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**Investigating the Pupils' Early Critical Period/Age for
Learning EFL in the Algerian Context:
The Case of the Young Learners in Mecheria Kindergarten**

*Extended Essay submitted to the Department of English in Candidacy
for the requirement of the 'Master' Degree in Linguistics*

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Dedication

The words never express how much I owe to my family for their love,

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*I dedicate this research to my queen, my mother for her love and
support and courage, and all the sacrifice she gave it to me.*

*I will be always grateful to my father for his confidence in me. He gave
me support all the time.*

To my sisters: Imane and Asma.

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For all I love and I will love forever.

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Abstract

The aim of this study is to conduct investigation about the importance of teaching English as a foreign language for children in kindergarten context. In other word, the researcher wants to demonstrate whether a child can acquire English as foreign language in his under-six age. To achieve this end, two research instruments was used: a questionnaire was administered to parents and an interview to gather information, for teachers. The data collected was analyzed both qualitatively and quantitatively. The obtained results of this work revealed that children aged under-six could acquire English as a foreign language. Furthermore, the present research attempt to reveal that EFL (English as a foreign language) can be taught to young learners in their early age.

Key words: EFL, young learners, speaking skills, listening skills, kindergartens.

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List of Abbreviations

⇒ **CPH:** Critical Period Hypothesis.

⇒ **EFL:** English as a Foreign Language.

⇒ **L2:** Second Language.

⇒ **LAD :** Language Acquisition Device.

GENERAL INTRODUCTION

General Introduction

English has become essential foreign language for the international communication nowadays and many people are obliged to learn English for many reasons, it has become the language of science, international media and 90% of Internet content, global lingua franca, the language of international travellers and the most common language for modern technology.

According to the British council there are 750 million English as a foreign language (EFL) speaker and 373 million English as second language (ESL) learners and they say that the number of English learners around the world is only expected to grow. Thus, English is currently spoken by 1.75 billion people worldwide. Beare, Kenneth (Aug.27,2020).

Therefore, many Algerian people today know the great value of English so they try to learn it very well. In fact, even after graduate from university the most of learners cannot speak English fluently and they face many problems especially with speaking skills, which is the first goal of any EFL learners.

Learning English cannot be achieved without mastering other skills like reading and writing. English learning is applied also to children in Algerian kindergartens, where mastering English as a foreign language is now the goal of many parents to encourage their children to be able to keep pace with the world development. Unfortunately, they

cannot continue their learning in primary school because it is not included in the Algerian curriculum until the middle school, but they learn French as the second language.

On the basis of the above, our current research will try to answer the following questions. The main question is:

- ☛ What is the critical period of teaching English as a foreign language to Algerian kids?

The sub questions to the main one of this work are:

- A.** How can kids learn English as a foreign language?
- B.** Is learning English as a foreign language at an early age benefic for Algerian kids?
- C.** What strategies can be used for teaching EFL to young learners?

Hypothesis:

- ☛ The critical period of learning English as a foreign language is in the preschool/kindergarten context for Algerian kids.
- 1) Children can learn EFL through motivation.
 - 2) It is benefic to teach EFL in the preschool/kindergarten period of Algerian learners.
 - 3) The preschool/kindergarten teacher may focus on the language.

Hence, our research is divided into two chapters. In the first chapter we will deal with the theoretical part. We will shed-light on the importance of both skills in Children's English learning which are speaking and listening. Moreover, we will see what could be the best age to start learning a new language.

In addition, how can Algerian children learn English as a foreign language with an appropriate curriculum, then, we will shed the lights on theories and studies that support English learning in early childhood and how many languages can child learn. After that we will see how can the Algerian government initiate decisions and provide English classes in primary schools for children. It would be a good opportunity for all to learn English in either elementary or primary school.

In the second chapter, we will deal with the practical part. We will talk about the methodology used in this research. We will provide sufficient information about the population and the sample design as well as the research instruments used for gathering data. After that, we will shed light on data analysis and discuss the results.

Finally, a summary of our research work will be given in the general conclusion followed by the references and appendices related to our project.

CHAPTER ONE

REVIEW OF THE RELATED LITERATURE

CHAPTER ONE

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1.1. Introduction

It is necessary to pay interest to the learner's experience to its four skills: reading, writing, listening and speaking. It may seem clear that knowing the language is being able to speak it; speaking in a second language (L2) involves the development of a particular types of knowledge because its conditions of production tend to be differed from the written language.

In this chapter, we will shed light on the concept of speaking: its definition, to be more understandable. Then, we will mention the different types of speaking, a review of studies that shows the relationship between speaking and listening and how it can help to teach speaking. In addition, we will try to measure the factors that barring learners to speak in a foreign language.

1.2. Definition of Speaking

Speaking is one of the productive skills necessary for effective communication in any language; this last can naturally appear in every EFL class since this productive skill enables students and teachers to interact more. In this area, Harmer (2001) and Gower et al (1995: 99,100) agreed that speaking has many different aspects including the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities.

According to Cora and Knight (2000; 261), speaking is the ability to perform and produce the oral language then use it the correct context and various situation with other speakers of the same language, and also, to choose the right expressions in order to use it with different events. So, speaking is a productive skill of regarding and organizing all element of language together to perform and put up the intended messages.

The spoken language includes specific characteristics that differentiate it from the other skills, these elements are: tone of voice, stress, intonation, speed of speech, besides facial expression of the speaker that they can use with repetitions and pauses.

Moreover, Ur (2004; 221) state that the speaker must be aware with vocabulary, grammar and pronunciation. Then, he must be a good listener because when they say something it responds for something else. Furthermore, students do not learn English only to speak but they should learn how to use it in the given speech community.

1.3. Definition of Listening

Listening is the process of receiving, constructing meanings and responding. It is the absorption of the meaning of words and sentences by the brain. Listening leads to the understanding of facts and ideas.

1.4. The Aspects of the Speaking Skills

(Gower et al, 1995) illustrates that speaking has many different aspects. It is useful to look at them under the following headings:

Accuracy

Accuracy involves the correct use of vocabulary, grammar and pronunciation in controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important. Ongoing correction is often appropriate during accuracy activities. In free activities the teacher is hoping for the correct use of language but is also to encourage the students attempts to use the language they have in order to communicate.

Fluency

Fluency can be thought of as the ability to keep going when speaking spontaneously. When speaking fluently, students should be able to get the message across with whatever resources and abilities they have got regardless of grammatical and other mistakes.

Normally, students should not be corrected during fluency activities. However, in feedback afterwards you can comment favorably on any strategies the students used to increase their fluency.

Pronunciation

Pronunciation is an important factor or aspect during the development of the speaking skills student's abilities to pronounce well show that they have stepped forward

for learning English and this is what teacher should be given emphasis (Gower, et al/Adam, 2005).

Elsagheer (2001) said that too much attention should be given to proper pronunciation. Many students will not be able to make all the sounds, especially at first stage, and constant correction may discourage them. So, it is recommended that pronunciation should be taught to the students.

The goal of teaching pronunciation to non- native students is not necessarily to make them sound like native speakers of English.

1.5. The Relationship between Listening and Speaking

According to (Lynch 2009), there are many reasons for connecting listening and speaking. He summarized those reasons in three research-based principles. The first principle was that listeners make better speakers.

He supported his idea with evidence from Scottish study when secondary pupils performing transactional paired communication tasks. He believes that the reason behind their effective performance as speakers is not their practice in the speaking skill, but it is their previous practice as listeners in pair.

According to (Brown, Anderson, Shillcock, and Yule, 1984) quoted in (Lynch, 2009), the second principle was that listeners affect what speakers say. In any conversation there is a kind of turn taking where the listener acts as a vital speaker giving

verbal reactions and other feedback about whether understanding what is said or not, and the speaker acts as alerted listener.

1.6. The Optimal Age to Acquire a Foreign Language

Since kindergarten children are very young learners, age is so important and there are numerous studies about the best age for people to learn foreign languages.

“Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involves a process of free creation.” Noam Chomsky (2003)

Children can acquire more than four languages with little or no difficulty, and these bilingual or multilingual children differ from one to another in term of when to initiate exposure to each language (Johanne Paradis 2008).

The main requirements for this learning are: parents speak only their mother tongue for the child, for example in Algeria we can find one of the parents’ mother tongue is Arabic while the other one’s mother tongue is Kabyle (taqbaylit) and they are living in Algiers which most of them using French language.

Sometimes, we can find in their families someone using English in his daily life and teaching the kid simple words. So, we can see that their child is so smart and can easily understand any speech that is in the previous languages.

1.7. The Critical Period Hypothesis

Many linguists suggested a critical period hypothesis (CPH) in language learning acquisition. This hypothesis stated that language can be acquired easily in the first few years of individual life automatically. (Birdsong, D. ed, 1999),

According to Eric.H Lenneberg (1921-1975), the linguist scholar and the founder of critical period hypothesis, asserts that language acquisition must take a place between age two and puberty.

Noam Chomsky (Dec 7, 1928), the American philosopher and cognitive scientist, supports the critical period hypothesis by his Nativist theory (Innatist theory) which is based on the idea that all children are born with the innate ability to learn any human language.

Chomsky (1960) said that children have a language acquisition device (LAD) and its function is to encode basic principles of language and the grammatical structure of language in child's brain. He believes that all children have an optimal learning age

between the ages of 2 to 10 years. In this period the child will acquire any language and learn to speak totally and catch fluency.

Chomsky (1960) stated that children do not need to be persuaded by their parents to speak or learn a language. It comes naturally by observing and hearing their parents speaking and that will help the child to produce a language on his own. Language acquisition device (LAD) enables the child to pick up and understand words and their organization within a sentence of any language.

Children have a born ability and the main principles to learn any human language and Chomsky proved this in his theory of language development. “Human language appears to be a unique phenomenon, without significant analogue in the animal world.” Noam Chomsky (2006).

According to the previous theories, acquiring languages in early childhood is better and easier for children to acquire any language. Prime Minister Tony Blair in 1999: “Everyone knows that with languages, the earlier you start, the easier you are” (Florence Myles MEITS, 2017).

1.8. Jean Piaget’s Theory of Cognitive Development

Piaget theory is considered one of the most influential research on child development. It has contributed to an understanding of how children learn and develop.

According to Piaget (1956), a child learns through separate stages related to age and that it is an important factor in this process.

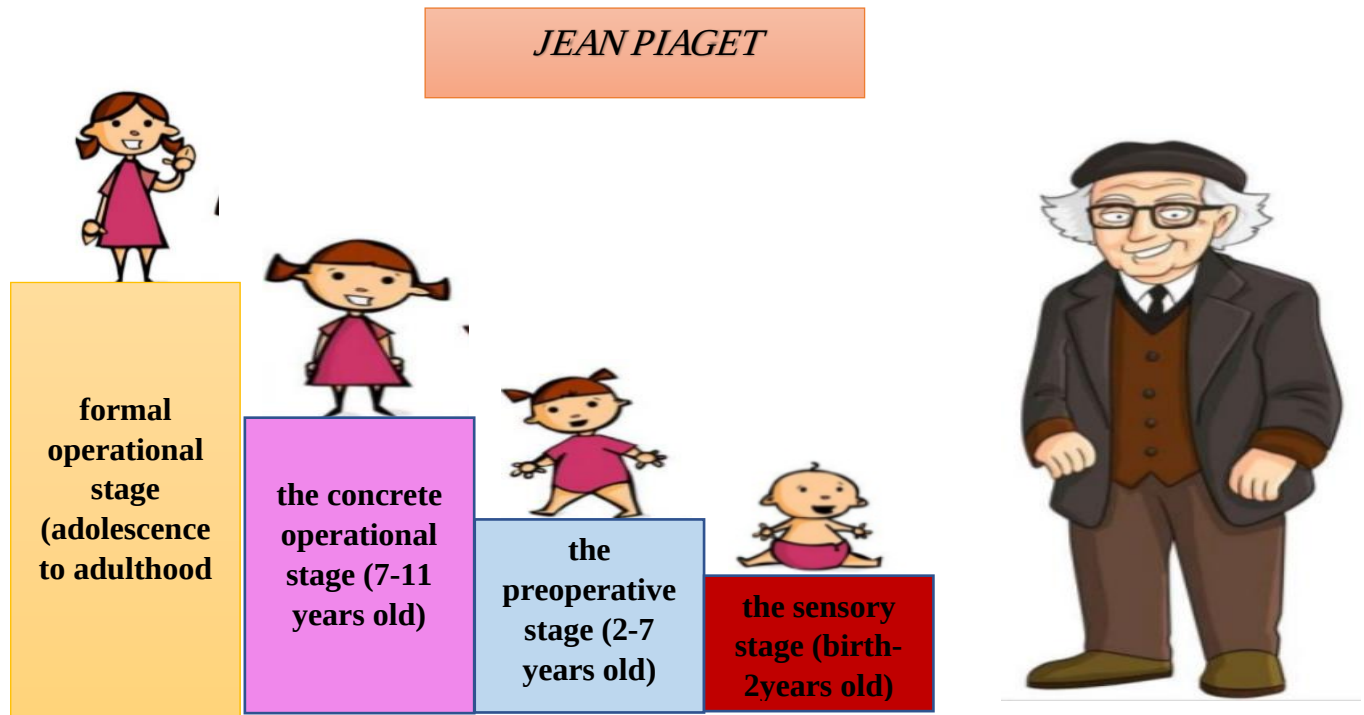


FIGURE .01: *cognitive development theory*

In fact, four main stages determine children's cognitive development:

1) The sensory stage (from childhood to approximately two years): In this period children learn to work physically through interaction with the environment. A child's physical development allows the child to begin developing new intellectual abilities. Some language abilities are developed at the end of this stage.

2) The Preoperative stage (toddler and early childhood - approximately two to six or seven years): In this period, intelligence is demonstrated through the use of symbols, language use matures, memory and imagination are developed,

3) The concrete operational stage (elementary and pre-adolescent - roughly six or seven to eleven or twelve years): During this period, they; “Become able to mentally manipulate their inner perceptions” (Siegler 1991).

4) Formal operational stage (adolescence and adulthood - approximately eleven or twelve years onwards): In this stage, children are able to perform mental operations in a reversible manner. According to Enhelder and Piaget: "Everyone has his own ideas” (Inhelder & Piaget, 1958).

1.9. Cognitive Development

Language learning leads to the development of basic thought processes. This can largely be explained by the work of Piaget (1956) dealing with cognition in children. According to Piaget (1956), a child is born with an innate curiosity to interact with and understand his or her world. Thus, by interacting with the other, the child builds up his or her growth.

Vygotsky believes that: “At a certain point, language changes the way children think, learn and understand.” On the other hand, Robinson concluded that early learning of foreign languages provides cultural, cognitive, and social benefits. Helps the child

developmental flexibility when faced with new situations. In this sense, Fuchen argued that:

“The study of a foreign language requires the acquisition of new learning strategies because it is foreign. It is necessary to prepare for a changing world to develop capabilities to meet new challenges.” (Fuchsen. 1989: 6).

Thus, learning a foreign language can enhance the cognitive and psychological development of young children due to the conflict that this learning represents. In addition, learning a foreign language can show positive effects on memory and listening skills. While developing the ability to communicate in a different language, children can also learn to see that language learning is a process and can discover that there are different ways to express themselves.

1.10. Learning Languages Makes Children Smarter

Many popular books like *The Bilingual Edge* (King & Mackey, 2009), and articles like *The Power of the Bilingual Brain* (TIME Magazine; Kluger, 2013) promote the potential benefits of learning languages at a young age.

Additionally, studies of infant learners have suggested that tremendous gains are achieved when children are exposed to language differences early in their lives. This work showing that bilinguals are better than monolingual language learners is not

surprising, of course, because bilinguals learned something important about learning itself.

One hypothesis about this finding is that the benefit of language learning for bilinguals arises from the enhancement of self-organizing processes. Bilinguals learn to control unused languages, and this control may lead to benefits not only for executive function but also for learning mechanisms in general.

There is a recent suggestion that the same conditions that exist naturally during childhood may also give rise to learning strategies that can be applied to adult learners for whom the consolidation of existing knowledge may be an obstacle to new learning (Cochran, McDonald, & Parault, 1999); Wu, 2013).

1.11. Advantages of Learning English in the Child's Early Age

Benefits of Learning a Foreign Language for the Child a second consideration focuses on how learning a foreign language at an early age can benefit the individual child, as Miliani claimed: "The early introduction of foreign languages is of paramount importance." (Miliani 2000).

He continued to expand the point of view of Lambert and Weinrich (1974) that it is taken for granted that the introduction of parallel languages to Arabic improves the intellectual capabilities of the learner (through verbal and non-verbal) his mental flexibility (increasing the competence of thought), and his construction of concepts (to

create meaning) and develop his own views of the world), and his intellectual gains (others' cultures will seem less strange, and understanding the other less problematic).

It can improve his mastery of the native language when communicating with another language. (Lambert and Weinrich 1974, quoted in Miliani 2000:24).

According to Penfield and Roberts, a child's brain is more plastic compared with that of an adult, and before the age of 9.

“A child is a specialist in learning to speak; he can learn 2-3 languages as easily as one. However, for the purpose of learning languages, the brain progressively becomes stiff and rigid during the age span of 9-12.” (Penfield and Roberts 1959)

Therefore, according to these authors, even if adults can be faster in terms of learning new language knowledge, younger learners have the advantage of longer term and ultimate linguistic achievement including superior articulation skills, when compared to learners who They started learning their language later in life. Thus, the suggestion to start learning early is encouraged,

Holman (1994) emphasized the advantage of learning foreign languages as early as possible. She cited benefits in other areas of studies, as well as neurobiological research, which has strongly suggested that the best time to learn a second or third language is before the age of ten (Holman 1994).

1.12. The Definition of Kindergarten and its Establishment

The literal meaning of kindergarten is Children's Garden. It is the education for young children, which serves as a transition from home to the more formal Schooling. Children are taught to develop basic skills through creative play and social interaction.

Kindergarten is part of the preschool system in many countries. Children attend kindergarten to learn to Communicate, play, and interact with others appropriately. As stated above, the general belief of those days did not favour early education. It took quite some time to have sufficient courage for Friedrich Wilhelm August Froebel to establish the first Kindergarten in 1840.

Froebel used 'Kindergarten' to describe this institution. This marked the beginning of Formal childhood education and paved the way for the Forthcoming long-lasting preschool system in the modern World.

Meyer Schurz founded the first kindergarten in the United States of America in 1856. Her Success drove her to offer her education to other children as well. Later that year, Peabody founded the first English-language kindergarten in America in Boston, Following Schurz's model. Gradually kindergartens became more prevalent in the modern society.

Despite the short history and the humble beginning, they have flourished development of childhood education over the past two centuries. Thanks to the

advancement of psychological, neurological and educational theories, we have different schools of theory and systems in this area.

1.13. Mecheria Kindergarten Program for Teaching Languages

According to what was said by the responsible of the kindergarten AL Yasmine in Mecheria, the early stages of the child's life, from 3 years to 6 years, he begins to develop his cognitive abilities, which helps him to comprehend simple educational skills in preparation for entering school. The kindergarten follows up on his various activities and explores his skills. In addition, the level of his mental abilities. This also helps him to quickly integrate with other children.

Therefore, the kindergarten curriculum focuses largely on mastering letters, sounds and words. The child's gradual development can be observed in mastering reading, acquiring more auditory vocabulary and writing the alphabet, and by the end of the year, the child must recognize basic geometric shapes and memorize numbers up to the number 30.

It must be realized that educational standards differ according to the child's abilities, but certainly, the child always needs to build the self-confidence that will instill the love of learning that lasts throughout life.

1.14. Learning to Read and Write in Different Languages

Experts confirm that reading to the child at home not only makes him enjoy reading, but also helps him to quickly acquire language skills and more vocabulary. In addition, increases focus and stimulates the mind, while making sure to choose books and stories appropriate for his young age and to be simple and easy to understand.

Then in kindergarten, children start learning to write letters first, and then they learn some basic words for each letter such as rabbit, duck, apple, snake, and so on. After mastering a few words, the children start learning some short phrases of three words, such as Ahmad is eating an apple. In addition, the mother can encourage the child to write through the daily spelling of some simple words, as repetition helps to install those words in his mind.

1.15. Conclusion

Speaking skill is the major must be improved and required. EFL learners should make more efforts during classroom activities in order to get competence and acquire the foreign language. From what we have seen above, we know that children are able to learn foreign languages more naturally and easily.

Studies show that for foreign language learning earlier is better. And one of the things that can be guaranteed is if teachers, teaching materials, and learning environments are appropriate, it is beneficial to learn foreign languages in early childhood.

Although, there are many benefits in early start of learning English, It is not the only factor that enhances proficiency in English. Personal attention, teaching materials, methodology, classroom management, frequency of English teaching per week and family background also determine the effectiveness of foreign language learning.

Speaking skill is the major must be improved and required. EFL learners should make more efforts during classroom task activities in order to get competence and acquire the foreign language.

CHAPTER TWO

METHODOLOGY

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2.1. Introduction

This chapter deals with the practical study on which we present the sample population, the research design and instruments. We obtained data from variety of sources, a teacher's interview and parent's questionnaire, the methodology of each one is explained. The data we gathered are analyzed both quantitatively and qualitatively.

2.2. Research Methodology and Design

This research is a case study involving 20 students studying at Al Yassamine kindergarten. According to Yin (1984) a case study is:

“An empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomena and context are not clearly evident and relies on multiple sources of evidence are used” (p. 13).

Researchers use case study to examine a specific grown or phenomena, relying on different sources of information. In the present research, the researchers use these methods to know if EFL is really important to be taught to children in kindergarten.

2.3. Sample Population

The entire population in this research encompasses of kindergarten children and English teacher was selected in purpose, during the academic year (2020/ 2021).

2.4. Data Collection Instruments

Data collection is the process of gathering and measuring information for a research work. In this study, the researchers used two research instruments, a questionnaire that was directed to parents, and an interview, which was designed for kindergarten teacher. The aim of using two research instruments is to have a variety of data sources.

2.4.1. Parent's Questionnaire

The questionnaire is a research instrument that the researcher uses for collecting data. Richard (2005) says that:

⇒ Questionnaires are one of the most common instruments used. They relatively easy to prepare, they can be used with large number of subjects and they obtain information that is relatively easy to tabulate and analyse. They can also be used to elicit information about many different kinds of issues, such as language use, communication difficulties, preferred learning styles, preferred classroom activities and attitudes and beliefs” (p.60).

Questionnaire is helpful instrument in a way it helps to gather reliable data from varied and large number of participants. In this line, Wray, Trott and Bloomer (2006:158) view: The questionnaire is useful for surveying a lot of people in many different locations”.

2.4.2. Design of Questionnaire

This questionnaire consists of 12 questions contains two main parts. The first section deals with the personal information of their children, the second section deals with parent's opinion about the kindergarten program.

The structure of this questionnaire was arranged from the general to the specific. The design of questions was as follow:

Question 1: asked parents about the thing that bring joy to their children.

Question 2: asked parents about the first experience of the child in the kindergarten.

Question 3: asked parent about the activities that child enjoys.

Question 4: asked parents about if child speaks and understands English.

Question 5: asked parents about other things that child's like.

Question 6: asked parents about if child know more than one language.

Question 7: asked parents if child read without any adult help.

Question 8: asked parents about the child's interests and hobbies.

Question 9: asked parents about when the child asks for help from adults.

Question 10: asked parents how child stays interested in self chosen activities.

Question 11: asked parents if they like child study in the kindergarten.

Question 12: asked parents if they like the kindergarten's program.

2.4.3. Results of the questionnaire

Question 1:

☛ What are some things that bring joy to your child?

What we can understand from parents that six fathers said that the things that bring joy to their children is playing games, other parents said that watching TV is their favorite, on the other hand they claimed that reading short stories is the best thing their really enjoy.

Despite of the fact, three mothers said that their children prefer playing games and watching YouTube channels, some mothers told us that their kids like picnics and visiting family. Even though, six mothers claim that listening to song and playing computer games is the favorite thing their enjoy.

Question 2:

☛ How was his first experience in the kindergarten?

HAPPY	AFRAID
70%	30%

Table 01: parent's opinions about the first experience in the kindergarten

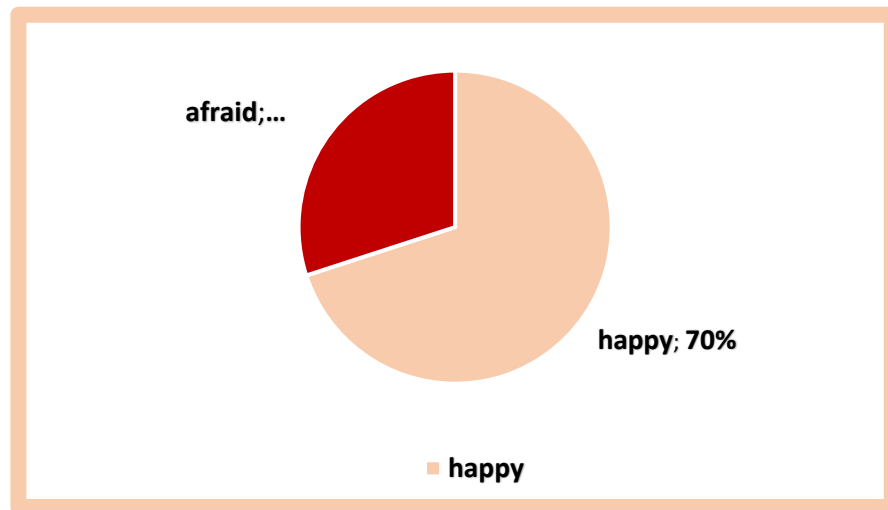


Figure 02: parent's opinions about the first experience in the kindergarten

The results of this question showed that 70 % of parents said that their children experience in the kindergarten they are happy while the remaining 30% said that they get afraid.

Question 3:

☛ what are the activities your child enjoys?

Using computer	Coloring	Listening to stories	Playing with puzzels
25%	20%	45%	10%

Table 02: the activities that child enjoys

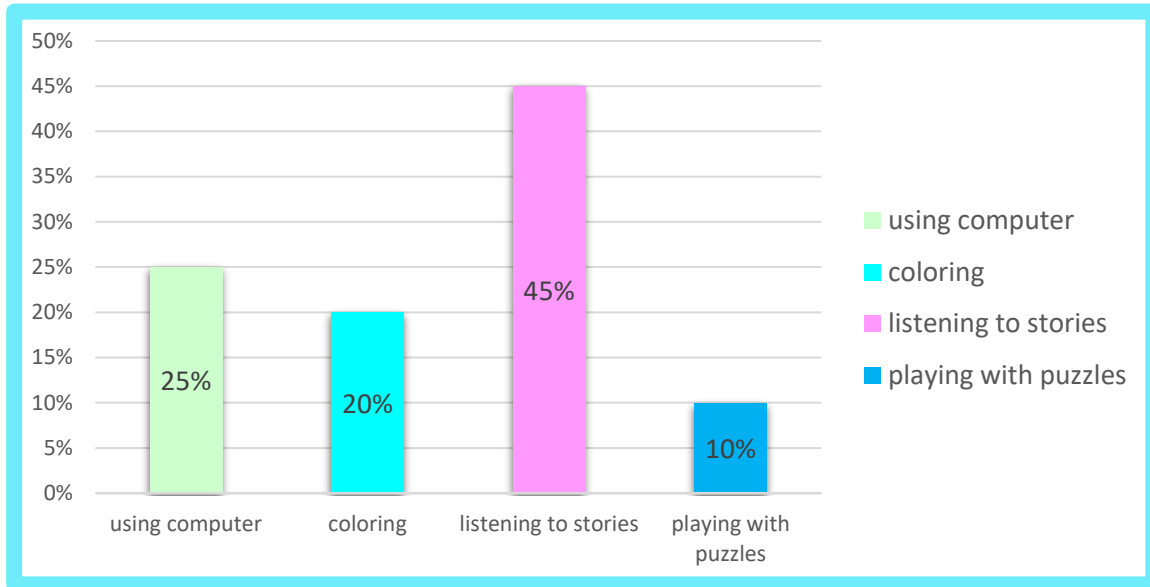


FIGURE 03: the activities that child enjoys

The largest number of parents (45%) said that the activities that makes children enjoys is listening to stories, and (25%) said that using computer is useful to their children, while (20%) said that coloring is their favorite activities, the other (10%) said that playing with puzzles is more fun to children.

Question 4:

☛ Do your child speak and understand English?

Yes	No
60%	40%

Table 03: child speak and understand English

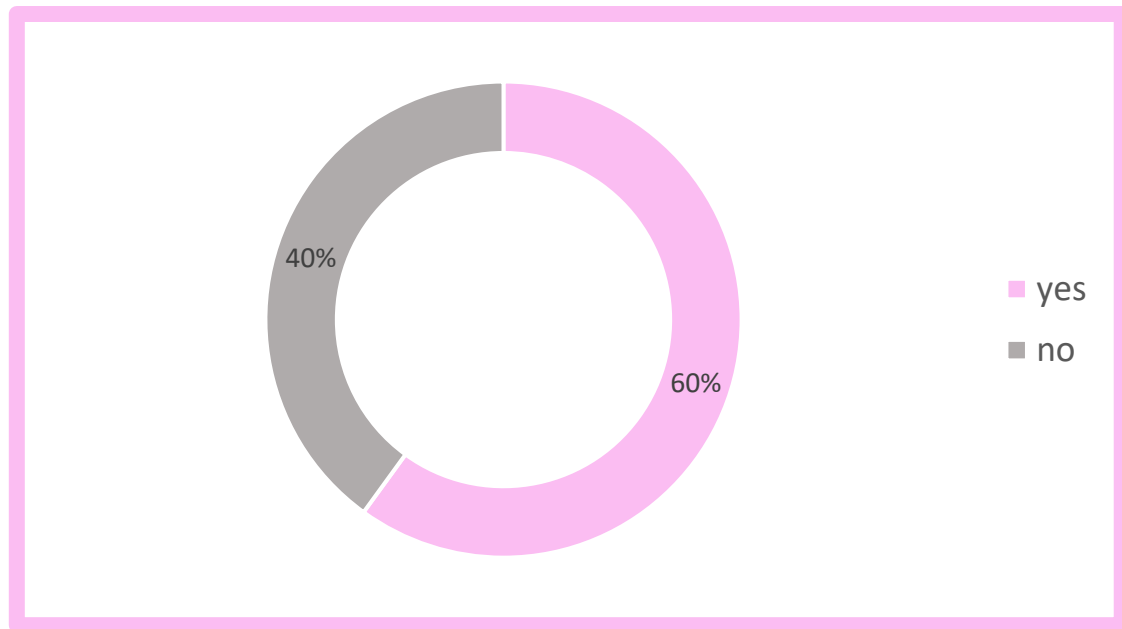


FIGURE 04: child speak and understand English

The result of the question four showed that the most parents (60%) said that their children they can speak and understand English and (40%) stated that their children face some difficulties to speak and understand English.

Question 5:

☛ Is there anything else you would like us to know about your child?

Some parents describe their children behavior and admit that some of children are shy and do not have friends they prefer to stay alone. Others said that they like to get socialized and meet new people, the rest of them they describe their characteristic.

Question 6:

- ☛ Does your child know more than one language?

Yes	No
70%	30%

Table 04: child know more than one language

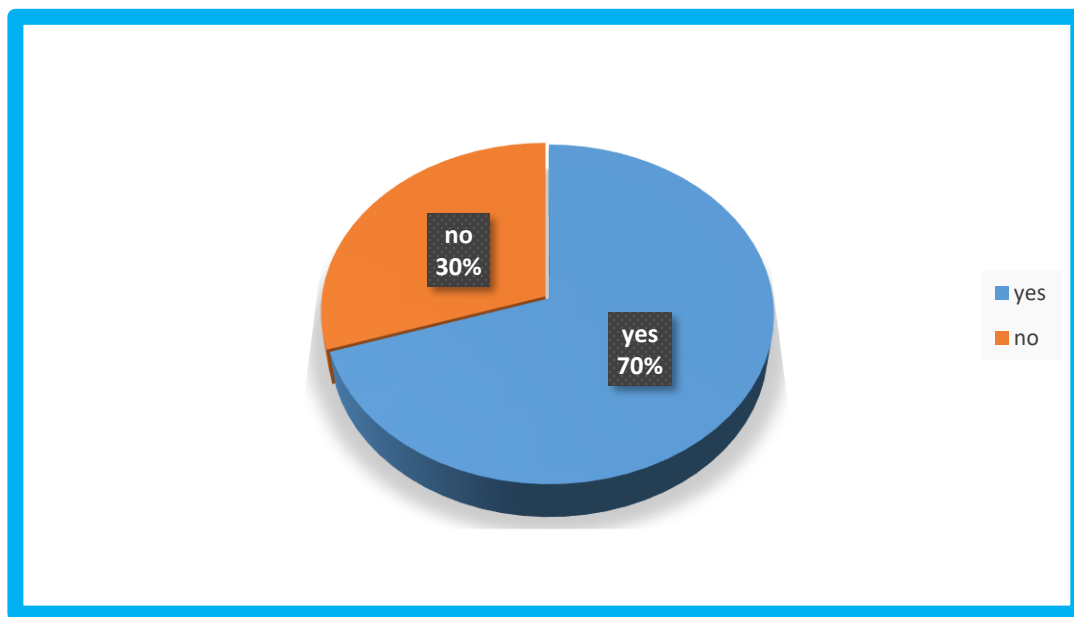


FIGURE. 05: child know more than one language

The figure show parents said that (70%) the most of children know more than one language and the rest (30%) they do not.

Question 7:

- ☛ Can your child read without any adult help?

Yes	Not Yet
55%	45%

Table 05: child read without adult help

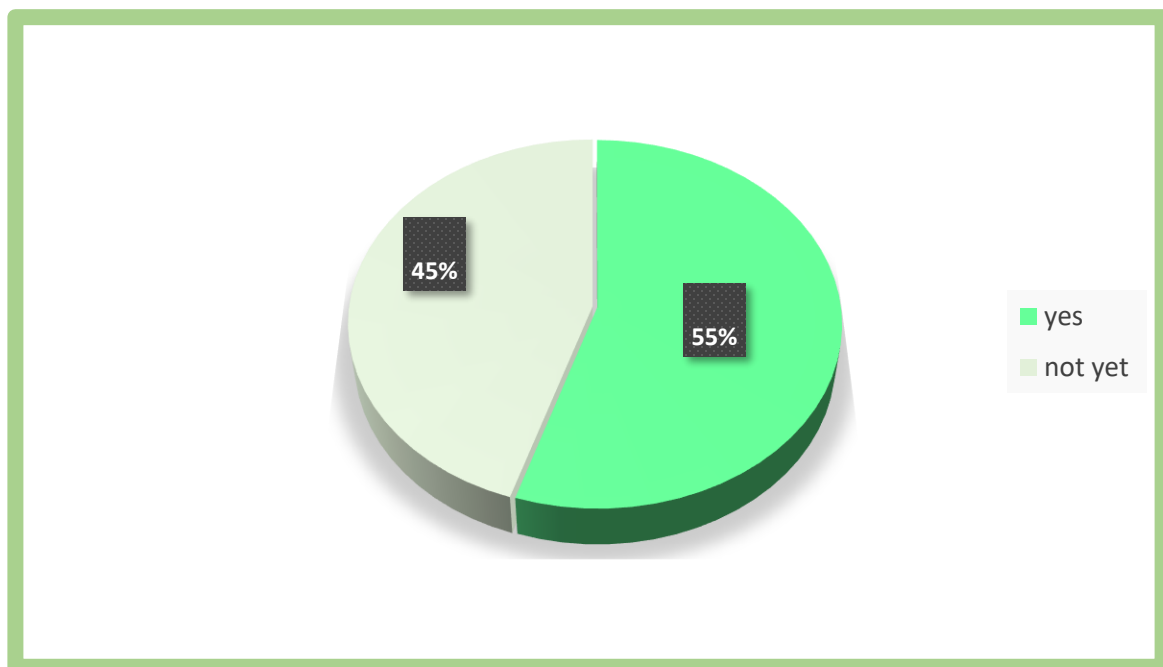


FIGURE.06: child read without adult help

This figure showed that (55%) of children need for adults help for reading, while (45%) said that they do not ask any help from adults.

Question 8:

- ☛ What are your child's interests and hobbies?

As a parent of a child who was born in the era of mobile phones and unlimited internet connectivity, you would not be wrong in thinking that your child is far removed for all the traditional hobbies which kept you happy and engaged as a youngster. The newer technologies have a tight grip on almost every child, even if you put restrictions on their usage. Some hobbies and interests for children are: writing, painting, planting, roses, singing kids songs.

Question 9:

- ☛ When your child asks for adults help?

Sometimes	Often
80%	20%

Table 06: child asks help from adults

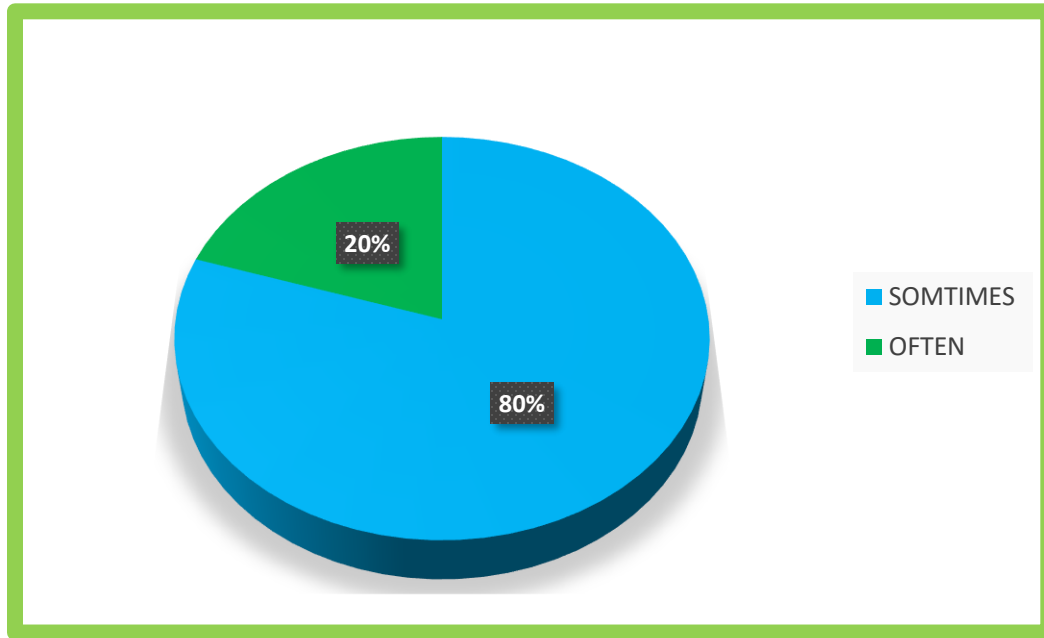


FIGURE .07: child asks help from adults

This figure show parents said that (80%) of kids ask for adults help to read and the others (20%) they do not need any help from adults.

Question 10:

☛ How your child stays interested in self-chosen activities?

20-30 minutes	10-20 minutes	5-10 minutes
20%	40%	45%

Table 07: self-chosen activities

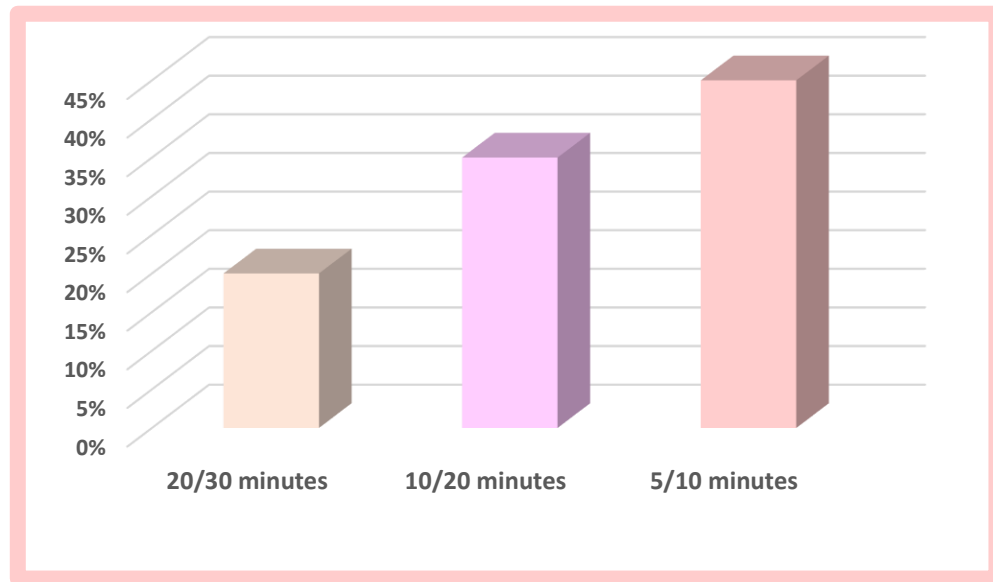


Figure .08: self-chosen activities

The figure shows that (45%) children spend 5/10 minutes while choosing the activities they prefer, and (40%) of kids they take 10/20 minutes for self-chosen activities, while (20%) they pass 20/ 30 minutes to select their activities.

Question 11:

☛ Did your child like studies in kindergarten?

Yes, he was so happy and excited to attend classes in kindergarten.

Question 12:

☛ Do you like the kindergarten's program?

Yes, i really like the kindergarten's program because it is well organized and help kids to acquire a foreign language also kids did not face any difficulties with English lessons.

2.5. Teacher's interview

Interview is typically a conversation between a researcher and a participant in order to gathering a set of opinions and information for a study. Cohen et al (2000) define it as follows:

“Interviews – be interviews or interview to discuss their interpretations of the world in which they live in, and to express how they regard situations from their own point of view.” (p.267). There are three types of interviews “structured interview, semi-structured interview and unstructured interview. In this work, the researcher used “structured interview”.

2.5.1. Design of the interview

The interview addressed to the kindergarten's English teacher aimed to teaching English as a foreign language to young children.

Question 1: asked teacher how many children attend the kindergarten.

Question 2: asked teacher how many hours and days do children study English.

Question 3: asked teacher how evaluate teaching English to children.

Question 4: asked teacher how to organize and control students in classroom and what are the difficult situation you have faced.

Question 5: asked teacher what is your favorite activities and aspects of teaching.

Question 6: asked teacher what role have parents played in classroom and if they help and encourage them to learn English.

Question 7: asked teacher how you motivate your students to participate in your class.

Question 8: asked teacher about point of view if the Algerian government English in primary schools.

2.5.2. Interviews' Results

Question 1: How many are the students you teach English?

☛ We have 20 children studying here.

Question 2: How many hours do children study English in a day? And how many days you are teaching them in the week?

☛ We teach English two hours a week, one hour on Monday and one hour on Wednesday.

Question 3: You, as a teacher, how do you evaluate teaching English to children?

- ☛ Well, children from 3 years to 6 years can learn English very fast but only by repetition, they don't understand clearly as adults

Question 4: Can you describe how you organize and control your students in the classroom? And what is the most difficult situation you have faced?

- ☛ It is obvious that children at this age are so active and have a stranger attitudes, and we can deal with their needs when we understand their world. And the most difficult situation I have faced is when the child does not obey orders.

Question 5: What are your favorite activities and aspects of teaching?

- ☛ My favorite activities are when I teach them using songs and short stories, they become happier and interested to learn.

Question 6: What role have parents played in your classroom? Do parents help their children and encourage them to learn English?

- ☛ Well, some parents are helping their children at home and encouraging them to love learning and that really reflect in children's attention at the classroom.

Question 7: How do you motivate your students to participate in your classroom?

- ☛ when children are happy, they will automatically become motivated especially when they learn something new like languages and they like to be rewarded at least by a praise.

Question 8: What is your point of view if the Algerian Ministry of National Education insert English learning in elementary school?

And if The Algerian government applied English learning in primary school what is your suggestions about the teaching program and the curriculum?

- ☛ It will be a pleasure if they implement this suggestion. The children will be excited to learn new things. And the best program includes things that delight the young learners and attract their attention. As we know in the primary stage, children study many subjects, and it is preferable that English be taught in a different way.

2.6. Recommendations and Suggestions

From the current study, and throughout this chapter, some academic recommendations and suggestions can be useful in teaching English as a foreign language

to young children. Primary consideration is given to learner's age and interests when dealing with such factors.

The foreign language teacher has a serious responsibility, especially when teaching young children. He helps children to be prepared for the future.

Moreover, the education of children is not at all the same as the education of. So, the teacher has to focus on these points:

- ✎ The EFL teacher must be patient and active with young beginners.
- ✎ The teacher has to show enthusiasm because children need to be excited for an easy understanding.
- ✎ He should teach learners that he cares about their success by supporting and encouraging them, and avoiding criticizing, intimidating or punishing them.
- ✎ He must be aware of how children develop so that he can provide guidance that supports their intellectual and personal development.
- ✎ The teacher must know how to maintain order and respect in the classroom.
- ✎ He should take care of the learning process itself, taking into account the profile of learners.
- ✎ The teacher must encourage children even if they make mistakes, and praise is a source of motivation for effective actions.

2.7. Conclusion:

This chapter presented the analysis of the data collected, both quantitatively and qualitatively. All findings of this research were discussed. The result of this research revealed that teaching EFL to young children is so important to them, the second chapter also involved a set of recommendations and suggestions given by teachers.

GENERAL CONCLUSION

GENERAL CONCLUSION

The research spots the light teaching English as a foreign language for children and its importance to children to acquire a new language.

Thus, the objective of the present work was to investigate the importance of teaching English as a foreign language and its role in their intellectual development:

These questions led to confirmation of the following hypotheses:

- 1) Children can learn EFL through motivation, if they accept the idea of learning another language.
- 2) It can has many benefits, on the other hand it may has also drawbacks.
- 3) It may be submitted in the Algerian primary schools. Before taking any ministerial reform on the level of education, the curriculum must be studied in detail.

This research work was started with theoretical overview in the first chapter, dealing with the importance of learning a foreign language in early age, defining both skills speaking and listening. The types of speaking, the importance of speaking skills. And the main speaking problems that students faced. Even though, it deals with the activities that promote both skills speaking and listening.

Also, the optimal age for children to acquire a foreign language. Finally, it dealing with the theory of cognitive development.

The second chapter was the practical part of this research, the data were collected and analyzed in this chapter.

Results are reached by analyzing the student's questionnaire and the teacher's interview.

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APPENDICES

APPENDIX 1

Parent's Questionnaire

Dear informants,

You are kindly requested to fill in this questionnaire to give us your opinion concerning (the topic title). We would be very grateful if you could answer the following questions, you are required to put a pick (✓) in the correspondent to your answer or give full answer where necessary.

Thank You For Your Collaboration.

Gender

☐

Female

☐

1/ What are some things that bring joy to your child?

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2/ How was his first experience in the kindergarten?

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3/ What are the activities your child enjoys?

Using computer ☐

Coloring ☐

Listening to stories ☐

Playing with puzzles ☐

4/ Do your child speak and understand English?

Yes ☐

No ☐

If yes give a comment

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.....

.....

5/ Is there anything else you would like us to know about your child?

.....

.....

.....

.....

6/ Does your child know more than one language?

.....

.....

.....

7/ Can your child read without any adult help?

Yes

☐

Not yet

☐

If yes list the title of a book that he can read

.....

.....

.....

.....

8/ What are your child's interests and hobbies?

.....

.....

.....

9/ When your child asks for help from adults?

Often	
Sometimes	
Seldom	
Never	

10/ How your child stays interested in self chosen activities?

20 – 30	
10 – 20	
5 – 10	

11/ Did your child like studies in kindergarten?

Comment.....

.....

.....

12/ Do you like the kindergarten's program?

Comment.....

.....

.....

APPENDIX 2

Teacher's Interview

Question1: How many are the students you teach English?

Question2: How many hours do children study English in a day? And how many days you are teaching them in the week?

Question 3: You, as a teacher, how do you evaluate teaching English to children?

Question 4: Can you describe how you organize and control your students in the classroom? And what is the most difficult situation you have faced?

Question5: What are your favorite activities and aspects of teaching?

Question6: What role have parents played in your classroom? Do parents help their children and encourage them to learn English?

Question 7: How do you motivate your students to participate in your classroom?

Question8: What is your point of view if the Algerian Ministry of National Education insert English learning in elementary school? And if The Algerian government applied English learning in primary school what is your suggestions about the teaching program and the curriculum?