2000), "*language aquisition is the process used by the children to adjust a series of hypotheses with what the old man can choose the best and the simplest of language concerned*"(5). Language acquisition usually takes place in a language goal community environment. It is natural, informal, artificial and related to the demands of learning. It means that language acquisition is the process children use to fit a set of hypotheses, allowing older adults to choose the best and easiest language based on grammatical rules.

According to Vygotsky's (1896-1934) ,first language acquisition is obtained from the child interaction with the environment. It means when the infants have already language acquisition device the potential will be developed from the environment athe second language acquisition comes when children master their first language. According to Chomesky (2009), "*language aquisition is a matter of growth and maturation of relatively fixed capacities under appropriate external conditions*"(101-102). Language acquisition and use of language acquisition is largely determined by internal factors. Since all human languages correspond in principle, the fact that people are the same everywhere" allows a child to learn any language, so the function of linguistic ability is a key period in the development of intelligence will be perfect for.

The term language acquisition generally disqualifies the resulting process knowledge of one's own language (or native language) acquisition of a foreign language irrespective of whether it is studied systematically in schools are quite different.

2.3 First Language Acquisition

First language acquisition refers to how a child develops the ability to speak and use a native language or multiple languages, the language of their environment. Language is

part of the environment in which a child is born, even the environment before birth. Therefore, first language acquisition begins at or before birth. That means we need to start talking about babies.

Skinner (1975) in Little Wood quoted that "*language is not a mental phenomenon but it is behavior. Like other forms of human behavior . It is learnt by a process of habit formation*" (p.06). He emphasizes that habits are formed by children imitating the sounds and patterns they hear around them.

2.3.1 Theories of First Language Acquisition

For the first language (mother tongue), learning is unconsciously assumed to be continuous and immersive. Children begin by understanding different sounds in order to create similar sounds and attach objects to them. Grammar can also be learned more through communication experience than through grammatical rules. As a result, children often refer to each other as third parties in their first conversations, make mistakes in gender identification, and mispronounce words as their exposure to words and language increases. Children continue to acquire basic grammar and absorb language from necessary interactions.

There are four main theories of language acquisition: behaviorism, innateness, cognitive , and social interactionism.

We have the first theory which is behaviorist theory, it suggests that language is built through continuous exposure and positive reinforcement. This theory was put forward through Pavlov's experiments and clarified with greater support by Skinner (1957). Skinner argued that language is acquired through a stimulus-response-reward process. He shared that children imitate their parents by associating words with real objects, objects being stimuli and parental affirmations being rewards.

Then, innateness, Noam Chomsky published a critique of action theory in 1957. In addition to some of the arguments listed above, he focused specifically on the sparsity of verbal input received by children. Adults do not usually speak in grammatically complete sentences. Moreover, children hear only small samples of speech. Chomsky concluded that children must have an innate ability to acquire language. According to this theory, this process is biological, humans evolved at birth with a brain, whose neural circuits transmit language information. A child's natural tendency to learn

languages is triggered by hearing the language, and the child's brain is able to interpret what it hears according to the underlying principles and structures it already contains. This natural ability has become known as the language acquisition device (LAD).

Next, we have the cognitive theory, Swiss psychologist Jean Piaget (1896-1930) placed language acquisition in the context of children's mental or cognitive development. He argued that children need to understand a concept before they can acquire a particular form of language to express it. A good example of this is serialization. A child's intellectual development reaches a point where he can compare the size of objects. This means that if you give your child some sticks, they can sort them by size. Piaget speculated that children who had not yet reached this stage would not be able to learn or use comparative adjectives such as "big" and "small".

Finally, we have social interactionism, it is a theory that claims that language acquisition requires communicative interaction. This theory builds on Jerome Bruner's work on social learning and argues that language is acquired as a result of interactions that help young children develop language. Furthermore, this theory emphasizes the functional aspects of language. Furthermore, it has been argued that language learning occurs as a result of socialization processes. Thus children learn to be part of a community. Bruner argues that it is interaction that provides young children with the support structure for language acquisition.. Therefore, the role of social interaction, dialogue, and exposure becomes important in language learning.

2.3.2 Stages in First Language Acquisition

When children learn to speak, they go through a series of stages starting in childhood when they are unable to store and understand language. After a month they will be able to recognize the first words. They then combine words and gestures within a few months, producing their first word combinations around age 2. This is followed by the generation of increasingly complex adult utterances as they become active conversationalists and take turns contributing appropriately. They start using the language longer. A set of features that tell a story and explain how the toy works. Between the ages of one and six, children acquire a wide range of language skills. Around the age of 10 to 12, they master many complex structures, much more vocabulary, and many uses of language. When human are born he/she does not have all

of sudden the grammatical of his first language in his brain and totally with its guidelines. There are six tiers in children's first acquisition:

- ✓ ***Pre-talking Stage (0-6) months*** : this period the child does not speak but is starting to understand some words. That describe their interests and needs moreover the child turns head-eyes seem to search for the speaker and producing sounds Like : Oh - ah – Uh
- ✓ ***Babbling Stage*** :stage take place from around six (6) to eight (8) months old. In this phase, the child start to make noises and produce Sounds such as [ma-ma] or [pa-pa] or [na-na] and hears sounds and tries to immitate them.
- ✓ ***Holophrastic Stage*** : This stage is significantly longer it occurs between nine (9) and eighteen (18) months old . Frokmin (1983), defines Holophrastic from " holo" Complete or " undivided " plus phrase " phrase " or " sentence"(328). In this phase, the child start to learn and speak single words to form a sentence or to express some emotional states.
- ✓ ***The Two-Word Stage*** :stage take place from eighteen (18) to twenty-four (24) months old. The child starts to ggether words into mini sentences or phrases and s/he already capable to produce consonant sounds Like [p],[b],[d],[t],[m],[n].
- ✓ ***Telegraphic Stage (24-30) months*** : This phase is called "telegraph" because it resembles what you see in a telegram. It has enough information to make the sentence meaningful. At this stage, the child's sentences consist of her 3-4 words. At some point during this stage, overgeneralization occurs as the child begins to recognize connections between words and objects. Here are some examples of telegram phase phrases. "What's his name?", "Mom is eating an apple", "She's dancing." At this stage, the child's vocabulary grows from her 50 words to her over 13,000 words. Towards the end of this stage, the child begins to try to grasp the tenses. In many ways, children's language comprehension makes it seem like they are learning each part in a random order, but this is not true.Speech has a specific order. Children start speaking vowels with rounded ``oo" and ``as". Consonants come after vowels. Examples of consonants include p, b, m, t, d, n, k and g. These consonants come first because they are easier to pronounce than others. For example, 's' and 'z'. This is because the 's' and 'z' require a specific tongue placement that children of that age cannot perform. Children, like all people, improvise what they cannot do. For example,

if you come across a sound that is difficult to pronounce, replace it with a sound that you can pronounce.

- ✓ **Later Multiword Stage (30+months) :** This is the time of the fastest vocabulary growth, with many new words being added every day. No babbling, no utterances with communicative intent.

2.4 Second Language Acquisition

Second Language Acquisition (SLA), also known as Second Language Learning, also known as L2 (Language 2) Acquisition, is the process by which people acquire a second language. Second language acquisition is also a scientific field dedicated to the study of this process. The field of second language acquisition is not only considered to be a subfield of applied linguistics, but it is also attracting research interest from a variety of other fields, including psychology and pedagogy.

A major factor in the SLA appears to be the verbal input received by the learner. Learners get better the more time they spend immersing themselves in the language they are learning and the more time they read spontaneously. The input hypothesis, developed by linguist Steven Krashen (1988) assumes that second language acquisition requires only comprehensible input. Krashen distinguishes between language acquisition and language learning (a distinction between acquired learning) and argues that acquisition is an unconscious process whereas learning is a conscious process. According to this hypothesis, the acquisition process in L2 (language 2) is the same as in L1 (language 1). Learning, on the other hand, refers to consciously learning and analyzing the language you learn. Krashen argues that consciously learned linguistic rules play a limited role in the use of language, and that, given the time, sufficient knowledge, and inclination of the learner to form a second-language output. It claims to act as a monitor that can be checked (monitor hypothesis). Subsequent work by others on the interaction and traceable output hypotheses suggests that opportunities for output and interaction may also be necessary for learners to progress to higher levels.

2.5 Similarities between First and Second Languages Acquisition

Literature reviews comparing first and second language acquisition are particularly interested in vocabulary. It has been a well-established fact for many years that vocabulary size is an important predictor of proficiency in first language acquisition

(Bates & Goodman 1997). Vocabulary development in second language acquisition was extensively studied in the 1950s and 1960s. However, the influence of rule-driven grammars and the major paradigm shift in linguistics initiated by Noam Chomsky has waned interest in second language dictionaries.

In recent decades, the influence of usage-based learning models has weakened the boundary between vocabulary and syntax, and vocabulary is thought to play an important role in determining language proficiency. A lexical specification includes not only the meaning of a word, but also information about the structure in which the word appears and the relative probabilities of their coexistence patterns (N. Ellis 2003). This approach has led to a resurgence of research on vocabulary in both first and second language acquisition (Hilton 2007) and subsequent role of vocabulary as a basis for language development.

It is relatively easy to enumerate the differences between first and second language acquisition. When children acquire a first language, they acquire knowledge of the world as well as learning the language. Second language learners bring knowledge of the world and learn new ways to talk about it. First language learners are naturally exposed to the language for hours by instructors who encourage language development (Tomasello & Brooks 1999). A second language learner's exposure to a target language is both quantitative and qualitative, depending on whether the learner is a child of a multilingual family, a student in a classroom, an immigrant at work, a spouse in a new country, or a student. overseas universities, etc. Children tend to be native speakers of the languages spoken around them. Second language learning outcomes are determined by a variety of factors, including age, input, proximity or distance between L1 and L2 languages, motivation, individual differences in memory, and personality. Especially the age of the first L2 language is thought to be influential. Plays a role in achieving L2 proficiency.

2.5 Differences between First and Second Language Acquisition

Research has revealed some of the differences between first and second language acquisition:

2.5.1 Differences in Input

The differences in inputs between L1 and L2 learners are numerous and relate to both quantity and quality. It is estimated that 2- to 3-year-olds are exposed to 5,000 to 7,000 utterances daily in English-speaking environments. Pearson, Fernández, Lewedeg, and Oller (1997) found a positive association between the degree of language contact and vocabulary development in bilingual children.

The amount of input varies, but so does the quality of input. Kid-Friendly Speaking (CDS) is repetitive and full of kid-friendly questions and comments. CDS has been described as syntactically simple, grammatically, limited vocabulary and complexity, more fluent and finely tuned, and tailored to the specific interests of children when compared to adult speech. Although linguistic and cultural variability is observed in L1 learners (Ochs & Schieffelin 1994), this variability is less significant than in her L2 learners. In learning environments of L2, learners are very diverse, depending on, for example, the learner's immersion in the language. You can study in a target language environment, in a classroom or on your own using a book or computer.

There was a period of little interest in CDS research, initiated by Chomsky's (1965) poverty stimulus theory, but many studies have investigated the quality of his CDS (Demetras, Post & Snow 1986; Galway & Richards 1994; Snow 1977a, b). ; Snow and Ferguson, 1977). The effects of CDS on language acquisition have been extensively studied (Cartwright & Brent 1997; Lieven, Pine & Baldwin 1997; Naigles & Hoff-Ginsberg 1998; O'Grady 1997; Tomasello & Brooks 1999; Sampson 1989). In particular, the frequency of objects and structures is thought to affect children's learning. For example, Chenu & Jisa (2005), using naturalistic data from her two French-speaking mother-child pairs, found significant correlations between the verbs used by mothers and the verbs produced first by children. showed that there is a relationship.

Furthermore, their study revealed the specificity of the CDS by comparing the frequencies of various verbs in maternal and child data with those of the Gugenheim Corpus (GC) (Gougenheim, Michéa, Rivenc & Sauvageot 1964). The verbs significantly more commonly used by mothers compared to GC are verbs used to establish joint attention, verbs used to negotiate intentions and activities, verbs to encode and cause movements It is also a verb commonly produced by children, such as verbs. Some L2 learners receive as much input as L1 learners, but the quality is very

different, as it does not directly address the learner's communication goals and intentions.

Although CDS is not consistent across cultures, a child is generally more likely than her adult L2 learner to have access to specifically tailored input. L1 learners have an advantage in terms of input quality, but L2 learners also have an advantage in bringing important verbal and non-verbal knowledge to the learning task.

2.5.2 Early Vocabulary Development

A child's early vocabulary development is relatively slow at first. In general, the first words are learned by the end of the first year of life, and over several months the rate of new words entering the infant's repertoire is slow but steady until the vocabulary reaches about 50 items (Nelson 1973) . There is some variation in the age at which a child's vocabulary improves. 17–19 months for English-speaking children and about 25 months for French-speaking children. Differences were also observed in the types of words observed.

Developing communication skills during a period of intense early childhood socialization may increase motivation to learn labels. Finally, extensive research has focused on discovering the limits of word learning, the result of which is 'rapid mapping.' Clark (1993) states that word learning requires him to 1) separate word forms in the input, 2) introduce their meanings, 3) map those meanings to word forms, and store this association. He claims that there is "Fast mapping" refers to the fact that humans can match the shape of a word with the meaning it encodes in very few, if not a single, exposure.

2.5.3 Words are Packages

Words are not just concepts, they are packages of concepts. An oft-cited example is the distinction between verb semantics in verb frame languages and satellite frame languages. A verb frame language allows you to pack movements and paths into verbs and extend the way the movement works elsewhere. For example, *il traverse la rivière en nageant* (such as the French verb *traverser* ("to cross") for "he swam across the river"). . In contrast, satellite-based languages encapsulate movements and actions in verbs, whose paths are encoded in satellites. For example, the English verb "swim", "he swims across the river". Yu (1996) compared Chinese and Japanese speakers in

learning English and found that typological similarities between English and Chinese facilitated the acquisition of motor verbs in English as a second language. Did. English learners of the verb frame language Spanish, like native Spanish speakers, used gestures instead of verbs to encode behavioral information (Negueruela, Lantolf, Rehn Jordan & Gelabert 2004).

In a study of conditional verbs in French-speaking mother-child dyads, Chenu and Jisa (2006) found that the verb "mettre" is the most common verb of action used by mothers and children. He discovered that However, one child used many other verbs with conditional actions such as: Examples: "enfoncer", "stuff in", "attacher", "attach to", other children used "mettre". Mettre combines the frequency and semantic generality of input for children by allowing her Mettre to be used for events coded as Enfoncer or Attacher. Goldberg, Casenhiser, and Sethuraman (2004) show that frequent, semantically common verbs are advantageous for learning. The French semantically general verb mettre contrasts with other verbs that are more semantically specific.

Still, other semantically special verbs use the common preposition à. accrocher laveste à la patère, "hang the jacket on the hook", attacher le sac à la poussette, "attach the bag to the stroller". Moreover, the more specific verbs follow the verb framing pattern of evoked motor verbs, as the reason may not be mentioned. This verb is sufficient to convey the relationship between the figure and the ground and the direction of movement. accroche laveste ("hang the jacket"), attache le sac (attach the bag).

2.5.4 The Role of Phonology

First and second language learners do not perceive the same signals when they hear the language they are learning. Language-specific segmentation occurs at the listener, not within the speech signal (Cutler 2001: 11). During her first year, children are exposed to countless verbal inputs that shape their linguistic processing and quickly adapt their perceptions to the surrounding language. In emerging first-language systems, children are exposed to prominent prosodic cues in the surrounding language, whether stress like English (Jusczyk 1998) or mora like Japanese (Otake, Hatano, Cutler, & Mehler). 1993). This sensitivity to prosodic cues, or "prosodic bootstrapping," makes it easier for children to extract words and find word boundaries.

During the early stages of second language development, learners apply the processing skills conferred by the first language to the task of processing the second language. The prosodic bootstrapping ability set by the L2 learner's native language is carried over to L2 processing (Doughty 2003). Another important difference between first and second language learners is that children extract and remember initially meaningless phoneme sequences. Jusczyk & Aslin (1995) used a head-turning preference paradigm to study very young infants' familiarity with a particular phonological form by asking how long the infant spends reading a passage containing a phoneme sequence of interest. I heard and measured. Results show that children dislike passages when only one phoneme in the target word is changed. This speaks to a very accurate ability to recognize word forms. Infants at this stage of development encode and store phonological patterns without processing meaning. However, these forms stored in phonological memory pave the way for subsequent processes to rapidly associate form and meaning. Second language learners pick up meaning from the start without the benefit of months of listening.

Finally, paradigmatic associations reflect processing in terms of word class properties (cup – mug). Entwisle (1966) observed a very interesting developmental trend in a very large study of word associations in monolingual children from the age of 5 to college age. Clang responses were seen only in the youngest age group, which has been argued to indicate the importance of word phonology. Children at the next stage of development focused on word matching and returned many syntactic responses. Later, as the vocabulary of older children and adults developed, the use of typical responses increased.

2.6 Factors that Influence Language Learning

There are many factors that affect how quickly and successfully you can learn a foreign language. Some of these factors are fixed, such as age and native language. Other factors, such as the environment in which you study and how much exposure you have to the new language, are up to you.

2.6.1 Age

Age plays an important role in learning a foreign language (unless you invent an age-reversing cream, it's not something you can control!). In general, the younger you start

learning a foreign language, the higher your linguistic proficiency will be. Why? First, children have more time to learn languages. You don't have to worry about mowing the lawn or paying bills. And because children's brains are more flexible and adaptable than adults, they can more naturally perceive the language spoken around them and develop native-speaker intuition.

However, this does not mean that adults cannot achieve a high level of language proficiency. Adults are more cognitively mature than children and should be able to grasp complex structures more easily. In fact, studies have shown that adults pick up language faster than children in the early stages of learning (although a study of Japanese children in the United States found that children eventually catch up). is suggested).

2.6.2 Mother Tongue

Your mother tongue can have a big impact on your progress in learning a foreign language. Learning a language closer to your native language (or any other language you know) generally takes less time. For example, it takes an average of 600 hours of lessons for an English speaker to learn Spanish, which is very similar to English. Compare this to her 2,200 hours of instruction required to learn an entirely different language like Arabic.

Similar languages have richer vocabularies, so they learn faster and give learners a head start from the start. However, even when two languages are similar, there may be some differences (such as grammar and pronunciation) that can slow down learning. To make the process of learning a language as smooth as possible, it's important to be aware of the challenges you may face while learning your language of choice.

2.6.3 Motivation

Motivation describes why you learn a language and how much effort you put into learning that language. Motivated language learners tend to be more successful because they set clear learning goals, do their best, and stay on track when learning gets tough. Learners are motivated for many reasons. Some people may choose to learn a language because they want to empathize with another culture. Some learn because they feel it will help them improve their careers and social standing.

Whatever the reason, it is important to keep this in mind while learning to ensure that you continue to invest the time that makes learning possible. But motivation is not a

static factor that you cannot control. In fact, steps can be taken to change motivation over time in ways that positively impact learning. One way to stay motivated is to articulate your reasons for learning a language.

2.6.4 Personality

Personality is another uncontrollable factor that affects how quickly and thoroughly you learn a foreign language. Your personality is made up of many different traits. How open are you to new experiences? How organized are you? Are you more introverted or extroverted? These traits are thought to partially determine behavior in various situations, such as language learning. Here's a quick summary. Are you open to new experiences? People who are open to new experiences are generally curious and eager to explore and learn new things. They tend to be more motivated to learn and continue learning foreign languages. Are you an organized person? People who are more organized tend to employ more strategies to make learning more efficient. I'm also good at setting learning goals that help me learn at a steady pace.

Finally, people with fear can have more difficulty learning a foreign language. Negative emotions such as fear, concern and anxiety can be upsetting during various language learning activities. As you might imagine, people with different personality types tend to learn best through different activities. If you are an extrovert, you should try to have as many conversations in the foreign language as possible. If you can work well with others, try enrolling in a language course in your area. If you're not the most organized person in the world, don't worry. Try a language learning app like Mango Languages that organizes and distributes learning content. So far, we've found that age, native language, and personality are three important factors in language learning that are generally out of your control. So what are the factors that can modulate our will to optimize learning? Here we look at motivation, language experience, and the learning environment.

2.6.5 Exposure to Language

How much language you know on a regular basis has a big impact on how much you learn. To make any progress, we need to receive a large amount of input, the language we hear and read. The more input you have, the more opportunities you have to learn new words and grammatical structures and reinforce what you already have in your

head. This is key to improving language skills and explains why learners with more input tend to become fluent faster.

Luckily, in today's internet-connected world, there should be plenty of authentic material available. Reading books, magazines and articles in your target language is a great way to learn vocabulary and you can do it at your own pace. For voice input, try listening to podcasts or watching TV or movies on your favorite streaming service.

Another way to gain notoriety is to go out and talk to people. Conversations are great for learning new words and grammar rules and putting your existing knowledge into practice. Chat with friends who speak your target language, join language exchange groups, or take private language classes.

2.6.6 Language Learning Environment

The learning environment has a great influence on language learning. Are there native speakers around you? Or is the classroom the only place you'll be exposed to the language you want to learn? If you're surrounded by native speakers (i.e. hooked), chances are you'll have the opportunity to practice the language on a daily basis.

Studies show that learners can learn many languages very quickly in an immersive environment. Immersion also helps you develop the language intuition you need to comfortably use it in your everyday life. The classroom environment plays many roles in learning. In the classroom, we usually learn a lot about vocabulary and grammatical rules, accumulating knowledge that is useful for language tests. The classroom is also a great place to get corrective feedback for mistakes when needed, helping you make rapid progress.

2.7 Conclusion

Acquiring a language is not an easy task. Language is the source of international communication. Learning a second language is a long process that requires a lot of time and patience. However, learning a second language is highly in demand and absolutely necessary for every educated person today. All in all, those learning foreign languages should remember the very good words of a German poet: "Those who don't know foreign languages don't know their own." Perfectly expresses the necessary attitude towards both native language and foreign language. Overall, it is important for us to look ahead and have such experiences.

Chapter Three

Research Methodology and Data Analysis

Chapter Three : Research Methodology and Data Analysis

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3.1 Introduction

The major goal standing behind this present research is to reveal the effects of learning more than one language on children's first language acquisition. In this chapter, we seek to analyze the results through investigating learning foreign languages during childhood and how it can effect on child's first language acquisition either positively or negatively. We have presented a brief review of literature of both chapters which are concerned with foreign languages during chilhood and language acquisition and language learning. The following step, it is important to start reviewing the practical procedures to collect data in the task such as : questionnaire and interview.

This chapter is composed of the analysis of data collected from the questionnaire, which contains a list of questions directed to teachers in order to collect information about the effects of foreign languages during childhood and how it can effect on his first language acquisition. It also deals with the data analysis, interpretation and discussion of the findings of teachers' questionnaire and parents' interview.

The chapter provides some suggestions and recommendations on main results obtained. In brief, this chapter attempts to identify how can learning more than one language effects on child's first language acquisition.

3.2 Research Aim

The aim of this research is to examine and highlight the advantages and the drawbacks of learning more than one language at an early age. Also, to investigate how it effect the child's first language.

3.3 Research Methodology

In this study,the type of the research methodology that will be used is descriptive method and quantitative and qualtitative research. In fact, we adopted this method which we think is the most appropriate regarding the nature of this study, since the research aims to determine the effects of learning more than one language on child's first language acquisition.

This study was conducted in a form of case study. This research used in order to gather, analyze and discuss data collected by investigation tool from a variety of resources.

Therefore, this study was conducted through the use of a questionnaire and an interview. The first one was directed to 25 primary schools teachers, while the second was conducted for 10 parents.

3.3.1 Participants

In this research, we selected a group of people which are an important step in order complete our research. In the current study, the addressed participants differ from each instrument to the other, in this study there are two instruments; questionnaire and interview.

For the questionnaire, the population is composed of teachers of different primary schools. Hence, our sample included 25 teachers. However, it consists of 15 Arabic teachers, 5 English teachers and 5 French teachers. For the interview, the participants composed of 10 parents. They have been chosen, consisting of five males (fathers) and five females (mothers).

3.3.2 Research Instruments

This research focuses on employing the following two data collection instruments: a questionnaire for teachers and structured interviews for parents.

3.3.2.1 Teachers' Questionnaire

According to Bulmer (2004), a questionnaire as, "any structured research instrument which is used to collect social research data in a face-to-face interview, self-completion survey, telephone interview or Web survey. It consists of a series of questions set out in a schedule, which may be on a form, on an interview schedule on paper, or on a Web page" (p.14) . In other words, a questionnaire is a research instrument which consists of a series of questions for the purpose of gathering information or data from respondents.

Through this research, a questionnaire was used and administrated to primary schools teachers in Tiaret. The aim of such a questionnaire is to come close the respondents and see how they see teaching foreign languages to children in the primary schools and how it can effect on them. Practically, it contains two sections: general information, and questions about the effects of learning foreign language on children's first language acquisition and the advantages and disadvantages of learning more than one foreign

language for children. It is open-ended questionnaire, the participants are asked to give their own point of view on the questions.

This questionnaire consists of eleven (11) questions which are open-ended questions shape, that are divided into two main sections. The first section entitled "general information" includes two items that seek personal information : gender of teachers and teaching experience years (A.0-5, B.05-10 or C. more than 10 years). The second section is about teachers perspectives about towards teaching foreign language to children, the importance of learning foreign languages at an early ages (Q1); the advantages of learning foreign languages at primary school (Q2); the drawbacks of learning foreign languages at primary school (Q3); assessing whether foreign languages affect on children's education (Q4); the challenges faced by children of 3rd year primary school learners (Q5); the suitable age to teach a foreign language (Q6); assessing whether a child of 8 can learn more than one foreign language (Q7); the effects of learning more than one foreign language on the child's whole intellectual and psychological status (Q8); if learning more than one foreign language affect on children's first language acquisition (Q9); asking teachers of Arabic if learners face difficulties in learning due to the load of French and English (Q10); and teachers are also invited to give their opinion about if they are with or against introducing English along with French at the 3rd grade of primary school.

3.3.2.2 Parents' Interview

The interview is an important data gathering technique involving verbal communication between the researcher and the participant. The interview was composed of questions directed to the parents of primary school children.

The main goal of using this data collection tool is to learn more about the challenges and difficulties that the child face in learning his first language Arabic along with English and French and whether s/he complains about learning two foreign languages at the same time. The interview was assigned to 10 parents mothers and fathers. The interview composed of 10 questions for which parents were asked to give clear answers and offer their recommendations.

Particularly, the interview was used to identify how the child performs in his first language Arabic beside the foreign languages, how it affect on his first language acquisition and the main difficulties that s/he faces in his communication.

3.4 Analysis of Teachers' Questionnaire

In this part, the presentation and analysis of the data collected from teachers' questionnaire:

Part One: General Information

Item 01: Gender

Table 3.1.

Teachers' Gender

Gender of Participants	Female	Male
Respondents	24	1
Percentage	90%	1%

It is clear that it is highly remarkable difference between the number of male and female. The female participants outnumber males with percentage of (90%) against percentage of (1%).

Item 02 : Teaching Experience Years

	0-5	5-10	More than 10
Respondents	7	10	8
Percentage	10%	70%	20%

Table 3.2. Teaching Experience Years

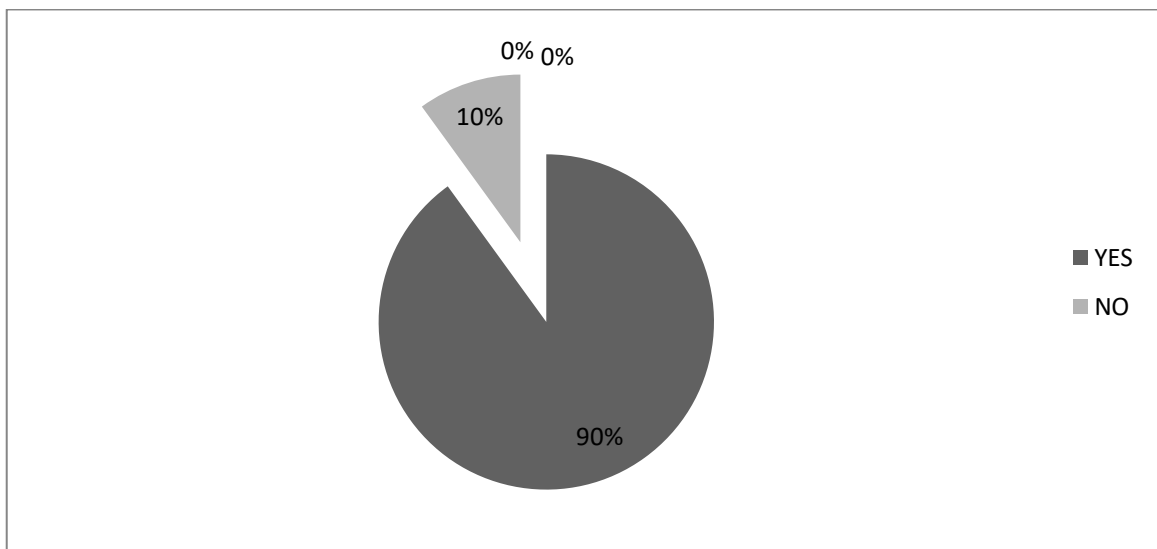
Most of the percentage (70%) their teaching experience years between 5 and 10 years and (20%) are more than 10 years. The (10%) are between 1 and 5 years.

Part Two : Questions

Q1 : Is it important to learn foreign languages at early ages ? Yes or No.

Graph 3.1.

Learning Foreign Languages at Early Ages



The results obtained through this graph demonstrate that there is a remarkable difference between the percentage of Yes (90%) and the percentage of No (10%). The majority of the participants view that learning foreign languages at early ages is important because children have fresh minds, therefore they acquire the new language easily especially if they learn it with new things like songs, flashcards and videos.

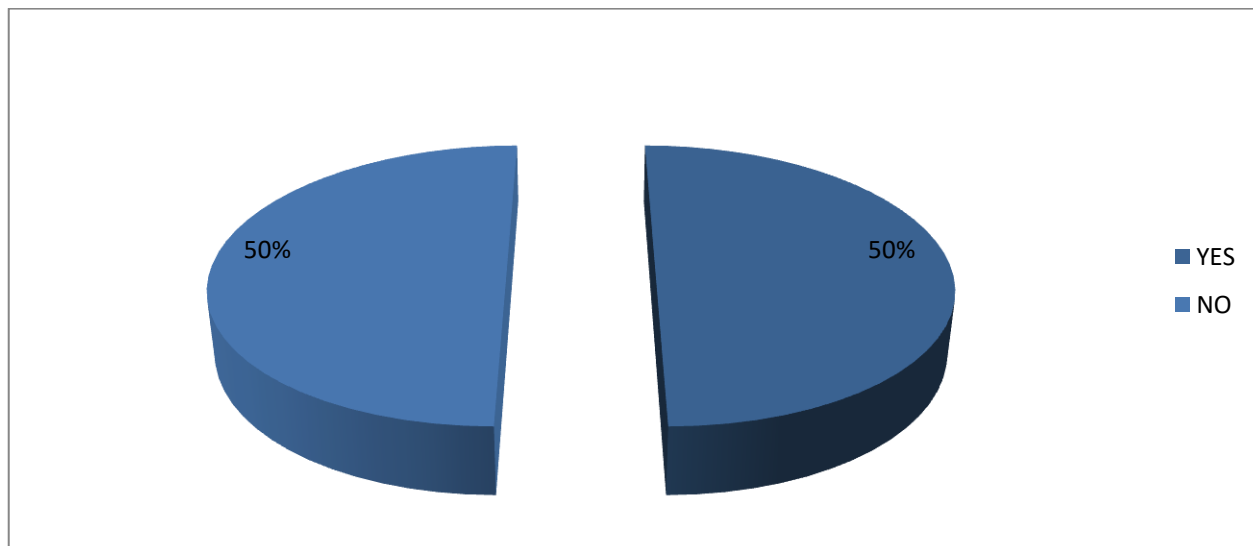
Q2: What are the advantages of learning foreign languages at the primary school?

The results obtained through this question demonstrates that most of the teachers said children can learn faster in primary school because children at this age still have a fresh brain. At this age, their brain has high growth and development, so they are able to learn faster than elder age.

Q3: What are the drawbacks of learning foreign languages at the primary school?

Through this question, teachers said sometimes learning a foreign language at primary school can diminish their ability to speak or understand in the native language. Perhaps, one of the reasons is an imbalance of exposure to a foreign language and native language.

Q4: Does learning foreign languages affect children's education in the primary school ? Yes or No.



Graph 3.2. Learning Foreign Language in Primary School Effects on Children's Education

Through this graph, the participants are even in this question. Half of them (50%) said Yes and the other half (50%) said No. Half of the participants see that learning foreign languages in primary school can affect on children's education in a positive side because the child can learn faster and s/he is always search for fun and knowledge, the other half see that it does not affect on children's education because s/he can learn any language

Q5: As far as 3rd year primary school learners are concerned, what are the challenges faced by children learning foreign language?

Through this question, most of teachers said that some children are mixing between the two languages, when the teachers ask questions to children in English they respond some words in French like numbers, alphabets.....

Q.6 : According to you, what is the suitable age to teach a foreign language?

5 8 10 more Why?

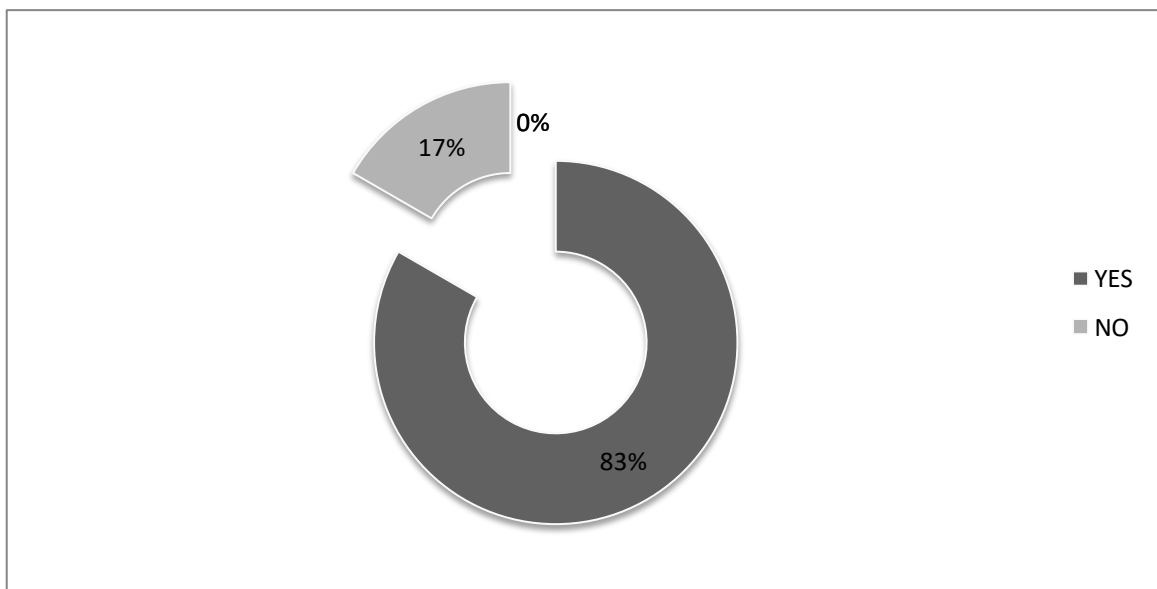
Table 3.3

	5	8	10
Respondants	2	19	4
Percentage	10%	75%	15%

The Suitable Age to Teach Foreign Language

The table shows that the 19 of participants with percentage of (75%) said 8 years old is the suitable age to teach foreign language, 4 of them with percentage of (15%) said 10 years old. Only 2 of participants with percentage of (10%) said 5 years old.

Q7 : According to you, can a child at the age of 8 learn more than one foreign language ? Yes or No.



Graph 3.3. Child at Age of 8 Learn More Than One Language

In this graph, there is a huge difference between the percentage of Yes (83%) and the percentage of No (17%). The majority of participants view that a child of 8 years old

can learn more than one language, because at this age s/he can learn quickly and carry information easily.

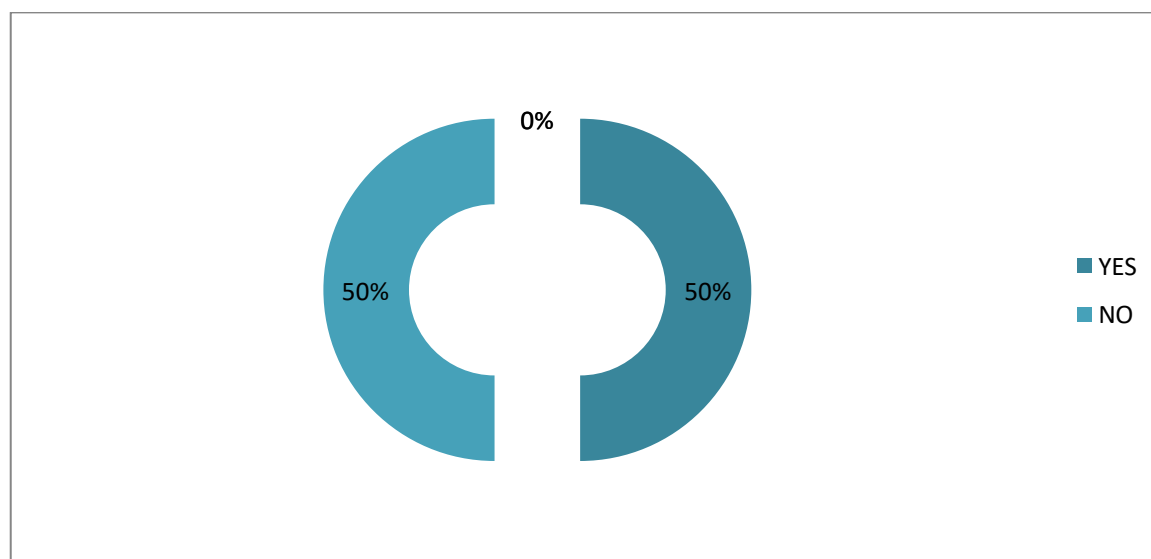
Q8 : Does learning more than one foreign language affect the child’s whole intellectual and psychological status ?

	YES	NO
Participants	05	20
Percentage	15%	75%

Table 3.4. Learning More Than One Foreign Language Affect Child ‘s Whole Intellectual and Psychological Status.

Throughout this table, 20 of the participants with the percentage of (75%) said No. On the other hand, only 5 of the participants with the percentage of (15%) said Yes. The majority of the teachers view that learning more than one foreign language does not affect the child’s intellectual and psychological status because learning more than one language is good for the child’s mind development.

Q9 : Does learning more than one foreign language affect the child’s first language acquisition and learning ? Yes or No.



Graph 3.4. *Learning More Than One Foreign Language Affect Child's First Language Acquisition and Learning.*

The graph shows the participants' answers are even. Half of them (50%) said Yes, it does affect on the child's first language acquisition and learning because the child at this age has mental and cognitive abilities. The other half (50%) said No, it does not affect on his/her first language acquisition and learning because he can see the differences between his/her first language and the foreign languages.

Q11 : Are you with or against introducing English along with French at the 3rd grade in the primary school ? What do you recommend ? With or Against.

	With	Against
Participants	19	06
Percentage	60%	40%

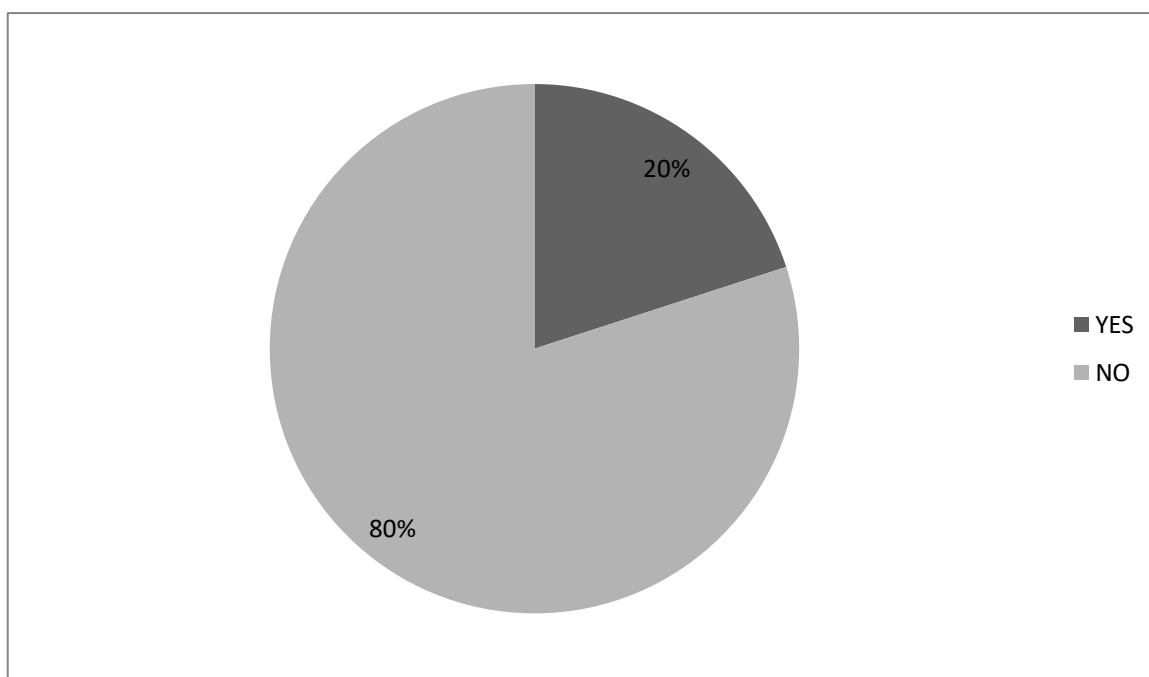
Table 3.5. *Introducing English Along with French at the 3rd Grade in the Primary School*

This table shows 19 of participants with percentage of (60%) are with introducing English along with French at the 3rd grade in primary school because English is more easy, more dynamic and more funny language ; children like it ; they feel happy and enjoy the session. Only 6 of participants with percentage of (40%) are against introducing English along with French at the 3rd grade in primary school.

3.5 Analysis of Parents' Interview

In this part, the presentation and analysis of the data collected from parents' interview:

Q1: Does your child perform well in his/her first language ; Arabic ?



Graph 3.5 Performance of Children in Their First Language

The majority of parents said their children perform well in their first language which is Arabic. Others said 'No', they did not perform well, each one have its own problem. Some have problems in writing, some have problems in pronouncing the words correctly and some in reading texts.

Q2: Can your child read letters and sentences in Arabic?

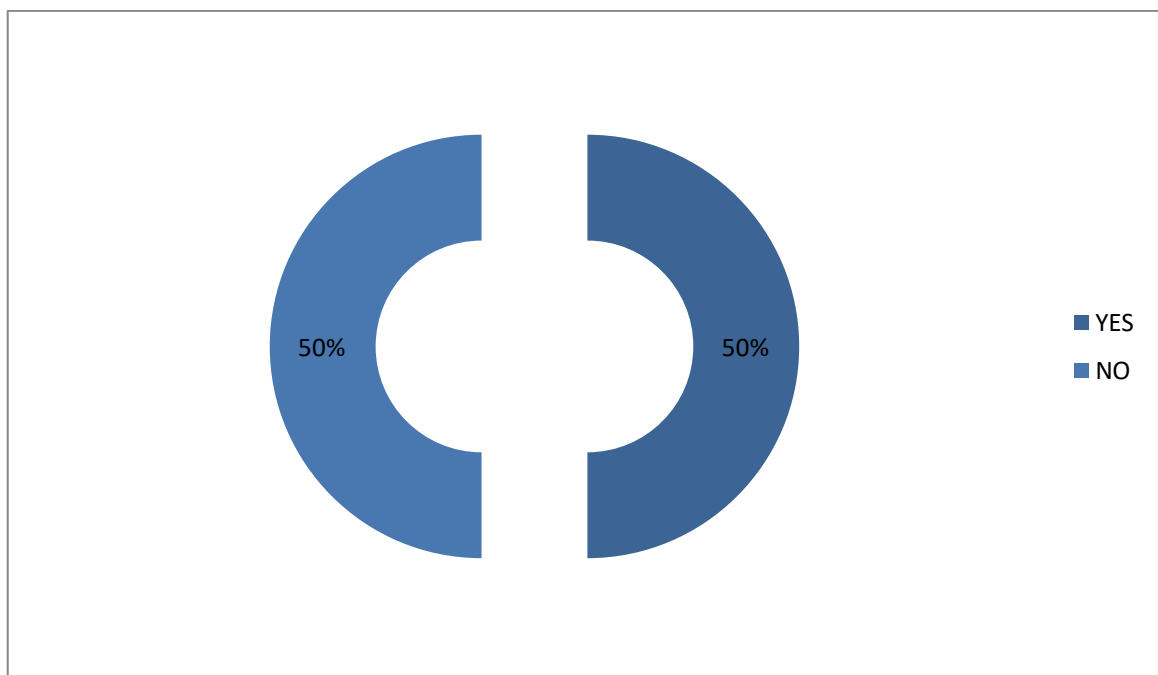
	S/HE CAN	S/HE CAN NOT
Participant	7	3
Percentage	75%	25%

Table3.6 Children Reading Letters and Sentences in Arabic

The majority of parents said, "Yes," their children can read letters and sentences because they have a good base from the first year of primary school. Others said, "No", it is difficult for them to pronounce correctly the sentences, they stutter when they read a lot of words in one sentence.

Q3: How did learning foreign languages affect your child?

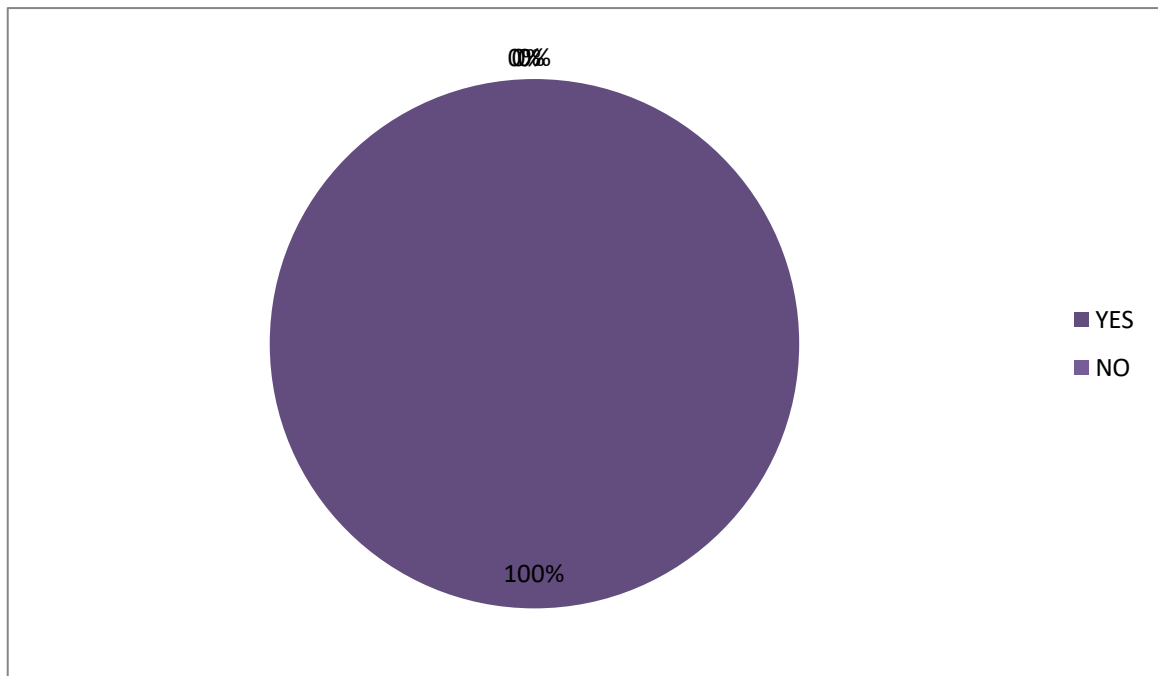
According to the opinions, some parents said that learning foreign languages affect on their children positively, because they excited for new things. Therefore, learning foreign languages can improve their cognitive abilities and improve their memory. Some parents said it affect them negatively, because the government put 2 languages together, English along with French. It is hard for them because they got lost, they do not make difference between the two languages in pronouncing the alphabets, writing and reading.

Q4: Is you child performing well in French?

Graph 3.6 Performance of Children in French

The half of parents said that their children perform well in French, because they love this language. In their home, the parents speak French a lot, so they have an idea about it. The other half said that their children does not perform well, because the language is heavy for them, some find it difficult in pronouncing and some in writing.

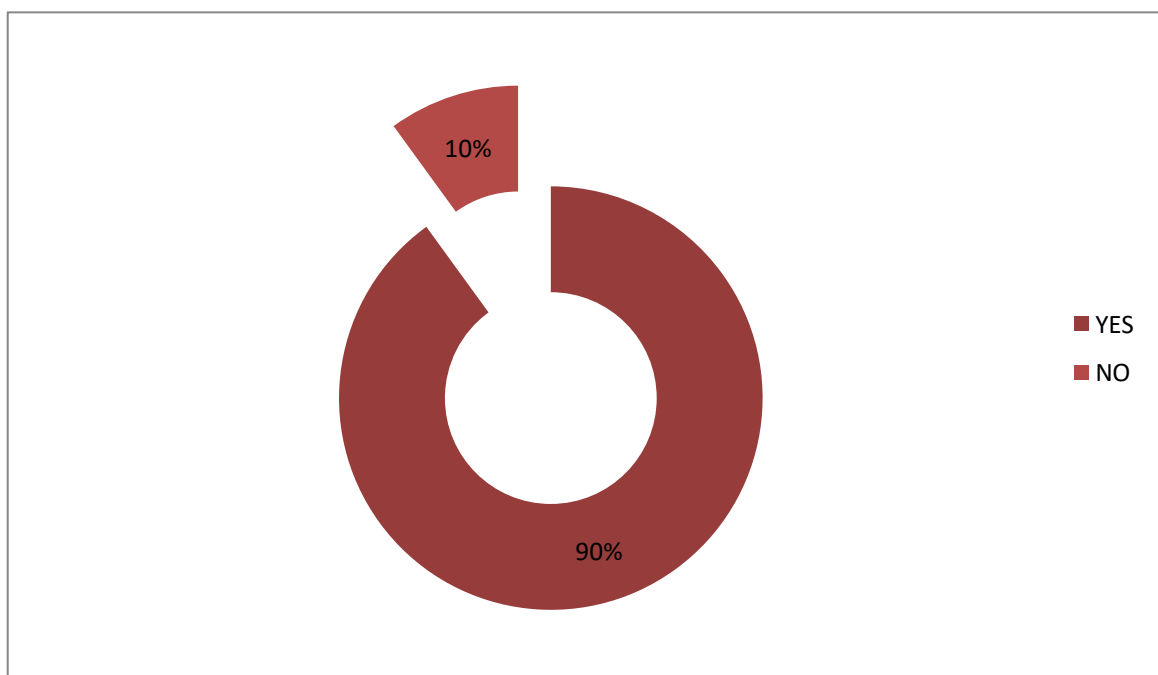
Q5: Is you child performing well in English?



Graph 3.7 Performance of Children in English

All the parents said that their children perform well in English. English is easy language for children, they love it more than French. Nowadays, all children watch YouTube, so all the videos are in English, which are the nursery rhymes, alphabets and numbers. They have a complete knowledge about the language that's why it is easy for them.

Q6: Does your child complain about learning two foreign languages?



Graph 3.8 Children Complaining about Learning Two Foreign Languages

The majority of parents said "Yes". Because there are a lot of subjects, it will affect on his/her psychological status. There will be lack of time, s/he will forget how to play and communicate with friends.

Q7: What are the main difficulties that s/he in communicating to you?

According to answers of the parents, the main difficulties are: fear, slow listening comprehension, using the right words in the wrong context.

Q8: Does your child confuse Arabic, French and English?

Their children do not confuse between the Arabic language and the 2 languages English and French because they are able at this age to recognize the language if it is Arabic or foreign languages. But they confuse between English and French, not in speaking because they able to identify the language used accordingto the speaker, but in pronunciation and reading.

Q9: Does this affect his first language acquisition and learning?

	Affect	Do not affect
Participants	0	10
Percentage	0%	100%

Table 3.7 Affect on his/her First Language Acquisition and Learning

All the parents agreed that it does not affect on his/her first language acquisition and learning. First language, native language or mother tongue is the language spoken at home before the child begins school. The Arabic language differ from English and French, the child from

his/her birth know his native language which is Arabic. At this age, s/he know the difference between his/her first language and foreign language in terms of pronunciation.

Q10: Do you think it is a good idea to introduce two foreign languages at this age? Are you with or against?

Some parents are with introducing two foreign languages at this age, the child's brain is fresh and it is ready to receive new things. Teaching and learning foreign languages at this age make the child end up speaking the languages accent-free, s/he will have a lot of opportunities in his/her future life. Some parents are totally against because there are a lot of subjects and the child could not learn all the subjects, they get tired by the end of the day.

3.6 Interpretation and Discussion of the Finding

The main aim of this current research is gathering data about the effects of learning more than one foreign languages on children's first language acquisition and the advantages and drawbacks of learning foreign languages along with Arabic at an early ages. The questionnaire was conducted to 25 teachers of different primary schools, part one is general information, the item one is gender; there is a remarkable difference between numbers of females and males, the females outnumber males. This result show that females now make up a larger share in teaching more than males. The item two is about teaching experience years, most of the participants have between 5 to 10 years experience in teaching, the rest have between 0-5 and more than 10 years experience.

Part two is about the important question which they add a lot of informations in our research. The majority of teachers agreed that learning foreign languages at early ages is important, at this age the children have fresh minds that receive new informations easily. They will acquire the language quickly especially if they learn it with things that makes them enthusiastic about learning a new language, teachers suggested things like songs, videos and flashcards.

The views of teachers are split in two, the half of them said learning foreign languages affect children's education in primary school but in a positive ways, the child can learn faster and s/he always search for fun and new things. The other half said it can not on their education in primary school because s/he can learn any language if there is the right reinforcement and the good teacher.

More, the results revealed that 8 years old is the suitable age to teach foreign languages. At this age, the child can learn quickly and carry informations easily. Clearly, the majority of teachers see that learning more than one foreign language does not affect the child's whole intellectual and psychological status, because it is good for the child's mind development if s/he learned more than one foreign language. It helps him/her in his/her future life and also in communicating with others that talk in foreign languages.

The findings demonstrate that some participants see that learning more than one language does affect the child's first language acquisition and learning, the child has a limited mental and cognitive abilities. The others see that it does not affect on his/her first language, because the first language is the language spoken at home before school. The child can recognize the difference between his first language and foreign languages.

Furthermore, the results reveal that the most of teachers are with introducing English along with French at the 3rd grade of primary school. English is easy, funny and dynamic language, the children like it and enjoy the sessions and they feel happy and excited each time they have English.

The interview was conducted to 10 parents to complete the findings of this study. The interview is composed of ten questions which reveal the performance of children in Arabic, French and English and the difficulties that they face in communicating with their parents.

The majority of parents said that their children perform well in Arabic, but few of them their children do not perform well because each one have his own problems. Some children can read words and sentences because they have a good base since first year and others face difficulties in pronouncing the whole sentence, it make them stutter.

According to parents, some said learning foreign languages affect on our children in a positive way, others said in a negative way. It affects on them positively because the child always want to try new things and in a negative way that the child get confused between the two languages English and French, especially in pronunciation.

Concerning the performance of the children in French and English, there are children who prefer English and some prefer French. According to each child w his/her choice and how his/her brain can accept things , French language maybe is difficult to some children or maybe is easy, the same thing goes with English.

The results revealed that learning foreign languages do not affect the child's first language acquisition and learning. Firstly, the child at this age can know the difference between his/her first language and foreign languages. Secondly, first language is his/her mother tongue before s/he begins school.

Some parents are with introducing two foreign languages at this age because the child's brain is fresh and can accept new things. Foreign languages help the children in their future life especially English language which is the international language everybody use it. The other parents are against because their children complaining about it, maybe it is hard for them and they get tired because there is a lot of subjects.

3.7 Recommendations and Suggestions

It is clear that although there are advantages of learning foreign language in the childhood, there are also drawbacks. We have to balance between learning foreign language and first language. Although it is important of learning foreign language also first language is still learned and used by the children.

Finding a balance between learning one's first language and foreign language is essential for children who are learning a second language. Here are some recommendations to help achieve this balance:

- 1- Maintain proficiency in first language: it is essential to continue developing and maintaining a good command of first language. Reading, writing, speaking, and listening in L1 are included. Regular practice and engagement with native speakers or relevant materials can help preserve language skills.
- 2- Set language learning goals: Clearly define language learning goals for both first language and foreign language.
- 3- Create a balanced language routine: Divide language learning activities between L1 and foreign language . For example, you can spend mornings focusing on your L1, and afternoons or evenings dedicated to your foreign language. This way, you can allocate equal time to both languages.

3.8 Conclusion

The analysis of the questionnaire and the interview revealed that learning more than one foreign language can affect the child either positively or negatively. Indeed, learning foreign languages affect the child's first language acquisition and learning.

However, the analysis show the challenges and difficulties faced by the teachers in teaching foreign languages to primary schools learners.

General Conclusion

General Conclusion

This dissertation's ultimate goal was to investigate the impacts of learning foreign languages on children's native language , providing the right classroom environment is the most challenging task that the teachers face for this purpose a case study was conducted in primary schools of Tiaret.

In the theoretical part, we provided a comprehensive idea of foreign languages we also discussed various methods of foreign language teaching moreover the advantages and disadvantages of learning foreign languages at early age . We discussed language acquisition in the second chapter including the definitions of both first and second language acquisition , similarities and differences of L1 And L2 in addition the factors that affects language developement.

For the practical part, two means of data collection have been used , a questionnaire and an interview. The questionnaire for the teachers while the interview for the parents. The aim was to handle both teachers and parents familiarity with learning foreign languages and the challenges faced by children to learn more than one foreign language along with their native language.

The result gained from both the questionnaire and interview emphasized our hypotheses. In fact the majority of teachers recognized that teaching foreign languages to children help them in various aspects of life they state that the child must be bilingual or multilingual in order to be successful in competitive world further more teachers are aware of strategies for dealing with challenges that face children to learn foreign languages with their native one. Both teachers and parents agreed that foreign languages are very important and useful to children.

In sum, we can say that teachers and parents are conscious about the importance of teaching foreign languages to children but not many teachers are satisfied with teaching foreign languages at early age. Parents and teachers need to provide a balance approach to foreign and native language through practice , assignments and daily activities. This research results confirm our hypotheses as well as they show that children should start learning foreign languages at an early age, because it helps children reach a high level of language proficiency and prepares them to survive in a globalized world.

In short, we know that a child's mind is a "sponge" that absorbs everything, but it takes enough time to master and fully understand one language before learning another.

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Appendices

Appendix A

Teachers' Questionnaire

Dear teachers

This questionnaire is designed to gather data as a part of a research work carried out in the framework of a Master degree in Linguistics. It aims at investigating the effects of learning more than one foreign language on children's first language acquisition.

Thank you in advance for your collaboration.

Section One: General information

Q1: Gender:

A- Male

B-Female

Teaching experience

A- 0-05

B- 05-10

C-more than 10

Section Two :

1. Is it important to learn foreign languages at early ages?

Yes No

Why?

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2. What are the advantages of learning foreign languages at the primary school?

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3. What are the drawbacks of learning foreign languages at the primary school?

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4. Does learning foreign languages affect children's education in the primary school?

Yes No

Justify

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5. As far as 3 rd year primary school learners are concerned, what are the challenges faced by children in learning foreign language ?

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6. According to you, what is the suitable age to teach a foreign language?

5 8 10 more

Why

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7. According to you, can a child at the age of 08 learn more than one foreign language?

Yes No

Justify

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8. Does learning more than one foreign language affect the child’s whole intellectual and psychological status ?

Yes No

Justify

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9. Does learning more than one foreign language affect the child’s first language

acquisition and learning ?

Yes No

Justify

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10. As a teacher of Arabic, do you think that your learners face difficulties in learning dueto the load of French and English?

Yes No

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11. Are you with or against introducing English along with French at the 3 rd grade in the

primary school? What do you recommend?

With

Against

Justify

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Thank you for your cooperation

Appendix B

Parents' Interview

- 1) Does your child perform well in his/her first language, Arabic?
- 2) Can your child read letters and sentences in Arabic?
- 3) How did learning foreign languages affect your child?
- 4) Is your child performing well in French?
- 5) Is your child performing well in English?
- 6) Does your child complain about learning two foreign languages?
- 7) What are the main difficulties that s/he is communicating to you?
- 8) Does your child confuse Arabic, French and English?
- 9) Does this affect his/her first language acquisition and learning?
- 10) Do you think it is good idea to introduce two foreign languages at this age? Are you with or against?

ملخص

نما تعلم اللغة الأجنبية خلال مرحلة الطفولة المبكرة بمرور الوقت ، ربما لأن الآباء وصانعي السياسات يعتقدون أن الأطفال الصغار يمكنهم تعلم لغة أجنبية بسرعة وسهولة ، الأمر الذي سيفيدهم لاحقاً في حياتهم. المهارات اللغوية للأطفال. على سبيل المثال ، يستفيد فهم الاستماع عندما يبدأ تدريس اللغة الأجنبية في سن مبكرة وينص على نتائج أفضل بشكل عام. يتعلم الأطفال الصغار بنية القواعد وقواعد اللغة الثانية بشكل أبطأ من الأطفال الأكبر سناً. من ناحية أخرى ، في بعض الدراسات ، تبين أن تعلم اللغة في سن مبكرة ليس إيجابياً كما هو متوقع. في هذا المستوى ، وجد أن المعلمين بشكل خاص لا يعرفون ما يجب تدريسه في المرحلة التالية ، ولم يعرفوا كيف يتم تعليم اللغة الأجنبية للأطفال في سن مبكرة.

الكلمات المفتاحية: تعليم لغة أجنبية ، أطفال ، لغة ثانية

Résumé

L'apprentissage des langues étrangères pendant la petite enfance s'est développé au fil du temps, peut-être parce que les parents et les décideurs pensent que les jeunes enfants peuvent apprendre rapidement et facilement une langue étrangère, ce qui leur sera bénéfique plus tard tout au long de leur vie. Commencer l'apprentissage d'une langue étrangère à un âge précoce offre un avantage dans les compétences linguistiques de certains enfants. Par exemple, la compréhension orale est bénéfique lorsque l'enseignement d'une langue étrangère commence à un âge plus précoce et donne de meilleurs résultats dans l'ensemble. Les jeunes enfants apprennent la structure grammaticale et les règles de la langue seconde plus lentement que les enfants plus âgés. D'autre part, dans certaines études, il a été démontré que l'apprentissage d'une langue à un âge précoce n'est pas aussi positif que prévu. À ce niveau, il a été constaté que les enseignants, en particulier, ne savaient pas ce qui devait être enseigné au stade suivant et ne savaient pas comment l'enseignement des langues étrangères était adapté aux enfants à un jeune âge.

Mots-clés : Enseignement des langues étrangères, enfants, langue seconde

Summary

Foreign language learning through early childhood has grown over time, perhaps because parents and policymakers think young children can quickly and easily learn a foreign language, which will later benefit them on their lifetime. Starting foreign language learning at an early age provides an advantage in some children's language skills. For example, listening comprehension benefits when foreign language teaching begins at an earlier age and it states better results overall. Young children learn the grammar structure and rules of the second language more slowly than older children. On the other hand, in some studies, it has been showed that learning a language at an early age is not as positive as expected. At this level, it was found that especially teachers did not know what should be taught in the next stage, and did not how foreign language teaching was accoutered to the children at a young age.

Keywords: Foreign language teaching, children, second language.