

Investigating the Effect of Age Factor on Learning English as a Foreign Language
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ABSTRACT:

This study aims at investigating the age factors and how it is related to the fluency and understanding of English as a foreign language at the basic level schools, it is directed towards a specific area which deals with two domains of the English language the vocabulary and the grammar. The pupils who are The target goal of this study are the pupils who studied English at an early age from first grade ,as well as pupils who studied English at a late stage namely their fifth grade, testing them after three years of their study of the English language so the test will be given to the 4th grade pupils, , and grade 8 pupils. The researcher has used the exact same test to the two groups which match their mental ability and their language understanding, and make a comparison between the two target stages to reach the fundamental aim of conducting this study. The method which is used in conducting this research is the descriptive analytical method; the collected data is analyzed by using statistical package for social sciences SPSS. The final results show that age has an effect in the process of learning English as a foreign language in favor of young age. The researcher recommends that there should be more concentration on teaching English for young pupils who studied English from first grade.

Key words:

The critical period hypothesis, Language acquisition, the best age of learning language, Learning Mechanism, The importance of learning language.

المستخلص:

تهدف هذه الدراسة الي تقصي الي اي مدي يؤثر العمر في فهم واجادة اللغة الانجليزية التي تدرس لغة اجنبية في مدارس الاساس؛ وهو موجه لجانب محدد ويتناول القواعد والبلاغة اللغوية وتستهدف الدراسة التلاميذ الذين قامو بدراسة اللغة الانجليزية في مرحله مبكره من الصف الاول ، الدراسة ايضا تستهدف التلاميذ الذين قاموا بدراسة اللغة الانجليزية من الصف الخامس الذين درسوا اللغة الانجليزية في مرحلة متأخرة وعلي وجه الخصوص السنة الثامنة واختبارهم بعد دراستهم للغة لمدة ثلاث اعوام لذلك تقوم باختبار تلاميذ الصف الثامن باستخدام الحزمة الاحصائية للعلوم الاجتماعيه نفس الاختبار للمجموعتين الذي يوازي مقدرتهم العقلية وفهمهم للغة وعقد مقارنه بينهم للوصول للهدف الاساسي للبحث الا وهو اجابه السؤال هل للعمر تاثير علي تعلم وفهم اللغة؟الطريقة المستخدمة في تطبيق هذه الدراسة هي الوصف التحليلي في جمع وتحليل البيانات من خلال استخدام التحليل الاحصائي لجمع البيانات وتحليلها تحليليا احصائيا للوصول للنتائج ،بعد التحليل والدراسة النتائج النهائية اثبتت ان للعمر تاثير كبير علي تعلم اللغة ،كما اثبتت ان التلاميذ الذين درسوا اللغة الانجليزية في عمر بكر هم الافضل . الباحث اوصي بان يكون هنالك تركيز كثيف علي تدريس اللغة الانجليزية للتلاميذ في عمر مبكر .

INTRODUCTION

Age effect on foreign language acquisition is a topic which has been discussed greatly: it is a

fact that children and adults have different cognitive processes and therefore they acquire a second language differently and at different



rates. It is also a common belief that adults are worse at learning a second language best during their critical period. The question of what age is the adequate age to start learning a foreign language has vast practical and economic consequences on the resources of individuals and schools. The perfect age to start learning a second language is contradictory, because acquiring a second language is a difficult task and needs a long time to master. Students of Elementary School start to learn English at an early age; some schools start to teach the students English language from the first grade, and some from the fifth grade. This age factor is a critical issue as what is the best age of acquiring English, and is the younger acquire the language quicker than the older or the opposite. First grade is traditionally thought of as the level where children learn to read, not all children become fluent readers by the end of the first grade, but most take their first solid steps toward fluent reading.

1.1 Statement of the Problem

The problem presented by this research deal with testing the pupils ability of acquiring English language in Elementary schools and comparing between younger and older pupils regarding their ability in vocabulary and grammar, so the results will answer what is the best age of starting to learn English as a foreign language, and who is better, the younger pupils or the older.

1.2. Hypotheses of the Study

The conducted study hypothesized that:

- 1-The older pupils are good at vocabulary.
- 2-The older pupils are good at Grammar.

2. Literature Review

1.2. Review of related Literature

1.2.1. The importance of learning language

Language is used to explain, to classify, to generalize, to abstract, to manipulate ideas, to gain knowledge, and to apply that knowledge constitutes essential aspects of the cognitive demands made on students as they progress in schools. language is also a tool for learning in reading and listening, and to use language alone as a tool of conceptualizing, drawing abstract generalizations, expressing complex relationships in speaking and writing, it's the most powerful tool in the development of any human being, it has a major role in supporting children's process of identity information in helping them understand where they fit in the new environment they are entering. (Swain 1981:5).The early year is recognized as the foundation year of acquiring a language. In particular, the first six years are crucial for young children in developing first language and cultural entity and its during these early years that children build up their knowledge of the world around them .The children from language backgrounds other than English, the language or languages of the home that have been used since birth are the basic for developing meaning full relationships. Language is the most powerful tool the development of any human being Good grasp of language is synonymous with a sound ability to think. Language has major role in supporting children's process of identity formation and in helping them understand where they fit in the new environment they are entering. The acquisition of language is essential not to children's cognitive development, but also to their social development and well being. For young

children interaction with adults and other children is the key to the acquisition of language, for infants and toddlers their early interaction with parent and caregivers provides the basis for communication and learning in both the first or home language and in the second language. (Cummins, 1981:49). When schooled only in the foreign language, students in the -12 age range have some first language skills to transfer and they still have time to make up the years of academic instruction lost while acquiring basic foreign language skills and beginning to acquire school skills in the foreign language. The effect of age diminishes over time as the acquirer becomes more proficient in the language. There have been many studies on the effect of age in language acquisition. The majority of foreign language learners fail to reach native-speaker level of ability. The question of whether there is an age factor in language development attracts and generates fierce debate. The reason why it continues to be energetically discussed is both theoretical and practical. In the process of inputting the language information, children input it more efficiently than adults, who may utilize more negotiation meaning. Young children store first language and second language information separately and become coordinate bilinguals whilst adult learners store first language and second language knowledge together and become compound bilinguals. It is inconceivable that age of acquisition effects revealed in adult language users operating in their native languages reveal differences in the quality of lexical representations acquired during or after the period when those developmental neural processes are accruing. (Collier, 1987:10).

1.2.2. The critical period hypothesis

The idea of existence of a critical period for language learning that causes before puberty as popularized by Canadian brain surgeons Penfield and Roberts (1959:4) hypothesizes that the child's brain plastically makes for superior ability. Especially in acquiring units of language. According to him the best period to begin the learning of a foreign language or second language was between the ages 4 and 10. Lenneberg (1967) acknowledged as the father of the critical period hypothesis that the acquisition of language from two years of age to puberty, he claims that the end of the critical period coincides with the lateralization process, process by which the two sides of the brain develop specialized functions. (Penfield and Roberts 1959:4).

1.2.3. When Child speak more than one Language

In an attempt to identify the reasons why some bilinguals fail to achieve high academic results in school, (Hamers and Blanc 2000:95) suggests that at the beginning of exposure of L2 exposure, L2 competence is a function of the competence of L1. If L1 language functions are adequately developed at the onset of L2 exposure, the child is likely to achieve high competence in L2 without affecting L1 in a negative manner. (Hamers and Blanc 2000:95). Krashan et al. (1979:202) proposed that, there are three generalizations concerning the effects of age on the rate and eventual attainment in foreign language acquisition. Adults proceed through early stages of syntactic and morphological development faster than children.



Older children acquire faster than younger children, acquirers who begin natural exposure and proficiency level.

There are certain areas within foreign language acquisition in which children appear to have superior skills to adults.

According to Munoz (2006:12) "younger learners usually show an advantage on oral comprehension and pronunciation tests" which Harley (1986:8) believes is down to the "maturational turning point" that occurs at puberty and prevents adult learners from easily acquiring foreign language.

1.2.4. The best age to learn another language There are many differences among foreign language learners, individual differences have more impact on foreign language learning process, and their role has thus received considerable attention in recent years. There have been few studies of the effect of age on the process of language acquisition. The morpheme studies showed that the order of acquisition of a group of English morphemes was the same for children and adults, the majority of foreign language learners

fail to reach native-speaker levels of ability. It is also important to ask whether age effects are evident in such learner. Learners who start as children achieve a more native-like accent than those who start as adolescents or adults. (Tohidian, 2006:6).

As Ellis (1985:5) acknowledged: 'foreign language acquisition refers to all aspects of language that the language learner needs to master.

1.2.5. The effect of age in language acquisition Age has been regarded as an important factor in acquiring second or foreign languages successfully as well as in

acquiring first languages. There is believed to be a period up to a certain age during which learners can acquire a foreign language easily and achieve native-speaker-like competence. Children use their input more efficiently than adults, who may utilize more negotiation of meaning. Young children store first language and second language information separately and become coordinate bilinguals. Whilst adult learners store first language and second language knowledge together and become compound bilinguals.

The age factor assumption is a critical issue, the idea of there being optimal age to learn languages was first argued by Penfield and Roberts 1959 their critical hypothesis suggests that in the years before puberty child's brain is particularly adaptable for acquiring languages and that language acquisition after puberty will be different in nature and potentially less successful (Lenneberg 1967:10). The effects of age on foreign language acquisition constitute one of the most frequently investigated and debated topics in the field of foreign language. Two different orientations may be distinguished in age-related to language acquisition: an orientation aiming at elucidate the existence and characteristics of maturational constraints on the human capacity for learning for learning foreign languages and purporting to identify age-related differences in foreign between children and adults (Camren Munoz 2010:39).

1.2.6. Learning Mechanism According to Lenneberg (1967:176) "...automatic acquisition from mere exposure to a language may disappear

after puberty” .In fact, this is the strict formulation of the CpH, reformulated by Dekeyser(2000:518) as follows”...between the ages of 6-7 and 16-17, everybody loses the mental equipment required for the implicit induction of the abstract patterns underlying a human language “However, implicit learning works slowly and requires many years of massive input and interaction, the only total immersion program can provide, nota program with a few hours of foreign language per week(De keyser 2000:520, and Larson-Hall 2005:101).

3. Materials and Methods

3.1. Methodology of the research:

Table 1: Grade 4 schools and sample size

School	School Type	Branch	Sample size
Kips	private	*Girls and boys	50
El gabas	private	*Girls and boys	50
Elnamozgia	private	*Girls and boys	50
Geli	Private	Girls	58
Total	-	-	208

Table 1 a total of 208pupils study at grade four from private schools completed three years studying English Language.

Table 2: Grade 8 schools and sample size

School	School type	Branch	Sample size
Altadreeb	Public	*Girls and boys	50
Noor Aldaiyem	Public	Boys	50
Abu kadok	Public	Girls	46
Salha	Public	Boys	54
Total	-	-	200

Table 2 A total of 200pupils study at grade Eight from Public schools completed three years studying English Language.

The researcher adopted the descriptive method in this research to compare and contrast between results obtained from the main Study question “What is the suitable age of acquiring a foreign Language?”

3.2. Population and Sample

The population of the study composes of pupils: (grade four pupils chosen from private schools) and (grade eight pupils chosen from public schools). A sample of 208pupils was chosen to represent grade four populations. A sample of 200 pupils was chosen to represent grade eightpopulation. The following tables describe the frequency and percent distributions

3.3. Research Tools:

Based on the research hypotheses proposed in this study, the researcher adapted a test as a tool in this research.

3.4. Reliability and Validity of the Test:

Table 3 Test Reliability and Validity Analysis

Scales	Number of items	Cronbach's alpha	Validity
Grammar Section	20	0.903	0.950
Vocabulary Section	20	0.896	0.946
Test as a whole	40	0.902	0.949

Table 3 shows that the reliability coefficients approximately 0.90, validity coefficients approximately 0.95 indicating that scales of the instrument for measuring suitable age of acquiring a foreign Language was judged to be reliable and valid to gather information from study sample.

3.5. Difficulty

The difficulty of an item is understood as the proportion of the persons who answer a test item correctly, the higher this proportion, the

lower the difficulty. What this means is that it has to do with an inverse relationship, the greater the difficulty of an item, the lower its index.

To calculate the difficulty of an item, the number of persons who answered it correctly is divided by the total number of the persons who answered it. Usually this proportion is indicated by the letter p, which indicates the difficulty of the item.

Percentage Range	Difficulty Index	Interpretation
75% - 100%	0.75 – 1.00	Easy
26% - 74%	0.26 - 0.74	Moderate
0 % - 25%	0.25 or below	Hard

3.6. Procedures:

The researcher conducted a Diagnostic Test to determine the level of the students in grammar and Vocabulary, The sample has been randomly selected from Grade 4 and Grade 8 Pupils who sit for the test to represent the population. The data is collected through marking the test out of 40 to determine the scores of the students and how much did they achieve in the test.

4. Data Analysis and Discussions of the Result

Researcher conducted a diagnostic test consist of 40 items covered Grammar and Vocabulary areas the following tables display the outcomes of grade 4 and grade 8.

A) Analysis of Grammar part:

Table 1. grade 8 frequency and percent of Question One: Grammar: part A:

*-Correct Answers	Questions										Difficulty Index
	No Answer		A		B		C		Total		
	F	%	F	%	F	%	F	%	F	%	
Q1 b. has	4	2.0	31	15.5	87	43.5	78	39.0	200	100	43.5
Q2 .a do	4	2.0	115	57.5	58	29.0	23	11.5	200	100	57.5
Q3 a .johns wife	29	14.5	67	33.5	63	31.5	41	20.5	200	100	33.5
Q4 a .is	11	5.5	85	42.5	71	35.5	33	16.5	200	100	42.5
Q5 .in	19	9.5	60	30.0	87	43.5	34	17.0	200	100	43.5
Q6 a. her	23	11.5	85	42.5	42	21.0	50	25.0	200	100	42.5
Q7 C.much	26	13.0	27	13.5	87	43.5	60	30.0	200	100	43.5
Q8b*.see	31	15.5	47	23.5	97	48.5	25	12.5	200	100	48.5
Q9 a is opening	32	16.0	74	37.0	60	30.0	34	17.0	200	100	37
Q10a .how much	32	16.0	68	34.0	58	29.0	42	21.0	200	100	34
Q11 b.fast cars	29	14.5	38	19.0	95	47.5	38	19.0	200	100	47.5

Q12 a. a driver	32	16.0	84	42.0	45	22.5	39	19.5	200	100	42
Q13-a.to	23	11.5	83	41.5	57	28.5	37	18.5	200	100	41.5
Q14-C.to	26	13.0	55	27.5	44	22.0	75	37.5	200	100	37.5
Q15-a.is	33	16.5	85	42.5	44	22.0	38	19.0	200	100	42.5

Table 1. shows grade8 outcomes in grammar and difficulty rate the highest score was in question 2-....you live with your friend a- Do b-Does c- Is

The correct answer is a-“do” it’s easier for the pupils to answer because they come across it a lot in grammar, so their score 57.5.the lowest score is in question3 the question is

3- Elizabeth is....wife a- John’s wife b- wife’s John c- Johns husband. The correct answer is a- “Johns wife” it was hard for the pupils to answer because they didn’t may be come across it a lot , so their score is 33.5.

Table 2.grade 8 frequency and percent of Question One: Grammar: part B:

*-Correct Answers	Questions								Difficulty Index
	No Answer		A		B		Total		
	F	%	F	%	F	%	F	%	
Q16-a.some	24	12.0	106	53.0	70	35.0	200	100.0	53
Q17-b.how much	25	12.5	71	35.5	104	52.0	200	100.0	52
Q18-a .any	29	14.5	76	38.0	95	47.5	200	100.0	38
Q19-a.how many	32	16.0	102	51.0	66	33.0	200	100.0	51
Q20-a. any	35	17.5	87	43.5	78	39.0	200	100.0	43.5

Table 2.shows the frequency and percent of grade 8 in grammar and difficulty rate part B

The highest scores was in question 16- I would....cheese please. a- some b- any
The correct answer is a-.” some” it was easy for the pupils to answer because they came across it alit. The lowest score is in question 18- Is there...milk in the fridge? a- any b- some

The correct answer is a-any it is difficult for the pupils to answer because they couldn’t differentiate between the two quantities, so their score 38.

Table3.grade 4 frequency and percent of Question One: Grammar: part A:

*-Correct Answers	Questions										Difficulty Index
	No Answer		A		B		C		Total		
	F	%	F	%	F	%	F	%	F	%	
Q1 b. has	0	0	38	18.3	136	65.4	34	16.3	208	100	65.4
Q2 ado	2	1.0	173	83.2	27	13.0	6	2.9	200	100	83.2
Q3 a. Johns wife	32	15.4	87	41.8	67	32.2	22	10.6	200	100.0	41.8
Q4 a. is	23	11.1	135	64.9	36	17.3	14	6.7	200	100	64.9
Q5b.in	30	14.4	65	31.3	93	44.7	20	9.6	200	100.0	44.7
Q6 a. her	32	15.4	105	50.5	21	10.1	50	24.0	208	100	50.5
Q7 C.much	34	16.3	43	20.7	101	84.6	30	14.4	208	100	14.4
Q8-b.see	34	16.3	53	25.5	97	46.6	24	11.5	208	100.0	46.6
Q9 a. is opening	39	18.8	116	55.8	28	13.5	25	12.0	208	100.0	55.8
Q10ahow much	37	17.8	85	40.9	64	30.8	42	21.0	208	100.0	40.9
Q11 b.fast cars	33	15.9	24	11.5	129	62.0	22	10.6	208	100.0	62
Q12. a driver	37	17.8	128	61.5	19	9.1	24	11.5	208	100.0	61.5
Q13-a.to	33	15.9	111	53.4	42	20.2	22	10.6	208	100.0	53.4
Q14-C.to	32	15.4	51	24.5	28	13.5	97	46.6	208	100.0	46.6
Q15-a.is	35	16.8	126	60.6	33	15.9	14	6.7	208	100.0	60.6

Table 3. Shows the frequency and percent of grade 4 in grammar part A and difficulty rate
The highest score is in question “2- ...you live with your friend? a- Do - b- Does c-Is”

The correct answer is a-“do” it is easy for the pupils to answer because they studied it a lot their score is 83.2

The lowest score is in question 7- “There aren’t...glasses on the kitchen. a- some b- any - c- much”.

The correct answer is” c” it was too difficult for the pupils to answer because all the 3choices of the answer are possible and close to each other their score is 14.4

Table4.grade 4 frequency and percent of Question One: Grammar: part B:

*-Correct Answers	Questions								Difficulty Index
	No Answer		A		B		Total		
	F	%	F	%	F	%	F	%	
Q16-a.some	30	14.4	127	61.1	51	24.5	208	100	61.1
Q17-b.how much	36	17.3	54	26.0	118	56.7	208	100	56.7
Q18-a .any	39	18.8	78	37.5	91	43.8	208	100	37.5
Q19-a.how many	44	21.2	123	59.1	41	19.7	208	100	59.1
Q20-a. any	42	20.0	106	51.0	60	28.8	208	100	51

Table 4.shows the frequency and percent of grade 4 outcomes in grammar part B and difficulty rate.

The highest score is in question 16- “I would like ...cheese please. a- some b- any”

The correct answer is a- “some”. It is easy for the pupils to answer because they came across it a lot; their score is 61.1.

The lowest score is in question 18- “Is there...milk in the fridge?”a- any b- some

The correct answer is a- “any” it was too difficult for the pupils to answer because they couldn’t differentiate between the 2 close choices of the correct answer, their score is 37.5.

Comment on Young Learners Compared to Old Learners concerning grammar:

The above tables showed that:

Young Learner’s standard of English language regarding grammar part A is 83according to their score and difficulty rate.

Young learner’s standard of English language regarding grammar part B is 61.1according to their score and difficulty rate.

Old learner’s standard of English language regarding grammar part A is

57.5 according to their score and difficulty rate.

Old learner's standard score of English language regarding grammar part B is 38 according to their score and difficulty rate.

From the above the researcher found out that the first hypothesis that pupils aged 11-13 are better than pupils aged 5-7 in grammar is rejected .

B) Analysis of vocabulary part:

Table 5. grade 8 frequency and percent of Question two: Vocabulary: part A and B:

-Correct Answers	Questions								Difficulty Index
	No Answer		Failed		pass		Total		
	F	%	F	%	F	%	F	%	
Q21-bad	69	34.5	70	35.0	61	30.5	200	100.0	30.5
Q22.left, wrong	80	40.0	74	37.0	46	23.0	200	100.0	23
Q23-thin	66	33.0	68	34.0	66	33.0	200	100.0	33
Q24-small	68	34.0	70	35.0	62	31.0	200	100.0	31
Q25-clean	76	38.0	75	37.5	49	24.5	200	100.0	24.5
Q26-fifty, sixty	71	35.5	88	44.0	41	20.5	200	100.0	20.5
Q27- .Tuesday, wednesday	74	37.0	84	42.0	42	21.0	200	100.0	21
Q28-third, fourth	101	50.5	85	42.5	14	7.0	200	100.0	7
Q29-winter, spring	97	48.5	61	30.5	42	21.0	200	100.0	21
Q30.North, south	110	55.0	68	34.0	22	11.0	200	100.0	11

Learner's standard of English language regarding Vocabulary part A and B and difficulty rate

the highest score is question 23 give the opposite of "fat" the correct answer is "thin" it's easy for the pupils to answer because they came across the opposites of the words a lot, their score is 33.

The lowest score is question 28- "write the two next words of first second" the correct answer is third fourth its difficult for the pupils to answer because may be they didn't come across numbers and counting a lot, their score is 7.

Table 6. grade 8 frequency and percent of Question two: Vocabulary: part C: Choose Answer

*-Correct Answers	Questions												Difficulty Index
	No Answer		A		B		C		D		Total		
	F	%	F	%	F	%	F	%	F	%	F	%	
Q31-C. television	31	15.5	17	8.5	52	26.0	84	42.0	16	8.0	200	100	42
Q32-c.car	28	14.0	22	11.0	113	56.5	27	13.5	10	5.0	200	100	56.5
Q33-C.house	25	12.5	12	6.0	41	20.5	105	52.5	17	8.5	200	100	52.5
Q34-dbus	23	11.5	18	9.0	27	13.5	15	7.5	117	58.5	200	100	58.5
Q35-b-its	27	13.5	25	12.5	86	43.0	34	17.0	28	14.0	200	100	43
Q36-c.are	27	13.5	19	9.5	28	14.0	108	54.0	18	9.0	200	100	54
Q37-a.name	27	13.5	93*	46.5	34	17.0	25	12.5	21	10.5	200	100	46.5
Q38-a.am	28	14.0	93*	46.5	28	14.0	32	16.0	19	9.5	200	100	46.5
Q39-b.look	26	13.0	15	7.5	110	55.0	23	11.5	26	13.0	200	100	55
Q40-b.are you	26	13.0	20	10.0	89	44.5	34	17.0	31	15.5	200	100	44.5

Table: 6

The above table shows that old Learner's standard of English language regarding Vocabulary part C

The highest score is in question 34-“choose the correct answer”

“I go to school by... a- foot b- door c- class d- bus”

The correct answer is d- “bus”, it is easy for the pupils to answer because they came across it a lot. their score is 58.5.

The lowest score is in question 31- “There is a very nice film in the...tonight”. a- phone b- book

c- television d- car.

The correct answer is c-“television”. It is difficult for them to answer because may be they don't differentiate between the word “television” and its abbreviation “TV”, their score is 42.

Table 6. grade 8 frequency and percent of Question two: Vocabulary: part C: Choose Answer

*-Correct Answers	Questions												Difficulty Index
	No Answer		A		B		C		D		Total		
	F	%	F	%	F	%	F	%	F	%	F	%	
Q31-C. television	31	15.5	17	8.5	52	26.0	84	42.0	16	8.0	200	100	42
Q32-c.car	28	14.0	22	11.0	113	56.5	27	13.5	10	5.0	200	100	56.5
Q33-C.house	25	12.5	12	6.0	41	20.5	105	52.5	17	8.5	200	100	52.5
Q34-d.bus	23	11.5	18	9.0	27	13.5	15	7.5	117	58.5	200	100	58.5
Q35-b-its	27	13.5	25	12.5	86	43.0	34	17.0	28	14.0	200	100	43
Q36-c.are	27	13.5	19	9.5	28	14.0	108	54.0	18	9.0	200	100	54
Q37-a. name	27	13.5	93*	46.5	34	17.0	25	12.5	21	10.5	200	100	46.5
Q38-a.am	28	14.0	93*	46.5	28	14.0	32	16.0	19	9.5	200	100	46.5
Q39-b.look	26	13.0	15	7.5	110	55.0	23	11.5	26	13.0	200	100	55
Q40-b.are you	26	13.0	20	10.0	89	44.5	34	17.0	31	15.5	200	100	44.5

Table: 6

The above table shows that old Learner's standard of English language regarding Vocabulary part C The highest score is in question 34-“choose the correct answer”

“I go to school by... a- foot b- door c- class d- bus”

The correct answer is d- “bus”, it is easy for the pupils to answer because they came across it a lot. their score is 58.5.

The lowest score is in question 31- “There is a very nice film in the...tonight”. a- phone b- book

c- television d- car.

The correct answer is c-“television”. It is difficult for them to answer because they may not differentiate between the word “television” and its abbreviation “TV”, their score is 42.

The correct answer is “bad”. It is easy for the pupils to answer because they came across many opposites of the words their score is 73.1.

The lowest score is in question

Table 7. grade 4 frequency and percent of Question two: Vocabulary: part A and B:

*-Correct Answers	Questions								Difficulty Index
	No Answer		Failed		pass		Total		
	F	%	F	%	F	%	F	%	
Q21-bad	28	13.5	28	13.5	152	73.1	200	100.0	73.1
Q22.left, wrong	44	21.2	38	18.3	126	60.0	200	100.0	60.6
Q23-thin	33	15.9	32	15.4	143	68.8	200	100.0	68.8
Q24-small	35	16.8	28	13.5	145	69.7	200	100.0	69.7
Q25-clean	40	19.2	31	14.9	137	65.9	200	100.0	65.9
Q26-fifty, sixty	50	24.0	36	17.3	122	58.7	200	100.0	58.7
Q27- .Tuesday,wednesday	58	27.9	36	17.3	114	54.8	200	100.0	54.8
Q28-third, fourth	84	40.0	56	26.9	68	32.7	200	100.0	32.7
Q29-winter, spring	73	35.1	29	13.9	106	51.0	200	100.0	51
Q30.North, south	84	40.4	45	21.6	79	38.0	200	100.0	38

Table 7. Young Learner's standard of English language regarding Vocabulary part A and B and difficulty rate.

The highest score is in question 21-“give the opposite of good”

28-“give the two second words for first, second”

The correct answer is “third, fourth” this was difficult for the pupils to answer because they may be didn't come across numbers and counting a lot, their score is 32.7.

Grade 4 frequency and percent of Question two: Vocabulary: part C: Choose Answer

*-Correct Answers	Questions												Difficulty Index
	No Answer		A		B		C		D		Total		
	F	%	F	%	F	%	F	%	F	%	F	%	
Q31-C.television	14	6.7	8	3.8	27	13.0	152	73.1	7	3.4	208	100	73.1
Q32.C-car	12	5.8	10	4.8	163	78.4	16	7.7	7	3.4	208	100	74.4
Q33-C.house	9	4.3	7	3.4	19	9.1	161	77.4	12	5.8	208	100	77.4
Q34-d.bus	11	5.3	9	4.3	17	8.2	6	2.9	165	79.3	208	100	79.3
Q35-b.its	13	6.3	19	9.1	131	63.0	33	15.9	12	5.8	208	100	63
Q36-c.are	15	7.2	14	6.7	20	9.6	145	69.7	14	6.7	208	100	69.7
Q37-a. name	13	6.3	130	62.5	41	19.7	15	7.2	9	4.3	208	100	62.5
Q38-a.am	16	7.7	155	74.5	18	8.7	12	5.8	7	3.4	208	100	74.5
Q39-b.look	15	7.2	27	13.0	131	63.0	25	12.0	10	4.8	208	100	63
Q40-b.are you	19	9.1	24	11.5	118	56.7	19	9.1	28	13.5	208	100	56.7

Table.7

Young Learner's standard of English language regarding Vocabulary part C and difficulty rate

The highest score is in question34

I go to school by...a- foot b- door c-class d- bus The correct answer is d-"bus". It is easy for the pupils to answer because they come across it a lot, their score is 79.3

The lowest score is in question40- Where...from? a-you b- are you c- your d- you are The correct answer is b-" are you "it is difficult for the pupils to answer

because they couldn't differentiate between the 3 choices of the answer form is correct. Their score is 56.7.

Comment on Young Learners Compared to Old Learners concerning vocabulary:

Young learner's standard of English language regarding vocabulary part A and B grade 4 is 73.1 according to their score and difficulty rate.



Young learner's standard score of English language regarding Vocabulary part C grade 4 is 79.3 according to their score and difficulty rate.

Old learner's standard score of English language regarding Vocabulary part A and B grade 8 is 33 according to their score and difficulty rate.

Old learner's standard score of English language regarding Vocabulary part C grade 8 is 58.5 according to their score.

From the above the researcher found out that the second hypothesis pupils aged 11-13 are better than pupils aged 5-7 in vocabulary is rejected.

Conclusion:

The entire three hypotheses that said older pupils are better than the younger is rejected. The first hypothesis which said that pupils aged 11-13 are better than pupils aged 5-7 in understanding grammar is rejected, because after conducting this study the final results of the Test show that old pupils are not good in grammar comparing to the young pupils.

The second hypothesis which said that pupils aged 11-13 are better than pupils aged 5-7 in vocabulary is rejected, because after conducting this study the final results of the test show that old pupils are not good at vocabulary comparing young pupils.

This study concludes to this result:

Young learners are good in understanding grammar.

Young learners are good at vocabulary.

Young learners are good at vocabulary more than grammar.

From the above and according to the reached results the researcher suggests that English should be teach to young learners from an early age.

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