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Investigating the Impact of Age on Learning English as a Foreign Language

تقصي أثر العمر علي تعلم اللغة الإنجليزية لغةً أجنبية

A Thesis Submitted in Partial Fulfillment of the Requirements for the MA Degree
in English Language (Linguistics)

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Dedication

*I dedicate this research to the most loving and caring
person, my husband*

To my mother, the eternal love

To my father ,the supporter

To all the wonderful and amazing people who made me.

Acknowledgment

This work would not have been possible without the invaluable help of many people, therefore, I want to thank them all for their timely unconditional help.

First, my thanks are due to my supervisor **Dr. Areig Osman Ahmed Mohammed** for her help, support and advice all the way during the performance of this study.

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Finally, an honorable mention goes to my family and friends for their understanding and support which helped me to complete this research.

Abstract

This study aims at investigating the age impact on Learning English as a foreign language and how it affects the fluency and understanding of English as a foreign language at the basic level schools. It is directed to a specific area which deals with two domains of English language, vocabulary and grammar. The pupils who are the target 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 the fifth grade, testing them after three years of their study of English language, so the test was given to the 4th grade pupils, and grade 8 pupils. The researcher has used exactly the same test to the two groups which match their mental ability and their language understanding, and then made a comparison between the two groups aiming to find out the significant difference in various aspects. The method used in conducting this research is the descriptive analytical method .The collected data has been analyzed by using the statistical Package for Social Sciences SPSS. The final results show that age has an effect on the process of learning English as a foreign language in favour of young learners. The researcher recommends that there should be more concentration on teaching English for young pupils from an early age.

المستخلص

تهدف هذه الدراسة الي تقصي المدي الذي يؤثر فيه العمر علي فهم واجادة اللغة الانجليزية التي تدرس كلغه أجنبية في مدارس الاساس، والبحث موجه لجانب محدد حيث انه يتناول القواعد والمفردات اللغوية وتستهدف الدراسة التلاميذ الذين قاموا بدراسة اللغة الإنجليزية في مرحله مبكرة ايمن الصف الاول، الدراسة أيضا تستهدف التلاميذ الذين قاموا بدراسة اللغة الانجليزية من الصف الخامس وهم الذين درسوا اللغة الانجليزية في مرحلة متاخرة ووصلوا للسنة الثامنة وإختبارهم بعد دراستهم للغة لمدة ثلاثة اعوام.وقامت الباحثة باستخدام نفس الإختبار للمجموعتين وقد كان الإختبار في مستوي مقدرتهم العقلية، وفهمهم للغة. استخدمت الباحثة الوصف التحليلي لتحليل البيانات كما عقدت مقارنة بين المجموعتين للوصول للهدف الأساسي للبحث الا وهو مدي تاثير العمر علي تعلم وفهم اللغة الانجليزية؟ الطريقه المستخدمه في اجراء هذه الدراسة هي الوصف التحليلي في جمع وتحليل البيانات من خلال استخدام التحليل الاحصائي لجمع البيانات وتحليلها تحليليا احصائيا للوصول للنتائج، النتائج النهائيه أثبتت أن للعمر تأثيراً كبيراً علي تعلم اللغة، كما أثبتت أن التلاميذ الذين درسوا اللغة الانجليزية في عمر مبكر هم الأفضل . وعليه توصي الباحثة بأن يكون هنالك تركيز مكثف علي تدريس اللغة الانجليزية للتلاميذ في عمر مبكر .

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Chapter One
Introduction

CHAPTER ONE

Introduction

1.1 Background

Language is always acquired in the first years of life. The majority of people in the world learn to speak more than one language during their lifetime. They do this with great proficiency, particularly if the languages are learned simultaneously or from an early stage of development.

Age effect on foreign language acquisition is a much discussed topic. It is a fact that children and adults have different cognitive processes and, therefore, they acquire a second or foreign language differently and at different rates.

The question of what age is the optimal 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 foreign language is controversial, because acquiring a foreign language is a difficult task and needs a long time to master the new language.

Pupils 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 it related to the best age of acquiring English, do the younger learners acquire the language quicker than the older or it is 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 fluid reading. Their reading material varies from

simple rhymes, to class room news, to patterned stories and beginner non-fiction books. The teachers of English help children listen for sounds in words, write the English letters and pronounce them correctly, and discover parts of written language, like the “at” in cat that they can then use to figure out the words hat, mat, and sat.

Writing like reading, takes a variety of forms in the first grade classroom. Children “invent” their spellings as they work out their understanding of written language. Other developed classes of English in elementary school are parts of a larger goal to familiarize children with foreign languages, life styles and cultures, rather than focusing on teaching a foreign language in a formal way.. There are no emphases of foreign language education placed on the listening and speaking of simple terms that students know from their daily lives as opposed to written forms.

1.2 Statement of the Problem

The problem presented by this research deals with testing the students ability of acquiring English language in Elementary schools and comparing between younger and older students 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, ones .From another angle, it is noticed that there is adivorce between the teachers views about the impact of age on learning the foreign language and the reality of the learners. There is widespread belief among teachers that older pupils are better than younger pupils at learning English. However ,it is now felt that younger pupils learn the foreign language better than older ones.

1.3 Objectives of the Study

This study is designed to investigate:

- 1-The best age for acquiring English language regarding the readiness to acquire new language and use it.
- 2-The best age for acquiring English language regarding vocabulary and use it.
- 3-The best age for acquiring English language regarding understanding of grammar.
- 4-The best age for developing language acquisition.

1.4 Questions of the Study

The present study focuses on answering the following questions:

1. Are the Older pupils faster than younger pupils in the process of acquiring English language?
2. Are the Older pupils better than younger pupils in grammar and syntactic structure?
3. Are the Older pupils better at vocabulary learning more than younger pupils?
4. What is the prevailing view among teachers about the impact of age on learning English language?

1.5 Hypotheses of the Study

This study hypothesized that:

1. Older pupils are better after and faster in acquiring English language.
2. Older pupils are better in learning vocabulary than younger ones.
3. Older pupils pay good attention to teachers, to learn grammar and syntactic structures.
4. There is a widespread belief among teachers that older pupils are better than younger ones at learning English.

1.6 Significance of the Study

This study is significant because it explores the effects of age on learning English as a foreign language, and the critical age to acquire the language. The idea of “earlier is better” is modified by the concept of a “critical period” in a person’s life during which language acquisition is optimal. The significance of this study is that it provides a critical overview on the best age for acquiring English as a foreign language; is it the younger or older age.

1.7 Limits of the Study

The present study was conducted during the academic year 2017-2018. It covered the period of time between 15 October to the 30 of October, at that time the data has been collected, the place of this study is the Elementary schools of Khartoum and Omdurman town, the pupils who are the target of this study are grade 4 and 8. The schools which are the place of this study are the public and private schools. The sample of the study is 405 pupils.

Chapter Two
Literature Review and
Previous Studies

CHAPTER TWO

Literature Review and Previous Studies

2.1 The Importance of 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).

According to Gass and Selinker (2001:342) children are more successful foreign language learners than adults; there are social, psychological reasons why adults learn languages less easy than children. Cognitive factors are also responsible for the weakness of the adults to succeed in learning. Adults have greater cognitive abilities in language learning task has less successful learning in children.

2.2 The importance of Language for young Children

The early years are recognized as the foundation years of acquiring a language. In particular, the first six years are crucial for young children in developing first language and cultural entity and it is during these early years that children build up their knowledge of the world around them .The children from language back grounds 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 for the development of any human being. A good grasp of language is synonymous with a sound ability to think. Language has a 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 wellbeing. (Cummins 1981:49).

2.3 Language aptitude

Cognitive factors are always referred to as language learning aptitude. According to Segalowitz and Freed (2004: 175), aptitude refers to a learner's basic cognitive disposition or readiness for language learning". Aptitude does not factor into child language acquisition. One of these factors is a high degree of verbal or language aptitude.

2.4 Theories of why age affects foreign language learning

Researchers and laymen alike recognize that there are clear age constraints to learning a second language. However, "the exact extent, cause, and nature of this phenomenon have been controversial for decades. The claim that an age-related decline does indeed exist in the ability of individuals to master a second language is not controversial. (Dekeyser 2013:52).

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 on 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. (P collier1987:10).

The appropriate age for introducing a foreign language to children has been one of the few truly important issues in the field of Foreign Language Acquisition, a number of studies have been designed to investigate the question of optimal age to learn a foreign language. Age has often been considered crucial factor in the field of foreign language acquisition.(De Keyser R 2005:88).

2.5 The Critical Period Hypothesis

The idea of existence of a critical period for language learning that comes before puberty is popularized by Canadian brain surgeons Penfield and Roberts (1959:4) hypnotizes that the Child brain is plastically made for superior ability. Especially in acquiring units of language. According to Penfield and Roberts the best period to begin learning a foreign language or second language was between the ages 4 and 10.Lenneberg (1967) acknowledged as the father of the critical period, hypnotized 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 Roberts1959:4).

Singleton 1989 discusses the evidence of four distinct propositions:

- The younger are the best in overall attainment.
- The younger are the best with particular skills such as the oral and aural skills.
- That older are the best in general terms.
- That young is best in the long run.

The popular general notion that “catching them young “leads to overall language proficiency. (Singleton 1989:250).

2.6 The impact of children communication environment

The communication environment was also a strong predictor of performance on entering school. Influential factors in the child's communication environment included the early the owning of books, trips to the library, attendance at preschool parents teaching arrange of activities. English language learners are students in provincially funded English language schools whose first language is a language other than English, or variety of English that is significantly different from the variety used for instruction in schools and who require focused educational supports to assist them in attaining proficiency in English. (Lenneberg 1967:20).

2.7 When a child speaks 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 L2exposure, L2 competence is a function of the competence of first language .If L1 first language functions are adequately developed at the onset of L2 second language exposure, the child is likely to achieve high competence in L2 without affecting L1 in a negative manner. (Hamersand 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.

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.

2.8 Learning mechanism

The age of acquisition is a natural setting for learning mechanism according to Lenneberg (1967:176) automatic acquisition from mere exposure to language may disappear after puberty, In fact, this is the strict formulation of the CPH, critical period hypotheses reformulated by (De Keyser2000:518) 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. It is clear from these formulations that the maturational constraints apply to implicit learning mechanism, at which children are believed to be superior (.Dekeyser and J Larson-Hall 2005:95).

2.9 When to start learning English as a Foreign Language

Age has been regarded as an important factor in acquiring a 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 in language efficiently more 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 foreign 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).

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 amore native-like accent than those who start as adolescents or adults. (Tohidian 2006:6).

2.9.1 younger is the better

The younger the learner, the better they are mimicking new sounds and adapting pronunciation, The brain is open to new sounds and patterns at this age. Young children have time to learn through play-like activities. Language lessons can be informal and children minds are not chattered with facts to be stored and tested. When learning is a natural-contextualized of areal event interesting and enjoyable relevant-social belongs to the child-has a purpose for the child-builds on things the child knows but also challenges the child- supported appropriately-part of a coherent whole- multisensory. Earlier is better because the value of interested time. Although some researchers believe that adolescents are more efficient language learners, young learners simply have more time to learn the language, and time is an important factor in overall attainment, as any adult who has tried to learn another language has discovered (Curtain and Dahlberg 2010:428).

2.9.2 Older is the better

Older students possess advantages over younger beginners, they may be able to plot their new language on to concepts about the world which they already possess from their first language. They may be experienced in handling the discourse of conversations and other language activities. They have a wider range of strategies for learning they may be able to work purposefully towards objectives of their own choosing.

It is clear that age is a major factor in the acquisition of foreign or second language acquisition for school. In the early stages of acquisition, older students have the advantage of cognitive development in their first language to assist them with acquiring school skills in the foreign language. This early advantage diminishes after the first year for adults, but remains for older children and adolescents for continuing development of their foreign language skills. (Vorih 1978:12).

1.10 Previous studies

2.10.1 The effect of age as a factor on learning English

Khalifa Gawi Sharqa University, Saudi Arabia.

A thesis submitted for the fulfillment of Ph.D degree. The purpose of the study is to investigate the effects of age on learning English in Saudi Arabia. The main objective is encouraging the learning of English at an early age. The sample of the study is Daw-admi town the Dawadmi students (178) students and English teachers who teach those students or counterparts (62) teachers. The study found out that age affects EFL learning because early exposure to language instructions constantly results in better performance. The results show that starting learning English at an earlier age is an important factor in enhancing the skill of English language learners. The researcher used (SPSS) method to analyze the data collected by the questionnaire and students test. For data collection before the data collection started, official permission to visit schools selected was obtained from the Saudi Ministry of Education from March 14, 2016 until April 7, 2010 and the researcher distributed two tests to the pupils. group one consists of 29 students who study English at Alajial Elementary school(level four),while group two consists of 24 students learning English at Alrwad International school(Grade 3).The administration of each test took 40-50 minutes, and subjects, and subjects allowed revising their answers. Their foreign language learning efficiency. comparisons and analysis are carried out on children, adolescents and adults to examine their characteristics respectively and their influences on language learning.

2.10.2 The misunderstood variable: Age effects as a function of type of instruction.

Simone E. Pfenniger, at the university of Zurich, Switzerland, Department of English.

This study is designed to investigate the effects of age on onset and type of instruction on ultimate EFL attainment at the end of the period of normal schooling in Switzerland, measured in terms of written fluency, complexity, vocabulary size, and listening skills. The data was collected from four groups of 13- to 18 years old Swiss German learners of English, 50 were early starters, 50 had the same elementary school, 50 were late starters who had begun learning English immersively in secondary school. Results show that age of onset alone does not seem to be a distinguishing variable since early introduction of English in elementary school did not result in a higher level of proficiency when exposure to the language was limited to a few hours of class per week. The performance of early participants was better than the older. The method which was used in this study is the descriptive analytical method, the study concluded that age is an important factor in English learning as a foreign language, and start learning English at an early age is the best.

2.10.3 Conceptual Review of Age on Foreign language Acquisition

Yuan sang ,college of Education, Florida state university

The importance of age on an additional language (L2) second language acquisition has long been recognized in the field of L2 education. Research was conducted to reveal the influence of age on the rate and ultimate attainment of L2 teaching and learning, the contributors in this study are from elementary schools. They are pupils who studied English language as a foreign language, the sample was 100 students from one school that teaches the English as foreign language. That students sit for a test took 30 minutes of time. The final results showed that the students who studied EFL English as a foreign language from an early stage are the best in English language.

Chapter Three

Research Methodology

CHAPTER THREE

Methodology

3.1 Methodology of the research

The researcher adopted in this study namely the descriptive method. To compare and contrast between results obtained from the main Study question “What is the suitable age of acquiring a foreign Language? The researcher focused on English language as a foreign Language to find out if there are any reasons behind student`s age to acquire foreign language.

3.2 Population

The population of the study comprises two sub-populations:

- 1) Teachers.
- 2) Pupils: (grade four pupils chosen from private schools) and (grade eight pupils chosen from public schools).

Justification behind choice of these classes at Basic level is that both classes have at least three years acquiring English Language in their schools as a subject.

In public schools pupils learning English Language as independent Subject starts from grade Five, while in private schools pupils start learning English Language as independent subject from grade one.

3.3 Samples Size

- 1- A sample of 30 Teachers were chosen to represent the population.
- 2- A sample of 208pupils were chosen to represent grade four populations.

The following tables describe the frequency and percent distributions.

Table (3.1): Grade 4 schools and sample size

school	School Type	Sample size
Kips	private	50
El gabas	private	50
Elnamozgia	private	50
Geli	Private	58
Total	-	208

Table 3.1 a total of 208pupils study at grade four from private schools completed three years studying English Language.

3/a sample of 200 pupils were chosen to represent grade Eight population.

The following table describes the frequency and percent distributions

Table (3.2): Grade 8 schools and sample size

school	School type	Sample size
Altadreeb	Public	50
Noor Aldaiyem	Public	50
Abu kadok	Public	46
Salaha	Public	54
Total	-	200

Table 3.2 shows that a total of 200pupils study at grade eight from Public schools completed three years studying English Language.

3.4 Research Tools

Based on the research questions presented in this study, the researcher used a questionnaire and a test as a tool in this research. The explanations for adopting such research instruments are presented in the following subsections.

3.4.1 Questionnaire

It is a common practice in social science areas that have traditionally emphasized quantitative research. Such a study starts with a theory, deduces hypotheses from it, and proceeds to test these hypotheses. Thus, a questionnaire was the most appropriate strategy to answer this research question.

The greatest advantage of a questionnaire is its lower cost compared to other methods. Mail questionnaires also have sample-related advantages: Geographic coverage, larger samples, and wider coverage within a sample population. A questionnaire survey can be used only when the objective of the study is clear and not complex. The questionnaire was Judged by four teachers of Sudan university for Science and Technology.

They returned the questionnaire with their comments, and some alterations were made according to their suggestions. Their suggestions were then carefully evaluated by the researcher and the supervisor.

After this step, the researcher was confident that the questionnaire could be used for the large-scale survey. The final version of the questionnaire consisted of 15 items and open question to measure “What is the suitable age of acquiring a foreign Language”.

3.4.2 The Achievement Test

The test is used as an important tool to measure the ability of elementary school pupils in learning English as a foreign language ,the test was taken from the British council tests for elementary levels ,and used to test the ability of the pupils who studied English from an early stage ,and pupils who studied English from a late stage.

3.5 Reliability and Validity

3.5.1 Reliability

Reliability refers to whether the same answer is found by using an instrument to measure something more than once .There are four methods commonly used for assessing reliability, namely:

- 1) The test-retest method.
- 2) The alternate-form method.
- 3) The split halves method.

3.5.2 Validity

Validity is defined as the extent to which any instrument measures what it is intended to measure. The three most popular methods of evaluating the validity of a measurement instrument are content validity, criterion-related validity, and construct validity .

3.5.3 Content Validity

Content validity depends on the extent the measurement reflects a specific domain of content. It cannot be evaluated numerically-it is a subjective measure of how appropriate the items seem to various reviewers with some knowledge of the subject matter.

3.6 Item Analysis

The scale-score is obtained by computing the arithmetic average of the scores of the items that comprise that scale. The values of item to scale correlations should be greater than 0.50; those lower than 0.50 do not share enough variance with the rest of the items in that scale.

Therefore, it is assumed that the items are not measuring the same construct and it should be deleted from the scale.

After all data were entered into a computer, the SPSS reliability programme was performed separately for the items of each scale. Table 3.5 lists Cronbach's alpha for "suitable age of acquiring a foreign Language scales".

Table (3.3): Questionnaire reliability and Validity Analysis

Scales	Number of items	Cronbach's alpha	Validity
Readiness to acquire new language	5	0.84	0.92
Vocabulary Knowledge	5	0.76	0.87
Grammar Understanding	5	0.71	0.84
Instrument as a whole	15	0.87	0.93

Table 3.5 shows that the reliability coefficients ranged from 0.71 to 0.84, indicating that some scales were more reliable than others. Validity coefficients ranged from 0.84 to 0.0.92. Accordingly, the instrument for measuring suitable age of acquiring a foreign Language was judged to be reliable and valid to gather information from study sample.

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.

It is calculated by the following formula:

$$P_i = A_i / N_i$$

Where:

P_i = Difficulty index of item i

A_i = Number of correct answers to item i

N_i = Number of correct answers plus number of incorrect answers to item i.

The proportion of students answering an item correctly indicates the difficulty level of the item. The more students got the item right, the less difficult the item was. Optimally, an item will encourage a widespread distribution of scores if its difficulty index is approximately 0.5 (i.e. 50% of the students got it right).

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

Discrimination Index:

The discrimination index is a statistic which indicates the extent to which an item has discriminated between the high scorers and low scorers on the test. The index is represented as a fraction and varies between -1 to 1. Optimally an item should have a positive discrimination index of at least 0.2, which indicates that high scorers have a high probability of answering correctly and low scorers have a low probability of answering correctly. Items with negative indices should be examined to determine whether the item was flawed. Although there are various similar ways of calculating the discrimination index, in this work we will use the following formula:

$$Di = \frac{GA - GB}{N}$$

Where:

Di = Discrimination index of item i

GA = Number of correct answers to item i among the 27% of those with highest test scores.

GB = Number of correct answers to item i among the 27% of those with lowest test scores.

N= Number of person in the group (GA or GB)

Discrimination Index	Interpretation	Recommendation
greater than .39	Excellent	Retain
0.30 -0.39	Good	Possibilities for improvement
0.20 – 0.29	Moderate	Need to check or review
0.01 - 0.19	poor	review in depth or Discard

Equal to zero	No Discrimination	Discard
Negative	The item was flawed or misleading	Definitely Discard

Test Reliability and Validity

Table (3.4): 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 3.6 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.

3.7 Procedures

- 1- The permission from authorities to conduct this study was taken.
- 2- 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.
- 3- The data of knowledge of acquiring foreign Language, is collected through marking test out of 40 to determine the scores of the students and how much did they achieved in the test.
- 4- Predesigned and pretested questionnaire based on responses of Teachers.
- 5- The questionnaires was distributed to the Teachers and filled by them.

6- The researcher collect and marked scores of the questionnaires, where the scoring system is shown in following table:

Table (3.5): Scoring System of Questionnaire

Scoring range	Level of Acquiring Foreign Language
1.00 – 2.50	Low
2.51 – 3.50	Moderate
3.51 – 5.00	High

3.8 Plan for data analysis

The data will be analyzed using the software programme of statistical package for the social sciences (SPSS version 21), Several Statistical techniques will be adapted such as: Frequencies, percentages, Arithmetic means, Standard Deviation and Independent sample test results will be displayed using tables.

3.9 Summary

This chapter contained the methodology followed by the researcher followed by the researcher ,it shows the techniques ,plans for data collections , tools and sample Size.

Chapter Four

Data Analysis & Result discussions

CHAPTER FOUR

Data Analysis and result Discussion

4.1 Analysis of the questionnaire

To answer the question “What is the suitable age of acquiring a foreign Language?” The hypotheses will be discussed according to the data collected from Sample responses .The following tables display the frequencies, percent, Arithmetic Means and Standard deviations of the questionnaire’s domains:

Q1/ Do Pupils aged from 11-13 have good readiness to acquire a new foreign Language and knowledge compared to pupils aged 5-7 years?

Table (4.1): the frequency and percent of good readiness to acquire a new foreign Language Domain.

Statements		Strongly Disagree	Disagree	Neutral	Agree	strongly Agree	Total
Pupils aged (11- 13)are better than pupils aged (5-7)years in their:							
1/ using knowledge of their mother tongue to help them learn a new language	N	0	5	2	10	13	30
	%	0	16.7	6.7	33.3	43.3	100.0
2/ Confidence and performance of Spoken and written language	N	3	5	3	10	9	30
	%	10.0	16.7	10.0	33.3	30.0	100.0
3/ stability in understanding Teacher instructions and teaching ways	N	0	6	3	9	12	30
	%	0	20.0	10.0	30.0	40.0	100.0
4/ controllingthem by teachers and their paying attention during the class	N	4	2	2	9	13	30
	%	13.3	6.7	6.7	30.0	43.3	100.0
5/ awareness of the language and Environment around them	N	0	3	4	10	13	30
	%	0	10.0	13.3	33.3	43.3	100.0

Table (4.1) shows that most teachers either agreed or strongly agreed that the pupils aged11-13 are better than pupils aged 5-7 years in having readiness to

acquire anew language. The percentage of agreed and extremely agreed added together are 76,6. 63,570. 73.3 . 67.6from the 1st,2nd,3rd,4th and 5th statements.

Table (4.2): the Arithmetic Means and the Standard deviations of good readiness to acquire a new foreign Language Domain.

Statements Pupils aged (11- 13)are better than pupils aged (5-7)years in:	Arithmetic Means	Standard deviations	Level of Acquiring Foreign Language
5/ more aware of the language and Environment around them	4.10	.995	High
1/ using knowledge of their mother tongue to help them learn a new language	4.03	1.098	High
3/ More Careful and stable in understanding Teacher instructions and teaching ways	3.90	1.155	High
4/ controllable by teachers and can pay attention during the class	3.83	1.416	High
2/ Confidence and performance of Spoken and written language	3.57	1.357	High
Total Average of good readiness to acquire a new foreign Language Domain	3.89	1.204	High

Table(4.2)show the means of the results of the teachers who agreed and extremely agreed on is that pupils aged 11-13 are better than pupils aged 5-7.They are more aware of the language environment around them. Their arithmetic means is 4.10 .4,03 .3,90. 3.83.3.57.3 ,89.

Q2/ Do Pupils aged from 11-13 have good Vocabulary knowledge compared to

Table (4.3): the frequency and percent of good Vocabulary knowledge Domain.

Statements		strongly Disagree	Disagree	Neutral	Agree	strongly Agree	Total
Pupils aged (11- 13)are better than pupils aged (5-7)years in:							
6/ benefiting from Vocabulary needed in text	N	0	1	1	13	15	30
	%	0	3.3	3.3	43.3	50.0	100.0
7/ Acquiring Vocabulary and using it in the right context	N	0	3	4	8	15	30
	%	0	10.0	13.3	26.7	50.0	100.0
8/ Understanding Vocabulary from pictured stories	N	1	3	5	7	14	30
	%	3.3	10.0	16.7	23.3	46.7	100.0
9/ using Vocabulary inside and outside the classroom fluently	N	2	2	3	11	12	30
	%	6.7	6.7	10.0	36.7	40.0	100.0
10/ flexibility and capability of Understanding complicated Vocabulary texts in different materials	N	1	3	1	11	14	30
	%	3.3	10.0	3.3	36.7	46.7	100.0

Table (4.3) most teachers either agreed or extremely agreed that the pupils aged 11-13 are better than pupils aged 5-7 years in having readiness to acquire new language. The percentage of agreed and extremely agreed added together are 93,3. 76,7 . 70,0 . 84,7 . 25 from the 1st,2nd,3rd,4th,5th,6th,7th,8th,9th and 10th statements.

Table (4.4): the Arithmetic Means and the Standard deviations of good Vocabulary knowledge Domain.

Statements	Arithmetic Means	Standard deviations	Level of Acquiring Foreign Language
Pupils aged (11- 13)are better than pupils aged (5-7)years in:			
6/ They benefiting from Vocabulary needed in text	4.40	.724	High
7/ Acquiring Vocabulary and using it in the right context	4.17	1.020	High
10/ flexibility and capability of Understanding complicated Vocabulary texts in different materials	4.13	1.106	High
8/ Understanding Vocabulary from pictured stories	4.00	1.174	High
9/ using Vocabulary inside and outside the classroom fluently	3.97	1.189	High
Total Average of good Vocabulary knowledge Domain	4.134	1.043	High

Table (4.4) shows the arithmetic means of the results of the teachers who agreed and strongly agreed on is that pupils aged 11-13 are better than pupils aged 5-7. They are more aware of the language environment around them. The arithmetic means are 4,40 .4,17. 4,13. 4,00 .3,97 .4,134 .from 6- 7- 8- 9- 10.

Q3/ Do Pupils aged from 11-13 have good understanding of grammar compared to pupils aged 5-7 years?

Table (4.5): the frequency and percent of good understanding of grammar Domain.

Statements		strongly Disagree	Disagree	Neutral	Agree	strongly Agree	Total
Pupils aged (11- 13)are better than pupils aged (5-7)years in:							
1/ using knowledge of their mother tongue to help them learn a new language	N	0	5	2	10	13	30
	%	0	16.7	6.7	33.3	43.3	100
2Their Confidence and performance of Spoken and written language	N	3	5	3	10	9	30
	%	10.0	16.7	10.0	33.3	30.0	100
3/ stability in understanding teacher instructions and teaching ways	N	0	6	3	9	12	30
	%	0	20.0	10.0	30.0	40.0	100
4/ being controlled by teachers and can pay attention during the class	N	4	2	2	9	13	30
	%	13.3	6.7	6.7	30.0	43.3	100
5/ Theirawareness of the language and Environment around them	N	0	3	4	10	13	30
	%	0	10.0	13.3	33.3	43.3	100.

Table (4:5) shows that most teachers either agreed or strongly agreed that the pupils aged 11-13 are better than pupils aged 5-7 years in using their mother tongue to help them learn a new language. The percentage of agreed and strongly agreed added together are 76,6 . 19 .70 . 73,3 . 76,6 from the 1st,2nd,3rd,4th, and 5th statements.

Table (4.6): the Arithmetic Means and the Standard deviations of good understanding of grammar domain.

Statements	Arithmetic Means	Standard deviations	Level of Acquiring Foreign Language
Pupils aged (11- 13)are better than pupils aged (5-7)years in:			
11/ Understanding the grammatical rules of language	4.60	.621	High
12/ using of adverbs ,adjectives and verbs	4.27	.944	High
13/ using of nouns and pronouns	4.17	1.053	High
15/ using capital letters and punctuation	4.13	1.137	High
14/ using sentences and phrases without any grammatical mistakes	3.93	1.413	High
Total Average of good understanding of grammar domain.	4.22	1.034	High

Table (4.6) shows the arithmetic means of the results of the teachers who agreed and strongly agreed on is that pupils aged 11-13 are better than pupils aged 5-7 they are more aware of the language environment around them. The arithmetic means of agreed and strongly agreed on are 4,46 . 4,27 . 4,17 . 4,13 . 3,93 . 4,22. from 11- 12- 13- 14- 15.

Free comments:

1/ Does Age Affect language Learning?

Table (4.7): the frequency and percent of does Age Affects language Learning Question.

responses	Frequency	Percent
no comment	10	33.3
not affect	1	3.3
yes, affect	19	63.3
Total	30	100.0

2/ Suggest Areas that need an improvement in English Language classes:

A sample of 16 respondents offered suggestions to improve English Language which are classified in the following table:

Table (4.8): the frequency and percent of Suggestions to improve English.

Suggested Area	Frequency	Percent
Teachers Training	5	31.25
Listening	5	3.25
Speaking	4	25
Reading	4	25
Audio-visuals	4	25
Communication	3	18.75
Syllabus	3	12.5
Writing	3	12.5
Class Environment	3	12.5
Family Education	1	6.25
Number of Pupils in Classroom	1	6.25

4.2 Achievement Test analysis

The researcher conducted an achievement test which consisted of 40 items and covered Grammar and Vocabulary areas the following tables display the outcomes of grade 4 and grade 8.

1/ Grade Eight outcomes:

A) Table 4.8 grade 8 frequency and percent of Question One: Grammar: part A: Analysis of Grammar part:

B)

Table (4.9): grade 8 frequency and percent of Question One: Grammar: part A

*-Correct Answers	Options										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(4.9).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” 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 was 33.5.

Table (4.10): grade 8 frequency and percent of Question One: Grammar: part B

*-Correct Answers	Options								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(4.10) .shows the frequency and percent of grade 8 in grammar and difficulty rate partB

The highest scores was in question 16- I would....cheese please. a- some b- any

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

The correct answer is a-any , their score was 38.

Table (4.11): grade 4 frequency and percent of Question One: Grammar: part A

*-Correct Answers	Options										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.any	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(4.11) 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” 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” their score is 14.4.

Table (4.12): Grade 4 frequency and percent of Question One: Grammar: part B

*-Correct Answers	Options								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 (4.12) 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”. 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”, 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 83 according to their score and difficulty rate.

Young learner’s standard of English language regarding grammar part B is 61.1 according 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 (4.13): grade 8 frequency and percent of Question two: Vocabulary: part A and B

-Correct Answers	Options								Difficulty Index
	No Answer		Failed		passed		Total		
	F	%	F	%	F	%	F	%	
Q21-bad	69	34.5	70	35.0	61	30.5	200	100	30.5
Q22.left, wrong	80	40.0	74	37.0	46	23.0	200	100	23
Q23-thin	66	33.0	68	34.0	66	33.0	200	100	33
Q24-small	68	34.0	70	35.0	62	31.0	200	100	31
Q25-clean	76	38.0	75	37.5	49	24.5	200	100	24.5
Q26-fifty, sixty	71	35.5	88	44.0	41	20.5	200	100	20.5
Q27- .Tuesday,wednes day	74	37.0	84	42.0	42	21.0	200	100	21
Q28-third, fourth	101	50.5	85	42.5	14	7.0	200	100	7
Q29-winter, spring	97	48.5	61	30.5	42	21.0	200	100	21
Q30.North, south	110	55.0	68	34.0	22	11.0	200	100	11

Table (4:13)

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”, their score is 33.

The lowest score is question 28- “write the two next words of first second” the correct answer is third fourth, their score is 7.

Table (4.14): grade 8 frequency and percent of Question two: Vocabulary: part C: Choose Answer

*-Correct Answers	Options												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:(4.14)

The above table shows the older Learner’s 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”. Their score is 58.5.

The lowest score is in question 31- “There is a very nice film on.....tonight”.

a- phone b- book c- Television d- car.

The correct answer is c-“television”. “television” .Their score is 42.

Table (4.15): Grade 4 frequency and percent of Question two: Vocabulary: part A and B

*-Correct Answers	Options								Difficul ty 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,wedn esday	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 (4.15) . 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 words that follow first, second”

The correct answer is “third, fourth” .Their score is 32.7.

Table (4.16): Grade 4 frequency and percent of Question two: Vocabulary: part C: Choose Answer

*-Correct Answers	Options												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 (4.17): grade 4 Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
	lower group	56	9.8929	2.76128	.36899
	upper group	56	31.8929	1.93230	.25821

Table 4.17 shows grade 4 statistics, the upper group standard mean of error is 25821, the lower group standard mean is 36899 this shows that the rate of error is lower in the upper group .

Table (4.18): grade 4 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	95% Confidence Interval	
							Lower	Upper
Final score	Equal variances assumed	6.581	.012	-48.849	110	.000	-22.89252	-21.10748

Table 4.18 shows grade four independent sample test results this shows that the lower scores in the test in grade 4 is 22.89252, and the upper is 21.10748 this means that the test is excellent and their scores is high.

Table (4.19): grade 4 Final score

Score range	Frequency	Percent
0-19	92	44.2
20-40	116	55.8
Total	208	100.0

Table 4.19 shows grade four final scores the frequency and percent .

Table (4.20): grade 8 Group Statistics

Group	N	Mean	Std. Deviation	Std. Error Mean
lower group	54	5.9444	3.28758	.44738
upper group	54	27.1852	4.71078	.64106

Table 4.20 shows grade 8 group statistics of the lower group mean is 59444, standard deviation 3.28758 standard of error mean is 44738, the upper group or the high scorers mean is 27.1852 standard deviation 4.71078 and standard of error mean is 64106.

Table (4.21) grade 8 Independent Samples Test

Levine's Test for Equality of Variances		t-test for Equality of Means				
F	Sig.	t	df	Sig. (2-tailed)	95% Confidence Interval	
					Lower	Upper
7.377	.008	-27.171	106	.000	-22.79060	-19.69088

Table 4.21 shows grade 8 independent sample test the upper scores is 19.69088, the lower scores is 22.79060 this means that the grade 8 lower scores in the test is higher than the upper scores.

Table (4.22): grade 8 Final score

Score range	Frequency	Percent
0-19	140	70.0
20-40	60	30.0
Total	200	100.0

Table 4.22 grade 8 final score, the score range 0-19 frequency 140 their score is 70.0 this means this is low score, score range 20-40 frequency 60 their score is 30.0 and the final score shows that grade 8 scores is low.

Table (4.23): Grade 8 Discrimination and Difficulty Indices:

items	Higher sums group	lower sums group	Discrimination index	interpretation	Difficulty index%	interpretation
1	33	14	.35	Excellent	43.5	Moderate
2	38	14	.44	Excellent	57.5	Moderate
3	30	10	.41	Excellent	33.5	Moderate
4	32	16	.30	Good	42.5	Moderate
5	26	9	.31	Good	43.5	Moderate
6	39	10	.54	Excellent	42.5	Moderate
7	20	8	.22	Moderate	43.5	Moderate
8	31	17	.26	Moderate	48.5	Moderate
9	38	5	.61	Excellent	37	Moderate
10	37	9	.52	Excellent	34	Moderate
11	42	9	.61	Excellent	47.5	Moderate
12	43	8	.65	Excellent	42	Moderate
13	48	10	.70	Excellent	41.5	Moderate
14	33	10	.43	Excellent	37.5	Moderate
15	49	7	.78	Excellent	42.5	Moderate
16	47	15	.59	Excellent	53	Moderate
17	41	15	.48	Excellent	52	Moderate
18	29	13	.30	Good	38	Moderate
19	44	13	.57	Excellent	51	Moderate
20	41	7	.63	Excellent	43.5	Moderate
21	34	7	.50	Excellent	30.5	Moderate
22	31	1	.56	Excellent	23	hard
23	36	0.00	.67	Excellent	33	Moderate
24	33	3	.56	Excellent	31	Moderate
25	25	2	.43	Excellent	24.5	hard
26	24	2	.41	Excellent	20.5	hard
27	12	0.00	.22	Moderate	21	hard
28	28	1	.50	Excellent	7	hard
29	21	1	.37	Good	21	hard
30	49	1	.89	Excellent	11	hard
31	51	1	.93	Excellent	42	Moderate
32	52	5	.87	Excellent	56.5	Moderate
33	52	14	.70	Excellent	52.5	Moderate
34	47	13	.63	Excellent	58.5	Moderate
35	52	13	.72	Excellent	43	Moderate
36	47	9	.70	Excellent	54	Moderate
37	52	14	.70	Excellent	46.5	Moderate
38	49	3	.85	Excellent	46.5	Moderate
39	0.00	6	-.11	Discard	55	Moderate
40	48	6	.78	Excellent	44.5	Moderate

Table 4.23: Shows grade 8 discrimination and Difficulty index. According to this table test scores is moderate in many question but there was 7 difficult questions for the pupils to answer.

Table (4.24): Grade Four Discrimination and Difficulty Indices

items	Higher sums group	lower sums group	Discrimination index	interpretation	Difficulty index%	interpretation
1	53	25	.50	Excellent	65.4	Moderate
2	55	36	.34	Excellent	83.2	Easy
3	45	11	.61	Excellent	41.8	Moderate
4	50	24	.46	Excellent	64.9	Moderate
5	28	16	.21	Moderate	44.7	Moderate
6	49	9	.71	Excellent	50.5	Moderate
7	5	5	.00	No Discrimination	14.4	Hard
8	48	12	.64	Excellent	46.6	Moderate
9	52	13	.70	Excellent	55.8	Moderate
10	46	12	.61	Excellent	40.9	Moderate
11	55	16	.70	Excellent	62	Moderate
12	52	16	.64	Excellent	61.5	Moderate
13	53	2	.91	Excellent	53.4	Moderate
14	46	10	.64	Excellent	46.6	Moderate
15	52	14	.68	Excellent	60.6	Moderate
16	48	20	.50	Excellent	61.1	Moderate
17	48	28	.36	Good	56.7	Moderate
18	23	13	.18	poor	37.5	Moderate
19	54	16	.68	Excellent	59.1	Moderate
20	46	9	.66	Excellent	51	Moderate
21	56	20	.64	Excellent	73.1	Moderate
22	55	16	.70	Excellent	60.6	Moderate
23	55	19	.64	Excellent	68.8	Moderate
24	55	17	.68	Excellent	69.7	Moderate
25	54	15	.70	Excellent	65.9	Moderate
26	49	10	.70	Excellent	58.7	Moderate
27	48	2	.82	Excellent	54.8	Moderate
28	44	0	.79	Excellent	32.7	Moderate
29	51	2	.88	Excellent	51	Moderate
30	48	0	.86	Excellent	38	Moderate
31	54	22	.57	Excellent	73.1	Moderate
32	56	35	.38	Excellent	74.7	Moderate
33	53	30	.41	Excellent	77.4	Moderate
34	55	26	.52	Excellent	79.3	Moderate
35	54	29	.45	Excellent	63	Moderate
36	52	16	.64	Excellent	69.7	Moderate
37	51	10	.73	Excellent	62.5	Moderate
38	55	20	.63	Excellent	74.5	Moderate
39	3	8	-.09	Discard	63	Moderate
40	52	23	.52	Excellent	56.7	Moderate

Table4.24 shows grade four discrimination and difficulty Indices:

According to this table the questions of the test according to the score of the pupils interpretation is moderate ,there is one question that was hard for them is question 7the difficulty index is 14.4

Table.(4.16)

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

The highest score is in question 34

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

The correct answer is d- "bus". Their score is 79.3

The lowest score is in question 40- Where... from?

a-you b- are you c- your d- you are

The correct answer is b- "

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.

4.3 Summary

This chapter summaries all the data collection, procedures, and result findings of this study,the younger pupils are better than older in their results in the test.

Chapter Five
Results, Conclusion and
Recommendations

CHAPTER FIVE

Result, Conclusion and Recommendations

5.1 Conclusion

- Questionnaire results

Pupils aged from 11-13 have good readiness to acquire a new language and knowledge compared to pupils aged 5-7. after conducting this research the final result of this hypothesis was:

- 1- The result of the questionnaire was that most teachers agreed that the pupils aged 11-13 are better than pupils aged 5-7 years in having readiness to acquire language. The percentage of agreed and strongly agreed together are 76.6, 63.3, 70.7, 73.3, 87.67 from the 1st, 2nd, 3rd, 4th, and 5th statements.
- 2- Pupils aged from 11-13 have good vocabulary and knowledge compared to pupils aged 5-7. after conducting this research the final result of this hypothesis was:
Most teachers either agreed or strongly agreed that the pupils aged 11-13 are better than pupils aged 5-7 in having good vocabulary and knowledge compared to pupils aged 5-7..
- 3- Pupils aged from 11-13 have good understanding of grammar compared to pupils aged 5-7.

5.2 Questionnaire Findings-

The test result shows that:

1. Young learners are better in vocabulary.
2. Young learners possess higher ability to understand and deal with vocabulary.
3. Young learners are better than older at grammar.
4. Young learners are better than older at grammar and vocabulary.

Questionnaire results

According to the teacher views that:

- 1-Older are better in vocabulary.
- 2-Older are better in grammar.
- 3-Older are better in acquiring language.
- 4-Older are easy to control.

5.3 Recommendations

After conducting this study the researcher recommends that:

- 1- To work with pupils aged 11-13 in grammar field intensively.
- 2- To help pupils aged 11-13 in vocabulary by giving them more books to read e.g. short stories about nature, animals....etc. Anything that make them love the subject and improve their vocabulary.
- 3- To improve pupils ability to acquire the English language by motivating them, and treat the English language as their mother tongue language, not just a language to learn in the class.
- 4- To show the English teachers this study, and its result to convince them that younger pupils are better than the older ones.
- 5- Help teachers who are dealing with teaching younger pupils.

6- More studies in the field of age and its connectivity with language fluency should be conducted.

5.4 Suggestion for further studies

1-Studies similar to this study should be conducted in governmental schools.

2-Studies among pupils in various schools in the future should be done.

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Appendix

Appendix (1)

Test

**English Test
Basic Level
Diagnostic Test**

Name..... Time allowed: 45 minutes

Grammar

Question One:-

Draw a circle round the correct answer. From (a, b, and c)

- 1-My brother.....a house in London.
a- have b- has c- is
- 2-you live with your friend?
a- Do b- Does c- Is
- 3-Elizabeth is.....
a- john's wife b- wife's john c- john's husband.
- 4-He.....very hungry now.
a-is b-has c- are
- 5- My birthday is.....May.
a- on b-in c- at
- 6- He doesn't love.....
a-her b-she c-hers
- 7-There aren't.....glasses on the kitchen
a-some b- any c-much
- 8-Ididnt.....anything, it was too dark.
a- saw b-see c- seen
- 9-Look! Tower bridge.....
a-is opening b- opens c- opening
- 10-.....coffee do you drink?
a-How much b-How many c-How
- 11-Ilove.....
A-cars fast b- fast cars c-fasts cars
- 12- My father is.....
a- a driver b- an driver c- driver
- 13-Do you sometimes listen.....the radio.
a-to b- on c-of
- 14-My brother and I like traveling Khartoum.
a- in b- at c- to
- 15- English.....my favorite subject.
a-is b- was c- were

B/ Much, many, and any. Choose the correct answer. From (a, and b)

- 1-I would like.....cheese, please.
a-some b-any
- 2-.....meat do you eat every day?
A-How many b-How much.
- 3-Is there.....milk in the fridge?
a-any b-some
- 4-.....bath rooms are there in the house?
a- How many b-How much
- 5- I can't talk to you now, I haven't got.....time. I am sorry.
a- any b-many

Vocabulary

Question Two:-

A/ Give the opposites of the following words.

- 1- Good.....
- 2- Right.....
- 3- Fat.....
- 4- Big.....
- 5- Dirty.....

B/Write the next two words:-

- 1-Thirty, forty,.....
- 2-Sunday, Monday,.....
- 3-First, second,.....
- 4-summer, Autumn,.....
- 5-East, West,.....

C/Choose the correct answer from (a, b, c, and d):-

- 1-There is a very nice film on the.....tonight.
a- phone b- book c-television d-car
- 2- My father drives his.....to work.
a- scooter b-car c-foot d-book

3- we live in a.....near the sea.

a- bus b-car c-house d-phone

4-Igo to school by.....

a- foot b-door c- class d- bus

5-.....a ball.

a- It b-It's c-Its d-It be

6- How.....you?

a- is b-am c-are d- be

7-My..... is Sarah.

a-name b-names c- are name d-is name

8-I.....a student.

a- am b-is c-are d-be

9-.....at that car. It's really fantastic.

a-Drive b-Look c- watch d- See

10-where.....from?

a-you b- are you c-your d-you are

Best wishes

Appendix (2)

Teacher's Questionnaire

Teacher's Questionnaire

This questionnaire intended to collect data to evaluate "Age" issue in learning language at elementary schools "What is the suitable age of acquiring a foreign language" It is conducted for the completion of Master degree. Can you, please, devote your time to give your input by ticking the statements which suits your opinion better.

1- Pupils aged from 11-13 have good readiness to acquire a new language and knowledge compared to pupils aged 5-7.

Statement	Extremely Agree	Agree	Neutral	Disagree	Extremely Disagree
Pupils aged (11-13) are better than pupils aged (5-7) in using the knowledge of their mother tongue to help them learn a new language.					
Pupils aged (11-13) are better than pupils aged (5-7) in their confidence and performance of spoken and written language.					
Pupils aged (11-13) are better than pupils aged (5-7), they are more careful and stable in understanding teachers instructions and way of teaching.					
Pupils aged (11-13) are better than pupils aged (5-7) they are more controllable by teachers, and can pay attention during the class.					
Pupils aged (11-13) are better than pupils aged (5-7) they are more aware of the language and environment around them.					

2. Pupils aged from 11-13 have good vocabulary knowledge compared to pupils aged 5-7.

Statement	Extremely Agree	Agree	Neutral	Disagree	Extremely Disagree
Pupils aged (11-13) are better than pupils aged (5-7), they benefit from the vocabulary needed to understand texts.					
Pupils aged (11-13) are better than pupils aged (5-7) in acquiring vocabulary and using it in the right context.					
Pupils aged (11-13) are better than pupils aged (5-7) in understanding vocabulary from stories with pictures.					
Pupils aged (11-13) are better than pupils aged (5-7) in using Vocabulary inside and outside the classroom fluently.					
Pupils aged (11-13) are better than pupils aged (5-7), they are Flexible and capable of understanding to some extent complicated vocabulary texts in different materials.					

3. Pupils aged from 11-13 have good understanding of grammar compared to pupils aged 5-7.

Statement	Extremely Agree	Agree	Neutral	Disagree	Extremely Disagree
Pupils aged (11-13) are better than pupils aged (5-7), they are better in understanding the grammatical rules of language.					
Pupils aged (11-13) are better than pupils aged (5-7), they are better in using adjectives, adverbs, and verbs.					
Pupils aged (11-13) are better than pupils aged (5-7), they are better in using pronouns and nouns.					
Pupils aged (11-13) are better than pupils aged (5-7), they are able to use to sentences, phrases without any grammatical mistakes.					
Pupils aged (11-3) are better than pupils aged (5-7), they are better in using capital letters, and punctuation.					

Free comments:

1- Does age affects language learning? please suggest areas that need an improvement in the English language classes.

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Best wishes